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**Gabelli School of Business
Annual Report 2010-2011**

NARRATIVE

Our accomplishments this year in the realms of faculty hiring and development, facilities, curricular innovation, administrative efficiencies, strategic planning, and student satisfaction all contributed to our overarching goal: the development of a true intellectual business community characterized by academic rigor, global participation, and ethics, which invites students to become highly professional, socially responsible global leaders. This annual report categorizes our ongoing work into our four focus areas for improvement and achievement:

1. Academic excellence
2. Globalization
3. Student personal and professional development
4. Pedagogical excellence and innovation

Within the last 12 months, we secured a home for our community in the form of Hughes Hall. This building at the core of campus will bring students and faculty together for the first time under one roof, in classroom environments designed specifically to advance learning. With extraordinary help and support from Father McShane and from Roger Milici and his development team, we helped secure several major gifts to underwrite the new construction and fund major initiatives, raising more than \$48.8 million for the Gabelli School in this year alone.

With the largest of these gifts, we established a new identity as the Gabelli School of Business, in honor of the generosity of Mario Gabelli, Class of 1965. His anchor support gives us a recognizable brand and sets the stage for other alumni and prospective donors to follow his lead. In addition, numerous alumni are involved with every aspect of university life, such as through the advisory board, mentoring, curriculum review, lecturing on campus, and career coaching.

The dean, several committees, and dozens of faculty worked diligently to develop a curriculum that helps to set us apart from typical undergraduate business education. Several recent articles in the national media — *The New York Times* and *The New Yorker* among them — have criticized undergraduate institutions in general, and business schools in particular, with being either entirely focused on liberal arts (producing students who can neither write nor think analytically) or entirely trade-school-oriented (producing professionals whose narrow focus renders them incapable of social thinking, leadership skills, and so on). The curriculum at the Gabelli School of Business, by contrast, is an equal mix of liberal arts and business courses, and it is designed to graduate competent, socially responsible professionals with writing, presentation, and analytical skills.

We continue to attract and retain better, brighter students. We are receiving more applications overall: 5,900 for the Class of 2015, an 18% increase over the previous year. We are becoming more selective and accepting fewer applicants: 43% were admitted, down from 52% the prior year. The average SAT score for this fall's incoming class was 1262, continuing a five-year upward trend. Our yield of students with SAT scores above 1350 increased from under 10% in 2010 to over 16% in 2011. Both the freshman and overall retention rate hover around 93%.

While we were ranked a shade outside the top 50 undergraduate business schools in 2011 as compiled by *Bloomberg Business Week*, we have been developing strategies not only to regain our previous position but to continually raise the ranking. The quality of our program is there. In addition to improving our facilities, our career-planning offerings, and other elements of the student experience, we need to inform the ranking community and, by extension, the general public, of our accomplishments. This will be one of our primary objectives for the coming academic year, and we have identified faculty and administrators to lead the charge.

The narrative below discusses the progress we made in 2010-2011 in our four areas of focus and lays out our goals for 2011-2012.

Area of Focus: Academic Excellence

The centerpiece of our academic work is the Integrated Business Core, which we are developing and expanding with the goal of complete implementation by 2013. The core has many moving parts, the first of which is The Ground Floor course. This year for the first time all freshmen took this course, in which faculty and corporate leaders introduce business students to each of the sectors in our curriculum. The class is writing-intensive and speaking-intensive, featuring weekly papers graded by English graduate students, and it culminates in a team project of creating a business plan.

The Ground Floor integrates all business sectors in the freshmen's final project. Then, during sophomore year, students take separate courses in each of those business sectors, all of which are integrated. The integration occurs along two axes. First, faculty work together in teams to ensure that material is not duplicated, that workflow among all courses remains equally distributed, that intellectual rigor is increased, and that lessons in one class may be applied to problems in another (e.g., statistical analysis may be applied to marketing problems). Second, each semester culminates in an integrated project, such as a consulting project that solves complex corporate problems through the use of several disciplines. This year 60 sophomores, our core pioneers, finished the first integrated sophomore curriculum. Next year more than 200 sophomores will be enrolled in the new core, and the following year, when we move into Hughes Hall, the entire sophomore class will be enrolled. Meanwhile, the faculty have built a web site that captures the schedules and assignments of the entire core, and have participated in a team-building and professional-development workshop to prepare for the full rollout of the new core.

This year we have seen the first fruits of our efforts to ramp up undergraduate research. Students in the Global Business Honors Program and our senior honors thesis program worked under the guidance of full-time and adjunct faculty to delve into business subjects that interested them, and 25 students presented a total of 14 projects at an undergraduate research day that brought their work to the attention of the wider university community. We will work to make undergraduate research simultaneously more commonplace and more extraordinary: commonplace in terms of how many students pursue it, extraordinary in terms of its quality. To advance those goals, we established a “working papers” web site where students can post and revise drafts with professors’ help, and a student academic journal, to be first published in 2011-2012, that will bring completed papers to the attention of other business schools, prospective employers, alumni, and others.

Administrators and faculty collaborated to plan two new academic programs for launch in fall 2011: a revitalized program in Entrepreneurship and a minor in Sustainability. These programs offer opportunities for partnerships with Fordham College Rose Hill and with outside organizations and businesses, such as Google, from which two staff attorneys will teach an entrepreneurship course in fall 2011.

Both faculty and administration have furthered strategic planning efforts in two areas that leverage our business curriculum expertise. First, we assigned full-time and adjunct faculty to teach in a newly designed and expanding Management major within Liberal Studies. Second, we developed a first draft of a plan to launch a Gabelli business school at Lincoln Center, which will attract students who are looking for an urban campus and which will focus on concentrations such as health care management, sports and fashion marketing, new media, and the service sector.

Area of Focus: Globalization

We have made strides toward replicating at Gabelli the global interconnection that defines today’s business world. Our strategy has two parallel prongs: sending our students out into the world, and bringing the world to Fordham.

On the export side, we established a full-year cycle — fall, spring, and summer — at our satellite campus in London by adding a fall-term component, in which 17 students are enrolled for September 2011. The new fall London semester is designed to appeal to marketing majors and business minors. In addition, we refined our approach to our one- and two-week study tours, turning them into thematic country visits attached to rigorous business courses and grounded in the overall curriculum. We also have enhanced them through partnerships with Jesuit universities in the countries that our students visit. For example, the India study tour was part of a finance class, Investing in India, in which students studied Indian companies as equity analysts and developed models to evaluate their balance sheets. The visit to Delhi, Bangalore, and Mumbai, in addition to historical and cultural walking tours, included visits to factories, a stock exchange, and several investment and consulting companies, as well as the campus of Xavier University, a Jesuit college with which the Gabelli School now has a link. We have kept participation in these study tours strong — 69 students total in the last academic year — and have

begun encouraging professors to include global perspectives, if not international travel, as standard components of Gabelli coursework. Students have shown enthusiasm for global learning: 256 Gabelli students did some type of study abroad in 2010-2011, a full 25% more than the previous year. Finally, we took first steps toward developing permanent partnerships with universities overseas. These will take time to come into being, but we have targeted Turkey and India for our initial forays and also will explore possibilities with institutions in other countries, such as South Africa and Ireland.

On the import side, we increased, with the support of Fordham's admissions office, the number of international students who call Gabelli home. In the past, between 1 and 3 percent of our incoming classes had been international, but undergraduate admissions has helped us to recruit a Class of 2015 that boosts that statistic to 10 percent — exactly the initial target we had set for ourselves. We have tried to involve our international students, who need more careful attention to make a successful transition, into the life of the school by having special gatherings for them when possible, but we look to the university for support in making sure these students have the academic and social resources they need. Also on the home front, we increased the parameters for our GLOBE program to require students who are pursuing an international certification to gain more thorough expertise here on campus. They now must demonstrate proficiency through the Intermediate II level in a language related to their chosen target country.

Area of Focus: Student Personal and Professional Development

We made progress in cultivating a vibrant network of personal and professional support that begins even before a student's first day of freshman year and continues far into the later stages of his or her career.

We devised a summer shared-learning experience to sharpen students' focus before they arrive on campus, in the form of a common book tied to a theme for each class. We also thought critically about how to serve our freshmen at orientation and revised the day accordingly. Orientation for August 2011 is based on the idea of "Ignite" — calling to mind the personal and professional development program of the same name that students will soon enter — and aims to spark their interest in business, in Fordham, and in making a difference in their own lives and in society. These freshmen will begin orientation pre-linked: We created a Facebook page in May so they could get to know one another before the start of school, and by mid-June, 235 freshmen — more than half the class — had connected and were introducing themselves and asking questions. As their first year progresses, they will get to know themselves even better through a discernment exercise led by our Jesuit scholastics, in which students learn about Ignatian pedagogy and explore how faith and spirituality can be used to make decisions that bring about good for themselves and others.

For students in the midst of their study at Gabelli, we enhanced student leadership opportunities and placed a greater value on taking leadership roles. We worked in better concert with student clubs and organizations to help these groups fulfill their potential as

avenues toward personal and professional development. We also offered better advising services, especially for students considering a law degree after graduation.

In terms of life after Fordham, we adopted a Gabelli-specific approach to job placement to supplement the work of university career services. We added new workshops, offered online résumé reviews, posted online guides for juniors, held events such as Access Your Career Week, and encouraged students to get themselves and their names out there as often as possible, from policy symposia in Washington, D.C., to speeches by Warren Buffett for female student investors at the Omaha, Nebraska, headquarters of Berkshire Hathaway. We enlisted more than 100 new corporate recruiters to help our students find jobs, expanded the number of internships available for students, and began building an online networking and mentoring community for Gabelli alumni, beginning with our more recent graduates with the intention of moving up gradually into the alumni ranks.

Area of Focus: Pedagogical Excellence and Innovation

Among our most crucial efforts with our faculty was the pursuit of a healthy balance, in all courses, of theoretical and practical approaches. We want our students to understand the theory behind the business disciplines they study, but we also want them to have access to in-class exercises, projects, and hands-on applications that will prepare them for the real-world work they will do as interns and, eventually, as professionals.

We also motivated faculty to incorporate team-based projects and collaborative learning as much as possible into their classes. Our students will need to function effectively as team members when they graduate, especially as they take on entry-level roles in large corporations and other prominent businesses. It is critical that they be able to cooperate with others of all backgrounds and working styles.

In order to fulfill our commitment to create a culture of assessment, our faculty assessment coordinators developed and implemented course-embedded measures of learning. These quantitative and qualitative assessments guided our refinements to the curriculum. Working with data from observation reports, course work, student surveys, and other instruments, we revised student assignments to incorporate more analytical thinking and global perspectives.

Finally, we continued to foster the use of cutting-edge technology in the classroom. We asked faculty to consider how blended learning — an in-person/online hybrid — might figure into their future courses. We began the process by videotaping several courses in their entirety, as well as several lectures, all of which are now available online.

What follows, beginning on the next page, is a more detailed examination of our work in our four areas of focus in 2010-2011.

2010-2011 ACTIONS

GOAL I: ACADEMIC EXCELLENCE

Transforming Initiatives: I, IV, V

Supporting Initiatives: I, III

Continued to introduce, develop and refine elements of the Integrated Business Core, which aims to educate holistic thinkers who can make strategic and ethical decisions.

Actions:

- For the first time in 2010-2011, every freshman took The Ground Floor, a course that introduces students to all business disciplines, fosters writing and critical thinking skills, develops team-based learning, hones verbal presentation abilities, and challenges students to become entrepreneurs through a group-based business development project. Assignments are graded twice: once by a business faculty member who evaluates content, and once by an English department faculty member who evaluates writing mechanics, composition, and style.
- Integrated core content moved to the sophomore level, involving 60 students who began the core as freshmen. Sophomores used data sets from real companies and business situations to practice thinking critically and approaching problems from a multidisciplinary perspective. They completed an integrated project to close out each semester, including managing a portfolio in the spring term.
- Prepared integrated core content for 2011-2012's junior class that includes three courses — Business Communications, Information Systems, and Operations and Production Management — and one fall-term integrated project.
- 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.

Results:

- Students who complete The Ground Floor reported in a survey that they find their writing skills have improved. They also reported a better grasp of the range of business focus areas and better preparation for the eventual choice of a major.
- Sophomores demonstrated the communications skills learned the previous year when they presented integrated product analyses at the end of the fall semester, offering recommendations for actual case-study firms, including DuPont, Estée Lauder, Nokia, RIM, Eli Lilly and Burger King.
- The spring sophomore project allowed students to practice managing a pension fund for the firm they investigated during the fall semester, making decisions based not only on maximizing performance, but also on pursuing investments that would resonate with the company's brand identity.

Follow-up:

- Triple the number of sophomores in the core during the 2011-2012 school year, to a total of about 200, and extend the new core to all sophomores by fall 2012.

- Based on the success of a retreat held for new faculty teaching in the core, strive to increase cross-sector integration, reduce duplication and further develop integrated projects at each grade level.

Enhanced undergraduate research opportunities and promoted their results.

Actions:

- Increased opportunities for students to do independent or small-group research, emphasizing current business topics that allow them to distinguish themselves in the eyes of both academic and industry evaluators.
- Held an undergraduate research day in which students presented their results and conclusions to peers, professors, administrators and business professionals.

Results:

- Twenty-five students presented a total of 14 projects on undergraduate research day that covered areas such as the relationship between energy prices and mergers and acquisitions; the use of personal pronouns in product names; and the effect of taxes on the Chinese capital market. A full list of these projects can be found in Section 1 of the appendix to this report.
- Students garnered attention by presenting their research at conferences, such as the Global Economics, Finance and Management Conference in Toronto, Canada, and submitting it for publication, such as to the *Journal of Cultural Economics*.

Follow-up:

- Expand the number of students who take on in-depth research.
- Encourage students to present their work at external conferences or to submit it for inclusion in professional and academic journals.
- Publish the first edition of a new student journal that will be circulated throughout Gabelli and Fordham, to members of our alumni advisory board, to prominent members of the business community, and to deans of other business schools. In support of this print journal, create a password-protected student-and-faculty-only web site to house working papers.

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

Actions:

- Created a new entrepreneurship program for fall 2011 that will prepare students for an environment in which — if federal predictions prove true — small businesses will be a primary driver of job creation and economic success. The program's creation reflects student demand: In a survey in which 535 students responded, 76 percent reported a strong interest in owning a business or founding a nonprofit at some point during their careers, 69 percent expressed interest in working for a smaller startup company, and 36 percent said that they already had an entrepreneurial idea for a product or service. The program we developed for them, led by five full-time faculty, includes a required course sequence that builds entrepreneurial skills, as well as practical opportunities in consulting and networking. We aim to competitively position our entrepreneurship offerings with nationally top-ranked programs.

- Introduced a course taught by Google attorneys Anjali Kumar and Blake Reese, titled High Tech Law, that examines legal issues that technology entrepreneurs will face as they launch for-profit business and nonprofit organizations.
- Revitalized the student-run Entrepreneurship Society under the guidance of professor Christine Janssen-Selvadurai.
- Offered a comprehensive program of knowledge and opportunities at Entrepreneurship Week, held November 15 through 18, 2010.
- Brought established entrepreneurs to Fordham as speakers, including alumni.

Results:

- A total of 80 students are enrolled as of June 2011 in the courses within the entrepreneurship program that are being offered in the fall: Exploring Entrepreneurship, Intro to Tech-Based Ventures, Personal Branding and Leadership, Sustainable Business, and Venture Capital.
- The High Tech Law course garnered strong student interest.
- The Entrepreneurship Society held sales-related events and designed branding elements, including a new logo.
- A total of 405 students attended Entrepreneurship Week events.

Completed the planning needed to launch our new sustainability minor in fall 2011.

Actions:

- Business faculty worked collaboratively with FCRH faculty to design a minor that appeals to and will attract students from both schools. It includes a foundational course followed by courses in environmental economics and sustainable design. Gabelli students will complete the remaining requirements for the minor with classes in natural science and sustainable development, while Fordham College students will take business courses.
- We developed the first-level course, Foundations of Sustainable Business, co-taught by a management professor and an economics professor, in which students learn what it means to manage for people, planet and profit simultaneously.
- Course content across business disciplines challenges students to think about what it means to conduct business ethically, including our ethical responsibilities to our natural environment and to world populations.
- Faculty deepened their involvement with the Principles of Responsible Management Education program (PRME) that they voted to join in 2009-2010.

Results:

- The Foundations of Sustainable Business course for fall 2011 surpassed its maximum enrollment with a total of 36 students.
- Issued a full written report documenting all of our initiatives over the past several years that fit in with our commitment to PRME, including our membership in the Fordham University Consortium for Social Justice; the fact that our International Service Learning program has seen a \$700 initial investment from three years ago help a Kenyan business grow into a \$10,000-per-year enterprise; our participation in a U.S. Department of Energy's Solar Decathlon; and the development of a business ethics program that carefully examines the full spectrum of relationships between morality and profit.

Further developed our highly successful Global Business Honors Program, which in May 2011 graduated its first class to have been in the program for all four years.

Actions:

- Continue to seek out students of the highest academic ability and promise, and work with those who are accepted to ensure that they choose Fordham.
- Encourage enthusiastic participation by faculty, both in teaching newly developed courses and in taking part in the experiential-learning portions of the program.
- Ensured that the honors program lived up to its name as a “global” program by providing meaningful international learning experiences for students.
- Sought measurable outcomes of the honors program’s success by tracking placement of honors students in internships, full-time jobs, prestigious fellowships and enrollment in graduate programs. We also tracked progress in the quantity and quality of faculty/student research.

Results:

- The incoming honors Class of 2015 represents the most high-achieving and largest honors class in the program’s history. The 23 students have an average SAT score of 1465. The four prior classes averaged 16 students and had an average SAT of between 1421 and 1426.
- We have increased our geographic diversity. In the year to come, our 72 total honors students will represent 18 states, China, and the United Kingdom. Our inaugural class (2011) mostly represented Fordham’s traditional strongholds of New York, New Jersey, and Pennsylvania, as well as Texas and China.
- In 2010-2011, honors program students visited multinational firms and experienced first-hand the business cultures of Chile, France and the United Kingdom.
- Members of the first four-year cohort, the Class of 2011, secured employment immediately after graduation at firms such as Barclays, Cohen & Steers, Ernst & Young, Google, JP Morgan, KPMG, Nomura, Novus Partners, and Pricewaterhouse Coopers.

Follow-up:

- Continue to refine the honors program based on the objectives defined above.

Enhanced the undergraduate program, specifically in the areas of finance, information and communication systems, and marketing.

Actions:

- Began planning phases within the finance area for a new concentration in value investing, working closely with Mario Gabelli and other value investors who offer industry perspective.
- Continued to offer a real-world, quantitatively focused experience in finance via the Student Managed Investment Fund. This program places students in the role of analysts during one semester and in the role of portfolio managers in the next.

- Received a charter for a student chapter of the New York Society of Security Analysts (NYSSA), a key organization for students who envision a career in finance. The chapter will launch in fall 2011 and cover both Gabelli and GBA.
- Increased the rigor of the finance curriculum by introducing a course called Quantitative Portfolio Management in spring 2011. This course covered the same portfolio management theory as the traditional course but with an added emphasis on quantitative techniques.
- Increased the rigor of the information systems program by adding a course in Advanced Spreadsheet Methods, which saw high enrollment, and by reworking the Knowledge-Based Systems course as Business Analytics, creating a parallel with the Business Analytics program at the graduate level.
- Increased the rigor of the marketing program by refining standards for student assessment in the core Marketing Principles course and by adding a requirement that all marketing majors participate in a marketing metrics workshop.
- Following the MBA model, introduced 1.5-credit marketing courses on current topics such as fashion marketing and the psychology of pricing. These courses allow students to explore niche topics within their major and give professors a more flexible format in which to address such narrow-band issues.

Results:

- The student managed fund gained 6.97 percent in fiscal year 2010 and is up 4.61 percent year to date as of May 31, 2011. Its cumulative compounded return since inception is 11.9 percent, and it outperformed its blended benchmark of stock, bond, and commodity indices.
- More than three-quarters of our Finance Scholars reported receiving internships in front-office positions at major banks, including Bank of America/Merrill Lynch, JP Morgan, GE Capital Risk, and Goldman Sachs.
- The information and communications systems area regularly receives inquiries from global universities about our business analytics program.
- Twenty-seven students enrolled in the new 1.5-credit marketing courses.

Follow-up:

- Encourage other areas to follow the marketing area's lead in establishing flexible course offerings and formats that will encourage enrollment and foster curriculum development.
- Seek funding to establish a student-run program in value investing that parallels the Student Managed Investment Fund experience.

Encouraged student involvement in our Integrated Learning Community.

Actions:

- Continued to promote our Integrated Learning Community for Global Business, which completed its third year of offering students an experience that integrates academics, residential life, mission, and ministry.
- Sought out structures and programs that both met students' needs and aligned with the community's mission.
- Tracked students' evaluation of the community experience through surveys.

- Involved our alumni in the community and solidified its ties with New York City through special lecture series and external events such as corporate visits, business functions, and academic and business conferences.

Results:

- Student participants are strongly tied to the ILCGB. The projected retention rate for participants, as of June 2011, is 94 percent, which is about 5 percent higher than the typical sophomore-to-junior retention rate at Gabelli and nearly 13 percent higher than the university-wide rate.
- Participants' academic performance increased overall: the community's median GPA stood at 3.333 at the beginning of the year and 3.415 at the end, a roughly 2.5 percent increase. The community's mean GPA increased in parallel, about 2 percent as well.
- Sixty-four events were held for the ILCGB, 42 of which were exclusive to the community.
- Our end-of-year survey of student community members yielded positive results:
 - 100 percent of participants rated the experience as good, very good or outstanding, with 80 percent rating it very good or outstanding.
 - 90 percent would recommend the experience to Gabelli freshmen.
 - 40 percent said they studied more hours in the ILCGB than they had as freshmen.
 - More students reported feeling a connection to the business faculty in 2010-2011 than had reported this in the prior academic year.

Follow-up:

- Refine and adjust the program to meet the needs of the changing student body.
- Survey participating students mid-year to determine possible course corrections.
- Publicize the program to freshmen earlier on in the academic year.
- Make students more aware of RA opportunities and cultivate more potential RA applicants from among ILCGB students.

GOAL II: GLOBALIZATION

Transforming Initiatives: I, V, VI, VII

Supporting Initiatives: I, III

Bolstered the educational experience offered at our satellite campus in London and made it possible for more students to participate with greater flexibility.

Actions:

- Completed our London offerings, creating a continuous full-year cycle, by launching a fall-semester program geared specifically for marketing majors. Students take Marketing Consulting, in which they serve in small groups as marketing advisers to small businesses or nonprofits; British Culture, which points up the differences between the American and British business models; and International Marketing, in addition to their other coursework.
- Admitted students from the University of San Francisco to the spring semester program in London and began exploring the inclusion of non-Fordham students from other Jesuit universities as well.
- Paired full-semester London program students with London-based alumni for mentoring and to strengthen the global Gabelli network.

Results:

- Thirty-six students participated in the London program in spring 2010: 26 of those were Fordham students and, for the first time, 10 were non-Fordham (members of the honors program at the University of San Francisco).
- Thirty-two are enrolled for London summer 2011.
- Seventeen students are enrolled for London fall 2011.

Follow-up:

- Incorporate students from other Jesuit universities, such as Loyola University Chicago and Seattle University, into our London experience.
- Continue to publicize and expand London enrollment for all terms.

Increased the academic rigor of our one- and two-week study tour programs.

Actions:

- Worked to ensure that our study tours are theme-related country visits attached to a rigorous business class. For example, prior to the May 2011 study tour to India, students studied investing in Indian companies, acting as technical and fundamental analysts of real businesses to which they'd been assigned. Upon arrival in India, they both visited Indian firms and met with business and securities analysts who do the kind of work they had practiced in class.
- Made connections whenever possible on our tours with Jesuit universities that share Fordham's commitment to academic inquiry, such as Heythrop University in London; Universidad Alberto Hurtado in Santiago, Chile; and Xavier University in Mumbai, India.

- Offered students opportunities to interact with students from the countries we have visited, to foster peer-to-peer cultural exchange and collaborative learning. We had particular success with this educational strategy in Galway, Ireland.

Results:

- Qualitative responses on post-tour student surveys has been extremely positive. Here is a brief sampling of students' written reactions:
 - "This trip to London and Paris was the best experience of my life. We learned a lot about business, the global economy and what we might want to do in the future. Also, we all learned how to work as a group, how to problem-solve and how to make the most of our time."
 - "I really liked the Kraft Europe presentation because we moved away from the financial discussion and talked about marketing and advertising, which we learned is remarkably different from country to country. I have more of an interest in marketing now due to this presentation."
 - "The study tour to Italy was an incredible learning and cultural experience, and it truly emphasized what it means to be a global student at a Jesuit business school."

Follow-up:

- Offer investing and value-focused classes in other nations and regions, such as Brazil and southeast Asia.
- Conduct additional study tours connected with a specific business discipline, such as marketing-centered tours to China.

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

Actions:

- With the help of the admissions office, worked to recruit an incoming freshman class that included more international students than ever before.
- Worked to provide better services for the international students we have by giving special attention to their social integration and their mastery of English as a foreign language.
- Paired each incoming Class of 2015 freshman from China with two Fordham mentors who share their home country: a member of the business faculty and an upperclassman. Chinese mentors connected with the freshmen in writing before the start of school and made plans to meet in China over the summer when possible. They will continue their relationship throughout the academic year.
- Encouraged greater participation in study tours by choosing destinations that have characteristics that make them attractive to students. These characteristics include a mix, depending on each country, of relevance in today's business world, personal appeal based on our students' heritages and cultures, and/or relative inaccessibility to students traveling on their own (such as southern India).
- Connected Gabelli students with internships in other nations during the summer and during their semesters abroad.
- Began efforts to tap into the power of the Fordham alumni network outside the United States by incorporating alumni participation in international study.

- Took initial steps toward establishing partnerships with schools in Turkey and India.

Results:

- A member of the Gabelli Class of 2010, Yamil Roger-Nasser, won a Fulbright grant to Brazil, where he will work on a project to promote sustainability through recycling and teach English at a public university.
- 10 percent of the incoming Class of 2015 is international, compared with 1 to 3 percent of our recent previous classes.
- Fordham alumni living in India, China and the United Kingdom worked with us to set up meetings for our students when Gabelli groups visited those countries.
- Two hundred and fifty-six Gabelli students participated in some type of study abroad in 2010-2011. This represents a 25-percent increase over the number who participated the prior year.
- Thirty honors program students traveled to Beijing, China.
- Thirty-three sophomores and juniors in the honors program traveled to Santiago, Chile, where they visited businesses and institutions such as the newspaper *El Mercurio*, Undurraga Vineyards, and Banco Central de Chile.
- Sixteen freshmen in the honors program visited London, where they spent time at Winterflood Securities, UBS, Kraft Europe, KPMG, and other companies.
- Twenty students took the study tour to Galway, Ireland.
- Twenty-seven students participated in the study tour to Florence and Rome, Italy.
- Twenty-two students participated in the end-of-year study tour to India.

Follow-up:

- Recover as much as possible of the progress that was lost due to staff turnover in our office of international programs.
- Make it more feasible for Gabelli students to study abroad by finding ways for them to satisfy curricular requirements in other countries.
- Increase opportunities for international learning by adding a travel component or study tour to existing courses whenever applicable and possible.
- Make sure that there are study-abroad opportunities that correspond well with each business major.
- Continue to develop our connections with universities outside the United States, following up on our existing work in Turkey and India and investigating possibilities in new countries such as Ireland and South Africa.
- Diversify the list of countries from which our international students come, ramping up our outreach efforts in locations such as South Korea, Latin America and southeast Asia.
- Conduct more outreach to incoming international students during the summer before their arrival, through one-on-one contact with upperclassmen and professors who have connections with the same country or part of the world.
- Work with the university office of English as a second language to ensure that the needs of our international students here at Fordham are met.
- Seek additional university support for ongoing academic and social help for our international students.

Further developed the GLOBE program to offer an international certification that includes meaningful global experiences.

Actions:

- Solidified a set of international learning goals — in the three categories of knowledge, skills, and attitudes — that forms the underpinning of the GLOBE program. Students are expected to meet these goals to earn the certification. They include, for example: an understanding of the interdependency of world events and issues (knowledge); using alternate perspectives to think critically and solve problems (skills); and tolerance for cultural ambiguity (attitudes).
- Increased the academic rigor of the GLOBE program requirements. In addition to demonstrating proficiency in the program's three existing core areas, students must prove mastery of a foreign language related to their chosen target country through the Intermediate II level.
- Promoted the GLOBE experience and its advantages among the student body and encouraged more students to spend their junior and senior years fulfilling requirements toward the designation.

Results:

- One hundred and fifty-five members of the Class of 2011 satisfied the requirements for the GLOBE program and received recognition on their diplomas.

Follow-up:

- On an ongoing basis, promote the program and encourage applications.
- Install Rosetta Stone software in our computer labs to allow students to independently explore more than one foreign language.

Continued our commitment to holding special events throughout the year on international themes and for our international students.

Actions:

- Allowed international students to take the lead in planning a very successful slate of International Business Week events for February 2011. The week included a lecture from Andrew Ross Sorkin, author of *Too Big to Fail* and editor of *The New York Times's* Dealbook blog; a social business fair trade market; and a global etiquette dinner.
- Raised the profile of our international students during International Business Week by holding an open reception for them to mix and mingle with other students, especially those in other class levels and university divisions.
- Held a beginning-of-the-year welcome session for our international students and a graduation week brunch for international seniors and their families.

Results:

- The centerpiece event of International Business Week, an appearance by author and editor Andrew Ross Sorkin, attracted about 1,000 audience members.

Follow-up:

- Work with our event planner to create international-themed events for 2011-2012, either continuing existing events, adding new ones, or both.

GOAL III: STUDENT PERSONAL AND PROFESSIONAL DEVELOPMENT

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

Supporting Initiatives: I, III, V

Enhanced the freshman-year experience, beginning with orientation and continuing throughout the academic year.

Actions:

- Five Jesuit scholastics worked with 23 freshmen mentoring groups in spring 2011 to explore the Ignatian principles of discernment. Students considered the Ignatian teaching that the principle and foundation of life is for each individual to praise, reverence, and serve God, and therefore each person should engage in a process of discernment to determine what people, actions, and things in his or her own life contribute toward this aim. The exercise encouraged freshmen to apply this decision-making method to their personal lives and in the business world to produce actions that are ethical and contribute to the common good.
- Launched a mentoring program that matched each freshman with an upperclassman to provide support and help with the transition to college.
- Created a Facebook page in May 2011 for the incoming Class of 2015 and sent e-mail messages to all freshmen inviting them to join the page and use it to meet their classmates in advance of orientation 2011.

Results:

- Within two weeks of its creation, about half of the Class of 2015 had joined and had begun using the Facebook page — more than 200 students.

Follow-up:

- Refine our peer mentoring program to include smaller groups and, in general, to be more individualized. Work to ensure that its effects last through to the end of the college experience and beyond.
- Plan a slate of events for orientation 2011 around the theme of igniting/sparking student interest in the education they're about to embark upon, simultaneously generating excitement and forging an early mental connection among freshmen with the school's Ignite personal and professional development program.

Established and intensified Gabelli-specific career development initiatives to supplement the work done by university career services.

Actions:

- Continued to have three sector mentors work closely with students in accounting, marketing and finance. They organize events, focus on developing students' networking and interviewing skills, add to the repertoire of recruiters who come to campus, seek out internship and job opportunities for students and more.
- Implemented a series of workshops delivered by a corporate recruiter and career coach that supplements the résumé, interview, and career path advice students

- receive from the class deans, from the faculty, and from the sector mentors in marketing, accounting, and finance. These workshops offer students a high-level, executive approach to career-related skills. For example, they practice expressing their value to employers in ways that go beyond the generic list of skills often found on student résumés, and they become aware of the skills they must demonstrate while networking to seem promising candidates in auditing, forensic accounting, sales, financial research, and many other business careers.
- Created online guides for juniors on topics such as résumé writing and interviewing, all of which can be found under the heading “General Advising” at www.fordham.edu/gabelli/juniors.
 - Offered juniors the opportunity to e-mail their résumés for individual critiques by the junior dean instead of bringing them in by hand, as part of an effort to broaden students’ access to a professional review.
 - Held our third Access Your Career Week in mid-September to get students thinking about possible careers and career paths as early as possible in the academic year. Six executives spoke over the course of four days about their careers and how our students might launch their own. We made an effort to ensure that all principal business paths and majors were represented.
 - Designed a new event called “How to Optimize Your Job/Internship Search” led by a recruiter for several Fortune 100 companies. This focused on practical tools.
 - Offered marketing leadership forums to have leaders at real companies inform students about their firms’ work, career paths in marketing, and industry changes and challenges. Each forum included time for networking.
 - Held 90-minute marketing practitioner sessions in which working marketers led students in a highly focused business scenario problem-solving activity, after which the marketers constructively critiqued students’ approaches and results.
 - Invited students to on- and off-campus CEO breakfasts for both career advice and networking. Among them was Kip Condron, head of AXA Financial.
 - Conducted a networking event that offered our Integrated Learning Community students speed-style interviews with eight established professionals.
 - Motivated our students to represent Fordham in off-campus settings that allow them to present their work and/or network with business leaders and potential employers.
 - Promoted attendance at useful career development events through partnerships with professors. For example, students enrolled in Principles of Marketing must attend at least three career-oriented events during the term.
 - Used Skype to facilitate interviewing and networking among students who are living outside of the United States in any given semester.

Results:

- As of mid-June 2011, more than 65 percent of the Class of 2011 members who completed our student survey had either secured full-time employment or enrolled in continuing study. Please note that only about 70 percent of seniors had self-reported as of this writing.
- 77 percent of Gabelli students who obtained full-time jobs reported that a prior internship led directly to the permanent position.

- More than three-quarters of our Finance Scholars reported receiving internships in front-office positions at major banks.
- Added more than 100 new recruiters to our roster.
- Held 15 marketing leadership forums, featuring presenters from companies such as McCann Erickson, Grey Advertising, WB Mason, *Sports Illustrated*, Lord & Taylor, and CBS Television Sales.
- Offered 10 marketing practitioner workshops, led by representatives of MetLife, Ross Stores, David Bernstein Advisors, G2 Organics, and others.
- Fordham Marketing Association student members won first prize for “Best Use of the Conference Theme” for the work they presented at the American Marketing Association conference in New Orleans.
- A group of students participated in the Doscas Symposium on the world economy in Washington, D.C., in April 2011. They met with members of Congress, officers from government agencies and researchers from policy institutes.
- Two students traveled to Omaha, Nebraska, to represent the Gabelli School and Fordham at a Smart Women Securities event where they met Warren Buffett and other Berkshire Hathaway executives.
- Members of our Beta Alpha Psi chapter traveled to San Jose, California, for the honor society’s annual meeting, and attended a regional conference in March.
- Offered students access to three mentoring programs: the Alumni and Student Mentoring Program (through the university alumni office), the Marketing Professionals Mentoring Program, and the New York Society of Security Analysts summer mentoring program in finance.
- For a full list of career-related events, please see Section 2 of the appendix.

Follow-up:

- Offer the corporate recruiter/career coach workshop series and other opportunities of this type to a greater number of students.
- Integrate career workshops into the new sophomore core curriculum.
- Continue to review and supplement our mentoring efforts as needed.

Advanced leadership as a core value and gave students opportunities to lead.

Actions:

- Addressed leadership specifically with our female students in mind at our third Women’s Leadership Day, held in April 2011. Presenters included recruiters from Goldman Sachs, accounting professionals from Ernst & Young, and investment bankers from JP Morgan. Fordham President’s Council member Mary Jane McCartney had lunch with 20 female students in a smaller setting.
- Provided students with examples of diverse leadership styles by bringing in alumni executives to discuss real-world examples of their own leadership strategies and the different ways one might lead in an actual company. Nancy McCarthy, the director of personal and professional development, coordinated this lecture program.
- Recognized student leadership with honors given at our senior Awards Night, six of which explicitly state that leadership is a necessary element for selection.

Results:

- Students demonstrated on-campus leadership by winning university-wide leadership awards, serving on the Dean’s Council, and participating in the Matteo Ricci Seminar to develop applications for prestigious fellowships.
- Students demonstrated off-campus leadership by winning the inaugural KPMG National Case Competition, receiving scholarships to study in China.
- A member of the Class of 2010 received a Fulbright award to teach English in Brazil and participate in a project on sustainability through recycling.

Worked with student leaders to make their clubs and organizations more effective in meeting their needs.

Actions:

- Expanded and formalized the Finance Society.
- Revitalized the student-run Entrepreneurship Society.
- Information and communications systems area professors worked with students to revitalize the Association for Information Systems club and help it grow into a way to promote the area’s courses and programs.

Results:

- The Finance Society brought in high-profile guest speakers, such as Joe Grano, former head of UBS Financial, and Ed Fitzgerald, a managing director of Bank of America Securities; toured the Bloomberg building and learned how to use the company’s financial information terminals; and participated in a mock stock portfolio contest that required each student to manage \$1 million over the course of five months. The society was represented with honor cords at graduation for the first time in 2011.
- The Entrepreneurship Society had 22 active members by spring 2011 and anticipates continued growth. The club organized entrepreneurial activities and designed branding elements, including a new logo.
- Membership in the Accounting Information Systems club grew to 29 students.
- Fordham Marketing Association student members won first prize for “Best Use of the Conference Theme” for the work they presented at the American Marketing Association conference in New Orleans.

Follow-up:

- Ask career consultants to work with club leadership to raise students’ level of professional awareness, enable networking with executives, and enhance knowledge about business opportunities within that specific business discipline.

Ramped up our pre-law advising for students who are interested in legal careers.

Actions:

- Designated a pre-law advisor for the Gabelli School. Dennis Cappello, practicing attorney and adjunct professor, helps students choose courses that prepare them for legal education and guides them through the law school admissions process.
- Offered a practice LSAT exam as well as workshops about the LSAT, application preparation, the law school admissions process, and other topics.
- Held special events related to legal careers and law school admissions.

Results:

- According to the most recent Fordham data available from the Law School Admission Council, 76% who applied to law school had registered in a program.
- Eighty students attended “Is a JD Right for You?” This event, held by the Gabelli Pre-Law Society and the Pre-Law Society of Rose Hill, brought in five attorneys to answer students’ questions in a roundtable discussion.
- Ninety students in total attended two presentations made by the dean of admissions at Fordham Law.

Follow-up:

- Expand office hours for pre-law advising.
- Develop relationships with admissions offices at law schools outside the New York City area.
- Encourage students who might be interested in law to seek initial advice earlier in their undergraduate careers, ideally in junior year.

Took steps toward strengthening the Gabelli School alumni network and making it a tighter, more active community that effectively helps students and alumni to find internships and jobs.

Actions:

- Invited alumni to give valuable feedback on courses for the Integrated Business Core as we developed them.
- Involved alumni as mentors to students taking the new core and to students in the Global Business Honors Program.
- Sought alumni opinions to guide our school-wide re-branding campaign.
- Held two Gabelli-specific alumni events in addition to the regular university-wide gatherings organized by the alumni office.
- Located young alumni who want to take a leadership role in organizing networking events for the most recent five years of graduates.
- Created an alumni group on LinkedIn, the social-media site that has the most traction in today’s market for professional community-building and networking.
- Sought out Fordham alumni as on- and off-campus speakers and presenters and as sources of academic year and summer internships for students.

Results:

- More than 110 alumni attended at least one of the two dean’s breakfasts that were organized by the university alumni office.
- Alumni demonstrated their commitment to the Gabelli School with generous gifts. We are grateful to Father McShane and the university development office for their assistance in raising more than \$48.8 million on our behalf this year from 1,564 donors, including \$20.5 million this year toward the Hughes Hall project.
- The Gabelli School development director, Tilly Carpenter, exceeded her goal for increasing alumni engagement by making 163 in-person visits in a year.

Follow-up:

- Make alumni aware of the Gabelli LinkedIn group and invite them to join it and add our badge to their profiles.

- Create an active Facebook page for all Gabelli alumni and use it to facilitate alumni connections.
- Hold an informal summer 2011 networking event for alumni in the Classes of 2006 through 2010.
- Organize a more formal, intensively publicized networking event for fall 2011 that will help to promote our LinkedIn and Facebook groups among the Classes of 2000 to 2011, with an eye toward building our alumni network and generating a critical mass from the bottom up.
- Develop an event for spring 2012 that will expand the reach of our alumni networking group to encompass graduates up to 20 years out.

Intensified 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 copy of *The Google Story* and asked them to read it before coming to campus. They also received their first assignment: to think of an innovative, entrepreneurial idea to pitch. Students discuss the ideas at orientation, and those with the best ones have lunch at Google's Manhattan office.
- Communicated separately with parents of incoming freshmen about the academic, extracurricular and social experiences that await their children in the fall.
- Mailed all sophomores the book *Delivering Happiness*, by Tony Hsieh, founder of the e-commerce site *zappos.com*. We asked them to take notes on his unusual approach to corporate culture and employee motivation to discuss in September. This will be a shared experience for sophomores for the first time; in the past, only those students taking the Integrated Business Core received the class book.
- E-mailed all juniors in early June with a prompt to begin thinking about what path they want to pursue after college. Based on their ideas, we invited them to review the course catalog and contact the junior dean to discuss an academic program that suits their goals. We also mailed each of them a copy of *The Smartest Guys in the Room* and asked them, based on what they read about Enron's story, to spend part of the summer considering what it means to be an ethical businessperson.
- Reminded rising seniors in June to adequately prepare for the early fall start of Wall Street recruiting and suggested that they read and try at least some of the 90 job-search strategies in the book *Getting from College to Career*, a copy of which we provided them.
- Followed up with the parents of upperclassmen to keep them informed about the resources we provided and what we had asked of their children this summer.

Results:

- The Google/entrepreneurship program for incoming freshmen was successful in fall 2010, and we expect it will provide a great transition again in 2011, especially as we launch our enhanced entrepreneurship curriculum.

Follow-up:

- Continue to 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.
- Entice students to participate in this continuous learning by incorporating insights from actual companies and the current business world.

GOAL IV:

PEDAGOGICAL EXCELLENCE & INNOVATION

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

Supporting Initiatives: I, III, IV, V

Planned for future classroom space that will facilitate student learning, team-based projects and hands-on practical experiences.

Actions:

- Planned the renovation of Hughes Hall into a state-of-the-art learning facility and central home for the Gabelli School of Business. Plans include varied, 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; and meeting spaces and office layouts that will encourage faculty collaboration toward improved instruction.

Results:

- Construction on Hughes Hall is underway.

Follow-up:

- Motivate faculty to begin thinking in 2011-2012 of ways they can use the enhanced spaces at Hughes Hall to the utmost immediately upon move-in.
- Upgrade classrooms in Dealy Hall to augment our instructional space.

Ensured that courses are taught by faculty, either as individuals or in teams, who capably blend theoretical and practical approaches.

Actions:

- 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.
- Created an honors-level portfolio management class that took a quantitative approach and incorporated real-life data sets into student assignments.
- Introduced 1.5-credit marketing courses that reflect a new, more flexible model for course length and instruction style. These courses allow us to offer students niche courses that reflect up-to-the-moment changes in the business world.

Results:

- Brian MacLean, President and COO of Travelers, is teaching a section of our Ground Floor core course for freshmen.
- Joe Quinlan, a strategist at Bank of America, is teaching a class called Finance and Business in the Post-Crisis World.
- Tim Hedley, an audit partner at KPMG, co-taught our Contemporary Issues in Financial Forensics course alongside full-time professor Barbara Porco, and the two combined their practical and theoretical backgrounds.
- Courses within the integrated core featured guest speakers, such as Richard Kunes, CFO of Estée Lauder, who provided practical insight into some of the theory taught in the curriculum.

- 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.

Follow-up:

- As the new entrepreneurship program launches in fall 2011, expand and refine its course offerings to give students hands-on, practical training in the areas that are crucial to running a successful business.
- Continue to calibrate a strategic balance of theory and practice as we develop the integrated core curriculum.
- Encourage areas beyond marketing to develop 1.5-credit mini-courses that will address current topics in other business disciplines.

Offered faculty professional-development and training opportunities tailored to current needs, trends and projects, especially in the realm of technology.

Actions:

- Brought in several outside experts and Fordham professors for an all-day faculty seminar to increase professors' awareness of technology and its application both in the brick-and-mortar classroom and for online/distance learning. The seminar covered topics such as using Skype and podcasting to enhance the range of instructional methods and to reach distance-learning students.
- Convened all faculty who are teaching in the Integrated Business Core for a special two-day core retreat in May 2011. Professors worked together across areas to refine our plans for core implementation/expansion in 2011-2012.
- Worked as partners with the Center for Teaching Excellence to provide a May 2011 professional-development workshop open to all Gabelli faculty, titled "Beyond PowerPoint."

Results:

- Faculty members are pursuing training in CADE, an Ignatian-inspired course-design model that promotes higher-level thinking and that focuses not only on what students know, but on what they can do with what they know.
- Several blended-learning courses will be offered at the graduate level in fall 2011, offering a window into how professors can effectively merge in-class and online learning strategies. We will use these courses as a model for ourselves.

Follow-up:

- Beginning in fall 2011, implement a system of faculty peer-to-peer knowledge exchange. Faculty members will each be required to observe a colleague's class meeting once per semester to learn a new way of engaging students.

Incorporated innovative applications of technology into the curriculum.

Actions:

- Videotaped entire course meetings for posting on the Internet, and videotaped student presentations so that students could see and self-evaluate their work.

- Trained students to use Bloomberg terminals, an industry standard for real-time business data.
- Offered students a practical application of business technology through the StockTrak program that allowed them to manage an actual stock portfolio.
- Purchased an ID card scanner that allowed us to better track which students were attending which out-of-class events that we had arranged to supplement the curriculum. This was particularly useful for the marketing department, which had instituted a requirement that all majors attend at least three events.
- Established mandatory Skype office-hours availability for instructors teaching in the new integrated business core.
- Used technology to enable distance-learning pre-work before the start of certain courses, so that students could be brought up to speed by the first session.

Results:

- Videotaped more than 60 class meetings, including every class session for each of the two sections of Business Communications.
- Bought 4 new Bloomberg terminals for student use, for a total of 7.
- Made a Skype connection between the students in Katherine Combellick's fair trade project course and artisans in Kenya.

Follow-up:

- 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:

- Restructured our local service-learning program to emphasize volunteer opportunities that incorporate business skills and that help students reflect on how business can enhance the Bronx community and society at large.
- Fostered ongoing interest in our international service-learning programs, such as the fair-trade consulting project that Katherine Combellick runs between Gabelli students and artisans in Kenya.
- Encouraged students to have a positive effect on the local community through a local consulting class, taught by Janet di Lorenzo, that focused this year on the challenges facing Rice High School.
- Sponsored the extracurricular Edge Program, which pairs Fordham students with underprivileged local teenagers for SAT prep and college-admissions help.

Results:

- Forty-two students took the one-credit Local Service-Learning Seminar and volunteered more than 1,300 total hours at nine local Bronx nonprofits, including Bethex Federal Credit Union, the Fordham Road Business Improvement District, University Neighborhood Housing Program – VITA, and Yes The Bronx.
- Enrollment in both the local and international consulting courses remained high.
- Beta Alpha Psi members participated in Project Run With It, a service-learning consulting program in which teams of students compete to develop solutions for a nonprofit, which then chooses the best proposal to implement.

- About 20 students were Edge Program tutors in its first two years, raising the SAT scores of participating students by an average of 110 points. Participants were accepted to colleges and universities such as Fordham, NYU, Williams, Pace, CUNY, and Rochester Institute of Technology, among others. One student received a full scholarship to Amherst College.

Follow-up:

- Provide incentives for faculty to develop service-learning courses.
- Continue to expand our local and international consulting programs.

2011-2012 GOALS

Area of Focus: Academic Excellence

- Refine plans for Hughes Hall in order to match use of space with programmatic needs, such as personal and professional development and global programs, and student technological needs.
- Establish a more writing-intensive degree, in cooperation with the English Department.
- Expand psychological and leadership assessment, in cooperation with the Psychology Department.
- Create a Value Investing specialization, including study tours.
- Increase quantitative rigor in core courses as well as capstone courses, including market analytics, management, business policy, and portfolio management.
- Analyze teaching assessment results.
- Fully develop strategic plan for Gabelli School of Business at Lincoln Center.

Area of Focus: Globalization

- Expand partnerships with Jesuit institutions.
- Find replacement for Dean of International Programs.
- Identify study abroad opportunities for each major.
- Create more academically rigorous study tours.
- Create more fair trade/microfinance classes, establishing partnerships with groups in additional countries.

Area of Focus: Student Personal and Professional Development

- Develop and expand discernment exercises, in cooperation with Jesuit ministry.
- Expand workshops and seminars that prepare students to articulate their expertise and value.
- Hire an Assistant Dean, Director of Personal and Professional Development, to deliver career-related workshops, broaden internship opportunities, forge new recruiter relationships, and manage mentors, event planners, and others.
- Expand our internship database by identifying management structures, recruiters, and Fordham alumni in organizations in which our students intern.

Area of Focus: Pedagogical Excellence and Innovation

- Design more teaching workshops.
- Begin program of classroom observation.

APPENDIX

SECTION 1: SELECTED STUDENT RESEARCH

ACCOUNTING-RELATED

The Effect of Taxes on the Chinese Capital Market

Student: Tiantian Wan

Advisor: Prof. Stanley Veliotis

FINANCE-RELATED

How Do Capital Market and Economic Activities in Emerging Markets Relate? A Study of BRIC IPOs

Students: Robert Gu and Hoi Yeung (Yves) Luk

Advisor: Prof. N.K. Chidambaran

Understanding the Formation of Underwriting Syndicates in Emerging Markets

Students: John Keaney and Dan Sawyer

Advisor: Prof. N.K. Chidambaran

Do Energy Prices Drive M&A Activity in the Energy Sector?

Student: Bohdan Ivantsyk

Advisor: N.K. Chidambaran

Fund-Management-Gender Composition: The Impact on Risk and Performances of Mutual Funds and Hedge Funds

Student: Angela Luongo

Advisor: Prof. Yusif Simaan

Online Social Lending US vs. UK

Student: Kevin McAleer

Advisor: Prof. Laura Gonzalez

GENERAL BUSINESS

The Michael Vick Dogfighting Case: A Cultural Litmus Test for the Decision-Making of Advocacy Groups

Students: Solange Badano, Steve Burgermeister, Sidney Henne, Sean Murphy

Advisor: Prof. Benjamin Cole

Oscarnomics: Evaluating the Economic Worth of the Academy Awards

Students: Jake Braithwaite, Max Honerkamp, James Shields, Jillian Switzer

Advisor: Prof. Travis Russ

The Exchange: Business Plan

Students: Lucy Curran, Matt Greene, Deidre McPhillips, Greg Meltzer

Advisor: Prof. RP Raghupathi

Project 1012: Gentrification in Amsterdam's Red Light District

Student: Ben Garstka
Advisor: Prof. Rosemary Wakeman

MARKETING-RELATED

Consumer Responsiveness To Anti-Counterfeiting Advertising Campaigns

Student: Caroline Dahlgren
Advisor: Prof. Yuliya Komarova

An Examination of Personal Pronoun Usage in Brand Names

Student: Nicole Palermo
Advisor: Prof. Luke Kachersky

The Relationship between Socioeconomic Status, Psychogenic Need, and the Personal Definition of Aspiration for Consumers who Purchase Overtly Branded (Overtly Designer) Goods

Student: Sarah Siracusa
Advisor: Prof. Marcia Flicker

Sustainability Marketing: Effects on Product Evaluation from Consumer Attitude Influences

Student: Stephanie Yu
Advisor: Prof. Michael Chattalas

SECTION 2: SELECTED SPEAKERS & EVENTS

Access Your Future Week

- Ed Blount (President's Council)
- Tom Karthaus
- John Lionato
- John Alberto
- Steve Colletta
- Charlie Gulotta

Entrepreneurship Week

- Entrepreneurship Fair featuring SCORE and other support groups
- Finance & Legal Panel
 - Nina Kaufman — <http://www.askthebusinesslawyer.com>
 - Jeff Kolton — <http://www.fmvllc.net>
 - Charlie O'Donnell — <http://www.thisisgoingtobebig.com/about-me>
 - Yahaira Núñez, NYC Business Solutions — <http://ow.ly/2WdvY>
- Alumni Panel
 - Robert Valdes-Rodrigues, founder of RVR Neckwear, President's Council
 - Amanda Allen, founder, *Newlywish.com*
 - Tina Paparone, co-founder, Happenings Media
- Matt Wilson & Jared O'Toole, *Under30CEO.com*
- Jen Groover, entrepreneur, author and media commentator — <http://jengroover.com>
- Colleen DeBiase, small business editor for *The Wall Street Journal*, author of *The Wall Street Journal Complete Small Business Guidebook*
- Doug Fields, founder and CEO, TDA Industries

Women in Leadership Day

- Patricia Nazemetz, former Chief Ethics Officer, Xerox Corporation
- Cherie Corso, G2 Organics
- Veronica Farley, York Capital
- Agnes Giannola, Credit Suisse
- Christine Clarke, HealthCor Management
- Rosa Rotundi, *Newlywish.com*
- Laura Roche, Atwater Capital
- Janet Hansen, 85 Broads

International Business Week

- International Student Mixer
- Andrew Ross Sorkin, author, *Too Big To Fail*, editor of *The New York Times Dealbook* blog
- Fair Trade Market
- International Business Etiquette Dinner

Fashion Industry Panel

- Anne Pezzano Walsh, alumna, senior merchandise manager of footwear, The Children's Place
- Noelle Nagle, alumna, buyer, Kenneth Cole Productions

Finance Society speakers and activities

- Ed FitzGerald, Bank of America / Merrill Lynch
- Michael Inerra
- Richard Stuckey, Citigroup
- Dan O'Brien

Beta Alpha Psi events

- Numerous club meetings at or with accounting firms
- Networking events
- Competitions
 - PricewaterhouseCoopers xTax Competition
 - KPMG Green Competition
 - Ernst & Young "Your World, Your Vision" Competition
 - Deloitte Tax Competition
- Service activities
 - Ernst & Young Breast Cancer Walk
 - Multi-Chapter Park Cleanup
- Faculty-related firm events
 - KPMG Faculty Appreciation Lunch
 - RSM McGladrey Faculty Breakfast
 - Ernst & Young Faculty Appreciation Lunch

Entrepreneurship Society speakers and activities

- John Hayes, CMO of AMEX

Smart Woman Securities speakers and activities

- Terence Begley, CEO of PNC Bank

Town Hall meetings with Dean Rapaccioli

- Fall edition: September
- Spring edition: March

CEO Breakfasts

- Breakfast at Tiffany's
- Kip Condon, former CEO of AXA Financial

Marketing Career Day

- Jason Stevens, Financial Service Representative, MetLife
- Michael DiMasi, District Sales Manager, WB Mason
- Jessica Welsch, Corporate Recruiter, Ross Stores
- Rick Kendall, President, New York Chapter, American Marketing Association
- McCall Gaeng, Media Planner and Analyst
- Joseph Juliano, Retail Sales Manager, Nestle Waters Direct

Marketing Leadership Forums

- Grey Advertising — Melissa Morhan, Human Resources; Meghan Barquinero, Account Executive
- John McCombe, Vice President of Marketing, David Bernstein Advisors
- Matt Sautner, Vice President, and Adrienne McKee, Account Executive, CBS Television Sales
- Angela Carola, Marketing Director, Advertising Age
- Mike Brown, Corporate Recruiter, Lord & Taylor

Marketing Practitioner Sessions

- Cherie Corso, President, G2 Organics
- MetLife Presenter: Jason Stevens, Financial Sales Representative, MetLife
- Jessica Welsch, Corporate Recruiter, Ross Stores
- Michael DiMasi, District Sales Manager, WB Mason
- John McCombe, Vice President of Marketing, David Bernstein Advisors
- Jason Stevens, Financial Services Representative, MetLife
- Maria Bianchi, Advertising Sales Representative, Yellow Book USA
- Gabe Gould, Senior Partner, New York Life

Sports Marketing Panel

- Robert Bohn, Adjunct Professor of Marketing
- David Cooper, Founder, Media Ventures
- Yussaf Khan, Director of Ad Sales, Fantasy Sports
- Art Berke, Vice President, *Sports Illustrated*

Fashion Marketing Panel

- Jasmine Bellamy, formerly of Ann Taylor and Lord & Taylor
- Pamela Watson, Stylist, Bycwear

Other Career Panels and Workshops

- Interview skills with Dr. Benjamin Cole, assistant professor of management systems
- Microsoft: Careers in IT

Pre-Law Advising: “Is a JD Right for You?”

- David Fernandez — Carter Ledyard & Milburn LLP
- Melissa Paparone — Carter Ledyard & Milburn LLP
- Mario Kranjac — Kranjac, Manuali & Viskovic LLP
- Michael Mansfield, Public Commissioner, City of New York Business Integrity Commission

On-Site Tours and Visits

- MTV
- McGladrey Accounting
- McCann Erickson

Special Alumni Speakers

- Mario Gabelli

Other Speakers

- Samuel Mok, sponsored by ASCEND

- Bill Baker, former president of Westinghouse Television
- Blaine Ruschak, KPMG
- Newt Gingrich
- Dr. Colin Harrison, IBM Forum on Building Real World Readiness
- IBM Smarter Planet program
- Joe Grano, former CEO of UBS Financial

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 DeSantis	Assistant Dean Advisor to Sophomores
Rosanne Conte	Advisor to Evening Students
Steven Najdzionek	Assistant Dean Advisor to Transfer Students, and New Programs
Brian Dunn	Director of Honors Opportunities and the Global Business Honors Program
Nancy McCarthy	Director of Personal & Professional Development
Rosa Romeo	Director of Undergraduate Accounting and Dual Degree Programs
Gina Hill	Marketing Advisor and Director of Marketing Leadership Program
Nicole Gesualdo	Director of Strategic Communications
Jeffrey Haynes	Information Systems Engineer
Elizabeth Grizzaffi	Administrative Assistant to the Dean

Dean of Business Faculty Annual Report 2010-2011

NARRATIVE

During 2010-2011, the dean of faculty, in cooperation with the dean of the graduate school of business administration, area chairs, associate deans, and faculty, worked strategically to attract and retain a faculty of distinction; to provide support for faculty throughout the Schools of Business to achieve excellence in research and scholarship and innovation in teaching; and to deepen the connection between faculty and our students, alumni, and other external constituents.

Our commitment to faculty reflects our understanding that these dedicated instructors define us as a community of researchers who are worthy of national scholarly attention and who capably advance student learning. By supporting them in every aspect of their work, we move the institution forward — better positioning the Schools of Business as a top-ranked center for research, teaching, and ethics.

Our efforts with faculty address the following long-term areas of focus:

5. Create an outstanding faculty unified by a culture of scholarship, excellence in teaching, and collaboration.
6. Advance the reputation of the Schools of Business and increase faculty visibility.

Our principal goal is to create a “community of scholarship”: an intellectual convening of instructors who are on the forefront of research; who can leverage points of connection among disciplines; who represent diverse areas of expertise, both academic/theoretical and industry/practical; and who can share their scholarship with students. We aim to bring to Fordham top international scholars and industry professionals who are thought leaders in their fields, each of whom can raise the profile of the Schools of Business, enhance the quality of instruction, and lift the bar for all of their colleagues.

We have made significant progress in reinforcing research as an essential part of faculty identity. We implemented a 3-2 course load to give faculty more time for research, and we made clear our expectation that this change must yield productive and valuable work. We anticipate that our research efforts will be energized by two new centers established in 2010-2011, the Center for Positive Marketing and the Global Healthcare Innovation Management Center, and we have encouraged other areas to consider creating centers of their own.

To ensure that research values remain paramount in the future, we devised a strategic hiring plan that will help us to attract both leading scholars and sought-after industry professionals who will advance our faculty culture of pushing the envelope. As we put this plan into place for 2011-2012 and beyond, we will make thoughtful hiring decisions that bring a mix of strengths to Fordham and that reflect the business-world need for dual mastery of the theoretical and the practical.

It is our strong belief that collaboration is a key to excellence, and as a result, we have fostered cooperative faculty development in the areas of research, the art of teaching, and student engagement. We encouraged business faculty to work closely with other areas,

with non-business departments within the university, and with other institutions on courses, programs, seminar series, workshops, and research. We have given them more opportunities to make connections with Schools of Business alumni who are leading practitioners in the working world and who offer collaborative potential for the future.

Finally, with an understanding of the value of reputation and national recognition, we worked hard this year to publicize and promote the accomplishments of our faculty. We promoted our research centers, launched a faculty section of our web site, produced the first edition of *Fordham Business* magazine to showcase faculty activities, heightened journalists' awareness of our faculty as resources for their stories, and encouraged active faculty participation in conferences and seminars of note. We at the Schools of Business will continue to devote ourselves to faculty excellence in every respect, and as we do, we will make sure the world knows about it.

What follows, beginning on the next page, is a more detailed examination of our work in our four areas of focus in 2010-2011.

2010-2011 ACTIONS

GOAL I:

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

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

Actions:

- Reduced the standard teaching load for tenured and tenure-track faculty to 3-2 to allow faculty more time for scholarship and student engagement.
- Opened two new research centers: the Center for Positive Marketing and the Global Healthcare Innovation Management Center, the former of which sponsors undergraduate and graduate research fellows and will hold a Positive Marketing Conference at Fordham in fall 2011.
- Expanded the support for 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.
- Hired a master researcher in accounting to coach junior faculty in research.
- Supported business faculty in their roles as editors of respected academic and professional journals.
- Purchased subscriptions to 10 additional research databases, including Reuters Data Stream, Reuters Deal Scan, Qualtrics, and CRSP Mutual Fund, to support financial research.

Results:

- Though it is too early to thoroughly quantify results, faculty have broadened their participation in their own and student research, submitted more grant proposals, and improved the quantity and quality of academic research with publications in top academic journals. A full listing of academic products is in the appendix.
- Faculty have participated in numerous conferences, seminars, and workshops.

Follow-up:

- Reinforce the primary 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.

Worked with each area on a strategic hiring plan that will continue to develop the Schools of Business faculty into an intellectual community of scholars that makes Fordham an internationally sought-after research center among top academics and working industry leaders.

Actions:

- Carefully considered how each hiring decision would move us toward our overarching goal of a scholarly community of diverse backgrounds and strengths. In reviewing applications, we evaluated 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.
- Recruited 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.
- Laid the groundwork for a program of Gabelli Scholars — instructors on sabbatical from other institutions and have committed to teach here on a short-term basis — to broaden our course offerings and areas of specialization.

Results:

- Filled the Corrigan Chair in International Banking by hiring Professor Iftexhar Hasan from Rensselaer Polytechnic Institute.
- The Finance and Business Economics area hired Visiting Professor Ehud Ronn from the University of Texas as the first Gabelli Scholar.
- Hired nine tenure-track faculty with excellent research potential from outstanding universities throughout the country.
- Formed search committees for the remaining endowed chairs, and began discussions with donors to determine if the chairs can be filled in the short term with internal candidates until the positions are fully funded.

Follow-up:

- Expand the ranks of the business faculty. Though we hired a large group of tenure-track faculty, all were replacement positions, and our lecturer hires were all for teaching coverage. We need university support to be more than simply reactive: We must take strategic steps to increase our ranks of top scholars and business practitioners, both in quantity and quality.
- Work with the development office to secure the \$1 million in matching funds required to release initial funding for each of the new chairs.
- Carefully evaluate new hires through our newly approved assessment instrument, in-person observations by deans, peer review, and other mechanisms to ensure these instructors meet the standards of the Fordham Schools of Business.

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

Actions:

- Brought faculty together across business disciplines and across units of the university to develop additions and enhancements to the undergraduate and graduate curricula, including core development in the Gabelli School of Business and in the MBA.
- Encouraged collaboration with other areas of the university, especially in the development of courses that capitalize on the strengths of multiple schools.
- Convened faculty in interdisciplinary settings to discuss teaching, research, and what it means to be on the business faculty of a Jesuit institution.

- Dean of faculty met individually with about 60 faculty members to discuss their research agendas, teaching, service, and how the Schools of Business can help them achieve their professional goals.
- Developed methods of recognizing faculty excellence, including internal awards.
- Renewed our focus on assessment by designating 11 faculty as assessment coordinators who worked with the university assessment officer and the business schools' director of assessment and accreditation to develop mechanisms to assess student learning.
- Implemented course-embedded assessment of learning goals in all core courses and began assessment of program goals.

Results:

- Approved a comprehensive new faculty development program.
 - Each area chair will meet annually with all faculty in that area to discuss their performance and provide feedback; over time, these discussions will be linked to course load and merit pay.
 - Area chairs and deans will provide formal evaluation of teaching with feedback for all tenure-track faculty.
 - In a new system of peer review, tenured faculty will attend at least one class taught by a colleague to gather ideas that might help them to improve the quality of their own courses.
 - Faculty will be evaluated for their service to the area, the schools, the university, and academia.
- Four new master of science programs, the Sustainability minor, and the revitalized Entrepreneurship concentration are launching in fall 2011.
- Our Information Systems faculty worked with the Computer and Information Sciences department in the Faculty of Arts and Sciences to develop an advanced certificate in business analytics, which has been submitted for state approval.
- Business faculty participated with faculty from the School of Law in conferences and served as co-presenters. Professor John Finnerty sought a joint appointment across the business and law faculties, a first of its kind.
- Dean of faculty used information learned in one-on-one meetings with professors to facilitate collaboration across areas and throughout the university.

Follow-up:

- Broaden one-on-one dean mentoring meetings to include the dean of GBA and area chairs and to provide a more formal process of evaluating all faculty in the areas of research, teaching, and service.
- Further develop the Gabelli Integrated Business Core, emphasizing courses and projects that bridge business disciplines, and prepare for its wider expansion throughout the undergraduate student population as we work toward full implementation by 2013.
- Use Information Systems' successful example to encourage other areas of the business faculty to investigate developing courses, certificates, or other programs with a range of schools and departments within the university.
- Encourage faculty to attend teaching workshops, such as those offered by the Center for Teaching Excellence.

- Reinforce the culture of assessment of learning by keeping designated assessment coordinators in place to ensure that areas “close the loop,” so that the assessment cycle results in improvement in student learning.
- Implement our new form for students to use when evaluating instructors.
- Broaden our means of evaluating teaching by surveying alumni on instructional quality and course relevance, based on the theory that some lessons learned do not show their value until years into the working world.

Built links between Fordham business faculty and alumni.

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.
- Faculty made presentations to the Schools of Business advisory boards.
- Continued our strategic partnerships with corporate partners.
- Fostered faculty-alumni interaction.

Results:

- Faculty attended numerous conferences, such as the Conscious Capitalism conference, which promotes the role of business in enhancing quality of life among world populations and is in line with the Jesuit values inherent in a Fordham business education.
- Information Systems faculty worked with Arts and Sciences colleagues and IBM to hold several business analytics events on campus, most notably the Fordham IBM Forum on Analytics.

Follow-up:

- Invite professors to attend alumni networking/mentoring events.
- Increase faculty participation in professional conferences.

GOAL II:

ADVANCE THE REPUTATION OF THE SCHOOLS OF BUSINESS AND INCREASE FACULTY VISIBILITY

Transforming Initiatives: I, III, V, VI

Supporting Initiatives: III, IV, V

Created new faculty research centers as a means to foster interdisciplinary research and forge a connection with the external community.

Actions:

- Established the Center for Positive Marketing, which is dedicated to creating a socially responsible relationship between companies and consumers, and to examining marketing from the nontraditional perspective of the buyer.
- Established the Global Healthcare Innovation Management Center to conduct independent research and training in the management of pharmaceuticals and health care delivery, with the goals of better access to health care and healthier lives for all human beings.
- Solidified our connection with 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.

Results:

- Issued a full written report documenting all of our initiatives over the past several years that fit in with our commitment to PRME, including our membership in the Fordham University Consortium for Social Justice; the efforts of our Global Healthcare Management Innovation Center to research socially responsible means of getting quality health care to individuals who need it; the business faculty's role in exposing our Executive MBA students to issues of corporate responsibility in China and Turkey; and the development of a business ethics program that carefully examines the full spectrum of relationships between morality and profit.
- The Center for Positive Marketing and the Global Healthcare Innovation Management Center have been productive. Both have created web sites, written and posted position papers, and participated actively in academic dialogue. Also, the Center for Positive Marketing is collecting data to develop its own index.

Follow-up:

- Support the ongoing work of the Center for Positive Marketing, the Global Healthcare Innovation Management Center, and the Center for Research in Contemporary Finance.
- Spur faculty to consider areas in which we might establish other centers.
- Continue our commitment to the values of PRME by investing time and resources into the new minor in Sustainability and by incorporating the values and strategies of socially responsible business into our coursework at all levels.

Designed a web site to showcase our faculty.

Actions:

- Created a set of pages that highlight faculty publications, areas of research interest, classroom specialties, and educational background. These pages can be updated frequently by in-house staff to keep pace with developments in our faculty members' scholarly lives and research activities.

Results:

- The faculty web pages had more than 10,000 visitors from January to June 2011.

Follow-up:

- Ensure that the faculty publications are updated monthly, and include a link to the original journal articles when available.
- Solicit, edit, and post biographical information from professors who have not yet submitted information or whose content could be improved.
- Obtain photographs of faculty members who are currently not pictured.

Published the first issue of *Fordham Business*, a magazine that promotes the business faculty to a wide external audience that includes corporate recruiters, faculty and deans of peer institutions, alumni, parents of current students, and present and potential donors.

Actions:

- Included three feature-length articles that highlighted our faculty's strengths and current activities in key areas: sustainability, global education and business ethics.
- Publicized the hiring of Dean David Gautschi at GBA.
- Highlighted the Center for Positive Marketing and its initiatives through a question-and-answer piece with professors Dawn Lerman and Luke Kachersky.

Results:

- Established a joint brand for the Fordham Schools of Business and their faculty.

Follow-up:

- Publish a second issue in fall 2011.
- Refine the focus of the magazine so that it is dedicated to showcasing Fordham professors as leading researchers in business research, industry insight and cutting-edge investigation into the most relevant topics in today's economy.
- Tap faculty as writers, encouraging them to develop *Business Week*-style articles in which they can showcase their expertise in their areas of research and study by writing about timely subjects for a general audience.

Increased the ease with which national and regional journalists can ask our faculty to be resources for their stories.

Actions:

- Augmented our list of professors that have agreed to be contacted by Bob Howe's office when reporters come looking for business experts.
- Prepared to launch an in-house web page that presents the names of Fordham business faculty by topic area. Reporters and producers will be able to find this page via external search engines such as Google.

Results:

- 14 members of the business faculty are currently registered with the university communications office as willing experts.

Follow-up:

- Launch our in-house media web page.
- Recruit more professors to serve as media experts when the need arises.

- Work alongside Bob Howe and his staff to raise the profile of Fordham professors in the minds of key national and regional journalists and producers, so that Fordham, rather than NYU-Stern or Columbia or Baruch, is their first thought when they pick up the phone to reach out to a university expert.
- Conduct search-engine optimization to make sure that our in-house web page of media resources is ranked highly in Google searches.
- 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, their selection for national awards and other recognition, and their involvement in national and international student outreach.

Actions:

- Supported faculty in their pursuit of high-profile awards, research seminars, appointments with outside organizations, and other means.
- Enhanced the faculty role in student recruitment and retention of admitted students, with an emphasis on international students.

Results:

- Finance faculty ranked 14th in the *U.S. News & World Report* specialty list, tied with the Tuck School (Dartmouth) and Simon School (University of Rochester).
- Katherine Marton, Professor of Finance and Business Economics, won a Fulbright grant for study in Bolivia.
- Yuan Xie, Assistant Professor of Accounting, and Marcia Flicker, Associate Professor of Marketing, were chosen to participate in the Faculty Fellowship Summer Institute in Israel in summer 2011.
- Christine Tan, Assistant Professor of Finance, took a year-long sabbatical to work at the Financial Accounting Standards Board. Her presence at FASB strengthens ties between the industry and Fordham faculty.
- Luke Kachersky, Assistant Professor of Marketing, won the 2011 Outstanding Marketing Teacher of the Year Award — a national accolade — from the Academy of Marketing Science. He made a presentation about his classroom success to an audience of AMS members in Coral Gables, Florida, when he accepted his award in May 2011.
- Fordham’s Center for Research in Contemporary Finance collaborated with the Lally School of Management at Rensselaer Polytechnic Institute and the Financial Engineering and Banking Society at the Technical University of Crete to hold a workshop titled “Regulations, Capital Markets and Institutions: The Post-Crisis Era” in Crete in June 2011.

Follow-up:

- Widely publicize experiences such as Professor Marton’s, both externally and internally.
- Encourage other faculty to place themselves into consideration for similar honors.

2011-2012 GOALS

- Implement a strategic hiring plan to further develop an outstanding faculty unified by a culture of scholarship, excellence in teaching, and collaboration.
 - Continue to recruit new faculty of all ranks, including endowed chairs.

- Deepen faculty connections across business areas, throughout the university, and with alumni and corporate partners.
- Refine our internal mechanisms for rewarding research excellence, teaching excellence, and commitment to university life.
- Attract additional visiting scholars who will enliven our faculty in ways that last beyond their temporary stays at Fordham.
- Continue to carefully craft a blended faculty that reflects an advantageous mix of academic/theoretical and industry/practical expertise.
- Sharpen the Schools of Business' identity as a top research center.
 - Encourage faculty research and provide support and funding as needed 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.
- Encourage collaboration and cross-disciplinary work wherever possible: within the Schools of Business, across units at Fordham, and outside the university with other academic institutions.
- Implement the faculty development system that we overhauled in 2010-2011 and evaluate its progress to make sure it meets our goals.

APPENDIX A: FACULTY SCHOLARSHIP

Intellectual Contributions: Tenure and Tenure-Track
 July 1, 2010 - June 30, 2011

ACCOUNTING AND TAXATION

Book Chapters:

Porco, Barbara M. (Accounting and Taxation), Porco, B. M. *Managing the Risk of Fraud and Misconduct*. (McGraw-Hill).

Articles:

Bryan, Stephen H. (Accounting and Taxation), Bryan, S. H., Lilien, S. B., Martin, D. The Financial Statement Effects of Capitalizing Operating Leases: Assessing the Impact of the Right-to-Use Model. (ed., pp. 36-43). CPA Journal.

Cho Dr., Myo Jung (Accounting and Taxation), Cho, M., Hah, Y. D., Kim, O. (2011). Optimistic Bias in Management Forecasts by Japanese Firms to Avoid Forecasting Losses. In A. Rashad Abdel-Khalik (Ed.), Champaign, IL: The International Journal of Accounting.

Cho Dr., Myo Jung (Accounting and Taxation), Cho, M., Kim, O., Lim, S. (2010). Two Conflicting Definitions of Relevance in. In L. Gordon and M. Loeb (Ed.), (6th ed., vol. 29, pp. 604-611). College Park, MD: Journal of Accounting and Public Policy.

Mozes, Haim (Accounting and Taxation), Mozes, H. A., Greenfeld, P., Ho, G. (2010). "The sustainability of Endowment Spending levels: A Wakeup Call for University Endowments." In Frank Fabozzi (Ed.), (1st ed., vol. 37, pp. 133-146). Journal of Portfolio Management.

Porco, Barbara M. (Accounting and Taxation), Porco, B. M. (2010). A Comparative Analysis of Jesuit Business Education: Are we different?. Journal of Jesuit Business Education.

Shon PhD, John (Accounting and Taxation), Shon, J., Zhou, P. (2010). Do divergent opinions explain the value premium?. (ed., vol. 19:2). Journal of Investing.

Shon PhD, John (Accounting and Taxation), Veliotis, S., Shon, J. (2010). Is There a December Effect? Strategic Prepayments of Deductible State Income Tax. (ed., vol. 32). Journal of the American Taxation Association.

Shon PhD, John (Accounting and Taxation), Shon, J. (2010). Do Stock Returns Vary With Campaign Contributions? Bush versus Gore: The Florida Recount.. (3rd ed., vol. 22). Economics & Politics.

Veliotis, Stanley (Accounting and Taxation), Veliotis, S. (2011). A Penny Saved is Not a Penny Earned: Federal Spending Cuts. (130th ed., pp. 1084). Virginia: Tax Notes.

Veliotis, Stanley (Accounting and Taxation), Veliotis, S., Shon, J. (2010). Is There a December Effect? Strategic Prepayments of Deductible State Income Tax. (ed., vol. 32). Journal of the American Taxation Association.

Xie, Yuan (Accounting and Taxation), XIE, Y., Cho, M., Shon, J. Corporate Disclosures After the September 11 Terrorist Attacks. (pp. International Journal of Business and Finance Research 3(2), 2009: 1669-175). International Journal of Business and Finance Research.

Xie, Yuan (Accounting and Taxation), XIE, Y. The Market Effects of Breaking a String of Meeting or Beating Analysts' Expectations: Downward Revision of Future Cash Flows or Increase in Cost of Equity Capital?. Journal of Business, Finance and Accounting, Forthcoming.

Intellectual Property, Artistic and Creative Work and Other Intellectual Contributions:

Bryan, Stephen H.

Copyright

Bryan, S. H., Copyright, "Fundamentals of Financial Accounting and Analysis".

Shon PhD, John

Book, Non-Scholarly-New

Shon, J., Zhou, P. (2011). Trading on Corporate Earnings News: Profiting from Targeted, Short-Term Options Positions. New Jersey: FT Press (Pearson).

COMMUNICATIONS AND MEDIA MANAGEMENT

Books Authored:

Carey, John T. (Communications and Media Management), Carey, J. T. *When Media Are New: Understanding the Dynamics of New Media Adoption and Use*. (University of Michigan Press, 2010).

Dennis, Everette E. (Communications and Media Management), Dennis, E., DeFleur, M. *Understanding Media in the Digital Age*. (Boston, MA: Allyn & Bacon, 2010).

Napoli, Philip M. (Communications and Media Management), Napoli, P. M. *Audience Evolution: New Technologies and the Transformation of Media Audiences*. (New York, NY: Columbia University Press, 2011).

Edited Books:

Napoli, Philip M. (Communications and Media Management), Napoli, P. M., Aslama, M. *Communications Research in Action: Scholar-Activist Collaborations for a Democratic Public Sphere*. (New York, NY: Fordham University Press, 2011).

Book Chapters:

Carey, John T. (Communications and Media Management), Carey, J. T. *The Evolution of Radio*. (University of Michigan Press, 2010).

Carey, John T. (Communications and Media Management), Carey, J. T. *The Digital TV Transition: A Case Study of HDTV*. (Springer Publishers, 2010).

Articles:

Napoli, Philip M. (Communications and Media Management), Napoli, P. M., K. J. (2010). On Making Public Policy with Publicly Available Data: The Case of U.S. Communications Policymaking. (4th ed., vol. 27, pp. 384-391). *Government Information Quarterly*.

Russ, Travis L. (Communications and Media Management), Laster, N., Russ, T. L. Looking across the divide: Analyzing cross-disciplinary approaches for teaching business communication. (vol. 73, pp. 248-264). *Business Communication Quarterly*.

Russ, Travis L. (Communications and Media Management), Russ, T. L. Programmatic and participatory: Introducing two frameworks for classifying experiential change implementation methods. (vol. 41, pp. 767-786). *Simulation & Gaming*.

Intellectual Property, Artistic and Creative Work and Other Intellectual Contributions:

Dennis, Everette E.

Book, Non-Scholarly-Revised

Dennis, E., Rivers, W. L. (2010). Other Voices: The New Journalism in America. (pp. 224). New Brunswick, NJ: Transaction Publishers.

FINANCE AND BUSINESS ECONOMICS

Books Authored:

Finnerty, John D. (Finance and Business Economics), Emery, D. R., Finnerty, J. D., Stowe, J. D. *Corporate Financial Management*. (Morristown, NJ: Wohl Publishing, Inc., 2010).

Book Chapters:

Tuckman, Howard P. (Finance and Business Economics), Tuckman, H. *Income Diversification*. (Cheltenham: Edward Elgar, 2010).

Articles:

Cakici, Nusret (Finance and Business Economics), Cakici, N., Bali, T., Tang, Y. (2009). The Conditional Beta and the Cross-Section of Expected Returns. (1st ed., vol. 38, pp. 103-137). *Financial Management*.

Cakici, Nusret (Finance and Business Economics), Bali, T. G., Cakici, N., Whitelaw, R. (2011). Maxing Out: Stocks as Lotteries and the Cross-Section of Expected Returns. (99th ed., pp. 427-446). *Journal of Financial Economics*.

Chen, Ren Raw (Finance and Business Economics), Chen, R. R., Liu, B., Cheng, X. (2010). Inflation, Fisher Equation, and The Term Structure of Inflation Risk Premia: Theory and Evidence from TIPS. *Journal of Empirical Finance*.

Chen, Ren Raw (Finance and Business Economics), Chen, R. R., Fabozzi, F., Sverdllove, R. (2010). Corporate Credit Default Swap Liquidity and Its Implications for Corporate Bond Spreads. *Journal of Fixed Income*.

Chen, Ren Raw (Finance and Business Economics), Chen, R. R., Fabozzi, F., Hu, H., Pan, G. (2010). Default Prediction of Various Structural Models. *Journal of Credit Risk*.

Finnerty, John D. (Finance and Business Economics), Finnerty, J. D., Turner, J., Chen, J., Park, R. (2010). Regulatory Uncertainty and Financial Contagion: Evidence from the Hybrid Capital Securities Market. In Robert Van Ness and Bonnie Van Ness (Ed.), (1st ed., vol. 46, pp. lead article). University, Mississippi: *Financial Review*.

Gonzalez, Laura (Finance and Business Economics), Gonzalez Alana, L. (2010). Press Reporting of Debt Choices: Bank, Non-bank Private, and Public debt. In World Business Institute (Ed.), (2nd ed., vol. 5, pp. 20). *Journal of Business and Policy Research*.

Hovakimian, Gayané (Finance and Business Economics), Hovakimian, G. (2011). Financial Constraints and Investment Efficiency: Internal Capital Allocation across the Business Cycle. In Philip Strahan (Ed.), (vol. 20, pp. 264-283). *Journal of Financial Intermediation*.

Marton, Katherin (Finance and Business Economics), Marton, K. (2010). Financial Sector Development in Southern Europe. In Nagy Balint Zsolt, B.Ivan, B. Jozsef (Ed.), (4th ed., vol. 2010/4, pp. 1-27). Klausenburg, Romania: Economists' Forum.

Waisman, Maya (Finance and Business Economics), Waisman, M., Francis, B., Hasan, I., John, K. (2010). The Effect of State Antitakeover Laws on the Firm's Bondholders. (1st ed., vol. 96, pp. 127-154). *Journal of Financial Economics*.

Waisman, Maya (Finance and Business Economics), Waisman, M., Hasan, I. (2010). Going public: An empirical investigation of U.S. bound Israeli IPOs. (3rd ed., vol. 19, pp. 215-244). *Financial Markets, Institutions and Instruments*.

Xu, Yuewu (Finance and Business Economics), Li, H., Xu, Y., Zhang, X. Evaluating Asset Pricing Models Using the Second Hansen-Jagannathan Distance. In William Schwert (Ed.), (97th ed., vol. 2010, pp. 279-301). Journal of Financial Economics.

Intellectual Property, Artistic and Creative Work and Other Intellectual Contributions:

Finnerty, John D.

Book, Chapter in Non-Scholarly Book-New

Finnerty, J. D., Park, R. (2010). Designing Derivatives Structures. In Jonathan Denton (Ed.), *Practical Derivatives: A Transactional Approach* (ed., pp. 109-125). London: Globe Business Publishing Ltd..

Finnerty, John D.

Book, Chapter in Non-Scholarly Book-New

Finnerty, J. D. (2010). Project Financing. In Hossein Bidgoli (Ed.), *Handbook of Technology Management* (vol. 1, pp. 601-612). Hoboken, NJ: John Wiley.

Werner, Frank M.

Book Review

Werner, F. M. Summary and interpretation of 'The Rise and Fall of Finance and the End of the Society of Organizations' by Gerald F. Davis (Academy of Management Perspectives, August 2009). (4th ed., vol. 7, pp. 307-309). Organization Management Journal.

INFORMATION SYSTEMS

Articles:

Jiang, Yabing (Information Systems), Jiang, Y., Raghupathi, W. R. (2010). IT-Enabled Corporate Governance: The Characteristics and Determinants of Web-based Corporate Governance Disclosures. (4th ed., vol. 23, pp. 1-20). Pennsylvania: Information Resources Management Journal.

Jiang, Yabing (Information Systems), Jiang, Y., Katsamakos, E. (2010). Impact of e-Book Technology: Ownership and Market Asymmetries in Digital Transformation. (5th ed., vol. 9, pp. 386-399). Electronic Commerce Research and Applications.

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Katsamakos, Evangelos (Information Systems), Georgantzias, N., Katsamakos, E. (2010). Performance effects of information systems integration: A system dynamics study in a media firm. (ed., pp. 822-846). Business Process Management Journal.

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Intellectual Property, Artistic and Creative Work and Other Intellectual Contributions:

Chiang, I-Cheng

Conference Proceeding

Chiang, I.-C., Nunez, M. A. Strategic Alignment and Value Maximization for IT Project Portfolios. WITS.

Jiang, Yabing

Conference Proceeding

Jiang, Y., Seidmann, A. (2010). Capacity Planning and Performance Contracting Models for Diagnostic Medical Imaging Centers. Proceedings of Conference on Information Systems and Technology (CIST).

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Conference Proceeding

Bibbo, D., Sprehe, E., Michelich, J., Lee, Y. E. (2010). Employing Wikis as Collaborative Information Repositories in the Media and Entertainment Company: An NBC Universal Case. Saint Louis, MO: International Conference on Information Systems.

LEGAL AND ETHICAL STUDIES

Books Authored:

Conrad, Mark A. (Legal and Ethical Studies), Conrad, M. *The Business of Sports -- A Primer for Journalists*. (New York: Routledge, 2011).

Book Chapters:

Alzola, Miguel A. (Legal and Ethical Studies), Alzola, M. A. *Business, Ethics, and Psychological Realism*. (Proceedings of the Seventieth Annual Meeting of the Academy of Management).

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Conrad, Mark A. (Legal and Ethical Studies), Conrad, M. (2010). The New Paradigm for American Broadcasting – Changing the Content Regulation Regimen in the Age of New Media. (3rd ed., vol. 24, pp. 241-249). London: 24 Computer & Security Report 241 (November 2010).

Cosenza, Elizabeth (Legal and Ethical Studies), Pinho-Cosenza, E. DURA-TION: A NEW PARADIGM FOR CONSTRUING THE STATUTE OF LIMITATIONS IN SECURITIES FRAUD CLASS ACTIONS. (vol. 63, pp. 60). Baylor Law Review.

Davis, Kenneth R. (Legal and Ethical Studies), Davis, K. R. (2010). Taking Stock --Salary and Options Too: The Looting of Corporate America. (3rd ed., vol. 69). Maryland Law Review.

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Edited Books:

Stoner, James A.F. (Management Systems), Stoner, J. A.F. *Global Sustainability as a Business Imperative*. (New York: palgrave Macmilan, 2010).

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Georgantzas, Nicholas C. (Management Systems), Syntetos, A. A., Georgantzas, N., Boylan, J. E., Dangerfield, B. C. Judgement and supply chain dynamics. (pp. doi:10.1057/jors.2010.56). Advance online publication, 9 June 2010: *Journal of the Operational Research Society*.

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Georgantzas, N., Contogeorgis, G. D. SME-driven oikonomia: our path to democracy?. (pp. 13 pgs). Athens: In Proceedings of the 7th Annual International Conference on Small and Medium Sized Enterprises: Management - Marketing - Economic Aspects, 2-5 August.

MARKETING

Book Chapters:

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Greco, Albert N. (Marketing), Wharton Phd, R. M., Greco, A. N. (2010). The Market for University Press Books: 2008 - 2015. (vol. 42, pp. 1 - 15). Toronto: The Journal of Scholarly Publishing.

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Kachersky, Luke C. (Marketing), Kachersky, L. C., Kim, H. M. (2011). When Consumers Cope With Price Persuasion Knowledge: The Role of Topic Knowledge. (1st ed., vol. 27, pp. 28-40). Journal of Marketing Management.

Intellectual Property, Artistic and Creative Work and Other Intellectual Contributions:

Estelami, Hooman

Software

Estelami, H. Marketing Turnaround Simulator. *Frontiers of Distance Learning in Business*.

Greco, Albert N.

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APPENDIX B: AREA REPORTS



FORDHAM UNIVERSITY
ANNUAL REPORT—STRATEGIC PLAN REPORT
2010-11

Due to School Dean/Director 23 May 2011 | to Vice President: 15 June 2011 | from Vice President to President: 31 July 2011

Unit Accounting and Taxation

Reporting Individual Allen Schiff

Section I: Completed and Continuing Goals

Please provide an update on the progress you made on each of your key goals during 2010-11. 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. The user name is strategic, and the password is pumpkin.

Goals:

- To enhance the reputation of the undergraduate Public Accounting program and the graduate Masters in Accounting and Taxation programs
- Maintain excellent reputation and placement record of graduates of the MBA in Public Accounting and Taxation program
- To successfully integrate evolving changes in international accounting standards and principles and tax law into the curriculum
- To achieve improved balance in teaching skills and research productivity of the faculty
- To maximize the internship and placement opportunities for both undergraduate and graduate students

If this goal supports an initiative in *Toward 2016* or in your unit's strategic plan, identify the title of the initiative.

Supporting Initiative I: Learning – G.L.O.B.E.

Supporting Initiative II: Graduate School of Business Administration – Strengthen Faculty, Stronger Student Body, and Enrich Niche Programs

Actions & Results:

- In light of budget constraints, two full-time lecturers were hired and together accounted for sixteen additional sections at both Gabelli and GBA. For the most part, student reaction to these sections was very positive.
- As evidence of success in placement opportunities, nineteen out of twenty-two students enrolled in the dual MBA in Public Accounting program were accepted for internships and/or full-time employment positions.

- Additional sections of International Accounting were added
- International Accounting materials were introduced into the Financial Statement Analysis course that is offered to Accounting and Finance students at Gabelli (G.L.O.B.E.)
- A new course module in the area of International Taxation is scheduled to begin this academic year
- Courses in Accounting Information Systems were added to the Accounting curriculum at both Gabelli and GBA

Follow-up:

- Monitor the progress of initiatives
- Recruit new full-time faculty to support these extensions as well as the current curriculum

Section II: New Goals for 2011-12

Enter new Goals that you will start in 2011-12.

Goals:

- Increase size of full-time Accounting and Taxation faculty
- Decrease reliance on adjunct and non tenure-line faculty
- Increase student enrollments in both undergraduate and graduate Accounting and Taxation programs
- Develop joint LLM in International Taxation with Fordham’s Law School
- Initiate creation of a Tax Research Center
- Begin an alumni-student mentorship program
- Investigate distance learning opportunities in the curriculum

If this will support an initiative in *Toward 2016* or in your unit’s strategic plan, identify the title of the initiative:

Supporting Initiative I: Learning – G.L.O.B.E.

Supporting Initiative II: Graduate School of Business Administration – Strengthen Faculty, Stronger Student Body, and Enrich Niche Programs

Accounting and Taxation Department 2011-2012 Strategic Plan

Proposed actions:

- Develop curriculum to maintain and enhance growth in enrollments for our Accounting and Taxation programs

- Hire two tenure-line and two clinical-line faculty members
- Create administrative support position(s) to recruit, advise, and place students in internships and full-time employment positions

Desired results:

- Increase student enrollment in Accounting and Taxation programs
- Increase in the number of Accounting and Taxation full-time faculty in order to maintain teaching excellence and be less dependant on adjunct faculty
- Raise the academic research profile of the department

Section III

Personnel Activity:

FACULTY: Please list all scholarly publications (books, articles, book reviews), presentations at national conferences, grants or grant proposals, substantial professional service—offices held in regional or national organizations, public/media appearances, consultancies, community service (to the Department, to the University community, or on a Faculty Senate Committee)

STAFF: Please list accomplishments in the same areas and others that are appropriate to your staff role.

Section IV

List administrative staffing needs for 2011-12 resulting from resignations, leaves of absence, etc. (positions already budgeted).

Section V

List administrative staffing needs for 2012-13 (*request for authorization of new positions*).

Faculty Director Stipend	\$52,500	- Oversee and recruit faculty
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	(\$17,500 per program)	- Manage curriculum of MS in Accounting, MS in Taxation, and MTA programs - Develop joint programs, assess cross-cultural curriculum - Investigate distance learning opportunities
Associate Faculty Director	\$45,000 (\$15,000 per program)	- Oversee career development in Accounting and Taxation - Interface with CPA firms for recruiting, placement, alumni-student mentoring, and developing Tax Research Center
Project Associate	\$60,000	Support for growth of graduate Accounting and Taxation programs (ie: recruiting, advising, and placement)
Graduate Assistant	\$20,000	20-hour / week to support faculty directors

Section VI.

List extraordinary budget requests anticipated for 2012-13.

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Section VII

List anticipated capital equipment requests for 2012-13 (*costing \$3000 or more with a useful life of over two years, e.g., microscopes, lawn mowers, Ram Van leases; funding for new or continuing lease agreements; but not personal computers*).

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Section VIII

List facilities requests for 2012-13 (*include alterations, furnishings, finishes, renovations and improvements. Priority will be given to requests that support Toward 2016 and will be prioritized by the Administrators' Conference and Trustees*).

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Unit Communications and Media Management, Graduate School of Business

Reporting Individual: Everette E. Dennis, Area Chair

Section I: Completed and Continuing Goals

Please provide an update on the progress you made on each of your key goals during 2010-11. 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. The user name is strategic, and the password is pumpkin.

Goal 1: Strengthen and retain existing faculty with achievement of tenure and warranted reappointments. Transforming Initiative III.

Actions: Engaged personnel committee to recruit a tenure track assistant professor to replace the Paul Baard clinical line and recommended Katherine Combellick for reappointment.

Method of measuring progress: Achieved results and search process that led to high caliber candidates with capacity for future tenure.

Results: Hired Assistant Professor Meghann Drury, Ph.D, Northwestern, St, recommended three-year extension for Clinical Instructor Katherine Combellick.

Follow-up: Discussions with deans to begin possible search for senior appointment to replace retiring Professor Everette E. Dennis.

Goal 2: Encourage faculty research productivity through research support, merit recognition, travel funds; Transforming Initiative III, Supporting Initiative II.

Actions: Faculty seminars, meetings, individual counseling sessions, encouraging participation in major scholarly and professional meetings, showcasing faculty work in school-wide seminars, lectures at other universities.

Method of measuring progress: review of books, articles, monographs published, presentations at scholarly meetings, industry and academic venues; merit committee criteria.

Results: Every tenured and tenure track member of the CM faculty received merit pay; three books published in 2010; articles published in leading journals, faculty presentations at Columbia, MIT, Northwestern, other schools.

Follow-up: Strengthen and extend faculty seminar series and involve faculty in destination conferences at Fordham along with leading professionals.

Goal 3: Continue work of CM Advisory Board. Transforming Initiative V, VI Supporting Initiative II.

Actions Taken to Achieve Goal: Expanded the Media Industries Advisory Board, sought assistance with major conference on sports media industries, industry seminar series.

Results; Added Sean Duggan, Vice President, Advertising Sales, Pandora Radio; Ed Carey, Vice President, Advertising Sales, Undertone Networks; Athan Stephanopoulos, CEO and Founder, GorillaSpot.com

Method of measuring progress: Recruiting specific people and covering fields not previously represented in consultation with deans.

Follow-up: Continued to strengthen the board and develop an important destination conference.

Goal 4: Strengthen and improve Business Communication course. Transforming Initiative I, Supporting Initiative I.

Actions: Worked with Gabelli Schools of Business faculty efforts to revise and reengineer the core.

Method of measuring progress: Determining that this effort is linked to earlier task force work in coherent fashion and connecting to CBA core pilot changes.

Results: Successfully completion of new course modules coordinated with the GSB faculty in addition to new courses in Communication for Entrepreneurs and Presentations for Leaders.

Follow-up: Disseminate information to faculty and seek more national recognition for Fordham's unique business communication course—taught by FT faculty and aimed at strategic thinking and competence in written, oral and presentations skills.

Goal 5: Improve Summer Offerings and Refresh Curriculum; Transforming Initiative I.

Actions: Recruit current and adjunct faculty of distinction to refresh continuing new CM courses, especially for the summer sessions.

Method of Measuring Progress: Quality assessment of offerings, personnel.

Results: Offered new courses in Global Media, Presentations for Business, Management and Communications for Global Sustainability, and Social Media, and refreshed versions of New Media, Leadership with Public Relations.

Section II: New Goals for 2011-12

Goal 1: Make the case for and get approval hire a senior faculty member to replace departing Larkin Distinguished professor Everette E. Dennis

Proposed actions: Develop a plan, make proposal to dean; conduct a national search that showcases the area/department and inspires confidence in Fordham University

Desired results: Hiring a person appropriate to the position

Goal 2: Review and update several CM courses in line with digital age changes. Transforming Initiative I; Supporting Initiative I.

Proposed Action: Convene faculty committee, involve outside advisers, and prepare material for Curriculum Committee.

Method of Measuring Progress: Initially getting the changes approved after proper vetting, implementation.

Desired Results: Faculty development of new course materials, testing and piloting the courses.

Goal 3: Develop a destination conference on changes in digital media. Transforming goal VI.

Proposed actions: Establish organizing committee, develop conference strategy, seek sponsors, and arrange speakers.

Method of measuring progress: Scheduling and conducting conference, attracting world class speakers, strong audience, assessment of program and debriefing.

Desired results: A high profile, substantively important conference that feature new knowledge from industry and the academy.

Section III

Personnel Activity:

FACULTY: Please list all scholarly publications (books, articles, book reviews), presentations at national conferences, grants or grant proposals, substantial professional service—offices held in regional or national organizations, public/media appearances, consultancies, community service (to the Department, to the University community, or on a Faculty Senate Committee)

John T. Carey	Professor	Book: <i>When Media are New: Understanding the Dynamics of New Media Adoption and Use</i> (Ann Arbor: University of Michigan Press, 2010)
		Book Chapter: "The Evolution of Radio" <i>Media, Technology and Society: The Challenge of Digital Convergence</i> (Ann Arbor: University of Michigan Press, 2010)
		Book Chapter: "The Digital TV Transition: A Case Study of HDTV," <i>Transition Media: A Turning Point into the Digital Realm</i> (Springer Publishers, 2010)
		Presentation: "Lifestyles and Media Habits of Baby Boomers," Baby Boomers and the Advertising Industry, NBC Universal, October 26, 2010
		Presentation: "Ethnographic Research Methods," Research Methods in Advertising, Council for Research Excellence, "October 29, 2010
		Presentation: "The US Radio Industry in Transition," Jiangsu Broadcasting Corporation, Columbia University, October 13, 2010
		Presentation: "Research Methods for Media Studies," The New School, October 7, 2010
		Presentation: "3D TV Scenarios," Collaborative Alliance, MPG/Havas, September 28, 2010
		Presentation: "New Media and CFOs," CFO Forum, September 23, 2010
		Presentation: "A Prospective Assessment of 3D TV," Media Ecology National Convention, June 18, 2010

		Presentation: "A Case Study of HGTV," The Transition to Digital TV, Columbia Business School, May 21, 2010
		Presentation: "Media Consumption of the Winter Olympics," NBC Universal Winter Olympics, April 15, 2010
		Presentation: "Sports and the Media," Center for Communications, April 12, 2010
		Service to the department: GBA Curriculum Review Task Force
		Service to the department: GSB Fair for Newly Admitted Students
		Service to the department: GSB Awards Night
		Service to the School: Merit Committee Member
		Service to the School: Family Day to Recruit Fordham Students, Faculty Advisor
		Service to the School: Information Sessions for Prospective Students Faculty Advisor
		Service to the School: CBA Curriculum Committee Member
		Service to the School: Freshman Enrichment Program Faculty Mentor
		Service to the University: GBA Dean Search Committee Member
		Service to the School: GBA International Program Committee
		Service to the Department: Honors Thesis Advisor
		Service to the School: CBA Business Core Committee
		Service to the School: Marshall at Graduation
Everette E. Dennis	Felix E. Larkin Distinguished Professor	Consultancy: Aga Khan Foundation, Nairobi, Kenya
		Book: <i>Other Voices: The New Journalism in America</i> (New Brunswick: Transaction Publishers, 2010)
		Presentation: "Understanding Media in the Digital Age: The Clash Between the Creative Content and Business-Engineering Cultures," Transitioned Media: A Turning Point into a Digital Realm, Columbia University, May 21,

		2010
		Service to the Department: Business Communication Task Force Committee Chair
		Service to the School: Faculty Advisor to the Media and Entertainment Alliance
		Service to the School: Committee Chair, Communications and Media Management Advisory Board
		Service to the University: Special Committee on Distinguished Professors, Committee Member
		Service to the University: Faculty Sponsor at University Commencement
		Service to the University: Provost's Committee on Feasibility of a Media Industries School at Fordham University, Conference Organizer, Chair
		Service to the University: McGannon Center for Communication Policy, Board Member
		Professional: Fred Rogers Center for Early Childhood Education and Children's Media, Saint Vincent College, Chairman of the Board
		Professional: Supervisory Panel for Philips Livable Cities Award Program, Member
John A. Fortunato	Associate Professor	Article: "Dancing in the Dark: Ticketmaster's Response to its Bruce Springsteen Ticket Crisis," <i>Public Relations Review</i>
		Article: "Major League Baseball and African American Participation: Is Free Television Part of the Solution?" <i>Journal of Sports Media</i>
		Entry in Communication Encyclopedia: "Commercialization: Impact on Media Content," <i>The International Encyclopedia of Communication</i> , June 2010
		Service to the Department: Business Communications Task Force, Committee Member
		Service to the Department: Faculty Recruitment Committee Member

		Service to the Department: Freshman Enrichment Program Faculty Mentor
		Service to the School: Full-Time MBA Program Committee
		Service to the School: Graduate School Strategic Planning Committee
		Service to the School: Admissions Information Sessions Faculty Advisor
		Conference: Organized and Chaired the Sports Media Conference at Fordham University Lincoln Center, April 12, 2010
Sharon M. Livesey	Associate Professor	Article: "Performing Sustainable Development through Eco- Collaboration: The Ricelands Habitat Partnership," <i>Journal of Business Communication</i>
		Presentation: "From Caring Corporations to Conscious Capitalism: The Heart and Soul of Commerce from a Discourse Analytic Perspective," New Directions in Business Discourse Research, National Communication Association 96 th Annual Convention, San Francisco, November 14, 2010
		Presentation: "Daring to Care: Learning, Teaching and Being Reflexive in Management," Academy of Management Annual Meeting, Montreal, Canada, August 6, 2010
		Service to the School: GSB Honors Committee Member
		Service to the School: 3-2 Committee Member
		Service to the School: Hearing Committee, Sub-Committee of the Faculty Senate
		Service to the School: GBA Dean's Task Force on Program Review Committee Member
Philip M. Napoli	Professor	Grant: \$50,000 from the Ford Foundation for Research and Outreach on Digital Inclusion
		Grant: \$12,500 from the Soros Open Society Institute for Digital Media Mapping
		Article: "On Making Public Policy with Publicly Available

		Data: The Case of the U.S. Communications Policymaking,” <i>Government Information Quarterly</i>
		Book Chapter: “Global Deregulation and Media Corporations,” <i>Managing Media Work</i> , Thousand Oaks: Sage Publications, 2010
		Presentation: “Exposure Diversity: An Introduction,” Media Diversity from the User Perspective, University of Amsterdam School of Law, December 2010
		Presentation: “Market Segmentation in Media Management and Marketing,” Meeting of Chinese Media Executives, Picker Center for Executive Education, Columbia University School of International Relations, October 2010
		Presentation: “Persistent and Emergent Diversity Policy Concerns in an Evolving Media Environment,” Bits Without Borders, Michigan State University College of Law, September 2010
		“The Academy and the Information Infrastructure for Media Ownership Research,” Media Concentration Around the World, Columbia University Business School, March 2010
		Service to the School: Media and Entertainment Alliance Faculty Advisor
		Service to the School: GBA General Task Force, Committee Member
		Service to the University: Task Force on Research Competitiveness Committee Member
		Service to the University: Everett C. Parker Book Series, Fordham University Press Series Editor
		Service to the University: University Relations Committee Member
		Service to the University: University Research Council

		Committee Member
		Professional: Editorial Review Board <i>Journal of Information Technology Policy</i>
		Professional: Editorial Review Board Member, <i>Communications and Convergence Review</i>
		Professional: Editorial Review Board Member, <i>International Journal on Media Management</i>
		Professional: Editorial Review Board Member, <i>Journal of Broadcasting & Electronic Media</i>
		Professional: Editorial Review Board Member, <i>Communication Law & Policy</i>
		Professional: Editorial Review Board Member, <i>Journal of Media Economics</i>
		Professional: Reviewer, Journal Article, <i>Journal of Communication</i>
		Professional: Reviewer, Journal Article, <i>Telecommunications Policy</i>
		Professional: Reviewer, Journal Article, <i>American Journal of Political Science</i>
		Professional: Reviewer, Journal Article, <i>Communication Research</i>
Travis L. Russ	Assistant Professor	Journal Article: "An Exploratory Study of an Experiential Change Program's Impact on Participants' Affective Outcomes," <i>Leadership & Organization Development Journal</i>
		Journal Article: "Looking Across the Divide: Analyzing Cross-Disciplinary Approaches for Teaching Business Communication," <i>Business Communication Quarterly</i>
		Journal Article, "Programmatic and Participatory: Introducing Two Frameworks for Classifying Experiential Change Implementation Methods," <i>Simulation & Gaming</i>
		Presentation: "The Relationship Between Communication Apprehension and Learning Preferences," Annual Meeting of the Academy of Management, May 2010

		Service to the Department: Core Course Coordinator for The Business Communication Course
		Service to the Department: Task Force for Revising the Business Communication Course
		Service to the School: Business Communication Core Course Coordinator
		Service to the School: Freshman Business Enrichment Program, Faculty Advisor
		Professional: Ad Hoc Reviewer, <i>Journal of Change Management</i>
		Professional: Ad Hoc Reviewer, <i>Association for Business Communication</i>
		Professional, Ad Hoc Reviewer, <i>National Communication Association</i>

STAFF: Please list accomplishments in the same areas and others that are appropriate to your staff role.

Section IV

List administrative staffing needs for 2011-12 resulting from resignations, leaves of absence, etc. (positions already budgeted).

Felix E. Larkin Professor		

Section V

List administrative staffing needs for 2012-13 (*request for authorization of new positions*).

Section VI.

List extraordinary budget requests anticipated for 2012-13.

Felix E. Larkin Chair	TBD	Replace senior professor
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Section VII

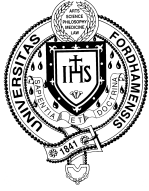
List anticipated capital equipment requests for 2012-13 (*costing \$3000 or more with a useful life of over two years, e.g., microscopes, lawn mowers, Ram Van leases; funding for new or continuing lease agreements; but not personal computers*).

Section VIII

List facilities requests for 2012-13 (*include alterations, furnishings, finishes, renovations and improvements. Priority will be given to requests that support Toward 2016 and will be prioritized by the Administrators' Conference and Trustees*)

Section IX

Review your Report and then, as a cover, provide an Executive Summary in two pages of bullet point highlights. Please use the following heading that follows.



FORDHAM UNIVERSITY
ANNUAL REPORT—STRATEGIC PLAN REPORT
2010-2011

Due to School Dean/Director 30 May 2011 | to Vice President: 30 June 2011 | from Vice President to President: 31 July 2011

Unit ___ Finance and Business Economics ___

Reporting Individual ___ Sris Chatterjee _____

Section I: Completed and Continuing Goals

Please provide an update on the progress you made on each of your key goals during 2010-11. 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. The user name is strategic, and the password is pumpkin.

- Goals:**
- (1) Consolidate and enhance the reputation of the Finance Area and its scholarly impact in the Finance Profession.
 - (2) Strengthen existing programs
 - (3) Create new revenue –generating programs

- Title of the initiative:**
- (1) Supporting Initiative II (GBA)
 - (2) Transforming Initiative III: Developing a Distinguished Faculty (GSB & GBA)

Actions:

[A] Actions Related to Faculty Development

- (1) The Corrigan Chair of International Banking has been filled.
- (2) (a) Work started to fill a new Chair in Value Investing and a new Chair in Global Financial Markets; (b) Started planning on a new Value Investment curriculum which will comprise of new courses and student-projects.
- (3) Two tenure-track (replacement) faculty-members (with Ph.D.s from NYU and Washington University at St. Louis) have been hired from an initial applicant-pool of about 160 applicants.
- (4) One unfilled tenure-track line has been filled with a one-year visiting scholar who has a Ph.D. in Economics from Princeton and many years of experience in NYSE and the NY Fed.
- (5) The research data-base has been expanded and additional data-bases are being added in order to meet the increasing need for such databases for faculty research.

- (6) Three faculty members received faculty fellowships.
- (7) New one-year Lecturer position created and filled in order to help the implementation of Core-Q.
- (8) New one-semester Visiting Scholar position offered to an academic expert who will teach a course on Energy Derivatives and Risk Management at GSB and GBA in Fall 2011.
- (9) The Clinical Faculty line vacated by Prof. John Hunter has been filled by extending the one-year Visiting Professorship from last year for an additional 2 year period.
- (10) The 4th Triple-Crown Conference (consisting of faculty research papers from Baruch College, Fordham and Rutgers Business School) was held in Baruch College in April 2011.
- (11) The Center for Research in Contemporary Finance hosted a one-day conference on Carbon Politics and Finance, which was attended by renowned academics, practitioners, industry experts and policy makers from the government. (for details and presentations, please see: http://www.bnet.fordham.edu/Finance_Research_Center/conferences.html)
- (12) Many well-known scholars were invited to present their research in the Finance Research Seminar Series at GBA. Several members of the Finance faculty presented their research in the GSB seminar series.
- (13) Conferences and Seminars were organized by CRIF and *The Journal of International Money and Finance* (housed at Fordham and edited by Prof. Jim Lothian)
- (14) Workshop entitled “Regulations, Capital Markets and Institutions: The Post-Crisis Era” was organized by the Center for Research in Contemporary Finance (Fordham), Lally School of Management (RPI) and the Financial Engineering & Banking Society (Technical University of Crete). The Workshop will be held in June 2011 at Crete.

[B] Actions Related to New and Existing Programs

- (15) The 2nd cohort of BiMBA Part-Time (PT) MSGF is planned for Summer 2011. The format for the delivery of courses has been slightly modified, with more involvement from the Peking University faculty and more class-time in Beijing.
- (16) Full-Time (FT) one-year MSGF has been planned and launched. In contrast to the PT MSGF program, all classes in the FT MSGF will be offered at Fordham.
- (17) New collaborations, including Memorandum of Understanding, have been started with several Asian universities, including the highly ranked South East University (SEU) in Nanjing.

- (18) MSQF Curriculum has been strengthened and Enrollment goal for 2011-12 has been increased to 40. Summer Internship in 2011 has been expanded and new industry-collaborations have been established. New initiatives have been undertaken in order to attract a more international and diversified pool of applicants.
- (19) Finance faculty contributed to several new initiatives, including the mentoring of students in the Honors Thesis Programs at GSB, developing new courses for the Masters in Investor Relations at GBA, and designing of Core-Q integrated projects at GSB.
- (20) Two new programs were submitted to and approved by the GBA curriculum committee: (a) the Masters in Investment and Risk Management, and (b) the joint MBA-MSQF.

[C] Actions Related to Students

- (21) NYSSA Student Chapter was started at Fordham GSB and GBA at the invitation from NYSSA. This will strengthen the existing CFA partnership at GSB and GBA. Fordham is the only school in the metropolitan area to have a CFA partnership status with both undergraduate and graduate schools of business.
- (22) New innovative Courses were offered, and more are planned to be offered in the coming year, at GSB and GBA.
- (23) Fordham's Wall Street Council was launched in order to engage alumni, faculty and current students in a continuous dialogue on the evolution of capital markets.

Method of measuring progress:

(E.g., tracking reports of dollar amount of grants received, student surveys of satisfaction, or samples of portfolios of student work or of responses to exam questions)

1. Various Rankings
2. Enrollment
3. Average SAT, GMAT, GRE scores (as appropriate)
4. Average Starting Salary of Graduating Students/Employment Data

Results:

(Include assessment results. I.e., what evidence do you have that your efforts have been successful?)

[A] Results Related to Faculty Research & Development

- (1) The research from the Finance faculty was recognized through publications in top-ranked and reputed Journals and Books:

- (a) **5 articles in the top-four Finance journals** (comprising of *Journal of Finance*, *Journal of Finance Economics*, *Review of Financial Studies*, and the *Journal of Financial and Quantitative Analysis*)
 - (b) **A total of 15 journal articles, 1 book-chapter, one book revision/update, and one novel** (The Amazing Journey of Adam Smith) **in print in 2010**. (About 10 additional journal articles have already been accepted for forthcoming publication.)
 - (c) **Recognition from the U.S. News Specialty Ranking in Finance**: Ranked at 14th place (tied with the Tuck School at Dartmouth and the Simon School at University of Rochester). Previous rank was 21st two years ago.
 - (d) **Arizona State University's ranking**, based on top-ranked Finance journal publications since 1990, places Fordham's Finance Area amongst the top 100 international schools; 76th with top-four journals and 63rd with top-five. (please see: <http://wpcarey.asu.edu/finance/faculty/finance-rankings.cfm>)
- (2) Finance faculty continued their participation in reputed International and National Academic Conferences as presenters, discussants and session-chairs. Conferences include those arranged by the highly prestigious American Finance Association, the European Finance Association, the Western Finance Association and the Financial Management Association, International, among others.
- (3) The seminar series at GBA and GSB continued at a high level of scholarship and participation. Eminent scholars, academics, researchers and journal editors presented their research in the GBA Finance Research Seminar Series. Several colleagues from the Finance Area presented their research in the GSB Research Seminar Series

[B] Results Related to Programs

- (1) The 1st cohort of the FT MSGF will begin classes in September, 2011. Target enrollment is 35-40.
- (2) For the 2nd cohort of PT MSGF from BiMBA, the estimated enrollment is 32.
- (3) As a result of the SEU initiative, the 1st group of executives from Nanjing arrives at Fordham for a one-week Gateway program in May 2011.

- (4) More than 650 applications were received for the MSQF program. Average GRE and GMAT scores from applicants continue to be very high.

[C] Results Related to Students

- (1) Student Managed Investment Fund at the Gabelli School of Business continued its superior performance.
- (2) Fordham's student-team won the 2nd place in NYSSA Investment Challenge competition from a field consisting of many top schools in the Metropolitan Area.
- (3) All 29 students of MSQF cohort 4 have found summer internships. Several students from cohort 3, who were still looking for jobs, have found employment.

Follow-up:

(In response to your results, what actions have you taken or do you intend to take?)

1. Cap MSQF enrollment at 40 and be more selective, thus increasing the Average GMAT/GRE score.
2. Continue to provide (and in some selected cases, increase) research support to faculty who are publishing in top-quality journals.
3. Engage members of the GSB Advisory Board and the GBA Advisory Council in the Wall Street Council and other activities at GSB and GBA.
4. Try to find additional resources to increase the enrollment in PT and FT MSGF programs.
5. Try to find additional resources in order to fund the mentoring of MSQF internship projects, similar to funding of Honors Thesis mentoring at GSB.
6. Continue with Curriculum Reform. Identify the gaps and overlap in the curriculum at GSB and GBA.
7. Continue to improve the learning environment and the learning process for students at GSB and GBA.

Section II: New Goals for 2011-12
Enter new Goals that you will start in 2010-11.

Goal: (1) Develop new strategic international partnerships and collaborations
 (2) Strengthen existing international partnerships/programs

Title of the Initiative: Supporting Initiative II (GBA)

Proposed actions:

- (1) To launch the Masters in Investment and Risk Management in 2012 at GBA.

- (2) To start an annual conference with Central Banks and training programs with banking executives. Financial reform and risk management are the likely topics of these training programs.
- (3) To follow up with Koc University's interest in launching collaborative undergraduate and graduate business education.
- (4) To extend existing international collaborations to other international nodes as identified in the international strategy.
- (5) To follow up with current plans on finding a stable source of revenue for the Center for Research in Contemporary Finance.

Method of measuring progress:

(E.g., tracking reports of dollar amount of grants received, student surveys of satisfaction, or samples of portfolios of student work or of responses to exam questions)

- 1. Enrollment
- 2. Student/Employer Survey
- 3. Ranking (if applicable)

Desired results:

(What measurable outcomes would constitute success?)

- 1. Tuition Revenue
- 2. International Recognition
- 3. High Ranking among International & Domestic EMBA Program

Section III

Personnel Activity:

FACULTY: Please list all scholarly publications (books, articles, book reviews), presentations at national conferences, grants or grant proposals, substantial professional service—offices held in regional or national organizations, public/media appearances, consultancies, community service (to the Department, to the University community, or on a Faculty Senate Committee)

STAFF: Please list accomplishments in the same areas and others that are appropriate to your staff role.

Section IV

List administrative staffing needs for 2011-12 resulting from resignations, leaves of absence, etc. (positions already budgeted).

Not Applicable	Not Applicable	

Section V

List administrative staffing needs for 2010-11 (*request for authorization of new positions*).

(1) Full Time Administrative Assistant for the Finance Area. (2) Full Time Program Coordinators for MSQF, MSGF (PT & FT), and Masters in Investment & Risk Management	(1) \$60,000.00 Base Salary (2) \$55,000 Base Salary	(1) Other departments of comparable size in the University have a Full Time secretary. The activities in the Finance Area have more than doubled in the last 10 years. (2) Already under discussion and implementation.

Section VI.

List extraordinary budget requests anticipated for 2011-12.

(1) Recruiting Budget (2) Visiting Faculty	(1) \$50,000.00 (2) \$100,000 -\$150,000 depending on profile	(1) Need to replace 1 tenure-track line. Anticipate adding at least 1 new line in tenure-track. (2) Contingency Expectation
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Section VII

List anticipated capital equipment requests for 2011-12 (*costing \$3000 or more with a useful life of over two years, e.g., microscopes, lawn mowers, Ram Van leases; funding for new or continuing lease agreements; but not personal computers*).

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Section VIII

List facilities requests for 2011-12 (*include alterations, furnishings, finishes, renovations and improvements. Priority will be given to requests that support Toward 2016 and will be prioritized by the Administrators' Conference and Trustees*)



FORDHAM UNIVERSITY
ANNUAL REPORT—STRATEGIC PLAN REPORT
2010-11

Due to School Dean/Director 23 May 2011 | to Vice President: 15 June 2011 | from Vice President to President: 31 July 2011

Unit: Information and Communication Systems Area of the Schools of Business

Reporting Individual: Mark S. Silver, Area Chair

Section I: Completed and Continuing Goals

Please provide an update on the progress you made on each of your key goals during 2010-11. 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. The user name is strategic, and the password in pumpkin.

Copy and paste the sections below to accommodate as many goals as you have. Responses should be brief—not extended narratives.

Goal:

**Gabelli: Increase Enrollment in ICS Courses and Programs
(Major/Concentrations)**

If this goal supports an initiative in *Toward 2016* or in your unit's strategic plan, identify the title of the initiative.

(E.g., Transforming Initiative III: Developing a Distinguished Faculty—Culture of Grantsmanship)

Action:

Continued to nurture the student chapter of the Association for Information Systems (AIS), which was founded at the end of the previous academic year. Several successful events were conducted during the academic year and new officers were elected who are highly energized to expand the club in the coming year. The club is now “up the learning curve” and has reached “critical mass.” We expect the club to serve as a vehicle for promoting our courses and programs as well as serving the needs of students majoring/concentrating in our area.

Emphasized the flexibility afforded by the electives in the Management of Information and Communication Systems (MICS) major. Placed increased emphasis on the

Accounting and Information Systems (AIS) major as well as ICS concentrations for students majoring in Finance and Marketing.

Provided substantial one-on-one advising for students interested in the various ICS programs.

Continued to augment our annual “Careers in IT” event (sponsored by Microsoft) with other career-oriented events.

Continued to leverage the cross-listing of courses with other areas in Gabelli. We now have cross-listed courses with Marketing, Accounting, Management, and Ethics and Law. We are exploring possibilities to cross-list with Communications and Media Studies.

With the help of the Dean’s Office, Career Services, full-time and adjunct faculty, and some corporate partners, we began to promote internships for our students. We are identifying the creation of an internship program as one of our strategic goals for the coming year (see below).

Promoted our courses more extensively using various means.

Result:

(Include assessment results. I.e., what evidence do you have that your efforts have been successful?)

Our essential courses such as Systems Analysis, Systems Design, Object-Oriented Programming, Database Management, and Telecommunications (all required courses for the MICS major and three of which are required for the ICS concentration), have all grown substantially over the last two to three years. Projections for the coming year are that we will maintain these increased numbers. In previous years enrollment in these courses seemed tied to one or two popular faculty members, but we are now also expanding the set of faculty teaching these courses and generating enrollments.

A number of our students received excellent job placements.

The size of the student AIS chapter has grown this year by approximately 10%.

Our new elective, “Advanced Spreadsheet Methods for Business Modeling,” closed out two years in a row.

Follow-up:

(In response to your results, what actions have you taken or do you intend to take?)

Our plan for next year is to do more of the same with several additional emphases:

- **Increasing enrollments in our other ICS electives, some of which are still somewhat marginal, especially targeting non-ICS majors/concentrators.**

- **Offering new electives that draw on the strengths and interests of our faculty as well as address topics of current interest to students.**

Goal:

GBA: Increase Enrollment in IS Courses and the IS Concentration

If this goal supports an initiative in *Toward 2016* or in your unit's strategic plan, identify the title of the initiative.

(E.g., Transforming Initiative III: Developing a Distinguished Faculty—Culture of Grantsmanship)

Action:

Worked with the Associate Dean's office to provide better counseling/guidance to students who are prospective IS concentrators.

With the help of the Dean's Office, Career Services, full-time and adjunct faculty, and some corporate partners began to promote internships for our students. We are identifying the creating of an internship program as one of our strategic goals for the coming year (see below).

Promoted our courses more extensively.

Created a Business Analytics Curriculum (see separate goal) that has already been a source of increased enrollment and should be a source of much greater enrollments in the future. As part of this effort, we regularized three special topics courses.

Result:

(Include assessment results. I.e., what evidence do you have that your efforts have been successful?)

We maintained the increased enrollments we achieved last year in some of our elective courses and our enrollments in other elective courses are stable. Our new elective, "Business Modeling with Advanced Spreadsheet Methods," has been offered multiple times and closes out whenever it was offered.

Follow-up:

(In response to your results, what actions have you taken or do you intend to take?)

Our plan is to continue to work to build enrollments in our programs and courses. Our strategic direction is to place greater emphasis than we have in the past on enrolling non-IS specialists in our courses. This includes a variety of initiatives:

- **Offering new electives that draw on the strengths and interests of our faculty while addressing topics of current interest to students.**

- **Cross-listing more of our courses with other areas such as Marketing, Finance, and Communications and Media Studies.**
- **Reviewing and transforming our existing MS in IS program, which is currently largely dormant.**
- **Doing a better job of leveraging the interests, energy, and membership of the Business 2.0 club and other student organizations.**
- **Participating actively in the various new Masters programs being offered by GBA.**
- **Creating an MS in Business Analytics as well as other efforts to continue to move aggressively in the field of Business Analytics (see separate goal below).**

To make our program more attractive to potential IS specialists, we plan to create an internship program (see new goal below).

Goal:

Develop a Leading “Business Analytics” Curriculum

If this goal supports an initiative in *Toward 2016* or in your unit’s strategic plan, identify the title of the initiative.

(E.g., Transforming Initiative III: Developing a Distinguished Faculty—Culture of Grantsmanship)

Action:

Together with the Department of Computer and Information Sciences in the Faculty of Arts and Sciences we developed an Advanced Certificate in Business Analytics. The proposal was approved both by the Joint Council of the Schools of Business and by the Faculty of Arts and Sciences. We are in the process of applying for state approval in anticipation of launching this certificate program.

We have regularized three of our special topics courses pertaining to Business Analytics: Business Analytics for Managers, Data Warehousing, and Business Modeling with Advanced Spreadsheet Methods.

We received approval in principle from the GBA Curriculum Committee for our proposal to create a Masters in Business Analytics. The committee has asked us to refine and expand the proposal for consideration in Fall 2011, with a possible start date of Fall 2012.

Our area approved development of a “Business Analytics” designation for the MBA program and, in consultation with other areas, we hope to have a proposal for the GBA Curriculum Committee this Fall.

In addition to the above-mentioned actions at GBA, the Gabelli Curriculum Committee approved our proposal to reconfigure our current course on Knowledge-Based Systems as a course in “Business Analytics.” We expect this course to receive significant enrollments from both ICS concentrators and other Gabelli students.

We have co-sponsored with the Faculty of Arts and Sciences and IBM a number of Business Analytics programs and events on campus, most notably the Fordham IBM Forum on Analytics (FIFA).

Result:

(Include assessment results. I.e., what evidence do you have that your efforts have been successful?)

We have offered two of the three newly regularized courses with strong enrollments and positive feedback from the students. We have received numerous inquiries from outside Fordham from around the world about our Business Analytics program. Colleagues at other universities have taken note of our program. We have expanded

our working relationship with IBM in this area, providing us with teaching materials, national exposure, and job opportunities for our students.

Follow-up:

(In response to your results, what actions have you taken or do you intend to take?)

We are moving forward with all of these Business Analytics initiatives: The Advanced Certificate, The MBA designation, the Masters degree, the development of new courses at GBA, the reconfiguration of an elective course at Gabelli, and our partnership with IBM.

Goal:

To establish visibility and a positive reputation for the ICS area—as a group and as individuals—within the international IS academic community. To publish impactful research in prominent academic journals, scholarly monographs, and books and to present impactful research at major peer-reviewed conferences.

If this goal supports an initiative in *Toward 2016* or in your unit's strategic plan, identify the title of the initiative.

(E.g., Transforming Initiative III: Developing a Distinguished Faculty—Culture of Grantsmanship)

Action:

Our initial plan was to hire 3 new faculty to replace faculty who had already left Fordham or who were expected to be leaving at the end of the 2010-2011 academic year. Because of uncertainties concerning whether faculty would or would not be leaving, this plan was changed (see result below).

We sponsored a two-day visit by a leading International Information Systems Scholar (Prof. M. Lynne Markus). We plan to have another guest present a research seminar over the summer.

Result:

(Include assessment results. I.e., what evidence do you have that your efforts have been successful?)

Because of uncertainties with respect to current faculty, two of the three permanent faculty slots were not made available to us this year. Consequently, we hired one full-time Lecturer (with a one-year appointment) and one full-time Visiting Assistant Professor. We are in the process of hiring a second Visiting Professor.

Faculty from a number of local universities attended Professor Markus's research seminar. Professor Markus also met one-on-one with Fordham ICS faculty, which was especially valuable for our junior colleagues.

This year, one of our junior faculty had a paper (co-authored with her MBA students) accepted for presentation at the prestigious International Conference on Information Systems (ICIS—December 2010). We have also had a number of papers accepted by top-tier journals.

Follow-up:

(In response to your results, what actions have you taken or do you intend to take?)

For 2012-2013, we hope to hire two new tenured or tenure-track faculty members as well as one full-time Instructor or Clinical Professor (with a multi-year contract).

We plan on holding several research seminars in the coming year with prominent IS scholars. We are also contemplating hosting a theme-based conference in Spring or Fall 2012. We would like to invite a prominent IS scholar to serve as a Scholar-in-Residence for one or two months in Fall 2011.

We want to encourage increased participation by our faculty in prestigious IS conferences. Because it is difficult to appear on the program for ICIS, the premier annual IS conference, we ask funding for all full-time faculty to attend ICIS in 2012. We would also like funding to sponsor a Fordham reception at ICIS 2012 to enhance further our visibility in the field.

Section II: New Goals for 2011-12

Enter new Goals that you will start in 2011-12.

Cut and paste the sections below to accommodate your goals. Responses should be brief—not extended narratives.

Goal:

Create an IS Internship Program for GBA and Gabelli Students

If this will support an initiative in *Toward 2016* or in your unit's strategic plan, identify the title of the initiative:

(E.g., Transforming Initiative III: Developing a Distinguished Faculty—Culture of Grantsmanship)

Proposed actions:

In its early stages, this program would have three functions:

- 1. To work with corporations to identify internship opportunities (summer and term-time) for our students**
- 1. To bring these internship opportunities to the attention of our students, to identify suitable students for available internship positions, and to help the students successfully apply for the available positions**
- 2. To seek out specialized internships for those students with specific interests**

Desired results:

Acquiring meaningful internships for our students that further both their business education and their career opportunities. Doing so should have the secondary benefit of attracting students to our major and concentrations.

Section III

Personnel Activity:

FACULTY: Please list all scholarly publications (books, articles, book reviews), presentations at national conferences, grants or grant proposals, substantial professional service—offices held in regional or national organizations, public/media appearances, consultancies, community service (to the Department, to the University community, or on a Faculty Senate Committee)

STAFF: Please list accomplishments in the same areas and others that are appropriate to your staff role.

Section IV

List administrative staffing needs for 2011-12 resulting from resignations, leaves of absence, etc. (positions already budgeted).

Section V

List administrative staffing needs for 2012-13 (*request for authorization of new positions*).

IS Internship Director	\$10,000	As noted in "Section II—New Goals," developing an internship program is an important element of our strategy to meet student needs better and attract students to our major and concentrations. Because developing the program we outlined can be time-intensive, we need resources for a person to be able to dedicate time to this endeavor.
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Section VI.

List extraordinary budget requests anticipated for 2012-13.

<p>Funding for all ICS faculty to attend the prestigious ICIS conference in December 2012 in Orlando, Florida and sponsor a reception</p>	<p>\$22,000</p>	<p>Many leading universities guarantee their faculty funding to attend ICIS, the premier conference in the field. Attending this conference in large numbers and hosting a reception would create a greater presence for our program and more visibility. Other schools have done this to great advantage. Currently, our presence at ICIS is fairly minimal.</p>
<p>Funding for a regional, theme-based Information Systems conference/workshop with keynote presentations by several prominent guest scholars as well as ICS faculty</p>	<p>\$20,000</p>	<p>This conference/workshop is one component of our strategy to increase the visibility of our faculty and stimulate collaborative research between Fordham ICS faculty and other leading scholars.</p>

Section VII

List anticipated capital equipment requests for 2012-13 (*costing \$3000 or more with a useful life of over two years, e.g., microscopes, lawn mowers, Ram Van leases; funding for new or continuing lease agreements; but not personal computers*).

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Section VIII

List facilities requests for 2012-13 (*include alterations, furnishings, finishes, renovations and improvements. Priority will be given to requests that support Toward 2016 and will be prioritized by the Administrators' Conference and Trustees*)

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FORDHAM UNIVERSITY
ANNUAL REPORT—STRATEGIC PLAN REPORT
2010-11

Due to School Dean/Director 23 May 2011 | to Vice President: 15 June 2011 | from Vice President to President: 31 July 2011

Unit ___ Law and Ethics Area, Schools of
Business _____

Reporting Individual Kenneth Davis _____

Section I: Completed and Continuing Goals

Please provide an update on the progress you made on each of your key goals during 2010-11. 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. The user name is strategic, and the password is pumpkin.

Copy and paste the sections below to accommodate as many goals as you have. Responses should be brief—not extended narratives.

Goal: To improve teaching effectiveness.

Transformative Initiative I: To infuse both undergraduate and graduate business education with new energy, focus, rigor, and quality to rank in the top 25 nationally.

If this goal supports an initiative in *Toward 2016* or in your unit's strategic plan, identify the title of the initiative.

(E.g., Transforming Initiative III: Developing a Distinguished Faculty—Culture of Grantsmanship)

Action: All untenured fulltime faculty members are observed in the classroom and evaluated every academic year. All adjunct faculty members are observed and evaluated at least once every two years. Feedback is provided to the observed faculty member to improve teaching effectiveness.

Result: The observed professors have responded favorably to the suggestions made by the evaluators and they have incorporated many of the suggested changes into their day-

to-day teaching approach. Teaching evaluations forms completed by students have shown improvement.

(Include assessment results. I.e., what evidence do you have that your efforts have been successful?)

Follow-up:

(In response to your results, what actions have you taken or do you intend to take?)

The area will continue the policy of observing and evaluating teaching in the classroom, and we will continue to provide constructive comments to the professors in the area. We will expand this approach so that tenured professors will also be observed and evaluated in the classroom and provided with constructive feedback.

Goal: To encourage innovative teaching techniques.

Transformative Initiative I: To infuse both undergraduate and graduate business education with new energy, focus, rigor, and quality to rank in the top 25 nationally.

Action: All professors in the area are encouraged to use teaching techniques in the classroom other than lecture and dialogue. Specifically, the area encourages the use of complex, multi-issue case studies, role-play simulations such as mock oral arguments and trials, and instructive game-playing such as “Business Law Jeopardy.” Professors in the area have discussed and shared, with their colleagues, case studies, simulations, and instructive games.

Result: The use in the classroom of innovative teaching techniques has flourished in the area. Students have responded in the classroom and in their formal evaluations quite positively to the use of these techniques.

Follow-up: Area professors will develop new case studies, role-play simulations and instructive games and share the most efficacious ones with their colleagues.

Goal: To improve research by initiating a “buddy system” of cooperative research.

Transformative Initiative III: To Develop Distinguished Faculty.

Action: Under the supervision of the area chair, fulltime faculty members receive comments and criticisms on research and scholarship in progress from another designated faculty member who shares the same area of expertise.

Result: This “buddy system” of cooperative research has helped produce several outstanding pieces of scholarship that have been accepted into prestigious journals such as Maryland Law Review, Baylor Law Review, and University of Pennsylvania Law Review.

Follow-up: Two pending leaves of absence and one pending resignation present a challenge to this system, although the system with certain realignments will continue. The area chair will monitor the quality of publications and the quality of journals publishing articles produced with the area’s faculty.

Goal: To ensure fair and consistent grading.

Transformative Initiative I: To infuse undergraduate business education with new rigor.

Action: Last year the area unanimously adopted a mandatory curve for sections of Legal Framework of Business and Ethics in Business with a minimum of twenty students.

Result: The area faculty has found the mandatory curve helpful in the grading process. By unanimous vote, the area faculty modified the mandatory curve. The modified curve will be implemented in the fall 2011 semester.

Follow-up: The area will analyze and discuss the efficacy of the modified mandatory curve, and will determine whether to continue use of the curve and whether to initiate further modifications of the curve.

Section II: New Goals for 2011-12
Enter new Goals that you will start in 2011-12.

Cut and paste the sections below to accommodate your goals. Responses should be brief—not extended narratives.

Goal: To develop new, cutting-edge courses.

Transformative Initiative I: To infuse both undergraduate and graduate business education with new energy, focus, rigor, and quality to rank in the top 25 nationally.

If this will support an initiative in *Toward 2016* or in your unit's strategic plan, identify the title of the initiative:

(E.g., Transforming Initiative III: Developing a Distinguished Faculty—Culture of Grantsmanship)

Proposed actions: The area will develop and offer a new course in Environmental Law, and possibly a course in Environmental Ethics.

Desired results: Offering cutting-edge courses in Environmental Law and Environmental Ethics will enhance the new GSB sustainability minor and offer all students the opportunity to study the law of sustainability and ethical issues surrounding sustainability.

Goal: To increase the prominence of ethics in graduate business education.

Transformative Initiative I: To infuse graduate business education with new focus and quality to rank in the top 25 nationally.

Proposed actions: The area will promote an increased role for ethics business courses in the existing MBA program and in the new graduate programs scheduled to be launched in September 2011 and beyond.

Desired Result: A greater emphasis on ethics study advances the Jesuit tradition of ethical awareness and action. Emphasizing ethics study is particularly appropriate in the wake of the recent financial crisis. It is hoped that Fordham business school graduates will be highly sensitive to ethical concerns and that this level of awareness will make Fordham graduates more marketable and will help Fordham students advance in their careers.

Goal: To encourage professors to teach a broader range of courses.

Transformative Initiative III: To Develop Distinguished Faculty.

Actions: Area faculty will be encouraged to teach key business law courses that they have not taught in the past such as **Business Organizations, Securities Law, Employment Law, and Survey of the Law.**

Desired Result: By teaching additional courses, faculty members will expand their knowledge and areas of expertise. The result may be the development of new areas of interest and scholarship for faculty members. Students will benefit by taking courses from professors with diverse interests and approaches to teaching. Course availability will increase.

Section III

Personnel Activity:

FACULTY: Please list all scholarly publications (books, articles, book reviews), presentations at national conferences, grants or grant proposals, substantial professional service—offices held in regional or national organizations, public/media appearances, consultancies, community service (to the Department, to the University community, or on a Faculty Senate Committee)

STAFF: Please list accomplishments in the same areas and others that are appropriate to your staff role.

Section IV

List administrative staffing needs for 2011-12 resulting from resignations, leaves of absence, etc. (positions already budgeted).

Section V

List administrative staffing needs for 2012-13 (*request for authorization of new positions*).

Section VI.

List extraordinary budget requests anticipated for 2012-13.

Westlaw Data Base	Approximately \$1200/month	Westlaw is a priceless tool for legal research. It would enhance the research capability of the law and ethics faculty immeasurably.
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Section VII

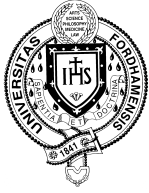
List anticipated capital equipment requests for 2012-13 (*costing \$3000 or more with a useful life of over two years, e.g., microscopes, lawn mowers, Ram Van leases; funding for new or continuing lease agreements; but not personal computers*).

None		
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Section VIII

List facilities requests for 2012-13 (*include alterations, furnishings, finishes, renovations and improvements. Priority will be given to requests that support Toward 2016 and will be prioritized by the Administrators' Conference and Trustees*)

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FORDHAM UNIVERSITY
ANNUAL REPORT—STRATEGIC PLAN REPORT
2010-11

Due to School Dean/Director 23 May 2011 | to Vice President: 15 June 2011 | from Vice President to President: 31 July 2011

Unit _____ BUSINESS/MANAGEMENT SYSTEMS _____

Reporting Individual ___FALGUNI SEN, CHAIR_____

Section I: Completed and Continuing Goals

Please provide an update on the progress you made on each of your key goals during 2010-11. 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. The user name is strategic, and the password in pumpkin.

Copy and paste the sections below to accommodate as many goals as you have. Responses should be brief—not extended narratives.

Goals:

If this goal supports an initiative in *Toward 2016* or in your unit's strategic plan, identify the title of the initiative.

(E.g., Transforming Initiative III: Developing a Distinguished Faculty—Culture of Grantsmanship)

Action:

Result:

(Include assessment results. I.e., what evidence do you have that your efforts have been successful?)

No goals were identified earlier.

Follow-up:

(In response to your results, what actions have you taken or do you intend to take?)

Section II: New Goals for 2011-12

Enter new Goals that you will start in 2011-12.

Cut and paste the sections below to accommodate your goals. Responses should be brief—not extended narratives.

Goal:

1. Develop themes within management systems area which provide a clear career path to our students
2. Continue to conduct research which has high impact
3. Develop sustainability, entrepreneurship, “beyond profits” and social justice themes
4. Develop an analysis of curriculum in depth to see what it means to teach “management” in a Jesuit University
5. Encourage inter disciplinary work and build a community around common themes within the management systems area
6. Generate financing for centers within the area with grants, donations and new revenue streams

If this will support an initiative in *Toward 2016* or in your unit’s strategic plan, identify the title of the initiative:

(E.g., Transforming Initiative III: Developing a Distinguished Faculty—Culture of Grantsmanship)

Proposed actions:

1. Offer new courses to create coherent clusters of importance to our students
2. Continue research seminars
3. Introduce “ideas in motion” lunches to help colleagues in the publication process
4. Convene a seminar on “transformative management”
5. Recruit a chaired position in entrepreneurship
6. Complete the entrepreneurship emphasis in GSB
7. Build networks with employers in specific career paths
8. Increase the number of internships in management
9. Streamline offerings in the GSB core

Desired results:

- 1. Research with higher impact
- 2. More options to students focusing on management
- 3. Increased satisfaction of students
- 4. Increased reputation with potential employers

Section III

Personnel Activity:

FACULTY: Please list all scholarly publications (books, articles, book reviews), presentations at national conferences, grants or grant proposals, substantial professional service—offices held in regional or national organizations, public/media appearances, consultancies, community service (to the Department, to the University community, or on a Faculty Senate Committee)

Please fill from faculty activity reports

STAFF: Please list accomplishments in the same areas and others that are appropriate to your staff role.

Section IV

List administrative staffing needs for 2011-12 resulting from resignations, leaves of absence, etc. (positions already budgeted).

Section V

List administrative staffing needs for 2012-13 (*request for authorization of new positions*).

Administrative assistant (full time)	\$60,000	Dedicated secretarial assistance, program coordination, network development; maintaining group links and websites, maintaining external network of possible
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		employers; assist in conference management and event management for area and healthcare center

Section VI.

List extraordinary budget requests anticipated for 2012-13.

1. Database subscriptions	\$5000	Moving our research into issues of sustainability, new management paradigm and bottom of the pyramid requires new databases from political science and economics and global data. Also need to build entrepreneurship network
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Section VII

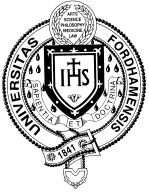
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Section VIII

List facilities requests for 2012-13 (*include alterations, furnishings, finishes, renovations and improvements. Priority will be given to requests that support Toward 2016 and will be prioritized by the Administrators' Conference and Trustees*)

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FORDHAM UNIVERSITY
 ANNUAL REPORT—STRATEGIC PLAN REPORT
 2010-11

Due to School Dean/Director 23 May 2011 | to Vice President: 15 June 2011 | from Vice President to President: 31 July 2011

Unit Marketing Area

Reporting Individual Dawn Lerman, Area Chair

Section I: Completed and Continuing Goals

Please provide an update on the progress you made on each of your key goals during 2010-11. 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. The user name is strategic, and the password in pumpkin.

Copy and paste the sections below to accommodate as many goals as you have. Responses should be brief—not extended narratives.

Goal:

Deliver curriculum that is both rigorous and progressive. Specifically, the curriculum must:

- a. Emphasize analytical and critical thinking skills;
- b. Expose students to the latest marketing-related tools, techniques and technologies;
- c. Balance breadth and depth in exposing students to marketing and its many subfields;
- d. Leverage a wide range of pedagogical approaches including traditional classroom learning, distance learning and hands-on and/or interactive experiences.

If this goal supports an initiative in *Toward 2016* or in your unit’s strategic plan, identify the title of the initiative.

(E.g., Transforming Initiative III: Developing a Distinguished Faculty—Culture of Grantsmanship)

Action:

Recently implemented/adopted curricular changes and enhancements include:

- A change in the requirements for the GBA concentration in marketing to include a required mini course in Marketing Analytics;
- The introduction of 1.5 credit mini courses at both Gabelli and GBA on cutting-edge topics;
- The piloting in Spring 2011 of intensive courses at GBA in order to enhance the learning experience and give full-time MBAs an opportunity to acquire earlier in their program the knowledge and background they need to effectively compete with MBAs at other schools for summer internships;
- The hiring of a clinical faculty member for Spring 2011 who will develop a plan for infusing metrics/analytics throughout the marketing curriculum at the Gabelli School;
- A requirement as of Fall 2010 that faculty teaching Marketing Management at GBA incorporate a minimum of three (3) Harvard Business cases into their course curriculum;
- Agreement among faculty to infuse globalism into all topics within the Marketing Management curriculum (GBA) and incorporate a greater number of examples from foreign markets;
- Expansion of the marketing-related study tour offerings at GBA;
- Requirement that all Gabelli students majoring/concentrating in marketing participate in a marketing metrics workshop;
- Explicit delineation of the content of the core Marketing Principles course at the Gabelli School;
- More rigorous methods for assessment of student performance in the core Marketing Principles course at the Gabelli School;
- The development of a personal and professional development program that is seamlessly integrated into the Marketing Principles core at the Gabelli School.
- Adoption of a policy that limits the number of credits from marketing-related experiential courses applied to the GBA marketing concentration to one experience earning three (3) credits;
- Initial discussions with Area Chairs in Finance, Information Systems and Management about development of interdisciplinary, team-taught courses (e.g., The Psychology of Consumer Financial Decision Making)
- Launch of Undergraduate and Graduate Research Fellowships within the Center for Positive Marketing.

Result:

(Include assessment results. I.e., what evidence do you have that your efforts have been successful?)

Fordham ranked #23 in graduate level marketing specialization by US News & World Report.

Dramatic increase in core course learning assessment at GBA

Positive feedback from students, alumni, and recruiters

Follow-up:

(In response to your results, what actions have you taken or do you intend to take?)

Continued development of specialized courses

Analytics training for all FT faculty in marketing in order to infuse analytics throughout the curriculum, especially at Gabelli

Hiring faculty with analytics background and/or expertise in other specialized or cutting edge areas of marketing

Development/launch of MS program in Marketing Intelligence

Possible launch of marketing minor for non-business students (dependent on faculty staffing)

Goal:

Teaching quality. Specifically, faculty must connect with and engage students while inspiring them to reach their true potential as socially responsible marketing/strategic decision makers. This requires faculty who are:

- e. Skilled in the latest pedagogical approaches and tools;
- f. Well-versed/experienced in current industry practice;
- g. Familiar with the knowledge and skills required to succeed as a marketer;
- h. Up-to-date on the latest research in their chosen marketing subfield and the implications of such research on marketing practice;
- i. Inspired and motivated to continually update their current courses and/or develop new courses.

If this goal supports an initiative in *Toward 2016* or in your unit's strategic plan, identify the title of the initiative.

(E.g., Transforming Initiative III: Developing a Distinguished Faculty—Culture of Grantsmanship)

Toward 2016 Transforming Initiative VI: Communications and University Image

Toward 2016 Transforming Initiative III: Developing a distinguished faculty

Action:

Overall teaching quality within the Marketing Area is quite high as evidenced by teaching ratings. Much of this is likely due to the Area's hiring practices, specifically the requirement that all full-time faculty have strong presentation and communication skills as well as prior industry experience. Nonetheless, the Area has implemented a number of new practices to help maintain and enhance teaching quality, including:

- Creation of the Marketing Area Award for Excellence in Teaching, awarded to the full-time faculty member with the highest average teaching ratings in a calendar year.
- Implementation of a policy requiring adjuncts to maintain an average rating of 4.0 across the sections they teach of any given course.
- Development of an Executive-in-Residence program as part of the Center for Positive Marketing.

Result:

(Include assessment results. I.e., what evidence do you have that your efforts have been successful?)

Luke Kachersky won Area teaching award two years in a row (2009, 2010) and also nationally recognized by the Academy of Marketing Science as winner of their 2010 Outstanding Marketing Teacher Award

Sertan Kabadayi selected in 2010-2011 to win both FT faculty awards as chosen by GBA Students

Marcia Flicker selected from among faculty worldwide and awarded fellowship to attend Summer Institute in Israel

Follow-up:

(In response to your results, what actions have you taken or do you intend to take?)

Analytics training for all FT faculty in marketing

Hiring faculty with analytics background and/or expertise in other specialized or cutting edge areas of marketing

Goal:

Research productivity. Specifically, tenured and tenure-track faculty must conduct cutting edge, socially progressive and managerially relevant research that is disseminated through presentations at academic conferences and through publication in quality peer-reviewed journals and scholarly books.

If this goal supports an initiative in *Toward 2016* or in your unit's strategic plan, identify the title of the initiative.

(E.g., Transforming Initiative III: Developing a Distinguished Faculty—Culture of Grantsmanship)

Toward 2016 Transforming Initiative VI: Communications and University Image

Toward 2016 Transforming Initiative III: Developing a distinguished faculty

Action:

Research quality and quantity has risen dramatically over the last number of years. The Area has been increasingly encouraging faculty to publish in A-level journals while continuing to recognize the importance and impact of publication in peer reviewed journals and scholarly books across the various subfields within marketing. Specific steps taken to enhance research productivity and the dissemination of faculty research include:

- Creation of the Marketing Area Award for Excellence in Research awarded annually to faculty who publish one or more full-length articles in any of the following top four marketing journals: *Journal of Consumer Research*, *Journal of Marketing*, *Journal of Marketing Research* and *Marketing Science*;
- Early stage development of a consumption welfare/consumer happiness index under the Center for Positive Marketing.

Result:

(Include assessment results. I.e., what evidence do you have that your efforts have been successful?)

Follow-up:

(In response to your results, what actions have you taken or do you intend to take?)

Complete data collection for consumer well-being index and announce results at first annual conference scheduled for November 4, 2011

Goal:

Industry outreach. The Marketing Area must develop and sustain relationships with industry professionals and their companies, and aggressively seek media exposure in order to promote the expertise of the Marketing Area faculty and to disseminate their research.

If this goal supports an initiative in *Toward 2016* or in your unit's strategic plan, identify the title of the initiative.

(E.g., Transforming Initiative III: Developing a Distinguished Faculty—Culture of Grantsmanship)

Toward 2016 Supporting Initiative III: Promote Existing and Create New Programs that Clearly Reflect our Mission and Identity

Toward 2016 Transforming Initiative V: Promoting activities that bear our mission's stamp, increase our visibility regionally and nationally, and create new partnerships

Toward 2016 Transforming Initiative VI: Communications and University Image

Toward 2016 Transforming Initiative VII: Growth and wise stewardship of enabling resources

Action:

Recent efforts to expand our industry outreach and exposure include:

- Development of a plan to reframe faculty research in order to provide managerial insights for practitioners (to be disseminated by the Center for Positive Marketing);
- Pursuit of speaking engagements and media appearances to promote Center for Positive Marketing as part of a soft launch;
- Coordination with Sydney Steinhardt in Public Affairs for media blitz to officially launch Center for Positive Marketing;
- Development of Marketing Leadership speaker series and hands-on practitioner workshops at both GBA and the Gabelli School.

Result:

(Include assessment results. I.e., what evidence do you have that your efforts have been successful?)

Follow-up:

(In response to your results, what actions have you taken or do you intend to take?)

Section II: New Goals for 2011-12

Enter new Goals that you will start in 2011-12.

Cut and paste the sections below to accommodate your goals. Responses should be brief—not extended narratives.

Goal:

If this will support an initiative in *Toward 2016* or in your unit’s strategic plan, identify the title of the initiative:

(E.g., Transforming Initiative III: Developing a Distinguished Faculty—Culture of Grantsmanship)

Proposed actions:

Desired results:

Section IV

List administrative staffing needs for 2011-12 resulting from resignations, leaves of absence, etc. (positions already budgeted).

2 FT visiting faculty		Replace Al Holden, Laurent Flores

Section V

List administrative staffing needs for 2012-13 (*request for authorization of new positions*).

Associate Chair(s)	\$10,000/yr each	
2 Tenure-Track Faculty	\$135,000/yr plus summer research stipends and benefits	Additional teaching demands in the areas of analytics, entrepreneurship, new degree programs at GBA and increasing demand for rigorous and strategically focused study tours.
2 Lecturer	\$110,000/yr plus benefits	Additional teaching, curriculum development and other service demands
Area Administrative Assistant	45,000/yr + Benefits	Area overwhelmed with administrative work and anticipating even more as curricula enhanced, new programs developed, etc..

Section VI.

List extraordinary budget requests anticipated for 2012-13.

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Section VII

List anticipated capital equipment requests for 2012-13 (*costing \$3000 or more with a useful life of over two years, e.g., microscopes, lawn mowers, Ram Van leases; funding for new or continuing lease agreements; but not personal computers*).

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