



FORDHAM UNIVERSITY
ANNUAL REPORT—STRATEGIC PLAN REPORT
2015-2016

GRADUATE SCHOOL OF EDUCATION: CENTERS AND INSTITUTES ADDENDUM

Due to the Office of the Provost: June 27, 2016

Unit ___ Graduate School of Education _____

Reporting Individual ___ Virginia Roach _____

Centers and Institutes Addendum for Provost's Annual Report

The purpose of this addendum is to document the status of the University's wide-ranging portfolio of centers and institutes in order to ensure that the centers/institutes are active and engaged in activities reflective of the University mission and CUSP priorities, their respective mission and center/institute goals. It also documents for those centers and institutes that are incorporated as separate 501(c)3s that they have complied with all external reporting requirements.

Please provide remarks on all of the centers/institutes listed in Section I below and any updates concerning the Director/Co-Directors listed

Please provide information related to new/anticipated centers/institutes that are not listed in Section I, in Section II.

Section I – Existing Centers/Institutes

The Graduate School of Education (GSE) currently has five centers/institutes. The Human Resiliency Institute, formerly housed in GSE was moved to another school within the University prior to the beginning of the 2015-2016 academic year. Key comments on each center follows.

Rosa A Hagin School Consultation and Early Childhood Centers

The Hagin Center serves as a training and service center for students in GSE and professionals and clients in the community. Eight GSE students completed a clinical placement in the center this past year as well a one full-time intern from Italy. In addition, the Center runs state-mandated workshops for candidates seeking licensure in the State of New York for which we receive a small per participant fee. All operating support comes from the GSE core revenues. Faculty from the Center are working on a five-year business plan to expand services to the community and ensure sustainable, long term financial viability of the Center without complete dependence on the GSE core budget. The plan will be completed in fall 2016. There are no personnel updates for the year.

Center for Catholic School Leadership

The Center for Catholic School Leadership provides outreach, academic, and service programs for Catholic and faith-based educators. The Center's mission is to foster the intellectual, moral and religious development of its students and prepares them for leadership in a global society. The Center offers a Ph.D., Masters's and certificate programs for Catholic and other faith-based school leaders as well as processes all financial aid and tuition grants for leaders and teachers from Catholic and other

faith-based schools to attend Fordham GSE. Of note, the Center was integral in supporting the World Congress on Catholic Education in Rome, November 2015 and Center Director G. Cattaro was co-editor of *Gravissimum Educationis*, in preparation for the conference. The Center is active in international Catholic school leadership development and is currently exploring the development of a fully online Master's degree in Supervision and Administration for Catholic School leaders. There were no personnel changes in the Center this year; however, Center Associate Director P. Kelly-Stiles is retiring at the end of the fiscal year and a replacement, Dr. Cris Ritchie-Carter, will begin with the Center July 1, 2016.

Center for Educational Partnerships

The Center for Educational Partnerships is a completely self-sustaining center that raises money through grants and contracts, delivering services to over 150 schools throughout New York City, Westchester County, and Long Island. In addition, the Center obtains and administers tuition grants and contracts for special academic programs. The Center employs a staff of 25 full time employees, 25 consultants, and 25 GSE graduate and STEM (Science, Technology, Engineering and Mathematics) undergraduate students. Programs of note in the 2015-2016 year include: five New York City Community School Partnerships, the New York State Department of Education Regional Bilingual/ESL Resource Network, PreK for All, and math and literacy coaching in the New York City Public Schools. There have been no changes in personnel; however, to move into online professional development as well as additional grant writing support within GSE, a deputy director position is sought for the coming year.

Psychological Services Institute

The Psychological Services Institute (PSI) provides state-of-the-art training in the treatment of trauma to students in the Counseling Psychology Doctoral Program while, at the same time, providing mental health services to underserved public school students in the Bronx. PSI has been funded by a federal training grant from the US Department of Health and Human Services has served 181 middle and high school students over the past two years. PSI will continue to provide these services in the coming year with a eye toward expanding service through either grant or private funding.

Bernard L. Schwartz Center for Media, Public Policy & Education

The Bernard L. Schwartz Center has a broad portfolio which focuses primarily on the intersection of media, management, arts, and education. The Center is directed by Dr. William Baker who is also the Aquaviva University Professor. The Center director and associate are funded by the GSE, all operating expenses are funded through external gifts to the Center. Recent focus of the Center has been on the sustainability of the performing arts in America yielding a class at the Julliard School, a video blog, new reports, and a textbook published in the past year. In addition, Dr. Baker has hosted the regular series of interviews entitled "The Bloomberg Years," served as a guest lecturer in the Gabelli school, and provided technical assistance on marketing to GSE.

Rosa A. Hagin School Consultation and Early Childhood Centers

Director/Co-Directors: Zsuzsanna Kiraly

1. Is this center/institute active? Yes X No
2. Has this center/institute submitted an annual report? Yes X No
3. Is this center/institute incorporated outside of the University? Yes No X
4. Please note the major accomplishments of this center/institute for the past academic year:

Executive Summary

The Hagin School Consultation Center serves as training and service center for the students in the GSE and professionals and clients in the community. In the academic year of 2015-2016 the Center provided the following training activities and services:

A.) Training in psychoeducational assessment and clinical skills for students in the School

Psychology program:

- 4 practicum students
- 2 externs
- 2 part-time interns

B.) Hosting an international student (University of Padua, Italy) as a full-time intern

C.) New York State Mandated Workshops:

- October 14 and October 17, 2015; February 19 and February 22, 2016
 - Schools Against Violence Education
 - Child Abuse Identification and Reporting

D.) Special Topic workshops to GSE students

- March 1, 2016. Dan Levine (School Psychology PhD candidate)
 - Reading Comprehension: Cognitive and Academic Interventions for Primary and Secondary Grades
- March 14, 2016. Jason Frydman (School Psychology PhD candidate)
 - A Brief Introduction to Drama Therapy
- April 19, 2016. Tara Gore (School Psychology PhD candidate)
 - Bilingual Assessment: Involving Parents in the Process

E.) Presentation at the 13th Annual Young Child Expo

- April 13, 2016. Zsuzsanna Kiraly, PhD
 - Supporting the Development of Executive Functions in Young Children Through Yoga and Mindfulness-Based Practices

5. Does the center/institute have a five-year financial plan? Yes No
 - In the past we did not have a five-year financial plan. We are currently working on devising one.

6. Please comment on the alignment of financial resources of the center/institute to its major accomplishments for the past academic year.
 - Operating budget matches and supports the activities listed above.
7. Please comment on any operation budget support provided to the center/institute vis-à-vis the school's and University's budget.
 - The Centers receive all operational support from the Graduate School of Education
8. If the center/institute is incorporated outside of the University, please answer the following questions: **N/A**
 - a. What is the type of incorporation for the center/institute (i.e. 501(c)3, etc.)?
 - b. Has this center/institute engaged an outside accounting firm to audit their financial accounts and to file required federal and state forms (i.e. 990)? If no, please comment.
 - c. Has this center/institute met all state compliance regulations for its non-profit status, e.g. registered as a charity in New York State? If not, please comment.
 - d. Has this center/institute filed necessary Conflict of Interest forms the University and other entities? If no, please comment.

Center for Catholic School Leadership

**Director/Co-Directors: Gerald Cattaro
Patricia Kelly-Stiles**

1. Is this center/institute active? Yes X No
2. Has this center/institute submitted an annual report? Yes X No
3. Is this center/institute incorporated outside of the University? Yes No X
4. Please note the major accomplishments of this center/institute for the past academic year:

Executive Summary

To realize our mission. The Center for Catholic School Leadership and Non-Public Education, called a "national exemplar of service and partnership" by the National Council for Accreditation of Teacher Education, is the center of Fordham University's Graduate School of Education outreach, academic and service programs for Catholic and faith based school educators, administrators and students. Our mission is propelled by the strategic plan of the University and mission of the University to fosters the intellectual, moral and religious development of its students and prepares them for leadership in a global society.

The Center accomplished this goal during the 2015-2016 academic year as follows:

A.) Collaboration with the divisions of the Graduate School of Education

- The Center offers degree opportunities in teaching, educational psychology and school leadership. Specific opportunities for faith based school educators include a Ph.D. in Church Leadership, Master's Degree in Catholic School Leadership, Catholic School Leadership Institutes. And certificate programs. The Center processed 184 scholarships amounting to \$ 514,219 generating approximately 1100 credits. Student Advisement sessions offered at LC and at off site programs in Brooklyn, Queens and West Islip, New York in the fall and spring semesters
- In collaboration with the Division of Educational Leadership Administration and Policy the Center assisted in the development of new Key assessment and rubrics for the current Leadership program. . In addition the Center collaborated with ELAP and wrote the response to assigned SPA section The Center also participated in admissions Yield Task Force. The Center recommended 17 students for Masters Degrees in Administration and Supervision and 6 Ph. D. students.

B.) Graduate School of Religion and Religious Education.

- The Center continues its collaboration with the Graduate School of Religion and Religious Education, which sponsors collateral courses of studies for the Ph. D. degree. This year the Center Initiated interschool courses developed by the director with the dean of the School.

C.) Funding

- In collaboration with the Graduate School of Education's Partnership the Center worked with the New York City Department of Education sustaining a Title II funding program for the fall academic session generating courses taken by 28 students and spring session 2016 generating courses for 35 students. The grant generated \$ 260,800 for the academic year. The Grant continues through the summer sessions providing additional revenue.
- The Diocese of Rockville Center, NY provides a scholarship of 50% tuition reduction for students in the Catholic School Leadership program. While on going for the past 20 years this year generated about \$10,000
- The establishment of the Multicultural Educational Teacher Leadership Academy METLA program which fully funded 10 students to completion of a Masters Degree by the Diocese of Brooklyn generating 3,000 credit hours with a possible income of \$300,000

D.) Academic Institutes Collaboration with Regional (Arch) Diocese

- The Center continues its annual seminars in sponsoring the Third Annual Entrepreneurial Leadership Seminars. This year academic topic Grant Writing four (Arch) Dioceses within the region was represented with over 45 Catholic school leaders (principals) in attendance.
- Cabrini Program a professional development program established by the Center for beginning principals with a 3-year focus on Catholic Identity and researched based Educational Leadership Constituent Council Standards.
- Offsite Centers established at school Brooklyn, NY Molloy High School Queens New York and St John's High School, East Islip to meet the needs of the Diocese of Brooklyn and Rockville Center.
- Participation in the Early Childhood Extravaganza of Diocese of Brooklyn and Professional Development day for all teachers for diocese of Rockville Center.
- Academic Institutes Collaboration with International Colleges, University, (Arch) Diocese. Emerging Leaders program for Christian Schools in collaboration with Kirchlichen Pädagogischen Hochschule Wien/Krems ,

E.) Community Outreach.

- The Center sponsored the 22th annual Catholic School leadership dinner hosting over 120 participants including the President of the University, Officials from the United States Bishops Conference, The National Catholic Educational Association, Superintendents of the New York State Catholic Conference and New York State, New Jersey and Connecticut Catholic School Superintendents. Funded by Pearson publications.
- The Center is represented on the following Diocesan Boards and commissions. The Diocese of Brooklyn Preserving the mission, Diocese of Rockville Center Education Commission. It is also represented on numerous school boards.
- The Center continues to serve as a clearinghouse for (arch)diocese's seeking School Leaders.

F.) Presentations

Singular Invited Presentation

World Congress of Catholic Education, Vatican City November 16, 2016

International

Cattaro, G. M. (January 2015). *Encountering Leadership*, Lituanian Catholic School Leadership conference. Vilnius, Lithuania.

Cattaro, G. M., (March 2015). Collaboration with the Catholic University, European Committee of Catholic Education. Oporto, Portugal.

Cattaro, G. M. (August 2015). *Constructs of Discernment in a pedagogical perspective*. Gothenberg, Sweden.

Cattaro G. M. (October 26-30). *Unlocking the Imagination: Catholic Identity in school settings of Norway*. Vienna, Austria.

Cattaro, G. (April 2016). *Response to Cardinal Ravasi : Education in the Courtyard of the Gentiles*. Pontifical University of Curitiba, Brazil.

National Presentations

Cattaro, G. M. & McDonald, D. (October 19, 2013). *An Overview of DEALS 2015*. NCEA Catholic Leadership Summit. Atlanta Georgia.

Cattaro, G. & Aluz, J (April 2016). *Catholic School Superintendency*. American Educational Research Association. Washington DC

Apostles of The Sacred Heart, Provincial. (September 2015). *In cultural education*. North Hamdan, Ct.

Albany Diocese (December, 2015). *School Leadership The Francis Effect*.

Regional Presentations

Numerous presentation in metropolitan area (arch)diocese.

Program Development

Emerging collaboration Leaders of Christian Schools:

A collaboration with Kirchliche Padagogische, Vienna, Austria

Curriculum and program of study for emerging school leaders from former Eastern Block

Entrepreneurial Leadership: Initiative with Eight (arch) diocese Professional Development for Principals

Cabrini Program: Professional development for neophyte school Leaders

Boards

Catholic Higher Education Schools

Council of European Catholic Education
Catholic School Journal
Diocese of Rockville Center Education Commission

Journal Governing Board

Catholic Education: Journal of Inquiry and Practice
Loyola Marymont, LA

G.) Membership and Representation

- The represents the University and Graduate School of Education in the following Professional Organizations:
 - National Catholic Educational Association
 - Chief Administrators of Catholic Education
 - Catholic European Education Council
 - Catholic Higher Education Council
 - New York State Catholic Schools Administrators
 - Catholic Journal of Inquiry and Practice
 - Catholic School Accreditation Association
 - Research Committee, Catholic Higher Education Council
 - Catholic Higher Education Council, Standards School governance committee

H.) Singular Accomplishments

- The Executive Director of the Center in collaborated with the Vatican Congregation of Education initiated the participation of the U.S. delegation to the First World Congress of Catholic Education held at the Vatican.
- Scholas Chair: The Center Has been distinguished as a Scholas Chair the only designation in the United States to implement the educational initiatives of Pope Francis.

I.) Publications: Associated with The Center

Cattaro, G.M. & Russo, C.J. (Eds.) (2015). *Gravissimum Educationis: Golden Opportunities in American Catholic Education 50 Years After Vatican II*. Lanham, MD: Rowman & Littlefield Education.

Cattaro, G. M., & McDonald, D. (2015). *DEALS: National Study of Catholic Superintendency*. Washington DC: NCEA Publications.

Cattaro, G. M. (2015). *The University and the Formation of Teachers*. In *Educatio Catholica: Eduquer aujourd'hui et demain*. (83-90). Vatican City :Libreria Editrice VATICANA

J.) Research

- National Demographic Study of Catholic School superintendency

5. Does the center/institute have a five-year financial plan? Yes_____ No X

6. Please comment on the alignment of financial resources of the center/institute to its major accomplishments for the past academic year.
 - This was an atypical year in that the Center Activities were taken up with the World Congress of Catholic Education a global initiative. Resources had to be realigned.
 - Funds needed to be provided for offsite programs and postage.

7. Please comment on any operation budget support provided to the center/institute vis-à-vis the school's and University's budget.
 - The Center represents the University and the Graduate school of education to the Catholic School community with some 40 regional schools, 8,000 national schools and over 215,000 catholic schools throughout the world. In addition it reaches out to faith based educational institution irrespective of affiliation or confession. The current operational budget is \$27,000, which will need to be reviewed as we struggle to move forward to the future with a strategic plan to continue the centers reputation as a global leader in Catholic Education.

8. If the center/institute is incorporated outside of the University, please answer the following questions:
 - a. What is the type of incorporation for the center/institute (i.e. 501(c)3, etc.)?

 - b. Has this center/institute engaged an outside accounting firm to audit their financial accounts and to file required federal and state forms (i.e. 990)? If no, please comment.

 - c. Has this center/institute met all state compliance regulations for its non-profit status, e.g. registered as a charity in New York State? If not, please comment.

 - d. Has this center/institute filed necessary Conflict of Interest forms the University and other entities? If no, please comment.

Center for Educational Partnerships

**Director/Co-Directors: Anita Vazquez Batisti
Marie Taddeo**

1. Is this center/institute active? Yes X No
2. Has this center/institute submitted an annual report? Yes X No
3. Is this center/institute incorporated outside of the University? Yes No N/A
4. Please note the major accomplishments of this center/institute for the past academic year: (see attachment)
5. Does the center/institute have a five-year financial plan? Yes No N/A
6. Please comment on the alignment of financial resources of the center/institute to its major accomplishments for the past academic year.

- The Center's budget is approximately \$4,000,000 annually

7. Please comment on any operation budget support provided to the center/institute vis-à-vis the school's and University's budget.

The Center is completely self-sustaining. Beginning each fiscal year with a zero based budget. In addition, the Center has secured numerous revenue (tuition) based grants for 3 of the GSE divisions.

8. If the center/institute is incorporated outside of the University, please answer the following questions:
 - a. What is the type of incorporation for the center/institute (i.e. 501(c)3, etc.)?
 - b. Has this center/institute engaged an outside accounting firm to audit their financial accounts and to file required federal and state forms (i.e. 990)? If no, please comment.
 - c. Has this center/institute met all state compliance regulations for its non-profit status, e.g. registered as a charity in New York State? If not, please comment.
 - d. Has this center/institute filed necessary Conflict of Interest forms the University and other entities? If no, please comment.

Attachment: Center for Educational Partnerships

Founded in 2006, the Center for Educational Partnerships has as its mission to engage our partner schools, districts, and governmental agencies in the process of helping teachers, school leaders and other professional staff work more effectively to help all students, regardless of background, learn at higher levels. The center conducts its work by drawing on the best scholarship and applying that cutting-edge knowledge to the challenges of the classroom and schools. Its work is research based and outcome oriented.

The Center serves over 150 schools, 2200 K-12 teachers, 150 administrators, and 50,000 K-12 students throughout New York City, Westchester County, and Long Island. Located at the Lincoln Center Campus, the Center has two other program office locations at the Rose Hill Campus, and a program office at the Westchester Campus that house contract and grant funded programs.

Initiatives

Under the direction of Dr. Anita Vazquez Batisti, Associate Dean for Partnerships, the Center implemented the following initiatives in schools and districts throughout New York City and the greater metropolitan area during the 2015-16 school year:

Community School Partnerships Program – New York City Department of Education

Fordham's Graduate School of Education through the Center for Educational Partnerships is currently partnering with 5 New York City Public schools in the Bronx to implement the "Community Schools" model designed to provide a comprehensive academic and social emotional approach for each school community.

Regional Bilingual/ESL Resource Network (RBE-RN)- New York State Department of Education

NYC RBE-RN

Fordham's NYC R-BERN assists schools across New York City in developing high-quality education programs to help English Language Learners meet the Common Core Standards. In addition RBE-RN works with 26 schools currently not meeting AYP for ELL's

Mathematics and Literacy Coaching Programs –NYC Department of Education – Vendor Contract

Our program assists teachers grades K-12 by working with them in their classroom, modeling and demonstrating lessons, team teaching, as well as providing group support activities, such as study groups, courses, and workshops. Coaches also use the practice/reflection model of coaching support, providing multiple opportunities for teachers to engage in dialogue with coaches and their peers in planning, implementing, and debriefing.

Pre K for All – NYC Department of Education – vendor contract

This program provided city-wide professional development for over 500 Pre K teachers and over 150 administrators focusing on linguistic and cultural diversity.

Related Programs

- Leadership Pipeline – NYCDOE
- Educational Leadership Prep Enhancement Program (ELPEP – 3rd cycle)
- Title IIA- Non-public schools leadership Masters – 2nd cycle
- CSA Evaluation

Other

- **US New and World Report Ranking** – as a result of the Center once again leading the university in the generation of external funding, GSE moved up 14 points in the US News and World Report Ranking of Graduate Schools of Education
- **NCATE Accreditation** – The Center for Educational Partnerships was cited by the NCATE team for its work, fundraising, and uniqueness. In addition, Associate Dean Batisti worked with a team of film specialists in creating a video on GSE for NCATE and for new student recruitment and orientation
- **Associate Dean Search** – Associate Dean Batisti served on the search committee for a new GSE Associate Dean for Academic Affairs
- **Tutoring Program** – Once again 25 undergraduate students from the College of Arts and Sciences at Fordham worked as salaried tutors in 5 Bronx Community Schools

The Center Employs a staff of 25 full time employees, 25 consultants and 25 GSE graduate and STEM undergraduate students.

Psychological Services Institute

Director/Co-Directors: Amelio D'Onofrio

1. Is this center/institute active? Yes X No
2. Has this center/institute submitted an annual report? Yes X No
3. Is this center/institute incorporated outside of the University? Yes No X
4. Please note the major accomplishments of this center/institute for the past academic year:

Executive Summary

The Psychological Services Institute (PSI) is pleased to report another successful year of operating toward our mission of providing state-of-the-art training in the treatment of trauma to students in the Counseling Psychology Doctoral Program while, at the same time, providing mental health services to the underserved public school students in the Bronx.

Funding for PSI over the past two years has been provided by a training grant from the US Department of Health and Human Services (HRSA Grant # D40HP2911) for the amount of \$311,675. This grant funded 10 doctoral students (over two years) at the rate of \$18,000 each as well as the salary of a part-time Associate Project Director.

Our funded project, Structured Intervention Program for Inner City (NYC) Students and Parents Exposed to Chronic Stress, served 181 middle and high school students in our Bronx public schools over the past two years in a 10-week structured trauma treatment program. In addition, in-service training was provided to the faculty and administration of two of our partner schools by the Project Director. Topics for those trainings included, classroom management, limit setting, and understanding the effects of trauma on learning and behavior.

In the spring semester, PSI also offered Grand Rounds Trauma Seminars that were free and opened to all members of the Graduate School of Education. They were attended by students in the Counseling Psychology Doctoral Program, School Psychology Doctoral Program, Masters Program in Mental Health Counseling, and some members of the PES Faculty also attended.

- *Other major accomplishments include:*
 - Consultation at Fordham Preparatory School regarding two student suicides. Two counseling psychology doctoral students were placed at Fordham Preparatory School from March through May to assist with ongoing mental health care of Fordham Prep Students.
 - Dr. D'Onofrio also applied for two major grants from the US Department of Health and Human Services: A) A request for continued funding for the current HRSA project described above (\$973,000) and B) A SAMHSA grant from the CHILD TRAUMATIC STRESS NETWORK to fund a clinic at Fordham University to continue to serve the more complex mental health needs of traumatized children and adolescents from the Bronx public schools (\$1.6M).

- *Major personnel changes in past year and any anticipated in the next year.*
 - No personnel changes anticipated.
- *Primary area or department goals for the next year including any that would relate to CUSP.*
 - The primary goal for AY16-17 is to administer the projects funded by the above federal grants, should those grants be awarded. If federal funding is not available, then private and foundation funding possibilities will be explored.

Assessment of 2015-2016

A.) Assessment process

- No specific metrics were used in this assessment.

B.) Major Accomplishments

- The primary goal of continuing to administer and expand the reach of the HRSA training grant was successfully accomplished in that we increased the project from 2 to 3 schools and that we continued to refine the treatment protocol delivered. Challenges to this goal were significant in that the original contract (May 2015) negotiated with our partner schools was negotiated with principals who did not return to those schools in September. Therefore, the buy-in from the interim principals was less than hoped for which made recruitment and retention of students difficult.

C.) Underachieved Areas

- The second major goal for AY 15-16 was to convene a regional conference in the Spring Semester on: Treating Trauma in Children and Adolescents. This goal was not accomplished as Staff energies were redirected at applying for two grants from the U.S. Department of Health and Human Services totaling \$2,573,000.

External Engagement

A.) New interdisciplinary or inter-departmental initiatives developed in the past year and any new initiatives or partnerships with external partners outside of the University – local, national, or international.

- Partnerships were established with the following Bronx Public Schools in 2015-2016: 1) Joseph A. Wade Middle School (X117), 2) Fordham Leadership Academy (x438), 3) BECA Bronx Early College Academy for Teaching and Learning, and 4) Peace and Diversity Academy (x278).

B.) Excluding items already recorded in the Faculty Activity Report, please list all scholarly publications, presentations at national conferences, substantial professional service, offices held at regional or national organizations, and all other engagements.

- Presentations

D'Onofrio, (2016, June). *Attachment, Regulation and Mentalization (ARM): Making Contact with and Containing the Hard to Reach/Traumatized Adolescent*. Invited address delivered at the annual Convention of the New York State Psychological Association. White Plains, NY.

D'Onofrio, A. (2016, March). *Treating the traumatized adolescent: How to work with rage, terror, shame, and despair*. Invited workshop delivered at the Psychotherapy Networker Symposium. Washington, D. C.

D'Onofrio, A. (2015, November). *Containing Rage, Terror, Shame, and Despair: The Traumatized Adolescent and the Therapeutic Hold*. Invited address delivered at the NYSPA Neuropsychology Conference: Neuropsychology: Health Disparities, Trauma, Disruptive & Criminal Behavior, & the Adolescent Brain. Columbia University, New York.

D'Onofrio, A. A. (2015, October). *Developing a trauma-informed counseling approach*. Presentation made at the Westchester County Guidance Expo. White Plains, New York.

D'Onofrio, A. (2015, August). *Toward a Psychotherapy of Depth: Psychodynamics and the Interactional Unconscious*. Five-day intensive seminar presented at the 2nd Annual Florence Seminars in Mental Health, Florence, Italy.

D'Onofrio, A. (2015, August). *Cultivating the Therapeutic in Clinical Supervision*. Five-day intensive seminar presented at the 2nd Annual Florence Seminars in Mental Health, Florence, Italy.

Environmental Scan

- N/A

Goals for 2016-2017

- Currently, PSI is waiting on notification from SAMHSA regarding a submitted Grant for \$1.6 M (over five years.) Should this grant be awarded to PSI, the primary goal for 2016-2017 would be to implement the project funded by the grant. More specifically, The grant will fund a clinic to provide trauma treatment to students from Bronx public schools who are suffering from the sequelae of exposure to traumatic environments/relationships. This clinic would also serve as a training center for students Fordham's Counseling Psychology Doctoral Program.
- Should funding for the above project not be awarded, funding from private sources will be sought out.
- Explore the viability of developing a post-graduate certificate program in the treatment of trauma.
- Explore the viability of developing a post-graduate certificate program in advanced psychotherapy.

5. Does the center/institute have a five-year financial plan? Yes____ No X

6. Please comment on the alignment of financial resources of the center/institute to its major accomplishments for the past academic year.

- All funding, with the exception of 3 GA positions, came from external sources (Grant). These financial resources were well aligned and responsible for our major accomplishments.

7. Please comment on any operation budget support provided to the center/institute vis-à-vis the school's and University's budget.

Budget for 2016-2017

- The only request for the 2016-2017 budget, in addition to appropriate office space given the scope of our proposed projects, are 14 graduate assistant positions to staff PSI should external funding be secured. This would be a cost of approximately \$54,000.

8. If the center/institute is incorporated outside of the University, please answer the following questions: **N/A**
- a. What is the type of incorporation for the center/institute (i.e. 501(c)3, etc.)?
 - b. Has this center/institute engaged an outside accounting firm to audit their financial accounts and to file required federal and state forms (i.e. 990)? If no, please comment.
 - c. Has this center/institute met all state compliance regulations for its non-profit status, e.g. registered as a charity in New York State? If not, please comment.
 - d. Has this center/institute filed necessary Conflict of Interest forms the University and other entities? If no, please comment.

Bernard L. Schwartz Center for Media, Public Policy & Education

Director/Co-Directors: William F. Baker
Eric Hurtig

1. Is this center/institute active? Yes X No
2. Has this center/institute submitted an annual report? Yes X No
3. Is this center/institute incorporated outside of the University? Yes No X
4. Please note the major accomplishments of this center/institute for the past academic year:

Executive Summary

The center has a broad portfolio which focuses primarily on the intersection of media, management, arts, and education. The Center is directed by William Baker, the former long-time president of NY Public Television and an award-winning producer and author. Recent focus has been the sustainability of the performing arts in America yielding a class at the Julliard School, a video blog, new reports, and a textbook.

Assessment of 2015-2016

A.) Assessment Process

- Televising ratings of appearances
- A number of articles and letters published
- Books published
- Videos and programs produced
- Films produced

B.) Major Accomplishments

- Produced a major motion picture with Fordham name in credits
- Wrote a textbook, *The World is Your Stage* (Amacom, 2016)
- Published op-ed in USA Today
- 3 letters in New York Times
- Lecture series in Kingdom of Bahrain sponsored by the U.S. State Department
- Appearances on TV and radio re: Fordham/Julliard Class
- Hosted Fordham Series on “Bloomberg Years” as Mayor of New York

C.) Underachieved Areas

- N/A

Goals for 2016-2017

- Launch “Sacred” motion picture to maximum press, awards, and visibility
- Write another management book
- Produce major PBS documentary
- Maximize “Julliard/Fordham” class by going online
- Write more articles

Faculty and Staff Engagement

- Regular scheduled series of interviews with Fordham administration and library on the significance of the “Bloomberg Years” as Mayor of New York
 - Frequent speeches to MBA students about book, “Leading with Kindness” and “Every Leader Is an Artist”
 - Lecture series in Kingdom of Bahrain discussing entrepreneurship in the arts under sponsorship of the U.S. State Department
 - Appearances on PBS regarding books and Fordham/Julliard class
 - Op-ed articles in USA Today
 - Letters in New York Times
 - Major motion picture production
5. Does the center/institute have a five-year financial plan? Yes X No
6. Please comment on the alignment of financial resources of the center/institute to its major accomplishments for the past academic year.
- All work of The Center outside director funded by gifts and donations
7. Please comment on any operation budget support provided to the center/institute vis-à-vis the school’s and University’s budget.

Budget for 2015-2016

- Director on faculty as University professor
 - All other staff and expenses funded by outside donations
 - We are happy to report that The Center is self-funding through grants to the University especially secured for that purpose
8. If the center/institute is incorporated outside of the University, please answer the following questions:
- a. What is the type of incorporation for the center/institute (i.e. 501(c)3, etc.)?
 - b. Has this center/institute engaged an outside accounting firm to audit their financial accounts and to file required federal and state forms (i.e. 990)? If no, please comment.
 - c. Has this center/institute met all state compliance regulations for its non-profit status, e.g. registered as a charity in New York State? If not, please comment.
 - d. Has this center/institute filed necessary Conflict of Interest forms the University and other entities? If no, please comment.

Section II – New/Proposed Centers/Institutes

1. Please list any newly approved centers for which you were not provided a copy of this form:

N/A

2. Please list pending and/or proposed centers for the upcoming academic year:

N/A