



FORDHAM UNIVERSITY

THE JESUIT UNIVERSITY OF NEW YORK

Faculty Senate

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Henry Schwalbenberg

Grace M. Vernon

Sarah Zimmerman

Excused: Senators Mattson, Rodriguez, Zimmerman.

Guests: Provost Stephen Freedman; Associate Vice President Jonathan Crystal; Ms. Kay Turner, Vice President of Human Resources; Professor Mary Ann Forgey, Chair Online/Hybrid Learning Task Force

1. Call to Order

The meeting was called to order by Senate President Dr. Micki McGee at 11:43 a.m. in the O'Hare Special Collections, Walsh Library, Rose Hill.

2. Invocation

Senator Kung delivered the invocation.

3. Announcements

Senate President Micki McGee welcomed to the Senate Elizabeth Cooper who is serving as Senator until the end of the academic year in a substitute role representing the Law School.

The Senate President noted that Juliana Krammer, who was not in attendance, is fine after a minor accident: her car was side-swiped by a flat-bed truck, which she then chased down and stopped, and called the police. The Senate applauded Juliana. The Senate President announced that Juliana is currently well, and detained in the office working on the Salary & Benefits election.

There was a mishap with the overall Senate

election process that has now been corrected. Eight members of the Graduate School of Religion and Religious Education were accidentally omitted from the nominations and the list for voting. The issue has been addressed and taken care of. Elections will be confirmed tonight. Another layer of checking with the assistance of the Elections Committee is being put in place to avoid future issues with electronic voting.

Howard Bunsis visited on April 12th. After an initial production delay (due to bereavement), we now have a video of that event. It is being edited and will be posted shortly. The slides from his presentation will also be circulated.

4. Approval of Minutes

On a motion from Senator Vernon, seconded by Senator Clark, the minutes of meeting #446, March 16, 2018 were approved by a vote of 17 – 0 – 3.

5. Report by University President – Fr. Joseph McShane, S.J.

The President began his report with the happy news that Joe Cammerosano's family has been in touch to say that he is on the mend.

Admissions: This is the final week of the formal admissions cycle for the year. The informal cycle will continue throughout the summer when there is a lot of wait list activity. Summer is the time when colleges and universities pull students off their very long waitlists. We'll be watching our peer and aspirant universities to see what

they are doing. We will continue our efforts for the next three months nailing down the membership of the class of 2022.

Enrollment: The enrollment target for undergraduate schools is between 2100 and 2200. To protect against what is called “summer melt,” we are hoping to have 2400 confirmations (i.e. deposits) by the application deadline of midnight Tuesday next week (May 1). The President gave a snapshot of where enrollment stands now as compared to last year. We currently have 1468, against last year’s 1463. Scores are up by 7 points. Discount is up only 1 point at 41%. The breakdown by schools in raw numbers of student deposits as of yesterday is: FCRH 694; Gabelli at RH 299; Gabelli at LC 110; FCLC 365. We are tracking last year’s progress almost exactly. Nearly a third of all deposits come on the last day of the formal admissions cycle. The wait lists we have are long and strong; so we’ll pick for quality and a number of other things. During the summer we know we’ll get additional applications. In response to a question, the President noted that the application deadline is May 1, but that there is no deadline for summer applications. He went on to note that once the freshman class is nailed down, then transfer applications are processed. This goes all through the summer and offers a way to build strengths on all campuses and in the overseas programs.

State Budget Actions: The President was happy to be able to report that as a result of strong and effective lobbying of the legislature, the private sector came through the budget negotiations pretty well.

- 1) TAP was re-funded
- 2) The opportunity programs (HEOP, STEP and C-STEP) were re-funded
- 3) Bundy was also re-funded. Both houses lined up for us; the Assembly has shown greater interest in supporting Bundy. Part of that is due to Carl Heastie who is very supportive; and Deborah Glick who is a terrific and strong advocate for private higher education
- 4) In a surprise move, our students will now be eligible for participation in the State’s STEM

scholarship program, something from which they had been excluded in the past.

5) The capital spending program for private schools has also been re-funded. The problem here is that the amount of money in this program is very small, and it’s a competitive process to get the money. Also Albany tends to sit on the money.

6) We are still watching Excelsior, to see if or how it will affect Fordham. Last year there was a small dip in commuter students, so we’re watching to see if there will be a deepening of the drop we saw last year.

Task Forces: The President gave an update on Task Forces.

Diversity Task Force. Mr. Zapata, the Chief Diversity Officer, is working to implement the Diversity Action Plan. He has met with the Senate and many members of faculty; he has developed a handbook for hiring for use in all searches. He has made clear that he is available for meeting with any and all search committees. He is also working with a faculty working group on the first-year experience. He is also working with staff in Admissions and has showed up at every Admissions event in the Spring.

The Transfer and Retention Task Forces have an action plan due by mid-June and have asked for more time. Both are important. On transfer admissions, we’re told that we’re less welcoming to transfer students and should see our way forward on facilitating transferability. On retention, the task force is up and running and holding a lot of substantial meetings.

In response to a senator’s question about how many students transfer in a typical year, the President said it’s about 125. The same senator suggested that the admissions letter to transfer students might clarify what transfer credits will be. Jonathan Crystal noted that one of the recommendations coming from the Task Force will be to create a database so that admissions can look up to see what has been counted for credit before in order to provide a clearer sense of what credits can be applied for incoming transfer students.

A senator asked about the work of the **Budget Task Force**. The President deferred to Senator Schwalbenberg, who said there was a meeting planned for May 10 and one or two after that. In response to the question of whether recommendations from that Task Force will be circulated publicly, the response was that this is the intention.

Discussion. A senator asked about the Voluntary Separation program for 350 employees (administrators and non-union staff), noting that this had been announced to chairs and program directors, but had not been announced elsewhere (e.g. was not under discussion at CUSP). What was the rationale behind this program? Does it coincide with strategic planning? Might it imperil university operations if large numbers of staff leave, especially given the 180-day freeze for new hires? The President noted he would discuss the senator's concern with the Provost, indicating that the program has elements similar to the phased retirement for faculty, and that if it needs to be adjusted it can be adjusted. After some discussion about the details of the program, the President noted that Ms. Kay Turner would have more precise answers for senators. A number of senators voiced concerns about the details and rationale for the program.

A senator reiterated a question from previous senate meetings: can the issue of all-gender restrooms be addressed? The President asked if that question had not been resolved; to which the senator replied it had not.

A senator raised concerns about the mental health issues facing undergraduate students (especially the rise in incidences of students dropping out of classes because of anxiety and depression), and the extent to which there are adequate resources to handle what may be the local manifestation of a national epidemic. The President responded by agreeing that this is a local manifestation of a national trend (referring to articles in a variety of journals of higher education). He also noted that there are a number of offices, notably the Counseling Center on both campuses, staffed by well-

credentialed people experienced in addressing student mental health issues. He appealed to all faculty and staff to refer students in need to the Counseling Center as soon as possible. Following much debate on the issue, above all the question of whether we have adequate resources, the President recommended the Senate meet with the directors of Counseling and Psychological Services early in the next academic year. In the course of discussion, a senator also raised the importance of addressing disability services. A senator also drew attention to the relation between concerns about mental health issues and discussions about risk management.

6. Report of the Provost – Dr. Stephen Freedman.

The Provost began his report with an update on 2U matters since the last Senate meeting. He thanked the chair of the Senate Task Force on Hybrid/Online Learning, Mary Ann Forgey, and Senator Mozes, chair of the Salary and Benefits subcommittee. He said there had been an unprecedented meeting yesterday with 2U leadership, members of the Task Force, members of the administration, and the Dean of GSSS. He described the meeting's discussion as candid and frank and said everyone left feeling the meeting had been a good thing and that the conversation would continue. The Provost hoped that those not in the meeting will be briefed and reiterated his commitment to putting processes and structures in place to develop an implementation plan that will benefit students, faculty, and the university as a whole.

The Provost informed the Senate that two schools (GSE and GSS) are moving forward with online course delivery. In a couple of weeks, GSE will begin offering an online program for a group of 15 or so students. Other schools are in dialogue with 2U: Gabelli; the Law School; the Graduate School for Religion and Religious Education; the Graduate School of Arts & Sciences, and the School of Professional and Continuing Studies. In some cases, decisions will be made in the next month or two; in other cases, decisions aren't expected for

another 6 months to a year. The Provost respects the decision-making processes within schools; and while he sees value in enterprise-wide benefits, it is possible that several of these schools will decide on other vendors or partnerships. The Provost outlined some of these benefits, especially in partnership with 2U. There would be opportunities to engage in research that could benefit Fordham. The Provost sees a broad array of possibilities in engaging students regionally, nationally, and internationally in a range of degree and non-degree programs, scaled to our faculty, where we provide opportunities for our students in online learning. Right now almost all of our investment is at the Graduate and Professional level. This will continue and will be important in the years ahead to learn from those experiences to see if we can incorporate a broader array of courses into our offerings, including noncredit courses, certificate and non-certificate programming. Without wanting to push this too far, nonetheless this is part of the longer-term thinking about the partnership with 2U. GetSmarter, for example, a company based in South Africa and recently bought out by 2U, is one of the largest providers of noncredit course management globally. All of the HarvardX noncredit programs will be delivered through the 2U partnership.

The Provost would like to continue to engage with the Senate, based on the groundwork of this year, in conversations – primarily strategic conversations – about the governance processes within schools. The Provost is open to examining the documents we have in place, and, where appropriate, making minor revisions to ensure that the deans and faculty within those schools work collaboratively. The Provost emphasized the importance of not intruding on the work and decision-making within schools and colleges, and to work collaboratively, beginning immediately.

The Provost turned to Jonathan Crystal to announce that the Board of Trustees has approved the faculty fellowship banking proposal. Dr. Crystal thanked the Senate President and J. D. Lewis for meeting and

helping shape the final proposal. Their help was key in crafting the message that the proposal is a win-win, benefiting not just faculty, but the university as a whole, by enhancing research (one of our major priorities) while nurturing service and removing penalties that currently exist for those who want to defer fellowships for health or family reasons, or to pursue external opportunities. The earlier concerns had to do with cost and implementation. We were able to emphasize that faculty fellowships are not automatic; and that course coverage is always taken into account so as not to rely excessively on contingent faculty. The proposed changes will appear in the online statutes soon. The Provost's office will be working with George Hong to manage the details of its implementation.

Round of applause from the Senate.

Dr. Crystal also reported on collaboration with the Office of Mission Integration and Planning on Community Engaged Learning (formerly called Service Learning). There is currently a search underway for a director of a proposed Center for Community Engaged Learning. The position will report to Fr. McCarthy. Working closely with the Provost's Office, the new director will create faculty development programs to promote community engaged learning and scholarship.

The Provost reported on a meeting this morning with the Task Force on first-year experience chaired by Keith Eldridge and Maura Mast. There is good atmosphere of collaboration and the Task Force is committed to getting things right, even if it takes a bit longer. There is shared understanding among Task Force members concerning the central faculty role in developing curriculum.

The Provost concluded with a couple of points about international programs. Of the three main programs (London, China, and South Africa), he addressed two – the London program and the China program:

London: The Provost is very excited about the new facilities at Clerkenwell Road. They are housed in the completely retrofitted Ben Sherman building, with high tech rooms, elaborate performance spaces, and modern offices, all of which should provide positive experiences for staff, faculty, and students. The Arts & Sciences program are looking to expand to provide greater opportunities. The hope is to add programming for GSE, the Law School, and Executive Education programs. GRE Dean Tito Cruz is also looking to develop a series of courses with London as the base. The hope is that in years to come it will be a premier institution, offering a wide array of programs.

China: In China there is a lot of work to be done to ensure our programs are sustained during a period of uncertainty. We are currently involved in complex, challenging conversations with our Peking University partners and have made the decision in the last two weeks to engage in a process with the Ministry of Education to seek their approval for improving the current offering in the Doctoral program in Professional Studies, in Gabelli; and hopefully this could be broadened to include the Arts and Sciences. Ours is one of the one of the most prestigious programs in China, thanks to the partnership with Peking U. Next week is the 20th anniversary of the Beijing international program

A number of senators asked about rumors that Fordham faculty would either have a diminished role, or no longer be teaching in the London program. The Provost responded that the goal is to engage faculty in each of the schools and to find an appropriate mix of New York and London faculty. An all-day strategic planning retreat is scheduled for June. Proposals are under consideration to make Arts & Sciences programs available for New York faculty, either on a part-time basis or to develop “in residence” programs. In response to a faculty question about office space, the Provost affirmed that the new Clerkenwell Road facilities include faculty offices.

A number of senators asked about the Provost’s comments on 2U. One senator asked the Provost to clarify if one of the benefits of the 2U partnership would be that 2U dollars might provide incentives for research-active faculty to study issues around technology and pedagogy. The Provost affirmed that such research funds would be more likely with the 2U partnership. The Provost also said his vision was that the benefits from online learning would also accrue to classroom learning. One senator noted that Dean Rapaccioli hopes faculty may become better teachers by going through 2U training and then pass that knowledge on to other faculty. One senator asked what happens if the 2U partnership proves unsuccessful as a teaching model. The Provost responded that there needs to be a commitment to online education; that faculty involvement is crucial; and he agreed that assessment of success for students is crucial.

Senators asked Dr. Crystal about the time frame for the Community Engaged Learning director search. He responded that they have conducted three interviews so far and he assumes the successful candidate will begin in the fall of the coming academic year.

In response to a question about the 1-credit model in relation to discussions about the first-year experience, Dr. Crystal indicated that the intention was not to encourage a proliferation of first-year programs without coordination.

The Senate took a break at 1:03 pm and reconvened at 1:13 pm, when Senate President Micki McGee introduced the Vice President of Human Resources.

7. Ms. Kay Turner, Esq. – Vice President of Human Resources

Ms. Turner outlined her vision for Human Resources, saying it should necessarily be a strategic department that puts our colleagues in the position to their best work. She referred to her past work at the New Jersey Institute of Technology and at the Jewish Child Care Association. She noted, too, that she is also an

adjunct faculty member at CUNY. She knows there is work to do at Human Resources; and that those in Human Resources themselves are aware that, in order to serve our client in the way we would like, we know we need to reimagine how things are done. Right now, Human Resources is a very paper-focused, non-automated, transactional type of department. To continue along that path, at a dynamic institution like Fordham, would be to underserve the client.

Survey. Noting that what's needed is a very high-level assessment of Human Resources, Ms. Turner said we have the good fortune to be running a high-level survey, based on information provided by the Senate President, who recommended Dr. McGee who the survey should be sent to. The survey results are just back in. Ms. Turner noted that she was surprised to find that the top request, or top need, was for training. The community wants management training. The purpose of the survey was: 1) share with our colleagues what a full-service HR department could do; 2) to ask our colleagues, what aren't we doing; and 3) to ask our colleagues to prioritize what they believe should be done for our community.

Compliance issues. Ms. Turner noted that she learned in her second week at Fordham that there were a number of basic compliance issues that needed urgently to be addressed.

Following a discussion of the survey, the Senate voted by acclamation to go into Executive session. The Senate went into Executive Session at 1:25 pm and came out at 1:35 pm.

There followed further discussion of the survey; and about ways to improve the layers of paperwork in processing Human Resources requests. One senator praised Ms. Turner for being one of the few individuals who knows how to apologize when things aren't being done right; and said they were more reassured now knowing there was an individual in charge of Human Resources committed to addressing its problems.

Ms. Turner was then asked about the Voluntary

Separation program: about how the plan came about; who was involved in the decision; how the decision was connected to strategic planning; and what the long-term objectives are. Ms. Turner responded that Human Resources has been named as the implementer of the Voluntary Separation program, which was approved by the Board of Trustees on April 19. Information about the program has not been widely distributed because the participants of the program themselves have not been notified. Those who supervise the participants have been given notice, because they need to understand what the participants will be facing. Supervisors include Deans and VPs – and through Deans also Chairs and Program Directors – these were the people notified. Since participants haven't yet been notified, it is appropriate for designated managers to know, but it is not appropriate to discuss the details of the voluntary separation arrangements. Ms. Kay outlined the process of notification so far, indicating that an email would be going out today with information to managers, and that Human Resources will be available to walk through details of the program with managers in anticipation of questions participants may have once they are notified.

One senator asked Ms. Turner about the current negotiations with adjuncts over unionization. Ms. Turner noted that that it's the Provost's Office in consultation with OLC (Office of Legal Counsel) that is currently engaged in negotiations. Questions are more appropriately directed to OLC.

The Senate President introduced Ms. Turner to the chair of the Faculty Life Committee, Senator Vernon.

At the end of the discussion, the Senate gave Ms. Turner a round of applause.

Following a two-minute break, the Senate President called the Senate back to order at 2:05 pm

8. Report from the Online/Hybrid Learning Task Force Presentation – Professor Mary Ann Forgey

Dr. Forgey began her report by acknowledging and thanking members of the Task Force for their hard work. She outlined the three parts of the report: 1) the response to the immediate concerns about 2U that arose early in the Task Force's work; 2) the overall status of online and hybrid learning (and faculty involvement) across Fordham and 3) the Task Force's recommendations.

Dr. Forgey reminded the Senate that the Task Force had asked for clarification from the Senate with regard to the immediate concerns raised by faculty about 2U; and that the Senate had affirmed the dual charge of the Task Force – simultaneously to address immediate 2U questions and concerns of the faculty; and to address the broader concerns about online/hybrid learning across the schools and colleges at Fordham.

1) Task Force Response to Immediate 2U Contract Issues

In response to the immediate concerns raised by faculty about the Faculty Development Agreements, the Task Force obtained copies of the Faculty Development Agreements and requested the terms of the 2U contract from the Provost. To date, the Task Force has received a limited amount of information about the terms of the contract, making it difficult to know how to address problems going forward.

The Task Force began its work by developing a list of faculty concerns and questions. This list had been shared previously with the Senate in December and covered four broad areas:

- i) Faculty role in the vetting process, in setting the terms of the contract, in the decision to enter into the contract and in the implementation of the contract
- ii) The terms of the contract (e.g. length, enrollment numbers, timeline)
- iii) the Faculty Development Agreements including Intellectual property and compensation concerns

iv) Programmatic questions that have arisen concerning the implementation

At the Senate's December meeting this list of questions was circulated; and a series of motions recommended by the Task Force were passed by the Senate (as one motion). Those motions helped to facilitate the work of the Task Force.

The first motion affirmed the faculty's statutory responsibility for the curriculum – both in subject matter and in methods of instruction.

The second motion raised concern about the way in which the 2U contract was entered into – and requested that the Provost take the steps necessary to ensure that faculty governance practices were followed going forward.

The third motion proposed the development of a subcommittee of Salary & Benefits to address faculty concerns about the Faculty Development Agreements in relation to intellectual property and compensation.

The last motion directed the Task Force to focus the remainder of its work on a review of the faculty decision-making role in online and hybrid learning across the university.

During the spring 2018 semester, the Task Force received an FAQ from the Provost's office, the questions of which mirrored somewhat, but not exactly, the list of faculty questions sent to the Provost in December. Though some responses were helpful, many of the FAQ responses from the administration were found to be problematic and raised further concerns. This led the Task Force to develop a commentary on most of the administration's answers to the FAQ, a copy of which Senators were sent prior to this meeting.

To summarize what the Task Force learned from the 2U contract experience, there was no formal faculty role 1) in the vetting process, including the development of evaluation criteria 2) in the decision to enter into the contract 3) in decisions about the terms of the contract e.g. the enrollment projections, the method of delivery, including the extent to which courses would be

synchronous or asynchronous. Regarding the process used to approve the contract, there was no curriculum committee vote in GSS. In GSE the process was slightly different – there was a vote, but not from the full curriculum committee. In terms of faculty role in the implementation, faculty are involved in the implementation of programmatic decisions already made in the contract. There had also been a plan to involve GSS faculty representatives more formally as members of a 2U implementation committee made up of faculty, administration, and 2U representatives. Formal invitations were issued in August 2017 to GSS faculty representatives; but subsequently these representatives were never invited to the table. The reason given by the administration was that the meetings thus far were not about curriculum but about other issues (e.g. marketing) and therefore did not concern faculty. The need for faculty to have a mechanism to address (faculty defined) implementation questions and concerns directly with 2U remains an ongoing issue.

Dr. Forgey also summarized the meeting with 2U that occurred last week. The meeting included the Provost, Task Force members, 2U representatives, and Dean McPhee. Dean Roach was not able to attend. Many issues were addressed and it was overall positive, especially in calling attention to the fact that that faculty representatives have not been able to have a direct communication mechanism with 2U during the implementation period. For example, at GSS communication about 2U contract implementation issues identified by curriculum area committees has all gone through the online administrator, who is not a faculty member. This was identified as a structural gap for both GSS and GSE; that is, underscoring the need for more direct communication between faculty governance representatives and 2U. Some progress was made on that issue at the meeting.

2) Report on the Findings Re: Overall Online and Hybrid Learning at Fordham

a) History and Overview of Online/Hybrid

Programs Across the University

Dr. Forgey began her report on overall online/hybrid learning at Fordham with a historical perspective. The Graduate School of Religion has had the longest relationship with online learning. They started in 2008 and developed the asynchronous online program with JesuitNET (JesuitNET Design Services), a contracted non-for-profit agency working with Jesuit schools to support online program development. JesuitNET provided assistance with course design and development, and provided some assistance with course delivery but was not involved with marketing and student recruitment. The impetus for the online program came from the Dean of GSR, who was experienced in online education, reportedly at the prompting of the University President.

The next school to develop online learning was GSS. A fully online asynchronous MSW program was launched in 2011, also in partnership with JesuitNET. The GSS JesuitNET proposal was developed by an ad hoc GSS faculty committee together with JesuitNET and was voted on and approved by the full faculty in May 2010. The JesuitNET contract was terminated by the administration in 2013. The online program continued mainly with internal IT support to the present day. As a result of the 2U contract this program will be phased out over the next two years.

GSAS involvement in online learning is less extensive and relatively new. An MS in Cyber Security begun in 2016. In Fall 2018, the MS in Health Management 12-month hybrid program was initiated by a three-school committee (GSAS, GSB, GSS), co-chaired by a faculty member, Dr. Falguni Sen, and the Dean. 2U has approached GSAS and the GSAS Council is involved. No decision has been made but there are assurances from the GSAS Dean that faculty will be involved in the process. No other vendors are being considered.

In Gabelli, a number of online and hybrid courses are being offered at the undergraduate and graduate level. The development of those

courses depends mostly on faculty ingenuity and in-house support. There has been no outside contractor to date. Gabelli Marketing faculty are currently collaborating with Gabelli Communications and Media Management faculty to offer a joint full online MA program in the fall of 2018. They are also talking to 2U and other vendors. There has been faculty involvement in the vetting procedure.

In GRE, a Catholic Education Leadership MA was developed in house and uses Blackboard as the LMS. In the Summer of 2018 the Division of Curriculum and Teaching (C & T) will offer two courses via 2U. An online EdD will also be offered within the division of Educational Leadership and Administration Policy.

In the Law School there is a plan to launch an MSL in Corporate Compliance in the Fall 2019. The Dean charged the International and the Non-Traditional Programs and Curriculum Committees to consider a proposal to develop the program. Several vendors including 2U are currently being vetted. Faculty are involved.

In FCLC and RH, students can take a single online hybrid course offered through the summer school only. There are no online programs in any department at this point in time.

b) Faculty Governance in Online Decision-Making at the University and School/College Level

University Level

At the University level, in the spring of 2015, the Senate Technology Committee along with other interested faculty members were invited by Dr. Steven D’Agustino, Director of Online Learning within the Provost Office, and co-chair of the Online Learning Group, to participate in a vetting process. Seven for-profit companies were selected to present to the Online Learning Group. As part of the vetting process faculty and administrators together developed a rubric to evaluate the companies. Dr. Forgey circulated the rubric (see attached) that was developed and outlined the agreed upon evaluation criteria. No

company was selected as a result of this process and following the company presentations, the group convened for this vetting process did not meet again.

School and College Level

OPM Vetting and Setting of Terms– Faculty governance involvement in the vetting of OPMs and the setting of contract terms was found to vary greatly by school. At GSS and GRE, faculty governance bodies were not involved in the vetting process for 2U or the setting of the contract terms. There was a 2U presentation to a joint group of GSE and GSS faculty. However, there was no faculty involvement in the development of evaluation criteria or any formal feedback or evaluation following the presentation.

At the Law School and Gabelli, the faculty have been involved in the vetting process with several different vendors. At GSAS, the faculty have also been involved in the vetting of 2U. In the Law School, Gabelli and GSAS faculty have had significant ground-up involvement in developing the components of the online programs in which 2U is being considered as a possible vendor (e.g. for MSHA).

Administration of Online Programs – GSS has a full time online director. The position is an administrative line and an MSW is not required. There was no faculty involvement in the setting of the criteria for the position or in the hiring process. GSE will be hiring a full time online director, also on an administrative line. At GSSRE, the online program is administered by the Assistant Dean. At GSAS the directors of the two online programs are full time faculty members.

d) Quality Control

In school and colleges where online courses are offered, the same course evaluations are used for the F2F and Online courses. At GSB, students are asked to evaluate the comparability of online learning outcomes to F2F courses. Performance scores between online and f2f courses are also

analyzed. At FCLC and FCRH, where only summer online/hybrid courses are offered, a mid-semester self-evaluation survey is available for both online and F2F courses for instructors to get more feedback.

3) Task Force Recommendations

Dr. Forgey walked the Senate through the shorter-term and longer-term recommendations from the Task Force and there was a discussion about wording in the recommendations as well as wording in the Task Force's annotations on the Provost Office's FAQ. Given time constraints, and on request from a number of senators, it was decided to defer a vote on the recommendations until the next senate meeting, by which time revisions on the language of the recommendations would be expected.

There was a round of applause for Dr. Forgey and the members of the Task Force.

The remaining items on the agenda – report from the Salary & Benefits Committee; and consideration of a request from GSRRE for Senate representation – were deferred to another meeting.

On a motion from Senator Saharia, seconded by Senator Schwalbenberg, the senate voted by acclamation to adjourn at 3:17 pm

Respectfully submitted by Chris GoGwilt,
Secretary.



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Appendix I

Rubric for External Provider Presentations

Firm	Length of Contract	Payment Model	
Competency	Category Addressed Y/N	Response Quality L-M-H	Comments
Mission An understanding of <i>Ignatian Pedagogy</i> and the mission of Fordham University. Provides a description of how the partnership will support the mission.			
Partnership Process Provides background and skills of personnel, particulars of the process, previous partners and student recruitment procedures. Describes why they would be a “good fit” with Fordham.			
Academics Describes sustaining academic integrity, class size and duration, mode (synchronous, asynchronous, hybrid). Student profile and international experience.			
Intellectual Property Describes policy for intellectual property for course content.			
Course Design and Faculty Support Provides a comprehensive description of the course design process with regard to faculty support, course revisions, and the faculty/course designer relationship.			

Competency	Category Addressed Y/N	Response Quality L-M-H	Comments
Technology Describes technical support offered to			

<p>students, qualifications of tech support staff and integration into/ collaboration with Fordham’s technical support services.</p>			
<p>Student Support Services Describes student retention strategies, recommendations with regard to the academic profile of prospective students, experiences with international students, support services description of staff involved with direct student contact.</p>			
<p>Marketing Research and Branding Provides insights into pricing and online market for current and proposed programs. Describes the kinds of student data that is collected and how this data is used, including data security protocols.</p>			
<p>Program Development Situates Fordham University in the online higher education market. Identifies realistic goals for Fordham University over the course of the contract period. Describes supporting Fordham in determining scalability. Lists the supports for mature programs.</p>			
<p>Discipline Specific Issues Shares experience with legal education and with programs at the graduate level with a clinical component .</p>			