Reimagining the Function and Structure of Arts and Sciences at Fordham

Submitted by the
Arts and Sciences Working Group

Robert Hume
Judith Jones
James P. McCartin, Chair
Patricio I. Meneses
Jason Morris
Arunima Sinha
Kirsten Swinth
Sarah Zimmerman

Orit Avishai and Patrick Hornbeck, Consultants

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Preface

Arts and Sciences is at the heart of Fordham University. Founded originally as a liberal arts college, Fordham stands in a nearly 500-year-old tradition of Jesuit education that has emphasized the formation of students and scholars as critical thinkers who are capable of putting their wisdom and learning at the service of a more just world. Today, Arts and Sciences is Fordham’s largest single academic area comprising, in 20 departments and 26 interdisciplinary programs, approximately 360 tenured and tenure-track faculty, 122 other full-time faculty, more than 440 part-time colleagues, more than 6200 full-time undergraduate and 947 graduate students, and 102 professional staff and administrators. The Arts and Sciences colleges and schools—Fordham College at Rose Hill, Fordham College at Lincoln Center, and the Graduate School of Arts and Sciences—together award more than 1800 degrees annually.

The values and methods of liberal education that Arts and Sciences represents are infused throughout the University. Undergraduates in the Gabelli School of Business complete a series of liberal arts courses borrowed from the Arts and Sciences Core Curriculum, providing them with skills in writing, reading, reasoning, and social analysis that mark them distinctively as professionals. Many students in the School of Professional and Continuing Studies pursue majors in Arts and Sciences departments and programs. Arts and Sciences faculty members participate in academic programs in all of Fordham’s professional schools. Interschool degree programs and collaborative research projects bring Arts and Sciences colleagues into dialogue with counterparts both inside and outside the University.

The enthusiasm and creativity that are characteristic of Arts and Sciences schools, colleges, departments, programs, faculty, and students are unquestioned. But our current structures and culture often fail to animate and support the learning, teaching, research, public engagement, and service of Arts and Sciences students and faculty.

Reimagining Arts and Sciences: A Brief History

This report represents the culmination of the latest stage in a process of reimagining Arts and Sciences at Fordham that began in academic year 2013–2014. Against the backdrop of impending changes in Arts and Sciences leadership, a group of department chairs formulated a series of recommendations to help the structures of Arts and Sciences become more responsive to the needs of today’s students and faculty. Discussed widely within and beyond Arts and Sciences, several of those recommendations were given effect in a white paper published by the Office of the Provost in September 2014. At that time, the title of Associate Vice President for Arts and Sciences Education was added to that of Dean of Arts and Sciences Faculty, and the standalone position of Chief Research Officer was created. Along with other changes, such as the introduction of joint personnel
recommendations by the Arts and Sciences deans, these adjustments sought to give Arts and Sciences the capacity to speak with a more unified voice.

In spring 2017, when the then-Dean of Arts and Sciences Faculty announced his movement to the position of Academic Dean at Fordham’s London Center, the Provost, Stephen Freedman, commissioned the newly appointed Interim Dean, Eva Badowska, to continue the process of reimagining Arts and Sciences. The Interim Dean put into place an extensive, three-semester process that included a rigorous self-study, the gathering of input from all Arts and Sciences constituents, an examination of Arts and Sciences structures at similar institutions around the United States, and careful reflection on our needs. In March 2018, the Interim Dean appointed the Arts and Sciences Working Group to reflect on all these findings and to distill them into a series of recommendations for the Provost’s consideration. The Working Group initially included faculty from across Arts and Sciences schools, colleges, departments, and programs alongside the Arts and Sciences deans and other administrators; subsequently, the deans and administrators chose to recuse themselves in order to ensure the greatest possible freedom for conversation and deliberation among members of the faculty.

Dr. Freedman’s sudden death in summer 2018 was a source of particular grief for members of the Arts and Sciences community. The Working Group reconvened in fall 2018 to complete the work it had been charged to do, assured by the newly appointed Interim Provost, Jonathan Crystal, of his office’s ongoing support for the project of reimagining the structure and function of Arts and Sciences.

This Report: What Is Here

In this document, the members of the Working Group present a series of recommendations concerning how Fordham can reimagine Arts and Sciences in ways that support the learning of our students, the teaching and research of our faculty, the efforts of our staff, and the professional and community service of all our colleagues. These recommendations emerge from input provided by hundreds of members of the Arts and Sciences community as well as from data gathered by the Working Group.

The Working Group has divided its recommendations into four overarching categories—Leadership and Governance; Culture, Community, and Infrastructure; Policies and Procedures; and Interdisciplinary Programs—but is acutely aware that many topics cut across these categories. (We provide cross-references where appropriate.) Following the recommendations, the Working Group offers suggestions concerning how the recommendations might best be implemented with transparency and accountability. In an appendix, the Working Group includes language that, when incorporated into the job descriptions of the Arts and Sciences deans, will help to empower current and future deans to enact many of the other recommendations.
This Report: What Is Not Here

As the Working Group conducted its research and began the process of framing its recommendations, it became clear that Arts and Sciences students, faculty, and staff are eager to see a reimagining of more than simply Arts and Sciences. Repeatedly in interviews, surveys, listening sessions, and meetings of Arts and Sciences governance bodies, matters outside the scope of Arts and Sciences emerged as subjects of interest and concern. The Working Group wishes to acknowledge the breadth of input that it has received, while at the same time recognizing that some input concerned issues that are outside the Working Group’s remit to reimagine Arts and Sciences structures and functions. Accordingly, we do not make recommendations with regard to these issues.

However, we do especially wish to note that, more than any other issue, a great many faculty colleagues cited Fordham’s current teaching load as a barrier to the full development of Arts and Sciences. We are pleased that following the University Strategic Framework’s call to balance the need for supporting research with Fordham’s ongoing commitment to excellence in teaching, the Interim Provost has charged the Faculty Development Committee, and has worked with the leadership of the Faculty Senate, to study and make recommendations about faculty workload policies across the University. On behalf of the colleagues who communicated to us about the ways in which the current teaching load limits their ability to serve students, conduct research, and remain active in scholarship, we support the Provost’s efforts enthusiastically.

From students especially, but from faculty as well, we also heard feedback about the Core Curriculum, which many find cumbersome, difficult to navigate, and too extensive. We recognize that the content of the Core Curriculum, which belongs to the faculty at large, falls outside the scope of our remit, but we do make recommendations concerning ways to implement our foundational undergraduate curriculum that eliminate unnecessary barriers and bureaucracy, enhance students’ and faculty members’ capacity to take and teach courses across campuses, and rationalize divergent policies and procedures.

Finally, we wish to note that the Working Group was advised at the beginning of this process that it was not authorized to delve into the relationship between Arts and Sciences and the School of Professional and Continuing Studies. We note that many Arts and Sciences faculty members teach Professional and Continuing Studies students, who regularly major in Arts and Sciences departments and programs. Where appropriate, we have made recommendations about how better to integrate the operations of Arts and Sciences schools and colleges and the School of Professional and Continuing Studies, but we have refrained from commenting on the overall relationship between these units. Because of the many ambiguities in the relationship between Arts and Sciences and Professional and Continuing Studies, we urge the Provost and deans to carry out a more thorough study that will lead to clarification.
Vision Statement and Guiding Objectives

To guide our efforts, the Working Group adopted toward the end of the spring 2018 semester the following statement of our vision and objectives for the reimagining process.

The Reimagining Arts and Sciences Working Group will produce a series of recommendations designed to ensure an effective structure and organizational culture that, throughout the next decade, enables Arts and Sciences units to thrive and achieve research and educational goals that align with Fordham University’s aspiration to become the model urban Jesuit university of the twenty-first century.

The Working Group recognizes that widespread public skepticism about the value of liberal education provides a context for its work. Further, it affirms that excellence in Arts and Sciences research and education, both graduate and undergraduate, is foundational to Fordham’s mission. Finally, the Working Group acknowledges the need to distinguish between institutional structures, policies, and processes over which Arts and Sciences has authority and those which lie outside of its domain.

The Working Group therefore commits to producing recommendations that aim to:

- Enhance the ability of Arts and Sciences to deliver excellent graduate and undergraduate education
- Project a more unified voice for Arts and Sciences at Fordham
- Enable effective advocacy on behalf of students, faculty, and staff
- Cultivate a vibrant culture and sense of community across departments, programs, and campuses
- Ensure equity and consistency across campuses, clearly explaining and rationalizing differences in structures, policies, and processes where they exist
- Promote dynamism in academic programs and effective coordination of graduate and undergraduate education
- Expand opportunities for faculty and students alike to produce and share original research
- Expand opportunities and support structures for interdisciplinary research, teaching, and learning
- Consider specific revisions of policies, processes, and leadership positions to ensure a functioning institutional structure and to support strategic visioning and planning; and, where appropriate, provide stepwise proposals to advance these goals

We invite all members of the Arts and Sciences community to use this statement of vision and objectives as a yardstick by which to measure the recommendations that follow.
Process and Sources of Input

In formulating our recommendations, the Working Group relied on extensive research that was carried out between June 2017 and March 2018. Prior to the Working Group’s appointment, Dean Badowska published a lengthy document, “Reimagining the Function and Structure of Arts and Sciences at Fordham: A Scoping Paper.” The scoping paper sought to synthesize input from a variety of sources, including the following:

- Individual and group interviews conducted with Arts and Sciences stakeholders (undergraduate and graduate students, faculty members, department chairs and associate chairs, interdisciplinary program directors, deans’ staff members, deans, and other administrators)
- Reports on discussions within each Arts and Sciences department and interdisciplinary program
- Open meetings convened by Dean Badowska for members of the Arts and Sciences community
- Meetings of a committee of department chairs appointed to oversee the process of research and fact-finding
- Visits to institutions with analogous Arts and Sciences units and interviews with stakeholders (faculty, department chairs, deans, provost’s staff members) at those institutions

The scoping paper sought to lay out many of the challenges that Arts and Sciences currently faces at Fordham. One key challenge identified was that students, faculty, and staff do not identify with Arts and Sciences. Others included procedural and substantive obstacles to quality undergraduate education; unclear and inequitable structures for the allocation of resources to students and faculty; a lack of material support for intellectually flourishing interdisciplinary programs; and difficulties in the relationships between Arts and Sciences and other areas of the University. The scoping paper deliberately made no recommendations. For the Working Group, it has constituted a key source of data.

Building upon the scoping paper, the Working Group carried out a series of further initiatives to solicit input from members of the Arts and Sciences community. These included:

- Surveys inviting feedback from all Arts and Sciences students, faculty members, administrators, and clerical staff
- Open meetings and listening sessions
- Presentations about the Working Group’s activities to the Arts and Sciences Council, the school and college councils, the monthly meetings of department chairs, a meeting of program directors, and the weekly meetings of the Arts and Sciences deans
- Informal conversations with colleagues, students, and staff
In total, we estimate that throughout the reimagining process, more than 500 members of the Arts and Sciences community have provided feedback in one or more ways. We are grateful to all our colleagues and students who have contributed input. While the feedback was not unanimous, and while the limitations of time and scope did not permit every topic to be addressed, we hope that members of our community will find their concerns, ideas, and suggestions represented in the recommendations that follow.

Organization of this Report and Definitions

As noted above, this report proceeds by laying out recommendations in four general areas:

- Leadership and Governance
- Culture, Community, and Infrastructure
- Policies and Procedures
- Interdisciplinary Programs

While the report presents these areas as if they are independent of one another, they are closely interrelated. As we note below, many of our recommendations about Leadership and Governance aim at providing Arts and Sciences leaders with the tools necessary to create a vibrant intellectual culture; likewise, many of the goals that we outline in the section on Culture, Community, and Infrastructure depend for their accomplishment on changes in governance structures, policies, and procedures.

Where possible, in each section of this report we have sought to summarize the feedback that we heard with regard to that section’s topic. We have also sought to refer readers to more extensive discussions of related issues that appear in the scoping paper or in the reports of other Arts and Sciences and University committees and task forces.

For convenience and clarity, throughout this report we have adopted the following conventions:

- By “Arts and Sciences,” we mean the entire structure of arts and sciences education at Fordham, including the Arts and Sciences colleges and schools (Fordham College at Rose Hill, Fordham College at Lincoln Center, and the Graduate School of Arts and Sciences), the office of the Dean of Arts and Sciences Faculty (FAS), departments and interdisciplinary programs, centers and institutes, and supporting structures.
- By “members of the Arts and Sciences community,” we mean all those who work, teach, and/or study in any of the academic units listed above. Unless otherwise specified, community members include faculty, students, professional administrators, and clerical staff.
- By “faculty,” we mean all those who teach courses and direct student research in Arts and Sciences academic units. Only when the report specifies “tenured or tenure-track faculty” do we mean to identify that specific group of colleagues.
By “faculty leaders,” we mean faculty members who hold leadership positions in departments or programs as chairs, associate chairs, directors, co-directors, and assistant directors. We distinguish “faculty leaders” from “administrators,” although the latter group does include a number of colleagues who are tenured in Arts and Sciences departments.

For ease of reference, by “Dean of Faculty/AVP” we mean the Dean of Arts and Sciences Faculty and Associate Vice President for Arts and Sciences Education. We do so in the full expectation that the title of Dean of Arts and Sciences Faculty and the title of Associate Vice President for Arts and Sciences Education will remain joined.
Leadership and Governance

Earlier stages of the process of reimagining Arts and Sciences revealed that, while students, faculty, and professional staff frequently expressed a sense of personal trust in Arts and Sciences deans and staff, inadequate organizational structures, a lack of coordination among Arts and Sciences units, and a sense that deans have insufficient time to serve as visible leaders and advocates on behalf of Arts and Sciences all diminish the vibrancy and thriving of Arts and Sciences at Fordham.

Regarding leadership, among the key themes that surfaced in interviews, surveys, and public meetings were: (1) confusion about which deans, professional staff, or administrators bear responsibility for particular areas or requests; (2) a sense that the various Arts and Sciences councils are cumbersome and ineffectual bureaucratic bodies; (3) inadequate support structures in the Arts and Sciences deans’ offices; and (4) a lack of coordinated effort among Arts and Sciences deans in matters of budgeting and fundraising.

Taken together, these concerns indicate that at present, ambiguity about the roles of the deans, as well as about their relationship to other leaders and decision-making structures at Fordham, hampers their ability to serve students, faculty, staff, and others.

Therefore, the recommendations that follow seek to clarify the responsibilities of Arts and Sciences leaders, to ensure that administrative offices are appropriately staffed, and to encourage ongoing revision of administrative and governance structures. Further, the Working Group seeks to empower the Arts and Sciences deans, and particularly the Dean of Faculty/AVP, in ways that enable them to facilitate a vibrant intellectual culture and functional organizational structure for Arts and Sciences. These recommendations dovetail with and seek to provide structures that will support the following set of recommendations on Culture, Community, and Infrastructure. Indeed, the Working Group believes that Arts and Sciences deans should be chosen in part for their capacity to attend to the development and maintenance of this culture.

Charge the Arts and Sciences Deans To Speak with a Unified Voice and Charge the Dean of Faculty/AVP To Represent Arts and Sciences to Other Units

The Provost should charge the Arts and Sciences deans to speak with a unified voice in order to promote the strength and common interests of all Arts and Sciences units in representing Arts and Sciences. The Provost should further charge the Dean of Faculty/AVP to represent the collective decisions of the Arts and Sciences deans to other units within the University, including the deans of other schools, the Provost, the President, Enrollment and Admissions, Development and University Relations, Facilities, Information Technology, Mission Integration and Planning, and Student Affairs.
Constitute Formally a Body of Arts and Sciences Deans

The Arts and Sciences deans should operate via a formally organized and collaborative body of Arts and Sciences deans (including Dean of Faculty/AVP, Dean of Fordham College at Rose Hill, Dean of Fordham College at Lincoln Center, Dean of the Graduate School of Arts and Sciences) chaired and coordinated by the Dean of Faculty/AVP. Each deanship should be occupied by a separate individual who is fully empowered to advocate for the particular concerns of her or his area of responsibility. The Provost should formally recognize this body and incorporate it into University governance documents.

Develop Formal Job Descriptions for Arts and Sciences Deans

The Provost should immediately develop and disseminate formal job descriptions for each of the Arts and Sciences deans, noting their executive and collaborative responsibilities. These job descriptions should shape the current and projected searches for the Dean of Faculty/AVP and the Dean of Fordham College at Lincoln Center. The appendix to this report outlines the Working Group’s consensus on the areas of responsibility that the deans’ job descriptions should mention explicitly.

Develop Collaborative Approaches to Arts and Sciences-Wide Budgeting and Resource Allocation and Financially Support All Areas of Arts and Sciences

Arts and Sciences should present itself as a single financial unit for the purposes of setting joint strategic priorities, including revenue targets, expense predictions, and contribution margin. The budget process should be designed to ensure that the sources of revenue (i.e., the undergraduate colleges and GSAS) are effectively connected to all Arts and Sciences units (FCLC, FCRH, FAS, and GSAS) to ensure adequate and equitable support for students and faculty in line with strategic goals.

The Arts and Sciences deans should continue to advocate for adequate funding and resources to achieve the mission of Arts and Sciences, mindful of increasing enrollments and, especially, the need to increase the number of full-time, tenured and tenure-track faculty. Funding of all kinds should be disbursed based on needs, interests, and priorities that are determined collaboratively and communicated publicly. Faculty and students across Arts and Sciences units should be equitably supported, including with regard to teaching assignments, research funding, and conference travel. Where possible, funding allocations should be sufficiently flexible and should ensure an appropriate level of autonomy for departments and programs.

The Provost should substantially increase the budget for the office of the Dean of Faculty/AVP in order to strengthen support for pedagogy and faculty development, both of which, in turn, enhance student learning, academic quality, and the intellectual life of the community.
Consistent with the University Statutes, the Dean of Faculty/AVP should lead a collaborative and unified budget planning process that takes into account the needs of the Arts and Sciences schools and colleges and treats the Arts and Sciences budgets as a single whole. Further, once annual budgets have been determined, the deans of the schools and colleges should have full budgetary authority within their respective units, and the Dean of Faculty/AVP should have viewing authority over all Arts and Sciences units.

To advance the goal of equitable funding, the Arts and Sciences deans should collaborate with Development and University Relations to secure a development officer solely dedicated to fundraising for Arts and Sciences and should establish an “Arts and Sciences Fund” to which benefactors may contribute to support excellence in research and pedagogy.

**Assess Organizational Structures and Staffing of Deans’ Offices**

In order to ensure that the Arts and Sciences deans are able to carry out their work, each of the Arts and Sciences deans should structure her/his office to provide adequate and appropriate support for the scope, complexity, and breadth of the dean’s responsibilities (as described in the job descriptions that the Working Group is recommending). Redundancies in functions across offices should be examined and, where possible, rationalized or addressed with appropriate changes. (As noted below under Policies and Procedures, this recommendation is particularly relevant to the deans’ offices of the two undergraduate colleges.)

The deans’ offices should be staffed by a combination of faculty members serving for defined periods of time as associate deans (perhaps organized by discipline, perhaps organized by area of responsibility); assistant deans and permanent administrators (e.g., colleagues with expertise in advising, document management, communications, and event planning); and clerical staff. Responsibilities should be assigned to these colleagues according to their status, experience, and expertise. Input on the details of the structuring of the deans’ offices should be sought from Human Resources and, as needed, from external consultants.

Members of the Working Group wish to reiterate that, while we are mindful of the need to avoid “administrative bloat”, the complexity and breadth of Arts and Sciences suggests needs for both new positions and more clearly defined roles in the deans’ offices.

**Review and Redistribute Governance and Administrative Responsibilities**

The Arts and Sciences deans should undertake, where appropriate with the assistance of external consultants, a review of all governance and administrative responsibilities being carried out within Arts and Sciences, with an eye toward determining, consistent with the University Statutes, which of these responsibilities belong to the deans personally, which to the deans’ offices, which to councils
and other shared governance mechanisms, which to departments and programs, and which to faculty.

With the assistance of external consultants, deans should examine tasks currently being carried out by faculty leaders that do not require faculty status (e.g., event planning, marketing and communications) and determine how such tasks may be reassigned to administrators with subject matter expertise. Likewise, tasks that are better carried out at the level of departments and programs should be decentralized, and departments and programs should be given autonomy to carry out these tasks. Job descriptions for all service roles (in departments and programs as well as in deans’ offices) should be developed and publicized.

Examine College, School, and Arts and Sciences Councils

The review requested in the previous recommendation should also consider the roles and by-laws and/or constitutions of the college councils, Graduate School of Arts and Sciences Council, and Arts and Sciences Council, aiming to make them more active, substantive, and collaborative.

The Working Group notes especially that the Arts and Sciences Council is unwieldy. Its committee structure should be reinvigorated in order better to reflect the current needs of Arts and Sciences (e.g., authorization priorities, SEIU implementation, internal funding for initiatives and academic travel, budgeting, operations, etc.). The recent work of the Faculty Policy and Resources Committee can serve as a valuable source of insight in determining an appropriate committee structure.

Where appropriate, the college and school councils should develop effective subcommittee structures to assist with the specific needs of the colleges and schools. Members of the executive committee of the Arts and Sciences Council, comprising the chairs of the Council’s other committees, should meet at regular intervals to ensure effective coordination of their work and, where appropriate, to facilitate the development of shared goals. Likewise, the other councils should consider whether an executive committee structure would enable them to more effectively achieve their goals.

Disseminate Information about Arts and Sciences Leadership and Governance

The Arts and Sciences deans should clearly communicate and make permanently available to the Arts and Sciences community information about the functions, procedures, and areas of responsibility of the deans and the colleagues who support them. A “one stop” mechanism for disseminating information about all the functions of Arts and Sciences should be created and maintained. This service, perhaps modeled on New York City’s “3-1-1” switchboard, would provide students, faculty, and staff with up-to-date information about various areas of responsibility, policies, procedures, opportunities, and decision-making processes in Arts and Sciences.
Conduct Periodic Reviews of the Organizational Structure and Function of Arts and Sciences

The Provost and deans should review and evaluate the organizational structure and function of the Arts and Sciences administrative units on a five-year cycle. Where necessary, changes should be recommended and implemented to ensure that organizational structure and function continue to align with the goals of supporting the vitality and thriving of Arts and Sciences at Fordham.

Guidelines and procedures for review and evaluation should be set by members of the Arts and Sciences Council in collaboration with the Arts and Sciences deans and with members of the other Arts and Sciences councils. A final report, including any formal recommendations, should be submitted to the Provost, to the Arts and Sciences deans, and to the members of all Arts and Sciences councils, and this report should be made available and widely shared throughout the Arts and Sciences community.

The first such review should be completed during the spring 2024 semester.

Culture, Community, and Infrastructure

The Working Group believes that Arts and Sciences represents the intellectual core of Fordham and collaborates vitally with other schools and divisions in the broader work of the University. A key goal for Arts and Sciences in the coming years will be to cultivate a vibrant, distinctive sense of community and culture that emerges out of Fordham’s mission. The successful development and maintenance of such a culture will not only provide a clearer identity for Arts and Sciences and its members, but also create opportunities for students, staff, and faculty members to engage in the life of the mind: to work across campuses, schools, departments, and programs; and to manifest Fordham’s foundational commitments. Many of the recommendations in the sections of this report on Leadership and Governance, Policies and Procedures, and Interdisciplinary Programs are intended to advance these goals.

Among the notable assets of Arts and Sciences at Fordham are the ranks of dedicated and accomplished faculty, professional staff and administrators, and a student body with outstanding potential to contribute knowledge to the common good. Ensuring a culture, community, and infrastructure that are equipped to include and effectively support all members of the community will be essential to the vitality and thriving of Arts and Sciences into the future.

However, the Working Group believes that structural and institutional obstacles jeopardize the realization of this vision. These obstacles include, but are not limited to, the material conditions of student learning and faculty work (such as deferred maintenance and neglected facilities), the absence of clear communication and effective collaboration between Academic Affairs and other
areas of the University, and the lack of resources for basic tasks related to teaching and research. In making these observations, the Working Group recalls that faculty, students, and staff articulated a sense of “molasses”, as well as feelings of precariousness, disillusionment, defensiveness, and demoralization, at earlier stages of the reimagining process. Therefore, the Working Group recommends the following:

Cultivate a Distinctive, Dynamic Intellectual Culture for Arts and Sciences

Arts and Sciences should intentionally seek to develop a vibrant intellectual culture that includes the following features:

- Intellectual liveliness, enthusiasm, and creativity;
- The sharing of intellectual interests among members of a community;
- A feeling of mutual appreciation among and between faculty, administrators, staff, and students;
- Collaboration and mutual recognition among distinctive campuses, schools, departments, and programs;
- Leadership in modeling diversity, inclusion, and equity at all levels, especially as related to Fordham’s mission;
- Commitment to the equitable distribution of responsibilities both on- and off-campus, including family responsibilities; and
- A sense of engagement with the various communities in which Fordham exists, including the neighborhoods around our campuses, New York City as a whole, and the global network of Jesuit colleges and universities.

To articulate and publicize these values and aspirations, Arts and Sciences should adopt a mission statement, such as “Arts and Sciences, the historical heart of the University, is dedicated in the Jesuit tradition of liberal education to outstanding teaching and learning, rigorous and innovative research, the promotion of social justice, and the service of the common good. The Faculty of Arts and Sciences comprises a vibrant community of colleagues who seek to advance the mission of Arts and Sciences creatively, collaboratively, and inclusively.”

Provide Leadership in Equity, Inclusion, and Diversity

Arts and Sciences should strive to be recognized within and outside Fordham as a leader in equity, inclusion, and diversity. The Arts and Sciences deans and faculty should be committed to advancing these values in the recruitment of students, faculty, professional staff, and administrators; they should further aim to do so through curriculum, pedagogical practices and training, and with attention to ensuring equity of responsibilities for women and members of underrepresented groups. The deans, in particular, should be attentive to enabling faculty and staff to balance work responsibilities with personal responsibilities.
Identify Themes for Integrated Pedagogical and Research Initiatives

To promote the culture of Arts and Sciences in general, and interdisciplinary teaching and research in particular, the Arts and Sciences deans, in collaboration with faculty and students, should designate themes around which specific initiatives, including curricula, research projects, conferences and other programs, and engagements with our communities of accountability (local, national, and global), can be built during specified periods of time (perhaps one to three years). Arts and Sciences should further provide sufficient infrastructural resources, including staff support for planning associated programs, to allow such initiatives to be implemented. To the extent feasible, these initiatives should be coordinated with the University Research Council and other appropriate bodies.

Maintain and Develop Arts and Sciences Spaces

The Arts and Sciences deans should advocate strategically for the maintenance of existing pedagogical, research, office, and common spaces for Arts and Sciences students and faculty. They should also advocate for the creation of new spaces and thorough renovation of others in order to promote physical and virtual interaction, both organized and spontaneous. To the extent that conversations are currently ongoing about the usage of space, Arts and Sciences should continue to be represented. These spaces, including dedicated physical spaces on each campus for collaborative work among Arts and Sciences faculty, should present a wide array of opportunities permitting faculty members to engage at the level appropriate to their existing commitments. A dedicated space should be set aside for Arts and Sciences graduate students.

Communicate More Effectively with Arts and Sciences Community Members

The Arts and Sciences deans should develop new methods of communication to enable members of our community to learn about recent accomplishments, areas of teaching and research of interest to faculty colleagues, recent and upcoming events, and discussions taking place within governance bodies.

These methods should include, at minimum, (1) a website that would serve as a communications “hub” for Arts and Sciences; (2) a distinctive logo and shared visual identity for Arts and Sciences; (3) public acknowledgement of the accomplishments of colleagues including faculty, administrators (e.g., class deans), and staff. (Under the heading of Leadership and Governance, above, the Working Group recommends the establishment of a common resource for disseminating information about policies and the distribution of responsibilities among Arts and Sciences administrators.)
Train and Support Arts and Sciences Faculty and Staff

The Arts and Sciences deans should provide training, support, and professional development for faculty leaders, members of deans’ offices, and administrators and staff assigned to departments and programs. This should include (1) more effective onboarding processes for department chairs, program directors, and associate chairs; (2) greater support for faculty leaders to develop concern for the welfare both of their units and Arts and Sciences as a whole; (3) more robust training for staff with regard to their job responsibilities and the broader operations of Arts and Sciences; (4) broader training for faculty concerning policies affecting matters of diversity and inclusion; (5) opportunities for current and potential future faculty leaders to develop leadership and management skills; and (6) opportunities for students to develop as leaders on campus and in their future personal and professional identities.

Promote and Support Research and Pedagogy

The Provost and Arts and Sciences deans should promote and support excellent research and pedagogy through appropriate and equitably dispersed funding and through appropriate acknowledgment and celebration of achievements. Such promotion and support, undertaken in collaboration with the Office of Research and the Special Assistant to the Provost for Faculty Development, should include opportunities for faculty and graduate students to explore effective and innovative pedagogies and for all members of the Arts and Sciences community to learn about the completed and ongoing research of faculty and students. Initiatives in this area should aim to affirm Arts and Sciences’ commitment to teaching and to raise the visibility of research in the service of a dynamic Arts and Sciences culture.

Policies and Procedures

The Working Group believes that an effective culture requires consistency, equity and, where possible, the alignment of policies and procedures across Arts and Sciences schools and campuses. Such an alignment will both enable a more consistent experience for Arts and Sciences students, faculty, and staff and promote a more equitable foundation for excellence in learning, teaching, and research.

Earlier stages of the reimagining process produced input from students, faculty, professional staff, and administrators that highlighted challenges related to Arts and Sciences policies and procedures and identified how these challenges interfere with the goal of supporting excellence in learning, teaching, and research. Among the issues most commonly raised were: (1) the lack of alignment in policies and procedures across the undergraduate colleges; (2) the lack of clarity and transparency about policies and procedures across Arts and Sciences schools and colleges; (3) the inconsistent
application of policies and procedures and inconsistent rationales provided for decisions; (4) the
requirement that students must fulfill Core Curriculum requirements at their home campuses; and
(5) the assignment of all Arts and Sciences faculty members to a specific campus.

Students, faculty, professional staff, and administrators all attested to the challenges involved in
navigating the many complex and, at times, conflicting and cumbersome processes that they must
engage on a regular basis. Input from across the Arts and Sciences community indicated a
widespread view that inadequate coordination across Arts and Sciences schools and colleges
contributes to inconsistency and inequity which, in turn, gives rise to a sense of bureaucratic
“molasses” and produces widespread frustration and diminished morale. The following
recommendations seek to ensure consistency, equity, and transparency in the development and
application of policies and procedures.

Rationalize and Align Policies and Procedures

The Arts and Sciences deans should collaborate to support a more seamless experience for students,
faculty, and staff across schools and colleges and should ensure that policies, procedures, and
documents such as forms and handbooks are rationalized and, where possible, aligned. Where
possible, access to official forms should be streamlined, and the ability to complete and submit such
forms online should be made available to students, faculty, and staff. With the goal of advancing
consistency and equity of access, the Arts and Sciences deans should work with the appropriate units
outside of Arts and Sciences to create such rationalization and alignment.

Develop a Coordinated Schedule

The Arts and Sciences deans should develop a coordinated schedule for the undergraduate colleges
to facilitate greater access to learning, teaching, research, and participation in a cross-campus Arts
and Sciences community. The schedule should be constructed with the needs of both commuter and
resident students in mind and should include common activity blocks to facilitate meetings of
departments, programs, Arts and Sciences bodies, clubs, and other co-curricular initiatives. It should
also be constructed with an eye toward maximizing the equitable use of instructional spaces.

Such a schedule will advance the goal of promoting consistency and equity by facilitating enhanced
student access to course offerings and research opportunities, and it will advance the goal of a
vibrant intellectual community and culture by establishing a precondition for more fluid movement
and collaboration across campuses. However, members of the Working Group wish to acknowledge
that, for a variety of legitimate reasons, cross-campus engagement may not be possible or desirable
for all members of the Arts and Sciences community. The Arts and Sciences deans should therefore
work with other University stakeholders to undertake a review of scheduling policies and develop
an appropriate timeline and plan for implementation of a coordinated schedule.
Expand Students’ Access to Courses

The Arts and Sciences deans, in coordination with the Core Curriculum Committee where appropriate, should expand students’ access to enrollment in courses, including those that satisfy undergraduate Core Curriculum requirements, at both the Rose Hill and Lincoln Center campuses. This expansion of access will support the goals of consistency and equity by providing students at both undergraduate colleges enhanced opportunities to experience excellent pedagogy and to work with faculty who specialize in areas of interest. It will also affirm the Core’s significance as the common foundation for undergraduate intellectual development across schools.

Provide Faculty with Greater Flexibility in Teaching and Advising

Departments and programs with a presence on more than one campus should, where possible, afford interested faculty opportunities to teach and advise on more than one campus, or to shift their teaching and advising between campuses for appropriate periods of time. This should apply to undergraduate and, where appropriate, graduate teaching and advising.

Such expanded opportunities should be predicated on the goal of providing students with more consistent and equitable access to course offerings, mentoring, and research opportunities across campuses. It will also offer faculty the capacity to share their pedagogy and research interests with an expanded pool of students and to contribute to curricula and programs (graduate, major, minor, certificate), across all Arts and Sciences schools.

Policies should be adopted that eliminate unnecessary barriers to the movement of students and faculty, while still supporting students and faculty who remain based at a single campus.

Create Equitable Funding Structures for Students and Faculty

Arts and Sciences deans should equitably distribute funds for student and faculty teaching and learning, research, and academic travel across schools and campuses. The Arts and Sciences deans should do so as they undertake budget planning, development, and fundraising activities. They should also consider providing appropriate funding a priority that will advance a vital intellectual community and culture. The Working Group notes that excellence in learning, teaching, and research across Arts and Sciences can only be appropriately served if these activities are supported equitably.

Review Undergraduate Student Advising

The Arts and Sciences deans should undertake a review of advising policies and procedures, identify best practices that facilitate student success, implement appropriate alterations to current policies
and procedures, and establish and develop mechanisms that promote effective collaboration with appropriate units outside of Arts and Sciences.

Policies and procedures for core, major, and professional advising should be aligned across colleges, and advisors should be appropriately supported in their work, including through effective coordination with relevant units such as International and Study Abroad Programs, the Office of Disability Services, the Office of Enrollment Services, and the Retention Working Group.

Members of the Working Group wish to acknowledge that advising procedures and processes can be improved not because assistant deans’ dedication and effort are lacking, but because of inadequate resources to support their work and a lack of effective channels for coordination with relevant units within and outside of Arts and Sciences.

**Simplify Undergraduate Curriculum Review and Approval Processes**

The Arts and Sciences deans should collaborate with appropriate Arts and Sciences councils to establish a streamlined process for the review and approval of undergraduate curriculum proposals, while also ensuring adequate input from all units affected by changes. Such a process should aim to produce maximum efficiency while ensuring that all proposals are consistently and equitably examined and evaluated.

**Promote Interdisciplinary Team-Teaching**

The Arts and Sciences deans should remove barriers to interdisciplinary team-teaching across Arts and Sciences schools and campuses and enable interdisciplinary team-teaching beyond the Interdisciplinary Capstone Core requirement. The Working Group notes that equitable access to excellence in learning, teaching, and research will be enhanced by an expanded array of team-taught courses (a goal that aligns with the Working Group’s recommendations on Interdisciplinary Programs below).

The Arts and Sciences deans should explore how to expand such course offerings with particular attention to the goals of ensuring equity and promoting a vital intellectual community within Arts and Sciences at Fordham, and they should explore ways to implement such courses without creating barriers that will be hard to overcome in most instances.

**Interdisciplinary Programs**

The Working Group believes that a vibrant and rigorous Arts and Sciences culture is predicated on creating conditions in which intellectual cross-fertilization and collaboration can develop and thrive.
The Working Group recognizes that Fordham students and faculty have long prized the value of interdisciplinarity. Under the leadership of Stephen Freedman, interdisciplinarity became central to Fordham’s strategic planning. In 2016, the University Strategic Framework further underscored the importance of interdisciplinarity by prioritizing an emphasis on contemporary teaching and learning infused with ethics and justice; promoting strategically focused research aimed at advancing excellence in interdisciplinary scholarship; advancing a commitment to teaching and learning that contributes to the quality of life in our neighboring communities in New York City; sponsoring research in the humanities and the social and natural sciences that attends to pressing issues around the globe; and promoting Fordham’s position as a national and global leader in “authentic, pluralistic dialogue and engagement.”

While interdisciplinarity is a value to be cultivated, specific attention must be given to the structure and support of interdisciplinary programs. Arts and Sciences includes 26 degree-granting interdisciplinary programs, including 20 undergraduate-degree granting programs and 6 graduate degree-granting programs (4 programs include both an undergraduate and graduate component). These programs vary greatly in the numbers of students they serve, as well as in their mission. Many Arts and Sciences faculty participate in one or more of these programs, confirming their centrality to the Arts and Sciences at Fordham.

However, previous stages of this process found that Fordham’s structure and policies do not reflect the University’s commitment to interdisciplinarity. Arts and Sciences structures funnel all faculty appointments, as well as the vast majority of funding, through departments; program directors, including directors of large, degree-granting programs, do not participate in department chairs’ meetings, where many matters of Arts and Sciences policy and operations are discussed; program directors are poorly compensated and have meager clerical support. The Working Group also heard concerns that the University implements interdisciplinary programs haphazardly, without undertaking sufficient long-term and systematic planning. Finally, the Working Group learned of inequities in resource allocation across programs.

These structures, policies, and inequities have the consequences of marginalizing programs, hindering their capacity to serve as intellectual incubators, and making sustainability a challenge.

The Working Group recognizes that under the current arrangements program directors cannot provide their colleagues and students with the services and intellectual community that they see as central to their missions; cannot serve as effectively as possible in their leadership role in sparking and supporting aspects of the interdisciplinarity central to the mission of Arts and Sciences and the culture it seeks to create; that a systematic reexamination of the organization of interdisciplinary programs at Fordham entails an extensive fact-finding phase; and that input from a range of stakeholders is necessary given the potential impact on budgetary and personnel matters. Therefore, with regard to interdisciplinary programs, the Working Group recommends that Arts and Sciences:
**Charge a Committee to Examine Interdisciplinary Programs Systematically**

The Arts and Sciences deans should charge a committee comprised of Arts and Sciences faculty leaders and deans with undertaking a systematic assessment of current policies governing the creation, status, and support of interdisciplinary programs. This committee should also be charged with making recommendations intended to strengthen these programs, align them with Fordham’s vision of interdisciplinarity, and ensure equity across programs and between degree-granting programs and departments. The committee should assess issues pertaining (but not limited to) the relationships between programs and departments; the appointment of faculty into departments but not programs; programs’ input in personnel matters; the allocation of resources (director stipends, course releases, clerical support, annual budgets, space); the process for approving new programs; the viability of existing programs; and others.
Conclusion

A vital and thriving Arts and Sciences community is essential to Fordham University’s ability to maintain its historical commitment to the tradition of Jesuit education and its capacity to form students and scholars as critical thinkers who are capable of putting their wisdom and learning at the service of a more just world. Drawing upon extensive input from students, faculty, professional staff, and administrators, this report has identified a variety of challenges to the vitality and thriving of Arts and Sciences at Fordham. It has also articulated a series of formal recommendations aimed at strengthening and energizing Arts and Sciences and ensuring that Arts and Sciences remains at the heart of Fordham into the future.

The members of the Working Group recognize that these recommendations must now be taken up by the Provost, the Arts and Sciences deans, and the Arts and Sciences governance bodies that bear responsibility for the areas that this report covers. To ensure that responses to and implementation of these recommendations are marked by transparency and accountability, the Working Group further recommends:

Responses from Arts and Sciences Deans, Provost, and Arts and Sciences Councils

The Arts and Sciences deans should collaborate to produce a single response to the Working Group’s report by the final Arts and Sciences Council meeting of the fall semester (November 28, 2018). That document should include replies to each of the recommendations above and a timeline that indicates clear goals and benchmarks for implementation to be achieved over one-, three-, and five-year periods. This document should be submitted to the Office of the Provost, as well as to the members of the Arts and Sciences Council, the Graduate School of Arts and Sciences Council, the Fordham College at Rose Hill Council, and the Fordham College at Lincoln Center Council.

In turn, the Provost should, by January 15, 2019, produce a formal document that replies both to the Working Group’s report and to the Arts and Sciences deans’ response. The Provost should submit this document to the Arts and Sciences deans, as well as to the members of the Arts and Sciences Council, the Graduate School of Arts and Sciences Council, the Fordham College at Rose Hill Council, and the Fordham College at Lincoln Center Council.

The responses produced by the Arts and Sciences deans and by the Provost should be made available and widely shared throughout the Arts and Sciences community on or before February 1, 2019.

Finally, discussion of the Working Group report, along with the formal responses of the Arts and Sciences deans and the Provost, should serve as agenda items during council meetings in spring 2019. As may be appropriate to each council, members should address the Working Group’s recommendations, as well as the formal responses of the Arts and Sciences deans and Provost, and
they should consider how councils may collaboratively support the goals of transparency and accountability in the implementation of the Working Group’s recommendations over both the shorter and longer terms.

The Arts and Sciences deans should report annually to the Arts and Sciences Council and other governance bodies with regard to the implementation of the recommendations in this report.

**Summary of Recommendations**

**Leadership and Governance**

- Charge the Arts and Sciences Deans To Speak with a Unified Voice and Charge the Dean of Faculty/AVP To Represent Arts and Sciences to Other Units
- Constitute Formally a Body of Arts and Sciences Deans
- Develop Formal Job Descriptions for Arts and Sciences Deans
- Develop Collaborative Approaches to Arts and Sciences-Wide Budgeting and Resource Allocation and Financially Support All Areas of Arts and Sciences
- Assess Organizational Structures of Deans’ Offices
- Review and Redistribute Governance and Administrative Responsibilities
- Examine College, School, and Arts and Sciences Councils
- Disseminate Information about Arts and Sciences Leadership and Governance
- Conduct Periodic Reviews of the Organizational Structure and Function of Arts and Sciences

**Culture, Community, and Infrastructure**

- Cultivate a Distinctive, Dynamic Intellectual Culture for Arts and Sciences
- Provide Leadership in Equity, Inclusion, and Diversity
- Identify Themes for Integrated Pedagogical and Research Initiatives
- Develop and Maintain Arts and Sciences Spaces
- Communicate More Effectively with Arts and Sciences Community Members
- Train and Support Arts and Sciences Faculty and Staff
- Promote and Support Research and Pedagogy

**Policies and Procedures**

- Rationalize and Align Policies and Procedures
- Develop a Coordinated Schedule
- Expand Students’ Access to Courses
- Provide Faculty with Greater Flexibility in Teaching and Advising
- Create Equitable Funding Structures for Students and Faculty
• Review Undergraduate Student Advising
• Simplify Undergraduate Curriculum Review and Approval Processes
• Promote Interdisciplinary Team-Teaching

**Interdisciplinary Programs**

• Charge a Committee to Examine Interdisciplinary Programs Systematically
Appendix

Deans’ Job Descriptions

DEAN OF THE FACULTY OF ARTS AND SCIENCES AND
ASSOCIATE VICE PRESIDENT FOR ARTS AND SCIENCES EDUCATION

Executive Responsibilities

Serving as chair of formally organized body of Arts and Sciences deans, including the duties of: leading and convening regular meetings of all Arts and Sciences deans; serving as the primary Arts and Sciences representative to other divisions of the University; leading and coordinating the formulation of a strategic vision for all units of Arts and Sciences for presentation to the Provost; leading and coordinating budget planning and execution across Arts and Sciences units and aligning budgets with the strategic goals and priorities of Arts and Sciences and its constituent units; leading and coordinating the formulation of the Arts and Sciences plan for development and external relations; leading and coordinating the formulation and approval of Arts and Sciences policies and procedures; and leading and coordinating deliberations related to faculty personnel matters.

Convening and leading meetings of the Arts and Sciences Council

Providing visible leadership and advocacy on behalf of Arts and Sciences and representing Arts and Sciences deans to various units within the University (including Student Affairs, Development and University Relations, Finance, Facilities, Human Resources, Information Technology, Admissions, and Enrollment Services) and to external constituencies and audiences (including benefactors, foundations, and Jesuit-related and other higher educational networks).

Leading a staff with delegated duties related to day-to-day management in areas across Arts and Sciences schools and colleges, including: academic affairs; advancing a culture of Arts and Sciences at Fordham; budgeting and operations; faculty development for leadership; development and external relations; mission integration; events and programming; communications; and planning and strategic initiatives.

Defining positions within the Office of the Dean of the Faculty/AVP to be occupied by an appropriate balance of: (1) faculty who serve as administrators rotating into leadership positions for limited terms and executing delegated responsibilities in particular spheres related to academic life; and (2) professional administrators and clerical staff with responsibilities for administration and management.
Managing the selection of faculty administrators and professional staff and overseeing professional development and evaluation of all who work within the Office of the Dean of the Faculty of Arts and Sciences/AVP

Leading Arts and Sciences deans in a collaborative budget planning process, serving as the representative of all Arts and Sciences deans in budget negotiations with Finance, and delegating budget authority to other Arts and Sciences deans once annual budgets have been determined

Setting budget priorities for and supervising the preparation and management of budgets and financial proposals related to the Office of the Dean of the Faculty of Arts and Sciences/AVP

Executing a plan for development and external relations, including meeting with benefactors, that advances the strategic vision for Arts and Sciences at Fordham and each of the constituent schools and colleges

Coordinating with and representing Arts and Sciences to the appropriate campus leaders with regard to allocation of space

**Collaborative Responsibilities**

Developing and implementing a strategic vision for Arts and Sciences that advances collective goals and priorities of Arts and Sciences as a whole, as well the goals and priorities of each of the constituent schools and colleges, and aligns these goals with the University’s mission

Providing visible leadership and advocacy in the areas of academic standards, curricular development, faculty development, research and pedagogy, academic facilities and operations, and mission integration

Setting strategic priorities for faculty hiring and approving faculty hiring authorizations for presentation to the Provost

Evaluating and making determinations on faculty personnel matters, including statutory decisions concerning appointment, reappointment, promotion and tenure cases, and adjudicating other matters pertaining to faculty

Formulating a development and external relations plan in collaborations with representatives of the Office of Development and University Relations

Developing budget plans and identifying fiscal goals and priorities across Arts and Sciences units
**DEAN OF THE GRADUATE SCHOOL OF ARTS AND SCIENCES**

**Executive Responsibilities**

Serving as the chief academic officer of the Graduate School of Arts and Sciences

Convening and leading meetings of the Graduate School of Arts and Sciences Council

Identifying and articulating strategic goals and priorities for the Graduate School of Arts and Sciences

Providing visible leadership, advocacy, and support in the areas of student recruitment, student governance, student advising, and the adjudication of academic matters concerning students

Overseeing the preparation of reports and data analyses for internal and external audiences, including, but not limited to, the Annual Review for presentation to the Provost

Providing visible leadership and advocacy on behalf of the Graduate School of Arts and Sciences to other units within the University and to external constituencies and audiences

Leading a team of faculty administrators and professional staff with delegated duties related to: academic programs and support; marketing, recruitment, admissions, enrollment, and retention management; student development; mission integration; budgeting and administration; and strategic initiatives

Defining positions within the Office of the Dean of the Graduate School of Arts and Sciences to be occupied by an appropriate balance of: (1) faculty who serve as administrators rotating into leadership positions for limited terms and executing delegated responsibilities in particular spheres related to academic life; and (2) professional administrators and clerical staff with responsibilities for administration and management

Managing staff selection and overseeing professional development and evaluation of all who work within the Office of the Dean of the Graduate School of Arts and Sciences

Executing a plan for development and external relations, including meeting with benefactors, that advances the strategic vision for the Graduate School of Arts and Sciences and aligns with the strategic vision for Arts and Sciences at Fordham
Setting budget priorities for and supervising the preparation and management of budgets and financial proposals related to the Graduate School of Arts and Sciences, including budgets for merit aid and fellowships

**Collaborative Responsibilities**

Serving as a member of a formally organized body of Arts and Sciences deans and participating in all processes referred to it, including: developing a strategic vision for Arts and Sciences that advances both collective and school-specific goals and priorities; participating in shared Arts and Sciences budget planning and aligning fiscal goals with strategic vision of Arts and Sciences; formulating and approving Arts and Sciences policies and procedures; and making determinations about faculty personnel matters

Providing visible leadership and advocacy in the areas of academic standards, curricular development, research and pedagogy, academic facilities and operations, and mission integration

Setting strategic priorities for faculty hiring and approving faculty hiring authorizations for presentation to the Provost

Evaluating and making determinations on faculty personnel matters, including statutory decisions concerning appointment, reappointment, promotion and tenure cases, and adjudicating other matters pertaining to faculty

Formulating a development and external relations plan in collaboration with representatives of the Office of Development and University Relations

Developing budget plans and identifying fiscal goals and priorities across Arts and Sciences units

**Dean of Fordham College at Rose Hill**

**Executive Responsibilities**

Serving as the chief academic officer of Fordham College at Rose Hill

Convening and leading regular meetings of the Fordham College at Rose Hill College Council

Identifying and articulating strategic goals and priorities for Fordham College at Rose Hill
Providing visible leadership and advocacy on behalf of Fordham College at Rose Hill to other units within the University and to external constituencies and audiences

Providing visible leadership and advocacy in all areas of academic life, including faculty research and teaching, student research and learning, student governance, and the adjudicating of academic matters concerning students

Overseeing the preparation of reports and data analyses for internal and external audiences, including, but not limited to, the Annual Review for presentation to the Provost

Defining positions within the Office of the Dean of Fordham College at Rose Hill to be occupied by an appropriate balance of: (1) faculty who serve as administrators rotating into leadership positions for limited terms and executing delegated responsibilities in particular spheres related to academic life; and (2) professional administrative and clerical staff with responsibilities for administration and management

Leading a team of faculty administrators and professional staff with delegated duties related to: academic programs and support; student academic advising; student athletic advising; student support and success; mission integration; budgeting and administration; and strategic initiatives

Managing staff selection and overseeing professional development and evaluation of all who work within the Office of the Dean of Fordham College at Rose Hill

Executing a plan for development and external relations, including meeting with benefactors, that advances the strategic vision for Fordham College at Rose Hill and aligns with the strategic vision for Arts and Sciences at Fordham

Setting budget priorities for and supervising the preparation and management of budgets and financial proposals related to Fordham College at Rose Hill

**Collaborative Responsibilities**

Serving as a member of a formally organized body of Arts and Sciences deans and participating in all processes referred to it, including: developing a strategic vision for Arts and Sciences that advances both collective and school-specific goals and priorities; participating in shared Arts and Sciences budget planning and aligning fiscal goals with strategic vision of Arts and Sciences as a whole; formulating and approving Arts and Sciences policies and procedures; and making determinations about faculty personnel matters

Providing visible leadership and advocacy in the areas of academic standards, curricular development, research and pedagogy, academic facilities and operations, and mission integration
Formulating a development and external relations plan in collaboration with representatives of the Office of Development and University Relations

Setting strategic priorities for faculty hiring and approving faculty hiring authorizations for presentation to the Provost

Evaluating and making determinations on faculty personnel matters, including statutory decisions concerning appointment, reappointment, promotion and tenure cases, and adjudicating other matters pertaining to faculty

Developing budget plans and identifying fiscal goals and priorities across Arts and Sciences units

*DEAN OF FORDHAM COLLEGE AT LINCOLN CENTER*

**Executive Responsibilities**

Serving as the chief academic officer of Fordham College at Lincoln Center

Convening and leading regular meetings of the Fordham College at Lincoln Center College Council

Identifying and articulating strategic goals and priorities for Fordham College at Lincoln Center

Providing visible leadership and advocacy on behalf of Fordham College at Lincoln Center to units within the University and to external constituencies and audiences

Providing visible leadership in all areas of academic life, including faculty research and teaching, student research and learning, student governance, and the adjudicating of academic matters concerning students

Overseeing the preparation of reports and data analyses for internal and external audiences, including, but not limited to, the Annual Review for presentation to the Provost

Defining positions within the Office of the Dean of Fordham College at Lincoln Center to be occupied by an appropriate balance of: (1) faculty who serve as administrators rotating into leadership positions for limited terms and executing delegated responsibilities in particular spheres related to academic life; and (2) professional administrative and clerical staff with responsibilities for administration and management
Leading a team of faculty administrators and professional staff with delegated duties related to: academic programs and support; student academic advising; student support and success; mission integration; budgeting and administration; and strategic initiatives

Managing staff selection and overseeing professional development and evaluation of all who work within the Office of the Dean of Fordham College at Lincoln Center

Executing a plan for development and external relations, including meeting with benefactors, that advances the strategic vision for Fordham College at Lincoln Center and aligns with the strategic vision for Arts and Sciences at Fordham

Setting budget priorities for and supervising the preparation and management of budgets and financial proposals related to Fordham College at Lincoln Center

**Collaborative Responsibilities**

Serving as a member of a formally organized body of Arts and Sciences deans and participating in all processes referred to it, including: developing a strategic vision for Arts and Sciences that advances both collective and school-specific goals and priorities; participating in shared Arts and Sciences budget planning process that aligns with strategic goals and priorities of Arts and Sciences as a whole; and formulating and approving Arts and Sciences policies and procedures; and making determinations about faculty personnel matters

Providing visible leadership and advocacy in the areas of academic standards, curricular development, research and pedagogy, academic facilities and operations, and mission integration

Formulating a development and external relations plan in collaboration with representatives of the Office of Development and University Relations

Setting strategic priorities for faculty hiring and approving faculty hiring authorizations for presentation to the Provost

Evaluating and making determinations on faculty personnel matters, including statutory decisions concerning appointment, reappointment, promotion and tenure cases, and adjudicating other matters pertaining to faculty

Developing budget plans and identifying fiscal goals and priorities across Arts and Sciences units
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