



FORDHAM UNIVERSITY

THE JESUIT UNIVERSITY OF NEW YORK

Faculty Senate

Joseph M. McShane, S.J., Hon. President

Dominic Balestra
William Baumgarth

Richard Gyug
Hugh Hansen
Margo Jackson

Jennie Park-Taylor
Berish Rubin

Anne E. Fernald, President

Martin Chase, S.J.
James A. Cohen

Judith Jones
Eve Keller

Aditya Saharia
Henry Schwalbenberg

Andrew H. Clark, Vice President

Aimee Cox
G. Larry Farmer

Dorothy Klotz
Micki McGee

Esther Solomon
Grace M. Vernon

J. Patrick Hornbeck II, Secretary

Mary Ann Forgey
Christopher GoGwilt

Harry Nasuti

Excused: Senators Chase, Clark, Keller, and Schwalbenberg

Absent: Senators GoGwilt and Hansen

Meeting: Hill Faculty Conference Room of the School of Law, Lincoln Center Campus

Guests: Dr. Stephen Freedman, Provost

Dr. Jonathan Crystal, Associate Vice President for Academic Affairs and Associate Chief Academic Officer

Student Speakers: Zann Ballsun-Simms, Chris Hennessy, Hans Lueders, Scarly Rodriguez, Eric Taylor, and Kayce Wilson

1. Call to Order

The meeting was called to order by Senate President Anne E. Fernald at 12:37 p.m. in the Hill Faculty Conference Room of the School of Law, Lincoln Center Campus.

2. Invocation

Senator Baumgarth delivered the Invocation.

3. Approval of the Minutes of the October 2, 2015, Meeting of the Faculty Senate

Senator Vernon moved, and Senator Balestra seconded, the adoption of the minutes of the October 2, 2015, meeting of the Senate. The motion carried, 14-0-1.

4. Discussion of Student Journalists at the Senate

At 12:39 p.m., by unanimous consent, the Senate entered executive session for the purpose of discussing a resolution related to the presence of student journalists at Senate meetings. The Senate emerged from executive session at 1:01 p.m.

Senate President Fernald reported that the Senate had approved, 10-5-1, a motion to permit student journalists to cover meetings of the Senate. She noted that the Senate had decided to adopt this motion on a somewhat provisional basis and had committed to reconsider the question by the end of the current academic year. Senate President Fernald added that she and the Executive Committee would work closely with the faculty advisors of the various student media organizations to ensure that coverage of

Senate meetings is appropriate. Finally, she noted that occasionally the Senate will go into executive session to discuss confidential matters.

5. Matters Presented by the President of the University

Joseph M. McShane, S.J., President of the University, addressed the Senate.

He began by addressing the issue of undergraduate admissions. Fr. McShane noted that the deadlines for students to submit applications for Early Action and Early Decision have now passed, and the University has received more than 19,000 applications, a significant increase over last year. The two liberal arts undergraduate colleges have experienced increases in application activity of 12% and 11%. With regard to gender diversity, more applicants are female than male, with the exception of the Gabelli School of Business. Fr. McShane noted that the quality profile of the applicants is up. He also observed that, for the first time, Fordham has introduced the possibility of Early Decision, by which an applicant commits to attending Fordham if admitted. Approximately 340-350 Early Decision applications have been received, some of very high quality and others less so.

Second, Fr. McShane updated the Senate with regard to the tracking of outcomes for both undergraduate and graduate students. He circulated a report on the destinations of the undergraduate Class of 2015. Fr. McShane indicated that he was pleased with the high proportion of recent graduates who are seeking further education. He noted his continuing discomfort with federal ranking systems that place a premium on the average starting salaries of graduates, noting that institutions like Fordham that emphasize service and service-related professions are disadvantaged by this metric. Fr. McShane reviewed the data on the leading industries our graduates enter, the leading employers they work for, and the numbers of them who enter volunteer and service programs. At the graduate level, Fr. McShane reported that data are highly variable. More than 90% of members of the Law School's Class of 2015 are employed within six months of graduation. The Graduate School of Social Service and the graduate division of the Gabelli School of Business are analyzing their data. The Graduate School of Education is continuing to work this year to gather the necessary information.

Third, Fr. McShane reported on Fordham's Higher Education Opportunity Program (HEOP) students, describing Fordham's HEOP program as the state's second largest and most successful. Approximately 110-115 HEOP students are admitted each year. Fr. McShane described HEOP at Fordham as a remarkable program that has met with unbelievable success, in particular by achieving graduation rates for HEOP students on par with those for non-HEOP students. Noting that currently a substantial number of HEOP students are African-American or Latino/a, Fr. McShane observed that in future years it is likely that larger numbers of HEOP students will come from the Middle East and Eastern Europe. He reviewed the cost of HEOP to the university (approximately \$11.1 million in Fordham funds, in addition to the \$5.3 million in state and federal support), describing HEOP as a very expensive program but an investment from the perspective of Fordham's mission.

Fr. McShane addressed several other topics in brief. He noted that within a week Fordham would once again host the only college fair in New York State targeted specifically at Latino/a students and their families. He indicated that it is his hope to secure funding for a similar fair for African-American students and their families.

In addition, Fr. McShane observed that he is not convinced that the University has in place all the faculty development programs that it should. Faculty development appears to be uneven across schools and across departments within schools so organized. It is the hope of the Administration to partner with the

Senate and its committees to improve the level of support provided for faculty development. He asked the Senate and its committees to consider a program that would allow faculty whose research has languished to “jump-start” their research. Fr. McShane proposed that we might also reconsider the timing of Faculty Fellowships, and he wondered whether research-active faculty might be permitted to take fellowships more regularly. In addition, Fr. McShane asked the Senate and the Salary and Benefits Committee to consider implementing a new pool of funds to provide annual bonuses to faculty who excel in teaching and service but are not necessarily research-active. He described this pool as separate from the merit pool already administered by the faculty.

Finally, Fr. McShane addressed the issue of race and the recent bias incidents that have taken place. He said that he wants to stress that there is no place for prejudice, attacks, or denigration of anyone at Fordham, whether with regard to religion, gender, sexual orientation, ethnicity, color, or any other factor. Fr. McShane also said that it is the business of all of us to find ways to work together with each other and with our students to address the moral issues, which are connected to the University’s mission, that the recent bias incidents have raised.

A Senator thanked Fr. McShane for his comments about the work of teaching and service and noted that departments treat teaching and service differently in the context of merit decisions. This Senator asked Fr. McShane to consider whether Fordham might establish two merit pools, one for research and the other for teaching and service, both of which would represent increments in faculty members’ base pay rather than a source of one-time bonuses. The Senator characterized the simultaneous use of bonuses for teaching and service and salary increments for research as insulting to those who advance Fordham’s work in teaching and service. Fr. McShane responded that he does not have control over the allocation of merit-based salary increments, noting that this is the business of departments, schools, and deans. His intent, however, is to honor our current policies and at the same time to find a way to reward those who excel at teaching and service. The Senator who asked the question responded that he would ask the Salary and Benefits Committee to consider establishing two pools for merit-based salary increments.

Another Senator thanked Fr. McShane for the comments he had made about the recent bias incidents, both in this meeting and in his letters to the campus community. The Senator asked the Senate to concur in the sentiments Fr. McShane had expressed. Fr. McShane responded by saying that one of the benefits of his having grown up in New York City is the exposure that he received at an early age to neighbors of different faiths and racial identities. Every group that has come to the city has made New York richer.

On the motion of Senator Cohen, seconded by Senator Cox, the Senate concurred in the Fr. McShane’s comments concerning hate speech and bias incidents. The vote was 18-0-0.

There being no further questions, Fr. McShane concluded his presentation.

6. Matters Presented by Dr. Stephen Freedman, Provost

Dr. Freedman, joined by Dr. Jonathan Crystal, Associate Chief Academic Officer and Associate Vice President for Academic Affairs, addressed the Senate. Dr. Freedman noted that he would speak briefly at this meeting, given the constraints of time, but he expressed his hope that he would be able to return to a future meeting of the Senate to address several matters in greater detail.

First, Dr. Freedman reported on a measure to increase the diversity of the faculty that he will be implementing. As chair of the Association of Jesuit Colleges and Universities’ conference of provosts, Dr. Freedman is proposing the creation of a Jesuit Consortium for Faculty Diversity and, in particular, a

Post-Doctoral Diversity Initiative, or PDDI. The initiative would call upon each participating institution to recruit and fund two or more post-doctoral fellowships for scholars of color, each for a period of two years. Fordham would host a mini-conference on the relationship between the mission of Jesuit colleges and universities and questions of racial justice. PDDI fellows would be encouraged to apply for tenure-track positions throughout the network of Jesuit universities. Thus far, twelve of the twenty-eight AJCU institutions have expressed interest in participating in this initiative.

Dr. Freedman said that he would hope to speak at greater length about the issue of interdisciplinarity at a future meeting of the Senate. He introduced Dr. Crystal and asked him to speak about measures that the Provost's Office is taking to promote faculty development.

Dr. Crystal reported on a series of conversations that have been taking place in the Faculty Development Committee, the University Research Council, and elsewhere. He asked for Senators to provide their input as these discussions move forward. Under consideration is the possibility of permitting research-active faculty to apply for Faculty Fellowships every three years. There are several questions that must be resolved for this initiative to move forward: who would be eligible to apply for fellowships on this accelerated basis, who would define what "research-active faculty" means, and would it be necessary to decrease the percentage of fellowship applications that are approved in order to for the University to be able to afford this initiative? Dr. Crystal commented that over the past several years, the number of Faculty Fellowship applications has increased dramatically, from 57 in academic year 2011-12 to 96 in academic year 2015-16. He noted that with the 96 fellowships awarded this year, there are 188 sections that would normally be taught by full-time, tenured/tenure-track faculty that now need to be taught by others. How do we cover these teaching needs: via the hire of new tenured/tenure-track faculty, via an increased reliance on part-time faculty, via increases in class size, via the appointment of full-time, non-tenure-track instructors, or some combination of these? Dr. Crystal asked Senators to communicate their input on these points either to him or to Senate President Fernald. He indicated that it is his hope to come forward with a specific proposal in the near future.

A Senator raised with Dr. Freedman the serious governance concerns which several faculty colleagues had requested be addressed at the Senate about both the process and the outcome of the curriculum revision of the part-time professional MBA program at the Gabelli School of Business. The Senator first read from the relevant University Statutes as follows:

"Article 4: Policies and Procedures for Faculty §4-01.02 - The Faculty --The University Faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process".

Article 3. Chapter 8: Departments and Interdisciplinary Programs §3-08.01 - Authority of Departments...The faculty of a Department has a collective responsibility for the academic program and curricula of the Department. For this reason, the faculty of the Department has a primary responsibility in matters of faculty appointment, reappointment, tenure and promotion in accordance with the relevant sections of these statutes".

The Senator proceeded to raise concerns that the new curriculum was approved too hastily and without appropriate faculty involvement as would be required by the Statutes. In particular, although Department faculty has a collective responsibility, expert tenured faculty in an entire Area/Department such as Management Systems were never appropriately consulted nor met as a group to discuss or provide input as a Department, until after the curriculum changes had already been voted upon. Information important

for decision making, such as course prerequisites impacting on the quality and sequence of the program, was apparently not considered. Because there was no meeting with the Department, non-tenured junior faculty members of the Curriculum Committee were uninformed regarding their senior colleagues' concerns and expert judgment before casting their votes. Yet, these curriculum changes would significantly impact the future of the MBA program, student education, faculty staffing, and there would be two separate but unequal programs.

Dr. Freedman said that he was aware of the concerns that had been expressed and had scheduled a conversation with the Dean of the Gabelli School for later in the day. He indicated that Dean Rapaccioli would ensure that the process used to approve curricular changes respects the fact that faculty play the primary role in the development of the curriculum.

Senate President Fernald thanked Dr. Freedman for his presentation.

7. Discussion of Race and Diversity

Senate President Fernald welcomed to the meeting six undergraduate students who were interested in addressing the Senate with regard to issues of race and diversity: Zann Ballsun-Simms, Chris Hennessy, Hans Lueders, Scarly Rodriguez, Eric Taylor, and Kayce Wilson.

Each of the student speakers addressed the Senate in turn. At the invitation of Senate President Fernald, each student speaker subsequently submitted a written copy of the remarks that were delivered, which appear as Appendix 1 to these minutes.

Following the conclusion of the students' presentations, Senate President Fernald expressed her thanks, and the thanks of the whole Senate, for their candor and bravery. She assured the student speakers that the next item on the Senate's agenda would be a detailed discussion of what they had said. She also said that she would be charging four bodies—the Senate itself; the Race, Diversity, and Equity Task Force; the Faculty Life Committee; and the Student Life Committee—with the task of considering what we have learned and to come to the Senate's meeting in February with concrete proposals, so that by the end of the academic year a plan can be adopted to address the concerns that have been raised.

After the students departed, Senate President Fernald informed the Senate that she had extended to the student speakers the opportunity to submit written statements for inclusion in the minutes. Senate President Fernald then opened a discussion of the students' remarks.

One Senator observed that a question of fairness might be raised about permitting a student journalist to remain in the room for the discussion while the student speakers had been asked to depart.

Another Senator said that the student speakers had raised a tremendously complicated issue, with regard to which the most common factor has been inaction. This Senator said that the notion that the Senate could have an impact on the culture that the students described is silly. However, the Senator said that the Undoing Racism training that the students had recommended was an interesting idea. The Senator said that s/he was not impressed by the administration's actions to date, noting that after incidents have occurred Fr. McShane has sent eloquent emails, but that other initiatives, such as the Senate's request last year that the administration address the controversy in Ferguson, Missouri, had fallen flat. Finally, the Senator said that rather than an extensive discussion in the Senate, it would be more productive if a small group were charged with developing specific proposals.

Senate President Fernald repeated what she had said to the students as they were departing, namely, that she was charging both the whole Senate and three of its committees to develop concrete proposals and return no later than the February meeting. She noted that a faculty member who is a member of the Undoing Racism Collective was attending the meeting and would report on the Senate's conversation in that venue. Senate President Fernald said that it is difficult to know who all the interested parties are, and that the Senate needs to bring all possible constituencies into conversation.

Another Senator said it would be helpful to find some way to address the climate in both required and elective classes. It is not tolerable for students to find that classrooms are used as weapons against them. Could faculty members be trained to handle situations more effectively?

Another Senator drew attention to the comment that a previous Senator had made about the presence of a student journalist at the meeting. The Senator who had originally spoken said that it seemed odd that a student was still present. Senate President Fernald said that she believed that a student journalist plays a different role than students in general do.

Another Senator thanked Senate President Fernald for inviting the student speakers to address the Senate, and remarked that the students' presentation was heartfelt and effective. The goal should be to identify not how to avoid difficult conversations but how to effect change. The Senate is able to provide an overall direction.

Another Senator observed that s/he had found the students' presentations very upsetting, saying that s/he experienced being out of touch with the lives of these students. This Senator said that the problems we are confronting here are of academia's own making. When we argue about salaries and benefits, do we recognize how privileged we are in comparison to many others?

Another Senator observed how brave the student speakers had been, and how disturbed this Senator was by what the students had shared. This Senator identified racial privilege as an area of her/his own research and experience. Addressing those who were surprised by what the students presented, this Senator affirmed that the students' experiences are not isolated incidents, but instead there is a spectrum of racial violence from covert to overt. Those who have privilege in a situation such as this often find defenses to avoid the most serious implications of what is happening. This Senator said that it was a good thing for the Senate to be shaken up, and as a Jesuit institution, Fordham has a responsibility to learn how to facilitate dialogues. This Senator echoed the suggestion made by one of the student speakers that members of the Senate and department chairs be required to attend the Undoing Racism training.

Another Senator also praised the student speakers for their bravery and candor and agreed with the previous speaker that all members of the community have a part to play in building a more just and inclusive environment at Fordham. This Senator observed that, given the salience of the issues of race, bias, and justice at Fordham and at other colleges and universities around the country, it would be important for Fordham to demonstrate sooner rather than later its commitment to continuing to work toward progress and justice. This Senator floated the idea that the Senate might ask the University to cancel one day of classes this semester for a campus-wide event on race and inclusion.

Another Senator observed that the events happening on many campuses—including Yale and Missouri—provide an opportunity for Fordham to become a model for addressing racism and justice in a proactive way. This Senator characterized the events at other higher education institutions as part of a pendulum shift across the country in talking about race. Campuses are just one place where this shift is happening. The Senator observed that students' stories are important but can be dismissed as anecdotes.

Unfortunately, this Senator reported, s/he was not surprised by the students' stories, and s/he noted that the stories that were shared are tame in comparison to others. Second, the Senator commented on the undue burdens that discourses about race and justice place on those who do not hold privilege. S/he observed that many of the students who presented to the Senate had been working on their presentations since the time that they were invited, in some cases to the detriment of their own academic work. This Senator commented that students should not have to become professional activists to be heard on their own campus; they should not have to bear that burden. This Senator said that it is exhausting to be black at Fordham. S/he observed that questions about faculty retention and professionalization go hand in hand with the issues about the campus climate that the student speakers identified. We all can do more to support each other. Finally, the Senator commented that student protests have throughout the years led to changes in society and the curriculum. What do we mean by knowledge production, and how do we need to re-conceive it? The Senator echoed the point that something needs to happen this current semester.

With regard to the idea of a day-long event, another Senator said that the idea has merit. S/he suggested that the Senate gather suggestions and input from others.

Another Senator observed that many of the students had talked about feeling very alone in the classroom. This Senator wondered, if there were six students of color in a classroom, rather than just one, would they feel more empowered? The need to recruit more students and faculty of color is pressing. We need a strategy to change the current numbers. This Senator suggested that the Continuous University Strategic Planning (CUSP) process might be one way to bring about change.

Another Senator echoed the points that other Senators had made about the courage of the student presenters. This Senator urged the University to make a quicker response, noting that there are several weeks of classes remaining in the semester. There is a need to change the culture, even more than the need to attend to individuals. The Senator remarked that, in light of the hostility the student speakers reported experiencing from their white classmates, that there is a need to learn how to live, study, and work together.

Another Senator observed that the death threat that the students had received on the Facebook input page that they had created reflected an Internet trope that has been used to denigrate and threaten many individuals in many different contexts. This Senator echoed the need for Fordham to do something this semester, and this Senator observed that December 10, the last day of class for Fordham College at Rose Hill, is also Human Rights Day.

Another Senator stated that much of what the student speakers had reported was familiar from her/his own time as an undergraduate of color at a white institution. This Senator said that he believed that it was the task of the Senate, as a body, to identify structural issues. The Senator noted that Fordham has not made institutional changes and remains an institution that is naïvely and institutionally racist in some important ways.

Senate President Fernald said that it is important for the Senate to think about and debate issues such as the suggestion of hiring a Vice President for Diversity. She agreed with the previous speaker that the Senate should focus on structural issues, so that it can, in keeping with its role, make recommendations for changes in the University.

With regard to the position of Vice President for Diversity, one Senator observed that when the Provost had spoken at her/his school, he had said that he believed that the Executive Committee of the Senate was opposed to the creation of such a position because the Executive Committee had previously argued

against the increasing size of the administration.

Several other Senators echoed Senate President Fernald's call that the Senate examine structural issues, including the training of new students and faculty. Other Senators suggested that were the Senate to propose a daylong event, it would require administrative buy-in and support to be successful. One Senator said that the risk of planning an event is that it would attract the "coalition of the willing" but not reach those who need additional education. This Senator suggested a statutory change that would require all faculty to go through the Undoing Racism training but be compensated for their time in doing so.

Recognized by Senate President Fernald, Prof. Jeanne Flavin (Sociology and Anthropology), who was attending the meeting as a guest and as a representative of the Undoing Racism Collective, observed that there did not need to be an event for there to be a significant impact.

The conclusion of the conversation was that Senate President Fernald would distribute with the Action Minutes from the present meeting a letter committing the Senate to work for racial justice, and that the Senate would await recommendations from the bodies Senate President Fernald had charged.

8. Matters Presented by the University Research Council

Senate President Fernald announced that the University Research Council had brought forward two statutory changes, the one to modify the statute concerning the Faculty Research Expense Program (formerly known as Grants-in-Aid), and the other to modify the statute concerning Faculty Fellowships.

Senator Gyug moved, and Senator Baumgarth seconded, the following motion concerning the Faculty Research Expense Program:

Resolved, That the Faculty Senate (a) observes that changes have been introduced into section 5-02.02 of the University Statutes without the Senate's knowledge, advice, or consent; and (b) in keeping with its statutory duty to approve proposed changes to the Statutes, now adopts modifications to that section of the Statutes, as follows:

5-02.02 Faculty Research Expense Program (formerly Grants-in-Aid)

Grants-in-aid in small amounts may be requested in writing directly from chairs (for the faculties of Arts & Sciences and Business) or deans (for the faculties of Education, Law, Religion and Religious Education, and Social Service) for incidental expenses connected with a research project. Each department, area or faculty will annually draft or review and approve by vote of the faculty of that unit a set of norms for its unit to govern the use of the grant-in-aid money allocated to that unit. The norms shall indicate which expenses are eligible and ineligible and the maximum amounts that can be awarded in a given fiscal year. Upon change, the revised norms will be submitted to the University Research Council for review by April 1st each year to be approved and in effect for the upcoming fiscal year. The approved norms will be filed with the Provost, Dean(s), and Faculty Senate Office.

The motion passed, 14-0-0.

Senator Gyug then moved, and Senator Baumgarth seconded, the adoption of the following new text for University Statute 4-05.10(1)(a):

Eligibility. Faculty Fellowships for a semester or for the academic year are granted to tenured

faculty and non-tenured tenure track faculty. A non-tenured tenure track faculty member is eligible to apply for an Academic Year Faculty Fellowship after his/her first reappointment. The grant of an Academic Year Faculty Fellowship is contingent upon the faculty member's being granted a second reappointment. All tenured and tenure track faculty are eligible for Summer Fellowships, but non-tenured tenure track faculty especially are encouraged to apply. To be eligible for the Summer Fellowship non-tenured tenure track applicants should have already received the terminal degree, and have been subject to at least one contract renewal which has resulted in the issuing of a two-year contract beyond the initial contract period. In no case will a non-tenured tenure track faculty member be eligible to hold a Summer Fellowship that begins before the start of the second summer of affiliation with the University. Recipients of Summer Fellowships become eligible to hold another Fellowship (either Summer or Semester/Academic Year) when that Fellowship begins two years after the expiration of the Summer Fellowship. Retroactive to Fall 2006 or the last Fellowship, whichever is more recent for a given faculty member, eligibility for an Academic Year Faculty Fellowship will be accrued over time. Faculty members are eligible to hold a Faculty Fellowship every nine semesters of teaching (i.e., semesters on leave do not count toward eligibility). For each semester a fellowship is taken, nine credits are removed from the Faculty member's accumulated credits. Any credited semesters not applied to a given Fellowship may be applied to the credits required for a future Faculty Fellowship.

Faculty cannot take more than two Faculty Fellowships consecutively. Year-long Faculty Fellowships will be subject to strict scrutiny; faculty will need to justify each semester's time. When a fellowship is taken for two consecutive semesters, faculty must subsequently provide two semesters of teaching before taking the next semester on fellowship.

The motion passed, 13-0-1.

9. New Business

Given the shortness of time, Senate President Fernald requested the concurrence of the Senate to defer all but one remaining item of business to the December meeting.

She introduced a proposal from the Tenure and Reappointment Appeals Committee to amend slightly the changes to the revisions to statute 4-07.03 that the Senate had adopted in April 2015. These additional changes strengthen the procedures for handling grievances concerning tenure and reappointment. The changes are as follows:

- (1) Reappointment. If the Committee determines that the petitioner has shown sufficient grounds [see §4-07.02(b)(1) or (2)], it shall indicate the grounds upon which the prior determination was found inadequate or improper, and direct the appropriate faculty body or administrative officer to reconsider the application of the candidate after remedying any procedural errors identified by the Tenure and Reappointment Appeals Committee, in accordance with all other norms of §4-07.02 and of the General Personnel Procedures [see §4-05.01]. The Committee shall notify the Vice President for Academic Affairs of its decision and the grounds therefor. The reconsideration shall be conducted expeditiously. The Vice President for Academic Affairs or his designee shall advise the petitioner of the final decision.
- (2) Tenure

- (A) Committee recommendation contrary to initial faculty determination. Before the Committee makes a recommendation opposed to that of the faculty body which made the initial determination, it shall first direct that body to reconsider the application of the candidate after remedying any procedural errors identified by the Tenure and Reappointment Appeals Committee, in accordance with all other norms of §4-07.02 and of the General Personnel Procedures [see §4-05.01], stating its reasons for so doing.

Senator Cohen moved, and Senator Vernon seconded, the adoption of these changes. The motion passed, 14-0-0.

As the meeting was concluding, one Senator reminded Senators that the University's draft self-study for the Middle States process had been distributed to the community. Several forums are scheduled to discuss the self-study, and the Middle States steering committee is hoping to receive suggestions.

By motion of Senator Hornbeck, seconded by Senator Cohen, and by unanimous consent, the meeting was adjourned at 3:38 p.m.

Respectfully submitted by J. Patrick Hornbeck II, Secretary

Appendix 1
Remarks of Student Speakers

Eric Taylor:

Fordham Mission statement:

As a Jesuit University Fordham is committed to the research and education that assist in the alleviation of poverty, the promotion of human rights.

Look at the room around you. This institution was build on the corpse of a community of color. Fordham has a dark history and it's present does not erase that. The only way to move on from that is to acknowledge it. Since I am pressed for time I am forced to be blunt. Fordham's treatment of students of color can be called nothing other than violence. Racism does not need bullets to kill and trauma that accompanies living under the boot of such a racist institution is damaging to soul and to the mind.

[Part 2]

Now I could sit here and tell you about; how a security guard made a lynching joke at me, how my faith and critical reasoning professor showed a video saying "Islam is a problem" while the professor referred to Christians as "us" and Muslims as "them". But the truth is none of this should come as a surprise to any of you. The truth is none of this is very complicated. These acts are entirely representative of the Fordham community. When that student carved "nigger" onto that student's door, they also carved it into Fordham's legacy.

We now have the choice whether or not we want to make a radical change, or face the reckoning that accompanies being a part of an institution that erases justice.

Chris Hennessy:

I wanted to start my remarks with some observations I've made as an activist at Fordham and how they apply to our conversation today.

A year ago I started working on an initiative to bring gender inclusive restrooms to Fordham's campus. As a transgender student this was particularly important to me and I'm grateful to say after a lot of hard work this initiative became a reality last month with the installation of new gender neutral signage on the third floor. As this initiative continues to grow and make more students feel safe, I ask myself what did we do right and can we apply that to other issues on campus?

When we first met to begin putting together our remarks for this afternoon, we decided it was vital to capture more stories from the student body we were asked to represent. I suggested using an online survey, which was absolutely crucial in the recent campaign for trans rights.

The survey we created was distributed through Facebook with a clear explanation as to the purposes for which the responses would be used.

It included questions like:

Have you witnessed or experienced racial bias at Fordham?

What would you like Father McShane and the Faculty to know about your experiences?

We were honestly not prepared for what happened next.

We received some incredibly thoughtful critiques and powerful suggestions from students of color, which we will go into further in a moment, but right now I'd like to share with you some of the other responses we received. Please keep in mind that these are just a few of the responses that at best could be described as ignorant but were often malicious.

One participant who identified as an undergraduate student and shared these comments with us:

“White students keep getting insulted and ‘white’ is used as a pejorative term.”

“White students aren't allowed to make a race club but everyone else is.”

They asked all of you here today to “stop catering to minorities just because of your white guilt.”

The only suggestion they provided was to “segregate based on race so that way everyone has a safe space.”

Another participant who identified as a graduate student shared that they felt “any and all references to 'white privilege' to be racial bias, akin to blaming Jewish people for one's financial problems.” They then provided us with a lengthy quote describing the virtues of a racially homogenous culture, presumably looking to make the point that a racially homogenous Fordham would make for a better institution. They then hypothesized that the bias incidents on campus are created by members of the targeted communities in order to gain attention for themselves.

The 20th participant listed their name as “Black Guy.” Their affiliation to the university was “Professional Complainer.” The remainder of their entry was a completely deranged and incredibly disturbing almost 300 word death threat. [Update: This threat was reported to the Dean of Students at Lincoln Center, Keith Eldredge, on Nov. 10, 2015 and to Fordham Public Safety on the evening of Nov. 13, 2015. An investigation is currently ongoing.]

This was followed by two more ignorant and malicious responses at which point I closed the survey out of concern for our safety.

Father McShane, This is the care with which the hearts of your black students are held.

Faculty, you have been charged with the care of your students' minds. With what care will you prove to hold their hearts?

In the back of my mind the words Cura Personalis ring over and over again. I am asking you to prove that they are more than words on an admissions pamphlet.

Now in order to dispel any notion you may have that these responses are just what happen when you give people the opportunity to anonymously post on the Internet, I'll contextualize it with this, in the survey regarding transgender rights on campus only 2 out of the 440 responses could be deemed purposefully malicious. And what's more, we did not receive a single death threat.

As a white person, I have the privilege to turn that survey off, to distance myself from this movement. The other students who join you today, the students who occupy your classrooms, who you cheer for on the football field at homecoming and watch on the stage of Pope Auditorium, the students whose labor

and love make this institution what we know it be at its best. They do not have that privilege. They do not get to take a break. They don't get to walk away.

Zann Ballsum-Simms:

In his email to the student body after the discovery of a swastika on the bathroom wall here at Lincoln Center, Father McShane stated that these acts "do not define us as a community." Unfortunately, as a student who is both black and Jewish, these incidents have started to define Fordham as a community for me. We would all like to believe that these were isolated incidents; that it was the work of "a few dumb racists." But racism is engrained in Fordham and its history. The very campus we are standing on right now came at the expense of tens of thousands of black and Puerto Rican families who were evicted by Robert Moses (the very man our outdoor plaza here at Lincoln Center was named for) in order to make room for "a new cultural center," which would come to include Fordham. This display of white supremacy and complete lack of disregard for the lives of people of color continues to pervade Fordham today. As we have seen at schools like Yale and Mizzou, instances of racism on college campuses are not isolated incidents, they are a part of campus culture at most primarily white institutions. In short, racism on this campus is not just interpersonal, it's systemic. Everyday, students of color face prejudice on campus.

During my sophomore year, I had a group of friends, almost all white, none of them black, that openly used the word "nigger," even referring to me as one. Afraid to confront the situation and be ostracized as "an oversensitive nigger," I didn't, and I regret that everyday. However, the burden should not just be on students of color to explain why these things are wrong, we've been doing that for centuries. Fordham is as a Jesuit school; it's responsibility is to not just teach academic subjects but to prepare its students for life after college as well. Fordham claims to want to create men and women for others but I don't see that happening. In fact, a professor that I had for a pluralism course expressed ire that he was forced to discuss the "Afro-American" experience as a part of the pluralism requirement for the class. The experience of my people, the history that I've learned was considered an annoyance. I could continue with my experiences, but I also want to give space to the stories of other students of color. Here is one from the survey that Chris has already mentioned:

My roommates said they would lynch each other if chores were not completed in the room. I washed the dishes to isolate myself from them. I didn't know who they were anymore. In that moment, my instinct told me they were the enemy. Why did that happen so suddenly? We had dinner. We had laughs. Then suddenly, one word flung around the world like a gym ball caused my blood to boil. I wanted to throw dishes in self-defense because I truly believed they would soon turn towards me and lynch me once they figured out that I was the only African American in a room of predominantly white girls. I washed all the dishes. I didn't plan to but I did. My hands were raw, crusted, dry. I moved my hands and I could feel my skin cracking. I left the room and I didn't return until everyone fell asleep. That room changed. What was once a sanctuary, a warm home, turned into a prison. I didn't know who was on my side. I went to sleep. The next day, I walk to fridge for some milk and see a picture of a man in silhouette hanging from a tree. Someone printed a note saying the punishment for not doing chores will result in a lynching. And they decide to use a picture for emphasis. That was the last straw. I went to my black friends for advice. They told me I had to say something to my roommates. Three days after the incident, I gathered them all together. I thought forming a circle would be safe. I told them my feelings on what happened. They all apologized, saying they didn't know there was a difference between hanging and lynching. One girl had something to do during that time and wasn't present during the meeting, so I told her one on one. She said the same thing but retorted with hostility. Her subtext was "You will not label me a racist and since I didn't know and you better get out of my face." I grew more upset but I told myself, baby steps, baby

steps. Years have passed and I see them all the time on campus. I cannot let that event determine who they are but I also cannot forget the way they destroyed my trust for them. No one should feel like they are going to die, have their humanity taken away from them all because of hateful words. No one should throw hateful words in the first place.

Now I ask you, is this the environment Fordham wants to foster? Do we want our students of color to fear for their lives? This is why we would ask that Fordham takes a mandatory day to talk about these issues. A day involving students, staff, administrators, and faculty where we have a frank, honest discussion about race because that's the issue; we are terrified to talk about race. And that terror needs to end or else we will never eradicate racism in our university, not to mention the world at large. All of our talkbacks and reflections have been useful, but the only people who are attending are those who want to be there; the ones who I would argue need it the least. We need to reach those who need to be educated on these issues the most, the people who generally would not attend talkbacks and racial justice teach-ins, and if it takes making this day mandatory, so be it. If one day of classes and activities is worth more than the safety of students of color, then I will have lost most of my faith in Fordham and its "Jesuit values." Know that if Fordham continues to neglect to address these issues, they will not go away, they will worsen. My heart and spirit cannot take anymore of these incidents. I am tired of feeling unwelcome in my own home, because Fordham is my home. I am tired of being consistently undermined and told that I'm being "oversensitive." I am tired of being dehumanized. In the words of the great civil rights activist Fanny Lou Hamer, "I'm sick and tired of being sick and tired."

Scarly Rodriguez:

My name is Scarly Rodriguez. I'm a Senior at Fordham College Rose Hill.

I'd like to share an experience I had in a classroom at Fordham. I agree that it's so important to have conversations about race and racism in class, but it is essential that we have these conversations responsibly so that people of color don't get badly hurt in the process. I took a Texts and Contexts class called Race and American Culture. I was 1 in 3 or 4 students of color. This was one of the hardest parts of my Fordham experience. In this class, I felt silenced, stupid, and unwanted. I burst into tears after I left the class almost every time. My peers would make comments about black people and poor people that were personally offensive to me and my family. Everyone in class seemed to share these ignorant opinions and I couldn't find my voice to disagree with them. So I just sat there day after day feeling miserable. The worst part was that my professor did not feel prepared to support me. I spoke with her so many times about how I felt, but she did not know what to do. There have to be ways to have conversations about racism without students of color getting trampled on in the process.

If nothing is done to make this situation better, students of color will continue to feel isolated and silenced. We cannot continue this way. What I want at Fordham is for all students to feel safe, fully self-expressed and cared for.

My request is that all members of the Faculty Senate and the head of every department complete the Undoing Racism Training put on by the People's Institute for Survival and Beyond by May 2016. This would provide professors with the language and tools to navigate conversations about race and racism in the classroom. Professors have expressed to the Undoing Racism Collective that they would benefit from some training. Professors could be allies to students of color inside and outside of the classroom. This is a responsible step in the right direction.

This is also an opportunity for Fordham to set a standard for Universities around the country because this

is happening everywhere. We can work towards being an anti-racist institution and be proud of the care we show to all students.

Thank you.

Kayce Wilson:

As a freshman, I have been a student at Fordham University for seventy-seven days. These past days have been filled with exploration and learning as I've adjusted to life in a new school, city, and community. As I jumped into student life attending classes, joining clubs, auditioning for shows, and trying to find my place at Fordham it didn't take long for me to begin to question if my place existed beyond a statistic on an admissions brochure.

In many of my classes I am one of a small handful of students of color, in some the only one and after the string of bias incidents that occurred, I had to come to terms with the fact that I do not feel safe on Fordham's campus. Though I have never felt physically unsafe, in many of my classes I do not feel safe to freely participate or express my opinions and at times it feels heavy to be a student of color at this University.

Recently in one of my classes a professor started discussion about Hip-Hop music and culture in the United States, besides the fact that this had very little to do with the class itself I was hesitant to participate in the discussion because of my status as the only African-American student in the room and the fear that my voice would become the voice for millions of people not in that room. About fifteen minutes into the discussion the professor turned to me and expressed his surprise that I had still not said anything because I looked like I would have something to contribute. In that moment I felt all the eyes in the room on me waiting expectantly for my input as I hastily cobbled together a response simply to end the discomfort of the moment. While I truly believe that this professor had only the best intentions of wanting to include me in discussion, I felt singled out, used, and uncomfortable. This situation could no doubt be avoided by some type of training or workshop for faculty, such as the workshop provided by the Undoing Racism Collective. As isolated as I felt in that moment, these types of situations are not isolated incidents. My experiences are in no way unique except that it is only minority students who will ever experience them. Students of color should not have to bear the extra weight of having to teach their humanity to those around them.

As freshmen our first real introduction to Fordham is the New Student Orientation program. On the second day of programming all of the incoming students watched an hour long presentation called "12 steps Towards Appreciating diversity" which was interesting and engaging but also felt like a naively positive spin on the topic. I sat there questioning how we could exalt the benefits of diversity without taking the time to discuss the ugly realities of racism. Given that all members of the student body attend New Student Orientation programming at some point, I think that it can be a useful tool for planting the seeds of an inclusive environment within Fordham's community from the moment students step on to campus.

Despite the pain of facing racism on campus I am so happy that I chose this school and get to be a member of the Fordham University community. In my short months as a student I have seen spots where the University needs some work and have also seen the ways in which the entire community have been working to improve which gives me so much hope for the years to come. I am set to graduate from Fordham in 2019 and by that time I hope that Fordham will become a place where everyone feels like an important and valued member of this community.

Thank you.

Hans Lueders:

The story of how I got here today is an interesting one. In my position as President of ASILI, the Black Student Alliance at Fordham College Rose Hill, I have been reacting to the various 'bias incidents' in different capacities all year. After the first attack on the soul of a black student in September, a freshman on our own football team, the Fordham community seemed in awe. Many rushed to condemn the incident, others vented on social media; I myself wrote an article for the publication I work for, detailing my complex emotions and horror at what had happened on MY college campus. ASILI worked closely with sympathetic members of administration, holding a dialogue on race attended by nearly 200 students.

As these things often are, in many ways it was unorganized, cacophonous, and covered a myriad of interrelated topics. But one thing it wasn't was ambiguous. We would not have time to delve into all the stories of pain, isolation, and fear my colleagues brought up to me that day, regardless of ethnicity, social background, or gender, and those are only the stories of those able to be present that day. As my fellow club leaders illustrated to you, the Faculty Senate, during our brief encounter, this institution, much like many across the nation, is built on the untold stories of communities marginalized, undermined, and intimidated. The carving of the word NIGGER into a student's door wasn't the first instance of such unholy hate on campus, and unfortunately, it certainly wasn't the last.

The administration has been receptive to the efforts of my club and other groups such as the Jewish Student Organization after the second incident (which occurred only a week later), meeting with us many times and offering help wherever we needed, and as club leaders, we took it upon ourselves to produce a package to reform Fordham. Clearly something was wrong. The two incidents (that later became four) only highlighted existing patterns of racism, intentionally or passive, and the school's history with dealing with these problems showed not much had been accomplished. Many a sleepless night was spent outlining proposals that would make the school a safer place, proposals that I will mention a little more later. Whether myself or other members of the Diversity Action Committee (what we have taken to calling ourselves and ratified formally in November), meeting were held in all corners of University life, taking us to the Provost's Office, Core Curriculum committee, and much more of OUR time spent before we came to you, the Faculty Senate.

And we did our homework too; extensive research on the previous bias incidents across the years at Fordham, as well as the nationwide context helped us work on our proposals: Amending the American Pluralism Core Requirement so that it becomes mandatory for underclassmen (in addition to sharpening the focus on multicultural issues), requiring all dormitory RAs to devote additional programs to the exploration of multicultural issues and the Bronx, expanding the net of the Urban Plunge program, just to name a few.

But as the toll of our assignment became visible in my increasingly unhealthy eating habits, stretched schedule, I began to wonder, why are WE doing this. The students. The victims. The ones also juggling a Jesuit education at a demanding university in one of the busiest cities in the world. I repeat, the administration HAS been receptive to our efforts, but should it not be THEIR and YOUR efforts as well? The outcries of hundreds of Fordham students has not been that Fordham purposefully degrades its minority student populations, but that the university refuses to be quick and purposeful with its response.

Another problem was simply transparency. The school would inform us of what it would be doing, but

have no results or stream of action to validate this. Despite the fact that I KNOW people in administration and faculty working to remedy this culture of ignorance at Fordham, you'd be hard pressed to hear the average student say that. The Fordham students of marginalized populations, now more than ever, deserve better from those who would say to have our best interests at heart.

This is why we come to you today, to ask humbly and demand forcefully that you consider the points we have brought to you today. Forthcoming will be more proposals, carefully and meticulously designed by your student leaders because, despite the fact that it is not our job to do this, we are so invested in the future of a school we are soon leaving behind, it is too precious to leave in your hands and hope for the best. We wish to work with you, but we need to see that you will take the first step, the leap of faith in a long process.

If not now, when?