



**FORDHAM UNIVERSITY**  
THE JESUIT UNIVERSITY OF NEW YORK

**Faculty Senate**

Joseph M. McShane, S.J., Hon. President	Gregory Acevedo	Margo Jackson	Aditya Saharia
John Drummond, President	Andrew Albin	Judith Jones	Falguni Sen
Dana Alonzo, Vice President	Ida Bastiaens	Mark Mattson	Henry Schwalbenberg
Francesca Parmeggiani, Secretary	Thomas Beaudoin	Matthew McGowan	Grace Shen
	Jeffrey Colon	Alesia Moldavan	Grace M. Vernon
	Stephen Grimm	Haim Mozes	Ian Weinstein
	Ralf Hepp	Giorgio Pini	
	Amir Idris	Berish Rubin	

**Present:** Senate President Drummond; Senators Acevedo, Alonzo, Beaudoin, Colon, Grimm, Hepp, Jackson, Jones, Mattson, McGowan, Moldavan, Mozes, Parmeggiani, Pini, Rubin, Saharia, Schwalbenberg, Shen, Vernon, Weinstein

**Excused:** Senators Albin, Bastiaens, Idris, Sen

**Guests:** Dr. Dennis Jacobs, Provost and Senior Vice President for Academic Affairs; Dr. Jonathan Crystal, Vice Provost; Dr. Ben Crooker, Associate Vice President for Faculty Personnel; Mr. Anand Padmanabhan, Vice President and Chief Information Officer; Dr. Eva Badowska, Dean of the Faculty of Arts and Sciences and Associate Vice President, Arts and Sciences; Faculty members on the Budget Planning Committee

**Call to Order**

At 11:30 a.m., Senate President Drummond called the meeting to order.

**Invocation**

Senator Parmeggiani delivered the invocation.

**President's Report and Q&A**

Fr. McShane's remarks addressed the following topics: Covid-19, admissions, fundraising, and the restoration of the retirement contributions temporarily suspended last year.

With regard to Covid-19, the University has required universal re-entry testing after the Thanksgiving recess. In the first days of testing after break, 13 Covid-19 cases among staff and students (not faculty) have been detected out of 4250+ tests performed (0.3% positivity rate). Universal re-entry testing will also be required after the upcoming holiday season and after spring break. We will soon be entering the third year of the coronavirus pandemic. Current mandates – universal vaccination, masking and social distancing – remain in place. The University will continue to follow CDC and NYS and NYC Departments of Health guidance. Covid-19 vaccines and boosters from Pfizer, Moderna and Johnson & Johnson are still available on campus. So is the flu vaccine.

In response to Senate President Drummond's question, Dr. Jacobs clarified that the Broad Institute is conducting 7000 sequences per week. The process requires some time although they are trying to proceed as fast as possible, but should make it possible to detect whether the Omicron variant is present on campus. One Senator pointed out that based on current data, the Delta variant appears to be of greater concern for vaccinated individuals than the Omicron variant. As regards booster shots and the Omicron variant, this Senator commented that best practice would be that fully vaccinated individuals get tested for antibody levels in order to make an informed decision about receiving a booster shot.

Fr. McShane indicated that vaccination and testing will not be available during the University's holiday closing. He praised faculty and staff for their tireless work and efforts throughout the semester in the face of the many challenges caused by the pandemic.

With regard to admissions, "early action" concluded in early November. Notification of the University's admission decision on early action will be sent out on December 15; binding in nature, early decisions are key to planning. We are now entering the "regular action" phase, with increased application activity expected in January. Of note so far is a 14% increase in Black students' applications from the same time last year. California is a particularly large source of applications, and Fr. McShane will be travelling there in January. Undergraduate enrollment target for next year is 2400 students.

Fr. McShane then noted the University's successful fundraising so far and the recent launching of the capital campaign "Cura Personalis," which should reach the \$200 million benchmark by the end of this year. He also informed the Senate that the restoration of the retirement contributions that were suspended last year will be completed in early February.

Fr. McShane concluded his remarks by reiterating the University's commitment to creating an inclusive, diverse and welcoming community. To be a "transformational" commitment will require everyone's engagement and participation. Attention to the curriculum will be a very important component of this collective effort and commitment.

#### Provost's Report and Q&A

Dr. Jacobs began his remarks focusing on Covid-19. Based on testing data from the first three days after Thanksgiving break, the positivity rate on campus is remarkably low (0.3%, compared to 2.5% in New York City and 4.6% in New York State). While the pause due to the holiday was a source of concern, early results are encouraging and appear to confirm that universal vaccination and other mitigating measures adopted by the University are working.

With regard to University-sponsored international travel, Dr. Jacobs noted that as of next Monday, by Executive Order of President Biden, everyone (citizens of all nationalities, including U.S. citizens, whether vaccinated or unvaccinated) will need to show proof of a negative Covid-19 test – taken no more than 1 day prior to travelling – or recovery from Covid-19 before boarding a flight for the U.S (CDC language). Other measures, including quarantining after arrival, have been discussed by President Biden and his Cabinet, but have not been included in the order. Decisions at the federal level impact the Fordham community. According to the recently updated University's policy on international travel, faculty members must request and be granted written permission for University-sponsored international travel in order to be reimbursed.

Twelve study abroad locations (and the programs running there) had been "conditionally" approved for the spring. However, given the current uncertainties due to the new variant and uptick of Covid-19 cases in several regions, this list may be revised.

In response to Senators' concerns about students in academic difficulty and psychological distress, Dr. Jacobs noted that undergraduate Deans are seeing a larger number of students withdrawing from courses compared to past years, particularly among first-year students and in language and science course sequences, which may be a signal of students' distress. Academic advising, counseling and online tutoring services are in place to help them. Although a change.org petition is circulating to institute a pass/fail option this semester, the Administration will not pursue this grading option. One Senator suggested that

while tutoring is important, peer-support and greater time-management support for students may be more helpful. Another Senator noted the feeling of exhaustion among faculty members. This Senator also pointed out that much attention is given to undergraduate students, and inquired whether any monitoring is occurring at the graduate level. Resources and support should also be available to graduate students, in their dual, onerous status as students and instructors. One Senator commented that it would be helpful to create an online venue that would facilitate instructors' sharing of practices, experiences and tips to address students' struggles. Looking at the number of student suicides at some institutions, another Senator reiterated that students' mental health conditions – beyond the pandemic – is a pressing issue, which needs to be addressed urgently and comprehensively, perhaps also at the curricular level. Dr. Jacobs observed that a system exists for faculty to flag students in difficulty or distress. Dr. Crystal also noted that the undergraduate Deans have instituted workshops for students, and that Assistant Deans for Student Success and Support are specifically addressing these matters at RH and LC. Dr. Jacobs agreed on the need for long-term planning, to develop better coordination and a more effective support system.

The Q&A ended on the topic of University-sponsored travel. One Senator asked for clarification on why the University is focusing only on international travel when travelling in the U.S also presents grave risk, particularly in states classified as high or very high risk for Covid-19. Dr. Jacobs responded that an important criterion for differentiation consists in the ability to return to work that may be severely hampered for those who travel internationally given President Biden's Executive Order. Returning to pre-Covid academic travel policies will depend on the development of the pandemic and related CDC guidance, and federal and local regulation.

#### Report on the Composition of the Faculty

Dr. Crooker gave his annual presentation concerning the composition of the faculty and instructional staff. <sup>[L]</sup><sub>[SEP]</sub>The documents he distributed to the Senate to accompany his report are attached to these minutes as appendices. In reviewing these documents, Dr. Crooker noted that the full-time, tenured and tenure-track faculty is 11 individuals fewer this year than last. This number is due to the hiring freeze in AY 2021. By contrast, 33 searches were authorized this year. It is still unclear what will happen next year. He noted an increased number of failed searches as well as faculty retirements following the University's decision to return to in-person teaching this year. Because of this year's larger enrollment, the number of full-time non-tenure-stream faculty is larger than last year. Regarding the diversity of the faculty, Dr. Crooker noted that the higher percentage of "white" faculty is an artifact dependent upon the dispersed way the data was collected and reported.

Discussion ensued. Noting the rising number of lecturers in the 2019-2020 period, one Senator asked whether lecturer hiring is now the policy pursued by the University to secure full-time instructors. Dr. Crooker responded that it is not, and that the number of lecturers has been relatively stable in the past few years. Another Senator suggested that given the unionization of full-time non-tenure-stream and part-time instructors, it would be helpful to include data in the annual report on part-time instructors. One Senator observed that the number of full-time undergraduate students has increased from 7,694 in 2013 to 9,229 in 2019, and that in the same time period, the number of full-time tenured/tenure-track faculty has decreased from 582 in 2013 to 556 in 2019, and the number of all full-time teaching personnel, which includes tenured/tenure-track, instructors, lecturers and "no rank" individuals, has changed from 744 in 2013 to 742 in 2019. This Senator further stressed the need to provide the full picture by adding information regarding the number of sections taught by part-time, full-time non-tenure-stream, and tenure and tenure-track faculty, for at present, we are not sufficiently monitoring what is taking place. Dr. Crooker responded that this requires a deep analysis of data, which has started. He also noted that the University has invested resources and time on improving adjuncts' conditions by means, for example, of higher salaries and longevity bonuses, and monitoring their teaching by introducing an evaluation system. These changes have

positively impacted the quality of adjuncts' teaching. Senators stressed that a more comprehensive picture is needed for each school, and that overreliance on part-time instructors is raising concerns about academic freedom due to increased monitoring and standardization of teaching. The University's educational strategic goals should be accomplished by hiring full-time tenure-stream faculty, not simply by improving part-time teaching. Dr. Crooker stated that full-time tenure-stream hires remain the priority, but it has become increasingly difficult to fill full-time positions.

#### Update on the Teaching and Learning Center

Dr. Badowska and Mr. Padmanabhan outlined the work done by the committee that the Provost has set up for the creation of a "teaching and learning center" (no name has been chosen yet for this entity). Since last July, when it started its activities, the committee has gathered data and developed a vision. Its members have reviewed relevant literature, examined the structure and initiatives of existing centers in other academic institutions, and analyzed information collected from various groups (faculty, students, alumni, and other stakeholders). As currently envisioned, this center would be a space "by and for those who teach and learn," a community of practice focused on peer support, teaching experimentation, and innovation, as well as a place where faculty could easily access resources. It will be founded on the principles of "transformative education" and "education for justice," and in line with the Ignatian mission. Now that a broad direction has been identified, a clear plan is expected in the spring.

#### Updates on IT Initiatives

Mr. Padmanabhan overviewed IT's rich portfolio of recently implemented, ongoing and future initiatives. Among them, he highlighted the reorganization of IT, whose new structure will be shared with the community in the spring; technology upgrades for 21 classrooms; Fordham's participation in the Internet 2 consortium; the Laptop First initiative; the streamlining of undergraduate workflow across colleges and schools; and a tutoring platform for FCRH and FCLC. The Graduate School of Education has begun moving four of its online programs in-house, from 2U to Blackboard Ultra. The Graduate School of Religion and Religious Education will transition all of its programs to Blackboard Ultra. All Schools' faculty have been invited to use the new Blackboard platform for their spring courses. Transition to Blackboard Ultra will occur over the summer. Learning and Innovation Technology Environment (LITE) programming is also moving forward despite the setback caused by the damages in the library's basement at Rose Hill at the start of the semester. IT has also launched a new portal, revamping the faculty dashboard. Faculty have noted several issues with it, including great fragmentation and redundancies. The platform is currently being improved based on the feedback of faculty and administrators.

#### University Tenure Review Committee (UTRC) Election

The following faculty members were elected to the University Tenure Review Committee: Dr. Glenn Hender (Arts & Sciences, Rose Hill), Dr. Grace Shen (Arts & Sciences, Rose Hill), and Dr. Fuhua Zhai (Graduate School of Social Service).

#### Report from Faculty Members of the Budget Planning Committee

Faculty members of the Committee offered a contextualized, detailed and concerned reading of the data that the Chief Financial Officer and Treasurer, Ms. Martha Hirst, shared with the Committee and presented at the Budget Forum of November 17. They noted unsustainable trends on the university budget's revenue side. They also pointed out that based on these data, the University had funds available to fully restore the suspended retirement contributions by the end of FY 2021; while enrollment numbers have steadily increased over the years, the number and salary and wages of tenure-stream faculty have lagged behind; the university presented budgeted costs for the maintenance of the new campus center at Rose Hill as evidence for the need of future budget cuts and/or new revenue sources. The faculty members of the

Committee concluded their report by sharing grave concerns about infringements on the statutory responsibilities of the Budget and Planning Committee and their implication for shared governance.

At 2:27 p.m., the Senate unanimously approved a seconded motion to extend the meeting to 2:45 p.m.

#### Approval of Minutes

The Senate approved (18-0-0) the minutes of the meeting of November 12, 2021.

#### New Business

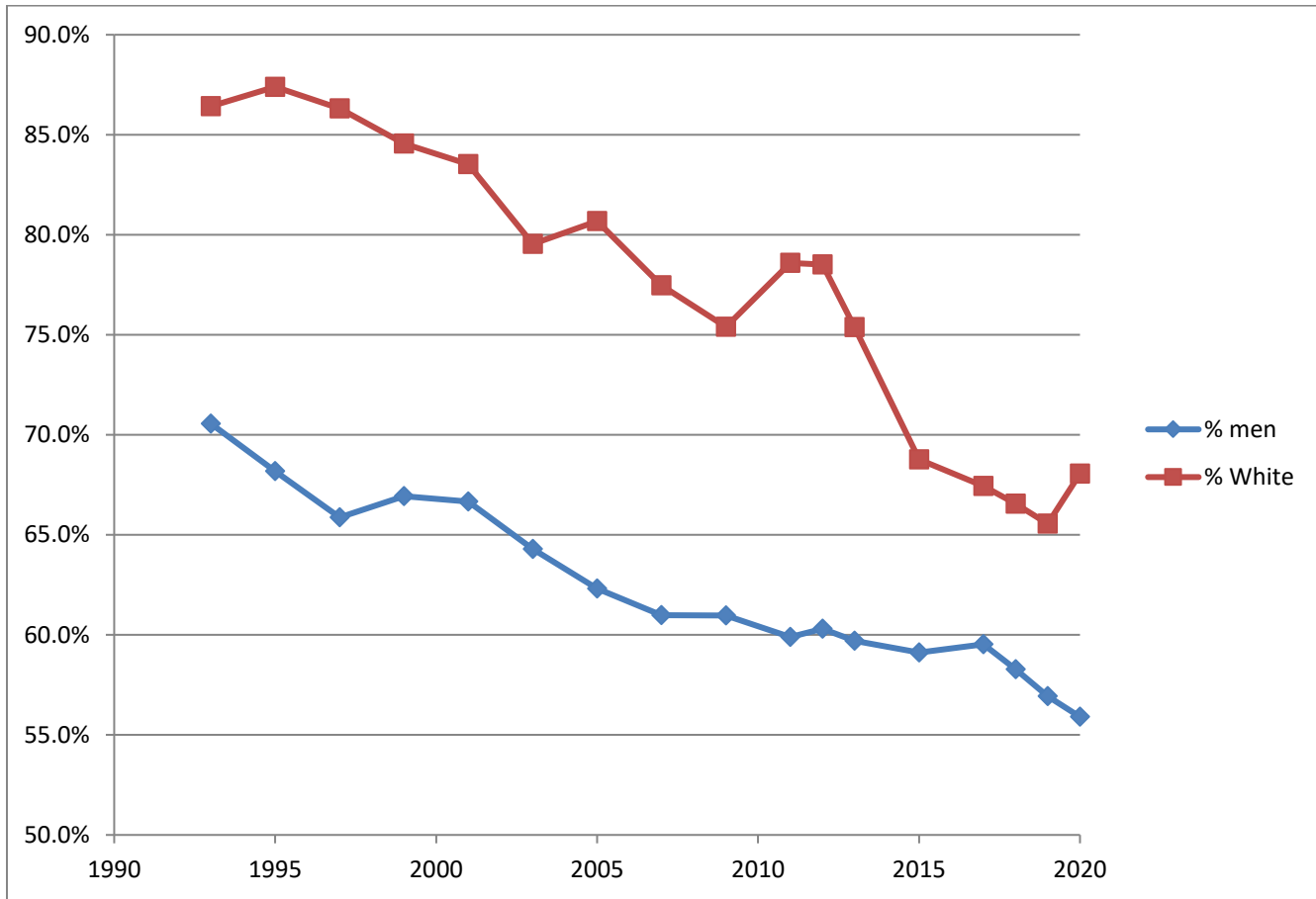
The Committee on Student Experience has conducted a data analysis of the concerns that students expressed on social media in the summer of 2020 on racially-biased behaviors by members of the faculty. The Committee is currently working on a document with pointers for faculty to prevent recurrence of these behaviors and the sense of harm that students felt they caused. Faculty members are invited to contact Senator Jones with suggestions or ideas for the most appropriate and useful language and format of this document, which is intended to be a hands-on guide.

In light of the emphasis on creating a “welcoming environment” for new students at Fordham, Senate President Drummond has been in discussion with the President about the need for more faculty members from underrepresented groups. Given the challenges of the current job market, among the ways being considered to attract a diverse faculty pool to Fordham is also the hiring of “pre-docs” (ABD’s, for examples) from underrepresented groups, whose teaching and on-campus presence would foster significant cultural changes at Fordham. More information on this is, hopefully, to come.

The meeting adjourned by unanimous consent at 2:45 p.m.

Respectfully submitted by Francesca Parmeggiani, Secretary

## Publicly Available IPEDS Data Reported by Fordham University to DOE



Notes: In 2009 Race and Ethnicity were separated in the IPEDS data.

Between 2019 and 2020 data clean-up reduced unknowns from 32 to 8.

### Arrival and Departure Statistics for 2021:

21 Departures (vs. 32 in 2020)

9 Hires (versus 35 in 2020)

33% Female

56% Female

86% White

11% White

5% Black

22% Black

9% Asian, Pacific Islander

56% Asian, Pacific Islander

0% Hispanic

0% Hispanic

0% Not Reported

11% Not Reported



<b>FULL-TIME INSTRUCTIONAL STAFF COMPARED WITH TENURED &amp; TENURE TRACK FACULTY</b>															
	<b>B: INSTRUCTIONAL STAFF / (TENURED +</b>					<b>2017-2018</b>		<b>2018-2019</b>		<b>2019-2020</b>		<b>2020-2021</b>		<b>2021-2022</b>	
	<b>TENURE TRACK + INSTRUCTIONAL STAFF)</b>					Leave	Phased	Leave	Phased	Leave	Phased	Leave	Phased	Leave	Phased
<b>Department</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>										
African & African American Studies	25%	25%	25%	25%	14%										
Art History & Music	14%	14%	13%	8%	8%		1		1		1		2		2
Biological Sciences	35%	32%	32%	35%	30%										
Chemistry	15%	20%	14%	14%	14%							1		1	
Classical Languages & Civilization	33%	20%	20%	20%	0%										
Communication & Media Studies	39%	39%	34%	31%	28%		3		3		2				
Computer & Information Sciences	30%	27%	33%	25%	29%	1		1		1		1		1	
Economics	27%	24%	25%	24%	24%										
English	23%	24%	22%	20%	25%	1	2	1	2						
History	3%	3%	3%	0%	0%		2		3		2		1		1
Mathematics	33%	48%	48%	43%	50%		2	1	3	1	2	1			
Modern Languages & Literatures	50%	52%	52%	53%	0%		1		1						
Natural Science	18%	25%	27%	27%	27%					1		1		1	
Philosophy	22%	18%	16%	12%	21%		1								1
Physics	10%	10%	10%	11%	13%	1		1		1		1	1	1	1
Political Science	19%	13%	9%	13%	14%	2	1	2	1	1			1	1	1
Psychology	8%	7%	7%	7%	10%	1	2	1	2	1	3	1	3	1	2
Sociology & Althropology	10%	6%	10%	9%	9%		2		2		2				
Theatre & Visual Arts	53%	50%	53%	53%	57%		1		1						
Theology	15%	12%	12%	6%	10%		1		1		1		2		3
<b>Arts and Sciences TOTAL</b>	<b>25%</b>	<b>25%</b>	<b>24%</b>	<b>23%</b>	<b>25%</b>	<b>6</b>	<b>19</b>	<b>7</b>	<b>20</b>	<b>5</b>	<b>14</b>	<b>4</b>	<b>12</b>	<b>4</b>	<b>13</b>
Business	27%	28%	26%	26%	24%	3	2	4	1	3	2	3	3	3	3
Education	31%	18%	30%	26%	19%		2		2		2	1			2
Law	23%	24%	20%	22%	22%	1	5	1	5	1	5	1	3	1	2
Religion & Religious Education	11%	11%	10%	10%	0%		1								
Social Service	19%	18%	17%	18%	17%	3	2	2	2	3	2	2	3	2	3
<b>Professional Schools TOTAL</b>	<b>25%</b>	<b>24%</b>	<b>23%</b>	<b>23%</b>	<b>21%</b>	<b>7</b>	<b>12</b>	<b>7</b>	<b>10</b>	<b>7</b>	<b>11</b>	<b>7</b>	<b>9</b>	<b>6</b>	<b>10</b>
<b>University TOTAL</b>	<b>25%</b>	<b>24%</b>	<b>24%</b>	<b>23%</b>	<b>24%</b>	<b>13</b>	<b>31</b>	<b>14</b>	<b>30</b>	<b>12</b>	<b>25</b>	<b>11</b>	<b>21</b>	<b>10</b>	<b>23</b>
<b>B: INSTRUCTIONAL STAFF (VISITING + CLINICAL + LECTURER + ARTIST-IN-RESIDENCE + POST &amp; PREDOCTORAL TEACHING FELLOWS)</b>															
<b>DIVIDED BY INSTRUCTIONAL STAFF + TENURED + TENURE TRACK FACULTY</b>															