MINUTES OF THE C-FACULTY SENATORS COUNCIL MEETING OF DECEMBER 3, 2019

The New York University Continuing Contract Faculty Senators Council (C-FSC) met at noon on Tuesday, December 3, 2019 in the Global Center for Academic & Spiritual Life at 238 Thompson Street, 5th Floor Colloquium Room.

In attendance were Senators Carter, Davis, De Bartolo, Depaola-Cefola, Gold-Von Simson, Jahangiri, James, Killilea, Kim, Liston, Maynor, McCarty, Mitnick, Patterson, Renzi, Saravanos, Slater, Tourin, Unnikrishnan, and Watkins, White, Williams, and Youngerman; Alternate Senators Barnes, Bridges, Femia (for Rao), Ferguson, Flamini, Hartsfield, Hersh, Kleinert, Owens, Pietro, Ritter, Rochlen, Shullenberger, Stevens, and Taitel (for Gershman).

APPROVAL OF THE AGENDA

Upon a motion duly made and seconded, the meeting agenda was approved unanimously.

APPROVAL OF THE MINUTES

Upon a motion duly made and seconded, the minutes of the November 14, 2019 meeting were approved unanimously.

REPORT FROM THE CHAIRPERSON: LARRY SLATER

See attached Document A.

Discussion/Questions on Chair’s Report

Chairperson Slater highlighted that the C-FSC resolution encouraged the Senate Committee on Organization and Governance (SCOG) to develop a temporary inclusion for the Long Island School of Medicine (LISOM) members into the University Senate as observers. He noted he will work the LISOM Dean to elect a faculty observer to participate in the spring meetings. A Senator inquired if SCOG will also examine the size of the Senate. A Senator confirmed SCOG will also be reviewing Senate size and composition.

Slater noted in his report that the Steering Committee (SC) is continuing to meet with Senators from Abu Dhabi and Shanghai to discuss current issues specific to their contract faculty. Senator Ritter invited members of the Steering Committee to the C-FSC Global Network University Committee meeting on Thursday, December 5. Ritter noted the Committee will be discussing the affordability report of the Shanghai Faculty Council.

A Senator inquired on the status of faculty workspace. Slater responded the SC will discuss the direction to take on this issue, and whether a subcommittee should be formed. The topic will be brought to the Provost at the next SC meeting.

The Chair’s Report was accepted into the minutes.

PRESENTATION ON STUDENT LETTERS OF SUPPORT

Letter of Support for Accommodating Jewish High Holidays – Revital Lily Chavel

See attached Document G.
Student representative Chavel presented on the letter of support regarding accommodations for religious holidays. She commented the current religious policy is vague and given the variations of specific religious practices, in Judaism, Islam, and other religions, it is important to find a way to best accommodate students and develop a clear understanding between faculty and students. The letter of support includes requests for more specific policies to be implemented.

She presented, in calendar format, the different observances, including days in the fall semester that have full restrictions, where students cannot write, use computers, use public transportation, scan IDs, call on the phone, or text. She noted this makes it difficult to attend class and do coursework.

In the letter of support, the first requested change is that NYU implement the use of a religious-accommodations request letter, like the Moses Center accommodations request letter, that students may send to their professors at the beginning of each semester. The letter would include the dates of the religious holidays that the student will be observing, information about the religious practices related to those holidays and the ways they may affect the experiences of a student on campus, and the policies regarding the accommodations.

The next requested change is professors be willing to record classes that take place on religious holidays. Additionally, professors not require that assignments and exams that are scheduled during the holiday period be completed earlier than their scheduled dates and at least until one week after the last fall holiday that a student observes, professors grant extensions on assignments and exams for, at least, the number of days on which the student was not able to work due to holidays.

Included in the letter of support is a request to cancel classes for 3 days on the Jewish High Holidays of Rosh Hashanah and Yom Kippur, but Chavel noted given the difficult circumstances of canceling classes in the academic calendar, this is considered a request only on principle.

A Senator asked what Center would administer the accommodation process. Chavel responded this has not been decided on.

A Senator inquired if this is seen as a wide-spread issue or a case-by-case issue of certain faculty members not accommodating requests. Revital responded this is way to stream-line the process instead of placing the responsibility on the faculty member and on the student to interpret each accommodation. She noted while the intention is for this to be a University-wide policy, certain schools might have different accommodations, for instance the School of Medicine.

A Senator asked if religious holidays could be placed on the academic calendar to alert faculty to these dates when constructing syllabi. It was noted because of the large number of religious holidays across many religions, they do not put religious holidays on the calendar.

Chavel noted the students will send a final version of the letter back to the C-FSC.

**Letter of Support on Observance of Ramadan – Aya Ouda**

*See attached Document B.*

Student representative Ouda presented on the requests in the letter of support. They propose NYU provide the following:

- Offer appropriate academic extensions for students fasting by enforcing the University Calendar Policy on Religious Holidays (i.e. Eid al-Adha and Eid al-Fitr). This includes, but is not limited to, allowing students fasting or celebrating Eid to take their finals or midterms at an allotted time that works for them and offering extensions during times of late-night prayers, especially during the last 10 nights of Ramadan. Students have different thresholds - some prefer taking exams earlier in the day while others prefer taking exams later in the day.
• Extend bus hours and safe ride requests since many students will be attending nightly iftars, lectures, and prayers.
• Offer tailored class accommodations. Many students are more observant with their prayers during the month of Ramadan so we ask that students are given permission to leave class for an appropriate time to pray or break their fast.
• Foster a culture of respect for people fasting. This could be accomplished through an aggressive campaign effort by the university to educate students, faculty, and administrators on how to better support Muslims students during the month of Ramadan.
• Organize university-wide Muslim Ally Training and encourage administrators and faculty to participate.
• Lipton Halal Dining Hours to be extended for Suhoor and Iftar
• Offering a complementary Ramadan meal plan package for Muslim students experiencing food insecurity.
• Expand on halal options outside of Lipton Dining and including nutritious, affordable halal meals in Kimmel, Palladium, Third North, Weinstein, and Jasper Kane.
• Consider how planned events, class, and assignments will impact practicing Muslim students.
• The university must publicly condemn Islamophobia and articulate a clear intention to create a safer environment for Muslim students.
• The bias hotline should be accessible online and must be widely circulated during the month in the event prejudice occurs, especially considering the fact that next year is an election year.
• Continue the suhoor initiative from the Spring 2019 semester and have to-go boxes available at wide-scale events.
• Sustainability is the forefront of the conversations between administration and students. In order to prevent food waste and increase New York University’s green initiative, the office of sustainability should consider how Muslim students can access food at All-University and club events after the breaking of their fast by incorporating a to-go system.
• Extend Kimmel and GCASL Hours to accommodate the Islamic Center during Taraweeh prayers without requiring the center to pay for operations cost.
• Lessen the burden of cost on the Islamic Center at NYU and contribute to the costs of Iftar.
• Working with operations to create prayer spaces in buildings across the university for students who do not have class in GCASL and are unable to commute to the fourth-floor prayer room.

A Senator noted faculty may have an issue with recording classes due to intellectual property concerns and technical issues. A Senator noted the additional workload for faculty on making accommodations.

A Senator suggested they consider the enforcement of current policies regarding accommodations as opposed to creating a new set of individualized religious recommendations, especially given the large number of religions to consider.

Chavel commented that a single, flexible policy that applied to all religions would place the responsibility on the faculty to determine the best accommodations for each religion and put the responsibility on the student to make a case for their accommodations. The letter of support recommendations provide broad information on religions practices, bring awareness on why accommodations are needed, and offer a way for students to communicate what accommodations apply to their personal case.

A Senator noted the letter offers three different types of requests: 1) structural accommodations, for instance meal plans and shuttle service changes, 2) awareness resources, and 3) academic requests. He commented the first two requests are more easily met. Academic requests will be a challenge given the large number of special requests, religious and otherwise.

A Senator noted having an office, such as the Office of Global Spiritual Life, assist in handling these requests would be beneficial. He noted faculty may be unsure of how to best accommodate students and have concerns over making an incorrect decision, particularly continuing contract faculty with fears of job security.
A Senator suggested reaching out to the professional schools before creating a university policy, noting these schools might have challenges in implementing with how their workload and semesters are structured.

Senators stated their support for more awareness and education on religious practices and cultural sensitivity training to help support students. It was suggested the Council provide further feedback to students on the letter and discuss the possibility of developing a resolution on the issues.


Student representative Kallas read the letter of support:

We are writing on behalf of New York University students and student groups who wish to voice opposition to the United States Department of Education’s threats to pull Title VI funding from the Duke-UNC Consortium of Middle Eastern Studies (Duke-UNC CMES). These members of the NYU community have expressed a great deal of concern for these actions and their national implications.

On August 29, 2019, Robert L. King, Assistant Secretary for the Office of Postsecondary Education in the U.S. Department of Education sent a letter to Dr. Terry Magnuson, Vice-Chancellor for Research at the University of North Carolina, threatening to pull Title VI funding from the Duke-UNC CMES because he claimed the program did not meet the standards required for the funding1. It is the opinion of the author and signatories of this letter that these threats are founded on baseless accusations, blatant Islamophobia, and that they set a dangerous precedent to the academic freedom of all institutions of higher education.

Title VI of the Civil Rights Act of 1964 awards funding to educational institutions predicated on national security2. Several departments all across the country, including the NYU Hagop Kevorkian Center for Near Eastern Studies and the NYU Center for Latin American and Caribbean Studies, are the recipients of Title VI funding. These programs and departments generally utilize this funding in the same manner that the Duke-UNC CMES does. The criteria which validate receiving this type of funding are broad and up to interpretation3. The accusations on the part of Mr. King and how they relate to Title VI, that the Duke-UNC CMES has shown a lack of diversity in its programs, a lack of orientation towards national security, and a lack of professionalism in language programs, are all incorrect for a myriad of reasons and, in the way he is twisting the language of the statute, could be applied to every other recipient of this funding. Duke and UNC students and faculty as well as the Middle East Studies Association of North America have all pulled these accusations apart and highlighted the various reasons for which they are wrong.

Many people within positions of power at the U.S. Department of Education today have a history of working to defund or shut down Middle Eastern studies departments across the nation and have used Islamophobic language as a means to achieve this goal5. It is no surprise, therefore, that the most inflammatory and unacceptable portion of these accusations is that the Duke-UNC CMES has a bias towards Islam. This is blatant Islamophobia and highlights the desire of the Department of Education to vilify Islam as they oppose any narrative that does not portray the religion negatively.

The U.S. Department of Education has built their threats upon a foundation of Islamophobia, xenophobia, and a refusal to support any beliefs that lie outside the standard national security narrative. It is therefore evident that they are weaponizing this funding in order to target the Duke-UNC CMES in order to enforce, restrict, and control what is taught within the program and within the field of Middle Eastern Studies across the nation.

Kallas stated they propose that the U.S. Department of Education take the following actions:

- Drop the threat to pull funding from Duke-UNC CMES. Provide the Duke-UNC CMES with the standard funding it receives annually and allow the consortium to continue structuring their curricula as professors see fit.
- Stop working to restrict and control curriculums at institutions of higher education centered around regions, cultures, and religions because they do not align with the standard narrative of the U.S. government. In order to empower and encourage academic freedom within the United States, the continual targeting of regional, cultural, ethnic, and religious studies programs must come to an end.
The consistent historical and current targeting of Middle Eastern Studies programs, Islamic studies programs, and adjacent programs in an effort to either control them or shut them down needs to come to an end in order to maintain and progress academic freedom within institutions of higher education in the United States.

A Senator suggested that the letter be worded to show concern that this might be a pattern of bias rather than assume this is a bias. Kallas noted they included articles to support their claim.

A Senator noted that as of October several sources reported they have dropped their threat to pull funding. She suggested developing a resolution on upholding academic integrity, and not focusing on the specifics of the Duke issue.

A Senator suggested considering supporting Middle Eastern Studies Association’s letter expressing concern about the Department of Education’s interpretation of Title VI, signed by 18 other scholarly associations.

**PRESENTATION, DISCUSSION, AND VOTE**

**Proposed Resolution to Express Concern with Enrollment and Scheduling Practices**

*See attached Document D.*

The proposed resolution will be discussed at the January meeting. Slater asked for Council members to send the Committee any feedback.

**Proposed Resolution to Amend, Replace and Clarify the Grievance Procedures Pertaining to (C-Faculty)**

*See attached Document E.*

Senator Watkins, Chair of the Grievance Committee, asked for feedback from the Council on the proposed resolution.

A Senator noted the document specifies “working days are when NYU Administrative Offices are open”. He noted in NYU Abu Dhabi, working days are Sunday through Thursday, and suggested that this be clear which working days the procedure refers to.

A Senator commented on supporting transparency but also maintaining the privacy of the Grievant and the committee members. She also asked for clarification on who will know the identity of the grievant and how and to whom information on the grievant is communicated.

The document will be circulated as a Google Doc to the Council to allow for comments. It will be discussed at the next meeting.

**COMMITTEE REPORTS**

*See attached Document F.*

**No Discussion/Questions on the following submitted reports:**

Faculty Benefits & Housing

There were no additional reports at the meeting. The reports were accepted into the minutes.
NEW BUSINESS

Introduction of a New Open Access Policy/Resolution

The new business topic will be moved to the January agenda.

ADJOURNMENT

The meeting adjourned at 2:00 PM.
1. Senate Executive Committee Meeting, November 26, 2019

The SEC met to approve the agenda for the December 5, 2019 University Senate Meeting, which will include presentations by Cecil Sheib (Sustainability Update), Marlon Lynch (Public Safety Update), and Linda Chiarelli (Construction Update). The Committee also discussed the agenda for its annual meeting with the Executive Committee of the Board of Trustees on December 11, 2019.

The SEC reviewed a memorandum, as requested by SCOG, to provide for representation from the Long Island School of Medicine (LISOM), similar to the C-FSC resolution. The President will discuss the memorandum with the LISOM Dean to facilitate the election/appointment of observers for each of the councils, as well as granting guest passes for these observers to the University Senate meetings. This will all be until such time as the LISOM is included in the composition of the Senate.

President Hamilton then gave some general updates, including:

- Open Doors Report – NYU is first in the number of international students studying here in the U.S. as well as the number of U.S. students that study abroad.
- Human Rights in Hong Kong Panel that occurred at the Law School – The Dean of the Law School as well as University Administration reiterated that faculty, students, and other groups have the freedom to invite speakers without interference from administration.
- US Department of Education Civil Rights Division – NYU has received a letter of inquiry and request for information related to filed complaints that NYU has a hostile campus environment for Jewish students. Administration is in the process of acting on the request for information.
- Courtesy Meals – There were some issues with students who had received courtesy meals and the potential impact of receipt of such meals on their financial aid. This issue has been resolved and there have been no further reports of issues.
- Telecommuting Policy – NYU has a new telecommuting policy that will begin on January 2, 2020. This is a policy that the AMC has been requesting for years to provide more flexibility with work.

2. NYU Abu Dhabi and NYU Shanghai

The Steering Committee is continuing to meet with senators from Abu Dhabi and Shanghai to discuss current issues specific to their contract faculty. The Committee met with Ken Nielson (Abu Dhabi) on November 14, 2019 and will meet with Deepak Unnikrishnan (Abu Dhabi) on December 3, 2019. The Committee has been unable to schedule meetings as of yet with Shanghai Senators/Alternates but will work to have at least a virtual meeting by early in the spring semester.

3. Update on Resolutions

The C-FSC Resolution to Extend Senate Representation to Contract Faculty (C-Faculty) at the NYU Long Island School of Medicine was forwarded to the Provost. I am currently working with
the Provost’s office to guide the LISOM on elections for its observe and two alternates. See also the comments above under #1.

4. Upcoming Meetings for the Academic Year

If you have any issues you would like to have discussed at any of the meetings, please forward your requests/comments to the Steering Committee at:

c-fsc-steering-committee-group@nyu.edu

a. C-FSC
   i. C-FSC Council Meetings
      1. January 30, 2020, 9:00 am – 11:00 am
      2. March 12, 2020, 9:00 am – 11:00 am
      3. April 21, 2020, 12:00 pm – 2:00 pm
      4. May 5, 2020, 12:00 pm – 2:00 pm

b. C-FSC Steering Committee
   i. C-FSC Steering Committee Meetings
      1. Additional TBD
   ii. Meetings with the President
        1. December 13, 2019, 9:00 am – 10:00 am
   iii. Meetings with the Provost
        1. December 19, 2019, 1:00 pm – 2:00 pm

c. University Senate
   i. Senate Meetings
      1. December 5, 23019, 9:00 am – 11:00 am
      2. February 13, 2020, 9:00 am – 11:00 am
      3. March 26, 2020, 9:00 am – 11:00 am
      4. April 23, 2020, 9:00 am – 11:00 am
   ii. Senate Executive Committee Meetings (Chair only)
      1. February 4, 2020, 2:00 pm – 3:00 pm
      2. March 3, 2020, 2:00 pm – 3:00 pm
      3. April 13, 2020, 3:00 pm – 4:00 pm
Date: November 7, 2019

To: Office of the President, Office of Global Programs, Office of Global Inclusion, Office of Student Success, University Senate Academic Affairs Committee; University Senate Financial Affairs Committee; Kathrina O’Mahoney, Senior Director of NYU Dining Services; Owen Moore, Associate Vice President of Campus Services; Marlon Lynch, Senior Vice President of Campus Services and Safety

CC: Islamic Center at New York University

Subject: Observance of Ramadan

To whom this may concern,

We are writing to you on behalf of the Muslim students observing the holy month of Ramadan. Ramadan is the 9th month in the Islamic Calendar, a calendar based on the cycles of the moon. Muslims observe the month of Ramadan to commemorate the first revelation of the Quran to Prophet Muhammad (pbuh) according to Islamic belief.

As a result of the lunar calendar, Ramadan moves backward approximately 10 days every year relative to the Gregorian calendar. Thus, for the next decade, Ramadan will be a permanent part of the academic year and will require administrative accommodation from the university.

President Andrew Hamilton has publicly stated that academic success is the main mission of the university. However, in an age of rampant Islamophobia, NYU must commit to ensuring the safety of Muslim students on its campus in order to continue and uphold its core emphasis on academic success. The New York chapter of the Council on American Islamic-Relations reported a “74% increase in anti-Muslim harassment, discrimination, and hate crimes statewide” after the 2016 election.

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On November 9, 2016, the Tandon prayer room was vandalized with the words “Trump!”, a product of bigotry and hate targeting Muslim students, community members, and Muslim chaplains.  

The NYU Muslim Student Association stated, “We awoke November 9th to a chilling wake-up call, and as we open our eyes and start to move and organize in the face of these new realities, we ask for your support.”

Once more, we call upon New York University to support the Muslim community in a mission of ensuring the well-being, welfare, and belonging of Muslim students during an age of normalized islamophobia. It is important to acknowledge that Muslim students live at the intersection of diverse lived experiences. Many are first-generation, low-income, immigrant, refugee or hold other marginalized identities.

Many factors make the life of a Muslim student in Ramadan more challenging, including increased xenophobia, timings of prayers, suhoor, and iftar.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>3:30 AM</td>
<td>Suhoor. This is the pre-dawn meal that precedes the fast.</td>
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<tr>
<td>4:30 AM</td>
<td>Fajr. Morning prayer.</td>
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<tr>
<td>4:30 AM to 8:00 PM</td>
<td>Fasting hours. Students will have no food or drink during this time as they go to classes and complete other responsibilities.</td>
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<tr>
<td>1:00 PM</td>
<td>Duhr. Noon prayer.</td>
</tr>
<tr>
<td>4:30 PM</td>
<td>Asr. Afternoon prayer.</td>
</tr>
<tr>
<td>8:00 PM</td>
<td>Maghrib and iftar. Sunset is time for prayer and the breaking of the fast.</td>
</tr>
<tr>
<td>9:00 PM</td>
<td>Isha. Night prayer.</td>
</tr>
<tr>
<td>10:00 PM to</td>
<td>Taraweeh prayers. These are additional, congregational prayers</td>
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</tbody>
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4 https://www.newamerica.org/in-depth/anti-muslim-activity/
5 Suhoor is an Islamic term referring to the meal consumed early in the morning by Muslims before fasting, sawm, in daylight hours during the Islamic month of Ramadan.
6 The meal eaten by Muslims to break their fast after sunset every day during Ramadan.
7 Times change based off of geographic location and legal school
12:00 AM recited during the month of Ramadan. Many Muslims will perform these prayers every night of Ramadan.

As depicted in the chart above, Ramadan is not simply limited to fasting throughout the day, but it is a constant series of events, prayers, and preparation.

**Some of the adversities Muslim students faced last Ramadan are quoted below:**

“I live off-campus and don’t have a meal plan. Suhoor is always a challenge. Sometimes, I forget to eat Suhoor because I don’t have time to cook and I am trying to keep up with my assignments or sleep. And even if—in the very rare event that I can cook a meal—I worry about my roommates waking up since it’s so early in the morning. Last year, during finals, I ended up fasting many days just off of Islamic Center Iftar from the night before. The IC offers resources, but I wish Dining or NYU offered more. I wasn’t aware of the Suhoor kits available last year because I didn’t see any advertising.”

The quote above depicts a small glimpse into the life of a Muslim student and what it is like observing Ramadan during the most stressful time of the academic year without proper assistance from the university. Students have reported a decline in blood sugar to the “point of crashing, an inability to focus in class, and increased anxiety”. Due to the lack of accommodation from professors, Muslim students are pressured to make the unjust decision between practicing their religion and succeeding academically, two choices that should coexist.

One Muslim student politely emailed her professor asking to leave a four-hour class for a few minutes to break her fast with water and dates. Despite adhering to university policy, “That students who anticipate being absent because of any religious observance should, whenever possible, notify faculty in advance of such anticipated absence.” Her professor replied, “If you leave class, it will be counted as an unexcused absence.” He continued to state, “What religion is that?” and exhibited a deep ignorance, disregard, and disrespect for Islam.

A vital pillar in creating a safe environment for Muslim students in Ramadan is to educate oneself about the month. Many administrations, faculty, and students do not understand why Muslims fast and frequently default to asking insensitive questions including but not limited to, “No water? Really?”, “Why can’t you eat now, no one’s watching?” etc. It’s important to try to form your own understanding about the month, and not to rely on Muslim students during their observance. By encouraging student engagement through university-sponsored training and fact sheets, we hope to create a more informed community.

We urge the university to consider how planned events, class, and assignments will
impact practicing Muslim students. The university states “given the various religious faiths represented on campus and acknowledging the nonsectarian nature of the University, present calendar policy is intended to apply equitably to all religious groups and to provide opportunities to all to meet their religious obligations.” However, simply stating this idea without implementing supportive measures for students calls for a need for concrete action items to foster a safe, educated, and inclusive culture at the university.⁸

A student confessed, “I am the only [hijabi] Muslim woman in my classes. I already feel like I do not belong sitting in rooms with professors and students that do not look like me. When my professors ask me why I ‘have’ fast, what is ‘that month’, or why I ‘want’ an extension... I feel erased.”

The language used around this month by academics depicts the systemic islamophobia present within our campus. Muslims do not ‘have’ to fast. It is a religious observance that Muslim students choose to participate in and should be respected, like any other faith. When incidences of bias occur Muslim students have found it difficult to report prejudice to the bias hotline while fasting due to the inaccessibility of the platform.

The inaccessibility of the platform is depicted through this testimonial, “When I’m fasting and trying to figure out how I’m going to pray, what I’m going to break my fast with, and plan for Suhoor, the last thing on my mind is reporting my racist professor. A professor [during Ramadan, Spring 2019] told me ‘believing in one God is stupid’. When I confronted him after class he told me to ‘get used to it’ and ‘move on’. I reached out to my advisor and nothing happened. He affirmed his statement [and responded with] ‘sometimes you have to deal with professors with strong beliefs. It’s a life skill.’ I am so used to microaggressions and islamophobia. I’ve lost faith in reporting them.”

Fasting students are already working to maintain academic success, job schedules, and extracurriculars in tangent with religious observances. In addition, with an upcoming election year that will be engulfed in anti-Muslim vitriol, it is of utmost urgency to ensure that students are able to report incidences of bias and feel heard. There is a collective need for a more accessible way of reporting incidents that abides by codes of confidentiality.

What abroad sites are already implementing:

New York University, Shanghai Policy⁹

⁸https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html
“New York University, as a nonsectarian institution, adheres to the general policy of including in its official calendar only certain legal holidays. However, it has also long been NYU policy that members of any religious group may, without penalty, excuse themselves from classes when compliance with their religious obligations requires it. In 1988, the University Senate affirmed this policy and passed the following resolution: Students who anticipate being absent because of any religious observance should, whenever possible, notify faculty in advance of such anticipated absence; Whenever feasible, examinations and assignment deadlines should not be scheduled on religious holidays. Any student absent from class because of religious beliefs shall not be penalized for any class, examination, or assignment deadline missed on that day or days. If examinations or assignment deadlines are scheduled, any student who is unable to attend class because of religious beliefs shall be given the opportunity to make up that day or days. No adverse or prejudicial effects shall result to any student who avails himself or herself of the above provisions.”

Not only has there been a history of Muslim students being penalized for their absence during the Islamic month, but many students have experienced backlash from professors. For instance, one student came into class a few minutes late after praying, their professor stated, “You should have taken a different course during Spring registration if you plan on missing my class.” Not only was this statement incorrect as students cannot control the timing of their core classes, but deeply rooted in ignorance. Muslim students fasting for over nine hours, with no food and water, are prone to physical exhaustion. They should not face the emotional labor of defending or explaining their religious practices.

Shanghai’s policy depicts more detailed and specific language that should be taken as a model for New York University policy regarding academic accommodations.

**New York University, London Policy**

NYU London offers a prayer room in Byron Court residential hall and circulates a Google Form a week prior to the start of Ramadan in order to grasp the number of students who will be fasting and will require accommodation.

NYU New York must adopt interactive ways of engaging directly with Muslims students to understand the challenges and needs of students.

**New York University, Berlin Policy**

NYU Berlin offers a prayer space for students during Ramadan If any NYU Events were to take place, there would be separate food accommodations for those fasting so they
could eat at the event once they had broken their fast. Furthermore, professors and faculty have a more accommodating culture in regards to attendance and homework submission with prior notice.

NYU Abu Dhabi
The official policy\(^{10}\) on the NYU Abu Dhabi Student Portal mirrors that of the NYU Shanghai campus. Since the Abu Dhabi campus is situated in a Muslim country\(^{11}\), the culture toward Ramadan is more accommodating and offers great inspiration for the New York campus.

“Eid al Fitr and Eid al-Adha are university holidays. During the month of Ramadan, it is discouraged to eat or drink in public. All the restaurants have the blinds down, including the restaurants and dining halls on campus. It is highly encouraged to be considerate and to not eat or drink in class or in public, in general. There are blind around water fountains as well. There are dates and water available in the dining hall for students to break fast. The dining hall also extends the opening hours to accommodate for iftar and suhoor from 2:00-4:00 AM. The majority of classes finish by 5 PM. There are no student or university-led events that would include food before sunset. Large scale university events are postponed until after sunset. For instance, the 2019 Commencement began at 8 PM. If an event occurs during the time of the fast, students are given a break in order to pray and break fast. This occurred during events like ‘Senior Send-Off’ week. There were other accommodations like readily available dates and water on the buses.”\(^{12}\)

During Ramadan, there are shorter working hours for all the staff members: 10 AM-3 PM instead of 9-5 PM. There are daily buses for the evening prayers from campus to one of the mosques nearby and there are multiple prayer rooms on campus.

There is a collection of educational resources\(^{13}\) curated specifically for Ramadan to educate Abu Dhabi students as best as possible about the meaning of the holy month for Muslims. There are a plethora of community events, discussions about Islam at iftar, Community iftars on/off-campus, etc. There are posters on campus on ‘appropriate behaviour’\(^{14}\) and educating students on how they can be respectful, mindful, and consider of Muslim students fasting during the month. Not only has this created a safer environment for Muslim students, but it has benefitted non-Muslims in heightening their global perspective and understanding of their peers.


\(^{12}\) Abu Dhabi Senator


NYU prides itself on the unique global experience. With fifteen global sites and three degree-granting campuses, it must reorient this mission from simply a capitalist expansion to an expansion of accommodation and fostering a safer community.

We propose that NYU enacts the following changes\(^\text{15}\):

1. **Offer appropriate academic extensions for students fasting by enforcing the University Calendar Policy on Religious Holidays (i.e. Eid al-Adha and Eid al-Fitr).** This includes, but is not limited to, allowing students fasting or celebrating Eid to take their finals or midterms at an allotted time that works for them and offering extensions during times of late-night prayers, especially during the last 10 nights of Ramadan. Students have different thresholds - some prefer taking exams earlier in the day while others prefer taking exams later in the day.
   a. **A practice already in effect is present in the pre-medicine department.** Every Jummah\(^\text{16}\) Muslim students are able to leave and attend prayer in GCASL Grand Hall and return to take their exams. After 3 PM, a separate classroom and proctor are scheduled for students to complete exams.
   b. **The School of Law allows the taping of law lectures for students who require the accommodation due to prayer.**
2. **Extend bus hours and safe ride requests since many students will be attending nightly iftars, lectures, and prayers.**
   a. **Coordinating a safe ride service that extends outside of residential halls for Muslims commuting past midnight.**
   b. **Muslim students, specifically Hijabi black and brown women, experience verbal and physical assault walking home and commuting by subway both during the day and night. Especially in anticipation of the upcoming election year, it is vital that NYU takes the proper measures to ensure the safety of students commuting to and from campus.**
3. **Offer tailored class accommodations.** Many students are more observant with their prayers during the month of Ramadan so we ask that students are given permission to leave class for an appropriate time to pray or break their fast.
4. **Foster a culture of respect for people fasting.** This could be accomplished through an aggressive campaign effort by the university to educate students, faculty, and administrators on how to better support Muslims students during the month of Ramadan.
   a. **Dates should be readily available in the entryway of buildings by public safety stations.**

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\(^{15}\) [NYU Islamic Center Ramadan Presentation](#)

\(^{16}\) Friday afternoon prayer
5. Have NYU Administration email professors before the month of Ramadan detailing the month and the needs of their students.

6. Organize university-wide Muslim Ally Training and encourage administrators and faculty to participate.

7. Lipton Halal Dining Hours to be extended for Suhoor and Iftar
   a. UPenn extends two dining hall hours past sunset.  
   b. NYU Abu Dhabi extends dining halls from 2:00-4:00 AM

8. Offering a complementary Ramadan meal plan package for Muslim students experiencing food insecurity.
   a. UC Santa Cruz’s Dining services provide a meal plan for students observing Ramadan. This meal plan is ideal for 5 or 7-day meal plan holders, who would be using the Dining Halls less frequently during this month.  

9. Expand on halal options outside of Lipton Dining and including nutritious, affordable halal meals in Kimmel, Palladium, Third North, Weinstein, and Jasper Kane.
   a. NYU Eats should publicize suhoor kits, Ramadan meal plans, and create posters for Muslim students to be aware of what resources are available to them. For example, “Take a box of Iftar to go!”

10. Consider how planned events, class, and assignments will impact practicing Muslim students.

11. The university must publicly condemn Islamophobia and articulate a clear intention to create a safer environment for Muslim students

12. The bias hotline should be accessible online and must be widely circulated during the month in the event prejudice occurs, especially considering the fact that next year is an election year.

13. Continue the suhoor initiative from the Spring 2019 semester and have to-go boxes available at wide-scale events.

14. Sustainability is the forefront of the conversations between administration and students. In order to prevent food waste and increase New York University’s green initiative, the office of sustainability should consider how Muslim students can access food at All-University and club events after the breaking of their fast by incorporating a to-go system.

15. Extend Kimmel and GCASL Hours to accommodate the Islamic Center during Taraweeh prayers without requiring the center to pay for operations cost.
   a. The Islamic Center at NYU is taxed with paying fees for programing, Despite being situated in the “Global Center for Spiritual Life”, the Islamic Center is taxed with paying fees for Taraweeh prayers which extend past GCASL operation hours.

17 https://news.ucsc.edu/2019/04/accomodations-ramadan.html
b. Every day, several hundred dollars, ranging from $400-600 that could be used for decreasing food insecurity by creating more suhoor kits and meal vouchers, are instead given to keeping a center dedicated for spiritual and religious practice open for its intended purpose.

16. Lessen the burden of cost on the Islamic Center at NYU and contribute to the costs of Iftar.

17. Provide resources for Muslim students observing Ramadan while studying abroad.

18. Working with operations to create prayer spaces in buildings across the university for students who do not have class in GCASL and are unable to commute to the fourth-floor prayer room.
   a. Setting up a quiet room with prayer rugs available in Bobst, Silver, School of Professional Studies, etc.

We look forward to your response to this letter and its proposals.

Thank you,

Aya Ouda, Senator at-Large for Muslim Students, Migrants, Refugees, and Undocumented Students and the Director of Communications
Date: October 7, 2019

To: United States Department of Education

Robert L. King (Assistant Secretary for the Office of Postsecondary Education U.S. Department of Education)
Attn: Patrick Shaheen (U.S. Department of Education, Office of the General Counsel)

CC: Duke-UNC Consortium for Middle Eastern Studies
Charles Kurzman (Consortium Director)
Dr. Terry Magnuson (Vice-Chancellor for Research at the University of North Carolina)
Nicholas S. Economides (Chair of NYU Tenured/Tenure Track Faculty Senators Council)
Larry Slater (Chair of NYU Full-Time Continuing Contract Faculty Senators Council)
Ali Mirsepassi (Director of the Hagop Kevorkian Center for Near Eastern Studies)
Zachary Lockman (Chair of NYU Middle Eastern Islamic Studies Department)

Subject: Letter in Support of the Academic Freedom of Duke-UNC Consortium for Middle Eastern Studies

Dear United States Department of Education,

We are writing on behalf of New York University students and student groups who wish to voice opposition to the United States Department of Education’s threats to pull Title VI funding from the Duke-UNC Consortium of Middle Eastern Studies (Duke-UNC CMES). These members of the NYU community have expressed a great deal of concern for these actions and their national implications.

On August 29, 2019, Robert L. King, Assistant Secretary for the Office of Postsecondary Education in the U.S. Department of Education sent a letter to Dr. Terry Magnuson, Vice-Chancellor for Research at the University of North Carolina, threatening to pull Title VI funding from the Duke-UNC CMES because he claimed the program did not meet the standards required for the funding. It is the opinion of the author and signatories of this letter that these threats are founded on baseless accusations, blatant Islamophobia, and that they set a dangerous precedent to the academic freedom of all institutions of higher education.

Title VI of the Civil Rights Act of 1964 awards funding to educational institutions predicated on national security. Several departments all across the country, including the NYU Hagop

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2.“Education and Title VI.” Home, US Department of Education (ED), 25 Sept. 2018,
Kevorkian Center for Near Eastern Studies and the NYU Center for Latin American and Carribean Studies, are the recipients of Title VI funding. These programs and departments generally utilize this funding in the same manner that the Duke-UNC CMES does. The criteria which validate receiving this type of funding are broad and up to interpretation. The accusations on the part of Mr. King and how they relate to Title VI, that the Duke-UNC CMES has shown a lack of diversity in its programs, a lack of orientation towards national security, and a lack of professionalism in language programs, are all incorrect for a myriad of reasons and, in the way he is twisting the language of the statute, could be applied to every other recipient of this funding. Duke and UNC students and faculty as well as the Middle East Studies Association of North America have all pulled these accusations apart and highlighted the various reasons for which they are wrong.

Many people within positions of power at the U.S. Department of Education today have a history of working to defund or shut down Middle Eastern studies departments across the nation and have used Islamophobic language as a means to achieve this goals. It is no surprise, therefore, that the most inflammatory and unacceptable portion of these accusations is that the Duke-UNC CMES has a bias towards Islam. This is blatant Islamophobia and highlights the desire of the Department of Education to vilify Islam as they oppose any narrative that does not portray the religion negatively.

The U.S. Department of Education has built their threats upon a foundation of Islamophobia, xenophobia, and a refusal to support any beliefs that lie outside the standard national security narrative. It is therefore evident that they are weaponizing this funding in order to target the Duke-UNC CMES in order to enforce, restrict, and control what is taught within the program and within the field of Middle Eastern Studies across the nation.

www.ed.gov/about/offices/list/ocr/docs/hq43e4.html


We propose that the U.S. Department of Education take the following actions:

1. **Drop the threat to pull funding from Duke-UNC CMES.**
   a. Provide the Duke-UNC CMES with the standard funding it receives annually and allow the consortium to continue structuring their curricula as professors see fit.

2. **Stop working to restrict and control curriculums at institutions of higher education centered around regions, cultures, and religions because they do not align with the standard narrative of the U.S. government.**
   a. In order to empower and encourage academic freedom within the United States, the continual targeting of regional, cultural, ethnic, and religious studies programs must come to an end.
   b. The consistent historical and current targeting of Middle Eastern Studies programs, Islamic studies programs, and adjacent programs in an effort to either control them or shut them down needs to come to an end in order to maintain and progress academic freedom within institutions of higher education in the United States.

Fill out this form to sign onto this letter of support: [https://forms.gle/4GiYytxD12KSiG5W8](https://forms.gle/4GiYytxD12KSiG5W8)

**Professors and faculty who have signed on:**
Andrew Ross (Department of Social and Cultural Analysis)
Mary Nolan (Department of History)
Helga Tawil-Souri (Department of Media, Culture, and Communication)
Sinclair Thomson (Department of History)
James Uleman (Department of Psychology)
Rebecca E. Karl (Department of History)
Zachary Lockman (Department of Middle Eastern Islamic Studies)
Mohammed Rafi Arefin (Gallatin School of Individualized Study)
Sara Pursley (Department of Middle Eastern Islamic Studies)
Justin Stream (Department of Arab Crossroads Studies)
Vasuki Nesiah (Gallatin School of Individualized Study)
Arjun Appadurai (Department of Media, Culture, and Communication)
Barnett R. Rubin (Center on International Cooperation)
Arang Keshavarzian (Department of Middle Eastern Islamic Studies)
Mark Crispin Miller (Department of Media, Culture, and Communication)
Lisa Duggan (Department of Social and Cultural Analysis)
Paula Chakravartty (Gallatin School of Individualized Study and Department of Media, Culture, and Communication)
Lauren Minsky (Department of History)
Adam Becker (Department of Classics & Religious Studies)
Elaine Freedgood (Department of English)
Barbara Weinstein (Department of History)
Sonya Posmentier (Department of English)
Arun Kundnani (Department of Media, Culture, and Communication)
Thomas Bender (Department of History)
John M. Archer (Department of English)
Lily Chumley (Department of Media, Culture, and Communication)
Amin Husain (Department of Social and Cultural Analysis)
Naila alAtrash (Department of Drama)
Nader Uthman (Department of Middle Eastern Islamic Studies)
Valerie Forman (Gallatin School of Individualized Study)
Monica Kim (Department of History)
Gianpaolo Baiocchi (Gallatin School of Individualized Study)
Stephen Duncombe (Gallatin School of Individualized Study)
Kathy Engel (Department of Art and Public Policy)
Gary Anderson (Educational Leadership)
Andrew H. Lee (Department of History and Department of Politics)
Kim Phillips-Fein (Gallatin School of Individualized Study)
Hartry Field (Department of Philosophy)
Diana Taylor (Tisch School of the Arts)
Sarah Steeley (NYU’s Peace Corps Campus Recruiter)

**Graduate Students who have signed on:**
Isaac Hand
Alex Boodrookas
Mateo Nelson
Fatima Tariq
Robin Jones
Estefani Alarcon
Zachary Gheen
Emmaia Gelman
Chris Nickell
Colette Perold
Elizabeth Benninger
Victoria Grubs
Meg Wiessner
Shaun Terry
Amy Diawara
Ayesha Omer
Christopher Porras
Robert Bell
Christopher VanDemark
Akshitha Dondapati
Bita Mousavi
Brian Plungis
Ada Petiwala
Zavier Wingham
Ellis Garey

**Student Groups who have signed on:**
NYU Students for Justice in Palestine
NYU Jewish Voice for Peace
Neurodiversity Society at NYU
Map Club
La Herencia Latina
Black Student Union
The Incarceration to Education Coalition
Shuruq — the Islamic Heritage Month at NYU
Muslim Students Association
Advocate Coalition (Against) Trafficking
Mosaic: The Interfaith Student of Color Coalition
Arab Students United
Macro Social Work Student Network
Continuing Contract Faculty Senators Council (C-FSC) Proposed Resolution to Express Concern with Enrollment and Scheduling Practices

WHEREAS New York University values language instruction and a diverse curriculum is a core element of being a global networked university;

WHEREAS sequential language study has unique requirements for scheduling and consistency of practice to ensure student success;

WHEREAS certain scheduling practices risk decreasing enrollment for certain sections and strains departments, with important implications for faculty;

WHEREAS Contract Faculty (C-Faculty) hired on an as needed basis are particularly vulnerable to arbitrary and/or sudden changes in enrollment and scheduling practice;

WHEREAS scheduling C-Faculty members inconsistently and/or to teach only early morning and late afternoon classes compromises work-life balance and the recruitment and retention of high caliber colleagues for our students;

WHEREAS providing students with predictable and advantageous course time options is essential for their academic success, the valuable experience of small classes, the proper sequencing in language courses, and timely degree completion;

WHEREAS having only early morning and then late afternoon classes may create scheduling conflicts with extra-curricular activities and internship opportunities that shape the undergraduate student experience;

WHEREAS Ghania Chaudhry, Senator at Large for Students Studying Away with Minority and Marginalized Identities, expressed similar and additional concerns in a letter to the administration on behalf of constituents in Middle Eastern and Islamic Studies, East Asian Studies, and Hebrew and Judaic Studies;

THEREFORE, BE IT RESOLVED that the University ensure that smaller language departments are prioritized in scheduling practices;

FURTHER BE IT RESOLVED that the University provide these smaller Language Departments and Courses the resources to ensure student success and C-Faculty equity including but not limited to room assignments for the scheduling periods originally set in place for the courses;
FURTHER BE IT RESOLVED that the University inform students and faculty of changes to scheduling for smaller language courses at least one semester before enrollment of the current semester;

FURTHER BE IT RESOLVED that the University consult smaller language departments to ensure their pedagogical needs are being met and ensure appropriate classroom facilities;

FURTHER BE IT RESOLVED that the University commit to consultation with other smaller departments and units that might be adversely impacted by changes in scheduling practices.
C-FSC Proposed Resolution

to Amend, Replace and Clarify the Grievance Procedures Pertaining to Full-Time Continuing Contract Faculty (C-Faculty) Outlined in the Faculty Handbook

WHEREAS currently, inconsistencies and ambiguities in the language contained within the Grievance Policy undermine both the spirit of the safeguards provided to contract faculty, and the University’s efforts to create a culture of inclusion, diversity, equity, and belonging;

RESOLVED the following bolded passages should be inserted, and the stricken passages should be removed, from page 57 of the NYU Faculty Handbook, under “Grievance Procedures”, as indicated here:

This section establishes University procedures by means of which Continuing Contract Faculty can seek redress of their grievances. A Grievant must be a full-time faculty member of New York University’s Continuing Contract Faculty (hereinafter, individually and collectively “Faculty”) when he or she initiates the appellate grievance procedure under “Appeal from a Dean’s Decision on Reappointment and Promotion,” below.

FURTHER RESOLVED the following bolded passage should be inserted, and the stricken passage should be removed, from page 57 of the NYU Faculty Handbook, under “Grievance Procedures”, “Principles”, as indicated here:

Each school shall have a formal and written grievance policy that is widely available and easily accessible to faculty, reflective of the distinctive culture of the school, responsive to the University’s commitment to academic excellence and to its responsibility to provide students with access to an excellent education, and cognizant of its responsibility to faculty to afford them due process and a fair hearing of their complaint. Each such policy must identify who is permitted to grieve, what can be grieved, the grounds upon which grievances are to be judged, and the procedures for doing so.

FURTHER RESOLVED the following bolded passage should be inserted, and the stricken passage should be removed, from page 57 of the NYU Faculty Handbook, under “Grievance Procedures”, “Basis for Grievance”, paragraph 1, as indicated here:

With respect to grievances related to reappointment and promotion, outcomes of the review process or decisions reached through the review process can be grieved only to the extent that they involve a violation of University-protected rights of faculty members. Thus, a grievance must allege that 1) the procedures used to reach the decision were improper, or that the case received inadequate consideration; or 2) that the decisions violated the academic freedom of the faculty member in question, in which case the burden of proof falls to the Grievant. A school’s decision to not undertake the reappointment process where a position is to be eliminated at the end of the contract term and there is no similar position open is not the basis for a grievance.
FURTHER RESOLVED the following bolded passage should be inserted, and the stricken passage should be removed, from page 57 of the NYU Faculty Handbook, under “Grievance Procedures”, “Basis for Grievance”, paragraph 2, as indicated here:

> With respect to grievances concerned with other matters such as duties, salaries, perquisites, and working conditions, the grievance must allege that 1) the procedures used to reach the decision were improper, or that the case received inadequate consideration; or 2) that the decisions violated the academic freedom of the faculty member in question, in which case the burden of proof falls to the grievant.

FURTHER RESOLVED the following bolded passages should be inserted, and the stricken passages should be removed from pages 57 and 58 of the NYU Faculty Handbook, under “Grievance Procedures”, “Who Can Grieve”, paragraph 1, as indicated here:

> With respect to grievances related to reappointment and promotion: A Continuing Contract Faculty member who is not eligible for reappointment cannot grieve a decision not to reappoint. A Faculty member individuals on multi-year contracts of three (3) years or more who are subject to a review process to determine whether they are to be reappointed has a right to grieve the process in the event it leads to a negative decision with respect to reappointment or promotion or the terms of reappointment or promotion; and they are entitled to grieve the process in the event they are denied reappointment without review for reasons other than elimination of the position. A Faculty member on continuous one-year or two-year appointments are similarly entitled to grieve the process in the event the third-year review process leads to a negative decision; and they are entitled to grieve the process in the event they are not reappointed after a third year review when a review had been explicitly promised or is standard and customary practice in connection with the possibility of reappointment subject to it, but was not undertaken for reasons other than elimination of the position. Continuing Contract Faculty who are subject to a review process to determine whether they are to be promoted have a right to grieve the process in the event it leads to a negative decision.

FURTHER RESOLVED the following stricken passage should be removed, from page 58 of the NYU Faculty Handbook, under “Grievance Procedures”, “Who Can Grieve”, paragraph 2, as indicated here:

> With respect to grievances related to other matters: All Continuing Contract Faculty, including faculty on one-year appointments, are eligible to grieve.
FURTHER RESOLVED the following bolded passages should be inserted, and the stricken passage should be removed, from page 58 of the NYU Faculty Handbook, under “Grievance Procedures”, “The School Grievance Process”, paragraph 1, as indicated here:

It is expected that most grievance cases, particularly those concerned with matters such as duties, salaries, perquisites, and working conditions, will be settled within each school or faculty. The schools and faculties have wide latitude in establishing procedures to meet their needs. Notwithstanding the foregoing, in the case of any conflict between the school’s policy and those in the NYU Faculty Handbook (“Handbook”), the terms outlined in the Handbook shall govern.

FURTHER RESOLVED the following bolded passages should be inserted, and the stricken passage should be removed, from page 58 of the NYU Faculty Handbook, under “Grievance Procedures”, “The School Grievance Process”, paragraph 2, as indicated here:

In the case of all grievances, within 15 working days* of the faculty member notifying the Dean of their intent to file a grievance, an attempt shall be made to settle the dispute by informal discussions between the concerned parties, possibly with the assistance of mediators which shall include an approved NYU mediator or an NYU faculty member or administrator chosen by the grievant.

FURTHER RESOLVED the following bolded passage should be inserted as a footnote into the bottom of page 58 of the NYU Faculty Handbook, related to “Grievance Procedures”, “The School Grievance Process”, as indicated here:

*Working days are when NYU Administrative Offices are open

FURTHER RESOLVED the following bolded passages should be inserted, and the stricken passages should be removed, from page 58 of the NYU Faculty Handbook, under “Grievance Procedures”, “The School Grievance Process”, paragraph 3, as indicated here:

If the faculty member decides that the grievance cannot be settled informally at a level below the Dean, or by the Dean himself or herself, the faculty member may appeal to the Dean to convocate the grievance committee of the school or faculty (School Grievance Committee) within 15 working days of the faculty's written notification. Each school or faculty shall designate a faculty committee to hear grievances in order to advise the Dean. Unless otherwise authorized in the school’s policy and approved by the Provost, each school shall either establish a new standing faculty committee for Continuing Contract Faculty grievances, which will include senior Continuing Contract Faculty and Tenured/Tenure Track Faculty elected by the voting members of the faculty; or shall expand its existing standing grievance committee for Tenured/Tenure Track Faculty to include (elected) senior Continuing Contract Faculty who shall participate in hearing and evaluating only those grievances that
are filed by Continuing Contract Faculty. **Unless there are insufficient numbers of senior Continuing Contract Faculty a majority of the membership shall be comprised of senior Continuing Contract Faculty.** The faculty grievance committee(s) shall not include departmental chairpersons or department heads or any faculty member whose primary assignment is administrative. **The Grievance Committee Chair shall provide the grievant with status updates every two (2) months for the duration of the process.**

FURTHER RESOLVED the following bolded passage should be inserted into page 58 of the NYU Faculty Handbook, under “Grievance Procedures”, “The School Grievance Process”, as a new paragraph, between the current paragraphs 4 and 5, as indicated here:

> The grievance committee shall hold a hearing and shall complete its deliberations and notify the Dean of its recommendations preferably within 30 working days of the close of the hearing, but in any case within 60 working days. At that time, the Grievance Committee shall also notify the grievant as to whether they found a violation of the faculty member’s University-protected rights, and if so, on which grounds.

FURTHER RESOLVED the following bolded passage should be inserted, and the stricken passage should be removed, from page 58 of the NYU Faculty Handbook, under “Grievance Procedures”, “The School Grievance Process”, paragraph 5, as indicated here:

> The grievance committee does not judge the professional merits of the case, but considers the grounds specified above (“Basis for Grievance”). **Within 15 working days of** After obtaining the recommendation of the grievance committee, the Dean shall decide the case and in writing shall notify the concerned parties and the grievance committee of his or her decision, together with reasons therefore, and information on the procedure for appeal.

FURTHER RESOLVED the following bolded passage should be inserted into page 58 of the NYU Faculty Handbook, under “Grievance Procedures”, “The School Grievance Process”, as a new paragraph following paragraph 5, as indicated here:

> As a standing committee of the faculty, the Grievance Committee must regularly report to the faculty on the number of cases heard or under study and the ultimate disposition of such cases.

FURTHER RESOLVED the following bolded passage should be inserted into page 59 of the NYU Faculty Handbook, under “Grievance Procedures”, “Appeal from a Dean’s Decision on Reappointment or Promotion”, paragraph 2, as indicated here:

> A faculty member intending to make such an appeal shall indicate such intention in writing to the Provost (or Executive Vice President for Health), specifying all grounds for and materials in support of the appeal within 15 working days after receiving written notification of the Dean’s decision. An exception to this may be
made only with the consent of the grievant, the Dean, and the Provost (or Executive Vice President for Health).

FURTHER RESOLVED the following bolded passages should be inserted into page 59 of the NYU Faculty Handbook, under “Grievance Procedures”, “Appeal from a Dean’s Decision on Reappointment or Promotion”, paragraph 3, as indicated here:

Where such an appeal is made, the Dean shall **within 15 working days** transmit to the Provost (or Executive Vice President for Health) a report of the proceedings in the case at its earlier stages. The Provost (or Executive Vice President for Health) shall in each case obtain the advice of an ad hoc advisory committee – Continuing Contract Faculty Grievance Committee – drawn from a standing committee that shall consist of the members of the C-FSC Grievance Committee and the T-FSC Grievance Committee; in each case committee members shall be selected **within 15 working days** by the relevant faculty senators council but need not necessarily be members of the particular council. The Continuing Contract Faculty Grievance Advisory Committee shall consist of three members, none of whom are from the grievant’s school: one from the C-FSC standing Grievance Committee, one from the T-FSC standing Grievance Committee, and one senior administrator selected by the Steering Committee of the C-FSC. **The C-FSC Vice-Chair shall provide the grievant with status updates every two (2) months for the duration of the process.**

FURTHER RESOLVED the following bolded passages should be inserted, and the stricken passage should be removed, from page 59 of the NYU Faculty Handbook, under “Grievance Procedures”, “Appeal from a Dean’s Decision on Reappointment or Promotion”, paragraph 3, sentences 1, as indicated here:

The Continuing Contract Faculty Grievance Advisory Committee shall hold a hearing and shall complete its deliberations and notify the Provost of its recommendations preferably **within 30 working days** of the close of the hearing, but in any case **within 60 working days.**

FURTHER RESOLVED the following bolded passages should be inserted, and the stricken passage should be removed, from page 59 of the NYU Faculty Handbook, under “Grievance Procedures”, “Appeal from a Dean’s Decision on Reappointment or Promotion”, paragraph 5, as indicated here:

**Within 30 working days of** After receiving the advice of the Continuing Contract Faculty Grievance Advisory Committee, the Provost (or Executive Vice President for Health) shall decide the case, and notify the grievant, the Dean, and the Chairperson of the Continuing Contract Faculty Grievance Advisory Committee. If the advice of the latter is not followed, the reasons shall be reported with the decision. **As a standing committee, the Continuing Contract Faculty Grievance Advisory Committee must regularly report to the Continuing-Contract Faculty Senators Council on the number of cases heard or under study and the ultimate disposition of such cases.** The decision of the Provost
(or Executive Vice President for Health) is final and subject to no further review.

FURTHER RESOLVED the following bolded passage should be inserted into page 59 of the NYU Faculty Handbook, under “Grievance Procedures”, “Appeal from a Dean’s Decision on Matters Such as Duties, Salaries, Perquisites, and Working Conditions”, paragraph 1, as indicated here:

Where such an appeal is desired by a Continuing Contract faculty member, and the Provost of the University (or Executive Vice President for Health) is so informed within 15 working days after the faculty member is notified of the Dean’s decision, the Provost (or Executive Vice President for Health) shall make informal procedures available.
Committee on Faculty Benefits and Housing
Report for the C-FSC meeting of December 3, 2019

The C-FSC Benefits Committee with be meeting jointly with the T-FSC committee and
with Assistant Vice President for Global Benefits Trish Halley on December 12th, to hear
updates on the conclusion of the annual enrollment period and the outlook for benefits for
the coming year.

The fourth-quarter meeting of the Retirement Plan Investment Committee has been
moved to avoid conflict with the December meeting of the University Senate, and will
now take place on Monday, December 16th, which will allow me and the representatives
from the T-FSC and AMC to be present to observe.

Respectfully submitted,

Vincent Renzi,
chair
The undersigned chair submits this report of the C-FSC Finance & Policy Planning Committee (FPP) Meeting held on Dec. 3, 2019, at 11:15 am. Members attending in person: Leila Jahangiri, Noelle Molé Liston, & Larry Slater.

The chair summarized the meeting of the Senate Financial Affairs Committee of Nov. 20. At that meeting, there was a report on research revenue and strategy by Stacie Bloom, Vice Provost for Research. Of particular interest to contract faculty is that the University’s strategy for increasing research funding includes encouraging and assisting contract faculty in obtaining research funding.

The remainder of the FPP Committee meeting focused on the planned request for an increase in minimum contract faculty salaries to $70,000. The Committee agreed to couple the request with statements regarding the research that we have done on comparable salaries and the budget impact of the increase and to advocate for the increase rather than simply state a number. As discussed in our previous report, the Committee might also suggest cost savings elsewhere in connection with the request.

The Committee also agreed to request that the University review and analyze increases in the minimum salary every three years thereafter.

The Committee discussed how to insure that faculty at the second tier level in a particular school or who have served for a substantial number of years receive something other than the minimum salary. In order to come up with a solution, the Committee agreed to ask Cathie Nadeau to give us the number of contract faculty who earn $80,000 or below who have been at NYU over five years and over 10 years.

Maria Patterson, Chair
Letter of Support for Accommodating the Jewish High Holidays

In this letter, we describe the academic experience of Jewish students during the Jewish High Holidays and request that the University Senate make equitable accommodations.

The Restrictive Nature of Jewish Holidays
There are two categories of Jewish holidays: (1) *Chol hamoed* holidays involve special rituals and prayers, but do not otherwise interrupt studies. (2) *Yom tov*, on the other hand, involves many rituals that are difficult to perform on campus and restrictions the very nature of which is to restrict work.

*Yom tov* rituals including long prayers, big Thanksgiving-like meals, and particular rituals specific to certain holidays affect students’ experiences *directly* by conflicting with class and work and *indirectly* by making it difficult to celebrate on campus, which creates a need for additional travel-time the evenings before or after the holidays.

Restrictions on writing, using electronics (computers, phones, elevators), and swiping NYU IDs affect students’ experiences *directly* by restricting students from attending class, benefiting from class (via notes), and doing homework. And restrictions of cooking and use of transportation (driving, biking, taking the subway) *indirectly* affect students’ experiences by making it difficult for students to celebrate on campus.

Jewish Holidays and Shabbat in the Fall Semester
There are three holidays that are *yemei tov* during the fall semester, all within 23 days of each other: Rosh Hashanah has two *yemei tov*, Yom Kippur has one *yom tov* (and extra restrictions regarding fasting and full-day prayer services), and Sukkot has four *yemei tov*.

Seven fewer days than other students (and the time lost to travel and preparation before/after each holiday) are significant alone. But students who abide by the restrictions of the holidays usually also regularly observe Shabbat, with similar restrictions, for 25 hours every Friday night and Saturday.

The restrictive effects of Jewish holidays on academics are exacerbated by the piling of so many restrictive days within a short period. Students try to balance attending class with working on material from missed classes, missed assignments, upcoming classes they'll miss, and upcoming assignments they'll miss all during the few days between holidays.

NYU Policy
The current NYU policy requires professors only to excuse absences during the holidays. But students’ experiences reveal that—depending on students’ schedules, students’ work style, the holiday calendar in that year, the nature of the work—students need varying, often more extensive accommodations.

But because the Jewish holiday institution is so complicated, it is understandably difficult for professors who don't experience it to understand all the nuances and their effects on students. And because religious practice varies among Jews, the different experiences might confuse even professors who do have experience with Jews' practices.

Probably because of this, professors often reject additional accommodations. After that, it becomes difficult to engage them further in healthy, productive communication, especially given the time
constraints that observant students requesting accommodations already have. The tension this creates in professor-student relationships can further exacerbate students’ stress during the holiday season.

It is neither outside of NYU’s expressed values nor unprecedented to cancel classes on religious holidays; NYU and universities internationally cancel classes for Christmas. And the following universities cancel classes for Jewish High Holidays: CUNY schools (RH and YK), NYC public high schools (RH and YK), Binghamton (RH and YK), Brandeis (RH and YK), the New School (the first day of RH), and Pace University (the first day RH and YK).

**Requested Changes**

The following changes will effectively minimize the number of missed classes from restrictive days and reduce the stress from the remaining missed classes:

1. Implement the following policies designed to reduce the need for professors to personally understand the wide scope of the issue and to reduce the pressure on students to explain their experiences under tense circumstances:
   a. NYU will implement the use of a religious-accommodations request letter, like the Moses Center accommodations request letter, that students may send to their professors at the beginning of each semester. The letter will include the following:
      i. The dates of the religious holidays that the student will be observing, as marked by the student.
      ii. Information about the religious practices related to those holidays and the ways they may affect the experiences of a student on campus.
      iii. The policies regarding the accommodations that the professor must provide, listed below.
   b. Upon request, professors must be willing to record classes that take place on religious holidays.
   c. Professors may not require that assignments and exams that are scheduled during the holiday period be completed earlier than their scheduled dates.
   d. At least until one week after the last fall holiday that a student observes, professors must grant extensions on assignments and exams for, at least, the number of days on which the student was not able to work due to holidays. And only days on which the student can work may count toward the days of extension.

2. Cancel classes for 3 days on the Jewish High Holidays, Rosh Hashanah and Yom Kippur.

   Disclaimer: This is included among the requests on principle, but, given the difficult circumstances of canceling classes in the academic calendar, is not to be considered for the time being.

Thank you for engaging with us about the issue and for considering our request.

Sincerely,

Revital Chavel, with the support of the Student Senators Council