



*Preparing people to lead extraordinary lives*

## **Faculty Council Executive Council Meeting Minutes Wednesday, September 23 2020**

In attendance (all via Zoom): Brown, J.; Caughie, P.; Dentato, M.; Dong, Q.; Johnson, B.; Jules, T.; Moore, K.; guests Norberto Gryzwacz and Wayne Magdziarz

Wayne Magdziarz begins by offering to share some background information about the cuts made in phases I, II, and III.

Jules suggests that we are all relatively up to speed on the situation and proceeds to lay out some key questions. Why can the university not take a hit for a year? Why must it balance the budget each year? Suggests that given the commitment to *cura personalis* cutting people, particularly a workforce that is heavily Black, raises serious questions. Says that we apparently cannot cut faculty salaries across the board. Asks if there will be a Phase IV of cuts and relays concerns about tenured faculty being mandated to teach an extra course.

Caughie notes that Magdziarz did address the first question about balancing the budget in the morning session with the University Senate. Magdziarz indicates that he is happy to share slides from that presentation. Caughie notes that the question of course load increases for tenured faculty has not been spoken too. Key here is the question of how people are being picked to do extra teaching. Jules indicates that he understands that the question of taking from the endowment has been settled.

Magdziarz argues that *cura personalis* and *cura apostolica* are connected and that we are charged with the long term growth of the *apostolica*. The furloughs are for staff members who essentially have no work to do on campus due to the closures. When he thinks about these furloughs, he pictures trying to explain to a family taking out loans to send their children to Loyola why the

institution should give their money to people who have no job to do. Almost all of residential life is closed. Other steps taken were to not fill open positions of the staff and faculty side. He fully understands these furloughs are difficult, the question is how to make them less painful. Measures were taken to find new jobs for these staff members – as tracers, quarantine monitors, and the like; but very few of these new positions were left when the residence halls closed. Even for those furloughed, the school is covering medical premiums and prioritizing those furloughed for rehiring. Covid pay was provided to many staff members over the summer, even when they could not do their jobs. “We have pulled every lever we can.”

Dentato asks why balancing the budget is such a crucial priority and asks about tracking the demographic profiles of the furloughs. Magdziarz responds that we balance the budget “because we have to pay our bills.” The school should not go back to what it was doing in the 1980s and 90s, when it was using tuition dollars to the notes for buildings that had been torn down. Winifred Williams in HR would be able to generate the demographic information. We are not going after people in name of balancing the budget. Can also track demographics by exempt and non-exempt staff.

Moore adds to the data questions that it would be good to know what proportion of the staff in different categories (demographic and employment) was impacted at different points in the cuts.

Dentato asks about the full scope of the September 30 furloughs. Magdziarz indicates that no precise numbers have been given to any Dean or Vice-President, but rather they have been asked to look at their staff and ask if they are really in a position to do their jobs. There is no specific number of positions that has been targeted. He guesses that this reduction will save another \$1million or so. Then the plan is to take a pause until we know what spring looks like. If the spring semester looks like the fall in terms of enrollment and residency, there will need to be more cuts (but in the framework of Phase III, not moving to a Phase IV).

Caughie turns to the issue of courseloads and why faculty are being asked to sacrifice when so many new administrators, particularly in the provost's office, are being hired, with generous stipends and course reductions. The key question about additional teaching is how these decisions are being made, and warns that wide disparities could ensue, especially without transparency.

Gryzwacz replies that units differ widely from one another, especially in that some have few or no tenure track faculty, while others are made up mostly of tenure-track faculty. He started with the total amount of money that needed to be cut from the academic budget. Nobody should be forced to teach an additional class, and he wants to know if they are.

Caughie replies that she was just told by her chair that she was expected to, since she just completed a number of research projects. This seems odd to her, since it penalizes people for being productive scholars, in year where there are no merit raises anyway.

Gryzwacz replies that the goal is to reduce course taught by part-time adjunct faculty, each of which costs something like \$6,000. He offers examples of consolidating courses or sections of different courses. But repeats that additional teaching "should not be compulsory, should be voluntary." He refers to the phrase "take one for the team" and says that this is a serious proposition. Furthermore, he has asked Vice-Provost Badia Ahad to develop a mechanism to restore faculty who do take on voluntary work in this crisis. Their course "will be restored at a later time," probably through a future course release.

Caughie warns that a likely consequence of relying on volunteers is that more women than men will volunteer. She wonders why we can't spare adjuncts from being laid off.

Gryzwacz indicates that Ahad has also raised the question of gender discrepancies and has asked David Slavsky in the Office of Institutional Effectiveness to track this. He anticipates that volunteers will have six

semesters to decide when to take a future course release. Deans like Peter Schraeder of Arts and Sciences are aware of the gender question.

Dentato says that he is also unsure of the rank of volunteers. Gryzwacz says it will only be tenured faculty – no assistant professors.

Moore refers to an extensive memo on inequalities within faculty that she wrote in June, based on social science analysis of why some people are more likely than others to tend up at certain ranks. The memo went to Dean Schraeder, Vice Provost Sonny Singh, and Vice Provost Ahad, among others. Recently a senior administrator asked her to volunteer to be on a committee about this, which she found ironic. She appreciates that Institutional Effectiveness can tackle some of these dynamics, but emphasizes that Gryzwacz's leadership as provost is key, given the problems associated with "volunteering." She hopes that he will emphasize equity.

Gryzwacz emphasizes the importance of the questions of equity, says that that is one reason he invited Ahad into her new role in Faculty Administration. He underscores the questions of gender inequity.

Moore says that she is doing a lot of analysis, from social science materials, and that as provost he has a particular kind of role. Dong joins the conversation, thanks Gryzwacz for the reassurance on the question of equity. But he wonders if there is any way for an ordinary faculty member to ensure a fair process, given how much power units head have. There should be a channel for these issues.

Magdziarz says they have been as communicative as possible. Gryzwacz emphasizes accessibility, says that is why he selected "Norberto" as his email address. He invites faculty to email him directly. He has tried to hire the best people to work with him, including a new executive provost, and that they speak with him at length weekly.

Johnson asks about adjuncts. He indicates that at least in some parts of the university, like the College of Arts and Sciences, adjuncts make their living by stringing together one-course teaching contracts. They may be ineligible for unemployment since they are not being hired in the future rather than being

outright laid off. May tenured faculty would be willing to take a pay cut, rather than to have additional teaching and have economically vulnerable adjuncts let go. He also asks whether top administrators are taking additional reductions in salary.

Gryzwacz expresses surprise at the role of adjuncts at Loyola, which is very different from other universities, where they are hired only to complement the skills of the full-time faculty, and often offered to recent graduates of a university's own degree programs. Loyola is aiming for R1 status and should have more postdoctoral positions. He asked Peter Schraeder to protect people in these categories. And he knows from Winifred Williams that Loyola is not contesting claims to unemployment benefits.

Magdziarz says that the school did look at different economic strate of faculty, but did not propose to touch faculty pay. Talking to HR suggested that the issue was "extremely complex" and they did not see it as a viable way of saving money. The top management have taken 10 to 15% cuts and there are no plans for additional cuts in compensation.

Jules asks if this is intended to run through June 2021. Magdziarz says yes, all of this is done on the basis of academic year 2020-21. Jules then asks what will be restored first. Magdziarz says that have not reached this stage of planning. The President is focused on making people whole, and there is a December presentation to the board about fiscal year 2022. The assumption now is that in the Fall of 2021 we will be "back to business as usual."

**(here's where I missed some things when my son came in)**

Gryzwacz explains why he is giving schools autonomy. Brown wonders about the need for oversight and returns to the question of inequities. Gryzwacz discusses Ahad's role and the mechanism for rewarding faculty who take on additional teaching.

Caughie asks about shared governance and its role in making those decisions; Dentato joins and asks how long the MPC structure will be in place. Magdziarz emphasizes that they had to be nimble, and that they have received

faculty input from the Faculty Advisory Group, on which Jules and University Senate President Susan Uprichard sit. Caughie argues that the MPC structure looks large and unwieldy rather than nimble. Johnson opines that shared governance has often been violated and that decisions like curtailing the English Language Learner Program and putting into place retirement incentives for senior faculty have been made with little gauging of their academic consequences.

Magdziarz indicates that Vice President Tom Kelly is the person to talk with about the MPC structure. Magdziarz thinks that it has served Loyola well but things could always be improved.

Jules asks how much more there is to cut? \$1.8 million? And what would more cuts look like? Magdziarz estimates another \$1.5 million, and thinks that this will come from furloughs from the non-academic side. "I can't imagine anything that would happen right now to put us into Phase IV." There is discussion of possible on-campus summer courses.

Caughie wonders about more cuts to Athletics, given the cancelling of many seasons. Magdziarz indicates that the cuts from Athletics will go up soon as that is taken into account.