

Minutes for the 152nd Meeting of the Faculty Senate

for Thursday, November 18, 2021 from 2:30 to 3:20 pm held virtually.

Attendance: Jonathan Peters, Chang-Hui Shen, Angelo Bongiorno, Yumei Huo, Sarah Zelikovitz Deborah De Simone, Simone Wegge, Gene Fellner, Nelly Tournaki, Neo Antoniadis, Lee Papa, Valerie Forrestal, Andrew Leykam, Carlos Sola Belda, Thomas Tellefsen, Soon Chun, Carlo Lancelloti, Cynthia Chris, Natalie Fischetti, Beth Livensperger, Mark White, Maurya Wickstrom,, Zaghoul Ahmed, Michael Chiacchiero, Comfort Asanbe, Christine Flynn Saulnier, Jay Arena, Lucas Marchante-Aragon, Alan Benimoff,, Heidi Bertles, Jason Bishop, Katie Cumiskey, Maryann Feola, Susan Imberman, Wilma Jones, Sylvia Kahan, Catherine Lavender, Alfred Levine, Michael Paris, George Sanchez, George Vachadze, John Verzani, George Wang, John Wing, Cindy Wong, Vandana Chaudhry, Roseane Gertner, Roshen Hendrickson, Andrew Colbeck, Brian Farr, Orit Gruber, William Fritz, Michael Parrish, Michael Cavagnero, Sarolta Takács, Susan Holak.

Guests: Alana Gaymon, George Davis, Warrick Bell, Mark Lewental, Jonelle, Knox, Donna Sauthoff, Ralf Peetz, Donna Scimeca, Chirtine Cohen, Anat Niv-Solomon, Sammi Chen, Amy Stempler, Hope Berte, Linda John, Jennifer Durando, Patti Gross, Danielle Dimitrov, Jennifer Borrero, Qiao-Sheng Hu, Patricia Khan, Joyce Taylor, Ananya Mukherjea, Mary Boland, Michelle Borowski, Koby Kohulan, Jessica Collura, Tara Mastroilli, Sharon Christian, Emmanuel Esperance Jr., Hernan Green, Juline Robinson, David Allen, Ricky Lui, Leonardo Pignataro, Alex Scott, Mario D’Alessandro, Jessica Stein, Terri Sangiugio, Beatrix ReinhaKAtrina Fama, Mary Murphy, Kerri Gerson, Celeste Del Maestro, Cesare Barreca, Rachel Grant, Tony Gallego, Michael Lederhandler, Stephanie Allen, Catherine Ferrara, Manuela Alongi, Carol Brower, Arwan Mahmoud, Eli Hollander, Jennifer Barrero, T.J. Tibbs, Chrisanthi Anastopoulou, Joanne Morris, Stephen Ferst

I. Approval the agenda.

Moved, seconded, and passed unanimously.

II. Approval of the minutes of the meeting of the Faculty Senate of October 21, 2021.

Moved, seconded, and passed unanimously.

Approval of the revised minutes of the Faculty Senate of September 30, 2021

Moved, seconded, and passed unanimously.

III. Executive Committee Report: Appendix A

Question: Why would the membership of a search committee for the President being limited to the Faculty?

Answer: The composition of the search committee is outlined in the CUNY manual of general policy and we are bound by those guidelines. We have had conversations with Mary Murphy about HEO and Staff representation on this committee, as we feel it is very important to for all constituents of the college to be represented on this search committee. However, such a change will not be easy and may require PSC action.

IV. Provost's Report : Appendix B

V. Associate Provost Peetz Report on Enrollment & Retention: Appendix C

Comment: I'm a senior student and the reason students leave CSI is because they see it as a transitional school. It is a better option than KCC because you offer 4 year programs but you have a reputation as a community college only because you have a 100% acceptance rate. The issue with that is people like to look at status among CUNYs, so Kingsborough has a 78% rate, people begin to question how challenging CSI really is. The other issue that CSI is not very accessible. Certain ethnic and racial groups have travel issues coming here. That is another reason why they transfer out or don't come in the first place. You used to have a program where you picked up students from Brooklyn and brought them here, but that program ended. It's a problem for upper level students who want to take classes offered later in the afternoon and evening.

Question: Who is funding the initiative?

Answer: The funding is from CUNY. We receive no other money. The Gates foundation is funding the initiative but we are not receiving any money from them. We are receiving help.

Question: Do you have any research or information related to students qualitative responses related to the environment for reasons for transferring out?

Answer: No, this is pure quantitative data out of the CUNY systems. We do have some qualitative surveys and anecdotal evidence, but nothing hard. The travel time is a huge issues. The difference between retention rate of students on Staten Island and students from the Bronx is 40%.

John Verzani: New Report coming out showing there are other data coming from the Chancellery regarding African American enrollment suggesting Pell monies and math readiness are two other factors to be looked at reading retention of African American students. The UFS did a report going back to 1973 showing that the ratio of Full time faculty to FTE at the time was comparable to SUNY but over time SUNY has increased and CUNY has decreased. This is because CUNY's enrollment has increased 30% where its fulltime staffing has gone up 7% .Conversely, SUNY has grown more faculty than they have student body. One big issue is that the campuses that tend to serve more minority students have even fewer faculty per FTE, so there's an implicit bias or structural bias that manifests itself. CUNY is aware of the report – its been out since 2017 and was recently updated with community college data This is reflected in the budget request that was recently approved. There is a desire to hire 1075 new faculty hires of various disciplines. If that gets approved, it go some ways towards addressing this issue.

VI. Reports of the Committees of the Faculty Senate

- a. Admissions Committee – none
- b. Curricular Committees – Chairs:
 - i. General Education Committee –
 - ii. Graduate Studies Committee –
 - iii. Undergraduate Curriculum Committee –

Consent Agenda for Thursday November 18, 2021

AIII.CHANGE IN EXISTING DEGREE REQUIREMENTS

AIII.4 Department of Sociology/Anthropology: Sociology/Anthropology BA

AIII.5 Department of Sociology/Anthropology: Critical Criminology and Social Justice Minor

AIV. NEW COURSES:

AIV.1 Department of Management: EPR/MGT 301 Entrepreneurial Thinking and Practice II

AIV. 2 Department of Management: EPR/MGT 401 Corporate Entrepreneurship

AV. CHANGE IN EXISTING COURSES:

AV.1 Department of Management: MGT 222/505 (EPR 201) Introduction to Entrepreneurial Thinking and Practice

AV.2 Department of Management: MGT 314 (EPR/MGT 304) Small Business Management

AV1. WITHDRAWN COURSES

AV.1 BUS 102 Entrepreneurship

Consent agenda was moved, seconded, and passed unanimously.

Items not on the Consent Agenda

AIII.CHANGE IN EXISTING DEGREE REQUIREMENTS

AIII.1 Department of English and Department of Computer Science: New minor: Computational Linguistics

Moved with the recommendation that the total number of credits be included, seconded, and passed unanimously

AIII.2 Department of Management: New minor: Entrepreneurship

AIII.3 Department of Management: New certificate: Entrepreneurship

Moved, seconded, and passed unanimously

c. Course & Standing – Proposal for establishing an undergraduate academic amnesty policy for academically dismissed students: Appendix D

Proposal moved, seconded, and passed unanimously

d. Library Committee – none

e. Academic Research Committee – none

f. Academic Facilities Committee– none

g. Academic Freedom Committee– none

h. Academic Technology committee– none

i. Faculty Personnel Policy Committee – none

- VI. University Faculty Senate Report –.
- VII. Old Business- none
- VIII. New Business- none
- IX. Adjournment. *Motion made, seconded, and passed unanimously at 3:36 pm.*

APPENDIX A

Faculty Senate Executive Committee Report November 17, 2021

I am happy to submit this report on behalf of the Faculty Senate Executive Committee. As we move toward the end of this calendar year, the future is looking bright at CSI. Our faculty and staff continue to impress and amaze us with your productivity, creativity and persistence – as you have throughout this long pandemic. We face quite a few challenges for the coming months and years, but we are optimistic about the future and look forward to our continuing collaboration and solidarity.

The biggest news of the past month has been President Fritz's October 27 announcement that he will be retiring at the end of the calendar year. We anticipate that an interim president will be announced and that a national search will take place, but we do not yet have a timeline for this process. In preparation for the transition, we will be organizing an election for three tenured faculty members to serve on a presidential search committee, as is indicated in the CUNY Manual of General Policy. We will have more on the timing of this election as soon as we have more information. We wish President Fritz good health and happiness in his retirement.

The Faculty Senate Executive Committee met with Provost Parrish, the deans and associate provosts on November 9. We discussed a variety of issues, including concerns about teaching modalities and health and wellness. We spoke about the closures of buildings 1N and 2N, and the need for faculty to access their offices, as well as the problems we will face with the loss of basement classrooms and computer labs. We were especially worried about mold in offices and classrooms. The provost assured us that they are working to remediate the situation, and we will continue to communicate regularly about this problem.

The Executive Committee also questioned the Administration's decision to pursue the search processes for interim deans of Education and Health Sciences. Given the fact that there is no longer a hiring freeze, that the President is retiring, that there is a tremendous need to hire faculty rather than administrators, and that the pool of candidates is extremely weak, we urge the Administration to end the searches for interim deans at this time. For his part, the Provost stressed the importance of filling these positions as soon as possible.

During the meeting, Interim Associate Provost Dante Tawfeeq spoke with us about faculty challenges to conducting research, including issues of indirect costs, inequities across the disciplines, and the lack of funding for travel and conference attendance. The provost indicated that some faculty had received funding for virtual conferences. We once again suggested that the College hire a grant writer and strongly urge the Provost to place the research needs of the faculty at the top of his list of priorities for the coming months.

In closing, the Executive Committee encourages the community to engage in productive discussions about the pros and cons of online vs. in-person teaching, how to increase CSI's support for research and innovation, and how to build a vision for the College as we move into a new era. Our faculty, staff and students are our strength, and together there is nothing we can't accomplish. Happy Thanksgiving to all.

Respectfully submitted,

Jane Marcus-Delgado

Chair

APPENDIX B

Provost's Report November 18, 2021

As the semester wraps up, students who are participating in in-person or hybrid classes have begun receiving WA grades if they do not have their vaccination records approved in CunyFirst.

The registrar, Student Affairs, the Health Center and CAAS are in contact with the students that will and have received WA grades and will work with them to have the WA grades resolved if they are approved as fully vaccinated before the end of the semester. Faculty will now be able to see which students receive WA grades in their class rosters. Please remember that you need to maintain the schedules published in your syllabi, and that finals should be given during the assigned time for your section.

The eight faculty searches in nursing, accounting, management, biology, engineering, and psychology have been given the green light to proceed. Searches should begin as soon as committees can be assembled and charged, and advertisements posted.

Progress continues on remediation of the CSI buildings impacted by the flooding caused by Hurricane Ida. The Williamson Theatre and the Springer Concert Hall should both be available for use for exams during finals week although the stage will not be available in the immediate future. Removal of flooring and damaged wallboards in the lower levels of 1N and 2N is well underway by DASNY and should be completed by time we return from Thanksgiving break. The buildings will not be available for general classroom use until the elevator repairs are finalized,

but faculty should be able to utilize their offices once the demo work is completed if they are able to access the stairs. In the meantime, any faculty who need access to alternate spaces should work with their Deans and facilities to find temporary quarters where they can work on campus.

Starting the week after thanksgiving, both the loop bus and the ferry shuttles will be operating on an expanded schedule that will allow transport to the terminal in the evenings, with the latest bus leaving after the classes that conclude at 10:15. A detailed schedule should be forthcoming soon.

Following up on CSI's successful participation in the AASCU Frontier Set, we have now been selected as one of 15 institutions participating in a two-year AASCU Initiative called the Transformation Accelerator Cohort, focusing on best practices to reduce equity gaps for student success. Look for more information on this a bit later in this meeting.

The Computer Science Department had a very successful site visit with their ABET accreditation team last week, and anticipates full reaccreditation with no concerns. Congratulations to the faculty, Chair Zhang, and Dean Cavagnero on achieving this goal.

I would also like to congratulate Katie Cumiskey, who was granted a third year of funding for her Public Interest Technology project centered at St. George, and that part of the Public Interest Technology University Annual meeting, which will be hosted by CUNY in 2022, will be held at St. George and Snug Harbor.

We also had our first site visit by College of New Jersey President Cathryn Foster, who will head the review team for our Middle States Accreditation. She is also reviewing the draft of the self Study report. The final report will be distributed to the entire team in February prior to the team visit in March 2022. I would like to thank all of you who have served on the Steering Committee and the Standards Committees for your ongoing work on this important document.

In closing, I wish you all a restful and safe Thanksgiving holiday.

APPENDIX C

Associate Provost Peetz' Report on Enrollment & Retention

November 18, 2021

Please note: Provost Peetz showed a number of graphs that will be either attached to this document or sent as a separate file.

What appears below is transcribed from the video recording of the Faculty Senate Meeting on November 18th. It is the talk given to explain the graphs shown Associate Provost Peetz.

Everyone is very concerned at this moment in time at the College about our enrollment.

This talk is to ground everyone in what enrollment depends on in general, and that this is a really complex equilibrium... it's a balance between students joining and leaving.

Students join in the first year or transfer in at other later point in time, they can re-admit after some stop outs or they can be what we call "returning adults," "non-traditional students" and they come in full-time or part-full and various flavors.

They can leave for a variety of reasons, the best one which we'd like to see is that they graduate.

They also transfer out, they may be dismissed, or just stop out and because this is a very complex equilibrium, as I indicated, we have to look at individual ways of tracking these students and their success

I really want to make the point that our current enrollment numbers are nothing the College has not seen. This is a very long, long trend.

I want to focus on about 2015 going onward. What you really see is that. The enrollment overall enrollment ebbs and it rises. This should be reflected in the graduation of students. Obviously with a with a growing enrollments you would also expect on the number of students graduating to grow and, interestingly, like if you have a little bit of an enrollment peak there's a there's a graduation peak too that comes with like a shift and time because those students mature and then they graduate out.

There's some interesting things in the data, for example, the graduation number of the baccalaureate has kind of a good trend line but our associates I think we've not taken care of very well over the last I don't know 10-20 years there's something going on.

What I want to also mention is that you can see kind of short term trends that are a little bit above the long term trends and what this really, really signifies is that we've done a really good job, for example, or three year CSI associate graduation rate we've increased dramatically from 5.3 to 14.5 between the fall 2014 and 2017 cohorts.

Similarly, the four years CSI baccalaureate graduation rate increased significantly as a result of some efforts that we did for students with advanced standing.

So you have two effects that are hitting us right now -- we have very high enrollments in 2015 and those students are now graduating.

So we have more students leaving as a result and we're doing a better job as I just described and so you have an absolute increase in numbers but also a relative increase in numbers, and so this all comes together in what we see in the enrollment trend.

We can we can look at incoming freshman at baccalaureate students by year.

One thing that you can see is that with the number of students in the fourth year the fraction of students decrease, and it didn't decrease, as in this particular case, as a result of students leaving us, but more because of our efforts to graduate them out in time.

However, there is a significant decrease in percentage of students who are remaining and those are the students that are leaving us.

The first year retention is going down by 20%.

That drop is for baccalaureate students but it's even more for associate students, for a variety of reasons, but, but the point I'm trying to make is the first year says a lot about how the students chances are to graduate after the first year at all.

So it's incredibly important that we do a really good job in the first year.

Just recently, with the 2018 corps, because we implemented large scale changes, had a huge impact on the increased and first year retention, which, as you see, is completely Above the system trends so we're doing a lot of good things and I, and what you can see here is, we can even associate. The areas of the academic areas that have done a particularly good job that has led to this increase,

I just want to mention The COMP side, associate liberal arts and sciences, and nursing, those were the drivers and associates, and then the business BS the COMP side the electrical engineering, the English department did a really good job.

Those that transfer out go different places.

So, most of them go to Kingsborough, Brooklyn, City Tech, to be BMCC. Most of the students who go to Kingsborough are black and Hispanic students.

Most of the students who go to Baruch and to Brooklyn are Asian students. what's the reason? We must ask ourselves that.

The students that started out with us in the liberal arts and science associate degree, most of those end up in Kingsborough and the BMCC.

The first baccalaureate track students, the business BS students, leave us for Baruch and for Brooklyn.

So what can we do to change that narrative?

Some of the reasons why we are losing in large numbers so many of the black and Hispanic students it's because we have not managed to actually get our students to succeed at equitable levels.

The average of the past rates of all the hundred level classes in that track by student group. So 61% of the black students in a particular track pas vis-à-vis 77% of the Hispanic students.

So in the Division of Humanities & Social Sciences, 61% of the black students, off in this track pass visa vie 70% or 77% of Hispanics.

In the division of humanities social sciences, you have an average pass rate on the 100 level track and the 100 level courses have 68% and the white students pass at 79% in the same division level course.

it's not too different in science and technology actually a little bit less 64% of black students on average past 100 level classes and 77% of white students in in 100 classes and so that that's where we're really lagging behind in terms of the CUNY complex.

That's serious because those are large numbers of students. Tis was a problem before Covid. We have to do something about this.

In the school of business you have a 69% of black students passing in the 100 level courses and 78% of white students, those are large gaps.

The gaps are a little much smaller actually in the school of health sciences.

Why am I saying that? Because I am calling people to please team up with me and a group of faculty that that we need to form to tackle this. The provost mentioned that we were recently accepted into a group of institutions selected through a competitive process that are going to undergo a two year very rigorous data driven process to work on eliminating these gap for students AND FACULTY. I just signed the PO to buy 150 copies of *From Equity Talk to Equity Walk* and I want to distribute them and talk with everyone about this book. I think it can help us start many discussions and the different areas, and I urge you, please, email me if you want to be involved. the time to start tackling this in now.

APPENDIX C

Course & Standing Proposal November 18, 2021

Proposal for establishment of an undergraduate academic amnesty policy for academically dismissed students

Source of the Proposal	The Course and Standing Committee of the Faculty Senate
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Level of degree	Associate and Baccalaureate
Consultations	Academic Affairs, Curriculum Coordinator, Registrar's Office
Date Effective	Fall 2022
Proposal	The College of Staten Island implements an academic amnesty policy for undergraduate students who have been academically dismissed (due to not meeting the GPA standards for maintenance of matriculation and enrollment).
Rationale for change	<p>Students who have been academically dismissed from the College must file an appeal for readmission. Even when such appeals are granted, the students can have a difficult time regaining good academic standing because their past grades continue to have a negative impact on their GPA. This can be frustrating for students upon their return, because there may not be a mathematically feasible way for them to earn enough credits of A and B grades to bring their overall GPA to at least a 2.0 (the minimum required for good academic standing, although certain majors require a higher minimum of 2.5-3.0).</p> <p>Removing <u>all</u> previously-earned letter grades of A-F from the GPA calculation (while designating them with coding available in CUNYfirst to still show the original grade earned) would have the result of recognizing the coursework completed successfully and maintaining those credits, while also providing the amnesty recipients an opportunity to complete their degrees at CSI.</p>
Objectives	<ul style="list-style-type: none"> • Permit academically dismissed undergraduate students who have had a break in attendance from CSI of at least three (3) consecutive academic years to pursue a fresh start at CSI; • Facilitate the attainment of an associate's and/or bachelor's degree.
Assessment plans	Based on the submission of an official academic amnesty form to the Course and Standing Committee, provided in tandem with the official readmission appeal request, the College would be able to collect numerical, demographic, and academic data on the actual number of students who utilize the policy.
Expected impacts on enrollment	There may be a positive impact on enrollment, since students who are readmitted with academic amnesty may now have a more reasonable expectation of being able to complete their studies and earn their undergraduate associate's and/or bachelor's degrees, due to the academic

	<p>reset resulting from no longer calculating past letter grades into the cumulative GPA.</p>
<p>Expected impacts on classwork/registration</p>	<p>None are anticipated. Students who receive amnesty for courses that are pre-requisites for others would still remain eligible to register: the original grade earned will still show on the transcript, which will correctly prevent students not meeting a specific minimum grade standard for a pre-requisite course from enrolling.</p>
<p>Proposed policy</p>	<ul style="list-style-type: none"> • Undergraduate students who were academically dismissed from the College may request academic amnesty and have <u>all</u> previously-awarded letter grades from CSI (A-F) coded in CUNYfirst to designate that the courses are no longer being calculated in the overall GPA. F grades would receive the same coding, but no credit will be awarded for those courses. • Only courses completed in residence at CSI are eligible for academic amnesty. • WU, WN, and FIN grades are not eligible for conversion and will remain part of the student’s permanent academic record. • F grades received as a result of disciplinary sanctions (e.g. academic dishonesty) are not eligible for amnesty. • Academically dismissed students applying for amnesty must have a break of attendance from CSI for a minimum of three (3) consecutive academic years, and upon their approved readmission, they must fulfill the graduation requirements in effect when they are readmitted. • Academic amnesty and the resulting conversion of <u>all</u> eligible letter grades must be requested at the time of submitting the official readmission appeal, and cannot be granted retroactively. • Students who are approved for readmission under the academic amnesty policy will be restricted to taking no more than 12 equated credits in their first semester of return. Their academic standing will automatically be reviewed at the end of the semester and, if they have met the minimum standard for good academic standing (i.e., cumulative GPA of 2.0 or higher), they will be eligible to enroll for up to the established credit limits for subsequent semesters. • All courses for which academic amnesty is granted will continue to count in all calculations and determinations of future federal and New York State financial aid eligibility. • The standards for maintenance of good academic standing, continuation of probation status, and placement on academic dismissal supersede academic amnesty. • Students who apply for and receive amnesty must still meet all academic standards related to graduation, including (but not limited to) minimum GPA requirements for their major and satisfaction of credits completed in residency.

	<ul style="list-style-type: none">• Some programs may have additional requirements for re-entry and graduation. Students who receive academic amnesty are strongly encouraged to consult with an advisor from that area at their earliest opportunity upon readmission to the College.• Students who receive academic amnesty will not be eligible for graduation with Latin honors.• Amnesty for academically dismissed students can only be received once at CSI.
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