**Minutes for the 143rd Meeting of the Faculty Senate**

**for Thursday, November 19, 2020 from 3:30 to 4:30 pm held virtually.**

**Attendance:** Jonathan Peters,Chang-Hui Shen, Angelo Bongiorno, Yumei Huo, Sarah Zelikovitz, Rachel Grant,

Simone Wegge, Gene Fellner, Neo Antoniades, Lee Papa, John Wing, Jonathan Cope, Wilma Jones, Carles Solà Belda,Soon Chun, Carlo Lancelloti, Tara Mateik Cynthia Chris,Natalie Fiscetti, Siona Wilson, Sylvia Kahan, Mark White, Zaghloul Ahmed, Jane Marcus Delgado, Comfort Asanbe, Christine Flyn Saulnier, Jay Arena, Lucas Marchante-Aragón,Alyson Bardsely, Alan Benimoff, Jason Bishop, Vandana Chaudhry, Katie Cuminskey,Deborah De Simone, Maryann Feola, Ellen Goldner, Susan Imberman, Cahterine Lavender, John Lawrence, Alfred Levine, Gerry Milligan, Maichael Paris, George Sanchez, Francisco Soto, Thomas Tellefsen, John Verzani, Cindy Wong, Alan Zimmerman, Roshen Hendrickson,Andrew Colbeck, Brian Farr, Peter Galati, Victor Miller, William Fritz, Michael Parrish, Sarolta Takács, Susan Holak,Marcus Tye, Michael Cavagnero

**Guests**:Maureen Garvey, Emanuel Espernace Jr., Warrick Bell, Christien Myers, Benji Kuriakose, Orit Gruber, Alana Gaymon, Suzy Shepardson, Michael Volpe, Cheryl Adolph, Hope Berte, Amy Stempler, Catherine Ferrara, Deb Franzblau, Mel Pipe, Michelle Borowski, Jennifer Berrero Manuela Alongi, Jessica Stein, Parri Gross, Maxwell Velidkodny, Isabel Rechberg, Charles Gomes, Alberto Ballesteros, Tara Mastrorilli, Ken Wolin, Sue Massara, Michael Lederhandler, Darryl Hll,Alan Hoffner, Patricia Khan, Christina Hagerdon, Ruth Silverberg, Koby Kokulan, Janice Scotto, Rob Wallace, Qiao-Sheng Hu, Alexander Scott, Juline Robinson, Michael Baybusky, Thomas Lauria, Jessica Collura, Donna Scimeca, Valeria Belmonti, Mary Murphy, James Hamilton, Ralf Peetz, Jasmine Cardona, Carlos Serrano, Intissar Hasan, chritsine Boyle, Anne Hays, Jeff Vilkov, Doriann Pieve-Hyland, Hernan Green, Chirstine McEvilly, Kerri Gerson, Stephanie Gonzalez Allen, Lynne. Lacomis, Veronica DiMeglio, Linda Conte, Eli Hollander, Isabel Rechberg, Edward PAtri, Celeste Del Maestro, Georgia Landrum, Micehle Karpeles, Ken Gold Antonio Gallego, Stephen Ferst, Amila Goonawardena, Shawn Abraham, Eric Ivison, Donna Sauthoff, Brenda Vaentin, Mario D’Allessandro, Chrsitne Cohen, Micahel Batson, Crystal Deosaran, Charon Christian, Erin Van Nstrand, Cesare Barreca, Erma Tacopino, Dan McCloskeu, David Pizzuto, Matthew Ganz, Andrew Leykam.

1. Approval the agenda.

*Moved, seconded, and passed unanimously.*

1. Approval of the minutes of the meeting of the Faculty Senate on October 15, 2020.

*Moved, seconded, and passed unanimously.*

1. Executive Committee Report: Appendix A

Letter to the Egyptian Government: Appendix B

Contributions of Ann Helm: Appendix C

Motion brought to the Floor for a Vote of No Confidence in the Administration: Appendix D

*Moved, seconded, discussed, and tabled until December.*

1. Provost’s Report : Appendix E

**Question:** In light of Mel’s Departure, what are the plans for OSPR? Will here be a new director?

**Provost**: OSPR will remain fully staffed. Because it is a personnel matter, I can’t really say, but we are working on that, we do have a plan in place.

**Comment:** On behalf of the Psychology Department, we would like to give a big thank you to Mel and she has been very helpful in the department and with our research. You will be missed!

**Question**: About On-line Education, the link to the Faculty Center for Professional Development is especially important to helping fulltime and part time faculty onboard and teach virtually. Yet, the link to the Faculty Center for Professional Development is not related to the link for Academic and Research on our website. When will it be moved and when will the Handbook be posted?

**Answer:** Both will be posted on the website .

**Comment** We are working on an overhaul of the Faculty Center website that will include everything that wa just suggested and be more user friendly.

**Questions:** If it is true that our enrolment is going to be low and then rise again, just before the beginning of classes, are we going to be correspondingly to wait before we cancel sections that look like they have a low enrollment.

**Answer**: It will depend on the pattern and if they are upper division or upper division. We will try to have a number of sections that we can add in to avoid the issues we had this Fall.

**Question:** This 20% drop in enrollment, are we comparing November 2019 to now or are we comparing the Spring of 2020 to this September number>? Who is working on the Faculty Handbook?

**Answer:** the dashboard compares November 2019 to November 2020. The Faculty Handbook is being revised initially by me and then I plan to work with a group of people to update the handbook. It hasn’t been updated since 2011.

**Suggestion**: Perhaps the Faculty Personnel & Policy Committee would be a place to start.

**Points regarding enrollment:** (1) Enrollment opened for Continuing Students one week later than it has in the past; (2) In coming first-year students have yet to start their enrollment and onboarding process; (3) incoming transferring students have just started enrolling. Those numbers are comparable to last year. The reason things were pushed back a week were so that everything was set for students to understand the difference between synchronous and asynchronous courses.

1. Reports of the Committees of the Faculty Senate
   1. Admissions Committee – Emergency Admission Policy – Appendix F

***Moved, seconded, and passed with 1 abstention.***

* 1. Curricular Committees – none due to time
     1. General Education Committee – none due to time
     2. Graduate Studies Committee – none due to time
     3. Undergraduate Curriculum Committee – none due to time
  2. Course & Standing - none due to time
  3. Library Committee– none due to time
  4. Academic Research Committee - none due to time
  5. Academic Facilities Committee– none due to time
  6. Academic Freedom Committee– none due to time
  7. Academic Technology committee– none due to time
  8. Faculty Personnel Policy Committee – none due to time

1. University Faculty Senate Report – none due to time
2. Old Business- none due to time

1. New Business- none due to time

IX. Adjournment. *Motion made, seconded, and passed unanimously.*

**Appendix A**

Faculty Senate Executive Committee Report

November 18, 2020

Faculty Senate Executive Committee Report

I am pleased to present this report on behalf of the Faculty Senate Executive Committee. Before I begin, I would like to remark briefly on two long-standing members of the CSI community who passed away this month. They are Ruth Calderon-Gutierrez, a retired faculty member in the Department of World Languages and Literatures, and Ann Helm, the former director of the Center for Global Engagement.

Ruth Calderon was a Spanish professor from 1965 until her retirement in 2010. When she retired, she was the longest-serving member of the department, and possibly in the College as a whole. She taught hundreds, if not thousands, of students in all levels of Spanish language, civilization, and literature. She specialized in pre-Hispanic civilizations and shared her love of indigenous cultures with her students and colleagues. Ruth also organized poetry-memorization competitions for students. Her colleagues will undoubtedly remember her office, which was packed with artwork and artifacts from Latin America and around the world. She was instrumental in hiring many of the current members of the department’s faculty, including me. She was also a native French speaker, in addition to Spanish. Her family had fled France in 1941, after her father escaped from a Nazi internment camp outside of Paris and, with the help of the International Rescue Committee, emigrated to the United States. She had a remarkable life and she is missed.

Ann Helm was the director of the Center for Global Engagement from 1990-2013. Her contributions to CSI and to the field of international education are too numerous to recite in this short report. Among the many partnerships she established around the world were programs in China, Ecuador, Italy, Spain, England, Australia, France, Vietnam, Japan and Denmark. For the CUNY Macaulay Honors College, Ann created programs in the Galapagos Islands and in South Africa. She also created dual-degree programs and numerous faculty-led study abroad courses and familiarization visits. She made it possible for hundreds of international students and scholars to make CSI their home in New York, and put the College on the map as a destination for visitors throughout the globe. Ann was a pioneer in international education. Under her leadership, over 9,000 students studied abroad, many of whom would never have had the opportunity to do so without her drive, commitment, and tireless efforts. Her colleagues have compiled a document that details many of her contributions to the College. If there are no objections, I would like to append it to the minutes of this meeting. A memorial scholarship fund has been established in Ann’s name, and a link for contributions will be included in the document attached to the minutes.

I would also like to report that the Executive Committee, per the vote taken at the last meeting, has drafted a letter to the Egyptian government urging the release of our student, Mustafa Ali Hassanien. As you may recall, Mustafa was detained in May upon returning to Cairo. Although he has yet to be formally charged, Mustafa is being held in the Tora Prison facing accusations that appear to be based on expressions of opinions about the Egyptian government. President Fritz has also written to our public officials to ask for his release. We will continue to monitor this situation and hope he will be freed soon.

On October 29, the Faculty Senate sponsored a Town Hall to address issues of concern to the College community. Many of the 296 ​attendees voiced their opinions on a wide variety of subjects, but the overriding message was a sense of dissatisfaction with campus leadership from CSI's administration. We have circulated to department chairs a summary of the main issues identified at the gathering, but among the most prominent fell into the categories of accountability, inclusivity and communication. Emphasis was placed on the College’s lack of vision, strategy and leadership in responding to the COACHE and Rankin Climate surveys and CSI’s performance on the Lumina Foundation’s scorecard on race and equity. (We received an F on the latter). These measures all demonstrate a marked decline in campus morale, as well as a failing grade in the areas of racial and ethnic diversity. Participants noted with dismay the college leadership’s failure to clearly articulate an intellectual, academic vision for the institution, or a way forward to manage CSI’s long-standing financial problems. There were special concerns voiced about the library and certain programs (most notably, Nursing), that jeopardize the academic and scholarly well-being of our students, faculty and staff.

The Executive Committee met with the Provost and other members of the Administration on November 10 to discuss the Town Hall meeting and other issues. We stressed the need for the Provost’s office to take concrete steps to rectify these concerns and to communicate solutions directly to the academic community. We also asked for data on class size, retention and other issues related to student success; Associate Provost Ralf Peetz shared some statistics with the committee. We urged the Provost to engage the faculty in dialogue about the pressing issues facing the College.

As we head toward Thanksgiving next week, I would like to express my gratitude for the solidarity and good will of this body and the CSI community. It has been a very challenging semester, and one that has offered both seemingly insurmountable obstacles and surprisingly creative opportunities. We wish you a happy, safe Thanksgiving and good health for you and your families.

Respectfully submitted,

Jane Marcus-Delgado

Chair

**Appendix B**

November 17, 2020

President Abdel Fattah al-Sisi Office of the President Al Ittihadia Palace Cairo, Arab Republic of Egypt Fax: +202 2391 1441 Email: p.spokesman@op.gov.eg

Your Excellency:

On behalf of the Faculty Senate of the College of Staten Island, City University of New York, representing the faculty of our College, we write to express concern for our detained student, Mustafa Ali Hassanien

Mustafa, a young filmmaker and Cinema Studies student, was arrested on May 14, 2020, and remains in pre-trial detention at Tora Prison. He is facing accusations such as “spreading false news,” “disturbing public security,” and “belonging to a terrorist organization” which appear to be based on his expression of opinions about the Egyptian government. It is our understanding that these statements reflect fundamental human rights and should not be criminalized. He has yet to be formally charged, and his continued detention has been renewed at least seven times.

Mustafa is a 22-year old young man at the beginning of his college career. Given the risk of infection during the COVID-19 infection, we fear for his health and well-being. He has already spent six months in detention during the height of the pandemic.

We write to urge you to ensure that Mustafa Ali Hassanien is released immediately and unconditionally. Your government is obligated to protect, not punish, his nonviolent exercise of free speech. We urge you to respect and protect our student’s rights and see to it that he is freed.

Thank you for your attention to this important matter.

Sincerely,

Jane Marcus-Delgado, Ph.D. Chair, College of Staten Island Faculty Senate

[Same as the Committee of Concerned Scientists]

**Appendix C**

Some contributions made by

Ann Helm, Executive Director of the Center for International Service,

to the College of Staten Island from 1990-2013

When Ann arrived at CSI, the Center ran three partner-based study abroad programs (Lorenzo de Medici in Florence, The American University in Rome, and Southeastern College in Greece), and had two faculty-led programs (Geology in Hawaii with Dr. Andy Ohan and Spanish in Spain with Dr. Armando Rincon).

Beginning in 1990 until 2013, Ann established these partner-based study abroad and internship programs:

1. Arts and Sciences at Lorenzo de Medici in Tuscania, Italy
2. Arts and Sciences at Middlesex University in London, England
3. Arts and Sciences at the American College of Thessaloniki, Greece (1992 to the present)
4. Arts and Sciences at Vesalius College in Brussels, Belgium
5. Arts and Sciences in Three Italian Cities at Lorenzo de Medici, Italy
6. Italian Language and Culture at Istituto Venezia in Venice, Italy
7. Chinese Culture and Business at Shanghai University, China
8. Chinese Language and Culture at Nanjing University, China
9. Japanese Language and Culture at Ritsumeikan University in Kyoto, Japan
10. Study in Guayaquil, Ecuador – LAICA (1990-1991)
11. Spanish Language and Culture at Universidad Catolica de Santiago de Guayaquil, Ecuador (1992 to present)
12. Spanish Language, Culture, and Liberal Arts at the International College of Seville, Spain
13. Spanish Language, Culture, and Liberal Arts at Universidad San Francisco de Quito, Ecuador
14. Study Abroad in Scandinavia with DIS in Copenhagen, Denmark

Ann established these programs for the CUNY Macaulay Honors College:

1. Biology and Darwin in the Galapagos and Quito, Ecuador - winter
2. Summer Honors Program at Rhodes University, South Africa

And these CSI student exchange programs:

1. Arts and Sciences at the City University of Hong Kong, China
2. Arts and Sciences at University of Canberra, Australia
3. Business at the Technological University Dublin, Ireland (formerly Dublin Institute of Technology)
4. Business, Hospitality, Sports Management, and Entrepreneurship at CPH in Copenhagen, Denmark
5. International Business and French Culture at IPAG in Nice, France
6. Japanese Language and Culture at Ritsumeikan Asia Pacific University in Beppu, Japan
7. Japanese Language and Culture at Seinan Gakuin University in Fukuoka, Japan
8. Ireland Cross-border Reconciliation Internship Exchange Project - Dungannon, Northern Ireland

Ann also worked with CSI faculty to develop and offer these faculty-led study abroad programs:

1. Women's Studies and Theater in London - Dr. Laurie Caudle/Psychology - dozens of students over about 8 years
2. Special Education in Denmark - Dr. David Podell/Education - over one hundred students over 9 years
3. Geology and Earth Science in Hawaii, and then Naples, Italy – Dr. Andy Ohan/Geology - over 100 students over 10 years
4. Biology in Morocco – Dr. Abdeslem Elidrissi/Biology - dozens of students over 3 years
5. Biology and Tropical Ecology in the U.S. Virgin Islands – Dr. Lisa Manne and Dr. Richard Veit/Biology – a dozen students in one winter
6. International Business Management in Dublin, Ireland – Dr. Alan Zimmerman/Business
7. and International Business in Florence, Italy – Dr. Alan Zimmerman/Business – dozens of students over 4 years
8. Transcultural Nursing and Global Health in Costa Rica – Dr. Regina Lama/Nursing - dozens of students over 3 years
9. Spanish Language and Service Learning in Seville, Spain – Dr. Francisco Salgado/World Languages - 15 students one winter
10. French in France - Dr. Karen Masters/World Languages – several students one summer
11. Organizing visit to K-12 school attached to our partner USFQ,  in Quito, Ecuador, Colegio Menor San Francisco de Quito – with Dr. Susan Sullivan/Education, who later returned with 2 CSI student teachers, and then 6 more student teachers to the USFQ school in the Galapagos.

These faculty programs were built and offered but may not have run or had very few students:

1. Philosophy in Greece - Dr. Peter Simpson/Philosophy
2. Society and Culture in Hong Kong and the Pearl River Delta - Dr. Cindy Wong/Communication
3. People and History in Barbados - Dr. Calvin Holder/History
4. Environmental Engineering in San Sebastian, Spain - Dr. David Lindo/Environmental Science

Ann established CSI Dual Degree programs including:

1. Posts and Telecommunications Institute of Technology (PTIT), Vietnam, 2+2 dual degree program – with Dr. Zhan Zhangyang/Computer Science
2. IPAG, French Business School, France – Graduate dual degree program with the CSI School of Business – with Dean Susan Holak

**All told, 9,000 students studied abroad through CSI during Ann’s tenure.**

CUNY China Programs

* Ann administered on behalf of the university a CUNY-wide program the CUNY Shanghai University Faculty and Staff Exchange program. The CUNY Shanghai Exchange had 300+ faculty and staff participants, with more than 100 faculty and administrator participants who did exchanges of 1-6 months at CUNY and 1-3 months at Shanghai University, from 1984-2010.
* Ann also built out this exchange and established the CUNY China Programs, that then included the study abroad programs at Nanjing University (1993-2013) and at Shanghai University (2001 to present).

CUNY Vietnam Projects

* Established with partner Vietnam USA Society (VUS) and Hanoi University of Foreign Studies (HUFS) – 60 faculty and staff exchanged in Teaching English as a Second Language (TESL), and hundreds of visitors came to CSI/CUNY including two delegations from the Vietnamese Ministry of Education and Training, one with 60 and one with 96 University Presidents and Rectors.

Site Visits and Familiarization Visits

* Ann arranged numerous administrative site visits and familiarization visits for hundreds of faculty and staff at CSI, CUNY, from College Consortium for International Studies (CCIS) institutions, to partner schools abroad. Those include familiarization trips to visits to programs in Ecuador, England, Denmark, Italy, China, Greece, and Vietnam, just to mention a few.
* She even got the CUNY Chancellor to make a big visit to China partners, and designed and led numerous CSI Presidential, Provost and Dean visits (including CSI Presidents Volpe, Springer and Morales) to partners in Europe, Asia, the Middle East, and Latin America.

Teaching, Visiting Scholar, and Administrators Sojourns

* Ann created numerous semester and year sojourns at CSI for international education colleagues and practitioners from our partner institutions – some include Wang Jian, Zhong Guoxiang, Xu Xiaomei, Jun Zhou – and those are only some of the Chinese whose lives were changed - countless others from many countries including Vietnam, Italy, Ecuador, the Czech Republic and Bulgaria.

Fulbright Group Project Abroad grant

* In 1993, fifteen CSI faculty and Staten Island social studies teachers spent 45 days in Eastern Europe (Germany, Poland, the Czech Republic and Bulgaria) studying social change and environmental policy.  The project was subsequently used as a model around the US.

International Students and Scholars

Typically, there are 200-500 foreign students and scholars at CSI during any given semester. That includes undergraduate, graduate and post-graduate students, researchers and teachers. Thousands of international students and scholars studied and taught at CSI during Ann’s tenure, and benefitted greatly from expert and caring services of the Center including visa services and advisement, as well as cultural and college preparation, orientation, and advisement over the years.

In addition to regular ESL programs offered by the Center’s English Language Institute (ELI), Ann also worked to create numerous short term English contract and training programs under the ELI. Some of the many programs include:

* English and Nursing programs with City University of Hong Kong
* Mid-level management training program for business managers – Spain
* Toyo Corporation New Employee Training Programs – dozens of training day-visits to CSI each with 100 Japanese participants
* Shanghai Masters in Business Administration Training Program

Thousands of international students studied at the ELI, most of whom took the TOEFL test to matriculate at CSI or at other colleges in the US. Hundreds more attended short term programs.

Ann established many programs and activities at CSI out of the Center for International Service – a sample list includes:

1. The World on Wednesday (WOW) international lecture series
2. The Phi Beta Delta International Honors Society
3. The monthly International Coffee Hours
4. International Education Week Activities
5. International Culture Festivals - with President Volpe’s wife Rose Volpe in the early 1990s
6. The Emerging Leaders Program with the Shanghai Municipal Education Commission – with Dr. Ming Xia/Political Science, dozens of participants who stayed 3-6 months at CSI and CUNY
7. 100 Year Celebration of Chinese Cinema and Conference – with Dr. Ying Zhu/Cinema Studies – hundreds of participants

Ann Helm also played a big role in international education at CUNY through the International Education Liaison group. And she played a big role in the field of international education in the US and beyond. She was an active leader and representative for CSI and CUNY in the College Consortium for International Studies (CCIS) and NAFSA: The Association of International Educators. Ann also received NAFSA Award for Distinguished Contributions to the Field in Honor of Marita Houlihan in 1997 while at CSI. Ann had colleagues and friends at institutions all over the world and contributed a great deal to the internationalization of the College and to our profile in the field of international education worldwide.

*Please consider clicking the link to donate to the*

***Dorothy Ann Helm Memorial Scholarship Endowment for Study Abroad***

*so that more CSI students with financial need and academic merit will be able to*

*study abroad in countries worldwide.​*

<https://www.givegab.com/campaigns/dorothy-ann-helm-memorial-scholarship>

**Appendix D**

**Resolution for a Vote of No Confidence**

**in the Administration**

**November 19, 2020**

Staten Island, unlike the other city boroughs, only has one public institution of higher education: the College of Staten Island (CSI). For decades, the college has played and continues to play a vital role for the community by addressing the academic needs of a wide variety of students: from students needing remedial work prior to entering college to students pursuing doctoral studies in Educational Leadership or in Physical Therapy, to the thousands of students each year who seek a quality education. CSI is an essential educational center for the community. For any college, but especially for CSI with its unique mission, strong and forward-looking leadership is required; unfortunately, this has been lacking under the current president, William Fritz, and current Provost, Michael Parrish. The struggles of the current COVID pandemic have only served to highlight how CSI is adrift and in need of new leadership.

It is the job of the President and Provost to provide educational vision, leadership, and guidance for the college in order to provide access and excellence in the liberal arts and science, as well as the professions. It is also their job to administer the college in adherence to the Governance Plan and to do so in a just and fair manner for all members of the college community, maintaining the principles of shared governance, due process, and transparency.

**Whereas** the President and Provost have repeatedly failed to follow the spirit of shared governance, as evident in that they:

(1) did not articulate a clear intellectual or scholarly vision for CSI and have failed to provide leadership or consistent instructional polices, guidelines, or parameters during the Pandemic,

(2) approved and allowed online class sizes to increase against the recommendations of the Faculty Senate and the faculty in general,

(3) ignored the Faculty Senate Committee reports on Research and Technology submitted over the last two year,

(4) have produced neither plan nor sustained actions to address The College's failing grade on the Lumina Foundation/USC Race and Equity Center Statewide Equity Index scorecard (2019), Faculty Diversity Strategic Plan, 2013-2018, and other studies conducted by the Faculty Senate Executive Committee for strategic solutions to CSI's lack of diversity, gender equity, or intensifying racism and Islamophobia,

(5) did not respond with actions or continuous efforts to address the results of the campus-wide (2019) COACHE and (2016) Rankin Climate surveys, both of which reflect declines in morale, job satisfaction, and faculty-Administration relations,

(6) did not release the findings of their performance evaluations conducted last year by CUNY and outside evaluators,

And

**Whereas** their handling of the budget raises serious questions of judgment since making major financial decisions outside a process of collaboration and shared governance has real consequences, including that: .

(1) the President has exhausted the college’s CUTRA savings and has jeopardized the college’s financial solvency,

(2) the President and Provost have drastically cut the budget of the library and the necessary resources for faculty to do their research and scholarship

(3) they drastically cut the adjunct faculty and the staff of the college during this pandemic in order to address the budget crisis that was, in part, their own making, and

(4) they invested in Division II athletics without any consultation with the faculty and have yet to publicly evaluate this decision for its efficacy and impact on the college,

And,

Since the President and Provost have proven themselves incapable of successfully leading the College of Staten Island as evidenced by the demoralization of the faculty and staff overall,

**Be it resolved** that The Faculty Senate of the College of Staten Island declares that it has no confidence in the current incumbents of the offices of President and Provost of the College of Staten Island, Dr. William Fritz and Dr. Michael Parrish.

**Appendix E**

Provost’s Remarks - Faculty Senate 11/19/20

**Spring Semester/Re-entry:** As you all know by now, the fall spike in COVID cases that was predicted has come to pass, and we continue to see situations where those who have come to campus subsequently test positive for the virus. Staten Island also continues to have among the highest infection rates in NYC. Nonetheless, we continue to facilitate visits by a limited number of researchers to campus, and have now been able to schedule research work by faculty in buildings 5N and 4S in addition to those working in 6S.

As for classes, we have been able to schedule limited but necessary on-campus class meetings for physical therapy, nursing, media culture, and the med tech program in biology. We hope to be able to expand necessary in-person instructional opportunities in the spring semester, but how much we will be able to do on campus will depend on progress of the pandemic, funding, and staffing. As we have stated repeatedly, both winter and spring 2021 will be delivered almost entirely by distance education.

**Enrollment:** As of today, our enrollment for the Spring is down 20% relative to last year on this date. This is consistent with trends across CUNY, where the average enrollment decline is also currently about 20%. This reflects a national trend, and, by comparison, SUNY was recently down 30%. Although it is really too early to speculate, it would not be surprising if we see an uptick in enrollment close to the start of classes that parallels what we experienced at the beginning of this semester. This semester we started with an expected drop about 6% relative to the previous year and the last minute uptick resulted in us being 1% above the previous year amount.

**COACHE and Campus Climate Surveys:** As you will hear shortly, the COACHE survey team will be reporting briefly on the results of their analysis of the survey results here and will expand on that information at a town hall the afternoon of Friday December 4. During that meeting, some of the results of the 2016 Campus Climate Survey will also be summarized.

Something else I plan to revisit is a series of recommendations put forth in the 2013 Faculty Diversity Strategic Plan, most notably the reconstitution of the Diversity Council, which was originally composed in 2013 and stopped meeting at some point prior to my arrival at CSI.

I will also be overseeing the updating of the Faculty Handbook, which has not been revised since 2011, and reviewing the last iteration of the Chair Handbook that was completed in 2018.

**Promotion and Tenure considerations.** I am part of a group of Provosts and CUNY administrators that are developing a series of recommendations to campuses for Promotion committees and untenured faculty regarding how we will account for the impacts of COVID-19 on progress towards promotion and tenure, particularly among those most affected by the changes imposed by the virus – caregivers, faculty from underrepresented groups, and women. We have also begun discussions on this topic within P&B, and will be working on preparing policies to address these issues at CSI. I will welcome any suggestions that I can pass along to those groups.

**Personnel shifts.** A number of personnel changes have taken place within the campus in recent weeks. In Academic Affairs, we have bid a fond farewell to Lorraine Brocato, who is moving over to Campus Planning, Facilities, and Operations to support VP Hope Berte. Taking over in the Academic Affairs budget office is Neila Green, who brings years of expertise in the registrar’s and admissions offices to the position.

After I served as interim Dean of the School of Education for the last year and a half, Dean Marcus Tye has agreed to assume the interim position until we are able to finalize the search for a permanent Dean of the school. Prior to this transition, Dean Tye and I consulted with the two chairs of the school, and they in turn consulted with their faculty on this transition. Marcus has extensive experience with accreditation, internship placements, and the kind of variety of programs that the school of education offers to its students. I am grateful to Dean Tye for his willingness to serve in this position, and I am sure the school will benefit from his expertise and leadership.

A move that has been planned for several years finally happened earlier this month with the staff from Media Services moving under IT. I met last Friday to hear the Library Faculty’s concerns about this transition, and I will continue to work with Amy Stempler, Patty Kahn, and their respective staffs and the library facuylty to resolve the issues that came up in our meeting.

Finally, I would like to announce that Associate Provost Mel Pipe will be retiring in December. Mel has a long and distinguished career in CUNY, first at Brooklyn College as a Psychology Professor, Chair and Acting Assistant Provost. Prior to coming to CUNY, Dr. Pipe was a Senior Research Fellow and Staff Scientist at the National Institute of Health, and previously was at the University of Otago in New Zealand.

During her four and a half years at CSI, Mel has managed a diverse portfolio including the office of research, graduate studies, and institutional effectiveness. She has played key roles in developing the annual Performance Management Plans for the Chancellor’s Office. Mel had originally planned to retire earlier, but generously agreed to stay on at a reduced load this semester to continue to bring forward a number of initiatives, most notably formulating the Middle States self study and composing the working groups, finalizing the COACHE survey, and completing an overview of CSI research funding. I am currently working on how to reallocate her portfolio since we will not be able to replace her position at present, but we are also hoping that Mel may be able to continue some work as a consultant, focusing on the Middle States Study. Her departure will leave a huge gap in Academic Affairs, and I will miss her wise counsel, good humor, and attention to detail.

**Future for CSI.** At present, we face many uncertainties as an institution. Enrollment, budget, timing of the resumption of on-campus activities, and the future of hiring. If our enrollment is down 20% and state revenues continue to trail by at least that amount, CUNY will indeed be facing some financial hardships that we will have to weather as a college However, as the only public higher education institution on Staten Island, I believe that our future remains secure. It will be up to all of us to work together to chart the course of CSI into the next decade. In the meantime, I am continually grateful to all of you for the hard work you have put in under extraordinary circumstances to maintain our mission of helping our students fulfill their creative and educational aspirations.

**Appendix F**

**Proposal for adjustment to College of Staten Island Admissions Criteria and Policy**

|  |  |
| --- | --- |
| Source of the Proposal | Division of Academic Affairs - Enrollment Management, and Undergraduate Studies and Student Success |
| Level of degree | Baccalaureate |
| Approvals | Approved by the Admissions Committee for recommendation to the Senate on October 13, 2020 |
| Consultations | Office of Institutional Research |
| Dates Effective | Effective for Spring and Fall 2021, and Spring 2022 ONLY |
| Proficiency requirements  /implications | No applicant that does not meet existing proficiency requirements will be admitted to the Baccalaureate Degree. |
| Criteria language | English as a Second Language (ESL) and High School Equivalency Diploma/GED applicant criteria will remain unchanged as they do not include SAT/ACT. For other first-time freshman students:   * Admit students who have a high school average of 85 or higher * Students with a high school average of 80-84.9 need a   + High school English average of 70 or greater   AND   * + Must have completed two credits of math in elementary algebra and geometry * Students with a high school average of 70-79.9 need either   + High school English average of 80 or greater   AND   * + Have completed two credits of math in elementary algebra and geometry     - OR   + High school English average of 75-79.9   AND   * + Have completed three credits of math in elementary algebra, geometry, and intermediate algebra |
| Rationale for change | In light of the COVID crisis, the University Board of Trustees had decided that all CUNY schools will be SAT and ACT blind for the three relevant semesters. Prior CSI admissions criteria required standardized testing minimums. |
| Objectives | * Identify the academic factors that will maintain the integrity of the current admissions criteria while placing it in compliance with the CUNY Test (SAT/ACT) blind temporary policy. * Evaluate the efficacy of potential future admissions criteria changes by targeting first-year success and retention. |
| Rationale for the criteria | Criteria were determined by examination of the characteristics of the applicant information for enrolled students in 2018. The criteria are based on the correlation of admission data to first year GPA. English GPA criteria speak to identifying students with the verbal skills that will help them succeed in college classes. Particular math criteria speaks to overall strength of HS schedule, but also helps identify students who were likely on a college preparatory path (which usually improves success in freshman year). Criteria aim to select students likely to have a first-year GPA average of no less than 2.5. |
| Assessment plans | The Admissions Committee will request information on the GPA, credits completed, and retention of students admitted under each criterion. |
| Expected impacts Enrollment | The Office of Institutional Research and the Office of Recruitment and Admissions have evaluated previous applicant classes (see attached analysis) and estimate that the admitted baccalaureate class size will be slightly larger than that from 2018, which was based on the old criteria. However, it is hoped this will continue to improve enrollment by giving qualified students baccalaureate offers. As usual, the Admissions Office will review essays, trends in HS average, and/or recommendations to make individual decisions. |
| Expected impacts on classwork/registration | Since these criteria don’t involve proficiency, and students who are proficient are advised to take the same classes in the first year, whether on the Associate or Baccalaureate track, there is no expected impact on first year registration patterns. |
| Expected impacts on retention/success  /graduation rates | Based on previous years enrollment profiles, groups of proficient (non-developmental/remedial) students admitted under each new criterion would have had a first year GPA of 2.5 or higher. This GPA average is higher than that of students admitted under some of the existing original criteria. |
| Replaced Criteria: | ~~For proficient, first time freshman students (other than English as a Second Language (ESL) and High School Equivalency Diploma/GED applicants)~~  ~~For all criteria below, an equivalent ACT score can be substituted for the SAT requirements (Current SAT scale unless otherwise noted).~~   * ~~Admit students who have a high school average of 87 or higher with an SAT total score of 880 or higher~~ * ~~Admit students who have a high school average of 77.5-86.9 with an SAT total score of 980 or higher~~ * ~~Admit students who have a high school average of 70-77.4 with an SAT total score of 1170 or higher~~ * ~~For students who graduated HS more than 18 months from admission and have no SAT scores or took the SAT with older scoring scales:~~   + ~~Admit students with a HS average of 81 or higher~~   + ~~Admit students with a HS average of 78-81 with~~      - ~~SAT Verbal (OLD) of 500 or higher OR SAT Reading of 27 or higher OR 4 years of HS English~~   ~~AND~~   * + - ~~SAT Math (OLD) of 500 or higher OR SAT Math (Current scale) 530 or higher OR completed HS geometry~~ |