

New York Faculty Council

*Pace University
New York, NY 10038*



Meeting Minutes

May 13, 2020

12:10 P.M.

Online

*Daniel Strahs, Chairperson
Janice Winch, 1st Vice Chairperson
Darren Hayes, 2nd Vice Chairperson
Winifred C. Connerton, Secretary*

12:00 Zoom meeting open

Faculty signing in to meeting.

Attendance recorded via Doodle Poll, external link provided

Ground rules for meeting displayed

12:10 Call to order

Approval of minutes from 4/1 and 4/22 (distributed 5/11)

Minutes from 4/1 – no objections, approved

Minutes from 4/2 – no objections, approved

Closed session of voting members

Chair's report

- Update on Budget Committee Task Force
- Furloughs in progress
 - HR not providing comprehensive advice for furloughed employees
- Returning in the Fall
 - Need to have systems for testing returning workers.
 - Possible early-start semester (August), with no-holidays ending in November.
 - Will need mechanisms to accommodate religious holidays
 - Charging Calendar committee, in conjunction with the WFC Calendar Committee, to present options for faculty approval
- Seeking assurance from Administration that 403(b) employer contribution will be returned at the same level, with no decrease, when crisis is over.
- Paid consultants and speakers for events

Discussion themes

Speakers at the Admissions Retention Retreat

Are speakers under contract?

Can these speakers be rescheduled/postponed?

Updates on JFC motions

Response from President re: JFC motion to suspend *all* employer sponsored retirement contributions to all administration, above and beyond the known 403(b). President will refer this issue to Matt Renna.

Searches for new Academic positions

Search for the Associate Provost for Student Success has been reopened for internal applicants until May 31. This is a new position.

Search for an Associate Provost for Academic Affairs will begin in the Fall Semester (recruiting for 2 NYFC representatives on this committee is going on now). This is not a new position, but

permanently filling an existing position filled by interim people.

General consensus that these positions represent an effort to expand the number of permanent positions within the Provost's office.

Suggestion that the NYFC should request that these searches, and hiring, be suspended due to the financial crisis, and the furloughing of staff.

General agreement that it is inappropriate to be considering any new hiring when also having to furlough staff.

1:00 Meeting open to non-voting members and guests

Introductions and Announcements

Reminder of NYFC nominations for three committees, use link in distributed in the weekly announcement email to self-nominate

Online commencement May 20th. Details available <https://www.pace.edu/mypace/class-2020-virtual-celebrations-0?mpc=cs>

Questions for Provost Quiñones

D. Strahs – Provost, thank you for joining us today. The faculty have a question – what are the intentions for the search committees – what is the end goal?

Vanya Quiñones – We're doing a search to replace two interim positions, which we aren't allowed to extend, and we just have to open the searches.

D. Strahs – so the net effect of this will be three Associate Provosts: Academic Affairs, Student Success and Research.

V. Quiñones – Yes, we've talked about this before.

D. Strahs – At this point we can move on with the motion [carried over from closed session].

V. Quiñones – I'd like to clarify that the current position of only one Associate Provost has an almost impossible amount of work. Having these three different Associate Provosts to enhance the agenda and facilitate issues in the community has really helped a lot. It wasn't possible to have only one Associate Provost doing so much work.

D. Strahs – We do understand the increased...

Harriet Feldman – This is not a new concept. Years ago there were three, when I was interim Provost. We've had all these roles previously.

Nancy Reagin – When you look at the current Organizational Chart for the Provost's Office, Joan Walker's title is Assistant Provost, but it seems to be a permanent title, not an interim. Hillary [Knepper] has an Interim Associate Provost title. The question that many people are confused about is: once you have the Associate Provost for Student Success, and you have the Associate Provost for Academic Affairs, *and* you have Avrom [Kaplan's] position as Associate Provost of Research, what happens with the Assistant Provost position that Joan Walker currently occupies? Does it continue to exist?

V. Quiñones – No, it will not. Joan Walker became the Assistant Provost under the Associate Provost of Research when she came back from NSF. She moved to our division as an Interim Associate Provost, and I apologize that the chart was not updated. In the past six months she has been in that interim position. Her former position as Assistant Provost for Research will be dissolved.

D. Strahs – But, you could continue the Interim Associate Provost for an extended period of time

without appointing a permanent position.

- V. Quiñones – my understanding is that any Associate Provost, Provost or Dean has to be appointed within a specific time, you can't have an unlimited time for that position. We discussed this with the Executive Committees a year ago when we requested the search for a permanent position. I have been open about the process. I am not trying to do anything behind doors. This doesn't put any financial pressure on the University, they are already getting this stipend, so there is not a financial pressure. These two members of the community are working very, very hard and I hope the community understands that. They are also working on many difficult aspects of the crisis, and I think they deserve to have their permanent positions. I don't understand the issue. They've been doing this for six months to a year. All we're asking for is for them to be recognized for the good job that they're doing. I hope the community doesn't have any complaint about them because they have been very good players for the community.
- D. Strahs – I'm surprised that you say there wouldn't be any expense to this. Normally when someone gets a permanent position there is a salary bump that occurs.
- V. Quiñones – The projection is that they will have the same salary they have now, or a very limited bump. There isn't going to be a substantial change. Right now they get a stipend for their job, and they will get something similar or a minor bump. There is no substantial change at all.
- Vince Barrella – I'd like to address Dean Feldman's comments – what was done years ago...this is an extraordinary time, we're furloughing people, we're cutting benefits to people, so anything that was done in the past is nice for reference, can't control us now. The other thing is, and I'm sure this happened in other schools too, but in Lubin our departments were cut before this. Our Program Chairs lost release time, lost stipends, because we were told that in times of economic crisis we have to do more with less. That has to apply to the administration, has to apply to Vanya's office. If the answer is to leave someone in an Associate's position for one day more violates the handbook – then eliminate the Associate position and retitle it as an Assistant position, and you can do what you want. Telling us that you don't think there's going to be more money, there may not be more money next week, but what about the week after that? This is unacceptable.
- V. Quiñones – Hillary has been Interim Associate Provost for over a year, so we're not expanding – that position has been there. Joan has been working as Assistant Provost for Academic Affairs, and those responsibilities will be transferred to this position, for close to a year. We're not expanding. I am listening, if you guys are having an issue, do your resolution and I will do something about it. I will listen to what you're saying.
- D. Strahs – Even if there is a minor stipend increase for these positions. Back in April you suspended all those stipends, and...
- V. Quiñones – I don't really think there is a bump. I didn't know we were going to talk about this, so I don't have the numbers in front of me, but I don't think there is any change in the salaries. All of the reorganization we're doing is budget neutral, we're not adding any pressure to the budget. I have my commitment to the institution, and part of that commitment is that any reorganization is budget neutral. I have reduced some AVPs, and I don't look for credit for it, but I do want people to understand that I am reducing staff.
- D. Strahs – Please display the motion we worked on in the closed session.

Motion

We the faculty recommend that the University should suspend all expenditures towards searches, hiring and training immediately. Later this year these searches, hiring and training will be examined for feasibility. [seconded]

No discussion forthcoming.

Vote:

Accept 79

Reject 10

Motion passes

Lisa Farber – I have a question about the intent of the motion. Clearly full-time and adjunct faculty will need training, especially in technology for online teaching in the summer and fall. Is the motion's intent to include that kind of training for faculty?

D. Strahs – We're just making a statement about expenses related to changes of hiring status, which includes hiring and training.

V. Quiñones -- It does include adjuncts, it does include faculty, it includes all the start-up funds I'm trying to give new faculty. So if you want this resolution that means that all the start-up funds I have set aside for new faculty will not be given. It means no money for labs for people. If that is your recommendation – think about it – that means the 27 new faculty are not going to have any training, or any startup funds. Also I will not be able to hire adjuncts, nor train them online. Thank you for the resolution, and I will listen to it, but I think it is very ill suited for the university right now.

D. Strahs – Thank you, Vanya. Nevertheless we do feel that, given the financial cune in the University, and that people are being furloughed, we think it is very important to try to conserve all financial resources, so that we can minimize the disruptive effects on the University.

V. Quiñones – I understand that, but for example, Joan Walker has, today alone been working for more than 17 hours on online training and trying to ensure that the modalities are there. I can't do that alone. Nancy [Reagin] has worked next to me, and she can say how hard it is for two people alone to do this work, just under normal circumstances. I want you to know that these resolutions have consequences, and the resolution you just passed is not intended for the administration, it is intended for everything. What you are telling me is that all the new hires, and there are a couple of STEM hires there, cannot have start-up funds for their research. That will affect their future tenure here. You're affecting the tenure of your colleagues. You're affecting people who need the funds to go forward. You're affecting training for adjuncts and faculty. There are ways to cut the budget. If you don't have a new dean you won't have a dean for two years – it isn't just restarting in six months. You need new blood to move the University forward and to bring new ideas. There are ways to cut, but you can't cut in a way that will affect the future of the University. I'm accepting your resolution, and won't engage in further conversation. I'm stating that this is a non-binding resolution, and I'm thankful for you having this vote and I will move forward.

Walter Antognini – In terms of training for online teaching, we went into this with no training. I'm not sure why the training can't be done by individuals training themselves.

V. Quiñones – you passed the resolution, I accept it. I hear your voice, thank you.

D. Strahs – we can move to the Curriculum Committee presentation.

Marcy Kelly – I want to speak to this resolution – what if I want to make a resolution to change that previous resolution?

David Jackson – The correct way to approach that would be a motion to reconsider. That would require a majority vote from the body. If the body was in favor, the motion would come back and you could amend it.

M. Kelly – I would like to make a motion to reconsider the motion to clarify the wording due to the potential implications of applying the motion's impact on faculty start-up funds. [seconded]

V. Barrella – I understand this concern. The proper response here is 'the motion has unintended consequences, things that I don't think anyone wants, I will examine the motion and what

needs to be done *and will work with you* to make sure that what is done is consistent with the spirit of the motion, and that the motion is not going to be interpreted in a punitive way.’ That’s the proper response. Not, “I’m going to cut everything out.” That’s a childish response.

D. Jackson – discussion now needs to be germane to the motion, this is not germane.

V. Barrella – it is germane to the motion of whether we should reconsider.

M. Kelly – can we see the original motion wording again? It is difficult to have this discussion without seeing that wording.

[original motion displayed]

Reconsider the motion

Accept 61

Reject 26

Motion reopened

We the faculty recommend that the University should suspend all expenditures towards searches, hiring and training immediately. Later this year these searches, hiring and training will be examined for feasibility.

Kwang-Hyun Chung– Regarding the current Dean search in Lubin – someone suggested that we may have an interim dean for two years. I know we are angry about cutting benefits, and the worsening situation. We have to maintain the school rather than halting operations. We need to keep developing with new leadership rather than maintaining status quo.

N. Reagin – this motion is not about hiring Deans, it was about hiring external consultants. I haven’t heard anyone put their hand up and say ‘yes, lets hire a bunch of outside consultants to train people.’ New faculty hiring is customarily done in-house by the Faculty Center. To jump to the conclusion that this would ban training new faculty hires is sophistical. There was nothing about the original motion that would interfere with the training of new faculty hires, but if you want to ban hiring external consultants to train new faculty that’s fine. I regard it as an absolute stretch to think that this motion bans start-up funds for new hires. Start-up funds are given to new faculty hires so they can buy equipment, such as a laptop, lab equipment or books that they need to do their research – that’s not training. I don’t regard start-up money as an issue, but you can add clarification if you want.

V. Quiñones – when you’re negotiating with people for hiring start-up funds are part of that. If you don’t have start-up funds then they don’t come.

[extensive discussion of potential wording changes – each wording change requiring a confirmation of no objection, or a vote if objections present.]

Motion to send the motion to committee for revision [seconded].

Move motion to committee

Accept 63

Reject 10

Motion will be moved to Faculty Affairs committee

D. Strahs – Vanya, we have a question about the keynote speakers at the student success and retention conference – are they paid consultants?

V. Quiñones – They have a minimum honorarium for their presentation, I think it was \$500 per person. They’re not consultants they’re just speakers. There isn’t going to be any travel or any food, so the whole thing is less than \$2,000 for the University. This is a conference we have every year, and we talk about new ideas for student success. This is a minimum item on

the budget.

Curriculum Committee (J. Winch)

Presentation attached

Presentation highlights

- Proposal for a new minor: Public Health Minor
 - Interdisciplinary minor on NY campus
 - Courses come from Health Science, Biology, Environmental Studies & Science and Psychology
 - No resources – new faculty or new courses needed.

Discussion – no discussion

No objections – proposal approved

Student Affairs Committee Report (E. Zaslow and P.V. Viswanath)

Presentation slides and written report attached

Presentation highlights

- Topics of discussion in this semester
 - Sugary drinks at Pace
 - Policy on paid internships for credit
 - Working to establish a uniform and equitable policy for students to receive credit for their paid internships.
 - Impact of COVID-19 on students
 - The SGA has asked the faculty to remember that many students are essential workers, as well as experiencing their own and family's health challenges.
 - Faculty representation on student life committees
 - Ongoing issue of who has selection power for student awards – the committee or the Provost's office?
 - NYFC passed a motion for a university committee to address issues of DACA and DACA students [passed 11/6/19].
 - After discussions with the Provost's office it was understood that the Student Services Advisory Committee would address those issues, and that two NYFC members would be included in the committee.
 - Once constituted, only one NYC faculty member was included, and DACA was not addressed in the committee charge (rather, student advisory services more broadly were included in the charge).
 - NYFC was asked for two faculty representatives, and the Provost would select one. Requests to comply with the two faculty representatives originally established have not been answered.
 - The committee meets without any faculty representatives.

Discussion

- D. Strahs – I support this report. There was encroachment in the matter of selecting representatives directly to serve on this committee. I realize the Provost asked to choose, but we do not accept that procedure.
- W. Antognini – is there a motion here?
- E. Zaslow – There is not a motion, just a report.
- D. Strahs – nor was there a motion from the March meeting.
- W. Antognini – Should there be a motion?
- V. Quiñones – We were in the process of communication. We asked for a representative and we received the email, but we haven't replied back. It was our intent to agree with you and work with you on this. I'm sorry that I have been a little bit swamped in the last month. Yes, that was the charge of the committee, and they haven't met because we were waiting for the faculty. In terms of the words – first, you refused to provide any names, but I don't want to get into that. We can just figure this out and agree with you, this is not where I want to be right now. Second, I agree that you can have more than one awardee for the student awards. The reason we put a limit on the number was to keep graduation from being too long. Sometimes awards intended for one person were given to three! I listen to your concerns, and I agreed last year to awarding the number that you want. I worked that out with Dan last year, if it was not relayed to your committee, I'm sorry.
- D. Strahs – thank you, Vonya, for agreeing to the committee request. My recollection was that you were going to think about it.
- V. Quiñones – I did agree on the award.
- E. Zaslow – I just want to acknowledge, Vonya, I can see from your face how tired you are and how frustrated you are. I can see that and I appreciate that. When we are making these statements it is because of the communication that we've had from your office. I'm really glad that you are willing to move forward with this, and to give the faculty back some of its governance. I appreciate that, and if there was miscommunication, then I'm glad that it's cleared up now. We do appreciate all that you're doing, surrounding this, and we hope that you continue to work with us as a faculty and appreciate all that we're doing and understand the spirit that we're doing it, which is to support Pace and make sure that we're all continuing to have a faculty voice, and not have it encroached upon.
- V. Quiñones – Until last two years ago I was also faculty, and there is nothing I acknowledge is more difficult than it is to be a faculty member, and how much faculty care about the institution. The reason that I have this face is that we furloughed 56 people yesterday. Right now the projections from other universities is \$100 – 300 million losses. If you look at the report from Northwestern it was \$300 million in losses. Every single university is talking about millions and millions of losses, so I feel deeply today that we furloughed 50 people from our community. I am serious because it is a serious matter and I am very frustrated. So, all we're trying to do is to go forward. Some of the hiring that we are proposing are needed – we need new initiatives in the University in order to go forward. We need to have some change. I understand how deeply you care about Pace, Marvin and I care about Pace too. All I'm looking for is that we work together. I'm sorry that I have this very frustrated face but I'm hurt because we had to let people go, and that hurts me as a person. I didn't come here to do that, I came to this institution to be sure it is going to move forward. Even with this pandemic it will take every inch of me to make this institution go forward. We need to be a team. It really upset me that you said I didn't agree with the award issue, when I did at the beginning of the year. Sometimes it takes time for me to answer emails to resolve issues, but I hope the community knows how difficult the situation is, and how many meetings from 8am to 7 or 8pm every day. Marvin and I

are working hard to preserve this institution, and making decisions that we didn't expect to have to make. It hurt me on the retirement plan, and it has hurt me on every single thing we have had to do. We're not doing it alone. Read the *Chronical of Higher Education* see the communication from other universities. I'm sorry that I have this face, but I'm sorry about having to furlough people – it really hurts me. I hope the community can understand that. I accept your resolution and I am working hard to work as a team. Thank you.

Admissions and Retention Committee (Z. Buraei)

Presentation attached

Presentation highlights

- CAP Program
 - A joint resolution to keep the program
 - The CAP Working Group (6 members) is negotiating with Hillary Knepper of the Provost office on placing CAP-like students in the appropriate English and Math courses.
 - Some lingering concerns including: what will happen in the Spring; training advisors; preparing faculty for these students; and the number of CAP-like students expected.
 - Restating the ethical obligation to not accept students who are not prepared, as well as fiscal responsibility to support student retention, especially in the face of enrollment uncertainty.
 - Working group has sub-groups working on specific topics.
- Extra support helps us retain students – some examples
 - COVID communication site
 - Counseling center
 - Only 31% of schools have offered continuing counselling during this emergency
- Calling on faculty to engage in retention projects
 - Meghana Nayak and Emily Bent have a new mentor-training program to have clusters of mentors and mentees work on service learning projects.
 - The Pandemic can be an opportunity to make a better world.
 - Committee requests Faculty and Chairs participate in Zoom meeting to introduce your department to incoming students. Email Robina Schepp, VP for Enrollment Management to set this up.
- Retention statistics
 - 2018 retention was similar to previous years.
 - Differences between campuses
 - Contact with academic advisors improves retention
 - Performance in the University predicts retention
 - An F in English leads 2/3rds of students to leave the University
 - CAP students are retained, though their 6 year graduation rate is lower than

- o Retention and Graduation rates
 - Pace has lowest 6 year graduation rate of the 6 comparisons schools
 - There is a big gap between 1st year Retention and the 6 year Graduation Rate
 - Recommend an effort to retain 2nd and 3rd year students.
 - This recommendations match the Advising 360 Task Force
- Committee Recommendations:
 1. Including HS and placement data into banner for a more in-depth analyses that can yield an actionable item.
 2. The Retention arm of the university must be involved in Enrollment.
 3. Annual tracking and assessment of metrics must be correlated with intervention outcomes.
 4. Increasing activities to win over high school counselors and more college-ready HS students. This includes improved ranking/visibility/peer perception.
 5. Call to NYFC committee chairs– talk to the Office of Planning and Institutional Research (OPAIR)

Discussion

Darren Hayes – people are asking if they can get a copy of the slides.

D. Strahs – we will provide the presentation on the listserve.

W. Antognini – When you send this out, can you provide an executive summary?

Z. Buraei – Our committee reports have been postponed twice – so this was two in one. An executive summary: you have our recommendations. We need to be getting better prepared high school students to improve our retention, and we are looking forward to the outcomes of the CAP committee work because we are getting students who need more help.

Adjourn

No objections – meeting adjourned at 2:22

Attendees (150)*

NYFC members
Abbey Berg
Aditi Paul
Agnes Compagnone
Amy Foerster
Amy Freedman
Ana Amaya
Anastasia Yasik
andreea cotoranu
Andres Villagra
Andrew Coggins Jr
Andriy Danylenko

Andy Crosby
Anne Toomey
B Morris
Bill Offutt
Brenna Hassinger-Das
Brian Evans
Brice Particelli
Catherine Dwyer
Charlotte Becket
Chris Ramos
Chris Zaccardi
christopher-john

godfrey
Daniel Barber
Daniel Strahs
Darren Hayes
David Jackson
Deborah Fain
Dennis Sandler
Dr. Kelly
Ed Miller
Eda Ozkara San
Elizabeth A.J. Salzer
Ellayne Ganzfried
Elmer Mojica

New York Faculty Council May 13, 2020 Meeting Minutes

Emilie Zaslow
Emily Bent
Eric D. Brenner
Esma Paljevic
Eve Laramee
Gina pontrelli
Gina Scutelnicu
Gregory Colman
ibrai Tarique
Ida Dupont
Inbal Abergil
IPSHITA RAY
Iride Lamartina-Lens
Isaac Vaghefi
Iuliana Ismailescu
Janice Winch
Jason Slyer
jean covino
Jennifer Romanello
Jessica Magaldi
Jim Gabberty
Joanne Knoesel
Jonathan Danziger
Joseph Ryan
Joshua Mendelsohn
Joy Henderson
Juan Shan
Judith Pajo
Julia Nomee
Kate Richardson
Kaustav Sen
Kelley Kreitz
Kimberly Collica-cox
Kristen di Gennaro
Krystyna de Jacq
Kwang-Hyun Chung
Kyomi Gregory
Larry Chiagouris
Lauren Gaul
Leigh Anne Donovan
Lin Drury
Linda Carozza
Linda Gottesfeld
LINDA OLSZEWSKI
Lisa Farber
Lisa Rosenthal
Lynn Kahle

Manuela Soares
Marcella Szablewicz
Marcus Braga Alves
Marie LO. Charles
mark fichtenbaum
mark hussey
Martha Driver
Martin Topol
Mary Long
Mary Ann Murphy
Matthew Marcello
Meaghan Brewer
Meghana Nayak
Melvin Williams
Meng Xu
Michael Kazlow
Michael Strobel
Michele Zaccario
Monica Palta
Myojung Cho
Namchul Shin
Nancy Reagin
Nils Myszkowski
Pamela J. Fuentes
Pradeep Gopalakrishna
PV Viswanath
Rhonda Miller
Ric Kolenda
Richard Kline
Rita Upmacis
Robert Wiener
Roger Salerno
roger sayre
Ronald Frank
Sarah Blackwood
Sarah Cunningham
Shamita Dutta Gupta
Sharon Wexler
Sonia Suchday
Stephanie Hsu
Steven Mezzio
Susan Berardini
Susan Bishop
Susan Cappelmann
Tiffany Henley
Tracey Kramar

Vincent Barrella
Vishal Lala
Walter Raubicheck
WALTERAntognini
Yegin Genc
Ying Wang
Yvonne Rafferty
Zafir Buraei
Zhan Zhang
Zhaohua Dai
WFC guests
david rahni
Administration and staff guests
Angela Nally
Avrom Caplan
Beth Gordon
ibi yolas
Jean Gallagher
Nancy DeRiggi
Nira Herrmann
Paul Dampioer
Robina Schepp
Vanessa J Herman
Erin Mysogland

*attendance gathered by Doodle poll, does not reflect attendees who did not enter participate in the poll.

Ongoing operations of Budget subgroup reviewing financial modeling and pandemic losses

The Budget Committee subgroup met yesterday with Angelica (Ferreira, AVP Finance) and her staff to get an overview of the materials we will see.

Today, our group of 6 met to discuss our agenda going forward.

We are awaiting information from Angelica, and once we have access to that information, we will schedule our next meeting with Angelica and her staff. We have requested that this meeting take place within the next week.

Current thoughts on Fall semester from administration:

Possible announcements on NYC region in June
Need for organization of testing on campuses

Within opening guidance from NY State, choice of options to maximize revenue
Possible early start of semester – (Aug 24? after Summer II)
Variant fall semester without holidays – might end by Nov30
- schedule maximizes dorm revenue before 2nd wave of pandemic

Pre-Labor day start (1 week before) – childcare issue

Would require mechanism to ensure faculty and students would be allowed to hold religious observances

Variant calendar would require approval of faculty

Problem – use of paid consultants in Retention conference

Provost Quiñones invites you to the 2nd Annual Student Success and Retention Retreat on June 2, 2020, 10:00 am – 3:00 pm via Zoom. Please register by May 15th via the link [here](#).

The retreat will feature a keynote address from Executive Director of Holistic Student Supports at Achieving the Dream Inc, Shauna Davis and Chief Operations Office for Parker Education and Development and Associate Professor at University of Central Arkansas, Dr. Candice Barnes.

Register Now!
Click Here!

The Provost invites you to the
2nd Annual Student Success
and Retention Retreat

Tuesday, June 2, 2020
10:00a.m. - 3:00p.m.
Virtual Retreat
More information to come
All Staff & Faculty
are invited to
register by May 15.

Keynote Speaker

Shauna Davis
Executive Director of
Holistic Student Supports at
Achieving the Dream, Inc.

Holistic Communication Speaker

Dr. Candice Barnes
Chief Operations Officer for
Parker Education &
Development and
Associate Professor,
University of Central Arkansas

PACE UNIVERSITY

Problem – use of paid consultants in Retention conference

- Two possibilities – suggest both
 - a) faculty council motion
 - b) boycott keynote speaker to attend a simultaneously held faculty-sponsored retention event

Problem – use of paid consultants in Retention conference

We, the faculty, urge the Administration to conserve financial resources and not use paid consultants in student success and retention conferences.

We urge that the two paid consultants selected for the 2nd Annual Student Success and Retention conference be dismissed and the keynote of the conference be reimagined using the resources of the faculty.

New York Faculty Council Curriculum Committee Report

May 13, 2020

April 29, 2020, 12:10 pm Committee Meeting

Attendees:

Inbal Abergil, Ana Amaya, John Carter, Ronald Frank, Rhonda Maneval, Matthew Marcello, Brenda McManus, Peter McDermott, Francis Parisi, Gina Scutelnicu, Namchul Shin, Daniel Strahs, Jason Slyer, Marcella Szablewicz, Martin Topol, Timothy Waligore, Ying Wang, Janice Winch, Meng Xu

The NYFC Curriculum Committee would like to ask for your vote on one proposal. *The proposal is attached.*

Public Health Minor

Ana Amaya (Health Sciences) and Matthew Marcello (Biology)

Summary:

The proposed Public Health Minor seeks to expose students to public health field. It will encourage students to pursue master's degree in public health or enter related professions. Public Health seeks to protect and improve health of populations by evaluating determinants of health and with evidence-based policy. The CHP's Health Science major will oversee the minor, but the courses will come from Health Science, Biology, Environmental Studies and Science, and Psychology. Students will be required to take five courses across at least two of these host programs. At least one of the five courses should be a 300-level course. There are over 30 courses to choose from among these four departments. No new courses or faculty are needed.

Questions and Answers:

- Is it possible to add other courses such as health economics in the future? Yes.
- How much double dipping is allowed (a course being used to satisfy more than one requirements such as AOK and the minor)? This minor will follow the same rules as other minors.
- There are many available elective courses listed for the minor. Are there courses that are more important than others that might be required of the minor? There is no one course that is considered foundation. Health Policy course may be the closest to it, but it is not sufficiently comprehensive. Also, because of students in the major taking the course, there might not be enough room for minors. We are leaving it flexible for now.
- Is this minor for both campuses? No, it is for New York only for now. We did not get a response from Psychology and Biology in Westchester.
- Public Administration has a graduate degree in Healthcare Management where undergraduates can take up to 9 credits of graduate courses. They might be of interest to this minor? We will look at the courses,

The Committee voted unanimously in favor of this proposal.

Proposal: Public Health Minor

A Collaboration between Dyson College of Arts and Sciences and the College of Health Professions

Ana Amaya, Health Sciences NYC

Matthew Marcello, Biology NYC

March 2020

Minor Description:

Public Health is an interdisciplinary field that combines the evaluation of the structural, behavioral, environmental and biological determinants of health with evidence-based policy development to protect and improve the health of individuals, families, communities, and populations, locally and globally. The proposed public health minor is designed for students interested in pursuing careers that focus on improving public health. Current Health Science, Environmental Studies & Science, Biology, and Psychology majors are particularly suited for this area of study.

Students pursuing a minor in public health will have the opportunity to approach health-related issues through interdisciplinary study. The proposed Health Science courses will cover health care systems, health policy/policy development, and population health science. The Environmental Studies and Sciences course choices will provide students with an understanding of the environmental determinants of health, skills to assess those determinants, and knowledge of how the changing environment influences global health. The Biology courses will provide coursework related to xenobiotic exposure and infection and associated physiological and pathophysiological responses. Finally, the chosen Psychology courses will give students a perspective on the interactions between health systems and their impacts on mental health and well-being, mental disorders, health behavior and behavior change. Courses will enable students to explore psychological perspectives on population health issues such as violence, risk perception and risk taking, and chronic illness management.

The introduction of a public health minor would begin to fill the gap for students from different majors and foster more interdisciplinary relationships and collaborations. The Minor will facilitate student retention, while helping to attract students to Pace. Students graduating with a Public Health Minor often continue to further study in public health (i.e. pursue a Master of Public Health degree), enter other health professions, or pursue fields in which the health is a relevant concern.

Of our benchmark institutions, only the New School and Seton Hall do not offer a minor in public health or a Master of Public Health Degree. Four benchmark institutions offer a minor in public health or something similar (Drexel, Hofstra, Northeastern, and Adelphi) and six

benchmarks offer a Master of Public Health degree (Drexel, Hofstra, Northeastern, Adelphi, DePaul, and Fordham).

The College of Health Professions' Health Science major will oversee the administration of the minor.

Need:

The minor is anticipated to be in high demand based on the number of students interested in health careers. There are approximately 250 students who are members of two student organizations, the Minority Association of Pre-Health Students and the Pre-Professional Health Society. During the Fall 2017 semester, the Minority Association of Pre-Health Students organized a meeting to discuss careers in public health and potential graduate school programs with representatives from Public Health Graduate Schools. In addition, a number of students in the Pre-Professional Health Society have also expressed interest in the minor. A large number of students who major in Biology or Health Science, as well as many Psychology and Environmental Studies and Science students, plan to pursue health-oriented careers. Providing these students with additional understanding of the biological and environmental impacts on health and how to develop evidence-based policy to minimize negative health outcomes will result in a significant value in their preparation for future studies and/or careers.

Learning Objectives:

The proposed public health minor coursework will give students the breadth and depth to determine if a career in public health is appropriate for them. The coursework will provide them with both scientific background and policy evaluation experience for an entry-level career in public health directly from Pace or to apply to graduate school.

Specifically, the Health Science courses will provide students with the ability to:

- 1) explain the social, political, environmental and economic determinants of health and how they contribute to population health and health inequities;

Biology, Environmental Studies and Science, and Psychology courses will give students the skills to:

- 2) explain the effects of biological, psychological and environmental factors that influence the population's health;

Finally, the minor will provide students with the:

- 3) ability to locate, use, evaluate and synthesize public health information; and communicate this information to diverse audiences in both oral and written forms.

Outcomes:

Analysis – Analyze and interpret primary and secondary data from populations and health systems to determine the biological basis of disease and environmental determinants of health.

Problem solving – Use critical thinking skills to evaluate determinants of health and propose evidence-based solutions.

Information Literacy and Research - Locate, evaluate, and use primary and secondary research articles to identify drivers of negative health outcomes and their biological, environmental, structural and behavioral causes.

Scientific and quantitative reasoning – Evaluate primary scientific data and/or employ quantitative approaches to develop health policy recommendations.

Budget:

The new Public Health minor will offer students exposure to the field, aid them career exploration, and potential graduate school placement. No new courses will be added to create this minor. Any students will be able to take this minor without taking additional credits beyond the required 128.

The involved departments anticipate a slight increase in course enrollment for the offered minor as students would be interested in applying for the minor who may come from outside departments. The departments do not anticipate offering additional sections of these classes, but would open up new sections should the need arise in the future. These courses would be taught by existing faculty.

No new instructors will be hired to teach these courses as our current faculty have already been teaching them for several years. The minor will be promoted within Pace via email and social media at no cost. The minor will likely be a draw for incoming students already interested in health careers and will serve as a bridge between the involved program. We estimate that the department would have at least 10-15 students interested in declaring this minor. We expect these numbers to grow. In sum, there are no additional costs for the implementation of this minor.

The Program:**PUBLIC HEALTH MINOR (15-16 CREDITS)**

Students are required to take five courses across at least two host programs from the following list. At least one course should be a 300-level course.

Health Science Courses

- HSC 200 HEALTH CARE FOR DIVERSE POPULATIONS – 3 CREDITS
 - FALL; NYC & PLV; NO PRE-REQUISITE
- HSC 210 HEALTH CARE POLICY – 3 CREDITS
 - FALL AND SPRING; NYC & PLV; NO PRE-REQUISITE
- HSC 305 INTRODUCTION TO EPIDEMIOLOGY AND EVIDENCE-BASED PRACTICE – 3 CREDITS
 - SPRING; NYC & PLV; NO PRE-REQUISITE
- HSC 315 GLOBAL HEALTH IT AND INNOVATIONS – 3 CREDITS
 - SPRING; NYC & PLV; NO PRE-REQUISITE
- HSC 320 GLOBAL PRIMARY HEALTH CARE: AN INTRODUCTION – 3 CREDITS
 - FALL; NYC & PLV; NO PRE-REQUISITE
- HSC 330: ENVIRONMENTAL HEALTH
 - SPRING; NYC & PLV; NO PRE-REQUISITE

Biology Courses

- BIO 205 CONCEPTS IN ENVIRONMENTAL SCIENCE – 3 CREDITS
 - SPRING; NYC; PRE-REQUISITE: C- or better in BIO 102
- BIO 231: GENETICS – 4 CREDITS
 - FALL; NYC; PRE-REQUISITE: BIO 101 Minimum Grade of C- and BIO 102 Minimum Grade of C-
- BIO 264 MICROBIOLOGY – 4 CREDITS
 - SPRING; NYC & PLV; PRE-REQUISITE: C- or better in BIO 102
- BIO 306 ADVANCED MICROBIOLOGY – 3 CREDITS
 - SPRING; NYC; PRE-REQUISITE: BIO 264 Minimum Grade of C-
- BIO 339C TOPIC: CANCER CELL BIOLOGY – 3-4 CREDITS
 - PRE-REQUISITE: BIO 102 Minimum Grade of D and BIO 335 Minimum Grade of C-
- BIO 345 INTRODUCTION TO TOXICOLOGY – 3 CREDITS
 - FALL; NYC; PRE-REQUISITE: C- or better in BIO 102 and (CHE 132 Min Grade D or CHE 224 Min Grade D)
- BIO 359 IMMUNOLOGY – 4 CREDITS
 - SPRING; NYC; PRE-REQUISITE: BIO 102 Minimum Grade of C- and BIO 264 Minimum Grade of C--
- BIO 357 PARASITOLOGY – 3 CREDITS

- PRE-REQUISITE: BIO102 MINIMUM GRADE OF C- AND CHE 224 MINIMUM GRADE OF D
- BIO 358 INTRODUCTION TO VIROLOGY – 3 CREDITS
 - PRE-REQUISITE: BIO335 MINIMUM GRADE OF D

Environmental Studies and Science Courses

- ENV 115 HEALTHY LIVING IN OUR WORLD – 3 CREDITS
 - FALL; NYC & PLV; NO PRE-REQUISITE
- ENV 201 FUNDAMENTALS OF ENVIRONMENTAL SCIENCE I
- ENV 202 FUNDAMENTALS OF ENVIRONMENTAL SCIENCE II
- ENV 245 ENVIRONMENTAL JUSTICE
 - SPRING; PLV; NO PRE-REQUISITE
- ENV 265 MULTIPLE ENVIRONMENTAL KNOWLEDGES
 - SPRING; NYC; NO PRE-REQUISITE
- ENV 285 FOOD REVOLUTIONS
 - FALL; NYC & PLV; NO PRE-REQUISITE
- ENV 260 CLIMATE CHANGE – 3 CREDITS
 - FALL; NYC; NO PRE-REQUISITE
- ENV 297M HUMANS AND ECOSYSTEMS
 - SPRING; NYC; PRE-REQUISITE: ENV 201 AND 202 OR BIO 101 AND CHE 111
- ENV 297P URBAN ENVIRONMENTAL GEOGRAPHY
 - SPRING; NYC AND PLV; NO PRE-REQUISITE
- ENV 310 ENVIRONMENTAL POLICY AND SUSTAINABLE GOVERNANCE – 3 CREDITS
 - SPRING; NYC & PLV; NO PRE-REQUISITE
- ENV 320 ENVIRONMENTAL ASSESSMENT – 3 CREDITS
 - SPRING; NYC & PLV; PRE-REQUISITE: ENV 296A - Z OR SCI 226, WHICH MAY BE TAKEN CONCURRENTLY

Psychology courses

- PSY 296K UNDERSTANDING A GLOBALIZED WORLD – *TRAVEL COURSE
 - FALL – WITH TRAVEL TO INDIA IN THE WINTER BREAK
- PSY 202 PSYCHOLOGY OF VIOLENCE – 3 CREDITS
 - SUMMER
- PSY 209 HEALTH PSYCHOLOGY – 3 CREDITS
 - SPRING & SUMMER; NYC & PLV; NO-PREQUISITE
- PSY 278 ENVIRONMENTAL PSYCHOLOGY – 3 CREDITS
 - FALL – PLV: NO PREREQUISITE
- PSY 311 – BIOLOGICAL PSYCHOLOGY - 4 CREDITS
 - FALL-PLV; SPRING-NYC; PRE-REQUISITE: (PSY110 MINIMUM GRADE OF D, PSY111 MINIMUM GRADE OF D) OR PSY112 MINIMUM GRADE OF D
- PSY 375 – LIFESPAN DEVELOPMENT PSYCHOLOGY - 4 CREDITS

- FALL; NYC & PLV; PRE-REQUISITE: PSY112 MINIMUM GRADE OF D
- PSY 696P PSYCHOLOGY OF HEALTH, WELL-BEING, AND HAPPINESS:
BIOPSYCHOSOCIAL, CULTURAL, & SPIRITUAL PERSPECTIVES
 - EARLY SUMMER 1 – TWO WEEK INTENSIVE – GRADUATE COURSE –
UNDERGRADUATES ALLOWED TO ENROL WITH SPECIAL PERMISSION

TOTAL CREDITS: 15-16

A Selection of Course Descriptions:

HSC 200 Health Care for Diverse Populations: In an increasingly interconnected world, public health is global health. Global health is the delivery of health care interventions designed to improve health outcomes among diverse populations around the world. This course provides an overview of key global health challenges facing diverse populations. Health Care for Diverse Populations (HSC 200) is a required Health Science Major Core that can be taken as an elective of non-Majors

HSC 210 Health Care Policy: Health Care Policy is a required Health Science Major Core that can be taken as an elective for non-Majors. This course offers an inter-professional approach to understanding the health policy and financing system. The social determinants of health and challenges confronting healthcare systems and practitioners in a variety of health care professions and disciplines will be discussed.

HSC 305 Introduction to Epidemiology and Evidence-Based Practice: This course explores the basic concepts of evidence-based practice with an inter-professional approach. Students will develop the tools needed to make informed, evidence-based decisions concerning health care delivery, health policy, and health promotion, and to communicate the decisions effectively with a variety of health professionals.

HSC 315 Global Health IT and Innovations: This course provides students with an understanding of how information technologies (IT) and innovations shape, redefine, and expand health care system capacity and improve health outcomes, especially in low-resource countries, globally. Students will gain skill in critiquing and analyzing various management programs and technology systems currently available to the global health community.

BIO 205 Concepts of Environmental Science: This course provides an introduction to the basic concepts of environmental biology, chemistry and physics as they relate to an understanding of the sources of pollutants, both natural and those generated by human activities, their transport, fate, and levels in environmental media, namely air, water, soil, and food. Principles involved in processes such as chemical cycling within the living world, global weather patterns, and atmospheric energy balances will be addressed as they relate to these concepts. Hazard

recognition and control are also discussed in terms of toxicology, epidemiology, exposure assessment, and risk assessment.

BIO 345 Introduction to Toxicology: An introduction to the study of the injurious effects of substances on living organisms. Consideration is given to mechanisms of entry to the body, the biochemistry of toxic substances within the body, including acute and chronic effects and long-term mutagenic and carcinogenic effects. The hazards and methods of handling toxic substances, and treatment for their effects are also considered.

BIO 357 Parasitology: An examination of the biology of important protozoan and helminth parasites of vertebrates. Emphasis is placed on morphological, biochemical, and physiological aspects of parasitism. Mechanisms of action of clinically active antiparasitic agents are discussed.

ENV 260 Climate Change: It's taken billions of years to generate the exact, quintessential conditions needed for humans to survive on Earth. Yet, in less than a century, humans now threaten to upset the delicate balance that makes existence on this planet possible. While climate has naturally cycled over the course of earth's long history, scientists agree that we must take control of our addiction to fossil fuels or risk the habitability of the planet. Through an examination of both the science and the social aspects of climate change, this course will give students an understanding of the climate challenge.

ENV 310 Environmental Policy and Sustainable Governance: This "blended" course provides students with a broad introduction to multi-level (from personal to local to state/national/global) environmental policymaking and governance. Exploring environmental and sustainability issues to all these levels, students will learn about the controversies and enactment of US environmental laws and standards as well as new ideas about how individuals, cities, neighborhoods, nation states and global environmental movement play a role in creating a more sustainable world. The course will involve weekly online modules – representing one class period – as well as one on ground class meeting per week.

PSY 209 Health Psychology: Health psychology demonstrates the role of psychology as a hub science. That is, psychological research and theory influence core disciplines such as medicines, mathematics and the social sciences. The impact of psychology in the health sciences is especially striking. Public health models, the study of disease, pain, stress, coping, and well-being draw extensively on psychology and psychologists. The course summarizes relevant findings in terms of treatments, health care systems, health care policy and advocacy.

PSY 278 Environmental Psychology: This course examines interactions between people and the physical environment. Characteristics of physical environments have a powerful effect on human perceptions, emotions, attributions, and behavior. The major focus of the course is on environments designed and constructed by people (the "built" environment), not natural environments. Topics covered in this course include personal space, crowding, territoriality, wayfinding, good and bad environmental design and privacy.

NYFC Student Affairs Committee

- 3 meetings in Spring 2020 – 2/18, 3/5, and 4/18
- sugary drinks at Pace
- policy on paid internships for credit
- Impact of COVID 19 on students life
- Faculty representation on student life committees

Sugary drinks at Pace

- Considering their negative health consequences, is the level of availability of sugary drinks at Pace appropriate?
- Initial responses from students varied
- Will continue to address this with students, staff, and faculty as well as Health and Wellness Committee

University policy allowing students to be paid for internship work for which they also get credit

- Issue of equity so that students who cannot afford to work for free can benefit from internships
- Other universities have language we might adopt or modify
- Gathered information and sent question to Curriculum Committee
- Curriculum Committee sent back to SA for committee to investigate:
 - Guidelines/constraints for internship credits from NY State Education Department
 - If there are departments at Pace with existing policies that prohibit receiving internship credit for a paid internship
- Based on these findings, a proposal can be brought up to the NYFC and WFC Curriculum Committees which can then be voted on at location councils and sent to the Provost's Office with a request for adoption.
- Committee will revisit this in the fall.

Impact of COVID-19 on students

- According to SGA:
 - Request by students that faculty be more aware of student realities and varied situations.
 - Students have heard repeatedly “It is not like we have anything better to do” or “Now that we have all this time...”
 - As semester ends, the SGA asks that faculty please remember that many of our students are essential workers in food service, groceries, medical and caregiving industries; taking care of younger siblings and older relatives, and experiencing mental health challenges unique to this situation.

Faculty Governance Issue

- Student awards
 - The issue of student awards has to do with the ability of our committee to recommend more than one student for a given award category, which happened in 2018, but which we were not allowed to do in 2019. This decision was made by the Provost taking the selection power away from the faculty.
- University policy towards DACA and undocumented students.
 - After discussions with the Provost, the committee understood that a Student Services Advisory Committee would be constituted, which would include two NYFC members and which would address the issue of DACA/undocumented students.
 - A Student Services Advisory Committee has been constituted, but
 - a) it does not address the issue of DACA/undocumented students directly and only has provision for one faculty member, to be chosen from two nominees.
 - At the recommendation of the NYFC Executive committee, we forbore from providing nominations for this committee – we felt that there should be two members and, furthermore, that the faculty should have the ultimate decision on which member represents it in this committee.
 - There has been no movement on this, and – to date – there are no faculty representatives on this Advisory Committee, either from NY or from Pleasantville; a recent email to the Provost was unanswered.
 - The concluding sentence in the minutes of our April 2019 meeting was “we feel that this is another example of the encroachment into faculty governance and the disregard of faculty voices in university affairs.”

Student Affairs Committee Report for the Spring Term 2020

Committee Chairs: PV Viswanath and Emilie Zaslow

Committee Members: Emily Bent, Eric Chang, Ida Dupont, Lisa Farber, Brenna Hassinger-Das, Adrienne Kapstein, Julie Lawrence-Edsell, Elmer Mojica, Barry Morris, Meghana Nayak, Linda Quest, James Reich, Elizabeth Salzer, Marcella Szablewicz, Melvin Williams

We had three meetings: one on February 18th, one on March 5th and one on April 28th 2020. During our meetings, we discussed, inter alia, recommendations for student awards, the issue of the availability of sugary drinks at Pace, the policy on paid internships for credit, and the impact of the Coronavirus on student life at Pace.

We started discussing sugary drinks in the Fall term 2019 and our discussion continued into the Spring term 2020. The main issue at hand is whether the level of availability of sugary drinks at Pace is appropriate, considering their negative health consequences. The last time this was discussed, we considered working with the Health and Wellness committee on promoting healthy eating, as well as influencing policy through representation on the Pouring Rights Committee.

Another issue that was discussed in our February meeting is whether there is a uniform University policy allowing students to be paid for internship work for which they also get credit. This was felt to be important considering the fact that many of our students need to earn money to support themselves while they work towards their degree at Pace. The committee is gathering information on policies across the University and is working towards a recommendation for a unified University policy.

The above two issues have been eclipsed, temporarily, by the third item – the impact of COVID-19 on students – which was the focus of our last meeting. Several suggestions were made to ameliorate the difficulties faced by students and these have been shared with specific offices within the University. Of course, this particular issue, being of singular importance in these times, has been taken up directly by the NYFC as a whole.

While the previous matters are all important, there is another question that started with our deliberations last year towards recommending students for University awards and is still continuing. This question is one of the role of the faculty, in general, and our committee in particular, in University governance. Two issues are relevant in this context – one, student awards, and two, University policy towards DACA and undocumented students. The issue of student awards has to do with the ability of our committee to recommend more than one student for a given award category, which happened in 2018, but which we were not allowed to do in 2019. It did not come up in 2020 because there was a clear single award winner in each category, but the issue of the committee's independence is still relevant. After discussions with the Provost, the committee understood that a Student Services Advisory Committee would be constituted, which would focus specifically on the issue of DACA/undocumented students. After discussions with the Provost, the committee understood that a Student Services Advisory Committee would be constituted, which would focus specifically on issue of DACA/undocumented students.

A Student Services Advisory Committee has, in fact, been constituted, but a) it does not address the issue of DACA/undocumented students directly and only has provision for one faculty member, to be chosen from two nominees. At the recommendation of the NYFC Executive committee, we forbore from providing nominations for this committee – we felt that there should be two members and, furthermore, that the faculty should have the ultimate decision on which member represents it in this committee. Lamentably, there has been no movement on this, and – to date – there are no faculty representatives on this Advisory Committee, either from NY or from Pleasantville; a recent email to the Provost was unanswered. The concluding sentence in the minutes of our April 2019 meeting was “we feel that this is another example of the encroachment into faculty governance and the disregard of faculty voices in university affairs.” After more than a year, this still seems to be where we stand.

Admissions and Retention Committee

NYFC

May 13th 2020

Inbal Abergil

Susan Berardini

Eric Brenner

Zafir Buraei

Deborah Fain

Amy Freedman

Ric Kolenda

Julie Lawrence-Edsell

Elmer-Rico Mojica

James Reich

Anna Shostya

Ying Wang

Meng Xu

Todd Yarbrough

Walter Raubicheck

Ipshita Ray

Namchul Shin

Rita Upmacis

Michael Rosenfeld

Sue Maxam

Bill Offutt

Brian Evans

Jaclyn Kopel

Daniel Strahs

Karen DeSantis

Nancy DeRiggi

Jean Gallagher

Inbal Abergil

Susan Berardini

Eric Brenner

Zafir Buraei

Deborah Fain

Amy Freedman

Ric Kolenda

Julie Lawrence-Edsell

Elmer-Rico Mojica

James Reich

Anna Shostya

Ying Wang

Meng Xu

Todd Yarbrough

Walter Raubicheck

Ipshita Ray

Namchul Shin

Rita Upmacis

Michael Rosenfeld

Sue Maxam

Bill Offutt

Brian Evans

Jaclyn Kopel

Daniel Strahs

Karen DeSantis

Nancy DeRiggi

Jean Gallagher

Report on the (no more) CAP program

CAP is a long-standing Pace program that admits students with academic potential whose enrollment credentials are slightly below those required for mainstream freshman admission.

Students were conditionally admitted but required to successfully complete a yearlong program of supplemental academic support and intensive advising through.

A JOINT BI-CAMPUS resolution passed in December has not been acknowledged or addressed, which advises that the CAP program remain identical for next year, until a pilot study on CAP changes is conducted.

CAP working group

3 PLV and 3 NYC faculty (Offutt, Evans, Raubicheck) members working with Hillary Knepper on:

Placing CAP-like students into 5 cr ENG 110 courses and appropriate Math courses. LC/Tutor/UNV101 support will persist.

Lingering concerns:

- 1) Mainstreaming students in the SPRING.
- 2) Proper training of advisors (2 CAP advisors gone) and faculty that will interact with/have the mainstreamed CAP-like students.
- 3) Will we be getting more CAP-like students now?



We have an ethical obligation to support students we have accepted to Pace who do not meet the usual admission requirements and especially now that many families are struggling financially to keep their students in college. We ought not to accept students we do not believe can succeed, unless we provide them with specialized support. Additionally, we have a fiscal responsibility to the University to double down on retention initiatives while we face enrollment uncertainty.

Giving extra support to students helps us to retain them.

CAP Working group now has subcommittees looking at various ways to support our students.



Counseling Center (CC)

Therapists lead sessions:

- Self-Care During Quarantine! -
- Mindfulness and Meditation during COVIC-19

Outreach Presentations :

Dean Feldman, Director of CC, Office of Student Affairs,
70 people attended (many more but data not input yet)

Only 31% of schools offered continued counseling.

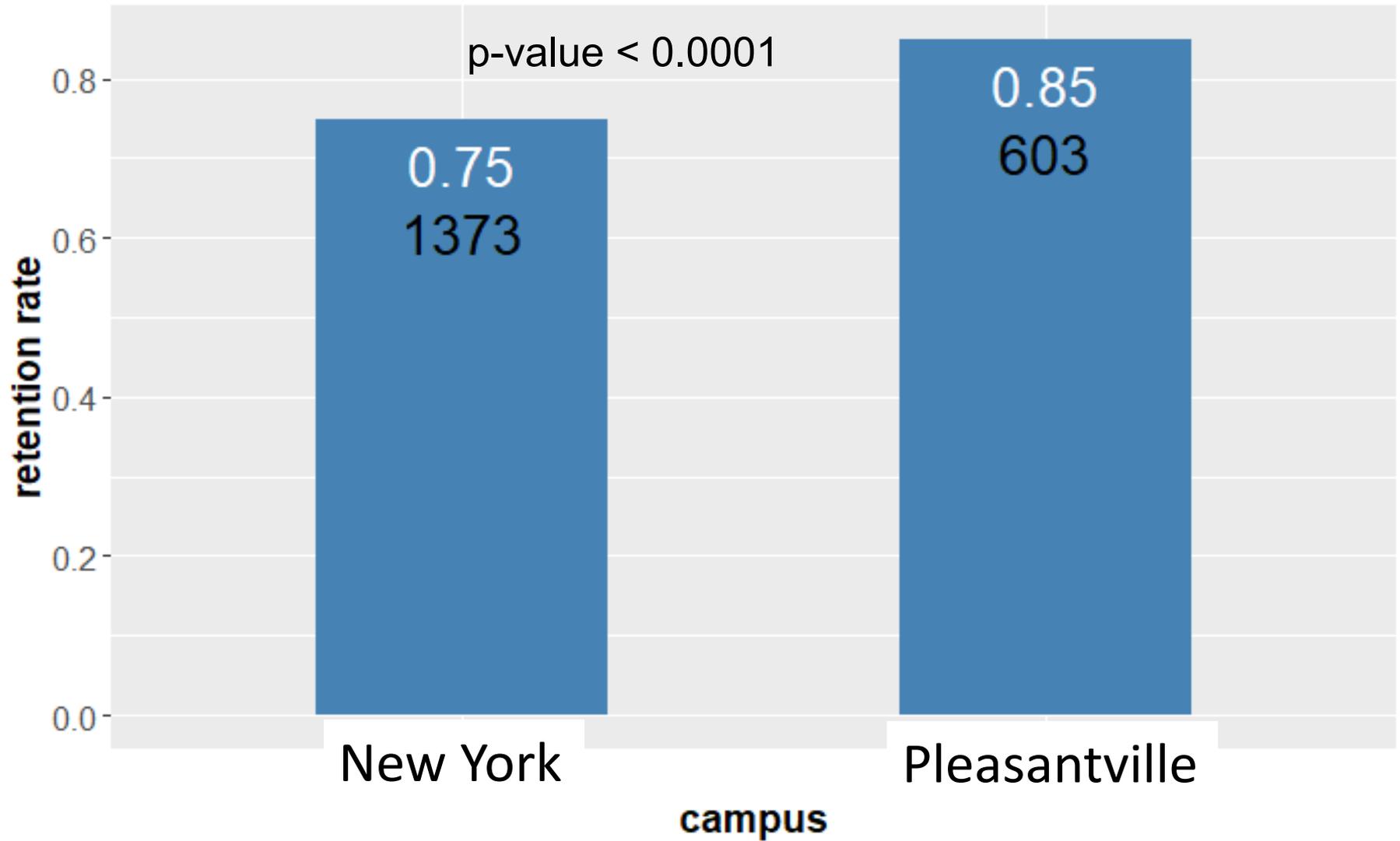
Expanding groups for the fall, Oktoberfest, UNV101
outreach, etc.

CC available for workshops from alcohol to study skills to
self-hypnosis, anxiety, testing tips, eating disorders, etc.

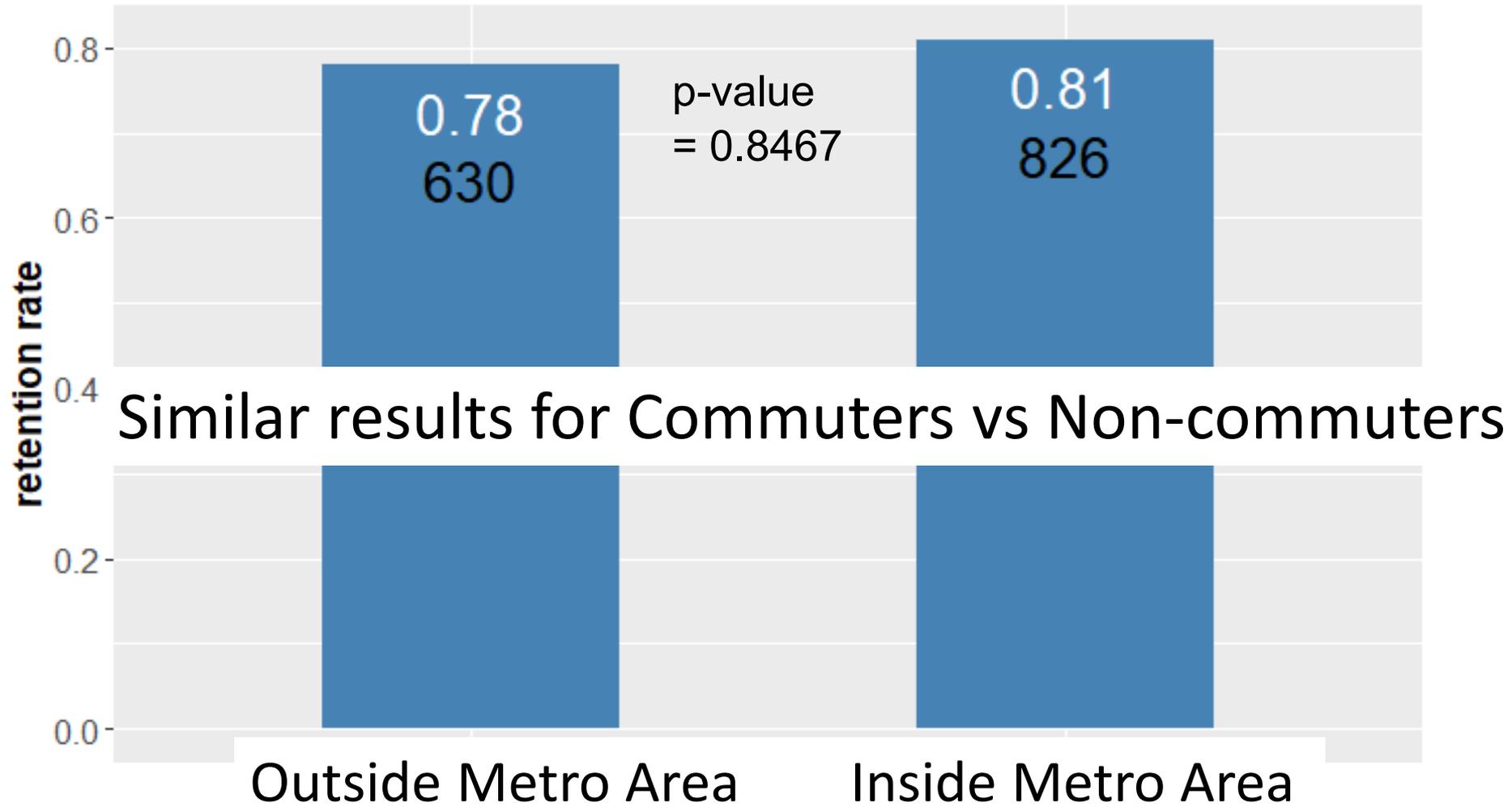
- Call for faculty and especially Chairs to participate in an effort organized, and fully logistically supported, by Enrollment Management to have a zoom session on your department/opportunities.
- Enrollment summer working group seeking 2 faculty.
- Please email VP for Enrollment Management Robina Schepp – rschepp@pace.edu



Retention by Campus 2018 cohort

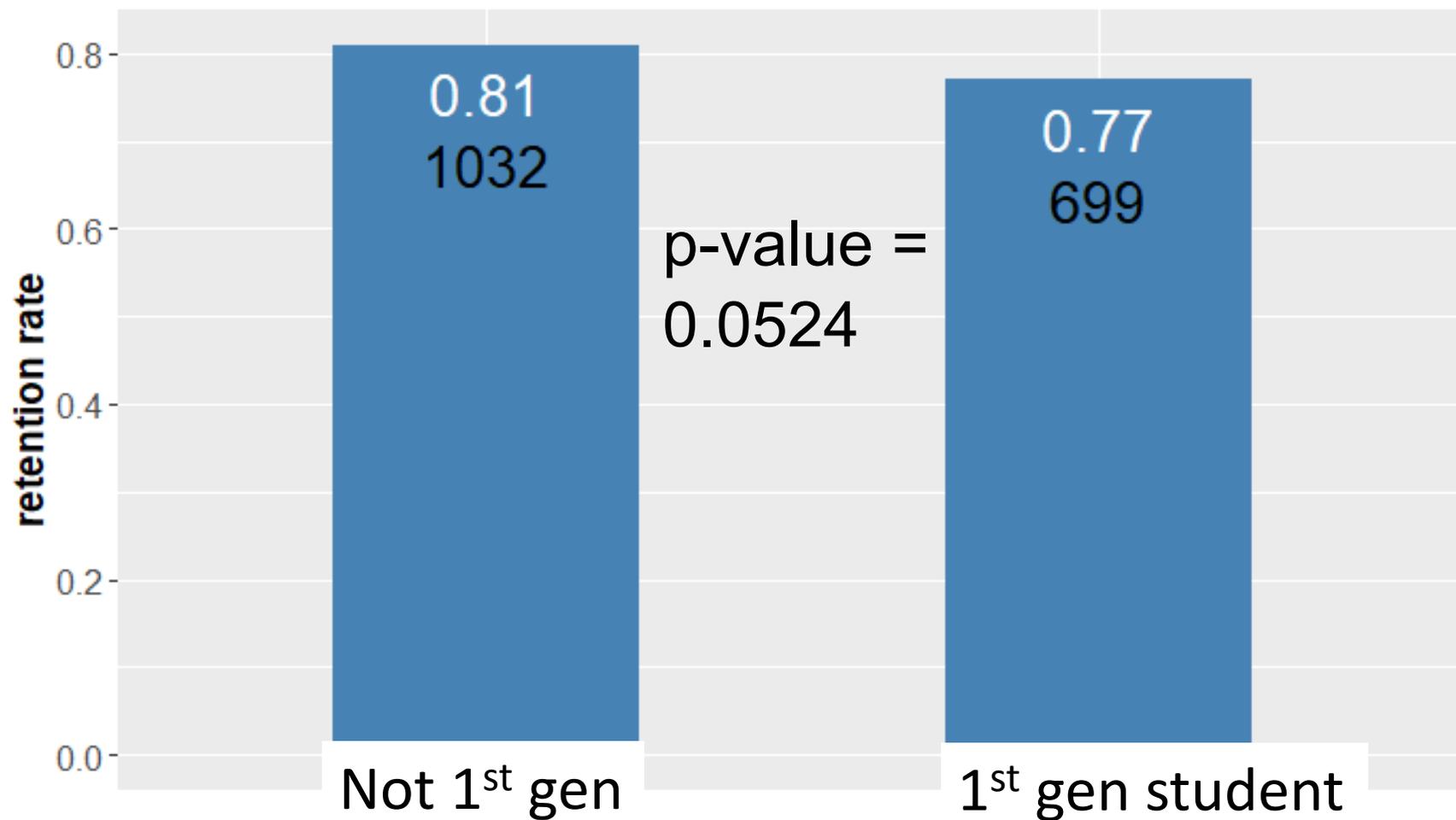


First Year Retention by Residency status



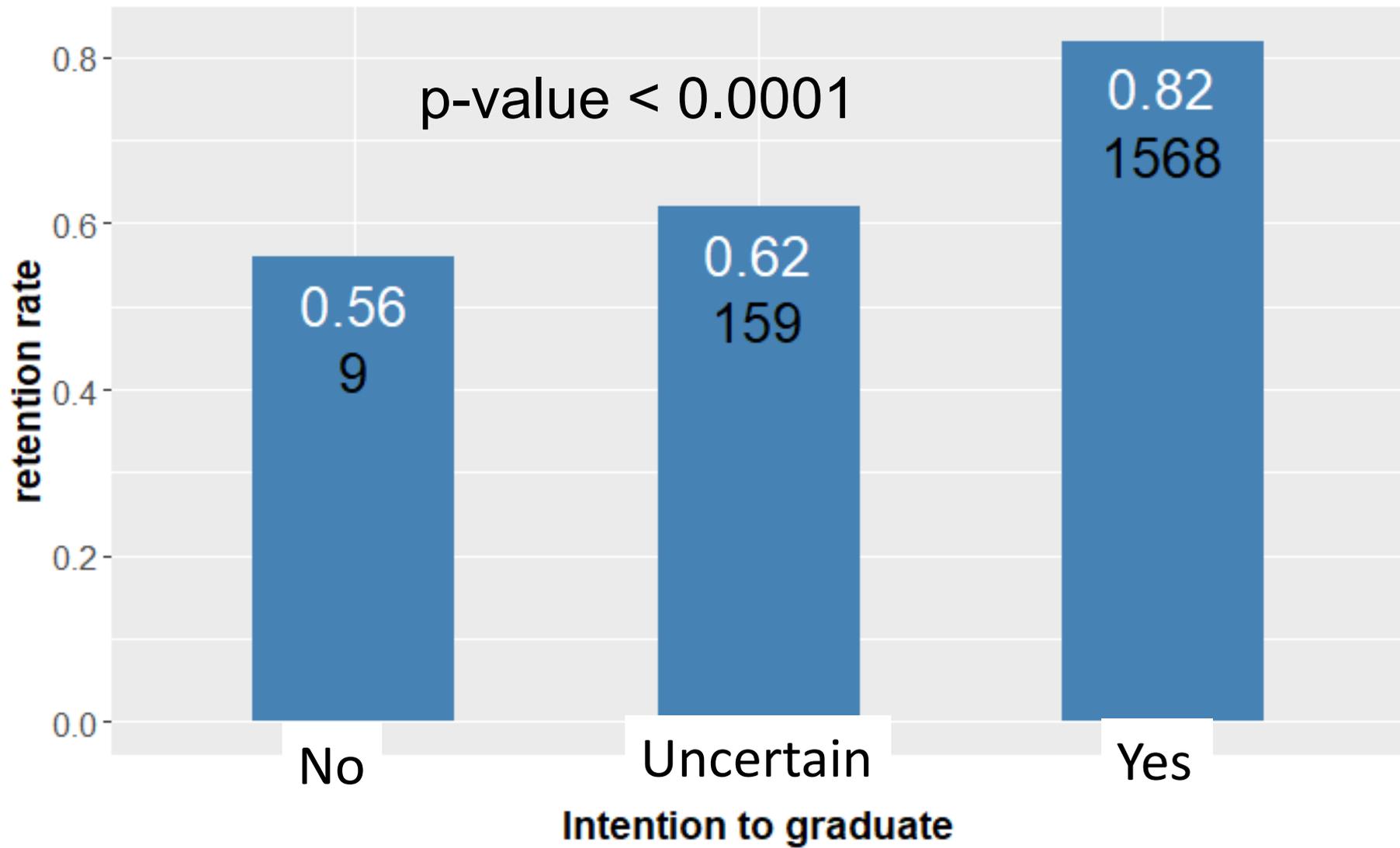


Retention by First Generation Status

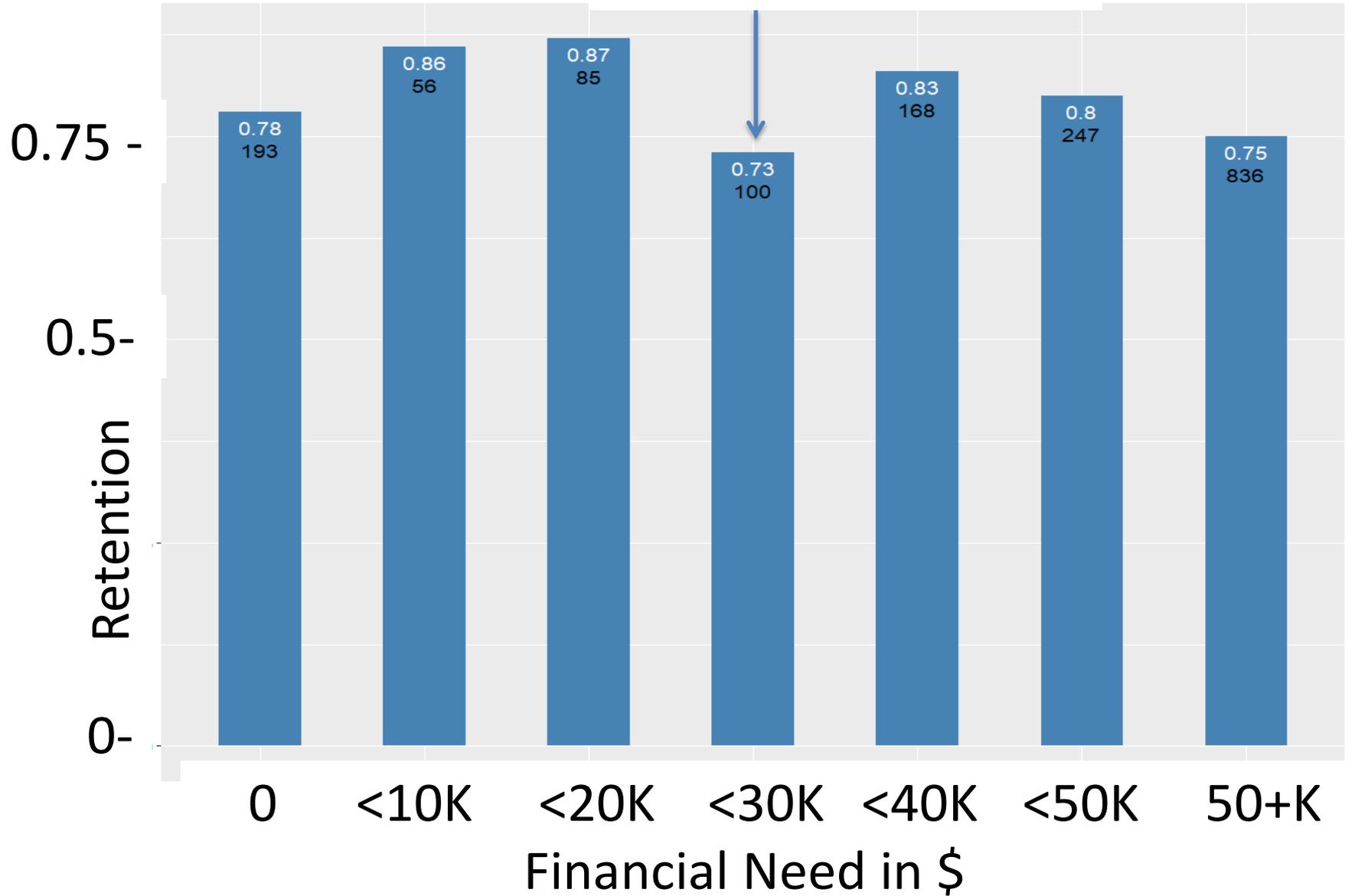




'Do you intend to graduate?'

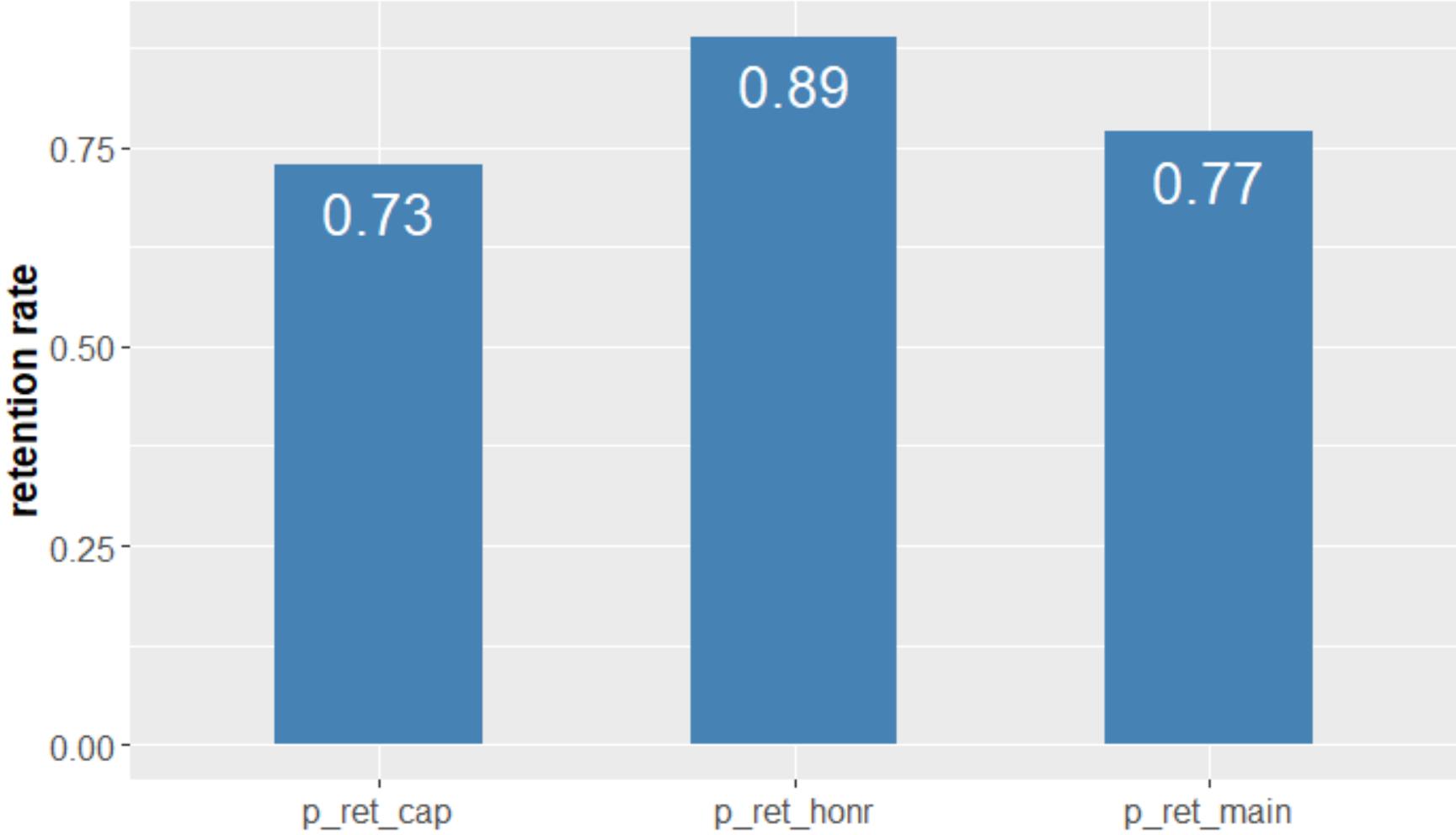


p value = 0.0263

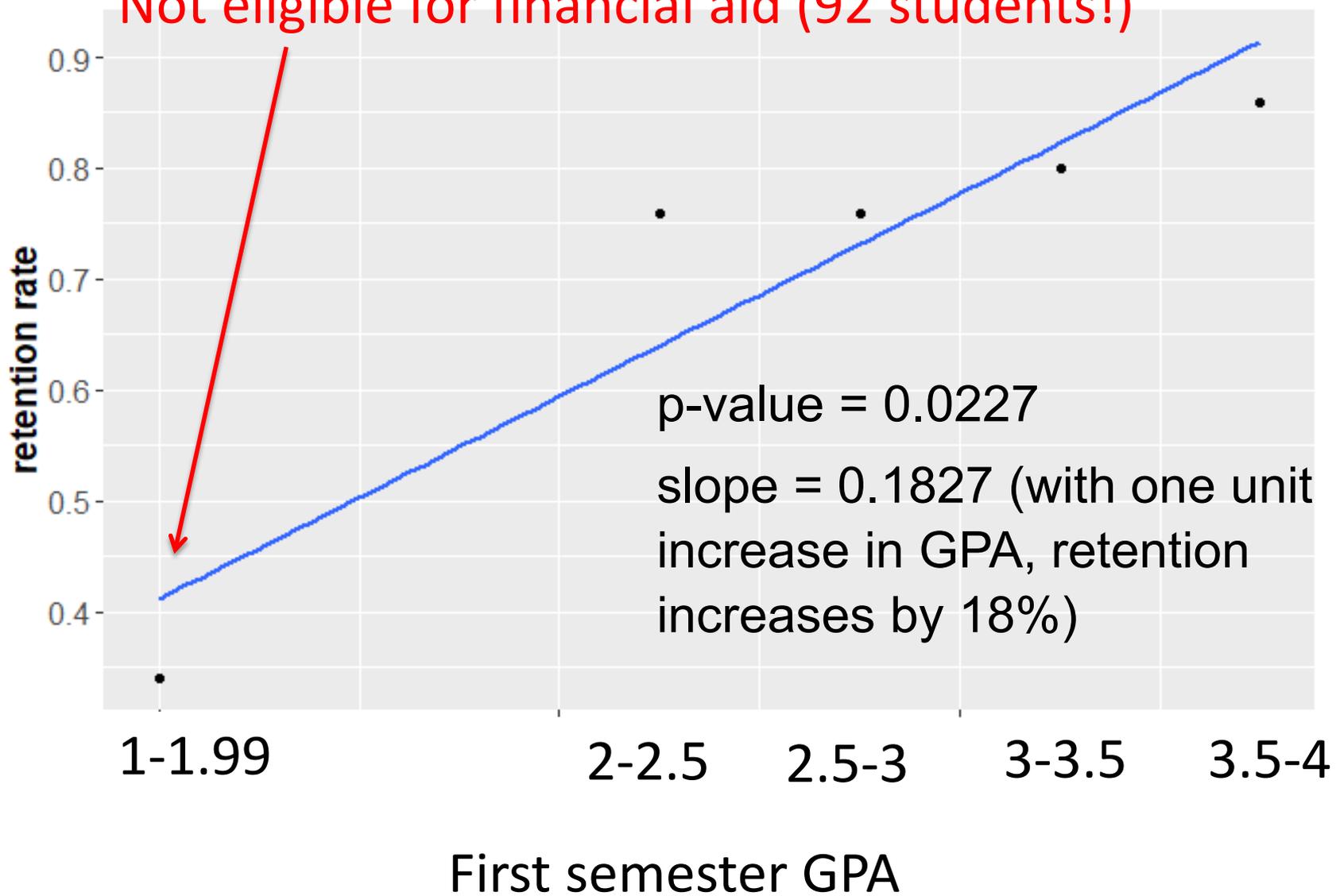


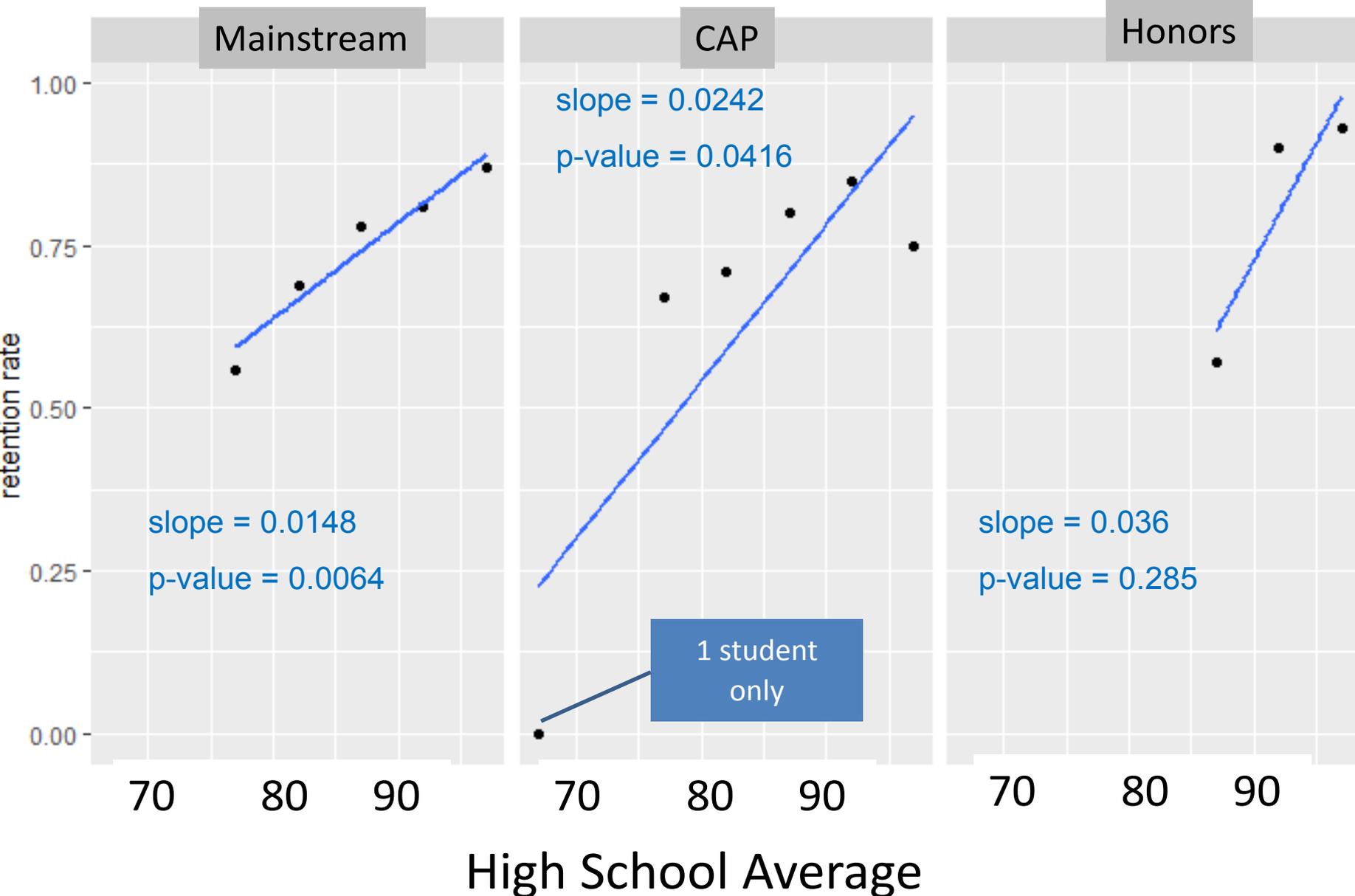


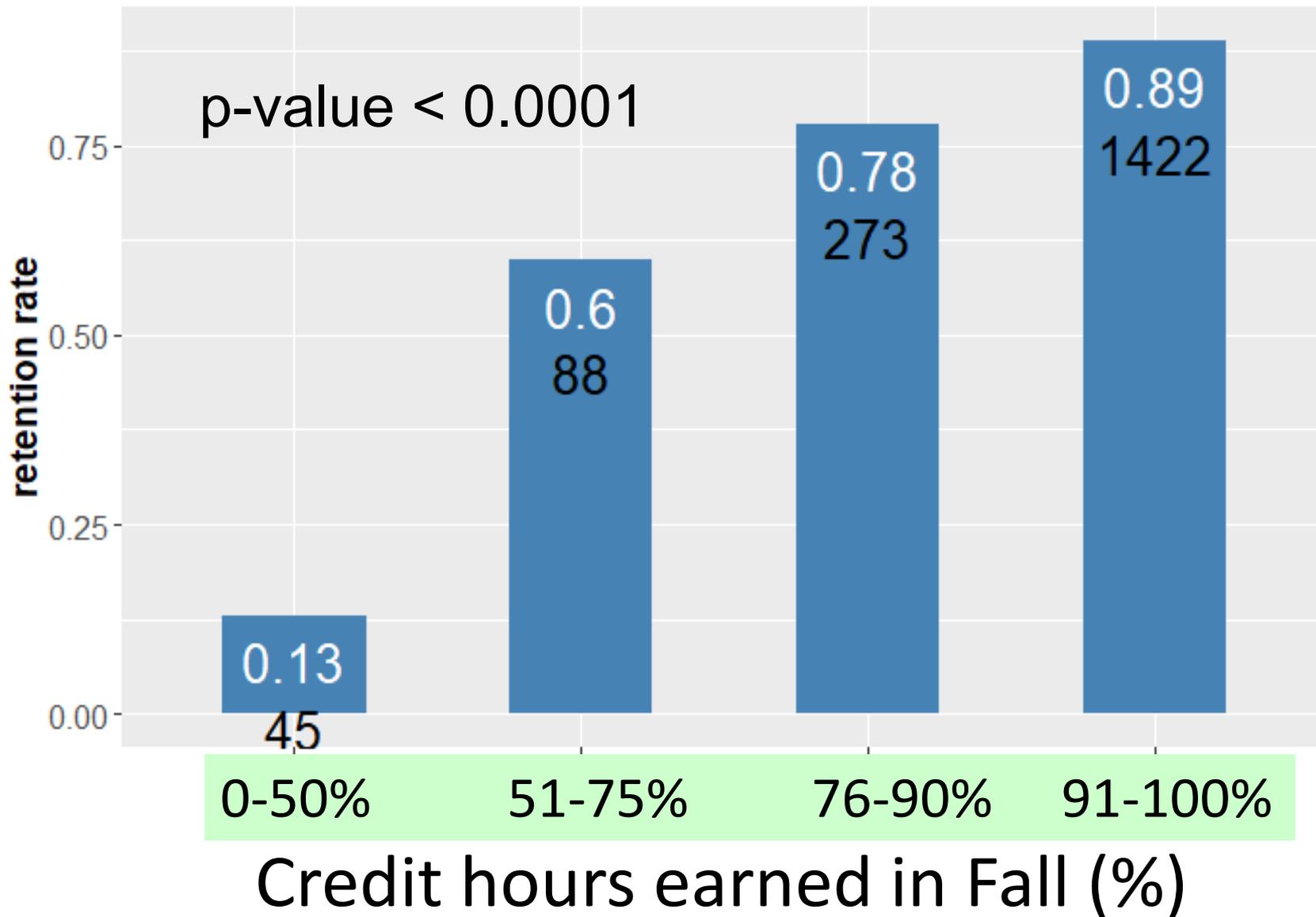
Honors students are better retained p-value < 0.0001



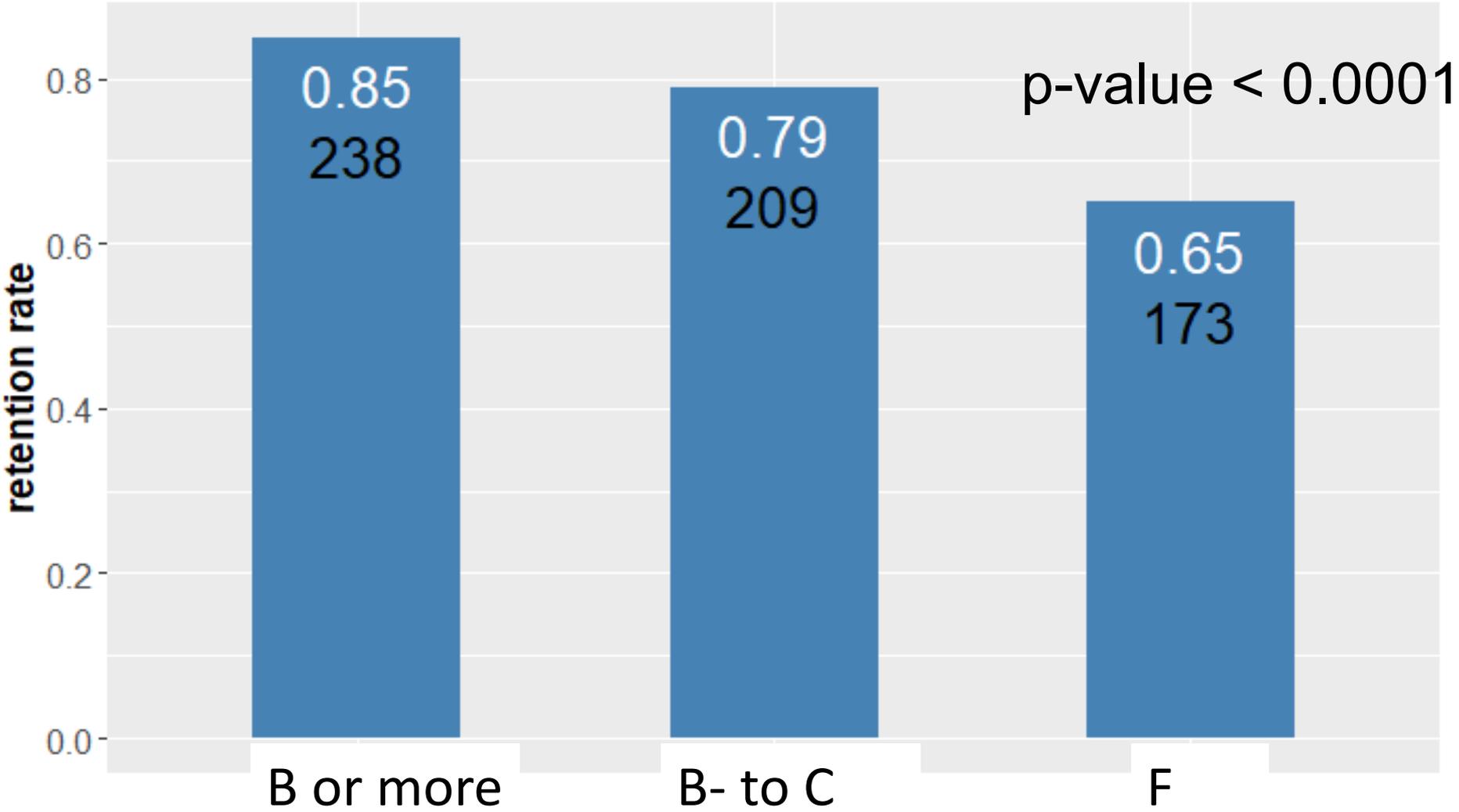
Not eligible for financial aid (92 students!)



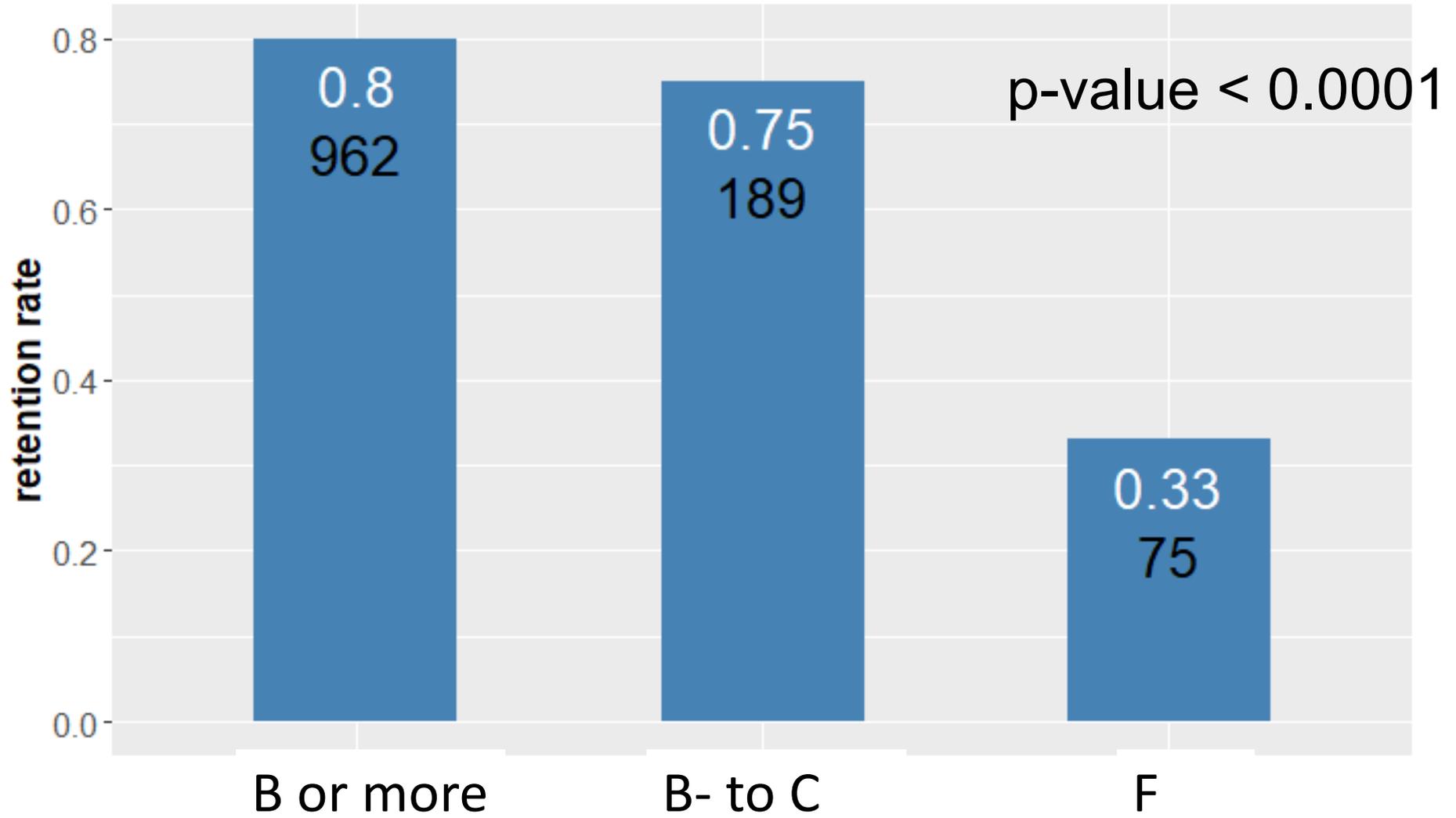




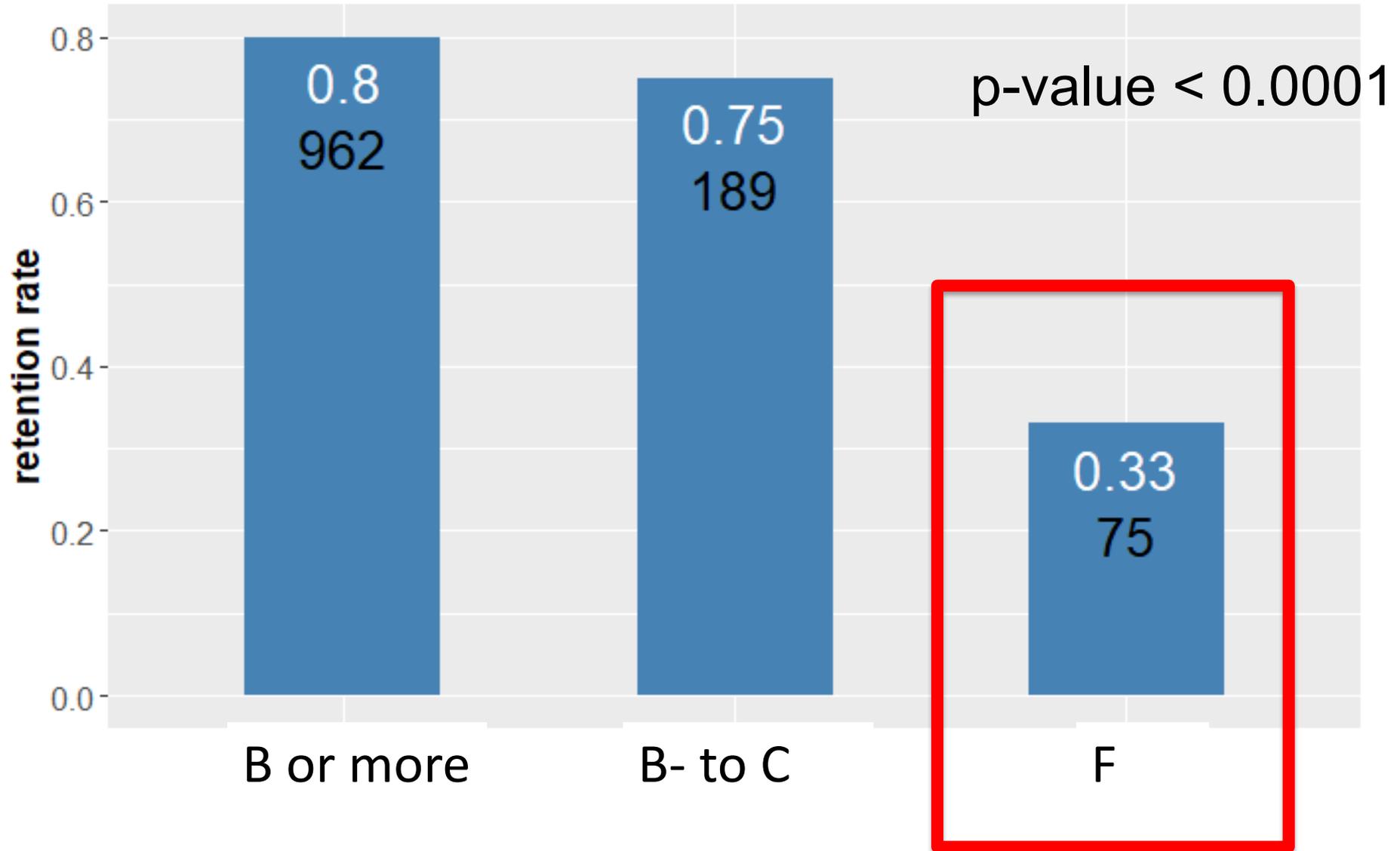
MAT 103/134 GRADE



ENG 110 GRADE

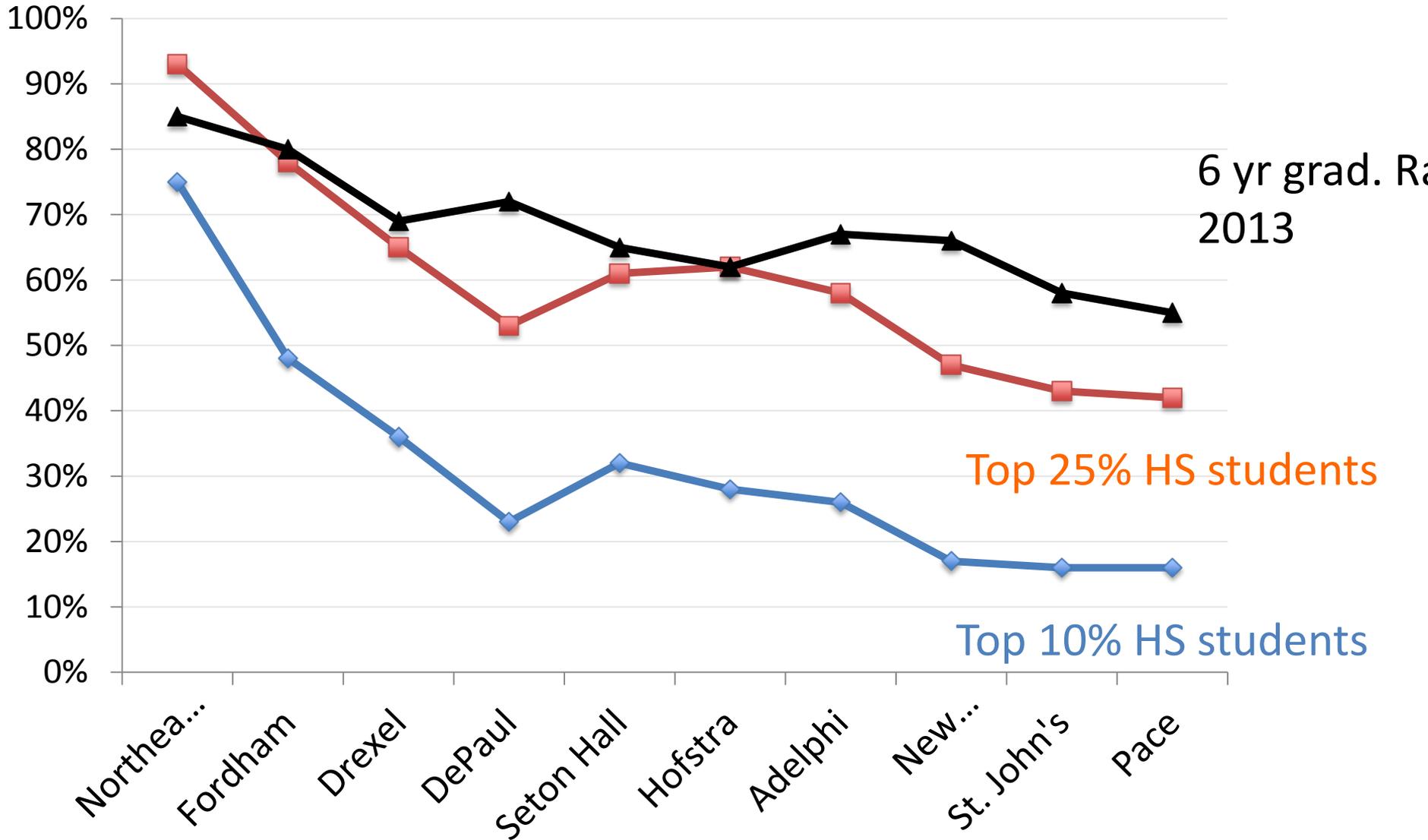


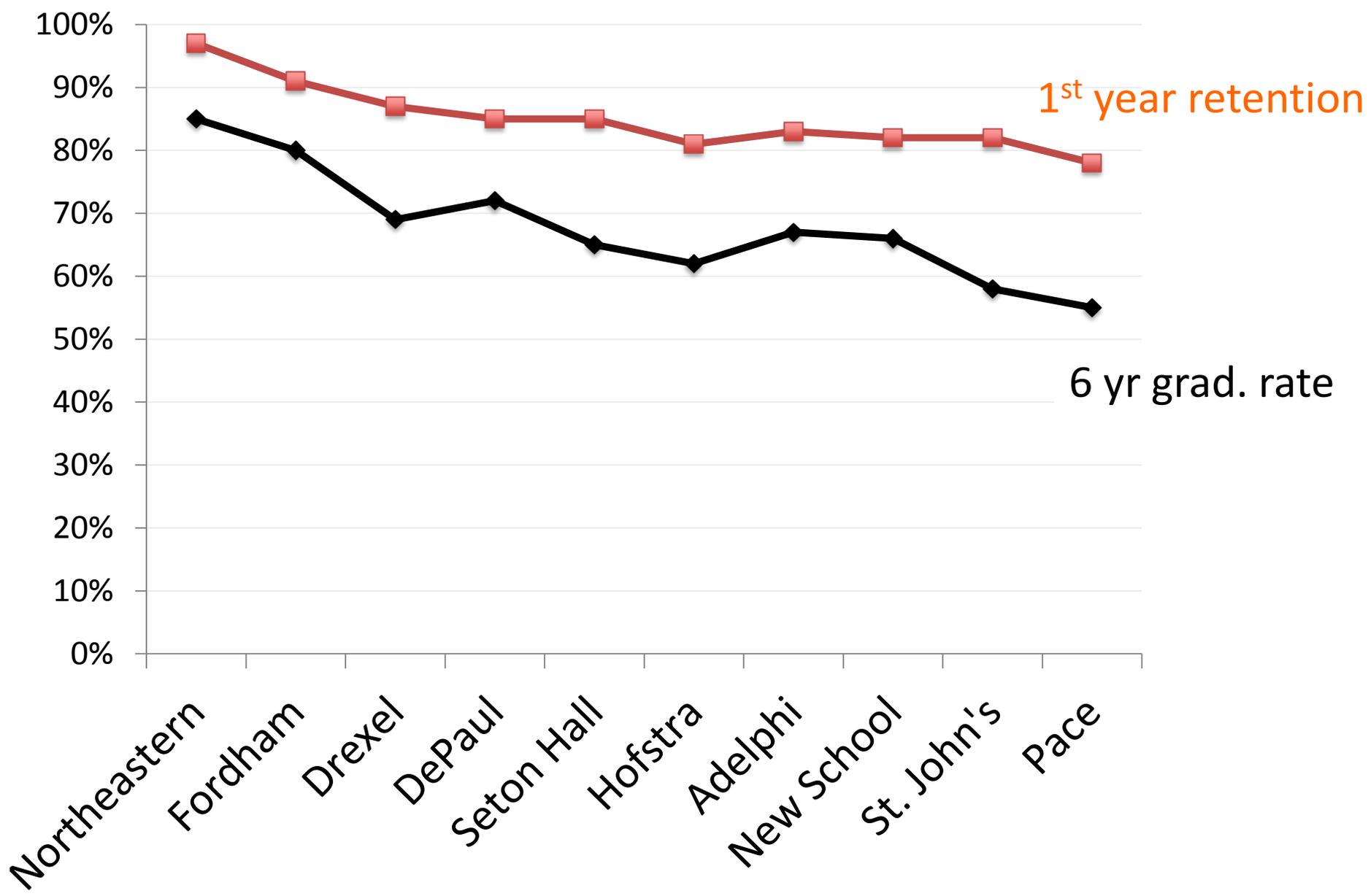
67% of students that earn an F in ENG 110 leave (~50 students).

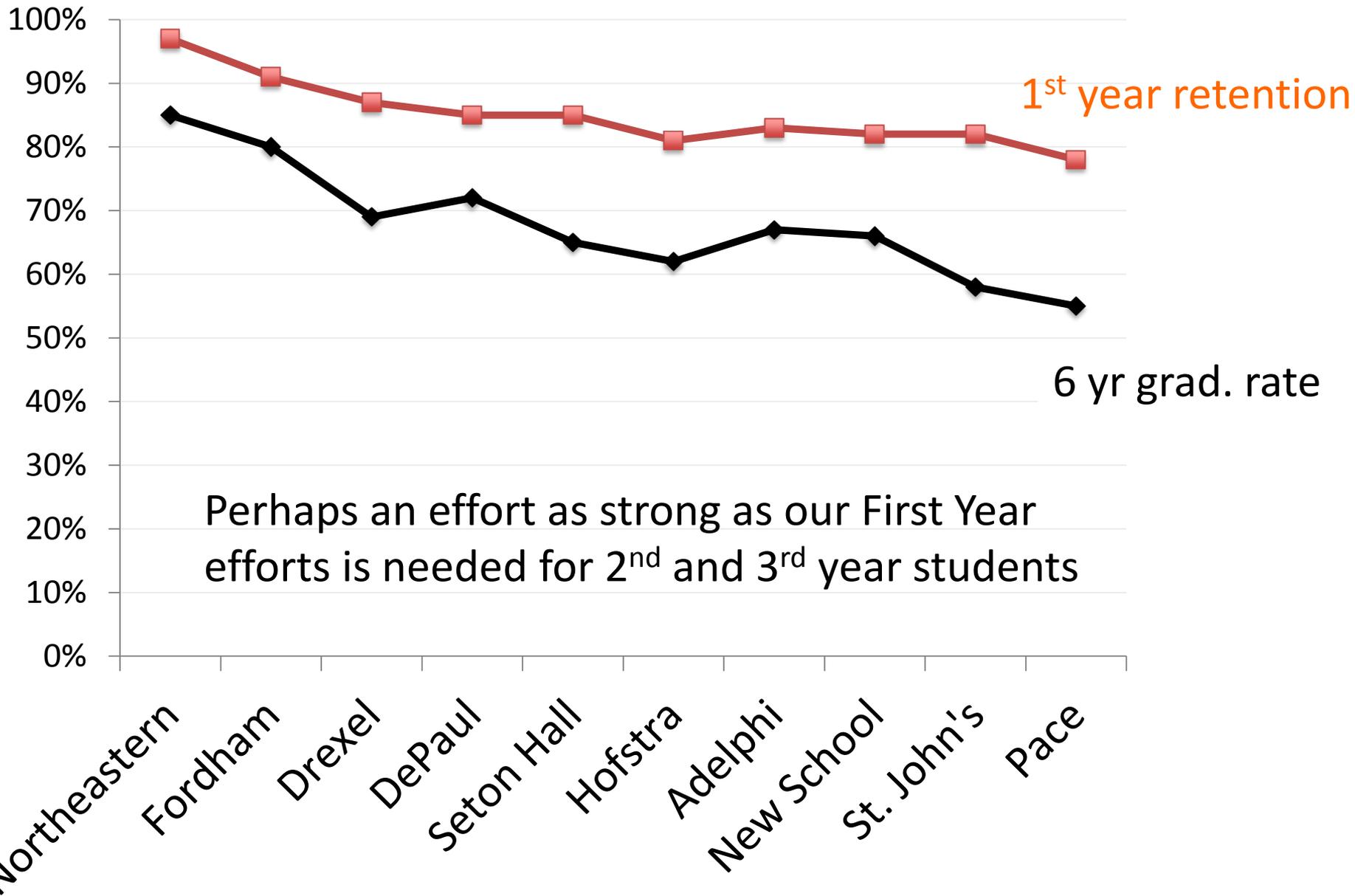


Enter HS data (and placement) into Banner so analyses can be done

GRADUATION RATE vs # of Accepted students in the top 10% or 25% in their High School







What are the recommendations?

1. Including HS and placement data into banner for a more in-depth analyses that can yield an actionable item.
2. The Retention arm of the university ought to be united with the Enrollment arm.
3. Annual tracking and assessment of metrics must be correlated with intervention outcomes.
4. Increasing activities to win over high school counselors and more college-ready HS students. This includes improved ranking/visibility/peer perception.
5. Call to NYFC committee chairs– talk to OPAIR