

## **Joint Faculty Council**

*Pace University  
New York, NY 10038*



### **Meeting Minutes**

**September 11, 2020  
Noon**

**Online**

#### **New York Faculty Council Executive Committee**

Daniel Strahs, Chair  
Janice Winch, 1<sup>st</sup> Vice Chair  
Darren Hayes, 2<sup>nd</sup> Vice Chair  
Winifred C. Connerton, Secretary  
*Minute keeper*

#### **Westchester Faculty Council Executive Committee**

David N. Rahni, Chair  
Lucille Ferrara, 1<sup>st</sup> Vice Chair  
Lisa A. Fastenberg, 2<sup>nd</sup> Vice Chair  
Patrick J. McGuigan, Secretary

**Noon** Call to order

**Moment of silence for victims of September 11, 2001 victims**

**Approval of minutes** meeting minutes from 5/1; 6/12; 7/24 *approved without objection*

### **Introductions**

- Dyson Dean Tresmaine Grimes

### **Announcements**

- Peggy Minnis – reminder that the University is moving to the new LMS Classes, which is replacing Blackboard in January. Training is be available, and faculty are encouraged to start now. Go to [www.pace.edu/ATEvents](http://www.pace.edu/ATEvents) for training schedule.
- Tim Walingore – meeting of the Dyson Curriculum Committee coming up Thursday, April 17 at 3:15pm-5:15pm, submit OK/CE applications to DCC@pace.edu by Tuesday, April 15, 5pm.
- Dan Farkas – Scholarly Research application deadline is October 9<sup>th</sup> in Pleasantville.
- Zafir Buraei – Scholarly Research Application: <https://www.pace.edu/nyfc/about-us/committees/scholarly-research> NYC deadline October 7. Applicants are encouraged to use other available funds from the Provost office.
- Avrom Caplan – Internal awards for faculty from the Office of Research can be found here: <https://www.pace.edu/office-of-research/internal-funding-opportunities-for-faculty>
- Vishal Lala -- NYFC Kenan Deadline is Nov. 10 (it's always on 4/10 in spring and 11/10 for fall). Funding for conference travel will be subject to University Travel Restrictions. We are able to fund attendance fees for virtual conferences. <https://www.pace.edu/nyfc/about-us/committees/kenan-faculty-development>
- Karen Caldwell – WFC representative to the University On-Track Committee. Reminding faculty to complete the occasional OnTrack surveys. The cohorts that are being tracked for attendance and problems are first year student, and student athletes. If there are no concerns the survey is quick and easy to complete. This is important now that we are in a quasi-virtual environment.
- Kate Fink – reminder from the WFC CAP committee that the CAP program is no longer in place, but we have still admitted students this year who would have met the former CAP criteria. We want to add our voices to the call for faculty to complete OnTrack surveys and monitor student performance so we can be sure we're supporting everyone who needs it.
- Brian Anderson – we will be reconvening the University-Wide Safety Committee. We would like to request faculty representation for this year.
- Vanya Quiñones – We will be sending a memo regarding keeping attendance for students attending in-person classes. We need to know which students are in class in case there is a need for contact tracing. The email will come next week. You don't

have to report the attendance, just keep track.

Joint report from JFC Executive Committee (D. Strahs & D. Rahni)

**David Rahni – WFC Chair’s Report:**

Colleagues,

We have had a productive and extremely busy summer, which literally tailed on to the Spring semester, and has continued as if we never took the seventh day according to Genesis, but we’re happy and the students are happy.

Our report as always is largely based on feedback and consensus by faculty at large and council committee chairs and their memberships. Despite some gloomy predictions early in the summer, applause extended to all faculty and staff and yes, our administrators’ scrupulousness, who all rose above their call of duties, we now have far larger than originally budgeted number of students enrolled and currently attend a wide variety of instructional modes. The faculty and staff ought to be commended for their intensified efforts to serving our students as best as humanly possible and in light of the lingering COVID lurking in the background. All efforts are now devoted to quality teaching, student learning and ensuing that 15% who still have not make tuition payments to come through soon.

With the University still facing financial, ranking, enrolment, and revenue challenges amidst the past 10-15 years, we trust COVID, a transient phenomenon currently coped with us all, will not become the excuse to aggressively and hastily go after our entire operations, especially the academic side as the financial and intellectual backbone of this institution. We must not lose sight of the lack of strategies as successfully implemented by our benchmarks to have sustained fiscal solvency, enhanced their rankings, and increased their enrollment and admissions standards, revenues, endowment, and capital campaigns. We have much to learn from many benchmarks who have, in the past ten years, moved up by many orders above us. We understand a Boston based “consulting firm” has been retained to assist our admins in such belated endeavors and to map out the next ten years strategic plan. The faculty welcomes that and makes sure they are fully integrated into the strategic planning process as our representatives serve in that capacity.

We firmly and trustingly believe that the current moratorium on merit raises and 403B contributions will in due course be retroactively credited to each faculty and staff. In fact, we expect a robust strategy in place to meet and exceed these key indicators and as provisioned in the Faculty Handbook. If, despite all our collective efforts and sacrifice, the next phase of cuts if truly needed, must first solely focus on a progressively robust reduction.

The faculty continues to monitor closely and to chronicle the myriad “violations” of the Faculty Handbook by key administrators. The process of initiating the review and revision of the Faculty Handbook has paused with the pandemic, but your faculty reps continue in “good faith”, need to move forward. Let us hope that with our intensified commitment to our mission the pinnacle of which remains students and their career and lifelong success, that our university nearly 120 years in the making, is far beyond and above its inaugural accountancy institute, and that we remain a highly stured national comprehensive university as we have for quite some time.

So folks, not daring to sing to all you the choir conductors present, as saying goes: it is far more effective to light a candle than cursing the perceived or real darkness.

I thank you and Dan please proceed.

**Dan Strahs – NYFC Chair**

Thank you, David, what you said is very correct. As we go forward in this trying time, which will

probably persist for at least one year and possibly 2 years, the faculty need to show our strength, our creativity and our innovation in trying to stabilize and further our university. Doing this we will have to work closely with the administration and staff.

Nevertheless, even while we try to do our utmost to work toward the future of our university, it is necessary to be vigilant. As you are aware the faculty appointment letters were released yesterday and there has been discussion about those letters, and we will continue that discussion in the Faculty Affairs committee and other committees. The Budget committee has been closely monitoring the continuing issues in student enrollment and housing, and we will publicize information as soon as we have it available.

Today's JFC has a lot focused on the budget – we have a presentation on the budget and the staff reductions, we have presentations from the COVID related operations of the university, which are tangential to the budget, and finally we will wrap up today with the return of the ad hoc Committee on Creativity and Innovation.

### **Budget Committee & Budget Update** (M. Marcello)

#### *Presentation highlights slides attached*

- This report is based on the numbers for where we stand as of last Tuesday (9/8)
- Undergraduate enrollment -- Take home message: we had higher enrollments than anticipated at the end of the Spring semester.
- Housing -- \$3.6 million below the budgeted Fall revenue despite enrollment being up.
- Registered but not paid -- About 8% higher than last year at this point – this is a significant concern, and there are messages being sent to students to improve this point.
- Graduate and Law enrollment -- new students are down, returning students up.
- Looking ahead to 2021 – Undergrad inquiries is 27% lower (fewer college fairs and visits; Standardized test disruption)
- This is what we know for the Fall, we don't know what this will look like in the Spring.

#### *Discussion*

- G. Scutelnicu – I know we will look at the census in October, but does the Budget committee know what the dollar value of those students who have paid, and what the dollar value of the anticipated loss? Some of these numbers should be disseminated to the group to understand where we are right now. Thank you.
- R. Schepp – I can address this in general terms. Right now, the way we are trending, we think we will be over our budgeted enrollment to cover the loss in housing for the fall semester. But, the University is experiencing some significant costs related to COVID safety measures, so that is putting us in a situation where we would predict a bigger than anticipated deficit.
- V. Quiñones – We had a predicted deficit of \$3.6 million when we approved the Budget and we spent about \$6 million extra on COVID related expenses, including testing and we expect about another million on testing this semester, so that makes a bigger than projected deficit. We are encouraged that we have a higher enrollment number to offset the housing, but the other expenses of COVID-19 and the budget deficit we carried, are making us concerned about the budget today. The Census will be October 17, Void is

Sept 24, so in the next month we will look at enrollment numbers and how they will affect the budget. We are carrying other expenses that were more than what we projected. I can bring more data to the next time we meet.

- G. Scutelnicu – Thank you. I think if there will be further cuts the faculty will want to know what numbers we are working with.
- V. Quiñones – Right now we don't foresee further cuts, we are still working with cuts built into the budget (\$8.6 in staff cuts going on right now), but we don't foresee other future cuts until after Census day, and we will work with the Budget committee. If we need more cuts we will present them to the committee and the whole faculty.
- D. Strahs – in the Executive Committees and Budget Committees, if there have to be more cuts, it isn't going to just be the EC and BC talking with the administration. We will need to talk to the school council executive committees. At some point this might dip down to individual programs, thus it is completely necessary that there is full consultation and disclosure with the faculty. The situation is so fluid that we don't have a sense what the final numbers are.
- V. Quiñones – I want to reemphasize that we still have Winter, Spring and Summer. We still have time to turn around the numbers to build up housing. We're working on developing the schedule for the Spring, and we're encouraging people to have more on-campus activities for students. What really pulled us down was the 30% melt in housing, which put a lot of pressure on our budget. We still have a couple more semesters working together, and we've done good work working together to this point.
- B. Almon – I'm sorry I joined late. Was there a specific question that I could have helped with had I been on time?
- D. Strahs – the faculty was wondering if there is any more projected information related to the enrollment, trends, and where we might end up.
- B. Almon – the RNP and Cash inflow are very consistent – they are very different things, but we watch them together. In finance we look at the registered-paid, which has been consistent. Our forecast at the moment" enrollment is above budget by ~\$5 million in net tuition revenue, and a little more than \$3 million below budget in housing. The net is about \$1 million above budget in student revenue in total. On the expense side we were very over budget on expenses directly related to the COVID pandemic. There was about \$1 million we knew we would spend, and we put in another \$2.5 million as a place holder because we didn't know what would come up. We have now spent over \$8 million (I'll have the proper number next Wednesday). As a result we are very far over budget on those expenses. We don't have much reason to think that other expenses are far from budget, so the forecast of a deficit of \$3.8 million is now closer to \$8.4. There's a lot coming and a lot of unknowns.
- V. Quiñones – Bob, there was a question about additional cuts, and I said that we are waiting for Census day to make decisions.
- B. Almon – Yes, we don't have a plan for additional budget cuts beyond what went into this budget. That is something we will have to discuss with the finance committee of the Board.
- D. Strahs – one of the questions that has come up is whether the Federal government, and FEMA payments would impact university operations?
- B. Almon – Yes, it definitely would. Yesterday we got bad news that the relief legislation front. FEMA changed the rules recently, which will hurry things up a bit. We will apply

to FEMA, but there is a two-step hurdle with them. First they decide whether what we apply for is a covered expense (like an insurance company, they don't cover everything). Second, even if they think it is covered, they have extremely stringent requirements about documentation. Now we've been extremely careful that we've met their requirements about documentation but you never know, this is the Federal government who will find something wrong if they needed to [general chuckling]. I'm not counting on a big recovery from FEMA. Instead I was hoping for something from the Federal Government. Vanessa [Herman] Do you have any more information about yesterday's failed vote?

- V. Herman – The Senate Republicans put up what they called a “skinny stimulus bill” which was a watered down version of the Heals Act, which was the follow up to the Cares Act. Unfortunately that bill failed along party lines, including with Rand Paul voting against it, so there was some bipartisan support for it. The problem is there are only a few more weeks in the fiscal year for the federal government, it is only funded to September 30<sup>th</sup>. The general consensus in DC is that we will see continuing resolution to take us through the next three months (October, November, December). Why this is troubling is because it is likely that we will have a Presidential election that will not be decided on election night. So all indications are looking at a stimulus bill being passed early next year, when Congress gets its act together. It's not good news at all, unfortunately.
- B. Almon – yes, that's the bad news. The good news was (and unfortunately I have to use the past tense) is that the Senate and the House bills which were not at all the same, were very similar with how they treated higher education. If they used a formula for distributing the money similar to what they used in the spring, then Pace would have been in a position to get about twice as much money. Last year it was about \$8.6 million that we received, we might have received about twice that under either of these bills. So that would have been a significant boost.
- V. Quiñones – There are questions about the cash flow. So the cash flow seems to be ok.
- B. Almon – Tom Brady predicted in June that our high point for cash would be the first week of September with about \$80 million. It happened in the first week of September, but it was more like \$84 million dollars. The difference is enrollment and timing, it is very difficult with cash to know what will happen. For example, even though we're accruing expenses, we're not writing checks at the same rate. While I assume that is in our favor now, it will reverse sometime before the end of the calendar year. So there are difficulties in interpreting the numbers. Basically cash looks fine. At the end of the year, I apologize because I don't have the graph in front of me, the end of the year is close to our [predicted] low point, we would still have \$27 million. Just based on the current budget for spring, which as you know is not optimistic and is based off the fall budget and doesn't have any rebound built into it, using that budget we would still have comfortably in the \$15 million neighborhood in June. So we have no need to borrow any money for the rest of this academic year, and that is based on getting nothing from the government.
- V. Quiñones – I see a question about where the COVID-19 expenses are generated. So basically it is not the HYFLEX equipment, as the question suggested, its mostly the cleaning, testing, lodging the students while quarantine, and other expenses related to making the university a safe place. There are things we needed to add to the budget that we didn't anticipate, such as the students needing to quarantine and the amount of testing is much higher than what was budgeted, so it is a big compound of different expenses...

- B. Almon – It includes PPE. We have a list, and we can bring it to Budget committee if you like, Dan.
- D. Strahs – I think that was already shared with Budget Committee, and if Matt Marcello has the budget information can speak to this. *See chat summary*
- Z. Buraei – What efforts are made to bring students back to their beds? Is there still a chance to bring *somebody* to pay *something* for those 370 beds?
- V. Quiñones – The answer is in-person classes. The level of in-person classes is still very low, if we increase the number of in-person classes then the students have to stay here. We have a lot of students only had one in-person class, and so instead of staying in the dorm, they changed to all online and didn't use the dorm. You are not going to spend the money on a dorm if you only have one class in person. I think it is a combination of the courses we are offering – we are bound not to have large numbers of activities on campus because of NY State, so we cannot have more than 50 students involved in activities, so student life is making a lot of in-person activities on a lower scale. The one thing we keep saying is that if we had more in-person classroom experiences that would allow an increase in housing. We're still working on it, we are asking the community to help us on this. So far the opening of the campus has been a safe opening, we have a handful of students on both campuses that have tested positive and are quarantined, and the numbers are very low. If you are concerned about those cases please go to the dashboard where you can get the numbers daily. The efforts we have taken to keep the community safe are working, and we wish that with that in mind we can build up to have more in-person experiences next semester, which would also increase the housing revenue.
- W. Connerton – I received a private question through the chat asking for more information about what the Boston Consulting Group is doing.
- J. Gallagher – We had been engaged in strategic planning throughout last year with a group of constituents from the campus, and as we moved into the pandemic and saw the impact that it would have on higher education as a whole, as well as on Pace, the concern was that the changes we were looking at making through the strategic plan process would not be made rapidly enough to get the kind of response and result we would need on our campuses to get through the pandemic and beyond successfully. So the board looked at a number of consulting firms, and a group of people from the administration and trustees selected BCG to be our partner. They are being entirely funded by members of the Board of Trustees, so they are working with us. We just kicked off the process with the Strategic Planning Task Force today. They have been looking at our university data, and they are engaging with the University Task Force that was formed last year to build upon the work that was done there, and look at how we can identify some strategic priorities that can be implemented quickly to ensure that Pace can be well positioned, not only to endure through the pandemic, but succeed beyond the pandemic. Looking closely at our data, our offerings, our community as well as our branding and marketing study that was done last year and building on the work that was done last year. I have updated the Strategic Plan website with information on it, and will provide more information there. We will be looking to have a lot of opportunities to engage with the community, with focus groups and different constituencies. So, your faculty representatives, Adelia and Matt, will be reaching back out to you about participating in those.
- T. Walingore – I'm glad you're going to discuss this in the Budget committee, but I want to reiterate that if there are program eliminations – larger issues that go beyond budget –

would you pledge to come to not just the AAA, but also the faculty councils to discuss those issues first?

- V. Quiñones – We are not looking at program eliminations right now, and I know that there is a rumor going around. We haven't talked about it, we aren't looking at it, and if we have to talk about it we will do it with the community, the same way we did the Pleasantville analysis. If we are going to work on the budget, we will work on it as a community.
- B. Almon – From the finance side, we couldn't begin to talk about [program elimination] without engaging the Provost's office anyway. So that can only get started if the faculty are a part of it.
- V. Quiñones – There are processes that guarantee these things, so we will go with the processes of the institution. We are waiting for Census day, we are considering new ideas, and we will come and talk to the community about them.
- D. Strahs – I think what Tim is getting at is the difference between a program and a faculty. A program exists in a school or college, but a faculty exists tenured to the university, and thus there is a difference in these two things. The elimination of programs or restructuring lies within schools but the elimination of faculty is a university level matter.
- V. Quiñones – we haven't talked about elimination of faculty now, and you are involved in a lot of those conversations, Dan. It is not in the budget and we haven't mentioned it even once. We are being very transparent with the situation right now, we are monitoring the numbers, and I strongly believe that with more in-person housing numbers in the spring the housing numbers will turn around and we will be able to continue solidifying our budget. However, the in-person classes, and the mode of administration is in your hands, so it is up to a lot of us in this community to ensure that we have more in-person experience so that we can improve our housing revenue. The students are here the enrollment is strong, which means that people want to be at Pace. But people don't need to be at Pace in housing if all the classes are online. That is the pledge I have been asking of the community: Please try to have more in-person experiences. Please try to do more, and that will turn the numbers around. We still have students who haven't paid their tuition, but we have students who want to come to Pace. Now we have to get them to come to Pace, and sleep at Pace. It is a pressure on the budget, and we will work together. We have done an amazing job as an institution to absorb the loss of revenue from 3500 students, and all these sacrifices we took together.
- H. Knepper – It might be helpful to get a report from housing and Robina, because then you could see the melt that we had and the timeline from when the schedules became final and the students could see it. Also, students share their reasons for why they're leaving with housing. The other piece is we are talking about what we can do looking at how we are trying to reexamine the space utilization.
- V. Quiñones – we can get those numbers and any numbers that are needed.
- H. Knepper – We have lots of evidence about in-person classes – it made a substantial impact, but I can't say that is the only reason, I think it is a variety of factors
- M. Zaccario – I agree that it is important to have face to face contact with students over the long haul, but I oversee the psychology major for the undergrads, and some of the biggest backlash we've had with their students is their disappointment with the numbers of students in the face-to-face classes – that it wasn't what they expected and they were feeling that was a real disappointment. I know with social distancing that is what we're



left with, but I think that is part of the issue with the face-to-face format right now. The student expects that there is a class with students to interact with, and it becomes more isolating than they would have liked. I know that in Psych, the numbers for the class that we were assigned were limited to having 3-6 students in the room at any one time, which made it feel more remote than students had expected. That should be considered for the spring – how students will feel registering for a class if they know the social distancing numbers.

- V. Quiñones – I'm going to work with the community on this. If you're in a classroom that you think there could be more students in the room we will work on that. Right now for the Spring we will use the numbers we were given in the summer, but we will revisit that aspect of it. We have heard from a lot of students with this same complaint, and it isn't just psychology, it is throughout the whole university. I keep saying lets work on the spring, and we have time to turn things around if we work as a community.
- A. Freedman – My comments are being echoed in the chat. As George was saying it isn't totally clear what the students experience has been in their in-person classes versus being virtual. I'm teaching on campus, and one of the reasons it feels safe to be on campus is that the density is so low. There really is a tradeoff – maybe more in-person classes would be nice for students, but if we're able to keep the community safe under the current level of density it is hard to see why you would want to change that.
- C. Clayton – My question is partially answered by Hillary, thank you, I wanted to know if there has been any systematic survey, or plan to survey, not only the housing melt students but our current students, and not only the classroom experience but also the residential experience. I hope that there is some data and that it will be shared in the future. I have noticed in my own in-person class, which started as web-assist with a maximum capacity of 6 in the classroom, has become a HYFLEX class because 25% of the students since the start of the semester have said they will not come to campus. When I'm listening to them it is not just the nature of the in-person class, it is the dorm experience that is so different. I hope we can make decisions using data and systematically survey our housing melt students as well as our current students in dorms. Thank you.
- R. Frank – I wanted to add that there seems to be from alternate channels, that there seems to be significant technical issues. From experience in a HYFLEX class personally, it would appear that the Zoom experience is actually better in terms of content delivery audio and video than being in the classroom. We've been discussing this in Faculty Affairs, prior to this meeting, and we're hoping to get data about experiences that faculty have with technology issues in classrooms, Zoom stations etc., because that needs to be in place in order to make the in-person experience worthwhile for people to pay for and to pay to stay in the dorms for.
- R. Salerno – Shouldn't there be a survey of students on their satisfaction & how safe they feel in the university on a regular basis? I think in terms of dorms that we're neglecting the notion or the fact that a lot of families are suffering economically and not to send their kids is an important factor in their lives. They might not be able to pay for the dorm. I think that is something we should consider as well.

*Summarized chat discussion including answered questions*

## **Budget**

- We were told on Budget Committee at the last meeting that we were trending toward somewhere between \$5 and \$8 million deficit, but as Vanya is saying, it will depend on census.
- Seeing the additional Covid expenses, I am wondering what is the net Dollar benefit going hybrid vs. having gone completely online?
  - M. Marcello – That depends on whether or not you think all online would have resulted in fewer enrolled students
- It seems the decision to be “hybrid” has been an extremely expensive decision made against a lot of faculty will.

#### **What COVID expenses account for the \$8 million over budget?**

- Is all the hyflex equipment purchased being used?
- What are some of the biggest ticket items that ran the covid spending its 1-2 million projection to 6-7 million spent? I hope I got these values correct-ish
  - M. Marcello – Additional expenses: Hotel Stays Quarantine = \$0.7M; COVID Testing = \$1.4M; Additional Cleaning = \$3.5M; Enrollment Management = \$0.5M; Additional Security = \$0.3M; Other items (PPE, etc.) = \$1.0 M; Total 7.5M
- Would it be fair for me to infer, net benefit hybrid (over 100% online) is 50M - 8M = 42 M
- If there is a surplus of dorm space, why did we pay so much money to house quarantine students in hotels for 2 weeks?

#### **Student experience with teaching modalities**

- Regarding the student experience, there should be mandatory certification of online teaching. One of my students said he is having to use 4 different platforms and some faculty email assignments and use Zoom for lectures. This is not quality online and we will lose students if we cannot use technology appropriately.
  - J. Gallagher – Regarding the student experience, we are evaluating a short student survey regarding their experience this fall. this is a survey being offered by NSSE (National Survey of Student Engagement) which will allow us to compare the experience of our students with other universities.
- I have trouble getting students to show up for classes on campus. I elected to teach two classes hyflex. In one class only 2 students wanted to actually come to campus. In the other class I have room for 16, but each week I have between 8-9 showing up. So speaking personal experience, I’m not sure whether or not offering on campus classes will affect the numbers.

#### **Classroom size**

- I can fit more students in my class too if we use 36 square feet—maybe if we are able to use more space, that would be helpful?
- in the biggest room i have the highest number of students is 13
- Faculty are pretty demoralized with 6 person caps when there are larger empty rooms that we are told are not available. Students who come in every 4 days don't have a particularly better experience than fully online
- I wonder if there is a conversation we could start for the spring about getting bigger classroom for the classes that faculty are willing to teach in person. I’m doing walking tours outside with my students but the classroom assigned for my class could only have 4 or 5 students at a time.

- I'm teaching a f2f class in a classroom that can only accommodate six. It's a demoralizing experience for both students and faculty
- Can someone check with scheduling to allow for "creative" use of rooms for in-person student meetings? I've been trying to book a room for a small group (3-4) of students to meet on a weekly basis as a kind of peer group, because the rest of the class is online (only approximately 15% of the students wanted to meet in person in a pre-semester survey). But the scheduling department is not allowing me to book a room for this purpose - they are telling me I need to change the modality of the course if I want to book a room. Would this be possible?
- It would be helpful to see if any classes that were originally hyflex have changed to online so that the classes can be released. Large rooms are totally empty
  - H. Knepper – I know that at one point Academic Scheduling did move those of us teaching face to face into better spaces. However, there may be more wiggle room since some classes did continue to move online. I can follow up with Academic Scheduling.
- I think you have to go directly to faculty Hillary to find empty spaces - just because a class is listed in person doesn't mean that it really is.
- If you are trying to book a room you will not have a problem just using one they are all empty in PLV - it is startling how empty the place feels and all my classes are in the student center. In three weeks I have only seen 2-3 other professors on campus. My students who are on campus are attending through zoom. I want to book a safe space for my students to meet on a weekly basis. I believe we also tried to book it through Special Events but no luck
  - J. Gallagher – now that the academic schedule has been set, you probably can schedule this via Special Events. I will convey your request to Special Events
- I have an evening class in the student center and currently only utilizing half the classroom as only 14 students want to attend in person. who should I tell about this? my feeling is the room could be divided into two classes
- It appears that faculty have valuable input regarding space utilization in classes. I hope there will be opportunities for faculty to make that information available in a formal way.

### **Housing melt**

- It is pure speculation to explain housing shortfalls by the number of in-person classes, and such speculation places the responsibility for budgetary problems on the faculty.
  - H. Knepper – Not exactly. One correlation that is useful is the housing melt that began after students reviewed their final schedules and the reasons provided to Housing for leaving. It would be easy enough to share that information.
- There is also ample evidence that schools which opened fully with more in-person classes quickly shut down or shifted to 2 weeks online.
- Good point, if we manage to avoid a campus shutdown, it may just be because we don't have more students living on campus.
- I think many students were turned off by the strict, if necessary, guidelines for dorm life and opted for off-campus housing.
- Students also made their decisions for whether or not to come to campus during one of the second heights of the pandemic across the south, west and mid-west which certainly informed whether or not students felt it was "safe" to live on a college campus

- So, if we have this huge surplus of dorm space, does that mean we actually have empty room? If so, what are we doing with those empty rooms? Could we make those rooms available to faculty? ESP for those teaching in person so that they can avoid traveling on mass transit?
- I've had students tell me they wanted to save money by of their parents request.
  - H. Knepper – Interesting idea! I'll bring that to Housing.

### **Tech support**

- IT/Ed Media: "We can't come to your classroom to troubleshoot" that was the policy the first week at Miller/PLV when only 3 classes were going on..
- In the hyflex rooms, we need to deal with issues on our own or on the phone with ed media. The configurations are never optimal. The zoom station hides us or the students or both

### **Staff Reorganization (M. Renna)**

*Presentation slides attached*

#### *Presentation Highlights*

- The delay in appointment letters was from my area (Human Resources). We wanted to make sure that with the semester date change that everything was consistent. We should have let everyone know in advance that there would be a delay.
- The slide shown is in response to questions about the recent staff reorganization. This is part of our usual process, except for the salary information, which I brought because I was specifically asked about it.
- Based on the general population, the positions reduced were 72:
  - 20 retirements
  - 20 natural attrition
  - 32 consolidations and reductions in force.
- We looked at these by race, gender, age and area in the University. The first column represents the % of that group within the university employees overall, and the second is that groups representation within the employee reductions.
- The first is the general distribution of salaries, and the second is the salary distribution of the staff reduction, which match closely.

#### *Discussion*

- A. Freedman – There is some concern from faculty about the layoffs in two parts: a question of governance; and who is impacted by it, and whether there is more the University can do to be mindful of the significance of those layoffs. I appreciate this information and I hope you stay for the larger discussion later.
- M. Renna – I'm staying in the meeting, and there are others on this call who are also available to answer questions.
- G. Scutelnicu – I am looking at the breakdown and I see some trends. How representative of the entire Pace employees are these layoffs? I can see that more women, more older women, minority women were laid off – just by glancing. How representative is this of

the employee body? There might be a trend in the people who were let go.

- M. Renna – If you look at the data, we all can see what has happened anecdotally as positions have been consolidated across the university. When you look at the data itself broken down, and we can do further breakdowns by race and gender. Looking at the data nothing really jumped at us as a serious concern. We have a small sample size with a staff reduction of 72, but even within that small sample nothing jumped out as significant. When you're talking about 72 people, if there were one more person in one of these categories that would cause the percentage to shift by 5-6%, and make it look like something were really wrong. But even within this sample size nothing jumped out.
- G. Scutelnicu – My question is, looking at gender because that is so easy, I see 65% of the staff laid off are women. Are 65% of the Pace employees women? Are these layoffs representative of the overall Pace employment numbers?
- M. Renna – In looking at Gender – the first column indicates that 65% of the Pace employees are women, and of the 72 people laid off 54.17% were women. It was a lower percentage, and this was not an area we had any concern about (sorry guys, we fall in the less protected class in these). There is a point that we would be concerned – if this was completely on its head in either direction we would be concerned. We are talking about small numbers, and in all these gender is probably the one that is most off, but this didn't cause any concern for us.
- W. Antognini – the one thing that is statistically significant is that there were a lot more men laid off proportionately than women, how do you account for that? I don't know why you say it is not a concern – it is a huge difference.
- M. Renna – We are looking at it. As I said, it is a small sample size. The process that we took was one that promotes and ensures that we're not doing something in a discriminatory way. So we didn't make reductions and look afterwards, we made sure that the process is built to be fair and equitable process. We look at the position, the responsibilities, we look at the department and we do a lot of work before it gets to this point. Also, of the 72 people 40 made voluntary choices to leave the university – more than half is not something that we controlled. Still the data worked out pretty well. I can't explain exactly why it worked that way, some of it we aren't controlling in that process. If that is something that continues to trend worse and worse, then we'll keep an eye out on it. I made a jest about men, but if that trend continues it is something we will take a look at. We want to be equitable in all areas.
- D. Strahs – You mentioned retirements – does this data include the staff retirements? Both the retirements and the dismissals.
- B. Almon – The reason we did a retirement incentive for staff was to find the people who wanted to voluntarily leave. That doesn't mean that those positions were eliminated – some of them were, some were backfilled internally, so this was a volunteer system and Jean Gallagher's office went to work to see which of those positions could be consolidated, eliminated, or handled in a different way.
- J. Magaldi – when you refer to staff in these charts, does that refer to all non-faculty positions, or do you think of administration differently than staff?
- M. Renna – This is everyone who is not a faculty member.
- B. Almon – When we started there were 1002 of those, 40 were grant funded and not part of the target group. There was a body of 955 positions.
- T. Walingore – why are the decreases so concentrated on the lower earners. It would

seem if you wanted to go for the money, that you would go for the money. Relatedly, we've said in the chat – what was the process that the particular positions that were eliminated were chosen. We were caught off guard when our administrative assistants and staff were dismissed suddenly. We're concerned about where and how?

- J. Gallagher – We set out to look at our staffing structure with a number of things in mind. One of those was duplication of effort across campus locations and schools. So some of the changes were looking at the budgeting process – there's a lot of duplication of effort within individual departments and across schools, so we looked to consolidate some of that activity. The other reason we looked at budget is that there are a lot of different people involved in budget processes, but for some of them it is only a small part of their job, which means that maybe there are some efficiencies to be had by moving some of those processes more centrally. So that is one of the principals – looking for duplication and places to centralize activity to take it out of individual areas. That is probably why you saw more people at the lower end of the pay scale because some of those activities do take place within a wide variety of titles – they might be called staff associates or other kinds of support staff within the units in the schools. We did concentrate on administrative functions and administrative areas. Reorganization in OSA that was announced yesterday was part of that effort to reduce positions at the AVP level in order to create a better structure and to elevate and make sure we have the right skill set deployed in the right way. Those are some of the principals we've been operating under. We've been trying to look at this not as an across the board, that everyone has a certain percentage, but where do we have opportunities to streamline function and eliminate duplication across campuses. The six schools three campus structures that we have to create some inefficiencies, and we are trying to look at that. We are happy to answer more questions, and to meet separately about the effort, but we are continuing to look at areas where we see opportunities. We also know that a lot of areas are impacted by the across the board reduction in part-time funding, which has impacted a lot of student positions. We are taking a close look at that and we did move to restore some of that funding to Ed Media this week to better support faculty in the classrooms, and we are trying to redeploy some of our funding from areas that might not use it this year for various reasons, to those areas with increased need.
- K. Caldwell – My question is about who are the people to call now, not the positions not the offices. Several times in the last few weeks a *person* I would usually call when I tried they are no longer here. So, it has been difficult to find individual people to help with student issues. When I called the Dyson dean's office in Pleasantville, the voice on the recording is that of the person who is no longer there, and now I don't know if anyone is checking the messages left at that number. Who are the people who remain, what are their names, and what do they cover? Not all faculty have a directory to find out who is covering what among the staff.
- J. Gallagher – Thank you for that, and I understand the frustration that it causes. Some of these changes are actively in process and we will be communicating about these changes either in divisions, and Matt and I can talk about how best to communicate about this.
- A. Freeman – A number of faculty have concerns about the layoffs and how they were conducted, and who was targeted in them. I have this motion:

**Motion:** The JFC requests the following information be provided to the JFC Secretary in writing by September 21, 2020 for distribution to the members.

- How many layoffs were there and what positions were affected?

- How much money was saved via the layoffs?
- How were the job duties completed by those whose jobs were eliminated reassigned?
- What was the demographic breakdown of those laid off since March, including age, race, sex and years of service?
- What measures are being taken to protect the health and livelihood of those laid off?
- Are further cuts are anticipated?
- Does the reorganization announced on September 10, 2020 save Pace money, if so how much, or what is the cost of the administrative restructuring?

**Rationale:** The faculty are alarmed at the layoffs which occurred the week of August 24th. We are dismayed at the administration's decision to move ahead with layoffs without shared decision making between the administration and the faculty, nor was there an opportunity for communication between the faculty councils and staff councils. We all have a vested interest in a viable and financially solvent university, and we should be part of the conversation in how to meet budget goals. Shared governance is at the heart of any successful university community and increasingly this is not happening at Pace University. We believe that student-facing positions and needs should be prioritized, and we are concerned that high level administrative positions continue to be added even in the wake of laying off poorly paid staff. We believe that options other than layoffs should have been explored through dialog prior to terminating some of the most vulnerable members of the Pace community and we would like to know why this did not take place?

Motion seconded

*Discussion*

A. Freedman – There was a question in the chat about my reference to Administrative Restructuring – that was in the email distributed yesterday about the reorganization of OSA and Student Success Services. That's what I was referring to.

**Vote:**

**Accept: 139**

**Reject: 8**

**Motion passed**

*Summarized chat questions and responses from M. Renna:*

- Q** Were faculty governance structures included in the conversation about layoffs?
- Q** Also, it seems to the decrease was heavily in the lower-end of the earners. Why was that? If the goal is to save money, why there?
- A** I know there was concern about the mix in the staff reduction by position. The average salary for the 70 positions was within 5.8% of the overall staff average salary so reductions were not all on the lower paid end. The graph shows a similar distribution to the overall staff salary distribution.
- A** The median salary of the 72 staff reductions is 22% higher than the median salary of overall staff. The average salary of the 72 staff reductions is 5.8% lower than the average salary of the overall staff.
- A** Median salary for involuntary staff separations is 21.7% higher than overall staff median salary.
- Q** I think the chart should be prepared separately for these groups: reduction in force, retirements and attrition. It will then give a better picture.

- Q** May we have a comparison of the number of administrators noted in yesterday's restructuring email and the number prior to the reorg

M Renna : Question: What measures are being taken to protect the health and livelihood of those laid off? All staff that go through a position elimination are eligible for a severance payment and continuation of health coverage through COBRA with a payment (if they are enrolled in our plan). These payments are based on years of service. In addition, they receive outplacement services, and continuation of tuition remission benefit for a limited time. We also request their personal email and phone numbers so we can stay in touch with them and they can stay in touch with us should they need any assistance that we can provide.

**COVID Coordinator update (A. Sonenberg)**

*Presentation slides attached*

*Presentation Highlights*

- Multifaceted approach
  - Public health education
  - Dashboard
  - Testing
  - Influenza vaccine
- COVID 19 Dashboard <https://www.pace.edu/covid-dashboard>
  - Case numbers per campus
    - Tracking numbers of cases and available rooms for quarantine
  - Three alert levels
- If a positive test
  - Reported to the department of health
  - Students, when tested, must use their residential address (dorm if on campus).
  - University health conducts contact tracing including class rosters for classes attended. (Take attendance to know who was in the room!)
    - If a positive case in your class you will be notified, along with any other students who were exposed (take attendance!)
    - All people in the room will be quarantined for 14 days
  - Lots of attention and follow-up from the local department of health, and from Residential life for students in isolation and quarantine.
  - Students coming from outside of NYC, so program is in touch with a variety of counties
- Community testing
  - Contracted with Cayuga Health Systems
  - Randomized weekly testing
    - Initially testing 25% of campus population on Wed/Thurs., later decreasing to 10%.
    - Notification of testing schedule on Friday
  - Results will be available within 24 hours
- 2020 Flu vaccine program
  - Beginning in October



- Help engage student population

### *Discussion*

- W. Antognini – I presume this randomized testing applies to faculty as well. I teach entirely online, and I excused from randomized testing?
- A. Sonenberg – Yes, anyone who is not coming to campus does not have to participate. Also, if you live closer to PLV than NYC, you can select your campus location for testing and time slot via the app.
- D. Strahs – there might be more reasons than teaching that you would be on campus – such as visiting your office or lab, and for that reason you could be included in the randomized testing.
- A. Sonenberg – lots of information available on the website. I will answer questions in the Chat.

### *Summarized chat questions and responses from A. Sonenberg*

#### **Exposure and quarantine procedures**

- Q** If a student in one of my on-campus classes tests positive, do the other students and I have to quarantine?
- A** Yes, unfortunately if a student in your on-campus class becomes a Covid-19+ case, you too will be quarantined for 14 days. It is for your safety as well as others.
- Q** How will we be informed if someone attending our in person class tests positive?
- A** you will be contacted by UHC or the DOH by phone
- Q** What's "close contact" ? In same classroom? My sessions go on for 85 minutes
- A** 85 minutes is prolonged exposure
- Q** If one campus reaches the suspension of on-campus activities, and must go remote, will the other campuses have to do the same?
- A** Each campus is a separate entity as per the NYS guidelines
- Q** I know of one small class (only 9 students, and one student tested positive. The faculty member & all students were notified by the University Health Service (contact tracing) within 24 hours. They were in quarantine for 14 days. The in person class was on Zoom during that time. They are out of quarantine, now. The system does work.

#### **Attendance to help with contact tracing**

- Q** What do we do with this attendance? are we submitting it somewhere? also will these instructions be sent out or posted? it is a lot to remember and obviously very important.
- Q** If time is of the essence in tracing people, then don't we need to submit attendance to in person classes somewhere? this question is really about the mechanics and speed of how this works. if I have an in person class on Monday morning, and Monday night a student in that class tests positive or shows symptoms, don't you need that information ASAP about who else was in the room? and maybe in the room later, in a different class, on Monday night?
- A** That is a great point and we are looking to streamline and expedite the processes. If you have a suggestion, we certainly welcome it!
- Q** Can someone build a simple web portal for in-person classes for contact tracing. a professor logs in, notes that Monday afternoon students A, B, and C were in Room Y of Building Z. then if student B I

- Q** If you're teaching in-person, you need to note in-person attendance. Academic Technology wrote up how to use the Qwickly attendance tool to separate physical and virtual attendance. Here's my quick guide on how I'm using it:  
<https://docs.google.com/document/d/1LC6gWT3M676-ZemYpYO7ZPXHzdgGfdmWBH7bABdvRM/edit?usp=sharing>

### Testing

- Q** The Pace Community Testing Program addresses identifying asymptomatic cases. We welcome faculty support in communicating the importance of a "WeBeforeMe" culture and participating in the community testing program.
- Q** If someone lives several hours campuses and only comes to teach F2F once a week on a different day, will they have to make that trip for testing?
- A** I mentioned above that you can test locally, but the cost would then not be covered by Pace. Contact tracing would have to be initiated by the local facility where you had the test. Please share that result with UHC.
- Q** Can we take tests elsewhere near our homes and submit the results?
- A** If you are in the random sample and decide to have a test elsewhere, Pace will not cover the cost. Your contact tracing would also begin with those at the site where you have the test done. If you were decide to opt for that, please make sure to send UHC your result.
- Q** Randomized testing is primarily for peace of mind but not a research-based recommendation for the state or city, correct?
- A** Yes, the randomized Pace Community Testing will be the only tested by this vendor.
- Q** Is this testing system only for randomized tests? Does the university have testing availability for anyone who has symptoms and wants to be tested? or are they directed to be tested outside of the university?
- A** For testing for those who are symptomatic, please call UHC.

### Transition to Virtual Campus Committee (L. Ferrara)

*Presentation slides attached*

*Presentation highlights*

- Subcommittee of the FROG group.
- Pace Alert Levels Green/Yellow/Orange/Red
  - We are currently in Green – because of the diligence of our work we have been able to be in the Green zone.
- From the main COVID Response group:
  - Complaints from students about faculty non-compliance – don't ask students to remove their masks!
  - Don't move the furniture around

### Fall Opening Group (D. Strahs,)

*Presentation slides attached*

*Presentation highlights*

- FROG=Fall Reopening Group – 7 faculty advising on COVID Taskforce
  - Campus is safe, so please consider returning to campus (though not all at once).
  - Remember to keep track of students who are attending class in-person in case

of a need for contact tracing.

- NYC known as pandemic epicenter (even now)
  - Enrollment and housing – NYC lower than PLV
  - Decreases are not due to online classes – campuses identical in number of online classes
- What we know about the virus
  - Vaccines are effective,
    - they will not be 100% effective
    - will likely require two doses
    - Expect it to take about 1 year to fully immunize population (probably more like 2 years)
  - Second wave expected in the winter months (and a third in 2021-22) when vaccine coverage will not be fully in place.
  - Virus disproportionately affects low income and racial minorities
- Mask enforcement for public health
  - Masks are a key method in preventing the spread of viral infection
    - Mask use in NYC is 60-75%
    - Cuomo issued executive order to develop a plan to enforce masks on MTA
  - Petition for mask enforcement promoted by FROG

#### *Discussion*

**Motion** We move that the faculty support mask enforcement to students, staff and colleagues throughout the NY region by advocacy to sign a common petition.

#### *Seconded*

D. Strahs – I see the concern raised in the chat about racial profiling that we are concerned about at this time. It can't be understated – we can push for 'gentle enforcement', we can push for education, we can push for policies that develop a new way of exercising authority and policing. It is rare as a university that we can actually link the social change movements to something that has the obvious benefit of improving our public health.

#### Summarized chat discussion

- Are there concerns about racial disparities in mask enforcement?
- so many NYPD don't comply with the currently-existing mask rules

<https://www.nytimes.com/2020/04/14/us/coronavirus-masks-racism-african-americans.html>

#### **Vote**

Accept 74

Reject 4

#### *Motion passes*

**Resolution:** We resolve that the Administration should support mask enforcement in the NY region by advocacy to sign a common petition, and by advocacy to state and city officials.

Accept 78

Reject 4

*Motion passes*

**Old Business**

Ad hoc Committee on Creativity/Innovation postponed – will be take up at the location council meetings in October. *Report attached*

S. Suchday – Given that it is late in the meeting that was supposed to end at 2, I request that we present at the next JFC in the beginning.

D. Rahni – suggest that you present at the location council meetings in October.

Z. Buraei – I agree with this.

S. Suchday – I am happy to attend the WFC for this presentation. Thank you

**New Business**

R. Roback – We had a discussion (in Faculty Affairs) about the annual performance reviews, and I would put this off except that the College of Health Professions is doing their reviews currently.

Z. Buraei – this is timely because the College of Health Professions is already doing reviews, and this requests that we put them off by at least a month.

[general agreement from committee members that this should be presented today]

H. Feldman – we recently extended the deadline, is this a further extension?

Z. Buraei – is the deadline October 2<sup>nd</sup>?

H. Feldman – Yes, that was what we extended to.

B. Farrell – this is also going to affect people in other schools.

**Motion:** Because of the ongoing pandemic, and because of our continuing efforts and desire to serve our students, and because faculty necessarily are spending more time this term on our normal and expected responsibilities, the faculty resolve the following:

1. All full time faculty be given the option to submit full Annual Performance Review documents or an abbreviated version for AY 2019-2020 without adverse consequences.
2. The deadline for submission of Annual Performance Review documents be extended by one month after the original deadline.

*Discussion*

D. Rahni – is there any objection to this motion?

No objection

**Motion approved**

Summarized chat discussion

Adjournment

**Attendance (314)**

**NYC Faculty (173)**

Abergil, Inbal  
 Amaya, Ana  
 Antognini, Walter  
 Barber, Daniel  
 Barrella, Vincent  
 Bent, Emily  
 Berardini, Susan  
 Bishop, Susan  
 Blackwood, Sarah  
 Bolton, Matthew  
 Boyraz, Guler  
 Braga Alves, Marcus  
 Brewer, Meaghan  
 Buraei, Zafir  
 Cacheiro, Jorge  
 Calloway, Linda jo  
 Cappelmann, Susan  
 Carozza, Linda  
 Chan, Eduardo  
 Chapman, Robert  
 Charles, Marie L.  
 Chen, Sheying  
 Chiagouris, Larry  
 Chivu, Cosmin  
 Cho, MyoJung  
 Chung, Kwang-Hyun  
 Coggins, Andrew  
 Colella, Frank  
 Collica-Cox, Kimberly  
 Colman, Gregory  
 Connerton, Winifred  
 Corus, Canan  
 covino, jean  
 Crosby, Andy  
 Cunningham, Sarah  
 Danylenko, Andriy  
 de Jacq, Krystyna  
 Deng, Nanjie  
 di Gennaro, Kristen  
 Dickerson, Sally  
 Donovan, Leigh Anne  
 Driver, Martha  
 Drury, Lin  
 Dupont, Ida  
 Dutta Gupta, Shamita

Dwyer, Cathy  
 Evans, Brian  
 Falk-Ross, Fran  
 Farber, Lisa  
 fichtenbaum, mark  
 Foerster, Amy  
 Frank, Ronald  
 Freedman, Amy  
 Fuentes-Peralta, Pamela  
 Ganzfried, Ellayne  
 Gaul, Lauren  
 Goldman, Elena  
 Gopalakrishna, Pradeep  
 Gottesfeld, Linda  
 Green, Claudia  
 GREENBERG, DANIEL  
 Gregory, Kyomi  
 Hale, Nancy  
 Hanratty, Kier  
 Harland, Kindred  
 Hassinger-Das, Brenna  
 Hayes, Darren  
 Henley, Tiffany  
 Hsu, Stephanie  
 Huckle, Kiku  
 Hussey, Mark  
 Ismailescu, Iuliana  
 Jackson, David  
 Joseph, Dr. A.  
 Kaltenberg, Mary  
 Kaplan, Laura  
 Kessler, Eric  
 Kline, Rick  
 Knoesel, Joanne  
 Kolenda, Ric  
 Kolluri, Satish  
 Kovner, Hayley  
 Kreitz, Kelley  
 Lala, Vishal  
 Lamartina-Lens, Iride  
 Laramée, Eve  
 Lee, Lindsey  
 Lee, Joseph  
 Lee, Picheng  
 Levine-Keating, Helene  
 Lin, Chienting  
 Long, Mary  
 Magaldi, Jessica

Marafioti, Martin  
 Marcello, Dr. Matthew  
 Markovitz, Harvey  
 mcdermott, peter  
 Medow, Sharon  
 Mendelsohn, Joshua  
 Mezzio, Steven  
 Miller, Eddis  
 Mojica, Elmer  
 Morreale, Joseph  
 Morris, Barry  
 Mosteiro, Miguel  
 Mowder, Barbara  
 Murphy, Mary Ann  
 Nayak, Meghana  
 Niu, Weihua  
 Nomee, Julia  
 North, Shannon  
 O'Callaghan, Susanne  
 Offutt, William  
 Pajo, Judith  
 Paljevic, Esma  
 Panetta, Claire  
 Pankowski, Jennifer  
 Plotka, Raquel  
 Quest, Linda  
 Ramos, Chris  
 Rao, Anindita  
 Raubicheck, Walter  
 RAY, IPSHITA  
 Reagin, Nancy  
 Rebudal, Jeff Michael  
 Reich, James  
 Richardson, Kate  
 Roland, Joan  
 Rosenthal, Lisa  
 Salerno, Roger  
 Salzer, Elizabeth A.J.  
 Sandler, Dennis  
 Sayre, Roger  
 scharff, christelle  
 Schulman, Liora  
 Scutelnicu, Gina  
 Sen, Kaustav  
 Shan, Juan  
 Shin, Namchul  
 Shostya, Anna  
 Shvartsberg, Yana

Smith, Elizabeth  
 Soares, Manuela  
 Stokes, John  
 Strahs, Daniel  
 Strobel, Michael  
 Suchday, Sonia  
 Szablewicz, Marcella  
 tarique, ibraiz  
 Tekula, Rebecca  
 Toomey, Anne  
 Upmacis, Rita  
 Villagra, Andres  
 Viswanath, Plachikkat  
 Wang, Ping  
 Wang, Ying  
 Weinstock, Mark  
 Welty, Emily  
 Wexler, Sharon  
 Wiener, Robert  
 Williams, Melvin  
 Wilson, Winston  
 Winch, Janice  
 Xu, Meng  
 yarmish, joshua  
 Yasik, Anastasia  
 Youmans, Scott  
 Yuan, Jun  
 Zaccardi, Chris  
 Zaccarjo, Michele  
 Zhang, Zhan  
 ZHOU, MINGMING  
 Zimmer, Catherine

**PLV Faculty (86)**

Aiello-Lammens, Matthew  
 Allen, Stephanie  
 Aylward, MaryAnne  
 Benton, Janetta  
 Berger, Karen  
 Buffone, Daniel  
 Cadman, Dana  
 Cahn, Susanna  
 Caldwell, Karen  
 CHAN, KAM  
 Chase, Michelle  
 Chen, Li-Chiou  
 Clayton, Christine  
 Cohen, Philip

Cooper, Christen  
 Cypkin, Diane  
 Darbes, Tasha  
 Doshi, Poonam  
 DuPuis, Melanie  
 Eisenberg, Julia  
 Engelke, Eileen  
 Farkas, Dan  
 Farrell, Barbara  
 Fastenberg, Lisa  
 Fernandez, Ramon Emilio  
 Finewood, Michael  
 Fink, Katherine  
 FitzGerald, Margaret  
 Franco, Joseph  
 Girasa, Rosario  
 Gosnell, Courtney  
 Greenberg, Martha  
 Griffin, Paul  
 Healy, Patricia  
 Hepburn, Millie  
 Hines, Terence  
 huang, sue  
 Kazakov, Sergey  
 Kurnit, Paul  
 La Rosa, Melanie  
 Land, Michelle  
 Lavery, Cathryn  
 Legg, Angela  
 Luskay, Maria  
 Manasek, Jared  
 Marik, Sally  
 Martirano, Maryellen  
 mascuilli, augustine  
 McCluskey, Brandon  
 McGuigan, Patrick  
 Minnis, Peggy  
 Mitchell, Len  
 Morris, Walter  
 Mosley, Pauline  
 Mundy, Robert  
 Musti, Shobana  
 Nicholls, Lakeisha  
 Northrup, Angela  
 opfer, mary  
 Oren, Allen  
 Ottinger, Richard  
 Pantic, Mirjana

picoulas, george  
 Rahni, David  
 Reising, Ray  
 Robak, Rostyslaw  
 Rubbo, Michael  
 Ryan, Joseph  
 Sachs, David  
 Scalzo, Sheryl  
 Seiler, Sue  
 Shiri-Garakani, Mohsen  
 Soodak, Leslie  
 Taylor, Durahn  
 Titiloye, Victoria  
 Tosto, Jessica  
 Tursi, Michael  
 Waligore, Timothy  
 Ward, Al  
 Webster, Travis  
 Weigold, Marilyn  
 Westphal, Maren  
 Wiener, Roberta  
 Wier, Andrew  
 Williams-Lubitz, Adelia  
 Winsted, Kathy  
 Ziek, Paul

**Administration (55)**


Almon, Robert  
 Altolaquirre, Erika  
 Ament, Rosa  
 Anderson, Belinda  
 Anderson, Brian  
 Baglivo, Mary  
 Becket, Charlotte  
 Bell, Liza  
 Boustany, Patti  
 Brown, Matthew  
 Byrne, John  
 Caplan, Avrom  
 Carpenter, Rachel  
 Cordon, Andre  
 Dampier, Paul  
 DeRiggi, Nancy  
 Elarde, Chris  
 Feldman, Harriet  
 Feyl, Steven  
 Gabberty, James  
 Gallagher, Jean

Gordon, Beth  
Grimes, Tresmaine  
Hamilton, Tiffany  
Heilberger, Cindy  
Herman, Vanessa  
Herrmann, Nira  
Hill, Jonathan  
Iacullo-Bird, Maria  
Kaufman, Sophie  
Kirschstein, Bette  
knepper, hillary  
Kopel, Jaclyn  
Krislov, Marvin  
Laermer, Gary  
Lee-Lecky, Jenifer  
Maldonado, Marie  
Maneval, Rhonda  
McKinstry, Jerry  
Nally, Angela  
Novak, Heather  
Oxford, Jesse  
Pagano, Cathy  
Priluck, Randi  
Quiñones, Vanya  
Renna, Matt  
Schepp, Robina  
schlesinger, richard  
Shah, Rachana  
Singleton, Lawrence  
Sonenberg, Andrea  
Thompson, Nicole  
Tirsch, Alerie  
Torres, Kate  
Winters, Andrea



# BUDGET COMMITTEE UPDATE

As of September 8, 2020





# Undergraduate Enrollments

- New: 2,150 vs adopted budget goal of 1,853. Melt cushion = 297.
  - *NYC 16% lower than last year. PLV 2% above last year.*
  - *Deferrals +124 over last year with NYC +109 and PLV +15.*
- Returning: 5,166 vs adopted budget goal of 4,749. Melt cushion = 417.
  - *NYC 3% lower than last year. PLV 2% lower than last year.*

# Housing

- Housing:

- *NYC students currently assigned to housing is below budget by 323 beds,*
- *PLV students currently assigned to housing is below budget by 56 beds*
- *Law School 37 beds below budgeted beds.*

*The current fall outlook leaves the University Housing \$3.6 million below the budgeted Fall 2020 Revenue*

# Registered... but not paid

- Currently 17% of registered students have not paid their bills that were due on August 3.
- The percentage at a similar point in cycle last year was 9%.

# Graduate and Law School

- New Graduate: -9% from last year. Downturn driven by international.
- Returning: 126 (4%) above last year.
- Graduate expected to meet adopted budget goal for credit hours.
- Deferrals +469 over last year with most being international students.

## Law School

- Deposits currently 15 above budget

# Looking ahead to Fall 2021

- Undergraduate inquiries currently 27% lower than last year due to:
  - *Standardized test taking (ACT, SAT) disruption.*
  - *College fairs and high school visits cancelled for spring/moving to remote delivery in fall.*
  - *Colleges visit decline due to move to virtual format.*

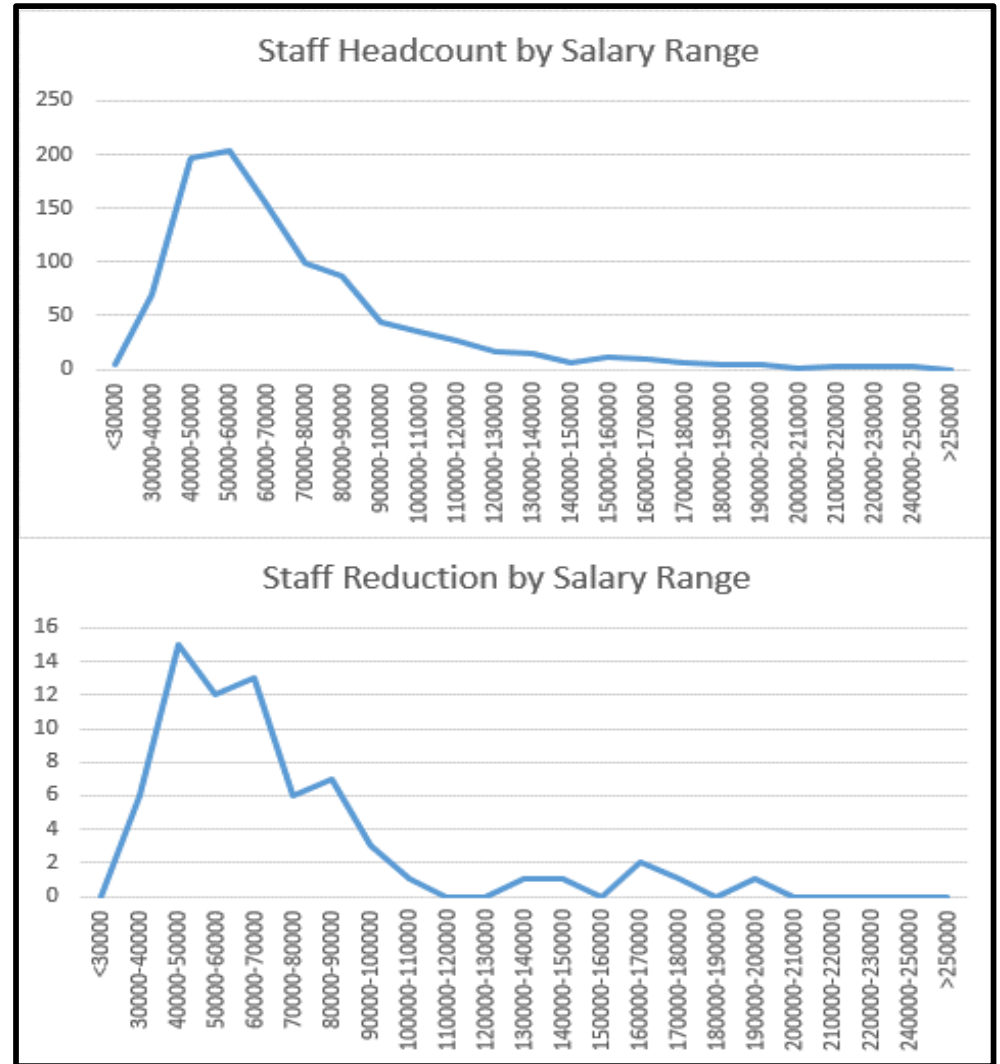
## Staff Reorganization as of September 10, 2020

BY RACE	Overall %	Staff Reduction %
American Indian or Alaskan	0.20%	0.00%
Asian	6.75%	8.33%
Black or African American	15.79%	16.67%
Hispanic	12.61%	12.50%
Multi-Racial	3.28%	4.17%
White	61.37%	58.33%
Grand Total	100.00%	100.00%

BY GENDER	Overall %	Staff Reduction %
Female	65.04%	54.17%
Male	34.96%	45.83%
Grand Total	100.00%	100.00%

BY AGE	Overall %	Staff Reduction %
<40	42.90%	41.67%
>=40	57.10%	58.33%
Grand Total	100.00%	100.00%

BY AREA	Overall %	Staff Reduction %
Staff working in College/School	39.13%	31.38%
Staff working in Support Area	60.87%	68.62%
Grand Total	100.00%	100.00%



---

# PACE UNIVERSITY COVID-19 RESPONSE

ANDRÉA SONENBERG, PHD, WHNP, CNM-BC  
PACE CORONAVIRUS COORDINATION OFFICER

“WE BEFORE ME”

23-Sep-20

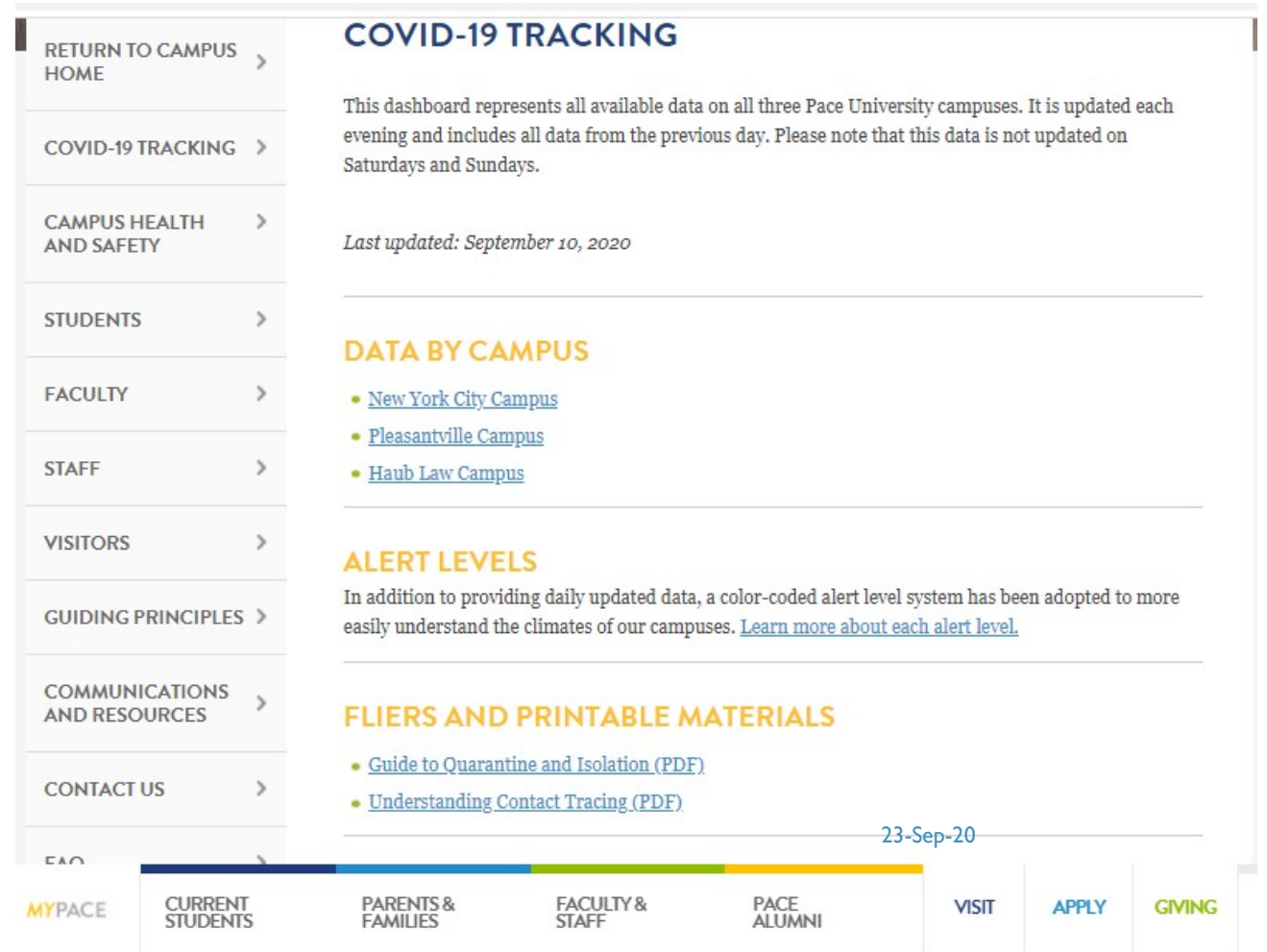
# A MULTIFACETED APPROACH

- Communications & Dashboard
- Cases and Tracing
- Pace Covid-19 Community Testing
- 2020 Influenza Immunization Program
- Partnering with Pace Colleges and Programs
- Engaging Student Leaders and Community



# COMMUNICATIONS & DASHBOARD

- University Relations
- Covid-19 Dashboard
- Community Public Health Education
- Community Testing Strategy
- 2020 Influenza



The screenshot displays a web dashboard for COVID-19 tracking. On the left is a vertical navigation menu with the following items: RETURN TO CAMPUS HOME, COVID-19 TRACKING (highlighted), CAMPUS HEALTH AND SAFETY, STUDENTS, FACULTY, STAFF, VISITORS, GUIDING PRINCIPLES, COMMUNICATIONS AND RESOURCES, CONTACT US, and FAQ. The main content area is titled "COVID-19 TRACKING" and includes a descriptive paragraph, a "Last updated" timestamp of September 10, 2020, a "DATA BY CAMPUS" section with links for New York City Campus, Pleasantville Campus, and Haub Law Campus, an "ALERT LEVELS" section with a link to learn more, and a "FLIERS AND PRINTABLE MATERIALS" section with links to a quarantine guide and contact tracing PDF. A date stamp "23-Sep-20" is visible at the bottom right of the main content area. The footer contains navigation links for MYPACE, CURRENT STUDENTS, PARENTS & FAMILIES, FACULTY & STAFF, PACE ALUMNI, VISIT, APPLY, and GIVING.

**RETURN TO CAMPUS HOME** >

**COVID-19 TRACKING** >

**CAMPUS HEALTH AND SAFETY** >

**STUDENTS** >

**FACULTY** >

**STAFF** >

**VISITORS** >

**GUIDING PRINCIPLES** >

**COMMUNICATIONS AND RESOURCES** >

**CONTACT US** >

**FAQ** >

## COVID-19 TRACKING

This dashboard represents all available data on all three Pace University campuses. It is updated each evening and includes all data from the previous day. Please note that this data is not updated on Saturdays and Sundays.

*Last updated: September 10, 2020*

---

### DATA BY CAMPUS

- [New York City Campus](#)
- [Pleasantville Campus](#)
- [Haub Law Campus](#)

---

### ALERT LEVELS

In addition to providing daily updated data, a color-coded alert level system has been adopted to more easily understand the climates of our campuses. [Learn more about each alert level.](#)

---

### FLIERS AND PRINTABLE MATERIALS

- [Guide to Quarantine and Isolation \(PDF\)](#)
- [Understanding Contact Tracing \(PDF\)](#)

23-Sep-20

**MYPACE**   **CURRENT STUDENTS**   **PARENTS & FAMILIES**   **FACULTY & STAFF**   **PACE ALUMNI**   **VISIT**   **APPLY**   **GIVING**

## NEW YORK CITY CAMPUS

New Positives by Day: 0

New Positives by Week: 1

Total Number of Cases: 9

Total Number of Resolved Cases: 7

Current Positive Cases: 1

Number in Isolation or Quarantine Space<sup>1</sup>: 3

Percentage of Remaining Quarantine/Isolation Capacity: 94%

*\*Note: Isolation/Quarantine numbers only reflect those housed on campus in the dedicated Isolation/Quarantine rooms. When appropriate, students' own rooms are used and therefore do not impact our Isolation/Quarantine capacity.*

## PLEASANTVILLE CAMPUS

New Positives by Day: 0

New Positives by Week: 0

Total Number of Cases: 7

Total Number of Resolved Cases: 7

Current Positive Cases: 0

Number in Isolation or Quarantine Space<sup>1</sup>: 17

Percentage of Remaining Quarantine/Isolation Capacity: 79%

*\*Note: Isolation/Quarantine numbers only reflect those housed on campus in the dedicated Isolation/Quarantine rooms. When appropriate, students' own rooms are used and therefore do not impact our Isolation/Quarantine capacity.*

## HAUB LAW CAMPUS

New Positives by Day: 0

New Positives by Week: 0

Total Number of Cases:

Total Number of Resolved Cases:

Current Positive Cases:

Number in Isolation or Quarantine Space<sup>1</sup>:

Percentage of Remaining Quarantine/Isolation Capacity:

\*Note: Isolation/Quarantine numbers only reflect those housed on campus in the dedicated Isolation/Quarantine rooms. When appropriate, students' own rooms are used and therefore do not impact our Isolation/Quarantine capacity.

## UNDERSTANDING PACE'S ALERT LEVELS

### GREEN: NEW NORMAL

COVID-19 cases are rare and transmission is controlled.

#### What to expect:

- Practice everyday precautions: physical distancing, face coverings required, hand washing.
- Combination of in-person, hybrid, and online learning.
- Capacity for on-campus spaces at 25% or less.
- Student gatherings are to not exceed posted room capacities that reflect social distancing indoors; outdoor gatherings must be fewer than 50 people with face covering and distancing precautions.
- Visitors are not allowed on campus and travel is strongly discouraged.

### YELLOW: LOW TO MODERATE RISK

Incidence of the COVID-19 remains low, but indicators show increased, or potential for, increase in transmission.

#### What to expect:

- Practice everyday precautions: physical distancing, face coverings required, hand washing.
- Combination of in-person, hybrid, and online learning.
- Frequency of testing may be increased for some populations.
- Pace may further reduce capacity of on-campus spaces.
- Student gatherings are to not exceed posted room capacities that reflect social distancing indoors and are not to exceed 10 people; outdoor gatherings must be of fewer than 20 people with face covering and distancing precautions.
- Visitors are not allowed on campus and travel is strongly discouraged.

### ORANGE: MODERATE RISK

Incidence of COVID-19 has increased above baseline modeling and indicators show rates of infection are increasing.

#### What to expect:

- Practice everyday precautions: physical distancing, face coverings required, hand washing.
- Frequency of testing may be increased for some populations.
- Additional steps will be taken to de-densify campus and may include:
  - Moving all classes online and requiring students to stay in their private residential rooms or suites, except to get food or go for testing.
  - Asking faculty and staff who previously returned to campus to work remotely.
  - Prohibiting gatherings of any size—instructional or non-instructional—until transmission rates decrease.
- Visitors are not allowed on campus and travel is strongly discouraged.

### RED: SUSPENSION OF IN-PERSON OPERATIONS

Significant increase in COVID-19 incidence with limited quarantine, isolation, and/or local hospital capacity.

#### What to expect:

- Practice everyday precautions: physical distancing, face coverings required, hand washing.
- Frequency of testing may be increased for some populations.
- Campus will be shut down:
  - Classes are online only.
  - Campus is restricted to essential operations; only residential students and employees needed to support residential students or essential non-clinical activities will be allowed on campus.
  - On-campus students must remain in their private residential rooms or suites (except to receive meals or for testing) until such time as it is safe for them to return home. Provisions will be made for students who cannot safely return to their homes.

# CASES AND TRACING

## Pace University

- UHC
- Residential Life
- Coronavirus Coordination Officer – Consulting
- Pace Community Volunteers
  - John's Hopkin's Contact Tracing Training Course
  - Sign-up to volunteer

## Departments of Health

- NYSDOH
- Westchester County Department of Health
- New York City Department of Health
- Other NYS County Departments of Health
- New Jersey
- Connecticut

# PACE COVID-19 COMMUNITY TESTING

## Short Term

- Cayuga Health Systems
- Pooled External Nares Swab
- Registrant APP
- Randomized, weekly testing
  - Residential
  - Commuter
  - Schedule
    - Randomization
    - Testing

## Long Term

- Waste-Water Testing
  - Sampling Method
  - Pooled Testing
- Exploring Partnerships
- Investigating feasibility

# 2020 INFLUENZA IMMUNIZATION PROGRAM

- NYS has gone from having the highest coronavirus transmission rate in the US, to the lowest.
- When NYS was the epicenter of the pandemic, hospital bed capacity was dangerously close to insufficient and workforce capacity needed to be supplemented to meet health care needs of our residents.
- During the 2018–2019 influenza season, the CDC estimates that influenza was associated to:
  - >35.5 million illnesses,
  - > 16.5 million healthcare visits
  - >490,600 hospitalizations and
  - ≈34,200 deaths

# IF NYS SUFFERS A SECOND WAVE OF COVID-19....

- ...during the 2020-21 influenza season, there could be critical shortages of supplies, hospital beds, and health workforce.
- As a community, we must commit ourselves to further protecting each other and ourselves.
- While we thank you for continuing to take all precautions to prevent the transmission of Coronavirus

## What can you do?

- Communicate with student body
- Model preventive behaviors
  - Wear a face covering,
  - Socially distance,
  - Vigilant hand-washing, and
  - Participate in the Community Testing Initiative

# PARTNERING WITH PACE COLLEGES AND PROGRAMS

- All hands on deck!



# ENGAGING STUDENT LEADERS & COMMUNITY

Social norming: “We before me”

Leveraging Social Media: #HashTag It!

**#CoverUp!**

**#CoverUpYourPace**

**#Settin’ThePace**

**#PaceOurselves**

**#KeepUpThePace**

**#KeepPaceGreat**





# Transition to Virtual Campus Committee

# Pace University Alert Levels

## Green: New Normal

- COVID-19 cases are rare and transmission is controlled.
  - **What to expect:** Practice everyday precautions: physical distancing, face coverings required, hand washing.
  - Combination of in-person, HyFlex, and online learning.
  - Capacity for on-campus spaces at 25% or less.
  - Student gatherings are to not exceed posted room capacities that reflect social distancing indoors; outdoor gatherings must be fewer than 50 people with face covering and distancing precautions.
  - Visitors are not allowed on campus and travel is strongly discouraged.

# Pace University Alert Levels

## Yellow: Low to Moderate Risk

- Incidence of the COVID-19 remains low, but indicators show increased, or potential for, increase in transmission.
  - **What to expect:** Practice everyday precautions: physical distancing, face coverings required, hand washing.
  - Combination of in-person, HyFlex, and online learning.
  - Frequency of testing may be increased for some populations.
  - Pace may further reduce capacity of on-campus spaces.
  - Student gatherings are to not exceed posted room capacities that reflect social distancing indoors and are not to exceed 10 people; outdoor gatherings must be of fewer than 20 people with face covering and distancing precautions.
  - Visitors are not allowed on campus and travel is strongly discouraged.

# Pace University Alert Levels

## Orange: Moderate Risk

- Incidence of COVID-19 has increased above baseline modeling and indicators show rates of infection are increasing.
  - **What to expect:** Practice everyday precautions: physical distancing, face coverings required, hand washing.
  - Frequency of testing may be increased for some populations.
  - Additional steps will be taken to de-densify campus and may include:
    - Moving all classes online and requiring students to stay in their private residential rooms or suites, except to get food or go for testing.
    - Asking faculty and staff who previously returned to campus to work remotely.
    - Prohibiting gatherings of any size— instructional or non-instructional—until transmission rates decrease.
    - Visitors are not allowed on campus and travel is strongly discouraged.

# Pace University Alert Levels

## Red: Suspension of In-Person Operations

- Significant increase in COVID-19 incidence with limited quarantine, isolation, and/or local hospital capacity.
  - **What to expect:** Practice everyday precautions: physical distancing, face coverings required, hand washing.
  - Frequency of testing may be increased for some populations.
  - Campus will be shut down:
    - Classes are online only.
    - Campus is restricted to essential operations; only residential students and employees needed to support residential students or essential research and clinical activities will be allowed on campus.
    - On-campus students must remain in their private residential rooms or suites (except to receive meals or for testing) until such time as it is safe for them to return home. Provisions will be made for students who cannot safely return to their homes.
    - No gatherings of any size are permitted.
    - Visitors are not allowed on campus and travel is strongly discouraged.

# Covid Main Committee Updates

- Dashboard – Updates with regard to the number of cases and contacts. <https://www.pace.edu/covid-dashboard>
- Faculty non-compliance to COVID-19 safety measures – Students have submitted complaints through our reporting system about faculty non-compliance. Faculty should not ask students to take off masks in class to hear them better and faculty should not advise violating (or moving) social distancing markers in classrooms.
- Weekly, random testing of faculty, staff and students who come on campus will commence in the near future. We are working on a contract now. Logistics of who will be tested and testing method are being discussed. UHC will administer the tests.

# Final Thoughts

- As you can see from Pace's COVID Dashboard, currently we are in the green new normal level.
- We appreciate the community pitching in to follow new safety protocols, it's working!
- The committee is continuing to evaluate NYS guidance as it becomes available to adjust plans in the event that Pace must transition to virtual learning again.

# Some Covid points

- 1) Over the past 2 weeks, 4100 members of our 18000 community members (23%) have been on our campuses. It is generally safe to come back. Students want to see faculty and staff in person. Please consider being more visible on campus. If not for the Fall, please consider it for the Spring.
- 2) Faculty who teach in person need to track the attendance of the students who are in class with them for every session. This is to make contact tracing more efficient if a case arises in your class.
- 3) Faculty who have not picked up masks will need to go to security starting next week. Face shields are being distributed to faculty through their Chairs (through the Dean's offices).
- 4) Faculty who have not completed the online COVID-19 Safety Training should do so as soon as possible. <https://pace-ny.safecolleges.com/saml/login> (found on the Return to Campus site: [www.pace.edu/return](http://www.pace.edu/return))



# FROG update

Joint Faculty Council  
Sept 11, 2020

[< Go to my petition's dashboard](#)

## We want commuting to be as safe as possible in NYC and the surrounding communities!




 [Daniel Strahs](#) started this petition to [Governor Andrew M. Cuomo](#) and 15 others

Public transportation is essential to New York City life! It enables people to get to work, it allows friends to meet up with one another, and it provides a way for families to get together.

At the height of the epidemic in NYS (late March and early April of 2020), approximately 800 people died in NY each day from COVID-19 related causes ([Higgins-Dunn, 2020](#)). Due to extreme


325 have signed. Let's get to 500!




 Andrew M. Cuomo: I want commuting to be as safe as...

 Share on Facebook

 Send a Facebook message

 Send an email to friends

 Tweet to your followers

 Copy link

Show this petition to more potential supporters

Promote this petition

This is not a petition about the subways and commuting

This is a petition about a much more important topic

This is a petition About Mask Enforcement

# Governor Cuomo Issues Executive Order Directing MTA to Develop Plan to Bolster Mask Compliance On Public Transit System

TRANSPORTATION

**Yesterday, Governor Cuomo announced an executive order to fine mask noncompliance on all public transportation systems**

MTA Will Issue \$50 Fine for Riders Who Refuse to Wear a Mask on Public Transit

Emergency rule to take effect across New York City subways and buses, Metro-North and Long Island Rail Road on Monday, September 14

Follows Gov. Cuomo's Executive Order Mandating All People Wear Masks on Public Transit

Governor Andrew M. Cuomo today issued an executive order directing the MTA to develop a plan to bolster mask compliance across public transportation system's subways, buses and railroads.

In response to this directive, the MTA announced riders who refuse to wear a mask on public transit will be subject to a \$50 fine. This new measure - which will be effective Monday, September 14 -

# Enrollment and Housing – NYC affected

- Housing: NYC ↓ 323 beds or 17% decrease
- Housing: PLV ↓ 56 beds or 5% decrease
  - \$3.6M deficit: recall that these numbers are relative to 80% social distancing capacity for Fall2020

**UG:** New: 2,150 vs adopted budget goal of 1,853. Melt cushion = 297.

*NYC 16% lower than last year. PLV 2% above last year.*

*Deferrals +124 over last year with NYC +109 and PLV +15.*

# Housing and Enrollment decreases on the NYC campus are not solely due to online classes

**NYC:** Oncampus 105 WebAssisted 181 HyFlex 197

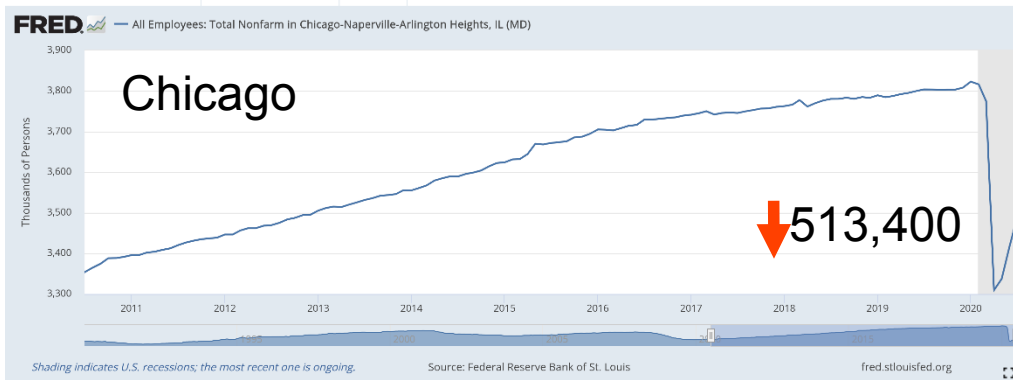
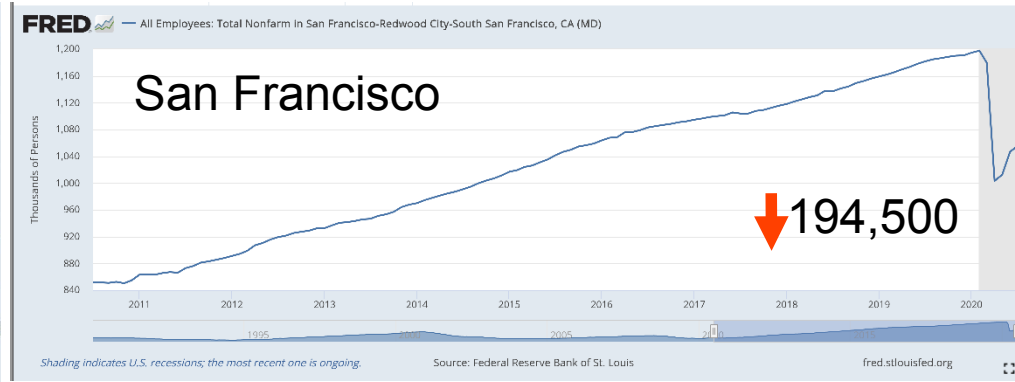
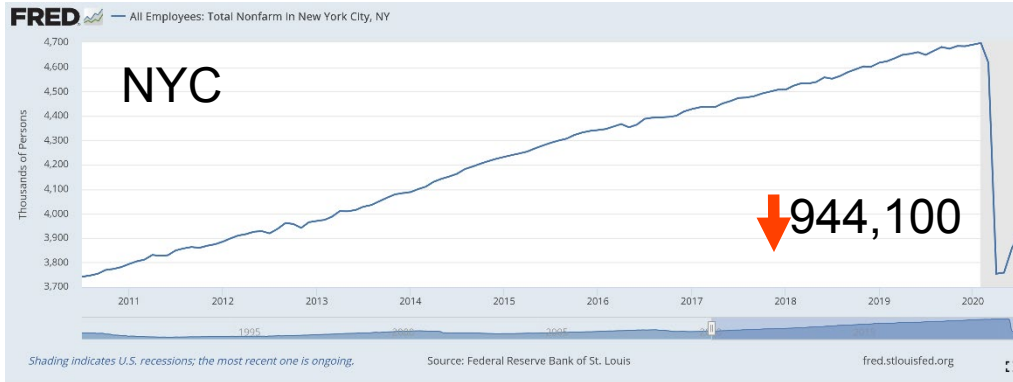
**PLV:** Oncampus 24 WebAssisted 113 HyFlex 110

**Online:** Asynchronous 375 Synchronous 237 MixedAS 829

Percentage of inperson classes for NYC – 33.45%

Percentage of inperson classes for PLV – 33.96%

# Unfortunately, we're in a recession



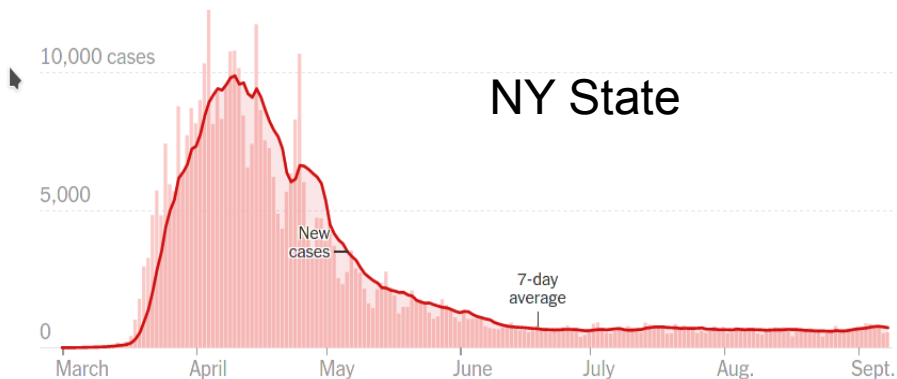
Total employees lost:

NYC	944100	20%
Chicago	513400	13.4%
San Francisco	194500	16.2%

Federal Reserve All Employees Total Nonfarm 9/10/20

# Coronavirus cases in NY State and NY City

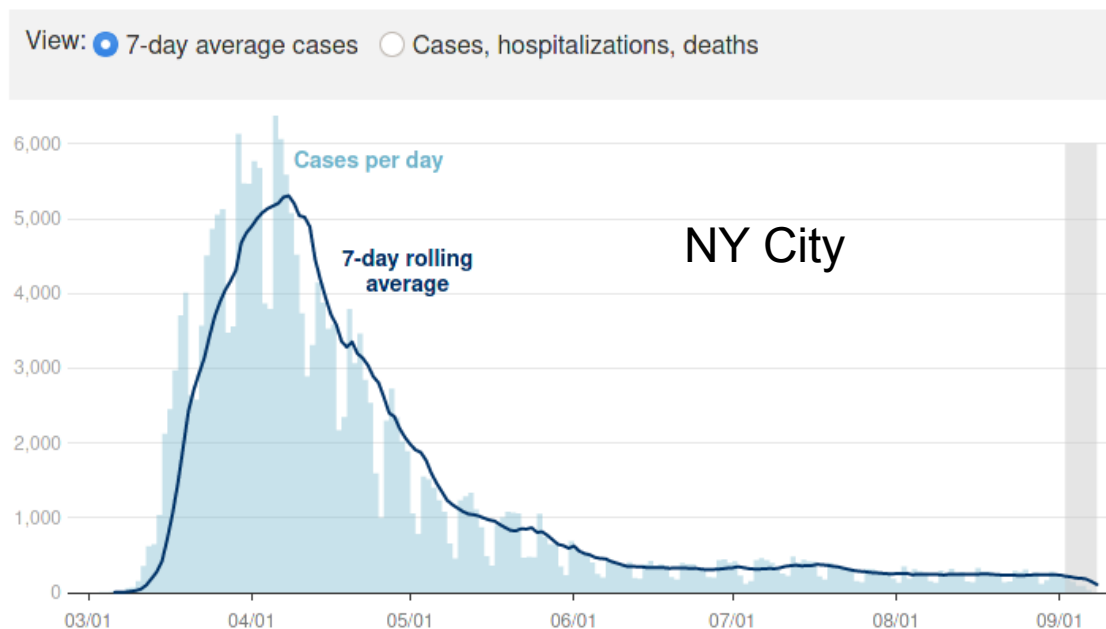
New reported cases by day in New York



Note: The seven-day average is the average of a day and the previous six days of data.

Cases persist in both state and city;  
this establishes a reservoir for  
establishing a reinfection

NYTimes 9/9/20;  
NYC Covid-19 Data Hub 9/9/20



Seven-day rolling average is the average of the day and the six days before. Gray bar indicates data from most recent days are incomplete.

[Get the data](#) - Created with [Datawrapper](#)

# Viral mitigation strategies

- 1) Isolation/Quarantine/Shelter/Social Distancing
- 2) Masks/Shields/Barriers
- 3) Vaccines
- 4) Decontamination (hand washing/UV/alcohol)



# Masks/Shields/Barriers

Masks and other forms of barriers have a long history in the mitigation of infection

Mask wear was enforced during the 1918 Spanish Flu

Good properly worn masks (covering nose and mouth without gaps/ cloth masks or N95 or KN95 or similar masks) remove between 80% and 95% of all particles/droplets

# Vaccines

There are approx 90 vaccines being developed currently to combat coronavirus.

Two vaccines are more advanced, and appear to be part of the Federal administration's plans

1) Moderna/NIAID mRNA vaccine – Spike protein mRNA, Approved for phase 3 clinical trials, two doses

2) Pfizer/Biontech (Germany) mRNA vaccine – Spike protein mRNA, approved for phase 3 clinical trials, two doses

Vaccines are often less than 100% effective.

The effectiveness of these two vaccines is currently unknown

# Vaccine production time

Once the vaccine is approved, production of doses begins.

Currently, large pharma has been developing capacity to accelerate production.

The estimated production capacity of either Moderna or Pfizer is approx. 10 million doses/month (or 5 million vaccinations).

An approved vaccine is prioritized for frontline healthcare workers, essential workers, and individuals older than 65 – approx. 130-150 million people.

Thus, it will take almost 1 year (Fall 2021) to produce enough vaccine to vaccinate the priority list.

# Second wave?

Public health officials believe that a second wave of the coronavirus-2 is imminent – although no particular season is certain.

Most respiratory viruses (like coronavirus) spread easier in the fall and winter.

Thus, a second (Winter 20-21) or a third wave of coronavirus (Winter 21-22) may happen before sufficient vaccine doses are prepared

# Viral mitigation strategies

1) Isolation/Quarantine/Shelter/Social Distancing

- Not significantly improvable

2) Masks/Shields/Barriers

Enforcement of masks is vital

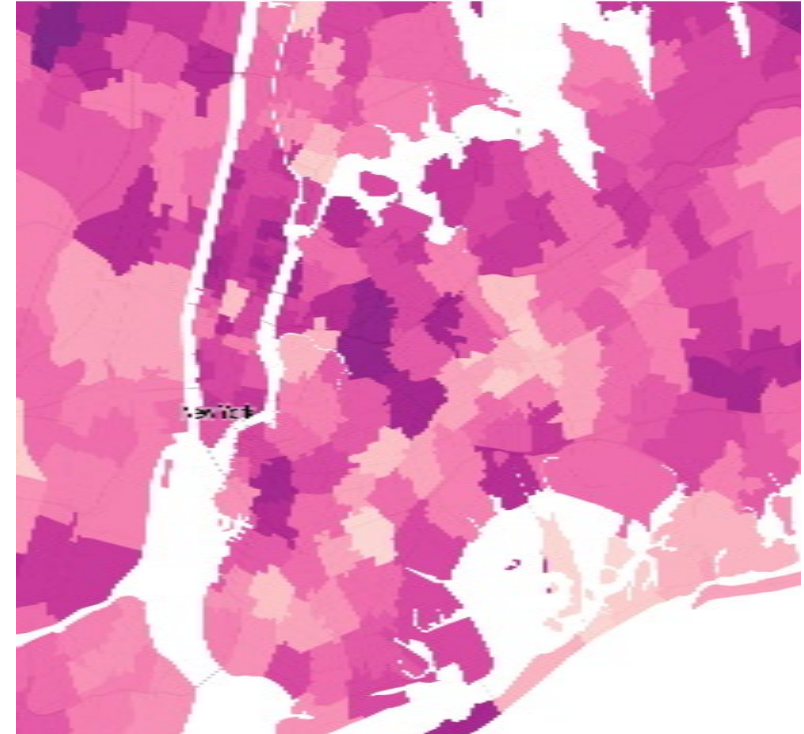
National mask use is about 55%

NYC mask use is 60-75%

3) Vaccines - Not ready too soon

4) Decontamination (hand washing/UV/alcohol)

Not a major route, but improvement possible



# Change the rhetoric – separate “NYC” and “pandemic epicenter”

New York City pandemic epicenter : about 6,000,000 hits

Chicago pandemic epicenter: about 1,280,000 hits

Arizona pandemic epicenter: about 940,000 hits

NYC is still recognized as an epicenter of the Pandemic,  
and this is visible on Google, in Campaign rhetoric, and this impacts NYC's  
Economy and consequently our University

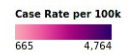
# Mask enforcement is vital

Mask enforcement can:

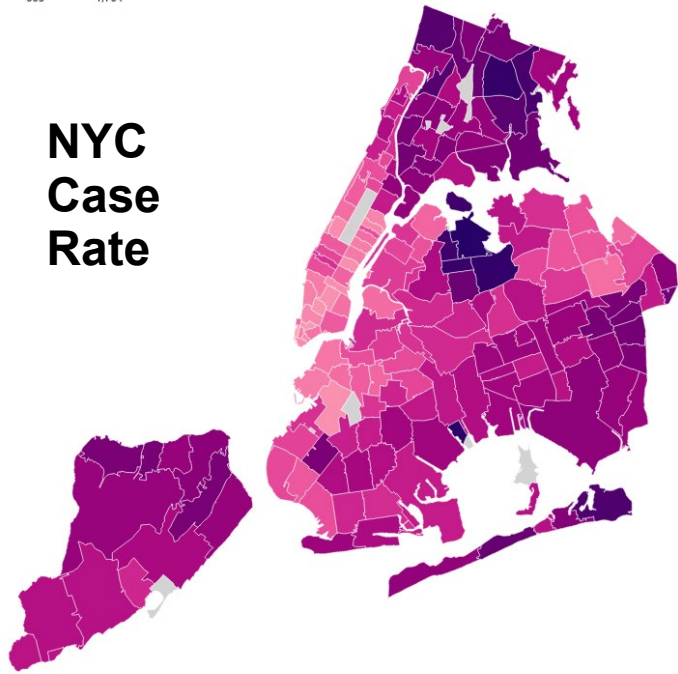
- 1) restore confidence in the economy
- 2) lead to improved social distancing
- 3) provide a strong community to mitigate upcoming viral surges
- 4) best chance to make a difference in NYC's public health

# Zip-code disparity in NYC

- Case rate
- Death rate
- Percent positive tests
- Case count
- Death count



**NYC  
Case  
Rate**



● Case rate ● Death rate ○ Percent positive tests  
○ Case count ○ Death count

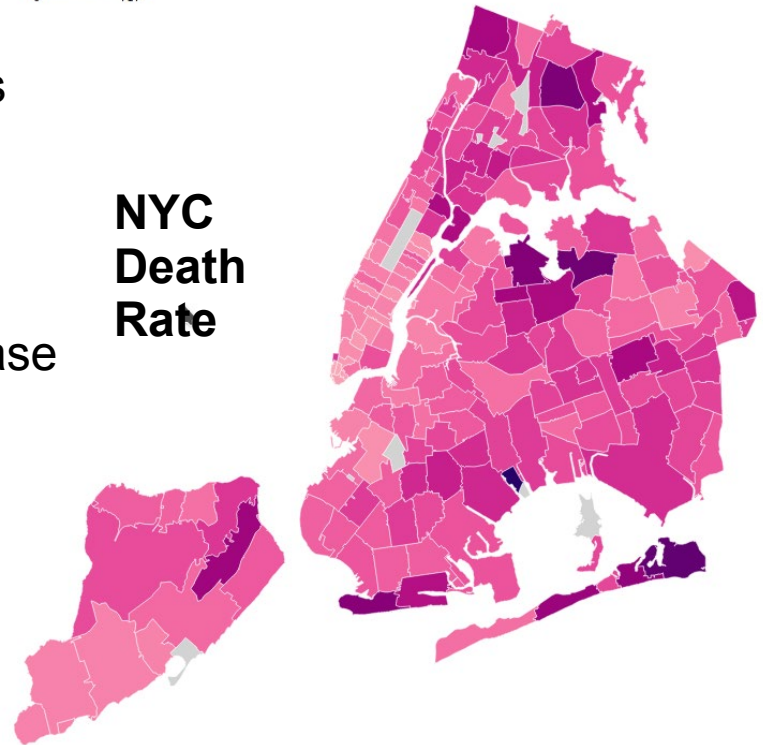
Death Rate per 100k

0 717

Coronavirus case rate and death rate coincide with particular zip-codes indicating social factors in infection

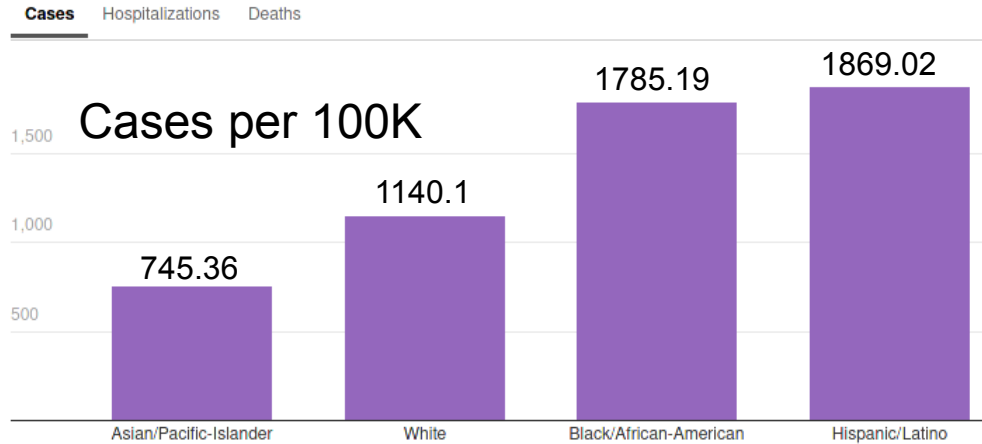
In particular, wealthy zip-codes have lower case and death rates

**NYC  
Death  
Rate**





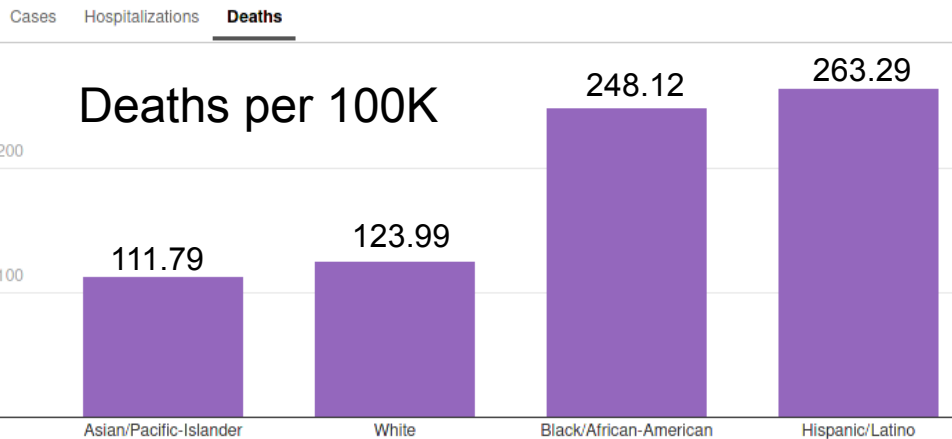
# Ethnic and Socioeconomic Disparity



Overall 232,232 total cases in NYC  
Overall 23,741 total deaths in NYC

Ratio of Death per 100K to  
Cases per 100K

Asian/Pacific Islander	0.150
White	0.109
Black/African-American	0.139
Hispanic/Latino	0.141



Thus, African-Americans and Hispanic/Latino are ~60% more likely to have coronavirus and death occurs 25%-40% more often for non-white cases of coronavirus than for white cases of coronavirus

# Ethnic and Socioeconomic Disparity



Overall 232,232 total cases in NYC  
Overall 23,741 total deaths in NYC

Ratio of Death per 100K to  
Cases per 100K

Low Poverty	0.062
Medium Poverty	0.079
High Poverty	0.091
Very High Poverty	0.088

Thus, poverty increases the probability  
of being infected by coronavirus  
and dying from coronavirus by 50%

# Viral pandemics stress societies

The added stress of a viral pandemic on a society often exposes healthcare disparity and the correlation between ethnicity, socioeconomic status, and worsening health prognoses.

Coronavirus is not unique in this – similar divisions are seen with influenza.

# Public Health is important

The difference is that we're in the midst of a pandemic where our main tools to combat the pandemic are education and community compliance.

This creates a tremendous opportunity to unify attempts to educate and improve disparities in healthcare with the push to improve the public health posture of NYC.

# Governor Cuomo Issues Executive Order Directing MTA to Develop Plan to Bolster Mask Compliance On Public Transit System

TRANSPORTATION

**Yesterday, Governor Cuomo announced an executive order to fine mask noncompliance on all public transportation systems**

MTA Will Issue \$50 Fine for Riders Who Refuse to Wear a Mask on Public Transit

Emergency rule to take effect across New York City subways and buses, Metro-North and Long Island Rail Road starting Monday, September 14

Follows Gov. Cuomo's Executive Order Mandating All People Wear Masks on Public Transit

Governor Andrew M. Cuomo today issued an executive order directing the MTA to develop a plan to bolster mask compliance across public transportation system's subways, buses and railroads.

In response to this directive, the MTA announced riders who refuse to wear a mask on public transit will be subject to a \$50 fine. This new measure - which will be effective Monday, September 14 -

# Proposal for JFC

Grassroots advocacy and government advocacy  
can be combined to effect change

- 1) Recommend faculty support mask enforcement for NY region
- 2) Faculty are recommended to advocate for mask enforcement to students and colleagues
- 3) Administration advocates mask enforcement to students and state government

# Motion and Resolution for JFC

We move that the faculty support mask enforcement to students, staff, and colleagues throughout the NY region by advocacy to sign a common petition.

We resolve that the Administration should support mask enforcement in the NY region by advocacy to sign a common petition, and by advocacy to state and city officials.