

**New York Faculty Council**

*Pace University  
New York, NY 10038*



**Meeting Minutes**

**November 6, 2019**

**12:15 P.M.**

**Bianco Room – One Pace Plaza**

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

**12:00p** Lunch

**12:16** **Call to order**

- Minutes from October 2, 2019 meeting approved
- Introductions and Announcements (maximum 1 minute each)
  - Lisa Farber, Chair Academic Conduct Committee. Academic Integrity Code handout with instructions for faculty, reporting form, best practices. Also has a power point presentation for use with students. If departments have questions she is available to consult during departments meetings. One good practice, particularly because cell phones are often involved in cheating, is to separate students from their cell phones/smart watches during testing.
  - Peter Riley of Veterans Services – Invitation to the Veterans Recognition Ceremony at 3pm Student Center East on November 6.
- Joseph Morreale – chair, Economics Department. Many faculty and chairs have been discussing the changes proposed at the university, and there is general feeling of a need for a closed meeting in which faculty can discuss those changes. We applaud the addition of a Town Hall meeting, and we expect that at the town hall meeting we can build an agenda for discussion at the next NYFC meeting where motions can be enacted (they can't be enacted at the town hall).
- **MOTION that we have a closed session at the December 4, 2019 meeting.**
  - Seconded by W. Antognini
  - D. Strahs – the NYFC meeting is valuable opportunity to handle the business of the faculty council. I understand the value of having opportunity for discussion. The problem is that we may have business that we need to attend to in December. Making this decision a month in advance may inhibit us from making a timely decision on business. I'm not in favor of closing NYFC meetings in advance. If this town hall is a success, these can become regular events that can inform Faculty Council meetings. I am fully committed to having opportunities for discussion.
  - J. Morreale—the last meeting was closed after 1:20, and most faculty with classes had to leave.
  - D. Strahs – that's why the town hall is scheduled in the common hour. We can either have closed meetings, or we can do business, but we can't have closed meeting and get business done
  - Ida Dupont – Offering a friendly amendment that the closed portion only take place in the first hour. Wants to do this as an effort to

make a commitment to discussion now, but also allow for work to be done during the meeting.

- D. Athanasopoulos – There is nothing preventing the faculty from exchanging views. Closed sessions are ridiculous – the ‘bad administrators’ will know what happen during the meeting within 25 minutes of the end of the meeting. Nothing can be resolved without the faculty and administration discussing in good faith and working together. Closed sessions are not just a formal adjustment – it is a structural disturbance, as a physical chemist I won’t support any non-reversible change!
- Cathy Dwyer – proposing this for every meeting, or just the one in December?
- J. Morreale – This is only proposed for December. This isn’t an attack on the administration. The administration is coming up with some interesting new ideas, but not as a group. I think we need to have the discussion to come together as a group. This is not a structural change, it is in our bylaws. This is not to be excluding, but it is a way to get our voices heard. There are a lot of things we can do by email, we don’t have to spend all this time discussing these things in the meeting. We can be more efficient.
- D. Strahs – efficiency is wonderful, but every presenter at this meeting only sent the presentation last night.
- Vince Barrella – If it were me standing up here making this motion, I could understand the opposition [laughter], but this is Joseph Morreale – one of the most respected people in this university, and he’s asking for something very reasonable. He’s asking for time for the faculty to discuss issues related to the faculty. That is the fundamental essence of what faculty governance is.

**Vote: Modifying the motion to limit to one hour only**

- Yes – visible majority
- No – 5
- Abstain – not counted
- Motion PASSED

**Vote on new motion – 12/4 meeting closed for the first hour.**

- Yes – visible majority
- No – 3
- Abstain – 4
- Motion PASSED

Ongoing – voting for CDFPT, CDFPT Appeals and Board of Trustees committees

**12:34 Chair's report (D. Strahs)**

*Presentation attached*

*Presentation highlights*

- Civic W514 for Town Hall – lunch will be provided, agenda will be prepared but not sent out in advance
- Updates:
  - Chief Diversity Officer becoming active, and all search committees should meet with her because changes have been made to every step in hiring.
  - Summer classroom issue – Provost pledges that classrooms will be available for summer courses.
  - New advisory committee on student success – There will be one NYFC representative. The executive committee will meet to decide if that representative will be selected from the Admission and Retention committee or from the wider NYFC membership.
- Change to meeting structure regarding presentations:
  - Concern that too many presentations are information only – we decline more presentations than you realize. Most presentations have faculty governance behind them, but that hasn't always been obvious because we're following the structure dictated by our constitution that committee reports come first, then administrative reports.
  - Today we are trying something new and integrating the administration reports with committee reports. This is an attempt to increase information and improve discussion. We will evaluate following this meeting.
- Addressing a rumor that the Provost is changing curriculum, which is not correct!
  - Provost Quiñones sent an email with updates on faculty development and student success initiatives.
  - The provost is proposing changes to High Drop/Fail/Withdraw (DFW) courses and expanding the CAP program. The goal of this initiative is to increase the support for struggling students, and also to reduce revenue losses from DFW courses.
  - Various committees have already been dealing with these ideas. For example the Curriculum Committee has reviewed the initiative, and has made the assessment that the proposed changes are is university wide, and thus will be subject to university curriculum

review and approval. The Admissions and Retention committee has also been reviewing the initiative and have been meeting with the provost on the student success initiatives. There is also the Math task force has been working since summer, which is part of this initiative.

- There are many people, including the Provost, working on this. Everyone's goal is a faculty department driven process. This is a curricular issue that will not be regulated by the provost, but will occur in coordination with her office.
- New proposal from executive committee regarding extending untenured alternate seats for most NYFC committees.
  - Committee seats for untenured faculty was established in 2013, creating 10 alternate seats in 5 committees for untenured faculty. This has been seen as a successful initiative. The committee of chairs agreed that adding seats in other committees would be welcome.
- **Proposal:**
- The executive committee proposes that untenured alternate seats be added to the following committees:
  - Academic Resources: 2 more untenured alternate seats (total of 4)
  - Budget: 1 untenured alternate seat
  - Buildings and maintenance: 2 untenured alternate seats
  - Calendar: 1 untenured alternate seat
  - Curriculum: 2 untenured alternate seats
  - Fringe Benefits: 1 untenured alternate seat
  - Handbook: 1 untenured alternate seat
  - Kenan: 2 untenured alternate seats
  - Public Relations: 2 untenured alternate seats
- Large committees will get 2 seats, smaller will get only 1.
- Not proposing them on 5 committees that deal with strict confidential matters, or are formally restricted to tenured faculty:
  - Executive committee
  - Salary Review Board
  - CDFPT
  - CDFPT Appeals
  - Academic conduct.

- This is being proposed as a permanent change to the existing committee structure.

*Discussion:* none

**Vote**

- Yes – visible majority
- No – 2
- Abstain – 1
- **Proposal passed**

**12:45** Curriculum Committee (Janice Winch)

*Presentation attached*

*Presentation highlights*

- Proposal for a curriculum change in existing programs: BA Acting, BA Directing International Performance Ensemble
  - Proposes a required semester abroad in fall of Junior year at the Institute of the Arts, Barcelona to replace international study programs arranged individually for students in the summer following their sophomore year.
- Questions
  - Marijo Russell-O’Grady – Students will have to change major in junior year if they can’t complete this program/can’t afford to go?
  - Larry Ruth – Once this is established students admitted will know that this is a program requirement. There will be accommodations for students with extenuating circumstances.
  - L. Ruth – both BAs are under the umbrella of international ensemble performance
  - Bill Offutt – Will this be applied to students admitted in Fall 2020, or will it be applied retroactively applied to students enrolled now ?
  - L. Ruth – Current students are strongly encouraged to go, but it is not currently required.
  - W. Antognini – The trip is mandatory, the expenses are on the student, so if they can’t afford this trip they can’t remain in the major?
  - L. Ruth– Yes, but the expenses are similar to those they would have if they stayed. The food and board is the same, and the tuition is the same.
  - Jorge Cacheiro – the concept of international education is that you don’t need to be in the same place for 8 semesters. We are clarifying that the program is structured in this way. So the same

responsibility for a student coming from Iowa to be In NYC in the first year is the same as being in Barcelona for semester 7 – you're responsible for your travel, etc. The travel abroad portion is actually less expensive than staying in NY, and the students can take more classes. This is not an extra cost to the student.

- President Krislov– if you want to be in the BA program can you do it if you don't want to go to Barcelona?
- J. Cacheiro – No, you cannot opt out. This is for future students. There are programs in Cologne, Germany or in Chicago. These programs are set up in this way with a set component in another facility.
- President – what if you don't want to go to Barcelona?
- J. Cacheiro – You would apply for one of the two BFA acting programs – one is traditional stage program with some film component, and the other is more film and television component than stage.
- President Krislov – I am worried we will see a decrease in demand because not everyone will want to be in it.
- J. Cacheiro – This will do the opposite – this is a differentiation from other programs in USA, so this will make it more special. This solidifies international component to the program and allow us to bring international artists to one place..
- M. Russell-O'Grady – What about the concern that students can pay for first year, but may not be able to pay for the junior year.
- J. Cacheiro – The way I hear it is: what if the student can't afford to continue? This is no different than if they can't continue to attend here. We've created an experience that is international and less money. The real question should be what if they can't afford ANY semester? If they can't come back on the 5<sup>th</sup> semester, what happens? Well, what happens In any program – we try to find a way to help them come back.
- M. Russell-O'Grady – we don't tell them we have to change their major.
- B. Offutt – Are all available forms of financial aid able to be applied to Barcelona?
- J. Cacheiro – yes
- B. Offutt – What about students who work. Will students be able to work part-time as part of their support.
- J. Cacheiro – no students will not be able to work.

- B. Offutt – So the program will have to compensate for their lost income? How will the program handle that? Their earnings are part of their financial calculation.
- J. Cacheiro – When you advertise a program up front students who can't participate will not join the program.
- Faculty member – what about student with families (children/parents)? What accommodation will be made in that case.
- J. Cacheiro – that's hard to respond to. The program is advertised, there are other programs like this in the USA. There's nothing novel, and I don't think it is discriminatory. We would have to track that experience with other universities to see if that is the case..
- **Vote to accept proposed curriculum**
  - Yes 30
  - No 17
  - Abstain 24
  - MOTION FAILS

**1:00 Student Affairs (Meghana Nayak, Emilie Zaslow)**

*Presentation slides attached*

*Presentation Highlights*

- October 17, Pace Career Services announced a webinar recruiting for Border Patrol, with a meeting room listed in One Pace Plaza. This was unsettling for many immigrant students. The SGA held a forum to discuss this incident on October 21. Career services clarified that the room listing was in error, as this was only a webinar. On October 25 several faculty met with Chief Diversity Officer, Tiffany Hamilton, and Lisa Miles. On October 28 President Krislov sent a reaffirmation of the University's commitment to the safety and security of DACA students. In his message President provided links to student support services, and also announced a new advisory committee for student services.
- Based on these events and building on President Krislov's reaffirmation the Student Affairs Committee drafted the resolution for consideration by the NYFC:

**Resolution:**

- Whereas the U.S. is currently experiencing a contentious climate regarding how the U.S. Customs and Immigration Services, the Customs and Border Protection, and Immigration and Customs Enforcement enforces immigration policies, resulting in concern, distress, and fear among immigrant communities;
- Whereas the President's expression of support for DACA, undocumented,



and immigrant students expressed in the past and the recent October 28 letter are crucial and important statements and starting points for increasing inclusivity and diversity at Pace University;

- Whereas the letter expresses support and references resources for DACA students, and references the creation of an Advisory Committee on Student Services planned by the administration to “serve as a resource to ensure that those offices have the benefit and insight of diverse and inclusive voices as they work to fulfill their mandates;”
- **That this administrative advisory committee be requested to operate in transparency and in consultation with the New York Faculty Council Student Affairs Committee.**
  - Per the faculty handbook, the NYFC Student Affairs Committee should provide advice, guidance, and recommendations to this administrative advisory committee;
  - Faculty representatives on the administrative advisory committee should be drawn from the NYFC Student Affairs Committee, to ensure the best possible interaction.
- Student Affairs committee asks that the new advisory committee not just “serve as a resource” to Student Services but also to proactively draft policies and direct institutional resources to adequately support students with various immigration statuses.
- That the university administration ensure up to date, consistent, and accurate information for DACA, undocumented, and immigrant students, in all communications, written or oral, from the University and its representatives, including clarifying the precise legal extent to which Pace is a “sanctuary campus.”

#### *Discussion*

- I. Dupont – Are we a sanctuary campus?
- M. Nayak – no we’re not, and the students are somewhat confused. The President’s letter and various affirmations clarify what Pace stance. Even the statements that were put out by the university require more clarification. For example there are questions about how different kinds of warrants are managed, and what constitutes the boundaries of Pace Campus. There is a Town Hall on November 12, – a Know Your Rights Campaign. This resolution calls on the new Advisory Committee to function with Student Affairs, so that it remains within our faculty governance structure, and that any information shared is accurate and consistent.
- M. Russel-O’Grady – on November 14<sup>th</sup> in the Bianco Room 2:30-3:30 will be a presentation on managing anxiety around immigration/DACA/border protection.

**Vote on resolution**

- Yes visible majority
- No 2
- Abstain 0

- RESOLUTION PASSED

**1:10 Faculty Affairs (Ida Dupont, Zafir Buraei)**

*Presentation slides attached*

*Presentation Highlights*

- Faculty have been raising concerns about their contributions on mixed administration/faculty committees. Specifically that the work on those committees does not always unfold in a way that was expected by those faculty.
- For some committees, such as CDFPT, the rules are very clear about what role faculty will play in the work of the committee. For others, however, it seems that the rules are being made on the fly, rather than from the outset.

**Resolution:**

In the interest of creating confidence-building measures, to increase transparency regarding faculty governance, and to ensure adequate space for dialogue between faculty and administration, we, the faculty, request:

1. The parameters of participation are outlined in written before faculty commit to serving on "mixed" committees/task forces that include administration, such as the Provost's or President's Office.
2. Faculty expect to know, from the outset, whether their contribution to a committee/task force will only be advisory, that is to provide analysis and input, or if they will play a role in decision-making, for example, as voting members of a search committee.
3. We request that the administration involved in such committees provide written explanations that outline how each committee member's role is described, including how final recommendations/decisions are made and how other concerns in the committee are addressed.

*Discussion -- none*

**Vote on resolution:**

- Yes - visible majority
- No - none
- Abstain - 1
- RESOLUTION PASSED

*Presentation continues*

- Faculty have come to the committee with concerns about faculty being

hired, and that tenure-track lines are being converted to clinical lines.

- In 2014 the NYFC passed a resolution from Faculty Affairs regarding the hiring of clinical faculty in place of tenure track
- D. Strahs – at that time we also proposed guidelines for the promotion of non-tenure track faculty. We want them to do well at the university, and we also want to preserve the majority of tenure-track faculty.
- D. Athanasopoulos –The service component is taken more seriously for promotion from associate to full professor. Therefore the distribution of tenure/non-tenure track professors should take this into account. Associate professors need more service/leadership development. You have to take this into account regarding committee quotas too.
- Z. Buraei – this has to do with full time vs. part time faculty, not committee quotas.
- **2014 resolution displayed and read aloud:**
  - Whereas the procedures for granting tenure and promotion for full-time faculty are codified into contractual status in the Faculty Handbook, and faculty have the primary responsibility for matters of faculty hiring, status, and promotion as well as curriculum,
  - We therefore resolve that:
    - a) the University will ensure that the tenured and tenure-track faculty will continue teaching, research and service while avoiding significant increase in the number of non-tenure-track faculty.
    - b) we urge that the upper limit for non-tenure-track faculty **should not exceed 25%** of full-time faculty within the entire University, and 35% of full-time faculty within any college/school; and
    - c) while there may be accreditation and other compelling circumstances under which non-tenure-track faculty engage in scholarship, scholarship will not normally be expected from non-tenure-track faculty.

#### *Discussion*

- Faculty member – Resolution does not make clear where the responsibility lies. Do you count or weigh the votes.
- Z. Buraei – This is information about a past resolution from this body – because this is a concern that we have again.
- V. Barrella – Do we know where we stand now?
- Z. Buraei – We're good now. From 2016-2017 we were on an increasing trend of full time faculty – we went from 60 to 80%. So in line with our peers. Waiting for 2018-2019 data and are hoping the new trend is not

derailed.

- I. Dupont – Piloted a Qualtrix survey of the main concerns of faculty within the committee.
  - Identified 4 major top areas of concern:
    - The trend toward hiring more clinical lines and less tenure-track lines
    - Difficulty of hiring diverse faculty without incentives (tenure-track lines)
    - Transparency in hiring
    - Salary difference between upper administration and faculty (as compared to benchmark schools)
- I. Dupont – the faculty concern about the number of clinical vs. tenure-track lines is a concern for our committee.
- V. Barrella – I'm resisting the suggestion that the idea of hiring of clinical track faculty is a chair's decision. I think this was something being pushed from above the chair.

**1:26**

Enrollment management (Robina Schepp) & Admissions and Retention (Anna Shostya and Zafir Buraei)

*Enrollment Management slides attached*

*Presentation Highlights*

- She and the Provost have met with both campus' Admissions and Retention committees, and has presented this material as well at the Westchester Faculty Council meeting last week.
- Going test-optional for multiple reasons
  - SAT is biased
  - SAT is not a predictor of college success (meaning graduation), may predict first year success (see slides)
- Other schools have begun to make this move
  - Seven of our local competitor schools and five of our benchmark schools are test-optional (see slides)
  - The UC system is considering a test-optional move, which will be a sea change in college admissions. If they elect not to go test-optional they may face a lawsuit on the bases of bias. This is a trend in both graduate and undergraduate admissions.
- Other rationales:
  - Testing is a very big expense – not just taking the exam, but also in sending the scores to various institutions.

- Expected outcomes:
  - Expect an increase in applications and diversity from this change.
  - Expect 20% of the pool to go for this. And only about 17 of the students will be those with lower scores overall.
- Specific exemptions from this policy (see slides): Student athletes; honors college; 4 year nursing program; combined BBA/MBA; narrative transcript or home-schooled students.
- For schools that look like Pace there is often a 20% opt-in rate across the board –including high GPA students. Very selective institutions notice a 30% increase, but not the majority even in those schools.
- I want to assure everyone that we do not use an algorithm for decisions at Pace. All applications are read in their entirety, and borderline applications are read by multiple people. Students without test scores will get careful consideration. We also do not admit everyone who applies. The admission rate is about 73% last year.

*Admissions and Retention Committee slides attached*

*Presentation highlights*

The committee was charged with evaluating this test-optional policy in September, and we have had adequate time to discuss this new policy. The committee voted unanimously to support this policy, though we had some concerns.

- List of major concerns
  - How do we maintain the quality of students admitted and that the retention rate does not deteriorate?
  - What is the maximum number of test-optional students? We understand that we expect about 20% to take this option, but is there a maximum?
  - Identification of students who will need support *before* they are admitted? How can we provide special support for those admitted students if they need more support – This is an ongoing discussion, and the Provost office is working on this.
  - The committee wants test optional students to be monitored separately, and that the A&R committee will get an update on their progress. Not to reject the policy, but to make adjustments as it goes.
  - Other concerns were addressed by Robina in her presentation.

*Discussion*

- D. Athanasopoulos – two issues: tests and the criteria for acceptance. I do not support the flexible system. I believe students should be assessed with certain tests such as the SAT. If we want to expand our enrollment and

fulfill our motto of *Oportunitas*, we should develop programs that will take low-performers and help them be better performers within the academic schedules of the institutions. There are some misleading elements in this presentation. SAT correlation with graduation – in what majors? Some professional majors (nursing and some in Lubin) get out of this, but how about chemistry, biology, math? What about fields that rely on quantitative methods. We should know where the students are upon acceptance, and design special programs for weak performing students. I oppose accepting them without any assessment of their current skills.

- R. Schepp – Pace does administer a placement test when students arrive, and also for students graduating in NY we have the Regents' exam scores. We do have tools to measure their success. We also look at the quality of the courses they took in high school. Yes it is true that students enter majors for which they are not prepared for, i.e. biology, but those students are already coming to Pace. I don't see this test-optional practice being that big a change in that regard.
- B. Offutt – The CAP (Challenge to Achievement Program at Pace) program has been defined by certain parameters such as GPA and SAT/ACT scores. These students were not admitted to the main stream, but were defined by these numbers for the CAP program, and those with numbers below the CAP requirements were not accepted. With the removal of SAT/ACT what will be the new GPA requirement for CAP admission in Fall 2020?
- R. Schepp – We are working closely with Provost's office on this. What has been proven in other universities is that the separation of certain students into a remedial program has not been successful. Institutions that have significantly improved the retention and graduation of marginal students are those that provide services for students across the board. So that is the direction that we would like to move.
- B. Offutt – We were told earlier today that the CAP program is not being abandoned or abolished, so I repeat my question. Will these students be admitted in general, or will they be rejected? What is the GPA necessary to get into Pace?
- R. Schepp – We are continuing to tag those students who are CAP quality admits. (requests that Andre Cordon, Dean of Admission, respond as well).
- Andre Cordon – We are using the same CAP criteria. Still looking at application closely, still looking at their curriculum, their Regents' scores, their grade trends. Removing the SAT doesn't make that much of a difference.
- B. Offutt – Still looking for a range of GPAs that will be accepted into Pace.
- A. Cordon – Last year we used GPA below 84 in conjunction with the SAT for determining CAP enrollment.

- R. Schepp – For admission we look at test scores, Regent’s scores, quality of high school and courses taken. Then we look at recommendation letters and essays. We use the full complement of information in order to make those decisions.
- B. Offutt – I have worked with admissions in the past, and I am aware of all those complications. I am also aware that you have not defined the profile as has been done previously as based on the GPA.
- R. Schepp – GPA lower than 84 will be a borderline admit or deny, and it will depend on the rest of the application.
- J. Morreale – Thanks the committee for their contribution. Agrees that this is a good change, especially in relation to our competitors who seem to be going this way. We know the SAT is biased, and biased against the students in our university, so this change is good. I'm concerned about the additional workload on admissions department – they will have to put in more time, but do they have the staff to do that?
- R. Schepp – Yes it will take longer, but last year we implemented the new SLATE system. This system it is easier and faster. We also have a cadre of part-time readers made up of former experienced Pace admission staff.
- V. Barrella – It seems we’re going from a more objective standard, to a more subjective process.
- R. Schepp – For students who are at the margins you’re strengthening other elements of their application. Within the admission process we give weights to each element of the admission application. Readers are trained in the scoring, so there’s a rubric involved to make it less subjective.
- V. Barrella – How will we ensure that there is consistency from one year to the next, particularly when we have a year when it is difficult to recruit students. How will we maintain the quality? What checks and balances are in place?
- R. Schepp – The guiding principal in the admissions office that it is morally wrong to admit students who will not be able to be successful here. We have structures that ensure consistency in the admissions process, including comprehensive training for new staff and working with experienced staff to maintain policies from one year to the next.
- V. Barrella – still haven’t answered the question about how to measure the consistency.
- Vanya Quiñones – Using the rubric!
- Joan Roland– What about international students? Are you cutting out SAT scores for them? What about TOEFFL?
- R. Schepp – We haven’t required SAT/ACT from international students since before 2007, and no change with TOEFL, we will continue to require

that.

- D. Athanasopoulos – We accept students, and we put these students in the classroom with other students who did pass the SATs. What will be the effect on retention if we put the students not qualified are in existing classes, then our retention will drop even lower!
- R. Schepp – We are only expecting about 20% will choose this. Pace is not the only university to do this, and retention problems have not come up at other colleges or universities including our competitors. There's no reason to think that will happen here. We *have* committed to track these students over their years at Pace so that we can make adjustments as we learn. This generation of students has less experience with negative testing outcomes, so we are working within national and international trends.
- B. Wiener – A marketing question – if SAT/ACT is perceived as a sign of a quality institution, why would we make this proposal. Second: if these tests are biased and unpredictable, why would we use them to select students for our honors college?
- R. Schepp – Re: honors college – we didn't want to eliminate the test in the first year, just because we want to evaluate the impact. There is interest on both campuses in eliminating the testing requirement, but we want to limit the Honors College intake in NYC (due to capacity problems), so we decided not to eliminate the testing requirement for this year. Other high profile schools are test optional (University of Chicago, for example). I don't know if requiring the SATs will continue to be a mark of quality among institutions, and this is the trend in higher education. Most institutions who adopt this policy see their average SAT score go up, so that improves their reporting to US News.
- D. Hayes – a lot of this is built on national trends, but have we looked at trends based on our Pace specific conditions?
- R. Schepp – We're working closely with the Provost office in identifying factors that predict success at Pace. The difficulty is that there is no one clear identifier that is associated with retention. We're working on it.
- Michael Kazlow – You gave a percent of people not accepted to Pace. What is percentage of people not admitted due to high or low grades?
- R. Schepp – You noticed that in the Fall 2018 the admission rate went down. This was the result of an experiment of an algorithm predicting the likelihood of enrollment. We wait-listed people who were highly likely not to enroll. Our goal was to increase our yield rate (used by U.S. News ranking), but what happened was that while we improved the admission rate, we didn't significantly improve our yield rate. The next year we did not use this criteria.
- W. Antognini – Why isn't there a vote for something this monumental? Did



the A&R committee approve this or not, and did they bring a motion for us to vote on?

- D. Strahs – A&R didn't think it needed to be brought for a vote of the faculty council. They brought this to the council to express their support for this process.
- A. Shostya – As a committee we discussed this proposal and we raised our Concerns. Our decision was that as long as admission standards remain consistent, As long as we can monitor this group separately, we think this is an acceptable change. There is no reason to believe that all the students deferring the testing will be poor students. We did not pass any resolution, we supported the new policy, and we had no recommendation raised for the NYFC.
- [General discussion among the attendees without microphones, about the practice of committee work, and the role of resolutions in the NYFC meetings.]
- D. Strahs – we will have to defer the Master Plan presentation until the February meeting.

**2:06 Question about results of the curriculum vote**

- B. Wiener – referring to the NYFC constitution. Majority of voting members needed to accept a proposal. The abstentions would count with the no votes because they haven't agreed to approve the proposal.
- D. Strahs – The practice in our meetings, despite what is written in the constitution, has been that when there isn't a clear majority a plurality of votes in favor has been the standard used in our council elections.
- David Jackson – I am a certified parliamentarian – plurality is included in elections with several candidates running for one seat. Not in a vote with yea/nea/abstain. These particular rules do not allow for this. The only think that happens is motion is passed – this is not consistent with Robert's Rules of Order.

**2:09 Adjournment**

**Attendance: 110**

Name	Department
Amaya, Ana	Health Science
Antognini, Walter	Legal Studies & Taxation
Athanasopoulos, Demosthenes	Chemistry & Physical Sciences
Bachenheimer, Bruce	Management & Management Science
Barrella, Vincent	Legal Studies & Taxation
Becket, Charlotte	Fine Arts
Bent, Emily C.	Women & Gender Studies
Berg, Abbey	Communication Sciences & Disorders

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Name	Department
Bishop, Susan	Management & Management Science
Braga-Alves, Marcus	Finance & Economics
Byrne, John C.	Management & Management Science
Cacheiro, Jorge	Performing Arts
Cappelmann, Susan	Physician Assistant Program
Charles, Marie Lourdes	Nurse Education
Chisholm, June	Psychology
Chung, Kwang-Hyun	Accounting
Coggins, Andrew	Management & Management Science
Colella, Frank	Legal Studies & Taxation
Collica-Cox, Kimberly A.	Criminal Justice & Security
Connerton, Winifred C.	Nursing
Crispo, Erika	Biology
Crosby, Andrew	Public Administration
Dai, Zhaohua	Chemistry & Physical Sciences
Danylenko, Andriy	Modern Languages & Cultures
de Jacq, Krystyna	Nursing
Deng, Nanjie	Chemistry & Physical Sciences
Di Gennaro, Kristen K.	English
Dutta, Pritha	Management & Management Science
Drury, Lin	Nursing
Dupont, Ida	Sociology & Anthropology
Evans, Brian	Education
Fain, Deborah	Marketing
Farber, Lisa	Art
Fichtenbaum, Mark A.	Legal Studies & Taxation
Frank, Ronald K.	History
Freedman, Amy	Political Science
Fuentes Peralta, Pamela	Women & Gender Studies
Gabberty, James	Information Technology
Ganzfried, Ellayne	Communication Sciences & Disorders
Genc, Yegin	Information Technology
Goldleaf, Steven	English
Gopalakrishna, Pradeep	Marketing
Gottesman, Aron	Finance & Economics
Green, Claudia	Management & Management Science
Hassinger-Das, Brenna	Psychology
Hayes, Darren Richard	Information Technology
Henley, Tiffany	Public Administration
Herrera, R. Antonio	Biology
Hsu, Stephanie	English
Huckle, Kiku	Political Science
Iacullo-Bird, Maria	History
Ismailescu, Iuliana	Finance
Jackson, David	Physician Assistant Program
Johnson, Erica	English
Kahle, Lynn	Marketing
Karthikeyan, Sethu	Communication Sciences & Disorders
Kazlow, Michael	Mathematics
Kessler, Eric	Management & Management Science
Kim, Soyoung	Marketing
Klein, Adam	Communication Studies
Knoesel, Joanne M.	Nurse Education
Kolenda, Ric	Management & Management Science

New York Faculty Council November 6, 2019 Meeting Minutes

Name	Department
Lascaris, Erik	Chemistry & Physical Sciences
Magaldi, Jessica	Legal Studies & Taxation
Marcello, Matthew	Biology
Markovitz, Harvey B.	Marketing
McCarthy, James B.	Psychology
McDermott, Peter	Education
Mendelsohn, Joshua	Health Studies
Miller, Eddis	Philosophy & Religious Studies
Min, Seong Jae	Communication Studies
Mojica, Elmer-Rico	Chemistry & Physical Sciences
Morreale, Joseph	Economics
Morris, Barry	Communication Studies
Mosteiro, Miguel	Computer Science
Nayak, Meghana	Political Science
Niu, Weihua	Psychology
Offutt, William	History/ Honors Program
Olszewski, Linda	Psychology
Ozkara San, Eda	Nursing
Paljevic, Esma	Nursing
Pappenheimer, Will	Fine Arts
Parisi, Francis	Computer Science
Paul, Aditi	Communications
Rafferty, Yvonne	Psychology
Ramos, Chris D.	Management & Management Science
Raubicheck, Walter	English
Reich, James	Philosophy & Religious Studies
Richardson, Katherine	Management & Management Science
Roland, Joan	History
Rosenthal, Lisa	Psychology
Scutelnicu, Gina	Public Administration
Shin, Namchul	Information Technology
Shostya, Anna	Economics
Suchday, Sonia	Psychology
Szablewicz, Marcella T.	Communication Studies
Tekula, Rebecca	Public Administration
Toomey, Anne	Environmental Studies & Science
Trub, Leora R.	Psychology
Upmacis, Rita	Chemistry & Physical Sciences
Viswanath, P. V.	Finance & Economics
Wexler, Sharon Stahl	Nursing
Wiener, Robert	Legal Studies & Taxation
Williams, Melvin	Communication Studies
Winch, Janice	Management & Management Science
Youmans, Scott	CSD
Yuan, Jun	Computer Science
Zaccario, Michelle	Psychology
Zaslow, Emilie	Communication Studies
Zimmer, Catherine	Film and Screen Studies
Zhou, Mingming	Finance and economics

Guests	
Rhani, David	WFC Chair
Ruth, Larry	Academic director, PPA

New York Faculty Council November 6, 2019 Meeting Minutes

Administration guests	
Almon, Robert C.	Exec VP, Finance and Admin/CFO
Braun, Neil	Lubin Dean
Canale, Patricia	Registrar
Caplan, Avrom	Assoc Provost for Research
Dampier, Paul	Vice President/CIO
Feldman, Harriet	College of Health Professions Dean
Gallagher, Jean	VP Strategic Initiatives
Gordon, Beth	AVP, IT Academic/Admin Svcs
Herrmann, Nira	Dyson Dean
Hill, Jonathan	Seidenberg Dean
Krislov, Marvin	President
Muquercia, Vanessa	Asst. Dir. Veterans Academic Svces
Quinones, Vanya	Provost & EVP-Academic Affairs
Renna, Matt	VP, Human Resources/CHRO
Rosenfeld, Michael	Director of CAE
Russell-O'Grady, Marijo	Assoc VP/Dean for Students
Schepp, Robina	VP Enrollment & Placement

Tightly scheduled meeting to enable most topics by 1:20. Will keep tight rein on time.

Ongoing elections/nominations: CDFPT / CDFPT Appeals, various Board of Trustee committees nominations, and untenured alternate committee seats.

There is a new nomination/election happening now: Distinguished Prof Advisory committee, which will be completed by Nov 15.

There is a Town hall scheduled for new Wed Nov 13. This is a closed town hall, faculty only, and lunch will be provided. We're meeting in Civic w514 which holds 40-odd but would love to see 80 or more.

The Chief Diversity Officer has indicated that she will meet with every search committee. If you haven't, each committee should schedule a meeting with the CDO.

The Provost has indicated a commitment to find space/locations for programs or summer courses displaced by the Summer2020 construction. CHP faculty: I know you were concerned due to use of west 2nd floor, so please start a conversation with the Provost.

There is a new Advisory committee on Student Success: details will follow.

We're working today with a change to the meeting structure, due to complaints about information-only presentations. The prior model, mandated by the constitution, is that committee presentations are followed by administration reports. But that structure ignores the fact that, within most administration presentations, there is often a faculty governance committee or structure behind the scenes that's worked with the information. This is a long-standing concern: there was an attempt to address in 2010 constitution review by structuring agenda as indicated. We refuse many presentations. Even when a presentation seems to be informational (such as the administration Budget presentations), the Budget committee and the Board representatives to the finance and audit committees also have been consulting on this information. But this representation may not be obvious, and may not have been presented to the faculty for your review. Today (and maybe! a future model), we're integrating administration reports with the related committee reports. This is being done in an attempt to increase both discussion and usable information content. If administration events are running faster than a committees schedule, then we will be advocating for some committee interaction with the administration before it ever appears here. Even if it's last minute: such happened with the Buildings and Maintenance committee this past week. Thus, information will not appear for the 1st time in this meeting.

The Provost is proposing changes to high DFW courses and the CAP program. The intention of the proposal is to increase support for struggling students. In some way, "CAP" will be maintained as part of support services. Overall, this proposal is expected to yield an improvement in academic expenses not covered by revenue.

The ongoing rumor is that the Provost is changing curriculum or eliminating CAP. This is not correct. Currently the following committees are working on these issues:

Curriculum committee: university-wide curriculum

A&R committee: student success issues

Math Task Force: improvements to math education

The faculty/department driven process is still under development (currently this being thought about in NYC, but it will be bicampus). The curricular review process for all of this is not regulated by Provost, but will occur with the assistance and support of Provost's office.

These ideas incorporate important ideas of student success and financial improvement. This proposal is worth thoughtful consideration, including review of information and educational paradigms, and evaluation of the information before it will be supported.

This is our current untenured alternate structure: 5 committees have untenured alternates:

- Academic Resources: 2 alternates
- Admission and Retention: 2 alternates
- Faculty Affairs: 2 alternates
- Scholarly Research: 2 alternates
- Student Affairs: 2 alternates

This structure was established in 2013, and it's worked well. But we have only 10 untenured alternate seats.

At this time, based on the success of the prior program, and the concerns that junior faculty still don't have sufficient voice in the process, we'd like to propose for your consideration and hopeful approval a new set of untenured alternate seats, which will add 15 new seats.

- Academic Resources would increase from 2 seats to 4 seats
- Budget - 1 seat
- Curriculum - 2 seats
- Fringe Benefits - 1 seat
- Handbook - 1 seat
- Kenan - 2 seats
- Calendar - 1 seat
- Buildings - 2 seats
- Public Relations - 2 seats
- UNV101 Advisory - 1 seat

At this time, we're not proposing alternate seats in the following committees either because they're required tenured, confidential or constitutionally restricted: Executive, Grievance, Salary Review, Academic Conduct, CDFPT, CDFPT Appeals.

# New York Faculty Council Curriculum Committee Report November 6, 2019

Committee Meeting on October 21, 2019, 9 am – 10:30 am

**Present (voting members in bold):**

**Inbal Abergil, Ana Amaya, Harriet Feldman, Amy Friedman, Stephanie Hsu, Adrienne Kapstein, Brenda McManus, Frank Parisi, Gina Scutelnicu, Namchul Shin, Marcella Szablewicz, Jason Slyer, Charles Tang, Ying Wang, Janice Winch**

**\*Voting members in bold**

**The committee would like to recommend for approval one curriculum proposal.** *Please see accompanying proposal.*

## **1. BA Acting/BA Directing International Performance Ensemble – Curriculum Change**

*Adrienne Kapstein – School of Performing Arts, Dyson*

The BA Acting and BA Directing degree programs at Pace School of Performing Arts (PPA) has International Performance Ensemble (IPE) curriculum provides project-based training in a global context. The proposal is to require a full semester at Institute of the Arts Barcelona (IAB) in the fall semester of the junior year. This will replace the study abroad trips to various countries students from prior cohorts have been participating in the summer after their sophomore year. This model is not be sustainable in the long term due to multiple logistical and administrative challenges. Replacing the prior study abroad experiences with an ongoing partnership with the Institute of the Arts Barcelona provides a sustainable solution.

The semester abroad proposal is based on a pedagogical vision that aligns with the programs mission and focuses on a global perspective and collaboration of work by introducing students to the most current practices in theater making both in the US and internationally. The Institute of the Arts Barcelona has students from more than 40 countries. Teaching is done in English from international faculty (although no Pace faculty are currently teaching at the Institute).

The Acting and Directing BA program enrollments varies from 15-30 students per cohort. The current cohort has 15 students, and all are enrolled in the Institute of the Arts Barcelona.

Courses to be taken in the study abroad semester include 3 program specialty courses and 3 AOKs.

<b>BA in Acting</b>	<b>BA in Directing</b>
PAPE 310 Acting V	PAPE 370: Directing III
PAPE 350: Perf Ensemble III	PAPE 350: Perf Ensemble III
PAPE 280: Theater History	PAPE 280: Theater History
AOK	AOK
AOK	AOK
AOK	AOK

The AOK courses are 3 predetermined Pace approved AOK courses that will be offered at the Institute of Arts Barcelona and taught by the Institute of Arts Barcelona faculty.

Responses to Questions from the Committee:

- Do students need to know Spanish? No, the classes are taught in English. It is recommended students learn Spanish as a part of foreign language requirement.
- Are students informed about the additional study-abroad costs? Yes, student will be informed at time of audition/acceptance into the program of this semester abroad requirement. This information will also be included on program flyers.
- What is the additional cost to the students? Normal study abroad fees; tuition is the same. Room, board & travel expenses are the responsibility of student.
- Concern that additional travel costs may limit student interest in program and reduce diversity? Yes, but it is hoped it will increase interest in IPE program.
- What if a student can't go due to some unforeseen life circumstance? If student is unable to attend the semester abroad, the student would need to take a leave of absence or switch majors. The department would work with student on case by case basis.
- Is it possible to build in flexibility so students can choose either fall or spring for Barcelona? No, this is a cohort program where the whole group is working on a production together.

The Committee voted unanimously in favor of the proposal.

## **2. Internal Review Grid Revision - ongoing**

The Provost's Office indicated there will be changes to the Internal Review Grid that determines the process by which proposed programs and courses are approved internally. The Committee, along with the WFC Curriculum Committee, met with the Provost's Office team on October 15 to discuss the proposed changes. The discussion is ongoing.





## Change or Adapt a Registered Program\*

Use this form to request program changes that require approval by the State Education Department (see chart on the following page). For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.



This application should **NOT** be used for the following types of requests:

- Proposals for new programs
- Requests for changes to registered programs preparing Teachers, Educational Leaders, and Other School Personnel
- Requests for changes to programs preparing Licensed [Professionals](#); or
- Requests to add the Distance Education Format to a Registered Program

(**Note:** If the only requested change is to add the distance education format to an existing registered program, institutions need only complete and submit the [Application to Add the Distance Education Format to a New or Registered Program](#).)

The application materials for requests for changes to registered programs preparing Teachers, Educational Leaders, and Other School Personnel or Licensed Professionals can be found at:

<http://www.highered.nysed.gov/ocue/aipr/register.html>

For requests to changes to Doctoral programs: please [contact](#) the Office of College and University Evaluation (OCUE).

### Directions for submission of request:

1. Create a **single** PDF document that includes the following completed forms:
  - Request to Change or Adapt a Registered Program
  - Master Plan Amendment Supplement and Abstract (if applicable)
  - External Review of Certain Degree Programs and Response (if applicable)
  - [Application to Add the Distance Education Format to a New or Registered Program](#), (if applicable).
2. Create a separate PDF document for any required syllabi (see p. 2 of form, Changes in Program Content)
3. Attach the PDF documents to an e-mail.
4. Send e-mail to [OCURevAdmin@nysed.gov](mailto:OCURevAdmin@nysed.gov)

When submitting to the mailbox, include the following elements in the subject line of the e-mail:

Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, Request for Change, Master of Science, English Literature

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\* **CUNY and SUNY** institutions: contact System Administration for Request for Change submission process.

## Changes and Adaptations Requiring State Education Department Approval

### Changes in Program Content (all programs)

1. Any of the following substantive changes:
  - Cumulative change from the Department's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)
  - Changes in the program's focus or design (e.g., eliminating management courses in a business administration program), including a change in the program's major disciplinary area
  - Adding or eliminating an option or concentration
  - Eliminating a requirement for completion, including an internship, clinical, cooperative education, or other work-based experience
  - Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

### Other Changes (all programs)

2. Program title
3. Program award (e.g., change in degree)
4. Mode of delivery (**Note:** if the change involves adding a **distance education format** to a registered program, please complete the [Application to Add the Distance Education Format to a New or Registered Program.](#))
5. Discontinuing a program
6. A format change that alters the program's financial aid eligibility (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
7. A change in the total number of credits of any certificate or advanced certificate program

### Establishing New Programs Based on Existing Registered Programs

8. Creating a dual-degree program from existing registered programs
9. Creating a new program from a concentration/track in an existing registered program

#### PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested **degree title** is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.



## Request to Change or Adapt a Registered Program

Item	Response <i>(type in the requested information)</i>
<b>Institution name and address</b>	<p><b>Pace University</b>  <b>1 Pace Plaza</b>  <b>New York, NY 10038</b></p> <p><i>Additional information:</i></p> <ul style="list-style-type: none"> <li>▪ Specify campus where program is offered, if other than the main campus:</li> </ul> <p><b>The BA in Acting and the BA in Directing degree programs, both part of the International Performance Ensemble curriculum, are primarily located on the Manhattan campus. The requested change proposes that the fall semester of the junior year will be held in Barcelona.</b></p>
<b>Identify the program you wish to change</b>	<p>Program title: <b>Acting/Directing</b></p> <p><u>Award</u> (e.g., B.A., M.S.): <b>B.A.</b></p> <p>Credits: <b>129 (both)</b></p> <p><u>HEGIS code</u>: <b>1007.00</b></p> <p><u>Program code</u>: <b>36819 (Acting)/35621 (Directing)</b></p>
<b>Contact person for this proposal</b>	<p>Name and title: <b>Laurence Ruth, Director of Academics</b></p> <p>Telephone: <b>(212) 618-6123</b>      Fax: <b>(914) 989-8121</b>      E-mail: <b>lruth@pace.edu</b></p>
<b>CEO (or designee) approval</b>	<p>Name and title: <b>Vanya Quiñones, PhD, Provost</b></p> <p>Signature and date:</p>
<i>Signature affirms the institution's commitment to support the program as revised.</i>	<p>If the program will be registered jointly with another institution, provide the following information:</p>
	<p>Partner institution's name: <b>N/A</b></p> <p>Name and title of partner institution's CEO:</p> <p>Signature of partner institution's CEO:</p>

- For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.

**Check all changes that apply and provide the requested information.**

Changes in Program Content (*Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.*)

- Cumulative change from the Department's last approval of the registered program that impacts one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)
- Changes in a program's focus or design
- Adding or eliminating an option or concentration
- Eliminating a requirement for program completion
- Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

**If new courses are being added as part of the noted change(s)**, provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

**No new courses will be added to the curriculum. This application is to request permission to incorporate a full semester in Barcelona as an ongoing feature of the two programs (B.A. in Acting and B.A. in Directing). The courses taken in Barcelona will fulfill program requirements as well core University requirements.**

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Other Changes (*describe and explain all proposed changes*)

- Program title**
- Program award**
- Mode of Delivery** (**Note:** if the change includes adding a **distance education format** to a registered program, please complete the [Application to Add the Distance Education Format To a New or Registered Program.](#))
- Discontinuing a program:** indicate the date by which the program will be discontinued.<sup>1</sup>
- Format change** (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
  - a) Indicate proposed format:
  - b) Describe availability of courses and any change in faculty, resources, or support services:
  - c) Use the Sample Program Schedule in the [Application for Registration of a New Program](#) to show the sequencing and scheduling of courses in the program.
  - d) If the revised program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

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<sup>1</sup> If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

- e) Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

## Establishing New Programs Based on Existing Registered Programs

### [ ] **Creating a dual-degree program** from existing registered programs

- a) Complete the following table to identify the existing programs:

	Program Title	Degree Award	Program Code
Program 1			
Program 2			

- b) Proposed dual-degree program (title and award):<sup>2</sup>
- c) Courses that will be counted toward both awards:
- d) Length of time for candidates to complete the proposed program:
- e) Use Task 3: Sample Program Schedule from [Application for Registration of a New Program](#) to show the sequencing and scheduling of courses in the dual-degree program.

### [ ] **Creating a new program from a concentration/track in an existing program.**

If the new program is based *entirely* on existing courses in a registered program, provide the current program name, program code, and the following information:

**Note:** this abbreviated option applies only if a master plan amendment is NOT required *and* there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

- a) Information from the [Application for Registration of a New Program](#):
- Task 1 and Task 2a
  - Task 3 - Sample Program Schedule
  - Task 4 - Faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)
- b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:
- c) Expected impact on existing program:
- d) Adjustments the institution will make to its current resource allocations to support the program:
- e) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program.

**Note:** if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

<sup>2</sup> Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.

# **Incorporating a Semester in Barcelona into the IPE Programs (BA in Acting and BA in Directing)**

**October 2019**

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## **Description of the Proposal**

Until this year, PPA achieved its commitment to train the majors in the IPE program in a global context by taking the entire sophomore class to two separate international destinations every summer. Separated into two ensembles, these majors performed their original work, took workshops, and participated in masterclasses with local artists in a variety of countries. PPA partnered with institutions of higher education, theater festivals, and conferences, including:

- The Central School of Speech and Drama in England
- The Sibiu International Festival in Romania (three times)
- The Athens Theater of Changes Festival in Greece
- Chulalongkorn University in Thailand (twice)
- The Institute of the Arts Barcelona
- The National Academy of Theater and Film, Sofia and State Puppet Theatre in Bulgaria
- The Youth Theatre Festival by the Academy of Arts in Croatia.

Although these experiences provide exceptional benefit for our majors, the fundamental vision of the IPE program is to offer our majors a more academically rich, multicultural education as international performers and theater makers.

To fulfill this commitment, we propose that beginning in fall 2020, students in the Acting and Directing BA International Performance Ensemble (IPE) program will be required to attend a semester abroad at the Institute of the Arts Barcelona (IAB) located just outside of Barcelona in a coastal town called Sitges. Although the first cohort is there now, starting year, this will be an integral, required part of their degree curriculum for the fall semester of their junior year.

Enrollment in the IPE program varies from 24 to 30. This semester, as a trial year, 15 BA Acting and Directing students are enrolled at IAB. This semester abroad initiative is not based on student demand but rather on a pedagogical vision. The mandate of the program is to introduce students to the most current practices in theater making (that is the creation and performance of original work) in the United States and internationally.

The previous initiative to provide an international experience for majors required a year-round, challenging commitment: fostering relationships between Pace and sponsoring organizations and theaters, organizing the logistics for two separate trips, staffing and

# **Incorporating a Semester in Barcelona into the IPE Programs (BA in Acting and BA in Directing)**

**October 2019**

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facilitating the experiences, and other administrative and creative aspects each year. Replacing this arrangement with an ongoing partnering with an institution as a semester abroad allows PPA to provide an international education, giving the IPE majors a unique understanding of the art form, the world, and themselves, while providing them a professional edge other programs cannot offer. Incorporating a semester in Barcelona into the IPE curriculum ensures a sustainable solution for the long term.

## **Institute of the Arts Barcelona**

The Institute of the Arts in Barcelona (IPA) is a center for international students from over 42 countries. IAB adheres to the Quality Assurance processes set out by the government of the United Kingdom. Educational standards are officially monitored through our partner university in the UK, Liverpool John Moores University.

IAB faculty are from around the world but teach in English. This affords the students an opportunity to learn in, what is for most of the students, their native language, but not in Anglo Saxon territory nor from a single cultural perspective. Studying acting, vocal production, movement, and directing classes with other students at IAB fosters relationships between IPIE majors and students from across the globe. As Barcelona is obviously a city famous for its own cultural heritage, IAB is thus situated at a cultural crossroads in Europe.

The initiative to incorporate this exciting and pedagogically dynamic semester into the existing IPE program has been vetted and approved by the deans, and as of October 11, has been approved by the DCC.





**RECOMMENDED PROGRAM SEQUENCE**

**MAJOR: BA in Acting**

**Required credits to graduate: 128; Total credits: 135**

**Core: 44 credits + Major: 43 credits + 41 Electives = 128**

**FIRST YEAR**

<b>FALL</b>	<b>15 credits</b>		<b>SPRING</b>	<b>18 credits</b>
PAPE 110: Acting I	3		PAPE 111: Acting II	3
PAPE 120: Movement I	3		PAPE 121: Movement II	3
PAPE 150: Perf Ensemble I	2		PAPE 151: Perf Ensemble II	2
ENG 110: Composition	3		ENG 120: Critical Writing	4
CIS 101: Intro to Computing	3		MAT 102: Math for Life	3
UNV 101: Intro to University	1		AOK (LAS)	3

**SECOND YEAR**

<b>FALL</b>	<b>17 credits</b>		<b>SPRING</b>	<b>17 credits</b>
PAPE 210: Acting III	3		PAPE 211: Acting IV	3
PAPE 230: Vocal Production I	2		PAPE 231: Vocal Production II	2
PAPE 270: Script Analysis	3		AOK (Learning Community)	3
ENG 201: Writing in Disciplines	3		AOK (Learning Community)	3
COM 200: Public Speaking	3		AOK (LAS)	3
Modern Language I	3		Modern Language II	3

**THIRD YEAR**

<b>FALL--BARCELONA</b>	<b>16 credits</b>		<b>SPRING</b>	<b>17 credits</b>
PAPE 310: Acting V	2		PAPE 351: Perf Ensemble IV	2
PAPE 350: Perf Ensemble III	2		PAGE 270: World Theater	3
PAPE 280: Theater History	3		Lab Science	3
AOK (LAS)	3		AOK (LAS)	3
AOK (LAS)	3		LAS Elective	3
AOK (LAS)	3		LAS Elective	3

**FOURTH YEAR**

<b>FALL</b>	<b>18 credits</b>		<b>SPRING</b>	<b>17 credits</b>
LAS Elective	3		PAPE 499: Senior Showcase	2
LAS Elective	3		LAS Elective	3
LAS Elective	3		LAS Elective	3
LAS Elective	3		LAS Elective	3
LAS Elective	3		LAS Elective	3
LAS Elective	3		LAS Elective	3

Civic Engagement & Public Values Course:	
Learning Community:	
Two Writing-Enhanced (WE) Courses:	



**RECOMMENDED PROGRAM SEQUENCE****MAJOR: BA in Directing**

Required credits to graduate: 128; Total credits: 138

Core: 44 credits + Major: 43 credits + 41 Electives = 128

**FIRST YEAR**

<b>FALL</b>	<b>15 credits</b>		<b>SPRING</b>	<b>18 credits</b>
PAPE 110: Acting I	3		PAPE 111: Acting II	3
PAPE 120: Movement I	3		<b>PAPE 121: Movement II</b>	3
PAPE 150: Perf Ensemble I	2		PAPE 151: Perf Ensemble II	2
ENG 110: Composition	3		ENG 120: Critical Writing	4
CIS 101: Intro to Computing	3		MAT 102: Math for Life	3
UNV 101: Intro to University	1		AOK (LAS)	3

**SECOND YEAR**

<b>FALL</b>	<b>18 credits</b>		<b>SPRING</b>	<b>18 credits</b>
PAPE 271: Directing I	2		PAPE 273: Directing II	2
PAPE 272: Directing I Lab	1		PAPE 274: Directing II Lab	1
PAPE 270: Script Analysis	3		AOK (Learning Community)	3
ENG 201: Writing in Disciplines	3		AOK (Learning Community)	3
COM 200: Public Speaking	3		AOK (LAS)	3
AOK (LAS)	3		AOK (LAS)	3
Modern Language I	3		Modern Language II	3

**THIRD YEAR**

<b>FALL--BARCELONA</b>	<b>17 credits</b>		<b>SPRING</b>	<b>17 credits</b>
PAPE 370: Directing III	3		PAPE 371: Directing IV	3
PAPE 350: Perf Ensemble III	2		PAPE 351: Perf Ensemble IV	2
PAPE 280: Theater History	3		PAGE 270: World Theater	3
AOK (LAS)	3		Lab Science	3
AOK (LAS)	3		LAS Elective	3
LAS Elective	3		LAS Elective	3

**FOURTH YEAR**

<b>FALL</b>	<b>17 credits</b>		<b>SPRING</b>	<b>18 credits</b>
PAPE 410: Performance Workshop	2		PAPE 498: Senior Showcase for Direc	3
LAS Elective	3		LAS Elective	3
LAS Elective	3		LAS Elective	3
LAS Elective	3		LAS Elective	3
LAS Elective	3		LAS Elective	3
LAS Elective	3		LAS Elective	3

Civic Engagement & Public Values Course:	
Learning Community:	
Two Writing-Enhanced (WE) Courses:	

# Proposed resolution

- Whereas the U.S. is currently experiencing a contentious climate regarding how the U.S. Customs and Immigration Services, the Customs and Border Protection, and Immigration and Customs Enforcement enforces immigration policies, resulting in concern, distress, and fear among immigrant communities;
- Whereas the President's expression of support for DACA, undocumented, and immigrant students expressed in the past and the recent October 28 letter are crucial and important statements and starting points for increasing inclusivity and diversity at Pace University;
- Whereas the letter expresses support and references resources for DACA students, and references the creation of an Advisory Committee on Student Services planned by the administration to "serve as a resource to ensure that those offices have the benefit and insight of diverse and inclusive voices as they work to fulfill their mandates;"

## The NYFC Committee resolves:

- That this administrative advisory committee be requested to operate in transparency and in consultation with the New York Faculty Council Student Affairs Committee.
  - Per the faculty handbook, the NYFC Student Affairs Committee should provide advice, guidance, and recommendations to this administrative advisory committee;
  - Faculty representatives on the administrative advisory committee should be drawn from the NYFC Student Affairs Committee, to ensure the best possible interaction.
- Student Affairs committee asks that the new advisory committee not just "serve as a resource" to Student Services but also to proactively draft policies and direct institutional resources to adequately support students with various immigration statuses.
- That the university administration ensure up to date, consistent, and accurate information for DACA, undocumented, and immigrant students, in all communications, written or oral, from the University and its representatives, including clarifying the precise legal extent to which Pace is a "sanctuary campus."

# FACULTY AFFAIRS COMMITTEE

Ana Amaya (Health Science)

Walter Antognini (Legal Studies & Taxation)

Susan Berardini (Modern Languages/Cultures)

Zafir Buraei (Biology)

Kimberly Collica-Cox (Criminal Justice and Society)

Ida Dupont (Sociology and Anthropology)

Lisa Farber (Art)

Ronald Frank (History)

Tiffany Henley (Public Administration)

Eve Laramée (Art)

William Offutt (History)

Sonia Suchday (Psychology)

Martin Topol (Marketing)

## RESOLUTION ON FACULTY ROLES ON COMMITTEES

In the interest of creating confidence-building measures, to increase transparency regarding faculty governance, and to ensure adequate space for dialogue between faculty and administration, we, the faculty, request:

## RESOLUTION CONTINUED

1. The parameters of participation are outlined in written form before faculty commit to serving on "mixed" committees/task forces that include administration, such as the Provost's or President's Office.
2. Faculty expect to know, from the outset, whether their contribution to a committee/task force will only be advisory, that is to provide analysis and input, or if they will play a role in decision-making, for example, as voting members of a search committee.
3. We request that the administration involved in such committees provide written explanations that outline how each committee member's role is described, including how final recommendations/decisions are made and how other concerns in the committee are addressed.



## DISCUSSION – RESOLUTION PASSED IN 2014 ON LIMITS ON NON-TENURED FACULTY

The 2013 Handbook applies to all Full-time faculty, which includes tenured, tenure-track, and non-tenure-track faculty members; the latter category consists primarily of lecturers and clinical faculty.

In 2014, there were 74 non-tenure-track faculty in the university, which is 17.7% of all full-time faculty.

For varying reasons, the percentage of non-tenure-track faculty has been increasing steadily, and this trend is of concern to the Faculty.

## RESOLUTION FROM 2014, CONTINUED

Whereas the procedures for granting tenure and promotion for full-time faculty are codified into contractual status in the Faculty Handbook, and faculty have the primary responsibility for matters of faculty hiring, status, and promotion as well as curriculum,

## RESOLUTION FROM 2014, CONTINUED

We therefore resolve that:

- a) the University will ensure that the tenured and tenure-track faculty will continue teaching, research and service while avoiding significant increase in the number of non-tenure-track faculty.
- b) we urge that the upper limit for non-tenure-track faculty **should not exceed 25%** of full-time faculty within the entire University, and 35% of full-time faculty within any college/school; and
- c) while there may be accreditation and other compelling circumstances under which non-tenure-track faculty engage in scholarship, scholarship will not normally be expected from non-tenure-track faculty.

## THE TAKE AWAY FROM THE RESOLUTION FROM 2014

We caution that tenure-track lines should not be replaced with non-tenure-track lines except in exceptional circumstances, for reasons communicated to the Executive committees of the Faculty Councils, that the responsibility for ensuring limits on the number of non-tenure-track lines rests with the Departmental Chairpersons and Program Directors in consultation with their tenured and tenure-track faculty, and the academic Deans and Provost of the University

## PILOTED QUALTRICS SURVEY ON ISSUES MOST IMPORTANT TO FACULTY

Top concerns within our committee:

- The trend toward hiring more clinical lines and less tenure-track lines
- Difficulty of hiring diverse faculty without incentives (tenure-track lines)
- Transparency in hiring
- Salary difference between upper administration and faculty (as compared to benchmark schools)

# Pace University Test Optional Policy

October 2019

# Why Pace University should be Test-Optional

- Studies show that the SAT test is biased.
- The SAT is not a predictor of college success.
- 5 of Pace's 9 benchmark schools are test-optional
- Of Pace's top 10 private competitors (as defined by application overlap), 7 are test optional.
- 1,022 four-year colleges are now test optional.
- 321 of those colleges are ranked by U.S. News & World Report in the "top tiers" for their sector.
- Among liberal arts colleges ranked in the top 100 by U.S. News, more than half are test optional.
- More than half of four-year colleges in the Northeast (defined as New England, New York and New Jersey) are now test optional.

## Why Pace University should be Test-Optional

- Studies show that the SAT test is biased.
  - A. Psychologist Carl Brigham was influential in developing the SAT and at the time was biased against African Americans and other non-whites, considering them on the low end of the racial, ethnic, and/or cultural spectrum.  
<http://www.nea.org/home/73288.htm>
  - B. Educators often find in the wording and construction of SAT questions a bias toward the life experiences of white middle class students as per [Richard V. Reeves](#) and [Dimitrios Halikias](#), in their article *Race gaps in SAT scores highlight inequality and hinder upward mobility*, Wednesday, February 1, 2017  
<https://www.brookings.edu/research/race-gaps-in-sat-scores-highlight-inequality-and-hinder-upward-mobility/>
  - C. The Wall Street Journal reported that “SAT originally stood for Scholastic Aptitude Test. But parsing the results by income suggests it’s also a Student Affluence Test”: <https://blogs.wsj.com/economics/2014/10/07/sat-scores-and-income-inequality-how-wealthier-kids-rank-higher/>



## Test Optional Policy analysis

The SAT is not a predictor of college success as per *DEFINING ACCESS: HOW TEST-OPTIONAL WORKS*, a study published in 2018 that looked at 28 public and private colleges that have test optional admission policies: <https://www.nacacnet.org/globalassets/documents/publications/research/defining-access-report-2018.pdf>

On April 27, 2018, Inside Higher Ed summarized the study's findings:

- "...Findings show that tests indeed fail to identify talented applicants who can succeed in higher education."
- The years following adoption of a test-optional policy saw increases in the total number of applications -- by an average of 29 percent at private institutions and 11 percent at public institutions.
- Institutions that went test optional saw gains in the numbers of black and Latino students applying and being admitted to their institutions.
- About one-fourth of all applicants to the test-optional colleges opted not to submit scores. (The colleges studied all consider the SAT or ACT scores of those who submit them.)
- Underrepresented minority students were more likely than others to decide not to submit. Among black students, 35 percent opted not to submit. But the figure was only 18 percent for white students. (Women were more likely than men to decide not to submit scores.)
- "Non-submitters" (as the report termed those who didn't submit scores) were slightly less likely to be admitted to the colleges to which they applied, but their yield (the rates at which accepted applicants enroll) was higher.
- First-year grades were slightly lower for nonsubmitters, but they ended up highly successful, graduating at equivalent rates or -- at some institutions -- slightly higher rates than did those who submitted test scores. This, the report says, is "the ultimate proof of success."

Pace Benchmark Institutions	Test Optional?		
Adelphi University	No		
DePaul University	Yes		
Drexel University	Flexible		
Fordham University	No		
Hofstra University	Yes		
Northeastern University	No		
St. John's University	Yes		
Seton Hall University	No		
The New School	Yes		

**Private college/university Application overlap per National Clearinghouse  
Ordered by number of admits enrolled at competitor institution**

NYC	Test Optional?	PLV	Test Optional?
New York University	Flexible	Sacred Heart University	Yes
St. John's University	Yes	Iona College	Yes
Fordham University	No	St. John's University	Yes
Hofstra University	Yes	Adelphi University	No
The New School	Yes	Manhattan College	No
		Marist College	Yes

# Test optional policy for first-year and advanced freshmen beginning in Fall 2020.

## **Benefits/Desired Outcomes:**

- Increase applications
- Increase diversity (racial, gender, socioeconomic)
- Honoring the Pace mission of Opportunitas

## **Eligibility:**

Eligible students are those who apply to our bachelor degree programs.

Excluded groups:

- Student-athletes, as mandated by the National Collegiate Athletic Association;
- Students wishing to be considered for the Pforzheimer Honors College and Honors Opportunity Scholarship;
- Students applying to the combined Accounting BBA/MBA or 4yr BS in Nursing program;
- Students who were homeschooled during high school;
- Students applying with a narrative transcript.

# Test Optional Admissions Implementation and Expectations Fall 2020

## Admission process

- Expected number of test optional applications for Fall 2020: 20% of applicant pool = 4351
- Estimated number of applicants with a GPA between 84 and 99 and an SAT score under 1000 that will apply test optional = 162
- Estimated enrollment of test optional enrollment with SAT under 1000: 17

	% of applicants	% applicants with GPA>84 and SAT<1000
Black or African American	15%	29%
Asian	10%	6%
Hispanic or Latinx	12%	22%
Multi-racial	17%	20%
White	41%	18%

## Admission Trends at Pace

year	2019	2018	2017	2016	2015
Applications	25938	25708	24477	22942	21312
Admits	19008	17636	17673	16266	15073
%	73.3%	68.6%	72.2%	70.9%	70.7%
		(waitlist)			

# Admissions and Retention Committee

Co-chairs Anna Shostya and Zafir Buraei

NYFC meeting

November 6<sup>th</sup>, 2019

# Current members of the A&R committee

- **Inbal Abergil, Art**
- **Susan Berardini, Modern Languages**
- **Eric Brenner, Biology**
- **Zafir Buraei, Biology**
- **Deborah Fain, Marketing**
- **Amy Freedman, Political Science**
- **Julie F. Lawrence-Edsell, Performing Arts**
- **Elmer-Rico E. Mojica, Chemistry**
- **Walter Raubicheck, English**
- **Ipshita Ray, Marketing**
- **James Reich, Philosophy and Religious Studies**
- **Namchul Shin, Information Technology**
- **Anna Shostya, Economics**
- **Rita Upmacis, Chemistry**
- **Ying Wang, Modern Languages**
- **Todd Yarbrough, Economics**

# Evaluation of the Proposed Test-Optional Policy

The Admissions and Retention committee unanimously voted to support the new Test-Optional policy.

Some concerns were raised and subsequently addressed by the Enrollment Management office and the Provost.



## Concerns that were raised by the A&R Committee

1. How do we ensure that the quality of students admitted to Pace does not decrease and thus the retention rates do not deteriorate?
2. What is a maximum number of test-optional students who could be admitted under this policy to Pace?  
This is expected to be no more than 30% of applicants.
3. How students at risk will be identified (prior to the admissions), so specialized support is provided.
  - The Provost's office is working with us and other committees on this.
4. We asked test-optional students be monitored and A&R be informed of their progress, so proper adjustments to the support services could be made.