

Minutes for the 146th Meeting of the Faculty Senate

for Thursday, February 18, 2021 from 3:30 to 4:20 pm held virtually.

Attendance: Jonathan Peters, Chang-Hui Shen, Angelo Bongiorno, Yumei Huo, Sarah Zelikovitz, Rachel Grant, Simone Wegge, Gene Fellner, Neo Antoniadis, Lee Papa, John Wing, Wilma Jones, Carles Solà Belda, Soon Chun, Natalie Fischetti, Carlo Lancelloti, Tara Mateik Cynthia Chris, Sylvia Kahan, Mark White, Jane Marcus Delgado, Comfort Asanbe, Christine Flyn Saulnier, Jay Arena, Lucas Marchante-Aragón, Alyson Bardsely, Alan Benimoff, Jason Bishop, Vandana Chaudhry, Katie Cumiskey, Deborah De Simone, Maryann Feola, Ellen Goldner, Susan Imberman, Catherine Lavender, John Lawrence, Alfred Levine, Gerry Milligan, Michael Paris, George Sanchez, Francisco Soto, Thomas Tellefsen, John Verzani, Cindy Wong, Alan Zimmerman, Roshen Hendrickson, Andrew Colbeck, Brian Farr, Peter Galati, Victor Miller, William Fritz, Michael Parrish, Sarolta Takács, Susan Holak, Marcus Tye, Michael Cavagnero

Guests: A. Iyckam, Alan Hoffner, Alberto Sanchez, Alexander Scott, Ali Elkomy, Aliza Martini, Amila Goonawardena, Amy Stempler, Anat Niv-Solomon, Angela Cartmell, Barbara Cohen, C Karacas, Caterina Scrimbolo, Celeste Del Maestro, Chris Conidis, Christina Boyle, Christina Hagedorn, Christine Cohen, Christine Myers, Crystal Deosaran, Daniel Kurzweil, Darryl Hill, David Pizzuto, Deborah Meise, Donna Sauthoff, Donna Scimeca, Edward Patri, Elena Tzen, Eric Ivison, Erma Tacopino, Ewa Dzurak, Greg Phillips, Gregory Brown, Hernan Green, Holly Block, Intissar Hasan, Isabel Rechberg, Ivan Scott Lee, James Hamilton, Jay Arena, Jeff Vilkov, Jenn Pizzuto, Jennifer Durando, Joanne LaPilusa, Jonelle Knox, Joyce Taylor, Karen Contreras, Karen Contreras, Katrina Fama, Kenneth Wolpin, Kerri Gerson, Koby Kohulan, Leonardo Pignataro, Linda Conte, Lucy Lombardo, Lynne Lacomis, Maria Levine, Mark Lewental, Matthew Ganz, Maureen Garvey, Maurya Wickstrom, McKala Neese, Michael Anderson, Michael Chiacchiero, Michael Lederhandler, Michele Callahan, Michele Karpeles, Michelle Borowski, Mike Cavagnero, Nada Michael, Natalie Fischetti, Nina Del Gatto, Nina Long, Nina Morgenlander, Orit D. Gruber, Qiao-Sheng Hu, Ralf Peetz, Rob Wallace, Roberta Klibaner, Shannon Cammarano, Sharon Christian, Spozmi Nouri, Stefanie Gardiner, Stephanie Gonzalez Allen, Stephen Ferst, Susan Massara, Susan Mee Crimmins, Sylvia Kahan, Tara Mastroilli, Terri Sangiorgio, Tom Lauria, Veronica Dimeglio, Wilma Jones.

I. Approval the agenda.

Motion to move new business from the bottom of the agenda to right after the minutes was moved, seconded, but did not pass (9 in favor of a needed 28 total. No exact numbers of abstention or opposed votes tallied due to technological complications).

Motion to approve the agenda as is was moved, seconded and passed with 3 opposed)

II. Approval of the minutes of the meeting of the Faculty Senate of December 17, 2020.

Moved, discussed with concern regarding the timeline of actions taken and other needed revisions, seconded, and passed with 1 opposed.

III. Executive Committee Report: Appendix A

IV. Provost's Report : Appendix B

Question: Given your desire to delay the Town Hall, will you also postpone the request for schedules

until we have had the Town Hall, as I am unable to fill out a schedule with the information that I have available to me?

Provost Parrish: Please reach out to your supervisor or me with any questions.

Question: I have and I am told, "We don't know." The students are concerned that they will have a 10:10 in person class and a 12:20 online class and then be back again for a lab at 2:30. What are you doing to address these concerns?

Question: Will there be a moratorium on Bursar holds this Fall, so they can enroll, and will the sections be able to run with less students and smaller course caps?

Provost Parrish: We will have to look at the schedules that are submitted and decide which courses we can run and which we cannot. We didn't cancel any Bursar holds for anyone with less than \$750.00.

AVP for Finance & Budget, CFO Serrano: Given the situation with covid, we modified the criteria for students in several ways. One, in the past we would have bursar holds on anyone with a balance of \$100 or more, we modified that \$500 – and we really were able to release holds for several hundred students. Also, for registration – Academic Affairs and fiancé have worked on enrollment management to ensure that we limit the number of students who would be considered for deregistration – while there are many criteria, one of the ones at the beginning is one who has a balance of \$500. We then moved that up to \$750, as the Provost mentioned. Finally, Corporate was folded into the formula this year. Looking at student' financial aid information, their family's expected contribution, which is a metric provided by the Federal Government. Any students that were deregistered – there were two deregistration's this year – 80-85% of those students re-registered, about 75% of whom worked out a payment plan

This has been a multi-year effort to modify our formula to ensure that (1) we minimize the number of students who (1) have holds on them and (2) that forgive registration. 85% that deregister re-register and many of those resolve their balances in different ways – collecting financial aid, applying for financial aid, and working with the Bursar on a payment plan. The number of students working out a payment plan has risen to about 76%. So, the number of students being effected are very low and the number of students re-registering is high, about 85%.

Question: Given our capital budget, what is being drawn on to make the campus safe enough to go back this fall?

Provost Parrish: Hope Berte's teams have been going building by building to assess what needs to be done. They have repaired things when they need to. One problem is personnel bandwidth -- but they are doing things as quickly but as safely as they can. Several buildings have been cleared for occupation. As far as the capital Budget, one of the projects is repairing all the outside stairwells. The Capital budget is improving our infrastructure. We have old buildings that need attention but safety is a paramount issue.

Question: The five searches that are going on are all lecturer positions. We have lost faculty over the years and I'm concerned about our academic capacity and the ability to do scholarship at CSI. Is there any ongoing assessment of that and what we really need to build and maintain CSI's commitment to scholarship?

Provost Parrish: Those are the types of discussions we are going to have in budget and lines – to discuss criteria to assist departments in making their own determinations of where their greatest needs are. The Provost has some ideas where those needs lie but this really has to come from the departments. We still function under a heavy personnel budget deficit, as we adjust to the changed in workload and pay rate made in the PSC Contract. So we will have to address these concerns as we address one of our highest priorities, which is to increase the diversity of our faculty.

V. Reports of the Committees of the Faculty Senate

- a. Admissions Committee – none at this time
- b. Curricular Committees –
 - i. General Education Committee –
 - ii. Graduate Studies Committee –
 - iii. Undergraduate Curriculum Committee –

Consent Agenda for February 18, 2021

AIII CHANGE IN EXISTING DEGREE REQUIREMENTS

AIII.1 PROGRAM IN SCIENCE, LETTERS, AND SOCIETY: SCIENCE, LETTERS AND SOCIETY BA AND MHC SCIENCE, LETTERS, AND SOCIETY BA

AIV NEW COURSES

AIV.1 DEPARTMENT OF HISTORY AND PROGRAM IN WOMEN’S, GENDER AND SEXUALITY STUDIES: HST/WGS 259

AV CHANGE IN EXISTING COURSES

AV.1 DEPARTMENT OF POLITICAL SCIENCE AND GLOBAL AFFAIRS: GEG 225 CULTURAL GEOGRAPHY

AV.2 DEPARTMENT OF POLITICAL SCIENCE AND GLOBAL AFFAIRS: GEG 264 POLITICAL GEOGRAPHY

AV.3 DEPARTMENT OF POLITICAL SCIENCE AND GLOBAL AFFAIRS: GEG 229 GEOGRAPHY OF NEW YORK CITY

AV. 4 DEPARTMENT OF POLITICAL SCIENCE AND GLOBAL AFFAIRS AND PROGRAM IN SCIENCE, LETTERS, AND SOCIETY: GEG/SLS 232 SOCIAL GEOGRAPHY

AV.5 DEPARTMENT OF ENGLISH: ENL 344 AMERICAN FICTION FROM 1885 UNTIL WORLD WAR II

Consent agenda was moved, seconded and passed unanimously.

Motion of Appreciation to Professor Katharine Goodland for her long and distinguished service as Chair of the Graduate Studies Committee and her excellent leadership was moved, seconded, and passed unanimously.

A second motion of appreciation was moved, seconded and passed unanimously for the work of Catherine Lavender, Sarah Zelikovitz, and Veronica DiMeglio, for their work chairing and coordinating the General Education Committee, the Undergraduate Curriculum Committee &.

- c. Course & Standing - working on policy proposals: (1) Shifting deadline to elect the Pass/Fail Option – only deals with when the deadline is. Shift the deadline to week 10 from week 3 – aligns with the College’s Early Alert System. (2) All students follow the catalog year that was in effect in the year of their initial matriculation – this gets rid of “legacy” issues. This streamlines advisement for students in programs with licensure requirements; (3) Proposal to establish a formal proactive leave of absence policy for undergraduate students. Students will formally declare their intent to sit out up to four semesters, not including the winter and summer semesters).

Question: How do the students know about the program – whether to apply or how do they know they must fill out this declaration?

Answer: It will be published in the catalog and on the college website; we hope faculty discuss such options with their students, but the advisors will know about this as well.

We hope students learn from all Faculty, Advisors, Catalog, and their friends' good experiences. It will be implemented for Fall 2021.

The Three proposals were moved as a package, seconded, and passed unanimously.

Please see **Appendix C**

- d. Library Committee – none
 - e. Academic Research Committee - none
 - f. Academic Facilities Committee– none
 - g. Academic Freedom Committee– none
 - h. Academic Technology committee– Hosting an Interdisciplinary Student Panel in which students from a variety of disciplines will be sharing their experiences regarding Remote Learning, Friday, February 19 from 12:00 -1:00 PM.
 - i. Faculty Personnel Policy Committee – none
- VI. University Faculty Senate Report – none
- VII. Old Business- none due to time
- VIII. New Business- request made to move New Business to the top of the agenda next time so that those people who had views they wished to express in December and in February can do so.

Motion made to suspend the meeting and continue with this discussion next time was made and seconded. Discussion ensued. The motion did not pass (15 in favor when 28 were needed to pass. Abstentions and opposing votes were not recorded due to technical complications)

- IX. Adjournment. *Motion made, seconded, and passed unanimously at 4:36 pm.*

APPENDIX A

Faculty Senate Executive Committee Report

February 18, 2021

I am pleased to submit this report on behalf of the Faculty Senate Executive Committee, and to welcome everyone back for the new semester. I would like to begin by acknowledging the fact that we are still meeting remotely via Zoom, and to extend our concerns to all whose lives have been affected by COVID-19. I would also like to express our gratitude and admiration for the faculty and staff members who have dedicated countless hours, demonstrated compassion and creativity, and pulled together as a community in confronting this unprecedented situation.

I am pleased to announce that Mustafa Ali Hassanien, the CSI student who had been detained in Egypt, has been released and is re-enrolled at the College.

The Executive Committee's primary concerns this semester center around the key challenges facing CSI, such as the effects of the pandemic on faculty teaching and student learning; the College's handling of its financial crisis vis-a-vis hiring and firing faculty and staff; issues of grading, testing, and student success;

and ongoing problems in confronting disparities in diversity and inclusion. We wish to re-emphasize, as always, the critical importance of clear and timely communication on these matters from the administration to the CSI community, as well as the urgency of dialogue and shared governance in decision-making.

The Executive Committee met with Provost Parrish, the Associate Provost and the Deans on January 28. Among issues discussed were CSI's enrollment, retention and financial concerns in Academic Affairs. The Provost noted that several faculty searches are underway, but that there are severe financial constraints on CSI's ability to hire new faculty. He also mentioned several ways that his office will address concerns about race, and gender inequality in the faculty and student body.

As you will recall, the Faculty Senate approved a vote of No Confidence in the Provost and the President during its December 2020 meeting. To date, there has been no response from CSI or CUNY administration regarding this resolution. We strongly urge the CSI administration to respond to the concerns articulated in this action, which are crucial for the improved welfare of our campus community.

Finally, I would like to acknowledge that we are meeting during Black History Month. We exhort our membership to redouble our efforts to work toward a more just and equitable future for ourselves and our communities.

Respectfully submitted,

Jane Marcus-Delgado

Chair

APPENDIX B

Provost's Report

February 18, 2021

As the vaccines for COVID are being distributed and the number of cases is going down, CSI is looking ahead to the Fall 2021 semester when we anticipate having a greater number of face-to-face experiences and more faculty and staff on campus. Most forecasts by health professionals indicate that we will still be using social distancing and masks for the fall semester, so we need to plan accordingly. Allowing for the gradual transition detailed in the CSI re-entry plan, we expect to be at phase 3 (roughly 25% occupancy) by the beginning of the fall semester. For our campus, this still means that the bulk of courses will be delivered entirely or partially via distance education, and that classes with some or all instruction done in person will be prioritized to those with the greatest programmatic need for face-to-face interactions, including accreditation needs, lab experiments, or studio instruction. Chairs, Deans, and Program Directors have been asked to work together on this prioritization as we develop the Fall schedule.

One of the main obstacles we face as we contemplate return to campus is the capacity of classrooms, teaching labs and studios as is required for social distancing. For in-person instruction, the capacity of most rooms will be 50-60% of that previously allowed, which will require modifications on a room-by-room basis for any on-campus instruction. We will also be outfitting up to 40 classrooms with technology to allow blended instruction, reaching a mix of students attending in person and those participating by distance education.

To incorporate on-campus instruction, we will need to employ more flexibility in times, dates and locations where courses are scheduled. We are looking at maximizing the time slots for course offerings, including weekends and evenings. Courses may be offered in different rooms and buildings than where they usually take place, and our re-entry plan calls for some campus buildings remaining closed for instruction while we remain in phase 3.

We have a lot of work to do to prepare for the fall, and the Administration and the Re-Entry committee will be working over the spring and summer to ensure that our return to campus is as safe and academically rich as possible. Those students that want an entirely online education may still be able to do so, but we also want to provide as many opportunities for on-campus learning as resources and facilities allow.

This has been a year when, despite infrastructural and budgetary challenges, a number of our faculty received significant research grant funding. Most notable is the nearly \$3M, Five year grant that Dr. Maria Knikou received from NIH for her work on electronic stimulation of the spinal cord as treatment for spinal injuries. This is the largest single award granted to a CSI faculty member to date.

Others receiving grants over \$100K were Probal Banerjee in Chemistry, who receive \$418K for his work on the

pharmaceutical properties of curcumin. In Psychology Kristen Gillespie-Lynch was awarded \$945K from NSF for her work on informal stem learning for students with Autism Spectrum Disorder, and they awarded Sarah Berger \$419K for her work on the role of sleep in infant motor problem solving. In Physics and Astronomy, NSF awarded physicist Anatoly Kuklov 208K for his work on Worm Algorithm and Diagrammatic Monte Carlo for Strongly Correlated Condensed Matter Systems, and mathematician Tobias Schaefer received \$148K for research on Sharp Large Deviations Estimates of fluctuations in Stochastic Hydrodynamic systems. Congratulations to all of these researchers, as well as many who received smaller, but equally noteworthy awards this year.

Although President Fritz indicated in his remarks that we will have to continue to be very prudent in hiring for the present, we have authorized some lecturer searches in areas of critical instructional need (nursing, computer science, and social work), and will be meeting with the Budget and Lines subcommittee of P&B shortly to discuss criteria for determining where the greatest needs exist for future

searches. For these and any ongoing searches, the Deans and I will be working closely with the search committees to ensure that we get diverse pools of applicants. As president Fritz noted, removing departmental underutilization will be a high priority as we look at future hiring.

The COACHE Committee submitted their final report with recommendations to President Fritz and I in late January. The

report will be posted on the campus Intranet, and we will be determining shortly what steps we can take immediately and those we can address once the budget picture improves.

Ralf Peetz, Tara Mastrorilli, and I are in the process of preparing various dashboards relating to diversity of students, faculty, and staff on campus and disaggregated data showing student retention, graduation, and performance in key courses by race and ethnicity as a way to identify asset deficiencies in reaching students in those groups. This can serve as one source of data for identifying implicit bias on our campus and all of these data will be tools that our diversity committee can use to promote antiracism on our campus.

The Middle States Working groups are making good progress in our self-study, the first draft of which is scheduled to be finished by the end of the spring semester. Although the study is identifying some significant issues that the campus needs to address, it is an extremely robust project. I would like to thank all of those who are working so hard on this report, particularly co-chairs Christopher Miller and Tara Mastrorilli.

APPENDIX C

Proposal for extension of deadline to select Pass/Fail grading option for eligible courses

Source of the Proposal	Course and Standing Committee of the Faculty Senate
Level of degree	Associate and Baccalaureate
Consultations	Academic Affairs, Curriculum Coordinator, Registrar's Office
Date Effective	Fall 2021
Current policy	Undergraduate matriculated students of the College of Staten Island have the option to elect a Pass/Fail grade with the following restrictions: <ol style="list-style-type: none"> 1. Students may not elect the pass/fail option for any courses satisfying general education, pre-major, major, minor, or certification requirements. 2. Academic departments may exclude additional courses and may prohibit pass/fail courses from being used as prerequisites for degree requirements.

	<p>3. Courses taken on permit at other institutions and independent study courses may not be taken on a pass/fail basis.</p> <p>Credit Maximum: The student may not elect more than eight credits (8) total as Pass/Fail. The total number of P grades on a transcript may not exceed 90 credits. This includes all credits transferred from other institutions.</p> <p>Grading and Grade Point Average: For courses taken as Pass/Fail, letter grades “A through C” are converted to P; letter grades of D and F are converted to F. A pass “P” grade is not counted in the student’s grade point average. A fail “F” grade is counted in the student’s grade point average.</p> <p>Prerequisite Academic Standing: A student must be matriculated, with sophomore, junior, or senior standing. Transfer students must have completed a minimum of 12 credits at the College of Staten Island. To elect this option, the student must have a GPA greater than or equal to 2.25.</p> <p>Deadlines: Students must elect the pass/fail option each semester by the “last day to withdraw from course(s) without a grade of “W” as listed in the academic calendar for that semester. Students may not elect the pass/fail option retroactively. Once the election of pass/fail has been made, the student may no longer choose to receive a letter grade other than P/F for the course.</p>
Rationale for change	<p>Under the current policy of requiring Pass/Fail grading to be selected by the third week of the term, students do not have enough time to accurately assess their academic performance. Revising the date to the tenth week of classes would tie the deadline closely with the College’s early alert and midterm warning notifications, and provide students the opportunity to better gauge their performance (since they would have completed at least one class assignment by that time).</p>
Assessment plans	<p>The Course and Standing Committee can request data from the Registrar’s Office regarding the number of students who selected the Pass/Fail option, courses for which the option was exercised, and additional academic profile information of the students (majors, GPA, year in college, etc.) for each semester.</p>
Expected impacts on enrollment	<p>No student enrollment impacts are anticipated.</p>
Expected impacts on classwork/registration	<p>Since the only courses eligible for Pass/Fail grading are those taken as electives, there is no anticipated impact on classwork and/or course registration.</p>
Revision to policy (From → To)	<p>Deadlines: Students must elect the pass/fail option each semester by the “last day to withdraw from course(s) without a grade of “W” as listed in the academic calendar for that semester. Students may not elect the pass/fail option retroactively. Once the election of pass/fail has been made, the student may no longer choose to receive a letter grade other than P/F for the course.</p> <p>Deadlines: Students must elect the Pass/Fail option each semester by the start of the tenth week of classes (the 60% completion point of that semester, with the specific date to be posted in the academic calendar). Students may not elect the pass/fail option retroactively. Once the election</p>

	of pass/fail has been made, the student may no longer choose to receive a letter grade other than P/F for the course. (All other aspects of the current policy would remain unchanged.)
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Proposal for establishment of an undergraduate leave of absence policy

Source of the Proposal	The Course and Standing Committee of the Faculty Senate
Level of degree	Associate and Baccalaureate
Consultations	Academic Affairs, Curriculum Coordinator, Registrar's Office
Date Effective	Fall 2021
Proposal	The College of Staten Island implements an official, proactive leave of absence policy for currently-enrolled undergraduate students.
Rationale for change	<p>There is no formal leave of absence from the College for undergraduates to proactively address short-term situations that require them to leave school for a finite period of time. Implementation of a proactive leave of absence policy, with established deadlines or submission, would allow time for students to receive appropriate guidance from advisors, faculty, and other College personnel and make an informed decision about their next steps. It would also allow the College to engage in specific outreach to such students and assist them with their return.</p> <p>A leave of absence policy is only necessary for the fall and spring semesters of the academic year, since winter and/or summer session course enrollment is optional for students and traditionally seen as a way for students to either make up ground or accelerate their degree progression.</p>
Objectives	<ul style="list-style-type: none"> • Ensure that students who know in advance that they will need to leave school for a period of time receive all necessary information regarding the academic and financial aid implications of the decision; • Provide a formal structure for students to exercise this option, for a length of time ranging from one semester to two years; • Allow for the College to maintain contact with students who need to leave school temporarily, and then better assist them with transitioning back into school.
Assessment plans	Based on the submission of an official "Leave of Absence" form, the College would be able to collect numerical and academic data on the actual number of students who utilize the policy.
Expected impacts on enrollment	There may be a positive impact on enrollment, specifically for readmitting students, since the College will have a more definitive pool of students to follow up with and target outreach toward: submitting a "Leave of Absence" form would be a positive indicator of a definite intention to return to school, once the extenuating circumstances are resolved.
Expected impacts on classwork/registration	None are anticipated.
Proposed policy	Students in good standing (2.0 GPA or higher) who must interrupt their studies for one or more full semesters, up to a cumulative maximum of two years, may apply in advance to the Registrar for an official leave of absence.

	Such students, upon their return, may fulfill the graduation requirements that were in effect while they were in residence. The deadlines for submitting a Leave of Absence (LOA) request are August 1 for the fall term and January 1 for the spring term.
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Proposal for having students follow the catalog in effect at the time of initial matriculation, for all general education and major requirements

Source of the Proposal	The Course and Standing Committee of the Faculty Senate
Level of degree	Associate and Baccalaureate
Consultations	Academic Affairs, Curriculum Coordinator, Registrar's Office
Date Effective	Fall 2021
Current policy	<p>"Requirements in this Catalog were approved effective fall 2020. The "Grandfather" clause is designed for students who matriculated in a program, major, or curriculum prior to that date. This provides that students may meet degree requirements in effect the year of their matriculation in a particular program, curriculum, or major provided the student has not had an interruption in matriculation exceeding four consecutive fall and spring semesters.</p> <p>Students changing major or curriculum are subject to the requirements in effect the year of the change."</p>
Rationale for change	<p>Implementation of this policy will eliminate the confusion of the current practice of having a student following two separate catalogs – one for general education (matriculation term) and one for major/minor (term of declaration). The majority of our students initially enter CSI in the Associate Division, which limits their options in the first year (FY) for what majors they are eligible to declare.</p> <p>In addition, advisement of FY students is based on the catalog in effect at the time they matriculate at CSI. If the FY student defers declaration of a baccalaureate-level major until their sophomore year, they run the risk of the major requirements changing and the coursework they took in the FY no longer being applicable. Our readmitting students (700+ for Fall 2018) face this same scenario of prior coursework potentially no longer being applicable to their degree, especially when they have been out of school for four or more consecutive semesters.</p> <p>The opt-in option, currently processed on an individual basis by the Registrar's Office, would give all students the option of following "newer" requirements. (For those in licensure leading/accredited programs this would be the better option because the curriculum was adjusted to make the students better prepared for the licensing exam or entry into graduate school.)</p> <p>For those students in baccalaureate majors who apply for an en-route associate's degree, there would be no more ambiguity about which catalog</p>

	requirements they would be evaluated under: eligibility for the en-route associate’s degree would be based upon the degree requirements in effect when they first matriculated at CSI.
Objectives	<ul style="list-style-type: none"> • Ensure consistency of academic guidance provided by advisors • Permit proper utilization of the Degree Maps, which are based on a single catalog and inclusive of the general education and major requirements in effect when the student enters CSI • Eliminate confusion resulting from the usage of two different catalogs to complete degree requirements • Provide consistency, equity, and fairness for students during their academic career at CSI
Expected impacts on enrollment	None are anticipated, as this proposal serves to bring students under one set of catalog requirements, and does not change any other College policies related to admissions, program eligibility, or other academic matters.
Expected impacts on classwork/registration	Students would be able to fully utilize all coursework taken during their time at CSI, even when they change their major, add a second major, or make additional changes to the academic programs they are pursuing.
Expected impacts on retention/success /graduation rates	The ability to fully follow the four-year/eight-semester Degree Maps in place at the time of matriculation will allow students to complete all of their degree requirements in a timely fashion, even if they change their major. Being able to have their catalog (essentially their academic contract with the College) honored may increase the number of students who opt for the en-route degree while also pursuing their bachelor’s degree credentials.
Changed policy (From→To)	<p>“Requirements in this Catalog were approved effective fall 2020. The “Grandfather” clause is designed for students who matriculated in a program, major, or curriculum prior to that date. This provides that students may meet degree requirements in effect the year of their matriculation in a particular program, curriculum, or major provided the student has not had an interruption in matriculation exceeding four consecutive fall and spring semesters. Students changing major or curriculum are subject to the requirements in effect the year of the change.”</p> <p>Requirements in this Catalog were approved effective Fall 202x, and all students first entering CSI this term must follow the degree requirements outlined in this catalog for the duration of their undergraduate academic career at the College.</p> <p>Students who matriculated in an undergraduate program, major, minor, or curriculum prior to Fall 202x must follow and meet the degree requirements in effect the year of their matriculation at the College.</p> <p>Students may opt into following newer catalog requirements by submitting an official written request to the Registrar’s Office, after consultation with their academic advisor.</p>

	<p>If a student fails to enroll for at least one credit for more than four consecutive fall/spring semesters, or takes a formal leave for the same period, their catalog status will be reset to follow all requirements in place at the point of their re-matriculation.</p>
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