Minutes for Computer Science Executive Committee Meeting  
Friday, September 9, 2016

Present: Robert Haralick (EO), Raquel Benbunan-Fich (Baruch), Theodore Raphan (Brooklyn), Peter Brass (CCNY), Soon Ae Chun (CSI), Ioannis Stamos (Hunter), Shweta Jain (John Jay), Matt Johnson (Lehman), Ted Brown (Queens), Raj Korpan (Student), Alexander Wood (Student)

- Modified Agenda Approved Unanimously
- Motion to approve minutes of May 27th passes unanimously

Announcements

- Curriculum Committee, presented by Prof. Haralick
  - Discussion of unofficial minutes from Curriculum Committee Meeting, September 2, 2016
  - Additional GAB added for $24K to budget
  - Boot camp introductory science course to be taught by PhD student
  - Dr. Jain is leading the Professional Development group with Soon Ae Chun, Syed Ali Ahmed, and Alexander Wood.
    - Are students receiving proper professional guidance? How to write CV, papers, etc.
  - First exam committee consists of Robert Haralick, EO, Louis Petingi, Olympia Hadjiliadis, Chao Chen.

- Membership Committee, presented by Prof. Haralick
  - Did not make quorum

New Business

- Data Science masters, Presented by Soon Chun:
  - There is a push for a masters in Data Science program CUNY-wide
  - Money from this program could help support the PhD students of program whose budgets was cut
  - Pg 14: Curriculum overview. 4 electives, 4 required courses, 1 capstone.
  - Pg 18, table 4: Curriculum may be finished in 1 year as an accelerated program or in two years
    - Discussion of how likely the accelerated option is to happen.
    - It would be a challenging option – but it is only an option.
    - Discussion to make clear the difference that the options for one or two years is just an option – the student may choose
    - Add a paragraph describing “Requirements of completing degree” in addition to the table format, so that you can read the requirements in a paragraph instead of just in tables. Soon Chun agrees to add this.
  - Pg 14: Admissions requirements
    - Discussion of what bachelors degree we require matriculating students to hold.
- Suggestion that we limit admission to students with degree in STEM field.
- Concern that these students will hold back the PhD students due to their lack of skill; that it will lessen the quality of our PhD courses.

- Cost assessment
  - Assumption that we start with 14 students

- Page 20, table 5: Projected revenue for 5 years

- Page 21, Projected Expidntures
  - Includes Deputy Director, College Assistant, Capstone, and GAB
  - The GAB will receive 12K, and will help run the bootcamp for the students to catch up. There will be two bootcamps: Python and the Machine Learning package for Python.
  - Chao Chen strongly wanted an introductory course. The curriculum committee strongly disagreed and did not want this to be a full course. That is why we have a bootcamp.
  - PhD students cannot gain credit for taking the bootcamp but are welcome to sit in.

- Concern that a capstone would take up a lot of faculty time. Two faculty members would have to commit a large amount of time to the 15 students each year.
  - Soon Chun points out that industry placement for an internship is preferable to the capstone; however, it is not guaranteed thus we have the capstone option.

- What is masters research? A project that a faculty member agrees to work with the student on. The faculty decides when the project is done.
  - Is it worth it for the faculty, to lead a masters capstone project?
  - It is the industry standard to have worked on a project
  - Suggestion: Two courses instead of a project.

- Discussion: Against courses being shared by PhD students and Master’s students, because students in a PhD program need a very different curriculum than masters students need.

- Discussion: What is purpose of the program? Most of the people in the program are expected to come from the local industry. Many may be doing the program part-time.

- Discussion: Add a statistics course for these students? Will they have the right stats background?

- Discussion: (From A. Tansel’s alternate) Back to the idea of should PhD and masters students be sitting in the same courses.

- Discussion: There is another program, a Masters of Data Analysis and Visualization, in the digital humanities department. Students who want less theory should go to that program.

- Discussion: What is the goal of Masters students? Do they just want a degree, or do they wish to take more challenging courses and learn?

- Discussion: Is Algorithms for Big Data an appropriate course for masters students? Many data science applications have a combinatorial element; but to what extent