

**MINUTES OF THE SENATE EXECUTIVE COMMITTEE MEETING**  
**Friday, April 24, 2020**

Present: M. Abraham, H. Berliner, K. Boston-Hill, C. Burnett, W. Caniano, C. Eliot, G. Giuliani, D. Harb, M. Heiss, E. Ploran, K. Wallace

Provost Berliner reported that Kathleen Gallo sent him an article this afternoon (he hasn't read yet) that Boston University is first to announce they may postpone opening its campus until January 2021. Prof. Wallace reported that she believes they have backed off, and have task forces working on it.

Prof. Heiss reported that on the opposite end, a friend who is a tenured professor at Georgia State University, informed him that the university, with its 50,000 students, will be opening on June 1. The governor is trying to get it through.

Prof. Caniano reported that he sent everyone a link to a website which included sundry information that has been coming in from committees, the Office of Student Affairs and the Student Government Association. Also included was a letter from SGA asking that the administration and faculty give students consideration, as well as a follow up document, the advocacy report, which mentions what students are experiencing and hoping for the fall semester. The topic of discussion for the meeting will be whether or not the university is prepared to open to be fully online in the fall, or push the schedule in some way, as students may not want to be taking a gap semester. He asked that the chairs give their committee reports and what the consensus of the individual committees are on this topic.

Prof. Burnett, chair of the Planning and Budget Committee, reported that the feeling of the committee is that we really can't push until the spring, as there would be too great of a disadvantage to put the university in, as well as a loss of revenue would be extremely substantial. There was pretty good support for splitting the semester into two "mini" semesters, perhaps at most, seven weeks. There was some discussion on creating a "quarter" system (ten weeks: fall, winter and spring) typically starting in late September. Another idea is to start some or most of the classes early if we can pull it off, and possibly finishing up by Thanksgiving break. Finals and the last week of class would be offered online. An idea that Prof. Burnett offered at his Political Science department meeting was to think about doing courses in a one month basis. Cornell College in Iowa does this. Students take two classes a month that are extremely intense, meeting every day. This way, if something should happen in late October, it is entirely possible for students to have had four or even five in-person classes at that point. As far as support, a lot of people feel in-person is best, so whatever means to pull that off would be preferred. However, if we're going to split the semester somehow, the seven week model seems best, prioritizing those classes that in one way or another require students to meet in person, such as lab practicum based classes, performance arts, etc.

Prof. Heiss commented that Johns Hopkins University uses the same model as Cornell College, in the summer. The courses are three weeks long, meeting for five hours a day, Monday through Friday, with an optional study hall in the evenings. The classes work out to be about 105 classroom hours over that three week period. The course hours work out to be very similar to a traditional course during a fourteen week period. Student usually take one or two classes at a time, as they are very intense.

Provost Berliner reported that he explored the quarter system with Evan Koegl, Registrar and Director of Academic Records, and he came back and said, that in terms of the work involved to do this for this fall is virtually impossible and would cause huge disruption because we already have a substantial number of students who are registered for the fall semester and we would be redoing their registration completely as

well as every faculty member whose schedule is already set, completely. He felt it would be tremendously disruptive and potentially costly in terms of enrollments by doing it. Normally it would be with a year's notice and careful planning. There may not be enough time to make sure it is put together in a way that makes the most sense.

Provost Berliner reported he also explored with Jessica Eads, Vice President for Enrollment Management, the possibility of starting late. Her office feels that it would be really problematic because she thinks most places will start on time or early, and if we start late, in terms of new students, we will take a hit. Provost Berliner commented that he thinks Prof. Wallace's suggestion is particularly good because we are working within the semester framework, and it is making a change after Thanksgiving. We have no idea what the timing will be with Covid-19's resurgence.

Prof. Wallace reported that from the meetings she's attended, a lot of faculty have expressed they are not happy with the idea of starting in person and converting to an online format without being prepared in advance for that. She also reported that the block scheduling idea was included in an article by *Inside Higher Education*, where you complete one or two very concentrated classes as a time, though it would present so many scheduling hurdles in such a short period of time.

Provost Berliner reported that the old New College model was a modified "quarter system" that dealt with four quarters and our traditional summer sessions. New College worked within our overall framework that way for about forty years.

Prof. Wallace reported that even on our current semester system, we do have the capacity to add or modify some courses if we wanted to have some start later or end earlier, we have mid semester courses already and late semester courses. On a global scale it would be harder to do but there are probably some other piecemeal changes if they needed to be made that probably could be made even within the semester model.

Provost Berliner reported that he thinks we can work with the regular semester and see if that works, and plan to be all in person. Right now, we don't even know if we will be able to implement classes in person as we need the ok from New York state. Governor Cuomo said it will vary by region and Long Island is clearly not going to be one of the early regions of the state that are given the ok. We could start with the traditional, we could be forced to be completely online. The Provost commented that if we're expecting to be adversely impacted by all the things that are happening if we're in person. You can double the impact if we are online for the fall and the best way to illustrate that is say the residence halls will all be singles (for social distancing) but charge a rate that will be close to the double rate. We will be operating the residence halls at full costs because every room will be filled, but at half occupancy, which will be a substantial money loser for us. This would be the best scenario. The worst scenario, if we are forced to continue online, our residence hall occupancy will go down close to zero, and our enrollment will probably be down 20-30% instead of 10-20%.

Prof. Wallace reported that we also have to be thinking of probably a combination of classes, some of which might be online, and some face to face. Some classes might lend themselves to that, where lectures are posted online and then maybe smaller breakout discussion type. We have to be flexible and have a number of different models of how it could work. There will be students who are going to want to be making progress, but are not comfortable being in a classroom.

Senior Vice Provost Abraham reported that with regarding to the idea of social distancing and all that's involved in it for the for the university, both in terms of its space and the timeline and the gaps is quite a

lot. So, it is about flexibility, but it's also about probability. First, we have to come up with some models. As of now, a lot of people are not practicing social distancing, and to expect the student body to do it, is going to be a challenge. We also have to take into account that students coming from a region where Covid-19 is not completely gone.

Prof. Boston-Hill reported that among the members of the Undergraduate Academic Affairs Committee, had mixed feelings as far as the what we what we need to do and how we're going to come back in the fall, but most of the sentiment centered around beginning with an online situation and come back face to face, which would be easier than to do it in reverse. They also felt that no matter what we do, they would have to be a certain level of training involved. So there would have to be more in the way of workshops and training to get those professors up to speed, who were still struggling somewhat with the shift to online. Also, how do we move those courses that have to be in person, into an online fashion as well. There are still professors who are having difficulty with the online format, especially some math and science classes, or classes that need to have that face to face model. there was some discussion about doing a mixture where you have some classes that are online as they're being taught face to face, but the question is do we have the technology for that, and is every room equipped to be able to broadcast a live stream as it is being taught in a classroom. The committee focused on opening up the semester in a distance learning capacity, and come back face to face, which they feel will be an easier transition. The committee felt we should use the summertime to get the training involved for those courses and to get up to speed, or to even pair with the IT department to really see how those courses can be ported online and how to get professors up to speed with the technology. He reported that in the Writing and Rhetoric department, we started pairing professors up some who had more experience with technology, with those who did not, like a buddy system. It has been working well for those who sought the help. Perhaps it's beneficial to create that type of partnership among professors within similar departments, as well as working with the IT department about what technology is available and how they can support professors getting their material up in the cloud so that it can be accessed easily.

David Harb, chair of the Student Affairs Committee, reported that he's noticed in his graduate classes that a lot of professors are having trouble navigating this new form of technology, and when he volunteers to help, the usually decline. He thinks that incorporating a way for instructors to learn about how to use the software most to optimize the use of this are very beneficial, especially if we continue with this type of learning method.

Prof. Boston-Hill reported that aside from just the usage of the software as far as getting the courses online, we also have to keep in mind the sheer volume of work that's being pushed out. He hears from a lot of his students that their other professors are inundating them with work, they normally wouldn't have in an in-person setting. We have to think about the amount of work from a pedagogical standpoint as well. What is a realistic amount of work that can be accomplished for students without overloading them.

Prof. Caniano reported that in one of the letters he received from SGA, students expressed that they thought that some of the work was increased to compensate for not being in person, which is which is a problematic dynamic. He questioned the provost whether we can encourage faculty to take training workshops over the summer. The Provost responded that we can encourage them, and provide the workshops, it would be in terms of support and instructional design and making use of the technology, but we cannot force faculty to take the training. He thinks a substantial number would take advantage of those opportunities.

Prof. Eliot commented that he thought Ed Tech did an extraordinary job of presenting the basic information about how to take a course online in an extraordinary variety of times, and it surprises him

that some faculty are still struggling with that technology, given that training regime. He wonders if it's possible to be more specific about what the concerns were.

Prof. Caniano reported that will ask Laura Martin, Director of Educational and Research Technology Services, what kind of numbers she has for how many people attended her workshops.

Prof. Boston-Hill reported that some faculty are still struggling as far as moving their course content online, so the support should be from an instructional design standpoint. How quick that turnaround was may have impacted the ability of people to be able to get things online. Now we have the full summer to get that done, might be more beneficial for them.

Prof. Caniano reported that Ed Tech runs a "Zoom Lounge" from 11 a.m. to 5 p.m. everyday where faculty can drop in to ask questions. He will ask Laura Martin what the statistics are on that, and whether or not the librarians can help. It seems like the faculty are actively trying to get the training and help they need to make their courses a distance education course.

Prof. Heiss reported that he thinks there's a little bit of myopia with faculty in terms of the amount of workload that's being provided where from the feedback he's received from students that their teachers are asking more of them now through the online system that than they did during the in-person. As a result, students are actually hedging what they can "cut" or "miss" in certain places. Some students are deciding what classes they should take as a pass/fail, rather than go for a grade, and cutting their workload in the pass/fail classes in order to make up for in major-specific classes. They're not doing as much work in some classes because their overloaded in others. He thinks the idea of maybe the training shouldn't necessarily be the use of the Ed Tech, but in understanding realistic expectations for an online course versus an in-person class.

Prof. Burnett reported that it probably would make sense to have some sort of guidance on how to equate what should happen in class translates in an online format.

Mr. Harb feels some professor may need educate professors on how to continue to engage students while doing distance learning, because he thinks some professors have no experience with this type of teaching and it's completely different and there are a lot of factors involved.

Prof. Boston-Hill agreed. It's not necessarily what to teach the students, it's how to keep them engaged. He is also getting feedback from students that some of their professors are just putting their PowerPoint presentations on Zoom, and the students are tuning out because of it. The question becomes what are you doing to maintain their level of interest that will maintain their engagement. Another issue to consider is that students can just turn off their cameras and be doing other things. or have multiple tabs open doing work for all the classes. Students also they know that the session is being recorded, so they don't necessarily have to pay attention, they can always go back into the recording if they need to.

Provost Berliner asked everyone to please remember the faculty had about a week and a half to make the transition from interesting to remote the teaching. Not only was it disruptive to the students, but it was for the faculty as well. To ask someone who has never taught remotely to go from teaching in-person to remote in that period of time and to expect much more than PowerPoint presentations, isn't realistic or fair. We have to consider that our adjunct faculty often have very many additional responsibilities that they're carrying as well. He doesn't feel our future in undergrad is online, students want the full experience the very personal support that we provide. It will be the Hofstra experience if we're going to be

competitive in the undergraduate market. The issues students are raising are valid, but it has to be noticed that the faculty did an excellent job.

Senior Vice Provost Abraham commented that it's critical to understand it's this has been a period of transition, both for students and faculty. Students are not used to being in these spaces where they are with their unit, and also face multiple challenges including listening to one classes after another. She thinks we have to just be a little gentler and kinder understanding the complexity of the education process and both the faculty and students are being challenged in this period of time.

Prof. Eliot reported that the discussion between members of the Graduate Academic Affairs Committee was open ended and focused on two kinds of problems. What to do with practicum and lab course and the other to do with international students. Specifically with regard to practicum and lab courses, the committee offered suggestions such as courses that are currently required by departments to be taken together with labs might be broken up with an allowance for labs to be taken at a later time, even imagining the possibility that there could be a semester that a biology or chemistry major did of all labs. This is not currently allowed, and would be ad-hoc permitting. Similarly, there might be an allowance for a structure for ad-hoc flexibility about what counts as a lab experience or practicum hours. For example, we might be flexible about allowing local not traditionally academic experiences such as going out with the local geology club for outings to count as lab work. In the Nursing program for example, they suggested there might need to be flexibility about a deadline for practicum hours which may involve waving matriculation fees for a semester after the student would normally have completed the program, solely so they can do the work after that semester. With respect to international students who are unable to return, the committee thought about the possibility of assisting students with finding local lab or practicum opportunities, for example if they're stuck in other countries, we might make formal arrangements with their local university professors to have comparable lab experienced. We might allow programs to accept those opportunities for credit and even looking forward to formalizing those exchanges. Some members suggested we might even yield revenue from these kinds of exchanges in some cases. While some international students will be unable to return if we open while borders are still closed other international students may be unable to arrive in the in the first place in the fall and committee members noted that Australian universities are currently allowing deferral of start in the fall, or academic leave for one semester in order to try to retain our admitted students.

Prof. Heiss reported that the Faculty Affairs Committee discussed a lot of the things that were already discussed at this meeting. In terms of starting in an online format, there was a big fear of starting online, going back in-person, and having to go back to an online format if there was a surge in the virus. There were questions about classes consolidation and how will enrollment affect class offerings, will certain classes be eliminated, how will that affect tenured faculty, tenure-track faculty and adjunct faculty in terms of seniority. One suggestions brought up that had some positive feedback was considering the Culture and Expression model of having large group sections of classes and then recitations and smaller divisions within that, so we can have multiple faculty teaching one course or a larger course section and then having their own individual recitations that they're working with. There were questions regarding social distancing in general, and if we do come back there are space issues. If you have 20 students in a class, certain classrooms on campus will not allow for even a two foot space window let alone six. There was a discussion about hybrid and how can we perhaps maybe incorporate social distancing with hybrid courses if students are on campus, can we ask certain groups of students to come in on one day, and another group to come in on the other day. And for the day the group are not attending, are they attending online, and could we live broadcast or do asynchronous education. The two biggest issues that came up were from faculty in the health sciences. In particular, for students that are sitting down for certifications and are required to have a certain amount of hours in a clinical setting, will they be able to get those

clinical hours? Health care for professionals have already acknowledged that they would rather not have undergraduate or graduate students doing shadowing. Also, both undergraduate and graduate students have acknowledged that they don't want to be in the environments to do the shadowing. How is the university going to address that issue? The other issue brought up by faculty in the health sciences is if there's going to be a move online with the idea of like Telehealth, who will be monitoring those Telehealth meetings? The health science faculty want to know what will their online atmosphere and ecosystem look like where they are very clinical heavy and lab focused instruction. Discussion of the gap year did come up and that had some favorable attention from people wondering if we can offer deferments for the semester for students that are already enrolled, and how will something like this affect our enrollment in the fall.

The Provost reported that in terms of what's predictable and answering Prof. Heiss' questions, if our offerings are curtailed because of enrollment, our contract with the AAUP specifies in order of priority for faculty and obviously we will abide that The first teaching to go is teaching done by administrators. After that, it's the curtailing of overload, then it's adjuncts, then untenured faculty, then tenured faculty. If enrollment is down, then revenue is down, there will be adjustments that have to be made. In terms of the issues with classrooms and hybrid courses and how to deal with social distancing, we can use the model that Honors College use, the culture and expression model. There is only one room on campus at the present time, that is large enough for the main section of culture and expression that's Adams Playhouse.

Prof. Heiss reported that conversation lead more into the online with the Culture and Expression model, because that way we could have multiple faculty creating the online materials, instead of one faculty member required to do 14 work weeks of online prep. If you have three faculty working in a C&E section, they could divide that up accordingly. The Provost commented that there are some departments where that would work beautifully, and some where it wouldn't be as successful. People teach their courses in a very individual way that will cover the basic key principles, but it's done very differently with a different orientation and it's hard to do that in segments, but he thinks it's definitely worth considering, and it can be done.

Prof. Caniano reported that Prof. Wallace is polling the chairs about that very topic, what departments can actually do that. He, Prof. Wallace, Prof Giuliani and Prof. Ploran have been discussing this and it seems like a good idea.

Prof. Heiss reported that NYIT is expected to be completely online for the fall semester, and they are expanding their online materials. Adelphi University is waiting to see what the health climate is like before they make any kind of announcement. CW Post is struggling heavily, and is expecting to see their enrollment go down significantly. Fairly Dickinson in New Jersey is moving online completely. He is waiting to hear back from the other schools in the area, such as St. John's University and Stony Brook University. The state universities are dependent on what the governor says. Prof. Heiss reported that even some of the bigger schools in general around the nation are going online such as Purdue University. Louisville said they're going all online with face to face, only for their graduate classes and labs. Michigan State is going online with an option to go in-person after seven weeks if the health climate is available. Johns Hopkins is beginning online with a plan move in-person, but they're also offering a deferment for all of their incoming freshmen to the spring. They're not expecting on having a fall incoming 2020 class. The Provost reported that Boston University actually walked back the statement that they may likely be online for the fall because they got a very adverse reaction from their student body. He commented that this is risky for any institution to do because undergraduate students are looking for the college experience, not just the online classes, so we're going to see that institutions are very slow in making this determination and really will do it for health reasons. Prof. Heiss reported that faculty want to

know as soon as possible so they can plan, so we need to find a perfect balance of how much time can we give faculty while also possibly hedging.

Prof. Eliot reported that some of the suggestions that came from the GAAC members, would require some discussion like allowing students to stay on for practicum hours only with waived matriculation fees, but it seemed to him a couple of those might just be doable as edicts from the Provost Office and asked if they would consider allowing the lab courses and the lecture sections to be broken up just for fall semester, possibly, if we if it should come to that. The Provost reported they certainly would consider that. For the reasons that are happening now, it's impossible for students to have their practicums, obviously we're going to have to be flexible. He also reported that in a number of areas we've just develop new ways that students could get their practical experience. Student teaching, which clearly came to a stop, when all the schools had to go to remote learning, our student teachers are helping the teachers with remote teaching, which is a great experience. The Counseling department is doing tele counseling, so there are ways of doing the practicum part of the coursework. It's different than it was done before, but just as valid.

With regard to the Contingency Planning Task Force, the Provost reported that they are rethinking it in terms of what can we actually impact in the short term, and what can't we impact. Originally, we were going to talk about the quarter system and all the variations, we cannot do that for September, so they put it on the back burner. For now we should just deal with the issues of how we can make the full semester work, what should be in person, if we have that under our control, whether we should plan to be remote after Thanksgiving, or whether we should plan for the whole thing to be in-person. Also, how to deal with social distancing, the Dean of the School of Graduate Nursing said that it is very likely that faculty and students will have to wear masks for the fall semester. If so, how do we do that, and how do we deal with the entrance and exits of buildings.

Senior Vice Provost Abraham reported with regard to international students, she thinks it has to be a combination, but it obviously some of that has to come from the department's themselves are the experts in knowing what a what is viable or not and then seeing how can we be innovative or at least practical not as innovative practical in the in the context of international students not going to be able to come back. In some countries, it's going to be a while before you can even think of them coming here because of lockdowns in their own countries.

Prof. Heiss asked what will be the status of athletes returning in the fall if there are no athletics. He also questioned financial aid needs of both scholarship students and loans. He said he had a student who wanted to take his class for a pass/fail but couldn't because if he goes under 12 credits with a grade, he will lose his financial aid. The Provost reported that our financial aid doesn't have that condition, so he doesn't know where that comes from. He reported that to be on the Provost's List at the university, one would have to be doing straight A work and requires 12 credits of letter grade, so a typically student taking 15 credits could still take a course pass/fail, but you can't go below 12, and it wouldn't affect your scholarship. With regard to athletics, if we promised a scholarship, we're not going to withdraw the scholarship. However, there have been no decisions made in terms of athletics for the fall, and it's entirely possible the season will be played with no spectators.

The meeting was adjourned at 4:12 p.m.