

Joint Faculty Council

*Pace University
New York, NY 10038*



Meeting Minutes

**July 24, 2020
1:00 pm**

Online – CLOSED MEETING

New York Faculty Council Executive Committee

Daniel Strahs, Chair
Janice Winch, 1st Vice Chair
Darren Hayes, 2nd Vice Chair
Winifred C. Connerton, Secretary

Westchester Faculty Council Executive Committee

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

1:00 Call to order

-Minutes from JFC meeting June 19, 2020 were unanimously accepted.

-Please verify attendees this is a closed meeting – faculty and invited guests only.

-Introductions and Announcements (maximum 1 minute each).

- Zafir Buraei wanted to note that transfer students are an important incoming population and the get left out. We are creating program to connect transfer students with faculty and we are looking for volunteers.
- Zafir Buraei want to ask graduate professors arrange a zoom session with graduate students.
- Marcy Kelly on behalf of FROG be on the lookout for the call for quarantine companions for students who have to isolate for two weeks.
- Robert Mundy wants to remind that writing centers have had 65% reduction in budget and they will be able to serve fewer students. He wants to remind that they are open and serving the community.
- David announced that the library has also had a 50% cut and Lisa Fastenberg announced that the learning centers have all had their budgets.
- Vince Barrella wanted to make apology for Lynette Wailoo that she will not be able to attend but she has been mandated to take her vacation time.

1:10 Joint report from Executive Committees – David Rahni please see the report attached.

- Dan agreed with David and objected to the faculty being blamed for emergent problems and sacrifices should be shared. He wanted to comment that the planning committees have been very active and the plan has not been fully shared the largely complete document. The administration must be transparent and proactive. He commented on the work being done to help relieve the strain of community. They are working to have preferred parking arrangements and additional Citibikes installed. The number of seats in each classroom have released and faculty were shocked by the outcomes. Dan actually went to one of the rooms and tried to replicate the reduction and could not make full sense of the report.
- Marcy Kelly rebutted that the room sizes have been carefully evaluated and each classroom has been worked through a CAD system. One of the problems is that while all the chairs sent in the data they did not submit it in the proper format. Getting the schedule updated has been a burden and very time consuming.
- Eddis Miller wanted to comment that he was in the AAA meeting and the Provost was trying to encourage more in-person classes and if the students pull from the dorms, we will have a serious financial information.
- Vince Barrella the problem is the admis has made this more difficult – the admin never clarified what they wanted so in the absence of guidance it is not fair to shift blame to faculty. If they will not going to tell us what they want how can be meet their needs.
- Amy Feldman wanted to know what constitutes an in-person class. If it has an in-person component, then it is in-person this is just reflective of the complication we are experiencing.

1:35 – Title IX Review Committee (see attached presentation) by Nancy Reagin, Kathy Winstead, Emily Bent, and Michelle Pulaski Behling

- Comments & Discussion Not Recorded to Encourage Open Discussion
- Question was called to accept recommendation of the committee and the result was 121 to 10.
- Motion to accept Title IX Recommendation was accepted 125 to 11.

2:10 Administrative Staff Council – exchange not recorded or reported.

2:50 Committee on Innovation was moved without objection to advance to the Budget Committee

2:52 Budget Committee – Barbara Farrell and Matt Marcello (see presentation attached)

- Comments and discussion not recorded or reported.

3:15 Committee on Creativity and Innovation (report attached)

- Summaries of each of the working groups was provided.
- A motion was called to provide the report to the administration and was seconded.
- An objection was raised, and Dan explained that enough time might not have been able to review the report. Discussion ensued. David made the point it might be best to table this motion until the next meeting.
- The motion was tabled.

3:35 Faculty Affairs – see the presentation attached.

- Discussion was not reported or recorded

3:50 Adjourn

Meeting Attendees

We recognize this is not as clean as might be preferred, but as we adapt to the online Format we will learn to have more accessible records of attendance.

Participants: Ohri Harosh (2033), helanelevinekeating, Andrés, Eve, Roger Sayre, Robert Mundy, Philip Cohen, Esma Paljevic, Mingming Zhou, Claudia Green, K. Toby Hagenbeck-Nunnink, Len Mitchell, Lauren Gaul, Vishal Lala, Mary Long, Rebecca Tekula, george picoulas, Ellayne Ganzfried, Sue Seiler, Millie Hepburn, Jorge Cacheiro, Plachikkat Viswanath, Amy Freedman, Deborah Fain, Cihangir Duman, Karen Roush, william Coco, Abbey Berg, andriydanylenko, lindagottesfeld, annebynoe, Andy Crosby, Heather Hilbrink, Francis Parisi, Joan Roland, denise moreno, Sally Dickerson, Cindy (Supawadee) LEE, Gina Scutelnicu, Seong Jae Min, Narayan Murthy, Rick Kline, Mark Weinstock, TiffanyHenley, Sid Ray, Canan Corus, Andres Villagra, Ying Wang, Paul Ziek, Lisa Fastenberg, Walter Raubicheck, Monica Palta, Zafir Buraei, Dana Cadman, Courtney Gosnell, Lin Drury, Jessica Magaldi, Christopher-John Godfrey, Leigh Donovan, Ramon Emilio Fernandez, Katherine Fink, David Sachs, Barbara Farrell, Danielle Taylor, Joshua Mendelsohn, Stephanie Hsu, Sonia Suchday, Maria Iacullo-Bird, Brenna Hassinger-Das, William Offutt, harvey markovitz, Allen Oren, Cathy Dwyer, Matthew Bolton (he/him/his), Marc Potolsky, Marcella Szablewicz, Roberta Wiener, Manuela Soares, James Lawler, Lisa Farber, Eduardo Chan, Kathy Winsted, Walter Morris, Christine Clayton, Jennifer Romanello, Amy Foerster, Karen Holt, Iride Lamartina-Lens, Michael Kazlow, Catherine Dwyer, Meaghan Brewer, Meng Xu, Sheryl Scalzo, lucille ferrara, Dennis Sandler, Emily Bent, Matthew Marcello, Joseph Lee, Barbara Mowder, Joy Henderson, Al Ward, Daniel Strahs, Janice Winch, Kaustav Sen, Travis Webster, Timothy Waligore, Meghana Nayak, E. Melanie DuPuis, Inbal Abergil, Kindred Harland, Erica Johnson, Karen Berger, Vincent Barrella, Marie L. Charles, Mohsen Shirigarakani, Andreea Cotoranu, Amy Schwartzreich, Martha Driver, Nancy Reagin, Linda Carozza, Martin Marafioti, ibraiz tarique, Kristen di Gennaro, Andrea Sonenberg, Joanne Knoesel, John Carter, Maria Luskay, Bette Kirschstein, David Rahni, Anne Toomey, Michael Tursi, Paul Griffin, Sharon Wexler, Susanna Cahn, Julia Eisenberg, Shannon North, Elmer Mojica, Diane Cypkin, Sarah Cunningham, Julia Nomee, Anastasia Yasik, Francine Falk-Ross, Angela Legg, Brian Evans, MyoJung Cho, Susan Bishop, Marcy Kelly, Martin Topol, Irwin Narayan, Darren Hayes, Kyomi Gregory, Gina Sorrentino, Rick, mark fichtenbaum, Christen Cooper, Michelle Chase, Karen Caldwell, Denise Moreno, Chris Zaccardi, Kwang-Hyun Chung, Pamela J. Fuentes-Peralta, Matthew Aiello-Lammens, Iraida Garcia, Poonam Doshi, Krystyna de Jacq, Eddis Miller, Durahn Taylor, Sergey Kazakov, Will Pappenheimer, Rhonda Miller, Mary Murphy, Susanne O'Callaghan, Patrick McGuigan, Ronald Frank, Daniel Barber, K Mark Sossin, Robert Wiener, James McCarthy, Kate Richardson, Ric Kolenda, ROY Girasa, Andrew Wier, Mark Hussey, Winifred Connerton, Grant Kretchik, Michele Zaccario, Tracey Kramar, KAM CHAN, Namchul Shin, Rhonda Maneval, Robert Chapman, Walter Antognini, Gregory Colman, Mazal Maged, Patricia Healy, Pradeep Gopalakrishna, Andrew Coggins, Bruce Bachenheimer, Shamita Dutta Gupta, Maryellen Martirano, Linda Quest, Mary Stambaugh, Ana Amaya, Adelia Williams-Lubitz, Marcus Braga Alves, rupmacis, Emily Welty, Jennifer Pankowski, Lisa Rosenthal, Charlotte Becket, Jared Manasek, Michelle Pulaski Behling, Kimberly Collica-Cox, Rostyslaw Robak, Natalie Stepanian, Dan Baugher

**JFC Joint Chairs' Report
1 May 2020**

David

Good afternoon colleagues and as we remain energized by and appreciate your continued participation and support in the far more frequent JFC sessions ever and by its myriad committees held amid the pandemic. We have a rather full agenda, and hope that with everyone's understanding, we could adhere to our agenda and the timetable, typically in 15 minutes each to reach conclusion and consensus. Eight documents have within the past three days been shared for your review. Each report has been worked on by a committee which more than ever, call upon key execs and administrators to provide them data and as they appear before these committees for the Q&A. Hence, We should not certainly be excepted to digress but instead, complete the council agenda more efficiently than before.

You will later hear from Matt Marcello and Barbara Farrell on enrolment outlook and finances. Suffice it to mention that most our students especially in healthcare, STEM and PPA, even in light of COVID and related restrictive guidelines have expressed an in person instruction of some sort. It is therefore, imperative that while we as individuals and as academic departments take our own safety and instructional modality into considerations, that we each make every effort to provide in person, hybrid and hyper-flex instructions. This will also safeguard the need for students to be on campus and to pay for housing. Therefore The university should avoid an enrollment melt down and very low dorm occupancy this fall, or else a consequential financial loss far above the current projected \$3.4 million, up to ten times bigger, may lead to encroaching on academic and program scale backs and closures and possible elimination of existing FT faculty positions. This is not our OpED at the council level, but that these are the words of the top administrators who have now put the blame of low in person and hybrid classes on the faculty and department chairs, despite on their lack of a crisp and clear communications and directives for students expecting more in person teaching experiences on their part. We have seriously questioned the admins motives in recent meetings such as the AAA and University Budget and shall continue to do so. In the meantime, let us all as depts. or individuals declare our commitment to bring up the number of in person classes, subject to physical space and safety features availability. Dan please?

9/7/20

Title IX Review Committee Recommendations

Nancy Reagin, Kathy Winsted, Errily Bent, Michelle Pulaski Behling (JFC elected)

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Background

- Under new federal regulations restricting sexual misconduct cases falling under Title IX (federal law prohibiting sex-based discrimination), Pace is required to alter several University policies.
- University administration requested faculty reps to serve on the Title IX Final Regulations Implementation Working Group along with students from SGA, members of the Student Life Office, Legal Counsel's Office, and the Title IX Office to develop recommendations regarding University policies impacted by the new regulations.
- Elected Faculty Committee Members:** Nancy Reagin, Kathy Winsted, Emily Bent, Michelle Pulaski Behling

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Background (Cont.)

- All Pace regulations must also be compliant with NY State guidelines.
- The University retained outside counsel specializing in this area of state and federal regulations to work with Committee and administration.
- Note: NY state submitted a lawsuit in late June against Education Secretary Betsy DeVos, attempting to block these regulations from going into effect. If other states have also filed lawsuits against the DOE.
- If the courts find in favor of these states, then the new DOE regulations will be suspended, or may never go into effect.
- But until a court blocks the regulations (or the DOE rescinds them, as might happen under a future administration) then Pace must comply with the new DOE regulations.

3

Required Changes

- The DOE regulations force the adoption of many significant changes to the processes we have to handle complaints that concern Title IX violations.
- These regulations will likely reduce the number of complaints brought to universities' Title IX officers and make it less likely that such complaints will be found warranted in Title IX hearings.

4

Examples of Required Changes

Alleged incidents involving students (sexual assaults or sexual harassment) that took place outside of the U.S. in study abroad classes or outside of an educational program (e.g., extracurricular settings) will no longer fall under the Title IX policy and cannot be the subject of a Title IX complaint or hearing.

If one of the parties involved in a Title IX hearing posted about the alleged behavior on social media, then this evidence can no longer be introduced or considered at the hearing, unless the person involved chooses to testify at the hearing.

5

Regulations That Allow for University Discretion (1)

- If a complaint falls outside of the scope of Title IX because the alleged behavior took place outside of an educational program or outside the U.S., then we can choose what process to use to investigate such complaints.
- Faculty reps recommendation: Keep our current investigative process (using a single trained investigator) for such cases. Committee members were in agreement on this point.

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9/7/20

Regulations That Allow for University Discretion (2)

- We had some discretion as to which employees we designated as "individually with actual knowledge" of an incident and who therefore would notify the Title IX Office.
- All parties recommended that Pace should designate employees as having "actual knowledge" to be the same group of employees who currently have an obligation to report to the Title IX Office, including faculty, residence hall RAs, and Residence Hall Directors.

7

Regulations That Allow for University Discretion (3)

- The University must alter all policies such that we have a single standard of evidence for hearings that involve Title IX complaints, but we have some discretion as to which *evidentiary standard* we chose for Title IX hearings.
- Faculty recommendations will be detailed on the following slides as both student and faculty interests are involved and the change became the subject of subsequent negotiation between the JFC chairs and the administration.

8

University Hearings and Standards of Evidence

- Many hearings involving students are held every year for a wide array of complaints and disciplinary offenses including allegations of sexual assault or sexual harassment.
- The Academic Dismissal Hearing mentioned in The Faculty Handbook would be held to determine the termination, suspension or otherwise sanctioned recommendation for very serious offenses committed by full-time faculty members.
- No Academic Dismissal Hearing has ever been held in the roughly 20 years that the policy has existed.
- Each type of hearing has its own required standard of evidence.

9

Evidentiary Standards

<p>Preponderance of the Evidence Standard</p> <p>Those who are judging the matter must determine whether it is more likely than not (there is a preponderance of evidence on one side or the other) that the alleged offense actually occurred.</p> <p><i>Used in all student cases</i></p>	<p>Clear And Convincing Evidence Standard</p> <p>Those who are judging the matter must believe that it is overwhelmingly likely that the alleged offense actually occurred.</p> <p><i>Only used in Academic Dismissal Hearing</i></p> <p><i>Never applied at Pace, since no Academic Dismissal hearing ever held.</i></p>
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Preponderance of Evidence Standard

- The Title IX Office investigators apply 23 cases of Sex-Based Misconduct each year. These cases could involve faculty (incidents < 1 year on average).
- According to Steve Brinkley and the Title IX Office, most Sex-Based Misconduct cases involve the word of one student against another, with some additional available evidence typically, the investigator will also interview relevant staff, or could involve a post made by one of the two parties either before or after the alleged incident.
- Reliance on the "preponderance of the evidence" standard, those investigating can use that additional evidence to reach a conclusion about the complaint.
- The additional evidence beyond each student's testimony is typically sufficient to make a decision, in other words, using a "preponderance of the evidence" standard.
- If a different and more stringent standard of evidence were used, there is would generally not be enough to determine whether a sex-based misconduct complaint was valid or not, and thus very few complaints would be upheld or found warranted.

11

Our Recommendations

- JFC meets (per along with all members of the Hearing Committee) to review student, student and faculty, and determined that the standard of evidence to review Sex-Based Misconduct Hearings should remain but has been for some "preponderance of the evidence" standard.
- In order to comply with the DOE regulations, we believe it is more likely that the standard of evidence used in Title IX cases (Academic Dismissal Hearings) should be changed to "preponderance of the evidence" only for any of those complaints that based on Title IX violations.
- We recommended that if other cases the Academic Dismissal Hearings should remain with the current standard of evidence, "Clear and convincing evidence."

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Rationale for Our Decision

- Given the history of Academic Dismissal since 2002, such a change in evidentiary standard in hearings would have had no impact on faculty in the past, because such a hearing can never be brought on faculty, and we judged it very unlikely to have any potential impact on faculty.
- Changing the evidentiary standard in student sex-based misconduct hearings would have an immediate and serious impact on students, making it much less likely that students would be willing to bring such complaints, and making it less likely that investigators and those judging a complaint could reach a conclusion about the validity of a complaint.
- Student Life says and feels that changing the evidentiary standard to "clear and convincing" would be interpreted by the student body as the University allowing protection of sexual violence while promoting the alleged perpetration of sexual misconduct resulting in a hostile campus culture.

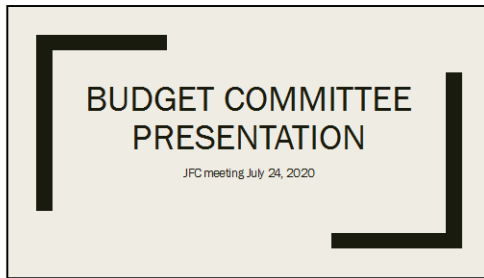
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Final Notes

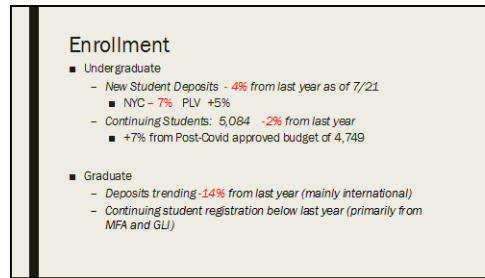
- We shared our recommendations with the two Faculty Council chairs, and asked that they follow the process as codified and ratified in the Handbook and for the two chairs to negotiate amendments to the Handbook with the administration, when such amendments are mandated by changes in federal or state laws or regulations.
- We asked the two Council chairs to bear in mind that we did not want to have an outcome that substantially harmed students' interests and negatively changed our campus cultures.

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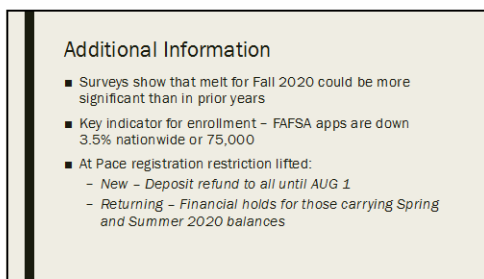
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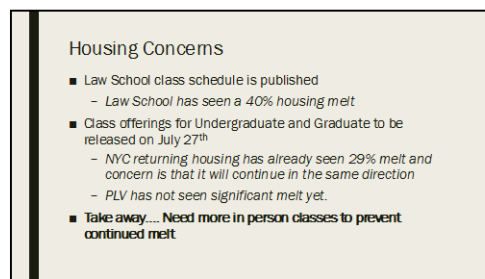
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Executive Summary for the Creativity and Innovation Committee

Purpose:

The Creativity and Innovation Committee was created as a suggestion during our May, 2020 Joint Faculty Council Committee meeting. The purpose of the committee was to work together to brainstorm and develop initiatives that would work toward the sustainability of the university. This committee, spearheaded by Sonia Suchday, met on May 18, 2020.

Committee Membership:

Suchday, Sonia; Becket, Charlotte C.; Soares, Prof. Manuela; Kreitz, Kelley A.; Johnson, Erica L.; Scutelnicu, Gina; Bent, Emily C.; Viswanath, Prof. P.V.; Nayak, Prof. Meghana V.; Sayre, Prof. Roger; Gregory, Kyomi; Ferrara, Lucille R.; Chiffriller, Dr. Sheila Hughes; Mundy, Robert J.; Dutta Gupta, Dr. Shamita; Mezzio, Prof. Steven; Klein, Adam G.; Zaslow, Emilie D.; Gottesfeld, Linda; Lala, Dr. Vishal; Cadman, Dana Jaye; Frank, Prof. Ronald K.; Evans, Brian; Henderson, Joy; Upmacis, Rita K.; Hsu, Stephanie; Kolenda, Ric; Sen, Prof. Kaustav; Karthikeyan, Sethu; Rosenthal, Lisa; Carozza, Linda S.; Fuentes Peralta, Pamela J.; Wang, Ying; Clayton, Christine

Action step:

Create working groups while maintaining larger committee structure for frequent check-in (e.g., every two weeks over the summer, or once per month over the summer). Reporting to the bigger group will also help us move forward in our working groups.

The committee subdivided into five working teams:

1. Bring New York to You Working Group (Community and Social Justice)

Faculty members: PV Viswanath, Lisa Rosenthal, Meghana Nayak, Emily Bent, Pamela Fuentes, Erica Johnson, Emilie Zaslow, Gina Scutelnicu, Kelley Kreitz

2. Reducing Summer Melt and Improving Retention Working Group

Faculty members: Brian Evans, Steven Mezzio, Rita Upmacis, Pamela Fuentes, Emily Bent, Gina Scutelnicu, Ying Wang, Shamita Dutta Gupta

3. Re-imagining the Future

Faculty members: Linda Carozza, P.V. Viswanath, Joy Henderson, Kelley Kreitz, Roger Sayre, Sonia Suchday, Ric Kolenda

4. Remote Learning Initiative: Platform Innovation, Curriculum Development, & Virtual Events

Faculty members: Dana Jaye Cadman, Ron Frank, Adam Klein, Robert Mundy, Kaustav Sen, Shamita Dutta Gupta

5. Liaising Group with Administration

Faculty members: Lucille Ferrara, Brian Evans, Sonia Suchday, Kaustav Sen

Executive Summary for each of the four working groups:

1. Bring New York to You Working Group (Community and Social Justice)

This working group has been meeting with many faculty, students, staff, and administrators, and

interfacing with other relevant university committees, such as the UNV101 committee and the Dyson Curriculum Committee. Much of our work has focused on how to support the implementation of the Black Student Union's demands. This includes working on revisions to the UNV101 curriculum to incorporate anti-racism (in collaboration with the UNV101 committee); developing both short- and longer-term plans for incorporating critical race theory/anti-racism into the core curriculum (in collaboration with the Dyson Curriculum Committee); and brainstorming about anti-racism training for faculty and staff. We have also been brainstorming about a panel/event series focused on a range of social justice issues to begin in the Fall (in collaboration with the Division of Diversity, Equity, & Inclusion offices), which will be part of how anti-racism can be incorporated into UNV101 (by requiring UNV101 students to attend a certain number of these events). We have also been brainstorming about how to incorporate anti-racism/diversity content and training for graduate students/programs at Pace, which have their own curricula and are not connected to UNV101 or the undergraduate core curriculum.

Further, as Pace joins universities across the country in planning ways to maintain enrollment and new admissions, we believe that our response can be, in part, rooted in our connection to NYC. Let's make NYC an asset and not a liability in the midst of this pandemic. We want students to know that "One of the biggest advantages of studying at Pace is the connection it provides to New York City. Our classes in a wide variety of programs—including Art, Arts and Entertainment Management, Communication Studies, English, Film and Screen Studies, and many more—offer a unique vantage point on a global media hub. Even as New York City recovers from the global pandemic, our campus—like the city itself—remains vibrant." Emilie Zaslow and Kelley Kreitz developed and offered three free "Bring NYC to Me: The Media Series" events on zoom to 70+ admitted, deposited, current students and alumni. These panels featured media industry professionals in three areas: television, digital/social media, storytelling/writing. They worked with Robina's team in admissions as well as Dyson communications to advertise the events.

Two ways to build on this:

1. Other disciplines could develop their own Bring NYC to Me events. We'd be happy to help with idea development and strategies for working within the Pace infrastructure.
2. In fall 2020, Emilie Zaslow will offer an online course, "Current Media in NY" modeled after the panels. The course will provide an overview of today's media professions built around guest lectures from media professionals and faculty who have direct knowledge of today's media and communication landscape.

2. Executive Summary Update on the Faculty Summer Melt Sub-Committee

The Faculty Summer Melt Sub-Committee is one of the sub-committees developed from the larger Creativity and Innovation Committee, which was developed in JFC during the late 2020 spring semester in response to the University's financial position during the COVID-19 crisis. The purpose of this sub-committee is to engage faculty to reduce summer melt for incoming first-year students and to retain continuing students through summer engagement. The sub-committee has been collaborating with Enrollment Management's Enrollment Command Center, and it consists of faculty from both campuses and represents numerous College/Schools and academic departments. Faculty are offering over a dozen one-hour discussion sessions over

Zoom from late June through mid August on topics ranging from feminism, race, technology, virology, science, economics, language, and justice. Sessions are designed to engage students through introducing current and relevant topics in which the students will do much of the talking. Faculty serve as discussion leads, and sessions will have advisors present to answer questions. The sessions will allow for connections and community building, and demonstrate the types of engagement that Pace University has to offer students.

3. Statement of the Re-Imagining the Future Group

Other groups in the Creativity and Innovation Committee have focused on different ideas on how the Pace experience might be different, going forward. The Summer Melt and Improving Retention group has focused on the very short-term, the Remote Learning Initiative has considered ways of moving towards a more imaginative online learning experience, while the Community and Social Justice group has looked into making Pace education more egalitarian.

Our Re-Imagining the Future group has discussed ways in which the landscape of education itself might change going forward and how Pace might fit into this. There is no doubt that a greater emphasis on online education will be part of this and – given the impetus of the anti-racism movement – there will also be a renewed focus on social justice. Our group has put together some thoughts on other aspects of the Pace future.

An overarching theme discussed in the Re-Imagining the Future Group was to focus on issues of “Access,” in all senses of the word. Social, economic and physical connectivity within the Pace community will be essential as an underlying construct and will contribute to the success in developing each of the eventual chosen initiatives. This will provide meaningful support for essential stakeholder engagement. Listening to our community and a willingness to change direction in a meaningful way will be empowering and honor the re-commitment to the Pace community of the future. In this regard, considering questions of equitable access can be a foundational question to be answered while teams investigate their respective goals.

Given the disruptions in education and given the increasing use of AI in all fields, it is clear that an educational system that simply transmits information in a unidirectional manner is insufficient. We need to focus on the co-creation of knowledge, with AI-resistant capabilities taking center-stage. Such capabilities require judgement, creativity, communication, persuasion, emotional intelligence, the ability to connect dots. What this means is something that has elsewhere been described as integral education, an education which includes biological, neurological, societal, cultural, psychological, economic, experiential and spiritual fields of study.

This will require a different way to think about learning at Pace, a willingness to break down barriers between schools, barriers between departments, a move to bring together different fields, create interdisciplinary courses, learning communities that involve faculty from different departments and different schools. This will require resources to develop programs to enable faculty to acquire the skills to understand other fields and co-teach with faculty in other fields.

4. Remote Learning Committee: Executive Summary

The Remote Learning Initiative has been working to address the virtual learning experience that we recognize will, in some form, continue to be a critical practice and reality of higher education in the coming years. Whether we are teaching in-class while utilizing Zoom to maintain social distancing, or unexpectedly transitioning to the online format in mid-semester, or employing a

hybridized curriculum in our departments, the need to envision innovative virtual learning models will be paramount to Pace's success in the near and distant future.

To that end, our subcommittee has developed a proposal that promotes the following initiatives for 2020-21 and beyond:

- Offer a significant number of online course options in the Fall and Spring semesters, while promoting those creative virtual models that are unique to Pace. In this climate, it is imperative that incoming and potential students see in Pace a community where innovative online courses are being taught, and where students have more control over their learning experience, as well as flexibility to pursue professional goals in the NYC area. Pace can present a brand that is moving beyond the basic model of remote learning, to being a forward-thinking and even experimental learning institution, where an array of different online course structures and virtual events are consistently offered. In this proposal we offer a number of Innovative Online Models for the remote classroom (p. 5), from gamification to global connectivity. If promoted, such innovative online models may entice student interests while reassuring those who are otherwise concerned about in-class learning in the fall. That would have the potential to partially offset budgetary shortfalls directly and indirectly caused by the pandemic.

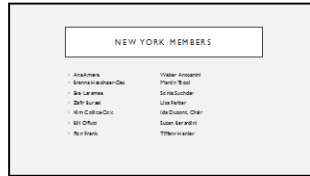
- In the long term, we believe this is also an important opportunity for Pace to begin developing Online Degree Programs in line with those presently being established across the country, from University of Florida, to Penn State, to benchmark institutions like Northeastern University (see p. 13). Beyond advancing our online curriculum in pace with our competition, this would provide for supplemental revenue through enrollment across the country and the globe in required classes. It would also speak to our students' growing desire for greater flexibility and control in the scheduling of online courses while taking on that NYC-based internship or that extracurricular experience that our campuses uniquely offer. The continued focus on virtual academic spaces will signal to our digitally savvy generation of students that the university understands the value of utilizing these platforms to reach students with varied learning styles, while also offering increased support from instructors—who can act as facilitators, discerning the multitude of challenges students face, and customize the curriculum according to individual needs. A dedication to the development of these objectives in our current moment can help our university to set the stage for online pathways across departments in the future.

Importantly, we see online learning models as complementary to Pace's premiere in-person and intimate learning experience in the NYC area. By developing the virtual learning space, alongside the physical classroom, we can present Pace University as a community that engages students multidimensionally, and safely, while reifying our existing identity as an exciting and rigorous liberal arts institution.

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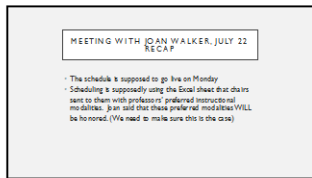
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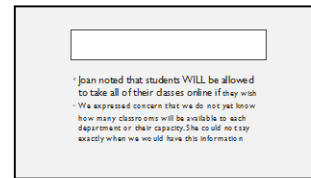
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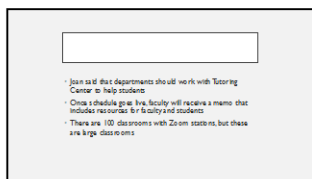
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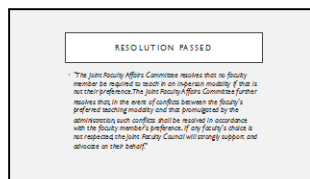
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