

Lifelong Learning Institute Regional Meeting
Summaries of Sessions
November 20, 2020

LLI REGIONAL CONFERENCE SUMMARY OF SESSIONS

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ATTENDEES

BARD

Carmela Gersbeck
Margaret Moran
Jill Lundquist
Nanci Kryzak
Linda Still
Susan Christoffersen
Deborah Schwartz

BERKSHIRE

Megan Whilden

CENTER FOR LIFETIME STUDY

Bob Nasser
Leonard Turkenkopf
Jack Fein
Leathem Mehaffey

LIRIC

Lois Lovisolo
Linda Whetzel
Shirley Radcliffe
Suzanne C Page

NEW PALTZ

Marilou Anramshe
Faith Nichols
Jessica Rothman
Mary Hilley

SAUGERTIES

Diane McDowell
Natalee Rosenstein
Susan Davis
Laura Phillips

UCALL

James Burns
Valerie D'Amario
Margaret (Peggy) King

UCONN

Fiona de Merell

VASSAR

sybil delgaudio
Paul Stoddard
Denise LaForgue
Sudhir Desai
Mihai Grunfeld

WCC

Gabrielle Fox

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1. Curriculum

Breakout Room Attendees: Carmela Gersbeck, Diane McDowell, James Burns, Len Turkenkopf, Linda Whetzel, Lois Lovisolo, Marge Moran, Sybil Delgaudio, Gabrielle Fox, Marilou Abramshe

Iona -- how they handled in-person classes and how they plan for that in the future

- Only held one day of classes, New Rochelle was a hot spot, got shut down in the second week of classes, so they spent the time planning for the fall. Held classes at Greek Orthodox Church, which had a huge social hall that can accommodate 350 people. They handled all issues that Iona raised. Had 7 weeks of classes, left entrance doors open, everyone was masked, everyone was 6 feet apart. Speaker was the only person unmasked and 10 feet away from the nearest row. Survey results showed that out of 85 people who responded, all felt safe.

Recording of Classes:

- LIRIC recorded classes and posted on YouTube.
- . See the minutes of the Technology breakout session (below) for details.
- Gabrielle Fox - Collegium for Lifelong Learning WCC -- instructors wanted to maintain ownership of the curriculum they created and the college has a policy against recording.
- Jim Burns UCALL -- most presenters didn't mind being recorded. If they do, they don't record
- Marist CLS doesn't record
- Sybil Delgaudio - Vassar LLI -- teaches film courses and uses clips. Vassar uses a system that allows people to put material Moodle and can put a whole film on Moodle but the school has to be part of that. Could sometimes put things on youtube and sometimes couldn't if they consider it copyright infringement. Need to go to process to explain it's for classroom use
- LIRIC is looking at people viewing films on their own for their film course, then having a Zoom class to discuss; suggested streaming the movie and/or getting from library or free software (Kanopy)

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- Lifespring decided not to record, didn't want to get permission from members and some might not want to be on camera. Wanted people to feel comfortable.
- UCALL has gone to 100% Webinars so no one appears on the recording. They are 60-90 minutes long, depending on the presenter. Most of their presenters are college professors so they are used to technology. Each webinar has a host, who helps the instructor, fields Q/A, they take a break and answer questions.
- LIRIC didn't record any Zoom sessions. Only recorded the in-person class and only of the presenter.
- Collegium for Lifelong learning has volunteers monitoring the chat and also has class participants raise their hands. The volunteer alerts the presenter when there is a question. The Collegium member then unmutes themselves and they ask the questions. This way there is more interaction with the presenters and participants. The zoom room is also open half an hour before and after the meeting
- UCALL - had "hybrid" class, had the professor on by Webinar and then did a 30-minute Zoom session, limited to 25 people and that worked out well
- New Paltz did not record because we felt presenters had a proprietary interest in their material

Challenges with Zoom

UCALL -- does orientation sessions for the presenters to get them used to Zoom.

- Bard - Tech team trains presenters, has one-on-one sessions and does rehearsals
- Largest size classes -- UCALL-160, CLS-190, Bard-80, key for large classes was for Q/A, used the chat, class managers took the questions and read the questions to the presenter.
- New Paltz trained hosts, as well as some of our presenters and participants prior to fall classes.

Great Idea!

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- Sybil - Vassar - Zoom gives the option to collaborate with other LLIs/groups, consider a collaboration that would open up a class that would open it up to a limited number of people.
- Zoom opens up opportunities for presenters to present from anywhere in the country/world.
- Do an experiment for one class
- No one pays their presenters
- Start with a webinar format and see how that goes with a blended class.

Challenges with Teaching on Zoom

- Sybil - challenge was learning how to use Powerpoint
- Marilou - New Paltz - found that she talked faster on Zoom. Don't have the personal interaction as a presenter, don't get the feeling that people have. Had to slow down
- Bard presenters found that people had cameras turned off, or were doing distracting things, so we sent out emails about it
- Vassar -- people lost their links. They sent emails every week and people still lost links.
- New Paltz highlighted their zoom link
- CLS has problems also with people not finding the links, had a class and people still lost the link to the class
- LIRIC sends out the link for the recordings and also sends a reminder of the next day's Zoom classes. They also put in extras in the email (e.g. a short video, article or TED talk pertinent to a class or something else of general interest) to encourage people to read the email. They polled their people on how often to get their emails, people are enjoying the extras, sometimes more than the classes.

How did presenters deal with assignments?

- Bard session managers emailed links to class participants
- CLS sent out emails in advance of the class

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Classes that wasn't sure if would work on Zoom but did

- New Paltz ukulele class worked out well, chess class when they were live that used the internet to teach and it bombed, but very popular on Zoom
- CLS had an exercise class that worked out very well
- Lifespring cancelled a drawing class - the presenter didn't think it would work.
- Bard meditation class worked out very well
- Vassar -- keep Moving at Home and Dance class was well populated and did well
- LIRIC has had people ask if they continue Zoom classes

Hybrid Classes

- Have on campus and also in person; Collegium – is exploring this for the future NY public skills are already doing it
- Bard - many members have mobility issues, Zoom opened it up to more members; people wouldn't have to miss classes

Sourcing Presenters

- Offered presenters zoom classes, most gave it a shot; members miss the social aspect
- Social gatherings -- zoom is useful for getting to know people. New Paltz is having their first Zoom brunch, have people come together in a social atmosphere
- Vassar -- tried a “hospitality Zoom” on two occasions between classes but had very limited attendance;
- Collegium works very closely with the presenters to make them comfortable on using zoom.

Catalogs

- UCALL - paper brochure was popular, and they went to email, and people didn't like it.
- Lifespring has it on their website
- Bard has the ability to print out a one-pager

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- For New Paltz, this was the first time they had just an on line catalog.

Evaluations - how are they handled if they aren't wonderful

- New Paltz - only had two presenters in all the years that had negative evaluations (has to be more than two negative evaluations) -- they sent to the presenter. The only person who sees evaluations is the Curriculum Committee. One person wanted to reteach, and they said it wasn't advisable
- UCALL -- Negative evaluations they get are people who have heavy accents and hard to understand, and they do not invite them back
- Lifespring doesn't do written evaluations, as presenters feel their doing volunteer work
- New Paltz also sends an evaluation form to Presenters and ask if they want to hear or see their evaluations
- Collegium does evaluations and gets feedback from members. They coach the presenter if they get negative evaluations

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2. Finance

LLIs among the group had an average of approximately 500 members.

We had some discussion comparing our various fee structure models. Our LLIs covered every variation:

- Ala carte
- All-inclusive (one payment covers membership and any number of classes)
- Flat fee with a set max number of classes
- Annual, or by-semester-fees ranging from \$65 - \$250 per year, in any combination of the above payment options.
- Most of us were in the middle of our Spring 2020 semesters when the pandemic hit. The LLIs in our group responded differently to the disruption to our members.

Ways in which LLIs responded to the disruption / and are addressing the income deficit caused by the pandemic:

- Some refunded fees to members
- Some asked members to consider NOT taking a reimbursement of Spring 2020 fees
- Some have reduced fees
- Some reduced membership fees temporarily
- Some have raised fees

3. Membership

Regional LLI Conference - Membership Breakout

Attending breakout: Vassar LLI: Sudhir Desai; Union College (UCALL) : Peggy King; LLI at SUNY New Paltz: Jessica Rothman; Marist CLS: Jack Fein; Lifespring Saugerties: Susan Davis, Natalee Rosenstein; Iona College (LIRIC) : Shirley Radcliffe; Bard LLI: Linda Still, Nanci Kryzak (discussion leader)

Synopsis of Discussion:

Recruitment/Retention of Members:

Fee Options:

1. Full year fee only, no restriction on course/event registration.
2. Hold on membership for the year, no attendance.
3. Fee charged by half year.
4. Fee scale by number of courses registered per semester.
5. Fee scale by number of classes per course.
6. Refund offered (only one responder), reduced fee o r free semester because of COVID.
7. Lifespring extended membership to all members until July 2021 at no additional fee.

Registration Software: Problem with WooFoo , etc, looking for other options -

1. Bard LLI started using ProClass registration software this summer. It enables members

to control their personal information, pay fees, register for courses first come, first served, maintains a Wait List, allows for taking attendance, and multiple data reports. Highly adaptable by program.

Online Challenges:

1. Member interaction: limitations of online-only program.

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2. Members' lack of tech skills/WiFi availability/computer access.
3. Loss of members not interested in online courses/interaction.

Membership Growth:

1. Limited by size of venue/available classroom space/parking.
2. Even with increased membership allowed by fully online program, must plan for return to campus (possibly hold back some renewals/re-admit by lottery as space allows);
3. Hybrid teaching model may support higher membership long term.
4. Use members to "spread the word".
5. Maintain waiting or "active interest" list.

Membership Retention/Increase Volunteering

1. New member welcome: orientation, social gatherings.
2. Mentor program: assign specific members to welcome/reach out to new members throughout first semester, hold online mentor/mentee socials.
3. Regularly invite members to board/council meetings.
4. Sustained Leadership Development - Leadership responsible for: creating pathways to leadership, looking for/training leadership replacements, welcoming new and ongoing members to volunteer, creating a "culture" of participation (possible topic for a dedicated presentation by Bard LLI at a future regional conference).

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4. Online/Technology

Participants:

Susan Christoffersen-Bard, Paul Stoddard-Vassar, Deborah Schwartz-Bard, Suzanne Page-Iona LIRIC, Mary Hilley-New Paltz, Leathem Mehaffey –Marist CLS, Megan Whilden-Berkshire OLLI, Laura Phillips-Lifespring Saugerties.

Common issues

Dealing with training on different devices -iPad, Computer, different brands of phones. Some solutions, putting together instructions for members with side-by-side variations - e.g. this step for computers, this for iPad. Some LLI's had tech help available - Vassar had computer savvy students. Most agreed that participants were pretty competent by the end of the semester and look forward to having less instruction in future semesters. Several found that an extra class session before the semester to teach Zoom was not well attended.

Bard LLI has two pages of Zoom tips for our students at <https://lli.bard.edu/how-to-zoom-online-meetings/> and <https://lli.bard.edu/zoom-tips-from-our-lli-members/> and a page of training guides for our presenters and session managers (hosts) at <https://lli.bard.edu/guides-for-session-managers-course-presenters/> .

Participants losing invitations - you can advise people how to create a folder for the emails, but that is often not effective. It is important to have identifying information in the subject line of the email containing the invitation, so users can search for it. Unable to find presenters who want to Zoom. Some LLI's are finding some that declined in the fall but are willing now.

Legal issue- Recording - (also covered more extensively in the wrap up). Nanci Kryzak of Bard is pursuing legal advice and Bard will keep our group apprised of the resulting advice. There are issues about copyright and ownership, also the permission of those in the class to appear on screen. Similar questions may also arise if the presenter asks the LLI to email material and links for the class to review, if the material is not in the public domain.

With the presenter's consent, LIRIC recorded some of their live classes that were held in a large church social hall with social distancing. Up to 50 people could attend live and other members could watch the recording as unlisted YouTube videos after. Links were sent in email and recordings deleted after 7 days. Suzanne edited recordings to eliminate live discussion at the end. They had

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examined and discussed the legal and ethical issues. They recorded only lectures and showed only the face of the presenter with their consent, and usually not even that - since they were using powerpoints which took up the screen. They posted the recordings as unlisted YouTube videos because that way they are not searchable - unless someone adds them to a playlist - and are not downloadable by ordinary people. So only people who have the link can find them on the internet, only people with internet skills beyond the norm for our members can make them visible to the larger public or download them, and they are only there for a week. The ramifications of this method were explained to lecturers and most were happy with it. One did not want to be recorded and gave his class as a webinar. Suzanne said that if you use copyrighted material within a lecture which you then record and post, during the uploading process, YouTube notifies you when any material in your recording violates copyright protections and makes it easy to remove the offending material with a single click. They ran into only 2 cases where a short video clip used as an illustration in a lecture was copyright protected and in each case they removed it from the lecture and then provided a link to the original of the video clip.

Lack of Zoom hosts - many LLI zoom hosts ran more than one class. The response to appeals to membership to become hosts has been good in some LLI's, although not all. Occasionally a host may not be asked to return as host, or the Zoom coordinator has to step in to supervise a host who is having a hard time. It is a better idea not to use the presenter as the host. Several LLI's said the number of classes they could offer was limited by the number of Zoom hosts available.

Other software can make the job of hosts easier - G Suite for Education and requiring the use of the LLI domain when registering helped Bard. They are using ProClass which is a registration system which also tracks drop/ads and can be used to send out emails with Zoom invitations. ProClass front end allows anyone designated as an "instructor" for a course can view all the names and email addresses of people enrolled in a course, but only for that course. A course can have many instructors. It prevents a host from accidentally revealing the emails of the class participants to each other. It is easy for the participants to use, but there were issues in getting it set up on the back end. Approx. cost \$1300 per year. Lifespring is using G Suite personal account to create forms for questionnaires and registration then feeding that information into Gmail contacts and email. One group is using Wild Apricot for registration. <https://www.wildapricot.com/> It is a membership management software. The pricing was unknown but this link was-shared this link

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<https://www.wildapricot.com/pricing-na> (This may support payment processing as well)

Security - None of the LLI's had a restriction on the geographic locality of the participants. One LLI says its program is designed for those over age 50 in their literature. Vassar requires that people rename themselves when they join a Zoom meeting. There have been occasions when a participant was shut out of a meeting for failing to do so. Zoom attendance reports were discussed as a way of identifying your participants post-meeting. This requires administrative permissions to pull from Zoom but can be useful.

Attendance - everyone agreed it is not important to track attendance except in a few cases. If a class has a limit and is over-subscribed, Bard has called people when they do not attend the beginning sessions to verify, they still want to take the course. If not, they can pull someone off the wait list. A steep drop in total attendance may indicate a problem.

Most LLI's but Lifespring send out on-line evaluations after the course. Bard asks participants to rate 1-10 the effectiveness of the presenter, the content of the course, and provides a place for other comments. Many participants return them.

We ran out of time and agreed we would like to have another meeting of this breakout group in the future.

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5. Final Session

Following are the topics discussed during the final session. Many are subjects for continuing dialog.

- There was consensus that follow-on meetings should be held. The frequency and agendas to be determined.
- There is different meeting capacity among the LLIs. Some regular venues can accommodate only small groups, 40 to 50 people. Some larger venues were rented to allow in person meetings using appropriate distancing.
 - There was a discussion about having attendees sign waivers for these sessions and whether they are legally binding.
- Discussion surrounding the age group of the members that puts many at high risk if they contract COVID-19.
- For the future class, it was suggested that multiple LLIs could cooperate on classes which would be simultaneously available to the members of those LLIs.
- There was a lengthy discussion on the practice of recording classes and making them available for future viewing using YouTube or other video hosting sites. It is a complicated subject with many facets.
 - LLIs are member organizations and there are privacy issues.
 - Permission of the presenters is required.
 - Possible legal issues surrounding liability of the executive boards of the organizations.
 - There are potential copyright and intellectual property issues.
 - On LLI recorded a session, then one of the members edited the video and removed any segments which showed members or contained audio which included the members' names.
 - The Bard LLI contacted a Bard alumnus who works in Washington DC and is a distinguished attorney focusing on issues with intellectual property and privacy. Bard expects feedback from the attorney and will distribute to the LLIs attending this conference.
- Bard LLI has new member mentors.
- Hybrid classes, in person and online, were discussed. Some concerns were discussed regarding the technology required to make them viable. It was felt that it would require considerable work to support this type of class structure.

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- Advantages to hybrid class include providing access to those who are away from the home location (eg. Winters in Florida or other warmer locations, access to members when there is bad weather...)
- It was suggested that classes should be all online or all in person to avoid the technology issues associated with classes that have both in person and online attendees. A trial of a mixed hybrid might be helpful in determining the feasibility of mixed attendees.
- The idea of regular social gatherings was discussed and felt to be worthwhile to pursue. Some LLIs are planning this type of meeting and will feedback the results.
 - Possible topics for social gatherings, some of which those in attendance have attended, include:
 - Craft cocktail – local bartender demonstrates how to make them.
 - New member socials
 - Floral arranging
 - Film watching, followed by discussion
 - Wine or liquor tasting

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