

Rationale:

One thing from the past year is clear – teaching online is complex and making one decision has a ripple effect (i.e., “If I can’t require my students to turn on their web-camera, then how can I assess class participation?”) The proposed positions and structure would help the college to rapidly navigate these complexities and coordinate decision-making, communications and create support structures.

In Hybrid/Online Teaching the resources, tools, policies, and best practices are constantly changing and impact the work that is done throughout the college. Baruch has unique and effective resources to help faculty and students (i.e., Writing Center, Student Disability Services, Tools for Clear Speech, SACC, Starr Career Services Center, etc.) yet they are only impactful when faculty and students use them. In addition, the feedback loops between faculty and student support areas have mostly been informal and self-initiated.

These new positions are “Subject Matter Experts” (SME) who will work within the CTL doing traditional faculty development work and work as liaisons among campus stakeholders to disseminate information and increase engagement in resources. In addition, the feedback they receive will inform the development of future work on campus so there is better coordination of efforts and less duplication.

SME Responsibilities:

- Keep current on resources, best practices, and policies (CUNY, campus, field)
- Develop CTL resources and faculty development programming (one-on-one consultations, workshops, digital resources, etc.)
- Synthesize relevant information from key stakeholders (CUNY, campus areas, field) into accessible faculty and student facing resources
- Manage PT staff time
- Engage in the evolution of policies and best practices

SME Areas:

We propose the following positions. Please note that we received permission from CUNY’s VRB for the Synchronous Learning position and are in the process of finalizing this role:

- **Accessibility** - Focuses on issues of accessibility from a compliance/student disabilities perspective as well as broader issues of universal design for learning and access (i.e., to technology, library resources, open educational resources, etc.)
- **Assessment** – Considers assessment from the pedagogical and institutional perspectives (i.e., assessment of student learning in a course, academic integrity, faculty observations, coordinate with school assessment offices, etc.)
- **Asynchronous/Digital Storytelling (Media)** - Supports faculty who teach asynchronously or need to develop asynchronous content (i.e., asynchronous course design; video recording and editing best practices)
- **Hybrid Teaching** - Supports faculty teaching in this modality, coordinates and develops pedagogical best practices, connects to resources and policies

- **Student Engagement** – Work with faculty to create meaningful student engagement in their pedagogy and connect students to broader set of academic and student resources considering the "whole student" (i.e., assignment design, experiential and service learning, community- based learning)
- **Synchronous Learning** - Focuses on synchronous learning tools and how they might be used in traditional, hybrid, and online courses (i.e., Zoom, Blackboard Collaborate)