June 2021 Progress Report Group #4
Training and Instructional Design Infrastructure

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Scope of Responsibilities

• Training and Instructions**
• Instructional Design Resources** (Syn/Asynchronous)
• Learning Resources (Faculty support)
Guiding Questions

• In a post-COVID world what should online and hybrid instruction be like?
• What will be our best practices?
• What will we need to carry out these best practices?
• Over time how can we constantly (and gently!) evolve in ways that makes sense for us, our students and discipline?
• Is there any way we can start piloting some of these ideas in Fall 21?

Who do we want to be and how will we get there?
Observations: What are our faculty thinking?

• Crave student engagement and social interaction in their teaching
• Anxious about academic integrity
• Fear for the well-being of our students
• Question the pros and cons of being flexible with students: Does offering a lot of flexibility today hurt or help our students in the long-run? Will students be ready to meet the norms of the white-collar traditional workplace? How can we be flexibility and not dilute student learning and the quality of a Baruch education?
• Desire that we articulate communication norms: how do we (students, faculty and staff) communicate with each other in a way that is constructive, professional and respectful?
Observations: What are our faculty thinking?

• Wonder what we mean by “high quality instruction”
• Appreciate the need to start defining how we do things, yet want to ensure that our process is not top-down and is flexible to department/local needs
• Request clarity about faculty intellectual property rights (i.e. work for hire policies, CUNY’s IP policy on regular teaching, impact of using CUNY-provided digital tools, etc.)
• Worry how to manage increasing class sizes while trying to promoting interaction and student engagement
Spring 2021 - Accomplishments

- CTL hired 2 FTE (Associate Director and Digital Pedagogy Specials in Synchronous Learning)
- Proposed conversion of CTL classroom space into Hyflex space
- BCTC and CTL launch Baruch cohort of CUNY HyFlex Pilot (8 faculty, 10 courses, 2 schools)
- CTL deployed the COVID-19 Spring 2021 Student Experience Survey to learn about the experience of students taking courses in the Spring 2021, Fall 2020, Spring 2020 and Summer 2020 semesters.
- Administered April cohort of CUNY Central/School of Professional Studies “Online Teaching Essentials” (171 faculty participated from Spring 2020 – Spring 2021)
- Support the Office of Provost to refine Baruch’s Modes of Instruction for W22/SP22 classes
- Held the “CTL Faculty Teaching Innovations Showcase”, a series that highlights teaching innovations that have emerged or solidified in the transition to online teaching
Summer 2021 Plans - Programming

- BCTC and CTL launch Baruch HyFlex Pilot Initiative (augments CUNY HyFlex Pilot) - 10 faculty, 3 schools
- Administer July cohort of CUNY SPS “Online Teaching Essentials” (~30 faculty a $500 stipend)
- Pilot scaled up CTL faculty development seminar “Getting Ready for Fall 2021 - Building Student Engagement and Social Learning in Your Class” (up to ~60 faculty a $500 stipend)
- Offer faculty development workshops (from August 2020 through May 2021 over 130 faculty workshops were developed and offered by the CTL with a primary focus on the transition to distance learning)
Summer 2021 Plans - Resources

• Update the following digital resources:
  • Student Guide to Online and Hybrid Learning (seeking input from units across college)
  • Teaching in the Time of COVID-19: Resources for Maintaining Instructional Continuity during COVID-19
  • Teaching Online Guide: an asynchronous guide to developing an online course in 4-weeks
  • Teaching with Zoom @ Baruch College Guide
  • Teach Hybrid

• Create a FAQ regarding policies for Fall 2021
• Design Blogs@Baruch and Blackboard course templates
• Develop further guidance on how faculty AND students develop a constructive, professional and respectful online presence SP22 classes
Longer-term Plans - Fall 2021 and beyond

• Define “high quality online instruction”
  • Work with departmental curriculum committees
  • Update “best practices” August 2020 document

• Support HyFlex pilots

• Revise and offer scaled version of Hybrid Seminar

• Review Faculty Peer Course Evaluation process

• Consolidate and expand Academic Integrity resources

• Continue to identify current resources and initiatives across Baruch and CUNY
Immediate Challenges

• Shifts in policy from CUNY and the state (i.e. use of web camera, etc.): can cause confusion, requires updates on how we support our faculty, and revision of digital resources

• Not all faculty know of how to apply current guidelines, policies and best practices to the F2F, Hybrid and Online modalities for the Fall

• Feedback loops - not everyone consistently reads their email, not everyone who is relevant is part of conversations due to administrative structures

• Academic Integrity
Long-term Challenges

• Lack of institutional definition of “high quality online and hybrid instruction” and inconsistent faculty teaching evaluation practices lead to quality control challenges

• Ambiguous importance of teaching in the P&B process impacts the level of faculty participation in faculty development offerings

• Scheduling of online/hybrid classes can be based upon what is convenient for the instructor, not what is good for the student and department life

• CTL dependence on grant funding prevents consistent yearly programming open to all faculty (versus grant-funded programming for specific faculty groups)
Recommendation

• Focus on defining “high quality online instruction” and Faculty Peer Course Evaluation process
  • Work with departmental curriculum committees
  • Update “best practices” August 2020 document

• Articulate course scheduling priorities and norms to balance faculty preference and ability; student preference and need; and a vibrant virtual and on-campus departmental and campus life

•Assert importance of teaching in the P&B process
Course Scheduling (who chooses modality, instructor, course developer, class size)

Course Creation (curriculum, technologies, pedagogical approach, accessibility, academic policies, assessment)

Getting Ready to Teach (technological resources and skills, policies, pedagogical resources and skills)

Teaching (supports around tech, grading/assessment of engagement and assignments, academic integrity, accessibility, pedagogical)

Assessment (teaching evaluations, student feedback, learning outcomes)

Post teaching (update course, onboarding new faculty, etc.)