

June 2021 Progress Report Group #4

Training and Instructional Design Infrastructure

Group Lead: Allison Lehr Samuels

Members: Deans David Birdsell, Fenwick Huss, and Jessica Lang

Scope of Responsibilities

- Training and Instructions**
- Instructional Design Resources** (Syn/Asynchronous)
- Learning Resources (Faculty support)

| | Sub-Committee Initiatives | Workstream | | | |
|--|---------------------------|------------|---------|--------|---------|
| | | All 2 | Broader | Hybrid | Full OL |
| Training and Instruction | | | | | |
| Survey faculty for suggestions | | | | ▲ | |
| Complete/conduct supplemental training program | 26 | | | ▲ | |
| Build plan to support those not at minimum expectations | | | | | |
| Adjust multi-modal classroom standards | 27, 42 | | | ▲ | |
| Assess FT v. PT Faculty needs | | | | | |
| Address budget implications | | | | | |
| Build definition of a Quality Course | Addition from Ann | | | ▲ | |
| Build definition of an Online Session | Addition from Ann | | | ▲ | |
| Update and redesign learning segments (first-year seminar, practicum) | 48, 52 | | | ▲ | |
| Instructional Design Resources | | | | | |
| Prioritize which parts of work are most needed for Fall | | | | | |
| Select immediate PT/Partner to support internal team | 12, 15, 16 | | | ▲ | |
| Review/adjust standards for course support toolkit | 9 | | | ▲ | |
| Design collaborative environment for peer sharing | | | | ▲ | |
| Build a comprehensive plan for which courses get more than the standard toolkit | | | | ▲ | |
| Create long-term labor plan regarding design and support including FT/PT/Partner | 18 | | | ▲ | |
| Prioritize course developments/visions for Fall 2021* | | | | ▲ | |
| Learning Resources | | | | | |
| Discuss options around Zicklin/other choice of LMS | | | | ▲ | |
| Explore additive solutions on top of LMS (e.g. Clock-hour mgmt toolkit, blogs) | 25 | | | ▲ | |
| Inventory and rationalize existing one-off assets/tools | 41, 45 | | | ▲ | |
| Focus on Instructor and Student Connectivity | 7 | | | | |

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

