

# Hybrid and Online at Baruch Advisory Council (HOBAC) Report

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## Executive Summary

This report charts new directions for the future of online and hybrid education at Baruch College. Our schools already have many solid foundations upon which to build, most notably in the building of online and hybrid courses prior to Covid-19, and the innovation that took place when everyone was forced to go remote during the pandemic. Building on these foundations, we are moving toward a proactive, systemic strategy to online and hybrid education that is student-centered.

With longstanding challenges to making education equitable and accessible for our diverse student body, addressing uneven experiences demanding quality, providing structural supports for both faculty and students, finding classroom space at the college, and above all, meeting new student expectations for online and hybrid education that run parallel to the way workplaces now operate, the recommendations in this report are written with a sense of urgency for the changes that need to take place. Grounded in stakeholder research across the college, we outline both the immediate, pressing needs for online and hybrid education at Baruch College and long-term strategies.

### *1. Defining Characteristics of Online and Hybrid Education at Baruch College*

Online and hybrid education at Baruch College needs to be agile and adaptive to the changing needs of our students, the marketplace, and societies. Our focus should be student-centered, prioritizing inclusion and equity. Our approach should catalyze experiential learning and foster a sense of community. Resources and support should focus on helping faculty develop and deliver fully online programs and implement high-impact, evidence-based online and hybrid teaching and learning practices across all our programs.

### *2. Baruch Digital Learning Hub*

A key element of building support for online and hybrid programs and courses is a new Baruch Digital Learning Hub (DLH). The DLH should be built to initially support fully online programs with the technology and media support necessary, working in conjunction with an expanded and well-resourced Center for Teaching and Learning (CTL). Instructional designers at the CTL working closely with media and technology production specialists at the DLH will provide end-to-end teaching and learning support to faculty in the development of courses part of fully online programs and for online and hybrid courses that are part of all our traditional programs. DLH will be designed with a hub and spoke model to ensure that all support units work together seamlessly in providing appropriate support toward online and hybrid course development. DLH and the CTL will help support schools, departments, and faculty in continuous assessment and adaptations based on lessons learned from assessments. Examples of such assessment-support cycles include the development and help in the administration of an early- to mid-semester evaluation instrument, and collaboration with departments in implementing a rubric, such as [SUNY Online Course Quality Review \(OSCQR\)](#), to help evaluate the quality and effectiveness of online and hybrid courses.

### *3. Operational Definitions of Course Modalities*

We recommend the following modalities to capture the various developing approaches and nuances of online, hybrid, and in-person education at Baruch College: In-person, Online Synchronous, Online Asynchronous, Online Mix, Hybrid Synchronous, Hybrid Asynchronous, Hyflex, and Hyfield. While the first five modalities on the list are self-explanatory (and explained in detail in our report), the last two modalities — Hyflex and Hyfield — are new to the college. Hyflex provides the option for courses to be offered in two concurrent modalities (in-person and online). Hyfield is suitable for courses that provide students with significant experiential, field-based learning opportunities. While the seven levels are more detailed than what Baruch and CUNY have adopted recently, these levels are necessary to capture the wide range of teaching and learning models that we provide at Baruch and to provide adequate clarity to faculty and students on expectations.

### *Timeline and Milestones*

We propose the following timeline for key, immediate milestones:

- DLH is set up with appropriate staff and media production capabilities during Spring 2022.
- The college adopts a rubric, such as [OSCQR](#) (or an adapted version) in Spring 2022.
- Departments propose a review process for ensuring the quality of online courses by mid-Spring 2022.
- Processes for early to mid-semester student evaluations are set up during the Spring to take effect starting Fall 2022.
- Departments and schools that want programs that offer an online pathway to degree register with the New York State Education Department as soon as possible in Spring 2022.

## Introduction

In the Fall 2021 semester, the Hybrid and Online at Baruch Advisory Council (HOBAC) was convened by Provost Essig to further advance excellence in hybrid and online at Baruch, building upon the recommendations of the previous Hybrid/Online Instruction Programming Working Group.

Convened in Spring 2021, the [Hybrid/Online Instruction Programming Working Group](#) consisted of faculty, staff, and administrators who were tasked with identifying both the short-term needs and longer-term opportunities for improving online teaching and student services in all forms, including fully online asynchronous instruction, remote synchronous, HyFlex, and hybrid modes. Myung-Soo Lee, who was then serving as interim provost, and Ann Clarkson, who was the associate dean and director of Continuing and Professional Studies, led the group's efforts. Across its four subcommittees, this expansive group identified challenges and opportunities to online and hybrid instruction.

Some of the key recommendations from Spring 2021 included:

- Define what is meant by “high quality instruction” at Baruch College
- Design a course scheduling process that balances faculty and student preference, department and school priorities, high quality pedagogy, and academic freedom

- Develop additional pedagogical and technological support resources for faculty to create and teach courses and generate course materials
- Build mechanisms for feedback for students and faculty to promote continuous improvements
- Upgrade classroom and content creation technologies while increasing staffing capacity

HOBAC was charged in Fall 2021 to build upon these recommendations and asked to:

- identify best practices in the field and how they might be applied to Baruch
- articulate the defining characteristics of online and hybrid at Baruch
- recommend additional resources to support this effort, including developing an office that would focus on online and hybrid education.

In order to develop the recommendations, HOBAC has engaged with the Baruch community (faculty, students, staff, and administrators) to develop Baruch College's strategy for online and hybrid teaching and learning. Development of the mission and goals for the new office, the Digital Learning Hub (DLH), is aligned with the College's mission and strategic goals.

The following report proposes:

- Defining characteristics of a high-quality Baruch online and hybrid education
- Mission, goals, and activities for a new Baruch Digital Learning Hub
- Definitions of Modes of Instruction that reflect the evolving possibilities that technologies present and meet student needs for learning and access
- Steps to promote a culture of continuous assessment in online and hybrid learning
- Suggestions on how to work across the college and build more courses and programs that express these characteristics and values
- Recommendations for additional resources to support these efforts, including faculty development support, technological infrastructure, and student and academic support services
- Immediate actions the college should take to make progress with online and hybrid learning.

## Defining Characteristics of Baruch Online and Hybrid

HOBAC recommends the following defining characteristics of high quality online and hybrid instruction at Baruch:

- Aligns with Baruch's core education and institutional mission
  - Teach, research, and promote initiatives that foster understanding and skills that will be used and developed throughout our students' lives
  - Provide opportunities for increased metacognition over how our students learn to promote their lifelong learning
  - Define various modalities (Online, Hybrid, Hyflex, etc.) and align the mix of modalities with strategies from Baruch's three schools

- Design inclusive and effective online and hybrid pedagogy that meets the varying needs of courses and programs (nature of the body of knowledge, class sizes, types of assessments, etc.)
- Moves forward with an adaptive and agile lens
  - Incorporate high-impact practices according to discipline and teaching context
  - Adjust to changing student needs and environmental changes
  - Adapt based on frequent and regular feedback cycles
  - Foster openness to feedback and change
- Prioritizes equity and inclusion
  - Review and adapt pedagogical practices to support equity and inclusion
  - Serve as a catalyst for the social, cultural, and economic mobility of students
  - View our diversity as a strength and create opportunities for our students to learn from faculty and each other in supportive and inclusive digital and face-to-face environments
- Applies explorative and field-based learning afforded by online and hybrid modalities
  - Facilitate learning new theories, research skills, and their application
  - Offer and encourage feedback cycles
  - Infuse experiential and/or project based-learning into curricula
  - Create opportunities for students to engage in our community
  - Connect students to Baruch and CUNY resources that are engaged with our geographic and professional communities (e.g., Field Center, Climate Change Fellows, Authors in Residence)
  - Use NYC and other student locations; incorporate experiential and project-based learning
- Fosters a sense of community
  - Enable social presence in supporting student and faculty communities within and beyond courses — to build online communities that are comparable to or may even surpass in-person education
  - Encourage community building by facilitating social opportunities within and beyond courses
  - Promote moments for shared experiences in learning by facilitating informal and formal social interactions among students and faculty
- Draws from research and evidence-based approaches to online and hybrid learning
  - Connect technology and pedagogy to support good online and hybrid teaching practices
  - Develop and facilitate the use of supported metrics and forms of evaluation
  - Foster a culture of academic integrity and develop practices that support evidence-driven academic integrity initiatives

- Prioritizes funding and resources for excellent online and hybrid education, high impact practices, and supporting infrastructure as opposed to cost saving
  - Examples of infrastructure investments may include a testing center, studios to support high quality media recordings, appropriate technology platforms to foster a sense of community and to enable interactivity among students, and IT staff to support HyFlex classroom technology
  - Support and facilitate faculty learning communities

These characteristics should shape the development of online and hybrid education at Baruch and serve as a guide to the DLH and the college.

## Digital Learning Hub (DLH)

### Mission Statement

The Digital Learning Hub supports the development and evaluation of online and hybrid programs and courses at Baruch College. DLH works to ensure that online and hybrid courses and programs meet or exceed those expectations that are upheld college-wide: that education be inclusive, transformational, and employs experiential learning and community engagement. With its primary focus on the support and delivery of online programs, DLH works in close collaboration with the Baruch Computing and Technology Center (BCTC), the Baruch Center for Teaching and Learning (CTL), and the Bernard L. Schwartz Communication Institute (BLSCI). DLH collaborates with other teaching and learning support units based on program needs. DLH facilitates the instantiation of innovative technology and media production suitable for online, hybrid, Hyflex, and other programs.

### Goals of the DLH

Baruch College has substantial expertise to support faculty development (CTL and BLSCI), technology (BCTC, school technology offices, CTL), and student and academic support services (e.g., Baruch One Stop Shop, Honors Program, SEEK, SACC, Tools for Clear Speech, Writing Center, school program offices).

DLH will be complementary and additive rather than substitutive to or duplicative of existing faculty and student support units. Examples of support provided by the DLH that are complementary to services provided by other units include management of online programs, media production, accessibility assessment and support, and web and graphic support. Serving as a hub, DLH will provide the services outlined above and apply expertise from existing units. DLH will serve as the connecting tissue across various faculty, staff, and student support units in catalyzing the development of fully online programs.

DLH can help us address variations in the quality of online and hybrid offerings by collaborating with academic departments to create systematic processes and use assessment rubrics such as OSCQR or a

similar rubric. DLH may also work with external vendors in addition to Baruch units. In doing so, DLH will serve as a catalyst for developing high quality online and hybrid courses.

The DLH focuses on supporting the following elements that are key to high-quality online and hybrid programs:

- Media and content production
- Coordination of resources
- Continuous assessment
- Marketing, recruitment, and management of online programs

An essential goal of the new DLH is to advance effective faculty teaching online, build needed student supports, and establish a culture of continuous and collaborative improvements.

## Activity Areas for DLH

With online programs, DLH should play the role of coordinator between the various offices and departments at Baruch (and CUNY Central) that are currently involved in online and hybrid teaching (e.g., academic departments, CTL, BCTC), but also many other offices (e.g., BLSCI, SACC, Library, Student Disability Services, Office of Diversity, Compliance, and Equity Initiatives, etc.). These offices (and others) could lend expertise to course development and provide support to faculty to improve their online and hybrid pedagogy. For example, upon request, a librarian content area specialist could conduct a course resource needs analysis. The process might involve reviewing a course proposal, a course-in-development, or an existing course and suggesting relevant Open Educational Resources (OERs or ROERs, repositories of online resources) or other discipline-specific materials, (e.g., a business management interactive simulation). The librarian could also work with colleagues in the Library to set up e-reserves and perform copyright clearance on materials, as necessary. In general, DLH should work to make sure that all these units have a shared understanding of roles, procedures, etc., and basically ensure that they are not working at cross-purposes or unnecessarily duplicating services to support excellence in online and hybrid teaching and learning at Baruch.

## Online and Hybrid Program and Course Development and Delivery:

- Support schools in the development of all fully online degree programs and faculty in the development of online and hybrid courses. This will involve support for:
  - Coordination with the CTL to support instructional design activities that expand the range of hands-on support for online program/course development
  - Content creation that incorporates best practices for student accessibility (e.g., universal design for learning) and engagement
  - Developing course-shell templates for the Learning Management System that will be used for fully or partially online programs
  - Video production and other media content creation for use in online programs/courses



- Digital learning platforms to support high quality student and faculty engagement for online programs/courses. This support will be in collaboration with BCTC.
- Faculty in choosing and using images and content that is copyright compliant and meets accessibility standards
- Students and those who advise or mentor students on techniques to prepare students for online learning
- Develop the pedagogical and technological expertise of faculty, staff, and administrators in the creation of online and hybrid learning experiences aligned with the defining characteristics articulated above
- Work with departments, schools, and programs to identify and create opportunities to develop programs and courses in Online, Hybrid, Hyflex, Hyfield, or other modes of instruction
- Delivery of all online programs

#### Coordination of Resources:

- Identify, coordinate, create and share resources, tools, and high impact practices that augment online and hybrid learning experiences through collaboration with relevant organizational units at the college
  - Provide a forum for ways to learn from each other (such as creating Faculty Online Learning Communities, programming, and digital resources that showcase models of excellence, i.e., assignments, course sites, etc.)
- Coordinate technology resources with BCTC, the CTL, and school technology departments. This includes support for identifying new equipment/software needs, testing, training, ongoing support, and sharing available resources and how to access them.
- Develop new (and support existing) physical infrastructure to enable innovative teaching and learning experiences. This includes support for HyFlex or similar classrooms, which will be carried out in coordination with BCTC.
- Develop mechanisms to support academic integrity in online and hybrid courses. This includes a testing center that some online classes can use to address academic integrity issues and work with faculty to develop learning assessments that would not require a testing center.
- Expand LMS support - in collaboration with BCTC - to facilitate adaptable, flexible, and engaging learning experiences with online and hybrid programs and courses.
- Identify, coordinate and manage external vendors.

## Continuous Assessment and Improvement:

- Adopt, adapt, or (re)develop rubrics for program, course, and section-level assessments of online and hybrid modalities. This includes collaborating with departments to customize such rubrics to suit discipline-specific needs, using such rubrics for evaluating proposals of new online or hybrid programs/courses and the conversion of existing courses into online or hybrid formats, and integrating such rubrics into the peer-observation process (similar to the role of syllabus review)
- Collaborate with Baruch College's Office of Assessment and academic departments to coordinate course- and section-level modality assessments with program-level learning outcomes assessments
- Examine and evaluate the effects of online and hybrid instruction on student learning through short-term and longitudinal research
- Assist departments in the professional development of their faculty to conduct peer reviews and evaluate course proposal templates for online and hybrid courses
- Build a culture of evidence-based assessment through formative and summative student surveys of learning
- Update and advise department chairs and curriculum committees on evolving sets of best practices and assist them in providing informal teaching evaluations/feedback to faculty
- Examine and evaluate the impact of online and hybrid courses on student learning with a particular focus on equity and inclusion through both short-term and longitudinal research

## Fostering a Culture of Continuous Improvement

Online and hybrid programs and courses will be an essential feature of Baruch College's academic offerings. It will be critical to support instructors in the development and teaching of online and hybrid courses that embody the characteristics and values of a Baruch online education, so we propose three actions the college should take in Spring 2022.

### Adapt Rubric(s) to Promote Pedagogical Excellence and Continuous Improvement

First, the college should adopt or adapt a rubric that can be used to assess online and hybrid courses.

This rubric might be used to:

- Offer guidance in faculty teaching evaluations in online and hybrid modes
- Outline expectations for new online and hybrid courses and programs

- Provide benchmarks to faculty when developing and revising courses and materials

There are several such rubrics, and after review, HOBAC suggests that the college should adapt (rather than adopt) [OSCQR](#), the SUNY Online Course Quality Review Rubric. It was developed by SUNY in collaboration with the Online Learning Consortium, and is openly licensed to encourage institutions to revise and remix to fit local needs.

Starting in Spring 2022, each department should review the rubric and, if interested, develop a plan to further adapt the criteria of the rubric for the school and departmental contexts. This departmental review may be done in consultation and collaboration with the CTL, BLSCI, and DLH. For example, Baruch's value of diversity, equity, and inclusion, may be considered for incorporation as an additional DEI standard alongside or integration with the accessibility standard.

The rubric should be expanded from its current emphasis on course design and development to criteria that reflect evidence-based best practices in *teaching*.

Ideally, the rubrics would be available online to Baruch faculty with links to course-specific examples of implementation. For example, a psychology department rubric might suggest providing an engaging/experiential learning activity.

Faculty should retain autonomy in implementing the specifics of the college, school, and departmental rubric criteria in their courses, according to their department's expectations. In addition, the DLH, CTL, and BLSCI might provide consultation with individual faculty on aligning the course (including each activity and assessment in each "module" of the course) with the guidelines.

## Assess Peer Faculty Review Evaluation Instrument

In the Spring 2022 semester, departments should review the evaluation instruments they use to conduct peer faculty reviews and consider revising them to:

- reflect the mode of instruction
- consider best practices based upon pedagogical practices and the adapted OSCQR Rubric
- offer more targeted and responsive feedback.

The DLH, CTL, and BLSCI might offer support in this process.

## Articulate Departmental Implementation of Recommended Assessment Practices

Based on HOBAC's research, although many colleges make one of the responsibilities of an office such as DLH the review and approval of online and hybrid courses, and whether or not an instructor is prepared to teach in those modes of instruction, there was some consensus that such an organization does not suit Baruch's culture or its governance structures. Many faculty and administrators also expressed

concern that such a structure would create gratuitous work and complexity by duplicating current departmental and school practices and procedures.

Yet there remains the question of how each department and school will incorporate the rubric and the proposed assessments to their current departmental governance structures and practices.

Therefore, HOBAC recommends that each department in the Spring 2022 semester develop a brief report (1-2 pages) that articulates how it will update its current process or develop new ones to incorporate the recommended assessments and proposals in:

- its evaluation of new course proposals
- fostering continuing improvement among current online and hybrid courses
- the scheduling of instructors who are prepared to teach in a particular mode

Below is an example for a process that departments/schools could adopt to provide oversight and ensure online course quality.

*The oversight of Online and Hybrid Learning in [school] will be a shared effort by Departmental Curriculum Committees (or another appropriate committee determined by the department), Chairs, and the Dean's Office.*

- 1. Each Department in Zicklin will use existing (or will create or re-activate) a departmental curriculum committee (DCC) or create an appropriate committee to provide guidance for faculty teaching online or hybrid courses. The DCCs will work with the Center for Teaching and Learning (CTL) to establish rubrics for quality instruction.*
- 2. The DCCs will work with the Chair and course scheduler of each department to assess the need for online course delivery and to help recruit and support faculty to teach them.*
- 3. The DCC and Chair will review student early to mid-semester surveys, student-teacher evaluations, and peer observations each year (or semester). The Dean's Office will also review these assessments. Should the Dean's office raise concerns about the quality of instruction, then the Dean's representative will work with the DCC and Chair to address the issue.*

## Ongoing Feedback Loops

DLH will play a critical role in attracting effective faculty to teach online and establish a culture of continuous and collaborative improvement.

To achieve these goals, we propose that DLH support the three schools in developing and using mechanisms to assess student satisfaction and success in online and hybrid classes. In collaboration with the Center for Teaching and Learning (CTL), the DLH will support improvement in course delivery. We are proposing that two — where possible three — sources of assessment be used:

- a newly proposed early to mid-semester survey
- student evaluations and peer observations, and
- common learning assessments across multiple sections where feasible

### Early to Mid-Semester Survey:

Many top colleges and universities use early to mid-semester surveys to assess progress in a course and to facilitate adjustments that will improve student learning and engagement. Please refer to Appendix 4 for examples.

We recommend that all online and hybrid courses conduct a brief early to mid-semester survey administered by DLH. Based on these examples, HOBAC proposes that faculty teaching online and hybrid courses use a version of the survey we describe below. We appreciate that courses of all formats should consider an early to mid-semester survey. We have pushed them for online and hybrid courses because of the relative novelty of these formats and the need to ensure that learning is as effective in these formats as in the traditional in-person courses.

The survey can be easily modified to fit the format, subject area, and needs of a particular course. The survey would be short, with three open-ended questions and two Likert-scale questions. The goal is to keep the survey brief, informative, and easy to deliver. The most commonly used questions include the following:

- 1) What is helping you (the student) learn?
- 2) What is not useful?
- 3) What ideas do you have to improve your learning?

Following is a potential example of what a survey might look like using Qualtrics:

**Default Question Block**

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**What aspects of the course were most helpful to your learning? Examples might include the readings, assignments, class discussions, online material, etc.**

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**What aspects of the course were least helpful to your learning?**

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**What changes in the course would you suggest to improve your engagement and learning going forward?**

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**Based on the course so far, I would recommend this class to others interested in the topic**

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

The time frame for administering the survey will be wide enough to accommodate course and discipline-specific needs that may involve providing adequate time to make changes in response to student feedback. Most colleges recommend that early to mid-semester reviews be given after a major assessment, such as an exam or other major assignment. Students have been known to complain about the demands of a course or the workload. This does not mean the instructor must cave to such complaints, but it does provide an important opportunity for constructive dialogue that can positively affect the rest of the semester and leaves students feeling their suggestions have been taken seriously.

Results of the survey would be shared with the instructor, the Chair, or a committee designated by the department to oversee pedagogy (i.e., a curriculum committee) and the designated assessment coordinator in each of the three schools. We believe sharing an early to mid-semester review among faculty, Chairs, and the Dean's office in each school can provide a simple way to flag courses that may need support.

The sharing of the survey results provides minimal oversight that should be used to initiate a conversation on how to improve online instruction. There is pedagogical utility in such surveys, particularly for online and hybrid courses.

## Student evaluations and peer observations:

If the early to mid-semester survey suggested a faculty needed support to achieve an effective level of instruction, then the Chair or relevant committee would review the student-teacher evaluations and peer observations to ensure an online and hybrid course was providing quality instruction. These would be shared with an assessment coordinator in each school. If there was an indication that the instructor needed technical and pedagogical support, then the faculty would be referred to both the DLH and the CTL. Department Chairs are key in fostering a culture of constructive development based on feedback from student evaluations and peer observations. However, given the huge workload currently carried by the department chairs, they may want to consider tasking a committee with this oversight. The lag in the results from the student evaluations makes this a more annual instrument. The peer evaluations need to be revised to adequately assess online and hybrid courses.

## Common learning assessment across multiple sections (where feasible):

Departments would be encouraged to offer a common learning assessment in large introductory courses with multiple sections that offered different instructional formats (online, hybrid, and traditional in-person). If students in the online classes, for example, were performing substantially worse than in other formats, the Chair or departmental committee would seek support from the DLH and the CTL. Common learning assessments such as common finals are an effective way to assess student learning and facilitate comparisons across teaching modalities.

## DLH Structure

The HOBAC, in discussion with the Provost, proposes a “hub and spoke” model for the new organizational unit (shown in the figure below). The hub and spoke model allows for leveraging existing resources, ensuring complementarity between the services offered by the DLH and other support units, and takes a step toward a single point of contact for faculty for digital learning support for online programs. All organizational structures have their affordances and potential challenges. In that spirit, we identify some possible practices to mitigate these challenges.

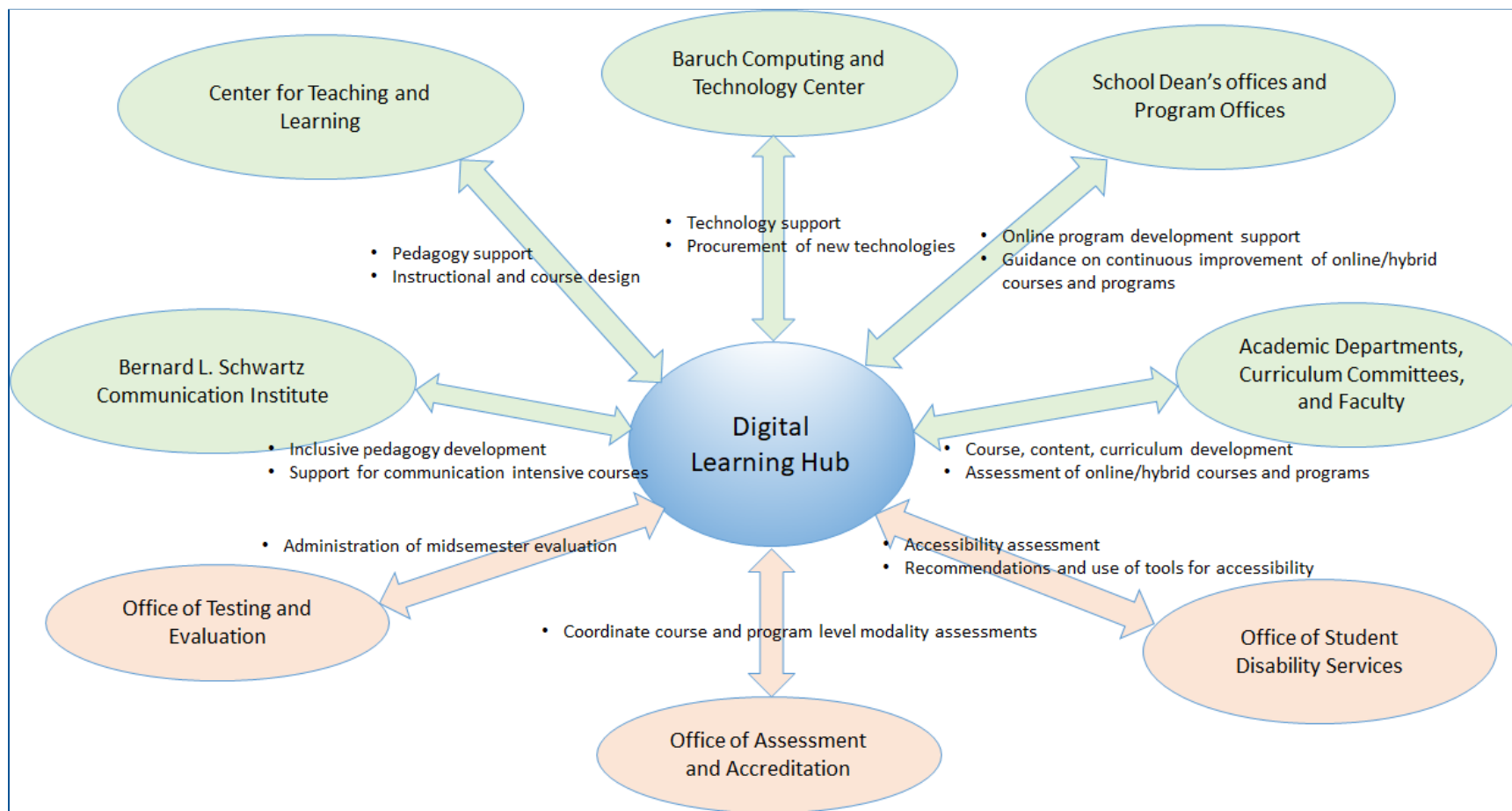
- **Agility in decision making:** If various stakeholders consider the hub as the center responsible for decision making, support units may face bottlenecks in making quick decisions on faculty support. This challenge can be mitigated by ensuring transparency in the portfolio of the DLH on questions such as: the degree to which the connected units are empowered in their own decision-making, and the nature of and continuous need-based adaptation of collaboration between the hub and the spokes.
- **Streamlined boundary spanning and handoff for services:** A hub and spoke model could risk shuttling around faculty looking for particular types of support. Clear processes will be needed for facilitating seamless handoffs between the hub and specific spokes based on faculty needs, ensuring that liaisons across the spokes are clearly identified, and prioritizing unified and holistic support for faculty could address boundary-spanning challenges.

HOBAC also considered the following alternative organizational structures.

- The new unit as a part of the CTL: This model would benefit from the significant trust that has been developed between the CTL and the faculty. Yet this model would result in a considerable expansion of the CTL, well beyond its current portfolio and risks diluting its pedagogical focus.
- The new unit as an addition to the Teaching and Learning portfolio under the Office of Academic Affairs: This model would create additional boundaries and expand the current structural approach. While boundary spanning is possible in ways similar to current operating procedures, this would involve a significant shift in the Teaching and Learning organization portfolio.



## DLH's Engagement with Internal Units:



Degree, nature, and frequency of collaboration is expected to be pronounced.

Degree, nature, and frequency of collaboration is expected to be as needed.

## DLH Director

The Assistant Vice President for Digital Learning will lead Baruch College's new Digital Learning Hub (DLH). The Digital Learning Hub will chart new, intentional directions for the future of online and hybrid education at Baruch College. The Digital Learning Hub will support the development and evaluation of online and hybrid programs and courses at Baruch College. The Digital Learning Hub works to ensure that online and hybrid programs and courses meet or exceed those expectations that are upheld college-wide: that education be inclusive, transformational, and employs experiential learning and community engagement. The DLH works in close collaboration with the Baruch Computing and Technology Center (BCTC), the Baruch Center for Teaching and Learning (CTL), the Bernard L. Schwartz Communication Institute (BLSCI), and CUNY partners. DLH collaborates with other teaching and learning support units, including the academic schools and departments based on program needs. DLH facilitates the instantiation of innovative technology and media production suitable for online, hybrid, and Hyflex programs and courses.

The Assistant Vice President for Digital Learning will, as Director of the Digital Learning Hub:

- Develop and implement a strategic vision for the development of fully online programs in collaboration with the three schools
- Foster a culture that is responsive to new opportunities, needs, and expertise
- Lead the initial outfitting and physical design of the Digital Learning Hub
- Manage the DLH team that supports a media production lab and platforms for online programs
- Initiate and manage relationships with external vendors engaged in the work of the Digital Learning Hub and the online programs it supports
- Manage the resources to support the production of media for the development of online courses.
- Oversee the production queue of new online programs, online courses, and their creation.
- Coordinate instructional design resources across the CTL, BCTC, and BLSCI to support faculty teaching in fully online programs and online and hybrid courses in our traditional programs
- Support the schools and departments in assessing online programs and their courses with a rubric (e.g., OSCQR)
- Support the administration of mid-semester student evaluations for online programs
- Advise the schools on various facets of online program development and best practices for online teaching and learning assessment
- Collaborate with BCTC on the development of online program portals for fully online programs
- Develop and supervise training and support for students and those who advise or mentor students on techniques to prepare students for online learning

The successful candidate will have both training and experience in online pedagogy and be able to strategically manage a staff that focuses on technology, media production, and tools for online instruction. The AVP for Digital Learning must be well-versed in current student-centered best practices and trends in online teaching and learning, as well as have a track record for implementing them. The AVP must understand assessment needs for programs as well as courses, including the requirements of MSCHE and the NYS DOE or similar accreditation and authorizing bodies. Experience in either serving as part of a cross-functional team supporting pedagogy and technology for online programs or in cross-boundary work spanning organizational units supporting online programs is preferred.

The AVP for Digital Learning reports to the Provost with dotted line accountability to CTL and BCTC.

Masters degree required (doctorate preferred) in instructional technology, curriculum & instruction, digital pedagogy, new media production, or related field. Also required: minimum of five years of hands-on experience developing online higher education courses as an instructional designer, faculty member, web designer, or similar; evidence of success in managing complex production projects; evidence of progression in position responsibility qualifying the candidate for an appointment at the Assistant Vice President level. Demonstrated ability to collaborate across traditional higher education departments. Finalists will be asked to provide examples (e.g., websites, course shells, and the like) of online course design and project management effectiveness.

## DLH Team

- Personnel essential to support media production
- Personnel essential to focus on supporting websites and programming in support of course sites and online program portals

## Additional Staffing Recommendations

### CTL Instructional Designer

We suggest that the CTL recruits additional instructional designers with the primary focus of interfacing with the DLH to support fully online programs and online and hybrid courses offered as part of our traditional programs.

### Accessibility Support

To meet accessibility compliance expectations and the college's commitment to diversity, equity, and inclusion, as outlined by the [President's Advisory Council](#), HOBAC believes the college will need to provide vastly more resources. Specifically, creating a full-time position and supporting staff who focus on issues of accessibility seems especially important. The new staff would think about access to online

and hybrid education broadly, identifying resources to help with challenges that interfere with learning, ranging from food scarcity, medical and health services, to a lack of experience with needed technologies. The position and staff would:

- Stay current on accessibility standards in technology (e.g., use of screen readers, closed captioning, etc.)
- Assist faculty with identifying course materials that meet accessibility standards (in collaboration and coordination with the Library).
- Test software and recommend technology that meet accessibility standards (in coordination with BCTC, DLH, and the CTL).
- Identify resources to help with challenges that interfere with learning, ranging from such as food scarcity, medical and health services, and lack of technology.

The position would work closely with the Baruch Student Disability Services Office, the Library, BCTC, CTL to coordinate resources. In addition, the position would be aware of CUNY and NYC resources and possibly work with external vendors.

## Online and Hybrid Learning Spaces and Infrastructure

HOBAC recommends that the college develop the following learning spaces/infrastructure to support fully online programs and online and hybrid courses in our traditional programs.

## Media Content Creation Support

While the college has some expertise and support in this area, the physical and staffing resources do not adequately meet demand. We suggest:

- The creation of a media production space (BCTC has tentatively identified the room H620)
- Hiring additional full-time and part-time staff that would assist with:
  - Preproduction planning with an eye toward instructional design and accessibility
  - Video and other media recording
  - Post-production support
- Develop a “Studio in a box” which would provide equipment for people to record and edit video and other media at another location (i.e., powerful laptop, mobile lighting, greenscreen, microphone, etc.).

## HyFlex Classrooms

HOBAC recognizes the work already underway by BCTC to build HyFlex classrooms that can support high-quality teaching and learning experiences that are at par with our peer and aspirant institutions.

We recommend that the college increase the current number of Hyflex classrooms to support executive programs, graduate programs, and key courses in our various other programs.

HOBAC recommends that BCTC continue to incorporate Hyflex capability in its general upgrade of all learning spaces, including classrooms and conference rooms. Conference rooms have historically been used as classrooms.

## Academic Integrity Solutions

Academic integrity is critically important for the college. While offering large-scale exams in-person for students enrolled in online courses is important to maintain academic integrity, holding such exams during a fixed time frame for all students taking a multi-section course may not be viable given our space constraints. Even a well-expanded testing center would likely not have the capacity to support this. HOBAC suggests that the college continue its pilot of a testing center on campus and that the DLH collaborate with BCTC and the schools to expand the testing center. A testing center can support staggered times for students to take exams, can provide a monitored environment, and digitize exams that may streamline the process for students and faculty. This should include a process to receive and respond to such requests for the use of a testing center for exams for specific courses and programs.

CUNY currently provides an online proctoring service that can be used in specific circumstances as outlined by CUNY Academic policy. In addition, HOBAC suggests that the college continues to encourage software solutions that may support alternative forms of assessment, test designs that include algorithmic generation of questions, and clear articulations of values. Faculty have experimented with using various technologies to develop randomized and individualized tests. Expanded staff support for such initiatives will help wider adoption. HOBAC suggests expanding support for the development of alternative assessments of student learning.

## Staffing and Faculty Support

Faculty expressed the need to augment the technology with additional staffing resources. Specific examples include:

- Ongoing IT support for faculty who teach in the HyFlex mode of instruction during their class
- Increased access to BCTC support while teaching online

Quality online course development is generally considered to take longer than in-person course development. Faculty noted the same barriers to adopting best practices for online and hybrid instruction that were found in the literature reviewed: heavy workloads, and the related lack of time to prepare online and hybrid content and activities, regardless of class size. The literature recommends professional accommodation and incentives such as release time, grants, course size caps, and teaching assistance. HOBAC recommends that the college consider additional staffing and faculty support as it expands online learning.

## Shift Away from Office Desktop

As the college and BCTC consider procurement decisions for equipment for faculty, HOBAC recommends considering the following:

- Support for high quality media recording off-campus
- Shift toward cloud-based solutions

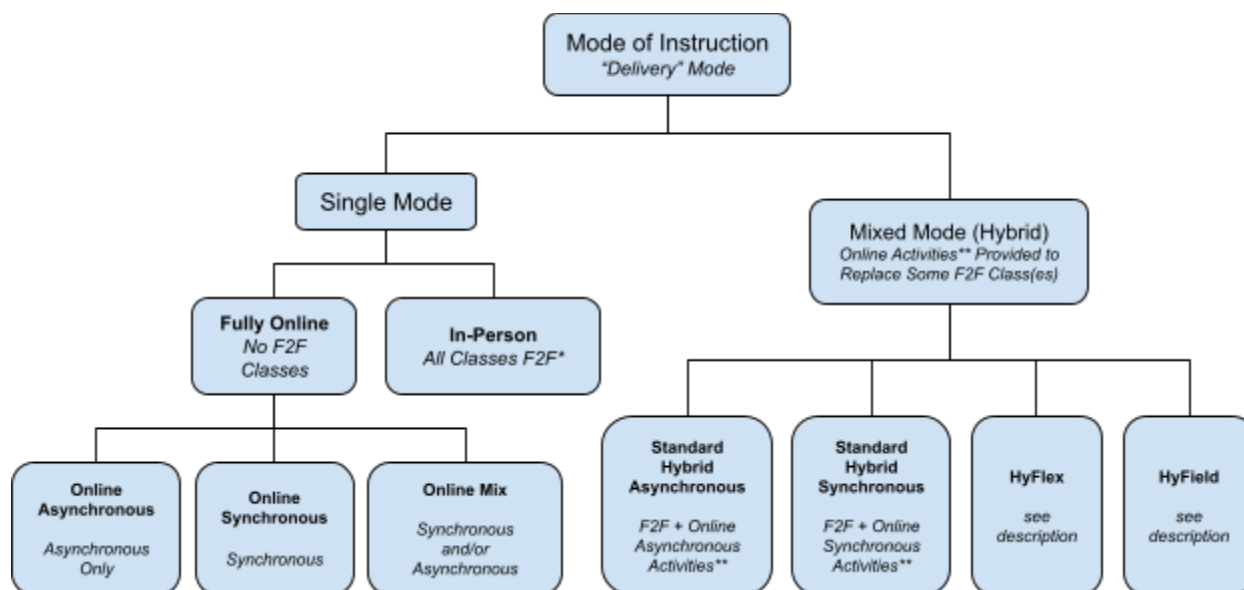
## Software

We recommend supporting the following for faculty and students:

- Significantly expanded availability and support for classroom response systems: This is a key tool particularly useful for very large course sections to foster student engagement. Currently, faculty use Tophat as the classroom response system. Making this available for any faculty member that wants to adopt this tool for teaching and encouraging faculty that may be unaware of these tools will likely improve student learning experiences in large class settings.
- Agility and flexibility in allowing experimentation with new technologies for teaching and learning: Our programs are designed to meet current market needs and often place demands on faculty to use tools currently used in the industry to ensure that students are well prepared for their careers in the current market landscape. Supporting quick experimentation with new technologies for teaching and learning will help faculty be at the leading edge of teaching and learning. This may include various categories of tools - collaborative editing and creation, student engagement, group work, richer discussion forums, feedback support, etc.

## Operational Definitions of Online and Hybrid Courses

HOBAC proposes the following taxonomy of Common Modes of Instruction.



\* Technically, no classroom sessions are replaced by online activities, and students are required to be physically present for all classroom sessions (typically with a small number of allowed absences)

In practice, this definition can be modified (e.g., "no more than 20% of classroom session are replaced by online activities.")

\*\*online activities - in this context, refers only to tasks that students can perform which replace F2F/classroom meetings; refers not just to online assignments, exams, discussions, etc., but also includes, for example, "zoom lecture session attendance/participation"

These recommended operational definitions strive to:

- Clarify to students the structure to expect for courses they enroll in: how students should manage their time when choosing a course and where their courses will take place.
- Serve as an initial guide for faculty as they design their courses in a particular modality.
- Offer some flexibility for faculty to shift the mode of instruction for some class meetings to maximize learning and field-based, experiential opportunities.
- Recognize the college's need to efficiently use on-campus learning spaces.

Baruch College should develop a schedule to regularly assess and update these modes of instruction as institutional, faculty, and student needs and preferences change. In addition, new experiential learning opportunities and technological capabilities and resources might open up different modes of instruction.

## Definitions of Asynchronous and Synchronous

**Synchronous:** Synchronous class meetings require students to be (virtually) present at a designated time and place. Though they are conducted virtually, synchronous classes meet in real-time. Students must commit to the scheduled class times and sign onto their virtual learning platform as directed by their instructor. Assignment deadlines and exam days and times are maintained and included on the course syllabus. All synchronous class meeting days and times must be listed in the schedule of classes for students.

**Asynchronous:** Students may have a window of time for when they are able to access and complete assignments (e.g., between Monday and Friday of a week). However, rather than meeting at the same time, students can complete the work when it is convenient for them. One student might do the work on Tuesday, and another on Thursday.

This means that the attendance policy of the asynchronous course is different from an in-person course. While instructors can expect that the student will engage in an asynchronous activity (e.g., watching the recording of the synchronous class meeting, participating in a discussion board, completing an alternative assignment, etc.) to “attend” the class, an asynchronous course cannot require students to “show up” to class at the same time. Students are required to turn in their work according to the course schedule put forth by the instructor. Assignment deadlines and exams days and times are maintained and included on the course syllabus. Instructors may create optional opportunities for live interactions with and among students.

## Taxonomy of Common Modes of Instruction

### In-person

In-person courses traditionally require all scheduled class meetings take place on campus or at a designated location (e.g., experiential learning activity such as a museum, walking tour, etc.) during scheduled times. Up to 20% of instruction for in-person learning can take place virtually, either synchronously or asynchronously. Instructors must communicate the class session modes to their students on their syllabus and in class. Students will be expected to come to campus for final exams/assessments.

**From a learner’s perspective:** Since classes are scheduled to meet at a set time on campus, students should be able to come to campus and attend in-person.

### Online Asynchronous

Online Asynchronous courses require all contact hours to be designed so they are held online asynchronously. While instructors can expect that the student will engage in an asynchronous activity (e.g., watching the recording of the synchronous class meeting, participating in a discussion board, completing an alternative assignment, etc.) to “attend” the class, an asynchronous course cannot *require* students to “show up” to class at the same time. Online Asynchronous courses can require students to participate in field-based experiential learning activities (e.g., visit a museum, conduct an interview for research, etc.), but these activities should be designed so there is a degree of flexibility (and range of time to meet deadlines) in the spirit of this mode of instruction.

Final Exams may be in-person or online. Requirements for in-person or online final exams/assessments must be specified in CUNYFirst.



**From a learner's perspective:** Classes are not scheduled to meet at a set time - these courses are deadline based. This means students will have a window of time for when they are able to access materials and complete assignments. This mode is well-suited for students who learn best independently and have experience with time management. These courses are also ideally suited to students of varying technological setups – where live-streaming courses require high internet bandwidth – these courses can make the educational experience more accessible through a low-bandwidth progression of learning. Students should have reasonably reliable technology and familiarize themselves with the learning management system (i.e., Blackboard) and other applications.

## Online Synchronous

Online Synchronous courses require all contact hours to occur virtually. All synchronous class meeting days and times must be listed in the schedule of classes for students. An instructor can choose to convert some of these synchronous sessions to asynchronous when it is of pedagogical benefit to the course. Online Synchronous courses can require students to participate in field-based experiential learning activities (e.g., visit a museum, conduct an interview for research, etc.).

Final Exams may be in-person or online. Requirements for in-person or online final exams/assessments should be specified in CUNYFirst.

**From a learner's perspective:** Class meetings are scheduled and held entirely online. This mode is well-suited for students who can regularly attend an online class, have reliable internet access and technology, and have clear expectations about what to expect from the course (e.g., if it is a communication-intensive course that will require web cameras to be on, etc.).

## Online Mix

Online Mix courses offer a combination of online synchronous meeting times and asynchronous online contact hours. Instructors should plan that a maximum of 50% of class sessions will meet synchronously at the assigned class time. Instructors must communicate to students the class session mode on their syllabus and in class, including which dates and times the class will meet synchronously.

Final Exams may be in-person or online. Requirements for in-person or online final exams/assessments should be specified in CUNYFirst.

**From a learner's perspective:** A maximum of 50% of class meetings are scheduled synchronously and held entirely online. This mode is well-suited for students who can regularly attend an online class, have reliable internet access and technology. This mode is well-suited for students who learn best independently and have experience with time management.

## Hybrid Asynchronous

Hybrid Asynchronous courses offer a combination of in-person meetings that occur on campus during scheduled times and online contact hours that are designed to be asynchronous. With exceptions that may be specific to particular programs/disciplines, instructors should plan that between 25% to 50% of hybrid class sessions will meet in-person on campus. Instructors must communicate to students the class session mode on their syllabus and in class.

Students can be expected to come to campus for final exams/assessments.

**From a learner's perspective:** At least 25% and at most 50% of classes in this course are scheduled to meet at a set time on campus. For the asynchronous online parts of the course, students will have a window of time for when they are able to access and complete assignments. This mode is well-suited for students who have experience with or have been prepared for the requisite time and online class management.

## Hybrid Synchronous

Hybrid Synchronous courses offer a combination of in-person meetings that occur on campus during scheduled times and online contact hours that are scheduled online at specific times. Instructors should plan that between 25% to 50% of hybrid class sessions will meet in-person on campus. Synchronous online class sessions should be held at the assigned class time. An instructor can choose to convert some of these online synchronous sessions to asynchronous when it is of pedagogical benefit to the course. Instructors must communicate to students the class session mode on their syllabus and in class.

Students can be expected to come to campus for final exams/assessments.

**From a learner's perspective:** At least 25% and at most 50% of classes in this course are scheduled to meet at a set time on campus and the rest of the classes will be held online at a scheduled time. This mode is well-suited for students who can regularly attend in-person and online classes, and have reliable internet access and technology.

## HyField

HyField courses offer a combination of in-person meetings that occur off-campus doing field-based experiential learning (e.g., primary research, museum visits, local or international team-based projects for a nonprofit or company) during scheduled times and online contact hours that may be asynchronous and/or synchronous. There are no scheduled meeting times in a college classroom. Instructors will plan for up to 50% of HyField class sessions to meet synchronously, whether online or off-campus doing live field work. Synchronous class sessions, whether off-campus or online, will always take place at the assigned class time(s). Instructors must communicate to students the class session mode and details about the field work (i.e., location) via CUNYFirst, on their syllabus, and in class.

Final Exams may be in-person (off-campus) or online. Requirements for in-person or online final exams/assessments should be specified in CUNYFirst.

**From a learner's perspective:** Up to 50% of classes in this course are scheduled to meet at a set time, whether off-campus doing “field work” or meeting synchronously online. The rest of the classes can be held asynchronously —students may be asked to do field work on their own or in teams, and/or engage in the class to meet asynchronous deadlines. For example, students might have a two-week period to visit and write a report on a museum (asynchronously).

## HyFlex

The [CUNY working definition of HyFlex](#) is:

A HyFlex course provides multiple learning paths to give students choice in how to participate in class from session to session. The number of formats available to students will vary from course to course, though generally includes in-person, synchronous online and asynchronous online. Students will be advised in the class about the choices they can make. HyFlex can function differently depending on discipline, class size, and course learning goals. The purpose of HyFlex course design is to expand accessibility and be responsive to student needs by maximizing use of learning technologies.

Our approach at Baruch:

Per CUNY guidelines, HyFlex privileges student choice. It is the student who should be empowered to choose which modality they will use to attend any particular class session, not the faculty. Given that, the majority of the course is expected to be taught HyFlex with an in-person component and at least one other concurrent modality. At the same time, we realize that there may be a small number of sessions that the faculty wishes to have all students in the class in-person on campus, or fully online, or to engage a guest speaker from a remote location. Instructors must communicate to students in advance the mode of each class session on their syllabus and in class.

CUNY has published [a website](#) that gives an overview of Pilot and key details.

Students can be expected to come to campus for final exams/assessments.

## Student Readiness and Support

Students begin each and every course with varying degrees of readiness that affect their success. Ideally, students choose a course mode of instruction that best matches their ability and resources to learn at that time. Studies show there are specific trends regarding which students perform best in online

courses. Therefore, we must continue to strengthen the resources that students and advisers use to create course schedules.

We also must support the many students who must prioritize taking a course that is best suited to their schedule rather than learning style in order to continue with the progression of their degree. For these students, we must do our best to support their success in whatever mode of instruction in which they enroll.

Following are themes we heard from outreach and research:

#### **Helping Students Choose Their Courses**

- Include an overview of online and hybrid learning (e.g., definitions, policies, resources, strategies) in student orientations.
- Ensure that these materials and resources are written from a student perspective so students clearly understand the language and visuals.
- Customize and/or develop student-readiness self-assessment tools such as “Are You Ready?” to reflect Baruch’s learning environment

#### **Helping Students Succeed In Their Courses**

- Expand SEEK’s practice of providing resources and possibly provide some form of training to students in order to prepare them for online and hybrid learning (e.g., self-management skills, technology skills, etc.). For example, develop a new module for first year students in the First Year Seminar - FYS 1000.
- Embed course shell templates with links and tutorials on how to access student and academic support services
- Based on recent experimental evidence for the negative effect of online learning on low-ability students, provide additional in-person and online student support. Ideally, this would include an online learning support center, as well as expanded academic support resources (e.g., providing review sessions, tutoring).
- Proactively work with student and academic support units to develop resources and strategies to promote a consistent experience for all students.

In light of the College Focused Goal AY 2021-2022 and the effort toward an incentive-based budget model, it is important to make sure that the costs to support students in online courses and programs is reflected in the resource allocation of student and academic support areas so they have the budget to serve all Baruch students effectively. Student and Academic Support services are key partners in the success of our students and should be involved in the planning stages of online programs.

## Short-term Priorities for Online and Hybrid at Baruch

As we embark on a deliberate approach to online and hybrid learning at Baruch College, with a focus on our long-term strategy for online and hybrid development and support, HOBAC highlights a few compelling short-term priorities that need immediate attention. Student preference for online and hybrid modalities has changed dramatically over the past several months. This is particularly so for graduate programs. Graduate students that started their programs at Baruch during the pandemic may have expectations to finish online. Potential applicants to our graduate programs are likely to consider flexibility with modality as a key factor in their decision to choose a school and program to pursue. Registering some of our programs to be offered in distance education mode and offering more flexibility in terms of modalities for students may be critical in the coming recruitment cycles to ensure that our graduate programs are competitive in the marketplace. Support for these processes would help schools ensure that we adapt to the marketplace and ensure the competitiveness of our graduate programs.

### Timeline and Milestones

<b>Milestone</b>	<b>Recommended Deadline</b>
The College adopts a rubric (such as OSCQR) and communicates a plan to schools and academic departments	March 2022
Recruitment of the Director for the DLH	April 2022
Departments and schools adapt rubrics (such as OSCQR) as necessary to suit any unique needs	April 2022
Departments review current processes for evaluating the quality of online courses	April 2022
Departments submit a proposed process to assess the quality of online courses to their school Dean	April 2022
The college completes the setup of early to mid-semester student evaluation administration and workflow	May 2022
Confirm and clarify modes of instructions for Spring 2023	May 2022
Develop resources for students and those who advise or mentor students on techniques to prepare and support students for online learning	Summer 2022
Setup of media production facility and support staff	Summer 2022
Create first sample course templates and introduce to course coordinators	Summer 2022

## Appendix

### Appendix 1: Working Group Members of HOBAC

- Lisa Blankenship, Associate Professor of English and Director of the First Year Writing Program
- Ted Joyce, Professor of Economics
- Allison Lehr Samuels, Director of the Center for Teaching and Learning and Lecturer, Management
- Kannan Mohan, Professor of Information Systems and Statistics and Interim Associate Dean, Zicklin School of Business
- Alexis Perrotta, Lecturer, Marxe School of Public and International Affairs
- Mike Richichi, Assistant Vice President of Information Technology and Deputy CIO
- Sharon Ricks, Director of Academic Advising
- Thomas Teufel, Professor of Philosophy
- Don Waisanen, Professor, Marxe School of Public and International Affairs
- Kevin Wolff, Instructional Design and Blackboard Administrator, Baruch Computing and Technology Center
- Annie Virkus-Estrada, Associate Dean of Students and Academic Integrity Officer

### Appendix 2: Research and Community Outreach Efforts

HOBAC held the following events to solicit feedback from the Baruch College community:

- 9/10/2021 – Zicklin Graduate Student Focus Group
- 9/17/2021 – Zicklin Undergraduate Student Focus Group
- 9/24/2021 / 9/27/2021 – School Deans
- 10/1/2021 – Zicklin Faculty Focus Group
- 10/5/2021 – Zicklin Faculty Town Hall
- 10/6/2021 – Zicklin Faculty Town Hall
- 10/12/2021 – Registrar
- 10/13/2021 – Marxe Executive Committee

- 10/8/21 - Zicklin Graduate Curriculum Committee
- 10/26/2021 – Marx Curriculum Committee
- 10/29/2021 – Weissman Faculty Town Hall
- 11/8/2021 Department Chairs
- 11/9/2021 Division of Teaching and Learning
- 11/11/2021 Division of Teaching and Learning
- 11/12/2021 Department Chairs
- 11/15 Center for Teaching and Learning Staff
- 11/16 Center for Teaching and Learning Staff
- 11/17 Faculty Senate Listening Session
- 12/6 Office of Student Disabilities Services
- 12/9 Undergraduate Student Government Listening Session
- 1/10 Library Faculty
- 1/13 SEEK

### Appendix 3: Mode of Instruction Variations

The following are pedagogical approaches to courses that may cut across the modes of instruction. They highlight special learning opportunities for students and are therefore highlighted here.

#### Collaborative Online Learning (COL)

COL is a course designed to connect students and professors in collaboration (between at least two different classrooms) for collaborative projects and discussions as part of their coursework. This collaboration can focus on interdisciplinary projects on the same campus as well as cross-campus, whether domestically or abroad. It can also function as a means of intra-campus collaboration between schools offering classes that may be of interest to students beyond their own. A mix of modalities may even be present, with the classrooms operating in-person or via online synchronous modes, and/or with asynchronous components. A sub-category of COL is COIL, which is “Collaborative Online International Learning” (see below).

## Collaborative Online International Learning (COIL)

Collaborative Online International Learning (COIL) connects students and professors in different countries for collaborative projects and discussions as part of their coursework.

COIL Collaborations between students and professors provide meaningful, significant opportunities for global experiences built into programs of study. COIL enhances intercultural student interaction through proven approaches to meaningful online engagement, while providing universities a cost-effective way to ensure that their students are globally engaged. The SUNY system dedicated resources to exploring and implementing COIL classrooms. See here: <https://coil.suny.edu/>

In Spring 2018, Baruch piloted the [Baruch College Collaborative Online International Learning \(COIL\) Faculty Fellows program](#). It has not been repeated due to the shift of focus due to COVID. It was a positive experience for the students and faculty who participated in it and is a promising model.

## Field-Based Experiential Learning

These are courses that are designed to give students the opportunity to learn through reflection and by doing. Through the incorporation of experiences such as field-work and project-based learning, students are engaging in high impact learning activities that enhance their academic experience and put them in contact with New York City communities and professionals in their disciplines—ranging from hands-on internships and cutting-edge scientific research initiatives, to large-scale community service projects and course assignments that take students out of the classroom and into museums, theatres, and the natural environment, just to name a few examples.

<https://www.cuny.edu/academics/current-initiatives/experiential-learning/>

Field-Based Experiential Learning can take place in any mode of instruction, yet the significant flexibility of hybrid modes of instruction lend themselves particularly for site visits and field work. Courses that incorporate Field-Based Experiential Learning should build in some flexibility depending upon mode of instruction. For example, students enrolled in an Asynchronous Online course might be assigned to visit a local cultural center or museum in a two-week period. Certain courses might be designed to accommodate students who are not based in NYC or in the same time zone.

Instructors should communicate to students in advance these activities on their syllabus and in class so students can plan accordingly.

## HOBAC Mode of Instruction Recommendations

- These definitions reflect our thinking as of December 21, 2021. As both pedagogy and technology develop and evolve over time, defining characteristics may be adjusted.
- Baruch College should develop a schedule to regularly assess and update these modes of instruction as institutional, faculty and student needs and preferences change. In addition, new experiential learning opportunities and technological capabilities and resources might open up different modes of instruction.



- Academic integrity is of great concern to both faculty and students. Current CUNY policy does not allow for universal online proctoring and the college currently does not have the space capacity to accommodate every course section who would like to hold an on-campus final assessment during the final exam period. In Fall 2021 there is a small pilot for an on-campus testing center. We anticipate that the guidance about whether or not students may be required to come to campus to take a final exam/assessment will need to be adjusted based upon updates to CUNY policies and the potential expansion of a testing center. Updates should also consider whether students who sign up for a course would realistically be able to travel to campus.
- The DLH might help coordinate scheduling and classroom assignments with registrar and specialized programs (particularly graduate) that have less conventional schedules so that we are open to future opportunities
- Field-based Experiential Learning courses might benefit from the college providing some administrative support from the new office (i.e. purchasing of tickets, coordination of any liability disclaimers, etc.) Baruch has internal centers and institutes that offer Field-based opportunities.
- When choosing the course mode, we recommend that pedagogical opportunities afforded are considered as a high priority.
- Coordination among various stakeholders including college and school administrators, faculty, department chairs, and students is needed to outline clear expectations regarding modes of instruction. For example, some multi-section courses might have the standard expectation that all Hybrid Asynchronous classes will meet on campus in-person up to 50% of the time. In addition, some specific programs might have their own expectations, such as Executive programs.

## Appendix 4: Examples of early to mid-semester student surveys:

[University of Texas, Austin](#)

[Brown University](#)

[Columbia University](#)

[University of California, Berkeley](#)

[University of Maryland](#)

[School of Professional Studies, CUNY](#)