

Hybrid Online at Baruch Advisory Council (HOBAC)

**Faculty Senate Overview and Update
November 4, 2021**

Allison Lehr Samuels, CTL Director

HOBAC Background

Convened in the Fall 2021 by Provost Essig to further advance excellence in Hybrid and Online at Baruch

Organized to build upon the recommendations of Spring 2021's Hybrid/Online Instruction Programming Working Group

- Consisted of faculty, staff, and administrators
- Led by Interim Provost Myung-Soo Lee
- Identified short-term needs and longer-term opportunities for improving online teaching and student services in all forms

HOBAC is charged with identifying best practices in the field, articulating the defining characteristics of Hybrid and Online at Baruch, and laying the foundation for an Office of Hybrid and Online Education.

HOBAC Members

- 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 International and Public Affairs
- Mike Richichi, Assistant Vice President of Information Technology and Deputy CIO
- Sharon Ricks, Director of Academic Advising
- Thomas Teufel, Professor of Philosophy
- Don Waisenen, Professor, Marxe School of International and Public Affairs
- Kevin Wolff, Instructional Design and Blackboard Administrator, Baruch Computing and Technology Center
- Annie Virkus-Estrada, Associate Dean of Students and Academic Integrity Officer

HOBAC Charge

Timeline: Fall 2021

HOBAC will advise the Provost on the future trajectory of Hybrid and Online at Baruch as well as the design of an Office of Hybrid and Online Education. HOBAC is tasked with:

- Articulate the defining characteristics of hybrid and online education at Baruch College
- Research hybrid and online teaching best practices to inform future work
 - Defining characteristics of online and hybrid education
 - Measures of excellence of and assessment rubrics for effective hybrid and online education
 - Instructional design
- Recommend operational definitions for “Hybrid and Online at Baruch”
 - What is good online teaching?
 - What are our modes of instruction?
- Recommend definitional mission for the Office of Hybrid and Online Education
- Identify hybrid/online learning spaces for further infrastructure development
 - Student labs
 - HyFlex classrooms
- Serve as search committee for Director of Hybrid and Online at Baruch

Community Engagement

To date, HOBAC held the following events to solicit feedback:

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

Zicklin Graduate Curriculum Committee

10/26/2021 - Marxe Curriculum Committee

10/29/2021 - Weissman Faculty Town Hall

Community Engagement

Meetings Planned

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 CTL Staff

11/16 CTL Staff

11/17 Faculty Senate Listening Session from- 9-11am

Meetings In Development

Students & Student Services

Graduate Admissions

?

What do we envision as high quality online
and hybrid instruction at Baruch?

What do we envision to be key qualities?

Defining Characteristics

(draft as of 10/27/21)

Align with Baruch's core education and institutional mission

- Teach research, communication and analytical skills that will be used and developed throughout the lives of our students
- Provide opportunities for increased metacognition of how our students learn to promote their lifelong learning
- Define various modalities (online, hybrid, hyflex) and align the mix of modalities with the strategies from Baruch's three schools
- Design online/hybrid pedagogy that meets the varying needs of courses and programs (nature of the body of knowledge, class-sizes, types of assessments, etc.)

Adaptive and agile

- 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

Defining Characteristics

(draft as of 10/27/21)

Prioritize equity and inclusion

- Review and adapt pedagogical practices to support equity and inclusion
- Serve as a catalyst for social, cultural, and economic mobility of students
- View our diversity as a strength and creates opportunities for our students to learn from faculty and from each other

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 in person education
- Encourage community building by facilitating social opportunities within and beyond courses"
- Promote moments for social constructionist learning by facilitating informal and formal social interaction among students and faculty

Defining Characteristics

(draft as of 10/27/21)

Leverage explorative opportunities 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
- Create opportunities for students to engage in our community

Use NYC and other student locations; incorporate experiential and project-based learning

- 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 (i.e. Field Center, Climate Change Fellows, Authors in Residence, Weissman Center, etc.)

Defining Characteristics

(draft as of 10/27/21)

Draws from research and evidence-based approaches to online and hybrid learning

- Connect technology and pedagogy to support good online hybrid practices
- Develop and facilitate use of metrics for evaluation
- Foster a culture of academic integrity and develop practices that support evidence-driven academic integrity initiatives

Appropriately resourced and funded to prioritize high impact practices and supporting infrastructure as opposed to cost saving

- Examples of infrastructure investments may include a testing center, setup to support high quality video 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

Modes of Instruction

(What exactly is it that I am teaching? Is *this* a hybrid?)

In-person & Online

Modes of Instruction

(draft as of 10/27/21)

In-person

In-person classes traditionally require all scheduled class meetings to take place on campus or 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.

Online Asynchronous

Online Asynchronous classes 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 (i.e. watching the recording of the synchronous class meeting, participating in a discussion board, completing an alternative assignment, etc.) to “attend” the class, an asynchronous class cannot *require* students to “show up” to class at the same time. Online Asynchronous classes 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 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 should be specified in CUNYFirst.

Online Synchronous

Online Synchronous classes 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 classes 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.

Online Mix

Online Mix classes offer a combination of online synchronous meetings 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.

Hybrid

Modes of Instruction

(draft as of 10/27/21)

Hybrid Asynchronous

Hybrid Asynchronous classes offer a combination of in-person meetings that occur on campus during scheduled times and online contact hours that are designed to be asynchronous. 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.

Hybrid Synchronous

Hybrid Synchronous classes 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.

HyField

HyField classes offer a combination of in-person meetings that occur off campus (i.e. field work, internships, and museum visits) and some synchronous online contact hours. The in-person field work may be conducted synchronously and/or asynchronously. 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.

HyField classes offer a combination of in-person meetings that occur off campus (i.e. primary research, museum visits) during scheduled times and online contact hours that may be asynchronous and/or synchronous. Instructors should plan that up to 50% of HyField class sessions will meet synchronously, whether online or off campus doing field work. Synchronous class sessions, whether off-campus or online, should be held at the assigned class time. Instructors must communicate to students the class session mode on their syllabus and in class.

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

Variations

Modes of Instruction

(draft as of 10/27/21)

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/>

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.

HyFlex

HyFlex is relatively new and very much evolving at CUNY. The [CUNY working definition of HyFlex](#) is:

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 mode(s) on their syllabus and in class.

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

What are potential action items that would promote excellent online and hybrid education?

What are some things that this new office might do?

Mission Statement

(draft as of 10/27/21)

The Office of Online and Hybrid Learning supports the development and evaluation of online and hybrid education at Baruch College.

OHL 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 leverages experiential learning and community engagement.

Working in conjunction with the Baruch Computing and Technology Center, the Bernard L Schwartz Communication Institute, and the Baruch Center for Teaching and Learning , OHL facilitates the instantiation of innovative pedagogy and technology for online, hybrid, and Hyflex courses.

Increase Resources for the Development of Online and Hybrid Courses

- Offer Instructional Design activities that expand upon the range of hands-on support
 - developed in coordination with the BCTC, BLSCI, and the CTL
 - services might include: develop course site templates, assist with graphic design, etc.
- Create on-campus video production space that records and edits content for online and hybrid course content
- Support faculty in the development of courses and content creation that incorporate best practices in accessibility and universal design for learning
- Collaborate and proactively coordinate with the Academic and Student Support Service areas of the college to create cohesive student experiences
- Expand teaching support (i.e, expand availability of real-time technology support services in HyFlex classrooms)
- Expand LMS support in coordination with BCTC

(draft as of 10/27/21)

Maximize the coordination of resources

- Work across the college to identify, coordinate, create and share resources, tools, and high impact practices that augment online and hybrid learning experiences
- Coordinate technology resources among CUNY, BCTC, the CTL and school technology departments
- Manage the physical Infrastructure (administration of HyFlex classrooms and testing centers used by online classes in coordination with BCTC)
- Develop mechanisms to support academic integrity in online and hybrid courses

(draft as of 10/27/21)

Foster continuous assessment

- Assist departments in the professional development of their faculty
- Update and advise department chairs and curriculum committees on evolving set of best practices
- In the spirit of promoting Teaching Excellence, work with departments to develop and administer evaluation of faculty and student experiences of online and hybrid courses
- Advise and support departments in the creation of evaluation assessments that foster high quality online and hybrid courses. Examples may include:
 - Course proposal evaluation rubrics
 - Faculty teaching observation

(draft as of 10/27/21)

Foster growth opportunities

In partnership with departments and schools, develop all online-degree programs:
support development; marketing; recruitment; enrollment

(draft as of 10/27/21)

What are other things your committee is working on?

In the works

Posted soon to Academic Affairs website

Definitions of BARUCH Modes of Instruction

How will this office work/support current practices that are already working well?

Looking further into the technology and the development of hybrid/online learning spaces

What are other things your committee has heard?

Pulling back the curtain

*An incomplete list of
takeaways....*

- Question: why are we so focused on what happens in these modalities? Things aren't perfect face to.
- Some of you love the possibilities of these online/hybrid modes and some of you really don't
- There are deep concerns about:
 - Students getting a good education in all modalities
 - Students being in courses that are a good fit for their learning
 - Academic Integrity
 - Gratuitous oversight by another office
 - Current Webcamera policy
 - Office not duplicative of CTL and BLSCI
 - Faculty workload/course size

There is a deep pride in the work that you have done since March 2020.