BARUCH: FALL 2020 AND BEYOND

A preliminary report of Baruch's

Task Force for the Future

July 2020

Task Force Roster

Name	Department/ Office/ School
Edward Adams	Registrar's Office
Jeremy Block	Marxe School of Public and International Affairs
Ann Clarkson	CAPS
Paquita Davis-Friday	Zicklin School of Business
Patria de Lancer Julnes	Marxe School of Public and International Affairs
Shelly Eversley	Department of Black & Latino Studies
Mary Finnen	Business & Finance
Eric Gander	Department of Communication Studies
Leslie Ann Hunt	Weissman School of Arts and Sciences
Gary Hentzi	Weissman School of Arts and Sciences
Samuel Johnson Jr.	Department of Psychology, Faculty Senate
Allison Lehr Samuels	Center for Teaching and Learning
Bang Lu	Zicklin School of Business
Marios Koufaris	Paul H. Chook Department of Information Systems & Statistics
Lawrence Manganello	Facilities & Operations
Edward Martin	Stan Ross Department of Accountancy
David Milch	Department of Fine and Performing Arts
Kristy Perez	SEEK Program
Michael Richichi	BCTC
Dennis Slavin	Academic Affairs
Damali Smith Tolson	Student Life
Don Waisanen	Marxe School of Public and International Affairs
Leanna Yip	Office of Communications, Marketing and Public Affairs
James McCarthy	Provost's Office
Erika Stauffer	Provost's Office

I. PREFACE

We are pleased to present a Preliminary Report, prepared by Baruch's Task Force for the Future. Baruch's President Designate, Dr. S. David Wu, convened this Task Force in late May, before he took office, to ensure that Baruch would lose no time in confronting the major challenges that have emerged in recent months with the onset of the COVID-19 virus and Baruch's rapid move to fully online teaching and learning.

In response to Dr. Wu's call, we launched the Task Force, with membership drawn from Baruch's faculty and staff. The members of the Task Force are listed on the cover of the Report, indicating their substantial contributions to this effort and directly to the Report.

The challenges facing Baruch are well-addressed in the formal "Charge" to the Task Force (on which we will elaborate below); the full text of this Charge is included in the Appendices to this Report.

The Task Force recognized – from the outset – that it needed to be both thorough and expeditious – a combination that is difficult to achieve when addressing complex problems on the magnitude of those faced by all of higher education, including Baruch and CUNY, over the recently-completed Spring Semester. Toward this end, in announcing the Task Force, we included the following very specific objective:

- *Task force starts working, with the aim to produce an initial report by June 30, one that provides a concrete, comprehensive plan for Fall 2020 and Spring 2021.*

The present Preliminary Report addresses this goal. This Report also begins to make the pivot to a longer-term goal also set out in the announcement, namely:

Task force, simultaneously, launches the preparation of a subsequent report that will present an expansive and ambitious "Conceptual Framework for the Future" (i.e., Academic Year 2021–22 and beyond). This framework will be presented in draft form by August 31 and in final form by September 30, after incorporating community input.

We present our results in the following sections (with details included in a series of Appendices):

- *The broader **CONTEXT** out of which the Task Force and the Report have emerged;*
- *The **METHODS** used by the Task Force Sub-committees to gather and analyze evidence;*
- *The **SUMMARY RECOMMENDATIIONS AND IMMEDIATE NEXT STEPS ENVISIONED**; and*
- ***DETAILED IMMEDIATE AND LONG-TERM RECOMMENDATIONS** provided by the sub-committee.*

Early on, the Task Force divided into sub-committees to address a series of key questions. The Task Force then met regularly during the months of June, both in weekly full sessions as well as in additional sub-committee sessions

As the Task Force presents this first Preliminary Report, we are confident that the recommendations we make – both for the immediate and long-term futures of Baruch College - provide clear guidelines of what we need to do, and outlines how and when we need to take these actions. Although there is much more to be done, and many more questions to be answered, the Task Force is confident that the analysis and consultations we carried out, and the Preliminary Report we now submit (exactly 5 weeks after the Task Force's first meeting) will help the College further specify the vision for the future that was presented in the charge to the Task Force, and – more importantly – begin to take explicit steps to ensure that Baruch achieves that vision.

II. THE CONTEXT OF THE TASK FORCE EMERGENCE

The broader societal and institutional context out of which first the Task Force for the Future and subsequently this Preliminary Report emerged are well enumerated in the "Charge to the Task Force" that President Wu presented at the first Task Force meeting, on May 28, 2020. We urge all readers to consult that "Charge" (presented in the Appendices to this Report). The "Charge" clearly spells out why Baruch needs –immediately - to address the possibly existential challenges of the COVID-19 pandemic for the College itself, as well as for CUNY, New York, and all of higher education.

Key elements of the background out of which the Task Force emerged and the fundamental challenges it must face are well-reflected in the following paragraphs selected from the Charge to the Task Force issued by President Wu.

> *"The COVID-19 pandemic has forced higher education institutions to reassess the way we deliver education, research, and creative work, while maintaining the health and safety of the campus community. This is an unprecedented disruption for higher education, and for Baruch. The road to recovery will be bumpy, but it is likely to take us to a new normal, which could lead to a fundamental paradigm shift in higher education. Not only should we contemplate our place in that future, we should be poised to lead the paradigm shift through Baruch's signature creativity and innovation.*

> *"Given the vertical configuration of Baruch's campus, it is simply impossible to return to 'normal' instruction in the near future while observing social distancing. Adding the public transportation challenges, and the shell-shock experienced by faculty, staff and students—who may not be ready to go back to 'normal' mode of operation right away, there is a need to map out a multi-stage 'reopening' plan for the coming year that is sufficiently flexible and adaptable to CUNY, NYS, and NYC policies, while positioning the College for long-term growth.*

> *"A possible framework to conceive future modes of instruction as 'sliding scale hybrid instruction.' Consider the construct of each class along the continuum of hybrid instruction. One may define this continuum based on CUNY categorization—from in-person, to web enhanced, partially online, hybrid, online, to fully online. In the immediate future, all classes may be configured as—again, using CUNY definitions— Partially Online (up to 32%), Hybrid (33-80%), or Online (80-100%). This will allow for significantly smaller number of face-to-face classes at any given time, meeting the pre-condition for social distancing. Over time, the degree of hybrid instruction will evolve."*

For the initial, preliminary phase of its work, the Task Force focused on elements of the first four areas laid out in the Charge:

1. instructional and research programs of the College,
2. administrative, technological, and operational functions,
3. admission, enrollment, and student services
4. facilities, safety, and college services,

Early on, the Task Force settled on a set of key questions it would address. Furthermore, the Task Force divided itself into four sub-committees. The sub-committees and the questions they addressed are described as follows.

Sub-committee on Fall 2020 Course Delivery

What do we see as the most viable mix of online and hybrid courses and programs for the coming academic year?

- Paying attention to essential issues of appropriateness of the subject matter for hybrid learning, which hybrid programs would we consider especially appropriate for launching in Fall 2020; which in Spring 2021?
- Are we confident that we can provide appropriate space for these programs, space that will support social distancing requirements?

Sub-committee on Faculty Support

In addition to faculty support services already provided by Baruch's Center for Teaching and Learning and by CUNY, what enhanced efforts do we need to undertake immediately to enhance the effectiveness of both fully online and hybrid teaching and learning?

- What policies do we need to put in place to insure that we establish, and convey to Faculty, policies that support effectiveness, of online and hybrid teaching and learning?

Sub-committee on Technical Support

What further technical support do we need to make available to faculty and students to insure success – specifically support for:

- Curricular and course design,
- Support for online class delivery, including learning management systems, and
- Access to online examination approaches that both respect student privacy and maintain intellectual honesty?

Sub-committee on Student Well-being and Success

As we address all of the above, how do we ensure that we recognize the challenges Baruch students have faced in our recent abrupt transition to largely online?

- What specific steps do we recommend – especially in the Fall term – to ensure that a pervasive sense of compassion for the new challenges our students face pervades all we do?

Each of these questions is connected explicitly to President Wu's charge to Baruch's Task Force for the Future; which in turn emerged out of the compelling and immediate need to address the fundamental challenges to Baruch and to higher education that have been made abundantly clear with the onset of the COVID-19 pandemic. This Preliminary Report provides answers to the above questions, answers relevant to both the immediate and the long-term scenarios we expect to face.

III. METHODS OF GATHERING INFORMATION AND INPUT FOR SUB-COMMITTEES

Each sub-committee used its own approach to reach out to colleagues at Baruch and to consult an array of relevant literature. In this section, we describe the specific approach each group took, and the references that shaped their analyses and conclusions.

Links to a larger set of references, and comments submitted to the Task Force by individual Baruch faculty and staff are presented in the Appendices attached to the Report. They informed both sub-committee deliberations as well as full meetings of the Task Force. Details of the methods used by each of the four sub-committees follow:

Subcommittee #1: To gather data for their report, the members of subcommittee one heavily relied on outreach to different "key players" at Baruch. Members of the subcommittee reached out to representatives at both the Zicklin and Marxe Schools to ask for their thoughts on what hybrid and online courses they were hoping to offer in Fall 2020. This was done through a survey sent via email. The members also reached out to the Chairs of all departments at the Weissman School of Arts and Sciences to ask for their thoughts on what hybrid and online courses they were hoping to offer in Fall 2020, and also for any specific information they wanted to provide regarding the unique challenges and/or requirements their department faced. Subcommittee one members also reached out to the Directors of the First-Year Writing Program and the Basic Communication courses, Directors of various graduate and executive programs, and finally, Directors of various student support organizations on campus. Additionally, the members gave careful consideration to the Memorandum of Dean Birdsell, dated May 2, 2020, which discussed and analyzed hybrid and online learning. Lastly, the subcommittee took into consideration comments, ideas, and recommendations on various modalities of learning that were expressed in articles or opinion pieces in the popular press, keeping in mind always that the City University of New York, and Baruch College, engage student populations much different from those that enroll in residential colleges.

References:

These websites were visited frequently by members of subcommittee one when brainstorming their recommendations:

- https://www.governor.ny.gov/
- Perdue University:
  - https://protect.purdue.edu/app/uploads/2020/06/protect-purdue-plan-20200612.pdf
- Duke University:
  - https://returnto.duke.edu/plan-overview/
- Queens University of Charlotte:
  - https://www.queens.edu/news/2020/health-advisory.html
- The University of San Diego:

- o https://www.sandiego.edu/blueprint/
- Columbia University:
  - o https://covid19.columbia.edu/

Subcommittee #2: To gather data for their report, the members of subcommittee two distributed and used a variety of different surveys to better understand faculty members' perspectives. One survey that was used was the "IS Survey," which is a survey that was distributed to faculty members from the Paul H. Chook Department of Information Systems and Statistics. The members of subcommittee two also conducted a Qualtrics survey in the English department. The survey asked faculty members in the English department questions similar to, 'What worked well in the Spring 2020 semester?' and 'What were some of the challenges that faculty members faced?' Lastly, subcommittee two used the "UFS Faculty Survey," dated May 11, 2020, to gauge what worked well during the Spring 2020 semester, not only at Baruch, but at other CUNY Colleges as well.

References:

- "The Future of Online Teaching: What's New and What's Next?"
- https://blogs.baruch.cuny.edu/ctl/teaching-in-the-time-of-covid-19/
- https://mheducationimplementationteam.as.me/172
- "Teaching Online Course Prep Guide"
- "Minimum Expectations for Teaching in a Distance Learning Environment During COVID-19"
- https://blogs.baruch.cuny.edu/ctl/balancing-academic-integrity-during-final-exams-with-student-privacy-access-and-equity-in-spring-2020/
- "IS Survey"
- "ENG Survey"
- "UFS Faculty Survey"
- "A Few Words of Advice for Instructors of Online Courses"
- "A Few Words of Advice for Students in Online Courses"

Subcommittee #3: To gather data for their report, the third subcommittee consulted with various Department Chairs, faculty members, and staff across the college. In addition to these consultations, the subcommittee used the CTL's student survey and a survey of faculty and students conducted by the Marxe School to draft their recommendations. They also used results from a faculty and student survey in the POL department. The members of subcommittee three also drew from their own knowledge acquired through participation in the CUNY Committee of Academic Technology, the CUNY Center for Teaching and Learning Advisory Board, Executive Committee of the Baruch Faculty Senate, and the Presidential Advisory Council on Diversity and Inclusion. In addition to the range of experiences the members of subcommittee three bring to the table, the group also created their recommendations based on feedback from the CTL's workshops, experience running the CTL Hybrid and OER seminars, and experience directing academic and non-academic programs that are fully online.

References:

- **Faculty Survey:**
  - https://www.dropbox.com/s/t1d8btgdx71ely2/Faculty%20Survey%20Results.docx?dl=0
- **Student Survey:**
  - https://www.dropbox.com/s/dzgkhdeecy5rrok/Student%20Feedback%20From%20Spring%202020.docx?dl=0

Subcommittee #4: When brainstorming recommendations, subcommittee four determined that there were key areas of consideration that they should focus on in their report. These areas of consideration included basic needs, communication needs, transitions and how to support new and returning students, geographic and environmental realities facing Baruch's diverse student population, recognizing distress, and student learning and success. To gather data for their report, members of subcommittee four consulted with colleagues across the college, existing surveys, and student feedback data. Additionally, the members of subcommittee four drew from their own professional experiences in the areas of Pedagogy, Student Affairs, Procurement, Public Affairs, and the success of Baruch's SEEK program.

References:

- *Student's Guide to College Transition*
- Davidson, Cathy N. *The New Education: How to Revolutionize the University and Prepare Students for a World in Flux* (Basic Books, 2017)
- https://www.hastac.org/blogs/cathy-davidson/2020/05/11/single-most-essential-requirement-designing-fall-online-course
- Fitzpatrick, Kathleen. *Generous Thinking: A Radical Approach to Saving the University* (JHU Press, 2019)
- Hooks, B. *Teaching to Transgress: Education as the Practice of Freedom* (Routledge, 1994)
- Hooks, B. *Teaching Community: A Pedagogy of Hope* (Routledge, 2003)
- https://www.hastac.org/blogs/ckatopodis/2020/06/05/every-fall-syllabus-needs-or-option
- Schreiner, L. A., Louis, M. C., & Nelson, D. D. (Eds.). "Thriving in Transitions: A Research-Based Approach to College Student Success," *National Resource Center for The First-Year Experience and Students in Transition* (University of South Carolina, 2012)
- Stanley, D.J. *Alternative Universities: Speculative Design for Innovation in Higher Education* (JHU Press, 2019)
- Strayhorn, T.L. (2019). *College Students' Sense of Belonging: A key to Educational Success for all students* (2nd ed.) (Routledge, 2019)
- https://www.chronicle.com/article/How-Your-Syllabus-Can-Cater-to/248964?cid=wcontentlist_hp_latest.

IV. SUMMARY RECOMMENDATIONS AND NEXT STEPS

SUMMARY RECOMMENDATIONS: We conclude our Report in a somewhat unusual manner by presenting two "RECOMMENDATIONS" sections: one "SUMMARY" and one "DETAILED". We start with Summary Recommendations because we believe these "headlines" are very much worth highlighting, not to take away from the equally important – and more detailed recommendations contained in the following section.

Sub-committee 1 leads with a very clear and compelling, if somewhat surprising recommendation that strongly set the stage for many of the recommendations that came from other groups. In effect, Sub-committee 1 has reset the context for the work of the Task Force going forward. They wrote:

> ***The majority of courses for Fall 2020 should be taught fully online:* The subcommittee feels that this recommendation is compelled by concerns of equity, practicality, effective pedagogy, and student and faculty safety.**

In Task Force discussion of this recommendations, it was clear that the prevailing views were in favor of a substantial majority of courses being on-line. The combination of the highly elevator-dependent and vertical nature of Baruch's main academic buildings; the almost total reliance on the part of students, faculty and staff to use mass transportation to get to and from Baruch; and the already very crowded nature of Baruch's academic buildings even without social distancing led to this strong opening conclusion.

The Task Force added the following strong recommendation near the end of its work on this report, when – completely unexpectedly – ICE removed it's waiver that allowed international students to retain their visas to study in the while taking online courses.

The College, the Deans, and the Directors of all programs that enroll international students should be fully responsive to the needs of these students, particularly given the very recent changes in government policies with the effect of threatening student visas. Specifically, the College and its Programs should do everything possible to insure that all Baruch international students have access to the type of instruction that both allows them to complete their programs in a timely manner, while being able to retain their visas to study in the US.

This recommendation is of immediate importance given the speed with which ICE recommendations are being made, recommendations that could have dire consequences for the continued enrollment of Baruch's international students.

In addition to these recommendations for the immediate future, the Sub-committee was equally clear that in presenting recommendations for additional important changes going forward:

The College should move forward in developing a timetable for offering additional hybrid

courses beyond the fall of 2020 as the college reopens. Specifically, the college should begin working now on encouraging and developing hybrid courses for the spring of 2021 and beyond, consistent with what we now know, and can reasonably foresee, about the situation in New York City and New York state regarding health and safety, finances, and other matters.

The College should encourage the development of fully online courses going forward: *Specifically, the college should encourage the directors of the basic courses in writing, oral communication, and mathematics to reserve some small percentage of their voluminous sections for fully online instruction. Additionally, the college should encourage departments to develop fully online course offerings that would enable a student to complete a major in the department fully online. The ultimate goal should be to develop sufficient fully online courses at Baruch College so that a student could complete any degree by attending only online.*

Taken together, these three recommendations endorse an array of instructional modalities that is vastly different from Baruch's current landscape. It is also an array that is entirely consistent with the "sliding-scale hybrid" approach that President Wu set out in his "Charge to the Task Force".

Sub-committees 2, 3, and 4 focused in some detail on the specific resources and knowledge that faculty, staff and students would need to achieve the vision set out by Sub-committee 1; with resources encompassing access to training and support services of various time, as well as access to needed technology.

Among the detailed recommendations involving faculty include:
- That faculty- be well aware of minimum expectations for online instruction;
- That they have access to needed assistance when developing and teaching online or hybrid courses;
- That issues related to academic integrity and specifically to secure online examinations be addressed immediately;

Those focusing on students include students having:

- Access to appropriate space in which to work, both on campus and in the neighborhoods in which they live;
- Access to a wide array of support services, including mental health services;
- A single, comprehensive student success center; and
- Flexibility in the College's various curricula to enhance chances for student success.

Technology needs include:

- Immediate access of all faculty to minimum necessary computer hardware needed for online teaching and learning;
- Access to equally necessary classroom equipment;
- Instructional design services to aid in course development; and
- An awareness of and attention to issues related to full accessibility to all online instruction for students and faculty living with disabilities.

Specific details and extensions of each of these immediate and longer-term recommendations are presented below, in the final section of the Report that sets out DETAILED RECOMMENDATIONS.

NEXT STEPS: The next steps in the work of Baruch's Task Force for the Future follow directly from the conclusions the Task Force reached in its first five weeks of work. These steps are easy to describe, but call for far-reaching changes in the way that Baruch will continue to achieve its historical mission of providing access to excellent education for its students

That Task Force was clear in its conclusion that Baruch must evolve into a multi-modal institution that offers instruction along the entire spectrum from traditional face-to-face courses to fully-online degree programs – and all points in between.

The Task Force was also clear that to achieve this vision, Baruch must greatly expand essential educational, technical and personal services to faculty and students, to ensure that all succeed in making the transition from the very traditional forms of education that prevailed until a few months ago to the decidedly non-traditional forms that have emerged since then, and that will continue to evolve.

The Task Force also recognized that the transitions Baruch faculty, students and staff have experience were rapid, far-reaching, and traumatic – characteristics that exacerbate the challenges of providing enhanced services.

The next steps for the College and the Task Force are to further refine and prioritize the various recommendations that have been proposed to implement what is a fundamentally new vision for the way in which the College should operate.

- What should the specific stages be for the transition from traditional to "sliding scale hybrid" instruction? In effect, what comes first?
- Similarly, which of the enhancements in services proposed in Task Force recommendations should be undertaken first; which might be pursued over a longer time frame?
- What implications will these changes have for the College's finances, operations and facilities?
- Who will be involved in addressing these questions; how will decisions be made?

As daunting as these "Next Steps" may be, we have every reason to be confident that Baruch will succeed in moving ahead expeditiously. Baruch's Task Force for the Future has been in existence for only five weeks, and in fact had its major recommendations set after four weeks. This rapid time frame was possible only because of the talent, commitment, and focus of all 23 members of the Task Force, who worked diligently to produce important and provocative recommendations over a short period of time. Those same attributes will carry forward.

V. DETAILED RECOMMENDATIONS FROM TASK FORCE SUB-COMMITTEES

As we wrote above, the detailed work of the Task Force was conducted through four sub-committees that addressed different sets of questions, about different aspects of the immediate and longer-term future of education at Baruch. And each sub-committee developed a set of very detailed recommendations, informed by a variety of evidence.

We also wrote that, in all our analyses and deliberations, we were deeply aware of the need to not only submit a strong preliminary report, but to submit one on very short notice. Hence the division of labor among the sub-committees.

The time available to us did not allow for the traditional back and forth discussions that often help academic groups such as ours not only to agree on recommendations, but also to agree on common tones that contribute to a report that is crafted with a common voice.

Absent that finely-honed collective voice, we decided to include this final section that conveys the full range of voices that contributed to our core and detailed recommendations. We did introduce some consistent section headings, and at times changed the order in which material was presented. But we tried to preserve the words of the multiple authors, explicitly recognizing the contributions made by the entire Task Force.

Recommendations from Task Force Sub-committee 1: Planning for Fall 2020

Key Question: What do we see as the most viable mix of online and hybrid courses and programs for the coming academic year?

Immediate Recommendations:

- *The majority of courses for Fall 2020 should be taught fully online:* The subcommittee feels that this recommendation is compelled by concerns of equity, practicality, effective pedagogy, and student and faculty safety.
- *The College should adopt an "Online Plus" approach to fully online courses:* Specifically, the College should develop a plan that would allow students to reserve rooms on campus where they could create video presentations for their courses. Such rooms could also be used by instructors who wish to meet with students during office hours, but who might not have an office to do so. The college should also provide enhanced printing services for students. Finally, the college should include the Office of Disability Services in future planning in order to support overall learning for all students, since "best practices" are often beneficial to students who do not require direct accommodations.
- *The College should adopt more Detailed Nomenclature with respect to Fully Online and Hybrid Courses:* Specifically, the college should identify in the course bulletin those fully online courses that would be taught using a completely asynchronous instructional format, and those

which would be taught using a synchronous instructional format. With respect to hybrid courses, the college should identify in the course bulletin the number of days, and the specific dates, on which such courses would meet in-person. This might be done by developing something like a "block" format for hybrid courses, wherein hybrid courses designated in block A would meet on certain weeks that alternate with hybrid courses designated in block B.

- *The College should assist those departments which house the few courses that must be taught in a hybrid format:* There are relatively few courses that must be taught in a hybrid format. The method of delivery for those courses should be determined by the instructor and other departmental personnel. The college should assist in meeting the needs of the instructors of these courses.

- *The College should move forward in developing a timetable for offering additional hybrid courses beyond the fall of 2020 as the college reopens.* Specifically, the college should begin working now on encouraging and developing hybrid courses for the spring of 2021 and beyond, consistent with what we now know, and can reasonably foresee, about the situation in New York City and New York state regarding health and safety, finances, and other matters.

Long Term Recommendations:

- *The College should encourage the development of fully online courses going forward:* Specifically, the college should encourage the directors of the basic courses in writing, oral communication, and mathematics to reserve some small percentage of their voluminous sections for fully online instruction. Additionally, the college should encourage departments to develop fully online course offerings that would enable a student to complete a major in the department fully online. The ultimate goal should be to develop sufficient fully online courses at Baruch College so that a student could complete any degree by attending only online.

Recommendations for Task Force Sub-committee 2: Faculty Support Services

Key Questions: In addition to faculty support services already provided by Baruch's Center for Teaching and Learning and by CUNY, what enhanced efforts do we need to undertake immediately to enhance the effectiveness of both fully online and hybrid teaching and learning?

What policies do we need to put in place to insure that we establish, and convey to Faculty, policies that support effectiveness, of online and hybrid teaching and learning?

Immediate Recommendations:

- *Students should be hired to provide remedial technical assistance to the instructor for each class and departments can designate a teaching mentor to work with faculty members who need less assistance:* One suggestion is that a student be hired to assist the instructor (e.g., to be the Zoom host and operator) for each class, drawing on work-study or other funding. A way to help instructors less in need of intense remedial support would be for each department to designate a department "teaching mentor" or "master teacher" who would work with department

colleagues individually or in small groups to address issues specific to disciplinary issues or pedagogies.

- *Faculty should be aware of the minimum expectations of an instructor teaching an online course, and they should consult with their Department Chairs along with various online resources to create the most effective online pedagogical approaches for their course(s):* Faculty should consult the chairs of their departments about which online pedagogical approaches are most effective in their disciplines, and it's a good idea to become familiar with the wealth of tools at the disposal of a faculty member preparing an online course. Many large textbook publishers have several resources for faculty related to teaching online.
- *Academic Integrity concerns should be addressed and resolved as soon as possible. There are concerns regarding the use of webcams at home and concerns regarding the administration of online exams:* The main academic integrity concern relates to exams, including final exams. With the perception that spring 2020 saw widespread cheating in some courses, notably in Math, many members of the faculty would like to be allowed to monitor exams via laptop cameras or by making use of online proctoring systems that draw on artificial intelligence to point to possible cheating. Another issue related to academic integrity concerns is that of using cameras built into computers to monitor students in class. Some members of the faculty would like to be able to require that all students appear live (versus via still photos or just their names) on their Zoom (or other) screens at all times—using virtual backgrounds if they prefer—both as an aid to attendance and to facilitate class discussion. Some faculty include attendance as part of the grading process; there is a perception that many students post photos and promptly disappear until the class is over.

Recommendations for Task Force Sub-committee 3: Technical Support

Key Question: What further technical support do we need to make available to faculty and students to insure success – specifically support for:

- **Curricular and course design,**
- **Support for online class delivery, including learning management systems, and**
- **Access to online examination approaches that both respect student privacy and maintain intellectual honesty?**

The following are specific recommendations that we strongly encourage the College to adopt:

Immediate Recommendations:

- *Faculty without the minimum necessary hardware should be given Baruch-issued laptops as soon as possible:* Peripheral devices should also be provided (e.g., inexpensive tablet/pen solution (e.g., Wacom) that can replicate whiteboard classroom experience. We also need to develop a policy of what we expect faculty to have vs. what support the college is willing to offer. The only outstanding question is how to do this with adjunct/transient faculty; a laptop loan program is needed.
- *Cloud-based and/or remotely accessed software must be a priority, so that students and faculty can use it remotely:* Funds are needed for licensing and maintaining cloud-based and/or remotely accessed software.

- *Faculty must be provided with instructional design and technology help before and during the semester:* Full-time staff must be available to provide synchronous and asynchronous teaching support to faculty members. Staff must be available not only during the day, but after-hours and during the evening to support faculty who are teaching interactively during those times. Additionally, faculty members should be given access to a sandbox environment where they can test-drive their online courses. Course templates on Blackboard would also be helpful for faculty members so that they have a baseline environment that they can fill in or further expand.
- *New faculty (both full-time and adjunct) need to be given access to Baruch resources as soon as possible (even if HR onboarding isn't entirely complete):* There needs to be a minimum amount of information available to ensure both employment eligibility and the ability to manage accounts automatically.
- *Classrooms need to be equipped so that classes can take place in-person with some students attending remotely:* To do this, the college would need cameras/mics in the classroom to capture the class appropriately. They would also need overhead video of any writing or handheld materials and a potential video of the class to match the online students' usual learning experience. Reliable wi-fi connections are also necessary to allow for dual teaching in real time.
- *The college must develop a clear communication plan on all relevant procedures:* The relevant procedures include how to borrow equipment if needed, what software/equipment are available and how they can be accessed, what are the class-related student privacy policies, and what are the expectations around accessibility. We recommend creating a list of resources available and of potential need, then surveying faculty to match their needs.
- *Students and faculty must be informed ahead of time of the technology requirements for their classes:* Students and faculty must be aware of the recommended minimum computing hardware, suggestions for minimum network bandwidth for connectivity, the use of existing CUNY and Baruch-based services, and understanding of the most effective ways to access and use services.
- *Faculty must adjust their expectations and workflow to the needs of online teaching:* Faculty need to plan ahead and start preparing their online courses well in advance. They must also be prepared and willing to make changes to their course material and exams/assessments as needed for them to be successful in an online environment. Faculty should also be aware that they may not be able to receive support from the CTL and BCTC at a moment's notice or right before their classes start. Therefore, early planning on their part will help provide them with timely support for their courses. Faculty also need to take advantage of all *existing* resources, such as the extensive library of content from the CTL, in preparing their courses and exams/assessments.
- *Students must be provided with technological support as well:* Technological support includes dedicated Blackboard help desk support 24/7, training on Blackboard and other course platforms, and best practices support and training as well as basic skills training.
- *Accessibility is a policy concern that must be addressed by the college. The issue of lack of accessibility has become much more severe since courses have moved online:* It's important for the college to ensure that all content created for classes be accessible for students with disabilities. Additionally, staff support should be provided to faculty to help them make their course material accessible. Lastly, the college should make faculty aware that accessibility is a priority and course content must be made accessible prior to the start of the semester.

Recommendations for Task Force Sub-committee 4: Student Transitional Needs

Key questions: How do we insure that we recognize the challenges Baruch students have faced in our recent abrupt transition to largely online?
What specific steps do we recommend – especially in the Fall term –to convey a pervasive sense of compassion for the new challenges our students face?

Before presenting its specific recommendations, Sub-committee 4 expressed the following core values as central to planning the future of the College:

- Students are central to everything we do.
- Compassion should be integral to all systems and processes.
- We should always communicate in multiple modes, using multiple channels and delivery opportunities.
- Transparency and shared knowledge are crucial for everyone.
- We need a culture of empowerment, trust, and respect for all.

The Sub-committee addressed these questions by focusing on three specific categories of student-support need.

Transitional Support for Student Success

Immediate Recommendations:
- *The college should create a Student Success Portal, Video Channel, and Student Success Center:* The portal, video channel, and center should include faculty, staff, and student-generated resources and advice for all levels of support services (e.g., financial aid, study skills, tech support, career counseling, writing center, health & counseling services, non-tuition emergency funds, etc.).
- *The college should develop "care communities" for students:* Care Communities could be created using TEAM Baruch members so students will always have a direct contact to specific resources that fit their needs.
- *The First Year Seminar should be updated, and a campaign should be built to create a welcoming narrative for students and faculty:* The First Year Seminar should include distance learning guides, technology orientations, opportunities for social connection, and community engagement.

Long Term Recommendations:
- *The college should expand different student support areas and increase mental health and wellness programming:* These areas include the Counseling Center, Crisis Intervention Teams, and Academic Advisement.
- *Students should be asked what they need and those responses should be used to develop centralized processes for students, faculty, and staff:* Students should be asked what they need

using multiple modes, across all departments, schools, and offices. The college can then utilize their responses to adapt resources and programming. Their responses can help develop centralized processes for students, faculty, and staff to access and share resources across all campus communities.

Support Engaged and Empowered Student Learning

Immediate Recommendations:
- *The college should consider maintaining the CR/NC policy and extending flexibility in drop/add options for Fall 2020:* It's important to consider maintaining the CR/NC policy for Fall 2020 in consideration for potential surge or other crises affecting students' productivity.
- *Faculty should insure digital and print access is available to required textbooks, reading assignments, and library resources*

Long Term Recommendations:
- *Faculty should create more flexible courses while communicating clear learning goals:* This includes creating flexible syllabi and assignments that allow for different kinds of learners. Additionally, faculty should develop lesson plans that encourage students to think of themselves as co-teachers, and as co-learners since this creates an investment in learning. While creating more flexible courses, faculty members should also communicate clear learning goals and their practical applications.
- *Pursue multiple modes of engagement in online learning.*

Physical Location and Environment

Immediate Recommendations:
- *Provide safe on-campus workspaces for students:* These spaces can be used for students to study, to access learning resources, to take exams, to use computers and laboratories, and to utilize rehearsal rooms.
- *Maintain close communication with International Students:* Close communication could be maintained through Baruch's ISSC (International Student Service Center) regarding current "temporary guidance" from the federal SEVP (Student and Exchange Visitor Program) and insure that reliable information is distributed widely and in multiple formats. The SEVP announced a new policy on July 6 which needs to be addressed in regard to any and all recommendations affecting international students' ability to remain successfully enrolled in their programs.
- *Accommodate students working from different time zones:* We should understand what platforms and resources are available globally, offer VPN access, and clarify synchronous expectations and tech requirements.

Long Term Recommendations:
- *Identify students' residential locations and develop a plan for locally accessible resources:* Knowing where students live, they can be provided with a list of locally accessible resources (e.g., other CUNY campuses, public libraries, safe workspaces).

- *Support public and alternative transportation options, including bike and ride share programs*