Resolution to Create the Innovation Laboratory

Whereas in response to the public health COVID-19 crisis SUNY Old Westbury transitioned to remote teaching during the Spring 2020 semester which has continued through both the Fall 2020 and Spring 2021 semesters, and

Whereas the faculty rose to the challenge of reestablishing their teaching practice in new or unfamiliar modes of instruction including Remote-and hybrid/blended, and

Whereas there is already a Distance Learning Policy[1], which formally requires that faculty must complete the appropriate modality training offered by Distance Learning in order to teach in hybrid/blended, and online asynchronous (also known as .NET courses) modalities, and

Whereas faculty who have already been trained in asynchronous online and/or hybrid/blended teaching modalities will maintain credentials for teaching in those modalities, and

Whereas there have been no previous training modules in Remote synchronous teaching, and

Whereas the policy requiring training in hybrid/blended teaching was suspended to give faculty flexibility during the crisis, and

Whereas individual experiential learning risks missing possibilities and implementing less than optimum solutions that exposure to alternative approaches and reflection on successes and failures can help avoid, and

Whereas faculty and the instructional design team experience with Remote and hybrid/blended teaching is currently the best source of knowledge about best practices and potential pitfalls of these modalities, and many Old Westbury faculty are now at the cutting edge of distance instruction, and

Whereas over the course of the past year, our own creative faculty have already conducted interactive, one-hour sessions to share innovative tools, techniques, and strategies that enhance student engagement and learning in the featured components of distance instruction, and

Whereas faculty who adopted Remote and hybrid/blended instruction would seem to be likely to benefit more from collegial interactions to round out their familiarity with the best practices and potential pitfalls of hybrid/blended pedagogy than from more standardized training sessions at this point,

Be it therefore resolved that the Teaching Learning Resource Committee, along with the Center for Excellence in Teaching and Learning and the Office for Distance Learning create the temporary credentialing opportunity during the Spring 2021 semester up until June15, 2021 called the Innovation Laboratory to share our expertise and support faculty in teaching in innovative ways.

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[1] https://www.oldwestbury.edu/policies/distance-learning-policies

Be it therefore also resolved that any one of the following options will be considered equivalent to Remote and hybrid/blended training for certification.

- <u>Active participation in at least three sessions led by others</u> either during the Spring 2021 Innovation Labs sessions, or during the Summer/Fall 2020 Lessons Learned sessions, or during the Fall 2020 Community of Practice on Distance Instruction sessions. Faculty completing this requirement will be recognized by the Office of Distance Learning as obtaining *Practitioner* status in Remote and Hybrid/Blended instruction.

- <u>Facilitation of one session and active participation in two other sessions led by others</u> either during the Spring 2021 Innovation Labs sessions, or during the Summer/Fall 2020 Lessons Learned sessions, or during the Fall 2020 Community of Practice on Distance Instruction sessions. Faculty completing this requirement will be recognized by the Office of Distance Learning as obtaining both *Practitioner* and *Instructional Innovator* status in Remote and Hybrid/Blended instruction.

- <u>Facilitation of two sessions (with the same topic) offered at two different time slots, once during the Spring 2021 semester and once between commencement and June 15th, and active participation in one other session led by others</u> during the Spring 2021 Innovation Labs sessions. Faculty completing this requirement will be recognized by the Office of Distance Learning as obtaining both *Practitioner* and *Instructional Innovator* status in Remote and Hybrid/Blended instruction.

Sponsored by: Teaching Learning Resources Committee (TLRC);