

## Qualitative Data from [HyFlex Survey Results](#)

### 2c. If there are additional reasons not listed on 2a, please briefly describe them here. (19 responses; 10 FF, 9 AF)

AF

I think it is important to consider that not all classes/teaching styles match with this. Also, a professor would then have to manage the students online participating and the students in the classroom.
Based on my experience with Hy Flex, one unexpected side benefit to this modality is that students inquire less about missed material when there is a video of the class' activities available to them to watch.
1) Of these reasons, I would need to see most of them in action/with examples in order to see how it would work and/or be helpful to either the students or the teacher. 2) It sounds like basically designing/teaching 2 classes at the same time, without extra pay! 3) Thus far I have only taught online/asynchronous courses at MCC, and I clearly see the benefit of THAT format for the majority of my students who have many responsibilities other than school (full time work, families, etc.). I don't see how those same students would benefit from any of the HyFlex formats as described. 4) On the other hand, as a parent of a student at a major university who happens to get sick a lot, I see the benefit of flexibility such as having a Zoom of the live class (with recording). The students on zoom could at least know what happened in class, but I don't see how they would have anything like the full experience if it's a class with a lot of participation/discussion. I would only recommend that as an emergency option for the student who is occasionally sick or something similar.
I teach in hybrid modality (F2F/Sync and F2F/Async) at another university and am experiencing excellent results. Students LOVE hybrid as it offers the best of all modalities and is responsive to their learning styles/needs as well as their busy schedules. It requires a new and flexible pedagogical approach. While it requires a great deal of work to develop hybrid courses (pedagogy, assignments, lecture modes, etc.) learning outcomes and student satisfaction are higher in my experience.
We want student to STAY OFF CAMPUS when ill, rather than come to class and spread colds, flus, strep, covid, etc. THAT means a relatively large number of students absent from class (as compared to the days when students would drag themselves to class on death's door practically because work missed in class could not be made up). I see Hi-Flex as a way to allow students who can't be physically in class a means to fully participate and not miss out on content. And recorded sessions would give a second best for those who miss class because they are too ill to participate even remotely and those who miss class because their boss requires them to be at work or lose their job (yes, that has happened!).
At the CLC, XXXX stated that she pushed to get three of the five current hyflex classrooms installed on our campus, yet after being paid a lot of extra money to roll it out and train others, she and the ESL faculty XXX want for associates to take over this project that requires a great deal of extra work for class in non-credit which rely on many changing activities. One associate who did hyflex mentioned that it was a lot of unpaid work and that there was very poor training from those who were paid to do it. The important information would be to find out from students if they prefer this mode, and if the participation and enrollment has measurably improved for the fortune in money that each room costs. Also, since full-time instructors are able to get paid extra for the required hours to do this type of instruction, they, and not associates, who have no guarantee of a job from term to term, should be performing this work.
Associate faculty is already overworked, earning below minimum wage. Unless our pay is SUBSTANTIALLY increased, including pay for creating the new tools, etc., I am not interested in taking on more work per class.
HyFlex is the best way to remove barriers and ensure students are able to access their education while traveling through life. There are often un planned events and experiences that take place and providing students the choice and option to attend to their education in multiple modalities ensures we are using UDL and accessibility simultaneously.
Concerned that students that are using their veteran benefits are not able to participate in these types of courses.

FF

Helping a low enrollment class to reach the minimum number of students needed.
It is a future we need to be prepared for even if it is not our preferred teaching modality. It is one way we all might confront the enrollment challenges we face.
remaining competitive and relevant
Many students want to be in class, but something prevents that. Most recently, flu and COVID have decimated my in-person attendance and students usually don't have a way to gain that time in class back. I want them to have the opportunity to flourish as well.
Enrollment and keeping an on-campus option. As the demand for online has grown, departments that offer single section or more specialty classes sometimes have to choose between online (and good enrollment) and on-campus (and threat of a small class or cancellation). Hyflex might be an option for such classes, giving the option to students who want to be on campus and maximizing potential enrollment in the class.
I teach with the anticipation that at any moment I will be asked to convert my in-person course to remote instruction due to a COVID-19 surge. As a result, my in-person course is set up in a way that can quickly be switched to Zoom or asynchronous online modes. In other words, I am interested in HyFlex because it would save me the trouble of having to completely overhaul an in-person course and make it an online course in the middle of the semester, which is what happened in Spring 2020. HyFlex just validates the pedagogical choice I have already made.
I do believe hyflex is ideal for offering maximum convenience and flexibility for students but I think that the instructional quality is lower and that students attending would not have an equivalent experience, at least for my discipline. For pure lecture courses, it makes more sense, but for courses where students need to communicate in pairs and small groups, there are many issues that arise.
For smaller programs, physical constraints (time and place) can make a big difference with the enrollment. Hyflex with the asynchronous option will allow us to offer more diverse courses to meet student interests and needs, because it will remove the time constraints (as well as place).
With the lingering COVID and additional viral infections, I find myself essentially already offering "onground" classes that almost resemble hyflex with asynchronous option. Just in case I get sick myself and need to take time off for a week or two at a time, I have all assignments available in the online format, because our program does not have any substitute available. Students get sick or test positive and take a week or two off, sometimes longer. Sometimes their family gets sick and they need to care for them. To deliver on the equity that we keep talking about, I make everything available (even lecture notes) to all students, so that they can keep up with the class when they have to be away. So it is already being done without any formal recognition or extra pay.
Question 2a might be rephrased so that it changes "I am interested in HyFlex" to something like "HyFlex is useful/promising/other" since we may not be interested in teaching HyFlex but can recognize its usefulness. My answers are based on what I feel HyFlex offers rather than my interest in the modality. I'm not quite sure I understand what the "reusability" question is asking.
For learning integrity - students missing class content disrupts the consistency and integrity of their learning and having flexibility reduces missed content. I guess this could fall into the student choice category but it also, to me, just provides the possibility of more learning integrity and continuity.

**2c. If there are additional reasons not listed on 2b, please briefly describe them here. (14 responses; 7 FF, 7 AF)**

AF

I believe that for course in my disciplines, most if not all students would simply Zoom in.
I am still very passionate about face-to-face teaching. I have taught synchronous online and asynchronous. I appreciate the flexibility they offer for students and I have tried to embrace the modalities. I still feel that my best practices are in-person.
I have a full time job; Hlgh flex might work in the fall when SDSU MBB is not in season (I travel with the team).
It exploits the teachers
I do not want my classroom space recorded.
I believe in the need for HyFlex courses; I just don't really want to teach such a course right now. I teach at various campuses, so there is already enough to consider and this change feels overwhelming.
I believe it is twice the amount of work and much harder to teach than just online or just in-person. I don't think it should be an option, or instructors should be compensated more so.

FF

Having taught HyFlex is is considerably more work in managing both the physical classroom and the Zoom room. If I were to teach Hyflex again, I believe the only way to do it effectively is with a classified staff member assigned to manage the Zoom room - as happens in Zoom based committee meetings.
I'm concerned about the mental load of teaching in two modalities simultaneously. Without proper support (a TA or tutor or someone else), one of the two groups of students is sure to be neglected.
Compensation for teaching multiple classes in one or smaller classroom sizes
Security, privacy, rights related to camera use
I believe that Hyflex would be detrimental to student learning and those sections should be rare and not the norm.
I teach in a discipline that the general public already self-selects against as "too hard" or "I'm not a [field/discipline] person" so it's paramount to have in-person experiences that can break down some of these barriers. Online, whether synchronous or not, has not been shown in the literature to do that reliably while in-person has.
I understand the need to make different class modalities available to students. A silver lining of remote instruction is that it introduced many of us to creative and effective teaching practices that we can continue to use in physical and virtual classrooms. I know I didn't imagine myself teaching online before the pandemic, and now I understand that if I want to grow in this profession, I need to challenge myself and continue to learn in this area, even with my discomfort and feelings of inadequacy. I also understand the need for flexibility for students--offering courses that are in person, that meet in a hybrid format, or where the work is asynchronous--due to their many responsibilities and needs. But I don't think it is necessarily a good idea to offer all of these modalities SIMULTANEOUSLY IN A SINGLE COURSE. I want to continue to strengthen my asynchronous teaching, for example, but I think it makes more pedagogical sense for me and my students to have a class that is completely asynchronous for this to happen. I think that it would be very challenging to manage from a teaching perspective. It is tough already to manage all the responsibilities in the classroom (physical or virtual), but doing HyFlex would mean that I would have to manage multiple classrooms for ONE single class at the same time. Most of us teach more than one class.
Having many options is good. Exercising all the options at the same time, is not something that makes sense to me. Many of us think we are good at multitasking when, in reality, we are spreading ourselves thin or not doing our best at each task because our attention is divided. I think I can be a better instructor for my students in each class if I can focus on one modality at a time. The example I keep thinking of is

about how many parties/celebrations happened virtually in the past few years. At the beginning of the pandemic, it made sense for all of them to be virtual. Then, as things started opening up, it made sense to start celebrating again, with some changes (being vaccinated, wearing masks, etc). In some cases, celebrations kept happening in a virtual or even hybrid ways, especially if they were once in a lifetime--like weddings, graduations. I even think of a friend who had a baby shower weekend recently--on one day she had one in person for all who could participate/be there, and the second day, she had a virtual one for those who were far or could not make the event in person for other reasons. Each shower had its own games and activities that suited each context--which meant each baby shower was fun in its own unique way. I don't think it all needed to be the same party. Each party deserved its own day and its own way of being. To me that's like teaching half of your teaching load in person and the other half in a different modality, asynchronously, for example. Having the two parties instead of trying to have all the parties at the same time. Because when we are talking about a class, we are not talking about a celebration or a once in a lifetime event. We are talking about work and routines that are hard to maintain in 17 weeks for semester-long courses. That is very hard to do. And we have asked/are asking people to do it without proper training or compensation, in my opinion. And it should not be training that is on top of the teaching/professional development we already do. This is why some of us are feeling burnt out (for lack of a better term).

HyFlex might be a flexible option for students, but it sounds like the opposite of flexibility for the instructor. It means you have to be available in ALL the ways. Teaching in person prior to quarantine was already a full-time job on its own. But we keep adding more and more responsibilities and expectations. For example, I already feel that colleagues and students expect me to be available so much because it's seemingly so easy "to jump on Zoom." Meanwhile, the amount of meetings and online activities/professional development we now have (MCC, state-wide, etc.) leaves shorter designated blocks of time to do my actual TEACHING work. How can we expect people to grow, let alone excel, if we give them more responsibilities without the time and support? We've had to learn to teach online under such extraordinary circumstances and instead of taking the time to reflect and heal and recover, we are trying to do more and/or everything at once. At least, this is what I feel in certain spaces at MCC when these conversations come up.

We are making the assumption that students in hyflex will be engaged or adequately prepared / supported to be successful in the the hyflex learning modality.

Students love asynchronous and it reaches difficult to reach students. I'd love to offer an in class huffed option in a completely asynchronous class but NOT make mandatory bc that harms my most at risk working parent or chronically ill students. More flexibility - not less!

In several departments, this modality serves all students poorly, compared with our more traditional efforts. HyFlex course offerings have the potential to harm faculty by competing with enrollment in more traditional modalities.

## 6. Anything else you would like the Faculty Assembly to know about working conditions issues around the preparation and delivery of HyFlex courses? (56 responses; 29 FF, 27 AF)

AF

I think that HyFlex courses should qualify for additional LHE.

I taught hyflex in the fall, I had a good attendance rate.

As someone who teaches fully online, I love the idea of having it be Zoom or asynchronous in the same class.

I do not think that the synchronous modality of HyFlex is a good idea because it will discourage in class attendance, and it makes classroom management more difficult. (Think Zoom Bombing.) When an instructor is in the classroom transitioning between the computer, student questions, the white board, and perhaps the doc cam, having to monitor a live Zoom session spreads the instructor too thin.

The issues above marked as important are in some cases important because I am worried about them, not because I necessarily like them.

It seems like it would take a lot of effort & time to not only prepare materials, but to get comfortable with the actual classroom situation, managing all of the modes while also trying to present a coherent message and manage a productive classroom discussion and other activities. Again, some real life examples would be very helpful, but I would assume even the most enthusiastic instructor would face a learning curve. How big of a price would students pay, while they participate in a class with a professor who is spending a lot of in-class time trying to figure out the technology and how to involve students on zoom as well as those in the room? Is there any real (well-designed and conducted) research to guide either individual faculty or the college as a whole in trying to implement any of this?

I've taught HyFlex. It is A LOT more work and more stressful than teaching in person, ZOOM, or online. A LOT.

#1 It is time to take the hard lessons of the pandemic and put them to good use! HyFlex works well for me and the content I teach, but I believe that faculty should be able to make their own decisions about how to teach their material. #2 All Faculty, especially Associate Faculty, must be fairly compensated for their work. #3 I am having wonderful teaching and learning experiences in teaching hybrid at other universities (see 2c)

I teach a course with an integrated laboratory component. This creates an additional challenge to teaching in multiple modalities.

There must be a substantial increase in compensation for Associate Faculty who desire to teach HyFlex courses. Pressure to teach such courses must be non-existent.

Some types of classes are more appropriate for this type of instruction than others.

It sounds like an exciting new way to teach class!

I think it is important to keep trying new types of learning to accommodate all learning styles, and I am sure there are many great reasons to at least explore this.

It seems like there could be a lot of fumbling around with technology, which would distract from the pace of an engaging class. I don't know that the CLC has the equipment needed for each individual student, or fast enough connections. Canvas on phones and tablets is glitchy; all students in class should have laptops that are maintained by the college, so the teacher doesn't have to do anything to assist students, which would take away from class time. Classroom aides must be well-versed in all the necessary technology. It will take A LOT more work to prepare for hyflex classes than a regular in-person only class - associate teachers MUST be compensated for all the extra time required.

I believe students already have many options to choose from but faculty is not given the same option, if we are forced to teach Hyflex courses.

I like the idea of HyFlex courses. It would be helpful for me to hear from professors who have taught HyFlex courses and learn more about how they went about it in terms of engaging students, facilitating lectures, and leveraging technology. I would also like to know how assignments, group projects, and deadlines work in this type of teaching environment.

I do not want a camera in my classroom. I have no interest in hyflex at all.

It feels overwhelming for part time people working on multiple campuses. There seems to be many details and extra time needed for such a course that many of us might not be able to meet. I have no problem using technology and offering options, and I know that this format is student-centered, so I am for the format, but I don't know that I want to teach such a format. I am currently teaching asynchronous courses, and prefer that format for now.

Associate Faculty should be paid for training and prep work.

If faculty set up their courses as if they were asynchronous, and all information and assignments can be found in Canvas, the work lies solely in how they conduct their lectures.

Full-time faculty were compensated for training. The associates I'm aware of were not. This is an equity issue.

Just want to make sure that there are no requirements of this being the teaching type that will be required going forward. I have severe reservations about this being (or becoming) the only modality of teaching at this college.

i teach hyflex (zoom and in person) I find the hardest thing to blend is the assessments. Those who come in person want a paper pencil test. Those on zoom want a computerized test. I started testing during class time for those who are in person. Those who are on zoom and need special accommodations have not liked that because it requires them to use the testing center. they way a test is written for online is different than the test I can give them in class. But I feel that opens up equity issues too.

Group work would be a challenge

Anytime you use the term for FA, also include the associate faculty union. AF teach the majority of courses on campus.

adequate training for instructors about how to preplan/prepare for when a substitute instructor is needed

I have a bad back and the HyFlex work stations are NOT ergonomic at all.

*FF*

I don't think it should be "forced" on anyone without making appropriate accommodations for classroom management.

For lab-based courses, such as those in the sciences, teaching hyflex has an additional challenge (beyond your typical lecture-only class). Lab courses involve preparation of lecture content for delivery in hyflex but also the equivalent of an entirely different class preparation for the lab component. Consideration of this additional workload must take place. Also, not knowing how many students will show up to a given lab session places constraints on our ability to predict the exact amount of materials and specimens that are needed for the class activity. This impacts the workload associated with preparation and procurement of materials/specimens.

Would appreciate a class max of 75% for hyflex (e.g., 30 students rather than 40) classes. In MOE last year, it was very unwieldy for the committee to have ~20 members and operate via HyFlex. Many issues arose of managing fair and equitable participation... this year the committee has many fewer members. As a faculty member where equity is really important, adding the additional concerns of technology AND keeping 40 students just seems insane.

Professors are becoming less heard, less important, and often sidelined in the decision making for the college. This is especially disturbing given the we know our students better than anyone else. I fear that the administration is not putting enough effort into marketing the college and offering attractive resources. Instead, professors are being pushed further and further into making fast track, cash cow courses regardless of whether the students are really learning. Many of us are feeling irrelevant to the college even though we do the key work of the college.

Faculty required to teach HyFlex courses must be compensated and trained for setting up courses. They should also be compensated for any increase to their workload.

I have conducted my own student survey of preferred course modalities, and out of a sample of 93 students, ZERO chose Hyflex as a preferred course modality.

Teaching a class that allows multiple modes is more work than a single-mode course. Building out and maintaining the technological pieces allowing students to fully experience a course through asynch, streaming, or in-person takes more time and effort. I've heard others say it's like teaching 2 classes, which might be stretching it a bit. Definitely more than 1 standard mode course though. There isn't a modality workload factors and the others don't account for this concept - for specific courses, the workload factors are always the same regardless of modality. Having a factor here could be beneficial if the district is interested in having options for the shrinking number of students. As is typical for negotiations, MCC will only move if they see other schools doing it. [I think that's the definition of Vanguard Institutions.]

I am hoping that hyflex isn't defined narrowly as being a 'synchronous zoom session from a classroom'. Rather, I like the idea that a class might be both online and on-campus and that students can choose their modality. But, this requires basically teaching an on-campus class and an online class. It's just more work. We are doing it anyway... few on campus classes don't have some digital and/or online components (even if just the Canvas gradebook). I provide many of the resources from my online classes to my on campus students, including options for Zoom meeting appointments, video tutorials for much of the content (if they missed class), class materials and resources available online, etc. This has made the workload more intense. But, students are starting to expect it (and it does help with equity).

We don't need a regular size (35 seats) classroom for a HyFlex, it's not needed and is not practical to teach it that way. If we are investing in HyFlex, which I believe there's value on this, we should design the classroom from scratch to be a Hyflex. A huge classroom does not work for the students in zoom call they can hardly read what you are writing, the instructor has hard time managing the students in a small screen because they so far away, and the students in the classroom are seating in a huge classroom that does not invite collaboration. I am suggesting a smaller room, like dividing a regular classroom in two Hyflex, just remember when we use the camera we need good angles and proximity. Economically it will cost more to redesign the classroom, but we are saving in the long run. AC, Classrooms, energy, and of course is better for the instructor and the student.

Not interested in having to teach hyflex

Why isn't one of the questions about asking about our concern about our own privacy? (e.g., camera technology in the classroom)

Question #5 is worded very ambiguous. What do you mean the concern is important? For example, I have concerns about "Being required to be in the physical classroom when no student is present face-to-face", thinking I shouldn't be required to be in the classroom if no student is expected to be in the classroom. Am I supposed to say "not important" or "Very Important"? I want to say concerns over instructor presence is unimportant if students are not in classroom. I also want to say it will concern me if I am required to be in classroom when students are not in classroom.

It's important to consider that is most important, valuable, just, and equitable for faculty and students and not what is preferable and profitable/cost effective for the business.

"Being required to be in the physical classroom when no student is present face-to-face" - This has been a concern based on anecdotal feedback. In addition, is there data on how HyFlex courses tend to evolve over the course of a semester in terms of students shifting from on-ground to synchronous participation? Because of various factors, do students gradually move toward synchronous vs. on-ground over the course of the semester? What do on-ground rates for a course look like at the beginning vs. end of the semester?

Gotta be a load-factor... it's clearly more work. For example a 3 LHE course traditional lecture course is worth 4 LHE when taught as HyFlex.

It's Lisa Fast here. I wanted to throw myself under the bus and own my share. I was told that all faculty will be required to offer High FLEX in the coming years. If that's true, I think it's crucial to have open and honest dialogue so that faculty can be adequately prepared to give the best possible experience to our students. Hopefully sharing my thoughts helps, rather than hinders.

I think all faculty want to provide students with the best learning experience possible, and the problem with High Flex is the feeling of being forced to do something that most of us have little to no experience with.

Putting aside the challenges of high flex, teaching right now is uniquely challenging as we try to create a learning experience that meets all student's needs. Students are struggling with mental health, navigating the aftermath of Covid – which often means more work and family responsibilities, and entering with a different degree of academic preparedness because of completing high school while riding the wave of the Covid-shift-to-online.

In addition to today's unique challenges, I tried to juggle two modalities simultaneously this semester (which is contrasted with High Flex being three simultaneous modalities). To help students in my

on-campus class, I structured it so that it could be completed asynchronously as well. One result was that I struggled to bond with the group because I never knew if anyone was going to attend the meeting, and when they did, the group was a different set of students each week. The group of attending students were a moving target that could not be predicted, so I couldn't plan class meetings to "speak to" student needs and interests. I take a lot of joy in that, and without it I felt displaced. I see High Flex adding more complication and struggle.

High Flex assumes that we have unlimited capacity to simultaneously navigate teaching the subject matter, navigate the previously mentioned unique challenges of teaching right now, attend to online students' technical difficulties (can't hear and/or see instructor, can't hear and/or see the teaching materials like ppt's, personal microphone not working, screen keeps freezing, etc.), monitor and respond to content-related questions and shares in the chat box (which often takes on a life of its own, regardless of the teaching goals for that meeting), all while trying to ensure that in-person students don't feel ignored, distracted, and an overall degraded experience. This is a lot of pressure to put on an instructor, and every study on attention and engagement would predict little to no learning for students.

One idea that might help is to give faculty opportunities to attend high flex meetings at the college, as participants, so that we can develop the perspective of what it's like for the learners, the kinds of issues that regularly arise, and develop a sense of comfort and familiarity with it. This would be an environment where students don't suffer because faculty are lacking in experience, comfort, and expertise, and where faculty can learn before being put "on the spot." And then maybe after some time, faculty would feel more prepared and confident to try it. In a related vein, the best preparation I got for online teaching was to first complete an online class myself. I have noticed a shift in FLEX events at the college, where less is offered via zoom, and more is being offered in-person only and RSVP-required. It has made me wonder if problems arose with the zoom events and the only way to solve it was via on-ground only offering and specifically with RSVP? If so, then it further adds concerns to why faculty would be asked to offer it. I think that if we could attend events in a high FLEX modality, it would relieve my concern that the college may have found problems with it, while also giving faculty the opportunity to develop the perspective, skills, and comfort we need.

Another idea is to have faculty co-teach classes that are offered High FLEX so that we have support in transitioning to an incredibly demanding new way of teaching.

It is also important that the teaching station be ergonomically correct in the HyFlex classroom.

Teach a good 'traditional' face to face requires a lot of multitasking as it is, so I am concerned about adding even more to that.

Not all disciplines/fields nor even specific classes/content within a given discipline/field are appropriate for such delivery so please make sure this doesn't get forced upon everyone. Anyone choosing such an implementation should be given appropriate time and compensation to deliver a quality implementation, which may mean reducing loads accordingly.

I don't need more training or professional development "opportunities." There is already SO MUCH to do. I especially don't want to have to do HyFlex professional development. I want to be FULLY present in whatever modality I teach. I don't have the capacity or attention span to multitask even more than I already do when I teach. Teaching HyFlex is TOO MUCH. Please advocate to stop adding even more responsibilities to our jobs. I don't need more compensation. I need a better quality of life.

Our work load is becoming increasingly more and more as we are faced with new technology "innovations" providing flexibility to students. Never in my career would I have argued for putting faculty first, but I am going to have to do so this time. Our wellness and sense of overwhelming is very real and these conversations around the new "inevitable" modality don't help and dismiss our own working conditions & quality of life. Please do not agree to the pressures or Admin requiring faculty to teach at least one hyflex class. That requirement would detrimental to our wellness more holistically and pedagogically.

I am concerned about workload, preparation as in professional development, I am concerned about support for students in all tech - motivated learning modalities, I am concerned about hyflex actually



further perpetuating equity gaps, I am very concerned about the technology tools used that are often linked to surveillance technology and its companies, I am concerned about my own security and academic freedoms as an instructor of color in this politically charged climate. I am concerned about technology weaponized as an "equity tool" & premature persuasive argument, yet circumventing my pedagogical expertise and choice. Let us master the online asynchronous practices first before moving into a whole new online modality. Let me breathe and think as an instructor. Finally, I think we have moved so far into the online platform realm that we have forgotten how to be in-person, as have our students.

I don't subscribe to embracing the argument of inevitability, or that the availability of hyflex technology should dictate our working conditions or pedagogical approach. Also, the technology used is often tied to surveillance technology profiting private corporations and that presents a problematic position an educational institution should reckon with. Where are the tax-payer monies going?

HyFlex is the wave of the future and we should embrace it. CTE hands on disciplines will need lots of support and it will take a massive amount of work to do this in the CTE and career tech space, but I am totally confident it will be worth it. I know some are threatened by this as making the hands on programs obsolete, but IMHO we shouldn't be. There will always be a place for hands on performance based and experiential teaching and learning but we now have seen what is possible with HyFlex, and we have the technology and intelligence to make it more accessible to meet students where they are. We should do it!

Yes- I'd never require cameras on for equity reasons. Also- this whole issue is equity!!! Poor historically weak students thrive in asynchronous yet we are required to teach one in person class to cater to 19th century models favored by elite privileged administrators. Give it a rest! Talk to Lisa Lane about the REAL data on online and fight back for us and give us flexibility to teach 100% online if students want it.

As it is still an on-ground class, the capacity should not be increased if it moves to HyFlex.

Preparing a class for both asynchronous online and face-to-face doubles the work, therefore instructors should be paid double. This situation is not comparable with stacked courses when all students are in the same room (although there should be compensation for those too). Teaching in two modalities is teaching two courses in one. If the compensation won't match the increased load, I don't think we should teach it. In my opinion, HyFlex is the future. But we need to be compensated for the increased amount of work.

Whether teaching HyFlex meets the on-ground requirement for faculty.

HyFlex will require more time in preparation and more stress during execution

The workload would be particularly high for lab classes offered in a HyFlex mode. I can see students taking home kits to perform on Zoom while others are on campus. This would require a lot more preplanning by faculty and staff.

I am worried about class capacity in a HyFlex course - will caps be doubled if students participate online and/or on ground?

We need face-to-face meetings to discuss this topic.

## **7. Anything else you would like the Academic Senate to know about academic and professional matters around the preparation and delivery of HyFlex courses? (47 responses; 23 FF, 24 AF)**

AF

I think that HyFlex courses should qualify for additional LHE.

It is the future for our students who have many other obligations or barriers that impacts them from being in person.

A lot of people have been doing this for a long time and it has been successful. I'd personally, as a student, like to have options for Zoom or asynchronous in the same class.
Please apply the KISS (Keep it Simple Stupid) principle when evaluating technology. As someone who has already taught HyFlex classes providing the instructor with user friendly technology is the most important consideration. The classroom technology for HyFlex really need only consist of 1. a good mic than can pick up the instructor's voice and student questions, 2. a "video" to pick up the activity in the podium monitor, and 3. a camera to pick up the white board. Also though this may sound strange, positioning the cameras in the classroom so they are not likely to pick up students' likenesses can be a real benefit because it can avoid the need to double record.
I've probably said it all. My main concerns are about the time required for prep and learning how to do this, the associated pay issues, and the effect on students.
I like teaching in that modality because the technology was top notch and the students liked the option of how they can attend class, but as usual, how do we keep students/humans engaged in ZOOM when lectures are 2+ hours long? It's a big issue.
Same as above and in 2c response
I don't see any solid reasons to oppose HyFlex courses and see many benefits for adopting it. We are already using all modalities found within a HyFlex course, we are just taking it a step further to allow the students to choose what modality they want at any point in the course. Making this an option, NOT a requirement, is the way to go. However, in my opinion this will increase enrollment and retention.
I fail to see how Hyflex and "Infringement on academic freedom" are related (I'd like to hear the reasons). In general, I am 100% for academic freedom, but I don't see how introducing Hyflex (or any other modality change) poses a threat to it, so that's why I put "not important." Secondly, testing becomes a challenge with Hyflex unless students can be required to test in a testing center or in class.
Before the pandemic, classes for my discipline were separated by only 15 minutes. The class before mine was scheduled to end 15 minutes before mine started and mine ended 15 minutes before the next. Running a couple minutes over or answering student questions after class was really stressful and 15 minutes is NOT enough time to set up a standard class with LAB, but we made do. There is NO WAY I could set up and reset for Hi-Flex with 15 minutes. I figure 30 minute separation is required at minimum (more time would be better).
Without long-term studies of the pedagogical value of HyFlex teaching, it should not be implemented
The in class participants should also be equipped with laptops. I am worried that for the cost of this experiment that it will yield diminishing returns and burnt-out teachers. If it is so great, why are the full-time people who did it originally trying to push it off onto associates?
It would be neat to try.
It seems like there could be a lot of fumbling around with technology, which would distract from the pace of an engaging class. I don't know that the CLC has the equipment needed for each individual student, or fast enough connections. Canvas on phones and tablets is glitchy; all students in class should have laptops that are maintained by the college, so the teacher doesn't have to do anything to assist students, which would take away from class time. Classroom aides must be well-versed in all the necessary technology. It will take A LOT more work to prepare for hyflex classes than a regular in-person only class - associate teachers MUST be compensated for all the extra time required.
it will be very difficult for instructors to deliver a course that is equal and equitable to all students.
I do not want a camera in my classroom. I have no interest in hyflex at all.
I believe that there should be some sort of stipend for instructors taking on HyFlex, not just for training but ongoing for the extra time and effort to make the format work. I know we have instructors who are specializing in this format, and I think they deserve extra pay in some format for their ongoing professional development that benefits the college.
Faculty will need support and resources that allow for flawless instruction to transpire. If students are aware of the different modalities, and the flexibility of HyFlex, surely less classes will be canceled. Our students have different needs and are different than prior to COVID>

I believe that instructors should be asked if they are willing to learn this modality before being assigned to a HyFlex class. Also, Associate Faculty are never assured of which class they will be teaching in the future, so re-usability of content is not really much comfort for us. In addition, Associate Faculty should be compensated for extended preparation time even if our class is canceled. Currently this is not the case.

I do feel that having 3 modalities to 1 class is like you are teaching 3 different classes but you are getting paid for 1.

It would be very helpful for the instructor to know the chosen modality of students before each class starts.

BEcause of Covid, my older adult students prefer working on Zoom.

I've been teaching in a hyflex classroom all semester, and I think I'm one of the sole faculty still using that room. Faculty need to be trained on the technology. Other faculty requested different rooms because that room is complicated to use.

I'm somewhat concerned about being able to give adequate attention to both students in front of me in a classroom and students on Zoom simultaneously, though practice and preparation through Flex could help with that. I also worry about the loss of time and classroom focus from technical difficulties derailing a class session. We all struggled with this switching everything onto Zoom when covid hit; now I worry that we're bringing those online technical challenges into classes that would otherwise not have to deal with them.

One thing I really don't want to do is incorporate asynchronous content into an otherwise scheduled course - my consistent experience is that if students feel they have a legitimate path to not "showing up" to class sessions, many of them won't, and those that don't will inherently not get the same quality of instruction. The one exception to that would be a hybrid course with each component clearly defined as either asynchronous or scheduled (i.e. a biology class with asynchronous lectures but an in-person lab).

FF

Every department, obviously, varies in terms of their culture and degree to which faculty members are controlled by the dept chair and must conform to a particular modality. My hope is that academic freedom prevails and we, as a faculty, come to the understanding that everyone can choose a modality that works best for them, their students and their respective discipline, rather than being "encouraged" to teach in a way that doesn't feel comfortable or as effective just to suite departmental dynamics.

1) Hyflex should not be mandated

2) Hyflex that is "in class" and "asynchronous online" means doubling the faculty load to run an online course and an onsite course (they use different approaches to accomplish the same goals). Just offer two difference sections.

3) Hyflex that is "zoom" and "asynchronous online" is likewise doubling the workload... because if students are not interacting via zoom... then there needs to be alternative assignments that they can do (and gets graded). The gradebook can get confusing, if there are some assignments just for those that attended a zoom class meeting and different assignments (e.g., a discussion) for those that chose the asynchronous path.

4) For hyflex that is "in class" and "zoom", we need examples of faculty taking this approach and making it work. Either increasing load factor or decreasing class enrollment size (e.g., by 25%).

See the above comment. It is a serious concern. Many of us are unhappy and feel like asking us to keep doing more when it seems like the administration is focused on the wrong things is problematic. How do we justify the bond when we are now not sure if students will even be on campus? Why aren't we focused on attracting new students in a meaningful way that does not simply hinge on having professors work even more and be less happy with how they teach their course. As well, we need a condensed calendar. It is ridiculous that we keep kicking this down the road.

In counseling courses, there are several group activities. How would these be conducted when students are on different modalities (classroom vs zoom)? How would in-classroom assignments be graded if students have the option to not attend?

Hyflex courses seem to fill at a lower rate than other courses. Having knowledge about where the "cut" line is would be helpful. While I want to provide options for students, I also like knowing that my course will fill... or at least not be cancelled. The 50% line is there for a reason, and MCC seems to believe the purpose of that line is asymptotic - to get as close as possible without touching. The number of students and the number of administrators are inversely related at MCC - as the number of students drops, the number of administrators goes up.

Same as my answer for the FA.

We don't need a regular size (35 seats) classroom for a HyFlex, it's not needed and is not practical to teach it that way. If we are investing in HyFlex, which I believe there's value on this, we should design the classroom from scratch to be a Hyflex. A huge classroom does not work for the students in zoom call they can hardly read what you are writing, the instructor has hard time managing the students in a small screen because they so far away, and the students in the classroom are seating in a huge classroom that does not invite collaboration. I am suggesting a smaller room, like dividing a regular classroom in two Hyflex, just remember when we use the camera we need good angles and proximity. Economically it will cost more to redesign the classroom, but we are saving in the long run. AC, Classrooms space, energy, and of course is better for the instructor and the student.

Not interested in having to teach hyflex

I don't want to manage people in person and on Zoom. I prefer hyflex be that students be allowed the choice to come to class or complete learning activities asynchronously/online if they sometimes decide they don't need the in person engagement. This flexibility and freedom would also help with enrollments in our courses.

I do not want to receive any top-down training.

Protect 10+1.

Not all disciplines/fields nor even specific classes/content within a given discipline/field are appropriate for such delivery so please make sure this doesn't get forced upon everyone. Anyone choosing such an implementation should be given appropriate time and compensation to deliver a quality implementation, which may mean reducing loads accordingly.

While I appreciate definitions/some context regarding HyFlex in the article sent, I would have appreciated hyperlinked evidence/full citations beyond definitions that state the value of HyFlex or even its criticisms. What is the research thus far about the benefits/drawbacks of HyFlex teaching and learning (pre- and during pandemic)? It feels like we are moving towards doing something because it has the word "Flex" in the title or due to a misguided belief that simply doing more is more.

The machine / hyflex should not dictate our pedagogical choice. This technology further centers the professor (just in the way the technology is installed in a classroom) and does not allow for pedagogical innovation in the way it has been sold to us. While in an onground classroom setting, we are able to move around and create alternate learning spaces. Hyfelx is limiting and only allows for innovation to occur in a break out room situation - there is nothing innovative about that! Furthermore, we must also reconcile that we are selling flexibility without the full on support and preparation for both our faculty and students. It's a premature argument. Where is the data, the research that community college students enrolled in hyfelx are more successful? This modality in the name of "flexibility" is not conniving.

I am concerned about workload, preparation as in professional development, I am concerned about support for students in all tech - motivated learning modalities, I am concerned about hyflex actually further perpetuating equity gaps, I am very concerned about the technology tools used that are often linked to surveillance technology and its companies, I am concerned about my own security and academic freedoms as an instructor of color in this politically charged climate. I am concerned about technology weaponized as an "equity tool" & premature persuasive argument, yet circumventing my pedagogical expertise and choice. Let us master the online asynchronous practices first before moving into a whole new online modality. Let me breathe and think as an instructor. Finally, I think we have

moved so far into the online platform realm that we have forgotten how to be in-person, as have our students.

I don't subscribe to embracing the argument of inevitability, or that the availability of hyflex technology should dictate our working conditions or pedagogical approach. Also, the technology used is often tied to surveillance technology profiting private corporations and that presents a problematic position an educational institution should reckon with. Where are the tax-payer monies going?

We will just really need help, support, funding, and leadership to do this well. Especially the hands-on performance based CTE/Career tech programs.

See above. Also- appreciate the reach out for our input! 🙏

As it is still an on-ground class, the capacity should not be increased if it moves to HyFlex.

In my opinion, HyFlex is the future. But we need to be compensated for the increased amount of work.

Hyflex teaching should be up to the instructor

Training around how to support lab classes as HyFlex

Do students actually want HyFlex courses? I understand that students may not understand what a HyFlex course is - I barely do. My biggest question is, what is driving this conversation?

Do not allow the district to offer this modality unless there is a super-majority vote in each department that supports this action.