MiraCosta Academic Senate HyFlex Recommendations

HyFlex ("Hybrid" + "Flexible") instruction originated at San Francisco State University nearly 20 years ago. In its original form, HyFlex classes allowed for student choice of attendance across three modalities: in-person, synchronous online, or asynchronous online. When MiraCosta began piloting HyFlex classes in 2021, we limited HyFlex to two options for student attendance: in-person or synchronous online. For more detailed background on the HyFlex modality, please see an [8 minute video](#) and accompanying [one-page document](#) created by Jim Julius in fall 2022, as well as the [summary of results](#) of the joint AS/FA faculty survey on HyFlex conducted in late fall 2022.

This document provides the Academic Senate's recommendations on the next steps for supporting faculty and student success with HyFlex instruction at MiraCosta College.

The college should maintain the current definition of HyFlex as 2-in-1, synchronous online + in-person attendance as we deepen our pilot exploration of HyFlex instruction. The Academic Senate will consider other multi-modality course offering options in the future.

To effectively strengthen the current pilot of HyFlex instruction, ensure equitable participation across all modalities, and maintain a safe learning environment, the Academic Senate strongly recommends:

- A consistent note in SURF be used for all HyFlex classes, regardless of department. Recommendation: "HyFlex classes are ones in which students will have the choice to attend their class on Zoom or in person during scheduled class times."
- The college provides options for students to have access to computers in HyFlex classrooms when needed for full participation in class activities.
- HyFlex classes are offered only in fully HyFlex-equipped classrooms and when scheduled as such in SURF.
- As HyFlex classrooms are being designed, faculty and departments are collaborators with ITS in decisions about hardware, software, and room configuration.
- Faculty who wish to have technological assistance and/or instructional support, such as an embedded tutor or Supplemental Instruction leader, when teaching a HyFlex class are able to work with their department and dean to find a solution to this in advance of scheduling them to teach a HyFlex class.
- Faculty have a clear process for receiving support and providing feedback about HyFlex technology through the Employee HelpDesk in order for them to use it effectively and for the classroom technology to be regularly improved.
- The college supports Program Review of HyFlex modality classes by including HyFlex as a distinct modality for selection on data dashboards.

Approved by the MiraCosta College Academic Senate April 7, 2023

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For departments which choose to offer a HyFlex course, the Academic Senate establishes the following parameters and guidelines:
- A HyFlex course section should be scheduled only when the department and faculty member agree that it is appropriate to offer the section in that modality, and that the faculty member is prepared to teach a HyFlex class.
- Departments should include reflection upon and continual improvement of HyFlex class offerings in ongoing informal and formal ways through data analysis, including Program Review. This should include consideration of the needs, benefits, and challenges associated with offering HyFlex classes.
- If a department decides to offer a HyFlex program/pathway, it should be confident that there are sufficient faculty prepared and interested in teaching the necessary courses as HyFlex.

For faculty who choose to teach a HyFlex course, the Academic Senate establishes the following parameters and guidelines:
- Given HyFlex classes are Distance Education classes, faculty teaching HyFlex classes must have completed the institutional DE compliance training and must teach HyFlex classes in compliance with [AP 4105](#).
- Given the 2-in-1 definition of the current HyFlex pilot program, students need to be present in-person or in the live Zoom session to be [considered as attending](#). Certain patterns of onsite or online attendance should not be privileged over the other and asynchronous "attendance" is not an option.
- A course section that is scheduled as HyFlex should remain available as HyFlex for the entire term of the course section, regardless of instructor or student preferences, honoring [AS resolution R.2-20, Distance Education and the Course Schedule](#).
- From faculty purview and for purposes of training/professional development, there should be support for multiple HyFlex instructional approaches and motivations for offering a HyFlex class.
- Instructors should share their approach to recording HyFlex classes via Zoom with students, in accordance with the [MiraCosta College Commitment to Equitable use of Cameras in Online Instruction and Assessment](#) and [Guidance for Synchronous Instruction at MiraCosta College to Protect Student Privacy](#).

The Academic Senate and its subcommittees will support HyFlex instruction in the following ways:
- The C3 Teaching and Learning Center, MOE/Online Education, and PDP/AS, in partnership with ITS, should ensure that HyFlex technology training and HyFlex course design/teaching workshops and resources are offered on a regular basis.
- MOE should determine if updates to institutional DE documents are needed to account for HyFlex modality instruction, and if so, MOE should draft its recommendations and provide the updates to the appropriate governance group.
- CPC should make any updates to curriculum documents it sees as necessary to account for HyFlex modality instruction.

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