

Hybrid Faculty Companion Checklist

This document serves as a companion to the resource, [Responsibilities Decision Chart: Who Does What](#). It is intended to guide faculty working with hybrid courses. The checklist may be adapted to meet individual course needs. Please refer to the [BSPH CTL Teaching Toolkit Website](#) for further information.

Prior to the Term

Date completed	Responsibility	Timeframe/Resource
	Review course learning objectives and aligned learning activities , including instruction and assessment.	
	Develop, review, and refine learning activities for a hybrid environment. Identify potential barriers and revise or find alternatives for modalities (in-person and online), keeping objectives aligned.	
	Communicate early about the course modality with the department and the Committee for Academic Standards (CAS).	
	The entire teaching team should refresh their knowledge of hybrid technologies knowledge used in the classroom. Learn which technologies are available in the classroom and review how to use and manage them.	View Bloomberg School of Public Health classrooms using the Room Viewer page (log in required) and request Multimedia team assistance by filling out the Multimedia Request and Production Form . Plan a visit to your classroom and practice using the technology. See Hybrid Teaching: Getting Started [PDF] .
	Update the syllabus to include attendance policies that address your expectations for on-site and online students.	
	Develop a communication plan that details faculty/TA introductions, office hours, and reasonable expectations for both faculty and student responses to ongoing	Clarify the communication plan for both on-site and online students. <i>Example: Will you hold both on-site and online office hours?</i> See How Do I Communicate with Students During Remote Instruction? [PDF] .

Date completed	Responsibility	Timeframe/Resource
	communications throughout the term.	
	Meet with the teaching assistant(s) and discuss administrative responsibilities.	Prior to term start.
	Ensure teaching team has a licensed Zoom account	See How to Get a Zoom Pro License .
	Create Zoom meeting(s) for synchronous sessions.	See Step-by-step Guide: Using Zoom for a Live Class Session [PDF].
	Post the Zoom information in the course	CTL recommends selecting one of the following two approaches: (1) creating Activity Pages for each Zoom session that is linked to the Course Schedule page; or (2) add a Zoom link as an event to the schedule builder .
	Make certain that any communication from SDS regarding student accommodation for the term is appropriately addressed throughout the course.	

During the Term

Date completed	Responsibility	Timeframe/notes
	Engage students across modalities through weekly announcements and course update emails.	The CoursePlus email tool allows for scheduled delivery. See CoursePlus Guide: Email Tool .
	Design opportunities for peer interactions across modalities	
	Offer a midterm survey to address students' concerns on either platform.	
	Confirm Zoom links and post recordings of synchronous sessions including transcripts.	Review the "Should I Provide Synchronous or Asynchronous Lectures?" resource to learn about posting recordings with transcripts.



After the Term

Date completed	Responsibility	Timeframe/notes
	Gather data from course evaluations, CoursePlus surveys, and all communication artifacts (discussion forums, emails, announcements, etc.) to identify areas for improvement for future offerings.	Schedule a meeting with an instructional designer to troubleshoot concerns and plan revisions. Contact the Instructional Design Team .