

NEW YORK CITY COLLEGE OF TECHNOLOGY
OF THE CITY UNIVERSITY OF NEW YORK

POST OBSERVATION CONFERENCE MEMORANDUM

Date of Discussion: 4/12/2022

Observation date: Week of 3/21/2022

Candidate's Name: Professor Rebecca Mazumdar

Department: English

Representatives Present: NA

Course & Section: ENG 2001/OL33—Introduction To Literature (Fiction)

Name of Observer: Professor Monique Ferrell

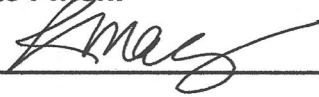
Name of Observee: Professor Rebecca Mazumdar

Date Observation Filed: 4/14/2022 with Professor Robert Lestón

P&B member or other assigned by chairperson: NA

Signed Dr. Monique Ferrell Title: Professor 4/14/2022

I understand that my signature means only that I have read this memorandum and that I may attach any comments I wish.

Staff Member's Signature  April 14, 2022
date

NEW YORK CITY COLLEGE OF TECHNOLOGY
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FACULTY CLASS OBSERVATION REPORT FORM
FOR OBSERVATIONS OF HYBRID AND ONLINE COURSES

Semester/Year: Spring 2022

Department: English

Course/Section: ENG 2001/OL33—Introduction to Fiction

Name of Observee: Mazumdar, Rebecca
Last Name, First Name

Rank: Associate

Untenured Tenured Adjunct

Name of Observer: Monique Ferrell

Rank: Professor

Date(s) of Observation: Week of 3/21/2022

Online platform and/or online environment
(i.e., Blackboard, OpenLab): Blackboard (Asynchronous)

Brief Summary of Material Viewed:

- Syllabus
- 15 Week Schedule of Assignments
- Weekly notifications to students
- Assigned course material—readings, videos, lectures/lecture notes
- Assignments and Guidelines
- Assessment Tools

This form is to be used only when evaluating the online portion of an online or hybrid course.

Please complete each item. This report will be returned unless each category contains supporting comments. Use additional pages if necessary.

FOR HYBRID AND ONLINE COURSES: observation of online course components is required; observation of a face-to-face class meeting is optional.

1. COURSE DEVELOPMENT AND ORGANIZATION

Includes instructor's ability to develop and organize material, including the course syllabus; to create an easily navigable and informative course site and/or other online environment; and to require students to spend adequate time on task through well-conceived activities that foster understanding of the course material.

(X) Excellent () Very Good () Satisfactory () Unsatisfactory

Comments:

During the early days of the pandemic, CUNY Professors were prompted to develop an online presence with their students, in ways they hadn't before. Having observed Professor Mazumdar's online teaching once before, I can attest to the growth and positive impact of her asynchronous teaching. This latest virtual course is no less impressive and can be described in just one word: ENERGY.

The professor's course checks every mandated box:

- Announcements are posted and updated regularly
- There is a thoughtfully designed course syllabus with embedded links, directing students to campus offices where they may find support and answers to their questions
- Weekly expectations are outlined clearly
- Assignments are posted and returned in a timely manner
- Students have access to the professor, via weekly office hours
- Site is easily navigable

Most importantly, Professor Mazumdar's course is bristling with energy. In a word, it is colorful—utilizing memes, cartoons, and diagrams that engage students and fully detail the week's expectations. It is imaginative and bold—tools sorely needed as professors work toward navigating evolving modalities in teaching.

2. COMMUNICATION

Includes instructor's ability to project a professional presence online; to communicate clearly; to establish a rapport with students; and to establish a supportive, well-managed online learning environment by providing frequent announcements, clear instructions and adequate information for students to complete activities and assignments.

(X) Excellent () Very Good () Satisfactory () Unsatisfactory

Comments:

Professor Mazumdar appears to enjoy a healthy rapport with her students. An in-person "feel" permeates her Blackboard classroom design. Students have regular access to her through office hours and email; moreover, they thoughtfully engage, via their virtual learning environment.

3. SUBJECT MASTERY

Includes instructor's ability to demonstrate subject mastery through the use of a Web-based course platform and/or other online environment; to present subject matter effectively; to use proper terminology; and to incorporate applicable, up-to-date resources and content.

(X) Excellent () Very Good () Satisfactory () Unsatisfactory

Comments:

Using the course theme of "The Fiction of Displacement," the professor has created a course that demonstrates her command of the subject matter and the materials. Without being heavy-handed, her approach to the curriculum invites students into a conversation about the world, its people, and the circumstances that shape how they experience life. The course is well-designed and effective in its delivery.

4. STUDENT-INSTRUCTOR INTERACTION

Includes instructor's ability to interact productively with students (including appropriate questioning of students and recognition of their contributions) within a Web-based course platform and/or other online environment; to communicate with students online through discussion posts, blogs, wikis, email and/or synchronous means of communication, such as chat; and to provide timely and effective feedback, as specified on the syllabus.

(X) Excellent () Very Good () Satisfactory () Unsatisfactory

