Brian James Beatty

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Education

Indiana University   Bloomington, IN
Ph.D., June 2002.
Major in Instructional Systems Technology, minor in Educational Psychology.

San Francisco State University   San Francisco, CA
Master of Arts in Education, 1998.
Major in Instructional Technologies, Instructional Technologies Fellow.

University of San Francisco   San Francisco, CA
Physics Teacher Fellow, 1994-1996.
NSF grant-funded fellowship for Physics teachers; emphasizing
Microcomputer-Based Labs.

San Francisco State University   San Francisco, CA
CA Professional Clear Single Subject Teaching Credential, 1990.
Physical Science, Mathematics, and Electronics.

Marquette University   Milwaukee, WI
Bachelor of Science in Engineering, 1983.
Major in Electrical Engineering. US Navy ROTC Scholarship.

Academic Employment

San Francisco State University   San Francisco, CA
Department of Equity, Leadership Studies and Instructional Technologies,
Graduate College of Education
Associate Professor of Instructional Technologies, 2020 – present.

Associate Vice President for Academic Affairs Operations, 2012-2020.
Reporting directly to the University Provost and Vice President for Academic
Affairs, primary responsibility for overseeing and coordinating Academic

Technology systems and training and associated business practices within Academic Affairs administrative and academic units.

Department of Instructional Technologies, Graduate College of Education
Associate Professor and Chair, 2009-2012.
Assistant Professor, 2003-2009.

Indiana University   Bloomington, IN
Visiting Research Associate, 2002-2003.
Research associate and project manager for the Learning to Teach with Technology Studio (http://ltts.indiana.edu), an online professional development site for K-12 teachers. Managed resource allocation, developed marketing materials, and conducted research in online collaboration, the use of conversational agents in e-learning, and the role of e-learning in teacher professional development.

Associate Instructor, 1999-2000.
Taught Elementary and Secondary Field Experience - The Teacher Education Laboratory.

Training Specialist, University Information Technology Services, 1999-2000.
Developed and presented classroom-based technology training classes.

Research Assistant, Center for Research on Learning and Technology, 1999-2000.
Website design, development, and usability testing in team environment for the Inquiry Learning Forum (ILF) project, funded by a grant from the National Science Foundation.

Graduate Assistant, 1998-1999.
Technical assistant to the Instructional Systems Technology department. Installed and managed Windows NT network and Windows and MAC instructional multimedia development labs.

Marin Catholic High School   Kentfield, CA
Department Head and Classroom Teacher, 1992-1998.
Computer Studies Department Chair, Physics and Mathematics Teacher. Courses taught include: Geometry, AP Calculus, Calculus, Physics, Computer Applications, CADD, Graphic Design, Multimedia Production, Programming. Senior Class advisor.

Fenster School of Southern Arizona   Tucson, AZ
Department Head and Teacher, 1990-1992.
Designed and implemented individualized curricula for Mathematics courses, including Pre-Algebra, Algebra I, Geometry, Algebra II, Pre-Calculus, AP Calculus. Provided individualized assessment and instruction for remedial,

LD, and ESL students. Dorm parent for ten resident students. Assistant coach for soccer and baseball.

Relevant Corporate Experience

Option Six, Inc. and GP Strategies, Inc.   Bloomington, IN
Senior Instructional Design Consultant, 2003-2012.
Vice President for Development, 2001-2003.
Designed and supervised the development of e-learning and online education courses for Option Six (purchased by GP Strategies, Inc.) corporate, university, and government clients. Developed and maintained client relationships and government grant (SBIR/STTR) and contract opportunities.

Unext.com   Bloomington, IN
Director of Online Course Development, 2001.
Designed and supervised the development of business courses for Cardean University, collaborating with distinguished professors from Columbia Business School, the University of Chicago's Graduate School of Business, and others. Supervised five e-learning development teams.

Product Development Manager, 2001.
Managed the design and development of online MBA courses in the areas of strategic management, global business strategy, and Pre-MBA preparation. Provided pedagogical review for all executive education courses produced in the Bloomington Development Center. Coordinated the hiring of Subject Matter Experts for all courses.

Course Developer and Learning Architect, 2000.
Supervised a five-member development team in the production of graduate level online courses in Data Mining, Change Management, and others.

Military Experience

U. S. Navy Reserve   Various Locations
Reserve Officer, 1988 – 2008.
Current rank: Commander (Retired). Various positions and units, including:

Naval Research Laboratory Science and Technology – supporting research scientists at the Naval Research Laboratory, Washington, DC.

US Forces Japan – supporting the Commander, US Forces in Japan. Staff Engineering Officer.

Space Warfare Systems Command – supporting the Commander, Navy Space Warfare systems command in San Diego, CA. Executive Officer.

Naval Shipyard, Mare Island – supporting submarine overhaul projects at Mare Island Naval Shipyard, Vallejo, CA. Training Officer.

U. S. Navy (active)   Alameda, CA
USS Carl Vinson (CVN 70), 1984 – 1988.
Qualified Engineer on aircraft carrier nuclear propulsion system. Managed nuclear training program for 350 personnel.

Honors and Awards

Expert Author Award, Golden Book Award, Silver Book Award, and Silver Pen Award (2021)
Edtechbooks.org (Open Education Resource publisher). Awarded for Beatty, B. J. (2019). *Hybrid-Flexible Course Design: Implementing Student-Directed Hybrid Classes.* EdTech Books. Available online: https://edtechbooks.org/hyflex/

Outstanding Book Award (2016)
Systems Thinking and Change Division of the Association of Educational Communications and Technology (AECT), October, 2016. For Reigeluth, C.M., Beatty, B.J., and Myers, R.D. (Eds.), (2016). *Instructional-design theories and models: The learner-centered paradigm of education.* New York, NY: Routledge.

Presidential Service Award (2012)
Design and Development Division of the Association of Educational Communications and Technology (AECT), November, 2012

Sloan-C Effective Practice Award (2008, after tenure/promotion file closed)
Sloan-C: A Consortium of Institutions and Organizations Committed to Quality Online Education, Awarded for *Using the "HyFlex" Course and Design Process,* November, 2008

SF State Faculty Affairs Travel Award (2008, 2010, 2011)
Office of Faculty Affairs, San Francisco State University, 2004-2008, 2010-2011.

SFSU Dean of Education Faculty Research Award
Office of the Dean, College of Education, San Francisco State University, 2005.

California State University Summer Stipend Award
Office of Faculty Affairs and Professional Development. San Francisco State University, 2004.

Instructional Technologies Fellowship
Department of Instructional Technologies, San Francisco State University, 1997.

Physics Teacher Fellowship
Physics Department, University of San Francisco, 1994-1996.

Industry Initiatives in Science and Math Education Fellowship
Pacific Bell, San Ramon, CA, 1993.

U. S. Navy Reserve Officer Training Corps Scholarship
Marquette University, 1979-1983. Four year, full tuition scholarship.

Administrative Assignments

ITEC Department Chair (August 2009 - August 2012 0.2 release time)

- Directly manage the operations of the Instructional Technologies department, with three FT tenured faculty and approximately 6 adjunct professors. (*Appointment letters posted to WPAF*)

AVP Academic Affairs Operations (August 2012-January 2020 fulltime)

- Directly supervised Academic Technology unit responsible for all aspects of technology used in teaching and learning, including the Learning Management System, Lecture Capture, Web Conferencing, and e-Portfolio systems for both students (Portfolium) and faculty (InterFolio). Led the implementation of web-based Student Evaluations of Teaching Effectiveness (online course evaluations) resulting in a consistent 78% student participation rate.
- Lead Academic Affairs participation in the implementation and ongoing management of data systems, including Campus Solutions (Peoplesoft) Student Information System, Salesforce CRM, AdAstra Platinum Analytics, CourseLeaf CIM, and EAB Student Success Collaborative Campus. Member of Data Systems Governance Committee. Direct oversight of data system training efforts toward 30,000 students and 3,000 faculty and staff (2013-2016). Facilitates several Academic Affairs user groups to address issues involved in implementation and maintenance processes.

- Campus Coordinator for multiple system-level initiatives, including Affordable Learning $olutions (over $7.5M in savings during 2014-2019), Course Redesign with Technology, Quality Online Learning, CourseMatch, and others. (Certificates of Achievement and letters posted to WPAF.)
- Managed $4M+ Academic Affairs budget for information and instructional technology systems and support; developed and implemented centralized IT (desktop) support model for AA Administrative and College units.
- *Appointment letter (2012) and five year MPP Administrative Review (2012-2017) self-evaluation and ARC committee report posted to WPAF.*

Research and Publications

Peer-reviewed journal articles

Beatty, B. J., Merchant, Z., and Albert, M. (2017/2019). Analysis of Student Use of Video in a Flipped Classroom. *TechTrends 63* (4), pp. 376-385. (First published online in 2017; print publication in 2019)

Beatty, B. J. and Albert, M. (2016). Student perceptions of flipping the classroom for an introduction to management course. *Journal of Applied Research in Higher Education, 8*(3) 316-328. Taylor and Francis.

Mu, S., Chen, S., and Beatty, B. (2015). Creation, Interdependence and Equality: Analysis of Knowledge Building Process of Online Learning. *China Journal of Open Education Research, 21*(1) 17-33. Available online: http://en.cnki.com.cn/Article_en/CJFDTotal-JFJJ201501004.htm

Albert, M. and Beatty, B. J. (2014). Flipping the classroom applications to curricular redesign for an introduction to management course: Impact on grades. *Journal of Education for Business 89(8)* 396-402. Taylor and Francis.

Mu, S., Beatty, B. (2013). Traditional Universities Need Innovative Change: An Interview with Dr. Brian Beatty. *China Journal of Open Education Research, 19*(1) 1-8. Available online: http://openedu.shtvu.edu.cn/frontsite/index.asp

Beatty, B., & Ulasewicz, C. (2006). Online Teaching and Learning in Transition: Faculty Perspectives on Moving from Blackboard to the Moodle Learning Management System. *TechTrends, 50*(4), 36-45.

Reigeluth, C. M. and Beatty, B. J. (2003). Why Children Are Left Behind and What We Can Do About It. *Educational Technology 43(5)* 24-32.

Dissertation

Beatty, B. J. (2002). *Social interaction in online learning: A situationalities framework for choosing instructional methods.* (Doctoral dissertation, Indiana University, 2002). Dissertation Abstracts International DAI-A 63/05, p. 1795.

Books

Beatty, B. J. (2019). *Hybrid-Flexible Course Design: Implementing Student-Directed Hybrid Classes.* EdTech Books. Available online: https://edtechbooks.org/hyflex/   My role was primary author and editor, authoring Unit 1 and 2 chapters and managing the work of all Unit 3 chapter authors; recruiting, chapter editing, and publishing online. Published under a Creative Commons license; free to access, download, and re-share. This book received several awards from Ed Tech Books Publishing.

Edited Volumes

Reigeluth, C.M., Beatty, B.J., and Myers, R.D. (Eds.), (2017). *Instructional-design theories and models: The learner-centered paradigm of education.* New York, NY: Routledge. My role was primary co-editor, drafting unit forewords and managing the work of all chapter authors; recruiting, chapter editing, and drafting editor's notes. This book received the Outstanding Book Award from the Systems Thinking and Change Division of the Association for Educational Communications and Technology in October 2016.

Book Chapters (editor reviewed)

Novak, G. and Beatty, B. J. (2017). Just-in-Time Instruction. In C. M. Reigeluth, B. J. Beatty and R.D. Myers (Eds.), (2017). *Instructional-design theories and models: The learner-centered paradigm of education.* New York, NY: Routledge.

Beatty, B. J. (2014). Hybrid courses with flexible participation – The HyFlex Course Design. In L. Kyei-Blankson and E. Ntuli (Eds.) *Blended Learning Environments: Experiences in K-20 Education. (pp. 153-177).* Hershey, PA: IGI Global. http://doi:10.4018/978-1-4666-4912-5.ch011

Beatty, B. J. (Fall, 2008). Fostering Integrated Learning Outcomes Across Domains. In C. M. Reigeluth & A. Carr-Chellman (Eds.), *Instructional-Design Theories and Models (Vol. III). (pp. 275-299).* Hillsdale, NJ: Lawrence Erlbaum Associates.

Wiske, M. S. and Beatty, B. J. (Fall, 2008). Teaching for understanding in the 21st century. In C. M. Reigeluth & A. Carr-Chellman (Eds.), *Instructional-Design Theories and Models (Vol. III). (pp. 225-247).* Hillsdale, NJ: Lawrence Erlbaum Associates.

Reigeluth, C. M and Beatty, B. J. (2004). Instructional Systems Design. In M. Mukhopadhyaya (Ed.). *Educational technology and beyond.* pp. 33-54. Shiprah Publications; Delhi, India

Peer-reviewed Proceedings Papers

Living on the Perpetual Bridge: Connecting Yesterday to Tomorrow with Today's Technology. Proceedings of the 2013 International Conference on E-Learning: Trends for 21st Century Learning Technology, Taipei, Taiwan (May 2013).

Novel Technology-Based Training Solutions for the Health Care Staffing Crisis: A Mentoring Approach. Proceedings of the Association for Educational Communication and Technology International Conference, Louisville, KY. (October 2009).

Hybrid Classes with Flexible Participation Options – If you build it, how will they come? Proceedings of the Association for Educational Communication and Technology International Conference, Anaheim, CA. (October, 2007).

Transitioning to an Online World: Using HyFlex Courses to Bridge the Gap. Proceedings of the ED-MEDIA 2007 World Conference on Educational Multimedia, Hypermedia, and Telecommunications, Vancouver, Canada. (June, 2007).

Supporting online teaching: selecting instructional strategies based on "situationalities". Proceedings of the Association for Educational Communications and Technology Annual Convention, Chicago, IL (October, 2004)

Blended learning in Teacher Education: Preparing new teachers for the next wave in educational reform. Proceedings of the Society for Information Technology and Teacher Education, Atlanta, GA (March, 2004).

Self-directed executive education courses: Teaching business and strategy to today's manager, with Carter, M. and Branon, R. Proceedings of the 18th Annual Distance Teaching and Learning Conference, Madison, WI. (August 2002). pp 31-35.

Building online executive education courses that work: Design opportunities and challenges, with Branon, R., and Wilson, J. Proceedings of the Annual Convention of the Association for Educational Communications and Technology, Atlanta, GA (November, 2001).

Developing Online Courses: A human-centered approach, with Branon, R., and Wilson, J. Proceedings of the Annual Convention of the Association for Educational Communications and Technology, Atlanta, GA (November, 2001).

Embedded self-assessments in executive education courses: Improving participant learning and perceptions of course quality, with Wilson, J. and Branon, R. Proceedings of the World Conference on the WWW and Internet (WEBNET) 2001, Orlando, FL (October, 2001).

A course website one year later: Lessons learned, with Essex, C., and Song, P. Proceedings of the World Conference on Educational Multimedia, Hypermedia, and Telecommunications (ED-MEDIA) 2000, Montreal (July 2000).

Invited presentations

Impacting Student Learning by Using HyFlex in University Science and Mathematics Courses. Invited presentation at the Pontifical Catholic University of Peru, Academic Department of Sciences. Lima, Peru. (March 8, 2023).

HyFlex: Student-Directed Hybrids to Support Flexible Learning Needs. Invited presentations (2) for the Gangwon-do Office of Education, Chuncheon National University of Education, Republic of Korea. (November 29 and December 1, 2022).

Supporting Learning and Teaching in the Future with Hybrid Course. Invited keynote presentation eLearning Forum Asia 2022. (November 30, 2022).

Next Level Design: Developing Programs for Hybrid Campus Strategy. Invited panel presentation at EdCrunch Reload: Merging Mind and Technology, Almaty, Kazakhstan. (November 23, 2022).

HyFlex: Student-Directed Hybrids to Support Flexible Learning Needs. Invited presentation at EdCrunch Reload: Merging Mind and Technology, Almaty, Kazakhstan. (November 23, 2022).

Engaging Students in Multiple Modes with Common Activities. Invited presentation to Beijing Normal University School of Education. (November 16, 2022).

Implementing Student-Directed Hybrid Classes. Invited presentation provided to the Centre for Future Learning, Taylor's University, Selangor, Malaysia. (November 14, 2022).

Leveraging Student-generated Content in Online Courses. Invited presentation to Beijing Normal University School of Education. (November 9, 2022).

HyFlex for Learning: Advancing Meaningful Change in Education. Invited webinar for the Empowering Teachers' Digital Teachign and Learning Webinar Series, sponsored by UNESCO International Centre for Higher Education Innovation (UNESCO-ICHEI). (November 8, 2022).

Blending Online Learning in Bichronous Courses. Invited presentation to Beijing Normal University School of Education. (November 2, 2022).

Moving from Surviving to Thriving Online. Invited presentation to Beijing Normal University School of Education. (October 27, 2022).

Hybrid-Flexible Learning Environments: Supporting student success in the midst of systemic change in education. Invited keynote at the Solano Community College Convocation, Fairfield, CA. (September 12, 2022)

HyFlex as a Blended Approach to Teaching and Learning. Invited session at the Online Learning Consortium (OLC) Blended Learning Symposium. (June 21, 2022).

HyFlex Teaching and Learning: Prospects for a Post-Pandemic Pedagogy. Invited keynote presentation at 2nd International Passion for Scholarship and Love for Mission (PSALM) Conference, Queson City, Philippines. (June 17, 2022).

HyFlex Learning: Possibilities and Opportunities for More Engaged Learners. Invited 2-hour presentation to Miriam College, (June 14, 2022).

Tomorrow Has Arrived: The Hybrid-Flexible University Experience. Invited keynote presentation and following panel discussion at Media and Learning 2022 Conference, Leuven, Belgium. (June 3, 2022).

The HyFlex Model: Improving access to high quality and equitable learning opportunities. Invited keynote presentation at the Trent Institute for Learning and Teaching Flexible and Online Learning Symposium, Nottingham Trent University, UK. (May 25, 2022).

HyFlex Course Design: Supporting Access, Quality and Equity. Invited webinar presentation to Rensselaer Polytechnic Institute (May 10, 2022)

Engaging Students in HyFlex Courses: Supporting Access, Equity, and Quality. Invited keynote presentation at the Ontario College Symposium on HyFlex Teaching and Learning, Seneca College, Toronto, Canada. (May 2, 2022).

HyFlex Learning Environments: Looking ahead to support access, equity, and continuity. Invited keynote presentation at the North Carolina Community Colleges Association of Distance Learning (NC3ADL) Conference. (October 20, 2021)

HyFlex Course Design: Allowing Students to Succeed Through Flexible Pedagogy. Invited keynote presentation at Peralta Community College District Professional Development Flex Day. (August 19, 2021)

Implementing HyFlex Learning Environments: Access, Equity, and Continuity. Invited presentation at Society for College and University Planners (SCUP) 2021. (July 13, 2021).

Hybrid-Flexible (HyFlex) Instruction: Supporting Student Success in Challenging Times and Beyond. Invited keynote presentation at Big XII Teaching and Learning Conference 2021. (June 10, 2021).

Hybrid-Flexible (Hyflex) Design: Supporting Student Choice and Instructional Continuity. Invited presentation to the Faculty Institute of the University of Maine. (May 14, 2021).

HyFlex Course Design and Implementation. Invited presentation at la Faculté des Lettres, Sorbonne Université. (March 2, 2021)

HyFlex Learning Environment: Supporting Student Success in New Ways. . Invited keynote presentation at Florida A&M Empower 21 Conference. (April 27, 2021).

Hybrid-Flexible (HyFlex) Instruction Supporting Student-directed Hybrid Learning Experiences. Invited keynote presentation at Barry University FlexLearn Symposium. (April 21, 2021).

Hybrid-Flexible (HyFlex) Instruction Supporting Student-directed Hybrid Learning Experiences. Invited keynote presentation at the Loyola Marymount University Center for Teaching Excellence, The Fall 2021 Teaching Experience. (April 15, 2021)

Hybrid Flexible HyFlex Instruction: Supporting Student Success in Challenging Times. Invited keynote presentation at the American University Cairo, CLT Virtual Symposium 2021. (March 10, 2021)

Hybrid and Digital Learning in Multi-mode HyFlex Courses. Invited presentation and panel at Quality Insights Digital Conference, sponsored by the Quality Assurance Agency for Higher Education. (England) (February 24, 2021)

The Hybrid Life: The Future of Hybrid Learning. Invited keynote presentation at Higher Education Technology Managers Alliance (HETMA) Conference 2021. (February 10, 2021)

Teaching Online and Classroom Students in the Same Course: Hybrid-Flexible (HyFlex) Instruction Supporting Student Success. Invited presentation to the Institute for Open and Innovative Education (IROPINE) of the Open University of Hong Kong (OUHK). (February 1, 2021).

Innovative Hybrid and Flexible Teaching. Invited presentation to the Institute for Open and Innovative Education (IROPINE) of the Open University of Hong Kong (OUHK). (January 31, 2021).

Hybrid-Flexible (HyFlex) learning environments: Supporting Student Success. Invited keynote for the Advance-HE, THE Live 2020 (UK) (November 26, 2020).

Hybrid-Flexible Learning Environments - Supporting Student Success. Invited keynote presentation atthe University: Future Festival sponsored by Hochschulforum Digitalisierung (Berlin). (October 7, 2021).

Implementing Hybrid-Flexible (HyFlex) Courses and Programs: Supporting Student Self-Directed Hybrid Learning and Enabling Instructional Continuity. Invited keynote presentation at the Texas Distance Learning Association (TxDLA) Conference 2021. (October 1, 2021).

Hybrid-Flexible (HyFlex) Course Design: Engaging Students Across Delivery Formats. Davidson County Community College. Lexington, NC. (November 6, 2020).

Implementing Hybrid-Flexible (HyFlex) Courses and Programs: Supporting Student Self-Directed Hybrid Learning and Enabling Instructional Continuity. Invited presentation to the University of West Indies. Kingston, Jamaica. (August 20, 2020).

Flexible Learning in Uncertain Times: The Hy-Flex Model in Response to COVID-19. Invited keynote presentation and interview for the 10th European

Conference on Education sponsored by the International Academic Forum (IAFOR). (July 16, 2020).

What is HyFlex Design? Invited presentation at CSU Long Beach Go Virtual Symposium. Long Beach, CA. (June 29, 2020)

Supporting Student Self-Directed Hybrid Learning and Enabling Instructional Continuity. Invited presentation to the CAIS Canadian Accredited Independent Schools (https://www.cais.ca/). (June 24, 2020).

The HyFlex Model. Invited presentation at the Lecture Breakers Virtual Summer Conference 2020. (June 17, 2020).

HyFlex Course Design. Invited keynote presentation at the University of Massachusetts Amherst Multimodal Event. (April 9, 2020).

The Design and Implementation of Hybrid-Flexible (HyFlex) Courses. Invited keynote presentation at CSU Long Beach Academic Technology Services Beach 2030 Conference. (November 15, 2019).

Trends in Teaching and Learning. Invited presentation at the Future Learning Collaborative Vision Summit, Tokyo, JP. (March 2019)

Trends and Issues in US Higher Education. Invited presentation to the Academic Exchange for Information Environment and Strategy (AXIES), Tokyo, JP. (March 2019)

Flipping the Classroom. Invited panel facilitation at Flipping the Classroom Faculty Day Discussion, California State University Bakersfield. (March 2019)

Initiating Change: Faculty and Instructional Designers Speak Up with D. Bonilla, L. Kennedy, M. Munoz, and R. Rusay. Invited panel participant at the Textbook Affordability Conference 2016, Davis, CA. (April 2016).

Living On The Perpetual Bridge: Connecting Yesterday To Tomorrow With Today's Technology. Invited keynote presentation at the 2013 International Conference on E-Learning: Trends for 21st Century Learning Technology, Taipei, Taiwan. (May 2013)

Combining Classroom and Online Teaching Through Hybrid-Flexible (HyFlex) Course Design Invited three-hour online workshop presented as part of the inaugural Wiley Learning Institute Faculty Development Series. (http://www.jbfacdev.com/) (April 2012).

Connecting Online and Onground Learners with HyFlex Courses. Invited

plenary session, Educause Learning Initiative (ELI) 2010 Online Fall Focus Session: Blended Learning: The 21st Century Learning Environment, online. (September 2010).

Introduction to Hybrid, HyFlex, and Online Instruction. Invited presentation, AT Summer Institute, San Francisco State University Division of Academic Technology, San Francisco CA. (June 2010, repeated by request June 2011).

Reaching More Students with HyFlex Courses. Invited presentation, "Reach More Without Doing More" Day, San Francisco State University Institute for Inclusive Media, San Francisco CA. (April 2010).

Transitioning to an Online World: Using HyFlex Courses to Bridge the Gap. Invited plenary session, CSU Pomona Provost Symposium on Teaching. Pomona, CA. (April 2010).

Online vs. Hybrid vs. HyFlex. Invited panel session, CSU Pomona Provost Symposium on Teaching. Pomona, CA. (April 2010).

Peer-reviewed presentations

Advancing Student Success Through Inclusive Learning Environments. Peer-reviewed panel presentation accepted at OLC Accelerate 2021, with Kevin Kelly and Michele Pacansky-Brock. (September 20, 2021).

Hybrid-Flexible (HyFlex) Courses: Supporting Student Self-Directed Hybrid Learning and Enabling Instructional Continuity. Peer-reviewed presentation at CSU Tech Connect 2021, with Sheryl Narahara. (July 28, 2021).

Implementing Hybrid-Flexible (HyFlex) Courses and Programs: Supporting Student Self-Directed Hybrid Learning and Enabling Instructional Continuity. Peer-reviewed presentation at the Wisconsin Distance Teaching and Learning 2020 Conference. Madison, WI. (August 6, 2020).

Designing for Student-Directed Hybrid Learning Environments: Guidance from Six Universities. Peer-reviewed presentation accepted at AECT 2019, Las Vegas, NV. (October 2019).

The $5M Question: How can we facilitate faculty adoption of OER to impact student success? with A. Petty and K. Seni. Peer-reviewed presentation accepted at OpenEd19, Phoenix, AZ. (October 2019).

Assessing the Impact of Faculty Professional Development on Student Success in Online Courses; A Multi-Campus Approach with J. Wilson. Peer-reviewed presentation at AECT 2018, Kansas City, MO. (October 2018).

Leveraging Faculty, Students, and Administrators to Improve Student Success through Reducing the Cost of Instructional Materials. Peer-reviewed presentation at AECT 2018, Kansas City, MO. (October 2018).

Taking AIM at OER: Recruiting Campus Leadership in Supporting Affordable Learning with H. Fridriksson, and D. Perry. Peer-reviewed presentation at OpenEd17, Garden Grove, CA. (October 2017).

Sharing SF State's Strategies for Success with Affordable and Open Educational Resources with H. Fridriksson, and G. Deare. Peer-reviewed presentation at ATXpo IV, Stanford University, Palo Alto, CA. (September 2017).

Hybrid Flexible Course and Program Design: Models for Student-Directed Hybrids with M. Beers, C. Littlefield, J. Miller, D. Rhoads, D. Shaffer, and M. Shurance. Coordinated peer-reviewed paper and panel session presented at the OLC Innovate 2016, New Orleans, LA. (April 2016).

Seeing Triple! Evaluating a Flipped Classroom Approach Through Three Lenses. Peer-reviewed paper presented at the OLC Innovate 2016, New Orleans, LA. (April 2016).

The Green Book IV: A Preview with C. Reigeluth and R. Myers. Presidential session presented at the Association for Educational Communication and Technology International Conference, Jacksonville, FL. (November 2014).

Evaluating the Effectiveness of a Flipped Classroom Approach in a Large Lecture Course with Z. Merchant. Peer-reviewed paper presented at the Association for Educational Communication and Technology International Conference, Jacksonville, FL. (November 2014).

The Role of Systems Thinking and Quality E-learning in Higher Education. Peer-reviewed panel session presented at the Association for Educational Communication and Technology International Conference, Jacksonville, FL. (November 2014).

A Systems Approach to Maximizing Voluntary Student Participation in Teaching Evaluations Delivered Online. Peer-reviewed paper presented at the Association for Educational Communication and Technology International Conference, Jacksonville, FL. (November 2014).

Leading Change in Higher Education: Moving from Faculty to Administrative Roles with T. Hergert, J. Huett, and J. M. Hunter. Coordinated peer-reviewed panel session presented at the Association for Educational Communication and Technology International Conference, Anaheim, CA. (October, 2013).

Building Instructional Design Competency in SME-Trainers, One Step at a Time. Peer-reviewed paper presented at the Association for Educational Communication and Technology International Conference, Louisville, KY. (November 2012).

HyFlex Course Design: The Advantages of Letting Students Choose the Blend Peer-reviewed paper presented at Sloan-C Blended Learning Conference, Milwaukee, WI. (April 2012)

HyFlex Course Design: Meeting Educational Needs with Courses That "Flex" [Bend without Breaking] Peer-reviewed three-hour workshop presented at Sloan-C Blended Learning Conference, Milwaukee, WI. (April 2012)

HyFlex Course Design: A Summary Report on Five Years of Implementation. Peer-reviewed paper presented at the Association for Educational Communication and Technology International Conference, Jacksonville, FL. (November 2011).

IDT Professor's Forum: Design and Research – Everyone is Jumping on the Bandwagon, But Do We Know Where We Are Going? Peer-reviewed panel discussion and workshop at the Association for Educational Communication and Technology International Conference, Jacksonville, FL. (November 2011).

Addressing Institution Challenges with Hybrid and Blended Instruction An Analysis of Solutions with Proven Impact. Peer-reviewed paper presented as part of a panel at the Association for Educational Communication and Technology International Conference, Jacksonville, FL. (November 2011).

Usability Testing Meets Section 508; Evaluating the Usability of "Accessible" Instructional Materials. Peer-reviewed roundtable presentation at the Association for Educational Communication and Technology International Conference, Long Beach, CA. (November 2010).

Student Self-reflections on Learning in a Hybrid Course Environment: Do Participation Mode Differences Lead to Differences in Reflections? Peer-reviewed paper presented at the Association for Educational Communication and Technology International Conference, Louisville KY. (October 2009).

Universal Access or Simple Accommodation? Fully Accessible Hybrid Courses are within Your Reach. Peer-reviewed paper presented at the Association for Educational Communication and Technology International Conference, Louisville KY. (October 2009).

Novel Technology-Based Training Solutions for the Health Care Staffing Crisis: A Mentoring Approach with C. Salem. Peer-reviewed paper presented at the Association for Educational Communication and Technology International Conference, Louisville KY. (October 2009).

Podcasting for all, but who is listening? Peer-reviewed paper presented at the Association for Educational Communication and Technology International Conference, Orlando, FL. (November 2008).

Introduction to the Hybrid Flexible, or HyFlex, Format. Invited presentation at the CATS Instructional Design of Online and Blended Learning Environments Webinar, California State University, August 15, 2008

Blurring the boundaries of space and time - the HyFlex approach to course design. Featured Presentation at the inaugural AcademicFest, Madison, WI (July, 2008).

Using Moodle to HyFlex. Presentation at the 2008 Moodle Moot San Francisco, South San Francisco, CA (June, 2008).

Blended Learning for Students with Choice: The HyFlex Course and Design Process. Peer-reviewed paper presented at the Thirteenth Sloan-C International Conference on Online Learning, Orlando, FL. (November, 2007).

Hybrid Classes with Flexible Participation Options – If you build it, how will they come? Peer-reviewed paper presented at the Association for Educational Communication and Technology International Conference, Anaheim, CA. (October, 2007).

Transitioning to an Online World: Using HyFlex Courses to Bridge the Gap. Peer-reviewed paper presented at the ED-MEDIA 2007 World Conference on Educational Multimedia, Hypermedia, and Telecommunications, Vancouver, Canada. (June, 2007).

Designing the HyFlex World- Hybrid, Flexible Classes for All Students. Peer-reviewed paper presented at the Association for Educational Communication and Technology International Conference, Dallas, TX. (October, 2006).

Using Moodle to create interactive blended learning environments, with Foreman, K., Pearson, M., and Kelly, K. Peer-reviewed full day workshop presented at the Association for Educational Communications and Technology International Conference, Orlando, FL (October, 2005).

Orientation to College Teaching: Online modules for faculty development, with Kelly, K. and Foreman, K. Peer-reviewed roundtable session presented at

the Association for Educational Communications and Technology International Conference, Orlando, FL (October, 2005).

Distance Education and E-Learning. Half-day workshop presented at the Hosei University Faculty Development Symposium, Burlingame, CA (October, 2005 and January, 2006).

Supporting online teaching: selecting instructional strategies based on "situationalities". Peer-reviewed paper presented at the Association for Educational Communications and Technology International Conference, Chicago, IL (October, 2004).

Blended learning in Teacher Education: Preparing new teachers for the next wave in educational reform. Peer-reviewed paper presented at the Society for Information Technology and Teacher Education Conference, Atlanta, GA (March, 2004).

SCORM or Scorn? Debating the instructional value of the Shareable Content Object Reference Model, with Branon, R., Scandura, J., and Wiley, D. Peer-reviewed paper presented at the Association for Educational Communications and Technology International Conference, Anaheim, CA (October 2003).

Online professional development for teachers: Integrating technology and supporting inquiry, with Malopinsky, L. Peer-reviewed paper presented at the National Educational Computing Conference, Seattle, WA (July, 2003).

Supporting K–12 teachers in designing online, inquiry-based professional development instruction, with Malopinsky, L. Peer-reviewed paper presented at the National Educational Computing Conference, Seattle, WA (July, 2003).

Evaluating an online professional development system: A critical look at learner attrition, with Malopinsky, L., and Duffy, T. Peer-reviewed paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL (April, 2003).

Lessons from design research: Teacher-designer collaboration in building online inquiry based professional development courses. Third Annual IST Conference, Indiana University, Bloomington, IN. (April 2003).

Why won't they participate? Instructional methods and conditions for online social interaction. Peer-reviewed paper presented at the Association for Educational Communications and Technology International Conference, Dallas, TX. (November, 2002).

SCORM standards in practice: Implications for design and development, with Branon, R. Association for Educational Communications and Technology, Dallas, TX. (November, 2002).

Formative evaluation for web-based courses: A framework for a human-centered process, with Branon, R. Peer-reviewed paper presented at the Association for Educational Communications and Technology International Conference, Dallas, TX. (November, 2002).

Self-directed executive education courses: Teaching business and strategy to today's manager, with Carter, M. and Branon, R. Peer-reviewed paper presented at the 18th Annual Conference on Distance Teaching and Learning, Madison, WI. (August, 2002).

Building online executive education courses that work: Design opportunities and challenges, with Branon, R., and Wilson, J. Peer-reviewed paper presented at the Association for Educational Communications and Technology International Conference, Atlanta, GA (November, 2001).

Developing Online Courses: A human-centered approach, with Branon, R., and Wilson, J. Peer-reviewed paper presented at the Association for Educational Communications and Technology International Conference, Atlanta, GA (November, 2001).

Embedded self-assessments in executive education courses: Improving participant learning and perceptions of course quality, with Wilson, J. and Branon, R. Paper presented at the WEBNET 2001 Conference, Orlando, FL (October, 2001).

Social interaction in online learning: Situationalities that affect the effectiveness of social interaction instructional methods. Invited presented at the 13th Annual IT Institute, Utah State University, Logan, UT (August, 2001).

Online interaction: Just how smart are starter-wrapper discussions in the Smartweb? Paper presented at the 17th Annual Conference on Distance Teaching and Learning, Madison, WI (August 2001).

The Internet Learning Forum: Design and early implementation, with Moore, J.A., Wilson, J., and Barab, S. Peer-reviewed paper presented at the Association for Educational Communications and Technology International Conference, Denver, CO (November, 2000).

A course website one year later: Lessons learned, with Essex, C., and Song, P. Peer-reviewed paper presented at the ED-MEDIA 2000 Conference, Montreal (July, 2000).

Non-peer-reviewed works

Technical reports

Beatty, B. (2020). How to Enable Faculty Members as Designers of Equitable, Inclusive and Culturally Responsive Learning Experiences for Their Students. In N. Naffi (Ed.), *Whitepaper: Disruption in and by Centres for Teaching and Learning During the COVID-19 Pandemic Leading the Future of Higher Ed* (p. 119). https://www.docdroid.com/L0khasC/whitepaper-disruption-in-and-by-centres-for-teaching-and-learning-during-the-covid-19-pandemic-leading-the-future-of-higher-ed-21-08-2020-pdf

Naffi, N., Davidson, A.-L., Snyder, D. M., Kaufman, R., Clark, R. E., Patino, A., Gbetoglo, E., Duponsel, N., Savoie, C., Beatty, B., Wallace, G., Fournel, I., Ruby, I., & Paquelin, D., Akle, B., Baroud, F., Bates, T., Dede, C., Desjardins, …Winer, L.. (2020). Whitepaper: Disruption in and by centres for teaching and learning during the COVID-19 pandemic leading the future of Higher Ed. Observatoire international sur les impacts sociétaux de l'IA et du numérique (OBVIA). https://www.docdroid.com/L0khasC/whitepaper-disruption-in-and-by-centres-for-teaching-and-learning-during-the-covid-19-pandemic-leading-the-future-of-higher-ed-21-08-2020-pdf

Beatty, B. (Fall, 2008). *HyFlex Delivery for US Army Counter-Insurgency (COIN) Training Applications*. In Lickteig, C. W., Bailenson, J., Beatty, B., Dunleavy, M., Graham, C. R., Kozlowski S.W., & Mayer, R. E. *Innovative Training Methods for the Contemporary Operating Environment: Contributions from the Consortium Research Fellows Program (ARI Special Report)*. Arlington, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Foreword

Beatty, B.J. (2013). Foreword. In Stein, J., & Graham, C. R. (2014). *Essentials for blended learning: a standards-based guide*. Routledge.

Unpublished Manuscripts

Beatty, B. J. (2010). *ISD Process Guide*. Unpublished manuscript.

Beatty, B. J. (2008-2012). *Design Principles for HyFlex Courses.* Unpublished Manuscript. (This work became part of the Hybrid-Flexible Course design book in 2019.)

Beatty, B. J. (2006). *Blended Learning in Teacher Education: Preparing Faculty and Preservice Teachers.* Report for the Dean's Faculty Research Award 2005. College of Education, San Francisco State University.

Beatty, B.J., Hara, N., and Bonk, C. (2001). *Content Analysis of an Online "Starter-wrapper" Discussion in an Undergraduate Teacher Education – Education Psychology Course*. Unpublished manuscript, Indiana University.

Essex, C., Beatty, B. & Song, Pamela (1999). A statistics course website. In Frick, T. & Boling, E., *Practical web development*. Unpublished manuscript, Indiana University.

Beatty, B. J. (1998). *Microcomputer-Based Laboratory Techniques Faculty Training Workshop.* Unpublished master's thesis, San Francisco State University, San Francisco, CA.

Creative Works

Academic Development Projects

HyFlex Learning Community. Online community website supporting the HyFlex practitioners around the world. Blog, forums, research bibliography, webinars, and more. Launched in May 2021. https://hyflexlearning.org No cost membership available, 550 registered members on May 09, 2022.

HyFlex Course Design and Implementation. An invited professional development workshop for instructional faculty and designers at schools, colleges, and universities. This 15-hour workshop includes five live (online) sessions and accompanying online discussions and learning materials. Workshops are scheduled over a 1-2 week period, and support 20-50 participants.

Over 40 workshops have been facilitated for the following educational institutions since 2015.

- South Florida State College (January 2023, April 2023)
- US Department of State Foreign Services Institute (December 2022 - January 2023
- Century College MN (October 2022)
- Texas A&M University Texarkana (October 2022)
- University of St. Thomas MN (July 2022)
- Santa Monica College (July 2022)
- East Los Angeles College (July 2022)
- Virginia Community College (VCC) system (July 2022)
- State University of New York (SUNY) system (June 2022)

- Effat University (Jeddah, Saudi Arabia) (June 2022)
- Malayan Colleges Mindanao (MCM) Philippines (April 2022)
- Chabot College (April 2022)
- University of Toronto Student Services (February 2022)
- Tidewater Community College (January 2022)
- Las Positas College (January 2022)
- Pontificia Universidad del Perú (December 2021)
- University of Texas-El Paso, El Paso, TX. (September 2021)
- College of the Desert, Palm Desert, CA. (August 2021)
- Austin Community College, Austin, TX. (July 2021)
- HyFlex Learning Community (online professional organization). (June 2021, August 2021, January 2022, March 2022, July 2022, October 2022, January 2023, June 2023)
- Finger Lakes Community College, Canandaigua, NY. (June 2021)
- Oakton Community College, Oakton, IL. (May 2021 and July 2021)
- Tillamook Bay Community College, Tillamook, OR. (May 2021)
- Great Falls Community College Great Falls, MT. (May 2021)
- Helena College, Helena, MT. (May 2021)
- Clarion University, Clarion, PA. (January 2021)
- Wheaton College, Wheaton, IL. (August 2020)
- North Dakota State University, Fargo, ND. (July 2020)
- Bishop Kelley School, Tulsa, OK. (July 2020)
- Georgia Institute of Technology, Atlanta, GA. (July 2020)
- Montana University System, Helena MT. (July 2020)
- Newman School, New Orleans, LA. (July 2020)
- Yeshiva University, New York, NY. (June 2020)
- Shenandoah University, Winchester, VA. (May 2020)
- Montana State University Billings, Billings, MT. (April 2016, June 2020, November 2020, May 2021)
- Peirce College, Philadelphia, PA. (Fall 2015)

In 2021, modified versions of the HyFlex Course Design Workshop have been created and facilitated for Higher Education professional development organizations. Each organization has offered multiple instances of this workshop 2021-2023.

- EDUCAUSE Learning Lab - Designing Hybrid-Flexible (HyFlex) Courses to Support Multimodal Learning Environments (https://events.educause.edu/courses/2021/designing-hybrid-flexible-hyflex-courses-to-support-multimodal-learning-environments-2)
- OLC (Online Learning Consortium) Institute - Getting Started with Hybrid-Flexible (HyFlex) Course Design (https://my.onlinelearningconsortium.org/s/community-event?id=a1Y1U000002pZVKUA2)
- OneHE - HYBRID-FLEXIBLE COURSE DESIGN (https://onehe.org/lessons/introduction-to-hyflex/)

Online Education. Five session mini-course for academic professionals from Sichuan Normal University, offered through the SF State College of Extended Learning. October – November 2022

Instructional Design Basics for Editors. An invited multi-session workshop presented to editors at Jossey-Bass/Wiley for professional development. (Summer, 2012)

E-Learning Certificate Program. A 72-hour professional development program in e-learning development for training professionals. Offered through the SF State College of Extended Learning (CEL). My role was overall project coordination, curriculum design, and faculty recruitment. Since 2011, have taught approximately 36 sections of two courses in the seven-course series; ITEC 9810 Instructional Design for E-Learning, and ITEC 9835 E-Learning Evaluation and Usability Testing. Information available online: http://www.cel.sfsu.edu/elearning/ Accessed September 11, 2021.

Distance Mandarin Credential Program Online Course Design
College of Education, Summer 2008

Using the "HyFlex" Course and Design Process – A Sloan-C Effective Practice. (2008) Available online: http://www.sloanconsortium.org/node/1159 Accessed September 30, 2008.

Blended Learning: Using the HyFlex Course and Design Process
An invited one-week online workshop and seminar for education professionals associated with Sloan-C. Conducted March 24–28, 2008, repeated by request March 2010, June 2010, October 2010, January 2011, June 2011. Available online at http://community.sloan-c.org/ Accessed March 28, 2008.

Instructional Design for Trainers – A series of six three-hour workshops for trainers at Genentech Corporation, South San Francisco, CA. Conducted from November 2006 through January 2007.

HyFlex Course Design Development (http://www.drbrianbeatty.com/hyflex.html) Website developed to promulgate the HyFlex course design principles; includes papers, manuscript drafts, and presentations regarding HyFlex courses. HyFlex World blog: http://www.drbrianbeatty.com/wordpress/

Blended Learning in Teacher Education: Preparing Faculty and Preservice Teachers. SFSU Dean of Education Faculty Research Award
Office of the Dean, College of Education, San Francisco State University, 2005. *Research and Development Projects*

HyFlex Course Design Development
(http://itec.sfsu.edu/hyflex/hyflex_home.htm) Website developed to promulgate the HyFlex course design principles; includes papers, manuscript drafts, and presentations regarding HyFlex courses.

Selecting Instructional Strategies: Supporting Online Teaching
(http://itec.sfsu.edu/social/) Awarded CSU 2004 Summer Stipend to conduct research project to extend dissertation work.

SFSU's Instructional Technology White Papers.
(http://itec.sfsu.edu/wp/wp.cfm) These white papers are generated by students in ITEC 860 Distance Education and ITEC 865 E-Learning Development, and are made available to the public (with student permission) via the Internet.

Corporate Development Projects

Train the Trainer Workshop Programs (funded)

Chevron Global Learning and Development - Train the Trainer Classroom Delivery Course. An invited two-day classroom-based workshop and seminar for Chevron, Inc. training professionals. Training package includes instructor and participant guides and a presentation. Conducted May, 2010.

Chevron Global Learning and Development - Train the Trainer Instructional Systems Design Course. An invited one-week classroom-based workshop and seminar for Chevron, Inc. training professionals. Training package includes instructor and participant guides and presentation. Conducted March, 2010. Repeated for trainer certification January, 2011, November 2011, April 2012.

E-Learning Design and Development (all funded for development)

2012:
Customer Information Quality – Sales (CIQS) Application Online Workshop – One hour long facilitated online workshop designed to train Eli Lilly, Inc. sales professionals on key aspects of the principles of protecting customer information. My role was senior instructional designer.

Healthcare Environment Curriculum Workshops – A series of four, one-hour long facilitated workshops designed to train Eli Lilly, Inc. sales professionals on key aspects of the changing healthcare environment. My role was senior instructional designer.

2011:
Hospital Marketplace Knowledge (HMK) 201 – A series of four, two-hour long facilitated workshops designed to train Eli Lilly, Inc. sales professionals

on key aspects of the hospital marketplace. My role was senior instructional designer.

Leadership Field-based Development Program (FBDP) – A series of workshops designed to train Eli Lilly, Inc. sales professionals on key aspects of sales leadership. My role was senior instructional designer, focusing on case study experiences.

2010:
EMM System training – A blended training program (online course and facilitated workshop) designed to train Eli Lilly, Inc. professionals on the design and use of the EMM software system. My role was senior instructional designer.

Sales Coaching Foundations – Two one-hour online courses designed to help Microsoft Corporation sales managers adopt coaching methods with their sales teams. My role was senior instructional designer.

2009:
Learning as Competitive Edge – An online course designed to help employees and managers understand the strategic role of training in corporate performance, stressing the need for an expansion of learning beyond the training event. My role was senior instructional designer.

Marketing Resource Management Tool – A blended training program (online course and facilitated workshop) designed to train Eli Lilly, Inc. professionals on the design and use of the MRM software system. My role was senior instructional designer.

2008:
Risk Management Training – Global Patient Safety Risk Management Plans – A blended training program (online course and facilitated workshop) designed to train Eli Lilly, Inc. professionals on the purposes and development of Risk Management Plans. My role was senior instructional designer.

Sales Training – Cymbalta for Fibromyalgia – An online course designed to train Eli Lilly, Inc. sales professionals on the use of Cymbalta pharmaceutical for the treatment of fibromyalgia. My role was senior instructional designer.

2007:
Sales Training – Cymbalta for MDD - An online course designed to train Eli Lilly, Inc. sales professionals on the use of Cymbalta pharmaceutical for the treatment of Major Depressive Disorder. My role was senior instructional designer.

CSI - Protecting our Platform – An online course designed to train all employees on competitive issues for Microsoft Corporation. My role was senior instructional designer.

Cash Management Products – An online course designed to train commercial account representatives at a Midwestern bank. My role was senior instructional designer.

Toyota Motor Handling Unit – An online course designed to train Toyota Fleet Solutions Sales managers. My role was instructional designer and content and scriptwriter for several course modules.

2006:
Commercial Software Initiative (CSI) Concepts – An online course designed to train sales and marketing professionals on competitive issues for Microsoft Corporation. My role was senior instructional designer.

Corporate Marketing Calendar – An online course designed to train learners on a new corporate-wide marketing calendar system for Hewlett Packard Corporation. My role was project manager and instructional designer.

Product Life Cycle – An online course designed to train learners on a new product management system for engineers at Microsoft Corporation. My role was senior instructional designer.

2005:
Precision Questioning – An online course designed to train learners on using precision questioning methods during work-focused conversations at Microsoft Corporation. My role was senior instructional designer.

Lilly Labeling Integrated Document System Overview – An online course designed to train learners on a new document management system at Eli Lilly, Inc. My role was instructional designer.

2004:
Foundations of High-Tech Marketing – An online course designed to prepare learners to attend a three-day workshop on High Tech Marketing. My role was instructional designer and consultant to the workshop designer. The lead client is a co-founder of the E-Learning Forum, an organization supporting the development of quality e-learning practice in the SF Bay Area. This course won a Bronze Award in the Custom Content category of the 2006 Brandon Hall Excellence in Learning Awards.

Change Leadership – An online course designed to train management levels of a major U.S. medical device manufacturer (Roche Diagnostics) on effective

leadership of transformational business change initiatives. My role was lead content writer and instructional designer.

Grants and Contracts

Pedagogical Practices in Higher Education post-pandemic (Canada) – co-PI

Naffi, N. (PI), Couros, A., (co-PI), Davidson, A. (co-PI), Beatty, B. (co-PI), Hornsby, D. (co-PI), Winer, L. (co-PI). ($64,000). June 2021. *Active – High-quality, equitable and inclusive pedagogical practices in higher education for the post COVID19 pandemic*

Purdue HyFlex (NSF) – Advisory Board Member

Mentzer, N. (PI), Farrington, S. (co-PI), Koehler, A. (co-PI). ($599,980). June 2021. *Expanding Accessibility of Learning through Blended Synchronous Instruction of Face-to-face and Remote Students.*

CSforAll (NSF) – co-PI

Yue, H. (PI), Beatty, B, (co-PI), Donohue, P. (co-PI), Hsu, E. (co-PI), and Yoon, I. (co-PI). ($467, 993). October 2018-September 2021. *Collaborative Research: CS4SF: A Scalable Model for Preparing High School Teachers to Provide Rigorous, Inclusive Computer Science Instruction*

Proposals in review and revision

Equity in HyFlex (NSF) – co-PI

Lynch, E (PI), Beatty, B (Co-PI), Williams, C. (Co-PI), Stitts, K. (Co-PI), Teodorescu, D. (SP), Naffi, N. (SP), and Bradley, T. (SP), ($2,984,305). Spring 2021. *Empirical Examination of the Efficacy of the Hybrid-Flexible (HyFlex) Instructional Model as a Means to Influence Equitable Instruction and Student Achievement.* Transformative Research in the Education Sciences Grants Program (84.305T). Three-year research project across consortium of six universities to (1) Increase a standard use of HyFlex instructional model and (2) Improve awareness of equitable instruction through HyFlex.

CS4NorCal (NSF) – co-PI

Yue, H. (PI), *CS4NorthCal: Scaling an Evidence-based Model for TeacherPreparation and Support to Provide Equitable and Inclusive CSEducation in California's High Schools.*

Curricular Innovations

Hybrid-Flexible Course Design – see the beginning of the Creative Works section above.

HyFlex Course Design and Implementation. Continuing the support and implementation of the HyFlex Course Model at other institutions, I created this professional development workshop for instructional faculty and designers at schools, colleges, and universities. This 15-hour workshop includes five live (online) sessions and accompanying online discussions and learning materials. I also use this workshop as supplementary instructional material in one graduate course, ITEC 860 Distance Education, offered annually to Instructional Technologies and other graduate students in the GCOE.

E-learning Design and Development Certificate program – see the Creative Works section above.

E-Learning Certificate Program. A 72-hour professional development program in e-learning development for training professionals awarding CEU's rather than academic credits. Offered through the SF State College of Extended Learning (CEL). My role was overall project coordination, curriculum design, and faculty recruitment. Information available online: http://www.cel.sfsu.edu/elearning/   This program recruits students from: 1) those looking to develop, enhance and expand professional skills in workplace settings, and 2) teachers wanting to develop skills in online teaching but who do not want a traditional graduate degree program. Some participants in this certificate program do enroll in the ITEC MA degree program after taking one or more CEL courses.

Contributions to Campus

Departmental Committees
ELSIT Retention, Tenure, and Promotion (RTP) Committee Chair (2022-2023)

The Instructional Technologies department was small and understaffed; as department chair I coordinated "committee work" with all faculty. (2009-2012)

College Committees
Faculty Council (2021-2023)
Represented the ELSIT department on the GCOE Faculty Council.

Scholarship Review Committee (2009-2012, 2020-present)
Reviewed approximately 60 scholarship applications per year.

San Francisco State College of Education Graduate Committee (2003- Spring 2007). Instructional Technologies department representative.

(Multiple other committees as part of the ITEC Department Chair role.)

SFSU Committees

San Francisco State University Corporation Board of Directors.
Appointed member (2015-current).

San Francisco State Bookstore Advisory Committee (BAC).
Chair (2013-2022). Appointed member (2012-2013).

San Francisco State Academic Senate. (Fall 2010 – 2012, Fall 2020 - current).
Elected representative from the College of Education. Additional committee
memberships: Curriculum Review and Approval Committee (CRAC – 2010-
2012), Academic Policies Committee (APC – 2020-current), Executive
Committee (EXCOM – Fall 2021-current)

San Francisco State Baccalaureate Review Committee.
Fall 2011 – 2012: Elected representative from the College of Education.
Fall 2020 – current: Upper Division Curriculum Committee (UDCC). Elected
representative from the College of Education.

*Information Technology Services Division Employee Advisory Committee;
Shout-out Judging group*. (2020-current). I assist the staff and managers of
ITS in selecting quarterly awardees for the locally prestigious "ITS Quarterly
Golden Gator Awards". https://its.sfsu.edu/shoutoutwall_archived

San Francisco State Educational Technology Advisory Council (ETAC).
(Fall 2003-Spring 2009). Appointed College of Education representative
(2003-2009). Ex-oficio member (2012-2019).

San Francisco State Online Education Committee. (Fall 2014 – 2019).
Appointed ex-oficio representative from the Office of the Provost.

San Francisco State Academic Program Review Committee. (Fall 2007 –
2012). Elected representative from the Graduate College of Education.
Elected chair for 2008-2012. *Representative APRC Annual Reports included
in WPAF.*

San Francisco State University Academic Assessment Advisory Committee.
(Fall 2008 – Spring 2010). APRC Committee Representative.

San Francisco State Accessible Technology Initiative – Invited faculty
representative on working group responding to CSU and SF State initiatives
focused on creating fully accessible campus resources.
- *Taskforce Member; Accessible Materials Working Group* (2012-
current)
- *Web Accessibility Working Group Co-chair* (ATI-Web Access) (2007-
2012).

CSU Committees

In the role of AVP Academic Affairs Operations (2012-2020, I led SFSU initiatives for CSU programs in the following areas, working closely with AT, CEETL, and other campus partners. These local programs enabled many faculty to engage in their own service to their students, other faculty and the campus as a whole.

- Course Redesign with Technology
  - https://courseredesign.calstate.edu/wp/index.html
- Affordable Instructional Materials (Affordable Learning $olutions was the CSU name)
  - https://als.calstate.edu
- CourseMatch
  - https://www.calstate.edu/csu-system/news/Pages/coursematch--just-what-the-doctor-ordered.aspx
  - https://www.csufullyonline.com
- Online Quality Assurance (QOLT/QLT)
  - https://ocs.calstate.edu

Contributions to Community

Professional Organization Leadership and Support

Association for Educational Communications and Technology (aect.org)
- Member, AECT Foundation Board of Directors (2019-present)
- Past-President, Design and Development Division (2011-2012)
- President, Design and Development Division (2010-2011)
- President-elect and Conference Planner, Design and Development Division (2009-2010)
- Vice-president for Communications, Design and Development Division (Fall 2008 - Fall 2009)
- Annual Convention proposal reviewer Spring 2009 - Spring 2020
- Judge for the annual Graduate Student Design Competition Fall 2008, 2009
- Local mentor for a **SFSU team of students** in the annual Graduate Student Design Competition Fall 2021; team advanced to finalist round at the annual convention

International Society for Performance Improvement (ISPI)
- Local mentor/sponsor for a **SFSU team of students** in the annual Graduate Student Design Competition Spring 2010; team advanced to finalist round at the annual convention

Academic Discipline-related Service

Institute for Emerging Leaders in Online Learning (IELOL), sponsored by the Online Learning Consortium (OLC). Faculty (1 of 12). Mentored groups of six junior leaders from higher education institutions in developing leadership competencies for online learning units, programs and projects. (2021-2023)

HyFlex Course Design Support (pro-bono)

Conference Keynotes

>June 26, 2023
>HyFlex Collaborative Conference, co-sponsored by the HyFlex Learning Community and the Academy for the Advancement of Teaching, Leadership, and Schools at the University at Albany, NY
>
>May 09, 2022
>Association Canadienne-française pour l'avancement des sciences (ACFAS) , 89th ACFAS Congress, COLLOQUIM: Distance learning in co-modality in the time of post-pandemic assessments. Quebec, CA
>Title: HyFlex Course Design: Improving access to high quality and equitable learning opportunities
>
>March 24, 2022
>AHEAD – Creating Inclusive Environments in Education and Employment for People with Disabilities East Hall, UCD, Carysfort Avenue, Blackrock, Co Dublin, Ireland
>Title: HyFlex Learning Serves Every Learner: Access, Quality and Equity
>
>March 22, 2022
>HyFlex Community of Practice at the Technological University Dublin, Ireland
>Title: HyFlex Course Design: Helping Students Succeed with Flexible Pedagogy
>
>February 24, 2021
>Quality Assurance Agency (QAA - https://www.qaa.ac.uk/) Quality Insights Digital Conference: Engaging Students and Connecting Curricula in a Digital Future, UK
>Title: Hybrid and Digital Learning in Multi-mode HyFlex Courses
>
>January 31, 2021
>Institute for Open and Innovative Education (IROPINE) of the Open University of Hong Kong (OUHK) "
>Title: Innovative Hybrid and Flexible Teaching
>
>November 26, 2020

Advance-HE, THE Live 2020 (UK) Hybrid-Flexible (HyFlex) learning environments: Supporting Student Success

October 6, 2020
University:Future Festival 2020 Berlin (https://festival.hfd.digital/en/), Hybrid-Flexible Learning Environments - Brian Beatty (Recording: https://www.youtube.com/watch?v=A6FkFiFsS-M (32 min)

July 16, 2020
International Academic Forum (IAFOR) ECE/ECLL2020 Conference e European Conference on Education (ECE) The European Conference on Language Learning (ECLL)   Interview and Q&A

June 24, 2020
CAIS Canadian Accredited Independent Schools (https://www.cais.ca/) , Supporting Student Self-Directed Hybrid Learning and Enabling Instructional Continuity

Podcasts

March 31, 2022
Reflective Teaching in a Digital Age (**https://www.reflectiveteachinginadigitalage.com/**) Season 3 Episode 2: The HyFlex learning Model with **Dr. Brian Beatty**, 56 min. **https://www.reflectiveteachinginadigitalage.com/brianb**

September 9, 2021 (Encore Appearance)
Contact NORD (https://teachonline.ca/webinars), How to Use the HyFlex Method to Teach Online and In Person at the Same Time, Dr. Brian Beatty, (Slides and Recording - https://teachonline.ca/webinar/how-use-hyflex-method-teach-online-and-person-same-time-0 62 min)

March 6, 2021
Silver Lining for Learning (https://silverliningforlearning.org/), Episode 49 HyFlex Course Design: Conditions, Controversy, & Craftsmanship with Brian Beatty, Jeanne Samuel, & Cathy Littlefield (https://www.youtube.com/watch?v=hwy1ym6nz4A , 60 min)

December 2, 2020
Contact NORD (https://teachonline.ca/webinars), How to Use the HyFlex Method to Teach Online and In Person at the Same Time, Dr. Brian Beatty, (Slides and Recording - https://teachonline.ca/webinar/how-use-hyflex-method-teach-online-and-person-same-time, 62 min)

November 30, 2020
SUNY HyFlex Webinar Series: Keynote Speaker, Dr. Brian Beatty (https://www.youtube.com/watch?v=-Rqba9C5l3k , 66 min)

September 24, 2020
Bryan Alexander's Future Trends Forum
(http://forum.futureofeducation.us/) September 24, 2020: HyFlex Stories
(https://www.youtube.com/watch?v=kmr8QZwhKXM, 53 min), Brian
Beatty

June 24, 2020
Bryan Alexander's Future Trends Forum
(http://forum.futureofeducation.us/) June 24, 2020: What is HyFlex?
(https://www.youtube.com/watch?v=jNHnJnzwXuA, 65 min), Brian
Beatty

June 7, 2020
University of Laval "EduTechnoPlus", Brian Beatty on the HyFlex Model
: a solution for times of crisis and for the future of education
(https://www.youtube.com/watch?v=Mo9EvzjVVmA , 61 min)