

Fall 2020 Instructional Modality

The disruption to the Spring 2020 academic term caused by the COVID-19 pandemic raises significant concerns about instructional and operational continuity for the Fall 2020 term and beyond. As such, some instructors have inquired about the transition to digitally facilitated instruction of courses that are currently planned to be offered in the face-to-face mode in the Fall 2020 term. The university is committed to continuing to provide an outstanding learning experience for its students while operating within all appropriate and necessary safety guidelines. As such, an Executive Steering Committee has been created to oversee a group of Task Forces composed of faculty and staff that will be addressing all aspects of COVID-19 response scenario planning for academic year 2020-21. These Task Forces will not be charged with deciding instructional modality, but rather will review a wide range of potential scenarios that might be encountered during the 2020/21 academic year to identify specific challenges and opportunities that should be considered in all future planning and decision making.

The work of the Task Forces will be complete by late May, 2020. Until further information is available and unless circumstances dictate otherwise, it is the university's current intention to return to normal instructional modalities this fall. Until those Task Forces have completed their work and the information they provide has been evaluated by the steering committee, no changes to planned instructional modality for Fall 2020 and beyond are to be made.

Therefore, the following guidance is offered:

- 1) No courses currently scheduled to be delivered face-to-face are to be shifted to online.
- 2) Faculty and instructional staff that have health concerns regarding face-to-face instruction should share their concerns with Human Resources.
- 3) Chairs have the capacity to switch faculty teaching assignments to meet the needs of their faculty while maintaining the current spectrum of course offerings and modalities.
- 4) As always, faculty experience and expertise with online instruction must be a significant factor in any changes in course assignments.
- 5) Faculty are strongly encouraged to utilize the next few months to engage in professional development activities that build expertise in online and hybrid instructional pedagogies.

With gratitude for your extraordinary efforts,



Carl N. Drummond
Vice Chancellor for Academic Affairs