

## STATEMENT ON SHIFT TO ONLINE EDUCATION

The threat of coronavirus necessitated a uniform shift to remote instruction nearly two-thirds of the way through the Spring 2020 semester. Faculty have labored to convert their face-to-face classes to online platforms in order to ensure students successfully complete this academic term.

Faculty recognize that covid-19 represents a lingering threat that could conceivably affect future semesters, and that this threat requires the creation of contingency plans for instructional delivery.

Faculty further recognize that the pandemic has rendered our regulation regarding delivery modes (UAR 136.02) largely obsolete: in many respects, we are all “hybrid” now.

To responsibly plan for the future, faculty, through the representative body Faculty Senate, will delineate the resources, techniques, and training that all instructors must possess in order to facilitate remote instruction in the case of unforeseen events that may require shifts online. This delineation will be clearly differentiated from true online instruction, designed as such.

Our current regulations attempt to quantify instructional modes without factoring in desired instructional outcomes. This classificatory schema diminishes the possibilities of true online instruction (by implicitly equating learning with technological intervention) while failing to address the necessity of face-to-face or physical interaction in particular experiences, assignments, and courses that cannot be meaningfully translated to an online environment while still achieving the same outcomes.

Faculty, cognizant of the demands of their disciplines and the needs of their students, can and will provide the important distinctions and determinations that will allow our institution to responsibly plan for the success of a student population that remains on the wrong side of the digital divide.