

Delivered via email September 11, 2020

Dear Faculty, Staff and Graduate Student Colleagues,

Earlier this week, we shared detail on the mix of modalities for the spring, as well as definitions for each modality. Several of you shared feedback and questions, which we have reviewed and sought to address over the last few days. We are now providing an update on a few of the most frequent questions, and have updated the modalities as necessary. In summary:

- **What option should an instructor select if they are teaching a class fully online, but may have a mix of synchronous and asynchronous elements?**
 - o Please use Distance Learning (DL). We have revised the definition of this modality to more clearly address this question.

- **What if I want to assign a synchronous exam for an Online (WW) class, which is otherwise entirely asynchronous?**
 - o We encourage instructors in this modality to deliver asynchronous assessments. However, in instances where this is not possible, you must share your proposed exam dates and times with the Registrar. This will allow the Registrar to include that information in the notes in PeopleSoft, so students who are potentially enrolling in your course can be aware of any potential conflicts with the rest of their schedule and other obligations. Synchronous exam dates and times for spring 2021 courses are due by October 26 to the Registrar.

- **If I choose a modality that is asynchronous, can I offer synchronous options, such as office hours and guest speakers?**
 - o Optional, synchronous activities including office hours, guest speakers, and conferences between faculty and groups of students can be incorporated into any modality. Please keep in mind that if you plan on scheduling an assessment or exam outside of regularly scheduled class meeting times you need to seek approval with the Registrar by October 26.

I know there are many considerations to which modality you choose. From the perspective of many of our students, they understand that this year looks different from previous years. However, many students have also shared that they are struggling and feel isolated and disconnected from their instructors and classmates. To the extent you can, please consider if your course can effectively be delivered in a synchronous modality. If not, we ask that you consider whether you can include some synchronous elements in your course delivery, whether

that's optional activities or using the flexibility of the modalities to blend synchronous and asynchronous elements. The former would provide greater consistency for students but the latter does provide some additional live connection if there are strong pedagogical reasons for asynchronous content.

To view the updated list of Spring 2021 modalities, please visit <https://provost.uconn.edu/covid-19-fall-planning/covid-19-spring-modalities/>.

Thank you for sharing your feedback. Your input is critical in making sure we are aligning our plans with your needs.

Sincerely,
Carl

Carl Lejuez
Provost and Executive Vice President for Academic Affairs