March 25, 2020

Dear UAA Faculty,

I want to express my sincere gratitude for all you are doing to support your students through the shift to alternate delivery. This includes faculty already teaching online courses, as you, too, are making adjustments to accommodate your students’ and your own changing circumstances.

As we move forward, things will continue to change, and I appreciate the flexibility and kindness you are extending to each other, as well as to your students. I also want to recognize the individuals and teams across our campuses working hard behind the scenes to get you the support and information you need. It has been gratifying to witness the collaboration from all areas of university as we pivot to alternate delivery. Seawolves are extraordinary!

**Academic Continuity website:** When questions arise, please first refer to the UAA [Academic Continuity (Guidance for Faculty)](https://example.com) website. Many questions are answered there. If you have additional questions, there is a place to submit these. The more we are all on the same page, the better for our students.

**Faculty Development Centers:** Please also continue to take full advantage of the resources that are and will be available from our outstanding network of faculty support entities, including the Center for Advancing Faculty Excellence (CAFE), Academic Innovations and eLearning (Al&Re), and the Center for Community Engagement and Learning (CCEL). Each of these centers has professionals who are committed to helping you make this transition, and the CAFE Instructional Continuity site will have a list of other faculty members who have volunteered to assist and support colleagues.

**Updates on Teaching Technologies:** If a teaching tool is unavailable or in a degraded state, information about the issue, as well as good alternatives to the tool, how to use the alternatives, and where to go for help will be posted on the UAA Blackboard landing page and at the top of the CAFE Instructional Continuity site.

Below I address a few of the issues and questions that have come up.

**Alternate Delivery:** We know that shifting to alternate delivery is not the same as creating a perfectly designed online course. If you focus on meeting the remaining Student Learning Outcomes and consider alternate ways of getting there, your students will be well served.

**Asynchronous methods might work best right now, but if you do ask students to interact with you at a particular time, please hold these meetings at the previously designated days and times.** Students may be enrolled in more than one class, have family obligations, and/or work commitments that were taken into consideration when they selected the day/time for your face-to-face class.

**Work with your deans and community campus directors:** While we can provide institutional-level guidance, particularly on issues of policy or regulation, some decisions require a judgement call. If you have questions, you should work with your dean or community campus director, who will help you with those decisions. The deans and directors have been working and will continue working collaboratively
across the colleges and campuses, to ensure as much coordination as possible so you can help your students meet the Student Learning Outcomes.

**Give yourself time:** Given the extension of the withdrawal period to April 10, there is more time to work things out with your students. They may feel disoriented by the new mode of delivery and reluctant to approach you, so please reach out to your students and find out what is working for them, and what is not. The best thing for your students is for them to complete the course and continue on their path toward degree completion.

**Explore options for testing and assessment:** CAFE and Alâe are ready to provide ideas about assessment options, and they have developed a workshop and an assessment resource guide on this topic. Please reach out to the Centers to think through assessment options. Workshop on alternate assessment and converting paper tests to Blackboard format are available this week.

**Change expectations around proctoring:** Courses that were originally online and using UAA provided proctoring tool RPNow may continue to do so. For those courses, GHH 103 in Anchorage will be available to students who do not have the required equipment. However, if students do not have the required equipment and cannot come to campus, and/or the proctoring service does not meet the requirements for their academic accommodations, faculty do need to come up with other options for those students. In addition, UAA currently does not have the capacity to extend virtual proctoring services to courses that have shifted from face-to-face to alternate delivery. We are asking faculty to consider other assessment options, because we want to keep our students, staff, and faculty safe and minimize the need for them to come onto our campus(es). There are no proctoring services available that can ensure all students have the capacity to use them from their homes.

**Grading Options:** The provosts for all three universities have approved the use of the Credit/No Credit grading option for all courses taken in the spring and summer 2020 semesters. Under this option, faculty will assign a letter grade and the student may choose to receive the letter grade earned or choose to have the grade recorded as credit (CR) if a C or better and no credit (NC) for a D or F. While this provides flexibility to students concerned about the possible impact shifting to alternate delivery may have on their final grade and Grade Point Average, students should consult with their academic advisor before choosing this option. Students have until April 27 to make their decisions, and we will provide advisors with more information about this option. My message on this topic is posted on the Academic Continuity website.

**Summer:** To ensure the safety and health of UAA’s students and employees, UAA will extend alternate delivery through the summer 2020 semester.

Although there remain issues to be worked out, the response from students has been positive. They feel connected with you, and they are glad to get back to their studies. You have made this possible.

*Thank you* for all that you are doing as we continue to face this complex situation together.

Sincerely,

John R. D. Stalvey, Ph.D.