Resolution concerning the flipped classroom and academic freedom

Whereas student learning in a university setting assumes a certain level of initiative and motivation on the part of students;

Whereas individual student learning and engagement can vary widely from day to day, hour to hour and minute to minute;

Whereas an instructor at the university level must be alert to student progress and employ varying pedagogical strategies in response to perceived variations in student engagement and learning;

Whereas effective pedagogical strategies may vary from discipline to discipline, topic to topic and time to time;

Whereas the flipped classroom does not change content of the course of study, nor does it change student workload, but instead changes the venues in which students address the content and the workload; and

Whereas an instructor at the University of Wisconsin-Platteville is assumed to be an expert in pedagogy and by policy is given freedom to exert that expertise in a manner the instructor deems appropriate; now, therefore be it

Resolved, that the Faculty Senate of the University of Wisconsin-Platteville:

1. shall not attempt to create a policy concerning the flipped classroom or the use of same by instructors at this University;

2. affirms the rights of instructors at the University to use any reasonable pedagogy to achieve appropriate student learning outcomes, subject to already-existing review mechanisms; and

3. declares that a policy prescribing on-site course content, course workload, or the venues in which content and workload are engaged, would be unworkable, unenforceable, and would constitute an infringement upon academic freedom.