



Recommendations from the Task Force on Instructional Resilience

Cathy Koshland,
Vice Chancellor for Undergraduate Education

30 April 2020

Charge and Timeline

- Formed **January 2020** & charged to issue a report by **May 2020** to guide strategic preparation for future short-term instructional interruption (like Fall power outages)
- Arrival of **COVID-19 in March 2020** and ensuing shift to remote instruction brought many task force recommendations into immediate implementation.

Original charge, issued December 2019:

1. define what *instructional resilience* is, including use cases, across the disciplines;
2. develop *recommendations for best practices* for instructional resilience and continuity;
3. create an *achievable technical and financial roadmap* for how to implement the recommendations;
4. develop an *outreach and incentives plan* that would facilitate wide-spread adoption of instructional resilience best practices; and
5. ensure we were prepared with a plan for approaching instructional resilience during any *power outages or fires* that may occur in Fall 2020.

Instructional Resilience Task Force

Work Groups

- Best Practices
- Assessments, and Disruption of Exams in Large Classes
- Different approaches to Pedagogy/Alternative Assignments
- Students: Expectations and Responsibilities
- Tutoring, Advising and Academic Support

Co-chaired by

Cathy Koshland, Vice Chancellor, Undergraduate Education

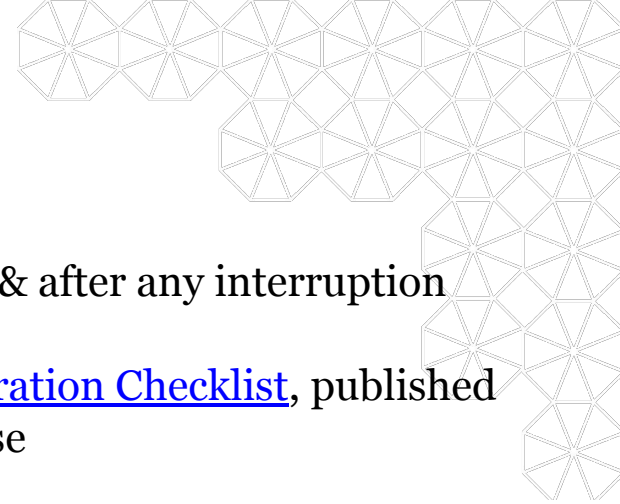
Oliver O'Reilly, Chair, Berkeley Division of the Academic Senate

+ 21 members representing faculty, staff and students

Selected recommendations for Central and Cross-Campus Administration

- **Preparation**
 - Training for all instructors on response to interruptions of on-campus instruction.
 - Online instruction, materials, and assessment need to be accessible to students with disabilities.
- **Website**
 - A clear, focused, central website can streamline the process of preparing for, responding during, and resuming after an interruption to campus instruction.
→ CTL created and launched this on the fly for COVID-19 response
 - Website should be simple, work for all stakeholders, and provide useful examples, templates, and clear links to technical support options.
- **Communication**
 - Develop a strategic crisis communication plan, emphasizing clarity, predictability, simplicity, and social media savvy.
 - Coordinate with instructional units to designate liaisons
- **Policy and Guidance**
 - Keep RRR week free of new instruction.
 - Create a “resilient instruction” preparedness day.
 - Focus on efforts to make access to course materials/textbooks easier online.

Selected recommendations for Instructors



- **Instructor preparation is essential:**
in course planning → on the first day of classes → during & after any interruption
- **Checklist:** Instructional Resilience [Best Practices/Preparation Checklist](#), published on CTL website in March to assist with COVID-19 response
- **Instructor Recommendations:**
 - Design courses for 13 weeks instead of 14.
 - Prepare for alternative delivery of course materials, alternative assignments.
 - Assess students on multiple, low-stakes evaluations, as possible, in lieu of one or two encompassing exams
 - Involve GSIs in planning and communications plan
- **Expectations of Departments**
 - Designate individual/team to manage communication, implementation
 - Provide a way that students can surface their concerns or feedback
 - Facilitate and encourage instructor training on currently available tools (e.g. bCourses)

Instructional Resilience Resources

Important Updates and Communications

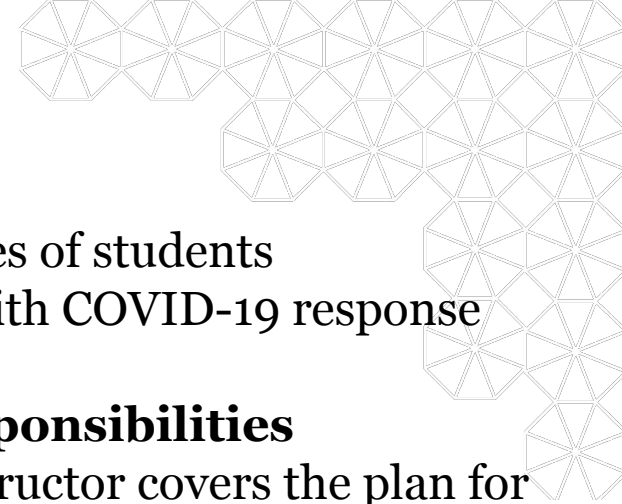
- [Instructor Q&A: Grading for Spring Semester 2020](#) [Ⓔ]
- [Student Q&A: Grading for Spring Semester 2020](#) [Ⓔ]
- [Guidance and Recommendations for Instructors and Students on Proctoring and Final Examinations](#) [Ⓔ]
- [COVID-19 Questions & Answers for Academic Leaders](#) [Ⓔ]
- [Resources for Students with Technology Needs](#) [Ⓔ] and [Cost of Attendance Adjustment Request](#) [Ⓔ]
- [Remote Attendance and Participation Policies](#)
- [Zoom FAQs](#) [Ⓔ]
- [DSP/LOA Information](#)
- [Guidance on Copyright of Course Materials at UC Berkeley](#) [Ⓔ]

Best Practices

To help prepare for disruptions, please refer to these Best Practices for remote teaching and learning. More items will be added, so please check back.

- [Remote examinations](#) [Ⓔ]
- [Labs, studios and other non-classroom spaces](#)
- [Determining how to best present your lecture for virtual access \(decision tree\)](#) [Ⓔ]
- [DSP, LOAs and accommodations for your students](#)
- [Large course content delivery](#)
- [Remote teaching tips from faculty](#) [Ⓔ]

Selected recommendations for and from Students

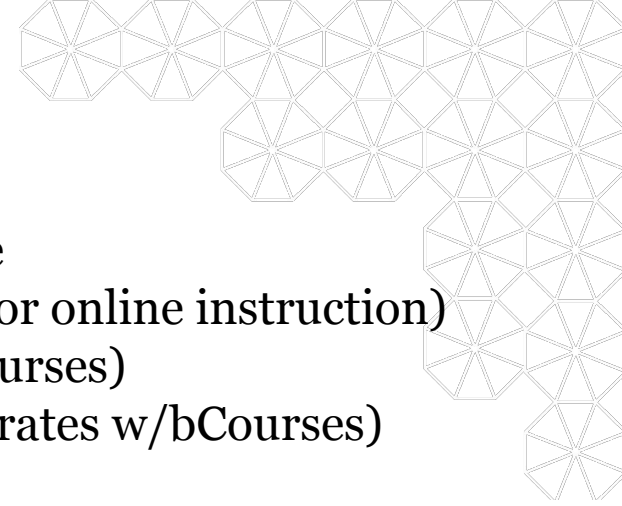


- **Checklist** outlines expectations and responsibilities of students
 - sent via CalMessage in March 2020 to assist with COVID-19 response
- **Undergraduate and Graduate Students' Responsibilities**
 - Make sure on the first day of class that the instructor covers the plan for the interruption of on-campus instruction.
 - Make sure you (the student) has a plan as well.
 - Do not treat an interruption of on-campus instruction as a pause in instruction and academic engagement.
- **Students' expectations of instructors, departments, and campus** include:
 - Clear planning and policy, timely communication, accommodations, structure, and support.
 - Setting expectations early, and communicating clearly before, during, and after disruption.

Selected recommendations & best practices for Academic & Co-curricular Advisors and Other Student Services Staff

- **Checklist** for days of modified instruction
 - Created with task force initial charge in mind, and implemented to assist with COVID-19 response
- **Recommendations and guidance**
 - Include guidance for student services in campus-wide communications and directives.
 - Ensure that units know the Office for Disability Access & Compliance can support them.
 - Provide resources and training to close technology and service gaps
- **Training and community-building for the student services job family**
 - Advancing Practice workshop series shifted to focus content and training on the COVID-19 response
 - Regularly ~200 participants per workshop

Requests for Tools and Resources



- Tools for building, ensuring instructional resilience
 - Zoom Pro (video conferencing--widely in use for online instruction)
 - Kaltura (video management, integrates w/bCourses)
 - Cidilabs (course authoring & templating, integrates w/bCourses)
- Staffing needs
- Computer-based testing centers

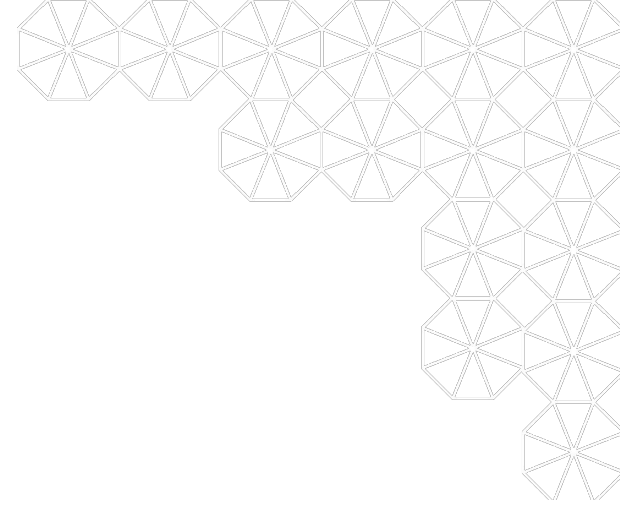
Task Force on Online Exams / Proctoring

In response to concerns about proctoring of examinations under shelter-in-place orders and academic misconduct, the Provost convened a 21-member working group in April to:

1. Examine strategies for remote exams;
2. Develop principles for procuring remote proctoring services; and
3. Assess products for our campus.

On April 20 the group completed their report: [Guidance and Recommendations for Instructors and Students on Proctoring and Final Examinations.](#)

This document is posted to the [Instructional Resilience website](#) and [Academic Senate website](#).



Questions? Suggestions? Feedback?

Please email: VCUE@berkeley.edu