Recommendations from the Task Force on Instructional Resilience

Cathy Koshland,
Vice Chancellor for Undergraduate Education

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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
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