

**Report from the Fall 2020 Task Force on
Instructional Planning and Policy
6/23/20**

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Introduction

The arrival of the novel Coronavirus (COVID-19) in the Spring 2020 resulted in a quick transition of all teaching and instructional activities on the UC Berkeley campus to fully remote modes of delivery. An Instructional Resilience task force was already creating recommendations on how campus would become resilient to events that temporarily disrupted on-campus instruction, and moved quickly to deliver these draft recommendations for active use beginning in March 2020. Swift work by members of the task force resulted in a suite of resources, documents, and best practices that allowed faculty, instructors, and GSIs to leverage technology, access training, and quickly adopt best practices under these new circumstances. The task force published and distributed its [final report](#) in May 2020.

In late April 2020, Vice Chancellor for Undergraduate Education Cathy Koshland and Senate Chair Oliver O'Reilly were tasked to co-chair the [Fall 2020 Instructional Planning Task Force](#), to build upon the recommendations from the Task Force on Instructional Resilience, and to develop guidelines and recommendations for three different potential instructional scenarios for Fall 2020 and beyond, in the COVID-19 environment:

Scenario 1: Instruction must be entirely remote.

Scenario 2: Instruction is only possible under strict social distancing. Hybrid remote and in-person instruction should be as flexible as possible to reflect local needs at school, college, or even the departmental level.

Scenario 3: Instruction can largely be performed in-person, but an important fraction of students and instructors (perhaps 20%) cannot be on campus and must engage remotely because of travel or other restrictions.

During the period the task force convened, no final determination had been issued regarding the instructional scenario, however a body of public health modeling and forecasting regarding the ongoing impact of COVID-19 nationwide led the group to assume remote instruction as a baseline, and recommend options that could be added back in when in-person instruction is

possible. As of June 17, 2020 Chancellor Carol Christ and Executive Vice Chancellor and Provost Paul Alivisatos announced that the instructional scenario for the Fall semester would be remote for most classes, specifically those of over 25 students.

Through the month of May 2020, the Task Force on Instructional Planning and Policy met (virtually) and workgroups focused on five interrelated aspects of instruction and learning that were unique to the administration of UC Berkeley courses in remote, online, and hybrid formats: academic honesty and integrity; a/synchronous access to lectures and other instruction; guidance on accommodations for remote instruction; non-lecture based courses, including labs, performance courses, field work and more; and guidance for supporting instructors and GSIs.

This task force represents part of the work of the Recovery Committee on Instruction Planning, one of nine Recovery Committees, each charged with studying and providing recommendations for specific areas of campus recovery, including COVID-19 Public Health & Testing Advisory; Instruction Planning; Research; Housing and Dining; Student Engagement and Services; Operations; Athletics; Financial Planning; Communications. Details on the Recovery Committees and updates can be found at [Coronavirus \(COVID-19\) information | Berkeley News](#).

Executive Summary

The sudden and complete shift to remote instruction in Spring 2020 was challenging for instructors and students alike. Creative and thoughtful work by individuals, departments and divisions made it possible for instruction to continue, for students to continue learning and to graduate, and for the campus to work together to protect the health of our community. There is much to celebrate, to elevate and be proud of. As we move beyond emergency remote teaching, to plan for the Fall 2020 semester and beyond, the nature of the work changes: from reactive responses to obstacles, to proactive planning for ongoing resilience.

Opportunity to Invest in Systemic, Positive Change

In the report that follows, the Fall 2020 Instructional Planning and Policy Committee makes recommendations to urge instructors, departments, and central campus to invest now in systemic, positive changes with the capacity to affect outcomes for our students not just while they study remotely in the coming months, but potentially permanently, and for the better. This moment represents an opportunity to think differently about assessment, to move away from high-stakes exams to ongoing assessment methods that reduce temptation for cheating and refocus learning on outcomes. Campus and departments/divisions can invest in incentives and contracts for course redesign, and take advantage of this opportunity to design for equity, inclusion, and access for our diverse student body.

The committee further suggests that campus invest in collecting and analysing data from across departments about the solutions explored for course redesign, assessment and examination strategies, and the impacts on student engagement and learning. By engaging in proper

pedagogical assessments, we have an opportunity to utilize this period of experimentation to help reshape the future of education at Berkeley.

Call for Flexibility in Policies at Multiple Levels to Allow Adaptation and Iteration

The committee noted and emphasized that while guidance and policies should come from central campus to ensure consistency and clarity, there is a need for flexibility and creativity at the levels of central campus, colleges, departments and divisions. As the COVID-19 pandemic continues to evolve, the campus response too will shift. Policies and guidance must be adaptable, open to iteration, and responsive to the changing needs of instructors and students.

Departments and individual instructors should continue to be given considerable leeway as they determine the best solutions for the needs of their courses, and their students. COCI allowed [one-time changes in exam format and exam weighting in Spring 2020](#) to proceed without petition. This kind of flexibility should continue to be considered. The committee urges instructors and departments to be flexible, open, and creative about finding substitutions for courses that cannot be offered remotely, and to devise alternate pathways through majors that anticipate the possibility of more than one remote semester. Flexibility should be afforded to accommodate necessary changes in class structure (e.g., using existing mechanisms of departmental chair override for short-term changes to a syllabus). A centralized system could be implemented (to compliment curriculum committees within departments, colleges, divisions, etc) for oversight of assessment or other instructional redesign in order to maintain academic rigor, fairness (in light of accommodation, for one), and transparency. The committee also calls attention to the need to be flexible and creative in addressing workload expectations for instructors and GSIs.

Call for Ongoing Training and Clear Communication

The Center for Teaching and Learning (CTL) created and implemented a remarkable suite of resources and training in Spring 2020, which allowed instructors to swiftly move course materials and experiences online. The committee recommends building on these excellent resources, and creating new options for instructors and GSIs who did not teach in the Spring semester. Suggestions include introduction of small, buildable “bite-sized” training modules, learning circles for instructors to collaborate and co-create strategies, and showcases of teaching excellence from the Spring 2020 semester. Campus should help facilitate communication between [CTL](#) and instructors to share best practices, information, and new technologies and capabilities as they emerge and are refined.

The committee suggests a dedicated training time for instructors to prepare for fall instruction. One option is to offer the first week of the semester as an on-ramp for instructors (and indeed students) to focus on what teaching and learning in this remote environment can and should be. This option is a more equitable solution for instructors, new GSIs, and students who cannot devote time over the summer, due to their contracts or personal obligations.

The committee notes that during this period of remote instruction/learning/work, timely, sustained and clear communication with students is essential. We suggest that students should have access to information about next steps for the campus, in particular information about whether specific courses will be offered in remote or in-person formats, as promptly as possible. Once the semester has begun, transparency and clarity about methods of assessment, expectations for participation, a/synchronosity, and resources should be communicated in the syllabus and reiterated by instructors.

Disparate Impacts for Students and Instructors: Call for Equity-Centered Planning

The equalizing effects of our physical campus (our shared quiet work spaces, our mutual access to high speed internet, our basic-needs resources providing counseling, food security, campus housing, etc.) will not be accessible to all students, instructors, or staff in the Fall 2020 semester, and potentially beyond. As we plan for the coming semesters, it is essential that instructors and central campus plan in ways that will not exacerbate inequalities.

As an example, while synchronous learning is valuable, instructors should consider obstacles students face in accessing synchronous instruction; differences in time zones, access to uninterrupted work space, and sufficient broadband, for example. We know that marginalized groups and low-income students are more likely to be on one side of the digital divide, and must therefore strive to design and build equitable remote and online learning spaces.

For our instructors and GSIs, the delivery of a Berkeley-quality education during a pandemic requires significant efforts to master new technologies and pedagogical approaches. Re/designing all courses for resilience is an enormous, pressing, time consuming task. Data from the Spring 2020 Senate Faculty Survey shows that while many faculty are proud of the campus response in the Spring semester, there were large impacts to productivity for many faculty, with junior faculty and women being hardest hit by competing responsibilities. The committee recommends that campus support our instructors and GSIs equitably and transparently, while accounting for the unique challenges each instructor faces in their professional and personal lives. In particular, we recommend that workload expectations be examined and adjusted, with considerations by appointment.

Summary Recommendations for Instructors

Academic Honesty/Integrity, and Exams/Proctoring

- This moment represents a unique opportunity to rethink assessment. [Alternative assessment strategies](#) may help improve learning, level the playing field for incoming students, reduce temptation for cheating, and refocus goals towards learning and rewarding diverse voices and ideas.

- Instructors should consider moving away from high-stress/high-stakes finals toward more frequent, lower-stakes assessment.
- Any proctoring systems employed should be uniform across the course, regardless of which mode (on-campus or remote) the student has chosen. If there are students enrolled online, online methods are the only equitable assessment option.
- Departments and individual instructors should continue to be given considerable leeway ([as given in Spring 2020](#)) in determining the best solutions for their needs, given the situation in the class at the time.
- As outlined in the [Guidance and Recommendations for Instructors and Students on Proctoring and Final Examinations](#), transparency and clarity about any method of assessment is essential and should be communicated in the syllabus and reiterated by instructors.

A/Synchronous Access to Lectures and Other Instruction

- While synchronous learning is valuable, instructors should consider obstacles students face in accessing synchronous instruction such as differences in time zones, and access to uninterrupted work space. Instructors should think carefully about the right balance between synchronous and asynchronous learning by considering these [challenges](#).
- All participants in remote classrooms (both instructors and students) are recommended to consult the Division of Equity and Inclusion's [Toolkit on Creating a Healthy Virtual Environment](#).
- Instructors are strongly encouraged to employ online tools (a selection of which are listed [here](#)) to organize group projects and collaborations to build robust and ongoing participation into the work of the class.
- Pre-planning and advance development of asynchronous content is essential for instructors to ensure timeliness of closed-captioning and other accommodations. More information including video captioning request workflow can be found [here](#).
- *Materials* that may be best provided asynchronously, include:
 - “evergreen” content which does not vary over time or by interaction
 - technical/tutorial content imparted by demonstration
 - expert interviews with guests or panels
 - materials for reflection in preparation for discussion
- *Experiences* may be best offered synchronously include:
 - seminar-style discussion that produces new knowledge in dynamic conversation
 - timely content that will change over time or based upon inflection
 - expert interview follow-up question and answer periods
 - peer-group discussion
 - dynamic or interactive presentations that may change depending on group interaction
 - community-building exercises

Non-Lecture Courses

We suggest strategies for social distancing and remote instruction that should be broadly applicable in the following four principal categories of courses that pose special challenges for remote instruction. The categories are: [courses requiring specialized facilities or equipment](#); [group performances or productions](#); [group travel](#); [internships, teaching practicum, experiential learning, community service](#).

- In all of the above cases, [significant redesign of the course](#) including revision of learning objectives may be necessary to make it possible to offer these courses in the Fall. Instructors will need to be flexible about what it is possible to teach, and will need to design alternate modules. In particular, assessments need to be rethought so they can be completed remotely or with distancing, and final assessments (per the campus announcement 17 June) will all need to be remotely delivered.
- We urge instructors and especially departments to be flexible, open, and creative about [finding substitutions for courses that cannot be offered remotely](#) and devising alternate pathways through major requirements.
- Departments and divisions should choose paths and solutions that keep faculty workload reasonable, utilizing guidance from the Supporting Instructors and GSIs work group, and that prioritize the well-being of all instructors.
- Units and instructors are encouraged to explore [creative possibilities for instruction](#) between all-remote and all in-person offerings, including various hybrid options.
- Please consult this chart identifying types of non-lecture courses, the challenges associated with teaching them remotely or in-person with physical distancing, and proposed solutions: [Non-Lecture Courses, Appendix 1](#)
- Departments will need to [prioritize which courses/labs/sections they propose offering on campus](#), accounting for impacts on students and quality. Consult this set of criteria departments may use to make these difficult prioritizations.

Guidance on Accommodations when Providing Remote Instruction

- Before adopting any new online tool for digital learning, instructors are required to consult with the [Center for Teaching and Learning](#) (CTL) or [Digital Learning Services](#) (DLS) to ensure that the tool is FERPA-compliant and ADA-compliant.
- Instructors should format written materials so they can be read easily by computerized read-aloud (or text-to-speech) tools. For additional details on accessibility, please see [Accessible Content](#).
- When appropriate, instructors should record their lectures in small segments.
- Before posting videos to the general public, or if students have DSP accommodations, video content must be sent for official (certified) captioning to DSP. The current workflow uses the following Google form: <https://forms.gle/MKEFS6GJuyiP9ct88>. The captioned videos are returned usually within a week.

- Please be advised that auto-captioning (such as that provided by Zoom or [Kaltura](#)) does not meet the legal standard for students who have captioning as an accommodation. Additional [guidance on captioning can be found here](#).
- If an instructor wishes to proactively caption their lectures, they should contact their department's Chief Administrative Officer. CAO's should be prepared to facilitate these requests, and may contact [Disability Access and Compliance](#) for assistance setting up a captioning account.
- Please see [Faculty information about DSP Communication Services](#) for further guidance on captioning and other communication services.
- As a precautionary measure for the Fall Semester of 2020, departments are required to have a plan in place should an instructor fall ill or be unable to continue instructing.
 - In these contingency plans, instructors should ensure that information about DSP accommodations are accessible to the backup instructor. In particular, the primary instructor can set the backup instructor as a proxy in the DSP system: refer to the "Accessing LOA's" section of the [Letters of Accommodation](#) page on the DSP website.

Guidance on Assignments and Assessment

- Instructors should plan on having their assessments ready in advance so that they can be administered via online assessment-support tools if needed (Turnitin, Gradescope, or the Computer-Based Testing Laboratory if adopted).
- For tips on managing the administration of timed exams, see this helpful [Instructor Guide for Accommodating Students Who Receive Extended Time on Exams](#).
- Instructors are reminded that giving all students "additional time" is not an acceptable accommodation. DSP students always get their additional time calculated on top of the time the rest of the class receives.
- Take-home assignments and exams with more than 24 hours given to all students implicitly accommodates many (but not all) DSP students, Consult additional guidance on this topic [here](#).
- If a student misses an exam or assessment due to illness or disability, the student must be able to take an equivalent exam or complete an equivalent assessment. It is not acceptable to simply redistribute the points for the exam or assessment and not allow the student to complete either.
- Instructors are encouraged to vary the kinds of assignments required in courses. This approach has a greater possibility to accommodate the various learning and assessment strengths of a diverse class.
- Each kind of assignment (including participation) should have a specific rubric and examples so that students can understand the expected standards, the grading logic, and the assessment criteria.

Supporting Instructors and GSIs

- The Center for Teaching and Learning has multiple instructional resources: [Keep Teaching](#) and online training: [Digital Learning Services](#). Additional resources can be found in the [resource appendix](#).
- The committee notes that instructors may be the best teachers for one another, and advocates for creation of and participation in “learning circles” and other communities of practice to offer training, support, thought partners, and accountability partners within our instructional community.
- Instructors and departments should consider contingency planning for times when an instructor is ill or unable to teach. Options like team teaching, designation of backup instructors, and training GSIs all provide a backstop for circumstances that waylay the instructor of record. We suggest planning in advance that will allow all instructors to share materials, including those for instruction, grading, and DSP letters.

Guidance on Using Third-Party Vendor Tools for Remote Instruction

Berkeley has approved software and tools that are widely used and supported across campus for instructional and research purposes. Each of these instructional tools is integrated with other campus systems, has been obtained through a UC or UC Berkeley contract, and has been approved for accessibility, privacy, and security.

Berkeley has prioritized the value of privacy and security of our student data, and accessibility for all students. As such, before adopting a software or technical tool for instruction, please review the list of software available from campus at <https://software.berkeley.edu/> and the list of tools available for instruction at <https://rtl.berkeley.edu/keep-teaching>.

If instructors cannot find the product they are interested in, they are encouraged to contact digitallearning@berkeley.edu, for guidance on ensuring that the desired product is accessible and meets campus data security and privacy standards. It is also important to note that only designated contracting officers may make contracts (e.g. license products or tools) on behalf of the university. We again encourage consulting Digital Learning Services for guidance.

Summary Recommendations for Campus

Academic Honesty/Integrity, and Exams/Proctoring

- A final exam in undergraduate classes is a [UC system-wide requirement](#); we recommend re-consideration of this requirement.
- A useful, one-size-fits-all remote proctoring solution is still not yet available and campus should be very wary of allocating valuable resources on such a system.
- Existing online proctoring solutions are not yet seen as a clear fit with Berkeley values, and have had privacy concerns raised around them. Locally, however, departments that are considering remote proctoring systems, or other [technical solutions](#), should be given permission to adopt them, subject to Senate approval. In these cases such solutions must be made clear and transparent on the syllabus.
- Flexibility should be afforded to accommodate necessary changes in class structure (e.g. using existing mechanisms of departmental chair override for short-term changes to a syllabus). A system could be implemented for official oversight of assessment redesign in order to maintain academic rigor, fairness (in light of accommodation, for one), and transparency.
- Campus should help facilitate communication between [CTL](#) and instructors to share best practices, information, and new technologies and capabilities as they emerge and are refined.
- We suggest that the campus should invest, at this early stage, in collecting and analysing data from across departments as to what solutions were explored and whether they lead to increased or decreased student engagement and learning. In particular with assessment and examination, there is clear value in measuring whether these new methods resulted in increased student success. By engaging in proper pedagogical assessments, we can use this forced experiment to help us reshape the future of education at Berkeley.

A/Synchronous Access to Lectures and Other Instruction

- Campus and various units should consider [incentives and contracts](#) that can be offered to instructors to revamp their courses. Much more detail on this topic can be found in the full report on [Supporting Instructors and GSIs](#).
- Campus should provide instructors with tools and training to use a range of platforms in order to maintain the vitality of classroom bonds in a range of online formats. These should include bCourses and Zoom, and also extend to other campus licensed platforms like Google suite applications.
- The campus should pursue more campus licensing agreements with products used frequently by faculty such as Piazza, Hypothesis, LucidChart, etc. We also recommend that campus adopt a process for prioritizing and vetting tools for

licensing as well. Please see [recommended areas for pedagogical and technology training support](#).

Non-Lecture Courses

- Wherever possible, planning and decisions about modes of instruction should be done at the department level. When this is not feasible, decisions should be made at the College or Division level.
- We recommend that campus provide support wherever possible which may take the form of training, financial and technical support for additional equipment and technologies, providing guidance on best practices, and providing necessary resources for the conversion to remote or distanced instruction. We strongly recommend that departments and instructors be involved in determining the type and level of support necessary, as needs vary.
- Lab, field work, performing arts, and other non-lecture courses that are critical to major curricula or time to degree should be prioritized for in-person instruction and investment, if they can be taught safely in groups of 25 or less and suitable facilities are available.
- Cohort and community building is important for this Fall, especially for incoming freshmen and transfer students. Courses that significantly contribute to those goals should be a priority if they can be provided safely in-person.
- Students should have access to information about whether a course will be offered in completely remote format, in-person, or in some mixed form as soon as possible as this information may impact their decisions and next steps.

Supporting Instructors and GSIs

- Course redesign for remote instruction will take time and effort. We suggest a dedicated time to prepare for fall instruction. One possibility might be to offer the first week of the semester for training instructors and the first week of classes for continued instructor preparation and for building classroom cohorts for students.
- The efforts of our instructors and GSIs must be supported with [clear communication](#) that acknowledges past efforts, celebrates success, and prepares instructors for the realities of the work to come.
- The Center for Teaching and Learning has fantastic instructional resources: [Keep Teaching](#) and online training: [Digital Learning Services](#). We further recommend supporting instructors and GSIs as they navigate these resources, utilizing the following methods:
 - Create and publicize bite-sized training modules for the most [critical, practical challenges](#) in the transition to remote learning. It is important to provide digestible, buildable training that does not overwhelm instructors and GSIs.

- Promote guidance and training that leads the way for teaching excellence. For example, an illustrated ,step-by-step process to encourage participation in remote environments would be helpful. .
- Create “learning circles” and other communities of practice to offer training, support, thought partners, and accountability partners within our instructional community.
- The instructional community responded to emergency conversion to remote teaching with admirable effort and creativity in Spring 2020; however, this level of effort is not sustainable as we move forward. We recommend that [workload expectations](#) be examined and adjusted, with considerations by appointment detailed in the full report.

Reports and Findings

The reports of each of the working groups are included below.

Academic Honesty/Integrity, and Exams/Proctoring

In the coming semester(s) of remote, hybrid, and blended online instruction, there is a unique opportunity for instructors to rethink assessment: a chance to level the playing field for incoming students, reduce temptation for cheating, and refocus goals towards learning and rewarding diverse voices and ideas. Our recommendation is to encourage the trial of new and creative assessment methods that will take us a step closer to reinventing the classroom. For this to work, we need to be focused on pedagogical assessment of these ideas and collecting comparative data in order to measure what has worked and what has not. We also need to share best practice among us, for example by further engaging with TeachNet.

Below we highlight some additional recommendations that act to complement the well thought-out and clear recommendations put forward by the Instructional Resilience Task Force in the report [Guidance and Recommendations for Instructors and Students on Proctoring and Final Examinations](#).

I. Alternative Assessment Strategies [\(link back to summary\)](#)

The move to distance learning and/or hybrid models of in-person and online instruction will require new strategies for assessment. We recommend:

- Instructors consider moving away from high-stress/high-stakes finals toward continual assessment. A final exam in undergraduate classes is a [UC system-wide requirement](#); we recommend re-consideration of this requirement and suggest that instructors consider apportioning relatively fewer points to final exams.

- Moving towards more interactive and engaging assessments that are outcomes based, with assessments embedded in small units of course content. For example, Campus EH&S uses [Storyline3](#) to prepare and manage its online courses. (However, the time it takes to build a course and maintenance of the data generated is very time consuming and requires dedicated, trained personnel.)
- Rethinking exams in terms of open-book, open-internet, and/or collaborative options. Students must list sources used to answer the questions, for part of the grade.
- Possible verbal exams (in addition to written) - perhaps as a way of defending an answer from the exam to ensure they answered it themselves.
- Promote Turnitin to encourage adoption of written assessment exercises by more disciplines.
- Especially in large courses, managing extended-time exam accommodation reactively and individually can result in a large time burden. This document describes how to delegate an organized process to a GSI and ensure that the GSI can manage all DSP exam accommodations for a course efficiently, including instruction specific to online exams [Instructor Guide for Accommodating Students Who Receive Extended Time on Exams](#)

II. Alternative Technical Solutions [\(link back to summary\)](#)

Key to success of any distance proctoring will be transparency. Whatever method is decided upon should be clearly stated in the syllabus and discussed at the start of class. The landscape for technical solutions to cheating is still emerging. For example, TurnItIn is in the process of developing new tools that monitor students' writing style over time and flag significant changes to writing style from one essay to another. They also are developing a tool that compares exam responses between students who submit their answers in close temporal proximity. For Spring 2020 final exams, UC Riverside developed a [proctoring solution](#) using Zoom that is a potential candidate for Berkeley.

These new tools suggest that the landscape for technical solutions is expanding, but we recommend continued monitoring of technical solutions that may be more appropriate for our campus. Currently, technical solutions fall into essential two categorical buckets:

- Browser lockdown: Tools that prevent students from opening another browser from their computer and therefore prevent easy cut and paste cheating. These really do not prevent cheating but perhaps make it slightly more difficult.
- Proctoring Solutions: Tools that actively proctor students while they are taking an exam. These also fall into several subcategories:
 - Artificial Intelligence Proctoring
 - Live\Human Proctoring
 - Existing software vendors
 - Zoom and GSI's

- Computer Based Testing (for CBT, we are hoping to look at piloting a small lab in Hearst as a potential model for the rest of campus when we can return and pending funding).

Pricing for proctoring tools vary, with in-person proctoring being the most expensive. Below are Examity and ProctorU price per student for different exam durations. Another UC in our system with roughly the same FTE as Berkeley estimated they would spend \$1M for spring semester only for Examity. This pricing would likely be higher during Fall semester. The cost for a GSI is about \$40K per year or \$30.00 per hour. If we wanted to consider using GSI's and Zoom as a proctoring solution and instead spent \$1.0 million on GSI's this would add 33,333 hours of proctoring time using Zoom.

Exam Duration	Examity	Proctor U
31 - 60	\$12.75	\$15.00
61 - 120	\$19.75	\$19.75
121 - 180	\$26.75	\$25.00
> 180	\$33.75	\$30.00

Online proctoring is not cheat-proof and has its critics: "[Online Exam Proctoring Catches Cheaters, Raises Concerns.](#)" Also "[Beating, Cheating, and Defeating Online Proctoring.](#)"

No campus-level investment in online proctoring service

Given various previously raised privacy concerns and high probability that existing proctoring services are both not fit for our purposes and too easy to work around, we suggest that the campus not currently invest in a 'one-size-fits-all' technological solution to proctoring exams online. The high cost of these programs and ethical issues around watching students take exams from their own computers (which are not in line with the spirit of our University) make these low value options.

Honor system comes into focus

Although the campus runs on an honor system, this has often not been prioritized. We suggest that an online undergraduate and graduate student module should be offered/required at the start of the semester that focuses on academic integrity. This would have the additional benefit leveling the playing field for international students who come from different academic backgrounds or conventions.

Safe-guarding against cheating/dishonesty

Having GSIs monitor sites (such as CHEGG) in real time during exams to record the presence of exam questions and answers being offered may be useful. We recommend the continued use of Turnitin software (for which the campus has a license) to detect direct plagiarism.

III. Increased Support and Flexibility for Course Redesign

Our faculty are known for creative solutions to instructional challenges, as was witnessed by the abrupt move online this spring. However, as we move from emergency planning to more thoughtful syllabus design, we recognize that many solutions will require additional resources (for example, additional readers per class for marking) and more flexibility in terms of class structure (for example, reduced emphasis on final exams). Therefore, we suggest that the campus make clear what additional resources there might be to support online assessment, and also that flexibility be afforded (e.g. using existing mechanisms of departmental chair override for short-term changes to the syllabus). That said, we do see the need for some official oversight (perhaps at the department levels) of assessment redesign in order to maintain academic rigor, fairness (including in light of accommodation), and transparency.

IV. Campus-level Investment in Assessment of Online Learning and Examination

We suggest that the campus should invest, at this early stage, in collecting and analysing data from across departments as to what solutions were explored and whether they led to increased or decreased student engagement and learning. In particular with assessment and examination, there is clear value in measuring whether these new methods resulted in increased student success. By engaging in proper pedagogical assessments, we can use this forced experiment to help us reshape the future of education at Berkeley.

A/Synchronous Access to Lectures and Other Instruction:

In the rapid, emergency move to remote teaching and learning strategies in Spring 2020, instructors across the country adopted new technologies and tools to attempt to replicate the classroom teaching experience. Using platforms like Zoom to present and engage in discussion synchronously offers some benefits that approximate the connection of in-class learning; however, we recommend that instructors consider the uses of synchronous and asynchronous learning thoughtfully, and in terms of criteria that instructors can use to determine the best approaches to stimulate and sustain student engagement in their courses.

I. Instructor Preparation, Student Engagement

1. Faculty Orientation to Online Instruction

Online instruction in Fall 2020 will not be the “emergency remote instruction” we created in Spring 2020. Yet for most Berkeley instructors, it also will not be the kind of highly-produced online instruction we associate with digital courses. Most faculty will inhabit the terrain between these two extremes, no longer in emergency mode yet perhaps still imagining their courses to be essentially face-to-face courses that have been forced by circumstances to transmute into online courses. We should therefore anticipate and support a range of faculty approaches to online course design and instruction for Fall 2020, guided by the overarching goal of creating synchronous and asynchronous environments that promote robust student engagement.

To illustrate, let’s imagine three different instructors, all of whom will be teaching an online course in Fall, but each occupying a different point along this continuum of experience and buy-in:

- *Instructor One* would like to improve on the remote instruction they imparted in Spring, but given various competing demands (e.g. summer teaching; caring for family members; research demands), is unable to devote substantial time to redesign their courses for Fall or learn more about relevant technological tools beyond basic remote instructional tools. This Instructor is eager to return to the usual face-to-face instruction once public health conditions permit it and therefore values simplicity and efficiency when thinking about Fall 2020 remote instruction.
- *Instructor Two* would like to improve on the remote instruction they imparted in Spring, has time available to devote to this, and is curious about how digital tools could enhance student engagement under normal circumstances. This Instructor is thinking ahead beyond the pandemic to how they might produce a more complexly hybrid mode of instruction. Fall 2020 is a step in that direction.
- *Instructor Three* has been teaching digital-born classes for several years as part of an online Master’s program, has experience producing effective online instruction, and is already well-positioned to handle the new remote-instruction demands.

Regardless of their approach to online teaching, all instructors wish to promote as robust a mode of student engagement as is feasible given the constraints. Interaction, discussion, participation, shared focus, responsiveness, community--these are key to promoting the academic success of our students in all instructional contexts. Campus approaches to instructors should therefore presume our unity of purpose in promoting

student engagement, yet visualize and respond to a diversity of instructor circumstances.

2. Designing for Equity Among Instructors

We are cognizant of the variation in how our diverse faculty will calculate the costs and benefits of investing in teaching over the summer months. The implicit request that the campus is making of faculty and, indeed, that faculty are making of themselves, is unusual, if not unprecedented. Most ladder faculty have a sense of the significance of providing our students with a robust and rich learning experience under these challenging circumstances. Nonetheless, our faculty have limits on their time and, as such, in addition to offering a standardized set of principles from which faculty can make informed decisions about how to optimize their courses given the current constraints, we may want to consider offering incentives for faculty to do so as well. Some units have already made this decision and of course, there is considerable variance in the extent to which units can offer financial incentives, so other incentives might be useful, such as teaching load relief and team teaching opportunities.

In the case of GSIs and Lecturers, the constraints are far more explicit and based on employment contracts that limit the amount and type of work that these instructors can perform. For example, GSIs, as part of Bargaining Unit 18, cannot be asked to work during the summer on a course they have been hired to instruct in the fall. Thus, the campus and various units will need to consider the kinds of incentives and contracts that can be offered to instructors to revamp their courses. We recommend, for example, that some portion of GSI's for fall courses be employed during the summer to help faculty develop their course format since development work to prepare for asynchronous instruction is best when it occurs well ahead of the start of the semester. We note that there is further guidance in the report on [Supporting Instructors/GSIs](#).

II. Guiding Principles

1. An array of options for instruction

Note that in this report, *synchronous* instruction refers to learning that occurs in real time during a common scheduled meeting time (can be remote or in-person) while *asynchronous* refers to remote instruction that occurs on a flexible time frame.

Instructors will decide which mode of instruction is best suited to their needs for Fall 2020, working within the constraints determined by public health authorities and the limitations of campus physical plant. Options may include:

- Largely synchronous remote instruction (all previous in-person elements offered synchronously on zoom).

- Largely asynchronous remote instruction (office hours offered synchronously, but most course content and activities designed for asynchronous engagement by students).
- Blended remote instruction (balance of synchronous and asynchronous elements according to pedagogical principles).
- In-person instruction for classes of 25 students or less -- *by petition only* (instructors interested in this option must apply via their Chairs). Note that all in-person instruction will need a back-up plan and be prepared to pivot to remote instruction as the public health situation warrants.

Regardless of which option an instructor chooses for Fall 2020, instructors will confront questions about synchronous and asynchronous instruction that we seek to address here.

2. The value of synchronous learning

We affirm the value of synchronous learning, and yet know that students may face obstacles in accessing synchronous instruction including differences in time zones, access to private and uninterrupted work space and time, competing demands in their homes, and access to sufficient broadband. Instructors can be aware of and address those obstacles, with the aim of preserving elements of synchronous learning in their courses. We see the main benefits of traditional synchronous learning as follows, and aim to preserve them in new configurations required by remote instruction:

- Connection
- Responsiveness
- Personal engagement
- Spontaneity
- Community
- Rigor
- Creativity
- Collaboration
- Shared focus and sustained attention

[Small freshman seminars](#) that are offered solely via synchronous instruction could be significantly expanded in the fall to increase engagement for students new to campus.

3. Interaction, discussion, participation are critical in all courses

Remote instruction must be participatory, as meaningful interaction is essential to the educational enterprise regardless of its medium. This is true even for lecture-based and large-enrollment courses. We urge instructors to preserve the values outlined above to the extent possible in synchronous elements in their courses, and to bring these values of synchronous learning to asynchronous formats when synchronous learning is not workable.

Campus should provide instructors with tools and training to use a range of platforms in order to maintain the vitality of classroom bonds in a range of online formats. These

should not only include bCourses and Zoom, but should extend to other platforms such as Slack, Piazza, Loom, Hypothesis, LucidChart, and/or Google suite applications. Instructors are strongly encouraged to employ online tools to organize group projects and collaborations to build robust and ongoing participation into the work of the class.

4. Think carefully about balance between synchronous and asynchronous learning

Keeping in mind the above principles, instructors can strike the balance that makes the most sense for their courses. Asynchronous learning can be used in the “flipped classroom” model, where content is provided in a series of short, asynchronous lectures, followed by synchronous discussion and processing. Alternatively, it can also be used to transmute face-to-face activities, such as small group work, into digital formats that span perhaps a week’s time. In balancing their course offerings between synchronous and asynchronous formats, instructors should think about the following challenges: ([link back to summary](#))

- How to promote a sense of belonging and community
- How to maintain students’ motivation to “come to class”
- How to build group projects
- How to organize ongoing peer-to-peer engagement
- How to resolve time-zone differences
- How to apportion grade percentages to synchronous elements
- How to preserve an effective use of instructor energy, e.g. avoiding solutions that require instructors to prepare all course materials twice (once for synchronous delivery, once for asynchronous delivery)

5. The special case of labs and the performing arts

As the section of this report on [Non-lecture classes](#) outlines, special care and resources need to be devoted to hands-on learning environments such as studios, labs, and the performing arts. Remote modes of instruction, and especially asynchronous instruction, pose particular challenges in these contexts. While these courses can be prioritized for resources that will allow for in-person instruction, they will also need support to be able to pivot to be offered remotely if or when necessary. For further guidance on confronting the challenges of remote instruction faced by these kinds of courses, see the following resources:

- + [Labs, Studios and Other Non-Classroom Spaces, Best Practices](#), Center for Teaching & Learning
- + [Different Approaches to Pedagogy/Alternative Assignments working group - interim conclusions](#)

III. Instructor Decision Tree

As faculty members prepare to teach using a combination of synchronous and asynchronous methods, we offer a Decision Tree to help organize their choices. In re-designing courses for remote delivery, instructors will be thinking carefully about learning outcomes, prioritizing content, exercises, and assignments that promote the greatest student engagement. With that in mind, we have identified which kinds of *materials* are best provided asynchronously, and which *experiences* are best offered synchronously.

Good for Asynchronous Delivery

- **“Evergreen” content:** presenting content whose essence doesn’t vary over time or depend upon interaction
- **Technical/tutorial content:** presenting information best imparted through demonstration
- **Branched content:** constructing differential learning groups that address varied student background levels or interests
- **Expert interviews:** conducting interviews with classroom visitors or guests
- **Materials for reflection:** posing questions, problems, or ideas for students to reflect on in preparation for synchronous discussion

Good for Synchronous Delivery

- **Seminar-style discussion:** producing new knowledge through the dynamic of immediate, in-person conversation
- **Timely content:** presenting information that will change over time or due to inflection, and so should not be locked in fixed forms of delivery
- **Expert interview follow-up:** question and answer periods with classroom guests
- **Peer-group discussion:** dividing into small break-out groups or pair-and-share teams, then reporting back to main group
- **Dynamic and interactive presentations:** depending on whole-group interaction to analyze or respond to presented content or questions (e.g. debate, workshops, critique)
- **Community building exercises:** building group identity and cohesion around real-time connections

Active learning in Asynchronous Formats [\(link back to summary\)](#)

- **Threaded discussions** (bCourses, Slack)
- **Collaborative documents** (Google Docs)
- **Collaborative textual annotations** (Hypothesis)
- **Collaborative mind-maps** (LucidCharts)
- **Question and Answer boards** (Piazza)
- **Peer Review** (Loom, Google suite)

- + See also **Instructional Resilience Resources -- Decision Tree: [How do you present your lectures?](#)**

IV. Resources to Support A/synchronous Instruction

For Berkeley faculty whose first experience with remote instruction was this spring, the rapid improvisation of courses left little time for training or pedagogical consultation. Fall instruction would benefit from faculty receiving organized training and support to design and set up their courses. Some campus units are providing their faculty with support which could be coordinated with centralized Campus Resources, in order to capitalize on advantages of cost efficiencies and standardization.

1. Make sure faculty are aware of campus resources

- Digital resources (CTL: [Instructional Resilience Resources](#))
- Faculty with online teaching experience ([Teachnet](#))
- Instructional design expertise ([DLS](#))
- Support for GSIs ([GSI Teaching and Resource Center](#)).
- Support for accommodations for students in DSP ([Disabled Students Program](#))

2. Recommended areas for pedagogical and technology training support ([link back to summary](#))

- **Faculty Showcase.** Create a showcase of Berkeley faculty's creative examples of different styles of asynchronous: expert interviews over zoom (cable news pandemic style), voice-over powerpoint presentations, animations, podcasts, etc.
- **Video Design and Production.** Support students to prepare visuals for videos (guidelines/slide template/design choices for any VOPP), produce videos and manage closed-captioning
- **Universal Design and bCourses.** Design editable template pages for bCourses sites that use universal design to organize materials for easy navigation to ensure accessibility and to promote student engagement
- **Asynchronous Discussions.** Compile best practices for asynchronous discussions including recommendations for number of students in forum, writing discussion questions, facilitating discussions training, recommendations for netiquette. Some of these can be found on the Instructional Resilience page <https://teaching.berkeley.edu/instructional-resilience-resources>
- **Student Collaboration in Remote Environments.** Compile best practices for designing group/team projects for remote participation - technology recommendations for project management/interaction.

- **Facilitating Interactive Zoom Sessions.**

V. Supporting Students as Remote Learners

Regardless of the teaching modality, the main role of an instructor is to facilitate student learning. For this to happen, it is essential that instructors create an inclusive and equitable learning environment where all students can learn. While courses with regular synchronous components offer students the opportunity to interact with instructors and more naturally foster inclusive learning environments, it is possible to create highly engaging interactive primarily asynchronous courses. Independent of the chosen instructional modality, effective courses with inclusive environments depend on instructor presence, clear communication and engaged students.

1. Instructor Presence

Presence is one aspect of teaching remotely that is very different from face-to-face teaching. Presence can be most simply described as “being there,” and refers to the degree to which participants feel that they and the group they are working with are “real.” Compared to face-to-face courses, presence in a remote course must be deliberately created. It is important for students to feel the presence of their instructor as well as of other students online, which can help prevent feelings of isolation and promote motivation. This is especially important during course beginnings when students need to feel connected to the instructor and to the other students, but it is important to keep in mind that instructor presence remains crucial to student success throughout the course.

- **Get help this summer setting up bCourses to make best use of its features**

Instructors should set up as much of their bCourses site as possible before the course starts, to spend teaching time next Fall engaging with students. There are many helpful resources available including digital resources, listed in this [resource appendix](#).

- **Get to know your students and track their progress regularly**

Use the interactive tools available through [bCourses](#). Try more frequent smaller assessments and use the analytics provided by tools such as Gradescope to monitor student learning and be responsive to student learning. Engage students regularly with feedback at the individual and/or whole class level.

2. Course Communication

- **Communicate early and often**

Early and frequent communication can ease student anxiety, and save instructors time responding to individual questions. Let students know about changes or

disruptions as early as possible, even if all the details aren't in place yet, and let them know when they can expect more specific information. Don't overload them with email, but consider matching the frequency of messages with that of changes in class activities and/or updates.

- **Set expectations**

Let students know how communication will proceed, in method and frequency. Clarify expectations of how often they will check email, and how quickly they can expect a response from an instructor. Notify students if the course utilizes the [Canvas Inbox tool](#), since they may need to update their [notification preferences](#).

- **Manage the communication load**

Instructors will likely receive individual requests for information that could be useful to the entire class, so consider keeping track of frequently asked questions and sending those replies out to everyone or setting up a course Q/A board. This way, students know they might get a group reply in a day versus a personal reply within an hour. While online discussion forums in bCourses can be set up as Q/A boards, consider using [Piazza](#) and encourage students to post questions and check there first for information before emailing instructors. Piazza can be set up to be accessible within bcourses as well as through its mobile app.

- **Provide students with a course mechanism to communicate with each other**

Learning in the classroom is highly social and students depend on each other throughout the semester. Moving to remote delivery should not disrupt the classroom community nor leave students feeling alone or isolated.

- **Start each week with a check in video**

A short, informal video (~5-8 minutes long) posted as an announcement, can highlight student work/provide corrective feedback for the previous week and connect to the new week's learning objectives. "Real-time," responsive videos that are specific to the particulars of the course's progress and students' involvement in it affirm that the course is not on auto-pilot.

3. Student Engagement (Participation)

Instructors can use active learning activities in remote teaching in similar ways to how they might be used in face-to-face classes. Active learning strategies can help students predict, discuss, summarize, synthesize, or reflect upon the content.

Collaboration is both an active learning strategy and an essential skill that students can develop in class and transfer to other academic and professional contexts. Well designed, collaborative activities provide students with opportunities to learn and engage with content more deeply, as well as opportunities to work with their classmates toward a common goal.

4. Challenges to Student Engagement in Synchronous Instruction.

- **Time-Zone Differences.** Most Berkeley course start times occur between 8am-6pm. Students would face unreasonable hardship in attending synchronous instruction for courses that would involve a pre-7am and post 9pm start time in their time zone. This will be particularly dire for students in Asia/Pacific regions but will affect students in many other regions as well. Instructors should anticipate that they will have students in this category.
- **Personal circumstances**, including family or work responsibilities; illness.
- **Technical Difficulties** in accessing wifi consistently during synchronous class hours, or accessing a device suitable for watching and engaging in instruction. Support for students is available, and instructors may refer students to the [Student Technology Equity Program](#).
- **Home privacy issues arising from zoom video conferencing.** Not all students will have computers with the processing power necessary for virtual backgrounds, and not all students have enough control over their living space to put up DIY analog screens (using sheets, curtains, etc) or find a blank wall to serve as background.

Recommendations:

- **Empower students to make informed choices.** Instructors can support students to make informed choices about courses by communicating clearly to students about which elements of the class will require synchronous participation and attendance; how much weight will be given to synchronous participation/attendance in assessing the final grade; exactly how/on what basis the synchronous participation/attendance will be assessed; and whether asynchronous options will be offered to students in those time zones that involve unreasonable hardship for synchronous attendance.
- **Consider special workarounds for major requirements.** Is this class a requirement for the major? If so, departments and instructors can contemplate a variety of options to facilitate student access to those courses. a) provide asynchronous options for students who experience time-zone hardship but need to take the class; b) as would happen under normal circumstances when students are managing course schedules and dealing with time conflicts (course conflicts, job conflicts, etc), refer students to appropriate advisers to help them devise a feasible course of study; c) provide a department-level work-around so that student progress is not negatively affected by their inability to take a given class.
- **Provide alternative options to video-on.** Communicate to students the importance and value of video-on participation in synchronous activities, but be mindful of student privacy concerns (students may not have their own space or be otherwise constrained in showing their surroundings) and accessibility concerns (video-off improves connectivity) and provide students with non-video options for synchronous participation that allow them to signal their engaged presence (e.g. chat; oral comments).
- **Set reasonable synchronous attendance and participation expectations/ requirements.** As previously stated, circumstances outside students' control will impact

their ability to participate in “live” instruction, to use their own video on Zoom, to interact with various aspects of remote teaching. As noted by the Center for Teaching and Learning, “we recognize that attendance and participation are, for many faculty, fundamental elements of their classes, but **it is essential that students acting reasonably are not unduly penalized for their circumstances.**” For more on this issue and for alternatives to synchronous attendance and participation, see: [Remote attendance & participation policies | Center for Teaching & Learning](#)

- Instructors can familiarize themselves with best practices for privacy while using Zoom videoconferencing: [Instructional Resilience Zoom FAQ](#)

5. Challenges to Student Engagement in Asynchronous Instruction

The more the balance of elements in a course lean towards the asynchronous, the more critical it is that the instructor is engaged during course delivery as described above. Good remote teaching is based on the principles of student-centered design.

This type of design rests on these interactions:

- Student-to-student interactions
- Student-to-instructor interactions
- Student-to-GSI interactions
- Student-to-community interactions
- Student-to-content interactions
- Student-to-technology interactions

These interactions promote students’ deep engagement with the knowledge, skills, and disposition conveyed by the course content.

- **Sense of Isolation:** Group discussions, project work, and synchronous sessions create a common learning experience and can prevent the sense of being alone for remote learners.
- **Confusion around instructions and/or deadlines:** It is hard to craft assignment instructions that are clear for everyone. Being available to students on a predictable schedule can prevent anxiety over not understanding assignments instructions or technology glitches.
- **Lack of quality timely feedback on student work:** Similar to engaging in-person instruction, students’ learning benefits from timely and helpful feedback.

Non-Lecture Courses

Delivery of a lecture or discussion section in a remote or hybrid model presents challenges and choices for the instructor and students, but in most cases lecture-style instruction can be transitioned to remote delivery successfully. There are courses on campus, however, which may

be much more difficult if not impossible to deliver virtually or in-person, accounting for social distancing. UC Berkeley offers an array of these courses that are an important part of degree programs, but are difficult to offer remotely or with social distancing. Some can be offered in remote form if instructors have access to equipment, software, or training, or if they have additional staff or GSIs. Others may only be possible (or pedagogically meaningful) when taught in-person. Some can be taught with social distancing, although this may be costly--perhaps requiring more GSIs, special equipment, or software. Yet another group of courses can be redesigned, though some elements of learning may be lost that are essential to the degree and will have to be made up at some point in the student's program. Options might include intensive training workshops in small groups.

Courses that are important to major curricula or time to degree should be prioritized for in-person instruction and investment if they can be taught safely in groups of 25 or less and suitable facilities are available. We also recognize that cohort-building is important for this fall, especially for incoming freshmen or transfer students, and courses that meet those goals should also be a priority if they can be provided safely in-person. Please see [Non-Lecture Classes, Appendix 1](#) for an overview of course types, challenges, and proposed solutions.

I. Typology of Challenging Courses

When we consulted Chairs and faculty in departments in which non-lecture courses are central to the curriculum, we learned that departments and individual instructors had already done a great deal of excellent work adapting non-lecture courses for remote instruction. Any planning for Fall instruction should begin from this basis, and individual departments (and faculty within them) should take the lead in determining the feasibility of courses and the best scenarios for adapting them for safe and effective instruction this fall. The campus should provide support wherever possible, which may take the form of training, financial and technical support for additional equipment and technologies, providing guidance on best practices, and providing necessary resources for the conversion to remote or distanced instruction. Needs vary--they are not the same from class to class, or department to department.

Below we identify four principal categories of courses that pose special challenges for remote instruction and suggest strategies for social distancing and remote instruction that should be broadly applicable for these situations. In all of these cases, significant redesign of the course, including revision of learning objectives, may be necessary to make it possible to offer these courses in the fall. We envision a mentality in which instructors will be flexible about what it is possible to teach, and will design alternate modules and (especially) assessments that can be completed remotely or with distancing.

A. Courses Requiring Specialized Facilities or Equipment: including wetlabs, design studios, some art studios, some sports, greenhouse studies, museums, dry labs, computer labs, filmmaking ([link back to summary](#))

Social distancing:

- May require double or triple the typical amount of space. To make use of available space, it might be possible to extend one-week lab topics over two weeks with half the class attending each time, and to employ more GSIs
- Shared equipment needs to be cleaned or students need their own equipment (e.g. mouse and keyboard for computer labs)
- Duplicate equipment may be required, to reduce cleaning, eliminate close proximity group work
- Carrels may be needed for workstations (cardboard is least expensive)
- Staggered in-person instruction may be used: students come in small groups for shorter times, less often with fewer people

Remote instruction:

- Need software for remote login, individualized kits for home use, individual activities at home, take-home equipment
- Recorded labs and simulations may be substituted for in-person experiences, but these are expensive and require extensive training for effective use
- Some classes may require equipment and space within the home environment, for physical and digital drawing and modeling, for example.

B. Group Performances or Productions: music ensembles, theater performances, acting, dance, team sports ([link back to summary](#))

Social distancing:

- Activities involving deep breathing, saliva, physical contact may not be feasible.
- Additional space per student is needed for performance courses. Many departments simply don't have classrooms or rehearsal spaces large enough to make social distancing possible.
- Courses that involve movement further increase space requirements, and make social distancing more challenging.

Remote instruction:

- Software could be employed for group music-making (an inadequate substitute, but some possibilities exist)
- Shift to sharing videos of individual performances, or to verbal discussion of texts (plays, music), in lieu of ensemble work
- Zoom or other software instruction for performance, theatre

C. Group Travel: field trips and activities

Social distancing:

- Travel in bus or car may not be allowed; in some cases students could drive themselves.
- Overnight lodging must be compliant with social distancing guidelines.
- Food brought or purchased individually, or provided in takeout packages

Remote instruction:

- Make guided videos of locations for students

- Individual field activities instead of groups

D. Internships, Clinical Activities, Teaching Practicums, Experiential Learning, Community Service (on or off campus): [\(link back to summary\)](#)

Social distancing:

- All activities must be compliant with public health guidelines. Any shared equipment must be cleaned between users, and PPE must be used. In clinical settings with medical supervision, students must be provided the same PPE as medical staff. For off-campus activities not supervised by faculty or GSIs, we suggest a system of documentation that public health guidelines will be followed.

Remote instruction:

- We suggest documentation that these activities are being completed remotely.

II. Recommendations

i. Course Design, Assessments [\(link back to summary\)](#)

Some of the more challenging courses can be re-designed, and faculty have already done significant work along these lines. Redesigning often means redesigning the entire semester. Field projects normally carried out in a group and lab experiments may be re-designed for individual home efforts, or simply eliminated when they are not a main focus of the class and replaced with other topics or explorations of digital applications.

Changing the means of assessment to be effective without proctoring is a reality that many instructors may face. In the arts and performance courses, a key area that requires redesign is the final project or assessment (which traditionally is often a performance). In smaller classes, an oral or visual assessment might be possible and could be a vital learning experience for students.

Faculty should think creatively about the design of these courses and not remain tied to what they have done, or to a fixed set of learning outcomes. Start from what is possible and devise a set of learning goals, activities, and assessments that are stimulating and engaging. Students won't be learning exactly the same skills as before, but they will be learning. A cautious approach that considers the nature of the major and degree is also needed--if a chemistry or biology student does not learn how to work in a lab in Fall 2020, how will they get that experience? Can a degree be considered legitimate if students have never had a lab experience? Field work and dry lab work is also considered an essential degree component in some majors. Professional degree programs may require some elements that cannot be offered remotely. Planning for the major curriculum must consider the full four years (or two for transfer students) for coursework that cannot be covered in Fall. Courses essential for transfer students might be prioritized for in-person teaching.

ii. Flexibility on Course Substitutions and Pathways to Degree [\(link back to summary\)](#)

Some types of courses are simply not adaptable to remote instruction, and will not be able to be offered. This means some students may not be able to take a certain course in a given semester. Departments need to make clear that fully remote alternatives are available for students who cannot attend in-person classes, and to provide clear and flexible guidance about alternative pathways through degree requirements. Although we regard it as an important principle that faculty not be required to develop in-person and remote versions of a course simultaneously, it is equally important that students who may be immuno-compromised or otherwise high-risk feel that they have access to high-quality learning and that their progress through a degree program is on track.

iii. Student Engagement and A/Synchronous Instruction

We second the positions on synchronous and asynchronous instruction articulated in the section of this report on “[A/Synchronous Access to Lectures and Other Instruction](#),” and would particularly stress the importance of including a significant synchronous component in every course, and doing so in ways that allow for students in different time zones to participate. In both synchronous and asynchronous modes, some sections or labs could be offered in-person if they meet campus criteria, while others are remotely taught. Thus the campus or department approval process for in-person instruction needs to provide for sections, labs, studies, field sessions or labs that can be offered in-person even though the main lecture is not. In a course where sections are more than 25 people, it may be possible to arrange a few in-person events during the semester in smaller groups so that students can meet each other and the instructor. There will need to be an approval process for such events.

iv. Technology

There is a bewildering array of technologies on the market for improving remote instruction. Faculty need guidance on how to identify the best apps for various types of learning, and training in how to use them and how to help students use them well. It is unlikely that “blanket” applications like zoom or Kaltura can meet all needs; we will also need to identify software designed for specific types of instruction, communication, and creative projects. Ideally we would like to create a system that saves time and provides faculty with some strong central recommendations about technology solutions, rather than having each faculty member search for the best app for a purpose and wrangle with questions of cost, accessibility, and training.

v. In-Person Classes, Sections, or Labs ([link back to summary](#))

Even courses that have critically important elements that cannot be offered remotely may be able to offer portions of the class remotely, using some of the following strategies. These options allow for the creation of cohorts, and common sense of purpose among the class, while minimizing in-person contact.

- Offer lecture sections remotely, but teach labs, lead field trips, or facilitate experiential activities in-person.
- Reduce the number of in-person sessions overall, including planning for all remote instruction after Thanksgiving break (per campus guidance 6/17/20.)
- Stagger smaller in-person student cohorts across time frames (i.e., students attend a lab in small groups once per week, rather than three times), offering shorter class sessions for subgroups of students.

- To make social distancing possible in a lab course, two-week modules might be planned with one lab remote and one in-person each two weeks. That way, only half the class needs to be in the lab in a given week.
- Courses could be designed for future summer or spring break offerings to substitute for courses (or competencies within courses) that cannot be offered in-person this fall.

vi. Prioritizing Courses for In-Person Instruction ([link back to summary](#))

At the time of writing this report, a process is underway to allow departments/divisions to request approval for limited in-person sections for Fall semester by submitting a plan, including the importance of the course/lab/section related to time to degree or graduate progress, curricular and professional significance, number of students affected, and benefits to students. Reports will also detail how social distancing requirements will be met, availability of instructors to teach, explanation of why the class is significantly degraded by or made impossible with remote instruction, and other organizational details.

Here we offer suggestions on how departments might set priorities for requisition approval for in-person courses (facilities permitting).

Tier 1 (highest priority)

1. Course is important to majors or graduate degrees, or is cohort building for incoming students. Not offering the course could create time to degree problems, fail to meet accreditation requirements, make the degree below standard, etc. Cannot be deferred for transfer students or seniors.
2. Offering the class fully remotely would seriously affect the learning needed for meeting the objectives of the degree and course. Important elements of the course cannot be provided remotely at all, cannot be redesigned because they need to be part of a legitimate degree, but can be provided through distancing. An example might be the use of an electron microscope, or lab tools and specimens. Some music courses, field activities and training. Graduate student labs and research. Undergraduate research and internships. Design studios.
3. Facilities are available and instructors willing to offer the course with social distancing.
4. Equipment, tools, software needed can be provided.

Tier 2

1. Course is important to majors or graduate degrees, or is cohort-building for incoming students. Important elements of the course cannot be provided very well remotely, but can be provided through distancing. An example might be very interactive discussion-oriented courses, language courses, some sports, lab, and field activities, music and performance classes, some types of internships, design studios for continuing students.
2. Facilities are available and instructors willing to offer the course with social distancing.
3. Equipment, tools, software needed can be provided.

Tier 3

1. Discussion/interaction-oriented courses/labs/sections that are less than 25 and can meet social distancing requirements, have instructors, and space.

vii. Schedule Of Classes and Communication With Students

As soon as possible, students should have access to information about whether a course will be offered in completely remote format, in person, or in some mixed form, and whether it will be synchronous, asynchronous, or some stated combination of the two. It would be valuable to give students as much information as possible before Phase 2 of enrollment begins.

Guidance on Accommodations for Remote Instruction

The following guidelines are aimed at supporting instructors in facilitating DSP accommodations in the scenario of remote instruction in the Fall Semester of 2020. Successful accommodation can be accomplished by developing best practices for providing an equitable program of assessment, grounded in an equitable practice of instruction. While faculty are strongly encouraged to consult the inclusion principles behind the [Universal Design Toolkit page on the DSP website](#), the following guidelines should be adhered to in the planning, instruction, and assessment of course materials.

I. Planning and Instruction

1. Before adopting any new online tool for digital learning, instructors are required to consult with the [Center for Teaching and Learning](#) (CTL) or [Digital Learning Services](#) (DLS) to ensure that the tool is FERPA-compliant and ADA-compliant.
2. Instructors should format written materials so they can be read easily by computerized read-aloud (or text-to-speech) tools. For additional details on accessibility, please see <https://dsp.berkeley.edu/faculty/accessible-content>
3. When appropriate, instructors should record their lectures in small segments. Any video that is posted publicly must be captioned first. For video made available only to an instructor's course, captioning is necessary if required by DSP accommodations for one or more students in the course. The current workflow uses the following Google form: <https://forms.gle/MKEFS6GJuyiP9ct88>. Please be advised that auto captioning (such as that provided by Zoom or [Kaltura](#)) is not acceptable for students who have captioning as an accommodation: the accuracy does not meet legal standards for an accommodation and thus DSP uses partners such as [3PlayMedia](#) for captioning. The captioned videos are returned usually within a week. ([link back to summary](#))

If a student has an accommodation for captioned videos, then the contact information for these services will be provided in the accommodation letter. If an instructor wishes to proactively caption their lectures, then they should contact their Department's Chief Administrative Officer. CAO's should be prepared to facilitate these requests, and may

contact [Disability Access and Compliance](#) for assistance setting up a captioning account.

By way of information, DSP captioned 300,000 hours of lectures during the spring semester of 2020. Please see [Faculty information about DSP Communication Services](#) for further guidance on captioning and other communication services. For non-classroom assistance, please see [Planning ADA compliant events](#).

4. As a precautionary measure for the Fall Semester of 2020, departments are required to have a plan in place should an instructor fall ill or be unable to continue instructing. In these contingency plans, instructors should ensure that information about DSP accommodations are accessible to the backup instructor. In particular, the primary instructor can set the backup instructor as a proxy in the DSP system: refer to the "Accessing LOA's" section of the [Letters of Accommodation](#) page on the DSP website.
5. Instructors should include a statement in their syllabi regarding ADA accommodations. DSP recommends: "If you need disability accommodations in order to have full access to this course, please contact The Disabled Students' Program (DSP). DSP is the campus office responsible for authorizing disability-related academic accommodations. Students who need academic accommodations, or have questions about their eligibility, should contact DSP: Students may call 642-0518 (voice), 642-6376 (TTY), or e-mail dsp@berkeley.edu.

II. Assignments and Assessment

1. Instructors should plan on having their assessments ready in advance so that they can be administered via online assessment-support tools if needed (Turnitin, Gradescope, or the Computer-Based Testing Laboratory if adopted). For tips on managing the administration of timed exams, see this [Instructor Guide for Accommodating Students Who Receive Extended Time on Exams](#).
2. Instructors are reminded that giving all students "additional time" is not an acceptable accommodation. DSP students always get their additional time calculated on top of the time the rest of the class receives. Thus, if a take home exam is expected to take 8 hours and given over an 8-hour period, a student with a time-and-a-half accommodation should receive 12 hours to complete and submit the exam. If, instead, students are given more than 24 hours in which to complete an exam that is expected to take 3-4 hours, this would generally be considered to be an untimed assessment and DSP students would not need additional time. ([link back to summary](#))
3. If a student misses an exam or assessment through illness or disability, then the student must be able to take an equivalent exam or complete an equivalent assessment. It is not

acceptable to simply redistribute the points for the exam or assessment and not allow the student to complete either.

4. Instructors are advised that take-home assignments and exams with more than 24 hours given to all students implicitly accommodates many DSP students. Some students may still need to request additional time (for instance, in the event of hospitalization or a disability-related illness) and faculty can ask DSP to review documentation and verify disability-related needs.
5. Instructors are encouraged to vary the kinds of assignments required in courses. This approach has a greater possibility to accommodate the various learning and assessment strengths of a diverse class. Examples include worksheets, quizzes, exams, discussion-board posts, final projects, and group work.
6. Each kind of assignment (including “participation”) should have a specific rubric and examples so that students can understand the expected standards, the grading logic, and the assessment criteria.

III. Recommendations for Students

1. Students are advised to meet with their DSP specialist to update their DSP accommodations if changing circumstances necessitate an update. Students should allow one to two weeks for the updated accommodation letter to be issued. [Contact DSP](#)
2. If a student misses an exam or assessment as a result of disability related illness, then the instructor must allow the student to take an equivalent exam or complete an equivalent assessment. It is not acceptable for the instructor to simply redistribute the points for the exam or assessment and not allow the student to complete a makeup. However, a student may choose the point-distribution option if they prefer not to take the makeup exam. Students are encouraged to consult with their disability specialist for assistance.
3. If a student has a complaint, then they should first consult with their disability specialist. If the complaint is unresolved, they may follow the complaint resolution process: [DSP student complaint resolution process](#)

Supporting Instructors/GSIs

I: Communication [\(link back to summary\)](#)

This was an exciting and challenging semester; we need to appreciate past effort while gearing up for future needs. Clear communication will be key.

1. **Appreciate past effort**

We recommend that campus leaders clearly communicate to instructors that their work in the Spring semester was amazing, that they rose to the occasion under unprecedented circumstances, and that they are appreciated.

2. **Gear up for future effort:**

We recommend that campus leaders reinforce that these periods of remote instruction may be the “new normal,” at least for the next year or two. There are five practical challenges to be aware of and prepare for as we plan for Fall instruction:

- i. UCB technology is changing (e.g., Kaltura);
- ii. Remote instruction must provide disability accommodation;
- iii. Courses must provide letter grades;
- iv. We will need to navigate hybrid on-line/in-person instruction;
- v. Many instructors and GSIs will be teaching for the first time without prior remote instruction experience.

In addition, we need to begin to think deeply about remote learning pedagogy, so that we can move from the minimum to the optimum and provide meaningful and engaged learning experiences. Ways of addressing these issues are discussed in the “Resources and Training Needs section” below.

3. **Emphasize the requirements for in-person classes**

The Chancellor and the Provost have prioritized in-person academic engagement when possible. A key element of this engagement is in-person instruction for smaller classes (<25 students). Given the value of face-to-face learning, many instructors want to teach and many students want to attend in-person classes. However, the additional expectations for instructors offering in-person classes must be clearly articulated. These expectations include:

- i. Under most circumstances, a remote learning option should be available for students unable to come to campus
- ii. In-person sections must be able to pivot to all-online delivery if public health circumstances demand

iii. A robust contingency plan must be in place, with replacement instructors on stand-by, given the higher potential for illness among instructional staff interacting with students in-person.

4. Celebrate success

The University should publicly recognize instructors and GSIs who have gone above and beyond in their teaching efforts or made important pedagogical innovations to adapt to remote instruction. In these days of austerity, a significant financial award is implausible. Still, a combination of public recognition, a certificate, and even a symbolic monetary award (e.g. \$100) would send the message that the University appreciates and values the tremendous efforts of our instructors and GSIs. The Committee on Teaching (COT) would be the logical place to lodge an awards committee, and the award itself might be named something like the “Instructional Resilience Prize.”

II. Resources and Training

Faculty, lecturers, and GSIs will need well-curated resources and step-by-step guidance for course redesign. Otherwise it is too easy to feel overwhelmed and default to just “getting through” the semester, rather than pursuing instructional excellence.

1. Provide well-curated resources

CTL has fantastic resources (e.g., instructional resources: [Keep Teaching](#) and online training: [Digital Learning Services](#)). We need to help instructors and GSIs navigate these resources and guide them in course redesign.

2. Create bite-size training modules

Well-conceived training modules are needed to support instructor readiness for the remote learning environment. It would be ideal if we could refer instructors and GSIs to one CTL training video for each of the five practical challenges mentioned above. It is critical not to overwhelm instructors and GSIs with multiple, nested links. Less is more. There should be one and only one main training video per challenge. In addition we should provide specific videos demonstrating how instructors and GSIs solved common problems (e.g., managing DSP accommodations, preventing cheating, engaging students who are present on campus without disadvantaging those learning remotely).

3. Promote teaching excellence

We want to encourage faculty to deeply rethink the ways they teach and assess student learning in the remote environment. It would be ideal if we could create step-by-step guidance for instructors wanting to redesign courses. We provide two examples:

I. Instructors face challenges in adopting new approaches to assessment and grading in the remote environment, and we must offer resources and best

practices to meet this challenge. It would be especially useful to instructors to have guidance on how to avoid grading on a curve; use alternatives to exams whenever possible (e.g., in-class presentations, papers, group projects, commentaries.); deploy a modular approach with frequent low-stakes assessments instead of few high-stakes assessments; and institute a signed, honor code statement on all assignments.

II. On the topic of encouraging interaction, collaboration, and deeper thinking, we could provide guidance on ways of increasing student interaction and participation. Examples include: creating standing student work groups, setting up interactive group projects, promoting peer-to-peer learning, and instituting peer-review of assignments. In addition, we must encourage instructors to recognize the increased importance of office hours in a remote-learning environment. Regular one-on-one or small-group office hours between students and their instructors are critical to maintaining engagement and connection throughout the semester.

4. Create “learning circles”

We should provide communities of practice for instructors facing similar pedagogical challenges. These could have an incentive for participation and would help provide community-building and accountability during the course redesign process.

5. Provide dedicated training time

All courses offered this fall (and likely Spring 2021) must be redesigned for online delivery. There are over 6,000 courses scheduled for the Fall 2020; only 29 are currently available remotely (< 0.5%). For the Class of 2021, there are 857 courses offered this fall that are required by undergraduate majors. The “redesign for remote” will take time and effort when many instructors are already overwhelmed (see the “Workload Expectations” section below). It would be ideal if we could offer dedicated time for preparing for fall instruction. One possibility might be to offer the first week of the semester for training instructors and the first week of classes for continued instructor preparation and for building classroom cohorts for students.

6) Accommodate the loss of community services

The pandemic will continue to curtail community services like day care centers, adult care centers, schools, and public transportation. This lack of services will limit the ability of instructors to deliver both remote (e.g. lack of child care) and on-campus instruction (e.g., public transportation). The campus may be able to supplement some of the lost services (e.g., expand University day care centers) but certainly not all. Teaching expectations and assignments will need to take these constraints into account and distribute the demand in a fair, equitable, and transparent fashion.

III. Workload Expectations [\(link back to summary\)](#)

As noted above, the entire campus responded to the pandemic with admirable effort and demonstrable commitment. However, this emergency response to a crisis cannot be sustained. Sustainability requires the recognition of exceptional requests with clearly articulated readjustment of expectations and/or provision of incentives. The nature of this support will vary across the network of instructors and staff that deliver instruction.

- 1) Faculty:** We can make training and technology available, but the learning and implementation take time. Almost all faculty are on 9-month appointments; many have fiduciary responsibilities to conduct the scholarship that is paying their summer salaries. While preparation for instruction is part of summer expectations, a revision that incorporates new pedagogy and new online-friendly modules is an exceptional request. We need to readjust expectations and/or create incentives for faculty to engage in course redesign over the summer or during the fall for classes offered in the Spring 2021. For example, departments could lower teaching requirements in acknowledgement of the intellectual effort required to provide quality online education. To balance supply with demand, departments may need to increase enrollment limits for courses. Other accommodations include a proactive approach to identifying and approving alternatives to major requirements.
- 2) Graduate students:** We need to respect workload rules for GSIs, consider student/instructor ratios, and provide professional development support for graduate students trying to balance research and teaching in an altered landscape. Added time preparing and delivering on-line courses must be incorporated into the overall effort. Too many GSIs reported feeling stressed and powerless this spring, with instructors adding more work to their plates. (While not related to instruction, there were similar reports from GSRs, who felt pressured by their faculty advisors to continue research despite public health advisories.) We propose that the Faculty Advisory Committee for GSI Affairs develop mechanisms to help students navigate the challenges in the Covid-19 environment. One idea would be to identify tenured, ladder-rank faculty member(s) in each department who could serve as liaisons for graduate student concerns about acceptable demands.
- 3) Lecturers:** Lecturers face the same challenge as faculty. Adapting classes to online modalities is an intellectual challenge that requires considerable effort. This effort must be supported and compensated.
- 4) Instructional staff:** We need to address how hiring freezes and layoffs will impact instructional staff. Job insecurity is a major concern that limits the ability of staff to prepare for the enormous task ahead of us. Clear communication is essential.

IV. Contingency Planning

We need good plans to backstop classes when the instructor-of-record is ill or unable to teach.

We recommend the following:

- Encourage team teaching and/or assigning back-up instructors.
- Course logistics such as grades, instructional material, and DSP letters need to be shared among instructors (both in the cases of team teaching, and with back-up instructors.)

Further, we recommend departments and divisions consider the following:

- Departments and divisions should be realistic about the costs of robust contingency planning. Some strategies could require offering fewer classes, and reserving some faculty to serve on “stand-by” for multiple courses. This strategy might require increasing some class sizes to compensate.
- Departments could rethink the procedures for recruiting graduate students as instructors-of-record, and administratively pre-position some GSIs (with training) to be ready to take over as instructor-of-record if needed. This approach would ensure continuity and provide GSIs with additional mentoring regarding instruction. If GSIs step in as instructors, departments/divisions should compensate them for the added responsibility.
- Another possibility might be to have on-call faculty, who would be willing to be recalled from sabbatical leave or retirement to teach if needed.

Task Force on Instructional Planning and Policy Membership

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Appendix: Resources

Resources for Instructors:

[Creating A Healthy Virtual Environment](#) This “toolkit” is for creators of and participants in virtual classrooms and meeting spaces. Includes resources and guidance for cultivating equitable, respectful, inclusive virtual environments.

[Research, Teaching, and Learning \(RTL\) Keep Teaching](#) Includes comprehensive guidance on getting started with remote teaching, tools and technology resources, upcoming workshops, and best practices to support remote learning. Updates on new guidance and training can also be found here.

[Digital Learning Services](#) (DLS) Staff and services offer support in instructional design, digital media production, and consulting on digital tools. DLS provides support on a wide range of services, including integrated tools like Gradescope, and media management like Kaltura.

[Recommendations from the Task Force on Instructional Resilience](#) This full report includes guidance for instructors, student services staff, students and central campus on building, participating in, and supporting instructionally resilience courses. Quick resources to note:

- [Best Practices + Preparation Checklist for Instructors](#)
- [Checklist for UC Berkeley Student Services Units](#)

[Teach-Net](#) A moderated email forum for faculty and staff at UC Berkeley to exchange information, best practices, and advise about teaching at Berkeley. Through the Spring semester TeachNet has been a forum for questions, ideas, and shared experiences about remote teaching, and this content is archived and searchable.

[GSI Teaching and Resource Center](#) This unit provides teaching tools, consultation, mentoring, and training for Graduate Students. In particular, new GSIs adapting to remote teaching should be encouraged to seek guidance and mentoring as they begin teaching in the Fall.

[Guidance for Instructors on Proctoring and Final Examinations](#) This document is a report from a Spring 2020 task force on online examinations and proctoring.

Resources for Students:

UC Berkeley students on and off campus may have additional needs for support this semester. We ask that instructors be familiar with the resources available to students, so they may make referrals and suggestions as needed to help support their academic success.

[Student Academic Checklist and Responsibilities During Campus Closure](#)

[Recommendations for Students on DSP Accommodations in Remote Instruction](#)

[Student Technology Equity Program: Laptop and Wifi Hotspot Lending](#) Undergraduate and graduate students who need hardware or internet access to support their studies may apply for free or low-cost hardware, internet or other peripherals (like webcams or headphones.)

Applications for Fall 2020 should be submitted by July 15.

[UC Berkeley Basic Needs Center](#) Provides food, housing, economic, and community support through a model of prevention, intervention, and emergency relief. This document includes updates in response to COVID-19: [Basic Needs Center COVID-19 Living Guide](#)

[Recalibrate Berkeley](#) Hub to support students (and faculty and staff) in finding campus wellness resources to meet their needs.

[Coronavirus \(COVID-19\) Information](#) UC Berkeley's centralized news site for updates, information, and news on COVID-19 related topics.