

## Policies & Procedures for Resuming Instruction Post-Disaster or During an Extended Emergency

**Revised by the Pandemic Influenza Instructional Planning Working Group**  
**Approved by Divisional Council**

### INTRODUCTION AND CONTEXT: DISASTER EFFECTS AND THEIR DURATION

Disasters and major emergencies can interrupt instruction for sustained periods of time through one or all of four effects noted in the matrix below. The *relative scale of each hazard event's probable impact* varies, as does the **time needed for repairs**.

EFFECTS	1) Earthquake	2) Fire	3) Pandemic flu
Human deaths, injuries/illness and contagion	<i>Medium-Large</i>	<i>Medium</i>	<i>Large</i>
Damage to structures and contents	<i>Large—2+ years</i>	<i>Medium—months-years</i>	<b><i>None—but gatherings restricted or prohibited for weeks to months</i></b>
Damage to infrastructure (electricity, water, gas)	<i>Large—months</i>	<i>Medium—weeks (electricity)</i>	<i>Medium (secondary effect)—weeks</i>
Damage to systems (communication, transportation)	<i>Large—months</i>	<i>Small—weeks</i>	<i>Medium (secondary effect)—weeks</i>

- 1) UC Berkeley's SAFER Program has reduced earthquake threats to life and limb by strengthening our most vulnerable buildings, but widespread damages are still possible. The buildings are not likely to collapse, but they may not be functional until repaired; systems and infrastructure must be repaired as well.
- 2) Urban/wildland interface fires impose all four effects mentioned above, but it is possible to keep them on a smaller scale than the earthquake damages. Building fires can be confined to one structure, but may have large deleterious effects there that require weeks-months for repair.
- 3) Pandemic flu causes deaths and widespread illness, but relatively few of the other effects--directly. However, because health authorities will attempt to reduce the spread of illness through isolation/quarantine of individuals and prohibitions against group gatherings, students and teachers will be unable to meet in classrooms and laboratories, or to use libraries. Since epidemic peaks will come in waves that last from three weeks to three months, operational staff may be absent at some point in sufficiently large numbers to compromise system functioning and infrastructure maintenance.

In the future, the campus will be faced with a combination of the difficult conditions noted above and a need to work around them in order to continue or resume instruction without undue delay. The "Policies and Procedures" document that follows is intended to allow the temporary fixes to be made with ease and speed.

#### Adjustments

- Alternate spaces

- Identify other spaces that can be used when classroom buildings are closed.
- Prioritize courses when some must be dropped due to space limitations or ban on group meetings.
- Alternate teaching modes
  - Determine which pedagogical strategies (high-tech and low-tech) would enable non-face-to-face instruction to continue for high-priority courses.
  - Build an archive of webcasted/podcasted courses.
- Alternate instructors
  - Identify ways to create “substitutionality” of academic personnel (e.g., team-teaching, rotating instructors, substituting “topics in” courses).
  - Identify best practices for working with GSIs and readers.
- Alternate policies and procedures (see following section).

## **POLICIES AND PROCEDURES**

### **Administration**

- 1) After a disaster, or during an extended emergency, the Chancellor will assume central authority over all classroom space, including that traditionally managed by academic departments, to ensure that limited classroom resources are distributed equitably and that random effects do not devastate individual departments or programs. The Registrar will reassign the available rooms to high-priority classes.
- 2) After a disaster, the Registrar will give large-enrollment undergraduate courses first priority for available classrooms. Such classes may be split and fit into small classrooms.
- 3) If a department has not submitted a priority course list for the semester to the Office of the Registrar (see #10 below), or communicated its priorities to the Registrar during an emergency or after a disaster, the EVC&P will direct the Registrar to schedule courses according to the following default priorities: 1) gateway courses; 2) major requirements; and 3) courses for graduating seniors.
- 4) Annually, the EVC&P will convey to deans and department chairs their responsibilities in planning for resumption of instruction. Planning guidelines are attached and assistance is available from the Registrar to deans and department chairs.
- 5) “The Options for Post-Disaster Instruction Arrangements” (page 4) have been augmented by COCI in “Guidelines in the Event of a Pandemic” and, together, they detail the process by which courses will be suspended or offered through different media.
- 6) In the event of an emergency late in the semester, the Office of the Registrar will inform students about final exams for each of their courses or other methods for determining grades.
- 7) Normal fee policy will apply after a disaster or during an extended emergency, including the refund schedule. Campuses will determine fees consistent with UCOP policy.

### **Deans and Department Chairs**

- 8) Each semester, all department chairs will convey to the Office of the Registrar a list of their department’s high-priority courses for resumption (see #3 above). If a department has not

submitted a priority course list for the semester, the Registrar will schedule courses according to the default priorities detailed in #3.

- 9) Faculty on sabbatical (in residence) or on teaching leave may be recalled to campus by their department chair to fill in for faculty that are unable to teach, for one disaster-related reason or another. All leaves may be cancelled. Department chairs will inform faculty that this possibility exists whenever a leave is approved. Faculty recalled to the campus will be accorded leave as soon as possible following the resumption of normal business.

#### **Academic Senate**

- 10) The Committee on Courses of Instruction provides guidelines to assist department chairs in deciding which courses must be maintained during an extended emergency or after a disaster, and which courses can not be maintained because of difficult circumstances and/or unavailable instructors. "Setting Post-Disaster Course Priorities" (pages 5 & 6) is intended to help chairs make these decisions by considering courses offered each semester, available faculty, and the comparative importance of each course for students (see #3 above).
- 11) In 2007, the Committee of Courses of Instruction developed "Guidelines for Courses, Exams, and Grades in the event of a Pandemic" (Attachment C), which was approved by DIVCO on 4/16/2007. The guidelines a) allow for class times and locations to be changed during an extended emergency or after a disaster, b) stipulate final examination protocols, c) detail alternative grading procedures, and d) promise to accommodate the awarding of degrees and honors should the emergency coincide with graduation season.

## Options for Post-Disaster Instruction Arrangements

(depending on time in semester at which disaster occurs & extent of resultant damage)

Chancellor	Deans and Acad Senate	Department Chairs/Faculty
<b>Before Term Starts</b>		
Chancellor postpones term start	Notify department chairs	Notify instructors
<b>Before Term Starts or in First Five Weeks</b>		
<i>Option 1</i>		
Chancellor cancels entire term	Notify chairs Deans and COCI allow UCB students to study elsewhere	Notify instructors Deal with employment issues
<b>Before Term Starts or in First Five Weeks</b>		
<i>Option 2</i>		
Chancellor decrees summer will be substitute for entire term	Notify chairs Deans and COCI approve student participation w/o penalty	Determine instructors
<b>During Weeks 1-12</b>		
<i>Option 1</i>		
Chancellor suspends instruction for 1-4 weeks	Notify department chairs	Chairs notify instructors Instructors alter lesson plans
<b>During Weeks 1-12</b>		
<i>Option 2</i>		
Chancellor calls for limited course offerings for rest of semester, in light of space shortages	Deans activate priority lists Notify instructors of course cancellations Deans & COCI allow P/F and S/U for req'd courses w/o penalty	Chairs follow priority lists for gateway and other important courses
<b>During Weeks 13-15</b>		
Chancellor cancels remaining classes	Notify chairs and instructors  COCI waives final exam requirement	Instructors assess performance and offer options: additional projects, grade at that point, provision to repeat course if desired.

## **Setting Post-Disaster Course Priorities: Guiding Principles for Deans and Department Chairs**

Developed in 2003 by the Vice Provost-Undergraduate Education, the Vice Provost-Academic Planning & Facilities, and the Office of the Registrar. Approved by DIVCO 5/2003 and adopted by the Chancellor's Cabinet 6/2003.

### **Revised 7/10/2008 by the Pandemic Influenza Instructional Planning Working Group**

*"Policies and Procedures for Resumption of Instruction Post-Disaster," calls for department chairs to inform the Registrar bi-annually of their high-priority courses for resumption, and to determine which courses can not be offered because quality would be too compromised by the extenuating circumstances during an extended emergency or after a disaster.*

Following a major disaster, a number of classrooms may be damaged and unusable for some time. In order to resume instruction as rapidly as possible, the Chancellor will identify the pool of assignable classrooms and the Registrar will assign the classrooms to the most important courses. Deans and department chairs can assist in this process by informing the Registrar every semester the courses they consider the highest priority for their department, school, or college.

During an extended emergency such as a pandemic, UCB will want to offer as many high-priority courses as possible; however, it may be impossible to offer some of the courses without compromising their quality because they require highly specialized facilities and/or because they do not lend themselves to distance learning. It is desirable to determine these courses in advance and decide how to work around them.

☒ In making decisions about course priorities, follow three overarching principles:

**Principle #1:** Do not delay graduation more than is absolutely necessary.

**Principle #2:** Preserve as many student credit hours as possible.

**Principle #3:** Preserve the quality of the course as much as possible.

☒ Base your decisions on the following criteria:

- A. Maintaining courses for undergraduate students is most important.
- B. Large courses that are prerequisites for a major are more important than others.
- C. Courses that are part of a sequence or are prerequisites should have precedence over others.
- D. Courses that meet university or college requirements should be given additional consideration.



- ☒ Using the above principles and criteria, and the Course Ranking Tool below, divide your courses into four categories:

① High Priority      ② Priority      ③ Deferable      ④ Unteachable

- ☒ Enter your priority rankings into the Office of the Registrar data base for use in an emergency:

- 1) Go to: <http://registrar.berkeley.edu/Sched.html>
- 2) Click on [business resumption](#)
- 3) Follow the step-by-step directions

- ☒ Work with ETS to determine whether your high-priority courses can be webcast and/or archived for future use, as resources allow.

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#### COURSE RANKING TOOL

A. Undergraduate Course?	Yes ____ ↓	No ____ ↓
B. Essential Large Course?	Yes ____ ↓	No ____ ↓
C. Part of Sequence or Prerequisite?	Yes ____ ↓	No ____ ↓
D. Meets University or College Requirement?	Yes ____ ↓	No ____ ↓
E. Important for Other Compelling Reason?	Yes ____ ↓	No ____ ↓

All YES = ①    Some YES = ②    All NO = ③

- ★ Can course quality be maintained under the extenuating circumstances likely after a major disaster or during a pandemic?      If NO, then ④
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**For further information, contact Walter Wong in the Office of the Registrar:**  
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