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Instructional Continuity: Making the Curriculum Resilient to Disruption

Paul Dimond

University of California - Berkeley

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Continuity Planning for TEACHING and RESEARCH

by

Paul Dimond

Manager, Office of Continuity Planning, University of California, Berkeley

Coordinator of Continuity Planning, University of California System

Chair, Quali Ready Functional Council

For the DRU Workshop, University of New Orleans, February 17, 2011



Academic Continuity Planning



Continuity Planning for Teaching and Research



credit: Steve McConnell, UC Berkeley

UC Berkeley



UC Berkeley

- **34,000 students**
- **Major research enterprise (1100 labs)**

University of California

- **10 campuses**
- **5 medical centers**
- **3 National Labs**
- **220,000 students – 170,000 faculty & staff**
- **Total UC budget \$21.8 billion – larger than 22 of 50 state budgets**



credit: San Francisco Chronicle - Steve Ringman

Oakland Hills Fire, Oakland, CA - 1991



**Cypress Freeway, Oakland, CA
Loma Prieta Earthquake, 1989**



credit: Tom Holdford, UC Berkeley

Seismic Retrofitting



Continuity Planning at UC Berkeley

- **Began in 2002**
- **Developed web-based planning tool:**
 - **2006 – *Restarting Berkeley***
 - **2007 – *The Berkeley Continuity Planning Tool***
 - **2009 – *UC Ready***
 - **2010 – *Kuali Ready***
- **310 departments currently engaged**



The modest goal of Continuity Planning:

*We want to be able to do **tomorrow**
what we were doing **yesterday**
– no matter what happens **today**.*



And what is it that we do?

Teaching

Research

Public Service

Patient Care



TERMINOLOGY

~~Business Resumption Planning~~



~~Business Continuity Planning~~



Continuity Planning

Mission Continuity Planning

Academic Continuity Planning



IMPEDIMENTS TO CONTINUITY PLANNING IN HIGHER EDUCATION

- **Decentralized structure & decision-making**
~ 400 operating units on the Berkeley campus
- **Culture of independence (faculty)**
- **The word “plan”**

Here's a true story



**Mill Valley, CA
Oct. 3, 2009
Power Outage**



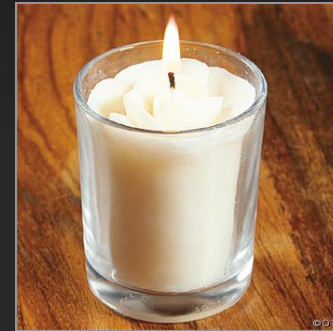
Piazza D'Angelo Restaurant



Piazza D'Angelo Restaurant

CRITICAL FUNCTIONS ?

- **Serve food to customers**




source: www.orientaltrading.com

- **Financial**





How to protect the curriculum, and faculty research, from disruption

1. Language counts 
2. Work with departments, not individual faculty
3. Focus directly on the issues of teaching (or research)
4. Get-in-and-get-out: use a very efficient process
5. Use a tool
6. Emphasize action items, & track outcomes.



A 12-Item Readiness Checklist for the Curriculum





A Readiness Checklist for the Curriculum (cont.)



- 1. Priorities:** Identify the Department's high-priority courses.
- 2. Course-casts:** for each high-priority course, is a current course-cast available (webcast or podcast)?
- 3. Substitute instructors:** for each high-priority course, is there a substitute instructor capable of taking over mid-course?



A Readiness Checklist for the Curriculum (cont.)



- 4. Course-management tool:** do ALL departmental courses use the campus course-management tool?
- 5. Grades:** for ALL courses, are grades kept current at all times, & recorded promptly in the official gradebook?
- 6. Graduate student instructors:** for all multi-section courses, do GSIs communicate regularly & stay consistent with each other?
- 7. Course materials:** for all multi-section courses, are common textbooks & materials used?



A Readiness Checklist for the Curriculum (cont.)



- 8. Communication strategy:** is the Department prepared to communicate rapidly with faculty, staff & students if crisis occurs?

- 9. Instructor flexibility practices:** are there practices in place that will facilitate substitution of instructors if necessary (e.g. team-teaching or rotating of instructors)?

- 10. Faculty leaves:** are faculty kept aware that they can be recalled from leave if needed?



A Readiness Checklist for the Curriculum (cont.)



11. Innovative pedagogy: – are faculty actively encouraged to experiment with teaching tools before disaster strikes, and to share experiences with colleagues?

12. Special logistics: do any of the Department's courses require special resources or logistics (labs, studios, field work, software, access to collections)? Are there strategies to cope?



Let's Recap –

- 1. Language counts**
- 2. Work with departments, not individual faculty**
- 3. Focus directly on the issues of teaching (or research)**
- 4. Get-in-and-get-out: use a very efficient process**
- 5. Use a tool**
- 6. Emphasize action items, & track outcomes.**



kuali[®]
ready

academic continuity made easy

Our tool



a continuity planning tool
for the University of California

Continuity Plan for **Department of Economics**

- PLAN HOME
- Step 1 Department Identification
- Step 2 Critical Functions
- Step 3 Information Technology
- Step 4 Instruction
- Step 5 Key Resources
- Action Item Summary

HandyLinks
GO TO..

- Edit Your Dept Info
- Add/Remove User
- Interview Forms
- Printing Menu
- Choose a Different Plan
- Mark Your Plan Complete
- Mark Your Annual Review Complete

This is the home page for your plan.

You will be asked a series of questions in Steps 1 through 5 above. When you have done this, you will have created a complete continuity plan.

How to build your plan: Simply answer the questions; your plan will be produced automatically.

How to navigate: Use the tabs above. Some tabs will display sub-menus. It's OK to use your browser's *Back* button.

Use the HandyLinks. This drop-down list, at upper right of every page, makes all the features of this tool easy to reach.

How to save: Hit the "Save" button before leaving a page. If you prefer, the "Save & Continue" buttons will move you through the pages in a pre-set sequence. This is important - leaving a page without saving may lose the data you have just entered.

Time-Out Feature: For security, the server will log you off after 1 hour of inactivity. Unsaved data will be lost, so save frequently.

Must every question be answered? It is OK to leave blanks; you will be told when an answer is required.

How to view your plan: At any stage, you can use the *Printing Menu* button on the left to view or print your plan in its then-current state.

Returning: You may exit at any time and resume later.

Guidance

Throughout these pages, this column will provide context and advice.

- Some units designate a group of staff to create the continuity plan. Other units designate one or two individuals, who may gather information, if needed, by interviewing other staff. In very small units, the manager may create the plan alone. Whichever route is chosen, this planning tool will serve well as your vehicle.
- Interview Forms are available to structure your interviews and record information. See the [Printing Menu](#).
- Continuity planning using this web tool is intended to be thought-provoking but not time-consuming. We advise that you set a target of **two months or less** to complete your plan. Most of the time spent should be in discussion; actual "typing time" is less than you might expect *(provided you accept our advice*



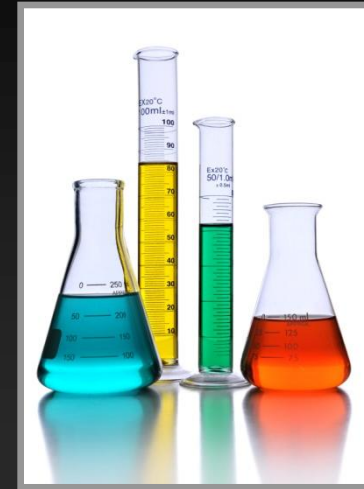
A 14-Item Readiness Checklist for Research





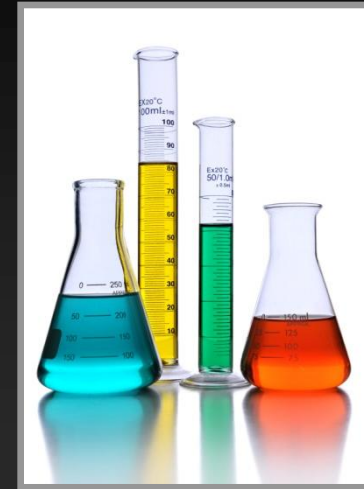
A Readiness Checklist for Research

- 1. Data Backup (Research & Scholarly Work):** Is everyone's important data retrievable in the event your building is destroyed (documents, notes, data, etc.)?
- 2. Data Backup (Vital Records):** Are other vital records retrievable in the event your building is destroyed (grant documents, financial records, purchasing records, etc.)?
- 3. Working from Home (PIs):** Is it possible for Principal Investigators to conduct current research while working at home?





A Readiness Checklist for Research (cont.)

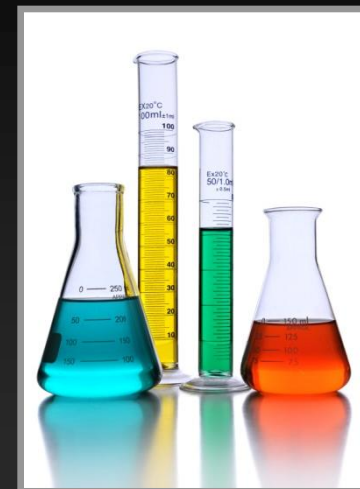


- 4. Working from Home (others):** Is it possible for other staff to carry out their functions while working at home?
- 5. Grants:** Do your grant documents have clauses that address the possibility of disruptive external events?
- 6. Unique Knowledge or Skills:** Can your projects proceed in the absence of any individual staff member? (In other words, is there anyone [except the Principal Investigators] whose absence would cause insurmountable difficulty?)
- 7. Purchasing:** If the data network or the financial system is down, do you have a means to make purchases?



A Readiness Checklist for Research (cont.)

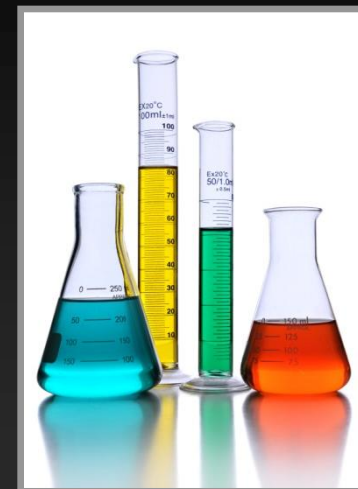
8. **Supplies:** Are there important supplies (consumables) whose stock-on-hand needs to be adequate in case your supply chain is interrupted?
9. **Bracing:** Is your equipment and furniture adequately braced & bolted to minimize quake damage?
10. **Animals:** Do you have a plan to care for your research animals in the event that (heat, AC, power, water) are not functioning? Or if the building is not safe?
11. **Specimens:** Do you have hard-to-replace specimens (biological, chemical, other) that could be replicated for remote storage?





A Readiness Checklist for Research (cont.)

- 12. Freezers:** Are you protected adequately against freezer failure (generator power, knowledge of other on-campus freezers, means to move items, etc.)?
- 13. Proof of Ownership:** Do you have the records needed for reimbursement claims? (model nos., purchase records, photos, etc.)
- 14. Alternate Location:** Could you conduct your project(s) elsewhere if needed? Where?





Kuali Ready Demonstration Version:

<https://us.ready-staging.kuali.org/demo>



Thank you!

Paul Dimond

Manager

Office of Continuity Planning

University of California, Berkeley

510-643-0466

dimond@berkeley.edu

<http://ocp.berkeley.edu>