Academic Continuity Planning Guide

- Alternative Ways to Conduct Class
  - Is there a priority for which courses would be continued?
  - What are our current alternative modes of course delivery if classrooms are inaccessible? Which classes could be offered this way?
    - Online, distance learning (Moodle)
      1. Uploading lecture videos/course material (Voicethread, Lecture Capture, Skype, Panopto, Adobe Connect)
      2. Online assignments and testing
      3. Podcasts
    - Alternative course schedule and locations
      1. Do acceptable spaces exist in the community that surrounds the campus?
    - Blended courses that share existing classroom times
  - Identify new methods for distance learning and set goals for implementation
  - Training and adoption by current faculty – ensure all faculty are trained and are using these technologies

- Communication
  - Is the department prepared to communicate rapidly with faculty, staff and students if a crisis occurs?
    - Communication options: email, Moodle, blog, chat room, groups, message tool, text, Facebook, twitter, threaded discussion, etc.
  - Emergency Preparedness statement in syllabus, addressing:
    - How to communicate with professor following an emergency
    - Which platform to use to access course materials following an emergency (Moodle, Adobe Connect)
    - Alternative assignments if planned assignments are not able to be conducted/completed due to emergency

- Academic calendar
  - What percentage of the course time must be lost in order for a semester to be unsalvageable?
    - Can course material be condensed?
    - Are there any alternatives available for courses with laboratory requirements?
  - How can the academic calendar be adjusted in order to reflect time lost?
    - Shorten scheduled vacations
    - Eliminate scheduled days off
    - Extend semester calendar
    - Lengthen remaining class periods

- o Will accelerated degree programs or condensed courses require different considerations if significant time is lost?
  - o Is there a point in the semester after which a grade can be awarded based upon performance to date?
- Alternative Space for Classes
  - o What are the procedures to secure alternative space for administrative offices, academic services, and classrooms?
  - o Are there any additional spaces on campus or satellite campuses that are suitable for classes that aren't currently being used?
    - ▪ Timonium? Columbia? Belvedere?
    - ▪ Can classes or labs be consolidated in fewer rooms?
    - ▪ Bring trailers on campus?
  - o Are there additional spaces in the community surrounding the campus that could be used for classes? Notre Dame? Other buildings?
  - o What preparation is needed to operate in alternative locations?

- Identification of Additional Faculty
  - o If faculty is limited for extended periods of time, can additional faculty be provided?
    - ▪ Substitute professors
      - From within the University?
      - Contracted from outside sources?
- Special logistics
  - o Do any of the department's courses require special resources or logistics (labs, studios, field work, software, access to collections)?
    - ▪ Are there back-ups or strategies to cope?

For a complete list and description of Tech Tools to Connect with Students and Continue Coursework, visit **Technology Services Instructional Continuity** page at:

http://www.loyola.edu/department/technologyservices/educational-technology/resources/instructional%20continuity

Academic Continuity Planning Guide – Department Responsibilities

Planning for Academic Continuity in case of emergencies has to occur at multiple levels within the University. An Academic Continuity Plan of action could include the following:

VICE PRESIDENT LEVEL:

- Develop guidelines for when to cancel or delay classes in case of an emergency.
- Develop Policies that support distance learning capabilities, resources and training for faculty.
- Develop guidelines for grading policies in case of an emergency.
- Develop guidelines for adjusting calendars if classes get canceled for a period of time.
- Develop guidelines for a refund policy in case of an emergency.

DEANS LEVEL:

- Deans meet with Department Chairs to make sure that all involved parties know what is expected of them in regards to maintenance of minimum requirements for course quality, grading policies.
- Deans create partnerships with regional colleges/organizations where classes can be held for longer periods of time.

DEANS AND CHAIRS LEVEL:

- Deans and Chairs meet with instructors/faculty of departments to outline guidelines for continuity plans for each course in the department.
- Deans and Chairs meet to decide which courses need alternate locations to continue instruction and ensure other locations for course implementation are available if needed, if courses cannot be delivered electronically.
- Deans and Chairs make sure all contact information for instructional faculty and for all staff members is available both in electronic form an in paper version and that the information is backed up.
- Deans and Chairs maintain a list of instructors, graduate assistants and teaching that can assist with teaching classes in the event of an emergency.

CHAIRS LEVEL:

- Chairs set up emergency communication policies where departments send out emails to faculty and staff, who then, report back to the chair. Chairs should report availability of individuals to the Dean.
- Chairs facilitate setting up alternative ways of contacting faculty/staff - through texting and telephone messages.
- Chairs ensure availability of training in use of alternative delivery methods is available for all instructional personnel.
- Chairs give an overview of options for merging classes with similar content.

FACULTY LEVEL:

- Make sure you are up to date on the basic skills required to use Loyola University Maryland's course management system.
- Keep a hard copy of important contacts (names, email, and phone numbers) in your department and across the University (Department Contacts, Technology Services, etc.)
- Consider adding the following short paragraph to each course syllabus:

  "In the event of a disruption to the normal class schedule or planned activities for this course, the format of this course may be modified to enable completion of the course through other means, including other locations, online work, etc. If this occurs, you will be provided with an addendum to the syllabus including full instructions."
- Have a hard copy of your class list including names and email addresses. (Test this list to make sure all students are receiving your emails. Many students have their email forwarded to another location).
- Have a backup copy of all class materials.
- Make contact with another instructor who is willing to act as a backup in the event that you are not available to teach the course for a short time-period.
- Identify other course sections (blended or online sections especially) that may be able to merge with your course if there is an issue with either course during the quarter.
- Make use of Moodle or other tools for the syllabus information and grades feedback to students at minimum. Be prepared to post more information to the system if needed to communicate with students.
- Make sure your syllabus contains enough information for each week or unit such that students could continue on their own for a short period of self-study if needed.
- Identify and make partnerships with possible locations where your classes could be held if you needed to find another location in an emergency.
- Make sure your department chair approves your full continuity plan for the course prior to the start of the semester.
- Inform your students that they need to have a hard copy of the syllabus available to them at all times.

Special Situations: What if an interruption occurs during final exam week? Here are a few alternatives you may consider if there was an interruption during this important time during the semester:

- Offering affected students an alternative exam schedule.
- Offering an exam or alternative activity that can be completed and submitted electronically.
- Base the final grades for the course on work completed up to the exam.