

Resource Guide

Preparing for an Academic Disruption.

There's a tendency to think of disruptions to the academic calendar in the extremes. At one end is the global Covid pandemic that forced a fast pivot to online instruction for several months beginning in March 2020

- Flexible Deadlines: Include Flexible Deadlines in (most) Assignments whenever possible, depending on the type of assessment. When creating the assignment, include settings for Due Date and Availability Dates so students know the window for submitting an assessment without late penalty. Adjust as needed for the disruption.
- Modules: Use Modules to “store” all course materials including slides, reading assignments, and video links.

Make a “In Case of Emergency” Page in Canvas: Include whatever information you want explaining backup plans you have in place in case of disruption. Leave this page unpublished until you need it.

Create a Zoom link ahead of time: Schedule a recurring meeting during class time in Zoom, copy the link into the “In Case of Emergency” page in Canvas so that it’s ready for use should the need arise.

Have a “Disruption Buddy” : What happens if you or a family member suddenly become ill and it’s impossible for you to pivot to a synchronous or asynchronous format? Chat with a colleague who would be able to step in if you are unable to teach and agree to return the favor should they experience a disruption.

Preparing for “Known” Disruptions.

Review any upcoming “known” disruptions that will happen in your life circumstances over the next semester. Maybe you are welcoming a new member to the family, or there is a scheduled medical procedure during the semester. Or maybe you will be attending an out-of-town conference and will miss a week of classes. What is your plan for dealing with these things from the start of semester? Can you record a lecture for students to watch asynchronously during your absence? Will you give the students worktime or a project to do on their own during the absence? Can your “Disruption Buddy” cover a class or two for you?

It’s impossible to prepare for everything that the future holds but putting as many practices as you can into place will mitigate confusion and stress for everyone during disruptive times. If the above suggestions aren’t feasible for your course, think about what might work for your course, and your students.

Resources:

For more information on Instructional Continuity, please visit the Reinert Center’s Resources “[Distance Teaching and Instructional Continuity](#)” and the Office of the Provost’s
