

# UReady Interview Form

## Step 4: Instructions

**Purpose:** This is an interview form that may be of assistance if you choose to conduct any interviews to gather information for your continuity plan. The questions below are the same questions that are displayed in the on-line tool. This form will enable you to collect information for later entry into the on-line tool.

**Asterisk:** Questions marked with an asterisk (\*) are mandatory/ required response.

**Glossary:** A Glossary of Terms can be printed separately (see the Printing Menu).

**Special Note:** If your unit does not do instruction, skip this step and leave the section blank. If your unit teaches courses in more than one area (instructional department), you will need to fill out one copy of this form for EACH of the areas (instructional department) in which your unit instructs. Do not agonize over these questions. Be brief, give the best answer, and move on.

**UReady System Note:** The questions in Step 4 become viewable in the UReady system only after you select your department from the list, add it to the list, and click on “Go To Detail Screens”.

### GUIDANCE:

- Step 4 addresses the core question: what can faculty and department chairs do to increase the likelihood that instruction will continue during and after a major disaster?
- It may be appropriate to select more than one instructional department on this screen – e.g., if this continuity plan is being written for a “cluster” of departments, or for some other unit that encompasses more than one instructional department. If more than one instructional department is selected, each will have its own “Detail Screens”.

Instructional Department(s) (If your instructional department is not listed in the official University course catalogue, enter “OTHER”):

### a. High Priority Courses

### GUIDANCE:

- High Priority courses are those for which alternative teaching methods will be most important if disaster strikes whether the disaster be pervasive (flood, earthquake, pandemic) or local (illness of an instructor).
- Use the official course numbers and titles displayed in the University’s Course Catalog
- The term “course-casting” encompasses all technologies used for audio or video recording and dissemination of classes – webcasting, podcasting, YouTube, etc.
- Relevant documents can be provided for upload on the Document Summary screen.



**b. All Courses (undergraduate courses only)**

**GUIDANCE:**

- Please estimate your department’s current usage of the practices on this screen; complete accuracy is not necessary. We are requesting this information to promote discussion and to encourage adoption, not for audit purposes.
- GSI = Graduate Student Instructor.
- Relevant documents can be provided for upload on the Document Summary screen.

The following are disaster-readiness practices for instructors. Each practice will facilitate continuity of the curriculum under adverse circumstances.

	<b>Recommended Practice</b>	<b>Estimate your department’s current usage of this practice.</b>	<b>Can this practice be expanded in your unit?</b>	<b>Comment</b>
		<b>Check One</b>	<b>Check One</b>	
1.	<b>Blackboard Sites:</b> Every course has a Blackboard site.	<input type="checkbox"/> None <input type="checkbox"/> Some courses <input type="checkbox"/> Many courses <input type="checkbox"/> All courses <input type="checkbox"/> Not sure	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe	
2.	<b>Grades Current:</b> Grades are kept current at all times, using Blackboard.	<input type="checkbox"/> None <input type="checkbox"/> Some courses <input type="checkbox"/> Many courses <input type="checkbox"/> All courses <input type="checkbox"/> Not sure	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe	
3.	<b>Good Communication Among GSI’s (Graduate Student Instructors):</b> Consistency is achieved across discussion & lab sessions by fostering communication among GSIs. (Possible methods: regular meetings, a dedicated Blackboard site for GSIs, etc.)	<input type="checkbox"/> None <input type="checkbox"/> Some courses <input type="checkbox"/> Many courses <input type="checkbox"/> All courses <input type="checkbox"/> Not sure	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe	

	<b>Recommended Practice</b>	<b>Estimate your department's current usage of this practice.</b>	<b>Can this practice be expanded in your unit?</b>	<b>Comment</b>
4.	<b>Common Course Materials:</b> When instructors teach the same or similar courses, common textbooks and other course materials are used.	<input type="checkbox"/> None <input type="checkbox"/> Some courses <input type="checkbox"/> Many courses <input type="checkbox"/> All courses <input type="checkbox"/> Not sure	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe	

**c. Departmental Practices**

**GUIDANCE:**

- We are requesting this information to promote discussion and to encourage adoption, not for audit purposes.
- Strategies for identifying substitute instructors may vary by discipline and by course type. Your “backup plan for academic personnel” need not be a formal document; however, it is important to discuss this topic and take appropriate action.
- Relevant documents can be provided for upload on the Document Summary screen.

The following are disaster-readiness practices for departments. Each practice will facilitate continuity of the curriculum under adverse circumstances.

	<b>Recommended Practice</b>	<b>Is this currently being done?</b>	<b>Comment?</b>
		<b>Check One</b>	
1.	<b>Strategy for Disaster Communications:</b> The department has a plan that details how it will communicate rapidly with faculty, staff & students if disaster strikes.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially	
2.	<b>Backup Plan for Academic Personnel:</b> The department has a plan for instructor substitution if necessary. The groundwork is laid by practices such as team-teaching, rotating instructors, or substituting "topics in" courses.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially	
3.	<b>Faculty Leaves:</b> When faculty leaves are approved, faculty members are informed of the possibility of recall.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially	
4.	<b>Innovative Pedagogy:</b> Faculty are actively encouraged to experiment with teaching tools before disaster strikes and to share experiences with colleagues.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially	

**d. Special Teaching Issues**

**GUIDANCE:**

- Many courses have special formats or require special resources. This screen asks you to identify teaching situations that may pose particular challenges following a disaster, so we can explore possible solutions.
- The availability of alternative strategies for special format courses may vary. In some cases, viable alternatives may not exist. If you do have specific solutions that would enable instruction to continue, please say so!
- Relevant documents can be provided for upload on the Document Summary screen.

Many courses require specialized resources and logistics. These may pose particular challenges to the continuation of instruction during and after a major disaster. If your department teaches courses that have such specialized requirements, please identify them here. Be brief.

	<b>Special Teaching Issue</b>	<b>Describe this issue's potential impact on your teaching program:</b>	<b>Are there potential alternatives?</b> (Note: If you do not have viable alternatives, say so!)
1.	<input type="checkbox"/> Laboratories <input type="checkbox"/> Design or performance studios <input type="checkbox"/> Field work/ internships/ experiential learning <input type="checkbox"/> Specialized instructional software <input type="checkbox"/> Access to collections (library, museum etc.)		
2.	<input type="checkbox"/> Laboratories <input type="checkbox"/> Design or performance studios <input type="checkbox"/> Field work/ internships/ experiential learning <input type="checkbox"/> Specialized instructional software <input type="checkbox"/> Access to collections (library, museum etc.)		
3.	<input type="checkbox"/> Laboratories <input type="checkbox"/> Design or performance studios <input type="checkbox"/> Field work/ internships/ experiential learning <input type="checkbox"/> Specialized instructional software <input type="checkbox"/> Access to collections (library, museum etc.)		

<b>Other special teaching issue that is not on the list above:</b>	<b>Describe this issue's potential impact on your teaching program:</b>	<b>Are there potential alternatives?</b> (Note: If you do not have viable alternatives, say so!)

--	--	--

**e. Action Items**

**GUIDANCE:**

- A stitch in time saves nine. An ounce of prevention is worth a pound of cure. And Action Items are the most important things in a continuity plan.
- Action Items are things that could be done now (or anytime before disaster strikes) to make your unit more prepared.
- The typical Action Item begins with a verb and can be stated in one sentence. For example, discuss instructional continuity topics quarterly at department meetings.
- Action items are ideas, not commitments. So, think outside the box and don't feel constrained by resources. Some of your Action Items may need to be carried out by another unit. That is OK; the campus needs your ideas!
- Some of your Action Items may be beyond the scope of your unit to perform. That's OK, we can deliver your ideas to the proper people!

An Action Item will answer the question: What can be done to prepare? What can your unit (or another unit, or the Campus) do before any disaster strikes to become more ready to continue the curriculum?

Space is provided below for three Action Items. Use additional sheets if needed.

**Action Item #1: Description**

**Cost: (choose one)**

- less than \$100
- \$100 - \$1,000
- \$1,000 - \$10,000
- \$10,000 - \$100,00
- More than \$100,000
- Don't know

**Cost is: (choose one)**

- one-time
- annual
- both one-time & annual
- other

**Carrying out this Action Item is within the scope of: (choose one)**

- my unit itself
- my unit together with other units on campus
- my larger department, division or control unit
- the campus
- the multi-campus System (if any)
- other
- not sure

**Comment?**

**Action Item #2: Description**

**Cost: (choose one)**

- less than \$100
- \$100 - \$1,000
- \$1,000 - \$10,000
- \$10,000 - \$100,00
- More than \$100,000
- Don't know

**Cost is: (choose one)**

- one-time
- annual
- both one-time & annual
- other

**Carrying out this Action Item is within the scope of: (choose one)**

- my unit itself
- my unit together with other units on campus
- my larger department, division or control unit
- the campus
- the multi-campus System (if any)
- other
- not sure

**Comment?**

**Action Item #3: Description**

**Cost: (choose one)**

- less than \$100
- \$100 - \$1,000
- \$1,000 - \$10,000
- \$10,000 - \$100,00
- More than \$100,000
- Don't know

**Cost is: (choose one)**

- one-time
- annual
- both one-time & annual
- other

**Carrying out this Action Item is within the scope of: (choose one)**

- my unit itself
- my unit together with other units on campus
- my larger department, division or control unit
- the campus
- the multi-campus System (if any)
- other
- not sure

**Comment?**