Flu Tip Sheet for Faculty

Announce to students that they should not come to class if they become ill. The University has adopted the CDC recommendation that members of the campus community who develop flu-like illness should self- isolate until at least 24 hours after they are free of fever or signs of fever. Let your students know that they should follow this recommendation in deciding whether or not to come to class.

Use flexibility and good judgment in excusing student absences and waive requirements for written excuses from medical personnel. During a widespread flu outbreak, the University Health Service and other health care facilities will not have the capacity both to treat students and to provide documentation excusing student absences. Therefore, faculty are asked to waive any requirement for written excuses in their courses.

Be prepared for students who must miss exams or assignment deadlines due to illness. Have a plan for handling requests to make up work that maintains fairness and equity. Recognize that in some instances work or exams may simply need to be excused or an alternative assignment substituted. Consider how you might use educational technologies to allow students to work from home once they are feeling better but are still self-isolating.

Use your course site to address "just-in-time" steps – particularly if YOU get ill

A potential flu outbreak makes it timely to consider some simple, "just-in-time" steps that instructors can take today to better prepare for continuity of instruction in the event of an escalation of a flu epidemic, if you become ill as the instructor, or another campus emergency. The steps listed here make use of currently available tools in bCourses, which can also improve instruction when used under normal circumstances. We recommend you review these suggestions and incorporate them into your teaching practice.

1. Create a bCourses course site for your course

If you have not done so already, bCourses course sites are easy to create and can facilitate communication and access to resources for you and your students.
Instructions for creating your own course site
Request a Course Site
bCourses Support Options Overview

2. Facilitate class communications

bCourses Announcements: You can communicate reliably and easily with your class about class requirements, assignments, meeting times, etc. with the Announcements tool.
bCourses (Canvas) Announcements Overview and User Guides

bCourses Chat and Conferences: Should you or one of your students not able to meet in person, you might consider using the bCourses Chat or Conferences tools for office hours and other meetings. As with other chat tools, the bCourses tool allows you to have real-time conversation with one or more participants.
bCourses Chat Overview and User Guides
bCourses Conferences Overview and User Guides

BlueJeans: You can hold classes virtually with up to 100 participants by using BlueJeans, a videoconferencing platform that UC Berkeley has licensed and made available to faculty, staff, and students at no charge. BlueJeans videoconference sessions can be accessed via mobile, personal computer, and I.P. based videoconferencing systems. [Access BlueJeans](#)

3. Make course content accessible at all times

bCourses Syllabus: Make sure you have posted your syllabus to your bSpace course site so that students have an easy way to view course assignments, requirements, and end-of-semester events:
[bCourses Syllabus Overview and User Guides](#)

bCourses Files: Be sure to put all course materials, handouts, relevant readings in the "Files" module of your bCourses course site.
[bCourses Files Overview and User Guides](#)

4. Administer assessments online

We also recommend you post all remaining assignments to the bCourses Assignments tool. With this tool, you may create, distribute, collect, and grade online assignments.
[bCourses Assignments Overview and User Guides](#)

The bCourses Gradebook tool is also an effective way to store, calculate, and display grade results to students.
[bCourses Gradebook Overview and User Guides](#)

5. Communicate with your GSIs

In the event of a flu outbreak, it is all the more important that you establish regular methods of in-person and electronic communications with your GSIs. Consider setting up a dedicated bCourses site for your GSIs to facilitate sharing of information and communication. Be sure GSIs are aware that changes in course policies such as handing in late assignments or making up a missed exam must be approved in advance by you. Have a plan that specifies how and by when GSIs should notify you about absences should they become ill and how you will cover GSI sections or notify students of a GSI absence For resources and policies on working with GSIs, see the GSI Teaching and Resource Center web page http://gsi.berkeley.edu/faculty/facwithgsis/facwithgsisintro.html.

6. Consider adding a UC Berkeley colleague to your bCourses site.

In the event that you are incapacitated, one or more colleagues might be able to fill in for you. Consider adding to your bCourses site another faculty member in your department who could step in and teach your course in an emergency, so that they will have easy access to your course syllabus and other materials.

If you have questions about using bCourses to support instruction, please visit http://ets.berkeley.edu/bcourses or contact ETS at 510-642-1668 (Instructional Support line).

The campus has also developed a page for helping instructors plan for continuity of instruction in the event of a disaster or an extended emergency. Instructors are encouraged to review these recommendations and to incorporate them into semester plans.

-Content referenced in this document is drawn from:
Pandemic Influenza Instructional Planning Working Group, Final Report, July 2008 Pandemic Influenza CalMessage, Spring 2008
H1N1 Influenza CalMessage, September 9, 2009