

DRAFT

# Memorandum of Understanding: Online Delivery during Covid-19

31 March 2020

## Scope

This is an Agreement between Goldsmiths, University of London and Goldsmiths UCU concerning the temporary switch to online and remote teaching and support caused by the COVID-19 virus epidemic. This Agreement has been drawn up in recognition of the existing College [Digital Recording Policy](#) (2019) that includes the following points:

- 3.1.1 The creation of recordings by staff of or for teaching is entirely voluntary.
- 3.1.2 The College recognises that some sessions, as a whole or in part, are not appropriate for recording.
- 3.1.4 Under no circumstances can recordings be used by non-creators as a replacement for teaching during industrial action.
- 3.1.5 Recordings of or for teaching cannot be used for staff performance management purposes.
- 3.1.6 Recordings made by staff of or for teaching cannot form the basis of a complaint or instigating internal disciplinary procedures whether in respect of staff or student behaviour.
- 3.1.7. [R]ecordings made by staff for teaching purposes are the intellectual property of the creator. Individual academics accordingly retain ownership of the copyright in materials they produce for teaching sessions for internal students, and also ownership of copyright in impromptu contributions they make where these are substantial enough to attract copyright protection (i.e. a recorded debate between two lecturers).

## Background

A temporary shift to online delivery presents many challenges, both for staff and students. The size of the task is significant and it is vital to avoid quick fixes in order to continue to deliver high-quality teaching and support for our students. In particular, there needs to be sufficient time and consultation in order to agree how online learning will operate. At the Open University, which specialises in distance/online learning, it takes [two years](#) to develop an online course and requires teams of staff to support it. All of us at Goldsmiths want to deliver the best experience for staff and students alike, so proper planning is necessary.

Switching to online delivery presents a host of equality issues. Staff have many different circumstances: children at home, accommodation sharing, lack of facilities, uneven availability of technology and broadband, internet connection and so on. Students face similar issues which may impact accessibility and equality. It is important to understand these issues from the start or we risk jumping into techniques and technologies that won't work for our needs and won't support our students properly, at great cost of time and money.

It should be acknowledged that it is simply not possible to switch some activities and teaching online: professional placements; certain types of live performances; making practices and so on. These forms of teaching and learning will need to focus on maintaining their communities and connections between students and staff. In the meantime, they require support from the college so that their communities and expertise are not lost during the duration of this crisis.

Some Departments and staff are already doing distance and online learning successfully, so there is a body of knowledge to draw on going forwards.

## Roles and Responsibilities

- Hardware, software, and related equipment: Goldsmiths has a responsibility to staff to provide necessary equipment so that staff can fulfil their teaching commitments. This includes equipment for H&S such as ergonomic chairs and laptop stands. Goldsmiths should recognise that this equipment will likely be used in staff's residences and not College, whilst it remains closed.
- Training in online provision: In addition to Talic's guides, staff should proactively be given provision for online training, especially for software they cannot currently support.
- The College should invest more resources in solutions that are already working for remote teaching, like BigBlueButton so they can provide Department-level support.
- Software subscriptions: Staff should proactively be given provision for other non-standard software subscriptions where needed.
- Flexible working hours: teaching students across multiple times zones requires some flexibility in scheduling. Both staff and the College should recognise shifts in working hours, especially where additional members of staff may be needed for the same teaching activity to cover different time zones.
- Staff will commit to moving as much teaching online as possible, while the College remains closed for students.

## Tasks and timeline

Online teaching methods and materials which allow for social distancing during this crisis cannot to be taken as an explicit or implicit agreement to continue with these measures after the Covid-19 crisis. They are a temporary measure, whose implementation must be subject to negotiation and review every month as the situation evolves.

## Commitments

1. Online material and associated data can be used by the College only for the duration of College closure.
2. Part-time and fixed-term staff should be assured of access to training, equipment and sufficient time to learn new platforms. We recognise that they may need to support multiple online learning platforms across their other jobs.
3. Data capture associated with online delivery should be limited, including data capture by third party providers:
  - a. Data providers should adhere to the GDPR;
  - b. Any capture of biometric data such as gaze detection or facial identification should be prevented;
  - c. Harvesting of personally identifiable information (Goldsmiths user IDs, names, contact information) should not be allowed.