PROTOCOL
Soc-Behav-Ed Non-Exempt
Berkeley

Protocol # 2019-10-12589
Date Printed: 03/03/2020

Protocol Title: Adobe Fellows@Berkeley
Protocol Type: Soc-Behav-Ed Non-Exempt
Date Submitted: 02/24/2020
Approval Period: 02/24/2020-11/13/2029
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* * * Amendment Application * * *

Amendment Application

1. **Summarize the amendment (or proposed changes) you wish to make to your study.**
We would like to add three new undergraduate researchers to our research project.

2. **Explain the reason(s) for the proposed amendment(s).**
These three undergraduate researchers will help aid in coding student survey responses and interview transcripts, conduct interviews with students, and analyze quantitative survey data.

3. **Indicate how the change(s) impact the level of risk to subjects:**

	Increase
Y	No Change
	Decrease

4. **Describe any effects the change(s) will have regarding risk(s) to the subjects:**
None.

5. **Will this amendment require the re-consent of any currently enrolled subjects?** N

If YES, please explain.

6. **Is this modification consistent with the scope of research activities as described in the proposal(s) for the grant(s) funding the research? (Check N/A if you have no external funding)** N/A

7. **If this is an amendment or renewal application including changes to previously-approved consent documents, please include a version with tracked changes in the Attachments section under 'Other' in order to facilitate review. The list of sections that have been changed or modified will appear below: Proceed to the appropriate section(s) and make your changes.**

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* * * Personnel Information * * *

Enter all UC Berkeley study personnel (if not previously entered) and relevant training information. Please read Personnel Titles and Responsibilities: Roles in eProtocol before completing this section.

Note: The Principal Investigator or Faculty Sponsor, Co-Principal Investigator, Student or Postdoctoral Investigator, Administrative Contact, and Other Contact can EDIT and SUBMIT. Other Personnel can only VIEW the protocol.

Principal Investigator or Faculty Sponsor

Name of Principal Investigator	Degree (e.g., MS/PhD)	Title
Victoria E ROBINSON	PhD	American Cultures Program Director/ Ethnic Studies Lecturer
Email	**Phone**	**Fax**
victoriarobbi@berkeley.edu	+1 510 642-2264	
Department Name	**Mailing Address**	
American Cultures Center	94720-1050	

UCB status (select all that apply):

	Faculty		Postdoc		Grad		Undergrad		Other	

Faculty (with some exceptions), staff, and students engaged in human subjects research must complete either the biomedical or social-behavioral human research course through the online Collaborative Institutional Training Initiative (CITI), depending upon which is most germane to the research. ALL PIs on an NIH award are required to complete either CITI or NIH Training. See Training and Education for more information.

If applicable, please insert date (mm/dd/yy) of completion in appropriate box(es) below:

CITI	NIH	Other Training (title & date completed)

Student or Postdoctoral Investigator

NOTE: All Student/Postdoc Investigators must have a Faculty Sponsor who will serve as the "responsible researcher." If NOT a student or postdoc project, enter student(s) and/ or postdoc(s) under Other Personnel below.

Name of Student/Postdoc Investigator	Degree	Title
Laura Armstrong	MS	Laura Armstrong
Email	**Phone**	**Fax**

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armstronglaura@berkeley.edu +1 415 530-9539

Department Name Educ-SESAME
Mailing Address 94709

UCB status (select all that apply):

	Faculty		Postdoc	X	Grad		Undergrad		Other	

Faculty (with some exceptions), staff, and students engaged in human subjects research must complete either the biomedical or social-behavioral human research course through the online Collaborative Institutional Training Initiative (CITI), depending upon which is most germane to the research. ALL PIs on an NIH award are required to complete either CITI or NIH Training. See Training and Education for more information.

If applicable, please insert date (mm/dd/yy) of completion in appropriate box(es) below:

CITI	NIH	Other Training (title & date completed)
10/23/14		

Administrative Contact

Name of Administrative Contact Jean Cheng
Degree
Title Program Manager, Academic Innovation Studio

Email jeancheng@berkeley.edu
Phone +1 510 725-2766
Fax

Department Name Ed Tech
Mailing Address 94720

UCB status (select all that apply):

	Faculty		Postdoc		Grad		Undergrad	X	Other	Program Manager

Other Contact

Name of Other Contact Kai Nham
Degree BA
Title

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Email
knham@berkeley.edu

Phone

Fax

Department Name

Mailing Address
94704

UCB status (select all that apply):

	Faculty		Postdoc	X	Grad		Undergrad		Other	

Other Personnel

Name	Degree	Title	Department Name
Charlotte Justak			
Alex Zera			
Adrienne Calderon			

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* * * Vulnerable Subject Checklist * * *

Vulnerable Subject Checklist

Yes	No	
	N	Children/Minors
	N	Prisoners
	N	Pregnant Women
	N	Fetuses
	N	Neonates
	N	Educationally Disadvantaged
	N	Economically Disadvantaged
	N	Cognitively Impaired
	N	Other (i.e., any vulnerable subject population(s) not specified above)

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* * * Study Sites * * *

Study Sites

Select All That Apply :

International

International Site(s) (specify country, region, and township or village)

Local

X UC Berkeley

UC Davis

UC Irvine

UC Los Angeles

UC Merced

UC Riverside

UC San Diego

UC San Francisco

UC Santa Barbara

UC Santa Cruz

Lawrence Berkeley National Laboratory

Alameda Unified School District (specify schools below)

Berkeley Unified School District (specify schools below)

Oakland Unified School District (specify schools below)

Other (Specify other Study Sites)

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* * * General Checklist * * *

General Checklist

Yes	No	
	N	Is the research receiving any federal funding (e.g., NIH, NSF, DOD, etc.)
	N	Is another UC campus relying on UC Berkeley for IRB review by means of the UC System Memorandum of Understanding (MOU)?
	N	Is another institution relying on UC Berkeley for IRB review by means of an Inter-institutional IRB Authorization Agreement?
	N	Will subjects be compensated for participation?

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* * * Funding * * *

Funding Checklist

If the research is not funded, check the "Not Funded" box below. If the research is funded, add the funding source to the appropriate table below.

NOTE: Only the Principal Investigator (PI) of the grant or subcontract can add his or her own SPO Funding information in this section. The PI of the grant must also be listed in the Personnel Information section of the protocol in one of the following roles: Principal Investigator or Faculty Sponsor, Student or Postdoctoral Investigator, Co-Principal Investigator, Administrative Contact, or Other Contact. Training Grants can be added by anyone in one of the aforementioned roles. For step-by-step instructions, see Add SPO Funding Quick Guide

X Not Funded

SPO - Funding

Funding - Other

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* * * Expedited Paragraphs * * *

Request for Expedited Review

An expedited review procedure consists of a review of research involving human subjects by the IRB Chair, or by one or more experienced reviewers designated by the Chairperson from among the members of the committees.

In order to be eligible for expedited review, ALL aspects of the research must include activities that (1) present no more than minimal risk to human subjects, and (2) involve only procedures included in one or more of the specific categories listed below.

If requesting Expedited Review, select one or more of the applicable paragraph(s) below.
(DO NOT select any paragraph(s) if your protocol does not qualify for expedited review. Protocols that do not qualify for expedited review will be reviewed by the full (convened) Committee.)

1. Clinical studies of drugs and medical devices only when conditions (a) or (b) are met.

   a) Research on drugs for which an investigational new drug application (21 CFR Part 312) is not required. (Note: Research on marketed drugs that significantly increases the risks or decreases the acceptability of the risks associated with the use of the product is not eligible for expedited review.)

   b) Research on medical devices for which
      i) an investigational device exemption application (21 CFR Part 812) is not required; or
      ii) the medical device is cleared/approved for marketing and the medical device is being used in accordance with its cleared/approved labeling.

2. Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture as follows:

   a) From healthy, non-pregnant adults who weigh at least 110 pounds. For these subjects, the amounts drawn may not exceed 550 ml in an 8 week period and collection may not occur more frequently than 2 times per week; or

   b) From other adults and children, considering the age, weight, and health of the subjects, the collection procedure, the amount of blood to be collected, and the frequency with which it will be collected. For these subjects, the amount drawn may not exceed the lesser of 50 ml or 3 ml per kg in an 8 week period and collection may not occur more frequently than 2 times per week.

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3. **Prospective collection of biological specimen for research purposes by non-invasive means.**

   Examples:

   a) hair and nail clippings in a non-disfiguring manner;
   b) deciduous teeth at time of exfoliation or if routine patient care indicates a need for extraction;
   c) permanent teeth if routine patient care indicates a need for extraction;
   d) excreta and external secretions (including sweat);
   e) uncannulated saliva collected either in an unstimulated fashion or stimulated by chewing gumbase or wax or by applying a dilute citric solution to the tongue;
   f) placenta removed at delivery;
   g) amniotic fluid obtained at the time of rupture of the membrane prior to or during labor;
   h) supra- and subgingival dental plaque and calculus, provided the collection procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylactic techniques;
   i) mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth
   j) sputum collected after saline mist nebulization.

4. **Collection of data through non-invasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x rays or microwaves. Where medical devices are employed, they must be cleared/approved for marketing. (Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review, including studies of cleared medical devices for new indications.)**

   Examples:

   a) physical sensors that are applied either to the surface of the body or at a distance and do not involve input of significant amounts of energy into the subject of an invasion of the subject's privacy;
   b) weighing or testing sensory acuity;
   c) magnetic resonance imaging;
   d) electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infrared imaging, doppler blood flow, and echocardiography;
   e) moderate exercise, muscular strength testing, body composition assessment, and flexibility testing where appropriate given the age, weight, and health of the individual.

5. **Research involving materials (data, documents, records, or specimens) that have been collected or will be collected solely for non-research purposes (such as medical treatment or diagnosis). (NOTE: Some research in this paragraph may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(4). This listing refers only to research that is not exempt.)**

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X 6. Collection of data from voice, video, digital, or image recordings made for research purposes.

X 7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt.)

8. Continuing review of research previously approved by the convened IRB as follows:

a) Where (i) the research is permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related interventions; and (iii) the research remains active only for long-term follow-up of subjects; or
b) Where no subjects have been enrolled and no additional risks have been identified; or
c) Where the remaining research activities are limited to data analysis.

9. Continuing review of research, not conducted under an investigational new drug application or investigational device exemption where categories two (2) through eight (8) do not apply but the IRB has determined and documented at a convened meeting that the research involves no greater than minimal risk and no additional risks have been identified.

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* * * Purpose, Background, Collaborative Research * * *

Old CPHS # (for Protocols approved before eProtocol)

Study Title

Adobe Fellows@Berkeley

Complete each section. When a question is not applicable, enter "N/A". Do not leave any sections blank.

1. Purpose

Provide a brief explanation of the proposed research, including specific study hypothesis, objectives, and rationale.

How can the real conditions of the classroom inform the implementation and design of campus curriculum initiatives? How do we design supports for faculty and students in ways that are adaptive and foster transformative learning? The Adobe Fellows Program incorporates digital creation tools into a social justice graduation requirement. This program is a three-year pilot project to support faculty and students in utilizing digital design tools to deepen and enhance the academic experience and to explore new avenues for public dissemination of research and teaching centered on social impact issues. Faculty and students will implement Adobe tools in the curriculum by creating assignments for select American Cultures courses.
Participation in the Adobe Fellows program will nurture interdisciplinary connections, creative collaborations, and directly support faculty to develop rich, multi-modal course assignments which foster critical digital literacy skills in our student body.

The program is organized around several critical gaps and opportunities:
-the content of AC courses is particularly well-suited for narrative rendering, artistic exploration, community engagement, and public dissemination
-instructors need ideas and support to integrate technology into their courses in ways that support (not detract from) their learning goals
-students are hungry to learn digital literacy skills but aren't given meaningful opportunities within the curriculum
-although software access is universal, usage is unevenly distributed

Our model is a multi-pronged approach that involves working closely with faculty cohorts and providing near-peer support for students. The goals of the Adobe Fellows program are to:
-support faculty in deepening and enhancing course assignments through the critical use of creative tools,
-help students become "empowered producers" and see themselves as effective change makers, and
-better leverage the university's existing investment in Adobe software, which is paid for by student fees
Our study aims to document both the implementation and outcomes for the Adobe Fellows Program. Our goals are to both affirm and improve the support we are providing for instructors and students and demonstrate the powerful potential of integrating these tools in service of social justice-oriented learning goals.

Our research questions are:

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Our research questions are:

-To what extent do these assignments allow students deeply engage with the AC content and develop professionally, publicly, and emotionally?
-To what extent do these assignments allow students to see new ways to communicate research or their experiences? Does this vary based on prior experience with the tools?
-To what extent do students identify as empowered producers?
-To what extent do students produce projects that have a strong social impact?
-How do we support instructors in creating and implementing creative assignments?
-How do we support students with engaging with and completing creative assignments?
-What are the best practices for creating, scaffolding, implementing, and assessing creative assignments?

2. Background

Give relevant background (e.g., summarize previous/current related studies) on condition, procedure, product, etc. under investigation, including citations if applicable (attach bibliography in Attachments section).

Cultural change is notoriously difficult in institutions of higher learning, yet broad campus mandates around pressing concerns such as digital literacy are common. Educational developers must often interpret and implement a vision that may be ambitious and inspiring but lacks coherence at the level of the classroom.

Drawing on the concepts of "communities of transformation" (Kezar, Gerke, Bernstein-Sierra, 2018), bottom-up and top-down sense-making/sense-giving (Kezar, 2012a & 2012b), and sociocritical literacy (Gutierrez, 2011), the Adobe Fellows Program aims to help participants identify ways they can influence and shape change at their institution. We suggest an action-to-theory approach--what we are calling an "emergent" model of program development--grounded in equity.

In complexity theory, emergence describes the way complicated systems evolve in unanticipated ways through the interaction and feedback of interdependent parts. Our approach is "emergent" because it embraces dynamic relationships, irreducibility of the whole, and an "unruliness" in program design and outcomes (Morrison, 2006). Our model also aligns with design-based implementation research (Penuel et al., 2011), because of its focus on collaboration, iteration, attention to local expertise and support structures, and theorizing learning and knowledge as critical aspects of a recursive development process.

Against the backdrop of a new campus strategic plan and "discovery learning" as a signature undergraduate experience, the AC Fellows Program (a) supports faculty in designing and implementing creative projects that deepen learning and critical engagement, and (b) supports students to develop their skills and identities, as participatory producers and--particularly for underrepresented students--"historicized agents of their own futures" (Gutierrez, 2011).
The program is situated within a social justice curriculum for several reasons: the curriculum is broadly based across multiple disciplines; it is the most powerful expression of X's public mission; and it is a nexus for community-based and politically engaged work that demands creative/narrative rendering. The closely curated teaching and learning environment formed in the community-based and facing American Cultures Engaged Scholarship (ACES) program has built a delta of working exchanging opportunities for community partners to work with faculty and students on campus, and for students who identify with those communities to bring their expertise into the classroom (Akin, Gordon and Robinson, 2017). It is also an

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incubator for ideas and practices to travel across the campus and up to leadership--breathing substance and form into discovery learning. Following Kezar (2018) the program was organized around a strong set of values, with a focus on transforming practice rather than producing predetermined outcomes.

The framework for the Adobe Fellows program centers on converting action to theory (from the classroom to the campus). We see it as a way to give concrete meaning and grounding to the new discovery initiative at Berkeley. Many institutions are going through their own undergraduate curriculum redesigns but they are often not populated by sharp meaning. We are starting with the classroom to uncover what faculty and student needs and develop exemplar content and reasoning. This work will serve as the foundation for broader principles that will ultimately form a strategic design plan.
References

Akin, S, Gordon, C, Robinson, V. (2017) Take a Course Change yOUR future: The American Cultures Engaged Scholarship Program at the University of California, Berkeley. In, Educating for Citizenship and Social Justice: Practice for Community Engagement at Research Universities. Edited by Tania Mitchell and Krista M. Soria.

Gutiérrez, K. D. (2011). Developing a Sociocritical Literacy in the Third Space. Reading Research Quarterly, 43(2), 148-164.

Ito, M., Soep, E., Kligler-Vilenchik, N., Shresthova, S., Gamber-Thompson, L., & Zimmerman, A. (2015). Learning connected civics: Narratives, practices, infrastructures. Curriculum Inquiry, 45(1), 10-29.

Kezar, A. (2012a). Bottom-Up/Top-Down Leadership: Contradiction or Hidden Phenomenon. The Journal of Higher Education, 83(5), 725-760.

Kezar, A. (2012b). Understanding sensemaking/sensegiving in transformational change processes from the bottom up. Higher Education, 65(6), 761-780.

Kezar, A., Gehrke, S., & Bernstein-Sierra, S. (2018). Communities of Transformation: Creating Changes to Deeply Entrenched Issues. The Journal of Higher Education, 89(6), 832-864.

Morrison, K. (2006). Complexity theory and curriculum reforms in Hong Kong. Pedagogy, Culture & Society, 11(2), 279-302.

Penuel, W. R., Fishman, B. J., Haugan Cheng, B., & Sabelli, N. (2011). Organizing Research and Development at the Intersection of Learning, Implementation, and Design. Educational Researcher, 40(7), 331-337.

3. Collaborative Research

a) **If any non-UCB institutions or individuals are engaged in the research, explain their human research roles and what human subjects training they have/PI has planned to provide.**

N/A

b) **If any non-UCB institutions or individuals are collaborating in the research, complete the table below and**

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attach any relevant IRB approvals in the Attachments section.

4. Qualifications of Study Personnel

a) Explain expertise of Principal Investigator, Student/Postdoc Investigator, Faculty Sponsor (if applicable), any Co-Investigators or other key personnel listed in the application, and how it relates to their specific roles in the study team.

The PI is Victoria Robinson, Director of the American Cultures (AC) Center and teaching faculty in the Department of Ethnic Studies. As director of the AC Center for twelve years, Victoria is responsible for curriculum development across the approximately 240 courses which meet the AC requirement across 49 programs and departments. Evaluation of the efficacy and impact of the AC curriculum sits within the purview of the AC Center.

Jean Cheng is the manager of the Academic Innovation Center, the principle partner on the Adobe Fellows@Berkeley program. With a Masters degree in digital pedagogy, Jean is guiding the program components linking technology and pedagogy. Jean reports to the Research Teaching and Learning (RTL), which is the principle unit for the campus digital learning strategy.

Laura Armstrong is a PhD candidate in the Science, Engineering, Math, and Technology Program at UC Berkeley. She has a background in education and mixed methods research. Laura has worked as the program evaluation specialist for the Adobe Fellows Program for the past year. She will be in charge of planning and organizing this research project and will also lead the collection and analysis the data needed for this project.

Kai Nham is a Masters student in the Data Science 5th year program. Kai has worked in creating assignments to support social justice action oriented learning, and has a BA in Comparative Ethnic Studies.

Alex Zera, Charlotte Justak, and Adrienne Calderon are undergraduate researchers who have previously completed an American Cultures Engaged Scholarship (ACES) course and assessment project. They will aid with coding student survey responses and interview transcripts, conducting student interviews, and analyzing quantitative survey data.

b) In case of International research, describe the expertise you have, or have access to, which prepares you to conduct research in this location and/or with this subject population, including specific qualifications (e.g., relevant coursework, background, experience, training). Also, explain your knowledge of local community attitudes and cultural norms, and cultural sensitivities necessary to carry out the research. See CPHS Guidelines on Research in an International Setting

N/A

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* * * Subject Population * * *

5. Subject Population

a) Describe proposed subject population, stating age range, gender, race, ethnicity, language and literacy.

The participants in the study are:
-The faculty members who participate in the Adobe Fellows Program
-The students in these faculty's AC courses
-The peer consultants/teacher-scholars who provide technical and creative support to the students in these courses
-The Digital Learning Services (DLS) team who provide technical and creative support the Adobe Fellows faculty

To the best of our current knowledge, the subject population in each category will reflect a sample of the connected UC Berkeley demographics relayed from the following data set: https://diversity.berkeley.edu/reports-data/diversity-data-dashboard.

b) State the maximum number of subjects planned for the study. This number should account for all subjects to be recruited, including those who may drop out or be found ineligible. Explain how number of subjects needed to answer the research question was determined.

The student population will depend on which faculty members join this program and the enrollment of these faculty members' courses. Classes can range in size from 10-350 students. The maximum number of participants in this study will be limited to 1000 students per semester, for a total of 4000 students over two years.

We also plan to include faculty (approximately 10 per semester), DLS team members (approximately 7 per semester), and peer consultants/teacher-scholars (5-15 per semester) in this study.

No screening will be done for any of the surveys or observations used in this study. Whole class data will be obtained from students who give consent/assent to participate in this study except for interviews. For interviews, if there are more consenting interview participants than interview slots, participants will be selected using stratified random sampling to ensure representation of the full study population. Otherwise, all consenting interviewees will be interviewed.

The total sample size for this project will be, at the maximum, 4,128 participants.

c) If any proposed subjects are children/minors, prisoners, pregnant women, those with physical or cognitive impairments, or others who are considered vulnerable to coercion or undue influence, state rationale for their involvement.

N/A

6. Recruitment

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a) **Explain how, where, when, and by whom prospective subjects will be identified/selected and approached for study participation. If researcher is subject's instructor, physician, or job supervisor, or if vulnerable subject groups will be recruited, explain what precautions will be taken to minimize potential coercion or undue influence to participate. See CPHS Guidelines on Recruitment for more information.**

The administration of the surveys, interviews, and observations will be done by one or more of the personnel on the Adobe Fellows research team.

Student participants will be identified from their role within the program or affiliated AC course. All students enrolled in the participating AC courses will be contacted by one of the personnel on the research team who is not a current instructor or GSI of that course at the beginning of the semester. This member of the research team will either contact the students through bCourses. Registered students are automatically enrolled in bCourses and email addresses are included which the coordinator can access. Students are regularly contacted by course administrators and instructors through this email address. Students expect the course coordinator and administrators to have access to this information and expect to receive communications from them.

Students will be informed that their participation in this study is voluntary and will not affect their performance or standing in the course. As the first question of the survey/consent form, students will be given the consent/assent form and asked to mark what aspects of the research they agree to participate in including participating in our research study for an additional two semesters after they complete their enrolled course. Following this, as the second question in the survey/consent form, students will be asked to share their email addresses if they are willing to be contacted about interviews and for future involvement in the research study.

Based on students' responses to these questions, they will be contacted during the semester for possible participation in interviews and/or will be contacted one and two semesters after the initial course to complete two additional online surveys and one additional 30 minute interview. For any recruitment communication with students, it will be stated that their participation is voluntary, not required for the course, and will not affect their grade in any way. Similar procedures will be used for other timepoints and participants in the study.

Adobe Program faculty members, DLS members, and peer consultants will be contacted (either in-person or via email) by a member of the research team. They will not find communication from the research team to be unusual since there will already be regular communication and meetings with members of this team. They will be informed that their participation is voluntary and that no repercussions will result from a refusal to participate. They will also be assured that participation will in no way add to their duties, impact their ability to teach/work, or impact their standing with the program.

For participants who have consented to be part of this study they will be contacted (via email or through bCourses) twice over the semester to complete short surveys at the beginning and end of the semester or to schedule interviews. No more than two follow up/reminder emails will be sent within 5 -10 days of the initial email.

b) **Describe any recruitment materials (e.g., letters, flyers, advertisements [note type of media/where posted], scripts for verbal recruitment, etc.) and letter of permission/cooperation from institutions, agencies or organizations where off-site subject recruitment will take place (e.g., another UC campus, clinic, school district). Attach these documents in Attachments section. Please see eProtocol Attachments Check List for**

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Non-Exempt Applications for more information.

We contact participants through email (or bCourse announcements) for surveys, interviews, and other recruitment needs. We have several main categories of recruitment materials (see attachments in the attachments section for the emails/bCourses announcements):

1. Emails/bCourses announcements to recruit students to participate in surveys during and after the course
2. Emails to recruit students to participate in interviews during and after the course
3. Emails to recruit Adobe Fellows faculty members to participate in classroom observations
4. Emails to recruit Adobe Fellows faculty members to participate in individual interviews
5. Emails to recruit peer consultants/teacher-scholars to participate in surveys and individual interviews
6. Emails to recruit peer DLS members to participate in surveys and individual interviews

c) **Will anyone who will be recruiting or enrolling human subjects for this research receive compensation for each subject enrolled into this protocol? If yes, please identify the individual(s) and the amount of payment (per subject and total).**

N/A

7. Screening

a) **Provide criteria for subject inclusion and exclusion. If any inclusion/exclusion criteria are based on gender, race, or ethnicity, explain rationale for restrictions.**

No screening will be done for the student survey or observations (or any other participant surveys or interviews). All students enrolled in the courses will be included in study population. For student interviews, if there are more consenting interview participants than interview slots, participants will be selected using stratified random sampling to ensure representation of the study population. Otherwise, all consenting interviewees will be interviewed.

b) **If prospective subjects will be screened via tests, interviews, etc., prior to entry into the "main" study, explain how, where, when, and by whom screening will be done. NOTE: Consent must be obtained for screening procedures as well as "main" study procedures. As appropriate, either: 1) create a separate "Screening Consent Form;" or 2) include screening information within the consent form for the main study.**

N/A

8. Compensation and Costs

a)

Describe plan for compensation of subjects. If no compensation will be provided, this should be stated. If subjects will be compensated for their participation, explain in detail about the amount and methods/ terms of payment.

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Include any provisions for partial payment if subject withdraws before study is complete.

When subjects are required to provide Social Security Number in order to be paid, this data must be collected separately from consent documentation. If applicable, describe security measures that will be used to protect subject confidentiality.

If non-monetary compensation (e.g., course credit, services) will be offered, explain how

For completion of the student survey, 1-5 bonus points may be offered to students pending approval by the course instructor. The number of points will depend on instructor approval and the overall point total for the course. Instructors vary greatly in the point structure for a course so 1 point in Course A may not have the same percentage weight as 1 point in Course B. Regardless, the number of points awarded will have a minimal impact on their overall course grade. Students do not have to give consent/assent for use of their survey responses in order to receive these points, they only need to open the survey, respond to the consent/assent questions (Yes/No), and provide their student ID to obtain the points. If students do not wish to participate, they will be offered an alternate essay-prompt assignment, specific to the discipline of the course, for bonus points.

b) **Discuss reasoning behind amount/method/terms of compensation, including appropriateness of compensation for the study population and avoiding undue influence to participate.**

As stated above, the small percentage benefit and alternative options will mitigate influence on participation. The alternate assignment offered ensures that all students have the opportunity to receive bonus points regardless of whether or not they choose to participate in the study.

c) **Costs to Subjects. If applicable, describe any costs/charges which subjects or their insurance carriers will be expected to pay. (If there are no costs to subjects or their insurers, this should be stated.)**

None.

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* * * Study Procedures, Alternatives to Participation * * *

9. Study Procedures

a) **Describe in chronological order of events how the research will be conducted, providing information about all study procedures (e.g., all interventions/interactions with subjects, data collection procedures etc.), including follow-up procedures. If any interviews, questionnaires, surveys, or focus groups will be conducted for the study, explain and attach one copy each of all study instruments (standard and/or non-standard) in the Attachments section. Please see eProtocol Attachments Check List for Non-Exempt Applications for more information. If the proposed research involves use of existing data/specimens, describe how data/specimens will be acquired.**

This study will occur over the remaining two years of program funding (Fall 2019, Spring 2020, Fall 2020, and Spring 2021 semesters). The participants in the study are:

-The faculty members who participate in the Adobe Fellows Program
-The students in these faculty's AC courses who use the new creative Adobe assignments that the faculty member develops in this program
-The peer consultants/teacher-scholars who provide technical and creative support to the students in these courses. These are students who have specialized knowledge either with the creative tools and/or the content of the course.
-The Digital Learning Services (DLS) team who provide technical and creative support the Adobe Fellows faculty

During each semester, we will administer/collect a combination of surveys (both online and in person), interviews, classroom observations, and student (final projects/presentations, reflections) and faculty work (syllabi, assignment designs, rubrics).

Specifically, we will:
-Collect syllabi, assignment designs, and rubrics from participating faculty members
-Record classroom observation of faculty and students and observe the faculty cohort during program sessions (instructors only)
-Collect work that faculty members produce during the institute (e.g. reflections, assignment brainstorms/sketches) and coursework (projects, reflections) that students produce within their classes
-Interview faculty, students, DLS team, Adobe Fellows team, and peer consultants
-Administer surveys to faculty, students, DLS team, and peer consultants

We will continue to track instructors and students for the remaining period of the study. We will interview instructors at two additional time points after their initial pilot their Adobe assignment. We will interview the instructors after two additional implementations of their Adobe assignment. Since instructors' teaching schedules are variable the first follow up interview may occur 1-2 semesters after the initial assignment implementation. Similarly for students, we will follow up with them for two semesters after they have completed the original Adobe assignment. This will include short online surveys and interviews with select participants.

Study procedures
The administration of the surveys and interviews and observations will be done by one or more of the personnel on the Adobe Fellows research team.

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personnel on the Adobe Fellows research team.

Participants will be identified from their role within the program or affiliated AC course. All students enrolled in the participating AC courses will be contacted by one of the personnel on the research team who is not a current instructor or GSI of that course at the beginning of the semester. Students will also be invited to continue participating in our research for an additional two semesters after they complete their enrolled course (that had the original Adobe assignment). Students who indicate they would like to participate will be asked to complete two additional online surveys (one and two semesters after they have completed the initial course) and a subset of students will be asked back for 30 minute interviews.

Adobe Program faculty members, DLS members, and peer consultants will be contacted (either in-person or via email) by a member of the research team. They will not find communication from the research team to be unusual since there will already be regular communication and meetings with members of this team.

All participants will be informed that their participation is voluntary and that no repercussions will result from a refusal to participate. They will also be assured that participation will in no way add to their duties, impact their ability to teach/work, or impact their standing with the program. No screening will be done for any of the surveys or observations used in this study. For interviews, if there are more consenting interview participants than interview slots, participants will be selected using stratified random sampling to ensure representation of the study population. Otherwise, all consenting interviewees will be interviewed.

Surveys
Students: Students currently enrolled in a participating AC course will be asked to complete two online Qualtrics surveys via email or bCourses announcement. Completion of the surveys is voluntary. The surveys will include questions on the students' demographics, what resources they used to complete their creative project, their experience with those resources, and what they feel they learned from this type of work, and other areas relating to circumstances that may affect their overall performance. The consent/assent document preceding the survey will tell students that they are free to skip any question that they do not want to answer or stop the survey at any time. Surveys will be given at the beginning and end of the semester and will take approximately 20 minutes for students to complete. Surveys will also be administered at two additional time points after the completion of the initial course. Students who indicated they would like to continue with the research study will be asked to complete two additional online surveys (one and two semesters after they have completed the initial course).

Other: All other study participants will be asked to complete one online Qualtrics survey at the end of the semester. Completion of the surveys is voluntary. The surveys will include questions on the participants experience with the program and what could be improved for future semesters. The consent/assent document preceding the survey will tell participants that they are free to skip any question that they do not want to answer or stop the survey at any time. The survey will take approximately 15 minutes to complete.

Observation of classes and program session
We will conduct observations of participating faculty and students during class or program sessions. These observations may take the form of in-person written observations or audio/video recording of sessions. It will be non-intrusive and should not affect the participants' abilities to execute their duties or the normal activity of the class. Observations of students and instructors in class will take place for no more than 3 hours/week for three weeks during the semester (total of 9 hours a semester). Observations of Adobe Fellows instructors during program sessions (cohort meetings - instructors only) will take place for ~4 sessions a semester (total of 4-8 hours a semester). If video/audio is used it will later be analyzed to determine the major topics addressed within the sessions.

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We will ensure that we only collect audio/video recorded data from those who have agreed to participate in your research by asking participating students (during classes) or instructors (during cohort meetings) to sit on one localized area and/or table of the room. We will then focus our audio/video recording on that table only (i.e. setting up the video camera so it only captures that table, putting mics only on those participants).

Individual Interviews
Students: We will interview students individually about their experience with the new creative Adobe assignments. Students will be recruited during the last quarter of the semester. Students will also be interviewed about their expectations for learning and aspects of the course that may be of concern to them. These interviews will last approximately 30 minutes and will be audio recorded and later transcribed.

Students will be brought into a classroom on campus and the investigator will conduct the interview, explain the audio recording, and mention that the study is related to improving the use of the creative Adobe assignment. Interviews will also be administered at two additional time points after the completion of the initial course. A subset of students who indicated they would like to continue with the research study will be asked back for 30 minute interviews one and two semesters after they completed the initial course.

Other: We will also interview other study participants (faculty, DLS team) about their experience with the Adobe Fellows Program. We will recruit for these interviews within the last quarter of the semester. These interviews will last 45-60 minutes. We will also interview instructors at two additional time points after their initial pilot their Adobe assignment. We will interview the instructors after two additional implementations of their Adobe assignment. Since instructors' teaching schedules are variable the first follow up interview may occur 1-2 semesters after the initial assignment implementation. These interviews will take no more than 30 minutes.

Collection of student and faculty work within the program
Faculty and students will be asked if they consent to sharing the work they produce through this program/course with the research team. We will collect syllabi, assignment designs, and rubrics from participating faculty members. We will also collect work that faculty members produce during the institute (e.g. reflections, assignment brainstorms/sketches) and coursework (projects, reflections) that students produce within their classes.

b) Explain who will conduct the procedures, where and when they will take place. Indicate frequency and duration of visits/sessions, as well as total time commitment for the study.

The administration of the surveys and interviews and observations will be done by one or more of the personnel on the Adobe Fellows research team. This study will occur over the remaining two years of program funding (Fall 2019, Spring 2020, Fall 2020, and Spring 2021 semesters).

Part 1: Collect syllabi, assignment designs, and rubrics from participating faculty members and work that faculty members produce during the institute (e.g. reflections, assignment brainstorms/sketches)

This will be collected as part of the normal operations of the Adobe Fellows program cohort meetings. Syllabi, assignment designs, and rubrics are routinely created/shared throughout the program and consenting faculty members will allow the research team to keep and use copies of these documents as well as other work they produce during the cohort meetings.

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Part 2: Record classroom observation of faculty and students and observe the faculty cohort during program sessions (cohort meetings)

Certain classes (instructors and students) or cohort meetings (instructors only) may be audio/video recorded. Videos of cohort meetings will be 1-2 hours and occur 4 times per semester for a total of 4-8 hours per semester. Videos of classrooms will be span the length of the class (~3 hours/week) and occur for up to three weeks. The total time classrooms will be observed be approximately 9 hours. All of these hours are during regularly scheduled class times.

Part 3: Collect student coursework (projects, reflections) that students produce within their classes

This will be collected as part of the normal operations of the class. Members of the research team will photocopy student work if it is submitted to the GSI or collect it online through bCourses.

Part 4: Interview faculty, students, DLS team, and peer consultants

Students will be interviewed by members of the research team up to two times per semester (beginning and at the end of the semester). Each interview will take 30 minutes for a total of 60 minutes per semester. A subset of students who indicated they would like to continue with the research study will be asked back for 30 minute interviews one and two semesters after they completed the initial course. Other participants will be interviewed up to two times per semester with each interview lasting 30-60 minutes for a total of 60-120 minutes per semester. DLS team members will be interviewed once at the end of the semester for no longer than 30 minutes.

Part 5: Administer surveys to faculty, students, DLS team, and peer consultants

Student surveys will be collected via an online survey system. Surveys will take students 15-20 minutes to complete each survey. The total time for students to complete both surveys will vary from 30-40 minutes per semester. Surveys for other participants will be administered once per semester and take maximum of 30 minutes to complete. DLS team members will be administered one survey at the end of the semester that will take 15-20 minutes to complete.

The total time commitment for the researchers during this study is broken up into the following estimates and categories:

Part 1: Collect and analyze syllabi, assignment designs, and rubrics, and work that faculty members produce during the institute:
collection = 1 hour/semester, analysis = 10-20 hours/semester

Part 2: Record and analyze classroom observation of faculty and students and observe the faculty cohort during program sessions:
collection = 5-15 hours/semester x # of courses (~4-5/semester), analysis = 100-300 hours/semester

Part 3: Collect student coursework (projects, reflections) that students produce within their classes:
collection = 1-5 hours/semester, analysis = 50-100 hours/semester

Part 4: Interview faculty, students, DLS team, Adobe Fellows team, and peer consultants:
collection = 40 hours/semester, analysis = 160-200 hours/semester

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Part 5: Administer surveys to faculty, students, DLS team, and peer consultants: development/collection = 5-10 hours/semester, analysis = 40-50 hours/semester

c) **Identify any research procedures that are experimental/investigational. Experimental or investigational procedures are treatments or interventions that do not conform to commonly accepted clinical or research practice as may occur in medical, psychological, or educational settings. Note: if the study only involves standard research or clinical procedures, enter "N/A" here.**

N/A

d) **If any type of deception or incomplete disclosure will be used, explain what it will entail, why it is justified, and what the plans are to debrief subjects. See CPHS Guidelines on Deception and Incomplete Disclosure for more information. Any debriefing materials should be included in the Attachments section.**

N/A

e) **State if audio or video recording will occur and for what purpose (e.g. transcription, coding facial expressions).**

For interviews and laboratory observations, audio taping videotaping will occur (see 9a for specifics). All data collection instruments, audiotapes, videotapes, etc. will be stored in locked cabinets in the Academic Innovation Studio. The researchers approved in this study will have access to the data. Research data will not be destroyed immediately at the end of the study. The reason for this is that the study will continue for a period of 10 years, and the data collected this year will be used to inform later work. The data will be retained for 6 years after the completion of the study. The data will take the form of student coursework, electronic spreadsheets of survey responses, and electronic video/audio files.

10. **Alternatives to Participation**

Describe appropriate alternative resources, procedures, courses of treatment, if any, that are available to prospective subjects. If there are no appropriate alternatives to study participation, this should be stated. If the study does not involve treatment/intervention, enter "N/A" here.

N/A

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* * * Risks and Discomforts * * *

11. Risks and Discomforts

a) Describe all known risks and discomforts associated with study procedures, whether physical, psychological, economic or social (e.g., pain, stress, invasion of privacy, breach of confidentiality), noting the likelihood and degree of potential harm.

Most portions of this study are low to minimal risk though care will be taken to minimize any risk. Most of the risk associated with this study comes from the student side. Students often draw from personal experience for their creative projects which can lead them to reveal certain sensitive information (e.g. undocumented status of themselves or their families, food insecurity, housing status, mental health information). We will take care during interviews and surveys to not ask questions that would prompt for this type of sensitive information and we would inform students at the start of the survey or interview to not self-report sensitive information. For student work, we would mitigate risk by asking students to remove their names and any other identifying features from their work (e.g. use pseudonyms).
We would also inform students about the risk involved with this sort of work (in terms of risk and confidentiality) and that they should only share what they are comfortable with us (e.g. only certain pages/parts of a project).

In general, for all participants we would not state names during interviews. Electronic video and audio files will be stored with code numbers and not by student name. Participants are free to skip any questions which they do not want to answer, or stop the interview at any time. Participants are told at the beginning of the survey that they can skip any questions that they do not wish to answer. However, there is always a risk of unanticipated breach of confidentiality.

b) Discuss measures that will be taken to minimize risks and discomforts to subjects. In terms of minimizing a confidentiality breach, simply refer to section 13 (Confidentiality).

We have several systems in place to reduce risk and discomfort to the participants of this study listed below:

Faculty syllabi, assignment designs, rubrics
Mode: Written/typed
Risk: Low (no sensitive information)
Ability to de-identify: Difficult to achieve true anonymity (needs to be read/viewed in the context of course which will possibly identify instructor) but risk is very low.

Classroom observations
Mode: audio/visual
Risk: Low to high depending on context of observation
Risk could be controlled by limiting observation to non-sensitive prompts/discussions (based on syllabus and/or discussion with instructor). We could also reduce risk by using an observation protocol instead of audio or video recordings (which are always identifiable). We will also ask students to not reveal sensitive information during these observed class periods.
Ability to de-identify: Audio and video recordings are always considered identifiable but since the risk is

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Ability to de-identify: Audio and video recordings are always considered identifiable but since the risk is low, this should be acceptable. We will transcribe audio recordings to produce de-identified transcripts.

Observing the faculty cohort and using work they produce from the institute + interviews with faculty members
Mode: written protocol/notes or audio/visual
Risk: Low though there is a possibility that instructors might disclose information about a student (e.g. documentation status) though we think it would be incredibly rare that they would also identified the student. If we anticipate that a certain topic/discussion may provoke sensitive information we will make sure to not audio/video record during that time.
Ability to de-identify: Very easy to de-identify observations and work as long as audio/video recordings are not used. However, since the risk is low audio/video recordings should not pose a high risk and can be de-identified through transcription.

Surveys with faculty
Mode: Online Qualtrics survey
Risk: Low and we would make sure to not ask questions that would prompt for any type of sensitive information about students.
Ability to de-identify: Yes

Student interviews
Mode: written notes or audio
Risk: Low though there is a possibility that students might disclose information about themselves or someone else (e.g. documentation status). We would make sure to not ask questions that would prompt for this type of sensitive information and would disclose this risk to students at the start of the interview.
Ability to de-identify: Easy to de-identify as long as audio/video recordings are not used. However, since the risk is low audio/video recordings should be acceptable and can be de-identified through transcription.

Student survey
Mode: Online Qualtrics survey
Risk: Low and we would make sure to not ask questions that would prompt for any type of sensitive information from students. We would inform students at the start of the survey to not self-report sensitive information (e.g. documentation status, housing, food security, health information).
Ability to de-identify: Yes

Coursework (projects, reflections, etc.)
Mode: variable (podcast, Spark, video, paper, website)
Risk: highly variable - we will mitigate risk by asking students to remove their names and any other identifying features from their work (e.g. use pseudonyms)
Ability to de-identify: Variable depending on the work

DLS/peer consultants/teacher-scholars surveys
Mode: Online Qualtrics survey
Risk: Low - we would make sure to not ask questions that would prompt for any type of sensitive information.
Ability to de-identify: Yes

DLS/peer consultants/teacher-scholars Interviews
Mode: written notes or audio

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Risk: Low - we would not ask questions that would prompt for this type of sensitive information.
Ability to de-identify: Very easy to de-identify as long as audio/video recordings are not used. However, since the risk is low audio/video recordings should be acceptable and can be de-identified through transcription.

c) **Discuss plans for reporting unanticipated problems involving risks to subjects or others, or serious adverse events, to CPHS. (This applies to all types of research.) See Adverse Event and Unanticipated Problem Reporting.**

Any unanticipated problem or serious adverse event (as defined in the CPHS Policies & Procedures) will be reported to the Director of the Office for Protection of Human Subjects as soon as possible (by fax, mail/delivery, phone, or email), but within no more than one week (7 calendar days) of the Principal Investigator learning of the incident. The PI will submit a written incident report (via eProtocol), within no more than two weeks (14 calendar days) of learning of the incident.

d) **Describe plans for provision of treatment for study-related injuries, and how costs of injury treatment will be covered. If the study involves more than minimal risk, indicate that the researchers are familiar with and will follow University of California policy in this regard, and will use recommended wording on any consent forms (see CPHS Informed Consent Guidelines).**

N/A

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* * * Benefits, Confidentiality * * *

12. Benefits

Describe any potential benefits to the individual subject, group of subjects, and/or society. If subjects will not benefit directly from study procedures, this should be stated.

NOTE: Do not include compensation/payment of subjects in this section, as remuneration is not considered a "benefit" of participation in research.

While students will not benefit directly from this research, we hope this study will benefit society by improving both faculty and students' experiences with creative assignments and providing the wider community with best practices about engaging in creative work.

13. Confidentiality and Privacy

NOTE: See CPHS Data Security Policy and Guidelines before completing this section.

a) **What identifiable participant data will you obtain? Note: Audio, photo, and video recordings are generally considered identifiable unless distinguishing features can be successfully masked.**

The identity of any faculty members, students, peer consultants, and other participants involved will be coded. The data from this study which includes student IDs (needed to assign participation points), interviews, class video data, and program work, as well as survey responses, will be kept in coded files. Any clips of non-consenting participants accidentally caught on video recordings will be deleted. Audio recordings will be transcribed and coded to remove identifying information.

b) **If obtaining existing data/specimens, will you have access to identifiers? Please see The Industry Alliance Office website for requirements when receiving existing data/specimens for research.**

N/A

c) **Explain how the confidentiality of subject information will be maintained. Include:**

i. **Who will have access to study records/specimens?**

The research team.

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ii. **How the records will be secured (e.g., password-protected computer, encrypted files, locked cabinet). Response should be consistent with CPHS Data Security Policy.**

The key that links the codes to identifiers will be stored separately from the actual data. All electronic data, including the key that links the codes to identifiers, audio data, and video data will be encrypted. All computers used will be password protected. All physical materials will be stored in locked file cabinets. We will use Berkeley Box to store unidentifiable electronic data and encrypted audio data consistent with the UC Berkeley Box and Google Data Use Agreement Cloud-based hosting, which is approved for MSSEI Level 1 data and encrypts data in transit and at rest.

We will use Berkeley Qualtrics for some of our data collection. Customer data are stored in a specific location; it does not float around in the “cloud.” In addition, all data are processed in that location,and are not moved to another jurisdictional area. Qualtrics uses Transport Layer Security (TLS) encryption (also known as HTTPS) for all transmitted data. Surveys can be protected with passwords and HTTP referrer checking. Qualtrics services are hosted by trusted data centers that are independently audited using the industry standard SSAE-16 method. Qualtrics deploys the general requirements set forth by many Federal Acts, including the FISMA Act of 2002. Qualtrics meets or exceeds the minimum requirements as outlined in FIPS Publication 200.

However, the confidentiality of data transmitted over the internet can never be guaranteed.

iii. **How long study data will be retained, including signed consent forms. Data retention specifications should adhere to the regulatory requirements applicable to the study (e.g. DHHS, OCR [HIPAA], FDA, etc.).**

For 6 years after the end of the study.

iv. **When audio/video recordings will be transcribed and when they will be destroyed (if ever).**

The audio/video recordings will be transcribed within 1 year of the recording and will be destroyed 6 years after the study is completed.

d) **Identifiers should be removed from data/specimens as soon as possible following collection, except in cases where the identifiers are embedded (e.g., voices in audio or faces in video recordings). If data are coded in order to retain a link between the data and identifiable information, explain where the key to the code will be stored, how it will be protected, who will have access to it, and when it will be destroyed.**

For the whole-class assessment, the ID numbers and names of participating students will be retained to link other data sources (coursework and interview and survey responses). Once complete data sets have been formed, identifying information will be deleted. The key identifiers will be stored separately from the actual data. All electronic data will be encrypted and password protected. All physical files will be stored in locked cabinets in the Academic Innovation Studio and only the study team will have access to the data. For video/audio data, video clips will be named without including identifying information about the subjects contained in the video/audio. They will be encrypted and password protected.

The key identifiers will be destroyed 6 years after the study is completed.

Protocol Title: Adobe Fellows@Berkeley
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e) **Describe how identifiable data will be transferred (e.g., courier, mail) or transmitted (e.g., file transfer software, file sharing, email). If transmitted via electronic networks, describe how you will secure the data while in transit (e.g., prior encryption). If not applicable, enter N/A.**

Identifiable data (SIDs) collected in surveys on Qualtrics will be SSL encrypted. All identifiable data will be coded and encrypted. Devices that are used to work with identifiable data will adhere to Minimum Security Standards for Electronic Information (MSSEI) as outlined here: https://security.berkeley.edu/minimum-security-standards-electronic-information.

f) **Will subjects be asked to give permission for release of identifiable data (e.g., for publications or presentations), now or in the future? If so, explain here and include appropriate statements in the consent materials. See Media Records Release Form template for guidance.**

No, subjects will not be asked to give permission for release of identifiable data.

g) **Explain how subject privacy will be protected (e.g., conducting interviews in a discreet location).**

Interviews will be conducted in private locations. Surveys will be taken electronically.

Subjects will be recommended to protect their privacy after completing online surveys by clearing their browser's history, cache, cookies, and other browsing data.

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* * * Potential Financial Conflict of Interest * * *

14. Potential Financial Conflict of Interest

Individuals who have independent roles in projects and who are responsible for the design, analysis, conduct, or reporting of the results of research performed (or to be performed) under a human subjects protocol must disclose whether or not they have a financial interest in or association with a sponsor, a company supplying or manufacturing materials, drugs, or devices being tested under the protocol, or any intellectual property used in the project. This checklist pertains to the entire project team working under the protocol. Any individual who has such an interest and/or potential conflict must comply with University regulations and procedures for disclosure of financial conflict of interest.

See Conflict of Interest Committee Website for more information.

Please answer the following questions:

Does any member of the project team (defined as UCB or non-UCB personnel working under the protocol) with substantive responsibility for the design, conduct, or reporting of activities under the protocol, or any member of their immediate family (defined as spouse, dependent child or registered domestic partner) have any of the following:

1. N **Positions of management (e.g., board member, scientific advisor, director, officer, partner, trustee, employee, consultant) at a non-UC entity financing the research to be done under the protocol or at a non-UC entity supplying or manufacturing materials, drugs, or devices being tested under the protocol.**
2. N **Equity interest (e.g., stock, stock options, investment, or other ownership) in a non-UC entity financing the research to be done under the protocol or in a non-UC entity supplying or manufacturing materials, drugs or devices being tested under the protocol.**
3. N **Intellectual property used in the protocol, such as rights to a pending patent application or issued patent to any invention(s), or license rights or copyright for software that has a direct relationship to the project proposed.**

If the answer to any of the above is Yes, then each individual with any "Yes" response(s) must submit a Human Subjects Financial Conflict of Interest Form and include it in the Attachments section of the protocol.

NOTE: When review by the COI Committee is required, CPHS approval of protocols will be contingent upon the disclosure and resolution of all financial conflicts of interest, as determined by the COI Committee.

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* * * Informed Consent * * *

15. Informed Consent

Add the consent documents and/or waivers needed for this research using the table at the bottom of the page, including any translated versions. For any translated consent, include an affirmation of the translation's accuracy, indicating who is affirming the accuracy (PI, Co-PI, or Student Investigator), in the Consent/Waiver Description or in the Attachment section. Describe the consent process and provide justification for any waivers for each consent document, translation, and/or waiver. The various consent/waiver options are described below.

Note: DO NOT include child assent documents, parent permission documents or waivers here (these are addressed in the next section).

Altered and Unsigned Consent - A consent document that has omitted required information and does not include a place for a participant's signature. This means that CPHS is being asked to waive one or more elements of consent in addition to the requirement for documented consent.

Altered Consent Form - A consent form that has omitted required information. This means that the CPHS is asked to waive one or more required elements of informed consent. For example, if the purpose of the study will not be disclosed to participants in order to avoid bias, this option should be selected because disclosure of the "purpose" is a required element of informed consent. The form must include a signature line and date line for the individual to sign if he or she agrees to participate.

Consent Form - A standard consent document that embodies all of the required information (elements of informed consent) designed to help an individual make an informed decision about whether or not to participate in the research. The form must include a signature line and date line for the individual to sign if he or she agrees to participate. The Consent Form can also be presented as a "short form" document stating that the required elements of informed consent have been presented orally to the participant. When the short form method is used, a "summary" of the information that is presented to the participant must also be provided for CPHS approval and there must be an impartial witness to the oral presentation. The witness must sign the summary as well as the short form and the participant must sign the summary. The "short form" method may be used in circumstances where oral presentation of consent is preferable or necessary, e.g., subjects are illiterate in English or their native language.

Consent Waiver - No consent will be sought at all. This means that the CPHS is asked to waive the requirement for informed consent. This option is often appropriate for research that involves use of existing data or samples

Unsigned Consent - A document that embodies all of the required information (elements of informed consent), but does not include a place for a participant to indicate with a signature that he or she agrees to take part in the research. This means that the CPHS is asked to waive the requirement for documented (signed) consent. For example, if consent will be obtained verbally or using a button on the web, this option should be selected.

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•Informed Consent Guidelines, Templates and Sample Forms

•Informed Consent Policies and Procedures

Informed Consent

Consent/Waiver Description	Consent Document
Consent for DLS members	DLSConsent
Unsigned consent for faculty	FacultyConsent_Unsigned
Peer consultant consent	PeerConsent
Unsigned consent for students	StudentConsent_Unsigned
Signed consent for students	StudentConsent_Signed
Signed consent for faculty	FacultyConsent_Signed

Informed Consent

Consent/Waiver Description (e.g. Consent for Group A, Waiver for Group B, Surrogate Consent for Group C): Consent for DLS members

Consent Type: Unsigned Consent

Attach Consent Document (in PDF format): X Consent Document: DLSConsent

Explain how, where, when, and by whom informed consent will be obtained. If any vulnerable subject groups are involved, discuss relevant considerations. Note: If attaching multiple consent forms and consent process has already been described for another consent form, simply refer to the other form (e.g., consent process is the same as for Group A).

Consent will be obtained through the initial online recruitment email (online unsigned consent form).

For CPHS to approve a waiver of the requirement for documented (signed) consent, one of the below criteria must be met. Select the applicable criterion and provide justification in the box below.

A. The only record linking the subject and the research would be the consent document AND the principal risk of the research would be potential harm resulting from a breach of confidentiality.

Y **B.** The research presents no more than minimal risk of harm to subjects AND involves no procedures for which written consent is normally required outside of the research context.

There is minimal risk because we are asking DLS members to only reflect on the support they provided to faculty and students in the Adobe Fellows Program. We are not asking for any sensitive information either of themselves or of others.

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C. Subjects or legally authorized representatives are members of a distinct cultural group or community in which signing forms is not the norm, and the research presents no more than minimal risk of harm to subjects and an appropriate alternative mechanism for documenting that informed consent was obtained will be used.

Consent/Waiver Description (e.g. Consent for Group A, Waiver for Group B, Surrogate Consent for Group C)	Unsigned consent for faculty
Consent Type	Unsigned Consent

Attach Consent Document (in PDF format)	X	Consent Document	FacultyConsent_Unsigned

Explain how, where, when, and by whom informed consent will be obtained. If any vulnerable subject groups are involved, discuss relevant considerations. Note: If attaching multiple consent forms and consent process has already been described for another consent form, simply refer to the other form (e.g., consent process is the same as for Group A).

Consent will be obtained either through the initial recruitment email (online unsigned consent form).

For CPHS to approve a waiver of the requirement for documented (signed) consent, one of the below criteria must be met. Select the applicable criterion and provide justification in the box below.

A. The only record linking the subject and the research would be the consent document AND the principal risk of the research would be potential harm resulting from a breach of confidentiality.

Y **B.** The research presents no more than minimal risk of harm to subjects AND involves no procedures for which written consent is normally required outside of the research context.

There is minimal risk because we are asking the faculty members to only reflect on their experience within the Adobe Fellows Program. We are not asking for any sensitive information either of themselves or of others.

C. Subjects or legally authorized representatives are members of a distinct cultural group or community in which signing forms is not the norm, and the research presents no more than minimal risk of harm to subjects and an appropriate alternative mechanism for documenting that informed consent was obtained will be used.

Consent/Waiver Description (e.g. Consent for Group A, Waiver for Group B, Surrogate Consent for Group C)	Peer consultant consent
Consent Type	Unsigned Consent

Attach Consent Document (in PDF format)	X	Consent Document	PeerConsent

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Explain how, where, when, and by whom informed consent will be obtained. If any vulnerable subject groups are involved, discuss relevant considerations. Note: If attaching multiple consent forms and consent process has already been described for another consent form, simply refer to the other form (e.g., consent process is the same as for Group A).

Consent will be obtained through the initial recruitment email (online unsigned consent form).

For CPHS to approve a waiver of the requirement for documented (signed) consent, one of the below criteria must be met. Select the applicable criterion and provide justification in the box below.

A. The only record linking the subject and the research would be the consent document AND the principal risk of the research would be potential harm resulting from a breach of confidentiality.

Y **B.** The research presents no more than minimal risk of harm to subjects AND involves no procedures for which written consent is normally required outside of the research context.

There is minimal risk because we are asking the peer consultants to only reflect on the support they provided to students in the Adobe Fellows Program. We are not asking for any sensitive information either of themselves or of others.

C. Subjects or legally authorized representatives are members of a distinct cultural group or community in which signing forms is not the norm, and the research presents no more than minimal risk of harm to subjects and an appropriate alternative mechanism for documenting that informed consent was obtained will be used.

Consent/Waiver Description (e.g. Consent for Group A, Waiver for Group B, Surrogate Consent for Group C)	Unsigned consent for students
Consent Type	Unsigned Consent

Attach Consent Document (in PDF format)	X	Consent Document	StudentConsent_Unsigned

Explain how, where, when, and by whom informed consent will be obtained. If any vulnerable subject groups are involved, discuss relevant considerations. Note: If attaching multiple consent forms and consent process has already been described for another consent form, simply refer to the other form (e.g., consent process is the same as for Group A).

Consent will be obtained either through the initial recruit email (online unsigned consent form).

For CPHS to approve a waiver of the requirement for documented (signed) consent, one of the below criteria must be met. Select the applicable criterion and provide justification in the box below.

A. The only record linking the subject and the research would be the consent document AND the principal risk of the research would be potential harm resulting from a breach of confidentiality.

Y **B.** The research presents no more than minimal risk of harm to subjects AND involves no procedures for which written consent is normally required outside of the research context.

There is minimal risk because we are asking students to only reflect on their experiences within their class. We explicitly ask that students not reveal sensitive information (PL2) about themselves or others.

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C. Subjects or legally authorized representatives are members of a distinct cultural group or community in which signing forms is not the norm, and the research presents no more than minimal risk of harm to subjects and an appropriate alternative mechanism for documenting that informed consent was obtained will be used.

Consent/Waiver Description (e.g. Consent for Group A, Waiver for Group B, Surrogate Consent for Group C)	Signed consent for students

Consent Type		Consent Form	
Attach Consent Document (in PDF format)	X	Consent Document	StudentConsent_Signed

Explain how, where, when, and by whom informed consent will be obtained. If any vulnerable subject groups are involved, discuss relevant considerations. Note: If attaching multiple consent forms and consent process has already been described for another consent form, simply refer to the other form (e.g., consent process is the same as for Group A).

This consent form will be distributed during the initial in-class recruitment pitch to students by a member of the Adobe Fellows research team. See the recruitment script for more details.

Consent/Waiver Description (e.g. Consent for Group A, Waiver for Group B, Surrogate Consent for Group C)	Signed consent for faculty

Consent Type		Consent Form	
Attach Consent Document (in PDF format)	X	Consent Document	FacultyConsent_Signed

Explain how, where, when, and by whom informed consent will be obtained. If any vulnerable subject groups are involved, discuss relevant considerations. Note: If attaching multiple consent forms and consent process has already been described for another consent form, simply refer to the other form (e.g., consent process is the same as for Group A).

This consent form will be distributed during the initial in-meeting recruitment pitch to instructors by a member of the Adobe Fellows research team. See the recruitment script for more details.

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* * * Child Assent & Parent Permission * * *

16. Child Assent and Parent/Guardian Permission

Add each child assent document, parent/guardian permission document, and/or waiver needed for this research using the table at the bottom of the page, including any translated versions. For any translated consent, include an affirmation of the translation's accuracy, indicating who is affirming the accuracy (PI, Co-PI, or Student Investigator), in the Consent/Waiver Description or in the Attachment section. Describe the consent process and provide justification for any waivers for each consent document, translation, and/or waiver. The various consent/waiver options are described below.

Altered and Unsigned Parent/Guardian Permission Form - A parent permission document that has omitted required information (elements) and does not include a place for a parent to indicate with a signature that he or she agrees to permit the child's participation. This means that CPHS is being asked to waive one or more elements of consent in addition to the requirement for documented consent.

Altered Parent/Guardian Permission Form - A permission form that has omitted required information (elements). This means that the CPHS is asked to waive one or more required elements of informed consent. However, the form must include signature and date lines for the parent(s)/guardian(s) to sign if the child is permitted to take part in the research.

Assent Document - A form or script of the information that will be conveyed to the child about the study. In general, researchers must obtain the affirmative agreement of children ages seven years and older for their participation. Assent forms should be written at a level understandable to the child. If the study includes a broad age range of children, more than one assent form may be needed (i.e., an assent form suitable for a 15 year old is not usually suitable for a 7 year old child).

Assent Waiver - No child assent will be sought at all. This means that CPHS is asked to waive the requirement for child assent. Among other circumstances, this option is appropriate when the capability of the child to understand the research is too limited or when the research holds out a prospect of direct benefit that is important to the health or well being of the child.

Parent/Guardian Permission Form - A document that embodies all of the required information (elements of informed consent) designed to help the parent/guardian of a child make an informed decision about whether or not to permit the child's participation in the research. The form must include signature and date lines for the parent(s)/guardian(s) to sign if the child is permitted to take part in the research.

Permission Waiver - No parent/guardian permission will be sought at all. This means that the CPHS is asked to waive the requirement for parent/guardian permission. This option, for example, is often appropriate for research designed to study conditions in children or a study population for which parental permission is not a reasonable requirement to protect the children (e.g., neglected or abused children).

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Unsigned Parent/Guardian Permission Form - A parent permission document that embodies all of the required information (elements of informed consent), but does not include a place for a parent to indicate with a signature that he or she agrees to permit the child's participation. This means that the CPHS is asked to waive the requirement for documented (signed) consent.

- **Child Assent and Parent Permission Guidelines, Templates, and Sample Forms**

•Policies and Procedures on Child Assent and Parent Permission

Documents and Waivers

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* * * Attachments * * *

17. Attachments

Add appropriate attachments (e.g., advertisements, data collection instruments, IRB approvals from collaborating institutions, etc.) in this section. Attachments MUST be in PDF format. Please see eProtocol Attachments Check List for Non-Exempt Applications for more information.

CITI Certificate(s)

Document Type	Document Name	Attached Date	Submitted Date
CITI Certificate(s)	JCheng-Citi-Completion	10/09/2019	10/09/2019
CITI Certificate(s)	KaiNham_citiCompletion Report8378158	10/09/2019	10/09/2019
CITI Certificate(s)	citiCompletionReport_LBA	10/09/2019	10/09/2019
CITI Certificate(s)	AdrienneCalderon_CITI	02/24/2020	02/24/2020
CITI Certificate(s)	Alexander Zera CITI Certificate	02/24/2020	02/24/2020
CITI Certificate(s)	CharlotteJustak_CITI	02/24/2020	02/24/2020

Interview Guide

Document Type	Document Name	Attached Date	Submitted Date
Interview Guide	DLS Interviews	10/09/2019	10/09/2019
Interview Guide	Faculty Interviews	10/09/2019	10/09/2019
Interview Guide	Faculty Interviews_FollowUp	10/09/2019	10/09/2019
Interview Guide	StudentInterview	10/09/2019	10/09/2019
Interview Guide	Peer Interviews	10/09/2019	10/09/2019
Interview Guide	StudentInterview_FollowUp	10/09/2019	10/09/2019

Recruitment Script(s)

Protocol Title: Adobe Fellows@Berkeley
Protocol Type: Soc-Behav-Ed Non-Exempt
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Document Type	Document Name	Attached Date	Submitted Date
Recruitment Script(s)	DLSInterview	10/09/2019	10/09/2019
Recruitment Script(s)	DLSSurvey	10/09/2019	10/09/2019
Recruitment Script(s)	FacultyInterviews	10/09/2019	10/09/2019
Recruitment Script(s)	FacultyObservations	10/09/2019	10/09/2019
Recruitment Script(s)	FacultySurvey	10/09/2019	10/09/2019
Recruitment Script(s)	PeerInterview	10/09/2019	10/09/2019
Recruitment Script(s)	PeerSurvey	10/09/2019	10/09/2019
Recruitment Script(s)	StudentInterview	10/09/2019	10/09/2019
Recruitment Script(s)	StudentSurvey	10/09/2019	10/09/2019
Recruitment Script(s)	GeneralRec_DLS	10/31/2019	11/01/2019
Recruitment Script(s)	GeneralRec_Instructors	10/31/2019	11/01/2019
Recruitment Script(s)	GeneralRec_PeerConsultants	10/31/2019	11/01/2019
Recruitment Script(s)	GeneralRec_Students	10/31/2019	11/01/2019

Survey Instruments

Document Type	Document Name	Attached Date	Submitted Date
Survey Instruments	DLSSurvey	10/09/2019	10/09/2019
Survey Instruments	FacultySurvey	10/09/2019	10/09/2019
Survey Instruments	PeerSurvey	10/09/2019	10/09/2019
Survey Instruments	StudentSurveyExample	10/09/2019	10/09/2019

Document Type CITI Certificate(s)
Document Name JCheng-Citi-Completion

Document Type CITI Certificate(s)
Document Name KaiNham_citiCompletionReport8378158

Document Type CITI Certificate(s)
Document Name citiCompletionReport_LBA

Document Type CITI Certificate(s)

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Document Name AdrienneCalderon_CITI

Document Type CITI Certificate(s)
Document Name Alexander Zera CITI Certificate

Document Type CITI Certificate(s)
Document Name CharlotteJustak_CITI

Document Type Interview Guide
Document Name DLS Interviews

Document Type Interview Guide
Document Name Faculty Interviews

Document Type Interview Guide
Document Name Faculty Interviews_FollowUp

Document Type Interview Guide
Document Name StudentInterview

Document Type Interview Guide
Document Name Peer Interviews

Document Type Interview Guide
Document Name StudentInterview_FollowUp

Document Type Recruitment Script(s)
Document Name DLSInterview

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Document Type Recruitment Script(s)
Document Name DLSSurvey

Document Type Recruitment Script(s)
Document Name FacultyInterviews

Document Type Recruitment Script(s)
Document Name FacultyObservations

Document Type Recruitment Script(s)
Document Name FacultySurvey

Document Type Recruitment Script(s)
Document Name PeerInterview

Document Type Recruitment Script(s)
Document Name PeerSurvey

Document Type Recruitment Script(s)
Document Name StudentInterview

Document Type Recruitment Script(s)
Document Name StudentSurvey

Document Type Recruitment Script(s)
Document Name GeneralRec_DLS

Document Type Recruitment Script(s)

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Document Name GeneralRec_Instructors

Document Type Recruitment Script(s)
Document Name GeneralRec_PeerConsultants

Document Type Recruitment Script(s)
Document Name GeneralRec_Students

Document Type Survey Instruments
Document Name DLSSurvey

Document Type Survey Instruments
Document Name FacultySurvey

Document Type Survey Instruments
Document Name PeerSurvey

Document Type Survey Instruments
Document Name StudentSurveyExample

Protocol Title: Adobe Fellows@Berkeley
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* * * Assurance * * *

Assurance

As Faculty Sponsor, I understand that I am responsible for overseeing the protection of the rights and welfare of the human subjects, and adherence to CPHS requirements, federal regulations, and state statutes for human subjects research.

I hereby assure the following:

1. I have read the protocol.
2. I have discussed with the Student/Postdoc Investigator how to comply with his or her assurances.
3. I will be available throughout the course of the study to provide guidance and consultation.

X **I have read and agree to the above assurances.**

As Student/Postdoctoral Investigator, I am responsible for the performance of this study, the protection of the rights and welfare of the human subjects, and strict adherence by all co-investigators and research personnel to CPHS requirements, federal regulations, and state statutes for human subjects research.

I hereby assure the following:

1. The information provided in this application is accurate to the best of my knowledge.
2. All experiments and procedures involving human subjects will be performed under my supervision or that of another qualified professional listed on this protocol.
3. This protocol covers the human subjects research activities described in the grant proposal(s) supporting this research and any such activities that are not covered have been/will be covered by a CPHS approved protocol.
4. The legally effective informed consent of all human subjects or their legally authorized representative

Protocol Title: Adobe Fellows@Berkeley
Protocol Type: Soc-Behav-Ed Non-Exempt
Date Submitted: 02/24/2020
Approval Period: 02/24/2020-11/13/2029
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Questions that appear to not have been answered may not have been required for this submission. Please see the system application for more details.**

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will be obtained (unless waived) using only the current, approved consent form(s).

5. If any study subject experiences an unanticipated problem involving risks to subjects or others, and/or a serious adverse event, the CPHS will be informed promptly within no more than one week (7 calendar days), and receive a written report within no more than two weeks (14 calendar days), of recognition/ notification of the event.

6. No change in the design, conduct, or key personnel of this research will be implemented without prior CPHS review and approval, unless the changes are necessary to eliminate an apparent immediate hazard to subjects. Changes made to eliminate hazards to subjects will be reported to OPHS/CPHS via the AE/UP reporting process.

7. Applications for continuation review will be submitted in a timely manner prior to the expiration date to allow sufficient time for the renewal process. I understand that if approval expires, all research activity (including data analysis) must cease until I receive notice of re-approval by the CPHS.

8. Participants' complaints or requests for information about the study will be addressed appropriately.

9. I will promptly and completely comply with a CPHS decision to suspend or withdraw its approval for the project.

10. I will submit a study closure form at the conclusion of this project.

X **I have read and agree to the above assurances.**

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* * * Event History * * *

Event History

Date	Status	View Attachments	Letters
02/24/2020	AMENDMENT 1 FORM APPROVED	Y	Y
02/24/2020	AMENDMENT 1 FORM REVIEWER(S) ASSIGNED		
02/24/2020	AMENDMENT 1 FORM SUBMITTED	Y	
02/24/2020	AMENDMENT 1 FORM CREATED		
11/14/2019	NEW FORM APPROVED	Y	Y
11/14/2019	NEW FORM REVIEWER(S) ASSIGNED		
11/13/2019	NEW FORM SUBMITTED (CYCLE 2)	Y	
11/01/2019	NEW FORM SUBMITTED (CYCLE 1)	Y	
10/14/2019	NEW FORM PANEL MANAGER REVIEW		
10/10/2019	NEW FORM PANEL ASSIGNED		
10/09/2019	NEW FORM SUBMITTED	Y	
10/07/2019	NEW FORM CREATED		