

Fall 2021 Principles to Guide Course Planning

For Discussion

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Forecasting COVID-19 and implications for Fall 2021

Better days are ahead but risk mitigation efforts must continue; still many unknowns.

- Despite current delays, vaccine rollout will expand.
 - unknown: exactly when YorkU community members will have access; % of uptake
- Vaccines aim to reduce risk of severe illness and death.
 - unknown: do vaccines reduce transmission? duration of immunity?
- In-person schooling will most likely be allowed.
 - unknown: group size or other restrictions?
- Despite uncertainties, planning for Fall must occur over the next few weeks.

Approach in a Nutshell – Key Principles

Plan for a return to campuses that is safe while preserving remote access for those with health or travel restrictions; be ready to go fully remote if pandemic situation worsens.

- Be ready for a more optimistic scenario, knowing we can fall back if necessary.
- Plan for a return to campuses that is safe. The goal is to provide as much in-person as can be done safely.
- Preserve remote access for those with health or travel concerns.
- Plan F 21 and FY 2021-22 courses now; defer W 22 course planning.

Planning Assumptions

- Continuation of mask/face covering mandate

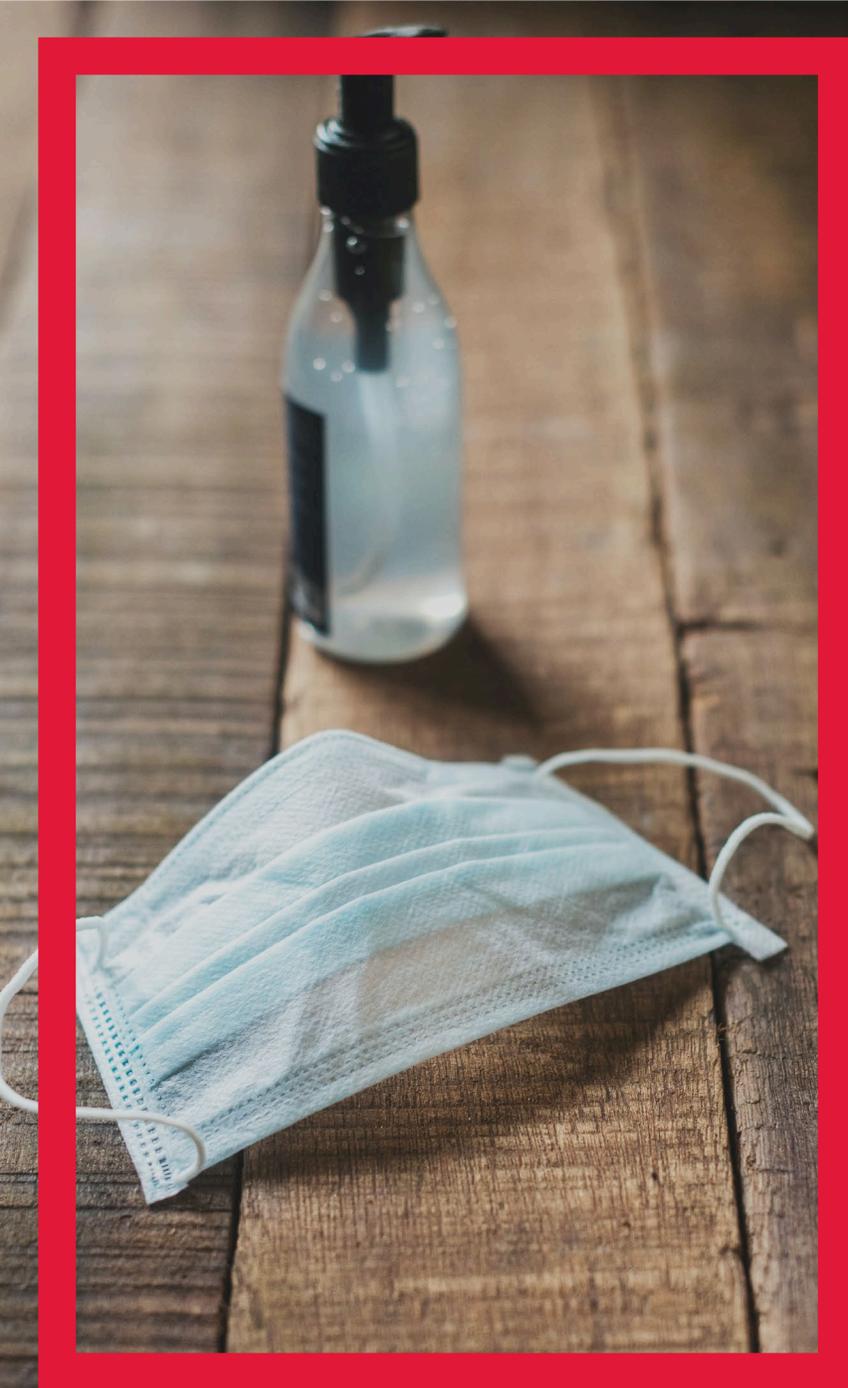
- Continuation of 2m (6' 7") physical distancing
 - Space mapping with 2m physical distancing results in 15-18% instructional space capacity
 - Best practice in pandemic management: not exceeding 30% building capacity at one time
 - Overall campus density must be managed

- Need for a managed approach to space and flow of people on campus
 - Booking spaces, attendance tracking, designated seating, directional signage
 - Self-assessment, Test-Trace-Isolate-Support (TTIS) system
 - Awareness and education to underpin expectations

Prioritizing Health and Safety

➤ This requires:

- 25 students + 1 instructor cap for in-person/on-campus instructional or co-curricular activities (*not a course enrolment cap, but a cap on how many students can be brought together in-person at a time)
- Temporal gaps between classes for safe entry/egress and cleaning
- Remote access for those unable to come to campus, whether for short periods or for entire course (*not possible for all courses)
- No large scale in-person tests or exams; remote assessment options (unless in person demonstration is required)



How will we implement?

- Planning at the unit/program level to identify:
 - Which courses must be on-campus/in-person for students to achieve SLOs and progress (no change from FW 2020-21)
 - What additional on-campus activities would be most valuable to learning and student experience, and feasible in light of instructor preferences
 - What should continue to be delivered remotely (eg lectures, especially to classes over 25)
- Deans' offices to review and prioritize requests from units/programs/course directors
- Central committee to organize logistics, book spaces and supports for as many activities as can be safely delivered



Timeline and Process

Week of February 22 (now)	Proposed Planning Principles brought to Senate Exec and Senate for discussion/input
Week of March 1	Planning template circulated to Deans/Principals for circulation to Units
March 31	Units/programs submit requests to Deans'/Principals' Offices
April 9	Deans/Principals submit ranked list of approved in-person courses, plus additional requested in-person/on-campus events/activities to Provost's Office
April 12 to 19	Central committee reviews logistics and books courses/activities into available space
April 22	CUPE posting deadline
By May 21	Teaching Units review and finalize Fall offerings; courses mounted into system
May 26	Final list of FW Offerings available & Release of Timetable, including notation of course format
June 8	Enrolment opens for New Admits
July 6	Enrolment opens for Continuing Students
September 8	Fall term starts

The Possibilities of Fall 2021? Limited Only by Imagination

Example: Kinesiology & Health Science

Undergraduate: Very large first year courses (900+)

- **Cannot** have in-person/on-campus lectures (typically 500 students in one lecture hall)

- **Can** have:
 - Virtual lectures (asynchronous or synchronous and recorded/posted lectures) to ensure accessibility
 - In-person/on-campus tutorials of 25 students + TA
 - Virtual tutorials for those students unable to attend in-person
 - Office hours with instructors in a designated room that allows for 2m physical distancing and/or virtual office hours with instructors

Graduate: classes/seminars **can** be delivered on-campus/in-person

In addition, the program **could** have:

- A series of “conversation cafés” or panel discussions with instructors (*designated dates throughout the term, students sign up, room set up for safety*)

- “Meet the Profs” events throughout the term in a hybrid format: in-person/on-campus but livestreamed to others remotely

- Peer-to-peer small-group study sessions/tutoring/group projects in booked and physically distanced spaces

- Small-group workshops and gatherings (e.g., orientation to program, student leadership, Indigenous circles, health and wellness events, alumni talks, etc.)

Considering Diverse Needs

- Balance space capacity across teaching, research, student supports, services, amenities
- Discipline differences: Prioritize those courses/programs that cannot achieve SLOs without access to campus facilities
- Consider which students disproportionately impacted
 - Those lacking study space/internet/technology
 - HS grads transitioning to university after disrupted grade 12
 - Students who entered during pandemic
 - Upper year students at risk of not graduating
 - Graduate students unable to progress research/projects
 - Students with disabilities



Senate Policy on Disruptions

Need to continue to observe principles of academic integrity, fairness to students, and timely information

Need to consider the following for UG and G students:

- Options/accommodations for those students who cannot participate in person, for a day or a term
- Needs of students who will continue from different geographic locations and time zones
- Need to ensure that courses coded and delivered in one mode remain so for the entirety of the term barring exceptional health circumstances





Instructor Needs

- Recognize strain and fatigue of pandemic for all: encourage community of care
- Supports for remote teaching, alternative assessments
- Identify needs for classroom technology, additional personnel
- Build buffer time into course schedule, to facilitate switch to remote learning if necessary

Use of Outdoor Space: Sample of Opportunities

