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<b>SUBJECT</b>	Preparations for Online/Remote Learning
<b>SUBMITTED TO</b>	Learning & Research Committee
<b>MEETING DATE</b>	June 2, 2020
<b>SESSION CLASSIFICATION</b>	Recommended session criteria from Board Meetings Policy: OPEN
<b>REQUEST</b>	For information only - No action requested

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## EXECUTIVE SUMMARY

As requested, this report and the associated presentation outline preparations for online/remote learning, which include the following:

1. Support for Faculty and TAs for Remote Teaching for Summer and Fall,
2. Exam accommodations for Students with Disabilities
3. Technology Access and Support for Students
4. Teaching Materials Policy (LR12), Copyright, and Access to Cloud Platforms
5. Health Programs Update

## 1. Support for Faculty and TAs for Remote Teaching for Summer and Fall

- **Remote Teaching Institute**

CTLT hosted a collection of online workshops about remote teaching

- **TA Institute**

CTLT is hosting a collection of online workshops focused specifically on the role of TAs in an online teaching and learning environment.

- **Online teaching and learning summer academy**

CTLT is creating a course about teaching and learning online, open to anyone who is the instructor of record for a course that will be taught online in the summer or fall.

- **Expanded Learning Technology Rovers (LTRs)**

LTRs are undergraduate Co-op students who are deployed into Faculties to provide support with learning technology, including one-on-one support for faculty learning new tools or needing help troubleshooting

- **Supporting new learning technologies**  
CTLT and the Learning Technology Hub are investigating new learning technology tools that might be needed for online teaching and learning in the fall, such as those that can be used to do virtual labs.
- **Repurposing the Teaching and Learning Enhancement Fund (TLEF)**  
The TLEF, funded through a portion of student fees, has for the past 30 years supported innovations and enhancements in teaching and learning through providing competitive grant funding. This year we are repurposing those funds to provide support for online teaching and learning, through a block grant program for Faculties to use as needed.
- **Recognizing faculty expertise**
  - The Office of the Provost and Vice President Academic has organized working groups of faculty to aid in planning for teaching and learning in the fall.
  - CTLT is engaging faculty to help design and deliver the summer online teaching and learning academy, and to help other faculty through mentoring/one-on-one consultations.

## 2. Exam Accommodations for Students with Disabilities

UBC-Vancouver is committed to ensuring that students with disabilities are able to complete their coursework within the term if possible. The Centre for Accessibility at UBC-Vancouver will not be conducting any in-person exams for the remainder of the term, however alternative accommodations are being offered.

## 3. Technology Access and Support for Students

To support student access, the following measures are being implemented:

- Scaling of VPN to allow students access to secure systems and to support international student access
- Acquisition and deployment of laptops to students experiencing financial hardship
- Remote support via IT helpdesk
- Implementation of 1-800 options for Blackboard Collaborate
- Investigating options for domestic and international student access issues relating to network connectivity
  - 30% discounted rate for data cards (cell network)
- Assessment of options to better support international access via items like content delivery networks (CDN) like Akamai, proxies
- Investigating student to student collaboration options

## 4. Teaching Materials Policy (LR12), Copyright, and Access to Cloud Platforms

With the transition for many courses from face-to-face instruction to online instruction, it is clear that to provide students with a high-quality experience, it will be essential for UBC to make significant investments.

- UBC's Teaching Materials Policy vests the ownership of teaching materials in the individual UBC scholars who created them. Where the UBC scholars have contributed those teaching materials to a Department Resource (such as a problem-based learning curriculum bank) or where UBC has made a "material investment" in the development of those teaching materials, then UBC will have a non-exclusive licence to enable other UBC scholars to these teaching materials in UBC credit courses. In the current context, it is appropriate to consider what kinds of investments should be treated as "material investments" for the purposes of the Policy.

- FIPPA normally prevents the storage or accessing of personal information outside of Canada. This has been temporarily relaxed by an emergency order which is set to expire in June. An extension is expected but what is really required is assurance that large investments by UBC in the development of high-quality on-line learning infrastructure will not be rendered inert. Ideally, the provincial government will make permanent changes to FIPPA to bring it into line with the other provinces.
- The *Copyright Act* contains exemptions permitting the use of copyrighted material in the classroom. Many of those exemptions originally required students to be “on the premises”. The Act was eventually amended to define “on the premises” as including students who participate by telecommunication, but there were some serious limitations, including the requirement that institutions destroy copies of the material within 30 days after the course is over. It is obvious that telecommunications was seen as an add-on for in-person classes rather than as a primary vehicle for the educational delivery. Unfortunately, this out-dated notion remains in the *Copyright Act* and the requirement to destroy and recreate copies for successive classes makes it very difficult for institutions and their faculty members to focus their resources on the development of a high-quality on-line learning environment.
- An additional difficulty is that the *Copyright Act* prohibits the circumvention of technological protection measures (aka digital locks), even if the circumvention is done to support a use that would otherwise be permitted under the *Copyright Act*. For example, it is generally permissible to use copyrighted materials for educational purposes. It is also generally permissible to use copyrighted materials for remote delivery of education if it is equivalent to a permitted use of the same material for in-person delivery. In other words, a video clip that can be played in a classroom can also be played for the class through an on-line channel. However, if the video clip is on a DVD, Blu-Ray, or other medium that is copy-protected, it is not permitted to circumvent the copy-protection, which means that there is no practical way for UBC or its students to exercise their educational fair dealing rights.
- The *Copyright Act* does not directly address the concept of “controlled digital lending” in which a library might purchase 100 copies of a book, make 25 of them available for physical borrowing, and then make a digital copy which it would lend out digitally to up to 75 simultaneous users. There is considerable uncertainty as to whether such a scheme is legally permissible.

As we move forward with planning for a new normal in which on-line delivery of a high quality learning environment and other services is essential, consideration of these issues and advocacy with the provincial and federal governments on these issues is important. UBC directly advocated in March to the provincial government about FIPPA and will be sending a further submission in May advocating for an extension and expansion of the emergency order. UBC also suggested the inclusion of language about the *Copyright Act* in the submission that Universities Canada made to the federal government in early April And will be seeking opportunities to align with the provincial governments, which are interested in not only universities, but also the K-12 sector.

## 5. Health Programs Update

- Each health program is still operating and students are being educated.
- Health programs are championing a remote or hybrid approach, where the teaching activities that can be delivered remotely will be delivered remotely. Programs that require in-person learning – including clinical placements and clinical skills labs – are developing plans for safe resumption or continuance of these activities.

- Each health program is unique and requires a tailored plan to ensure that program and accreditation requirements are met to ensure program continuity and student completion. Planning processes are being carefully advanced by program leads, Departments and Faculties, and the shift from on-site learning to remote learning delivery of curricula are being developed by faculty.
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## APPENDICES

1. Support for Faculty & TAs for Remote Teaching
2. Exam Accommodation for Students with Disabilities