



SUBJECT	Planning and Support for Fall Instruction (2021W1)
SUBMITTED TO	Learning & Research
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SESSION CLASSIFICATION	Recommended session criteria from Board Meetings Policy: OPEN
REQUEST	For information only - No action requested
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EXECUTIVE SUMMARY

Course Scheduling Update

In response to the potential for a variety of modes of delivery for courses in W1 2021, Scheduling Services, with the support of Student Systems Management and UBC IT, have created two new label fields within Student Information System (SIS), “Mode of Delivery” and “Course Requires In-Person Attendance (Yes/No/See Section Comments)”. This will enable students (and those advising students) to search and distinguish between courses that require in-person attendance, and those that are able to be completed remotely; in other words, the ability to effectively identify which courses offer an online option or pathway. These new fields will enable students to see activity type (e.g. lecture, laboratory), mode of delivery (e.g. In-person, hybrid, online) and whether in-person attendance of a course section is required, in most cases without having to go into Section Comments. It will also resolve the mixed use of labeling in the activity type field that has previously conflated activity type and mode of delivery (i.e. we will no longer need to use “web-oriented” in place of “lecture”). These new fields will offer increased clarity for students during the course registration process, as well as bringing greater consistency in how we describe the way in which courses are offered. At time of publication of the course schedule, there were 727 sections (348 courses) offering an online pathway for students (UBCV). This number is expected to rise significantly over the next couple of weeks as departmental timetable reps check and validate data for course modalities.

Resources and Support to Academic Faculties

Based upon planning in March and early April, the Vancouver Campus has allocated an additional \$4.2-million to Faculties for support needed for summer and W1 2021 term courses as the University transitions from predominantly online delivery in the summer, to more campus-based teaching in the fall; the Okanagan Campus has continued to strongly invest in centralized supports at a programmatic level. While instruction for the fall is still very much in the preparation and planning stages on both campuses, there is a strong desire to incorporate flexibility for students as well as enhancements based on lessons learned over the past year of online teaching and learning. Support priorities are determined by each Faculty in Vancouver, and in cooperation with the Provost’s Office in the Okanagan, and include ongoing support of GAA/TAs for course design and delivery (Learning Design Interns at UBC Okanagan), increased capacity and flexibility of AV equipment on both campuses, and for continuing expansion of the Learning Continuity Rovers (Learning Technology Rovers on both campuses) through to the end of December 2021. The Okanagan Campus will also continue the centrally funded and delivered Teaching Assistant training program in Winter Term 1.

Supporting Fall Instruction

A number of enhancements have been proposed to support delivery of Fall instruction, included as items in the draft proposals for allocation of incremental tuition funding. These include: enhancement to media capture functionality in General Teaching Space (with further details in the paragraph below); enhancements to Wi-Fi density and coverage; continuation of student Tech Rover positions; additional support for graduate TA training; re-running the Academic Essentials program.

The Learning Spaces Team is initiating a project to provision General Teaching Space (GTS) with recording and/or streaming options for September 2021 (2021W). This project will provide dedicated recording and streaming capacity in up to 175 classrooms, or approximately 60% of the GTS inventory on the Vancouver Campus, and close to 100% of the GTS inventory (52 classrooms) on the Okanagan Campus. For the remaining GTS in Vancouver, temporary equipment or mobile carts will be available to address just-in-time needs. On the Okanagan campus, consultation with faculty is currently underway to determine whether any additional classroom technologies are desired. LT Hub, CTL (Okanagan), and UBC IT Audio Visual will develop documentation to ensure clear instructions are available. Classroom support will be provided primarily by IT AV in collaboration with Faculty teaching and learning resources in Vancouver and in collaboration with CTL in the Okanagan.

Additional Supports for Remote Learners

Students face a variety of different challenges that may impact their ability to engage in a full on-campus experience in the fall. Those that we have identified (there may be others that emerge) include:

- Incoming (or returning) international students, who may face study permit / visa delays due to processing lead times and bottlenecks, despite having submitted completed applications by the mid-May deadline.
- Indigenous students in communities that are continuing to take increased safety measures during the pandemic.
- Students with health concerns that require accommodation.
- Students who had accommodations pre-COVID for whom the move to remote learning has reduced barriers to full engagement, enabling a better student learning experience.
- Students needing to isolate for a period of time, in order to reduce the spread of new variant COVID-19 outbreaks or seasonal ailments.

There is no single perfect solution to any of these challenges. Nor can we expect faculty and course teams to offer both in-person and remote versions of courses. However, there are a number of measures that have been put in place (or are at the planning stage) to support students and mitigate these issues to a certain extent:

- **Flexible course offerings in multi-section courses.** Departments and instructors have the option to designate one (or more) sections of introductory multi-section courses to be fully online, providing a dedicated online pathway in high-enrolment, multi-section course offerings.
- **Awareness building of 'low barrier' options** for remote course participation. Some students may discover late in the summer that they will not be able to be present for in-person instruction in September, or may be delayed in arriving. Similarly, during the semester, students may require a period of time absent from in-person classes if there are localized COVID resurgences, or to isolate if they contract seasonal ailments. Each of these may require provision of access to remote learning resources for a period of time beyond just 'missing the odd class' (perhaps of 1-2 weeks, but possibly longer). We are planning workshops through CTL and CTLT, combined with updates to [KeepTeaching.ubc.ca](https://keep-teaching.ubc.ca) and the CTL website, that offer advice for 'low effort' capture / delivery of course materials and activities. (e.g. "voice only" capture of lectures etc., course 'buddy' scheme).

- **Building flexibility into course and assessment planning.** For the same reasons as outlined above, students' inability to attend in person may impact participation / attendance requirements that count towards final grades. Building flexibility into course assessment design in advance of the course starting, with wider 'safety nets' (e.g. only 70% attendance required for full participation credit) will reduce the need for students to seek in-course concessions for these circumstances.
- **Just-in-time support for course 'remoting' (UBC-V).** In conjunction with Centre for Accessibility (CfA) and CTLT, we are in the early stages of exploring the possibility of a 'Remote Course Rovers' program, modelled after the student Tech Rovers program, providing just-in-time course support to work with instructors to develop options for students who have to take the course remotely (perhaps even something as simple as a memory stick of course materials mailed out to students with connectivity challenges). This would provide WIL opportunities for undergraduate students, with one-time additional resources needed to support.
- **Enhanced co-curricular learning and technology supports for students (UBC-O).** The Okanagan Campus will repeat its Technology Bursary program for students in Winter Term 1, specifically targeting new to UBC students, and students enrolled in online courses. The Online Learning Coach program has been fully integrated into the Student Learning Hub, and will offer direct-to-student supports through the Peer Mentor and Peer Strategist program, as well as the Peer Technology Assistant program. Additional resources have also been directed to the Academic Integrity Matters (AIM) program.

Preparatory Courses for Incoming Students

In addition to existing orientation programming that have long been a part of the way we welcome new students to UBC (e.g. JumpStart, and Faculty orientation events), this year we will once again offer the Academic Essentials program, to assist students in preparing for academic success as they transition to university. Academic Essentials comprises a series of 3 self-paced online courses (Reading and Writing at University; Readiness for University Mathematics; Live Well to Learn Well) with peer-support sessions and discussions hosted by undergraduate facilitators. Incoming students take can one, two or all 3 of the courses free of charge. Last year, there were over 8000 course registrations for this new program; this year the course team are planning for 14,000 course registrations. See <https://you.ubc.ca/academic-essentials/> for more details, and student testimonials.