

Guidance for start of term teaching and mentoring activities.

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(A planned revision will be published in the coming week as new information arises)

Campus Rules: <https://ok.ubc.ca/covid19/health-safety/>

Responding to Covid Exposures

#	Scenario	Possible Responses
1	A student or TA tells me they have Covid and there's potential that other students, TAs and/or staff may have been exposed in a lecture, or lab setting. What do I do? What can I say to the class or other affected individuals?	<p>Please respond to the student disclosing this information with compassion and empathy, and ensure that you do what is possible to protect the student's privacy and accommodate their absence from the course where possible.</p> <p>The response below would be in line with the public health guidance and arrangements.</p> <ul style="list-style-type: none">● I have been advised that you may have been exposed to COVID-19 on September 13-17, 2021 between 0900-1030 hrs (for example)● This exposure does not mean you are infected with COVID-19.● If you do not have symptoms and have not been contacted directly by public health, please continue to perform your daily self-assessments and self-monitor for the COVID-19 symptoms● New illness related to this exposure may occur up to 14 days from the last date of exposure.● If you are currently symptomatic or develop symptoms, please seek testing right away. The BCCDC has information on when and where to seek testing.● If public health determines that you may have had close contact, you

		<p>will receive a call from public health to provide further instructions.</p> <ul style="list-style-type: none"> ● If you are identified as a close contact, you will be given specific direction to monitor or self-isolate. ● If you develop new symptoms consistent with COVID-19, please seek testing as soon as possible. <p><i>RECOMMENDATION: Including a statement in course syllabi relating to the campus rules and a reminder of the requirements to perform their daily health assessments and to wear masks.</i></p> <p><i>NOTE: Use your usual methods for supporting students who are ill and miss class or activity (see below)</i></p> <p>For additional information, UBCO’s Campus Rules and Guidance documents are here: https://ok.ubc.ca/COVID19/</p> <p>Inform your Head/Assoc Head. You/They will contact ready.ok@ubc.ca for additional guidance and support.</p> <p>UBC information about how to respond if someone discloses that they have COVID-19 or have been instructed to self-isolate is here: https://ok.ubc.ca/covid19/testing-reporting/</p>
2	<p>If a student tests positive for Covid-19, will the instructors/supervisor and the other students in the course or other learning context be informed? How would they be informed?</p>	<p>Other students and the instructor(s)/supervisor may be informed, by the public health authority, if they are close contacts or if the public health authority determines that a full class or learning group should be informed.</p> <p>http://www.bccdc.ca/health-info/diseases-conditions/covid-19/self-isolation/contact-tracing.</p>

3	<p>If a student has COVID-19, can I ask the student for permission to notify the rest of the class or learning group?</p>	<p>If a student tells you they have tested positive for COVID-19, you may follow the points in Question 1 in this section.</p> <p>Note that notifications of close contacts are handled by Public Health. The outline of this procedure is http://www.bccdc.ca/health-info/diseases-conditions/covid-19/self-isolation/contact-tracing (document expected to be updated soon).</p>
4	<p>What happens if an instructor/supervisor finds out they may have been exposed to Covid?</p>	<p>Contact your local health authority and follow their guidance. You will probably be asked to use the BC COVID-19 Self-Assessment Tool to determine next steps.</p> <p>This page is helpful to determine whether isolation or monitoring is the right approach: http://www.bccdc.ca/health-info/diseases-conditions/covid-19/self-isolation</p> <p>All positive cases and contact tracing are handled by public health authorities.</p> <p>UBC Okanagan information about how to respond if someone discloses that they have Covid-19 or have been instructed to self-isolate is here (including contact information): https://ok.ubc.ca/covid19/testing-reporting/</p> <p>All positive cases and contact tracing are handled by public health authorities. For info from the Return to Campus guidelines, please visit http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Public_Health_Guidance_Campus.pdf</p>

		(We are, however, expecting an update to this document imminently).
5	If the course instructor is exposed to Covid-19, and needs to self-isolate, what are the options for course instruction?	<p>The instructor would inform their department head and determine the appropriate next steps through discussion, e.g. the course could move online, or a substitute instructor or senior TA could teach the course.</p> <p>It is unlikely an entire course will need to be moved online for the entire term. This will happen on an individual course basis and in consultation with the department head.</p>
6	The list of Covid-19 symptoms in the self-assessment is broad. I understand that if I exhibit symptoms, I should not come in to work. What do I do if I wake up feeling tired or headachy or with a sore throat that goes away once I have had some coffee?	<p>If these are symptoms that are common to you and you know they will disappear, you are fine. For instance, some people have a chronic cough/throat clearing caused by post nasal drip. This would be good to disclose to your class.</p> <p>In the case that you actually feel sick, it is appropriate to contact your Department Head and have your back-up person teach the class, teach the class synchronously online (using Zoom), or record and post your class for your students to watch asynchronously.</p>

Responding to the mandatory mask mandate

#	Scenario	Possible Responses
1	Will instructors be required to wear masks (face covering) while lecturing?	The new order (sept 2) states: An instructor or other person presenting materials is exempt from wearing a face covering:

		<ol style="list-style-type: none"> 1. If the person is delivering a presentation or lecture or teaching AND 2. If there is a distance of two metres separating the post-secondary staff person and students
2	What do I do if during a lab/tutorial/lecture session, a small number of students show up to class without a mask?	<p>Though every effort will be made to communicate the processes for mask exemptions to students, a student with a legitimate exemption may not be aware of these processes. We ask instructors to allow a reasonable grace period for students who are in the process of seeking, or plan to seek, an exemption through the self-declaration form (link here will be provided as soon as possible). It is important to recognize that some people may have health or other conditions that inhibits their ability to wear a mask. Guidance from BC's Human Rights Commissioner is clear: if a student identifies that they are unable to wear a mask based on a protected ground under BC's Human Rights Code (such as a disability or a medical condition) they should be accommodated to the fullest extent possible.</p> <p>Students can make a self-declaration for a mask exemption, and will be provided with a template exemption letter to provide to the instructor, or they can contact the Disability Resource Centre to determine accommodations to support them. If a student does not provide the instructor with an approved exemption and refuses to wear a mask covering both their nose and mouth it is recommended that instructor attempt a non-confrontational approach. If the instructor feels that it is safe and reasonable to do so, they may engage the student in a private conversation to discuss opportunities for resolution such as offering 2 metre space in the classroom, virtual options, or other alternatives. Incidence of continued non-compliance may be reported to Campus Security for further investigation. Campus Security may refer the incident to the AVPS Office for further investigation under the Student Code of Conduct policy.</p>
3	Students will want to eat and drink in class. The mask mandate says that	Food and drink are not permitted in classrooms or other areas that are not designated for this purpose as a result of Regional Health Orders.

	students are allowed to remove their mask to eat and drink in appropriate areas. Is the classroom considered an appropriate area?	Signs will be affixed in all classrooms to reflect this requirement. <i>RECOMMENDATION: Include these expectations in your syllabus - and tell the class - to refrain from eating/drinking in class. Please model this behaviour.</i>
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Implications for syllabi: consider including language such as the following

Example syllabus language (provided from the Faculty of Arts, UBC Vancouver): “COVID-19 Safety: You are required to wear a non-medical mask during our class meetings, for your own protection and for the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. [UBC Respectful Environment Statement](#).”

Responding to people showing symptoms or being sick

#	Scenario	Possible responses
1	A student is coughing a lot in class or other learning environment and seems to be sick. Can we ask them to leave?	Start with an educative approach; remind them that every student is required to do a Covid-19 self-assessment before they come to campus each day. Coming in sick is a violation of the student code of conduct and you can ask them to leave. If they feel they are experiencing any Covid-19 symptoms they should leave the class.

		<p>In a broader sense, the way we are responding to sick people is no different than our approaches pre-pandemic, however people certainly have a heightened sensitivity to it. Pre-pandemic, many students would come to class or labs sick. We should do things to discourage this. For instance, for classes, set up flexible marking schemes, like not making all clicker questions worth marks, or some type of scaling such that a student can miss (a reasonable) time and still get full marks, or recording/streaming classroom activities for students to watch from home. For other settings, make allowances for absences or remote work possibilities.</p> <p>Just because someone coughs or sneezes does not automatically mean they are sick. If possible, hold in-class discussion about chronic coughing not being related to being sick. Encourage students to come forward with these issues so you (i.e., the student and instructor only) can discuss them.</p>
2	<p>A student is frequently coughing in the classroom/lab, but they have told the instructor/supervisor it is a non-contagious cough (asthma for example), but staff or other students are uncomfortable.</p> <p>Can we remind students that there are examples of non-contagious cough and that they should not assume that the student is sick?</p>	Yes (see response above).
3	If someone is sick or has symptoms, can we ask them if they have Covid-19?	No. This is a breach of privacy. You can ask the student if they feel they meet the standards of the daily personal health assessment, and encourage them to complete the health assessment if they have not done so.

4	<p>A student has shown up for a test/exam/evaluation and is sick. What do I do?</p>	<p>A student should hopefully never be put in this position. We should try to make it clear to students that we will make concessions for illness. The current UBC policy is that self-declaration is enough for most cases: https://students.ok.ubc.ca/academic-success/disability-resources/temporary-injuries-and-short-term-illness/</p> <p>The simplest solution for classes is to move the weight of the quiz/test to the final exam. Multiple quizzes/tests allow you to have a policy where you can drop the lowest quiz grade(s). This gives flexibility, but still allows students a chance to experience high-stakes assessment.</p> <p>You can also let them know that writing a quiz while sick will probably lead to worse performance. This is a good thing to emphasize on first day (that they'll likely do worse if they write an exam while sick).</p> <p>If they do come, ask them to leave. Mention that they are not in any condition to perform their best during the exam.</p> <p>For other situations (e.g., comprehensive exams, practical evaluations), the evaluation should be rescheduled.</p>
5	<p>My class is scheduled to give group presentations or complete group projects. A student emails me telling me they are sick and can't do the presentation/project. What should I do?</p>	<p>These types of situations are an unfortunate part of teaching every year. You'll want to handle this fairly and consistently with the past.</p> <p>Tell the student to stay home. Ask them if they have notified their group members. Provide concessions that allow the student to complete the assignments. An option is to have the group present, knowing that part of the presentation will be missing. Tell these students that their grade will not be affected by this. Have the student who can't make it send you a video of their part of the presentation to assess.</p>

		<p>If the student can't make it, you could also move the weight of the assessment to other parts of the course. When circumstances like this happen, we have to be compassionate and flexible.</p>
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Supporting students arriving late to in-person courses or who are sick

#	Scenario	Possible responses
1	<p>I have received emails from the department telling me that some students in my class will be unable to make it to class by September 7th.</p>	<p>(The following is language from UBCV Faculty of Science – note other Faculties/programs might be taking a different approach regarding timing)</p> <p>Please reach out to these students and tell them what type of things you will do to support their learning. Remember, we often have students enter our classes up until the add/drop deadline. However, in this case, we have let students know that we can support them until they get to campus, as long as they will be arriving by [DATE determined by program/Faculty]. These measures are meant to be a stop-gap. Examples are:</p> <ol style="list-style-type: none"> 1. Connect students with a buddy who is attending the course in person. 2. Provide materials online (Canvas) 3. Record the class and provide access to recordings 4. Stream live sessions synchronously in Zoom with AV support 5. Provide online office hours (which is in-line with what most people are already planning) 6. Make flexible assessment schemes, e.g. drop x of y, shift % to other assessments, do online assessment <p>Things that may require more resources</p> <ol style="list-style-type: none"> 6. Provide additional TA support

		<p>7. Provide online exams for those temporarily away (if low stakes and appropriate)</p> <p>8. Have TAs running a Zoom session synchronously in the classroom</p> <p>If course has online sections</p> <p>10. Move students temporarily or permanently to an online section.</p> <p>If students can't make it to class until late October it might be untenable for them to attend the class if they miss significant amounts of the course.</p> <p>If students are in an in-person course and have completed quarantine (if required), they are expected to attend class by Oct. 12 (the Tuesday after Thanksgiving). Science Advising is reaching out to students expecting to arrive after this date to help them look at online/hybrid courses (only) in Term 1. If they can't do this, other arrangements will have to be made, including potentially withdrawing.</p>
2	How do we treat students who expect to arrive later in September, but then they are delayed through most (or all) of the term?	<p>Students who will not be on campus for the start of term may have received communication from their program or Faculty, and should talk to their advising office (or, for graduate students, their supervisor or program director). One solution may be a late withdrawal. These types of cases would be handled one-on-one with the advising office/program. While unfortunate, we can't necessarily or properly support such students in classes without teaching a whole online version of the class. (See also #5 below)</p> <p>For research graduate students, there may be a number of other options to enable them to remain in the program while not present in Kelowna.</p>
3	If we make resources (e.g. an online tutorial) available for a few distant	The resources we're supplying for these students, and for the students who get sick, can't replace the actual experience of going to class and taking part in the

	<p>students, presumably we should also allow students located in Kelowna to use those same resources, but surely only up to a point - so how do we make sure we don't end up teaching half the class online after all?</p>	<p>discussion and activities for extended periods of time. These resources are not expected to replace actually going to class.</p> <p>One perspective is that class time should add value for the students that a recording simply cannot reproduce. It's easier said than done, but it is a standard for which to aim.</p> <p>It is, however, appropriate for students who come to class to also have access to the resources that are being provided to those who will arrive after the start of term.</p>
4	<p>A student is sick. How do I support them in class?</p>	<p>The way we handle students who are sick has not changed. Make sure you tell the student not to come in and go over the concessions or other arrangements you will provide to this student so they can feel that they will not be penalized by not coming to class or other learning environment.</p>
5	<p>An international student informs me that they are going to be unable to make it to Kelowna until much later in the term/next term and wants to discuss their options. What should I do?</p>	<p>Students can be referred to the international advisors in the Global Engagement Office for assistance regarding any immigration and study permit related questions. There is now a process to grant formal Leave of Absence for continuing undergraduate international students that is in alignment with the UBC Leave of Absence policy, and will not jeopardize certain immigration privileges with IRCC, including eligibility for a post-graduate work permit. All returning international students have been contacted by the Global Engagement Office to inform them of this option, in case some are making decisions now.</p> <p>International students are encouraged to consult the Global Engagement Office information available at: https://students.ok.ubc.ca/international-students/international-students-immigration-and-health-insurance-faq-on-covid-19/#travel-to-canada-by-term</p>

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Implications for syllabi: Include language on the syllabus outlining how students who are late arriving / miss a portion of the class due to illness will be supported.

Example language: *(provided from the Faculty of Arts, UBC Vancouver):*

If you are sick, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed.

If you miss class because of illness: *[Again, these are only examples. Any flexibility you wish to incorporate should suit the content and pedagogy of your course]*

- Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students.
- Consult the class resources on Canvas. *[Insert your policy for the online availability of class recordings or other materials and/or assessment options for reweighting or dropping, etc.]*
- Use the discussion forum for help.
- Attend office hours *[if they're online]*.
- If you are concerned that you will miss a key activity due to illness, contact the instructor [or Teaching Assistant] to discuss.

If you are feeling ill and cannot attend class for a midterm or in-class assessment: Please email the instructor right away. If you arrive for a test and you are clearly ill, we will make alternate arrangements with you. It is better to email ahead of time and not attend.

If you are feeling ill at the time of a final exam: Do not attend the exam. You must apply for deferred standing (an academic concession) through Arts Academic Advising *[or whatever is equivalent in your program]*. Students who are granted deferred standing (SD) will write the final exam/assignment at a later date.

If I (the instructor) am feeling ill: If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (by email, on Canvas, etc.). Our classroom will still be available for you to sit in and attend an online session. In this instance:

- My colleague XXX will substitute
- One of the TAs will substitute
- I may ask you to do an activity or read something in place of class time
- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive [an email, an announcement in Canvas...] informing you how to join the class.
- If I am well enough to teach, I may also record the class and ask you to watch the video posted in Canvas on your own time.

Classroom management and design

#	Scenario	Possible responses.
1	Can I encourage people to pick a seat and use the same seat all term? Can I assign seats?	Yes. There are already cases where seats are assigned (e.g. labs). A low-workload approach is to ask students to pick an area of the classroom and sit there each day to minimize their ongoing exposure to other people within the classroom.
2	Can I offer Zoom-only office hours?	Yes. Make sure to communicate your plan clearly so students will feel comfortable in using office hours.
3	Can we just do audio recordings of lectures to supplement class slides?	Yes, you can make that choice. Recordings of any kind are not generally required, unless this has been pre-determined at a program / Faculty level.
4	A student approaches me to ask/demand that I record my in-person lectures because another class in the same/other department has recorded lectures. I don't	You may choose to record (audio or video) your class to share with students. You are not obligated to do so. Notwithstanding the flexibility and benefits for students noted above, instructors may have many valid reasons for not wanting to record lectures or other classes, including (but not limited to) the nature of the

	<p>want to record/comply but I feel a great deal of negative pressure to comply (teaching evals, Reddit posts etc.).</p>	<p>material and discussion topics (and how recording may constrain these), a concern that it would change the classroom environment, a concern about its impact on participation, and/or workload considerations. Recording seminars, studio-based, or discussion-based classes may not be pedagogically appropriate. Recording a lecture may be more feasible but again you may choose not to. The choice is with the instructor; whatever you determine, we do ask that you make your position on recording very clear in the syllabus and explain to the students whether the class will or will not be recorded or otherwise “available” if they are unable to be present.</p> <p>If you do choose to record your class sessions, there is technology and support available to help you do so. All centrally managed classrooms at UBC-O have been equipped with recording capacity (cameras, microphones, etc). The systems in these classrooms allow you to use Zoom to either stream or record, or Kaltura to record the session. If you need any support with classroom recording, please contact IT AV or CTL.</p> <p>A set of Guiding Principles for Classroom Recordings have been drafted; please contact your Dean’s office if you have not yet seen these. They contain details of what you need to do to inform students if you choose to record a class.</p>
5	<p>During a lab/tutorial session, or in class, a group of students start to behave in a manner that makes others in the class (including the TA) uncomfortable.</p>	<p>This is a scenario that is not specific to Covid, but may be related, if it involves, e.g. masks, in which case, see questions above. In this generalized case, one approach would be to ask the TA to immediately report this behaviour to the instructor in charge. Or, ask the student(s) to leave the classroom.</p> <p>Students are required to adhere to the Student Code of Conduct (http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,54,1030,0) while at UBC. Disrupting class and harassing people is a violation of this code of conduct.</p>

6	Can I ask my class if they are all vaccinated?	No. This is a breach of privacy. We cannot request or collect personal health data from our classes.
7	In general, it's unclear to me how to balance the desire to get students to participate in class with the requirement that we discourage them from attending if they're sick. Essentially-free clicker marks are often used to encourage participation and penalise the less engaged students - do we just have less of that, or drop it altogether?	<p>This is a hard balance.</p> <p>Consider whether or not the clicker marks are actually required in your class. There is a hope that for well-constructed clicker questions and worksheets students see that value in them beyond just marks.</p> <p>Another question to consider is whether it is worth trying to force students to come to class who only do it for marks, but would rather not be there. At some point, students have to take ownership of their own learning.</p>
8	Most of my class has started attending my hybrid class remotely. Is it appropriate to tell the remaining three students we're going online?	If your class was planned and scheduled in "hybrid" mode and that's what students signed up for, the expectation is that it will continue to be offered in "hybrid" mode.
10	It's the night before my 120-student in-person midterm. 17 students are suddenly feeling ill and asking "could we please write the test online"?	No. If a student is ill, they should not be writing an exam. Do the usual thing you would do when students are ill for a midterm. This might be to hold a make-up midterm later, or it might be moving the weight to other assessments, or...whatever it is that you would normally do.
11	It's the night before my 120-student in-person final exam. 37 students are suddenly "feeling ill" and "could we please write the test online"?	<p>No. If a student is ill for a final, they should not attend nor write the exam. Tell them the following:</p> <p>If you are sick on a final exam day, do not attend the exam. You must apply for deferred standing (an academic concession) through your Advising office no later</p>

		<p>than 48 hours after the missed final exam/assignment. Students who are granted deferred standing write the final exam/assignment at a later date. Learn more and find where to access the application process:</p> <p>https://students.ok.ubc.ca/academic-success/disability-resources/temporary-injuries-and-short-term-illness/</p>
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