

In May 2020, the Remote Teaching and Learning (Online) Preparedness Task Force circulated a brief survey to StFX faculty and teaching staff to further probe needs and concerns of faculty needed in preparing for the possibility of remote instruction during the upcoming academic year. Additionally, individuals had other opportunities to voice their concerns (e.g., TLC coffee chats, informal conversations, listserv). Some concerns articulated repeatedly by faculty were tied to working conditions and expectations that are outside of the Task Force's purview. While the Task Force is concerned only with how to support the potential transition to remote instruction in the Fall, it would be remiss not to note these concerns for the administration so that it may consider having discussions with the appropriate university bodies on these matters. See below for concerns surrounding working conditions that were articulated through various means:

Concerns on Working Conditions and Expectations:

Time Management During the Summer: Many individuals focus on research in the summer months. The need to be prepared to pivot to remote teaching means that they will have to shift their focus to work on transitioning their F2F classes to an online environment. This will be easier for some than for others (e.g., some have major research grants, even rapid-results Covid-19 grants that require attention). They may need some guidance from administration to ease that shift to a teaching-focus. Some possibilities include (but are not limited to):

- Can researchers be provided with support in accessing funding extensions for their research projects, if needed?
- Can researchers receive explicit direction on where they should focus their efforts (e.g., reassurance that if they shift focus from research to teaching this will not negatively impact tenure and promotion, progress reports)?
- Can there be adjustments to committee work expectations to make more room for individuals to focus on teaching?
- Switching courses and labs to remote instruction is time consuming. This has a large impact on contract faculty and lab instructors. Most nine months contracts start in the middle of August and finish in the middle of May. Can adjustments be made to the start date of these contracts (i.e., extend the start date of the contracts to the beginning of August) so that contract faculty and lab instructors have sufficient time to prepare for an online course/lab environment? Note that contract faculty and lab instructors play an important role in the teaching and learning environment at StFX and have an impact on the student experience. These individuals, like full-time faculty, also need adequate time to prepare their courses/labs.

The University will provide extensions to any internal research funds provided to Faculty members (e.g. UCR grants). More information can be found by contacting the [Research Services Group](#). The Tri-Agency research councils, [NSERC](#), [SSHRC](#), and [CIHR](#) have also made decisions regarding the extension of grants.

The University recognizes that significant additional effort is being put into planning for the delivery of effective and engaging courses for the 2020-21 academic year that may include the offering of courses in a new, online environment. The StFX AUT and Administration signed a Letter of Understanding regarding circumstances created by the pandemic caused by COVID-19 that addresses a number of concerns such as the disproportional shift of time towards teaching preparation at the expense of research productivity. This will be acknowledged by evaluation committees and reviewing bodies for faculty as all stages of review.

It is expected that Contract Academic Staff hired to offer a course in the fall 2020 will be prepared to deliver the course in the format required, be that face-to-face or online. This will likely require additional, up front time to prepare the course. Advanced preparation of the course for delivery has always been part of such contracts.

The development of new labs and tutorials for online delivery will add additional challenges for the start of the term. The University has delayed the start of the academic year by one week providing approximately one month for lab instructors to work with faculty instructors to transition the necessary labs or tutorials to online learning environments.

The University has developed several resources to help faculty members and teaching staff with the transition to online education. The Taskforce on online preparedness have offered several professional development sessions, all of which have been recorded for future review and can be found on the **Teaching and Learning Centre** [website](#). Also, **IT Services** has organized web tools in one easy-to navigate page, the [Continuity of Teaching](#).

Tenure and Promotion Process during COVID-19: Tenure Track Professors are subject to a review in Fall. In a remote learning environment, there are going to be challenges in the review process. These faculty members need some reassurances and information about how this will be handled.

- Student evaluations will likely be biased towards faculty and teaching staff who have a good grip of the technology and the courses that can be easily transferred online. For those who are delivering their courses remotely, it will be necessary to have a discussion concerning whether/how evaluations will be used, and to what end.
- Departmental Evaluation Committees will need to be provided with clear guidelines on how evaluations should be conducted, if teaching transitions to an online environment.

The Parties recognize the effects of the rapid change to remote learning on performance evaluations and all career review processes. No student evaluations for 2020 Winter courses will be used without the Member's prior approval, for the purpose of annual evaluation, tenure and/or promotion.

Also, Faculty members and Librarians holding probationary appointments will be given the option to extend their probationary appointments by an additional one-year term. Members must advise the Academic Vice President, their Chair and their Dean or Head Librarian no later than June 30, 2021 if they will be taking a one-year extension of their probationary appointment. This means that Members may 'pause the tenure/permanency clock' for one year.

Members of review committees (DEC, Rank & Tenure) will be reminded, through the Chair of the respective committees, of the unique circumstances that presented in the Winter term 2020 and that no negative conclusions will be drawn based on the absence or presence of course evaluation questionnaires from Winter 2020.

Recognizing that the work of the DEC in the fall of 2020 may involve "classroom visits" of instructors teaching online, the logistics of such activities will be developed between the Administration and the StFX AUT to facilitate an equitable review of members.

Protection of Faculty in an online environment: In the quick transition to remote instruction in the Spring, reports emerged of people being targeted and harassed online (e.g., "zoom-bombing" attacks).

- StFX Faculty/teaching staff expressed concern over this; one survey respondent highlighted the issue that some professors are being targeted by outside groups for being progressive. What mechanisms can the university put in place to support a safe intellectual environment and to mitigate the possibility of such attacks (including unauthorized access to classes in supported platforms)? Can we consider mechanisms or contingency plans to support faculty and students in the event of such an attack, or unauthorized access to a class?
- While the TF Technology Working group may have recommendations to help minimize this issue, administration and the union should also be prepared to address it and deal with it if the issue arises.

The quick transition in the spring of 2020 to online learning put significant pressure on technology companies to adapt their applications to ensure sufficient security. Companies and Universities acknowledged that there were early issues associated with unsanctioned activity during events that has since been largely resolved. At StFX, the Learning Management System, Moodle, and Blackboard Collaborate are protected through user identification and passwords. This mitigates the possibility of unauthorized access or entry into an online classroom session. Video conferencing services such as Zoom have addressed much of the risk associated with unauthorized users attending sessions. The StFX ITS has provided best practice guidelines on the use of Zoom, including incorporating passwords available only to registered participants (e.g.

students). Microsoft Teams, as part of the StFX Office 365 site license is the preferred secure access to similar technology.

Regulations around Intellectual Property: In the transition to remote instruction, there is concern about how intellectual property posted for courses will be handled.

- Can there be a statement on how remote instruction, including materials posted online for remote instruction, will be treated (e.g., reassurances they remain the property of the instructor)? Although there is some language on this within the Collective Agreement, a communication strategy may be helpful to ensure the academic community is aware that it exists. Further, the statement may need to be updated to ensure that its application to a remote teaching environment is clear.
- How do we balance the need for accessible teaching materials, with the need to protect faculty from targeted harassment as well as our intellectual property?
- How can intellectual property, including lecture material, be protected from unintended distribution? (i.e. leaked online)

The LoU reinforces the Faculty member's intellectual property rights of lecture material and other learning objects created by the member. During this transition to more remote learning, the Student Services Office has created additional awareness for students regarding academic integrity in the online environment, including the use of resources posted to LMS sites such as Moodle and the recording of sessions such as Collaborate.

Clear indication of Intellectual Property rights within the course syllabus is reasonable and encouraged. There are a number of good examples from higher education institutions across the country. York University provides a very succinct notice to students regarding course-related intellectual property and guidelines for instructors who wish to safeguard their intellectual property or respond to situations where they believe these rights are being infringed. This information can be found at (and to avoid copyright infringement, any use of York University's material should be cited): <https://copyright.info.yorku.ca/students-reuse-of-teaching-materials-from-york-courses-2/>

How can I make students aware of my intellectual property rights?

It is generally a good practice to state your ownership of materials you create for the course. It is also recommended that you include a notification on the course syllabus stating the limits on use for course materials.

Recommended Notice for Course Syllabi and LMS Courses (modified from York U)

INTELLECTUAL PROPERTY NOTICE

These course materials are designed for use as part of the (enter course number:section) course at St. Francis Xavier University and are the intellectual property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

- *Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a charge of misconduct under StFX's [Community Code of Conduct](#) and the Senate Policy on [Academic Integrity](#) and/or legal consequences for violation of copyright law if copyright law has been violated.*

Copyright Notice for Individual Works (modified from York U)

COPYRIGHT NOTICE

© [year], Instructor name. ***These course materials are designed for use as part of the (enter course number:section) course at St. Francis Xavier University and are the intellectual property of the instructor unless otherwise stated. Unless a users' right in Canada's Copyright Act covers the particular use, you may not publish, post on an Internet site, sell, or otherwise distribute this work without the instructor's express permission. Failure to abide by these restrictions may constitute grounds for academic misconduct proceedings and/or legal action against you.***

StFX also produced a similar [copyright notice](#) that reads:

*These course materials are designed for use in **Course XXX** at StFX University and are the property of the instructor, unless otherwise stated by the instructor. Copying this material for distribution, online posting, or selling of this material to third parties without permission is subject to Canadian Copyright Law and is strictly prohibited.*

Should a faculty member find their material on other websites (there are several for students to share notes; on occasion students post entire presentations from their course instructor—this is an infringement of copyright), working with our legal representatives, there are options. [again from York U [website](#)]

More information on Copyright and Intellectual Property can be found by visiting the [Angus L. MacDonald Library website](#).

- If the student can be identified from the information posted on the platform you may wish to request that they remove the content.
- You may issue a notice to the website to remove the infringing material and to notify the individual who posted the content of your complaint. Notification must contain specific information about the content, the rightsholder, and the specific url for each infringing item

posted on the site. Many websites will have online forms or email templates to register claims. Templates for notices can also be found on York's [copyright website](#).

Costs incurred through teaching from home: In the event that the return-to-work plan cannot be deployed, many faculty will have to adjust their home working spaces and may need access to technologies.

- How can faculty be reimbursed for equipment purchased in order to deliver courses online, such as microphones, web cameras (note: professional development funds may be one option, but may not be sufficient to cover all costs)?
- It would be helpful to provide information on how utilities, internet, space, and other costs associated with working from home could be reimbursed or tax-deductible.

In the transition to working from home in the spring, the University allowed for Faculty and Staff to bring home their computer work station (laptop), office chair and other technology and furnishings that aided in making the home environment suitable for work. While this option remains in effect for those who continue to work from home, with the University proceeding with its re-opening plan, the decision to work from home is considered a personal choice. Faculty who are delivering their courses online continue to have full access to their private work offices to prepare and deliver their courses.

The Canada Revenue Agency offers allowances when working from home. The University will sign, upon request, a [Form T2200 Declaration of Conditions of Employment](#) in compliance with CRA regulations. Further details on such conditions can be obtained from the CRA website, consulting a tax professional or speaking with members of Human Resources.

Faculty members are encouraged to use their Professional Expense (PE) funds to support the purchase of equipment and technology beyond that provided by the university for conducting their work. The purchase of a tablet computer and writing stylus are examples of valid PE expenses. Other forms of specialized equipment will be considered on a case-by-case basis through the member's respective Dean's Office.

Impact on teaching while caring for dependents: Some of our faculty rely on caregivers for dependents during regular work hours, which may not be available in the Fall, whether teaching occurs on campus or online. Many faculty may need support in this area in order to be able to complete their job should caregivers not be available.

- Can there be a statement on what types of supports will be available to faculty who must also care for dependents while teaching?

The Group Benefits program at StFX offers Nursing Care, including RN, RNA or LPN coverage for members and their dependents. Consult with Blue Cross for additional information on the options available.

The University recognizes that many Faculty and Staff have dependent children and the NS Ministry of Education and Early Childhood Development and the Centres for Education have not confirmed the plan for primary and secondary schooling in the fall. The University does not offer child care services beyond the licensed childcare service that operates on campus premises. However, the University will work with faculty and teaching staff who must balance child/dependent care with other work duties. Options such as a mix of online versus face-to-face course delivery or moving to different time bands to accommodate dependent care can be considered.

Contingency planning in case of illness: In the event an instructor contracts Covid-19 or is caretaker for someone who does, there are questions about how to support the continuation of the course.

- Can faculty be provided with a plan outlining how their course(s) will be supported in the event that they or someone they care for becomes incapacitated? Note: While there seems to be some variation in the severity of infection and symptoms, we know that some individuals have required hospitalization, and that the duration of symptoms can be long lasting for those who are infected.
- We need to ensure all of our faculty and teaching staff (including contract staff) have health benefits and paid sick leave if teaching on campus while Covid-19 is still a risk.

There are several leave provisions offered in the Collective Agreement that protect faculty should they fall ill. Leaves such as sick-leave and long-term disability protects a faculty member who experiences prolonged recovery from illnesses such as COVID-19. For members who require self-isolation, the efforts of the Taskforce have prepared all faculty to be able to transition their courses online and be offered remotely for the duration of the self-isolation.

Chairs and Departments have historically made adjustments to teaching responsibilities in the event of an unanticipated absence of a faculty member. With the support of the University, the practice of supporting departmental colleagues during difficult times will continue. In cases of prolonged illness or excused absence, the University can assist Departments support the transition of teaching responsibility to other faculty or teaching staff.

Contract Academic Staff are paid in lieu of benefits. For those teaching staff who are not covered by other health benefits, they have the option of using these funds to buy into the Group Benefits program offered to StFX by Blue Cross or other independent

health insurers. Contact [Human Resources](#) for options on enrolling in Group Benefits programs.

What kind of accommodations will be expected to be made for students who fall ill? Will there be additional responsibilities to catch these students up, in effect creating personalized course paths for these students? If a student falls ill and wants to try to keep up (assuming mild symptoms), would we be expected to create additional online materials for these students?

If a student falls ill and cannot contribute to group work, what policies will be put in place for their evaluation and the evaluation of their group (who now has more work to do per capita)?

The Student Life Office and Student Success Centre are working with students to prepare them for the unique learning environments that will be part of the fall 2020 academic term.

At StFX, we pride ourselves on our personal student-centred approach to learning and that philosophy will continue in earnest in the fall. The expectation remains that faculty or teaching staff will offer the same level of accommodation and consideration to students that they have historically provided and work with the various levels of student support services, including Advising, Student Success Centre and the Tramble Rooms to assist students in being as successful as possible. This should not include the provision of additional online materials or other forms of learning that were not provided to the entire class.

Adjustments to assessment criteria (such as group work) should be made in a manner consistent with past practice.

Possibility of mixed face-to-face and online classes: There is some talk of the possibility that course instructors will be asked to teach some students in the classroom (face-to-face) while other students will be taking the class remotely for various reasons (e.g., inability to travel, susceptibility or high risk, fear). This type of learning has different requirements than either a face-to-face learning environment or a fully online teaching environment. Different technologies will need to be considered for lecture capture, and for engaging/connecting students across environments. Further, teaching one group of students in a face-to-face classroom environment (with some online components, such as posting material to Moodle) and teaching another group of students who are fully online (which will require more focus on developing materials for the online environment) will be similar to the demands of teaching two separate courses. Will this change teaching credit for these courses? These issues will need to be considered, and currently fall outside of the purview of the online preparedness task force.

The Taskforce and University is not endorsing or encouraging faculty and teaching staff to deliver their courses in a dual-modality because of extensive effort and technological expertise required to do this effectively. A faculty member with experience in dual delivery may choose to deliver their course in this manner. Courses offered in this format have the same course weighting as those delivered in either modality alone.

Discipline-specific challenges of moving to remote instruction. Certain disciplines are concerned with delivery of some elements of their programming. These include: studio courses (e.g. music, art), labs, languages, and Nursing.

Each discipline faces unique challenges regarding the various forms of active and practical learning aspects of their programs and each specific concern will have specific solutions. Challenges associated with the delivery of studios, labs, skills or other practical elements need to be addressed by individual departments with the support of their respective Deans.

Transitioning large classes to remote instruction comes with its own set of challenges. Will course caps be reconsidered for both the F2F environment (should it be possible) and for the remote environment?

The enrolment limit of courses offered face-to-face need to be adjusted to reflect current room capacities due to physical distancing requirements. Where resources exist, the enrolment limit of courses delivered online may be reduced, however, in most cases, the interactive tools necessary to engage students in high-enrolment courses exist within the online learning platform providing for meaningful learning in a manner that is similar to traditional face-to-face experience. We are also expecting an overall decrease in enrolment at the university and course enrolment caps have been adjusted in consideration of that possibility.

Meeting with students. Faculty are concerned about physical interactions with students outside of the classroom, in particular for office hours.

The University is adjusting its protocols based on recommendations by the NS Health Authority and continue to communicate with staff and faculty of changes as they develop. However, faculty and teaching staff are encouraged to schedule regular online office hours using the array of tools (Collaborate, MS Teams) available through the university as a means to virtually meet with students.

Faculty members supervising graduate students, honours students or directed study students are asked to use their discretion in organizing meetings with students and must

at all times follow the protocols in force by the University, including physical distancing and the use of non-medical masks if physical distancing is not possible.

Faculty office spaces. Faculty members while completing the return to campus application have stated they have their own office but are unsure if they can maintain physical distance.

The answer is yes they can. This question is more for people who do not have their own 4 walls and a door. There is also uncertainty whether their office could accommodate two people in it and be 2 metres apart. This is true in several cases, but a faculty member can physically distance themselves while working in their office alone, thus not require wearing a mask.

It is recommended that office hours be conducted virtually (see above) and for the time being, meetings will also be conducted virtually, either on MS Teams or other platforms. This remains the preferred meeting format in response to the pandemic.

If a faculty member has an office that cannot accommodate two people 2 metres apart they must wear their mask if someone comes to the door, just as they would if they were to leave the office and go down the hall.

Face-to-Face Teaching, Fall 2020

Since the announcement to offer in-person classes at StFX in June, 2020, a number of questions have been posed by faculty and teaching staff members about some of the practical and safety aspects of returning to the classroom under the new health protocols. The following questions have been raised to date. Please recognize that public health standards may change and that best practices may change as well; so, the answers to these questions may change before the term begins and we will post that information.

Frequently Asked Questions about a return to campus and face-to-face teaching:

Impacts on Classroom Teaching & Learning Environment:

Personal Protective Equipment:

Will faculty/teaching staff be required to wear masks or face coverings?

Our entire campus community will be wearing masks. Non-medical masks will be required at all times on campus (both indoors and outdoors), except when an individual is alone in their own designated space on campus (e.g., faculty/staff office, student residence room). But, during lectures, wearing a mask or shield to teach is a personal choice, not a requirement. If not wearing a mask or face shield during lecture, you will have to maintain proper physical distance from others.

Will professors/teaching staff be provided with plastic shields?

Yes, upon request. We will send out a call for requests shortly. Some professors may find that wearing a face shield is more comfortable than a mask. Although masks do a better job of preventing the expulsion of water droplets, faculty/teaching staff may prefer to wear a face shield if physical distancing is not possible so that students are able to see them speak.

Students WILL be wearing masks in the classroom and when moving to and from classrooms. Students are expected to be responsible for themselves. What is the process if a student refuses to wear a mask? Forgets mask? How do we respond?

Students are required to wear masks. Students should arrive to class wearing a mask. You may permit them to stay but insist that they wear a mask next time. Any student refusing to wear a mask should be reported to Campus Security.

Teaching:

We need to understand how we must adjust active learning strategies to maintain safety but maximize engagement and participation. This includes considering how we structure collaborative projects, discussion groups, group work, in-class demonstrations where students are participants, etc.

Consider organizing MS Teams, MS OneNote or Collaborate Session Rooms among students for group work outside of class time. Any in-class demonstrations should follow the physical distancing protocols where possible. Public Health protocols state that when physical distancing isn't possible, then wearing masks meets the safety requirement.

Some instructors who are teaching face-to-face have expressed interest in being able to record their lectures for students who cannot attend class in person (this will help ease the pressure on students to attend class even if they are not feeling 100% so as not to miss anything). This requires certain technology to be in place to do this in a way that is useful (e.g., instructor is audible and course materials like slides or the blackboard/whiteboard are visible). Is this technology available? Will there be time to test and train on the new technology within the classroom?

We do have recording capacity in some classrooms. The professor may wish to arrange for audio recordings to be accompanied by visual materials. We are working to identify options for creating reliable in-class recordings.

How might we encourage physical distancing (in addition to modeling the way) when students come into the room?

There are explicit instructions for students entering the classroom, arriving on time, delaying entry until the previous class has departed, and seating arrangements. Each classroom will have a briefing sheet to be read at the beginning of class until students understand the expectations for safe practices. Some classrooms will provide for an entrance and an exit. Others only have one door. Professors should arrive to class a bit early when possible and remain in the teaching section with masks on.

Online exams:

What options are available outside of online exams with Proctor U and others? A list of options is being created; best practices from a variety of perspectives (small vs. large classes; science vs. arts, etc.)

We are working on a list of options for alternative exams and assignments; best practices a variety of perspectives (small vs. large classes; science vs. arts, etc.)

It is important to note that the computer labs will not be available this year, this includes not being available for midterms and exams. For example, if you typically have students write an exam in the computer labs using Moodle and Respondus Lockdown browser, you will need to reconsider your assessments for this year as the labs will not be available for this purpose.

Office Hours:

Can we have office hours? In person? Are they only virtual? How can we work one-on-one with a student – e.g., math problems? What spaces can work? Faculty members have stated they have their own office but are unsure if they can maintain physical distance.

Faculty members should aim to have virtual office hours using MS Teams or Collaborate. Should faculty members require teaching one-on-one with students, they should adhere to both distance requirements and the wearing of masks. Faculty members can work alone in their offices without a mask.

If a faculty member has an office that can't ensure 2 meters of distance should someone come to the door, they should wear their mask just as they would if they were to leave the office and go down the hall. Or, faculty members could work with their doors closed and put on a mask to open the door.

Physical Distancing:

Instructors need to be close to students to hear them (e.g., labs, tutorials) – will the instructor be able to move around the room and work with all groups of students? What about 'leaning in' when addressing questions to a student when they are writing exams – will that be possible? Quieter voices are needed.

Maintain physical distance when possible. When it is not possible, wear a mask.

Is there consideration of plastic dividers in classrooms where appropriate or where possible?

Plastic dividers are being considered for some classroom spaces by the Steering Committee.

Are classrooms going to be marked or have tools to remind users in the classrooms of 6 foot/2 meter physical distancing requirements?

There will be appropriate signage in each classroom, which includes traffic flow.

Can we form consistent groups of 3-4 students in our classes (less risky than the 10 – related to contact tracing)?

Students can form groups only if there is appropriate distancing possible within the classroom space. Professors could consider group work through Teams or Collaborate.

Are we allowed to have students work with a partner – with face shield?

Students must wear masks unless there is a medical reason not to do so, in which case a visor may be worn. Distance must be maintained wherever possible.

How will hallway traffic to and from classes be controlled?

Traffic patterns in and out of classrooms will be demarcated.

Cleaning Questions:

Will keyboards, lecterns, computers, etc. be cleaned between classes? Who is responsible for cleaning them?

No, there will be wipes provided in every classroom, should professors wish to wipe equipment. We are instituting a bring-your-own device policy.

Can classroom microphones be used in back-to-back classes by different people? At a cost of roughly \$800/lapel microphone, providing one to each person teaching is not practical – not to mention that not all classrooms are set up for them.

The university will provide a microphone for each faculty member who requests one. We will issue a call for requests shortly.

Will desks, chairs and other touchable surfaces be cleaned between classes? Who is responsible for cleaning them? Will there be time between classes to clean them?

Students may access wipes on the way into class and clean their chairs and desktops. They will deposit these wipes in the garbage container at the end of class.

Will there be back-to-back classes in the same room? If so, how will this allow for cleaning protocols? What is the time frame between classes?

Yes there will be back-to-back classes. The students will clean their spaces at the beginning of class.

Does the classroom set up allow students to access and use the whiteboard (one or two at a time) while physically distancing? If not (high-touch point surfaces) will StFX make small whiteboards and markers available to students who need them?

The current classroom set-ups should permit the use of whiteboards in particular classrooms. Portable whiteboards may be requested, if the room is not currently outfitted. Hand sanitizer will be available to ensure safety in handling brushes and markers.

For student presentations – using podiums, keyboard, usb port, etc. will disinfecting wipes be available? Will there be hand sanitizer and Lysol wipes in each classroom?

Hand sanitizer and wipes will be available in each classroom.

Contact with or Spread of Covid:

What plan is in place if an instructor/student falls ill with Covid?

This will be determined on a case-by-case basis. The instructor may choose to provide temporary online classes if the symptoms are not problematic or we will follow the normal protocol for instructors and students becoming sick.

Impacts on Teaching and Learning Outside the Classroom:

Students need to login to campus photocopiers to access their printing. These are expected to be high-touch surfaces that will need to be cleaned regularly. Who will do this cleaning? Will cleaning supplies be provided at each printer for the user to wipe them down after use? Some faculty may want to consider online submissions instead of paper-based submissions to reduce the hand-to-hand exchange of materials.

Electronic resources are preferred. However, hand sanitizer will be present at every photocopy station.

What about the library – how can students access the library?

A plan for Library opening and operations is under development.

Will computer labs be available for testing at exam time? If not, what options are available?

We are instituting a bring-your-own device policy.

Others:

Create a resource for students clearly outlining what courses are offered online – at StFX and through the Maple League. Can we ensure that what is offered through the Maple League IS approved at StFX?

There are some courses available through the Maple League and these opportunities will be clearly communicated to students. LOPs will be used to help students access courses at other universities.

Your questions are welcome. Please direct all questions about the practical aspects of teaching to: kwamsley@stfx.ca and look for more resources to be posted soon.