

## **APPENDIX I**

### **Allard Law Autumn 2020 Teaching and Resumption of Onsite Work Plan**

This document sets out the Allard autumn 2020 JD teaching and resumption of onsite work plan. This document is considered a child plan of the UBC Allard School of Law Covid-19 Worksafe Safety Plan (the law school's parent plan), and incorporates all safety protocols as outlined in the parent plan. It further outlines the process and procedures for the resumption of controlled on-campus teaching opportunities for students. It outlines the process and procedures to support faculty and staff in this resumption of onsite learning, and the resumption of controlled onsite research and work.

For teaching, it builds on the messages that we have shared with our students and faculty to date and reflects discussions of our ad hoc autumn planning committee including: Janine Benedet, Isabel Grant, Doug Harris, Darlene Johnston, and Graham Reynolds, acting as advisors to the Associate Dean Academic Affairs and the Dean.

Our commitment to incoming 1Ls is twofold: a) that students will be able to do all learning online in the academic year 2020-21; and b) that in-person opportunities will be available to the extent possible under public health guidance. We want to achieve this in way that provides high-quality instruction to all students.

For upper year students, we have not promised in person learning opportunities. We did promise these students that they could learn online if they wished, so we need to ensure that we do offer remote learning even if we can resume some in-person teaching at some point in time. Upper-year students each have unique timetables, so it is much harder to control their safe use of the building. They have also already made in-person connections with faculty and other students.

#### **Student and faculty surveys**

As a first step, we surveyed incoming first year students and teaching faculty to see if there was a critical mass in each group who were interested to opt into in-person opportunities in the coming year. The surveys revealed that approximately 80% of students, and 75% of faculty members are interested in in-person classroom activities under safe working procedures. On the basis of this high level of interest, we moved forward to develop this plan.

At the outset, we have presumed that preferences may change once the details of the teaching and resumption of onsite work plans are established. We also know that with increased health vigilance, and with changing public health circumstances, we need a flexible plan.

#### **Building 1L sections for current circumstances**

We have organized our 1L sections with an eye to students' survey responses about where they will be living during the term, and whether they would like to participate in in-person programming.

Where multiple students have indicated that they are likely to be living in a city outside the Lower Mainland, we have attempted to put those students in the same section, in the hopes that this might facilitate study groups. We have also grouped together a small number of students likely to be living in China. We believe that these are the only first year students who will be living outside of North America. As a result, we have at least one section - the section with students living in China - which would benefit from having everything recorded for them. All other students have been told they will need to participate based on Vancouver time, and of course students may choose to participate live, wherever they are living.

We have concentrated our Indigenous cohort in three sections as their numbers are a bit smaller this year and they have already participated in our two-week intensive program and have done a lot of cohort building work.

We anticipate that each section will have some students who chose not to attend in person, or are unable to attend in person, at least part of the time.

### **Hybrid Teaching Opportunities for First-Year Classes**

After considering a great number of options (and looking closely at the approved occupancy for our classrooms), we have decided upon the following model for first year in-person teaching:

Each section divided into three sub-groups of approximately 16 students and attends, in the following rota with one cohort approved for entry per week:

Week 1: SCOW A

Week 2: SCOW B

Week 3: SCOW C

Each sub-group would be eligible to attend either 4 weeks during the term, or in the case of one sub-group, 3 full weeks and two half weeks to account for the reading break. The final class of the term, which many instructors use for review, would be entirely online. The other 2/3 of the section will be online for that week. The start times for these cohorts will be staggered, to limit the traffic prior to and post classes, and for washroom and common area use.

Students will not be allowed to attend except on their approved days. Students will be assigned to one room for all their classes on their scheduled days. Instructors will arrive for the class they are delivering. If an instructor is delivering the class entirely remotely, students will be able to stay in the room together and participate or watch that class online. We will use rooms 104, 105, 106 and 123. Start times will be staggered slightly to decrease pressure on washrooms and tech support, as well as to promote social distancing in our corridors.

Each subgroup will be further divided into a mentor group of approximately 8 students, (e.g. SCOW A1) and assigned a faculty mentor.

Benefits: This model, unlike some of the others we considered, has no risk of rooms being over-capacity. It is simple to follow and allows faculty to use their time based on their teaching needs. Because the groups are small, if a group has to be quarantined, the numbers will be small.

Drawbacks: We recognize that this creates limited time in class for any one student and that there will be gaps between their in-person weeks. We also recognize that as the term progresses, there may be days with few students in the classroom.

Instructors can, of course, choose how to organize their classes (lecture, discussion, flipped classroom etc.), but this model does tend towards making the in-person + live-streaming model most attractive. We have two basic methods of achieving this, one in which the instructor uses both a laptop and the in-room computer as co-hosts using Zoom or Collaborate Ultra, which allows for students to hear each other asking and answering questions; and one in which the instructor livestreams the lecture and slides via Mediasite and online students use a chat function in Canvas to ask questions, which are answered at designated intervals.

### **Technological support**

UBC AV Services will be arranging for a group of ‘tech rovers’ so that every professor teaching in a classroom will have someone available to assist them. These rovers will get receive training in advance and will have access to more senior technical support. Rohan Sheehan (and UBC IT) is advising us on additional tech staffing needs.

### **Fully-remote 1L teaching**

The onsite teaching plan remains an option for all students and faculty. Instructors may choose not to use the hybrid in-person model and to teach their course entirely online. Some may opt to deliver remote classes from their faculty office. Faculty choosing to teach from the building must be approved for entry on their teaching days, follow all Covid-19 onsite safety rules as outlined by these plans. For clarity around the hybrid teaching model, some faculty should expect that up to 1/3 of their students may be sitting together in the same room, taking their class together on their laptops, as they have opted in for an in-person classes.

### **Some pedagogical considerations**

This year the question of workload for faculty and students is even more important. Enough things are difficult under pandemic circumstances, and it is a year to think that less might be more in our class delivery.

It is also important to consider how much screen time and how much zoom time we are asking of our students. It is a good year to ensure that classes have break time, and time for small group activities (even if only as a break). It is also important to consider that ‘learning’ is not always equated to ‘listening to a lecture’... student learning occurs in all sorts of ways, and there is no obligation to deliver that learning through a certain number of lecture hours. Some of our notional hours may be spent on lecturing, on group work (even without an instructor present), on question and revision sessions, or on non-screen interactions.

## **Upper Year Teaching**

Our in-person teaching and resumption of onsite work plans focus on first year classes because it is only in first year that we can anticipate a student's entire daily schedule, and thus better ensure safety protocols can be met. We also believe that the need for community building is most important in the first year of law school.

Adding to the challenges for the fall is a (unavoidably delayed) washroom renovation project that will make all the student washrooms on the first floor inoperative for around the first 6 weeks of term. This leaves us with one single-stall washroom on the first floor and 7 toilets in the basement for student use.

We have learned that the Law Library will remain fully closed for the time being, with curbside pickup at Koerner continuing. This allows us to lock the external doors and keep non-approved users out of Allard Hall, but it also takes away space that upper year students might use, and more washrooms.

Given the challenges of launching the first year in-person teaching in accordance with our occupancy plan, we will not be able to allow teaching of upper year students in the building, with the exception of approved clinical/experiential courses, in the fall term. We will revisit this decision as Term 1 unrolls, with a view to seeing if we can offer additional in-person tutorial-type opportunities later in Term 1 or other in-person teaching in Term 2.

We do have some vacant seminar rooms that are too small for in-person teaching, as well as a few larger rooms not in use on Mondays in particular. Instructors who would like to use these rooms to pre-record or stream lectures using Mediasite or some other technology will be able to do so and to book those rooms for that purpose. Instructors may also get approved access to teach upper year courses from their faculty office.

A small number of clinical/experiential classes were designated 'in person participation required to the extent public health guidelines allow' prior to registration. Two of these three courses are offered off campus. We are also allowing for some in-person access to the building by upper year students involved in on-site clinic work that is difficult to complete remotely.

## **Resources to help develop a plan**

We have earmarked some funds within the law budget (\$20,000) to assist with teaching in the coming year. There are also additional TLEF funds available via the Law School, and additional central funds on offer. It is a good time to think about how some additional money might make things easier and better in the coming year. If you have ideas about things that money can buy, please send them to [lawdean@allard.ubc.ca](mailto:lawdean@allard.ubc.ca).

If there are particular sessions you would like us to attempt to arrange with the CTLT team, please send them to [lawdean@allard.ubc.ca](mailto:lawdean@allard.ubc.ca) as well.

## Some other thoughts

UBC has not finalized its plan for the January-April term. We view it as unlikely that the January-April term will be significantly different than the Fall term, although it is always possible that we will be instructed to move to fully remote teaching again. Our commitment to students covers the entire academic year.

The bookstore is offering curbside and home delivery services.

All exams will be held remotely.

Please remember that we expect change. Covid-19 spread will fluctuate over the teaching term, as will public health advice, and our individual situations. Finally, we would like to stress that this plan will only work if everyone follows the rule that if they are experiencing symptoms of ill health, they must not come to the University. This applies to students and faculty and is a prerequisite to any in person offerings this year.

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## Specific Covid-19 Health and Safety Considerations In-Person Teaching and Resumption of Onsite Work

Students approved for instructional entry will be limited to access the first floor of Allard Hall, and the basement floor for the washrooms. All secure wings and perimeter doors will remain locked during the fall and winter terms. Card access for students will be provisioned per week by the Receptionist, based on the IL section delineation and rotation schedule for the term. Student access will be active during 08:00AM-15:30PM on approved days.

### Self-Monitoring for Entry

Prior to entry, all students, staff and faculty will be required to complete the **check-in survey**, which directs everyone to take the BC Covid-19 Self-Assessment. If the assessment show individuals are not exhibiting signs of Covid-19, they are welcome to enter Allard Hall on approved days. Self-assessment responses will be saved in a generic Allard email account for record keeping. The account will be monitored daily by the Allard Receptionist for compliance. Failure to complete the self-assessment check-in will trigger a follow-up from Allard HR.

All communication will direct students, staff and faculty to enter Allard Hall on 1) approved days, and 2) only if self-assessments and self-monitoring indicates the individual is feeling well. It is imperative that anyone experiencing symptoms of Covid-19, or symptoms of a cold, allergies or otherwise, do not show up to campus.

There will be a link to the self-assessment check-in process on the Allard Hall Covid-19 Community page, which will also be mobile friendly: <http://allard.ubc.ca/community-updates>.

### Classrooms

Classroom occupancy, as mapped by UBC Learning Spaces for Covid-19 teaching spaces, will be strictly adhered to. Classroom occupancy will be noted by way of signage outside each entry to classes. As much as possible, classrooms with two entry options or appropriate directional flow considerations will be prioritized for 1L in-person instructions (**104, 105, 106, 122, 123**). Classtime will be staggered as well to limit common area and washroom traffic.

Students sections will be assigned a dedicated classroom on their weeks of entry. They will be directed to stay in their assigned classes for the duration of their day, as much as possible. Custodial staff will be notified of the priority classrooms in use, for nightly cleaning.

### **Seating and Distancing**

Seating in classrooms will be marked to ensure 2 metres are maintained between students. Students should only sit in marked chairs and stay in their chosen seats for the duration of the day. Where possible, additional furniture will be removed or reconfigured to create open spaces to facilitate socially distanced entry, exit and movement in the classrooms.

### **Masks**

All students will be provided with a mask. Faculty, staff and students are requested to wear a mask when moving around the building and in all common areas. Masks can be removed once seated or physically distanced inside classrooms and offices. All tech rovers and AV support workers in classrooms will be required to wear masks.

### **Hand Sanitizing**

Students and instructors will be asked to sanitize their hands prior to entering classrooms, or when returning to class. All classrooms will have sanitizer made available throughout the course of the term. The ground floor of Allard Hall will have a sanitizer station managed by UBC Custodial throughout the duration of the term.

### **Directional Flow**

For those entering Allard Hall in the fall term, signs will indicate entry and exit doors. Directional flow will also be delineated in classroom hallways and stairways to minimize contact in open areas.

### **Student Advising**

Student advising will remain remote. Meeting rooms are not available for student advising, unless necessary for emergency situations. As faculty offices are strictly one-person occupancy, they are not to be used for in-person advising. Students are welcome to interact with instructors before and after class so long as remote learners are given an equal opportunity for interaction.

### **Open Lounge and Study Areas**

Seating in open areas will be restricted to minimize congregation and contamination. Signage will be appropriately placed to indicate this. All couches, and fabric-based study

and seating areas will be closed until further notice. The second to fourth floor open study areas will be closed to students.

The Hong Kong lounge will be reconfigured to ensure social-distancing protocols are met. The microwaves in the Hong Kong Lounge will be removed to meet our safety protocols. Students can remain in classrooms during break and lunch hours. There will be a reduced number of tables available on a first come first serve basis in the Hong Kong lounge. Anyone using these open areas will be required to ensure they can maintain 6 feet between individuals. Students will be able to leave the law school during lunch hours to access UBC food services and other vendors as needed. Daytime custodial staff will be directed to sanitize high traffic areas.

### **Lanyards and UBC Cards**

Ensuring visibility of our approved law school community is an important part of safety planning. All approved law school faculty, staff and students will be requested to have their lanyards and UBC cards visible, or on hand when walking around the building.

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## **Faculty Teaching Support**

### **Faculty Office Use**

Office access for faculty will be approved based on an occupancy schedule. Faculty are welcome to teach remotely, from their offices, or elect to teach in person as part of the limited IL instruction. Faculty interested in using their office space should indicate this to Allard HR, to be added to an occupancy rotation schedule. To prioritize safe entry for our community, pets and children as well remain outside of scope of approved entry.

### **Faculty Space Bookings**

Outside of classrooms being used for IL instruction in the fall term, faculty are welcome to book classrooms to deliver remote classes. Bookings should also align with approved entry per faculty and staff occupancy schedules. Bookings can be made through Allard Reception and will be on a first come first serve basis. Priority will be given to instructors teaching in person, who may need a room directly after an in-person class to deliver a remote class.

### **Experiential Learning**

We will ensure, as much as possible, that experiential learning is prioritized for limited onsite learning opportunities. In some instances, like the trial advocacy labs, small groups will be held in evening time blocks only. This will ensure that entry hours for these students do not overlap with IL student entry on any given day.

Indigenous Legal Studies students will also be given some limited in-person learning opportunities. In such instances, these will be scheduled on a Monday (when IL instruction is not in session) and kept strictly to room 105. Room 105 will be strictly

prioritized for ILS learning, to ensure a safe ‘bubble’ is maintained for this cohort when onsite.

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### **Covid-19 Campus Rules**

<https://srs.ubc.ca/files/2020/06/4.-COVID-19-Campus-Rules.pdf>

To ensure all workspaces and other parts of the campus remain safe, the University has outlined the following campus rules which must be adhered to:

1. All students, faculty, staff, and others must assess themselves daily for COVID-19 symptoms prior to engaging in in-person UBC activities on UBC Premises. A list of COVID-19 symptoms can be found here: <http://www.bccdc.ca/health-info/diseases-conditions/covid-19/about-covid-19/symptoms>.
2. Anyone who is ill or believes they have COVID-19 symptoms or exposure to SARS-CoV-2 must complete the BC self-assessment tool at <https://bc.thrive.health/> or through the BC COVID-19 Support App for their iOS or Android device and follow the instructions provided.

If the self-assessment tool recommends that a person get tested for COVID-19 or self-isolate they must do so. If required to get COVID-19 testing they should not return to UBC Premises until they have received the test results and followed any self-isolating recommendations. At the commencement of self-isolation:

- i. Faculty and staff of UBC must report their condition to their supervisor and manager. Their supervisor or manager will advise them of their options.
  - ii. Contractors, volunteers or others with business on UBC Premises should advise their UBC contact person of their status
3. All faculty and staff on campus must complete the mandatory online training module ‘Preventing COVID-19 Infection in the Workplace’ to be able to work on UBC Premises.
4. Anyone with a positive COVID-19 diagnosis can only return to work, or resume in-person UBC activities on UBC Premises, after 10 days have passed since the start of symptoms and the fever is gone. Additional information: <http://www.bccdc.ca/health-info/diseases-conditions/covid-19/self-isolation>.
5. Anyone who has travelled internationally or had contact with a COVID-19 infected person may only return to UBC Premises after 14 days and 10 days respectively and may only resume in-person activities at UBC Premises if the fever is gone and you are feeling better.
6. Everyone is advised to maintain physical distance from others as much as possible unless other safety measures are in place.



7. Everyone must follow relevant signage and floor markings when moving around UBC Premises.
8. Supervisors will ensure that all faculty, staff and contractors are familiar with the COVID-19 site specific safety plans for their work areas – these will layout the plan for occupancy, traffic flow and hygiene at your worksite and within your building.

For more information regarding COVID-19 rules please see: <https://srs.ubc.ca/covid-19/health-safety-covid-19/>.

## Ensuring Compliance

All faculty, staff and students are responsible to monitor their health, and to ensure that they are following these safety protocols under Covid-19 for on-campus learning and work:

- Everyone on UBC Premises or engaging in in-person UBC activities must comply with these COVID-19 Campus Rules and any other UBC rules.
- The Administrative Head of Unit or Supervisor for each unit has the responsibility to ensure that UBC rules and safety protocols are followed in their unit.
- Notices regarding applicable UBC rules and safety protocols will be posted at entrances to work places as well as communal areas (for example lunchrooms) for all workspaces.
- All faculty, staff and students are encouraged to bring concerns about the implementation of UBC rules or safety protocols or incidents of non-compliance to the attention of the Administrative Head of Unit or Supervisor.
- For support in investigating incidents of non-compliance or similar concerns by faculty and staff, Administrative Heads of Unit or their designates should contact their Human Resources Advisor or Faculty Relations Senior Manager.
- Failure to follow these rules or other rules or safety protocols by faculty or staff may result in discipline up to and including the termination of employment.
- Failure to follow these rules or other rules or safety protocols by students may result in discipline pursuant to the UBC Student Code of Conduct. For support regarding the application of the UBC Student Code of Conduct Administrative Heads of Unit can contact Campus Security.
- Failure to follow these rules or other rules or safety protocols by contractors may result in the termination of your contract, and/or loss of access privileges up to and including being restricted from visiting UBC Premises.

- Failure to follow these rules or other rules safety protocols by volunteers, visitors or other third parties on UBC Premises may result in loss of access privileges up to and including being restricted from visiting UBC Premises.
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## FAQs

### 1. What do I do if a suspect a student is sick in class?

Direct the student to put on a mask if they are presenting symptoms, they should go home immediately, seek medical attention, and self-isolate for 10 days. They should not return to campus until they are symptom free for 10 days.

Students can call 811(BC Nursing Line) and use the BCCDC tool for more information: <https://covid19.ubc.ca/health-guidance/>. The student should follow-up with the Assistant Dean, Students ([adstudents@allard.ubc.ca](mailto:adstudents@allard.ubc.ca)). The Dean will make a final assessment and decision on the continuation of the class onsite.

### 2. What do I do if I suspect I have gotten sick through the course of a day?

For faculty and staff employees presenting COVID-19-like symptoms on-campus, the direction is to call UBC First Aid at 2-4444 and immediately notify your supervisor.

You should go home immediately, seek medical attention, and self-isolate for 10 days. Do not return to campus until they are symptom free for 10 days.

### 3. I am a supervisor and my staff member reported they have Covid-19. What do I do?

Call UBC Safety and Risk Services at 604-822-2029 or email [ready.ubc@ubc.ca](mailto:ready.ubc@ubc.ca) and a safety expert will provide guidance on any immediate follow-up measures. The supervisor should also notify the law school's Director, HR and Operations ([cosco@allard.ubc.ca](mailto:cosco@allard.ubc.ca)).

If a worker reports that they have been exposed to COVID-19 in the workplace, the right approach is to contact UBC Workplace Health Services, notifying WSBC Claims Associate Gregory, Aidan ([aidan.gregory@ubc.ca](mailto:aidan.gregory@ubc.ca)). Aidan will ask a series of questions to help determine if UBC needs to report a claim to WorkSafeBC. For more information from WorkSafeBC please visit: <https://www.worksafebc.com/en/about-us/covid-19-updates/claims/information-for-workers>.

UBC's Occupational and Preventative Health Unit remains available to all staff, faculty, and paid student employees who have questions or concerns about their health and safety in the workplace, including questions around COVID-19:

<https://hr.ubc.ca/health-and-wellbeing/occupational-and-preventive-health-oph>.

More information for the UBC community is available here:

<https://covid19.ubc.ca/resources/>.

### 4. What happens if there is a confirmed positive case of Covid-19 in Allard Hall?

Suspected positive incidents or exposure concerns are to be reported to the Supervisor, if for faculty and staff (the Dean is supervisor for faculty). Further incident reporting information can be found on the Safety Risk Services webpage: <https://srs.ubc.ca/covid-19/health-safety-covid-19/>.

If there was a confirmed positive incident, UBC would defer to the government response protocols and rely on their direction. UBC would provide assistance as requested.