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**TO:** Senate

**FROM:** Professor Chris Buddle (Associate Provost, Teaching and Academic Programs)  
Professor Angela Campbell (Associate Provost, Equity & Academic Policies)

**SUBJECT:** Ad Hoc Advisory Committee on COVID Academic Planning and Policies  
Monthly Report

**DATE:** May 11, 2022

**DOCUMENT #:** D21-62

**ACTION REQUIRED:**  INFORMATION  APPROVAL

**ISSUE** The Final Report of the Ad Hoc Advisory Committee on COVID Academic Planning and Policies (“Committee”) is presented to Senate for approval.

**BACKGROUND & RATIONALE** At its regular September meeting this year (September 22, 2021), Senate approved a motion to establish the Committee. Its terms of reference and membership were approved at a special meeting of Senate held on 4 October 2021, via the Nominating Committee of Senate.

The Committee’s mandate stipulates the following:

*The Advisory Committee shall meet weekly throughout AY2021/22 and shall report to Senate throughout AY2021/22 through a standing agenda item for information.*

The minutes of the Committee’s monthly meetings are viewable [here](#).

**PRIOR CONSULTATION** n/a

**SUSTAINABILITY CONSIDERATIONS** n/a

**IMPACT OF DECISION AND NEXT STEPS**

- Ideas and feedback generated within the Senate discussion will be taken back to the Committee for review and development of recommendations.
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## D21-62 Appendix A

# Senate Ad Hoc Advisory Committee on COVID Academic Planning and Policies

## Final Report

Submitted to Senate for its 11 May 2022 Meeting

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## Mandate and Membership

- x The Advisory Committee shall liaise with and advise the University's senior administration on COVID-related decisions affecting academic planning and policies, and how such decisions can be most effectively communicated and implemented.
- x The Advisory Committee shall meet weekly throughout AY2021/22 and shall report to Senate throughout AY2021/22 through a standing agenda item for information.
- x The Advisory Committee can solicit and receive feedback on matters within its mandate from members of the McGill community and will respond to this through the University Senate.

### Ex officio members

- x Professor Christopher Buddle, Associate Provost (Teaching and Academic Programs) (Chair) (Co
- x Professor Angela Campbell, Associate Provost (Equity and Academic Policies) (Co
- x Dr. Laura Winer, Director of Teaching and Learning Services

### Three members of the academic staff:

- x Professor Petra Rohrbach (AES representative on Senate)
- x Professor Daniel Weinstock (Arts representative on Senate; nominated by MAUT)
- x Professor Rebecca Fuhrer (Department of Epidemiology, Biostatistics, and Occupational Health/School of Population and Global Health)

### Administrative and support staff representative on Senate:

- x Nancy Czermel (Manager of Student Services, Schulich School of Music)

### Student members:

- x Ms. Jennifer Chen (Graduate student Senator)
- x Ms. Claire Downie (Undergraduate student Senator)

Resource People: Ms. Gillian Nycum, Registrar & Executive Director of Enrolment Services, Elyse Ms Cragg (Communications)

## Introduction

The global pandemic significantly impacted academic activities across the University, fundamentally altering the way in which we teach and learn. While many academic activities are now returning to patterns and levels reminiscent of pre-COVID days, it is clear that not everything from this period should be left behind. Many important lessons have been learned over the course of the past two years, including the manner in which academic affairs have been governed. Senate's Ad Hoc Committee on COVID Academic Planning and Policies (the "Ad-hoc committee") has played an especially critical role throughout the 2021-2022 Academic Year and may be a model by which the University can navigate future issues that impact the University at a large scale. It is a good example of how colleg(w)840.8 (y)]TJ 0 Tc 0 Tw 2.75 2-.res.-6.6

approaches that realign our academic activities with the fundamental commitments of McGill's mission. We are also entering a phase of the pandemic where we are learning to live with the virus in our midst. We are therefore not in the same situation as March 2020, or even at the beginning of the Winter 2022 term where many of our operations and actions were in part, in response to specific protocols established by the Government, relevant Government Ministries, and Public Health authorities. Instead we have an opportunity to position our academic affairs in a manner that will provide some robustness to future pandemic-related disruptions. We also can, and should, recognize that there have been some

learning), whether some classrooms can be properly outfitted for true hybrid teaching, what types of support instructors need to teach in a hybrid mode and what factors should be considered in designing and implementing fully online courses and programs

- x It is recommended that the Subcommittee on Courses and Teaching Programs (SCTP), in collaboration with Teaching and Learning Services (TLS), and in alignment with work from New MAD,

from the Adhoc Committee's recommendations. At this point, however, circumstances have changed,

- x For our present purposes, it is opportune to signal that remote teaching and learning generally should not be considered a reasonable disability-related accommodation. Rather, where an instructor lives with a disability, the procedures set out above should be followed to devise creative and robust accommodations to facilitate that person's ability to teach, and/or carry out other academic responsibilities in person. This could well call for adjustments and accommodations in relation to, for example, teaching schedule; location of classrooms, office





In navigating this unpredictable and still difficult terrain McGill must be guided by

which accommodation is being sought. Some members of committee have voiced the concern that these procedures were, in their present form, excessively demanding. For example, the concern has been voiced that certain medical conditions can simply not be diagnosed in the timeframe required to access accommoda

## Appendix1: Diverse modality of teaching and learning definitions

The Adhoc committee notes that the manner in which teaching and learning occurs at the University was upended in March 2020, and since then, a suite of new approaches and tools has been used. Many of

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opportunities for pacing (collective deadlines vs. self-paced). Ideally the approaches going forward would benefit from being flexible and customizable (adaptable to multiple needs), evolutionary (adaptable to future needs), and enable diverse strategies (multiple means of representation and expressions of learning). They also would ideally support multiple means of assessment (providing feedback in multiple forms, including automated self-testing and peer and instructor feedback).

In addition, as McGill moves into more formal programs that are wholly or in large part based on digital learning experiences (e.g., online programs), these must be aligned with the Faculty's strategic vision for the future of their academic programs. Decisions about online programs must be made following the same process as on-ground programs delivered in person to ensure academic rigour and integrity; these decisions should also recognize the importance of instructor autonomy in content development and pedagogical approach.

To ensure a shared understanding, the table below provides a list of different approaches to teaching and learning experiences and their key features. The Table is focused on 'Digital learning Experience' because the Ad-hoc committee assumed that pre-pandemic (m)0.5(p)22(10)2880(T)540.059.087007v.10(1)283e9a0.8(e)4



			learned online.			







## Appendix 3: Contextual information on teaching spaces during the pandemic

The following table