



Faculty FAQ on course delivery for Fall 2021

Can faculty teach blended/hybrid/flipped if they want to? What are the “rules”? What are the competitive risks if such forms of delivery are not supported?

Adapting to teaching and learning in a virtual environment during COVID has necessitated greater fluidity in individual instructors choosing effective delivery modalities. This fluidity extends into the 2021/2022 academic year as we adjust, once again, to more change, and seek to understand how TRU’s various teaching and learning environments will evolve and contribute to the realization of our shared vision. In doing so, every consideration will be given to how delivery modality is determined, documented and communicated.

While many course sections have been identified in the 2021/2022 course schedule as blended delivery, please keep in mind that students have a reasonable expectation that our campus-based programs and courses are delivered primarily face-to-face. Alternative delivery options should be used to enhance and supplement classroom learning, not entirely replace it.

What is the expectation for accommodating students who are required to be absent for 10 days / two weeks?

Please see the statement released by the Provost June 29, 2021 regarding [Student Attendance for the Upcoming Fall 2021 Semester](#). *“Please consider, wherever possible, alternative ways students can remain engaged in course content, from completing assignments and projects to fulfilling the learning outcomes of the course. If physical attendance is temporarily not possible, let’s find ways for students to remain engaged in a course so their temporary inability to attend in person for health reasons does not count against their pursuit of education.”*

These efforts are considered to be concessions to address acute and temporary circumstances. Students that are encountering persistent or significantly adverse circumstances should be referred to Student Affairs (studentaffairs@tru.ca) for support and consideration of formal accommodation.

What is the expectation for managing faculty absences for self-isolation, etc.?

This should be no different than any other time when an unexpected absence arises and we (TRU) have an obligation to ensure continuity in delivery. Such temporary coverage and/or alternative delivery options should be discussed with the appropriate Dean.

What are the workload ramifications of accommodating these students, and what is TRU’s official position on those concessions?

Faculty providing concessions for student absences need not be onerous or require additional resources or infrastructure. At a minimum, advanced planning can ensure that no grades are attached to attendance, and/or that in-class assessments be



transitioned to out-of-class assignments. Please consider how to be prepared, in advance, to offer make-up assessments without penalty should the need arise.

Is TRU aware of what student expectations will be in these scenarios?

TRU always has an obligation to help students achieve their educational goals when they've chosen to pursue those goals with us. This includes reasonable efforts to ensure temporary disruptions to one's ability to attend classes do not set them back academically or financially. That expectation should be no different as we shift into this post-COVID era. It is reasonable to include attendance expectations in course outlines still, but to address the need for concession on a case-by-case basis as need arises.

What will the impact be on faculty who simply refuse any extra work to catch up students?

This should be discussed with the appropriate Dean. Faculty providing concessions for student absences need not be onerous or require additional resources or infrastructure.

What is the guidance on privacy for students when courses are recorded? What about discussion periods? Can they opt out? How do instructors manage this?

TRU's Privacy and Access Office is being consulted and more information will be available soon regarding best practices relating to recordings of classroom activity while abiding by provincial privacy laws.

Is no-masking in the classroom really a realistic expectation?

Yes. We are following the advice and direction of the provincial health authorities who have indicated that post-secondary institutions can safely return to in-person instruction without restrictions this fall. Masks will be a personal choice. See the TRU [Return to Campus and COVID-19 Response](#) page for recordings of recent townhall events with provincial health officials, including events with Dr. Bonnie Henry on May 10 and May 28 as well as the recent event with Dr. Carol Fenton on July 15.

To what extent are faculty responsible to FIPPA now and into the future?

TRU is a public body and is bound by provincial privacy legislation. All TRU faculty and staff must follow this legislation. The [TRU Privacy and Access Office](#) is a resource available to all TRU faculty and staff.

Some things are working better for some students, e.g., live captioning for language learners and others. Is there a way to keep these improvements as we return to F2F?

Certainly! This may be more of a question of available technology and resources, as well as how these practices can be facilitated while respecting the privacy of participants, but improvements to teaching and learning practices should always be encouraged and pursued.