

McGill Teaching Hubs Design Plan (Fall 2020)
Prepared by the Teaching Hubs Working Group

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Introduction

This document will guide the design of all Teaching Hubs at McGill in Fall 2020. These guidelines should also be used to prepare for in person teaching activities that are Academic Planning Executive Committee (APEC) and Emergency Operations Centre (EOC) approved and that are taking place outside of a designated Teaching Hub.

Timeline

Teaching Hubs for fall 2020 will be prepared, classes scheduled, and room locations communicated by the last week of August 2020.

Locations for fall 2020

- Stewart Biology Building South for Faculty of Law (as New Chancellor Day Hall is unavailable due to construction)
- Education Building for Faculty of Education
- Bronfman Building for Faculty of Management
- Strathcona/Wirth Buildings for Faculty of Music
- Trottier Building for Faculties of Science and Engineering
- Arts Building for Faculty of Arts
- No specific hub for School of Continuing Studies as courses will be accommodated in other teaching hubs
- No specific hub identified for Faculties of Medicine and Dentistry as in-person clinical teaching courses are being held in a variety of buildings
- No specific hub at Macdonald Campus
- Possible overflow being considered in Armstrong, Wong, and McConnell Engineering

Planning Process

Identify construction activities that could impact proposed buildings (Lead: FMAS)

- Identify current construction projects underway in the building
- Identify entrances, corridors, stairwells, and rooms that are open/closed and during which date/time periods
- Identify what rooms are impacted by excessive noise and during what date/time periods

Identify classrooms and classroom set-up (Lead: FMAS)

- Identify appropriate classrooms in the Teaching Hub.
 - There should be at least one back up classroom in the Teaching Hub where in-person activities can be moved if another classroom in the Hub must be closed unexpectedly for cleaning.
 - Communicate with Building Director if there is a room that is booked by Faculty or other groups that is needed as a Teaching Hub classroom and arrange to relocate the other activities on campus.
- Develop room layout options and capacities.
 - Floor plans will indicate set-up options and capacities (1) with separators and (2) without separators.

- Where separators are not used classrooms are setup to maintain 2m distance between seated individuals, not 1.5m distancing, as most activities scheduled in teaching hubs are interactive.
- While room capacities with separators tend to be higher, set-ups without separators will be prioritized provided they offer the room capacities needed for scheduling.
- Ideally, seats should be blocked off to establish 2m distancing, rather than moving furniture.
- Available and closed seating must be clearly indicated with signage
- Signage indicating distancing, prevention measures, and occupancy limits will be posted at classroom entrances.
- Validate classroom set up with Teaching and Learning Services, in particular, whether any room functionality is impacted by the set up (projectors, screens, etc)

Determine cleaning and disinfection requirements (Lead: FMAS)

- Determine the time required for disinfecting desks and high touch surfaces in classrooms between classes, based on seating capacity determined in selected classroom set-up option.
- Disinfect/dry times as provided by Building Services:
 - 35-75 seats: 30min
 - 80- 160 seats: 45min
 - 160+ seats: 1hr15
- Disinfect other high touch surfaces in Teaching Hub (outside of classrooms) every two hours.
- FMAS will coordinate cleaning and costs will be charged through FMAS using the COVID activity code.

Scheduling (Lead: Enrolment Services)

- Determine the schedule based on:
 - Course time
 - Room availability and capacity
 - Instructor needs (eg projector, screen)
 - Capacity
- Capacity analysis will be based on:
 - Enrolment cap
 - Course registration numbers at the time of scheduling
 - The projected number of students indicated in the instructor resumption plans.
 - Some plans deal with defined sets of students. For example: group A, with 6 students will meet on Sept 17 / group B, with 6 students will meet on Sept 24. Each of these activities would need to accommodate 6 students.
 - In other plans, it is not clear on what basis the instructor estimated capacity need. In these cases, communication with the Associate Dean

may be needed, as well as analysis of the instructor projection, enrolment cap, and registration number at the time of scheduling. Wherever possible the largest calculation will be accommodated to ensure access by all students enrolled in the course who are able to be physically present.

- Ideally schedule all courses from a single Faculty in the same Hub, but flexibility to schedule in an alternate Teaching Hub if necessary.
- Ideally, scheduled time slots for courses will be maintained to ensure that students' timetables are not impacted.
- Identify the number of students accessing/egressing from a classroom/building during any given time slot. This number will be used to ensure that the Teaching Hub will have adequate space for access/egress and circulation and coordination with other activities in the Hub (see below).
- Prioritization for scheduling conflicts due to classroom or circulation limitations:
 - Alternating courses with limited numbers of meeting times in the same classroom. For example, the following schedules for two different courses could be accommodated in the same classroom:
 - Course A: Mondays September 15, October 13, November 10 from 8:30am-10am
 - Course B: Mondays September 22, October 20, November 17 from 8:30am-10am
 - Moving the in-person activity to an alternate Teaching Hub. Scheduling of teaching hubs should be done on the whole (or in phases, with an overall review at the end), rather than piecemeal (building by building) to facilitate scheduling activities in alternate Teaching Hubs where there may be availability
 - If a course meets twice per week, communicating with Associate Dean regarding whether course could meet once per week
 - Order of priority indicated by Associate Dean, APEC, or EOC, in resumption plans. Activities indicated as top priority will take precedence over activities indicated as lower priority in these plans.
 - Shifting class start and end times slightly (eg from 10-11:30 to 10:30-12). This should be a last resort given that student's timetables are built around class times published at the time of registration.

Determine access and egress (Lead: FMAS / Security Services / Building Services / Building Directors)

- Teaching Hub access, egress and circulation will be monitored initially by safety ambassadors to ensure safe ramp up, as well as to facilitate education in the community.
- After the first 4 weeks of teaching, EOC will assess whether continued presence of safety ambassadors is necessary or whether signage and education are sufficient to manage access, egress, and circulation.
- Access to Teaching Hubs will be via Lenel card reader access only.

- All students enrolled in a course held in a teaching hub will have access during the opening hours of the Teaching Hub. Student IDs will be batch-loaded based on course enrolment to the Teaching Hub.
- Students should only access the Teaching Hub to attend the scheduled in-person activity for which they have signed up. Students must leave the classroom and the Teaching Hub when their in-person activity is over. This will be communicated to students in advance.
- Where possible, no touch entrances will be used for building and classroom access.
- All building and classroom entrances will be marked with signage indicating distancing and prevention measures.
- Signage at Teaching Hub Entrances will indicate that students and staff must not come to campus if they answer yes to any the COVID-19 screening questions – see <https://mcgill.ca/coronavirus/resources/directives-preventing-spread-covid-19-campus#exclusion>
 - Instructors and students must be informed in advance what to do if they answer “yes” to any of these questions (refer to: <https://www.mcgill.ca/coronavirus/resources/directives-preventing-spread-covid-19-campus> “What to do if a McGill member has COVID-19 symptoms” and “What to do if a McGill member receives a COVID-19 Diagnosis”).
- FMAS will equip all building entrances with hand sanitizer, which will be installed in such a way as to avoid creating bottlenecks at entry/exit points.
- Scheduling will stagger room use throughout the building to avoid back-to-back activities in the same location and ensure low circulation numbers on the floor between classes, as well as to accommodate disinfection times between classes.
- Building and classroom access points will be prepared, in case line ups are required, to clearly indicate with signage and decals where students should line up to ensure 2m distancing while waiting outside to enter the building or classroom.
- Building entrances and exits for each floor will be confirmed with Security Services and Fire Prevention Office and shall be identified using signage showing exits and directional circulation.
- Where necessary based on building layout and access and egress from other floors in the building, a separate access/egress circulation protocol for each floor, to be confirmed with Security Services and Fire Prevention Office, may be indicated using signage and decals.
 - If there is not enough crush space for safe classroom access and egress, the following options should be used, in the order they appear:
 - Identify alternate entrances and routes to the classroom and communicate these to students in advance (ie students going to a particular classroom should use a particular entrance/route)
 - Move a class to a different Teaching Hub
 - Shift class start and end times (as a last resort, see above in “Scheduling”)
- Classrooms having two doors will use one for entrance and the other for exit. Classrooms having one door will use a process for entering and exiting similar to airlines:

back to front for entering; front to back for exiting. Signage will mark these protocols.

Finalize circulation, including elevators and stairwells (Lead: FMAS, Security Services, Building Services)

- Elevators will be prioritized for accessibility use.
- Elevator max capacity, as well as distancing and prevention measures, will be clearly marked with signage on doors and inside elevators.
- FMAS will communicate with Security Services regarding stairwell circulation. Where there is enough space to maintain 2m distance, there will be clearly marked bi-directional stairwells and corridors.
- Signage showing distancing, prevention measures, wayfinding, waiting areas, and closed areas will be posted visibly on doors to stairwells, next to elevators, and in corridors.
- Wherever possible, separate designated exits will be identified for each level to facilitate egress during classroom changeover.
- Common spaces and furniture in hallways must be marked off to indicate to students that they may not sit in corridors or common spaces in Teaching Hubs. It is recommended that such signage indicate the location of the nearest Study Space.

Establish Emergency Exit Plans (Lead: Security Services & Fire Prevention Office)

- In case of emergency, existing exit plans will be followed
- In case of a fire evacuation, occupants must don a mask or face covering if one is readily available as maintaining the 2-metre distance in stairwells may be difficult.
- Designated entrances and exits to control Teaching Hub access and egress will be overridden in emergency exit situations.
Students and instructors must be informed in advance via communications and instructors should remind students at the beginning of any in-person activity.

Prepare washroom facilities (Lead: Building Services)

- Identify which washrooms will be available for students and staff. Identify washrooms that are available for use / closed with signage
- Determine the maximum capacity for washrooms based on the number of sinks in the washroom (eg. if three sinks, maximum capacity is 2 people, with one sink marked off)

Identify self-isolation rooms (Lead: Building Director)

- A room on each floor of Teaching Hub buildings will be designated by the Building Director as a self-isolation room in case of onset of symptoms during class time.
 - Does not need to be a large room (could be an office)
 - Room should be well ventilated with surfaces that are easy to clean (no carpets, smooth surfaces)
 - Hand sanitizer and masks should be available in the room
 - Room should be open (unlocked) at all times that the Teaching Hub is open

- Must be clearly marked with signage, including max room capacity and relevant emergency and support contact information.
- Location will be communicated to those using the Teaching Hubs

Install Signage (Lead: FMAS)

- Signage will be bilingual
- To be coordinated with EOC Information Officer for consistency
- For approved Teaching Hubs, FMAS will plan and post signage and decals according to the design plan. Costs of printing and posting will be covered by FMAS.
- Signage (floor stickers, directional signage, physical stanchions) may be required to delineate secure waiting areas. Conversely, signage will be required to identify areas that are not to be used for waiting/sitting.
- New signage is needed for wayfinding to, and distancing and prevention measures in self-isolation rooms. It is also needed to indicate classroom egress protocol (i.e. enter front to back, exit back to front), and for designated outdoor teaching spaces.

Coordinating with other activities: Resumption Coordination Working Groups

- As we ramp up to fall activities including Teaching Hubs, study spaces, student services, and administrative and research activities active on campus (at reduced density)—and sometimes more than one of these activities taking place in the same building—units occupying buildings will create Resumption Coordination Working Groups to guide coordination of resumption activities across multiple units and types of activities in line with EOC directives. For more complex sites (e.g. 680 Sherbrooke), a representative from EOC will be assigned as a resource for the working group.
- Coordinate with Student Housing and Hospitality Services whether there will be any Food Services available in the Teaching Hub
 - If Food Services, assess whether circulation may be impacted by service provision or service lineups.
 - Entry to the building to access food services should be limited (e.g. 1 customer at a time)
 - Food Services in Teaching Hubs should be organized to provide quick in and out service to avoid line-ups and shorten wait times.
- Coordinate administrative and research activities in the building
 - Determine how many academic, administrative and research staff will be accessing the building and whether this will impact circulation or access and egress points based on the number of students expected for in-person activities and crush space.
 - Determine whether there are any student facing services in the building and whether circulation may be impacted by students accessing services.
 - Student Services in Teaching Hubs should be managed using an appointment system to ensure that only the number of students who

can be served at any given time a time are admitted (ie. no waiting or service line ups)

- Students must be advised when making an appointment that they may only access the building for student services, and they must leave the building after their appointment.
- Use the following options, in order of appearance, in case of unsafe density:
 - Identify separate access and egress points for Teaching Hub access vs other activities
 - Stagger student services appointment times, and/or researcher and administrator access and egress times so that they do not overlap with classroom changeover times.
 - Move administrative or student services activities to another building

Masks or face coverings in Teaching Hubs

- Masks or face coverings will be required when circulating indoors: in hallways, stairwells, elevators, washrooms, and entering and exiting classrooms
- Once seated in their classroom, students and instructors may remove their masks or face covering provided that a 2m distance is maintained.
- Instructors and students must bring their own masks. For those that forget a mask, one may be procured at a designated pick-up spot on campus for a limited time at the beginning of the semester.
- For activities that cannot maintain the 2m distance, such as in-person clinical teaching activities, Personal Protective Equipment requirements have been considered as part of the course planning and approval process.

Outdoor in-person teaching activities

- Outdoor teaching activities are not authorized unless the outdoor component is an integral aspect of the curriculum and this is explicitly approved by EOC.

Pedagogical considerations: Instructors

- 2m distance must be maintained, even in the context of group activities
 - The exception clinical activities in the health professions where it is not possible to maintain 2m distance while participating in the activity. In such cases, PPE is required as indicated and approved by EOC in resumption plans.
- Ideally, students working in groups would be placed in small stable work groups for these activities and these would be maintained over the course of the term. Students should not participate in more than one group over the course of a single class.

- Activities must be planned to reduce the amount of movement around the classroom, (i.e. students should work with those sitting closest to them).

Communication with instructors and students

- Instructors must read the specific directives for teaching on campus that are being developed. These directives will compliment and may modify the directives below.
- Minimum 7 days in advance of their scheduled in-person activity, instructors will be informed of the following:
 - Course building and room location
 - Requirement to read and adhere to the [Directives on Preventing the Spread of COVID-19 on Campus](#)
 - Requirement to submit daily self-assessment / screening questions
 - Protocol for wearing masks or face coverings indoors (see “Masks or face coverings”, above)
 - Location and purpose of self-isolation rooms in designated Teaching Hub
 - Emergency exit protocol
 - Access and egress protocol
 - Designated entrances and exits to building/classrooms, circulation routes, etc., as necessary
 - Access to and circulation in Teaching Hubs is controlled to ensure safe circulation within the buildings. Students should only access Teaching Hubs when they have a class scheduled in the Teaching Hub.
 - Students need to leave their classroom and the Teaching Hub building immediately after their class ends
 - Students may not access common areas. Study spaces are provided on campus.
 - Students may not share materials in classes (computers, pens, instruments, etc)
- Instructors will communicate the information above to students a minimum of 6 days in advance of the first scheduled in-person activity, as well as the following:
 - What is being done to replicate the activity for students who are not able to be on campus
- In class, the day of the activity, Instructors will inform/remind students of:
 - General prevention and distancing measures to be followed in the class
 - Access and egress protocol (see above)
 - Emergency exit protocol