

PLEASE NOTE

These FAQs apply to anyone who is an instructor at CSU: Faculty, GTAs or Staff. They are intended for the Spring 2022 semester only and are subject to change over the semester based on emerging public health conditions and guidance. For the most up-to-date information shared in this document, please visit: <https://covid.colostate.edu/kb/resources-for-faculty-and-instructors/>.

In this document:

University Health Protocols & Mandates (p. 1)

Faculty Remote Teaching/Telework Requests: Temporary vs. Semester-Long (pgs. 2-3)

Student Remote Learning Requests, Class Absenteeism (pgs. 4-5)

Student Missed Coursework for Vaccination/Screening Non-Compliance (p. 5)

Links to Other Faculty Resources (p. 6)

University Public Health Protocols & Mandates

What are the Spring 2022 COVID public health mandates for CSU faculty, staff and students?

- Masks, vaccination and booster shots, and saliva screenings (i.e., one-time for all faculty, staff and students returning to CSU campuses regardless of vaccination/booster status and bi-weekly screening for those who are not vaccinated) are required for the Spring 2022 semester. For more information, visit <https://covid.colostate.edu/>.
- The PPT is keeping an updated list of FAQs regarding mandates and public health information for the Spring 2022 semester at: <https://covid.colostate.edu/kb/spring-2022-frequently-asked-questions/>
- The PPT also has provided this set of guidelines on what to do if you develop COVID symptoms, test positive or believe you have been exposed: <https://covid.colostate.edu/kb/think-you-have-covid-or-were-exposed-heres-what-to-do/>
- Sanitation stations with hand disinfection and wipes will be available in buildings near classrooms as they have been for the last two semesters, and all signage pertaining to mask wearing will be on all doors leading into a building.

Faculty Remote Teaching/Teleworking Requests: Temporary vs. Semester-Long

Some instructors might request either temporary or semester-long teleworking or remote teaching assignments for various reasons including: medical need, temporary illness/exposure, or personal preferences. The FAQs below address these scenarios and the options for Department Chairs/Heads in responding to faculty requests.

Please keep in mind faculty and staff do not have to disclose to their supervisors or show proof that they tested COVID positive. Instructors simply may inform their supervisors of a need to miss work/class for a few days due to personal or health reasons.

What if an instructor requests a *temporary* remote teaching option because they have tested positive for COVID-19 (but feel their symptoms are mild enough they can continue to work remotely) or are caring for a child/other family member who is in isolation or quarantine at home?

- Some faculty who are positive but present with mild or no symptoms might ask to record lectures or temporarily move their class to remote instruction.
- Shifts in teaching modality should first be discussed and coordinated with the department Chair/Head including strategies for multiple communications with students (e.g., CSU email, Canvas, etc.).
- Faculty should tell students on the first day of classes to check communications regularly in case there is a sudden need to shift teaching modality so they do not show up to an empty classroom. They should inform students of how they will communicate: e.g., CSU email, Canvas, other.
- We recommend instructors take their “class lists” (via ARIESweb or ARIESwebLite) and email their students the plan (including details of how to access any synchronous remote lectures/engagements) in case the class temporarily shifts teaching modality.

What if the instructor does not feel well enough to teach remotely and needs other options for having their class(es) covered *temporarily* as they recover?

- Department Chairs/Heads will assist instructors who are too ill to teach in-person or remotely in finding solutions such as a temporary substitute, out-of-class assignments or additional options to minimize disruption of instruction, or other backup strategies.
- We encourage flexibility and fairness in providing support and options for COVID-impacted faculty in their efforts to isolate and get well or comply with isolation requirements for themselves or family members for whom they provide direct care.
- Faculty should tell students on the first day of classes to check communications regularly in case there is a sudden need to shift teaching modality so they do not show up to an empty classroom. They should inform students of how they will communicate: e.g., CSU email, Canvas, other.

SP22 Academic Information & FAQs (rev. 1.14.22)

- We recommend instructors take their “class lists” (via ARIESweb or ARIESwebLite) and email their students the plan (including details of how to access any synchronous remote lectures/engagements) in case the class temporarily shifts teaching modality.

What are the options for instructors who request teleworking or a remote teaching assignment for the *entire semester* based on a medical need (e.g., immunocompromised)?

- If an employee has a qualifying medical exception (their own – not related to a family member), they should apply for an accommodation through [OEO process under Americans with Disabilities Act](#).
- Public Health Emergency Leave is a possibility for a COVID-related need for an employee or an immediate family member, if the employee qualifies for this leave. This leave is provided under a governmental executive order declaring the pandemic; therefore it will not be available indefinitely and it will run out. However, it can be used as intermittent leave or a block of leave to address COVID-related needs. This one-time allotment of leave allows up to 80 hours and is prorated. (*Note: The current Federal emergency leave declaration expires on January 16, 2022, and leave can be used through February 22 following the expiration. The emergency declaration may be extended, so please check with CSU Human Resources, if you would like to inquire.*)
- The Family and Medical Leave Act may be an option for those who qualify (e.g., an employee’s own health or a family member’s). This leave also has a limit for a year, up to twelve weeks, and is not paid. An employee’s accrued sick or annual leave may be applied, however.

How has CSU typically approached faculty requests for teleworking or remote teaching assignment for the *entire semester* based on personal reasons not covered by illness or medical accommodations?

CSU offers a world-class residential experience through in-person instruction in classrooms, labs and studios. Options to teach remotely for faculty during a full semester are very limited and tied to institutional mission, the needs of students and programs. Additionally, any instructor approved for RI remote teaching for SP22, should keep in mind that such an approval is for the current semester only and not a guarantee for future semester assignments.

- Work functions and roles for all CSU employees determine the ability for a unit/division to allow telework based on employee preference. This, of course, is the case with teaching and other faculty functions and roles.
- Department Chairs/Heads have prioritized requests based on availability of remote sections, program type, and student need.
- Chairs/Heads should consult with their Deans to ensure an equitable process for consideration of applications is in place, and that all faculty requests are responded to with an email/letter to explain why the request was granted/not granted.

Student Remote Learning Requests, Course Absenteeism

Please keep in mind students do not have to disclose to their instructors or show proof that they tested COVID positive. Students simply may inform their instructors of a need to miss class for a few days due to personal or health reasons. Faculty will need to rely upon an honors system and communicate that to students and encourage them to stay home if they test positive or are caring for a child/family member with COVID, especially for the first few weeks of the semester until Omicron peaks and then during the post-peak period when the rate of positive cases will decline but some viral detection continues.

What if a student(s) requests a temporary remote learning option for a fully in-person class because they have tested positive for COVID-19 or are symptomatic? What is a faculty member expected to do to deliver the course to the student(s) based on low to high absenteeism especially during the first few days of classes pending an anticipated Omicron peak?

Note: Due to different class sizes, content and structures, the levels of absenteeism below are not defined by specific percentages with respect to what constitutes low vs. moderate vs. high. We instead are interpreting levels of impact to classroom learning and engagement as follows: Low = significant engagement and classroom interaction is not impacted for the class as a whole; moderate = engagement and classroom discussions/activities are impacted; high = classroom discussions/activities are significantly impacted and intended in-classroom experiences are not able to occur. This is not a perfect set of parameters, but should be sufficient to provide guidance which can apply across units.

Scenario: Low Absenteeism in a Course

- Faculty are not expected to extend teaching of their class to multiple modalities due to a low absenteeism (i.e., one or small number of students) in a course, but please extend flexibility and compassion in supporting students' learning.
- Some faculty will find it easy to record their lectures for students or invite them to join the class remotely, and we encourage you to extend such flexibility, if possible.
- Please make allowances for the student(s) to turn in assignments late, make up missed work and exams to support their efforts to isolate, quarantine and/or recover from illness if symptomatic.
- Please make allowances for students who might have to miss part or all of a class due to temporary commuting issues resulting from COVID-related transportation disruptions (e.g., city bus transportation staffing disruptions leading to delays in routes).

Scenario: Growing, Moderate or High Absenteeism in a Course

- Faculty are asked to immediately consult with their department Chair/Head when they detect growing, moderate or high absenteeism in a course to determine how to proceed. The faculty member and head/chair should determine the best course of action and options for temporarily converting the course to other modalities for instruction, and how to notify students with an expected timeline (if possible).

SP22 Academic Information & FAQs (rev. 1.14.22)

- Some faculty will find it easy to record their lectures or offer their courses remotely due to significant absenteeism where many students are out, and we encourage them to do so.
- Please make allowances for students to turn in assignments late, make up missed work and exams to support their efforts to isolate, quarantine and/or recover from illness if symptomatic.

What if a student requests remote learning for an in-person course for either a disability or personal preference?

- If a student has a documented disability (as federally recognized and mandated) and wants to inquire about online accommodations, please refer the student to the guidance offered at the [Student Disability Center website](#).
- We continue to encourage compassion and flexibility in dealing with students who are working with SDC and acquiring needed guidance and documents.
- Faculty are not required to accommodate individual student requests outside of a documented disability managed through the Student Disability Center, but we encourage great compassion and flexibility to support students who face adversity. For example, especially during the first few weeks of the semester, some students might have loved ones at home for whom they are caring who are in isolation or quarantine.
- If a student expresses a general preference for remote coursework, please instruct them to consult with their academic advisor or departmental representative who can assist them with possible alternatives. Options might include an online version of the course or an alternate online course offered through CSU, should these options exist within their major.

Student Missed Coursework for Vaccination/Screening Non-Compliance

The non-compliance notification letters that went out to students in FA21 for failing to report their vaccination status or screen twice weekly if not vaccinated had a **tremendous impact**, and **most cases were resolved**. Due to the rolling nature of the vaccination and booster eligibility, we will no longer be issuing non-compliance/no trespass letters for vax records. We will **ONLY** be following up with non-screening for those required to screen. The plan is more follow up emails and calls before a no trespass letter is sent.

Links to Other Faculty Resources

COVID-Related:

- [Mask Non-Compliance in Class \(what to do with a student who refuses to comply\)](#)
- [COVID Guidance Language for Syllabi](#)
- [Resources for All Teaching Modes](#) (includes tips for working with quarantined students)
- [Resources and Policies You May Wish to Share with Your Students](#)
- [CSU's COVID General FAQs and Health Guidance Information](#)
- [COVID-19 Reporter](#) (All students and employees are expected and required to report certain COVID-19 concerns to the university immediately.)
- [Suggestions for Supporting Students Unable to Attend F2F Class Meetings](#)
- [Faculty & Staff Mental Health Resources](#)

Teaching and Professional Development:

- How to [Integrate Evidence-Based Learning](#) and the State Department of Higher Education's [Equity Toolkit](#)
- The [Teaching Effectiveness Framework](#), which includes extensive resources for [Developing and Evaluating Teaching](#)
- Resources for [Promoting Academic Integrity](#) in your courses
- A new [Teaching Effectiveness Initiative](#) designed to recognize instructors who invest in growing teaching effectiveness
- [Professional development offerings](#), including our [Best Practices in Teaching courses](#)

This document was prepared by CSU's Teaching, Continuity and Recovery Team on behalf of the Office of the Provost and Executive Vice President.