



UNIVERSITY of  
**SOUTH FLORIDA**



# **FACULTY GUIDANCE AND ADVICE**

## for Fall 2020

**SECOND EDITION: AUGUST 4, 2020**

# Table of Contents

|  |           |
|--|-----------|
| <b>INTRODUCTION</b> . . . . .  | <b>4</b>  |
| <b>SECTION 1: General Public Health Considerations</b> . . . . .                             | <b>8</b>  |
| 1A. Return to Regular On-Campus Job Performance  |           |
| 1B. General Public Health Considerations   |           |
| 1C. Mitigation Procedures  |           |
| 1D. Physical Distancing  |           |
| 1E. Face Coverings and Etiquette   |           |
| 1F. Sanitization   |           |
| 1G. Symptom Survey   |           |
| 1H. Conduct Expected to Support USF Safety and Health Standards                              |           |
| 1I. Mental Health Considerations   |           |
| 1J. USF COVID-19 Phases  |           |
| <b>SECTION 2: The Academic Calendar</b> . . . . .  | <b>16</b> |
| <b>SECTION 3: Faculty Assignment and Appraisal</b> . . . . .                                 | <b>17</b> |
| <b>SECTION 4: Faculty Responsibilities</b> . . . . .   | <b>19</b> |
| 4A. Introduction   |           |
| 4B. Instructional Preparedness, Design, and Delivery   |           |
| 4C. Online Quality Standards   |           |
| 4D. Designing Your Own Quality Course (DYOC) for Fall 2020                                   |           |
| 4E. Teacher Online Readiness   |           |
| 4F. Comprehensive Training on <i>Canvas</i>  |           |
| 4G. Course Delivery  |           |
| 4H. Which COVID-19 Specific Statements Need to be in Your Syllabus?                          |           |
| 4I. Classroom Management   |           |
| <b>SECTION 5: A Faculty Member in Isolation</b> . . . . .                                    | <b>30</b> |
| <b>SECTION 6: Readiness to Transition to Quality Online Delivery (Contingency)</b> . . . . . | <b>31</b> |



|                    |   |           |
|--------------------|---|-----------|
| <b>SECTION 7:</b>  | <b>Research, Scholarly, and Creative Activities . . . . .</b>   | <b>32</b> |
| <b>SECTION 8:</b>  | <b>Engagement and Service . . . . .</b>   | <b>33</b> |
|                    | 8A. Travel  |           |
| <b>SECTION 9:</b>  | <b>Resources and Instructional Support for Faculty:<br/>Facilitation of Student Learning in Fall 2020 . . . . .</b> | <b>34</b> |
| <b>SECTION 10:</b> | <b>Tenure and Promotion . . . . .</b>   | <b>35</b> |
| <b>SECTION 11:</b> | <b>Student Responsibilities. . . . .</b>  | <b>36</b> |
|                    | 11A. General Responsibilities   |           |
|                    | 11B. Office Hours   |           |
|                    | 11C. <i>Proctorio</i>   |           |
|                    | 11D. A Student in Isolation   |           |
|                    | 11E. Student Health Services and Testing  |           |
|                    | 11F. Student Accessibility Services   |           |
|                    | 11G. Guidance for International Students  |           |
| <b>SECTION 12:</b> | <b>USF Policy on Return to Regular University Operations<br/>in COVID-19 Environment . . . . .</b>                  | <b>41</b> |
| <b>SECTION 13:</b> | <b>Other Faculty Support Services . . . . .</b>   | <b>46</b> |
|                    | 13A. USF Libraries  |           |
|                    | 13B. Bookstore  |           |
|                    | 13C. IT Supported Software  |           |
|                    | 13D. Important Offices for Faculty  |           |
| <b>SECTION 14:</b> | <b>General Resources. . . . .</b>   | <b>49</b> |
|                    | 14A. Policies & Compliance Resources  |           |
|                    | 14B. Various Resources  |           |
|                    | 14C. Instructional Support  |           |
|                    | 14D. Textbook Affordability   |           |
|                    | 14E. Recommendations from USF Digital Communities Initiative  |           |
|                    | <b>Members and Contributors. . . . .</b>  | <b>53</b> |



---

# Introduction

## The Challenge Ahead of Us

July 22, 2020

Dear Colleagues,

With the beginning of the Fall semester a month away, I want to take this opportunity to share with you the first edition of USF's *Faculty Guidance and Advice for Fall 2020*. This document is intended to help you prepare for the opening of our new academic year on August 24 within the ever-changing context of this global pandemic. I urge you to take the time to read this important document along with the many university plans, policies, procedures, guidance and support tools that we have provided. This document is intended for use by all full-time and part-time instructional faculty including graduate teaching assistants.

*Faculty Guidance and Advice for Fall 2020* represents a thoughtful compilation of valuable contributions by many and is the product of helpful reviews and input from members of the USF Faculty Senate, the United Faculty of Florida, the Chairs' Council Steering Committee, and university leadership including deans, vice provosts and vice presidents. Most importantly, this must be viewed as a living document since, as conditions change in the coming weeks so, most likely, will this guidance and advice. We will provide you with updates when they become available.

As we continue to track the course of the COVID-19 pandemic, you should know that USF's decisions on the resumption of classes will be guided by the evidence, informed by epidemiological data and the most current scientific findings. I know and understand that you are rightly concerned about current levels of community spread and the potential threat to you, your family members, colleagues, and students. My thoughts are with those members of the USF community who have been directly impacted by the virus. We know that this pandemic is affecting our students, faculty, staff, and their family members in different ways. Assuring the health and wellbeing of the USF community, across all campuses, will continue to be our highest priority as we plan for Fall 2020. This will be a shared responsibility for those students, faculty, and staff returning to campus, who will be required to comply with USF expectations regarding daily symptom checks, regular handwashing and sanitizing spaces, required physical distancing, mandatory face masking, and following testing, and self-isolation protocols.

Our students are anxiously awaiting the beginning of classes this Fall as they start or continue their journey toward earning a degree from USF. *Access for Success* has become a hallmark of our preeminent research university and, as one university, students will now be able to enroll in classes delivered from any of our three campuses in Tampa, St. Petersburg, and Sarasota-Manatee. Guided by intellectual rigor and relevance it is important that, together, we meet the high expectations of our students as they seek a world-class education delivered through a variety

---

of instructional platforms and learning experiences. As you will see, we are providing a broad range of faculty professional development programs to support your design and delivery of classes this Fall. USF's carefully planned and substantively modified Fall class schedule will be released this Friday July 24. However, as in years past, and especially given the changing public health conditions we are experiencing, the Fall class schedule will continue to be refined in the coming weeks.

As you plan your Fall classes, it is critically important that all instructional faculty prepare now to transition to quality online delivery at any point in the coming semester should conditions dictate, and no later than Thanksgiving. This contingency should be viewed as a default class delivery platform and both faculty and students need to be ready.

At the same time, and to the extent conditions permit, I encourage you to fully re-engage with your research, scholarly and creative activities which represents an important part of academic life for our university and so many of our faculty colleagues. I recognize that the pandemic has placed an additional burden on many as you prepare to deliver classes in a sometimes unfamiliar format, and limitations on professional travel may have affected your scholarly engagement in recent months. Yet, further contributing to your research profile will be essential to your career development as well as strengthening USF's reputation as a top tier research university.

As you pore over the following pages you will notice that it is likely that we haven't addressed all of your questions. That's in part due to the continuing uncertainties we face for, as we've come to realize with regard to COVID-19, we are still learning much about this virus, its spread and the community's response. We, of course, plan to provide you with additional information as it becomes available and decisions are forthcoming. Meanwhile, if you have questions please reach out to your department chair, college dean or send me a note at [provost@usf.edu](mailto:provost@usf.edu).

In closing, I'd like to take this opportunity to extend a special note of gratitude to Drs. Cindy DeLuca, Paul Dosal, Robert Bishop, Charles Adams, Jim Garey and so many other leaders on USF's Academic and Student Success Leadership Team for their continuing, tireless, and creative efforts in helping us navigate these difficult times.

Best regards,

*Ralph*

Ralph C. Wilcox  
Provost & Executive Vice President

---

July 22, 2020

Dear Colleagues:

The Fall 2020 semester will challenge the USF faculty in many ways. Still, with our community's collective determination, resilience, and creativity, we will deliver the quality education that our students expect and deserve. We will also continue to produce the cutting edge research that has made us a world leader in patents and sponsored research. The following guidelines are intended to provide the resources that you need to inform and support your decisions about how best to meet the challenge ahead.

Our team of talented and experienced teachers, researchers, and academic leaders across all USF campuses have contributed their considerations and suggestions around a number of essential topics. The guidelines are based on their individual experiences, extensive conversations with others in their fields at USF and elsewhere, and research into best practices. Our pride in the culture of academic excellence, research productivity, and student success at USF is the foundation of these guidelines.

Flexibility and balance will be keys to our success. We are challenged to build a robust system of instructional delivery in our classrooms and our research and teaching laboratories. Just as importantly, we should augment the instructional delivery with exciting student engagement activities in various settings. Different disciplines, courses, and faculty will necessitate different delivery and engagement methods, and we will all tailor our pedagogical choices to best meet the demands of each circumstance.

We will want to weigh the strengths and limitations of face-to-face and online delivery, and all the possible blends of the two to decide the best method to employ in each situation. Faculty will also need to be adaptable to the ever-changing information and conditions related to the pandemic. Even as we decide on the delivery methods for individual classes, we must be prepared to pivot to quality online instruction for all classes on short notice, should the guidance from health care professionals dictate that we do so.

It's a heavy lift, but already we have seen hundreds of our colleagues come together across the university to see us through the first period of the crisis. We are confident that the same spirit of collaboration and commitment will see us successfully through the instructional challenges of the Fall.

The first of USF's recently adopted Principles of Community, "Excellence with Equity," states that our excellence as an institution "entails a responsibility to ensure that every member of our community has the opportunity to succeed." As we design solutions to our present challenges, we are confident that each of us will be guided by this commitment to both academic excellence and our faculty, staff, and students' success.

Sincerely,

**Cindy DeLuca**, Associate Vice President, Innovative Education

**Charles Adams**, Dean, Judy Genshaft Honors College

**Robert Bishop**, Dean, College of Engineering



**All USF faculty should read these four primary documents:**

**The USF Reopening Plan:** (Approved by the USF Board of Trustees on June 9, 2020 and by the Florida Board of Governors, June 23, 2020)

<https://www.usf.edu/coronavirus/documents/reopening-plan.pdf>

**The Returning to Campus Document(s):**

<https://www.usf.edu/coronavirus/returning-to-campus>

**Faculty Toolkit FAQs:**

<https://www.usf.edu/academic-continuity/faculty-toolkit/faq.aspx>

**Return to Regular University Operations In COVID-19 Environment Policy:**

See [Section 12](#) of this document and watch this site [www.usf.edu/general-counsel/regulations-policies/new-proposed-regulations-policies.aspx](http://www.usf.edu/general-counsel/regulations-policies/new-proposed-regulations-policies.aspx) for updates.

*Please note, This is a draft policy pending consultation with faculty groups and the promulgation process.*

---

# Section 1

## Public Health Considerations

### 1A. RETURN TO REGULAR ON-CAMPUS JOB PERFORMANCE

1. USF employees will be returning to on campus work in a phased approach; this includes but is not limited to faculty in classrooms and staff in their regular workspaces. When planning for the return of employees to campus, units must continue to meet both business requirements related to University operational needs and health and safety standards. USF is committed to flexibility in meeting both obligations, where reasonable circumstances permit.
2. *In the early phases of returning to regular on campus work, the following conditions will apply:*

- a. It is in everyone's best interest for any employee who has symptoms of COVID-19 or who has been told that they were exposed to a person who is known to be infected with COVID-19 to self-isolate, in order to prevent transmission of the virus to anyone else.

For those employees who are required to have a physical presence to perform assigned duties (that is, unable to work remotely) who have symptoms or who are known to have been exposed, the University will authorize up to five days of paid administrative leave.

In the case of an employee exhibiting symptoms, the employee should attempt to be tested. A negative test result would allow the employee to immediately return to work.

Should timely testing not be available, the employee needs to remain in self-isolation for 10 days from the day the symptoms first appeared and be fever-free for the last 24 hours.

A person exposed to a positive case, must remain in self-isolation for 14 days from the day of the exposure to be assured they were not infected. If symptoms appear, they should respond as above.

If employees are not eligible for emergency sick leave or do not have enough annual leave to cover the absence, the supervisor should reach out to HR to request admin leave. **Questions about eligibility for paid leave should be directed to Central Human Resources ("Central HR") at 813-974-2970.**

- b. If in the judgment of University management duties can be performed remotely while still meeting business needs, then the employee should be permitted to do so/continue to do so.

- 
- c. If in the judgment of University management an employee’s duties cannot be performed remotely while still meeting business needs; then the workplace outcome depends on the reason the employee is unable to return to campus, as described in the following sequential order.
- i. If the employee is limited in returning to campus because of a disability or medical condition, then the employee should consult with Central HR to review available options for reasonable accommodations under the Americans with Disability Act (“ADA”) or the possibility of leave under the Family Medical Leave Act (“FMLA”), including expanded federal eligibility for leave. The supervisor should not be the primary contact for ADA and FMLA matters, but rather should refer the employee and any healthcare information to Central HR.
  - ii. If the employee is limited in returning to campus because of dependent/elder care obligations, then the employee should consult with Central HR regarding FMLA leave, including expanded federal eligibility for leave for dependent care. The supervisor should not be the primary contact for FMLA matters, but rather should refer the employee and any dependent/elder care information to Central HR.
  - iii. If the employee is limited in returning to campus due to the employee’s risk profile based on CDC guidance, then the employee and supervisor should explore options to adjust the work environment to support the employee’s return to on-campus work, such as: flexible work schedules; alternating days in the workplace with days of remote work; hybrid performance of duties with telecommuting and in-person work functions (i.e. faculty providing remote lectures with carefully managed in-person labs); temporary reassignment; and staggered start and end times to limit number of employees arriving or departing at the same time.

***However, presenting one or more risk factors does not necessarily equate to a disability under the ADA that would be a basis to provide a reasonable accommodation [i.e. being 65 is not a disability].***

- iv. If the employee is limited in returning to work due to generalized concerns unrelated to the employee’s own health or dependent/elder care circumstances, then regular University leave and assignment policies apply.

## **1B. GENERAL PUBLIC HEALTH CONSIDERATIONS**

COVID-19, is spread from person to person via close contact with an infected individual (< 6 feet), through airborne and aerosolized droplets released when a person coughs, sneezes, or talks, or by touching a contaminated surface or object, and then touching one’s mouth, nose, or eyes.

---

Coronavirus may be spread by individuals who are not showing symptoms of the disease. Symptoms of COVID-19 usually develop 2-14 days after exposure to the virus and include: fever/chills, cough, shortness of breath/difficulty breathing, fatigue, muscle or body aches, headache, loss of taste and/or smell, sore throat, nasal congestion or runny nose, nausea or vomiting, and/or diarrhea.

Please inform your chair by phone or email if you are experiencing any of these symptoms, and stay home. If you test positive for COVID-19, please email this information to [healthglobal@usf.edu](mailto:healthglobal@usf.edu).

Certain individuals are at higher risk for contracting COVID-19 and having worse outcomes, such as: those 65 years and older, people with chronic lung disease or moderate/severe asthma, people with serious heart conditions, immunocompromised individuals, people with severe obesity (BMI<sup>3</sup> 40), and people with diabetes, chronic kidney disease, or liver disease.

## 1C. MITIGATION PROCEDURES



***Under no circumstances should a faculty member or student who is not feeling well come to campus or attend a face-to-face class.***

Any faculty member or student not feeling well should contact a health provider immediately to determine if testing for COVID-19 is indicated. If it is, the individual being tested should self-isolate until a negative test result is received and should follow all medical directions, including self-isolation for two weeks if the test result is positive. Faculty should clearly communicate COVID-19 mitigation expectations to students and should make clear that absences for COVID-19 will be treated with all due leniency. Measures to mitigate the spread of the virus rely on minimizing direct exposure or indirect exposure to virus-containing droplets. These measures include maintaining physical distance of six feet or greater, the use of face coverings, frequent handwashing with soap and warm water for at least 20 seconds, and using hand sanitizer that contains at least 60% alcohol.

## 1D. PHYSICAL DISTANCING

In buildings, follow directional signs/arrows intended to create migration (or traffic) patterns that promote six feet of physical distancing, adhere to displayed COVID-19 room and elevator capacity, and avoid congregating in hallways or stairwells.

In the classroom, students must wear face coverings and be seated at least six feet apart from each other, and the faculty member must maintain at least six feet of distance between themselves and the students. Enter and exit classrooms through indicated doorways, and follow any directions marked on the classroom floors or walls for moving through the room. During long classes, breaks for “fresh air” should be allowed; no face covering should be removed until outside the building and when at a safe distance from other individuals (i.e., > 6 feet).

- Frequently touched surfaces (door handles, light switches, a podium or instructor’s desk, keyboards, whiteboard markers, etc., and student desktops) should be disinfected upon entering the room.
- Microphones used by students and faculty should also be disinfected between classes.

---

## 1E. FACE COVERINGS AND ETIQUETTE

All faculty, staff, and students must wear face coverings such as cloth masks when indoors, unless they are alone in a private office. Masks must also be worn when outdoors in crowded circumstances, where distances of six feet cannot be maintained. Masks are critical for reducing the spread of the virus. Faculty, staff, and students will receive 2 cloth/washable face coverings for normal use. It has been determined that surgical-type face masks allow instructors to be heard more clearly in the classroom, so teaching faculty will be provided an appropriate supply of disposable surgical style masks for classroom use. Face masks will be delivered to faculty through their colleges, schools, or departments. Faculty should ask their chair/director for details.

Updated guidance on face coverings: [www.usf.edu/coronavirus/updates/06-19-face-covering-requirements-on-campus.aspx](http://www.usf.edu/coronavirus/updates/06-19-face-covering-requirements-on-campus.aspx)

Other precautions include minimizing time spent in enclosed spaces with other individuals, the use of proper cough/sneeze etiquette (cover your cough/sneeze and cough/sneeze into your inner elbow), and refraining from touching your face, mouth, or eyes.

More details about wearing face coverings can be found in section II.6.a of USF Policy *Return to Regular Operations in COVID-19 Environment*. See [Section 12](#) of this document and watch this site [www.usf.edu/general-counsel/regulations-policies/new-proposed-regulations-policies.aspx](http://www.usf.edu/general-counsel/regulations-policies/new-proposed-regulations-policies.aspx) for updates.

## 1F. SANITIZATION

Surface transmission is mitigated by frequent cleaning and/or disinfecting of surfaces with soap and water or appropriate disinfectants. Use disinfectant products appropriate for the surface being cleaned, to prevent damage to the surface/item being cleaned. **USF will provide disinfecting supplies**, including hand sanitizer and sanitization supplies, to support general mitigation measures in instructional and research spaces. For more information about what is available and how to request these items, please visit [usf.edu/supplies-request](http://usf.edu/supplies-request).

**Students, staff, and faculty must take responsibility for cleaning their immediate area, such as desks and podiums, with USF-provided supplies BEFORE AND AFTER CLASSROOM USE. Faculty are advised to wipe down any items they use that are stored in the classroom, including markers, microphones, and podium controls. Custodial staff will be present to sanitize high touch surfaces as much as possible. If no custodial staff are present, faculty are asked to wipe down door handles and light switches upon entering and exiting the room. Similarly, faculty must take responsibility for sanitizing offices and research labs.**

## 1G. SYMPTOM SURVEYS

USF will be implementing a monitoring program involving surveys and screening to help reduce risk on campus. See this link for more details: [www.usf.edu/coronavirus/returning-to-campus/testing-tracing-surveillance.aspx](http://www.usf.edu/coronavirus/returning-to-campus/testing-tracing-surveillance.aspx).

**All faculty, staff, and students will be required to complete an assessment** prior to returning to campus. In late July, you will receive an email message from USF with instructions for installing an application on your phone

---

or computer to use for this assessment and later daily symptom checks. The results will be confidential, but you may receive a follow-up request to be tested for COVID-19, depending on your responses to the initial assessment.

**During the fall semester, all USF personnel (faculty/staff/students) will be required to submit daily symptom checks** in a simple (yes/no) questionnaire that must be completed prior to coming to campus/work using the phone or computer application described above.

**At regular intervals, a random sample of the entire USF population (faculty, staff, and students from all campuses) may be contacted to be tested for the virus.** Individuals for this testing will be selected randomly, and you will be notified by email with instructions on how and where to get tested. USF personnel will not be charged for the testing.

There are two types of testing being used for COVID-19 infections. RNA/PCR-based testing is the most common, and is used to determine if an individual is currently infected. This test generally involves a nasal or oral swab to collect a sample, and results may be available a few hours or days after the sample is taken. These tests are highly sensitive and specific. A negative result only indicates that the individual was not positive for the COVID-19 virus at the time of testing, but cannot guarantee that an infection has not been acquired after the test was administered.

The second kind is serological testing, which determines if an individual has antibodies against the COVID-19 virus, and thus if they have been infected previously. It typically involves a blood sample and can be used to estimate how many people within the group tested have already had COVID-19, even if they are not currently ill. At this time, some serological tests on the market are not as accurate as others. USF will monitor the accuracy of all COVID-19 tests it uses, to ensure the most reliable and useful tests are being used for our testing program.

## **1H. CONDUCT EXPECTED TO SUPPORT USF SAFETY AND HEALTH STANDARDS**

The following table depicts the various risk mitigation strategies intended to promote health and safety at the University. Each is accompanied by enforcement strategies intended to promote compliance. The specific action(s) taken in response to conduct that does not support health and safety standards will be fast, specific, and consistent with USF due process requirements. The behaviors and University responses listed in the matrix are not exhaustive or all-inclusive. Further information can be found in USF Policy *Return to Regular Operations in COVID-19 Environment*. See [Section 12](#) of this document and watch this site [www.usf.edu/general-counsel/regulations-policies/new-proposed-regulations-policies.aspx](http://www.usf.edu/general-counsel/regulations-policies/new-proposed-regulations-policies.aspx) for updates. The University reserves the right to respond to noncompliance with health and safety standards in lawful ways not described in the matrix on the following page.

| <b>Risk Mitigation Strategy: Expected Conduct</b>   | <b>Response to Conduct that is Inconsistent with Expectations</b>   |
|---|---|
| 14- day isolation of COVID-19 positive cases;   | Removal from campus, referral to Student Conduct, possible provisional suspension if a student, referral to Human Resources, possible disciplinary action if faculty or staff;              |
| 2-3- day isolation awaiting an indicated test result;   | Removal from campus, possible provisional suspension if a student, possible disciplinary action if a faculty or staff;  |
| Completion of baseline survey;  | Reminders followed by redirection when attempting to access other applications, followed by suspension of network access;   |
| Completion of periodic symptom surveys and testing;   | Reminders followed by redirection when attempting to access other applications; removal of access to in person services, activities and facilities;   |
| Wearing of face coverings in classrooms, group work environments, or enclosed public settings where social distancing may not be maintained;                      | Request to comply with the guidance followed by removal from the activity, e.g. class, lab, studio, congregate spaces or a workplace, followed by consequences for disrupting the activity; |
| 6 feet of separation between other people, where signage and markings indicate such is to be maintained;  | Request to comply with the guidance followed by removal from the activity;  |
| Completion of education modules on risk mitigation and enforcement;   | Multiple reminders to reach goal of 90% of employees in any unit on campus completing;  |
| Local disinfecting of workspaces including offices, frequently used areas and other areas where work is conducted including classrooms, labs, and similar spaces. | Request to comply with the guidance followed by reminders followed by warnings.   |

HR has developed a training module that will provide guidance on what to do if a student, staff or faculty are not compliant. It explains what language/actions to use and what language/actions not to use. Please visit: [usflearn.instructure.com/enroll/9MK69A](https://usflearn.instructure.com/enroll/9MK69A).

---

## 11. MENTAL HEALTH CONSIDERATIONS

There are a number of resources available to help students who are showing signs of stress related to COVID-19. A short online training course is available to USF faculty and staff that addresses the subject of mental health among our students at [usf.kognito.com](http://usf.kognito.com). The Counseling Center ([www.usf.edu/student-affairs/counseling-center/about-us/response-to-coronavirus.aspx](http://www.usf.edu/student-affairs/counseling-center/about-us/response-to-coronavirus.aspx)) provides essential mental health services to students and is especially engaged in helping students affected by the COVID-19 emergency. The Students of Concern Assistance Team (SOCAT) ([www.usf.edu/student-affairs/student-outreach-support/socat/index.aspx](http://www.usf.edu/student-affairs/student-outreach-support/socat/index.aspx)) reviews referrals for students whose behavior is disruptive or is a safety concern. The Student Outreach and Support Office ([www.usf.edu/student-affairs/student-outreach-support/resources/mental-health-resources.aspx](http://www.usf.edu/student-affairs/student-outreach-support/resources/mental-health-resources.aspx)) maintains a hotline for anyone experiencing a mental health crisis. A referral form can be accessed at [usf-advocate.symphlicity.com/care\\_report/index.php/pid452067](http://usf-advocate.symphlicity.com/care_report/index.php/pid452067).

**The SOCAT Team asks that any person who is concerned about a student complete and submit the referral form. Please do not just direct the student to contact the SOCAT office themselves.**

Staff and faculty can turn to the Employee Assistance Program ([www.usf.edu/hr/benefits/magellantips covid19.asp](http://www.usf.edu/hr/benefits/magellantips covid19.asp)) for mental health assessment and referral, which includes telehealth video sessions that can be used during the COVID-19 emergency.



---

## 1J. USF COVID-19 PHASES

**Phased Approach to University Operations:** USF developed and is implementing a 4-phased approach to encourage and support health and safety standards as the University resumes business operations so that faculty, staff, and students may gradually return. These 4 phases provide flexibility and adaptability based on current and projected developments in COVID-19 trends. Each phase limits the number of individuals on campuses, while collecting data to determine next actions.

Throughout all phases USF's core mission and services remain unchanged; however, the University may modify methods of delivery of services along with the physical learning and work environments to reduce the risk of COVID-19 effects.

USF's full plan for phased reopening was approved by the USF Board of Trustees on June 9, 2020 and by the Board of Governors on June 23, 2020. The plan is available here: [www.usf.edu/board-of-trustees/documents/meetings/general/20200609-bot-agenda.pdf](http://www.usf.edu/board-of-trustees/documents/meetings/general/20200609-bot-agenda.pdf). Also see [www.usf.edu/coronavirus/returning-to-campus/concept-of-operations-phases.aspx](http://www.usf.edu/coronavirus/returning-to-campus/concept-of-operations-phases.aspx). It is important to note that because this situation remains fluid, these phases and how they are implemented are subject to modification, including potentially reverting to earlier phases if the situation warrants such action. No one anticipates moving into phase IV for many more months.

**Shared Responsibility:** USF's phased approach to resuming regular operations relies on the acknowledgment and acceptance of shared responsibility by all members of the USF community to take individual actions that support the health and safety of all. Every member of the USF community has a personal, vested interest in supporting health and safety standards.

**PHASE I:** Allows for up to 25% of staff returning to the campuses, based on space configuration, and allows additional critical functions to be performed beyond those allowed in the planning period. USF continues to enforce strict protective measures to limit exposure of returning employees and reduce potential for community transmission of the virus.

**PHASE II:** Allows for up to 50% of staff returning to the campuses, based on space configuration, and expanded resumption of critical services, with extensive protective measures still in place. Prepares for resumption of University operations, while continuing to limit exposure of returning employees and reduce community transition. During Phase II, the mitigation requirements remain the same as in Phase I.

**PHASE III:** Allows for up to 75% of staff returning to the campuses, based on space configuration, and near-full resumption of critical operations. Protective measures remain in place, to limit exposure of returning employees and students, and reduce community transmission. During Phase III the mitigation requirements remain the same as in Phases I and II.

**PHASE IV:** CDC lifts physical distancing guidance, herd immunity is achieved, or the rate of transmission (Rt) in the six-county area of the university is stable below 1.0. (i.e. the average number of people who become infected by an infectious person). All community members return to campuses and normal operations resume. Protective measures necessary to limit exposure to residual circulating COVID-19 remain in place as appropriate and necessary, based on data and expert advice.

# Section 2

## The Academic Calendar

| FALL 2020                |  |
|--------------------------|--|
| August 7                 | Summer Session B classes end<br>Summer end of term   |
| August 10                | Non-Degree registration begins for Fall  |
| August 11                | Final grading closes for Summer Sessions A, B & C  |
| August 14                | Summer grades visible in OASIS   |
| August 21                | Last day to register for Fall 2020 without late fee  |
| August 24                | Fall classes begin   |
| August 28                | Drop/add ends, fee liability/tuition payment deadline<br>Last day to submit Fall residency reclassification applications<br>Fall Senior audit application deadline |
| September 7              | Labor Day holiday; no classes & USF offices closed   |
| September 21             | Fall graduation application deadline   |
| October 5                | Fall midterm grading opens   |
| October 16               | Fall midterm grading closes  |
| October 26               | Fall final grading opens   |
| October 31               | Fall last day to withdraw; no refund & no academic penalty   |
| November 2               | Spring registration for degree-seeking students begins   |
| November 11              | Veterans Day holiday; no classes & USF offices closed  |
| November 25              | Last day of Fall classes on campus   |
| November 26 & 27         | Thanksgiving holiday; no classes & USF offices closed  |
| November 30              | Non-degree registration begins for Spring  |
| November 30 - December 4 | All classes transition online (with limited exceptions in USF Health)  |
| December 5 - 10          | Final exams week (online only) (with limited exceptions in USF Health)   |
| December 10              | Fall end of term   |
| December 11 - 14         | Fall Commencement  |
| December 14              | Start of Winter Intersession classes - Drop/Add begins<br><i>Canvas</i> closes for final grades  |
| December 17              | Drop/Add ends for Winter Intersession  |
| December 18              | Fall grades visible in OASIS   |
| December 22              | Winter Intersession withdrawal deadline  |
| December 25              | Christmas holiday; no classes & USF offices closed   |

---

# Section 3

## Faculty Assignment and Appraisal

The university's rapid response to the COVID-19 pandemic required all faculty to switch to remote delivery of course content immediately after Spring Break in 2020. Because of the rapid switch to remote delivery of courses, each college was provided the opportunity to allow faculty in their unit to designate whether Spring 2020 student assessments of teaching would be included in their annual or subsequent evaluations. **This only applied to the student assessments of teaching for the Spring 2020 semester.** Regardless, faculty may submit descriptions of any specifically-identified adverse impacts of the COVID-19 pandemic on their research, teaching, service, and professional development with their 2020 annual activity reports.

**All faculty who were in their probationary period working toward tenure in the Spring of 2020 will be eligible for an extension to the tenure-clock of one academic year.** They may apply for this extension at any time prior to when their tenure materials are due, per their regular probationary period.

Given the uncertainties of the COVID-19 emergency, faculty assignments and activities may vary from those in the past, so some flexibility will be expected. For example, faculty may be asked to change their mode of course delivery, may have to be more flexible in the format of their courses, and will need to be adaptable in conducting their research, teaching, and service assignments through the COVID-19 pandemic.

If a faculty member becomes ill and is unable to teach, the unit chairs/directors will be responsible for reassigning courses to other faculty or hire substitutes. Therefore, **faculty backup plans to turn their course/assignments over to another faculty member are to be confirmed in advance, should they become necessary.**

### **A REVIEW OF CONSOLIDATION AND HOW IT AFFECTS CONTINUING AND NEW FACULTY**

Prior to July 1st, 2020, USF consisted of three campuses under separate accreditation. Processes such as hiring, tenure, promotion, evaluation and assignment of faculty differed in many respects at each campus, as did student admission and degree programs available to students. The State of Florida passed legislation in 2018 that required the three campuses to consolidate into a single accredited university on July 1st 2020. The result was a restructuring and consolidation of academic programs, departments, and colleges. The details can be found at: [www.usf.edu/sacscoc-consolidation/documents/consolidation-handbook-vol1-web.pdf](http://www.usf.edu/sacscoc-consolidation/documents/consolidation-handbook-vol1-web.pdf) and here: [www.usf.edu/sacscoc-consolidation/documents/consolidation-handbook-vol2-web.pdf](http://www.usf.edu/sacscoc-consolidation/documents/consolidation-handbook-vol2-web.pdf).

Under a single accreditation there can only be a single multi-campus college or department (in any given discipline or field of study) where before there may have been up to three separate colleges or departments. The term *college dean* refers to the overall dean of each college. On some campuses, there may be a campus dean, director, or

---

associate dean for a particular college if the college dean is on a different campus. Similarly, some of the large multi-campus departments/schools have assigned campus chairs/directors or associate chairs/directors to manage the responsibilities of that department/school on a particular campus. If you are a faculty member on a branch campus, your assignment may come from an associate chair/director or campus/chair director but they would have provided the assignment after consulting with the chair/director of the USF department or school. Academic responsibility begins with the Provost, moves to the college deans, to any campus deans, to the chairs/directors, and from the chairs/directors to any campus chair/director, and then to the faculty. For faculty on all campuses (including the branch campuses in St. Petersburg and Sarasota Manatee), there is a direct line of academic responsibility to the USF Provost. However, the branch campus regional chancellors retain certain responsibilities by having some input into hiring, evaluation, tenure and/or promotion of branch campus faculty. Because of consolidation, USF has revised all of its [Faculty Governance and Tenure and Promotion documents](#) and each college/school/department as there can be only a single set of governance and T&P guidelines for faculty at all three campuses.

Most USF faculty work under a Collective Bargaining Agreement: [www.usf.edu/hr/documents/employment-resources/employee-labor-relations/uff-collective-bargaining-agreement.pdf](http://www.usf.edu/hr/documents/employment-resources/employee-labor-relations/uff-collective-bargaining-agreement.pdf). Any time there is a change in T&P guidelines, the agreement provides certain faculty (typically those with three years of service), hired under one set of T&P guidelines, the option of using either the old guidelines or the new guidelines. New faculty will only be able to use the guidelines in effect when they were hired, unless the guidelines change again prior to three years before that faculty member is considered for tenure/promotion.

Lastly, prior to July 1st 2020, there was a separate Faculty Senate at each campus with an overriding System Faculty Council to coordinate the actions of the three senates in the old USF System. There is now just one consolidated USF Faculty Senate.

# Section 4

## Faculty Responsibilities

### 4A. INTRODUCTION

A flexible hybrid academic model has been designed and adopted for planned delivery of both undergraduate and graduate classes in 2020. This is intended to support a mix of academic delivery formats that meet different student needs with regard to access, timely progression, and graduation. The model includes a mix of:

- Classroom (CL) face-to-face (F2F) instruction with physical distancing through reduced density, rotational attendance, and contingency plans to move online at any time,
- Hybrid blend (HB) mode of delivery including live F2F, synchronous, (including live streaming), and/or asynchronous sessions, and
- Quality online courses (All Distance Learning = AD; Primarily Distance Learning = PD) with the innovative use of active learning technologies (Note: USF, through Innovative Education, has emerged as a leader in the online space and has consistently delivered one third of all coursework in online and hybrid formats, at both the undergraduate and graduate levels in recent years).

| USF Instructional Methods  |  |  |  |
|--|--|--|--|
| Classroom 1-49%* (CL)  | Hybrid Blend 50-79%* (HB)  | Primarily Distance Learning 80-99%* (PD)   | All Online 100% (AD)                           |
| Less than 50% of course delivered online.                          | 50-79% of course delivered online, course meets face-to-face (in person) on specified days and times   | 80-99% of course delivered online, minimal face-to-face (in person) requirements   | Course fully online.                           |
| Classes meet face-to-face (in person) at specified times and days. | Hybrid (HB) courses include a blend of face-to-face (in person) meetings and online learning. Hybrid courses may be structured in a variety of ways. Instructors may split classes to alternate who attends in person on given days/times. When not attending in person, students may be required to attend synchronous live online meetings or may be assigned independent learning activities. | Primarily Distance Learning has few face-to-face requirements. For example, exams, projects, presentations or site visits may be in person.  | No required face-to-face (in person) meetings. |
|  |  | <p><b>Is my course Synchronous or Asynchronous?</b><br/> <b>Synchronous-</b> "live" online meetings during designated days &amp; times<br/> <b>Asynchronous-</b> meetings are online only, no live day/time requirements</p> <p>If your course has days/times listed in one of these formats, assume you have synchronous meetings during indicated periods.</p> |  |

***\*All students must comply with university policies and posted signs regarding COVID-19 mitigation measures, including wearing face coverings and maintaining social distancing.***

All instructors must be adaptable, flexible, and **prepared to transition to quality online delivery at any point during the Fall 2020 semester**. Faculty members will be required to comply with University protocols for face-to-

---

face interactions at all times, both inside and outside the classroom. **Students will not be required to register for F2F classes**, and those in “high risk” groups are provided access to coursework through a range of alternative delivery platforms and accommodations, as appropriate and consistent with ADA and University guidelines. Students electing not to register for F2F classes should contact their academic advisor since it may delay timely progress to graduation. **Faculty members in a “high risk” category shall be given priority to teach their courses online as a reasonable accommodation**, consistent with the Memorandum of Understanding with the USF Chapter of the United Faculty of Florida re: Article 4 of the CBA:

“A bargaining unit member, or individual(s) with whom the bargaining unit member resides, whose age and/or underlying medical/health condition puts either of them at risk for death or severe medical/health complications should they contract COVID-19 during the Public Health Emergency, shall be given priority to teach their courses in an online format as a reasonable accommodation.”

**This accommodation may be granted with the explicit understanding by all parties that the faculty member will engage with learning/instructional designers in USF Innovative Education on all campuses for the preparation necessary to deliver synchronous and asynchronous quality online educational experience. Performance expectations exceed those associated with transition to remote instruction in Spring 2020.**

**Back-up instructional assignments are to be confirmed in advance should they become necessary.**

All members of the USF community, on all campuses, must accept personal responsibility for the well-being of themselves and others.

University space has been extensively mapped and evaluated in light of current CDC, state, and local physical distancing guidelines and a revised student capacity, by classroom and laboratory, has been established. Moreover, available instructional technology has been identified for each instructional and student learning space. Deans and building supervisors will address and manage how each class section will provide sufficient time for sanitizing surfaces between classes, and how to ensure appropriate physical distancing in hallways, elevators, and stairwells upon entry and exit from classes.

Certain classes are identified as high priority for F2F delivery due to specialized accreditation standards, access to equipment (e.g. upper division and graduate STEM labs), and/or the essential need for performance and experiential learning (e.g. studios in the performing arts). In the case of F2F classes, reduced student density will adhere to CDC guidelines (at approximately 25-30% capacity for classrooms and 50% for labs). If a faculty member (with the approval of a school director or department chair) adopts a F2F rotation for class attendance/participation (e.g. every Monday or Wednesday attendance in a MW class), as appropriate, all class sections will be delivered synchronously, and/or recorded and made available to all students enrolled in the class through password protected access.

Classes with 100 or more students will be required to move to a fully online format, and class sizes of 50-100 students will be strongly encouraged to move to an online delivery format. However, larger class sections may be divided into multiple smaller sections to facilitate expanded access to F2F or blended delivery, depending upon

---

concurrently available instruction space and added instructional resources. Student Instructional and Learning Assistants will provide appropriate support for faculty members inside and outside the classroom.

Active student learning, engagement, and academic success will be supported through out-of-class activities and student support services in F2F and/or virtual formats, including but not limited to academic advising, financial aid, mental health counseling, “office hours” with faculty, small group study and tutoring, library services, and career services, including activation of USF’s comprehensive digital communities initiative.

In order to continue USF’s high academic performance expectations in the delivery of quality education and student learning, and to ensure compliance with standards and principles of SACSCOC and specialized accrediting agencies, instructional faculty will be provided expanded professional development opportunities to enhance their pedagogical skill set, ensure their familiarity with technology, tools, and techniques, and to consider alternative methods for assessing student learning outcomes. Please refer to [Section 9](#) for more details.

All instruction, student learning, and final examinations will migrate to a quality online platform beginning November 28, 2020, and following Thanksgiving break, to mitigate the spread of COVID-19 resulting from holiday-related travel. Limited exceptions may be approved in USF Health. Residence halls, dining options, and student support services will remain open after Thanksgiving break for students who need access through the end of the fall semester.

The responsibility for college class schedules (across all campuses), mode of delivery, assuring academic quality, meeting student demand and access (to promote retention, progression, and timely graduation), faculty instructional assignment, and compliance with federal and state law, as well as state and university regulations, and policies, rests with each of the 13 college deans.

All students, faculty, and staff at USF must remain flexible, as schedules and delivery modes may need to be adjusted at any point during the Fall 2020 semester. **We cannot stress enough that this public health event is highly dynamic and requires flexibility and adaptability throughout the broader university community.**

#### **4B. INSTRUCTIONAL PREPARATION, DESIGN AND DELIVERY**

Faculty members should clarify their course modality as posted—online, hybrid, or face-to-face, room assignment, and necessary equipment for class instruction—with their chair. Let your chair know if you need to teach online because you are a member of a high-risk group. Sign up for the necessary training for whatever resources you will be using for class delivery. This includes use of classroom computers and microphones, video and recording equipment, and software described below. Faculty transition to quality online course delivery in the Fall are supported by Instructional/Learning Design units in Innovative Education and Health. The USF [faculty toolkit](#) includes helpful resources for all faculty at USF, including just-in-time guides and videos, quick tips for leveraging the *Canvas* learning management system, workshop dates/times, direct support contact information, and FAQs. Faculty are encouraged to visit the [faculty toolkit](#) regularly, as new resources are frequently updated. Be sure to post and keep regular office hours, either online through *Microsoft Teams* or other remote communication software, or possibly in person, if you are teaching face-to-face courses.

---

#### 4C. ONLINE QUALITY STANDARDS

Courses are evaluated by Innovative Education for quality using the [USF Online Quality Course Readiness Checklist](#). The checklist is designed to support faculty through the process of self-reviewing their online courses, in preparation for quality online instruction. The USF Online Quality Course Readiness standards are rooted in Quality Matters (QM) research and best practices, and adapted from QM's Higher Ed Rubric. The checklist is a list of considerations, tips, and actionable strategies for transitioning a course to the online environment. Although USF has adopted the Florida Quality Review Process to align with the Florida BOG's quality goals, the purpose of this checklist is to prepare faculty for quality online fall instruction to maintain academic continuity. All Fall 2020 online courses must meet the minimum standards in the checklist, which fall into three categories: (1) Preparing Students for Success, (2) Guiding Students and Their Learning, and (3) Teaching Effectively in a New Environment. Faculty conduct a self-review of their online course (which includes synchronous and asynchronous instruction) at the completion of the DYOC. See 4D below.

#### 4D. DESIGNING YOUR QUALITY ONLINE COURSE (DYOC) FOR FALL 2020

This comprehensive course developed by USF Innovative Education guides faculty through the process of **developing a quality student-centered online course**, with recommendations for both synchronous and asynchronous delivery. It includes customizable templates, best practices for quality design, active learning strategies, tips for content development, faculty examples, and technology considerations. The DYOC prepares faculty to meet the standards in the USF Quality Online Readiness Checklist.

Enroll in the [DYOC](#). This course includes a number of modules with these topics: welcome/getting started, establishing clear expectations and a welcoming environment, planning for online instruction, building authentic assessments, developing accessible and engaging content, creating meaningful interaction, and putting it all together.

#### 4E. TEACHING ONLINE READINESS

If your online course was previously developed, and you'd like some tips on **updating it** and/or teaching the online class for Fall 2020, then start by taking this [teaching online readiness survey](#) to identify any knowledge/skills gaps for teaching online. Then use the checklist survey results to help inform where you should focus within the training, and then enroll in [Faculty Readiness for Teaching Online](#). **This course was developed by USF Innovative Education and can be completed at your own pace.** It includes modules on accessing *Canvas*, course structure and course management, assignments and grading, instructor to student interaction, student to student interaction, presentation and content delivery, and online student performance.

#### 4F. COMPREHENSIVE TRAINING ON CANVAS BASICS

This course developed by USF Innovative Education provides comprehensive training that will introduce you to the basic functions of *Canvas* and additional tools to create digital content. Enroll in [Canvas Basics](#), which includes *Canvas* course navigation, *Canvas* modules, Syllabus and Course files, *Canvas* content pages, Assignments, Discussions, Quizzes, Multimedia content (e.g. *Canvas Recorder* and *Kaltura*), *Gradebook*, , and *Canvas Rubrics*,

---

and has tools available to promote academic integrity (e.g. *Turnitin* and *Proctorio*). Finally, there is a module on synchronous communication (e.g. *Blackboard Collaborate Ultra* & *Microsoft Teams*).

#### 4G. COURSE DELIVERY

Comply with all USF guidelines for mitigating COVID-19 infection risk, such as wearing face coverings, maintaining physical distancing, obeying ingress and egress signage, and sanitizing personal spaces (See [Section 4](#)).

- You should develop and communicate plans on how to deal with student non-compliance with public safety guidelines. See [Section 1H](#) regarding “**Conduct Expected to Support USF Safety and Health Standards.**” Clearly communicate course format and modality.
- HR has developed a training module that will provide guidance on what to do if a student, staff or faculty are not compliant. It explains what language/actions to use and what language/actions not to use. Please visit: [usflearn.instructure.com/enroll/9MK69A](https://usflearn.instructure.com/enroll/9MK69A).
- Develop and disseminate plans for dealing with students who do not comply with attendance, deadlines, assignments, and examination. You can find useful information at: [catalog.usf.edu/content.php?catoid=4&navoid=294#general-classroom-policies](https://catalog.usf.edu/content.php?catoid=4&navoid=294#general-classroom-policies).
- Develop a rotation schedule if the number of students who can attend your face-to-face class is limited by physical distancing guidelines. Accommodate students who may shift to online instruction at any point during the semester due to health or other personal reasons, but **keep track of attendance**. Know who should be there on which days. Learn to recognize when a student is struggling (see [Section 1I](#)).
- Create an open atmosphere for asking questions and seeking help outside of class. Periodically survey the class to see how things are going — determine if the assignments are clear, if assessments are considered fair, and determine what other types of material would assist student success. Familiarize yourself with the following polices. For further clarification please see chair/director.
  - General Attendance:  
[catalog.usf.edu/content.php?catoid=4&navoid=294#general-attendance](https://catalog.usf.edu/content.php?catoid=4&navoid=294#general-attendance)
  - General Classroom Policies:  
[catalog.usf.edu/content.php?catoid=4&navoid=294#general-classroom-policies](https://catalog.usf.edu/content.php?catoid=4&navoid=294#general-classroom-policies)
  - Grading Policies:  
[catalog.usf.edu/content.php?catoid=4&navoid=294#grading-policies](https://catalog.usf.edu/content.php?catoid=4&navoid=294#grading-policies)
  - Midterm Grades:  
[catalog.usf.edu/content.php?catoid=4&navoid=294#mid-term-grades](https://catalog.usf.edu/content.php?catoid=4&navoid=294#mid-term-grades)
  - Procedures for Excused Absences and Make-up Work:  
[catalog.usf.edu/content.php?catoid=4&navoid=294#procedures-for-excused-absences-and-make-up-work](https://catalog.usf.edu/content.php?catoid=4&navoid=294#procedures-for-excused-absences-and-make-up-work)
  - Course Attendance at First Class Meeting:  
[catalog.usf.edu/content.php?catoid=4&navoid=294#course-attendance-at-first-class-meeting](https://catalog.usf.edu/content.php?catoid=4&navoid=294#course-attendance-at-first-class-meeting)

- 
- Course Notes and Recording:  
[catalog.usf.edu/content.php?catoid=4&navoid=294#course-notes-and-recording](https://catalog.usf.edu/content.php?catoid=4&navoid=294#course-notes-and-recording)

Faculty should familiarize themselves with Student Responsibilities and Expectations for Class, as outlined in [Section 11](#) of this document.

#### **4H. WHAT COVID-19 SPECIFIC STATEMENTS NEED TO BE PRESENT IN YOUR SYLLABUS?**

Faculty members may choose to include the following university statement in their syllabus: The health and safety of students, faculty, staff, and visitors on our campuses is our top priority. In response to the current COVID-19 pandemic, the USF community will be working together to comply with recommended health and safety standards, to optimize the learning experience while minimizing health risks. The Conduct Expectations for all members of the community may be accessed at [Conduct Expected to Support USF Health and Safety Standards](#) with details provided below.

Other required components of the class syllabus include, yet are not limited to: Students and faculty will be guided by established USF processes to ensure the safest possible non-disruptive environment, including the:

- (1) [Academic Disruption Regulation](#), which provides for an immediate removal or restriction from a classroom setting, with academic sanctions, and/or
  - (2) [Student Conduct Regulation](#) to address conduct that is inconsistent with the expectations as outlined below.
- **Complete daily screening as requested.** Anyone experiencing one or more COVID-19 symptoms should not be on campus or, if a resident, should not be outside their residence hall room, should contact a medical provider immediately, and follow that medical professional's guidance. Please inform your instructor, prior to the beginning of class, if your screening indicates the need for further evaluation and that you will not be in class.
  - **Wear face coverings.** All members of the USF community are required to wear face coverings while in classrooms or any other shared space, including specified public or common-use areas where physical distancing guidelines cannot be followed. See this link on [How To Make A Face Mask](#). If you have to use a disposable face mask, please discard it in a trash receptacle immediately after use. Should you come to class without a face mask, you will be asked to put one on (including one that may be provided by the instructor) if not, you will be asked to leave and may be subject to conduct discipline.
  - **Maintain physical distancing.** All students, faculty, staff, and guests are required to maintain a safe distance from one another. Physical distancing is maintained in all indoor and outdoor spaces which are owned or controlled by USF. Stay at least 6 feet (about 2 arms' length) from other people, do not gather in groups, stay out of crowded places, and avoid mass gatherings. See the CDC for information on [physical distancing](#). Please sit only in designated areas in class, and do not move chairs or desks in classrooms or common spaces.
  - **Practice good hand hygiene.** Individuals should wash their hands with soap and water for at least 20 seconds as often as possible, or use personal hand sanitizers containing at least 60% alcohol.

---

Hand sanitizer stations are available throughout the campus. If you see one, use it! See the CDC recommendations on [Hand Hygiene](#).

- **Disinfect your classroom space.** Students and faculty are responsible for disinfecting areas within their workspaces by cleaning these at the beginning and end of each class. This includes desk tops, seats, and equipment used during class. Disinfectant supplies will be provided. If paper towels are used to disinfect, they must be discarded in a trash receptacle immediately after use.

## 4I. CLASSROOM MANAGEMENT

### Face-to-face Courses and Reduced Classroom Density

Classroom capacities will be greatly reduced because of the need to maintain six feet of distancing. Classes with enrollments of over 100 will be delivered online, as will most classes between 50-100 students. If your class is face-to-face, you will need to work with your chair/director and other USF offices to adapt to the lower density. This could be accomplished in a number of ways, as described in [Section 4](#) of this document. Faculty should consider the health issues described in [Section 3](#), help students manage to distance within the classroom, and help manage the flow of students in and out of classrooms. Please note any directional markings in hallways, stairwells, and elevators, and remind students to follow those markings. Mandatory face coverings will be made available to faculty, as well as optional face shields, if faculty opt to use them; check with your chair/director for options. Simple things like clipping a microphone to your collar underneath a face shield will help students hear you. It is critical for faculty to set an example for their students by following all physical distancing protocols that are in place at USF. Please read [Section 5](#) and [Section 11](#) on faculty and student responsibilities to better understand how to manage students who ignore the physical distancing procedures.

University space has been extensively mapped and evaluated in light of the current CDC, state, and local physical distancing guidelines. A revised COVID-19 student capacity, by classroom and laboratory, has been established, and should be posted just outside or inside each room. Check with your chair/director or building manager if you have any questions about capacity. Moreover, available instructional technology has been identified by instructional and student learning space. **If you are teaching in a classroom, please visit it ahead of time and make sure you know where any cameras, microphones and other technology are located. Determine where you need to be positioned for effective recording or synchronous broadcasting.** The furniture may have been arranged and marked in a way to enhance COVID-19 capacity, so please do not rearrange the room or move the student seating. If the room is unsuitable in its current configuration please contact Elizabeth Clifford ([eclifford@usf.edu](mailto:eclifford@usf.edu)) or Mike Ballester ([mballest@usf.edu](mailto:mballest@usf.edu)) in Facilities.

Deans and building supervisors will address and manage how each class section will provide sufficient time for sanitizing surfaces between classes, and how to ensure appropriate physical distancing in hallways, elevators, and stairwells upon entry and exit.

---

## Teaching Labs, Studios, and Field Work Considerations

All teaching labs, studios and field work across the university on each campus will be conducted following the principles outlined in the General Public Health Considerations ([Section 4](#)). All activities will also be conducted in a manner that complies with the various national sanctioning/governing bodies that oversee and accredit the different disciplines, with respect to providing the requisite training in a manner that meets the quality and rigor expected for our students. Critically, there is no “one size fits all” manner for providing this type of experience across all disciplines.

For teaching labs, several modalities will be followed. Some disciplines lend themselves to the temporary availability for completely online instruction, especially in the introductory courses. Examples of departments that will pursue this approach include Integrative Biology, Cell Biology, Microbiology, Molecular Biology, and Communications. Other disciplines, such as Chemistry and Physics, will provide some level of face-to-face instruction to all students, in a manner that maintains the requisite physical distancing guidelines at no greater than 50% capacity in the physical lab space. This can be accomplished in several ways:

- an “alternating week” plan (especially in the more introductory courses) where half of the students are face-to-face one week and do an online version the other week
- offering more sections in advanced labs that will allow for physical distancing
- laboratory lectures are anticipated to be conducted using an online delivery

Some disciplines, such as Electrical Engineering, plan to offer labs in the same manner as pre-COVID, but that will require modifications to their current facilities, such as barriers or expansion into additional space. Other disciplines, such as Mathematics, heavily use computer laboratories. While these laboratories can still be used at a diminished capacity that allows for proper physical distancing, some activities will likely have to be conducted outside of the computer laboratories. For studio classes, most are intended to be offered using a flexible hybrid system that ensures proper physical distancing. Additionally, “flex rooms” and “flex meeting areas” are being prepared so that areas such as workshops and computer rooms do not exceed density requirements.

For field work, multiple modalities will be followed: Some work, such as advanced field work in the Geosciences, can be conducted in pre-COVID fashion, provided the General Public Health Considerations ([Section 4](#)) are followed. Some will be transitioned to “individualized” activities by having students obtain the requisite materials and conduct these experiments on their own.

Others will engage in field work that requires interaction with the public that may take place beyond USF’s campuses. In these instances, all appropriate physical distancing guidelines, as well as USF travel guidelines must be observed. Rotations and internships are anticipated to proceed as scheduled, with students observing the safety guidelines in place by the host institutions. In all cases, students, instructors, and support staff will need to use all Personal Protective Equipment (PPE) that are traditionally used in these settings, as well as those necessary to comply with the COVID recommendations.

---

Lab space freed up by the move of some labs to online delivery may allow for greater physical distancing of other labs, by utilizing these spaces on a temporary basis. Resources will need to be made available to accomplish some of these tasks, possibly including any PPE deemed necessary during these extraordinary times. While some classes (e.g. chemistry labs) have an expectation of PPE that is provided by the student, other disciplines do not traditionally require these items. Faculty may need to work with their chair/director to allow additional teaching support to cover sections run at diminished capacity. It may be necessary to modify some laboratory/studio spaces to make them suitable for new uses. There may be a need for equipment to be purchased to loan to students to conduct experiments at home, and computers/technical equipment needed to deliver quality instruction.

There should be a plan for the ingress/egress (or entry/exit) of students to the lab that maintains the physical distancing guidelines. If marked, occupants must follow ingress and egress directions. For additional assistance, please contact Elizabeth Clifford ([eclifford@usf.edu](mailto:eclifford@usf.edu)) or Mike Ballester ([mballest@usf.edu](mailto:mballest@usf.edu)) in Facilities.

### **Supplemental Digital Content for Labs**

Faculty who would like to supplement instruction by incorporating high-quality digital interactive content into their labs can utilize to the following robust resources:

[Labster](#): 3-D simulations that are used by hundreds of universities worldwide. USF has unlimited use through Summer 2021. This platform can be easily integrated in *Canvas* and includes a portfolio of about 140 animations, that can cover a large number of labs in Biology, Chemistry, Physics, A & P, and other disciplines.

[PIVOT Interactives](#): High-resolution interactive videos, with interactive graphing exercises for students to use through Summer 2021. This includes 280+ videos, including Physics (194); Chemistry (59); Biology (16), and Earth Science (14). [Explore more videos](#). These exercises can be integrated as assignments in *Canvas*, and include built-in questions and graphs that can be manipulated by the faculty, or by a TA.

[JoVE](#): The Journal of Visualized Experiments is a revolutionary video library dedicated to reaching scientific fundamentals through simple, easy-to-understand video demonstrations. USF has access through Summer 2021.

For more information and access to Labster, Pivot, and JoVe, contact the Innovative Education team at [facultysupport@usf.edu](mailto:facultysupport@usf.edu).

### **Student Learning Assessment**

As you are preparing your Fall 2020 course, given that some or all of the courses may be different from conventional “face-to-face” (F2F) formats, it is important to determine what assessments can be used to allow students to demonstrate mastery of the learning objectives. [The University Testing and Examinations Policy 10-005](#) sets the expectation that each student undergoes meaningful testing and evaluation that will reveal the student’s intellectual growth in the subject matter covered, or otherwise reflect the achievement of the course objectives.

---

For more information, please visit: [Academic Integrity for Remote Instruction](#).

*Proctorio* is an automated online proctoring solution that can be added to any *Canvas* quiz. It allows instructors to verify a student's identity, record the student via webcam, record the student's screen, and lock down the student's browser. Please note that certain features of *Proctorio* require students to have a webcam, such as ID verification and recording the student. Other features, such as screen recording and browser lockdown, only require a computer with the Chrome browser and *Proctorio* extension, and do not require a student to have a webcam. For more information, please visit [www.usf.edu/academic-continuity](http://www.usf.edu/academic-continuity) or [www.usf.edu/atle/technology/Proctorio.aspx](http://www.usf.edu/atle/technology/Proctorio.aspx). *Proctorio* is a sophisticated solution and we therefore recommend the following prior to using it for your class:

- 1) Update your syllabus with the *Proctorio* syllabus statement. See "Syllabus Statement" at [www.usf.edu/atle/technology/Proctorio.aspx](http://www.usf.edu/atle/technology/Proctorio.aspx).
- 2) Verify with your students that they have access to a computer with the Chrome browser and can download the *Proctorio* extension. Additionally, if you plan to use any webcam dependent features (ID check or record student), you will need to verify that they have a webcam.
- 3) Learn about *Proctorio* by watching the previously recorded *Proctorio* workshop, available within *Canvas* Basics course (listed in first module titled "*Proctorio* March 18"), and review the Academic Continuity *Proctorio* FAQ.
- 4) Send an email to [facultysupport@usf.edu](mailto:facultysupport@usf.edu) and request to have the *Proctorio* Getting Started Module and Practice Test loaded into your course. This is critical for ensuring that students can properly test their machines and get oriented with *Proctorio*. This module is also available for download within our fully online workshop, Online Proctoring with *Proctorio*. See [www.usf.edu/innovative-education/digital-learning/teach-online/workshops.aspx](http://www.usf.edu/innovative-education/digital-learning/teach-online/workshops.aspx).

Ideally, assessments should be a mix of summative (i.e., projects) and formative (i.e., module assignments, discussions) assessments. Every effort should be made to ensure a high level of interaction between students and faculty, and among students. A description of the assessments should be included within the course syllabus.

While individual instructors of courses make decisions on how their courses are best evaluated, we recommend the use of online discussions, including the review of chat room discussions, e-mail, and discussion board messages. Projects/simulations/case studies, reflection, group work, and other collaborative activities with peer review are useful. Quizzes and performance assessments, particularly of presentations, are other assessment tools. Faculty can also use video responses or oral examinations with explanation/reflection. Requiring these, in addition to online exams, can provide instructors valuable information that helps determine if student responses to online quizzes or exams were based on sound reasoning. There should also be options for administering exams throughout the semester.

It is recommended that you provide clear instructions for completion of exams, integrate assignments that encourage more student-to-student and student-to-faculty interactions, and provide continuous feedback - students need detailed feedback. Spread out exams during the semester and/or assign less weight on final exams (hybrid, face-to-face, online). Consider options for conducting exams during the semester (hybrid or face-to-face), and/or

---

for the week before Thanksgiving. If you choose to use *Proctorio*, consider attending a training session. Please be sure to allow flexibility regarding student technical issues during exams, and consider establishing a college-wide committee to review *Proctorio* scores, while following current [Academic Integrity Policy](#) regarding online proctoring of exams.

## Classroom Attendance

The University has the expectation that students attend class, and an instructor may require a specified level of attendance to successfully complete a course, or assign a portion of the final grade based on attendance and participation. Faculty must inform students of attendance expectations in the course syllabus ([ugs.usf.edu/policy/GeneralAttendance.pdf](https://ugs.usf.edu/policy/GeneralAttendance.pdf)). Instructors need to accommodate excused absences and be particularly flexible, given the COVID-19 pandemic. Hybrid, flipped, online, and other modes of delivery make it especially difficult to track attendance, and faculty should develop a system that works with their mode of course delivery. A student who is not attending class should be of concern and be followed up with through Student Success office mechanisms.

Be cognizant that you may have students attending your course from various time zones and from locations outside of Florida and the United States. You will want to ascertain at the beginning of the semester the time zones associated with your students—especially if your class includes international students who may be enrolled online from their home countries. Students will need clear guidance that the dates and times listed in the syllabus, and articulated in class, regarding assignment due dates, testing times, synchronous sessions, and other activities that are time-sensitive, **refer to EST**. Provide those students studying from afar the flexibility to submit assignments, complete exams, and participate in synchronous class sessions at times that are not overly inconvenient (e.g. the middle of the night in the home location). A global time zone [map](#) or [converter](#) can be used to identify students across multiple time zones. Mornings and evenings accommodate the greatest number of students from a global perspective. For example:

| Florida, USA | Lagos, Nigeria | Berlin, Germany | Delhi, India | Shanghai, China | Los Angeles, CA, USA | Denver, CO, USA | Baton Rouge, LA, USA |
|--------------|----------------|-----------------|--------------|-----------------|----------------------|-----------------|----------------------|
| 9:00 a.m.    | 2:00 p.m.      | 3:00 p.m.       | 6:30 p.m.    | 9:00 p.m.       | 6:00 a.m.            | 7:00 a.m.       | 8:00 a.m.            |

Please keep in mind that all students will be engaging in online course delivery following the Thanksgiving break. Many will likely return to their homes in Florida and across the U.S. and the world. Sensitivity to time zones will be especially important as the semester comes to a close remotely.

## Exceptions for Classes in USF Health

Given the nature and accreditation requirements of clinical programs at USF Health, limited exceptions may be approved with regard to mode of delivery for large sections (>100), physical distancing (e.g. for patient assessment or treatment with appropriate PPE) in the fall semester calendar including F2F instruction and assessment continuing beyond Thanksgiving.

---

# Section 5

## A Faculty Member in Isolation

If a faculty member is required to self-isolate, they need to stay at home for the required period of time. They should contact their chair/director and Dr. Asa Oxner ([aoxner@usf.edu](mailto:aoxner@usf.edu)) at USF Health immediately. If they are not ill, they should continue their online courses from home, and follow their teaching contingency plan for face-to-face courses. If they become ill, they should immediately contact their chair/director and remain in isolation. If they need to take sick leave, they should work with their chair/director.

One result of the COVID-19 pandemic is that many faculty and staff are working remotely from home. This can cause us to feel disconnected from each other. The lack of a “sense of community” can take its toll over time. One recommendation is to set up informal *Microsoft Teams* meetings with colleagues or groups of colleagues with whom you normally interact when on campus. Encourage your chair/director to hold *Microsoft Teams* faculty meetings more frequently than they would normally. Go out of your way to engage with colleagues and students remotely. It will help them, as well as yourself. If you mentor graduate or undergraduate students, set up regular meetings with them. Establish regular work habits and hours when working from home. Reach out to others when you have questions or need help. The Employee Assistance Program offers specific help and advice for USF faculty and staff during the COVID-19 pandemic at: [www.usf.edu/hr/benefits/magellantips covid19.aspx](http://www.usf.edu/hr/benefits/magellantips covid19.aspx).



---

# Section 6

## Readiness to Transition to Quality Online Delivery (Contingency)

**All faculty must prepare for a contingency of moving to quality online instructional delivery and student learning at any point in the fall semester and no later than Thanksgiving.**

Developments in the COVID-19 pandemic require all USF faculty to have contingency instructional plans to meet the needs of your students in place, should we experience a resurgence, or you or one of your students become ill, or need to care for someone who is ill. **Provide a copy of your backup plan to your chair/director. Identify a colleague and provide her/him with access to your Canvas courses.** They should monitor your course, and message the class should you become unavailable. If you have a graduate assistant, be sure they have access to your course materials and can communicate with your class. Develop instructions for a short- or long-term substitute to continue the course in your absence. If you are teaching face-to-face, hybrid, or synchronous online, you should have a backup plan to move to online, asynchronous content, should you become ill or should the pandemic worsen. Detailed information about developing quality online course delivery can be found in [Section 4](#).



---

# Section 7

## Research, Scholarly, and Creative Activities

Critical research, scholarly, and creative efforts have continued throughout the duration of the COVID-19 response with modified operations, to promote physical distancing and enhanced cleaning and sanitization protocols. Remote work is encouraged as much as possible, and lower occupancy thresholds have been established in laboratory and studio spaces. As we progress through the phases, operations will be modified to meet the current health and operational environment. As we enter the fall semester, faculty PIs, laboratory, and facility managers should continue to monitor laboratory personnel to ensure they maintain six feet of physical distancing, wear face masks, and wipe down high-touch surfaces and equipment often with disinfectant sprays, wipes, and cloths, especially in between use by different people. Personnel (i.e., PIs, technicians, post docs, and graduate students) may engage in laboratory research, provided COVID-19 health and safety measures are observed. Personnel should continue to rotate through research labs on an established schedule to minimize occupant density, and only personnel conducting active experiments should be present within the labs. Research and creative activity that requires field work must be aligned with the requirements for laboratory work above, as well as USF travel restrictions and any expectations at the field site. Additional guidance for researchers regarding the impacts of COVID-19 on research operations please visit: [www.usf.edu/research-innovation/about-usfri/covid-19-notice.aspx](http://www.usf.edu/research-innovation/about-usfri/covid-19-notice.aspx).



---

# Section 8

## Engagement and Service

Faculty should not lose sight of their service obligations or community engagement activities. It will be important to continue to reach out to your colleagues at the university and beyond. The COVID-19 pandemic has disrupted nearly all aspects of our professional lives, so learning new ways to continue providing service and engaging the local, state, national, and international entities related to your professional work as a faculty member will be essential. If a conference you normally attend, or committees on which you normally serve, have gone online, reach out and stay involved. If some essential service you have been involved with has come to a halt because of the pandemic, try contacting others who were involved and find a way to continue that work. Faculty members should consult with their department chair regarding the nature and style of service assignment. Department chairs are encouraged to pause non-essential service activities during the Fall 2020 semester.

### **8A. FACULTY TRAVEL**

**Travel that we normally would do in order to support teaching, research, and service is discouraged during the COVID-19 pandemic.** At present, the University of South Florida is not funding travel for its employees, with only a very narrow set of exceptions being made. However, when some normalcy returns post-pandemic, the university typically reimburses faculty for pre-approved professional travel expenses. Limits to reimbursed amounts are set by departments/schools and are dependent on existing budgets at the time. There are regulations that govern reimbursements, and those may be reviewed at this site: [www.usf.edu/business-finance/controller/payment-services/travel.aspx](http://www.usf.edu/business-finance/controller/payment-services/travel.aspx).

For more information on how travel approvals will work through the different phases please visit: [www.usf.edu/coronavirus/returning-to-campus/travel.aspx](http://www.usf.edu/coronavirus/returning-to-campus/travel.aspx).

---

# Section 9

## Resources and Instructional Support for Faculty: Facilitation of Student Learning in Fall 2020

During the 2018-2019 academic year, Provost Wilcox launched the Faculty Success Strategic Initiative Workgroup as the success of our faculty is centrally important in achieving greater institutional reputation, strengthening the preeminent nature of a consolidated USF and advancing our aspiration of AAU membership. Over the summer and fall of 2019, the Workgroup generated several important recommendations with the goal of “instilling an institutional culture change directed at faculty success, parallel to that implemented for student success at USF”. The recommendations from the workgroup focus on: (1) Structure and Culture, (2) Recruitment and Retention, (3) Classification and Assessment, and (4) Infrastructure, Partnership, and Support. With the COVID-19 pandemic, faculty success, particularly in instruction and promoting student learning, became more important than ever.

As many faculty members are preparing to teach online and through hybrid delivery for the first time, USF must find ways to position our faculty for success in the increasingly challenging classroom environment anticipated in Fall of 2020 and beyond. Therefore, in the Summer of 2020, Provost Wilcox charged Dean Moez Limayem and Vice Provost Prithish Mukherjee with implementing a comprehensive faculty professional development program to support faculty instruction for promoting excellence in student learning in Fall 2020. The proposed plan builds on the excellent foundational work and continuing engagement of a Learning Support Team including Innovative Education, Information Technology, Academy for Teaching and Learning Excellence (ATLE), Center for Innovative Teaching and Learning (CITL), USF Libraries and Instruction Support at USF Health, working with a Faculty Mentoring Team to provide as-needed peer-mentoring at the college and department level for faculty instruction. Utilizing faculty peer experts, the collective goal is to rapidly and significantly “raise the bar” through exploring and engaging innovative techniques, tools and technologies, all while imagining the possibilities associated with evidence-based pedagogical methods, active learning strategies, leveraging learning analytics, and new ways of assessing student learning outcomes. The primary aim of this program is to support faculty as they provide students with high-quality and flexible learning, using various modes of hybrid and online delivery. An outline of the plan is available here: [Facilitation of Faculty Instruction and Excellence in Student Learning](#).

See [Resources and Instructional Support for Faculty](#) for a quick guide to useful resources and support available for the facilitation of faculty instruction and excellence in student learning. This is a living document and will be updated to reflect ongoing progress of this faculty development program. In addition to these resources, the information [here](#) includes registration details for workshops specifically designed to prepare faculty for Flexible Hybrid and Face-to-Face classes.

---

# Section 10

## Tenure and Promotion

Faculty will have numerous concerns about tenure and promotion between consolidation and the COVID-19 pandemic. Multi-campus academic units have modified their governance and their tenure/promotion documents to reflect consolidation. In particular, branch campus faculty will have a voice in their department/school's governance, tenure, and promotion processes. In addition, regional chancellors will provide formal input into branch campus faculty hiring, annual evaluation, and tenure/promotion. The three faculty senates have merged into a single senate and have played a major role in developing the consolidated USF Tenure and Promotion Guidelines, as well as the Instructor Promotion Guidelines. These two documents have been approved by the United Faculty of Florida and are now in effect.

In the Spring of 2020, USF worked with the United Faculty of Florida to make available a one-year extension of the probationary period for eligible faculty who were in their probationary period and working toward tenure in the Spring semester of 2020. Eligible faculty may request an extension any time prior to when their tenure materials are due, per their regular probationary period. Additional extensions due to COVID-19 related issues will be considered on an individual basis, but consultation and concurrence by the United Faculty of Florida will be required. Academic leadership will carefully track the need for further consideration of tenure and promotion throughout the Fall 2020 and Spring 2021 semesters.

Given that faculty had to move to remote delivery with very short notice in Spring of 2020, some colleges allowed faculty to omit their Spring 2020 Student Assessment of Teaching from annual and subsequent evaluations. You should check with your college office to find out if this is allowable. The choice can be made after faculty have reviewed the assessments, but the decision made by the faculty member will affect all their courses for that semester. They cannot count some student evaluations but not others. However, all faculty may include statements in any evaluative materials explaining how the COVID-19 pandemic affected their productivity. In general, since we have all been through the pandemic together, faculty, evaluation committees, and administrators will be able to relate to the difficulties faculty have faced.

---

# Section 11

## Student Responsibilities

### 11A. GENERAL RESPONSIBILITIES

Students who select face to face classes acknowledge that they must meet all health and safety measures required in order for them to do so. If they do not believe they can comply with these measures, they should not choose a face to face option. Once in a classroom, students should be considerate of others in the class by participating fully in these public health guidelines (see [Section 1](#)). This includes wearing face masks in class, following all markings, maintaining physical distancing, and cleaning their desk area before and after a face-to-face class. Importantly, students should communicate with their instructor promptly if they develop problems related to COVID-19, such as the need to self-isolate, or to take care of themselves or family members who are sick. Instructors should provide as much leniency as possible under the circumstances. A comprehensive communications strategy will inform all members of the University community about the required mitigation measures designed to promote health and safety on our campuses. Everyone will be informed about the policy, the reasons for the policy, and the consequences for not adhering to the policy. The communications strategy includes as key elements language prominently displayed on signage throughout the campus, in classrooms and in course syllabi.

If a student arrives at a face-to-face class without a required face mask, the following protocol shall be followed:

1. The instructor should remind the student that, consistent with USF stated requirements and in the interest of everyone's health, a face covering is required to be worn, and to be worn properly, in order to attend class.
2. The instructor should always have spare disposable face coverings available in order to offer one to the student who does not have one, in the event they simply forgot.
3. If the student refuses to wear a facemask, or refuses to wear it properly, then the student should be reminded that wearing a face covering is a condition of remaining in the classroom and if he or she refuses to do so, they will need to leave the class and proceed to the office designated by the Dean or Regional Chancellor to discuss their concerns with a team, trained in conflict resolution. The instructor should call the office to alert them to the student's pending arrival.
4. If the student refuses to leave, the instructor should call the office designated by the Dean of the College or Regional Chancellor, who will send a team, trained in conflict resolution, to escort the student out of the classroom and the building. The team will engage in conversation with the student to determine their concerns and attempt to come to a resolution. (Resolution may include, for example, suggesting a different type of face covering, referring for a medical or mental health assessment, or recommending switching course modalities or withdrawing from the course). If a resolution cannot be achieved, the team will report the student to the Office of Student Conduct and Ethical Development. The team may also recommend to the instructor that the student be dropped from the course for disruptive behavior; a student so dropped will not receive a refund for the cost of the class.

- 
5. If the team does not arrive in a timely fashion (within ten minutes), the instructor should dismiss the class, asking them to leave in an orderly fashion, to not congregate, and to plan to return in 10 minutes. If the instructor wishes to dismiss the class immediately, he or she may do that as well, again, asking the students to leave in an orderly fashion, to not congregate, and to plan to return in 20 minutes.
  6. Once the class reconvenes, the instructor should give the students in the class a moment to ask any questions they may have about the situation and then should resume instruction.
  7. A student who leaves class but does not seek out the conflict team will be contacted by the team in an attempt to follow-up to see if they can provide any assistance to the student.
  8. If a student is dropped from the course and later attempts to re-enter the classroom, they would be considered a trespasser and University Police can be called to remove them from the premises.

### ***Mask Reinforcement Protocol, as of 7/29/20***

#### **Student responsibility statement:**

It is everyone's responsibility to make sure all mitigation measures, including the wearing of face coverings, are followed at all times. Should a student observe that another individual in a classroom is not wearing a face covering whether that be another student, a staff person, or the instructor, the student has the right and responsibility to call this to the attention of the instructor. If the student is not comfortable doing so, or if the instructor responds in a negative or disinterested manner, the student has the right and responsibility to leave the classroom. The student should report the incident to the dean of the college or the dean of students and can be assured that there will be no academic repercussions for so reporting.

Students are encouraged to recognize that USF faculty are dedicated to providing a high-quality educational experience for all their students. Online students should meet the minimum technology standards for each course. They should know their best learning style and select courses, whether they are online or face-to-face, that ensure their success. Students should attend class, participate fully, study diligently, and do their own work. They should communicate quickly with their instructor if they wish to change their selection of teaching mode (e.g., moving from face-to-face to online). Students should establish a schedule for each class so that they can better keep up with the course expectations. If a student falls behind, they should consult with their instructor for options on how to catch up. They should recognize when they need to get help with the coursework. They should seek out the available tutoring services ([www.usf.edu/academic-continuity/student-toolkit](http://www.usf.edu/academic-continuity/student-toolkit)), start a study group, or talk with their instructor via email or during office hours. Students should let their instructor know when assignment, lecture link, or other technical difficulties are encountered. They should not assume someone else will tell them.

### **11B. OFFICE HOURS**

Depending on the COVID-19 situation, faculty may not be present in person, and office hours may be held online through *Microsoft Teams* or other remote platforms. Where possible, office hours of a faculty member should match the mode of course delivery and be clearly defined in the syllabus. For example, for a faculty member teaching a hybrid course their office hours should be split between face to face and online. If a faculty member's office is too small to allow for proper distancing, they should make arrangements with their chair to utilize another room for office hours. In some cases, it may not be possible for a faculty member to have face to face office hours. For example if the pandemic worsens and USF decides to move to mostly online delivery, office hours would by

---

necessity be online. Most students will be leaving campus for the semester at the Thanksgiving break, so at that point most faculty will need to switch to online office hours. Faculty are expected to do their best to accommodate their students as much as possible in regard to office hours. Students should consult the course syllabus and pay attention to any notice of changes their instructor makes in regard to office hours. It is a student's responsibility to utilize office hours if they need help from their instructor, regardless of the form office hours take.

### **11C. PROCTORIO**

*Proctorio* is the USF proctoring system for students taking exams and quizzes online. Students should review their syllabus and visit [www.usf.edu/innovative-education/digital-learning/learn-new-tool/Proctorio-student-faq.aspx](http://www.usf.edu/innovative-education/digital-learning/learn-new-tool/Proctorio-student-faq.aspx) to determine if they will be using *Proctorio* and to learn how to set it up and use it. Students should confirm they have the proper equipment to use *Proctorio*.

### **11D. A STUDENT IN ISOLATION**

If an on-campus resident student is required to self-isolate, they will be given direction from Student Health Services on the protocols in place. If an off-campus student is required to self-isolate, they should stay at home, notify Student Health Services, and contact all of their instructors. If a student is not ill, they should continue online courses, and ask their face-to-face instructors to help them keep up with assignments. If a student is ill, they should contact USF Student Health Services. More information can be found at [www.usf.edu/coronavirus/students.aspx](http://www.usf.edu/coronavirus/students.aspx).

One result of the COVID-19 pandemic is that students will likely be studying from home or their residence hall room. They will miss the level of social interaction they would normally expect as part of the college experience. Some students will become detached and less communicative, and a lack of a "sense of community" can take its toll over time. **Faculty should watch out for students who stop communicating or stop engaging in their classes.** Students should be encouraged to engage in student-related activities, even if they are online. Students should be encouraged to set up *Microsoft Teams* or *Canvas*-based study groups, and faculty should go out of their way to engage with their students. Graduate students should reach out to their mentors and supervisors if they are student employees or Graduate Assistants, to be sure they carry out their needed activities. Students should reach out to others when they have questions or need help. The Counseling Center ([www.usf.edu/student-affairs/counseling-center/about-us/response-to-coronavirus.aspx](http://www.usf.edu/student-affairs/counseling-center/about-us/response-to-coronavirus.aspx)) provides essential mental health services to students and is especially engaged in helping students affected by the COVID-19 emergency. The Student Outreach and Support Office ([www.usf.edu/student-affairs/student-outreach-support/resources/mental-health-resources.aspx](http://www.usf.edu/student-affairs/student-outreach-support/resources/mental-health-resources.aspx)) maintains a hotline for anyone experiencing a mental health crisis.

### **11E. STUDENT HEALTH SERVICES AND TESTING**

Student Health Services will provide the following services:

- Supporting the student symptoms tracker (email and App) by offering COVID-19 testing to registered students at no out-of-pocket cost
- Symptomatic students are screened by Tele-health and if appropriate, COVID-19 testing will be arranged. Students are tested behind the SHS building to minimize impact to other patients

- Provide COVID -19 testing to residential students if they were not able to obtain test results prior to move-in weekend August 22 and 23 at no cost
- Offering Video consultations, Tele-health, and in-person appointments to registered students. Video and Telephone are being utilized where possible to minimize number of patients in the building and maximize social distance.
- General medical consultations for illness or injury are offered at no out of pocket cost
- Gynecological exams, Laboratory, Stitches, Urgent Care, Breathing treatments, and day observation/ infirmary must still be provided in-person
- Segregating appointments by symptoms so as to minimize contagious illnesses. COVID-19 like symptoms will be seen in the afternoon. Other symptoms and well care will be seen in the morning
- Provide verification of visit to students, but not “excuse notes” as only Faculty have the option to “excuse” an absence
- USF Bulls Country Pharmacy in MSC offering prescription and over the counter meds with call-ahead curb-side pick-up for Students, Faculty, and Staff
- Campus Medical Response Unit (MRU) supports injuries, illness, sprains, and broken bones with free on-scene medical treatment and courtesy transportation to campus clinics
- Confidential Feed-A-Bull pantry provides weekly food to students who are food-insecure and can adapt to dietary needs or vegetarian requests

**Student Health Services:** 813-974-2331, [usf.edu/shs](https://usf.edu/shs)

**USF Bulls Country Pharmacy:** 813-974-2071, [usf.edu/BCPharmacy](https://usf.edu/BCPharmacy)

**Medical Response Unit (MRU):** 813-974-4678 (4MRU), [usf.edu/MRU](https://usf.edu/MRU)

**Feed-A-Bull Food Pantry:** 813.974.5884, [feedabull@usf.edu](mailto:feedabull@usf.edu)

## **11F. STUDENT ACCESSIBILITY SERVICES (FORMERLY STUDENTS WITH DISABILITIES SERVICES)**

USF remains committed to the Americans with Disabilities Act (ADA) and accessible education in all forms. We recognize that COVID-19 presents unique challenges for those with disabilities.

Some preventative health measures create additional barriers for students with disabilities (i.e. mask usage disrupts lip-reading for those who are deaf). Students with compromised immune systems make up 20% of the 2,000 students requesting accommodations at USF. These students fit the CDC’s definition of “higher risk for COVID-19.” Twenty eight percent of the students currently using academic accommodations report depression, anxiety, or other psychological conditions as a primary disability. These students perceive COVID-19 as an additional source of anxiety. Some students who use accommodations require assistance from a personal attendant, interpreter, or classroom assistant. These individuals cannot provide appropriate assistance and maintain physical distance. Service animals are not required to wear masks or other protective gear. Whether an animal wears such gear depends on the tolerance of the service animal and the discretion of the animal’s owner. Students who

---

utilize Student Accessibility Services should have the option of continuing remote instruction through the fall 2020 semester.

Student Accessibility Services remains available to assist faculty with academic accommodations. Please refer to [www.usf.edu/SAS](http://www.usf.edu/SAS) for additional resources, including the Student Accessibility Services Accessibility Guide, information on SAS students and online proctoring programs, and information about accessibility features in *Canvas* (including how to extend the time for exams).

Although Student Accessibility Services encourages students to provide accommodation letters early in the semester, it is important to note that students may request accommodations and provide faculty with letters at any time. Faculty may request reasonable notice (typically no more than 5 business days prior to the requested accommodation). Attendance and deadline accommodations are applicable to all courses – including those delivered online. Consult with Student Accessibility Services when determining what extensions may be reasonable and appropriate. USF policy requires captions for all video or media content used as coursework – including online education sessions and materials posted for review or general student reference. If there is a student in the class who requires captions or American Sign Language, consult with Student Accessibility Services. In many situations, *Microsoft Teams* offers more accurate automatic captioning than other platforms. Refer to [USF policy 10-506](#).

Quizzes, tests, and other evaluative/graded work should be delivered online for all students. Student Accessibility Services (SAS) will not be able to provide any in-person testing or proctoring services on any USF campus for Fall 2020. Physical distancing, exam volume, and physical space restrictions make it impossible for SAS offices to effectively proctor face-to-face (F2F) exams. If face-to-face exams/tests/quizzes are required, the instructor of record becomes responsible for proctoring and providing an appropriate, reduced distraction testing environment.

Consistency is important. Since all Fall 2020 final exams will be delivered online, it is more consistent to administer all graded tests and quizzes online as well. Similarly, it is important that all USF SAS offices follow similar guidelines. While some SAS students may be concerned about online test/exams, ensuring that all students take tests and exams online maintains equity. Administering tests and exams online allows faculty to control when the exam is available to all students. The necessity to maintain physical distance in testing areas means testing fewer students at a time. If SAS were to administer in-person accommodated exams, SAS would schedule those exams when testing space is available – even if that means that a student takes an accommodated exam 3-5 days after the class exam.

Students who use academic accommodations may have disability-related concerns about *Proctorio* or other exam monitoring software. Consult with Student Accessibility Services ([dmccarthy@usf.edu](mailto:dmccarthy@usf.edu)) or refer to the “Students with Disabilities and Online Proctoring” information on the next pages.

## **11G. GUIDANCE FOR INTERNATIONAL STUDENTS**

For the most recent information regarding the enrollment of international students, please visit: [www.usf.edu/world/about/news/2020-updated-international-enrollment.aspx](http://www.usf.edu/world/about/news/2020-updated-international-enrollment.aspx)

---

# Section 12

## USF Policy on Return to Regular University Operations in COVID-19 Environment

**NOTE: This is a draft policy pending consultation with faculty groups and the promulgation process.**

- I. **Purpose:** The purpose of this Policy is to describe the University's approach to gradually returning to regular University operations; to communicate conduct expectations and possible responses for failing to meet expectations; and to delineate the process for balancing business needs with challenges that employees may encounter in returning to regular on campus duties.
  1. **Phased Approach to Normal Operations:** USF developed and is implementing a 4-phased approach to encourage and support health and safety standards as the University reconstitutes normal operations so that faculty, staff, and students may gradually return to regular operations. These 4 phases provide flexibility and adaptability based on current and projected developments in COVID-19 trends. Each phase limits the number of individuals on campuses, while collecting data to determine next actions.

Throughout all phases USF's core mission and services remain unchanged; however, the University may modify methods of delivery of services along with the physical learning and work environments to reduce the risk of COVID- 19 effects.

USF's full plan for phased reopening was approved by the USF Board of Trustees on June 9, 2020 and by the Board of Governors on June 23, 2020. The plan is available here: [www.usf.edu/board-of-trustees/documents/meetings/general/20200609-bot-agenda.pdf](http://www.usf.edu/board-of-trustees/documents/meetings/general/20200609-bot-agenda.pdf).
  2. **Shared Responsibility:** USF's phased approach to resuming regular operations relies on the acknowledgement and acceptance of shared responsibility by all members of the USF community to take individual actions that support the health and safety of all. Every member of the USF community has a personal, vested interest in supporting health and safety standards.
  3. **Acknowledgment of Risk:** All members of the USF community who wish to obtain the benefits of on-campus, in-person interactions and services must acknowledge that USF cannot guarantee a COVID-19 free environment, even with institutional and individual commitments to health and safety standards. All members of the USF community are therefore strongly encouraged to carefully evaluate their personal circumstances to determine the level of participation in USF face-to-face and on-campus services that makes sense.

## II. Conduct Expectations

All members of the USF community must acknowledge that the health and safety of the campus is largely dependent upon individual actions. In this Policy the University identifies a number of conduct expectations that will support and encourage campus health and safety. Conduct that is inconsistent with these expectations or other disruptive conduct jeopardizes the health of all members of the USF community and may disrupt USF's mission and services; and therefore, may subject an individual to discipline, removal from campus and exclusion from University services, venues and activities, as applicable.

The following Risk Mitigation Expectation and Responses Table ("Table") is intended to inform USF students, employees and on-campus vendors and vendors of:

1. The types of conduct that will be expected of all members of the USF community to support health and safety standards on all USF campuses and instructional sites; and
2. The range of potential responses associated with conduct that is inconsistent with supporting health and safety standards.

### **Risk Mitigation Expectations and Responses for Failure to Meet Expectations**

| <b>Risk Mitigation Strategy: Expected Conduct</b>  | <b>Response to Conduct that is Inconsistent with Expectations</b>   |
|--|---|
| 14- day isolation of COVID-19 positive cases;  | Removal from campus, referral to Student Conduct, possible provisional suspension if a student, referral to Human Resources, possible disciplinary action if faculty or staff;              |
| 2-3- day isolation awaiting an indicated test result;  | Removal from campus, possible provisional suspension if a student, possible disciplinary action if a faculty or staff;  |
| Completion of baseline survey;   | Reminders followed by redirection when attempting to access other applications, followed by suspension of network access;   |
| Completion of periodic symptom surveys and testing;  | Reminders followed by redirection when attempting to access other applications; removal of access to in person services, activities and facilities;   |
| Wearing of face coverings in classrooms, group work environments, or enclosed public settings where social distancing may not be maintained; | Request to comply with the guidance followed by removal from the activity, e.g. class, lab, studio, congregate spaces or a workplace, followed by consequences for disrupting the activity; |
| 6 feet of separation between other people, where signage and markings indicate such is to be maintained;                                     | Request to comply with the guidance followed by removal from the activity;  |

|   |  |
|---|--|
| Completion of education modules on risk mitigation and enforcement;   | Multiple reminders to reach goal of 90% of employees in any unit on campus completing; |
| Local disinfecting of workspaces including offices, frequently used areas and other areas where work is conducted including classrooms, labs, and similar spaces; | Request to comply with the guidance followed by reminders followed by warnings;        |

3. **Alignment with Other Authorities:** Nothing in this Table is intended to replace processes, rights or definitions in the Student Code of Conduct, USF Regulations and Policies, or any obligations contained in applicable collective bargaining agreements.
4. **Fact Specific Analysis:** The specific action(s) taken in response to conduct that does not support health and safety standards will be fact specific and consistent with USF due process requirements and reasonable exception processes, including but not limited to disability accommodations.
5. **Other Responses:** The behaviors and university responses listed in the Table are not exhaustive or exclusive. The university reserves the right to respond to noncompliance with health and safety standards in lawful ways not described in the Table.

6. **Additional Details on Selected Risk Mitigation Strategies**

a. **Face Coverings:**

The University of South Florida requires students, faculty, staff and visitors to wear face coverings inside university facilities on campus including, but not limited to, classrooms, conference rooms, shared work spaces, academic and administrative buildings, lobbies and lounge areas, research facilities, residence halls, student unions, performance spaces, retail spaces, museums, libraries and dining facilities. Individuals using a dining facility should cover their face until they sit down to eat and then put the face covering back on immediately after.

Face coverings are required when moving through shared spaces (i.e. lobbies, elevators, stairwells, lounges), when using campus public transportation and while inside university vehicles or golf carts if more than one person is present.

Face coverings may be removed when inside of a private building space, such as a single occupancy office or residence hall room. Face coverings can also be removed in cubicles that are spaced at least 6 feet apart and have vertical barriers in place between workstations.

USF recommends wearing face coverings in outdoor public spaces on campus when six feet of physical distancing cannot be maintained.

- 
- i. Students with medically documented breathing difficulties should contact: Dr. Joseph Puccio at USF Student Health Services: [jpuccio@usf.edu](mailto:jpuccio@usf.edu). Faculty and staff with this concern should contact Dr. Asa Oxner at USF Health: [aoxner@usf.edu](mailto:aoxner@usf.edu).
  - ii. Children under age 2 are exempt.
  - iii. Both washable cloth and disposable face coverings are acceptable, as long as the employee is not in an area or performing a task in which a higher level of Personal Protection Equipment is required.

### III. **Return to Regular On-Campus Job Performance**

1. USF employees will be returning to on campus work in a phased approach; this includes but is not limited to faculty in classrooms and staff in their regular workspaces. When planning for the return of employees to campus, units must continue to meet both business requirements and health and safety standards. USF is committed to flexibility in meeting both obligations, where reasonable circumstances permit.
2. In the early phases of returning to regular on campus work, the following conditions will apply:
  - a. An employee who is exhibiting COVID-19 symptoms or who is diagnosed with COVID-19 should not come to work. The University will provide administrative leave of up to 4 (four) business days for an employee to be tested and receive results. An employee who tests positive may have access to paid leave in addition to accrued USF sick leave. Questions about eligibility for paid leave should be directed to Central Human Resources.
  - b. If in the judgment of University management duties can be performed remotely while still meeting business needs, then the employee should be permitted to do so/continue to do so.
  - c. If in the judgment of University management an employee's duties cannot be performed remotely while still meeting business needs; then the workplace outcome depends on the reason the employee is unable to return to campus, as described in the following sequential order.
    - i. If the employee is limited in returning to campus because of a disability or medical condition, then the employee should consult with Central Human Resources ("Central HR") to review available options for reasonable accommodations under the Americans with Disability Act ("ADA") or the possibility of leave under the Family Medical Leave Act ("FMLA"), including expanded federal eligibility for

---

leave. The supervisor should not be primary contact for ADA and FMLA matters, but rather should refer healthcare information to Central HR.

- ii. If the employee is limited in returning to campus because of dependent/elder care obligations, then the employee should consult with Central HR regarding FMLA leave, including expanded federal eligibility for leave for dependent care. The supervisor should not be primary contact for FMLA matters, but rather should refer dependent/elder care information to Central HR.
- iii. If the employee is limited in returning to campus due to the employee's risk profile based on CDC guidance<sup>1</sup> then the employee and supervisor should explore options to adjust the work environment to support the employee's return to on campus work, such as: flexible work schedules; alternating days in the workplace with days of remote work; hybrid performance of duties with telecommuting and in person work functions (i.e. faculty providing remote lectures with carefully managed in person labs); temporary reassignment; staggered start and end times to limit number of employees arriving or departing at the same time.

However, presenting one or more risk factors does not necessarily equate to a disability under the ADA that would be a basis to provide a reasonable accommodation (i.e. being 65 is not a disability).

- iv. If the employee is limited in returning to work due to generalized concerns unrelated to the employee's own health or dependent/elder care circumstances, then regular University leave and assignment policies apply.

**\*Current Responsible Office: Facilities Management**

**\*Refer to the appropriate Responsible Office website for a current name of the Vice President or other Responsible Officer.**

---

<sup>1</sup> ([www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/groups-at-higher-risk.html](http://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/groups-at-higher-risk.html))

---

# Section 13

## Other Faculty Support Services

### **13A. USF LIBRARIES**

[lib.usf.edu](http://lib.usf.edu) (Tampa Campus)

[lib.stpetersburg.usf.edu](http://lib.stpetersburg.usf.edu) (St. Petersburg Campus)

[www.sarasotamanatee.usf.edu/academics/academic-resources/information-commons/library-services](http://www.sarasotamanatee.usf.edu/academics/academic-resources/information-commons/library-services) (Sarasota-Manatee Campus)

[health.usf.edu/libraries](http://health.usf.edu/libraries) (USF Health Libraries)

### **13B. BOOKSTORE**

[www.bkstr.com/usftampastore/home](http://www.bkstr.com/usftampastore/home)

[www.bkstr.com/usfspstore](http://www.bkstr.com/usfspstore)

### **13C. IT SUPPORTED SOFTWARE**

#### **AppGuides**

[appguides.usfsp.edu](http://appguides.usfsp.edu)

To find St. Petersburg campus software on virtual labs or to obtain for use.

#### **IT Service Catalog (All Campuses)**

[usfweb.usf.edu/it-service-catalog/default.aspx](http://usfweb.usf.edu/it-service-catalog/default.aspx)

Comprehensive access to the entire suite of services, tools, and technical support provided by USF IT.

#### **Remote Resources for Faculty (All Campuses)**

[www.usf.edu/it/remote/index.aspx#faculty\\_res](http://www.usf.edu/it/remote/index.aspx#faculty_res)

Online resources and tools to support productivity.

#### **Information Technology Remote Resources – Hardware & Software Requirements**

[www.usf.edu/it/remote/it-requirements.aspx](http://www.usf.edu/it/remote/it-requirements.aspx)

USF offers a variety of online resources and tools for students, faculty, and staff to stay connected to the university. Check MyUSF or reference the links below for some of the most popular options.

#### **Information Technology Classroom Support Services**

[www.usf.edu/it](http://www.usf.edu/it)

Online resources for classroom instructional technology.

---

## **Information Technology *Microsoft Teams* for Faculty**

[www.usf.edu/it/documentation/office365/microsoft-teams.aspx](http://www.usf.edu/it/documentation/office365/microsoft-teams.aspx)

*Microsoft Teams* is Microsoft's new enterprise communication tool. *Microsoft Teams* combines persistent chat rooms, video/voice, file sharing, meetings, and many other features into one application. *Microsoft Teams* is beneficial for meetings, class sessions, and remote communications.

[Tips for using Microsoft Teams](#)

## **Information Technology Minimum Technology Requirements for Students**

[www.usf.edu/it/remote/requirements-for-students.aspx](http://www.usf.edu/it/remote/requirements-for-students.aspx)

Technology standards for students learning online.

## **13D. IMPORTANT OFFICES FOR FACULTY**

### **The Students of Concern Assistance Team (SOCAT)**

[www.usf.edu/student-affairs/student-outreach-support/socat/index.aspx](http://www.usf.edu/student-affairs/student-outreach-support/socat/index.aspx)

Reviews referrals for students whose behavior is disruptive or is a safety concern.

### **Accessing SOCAT Referral Forms**

[usf-advocate.symplcity.com/care\\_report/index.php/pid452067](http://usf-advocate.symplcity.com/care_report/index.php/pid452067)

### **HR Services (including ADA, FMLA, ERP, Parking, etc) (813-974-2970)**

[www.usf.edu/hr/quick-links/current-employees.aspx](http://www.usf.edu/hr/quick-links/current-employees.aspx)

The HR quicklinks page. It has ADA request forms, and a link to the forms library that includes FMLA.

[www.usf.edu/business-finance/controller/about/usefullinks.aspx](http://www.usf.edu/business-finance/controller/about/usefullinks.aspx)

This is the Controller Office site and it describes USF ERP Systems, including FAST, OASIS, and GEMS that are accessed through MyUSF.

[www.usf.edu/administrative-services/parking](http://www.usf.edu/administrative-services/parking)

This is the landing page for parking services and includes parking permit information.

### **Diversity, Inclusion & Equal Opportunity Office**

[www.usf.edu/diversity](http://www.usf.edu/diversity)

Guidance, resources, and linkages to information supporting a welcoming, inclusive, and safe institutional climate.

### **USF Employee Assistance Program (EAP)**

[www.usf.edu/hr/benefits/eap.aspx](http://www.usf.edu/hr/benefits/eap.aspx)

### **Counseling Center**

[www.usf.edu/student-affairs/counseling-center](http://www.usf.edu/student-affairs/counseling-center)

Provides counseling, consultation, prevention, and training for the university community.

---

**USF Ombuds Office**

[www.usf.edu/ombuds](http://www.usf.edu/ombuds)

Provides independent, impartial, informal, and confidential conflict resolution and problem-solving services to members of the university community.

**General Counsel's Office**

[www.usf.edu/general-counsel](http://www.usf.edu/general-counsel)

Provides legal advice, representation, and counsel to the USF community.

**Office of the Provost & Executive Vice President**

[www.usf.edu/provost](http://www.usf.edu/provost)

Comprehensive source of official forms and information concerning faculty life, performance planning, and faculty success resources.

**USF World**

[www.usf.edu/world](http://www.usf.edu/world)

Supports faculty interested in international travel for research, education abroad, and any effort to engage with international partners.

**Office of International Services, USF World**

[www.usf.edu/world/international-services/index.aspx](http://www.usf.edu/world/international-services/index.aspx)

Immigration services and support and co-curricular programming for international students and scholars

---

# SECTION 14

## General Resources

### **Faculty Toolkit (All Campuses)**

[www.usf.edu/academic-continuity/faculty-toolkit/index.aspx](http://www.usf.edu/academic-continuity/faculty-toolkit/index.aspx)

Provides faculty with the information and resources necessary to support online course delivery, including frequently asked questions, training and workshops, live help sessions, and technical assistance.

### **Digital Learning Ecosystem Tools (All Campuses)**

[usfweb.usf.edu/digital-ecosystem/view](http://usfweb.usf.edu/digital-ecosystem/view)

A searchable inventory of digital tools and technology.

## **14A. POLICIES & COMPLIANCE RESOURCES**

### **Center for Victim Advocacy**

[www.sa.usf.edu/ADVOCACY/page.asp?id=72](http://www.sa.usf.edu/ADVOCACY/page.asp?id=72)

Provides free and confidential services to USF faculty, staff, and students who experience crime, violence, or abuse on or off campus, either recently or in the past.

### **Consensual Relationships Policy**

[usf.app.box.com/v/usfpolicy1-022](http://usf.app.box.com/v/usfpolicy1-022)

### ***eDisclose System***

[www.usf.edu/compliance-ethics/resources/edisclose.aspx](http://www.usf.edu/compliance-ethics/resources/edisclose.aspx)

Report outside activity and complete annual conflict of interest report.

### **Florida Public Record Laws (aka Sunshine Laws)**

[www.usf.edu/audit-compliance/documents/nutshell-records-20130620.pdf](http://www.usf.edu/audit-compliance/documents/nutshell-records-20130620.pdf)

Florida has a very broad public record law, and faculty should be aware of its requirements and implications.

### **USF Regulations & Policies**

[www.usf.edu/general-counsel/regulations-policies](http://www.usf.edu/general-counsel/regulations-policies)

Comprehensive guide to all current regulations and policies.

---

## 14B. VARIOUS RESOURCES

### Innovative Education

[www.usf.edu/innovative-education/index.aspx](http://www.usf.edu/innovative-education/index.aspx)

Innovative Education is an academic support unit that partners with USF's colleges to produce innovative, high-quality, non-traditional for-credit and non-credit programs designed to meet the needs of today's learners.

### ADA Assistive Technologies (All Campuses)

[lib.usf.edu/services/ada-services](http://lib.usf.edu/services/ada-services)

[lib.usfsp.edu/service/ada-services](http://lib.usfsp.edu/service/ada-services)

The library provides assistive technology devices and software, including training and support on request. Requests for additional services/support should be directed to the Student Accessibility Services office at [www.usf.edu/student-affairs/student-accessibility](http://www.usf.edu/student-affairs/student-accessibility).

### Laptop Loan Programs (All Campuses)

[guides.lib.usf.edu/c.php?g=1009248&p=7451157](http://guides.lib.usf.edu/c.php?g=1009248&p=7451157)

In response to the impacts of COVID-19 on academic instruction, a laptop loan program has been launched to support students who lack adequate computing resources.

## 14C. INSTRUCTIONAL SUPPORT

### Digital Learning, Innovative Education

[www.usf.edu/innovative-education/digital-learning/index.aspx](http://www.usf.edu/innovative-education/digital-learning/index.aspx)

As innovative leaders in digital education, Digital Learning partners with USF faculty to develop and deliver engaging digital content and high-quality online and hybrid courses that meet the needs and expectations of today's learners. Digital Learning offers learning-technology training, online instructor certification, best practices for online design and student engagement, online quality review, and the creation of custom multimedia content.

The Digital Learning website contains valuable how-to guides, videos, and workshops to support faculty to teach and develop in an online and hybrid environment.

### Design Your Online Course (DYOC)

[usflearn.instructure.com/enroll/7R398K](http://usflearn.instructure.com/enroll/7R398K)

Faculty resource/comprehensive guide to design and develop an online course. Created and managed by Digital Learning, Innovative Education.

### Online Teaching Readiness Workshop

[usflearn.instructure.com/enroll/AE9TNH](http://usflearn.instructure.com/enroll/AE9TNH)

Faculty Readiness for Teaching Online developed by USF Innovative Education.

### Canvas Basics Course

[usflearn.instructure.com/enroll/REXACL](http://usflearn.instructure.com/enroll/REXACL)

A resource for faculty designed as an introduction to the basic functions of *Canvas*, our Learning Management System, and other tools. Created and managed by Innovative Education.

---

## **Academy for Teaching & Learning Excellence (ATLE)**

[www.usf.edu/atle](http://www.usf.edu/atle)

ATLE supports faculty in their roles as teachers and mentors to students through consultations, training, and just-in-time aid, both in person and delivered asynchronously through the Web.

## **Center for Innovative Teaching and Learning**

[lib.stpetersburg.usf.edu/innovative](http://lib.stpetersburg.usf.edu/innovative)

## **Data Literacy Toolkit (St. Petersburg Campus)**

[lib.usfsp.edu/dataliteracy](http://lib.usfsp.edu/dataliteracy)

A toolkit with suggested activities and resources for General Education, upper level undergraduate, and research-based courses.

## **Digital Learning Objects & Tools to Supplement Instruction (All Campuses)**

[guides.lib.usf.edu/LearningObjects](http://guides.lib.usf.edu/LearningObjects)

A curated collection of high-quality, no cost digital learning objects suitable for inclusion in courses.

## **Research Skills Workshops: Online Modules (All Campuses)**

[lib.usf.edu/lssinstruction](http://lib.usf.edu/lssinstruction) (Tampa Campus)

[lib.usfsp.edu/ModulesTutorials](http://lib.usfsp.edu/ModulesTutorials) (St. Petersburg Campus)

Self-paced, interactive online tutorials. Targeting the USF Gen. Ed. Requirements, modules are suitable to lower level and upper level undergraduate students.

## **Research Skills Workshops: Virtual Classrooms (All Campuses)**

[lib.usf.edu/services/forms/instruction-session-request](http://lib.usf.edu/services/forms/instruction-session-request) (Tampa Campus)

[lib.usfsp.edu/Faculty/Instruction](http://lib.usfsp.edu/Faculty/Instruction) (St. Petersburg Campus)

[www.usfsm.edu/academics/academic-resources/information-commons/library-services/librarian-support.aspx](http://www.usfsm.edu/academics/academic-resources/information-commons/library-services/librarian-support.aspx)

(Sarasota-Manatee Campus)

Via *Blackboard Collaborate* or *Microsoft Teams* meeting, Librarians can teach customized research skills workshops to upper level and graduate students.

## **14D. TEXTBOOK AFFORDABILITY**

### **Textbook Affordability Program (All Campuses)**

[tap.usf.edu](http://tap.usf.edu)

The TAP team locates affordable textbook options. The site links to the Ebooks in the Classroom Plus database, a general overview of current textbook affordability issues, best practices for textbook adoption, and relevant deadlines.

### **Open Educational Resources (All Campuses)**

[lib.usfsp.edu/OER](http://lib.usfsp.edu/OER)

Guide to Open Educational Resources to augment the curriculum and support instruction.

---

## Course Reserves (Tampa Campus, St. Petersburg Campus)

[lib.usf.edu/course-reserves](http://lib.usf.edu/course-reserves) (Tampa Campus)

[lib.usfsp.edu/Reserves](http://lib.usfsp.edu/Reserves) (St. Petersburg Campus)

Provides electronic access to materials through your course in *Canvas* when possible, and a selection of print materials (up to 15% of a total work) may be scanned upon request.

## 14E. RECOMMENDATIONS FROM USF DIGITAL COMMUNITIES INITIATIVE

The USF Digital Communities Task Force recommends the following principles as we develop sustainable and resilient digital communities:

### Principles of Digital Communities (Draft)

We commit to the establishment of resilient digital communities that unite students, alumni, faculty, staff, administrators, and external stakeholders of the University of South Florida in an ecosystem of physically-connected networks to propel the success of “One USF.” In doing so, we fully embrace USF’s Principles of Community adopted on March 24, 2020, and commit ourselves to building sustainable digital communities that:

- Foster equity of access while exploring excellence in implementation of the underlying technological platforms for efficient connectivity,
- Include a diverse range of perspectives and stakeholders, representative of a university with local, state, national, and global impact,
- Ensure academic freedom and the right to free expression with the responsibility of respectful engagement,
- Engage in productive and open communication, respectful of differences, without demeaning or bullying members of any community,
- Promote a compassionate and caring culture that recognizes and flexibly adapts to the boundaries of professional and personal space and time, and
- Create conditions for and cultivate mutual trust.

The USF Digital Communities Task Force is considering practices currently in use across all three campuses of USF. These have been collected and are available via [Box](#) as a living document that will be regularly updated to include more initiatives as they are received.

The document linked above includes examples of initiatives considering pair-wise digital communications between faculty, staff, and student components of the USF ecosystem, to prioritize them in consideration for enhancing and supporting the student experience in Fall 2020. These communications are further classified into channels characterized by the scale of the interaction: one-on-one, small group (3-25 people), and large group. Each initiative (across all communication channels of the USF ecosystem) is annotated, and further details and context for each of these interactions is provided in a list following the slides.

We hope that this compilation of ongoing initiatives will serve as a resource to spur creative ideas for the generation of resilient digital communities in support of your activities.

---

# Members and Contributors

## Faculty Guidance and Advice for Fall 2020

### **MEMBERS (RSF6a) AND CONTRIBUTORS:**

- Ruth Bahr, Associate Dean, Office of Graduate Studies
- Christine Brown, Assistant Vice President, Innovative Education
- Catherine Cardwell, Regional Associate Vice Chancellor, St. Petersburg Campus
- Allison Cleveland-Roberts, Associate Dean, College of Arts and Sciences
- Elizabeth Clifford, Assistant Director, Space Management & Analysis, Facilities
- Javier Cuevas, Assistant Dean and Assistant Vice President, Morsani College of Medicine
- Cynthia DeLuca, Associate Vice President, Innovative Education, Lead – RSF6a
- Masha Galchenko, Director, Resource Management and Analysis
- Valeria Garcia, Associate Vice President, Office of Decision Support
- James Garey, Vice Provost, Lead, Faculty Guidelines
- Jason Hair, Senior Director of Infrastructure and Operations, IT
- Brett Kemker, Regional Vice Chancellor for Academic Affairs & Student Success, Sarasota-Manatee Campus
- James Leahy, Interim Chair, Chemistry
- Robert MacLeod, Director, School of Architecture & Community Design
- Catherine Mund, University Registrar

- Balaji Padmanabhan, Professor, Anderson Professor of Global Management, Information Systems Decision Sciences, Muma College of Business
- Carrie Purol, Senior Director, ERP Application Solutions, IT
- Sandhya Srinivasan, Director, Office of Educational Technology and Assessment

### **ADDITIONAL CONTRIBUTORS:**

- Supraja Arnard, Assistant Professor, Communication Science and Disorders
- Michelle Arnold, Assistant Professor, Communication Science and Disorders
- Todd Chavez, Dean, Libraries
- Johnny El-Rady, Instructor, Cell, Molecular, and Microbiology
- Timi Hager, Director of E-Learning Services, Sarasota-Manatee Campus
- Moez Limayem, Dean, Muma College of Business
- Danielle McDonald, Dean of Students
- Deborah McCarthy, Director, Student Accessibility Services
- Claire Mitchell, USF Student Body President
- Pritish Mukherjee, Vice Provost
- Tanya Vomacka, Director of Strategic Communications and Engagement
- Stephanie Skupien, Assistant Director of Visual Communications



## **FACULTY GUIDANCE AND ADVICE** for Fall 2020

Office of the Provost and Executive Vice President  
4202 E. Fowler Ave., CGS401 | Tampa, FL 33620

[www.usf.edu/provost](http://www.usf.edu/provost)

Any questions should be directed to your  
department chair, college dean, or [provost@usf.edu](mailto:provost@usf.edu)