# Table of Contents

## INTRODUCTION

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## SECTION 1: Public Health Considerations

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>Return to Regular On–Campus Job Performance</td>
</tr>
<tr>
<td>1B</td>
<td>General Public Health Considerations</td>
</tr>
<tr>
<td>1C</td>
<td>Mitigation Procedures</td>
</tr>
<tr>
<td>1D</td>
<td>Physical Distancing</td>
</tr>
<tr>
<td>1E</td>
<td>Face Coverings and Etiquette</td>
</tr>
<tr>
<td>1F</td>
<td>Disinfection</td>
</tr>
<tr>
<td>1G</td>
<td>Symptom Survey</td>
</tr>
<tr>
<td>1H</td>
<td>Conduct Expected to Support USF Safety and Health Standards</td>
</tr>
<tr>
<td>1I</td>
<td>Mental Health Considerations</td>
</tr>
<tr>
<td>1J</td>
<td>USF COVID–19 Phases</td>
</tr>
</tbody>
</table>

## SECTION 2: The Academic Calendar

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## SECTION 3: Faculty Instructional Responsibilities

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A</td>
<td>Introduction</td>
</tr>
<tr>
<td>3B</td>
<td>Instructional Preparation, Design, Delivery, and Communication</td>
</tr>
<tr>
<td>3C</td>
<td>Online Quality Standards</td>
</tr>
<tr>
<td>3D</td>
<td>Online Instructor Certification</td>
</tr>
<tr>
<td>3E</td>
<td>Designing Your Quality Online Course (DYOC) for Spring 2021</td>
</tr>
<tr>
<td>3F</td>
<td>Comprehensive Training on Canvas Basics</td>
</tr>
<tr>
<td>3G</td>
<td>What COVID–19 Specific Statements Need to be Present in Your Syllabus</td>
</tr>
</tbody>
</table>

## SECTION 4: A Faculty Member in Isolation

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## SECTION 5: Research, Scholarly, and Creative Activities

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

|
December 16, 2020

Dear Colleagues,

With the Fall semester drawing to a close and the beginning of the Spring semester just over a month away, I want to take this opportunity to share with you the official USF Faculty Guidance and Advice for Spring 2021. This document has been revised to reflect the best practices and lessons learned in fall 2020. I urge you to take the time to read this important, updated document along with the many university plans, policies, procedures, guidance, and support tools that we have provided.

As we continue to track the course of the COVID-19 pandemic, you should know that USF’s decisions on how best to resume classes will be evidence-based and informed by epidemiological data, as well as the most current scientific findings. I know and understand that you continue to be justifiably concerned about 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 the pandemic affects our students, faculty, staff, and family members differently.

As we plan for spring 2021, our highest priority remains the health and wellbeing of our entire USF community across all campuses. 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, in the event that it becomes necessary, following CDC-recommended testing and self-isolation protocols.

Just as we did in the fall, it is critically important that all instructional faculty prepare to transition to quality online delivery at any point in the coming semester should conditions dictate, and no later than spring break.

I recognize that the pandemic has placed an additional burden on many of you as you prepare to deliver classes in a variety of modalities, while continuing to balance your professional and personal commitments. Yet, despite the challenges, you have stepped up and have continued to pursue your creative and scholarly activities, while working to ensure our students’ success. For that, and for so much more, I am immensely grateful.

If you find that you have questions that we have not addressed in the following pages, please reach out to your department chair or college dean, or send me a note at provost@usf.edu.

Best regards,

Ralph

Ralph C. Wilcox
Provost & Executive Vice President
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 on June 23, 2020)

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:
More details can be found in USF Policy Return to Regular Operations in COVID-19 Environment, or see Section 10 of this document.
Section 1

Public Health Considerations

As of this writing, the University remains in a modified (restrictive) phase II of its phased-in reopening plan. Decisions to transition to a less restrictive or a more restrictive phase will be guided by epidemiologic data, local conditions, and any governmental orders in effect. Our number one priority is the health and safety of our students, faculty, staff, and visitors on all of our campuses; it is incumbent on each of us to do our part to protect those around us, including people in our surrounding communities. Because of the high rate of transmissibility of the novel coronavirus, the high rate of mortality, and the growing number of people who recover from the initial infection but develop chronic, potentially debilitating illnesses, we must do everything we can to reduce the rate of infection and keep the number of cases among our University community as low as possible. Responding to directives, complying with posted policies and mitigation measures, seeking guidance on how to safely conduct University business and requesting exceptions to policies rather than attempting to work around them are all important steps in our COVID-prevention strategy.

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 the University’s Mission and health and safety standards. USF is committed to flexibility in meeting both obligations, where reasonable circumstances permit.

2. In Phases 1–3 of returning to regular on-campus work, the following conditions will apply:

   a. Employees should continue to work remotely if possible and where approved. If, in the judgment of university management, duties can be performed remotely while still meeting the university’s mission, then the employee should be encouraged to do so. Employees seeking the ability to return to campus who have not been on campus, nor granted permission to be on campus in the spring 2021 semester, must complete a Request to Return to Campus form. The form should be completed by the unit director or dean and include all employees returning to a particular space.

   b. Employees who are sick should not come to work on campus. An employee who is exhibiting COVID-19 symptoms or who is diagnosed with COVID-19 should not come to work. The employee should contact his or her supervisor as soon as possible and advise the supervisor of the reason for the absence. The supervisor should consult with Central Human Resources to determine how the leave should be administered and the case reported. Employee healthcare information will be treated as confidential, as permitted by law.
c. Leave Options for Employees who are: awaiting testing; directed to self-isolate; and for recovery. The employee should contact his or her supervisor as soon as possible and advise the supervisor of the reason for the absence (i.e. for testing or to self-isolate). The supervisor should consult with Central Human Resources to determine how the leave should be administered. Employee healthcare information will be treated as confidential, as permitted by law.

i. Leave for testing: The University will provide paid administrative leave or remote paid working assignment, as applicable, of up to 5 (five) business days for an employee to be tested and receive results, which may be adjusted at the University's discretion based on the availability of the testing process.

ii. Leave for self-isolation: The University will provide paid administrative leave or remote paid working assignment, as applicable, of up to 5 (five) business days for an employee who is directed by the University to stay home and self-isolate because they are known to have been exposed to a person positive for COVID-19, and therefore may be infectious. This may be adjusted at the University's discretion, based on individual and workplace circumstances.

iii. Leave for recovery: An employee who tests positive for COVID-19 may have access to paid leave under applicable state or federal law, in addition to accrued USF sick leave in accordance with University policies and procedures. In some cases, an employee who tests positive for COVID-19, but is asymptomatic, may be able to perform or continue to perform a remote working assignment.

d. Procedure for employees who cannot work remotely, but have challenges in returning to campus. If in the judgment of University management, an employee's duties cannot be performed remotely while still meeting University's mission, then the workplace outcome depends on the reason the employee is unable to return to campus, as described in the following sequential order.

i. Disability: If the employee is limited in returning to campus because of a disability or medical condition, then the employee should consult with Human Resources 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 DHR.

ii. Health conditions and dependent/elder care: If the employee is limited in returning to campus because of dependent/elder care obligations, then the employee should consult with DHR 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 Human Resources.

iii. General risk profile: If the employee is limited in returning to campus due to the employee’s risk profile based on CDC guidance¹ 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 the 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. General concerns: 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; Academic Affairs
*Refer to the appropriate Responsible Office website for a current name of the Vice President or other Responsible Officer.

**18. GENERAL PUBLIC HEALTH CONSIDERATIONS**

COVID-19 is spread from person to person via close contact (< 6 feet) with an infected individual for a cumulative total of 15 minutes or more, 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 report it through the CampusPass or email this information to assesscovid@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 (BMI³ 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.

As discussed in detail in Section 1G, every faculty, staff, and student who indicated that they would be returning to campus in the spring 2021 semester on a regular basis must complete the Daily Symptom Checker and receive a CampusPass. While on campus, you will be asked to show your CampusPass, which indicates it is safe for you to be on campus. If you are not feeling well or believe you may have been exposed to a person positive for COVID-19, you will not be issued a CampusPass and should stay home and seek medical consultation. If testing is indicated, the individual being tested should self-isolate until a negative test result is received, or until ten days have passed since the positive test result and symptoms have cleared. Tested individuals 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. In addition to completing the Daily Symptom Checker and staying home if you do not feel well, these measures include maintaining physical distance of six feet or greater, always properly wearing face coverings, frequent handwashing with soap and warm water for at least 20 seconds or using hand sanitizer that contains at least 60% alcohol, and regularly disinfecting frequently touched surfaces.

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

It is abundantly clear that properly worn face coverings, coupled with physical distancing, are the most important mitigation measures against the transmission of COVID-19. All faculty, staff, and students should be in the habit of wearing face coverings whenever they are away from their place of residence. All faculty, staff, and students must wear face coverings when indoors, unless they are alone in a private office. Masks must also be worn when outdoors in any situation where other people might be present, especially where distances of six feet cannot be maintained. Masks are critical for reducing the spread of the virus. The University will continue to provide 2 cloth/
washable face coverings for normal use to every faculty, staff, and student. 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](https://www.usf.edu/coronavirus/), or see Section 10 of this document.

### 1F. DISINFECTION
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 disinfectants, 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.

### 16. 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 January.** Note that even if you completed a similar assessment in the fall, you must complete a new assessment for the spring 2021 semester. Please use the Archivum application on your mobile device to use for this assessment and later daily symptom checks. If using a computer, you’ll need to visit [my.usf.edu](http://my.usf.edu) to complete the assessment. 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 spring semester, all USF personnel (faculty/staff/students) who indicate that they intend to return to campus on a regular basis will be required to submit daily symptom checks. The simple questionnaire ascertains how you are feeling and if you intend to come to campus. Whether or not you intend to come to campus that day, it is important that the University be aware of any possible exposures or symptoms that may have occurred among the population of faculty, staff, and students who are coming to campus regularly. The simple Daily Symptom Checker will allow us to conduct exposure assessments and to reach out to provide any support that may be needed to the employee or student. At regular intervals, a random sample of the USF population (faculty, staff, and students from all campuses) that have indicated they intend to return to campus on a regular basis may be contacted to provide a sample for surveillance testing 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 provide your sample. The random samples are typically drawn on a Monday; you have all week to present your sample. There is no charge for this surveillance testing.

These randomly collected samples are analyzed in pools; if a pool is found to have virus present, the individuals whose samples were in that particular pool will be notified and will need to present for an actual diagnostic test. These individuals may need to self-isolate while awaiting the test result. You do not need to self-isolate after participating in random sampling, unless notified by the University.

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, as well as guidance on who is responsible for reporting non-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, or see Section 10 of this document. The University reserves the right to respond to noncompliance with health and safety standards in lawful ways not described in the matrix to follow.
<table>
<thead>
<tr>
<th>Risk Mitigation Strategies</th>
<th>Response to Conduct that is Inconsistent with Strategies</th>
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<tbody>
<tr>
<td>Isolation of COVID-19 positive cases for medically indicated time period;</td>
<td>Removal from campus and/or on-campus housing, referral to Student Conduct and Ethical Development (SCED), possible provisional suspension if a student; referral to Human Resources (HR), possible disciplinary action if faculty or staff;</td>
</tr>
<tr>
<td>Isolation due to exposure and/or awaiting an indicated test result for medically indicated time period;</td>
<td>Removal from campus and/or on-campus housing, possible provisional suspension if a student, possible disciplinary action if a faculty or staff;</td>
</tr>
<tr>
<td>Report a positive test result through the CampusPass or to Student Health Services or the COVID Task Force via <a href="mailto:assesscovid@usf.edu">assesscovid@usf.edu</a></td>
<td>Referral to SCED or HR; possible provisional suspension or disciplinary action</td>
</tr>
<tr>
<td>Completion of the return to campus assessment;</td>
<td>Reminders followed by redirection when attempting to access other applications, followed by suspension of network access;</td>
</tr>
<tr>
<td>Completion of daily symptom checks; displaying the CampusPass whenever asked on any campus</td>
<td>Reminders followed by redirection when attempting to access other applications; removal of access to in person services, activities, and facilities;</td>
</tr>
<tr>
<td>Participation when selected in random surveillance testing/screening</td>
<td>Unless authorized to decline, may result in a mandatory self-isolation period of up to two weeks;</td>
</tr>
<tr>
<td>Wearing of face coverings in any campus building at all times; or outside where social distancing may be difficult to maintain</td>
<td>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;</td>
</tr>
<tr>
<td>Maintaining 6 feet of physical distance between other people, where signage and markings indicate such is to be maintained;</td>
<td>Request to comply with the guidance followed by removal from the activity;</td>
</tr>
<tr>
<td>Completion of education modules on risk mitigation and enforcement;</td>
<td>Multiple reminders to reach goal of 90% of students and employees in any unit on-campus completing;</td>
</tr>
<tr>
<td>Local disinfecting of workspaces including offices, frequently used areas, and other areas where work is conducted, including classrooms, labs, studios, and similar spaces.</td>
<td>Request to comply with the guidance followed by reminders followed by warnings.</td>
</tr>
<tr>
<td>Prohibiting in-person meetings, or in-person events or gatherings of any kind until and unless authorized and approved by the University</td>
<td>Referral to Student Conduct and Ethical Development or to Human Resources; possible provisional suspension or disciplinary action</td>
</tr>
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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.
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. The Counseling Center (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) 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) maintains a hotline for anyone experiencing a mental health crisis. A referral form can be accessed at usf-advocate.symplicity.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/magellantipscovid19.asp) for mental health assessment and referral, which includes telehealth video sessions that can be used during the COVID-19 emergency.

11. 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 analyzing and monitoring 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 acceptance of shared responsibility by all members of the USF community to take individual actions that support the health and safety of all.

**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 transmission. 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

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<tr>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td><strong>January 1</strong></td>
<td>New Years Day holiday; no classes &amp; USF offices closed</td>
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<td>Winter Intersession final grading opens</td>
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<tr>
<td><strong>January 7</strong></td>
<td>Spring state employee registration at 5 p.m.</td>
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<tr>
<td><strong>January 8</strong></td>
<td>Last day to register for spring classes without late registration fee penalty</td>
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<td>Last day of class for Winter Intersession</td>
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<tr>
<td><strong>January 11</strong></td>
<td>Spring classes begin</td>
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<tr>
<td><strong>January 15</strong></td>
<td>Drop/add ends; fee liability/tuition payment deadline</td>
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<td></td>
<td>Last day to submit spring residency reclassification applications</td>
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<td></td>
<td>Spring senior audit application deadline</td>
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<tr>
<td></td>
<td>Winter Intersession grades due</td>
</tr>
<tr>
<td><strong>January 18</strong></td>
<td>Dr. Martin Luther King Jr. holiday; no classes &amp; USF offices closed</td>
</tr>
<tr>
<td><strong>January 19</strong></td>
<td>Spring senior citizen audit registration</td>
</tr>
<tr>
<td><strong>February 8</strong></td>
<td>Spring graduation application deadline</td>
</tr>
<tr>
<td><strong>February 22</strong></td>
<td>Spring midterm grading opens</td>
</tr>
<tr>
<td><strong>March 5</strong></td>
<td>Spring midterm grading closes</td>
</tr>
<tr>
<td><strong>March 15</strong></td>
<td>Spring final grading opens</td>
</tr>
<tr>
<td><strong>March 27</strong></td>
<td>Spring last day to withdraw; no refund &amp; no academic penalty</td>
</tr>
<tr>
<td><strong>March 29</strong></td>
<td>Summer/fall registration for degree-seeking students begins</td>
</tr>
<tr>
<td><strong>April 12 - 18</strong></td>
<td>Spring Break</td>
</tr>
<tr>
<td><strong>April 26</strong></td>
<td>Maymester non-degree registration begins</td>
</tr>
<tr>
<td><strong>April 26 - 30</strong></td>
<td>Test Free Week</td>
</tr>
<tr>
<td><strong>April 30</strong></td>
<td>Spring last day of classes</td>
</tr>
<tr>
<td><strong>May 1 - 6</strong></td>
<td>Final Exam Week</td>
</tr>
<tr>
<td><strong>May 3</strong></td>
<td>Non-degree registration begins for summer</td>
</tr>
<tr>
<td><strong>May 6</strong></td>
<td>Spring end of term</td>
</tr>
<tr>
<td><strong>May 6 - 10</strong></td>
<td>Spring Commencement</td>
</tr>
<tr>
<td><strong>May 10</strong></td>
<td>Maymester begins; drop/add begins</td>
</tr>
<tr>
<td><strong>May 11</strong></td>
<td>Canvas closes for spring final grades</td>
</tr>
<tr>
<td><strong>May 13</strong></td>
<td>Maymester drop/add ends</td>
</tr>
<tr>
<td><strong>May 14</strong></td>
<td>Spring grades visible on OASIS</td>
</tr>
<tr>
<td></td>
<td>Last day to register for summer sessions A &amp; C without late fee</td>
</tr>
</tbody>
</table>
Section 3

Faculty Instructional Responsibilities

3A. INTRODUCTION
A flexible academic model has been designed and adopted for planned delivery of both undergraduate and graduate classes. 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
- 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).
- Is my course Synchronous or Asynchronous? Synchronous—“live” online meetings during designated days & times Asynchronous—meetings are online only, no live day/time requirements. If your course has days/times listed in one of these formats, assume you have synchronous meetings during indicated periods.

<table>
<thead>
<tr>
<th>Delivery Mode/Instructional Method Code</th>
<th>% of Instruction Online</th>
<th>Allowable Hours of Face-to-Face (Same Physical Location) Over the Duration of the Term PER CREDIT HOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Online (AD)</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>Primarily DL (PD)</td>
<td>80-99%</td>
<td>Less than 3 hours</td>
</tr>
<tr>
<td>Hybrid Blend (HB)</td>
<td>50-79%</td>
<td>3 or more hours, but less than 7.5</td>
</tr>
<tr>
<td>Classroom</td>
<td>1-49%</td>
<td>7.5 or more hours</td>
</tr>
</tbody>
</table>

All instructors must be adaptable, flexible, and prepared to transition to an online instructional delivery that maintains the quality student learning outcomes of the course at any point in the semester, and shift completely online following spring break. 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 them 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.

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 will be required to comply with University protocols for face-to-face interactions at all times, both inside and outside the classroom. 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 USF Innovative Education’s Digital Learning team and USF Health on all campuses for the preparation necessary to deliver synchronous and asynchronous quality online educational experience.

Back-up instructional assignments are to be confirmed in advance, should they become necessary. 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. All members of the USF community, on all campuses, must accept personal responsibility for the well-being of themselves and others.

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. As in the fall, after spring break, all instruction, student learning, and final examinations will migrate to a quality online platform beginning April 19, 2021, to mitigate the spread of COVID-19 resulting from break-related travel. Limited exceptions may be approved in USF Health. Residence halls, dining options, and student support services will remain open after spring break for students who need access through the end of the spring 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 continue to remain flexible, as schedules and delivery modes may need to be adjusted at any point during the spring 2021 semester. **We cannot stress enough that this public health event is highly dynamic and requires flexibility and adaptability throughout the broader university community.**

### 3B. INSTRUCTIONAL PREPARATION, DESIGN, DELIVERY, AND COMMUNICATION

Faculty should verify their course modality – online, hybrid, or face-to-face – and ensure they have the tools and training to execute their learning goals. Faculty teaching in-person are encouraged to visit their room assignment to become familiar with technology and resources in their specific room. Be sure to complete Daily Symptom Checker and comply with all current university policies for being on campus. Faculty teaching online should review the expectations in Sections 3C and 3D.

The [USF Faculty Toolkit](#) includes helpful resources for all faculty at USF, as well as updated development opportunities and support channels. The 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, direct support contact information, and FAQs. Faculty are encouraged to visit the faculty toolkit regularly, as new resources are frequently updated.

For all course modalities, faculty should communicate the following clearly:

**Syllabus:** [USF Syllabus policy](#) has been updated to include the following:

- All course syllabi must be uploaded and visible in [Canvas](#), no later than seven (7) calendar days prior to the first day of the semester. Therefore **spring 2021 course syllabi must now be posted in the Canvas course syllabus link no later than January 4th.** This change is designed to better serve our students and promote their academic progression.
- The USF Syllabus Template includes examples of introduction sections that can put the course into context for students.
- Core syllabus policies, including COVID-19 procedures are located at [www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx](http://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx)

**Meeting Times/Locations:** If teaching a face-to-face or synchronous online session, dates and times of class sessions should be clearly included in your syllabus and posted to [Canvas](#). In-person courses may consider a rotational schedule for maintaining distancing requirements and class size limitations, and such a schedule should also be included in this section. Links to online meetings, including Microsoft Teams sessions, should be clearly posted to the [Canvas](#) course. Be sure to consider the multiple time zones and locations from outside Florida and the United States that students may be engaging from.
Attendance and Engagement: 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. 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 should be followed up with through Student Success office mechanisms. Expectations for attendance and participation should be clearly communicated to students and course policies should encourage engagement through their assigned modality.

Office Hours: Each instructor is responsible for designating hours during which they will be available for office conference with students. As of this writing, the University remains in a modified (restrictive) phase II. No in-person meetings are allowed at this time. Faculty should arrange for virtual office hours and communicate to students the best ways to access these opportunities, e.g. by appointment, a scheduler, etc.

Canvas Availability: To comply with policy revisions above, and ensure students are fully informed and prepared for their courses, students will have access to course Canvas pages starting January 4th 2021. While all course pages and materials do not need to be visible or accessible to students at that time, the course syllabus should be uploaded to the Canvas syllabus link and course meeting times and locations/ links clearly visible on the home page. Faculty are encouraged to share a welcome message and brief introduction on the Canvas main page as well.

Academic Calendar: Spring break will occur during the week of April 12th. The remaining two weeks of instruction and finals exam period will all be delivered remotely. Remember, the last full week of classes before final examinations is designated as Test Free Week. The intent of this policy is to establish a one week period of substantial and predictable study time for students. (See Policy 10-005 for further details)

Learning Environment: Consider developing 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 to determine what other types of material would assist student success.

Learning Assessment: 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. The Faculty Toolkit provides recommendations for multiple forms of assessment strategies, as well as recommendations for reducing academic integrity issues and using technology such as Proctorio or TurnItIn.

Mitigating COVID-19: 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. Mandatory face coverings will be made available to faculty, as well as optional face
shields, if faculty opt to use them, which are to be worn only in addition to a face covering; 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.

In addition, you should always ask each student to show you their CampusPass. You needn’t get close to the students to do this, you might have them show it to you as they enter the classroom, or ask everyone to hold their phones up with the CampusPass displayed at the beginning of class. They must be cleared to come to campus. If they are not, they do not belong on campus.

- 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.

- 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=13&navoid=1578
Tips to Improve Faculty/Student Communication in the Context of COVID-19

COVID-19 changed the educational landscape and presented new challenges for students and educators alike. Drawing on existing research in distance learning pedagogy allows us to identify three common communication problems in the COVID-19 context, as well as strategies faculty and students can embrace to overcome these challenges:

**CHALLENGE 1: SOCIAL DISTANCE AND PHYSICAL ISOLATION**

**Faculty:** Communicate creatively. Create Canvas discussion boards to answer frequently asked questions and allow students to mentor each other. Leaving personal audio or video comments on assignments, or using apps like Canvas Speedgrader or Flipgrid, will help students feel connected to you, thanks to the more conversational tone and human element of communication. See also this Sample Instructor Presence Plan.

**Encourage Your Students:** Participate. If you feel comfortable doing so, attend virtual classes with your camera on, and utilize your microphone or the chatbox to contribute to class discussion, and build a sense of community with your peers.

**CHALLENGE 2: CONFUSION WITH COURSE CONTENT**

**Faculty:** Provide regular and timely feedback to students in response to course assignments, so that students have the chance to take your comments and grading into account before the next assignment due date. Respond in a timely manner to student emails/calls/Canvas messages (within 24 hours is considered best practice). Hold virtual office hours via Teams for students who need extra help. Including response times in the Course Syllabus will help set reasonable expectations.

**Encourage Your Students:** Don’t be afraid to ask for help. Take advantage of office hours noted in the course syllabus to meet with your professor for one-on-one assistance. Explore the course navigation until you understand it.

**CHALLENGE 3: LOST EFFICACY**

**Faculty:** Let students know the best way to reach you (e.g., Canvas, Teams, Outlook), and maintain regular contact with students via that channel. Prompt responses to email correspondence are essential for helping students stay on track when opportunities for in-person communication are limited. Consider proactive communication as well, such as “nudge notes” to remind cohorts of upcoming assignments, and by messaging students in Canvas to reach out to students whose engagement has been lagging. See this link for more tips on how to recognize stress in students.

**Encourage Your Students:** Plan ahead. Schedule time to look at course assignments and complete readings well in advance of a deadline, so that if you have questions or problems, your professors have time to respond. Log in daily and check every course.
University Space

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. 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) or Mike Ballester (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 1B). 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. Examples for limiting the number of students in a space at a specific time include:

- 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

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 spring semester calendar including F2F instruction and assessment continuing beyond spring break.

Reporting Positive Cases

Students may inform you that they have tested positive for COVID-19, that they have been exposed to someone positive for COVID-19, or that they have symptoms and will not be coming to class. In addition to working with the student to help them maintain academic continuity in your class, you must report the situation to the University via assesscovid@usf.edu. This is essential in our efforts to assess the level of risk in your classroom, as well as to determine if there many have been other exposures on campus. Not all students are being tested through Student Health Services so you passing on your knowledge is vitally important. Because of the emergency situation we are in, and because the system is designed to protect confidentiality, there are no legal barriers (i.e. HIPAA, FERPA) to you reporting the student to us. Once reported, please respond quickly to requests for additional information so we may swiftly respond to the situation and minimize additional risk to the community.
Relevant Policies:

- General Attendance: 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
- Grading Policies: 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
- Procedures for Excused Absences and Make-up Work: catalog.usf.edu/content.php?catoid=4&navoid=294#procedures-for-excused-absences-and-make-upwork
- Course Attendance at First Class Meeting: 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

3C. ONLINE QUALITY STANDARDS

Quality online courses developed in response to COVID-19 are supported through Innovative Education and Health resources including one-on-one consultation, just-in-time training and guides, Canvas templates, the DYOC (Designing Your Online Course) and a variety of learning technologies. Courses can be synchronous, asynchronous, or a combination of both. Online courses developed in response to COVID-19 culminate in a quality review using the spring 2021 USF Quality Online Readiness Checklist conducted by the faculty member.

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 instruction in the spring to maintain academic continuity. All spring 2021 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.

The Resource Center is geared towards supporting faculty developing and teaching an online course for spring 2021 in response to COVID-19 that have not yet met and submitted the quality online readiness checklist in summer or fall 2020.

The Digital Learning Resource Center will serve as your quality hub while you prepare your online course to meet the spring 2021 USF Quality Online Readiness Checklist. The resource center is focused on preparing faculty to review their course. To maximize the resource center to its fullest extent, follow this six-step process:
**Step One:** Self enroll in the [Quality Online Readiness Resource Center](#).

**Step Two:** Download the spring 2021 USF Quality Online Readiness Checklist and familiarize yourself with each checklist item.

**Step Three:** Take the Quality Pre-Assessment to gauge your level of preparedness in meeting the USF Quality Online Readiness Checklist.

**Step Four:** After completing the quality pre-assessment, you will receive a summary of your responses via email. Use the summary to identify the areas of the USF Quality Online Readiness Checklist where your course is less prepared.

**Step Five:** Utilize the resources in the Quality Online Readiness Resources Center course to support your efforts in meeting the readiness checklist. For each checklist item, you will find an associated page that includes an extended explanation of the item, examples of the item in action, resources and tips to assist you in meeting the item, and information on how the item connects to the Quality Matters Higher Ed Rubric.

**Step Six:** When you feel that your online course has successfully fulfilled all items in the USF Quality Online Readiness Checklist, take the Quality Post-Assessment. Please note that you will be asked to provide brief reflection statements of how the checklist items were fulfilled.

The Resource Center provides you with helpful information to conduct a self-review. Innovative Education has further resources for design and delivery. Faculty developing online courses in response to COVID-19 that would like additional resources for design and development see 3E below.

### 3D. ONLINE INSTRUCTOR CERTIFICATION

The [Online Instructor Certification (OIC)](#) is a four week fully online certification preparing USF instructors to teach online. The course includes strategies for planning instructor presence, active learning approaches for online presentations, assessment/feedback planning, and more.

Faculty participants typically spend one to three hours per week learning online pedagogical approaches, engaging with peers, and completing assignments. Certification requires the completion of all assignments and participation within peer-review discussions. The OIC fosters a collaborative approach where you will connect with peer faculty through rich discussions. To ensure the best possible experience, each module will be rolled out weekly.

Faculty teaching online courses should complete this certification by **May 2021**. For more information and to self-enroll, please visit Innovative Education [Digital Learning website](#).
3E. DESIGNING YOUR QUALITY ONLINE COURSE (DYOC) FOR SPRING 2021

This comprehensive course developed by USF Innovative Education guides faculty through the process of developing a quality student-centered online course in response to COVID-19, with recommendations for both synchronous and asynchronous delivery. It includes customizable Canvas templates, best practices for quality design, active learning strategies, tips for content development, faculty examples, and technology considerations. In conjunction with the Resource Center, the DYOC prepares faculty to meet the standards in the USF Quality Online Readiness Checklist.

Enroll in the spring 2021 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.

3F. 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).

3G. 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:

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. If you are planning to attend class, or otherwise be on campus, be prepared to show your CampusPass which will indicate that you have completed the daily symptom checker and have been cleared to be on campus.
• **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.
Section 4

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 the COVID-19 Task Force (assesscovid@usf.edu) 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/magellantipscovid19.aspx.
Section 5
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.
Section 6

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 spring 2021 semester.

6A. FACULTY TRAVEL

Given the current CDC travel recommendations, outbound university-related international travel remains prohibited at this time. Travel during the ongoing COVID-19 pandemic can pose a high-risk for acquiring the infection and spreading it to others. Our university leaders are monitoring the situation across the United States, paying attention to areas with higher rates of viral transmission. USF World is monitoring the worldwide impact of COVID-19 on a daily basis.

Essential university-related is similarly not allowed though travel may permissible under certain conditions. Requests can be made through: https://veoci.com/veoci/p/w/ebx44udyd9xe?c=130827. For more information on how travel approvals work through the different phases please visit: www.usf.edu/coronavirus/returning-to-campus/travel.aspx.

6B. IN-PERSON MEETINGS OR EVENTS

Given that we remain in a modified (restrictive) phase II, no in-person meetings or events are being allowed at this time, with limited exceptions approved by USF leadership. Meetings can and should be conducted via Microsoft Teams. Similarly, events should be organized and delivered virtually whenever possible, or postponed until conditions are more favorable and the risk of transmission is low. The University will communicate any changes to these plans through official channels.
Section 7

Resources and Instructional Support for Faculty: Facilitation of Student Learning in Spring 2021

7A. USF CENTER FOR INNOVATIVE TEACHING AND LEARNING
A key component of the Organizational Framework for Faculty Success being developed under the leadership of Vice Provost Pritish Mukherjee is enhancing the instructional and learning experience of faculty and students at USF. The present challenges continue to highlight the importance of providing our faculty with complete professional development opportunities and support for achieving their instructional goals. As part of the USF consolidation, we are organizing the many skilled and talented learning development professionals under USF’s Center for Innovative Teaching and Learning (CITL) with the leadership of Dr. Tim Henkel who currently directs CITL on the USF St. Petersburg campus. CITL’s primary goal will be to support our community of learners at every stage of their professional careers enabling them to develop and strengthen the skills and knowledge to deploy the best and most innovative pedagogical approaches for their discipline and our students, while promoting faculty success and academic transformation across all campuses.

CITL will serve as the umbrella organizational structure for USF’s faculty instructional and learning enhancement efforts delivered by professionals drawn from across the university. Associate Vice President Cindy DeLuca will serve as executive sponsor and provide administrative leadership and oversight for CITL and work in collaboration with Dr. Mukherjee to facilitate implementation of the multi-faceted Organizational Framework for Faculty Success.

7B. ONLINE FACULTY TOOLKIT
See the online Faculty Toolkit for a helpful guide to useful resources and support available for the facilitation of faculty instruction and excellence in student learning. This website will be updated to reflect ongoing progress of this faculty development program.
Section 8

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 9

Student Responsibilities

9A. 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 completing the Daily Symptom Checker and showing the CampusPass to anyone who asks to see it, 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.

Mask Reinforcement Protocol (as of 7/29/20)
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.

**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 an 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.

**9B. 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*.
9C. 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. As noted earlier, faculty should inform the COVID-19 task force via assesscovid@usf.edu as soon as possible whenever they are notified that a student in one of their classes, regardless of format, has tested positive so that all appropriate exposure assessments can be completed and the student provided any needed supports.

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) 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) maintains a hotline for anyone experiencing a mental health crisis.

9D. STUDENT HEALTH SERVICES AND TESTING
Student Health Services will provide the following services:

- Supporting the student symptoms checker (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 all residential students as part of spring 2021 move-in 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  
**USF Bulls Country Pharmacy:** 813-974-2071, usf.edu/BCPharmacy  
**Medical Response Unit (MRU):** 813-974-4678 (4MRU), usf.edu/MRU  
**Feed-A-Bull Food Pantry:** 813.974.5884, feedabull@usf.edu

### 9E. 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 spring 2021 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 spring 2021 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. Please consult with Student Accessibility Services ([dmccarthy@usf.edu](mailto:dmccarthy@usf.edu)).

**9F. 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 10

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

More details can be found in the USF Policy Return to Regular Operations in COVID-19 Environment.

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-campus, while collecting data to determine next actions.

Throughout all phases of reopening USF’s mission remains 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 transmission.

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: https://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 acceptance of shared responsibility by all members of the USF community to take individual actions that support the health and safety of all.

3. **Acknowledgment of Risk:** All members of the USF community who wish to obtain the benefits of on-campus, in person interactions and services should understand that given the nature of the COVID-19 virus USF cannot, and does not, guarantee there will be no transmission of the COVID-19 virus or COVID-19 cases on campus. This is the fact of the matter even though USF has made significant improvements in physical spaces, equipment, planning, processes and training. All members of the USF community are therefore strongly encouraged to carefully evaluate their personal circumstances to determine their appropriate level of participation in USF face-to-face and on-campus services and consider all available options.
4. **Effective Date and Changes to the Policy:** This Policy has been adopted as an Emergency Policy under the Board of Governors Guidelines for Emergency Regulations ([BOG Regulation and Development Procedures](#)) to respond to the Emergency Health and Safety concerns presented by the COVID-19 Pandemic. The Policy will be effective August 14, 2020 for up to 90 days pending final adoption at the conclusion of the full promulgation period. The Policy will remain in effect until repealed or amended to respond to comments, new information and changing conditions. Substantive amendments to the Policy will be communicated through the university's established promulgation process. ([Policy 0-001 Regulation and Policy Development](#)).

II. **Conduct Expectations:** In this Policy the University identifies examples of individual conduct that will support and encourage a campus-wide health and safety strategy. Conduct that is inconsistent with this strategy 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.

1. **Alignment with Other Authorities:** Nothing in this Policy 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.

2. **Fact Specific Analysis:** The specific action(s) taken in response to conduct that does not support health and safety strategy will be fact specific and consistent with USF due process requirements and reasonable exception processes, including but not limited to disability accommodations.

3. **Other Responses:** The behaviors and University responses listed in this Policy are examples only and are not exhaustive or exclusive. The university reserves the right to respond to conduct that is inconsistent with the health and safety strategy in lawful ways not described in the Policy.

4. **Risk Mitigation Strategies and Responses:** The following Risk Mitigation Strategies and Responses Table is intended to provide examples that will inform USF students, employees, visitors and on-campus vendors of:

   a. 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

   b. The range of potential responses associated with conduct that is inconsistent with supporting health and safety strategies.
<table>
<thead>
<tr>
<th>Risk Mitigation Strategies</th>
<th>Response to Conduct that is Inconsistent with Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isolation of COVID-19 positive cases for medically indicated time period;</td>
<td>Removal from campus and/or on-campus housing, referral to Student Conduct and Ethical Development (SCED), possible provisional suspension if a student; referral to Human Resources (HR), possible disciplinary action if faculty or staff;</td>
</tr>
<tr>
<td>Isolation due to exposure and/or awaiting an indicated test result for medically indicated time period;</td>
<td>Removal from campus and/or on-campus housing, possible provisional suspension if a student, possible disciplinary action if a faculty or staff;</td>
</tr>
<tr>
<td>Report a positive test result through the CampusPass or to Student Health Services or the COVID Task Force via <a href="mailto:assesscovid@usf.edu">assesscovid@usf.edu</a></td>
<td>Referral to SCED or HR; possible provisional suspension or disciplinary action</td>
</tr>
<tr>
<td>Completion of the return to campus assessment;</td>
<td>Reminders followed by redirection when attempting to access other applications, followed by suspension of network access;</td>
</tr>
<tr>
<td>Completion of daily symptom checks; displaying the CampusPass whenever asked on any campus</td>
<td>Reminders followed by redirection when attempting to access other applications; removal of access to in person services, activities and facilities;</td>
</tr>
<tr>
<td>Participation when selected in random surveillance testing/screening</td>
<td>Unless authorized to decline, may result in a mandatory self-isolation period of up to two weeks</td>
</tr>
<tr>
<td>Wearing of face coverings in any campus building at all times; or outside where social distancing may be difficult to maintain</td>
<td>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;</td>
</tr>
<tr>
<td>Maintaining 6 feet of physical distance between other people, where signage and markings indicate such is to be maintained;</td>
<td>Request to comply with the guidance followed by removal from the activity;</td>
</tr>
<tr>
<td>Completion of education modules on risk mitigation and enforcement;</td>
<td>Multiple reminders to reach goal of 90% of students and employees in any unit on-campus completing;</td>
</tr>
<tr>
<td>Local disinfecting of workspaces including offices, frequently used areas, and other areas where work is conducted, including classrooms, labs, studios, and similar spaces.</td>
<td>Request to comply with the guidance followed by reminders followed by warnings.</td>
</tr>
<tr>
<td>Prohibiting in-person meetings, or in-person events or gatherings of any kind until and unless authorized and approved by the University</td>
<td>Referral to Student Conduct and Ethical Development or to Human Resources; possible provisional suspension or disciplinary action</td>
</tr>
</tbody>
</table>
5. **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. USF Student-athletes are required to follow the face covering guidelines established by USF Athletics while participating in intercollegiate athletics activities such as training, practice and competition.

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 6 feet of physical distancing cannot be maintained.

i. Children under age 2 are exempt.

ii. 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 Protective Equipment is required.

b. **Testing**

The University will engage in various forms of testing, including but not limited to symptom tracking surveys, viral testing, pooled testing and environmental sampling. All such testing will be conducted in compliance with applicable laws and regulations and with the consent of the test participant. However, refusing to participate in a test could be a basis to exclude an individual from on-campus activities, services and facilities such as: in person instruction and access to residence halls, business offices and the workplace, with applicable academic disruptions and employment actions.

i. Any student, faculty and staff who tests positive for COVID-19 after a USF administered test will be notified of their test results; USF will also notify the appropriate county office of the Florida Department of Health, which is authorized to conduct contact tracing; the individual will be instructed to self-isolate away from any USF campus until medically cleared to return.
ii. Student, employee and patient confidentiality laws prevent USF from disclosing the names of individuals who have tested positive for COVID-19.

iii. USF will provide updates to the community with allowable details when the university is informed of a positive case: https://www.usf.edu/coronavirus/updates/usf-cases.aspx.

However, if a student, employee or the Health Department fails to disclose a positive test, then USF may have no way of knowing and communicating that information.

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 the University’s Mission and health and safety standards. USF is committed to flexibility in meeting both obligations, where reasonable circumstances permit.

2. In Phases 1-3 of returning to regular on-campus work, the following conditions will apply:

   a. Employees should continue to work remotely if approved. If in the judgment of University management duties can be performed remotely while still meeting the University’s mission, then the employee should be permitted to do so/continue to do so.

   b. Employees who are sick should not come to work on campus. An employee who is exhibiting COVID-19 symptoms or who is diagnosed with COVID-19 should not come to work. The employee should contact his or her supervisor as soon as possible and advise the supervisor of the reason for the absence. The supervisor should consult with Central Human Resources to determine how the leave should be administered and the case reported. Employee healthcare information will be treated as confidential, as permitted by law.

   c. Leave Options for Employees who are: awaiting testing; directed to self-isolate; and for recovery. The employee should contact his or her supervisor as soon as possible and advise the supervisor of the reason for the absence (i.e. for testing or to self-isolate). The supervisor should consult with Central Human Resources to determine how the leave should be administered. Employee healthcare information will be treated as confidential, as permitted by law.

   i. Leave for testing: The University will provide paid administrative leave or remote paid working assignment, as applicable, of up to 5 (five) business days for an employee to be tested and receive results, which may be adjusted at the University’s discretion based on the availability of the testing process.
ii. Leave for self-isolation: The University will provide paid administrative leave or remote paid working assignment, as applicable, of up to 5 (five) business days for an employee who is directed by the University to stay home and self-isolate because they are known to have been exposed to a person positive for COVID-19 and therefore may be infectious. This may be adjusted at the University’s discretion based on individual and workplace circumstances.

iii. Leave for recovery: An employee who tests positive for COVID-19 may have access to paid leave under applicable state or federal law, in addition to accrued USF sick leave in accordance with University policies and procedures. In some cases, an employee who tests positive for COVID-19, but is asymptomatic may be able to perform or continue to perform a remote working assignment.

d. Procedure for employees who cannot work remotely, but have challenges in returning to campus. If in the judgment of University management an employee’s duties cannot be performed remotely while still meeting University’s mission; then the workplace outcome depends on the reason the employee is unable to return to campus, as described in the following sequential order.

i. Disability: If the employee is limited in returning to campus because of a disability or medical condition, then the employee should consult with Division of Human Resources (“DHR”) 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 DHR.

ii. Health conditions and dependent/elder care: If the employee is limited in returning to campus because of dependent/elder care obligations, then the employee should consult with DHR 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. General risk profile: If the employee is limited in returning to campus due to the employee’s risk profile based on CDC guidance\(^1\) 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. General concerns: 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.

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