

**AY 2021–22 ACADEMIC INSTRUCTION:
GUIDANCE FOR COLLEGES, SCHOOLS, DEPARTMENTS, AND PROGRAMS
FROM THE ACADEMIC INSTRUCTION IMPLEMENTATION TEAM**

Volume 2, Edition 2: November 19, 2021

Topics: Spring 2022 Classes, Teaching and Advising; Planning the Fall 2022 Class Schedule; Teaching and Technology Support

Due Dates for Chairs/Directors and Department Schedulers: [Previously Published Fall 2022 Class Scheduling Timeline Applies](#)

Deans, chairs and directors: please email this entire edition of guidance to your faculty, your graduate students with teaching appointments, and your academic support staff

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What's in this edition of guidance, and what's coming next

This edition of guidance focuses on spring 2022, including COVID-related measures, and on planning the fall 2022 schedule. It is our hope that, beginning in spring 2022, editions of guidance will transition to focusing primarily on new developments in policies, procedures, and resources related to teaching and learning. Deans, chairs, and directors: if you have suggestions for guidance topics, please contact [Katherine Eggert](#), senior vice provost for academic planning and assessment.

New for spring 2022: Classroom capacities; passing periods

- As of spring 2022, classrooms are at pre-COVID capacities, including large lecture classrooms. The classroom capacity list is posted on the [Office of the Registrar website](#) and is updated frequently.
- As of spring 2022, passing periods have been standardized to 15 minutes every day, Monday through Friday. This change is permanent and responds to longstanding complaints from students and faculty about getting from one class to the next during the pre-pandemic 10-minute MWF passing period. Find the spring 2022 standard meeting patterns for Main and East Campus on the [Office of the Registrar website](#).

New for spring 2022: Vaccination reporting requirements

As announced on [Nov. 11](#), in response to new federal requirements, all CU Boulder students, faculty and staff who submitted non-medical exemptions for the COVID-19 vaccine are now required to submit new exemptions or proof of vaccination through the MyCUHealth portal by Saturday, Jan. 1, 2022. Personal exemptions will no longer be accepted. Only medical or religious exemptions are now allowed. Individuals who originally submitted non-medical exemptions have been contacted directly by Medical Services with information and instructions on how to meet the new requirement.

Those who do not comply with this requirement and have not been granted a medical or religious exemption by the Jan. 1 deadline will be subject to disciplinary action, including but not limited to ineligibility for compensation increases and/or being placed on unpaid administrative leave effective Jan. 1, 2022. ***If instructional personnel are still on unpaid leave for noncompliance as of the start of the***

term, they cannot teach their classes. Deans, chairs, and directors will have to plan for substitute instruction.

Instruction modes

Spring 2022 classes: Mostly in person

Most spring 2022 classes are scheduled to be delivered in person. Tremendous thanks are due to the academic departments, programs, colleges and schools and the faculty, other instructional personnel, and staff who have made this commitment to in-person teaching possible.

An inventory at the time the class schedule was published in October 2021 indicated that:

- 93% of spring 2022 classes are scheduled to be delivered in person, including 94% of undergraduate classes and 95% of lower-division undergraduate classes
- 1% of classes are scheduled as hybrid in person
- 6% of classes are scheduled as online or remote

Changing the instruction mode of a spring 2022 class

As in previous semesters, the university remains committed to teaching classes in the instruction mode listed when student registration began. Instructors may not independently change the instruction mode of their classes. Changes in class instruction mode must always be approved at the department/program/college level: during the pandemic, changes must also be approved by the provost's office. Changes based only on the instructor's preference will not be approved. Faculty, staff, researchers, graduate student teachers, and student employees who need work-related accommodations or leave because of COVID-19-related issues should consult the [Human Resources webpage](#) and follow up with Human Resources as needed.

Requests from students for remote instruction: No change for spring 2022

Students cannot request that an in-person course be taught to them remotely for reasons other than a documented disability that would require such an accommodation. ***This includes graduate students.*** Remote location, commuting time, scheduling issues, and vaccination status are not valid reasons for requesting an accommodation.

Students who require an accommodation based on a documented disability must receive approval from the [Office of Disability Services](#). If approval is granted, Disability Services will contact the course instructor to determine if the accommodation will fundamentally alter their course and whether necessary technology support is in place.

Office hours, advising modes, and graduate/honors defenses and qualifying exams: No change for spring 2022

The guidance for instructor office hours, undergraduate advising modes, graduate advising modes, and modes for qualifying/preliminary/comprehensive exams and dissertation/thesis defenses remains the same as for fall 2021. See the [August 11, 2021 edition of Academic Instruction Guidance](#) or talk with your department for details.

COVID-19 mitigation in the classroom and in instructor/advisor offices

Masking requirement: No change anticipated for spring 2022

At this time, it is anticipated that indoor masking will continue to be required on campus in spring 2022, based on health conditions in the Boulder community. See [the August 13, 2021 campus announcement](#) for complete requirements and details. The campus will continue to work closely with Boulder County Public Health as it considers public health requirements in the Boulder community. If requirements change, we will immediately inform you.

The baseline practice is that everyone in the classroom should wear a mask, including the instructor. All teaching and conference rooms are considered public spaces, so masking mandates that apply to public spaces must be followed. This includes classes where students work in small groups, where the classroom door is closed, and/or that are held during evening hours.

Due to CU Boulder implementing a vaccine requirement, we have been able to work closely with Boulder County Public Health to implement modified masking protocols in special cases:

- Vaccinated faculty are allowed to remove their masks in their classroom if they are at least 6 feet away from all other people in the room, but they do not have to remove their masks.
- Instructors whose classes have particular instructional needs for students to go unmasked should work with their departments on requesting mask exemptions from the Public Health Office. Mask exemptions will be granted based on a clear and compelling need in alignment with public health guidance. Department approval is required.

Eating and drinking in the classroom: No change for spring 2022

As long as the indoor masking requirement remains in place, eating and drinking in the classroom are effectively not permitted.

Classroom cleaning and ventilation; masks and ventilation in offices: No change for spring 2022

The guidance from fall 2021 will continue to apply in the spring regarding (1) classroom cleaning; (2) building mitigation measures for heating, ventilation and air conditioning (HVAC) to maximize airflow, filtration and outdoor air; (3) ventilation checks of individual offices not being available; and (4) the indoor masking requirement for shared office space; and (5) masking options for private offices. See the [August 11, 2021 edition of Academic Instruction Guidance](#) for details.

Buff Pass: No longer in use

Because of the campus vaccination requirement, the [Buff Pass form](#) will be discontinued at the end of the fall 2021 semester.

Students who are ill or quarantined

Next steps if a student discloses they have COVID-19: No change for spring 2022

If a student discloses to an instructor that they are ill (or tested positive) with COVID-19, the instructor should contact the [CU Boulder Public Health Office](#) to determine any next steps required. The instructor

should *not* announce to the class that the student (or “someone in the class”) has COVID-19, as this is either directly or indirectly sharing a student’s private health information with the class.

Accommodating and assisting students who are ill or quarantined: Check your practices for spring 2022

One of the top complaints advisors and department administrators are hearing from students during fall 2021 is that faculty are not accommodating to students who are ill or quarantined due to COVID-19. Please handle student illness or quarantine due to COVID-19 in the same manner that you would handle any other student absence for medical reasons, which means you should give students make-up work, make-up exams, or assignment extensions according to your usual policy for students who are ill.

Students should not be penalized for missing class or an exam due to illness or quarantine.

If you are teaching an in-person class, you are not required to teach the class remotely or give remote exams to students who are absent due to illness or quarantine, or to share your class notes or slides with these students. However, you may choose to do so if you wish. Many students have found that they fare better in a class if some accommodation is made along these lines. You may also use other practices for helping your students keep up with their work, such as giving a make-up exam when the student returns to class or having other students share class notes with the student who is absent.

Attendance policies: New tips for spring 2022 from the Center for Teaching & Learning

Please note that student health services on campus—Wardenburg Health Center, Counseling and Psychiatric Services (CAPS), and Student Support and Case Management (SSCM)—no longer provide appointment verifications, also known as “doctor’s notes,” to students. Requiring doctor’s notes puts a strain on campus medical services and forces students to make unnecessary trips to the doctor. Similarly, the CU Boulder Public Health Office does not provide students with verifications of quarantine.

Rather than requiring doctor’s notes or quarantine verification, instructors are encouraged to develop attendance policies that do not distinguish between “excused” and “unexcused” absences, and that build in enough flexibility for students who must miss several classes due to quarantine or illness.

The Center for Teaching & Learning is here to help and support all instructional personnel who are wondering how to design and implement an effective attendance policy in the pandemic era. Consult their new [Teaching Resource page on Attendance Policies](#) for advice about structure, flexibility, and options.

Syllabus statements: Updated for spring 2022

The Office of Undergraduate Education will shortly distribute the spring 2022 required syllabus statements to all spring 2022 instructors. The syllabus statement regarding COVID-19 has been slightly updated to clarify what students should do if they have been in close contact with someone who has COVID-19:

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policy on [classroom behavior](#)

and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

CU Boulder currently requires masks in classrooms and laboratories regardless of vaccination status. This requirement is a precaution to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled, or who are communicating with someone who is hearing-impaired or otherwise disabled, and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

{Faculty: add if applicable:} This class has also obtained a mask exemption from the CU Boulder Public Health Office for times where wearing a face covering would significantly impede students’ ability to effectively perform class activities. In this class, students do not need to wear masks while {add the relevant activity/activities, such as playing a wind instrument, singing, or speaking during foreign language instruction}.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the [Public Health Office](#) (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the [Public Health Office](#) (contacttracing@colorado.edu). In this class, if you are sick or quarantined, ***{Faculty: insert your procedure here for students to alert you about absence due to illness or quarantine. Because of FERPA student privacy laws, do not require students to state the nature of their illness when alerting you. Do not require "doctor's notes" for classes missed due to illness; campus health services no longer provide "doctor's notes" or appointment verifications.}***

Instructor illness or quarantine: No change for spring 2022

Instructor illness or quarantine due to COVID-19 will be handled on the level of the academic unit. As with any other illness or short-term absence from the classroom, an instructor who is ill or needs to quarantine should work with their chair, director, or dean on appropriate measures depending on the situation. (TAs should work with the instructor of record for the class.) Those measures might include teaching an in-person class remotely on a short-term basis, finding a substitute instructor, etc.

Planning your syllabus—assignment dates and grading timelines: New tips for spring 2022

Plan to assign and grade significant assignments before the deadline for pass/fail, dropping a class, or grade replacement

All normal college, school, department and program restrictions on pass/fail credits and courses are in place for spring 2022. The deadline for students to declare a class pass/fail (or to change a pass/fail designation to a grade) is the end of the tenth week of classes (prorated for shorter-term classes). This is the same deadline for dropping a class, or requesting a class be used for grade replacement. For spring 2022, that deadline is Friday, Mar. 18, for regular-term courses. ***For undergraduate students especially, it's important that students know how they're doing in your class before this deadline, so they can make informed decisions about pass/fail, dropping a class, or requesting grade replacement. Please make sure you've assigned and graded significant assignments by this point.***

Plan to use the Course Alert System

As of fall 2021, the campus expanded the [Course Alert System](#) to cover all undergraduate classes. Course alerts are an important component in ensuring undergraduate student success. If students are alerted early in the semester, they have the time to take action, whether that means seeking additional instructor help or guidance, engaging a tutor or modifying their schedule accordingly. A course alert may be submitted for undergraduate students who are not completing assignments, are missing class, are performing poorly on tests and assignments, or are otherwise struggling and may need help.

Instructors of undergraduate courses will be asked to fill out a feedback form on student performance in their classes. The feedback form is available semester weeks 2 - 13 (prorated for shorter classes), and may be submitted multiple times during the term (though only once per student). Instructors are encouraged to submit their alerts as early as possible and well before the drop deadline for the term to help students improve their academic performance in the class. Submission dates for spring 2022 will be included in notifications to instructors and also posted on the [OIT Course Alert page](#).

Planning your syllabus—final exams: Updated for spring 2022

Please note that this guidance does not apply to Colorado Law, which has its own final exam calendar and reading days. Law students and faculty should check the [academic calendar on the Colorado Law website](#).

This guidance has been updated for spring 2022 to reflect FAQ's we've received.

All classes

- All classes must follow the campus [Final Exam Policy](#) exam scheduling provisions:
 - For courses in sessions of ten weeks or longer, no examinations may be given during the week of classes preceding the start of the campus's final examination period; however, assignments listed in the syllabus such as papers, lab practicums, presentations, portfolios, and projects may be due during that week.

- Class sessions or graded assignments of any kind, including papers, lab practicums, presentations, portfolios and projects, may not take place or be due on a day designated in the academic calendar as a Reading Day. For spring 2022, Friday, Apr. 29, is designated as a Reading Day.
- When students have three or more final examinations on the same day, they are entitled to arrange an alternative examination time for the last exam or exams scheduled on that day. When students have two final examinations scheduled to meet at the same time, they are entitled to arrange an alternative examination time for the course that meets later in the week during the term or, if the two courses meet on the same day during the term, the course that meets later in the day.

In-person classes

- Final exams for all in-person classes should be administered during the [designated time for that class](#) during the [final exam period \(April 30-May 4\)](#).
- Final exams for in-person classes are normally held in person, but may be administered remotely at the discretion of the instructor of record.
- The class syllabus must specify the final exam timing and mode of delivery.

Remote (synchronous) classes

- Final exams for all remote (synchronous) classes must be given remotely. They should be administered one of two ways:
 1. During the [designated time for that class](#) during the [final exam period \(April 30-May 4\)](#). Be prepared to accommodate students who have computer or connectivity problems during that time slot.
 2. Within a time window of at least 24 hours, as long as that time window (a) includes the entirety of the [designated final exam time for that class](#) and (2) begins and ends within the [final exam period \(April 30-May 4\)](#).
- The class syllabus must specify the final exam timing and mode of delivery.

Online (asynchronous) classes

- Final exams for completely online (asynchronous) classes should be offered during a time window, inclusive of start and completion times, of at least 48 hours. The window allows students to fit the exam for an asynchronous class into the rest of their exam schedule.
- Final exams for online (asynchronous) classes must be administered during the [final exam period \(April 30-May 4\)](#). They may be offered at any time during that period, as long as the administration time window of at least 48 hours begins and ends within that final exam period.
- An exception to the above two bullet points: some online classes are included on the [common final exam schedule](#) for exams to be given at a specific time during the final exam period. These online classes may require the final exam to be taken remotely at that specific time. For those teaching one of these courses, please communicate your expectations clearly to your students about whether their exam will be given during the established common exam time.
- The class syllabus must specify the final exam timing and mode of delivery.

Hybrid classes

- Final exams for hybrid classes may use the guidelines for either of their instruction modes, as specified above. For example, a hybrid in-person/remote class may follow the guidelines for either in-person classes or remote classes.
- The class syllabus must specify the final exam timing and mode of delivery.

Exam delivery mode for common exams

- Departments that offer common final exams may choose to offer an exam in person or remotely. If the course includes remote or online sections, a remote exam *must* be administered to students in those sections. The department may also choose to administer the common final exam remotely for students in *all* sections. (See “In-person classes,” above.) Those teaching a class with a common final exam should check with the department about the exam delivery mode.
- The class syllabus for each section must specify the final exam timing and mode of delivery.

Senior and community auditors: No change for spring 2022

The [Senior Auditors](#) and [Community Auditors](#) programs returned to pre-pandemic operations in fall 2021. As was the case before the pandemic, only in-person and hybrid in-person classes are eligible for auditing—remote or online classes are not eligible. All other pre-pandemic course restrictions on auditing also apply. Auditors, like all students, must adhere to the CU Boulder vaccination requirement and must follow all other requirements of the university or public health orders related to COVID-19.

Event planning and meeting planning: No change for spring 2022

With regard to events, CU Boulder continues to follow state and county requirements. There are no local capacity restrictions on events. If there are any changes, the campus community will be notified.

Because classes continue to be roomed for the first two weeks of the semester, departments cannot schedule meetings and events in centrally scheduled classrooms before January 24, 2022.

Planning the fall 2022 class schedule

Classroom capacities and standard meeting patterns: No change for fall 2022

The assumptions for fall 2022 class scheduling are the same as for spring 2022, though changes will be made if public health conditions require them:

- Classrooms will be at pre-COVID capacities, including large lecture classrooms. The classroom capacity list is posted on the [Office of the Registrar website](#).
- Passing periods are standardized to 15 minutes every day, Monday through Friday. Find the fall 2022 standard meeting patterns for Main and East Campus on the [Office of the Registrar website](#).
- Departments should plan to use the entire teaching day and week to schedule classes. This is now standard practice, as it fully and equitably utilizes the breadth of classrooms and teaching times for all departments and maximizes students’ opportunity to choose classes whose

meeting time doesn't conflict. Academic Scheduling will shift classes to different times as needed when departments do not use the entire teaching day/week for class scheduling.

- Departmentally scheduled classrooms will remain *departmentally prioritized classrooms* for AY 2022–23. Academic Scheduling reserves the right to schedule classes in those rooms if needed after departments have scheduled their own classes. For more information, see the [eMemo](#) sent to deans, chairs and directors on November 5, 2021.

Instruction modes and class assignments: No change for fall 2022

For fall 2022, departments and programs should again plan to offer most classes in person (with the exception of online degree programs). The baseline assumption is that any faculty member who is teaching will be available to teach in person, unless their position is explicitly devoted in full or in part to remote teaching. Any employees (including faculty, staff, graduate students, researchers, and student employees) who need work-related accommodations or leave because of COVID-19-related issues should consult with [Human Resources](#).

Please use the following principles in planning fall 2022 instruction modes and class assignments (same planning principles used for spring 2022):

- Departments and programs should weigh demand for remote and online classes and may choose to offer a selection of sections remotely or online. The campus will not set any target percentages of in-person courses for each department, program, college or school. Departments and deans will define appropriate course instruction modes in concert with faculty and other instructional personnel.
- ***Instructor preference should not determine a class's instruction mode. Each class's instruction mode should be determined according to college/school and department/program priorities, based on pedagogical reasons and on student needs.*** For example, priorities for remote/online instruction might include one or a few sections of a course that has multiple sections, where there is student demand, where the course is crucial for students to make progress toward their degrees, and where the course can be taught effectively remotely or online.
- All instructional personnel should be treated equitably in assigning them to classes/sections in various instruction modes. Please work with your graduate student teachers (TAs, GPTIs) the same way you do with your tenure-track faculty, instructor-track faculty, and lecturers.
- It is reasonable to assess evidence of an instructor's effectiveness at remote/online teaching (or willingness to participate in training in effective remote/online pedagogy) before assigning someone remote/online teaching. If you're a department or program chair/director and need help with this task, please consult your dean and/or work with the Center for Teaching & Learning for [resources to assess effectiveness with teaching remote/online](#).
- Some students may want to sign up for solely remote or online courses. However, students (except for those in online programs) cannot expect that every course they might want to take will be offered in an online or remote mode, and departments and programs are not obliged to make that possible.

Support from the Center for Teaching & Learning

In addition to hosting a wide range of [events](#) and [programs](#), the [CTL](#) offers individualized, confidential consultations free of charge to all educators on the CU Boulder campus. CTL staff members can consult on specific aspects of your teaching, hold a general conversation, or conduct a confidential classroom observation and/or interview. We can help you prepare for remote, hybrid, online, or in-person classes.

When needed, our staff can quickly connect you to appropriate campus support and resources. Contact us at CTL@colorado.edu.

This spring, the CTL will launch a new program that will award faculty with small amounts of funding to plan and conduct learning assessment projects at the course or multi-course levels. Recipients will learn how to identify assessment questions, select or create instruments (e.g., rubrics, pre-post tests, etc.), and use assessment data and to answer the questions. A partnership between CTL and the Office of Data Analytics (ODA) will support grant recipients in each step of the process. More information will be available soon on the [CTL website](#).

Assistance with technology for remote instruction and hybrid work environments

Request a Technology Copilot

The Office of Information Technology (OIT) established the Technology Copilots program to provide students with a more positive and seamless learning experience by enhancing the classroom presence of remote students in hybrid and fully online classes. Technology Copilots help instructors set up Zoom before class begins and assist with Zoom during class. They engage with, and represent, remote students in class activities like discussions, questions and breakout sessions. They also help the instructor notice and report technical difficulties, and they advise the instructor on how to share types of content (music, video, equations, etc.) with both in-person and remote students simultaneously. This partnership allows the instructor to focus on teaching. [Learn more about the program and how to request a Technology Copilot or Technology Copilot training for your teaching assistant or learning assistant.](#)

Training opportunities for using academic instruction technology

Have questions about using Canvas, administering exams online or other technology questions? OIT offers a wide selection of [on-demand or real-time training sessions for campus-supported teaching technologies](#) like iClicker Cloud, remote-capable classrooms, Zoom, and much more. You can also tap into the expertise of OIT's Learning Technology Consultants to dive into a specific problem, question or solution through [one-on-one consultations](#).

Guidance for working with colleagues and staff remotely

As CU Boulder adjusts to a new hybrid working environment, many departments and individuals on our campus need resources and best practice recommendations for leveraging technology and utilizing tips and tricks that make hybrid work easier. OIT has worked with departments on campus to learn what issues they've faced while working remotely, and we've put together [Hybrid Work Recommendations](#) so that you can find solutions that work for you and your colleagues. Please return to this guide as necessary to answer questions and find resources for working in a hybrid environment.

Past guidance editions, forthcoming editions, questions and requests

Past and current editions of Academic Instruction Implementation guidance and their supporting materials are available [on the Academic Affairs website](#).

New editions of Academic Instruction Implementation guidance will be published in AY 2021–22 as needed to guide faculty, staff, and students in any necessary changes to current instruction and in planning for future academic terms.

Please continue to send questions, requests for clarification, and requests for further guidance. Your communications are welcome and help shape decisions about instruction and instructional support and recommendations to campus leadership. Individual faculty and other instructional personnel should direct questions to their chairs and directors. Deans, chairs, directors, and school/college administrators should send all queries and requests to [Katherine Eggert](#), senior vice provost for academic planning and assessment.