



Teaching Continuity & Recovery Team Spring 2022 Instructor & Department Support Initiative

Special Funding for Instructional Support

The Provost is seeking to allocate special funding for departments to provide additional classroom and teaching support for instructors to help ease COVID-related stressors, as has been done in previous semesters.

Additional student hourly and graduate student support to assist instructors and their departments. Examples include but are not limited to:

- Management of course delivery related to student absences and/or facilitating remote instruction
- Laboratory preparation
- Support with technological needs (e.g., Canvas, recording lectures, running technology for online/hybrid courses, monitoring classroom online chats, etc.)
- Support with instructional materials (e.g., printing of materials for physical distribution, posting content online, etc.)
- Organize and help to facilitate student study sessions or meeting groups to build a sense of community
- Triage student questions and connecting with students who need to miss class due to illness (which hopefully would also help ease some of the burden on ASCs).

Other Teaching Challenges and Technology Needs:

- There will be opportunities for support that will be course or discipline specific. We welcome submission of these ideas that have been approved by chair/head.
- Individual instructors may have challenges with technology (e.g., older models that do not support remote teaching as well, failing or damaged equipment, etc.). To the extent possible, these should be handled by the department/college but in cases where this can't be done, we will consider specific requests.

Process for Submitting Requests

Phase 1 - Semester Start: TCRT sought to expedite decisions about funding during the first 2-3 weeks, so we asked instructors to reach out to Chairs/heads to make them aware of any classroom or teaching challenges. Chairs were asked to send these requests to their Deans who could either fund the request or send forward to TCRT. We have seen very few requests to date.

Phase 2 - February 7 through May 13: Using the attached application, instructors should submit a brief description of their support request related to Covid-19, along with estimated budget, to their

department chair or unit head. If the request is for a student hourly, please keep the student hourly hiring guidelines in mind.

Approved requests at the college level should be submitted by the college Dean/Associate Dean to the Teaching Continuity and Recovery Team at [Provost TCRT Feedback@Mail.ColoState.edu](mailto:Provost_TCRT_Feedback@Mail.ColoState.edu) Please also CC Kristin.Mravinec@ColoState.edu and Cheyenne.Hall@ColoState.edu. Please complete the application table below to request this funding.

Instructors are Invited to Communicate Directly with the TCRT

We would like to understand instructional needs to develop response strategies to support instructors. Instructors may email the TCRT at [Provost TCRT Feedback@Mail.ColoState.edu](mailto:Provost_TCRT_Feedback@Mail.ColoState.edu) to share their ideas for support needs for easing teaching impacts. They also can share ideas anonymously by filling out this online form: [Anonymous feedback to the TCRT](#).

- Tangible ideas for the best ways to ease COVID impacts this semester and alleviate pockets of stress for you and other instructors.
- Individuals who are unsure of where to report issues or concerns.

Guidelines for Funding Allocation for Student Hourly

Please keep in mind the following four guidelines:

1. Effort should be made to follow CSU's Principles of Community and extend employment opportunities that are inclusive of all students.
2. Records must be kept at the college level of the distribution of funds in spreadsheet form.
3. Requests will be funded at \$13/hour – any salary above that level must be covered by the unit.
4. Units and instructors themselves must identify candidates and do the hiring. There will be no central support for hiring processes, beyond templates we will send when we approve funding.

Hiring and Budget Details

Funding is available for student hourly appointments at the undergraduate and graduate level up to 20 hours a week per approved request through May 13, 2022. The hiring will be conducted within your department and the Provost will send funds to reimburse. Here's what you need to know:

- Instructors will be responsible for locating their own student employee and working with the college HR professional on hiring.
- We are not considering requests for additional GTA stipends or tuition, though the hourly funding can be used to support graduate students.
- Instructors who need help in identifying potential candidates can reach out to CSU's Career Center.
- Department HR professionals will need to add student employees to the AAR TimeClock system.
- Instructor supervisors will need to approve student employee hours through TimeClock.
- The Office of the Provost will maintain and distribute funds through designated account numbers to the college/budget officers.

COVID-19 Special Funding Program for Instructional Support Spring 2022 Application

Name	Dr. Shari Lanning
College	CVMBS
Department	Clinical Sciences
Brief description of the work being asked of the student employee or describe instructional need	These tools help neurodiverse and neurotypical learners in an online setting. Please see page 3 for further explanation.
Identify specific Course and/or Research Project	VS331 401/ 801 and VS333 401/801
Identify any training needed for the student employee (technology, seating chart instruction, etc.)	NA

Proposed Budget:

Course and/or Research Project	# of Weeks	Hours/week	Total Hours	Total Cost at \$13.00/hour
Coggle www.coggle.com	52			\$50/ year
Biorender www.biorender.com	52			\$420/ year
Total Budget Request:				\$470

About the TCRT

While the Pandemic Preparedness Team (PPT) has led CSU's public health response to COVID, several critical working groups including the Teaching Continuity & Recovery Team (TCRT) have been assisting in building comprehensive strategies to support our community. These working groups were appointed by President McConnell at the onset of the pandemic to protect institutional priorities. The TCRT has focused its work on protecting the integrity of CSU's academic mission, mitigating teaching and learning impacts and identifying resource needs for faculty and students.

Brief description of the work being asked of the student employee or describe instructional need:

Coggle gives you a clear way to share and understand complex information. It's a collaborative document that simplifies complex things to help students learn more effectively together. Coggle is used in both VS331 and VS333 online courses to create Mind Maps. Mind Maps are a different way to visualize the material for neurodiverse learners. They offer an inclusive learning modality to the material. By subscribing to Coggle students have the ability to download and modify the Mind Maps to better customize their learning.

Biorender allows for the creation of science figures to be used in educational settings. Figures can be created from templates, customized, or created from scratch based on the needs of the course. Biorender will be used primarily in VS331 (histology), but can also be used in VS333 (Domestic Animal Anatomy). It offers a way to create diagrams and images from templates and tools in the program. I have some hand-drawn images that are out- dated or incorrect and this would allow me to replace those images and create customizable images for the course to allow students to better visualize structures and concepts. This offers a different modality to students for learning and allows for more equitable learning for neurodiverse learners and those with a preference for visual learning.

I noticed a decrease in 801 (non CSU) students and an increase in 401 (CSU) students since Spring 2020. With this change came more students with accommodations. It also came with more students who were not as familiar with online learning, in spite of COVID making this more commonplace.

As a result, I started making changes to my courses to teach to neurodiverse students and proactively following common accommodation I see with neurodiverse students. This is an attempt to support my students, with or without accommodations. It is also an attempt to create a more equitable learning environment, as some students do not have access to mental health professionals, due to the increase in need of these individuals directly related to COVID/ isolation/ cognitive issues/ etc. In speaking with some students, they simply cannot get appointments to be diagnosed, to then receive accommodations. My course changes are there to help these students, but overall benefit everyone.