**Program highlights**

* This is not the same program that was liberally applied from March 2020 through August 2021.
* This telecommuting program is to support those employees whose work does not require in-person student/constituent service delivery and interaction, including classroom presence. Employees whose work is typically performed away from the end customer (i.e., the student, coworker, constituent) are more likely suited for the program.
* Telecommuting is for a specific set schedule each pay period and is not appropriate for “as needed” arrangements.
* Telecommuting is limited to no more than 50% of a pay period. For example, in a 10 day pay period, only 5 (five) days can be approved for remote work.

**Supervisor considerations when reviewing applications**

1. The work of the applicant does not require in-person student/constituent interaction, classroom presence or contact. Work is typically performed away from the end customer (i.e., the student, coworker, constituent).
2. What is the core service/role the applicant performs?
3. What secondary role does the applicant play in serving constituents to ensure continuity of service?
4. How does the applicant deliver this service?
5. What inefficiencies/delays/concerns might occur if this work is performed remotely?
6. Will there be any delays in workflow continuity if the applicant is working remotely? I.e., will work sit until the employee returns to the office?
7. The work can be performed as effectively from a telecommuting location as a campus location.
8. How will this be evaluated?
9. How do you know the true impact on the constituent being served?
10. If remote work was done previously, what gaps were identified and have these been resolved?
11. What is the applicant’s typical onsite work hours/obligation?
12. Will the applicant be available during the same onsite work hours remotely? How will they receive phone calls?
13. If this request is a substitute for child or elder care, employees must make such arrangements for child or elder care so as not to adversely impact telecommuting workflow and productivity.
14. Is the remote work environment free from distractions/disruptions that may adversely impact workflow, responsiveness, and productivity (on more than an occasional or exceptional basis)?
15. Does the applicant possess necessary office equipment, software, a reliable Internet connection, and phone to work remotely? Note, only a laptop or similar device is meant to be transported to the home.
16. How does the work performed relate to the [Data Risk Classification Policy](https://adminpolicylibrary.buffalostate.edu/sites/adminpolicylibrary.buffalostate.edu/files/uploads/Documents/Data%20Risk%20Classification%20Policy%20-%20FINAL%202-3-20.pdf)? It is a violation of campus policy to transmit certain data types such as FERPA and PHI data, from non-college owned devices.
17. The college will not install additional applications or purchase additional licenses to install applications onto a personal device. Does the employee have the ability to remote into their desktop unit to perform their work remotely?
18. An employee working remotely should mostly be unnoticeable to constituents. How will their remote work arrangement impact and be noticed by others?
19. How will review of accrual use at the remote location be consistent with use on campus?
20. The telecommuting arrangement does not necessitate the transfer of work which increases the workload to co-workers on campus. Will any colleagues need to perform duties of the applicant that cannot be done away from the office? If yes, what are they and how often might it occur?
21. The assignments completed in the telecommuting location are consistent with the employee’s performance program and scope of responsibilities, or job description based upon civil service title. Are any modifications required to support remote work? If yes, what are they and what is the impact on the rest of the team or customers?
22. Key performance metrics such as quality of work products, quantity of work produced, response time and turnaround time, level of service, etc. are measurable and are routinely measured and assessed consistent with the employee’s regular professional obligation or job description. Have these been discussed and specifically detailed to clearly identify minimum levels of acceptable performance? Does this minimum level of acceptable performance diminish quality of work compared to being present on campus?
23. The immediate supervisor/manager is accountable for communicating performance expectations, monitoring, and measuring performance, providing ongoing performance feedback, and formally addressing performance issues via established policies and collective bargaining agreements. How specifically will this be accomplished? Is it articulated clearly and in writing?
24. Recognizing that telecommuting arrangements cannot be approached in a one-size fits all manner, supervisors must ensure equity when evaluating the operational need for telecommuting arrangements. What impact is there on colleagues within the team? How will similarly situated team members be equitably considered/rotated for preferred days of telecommuting?
25. Telecommuting arrangements must be evaluated, reviewed, documented, and approved by the immediate supervisor/manager, department head/division/dean leader of the area, and senior campus leadership.
26. Telecommuting arrangements are reviewed for effectiveness on an ongoing basis and in conjunction with the ongoing assessment of the employee’s performance. Does the supervisor understand and accept the responsibility to conduct assessments and possess the ability to withdraw the telecommuting arrangement if expectations are not being met?
27. Telecommuting arrangements may be modified or terminated at any time following appropriate notice (as discussed above) by an immediate supervisor/manager in consultation with HR, based on operational needs, performance concerns, or any other non-discriminatory reason.