

**AY 2022–23 ACADEMIC INSTRUCTION:
GUIDANCE FOR INSTRUCTIONAL PERSONNEL AND FOR COLLEGES, SCHOOLS,
DEPARTMENTS, AND PROGRAMS
FROM THE OFFICE OF THE PROVOST**

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Topics: Guidance and Resources for Spring 2023 Teaching; Scheduling and Class Assignments for Summer 2023 and Beyond

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A new focus for Academic Instruction Guidance

The Office of the Provost began issuing Academic Instruction Guidance in 2020, when CU Boulder was planning how to manage teaching and learning during a global pandemic. As the COVID-19 emergency recedes, Academic Instruction Guidance has changed in focus. In future, Academic Instruction Guidance will be published before each instructional term (spring, summer, fall) in order to give all instructional personnel and all academic units essential information they need to start the new academic term. For instructional personnel, we'll include some basic reminders for course planning as well as highlight pedagogical opportunities and student needs. For those planning the curriculum, we'll highlight policy and procedural standards and changes. Supplemental editions of Academic Instruction Guidance may also be published if needed in between these intervals.

Spring 2023 course planning reminders

Required syllabus statements

Required syllabus statements are sent each semester to teaching faculty by the Office of Undergraduate Education. **Syllabus statements are updated each semester to reflect changes in campus procedures related to COVID-19 and to keep web links current. Please use the [updated version of the syllabus statements](#), which are also available via the [Academic Affairs policy website](#).**

Give your students significant graded feedback before pass/fail and withdraw deadline

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 [special session](#)/shorter-term classes). This is the same deadline for withdrawing from a class. For spring 2023, that deadline is **Friday, March 24**, for full semester courses. (Instructors of shorter-term classes should help students understand the specific deadlines applicable to the course, as this can be confusing for them.) ***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 changing a grading basis (pass/fail) or withdrawing from a class. Please make sure you've assigned and graded significant assignments by this point.***

Plan to use the Course Alert for undergraduate classes

The [Course Alert system](#) covers all undergraduate classes. Course alerts are an important component in ensuring undergraduate student success. 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. 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).

Be sure to submit feedback as early as possible during the term and in advance of the drop deadline. Submission dates for spring 2023 and instructions for using the Course Alert system are posted on the [OIT Course Alert page](#).

If you wish, you may add the following information to your syllabus:

Course Alerts: This class participates in a campus initiative to notify students early in the term, if there are concerns about a student's grades, attendance, or other areas of academic performance in the course. The goal is to let students know where they stand in the class and to connect them to resources and support when there is plenty of time in the term to make positive change.

Attendance policy planning

When you are creating your attendance policy for your class, please consider the likelihood that students may have to miss class for health-related reasons. The section below on [“Attendance policies and medical absences”](#) gives tips for attendance policies that do not penalize students for illness. The Center for Teaching & Learning has provided [ideas and resources](#) for planning effective attendance policies and encouraging student attendance.

Final exam planning

The spring semester final exam schedule is posted on the Office of the Registrar [site](#). Check your class instruction mode(s) below for guidance for scheduling and delivery modes of final exams.

All classes

- All classes must follow the campus [Final Exam Policy](#) exam scheduling provisions:
 - For classes 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 regular-term courses in spring 2023, Friday, May 5, is designated as a Reading Day. (Note: the Reading Day and final exam period schedule for the Law School is different and is posted on the [Law School website](#).)
 - 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 \(May 6–10\)](#). (Note: the Reading Day and final exam period schedule for the Law School is posted on the [Law School website](#).)
- 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 \(May 6–10\)](#). Be prepared to accommodate students who have computer or connectivity problems during that time slot. (Note: the Reading Day and final exam period schedule for the Law School is posted on the [Law School website](#).)
 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 \(May 6–10\)](#). (Note: the Reading Day and final exam period schedule for Colorado Law is posted on the [Colorado Law website](#).)
- 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 \(May 6–10\)](#). 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. (Note: the Reading Day and final exam period schedule for Colorado Law is posted on the [Colorado Law website](#).)
- There is 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.

COVID-19 information; what to do in cases of instructor or student illness

Check for ongoing public health updates

CU Boulder employs a framework for public health and COVID-19 decision-making that follows Centers for Disease Control and Prevention (CDC) guidance. The campus will continue to work closely with Boulder County Public Health as it considers public health requirements in the Boulder community. If Boulder County Public Health adopts or modifies any requirements, the campus will immediately inform the CU Boulder community. Please direct any questions about current status or campus guidance to the [CU Boulder Public Health Office](#).

Masks in the classroom

At the time of publication of this guidance, CU Boulder is a mask-optional campus. Those who prefer to wear masks are encouraged to do so. Faculty may *not* require students to wear masks unless and until campus policy changes in tandem with Boulder County Public Health requirements.

Campus leadership understands that many instructional personnel are worried about classroom transmission of illness, including COVID-19. Instructors should keep in mind that we are continuing to follow the guidance of our expert scientific team in setting campus requirements and protocols. In addition to our vaccination requirement, we are continuing the cleaning and ventilation measures we initiated during the pandemic that made our classrooms among the safest public spaces to be.

Next steps if an instructor or student has been exposed to COVID-19

CDC quarantine guidance changed on Aug 11, 2022. Individuals with a potential exposure to COVID-19 and no symptoms do not need to quarantine at home, regardless of vaccination status. They should monitor for symptoms, wear a mask for 10 days, and test 5 days after their last known exposure. Instructors should *not* stay home if they have been exposed to COVID-19 and should *not* exclude students who have been exposed to COVID-19 from class.

Next steps if an instructor is ill

Chairs, directors, and deans have the discretion to work with their instructional staff as appropriate to make sure instruction is covered in case of instructor illness. Similarly, instructors of record have the discretion to do the same with their TAs.

- If the instructor/TA of an in-person class is ill and/or has received medical guidance to stay home for a short period but is well enough to teach remotely, chairs, directors, and deans should accommodate that option. An instructor should notify their chair or director (or, in

schools and colleges that do not have departments, their dean). A TA should notify the instructor of record for the class. **Higher-level approval is not required.** The instructor/TA will need to be in close communication with their students about the class's temporary shift to remote instruction mode and should return to the classroom as soon as their health and [public health guidelines](#) allow.

- If an instructor/TA is too ill to teach at all, the department/program or college/school should use their usual procedures for covering the class.

Next steps if a student discloses they have COVID-19

If a student discloses to an instructor that they are ill (or tested positive) with COVID-19. 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. Instructors also should *not* require a negative COVID-19 test for the student to return to class. If the instructor has questions about any next steps required, they should contact the [CU Boulder Public Health Office](#).

Attendance and make-up policies in case of medical absences

One of the top complaints advisors and department administrators hear from students is that faculty are not accommodating to students who are ill and/or have received medical guidance to stay home.

Students should not be penalized for missing class or an exam due to health-related absence. Please make clear on your syllabus how you will handle student absence for medical reasons, including how students should notify you of medical absences, how they can make up work or exams, and how they should request assignment extensions.

Please note that student health services on campus—Medical Services at 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 health status. Rather than requiring doctor's notes or illness 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 illness. The Center for Teaching & Learning has provided [ideas and resources](#) for planning effective attendance policies and encouraging student attendance.

While faculty teaching in-person classes should provide make-up opportunities for students who miss their classes for medical reasons, those opportunities do not have to include making arrangements for students to attend class remotely. You are also not required to give remote exams to students who are absent for medical reasons, or to share your class notes or slides with these students. However, you may choose to do so if you wish. 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.

Students may ask you, “If faculty are allowed to teach remotely while they are ill, why can't students be *automatically* allowed to attend class remotely if they are ill?” Remind them that teaching in person and remotely at the same time is very difficult to do. Many faculty who have tried it have found it provides a sub-par learning experience for everyone in the class, both those who are present in person and those who are present remotely.

Other teaching and advising reminders

Changing the instruction mode, meeting time, or location of a class

The university is committed to teaching classes in the instruction mode and location listed when student registration began. Instructors may not independently change the instruction mode, meeting time, or location of their classes. Changes in class instruction mode must always be approved at the department/program level and by the dean; changes based only on the instructor's preference will not be approved. Changes in meeting time or location must be approved at the department/program level.

Instructor office hours

Faculty and graduate students who are instructors of record may hold office hours in person or remotely, at their discretion. Office hour locations/modes for TAs and others who are working under the supervision of an instructor of record should be planned in concert with the instructor of record, so that everyone engaged in teaching the class is aware of office hour plans. Please make the mode/location of office hours clear in the class syllabus.

Undergraduate advising

Academic advising and coaching support for undergraduate students will be offered both in person and via Zoom in 2022–23, offering students flexibility in choosing the advising mode that suits their needs. Advising offices will be open and staff will be on campus on a rotating basis.

Graduate advising

Academic advising and support for graduate students are by nature decentralized, with most advising provided by faculty and staff in departments or graduate programs. Modes of advising may vary by unit, and students should communicate directly with their faculty advisor and graduate program to determine whether advising is available remotely or in person. Staff in the [Graduate School](#) will continue to provide assistance, support, and resources in a hybrid manner.

Qualifying/preliminary/comprehensive exams and dissertation/thesis defenses

Qualifying/preliminary/comprehensive examinations and final exam/thesis defenses for graduate or honors students may be held in person, but remote or hybrid examinations/defenses are also allowed. Each examination should be considered on a case-by-case basis, taking into account the circumstances affecting both the student and each committee member.

Requests for remote instruction: Students with disabilities and others

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. 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.

Campus closure for weather and other emergencies

CU Boulder's [Campus Closure Policy](#) governs what happens when the campus must be closed due to weather or other emergencies, or when a delayed start or early closure is scheduled.

Delayed start

1. A decision for a delayed start will normally be made by 5:30 a.m. of the emergency day.
2. All campus events, facilities, and venues are open and on schedule after the delay period has ended.
3. All in-person and remote (synchronous) classes with a start time that is during the closure period will be canceled.
4. All online (asynchronous) classes will be held as normal, and no classes or exams will be delayed or canceled due to a delayed start.
5. In the event of a delay during the final examination period, the provost will provide a directive regarding exams according to the [final examination policy](#).

Early closure

1. All campus events, facilities, and venues are open until the early closure time.
2. All in-person and remote (synchronous) classes with a start time after the early closure time will be canceled.
3. All online (asynchronous) classes will be held as normal, and no classes or exams will be delayed or canceled due to an early closure.
4. In the event of an early closure during the final examination period, the provost will provide a directive regarding exams according to the [final examination policy](#).

Classes canceled and administrative closure for the entire day

1. A decision for a class cancellation will normally be made by 5:30 a.m. of the emergency day.
2. All in-person and remote (synchronous) classes will be canceled.
3. All online (asynchronous) classes will be held as normal, and no classes or exams for online (asynchronous) classes will be delayed or canceled due to a decision for class cancellation.
4. In the event of a closure during the final examination period, the provost will provide a directive regarding exams according to the [final examination policy](#).
5. Communications will contain information on how the campus may be impacted. Contact your supervisor or event venue if there are specific concerns. Campus events, facilities, and venues may be closed or canceled; employees, students, and others should contact them directly for questions regarding operating status.

FAQ: Why are remote classes canceled on an emergency/weather day? Many students and faculty depend on campus facilities and internet access to teach or take remote classes. Holding a remote class when some students cannot participate is unfair to those students, and faculty or students should not feel that they must travel to campus to teach or take a class when it is not safe to do so.

FAQ: Can I hold a makeup session when my class is canceled for an emergency/weather day? You may schedule an in-person or remote makeup session, but you may not require that students attend that session if it is not during your regular class time. You may also record a lecture for students to access on their own schedule. If your makeup session covers material that will be on an exam, you should record the lecture and make it very clear to your students (put it in writing) that they are responsible for that material.

International travel by/with students

All international travel by/with students that is CU Boulder-sponsored, affiliated, funded, or related to a CU Boulder activity/program is subject to the [CU Boulder Policy on Student International Travel and Programs](#).

Senior/community auditors

Due to the pandemic, the senior and community auditors programs were suspended from the fall 2020 semester through spring 2022. These programs, which have merged into the [Continuing Education Auditors program](#), resumed in fall 2022. All [restrictions on courses available/not available for auditing](#) that were in effect previous to fall 2020 have also resumed. The following course instruction modes are available to auditors:

- Boulder Main Campus: in-person or hybrid in-person/online-remote
- Continuing Education Campus: CE Online Credit term-based classes and CE Evening Credit classes (in-person, hybrid remote/online, hybrid in-person/online-remote)

Teaching resources updates from the Center for Teaching & Learning

The [Center for Teaching & Learning website](#) is continually updated with resources addressing a range of pedagogical topics, such as [assessment](#), [classroom management](#), and [inclusivity](#). In addition to our [events and workshops](#) offered throughout the year, we readily offer confidential consultations on any aspect of teaching. Contact us at ctl@colorado.edu, and [subscribe here](#) to receive CTL's monthly newsletter, with teaching strategies and resources.

Teaching resources updates from the Office of Information Technology

Academic technology training and consulting

The [Office of Information Technology \(OIT\)](#) is [offering a number of on-demand or real-time technology training sessions](#) to help instructors make the most of the campus-supported teaching technologies such as Canvas, iClicker, Zoom, and much more. Training topics include grading in Canvas, organizing Canvas content, and implementing more advanced course design tools like the [Cidi Labs Design Suite](#). Visit [the Academic Technology Training page](#) to learn more.

You can also tap into the expertise of [OIT's Academic Technology Consultants](#) to dive into a specific problem, question, or solution through [one-on-one consultations](#).

Technology tools for a variety of teaching modes

OIT provides tools and resources to support a variety of teaching modes. Visit [Academic Technology Resources for Academic Continuity page](#) to learn more.

Consider giving students added flexibility to review course content by using OIT-supported recording tools such as [Zoom](#) and [Classroom Capture](#). Classroom Capture is a fully automated recording service available in all the large CU classrooms. [Once requested](#), Classroom Capture automatically records via camera and computer and publishes to online video channels where faculty can make the recordings available to students.

[Request a technology copilot](#) to support hybrid teaching needs in your course. Copilots are student

employees who help instructors by facilitating remote students' participation (e.g., letting the instructor know when a remote participant commented in the Zoom chat) and helping with the technologies in the hybrid classroom.

For general questions about teaching and learning tools supported by OIT, please contact the IT Service Center at oithelp@colorado.edu or 303-735-4357, or [submit a Help Request](#).

Teaching resources updates from the University Libraries

Opening hours

Library hours for all five locations including Norlin are published on the [website](#) and updated regularly. Libraries will be closed March 31 for the campus holiday. *Special hours for Spring Break, Finals and summer semesters to be announced.*

Library instruction

Faculty librarians are available to provide [library instruction and literacy seminars](#) to all faculty and students.

Course Reserves

By using [course reserves](#), you can help provide your students with access to materials that are hard to find or beyond their financial means.

Technology lending to students

- If you discover a student who does not have reliable access to the internet off campus, you can assist them in [requesting a wifi hotspot](#).
- University Libraries maintains a [Multimedia Equipment Lending Library \(MELL\)](#), and students, staff and faculty may borrow multimedia equipment, including cameras, a variety of audio equipment, tripods, and smartphone accessories. If you would like the libraries to buy equipment to support your class, please send details to libraries@colorado.edu

Video creation station (Norlin Library)

A [video creation station](#) is available in Norlin for faculty and staff to create instructional content including recorded lectures, MOOCs, and podcasts.

Teaching resources updates from the CU Art Museum

The CU Art Museum offers [support for teaching](#) using original works of art and digital resources and can design customized teaching resources.

Classroom facilities updates from Facilities Management

Enhanced classroom cleaning protocols remain in place for 2022–23. The campus is also continuing with the same mitigation measures for heating, ventilation, and air conditioning (HVAC) as employed in all buildings during the 2021–22 academic year to maximize airflow, filtration, and outdoor air. These include:

- Our building heating, ventilation, and air conditioning systems have been assessed and are being optimized to provide maximum airflow.
- The many different types of building ventilation systems on campus have been configured to maximize the use of outdoor (fresh) air where possible.
- Building systems are operating for extended hours to keep air flowing; the typical protocol of setting back or turning the systems off during nights and weekends will be minimized.
- For buildings that do require air recirculation due to system limitations, HVAC systems have been upgraded to MERV 13 filters, which are similar in performance to HEPA filters.
- Unfortunately, our Infrastructure team doesn't have the capacity to check individual faculty or advisor offices for ventilation. Faculty and advisors should not ask Facilities Operations and Services to conduct ventilation checks of their offices. For equipment or systems that are not functioning properly, contact the Operations Control Center at 303-492-5522 to log a service request.

Curriculum planning and teaching assignments for summer 2023 and beyond (no changes from spring 2023 planning guidelines)

Faculty, GPTI, and TA work modes: Standards of practice related to teaching

The campus has established [standards for faculty in-person and remote work](#) that are reflected in this edition of academic instruction guidance. *The baseline assumption is that any faculty member who is teaching, along with everyone holding a GPTI or TA appointment, will be available to teach in person, unless their position is explicitly devoted in full or in part to remote teaching.* A faculty member who is working fully remotely (including research and creative work, teaching, and service) must have written approval from their chair/director and their dean. Approvals are to be archived in the dean's office and a copy maintained in the department/program (if applicable). A copy of the approval will also be sent to the Office of Faculty Affairs to be included in the faculty member's personnel file.

Faculty, staff, researchers, graduate student teachers, and student employees who need work-related accommodations or leave due to disability or health issues should consult the [Office of Institutional Equity and Compliance webpage](#) (for work-related accommodations) or the [Human Resources webpage](#) (for leave) and follow up with OIEC or Human Resources as needed.

Proportions of in-person vs. remote/online classes

The campus does not set desired ratios of in-person vs. remote/online classes. It is the responsibility of each school and college dean, working with department/program chairs and directors, to determine the instruction mode patterns for each semester. *The dean of each college or school is responsible for the curriculum, and thus has final approval authority for the proportion of in-person vs. remote/online classes within each department/program and for the college/school as a whole.*

Instruction modes and class assignments

Please use the following principles in planning instruction modes and class assignments:

- Departments and programs should weigh demand for remote and online classes and may propose 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, and it is not required that a program offer remote or online classes.

- 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. No one should be presumed to have “dibs” on remote teaching due to seniority, personal circumstances, or any other factor not related to pedagogical reasons or student needs.
- 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.

Classroom assignments, space utilization, and class scheduling

In accordance with the [campus space utilization policy](#), which was updated in 2021, the Office of the Registrar updated its [classroom assignment and utilization procedures](#) in fall 2022. Department schedulers began using the new procedures to make scheduling and classroom requests for spring 2023. These changes incorporate lessons learned during the pandemic about using classroom space efficiently and distributing the class schedule across “non-prime” teaching hours as well as “prime” hours. The distribution of the class schedule across all teaching hours applies to remote classes as well as in-person classes, to maximize students' opportunities to enroll in the classes they need to make progress toward their degree.

Past guidance editions, forthcoming editions, questions, and requests

Past and current editions of Academic Instruction Guidance and their supporting materials are available [on the Academic Affairs website](#). New editions will be published before each spring, summer, and fall term to guide administrators, faculty and other instructional personnel, and academic staff in their teaching and in planning for future academic terms. Please send all requests for clarification and requests for future guidance editions to [Katherine Eggert](#), senior vice provost for academic planning and assessment. Your communications are welcome and help shape decisions by academic leadership about instructional policies and procedures and support for teaching and learning.

Other issues? Contact Buff Info

To provide the CU Boulder community a centralized point of connection and information, the campus has established [Buff Info](#), a team of dedicated professionals who are available to answer questions on a wide variety of topics related to CU Boulder and to help faculty, staff, students, and parents connect with the appropriate campus office for additional information or assistance as needed. Buff Info liaisons can be reached at 303-492-INFO (4636), via email at buffinfo@colorado.edu, or via [live chat](#) 9 a.m. to 6 p.m., Monday through Friday. The university will extend these hours when needed.