Road Map to Fall 2020

Report of the Academic Year 2020-21 Planning Team

Submitted May 15, 2020; Approved May 26, 2020

University of Colorado **Boulder**

Planning Team Members:

Dan Jones, co-chair	Associate Vice Chancellor, Integrity, Safety & Compliance
Jon Leslie, co-chair	Senior Associate Vice Chancellor, Strategic Communications
Ann Schmiesing, co-chair	Executive Vice Provost, Academic Resource Management
Scott Adler	Dean and Vice Provost, Graduate School
Kirk Ambrose	Founding Faculty Director, Center for Teaching & Learning
Jim Anaya	Dean, Law School
Lori Bergen	Founding Dean, College of Media, Communication and Information
Bob Boswell	Vice Chancellor, Office of Diversity, Equity & Community Engagement
Akirah Bradley	Interim Vice Chancellor, Student Affairs
Deb Coffin	Vice Chancellor, Advancement
Katherine Eggert	Senior Vice Provost, Academic Planning and Assessment
Katherine Erwin	Chief HR Officer
Bob Ferry	Chair, Boulder Faculty Assembly
Terri Fiez	Vice Chancellor, Research & Innovation Office
Rick George	Athletic Director
Carla Ho-a	Vice Chancellor and Chief Financial Officer
Dave Kang	Vice Chancellor, Infrastructure & Sustainability
Mary Kraus	Vice Provost, Undergraduate Education
Larry Levine	Chief Information Officer
Kevin MacLennan	Assistant Vice Chancellor, Enrollment Management
Heather Martin	Staff Council Co-chair
Sharon Matusik	Dean, Leeds School of Business
Robert McDonald	Dean, University Libraries
Keith Molenaar	Interim Dean, College of Engineering & Applied Science
Michele Moses	Vice Provost and Associate Vice Chancellor, Faculty Affairs
Ryan Passas	Student Body President, CU Boulder Student Government
Jennifer Reeve	Vice President, Internal Affairs, United Government of Graduate Students
Kathy Schultz	Dean, School of Education
Robert Shay	Dean, College of Music
Valerie Simons	Associate Vice Chancellor & Title IX Coordinator, Office of Institutional Equity and Compliance
Elvie Strehle-Henson	Managing Associate Counsel
Sara Thompson	Dean, Continuing Education
Jim White	Dean, College of Arts & Sciences

University of Colorado **Boulder**

Table of Contents

I.   Preamble

We write this report amid a global pandemic that will continue to test the University of Colorado Boulder, and indeed American higher education more broadly, as perhaps never before in its history. We recognize and seek to reconcile two truths as we consider CU Boulder's mission amid this pandemic:

> *"The high touch, highly interactive, mobile, densely populated living and learning environment typical of most campuses is the exemplar of a congregate setting with multiple risk factors for ready transmission of COVID-19." --American College Health Association, [Considerations for Reopening Institutions of Higher Education in the COVID-19 Era](#), May 7, 2020*

> *"If higher education shrinks to an online screen, it will become less an aspiration, less visible as a symbol, less vital to our democracy. If it shrivels, all society suffers." –Annika, undergraduate student input to AY 2020-21 Planning Team*

As we seek to minimize transmission of COVID-19 while fulfilling our mission as a comprehensive teaching and research institution that serves the public good, we know that now more than ever CU Boulder needs to be a leader in the state of Colorado and the nation in addressing the humanitarian, social, and technological challenges of the 21st century.

To that end, implementing the recommendations in this report will place considerable demands on CU Boulder faculty and staff at all levels in the weeks and months ahead. In the spirit of the Chancellor's May 11, 2020, call to action, we believe that the CU Boulder community can be resilient together in surmounting the challenges that COVID-19 has posed. There will be some risk of transmission in any model the campus develops, but together we can mitigate that risk.

II.   Planning Team Charge

Constituted on April 20, 2020, and comprising deans, campus-level leaders, and faculty, staff, and student shared governance representatives, the Academic Year 2020-21 Planning Team was charged with making recommendations by May 15, 2020, incorporating the following:

1) Explore a hybrid model that will accommodate both in-person and remote learning. Specifically, develop recommendations that incorporate a cohort or modular approach intended to minimize the person-to-person contacts in the educational and campus environment while still providing meaningful learning and experiential opportunities.

2) Ensure that courses are offered in both a remote/online format as well as face-to-face. All courses should be prepared to go fully remote/online in case a resurgence of the virus occurs.

In making these recommendations, the team was further charged with considering input from existing planning efforts and advancing those efforts to address:

- Health and safety of our students, faculty, and staff;
- Teaching, learning, and appropriate support for students and instructional faculty;
- Research, scholarship, and artistic works;
- The student experience, including residential life and co-curricular activities;
- Graduate students, including those not on appointment;
- Enrollment Management and Financial Aid;
- Finances and financial impact;
- Personnel/staffing;
- Infrastructure, including information technology and facilities;
- Campus events;
- External relations;
- CU Boulder's ability to effectively partner with state and local agencies on issues of common concern; and
- Athletics and other auxiliaries.

As articulated in our charge, our guiding principles in addressing these issues have been as follows:

Apply leadership, empathy and care to meet the needs of our people and be COVID-19 ready:
- Focus on mitigating risk and ensuring the health, safety and welfare of students, faculty, staff and community members.
- Be transparent and open to encourage student, family, faculty and staff engagement.

Strengthen our innovative, collaborative culture to be more flexible in the delivery of our academic and campus programming.
- Collaborate to maintain our academic integrity and quality and increase equity in the student and employee experience.
- Consistently adjust to changing, imperfect information to maintain our fiscal and operational integrity in support of our mission.
- Engage our research and innovation expertise in the development of a nimble and flexible process for delivering on our mission and priorities during fall 2020.

Be resilient together to deliver positive impact in our role as Colorado's leading public research university.
- Set a bold course wherever we can to help our state and nation emerge from the crisis.
- Demonstrate competence and flexibility together as circumstances evolve.
- Be data-informed and use the latest science to assess and continuously find opportunities to improve operations and results.

In this report, we present the process we followed in carrying out our charge, our recommendations for AY 2020-21 (with an emphasis on fall 20), and our suggestions for implementing these recommendations in the coming weeks and months. This report represents key recommendations but does not capture all details that have been considered.

III.   Process

Our short timeline and the urgency of our work have necessitated a compressed, agile, and iterative process that avoids duplication or reinvention of existing efforts. Instead of tasking planning team members with involvement in all aspects of items a-m above, we have sought to coordinate efforts that were already underway before our formation and add subgroups as needed. This means that not all planning team members have been involved in each recommendation. Efforts already underway at the time of our planning team's formation include, but are not limited to, the Infectious Disease Executive Committee (IDEC), the Emergency Management Group, the Joint Information Center (JIC), the "Buffs Together" initiative, budget reduction scenario planning, resumption of research and creative work plans, and planning around the reopening of libraries, museums, and cultural arts facilities.

Epidemiological Considerations

It is important to note that the foundation of our planning has been the rapidly evolving science regarding COVID-19. The majority of this report has been informed by consultations with CU Boulder faculty and community entities working in the areas of epidemiology and public health. The recommendations that follow were developed with COVID-19 health and safety considerations as the foundation of the campus' ability to return to in-person operations this fall.

As we move into implementation, our efforts will need to meet phased conditions based on specific epidemiological criteria for increased on-campus operations, which are covered in more detail under the "COVID-19-Ready Campus Experience" recommendations included in Section IV-A of this report. While some risk will be present regardless of the model we adopt, we can mitigate COVID-19 risks for our community and provide flexibility for our most vulnerable, at-risk populations by developing protocols this spring and summer that meet the following public health conditions:

Scale capacity to meet public health guidelines
- Testing, infection notification and containment
- Personal protective equipment and hygiene
- Cleaning and sanitation

Establish clear physical (social) distancing
- Remote working for many staff
- Limit population density on campus
- Less intermingling of campus population

Train and commit to follow health and safety protocols
- Training and acknowledgment of compliance with COVID-19 preventative standards as a condition of being on campus
- Flexibility; equitable remote options for vulnerable/at-risk populations

Two essential subgroups we added were the First Year Academic Experience (FYAE) working group, co-chaired by Vice Provost for Undergraduate Education Mary Kraus and Interim Vice Chancellor of Student Affairs Akirah Bradley, and the Instructional Formats working group, co-chaired by Senior Vice Provost for Academic Planning and Assessment Katherine Eggert and Vice Provost for Faculty Affairs Michele Moses. Each working group was asked to engage stakeholders and subject matter experts beyond planning team membership and held a variety of meetings and focus groups. We note that the FYAE working group also drew on recommendations from Foundations of Excellence, a campus-wide initiative launched in 2017 that engaged faculty, staff, and students in the formation of recommendations pertaining to the first-year experience.

In addition to coordinating existing efforts and adding subgroups as needed, our work has been informed by substantial stakeholder engagement. We solicited such engagement through CU Boulder Today articles, the campus's COVID-19 website, and meetings with various constituent groups, including but not limited to the Boulder Faculty Assembly, the University Executive Leadership Team, Deans' Council, and Chairs and Directors meetings. We received well over 1,500 points of input through venues such as the COVID-19 website and the New Student Survey. We continue to accept feedback on the initial recommendations shared with campus stakeholders via a webform on the coronavirus website.

With particular regard to the first year academic experience, instructional formats, and efforts to reduce density in classrooms and on campus, we also sent two separate input packets to deans and chairs/directors inviting feedback from departments, programs, and individual faculty on ideas we had received to date from faculty, staff, students, and parents. The feedback we received enabled us to further refine and narrow down options and has directly shaped our recommendations.

IV.   Road Map to Fall 2020

A. Covid-19-Ready Campus Experience

To minimize health and safety risks to faculty, staff, students and community members, we will have strong campus COVID-19 mitigation protocols; training, awareness, and individual accountability; and the ability to adapt operations based on changing local conditions and adherence to state, county and city guidance. With this need for adaptability in mind, the committee recommends the campus adopt the following four modes of campus operation (building upon the return to research pilot underway this summer): remote (our current state), limited (limited physical presence on campus), expanded (fall 2020 hybrid operations), full (return to normal operations). These modes will enable notification of local COVID-19 conditions to the campus community, in order to rapidly address potential outbreaks by shrinking/scaling in-person campus activities as necessary.

Using well-established epidemiological and public health principles, the following plans and tactics have been collectively designed to achieve several key outcomes. Those are a) the reduction of the likelihood of COVID-19 viral transmission in our community, and b) the isolation and containment of COVID-19 infections when they do occur. A key requirement for reducing the likelihood of COVID-19 transmission involves significantly (~ $\geq 55\%$) reducing the number of close 'people-to-people' and 'people-to-infected surface' encounters. These reductions are achieved through social distancing and campus density reductions, the utilization of appropriate PPE and aggressive cleaning protocols and personal hygiene discipline. Testing and contact tracing are critical to our ability to isolate and contain COVID-19 infections when they do occur, and this in turn will have a mitigating effect on transmission of the virus.

1. To ensure a COVID-19 ready campus experience this fall, and based on Centers for Disease Control and Prevention and Colorado Department of Public Health and Environment guidance we will have in place:
   - On-campus capability for COVID-19 testing of students, faculty and staff with symptoms, with a goal of maximizing capacity to have a robust testing program.
   - Campus-based rapid response teams for tracking, notification and isolation of infected individuals.
   - Reduction of each person's potential for infectious contacts by at least 55 percent by:
     o Requiring masks for all students and employees.
     o Reducing density of people from normal operations.
     o Form cohorts of first-year students to minimize the number of overall person-to-person interactions in classrooms and residence halls.

- o Implementing building control measures, such as physical distancing in all campus classrooms and learning spaces.
  - o Greater sanitization measures, including ensuring surface hygiene.
  - o Residence hall space for quarantining and isolation.
- Additional monitoring to detect the emergence of infection. This includes wellness and symptom reporting, ongoing sample testing, and testing conducted at high-risk periods (e.g. move-in) and locations and for individuals in high-risk roles, using new methods under development.
- Mandatory safety training for on-campus faculty and staff available in my.cu.edu: this SkillSoft training includes, but will not be limited to, instruction pertaining to physical distancing, wearing of face coverings at all times when unable to maintain 6-feet distance (with sensitivity to cultural considerations), maintaining ample safety space in office environments, hand hygiene and sanitation, continued limited physical presence on campus where possible, and following of public health orders on events and public gatherings.
- Pre-arrival COVID-19 safety training also required for ALL students (with considerations needed for first-year and incoming transfer and graduate students versus those who are returning, as well as the how we distinguish between pre-arrival training and CU 101 modules on COVID-19)
- Updated conduct code and related policies to include compliance with COVID-19 public health requirements, both on and off campus, and what sanctions are available when students do not observe safe practices.
- In collaboration with campus and community stakeholder groups (including student input and leadership), an ongoing public health awareness campaign, including digital, social media, signage and incentivization to encourage working together to keep our community safe
- The above campaign should include community engagement around the COVID-ready campus experience, including outreach to community and neighborhood groups, BPD, City leaders, and business groups who will all be impacted by the physical presence (or not) of students on campus.
- Campus-provided cloth masks for students and employees
- Resumption of research and creative work protocols and plans
- Return to work protocols
- A risk mitigation plan that each unit with a physical presence on campus must complete and receive approval for before personnel can return to campus
- Specific protocols for libraries, museums, and cultural arts facilities
- Specific protocols for dining, the Recreation Center, and other common areas
- Specific protocols for visitors, campus events, and travel

1. **COVID-ready Campus Implementation Recommendations**
   The planning team recommends the establishment of a "COVID-ready Campus Experience" implementation team to lead the implementation of the recommendations above, with the following Champions and representation to enable rapid progress toward addressing the specific needs involved in fulfilling the necessary deliverables:

   Champions:
   Terri Fiez/Akirah Bradley/Dan Jones

   Steering team representation from:
   - Working group/response team leads:
     - Unified Command (Garry DeJong, Gloria Brisson, Dan Jones)
     - JIC (Jon Leslie; SRC-facilitated team of teams for public awareness campaign)
     - COVID-19 Testing Working Group (Gloria Brisson, Matthew McQueen, Thom Cech, Roy Parker, Leslie Leinwand, Ann Mattson, Garry DeJong)
     - Case Management Working Group (Ann Mattson, Michelle Smits, Todd Gleeson)
     - COVID-19 Monitoring Working Group (Dan Jones, ODA, OIT, Daniel Larremore, Ryan Layer)
     - Facilities Safety Working Group (Brian Lindoerfer, Garry DeJong, Dan Gette)
     - PPE Coordination Team
     - Culture, Arts, Libraries, and Museums Working Group (Robert McDonald and team, including advancement representation)
     - Return to Work team (Terri Fiez, Akirah Bradley, Dave Kang, Katherine Erwin, and Dan Jones)
     - Public Health Awareness and Accountability Working Group (Health and Wellness, SRC, ODECE, OIEC, HR, Student Affairs, University Counsel)
   - Stakeholders:
     - University Counsel
     - Government and Community Engagement (Frances Draper and team)
     - CMCI (Lori Bergen; student to student elements of public awareness campaign)
     - CEAS (Keith Molenaar; faculty consulting on physical distancing, air quality)
     - A&S (Jim White; faculty consulting on epidemiology, efficacy of mitigation measures)
     - BFA/CUSG/UGGS/Staff Council (vetting/engagement in conduct/policy updates, events and public awareness efforts)

B. Academic Instruction

A cornerstone of our academic experience plan is that all instruction should be prepared to go completely online/remote at any time. Some have asked why the university simply does not remain fully online/remote in the fall as some large universities have announced in recent days. Our response is that we are recommending a flexible operational model that can pivot to fully online/remote if necessary and can also enable increasing hybrid/in-person modes of operation, based on a strong mitigation model in place to isolate and contain COVID-19 spread, in line with recommendations from multiple public health entities. Fallbacks must be incorporated into all planning, and form part of the operational mode strategy (remote, limited, expanded, full) noted above.

In this section, we make recommendations pertaining to overall semester and instructional format options in light of COVID-19, as well as to the needs of specific student groups (first year undergraduate students, returning undergraduate students, and graduate students). Although we focus on these three student groups, we stress that within and across these groups international students, first-generation students, students from underrepresented groups, commuter students, students with disabilities, immune-compromised students, veterans, and other student populations will likely have particular needs that should be considered and addressed during the implementation phase.

We also recognize the considerable support that faculty (including all those in teaching roles) will need as they further develop online/remote and hybrid instruction, and if course assignments or schedules are disrupted. Operationalizing many of the recommendations in this section will also involve considerable work by staff at all levels of the university.

Within the parameters of our recommendations and in concert with school/college leadership, we wish to empower decision-making at the unit level.

In this section and throughout our report, "in-person" refers to classes taught in the traditional manner, with an instructor and students both present in the classroom, and "distance learning" encompasses both classes taught remotely (in a synchronous manner) and classes taught "online" (in an asynchronous manner where students may complete the classwork at any time during the day).

2. Instructional Format Recommendations

The recommendations for instructional format are designed to make a high-quality academic experience available to our undergraduate and graduate students while also

mitigating the risk of COVID-19 transmission. They are aimed at three goals: (1) creating options for an in-person academic experience; (2) meeting the needs of students and faculty (including all those in teaching roles) whose health or personal circumstances require them to teach and learn remotely; and (3) creating a safe environment in classrooms, laboratory, and studio spaces and spaces where students and faculty travel between classes through physical distancing, engineering and/or administrative controls.

We recognize that, depending on discipline or course, some recommendations will be more difficult to implement than others.

Recommendations for the academic calendar include:
- In addition to the regular 16-week semester term, offering a subset of appropriate classes in short sessions. If students are enrolled in fewer courses at one time, they have fewer contacts with other students within the classroom; this diminishes the opportunities for virus spread. In addition, shorter sessions create natural "breakoff points" within a semester if it becomes necessary to end in-person instruction.
- Shortening breaks and teaching remotely after fall break. To discourage faculty and student travel during fall break and to give most students the opportunity to travel home at fall break and remain there until the spring semester, fall break should be shortened, with in-person classes continuing through the Wednesday before Thanksgiving, followed by remote-only (synchronous) teaching and semester completion after fall break.

Recommendations for curriculum and class modality include:
- Enrolling first-year students in classes by cohort, as discussed below as part of the recommendations for the First Year Academic Experience. Cohorting may also be appropriate for other student populations, such as first-year students in the Law School.
- Offering classes in a variety of in-person, distance, and hybrid modalities. The goal of each college, school, department, and program should be to offer sufficient classes in remote-only, online-only, hybrid remote/online, or simultaneously in-person/remote modality (also known as "Hy-Flex") to assist undergraduate and graduate students in completing their coursework via distance learning, while still offering classes that are largely in person.
- Preparing for the possibility that individual instructors and students alike may need assistance and/or accommodation in the form of remote or online teaching and learning.
- Preparing for the possibility that all classes designed to include in-person instruction (including both fully in-person classes, and hybrid classes) will need to move to fully remote and/or online instruction if need arises.

Recommendations for class scheduling and classroom capacity include:
- Reducing density of students in classrooms. This may be accomplished in a variety of different ways, including moving a class to a larger space; splitting a single class into two or more sessions; having an assigned number of students present remotely in every class session on a rotating basis; and designing modules in a class that may be completed remotely or online.
- If physical distancing in a large lecture course cannot be achieved otherwise, distributing the classroom into remote or online lectures and smaller recitation sessions held in person.
- Extending class scheduling. All units should use the entire day, Monday–Friday, 8 am–9 pm, to schedule courses (with considerations for faculty and students who may find that particularly difficult). This will decrease the number of students who are on campus and moving from building to building and classroom to classroom at the same time.
- Lengthening the passing period between classes. This will reduce the numbers of students in hallways at the same time and will give students time to take campus buses (which will be carrying fewer passengers in the interests of physical distancing) to their classes.

3. First Year Undergraduate Student Success
- First Year Academic Experience for all first year students in campus housing: Currently, only half of incoming first year students have access to a Residential Academic Program (RAP). We recommend expanding access by providing a residential First Year Academic Experience (FYAE) to all first year students in residence halls and waiving RAP fees in AY 2020-21.
    - The proposed FYAE model would offer cohorted academic courses, academic support, and co-curricular experiences (for example, career advising, wellness workshops, tutoring, peer mentoring, and academic advising). We believe this model could improve student learning and achievement in the first year, foster inclusive excellence and equity for all students, and promote a sense of belonging and community.
    - FYAE residential academic communities with cohorted courses and co-curricular opportunities may limit the spread of the virus; by contrast, a model in which students take classes across multiple student groups increases health risks.
    - We recommend that similar programming be made available for 1) cohorts of first year commuter students, and 2) first year students wishing to take only online courses in the fall.

- A residence hall or halls/wings (TBD) should be set aside for quarantining purposes.
- CU 101: Currently, some CU Boulder schools/colleges have a CU 101-style course. To facilitate a successful transition to CU Boulder at a challenging time, we recommend expanding CU 101 to all first year students and ensuring that CU 101 (and existing CU 101-style courses in individual schools/colleges) contains modules on the epidemiology of COVID-19, mental health awareness, resiliency, inclusivity, and student behavior expectations. We recognize that existing CU 101-style courses may have specific requirements related to accreditation.
- Although we make these recommendations at a time of crisis, CU Boulder should evaluate whether a CU 101 course and First Year Academic Experience should, to the extent possible, become part of CU Boulder's standard offerings beyond this crisis.

4. Returning Student Success

For these goals to be met, we must also aid students at all levels in doing their best in the teaching and learning environment. In order to carry out these academic recommendations, sufficient support must be supplied to students, and the campus must create and support processes and procedures at all administrative levels—central administration, colleges and schools, departments and programs, and academic and student life support units—that enable student success.

- Prioritizing equity, the most pressing needs of students, and the needs of more-vulnerable faculty when creating or changing course scheduling and course assignments. Measures to meet the most pressing needs of students should include, for example, prioritizing courses that students need to graduate on time; ensuring maximum access to students by making full use of the schedule and balancing course modalities across units and across the academic terms; prioritizing classes for in-person instruction whose academic outcomes are difficult to achieve virtually.
- Attending to the needs of specific populations of students. Make sure that class arrangements will work for special student populations, such as veterans, international students, students with disabilities, immune-compromised students and students at higher risk for COVID-19, including identifying administrative requirements for each population around need to be present in person/remotely. Be sensitive to the differential impacts of the COVID-19 crisis on members of different communities (e.g., underrepresented groups, lower-income communities and the elderly) in order to meet individual needs as equitably as possible.
- Identifying and responding to technology needs of students.

- Support for student academic success services and staff including advising, the Writing Center, tutoring, and peer mentoring.
- Evaluating and revising academic policies (such as deadlines for pass/fail options and course withdrawal) to maximize student flexibility while still maintaining academic standards.
- Enhanced communication of the purpose, values, provisions and procedures associated with the Honor Code, such that academic integrity can flourish across all instructional modalities.

5. Graduate Student Success

To support CU Boulder's graduate students in this uncertain time, we recommend:
- Honoring AY 2020-21 graduate student teaching percentage levels, despite any needed adjustments to specific graduate teaching assignments or reassignment of TAs or GPTIs to serve as tutors or in related roles
- Honoring AY 2020-21 research assistantship percentage levels, to the extent possible as dependent on grant funding
- Under the oversight of the Graduate School, continuing to review and adjust Graduate School and unit-level policies and procedures as feasible to ensure graduate students' progress through degree
- Continuing to provide graduate student professional development and support services tailored to the specific challenges that COVID-19 has posed to graduate students and graduate research and teaching
- Continuing the strategic plan underway in the Graduate School to support graduate students and graduate studies at CU Boulder.

6. Support for Instruction and Success

We in the CU Boulder community will need to expect a great deal of ourselves—faculty, staff, and students alike—in order for the university to maintain its standards of a high-quality education. For these goals to be met, we must also aid faculty at all levels in doing their best in the teaching and learning environment. In order to carry out these academic recommendations, sufficient support must be supplied to faculty, and the campus must create and support processes and procedures at all administrative levels—central administration, colleges and schools, departments and programs, and academic and student life support units—that enable faculty success.

Together, all administrative levels must work together to provide and carry out guidance for:

- Adhering to regulatory and accreditation requirements for all instruction, despite any changes in instructional format.
- Prioritizing equity, the most pressing needs of students, and the needs of more-vulnerable faculty when creating or changing course scheduling and course assignments. Measures to prioritize equity should include, for example, attending to the needs of faculty whose teaching positions are less protected when reassigning courses; building in flexibility in determining faculty teaching loads given the unit's teaching needs and faculty member circumstances; and ensuring that all categories of faculty teach in each of the sessions, in all of the different and expanded class periods, and in multiple modalities. Measures to meet the needs of more-vulnerable faculty include, for example making sure that faculty whose teaching positions are less protected are not unfairly burdened when courses are reassigned.
- Insofar as possible based on institutional or professional accreditation requirements, eliminating limits on the number of online or remote classes students are allowed to count toward graduation.
- Attending to the needs of specific populations of faculty. Make sure that class arrangements will work for special faculty populations, such as faculty with disabilities, and faculty at higher risk for COVID-19, including identifying administrative requirements for each population around need to be present in person/remotely. Be sensitive to the differential impacts of the COVID-19 crisis on members of different communities. For example, keep in mind that COVID-19 is disproportionately affecting lower income groups, communities of color, and the elderly.
- If social distancing requirements necessitate curtailment of courses offered, making data-informed decisions pertaining to which courses are essential for students to make timely progress through their degree programs.
- Empowering academic units to make decisions informed by data, student success, and our university's mission to determine which courses should be offered in which formats.
- Paring down typical practices that increase population density on campus. For example, to ensure that physical distancing can be maintained in classrooms, we recommend a pause for AY 2020-21 of auditor programs. These programs should be resumed when health and safety conditions allow.
- Considering the use of conference room/event spaces for classrooms to add capacity and facilitate physical distancing (e.g., Aspen Rooms, UMC, other conference rooms)
- As an essential and urgent part of implementation, identifying and responding to technology needs of faculty.

- Facilitating academic physical distancing: planners in Planning, Design and Construction are drawing up diagrams for physical distancing in specific CU Boulder buildings, classrooms, study spaces, and hallways. These diagrams depict how much capacity will exist in a classroom or study space given physical distancing and maximum group size guidelines, model seating arrangements, and take into account egress path adjacencies. Building diagrams will include a unidirectional access path from the exterior of the building to each classroom. All diagrams will come with a spreadsheet that summarizes the building name, room number, total capacity that meets distancing requirements and the sq/ft per person.
- Supporting successful delivery of online/remote and hybrid courses, and of courses taught in a compressed time frame, as a key component to reducing density on campus. Because for many faculty these delivery modes will still be very new, campus entities such as the Center for Teaching and Learning and the Office of Information Technology will continue to be essential supports to faculty as they teach in online/remote and hybrid formats. These and other entities can provide not only overall instructional design and technology support, but also guidance related to particular issues (for example, best practices for assessment in online/remote instruction).
- Affirming the importance of undergraduate learning assistants (LAs) and graduate teaching assistants (TAs) in supporting faculty with the delivery of instruction across multiple modalities. TA and LA support can promote undergraduate student success, especially as students and faculty transition to new modalities. Enabling TAs and graduate part-time instructors (GPTIs) to teach in online/remote and hybrid formats also affords valuable teaching experience for the academic and non-academic job market.
- Evaluating and revising the design and administration of Faculty Course Questionnaires (FCQs) to assist instructors in improving their teaching and providing useful data for units to use in evaluating teaching.

7. Academic Instruction Implementation Recommendations

The planning team recommends the establishment of an "Academic Instruction" implementation team to lead the implementation of the recommendations above, with the following Champions and representation to enable rapid progress toward addressing the specific needs involved in fulfilling the necessary deliverables.

Champions:
Katherine Eggert, Kirk Ambrose, Mary Kraus, Kristi Wold-McCormick and Larry Levine

Steering team representation from:
- Working group/response team leads:
  - Center for Teaching and Learning (CTL to serve as the proactive "hub" for academic units to efficiently provide faculty with access to the support needed to develop their courses)
  - Campus Advising Executive Council
  - Office of Faculty Affairs
  - OIT (Marin Stanek/Aisha Jackson)
  - Continuing Education (Sara Thompson; instructional design support in conjunction with the above)
  - ODECE (Bob Boswell; equity and inclusion considerations)
  - Disability Services
  - Office of the Registrar (course scheduling)
  - Infrastructure and Sustainability (campus space utilization; physical distancing)
  - Graduate School (Scott Adler, TAs and GPTIs)
  - School of Education (LA program)
  - Undergraduate Education/Student Affairs (cohorts, FYAE)
  - RAP representation (FYAE)
  - Enrollment Management (incoming student outreach)
- Campus Stakeholders:
  - Faculty from all colleges and schools (course scheduling consultation, HyFlex best practices, modular sessions, unique disciplinary needs like studios, labs, etc.)
  - BFA/CUSG/UGGS/Staff Council (for vetting/engagement in decision-making and support processes for all campus constituencies)

C. Resource Alignment

Supporting a COVID-ready on-campus experience will require investments in health and safety protocols, technology, faculty and staff support, and student success and access. We recommend the following:

1. Health and Safety

Investments will include, but are not limited to, increased sanitation, protective equipment, technology, training, facilities, transportation, and staffing needs. Where possible, the campus should pool resources to engage in bulk-buying of protective gear and related COVID-19 supplies. Specific needs that will need to be prioritized include:

- Uniform reporting protocol for suspected cases
- Testing costs
- Masks for the campus community
- Physical distancing supplies
- Training development (including translations and alternative access needs)
- Public health awareness campaign deliverables
- Space requirements (assess issues pertaining to shared office spaces, break rooms, parking availability)

2. Instructional Technology

- A process will be developed to identify and prioritize instructional hardware and software needs, and to work with units to determine prioritization of courses needing software/hardware and or instructional design support.
- We will ensure that faculty have access wherever feasible to differentiated technology options within and across teaching modalities. Options may include creating mobile classroom capture and minimum-viable at-home recording options; modify some mediate classroom spaces into "studio" format with onsite, socially-distanced live support with appropriate sanitation.
- To ensure student access, we will also develop additional virtual resources to support student learning, regardless of modality; explore options for making resource-intensive software available to students virtually; and identify IT inequalities along with processes to support.

3. Tuition and Fees
- As approved by the University of Colorado Board of Regents on May 19, 2020, there will be a zero percent tuition increase for incoming and returning students for academic year 2020-21. Because CU Boulder also provides a 4-year undergraduate tuition guarantee, this provides certainty for incoming students and families that tuition will not go up.
- To enable a residential academic experience for all first-year students in residence halls, we also propose waiving all RAP fees in the 2020-21 academic year.
- Additionally, we propose the campus reconcile tuition inconsistencies between in-person/remote/hybrid vs. online to provide clarity and consistency in our tuition model for fall and moving forward.

4. Employee Support
- The needs of staff in support of the fall 2020 operating model will build upon the existing support and guidance shared by Human Resources at https://www.colorado.edu/hr/covid-19-hr-guidance, with further support from Staff Council.
- Staff needs will need to be specifically included in implementation. Employment actions intended to mitigate impact to employees and return to work guidance will be incorporated into the plan per HR matrices.
- Childcare-related needs and alternatives for all campus community members with children—based on the decisions of surrounding K-12 school districts—will be closely monitored and incorporated into planning, in collaboration with Staff Council and other shared governance groups.
- We will be encouraging the continuation of remote work for all who can successfully work remotely through the fall so that we can decrease the density on campus and mitigate the exposure of those whose work requires being on campus. Each executive lead will be asked to develop and communicate their specific remote work plans with their teams as part of the unit risk assessment process we will be building out over the summer
- We recognize that it is our staff who make return to campus possible for faculty and students. In addition to faculty and students returning to campus, staff will be needed in a variety of roles to prepare and maintain buildings and infrastructure, provide IT, student and academic support, and provide for the health and safety of the campus community.
- The campus will follow state guidance regarding vulnerable populations and ensure that faculty and staff who meet the criteria will not be compelled to return to work.

5. Continued fundraising and support for students/staff emergency relief funds to meet ongoing needs for distributions to our community members who are in need.

6. The working group on Cultural Arts, Libraries, and Museums should continue its work and expand to include protocols and issues specific to events and performances, travel, guest speakers, etc. and should include a group of key stakeholders with event and travel-intensive roles on campus (e.g., advancement, athletics, RIO, student affairs, outreach, International education).

7. Resource Alignment Implementation Recommendations
The planning recommends the establishment of a "Resource Alignment" implementation team to lead the implementation of the recommendations above, with the following Champions and representation to enable rapid progress toward addressing the specific needs involved in fulfilling the necessary deliverables.

Champions:
Carla Ho-a, Katherine Erwin, and David Kang

Steering team representation from:
- Finance and Business Strategy
- Infrastructure and Sustainability
- Academic Affairs
- OIT
- Enrollment Management
- Integrity Safety and Compliance
- Human Resources
- Office of Faculty Affairs
- Strategic Relations and Communication
- Student Affairs
- Advancement
- Government and Community Engagement
- Outreach and Engagement
- Study Abroad/International Student and Scholar Services
- Research and Innovation Office
- Athletics
- CU System Procurement
- BFA/CUSG/UGGS/Staff Council (for vetting/engagement in decision-making and support processes for all campus constituencies)

V.   Plan implementation

Implementation must proceed quickly over the coming days, weeks, and months, and must continue to be as iterative as possible given the dynamic situation of the COVID-19 pandemic. Many adjustments will be needed. To avoid overwhelming offices involved in implementation, clear, integrated decision-making and communication protocols and timelines will need to be quickly established.

To the extent possible, implementation priorities and decisions should be driven by steady, firm, and coordinated communication and guidance from our Chancellor, Provost and Interim COO with support from our Deans and executive leadership and management teams to ensure strong implementation support for the needs of our faculty, staff, graduate students and students. With facilitation of implementation steps by the Champions and representatives noted in each section above, the relevant aspects of our plan should be piloted in summer and recalibrated as needed to ensure as much success in fall semester as possible; similarly, fall semester should be regarded as a pilot for spring.

Implementation must involve an intentional focus on CU Boulder's most vulnerable populations, with an understanding of the unique ways in which these groups are affected by this crisis. CU Boulder's commitment to inclusive excellence must guide our road map to fall at every step.

Additional Notes

The following additional notes and considerations will be woven into the implementation teams above as essential elements of our implementation efforts:
1. Health and safety needs should emanate and scale from the return to research pilot and be used to inform student, faculty, and staff training and support needs, with coordination between the Vice Chancellor for Research, Associate Vice Chancellor for Integrity, Safety and Compliance and the Vice Chancellor for Student Affairs/Medical Services (Wardenburg Health Center).
2. Planning for new student needs (e.g. training, policies, masks, etc.) should leverage existing efforts via New Student Welcome, Fall Welcome, etc. Similar deliverables will need to be developed for returning undergraduates and graduate students, as well as faculty and staff.
3. Given the budgetary implications of the pandemic, prioritization of fiscal resources for needs related to enabling a COVID-19 ready CU Boulder operating model should adopt a holistic approach that ensures efficiency and avoids unnecessary spending wherever possible.

4. The Center for Teaching and Learning should serve as a hub that coordinates instructional design needs with OIT, Continuing Education, etc., with OIT coordinating prioritization of software/hardware needs.
5. The Registrar's Office should work in close coordination with academic advising and schools/colleges on needs related to course scheduling and classroom logistics.
6. A First Year Academic Experience and CU 101 team, led by Undergraduate Education and Student Affairs will need to work in coordination with schools/colleges and faculty shared governance to implement the FYAE recommendations
7. The Graduate School, in conjunction with schools/colleges and other relevant offices, will ensure continuity of graduate education, including issues related to the academic progress of graduate students, financial support of graduate students on appointment, and graduate students' safety and well-being. In coordination with the Associate Vice Chancellor for Integrity, Safety and Compliance and others, the Office of Infrastructure and Sustainability should lead on physical distancing measures in classrooms and hallways, on walkways, on transportation, etc.
8. Athletics should work in parallel with the above efforts and in accordance with requirements that emanate from NCAA, PAC12, etc. on its plans for fall semester and beyond.
9. Our public health awareness and accountability measures should incorporate needs and collaboration opportunities with our community and neighborhood relations teams and the city and county of Boulder, as well as impacts on our operating model from ongoing guidance provided by the Governor's Office, CDHE, and Colorado state legislature
10. All efforts will need to be shared proactively to enable coordination with CU system leadership and campus colleagues.
11. The implementation teams should consider including regular assessment via the Office of Data Analytics, including assessment of students' experience, staff experience, faculty experience, retention flags, etc. This might go beyond the usual beginning and end of term activities, possibly including a mid-term assessment.

University of Colorado **Boulder**

VI.   Fallback Alternatives

In light of the uncertainty and changing dynamics of the pandemic, and in the context of recent announcements by universities regarding fully remote operations for the fall semester, the planning committee also recommends the modeling of a fully remote fall semester so the campus can be prepared in advance should it need to make such a decision to ensure the health and safety of our campus community. While the committee has confidence in the ability of its recommendations to enable a successful fall semester, multiple input submissions that we "prepare for the worst" lead us to a final recommendation: that leadership charge a fallback contingency team made up of the implementation champions assigned above with also preparing for the possibility of a fully remote fall semester.

In preparing for this scenario, the committee recommends the following topics be covered in a contingency plan:

1. Course/instructional implementation (leveraging much of the academic instruction implementation work above)
2. Cost modeling and budget impacts for fully remote teaching and learning
3. Resources and contingencies for personnel decisions and operating costs due to budget impacts
4. Peer group analysis to assess different models and determine the best fit for CU Boulder
5. Engagement and keeping the CU Boulder community "together" during a remote fall semester
6. Recovery and return planning and timelines (based upon the recommendations in this report)
7. Timeline/criteria for activating the contingency plan (e.g., Colorado outbreak reoccurs, lack of testing, lack of health and safety supplies)

VII.   Conclusion

In connection with our charge, Chancellor DiStefano has called upon us to come together as a campus community to do all we can to serve our students and ensure our mission endures and thrives. It is clear from the broader context of the decisions being made by our higher education peers, our own planning process and the ongoing inputs we are receiving that the global challenges of the COVID-19 pandemic will continue during the coming academic year. It is our charge as the University of Colorado Boulder to accept the call to become the most COVID-19 ready campus we can be—while building in the safety and agility necessary to minimize the risks to our community members and adapt rapidly to the uncertain dynamics we will continue to face.

The recommendations reflected in this report not only address our near-term needs to operate effectively during the COVID-19 era this fall and beyond, but also offer a defining moment for CU Boulder to meet this challenge head on, to realize our vision in service to society and to enable our university and the many communities we serve to adapt and emerge as successfully from the pandemic as we can. With care, flexibility and a clear focus on the needs ahead of us, we look forward to engaging with our colleagues and community members in continued iteration and the rapid development of next steps.