To: BFA General Assembly Meeting Attendees

RE: March General Assembly Meeting Summary, documents, and links

Thank you for your participation and attendance at last week’s General Assembly meeting. Please see below for a summary of agenda items, as well as related links and documents. All items can also be found in the shared AY21-22 General Assembly Google folder. * The final draft of meeting minutes will be e-mailed by March 30th, 2022 for approval. You can also review the CU Boulder Today story on the Assembly meeting.

Best Regards,
Boulder Faculty Assembly

I. Faculty Salary Discussion – Russell Moore, Provost

The Provost gave an overview of the narrow parameters used for “Phase I” of faculty salary review, instigated by passage of the Colorado Equal Pay for Equal Work Act. “Phase II” of the process will review broader parameters through a Faculty Salary Procedures Working Group. The final makeup, charge, and timeline for the working group would be determined this spring, after the Assembly meeting, in collaboration with the BFA.

II. Campus Mask Optional Policy Update – Patrick O’Rourke, Campus Chief Operating Officer

O’Rourke reported on the campus’s new mask-optional policy that goes into effect March 7, 2022. Please see the attached academic instruction guidance document for related details.

III. Promising Practices for DEI Merit Considerations – Andrea Feldman, Diversity Committee Chair

The BFA Diversity Committee introduced a resolution with recommended guidance for unit salary review committees and leaders regarding the new DEI module in the FERPA. Representatives are asked to share widely and share any comments or questions to bfa@colorado.edu by March 31st, 2022.

IV. BFA-M-1-012422 Motion to Revise the GAC Charge – Jennifer Hendricks, GAC Chair

Faculty approved the Grievance Advisory Committee’s proposed changes to the campus Professional Rights & Responsibilities policy and required updates to the BFA Grievance Advisory Committee (GAC) charge, with 40 in favor, 0 opposed, and 3 abstentions. The section on committee membership was revised to comply with the BFA Standing Rules.

V. BFA-R-1-113021 Recommendation for Sports Wagering Policy – Seth Hornstein, IAC Chair

Faculty approved the Intercollegiate Athletic Committee’s proposal to create a policy related to guidelines on NCAA sports gambling to protect CU Boulder student athletes from undue pressure and retaliation, with 39 in favor, 2 opposed, and 2 abstentions.

VI. BFA-R-2-030122 Resolution for TIAA Divestment & Climate Reinvestment – Emily Yeh, BPC & CSEC subcommittee
A subcommittee created by the BFA Budget & Planning Committee (BPC) and BFA Climate, Science, and Education committee to call on TIAA, which manages the university’s sole retirement fund for faculty, to divest from fossil fuels and reinvest in climate justice funds. After discussion, it was decided that the BFA would host a session on Thursday, March 17 from 4-5 pm in order to review and discuss the resolution. Although the session will focus on faculty issues, all campus members are invited to attend the Zoom session. The resolution will be voted on at the April 7 Assembly meeting. Questions and suggestions should be sent to: bfa@colorado.edu by March 31, 2022.

Additional Reminders – please share widely:

BFA At-Large Representative Elections:
The following faculty were elected to new terms during the recent campus-wide elections. Please join us in congratulating them:

- Cathy Comstock, Philosophy, Arts, and Culture Residential Academic Program - At-Large Instructor Representative
- David Hekman, Organizational Leadership and Information Analytics, Business. At-Large non-A&S (Other Units) Representative.

CUPD Community Oversight Review Board
There are several seats open on this newly implemented police oversight board. The BFA has one seat open for a campus faculty member, and there are two seats open to any campus community member (faculty, staff, students). Please let your colleagues and departments know that these seats are open and send any questions or nominations to bfa@colorado.edu. The group meets once a month.

Faculty Senate Grievance Committee (formerly P&T)
There is a Boulder seat vacancy on this system committee which independently investigates and conducts hearings of grievance cases. The committee represents T/TT/NTT faculty from all four campuses. To ensure broad representation, faculty from non-A&S units (in particular Business, CMCI, Education, Law, CMCI, Music, or Libraries) are encouraged to consider service. If you or a colleague are interested in serving on this committee, please email bfa@colorado.edu

*2021-2022 BFA General Assembly Folder

NOTE: In order to access the shared Google 2020-21 BFA General Assembly shared Google folder, you must be logged into your CU Gmail (CUidentikey@colorado.edu). If you log into your personal Gmail, you will need to switch accounts.
BFA Diversity Committee Notice of Motion
Promising Practices, Resources, and Considerations for DEI Merit
BFA-R-1-02.28.22

Be it resolved that the BFA promotes the following promising practices to all units and departments on campus.

Be it further resolved that the Diversity Committee will update and revise this document on a continuing basis.

Submitted by the BFA Diversity Committee: February 28, 2022
Approved by the BFA Executive Committee: February 28, 2022
Submitted to the BFA General Assembly: March 3, 2022
Specifics of Assembly vote: April 7, 2022

This document contains three parts:
Promising Practices, Sample Scoring Rubrics and Narratives, and Resources.

Promising Practices

As the Diversity, Equity, and Inclusion component was first piloted on the FRPA for calendar year 2021, we encourage all faculty to report their DEI activities and for units to include DEI in their consideration of merit. As noted in our previous resolution Regarding Diversity, Equity, and Inclusion and Faculty Merit Evaluation BFA-R-1-10.18.21, which was overwhelmingly passed by the Faculty Senate in Dec. 2021, we encourage all units to determine the standards for crediting faculty DEI work appropriate to their respective discipline, and no unit shall disregard or fail to credit such work. We recognize that everyone is at a different starting place in understanding and engaging with DEI activities; the purpose of incorporating DEI into the FRPA is to ensure this work is made visible.

Although the 2021 FRPA does not have a specific DEI Annual Activity Summary, we recommend that faculty use the Annual Activity Summary to create a narrative explaining the DEI work, which they tagged throughout the FRPA. In this regard, faculty should explain how they put into action what they checked off on the drop-down menus of FRPA. It should be noted and explained to faculty that they can create additional annual activity summaries as needed, to incorporate this information. The narrative should cover how DEI spans activities in teaching, research/scholarship, and service.

The FRPA explains diversity, equity, and inclusion in the following way:

Describe the diversity, equity, and inclusion component of the research, teaching, or service activity. Select all applicable checkboxes and add additional comments in the description field, if necessary. Learn More About Diversity, Equity and Inclusion
The following categories are used on FRPA to indicate diversity, equity, and inclusion work:

Work with and in historically marginalized communities
Contribution to research/scholarly or creative work regarding equity or diversity
Teaching equity- or diversity-focused content
Mentoring students from historically marginalized communities
Mentoring colleagues from historically marginalized communities
Contribution to service regarding diversity, equity and inclusion
Other diversity, equity, and inclusion work

High-impact DEI practices can be assessed in the following ways:

1. Awareness of and ability to articulate understanding of the historical, social, and economic factors that influence the underrepresentation of particular groups in academia.
2. Demonstration requires specific details about the faculty member’s activities, including impact and outcomes, as well as information about the role they played. Strong evidence typically consists of multiple specific, concrete examples of DEI engagement. Ideally these examples involve an awareness of current programs and initiatives taking place on campus.
3. Demonstrated investment in personal and professional efforts at understanding, utilizing, and exploring DEI frameworks and engaging in self-improvement.

Examples of DEI involvement strategies:

- Strategies to create inclusive and welcoming teaching environments for all underrepresented students.
- Strategies to encourage both critical thinking and respectful dialogue in the classroom.
- Using new pedagogies and classroom strategies to advance diversity, equity and inclusion.

Sample Scoring Rubrics

To score faculty DEI involvement, units might choose to score summaries (e.g., 0, 5, 10, or 15 points) or they might choose to score using a rubric such as the one below designed by INSTAAR.
<table>
<thead>
<tr>
<th>Qualitative Rank</th>
<th>JEDI record for the one year total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Expectations</td>
<td>Does not provide evidence of self-improvement or reflection related to JEDI issues. May not feel personal responsibility for helping to create an equitable and inclusive environment for all. May have participated in one or two limited activities (limited in terms of time, investment, or role), but activities mentioned for the most part are already expected of INSTAAR members or Fellows (for example training required to serve on search committees).</td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>Shows reasonable understanding of challenges faced by individuals who are underrepresented and can knowledgeably engage in discussions of diversity, equity, and inclusion-related issues in research. Evidence of active participation in several activities or self-improvement opportunities. Activities may include taking steps to make the research program, infrastructure, or broader discipline more diverse, equitable, or inclusive; or incorporating more diverse perspectives in research.</td>
</tr>
<tr>
<td>Exceeds expectations</td>
<td>Demonstrates expertise in applying diversity, equity, and inclusion principles/work as a core value. Has engaged in multiple JEDI activities in depth, also with a focus on outcomes. Activities may focus on incorporating more diverse perspectives in research or could also include applying research skills or expertise to investigating aspects of diversity, equity and inclusion.</td>
</tr>
<tr>
<td>Greatly exceeds expectations</td>
<td>Formulates and enacts new ideas for advancing equity and inclusion at INSTAAR, CU Boulder, and/or within their research discipline. Has a convincing track record of being a strong advocate for diversity, equity and inclusion within the department/school/college and also their field.</td>
</tr>
<tr>
<td>Qualitative Rank</td>
<td>JEDI record for the one-year total</td>
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<td>-------------------------------</td>
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</tr>
<tr>
<td>Below Expectations</td>
<td>Does not provide evidence of self-improvement or reflection related to JEDI issues. May not feel personal responsibility for helping to create an equitable and inclusive environment for all. May have participated in one or two limited activities (limited in terms of time, investment, or role), but activities mentioned for the most part are already expected of INSTAAR members or Fellows.</td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>Shows reasonable understanding of challenges faced by individuals who are underrepresented and can knowledgeably engage in discussions of diversity, equity, and inclusion-related issues in teaching and mentoring. Evidence of active participation in several activities or self-improvement opportunities. Activities may include taking steps to decolonize curriculum, participating in mentoring programs aimed at underserved communities, or otherwise incorporating more diverse perspectives in teaching and mentoring.</td>
</tr>
<tr>
<td>Exceeds expectations</td>
<td>Discusses diversity, equity, and inclusion as core values that all Fellows and institute members should actively contribute to. Has engaged in multiple JEDI activities in depth, also with a focus on outcomes. Activities may focus on incorporating more diverse perspectives in teaching/mentoring, including pedagogical reform or pedagogical research.</td>
</tr>
<tr>
<td>Greatly exceeds expectations</td>
<td>Formulates and enacts new ideas for advancing equity and inclusion at INSTAAR, CU Boulder, and/or within their field through the teaching or mentoring lens. Has a convincing track record of being a strong advocate for diversity, equity and inclusion within the department/school/college and also their field.</td>
</tr>
</tbody>
</table>
## Service Record

<table>
<thead>
<tr>
<th>Qualitative Rank</th>
<th>JEDI record for the one-year total</th>
<th>Mark your assessment of performance (✓)</th>
<th>Additional comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Expectations</td>
<td>Does not provide evidence of self-improvement or reflection related to JEDI issues. May not feel personal responsibility for helping to create an equitable and inclusive environment for all. May have participated in one or two limited activities (limited in terms of time, investment, or role), but activities mentioned for the most part are already expected of INSTAAR members or Fellows.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>Shows reasonable understanding of challenges faced by individuals who are underrepresented and can knowledgeably engage in discussions of diversity, equity, and inclusion-related issues in professional service. Evidence of active participation in several activities or self-improvement opportunities. Activities may include active participation in the INSTAAR JEDI task force or other working groups focused on equity and inclusion, outreach or service to underserved communities, or otherwise incorporating more diverse perspectives in professional service.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeds expectations</td>
<td>Discusses diversity, equity, and inclusion as core values that all Fellows and institute members should actively contribute to. Has engaged in multiple JEDI activities in depth, also with a focus on outcomes. Activities may focus on incorporating more diverse and inclusive perspectives in service activities aimed at creating a more inclusive environment in INSTAAR, on campus, in a professional society, etc. or engagement work that centers underserved communities.</td>
<td></td>
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</tr>
<tr>
<td>Greatly exceeds expectations</td>
<td>Formulates and enacts new ideas for advancing equity and inclusion at INSTAAR, CU Boulder, and/or within their field through the service or leadership lens. Has a convincing track record of being a strong advocate for diversity, equity and inclusion within the department/school/college and also their field.</td>
<td></td>
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</table>
**Example Narratives:** Following are some samples of narratives that might support the process; units might encourage faculty to craft activity narratives such as the examples below.

**Service Narrative**

As Chair of the PWR and the BFA Diversity Committees, I strive to raise the profile of Diversity, Equity, and Inclusion across campus. In 2021 I served as co-chair of a Task Force to advise the Provost on best practices for DEI and merit. The first step was implementing DEI on the FRPA as an overarching category. I worked with Michele Moses and her OIT team to review changes to FRPA throughout Fall 2021 and met with the PWR Director and AMRC chair to discuss how PWR might include DEI for merit. I also serve on the teaching and learning team for the Chancellor’s Colorado History Project, to re-imagine and re-integrate previously excluded groups into the history of UCB. We are designing a freshman seminar, a Center for Teaching and Learning workshop, and surveying instructors across campus to see if and how they currently work CU Boulder history into their classes.

**Teaching Narrative 1**

My book chapter “Fostering Inclusive Communities through Dialogue” published in 2021, focused on combining international and local students in a vibrant, dynamic way that bridges transnational boundaries. The chapter was based on dialogues held with ESL and mainstream students in combined PWR classes. CU Engage awarded me a Dialogues Faculty Fellowship in Spring-Fall 21, to develop multicultural dialogues in my classes. I collected pedagogically related teaching materials to enhance the students’ understanding of dialoguing for the long-term. I held five dialogues over the Spring and Fall 2021 semesters, expanding dialogues into my Multicultural Rhetorics class. Students who take the Multicultural Rhetorics often speak non-standard varieties of English or are interested in learning about such varieties of English. The students included a variety of writing forms in their papers; four of my students won 2021 PWR diversity awards for their papers based on these dialogues.

**Teaching narrative 2**

I conducted three teacher-training workshops for best practices in teaching multilingual students in 2021: “Developing Pedagogical Multilingual and Multicultural Practices across the Curriculum,” for Rocky Mountain MLA, “Tips for Teaching Multilingual Writers,” for the Center for Teaching and Learning, and “International Student Resources” for Continuing Education to develop online and remote techniques for ESL students. Approximately 60 online instructors attended the CE presentation, and a lively discussion ensued. I compiled a white paper outlining these resources and techniques published on the CTL website and over 30 faculty in PWR and across campus have attended the sessions and contacted me to use these materials. I also presented information for new international students in family housing called “The Professor’s Perspective” which discussed cross-cultural adjustments and the “hidden curriculum.” Topics on which I presented included how to provide an equitable experience for international students at CU Boulder.
General summary Narrative

The focus of my research is developing equitable spaces for learning in dual language bilingual education (DLBE) K-12, and along with preparing all teachers to teach culturally and linguistically diverse students. My published research this year (2 articles, 6 chapters, 2 in-process books under contract) reflects these equity/diversity concerns. This year I was awarded a Spencer Conference Grant ($49K) to engage practitioners and researchers in the Midwest in a set of webinars and an in-person gathering to understand the role of critical consciousness in building anti-racist DLBE programs in the Midwest Region, and to develop a research and practice agenda for critically conscious and inclusive DLBE programs. I have also been Co-PI on an Outreach award that supports mentoring for CU Boulder and University Hill Elementary (UHE) students of color in a weekly afterschool program, and PD to help UHE teachers embrace culturally sustaining pedagogies and ensure equity in their diverse classrooms. The courses I teach, including Intro to Bilingual/Multicultural Education, Second Language Acquisition, Methods of English Language Development, and Research Issues in Bilingual Education, prepare preservice and inservice teachers to work with linguistically and culturally diverse students and thus tackle a range of issues related to DEI. I carried out six (virtual) workshops at teacher conferences this year supporting bilingual teachers to embrace critical consciousness and reflect on equity concerns at their schools. Regarding service, at CU Boulder I serve on the Diversity committee for the BFA and I attend meetings of the DACA Network, comprised of faculty and staff interested in supporting DACA students on CU Boulder campus. I am an advisory board member for CU Engage in the SOE, and for the Monterey Institute for English Learners (MIEL) at CSU-MB, with a mission to improve educational opportunity for students labeled ELs in Central California.

General summary narrative:

My teaching increasingly incorporates DEI perspectives. For example, one introductory course explores the connections between race and health disparities in a way that effectively encourages student self-reflection. This past year I was the chair of the department’s Diversity and Climate Committee, and we developed a departmental implementation path for the university’s IDEA Plan. As a member of the Center for Asian Studies speaker and events committee, I took part in discussions about how the CAS could actively engage in university DEI initiatives, and we have plans for future programs toward this goal. In terms of professional development, three DEI-related initiatives stand out: I participated in the two-week webinar program, Academics for Black Survival and Wellness, over the summer. Some of the sessions spoke directly to academics of color, which were educative to white academics as well; other sessions highlighted effective techniques for allyship. The Kempe Center for the Prevention and Treatment of Child Abuse and Neglect (housed in CU Anschutz) held a remote conference in the fall, which I attended; many of the sessions centered non-white and Indigenous perspectives of worldwide child welfare systems, so this conference was useful for my research and also as DEI training. Finally, the Wenner-Gren webinar, “Beyond Extractivism: Toward New Collaborative Futures in Anthropology,” was a fantastic example of the types of trainings that our own department could engage in, specifically in its focus on World Anthropology and citational practices, powerfully showing that inclusive scholarship is academically valuable and necessary in its own right.
General summary narrative:

In my teaching and service to the department, I’m increasingly thinking about how I can not only incorporate more diverse voices into my classroom (through the readings I assign and discussions that are had), but also to better support students that I work with that come from those communities that traditionally underserved and/or represented on campus. Over the past year, I’ve worked to incorporate a wider range of readings and voices on my syllabus and have received positive feedback from students who have previously not seen themselves represented as experts in the classroom. As director of our department’s Honors program, I’ve worked to mentor and support many students who come from underserved communities and am also looking for new ways to recruit more students of color, LGBTQ+ students, and first-generation students into our program. As a teaching mentor, I also work with many graduate students to help them find their voice in the classes they are teaching and TAing.

Resources

Inclusive Leadership Handout (from the Fall 2021 Diversity and Inclusion Summit) The Change We Seek Starts with You! Creating, Cultivating, and Inspiring Others Toward a More Inclusive Model of Leadership


IDEA plan: see p. 11. Note: These activities should be specific Faculty Report of Professional Activities (FRPA) entries identified as efforts to support inclusion and diversity at CU Boulder. Entries in this category should be collated for each faculty member and unit as a record of their efforts. The University of California’s document “Evaluating Contributions to Diversity for Faculty Appointment and Promotion Under APM-210” provides a useful model https://www.ucop.edu/faculty-diversity/policies-guidelines/eval-contributions-diversity.pdf.

Idea Plan (definition of diversity, p. 19)

Diversity and diverse are here meant to include but are not limited to cultural differences, race/ethnicity, color, national origin, sex, pregnancy, age, (dis)ability, creed, religious or spiritual beliefs, sexual orientation, socioeconomic status, class, gender identity, gender expression, veteran status, political affiliation, and political philosophy. Please also refer to Regent Policy 10P.

Evaluating Faculty Diversity Statements (see Statement of D&I Criteria) from UC Berkeley and a rubric UC Berkeley uses to evaluate DEI: https://ofew.berkeley.edu/recruitment/contributions-diversity/support-faculty-candidates#openberkeley-collapsible-container-2-target

Request a JEDI workshop or workshops with Dr. Patricia Gonzalez, Assistant Dean of Inclusive Practice at the College of Arts & Sciences. To learn more about the workshop topics, visit https://drive.google.com/file/d/1m9j02szGnXf6nt0SE_y3gzEpOU9IJS7/view?usp=sharing. If interested in requesting a workshop for your department, students, and staff, please use this form: https://forms.gle/8GwipjDNc1rGc7MD8
Whereas the work and mission of the BFA Standing Committee must necessarily evolve to keep in step with changes in campus structure, organization, and administration;

Whereas Article V, Part B, Section 4 of the BFA Bylaws states that “Committees shall review their charges by the end of March every year. Proposed changes to the charges will be presented to the full BFA for approval;”

Whereas the Executive Committee has considered and approved the proposed revisions of the charge of the Grievance Advisory Committee;

Therefore, in order to ensure that the charge of the Committee accurately reflects the work and mission of the committee,

Be it resolved that the BFA Assembly consider for approval these revisions of the charge of the Grievance Advisory Committee.

The Grievance Advisory Committee shall be composed of four to seven faculty members and include a diversity of rank (tenured, tenure-track, and non-tenure track faculty) as well as representation from the campus schools and colleges. The committee may choose additional members, subject to approval by the Executive Committee, to ensure sufficient and diverse membership to address specific issues and concerns as they arise. The committee chair may also select one to two retired faculty members for a one-year non-voting faculty resource member role.

The Committee shall recruit, train, and supervise a roster of BFA Advisors available to assist faculty members in the grievance process. BFA Advisors may provide information to faculty members on the appropriate venue and procedure for hearing a grievance, on requirements for initiating or responding to a grievance, and on resolving concerns informally. At the request of a faculty member, a BFA Advisor can also serve as the “third party advisor” authorized by part IV.C.4.c of the CU Boulder “Professional Rights and Responsibilities of Faculty Members” (PRR) to accompany the faculty member to a meeting with a Supervising Administrator.

Advisors shall report back to the Committee so that it can monitor campus grievance processes ensuring that procedures are followed in a timely manner and publish aggregate data on campus grievances. When it believes that changes to established procedures are necessary, the Committee shall make recommendations to the BFA.

When requested by a faculty member pursuant to part IV.E.3.c of the PRR, the Committee shall review the faculty member’s appeal and advise the Reviewing Administrator as described in that part.

Submitted by the Grievance Advisory Committee: January 24, 2022
Approved by the BFA Executive Committee: January 24, 2022
Submitted to the BFA General Assembly: February 3, 2022
Motion passed with 40 votes in favor; 0 votes opposed; and 3 abstentions: March 3, 2022
Whereas, the state of Colorado has recently moved to allow Sports Wagering on certain NCAA Division I sports;

Whereas, the University of Colorado Boulder (CU) promotes integrity and fair play in intercollegiate athletic competition;

Whereas, the CU’s culture, values, and Honor Code call University faculty, staff and students to a higher standard than the law generally requires;

Whereas, student-athletes at CU may find themselves under undue pressure from other members of the CU Community (faculty, staff, or other students) who have vested (financial) interests in the outcome of a sporting event involving CU student-athletes;

Whereas, student-athletes at CU may find themselves on the receiving end of retaliation from other members of the CU Community (faculty, staff, or other students) based on the outcome of a sporting event involving CU student-athletes;

Whereas, similar institutions to CU have already adopted policies prohibiting university affiliates from gambling on their own university competitions1,2,3;

Be it resolved that the Boulder Faculty Assembly (BFA) recommends CU adopt a policy restricting CU faculty, staff, and students from placing, accepting, or soliciting a sports wager (on one’s own behalf or on behalf of others) on any CU NCAA Division I team, student-athlete, coach, statistical occurrence, contest, or event.

Be it further resolved that any restriction on sports wagers should include (but is not limited to) wagers that are:

- Placed, accepted or solicited on any University of Colorado Boulder team, student-athlete or coach from any campus, whether in favor of or against the team, student-athlete or coach;
- Placed, accepted or solicited on a pre-game or in-play basis;
- Placed, accepted or solicited in any U.S. state or territory or in any other country;
- Placed, accepted or solicited online or via an application or betting intermediary;
- Legal or illegal.

Be it further resolved that the BFA recommends that, among other responses to violating an adopted gambling policy, CU focus on restorative justice and providing resources for gambling addiction assistance4,5.

Submitted by Intercollegiate Athletics Committee: 11.30.2021
Approved by the BFA Executive Committee: 01.10.22
Submitted to the BFA General Assembly: 02.02.22
Resolution passed with 39 in favor; 2 opposed; and 2 abstentions: 03.03.22

1 https://www.purdue.edu/policies/ethics/iiia5.html
2 https://villanova.policytech.com/dotNet/documents/?docid=1246&public=true
5 http://www.problemgamblingcolorado.org/content/help-resources
Whereas the Boulder Faculty Assembly has previously issued resolutions acknowledging overwhelming evidence of anthropogenic climate change (BFA-R-120116), supporting youth climate action (BFA-R-1-090519) and supporting the CU Student Government’s Resolution Declaring a Climate Emergency (BFA-R-4-110719);

Whereas CU Boulder is an original signatory to the American College and University Presidents’ Climate Commitment in 2007;

Whereas CU Boulder Chancellor Philip DiStefano issued a “Call to Climate Action” in 2021 recognizing the imperative to address climate change and climate justice, and calling on faculty, staff, and students “to activate our campus to face this challenge head on”;¹

Whereas CU Boulder is an institution of higher education that is invested in the health and security of future generations, from our students to our children;

Whereas CU Boulder is a world-class hub for climate change research, policy, and innovation, with a valuable reputation for leadership in these areas;

Whereas investment in fossil fuels that continue to exacerbate the climate change emergency does reputational damage to CU Boulder’s brand as an internationally renowned center of excellence in climate change scholarship;

Whereas scientists argue that keeping climate change within a global carbon budget for a 2 degree C increase in global average surface temperature rise necessitates that billions of dollars worth of fossil fuel assets must stay in the ground;²

Whereas there is not a consensus among investors and financial analysts on the wisdom of continued fossil fuel investments;³

¹ https://www.colorado.edu/chancellor/chancellor-call-climate-action
³ https://iea.blob.core.windows.net/assets/ef1d6b50-66a6-478c-990e-ee227e2dd89b/Clean_Energy_Investing_-_Global_Comparison_of_Investment_Returns.pdf;
Whereas financial investment managers have a fiduciary responsibility to address climate risk;\(^4\)

Whereas the transition away from fossil fuels poses financial opportunities to reinvest in different funds that could facilitate a just transition;

Whereas the region where we live and work at CU Boulder continues to be threatened by traumatic climate change effects, including historic floods, widespread drought, and fires;

Whereas the climate emergency disproportionately impacts marginalized communities and thus a just transition from a fossil fuel-based economy to a renewable one provides the opportunity to uphold our mission for Diversity, Equity, and Inclusion:

Whereas TIAA is the sole administrator of retirement funds available to CU Boulder faculty, offers funds that are available to and invested in by many CU Boulder faculty, and is the leading provider of financial services in higher education;

Whereas TIAA represents itself as “a leader in responsible investing,” and states that “climate change poses long-term risks to investments”;\(^5\)

Whereas TIAA has an estimated 8 billion USD invested in industries promoting fossil fuel production, distribution, and consumption;\(^6\)

Whereas TIAA has also invested heavily in deforestation, including hundreds of millions of dollars invested in palm oil, and other agribusiness companies associated with deforestation and thus severe climate impact, as well as labor abuses, human rights violations, and biodiversity loss;\(^7\)

Whereas TIAA’s “Social Choice” fund is still 5% invested in fossil fuel stocks across 33 equity holdings, and 11% invested in deforestation-risk companies across 26 holdings,\(^8\) and TIAA’s


\(^6\) [https://deforestationfreefunds.org/families?q=TIAA%20Investments%2FNuveen](https://deforestationfreefunds.org/families?q=TIAA%20Investments%2FNuveen);

\(^7\) [https://fossilfreefunds.org/families?q=TIAA%20Investments%2FNuveen](https://fossilfreefunds.org/families?q=TIAA%20Investments%2FNuveen)

“Social Choice low carbon equity fund,” is still 3.47% invested in fossil fuel stocks across 22 equity holdings, and 12% invested in deforestation-risk companies across 25 holdings.

Whereas 1500 institutions including universities, pension funds, governments and foundations have divested almost 40 trillion USD from fossil fuels,

Be it therefore resolved, that we, the Boulder Faculty Assembly, call on TIAA to:
Develop and offer to fund holders a significantly more robust selection of funds without holdings in the fossil fuels industry and in deforestation-risk companies, and that do invest in a climate responsible and socially just transition;

Be it further resolved that the BFA calls on TIAA to
Develop and apply a framework for transparent, near-term divestment from portfolio companies in sectors associated with fossil fuel extraction, production, and transport, as well as from energy companies that continue to construct and operate fossil fuel powered electricity infrastructure;

Be if further resolved that the BFA calls on TIAA to
Develop and apply a framework for transparent, near-term engagement with portfolio companies in sectors exposed to deforestation and land grab risks in order to eliminate deforestation and to uphold the rights of affected small-scale farmers and Indigenous peoples, and to provide consumers with relevant information regarding the exposure of their investments with regard to causing deforestation and to acquiring land previously used by small-scale farmers.

Submitted by BFA Budget & Planning and BFA Climate, Science, and Education Subcommittee: 02/21/22
Approved for submission to Assembly by the BFA Executive Committee: 02/21/22
Submitted to the BFA General Assembly: 03/03/22
Assembly vote specifics: MONTH DAY, YEAR

investments/FSUSA00I37/FOUSA02V1F
11 https://divestmentdatabase.org/ ; see also: https://www.divest101.com/list
12 https://www.divestoregon.org/
SUPPORTING DOCUMENTATION

On the purpose of this resolution

A key goal of this resolution is to join a national conversation happening amongst many university faculty. First, many faculty and students are demanding divestment of university funds. Second, there is a movement to ask TIAA to do a better job at managing investment options for university faculty (see section below, on TIAA, for more information).

Though we are asking for better options, the ultimate goal of this resolution is not centered around faculty as individual consumers. The resolution presumes an analysis in which society exists, and can change, beyond the action of individual, atomistic buyers and sellers of products. We recognize that climate change must be mitigated in the name of collective survival, and that this mitigation can only happen through structural change as made in part through the actions of government regulatory frameworks, laws, policies, and institutions. This resolution is thus an expression of a form of collective action that works as a signal to decision-makers who have the ability to change the structural conditions of markets and infrastructures that shape the lives of all citizens.

Recent financial performance of ESG and fossil fuels

- BlackRock and Meketa, two major financial management firms, have both produced reports concluding that investment funds have not experienced negative financial impacts from divesting in fossil fuels. They have found evidence of modest improvements in returns. \(^{13}\)
- A recent meta analysis of ESG funds finds a majority positive relationship between ESG and financial performance. \(^{14}\)
- The Rockefeller Brothers Fund reports that after five years, divestment has not adversely affected their returns. \(^{15}\)
- As of 2011, only 20% of reserves held by fossil fuel companies could be burned without going beyond the global carbon budget for a 2 degree C increase in global surface temperatures. \(^{16}\) Fossil fuel companies have borrowed significant amounts of money using oil, gas, and coal reserves as an asset, but these assets cannot be recovered without even more disastrous climate change consequences than we are already witnessing. In other words, as the world shifts to renewable energies, the fossil fuel industry is likely to be holding billions in stranded assets.
- Fossil fuel equity prices have plummeted over the last five years. The energy sector is now the smallest sector in the S&P 500. Exxon, Shell and Sonoco saw their credit ratings cut in

\(^{13}\)https://ieefa.org/major-investment-advisors-blackrock-and-meketa-provide-a-fiduciary-path-through-the-energy-transition/

\(^{14}\)https://www.unpri.org/research/how-esg-investing-affects-financial-performance/548.article

\(^{15}\)https://www.rbf.org/news/five-years-out-oil-rbf-isnt-looking-back

\(^{16}\)https://carbontracker.org/reports/carbon-bubble/
The S&P 500’s Fossil Fuel Free Total Return Index has consistently outperformed the S&P 500 overall; High carbon firms underperformed a key equity index by 52% over the last decade.

- It can be argued that the past 5-10 years of performance does not say anything about future performance and that the fact of past underperformance could mean higher than expected returns for fossil fuels in the future. The counterargument is the necessity of current fossil fuel reserves to stay in the ground in the name of avoiding worldwide catastrophe, and the expectation that regulatory frameworks will begin to put in place measures to try to prevent collective catastrophe in the name of individual profit. Indeed, movement in this direction is precisely what this resolution seeks, ultimately, to be a part of achieving.

More on TIAA investments

- TIAA has invested billions of dollars in farmland in Brazil and has expanded agriculture in the threatened ecosystem of the Cerrado, contributing to deforestation, water contamination, and human rights violations against local communities. Investments in expansive plantations in Brazil have helped create conditions for fires in the Amazon that contribute significantly to climate change.
- TIAA has acquired land from sellers that a Brazilian court has found to have illegally grabbed land. This puts clients’ funds at risk.
- TIAA is buying farmland in the United States, leading a trend of corporate and institutional land accumulation that threatens the future of family farming in the US.
- TIAA has directly financed the construction of a fracked-gas powered electric generation station known as Cricket Valley Energy, in Dover New York, in an economically disadvantaged community and adjacent to one of the largest freshwater wetlands in the northeastern US. This has led to numerous environmental justice-focused protests.
- TIAA’s investments have included companies that have illegally cleared tens of thousands of hectares of forest in Indonesia, involving human rights violations and contributing significantly to climate change.
- 113 groups have signed on to a call to TIAA to divest from fossil fuels and stop land grabs.
- The following universities have passed faculty resolutions calling on TIAA to divest from fossil fuels, deforestation, and land grabs: Cornell University, The New School, City University of New York-PSC; SUNY New Paltz, Stony Brook, Geneseo, Cortland, Albany,

17 https://www.forbes.com/sites/davidcarlin/2021/02/20/the-case-for-fossil-fuel-divestment/?sh=1fef3c176d22
On fossil fuel divestment

- Fossil fuel divestment began on US university campuses in 2011. It is a global movement, and reportedly the fastest growing divestment movement in history.\(^{22}\)
- Among the many universities that have divested from fossil fuels are the following AAU Members: Boston University, Brown University, Cornell University, Columbia University, Harvard University, Johns Hopkins University, Rutgers University, Stanford University, University of California System, University of Illinois, University of Michigan, University of Minnesota, University of Southern California, and University of Washington.\(^{23}\) Many public and private non-AAU universities have also divested.
- The chief investment officer of the University of California stated that “continuing to invest in fossil fuels poses an unacceptable financial risk to UC’s portfolios and therefore to the students, faculty, staff, and retirees of the University of California”\(^{24}\)
- Within the US and globally, an increasing number of lawsuits are being filed against fossil fuel companies for their role in the climate emergency and misinformation or greenwashing campaigns to perpetuate their unsustainable businesses.\(^{25}\)

Reinvestment in low-carbon funds

- Reinvestment in low-carbon funds reflects our moral commitment as educators to future generations, as well as to climate justice and equity globally.
- Reinvesting in a generative economy realigns our retirement funds with our Diversity, Equity, and Inclusion values. One example of this shift in a just transition from an extractive economy to a regenerative one is modeled by the Climate Justice Alliance.\(^{26}\)
- A regenerative ecological economy reflects the research on our campus and beyond that recognizes a need for a fundamental shift in energy and human relations for a just transition to avoid a climate crisis tipping point and to foster more caring relations.\(^{27}\)

\(^{21}\) https://tiaa-divest.org/

\(^{22}\) https://www.theguardian.com/environment/2014/oct/08/fossil-fuel-divestment-a-brief-history

\(^{23}\) https://divestmentdatabase.org/

\(^{24}\) https://www.universityofcalifornia.edu/press-room/uc-s-investment-portfolios-fossil-free-clean-energy-investments-top-1-billion


\(^{26}\) https://climatejusticealliance.org/workgroup/reinvest/

\(^{27}\) https://gofossilfree.org/divestment/reinvestment/
AY 2021–22 ACADEMIC INSTRUCTION:
GUIDANCE FOR COLLEGES, SCHOOLS, DEPARTMENTS, AND PROGRAMS
FROM THE ACADEMIC INSTRUCTION IMPLEMENTATION TEAM

Volume 2, Edition 5: March 3, 2022

Topics: Transition to Mask-Optional Campus on Mar. 7, 2022; Policy Updates; Reminders on Student Class Performance and on Final Exams

Due Dates for Chairs/Directors and Department Schedulers: None in this edition

Deans, chairs and directors: please email this entire edition of guidance to your faculty, including lecturers and adjunct/temporary faculty; your graduate students with teaching appointments; and your academic support staff.

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What’s in this edition of guidance
This edition of guidance focuses on the transition to a mask-optional campus on March 7, 2022, and on other academic updates and reminders for the rest of the spring semester.
Mask-optional campus starting March 7: FAQs for instruction, office hours, events

The campus shifts to a “mask-optional” environment at 6:00 a.m. on Monday, March 7, 2022. Individuals, including visitors to campus, will make their own determination to wear a mask based on their comfort level. Read more about the reasons for this change in the Provost’s and COO’s Feb. 28 memo to campus.

Frequently asked questions about what this shift will mean for teaching, office hours, and events include:

- **Can those who teach classes in person, including faculty, GPTIs, and TAs, still require masks in their classroom or lab?**
  - They can request that masks be worn but not require them.

- **Can those who hold office hours in person, including faculty, GPTIs, TAs, and advisors, still decide to require masks?**
  - They can request that masks be worn but not require them.

- **Can those who teach classes or hold office hours in person require unvaccinated students to wear masks?**
  - Students should not be asked to report their vaccination status.
  - Unvaccinated students are the same as everyone else on campus: they may be requested, but not required, to wear masks.

- **Should those who teach classes or hold office hours in person report a student to the Office of Student Conduct and Conflict Resolution if the student is requested to wear a mask but refuses to do so?**
  - No. Students may be requested to wear masks, but not required to do so.

- **What are an instructor’s options if they are not comfortable teaching classes or lab sessions in person with no face covering policy? What if they are immuno-compromised, or live with somebody who is? Can they shift their class to remote status?**
  - As detailed in the Jan. 13, 2022 Academic Instruction Guidance, instructors may not independently change the instruction mode of their classes. If a short-term instruction mode change is needed, instructors should work with their department chair to ensure continuity of instruction. Changes in class instruction mode that would be for the remainder of the semester must always be approved at the department/program/college level; during the pandemic, including spring 2022, changes must also be approved by the provost’s office.
  - An instructor may choose to continue to wear a mask. Even if others are not wearing a mask, a well-fitted KN95 or N95 still provides protection.
  - For those who are both fully vaccinated/boosted and choose to wear a properly fitted N95 or KN95 mask, the chances of becoming infected with COVID-19 are extremely low.

- **What are a student’s options if they are not comfortable attending classes or lab sessions in person with no face covering policy? What if they are immuno-compromised, or live with someone who is? Can they ask to take the class remotely?**
  - 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. Contact the Office of Disability Services for more information.
  - A student may choose to continue to wear a mask. Even if others are not wearing a mask, a well-fitted KN95 or N95 still provides protection.
○ For those who are both fully vaccinated/boosted and choose to wear a properly fitted N95 or KN95 mask, the chances of becoming infected with COVID-19 are extremely low.

● Can I create “masked” and “non-masked” areas for students in my classroom, if it makes students who prefer to wear masks more comfortable? I have used this practice before to create “laptop” and “non-laptop” areas in my classroom.
  ○ Yes, but please do not use this practice to disadvantage one group of students (for example, by having them sit in the back of the room).

● Can a faculty member, GPTI or TA hold office hours remotely?
  ○ As detailed in the Jan. 13, 2022 Academic Instruction Guidance, office hours may be held in person or remotely, at the discretion of the instructor. TAs, consult with the instructor of record for the class about mode and location for your office hours.

● Are masks required at events?
  ○ No.

● Can a group scheduling an event decide to require masks?
  ○ In a mask-optional environment, campus groups can recommend that participants wear a mask but cannot require it. Off-campus groups renting space on campus may choose to implement their own requirements. If an off-campus group requires masks, they would be responsible for enforcing that requirement.

● Can graduate examinations (comprehensive, final, or defense) and honors thesis defenses continue to be held remotely? If held in person, can masks be required?
  ○ Remote or hybrid examinations/defenses continue to be allowed. It is recommended that each examination be thoughtfully considered on a case-by-case basis. It may be requested that masks be worn by in-person participants, but not required.

● What would trigger CU Boulder to re-institute required masking? Would a new variant cause masks to be required again?
  ○ The university will continue to track the evolution of this disease and work with campus, local, and state health officials to ensure we are making the decisions that best protect our community. In particular, we would consider the transmission pattern of new variants, hospitalization rates and capacity of local hospitals in helping to make such a decision.

Reminder: Make sure your students know how they’re doing in your class

Give your students graded feedback before pass/fail and late drop 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 shorter-term classes). This is the same deadline for dropping a class. For spring 2022, that deadline is Friday, Mar. 18, for regular-term courses. For undergraduate students especially, it’s important that students know how they’re doing in your class before this deadline, so they can make informed decisions about pass/fail or dropping a class. Please make sure you’ve assigned and graded significant assignments by this point.

Use the Course Alert System
As of fall 2021, the campus expanded the Course Alert System to cover all undergraduate classes. Course alerts are an important component in ensuring undergraduate student success. 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.
Please use the Course Alert System for your undergraduate classes if you have not already done so. 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). Submission dates for spring 2022 and instructions for using Course Alert are posted on the OIT Course Alert page.

Update: Revised Grade Replacement Policy
To support student success, and in accordance with the Academic Affairs process for policy revision, including the endorsement of the Boulder Faculty Assembly and the Council of Deans, the campus has revised its grade replacement policy, effective this semester. Key revisions include:

- Grade replacement is now applied automatically at the end of each term for eligible courses and students. Students do not have to apply for grade replacement. Students who do not want an eligible grade to be replaced can apply to opt out.
- The previous cap on credits that may be replaced has been removed. Individual schools, colleges, and degrees may continue to limit the number of times certain courses may be repeated.

Other provisions of the grade replacement policy remain the same, including the threshold grades required for grade replacement. Grades earned in a course where a student was found guilty of academic dishonesty are not eligible for grade replacement, as was the case under the prior policy.

Update: Campus closure for weather and other emergencies

Revised Campus Closure Policy
CU Boulder has revised its Campus Closure Policy to provide more clarity about 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 AM 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 AM 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 a snow 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: What should I do to hold makeup sessions when my class is canceled for a snow day?
You may schedule an in-person or 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.

Reminders: Final examination schedule and final exam modes for spring 2022
The spring semester final exam schedule is on the Office of the Registrar site. As a reminder, guidance for scheduling and delivery modes of final exams from the Nov. 19, 2021 edition of Academic Instruction Guidance is repeated here:

All classes

- All classes must follow the campus Final Exam Policy exam scheduling provisions:
  - For courses in sessions of ten weeks or longer, no examinations may be given during the week of classes preceding the start of the campus's final examination period; however, assignments listed in the syllabus such as papers, lab practicums, presentations, portfolios, and projects may be due during that week.
Class sessions or graded assignments of any kind, including papers, lab practicums, presentations, portfolios and projects, may not take place or be due on a day designated in the academic calendar as a Reading Day. For spring 2022, Friday, Apr. 29, is designated as a Reading Day.

When students have three or more final examinations on the same day, they are entitled to arrange an alternative examination time for the last exam or exams scheduled on that day. When students have two final examinations scheduled to meet at the same time, they are entitled to arrange an alternative examination time for the course that meets later in the week during the term or, if the two courses meet on the same day during the term, the course that meets later in the day.

In-person classes

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

Remote (synchronous) classes

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

Online (asynchronous) classes

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

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

Exam delivery mode for common exams

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

Updates from the Center for Teaching & Learning

The Center for Teaching & Learning has online resources on a range of pedagogical topics, such as assessment, classroom management, and inclusivity. We further provide confidential consultations on any aspect of teaching: ctl@colorado.edu.

Updates on Technology: Self-help IT resources

While most faculty, staff and students have successfully changed their IdentiKey password, many other campus affiliates, alumni in particular, are still going through the process which is creating long queues and delays for IT support. Until the demand for support returns to normal levels, you may experience support delays. The following resources will allow you to help yourself or escalate your support issues.

**OIT Request Portal**: This page has links to OIT’s service request forms for things including CUClickers, software downloads, syllabus archive requests, new Microsoft Teams, Classroom Capture requests, reporting network issues, and much more.

**Dedicated Desktop Support Portal**: Customers of OIT’s Dedicated Desktop Support service can request support or report issues through this portal.

**Classroom Technology Problem Reporting Form**: Instructors and students in OIT-supported classrooms can use this form to quickly report problems with classroom technology. Issues submitted via this form are directly submitted to the Learning Spaces Technology team in order to receive priority queuing.

Updates from the University Libraries

**Opening hours. Library Hours** for all five locations including Norlin are published on the website and updated regularly. Spring Break hours for all locations and extended Finals hours for Norlin Library have been posted. Additionally, Norlin Library will be open on Saturdays beginning April 2, and Sunday hours will be extended beginning April 3.
Gemmill Library. On Jan. 7, 2022, Gemmill Library experienced severe water damage due to a broken water pipe. The library reopened on Feb. 28, enabling access to the main floor (more information), where printing is available. The first floor computer lab was damaged and will be replaced, and the lower floor remains closed for continued work and repairs. Materials may be requested via Prospector and interlibrary loan. Additional information on how to access the collections remotely will be shared when available.

Norlin construction completed: reading room reopened, additional study rooms added. Norlin West construction has been completed. The West (Norlin Quad) entrance has re-opened, enabling access to our new reading room as well as additional group study rooms (available by reservation or for first-come, first-served access when not reserved). All library group study rooms may be reserved online via the Libraries’ website.

Suggest a library purchase. All library users including students can suggest items for purchase if they are not already held in the collections. Users who require items for summer research or teaching are asked to submit these requests as early as possible to avoid delays around the closing of the fiscal year.

Further academic instructional guidance for spring 2022 and fall 2022
Consult the Nov. 19, 2021, Jan. 4, 2022, and Jan. 13, 2022 editions of Academic Instruction Guidance for guidance on other topics not covered here, including:

- COVID-19 mitigation in the classroom and in instructor/advisor offices
- Accommodating students who are ill or quarantined
- What to do if a student reports they have COVID-19
- Planning the fall 2022 class schedule: instruction modes and class assignments
- Assistance for faculty, staff, and students affected by the Dec. 30 fires
- Teaching and learning technology assistance, training, and support for students and faculty

Other questions: 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 to answer questions and provide connections with campus resources. The Buff Info team is available to answer questions on a wide variety of topics related to CU Boulder and 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) or via email at buffinfo@colorado.edu, 9 a.m. to 6 p.m., Monday through Friday. The university will extend these hours when needed. Buff Info also offers a live chat that can also be accessed by students at colorado.edu/students.

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 as needed to guide faculty, staff, and students in any necessary changes to current instruction and in planning for future academic terms.

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