

# Roadmap to Fall 2020

Our return to campus in the coming academic year

## **Academic Year 2020-21 Planning Team**

Initial recommendations for campus  
community feedback

May 2020



**Be Boulder.**



University of Colorado **Boulder**

# Why come back for fall?

With acknowledgment of the risks of COVID-19, and with protecting our community's health and safety top of mind, **our charge is to serve our students and ensure our public mission by creating a safe, innovative, in-person, COVID-ready campus experience** in fall 2020 and beyond.

**We can do this. We are in this together.**

**Be Boulder.**

*“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.”*

–Student input to planning team



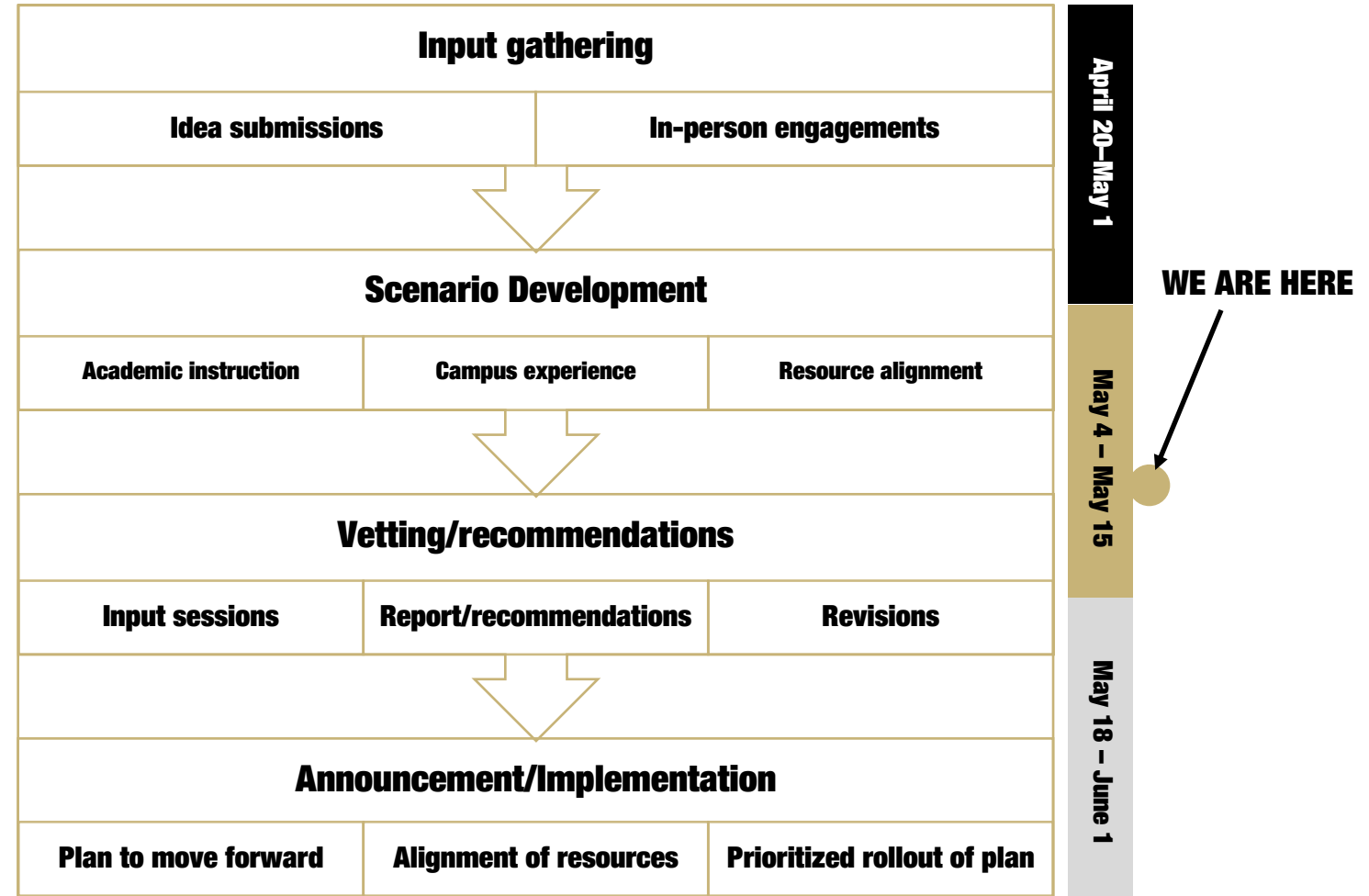
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# Our guiding principles and planning timeline

**We will apply leadership, empathy and care** to ensure health and safety for our students, faculty, staff and community members.

**We will be innovative to meet our mission** and maintain academic integrity, quality and equity in the student and employee experience.

**We will be resilient together to deliver positive impact** and adjust rapidly to changing, imperfect information to maintain our operational and fiscal integrity as circumstances evolve.



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# We can do this. We are in this together.

We can return to campus and protect each other from potential COVID-19 transmission by meeting the following conditions.

## Scale capacity to meet public health guidelines

- Testing, infection notification and containment
- Personal protective equipment and hygiene
- Cleaning and sanitation

## Limit population density on campus

- Physical (social) distancing
- Remote working for many staff
- 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

**There will be some risk of transmission in any model we develop—and together, we can minimize it.**

**Be Boulder.**



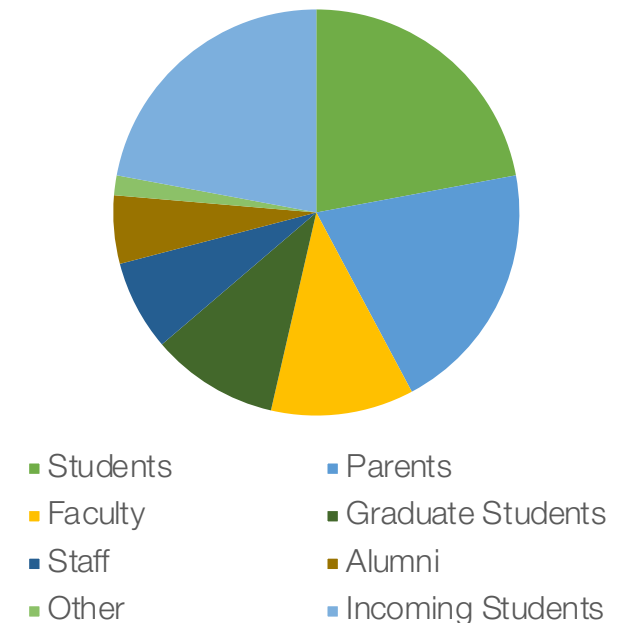
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# We hear you! Your ideas → Our recommendations

1. Direct suggestions from faculty, chairs, directors
2. Working sessions with deans and executive leadership
3. Direct questions and feedback via email, social media and shared governance groups
4. Student, parent, faculty, staff, graduate student, alumni, incoming student, community member ideas/input submitted at [www.colorado.edu/coronavirus](http://www.colorado.edu/coronavirus)
5. Knowledge sharing with CU campuses and peer institution leaders
6. Monitoring of peer institution planning efforts
7. Direct faculty feedback, by department/program, on initial set of proposed academic instruction and first-year experience ideas

**1,500+ points of input**

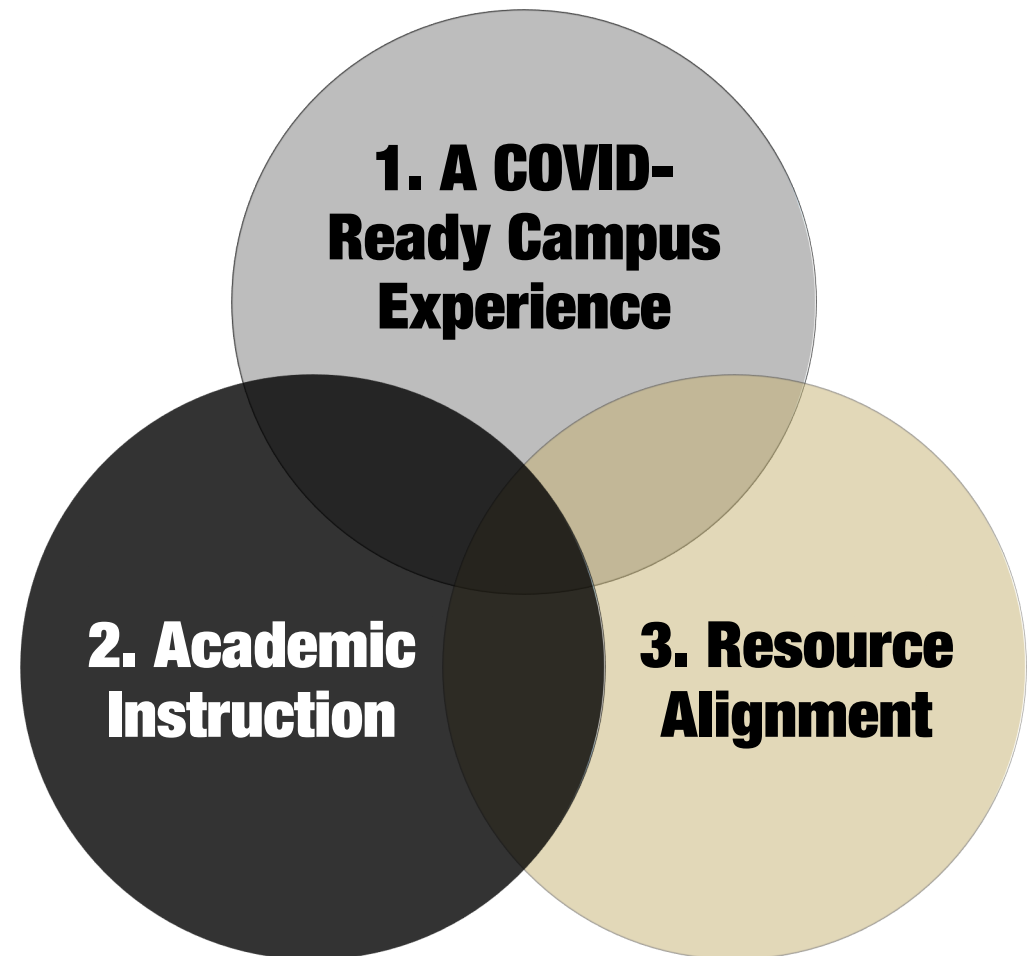
## Share Your Ideas



# Roadmap to Fall 2020: Key areas of effort

Each area plays a key role in our ability to return this fall:

1. Minimizing health and safety risks to faculty, staff, students and community members
2. Enabling our academic mission and student success
3. Prioritizing resources in support of 1 and 2



# A few notes

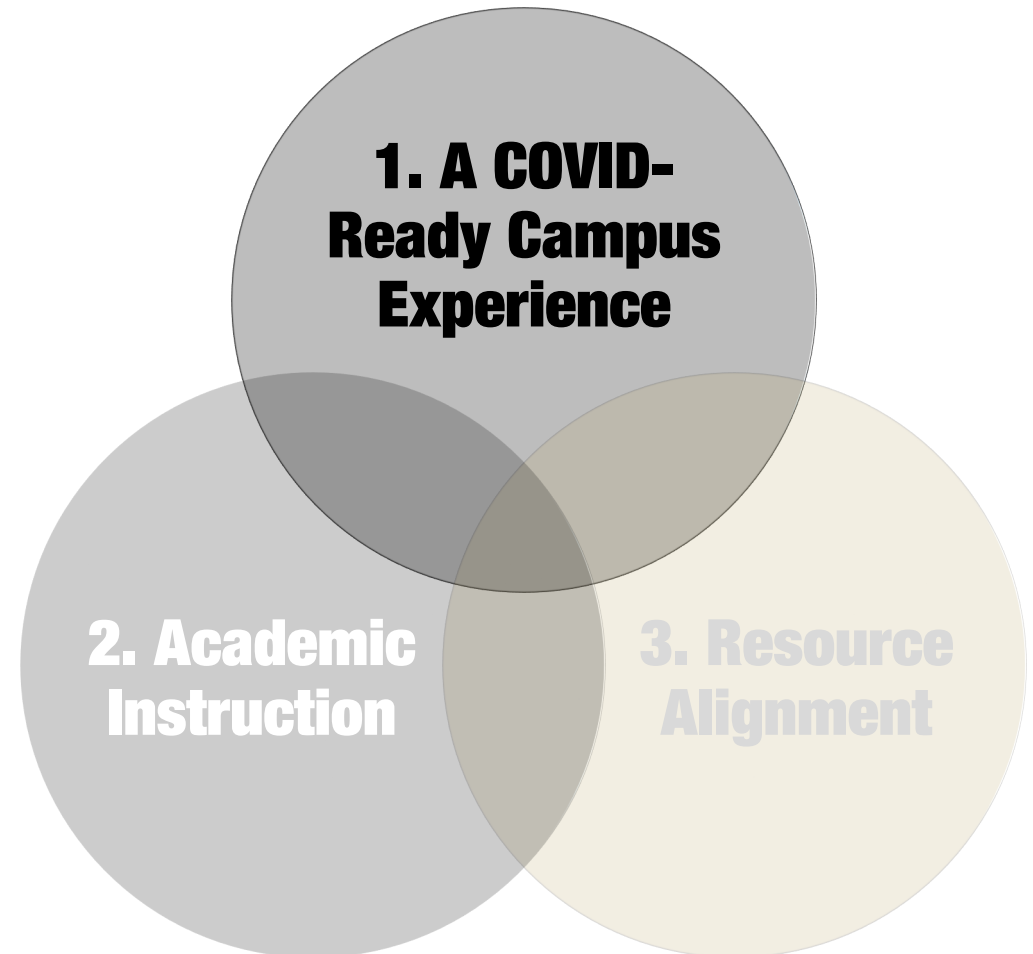
1. We have focused on broad recommendations for the major health and safety, academic and resource components of the plan for the purposes of this overview. We will ask you to respond to three rapid questions after each section.
2. We've made a sincere effort to address everyone's input to the best of our ability and within our charge and guiding principles.
3. Many additional details (events, research and creative work, travel, visitors, work-life needs, student involvement, etc.) are also in the works and will be addressed as we move rapidly toward implementation.

# A COVID-READY CAMPUS EXPERIENCE

**Goal:** Minimize health and safety risks to faculty, staff, students and community members

## What it will take to get there:

1. Strong campus COVID-19 mitigation protocols
2. Training, awareness and individual accountability
3. Ability to adapt operations based on changing local conditions





# **Expand on-campus testing, notification, isolation**

<b>Features</b>	<b>Benefits</b>	<b>Why It Prevents COVID-19</b>
<ul style="list-style-type: none"><li>• Goal of maximizing COVID-19 testing capacity to have a robust campus testing program</li><li>• On-campus capability for COVID-19 testing of students, faculty and staff with symptoms</li><li>• Rapid response teams for tracking, notification and isolation of infected individuals</li><li>• Additional monitoring to detect the emergence of infection:<ul style="list-style-type: none"><li>• wellness and symptom reporting</li><li>• ongoing sample testing</li><li>• testing high-risk periods, roles, and locations using new methods under development</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Improves health and safety for the community as a whole.</li></ul>	<ul style="list-style-type: none"><li>• Prevents outbreaks and community spread of the disease through containment of individual infections</li></ul>



# Set social distancing expectations for everyone

<b>Features</b>	<b>Benefits</b>	<b>Why It Prevents COVID-19</b>
<ul style="list-style-type: none"><li>• We are all responsible for social distancing</li><li>• Campus will provide masks and training:<ul style="list-style-type: none"><li>• COVID-19 safety training for all faculty and staff</li><li>• Pre-arrival COVID-19 safety training required for all students</li></ul></li><li>• Each unit with a physical presence on campus must complete a risk assessment and receive approval before personnel can return to campus</li></ul>	<ul style="list-style-type: none"><li>• Improves health and safety for the community as a whole</li></ul>	<ul style="list-style-type: none"><li>• Uses established methods for limiting potential infection</li><li>• Implementing physical and administrative protections (use of screens, modified building access, etc.) will further reduce risks of infection</li></ul> <div data-bbox="1021 908 2466 1182" style="border: 1px solid black; padding: 5px;"><ul style="list-style-type: none"><li>• Students, faculty, staff limit time spent in gatherings</li><li>• Maintain minimum 6 feet distance</li><li>• Wear masks in public or when near others</li><li>• Continue to limit physical presence on campus where possible</li><li>• Follow public health orders on events, public gatherings at all times</li></ul></div>

## A COVID-READY CAMPUS EXPERIENCE

# Launch public health awareness and accountability measures

Features	Benefits	Why It Prevents COVID-19
<ul style="list-style-type: none"><li>• Update conduct code and related policies to include compliance with COVID-19 public health requirements and sanctions / public health consequences of non-compliance</li><li>• In collaboration with campus and community stakeholder groups, launch an ongoing public health awareness campaign, including digital, social media, signage and incentivization to encourage working together to keep our community safe</li></ul>	<ul style="list-style-type: none"><li>• Provides clear policy to support the public health measures necessary to keep our community as safe as possible</li><li>• Provides high-visibility communication to reinforce social and behavioral expectations and keep our community motivated and engaged in preventing the spread of COVID-19 as much as possible</li></ul>	<ul style="list-style-type: none"><li>• Provides clear COVID-19 direction and consequences for every member of the CU Boulder community to acknowledge as part of their COVID-19 training</li><li>• Public health awareness campaigns are a proven strategy for reinforcing positive behaviors in support of successful health and safety outcomes</li></ul>

# **Develop COVID-19 status—remote, limited, expanded, full**

<b>Features</b>	<b>Benefits</b>	<b>Why It Prevents COVID-19</b>
<ul style="list-style-type: none"><li>Develop four modes of campus operation to enable notification of the campus community based on local COVID-19 conditions:<ol style="list-style-type: none"><li>1. Remote (our current state)</li><li>2. Limited (limited physical presence on campus)</li><li>3. Expanded (fall 2020 hybrid operations)</li><li>4. Full (return to normal operations)</li></ol></li></ul>	<ul style="list-style-type: none"><li>Builds operational flexibility into the plan in order to rapidly address potential outbreaks by being prepared to shrink or scale in-person campus activities as necessary</li></ul>	<ul style="list-style-type: none"><li>Increases our ability to ensure health and safety and mitigate risks by creating a proactive method to notify campus stakeholders of our COVID-19 operating status and quickly pivot to more remote delivery as needed</li></ul>

# **Your take—Please share your feedback**

## **How well do the recommendations enable?**

1. Strong campus COVID-19 mitigation protocols
2. Training, awareness and individual accountability
3. Ability to adapt operations based on changing local conditions

## **Recommendations**

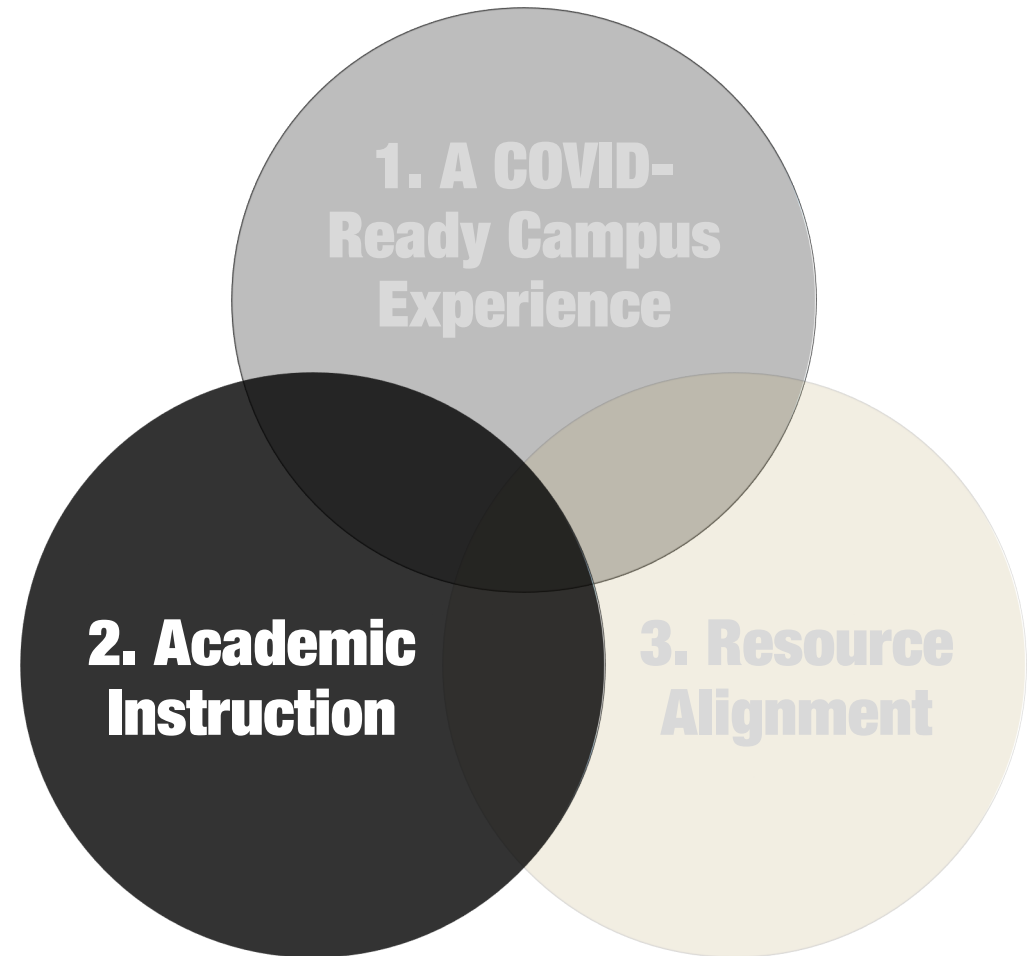
- Expand on-campus testing, notification, isolation
- Set social distancing expectations for everyone
- Launch public health awareness and accountability measures
- Develop COVID-19 status—remote, limited, expanded, full

# ACADEMIC INSTRUCTION

**Goal:** Enable our academic mission and student success

## **What it will take to get there:**

1. Reduced population density and intermingling of campus constituents
2. Flexible in-person, HyFlex and remote teaching practices
3. Adaptability to meet individual faculty and student needs



# **Begin fall semester as scheduled; develop in-person/HyFlex/remote course options**

## **Features**

- Begin the semester on August 24, 2020, as previously planned
- Provide options for faculty to deliver courses in a variety of modalities to meet instructional needs while following health and safety guidelines
- Offer some courses in both an in-person and remote (synchronous) or online (asynchronous) format
- Offer some courses online only

## **Benefits**

- Provides flexibility so instruction can quickly go remote/online at any time if virus resurgence occurs—as well as back to in-person as risk goes down
- Enables students to continue with coursework if under quarantine

## **Why It Prevents COVID-19**

- These options reduce density on campus and facilitate physical distancing
- Online/remote courses enable access to students who are unable to engage in person (e.g., students in or living with individuals in high-risk groups; students in areas under travel restrictions)

# **Enable physical (social) distancing in classrooms and on campus**

## **Features**

- Ensure physical distancing can be maintained by students and faculty in classroom
- May include (depending on course) staggered in-person attendance, limited class size, online lecture with in-person small recitation groups, expanded class sections/schedule, assigned seating, traffic flow direction in labs, classrooms, hallways
- Increase time between classes

## **Benefits**

- In combination with other health and safety actions, enables in-person instruction to resume in fall

## **Why It Prevents COVID-19**

- Can mitigate spread of virus by lowering density of individuals in classrooms and other academic spaces
- Can facilitate physical distancing in hallways and on walkways
- May enable sanitation of classrooms in between classes



## RESOURCE ALIGNMENT

# Provide faculty and students with enhanced virtual learning support

Features	Benefits	Why It Prevents COVID-19
<ul style="list-style-type: none"><li>• Provide intake mechanism to uniformly identify faculty technology needs, with processes to support them</li><li>• Develop additional virtual resources to support faculty teaching and student learning, regardless of modality</li><li>• Explore options for making resource-intensive software available to students virtually</li><li>• Identify IT inequalities along with processes to support</li></ul>	<ul style="list-style-type: none"><li>• Removes barriers and allows a process to address IT equipment gaps that faculty might face with teaching remotely</li><li>• Promotes student success and access while reducing attrition, frustration and confusion</li><li>• May lessen financial burden on students while also allowing them to continue their studies</li><li>• Fosters inclusive excellence and equity</li></ul>	<ul style="list-style-type: none"><li>• Enables faculty to create high-quality course content while minimizing risk of exposure</li><li>• Reduces need for physical access to computing labs to complete coursework</li><li>• Enables students to successfully participate remotely</li></ul>

# **Empower teaching assistants, learning assistants to support faculty with instruction across multiple teaching modalities**

<b>Features</b>	<b>Benefits</b>	<b>Why It Prevents COVID-19</b>
<ul style="list-style-type: none"><li>• As part of (not on top of) their assistantships, enable teaching assistants (TAs) and learning assistants (LAs) to support faculty in teaching hybrid and remote/online courses</li></ul>	<ul style="list-style-type: none"><li>• TA and LA support can promote undergraduate student success, especially as students and faculty transition to new modalities</li><li>• Enabling TAs and graduate part-time instructors (GPTIs) to teach in online/remote and hybrid formats affords valuable teaching experience for the academic job market</li></ul>	<ul style="list-style-type: none"><li>• Successful delivery of online/remote and hybrid courses is a key component to mitigating the risk of COVID-19 by reducing density on campus</li></ul>

# **Provide a First-year Academic Experience (FYAE) and CU 101 courses for all first-year students**

## **Features**

- Provide a cohort-based academic experience for all first-year students
- Each FYAE would include cohorted academic courses, academic support and co-curricular experiences, by local residential community
- Expand CU 101 courses to all first-year students, including modules on COVID-19, mental health awareness, resiliency, inclusivity and student behavior expectations

## **Benefits**

- Improves student learning and achievement in first year
- Promotes sense of belonging and community
- Fosters inclusive excellence and equity for all students
- Facilitates a successful transition to CU Boulder at a challenging time
- Programs for incoming commuter students, transfers and graduate students being considered as well

## **Why It Prevents COVID-19**

- Can limit spread of virus by creating hyperlocal campus experiences where students engage in courses and co-curriculars in consistent groups
- Minimizes health risks associated with students taking classes across multiple student groups in multiple campus locations
- Ensures common first-year student understanding of epidemiology of COVID-19 and ongoing expectations of student behavior concerning coronavirus

# Support graduate student academic success

## Features

- Honor academic year 2020–21 graduate student teaching percentage levels, despite any needed adjustments to specific graduate teaching assignments or reassignment of TAs, GPTIs to serve as tutors, mentors, etc.
- Honor academic year 2020–21 research assistantship percentage levels, dependent on grant funding
- Under the oversight of the Graduate School, continue to review and adjust Graduate School and unit-level policies, procedures as needed to ensure graduate student progress through degree
- Continue 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
- Continue the Graduate School strategic plan to support graduate students and graduate studies at CU Boulder

## Benefits

- Provides financial stability for graduate students
- Fosters graduate student success despite upheavals of COVID-19
- Provides teaching/research stability for campus

# Proposed: 16-week term, option for two 8-week sessions

<b>Features</b>	<b>Benefits</b>	<b>Why It Prevents COVID-19</b>
<ul style="list-style-type: none"><li>• Provide faculty the flexibility to offer some courses in eight-week sessions within the semester, as appropriate</li><li>• Courses taught within these sessions would complete an entire semester's work within the session</li><li>• Based on course availability, students might opt to take two or three courses within each session</li></ul>	<ul style="list-style-type: none"><li>• Could offer students and faculty greater flexibility both during and beyond the COVID-19 pandemic</li><li>• The transition from the first 8-week session to the second might form a natural "break point" if the university needs to transition to more limited operations</li></ul>	<ul style="list-style-type: none"><li>• For faculty teaching in-person, can reduce risk by limiting the amount of time during the semester a faculty member needs to be on campus (8 weeks instead of 16)</li><li>• Reducing the number of courses a student takes at a time can limit risk of virus transmission (less overall movement around campus)</li></ul>

# **Your take—Please share your feedback**

## **How well do the recommendations enable?**

1. Reduced population density and intermingling of campus constituents
2. Flexible in-person, HyFlex and remote teaching practices
3. Adaptability to meet individual faculty and student needs

## **Recommendations**

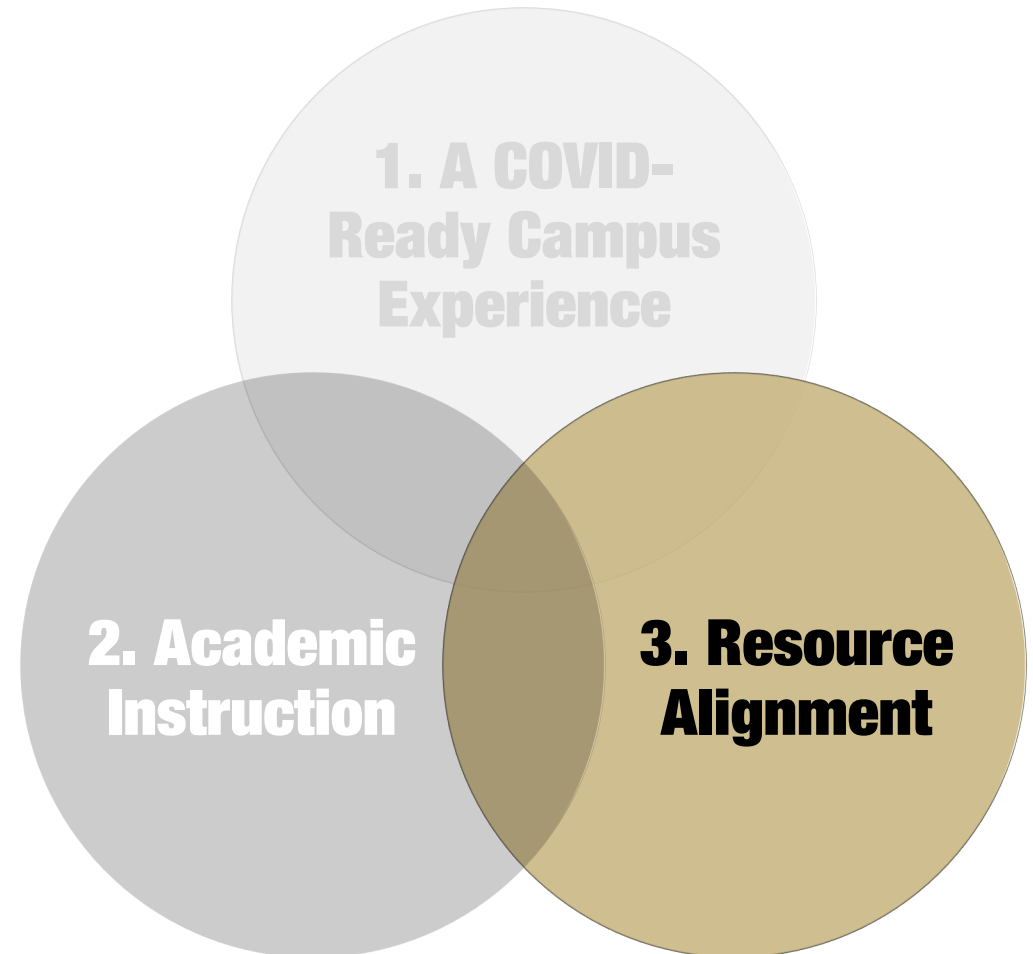
- Begin fall semester as scheduled; develop in-person/HyFlex/remote course options
- Enable physical (social) distancing in classrooms and on campus
- Provide faculty and students with enhanced virtual learning support
- Empower teaching assistants, learning assistants to support faculty with instruction across multiple teaching modalities
- Provide a First-year Academic Experience (FYAE) and CU 101 courses for all first-year students
- Support graduate student academic success
- Proposed: 16-week term; option for two 8-week sessions

# RESOURCE ALIGNMENT

**Goal:** Prioritize resources in support of a COVID-ready on-campus experience

## What it will take to get there:

1. Support for student access, health and safety protocols
2. Prioritization of technology and instructional design needs
3. Pooling of limited resources, programming to support faculty, staff and student success



# Pool resources to fund COVID-19 related costs

<b>Features</b>	<b>Benefits</b>
<ul style="list-style-type: none"><li>• Create an integrated process for prioritizing and purchasing related to COVID-19 needs, including sanitation, protective gear, technology, staffing costs</li><li>• Pool campus resources where possible to engage in bulk-buying of protective gear and related COVID-19 supplies</li></ul>	<ul style="list-style-type: none"><li>• Enables cost and timing efficiencies; reduces workload by eliminating duplication of efforts</li><li>• Ensures campus-wide access to the necessary supplies to ensure we are as COVID-19 ready as possible</li></ul>



## RESOURCE ALIGNMENT

# Focus resources to support technology and instructional design needs

Features	Benefits	Why It Prevents COVID-19
<ul style="list-style-type: none"><li>• Develop process to prioritize instructional software and hardware needs</li><li>• Work with units to determine prioritization of courses needing software/hardware and/or instructional design support</li></ul>	<ul style="list-style-type: none"><li>• Will enable the campus to optimize hybrid/remote/online teaching in support of student academic success</li></ul>	<ul style="list-style-type: none"><li>• Hybrid and remote/online teaching will enable us to reduce the density of in-person instruction, thereby lowering the risk of transmission</li></ul>

## RESOURCE ALIGNMENT

# Proposed: 0% tuition increase for incoming and returning students; waive Residential Academic Program (RAP) Fees in AY 20-21

Features	Benefits
<ul style="list-style-type: none"><li>• Pending approval from university leadership, we will be proposing a 0% tuition increase for academic year 2020–21</li><li>• To enable a residential academic experience for all first-year students in residence halls, we also propose waiving all RAP fees in the coming academic year</li></ul>	<ul style="list-style-type: none"><li>• Supports students and their families financially at a difficult time</li><li>• CU Boulder also provides a 4-year tuition guarantee, providing certainty for incoming students and families that your tuition will not go up</li></ul>

# **Your take—Please share your feedback**

## **How well do the recommendations enable?**

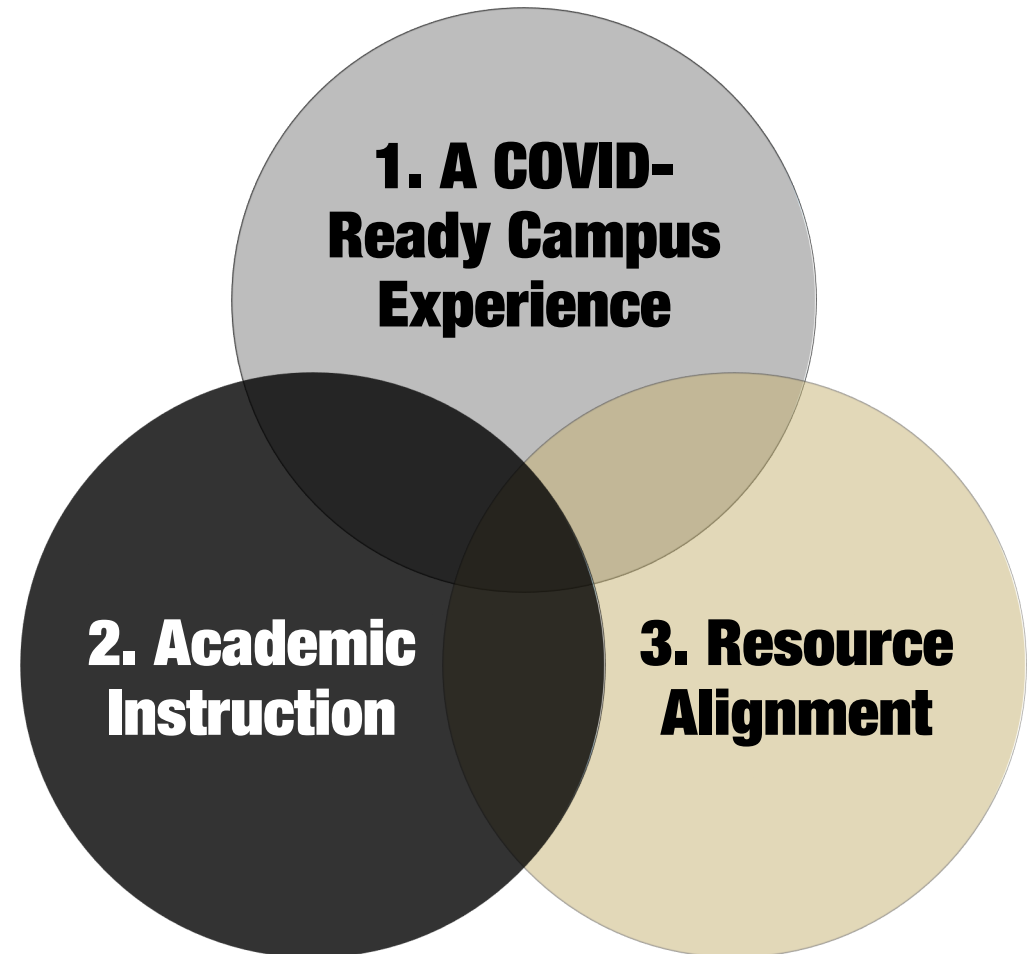
1. Support for student access, health and safety protocols
2. Prioritization of technology and instructional design needs
3. Pooling of limited resources, programming to support faculty, staff and student success

## **Recommendations**

- Pool resources to fund COVID-19 related costs
- Focus resources to support technology and instructional design needs
- Proposed: 0% tuition increase for incoming and returning students; waive Residential Academic Program (RAP) Fees in AY 20-21

# Question & answer

1. What excites you about the plan?
2. What are your concerns?
3. What priorities do you want us to focus on as we proceed?



**Thank you! We will continue to develop these ideas based on your input.**

Our revised recommendations will be delivered to the Chancellor and Cabinet by May 15.

Feedback and iteration will continue.

**The Chancellor will announce the plan and our implementation next steps by or before June 1, 2020.**



More ideas? Please share them at  
**[www.colorado.edu/coronavirus](http://www.colorado.edu/coronavirus)**