FUTURE OF WORK TASK FORCE
UNIVERSITY OF COLORADO COLORADO SPRINGS
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EXECUTIVE SUMMARY

The Future of Work Task Force (FWTF) at the University of Colorado Colorado Springs (UCCS) was created by Chancellor Venkat Reddy in March 2021 for the purposes of providing recommendations to the Chancellor's Cabinet on what the future of work could look like post-COVID-19 pandemic. At the time of the FWTF's inception, the belief was that the COVID-19 pandemic would be for the most part over by the start of the Winter/Spring 2022 semester. To date the pandemic is still active and evolving, though hospitalization and death rates from COVID-19 have been reduced substantially because of the wide-spread availability of several vaccines.

The FWTF met 13 times between April to October 2021. The task force was divided into three separate groups (academic, support, and essential services) and were assisted by three subject matter experts from HR, OIT, and Policy and Space Use Management.

The FWTF makes three general recommendations, and 49 targeted recommendations for the Chancellor's Cabinet to consider.

GENERAL RECOMMENDATIONS

The FWTF concluded that because the COVID-19 pandemic is not yet over, and the fact that there is no foreseeable end in sight, that further review of work practices will need to continue into the winter/spring 2022 semester and possibly beyond, even though the makeup of the task force maybe different from current. The FWTF recommends that the taskforce be reconstituted as a committee to conduct longer term research, analysis, and provide on-going recommendations.

The FWTF recommends that for at least the Winter/Spring 2022 semester, that current protective measures continue and that the current flexibility in allowing the campus workforce to work remotely when appropriate also continue. The FWTF concludes that student services have been delivered to students in both in-person and virtual formats to the satisfaction of students and that students have not experienced negative impacts because service units have adapted to meet students' individual needs. Where improvement can happen is in the academic delivery portion of the student experience, providing students with more consistency by keeping courses to their original delivery modes (in-person, Hy flex, synchronous, asynchronous, etc.) and not changing the delivery mode mid-semester.

The FWTF also recommends that the campus give serious consideration to hiring either a Change Management expert, or contract with a private firm that provides Change Management services. Having this type of expertise available to guide us through what could potentially be drastic changes in our work practices and work culture, as well as guide us through the changes that will be bought about by the new Incentive Based Budget Model could be beneficial for the campus community.

TARGETED RECOMMENDATIONS

<u>ACADEMIC SERVICES</u>

1. Reconsidering Retention, Promotion, and Tenure (RPT) and Workloads for Faculty to better evaluate and value the work of women and Persons of Color (POC). Areas to consider are research (merit and metrics), mentorship (research and service), and promotion and tenure.
2. Have written guidelines to assist staff and faculty in communicating their work hours.
3. Providing guidance to faculty on where to post office hours, and how to communicate changes to students.
4. Consider alternate work schedules for staff. Guidelines to consider for an optimal work environment.
   - Work scheduled should enhance and not detract from the student experience both inside and outside the classroom.
   - Encourage continued productivity in research and creative works for both faculty and students.
   - Include planning for impact on diversity, equity and inclusion including a sense of belonging, community, and preserving a positive campus culture.
   - Increase and maintain hiring, engagement, and retention.
   - Support the health and wellness of our community.
   - Support the responsible stewardship of resources.
   - Develop a work culture built on trust and productivity.
   - Cultivate the building of cohesive and collaborative teamwork.
   - Making decisions about alternate work schedules equitable and consistent and not based on biases or favoritism.
5. The Academic Services Group makes four main recommendations to help both students and faculty better thrive in a hybrid or remote environment.
   - That faculty post their office hours in multiple locations and submit those hours to the department administrative person and the department chair.
   - Faculty post in multiple places their communication practices – i.e., expected response time, and how best to reach them (email, text, telephone, cell phone, etc.).
   - Any changes to their office hours or communication plan be posted in multiple places, communicated to students, department administrative personnel, and the chair as soon as possible.
   - That faculty maintain current software on their laptops and desktops.
6. The following are recommended places to post faculty office hours,
   - Syllabus – both hard copies and electronic,
   - Canvas – in the course shell information,
   - Signature lines in emails,
   - Microsoft Outlook calendars,
   - Department and individual faculty webpages, and
   - Faculty office door.

1. Technology needs:
   ➤ Laptops need to be standard work equipment along with proper headsets for the future of work whether you are on campus, hybrid, or remote
   ➤ Technology should be upgraded and not recycled because the recycling and rebuilding of current computer equipment may not give staff the needed requirements in today's evolving work environment
   ➤ Meeting spaces need the technology to accommodate on campus and remote participants. The ability to see and hear all participants in the room while participating remotely is critical.
2. Environment issues:
   ➤ UCCS needs a clear commitment to shared workspace. This needs to be an initiative pushed forward and supported by the university leadership
   ➤ Soundproofing of office space/office hotels. This will allow others in the area to not be disturbed by online meetings/events.
3. Engagement and Commitment:
   ➤ Events and meetings for staff initiatives need to have hybrid (in person and virtual) accessibility so that no one has a "less than" experience
   ➤ An initiative for all departments to have plans in place for hybrid work (where applicable)
   ➤ Student service departments should have a hybrid service component/option to accommodate students who prefer the flexibility of using online service formats when it is most convenient to them
   ➤ Support services for staff should also have a hybrid service component/option
   ➤ Interview processes should be remote when appropriate
4. SGA Recommendations:
   ➤ Because students have been missing key essential social skills to make them successful in and out of the classroom over the past 20-months of remote learning, they lack social/professional engagements on and off campus.
   ➤ Students need to be encouraged to seek out more departmental resources (i.e., Excel Communication Center communication skill-building workshops) to supplement their lack of knowledge and experience in social and professional skills

ESSENTIAL SERVICES

1. Recruiting, Hiring, and Retention: UCCS has not been able to attract a good pool of applicants in the past few years. This has become increasingly true during the pandemic, with no signs of this changing anytime soon.
   ➤ Change educational requirements for Essential Services (ES) positions, where appropriate
   ➤ Re-evaluate minimum requirements for some essential positions to attract a larger pool of candidates

- Decrease educational requirement while increasing tradeoff for years of experience
- Implement hiring, training, and development strategies with a clear path to advancement
- Hire a campus recruitment specialist to increase support from HR to plan and execute hiring fairs, develop simple application processes, etc.
- Remove resume requirement from application process for essential services employee entry level positions
- Implement refer-a-friend bonus
- Look to alternate work forces to provide staff (i.e., veterans, developmentally disabled with job coaches, immigrant populations, Pike's Peak Workforce Center, Goodwill, etc.)
- Consider outsourcing some positions/departments
- Develop a marketing strategy to increase awareness about why working at UCCS is great; emphasize value of long-term benefits, pension, stable work environment, and tuition benefits

2. Benefits (pay and leave): ES workers are typically the lowest paid population on campus.
   - Examine pay scale to reward ES Personnel commensurate with their value and contribution to keeping campus operational
   - Retention pay and performance management system that allows for retention pay and quality of service to reward people who do great work
   - Consider a structure of "Paid Time-off" rather than sick and vacation leave to allow ES workers the flexibility in use of accrued time to decrease the accrual cap to ensure time gets used.
   - Consider providing extra " mental health days" and/or consider providing extra administration days to reward employees for being on-campus when others are not required to be there. (e.g., time-and-half-pay for working during campus closures).
   - Provide stipends as part of their salary for employees to use as needed (e.g., towards parking, materials, remote services, etc.)
   - ES worker "Appreciation Day" that they do not have to work.
     - Some ES personnel do not get to fully participate in campus appreciation events because they must set-up, staff it, prepare the food, and/or clean up. They do not get to just relax and feel appreciated the same way as non-ES workers do.
   - Campus Appreciation events outsourced or staffed by other departments.
     - Other staff members should be intentional about socializing and being inclusive with ES Staff.

3. Work Schedules (ability/or lack of to work remotely, flexibility, parking, restructuring).
   - Consider alternate work schedules, including 4/10s and 3/12s in some departments.
   - Flexible scheduling for line staff: Four-day work week may be valuable as a recruiting tool. This does not save money overall, as areas need to be serviced 24/7. Is extra budget worth the recruitment and retention of a quality workforce?

- ➢ Allow some supervisory and managerial positions to work a hybrid schedule, with some remote shifts. Consider a 20% potential flexibility to work remotely.
- ➢ Restructure parking rates based on income; reduced rates (see CSU information).
- ➢ Supply bus passes.
- ➢ Subscription to PEAK Bike to encourage mass-transit.
- ➢ Reclassify some ES management positions to "Mission Critical" to allow for primarily remote work.

4. Training Needs: Training for entry level positions is performed in person. ES staff are used to interacting with each other in person. Online training can be difficult for this population due to challenges with utilizing technology, language barriers, etc. They are used to being active. Overall, they do not prefer to sit at a desk for long periods of time. Campus needs to consider this as an ongoing issue, as remote training does not work for all campus populations.
   - ➢ Maintain some in-person meetings and training to build camaraderie within teams.

5. Technology/Resources: Line staff may not have access to adequate internet at home.
   - ➢ Continue to provide "hoteling" space for staff to check email, etc. while on campus. Important announcements should be posted in central workplace areas or message boards.
   - ➢ Provide employees with established set of equipment to be used while working hybrid, laptops, monitor's, etc.
   - ➢ Develop Standard Operating Procedure for communications; Calls through Teams/Zoom or other appropriate technology.

6. Employee childcare needs/challenges: Childcare was not as much an issue for ES line workers because they, as a rule, cannot afford childcare. They already had their childcare lined up. This was not always the case with ES Management.
   - ➢ Essential service staff may require some flexibility in scheduling if children cannot attend school or family members need care. Amended scheduling (as stated above) may relieve some stress from staff.

7. Communication from leadership: (clarity, frequency, and format).
   - ➢ Often messaging is applicable to one population but not the entire staff; for instance, there are times when Auxiliary Staff have different needs.
   - ➢ Information may only be sent out once via the official form of communication which is email. Line staff do not have desk computers and may not check email daily. Some may not even own cell phones.
   - ➢ Line staff do not have the ability to listen to and participate in important campus wide meetings and gatherings that may provide necessary information such as the Chancellor's Town Hall Meetings, State of the Campus addresses and COVID updates.

8. Budget and Space concerns: Campus did not have a crystal ball. ES personnel were for the most part not furloughed, but many were laid off. The inability to rehire employees due to the job market affected the campus' ability to provide service to students later. The cost saving measure at the beginning did not result in true cost savings.
   - ➢ Prioritize keeping ES employees in budget cutting, furloughs, and layoffs discussions. There is no guarantee that we can rehire once an ES employee is laid off.

- ➢ Determine what the minimum population needs to be on campus for the campus to seem "campusy" to provide the experience the students need and fulfill the campus mission.
- ➢ Critical employees do not necessarily need to be on campus to perform their duties. This is a way to de-densify the campus.

9. Awareness and Recognition: Awareness of what ES personnel do for campus. More should be done to educate campus on the value of ES personnel.
- ➢ Mandatory Skillsoft training for all employees to understand what essential workers do for campus and our students, faculty, and staff; civility training; what to expect.
- ➢ Leadership should schedule time to visit areas to thank staff in person. Allow time for questions and answers and general conversation.
- ➢ Develop sustainable and funded recognition programs that rewards merit, creativity, and longevity.

INFORMATION TECHNOLOGY

1. Add video conferencing and collaboration technology to conference and seminar rooms where traditional on-campus meetings have occurred to bridge the technology and communication divide due to hybrid or remote work.
2. Consider one-time stipends for Hybrid and/or remote workers to procure equipment necessary for work outside the office. Technology and non-technology considerations should include ergonomic chairs, standing desks, webcam, extra monitor, keyboard, mice, docking station, etc. Technology and non-technology considerations would be non-CU owned equipment.
3. Consider monthly stipends for remote workers to procure services necessary to work remotely. Services might include internet, cell phone plans, etc.
4. Ensure departments are set up for remote work success when onboarding new hybrid/remote employees. This includes training on collaboration tools, security best practices, remote services, etc.
5. Departments should strongly consider laptop procurement instead of desktops to ensure that employees have a university owned computing device to work from when remote.
6. Start to look at Artificial Intelligence (AI)/Machine Learning (ML) technology to automate departmental service requests.
7. Campus should continue to invest in departmental digital transformation efforts (e-signatures, workflow automation through existing tools, migration of locally stored data to cloud based storage).
8. OIT should continue to move forward with Service Desk model for support of campus technology service requests to ensure campus has technology support across various services.
9. OIT should proceed with Softphone rollout project which allows all staff to have their on-campus phone number associated to Microsoft Teams calling.
10. OIT should continue to evaluate all potentially new services in the cloud instead of integrating or procuring on campus services due to cloud efficiencies.

11. Campus should ensure that data is captured, and decisions are informed based on accurate data. This may involve ensuring data for new services is enabled by default and that someone can accurately interpret the data.
12. Security implications for OIT with implications for employees and contractors:
    ➢ Invest in technology that allows for automated updating of both operating system and installed software to ensure data is protected remotely.
    ➢ Configure technology that allows for automatic installation of university deployed PC image to streamline laptop procurement and remote computer builds.
    ➢ Invest in technology that allows auditing of computers to ensure compliance.
    ➢ Invest in network detection and response to ensure both remote and local computing resources are safe and audited in case of an incident.
    ➢ Configure Multi-Factor Authentication for remote access to campus.

HUMAN RESOURCE

1. The recommendations from HR are categorized into seven focus areas: Training, Onboarding, Employee Engagement Survey, Communications, Policy, Change Management, Parking.
2. Training: UCCS should provide training to all employees regardless of where they work. Leaders at UCCS should embrace training opportunities and encourage others to do the same. Resilience, Recovery, and Renewal should be a continuous process/philosophy of how UCCS aims to support all employees as we learn to respond, re-engage, and re-acclimate as individuals and as an organization. It is recommended that the current toolbox of training offerings be expanded to address:
    ➢ Onboarding remote/hybrid employees.
    ➢ Communication, collaboration, and engagement between employees with different work arrangements.
    ➢ Performance Management and coaching for supervisors and employees.
    ➢ Supervision and engagement in a remote/hybrid environment.
    ➢ Building a positive culture in a remote/hybrid environment.
3. Onboarding: In-line with both the UCCS 2030 Strategic Plan and the HR strategic initiative, employee onboarding should be re-engineered to provide the support and tools necessary for new staff entering their roles and continuing throughout their entire employment at UCCS. In concert with OIT, this plan should include:
    ➢ Technology which is essential to an employee's success on the job.
    ➢ Communication tools and meeting solutions which provide flexibility, and file-sharing applications which provide equitable access to information and deliverables.
    ➢ In working with department heads, HR should continue to assist with onboarding to help new staff understand the university and department culture and arrange frequent meetings to develop relationships and gain a pulse on challenges, what additional resources may be needed, as well as what seems to be working well.
4. Employee Engagement Survey(s): When employees are engaged with their work, their team, one-another, and with the mission, their efforts are effective and most likely appreciated. Engaged employees are committed to the university's goals, and are more

productive, motivated, and dedicated to achieving excellence. A necessary element in strategic planning, a survey can help build organizational effectiveness by actively engaging employees in a continuous process of organizational improvement.
UCCS HR should design and deploy an employee engagement survey. Consistently measuring employee engagement will help UCCS understand:
   - ➢ Employee perception of the effectiveness of the university.
   - ➢ What is important to the employee-base.
   - ➢ What issues may be perceived to impede employee performance.

5. Communications: UCCS Human Resources' communication should align with the university goals and the communication process should be collaborative. Information needs to be consistently disseminated in a timely, proactive, and transparent manner. As the future of work at UCCS takes shape, mission-critical communications should be available across multiple platforms, in real-time, and easily digestible for any employee regardless of their work arrangement (i.e., meeting our employees where they are). Employees will be more informed and better positioned for growth and excellence.

6. HR communications should focus on informing campus constituents (such as HRLs) about what HR offers and what they need to know through HR communication vehicles. Components to be considered as feedback loops should be:
   - ➢ Utilize assessment tools (Qualtrics) at every opportunity.
   - ➢ Increase opportunities to "tell our story" to various campus constituents using available tools.
   - ➢ Increase communication opportunities within academic side (i.e., attend faculty and staff committee meetings to gain awareness of critical HR topics or concerns).
   - ➢ Develop workforce/supervisor toolkits to assist with all work arrangements.
   - ➢ Renew campus ties via an open house model where individuals can "drop-in" virtually or in-person.
   - ➢ Have HR transition back to main campus.

7. Policies: Review and assess the current policy environment at UCCS. Agile execution, authenticity, transparency, and greater degrees of remote/hybrid/flexible work are driving factors in refreshing UCCS policies to align with the evolving workplace. Going back to the previous section *Training*, UCCS will lead to better resilience, in work arrangements to maintain productivity, regardless of *how* employees complete their work. By investing in and realigning technology, processes, and workforce policies that address these issues, UCCS will create sustainable new ways of working. UCCS should create/refine policies concerning:
   - ➢ Work arrangements,
   - ➢ Leave use,
   - ➢ Inclement weather,
   - ➢ Vaccination requirements,
   - ➢ Resources available for remote/hybrid/flexible work,
   - ➢ Performance Management,
   - ➢ Risk Management,
   - ➢ Technology, and
   - ➢ Business continuity plans/planning.

- Crisis management plans (including conversion of faculty/staff positions as needed to manage volume peeks).
- Space usage (converting to a collaborative neighborhood – open space working options, hoteling, and social distancing).

8. Change Management: UCCS HR perceives that engaging in a comprehensive change management practice to evolve workforce culture, proactively install positive change, and address university shifts is a critical element when operationalizing the future of work components. Such change management practices should be facilitated on an on-going basis to ensure strategic progress and control the impact in the day-to-day operations of the university. Another element to assess is whether change management training should be implemented by certain supervisors to best synchronize the future of work deliverables at all levels of the organization.
9. Parking: It is understood that any work arrangement may entail some costs to employees. Although on-campus work comes with costs for transportation and parking, UCCS HR perceives that there is an opportunity to make parking more equitable for those workers required to work on-campus. A consideration of a tiered program for parking costs based on salary/hourly wages to address this equity challenge as well as serve as an employee benefit when recruiting and retaining staff is advisable.

POLICY AND SPACE UTILIZATION

Expanded options for remote/hybrid work will improve space-management and cost-saving benefits by reducing demand for on-site space that may result in notable cost-savings on university-owned or leased facilities. Remote/flexible work and teaching/learning options, along with sufficient related spaces (dedicated/shared/flexible) will be key to future retention and recruitment of faculty and staff, and students.

1. The recommendations, in conjunction with new budget-model details for departments and colleges, and a candid look at current, short, and long-term imminent space utilization plans, should be provided to the Campus Master Plan consultant and incorporated into their Scope of Work (SOW). This will provide clear guidance to their recommendations so that they are coaligned with the FOW as they relate to campus spaces.
2. The Campus Space Advisory Committee should be engaged, at least quarterly, with an initial focus on budget-modeling related to current spaces utilization, costs, needs, and opportunities. Ongoing collaboration on ways to meet and enhance space opportunities will provide a mechanism of feedback to the Campus Master Plan consultant.
3. UCCS should provide clear and general foundational support, informally and through policy, to divisions, colleges, and units, for remote/hybrid work options and related spaces needed to successfully support their core missions. These areas should be responsible for and empowered to tailor their remote/hybrid schedules to best support their missions and stakeholders. This can be accomplished with existing and improved/revised campus policies.
4. Common industry allocations currently being explored and practiced for space include the following:
   - Dedicated personal space,

- o Senior leaders[1] and department directors.
- o Staff working in the office/in-person 3-4 or more days per week.
- o .50> TF/TTF/IRC (aligned with current UCCS policy).
- o Positions requiring regularly scheduled/frequent one-on-one support, such as mental health counselors, health providers, Title IX/OIE officers, legal staff, and some academic advisors.
- ➢ Shared space, and
    - o For hybrid employees on-campus and/or remote 2-3 days per week.
- ➢ Hotel space/drop-in workstations.
    - o Fully remote workers.
    - o Hybrid workers on 4 days remote/1 day on-campus.
    - o Part- time employees and part-time faculty.
5. Additional considerations
    - ➢ Requirements for privacy and confidentiality in areas like admissions counselors, OIE, Ombuds, athletic coaches and trainers, etc.
    - ➢ Demands on essential services employees with already high attrition rates, lower pay, higher demands for in-person operations, higher risks, and greater inequities with less options for remote/hybrid work (e.g., police, facilities trades, custodial, groundskeepers, food service workers, etc.).
    - ➢ It's possible to reduce leased spaces and costs by 25-50%, with sufficient hotel space for those areas to work on campus flexibly. Of note is that UCCS currently leases space in four buildings in the University Office Park (buildings 1831, 1861, 1867, and 1873, for a total of 22,500 square feet at an annual cost of $293,000).
    - ➢ Additional larger "hub" spaces and hoteling spaces on campus may be required to support consolidation or downsizing in University Office Park spaces, while maintaining surge-space capacity required for normal on-campus construction and renovations.
    - ➢ The campus should identify areas that can succeed fully remotely or mostly remotely with hoteling, without negative impacts to campus climate or student success. Space sensor technologies measuring use and frequency of spaces are available and may be an option for inclusion in the SOW for the Campus Master Plan assessment.
    - ➢ Supervisors should explore and support spaces within their units for conversion to shared spaces for hybrid workers on/off 2-3 days per week. Hoteling spaces for employees working mostly remotely should be encouraged and units should add spaces and hubs for increased workstations with systems furniture and cubicles, where beneficial.
    - ➢ Another thought is to have campus promote initial and ongoing surveys (departmentally and/or campus-wide) to assess current strengths, challenges, needs, and preferences for work schedules and spaces. This will reflect ongoing changes to the campus climate, productivity, and student enrollments and retention. This will also allow the campus to gauge how well new FOW policies and practices have been implemented and evaluated. Allowing the campus to

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[1] Senior leaders are defined as: Chancellor, Vice Chancellors, AVC's, Deans, Associate/Assistant Deans, Executive Directors, and the like.

explore the possibility of performing a case-study like CU Boulder PD&C did this past year could also be beneficial.

➢ Regular assessment of space utilization, efficiency, and core principles focusing on students and their success is essential to effective space management policies. Policies also need to provide clear guidance to meet needs for employees, students, and programs with collaborative management of spaces through the Campus Space Advisory Committee, Vice Chancellors and Deans allocated "space blocks".

➢ Since there is currently no "standard" formula for space allocations, shared, hybrid, or hoteling spaces this will need to be evaluated further.
   o 200-024 Assignment of Academic Space, para. II.B.4 and II.B.5 "Space Priority".
   o 300-004 Alternative Work Schedules and Locations outlines guidance on schedules and locations.
   o The recently updated CU Denver-Anschutz policy 4032 Alternate Work Schedules and Remote Work Arrangements (updated June 2021) provides a great starting point for related UCCS policy considerations and revision.
   o 400-006 and 200-024 clearly outlines guidance for assignment of "space blocks" and flexibility to manage and repurpose allocated spaces to changing needs but could be further clarified and extended to staff and departments outside of the Academic specific policy.
   o IT policies—Recommend review and revision of IT and HR policies (including Conduct policies) to provide guidelines and resources for employees, beginning at onboarding and with annual refresher training, on available resources, proper use, risk-management, and accountability.

6. Recommendations about space usage and policy
   ➢ Emphasize space policy guidelines across campus emphasizing efficiency and utilization for both cost savings and maximized opportunity for employees and programs.
   ➢ Re-engage the Campus Space Advisory Committee, quarterly until consensus is "as needed".
   ➢ Inform campus leaders on Facilities and Budget Office's work on a new budget model and division/departmental costs, to emphasize benefits of maximized space management efficiencies and savings.
   ➢ Utilize upcoming campus Master Plan Assessment, FWTF findings and recommendations incorporated into consultant's Scope of Work.
   ➢ Include development of new database for space management in Smith Group's SOW for Master Plan Assessment.
   ➢ Detail current and future occupancy levels based on on-campus, remote, and hybrid employee numbers.
   ➢ Identify opportunities for shared and hoteling spaces utilizing systems furniture and cubicles with standardized docking and connectivity.
   ➢ Identify areas for hubs, collaboration, and meeting spaces.
   ➢ Include DEI and HR ADA personnel in Campus Space Advisory Committee and significant space discussions.

7. *Recommendations on Information Technology*
   - In addition to maximizing standardization of technologies across campus with the increased demand for laptops for hybrid/remote employees, include IT in planning for hubs, hoteling, and flexible drop-in workspaces with docking stations and connectivity.
8. Recommendations on Policy
   - Work with Vice Chancellor's to identify and establish related key space and HR and IT policies requiring review and revision to support campus operations and mission(s), respective of Cabinet endorsed FWTF recommendations.
   - Work with Vice Chancellor appointed policy committee leads to form inclusive, robust committees including FWTF member for future policies developed that impact campus stakeholders.
   - Expand education and outreach across the campus community on existing policy guidance and revisions committees for greater opportunities for inclusion.
   - Educate and inform Campus Space Advisory Committee on key policy guidelines for space assessment, utilization, allocation, renovation, and processes.
   - Extend invitations to meet with and brief Vice Chancellor's, Deans, Directors, and other departmental leaders.
   - Highlight policy guidance to campus community via Marketing channels including Communique, Campus Connections, Commode Chronicles, Town Halls, etc.
9. Additional recommendations to consider
   - Use approved taskforce recommendations and the budget-model to inform and guide the Campus Master Plan assessment.
   - Conduct targeted and timely surveys with opportunities for feedback on evolving campus climate, efficiencies, opportunities, and needs.
   - Determine future FWTF and SME membership.
   - Communicate and emphasize approved FWTF recommendations, education, resources, Campus Space Advisory Committee work, Campus Master Plan assessment, and related initiatives to campus community for awareness and inclusion.
   - Highlight opportunities for change management education and execution to campus leaders, directors, and employees to facilitate leading and managing change. This can be done using UCCS change management experts, a change management consultant, or as a part of the Campus Master Plan assessment SOW.

The FWTF hopes that these recommendations will help guide the campus through the winter/spring 2022 semester. Faculty, staff, and students are yearning for guidance from the campus leadership to plan their work and study lives. Additional guidance should follow during the late-April/early-May timeframe to provide guidance for the summer 2022 and beyond.

The FWTF thanks the Chancellor and his Cabinet for providing this opportunity to provide guidance. The chair of the FWTF also thanks the member ship of the taskforce for their hard work and dedication in creating this report.

INTRODUCTION

The Future of Work Task Force (FWTF) at the University of Colorado Colorado Springs (UCCS) was created by Chancellor Venkat Reddy in March 2021 for the purposes of providing the Chancellor's Cabinet recommendations on what the future of work could look like post-COVID-19 pandemic. At the time of the FWTF's inception, the belief was that the COVID-19 pandemic would be for the most part over, by the start of the Winter/Spring 2022 semester. To date the pandemic is still active and evolving, though hospitalization and death rates from COVID-19 have been reduced substantially because of the wide-spread availability of several vaccines.

The original charter for the FWTF was to:

'***Ensure that the sense of engagement, belonging and community at UCCS is cherished and preserved'***

The overarching theme is to determine how we work while continuing to build community, and foster engagement to enhance the student, faculty, and staff experience, while fulfilling the mission of the University. The COVID-19 pandemic has taught us many valuable lessons about how to work effectively in the remote environment. In the long run, determining how the university's workforce will adapt, function, and innovate in the post-pandemic future is paramount to our success.

The charter for this task force will be to review:
1) What lessons have been learned?
2) How those lessons apply to our campus resurgence?
3) How they are applicable to what could become "our new operational normal"?
4) Provide the Chancellor's Cabinet with recommendations about the future of work that ensures the success of the campus mission.

This task force should leverage those lessons learned to imagine new ways of working productively in the future without losing the essence of the Mountain Lion spirit.

Taskforce Composition

The FWTF was composed of faculty, staff, and student representation from various colleges, campus divisions, and student government. Each Vice Chancellor was asked to submit recommendations to the Chancellor's Cabinet for vetting. Carlos García, Vice Chancellor for Student Affairs was asked to chair the task force and the following individuals were selected to serve on the FWTF:

Dr. Erica Allgood, Sr. Instructor, Communication
Dr. Z. Benek Altayli, Director, Mental Health Services
Ms. Claire Ami, Business Services Professional, Office of DEI, and Excel Centers
Dr. Gia Barboza, Associate Professor, School of Public Affairs
Ms. Joanna Bean, Director, Alumni Relations and Annual Fund
Dr. Jill Bradley-Geist, Assistant Professor, Management

Mr. Aaron Burton, Manager, Policy and Space Usage
Mr. Nathan Byford, Director, Human Resources Operations
Mr. Stephen Cucchiara, Director, Student Engagement
Dr. Alex Ilyasova, Associate Dean of Letters, Arts, and Sciences and Associate Professor
Ms. Nan Kerr, Executive Assistant to the Vice Chancellor for Administration and Finance
Ms. Robin Margolin, Executive Director, Auxiliary Services
Mr. Daniel Pape, Director, T. Rowe Price Career and Innovation Center
Mr. Seth Potter, Dean, Kraemer Family Library
Ms. Carolyn Rupp, Executive Director, Accounting and University Controller
Mr. Greg Williams, Director, OIT Network and Infrastructure
Ms. Rachael Springer, and Ms. Heather Allen, Executive Assistants to the Vice Chancellor for Student Affairs provided administrative support to the task force.

Work of the Task Force

The task force began to meet on April 22, 2021 and held 13 bi-weekly meetings through October 26, 2021. To work more efficiently and effectively, the task force was split into 3 working groups: (academic, support, and essential services) assisted by 3 subject matter experts (SMEs) from information technology, human resources, and policy and space usage. The three working groups were chaired by Associate Dean Alex Ilyasova (academic services), Executive Director Carolyn Rupp (support services), and Executive Director Robin Margolin (essential services). The working groups met during off weeks that the main task force didn't meet and utilized the SMEs throughout the process to accomplish their work.

Research Methodology

The FWTF groups utilized a variety of methods to collect information from campus constituents while conducting research of best practices. Faculty Assembly, Student Government Association, and Staff Association were surveyed to collect the thoughts and recommendations from these three governance groups. The FWTF attended several webinars and listened to presentations from multiple entities such as the CU System, and EAB.[2] The appendix contains a glossary of resources utilized and some references are contained within the text of this document. In addition, a report written by the UCCS 2020-21 Excellence in Leadership Program (ELP) Fellows cohort on the topic of "Challenges, Opportunities, and Recommendations for Post-COVID Work" was also reviewed.[3] The ELP fellows chose this topic as their final project for the program and many of their recommendations are incorporated into this document.

Group Reports
What follows are reports from each of the three working groups and the three SMEs. Each of the working group met with various constituents and conducted independent research to arrive at their findings and generate their recommendations.

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[2] EAP is the Education Advisory Board
[3] ELP Fellows project: Challenges, Opportunities, and Recommendations for Post-Covid Work, May 3, 2021

ACADEMIC SERVICES GROUP

Dr. Alex Ilyasova, Group Leader
Associate Dean of LAS and Associate Professor

Dr. Z. Benek Altayli
-Director, Mental Health Services
Dr. Gia Barboza
-Assistant Professor, School of Public Affairs
Daniel Pape
-Director, T. Rowe Price Career & Innovation Center
Seth Porter
-Dean, Kraemer Family Library

Academic Services Group

The Academic Services Group focused on addressing the future needs of the academic sector of the campus. Focusing on the future needs and possible changes to the workplace, and workload for faculty and students impacted, the group identified three main areas as important and most impactful:
- Communication practices of faculty and academic staff support,
- Additional resources and support for faculty, and
- Reconsidering retention, promotion, and tenure (RPT) and workloads for faculty.

All three would require support from upper administration and working at the college and unit level to make any of these adjustments and changes effective. Additionally, the second and third items will require longer term conversations on how to apply any changes to individual colleges, as well as individual units within said colleges. Below is the group's feedback and recommendations, and rationale for considering how and why to implement these changes.

Lessons Learned and Applicability to Campus Resurgence

Communication Practices – For this purpose, the group defined communication practices to include how faculty and academic support staff communicate with each other and students about how they can be reached. The transition to online and working from home (WFH) has necessitated faculty and departmental staff to develop additional ways to communicate—e.g., scheduling and holding meetings, having office hours, and keeping students informed about the different schedules, modes, and where people will be during the week. Having clear guidelines and expectations on how and when students and staff can reach faculty would help minimize student frustrations, especially during times of big changes. The group identified the following areas where having clear expectations and easily available information in multiple places would be useful:
- Meetings with students, staff, departments, campus-wide,
- Faculty and staff office hours,
- Statements on responding to work, emails, student requests,
- Updated calendars expectations, and
- Guidelines for telecommuting and WFH agreements.

Additional Resources for Faculty: In researching and reviewing the resources and support that faculty would need the group sought information from the Office of Information Technology (OIT). Provided information shows staff were already doing in their transition to remote work, and lastly, what resources and support faculty would need besides IT (e.g., software, and hardware).

What follows is a report on what IT has accomplished and what else might be needed, a review of what we learned from staff transitioning to remote work, discussion about the need for training and marketing, the need to review and create a policy for alternative work schedules, and the material needed to support said work.

OIT has embarked on several projects to assist faculty migration to remote work:
- ➤ 200 webcams have been purchased and installed on faculty computers,
- ➤ VPN (virtual private network) capacity has been expanded,
- ➤ Microsoft Teams,
- ➤ New file sharing service – LionsShare,
- ➤ Campus-wide video projector upgrades, and
- ➤ Conversion to laptop computers with docking stations project.

In addition, OIT has embarked on several projects to assist in better supporting faculty and students while on campus:
- ➤ Enabling webcams on podium computers t support in-class recording,
- ➤ Purchase of new 100TB research and a 400TB storage systems,
- ➤ The addition of "hotspots" and iPads to various departments to help with remote work and education,
- ➤ Desktop Finder application to assist students looking for an open computer,
- ➤ Adobe CC was added to certain computer labs for student use, and
- ➤ HyFlex project added video conferencing integration with full room audio allowing equitable participation for all students.

Reconsidering RPT and Workloads for Faculty: During the last 18 months, several studies and articles have been published indicating the vastly different ways that faculty have been affected, particularly in terms of research and service. Specifically, women and persons of color (POC) have been disproportionately and negatively affected by the reappointment, promotion, and tenure process (RPT). As various studies noted, women and POC had additional responsibilities with caring for family and taking on most of the care of POC students as they also struggle during COVID-19 and the numerous cultural and political upheavals (e.g., BLM, Me Too Movement, etc.). For faculty, both for the tenured track faculty (TTF) and the instructional, research and clinical faculty (IRC), addressing the toll of these events meant that research was often a lower priority, and service (in many forms) increased at the department, college, campus, community, and system levels.

As one article states, "The missions of our colleges and universities have also changed substantially. Today, most of our academic missions include public engagement, student success and diversity, equity, and inclusion (DEI). Yet those mission-critical activities rarely receive adequate attention in the assessment of merit. As we know, if a new scholar follows the mission of the institution, most of their daily work will not "count" toward promotion and tenure".[4] The pandemic and the various cultural and political events have brought DEI issues to the forefront. Our academic mission cannot afford to ignore these changes. Making equitable adjustments to how and what work is assessed, valued, and promoted is paramount.

The group focused on three main areas for consideration:
- ➤ Research: merit and metrics,

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[4] https://www.insidehighered.com/views/2021/08/24/academe-should-determine-what-specific-systemic-changes-are-needed-dei-opinion

➢ Mentorship: research and service, and
➢ Promotion and tenure.

Research: Merit and Metrics

"In the academy, we have been using the same metrics to assess merit in annual performance and promotion reviews for eons, even though our work lives and expectations have changed significantly over the last half a century. For example, the advent of the internet has meant that, at a minimum, many new outlets for and forms of scholarship should be part of the reward structure".[5]

Consequently, ignoring the breadth of areas where faculty have strong impacts has created an excessively narrow view of the many avenues through which faculty contribute to intellectual advances, applied practice, equitable communication, and translation of their work to the public. This narrow view excludes the real-world impacts of faculty work. Additionally, as recent studies have noted, citation metrics are biased, and using citations as a proxy for success supports the false paradigm that faculty lack impact if they do not (or cannot, as in the case for women and POC faculty during the pandemic) publish.

And so, beyond the university classroom and research silos, valuing the broader impacts of research is critical. Some ways to broaden and make research more inclusive include valuing the following:
➢ The co-creation and dissemination of faculty knowledge and expertise through collaboration with industry,
➢ Implementation of government policy at the local, state, and national level
➢ Public outreach and media engagement,
➢ Societal service through communication practices, and
➢ Working with communities and deferring to them in places and on issues critical to them, has the potential to center communities in partnership with faculty research in critical topics.

These intentional actions can aid in restoring community trust in higher education *and* promote the advancement of diverse groups. Furthermore, "funding agencies (e.g., Natural Sciences and Engineering Research Council in Canada, The National Science Foundation in the United States, and the Research Excellence Framework in the United Kingdom) are now including these contributions in the evaluation criteria of the quality of researchers, demonstrating that funding bodies are beginning to play a critical role in normalizing and rewarding the work that scholars do to connect to communities and are key contributors to the valuing of this work".[6] Together, this shift in evaluation criteria indicates that quantifying these impacts is possible and meaningful.

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[5] https://www.insidehighered.com/views/2021/08/24/academe-should-determine-what-specific-systemic-changes-are-needed-dei-opinion
[6] https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.3001282

Mentorship: Research and Service

Another key avenue of impact on faculty research and service that should be valued and included is mentorship. This role necessitates diverse mentoring and pedagogical skills that are essential to attracting, engaging, retaining, and elevating students in training from different geographies, social–cultural and socioeconomic backgrounds, and career paths. Within academia, outstanding mentorship is invaluable but is often invisible and uncompensated labor. When it is acknowledged, mentorship is traditionally recognized and quantified by mentee productivity, which is assessed by the same traditional metrics that have significant biases. These metrics fail to acknowledge the diverse value of mentorship. Reevaluating mentoring practices and how impact is measured will benefit a diverse and intersectional group of early-career and mid-career faculty (both TTF and IRC).

The group proposes that a broader lens of mentorship be acknowledged and employed when evaluating faculty research and service. Some ways to accomplish this
  ➢ Recognizing that mentorship is not static: mentorship is a bidirectional relationship that changes as the relationship evolves. These relationships may vary from being highly formal, structured, and with very specific goals, assignments, and timelines to less formal or clearly articulated relationships.
  ➢ Recognizing mentorship that includes various relationships: while a traditional mentorship relationship can be between an academic supervisor and a mentee (graduate student, postdoctoral scholar, undergraduate researcher, etc.), mentorship can come in a variety of forms that include peer, supervisor, career development mentor, and/or personal mentor[7].

Promotion and Tenure Guidelines

In terms of promotion and tenure for faculty, expanding what counts as success and what counts as contributions for promotion and tenure is what we have identified as the future of the academic workforce. We need to look beyond papers and grants if we want to stay relevant and attract and retain diverse faculty and students.

The group believes that women and POC faculty do additional work that includes mentorship, community, and campus engagements, and building networks is both possible and beneficial to our campus. Some ways to do this is by developing promotion and tenure guidelines that are more inclusive and holistic. Examples of this include
  ➢ Documenting for promotion and tenure the skills and tools provided (to mentees, community, groups, and campus), retention (of students and community partners), self-efficacy (students and community partners, and groups), satisfaction, and overall culture created in mentorship, community and campus engagement service and projects, and building and sustaining of networks.
  ➢ The quality of this work could be quantitatively tracked by the department and institution throughout an individual's career within academia using surveys such as the Global Measure of Mentorship Practices as adapted for STEM postsecondary education.

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[7] https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.3001282

➢ These metrics could be compared empirically against institutional or national statistics to gauge impact.[8]

The benefits of multidimensional and networked evaluation across career stages are critical to increasing representation, recruitment, and retention of TTF and IRC faculty. Such more inclusive evaluations can also foster a sense of belonging for faculty with diverse backgrounds.

Recommendations About the Future of Work

Reconsidering RPT and Workloads for Faculty is something that needs to be considered to properly evaluate and value the work of women and POC faculty. The archaic method in which these faculty are currently evaluated is not consistent with what are today's demands on these faculty.

Current research on the transition back to in-office work is indicating that employees prefer to be on site 1-3 days per week. For this group, this includes faculty and academic department staff. Since schedules would vary from one person to the next, having written guidelines to assist staff and faculty in communicating their work hours is important in helping departments and courses run smoothly.

Guidelines to consider for an optimal work environment
➢ Work scheduled should enhance and not detract from the student experience both inside and outside the classroom.
➢ Encourage continued productivity in research and creative works for both faculty and students.
➢ Include planning for impact on diversity, equity and inclusion including a sense of belonging, community, and preserving a positive campus culture.
➢ Increase and maintain hiring, engagement, and retention.
➢ Support the health and wellness of our community.
➢ Support the responsible stewardship of resources.
➢ Develop a work culture built on trust and productivity.
➢ Cultivate the building of cohesive and collaborative teamwork.

To accomplish these things, department chairs and supervisors should work with staff to arrange the optimal in-person or remote work situations, keeping in mind all the guiding principles above. It is recommended that staff be in the office in-person at least 1-2 days per week, though exceptions for full remote work should be considered by the college dean in accordance with campus policy. Requests for full remote or partial remote work should be submitted to Human Resources (HR) via *the Alternate Work Schedule/Location Request and Agreement*. Something to consider is that classified employees may only work within the State of Colorado, but University Staff, and Faculty may work outside of the state (though certain legal and tax implications may apply when working out of state or outside the country).

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[8] (https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.3001282

The Academic Services Group makes four main recommendations to help both students and faculty better thrive in a hybrid or remote environment:
- ➢ That faculty post their office hours in multiple locations, and submit those hours to the department administrative person and the department chair,
- ➢ Faculty post in multiple places their communication practices – i.e., expected response time, and how best to reach them (email, text, telephone, cell phone, etc.),
- ➢ Any changes to their office hours or communication plan be posted in multiple places, communicated to students, department administrative personnel, and the chair as soon as possible, and
- ➢ That faculty maintain current software on their laptops and desktops.

The following are recommended places to post faculty office hours:
- ➢ Syllabus – both hard copies and electronic,
- ➢ Canvas – in the course shell information,
- ➢ Signature lines in emails,
- ➢ Microsoft Outlook calendars,
- ➢ Department and individual faculty webpages, and
- ➢ Faculty office door.

Alternate Work Schedules and Legal Considerations

For consideration, when assessing the business case presented by an employee desiring to work remotely, factors should include but not limited to
- ➢ Any employment laws which may be problematic for UCCS concerning the jurisdiction where the employee will be domicile.
- ➢ Business justification: Can the employee reasonably complete their duties from another location with little to no disruption to their business unit (e.g., if they're moving to the east coast, is that problematic because of the time difference?).
- ➢ Outcomes: Can the employee's job performance be either net-neutral or net-positive, meaning, can they complete their responsibilities either the same if they were situated in Colorado or perhaps be more productive.
- ➢ Tools: Does the employee have the appropriate tools available to them to complete their responsibilities remotely (i.e., adequate internet, appropriate space at home to work, etc.).

This is not an exhaustive list as each job can demonstrate varying needs and outcomes, but a good starting point and guideposts. The decisions should be equitable and consistent and not based on biases or favoritism. Other items may include clear understanding of what tools UCCS will supply for remote work, verses what the employee will be expected to supply. Legal Counsel and HR should be consulted as well when building out a plan for hybrid work for faculty.

Support Services Group

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SUPPORT SERVICES GROUP

Overview

The Support Services group explored the future of work from the staff perspective. Support Services are comprised of various UCCS administrative and student support departments. This group also received feedback from Staff Association, and Student Government Association (SGA).

These campus resources helped to frame the group's inquiries and recommendations. For primary investigations, the group surveyed the Staff Association in June and again in October 2021, to get an initial and a follow-up perspective of the Future of Work from the staff. Additionally, the group gathered informal feedback from students as representatives of the Student Government Association (SGA).

Lessons Learned and Applicability to Campus Resurgence

The group conducted a facilitated survey during a Staff Association meeting on June 2, 2021. This survey included guided, open-ended, and multiple-choice questions targeting the following areas of inquiry: Technology, Environment, Engagement and Commitment, Lessons Learned and the Future of Work. During the meeting, 23 staff members responded and the results are listed below.

Respondents were asked which virtual platform they were using most (n=23).
  ➢ 50% responded Microsoft Teams
  ➢ 34% Zoom
  ➢ 7% Canvas
  ➢ 2% WebEx

Respondents were asked if they had to upgrade their technology at home during the remote working period. This survey was asked to gauge what sort of shift those working from home had to do to ensure they had the technology needed to perform their job duties (n=22)
  ➢ 45% respondents had minimal upgrades,
  ➢ 18% had significant upgrades, and
  ➢ 32% had no upgrades needed.

Respondents were asked to respond as to if they were open to the idea of hoteling and sharing a workspace as this is something some areas of campus were considering at the time and an idea that has been shared as a future direction (n=22).
  ➢ 50% of respondents would not be willing to share space (which shows that for this idea to take root on campus we might need to incentivize or explain/market the positives).
  ➢ 27% are willing but have some concerns (the campus is divided on this idea, maybe with time and demonstrated success of the idea perceptions will change).
  ➢ 18% said they would be willing to share space.

Respondents were asked to reflect on if they have space to host/attend virtual and in-person meetings concurrently to gauge where the campus is on having these hybrid spaces (n=20)
- ➢ 55% of staff surveyed indicated they did have space for hybrid meetings,
- ➢ 20% answered no, and
- ➢ 25% were not sure (this is an area of growth if we continue to have hybrid meetings in the future).

Respondents were asked if they have been prevented from entering a meeting because there wasn't an online option. With so many staff working remotely we wanted to see if they were being accommodated (n=22)
- ➢ 68% of respondents said they were not prevented,
- ➢ 23% do have a fear this may happen, and
- ➢ 5% of respondents have had this happen (this would be a good question to follow up on as the semester starts to see if staff are feeling the same way).

When asked what positive came out of the remote work environment respondents said (n=20).
- ➢ The ability to get work done without inherent distractions which occur in an office environment – more time on task.
- ➢ I learned how to do everything remote that I can do on campus; I wasn't sure before of everything that I had access to by being remote.
- ➢ Realized a lot of my position can be done remote, having the flexibility and better work/life balance.
- ➢ To prove that most jobs can be done remotely – more productive.
- ➢ I saved money by not paying for parking. The most positive outcome was that my supervisor recognized that I was able to complete my work remotely in a timely manner and successfully.
- ➢ We learned that we could do our work a bit differently. Higher Education typically is slow to change, and this is helping us innovate a bit. We need to give flexibility to employees.
- ➢ None, I was not a fan of going remote.
- ➢ We are so much more capable than we think we are.
- ➢ Saved on gas and parking.
- ➢ Higher productivity. I feel exceedingly healthier being able to eat from home and miss those frequent office potlucks.
- ➢ I was moved into a new position, working more prominently with CU colleagues from outside Colorado Springs (don't have to travel extensively for meetings). I'm also able to spend more time with my dogs (e.g., noontime walks).
- ➢ Flexibility, less anxiety, going to doctor's appointments and not having to struggle to find parking upon my return, and even taking a walk around the neighborhood.
- ➢ I don't think American work culture was going to accept greater flexibility or trust in workers without a massive external impetus like a pandemic – but now we all understand that remote work is possible (and its quality can be higher!).
- ➢ Time spent on commute, meal planning, etc. was available for other things.
- ➢ Collaboration: ease of meetings (not building in travel time); people who have moved have been able to maintain jobs and consistency; saved a TON of money on gas and food.

- Learning all the ways to connect with students and colleagues! Learning more technology options to get work done and effectively work remotely as well as in-person! Hybrid/flexibility in schedules.
- I have better mental health when I work from home. Less anxiety. I had more flexibility in schedule and saved money at home. Being back, I get burnout much quicker.
- Being able to work remotely and prove we can do our job fully at home.
- We can work remote and be productive. Increases in IT software around campus. Made the animals happy.
- More time for self-care, more time with family. We got to challenge the outdated view on productivity. Just because you are at a desk for 9 hours doesn't mean you are productive.

Respondents were asked: In an ideal workplace, if you could develop or dream of your work environment, what would it look like (n=19)?
- Home (2 responses).
- The opportunity to not be siloed and more opportunity for collaboration across the institution so we can be more transformational verses transactional.
- FLEXIBLE schedule, top-down guidance instead of supervisor free-for-all, hybrid options (& keep hybrid parking pass).
- A hybrid schedule with continued flexibility and supplies needed to work effectively in both places.
- Working two days a week remotely and the rest from campus. That would be wonderful, and I believe an option for me in the future pending approval.
- Employees chose the days they come into the office. There is outdoor space, sunlight, a kitchen. There is space to collaborate and private office space for everyone.
- Fully remote with ability to work in-person sporadically but not required. Leveraging technology to do work well and excel.
- Working from a beach location 😊. Actually, be able to work hybrid.
- How it was pre-March 2020.
- I live alone and need to have at least SOME in-person interaction. I would love to be in the office at least some of the time but have the hybrid option in case I need to work remotely some of the time.
- Hybrid model, working on campus a few times each week. Dual monitors in each space and desks with standing options. For those not working in office on same days, we might lose touch, so periodic get-togethers (outside and distanced) for relation building.
- Office with a window, dual monitors, docking station and laptop.
- I love working on campus, my co-workers, and office space. But I like the flexibility to work remotely on bad weather days, if my car breaks down, etc. I would be happy to work on campus a couple or few days a week and home on other days.
- Full remote with options to continue if needing to relocate. Having options, opportunities to grow, and a voice are also important.
- Once we get my campus workstation up to par, I would like to work on campus 2-3 days per week and the remainder would be in my home office. I am much more productive/focused when working on confidential and financial documents from home.
- Opportunities to work remotely on a regular basis – but primarily working in proximity to colleagues, all staff within a unit having consistent technology.

- ➢ A hybrid of being remote but coming in when needed or when I want to.
- ➢ A place where anyone supervising other people are informed and trained how to lead people in an effective and empathetic way. Supervisors need to be held accountable for taking care of their people. Many don't have the best interest of others in mind.

A follow up survey of the Staff Association using Qualtrics was conducted October 6, 2021. This was done to reexamine the results of the June 2021 survey to see if opinions and experiences had changed since the new work procedures were implemented. Fifty-two members of Staff Association and campus staff responded to this survey, doubling the response from the first survey.

The results were as follows:

If your work schedule continues as is, for the future (starting spring 2022) do you need to upgrade your technology (internet, webcams, etc.) and/or office equipment?
- ➢ 48% stated they do not need any technology upgrades for either on-campus or home-work environment,
- ➢ 38% stated that they would need minimal upgrades,
- ➢ 10% said they would need significant upgrades, and
- ➢ 4% indicated that they were not sure

Has your comfort level using virtual platforms in you work setting increased since the beginning of summer 2021?
- ➢ 94% said yes, and
- ➢ 6% said no.

What type of work format are you using?
- ➢ 27% said on-campus,
- ➢ 37% said hybrid (in-person 2 days or more per week),
- ➢ 27% said hybrid (in-person less than 2 days per week), and
- ➢ 8% said exclusively remote.

How are you feeling about your work format?
- ➢ 33% said very satisfied,
- ➢ 37% said satisfied,
- ➢ 16% said unsure or neutral,
- ➢ 12% said they were unsatisfied, and
- ➢ 2% said they were very unsatisfied.

Has your workspace changed to shared/hoteling space since June 2021?
- ➢ 12% responded yes, and
- ➢ 88% responded no.

Do you currently have space within your department to host/attend virtual and on-campus meetings concurrently?
- ➢ 35% responded yes,

➢ 37% responded no, and
➢ 27% responded not sure.

What are your perceptions of other colleagues working remotely verses on-campus?
➢ 51% believe they accomplish more work by working remotely,
➢ 6% believe they accomplish more by working on-campus,
➢ 39% had no opinion,
➢ 2% believe they get less done remotely, and
➢ 2% believe they get less done on-campus.

Have you ever not been able to attend meetings or events because there was not a virtual option?
➢ 25% responded yes,
➢ 59% responded no,
➢ 14% responded no but have a fear that this may happen, and
➢ 2% responded not sure.

A survey of SGA members resulted in the following comments and recommendations:
➢ Consensus that in-person classes and in-person environments are preferable,
➢ Students like that remote class options are available for whenever that mode of delivery is needed for them,
➢ Being able to access university programs and services virtually was also appreciated, (e.g., Wellness Center, Career Center, Academic Advising, Student Life), and
➢ Students felt that the remote environment did not destroy our campus culture though it did alter it.

There are plans to launch a more expansive student survey in January 2022 using the Qualtrics platform. This survey will expand further than the SGA and garner additional student feedback.

The survey will cover topics such as:
➢ Classroom/Instruction delivery preference,
➢ Co-curricular resources,
➢ Support Services,
➢ On-Campus employment,
➢ Technology,
➢ Classroom environment,
➢ Student engagement,
➢ Campus culture shifts because of the pandemic, and
➢ Demographic information.

For this portion of the survey, staff were asked several open-ended questions: How do they want to see their future of work evolve for Spring 2021 and over the next three years, both personally and campus-wide, for technology, physical work environment and engagement/commitment in meetings and events? They were also asked for their recommendations regarding the future of work at UCCS.

The following were common themes for technology:
- ➢ Accessibility and financial ability for departments to provide laptops for their staff to improve technology required for flexible workspaces,
- ➢ Supplementary equipment such as monitors, docking stations, stronger headsets, better cameras, and microphones, and
- ➢ Transition to all documentation, processes, and signatures to be via an electronic platform.

The following were common themes for physical work environment:
- ➢ More flexible remote options with specific functions and programs in person such as orientation/fairs etc.,
- ➢ Dedicated space for office sharing/hoteling with scheduling, technology, and proper soundproofing/enclosures, and
- ➢ Non-student facing offices to be 100% remote.

The following were common themes for engagement/commitment in meetings and events:
- ➢ All events, functions, and programs sponsored by departments and universities for staff must have a hybrid setup so folks may tune in from a remote location,
- ➢ Keep in-person meetings and functions so staff may connect and participate in person
- ➢ All meetings should be recorded for those who could not tune in, and
- ➢ Spaces on campus must be adapted for hybrid meeting and event facilitation.

The following were anecdotal themes from staff
- ➢ All office and departments should create a hybrid plan, allowing for flexible work environments, and is consistent with division-set expectations, and must adopt their hybrid plan and activate it.
- ➢ Pay levels are brought to adequate cost of living for Colorado Springs, as it is not attracting talent to UCCS.
- ➢ Continuing with online interview processes, as allowable, as it saves staff time and department funding.
- ➢ More emphasis and understanding for folks who are parents and managing quarantines/children at home living experience, versus "work with your supervisor" attitude.
- ➢ Parking costs- discounts to those who must work on campus versus those who are working remotely and do not have to account for this.
- ➢ Technology and installation seem to have been implemented without consultation with the end user (faculty/students) for hyflex/hybrid modalities.
- ➢ The culture and camaraderie lacking or has been completely eliminated by the "meeting after the meeting conversations" not occurring due to back-to-back virtual meetings. Employees had to adapt to those culture shifts and find other ways to build those workplace cultures.
- ➢ Energy that it takes to be "present" on campus – preparation, travel, interactions, professional clothing, parking, etc. are all added stressors. Workshops and counseling are needed to help with adaptation and assimilation to an on-campus workplace environment once employees returned to campus again.

- Routine processes (pre-covid) are now INCREDIBLY stressful in this "new normal" workplace and add to the tasks of the day. This is exacerbated by the stress of the past 20-months. Much more leadership/supervisory empathy and workplace training are needed, providing tools for coping in this "new normal" and avoiding burnout.
- Students are excited to be "back on campus" and "back in the classroom"
  - What was not anticipated is the intensity and stress of the interpersonal interactions (unfamiliar in the last 20-months was more difficult than anticipated).
  - Workshops to re-learn/re-skill in these areas is needed for students, staff, and faculty.
- Exploration of hiring out-of-region and out-of-state staff.
  - Not hiring people from Colorado may now be an option.
  - Processes for hiring, job description working, and Equal Pay for Equal Work Act all need to be taken into consideration.

Recommendations About the Future of Work

The Support Services Group's recommendations and areas for consideration are based on the research conducted on staff and students. As notes earlier in the document, for staff the group conducted two inquiries, in June and October 2021 with representatives from Staff Association. This research resulted in four themes emerging: Technology, Environment, Engagement and Commitment, and Lessons Learned for the Future of Work. Below are summaries of these themes and recommendations/areas of inquiry for the future implementation process:

Technology
- Laptops need to be standard work equipment along with proper headsets for the future of work whether you are on campus, hybrid, or remote,
- Technology should be upgraded and not recycled because the recycling and rebuilding of current computer equipment may not give staff the needed requirements in today's evolving work environment, and
- Meeting spaces need the technology to accommodate on campus and remote participants. The ability to see and hear all participants in the room while participating remotely is critical.

Environment
- UCCS needs a clear commitment to shared workspace. This needs to be an initiative pushed forward and supported by the university leadership:
  - Focusing on efficient space usage,
  - Not wasting space,
  - Determining who is going to share and how will it work and committed office hoteling on campus and in different buildings,
  - A clear scheduling process for reserving hoteling space,
  - The focus of this should be ultimately for the benefit of students learning, and
  - If a department/college gives up space that results in repurposing, that space should be used for a student success outcome.

- o An example of this needed space allocation is an increase in testing spaces for students.
- ➢ Soundproofing of office space/office hotels. This will allow others in the area to not be disturbed by online meetings/events.
  - o The new T. Rowe Price Career and Innovation Center looks great, but the walls are paper thin, and voices may be heard outside of closed offices.
  - o To avoid this from becoming an issue, hoteling space should be designed to be private when needed (e.g., when someone needs to be on a Teams/Zoom call or on the phone).

Engagement and Commitment
- ➢ Events and meetings for staff initiatives need to have hybrid (in person and virtual) accessibility participants should not have a "less than" experience because they are remote.
  - o An initiative for all departments to have plans in place for hybrid work (where applicable). Hybrid work options will attract needed staff.
- ➢ Student service departments should have a hybrid service component/option to accommodate students who prefer the flexibility of using online service formats when it is most convenient to them.
- ➢ Support services for staff should also have a hybrid service component/option
- ➢ Interview processes should be remote when appropriate.
  - o This will save the departments money on travel and lodging, also allowing staff members to join from their own workspace resulting in a huge timesaver.

SGA Recommendations
Informal conversations with students and (SGA) representative inquiries from Aiden Clark found that students have the following concerns and recommendations regarding the future of student engagement/involvement on campus:
- ➢ Students are missing key essential social skills to make them successful in and out of the classroom. This is based on the past 20-months of remote learning and lack of events and social/professional engagements on and off campus.
- ➢ Students need professional development opportunities to enhance the communication, social, and other essential skills used in a professional work environment
  - o This is especially true for first-year students, having missed those experiences in high school – no prom, no traditional dating experiences, no sporting events, etc.).
- ➢ Students need departmental resources (i.e., Excel Communication Center communication skill- building workshops) to supplement their lack of knowledge and experience in social and professional skills.
  - o UCCS Student Life provides extensive programming for incoming first-year students and the residential population, catering specifically to the deficiency of social and professional skills not acquired in high school due to COVID-19 remote and hybrid learning experiences. That programming includes Clyde's Kickoff Week that intentionally focuses on establishing community on campus, navigating students' college careers and classes, participating in UCCS campus traditions, and emphasizing the importance of inclusion and belonging. The

intended outcomes of Clyde's Kickoff Week assist first-year students in acclimation to the social, emotional, and educational challenges in college, by encouraging various social settings, exposing students to diverse cultures and background, presenting resources from various UCCS departments and introduce the support network, and allowing residential, commuter and other students to interact. They learn the mission/purpose of various departments, create meaningful connections, understand academic expectations, and connect with faculty and staff. Much of this did not occur in the same manner the past 3 semesters.

Additional recommendations

Several themes emerged that cross over each of the areas of inquiry (technology, engagement and commitment, lessons learned and the future of work). Those themes seem to be related to the Human Resources, Space Allocations, and Technology areas of focus. On the larger FWTF, three expert representatives that have acknowledged these challenges and are addressing these challenges across all the groups (essential, support, and academic services). Those include issues of equity and fairness of pay, office space allocation, and employees desire of freedom to choose work environments and locations.

Essential Services Group

Robin Margolin, Group Leader
Executive Director of Auxiliary Services

Joanna Bean
-Director, Alumni Relations & Annual Fund
Dr. Jill Bradley-Geist
-Assistant Professor of Management, COB
Nan Kerr
-Executive Assistant to the Vice Chancellor for Administration & Finance

ESSENTIAL SERVICES GROUP

Overview

Essential Service Workers conduct a range of operations and services that are essential to continue critical infrastructure operations and services to ensure that UCCS can deliver its mission. This category of workers on campus includes both classified and university staff workers such as electrical, pipe, and structural trades, grounds crew, material handlers, custodians, Police operations, Transportation Services, and Housing and Dining Operations. Additionally, departments such as the Family Development Center and the Bookstore were considered in this segment of the report because they function as essential services even though they are technically not classified as such.

Essential Services MUST be on campus during campus emergencies or closures. By and large Essential Service Personnel are the lowest paid job classes on campus. The group felt that this important piece of information must be acknowledged in decision-making regarding this population.

Lessons Learned and Applicability to Campus Resurgence

This group conducted focus groups with various employees and supervisors. The group also met with the subject matter experts from IT, HR, and Policy and Space usage as well as attended webinars provided by NACAS[9], NACUFS[10], and EAB on the future of work topic and other trainings.

Eight focus group sessions were conducted between June and October 2021 with Custodial Services, Public Safety and Transportation, Dining and Hospitality Services, Facilities Management, Housing and Residence Life, OIR, HR and Space usage subject matter experts, and campus administrative and facilities leadership.

Questions asked to these groups were
  ➢ Do you feel any part of your job or your employee's job functions could be done remotely?
    ○ If so, what?
    ○ Please describe the benefits of this remote work arrangement.
  ➢ Do you think this portion of your or your employee's functions would have a negative or positive effect on service to students?
  ➢ Do you have ideas about how your position could be scheduled more flexibility in the future without affecting the goal of servicing the campus community or increasing costs?
  ➢ Do you find value in face-to-face meetings/gatherings/interactions?
    ○ If so, what?
    ○ How could we do better in the future?

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[9] NACAS is the National Association of College Auxiliary Services
[10] NACUFS is the National Association of College and University Food Services

- o What haven't we thought about?

Responses were collected in a conversational format and not in a direct survey questions and answers correlation format. Below are the findings, proposed action steps, and anticipated impacts of these actions.

<u>Recommendations About the Future of Work</u>

Multiple research indicators show increasing income inequality in the United States resulting from the pandemic, access to telework, and other flexible work arrangements. The following recommendations are focused on addressing some of these issues of inequality. The recommendations are categorized into nine focus areas: Recruiting, Hiring and Retention, Benefits (pay and leave), Work Schedules (ability/or lack of to work remotely, flexibility, parking, restructuring), Training Needs, Technology/Resources, Employee Childcare Needs/Challenges, Communication from Leadership (clarity, frequency, format), Budget and Space Concerns, Awareness and Recognition.

<u>Issues with Recruiting, Hiring and Retention</u>

UCCS has not been able to attract a good pool of applicants in the past few years. This has become increasingly true during the pandemic, with no signs of this changing anytime soon.
- ➢ *Proposed action #1*: Change educational requirements for Essential Services (ES) positions, where appropriate. Re-evaluate minimum requirements for some essential positions to attract a larger pool of candidates. Decrease educational requirement while increasing tradeoff for years of experience.
  - o *Impact of action:* Increases potential applicant pool. Makes applying to the University less intimidating.
- ➢ *Proposed action#2*: Implement hiring, training, and development strategies with a clear path to advancement.
  - o *Impact of action:* Does not leave new employees in a dead-end job, attracts, and retains entry-level employees, and increases loyalty to the campus.
- ➢ *Proposed action #3:* Hire a campus recruitment specialist to increase support from HR to plan and execute hiring fairs, develop simple application processes, etc.
  - o *Impact of action:* Allows department managers to concentrate on operations. Ensures recruiting is done in a professional and consistent manner.

Application process is lofty; this could act as a roadblock for some to apply.
- ➢ *Proposed action #4:* Remove resume requirement from application process for essential services employee entry level positions.
  - o *Impact of action:* Allows for easy application process for candidates who do not have a long employment history and/or educational background. This is also helpful for candidates who may face challenges with the English language.
- ➢ *Proposed action #5:* Implement refer-a-friend bonus.
  - o *Impact of action:* Increase workplace comradery; incentivize our staff to help find a solution to staffing problems.

- ➢ *Proposed action #6:* Look to alternate work forces to provide staff (veterans, developmentally disabled with job coaches, immigrant populations, Pike's Peak Workforce Center, Goodwill, etc.).
  - o *Impact of action:* Increases population of diverse workers on campus; creates a loyal workforce that has room to grow with experience.
- ➢ *Proposed action #7:* Consider outsourcing some positions/departments.
  - o *Impact of action:* Decreases the University's payroll and benefits liability; moves staffing and service burden to contracted company, increase campus cash flow, etc.
- ➢ *Proposed action #8:* Develop a marketing strategy to increase awareness about why working at UCCS is great; emphasize value of long-term benefits, pension, stable work environment, and tuition benefits.
  - o *Impact of action:* Some potential applicants may not have ever considered the university as a potential workplace. Many essential services workers work paycheck-to-paycheck. Enticing staff to consider the University as a long-term employer due to the good benefits will create longevity in workforce.

Benefits
- ➢ Pay: Essential Service workers are typically the lowest paid population on campus.
  - o *Proposed action #9:* Examine pay scale to reward ES Personnel commensurate with their value and contribution to keeping campus operational.
    - ▪ *Impact of action:* Increased starting salaries helps the University to compete with similarly situated institutions.
  - o *Proposed action #10:* Retention pay and performance management system that allows for retention pay and quality of service. Reward people who do great work.
    - ▪ *Impact of action:* Celebrate our ES as the campus "Superheroes." They keep the UCCS functioning and may perform better if they feel more appreciated and financially stable in their personal life. They may not need to have a second job which often leads to an exhausted workforce.
- ➢ Leave: Since ES workers are unable to work from home, they must use sick days when they are unable to come or restricted from coming to campus due to illness; remote workers have the luxury of not using sick days because in many cases they can continue to work if they feel well enough. This created inequity of sick leave utilization in the forced during the pandemic. Remote workers can then accrue more time, while ES cannot.
  - o *Proposed action #11:* Consider a structure of "Paid Time Off" rather than sick and vacation leave to allow ES workers the flexibility in use of accrued time. Decrease the accrual cap to ensure time gets used.
    - ▪ *Impact of action:* Financial liability of the campus is increased as the workforce accrues unused vacation and sick leave. General paid time off rather than specified sick and vacation leave gives essential workers a little more flexibility and decreased inequity because they are forced to use sick time when remote workers are not.
  - o *Proposed action #12:* Consider providing extra "mental health days" and/or administration days to reward employees for being on campus when others are

not required to be there. E.g.: Time-and-half-pay for working during campus closures.

- *Impact of action:* This incentivizes ES workforce and may be a nice recruiting tool (this may require a further review of classified employment rules and regulations).

o *Proposed action #13:* Provide stipends as part of their salary for employees to use needed – can be toward parking for on-campus ES workers, or materials and services for remote workers.

- *Impact of action: Reduces inequity of the requirement to pay for parking. Helps remote workers' pay for expenses related to remote work.*

o *Proposed action #14:* ES worker "Appreciation Day" that they do not have to work. Some Essential Service personnel do not get to fully participate in campus appreciation events because they must set up, staff it, prepare the food, and/or clean up. They do not get to just relax and feel appreciated the same way as non-ES workers do.

o *Proposed action #15:* Campus Appreciation events outsourced or staffed by other departments. Other staff members should be intentional about socializing and being inclusive with ES Staff.

- *Impact of action:* ES workers get the opportunity to interact on a social level with other staff members thereby increasing the inclusiveness of all levels of staff.

Work Schedules
- ➤ Ability (or lack of) to work remotely
  - o *Proposed action #16:* Consider alternate work schedules, including 4/10s, 3/12s in some departments. Flexible scheduling for line staff: Four-day work week may be valuable as a recruiting tool. This does not save money overall, as areas need to be serviced 24/7. Is extra budget worth the recruitment and retention of a quality workforce?
    - *Impact of action:* This may increase recruitment and retention opportunities. Allows staff to have extended time off to rest, spend with family and/or have a second job if necessary.
- ➤ Flexibility
  - o *Proposed action #17:* Allow some supervisory and managerial positions to work a hybrid schedule, with some remote shifts. Consider a 20% potential flexibility to work remotely.
    - *Impact of action:* This can increase productivity and decrease burnout in some positions where appropriate. This may be an effective recruiting tool and a benefit that other organizations may not offer.
- ➤ Parking (cost of, and convenience/location)
  - o *Proposed action #18:* Restructure parking rates based on income; reduced rates (see CSU information[11]).
  - o *Proposed action #19: Supply bus passes.*

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[11] https://pts.colostate.edu/parking/purchase-a-permit/

- - **Impact of action:** Decreases need for parking and traffic on campus, decreases environmental impact.
  - *Proposed action #20:* Subscription to PEAK Bike to encourage mass-transit
    - *Impact of action: Decreases need for parking and traffic on campus, decreases environmental impact.*
- ➢ Restructuring
  - *Proposed action #21:* Reclassify some ES management positions to "Mission Critical" to allow for primarily remote work.
    - **Impact of action:** There are a few Essential Service management positions that could work primarily remotely without having a negative effect on services to campus; especially in Housing. Saves office space, increases job satisfaction.
    - Workload. Increased workload due to understaffing/inability to fill open positions.

Training Needs

Training for entry level positions is performed in person. ES staff are used to interacting with each other in person. On-line training can be difficult for this population due to challenges with utilizing technology, language barriers, etc. They are used to being active. Overall, they do not prefer to sit at a desk for long periods of time. Campus needs to consider this as an ongoing issue, as remote training does not work for all campus populations.

- ➢ *Proposed action #22:* Maintain some in-person meetings and training to build camaraderie within teams.
  - *Impact of action:* More efficient and effective training. Increased opportunity for in person interaction with other sectors of the campus.
    - Management staff may not have adequate bandwidth at home to participate in remote meetings and complete work.

Technology/Resources

Line staff may not have access to adequate internet at home.

- ➢ *Proposed action #23:* Continue to provide "hoteling" space for staff to check email, etc. while on campus. Important announcements should be posted in central workplace areas or message boards.
  - *Impact of action:* ES workers need access to information. Helpful supervisors and the ability to be self-sufficient increases feeling of self-worth. This creates a more stable and knowledgeable workforce.
  - Some staff use their personal computing devices to complete work. Chromebooks are not a good solution for certain functions such as spreadsheets, etc.
- ➢ *Proposed action #24:* Provide employees with established set of equipment to be used while working hybrid; laptops, monitor's, etc.
  - *Impact of action:* Efficiency and productivity will increase if staff are not struggling with hardware and software. Increases cybersecurity and integrity of work.
    - Cell phone coverage was an issue for some, as they needed to use their personal cell phone for work.

- ➢ *Proposed action #25:* Develop Standard Operating Procedure for communications; Calls through Teams/Zoom or other appropriate technology.
  - o *Impact of action:* Staff do not need to utilize personal resources. Provides dependable service, professional appearance, and "workplace" for remote workers.

Employee childcare needs/challenges
- ➢ Childcare was not as much an issue for ES line workers because they, as a rule, cannot afford childcare. They already had their childcare lined up. This was not always the case with ES Management.
  - o *Proposed action #26:* Essential service staff may require some flexibility in scheduling if children cannot attend school or family members need care. Amended scheduling (as stated above) may relieve some stress from staff.
    - ▪ *Impact of action:* Staff can function better when they know their home life is in order. Allowing staff to have a better work/life balance provides stability in both home and workplace. This improves attendance, decreases last minute call offs.

Communication from leadership
- ➢ Clarity
  - o Often messaging is applicable to one population but not the entire staff; for instance, there are times when Auxiliary Staff have different needs.
- ➢ Frequency
  - o Information may only be sent out once via the official form of communication which is email. Line staff do not have desk computers and may not check email daily. Some may not even own cell phones.
- ➢ Format (face-to-face/on-campus, email, virtual meetings)
  - o Line staff do not have the ability to listen to and participate in important campus wide meetings and gatherings that may provide necessary information such as the Chancellor's Town Hall Meetings, State of the Campus addresses and COVID updates.

Budget and Space concerns
- ➢ Campus did not have a crystal ball. ES personnel were not furloughed, but many were laid off. The inability to rehire employees due to the job market affected the campus' ability to provide service to students later. The cost saving measure at the beginning did not result in true cost savings.
  - o *Proposed action #27:* Prioritize keeping ES employees in budget cutting, furloughs, and layoffs discussions. There is no guarantee that we can rehire. Space should be prioritized for essential services.
    - ▪ *Impact of action:* Recruiting, hiring, and training is time consuming and expensive. While savings may be beneficial in the short-term, longer-term consequences have shown that it may have cost more in the end because some facilities and services have not been able to open and/or remain open. This effects service to students and the University's ability to earn revenue.

- *Impact of action:* Staff morale and loyalty is diminished due to understaffing. Exhausted employees are finding other opportunities. Higher staff levels will promote good morale and loyalty.
- ➢ Determine what the minimum population needs to be on campus for the campus to seem "campusy" to provide the experience the students need and fulfill the campus mission.
  - o *Proposed action #28:* Development of a budget and operational model based on de-densified campus. Less people on campus equates to a decreased in ES staff; less revenue being generated by Auxiliaries for example.
    - *Impact of action:* The determination of a realistic and manageable population on campus will guide realistic budgeting. Resources can be moved to the appropriate areas to deliver services as determined by upper administration.
- ➢ Critical employees do not necessarily need to be on campus to perform their duties. This is a way to de-densify the campus.
  - o *Proposed action #29:* Evaluation of mission critical and essential personnel location of offices or work location. Reimagine how campus presents to the public and make it efficient to succeed in the mission.
    - *Impact of action:* Moving mission critical, front facing offices/services to prime locations will increase accessibility for students, faculty, staff, and visitors.

Awareness and Recognition

- ➢ Awareness of what ES personnel do for campus. More should be done to educate campus on the value of ES personnel.
  - o *Proposed action #30:* Mandatory Skillsoft training for all employees to understand what essential workers do for campus and our students, faculty, and staff; civility training; what to expect.
    - *Impact of action:* Educating faculty and staff about the contribution ES workers make to the campus' safety would help to refocus the campus population and manage expectations.
- ➢ Leadership positions must be visible as a type of informal recognition.
  - o *Proposed action #31:* Leadership should schedule time to visit areas to thank staff in person. Allow time for questions and answers and general conversation.
    - *Impact of action:* Staff appreciate having access to leadership, as they do not often participate in formal campus Q&A sessions, town halls or major gatherings. this allows line staff to be heard especially with increased familiarity and comfort.
- ➢ Need for more efforts to increase informal and formal recognition, appreciation, and support from campus community.
  - o *Proposed action #32:* Develop sustainable and funded recognition programs that rewards merit, creativity, and longevity.
    - *Impact of action:* Increases morale, establishes role models for behavior and encourages comradery.

Crossover Subject Matter Experts

Nathan Byford, HR SME
-Director, Human Resource Operations

Aaron Burton, Policy and Space SME
-Manager, Policy and Space Usage

Greg Williams, IT SME
-Director, OIT Network and Infrastructure

INFORMATION TECHNOLOGY CONSIDERATIONS

Overview

The Office of Information Technology (OIT) was added to the Future of Work Task Force as a support organization, understanding that technology and technological services play a large role in any type of hybrid or remote work. The approach OIT took was more listening and understanding the needs of other groups rather than trying to fit its own agenda into the conversation. Based on the listening sessions, the recommendations in this report differ only slightly from the OIT Strategic Plan but are called out specifically. Work on many of the recommendations provided were already started due to other IT projects underway prior to the onset of the COVID-19 pandemic. Data was also gathered from Educause and Gartner and included into the recommendations.

Lessons Learned and Applicability to Campus Resurgence

No matter where one looks, most of the recommendations for post-pandemic work focus on 2 key areas – *Human* aspect of work and *Workspace* aspect of work. The *Human* aspect or work includes organizational culture, workspace design, management, and talent. *Workspace* aspect includes digital enablement, digital equity, and technology shift and skill development. These areas can further be broken down into the future of work trends of Faster, Smarter, and Informed.

Future of Work Trends: Faster, Smarter, Informed

⫴⮕ Faster	🧠 Smarter	☀ Informed
• Work is distributed • Everything goes hybrid • Teams become agile • Hyperautomation fuels growth	• AI joins the team • Computers get conversational • Simple things become smarter	• Information finds you • Tinkerers become mechanics • Everything gets measured and tracked

...only the digitally dexterous thrive...

Source: Gartner
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Gartner.

Most of the feedback that we received via the listening sessions centered around digital equity. While OIT has addressed many of the concerns on the student side of the university, staff and faculty considerations were not 100% addressed. Ultimately, these concerns may be harder to address due to budget constraints, resource allocation of both OIT and external departments, and campus culture.

One item that was not brought up in the listening sessions was security concerns. Security issues stemming from implementation of technology and technology services have not adequately been addressed in our rapid pursuit of hybrid/remote work. The university has traditionally used older desktop systems from lab refreshes for numerous departments on campus. While this approach works for on campus work, the model does not work well for

hybrid work. Employees have been forced to use their own personal equipment due to the lack of technology they are able to take home. This presents compliance, vulnerability, and data loss risk amongst others. Recommendations have been made to remediate this important topic that is not typically on everyone's mind.

Hybrid work was at the top of most conversations. How do people meet in person verses remote and what tools do they have to facilitate meetings if on campus? Due to supply chain considerations and the large project size, this consideration was made a top priority even before the FWTF and this report was conceived.

Educasue 2022 Top IT Issues

Educause is a very important organization for higher education institutions all over the world. It allows IT organizations within Higher Education to tackle important issues within IT and higher education. Each year Educause releases their Top IT Issues. These issues were also considered in our recommendations since other universities are tackling the same issues.

- ➢ *Cyber Everywhere! Are We Prepared?*
    - o Developing processes and controls, institutional infrastructure, and institutional workforce skills to protect and secure data and supply-chain integrity
- ➢ *Evolve or Become Extinct*
    - o Accelerating digital transformation to improve operational efficiency, agility, and institutional workforce development
- ➢ *Digital Faculty for a Digital Future*
    - o Ensuring faculty have the digital fluency to provide creative, equitable, and innovative engagement for students
- ➢ *Learning from COVID-19 to Build a Better Future*
    - o Using digitization and digital transformation to produce technology systems that are more student-centric and equity-minded
- ➢ *The Digital versus Brick-and-Mortar Balancing Game*
    - o Creating a blended campus to provide digital and physical work and learning spaces
- ➢ *From Digital Scarcity to Digital Abundance*
    - o Achieving full, equitable digital access for students by investing in connectivity, tools, and skills
- ➢ *The Shrinking World of Higher Education or an Expanded Opportunity?*
    - o Developing a technology-enhanced post-pandemic institutional vision and value proposition
- ➢ *Weathering the Shift to the Cloud*
    - o Creating a cloud and SaaS[12] strategy that reduces costs and maintains control
- ➢ *Can We Learn from a Crisis?*
    - o Creating an actionable disaster-preparation plan to capitalize on pandemic-related cultural change and investments
- ➢ *Radical Creativity*
    - o Helping students prepare for the future by giving them tools and learning spaces that foster creative practices and collaborations

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[12] SaaS means Software as a Service

Recommendations About the Future of Work

The following are recommendation from the IT perspective for the future of work:

➢ Add video conferencing and collaboration technology to conference and seminar rooms where traditional on-campus meetings have occurred to bridge the technology and communication divide due to hybrid or remote work

➢ Consider one-time stipends for Hybrid and/or remote workers to procure equipment necessary for work outside the office. Technology and non-technology considerations should include ergonomic chairs, standing desks, webcam, extra monitor, keyboard, mice, docking station, etc. Technology and non-technology considerations would be non-CU owned equipment.

➢ Consider monthly stipends for remote workers to procure services necessary to work remotely. Services might include internet, cell phone plans, etc.

➢ Ensure departments are set up for remote work success when onboarding new hybrid/remote employees. This includes training on collaboration tools, security best practices, remote services, etc.

➢ Departments should strongly consider laptop procurement instead of desktops to ensure that employees have a university owned computing device to work from when remote

➢ Start to look at Artificial Intelligence (AI)/Machine Learning (ML) technology to automate departmental service requests

➢ Campus should continue to invest in departmental digital transformation efforts (e-signatures, workflow automation through existing tools, migration of locally stored data to cloud based storage)

➢ OIT should continue to move forward with Service Desk model for support of campus technology service requests to ensure campus has technology support across various services

➢ OIT should proceed with Softphone rollout project which allows all staff to have their on-campus phone number associated to Microsoft Teams calling

➢ OIT should continue to evaluate all potentially new services in the cloud instead of integrating or procuring on campus services due to cloud efficiencies

➢ Campus should ensure that data is captured, and decisions are informed based on accurate data. This may involve ensuring data for new services is enabled by default and that someone can accurately interpret the data

➢ *Security implications for OIT with implications for employees and contractors:*
   o Invest in technology that allows for automated updating of both operating system and installed software to ensure data is protected remotely
   o Configure technology that allows for automatic installation of university deployed PC image to streamline laptop procurement and remote computer builds
   o Invest in technology that allows auditing of computers to ensure compliance
   o Invest in network detection and response to ensure both remote and local computing resources are safe and audited in case of an incident
   o Configure Multi-Factor Authentication for remote access to campus.

Many of these recommendations will require additional resources and time to accomplish. As OIT is a support organization, it has done much pre-work for the transition to hybrid/remote work but realizes that it can only improve its offerings if it listens to campus and is flexible with its recommendations and is able to secure the funding to implement the needed changes.

HUMAN RESOURCE CONSIDERATIONS

Overview

This task force focused largely on understanding the long-term potential of the work environment and the possibility of expanding work arrangement options regarding remote, hybrid, and flexible schedules. Some of the continuous themes in the FWTF discussions centered around how UCCS can support employees, stay competitive within the labor market, identify challenges with certain work arrangements, and how UCCS can capitalize on potential benefits of the continued evolution of remote/hybrid/flexible work arrangements.

As UCCS continues to grow, student needs evolve, and employee expectations change. UCCS has a unique opportunity to re-envision how we work, how we engage, where we work, and how we serve our community.

UCCS HR has been tasked with developing recommendations that address[13]:
➢ What lessons have been learned?
➢ How so those lessons apply to our campus resurgence?
➢ How are they applicable to what could become "our new operational normal?"

The project focused largely on understanding the long-term potential for remote and hybrid work, flexible schedules, and other types of work arrangements that have proven effective but not without challenges during the pandemic. These recommendations provide a step towards an innovative workspace for UCCS's employee-base, enhanced flexibility concerning employee engagement, and bolster UCCS's opportunity to become an employer of choice. All of this aligns with the UCCS Strategic Plan.[14]

Focus on work arrangements

The where, when, and how university employees do their work is important. The experience of the past year shows us that employees can effectively perform some but certainly not all jobs remotely. The past year also revealed the challenges associated with remote work, flexible schedules, and other arrangements. We need to address these challenges if we're to expand our range of potential long-term work arrangements.

If UCCS is to gain a competitive edge in recruiting and retaining top talent, it must keep pace with market trends and everchanging employee expectations. UCCS competes with other employers locally, regionally, and nationally. More flexible work arrangements are becoming the norm across many fields where recruitment and retention are already challenging. In addition to streamlining the hiring processes, keeping benefits competitive, and redesigning the onboarding process, expands our view of effective work arrangements is another effort to remain competitive.

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[13] Future of Work Taskforce Meeting Agenda 4.22.21
[14] UCCS 2030 Strategic Plan, https://strategicplan.uccs.edu/strategies/4.

Mission(s) First

Factors such as space utilization, employee preferences, and various market trends are important. However, in serving the UCCS community, the question for UCCS-HR is: What best serves the campus constituents and the various missions within our colleges, library, and departments?

Mission(s) and service expectations should be a primary determinant when considering the below:

- ➢ Decisions about work arrangements for specific jobs are best made at the college/division level
- ➢ UCCS should offer foundational guidance and support for these decisions and coordinate practices across participating colleges and divisions
- ➢ Equity and consistency are essential at the college/division level
- ➢ When determining alternative work arrangements for employees, the net result of an employee's work should be net-neutral if not net-positive. Meaning that the outcome of an employee's work would be the same without an alternative work arrangement in place, if not more productive.
   - o EAB likewise encourages revocation of remote work privileges for remote eligible employees to be tied to specific performance failures to complete tasks remotely, as defined by the employee's manager, rather than for more broadly scoped reasons, which can feel arbitrary[15].
- ➢ Mission(s) help frame the scope of specific work arrangements. Specifically, not all types of jobs are suitable for remote/hybrid work, flexible schedules, etc. which is why it is important that these decisions be made at the college/division level (as mentioned in the Essential Services chapter).

Transparent, Equitable, and Fair Processes

Having fair and transparent processes/decision-making builds trust with the employee-base. Therefore, processes around the future of work should be clear, and decisions should be based on application of standard criteria which are free from bias and favoritism. Concerning equity, UCCS should meet every employee where they are and recognizing that different employees face different circumstances and may have different needs. Work arrangement decisions can take the individual's circumstances into account which may mean different employees have different arrangements. Below are some recommended principles to ensure transparent, equitable, and fair processes:

- ➢ Policies and practices concerning work arrangements should be transparent and consistent across employee-base, based on similarly situated employees.
- ➢ In-person and remote employees should have identical, agreed-upon standards of performance regardless of their work arrangement.
- ➢ Professional development opportunities should be available for all employees regardless of their work arrangement.
- ➢ Of note, the focus shall remain on the mission(s) and any approved work arrangement shall not be considered a benefit and/or entitlement. Any work arrangement may entail
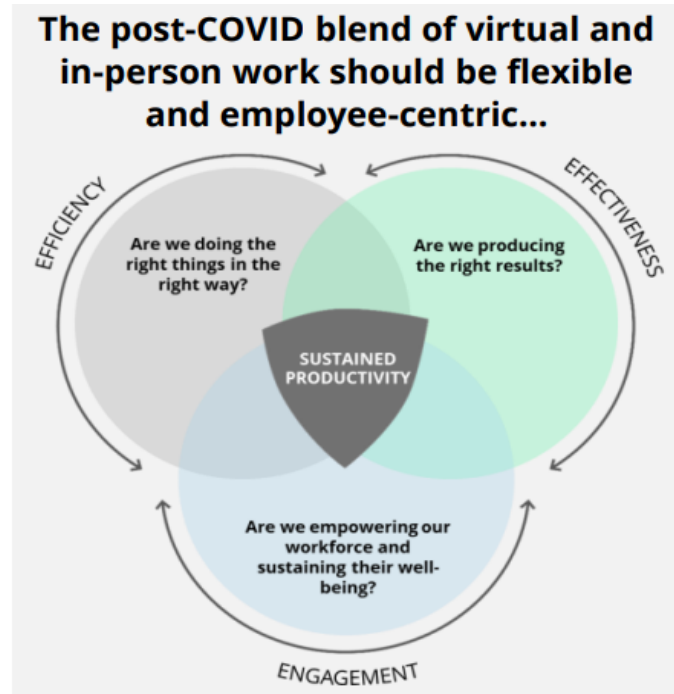
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[15] EAB Remote Work Policy Audit Rubric

some costs to employees. On-campus work often comes with costs for transportation and/or parking. Remote work likely comes with costs for workspace and connectivity.

Lessons Learned and Applicability to Campus Resurgence

What worked well
- ➢ Leveraging and enhanced use of technology
- ➢ Actual and/or perceived increase in productivity and efficiency
- ➢ Specific to HR, "necessity is the mother of innovation" Multiple processes and procedures were redesigned to provide more automation, less paper, and faster response times
- ➢ Increased participation in virtual meetings, events, etc. (e.g., Town Halls)
- ➢ Flexibility and quick adoption of new technologies, processes, and protocols.

The post-COVID blend of virtual and in-person work should be flexible and employee-centric...

EFFICIENCY

Are we doing the right things in the right way?

EFFECTIVENESS

Are we producing the right results?

SUSTAINED PRODUCTIVITY

Are we empowering our workforce and sustaining their well-being?

ENGAGEMENT

Challenges
- ➢ Some experience(d) lack of consistent connectivity to internet
- ➢ Adapting to new best practices
- ➢ Maintaining a sense of community
- ➢ Teams/Zoom learning curve
- ➢ Teams/Zoom fatigue and burnout due to the several pivots and evolving needs
- ➢ Blending face-to-face and hybrid work practices
- ➢ Revenue loss due to lack of parking, dining services, recreation center usage, auxiliary services, etc.

Recommendations About the Future of Work

According to Deloitte[16]: "The vision for what the workplace looks like next has moved beyond the traditional binary choice of onsite or telework. An adaptive workplace is a flexible workplace approach that enables faculty and staff to work where they are most productive, engaged, and effective in carrying out research, teaching, and service, depending on the task and the people who are needed to execute it. Institutions change the way the workplace looks by enabling its workforce to do their work wherever they feel most productive and engaged.

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[16] https://www2.deloitte.com/content/dam/Deloitte/us/Documents/public-sector/us-gps-building-post-covid-adaptive-workplaces-for-higher-education.pdf

This human-centered approach to the workplace promotes productivity, efficiency, effectiveness, workforce well-being and a positive workforce experience. How can our institution position itself to capitalize on the current forced virtual experience and become a leading adaptive workplaces employer? And how, at the same time, can it offer unwavering support for, the faculty, staff, and students who are impacted? This shift will be built on key enablers that drive success in a hybrid environment: navigating virtual collaboration tools and telework platforms, implementing telework policies and procedures that maximize productivity and collaboration while minimizing data security risks, and adapting long-held in-person norms and culture. Institutions that are successful in making this shift will first assess their current landscape, then begin to address high-priority workplace components that impact faculty, staff, students, university finances, and operations."

The recommendations from HR are categorized into seven focus areas: Training, Onboarding, Employee Engagement Survey, Communications, Policy, Change Management, Parking.

...and factor in the many capabilities and services higher education institutions provide.
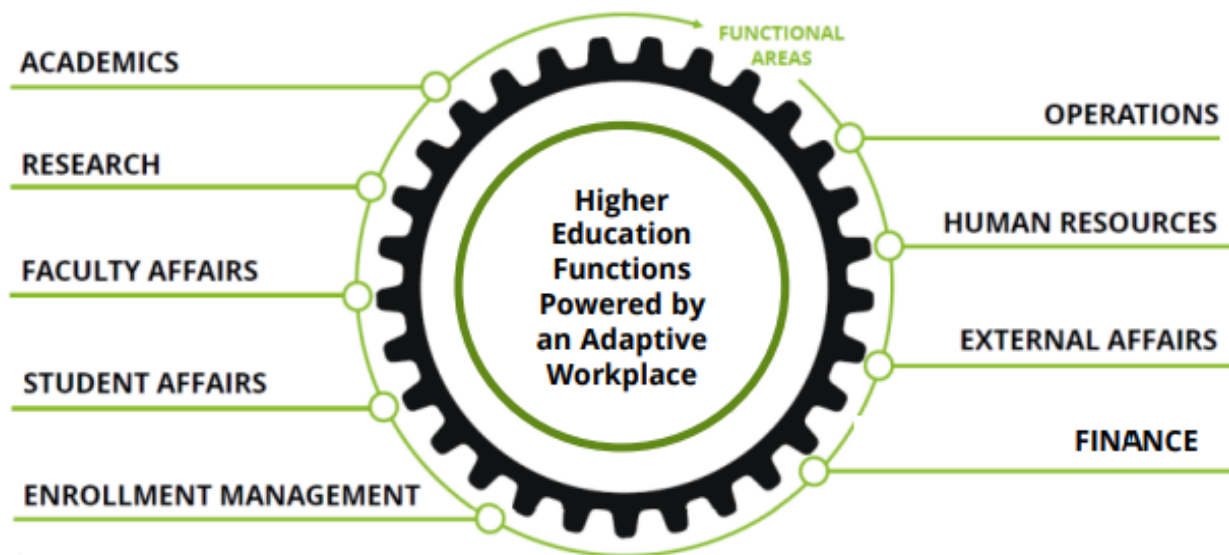
Training
Training will continue to be an important component of what HR offers to the greater UCCS campus. In a recent McKinsey article[17]: "As the operating model evolves quickly to accommodate a rapidly changing environment, the key is to iterate strategic workforce planning to determine the right skills to develop in a 'just in time' manner. These learning journeys are tailored to each specific role, but organizations can increase their scale and cost effectiveness by delivering the majority of the training digitally."

[17] https://www.mckinsey.com/business-functions/people-and-organizational-performance/our-insights/to-emerge-stronger-from-the-covid-19-crisis-companies-should-start-reskilling-their-workforces-now

UCCS should provide training to all employees regardless of where they work. Leaders at UCCS should embrace training opportunities and encourage others to do the same. Resilience, Recovery, and Renewal should be a continuous process/philosophy of how UCCS aims to support all employees as we learn to respond, re-engage, and re-acclimate as individuals and as an organization. It is recommended that the current toolbox of training offerings be expanded to address

Resilience Recovery Renewal

➢ Onboarding remote/hybrid employees
➢ Communication, collaboration, and engagement between employees with different work arrangements
➢ Performance Management and coaching for supervisors and employees
➢ Supervision and engagement in a remote/hybrid environment
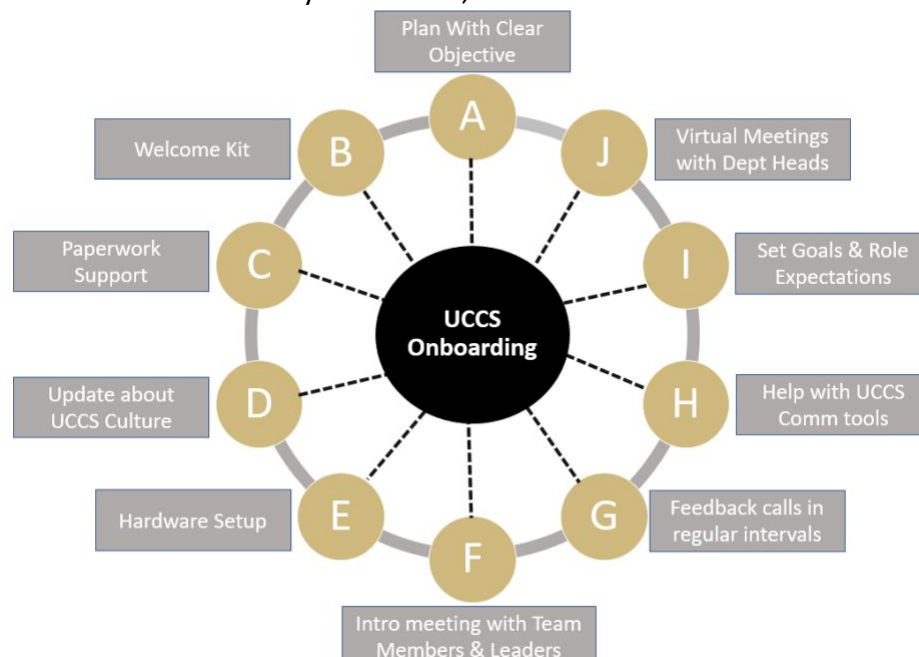➢ Building a positive culture in a remote/hybrid environment.

Onboarding

In-line with both the UCCS 2030 Strategic Plan and the HR strategic initiative, employee onboarding should be re-engineered to provide the support and tools necessary for new staff entering their roles and continuing throughout their entire employment at UCCS.
In concert with OIT, this plan should include

➢ Technology which is essential to an employee's success on the job.
➢ Communication tools and meeting solutions which provide flexibility, and file-sharing applications which provide equitable access to information and deliverables.
➢ In working with department heads, HR should continue to assist with onboarding to help new staff understand the university and department culture and arrange frequent meetings to develop relationships and gain a pulse on challenges, what additional resources may be needed, as well as what seems to be working well.

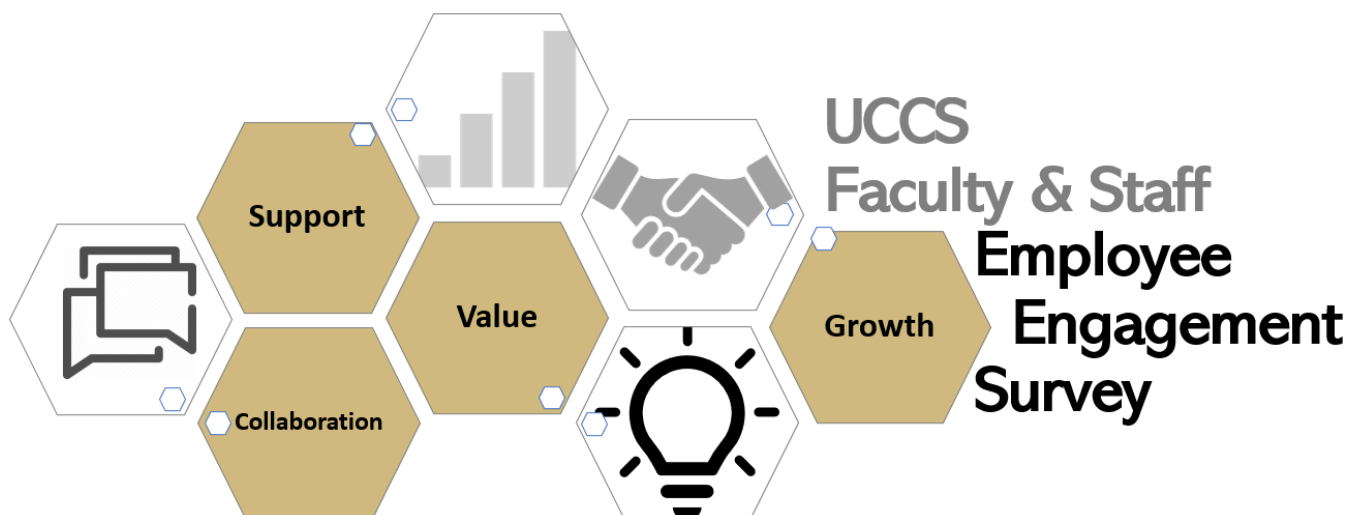50

Employee Engagement Survey(s)

When employees are engaged with their work, their team, one-another, and with the mission, their efforts are effective and most likely appreciated. Engaged employees are committed to the university's goals, and are more productive, motivated, and dedicated to achieving excellence. A necessary element in strategic planning, a survey can help build organizational effectiveness by actively engaging employees in a continuous process of organizational improvement.

UCCS HR should design and deploy an employee engagement survey. Consistently measuring employee engagement will help UCCS understand
  ➢ Employee perception of the effectiveness of the university
  ➢ What is important to the employee-base?
  ➢ What issues may be perceived to impede employee performance?

The survey(s) should measure things such as
  ➢ Relationships with leaders, managers, and co-workers
     o The day-to-day work experiences
     o Support from supervisor to complete job duties
     o Does the worker have the tools needed to complete job duties?
     o Opportunities for learning and advancement
     o Work/life balance
     o Pay, benefits, and recognition

Communications

UCCS Human Resources' communication should align with the university goals and the communication process should be collaborative. Information needs to be consistently disseminated in a timely, proactive, and transparent manner.   As the future of work at UCCS takes shape, mission-critical communications should be available across multiple platforms, in real-time, and easily digestible for any employee regardless of their work arrangement (i.e.,

meeting our employees where they are). Employees will be more informed and better positioned for growth and excellence.

HR communications should focus on informing campus constituents (such as HRLs) about what HR offers and what they need to know through HR communication vehicles. Components to be considered as feedback loops should be
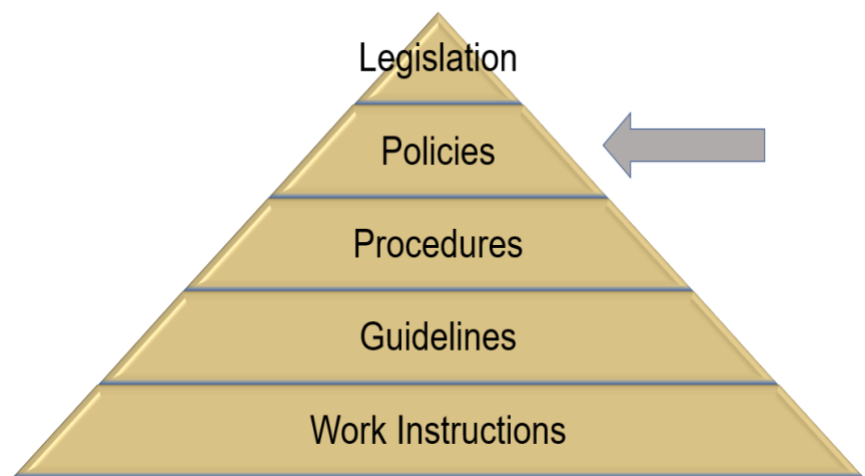
- ➢ Utilize assessment tools (Qualtrics) at every opportunity
- ➢ Increase opportunities to "tell our story" to various campus constituents using available tools
- ➢ Increase communication opportunities within academic side (i.e., attend faculty and staff committee meetings to gain awareness of critical HR topics or concerns)
- ➢ Develop workforce/supervisor toolkits to assist with all work arrangements
- ➢ Renew campus ties via an open house model where individuals can "drop-in" virtually or in-person
- ➢ Have HR transition back to main campus

Policies

Review and assess the current policy environment at UCCS. Agile execution, authenticity, transparency, and greater degrees of remote/hybrid/flexible work are driving factors in refreshing UCCS policies to align with the evolving workplace. Going back to the previous section *Training*, UCCS will lead to better resilience, in work arrangements to maintain productivity, regardless of *how* employees complete their work. By investing in and realigning technology, processes, and workforce policies that address these issues, UCCS will create sustainable new ways of working.
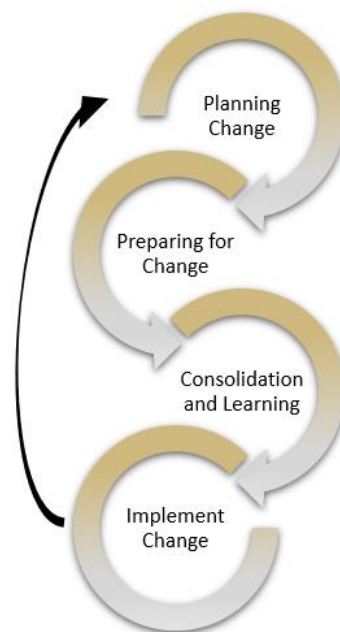
UCCS should create/refine policies concerning

- ➢ Work arrangements
- ➢ Leave use
- ➢ Inclement weather
- ➢ Vaccination requirements
- ➢ Resources available for remote/hybrid/flexible work
- ➢ Performance Management
- ➢ Risk Management
- ➢ Technology
- ➢ Business continuity plans/planning
- ➢ Crisis management plans (including conversion of faculty/staff positions as needed to manage volume peeks)
  - o Space usage (converting to a collaborative neighborhood – open space working options, hoteling, and social distancing)

Legislation

Policies

Procedures

Guidelines

Work Instructions

Change Management
UCCS HR perceives that engaging in a comprehensive change management practice to evolve workforce culture, proactively install positive change, and address university shifts is a critical element when operationalizing the future of work components. Such change management practices should be facilitated on an on-going basis to ensure strategic progress and control the impact in the day-to-day operations of the university. Another element to assess is whether change management training should be implemented by certain supervisors to best synchronize the future of work deliverables at all levels of the organization.

Parking
It is understood that any work arrangement may entail some costs to employees. Although on-campus work comes with costs for transportation and parking, UCCS HR perceives that there is an opportunity to make parking more equitable for those workers required to work on-campus. A consideration of a tiered program for parking costs based on salary/hourly wages to address this equity challenge as well as serve as an employee benefit when recruiting and retaining staff is advisable.

Conclusion
This report represents the next step in this process as recommended from UCCS-HR. It responds to needs identified either internally by HR, external research, FWTF meetings where these issues were identified, and finally this list was curated by the UCCS-HR leadership group. Although this report responds to issues identified needing focus by UCCS, these recommendations and newly created suggestions may require ongoing attention through a committee mechanism. This will ensure UCCS continues to actively respond to the changing future of work environment.

POLICY AND SPACE UTILIZATION CONSIDERATIONS
Overview
UCCS successful and rapid pivot to remote operations has allowed the campus to resume operations and the university's mission in hybrid status. The impact because of the ongoing pandemic and long-term effects on individuals (satisfaction/retention/recruitment), units (performance), students (enrollments and retention), and the campus climate are unknown and evolving. Remote/hybrid work significantly increased demand not just for extra resources including laptops, network hubs, software and platforms like Teams and Zoom—for remote employees and classrooms/conference rooms, but for space usage considerations.
UCCS mirrors the national and industry challenges in retention, recruitment, and competition for talent and students. Retention and recruitment of employees and students is crucial to maintaining fiscal health, budgets, viability, competition, and growth. Human Resource and Space management policies directly impact retention, recruitment, and personal/program success.

Essential services remained in-person throughout the remote periods during 2020-21. Budgetary decisions limited hiring during that period reducing the workforce. Restoring the workforce for the fall return was hindered by labor force shortages (a national phenomenon). Spaces for essential services operating regularly and full-time on campus should remain a key consideration. Equity, applicable to schedules and spaces, is a commonly referenced priority. Leadership and individual needs, capabilities, and preferences are widely varied, presenting challenges to mitigate perceived and real inequities for work-schedules and related workspaces. The focus on ADA and accessibility for employees and students on-campus extends to remote/hybrid employees working at home.

Lessons Learned and Applicability to Campus Resurgence
Ongoing assessment is needed to determine space utilization and efficiencies by departments internally and as part of the Campus Master Plan process, to aid in college and departmental strategic planning that supports the mission(s) and budgets. Colleges and departments are hesitant to identify or give up space due to uncertainty about leadership expectations and the needs necessary to support the mission and stakeholders.

In addition, the new budget model presents an opportunity for colleges and departments to candidly assess space utilization more judiciously for current and future needs, and forces colleges and departments to focus on needs, efficiency, and costs on a per-square-foot cost basis since in the future, colleges and departments will be charged for the space they occupy. The FWTF and budget model are timely and can inform, guide, and compliment the Campus Master Plan assessment.

Policies on space (management), HR (workplaces, schedules, performance, etc.), and IT require review and revision to reflect current and future operations. Communications to the campus about ongoing initiatives, including the FWTF, Campus Master Plan assessment, and Campus Space Advisory Committee work should be regularly communicated, with outreach for regular for feedback and inclusion.

The pandemic has had historic implications nationally, including higher-education, one in four employees seriously considered quitting and over 4 million quitting or changing jobs April of 2020 alone.[18] These challenges are further compounded with already challenged enrollments and retention at universities pre-pandemic.

UCCS' has successfully transitioned throughout the pandemic and illustrated the ability to maintain remote/hybrid operations while meeting the UCCS mission(s). While the long-term effects are still evolving and unknown, lessons learned present opportunities for campus leaders to reimagine FOW on campus and the spaces needed to support our missions and students. Thus, maximizing budgets, efficiencies, productivity, and continuing to expand current and future programs.

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[18] https://news.prudential.com/increasingly-workers-expect-pandemic-workplace-adaptations-to-stick.htm

The national and global "great resignation" is a historic phenomenon that requires significant attention for retention and recruitment of talent. Work-place policies for schedules and spaces are directly connected, attributable, and impactful to current and future employees and students. Many national surveys show over 80% of workers have worked remotely since the onset of the pandemic, and over 60% desire to maintain flexible/remote/hybrid work schedules. A more localized survey at CU Boulder reflects similarly, with over 90 percent preferring hybrid opportunities to work from home after the pandemic, and over 80 percent preferring to work from home at least 2-3 days or more per week, with only 14 percent preferring an on-campus full-time presence.

Almost 90% state the importance of maintaining physical connection to campus. These current trends indicate the opportunity for promoting extended remote/hybrid work options where ideal, assessing and implementing shared/flex/hotel spaces that can accommodate hybrid schedules and maintain opportunities for employees to flexibly work on-campus, collaborate, and maintain connections, support, and inclusivity.

The FWTF recommendations and new budget model are timely and coincide with the future Campus Master Plan assessment. This should be utilized by our Campus Master Plan consultants, Smith Group, as they assess current/planned space use and explore opportunities for space and program management, and growth while supporting the UCCS Strategic Plan. Preparation for future contingencies regarding spaces, technology, and human resources (polices, schedules, etc.) are an ongoing concern and should be considered during policy revisions.

Equity, particularly regarding remote/hybrid work options, and dedicated/shared spaces, along with accessibility (ADA) for campus and home-based workspaces (furniture/technology) are all commonly referenced concerns. Equally, campus parking challenges (i.e., costs) and opportunities (greater availability vs. equity) is a frequently highlighted concern.
Despite ongoing reductions in utilization of space across campus, senior and unit leaders remain highly reserved and concerned about giving up any spaces without Cabinet level commitment to long-term remote/hybrid work options. Unknowns about leadership expectations and future program needs reinforce long-standing preferences to "hold" onto coveted and limited spaces.

Using the new budget-model, emphasize and highlight to the campus community that space is a campus resource with real costs and in limited supply. Maximizing utilization and creatively reimaging uses with more shared/flexible spaces, hoteling, and collaboration spaces, will provide colleges, departments, and units with more internal flexibility for new employees and expanded programs. Maximized efficiencies in use with minimized uses of space could present opportunities for consolidation, physical downsizing, and cost savings that could provide funding for more personnel and programs.

UCCS policies requiring assessment for possible revision to adjust to changing needs include space, human resources, and information technology policies, and primarily include, but are not limited to the following:

- Space Policies:
  - [200-024 Assignment of Academic Office Space](#)
  - [400-001 Scheduling and Use of University Facilities and Physical Space](#)
  - [400-006 Campus Space Management](#)
  - [400-011 Facilities Alterations and Adaptions](#)
- Human Resources (space related) Policies:
  - [300-004 Alternate Work Schedules and Locations](#)
  - [300-013 Check In Policy](#)
  - [300-021 Disability Access and Accommodation](#)
  - Leave policies including; [300-007 Leave Sharing](#) and [300-023 Parental Leave for Faculty and Staff](#)
- Information Technology:
  - [700-002 Responsible Computing](#)
  - [700-003 Information Technology Security](#)
  - [700-004 Wireless Network](#)
  - [700-005 Computer Security Incident Response](#)
  - [700-006 Computer and Electronics Disposal](#)

Recommendations About the Future of Work

Expanded options for remote/hybrid work will improve space-management and cost-saving benefits by reducing demand for on-site space that may result in notable cost-savings on university-owned or leased facilities. Remote/flexible work and teaching/learning options, along with sufficient related spaces (dedicated/shared/flexible) will be key to future retention and recruitment of faculty and staff, and students.

Spaces and technology have real costs to build, maintain, service, renovate, and manage. The new budget-model, in alignment with the upcoming Campus Master Plan assessment and recommendations, should help colleges and departments balance current and future costs for spaces. This will support their mission(s) with opportunities for future growth of personnel and programs. The FWTF recommendations, in conjunction with new budget-model details for departments and colleges, and a candid look at current, short, and long-term imminent space utilization plans, should be provided to the Campus Master Plan consultant and incorporated into their Scope of Work (SOW). This will provide clear guidance to their recommendations so that they are coaligned with the FOW as they relate to campus spaces.

The Campus Space Advisory Committee should be engaged, at least quarterly, with an initial focus on budget-modeling related to current spaces utilization, costs, needs, and opportunities. Ongoing collaboration on ways to meet and enhance space opportunities will provide a mechanism of feedback to the Campus Master Plan consultant.

Major variances in mission needs inherently create variances in the ability to support remote/hybrid options. Individual units are key to assessing opportunities that balance and maximize on-campus/stakeholder facing operations. Assessing the space needed to strike that balance, and communicating those needs/opportunities to their supervisor, can assist in further consideration and planning.

UCCS should provide clear and general foundational support, informally and through policy, to divisions, colleges, and units, for remote/hybrid work options and related spaces needed to successfully support their core missions. These areas should be responsible for and empowered to tailor their remote/hybrid schedules to best support their missions and stakeholders. This can be accomplished with existing and improved/revised campus policies.

Common industry allocations being explored and practiced for space include the following
- ➢ *Dedicated personal space*
- ➢ Senior leaders[19] and department directors
- ➢ Staff working in the office/in-person 3-4 or more days per week
- ➢ .50> TF/TTF/IRC (aligned with current UCCS policy)
- ➢ Positions requiring regularly scheduled/frequent one-on-one support, such as mental health counselors, health providers, Title IX/OIE officers, legal staff, and some academic advisors.
    - o *Shared space*
- ➢ For hybrid employees on-campus and/or remote 2-3 days per week
    - o *Hotel space/drop-in workstations*
- ➢ Fully remote workers
- ➢ Hybrid workers on 4 days remote/1 day on-campus
- ➢ Part- time employees and part-time faculty
    - o Additional considerations include:
- ➢ Requirements for privacy and confidentiality in areas like admissions counselors, OIE, Ombuds, athletic coaches and trainers, etc.
- ➢ Demands on essential services employees with already high attrition rates, lower pay, higher demands for in-person operations, higher risks, and greater inequities with less options for remote/hybrid work (e.g., police, facilities trades, custodial, groundskeepers, food service workers, etc.).

Significant space consolidation through shared/hotel spaces could create opportunities for program level and departmental strategic moves. Opportunities for divisions and units to identify spaces that can be converted to shared/hotel and small meeting/collaboration spaces can provide spaces internally for new employees and programs. This could assist in reducing the need for new construction, major remodeling, and leased spaces.

It's possible to reduce leased spaces and costs by 25-50%, with sufficient hotel space for those areas to work on campus flexibly. Of note is that UCCS currently leases space in four buildings in the University Office Park (buildings 1831, 1861, 1867, and 1873, for a total of 22,500 square feet at an annual cost of $293,000).

Expanded and long-term remote/hybrid work options could present opportunities on campus for departmental flexibility and growth but may also present opportunities to consolidate and downsize our presence in leased spaces, resulting in significant cost savings to UCCS. Additional larger "hub" spaces and hoteling spaces on campus may be required to support consolidation

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[19] Senior leaders are defined as: Chancellor, Vice Chancellors, AVC's, Deans, Associate/Assistant Deans, Executive Directors, and the like.

or downsizing in University Office Park spaces, while maintaining surge-space capacity required for normal on-campus construction and renovations.

The only current surge spaces at UCCS, recently vacated, is at UOP 1867 and Cragmor (former Career Center suite). Ongoing assessment for infrequently used spaces (individual dedicated, shared, and future hoteling spaces) with consideration of utilities costs should be part of the ongoing financial evaluation. The Office of Sustainability is a good resource for departments and academic units seeking to explore changes in uses of space for increased efficiency and cost/benefit analysis.

The campus should identify areas that can succeed fully remotely or mostly remotely with hoteling, without negative impacts to campus climate or student success. Space sensor technologies measuring use and frequency of spaces are available and may be an option for inclusion in the SOW for the Campus Master Plan assessment.

Supervisors should explore and support spaces within their units for conversion to shared spaces for hybrid workers on/off 2-3 days per week. Hoteling spaces for employees working mostly remotely should be encouraged and units should add spaces and hubs for increased workstations with systems furniture and cubicles, where beneficial.

Another thought is to have campus promote initial and ongoing surveys (departmentally and/or campus-wide) to assess current strengths, challenges, needs, and preferences for work schedules and spaces. This will reflect ongoing changes to the campus climate, productivity, and student enrollments and retention. This will also allow the campus to gauge how well new FOW policies and practices have been implemented and evaluated. Allowing the campus to explore the possibility of performing a case-study like CU Boulder PD&C did this past year[20] could also be beneficial.

Policies provide sound guidance, with emphasis on flexibility and adaptability based on safety and changing needs. Regular assessment of space utilization, efficiency, and core principles focusing on students and their success is essential to effective space management policies. Policies also need to provide clear guidance to meet needs for employees, students, and programs with collaborative management of spaces through the Campus Space Advisory Committee, Vice Chancellors and Deans allocated "space blocks."

Though UCCS policies can provide sound and flexible guidance, many require review and revisions to reflect increased remote/hybrid work. Several policies are already being considered for the Policy Review Schedule. Since there is currently no "standard" formula for space allocations, shared, hybrid, or hoteling spaces this will need to be evaluated further. This is highly varied based on each unit's capabilities, needs, and mission. Space utilization will require

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[20] https://uccsoffice365.sharepoint.com/sites/FutureofWorkTaskforce/Shared Documents/Forms/AllItems.aspx?id=%2Fsites%2FFutureofWorkTaskforce%2FShared Documents%2FGeneral%2FCU Boulder Future Work and Campus Space Slides V5r%2Epdf&parent=%2Fsites%2FFutureofWorkTaskforce%2FShared Documents%2FGeneral&p=true&wdLOR=cEF427325-E0FF-4474-9D84-352B0293501B&ct=1638818366642&or=Outlook-Body&cid=2061E8C9-A01E-490C-87C9-867D14171AB5

continual assessment and adjustment to meet the ongoing mission in these still changing times and environments.

Several select policy provisions below are examples for possible revision directly related to FOW considerations

- 200-024 Assignment of Academic Space, para. II.B.4 and II.B.5 "Space Priority" states a position should not be offered without a dedicated space for the position, that .50+ TF/TTF should be provided a designated private office, and that instructors and staff should typically share office spaces. This doesn't address unique needs for positions requiring privacy and confidentiality, nor does it address the new phenomena of some TF/TTF now working fully remote.
- 300-004 Alternative Work Schedules and Locations outlines guidance on schedules and locations, and states "Supervisors are encouraged to consider a one day a week Alternative Work Location", which might be expanded upon to include broader remote/hybrid schedules expanding hybrid models that include 2-3 days remotely or even 4 days remote/1 day on-campus.
  - Updated guidance will need to align to related higher level regulations and guidance, state employment laws and regulations, Regent Laws and Policies, and system APS'.
- The recently updated CU Denver-Anschutz policy 4032 Alternate Work Schedules and Remote Work Arrangements (updated June 2021) provides a great starting point for related UCCS policy considerations and revision.
- 400-006 and 200-024 clearly outlines guidance for assignment of "space blocks" and flexibility to manage and repurpose allocated spaces to changing needs but could be further clarified and extended to staff and departments outside of the Academic specific policy, particularly as it applies to changes in use and justification for retention of spaces due to new construction, renovations, or program changes or moves. As units, divisions, and programs explore and practice space changes for enhanced efficiencies, they should be empowered to make changes, while ensuring a focus on related budgets and other campus priorities and needs.
- IT policies
  - With the larger scale preference and issuance of laptops and communications through platforms like Teams/Zoom, there is an increased need for employee education and awareness on protection of PII and sensitive data[21], with a focus on procedures for issuance, education for users, and strict collection of devices to safeguard sensitive personal and university data upon departure from the university.
  - Recommend review and revision of IT and HR policies (including Conduct policies) to provide guidelines and resources for employees, beginning at onboarding and with annual refresher training on available resources, proper use, risk-management, and accountability.

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[21] PII means Protection of Personal Identifiable Data such as social security numbers, passport numbers, driver's license numbers, etc.

Recommendations about space usage and policy include

Space
- ➢ Emphasize space policy guidelines across campus emphasizing efficiency and utilization for both cost savings and maximized opportunity for employees and programs
- ➢ Re-engage the Campus Space Advisory Committee, quarterly until consensus is "as needed"
- ➢ Inform campus leaders on Facilities and Budget Office's work on a new budget model and division/departmental costs, to emphasize benefits of maximized space management efficiencies and savings.
- ➢ Utilize upcoming campus Master Plan Assessment, FWTF findings and recommendations incorporated into consultant's Scope of Work.
  - o Include development of new database for space management in Smith Group's SOW for Master Plan Assessment.
  - o Detail current and future occupancy levels based on on-campus, remote, and hybrid employee numbers.
  - o Identify opportunities for shared and hoteling spaces utilizing systems furniture and cubicles with standardized docking and connectivity.
  - o Identify areas for hubs, collaboration, and meeting spaces.
- ➢ Include DEI and HR ADA personnel in Campus Space Advisory Committee and significant space discussions.

Information Technology
- ➢ In addition to maximizing standardization of technologies across campus with the increased demand for laptops for hybrid/remote employees, include IT in planning for hubs, hoteling, and flexible drop-in workspaces with docking stations and connectivity.

Policy
- ➢ Work with Vice Chancellor's to identify and establish related key space and HR and IT policies requiring review and revision to support campus operations and mission(s), respective of Cabinet endorsed FWTF recommendations.
- ➢ Work with Vice Chancellor appointed policy committee leads to form inclusive, robust committees including FWTF member for future policies developed that impact campus stakeholders.
- ➢ Expand education and outreach across the campus community on existing policy guidance and revisions committees for greater opportunities for inclusion.
- ➢ Educate and inform Campus Space Advisory Committee on key policy guidelines for space assessment, utilization, allocation, renovation, and processes.
- ➢ Extend invitations to meet with and brief Vice Chancellor's, Deans, Directors, and other departmental leaders.
- ➢ Highlight policy guidance to campus community via Marketing channels including Communique, Campus Connections, Commode Chronicles, Town Halls, etc.

Additional considerations
- ➢ Use approved taskforce recommendations and the budget-model to inform and guide the Campus Master Plan assessment.

- ➢ Conduct targeted and timely surveys with opportunities for feedback on evolving campus climate, efficiencies, opportunities, and needs.
- ➢ Determine future FWTF and SME membership.
- ➢ Communicate and emphasize approved FWTF recommendations, education, resources, Campus Space Advisory Committee work, Campus Master Plan assessment, and related initiatives to campus community for awareness and inclusion.
- ➢ Highlight opportunities for change management education and execution to campus leaders, directors, and employees to facilitate leading and managing change. This can be done using UCCS change management experts, a change management consultant, or as a part of the Campus Master Plan assessment SOW.
- ➢ *Taskforce future*: the original goal and timeline for the taskforce presents concerns from members about expectations and demands on members due to the ongoing pandemic. The prolonged pandemic and the continually evolving impacts to campus operations emphasize the need to transition the taskforce to a committee or integrate the taskforce (and some members/roles) into another related committee.

The FWTF collaborative efforts with campus focused on policy and space. These findings and recommendations, along with the referenced resources, studies, surveys, and best practices guided these recommendations, which serve to answer the Chancellor's taskforce charge. Many additional, noteworthy considerations and recommendations, including UCCS stakeholders, are expounded in the resources referenced in the references and citations section of this report.

CONCLUSION AND RECOMMENDATIONS

CONCLUSIONS AND RECOMMENDATIONS

The FWTF concluded that because the COVID-19 pandemic is not yet over, and the fact that there is no foreseeable end in sight, that further review of work practices will need to continue into the winter/spring 2022 semester and possibly beyond, even though the makeup of the task force maybe different from current. The FWTF recommends that the taskforce be reconstituted as a committee to conduct longer term research, analysis, and provide on-going recommendations.

The FWTF recommends that for at least the Winter/Spring 2022 semester, that current infection prevention measures continue and that the current flexibility in allowing the campus workforce to work remotely when appropriate also continue. The FWTF concludes that student services have been delivered to students in both in-person and virtual formats to the satisfaction of students and that students have not experienced negative impacts because service units have adapted to meet students' individual needs. Where improvement can happen is in the academic delivery portion of the student experience, providing students with more consistency by keeping courses to their original delivery modes (in-person, hyflex, synchronous, asynchronous, etc.) and not changing the delivery mode mid-semester.

The FWTF also recommends that the campus give serious consideration to hiring either a Change Management expert, or contract with a private firm that provides Change Management services. Having this type of expertise available to guide us through what could potentially be drastic changes in our work practices and work culture, as well as guide us through the changes that will be bought about by the new Incentive Based Budget Model could be beneficial for the campus community.

The following is a synopsis of the FWTF's recommendations. The full recommendations may be found within each section of this report.

Academic Services | Group Recommendations

1. Reconsidering RPT and Workloads for Faculty to better evaluate and value the work of women and POC. The three main areas for consideration are
   ➢ *Research:* merit and metrics.
      o The co-creation and dissemination of faculty knowledge and expertise through collaboration with industry
      o Implementation of government policy at the local, state, and national level
      o Public outreach and media engagement
      o Societal service through communication practices
      o Working with communities and deferring to them in places and on issues critical to them, has the potential to center communities in partnership with faculty research in critical topics
   ➢ *Mentorship: research and service*. The group proposes that a broader lens of mentorship be acknowledged and employed when evaluating faculty research and service. Some ways to accomplish this include the following

- Recognizing that mentorship is not static: mentorship is a bidirectional relationship that changes as the relationship evolves. These relationships may vary from being highly formal, structured, and with very specific goals, assignments, and timelines to less formal or clearly articulated relationships.
- Recognizing mentorship that includes various relationships: while a traditional mentorship relationship can be between an academic supervisor and a mentee (graduate student, postdoctoral scholar, undergraduate researcher, etc.), mentorship can come in a variety of forms that include peer, supervisor, career development mentor, and/or personal mentor[22].

➢ *Promotion and tenure*. In terms of promotion and tenure for faculty, expanding what counts as success and what counts as contributions for promotion and tenure is what we have identified as the future of the academic workforce. We need to look beyond papers and grants if we want to stay relevant and attract and retain diverse faculty and students.
The group believes that women and POC faculty do additional work that includes mentorship, community, and campus engagements, and building networks is both possible and beneficial to our campus. Some ways to do this is by developing promotion and tenure guidelines that are more inclusive and holistic. Examples of this include
- Documenting for promotion and tenure the skills and tools provided (to mentees, community, groups, and campus), retention (of students and community partners), self-efficacy (students and community partners, and groups), satisfaction, and overall culture created in mentorship, community and campus engagement service and projects, and building and sustaining of networks.
- The quality of this work could be quantitatively tracked by the department and institution throughout an individual's career within academia using surveys such as the Global Measure of Mentorship Practices as adapted for STEM postsecondary education.
- These metrics could be compared empirically against institutional or national statistics to gauge impact.[23]

2. Current research on the transition back to in-office work is indicating that employees prefer to be on site 1-3 days per week. For this group, this includes faculty and academic department staff. Since schedules would vary from one person to the next, having written guidelines to assist staff and faculty in communicating their work hours is important in helping departments and courses run smoothly. Guidelines to consider for an optimal work environment include
➢ Work scheduled should enhance and not detract from the student experience both inside and outside the classroom

[22] https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.3001282
[23] (https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.3001282

- Encourage continued productivity in research and creative works for both faculty and students
- Include planning for impact on diversity, equity and inclusion including a sense of belonging, community, and preserving a positive campus culture
- Increase and maintain hiring, engagement, and retention
- Support the health and wellness of our community
- Support the responsible stewardship of resources
- Develop a work culture built on trust and productivity
- Cultivate the building of cohesive and collaborative teamwork.

3. The Academic Services Group makes four main recommendations to help both students and faculty better thrive in a hybrid or remote environment
   - That faculty post their office hours in multiple locations, and submit those hours to the department administrative person and the department chair
   - Faculty post in multiple places their communication practices – i.e., expected response time, and how best to reach them (email, text, telephone, cell phone, etc.)
   - Any changes to their office hours or communication plan be posted in multiple places, communicated to students, department administrative personnel, and the chair as soon as possible
   - That faculty maintain current software on their laptops and desktops.

4. The following are recommended places to post faculty office hours
   - Syllabus – both hard copies and electronic
   - Canvas – in the course shell information
   - Signature lines in emails
   - Microsoft Outlook calendars
   - Department and individual faculty webpages
   - Faculty office door

5. Alternate Work Schedules and Legal Considerations. For consideration, when assessing the business case presented by an employee desiring to work remotely, factors should include but not limited to
   - Any employment laws which may be problematic for UCCS concerning the jurisdiction where the employee will be domicile
   - *Business justification*: Can the employee reasonably complete their duties from another location with little to no disruption to their business unit (e.g., if they're moving to the east coast, is that problematic because of the time difference?)
   - *Outcomes*: Can the employee's job performance be either net-neutral or net-positive, meaning, can they complete their responsibilities either the same if they were situated in Colorado or perhaps be more productive
   - *Tools*: Does the employee have the appropriate tools available to them to complete their responsibilities remotely (i.e., adequate internet, appropriate space at home to work, etc.)

6. This is not an exhaustive list as each job can demonstrate varying needs and outcomes, but a good starting point and guideposts. The decisions should be equitable and consistent and not based on biases or favoritism.
   ➢ Other items may include clear understanding of what tools UCCS will supply for remote work, verses what the employee will be expected to supply
   ➢ Legal Counsel and HR should be consulted as well when building out a plan for hybrid work for faculty

Support Services | Group Recommendations
The Support Services Group's recommendations fall within these four categories: Technology, Environment, Engagement and Commitment, and Lessons Learned for the Future of Work. Below are summaries of these themes and recommendations/areas of inquiry for the future implementation process
1. *Technology*
   ➢ Laptops need to be standard work equipment along with proper headsets for the future of work whether you are on campus, hybrid, or remote
   ➢ Technology should be upgraded and not recycled because the recycling and rebuilding of current computer equipment may not give staff the needed requirements in today's evolving work environment
   ➢ Meeting spaces need the technology to accommodate on campus and remote participants. The ability to see and hear <u>all</u> participants in the room while participating remotely is critical

2. *Environment*
   ➢ UCCS needs a clear commitment to shared workspace. This needs to be an initiative pushed forward and supported by the university leadership
      o focusing on efficient space usage
      o not wasting space
      o determining who is going to share and how will it work and committed office hoteling on campus and in different buildings
      o a clear scheduling process for reserving hoteling space
      o the focus of this should be ultimately for the benefit of students learning if a department/college gives up space that results in repurposing, that space should be used for a student success outcome
         ▪ an example of this needed space allocation is an increase in testing spaces for students
   ➢ Soundproofing of office space/office hotels. This will allow others in the area to not be disturbed by online meetings/events
      o The new T. Rowe Price Career and Innovation Center looks great, but the walls are paper thin, and voices may be heard outside of closed offices
      o To avoid this from becoming an issue, hoteling space should be designed to be private when needed (e.g., when someone needs to be on a Teams/Zoom call or on the phone)

3. *Engagement and Commitment*
   - ➢ Events and meetings for staff initiatives need to have hybrid (in person and virtual) accessibility, participants should not have a "less than" experience because they are remote
   - ➢ An initiative for all departments to have plans in place for hybrid work (where applicable)
     - o hybrid work options will attract needed staff
   - ➢ Student service departments should have a hybrid service component/option to accommodate students who prefer the flexibility of using online service formats when it is most convenient to them
   - ➢ Support services for staff should also have a hybrid service component/option
   - ➢ Interview processes should be remote when appropriate
     - o This will save the departments money on travel and lodging, also allowing staff members to join from their own workspace resulting in a huge timesaver.

4. *SGA Recommendations*
   - ➢ Students are missing key essential social skills to make them successful in and out of the classroom. This is based on the past 20-months of remote learning and lack of events and social/professional engagements on and off campus.
   - ➢ Students need professional development opportunities to enhance the communication, social, and other essential skills used in a professional work environment
     - o This is especially true for first-year students, having missed those experiences in high school – no prom, no traditional dating experiences, no sporting events, etc.)
   - ➢ Students need departmental resources (i.e., Excel Communication Center communication skill- building workshops) to supplement their lack of knowledge and experience in social and professional skills.
     - o UCCS Student Life provides extensive programming for incoming first-year students and the residential population, catering specifically to the deficiency of social and professional skills not acquired in high school due to COVID-19 remote and hybrid learning experiences. That programming includes Clyde's Kickoff Week that intentionally focuses on establishing community on campus, navigating students' college careers and classes, participating in UCCS campus traditions, and emphasizing the importance of inclusion and belonging.
     - o The intended outcomes of Clyde's Kickoff Week assist first-year students in acclimation to the social, emotional, and educational challenges in college, by encouraging various social settings, exposing students to diverse cultures and background, presenting resources from various UCCS departments and introduce the support network, and allowing residential, commuter and other students to interact.
     - o They learn the mission/purpose of various departments, create meaningful connections, understand academic expectations, and connect

with faculty and staff. Much of this did not occur in the same manner the past 3 semesters.

Essential Services | Group Recommendations
Multiple research indicators show increasing income inequality in the United States resulting from the pandemic, access to telework, and other flexible work arrangements. The following recommendations are focused on addressing some of these issues of inequality. They are categorized into nine focus areas: Recruiting, Hiring and Retention, Benefits (pay and leave), Work Schedules (ability/or lack of to work remotely, flexibility, parking, restructuring), Training Needs, Technology/Resources, Employee Childcare Needs/Challenges, Communication from Leadership (clarity, frequency, format), Budget and Space Concerns, Awareness and Recognition.

1. *Recruiting, Hiring and Retention:* UCCS has not been able to attract a good pool of applicants in the past few years. This has become increasingly true during the pandemic, with no signs of this changing anytime soon.
   ➢ Change educational requirements for Essential Services (ES) positions, where appropriate. Re-evaluate minimum requirements for some essential positions to attract a larger pool of candidates. Decrease educational requirement while increasing tradeoff for years of experience.
      o *Impact of action:* Increases potential applicant pool. Makes applying to the University less intimidating.
   ➢ Implement hiring, training, and development strategies with a clear path to advancement.
      o *Impact of action:* Does not leave new employees in a dead-end job, attracts, and retains entry-level employees, and increases loyalty to the campus.
      Hire a campus recruitment specialist to increase support from HR to plan and execute hiring fairs, develop simple application processes, etc.
      o *Impact of action:* Allows department managers to concentrate on operations. Ensures recruiting is done in a professional and consistent manner.
   ➢ Remove resume requirement from application process for essential services employee entry level positions.
      o *Impact of action:* Allows for easy application process for candidates who do not have a long employment history and/or educational background. This is also helpful for candidates who may face challenges with the English language.
   ➢ Implement refer-a-friend bonus.
      o *Impact of action:* Increase workplace comradery; incentivize our staff to help find a solution to staffing problems.
   ➢ Look to alternate work forces to provide staff (veterans, developmentally disabled with job coaches, immigrant populations, Pike's Peak Workforce Center, Goodwill, etc.).
      o I*mpact of action:* Increases population of diverse workers on campus; creates a loyal workforce that has room to grow with experience.

- ➢ Consider outsourcing some positions/departments.
  - o *Impact of action:* Decreases the University's payroll and benefits liability; moves staffing and service burden to contracted company, increase campus cash flow, etc.
- ➢ Develop a marketing strategy to increase awareness about why working at UCCS is great; emphasize value of long-term benefits, pension, stable work environment, and tuition benefits.
  - o *Impact of action:* Some potential applicants may not have ever considered the university as a potential workplace. Many essential services workers work paycheck-to-paycheck. Enticing staff to consider the University as a long-term employer due to the good benefits will create longevity in workforce.

2. *Benefits* (pay and leave): Essential Service workers are typically the lowest paid population on campus.
   - ➢ Examine pay scale to reward ES Personnel commensurate with their value and contribution to keeping campus operational.
     - o *Impact of action:* Increased starting salaries helps the University to compete with similarly situated institutions.
   - ➢ Retention pay and performance management system that allows for retention pay and quality of service. Reward people who do great work.
     - o *Impact of action:* Celebrate our ES as the campus "Superheroes." They keep the UCCS functioning and may perform better if they feel more appreciated and financially stable in their personal life. They may not need to have a second job which often leads to an exhausted workforce.
   - ➢ Consider a structure of "Paid Time Off" rather than sick and vacation leave to allow ES workers the flexibility in use of accrued time. Decrease the accrual cap to ensure time gets used.
     - o *Impact of action:* Financial liability of the campus is increased as the workforce accrues unused vacation and sick leave. General paid time off rather than specified sick and vacation leave gives essential workers a little more flexibility and decreased inequity because they are forced to use sick time when remote workers are not.
   - ➢ Consider providing extra "mental health days" and/or administration days to reward employees for being on campus when others are not required to be there. E.g.: Time-and-half-pay for working during campus closures.
     - o *Impact of action:* This incentivizes ES workforce and may be a nice recruiting tool (this may require a further review of classified employment rules and regulations).
   - ➢ Provide stipends as part of their salary for employees to use needed – can be toward parking for on-campus ES workers, or materials and services for remote workers.
     - o *Impact of action: Reduces inequity of the requirement to pay for parking. Helps remote workers' pay for expenses related to remote work.*

- ➢ ES worker "Appreciation Day" that they do not have to work. Some Essential Service personnel do not get to fully participate in campus appreciation events because they must set up, staff it, prepare the food, and/or clean up. They do not get to just relax and feel appreciated the same way as non-ES workers do.
- ➢ Campus Appreciation events outsourced or staffed by other departments. Other staff members should be intentional about socializing and being inclusive with ES Staff.
  - o *Impact of action:* ES workers get the opportunity to interact on a social level with other staff members thereby increasing the inclusiveness of all levels of staff.

3. *Work Schedules* (ability/or lack of to work remotely, flexibility, parking, restructuring**),** Ability (or lack of) to work remotely
   - ➢ Consider alternate work schedules, including 4/10s, 3/12s in some departments. Flexible scheduling for line staff: Four-day work week may be valuable as a recruiting tool. This does not save money overall, as areas need to be serviced 24/7. Is extra budget worth the recruitment and retention of a quality workforce?
     - o *Impact of action:* This may increase recruitment and retention opportunities. Allows staff to have extended time off to rest, spend with family and/or have a second job if necessary.
   - ➢ Allow some supervisory and managerial positions to work a hybrid schedule, with some remote shifts. Consider a 20% potential flexibility to work remotely.
     - o *Impact of action:* This can increase productivity and decrease burnout in some positions where appropriate. This may be an effective recruiting tool and a benefit that other organizations may not offer.
   - ➢ Restructure parking rates based on income; reduced rates (see CSU information[24])
   - ➢ Supply bus passes
     - o *Impact of action:* Decreases need for parking and traffic on campus, decreases environmental impact
   - ➢ Subscription to PEAK Bike to encourage mass-transit
     - o *Impact of action: Decreases need for parking and traffic on campus, decreases environmental impact*
   - ➢ Reclassify some ES management positions to "Mission Critical" to allow for primarily remote work.
     - o *Impact of action:* There are a few Essential Service management positions that could work primarily remotely without having a negative effect on services to campus; especially in Housing. Saves office space, increases job satisfaction.
     - o Workload - Increased workload due to understaffing/inability to fill open positions.

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[24] https://pts.colostate.edu/parking/purchase-a-permit/

4. *Training Needs:* Training for entry level positions is performed in person. ES staff are used to interacting with each other in person. On-line training can be difficult for this population due to challenges with utilizing technology, language barriers, etc. They are used to being active. Overall, they do not prefer to sit at a desk for long periods of time. Campus needs to consider this as an ongoing issue, as remote training does not work for all campus populations.
   - Maintain some in-person meetings and training to build camaraderie within teams.
     - *Impact of action:* More efficient and effective training. Increased opportunity for in person interaction with other sectors of the campus.
     - Management staff may not have adequate bandwidth at home to participate in remote meetings and complete work.

5. *Technology/Resources:* Line staff may not have access to adequate internet at home.
   - Continue to provide "hoteling" space for staff to check email, etc. while on campus. Important announcements should be posted in central workplace areas or message boards
     - *Impact of action:* ES workers need access to information. Helpful supervisors and the ability to be self-sufficient increases feeling of self-worth. This creates a more stable and knowledgeable workforce.
     - Some staff use their personal computing devices to complete work. Chromebooks are not a good solution for certain functions such as spreadsheets, etc.
   - Provide employees with established set of equipment to be used while working hybrid, laptops, monitor's, etc.
     - *Impact of action:* Efficiency and productivity will increase if staff are not struggling with hardware and software. Increases cybersecurity and integrity of work.
     - Cell phone coverage was an issue for some, as they needed to use their personal cell phone for work.
   - Develop Standard Operating Procedure for communications; Calls through Teams/Zoom or other appropriate technology.
     - *Impact of action:* Staff do not need to utilize personal resources. Provides dependable service, professional appearance, and "workplace" for remote workers.

6. *Employee childcare needs/challenges:* Childcare was not as much an issue for ES line workers because they, as a rule, cannot afford childcare. They already had their childcare lined up. This was not always the case with ES Management.
   - Essential service staff may require some flexibility in scheduling if children cannot attend school or family members need care. Amended scheduling (as stated above) may relieve some stress from staff.
     - *Impact of action:* Staff can function better when they know their home life is in order. Allowing staff to have a better work/life balance provides stability in both home and workplace. This improves attendance, decreases last minute call offs.

7. *Communication from leadership:* (clarity, frequency, and format).
    ➢ Often messaging is applicable to one population but not the entire staff; for instance, there are times when Auxiliary Staff have different needs.
    ➢ Information may only be sent out once via the official form of communication which is email. Line staff do not have desk computers and may not check email daily. Some may not even own cell phones.
    ➢ Line staff do not have the ability to listen to and participate in important campus wide meetings and gatherings that may provide necessary information such as the Chancellor's Town Hall Meetings, State of the Campus addresses and COVID updates.

8. *Budget and Space concerns:* Campus did not have a crystal ball. ES personnel were for the most part not furloughed, but many were laid off. The inability to rehire employees due to the job market affected the campus' ability to provide service to students later. The cost saving measure at the beginning did not result in true cost savings.
    ➢ Prioritize keeping ES employees in budget cutting, furloughs, and layoffs discussions. There is no guarantee that we can rehire once an ES employee is laid off.
        o *Impact of action:* Recruiting, hiring, and training is time consuming and expensive. While savings may be beneficial in the short-term, longer-term consequences have shown that it may have cost more in the end because some facilities and services have not been able to open and/or remain open. This effects service to students and the University's ability to earn revenue.
        o *Impact of action:* Staff morale and loyalty is diminished due to understaffing. Exhausted employees are finding other opportunities. Higher staff levels will promote good morale and loyalty.
    ➢ Determine what the minimum population needs to be on campus for the campus to seem "campusy" to provide the experience the students need and fulfill the campus mission.
    ➢ Development of a budget and operational model based on de-densified campus. Less people on campus equates to a decreased in ES staff; less revenue being generated by Auxiliaries for example.
        o I*mpact of action:* The determination of a realistic and manageable population on campus will guide realistic budgeting. Resources can be moved to the appropriate areas to deliver services as determined by upper administration.
    ➢ Critical employees do not necessarily need to be on campus to perform their duties. This is a way to de-densify the campus.
    ➢ Evaluation of mission critical and essential personnel location of offices or work location. Reimagine how campus presents to the public and make it efficient to succeed in the mission.
        o *Impact of action:* Moving mission critical, front facing offices/services to prime locations will increase accessibility for students, faculty, staff, and visitors.

9. *Awareness and Recognition*: Awareness of what ES personnel do for campus. More should be done to educate campus on the value of ES personnel.
    - ➢ Mandatory Skillsoft training for all employees to understand what essential workers do for campus and our students, faculty, and staff; civility training; what to expect.
        - o *Impact of action:* Educating faculty and staff about the contribution ES workers make to the campus' safety would help to refocus the campus population and manage expectations.
    - ➢ Leadership should schedule time to visit areas to thank staff in person. Allow time for questions and answers and general conversation.
        - o *Impact of action:* Staff appreciate having access to leadership, as they do not often participate in formal campus Q&A sessions, town halls or major gatherings. this allows line staff to be heard especially with increased familiarity and comfort.
    - ➢ Develop sustainable and funded recognition programs that rewards merit, creativity, and longevity.
        - o *Impact of action:* Increases morale, establishes role models for behavior and encourages comradery.

Subject Matter Experts | Group Recommendations

Information Technology Considerations
The following are recommendation from the IT perspective for the future of work:

1. Add video conferencing and collaboration technology to conference and seminar rooms where traditional on-campus meetings have occurred to bridge the technology and communication divide due to hybrid or remote work
2. Consider one-time stipends for Hybrid and/or remote workers to procure equipment necessary for work outside the office. Technology and non-technology considerations should include ergonomic chairs, standing desks, webcam, extra monitor, keyboard, mice, docking station, etc. Technology and non-technology considerations would be non-CU owned equipment.
3. Consider monthly stipends for remote workers to procure services necessary to work remotely. Services might include internet, cell phone plans, etc.
4. Ensure departments are set up for remote work success when onboarding new hybrid/remote employees. This includes training on collaboration tools, security best practices, remote services, etc.
5. Departments should strongly consider laptop procurement instead of desktops to ensure that employees have a university owned computing device to work from when remote
6. Start to look at Artificial Intelligence (AI)/Machine Learning (ML) technology to automate departmental service requests
7. Campus should continue to invest in departmental digital transformation efforts (e-signatures, workflow automation through existing tools, migration of locally stored data to cloud based storage)

8. OIT should continue to move forward with Service Desk model for support of campus technology service requests to ensure campus has technology support across various services
9. OIT should proceed with Softphone rollout project which allows all staff to have their on-campus phone number associated to Microsoft Teams calling
10. OIT should continue to evaluate all potentially new services in the cloud instead of integrating or procuring on campus services due to cloud efficiencies
11. Campus should ensure that data is captured, and decisions are informed based on accurate data. This may involve ensuring data for new services is enabled by default and that someone can accurately interpret the data
12. Security implications for OIT with implications for employees and contractors:
    ➢ Invest in technology that allows for automated updating of both operating system and installed software to ensure data is protected remotely
    ➢ Configure technology that allows for automatic installation of university deployed PC image to streamline laptop procurement and remote computer builds
    ➢ Invest in technology that allows auditing of computers to ensure compliance
    ➢ Invest in network detection and response to ensure both remote and local computing resources are safe and audited in case of an incident
    ➢ Configure Multi-Factor Authentication for remote access to campus.

Many of these recommendations will require additional resources and time to accomplish. As OIT is a support organization, it has done much pre-work for the transition to hybrid/remote work but realizes that it can only improve its offerings if it listens to campus and is flexible with its recommendations and is able to secure the funding to implement the needed changes.

Human Resource Considerations
The recommendations from HR are categorized into seven focus areas: Training, Onboarding, Employee Engagement Survey, Communications, Policy, Change Management, Parking.

1. *Training*: UCCS should provide training to all employees regardless of where they work. Leaders at UCCS should embrace training opportunities and encourage others to do the same. Resilience, Recovery, and Renewal should be a continuous process/philosophy of how UCCS aims to support all employees as we learn to respond, re-engage, and re-acclimate as individuals and as an organization. It is recommended that the current toolbox of training offerings be expanded to address
    ➢ Onboarding remote/hybrid employees
    ➢ Communication, collaboration, and engagement between employees with different work arrangements
    ➢ Performance Management and coaching for supervisors and employees
    ➢ Supervision and engagement in a remote/hybrid environment
    ➢ Building a positive culture in a remote/hybrid environment.

2. *Onboarding*: In-line with both the UCCS 2030 Strategic Plan and the HR strategic initiative, employee onboarding should be re-engineered to provide the support and

tools necessary for new staff entering their roles and continuing throughout their entire employment at UCCS. In concert with OIT, this plan should include

- ➢ Technology which is essential to an employee's success on the job.
- ➢ Communication tools and meeting solutions which provide flexibility, and file-sharing applications which provide equitable access to information and deliverables.
- ➢ In working with department heads, HR should continue to assist with onboarding to help new staff understand the university and department culture and arrange frequent meetings to develop relationships and gain a pulse on challenges, what additional resources may be needed, as well as what seems to be working well.

3. *Employee Engagement Survey(s):* When employees are engaged with their work, their team, one-another, and with the mission, their efforts are effective and most likely appreciated. Engaged employees are committed to the university's goals, and are more productive, motivated, and dedicated to achieving excellence. A necessary element in strategic planning, a survey can help build organizational effectiveness by actively engaging employees in a continuous process of organizational improvement.
UCCS HR should design and deploy an employee engagement survey. Consistently measuring employee engagement will help UCCS understand

- ➢ Employee perception of the effectiveness of the university
- ➢ What is important to the employee-base
- ➢ What issues may be perceived to impede employee performance

The survey(s) should measure things such as:

- ➢ Relationships with leaders, managers, and co-workers
- ➢ The day-to-day work experiences
- ➢ Support from supervisor to complete job duties
- ➢ Does the worker have the tools needed to complete job duties?
- ➢ Opportunities for learning and advancement
- ➢ Work/life balance
- ➢ Pay, benefits, and recognition

4. *Communications*: UCCS Human Resources' communication should align with the university goals and the communication process should be collaborative. Information needs to be consistently disseminated in a timely, proactive, and transparent manner. As the future of work at UCCS takes shape, mission-critical communications should be available across multiple platforms, in real-time, and easily digestible for any employee regardless of their work arrangement (i.e., meeting our employees where they are). Employees will be more informed and better positioned for growth and excellence.

5. HR communications should focus on informing campus constituents (such as HRLs) about what HR offers and what they need to know through HR communication vehicles. Components to be considered as feedback loops should be:

- ➢ Utilize assessment tools (Qualtrics) at every opportunity
- ➢ Increase opportunities to "tell our story" to various campus constituents using available tools

- ➢ Increase communication opportunities within academic side (i.e., attend faculty and staff committee meetings to gain awareness of critical HR topics or concerns)
- ➢ Develop workforce/supervisor toolkits to assist with all work arrangements
- ➢ Renew campus ties via an open house model where individuals can "drop-in" virtually or in-person
- ➢ Have HR transition back to main campus.

6. *Policies*: Review and assess the current policy environment at UCCS. Agile execution, authenticity, transparency, and greater degrees of remote/hybrid/flexible work are driving factors in refreshing UCCS policies to align with the evolving workplace. Going back to the previous section *Training*, UCCS will lead to better resilience, in work arrangements to maintain productivity, regardless of *how* employees complete their work. By investing in and realigning technology, processes, and workforce policies that address these issues, UCCS will create sustainable new ways of working. UCCS should create/refine policies concerning
   - ➢ Work arrangements
   - ➢ Leave use
   - ➢ Inclement weather
   - ➢ Vaccination requirements
   - ➢ Resources available for remote/hybrid/flexible work
   - ➢ Performance Management
   - ➢ Risk Management
   - ➢ Technology
   - ➢ Business continuity plans/planning
   - ➢ Crisis management plans (including conversion of faculty/staff positions as needed to manage volume peeks)
   - ➢ Space usage (converting to a collaborative neighborhood – open space working options, hoteling, and social distancing)

7. *Change Management*: UCCS HR perceives that engaging in a comprehensive change management practice to evolve workforce culture, proactively install positive change, and address university shifts is a critical element when operationalizing the future of work components. Such change management practices should be facilitated on an on-going basis to ensure strategic progress and control the impact in the day-to-day operations of the university. Another element to assess is whether change management training should be implemented by certain supervisors to best synchronize the future of work deliverables at all levels of the organization.

8. *Parking*: It is understood that any work arrangement may entail some costs to employees. Although on-campus work comes with costs for transportation and parking, UCCS HR perceives that there is an opportunity to make parking more equitable for those workers required to work on-campus. A consideration of a tiered program for parking costs based on salary/hourly wages to address this equity challenge as well as serve as an employee benefit when recruiting and retaining staff is advisable.

Policy and Space Utilization Considerations

Expanded options for remote/hybrid work will improve space-management and cost-saving benefits by reducing demand for on-site space that may result in notable cost-savings on university-owned or leased facilities. Remote/flexible work and teaching/learning options, along with sufficient related spaces (dedicated/shared/flexible) will be key to future retention and recruitment of faculty and staff, and students.

1. The recommendations, in conjunction with new budget-model details for departments and colleges, and a candid look at current, short, and long-term imminent space utilization plans, should be provided to the Campus Master Plan consultant and incorporated into their Scope of Work (SOW). This will provide clear guidance to their recommendations so that they are coaligned with the FOW as they relate to campus spaces.

2. The Campus Space Advisory Committee should be engaged, at least quarterly, with an initial focus on budget-modeling related to current spaces utilization, costs, needs, and opportunities. Ongoing collaboration on ways to meet and enhance space opportunities will provide a mechanism of feedback to the Campus Master Plan consultant.

3. UCCS should provide clear and general foundational support, informally and through policy, to divisions, colleges, and units, for remote/hybrid work options and related spaces needed to successfully support their core missions. These areas should be responsible for and empowered to tailor their remote/hybrid schedules to best support their missions and stakeholders. This can be accomplished with existing and improved/revised campus policies.

4. Common industry allocations currently being explored and practiced for space include the following
   - *Dedicated personal space*
     - Senior leaders[25] and department directors
     - Staff working in the office/in-person 3-4 or more days per week
     - .50> TF/TTF/IRC (aligned with current UCCS policy)
     - Positions requiring regularly scheduled/frequent one-on-one support, such as mental health counselors, health providers, Title IX/OIE officers, legal staff, and some academic advisors.
     - *Shared space*
     - For hybrid employees on-campus and/or remote 2-3 days per week
   - *Hotel space/drop-in workstations*
     - Fully remote workers
     - Hybrid workers on 4 days remote/1 day on-campus
     - Part- time employees and part-time faculty

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[25] Senior leaders are defined as: Chancellor, Vice Chancellors, AVC's, Deans, Associate/Assistant Deans, Executive Directors, and the like.

5. Additional considerations include
   - ➤ Requirements for privacy and confidentiality in areas like admissions counselors, OIE, Ombuds, athletic coaches and trainers, etc.
   - ➤ Demands on essential services employees with already high attrition rates, lower pay, higher demands for in-person operations, higher risks, and greater inequities with less options for remote/hybrid work (e.g., police, facilities trades, custodial, groundskeepers, food service workers, etc.).

6. It's possible to reduce leased spaces and costs by 25-50%, with sufficient hotel space for those areas to work on campus flexibly. Of note is that UCCS currently leases space in four buildings in the University Office Park (buildings 1831, 1861, 1867, and 1873, for a total of 22,500 square feet at an annual cost of $293,000).

7. Additional larger "hub" spaces and hoteling spaces on campus may be required to support consolidation or downsizing in University Office Park spaces, while maintaining surge-space capacity required for normal on-campus construction and renovations.

8. The campus should identify areas that can succeed fully remotely or mostly remotely with hoteling, without negative impacts to campus climate or student success. Space sensor technologies measuring use and frequency of spaces are available and may be an option for inclusion in the SOW for the Campus Master Plan assessment.

9. Supervisors should explore and support spaces within their units for conversion to shared spaces for hybrid workers on/off 2-3 days per week. Hoteling spaces for employees working mostly remotely should be encouraged and units should add spaces and hubs for increased workstations with systems furniture and cubicles, where beneficial.

10. Another thought is to have campus promote initial and ongoing surveys (departmentally and/or campus-wide) to assess current strengths, challenges, needs, and preferences for work schedules and spaces. This will reflect ongoing changes to the campus climate, productivity, and student enrollments and retention. This will also allow the campus to gauge how well new FOW policies and practices have been implemented and evaluated. Allowing the campus to explore the possibility of performing a case-study like CU Boulder PD&C did this past year[26] could also be beneficial.

11. Regular assessment of space utilization, efficiency, and core principles focusing on students and their success is essential to effective space management policies. Policies also need to provide clear guidance to meet needs for employees, students, and

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[26] https://uccsoffice365.sharepoint.com/sites/FutureofWorkTaskforce/Shared Documents/Forms/AllItems.aspx?id=%2Fsites%2FFutureofWorkTaskforce%2FShared Documents%2FGeneral%2FCU Boulder Future Work and Campus Space Slides V5r%2Epdf&parent=%2Fsites%2FFutureofWorkTaskforce%2FShared Documents%2FGeneral&p=true&wdLOR=cEF427325-E0FF-4474-9D84-352B0293501B&ct=1638818366642&or=Outlook-Body&cid=2061E8C9-A01E-490C-87C9-867D14171AB5

programs with collaborative management of spaces through the Campus Space Advisory Committee, Vice Chancellors and Deans allocated "space blocks".

12. Though UCCS policies can provide sound and flexible guidance, many require review and revisions to reflect increased remote/hybrid work. Several policies are already being considered for the Policy Review Schedule. Since there is currently no "standard" formula for space allocations, shared, hybrid, or hoteling spaces this will need to be evaluated further.

   ➢ 200-024 Assignment of Academic Space, para. II.B.4 and II.B.5 "Space Priority" states a position should not be offered without a dedicated space for the position, that .50+ TF/TTF should be provided a designated private office, and that instructors and staff should typically share office spaces. This doesn't address unique needs for positions requiring privacy and confidentiality, nor does it address the new phenomena of some TF/TTF now working fully remote.

   ➢ 300-004 Alternative Work Schedules and Locations outlines guidance on schedules and locations, and states "Supervisors are encouraged to consider a one day a week Alternative Work Location", which might be expanded upon to include broader remote/hybrid schedules expanding hybrid models that include 2-3 days remotely or even 4 days remote/1 day on-campus. Updated guidance will need to align to related higher level regulations and guidance, state employment laws and regulations, Regent Laws and Policies, and system APS'.

13. The recently updated CU Denver-Anschutz policy 4032 Alternate Work Schedules and Remote Work Arrangements (updated June 2021) provides a great starting point for related UCCS policy considerations and revision[27].

14. 400-006 and 200-024 clearly outlines guidance for assignment of "space blocks" and flexibility to manage and repurpose allocated spaces to changing needs but could be further clarified and extended to staff and departments outside of the Academic specific policy, particularly as it applies to changes in use and justification for retention of spaces due to new construction, renovations, or program changes or moves. As units, divisions, and programs explore and practice space changes for enhanced efficiencies, they should be empowered to make changes, while ensuring a focus on related budgets and other campus priorities and needs.

15. IT policies—with the larger scale preference and issuance of laptops and communications through platforms like Teams and Zoom, there is an increased need for employee education and awareness on protection of PII and sensitive data[28], with a focus on procedures for issuance, education for users, and strict collection of devices to safeguard sensitive personal and university data upon departure from the university. Recommend review and revision of IT and HR policies (including Conduct policies) to

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[27] https://www.ucdenver.edu/docs/librariesprovider284/default-document-library/4000-human-resources/4032---alternative-schedules-and-remote-work-arrangements.pdf?sfvrsn=3ee7f3ba_2

[28] PII means Protection of Personal Identifiable Data such as social security numbers, passport numbers, driver's license numbers, etc.

provide guidelines and resources for employees, beginning at onboarding and with annual refresher training, on available resources, proper use, risk-management, and accountability.

16. Recommendations about space usage and policy include
    - Emphasize space policy guidelines across campus emphasizing efficiency and utilization for both cost savings and maximized opportunity for employees and programs
    - Re-engage the Campus Space Advisory Committee, quarterly until consensus is "as needed"
    - Inform campus leaders on Facilities and Budget Office's work on a new budget model and division/departmental costs, to emphasize benefits of maximized space management efficiencies and savings.
    - Utilize upcoming campus Master Plan Assessment, FWTF findings and recommendations incorporated into consultant's Scope of Work.
    - Include development of new database for space management in Smith Group's SOW for Master Plan Assessment.
    - Detail current and future occupancy levels based on on-campus, remote, and hybrid employee numbers.
    - Identify opportunities for shared and hoteling spaces utilizing systems furniture and cubicles with standardized docking and connectivity.
    - Identify areas for hubs, collaboration, and meeting spaces.
    - Include DEI and HR ADA personnel in Campus Space Advisory Committee and significant space discussions.

17. Recommendations on Information Technology
    - In addition to maximizing standardization of technologies across campus with the increased demand for laptops for hybrid/remote employees, include IT in planning for hubs, hoteling, and flexible drop-in workspaces with docking stations and connectivity.

18. Recommendations on Policy
    - Work with Vice Chancellor's to identify and establish related key space and HR and IT policies requiring review and revision to support campus operations and mission(s), respective of Cabinet endorsed FWTF recommendations.
    - Work with Vice Chancellor appointed policy committee leads to form inclusive, robust committees including FWTF member for future policies developed that impact campus stakeholders.
    - Expand education and outreach across the campus community on existing policy guidance and revisions committees for greater opportunities for inclusion.
    - Educate and inform Campus Space Advisory Committee on key policy guidelines for space assessment, utilization, allocation, renovation, and processes.
    - Extend invitations to meet with and brief Vice Chancellor's, Deans, Directors, and other departmental leaders.
    - Highlight policy guidance to campus community via Marketing channels including Communique, Campus Connections, Commode Chronicles, Town Halls, etc.

19. Additional recommendations to consider
    - Use approved taskforce recommendations and the budget-model to inform and guide the Campus Master Plan assessment.
    - Conduct targeted and timely surveys with opportunities for feedback on evolving campus climate, efficiencies, opportunities, and needs.
    - Determine future FWTF and SME membership.
    - Communicate and emphasize approved FWTF recommendations, education, resources, Campus Space Advisory Committee work, Campus Master Plan assessment, and related initiatives to campus community for awareness and inclusion.
    - Highlight opportunities for change management education and execution to campus leaders, directors, and employees to facilitate leading and managing change. This can be done using UCCS change management experts, a change management consultant, or as a part of the Campus Master Plan assessment SOW.

Conclusion

The FWTF hopes that these recommendations will help guide the campus through the winter/spring 2022 semester. Faculty, staff, and students are yearning for guidance from the campus leadership to plan their work and study lives. Additional guidance should follow during the late-April/early-May timeframe to provide guidance for the summer 2022 and beyond.

The FWTF thanks the Chancellor and his Cabinet for providing this opportunity to provide guidance. The chair of the FWTF also thanks the member ship of the taskforce for their hard work and dedication in creating this report.

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