



UNIVERSITY *of* DENVER

Creating a Community of Care:



**An Action Plan for DU's Fall Return
to Campus**

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Preface: Building A Community of Care: Fall Return to Campus Framework

The University of Denver's vision is to be a great private university dedicated to the public good. The unprecedented challenges of COVID-19 provide us with an opportunity to lean deeply into our vision – taking precautions to care for our own as well as one another's health and well-being while we support advancement of the public good through education, research, scholarship, creative work, and service. For the last four months the University worked to maintain a clear understanding of public health orders issued as a result of the pandemic and to articulate and manifest both individual and collective responsibility on our campus. In this comprehensive document, we provide our fall return to campus framework produced after very careful consideration and deliberation by 10 Task Forces, multiple working groups, and individuals with relevant expertise charged with different dimensions of this ambitious undertaking. This living document will be regularly updated as we work alongside and are guided by our health partner, scientific leaders, and federal, state, and local public health guidance and state and local public health orders. We look forward to a safe and healthy return of on-campus living, academics and co-curricular experiences for our students, faculty and staff this fall.

Guiding Principles & Values

The University of Denver is committed to a proactive, inclusive, and supportive response to COVID-19 that honors our vision as a private university dedicated to the public good. Beginning with our first decision to recall students who were studying abroad and moving through lifting finals and then spring courses online, we have maintained a commitment to the safety of our students, staff, and faculty, to excellence in the educational experience, and to our community's health and wellbeing. We moved quickly and effectively online – maintaining many aspects of our high-touch teacher-scholar model -- with the deep engagement of faculty and students. Because an in-person class experience resonates with our community and core mission, we have worked diligently to prepare the community to return in the fall with adaptations that prioritize health, safety, and well-being while on campus. We continue to refine these plans with the thoughtful input of our task forces, the deep engagement with scientific and industry insights, with the guidance of our health partner, National Jewish Health, in collaboration with other higher education institutions in Colorado, and following federal, state, and local public health guidance and state and local public health orders. The most up-to-date information, additional supporting documentation, and FAQs which are broadly relevant can be found at the University's [COVID-19 website](#), and information specific to our internal community can be found on our [COVID-19 Portfolio page](#).

Health, Safety, & Wellbeing

While it is not within the University's power to prevent cases of COVID-19, DU community members can help limit the number of potential cases and help control any potential spread by supporting the University's efforts via careful and frequent symptom monitoring, manual and digital contact tracing, testing and prevention practices and behaviors.

Health Partner

The University is establishing a partnership with [National Jewish Health](#), a not-for-profit academic health center and the #1 ranked respiratory hospital in the U.S. After a lengthy review process, we selected NJH to serve as our strategic partner as we develop, refine, and deliver monitoring, testing, isolation, and contact tracing protocols for the DU campus. Founded 120 years ago, NJH today is the only facility in the world dedicated exclusively to groundbreaking medical research and the treatment of children and adults with respiratory, cardiac, immune and related disorders.

The expertise that NJH brings to the DU partnership is broad and specific to our needs. They have established new acute respiratory clinics and respiratory recovery clinics for COVID-19 patients and have launched new lines of investigation to understand the mechanisms of the disease and the frequency of and risk factors for transmission. NJH's world-renowned Occupational Pulmonary Medicine Program addressing exposure-related diseases, their Respiratory Infectious Disease Program that specializes in diagnosis and treatment of pulmonary pathogens, and their Advanced Diagnostic Laboratory, have established an approach to assist with "back to work" programs for organizations across Colorado and around the country. We also look forward to an opportunity to expand clinical, research, and academic program collaborations between our two institutions that are already underway.

In addition, NJH has a range of affiliations with other health care systems and hospitals in our region that rely on NJH's world-class expertise for critical care assistance. We are proud to have National Jewish Health as our partner to help guide us through this pandemic in the safest and most effective way.

Testing

We will be partnering with National Jewish Health to flexibly apply the best COVID-19 testing type, population, and frequency for the safe return of DU's students, faculty, and staff to campus. This very dynamic research and clinical environment provides a number of options to consider, and those will be vetted thoroughly and implemented with the most up-to-date medical and epidemiological expertise available.

Contact Tracing

Effectively limiting spread from any potential COVID-19 cases requires aggressive contact tracing following a reported positive SARS-CoV-2 test or COVID-19 diagnosis. Initial determinations of where SARS-CoV-2 positive have been on campus are used by the COVID-19 Response Team to quickly activate disinfection and closure procedures. To effectively identify people who may have been in contact with the SARS-CoV-2 positive person, both a manual tracing (interview) and digital tracing solution is strongly recommended. The University of Denver will engage an app-based digital contact tracing solution, which will allow tracking of contacts using Bluetooth Low Energy (BLE) technology, badging, and WiFi technology. Top considerations in this decision are our community's security and privacy. The final decision regarding a contact tracing vendor and details on the solution and its security will be shared by July 31st.

Manual Tracing

Manual Contact tracing has been conducted at DU since the first positive case on March 13, 2020. Because there were fewer than 20 positive cases on campus since March, manual tracing has been sufficient to address campus needs. Our first priority when an individual in our community falls ill is to support them in seeking medical attention and communicate our concern for their well-being. We also review with them the need to self-isolate and remain off-campus (or, for campus residents, to isolate them on campus). In each instance, interviews and follow-up conversations determine when and where the person who had tested positive or was presumed positive for SARS-CoV-2 had been on campus, with whom they might have come into contact, and whether that contact included physical proximity of within six feet for at least 10 minutes and whether the parties were wearing face coverings. Individuals who may have been in contact with the person are then called to discuss the possible contact and to provide them with information regarding the need to self-isolate and stay off campus. This high-touch manual tracing effort has occurred successfully at DU for our small number of cases, via designated University staff. As we increase the number of people with access to campus, additional manual contract tracers will be hired and trained, following guidance of our health partner and under the supervision of our deputized reporter for the Denver Department of Public Health and Environment, Chris Short. As needed for each case, additional individualized support will be provided by the Campus Life and Inclusive Excellence (CLIE) team, the Health and Counseling Center (HCC), the Vice Provost for Academic Affairs, and / or Human Resources and Inclusive Community (HRIC), as appropriate.

Digital Tracing

Keeping the DU community safe and limiting spread from any potential cases requires fast and accurate contact tracing. Best practices for businesses, including university campuses, involve digital contact tracing. This can involve sensors and wearables, be app-based, or work from other existing technologies (scheduling software, Wi-Fi, badging). The DU campus has more than 90 buildings, 125 acres, and 17,000 people at full capacity. To effectively reduce the chance of an outbreak, we will engage a digital tracing vendor. Users will be asked to install an application on their mobile device. This tracking, alongside Wi-Fi and badge access will be used to quickly identify who a person has been in contact with should they test positive or be presumed positive for the virus causing COVID-19. We recognize the strong concerns of our community regarding data security and privacy and have intentionally focused on choosing a vendor that prioritizes these concerns. Data is stored securely and only temporarily, and location information is only accessed when someone is confirmed or expected positive for the virus that causes COVID-19. Individuals have control over whether the app runs in the background or foreground, have a user interface, and can disable the tracking, though this is not recommended. (For more information on privacy and information security, please see H. Privacy & Data Security.)

Symptom Monitoring

Beginning May 11, 2020, we implemented University-built symptom monitoring software integrated with daily text messaging sent via our emergency notification system. Everyone with access to campus buildings is asked to report, twice daily, on symptoms that could be indicative of COVID-19. Once daily, they are also asked whether they have traveled out of Colorado and

whether they have been in contact with someone positive or presumed positive for the SARS-CoV-2 virus that causes COVID-19. Depending on their answer to the symptom survey, individuals are advised whether to return to campus, and if not, what steps to pursue (e.g. self-quarantine, see their medical provider, etc.). Compliance with the requirement to complete the symptom monitoring software is determined via daily comparison of the ID# with survey responses and the ID#s of people with campus access. Non-compliant responders receive follow-up support to resolve technological issues, handle accidental non-compliance, and allow temporary stops for vacation. Persistent non-compliance results in termination of campus access.

Prevention

Personal Hygiene

Practicing personal hygiene and wearing face coverings in combination with maintaining proper physical distance from others is critical to preventing the spread of the virus on campus. Community responsibility includes reminding peers and colleagues to practice personal hygiene and wear personal protective equipment.

Hygiene measures

- [Wash your hands](#) often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, **use a hand sanitizer that contains at least 60% alcohol**. Cover all surfaces of your hands and rub them together until they feel dry.
- Cough or sneeze into a tissue and dispose of used tissues immediately into a trash can. If you don't have a tissue, cough or sneeze into the crook of your elbow, not your hands.
- **Avoid touching your eyes, nose, and mouth.**
- Do not shake hands and avoid physical contact with others.
- Eat away from others. Wipe down the eating space before and after the meal.
- Supervisors should encourage breaks for employees to wash hands or use hand sanitizer.
- Post signage to encourage good hygiene.



Personal Protective Equipment

[Personal protective equipment \(PPE\)](#) is an important component of virus containment. Below are current PPE requirements.

Face Coverings

All University employees, students, and visitors are required to wear a face covering at all times while on campus (inside buildings and outside) to help prevent the spread of disease, except as provided below. Acceptable face coverings include those provided by DU, where available, and an individual's face covering of choice, so long as it meets the applicable CDC and CO State recommendations. **Individuals should maintain six-foot separation even when they are wearing face coverings.** Face coverings should:

- Cover the nose and mouth at all times
- Fit snugly but comfortably against the face
- Include multiple layers of fabric
- Allow for breathing without restriction
- Be disposable or be washable and machine dryable without being damaged or changing shape
- Be looped around the ears or tied behind the head and neck
- Remain in place until taken off safely
- Be replaced with one that does not need to be frequently adjusted if the initial face covering moves during work
- Be replaced when they become dirty, wet, and/or difficult to breathe through

Exceptions:

- Individuals alone in single offices (with the door closed) are not required to wear face coverings.
- Individuals may take off their face coverings to eat and drink as long as they remain 6 feet away from others.
- An individual is not required to wear a face covering if it would inhibit the individual's health, provided that employees who cannot wear face coverings for this reason provide DU with documentation. In these instances, DU will make every effort to assign such employees to duties that do not put them in close proximity with other employees or the public.

Other Protective Equipment

DU will provide gloves and other protective equipment as appropriate for an individual employee's job duties. It is the department's responsibility to provide gloves and PPE for task specific jobs as required by OSHA, CDC, or DDPHE.

N95 masks are to be worn by University staff in response to a positive case. The use of the N95 mask requires a fit test through Environmental Health & Safety (EHS) and medical clearance to wear.

Cleaning, Disinfection, HVAC & Ventilation

The Facilities Management and Planning (FMP) Division has been diligently operating since the onset of the COVID-19 pandemic, successfully establishing and implementing cleaning, disinfection, and building operational protocols to prevent the spread of the virus. We have expanded the frequency of cleaning and disinfection by custodial staff, with increased attention to high touch points and common areas, and with the support of additional equipment (e.g. UV, electrostatic) as warranted. We have established [protocols](#) for cleaning and disinfection and provided guidance and supplies for individuals regarding the cleaning and disinfection of personal space (e.g. individual offices, dorm rooms). We have also assessed the building HVAC systems and increased ventilation across campus. Moving into fall, custodial cleaning and disinfection efforts will increase throughout the campus. Classrooms will be cleaned and disinfected daily. Between classes, disinfecting supplies will be available in the classroom including wipes and hand sanitizer (or other cleaning supplies) to allow individuals to wipe their areas prior to the start of the class.

Cleaning: While cleaning refers to the removal of dirt, germs and impurities from surfaces, it alone does not kill germs. Cleaning levels will be adjusted throughout campus in order to focus custodial resources on the disinfection protocols necessary for a successful virus mitigation. The updated levels of service and frequencies of cleaning and disinfection are available [here](#).

Disinfection: Disinfection works by using chemicals to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs. But killing germs that remain on a surface after cleaning further reduces any risk of spreading infection. Three levels of disinfection have been established based on the response required to mitigate the virus:

1) **LEVEL 1: Pre-cautionary Disinfection** - Routine custodial assignments are followed in addition to focused/prioritized disinfecting with standard cleaning disinfectant on high contact areas/touch points (i.e. Elevator controls, doorknobs, push plates, handrails, handles, telephone receivers, etc.).

2) **LEVEL 2: Enhanced Disinfection** - This involves using a disinfectant (Virex) with a higher efficacy on high contact areas to include reachable air vents. Includes a one-time application of an anti-microbial to the carpeted areas. Increased disinfection frequency of high contact points (i.e. elevator controls, doorknobs, push plates, handrails, door handles, telephone receivers, water dispensers, low air vents, etc.) Increasing to twice a day cleaning/disinfection of lavatories.

3) **LEVEL 3: Decontamination of a Positive Contact Area** - This procedure involves an electrostatic application of disinfectant in an area or space when a confirmed positive SARS-CoV-2 individual has had contact in a building. This procedure will be applied where the positive contact occurred in addition to the traced path of the individual. Areas to be disinfected will be determined on a case-by-case basis. The area will be closed 24 hours

prior to this procedure to allow for aerosols to settle. Occupancy will be allowed one hour after the completion of this procedure.

Supplies: Building Managers and COVID-19 Access Managers are responsible for submitting a Disinfectant Material Requests for their buildings. To receive disinfectant product for your office area, please work with your building manger/COVID-19 coordinator to submit an online [Facilities Work Request](#), and supplies, given availability, will be delivered to the room referenced in the request. Facilities will be centrally purchasing disposable wipes, hand sanitizer, cleaning supplies and COVID-19 building signage. Mail Services will be delivering cleaning supplies between 7:30 a.m. and 3:30 p.m. on Monday, Wednesday, and Friday.

HVAC & Ventilation: Facilities Management and Planning is following guidance from the EPA, CDPHE, and ASHRAE to assist with decision-making on how to operate HVAC systems and how to determine appropriate modifications. The DU campus has more than 90 buildings, totaling 4+ million square feet aging from 1892, and with many different ventilation systems. Each building is being evaluated with respect to ventilation in coordination with other preventative measures appropriate for the space. FMP has increased the ventilation rates and the use of outdoor air as systems will allow for proper operations. MERV 13 filters are currently being used in the buildings on campus that have been designed to use them. Changes to HVAC systems are a part of the FMP plan, but not the only piece. Symptom monitoring, face coverings, proper personal hygiene, and maintaining distance are critical individual responsibilities and enhanced cleaning and disinfecting protocols are essential institutional responses.

Dedensification, Social Distancing & Support

All University personnel, students, and visitors are expected to maintain [social distancing](#) at all times while on campus to help prevent the spread of disease. Dedensification will reduce the maximum occupancy of spaces in compliance with local and state requirements based on the phase of reopening. The maximum occupancy of rooms will be indicated and posted at the entrance of classrooms, meeting rooms, labs, restrooms, etc.

Social distancing measures [should include the following:](#)

- Maintain six-foot distancing from other individuals whenever possible.
- Workstations should be at least six feet apart
- If workspaces are less than six feet apart, spread out throughout the building using unoccupied spaces such as conference rooms or classrooms.
- Classrooms are to be arranged with six-foot distancing and updated occupancy for scheduling.

- Furniture is to be re-arranged when possible, and in the cases where it cannot, signage is to be placed indicating that the item is out of service.

Restrooms Restrooms occupancy has been reduced by placing every other fixture out of service, including stalls, urinals, and sinks. Updated occupancy will be indicated at the door. In many cases, only one person will be permitted at a time.

In-person Meetings Include online conferencing, email or phone options to reduce the frequency and density of in-person meetings. In-person meetings should be short in length and in a room where participants can keep a distance of six feet apart and under 50% occupancy.

Limit gathering in shared spaces such as break rooms, copy rooms or other places where people socialize. Remain six feet apart.

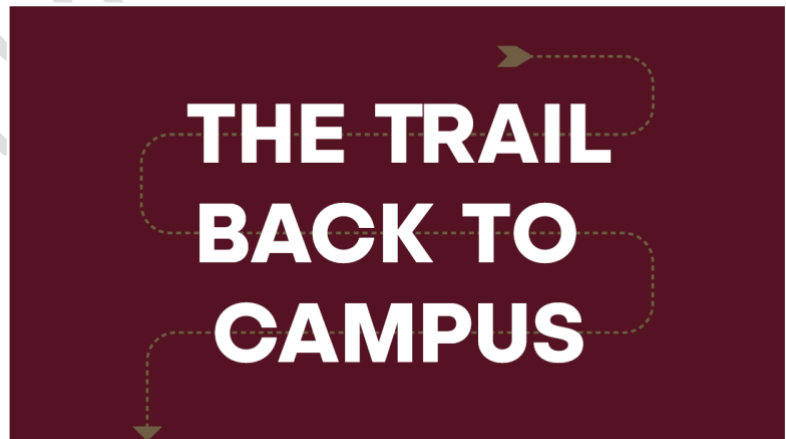
Flexible Work Arrangements:

- Supervisors should stagger shifts and breaks to reduce the number of employees in shared spaces.
- DU employees are encouraged to consult with their supervisor regarding telecommuting.
- Supervisors and COVID-19 Access Managers should consider using staggering work hours to reduce the number of employees present at the same time.

Canvas Course

To support the education of our community, we have engaged students, staff, and faculty across units in building a comprehensive and interactive course, our online learning management system Canvas, course that will be required for everyone in the DU community prior to their campus return. The approach in this course is shaped by our understanding of community perceptions and behaviors

following a [community survey](#). Further, the faculty, staff, and students who have been deeply immersed in creating this content will also be available as Community COVID-19 Education Ambassadors, helping engage their peers to further refine and realize our potential. As befits our beautiful Colorado landscape, our Canvas course will follow a mountain terrain – with content organized by difficulty and specificity of hiking trails to explore. Each course module will identify University response and resources, relevant public health orders and guidance, individual behaviors, and community responsibilities that support our action plan to create a community of care.



Wellbeing

A key part of keeping the DU community safe and healthy includes a focus on general well-being for students and employees.

Student wellbeing is a holistic concept that includes mental health, social connections, and identity-based support. The following initiatives and offices are included as examples of DU support for students, helping them along their path toward leading lives of purpose and passion and having fulfilling careers.

Peer-to-Peer Connections For any student who is part of a cohort experience at the undergraduate or graduate level, DU will leverage the cohorts to build community and connection in more intentional ways. In addition, DU will use technology to create a “buddy system” to pair upper level students with first-and second-year students who would like to have that connection and engagement. Also, student workers, peer ambassadors in different colleges, and Discoveries orientation leaders can help connect students who may need additional support to campus resources. Involvement in identity-based support services will be leveraged to create peer to peer connections. At the graduate level, a more structured mentoring program is being developed to assist in the transition.

Student Services offered remote services during Spring 2020 and plans a hybrid model of support for students in Fall 2020, with in person and remote opportunities for connection. Students should have the option of scheduling remote meetings or in-person with the appropriate social distancing and other health measures in place.

Student Outreach & Support (SOS) provides a central hub to connect students to resources for food and housing insecurity, wellbeing, academic support and more. Students referred to SOS are assigned a case manager and receive outreach within 1 business day. The SOS staff also oversees engagement and assistance funds to support our students. More information including on how to make referrals (self-referrals, referrals for/from peers, from families, faculty, and staff) can be found [here](#).

Identity-Based Support, Programming, and Resources

Through the [Cultural Center](#), [Veterans Services Program](#), [Access and Transitions](#), [Learning Effectiveness Program](#), [Disability Services Program \(DSP\)](#) and [International Student and Scholar Services](#) DU offers comprehensive resources, programming, community building and services for identity-based support.

Mental Health Supports

COVID-19 continues to have a significant impact on the mental health and wellbeing of our community. Many individuals report increased feelings of loneliness, depression, anxiety, as well as increased substance use. Moreover, families face new stressors that have strained their relationships and coping abilities.

Students have access to both in-person and/or telehealth care at the [Health & Counseling Center](#), and faculty and staff can find support via DU’s partnership with [SupportLinc](#).

All DU students, their partners, and dependents also have access to [My SSP](#), a mental health support service. Students are matched with support in their own native language and culture. Confidential support is offered 24 hours a day, 7 days a week through chat and telephone, with full integration with on-campus resources.

In the fall, we will continue to offer telehealth services from our on-campus clinics to serve the community.

The DU Mental Health and Wellness Collaborative ("The Collaborative") is a multi-disciplinary initiative focusing on addressing mental illness and enhancing wellness. Across campus, through the Center for Child & Family Psychology Clinic, the Professional Psychology Clinic, the Developmental Neuropsychology Clinic, the Sturm Center, and the Counseling and Educational Service Clinic, it offers low-fee (as low as \$5-10 a session) therapy services for children, adults, couples, and families. It also offers assessments to help individuals identify a variety of issues, including ADHD, Specific Learning Disorders, Autism to name a few. In response to COVID-19, the Collaborative quickly organized a group of licensed clinicians and supported their time to provide community services; it continues to offer [services](#) that may be helpful for DU community members.

Center for Advocacy, Prevention, and Empowerment (CAPE) is committed to providing free and confidential advocacy and support to any DU community member impacted by sexual assault, dating or domestic violence, stalking, and harassment. CAPE is available remotely, and we recognize that accessing remote services may not be accessible or safe for some survivors during this time. We are here to navigate barriers to support, and are able to connect through a variety of platforms. We have also compiled a list of online [resources and information](#).

Collegiate Recovery Community is a peer-driven community of support for students in recovery from substance use disorders. The community seeks to support and protect students' long-term recovery through programming focused on peer support, recovery coaching, academic guidance, health and wellness activities, leadership development, and service opportunities. The Center offers a virtual community lounge, alcohol and drug-free social events, support meetings, peer mentoring, and educational seminars and events. The CRC is a supportive environment within the campus culture that reinforces the decision to pursue sobriety. It is designed to provide academic excellence alongside recovery support to ensure that students do not have to sacrifice one for the other. For more information about becoming a member of the Collegiate Recovery Community and Recovery Housing, contact CRC at recovery@du.edu or (303) 871-3699.

Employee Support

Employee wellbeing is also a holistic concept that includes mental health and social support. The following initiatives and offices are included as examples of DU support for employees. For more detailed information on work accommodations or related issues, please see the appropriate sections of this document.

Well@DU

The Well-being Program, as a part of Human Resources & Inclusive Community provides programming and incentives to encourage employees to thrive.

SupportLinc

[Support Linc](#), formerly known as the Employee Assistance Program, offers a range of supports for employees, including expert referrals and counseling.

Back-up Child Care

DU offers up to three days of [back-up child care](#) at subsidized rates through Bright Horizons.

COVID-19 Response Team

The COVID-19 Response Team (CRT) was established in the early phases of the University COVID response to handle the University response to notifications of positive COVID-19 tests, outbreaks and cluster identification from symptom tracking. It is the responsibility of this team to implement response protocols based on the best information at the moment, make rapid recommendation to and inform the senior vice chancellor for financial and business affairs and the provost in serious and emergent issues, as well as develop procedures and protocols when operational gaps are identified. This group supervises the outcomes of contact tracing (managing all aspects of the contact tracing and symptom monitoring) and thereby is officially responsible to report findings to the state or county, prepares and delivers notifications to individuals at more than minimal risk of exposure to the virus as a result of contact, requests or imposes quarantine/isolation of a student or employee, recommends or implements building disinfection or space modification, and provides opinions for employee accommodations. All information handled by this team is considered confidential, and every team member is required to maintain data confidentiality.

The COVID-19 Response Team is composed of a small number of DU employees with designated authority to provide rapid mobilization at all hours 7 days per week. This comprehensive group of experts promotes best outcomes including compliance to regulations and University policy, prioritizes the safety and security of the community, balances the competing needs of our community, and maximizes our financial and human capital resources. Membership of the committee is primarily made up of the COVID-19 coordinator (DU faculty member), state-deputized individual (DU employee from Environmental Health and Safety), medical expert (DU Health and Counseling employee) and facilities expert (DU custodial and/or building management employee). Additional members on-call when appropriate include Student Affairs and Inclusive Excellence, Campus Safety, Human Resources and the Provost's Office.

As per state and local guidance, the deputized individual is the institutional lead for contact tracing and regulatory response. The COVID-19 coordinator facilitates student/parent interactions and works closely with senior administrators and others on institutional communications. Facilities leads building disinfection and space modification. Housing and Student Affairs leads student quarantine and isolation and Human Resources leads employee accommodation and interaction. Most often the deputized individual and COVID-19 coordinator have a secondary role in all aspects of the team's work, regardless of lead.

Through mid-July when this document was written, this team has managed the spread of the virus on the campus with success by all metrics. The primary metric of success is not measured by the number of positive cases in our community, which is small, but by the lack of even a single

cluster or outbreak. This indicates that the University has never been the source for the spread of the virus - a standard we continue to hold as our high-water mark in the months and year to come.

Privacy & Data Security

The new procedures the University is implementing to protect health and safety on campus involve the collection of personal data, including symptoms, contacts, and location information. In developing and selecting the software used to collect and store this information, we have attended carefully to the recommended best practices regarding minimal information collection, encryption, firewalled storage, and regular systematic deletion of data that is no longer relevant. Each vendor has been required to particularly attend to the question of data security and privacy. Should someone test positive for SARS-CoV-2, we are mandated to report this information to the Denver Department of Public Health & Environment (DDPHE). In addition, we are sometimes required to report symptom information for the purpose of tracking symptom clusters. We report the information required by public health authorities. The number of positive cases reported to DDPHE is also reported weekly on the University's COVID-19 website.

Digital Contact Tracing & Symptom Monitoring Solution Privacy & Security Protections

Throughout the evaluation process of our contact tracking digital technology and potential integration with symptom monitoring, the security and privacy framework of the technology was paramount to our selection decision. It is critical that we not only select a firm that had years of experience with data security and privacy, but also that has the credentials, certifications, and independent oversight in place to maintain current safeguards in a landscape of more intense cyber-attacks. We prioritized vendors with a comprehensive set of security requirements and controls based on the US National Institute of Standards and Technology – Security and Privacy Controls for Information Systems and Organizations, the ISO standards, and GDPR compliance will be ranked higher.

Digital contact tracing technologies that use Bluetooth Low Energy (BLE) technology, which allows de-centrally stored of data on the individual's phone and only accessed via randomized keys are preferred. Self-reporting by the app users when they have tested positive for the virus can trigger tracing of individuals that have come in contact with the infected person based upon the Bluetooth random key exchange. This can trigger notification to the contact management team for additional support to those at greater than minimal risk. Role-based access to restrict data to a small group of administrative users with the need for the data is a common practice at the University of Denver. Finally, it is important that of the text messages and file storage methodologies are HIPAA compliant.

Companies and technologies that utilize system redundancy to reduce poor performance therefore improve tracking and monitoring capabilities is essential given the size of the campus. Additionally, distributed data storage and operation centers help achieve consistent performance during peak loads.

Academics, Research, & Creative Work

To support excellence in the student experience while maintaining safety, we have realigned our fall course schedule to include a variety of modalities for course delivery, in-person, hyflex, and online offerings. Our facilities staff have worked tirelessly to adapt our classroom spaces to allow social distancing and stay within occupancy requirements, and our IT staff have led initiatives to secure state-of-the-art equipment and to provide training in enhanced AV supports for inclusive and hyflex teaching. We have decommissioned classrooms that cannot safely accommodate a minimal class size of eight students, as well as decommissioned classroom seats, bathroom fixtures, and other physical structures to support appropriate social distancing. These adaptations are not permanent and can be reversed should greater opening be possible. We will use signage to support appropriate distancing and accommodations in elevators, indicate smooth traffic flow to reduce transmission, and identify materials to support individual responsibility for personal space disinfection (e.g. wipes, disinfecting spray) and prevention (e.g. hand-washing, face coverings, [social distancing](#)).

The University has invested in technological, student, and faculty supports to deliver our exceptional student experience across modalities. And our Office of Teaching & Learning has broadened their extensive offerings to support instructors. New supports for student success are described below. Research, scholarship and creative work, and clinical services are integral to both our public good mission and our experiential training model. To promote safely continuing these core functions, each research team and clinic have approved protocols and overarching guidance for in-person activities on campus. For example, waiting rooms have been decommissioned, participants are met in the parking lot and escorted in, and research participants and clients complete the visitor questionnaire so that we act quickly to limit exposure should a visitor either become ill or should we learn they were exposed while on campus. Similarly, protocols for disinfection of shared equipment and space are both governed by broad university policies and developed specifically for each clinic or research team.

Shared Governance Initiatives

The Faculty Senate continues to uphold strong shared governance principles in times of COVID-19. As early as April 2020, Senate approved an amendment giving faculty the option of a one-year extension for promotion and contract-renewals due to delays in research, teaching, and service plans due to the pandemic; in June 2020, a new amendment was passed giving faculty even more agency by further extending the deadline by when faculty need to give notice of their decision. In May 2020, Senate voted to allow the new president the ability to call special Senate meetings throughout the summer thereby facilitating Senate's ability to stay involved with rapidly changing circumstances and needs. In May 2020, Senate also voted to support students by extending the Pass+/Pass/No Pass grading system into summer 2020 and the curricular councils and chancellor followed this recommendation; Senate passed a resolution laying out important DU principles for decision-making during times of COVID-19, including an emphasis on compassion, clarity, and engaged communication; Senate created a new process for nominating faculty to serve on the Chancellor's COVID-19 Task Forces – the process involved an important new partnership between Senate and ODEI. In response to a student petition calling on DU to support Black students and in consideration too of students of color in relation to nation-wide gatherings in support of racial justice, Senate voted in support of the petition, granting students

optional finals and the opportunity for alternative assignments for Spring 2020; the provost followed this recommendation. In July 2020, Senate followed this up by voting by an overwhelming 92% to partner with the provost and chancellor on a new mandate requiring all DU faculty to have inclusive pedagogy training. And in the midst of new visa restrictions, the Senate voted 100% in favor of a resolution in support of international students and faculty--and in support of DU joining Harvard and MIT in a lawsuit against the federal government.

Shared Governance Highlights in Relation to COVID-19:

- The Provost and the Chancellor presented the community with a Phased Campus Access and Support Plan in draft form for comment. The revised document was made available on May 11, 2020. The latest revision was released on July 15, 2020.
- Faculty Senate [resolution](#) on DU's Decision-Making Values During COVID-19 (approved May 22, 2020)
- [Senate Process](#) on Collaborative Role of Senate, ODEI, and offices of the Provost and the Chancellor in Task Force Formations (May 2020).
- The Faculty Senate passed an APT amendment giving faculty the option of a one-year extension on promotion and contract-renewal; an original version of this was approved in April 2020; a [revised version](#) extending the relevant deadline for when faculty need to give notice of their decision was approved by Faculty Senate on June 26, 2020, and by an all-faculty vote on July 8, 2020.
- Faculty Senate voted in support of extending the Pass/No-Pass grading system into Summer 2020; the Chancellor endorsed this recommendation and put it into action.
- The additional expenses and revenue losses due to COVID-19 resulted in a \$45m gap in the FY2021 budget. To solicit community input on possible changes, the Provost held eight town halls. Feedback was incorporated, and the resulting budget and related cuts were communicated back to the full community via eight additional town halls.
- On July 10, 2020, in the midst of new COVID-19-related international student visa restrictions, the Senate voted 100% in favor of a [resolution](#) in support of international students.
- In response to a student petition calling on DU to support Black students and in consideration too of students of color in relation to nation-wide gatherings in support of racial justice, Senate voted in support of the petition, granting students optional finals and the opportunity for alternative assignments for spring 2020; the provost endorsed this recommendation and communicated this change to the faculty.
- On July 10, 2020, Senate voted by an overwhelming 92% to partner with the provost and chancellor on a new mandate requiring all DU faculty to have inclusive pedagogy training.
- Between April 1 and July 10, 2020, the provost communicated with the community in 57 separate town halls; to invite shared governance, to listen to concerns, to share information, and to offer her support in these most challenging times.

Fall Calendar and Year-Long Final Assessments

The fall 2020 quarter for most units will start September 14, and instruction will end Friday, November 20. The length of the instruction period for the quarter will remain unchanged. Ideally, most quarter students will leave campus after their last day of class and remain away from campus for the remainder of the quarter, taking final exams online from December 1 - 4. The Law School fall semester begins on August 17, and the last day of fall semester classes is November 23. The Law School's exams will also be online from December 2 - 16.

All assessments for the 2020-2021 academic year will be delivered online and DU will be paperless for the 2020-2021 academic year. Instructors will distribute and receive all assignments and class material electronically. Online final assessments may be synchronous or asynchronous, but if a final assessment for the fall 2020 quarter is scheduled to be synchronous it should conform to the time allotted to the final in the schedule of classes. Instructors should not require synchronous finals during the last week of instruction or during the time between the end of instruction and the beginning of finals. Dates for winter 2021 and spring 2021 finals assessments will be released at a later time.

Course Schedules & Modalities

Four modalities will be used for Fall 2020 courses:

Online — A class designed from the ground up so all students can attend the main class experience online. These courses may be synchronous (will have days/times published in the schedule of classes) or asynchronous (will not have days/times published in the schedule of classes). None of these classes will be assigned a classroom.

Hybrid — A class that has both in-person and remote learning elements, with the frequency of in-person learning based on instructional needs. Hybrid courses will require students to be on campus and face-to-face for a portion of their coursework and take the remainder remotely. Specific frequency of in-person class meetings will vary by course, but generally the course will meet in person at least one day per week. The other days the course may meet online synchronously (the other day(s) of the week will be published in the schedule of classes) or asynchronously (the other days of the week will not be published in the schedule of classes).

Hyflex — A class that is taught as in in-person and online class simultaneously and is considered multi-modal, such that each student can either choose their mode of engagement in the course for the day, or will be assigned a mode of engagement for that day by their faculty member. That is, in some cases, students can choose to attend face-to-face meetings or participate fully online, and they may be able to choose to go back-and-forth between these different modes of participation throughout the duration of the course. In other cases, students will be assigned a day to participate in person and will not be allowed to attend class on other days. Classes are conducted with high interactivity for both in-person and online students simultaneously, where cameras and microphones are set up in the room and with students to promote seamless interaction. Instructors will be physically present in the classroom every day the course is scheduled. Because there

is flexibility in the way the course is delivered and students may choose to take the class on-line, this course is designated as on-line in the schedule of classes

In-person — A class for which there is at least some essential material that can be acquired only through in-person attendance. All in-person face-to-face classes and the in-person portions of hybrid classes will be streamed and/or recorded to allow students who become ill or who need to self-isolate temporarily or who cannot attend for some other short-term reason to keep up and continue to make progress. Instructors, however, will not be expected to engage online students as if the course were a hybrid course. Video recordings are in place to help students who need a temporary adjustment to attending their face-to-face classes.

The current schedule of classes provides the class modality so that continuing students may review this information and determine whether they wish to adjust their schedules, and incoming first-year students may create their schedule with the knowledge of each course modality.

In-person classes are scheduled in rooms and meeting spaces that can accommodate the class size with social distancing following state public health orders and guidelines from the Colorado Department of Higher Education (CDHE). Under current requirements, classes in regular sized rooms are capped at 50 students. Classes held in "extra-large" spaces may be capped at 100. DU has very few spaces that qualify as "extra-large." Students and faculty must wear face coverings in the classroom, and classrooms will be altered so that students may remain physically distanced (six feet apart) from other individuals in the room.

Additional information on courses, pedagogy, and other teaching-related content can be found in the Teaching Support and Course Guidelines sections.

Course Guidelines

In order to offer a high-quality set of courses across all modalities, DU has adopted the following guidelines for fall 2020 courses:

1. All courses shall be designed in a manner that allows them to be shifted, if needed, entirely to online. We will establish clear protocols/expectations about what will happen if a course needs to switch to an online modality, including how much time the instructor has to make this shift, how students will be supported, etc.

2. All courses must have a Canvas shell. Every course, in each category, shall have a Canvas shell (or, where appropriate, a 2U container) that at minimum includes the course syllabus, a means for submitting all assignments online, and a mechanism for any testing the course might require. Students shall access course content through that shell, as appropriate.

3. All student work will be submitted digitally—with limited exceptions. Regardless of class modality, student work shall be turned in digitally, with exceptions for such fields as the studio arts where physical artifacts are essential. Instructors requesting exceptions must make a compelling case for the need for students to submit physical work and provide means to do so safely and conveniently. Instructors teaching in-person or hybrid courses shall not distribute or receive paper materials.

4. In-person classrooms will have robust technology. Over the summer, Information Technology (IT) will continue to equip classrooms, focusing on hybrid course needs, with cameras, sound systems, and microphones to facilitate remote broadcast/interactions, as well as to promote sound/visual quality. IT staff will arrange to meet instructors in their assigned classrooms to help them learn to use this technology.

5. All courses will have a succession plan. The instructor for every course shall record a succession plan, meeting certain minimum criteria, this is filed with the chair and dean in the event it becomes necessary for someone else to assume their teaching responsibilities.

6. Office hours will take place online. All office hours will be conducted virtually unless it can be certified that social distancing and other safety measures can be met (i.e., in a classroom, if time allows, or in a distance-permitting public space). Even in exceptional cases when instructors can provide in-person office hours with the specified safety measures, those instructors shall additionally provide virtual office hours.

7. Courses will follow campus protocols to increase safety. The relevant sections of this plan offer detailed explanations about how to increase safety while teaching, including campus and classroom protocols. Student Affairs and Inclusive Excellence will develop specific, strong educational protocols for how to address violations that will be managed through the Honor Code.

8. Every syllabus should include a statement to students about the learning expectations, including contingencies, they can expect in light of circumstances related to COVID-19 safety concerns. One of the working groups will create a template for instructors to modify for use.

9. Instructors will adapt teaching practices for in-person teaching. Instructors will need to modify traditional in-person pedagogies to work in socially distanced classes. Examples include small group work, breakout sessions, group projects, and so on. DU will provide protocols for how to address any potential violations of distancing/safety guidelines.

10. DU will provide support and resources for instructors to implement best practices. The relevant sections of this plan offer detailed explanations about OTL and other instructional support, including around the opportunities and challenges of various course modalities, along with the characteristics of good practices in each.

11. Instructors will retain control of their course materials. Every syllabus should include DU's statement restricting audio or visual recording, reproduction, and distribution of content in courses, including lectures, discussions, posted materials, visual materials such as slides, etc.

Classroom Logistics

Policies

To comply with best practices as outlined by the Colorado Department of Higher Education (CDHE) accommodate six-foot distancing and 50% density, all classroom and event spaces

were carefully examined, and modifications were put in place. Furniture has been decommissioned or moved, signage and tape direct students and faculty to social distancing, and classrooms are equipped with supplies to support personal disinfection.

An initial assessment of our classrooms was completed to identify the range of seating capacities we plan to use across all campus classrooms. This assessment resulted in a determination of average capacity of 33% of seats available for fall in order to remain compliant with CDHE and using six-foot "bubbles" around each student seat, thus identifying a capacity based on room size and presumed seat type.

Scheduling Updates and Space Configurations: The current factors considered in scheduling Fall 2020 courses into DU classrooms include six-foot distancing and <50% occupancy calculated. The calculations are set up to use 50% capacity as restrictions on space ease in the future. This allows the Registrar to analyze a variety of scenarios of class load relating to space availability, and to consider traditionally non-classroom spaces that can be used as classrooms.

The classroom assessment process evaluated classroom occupancy during class, and reviewed options to de-densify the remainder of the building during passing periods. The following factors were considered: staggering class schedules to offset start and stop times, extending the passing period, one-way hallways and stairwells, and designated building entry and exit points. After careful review of these options, the Fall Logistics Task Force determined that the existing Fall 2020 schedule could largely be retained. Continuous movement of masked people not in contact with each other for more than a few minutes presents minimal risk according to current understanding. Explicit policies will prevent before or after class informal office hours and – combined with signage and education - will encourage continuous movement through buildings, rather than congregation.

The Task Force has also developed a plan for alternative spaces for students to wait in between classes. It incorporates outdoor areas, with modified seating options and planned signage directing students and others to go outside in between classes if they are able.

The realigned Fall 2020 course schedule went live on July 15, 2020. Classroom assignments will be made later in the summer to allow for appropriate updates as new classroom locations are identified and reconfigured, and room capacities are updated.

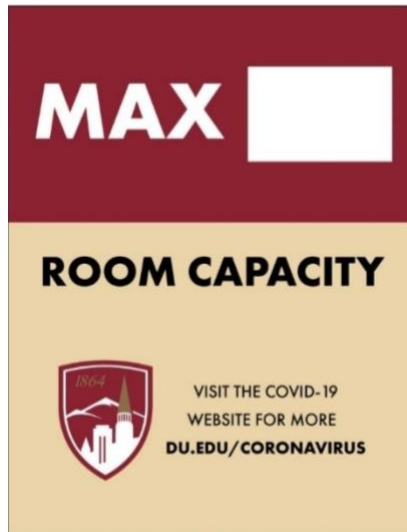
Each classroom will be modified to reflect current social distancing guidelines, resulting in less dense classrooms. This is being accomplished in the following ways:



Re-arrange seating, when able, to be positioned six feet from the next seat on all sides. The pictures above reflect distancing approaches in two different classroom types - one with movable desk-seats, and one with bolted tables and movable chairs.



Where re-arrangement is not feasible, such as rooms with fixed seating or desks, signage shall be posted on the seat or table indicated that this location is "Secured".



All rooms shall have a “Max Room Capacity” sign posted to indicate how many people are allowed in the space to be in accordance with social distancing and the DU Phase requirement. This will be for any space where it is needed, such as classrooms, study rooms, break rooms, conference rooms, restrooms, and common areas.

Appropriate, ADA-compliant signage will be placed throughout the buildings to support re-occupancy.

Coordinate all classroom spaces with AV/IT to confirm that the room configuration can support the AV type, which is all coordinated with the class modality.

Classroom Rules. All classrooms will have rules posted to inform both faculty and students of some key guidance.

- Wipe down your area with a disinfectant wipe (provided) before being seated.
- Arrive on time and do not linger in the classroom or building between classes.
- When arriving at your class, you should choose an open seat closest to the front in order to minimize walking past people in close proximity.
- Remain seated for the duration of the class.
- Face coverings are required throughout the duration of the class.
- No eating or drinking during class.
- Faculty are encouraged to remain at the front of the class and minimize use of equipment elsewhere in the room.
- When in the building hallways and common areas, keep moving.
- While on campus during the day between classes, find a location with available room capacity, return to the residence hall, or find a space outside.

The classroom re-configuration team will be closely coordinating with Facilities Operations and Custodial to set up hand sanitizer and wipe stations in every building. At each station, there will be a sign similar to the following:



Classroom Tech Support

In anticipation of the summer quarter and new academic year, IT began analyzing existing technologies within teaching and learning spaces across campus in early May 2020. A plan for technology enhancements was formulated to accommodate multiple pedagogical styles and a variety of teaching modalities. Through this initiative, approximately 286 spaces were identified as potential teaching and learning locations. Of these spaces, approximately 15% had technology that included cameras and microphones. Contingent upon teaching modalities, some of these locations needed to be enhanced depending on the types of equipment already existing within the space. With quick support from the Chancellor and Provost's Offices, IT immediately began procurement of equipment to avoid the potential of diminished supplies and to get in front of manufacturer demands.

IT procured flat panels with built-in cameras and microphones on adjustable height carts, and all-in-one camera and microphone devices that will be integrated with existing technologies in a variety of spaces. All these devices can be moved, as needed, to accommodate the identified learning spaces, and are designed with the intent to complement teaching and learning. There are additional spaces that will need technology enhancements; however, many of these locations are smaller rooms that may not be able to be used due to capacity loads. IT will still prioritize these locations in coordination with the divisions, the Registrar's Office, and Facilities Management.

Once the fall term begins, IT will regularly assess DU classroom technology, as there may need to be additional integrated equipment for learning spaces. In addition, IT will continue to maintain and support our infrastructure on campus as well as in our virtual environment, with a strong emphasis to manage our ever-growing digital campus. IT staff are available for one-on-one consultation as instructors adapt to the new technology.

Instructional Support

High-quality, high-touch, and high-impact teaching and learning is a DU hallmark. Navigating Spring 2020's pivot to remote courses called for creative, nimble, and timely responses from faculty and DU instructional support offices, including the Office of Teaching and Learning (OTL) and IT, among others. As DU moves through its fall return to campus plans, these practices are

being rolled out to support teaching and learning in the four Fall 2020 course modalities (in-person, hybrid, hyflex, and online), with the goal of providing students with high-quality learning experiences – including those that center on diversity, equity and inclusion in curriculum and course design.

The Office of Teaching and Learning

Troubled times demand expert teaching. Confronting not only a pandemic but social, economic, ethical, and personal challenges, DU's students can expect the best possible learning experiences. DU faculty can expect the help they need for teaching innovations in new environments. In spring 2020, faculty across campus responded heroically to online teaching and students rose to new challenges. For all 2020, the Office of Teaching and Learning is focusing on helping instructors and students leverage newly-acquired Spring skills, to transition back from emergency remote learning, and to strengthen teaching across modalities to support DU's standard of high-quality, high-touch, and high-impact learning experiences.

[Key elements of OTL's Spring 2020 activities](#) will carry forward, including its one-on-one faculty consultations with OTL staff, peer-to-peer support from faculty partners, and instructional design guidance from DU's University College. OTL will also continue working with associate deans to identify and support unit-level needs. It will also continue offering workshops, short courses, webinars, and other teaching development sessions, as well as supporting its teaching [blogs](#), [online teaching glossary](#), and the [DU teaching toolkit](#). In July 2020, OTL launched [Inclusive Teaching Practices website](#), designed to support instructors in creating dynamic courses, removing barriers to learning, and dismantling oppressive practices by implementing inclusive pedagogies.

As suggested by the Instructor and Teaching Task Force, included below are initiatives that will support innovative, effective teaching that will continue DU's commitment to high-quality student learning for fall 2020 and beyond. The resources listed below are open to ALL faculty, including adjunct, teaching-line, tenure-line, and graduate instructors.

OTL Instructor Supports

- **Classroom Assistants for hyflex and large online courses**
At least 60 instructors per quarter will be assigned a classroom assistant (CA) to support hyflex courses or large online class sections. The CAs will attend class meetings, monitor online class activities, bring student questions/contributions to the instructor's attention, and be available as an extra resource in the event of technology or other issues.
- **Peer Teaching Mentors**
A group of 25 instructors, recruited from across the University as identified experts in one or more teaching strategies, techniques, or situations, will receive stipends to supplement OTL's staff instructional support, by providing expertise more closely tied to particular subject areas or disciplinary perspectives. Peer Teaching Mentors will be available for individual consultations or short workshops/seminars each quarter.

- **Enhanced Teaching Materials Production**

Instructors will receive extensive pre- and post-production support as they develop teaching videos and other forms of media production. Up to 1,500 hours of expert help will be available. In addition, DU will furnish an additional Video Creation Studio as well as numerous portable "Studios in a Box" kits containing a camera, lights, trip, microphones, etc.

- **Additional OTL instructional support**

The Office of Teaching and Learning will:

- Hire instructional designers to provide faculty more ample access to expertise as they create and sustain their courses,
- Sponsor additional seminars and workshops, led by faculty from across campus, and offer stipends to faculty for participating in some OTL programming

Unit level Instructor support

Individual Teaching Innovation Grants

Instructors will be able to apply for stipends to address a specific teaching challenge or opportunity. This may include adapting in-person strategies for online teaching, designing or redesigning course materials, refining techniques and approaches.

Team Teaching Innovation Grants

Self-organized groups of instructors, generally in teams of 3-10, will be able to apply to work together to address a common teaching challenge they identify, learn new pedagogies together, develop shared materials, or similar activities.

Writing Center Instructor Support

The Writing Center will continue to support instructors in teaching writing in their courses. This support will involve its usual complement of offerings:

- Synchronous workshops in Zoom
- Asynchronous workshop materials that faculty can use in their courses
- Facilitated peer reviews for whole classes of students
- Individual consultations with faculty developing writing assignments and writing activities
- In addition, the WC is developing versions of its asynchronous offerings for 2020-21:
 - An ePortfolio page with peer review activities and sequences that faculty can adapt and integrate into their courses, with activities meant for different moments in a writing process, from generating topics and developing arguments to revising to final editing.
 - A "guest consultant" program, to be piloted in fall and offered in winter to WRIT and ASEM, in which a consultant

participates in an online course site for up to two weeks as students work toward a particular assignment.

- Self-guided tutorials for student writers on frequently used and effective strategies from writing center consultations, including building a reverse outline, integrating and synthesizing source material, editing papers on one's own, and writing an effective discussion board post.

The Writing Center is also developing an outreach plan that will enable us to communicate what we offer to students as well as to faculty, using new advising software that allows us to communicate directly with students, even those who have not previously visited the Writing Center.

Additional Resources for Existing Faculty Teaching Support

Teaching development support already exists in several areas on campus, including CCESL, FSEM, ASEM, and the Writing Center. Faculty engaged in these areas will receive additional funding of to foster teaching innovations within these programs.

Student Support

DU is committed to supporting students in completing required courses for their majors or graduate programs of study and staying on track for their expected graduation. As part of this commitment, DU places high priority on value-added student support services to complement a quality DU educational experience for all students, whether on campus or connected to campus remotely. The following academic and technology support initiatives and offices are included as examples of DU support for student learning across course modalities.

We surveyed students mid-spring quarter to identify challenges they experienced across the modalities of course delivery (hyflex hybrid, online). These challenges are specific to experiences during Spring Term 2020, but the responses will be used to address Fall 2020 student support.

Academic Support

The University offers a robust portfolio of academic support services, each of which supports the student experience by providing personalized programming, services, and facilities designed to foster student development and help students navigate their academic experience. Each support area provides online support in response to COVID-19 precautions.

Academic Advising

The [Office of Academic Advising](#) continues to serve students, especially undergraduate students with undeclared majors, via phone, email, and Zoom drop-in and appointment sessions.

Academic Coaching

The Office of Academic Advising offers [academic coaching](#) to support students in successfully navigating college, with one-on-one virtual meetings and other contacts.

Math Learning Center

The [Math Learning Center](#) offers free, drop-in support for undergraduate students in calculus, algebra, and other courses. It will resume support and develop appropriate online resources once the fall quarter begins.

Science and Engineering Tutoring

The [Science and Engineering Center](#) offers support for undergraduate students taking biology, chemistry, physics, and engineering courses, with online drop-in and other sessions. It will resume support once the fall quarter begins.

Resources to support students in hybrid courses

- <https://mediaspace.du.edu/channel/channelid/164491752>
- <https://canvas.du.edu/courses/31391>

Canvas student supports page

Canvas offers [student support](#) that may be useful.

Writing Center

The [Writing Center](#) offers support to all DU students, for course writing assignments, papers, CVs and resumes, cover letters, and any other writing projects. It offers drop-in and appointment-based support and will continue offering online support in summer and fall 2020.

Internships & Experiential Learning

DU academic units explored opportunities to create internship and professional development opportunities for students within their departments to support their continued professional development. The lack of availability of in-person internships challenged students who needed this career exposure. Protocols that set safety standards are detailed in this document for students who require in-person internship, field work, and clinical hours for degree requirements.

Student Technology support

IT Student Resources and Help Center

DU IT offers extensive [student resources](#), as well as support through its Help Center. IT worked with and will continue to work with technology-challenged students on laptop and wireless connectivity issues.

Laptop Loaner Program

IT will continue to loan laptops to undergraduate and graduate students as was done in Spring 2020.

Academic Software

DU continues to offer a range of software free to students, faculty, and staff. Please see [this page](#) for details about what software is currently available. As of Summer 2020, available software included Adobe Creative Cloud, various statistical software programs, Zoom, Microsoft Teams, and more.

Office of Teaching and Learning Supports for Students

The Office of Teaching and Learning offers online resources to support students in remote learning, available through [this page](#).

Creative & Performing Arts

Lamont & Theatre

Community safety and our commitment to instructional excellence require a prioritization of all performance activities. Instructional space is being reconfigured, and safety protocols are being developed to focus on our students while promoting safety for our faculty, staff and students. As such, all student productions and recitals will be closed to the public and University community. On-campus summer workshops and events hosted by Lamont were cancelled. Plans to continue our existing partnerships with members of the Denver community are currently under review to see if they can proceed safely this fall.

Newman

The decision to cancel the Newman Center for Performing Arts spring season was made in mid-March 2020, and patrons were notified and refunded for the cancelled performances. The fall season was subsequently cancelled on June 30, 2020, and patrons were notified July 9. Since March patrons were emailed once a week with information on live-streaming of artist events, including Lamont and other DU departments (such as the Community + Values Initiative Zoom webinars) in order to maintain a connection with the DU community.

In order to advance the educational outreach commitment of the NCPA in March and April, the Newman Center collaborated with the Morgridge College of Education to put together music curriculum that could be used remotely by parents in Denver Public Schools.

Museums

Initially closed to the public in March, access to the Vicki Myhren Gallery continues to be limited. A few controlled showings have and will continue to be held to support the creative work of our faculty and community members. Other campus exhibits, including the Anthropology Department hosting an art exhibit with the Indigenous Film Festival, have been moved to virtual events.

Research

Research, scholarship and creative work is the foundation upon which faculty passion is built, the vehicle that engages deep student-faculty mentorships that inspire the next generation of thought leaders, and how DU contributes to our vision for public good. Throughout the pandemic, research, scholarship and creative work remained a priority in the campus reopening plan for these three reasons. Some research facilities remained open during Phase I, in alignment with the *Stay At Home* orders, as essential to support lifeforms, maintain specialized equipment, and conduct COVID-19 research. Phase II, in alignment with *Safer At Home* orders, allowed for the resumption of all research on campus for any DU employee (faculty, staff or student employee). To comply with *Safer At Home*, staggered

scheduling was utilized to de-densify buildings and common workspaces. Through this we established methods for gathering feedback from the research community regularly and refining protocols that were effective in supporting the research community, streamlining efforts and supporting the culture of caring necessary to keep the campus community safe.

Phase III opens research, scholarship and creative work activities up to student researchers who are not employees, driving the DU research community back to full strength on campus but in a de-densified work environment. The Office of Research and Sponsored Programs (ORSP) established a comprehensive [Research, Scholarship and Creative Work Protocol](#) for faculty, staff and students to follow in order to mitigate and protect against the spread of the virus. All individuals requesting access to the campus during any phase of campus access and support plan should refer to this protocol for detailed information.

Lab Safety

Because research, scholarship and creative work was prioritized for return to campus, laboratory safety protocols were some of the first established during Phase I and II. Procedures continue to be refined over time to streamline the efforts and support faculty and student success. Shared equipment and workspaces have been the largest challenge to overcome in determining how to safely allow individuals to continue working. Allowing faculty to establish protocols that meet requirements for safety had been a tenet for success in research for decades, and we transfer those same guiding principles to the current operation to recognize that the disciplinary, infrastructure, and size of the research group must drive outcomes. All employees follow all applicable University protocols including symptom monitoring, face coverings and social distancing while in laboratories. While working in shared workspaces, individuals should be mindful to comply with scheduling requirements and minimize time around other people. Appropriate precautions beyond those defined by the protocols should be followed including not sharing objects and regular disinfection of shared surfaces between users.

Key attributes to all laboratory protocols include developing a schedule that minimizes the number of people in each room or workspace and communication of that schedule to division leads and COVID-19 Building Access Managers to coordinate the total number of individuals in a building. Augmenting the schedules by using a sign-in procedure supports contact tracing should it become necessary. Researchers must create and submit their plan to maintain social distancing. Based on guidance from the CDC, 100 square feet is a recommendation for a single-person workspace. Thus, assigning workspaces and defining traffic flow in tight spaces is critical to the development of a suitable plan. Plans that [support cleaning](#) and reduce or eliminate equipment sharing have proven most effective. Finally contact-less transfer between labs or lab members of items is preferred.

Human Subjects

During Phase I and Phase II of the campus access and support plan, human subject research is limited to DU's campus facilities, other higher education institutions, and other community-based organizations (that have developed their own safety protocols). The collection of bodily fluids was permitted once basic protocols for laboratory safety matured enough to provide confidence in the campus' ability to establish and implement effective safety protocols and monitor compliance. In Phase III, in-home visits will resume as long as new cases of COVID-19

per day remain below 10 per 10,000 residents. At all times, human subjects research limits the amount of time interacting with participants in order to minimize risk.

Human subjects that need to come to campus will follow the established [visitor](#) protocols and must coordinate scheduling with COVID-19 Building Access Managers in order to maintain social distancing and de-densification requirements for the facility. Research staff are responsible for contacting participants and determining interest, sharing precautions, prescreening symptoms, and describing participants' responsibilities for personal hygiene, face coverings and social distancing during the visit to campus. Participants will be required to complete the visitor symptom survey within two hours of arrival. Waiting rooms are closed during Phase I through IV, and participants will be escorted into DU buildings directly to laboratories to minimize exposure.

All Human Subject Protocols that require in person interactions or intervention with human subjects during Phases I through IV must submit an addendum to the currently approved IRB submission to document safety procedures. A [template](#) is available to support researchers and streamline the process. If conducting research at another site, investigators must submit an amendment through IRBNet along with the other universities' safety protocol. Researchers must review additional requirements mandated by the affiliated faculty or community-based organization.

Field Research

In Phase I and II of the campus access and support plan in-home field research was prohibited. As long as cases remain below 10 new cases per day per 10,000 residents, in-home field research may return during Phase III.

In Phase I and II of the [Campus Access and Support Plan](#), travel was prohibited for non-essential domestic and international University travel, which limited field research to that which satisfied the definition of essential and met three of the following criteria. Academic deans are responsible for determining what travel for research in their division met criteria for essential.

Travel may be deemed "essential and not possible to postpone" if **THREE** of following from the list below is likely to occur should the travel be cancelled or significantly delayed:

- Loss of grant funding, or failure to meet required completion deadlines
- Failure to meet contract deliverable requirements
- Significant damage to relationship with institutional partner
- Significant delay in academic progress, degree completion, or graduation

Supports for Research

Since March 2020, the University research, scholarship and creative work community has suffered along with the rest of campus as a result of the pandemic. The movement of the campus to remote work and distance learning required limiting personnel to only those with essential research projects or those dedicated to supporting lifeforms and specialized cooled equipment. Moreover, prohibition of international and domestic travel limited field work, conference attendance, collaborative exchanges, and other activities that fuel the creativity and passions of faculty and enhance the experiences of our students. The lift of 2,000 classes in two weeks from face-to-face to online, required that faculty shift their time away from research, scholarship and creative work. This redistribution of faculty effort created a pause in our progress, or if our work was so aligned with the current needs of the region, nation, or world we were called increase our efforts. We did not get to celebrate our accomplishments as we traditionally would and suffered pay cuts that applied to our grant funded positions. At times, it felt like there was no room for our research, scholarship and creative work in the middle of so many other demands.

However, in the midst of financial distress, the University has remained steadfast in its commitment to supporting faculty in research, scholarship and creative work. External research expenditure hit an all-time high of over \$40 million. Although there was some decline in spending, awards and renewals hint at how exceptional FY21 might be. The continued growth of research, scholarship and creative work remains a priority because it will help us surpass our competitors, draw in and launch DU faculty careers and provide deep rich educational experience for our students. To support research the University prioritized research for faculty and students in our return to campus, expanded resources for copy/editing of grant applications and journal manuscripts, created assistance for grant prospecting, committed to continued seed funding at or above historical levels, invested in new faculty learning communities, streamlining administrative processes, enhanced stipends for GRAs.

Research, scholarship and creative work was of highest priority to relaunch once the governor moved away from the Stay-at-Home orders. As a result, among the first personnel authorized to return to campus were the research community. In those early weeks, the research community helped define how the University would reopen campus activities. We learned quickly that in order to fuel our passions, we needed to resume our research, scholarship and creative work, and we needed to resume it together. As we have moved to later phases in the Campus Access and Support Plan, we have streamlined the return to campus approval process to make it easier and less burdensome to get back on campus and to allow more students back to join us in our scholarly passions.

The free copy/edit service available for faculty on journal articles and grant applications has restarted and expanded to meet demand. To access this service, please email Corinne.Lengsfeld@du.edu with completed documents for review. ORSP grant and contract administrators will begin to add services related to grant prospecting and are available to support faculty and staff looking to identify and apply for grants. Contact your grants administrator for help. The University is seeking ways to streamline administrative processes to reduce the burden on faculty. One example was the development of the

template IRB amendment for IRB protocols to document lab safety procedures. This made updating existing approved IRB protocols as simple as possible.

Seed funding to support faculty remained in place through spring 2020. 80% of all the allocated seed funding for PROF, FRF, and Knowledge Bridges and others moved forward. One-year no-cost extensions were granted rapidly for any faculty member who could not travel or conduct the proposed work from a prior PROF award. Enabling the faculty member to continue the work after a pause as a result of conditions world-wide. Additional funds were allocated to respond and to support high-need, emergent projects related to COVID-19. These seed funding programs remain in the FY2021 base budget and will be allocated with the usual timelines and funding rates in previous years. We know that these financial supports for faculty around research, scholarship and creative work remain essential to the University progression to elevated research activity as measured by faculty retention, paper publication and citation rate, growth in research expenditures. More importantly, these funds are pivotal to faculty career progression, institutional visibility and faculty/student recruitment.

The new faculty learning community will launch for the second year this fall. This is more important than ever to keep first and second year faculty members focused on career path progression and the importance of maintaining a scholarly focus even when teaching load may be unusually high.

The FY21 budget included a salary increase for GTA/GRA to enhance student recruitment and retention. The raise was similar to the merit raise in the January 1 of 2.5%.

Finally, town halls have been an essential element to keep the research community informed, because they provided an effective method to listen to and understand the struggles and opportunities to meet the needs of our faculty. These will continue as part of a greater effort to support faculty research during a year of difficult teaching responsibilities. We will explore funding for infrastructure needs and grant mechanism specific learning communities.

Saliva-Based SARS-CoV-2 on-Campus Screening Pilot

The University of Denver research enterprise is dedicated to being responsive to the needs of our community, state, region and nation in support of our vision for public good. The best way the state and the University remain open and face-to-face during the resurgence of the virus, is by minimizing the number of positive cases on campus at the start of every term, and rapidly identifying and isolating infected individuals thus reducing the number of days any single person spreads the disease. One mechanism for enhanced success prior to a vaccine is testing – frequent testing, reduced testing times, reduced testing cost, and testing large populations of individuals enhances early detection, including of asymptomatic people.

DU is establishing a research partnership with another university to establish low cost, high through-put, supply chain insensitive, and reliable salivary testing method. Salivary testing not only provides a less painful testing route than the current best practice, thus enhancing compliance, but also targets bodily fluids associated with the known mode of transmission (e.g., orally generated aerosols). Targeting saliva where active shedding

of the virus occurs has the potential of identifying individuals who are COVID-19 positive in advance of symptoms, which permits proactive isolation prior to maximum transmission. Salivary collection also provides a means for DU community members to provide a spit sample and deposit the sample themselves into a testing system. The testing system denatures the virus with excessive heat to limit exposure of the virus to testing personnel. The proposed pilot testing site would use RT-PCR-based testing with adaptations to allow for results in less than two hours. To test our entire community every seven days would require a throughput of 2,000 samples a day which is within the capabilities of existing equipment on campus. Several faculty with experience in salivary science, PCR testing and infectious disease are collaborating to run a pilot study in support of adding data that enables these techniques to become standard practice as soon as possible. DU scientists will focus on the pilot study for research purposes, with a hope of moving this to larger scale with the potential to support the health and safety of campus. This expansion however will require CLIA certification and FDA approval of the screening technique.

Clinical Work

Telehealth

In the span of two weeks, trainings clinics across campus worked with DU's IT department and University investment to create and execute a plan aimed at transitioning all services to telehealth. IT procured a HIPAA-compliant telehealth platform (Zoom for Healthcare) and worked with clinics to establish appropriately secure procedures for storing clinical session recordings on the shared drive. Student clinicians and supervisors completed online trainings on best practices in telehealth to facilitate their understanding of the pragmatic, ethical, and legal issues of offering services in this innovative manner. Further, DU's legal team helped clinics develop new consent and disclosure forms as well as procedures to protect clients in this new service provision landscape. Four months after telehealth began, clinics have been regularly seeing therapy and assessment clients remotely, and clients are reporting a high level of satisfaction with this modality of care. In addition, student clinicians are getting valuable real-world experience in 21st century service provision models. Due to relatively low COVID-19 activity locally at the current time, some clinics have begun seeing select clients for in-person appointments while enforcing appropriate safety measures.

In-Person Therapeutic & Assessment Services

Clinics were successful in moving the vast majority of clinical work to telehealth; however, in certain instances, client needs made in-person care necessary (e.g., certain assessment tasks are difficult to conduct remotely, especially with very young children; certain therapy clients needed to be seen in-person given a high level of suicide risk or if they were unable to access telehealth from their home). In these instances, clinics worked with DU officials to develop safety protocols, including advanced symptom assessment, social distancing, required mask wearing, etc. Adaptations for in-person assessment services have included the installation of plexiglass in specially-designated assessment rooms to allow clear communication and observation while minimizing the risk of spreading germs, as well as the development of exchange and cleaning protocols for assessment materials. As community conditions warrant, increasing numbers of clients may be seen through enhanced assessment- and therapy-specific safety protocols.

Internships, Service Learning and Field Placements

As a result of the University of Denver's commitment to experiential learning, many of our programs *require or recommend* field placements or internships, experiences which help students bridge academic course work with community based or industrial work experiences in a supervised manner. These experiential programs teach students how to think and act in their chosen professional fields prior to graduation. Because students can secure these opportunities on their own and/or these hours are required for licensure, the University has put in place processes to allow students to work either virtually or in-person to gain course credit and/or satisfy program practicum requirements. These policies are designed to enhance safety, make students aware of risks, and empower students to make informed decisions in light of these factors.

Each program has unique considerations, including regulations from accrediting bodies. Programs should make decisions regarding field work/internships based on prioritizing public health and abiding by governmental mandates, while also supporting students in finding ways to gain field or internship hours needed for their degrees. Every field placement or internship program has a designee who oversees partnerships with industrial or community organizations. These program experts are the best source for advice on finding creative solutions to optimally train students to prepare for their careers, while taking into consideration existing information regarding safety precautions and concerns, personal risk tolerance, and academic needs.

Some programs may choose to prohibit most in-person field work/internships during times of resurgence of the virus and allow students to request exceptions from this requirement. For programs that do not prohibit all in-person field work/internships, the University continues to strongly encourage exploring options for remote work; allowing informed student choice about in-person work (i.e., *not requiring* students to do in-person work and supporting student choice around alternatives to in-person work); and appropriate documentation that agencies providing in-person work options for students commit to abiding by local and state-level governmental mandates, including stay at home/safer at home/protect your neighbor and physical distancing orders, as well as requirements regarding personal protective equipment, and that students choosing in-person work are doing so willingly and acknowledge the risks of such work.

Programs cannot prohibit students from working for pay. If students work for pay and automatically earn hours for their field placement/internship as part of that work, programs should consider counting those hours toward their degrees. If additional hours are required for credit, programs have the discretion of approving in-person work.

Students who need to extend hours into subsequent terms to be eligible to apply for licensure, may extend their graduation to the next term, and the change in graduation fee will be waived. This only applies to students who are conducting field hours beyond those required for their degree.

We acknowledge that our students often desire to gain work experience by independently seeking internships. In cases where the student is not working with an official University partner through a credit-bearing or academic program requirement, we ask our students to consider the safety protocols below. Student safety is our priority and we hope similar awareness in decision-making can be achieved.

Service Learning

Service learning courses (also called community-engaged classes at DU) incorporate activities and projects that are mutually beneficial to student learning *and* the community. Sometimes this sort of reciprocal work is based in the community – but not always. Community-engaged classes frequently tackle projects that advance student learning and meet community needs without in-person service. For example, classes have carried out remote research, such as conducting video or phone interviews, designing surveys, or analyzing historical documents or existing data. Classes have also developed products, such as marketing or other communication plans and/or materials; research or evaluation plans; online materials for partners' websites, such as blog posts or newsletter content; annotated bibliographies, literature reviews; workshops, lesson plans, or class curricula; digital and graphic design or artwork; videos. Often classes that pursue these kinds of community-engaged (but not community-based) projects invite representatives from community partner organizations to some part of classes; these kinds of important exchanges may be very well suited to Zoom or other online platforms.

If instructors are considering community-based activities, the University strongly encourages discussion of safety plans with community partners, recognizing that many community-based activities may not be possible in the current environment and not desired by community partners. If there is mutual desire by faculty and community organizations to offer community-based activities, the University continues to strongly encourage that instructors do not *require* students to do in-person work (for example, having work towards the community-engaged project that can be accomplished remotely), and abide by local and state-level governmental mandates, including stay at home/safer at home/protect your neighbor and physical distancing orders.

Many service-learning activities can be reimagined as community-engaged instead of community-based. Several resources are available to support adaptation of activities to community-engaged instead of community-based. For example, CCESL's Portfolio site has a folder with a handful of curated articles relevant to online community-engaged teaching. To access, visit [here](#) (if you have difficulty accessing, please login to Portfolio first). In addition, this CCESL [article](#) describe best practices and resources from across the country. Finally, CCESL's Scholar Shop helps connect faculty with community organizations for collaborative learning and scholarship. Many community partners have shared questions for collaboration that are amenable to remote classes. Visit <https://duscholarshop.com/> to explore by partner, type of project, or keyword tags or contact ccesl@du.edu.

Offsite Safety Protocols

To mitigate health risks, programs that decide to permit some in-person field work, community-based research, service learning, or internships should follow the below guidelines:

- The student must discuss their rationale for working in-person with a member of their DU field/internship team.
- The field/internship program should consider the following prior to the program agreeing to apply in-person field hours toward degree:
 - Whether remote work is practicable for, or desirable to, the student intern

- Whether the organization has determined that it can remain open based on local/state-level mandates
- Whether the organization has the capacity for supervision and back up supervision should the supervisor be unable to complete the field placement/internship
- Whether the organization is committed to taking all necessary precautions to follow, and remain in compliance with, existing local and state-level mandates, including social distancing requirements
- Whether the student has safe transportation to and from the community organization
- Whether the student's position is intended to replace or substitute for any organization employee, *which is not permissible*; no student will replace or substitute for any organization employee.

If the DU field/internship program vets the organization and agrees to apply in-person hours, the student must acknowledge and confirm that they have considered all of their options and discussed their decision with the program designee; that they will remain in compliance with city/state/federal orders; that there is a heightened risk of contracting COVID-19 as a result of in-person field work or internships; and that they understand the fluidity of the public health crisis.

Students should be encouraged to contact their program designee at any time with questions or concerns about their in-person work.

Anderson Academic Commons/Library Services

The University Libraries provide information resources and services that support the teaching and research mission of the University, with resources and services offered both electronically and in-person. Its spring and summer focus have been on providing teaching- and research-critical journal articles, books, and teaching and research support to faculty and students. Phase I of the University Libraries' reopening plan included only very limited essential personnel in the AAC and HC coordinating building projects and maintaining essential financial services. As a result, access to the physical collections and facilities of the main library in the Anderson Academic Commons (AAC), the Music Library, and the collections in the Hampden Center (HC) storage facility were unavailable to faculty and students in Phase I. Access to electronic resources has continued without interruption.

Phase II allowed for an expanded list of essential personnel, below 20% of employees, whose priorities were to resume the return of books from faculty, students, and staff; the processing of backlogged print materials; and limited scanning of print materials for electronic delivery to faculty and students with urgent needs.

Phase III will allow for expanding up to 35% of employees in order to implement curbside delivery of print materials, beginning with the AAC and then expanding to HC and Music Library collections. Additional staff will continue processing new print materials. As regional libraries expand their services, the AAC may resume regional borrowing and lending of print materials as well. Print materials will be quarantined for 72 hours between handling by staff and users.

Access to Physical Collections

In Phase I, there was no access to physical collections in the AAC, Music Library, or HC. Phase II saw the introduction of scanning services in each facility to allow electronic delivery of print materials as well as the opening of book drops to allow materials to be returned. A few weeks into Phase IIIa, the Libraries will introduce contactless checkout of materials from the AAC, with curbside pickup in the parking lot to the east of the building. For curbside pickup, members of the DU community will be able to request materials and select a time for pickup. In order to promote safety, print materials will be quarantined for 72 hours between handling by AAC staff and users. In Phase IIIb, this service will be expanded to include loans of materials from the Music Library and HC. Beginning in Phase IIIb, those unable to physically pick up materials may request delivery by mail. Through Phase IV, the book stacks in the AAC will be closed to the public.

Prospector and Interlibrary Loan (ILL)

Throughout all phases, ILL of electronic resources, such as pdfs of articles, has been available. Prospector and ILL of physical materials are currently unavailable because those networks are shut down. As Prospector and ILL resume services, the University Libraries will reinstate these services locally.

Building Access

In Phases I and II, the AAC, HC, and Music Library are closed to all but faculty and staff who work in those facilities. All library-run services will continue to be offered remotely during Phase III, and there will be no public access to the AAC until Phase IV. Beginning in Phase II, anyone who needed material from a carrel or locker could make an appointment to pick it up, and that service will continue through Phase IV. The Music Library will open to the public in Phase V.

Services

In Phases I and II, all UL locations closed to the DU community and general public; UL services were provided virtually through email, LibAnswers, chat, and Zoom research consultations and remote monitoring and answering of all phone messages received at service points once a day (Reference Center, Lending Desk, and Special Collections).

- Archives and Special Collections – by appointment only, beginning in Phase IV
- Instruction – will be provided online through Phase IV
- Lending Desk – circulation will remain contactless through Phase IV
- Research Consultations – will remain virtual through Phase IV

Accommodations

Faculty, staff, and students may have reasons they are unable to return to campus in the fall. Employees of the University will be asked to work with their HR partner to discuss COVID-19 work accommodations following an established procedure for COVID-19 related reasons – for example, being immunocompromised, pregnant, or with childcare responsibilities that have emerged due to COVID-19 closures. In addition, to the greatest extent possible, faculty and staff who are able to work effectively from home without compromise to the core responsibilities as evaluated by their supervisor will be supported in this. Students who wish to take their classes online for any

reason will be supported. Specifically, many classes will be required to accommodate remote instruction for students unable to attend class or return to campus. Relatedly, graded in-person attendance will be discouraged to avoid incentivizing students who may not feel well to attend class. Our intention is to provide a range of options that support in-person activities to the greatest extent possible while also following de-densification guidelines and supporting individual needs.

Covid-19 Work Accommodations

The University of Denver understands that certain employees may

- have health conditions or may live with or care for others with health conditions that put them at risk of severe illness from COVID-19;
- have childcare issues due to closure or changes in schedules for daycare and schools; and
- be unable to return to campus for other reasons.

As DU employees return-to-work on campus, the University is providing confidential assistance to employees regarding COVID-19 work accommodations. Employees who are unable to return to campus should visit this [page](#). **To access help:**

- document informal arrangements with your supervisor to work remotely
- request assistance in seeking such an informal arrangement
- make a formal COVID-19 work accommodations request.

State orders impose obligations on employers including:

- requiring employers to provide reasonable work accommodations for Vulnerable Individuals during the pendency of the pandemic emergency; and
- encouraging employers to provide reasonable work accommodations for employees
- who reside with or care for individuals at risk of severe illness from COVID-19 Vulnerable Individuals or with childcare responsibilities

Vulnerable Individuals are individuals who:

- are 65 years and older
- have chronic lung disease or moderate to severe asthma
- have serious heart conditions
- are immunocompromised
- are pregnant
- are determined to be high risk by a licensed healthcare provider

HR Partners and Shared Services will work together to process COVID-19 work accommodation requests. For faculty COVID-19 work accommodation requests, HR Partners will work with faculty members, deans, associate deans, and department heads, as applicable. For staff COVID-19 work accommodation requests, HR Partners will work with employees and their supervisors.

For Informal arrangements, your supervisor will be asked to confirm they share your understanding at the supervisor review [page](#).

The University will not share your confidential information or any medical documentation that you may choose to provide with your supervisors, deans, associate deans or department heads and will store that information separately from your personnel file.

Your HR Partner will contact you after the University receives your COVID-19 work accommodation request. If you have questions about the COVID-19 work accommodation process or the form, please contact your HR Partner. For Facilities staff, please contact Jerron.Lowe@du.edu.

Official Student Accommodations through the Disability Services Program (DSP)

Having contracted COVID-19 or being at increased risk for complications associated with contracting COVID-19 are not, in and of themselves, disabilities as defined by the Americans with Disabilities Act (ADA). The University of Denver (DU) recognizes that some students may experience temporary conditions as a result of COVID-19, and DU may provide services to support students experiencing those short-term impacts. The following information is intended to inform faculty, staff and students when a referral to the [Disability Services Program](#) (DSP) is appropriate and how best to make such a referral.

DSP is the only office on campus authorized to review and determine eligibility for temporary adjustments due to being immunocompromised, temporary accommodations or ongoing accommodations associated with a disability, medical condition, or mental health condition. Because approval for temporary adjustments and temporary accommodations is different from approval for ongoing disability accommodations, students and employees who have questions about the temporary or ongoing status of a student's approved adjustment or accommodation should contact the DSP for clarification.

Many, but not all, conditions that result in increased vulnerability associated with COVID-19 rise to the level of disability. Referral to DSP allows DSP to determine whether there are appropriate adjustments or accommodations to consider, whether related to COVID-19 or not. Engaging with DSP is particularly important if/when a student indicates that an underlying health condition is impacting their ability to engage in daily activities of living and/or in academic activities.

If a DU employee has a student who discloses that they are immunocompromised due to an underlying medical condition, treatment plan or medication regimen or are otherwise at a heightened risk with respect to COVID-19, refer the student to the DSP.

- The DSP is not the appropriate point of contact for students who have or disclose a COVID-19 infection involving little or no active symptoms or symptoms lasting less than 2 weeks. All classes will accommodate remote learning; therefore during your quarantine you should be able to stay engaged in your coursework remotely. If you need assistance due to stress or other concerns, please contact SOS.
- For students with COVID-19 infections lasting more than 2 weeks or students with additional medical conditions that experience complications, referral to DSP is appropriate

if the student would like to request temporary adjustments, temporary accommodations or ongoing accommodations.

- If a student who is immunocompromised wishes to request accommodations in University-managed housing or a required meal plan, the employee should refer the student to DSP for additional information and/or initiate a request for adjustments or accommodations.
- Students who are immunocompromised, but who are asymptomatic and/or have tested negative for COVID-19, and would like to request accommodations due to their increased risk should first work with their academic advisor to determine what course options and delivery methods are available to reduce their exposure and/or best meet their needs.
- After working with their academic advisor, if a student would still like to request temporary adjustments or ongoing accommodations associated with being immunocompromised, the employee should refer the student to the [DSP website](#) or DSP to initiate the request.
- Many people are experiencing increased anxiety associated with the state of the country and world resulting from COVID-19 and other recent events. In some cases, these feelings of anxiety may rise to the level of being a disability. If a student reports experiencing anxiety or other mental health conditions that are interfering with their ability to engage in activities of daily living or academic pursuits, the employee should refer the student to the DSP and to [Counseling Services in HCC](#)
- When an employee refers a student to the DSP, the employee should follow up the conversation with an email to the student recapping the conversation and include a link to the [DSP website](#). This best practice allows the student to refer back to information shared, correct any misunderstandings following the meeting, promotes a common understanding of information covered during the conversation, and serves as documentation of the referral.
- Sample referral language
 - Thank you for sharing your concern with me. The Disability Services Program (DSP) may be in a better position to assist you with addressing your concern(s). You can find additional information on the DSP website <https://www.du.edu/dsp>, by emailing DSP at dsp@du.edu or by contacting the DSP by phone at 303.871.3241.

Immunocompromised adjustments request due to COVID-19 can be found at [DSP Request Link](#).

Pre-Collegiate: Fisher Early Learning Center & Ricks Center for Gifted Children

[Fisher Early Learning Center](#) at the University of Denver is an inclusive early learning center that has been in operation since October 2000. Fisher operates year-round and serves approximately 200 children from 6-weeks-old to 6-years-old. Fisher experienced a temporary closure from March 16 through May 15, 2020 as a result of the COVID-19 pandemic. It began a gradual reopening process starting on May 18, with approximately 50 children and 15 staff members returning to the Center under revised policies and procedures. Since then, it continued gradually expanding its capacity, reaching 110 children in June with all teachers and staff having returned. Fisher continues to move to full capacity (approximately 160 children) for the 2020-21 school year, with revised policies and procedures remaining in effect.

The [Ricks Center for Gifted Children](#) is a school for gifted learners on the University of Denver campus serving students from pre-school through 8th grade. Ricks provided online learning for K-8 students from March 16 through the end of the 2019-2020 academic year, with a gradual reopening process for PS and PK students starting on May 18. Ricks plans to re-open for the 2020-2021 school year on August 19, 2020, at 100% capacity with in-person learning Monday-Friday and before and aftercare available for students and families. Ricks will continue its mandatory safety protocols, aligned with public health orders. Ricks will also provide virtual learning options for students and families that choose to learn from home.

Housing, Dining & Residential Living

The University is a residential campus, encouraging first-time, first-year and second-year students to reside in on-campus housing. To support on-campus and off-campus living in the fall, we are providing additional guidance to enhance the health and well-being of our community. For example, we have increased the number of single occupancy rooms for first time first year students from 0% to 56%. This allows us to both reduce risk and to increase options for isolation should students be exposed to the virus that cause COVID-19. We have also designated an entire building as a space for isolation and quarantine of individuals who are exposed to or become ill with COVID-19. To support the additional singles, we have rented additional space off campus. Similarly, all rooms and buildings on campus are de-densified to 50% occupancy or less.

The University has worked to secure housing for all of our undergraduate and graduate students who, as of June 18, 2020, had signed Housing and Residential Education (HRE) housing contracts or active housing applications for University owned or operated housing or any of the four University owned and/or operated facilities in Fraternity and Sorority Life (FSL).

Room Assignments and Off Campus Residential Community

HOUSING
STILL
AVAILABLE

Housing and Residential Education (HRE) will inform all returning students of their room assignments no later than July 17, 2020, and incoming first year and transfer students of their room assignments on July 27, 2020. Chapter leadership will notify students selected to live in University-owned or -operated FSL chapter facilities of their room assignments and move-in information.

Students who are interested in finding housing can still secure a space in the Auraria Student Lofts and should fill out the 2020-21 [Academic Year Housing Application](#). There are also limited spaces available in UHouse and Vista. Information about these residential spaces can be found at [off-campus residential living](#).

Move-In Information

We are developing a staggered move-in process for on-campus housing with a no-contact check-in process. For on-campus housing, students will have a one (1) hour window to move into their assigned living quarters. Before the COVID-19 pandemic, HRE specified a four (4) hour timeframe for all students living on campus to complete the move-in process. Consistent with federal and state public health guidance, we must limit the amount of time allotted to maximize physical distance and avoid congestion, especially in the lobbies, elevators, and hallways. To address these concerns, we will also limit the number of people who can enter the building to assist a student with the move-in process to two (2) individuals.

For our new students: Incoming first year and transfer students will move in between September 7 through 9, 2020. HRE will include students' assigned move-in date and time in the housing placement notification sent on July 27, 2020.

For our returning students: Returning undergraduate students and graduate students will move-in between September 10 and 12, 2020. HRE will include students' assigned move-in date and time in the email you will receive on July 27, 2020. Law School students can begin moving into the Auraria Student Lofts on August 12, 2020. Over the next few weeks, HRE will inform students about the time and duration of the move-in process.

Students selected to live in University owned and/or operated FSL chapter facilities will also have staggered move-in times between September 9 and 13, 2020, Chapter leadership will schedule those times in coordination with FSL staff and will inform the students accordingly.

All our on-campus and off-campus residential living communities will have Resident Assistants (RAs), programming, opportunities for connection, and support. In addition, the University continues to have 24-hour residential crisis management through HRE and the Division of Campus Safety and support available for our on-campus and off-campus residential living communities.

For more information about our off-campus residential living communities, please visit [this page](#).

Students with disabilities who require additional time during move-in should submit requests through the Disability Services Program (DSP). For more information, please visit the [DSP website](#), call 303-871-3241, or email dsp@du.edu.

Packing and Planning

We are also asking that all students who live on campus pack only the essentials needed for fall quarter, such as clothing, bedding, a computer, and medications. For COVID-19 specific packing and planning, please bring face coverings, hand sanitizer, antibacterial wipes, and a personal digital thermometer. We strongly encourage students to pack light to be prepared in case we experience an escalation of COVID-19 cases that leads to closure of University owned or operated housing. Because students will be responsible for packing and moving out their own belongings, in the event of such a closure, it is critical that students pack light. The University is not able to store any items, therefore, students are responsible for the expense of moving out their belongings and storing them at a location off-campus if the student does not take all of their belongings when they leave campus.

Expectations for Residential Living

To protect the health and safety of the individual, peers, and the University community, students must follow all COVID-19 requirements set forth in the [Guide to Residence Living](#) and any other University policy or procedures. Failure to comply with these requirements may result in a referral to the Office of Student Rights & Responsibilities. With health and safety as our core concerns, we all need to *Protect DU* to stay on campus together. This is a community effort with each one of us and all of us responsible for following the health and safety protocols.

Dining Services

Keeping health and safety at the forefront, the Sodexo team is currently developing plans consistent with public health guidance regarding dining services options including a cashless and flex card only service, social distancing and face coverings - unless eating or drinking, and different options for food services following local and state public health orders. We will share more information about the plans for the dining halls in the coming weeks.

Cleaning and Disinfecting in Residential Living

The University has significantly increased its custodial disinfection and cleaning services in all University owned or operated residential communities and across campus. The University has increased staffing to allow for additional disinfection in community restrooms and common areas daily. The frequency of cleaning and disinfection in communal restrooms is up to three times in a 24-hour period. The University will also provide additional cleaning and disinfection of the front/service desks as well as installing plexiglass and implementing distancing guidelines at these locations. The University has purchased additional equipment and technology, including new electrostatic devices to more efficiently disinfect spaces. Additionally, custodial personnel will be disinfecting high touch points daily. Finally, the University is providing disinfection stations with disinfectant wipes and hand sanitizers in the communal areas such as lounges, lobbies and community kitchens-these kitchens are located on the first floors of Nagel, Nelson, and the Dimond Family Residential Village.

Students are strongly encouraged to use these cleaning stations when using these communal activity or study spaces. More information about the University's protocols for disinfection and cleaning is available [here](#).

University owned and/or operated FSL chapter facilities that contract for third party services or provide their own services must demonstrate that those services meet the University's disinfection and cleaning protocols.

Shared Bathroom Space

DU has implemented specific health and safety measures to support limited occupancy, social distancing, and assigned fixtures for students living on-campus and sharing a communal bathroom. Students will receive more information on these measures closer to their move-in date. As outlined above, the University has increased disinfection and cleaning of these shared spaces to three times every 24 hours.

Housing Following Illness or Possible COVID-19 Exposure

The public health practice to contain the spread of COVID-19 is to identify individual(s) who may have been exposed to those who have contracted COVID-19. The University will

assist state and local public health officials working with DU community members who test positive for COVID-19 to identify the individuals who they may have exposed to the virus. The University (and the public health officials) will not share the names of DU community members who test positive for COVID-19. However, those who are informed that they have been exposed to the virus must isolate and monitor symptoms for 14 days. As described below, the University has reserved an entire on-campus apartment building to isolate and/or quarantine students with a valid HRE housing contract. Hilltop has six quadrants which will be allocated according to student status (positive and symptomatic, positive and asymptomatic, exposed). Students must comply with University officials' directives regarding isolation and quarantine (For more information about contact tracing, please visit the CDC [website](#)).

Isolation Spaces for Students

The University will use the entire Hilltop Apartments on campus as necessary to isolate or quarantine students with a valid HRE housing contract for the 2020-2021 academic year. In addition, the University is researching available third-party disinfection services that students who live in University contracted off-campus properties can contract with in the event of exposure to COVID-19 in those facilities.

Students who have independently found housing off-campus (who do not have a valid HRE housing contract) are responsible for locating and paying for any isolation or quarantine space as needed. To assist students with this effort, the University is trying to identify and negotiate reduced rates with certain off-campus lodging options. The University will provide more information on the off-campus housing website found [here](#).

Pioneer ID Card Office

The Pioneer ID Card Office is currently open Monday and Thursdays from 9am-noon. Any community member needing a replacement ID can visit the office. Faculty, staff and returning students can also email pcard@du.edu to request a replacement card. Replacement cards will be printed with the existing photo in the system and mailed via USPS.

New incoming students are encouraged to submit an online photo via PioneerWeb. The staff will print Pioneer ID cards for incoming students throughout the summer. Pioneer ID Cards will be distributed to new undergraduates during Discoveries. Graduate departments can email the card office to plan for card pick-up during graduate orientation. The office will be open during move-in hours and patrons will be expected to wear face coverings, except when being photographed. Only one person will be allowed in the Pioneer ID Card Office at any one time. The area outside the office provides an area to wait and maintain required physical distancing.

Co-Curricular Life & General Information

DU Community Campaign: Protect DU

Campaign to create education and awareness about the services available to students: Campus Life and Inclusive Excellence in partnership with our COVID-19 Coordinator and campus partners will create awareness campaigns and socialize the services currently available to students through

organizations such as student governments and during events such as orientation. These services would set expectations for students while prioritizing support.

Policies: Campus Life and Inclusive Excellence with campus partners are reviewing and adapting various policies surrounding student support, conduct, and responsibility and is working on defining guiding behavior policies for accountability using a preventative, educational approach regarding students' responsibility for their health and the community health.

- a. Culture and Education Approach through campaigns and social norming:
 - i. Community commitment campaign that "Being part of the DU Community means that each of us must take extraordinary steps to stay well and persistently protect each other, on campus and in the community. Accountable together, I commit to take responsibility for my own health, the protection of others, and help keep the DU community safe from the spread of COVID-19 and other infections as identified and instructed by the University."
 - ii. Our guiding principles underscore that "at DU we look out for each other, we respect each other, and we commit to protecting our community together. Today, as the effects of the pandemic impact our friends, our families, and our world, we must work to protect the health and safety of every member of our campus community."



As we prepare to return to campus, DU student leaders, staff, and campus partners are developing a community campaign to articulate our shared commitment to protecting ourselves, each other and our community. As we return to campus, we ask each other to commit to protecting our community together.

Community COVID-19 Education Ambassadors

Culture and education setting are critical to better understanding the virus, how to mitigate risk, and how it takes each of us, and all of us, following the protocols to stay healthy and safe together. To support this culture and education setting through empathy and care, those of us involved in the planning including students, faculty, and staff serve as Community COVID-19 Education Ambassadors to continue to educate on new knowledge and behavior to keep

ourselves, each other, and the community healthy and safe. Together, we engage in our Community of Care. We welcome your interest in becoming an ambassador, please volunteer at COVIDcoordinator@du.edu.

Diversity, Equity & Inclusion

The University of Denver is navigating two interconnected crises —the medical COVID-19 and the disproportionate effect it has had on communities of color. As we manage DU’s reopening, the following offices and groups are available for support:

Staff & Faculty Resources

- Americans with Disabilities Act (ADA) - The University of Denver is committed to providing reasonable [accommodations](#) to its employees and applicants for employment in order to allow individuals with disabilities to enjoy full access to equal employment opportunity at the University.
- Black@DU – Black@DU will provide support in the fall. Please reach out with questions or suggestions should you need support. The mission of Black@DU is to provide an atmosphere of cultural and social networking among Black staff and faculty at the University of Denver. This organization is dedicated to improving the quality of the Black experience at DU by fostering a campus climate that is inviting, unified, encouraging, and promotes upward mobility. Black@DU exists to enhance communication and champion diversity, inclusion, opportunity and social justice— while challenging racism in all forms including any expressions of it within the University community.
- [Bias Incident Response Team \(BIRT\)](#) – is an internal working group tasked to coordinate campus response to bias incidents. BIRT does NOT investigate, adjudicate or otherwise participate in judicial/legal processes, but provides support to individuals and populations affected by such incidents.
- [Equal Opportunity and Title IX](#) - The University of Denver is committed to providing support and assistance to all members of our campus community who are impacted by gender-based discrimination, harassment, and violence, including sexual assault, relationship or dating violence, and stalking. Email titleIX@du.edu or call English: 303.871.7016, Español: 303.871.7766,
- [Faculty of Color Association \(FOCA\)](#) – A voluntary empowerment and advocacy group composed of faculty members from under-represented racial and ethnic groups within the University community.
- Human Resources & Inclusive Communities
 - [General Website](#)
 - Work accommodation [request](#)
 - [Special benefit election change form.](#)
 - [Assistance Program \(EAP\)](#): username: universityofdenver), 1-888-881.5462
- Latinx Center at the University of Denver - The Latinx Center was founded to be the center for Latinx voices both inside and outside the university. It is a consortium of interdisciplinary faculty from throughout the university who are committed to placing DU at the center of scholarship, teaching, and service related to Latinx communities in the Rocky Mountain west.

- Native American Services – Provides support for current students and engages in community relations through developing relationships with local, regional and national Native communities. If you know a Native student who needs support, or would like to provide that support as we re-open, contact the Interim Native American Liaison & Program Manager: Stevie Lee, Stevie.Lee@du.edu
- [Office of Diversity, Equity, and Inclusion \(ODEI\)](#) - Provides leadership, guidance, and resources in support of the University of Denver's commitment to building a more diverse and inclusive institution, inclusion@du.edu.
- Office of Teaching and Learning (OTL) – OTL has many resources for supporting online and hybrid learning and teaching. The Inclusive Teaching Practices website is designed to support educators in creating dynamic courses, removing barriers to learning, and dismantling oppressive practices by implementing inclusive pedagogies. Visit [here](#) for resources. The OTL also offers a number of workshops, training sessions, and Faculty Learning Communities that faculty can attend to strengthen their teaching practices. Register for upcoming events [here](#).
- Queer Faculty Association (QFA) - Supports LGBTQ and questioning-identified faculty on campus through advocacy, scholarship, and social networking. QFA works to connect queer faculty across the university and insure that DU is an affirming space for all queer students, staff, and faculty. Chair, Frederique Chevillot, Frederique.Chevillot@du.edu
- Queer University Employees (QUE) - An organization for all Queer and LGBTIQ-identifying DU employees who promote a welcoming and affirming university community. Co-Chairs Jasmine Pulce, Jasmine.Pulce@du.edu and Madison Dorman, Madison.Dorman@du.edu
- [Staff of Color Association \(SOCA\)](#) - The Staff of Color Association (SOCA) is committed to promoting the interests of and advocating for staff at University of Denver from historically unrepresented races and ethnicities. We honor and celebrate the diversity of our cultures and actively contribute to the University by providing members with a supportive community, fostering belonging for all intersecting experiences, sharing knowledge about the campus climate, providing support for the recruitment of diverse candidates throughout the University, and establishing meaningful connections between staff, students, and faculty of color.
- [Veterans Services](#) – is guided by the knowledge that Veterans offer a unique academic and social quality to the University of Denver, the Veterans Services Office vision and mission is to support our Veterans through exceptional programming
- [The Women's Coalition](#) - creates and fosters a University of Denver culture that values and empowers all women; it is the umbrella organization to which all six University of Denver women's groups belong.

Student Resources

The following offer **identity-based support, programming, and resources** for students.

- [Access and Transitions Programs](#) - Our area provides support for pathway program, first-generation, minoritized, and other underrepresented students by creating community activities, offering mentorship, hosting academic success workshops, promoting leadership development, providing resource referrals, sharing potential scholarship support.
- [Bias Incident Response Team](#) (BIRT) – is an internal working groups tasked to coordinate campus response to bias incidents. BIRT does NOT investigate, adjudicate or otherwise participate in judicial/legal processes, but provides support to individuals and populations affected by such incidents.
- [The Cultural Center](#) - creates an environment where students of color, students of marginalized faiths and LGBTQ+ students can critically engage their historical legacies, while enhancing their educational, intellectual and personal/professional interest as it relates to race, ethnicity, gender, sexuality, socioeconomic, and cultural sensibilities; while providing a physical safe haven for respite and dialogue as they navigate their journey at the University of Denver.
- [Disability Services Program](#) (DSP) - is dedicated to giving students with disabilities equitable access to opportunity to participate in the University's programs, courses and activities. DSP provides accommodations at no cost to any student who has a documented disability as required by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Accommodations are designed to afford students equal opportunity to participate in the University's programs, courses, and activities.
- [Inclusion and Equity Education](#) (IEE) - provides readymade workshops include Introduction to Inclusive Excellence, Responding to Microaggressions, Introduction to Dialogue Skills, and Queer & Ally (Q&A) Trainings. These and custom sessions can be scheduled for classes, offices and organizations.
- [Learning Effectiveness Program](#) (LEP) - provides individualized support for neuro diverse learners with Specific Learning Disabilities, Attention Deficit/Hyperactivity Disorder (ADHD), students on the Autism Spectrum, and/or students who have a history of learning differences.
- [International Student and Scholar Services](#) (ISSS) - provides the following services to international students and scholars on campus: advocacy for international student and scholar issues on campus, cultural adjustment and immigration advising, orientation and employment workshops, support of international student organizations, cross-cultural programming, issuance of immigration documents, authorizations, and certification letters.
- [Campus Life and Inclusive Excellence](#) - provides students with the support and skills needed to become empowered citizens that positively impact the communities they are a part of now, and in the future.
- [Student Outreach and Support](#) – supports undergraduate and graduates students in connecting to resources, including the application to the student assistance fund. [SOS Referral](#)
- [Veterans Services](#) – is guided by the knowledge that Veterans offer a unique academic and social quality to the University of Denver, the Veterans Services

Office vision and mission is to support our Veterans through exceptional programming.

Community + Values

As the pandemic hit this spring, Community + Values (C + V) quickly pivoted realizing that was more important than ever for DU community members to feel like they belong and have a supportive community to lift them up in these difficult times. It reaffirmed our belief that, C + V is all about meeting the community where they are. We moved all of the C+V work to a virtual format. The community voiced concerns over anxiety about virtual work and school, equity and inclusion, their physical and mental health, how to stay mentally and spiritually grounded during these times, and so much more. C + V began holding weekly webinars on important topics where we ask community members to share their expertise and join in conversation together. Additionally, we pivoted our storytelling initiative to a Zoom and email interview style, where we elevate peoples' stories through our Community Voices work. We wanted folks to feel heard and seen. Finally, through a partnership with C+V and OTL, the new Inclusive Teaching Practices website was launched.

Looking to the fall, C + V will continue to rely on our core mission of creating a sense of belonging for all of our community and exploring our values together. Programming and events, will focus on building community through dialogue, conflict resolution, deep conversation, and values exploration. We plan to engage the community in conversations and programming about how to be an anti-racist community, how to dialogue in meaningful ways and resolve conflict, the election year, what it looks like to lift one another up and support each other, how to be resilient, and more.

Center for Community Engagement & Service Learning (CCESL)

DU's Center for Community Engagement to advance Scholarship and Learning (CCESL) champions university-community collaboration by supporting students, faculty, and staff to do high quality community-engaged work. Community-engaged work – whether teaching, research, creative work, or service – is characterized by mutual benefit to University *and* community members. Community-engaged work sometimes relies on in-person or community-based activities; however, adaptations to remote collaboration are possible and have been successful.

For example, *A Community Table* is a DU Grand Challenges (DUGC) program designed to foster rich civic dialogue among participants, build community capacity to solve public problems, and identify opportunities to partner with you to tackle grand challenges. In past years, the event has relied on in-person gatherings of small groups of people for these conversations. This Spring, however, a CCESL-led team re-imagined A Community Table to become an **online** platform through which hundreds of students, staff, faculty, and community members engaged in structured, meaningful, solution-oriented conversations about the issues that matter most to them.

To realize this adaptation, the CCESL-led team worked with partners across campus, such as DU DialogUes and Inclusion and Equity Education, to update program materials (sample invitations, conversation guides, facilitation training webinars, and more) for the new online environment. In addition to the traditional facilitation guide and conversation prompts for hosts, they also received information on the best web platforms for A Community Table, step-by-step instructions on how

to use those platforms, and tips for facilitating online conversations specifically. The timeline for the program was extended from one week in spring quarter to run from March 30 through June 11, 2020. Three illustrations of the successful transition of conversations to the online environment are available [here](#).

CCESL has also encouraged similar kinds of adaptations to community-engaged teaching, with information about best practices available [here](#).

Athletics & Recreation

NCAA Athletics

The University of Denver Division of Athletics and Recreation is committed to providing an environment for re-socialization into NCAA sports with the primary focus on health, safety and wellness for the DU student-athletes, staff and members of the University and Denver community. The path, as we return to re-socialization into sport, is paved by guidance from medical experts with procedures that align with federal, state, local, institutional leadership, NCAA and Conference (Summit League, Big East, Big XII, National Collegiate Hockey Conference, and Rocky Mountain Intercollegiate Ski Association) rules. The Division of Athletics and Recreation is incorporating a three-phase approach which focuses on student-athlete re-entry, return to sport, and game/competition/travel protocols using evidence informed planning in efforts to prevent, manage, and mitigate community spread infections in the student-athlete, staff, and community populations. The protocols were developed collaboratively with the University of Denver Pioneer Health and Performance team, consultants from National Jewish Health, UC Health/Sports Medicine and Centura Health along with resources including CDPHE, CDC, WHO, USOPC, NATA, NCAA Sport Science Institute, NSCA National Consensus Guidelines.

The *Model for Student-Athlete Re-Entry* protocol gradually reintroduces student-athletes back to campus for NCAA voluntary, summer training with the primary focus on fall sport student-athletes. This primary protocol emphasizes student-athlete education surrounding COVID-19 using multiple modes of communication (virtual meetings, email, signage) on the [DU Covid Protocol for Social Distancing and PPE](#), Athletics protocol, how COVID-19 can be contracted, spread, and procedures to limit the inherent risk of the disease as well as best practices. The student-athletes will undergo a pre-participation physical examination, COVID-19 screening, and medical/mental wellness clearance measures. Following clearance, this phase will work primarily with the Sports Performance coaches for assessment and physical preparation training to reverse any potential deconditioning effects due to COVID-19 training restrictions that have been in place since spring. As student-athletes advance through the physical preparation steps, they will advance to sport specific drills as protocols permit.

The *Return to Sport* training protocol focuses on a developmental and phased athletic progression. In order to transition to this phase, the student-athletes must

complete the previous protocol including education, medical clearance, performance assessment and preparation training. In this phase, student-athletes will transition to specific athletic activity which may include sharing of equipment and practicing in close proximity/physical contact once university protocols and public health orders allow for such activity. The physical training development plans will follow the NSCA National Consensus Guidelines and recommendations from the NCAA Sport Science Institute to promote a safe, intentional progression for return to sport. The testing data gathered from the sports performance team during the Model for Student-Athlete Re-Entry will be utilized for student-athletes to gauge their appropriate levels of physical stress. Athletic practices and sport performance training sessions are voluntary for student-athletes until their designated start date per the NCAA and respective conferences. This protocol is currently under review with University leadership and will be implemented upon approval and alignment with current health orders from the state of Colorado.

The third phase focuses on *NCAA Competition* as it relates to home/away games and necessary athletic travel. These protocols will specifically address issues surrounding game scenarios such as the student-athlete experience, spectators, officials, and staff to provide a safe environment for competitive athletic activity as permitted by DU institutional leadership and the state of Colorado. As competition and travel protocols have a number of different considerations from campus training, COVID-19 surveillance testing models, protocols surrounding positive tests, and other consideration are currently under review. The NCAA and conferences continue to provide resources and direction as we move toward competitive seasons.

The University of Denver continues work diligently to develop and evolve comprehensive health and safety plans consistent with NCAA, conference and state and local public health guidance to promote NCAA athletic activity. The Division of Athletics and Recreation adheres to institutional policy development surrounding COVID-19 testing, contact tracing, treatment for new infections, isolation and quarantine for new infections or high-risk exposure, and strategies to mitigate the spread of COVID-19. With the knowledge that this is a fluid situation, protocols are subject to evaluation and adjustment pending current University guidance, public healthcare guidelines, and emerging SARS-CoV-2 virus science.

Campus Recreation

The University of Denver Division of Athletics and Recreation is committed to providing an environment that promotes health, safety and wellness for the University and Denver community. The path, as we return to providing campus recreation opportunities is paved by guidance from University and industry experts with procedures that align with federal, state, local, institutional leadership, and our national governing body, NIRSA. The Division of Athletics and Recreation is incorporating a three-phase approach to the re-opening of the Daniel L. Ritchie

Center for Sports and Wellness which focuses on opening each venue within the facility for designated use, return to participation levels according to health and safety guidance, and game/competition/travel protocols using evidence informed planning efforts to prevent, manage, and mitigate community spread infections in the student, staff, and community populations. The protocols were developed collaboratively with the University of Denver, along with resources including Colorado Department of Public Health and Environment, Centers for Disease Control and Prevention, World Health Organization, National Intramural Recreational Sports Association, American College of Sports Medicine, American College Health Association, American Red Cross, American Camp Association, Multiple National Sport Governing Bodies (USA Swimming, USA Hockey, Climbing Wall Association, etc.), Coalition for the Registration of Exercise Professional, and International Health, Racquet & Sportsclub Association.

The *Venue Reopen* protocol gradually opens each venue within the Daniel L. Ritchie Center for Sports and Wellness for use. This primary protocol emphasizes facility, program, staff, communication, and education surrounding COVID-19. Participants in this phase agree to an assumption of risk, make a dedicated use reservation, undergo COVID-19 symptom screening for each visit, and receive education on best health and safety practices within each venue. The following venues are open:

- El Pomar Natatorium
- Joy Burns Arena
- Field Complex
- Pat Bowlen Training Center
- Coors Fitness Center (Anticipated August 2020)
- Gymnastics (Anticipated August 2020)

The *Return to Participation* protocol focuses on a developmental and phased progression. In order to transition to this phase, the participants must have completed the previous protocol including education, assumption of risk, venue reservation, and symptom screening for each venue. In this phase, participants will transition to specific programs, camps, and practices which may include sharing of equipment and practicing in close proximity/physical contact once university protocols and public health orders allow for such activity. This protocol is currently under review with University leadership and will be implemented upon approval and alignment with current health orders from the state of Colorado.

The third phase focuses on *Return to Competition* as it relates to home/away games and necessary program travel (club sports, youth competitive programs). These protocols will specifically address issues surrounding game scenarios such as the participant experience, spectators, officials, and staff to provide a safe environment for competitive athletic activity as permitted by DU institutional leadership and the state of Colorado. As competition and travel protocols have a number of different considerations from campus training, COVID-19 surveillance

testing models, protocols surrounding positive tests, and other consideration are currently under review.

At present, the University is not planning to host intramural and club sports this Fall. We will continue to evaluate all guidance and will resume these activities once we can confidently maintain the safety of our campus community.

On-campus Activities

Events

On- and off-campus events help create community on campus especially in our academic departments and student organizations. Some events can drive additional revenue to support the University mission. During Phase I and II, in alignment with the state and local public health orders, all events at the University of Denver were prohibited regardless of size.

In Phase III, DU is prohibiting events consisting of external guests. We have taken this action because of the unknown risk large numbers of individuals coming to our campus will have on our employees or facilities. Until the number of cases is reduced to a low or moderate rate, the University is unlikely to consider expansion of our policies. However, internal essential events will be allowed if they meet 50% capacity and six-foot social distancing requirements. Internal events are for those to build community and consist of guests who already participate fully in our protection strategies thus understand our institutional expectations and commitments to reduce the spread of the virus. Essential events are those required for training, job performance, teaching, etc. Outside guest speakers will be allowed and required to follow [visitor protocols](#). Student event scheduling will utilize 25Live as previously but will include greater oversight to promote compliance with all event protocols.

We are committed to providing space for students, faculty and staff to safely gather and build community. This is better done with our protocols in place than pushing these events off campus and into venues with limited or no precautions. All student events will follow University protocols.

Bookstore

All course materials and books are available through the University of Denver Bookstore which is managed by Follett, a national retailer. During Phase I and II, the University of Denver Bookstore primarily operated virtually taking on-line orders with fully integrated Financial Aid awards and providing free shipping to students. The Bookstore was open by appointment only and for limited operating hours during portions of Phase II.

In Phase III, Follett's readiness plan seeks to provide services at several college campuses in a safer manner that reduces the spread of the virus. The plan reduces in-store foot traffic to meet social distancing guidelines at retail locations by promoting online ordering and integrating financial aid awards to streamline the

process for students. After ordering online students can pick up books and course material from the Bookstore. DU and Follett, together, are exploring the opportunity of delivering some of the orders to one or two campus locations during peak operation at the beginning and end of the term.

Student Activities and Events

The University recognizes that student engagement in campus life, both in-person and virtually, are essential to fostering student connection and combating social isolation. We remain committed to supporting student activities and events as an essential part of the DU student experience by implementing health and safety protocols for all DU community gatherings. As the fall quarter approaches, the University will continue to update directives for all gatherings sponsored by campus departments and student organizations in accordance with local and state public health orders. We are planning our activities and events to take place in-person and virtually, our students can look forward to activities and events that foster their experience through the Chancellor's 4 Dimensional (4D) experience of character exploration, professional development, intellectual growth, and overall well-being.

Student-Driven Programming

This fall, students will have access to 100+ student organizations aligned with their personal, professional, and/or academic interests. Undergraduates can find a listing of current student organizations on [CrimsonConnect](#), and graduate students can find information through *The Grad Newsletter* for events offered and should connect with their individual colleges and programs to learn of the offerings in these areas as well. Students will have the opportunity to explore and connect with student organizations through a virtual involvement fair during Discoveries Orientation, and throughout the quarter in small, in-person groups. Undergraduates will find

As in previous years, [Undergraduate Student Government](#) (USG) has committed student activity fees for student organizations to host meetings and events for their members and the broader DU community.

Collectively, USG and the University's [Graduate Student Government](#) (GSG), will continue to represent the student body and provide opportunities for students to voice their opinions and get involved with the issues that matter most to them.

The DU Programming Board (DUPB) is the University's student programming board; funded by undergraduate student fees, DUPB plans fun and free events for students to #getwiththeprogram! DUPB will continue to offer events and activities that students can choose to engage in virtually, or in-person, where social distancing can take place. Examples include virtual Netflix Movie Parties, School Spirit Week on Instagram as a part of Homecoming, socially distanced outdoor activities and events, and more. To find out more about upcoming programs and events, follow @dupb1 on Instagram.

For those students interested in exploring opportunities to join a social [fraternity or sorority](#) in either the Interfraternity Council (IFC) or Panhellenic Council (PHA), both student-run councils will host recruitment processes in late September. For more

information about joining a fraternity or sorority in the Multicultural Greek Council (MGC), email dumgc.president@gmail.com.

General Student Activities and Events

The DU Programming Council is comprised primarily of campus departments within the division of Student Affairs and Inclusive Excellence, as well as campus partners in Athletics & Recreation, International Student & Scholar Services, the Center for Sustainability, and more. These campus departments are also dedicated to hosting a variety of student activities and events; below is a small sampling of other activities and events that students can look forward to this fall quarter.

This fall, the [Office of Student Engagement](#) (OSE) will continue to connect students with campus traditions, hallmark programs, student organizations, and leadership exploration for all students, regardless of whether they hold a formal position or not. Examples include virtual Jackbox Games, grab and go DIY Activity Kits, a physically distanced Scavenger Hunt as a part of Homecoming, #DUYourDance challenges in TikTok, and more. All students can follow @uofdenvercampus on Instagram to find out about upcoming opportunities.

This academic year, OSE will launch a new comprehensive, co-curricular leadership development program open and accessible to all students at the University. Students can sign-up to participate in one of 16 workshops, 8 in-person and 8 virtual, as a part of a Leadership Workshop Series. Workshops are designed to meet students where they are in their leadership journey but offered as a part of either a "Developing Leadership" or "Discovering Leadership" track. OSE staff are also available to facilitate leadership workshops for campus departments and student organizations upon request.

Specifically, for graduate students, OSE will continue its Grad Café Series and Grad Student Book Club this fall, in addition to other activities and events to be promoted in The Grad, the University's e-newsletter for graduate students sent bi-weekly on Thursdays (Weeks 1, 3, 5, 7, and 9) during the academic year. Graduate students can follow @uofdenvergrad on Instagram to learn about other graduate student activities and events.

The [Cultural Center](#)'s offerings for the fall quarter will include Quarantine Cravings, an Instagram Live cooking show; Monday Moves with Matthew, a dance tutorial program on Instagram; an in-person Yoga for Women of Color Series; and more. The Cultural Center will continue to support the University's identity-based student groups through community check-ins and other community-building activities and events.

The University's [Health Promotion](#) (HP) staff, joined by their student Peer Educators, will offer various workshops and events this fall quarter that educate and empower students to @thriveatdu (follow HP on Instagram). These opportunities will focus on several different themes ranging from alcohol and other drugs (AOD) and gender violence (GV) prevention and education to mental and sexual health promotion. HP's fall programming will take place primarily virtually, including active virtual programming, social media campaigns, and passive in-person information. Examples include Red Zone Awareness

Campaign, Domestic Violence Awareness Month, Sexual Health Trivia and Resources, National Collegiate Alcohol Awareness Week, End of Quarter Stress Relief Events, and more.

For more information about these and other student activities and events this fall quarter, visit CrimsonConnect or contact programmingcouncil@du.edu

Pre-Orientation Programs

Pre-Orientation programs for Access and Transitions, the Cultural Center, the Learning Effectiveness Program, and Veterans will occur virtually prior to Discoveries Orientation Week. Any students involved in these programs will learn information directly from the coordinators in each area.

Discoveries Orientation and After Dark

Family Discoveries Orientation will be a virtual program throughout the month of August, consisting of live-streamed sessions to learn about the 4 Dimensional (4D) Student Experience and to attend subsequent sessions to learn more about intellectual growth, well-being, character exploration, and career and professional development. Families will also meet academic leadership through a Provost and Deans' Panel and sessions to learn about campus support services in Campus Life and Inclusive Excellence, Campus Safety, Diversity, Equity, and Inclusion, and the Office of Equal Opportunity and Title IX.

The first part of Discoveries Orientation for students begins with a virtual program over the summer and the second part will consist of hybrid, virtual and in-person sessions throughout Move-In & Discoveries Week, September 7 through September 12, 2020. The remote delivery summer orientation consists of three EverFi trainings on sexual assault prevention; alcohol and other drug education; and diversity, equity, and inclusion education. Students will also complete a Discoveries Online Canvas course that will help them to understand what to expect at DU in terms of academics, to learn the supports and services available on campus, and to engage them in strategies for University success, so that they feel confident and ready to start the term. Discoveries Week activities begin on the afternoon of Wednesday, September 9. These activities will take place in a combination of virtual and in-person events. Typically, large events will be delivered virtually including college receptions, New Student Convocation, and resource as well as involvement fairs, and in-person events will be limited to small groups. These activities allow students to meet professors and current students; to learn more about their intended majors or minors; and to explore resources to support their intellectual growth, well-being, character exploration, and career services. Students have an opportunity to explore the DU campus and develop connections in their new community.

Residential Community Programming

The Residential Education Team is working with campus partners to provide a combination of in person and virtual engagement opportunities for students in our on campus and off campus residential communities focused through the lens of the 4D student experience: character exploration, career & professional development, intellectual growth, and holistic well-being. These programs help our students build community, find connections, and learn about the resources available to support them in meeting their goals. RAs will also

promote informational and social programs through RaftR to residents throughout the quarter.

Residential students will meet their Resident Assistant (RA) upon moving into their residential community and during their first virtual floor meeting which will take place Wednesday, September 9 for first-year students and Sunday, September 13 for 2nd, 3rd, 4th year, and graduate students. There will also be nightly check-ins for students who have moved in to discuss responsibilities and expectations related to keeping the community safe and healthy during COVID-19.

Open Spaces & Gatherings



DU's beautiful campus grounds provide an alternative location for individuals between classes and meetings. New large umbrellas have been installed at Anderson Academic Commons. Additional outside locations are being established across campus in order to increase spaces for students and visitors to utilize informally. These will utilize existing building promenades, canopies, and coverings and will provide movable chairs that can be reorganized but kept in the identified areas. A map of these

areas will be distributed once approved by senior leadership. Student campus events will still utilize the event [request process](#) and requires approval prior to holding any outside event.

Gatherings both informal and formal on campus are to comply with the social distancing guidelines as previously described. This is including hallways and circulation spaces in buildings throughout the day and during class changing periods. Individuals are to note the posted maximum capacities of spaces and look for alternative locations if occupied.

General Information

Travel Restrictions

Transmission of the virus in the early months of the pandemic was correlated strongly to individuals who traveled to regions with widespread or emerging outbreaks of COVID-19. As the pandemic matured, travel remained one of the correlating factors with new case data tied to airports and along interstate highways. The University has maintained a travel restriction policy throughout the response. These policies are intended to reduce or minimize the risk for transmission during asymptomatic phases as well as protect faculty, students and staff from situations that present risk as a function of job responsibility. These policies are essential to the University maintaining control of the virus within our community especially because more than 70% of our students come from out of state or out of country. Our best chance to remain face to face and not have an outbreak

on campus is to control the number of potential asymptomatic individuals in our community and to reduce the number of days those individuals could be spreading the virus without knowledge.

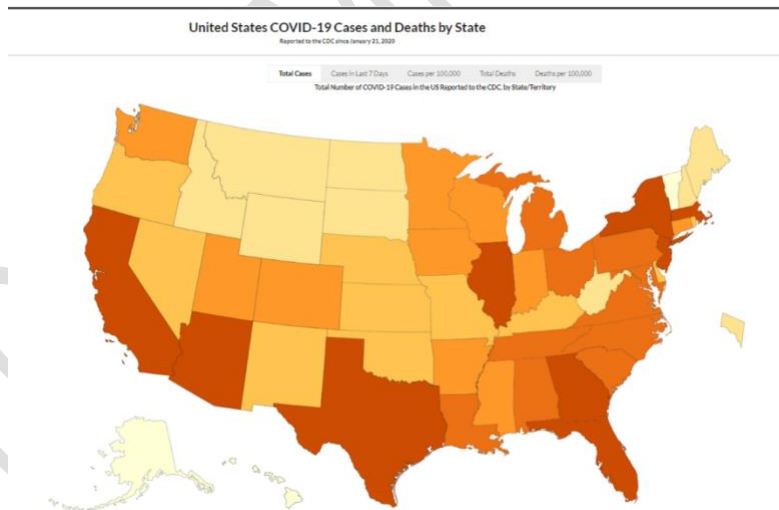
To mitigate risk to our employees and minimize spread of the virus during Phase I and II of the campus access and support plan, travel is prohibited for non-essential domestic and international university travel. Academic deans and division heads are responsible for determining what travel for research in their division met criteria for essential. Persons returning from personal or business travel for out of state or international are required to self-isolate for 14 days per CDC guidelines at that time.

Travel may be deemed “essential and not possible to postpone” if **THREE** of the list below is likely to occur should the travel be cancelled or significantly delayed:

- Loss of grant funding, or failure to meet required completion deadlines
- Failure to meet contract deliverable requirements
- Significant damage to relationship with institutional partner
- Significant delay in academic progress, degree completion, or graduation

In Phase III and IV of the campus access and support plan, travel maybe discouraged for non-essential domestic and international university travel. While individuals returning from travel for business or personal reasons from a state that does not have widespread and elevated sustained outbreaks of the virus may return to campus immediately after travel while monitoring symptoms. The University uses the [State and CDC criteria](#) for high incidence rate and

elevated incidence growth as the threshold definition. When the seven-day moving average daily incidence rates per 100,000 residents exceeds 10, the region will be considered to have high incidence with elevated incident growth. Individuals returning from travel from a state that exceeds that threshold or from international travel will be asked to self-quarantine for 10 days. The 10-day isolation for individuals who have tested positive for COVID-19 and are asymptomatic. The University has decided to apply these isolation guidelines to our travel restrictions. A list of the states exceeding the threshold will be published each Friday on the University COVID-19 response website. [CDC recommends](#) a 10-day isolation for individuals who have tested positive for COVID-19 and are asymptomatic. The University has decided to apply these isolation guidelines to our travel restrictions. A list of the states exceeding the threshold will be published each Friday on the University COVID-19 response website. We will provide a more detailed communication no later than July 23rd regarding the return to campus quarantine protocols.



Building Access

An important aspect to controlling the spread of the virus is limiting traffic through buildings and maintaining the ability to identify who has entered the building. In Phases I and II, personnel were individually cleared by their supervisor, dean/division head, if applicable the Office of Research and Sponsored Projects and the Provost's office to return to campus. Each person was provided detailed instructions and required to badge into their specific building at each entry and to follow the scheduling procedures in their buildings to limit the total number of people per building to 50 or fewer in most cases. In Phases IIIa and IIIb, we will continue with badge access, while opening the access process more broadly. Specifically, individuals wishing to return to their normal buildings simply request this access via the [Phase III Access Portal](#). In Phase III, we all assume responsibility for maintaining occupancy limits (less than 50%) and 6ft distancing at all times. Buildings will still use scheduling approaches and teams are encouraged to flex their hours to facilitate distancing. A key aspect of the Phased Campus Access and Support Plan is the ability to move forward or backwards quickly should we need to return to a prior level of restricted access or move ahead towards greater opening. Therefore, DU personnel should request the level of access that fits their role and needs. If we were to move backwards from Phase III to Phase II, for example, in a short window of time everyone with Phase III access would lose the ability to badge in. Beginning in Phase II, a limited number of students were granted access to the buildings where their classes meet. A similar process would be followed in the fall, unless we have progressed beyond the need to control density.

Visitors

As important as it is to utilize symptom monitoring and contact tracing for members of the DU community, these precautions could be quickly undermined by an unrestricted visitor policy. To welcome visitors to campus, we have created a [visitor protocol](#), which requires a host to request access for a visitor and provide the visitor with a link to a symptom questionnaire and acknowledgement of risk statement that tells visitors about the risks of COVID-19 and what the University and individual can do to mitigate this risk. Campus communities with regular visitors (e.g. clinics, research labs, admissions) will have standing approved processes for welcoming visitors. One-time visitors, including job candidates, prospective students, and related visitors will require pre-approval from the provost's office. At this time, visits by friends and family not part of the DU community will be prohibited. Contractors will follow their employers' guidelines, which the University reviews in advance. The contractor protocol is available on the DU COVID-19 portfolio page <http://portfolio.du.edu/covid19>.

Admission Tours & Information Sessions

Undergraduate Admission will continue to offer a variety of virtual options including tours, information sessions, and evening webinars. We will begin to welcome visitors in the near future for outdoor on-campus tours three days a week.

To promote the safety of the DU community:

- Families traveling from states with widespread outbreaks will be limited to virtual options or will be asked to self-quarantine for 10 days prior to their visit. The list of states exceeding the threshold ([link](#)) will be updated every Friday.
- All guests must wear a face covering that covers the nose and mouth for the entirety of their time on campus and follow social-distancing guidelines.
- Guests will be asked to complete a visitor symptom survey prior to their visit and are not allowed on campus if they are sick or have been in contact with anyone who is sick.
- Tour sizes will be limited to 10 people; visiting students will be allowed two guests over the age of 18.
- Visiting students must be a prospective transfer student or in their rising high school junior or senior year.
- Guests must register in advance; drop-ins will be offered a self-guided tour.

Parking

Currently, the Parking office is open Tuesdays and Thursdays from 8:30 a.m. - 4:30 p.m. The days and hours that the office is open are subject to change weekly, during the phased reopening of the campus. The office will be open 'virtually only' from 8:30 a.m. to 4:30 p.m. other than the days mentioned above. Contact us by email, mail or phone. Parking staff recognize that the fall quarter will be unlike any other year and changes in learning modalities will result in unplanned changes in parking demand. To respond to different demands, changes to programs and rates are being developed for the fall quarter. Faculty, staff, and students will be notified shortly once the updated programs are approved by upper administration. For the latest, up to date information, please visit [this page](#).

Campus Shuttle

Since Monday, May 11, 2020, the DU Campus Shuttle resumed operation as an On-Demand service, from 7:00 a.m. to 4:00 p.m., with a one-hour break, Monday through Friday. You must use the [Tripshot](#) app to reserve a seat. Service will continue for the fall quarter and Parking Services is currently reviewing several options for serving the campus as well as off-campus housing communities. The following protocols have been implemented for COVID-19:

- Vehicle sanitation and cleaning is performed daily, and wipes and sanitizer are utilized by the driver to sanitize the bus during their shift.
- The driver uses a mask throughout their shift.
- Riders of the shuttle are provided with sanitizer upon entry from an installed dispenser
 - Seats are blocked to promote social distancing, which reduces seat availability to 5 seats and the ADA space.
 - The latest, up to date information can be found [here](#).

Financial Aid

The University of Denver set aside \$2 million for need based emergency aid to support graduate and undergraduate students whose financial conditions changed abruptly during

the year. We added \$2.7 million in additional financial aid for undergraduate students entering in the fall and launched the Crimson Forever Program at the graduate level giving substantial scholarship to DU undergraduate seniors that wanted to continue on into graduate school at DU.

Like many colleges and universities, DU has requested and received an allocation of the Coronavirus Aid, Relief and Economic Security (CARES) Act Higher Education Emergency Relief Fund. This assistance enabled the University to help offset the unexpected expenses some students experienced related to the disruption of campus operations due to COVID-19.

Students had to be currently enrolled in spring in on-campus programs, have submitted a 2019-2020 Free Application for Federal Student Aid (FAFSA) or be eligible to do so, not in default on a federal student loan or owe money on a federal student grant. Unfortunately, federal regulations prohibited us from awarding the CARES fund to international students, DACA/undocumented students, and students enrolled in programs that are always taught entirely online (even when the campus is not closed).

Priority Consideration was given to students with the greatest need. The University did direct outreach to more than 8,555 students that funding was available if they met the criteria above. This means a large majority of available funds were sent to students who met the May 17th deadline, who have submitted a 2019-20 Free Application for Federal Student Aid (FAFSA), and whose expected family contribution—as calculated by the FAFSA—is below \$8,364.

Shortly after May 26, 2020 all of the \$2,313,135 was disbursed to 862 students.

Appendix

Phased Campus Access & Support Plan

We have built a comprehensive five-phase [Campus Access & Support Plan](#) that allows us to transition, in a scalable fashion, to a more- or less- open campus depending on the current public health requirements. For example, in Phase II of our plan, student athletes, students in a limited set of summer courses, and more than 1,100 faculty and staff on campus engaged in research, scholarship and creative work, teaching, and core university functions.

Data-Driven Design

A critical step to effective design of our return to campus action plan is a thorough understanding of the thoughts and feelings our community. In tandem with over 60 town halls between senior leadership and community members, we also conducted a campus-wide survey.

DU Community Attitudes Survey

Survey Overview. All faculty, staff and students at the University of Denver received a link to an anonymous survey assessing their attitudes about processes and people regarding the prevention of COVID-19 on campus.

- a. 3,452 responses: 671 staff, 561 faculty, 19 faculty/staff, 1,004 undergraduates, 83 undergraduate students/staff, 745 graduate students, 181 graduate students/staff/faculty, and 188 unknown.
- b. Respondents predominantly identified as women (60.4%), similar to our campus population of 59.4% women.
- c. Respondents ranked statements from 1 (highly unlikely) to 5 (highly likely) and were also given opportunities to provide qualitative feedback (free response).

Findings

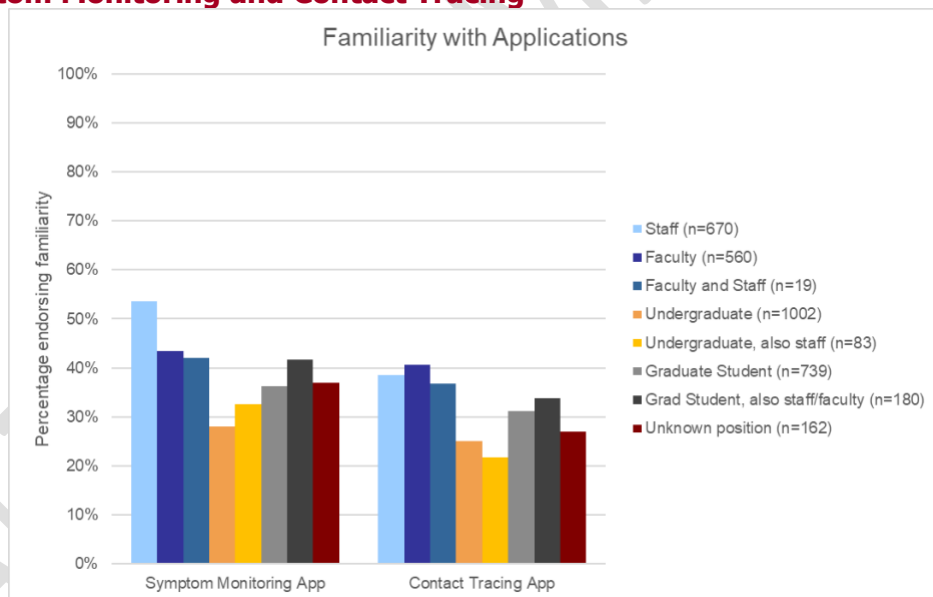
a. Risk of Infection

- i. The DU community as a whole rated their risk just above the middle at 3.18.

b. Trust in Peers

- i. The community expressed some concern with students' likelihood to adhere to DU protocols both on (2.75) and off (2.00) campus.
- ii. The DU community is more trusting of faculty and staff to adhere to the protocols on campus (3.89; 3.88), but also expressed concerns about their behaviors off campus (3.21; 3.15).

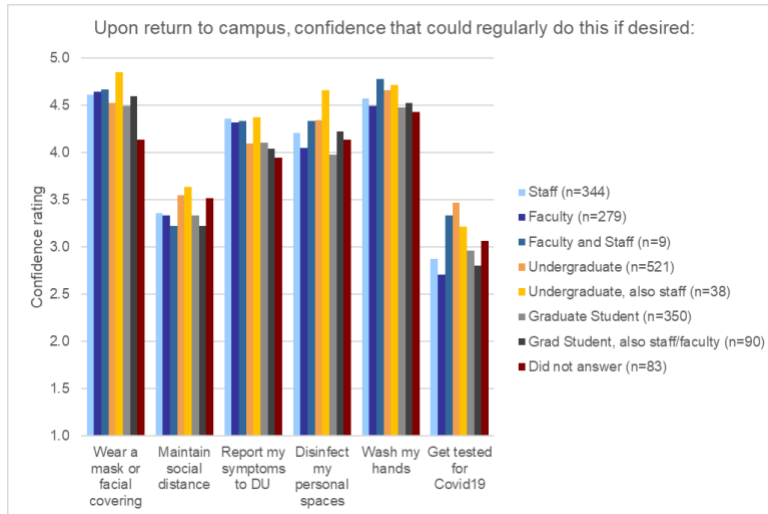
c. Symptom Monitoring and Contact Tracing



- i. The DU community has a variable understanding of symptom monitoring apps and contact tracing apps. Additional education will be required.
- ii. While some individuals are hesitant about contact tracing, the overall community seems comfortable (3.70) with proposed apps for symptom monitoring and contact tracing.

d. Adherence to following protocols (normative beliefs, difficult conversations, and self-efficacy)

- i. In general, the community is positive about engaging (3.9) with peers and the community to encourage them to follow protocols.
- ii. When asked what percentage of their peers they thought would follow each of the guidelines, estimates ranged from 49.6% for honestly reporting symptoms daily to 67% for wearing facial coverings.



II.

- i. Community members report confidence in their own ability to follow protocols. Specifically, to wear a facial covering (4.55), to practice social distance (3.41), to report symptoms (4.18), to disinfect personal spaces (4.18), to wash their hands regularly (4.56), and to get tested for COVID-19 (3.06).

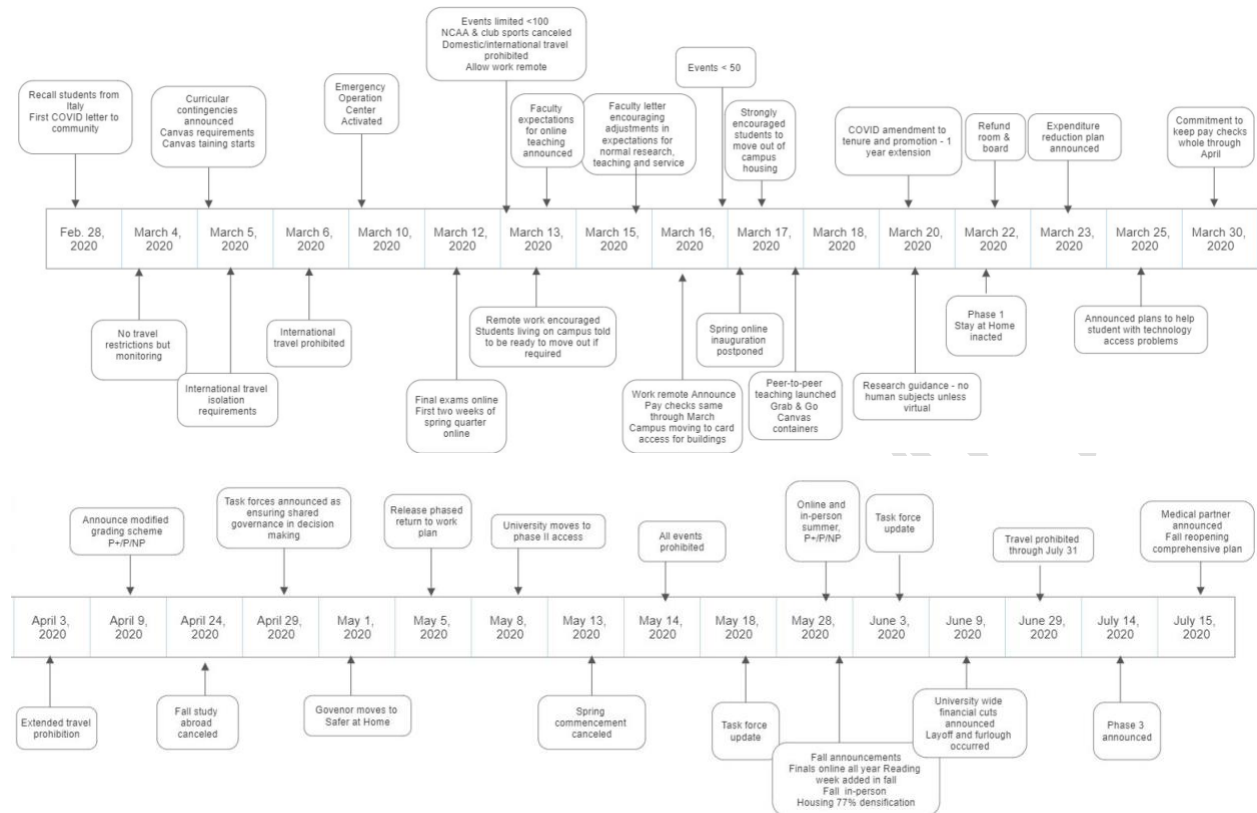
b. Overcoming Barriers and Seeking Motivation

- i. DU community members all report adhering to the protocols would help prevent the spread of COVID-19 (4.49), prevent themselves from getting COVID-19 (4.06), prevent their friends from getting COVID-19 (4.10), and help keep us all on campus longer (4.23).
- ii. The DU community also indicated the protocols aligned with their values and thus this may be another motivating factor for compliance with protocols.

c. Overall Concerns and Questions about Returning to Campus

- i. An open-ended question came at the end of a long survey and 59.6% of the respondents, evenly divided from staff (24%), faculty (20%), undergraduate (29%) and graduate students (27%), to the survey wrote a response.
- ii. The concerns/themes reiterated the most related the specific protocols for mitigating COVID-19 on campus, including outbreak potential, anxiety, privacy, trust, stigma, complacency, noncompliance, testing availability, student conduct, accountability, conflicting goals and opinions, and enforcement.
- iii. A number of additional issues were raised such as financial concerns and pressures, transportation, adequate learning environments, campus closure, a sudden return to online courses, ventilation, isolation and quarantining, burdens placed on staff and faculty, and conflicting family needs.
- iv. A number of respondents also questioned how DU would handle inequities for people of color on campus related to COVID-19 and more broadly.

COVID-19 Response Decision Timeline



Task Force & Working Group Charges, Membership & Next Steps

We have been co-creating our community of care for fall with the dedicated and tireless effort of so many in our community - in a set of high-intensity [COVID-19 Task Forces](#), in numerous working groups, and leaning on individual expertise and ready hands. Our timeline of decisions and communications to date provides a visual capture of the outcomes of this intensive work. Many of these efforts will continue into the fall to support our successful return, and if the last weeks are any indication, we will need to be flexible in implementing new working groups to be sure that broad voices participate in the co-creation of an inclusive community of care.

Abdulrahman Ayad

Amanda Moore-

Ashely Sherman

Breigh Rozelle

Adina Raizen

McBride

Audry LaCrone

Brian Gearity

Alana Phanichpaton

Andrea Stanton

Ben Siebrase

Bruce Harmon

Alana Thompson

Andrei Kutateladze

Bernard Chao

Bryan Cowen

Alexi Freeman

Andrew Thomas

Beth Robischon

Cameron Wadstrom

Allan Wilson

Ann Ayers

Blake Nordstrom-

Cappy Shopneck

Allison Riola

Annecoos Wiersema

Wehner

Carrie Ponikvar

Amand Fudala

Ariel Julian

Bobbie Kite

Casey Dinger

<i>Casey Kite</i>	<i>Duke Mahr</i>	<i>Jerron Lowe</i>	<i>Lance Shuey</i>
<i>Cassia Anton</i>	<i>Ed Anderson</i>	<i>Jill Holm-Denoma</i>	<i>Lauren Sanchez</i>
<i>Catherine Smith</i>	<i>Ellen Winiarczyk</i>	<i>Joe Benson</i>	<i>Lavita Nadkarni</i>
<i>Chris Bennett</i>	<i>Emily Costar</i>	<i>John Gudvangen</i>	<i>Leia Libertore</i>
<i>Chris Coleman</i>	<i>Eric Chess</i>	<i>John Hill</i>	<i>Leslie Alvarez</i>
<i>Chris Nicholson</i>	<i>Evan Cotgageorge</i>	<i>Jon Stone</i>	<i>Leslie Brunelli</i>
<i>Chris Short</i>	<i>Fatima Rezaie</i>	<i>Jonathan Sciarcon</i>	<i>Leslie Hasche</i>
<i>Christopher Pena</i>	<i>Fritz Mayer</i>	<i>Julia Dmitrieva</i>	<i>Linda Kosten</i>
<i>Claire Brownell</i>	<i>Garett Glass</i>	<i>Julie Schellman</i>	<i>Linsdey Brunhofer</i>
<i>Clint Emmerich</i>	<i>Gohar Tovbis</i>	<i>June Churchill</i>	<i>Lisa Martinez</i>
<i>Conrad Ciccotello</i>	<i>Greg Grauberger</i>	<i>Karen Riley</i>	<i>Lisa Victoravich</i>
<i>Corinne Lengsfeld</i>	<i>Greg Moore</i>	<i>Karlton Creech</i>	<i>Lloyd Moore</i>
<i>Courtney Niebrzydowski</i>	<i>Gregg Kvistad</i>	<i>Kasey Kutches</i>	<i>Lynnett Henderson Metzger</i>
<i>Craig Harrison</i>	<i>Haley Clark</i>	<i>Kate Tennis</i>	<i>Maire Toue</i>
<i>Dajah Brooks</i>	<i>Hayden Evans</i>	<i>Kate Willink</i>	<i>Mandy Whitehouse</i>
<i>Danel Doerr</i>	<i>Heather Martin</i>	<i>Katia Miller</i>	<i>Marcy Cozzens</i>
<i>Danny McIntosh</i>	<i>Hope Wisneski</i>	<i>Katie Schroeder</i>	<i>Margot Gilbert-Frank</i>
<i>Darrin Hicks</i>	<i>Ingrid Tague</i>	<i>KC Gallagher</i>	<i>Mark Engberg</i>
<i>David Boocock</i>	<i>Ira Simon</i>	<i>Keith Miller</i>	<i>Marquitte Starkey</i>
<i>David Odell</i>	<i>Jamaal Ahmed</i>	<i>Keith Ward</i>	<i>Mary Carver</i>
<i>David Thomas</i>	<i>James Griesemer</i>	<i>Kelly Bitner</i>	<i>Mary Sue Coleman</i>
<i>David Thomson</i>	<i>James Rosner</i>	<i>Kelly Collins</i>	<i>Mary Travis</i>
<i>Dean Saitta</i>	<i>James Vroom</i>	<i>Ken Pinnock</i>	<i>Matt Ulrich</i>
<i>Deb DeHaas</i>	<i>Jane Lavery</i>	<i>Kent Lebsack</i>	<i>Max Frey</i>
<i>Denise O'Leary</i>	<i>Janet Burkhardt</i>	<i>Kerry Floyd</i>	<i>Maya Bhowmik</i>
<i>Dennis Becker</i>	<i>Jay Skarda</i>	<i>Kevin Archer</i>	<i>Megan Morrell</i>
<i>Derigan Silver</i>	<i>JB Holston</i>	<i>Khouri Markos</i>	<i>MeiLi Smith</i>
<i>Doug Hasty</i>	<i>Jeff Simpson</i>	<i>Kim Bender</i>	<i>Melanie Urrutia</i>
<i>Doug Hesse</i>	<i>Jen Kogovsek</i>	<i>Komal Gandhi</i>	<i>Melissa Levy</i>
<i>Doug Scrivner</i>	<i>Jennifer Karas</i>	<i>Kristin Taavola</i>	<i>Mia Sundstrom</i>
	<i>Jeremy Haefner</i>	<i>Kristy Firebaugh</i>	

<i>Michael Gonzales</i>	<i>Nikki Bosch</i>	<i>Rusty Dean</i>	<i>Stephanie O'Malley</i>
<i>Michael LaFarr</i>	<i>Patrick Orr</i>	<i>Ryan Davidson</i>	<i>Steven Iona</i>
<i>Michael Schulze</i>	<i>Paul Brown</i>	<i>Ryan Hyde</i>	<i>Stu Halsall</i>
<i>Micheal Talamantes</i>	<i>Paul Chan</i>	<i>Ryan Gildersleeve</i>	<i>Tammy Schneider</i>
<i>Michele Hanna</i>	<i>Paul Kosempel</i>	<i>Ryan Talmage</i>	<i>Theresa Hernandez</i>
<i>Michele Tyson</i>	<i>Peter Gilbertson</i>	<i>Sakeen Sarem Aslani</i>	<i>Therese Mashak</i>
<i>Mikchael LaFarr</i>	<i>Peter Laz</i>	<i>Sam Kamin</i>	<i>Tiffany Phu</i>
<i>Mike Furno</i>	<i>Rachel Epstein</i>	<i>Sarah Adams</i>	<i>Todd Rinehart</i>
<i>Mike Holt</i>	<i>Rachel Stonecypher</i>	<i>Sarah Garner</i>	<i>Tracy Williams</i>
<i>Miles Aletich</i>	<i>Rafael Fajardo</i>	<i>Sarah Hoffman</i>	<i>Tricia Olsen</i>
<i>Nancy Lorenzon</i>	<i>Rafina Hernandez</i>	<i>Sarah Pessin</i>	<i>Tyler Ridgeway</i>
<i>Nancy Nicely</i>	<i>Renea Morris</i>	<i>Sarah Watamura</i>	<i>Uttiyo Raychaudhuri</i>
<i>Nathan Zick-Smith</i>	<i>Renee Botta</i>	<i>Scott Toney</i>	<i>Val Otten</i>
<i>Navin Dimond</i>	<i>Roberto Corrada</i>	<i>Sharon Bond</i>	<i>Victoria Martinez</i>
<i>Nic Ormes</i>	<i>Rohini Ananthkrishnan</i>	<i>Shelly Smith-Acuna</i>	<i>Vivek Choudhury</i>
<i>Niki Latino</i>		<i>Stephanie George</i>	

The University has prepared this document based on currently-available information about the COVID-19 pandemic. Given the unprecedented nature of this public health crisis, the University may need to adjust the plans, programs, and offerings discussed in this document in response to changing conditions as well as public health orders and guidance.