



UNIVERSITY *of*
DENVER

**Creating a Community of Care:
An Action Plan for DU's 2020-21
Return to Campus**



Table of Contents

Preface: Building A Community of Care: Return to Campus Framework	7
Guiding Principles & Values	7
Health, Safety, & Wellbeing.....	7
COVID Response Network	8
Senior Leadership Team.....	8
COVID Coordinator Team.....	8
University Response Team	8
DU-National Jewish Health Liaison Team	9
Health Partner.....	9
Testing	10
Contact Tracing.....	11
Manual Tracing.....	12
Digital Tracing	12
Backwards Contact Tracing	12
Symptom Monitoring.....	13
Return to Campus Procedures – Fall Term	13
Notification of fall campus return date	14
Responsibility course	14
Symptom Monitoring.....	14
Pre-arrival Testing	14
Return to Campus Procedures – Winter Quarter/Spring Semester	14
Flu Vaccination	15
Pre-arrival quarantine	16
Travel Requirements.....	17
Responsibility Course.....	17
Symptom Monitoring.....	17
Once You are on Campus.....	18
Prevention.....	18
Personal Hygiene.....	18
Personal Protective Equipment	19
Cleaning, Disinfection, HVAC & Ventilation	21
Dedensification, Social Distancing & Support.....	24

Compliance	25
Canvas Course	26
Wellbeing	26
Peer-to-Peer Connections.....	26
Student Services.....	27
Student Outreach & Support (SOS)	27
Student Wellness Ambassadors	27
Identity-Based Support, Programming, and Resources	27
Mental Health Supports.....	27
Employee Support	28
COVID-19 Response Team	29
COVID Dashboard	29
Privacy & Data Security	30
Alert Levels and Triggers.....	32
Green: Low Risk	32
Blue: Low to Moderate Risk.....	33
Yellow: Moderate Risk.....	33
Orange: Moderate to High Risk	33
Red: High Risk.....	33
Purple: Severe Risk.....	33
Denver Advantage: Burwell Career Center & the Community Commons.....	34
Academics, Research, & Creative Work.....	34
Shared Governance Initiatives.....	35
Shared Governance Highlights in Relation to COVID-19:.....	35
Academic Calendar and Year-Long Final Assessments.....	37
Course Schedules & Modalities.....	38
Online	38
Hybrid	38
Hyflex	39
In-person	39
Course Guidelines.....	41
Classroom Logistics.....	42
Policies.....	42

Classroom Tech Support	45
Instructional Support	47
The Office of Teaching and Learning	47
Student Support.....	49
Academic Support.....	49
Student Technology support	50
Office of Teaching and Learning Supports for Students	50
Creative & Performing Arts	50
Lamont & Theatre.....	50
Newman.....	51
Museums.....	51
Research	51
Lab Safety	52
Human Subjects	52
Field Research	53
Supports for Research.....	53
COVID-19 Research at DU	55
Clinical Work.....	59
Telehealth	59
In-Person Therapeutic & Assessment Services	60
Internships, Service Learning and Field Placements.....	60
Service Learning	61
Offsite Safety Protocols.....	62
Anderson Academic Commons/Library Services.....	63
Access to Physical Collections.....	64
Prospector and Interlibrary Loan (ILL)	64
Building Access.....	64
Services	65
Accommodations	65
Covid-19 Work Accommodations	65
Official Student Accommodations through the Disability Services Program (DSP).....	67
Pre-Collegiate: Fisher Early Learning Center & Ricks Center for Gifted Children.....	68
Housing, Dining & Residential Living.....	69

Room Assignments and Off Campus Residential Community	69
Move-In Information.....	70
For our new students.....	70
For our returning students	70
Packing and Planning.....	70
Expectations for Residential Living	71
Dining Services	71
Cleaning and Disinfecting in Residential Living	71
Shared Bathroom Space.....	71
Housing Following Illness or Possible COVID-19 Exposure	71
Isolation and Quarantine Spaces for Students.....	72
DU ID Card Office.....	73
Co-Curricular Life & General Information	73
DU Community Campaign: Protect DU	73
Policies.....	73
Community COVID-19 Education Ambassadors	74
Diversity, Equity & Inclusion.....	74
Staff & Faculty Resources	74
Student Resources.....	76
Community + Values	77
Center for Community Engagement & Service Learning (CCESL)	78
Athletics & Recreation.....	78
On-campus Activities.....	82
Events.....	82
Bookstore.....	84
Student Activities and Events	84
Student-Driven Programming	84
General Student Activities and Events.....	85
Pre-Orientation Programs.....	86
Discoveries Orientation and After Dark	86
Residential Community Programming	87
Open Spaces & Gatherings.....	87
General Information.....	88

Travel Restrictions	88
Building Access.....	89
Visitors.....	90
Admission Tours & Information Sessions	90
Parking.....	91
Campus Shuttle	91
Financial Aid	91
Appendix	92
Phased Campus Access & Support Plan.....	92
Data-Driven Design	92
Task Force & Working Group Charges, Membership & Next Steps	95

Preface: Building A Community of Care: 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 nine months the University has 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 return to campus framework inclusive of lessons learned this past fall to apply to winter, produced after very careful consideration and deliberation by 12 Task Forces, multiple working groups and individuals with relevant expertise charged with different dimensions of this ambitious undertaking. This living document is regularly updated as we work alongside and are guided by our health partner, National Jewish Health, scientific leaders, and federal, state, and local public health guidance and state and local public health orders. We are deeply engaged in a range of approaches to support safe and healthy on-campus living, academics and co-curricular experiences for our students, faculty and staff.

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 and returning in-person last fall, we have maintained a commitment to excellence in our educational experience, to our community's health and wellbeing, and above all to the safety of our students, staff and faculty. We moved online last spring quickly and effectively — 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 worked diligently to return in-person for the 2020-21 academic year with adaptations that prioritize health, safety and well-being while on campus. As we implement these plans, we continue to refine them through the thoughtful input of our task forces, engagement with scientific and industry insights, guidance from our health partner, National Jewish Health, collaboration with other higher education institutions in Colorado, and compliance with federal, state, and local public health guidance and state and local public health orders. The most up-to-date information, additional supporting documentation, and broadly relevant FAQs can be found at the University's COVID-19 [website](#), as well as via our COVID-19 dashboards. Information specific to our internal community can be found on our COVID-19 Portfolio [page](#).

Health, Safety, & Wellbeing

The University provided and made public the written compliance plan for the University of Denver (DU) to address the requirements set forth in the [Denver Department of Public Health & Environment \(DDPHE\) Public Health Order for Institutes of Higher Education](#) on October 16, 2020. The formal response can be found [here](#), but the contents of this action plan contain the fullest response to the requirements set forth by DDPHE, many of which were in place prior to the order.

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, mandatory pre-arrival quarantine, required periodic and exposure testing, and prevention practices and behaviors.

COVID Response Network

The University of Denver COVID-19 response network is comprised of four parts:

- Senior leadership team
- COVID Coordinator team
- University Response team
- Health partner liaison team

Senior Leadership Team

Jeremy Haefner, chancellor

Mary Clark, provost and executive vice chancellor

Leslie Brunelli, senior vice chancellor for business and financial affairs

Nancy Nicely, senior vice chancellor and chief of staff

Todd Adams, vice chancellor of student affairs

Gregg Kvistad, university professor and provost emeritus

COVID Coordinator Team

Coordinator

Sarah Watamura, professor, psychology

Deputy Coordinator(s)

Derigan Silver, associate professor, Center for Innovation in the Liberal & Creative Arts

Kim Gorgens, professor, Graduate School of Professional Psychology

Coordinator Team

Jennifer Karas, vice provost for academic affairs

Jennifer Kogovsek, director, operations and special projects, shared services

Corinne Lengsfeld, senior vice provost for research & graduate education

Chad McCallum, testing site coordinator

Therese Mashak, executive assistant to the provost

Katia Miller, analyst, institutional research

Keith Miller, associate provost for graduate education

University Response Team

COVID Response Coordinator | Sarah Watamura, professor, psychology

Chairs the Critical Response Team which receives emergency notifications and lab results and activates the response team

State Deputized Reporter | Christopher Short, director, Environmental Health & Safety

Leads DU's contact tracing and regulatory response

Student Health Expert | Michael LaFarr, executive director, Health and Counseling Center

Consults with individuals in the community when they may have an increased risk of exposure

Medical Expert | David Odell, medical director, Health and Counseling Center
provides relevant medical explanation, expertise and communicates with NJH doctors as needed.

Facilities Expert | James Rosner, associate vice chancellor, facilities planning & management
Leads building disinfection, closure and modifications

Diversity Representative | Tom Romero, interim vice chancellor, Office of Diversity, Equity & Inclusion
Ensures response procedures are consistent with DU's diversity, equity, and inclusion values and commitments

Student Affairs Representative | Todd Adams, vice chancellor, student affairs
Leads student quarantine and isolation

Human Resources Representative | Jerron Lowe, interim vice chancellor, human resources
Leads employee accommodation and interaction

DU-National Jewish Health Liaison Team

Eric Chess, director, financial security & cognitive decline initiative, Knoebel Institute for Healthy Aging

Andrei Kutateladze, dean, College of Natural Sciences & Mathematics

Gregg Kvistad, provost emeritus

Michael LaFarr, executive director, Health and Counseling Center

Nancy Lorenzon, director, Pre-Professional Allied Health, College of Natural Sciences and Mathematics

David Odell, medical director, Health and Counseling Center

Karen Riley, dean, Morgridge College of Education

Chris Short, director, Environmental Health & Safety

Sarah Watamura, COVID-19 response coordinator and professor, psychology

Health Partner

The University has established a strong partnership with [National Jewish Health](#), a not-for-profit academic health center and the #1 ranked respiratory hospital in the U.S. After an in-depth review process, we selected NJH to serve as our strategic partner as we develop, refine, and deliver monitoring, testing, isolation, quarantine and contact tracing protocols for the DU campus. Founded 120 years ago, NJH 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 well-aligned 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.

Through this partnership, leading physician-scientists consult daily and as needed with DU's medical staff as well as with the COVID coordinator and NJH liaison team. An executive team comprised of both DU and NJH personnel meet weekly to tackle emergent issues and plan for robust engagement. This executive team helps allocate tasks and time to smaller collaborative groups to work on specific protocols (e.g. quarantine) and tasks (e.g., testing), and determines how the full team will engage in weekly problem- and opportunity- focused meetings. NJH transitioned to running our testing operation on October 1st, and all analyses are conducted at NJH. The DU COVID coordinator and the Health & Counseling Center are also in daily contact with the testing and lab staff to support flexible and smooth testing and efficient and accurate resulting. NJH has consulted on a full range of protocols, including quarantine and isolation, residence halls, dining, scenario planning and testing schedule and requirements.

Dr. Jay Finigan, Professor of Medicine, liaison lead

Dr. Elizabeth Baker, MPH

Dr. Charles Daley, Professor and Chief Division of Mycobacterial and Respiratory Infection

Dr. Stephen Frankel, Chief Medical Officer

Dr. Reeti Khare, Ph.D., Director, Virology Lab

Dr. Lisa Maier, Professor and Chief Division of Occupational Health and Environmental Health Science

Kristi Melton, Vice President of Clinical Business Operations, MSN, RN

Dr. Karin Pachenko, Associate Professor

Lara Yourkin, Associate Executive Director, Virology Lab

Testing

We partner with National Jewish Health to flexibly apply the best COVID-19 testing for in-person those students, faculty and staff on campus. This very dynamic research and clinical environment provides a number of options to consider, and those are vetted frequently and thoroughly and implemented with the most up-to-date medical and epidemiological expertise available. In fall term, NJH processed up to 600 mid-turbinate nasal swab samples per day using RT-PCR assays on individual (not pooled) samples. Winter testing plans include a significant increase from fall (29,833; average 3 times per term) to winter (100k; graduated testing frequency depending on risk). To accomplish this increased testing, and for comfort, convenience and enhanced turn-around-time, we are also adding saliva PCR testing and rapid antigen testing.

Testing Schedule	
Competing Athletes	3 x per week
Residential (DU housing contract) and FSL residents	2 x per week
Non-residential Undergraduate students participating on campus	1 x per week
Graduate students participating on campus	1 x per 2 weeks
Faculty & Staff engaged on campus (low contact)	1 x per 3 weeks

Staff engaged on campus with high contact in residence halls or with precollegiates	1 to 2x per 2 weeks
---	---------------------

Testing dates will be assigned via testing group. Once you have completed the 3-steps for winter return and after main campus return (January 11, 2021), you will be able to view your testing group and associated schedule, as well as compliance by logging into PioneerWeb and selecting the “winter campus access status” link.

The PCR nasal swab test offered at the carepod is the gold standard diagnostic test, with FDA Emergency Use Authorization for detection of the virus (viral RNA) that causes COVID-19. Our PCR tests are processed by our partners at National Jewish Health. PCR tests are highly accurate and results are returned within 36-48 hours. (Average time across all tests from fall term was 36 hours).

Saliva tests are based on the same analytic approach as the PCR nasal swab test but using a different sample type (saliva vs. nasal swab). Some salivary PCR tests are FDA EUA, Yale being an example. DU has filed for an FDA EUA. Until this is authorized, we cannot use saliva as a diagnostic test; however, saliva-based PCR tests can be used for surveillance and are processed in a lab on campus. This is governed under a research study until it can be governed as a diagnostic tool; therefore, to participate in saliva sampling, individuals must provide informed consent for the research project that at a minimum allows access to analyze saliva and compare it to nasal swab results. However, all testing requirements can be met at the pod (or externally) with nasal swab PCR tests if anyone does not want to participate in the saliva research study. Results can be expected within 6-12 hours. Concordance with the PCR nasal swabs over 2075 samples was 98.3%. All validation tests were successful.

Antigen tests are sometimes referred to as rapid point of care surveillance tests because the results are available within minutes to hours and are processed here on campus. Antigen tests are effective as a rapid screening tool. These tests are not as accurate; however. A positive test will require a repeat test via nasal swab RT-PCR, and negative testing should either be frequently repeated (as in athletics 3x per week) or paired with a nasal swab RT-PCR for follow-up diagnostic accuracy.

For both saliva and antigen tests, negative results are accepted to maintain campus access. Positive surveillance tests with either method must be followed by a nasal RT-PCR for diagnostic and reporting purposes (to the city and county of Denver). All test results from all three tests, negative and positive, are reported to the state as required.

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 people have been on campus are used by the COVID-19 Response Team to quickly review and implement disinfection and closure protocols as warranted. 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 uses an app-based digital contact tracing solution, which allows tracking of contacts using Bluetooth Low Energy (BLE) technology and badging. Top considerations in this decision were our community's security and privacy alongside demonstrated effectiveness of the vendor. We selected EverBridge, with over a decade of experience with both contact tracing and higher education. More information on the app, its features and privacy and security are available [here](#).

Manual Tracing

Manual contact tracing has been conducted at DU since the first positive case on March 13, 2020. Our first priority when an individual in our community falls ill or tests positive is to support them in seeking medical attention and communicate our concern for their well-being. We also review with them the need to isolate and remain off-campus (or, for campus residents, we isolate them on campus). In each instance, interviews and follow-up conversations determine when and where the person who tested positive (or presumed positive) for SARS-CoV-2 has been on campus, with whom they might have come into contact, whether that contact included physical proximity within six feet for at least 15 minutes cumulatively across 24 hours, 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 quarantine for up to 14-days and stay off campus. This high-touch manual tracing effort has occurred successfully at DU via designated University staff. As needed for each case, additional individualized support is provided by the Student Affairs and Inclusive Excellence (SAIE) 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 have engaged a digital tracing vendor, EverBridge. Everyone returning to campus in person has been asked to install the application on their mobile device. This tracking, alongside 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, location information is not collected via the app, and proximity information is only accessed when someone is confirmed or expected positive for the virus that causes COVID-19. Individuals have control over whether and how to use the app. (For more information on privacy and information security, please see Privacy & Data Security.)

Backwards Contact Tracing

As the University opened in the fall, members of the COVID Coordinator team learned to use data regarding positivity measured from subpopulations determined by course schedules,

group organization membership, program of study, residential living assignments, wastewater surveillance and event attendance, among other attributes, to trace probable additional COVID-19 cases. Proactive and targeted requests for retests in these suspected subpopulations resulted in effective control of outbreaks, effectively placing a bubble around that subpopulation and rapidly controlling the spread of the virus. With these technologies, the largest set of connected cases was 16, and this residential outbreak was contained in 19 days (no new cases following a full 10-day isolation of the final case). These techniques are being expanded and enhanced by collaboration with our health partner, National Jewish Health.

Symptom Monitoring

Beginning May 11, 2020, we implemented University-built symptom monitoring software integrated with daily text messaging sent via our emergency notification system. As we integrated EverBridge, we migrated to using a symptom tracker that is part of the app. Users can receive daily reminders for the required twice-daily symptom monitoring. Users who do not choose to download EverBridge are still required to complete daily symptom monitoring; however, they can use the University-built symptom monitoring option in PioneerWeb for this purpose.

To sign up to receive daily text notifications:

- Log on to PioneerWeb

- Click on the "Employee" or "Student" tab

- Under the "My Resources" section (on the far left) click on "Employee/Student Information"

- Click on "Critical Incident Notification Preferences"

- Enter your cell number

Everyone with access to campus buildings is required to report twice daily on the presence or absence of symptoms that could be indicative of COVID-19. They are also asked whether they have traveled out of Colorado and whether they have been in close 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 or not 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 verified via daily comparison of the ID# with survey responses to access records. 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.

Return to Campus Procedures – Fall Term

*note: procedures are different for Fall and Winter/Spring

Substantial evidence — from the Centers for Disease Control, the World Health Organization, public health officials across the nation, our epidemiologists from NJH and our own in-depth modeling — shows that the more we do upfront, the more we can contain the virus.

Here is what we are requiring of everyone BEFORE returning to campus each term:

Those in our community who planned to return in the Fall have returned efficiently. In brief, Fall return required 5-steps:

Notification of fall campus return date

Responsibility course

To ensure we are all well-informed of our plan, the entire DU community completed [the Pathway Back to Campus course](#) in Canvas before their arrival date on campus.

Pre-arrival quarantine

For 14 days before their fall arrival date, all members of our community were required to quarantine. During this time, you should remain home and avoid physical contact with others except those you live with.

Symptom Monitoring

During the 14 days before arrival, everyone was required to answer questions regarding potential COVID-19 symptoms, exposure to the virus, and adherence to quarantine protocols each day [here](#). The [symptom monitoring protocol](#) will increase to twice daily once students have returned to campus and will continue for as long as they remain on campus.

To accomplish this monitoring, everyone in the DU community was expected to download the smartphone app EverBridge (on a phone, computer or tablet) that supported daily symptom monitoring and allowed us to quickly contact-trace should someone in our community test positive for COVID-19.

Pre-arrival Testing

Prior to arrival on campus, all students took an RT-PCR test for the virus that causes COVID-19 (not a rapid test or a pooled samples test). We worked closely with everyone to enable a safe and timely return.

Return to Campus Procedures – Winter Quarter/Spring Semester

Adaptations for Winter/Spring Return

Winter return largely includes individuals who already successfully participated in person in the fall. Further, guidance has changed since August when fall plans were implemented, and we have carefully reviewed our Fall return data in determining these adaptations. Winter return requires 3 steps:



- 1) Flu vaccine or exemption
- 2) 10-day pre-arrival quarantine logged via the quarantine daily log
- 3) Negative COVID-19 nasal swab RT-PCR (taken at the pod or external test upload and acknowledged)

Flu Vaccination

Anyone returning to campus must submit proof of a flu vaccination. Vaccinations received through DU's Health and Counseling Center are automatically uploaded to myhealth.du.edu. For vaccinations received off campus, upload proof of the flu vaccination to the myhealth portal.

To request an exemption from the flu vaccine requirement due to a medical or religious reason, submit an exemption form ([here](#)).

Received your Flu shot but don't have a record?

If you received your flu vaccination but are unable to provide adequate documentation of your flu vaccination, you may complete the Flu Attestation Form.

1. Download the Flu Attestation Form
2. Fill in the information about your vaccination, including date, location, place of service
3. Fill in the identification information and sign at the bottom of the form

The University of Denver requires an actual signature. An Adobe Digital ID will be rejected.

Email completed attestation to info@hcc.du.edu or fax to 303-871-4242 or upload through your [MyHealth](#) portal.

Quarantine

Pre-arrival quarantine

For 10 days before their winter/spring arrival date, all members of our community are required to quarantine. During this time, you should remain home and avoid physical contact with others except those you live with.

We understand that some members of our community may be unable to quarantine before returning to campus because it is not feasible due to other responsibilities, in particular our students who may be working or in training during the weeks just prior to the return to campus. In such instances, we encourage minimal contact as much as possible. Avoid large gatherings and social events, maintain a six-foot distance between yourself and others, use a face covering, refrain from touching your face and practice diligent hand washing. These practices are essential during the duration of the pandemic, but they should be attended to particularly rigorously the 10 days before a return to campus.

This quarantine can be split between your home location and Denver; however, we strongly encourage additional safety precautions during travel.

Testing

If you will be in Denver or have trouble accessing a test where you live | You may provide a validated negative molecular test result for the virus that causes COVID-19 from a location of your choosing collected during your 10-day quarantine window. You may make an appointment via DU and our health partner, NJH, to take the test in Denver, administered by a trained medical professional at myhealth.du.edu. Please allow 2-3 days for results before your planned return to campus date.

If you will be outside Denver | If you will be outside of the Denver metro area during the 10-days before your winter arrival date, we encourage you to complete a test at a testing location in your area and provide the verified results to us. Please be sure to confirm the test is an **RT-PCR molecular test via nasal swab** (not a rapid test, antigen test or analyzed via pooled analyses). If you are unable to access a test in your 10-day window that meets these specifications, please test as soon as possible after arrival in Denver at the testing pod. Residential students in this situation will be supported to quarantine in their room while they await test results (and will be asked to simultaneously provide a nasal swab and a saliva sample for rapid analysis). Off-campus students, faculty and staff will be asked to await results before participating in in-person activities.

Testing on campus is provided to students, faculty and staff at no additional cost.

If you [test positive](#), we strongly encourage you to immediately contact a healthcare provider and require you to delay your arrival on campus until:

- Ten days have passed since your first symptoms; and
- You are fever-free for 24 hours (without medication); and
- Symptoms have improved; or if asymptomatic, 10 days have passed since your positive test date and you have not developed symptoms consistent with a COVID infection

If you test negative, you may return to campus on your selected return date as planned, having followed all quarantine protocols listed above. Proof of a negative test and adherence to symptom and quarantine monitoring will be required to return to campus (see exception above for on-campus residents).

If you have been exposed to someone known or presumed to have COVID-19, this will trigger the same requirements as a positive test, including delaying your travel and return to campus for 7 days, accompanied by testing and symptom monitoring.

Travel Requirements

Travel requirements: During your travel to campus, everyone is expected to take careful precautions, including wearing a face covering at all times, practicing excellent hand hygiene, avoiding face touching and, wherever possible, maintaining a six-foot distance from others.

All community members are expected to follow our existing travel restrictions — specifically the restrictions against travel outside of Colorado for the duration of the term. If you must travel, you will need to remain off campus and follow the quarantine guidelines outlined above for 7 days.

Responsibility Course

If you are returning to campus for the first time in the Winter term or Spring semester, you are required to complete the Pathway back to Campus course before return. To ensure we are all well-informed of our plan, we ask returning DU community members to complete [the optional booster module of the Pathway Back to Campus course](#).

Symptom Monitoring

During the 10 days before arrival, everyone will be required to answer questions regarding potential COVID-19 symptoms, exposure to the virus, and adherence to quarantine protocols each day [here](#). The [symptom monitoring protocol](#) will increase to twice daily once students have returned to campus and will continue for as long as they remain on campus.

To accomplish this monitoring, everyone in the DU community is expected to download the smartphone app EverBridge (on a phone, computer or tablet) that will support daily symptom monitoring and allow us to quickly contact-trace should someone in our community test positive for COVID-19. If you are not able to download EverBridge app, please instead use the symptom monitoring log in PioWeb on the top left.

Once You are on Campus

If you follow the university protocols, test negative and are free of symptoms you can expect to be in your classes as anticipated and enjoy your face-to-face experiences observing all social distancing and facial covering protocols, as well as other stated precautions.

Regular periodic testing:

Additionally, we will conduct regular periodic testing of students, faculty and staff each week at no charge to individuals. In Winter term, this required regular periodic testing will occur more frequently. Individual testing schedules and compliance will be viewable on PioneerWeb.

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, or 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
- Fleece neck gaiters are currently not recommended
- Face coverings are required of everyone on campus; even if you have already tested positive for COVID-19 or if you have been vaccinated you are required to wear a face covering on campus at all times.

Exceptions:

- Individuals alone in single offices or in dorm rooms (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; however, eating and drinking inside classes is not permitted.
- 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 required use of the N95 mask requires a fit test through Environmental Health & Safety (EHS) and medical clearance to wear surgical masks is also provided for many on-campus roles, including custodial and dining, as these face coverings provide additional protection above cloth face coverings, are

disposable and are comfortable without restricting air flow even during more strenuous work.

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. Improvements have been made throughout the year as our staff have learned the best procedures and equipment to use. 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. Classrooms are cleaned and disinfected daily. Between classes, disinfecting supplies, including wipes and hand sanitizer, are provided in the classroom, allowing 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 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: Precautionary 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.) Increase 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: Improvements were made to provide supplies to all buildings over the Fall quarter and in preparation for Winter. In fact, 3694 canisters of wipes were distributed in Fall term. Facilities has established a service to resupply the disinfection stations in classrooms and common areas with hand sanitizer and disinfecting wipes three times a week while maintaining a central supply of wipes in each building for use in offices and lab spaces. In any situation, building coordinators and COVID-19 Access Managers can still submit a Disinfectant Material Request 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, will be delivered to the room referenced in the request. Facilities centrally purchases disposable wipes, hand sanitizer, cleaning supplies and COVID-19 building signage. Mail Services delivers 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. Each building has been 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. 41 in-room HEPA filtration units have been installed. Another 18 units using photocatalytic oxidation and ultraviolet light have been installed at Ricks Center and are on order for Fisher Early Learning Center. 8 negative pressure HEPA units have been installed in the HCC. The following 42 buildings have MERV 13 filters installed and in use during the fall quarter:

1. Ricketson Law
2. Sturm Hall
3. Anderson Academic Commons
4. Nagel

5. Fisher
6. Evans (Campus safety and parking)
7. Daniels
8. Knudson
9. Margery Reed
10. Joy Burns center
11. Burwell Center for Career Achievement (installed as part of project)
12. Physics
13. Ruffatto Hall
14. Boettcher West
15. Boettcher Auditorium
16. Newman
17. Ricks
18. Sie Complex
19. Ammi Hyde
20. Towers
21. Mass Comm
22. Metallurgy
23. Olin Hall
24. Chambers Center
25. Frontier Hall
26. Shwayder
27. Driscoll South
28. Craig Hall
29. Mary Reed (Chancellor's Office)
30. University College
31. ELC
32. IT
33. Facilities
34. John Moyer
35. University Office Annex
36. Academic Office Annex
37. Newman Bungalow
38. Evans Chapel
39. Rose Cottage
40. Hampden Center
41. JMAC Theater
42. Central Receiving/Ammi Hyde Annex

Buildings with 100% outside air (single pass) therefore no filter upgrade needed:

- Seely Mudd



Additionally, aerosol modeling has been conducted to set occupancy limits for specialty classrooms that support the Lamont School of Music and the Theater Department. The goal of this modeling was to establish the class duration, break length and number of vocalists, performers or wind instruments within the classroom such that the risk to occupants was no different than a person attending an in-person lecture class on campus. Carbon dioxide monitors have been added to several rooms in Lamont to ensure room air modeling of aerosol deposition are accurate.

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 should be arranged with six-foot distancing and updated occupancy for scheduling.
- Furniture should 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:

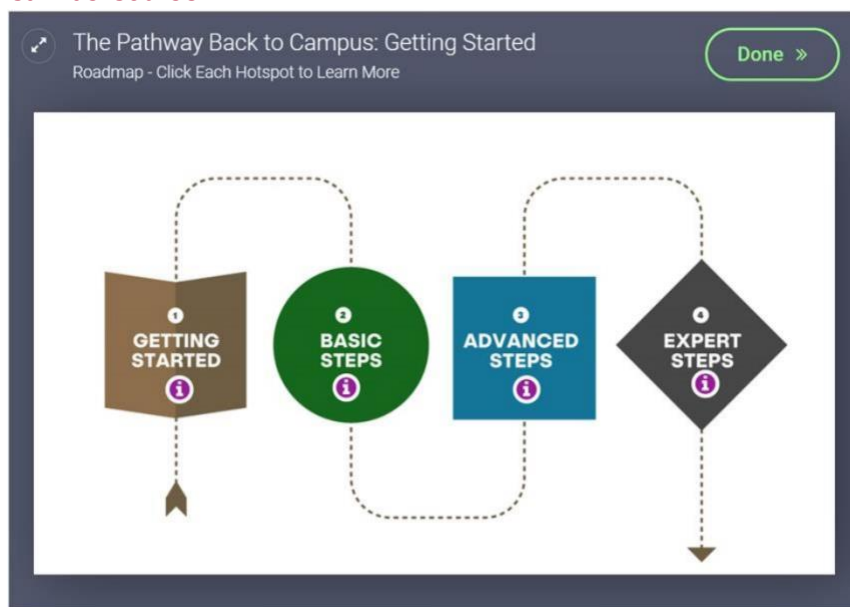
- Supervisors should stagger shifts and breaks to reduce the number of employees in shared spaces.

- DU employees are encouraged to consult with their supervisor regarding telecommuting where appropriate
- Supervisors and COVID-19 Access Managers should consider using staggered work hours to reduce the number of employees present at the same time.
- Employees can request work accommodations (https://myweb.du.edu/mdb/du_bwgkcvac.p_du_covid_accommodations)

Compliance

All protocols are critical to promoting a positive and safe learning and working environment at the University. Because COVID-19 spreads mainly through exhaled aerosols produced through coughing, breathing and talking, face coverings and social distancing are essential to controlling the spread of the virus during certain situations such as while students are in class. We recognize that adaptation to these new expectations and habits will take some time. It is important to establish a culture of support and caring to support long-term behavioral change. This fall, we had phenomenal adherence to our classroom and on-campus event protocols. Subsequently, there was no evidence of classroom transmission identified through careful backwards contact tracing by DU and via interviews by the city and county of Denver. The University community will first seek to work with students, visitors and employees to help them adapt and provide supportive and educational opportunities to respond to a missed requirement. Faculty, supervisors and hosts are encouraged to include a summary of these requirements to increase transparency in the University's expectations and response. Instructors, students and employees are asked to use progressive measures to address non-compliance. Failure or refusal to follow these protocols may be considered a threat to the health and safety of the community and may result in an individual's temporary or permanent removal from the University. Additional outcomes may include building restrictions, removal from housing, additional trainings and interventions. The complete protocol on enforcement and compliance can be found [here](#).

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 through Canvas, our online learning management system. The course is required for everyone in the DU community prior to their campus return for 2020-2021. 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 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 identifies 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. The University of Denver has made this course available to the public as part of our commitment to serve the public good. The course has been viewed more than half a million times on YouTube.

Additional courses have been developed across time including the COVID Event Planner certification course, and, in anticipation of winter, a winter booster course section.

Wellbeing

A key part of keeping the DU community safe and healthy includes a focus on general wellbeing 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.

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 for the academic year, 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 how to make referrals (self-referrals, referrals for/from peers, from families, faculty, and staff) can be found [here](#).

Student Wellness Ambassadors have been implementing this winter to further support students in quarantine due to COVID-19 exposure. These are graduate students in clinical training programs, supervised by deputy COVID Coordinator Kim Gorgens, a licensed clinician. The wellness ambassadors provide outreach to all students quarantining in DU designated properties.

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. Please visit our resources for coping with COVID [here](#).

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.

Across the year, 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 also offers low-fee (as low as \$5-10 a session) therapy services for children, adults, couples, and families as well as assessments to help individuals identify a variety of issues,

including ADHD, specific learning disorders and autism. 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-free 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 connected case 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 recommendations to inform senior leadership team on serious and emergent issues, and 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 and city and 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. Because the CRT has access to personal health information, every team member is required to maintain confidentiality of personal health information.

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) 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, DEI 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, supervises the COVID-19 Info Hub 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.

This team has managed the spread of the virus on the campus with success by all metrics. The primary metrics of success are a low the positivity rate for the campus (2.8% across fall term), manageable number of active cases (defined by the amount of quarantine and isolation space available), and the ability to identify, control and suppress connected cases rapidly. Through strong partnership with the City and County of Denver, Department of Public Health and Environment the University has been a regional leader in higher education on how to manage the spread of the virus.

COVID Dashboard

The need for rapid, accurate communication is crucial when it comes to protecting our community. The University publicly displays critical information on the total number of COVID-

19 tests and number of positive tests. Data is presented in an epidemiologically relevant manner looking at 14 and 7 day results as well as daily information. This allows the University to compare the university campus to the City and County of Denver, State of Colorado and the US more broadly in terms of positivity, cumulative cases and incidence rate. These various measures provide information on the prevalence of the disease on campus, the rate of spread and relative level of concern. The University also provides details on the capacity of isolation and quarantine space and connected cases on our campus. Although the state has aggregated all connected cases at higher education institutions in Colorado as a single outbreak whether or not the individuals were ever in contact (when they typically are not), at DU we continue to track connected cases where contact is established. Many of these measures factor into the thresholds for changing alert levels on campus.

In presenting this data the University balances our intention to be transparent regarding campus conditions, our principles and obligations by law to protect the privacy of those affected by a positive confirmation or those who have come into close contact with an individual who is affected. To protect privacy, DU will not release any identifying information regarding COVID-19 cases.

Privacy & Data Security

The successful protection of our community's health and safety on campus involves 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. Should someone test positive for SARS-CoV-2, we are mandated to report this information to the Denver Department of Public Health & Environment (DDPHE) and we are required to report all test results to CDPHE. 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 and provide total tests and positives on our dashboard.

The University of Denver has selected Everbridge a digital application for smartphones, to support our efforts to mitigate the spread of COVID-19 on campus. With Everbridge, DU will conduct quicker and more effective symptom monitoring and contact tracing to identify and contact community members potentially exposed to someone confirmed positive for COVID-19. The quick and thorough symptom monitoring and contact tracing we can achieve through Everbridge will go a long way toward helping us meet our goal to be in person all year round. Information on how to download the software is available [here](#).

DU will not require students, faculty and staff to use Everbridge, nor will they be required to use all of the features; however, to realize the full benefits of Everbridge, more than 60 percent of the DU community who plan to be on campus need to participate in using the app. Current adoption rate is 70%.

Privacy, security and data safety are central in our planning to combat the spread of COVID-19 at DU. We selected Everbridge because of its data security and privacy features, including earning

six third-party security certifications. Symptoms (EverBridge, PioneerWeb), positive tests (PNC), and proximity tracing (EverBridge) are the three data sets DU will use to monitor infections, conduct contact tracing, and communicate with community members who may need to isolate or quarantine.

- We created a working group comprised of students, faculty and staff to focus on issues of privacy and address our use of data.
- DU and Everbridge will store and protect all health information, including the identities of DU community members who have tested positive for COVID-19, in accordance with applicable privacy laws and University privacy policies. During contact tracing, individual identities are not shared with those who may have been exposed.
- The data related to contact tracing will be stored in secure servers hosted by EverBridge, and within DU's medical record software, PNC

DU will employ two methods of contact tracing: manual contact and proximity tracing completed by trained staff members and digital tracing done through the Everbridge app. The most significant benefit of wide community usage of Everbridge's GPS- and Bluetooth-enabled tracing is that our efforts will not rely upon the memories of those who test positive. DU community members can opt in and out of the Bluetooth proximity tracing for the Everbridge app as frequently as they like.

- On Android phones, to allow the Everbridge app to contact trace, user will need to run the Everbridge app in either the background or foreground in addition to enabling Bluetooth on their phones.
- On Apple phones, you will need to download two apps, one for receiving push notifications and the other for contact tracing purposes. To allow the Everbridge contact tracing app to contact trace, user will need to run the Everbridge app in either the background or foreground in addition to enabling the Bluetooth option for the Everbridge app on their phone settings.
- To turn off contact tracing just close or end the app on your phone.
- Please do not uninstall the app as it will remove all contact tracing tokens exchanged residing on the phone.
- The app needs to be running in the background or foreground for contact tracing options to work and exposures to be reported.

When the Everbridge app is running in the foreground or background on the phone (Bluetooth enabled), it will collect and store information essential for thorough contact tracing. When a community member comes in contact with another member who has enabled the Everbridge app with the Bluetooth option, tokens will be exchanged and stored on the members' phones. The token is only exchanged between phones that are within 6 feet of each other for at least 15 minutes within 24 hours. This information will not be shared with any third parties. When a community member self-reports a COVID-19 positive test through the Everbridge app, the COVID response team will be notified. The COVID response team will validate test results and then, using information collected via contact tracing interviews individual's building access records and contacts indicated by tokens, the team will notify all community members who have come in contact with the individual with a positive test. That person's identity will remain confidential.

To ensure community members' privacy, Bluetooth proximity tracing does not report location to DU. When a member with the Bluetooth-enabled Everbridge app self-reports a positive test, the COVID response team receives a report with the names of all DU community members who have exchanged tokens with the positive person's phone in the previous 14 days. However, because the location is NOT collected through proximity tracing, the COVID response team is not privy to the location where tokens were exchanged.

The Everbridge app will make the twice-daily symptom reporting more efficient. Using Everbridge for contact tracing is optional, but reporting symptoms is mandatory. If you opt not to use Everbridge, you can report your symptoms [here](#).

Alert Levels and Triggers

As a result of increased transmission of the virus that causes COVID-19, the University has developed a tiered alert level to guide its operation. Adjustments of alert levels are based on a range of triggers/thresholds that are evaluated daily. Critical factors include epidemiological indicators for the campus, city, state and nation including positivity rates, the 7-day average for new daily incidents, and for 14-day cumulative cases; campus isolation and quarantine space plus city hospital and ventilator availability; supply chain stability of PPE and cleaning/disinfectants (measured by number of days of supply on hand); and state and local ordinances. As of January, 2021, six tiers of alerts exist from green to purple and define a set of basic operational implications.

Members of the DU community are expected to adhere to all relevant federal, state and city orders as well as campus protocols described in each alert level. In addition, social distancing, face coverings, hand hygiene, daily symptom monitoring and compliance with required testing and contact tracing are required to maintain access to campus. At this time, all rules apply uniformly, including for individuals who have been vaccinated, with one exception—during the 90-days following a positive COVID-19 test, individuals are exempt from further testing and quarantine. They are not, however, exempt from social distancing, face coverings, personal hygiene, symptom monitoring or other protocols. Non-compliance may result in a loss of campus access, and may have other implications for your relationship with the University (see the [compliance and enforcement protocol](#) for more information).

Green: Low Risk

Virus prevalence is low on campus and in the surrounding community, testing capacity and supply chain are strong, and compliance with established campus protocols is high.

- On-campus in-person, hybrid, hyflex and online courses are available
- Capacity for buildings is limited to 70 percent
- Gatherings of no more than 100 people
- Visitors allowed following visitor protocols

Blue: Low to Moderate Risk

Virus prevalence is low on campus and low to moderate in the surrounding community; conditions on campus are well controlled with strong testing and supply chain capacity.

- On campus in-person, hybrid, hyflex and online courses are available
- Capacity for buildings 50-60 percent
- Gatherings no more than 50 people
- Visitors allowed following visitor protocols

Yellow: Moderate Risk

Virus prevalence is low to moderate and conditions on campus are well-controlled with strong testing and supply chain capacity, but indicators point toward potential challenges in responding to increased rate of transmission.

- On-campus in-person, hybrid, hyflex and online courses are available
- Capacity for buildings limited to 50 percent
- Gatherings of no more than 25 people
- Visitors allowed following visitor protocols

Orange: Moderate to High Risk

Virus prevalence is moderate to high and indicators point to even further increase. Conditions on campus are manageable with strong testing capacity and minimum 30-day supply chain and 14-day isolation/quarantine capacity. Conditions in Denver and Colorado may be difficult; ICU bed capacity at 50% or greater.

- On campus in-person, hybrid, hyflex and online courses are available
- On campus access up to 40%, building occupancy reduced to 20-30%
- Gatherings of no more than 10 people
- Visitors only as an exception and must follow visitor protocols

Red: High Risk

Virus prevalence has increased on campus and in the surrounding community, and testing, isolation, quarantine and/or hospital capacity is stressed.

- On campus in-person and hybrid courses and activities require approval
- On-campus access limited to no higher than 20%
- No visitors

Purple: Severe Risk

Virus prevalence has increased on campus and in the surrounding community, and conditions are not managed – insufficient testing, isolation or quarantine resources at DU and/or insufficient hospital capacity in the surrounding community.

- Quick pivot to fully online classes & de-densification
- On-campus community limited to:
 - Essential on-campus employees
 - Students who cannot safely return home
 - Students who are experiencing housing insecurity

Denver Advantage: Burwell Career Center & the Community Commons

The [Burwell Center for Career Achievement](#) is now open, serving as a centralized hub to facilitate connections throughout the DU community. Specifically, the Burwell Center focuses on student career development, employer engagement and alumni activities. Students can learn how to best engage with the DU community and potential employers; employers can interact with potential job seekers; and alumni can connect with their peers.

As part of a four-year model to engage with undergraduate students from year one all the way through graduation, Career and Professional Development staff are housed in the Burwell Center, ready to work with students the moment they arrive on campus.

Career networking opportunities, programming and resources for graduate students are also housed inside the Burwell Center.

The [Community Commons](#), built on the footprint of the Driscoll Student Center's north side and located at the heart of campus, is a gorgeous, modern building full of natural light that houses spaces for classes, programming, studying and collaborative opportunities, as well as a central dining hall to bring people together for meals and conversation. The Community Commons is now open, serving meals and bringing people together. Adapted protocols reviewed by our health partner National Jewish, including a plan review and in-person visit, provide supports for utilization during COVID-19. The size and design support many activities, classes and centralized dining, adapted to work well during these temporarily restricted conditions.

We envision an environment alive with engaged discourse and nightly activity where students converse and collaborate with faculty, staff, alumni and neighbors. A space where the connection to DU is not found on an ID card or inside the boundaries of buildings, but in the common threads found in discussing real-world issues, gathering together before attending a hockey game or sipping a coffee at a new outdoor café.

Academics, Research, & Creative Work

To support excellence in the student experience while maintaining safety, we have realigned our 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 when greater opening is possible. We will use signage to support appropriate distancing and accommodations in elevators, indicate smooth traffic flow to reduce contact 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, students 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. The 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. The 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 the Office of Diversity, Equity, and Inclusion (ODEI) and supports shared governance. The chancellor's and provost's office dramatically increased the frequency of communication with the community via email, townhalls and opportunities for input, including anonymously.

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 Chancellor and 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.
- In response to a student petition calling on DU to support Black students as well as 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.
- 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.
- 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 support in these most challenging times.
- In October 2020, Senate voted to recommend 3 hours of paid leave time for staff for voting. DU responded with a full paid day for staff to use any time through the November Election Day.
- In September 2020, Faculty Senate Executive Committee (FSEC) hosted a public town hall followed by a series of votes and processes for ranking additional “front burner” topics for the year as well as electing two new members to FSEC, including one Visiting Faculty
- In Fall 2020, Senate hosted a number of faculty-wide learn-ins and town halls, including around topics of inclusive teaching pedagogy, the DU “pios” moniker, the pros and cons of P/NP, and the principles of shared governance
- In September 2020, Senate administered a faculty-wide poll on financial values for DU to uphold during a time of crisis; over 400 faculty participated, and a 25-page report was created and disseminated; key takeaways include the faculties’ dedication to an exemplary student learning experience and faculties’ commitment to standing shoulder-to-shoulder with staff in relation to compensation cuts.
- In Fall 2020, the Provost incorporates input from the Senate's financial values report and creates new committees exploring IT efficiency and the ratio of administrators at DU as compared with our own history and with other institutions of higher education
- In Fall 2020, the Senate President partners with a colleague at Brandeis University to convene a national gathering of faculty in higher ed leadership roles to discuss COVID response best practices
- In Fall 2020, the Senate President and a colleague at Brandeis University co-author an op-ed published by Inside Higher Ed calling on Faculty Senates across the country to take up the charge of civic justice

- To remain nimble during precarious time, in Fall 2020, Senate voted to extend the Senate President's power to call special meetings through the end of the AY
- In Fall 2020, Senate created a new iteration of its Freedom of Expression committee working with the current and previous Senate presidents, the Provost, student leaders, the VC of Student Life, and the VC of Diversity, Equity, and Inclusion
- In Fall 2020, Senate created a new committee exploring the rights and representation of Visiting and Adjunct Faculty
- In late July 2020, Senate voted to amend Visiting Faculty contracts to provide earlier notice in the event of early termination and to provide severance pay. In November, Senate completed the First Reading of a followup resolution surrounding Adjunct faculty contracts.
- In Fall 2020, the Senate President continued to meet weekly with the VC of Diversity, Equity, and Inclusion and the Vice Provost for Faculty Affairs to continue to strengthen campus partnerships
- In Fall 2020, Senate partnered with the Vice Provost for Faculty Affairs to stand up two new committees: One on Teaching Excellence and one on Faculty Workload Equity.
- In Fall 2020, the Senate's Reconciliation Committee met multiple times with experts across campus to address next steps for general education at DU, including the impact of both of our nations' pandemics on this plan
- In Fall 2020, Senate's Student Relations Committee embarked on new projects focused on alumni relations
- In Fall 2020, Senate hosted a Chancellor's Roundtable event that provided campus with important details about the "4 D" student experience
- In Fall 2020, Senate hosted a number of important forums with upper administrators, including key budget presentations, regular updates from the Provost, and a special meeting with the Chancellor about the mountain campus and the DU moniker
- In Fall 2020, Senate's Personnel and Academic Planning Committee partnered to seat a new committee looking at the impact of COVID on a range of faculty details, including APT and review details
- Over Winter break, Faculty Senate received nominations and has begun seating new committees around (1) the mountain campus, (2) review of the Senate's own recent implementation of new policies and procedures for faculty development, and (3) Faculty- Board of Trustee relations. It has also sent forward faculty nominations for a new DU committee on the 4D experience

Academic Calendar and Year-Long Final Assessments

Fall Term

Law School Fall semester	August 17
Law School last day of class	November 23
Law School Online finals	December 2-16
DU Move-in residential students	September 7 – 13
DU First day of fall quarter classes	September 14

DU Last day of fall quarter classes	November 20
DU Online final exams	December 1 – 4

Winter Term

Law School Spring Semester	January 14
Law School Last Day of Class	April 26
Law School Online Finals	May 5 – 20

DU Move-in residential students	January 2-8 (Saturday – Friday)
DU First day of winter classes	January 13 (Wednesday)
DU Last day of classes	March 19*
Finals	No scheduled finals week
Spring Break**	March 20-30 (Saturday – Tuesday, 11 days)
** This accommodates the beginning of Passover (i.e., the first two nights of Passover are the Saturday and Sunday of Spring Break).	

Spring Term (excluding Law)***

First day of class	March 31 (Wednesday)
Last day of class	June 8 (Tuesday)
Finals	No scheduled finals week

Commencement Dates

Law Commencement	May 22
DU Graduate Commencement	June 11
DU Undergraduate Commencement	June 12

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.

Course Schedules & Modalities

Four modalities will be used for 2020/2021 academic year:

Online — A class designed from the ground up so all students can engage with the 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 engage

with 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 person and online 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 instructor. 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. Classes are conducted with high interactivity for both in-person and online students simultaneously, where cameras and microphones are set up in the room with students to promote seamless interaction.

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 hyflex 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.

[In- Person Attendance Guidance](#)

Students at the University of Denver are required to attend classes pursuant to program accreditation requirements, University of Denver policies and guidelines, and individual professor attendance policies. In this time of uncertainty related to COVID-19, the University recognizes

that students may be unable to attend in person classes or the in-person class sessions of hybrid/hyflex classes because of quarantine requirements, health accommodations or travel restrictions. All academic programs at the University of Denver are committed to helping our students stay on track for graduation during the pandemic and will work with students to assist them in making academic progress in their degree programs. The purpose of this policy is to set forth guidelines and processes to guide programs and students should a student be unable to attend in-person classes.

Programs may use a number of strategies to help students stay on track. These include course substitutions, modification of academic plans, modification of graduation requirements, and/or allowing some students to take scheduled in-person or hybrid/hyflex courses in an online modality for limited or extended periods of time. Individual units will make these decisions on a case-by-case basis.

Thus, if necessary, students may complete an in-person class, or a portion of the class, in an online modality. For students who are in an in-person or hybrid/hyflex course and then become ill and need to temporarily quarantine, the instructor will work with the student to identify an appropriate way to make up the missed classes. That may include allowing a student to watch a video recording of the course and/or to engage in other online activities. Students who are unable to attend in-person sessions for longer periods of time should follow the process outlined below.

Online students, however, may have a different experience than the in-person students for class sessions that were designed to be in person. In-person courses at the University of Denver the 2020-21 academic year were specifically designed, selected and optimized to have an in-person component because of the nature of the course or the high impact qualities of the course. Thus, if possible, students who are able to attend in-person class sessions are encouraged to do so in order to be fully supported and to have an optimized experience.

If a student feels they are unable to attend in-person classes or in-person class sessions for an extended period of time (more than two weeks) for the reasons listed below, the student should submit the following information to the course instructor:

- Name
- ID
- Major
- Year of study
- Reason for asking to take course online
- Email and phone number

Instructors will forward this information to their department chair/director and associate dean of academic affairs. At this time, the instructor may allow online participation without further approval. In other situations, the appropriate University of Denver academic advisor, associate dean, or department chair/director will engage in an advising discussion about the student's request and reach a determination as to the best solution on a case-by-case basis.

There are several reasons a student might make a request, including but not limited to:

- Health concerns related to a member of the student's household, or concerns related to someone the student has responsibility to care for;
- Dependent childcare issues;
- Extended health concerns.

Course Guidelines

In order to offer high-quality courses across all modalities, DU has adopted the following guidelines for 2020-2021 courses:

1. All courses shall be designed in a manner that allows them to be shifted, if needed, entirely to online.

2. All courses must have a Canvas shell. All courses, no matter the modality, must use Canvas (or, where appropriate, a 2U container). Courses must include the following: a syllabus uploaded to the syllabus page, assignments where students can upload work, assessments and themed or weekly modules that contain all course content. If the course utilizes Zoom, the Zoom meetings must be set up through Canvas. It is also highly recommended to upload readings, handouts and other instructional materials to Canvas. Consider following this [Course Checklist](#) from the OTL's Course Review Form to ensure that your course is easily navigable and accessible for students. For information about using a course template, consult this [OTL Canvas Template page](#).

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 should clearly explain the need for students to submit physical work and provide the means to do so safely and conveniently. Instructors teaching in-person or hybrid courses should not distribute or receive paper materials.

4. In-person classrooms will have robust technology. To launch the fall quarter, Information Technology (IT) purchased equipment that would complement the teaching modalities being offered for the academic year. With this additional equipment, 165 locations being utilized as classrooms were equipped with camera and microphone technologies. 10 additional locations with existing technology were enhanced to expand the capabilities of these rooms. At the end of the fall quarter, IT is upgrading to 24 high-use classrooms with anticipated completion before the winter quarter.

IT Teaching support: IT has also provided support and technology training to each academic unit. These in-person trainings were facilitated individually upon request, or in groups to simulate the teaching experience. Additional virtual trainings and workshops were offered along with the regular services IT provides the campus community.

Enhanced video production: With the added demand for course-related video, IT purchased camera kits that faculty have been checking out during the quarter to produce content for their classes. The Digital Media Services Team along with others in the IT Campus Partnerships Department, have also been working with faculty on the creation of pre-production instructional materials as well as post-production video editing to construct quality videos that can be utilized for asynchronous learning. These

services, which were in place prior to COVID, have been increased to support the demand for course related-videos, and will be prioritized throughout the academic year.

5. All courses will have a continuity plan. The instructor for every course shall record a continuity plan meeting certain minimum criteria which 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 space). Even when instructors can provide in-person office hours with the specified safety measures, those instructors will 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. Instructors will include a statement about the learning expectations, including contingencies, they expect in light of circumstances related to COVID-19 safety concerns. A template for instructors to modify has been provided.

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 provides [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 the OTL and other instructional support, including 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) to accommodate six-foot distancing and 50% occupancy, 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 2020-21 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 courses in DU classrooms include six-foot distancing and <50% occupancy calculated. ([Note: additional modifications are required for courses in theater, Lamont etc due to enhanced aerosol generation.](#)) The calculations are set also up to use only 50% capacity as restrictions on space ease in the future. This allows the Registrar to analyze a variety of scenarios of class size 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 prevent before or after class informal office hours and — combined with signage and education — will encourage continuous movement through buildings, rather than congregation.

We have 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 were made to allow for appropriate updates as new classroom locations were identified and reconfigured, and room capacities were updated. We have continued this process for Winter quarter and Spring semester, with course and room assignments live as of November 23, 2020.

Each classroom has been modified to reflect current social distancing guidelines, resulting in dedensified 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 indicating that this location is unavailable.



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 has been placed throughout 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 wherever possible.
- Face coverings are required throughout the duration of the class.
- No eating or drinking during class, except via a straw.
- 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 closely coordinated with Facilities Operations and Custodial to set up hand sanitizer and wipe stations in every building. At each station, there is 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 have been 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 limits. IT will still prioritize these locations in coordination with the divisions, the Registrar's Office and Facilities Management.

Across the fall term, IT regularly assessed DU classroom technology to support 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.

Off-Campus Experiential Learning

To protect students, staff and faculty during transportation to and from campus for activities related to academic instruction, sports competition and practices, and other activities the University deems necessary during the COVID-19 pandemic, DU has established requirements for day and overnight travel. The University encourages students and employees to transport themselves in a personal vehicle whenever possible and to use carpooling or other group transportation only when personal transportation is not an option. At this time, the University does not authorize group trips using ridesharing or mass transit for University business. If a student does not wish to travel for the event, the instructor, unit, or division must develop alternative solutions to accommodate that request. All participants (faculty, staff or students) must be cleared to come to campus as well as download and turn on the Everbridge app while at the experience.

Full details of the comprehensive protocol are available [here](#).

Athletics Travel

Competing athletes are now required to test three times per week per NCAA guidelines using antigen tests. With this 3x per week testing and a carefully outlined and approved travel protocol limiting exposure during mode of transportation, during play and in lodging,

return quarantine will not be required of athletes, as is required following other types of travel. Full details of the comprehensive protocol are available [here](#).

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 return to campus plans, these practices are being rolled out to support teaching and learning in the four 2020-21 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 the demands of online teaching and students rose to meet new challenges. For 2020-21 academic term, the Office of Teaching and Learning (OTL) is focusing on helping instructors and students leverage skills acquired in the Spring 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 its [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 Fall Logistics 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

Training for Classroom Assistants for hyflex and large online courses

Classroom Assistants are funded, hired and supervised at the unit level. The OTL, in collaboration with IT Campus Partnerships provided training for 90 individuals (students and faculty/staff who supervise them) identified to serve as CAs. The CAs attended class meetings, monitored online class activities, brought student

questions/contributions to the instructor's attention and were available as an extra resource in the event of technological or other issues.

Peer Teaching Mentors

Dr. Lina Reznicek-Parrado was hired as the Peer Teaching Mentor Leader to coordinate a group of faculty , recruited from across the University, to serve as peer experts in one or more teaching strategies, techniques or situations. This group receives a stipend to supplement OTL instructional support by providing expertise more closely tied to particular subject areas or disciplinary perspectives. Peer Teaching Mentors are available for individual consultations or short workshops/seminars each quarter.

Enhanced Teaching Materials Production (IT Campus Partnerships)

Through the use of funding for Instructor Support, IT provided approximately 32 camera kits for faculty use in the fall quarter. These kits contained cameras, microphones and lighting equipment for individuals to create quality video for their courses. In the fall quarter, there were over 75 personal instruction sessions that aided in the pre and post production of video, and in addition to the thousands of views of our pre-recorded video instructions. For the winter quarter, there are approximately 25 more kits being acquired as well as document cameras which we have found to help with the visualization of images and real time demonstrations or annotations.

Instructional Design Support

The OTL hired a team of 5 instructional designers who have conducted 51 course reviews, provided 150 1:1 consultations (Sept 2020-Dec. 15, 2020), and are now paired with partner units to provide tailored instructional design support. The ID team has been instrumental in providing additional course-level Canvas support and designing an advanced Canvas/online teaching asynchronous course.

Faculty Stipends

Institutional funding supported stipends for faculty who completed our Teaching Online short course and Hyflex Design Institute during the summer. Additional sections of these courses were offered in fall and during the winter break.

Faculty-led programming

Honoraria were provided to faculty to lead additional seminars and workshops on specialized content. For example, Steven Hick, who has taught in a hyflex setting for years led a program about that modality. Dr. Jared Del Rosso led a summer reading group on the book *Small Teaching Online*.

Partners in Pedagogy and Foundations of Teaching and Learning Course

We developed an online training program for graduate students to be more effective teaching assistants, *Foundations of Teaching and Learning*, open to all students and completed by 113 graduate students across campus. A small group of graduate students were hired to participate in a pilot *Partners in Pedagogy* Program in which they

engaged with a learning community of graduate students, the director of inclusive teaching and a faculty fellow to provide more specialized pedagogical support to the 10 faculty they were paired with. Dr. Keith Gehring is serving as the Faculty Fellow of the Partners in Pedagogy program.

Student Support

DU is committed to supporting students in completing required courses for their majors or graduate programs of study and staying on track towards 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 were used to address 2020-21 student support. A new student satisfaction survey was conducted in late fall to further refine campus supports.

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 also 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 winter 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 winter 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 and into winter 2021.

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. Extensive aerosol modeling of aerosol generation, mask efficiency, room ventilation and infection rate was conducted for many wind instrument and ensemble courses in comparison to a typical lecture room on campus. Distancing, course duration and time between classes were all manipulated to reduce possible exposure risk in these learning environments to be equivalent to or lower than a typical classroom. Instructional space was reconfigured, and [safety protocols](#) were developed to focus on our students while promoting safety for our faculty, staff and students. All student productions and recitals will be closed to the public and University community but live streaming will be available in whenever possible.

Newman

The Robert and Judi Newman Center for the Performing Arts canceled all in-person events through May 31, 2021. The Newman Center has invested in collaborations with the Denver arts community and DU departments, such as the Morgridge College of Education. The Newman Center is also in regular communication with patrons and donors and will announce a virtual season of content featuring national and local artists in November. This content will be “pay-what-you-can” for patrons, and free for Denver Public Schools and participants in the DU Prison Arts Initiative.

Museums

Access to the Vicki Myhren Gallery continues to be limited. As of September 2020, a few controlled showings have been and will continue to be held to support the creative work of our faculty and community members. Members of the DU community and, when not prohibited, off-campus visitors may attend with advance reservations for timed-entry slots Friday-Sunday, 12-5 pm; the direct link for visitor sign-up is [here](#). Visitation protocols (approved by the Provost’s office and University Counsel) are available. The Madden Museum is closed to the public. It is used by students for classes and for associated graduate projects and collection care duties. The approved protocols include a process for reopening the museum to the public, there is currently no plan to do so. The Museum of Anthropology is closed to visitors. Two student workers occupy separate spaces (the gallery and the collections lab) to work on accessioning collections.

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 a central part of how DU contributes to our vision for the public good. Throughout the pandemic, research, scholarship and creative work remained a priority in the campus plan for these 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. During Phase II, in alignment with *Safer At Home* orders, we 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 refined 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 to student researchers who are not employees, driving the DU research community back to full strength on campus 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 was already a central tenet for success in research for decades, and we transferred those same guiding principles to the current operation to recognize that the discipline, infrastructure and size of the research group must drive outcomes. All employees follow all applicable University protocols including symptom monitoring, wearing face coverings and maintaining 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 but not limited to not sharing objects and regular disinfection of shared surfaces between users.

Key attributes of 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 Access Managers to coordinate the total number of individuals in a building. Augmenting the schedules by using a sign-in procedure also 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 recommended 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 with developed 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 100,000 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 Access Managers in order to maintain social distancing and the de-densification requirements for the facility. Research staff are responsible for contacting participants and determining interest, sharing precautions and procedures, providing the visitor survey link 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.

All on-campus Human Subject research for external participants is regularly evaluated and allowed/disallowed depending on the relative conditions in Denver versus on campus.. Exceptions will be reviewed by ORSP.

Field Research

In Phase I and II of the campus access and support plan, in-home field research was prohibited. When cases are below 10 new cases per day per 100,000 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 locations 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 equipment. Moreover, the 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 a face-to-face to online modality 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 aligned with the current needs of the region, nation or world, we were called to dramatically 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 \$41.4 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 an even richer 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, streamlined administrative processes and 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 have added 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 approve IRB protocols as simple as possible.

Seed funding to support faculty remained in place through spring 2020. With 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 to and 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 as in previous years. We know that these financial supports for faculty around research, scholarship and creative work remain essential to the University's progression to elevated research activity as measured by faculty retention, paper publication and citation rate, and growth in research expenditures. More importantly, these funds are pivotal to faculty career progression, institutional visibility, and faculty/student recruitment.

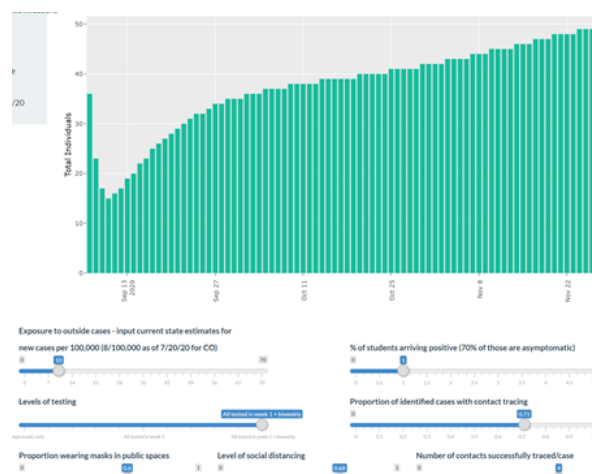
The new faculty learning community launched for the second year this fall. This program is more important than ever and is designed to keep first- and second-year faculty members focused on career path progression. This is especially important to maintain a scholarly focus even when the teaching load maybe unusually high.

The FY21 budget included a salary increase for GTA/GRA stipends to enhance student recruitment and retention. The raise was similar to the merit raise awarded in January 2020 of 2.5%.

Finally, town halls have been an essential element to keep the research community informed, because they provide an effective method to listen to and understand the struggles and provide an another opportunity 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 for specific learning communities.

COVID-19 Research at DU

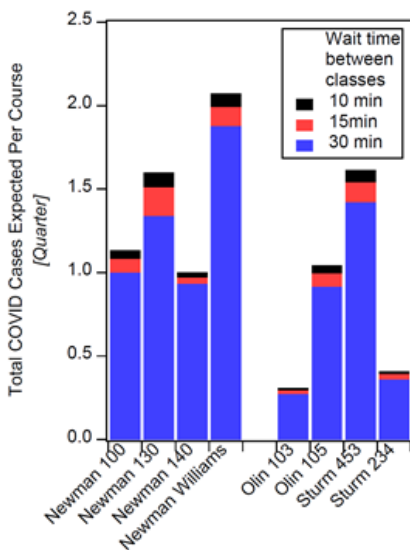
Modeling Disease



DU faculty member Julia Dmitrieva developed a model to predict the impact of various public health measures and epidemiologic conditions on the rates of infection throughout the academic year. Key variables were social distancing, positivity rates of the Denver community, contact tracing, testing and surveillance programs, as well as the number of people returning to campus. This tool helped to devise the return to campus protocols the University employed with success in the fall. The

model is being modified to take weekly data from the DU campus and use it to forecast future resurgences so that the COVID Coordinator team can develop effective mitigation strategies.

Aerosol Modeling of DU Classrooms



Using a mathematical model and small CO₂ sensors to estimate the probability of airborne infection within individual classrooms, DU faculty member Alex Huffman found ways to improve prevention efforts. These models incorporated classroom dimensions, HVAC specifications and mask effectiveness to adjust classroom occupancy, course duration and break length for courses with higher aerosol generation, such as theater, to match the same possible transmission rates in a typical classroom. A database was made available to the community on selected COVID-19 resources. The models were validated using carbon dioxide detectors as a surrogate for viral loaded aerosols. These same models are now being utilized to identify the best spaces to move previous outdoor event spaces inside.

Wastewater Surveillance Program



Wastewater testing allows for hundreds of residents to be monitored with a single test which reduces cost while providing estimates of the prevalence of SARS-CoV-2 in our community. Wastewater surveillance for infectious diseases worldwide is not new and began in the 1990's with poliovirus, therefore the adaptation of wastewater testing to SARS-CoV-2 has been well accepted worldwide as one of several surveillance options. SARS-CoV-2 is rapidly rendered inactive from gastrointestinal-tract fluid, thus what is detected in wastewater is largely a non-infectious state. The

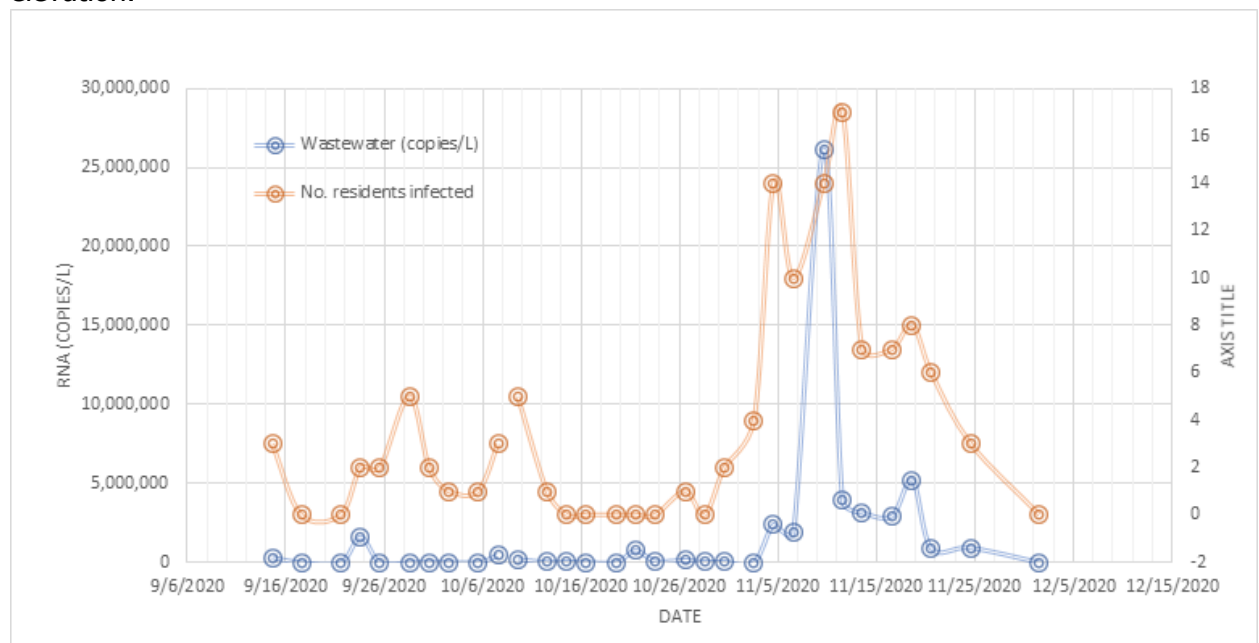
concentration from viral RNA can vary from person to person as well as over the course of the disease. No definitive correlation to a measurement of the RNA copies/L measured from wastewater and the number of infected individuals has emerged but this continues to be an area of development. DU is contributing to this empirical question.

The University of Denver established a wastewater monitoring program in conjunction with GT Molecular and Insitu. The first samples were taken on September 10, 2020 using grab samples from two dormitories housing primarily first year students. The program expanded rapidly over a three-week period. Samples are now taken at six sites, Johnson–McFarlan Hall, Dimond Family Residential Village, Centennial Towers, Centennial Halls, Nelson Hall and Nagel Hall, on Monday, Wednesday and Friday of every week. Reliance on grab samples or single point in time sampling methods has been largely replaced by composite samples. Composite samples are collected by taking 100mL every 15 minutes

for 15 hours from early afternoon through to the next morning. Composite samples provide a more representative analysis of all the residents in the building than grab samples — but both techniques have been demonstrated to be effective. Samples are taken by courier to GT Molecular in Fort Collins immediately after collection. Results regarding the number of SARS-CoV-2 RNA copies/L found in the sample are reported back to the University in approximately 28 hours after collection. We have successfully used the test results to identify emerging cases and align them with RT-PCR Nasal Swab test results to determine if additional symptom monitoring, testing or quarantine measures are needed to control a potential outbreak. As our experience with the program grows so does our ability to estimate the number of infected residents base on reported results.

Current program expansion plans include collaboration with the state, city and regional Wastewater districts to pool results to help larger public health initiatives. DU is the only institution in Colorado measuring a single building; thus, we have the ability to correlate positive cases to wastewater results directly. Most programs are using micro sewer sheds downstream to understand prevalence. The potential contribution of DU to observing the impact of previous positives returning to congregate living on detected levels and to establish correlations for infected individuals is unique and valuable to the region.

Below is an example of wastewater and nasal PCR results for a residence hall. The increased positive test in orange is the result of required tests based on the wastewater elevation.



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

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 broad vaccination, is testing. Frequent testing, reduced testing times, reduced testing cost and testing large populations of individuals enhances early detection, including the detection of asymptomatic people.

DU has built a saliva-based testing program, to provide low cost, high through-put, and reliable salivary PCR testing. Salivary testing not only provides a less invasive testing route than the current best practice mid-turbinate or nasopharyngeal swab, thus enhancing compliance, but it also targets bodily fluids associated with the known mode of transmission (e.g., orally generated aerosols). Understanding viral shedding in this bodily fluid also lends insight into viral transmission.

In July of 2020, the chancellor authorized a research project evaluating salivary PCR as a method to support nasal swab PCR testing at the University of Denver following the successful protocol developed by the University of Illinois (and with whom we have a letter of understanding). Beginning with a broad call to all PIs using PCR methodologies, a voluntary scientific team was assembled to build the SPIT lab, with integrated funds from the VPR budget used to stimulate research as well an authorized contribution from the COVID fund together totaling \$300k. Across fall term, under the direction of Dr. Phil Danielson, the SPIT lab became operational, using standardized kits, machinery and protocols similar to those being employed at other universities (i.e. University of Illinois, Yale).

On November 17, 2020, the University of Denver began inviting individuals seeking SARS-CoV-2 testing at the Carepod to voluntarily participate in a research study collecting salivary samples at the same time as the nasal samples. The objective of the study was to validate a non-invasive high-throughput PCR based surveillance tool that could scale to 1000 tests/per day with reduced supply chain and medical staffing needs (and therefore with resultant lower costs). Since inception more than 2500 samples have been collected and analyzed. Over the few weeks of operation, the SPIT lab has refined techniques and with the help National Jewish Health adjusted thresholds to increase specificity (NPA) and sensitivity (PPA).

To assess the degree of concordance and characterize the temporal characteristics of SARS-CoV-2 detection in saliva versus mid-turbinate nasal swabs, over 1440 paired samples (saliva and mid-turbinate nasal swabs collected at the same time from the same individuals) have been analyzed. Approximately 24% of these samples were tested using the saliva direct (i.e., extraction free) method together with the commercial TaqPath™ COVID-19 Combo Kit (this assay targets three separate genetic markers in the SARS-CoV-2 genome and is the standard approach used in all PCR testing, including from nasal swabs). The remaining 76% of these samples were tested using extracted RNA and the same TaqPath™ COVID-19 Combo Kit. Although direct saliva has the advantage of not requiring extraction (additional time and extraction beads), the failure rate is elevated (due to sample quality). Therefore, after initially switching to saliva direct to provide a method that can be used even when extraction supplies are compromised, we are now returning to the optimized extraction approach. Concordance has been found to be between 98 and 99%.

A standard laboratory validation of the saliva assay was also completed using appropriate specimens for validation in accordance with FDA and CLIA validation guidelines and recommendations. Specifically, this consisted of 30 known SARS-CoV-2 positive and 30 SARS-CoV-2 negative saliva samples or contrived laboratory equivalents (e.g., saliva spiked with SARS-CoV-2 virus). Using these samples, the following validation studies were performed using the optimized saliva assay SOPs and interpretation guidelines:

Limit of Detection (LoD) - Analytical Sensitivity: The limit of detection (LoD) of the salivary SARS-CoV-2 assay spikes a known quantity of inactivated virus (e.g., heat treated) into saliva) or using an inactivated SARS-CoV-2 positive specimen quantitated against a standard curve for the SARS-CoV-2 amplicon(s). The FDA recommends that a preliminary LoD be determined by testing a 2-3-fold dilution series of three extraction replicates per concentration. The lowest concentration that gives positive results 100% of the time is defined as the preliminary LoD. The final LoD concentration should then be confirmed by testing 20 individual extraction replicates at the preliminary LoD. The FDA defines the LoD as the lowest concentration at which 95% of replicates are positive. The SPIT lab used a positive specimen per the requirements to perform an analytical sensitivity. The final LoD concentration from 20 individual extraction replicates for the DU salivary PCR was determined to be 10 copies/ul which matches exactly the limit of detection recorded by the manufacture specifications.

Clinical specimen recommendations made by the FDA for SARS-CoV-2 are for respiratory samples. To validate the use of saliva as an alternative specimen type, paired specimens from 30 positive and 30 negative individuals were collected and analyzed [1]. The alternative specimen validation study found that using the SPIT lab saliva extraction PCR technique, the sensitivity or the ability of the technique to find patients with COVID was 96.7% and the specificity or the ability of the technique to find patients without the disease was 100%.

Starting in January, the lab will have three locations on campus: Nagel Hall, Centennial Halls and Driscoll Bridge. We will also continue to collect validation samples at the carepod that are collected concurrently with nasal swabs (this is voluntary). Collection will be contactless where individuals pick up a vial, swipe their DU ID, scan the vial, provide a small salivary sample directly into the vial and deposit the vial in a cooler. Sample collection currently is anticipating operating seven days a week, collecting and analyzing 1000 test per day for 62,000 saliva tests in winter term. Saliva testing is fully optional; individuals may choose to complete all required testing via nasal swab PCR. However, the saliva-based testing is designed to be faster and easier, supporting increased required testing. Following your individual testing scheduled, you will be able to use saliva sampling in place of nasal sampling to meet the testing requirement much of the time should you so choose.

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 face coverings, 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.

When the city or state has an elevated and rising positivity rate (above 5%), elevated 14-day cumulative incident rates, or ICU/hospitals are becoming overwhelmed, the University will pause visitors to campus and implement an exception process. This will include human subject research participants and individuals receiving services from our clinics.

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 and licensing 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.

When the city or State moves to alert level red *Safer at Home*, which means the city or state has a high positivity rate (near 10%), 14-day cumulative incident rate greater than 350/100,000 residents, or ICU/hospital were becoming overwhelmed the University would ask that students who have internships, field placements or jobs in high viral load environments to either move their experience into a remote modality or move their classroom participation into an online modality.

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 reimaged 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, Center for Community Engagement to advance Scholarship and Learning's (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://dusolarshop.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, less than 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 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.

The Libraries have had a cut to the collections' budget this year by approximately 8%. We will need to cancel some subscriptions to balance our budget and will make every effort to discuss these cuts with our academic community as soon as possible.

Please visit our [COVID-19 and DU Libraries webpage](#) for complete details on our Fall plans. If you have any questions, please connect with the Research Center at <https://libraryhelp.du.edu/> or your [library liaison](#).

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. In Phase III, the Libraries will allow some 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.

Digital collections are fully available 24/7 from library.du.edu

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. 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.

In-phase III AAC building access will reopen to modified hours to support students in need of a safe, quiet and reliable wireless environment.

Beginning January 11, 2021, the Anderson Academic Commons will be open Monday-Thursday 8:00 AM – 9:00 PM and Friday 8:00 AM – 5:00 PM.

Services

In Phases I, II and III 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).

All [academic and consultation services](#) are available online to allow for close collaboration. Please check the websites of individual service centers for further information. The Libraries offer [personal research consultations](#) to help refine and focus research topics, develop successful search strategies and identify appropriate sources for academic research projects and assignments. The reference librarians at University Libraries offer many [instructional opportunities](#) to help the DU community learn about library research. The librarians are able to teach synchronous online sessions for classes through Zoom. Faculty should contact their [subject librarian](#) for more information. View our [Resources for Faculty](#) page for details on various support options available through the Libraries.

Accommodations

Faculty, staff and students may have reasons they are unable to return to campus in the fall or winter. Employees of the University will be asked to work with their supervisor and their HR partner to discuss COVID-19 work accommodations following an established procedure for COVID-19 related reasons — for example, being immunocompromised, or caring for or living with someone who is at increased risk due to COVID-19. In addition, to the greatest extent possible, faculty and staff who are able to work effectively from home without compromise to their core responsibilities, as evaluated by their supervisor, will be supported in this decision. Students who wish to take their classes online for any reason will be supported. Specifically, classes will 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 demands due to closure or changes in school schedules; 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](#).

- 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 during “Stay at Home” pandemic emergency conditions for individuals who:
 - are 65 or older
 - are pregnant
 - have cancer
 - have chronic kidney disease
 - have chronic obstructive pulmonary disease
 - have a serious heart condition, such as heart failure, coronary artery disease, or cardiomyopathies
 - are immunocompromised (soft tissue transplant)
 - have a body mass index of 30 or higher
 - have sickle cell disease
 - have Type 2 diabetes mellites
 - are a smoker
 - have otherwise been determined to be high-risk by their licensed healthcare provider
- encouraging employers to provide reasonable work accommodations for employees who:
 - care for or reside with an individual who is at risk of severe illness from COVID-19
 - are facing childcare needs when schools are closed or online

COVID-19 work accommodations are not permanent and are subject to change following changes in state requirements or guidance.

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, the community member should be referred to the DSP.

Best Practice Referrals

- 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 to 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, until reaching full capacity (approximately 160 children) in August 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 re-opened 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.

Both Fisher and Ricks have been in-person with limited issues and great compliance with DU protocols. Fisher and Ricks staff will be included in higher frequency testing, students ages 10 and above are now regularly tested and we are building an expansion of our SPIT protocol to accommodate younger children via saliva testing.

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 2020-21, 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 causes 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.

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) informed all returning students of their room assignments on July 17, 2020, and incoming first year and transfer students of their room assignments on July 27, 2020. Chapter leadership notified 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

Fall move-in followed a staggered move-in process for on-campus housing with a no-contact check-in process.

For our new students: Incoming first year and transfer students moved in between September 7 through 9, 2020. HRE included 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 moved-in between September 10 and 12, 2020. HRE included students' assigned move-in date and time in the email sent on July 27, 2020. Law School students could begin moving into the Auraria Student Lofts on August 12, 2020.

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

Winter Term

Move-in will occur in a similar staggered manner to the fall 2020 term, starting on January 7 through 10, 2020. Students were able to sign up for a move-in time and date of their preference.

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. Urgent mental health and healthcare services are available through our Health and Counseling Center at 303-871-2205.

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, such as clothing, bedding, a computer and medications. For COVID-19 specific packing and planning, students are advised to 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 developed protocols 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.

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 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. 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 quarantine for 14 days, unless they qualify for earlier quarantine [release](#).

As described below, the University has reserved an entire on-campus apartment building to isolate and/or quarantine students with an active HRE housing contract. Students will be quarantined in a number of other university-owned properties. We will fill spaces closest to campus and fill out as the need for quarantine space rises. Students must comply with University officials' directives regarding [isolation](#) and [quarantine](#) (For more information about contact tracing, please visit the CDC [website](#)).

Isolation and Quarantine Spaces for Students

The University will use the entire Hilltop Apartments on campus as well as spaces in Auraria as necessary to isolate students who test positive who have an active 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. https://www.du.edu/housing/resources/isolation-quarantine_info.html

Questions about Q and Iso

Overall point of contact for Iso/Q, now referred to as the COVID-19 Information Hub is via email to COVIDcoordinator@du.edu or by call or text to 303.656.7137.

Housing Protocol team:

- call/text: 303.453.9312
- email: housing.hpc@du.edu

Please direct inquiries on these topics to these better, faster resources:

- **report COVID, urgent assistance:** 303.871.COVID, reportCOVID@du.edu
- **medical/health:** DU HCC 303.871.2205 (has after hours, urgent option)
- **I/Q process and release info:** 303.656.7137; covidcoordinator@du.edu; (Housing team carries out instructions; doesn't make the decisions about when/whether to release students!)
- **meal orders** for students ordered to I/Q: https://udenver.qualtrics.com/jfe/form/SV_cByPwLC1m0uRhad (must be placed by 2pm for following day)
- **needed items request:** www.tinyurl.com/qirequest (NOTE: Students/families were instructed this summer to prepare a go-bag; students being moved are sent a packing list; and we provide a goody bag with basic essentials for the temp space)

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 has identified and negotiated reduced rates with certain off-campus lodging options. The University will provide more information on the off-campus housing website found [here](#). One exception to this from fall to winter/spring is that residential FSL students are now **required** to isolate and quarantine at a location determined by the University and not within the house.

DU ID Card Office

Card access is required for campus buildings. The DU ID Card Office is currently open Mondays 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](#). DU community members may also request an alternate card design. Requests for this type of card can be made in person or by sending an email to pcard@du.edu. All email requests should include the community member's name and DU ID number.

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: Student Affairs and Inclusive Excellence, in partnership with our COVID-19 Coordinator and campus partners, created awareness campaigns for the services currently available to students through organizations and student governments during events like orientation. These services set expectations for students while prioritizing support.

Policies: Student Affairs and Inclusive Excellence, with the help of campus partners, has reviewed and adapted various policies surrounding student support, conduct and responsibility, and has defined 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 to 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.”



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, again this winter/spring we ask each other to renew our commitment 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 \(BIRT\)](#) – 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 LGBTIQA-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](#) – Guided by the knowledge that veterans offer a unique academic and social quality to the University of Denver, the Veterans Services Office’s vision and mission is to support our veterans through exceptional programming
- [The Women's Coalition](#) – 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](#) - 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 and 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 opportunities 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.
- [Student Affairs 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 graduate students in connecting to resources, including the application to the student assistance fund. [SOS Referral](#)
- [Veterans Services](#) – Guided by the knowledge that veterans offer a unique academic and social quality to the University of Denver, the Veterans Services Office's 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 it 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, including 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.

During the academic year, 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 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 as 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 has incorporated 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 has reintroduced our student-athletes back to campus for NCAA voluntary, summer and fall sport training in limited cohorts. 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 and spread, and procedures to limit the inherent risk of the disease, as well as best practices. The student-athletes underwent a pre-participation physical examination, COVID-19 screening and medical/mental wellness clearance measures. Following their clearance, the student-athletes worked 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 advanced through the physical preparation steps, they then advanced to sport specific drills with coaches.

The *Return to Sport* training protocol focused on a developmental and phased athletic progression. In order to transition to this phase, the student-athletes must have completed the previous protocol including education, medical clearance, performance assessment and preparation training. In this phase, student-athletes have transitioned to specific athletic activity which may include sharing of equipment and practicing in close proximity/physical contact as permitted by the university protocols and public health orders. The physical training development plans have followed 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 was 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.

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, the state of Colorado and the City of Denver. Competing athletes are tested 3x per week, as are athletic staff and visiting teams. Athletic travel for competition is permitted following strict protocols.

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 and institutional leadership, along with 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, returning to participation levels according to health and safety guidance, and implementing game/competition/travel protocols using evidence-informed planning efforts to prevent, manage, and mitigate community spread infections in 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 has opened each venue within the Daniel L. Ritchie Center for Sports and Wellness for use according to the State of Colorado and City

of Denver public health orders 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:

- Coors Fitness Center
- El Pomar Natatorium
- Gates Field House
- Gymnastics Practice Facility
- Joy Burns Arena
- Field Complex
- Stapleton Tennis and Basketball Facility

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 has been implemented with approval and in alignment with current health orders from the state of Colorado and the City of Denver. Participation opportunities that are available include:

- Strength training
- Cardiovascular training
- Fitness classes – core and cardio
- Climbing
- Certification classes – CPR/first aid/AED and wilderness CPR/first aid/AED
- Gymnastics practice and classes
- Hockey and figure skating practice and classes
- Field sport activities including soccer, rugby, lacrosse, ultimate frisbee, baseball
- Tennis
- Basketball
- Swimming

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 in order 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 considerations are specific for competing athletes.

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 the University of Denver is restricting in-person events and meetings to mitigate the potential for campus spread of COVID-19. We are providing guidance and resources to engage and build community and a sense of belonging while still minimizing the spread of the virus. Due to the limited amount of on-campus space and the prioritization of available space for student learning, events will be handled pursuant to the following procedures, which will be in place through March 31, 2021 unless state or local ordinances require us to further limit attendance or change other aspects of our current phase III plan.

Event General Principles

- Units should host most events and activities in virtual environments rather than on campus, and only request in-person approval for essential events.
- Essential events are defined as any gathering of 6 or more people who are gathering on University property or on University-affiliated properties, for essential business purposes that include but are not limited to: social, programmatic, organizational operation or training-based needs. This includes events sponsored by the university, colleges, schools, departments or units, as well as student-sponsored events.
- Maximum attendee count is 25
- On-campus internal events should consist of members from the DU community with an active 87# to follow university COVID protocols. External attendees are not permitted except for guest speakers, who must follow the visitor protocol.
- On-Campus external events are allowed in three units with specific external event protocols, and are also responsible for assisting in contact tracing: Burwell Center (for alumni engagement), Admissions (prospective family engagement), Knoebel Events (external only event intended to serve the programmatic needs of our students).
- Events may occur on or off campus but on-campus events are strongly encouraged. Student organized events are to be on-campus unless an exception is approved by division leadership.

Event Approval Process for In-person Events

Events of 10 or larger will be evaluated and approved by the Event Advisory Group and COVID Coordinator. Small gatherings of 6 to 9 will be approved by a COVID Coordinator designee.

- The Event Advisory Group consists of representatives from Chancellor, Provost, Conference & Event Services, Facilities Management, IT, Risk Management, General Counsel, Campus Safety and other key offices.
- Each request will be reviewed to identify questions or possible conflicts with the university's COVID protocols. Upon approval, Conference & Event Services staff will notify event requestor and work with the appropriate system to reserve the requested space.

Prior to Event Advisory Group review, event requestors must obtain approval from their division leader to hold an in-person event. Division leaders must agree to the following for both on-campus and off-campus events:

- the event purpose meets the outlined definition
- there is substantial evidence that the risks of an in-person mode outweigh the minimum risk of a virtual mode
- budget is within the financial resources of the division and is in alignment with the university's spending reduction request

Additional decision criteria for off-campus venue:

- lack of available space on campus
- venue protocols align with university protocols
- sufficient staffing to ensure protocol adherence

In-person gatherings <5 people will be treated as meetings and do not require prior approval to schedule

Consult the Event [Protocol](#) for additional information. Anyone planning to host an event must take the COVID Event Planner Certification course before attempting to register an event. This course can be accessed through Canvas and requesting access to the CES. Student event questions should be sent to the Office of Student Engagement.

Event Safety Requirements

Event hosts are responsible for ensuring adherence to COVID safety protocols by all participants.

- Events must be designed to limit or avoid all sharing of objects. Objects that must be shared must have cleaning procedure between users.
- All event staff and participants are required to wear masks, to obey the six-foot social distancing, utilize the university's symptom monitoring survey system and utilize hand sanitizer stations provided at the venue.

- Event staff must develop a contactless check-in process that facilitates contact tracing as well as design staggered arrival and departure schedules to minimize large lines or congestion.
- Floor markings are required at the entry to promote social distancing during check-in.
- Because aerosols are expelled at greater velocities and volumes as people speak louder, indoor events will be required to manage sound levels to reduce the spread of the virus.

This information is intended to provide the framework for our phase III event protocols and subject to modification by state and local ordinance.

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, is 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 winter 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 winter, 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.

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 students interested in exploring opportunities to join a social [fraternity or sorority](#) in either the Interfraternity Council (IFC) or Panhellenic Council (PHA). 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 the 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 occurred 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 was 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 Student Affairs 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 began 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 and support 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 like college receptions and New Student Convocation will be delivered virtually, while 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 opportunities. 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 Raft 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. Outdoor tents have been erected to support large events and courses with high aerosol loads. These areas can be used for other reasons but priority will be given to these specific needs. 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 includes 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 to 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 7 days per CDC guidelines at that time.

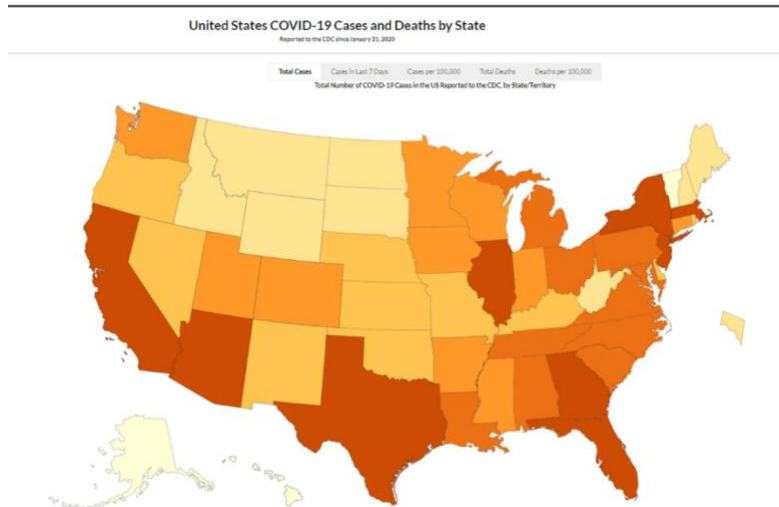
Travel may be deemed “essential and not possible to postpone” if **THREE** of the conditions on the list below are likely to occur should the travel be cancelled or significantly delayed:

- 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

Currently, conditions are such that any travel outside of Colorado requires a 7-day quarantine upon return before returning to campus.

In Phase III and IV of the campus access and support plan, travel may be discouraged for non-essential domestic and international university travel. 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 is mandatory for individuals who have tested positive for COVID-19 and are asymptomatic. The University has decided to apply these quarantine 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. A list of the states exceeding the threshold will be published each Friday on the University COVID-19 response website. At this time, nearly every state is above the threshold; therefore all travel outside of Colorado requires quarantine.



Below is the chart explaining the thresholds for decisions around travel resumption, course travel and study abroad. This tool provides guidance on decision making for senior leadership

	Level of Concern 4	Level of Concern 3	Level of Concern 2	Level of Concern 1
DOS Global Health Advisory	Level 4	Level 3 or lower	Level 2 or lower	None
CDC Global Pandemic Notice	Level 3	Level 2 or lower	Level 1	None
DOS Country Travel Advisory	Level 4	Level 3 or 4	Level 3	Level 1 or 2
CDC Country-Specific Notice	Level 3	Level 2 or lower	Level 1	None
International SOS Advice	Defer all travel	Essential travel only	Travel with additional precautions	Travel with normal precautions
In-country Travel Restrictions	Essential travel, shelter-in-place, etc.	Limited in-country travel restrictions	None	None
Entry Restrictions	Visitors barred entry	Visitors may be required to quarantine or self-isolate	None	None
Border Closures with Neighbors	Closed	Possible closures	None	None
Commercial Flight Availability	None	1 per week	Weekly or more options	Regular
Case Count	>= 100 cases per 100k	< 100 cases per 100k	< 50 cases per 100k	<10 cases per 100k
Change in Case Count	Increased cases	Flat or declining cases for >2 weeks	Declining cases for >4 weeks	No new cases for >4 weeks
Local Medical Infrastructure	Overwhelmed	Challenged	Possible Challenges	Manageable
Transmission	International widespread community transmission	International community transmission in >70% of countries	International community transmission in >30% of countries	Community transmission similar to other viruses
Testing Capabilities	Limited	Expanded but not widely available	Widely Available	Available to all
Vaccination Availability	None	None	Possible for specific populations	Available to all
U.S. Re-Entry Restrictions	Yes	Possible	Possible	No

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 and 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 follow the scheduling procedures 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 will submit a request for 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.

Between academic terms, the access will fall back to phase II to control for the return-to-campus protocols. Phase I and II employees will have their access deactivated early in the term if they have not completed the return-to-campus protocol.

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.

Admission Tours & Information Sessions

Undergraduate Admission will continue to offer a variety of virtual options including tours, information sessions and evening webinars. As soon as it is allowable with the safety requirements in Denver, Colorado and on campus, we will begin to welcome visitors for outdoor on-campus tours three days a week.

To promote the safety of the DU community when visits are allowed:

- Families traveling from states with widespread outbreaks will be limited to virtual options or will be asked to self-quarantine for 7-days prior to their visit. The list of states exceeding the [threshold](#) 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 one household at a time.
- 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. 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 scholarships 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.

To qualify for assistance from the fund, 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, and not be 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 access is restricted).

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. On May 22, 2020 the University sent nearly 90% of the available funds to 1,376 students who met the May 17th deadline, and 82% of the recipients were in the priority need category that we defined as a 2019-20 Free Application for Federal Student Aid (FAFSA) expected family need contribution below \$8,364 or an undergraduate unmet need level of greater than \$6,000. On June 24th the University distributed the remaining 10% of the \$2,313,135 total available funds to 212 students for a total of 1,587 recipients.

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 much of fall, we were in Phase III, with many in-person opportunities, though dedensified and following strict protocols. Over winter break, we restricted to Phase II access and operations, and then over the period of time the University is normally closed, we restricted further to Phase I access and operations. On January 4th we returned to Phase II, and on January 7th, to support move-in of residential students, we returned to Phase III. We hope to stay in Phase III for the duration of winter quarter.

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 (described below). Based on the pre-fall survey we implemented a number of procedures to be responsive to community-identified needs and concerns. In January, we will implement a new survey to better understand community feelings regarding vaccination.

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%), which is 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

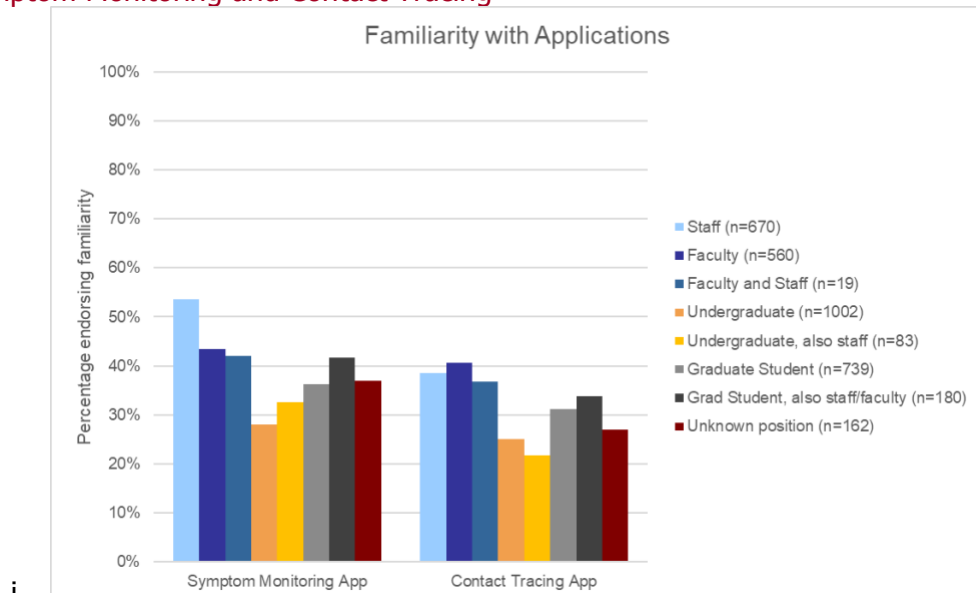
a. Risk of Infection

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

b. Trust in Peers

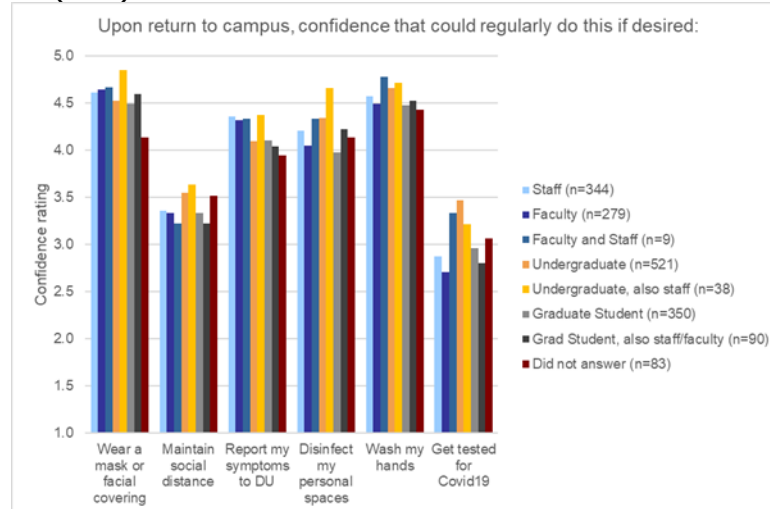
- i. The community expressed some concern with students' likelihood to adhere to DU protocols both on (2.75) and off (2.00) campus.
- ii. The DU community is more trusting of faculty and staff to adhere to the protocols on campus (3.89; 3.88), but also expressed concerns about their behaviors off campus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

- iii. 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).



d. 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.

e. 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.

Task Force & Working Group Charges, Membership & Next Steps

We have been co-creating our community of care for 2020-21 with the dedicated and tireless effort of so many in our community in a set of high-intensity [COVID-19 Task Forces](#), as well as in numerous working groups, always with help of 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 across the year 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.

<i>Abdulrahman Ayad</i>	<i>Ben Siebrase</i>	<i>Chris Nicholson</i>	<i>Dennis Becker</i>
<i>Abdulrahman Osama Ayad</i>	<i>Benjamin Schwartz</i>	<i>Chris Short</i>	<i>Derigan Silver</i>
<i>Adam Snow</i>	<i>Bernard Chao</i>	<i>Chris Wera</i>	<i>Doug Hasty</i>
<i>Adina Raizen</i>	<i>Beth Robischon</i>	<i>Christopher Pena</i>	<i>Doug Hesse</i>
<i>Alana Phanichpaton</i>	<i>Blake Nordstrom-Wehner</i>	<i>Cindy Nagai</i>	<i>Doug Scrivner</i>
<i>Alana Thompson</i>	<i>Bobbie Kite</i>	<i>Claire Brownell</i>	<i>Duke Mahr</i>
<i>Alana Thompson</i>	<i>Breigh Jones-Coplin</i>	<i>Clint Emmerich</i>	<i>Ed Anderson</i>
<i>Alex Huffman</i>	<i>Breigh Rozelle</i>	<i>Conrad Ciccotello</i>	<i>Ellen Winiarczyk</i>
<i>Alex Niederberger</i>	<i>Brian Gearity</i>	<i>Corey Fluke</i>	<i>Emily Costar</i>
<i>Alexi Freeman</i>	<i>Bruce Harmon</i>	<i>Corinne Lengsfeld</i>	<i>Eric Chess</i>
<i>Allan Wilson</i>	<i>Bruce Smith</i>	<i>Courtney Niebrzydowski</i>	<i>Erik Frederiksen</i>
<i>Allison Riola</i>	<i>Bryan Cowen</i>	<i>Craig Harrison</i>	<i>Erika Ellen</i>
<i>Amand Fudala</i>	<i>Cameron Wadstrom</i>	<i>Dajah Brooks</i>	<i>Evan Cotgageorge</i>
<i>Amanda Moore-McBride</i>	<i>Cameron Wadstrom</i>	<i>Danel Doerr</i>	<i>Fatima Rezaie</i>
<i>Amina Bouayad</i>	<i>Cappy Shopneck</i>	<i>Danny McIntosh</i>	<i>Fritz Mayer</i>
<i>Andrea Stanton</i>	<i>Carrie Ponikvar</i>	<i>Darrin Hicks</i>	<i>Garett Glass</i>
<i>Andrei Kutateladze</i>	<i>Casey Dinger</i>	<i>David Boocock</i>	<i>Girish Paranjape</i>
<i>Andrew Thomas</i>	<i>Casey Kite</i>	<i>David Odell</i>	<i>Gohar Tovbis</i>
<i>Ann Ayers</i>	<i>Cassia Anton</i>	<i>David Thomas</i>	<i>Greg Grauberger</i>
<i>Annecoos Wiersema</i>	<i>Catherine Smith</i>	<i>David Thomson</i>	<i>Greg Moore</i>
<i>Ariel Julian</i>	<i>Ceci Ging</i>	<i>Dean Saitta</i>	<i>Gregg Kvistad</i>
<i>Ashely Sherman</i>	<i>Chad McCallum</i>	<i>Deb DeHaas</i>	<i>Haley Clark</i>
<i>Atresha Singh</i>	<i>Chris Bennett</i>	<i>Deb Ortega</i>	<i>Hayden Evans</i>
<i>Audry LaCrone</i>	<i>Chris Coleman</i>	<i>Denise O'Leary</i>	<i>Heather Martin</i>

<i>Hope Wisneski</i>	<i>Kate Willink</i>	<i>Lisa Martinez</i>	<i>Mike Holt</i>
<i>Ingrid Tague</i>	<i>Katia Miller</i>	<i>Lisa Victoravich</i>	<i>Miles Aletich</i>
<i>Ira Simon</i>	<i>Katie Schroeder</i>	<i>Lloyd Moore</i>	<i>Mo Latif</i>
<i>Jamaal Ahmed</i>	<i>KC Gallagher</i>	<i>Lynnett Henderson Metzger</i>	<i>Nancy Lorenzon</i>
<i>James Griesemer</i>	<i>Keith Miller</i>	<i>Maire Toue</i>	<i>Nancy Nicely</i>
<i>James Rosner</i>	<i>Keith Ward</i>	<i>Maire Toue</i>	<i>Nathan Zick-Smith</i>
<i>James Vroom</i>	<i>Kelly Bitner</i>	<i>Mandy Whitehouse</i>	<i>Navin Dimond</i>
<i>Jane Lavery</i>	<i>Kelly Bonk</i>	<i>Marcy Cozzens</i>	<i>Nic Ormes</i>
<i>Janet Burkhardt</i>	<i>Kelly Collins</i>	<i>Margot Gilbert-Frank</i>	<i>Niki Latino</i>
<i>Jay Skarda</i>	<i>Kerry Floyd</i>	<i>Marianne Hughes</i>	<i>Nikki Bosch</i>
<i>JB Holston</i>	<i>Ken Pinnock</i>	<i>Mark Engberg</i>	<i>Patrick Orr</i>
<i>Jeff Simpson</i>	<i>Kent Lebsack</i>	<i>Marquitte Starkey</i>	<i>Paul Brown</i>
<i>Jen Kogovsek</i>	<i>Kerry Floyd</i>	<i>Mary Carver</i>	<i>Paul Chan</i>
<i>Jennifer Karas</i>	<i>Kevin Archer</i>	<i>Mary Sue Coleman</i>	<i>Paul Kosempel</i>
<i>Jeremy Haefner</i>	<i>Khoury Markos</i>	<i>Mary Travis</i>	<i>Peter Gilbertson</i>
<i>Jerron Lowe</i>	<i>Kim Bender</i>	<i>Matt Rutherford</i>	<i>Peter Laz</i>
<i>Jim Kramer</i>	<i>Kim Gorgens</i>	<i>Matt Ulrich</i>	<i>Phil Danielson</i>
<i>Jill Holm-Denoma</i>	<i>Kirk Jones</i>	<i>Max Frey</i>	<i>Rachel Epstein</i>
<i>Joe Benson</i>	<i>Komal Gandhi</i>	<i>Maya Bhowmik</i>	<i>Rachel Stonecypher</i>
<i>John Gudvangen</i>	<i>Kristin Deal</i>	<i>Megan Morrell</i>	<i>Rafael Fajardo</i>
<i>John Hill</i>	<i>Kristin Taavola</i>	<i>MeiLi Smith</i>	<i>Renea Morris</i>
<i>Jon Stone</i>	<i>Kristy Firebaugh</i>	<i>Melanie Urrutia</i>	<i>Reneé Botta</i>
<i>Jonathan Sciarcon</i>	<i>Kris McCaslin</i>	<i>Melissa Levy</i>	<i>Roberto Corrada</i>
<i>Joules Snopek</i>	<i>Lance Shuey</i>	<i>Mia Sundstrom</i>	<i>Rohini Ananthkrishnan</i>
<i>Julia Dmitrieva</i>	<i>Lauren Sanchez</i>	<i>Michael Gonzales</i>	<i>Rufina Hernández</i>
<i>Julie Schellman</i>	<i>Lavita Nadkarni</i>	<i>Michael LaFarr</i>	<i>Rusty Dean</i>
<i>Julie Campbell</i>	<i>Leia Libertore</i>	<i>Michael Schulze</i>	<i>Ryan Davidson</i>
<i>June Churchill</i>	<i>Leslie Alvarez</i>	<i>Micheal Talamantes</i>	<i>Ryan Hyde</i>
<i>Karen Riley</i>	<i>Leslie Brunelli</i>	<i>Michele Hanna</i>	<i>Ryan Gildersleeve</i>
<i>Karlton Creech</i>	<i>Leslie Hasche</i>	<i>Michele Tyson</i>	<i>Ryan Talmage</i>
<i>Kasey Kutches</i>	<i>Linda Kosten</i>	<i>Mikhael LaFarr</i>	<i>Sakeen Sarem Aslani</i>
<i>Kate Tennis</i>	<i>Linsdey Brunhofer</i>	<i>Mike Funo</i>	<i>Sam Kamin</i>

<i>Sarah Adams</i>	<i>Shelly Smith-Acuna</i>	<i>Theresa Hernandez</i>	<i>Val Otten</i>
<i>Sarah Garner</i>	<i>Shubam Sapkota</i>	<i>Therese Mashak</i>	<i>Victoria Feliciano</i>
<i>Sarah Hoffman</i>	<i>Stephanie George</i>	<i>Thomas Walker</i>	<i>Victoria Martinez</i>
<i>Sarah Johnson</i>	<i>Stephanie O'Malley</i>	<i>Tiffany Phu</i>	<i>Vincente Contreras</i>
<i>Sarah Pessin</i>	<i>Stevie Lee</i>	<i>Todd Rinehart</i>	<i>Vivek Choudhury</i>
<i>Sarah Watamura</i>	<i>Steven Iona</i>	<i>Tracy Williams</i>	
<i>Schuyler van Engelenburg</i>	<i>Stu Halsall</i>	<i>Tricia Olsen</i>	
<i>Scott Toney</i>	<i>Tammy Schneider</i>	<i>Tyler Ridgeway</i>	
<i>Sharon Bond</i>	<i>Tara Nicklay</i>	<i>Uttiyo Raychaudhuri</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.