

## WORK@DU Task Force recommendations for AY 21-22

The Charge: The Task Force on Working at DU, 2021-22, is charged to make recommendations regarding the expectations for most faculty and staff to resume an in-person, on campus presence and also recommend how the campus can most fairly, equitably, and consistently manage remote work options for academic year 2021-2022.

These recommendations will be guided by the following principles:

Individual health and wellbeing of our community members is paramount'

Institutional success as it pertains to in-person education on campus is critical'

The university is committed to an exceptional, high-quality student experience' student-facing personnel are expected to be on campus'

Fiscal responsibility is needed' and

Policy development should be guided by equity, fairness and consistency

Please find our Task Force recommendations.

### I. Approaches for graduated transition to Fall 2021

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As a university, we seek to welcome and reinvigorate our campus community, recognizing that the dual pandemics have created varying levels and types of stress and loss.

We faced the COVID challenge together - recognizing the need to focus on care for ourselves and for each other, and we recommend a similar approach to the transition to fall - as a caring community with high standards for excellence, we look forward to providing a solid foundation for our faculty, staff, and students for a graduated return for Fall 2021.

### 1. Approach to graduated return to Fall 2021

A. We recommend planning on a graduated return, with a soft launch of 1-2-6 days per week on campus following the end of the spring term, beginning in mid-June to early July and expanding in August.

B. At the same time, we recommend encouraging staff and faculty to take real breaks this summer. It has been a long COVID year, and it is important that folks take the time needed to refresh and recharge.

Consideration should be given to a long 8<sup>th</sup> of July weekend, where Monday, July 9 is already a public and university holiday. Friday, July 2 and Saturday, July 6 could additionally be announced as university holidays, with the challenge being that classes are currently scheduled for both days. We suggest authorizing those teaching courses on July 2 and/or 6 to take one or two floating holidays during the summer months, and the remainder of the university could enjoy an extended July 8<sup>th</sup> holiday weekend.

C. We recommend both uni&ersit - ! ide and unit-#ased messages that #alance compassion, !elcome, opportunit , &i#ranc , and recognition of the challenges that indi&iduals and units ha&e experienced in this last ear\$ 41ee more under <6\$ -ommunication=5

D.

- B. Workshops provided through ?@% - and - A ,
- C. Discussion: support groups provided through ?@% - and / 1 ( (
- D. Therap ser&ices B >+ ( , - igna lists, etc\$
- E. Social-emotional supports provided through music and art programming, physical exercise opportunities, interest group activities 4see further details #elo ! under <8\$ 1caffolding 1ocial 1upports=5
- F. >ncourage units: departments: teams: super&isors to identif ! here and ho ! resources ! ill #e shared and accessed\$
  - a. )e familiar ! ith >+ ( and ho ! to support people accessing
  - b. To #est of a#ilit , de&elop and communicate limitations of support and ! hen external help: consult ! ill #e necessar and ! h
  - c. To #est of a#ilit , de&elop and communicate ! hen increased: additional

- A. We recommend articulating benefits of being together, highlighting values of community and resilience, while also recognizing the hardship and loss that staff and faculty have experienced this year
- B. +s in (art 1, a#o&e, encourage units:departments:teams:super&isors to develop communication plans and timeframes for how to make decisions when decisions are made re: exceptions to expectation for return to on-campus work. See also (art 100, #elo 15
- C. -reate online place for faculty and staff and students to access a wide variety of support resources for return to fall
- D. -reate videos similar to those created at the beginning of 2020 to highlight these resources

4. Developing social supports for return to fall

- A. We begin by recognizing that some of the psychological dimensions of community members' concerns about the return to Fall may relate to a profound, extended sense of social isolation. We seek to identify programming that may help redress this sense of isolation in celebrating the return to being in community.
  - a. dog-walkers group
  - b. reading group
  - c. hiking group
  - d. gardening group
  - e. running group
  - f. etc.
- B. Foster sense of community by supporting groups with shared interests, e.g.,
  - a. dog-walkers group
  - b. reading group
  - c. hiking group
  - d. gardening group
  - e. running group
  - f. etc.
- C. Support community members in making community connections by hosting social events on campus, both university-wide and within individual units.
  - a. coffee hours (including pre-orientation)
  - b. cocktail hours featuring new locations on campus (i.e., Commons, )ur ! ell - enter
  - c. ice cream socials
  - d. #ar#ecues (including on the . ar @eed patio)
  - e. food trucks for lunch and/or dinner
  - f. scavenger hunt
  - g.

- h. pop-ups, including college fairs, adminton, etc
- i. lectures by community members and/or guest lecturers
- j. making tickets available to the DU community for sporting and performing arts events
- k. etc

D. ,m%ortant"- We recommend emulating our return to faculty as an opportunity to create new traditions or rituals at DU- which will help strengthen our sense of community.

E. Identify modest funding to support these and other social/community activities on campus

a. Is there a central office or source to which community members could propose activities for modest funding? E.g., conferencing and events

b. Should the President and Faculty Senate serve as arbiters of funding requests?

F.

A. Not allow all people to get used to being in the office with a reduced amount of other people at first, and then gradually increase. This will help to avoid the shock of returning to a completely full space on Day 1.

B. The support needed to re-introduce people to the campus at one time (not phased) is not manageable. The following issues are samples of the challenges associated with people returning to their buildings:

B.i. Access: lost keys, card access issues, parking passes

B.ii. Computer support: set-up of desk:monitor:computer configurations' lost passwords' people who have not updated software in 12 months, reinstalling software, etc.

B.iii. Support staff will need to be able to plan the workload in order to adequately support all of these needs.

B.iv. Conference room + , will need to be verified so it can support a likelihood of flexible meeting types and audiences.

There may need to be a significant investment of technology to make existing conference rooms have flexible capacity.

B.v. Facilities support will be coordinated on the approach to people returning: custodial support increase, altering the schedule, and lighting for fully occupied spaces.

B.vi. Departments will need to re-order supplies.

B.vii. Surge in Work @equests (maintenance:building support needs).

B.viii. +D+ and other accommodations required for all.

C. + phased re-densification of campus facilities should begin in early summer.

C.i. One approach might be for employees to work on campus for two days a week in July, then move up to three days per week in August, and return to full in-person work in September, absent an exception for remote work.

C.ii. We recommend that the return of staff and faculty largely occur # early to mid-August so as to avoid strain on limited resources supporting # both the start of Fall term and the return of faculty and staff and students\$

C.iii. The graduated return should # be organized on a unit # unit # basis\$

D. Feed to message to faculty and staff some key items associated # with returning to the office:

D.i. # All documented property # chairs, monitors, etc\$ # will need to return to the physical offices in Fall\$

D.ii. # As people transition # back into the office, they must consider that they should not expect the # same level of support as in the past. # They should be prepared to # work in a # more # self-sufficient # manner. # They should also # be # aware # of # the # need # to # communicate # with # their # supervisors # and # colleagues # regarding # their # return # to # the # office. # They # should # also # be # aware # of # the # need # to # communicate # with # their # supervisors # and # colleagues # regarding # their # return # to # the # office. # They # should # also # be # aware # of # the # need # to # communicate # with # their # supervisors # and # colleagues # regarding # their # return # to # the # office.





- d. Performance standards and essential job functions must be met, i.e., job duties as well as stakeholder/user needs regarding the work of that unit must be met. If performance is negatively affected by remote work, then the remote work arrangement can be modified or ended at the discretion of the supervisor.
- e. The university will need to institute new training for all supervisors to manage remote work.



- a. Interest in applying for a remote work arrangement should be communicated by the individual staff member in the first instance
  - b. ?@% - should develop a templated document that staff may use to request remote work consideration
    - b.i. This templated document should serve as the basis for an discussion of remote work arrangements with a staff member and supervisor
    - b.ii. The terms of an remote work arrangement should be reflected in a fully executed signed copy of the completed, templated document
  - c. Decisions about remote work arrangements will be made on a case-by-case basis pursuant to eligibility criteria, performance standards, supervisor training, and on-site work expectations articulated within the individual unit:department:program office, pursuant to the reasonable discretion of the responsible supervisor
    - c.i. Disagreements with a supervisor's denial of request for a remote work arrangement will be subject to the Employee Dispute Resolution process
  - d. Consideration should be given to defining time-limited periods for remote-work arrangements, i.e.,
    - d.i. expiring every quarter or every six months,
    - d.ii. with need for assessment of ongoing efficacy,
    - d.iii. before an renewal agreement is executed
- E. Access to work technology will need to be addressed, including proper equipment, internet access, cyber security, and file access
- a. Cost of additional equipment to support remote work will be presumptively borne by the telecommuting staff member
    - a.i. though equipment considerations will need to be addressed
  - b. Costs of additional equipment may prevent remote work in some situations
  - c. Data security must be strictly protected