Safety Protocol Compliance

Non-Compliance Observed

Verbally advise: Please make sure you have your mask up/physically distance/clean etc.

Disagreement: Remember that in order to obtain access to campus today, you attested that you would abide by campus rules? What has changed?

Disagreement: It sounds like you have changed your mind, which is absolutely your right. It also means you need to depart campus now.

Disagreement: Because you have refused to follow through with your safety obligations and are also refusing to leave campus, I am obligated to report you to student conduct/Human Resources. I will also contact building security.

Agreement: Thank you for doing your part to keep us #LynxStrong!

6 STEPS FOR A SAFE RETURN
- Conduct a wellness check
- Wear your CU Denver ID
- Maintain a distance of at least six feet
- Wear a face covering
- Wash your hands
- Practice area hygiene
Students Conduct & Community
StudentConduct@ucdenver.edu
303-315-7311

CU Denver Human Resources
Human.Resources@ucdenver.edu
303-315-2700

Security
CU Denver
Lawrence Street Center - 303-315-6001
Business School - 303-315-8006
CU Denver Building - 303-315-6000
Auraria Police Department
303-556-5000
Faculty Guide for Holding Students Accountable for Health Mandates

Setting Expectations:
- Cover all campus expectations in the syllabus coupled with a class discussion of campus and classroom expectations.
  - Should include actions/consequences with non-compliance.

Classroom Management:
- When students are found out of compliance, request compliance.
- Those students who choose not to comply will be asked to leave the classroom for non-compliance and/or classroom disruption.
- Report to Student Conduct and Community Standards for documentation and/or action.
- If a student refuses to leave or becomes belligerent and/or causing disturbance call Auraria PD for assistance (303-556-5000).

Students outside the Classroom:
- Employee or Supervisor can communicate expectations to any student and request compliance.
- If the request is ignored please report the student to Student Conduct & Community Standards for action and/or documentation.
  - This should happen even if the name of the student is not known (please give description along with time and place).
- If a student refuses to comply or becomes belligerent and/or causing disturbance call Auraria PD for assistance (303-556-5000).

Do you still have questions?
Call 303-315-7311 to speak with the Student Conduct & Community Standards office or email StudentConduct@ucdenver.edu
APPENDIX 4 to the CU Denver Code of Conduct: Student Infectious Disease Mitigation

1. Purpose and scope of Student Conduct Code.
   a. The health and safety of members of the university community are the primary concerns of the CU Denver. To this end, CU Denver has instituted expectations for students pertaining to the mitigation of the spread of infectious disease. The Office of Student Conduct and Community Standards outlines prohibited conduct for students to provide the structures necessary to maintain an in-person academic experience, while mitigating the spread of infectious disease.
   b. Within the student code of conduct there are three specific statements of prohibited behavior which apply to noncompliance of the established to mitigate the spread of disease:
      a. #8 - Disruption: Materially and substantially interfering with, obstructing, or disrupting a normal university activity.
      b. #10 - Failure to Comply: Failing to comply with the direction of employees of CU Denver, CU Denver Housing & Dining, and AHEC who are performing their duties.
      c. Violation of Law, Policy, or Regulation: Violating any local, state, federal, or university law, regulation, or policy which includes noncompliance with a public health order

2. Beyond the expectations found in the student code of conduct and to mitigate the risk of spread of infectious diseases, students are strongly encouraged to take personal responsibility for the health and safety of themselves and others by following these recommendations:
   b. Understanding the local, regional, and statewide recommendations. These can be found here:
      c. Understanding the campus expectations. These can be found here: https://www.ucdenver.edu/safe-return-to-campus-fall-2020
   c. If contacted by an individual performing contact tracing, students are strongly urged to participate in a timely manner.
   d. Monitoring public health orders and University policies and ensure that one is informed of their requirements and recommendations as they are updated.

3. Reasonable Accommodations to the student code of conduct:
   a. If a student feels they may require an accommodation due to a disability in order to comply with all or parts of this policy, they should contact Disability Services at disabilityresources@ucdenver.edu. Disability Services will go through normal accommodation process and provide a student with an accommodations letter if appropriate.
   b. If a student feels they may require an accommodation due to religion or creed in order to comply with all or parts of this policy, they should contact The Office of Equity at equity@ucdenver.edu.
Critical Conversation Planning

Interaction Process and Key Principles

<table>
<thead>
<tr>
<th>Step</th>
<th>Interaction Guidelines</th>
<th>Example Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open</td>
<td>Clearly state the purpose and importance of the discussion</td>
<td>“I wanted to take some time to talk with you about the upcoming budget restrictions…”</td>
</tr>
<tr>
<td></td>
<td>Cite how accomplishing the purpose will benefit other decisions</td>
<td>“I need to discuss the importance of everyone doing their part to maintain a safe environment by wearing a mask…”</td>
</tr>
<tr>
<td>Clarify</td>
<td>Seek and share facts and figures about the situation/tasks</td>
<td>“I think we all understand the need to reduce expenses. Before we get started, what concerns and questions do you have so I make sure I don’t overlook anything.”</td>
</tr>
<tr>
<td></td>
<td>Identify issues and concerns</td>
<td>“I think we all understand the need and requirement for wearing a mask on campus. Before we get started, what concerns or questions do you have so I make sure I don’t overlook anything.”</td>
</tr>
<tr>
<td>Develop</td>
<td>Spark creativity by seeking and discussing ideas</td>
<td>“I understand it is challenging asking everyone to wear a mask for extended period of times. What are your thoughts on how we can help individuals understand and overcome the struggle with this decision.”</td>
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<tr>
<td></td>
<td>Explore needed resources/support</td>
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<tr>
<td></td>
<td>Build commitment to implement ideas</td>
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<tr>
<td>Agree</td>
<td>Specify actions, including contingency plans if appropriate, follow-up, how to measure progress, etc.</td>
<td>“To summarize, we agreed…”</td>
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<tr>
<td></td>
<td>Be sure to agree upon needed resources and support</td>
<td>“So we are in agreement…”</td>
</tr>
</tbody>
</table>
### Close

- Highlight important features of plan
- Confirm confidence and commitment

<table>
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<tr>
<td>Close</td>
<td>Highlight important features of plan</td>
<td>“I think we have a good plan here, and I feel confident…”</td>
</tr>
<tr>
<td></td>
<td>Confirm confidence and commitment</td>
<td>“Thank you, I know this was hard…”</td>
</tr>
</tbody>
</table>

### Key Principles

- Maintain or enhance self-esteem.
- Listen and respond with empathy.
- Ask for help and encourage involvement.
- Share thoughts, feelings, and rationale. *(to build trust)*
- Provide support without removing responsibility. *(to build ownership)*

### Key Principle

<table>
<thead>
<tr>
<th>Key Principle</th>
<th>How to Use</th>
<th>Example Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain or Enhance Self-Esteem</td>
<td>Maintain</td>
<td>“I understand these are difficult times and individuals are feeling anxious…”</td>
</tr>
<tr>
<td></td>
<td>Focus on facts</td>
<td><em>I understand the confusion around the furlough process and how some decisions may seem unfair…</em></td>
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<tr>
<td></td>
<td>Respect and support others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clarify Motives</td>
<td></td>
</tr>
<tr>
<td>Maintain</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>---------------------------------------</td>
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<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Enhance</strong></td>
<td>Acknowledge good thinking and ideas</td>
<td>“The work you do contributes to the success of our department/research and we appreciate all you are doing through the situation…”</td>
</tr>
<tr>
<td></td>
<td>Recognize accomplishments</td>
<td>“We are excited for that you are continuing your studies during these trying times and helping to keep your commitment to everyone’s safety…”</td>
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<tr>
<td></td>
<td>Express and show confidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be specific and sincere</td>
<td></td>
</tr>
<tr>
<td><strong>Listen and Respond with Empathy</strong></td>
<td>Defuse negative emotions</td>
<td>“It’s obvious these decisions have caused a lot of anxiety and frustration for you…”</td>
</tr>
<tr>
<td></td>
<td>Empathize with positive feelings</td>
<td>“I understand the frustration with having to wear masks while attending classes. Our goal is to not only adhere to State and University policy, it is to ensure the safety of our community – students, faculty, staff, etc…”</td>
</tr>
<tr>
<td></td>
<td>Respond to both facts and feelings</td>
<td></td>
</tr>
<tr>
<td><strong>Ask for Help and Encourage Involvement</strong></td>
<td>Make involvement your first choice</td>
<td>“Now that you understand the need for wearing masks while on campus, what questions/concerns do you have?”</td>
</tr>
<tr>
<td></td>
<td>Unleash everyone’s ideas with questions</td>
<td>“Now that you understand the impact of the furloughs, what do you need to help you succeed..”</td>
</tr>
<tr>
<td></td>
<td>Encourage responsibility and involvement</td>
<td></td>
</tr>
<tr>
<td><strong>Share Thoughts, Feelings and Rationale</strong></td>
<td>Disclose feelings and insights appropriately</td>
<td>“I know these are dramatic budget cuts and everyone is struggling to understand how it affects us…”</td>
</tr>
<tr>
<td></td>
<td>Offer the “whys” behind a decision, idea, or change</td>
<td>“I can sense that you are feeling as though your work is not valued based on the cuts. These decisions were based on business needs and how we can best serve our students, staff and faculty…”</td>
</tr>
<tr>
<td></td>
<td>Makes sure your ideas, opinions, and experiences supplement—not—replace those of others</td>
<td>“Let me give you more detail on the decisions / process…”</td>
</tr>
<tr>
<td></td>
<td>Be honest—disclosing true feelings builds trusting relationships and can help others see issues in a new light</td>
<td>“I know the mask policy seems restrictive and challenging; however, our goal is to make sure our community remains safe during these uncertain times.”</td>
</tr>
<tr>
<td><strong>Provide Support without Removing Responsibility</strong></td>
<td>Help others think and do</td>
<td>“I know these new guidelines and process are new to you…”</td>
</tr>
<tr>
<td></td>
<td>Be realistic about what you can do and keep your commitments</td>
<td>“I know you have questions regarding long-term impact, I will share what I can…”</td>
</tr>
</tbody>
</table>
### Key Principle

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<tr>
<td>Resist the temptation to take over – keep responsibility where it belongs</td>
<td>“I understand you feel comfortable not wearing a mask in public; however, it is important for you to understand not everyone feels the same and the University is required to follow State mandates during this time and we must make sure everyone follows these policies. The University will share any changes to this mandate as we can…”</td>
</tr>
</tbody>
</table>

### Listen and Look – Watch for Signs of Breakdown

Pay attention to the content of the conversation while simultaneously perceiving the “conditions” such as:

- Physical signs – is the person starting fidget, has the facial expressions changed, what is the body language tell you
- Emotional signs – are the types of words they are using changing, is the tone of voice changing, is there a change in eye contact
- Behavioral signs – is the person going silent or are they getting more aggressive, are there outbursts

### What can you do if there is breakdown?

Take a break/breathe and consider which of the following actions might help:

- Apologize
- Use contrasting statements with purpose or intent if misunderstood (I don’t want…., I do want…)
- Get to mutual purpose/agreement
- Ask open ended questions
- Listen for intent **not** to formulate reply
Safety Protocol Compliance
What to do when non-compliance is observed

Non-Compliance Observed

Verbally advise type of non-compliance:
Please make sure you have your mask up / maintaining physical distance / area hygiene, etc.

Agrees

Sample Agreement Statement:
Thank you for doing your part to keep us safe!

Disagrees

Sample Disagreement Statement:
It sounds like you have changed your mind, which is absolutely your right. It also means you will need to depart campus now.

Sample Disagreement Statement:
Remember that in order to obtain access to campus today, you attested that you would abide by campus safe return rules? What has changed?

Agrees

Sample Disagreement Statement:
Because you have refused to follow through with your safety obligations and are also refusing to leave campus, I am obligated to report you to student conduct/Human Resources. I will also need to contact campus security.

Disagrees
What to do when faced with a critical conversation...

The following is an example of how to use the key principles when non-compliance is observed. This same process can be used with other critical conversations.

**Observation – Agreement**

- Non-Compliance Observed

- Verbally advise type of non-compliance:
  Please make sure you have your mask up / maintaining physical distance / area hygiene, etc.

- Sample Agreement Statement:
  Thank you for doing your part to keep us safe!

**Key Principles**

- **Goal – Reach Agreement**
  - **Key Principle(s)**
    - Maintain Self-Esteem
      - Focus on facts (not the person)
      - Respect and support others
      - Clarify Motives
Key Principles

Goal – Reach Agreement

Key Principle(s)

- Maintain Self-Esteem
  - Focus on facts (not the person)
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  - Defuse negative emotions
  - Empathize with positive feelings
  - Respond to facts and feelings

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Observation – Disagreement

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Goal – Reach Agreement

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Observation – Disagreement

Key Principles

Goal – Reach Agreement

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- Provide Support without Removing Responsibility
  - Help others to think and do
  - Be realistic about what you can do and what the other person’s responsibility is

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Sample Disagreement Statement:
Agrees

Agrees

Disagrees

Disagrees
Resources

Visit the HR Learning and Development Website for more information on resources and courses.

Learning and Development

The University of Colorado Denver | Anschutz Medical Campus Learning & Development unit is responsible for the design and delivery of professional development programs for all university faculty and staff. The resources cover a wide variety of topics including professional development opportunities, interpersonal skills, management competencies, and targeted topics specific to the University.

Our strategy is to deliver professional and leadership development at all stages that is linked directly to supporting the University’s Mission, Vision, and Values, as well as the execution of the strategic priorities related to streamlining and promoting development programs at all career stages.

COURSES, RESOURCES & SERVICES

New Employee Orientation

Required Training

Consulting and Custom Services

Instructor Led Training

On-Line Training Resources

Learning and Development Team

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Link to website:  https://www1.ucdenver.edu/offices/human-resources/learning-development