

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!

 Denver

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

Student 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



Denver

Faculty Guide for Holding Students Accountable for Health Mandates

Setting Expectations:

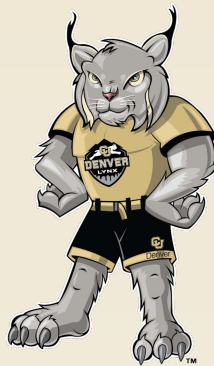
- Cover all campus expectations in the syllabus coupled with a class discussion of campus and classroom expectations.
 - Should include actions/consequences with non-compliance.

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

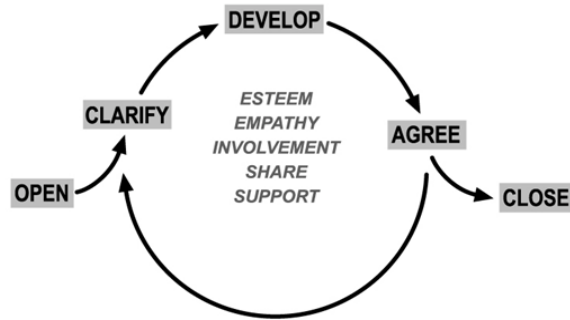
1. Purpose and scope of Student Conduct Code.
 - a. The health and safety of members of the university community are the primary concerns of the CU Denver. To this end, CU Denver has instituted expectations for students pertaining to the mitigation of the spread of infectious disease. The Office of Student 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:
 - a. Educating oneself about the infectious disease and following all CDC guidelines. Information about the COVID-19 pandemic can be found here: i. <https://www.cdc.gov/coronavirus/2019-ncov/index.html>.
 - b. Understanding the local, regional, and statewide recommendations. These can be found here:
 - a. <https://www.colorado.gov/cdpheii>.
 - b. <https://www.denvergov.org/content/denvergov/en/covid-19.html>
 - 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

INTERACTION PROCESS




DDI®

Step	Interaction Guidelines	Example Phrases
Open	Clearly state the purpose and importance of the discussion Cite how accomplishing the purpose will benefit other decisions	<i>"I wanted to take some time to talk with you about the upcoming budget restrictions..."</i> <i>"I need to discuss the importance of everyone doing their part to maintain a safe environment by wearing a mask..."</i>
Clarify	Seek and share facts and figures about the situation/tasks Identify issues and concerns	<i>"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."</i> <i>"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."</i>
Develop	Spark creativity by seeking and discussing ideas Explore needed resources/support Build commitment to implement ideas	<i>"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."</i>
Agree	Specify actions, including contingency plans if appropriate, follow-up, how to measure progress, etc. Be sure to agree upon needed resources and support	<i>"To summarize, we agreed..."</i> <i>"So we are in agreement..."</i>



Step	Interaction Guidelines	Example Phrases
Close	Highlight important features of plan Confirm confidence and commitment	<i>"I think we have a good plan here, and I feel confident..."</i> <i>"Thank you, I know this was hard..."</i>

Key Principles



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)*

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Key Principle	How to Use	Example Phrases
Maintain or Enhance Self-Esteem	Maintain Focus on facts Respect and support others Clarify Motives	Maintain <i>"I understand these are difficult times and individuals are feeling anxious..."</i> <i>I understand the confusion around the furlough process and how some decisions may seem unfair..."</i>



Key Principle	How to Use	Example Phrases
	<p>Enhance</p> <p>Acknowledge good thinking and ideas</p> <p>Recognize accomplishments</p> <p>Express and show confidence</p> <p>Be specific and sincere</p>	<p>Enhance</p> <p><i>“The work you do contributes to the success of our department/research and we appreciate all you are doing through the situation...”</i></p> <p><i>“We are excited for that you are continuing your studies during these trying times and helping to keep your commitment to everyone’s safety...”</i></p>
Listen and Respond with Empathy	<p>Defuse negative emotions</p> <p>Empathize with positive feelings</p> <p>Respond to both facts and feelings</p>	<p><i>“It’s obvious these decisions have caused a lot of anxiety and frustration for you...”</i></p> <p><i>“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...”</i></p>
Ask for Help and Encourage Involvement	<p>Make involvement your first choice</p> <p>Unleash everyone’s ideas with questions</p> <p>Encourage responsibility and involvement</p>	<p><i>“Now that you understand the need for wearing masks while on campus, what questions/concerns do you have?”</i></p> <p><i>“Now that you understand the impact of the furloughs, what do you need to help you succeed..”</i></p>
Share Thoughts, Feelings and Rationale	<p>Disclose feelings and insights appropriately</p> <p>Offer the “whys” behind a decision, idea, or change</p> <p>Makes sure your ideas, opinions, and experiences supplement—not—replace those of others</p> <p>Be honest—disclosing true feelings builds trusting relationships and can help others see issues in a new light</p>	<p><i>“I know these are dramatic budget cuts and everyone is struggling to understand how it affects us...”</i></p> <p><i>“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...”</i></p> <p><i>“Let me give you more detail on the decisions / process...”</i></p> <p><i>“I know the mask policy seems restrictive and challenging; however, our goal is to make sure our community remains safe during these uncertain times.”</i></p>
Provide Support without Removing Responsibility	<p>Help others think and do</p> <p>Be realistic about what you can do and keep your commitments</p>	<p><i>“I know these new guidelines and process are new to you...”</i></p> <p><i>“I know you have questions regarding long-term impact, I will share what I can...”</i></p>



Key Principle	How to Use	Example Phrases
	Resist the temptation to take over – keep responsibility where it belongs	<i>“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...”</i>

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



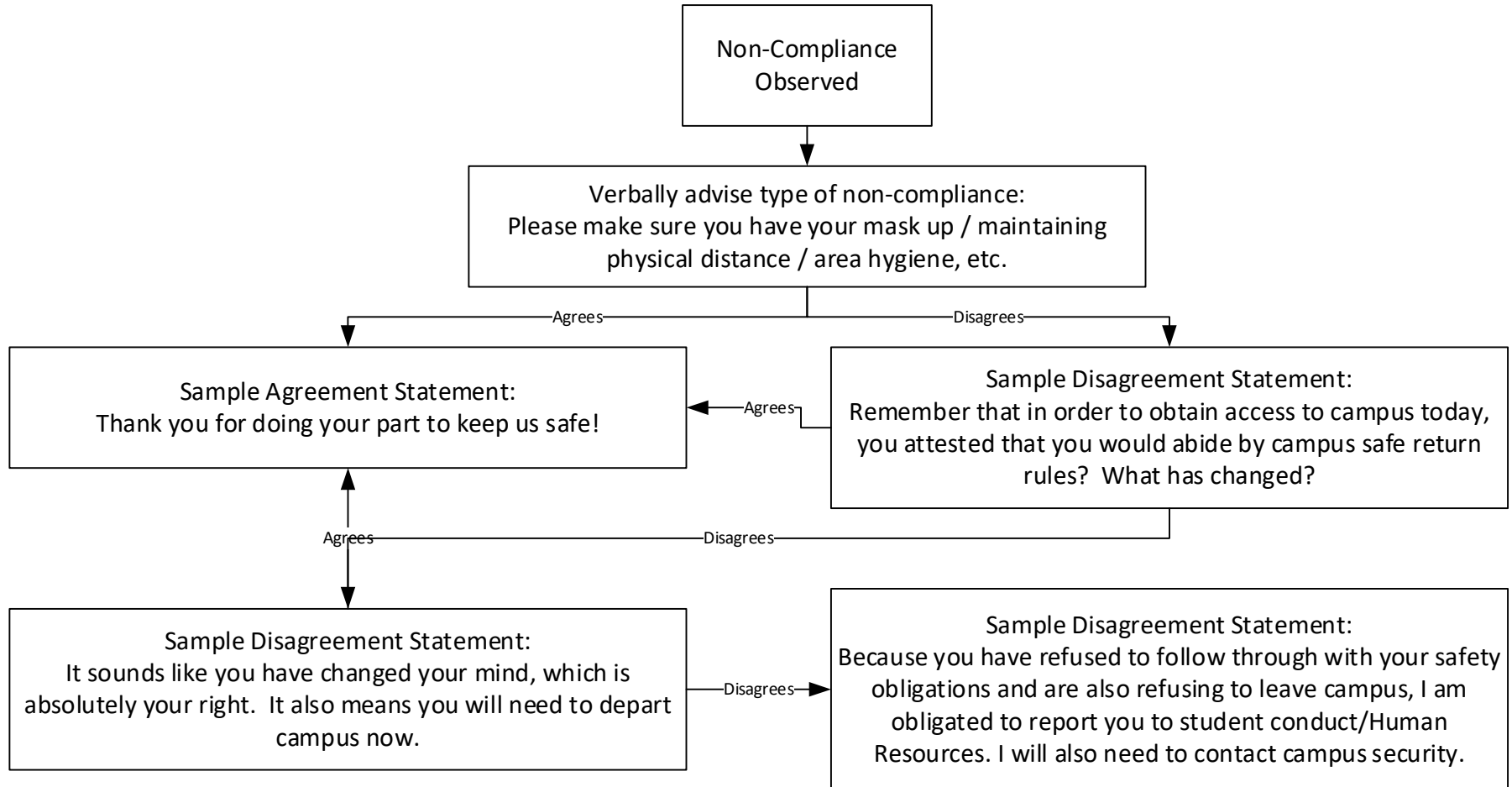
What can you do if there is breakdown?

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

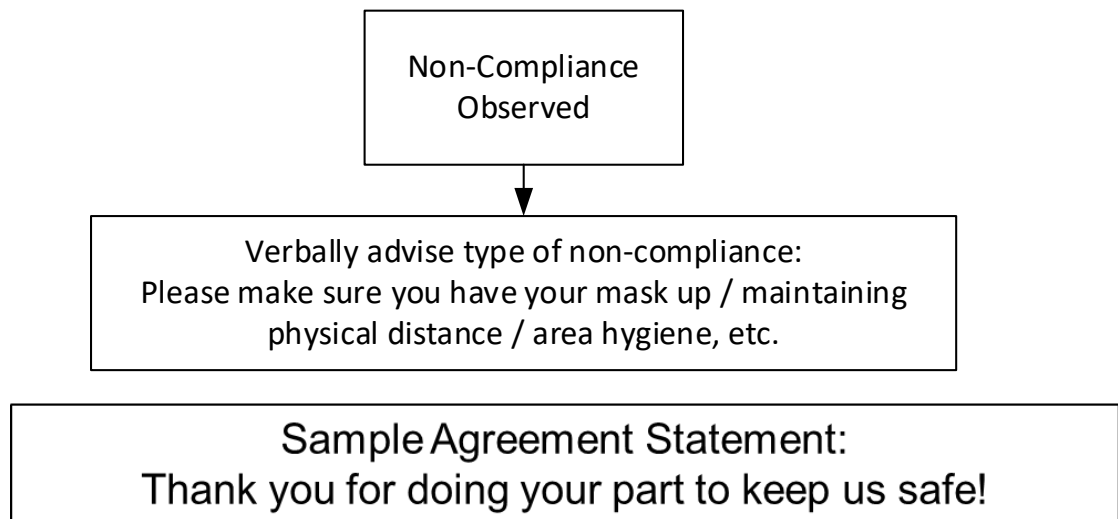




What to do when faced with a critical conversation...

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



Key Principles

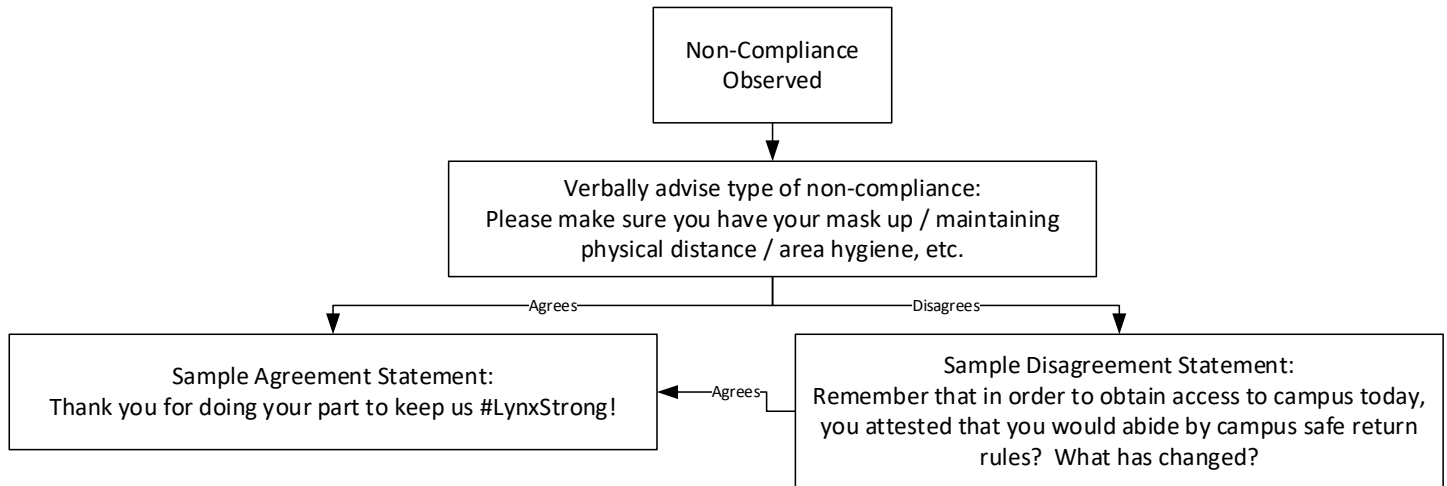
Goal – Reach Agreement

Key Principle(s)

- Maintain Self-Esteem
 - Focus on facts (not the person)
 - Respect and support others
 - Clarify Motives



Observations – Disagreement



Key Principles

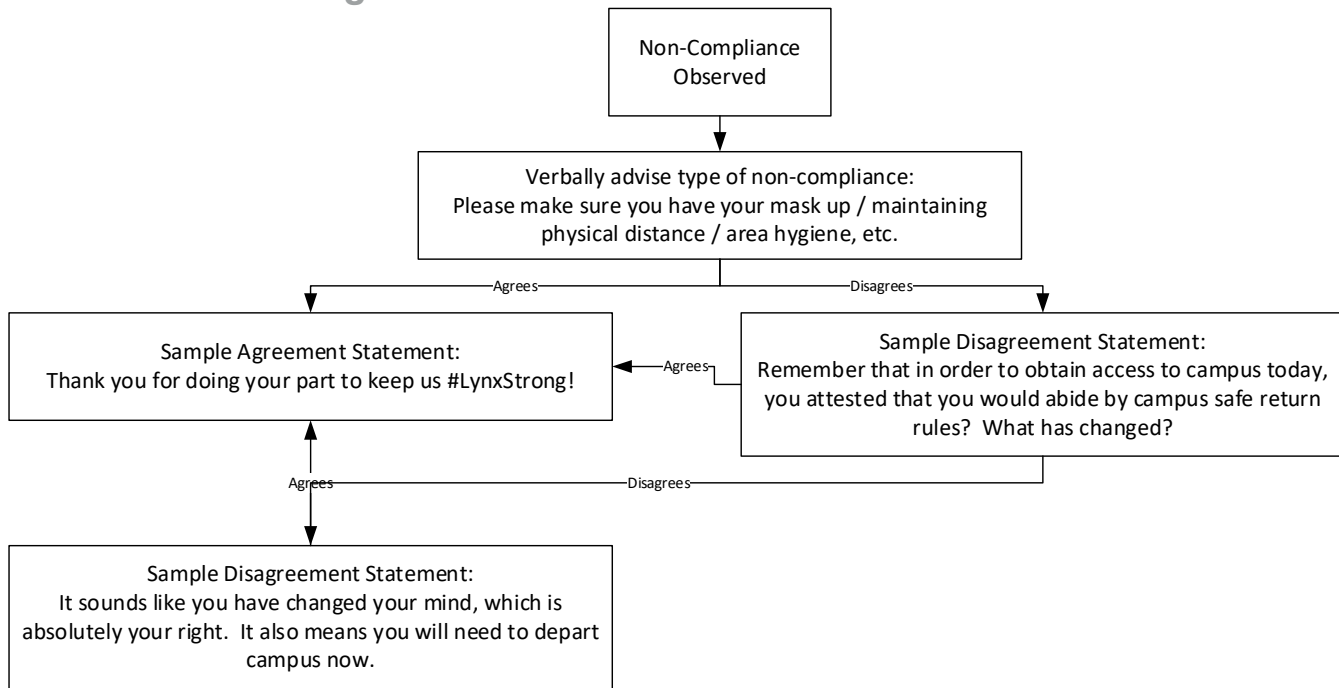
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 - Focus on facts (not the person)
 - Respect and support others
 - Clarify Motives
- Listen and Respond with Empathy
 - Defuse negative emotions
 - Empathize with positive feelings
 - Respond to facts and feelings



Observation – Disagreement



Key Principles

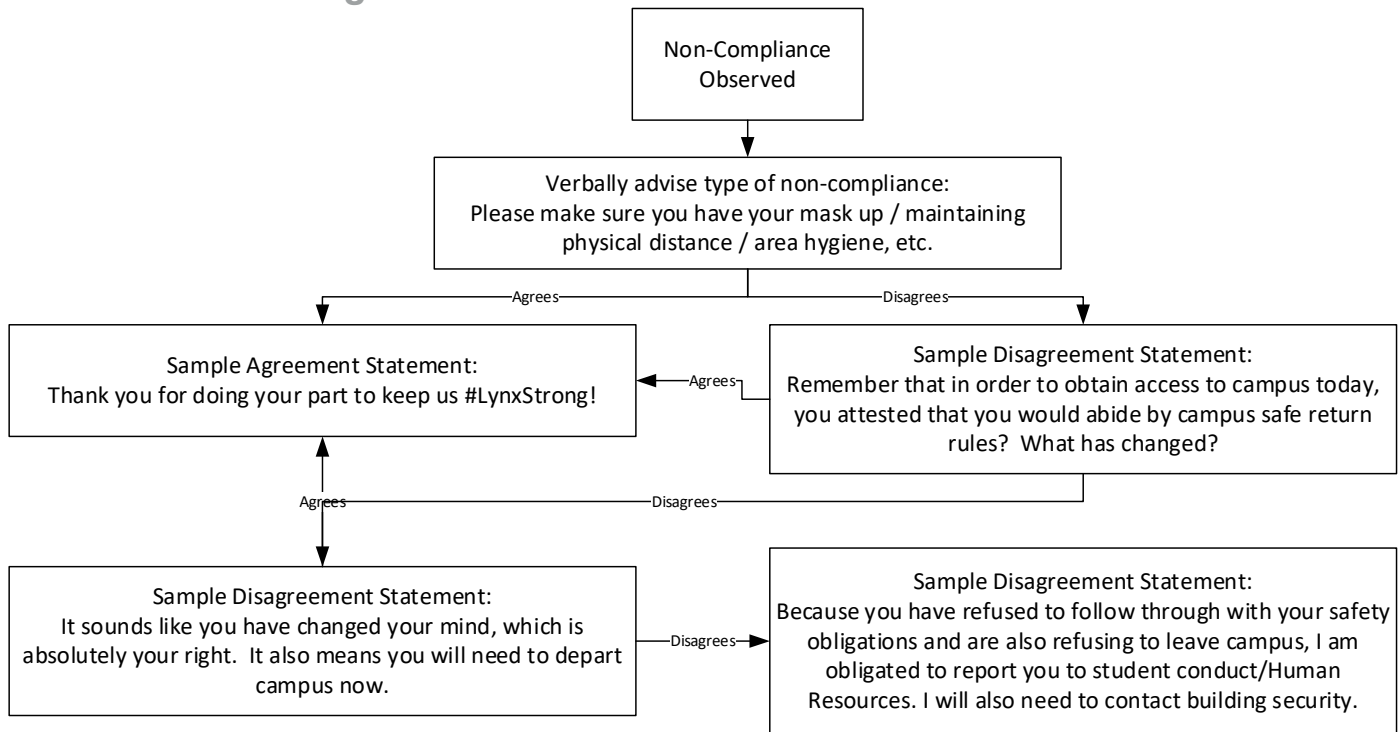
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- Share Thoughts, Feelings, and Rationale
 - Offer the “why’s” behind the decision, idea or change
 - Be honest – help others see the issue in a new light



Observation – Disagreement



Key Principles

Goal – Reach Agreement

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- Share Thoughts, Feelings, and Rationale
 - Offer the “why’s” behind the decision, idea or change
 - Be honest – help others see the issue in a new light
- 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



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. We provide courses on a wide variety of topics including professional development opportunities, interpersonal skills, manager competencies, and targeted topics specific to the University.







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



CONTACT INFORMATION

- Main Email
- 303-724-9698
- 303-724-9684

COURSES, RESOURCES & SERVICES

 <p>New Employee Orientation Required for all new employees within 31 days of hire.</p> <p>About New Employee Orientation</p>	 <p>Required Training Courses required by the University and your campus. Some courses are role/position specific.</p> <p>View the Required Training Courses</p>	 <p>Instructor Led Training In-person courses offered to all university faculty and staff</p> <p>View the Instructor Led Training Courses</p>
 <p>On-Line Training Resources Resources to enhance your on-line training experience.</p> <p>View On-Line Training Resources</p>	 <p>Consulting and Custom Services Custom courses, team events, and consulting designed to meet your unique needs.</p> <p>About Consulting & Custom Courses</p>	 <p>Learning and Development Team Meet the staff that design and deliver your training courses.</p> <p>Meet the Learning & Development Team</p>

Link to website: <https://www.ucdenver.edu/offices/human-resources/learning-development>