

Diversity Awareness Training

Presented by:
University of Connecticut
Office of Institutional Equity

Training Team

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 - Sarah Chipman, J.D., Director of Investigations
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 - Katherine Johansen, EEO and Search Compliance Specialist
 - Ann Coolidge Randall, J.D., Paralegal & Legal Administrator
 - Susan Hoge, Executive Assistant

Basics



Cell Phones



Laptops/iPads



Questions & Breaks



Late Entry/Early Exit

Agenda

Understanding Diversity and Its Definition



Standards for Working With and Serving Persons from Diverse Populations



Skills & Strategies for Dealing with Interpersonal Conflicts and Addressing Differences



Applicable Federal and State Laws & University Policies



Remedies Available to Victims of Discrimination and Hate Crimes



Your Rights, Responsibilities & Obligations

GRADUATE STUDENT CONTEXT

Graduate Students have two intersecting roles:

- **Positions of authority** within the scope of teaching and research assistant roles.
- **Subordinate positions** within the scope of graduate student role.

We will discuss both roles today, with a focus on your roles when acting in positions of authority.

Why Diversity Awareness Training?

Connecticut General Statute (C.G.S.)
§46a-54(16) mandates diversity
training and education for state
employees.

UCONN's Definition of Diversity

*"It is understood that the definition of diversity is ever changing and is constantly being ratified. **Diversity encompasses the presence and participation of people who differ by age, color, ethnicity, gender, national origin, race, religion, and sexual orientation; and includes those with disabilities and from various socio-economic backgrounds. It encompasses not only individuals and groups, but also thoughts and attitudes.** The fabric of diversity at our University must be woven in thought and in experience, within a climate where diverse views are welcomed and respected and where there is a commonality that comes from working together to effect constructive change."*

The Report of the Diversity Action Committee of the University of Connecticut Board of Trustees, April, 16, 2015

Understanding Diversity

- ❖ As our communities and workplaces become increasingly more diverse, understanding the perspectives of diversity will be an important requirement for relating to members of the UCONN community including visitors and people doing business with the University.
- ❖ We need to learn to embrace the differences between people to prevent supporting prejudicial stereotypes and discrimination.

Stereotypes

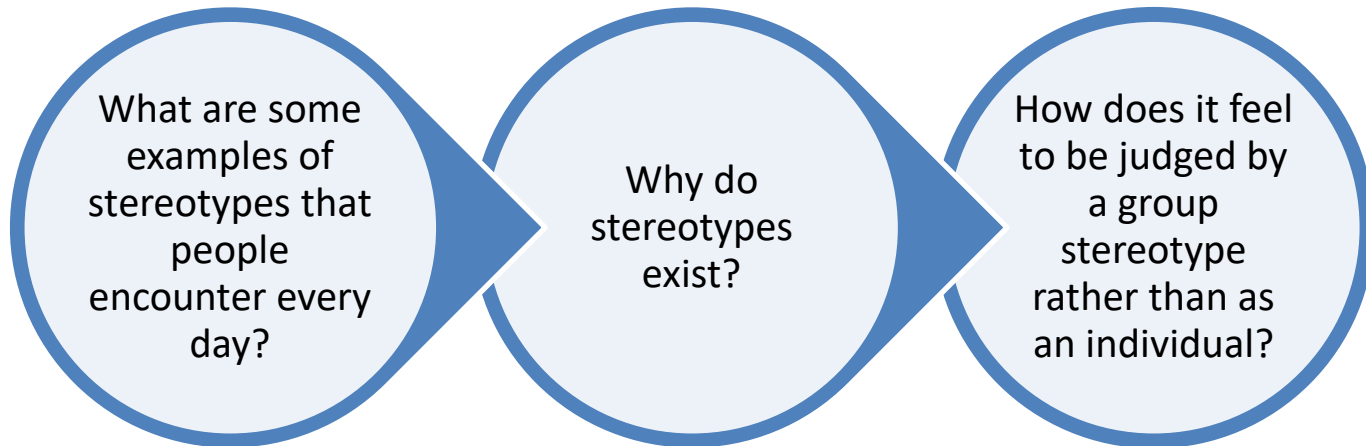


Characteristics attributed to categories of people

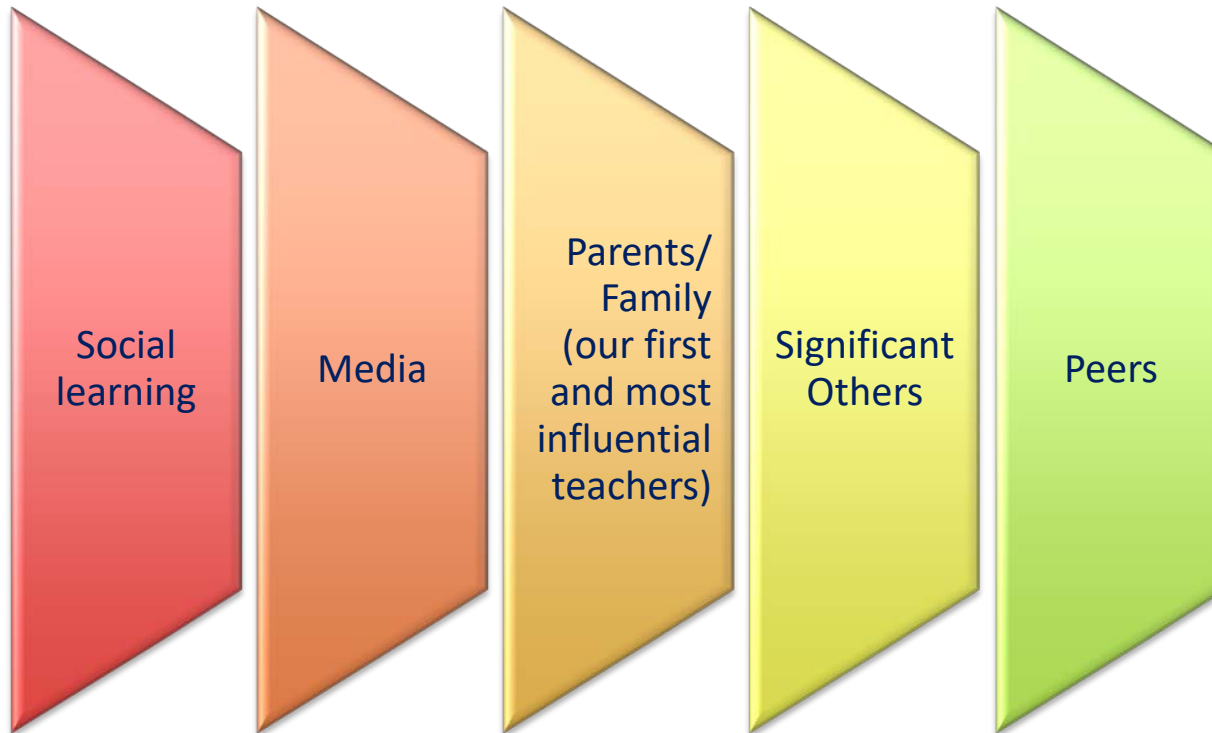
Rooted in the history of relations between groups

Often overgeneralized, inaccurate and negative

Stereotypes



Origin of Stereotypes



Now Playing *“Diversity: Face to Face”*

Stereotypes





Prejudice

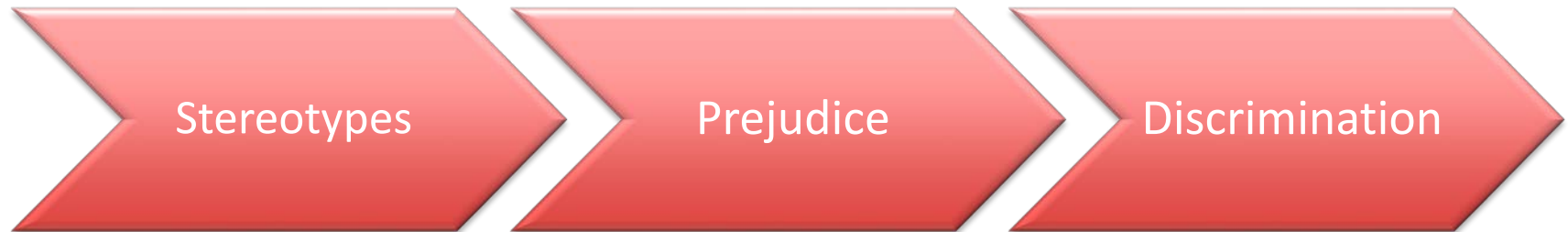
Negative attitudes towards social groups. Prejudice occurs when individuals are prejudged and disliked based on their group memberships.

Prejudice can be founded on any group-based characteristics

- Race
- Ethnicity
- National Origin
- Sex
- Age
- Social Class
- Appearance
- Disability
- Sexual Orientation
- Religion
- Language
- Geographic Region

Discrimination

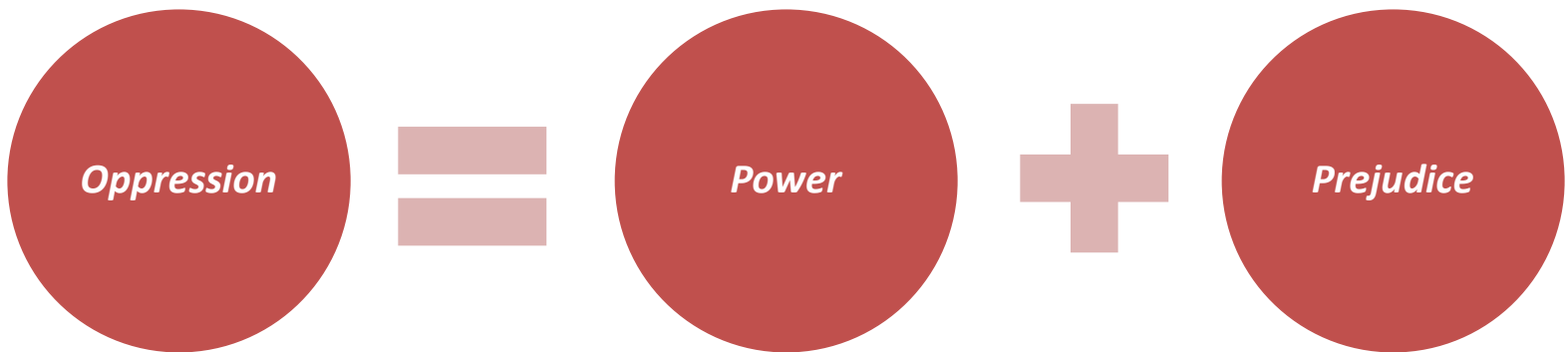
Discrimination is the behavioral component of the attitude of prejudice. It consists of “a selectively unjustifiable behavior towards members of a target group.”



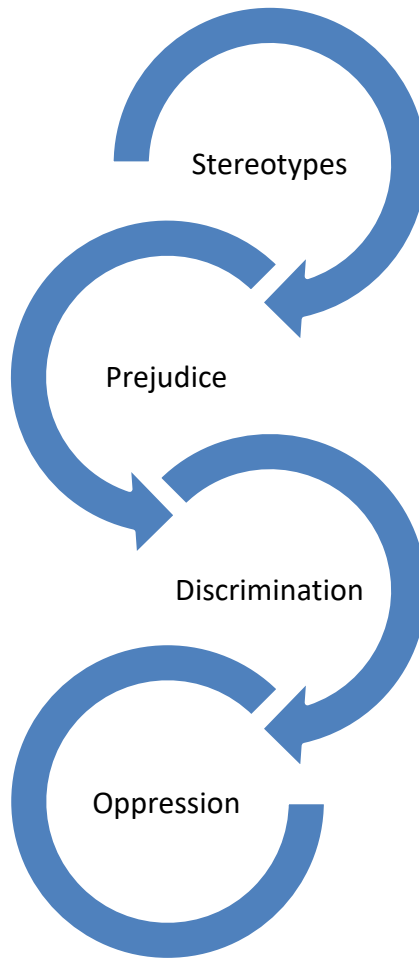
Handbook of Research on Multicultural Education

Oppression

A system that maintains advantage and disadvantage based on social group memberships and operates, intentionally and unintentionally, in **individual** (*social group*), **institutional** (*policies, laws, rules, norms, & customs*), and **cultural** (*social norms, roles, rituals, language, music, art*) levels.



Stereotype to Oppression



Consider This . . .

- ❖ Binh, a Vietnamese American employee, has been working for the University for several years in an administrative position. He speaks English fluently but has an accent.
- ❖ Recently he was transferred to another department within the University. Whenever Binh is assisting students, one of his co-workers runs over and “helps out” by answering the students’ questions.

Consider This . . .

- ❖ At first, Binh thought his co-worker was trying to be helpful, but one day Binh overheard his co-worker tell the other staff:
- ❖ ***“I don’t know how anyone can understand him. We don’t have time to explain things over and over again to students. Perhaps Binh should be assigned to an area where he does not have to speak with students.”***

What Would You Do?

What are the issues from each of the parties involved in this scenario?

What should be done to help Binh?

What should be done to help his co-worker?

Have you had similar experiences at your workplace? If so, how was it handled?

Now Playing “*Diversity: Face to Face*”

Benefits

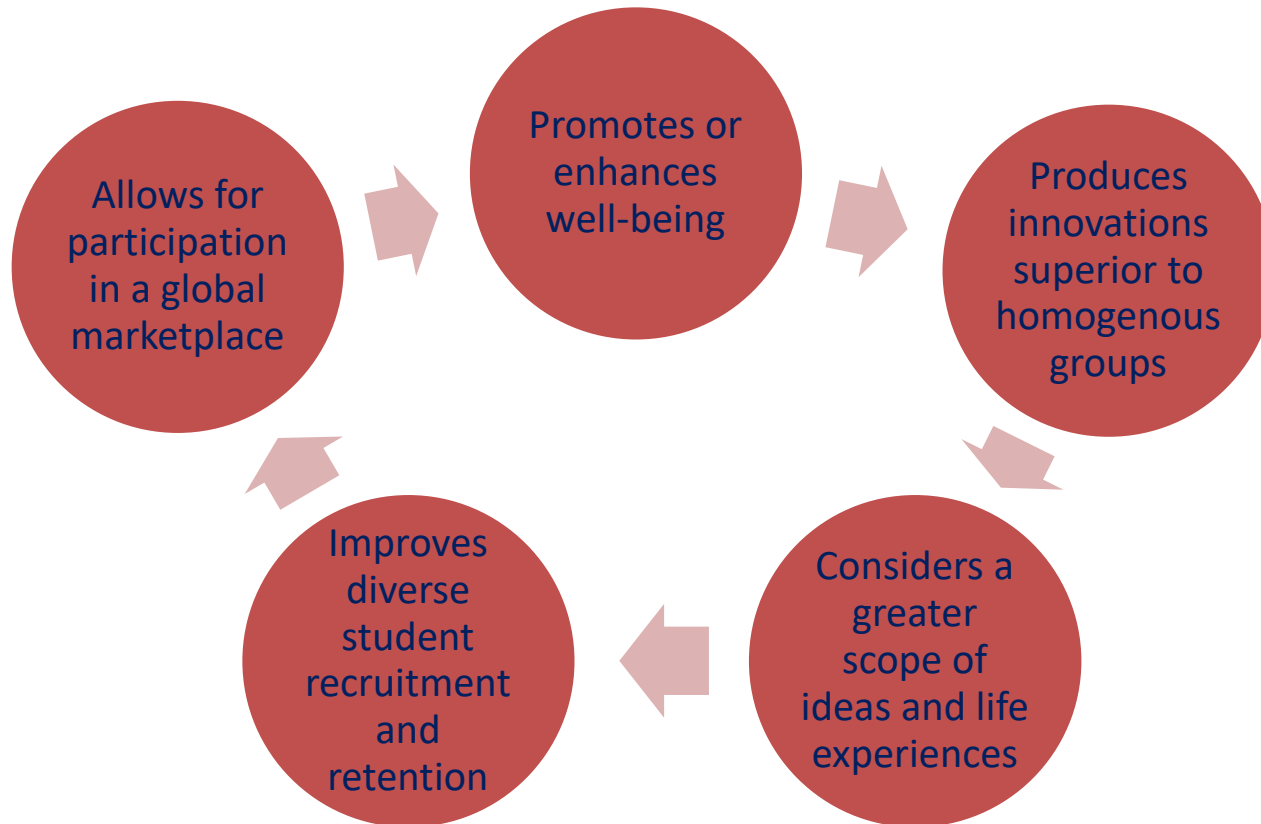




Cultural Sensitivity

- ❖ Being aware that there are many cultural differences as well as similarities, without assigning values (better or worse, right or wrong) to those cultural differences.
- ❖ The ability to be open to learning about and accepting of different cultural groups.

Benefits of a Diverse Workplace



Consider This . . .

- ❖ Veronica, a Latina lesbian, is a new academic counselor working for the University of Connecticut. She heard that UConn was a great place to work. Then, one day her partner came to pick her up and several people in the office commented about “her.”
- ❖ Veronica began to notice that her co-workers did not want to sit with her at lunch time, and others ignored her completely or suddenly stopped talking to her.

What Would You Do?

What are the critical issues in this scenario?

What might be some underlying causes of these problems?

How would you recommend handling this situation (i.e., What would you say or do)?

What is likely to happen if nothing is done?

Skills & Strategies



00:00

Let's Take A Break!

Discrimination & Harassment

Discrimination is conduct that is based upon an individual's protected class that

- ❖ excludes them from participation,
- ❖ denies them benefits,
- ❖ treats them differently or
- ❖ adversely affects a term or condition of their employment, education living environment or participation in a University program or activity.

Discriminatory harassment is considered offensive when abusive behavior (words or conduct) directed at an individual or group based upon a protected class that creates an intimidating or offensive work or educational environment (hostile work environment).

Applicable Federal and State Laws

- ❖ Americans with Disabilities Act of 1990 (ADA) as amended 2009
- ❖ The Age Discrimination in Employment Act of 1967 (ADEA)
- ❖ Civil Rights Act of 1964 (Title VI and Title VII)
- ❖ Executive Order of 11246 of 1965
- ❖ Equal Pay Act (EPA)
- ❖ Title IX of the Education Amendments of 1972
- ❖ Section 504 of Rehabilitation Act of 1973
- ❖ Vietnam Era Veterans Readjustment Assistance Act of 1974 (VEVRAA)
- ❖ Genetic Information Non Discrimination Act of 2008 (GINA)
- ❖ Connecticut General Statutes
- ❖ Violence Against Women Act (VAWA)

Protected Classes in Employment

- ❖ **Age**
- ❖ **Ancestry**
- ❖ **Color**
- ❖ Criminal record (in state employment and licensing)
- ❖ Genetic information
- ❖ **Learning disability**
- ❖ Marital status
- ❖ **Past or present history of mental disability**
- ❖ **Intellectual disability**
- ❖ **National origin**
- ❖ **Physical disability**
- ❖ **Prior protected activity**
- ❖ **Race**
- ❖ **Religion**
- ❖ **Sex, including pregnancy and sexual harassment**
- ❖ Sexual orientation
- ❖ Gender identity or expression
- ❖ Workplace hazards to reproductive systems
- ❖ *Veterans*

Policies

Policy Against Discrimination,
Harassment, and Related
Interpersonal Violence

Affirmative Action & Equal
Employment Opportunity
Policy

Applicable University Policies

Policy Statement: People With
Disabilities

Non-Retaliation Policy

Supervisory Employee Reporting Obligations

EMPLOYEES WHO SUPERVISE OTHER EMPLOYEES have a “heightened” duty to receive and report allegations of discrimination including sexual harassment.

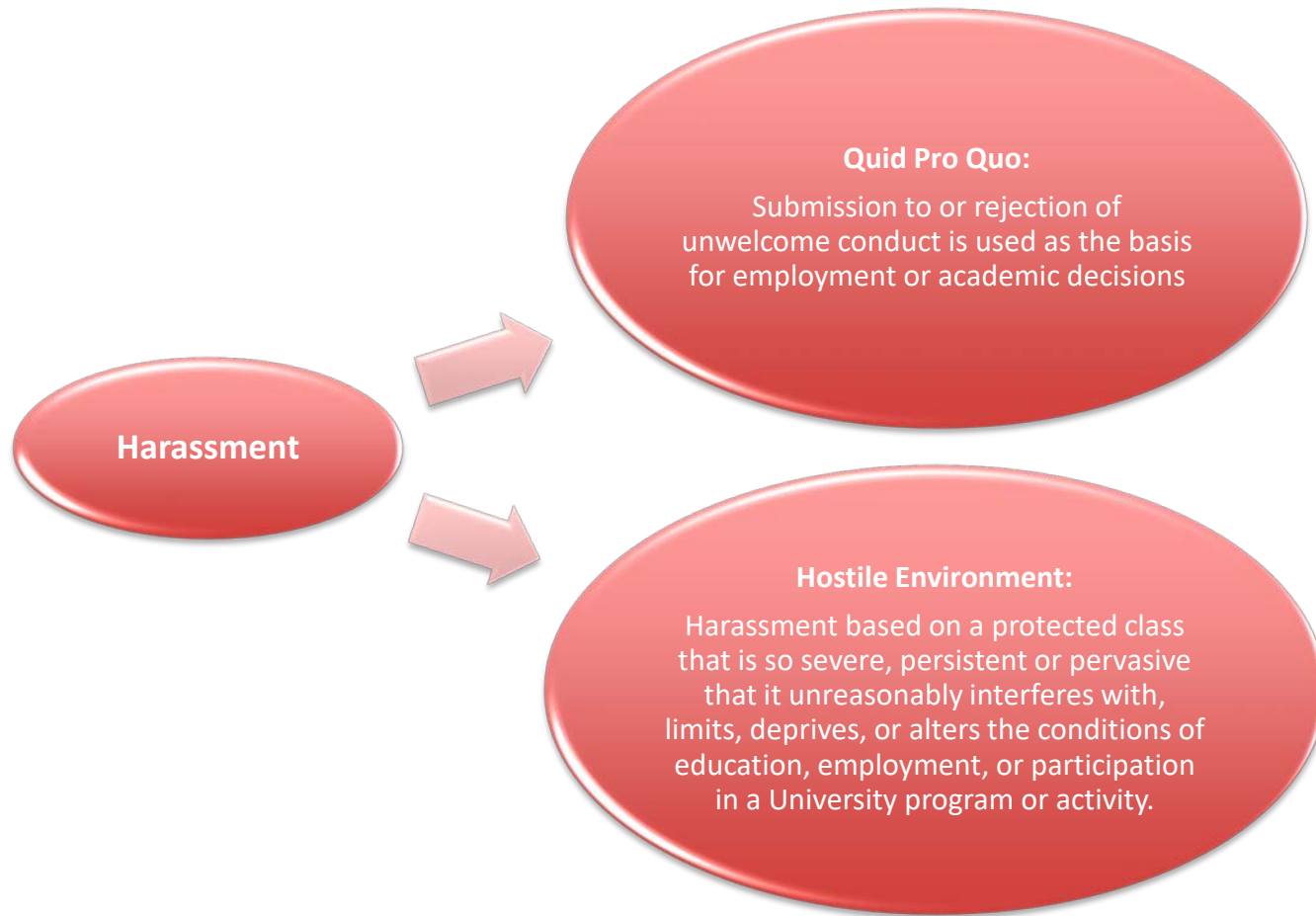
- ❖ Deans, Directors, Department Heads and Supervisors are obligated to report any discrimination, harassment or inappropriate amorous relationship to OIE and/or OFSLR as soon as it becomes known to them.
- ❖ Failure to report any known incidents is a policy violation as serious as the original discriminatory act.
- ❖ Complaints about student misconduct are addressed through OIE and/or Community Standards. ‘Student’ includes student-employees.

Examples of an Adverse Action

Any adverse action impacting the terms and conditions of employment that is based on a protected classification

- ❖ Failure to Hire/Promote
- ❖ Termination
- ❖ Unsuitable Reassignment
- ❖ Hours/Assignment

Types



Other Discriminatory Practices

Third Parties

Third parties who overhear comments or witness discriminatory harassment may also file complaints.

Male employees can file claims against other male employees who were overheard making derogatory remarks about women (hostile work environment) and vice versa.

Members of the Same Class

Victims and Harassers can belong to the same protected class.

Individuals of the same gender or sexual orientation can engage in sexual harassment of each other.

Neutral Policies

- ❖ Some neutral employment policies or practices may exclude certain protected classes or groups in significantly greater percentages than others. If there is a business necessity for the practice and there is no equally effective alternative, the practice will be lawful despite its impact.
- ❖ If there is not a business necessity for the practice or the business need could readily be met in a way that has less impact, the practice will be **unlawful**.

Neutral Policies

- ❖ An employer has a “no-beard” rule, which disproportionately excludes male members of the Sikh religion which forbids the cutting or removing of any body hair.
- ❖ The employer must be able to demonstrate that beards affect job performance or safety. Also, there must be no alternatives to a strict “no-beard” rule that would meet the employer’s business or safety needs.

Neutral Policies

- ❖ Fire Departments have a physical ability requirement of applicants being able to lift, carry, raise and lower a 45 pound weight a certain distance in 36 seconds.
- ❖ “The employer must be able to demonstrate the need for its employees to meet these physical demands in order to fulfill the essential functions the job.”

National Origin Discrimination

Treating
someone
less
favorably
because

- He or she comes from a particular place
- Because of his or her ethnicity or accent
- Because it is believed he or she has a particular ethnic background

National Origin Discrimination

ACCENT DISCRIMINATION

- An employer may not base a decision on an employee's foreign accent unless the accent materially interferes with job performance.

ENGLISH FLUENCY

- A fluency requirement is only permissible if required for the effective performance of the position for which it is imposed.

SPEAK ENGLISH- ONLY RULES

- English only rules must be adopted for non-discriminatory reasons. An English-only rule may be used if it is needed to promote the safe or efficient operation of the employer's business. (Limited application)

Religious Discrimination

Employers must reasonably accommodate employees' sincerely held religious practices unless doing so would impose an undue hardship.

Accommodations may include:

- flexible scheduling
- voluntary substitutions or swaps
- job reassignments and lateral transfers
- modification of grooming requirements or other workplace practices, policies and/or procedures

Disability Discrimination

- ❖ An employer is required to make a reasonable accommodation to the known disability of a qualified applicant or employee.
- ❖ An employer is not required to lower quality, production or conduct standards to make an accommodation, nor is an employer obligated to provide personal use items such as glasses or hearing aids.
- ❖ Requests for Reasonable Accommodations are explored on a case-by-case basis through an interactive process.

Workplace Accommodations

The image shows a 'Reasonable Accommodation Request Form for Employees' from UConn. The form is titled 'Reasonable Accommodation Request Form for Employees' and includes the UConn logo and contact information for the ADA Accommodations Case Manager. It contains several sections: 'Instructions' regarding confidentiality and the Americans with Disabilities Act; a section for 'Employee/Student' information including name, email, phone, and address; a section for 'Supervisor's Name' and 'Job Title'; a section for 'Medical Information' where the employee describes their condition and requested accommodations; and a section for 'How long have you worked/taught at UConn?'. The form is dated 04/18.

- ❖ Accommodations are reviewed by HR ADA Case Manager
- ❖ An Accommodation Request Form and Authorization for Disclosure and Release of Medical Information Form must be submitted.
- ❖ The HR ADA Case Manager will facilitate a discussion with the employee's manager to determine what is reasonable.
- ❖ After interactive dialogue, HR ADA Case Manager assists to determine agreed upon accommodation(s).

Supervisor Best Practices

What to do upon receiving a request for an accommodation?

- ❖ Contact HR ADA Case Manager for assistance
- ❖ Ask for clarification from employee, if needed
- ❖ Act quickly upon receiving a request
- ❖ Implement the approved accommodation
- ❖ Maintain communication to ensure needs are met

Student Accommodations

- ❖ The Center for Students with Disabilities (CSD) approves accommodations
- ❖ CSD notifies teaching professional(s) of approved accommodation via email
- ❖ Teaching professionals may not refuse to provide approved accommodations
- ❖ Contact CSD if any questions or concerns regarding student accommodations

Interpreting Services

- ❖ University of Connecticut Interpreting Services (UCIS)
 - ❖ Sign language Interpretation
 - ❖ Communication Access Realtime Transcription (CART)
 - ❖ Training
 - ❖ Community Outreach

Wilbur Cross Building
860-486-2020
ucis@uconn.edu



Interpreting Services

- ❖ Best Practices
 - ❖ Face the person, make eye contact, do not yell or assume they can lip read
 - ❖ Communicate via pen/paper or texting
 - ❖ Ask the person their preference for communication

- ❖ To Request Interpreting Services:
 - ❖ UCIS.uconn.edu
 - ❖ Click on “Request Services”

Wilbur Cross Building
860-486-2020
ucis@uconn.edu



Animals on Campus Policy

- Policy & Procedures are in place regarding presence of animals on campus
- Categories of Animals:
 - Pet
 - Service Animal
 - Service Animal in Training
 - Emotional Support Animal



Animals on Campus Policy

Service Animals

- Any dog (or miniature horse) specifically trained to perform a task for the benefit of an individual with a disability
- Allowable in most spaces
- Prior permission not required but students residing on campus encouraged to contact Residential Life in advance; employees HR
- Service animals in training treated as pets under policy

Emotional Support Animals

- Any animal specifically designated by a qualified medical provider that alleviates one or more identified symptoms of an individual's disability
- Prior permission to bring into buildings or controlled spaces is required
- For questions: Students → CSD; employees → HR; visitors → OIE

Animals on Campus Policy

- Inquiries about service animal are strictly limited. When the task or work a service animal provides is not obvious, only two questions are allowed:
 1. Is the animal required because of a disability?
(ask only if the disability is not visibly apparent)
 2. What work or task has the animal been trained to do?
- For questions or additional information contact OIE or refer to the Animals on Campus Policy and FAQ available through policy.uconn.edu

Pregnancy Discrimination

- The Pregnancy Discrimination Act is an amendment to Title VII of the Civil Rights Act of 1964.
- Discrimination on the basis of pregnancy, child birth or related medical conditions constitutes unlawful sex discrimination.
- Employees have the right to be free from discrimination in relation to pregnancy, childbirth and related conditions, including the right to a reasonable accommodation to the known limitations related to pregnancy.

Pregnancy Discrimination


Pregnant employees must be treated the same as any other temporarily disabled person

An employer may not single out pregnancy-related conditions for special procedures to determine an employee's ability to work.

Pregnant employees must be permitted to work as long as they are able to perform their jobs.

An employer must hold open a job for a pregnancy-related absence the same length of time jobs are held open for employees on sick or disability leave.

CT Law Protects Breastfeeding



An employer must make "reasonable efforts" to provide a private location near the work area (not a toilet stall).

An employee may express breast milk or breastfeed at her work place during a meal or break period, and cannot be discriminated against for doing so.

Pregnancy And Breastfeeding Resources

- Pregnant and Parenting Working Group
- UConn Lactation Policy
 - Effective December 2016
 - Provides employees and students who are breastfeeding a private place and reasonable break time to express breast milk for their nursing child.
 - Consistent with relevant laws and regulations regarding breastfeeding in the workplace.

Age Discrimination

The Age Discrimination in Employment Act generally makes it unlawful to include age preferences, limitations, or specifications in job notices or advertisements.

A job notice or advertisement may specify an age limit **only** in the rare circumstances where age is shown to be a “bona fide occupational qualification” reasonably necessary to the normal operation of the business.

Race/Color Discrimination

- ❖ Title VII does not contain a definition of “race.” Race discrimination includes discrimination on the basis of one’s ancestry or physical or cultural characteristics associated with a certain race, such as skin color, hair texture or styles, or certain facial features.
- ❖ Color discrimination occurs when a person is discriminated against based on his/her skin pigmentation (lightness or darkness of the skin, complexion, shade or tone).

Retaliation for Protected Activity

An individual may not be fired, demoted, harassed or otherwise “retaliated” against for:

reporting or filing a charge of discrimination

participating in a discrimination proceeding

or otherwise opposing discrimination

“Any conduct that would dissuade a reasonable worker from making or supporting a charge of discrimination.”
Burlington Northern v. White

Charge Statistics - Nationally

Equal Employment Opportunity Commission (EEOC) Received
A Total of 88,778 Charges FY 2014

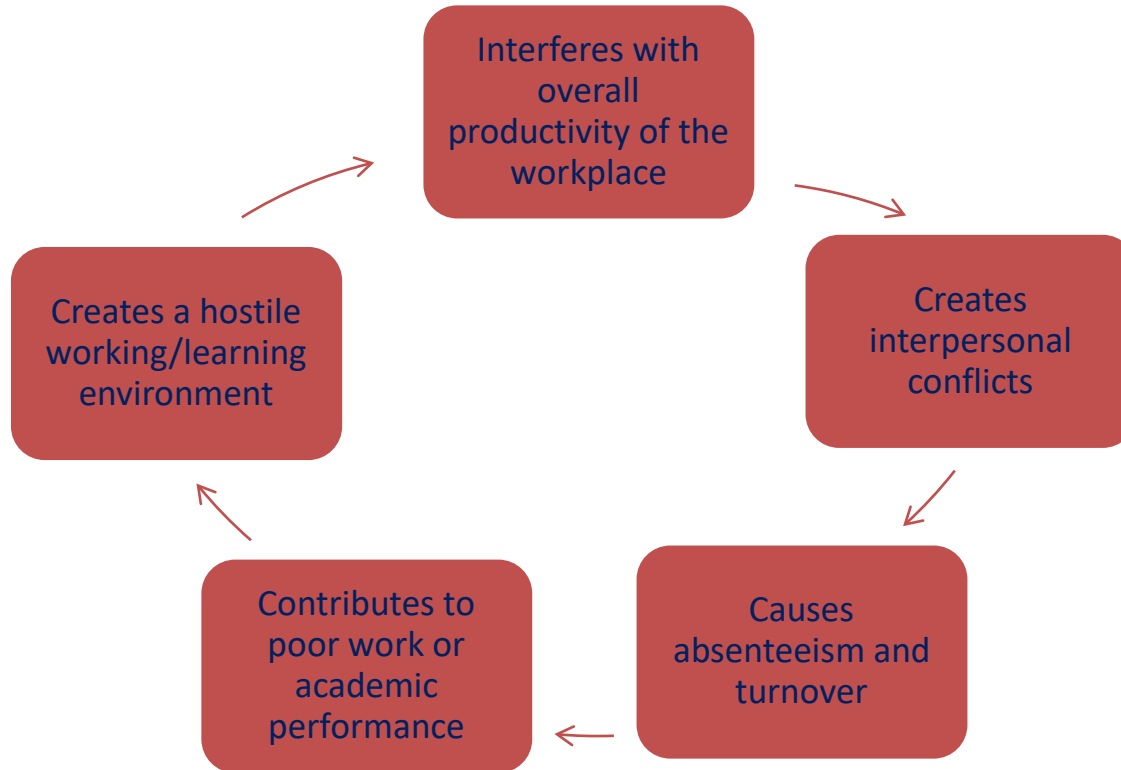
- ❖ 37,955 charges of **retaliation**
- ❖ 31,073 charges of **race** discrimination
- ❖ 26,027 charges of **sex-based** discrimination
- ❖ 25,369 charges of **disability** discrimination
- ❖ 20,588 charges of **age** discrimination
- ❖ 9,579 charges of **national origin** discrimination
- ❖ 6,862 charges of **sexual harassment**
- ❖ 3,549 charges of **religious** discrimination
- ❖ 3,400 charges of **pregnancy** discrimination
- ❖ 2,756 charges of **color-based** discrimination

Charge Statistics - CT

Equal Employment Opportunity Commission (EEOC) Received
A Total of 270 Charges FY 2014

- ❖ 114 charges of **retaliation**
- ❖ 98 charges of **race** discrimination
- ❖ 90 charges of **disability** discrimination
- ❖ 78 charges of **age** discrimination
- ❖ 62 charges of **sex-based** discrimination
- ❖ 23 charges of **national origin** discrimination
- ❖ 18 charges of **color-based** discrimination
- ❖ 14 charges of **religious** discrimination
- ❖ 1 charge of **pregnancy** discrimination

Effects of Discrimination



Hate Crimes/Bias-Related Incidents

HATE CRIMES

Congress has defined, a hate crime as a “**criminal offense** against a person or property motivated in whole or in part by an offender’s bias against a race, religion, disability, ethnic origin or sexual orientation.”

BIAS-RELATED INCIDENTS

Bias-related incidents are **non-criminal activities** that harm another because of that person’s race, national origin, age, ancestry, color, sex, gender identity or expression, sexual orientation, disability (physical or mental), religion, height, weight, marital status and veteran status.

Bias Incident Protocol

<http://dos.uconn.edu/bias-incident-protocol/>

Anyone can report bias incidents/graffiti/images to:

- The Dean of Students Office
- The University of Connecticut Police Department or the State Police
- Community Standards
- Office of Institutional Equity
- Assistant Vice President for Student Affairs (AVPSA), via other relevant staff members.

Hate Crimes/Bias-Related Incidents

HATE CRIMES

Painting racial slurs on the side of a building

Assaulting another person because of perceived sexual orientation

Throwing a rock through someone's window while yelling derogatory comments about the person's religion

BIAS-RELATED INCIDENTS

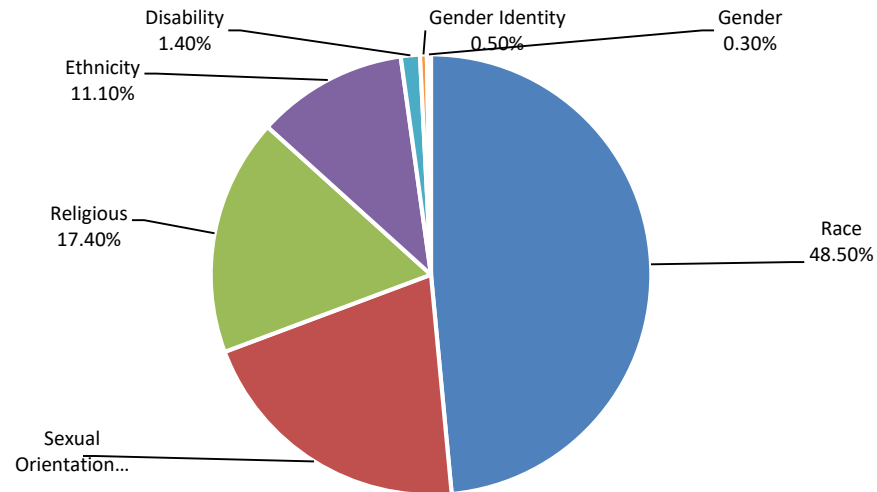
Writing a racial epithet in erasable marker on a someone's dry-erase board

Making fun of another person because of the person's language or accent

Making insulting comments about someone's traditional manner of dress or geographic origin

Hate Crimes Statistics

In 2013, there were 5,922 single-bias incidents reported to the United States Department of Justice Federal Bureau of Investigation (FBI). Of these offenses, 145 were reported in the State of Connecticut. In 2014, 1 hate crime occurred at UConn.



US Dept. of Justice FBI – November 2013

Internal Reporting

Office of Institutional Equity

Claims by/against University employees

(860) 486-2943 – Case Management

equity@uconn.edu

UCONN Police Department

911 – Emergencies

(860) 486-4800 - Routine calls

(860) 486-4444 (Anonymous Tip Line)

crimealerts@uconn.edu (Anonymous Email)

<http://police.uconn.edu/>

Office of Audit, Compliance & Ethics

(860) 486-4526 (Main Line)

(888) 685-2637 (ReportLine)

reportline@uconn.edu

<http://audit.uconn.edu/>

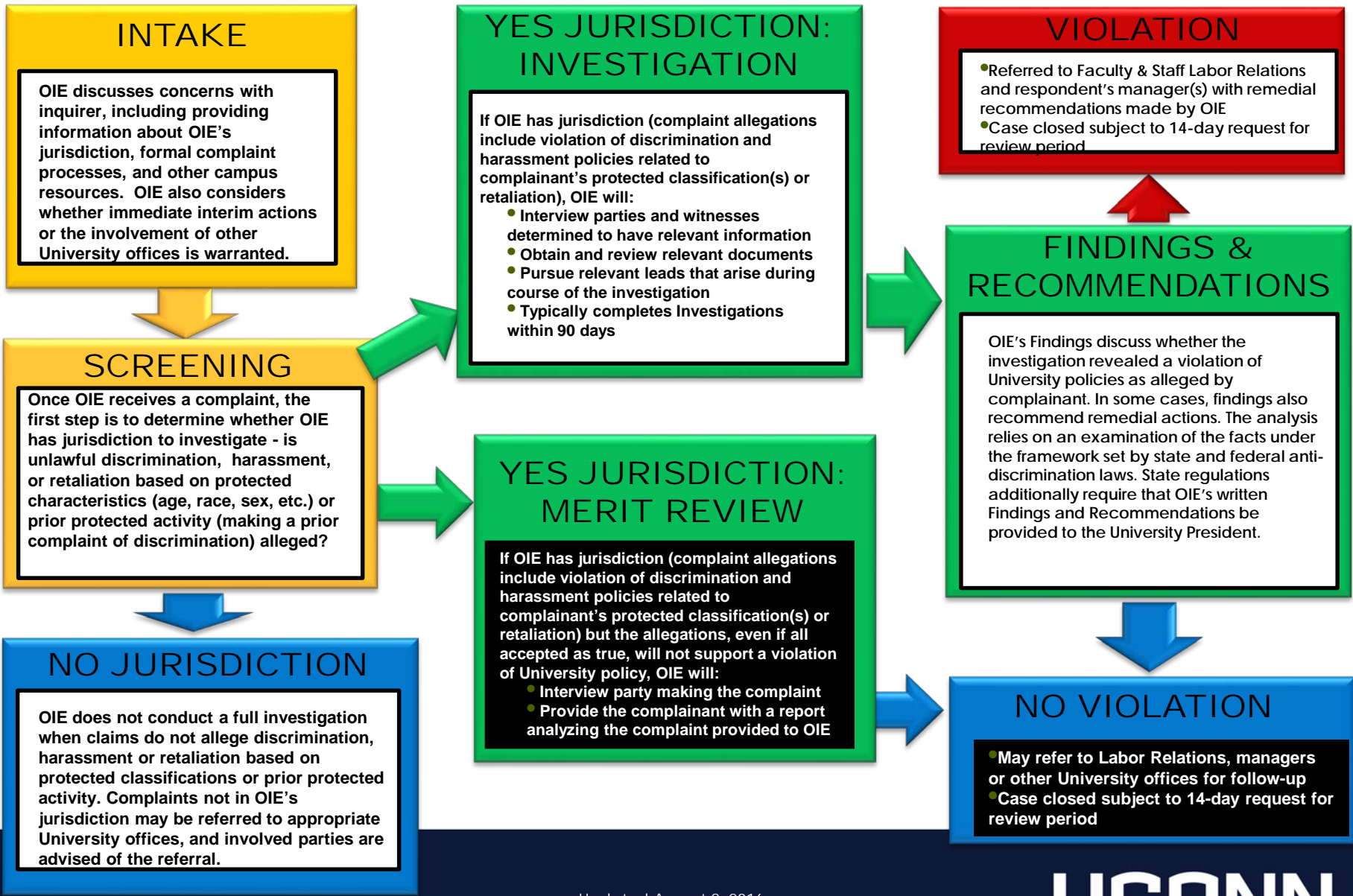
What You Can Expect If You File A Complaint



All complaints are taken seriously

Confidentiality is maintained to the extent possible by law and consistent with adequate investigation

Prohibition of retaliation will be enforced



INTAKE

OIE discusses concerns with inquirer, including providing information about OIE's jurisdiction, formal complaint processes, and other campus resources. OIE also considers whether immediate interim actions or the involvement of other University offices is warranted.

SCREENING

Once OIE receives a complaint, the first step is to determine whether OIE has jurisdiction to investigate - is unlawful discrimination, harassment, or retaliation based on protected characteristics (age, race, sex, etc.) or prior protected activity (making a prior complaint of discrimination) alleged?

NO JURISDICTION

OIE does not conduct a full investigation when claims do not allege discrimination, harassment or retaliation based on protected classifications or prior protected activity. Complaints not in OIE's jurisdiction may be referred to appropriate University offices, and involved parties are advised of the referral.

YES JURISDICTION: INVESTIGATION

If OIE has jurisdiction (complaint allegations include violation of discrimination and harassment policies related to complainant's protected classification(s) or retaliation), OIE will:

- Interview parties and witnesses determined to have relevant information
- Obtain and review relevant documents
- Pursue relevant leads that arise during course of the investigation
- Typically completes Investigations within 90 days

YES JURISDICTION: MERIT REVIEW

If OIE has jurisdiction (complaint allegations include violation of discrimination and harassment policies related to complainant's protected classification(s) or retaliation) but the allegations, even if all accepted as true, will not support a violation of University policy, OIE will:

- Interview party making the complaint
- Provide the complainant with a report analyzing the complaint provided to OIE

VIOLATION

- Referred to Faculty & Staff Labor Relations and respondent's manager(s) with remedial recommendations made by OIE
- Case closed subject to 14-day request for review period

FINDINGS & RECOMMENDATIONS

OIE's Findings discuss whether the investigation revealed a violation of University policies as alleged by complainant. In some cases, findings also recommend remedial actions. The analysis relies on an examination of the facts under the framework set by state and federal anti-discrimination laws. State regulations additionally require that OIE's written Findings and Recommendations be provided to the University President.

NO VIOLATION

- May refer to Labor Relations, managers or other University offices for follow-up
- Case closed subject to 14-day request for review period

External Reporting

Commission on Human Rights & Opportunities (CHRO)

21 Grand Street, Hartford, CT 06106
(860) 541-3400 // (800) 477-5737
TTY: (860) 541-3459

Equal Employment Opportunity Commission (EEOC)

John F. Kennedy Federal Building
475 Government Center, Boston, MA 02203
(617) 565-3200 // (800) 669-4000
TTY: (800) 669-6820

Office of Civil Rights (OCR)

U.S. Department of Education - Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW, Washington, DC 20202-1100
800-421-3481 // 202-453-6012 TDD: (800) 877-8339
Email: OCR@ed.gov

External Reporting

CHRO

(State)

- Formal written complaint filed within **180** days of the alleged discriminatory act.

EEOC

(Federal)

- Formal written complaint filed within **300** days of the alleged discriminatory act (must be filed within 180 days to preserve state claims).

Consequences & Risks

- ❖ Individuals who commit acts of discrimination may face disciplinary action (verbal counseling, letters of warning, suspension or termination).
- ❖ Deans, Directors, Department Heads and Supervisors are obligated to report any discrimination, harassment or inappropriate amorous relationship to OIE and/or OFSLR as soon as it becomes known to them.
- ❖ Individuals may face civil & criminal penalties.
- ❖ Employees can be held personally liable if acting outside the scope of his/her employment.

Remedies Available

Verbal counseling

Letters of warning

Suspension or termination

Hiring, promotion or reinstatement

Back pay

Front pay

Attorney's Fees

Punitive Damages
(§ 1983 Claims)

Cease and desist orders (injunctive relief)

Compensatory damages

Frequently Asked Questions

- ❖ Will I lose my job if I file a complaint?
 - ❖ No. Filing a complaint is protected activity. Firing you for doing so would be retaliation, which is prohibited by University policy.
- ❖ Can I file an anonymous/confidential complaint?
 - ❖ Yes, but it makes it difficult for OIE to investigate the concerns completely.
- ❖ What if my supervisor is aware of the harassment and does nothing?
 - ❖ Report the harassment to his/her supervisor and/or contact OIE.
- ❖ What should I do if my supervisor is the one responsible for the harassment?
 - ❖ Report the harassment to his/her supervisor and/or contact OIE.
- ❖ What should I do if the behavior only happened once and there were no witnesses?
 - ❖ Make notes of what happened and when, there may be a pattern of behavior. Call OIE.

Other University Assistance

- ❖ African American Cultural Center - (860) 486-3433
- ❖ Asian American Cultural Center - (860) 486-0830
- ❖ Puerto Rican/Latin American Cultural Center - (860) 486-1135
- ❖ Rainbow Center - (860) 486-5821
- ❖ Women's Center - (860) 486-4738

Other University Assistance

- ❖ University Ombuds Jim Wohl (Confidential)
(860) 486-5143
- ❖ Department of Human Resources
(860) 486-3034
- ❖ Office of Audit, Compliance & Ethics (OACE)
(860) 486-4526 – (888) 685-2637 (Office) (Confidential)
- ❖ Employee Assistance Program (EAP) (Confidential)
(860) 486-1307 or in CT (800) 852-4392
- ❖ Union Representative (if applicable)

Regional Campus Resources

Deans, Directors & AVPs

Avery Point

Director: Annemarie Seifert (860) 405-9010

Hartford

Director: Michael Menard - (860) 570-9208

Law School

Dean: Timothy S. Fisher - (860) 570-5127

School of Social Work

Interim Dean: Nina Heller - (860) 570-9141

Stamford

Director: Terrence Cheng - (203) 251-8510

Waterbury

Director: William Pizzuto - (203) 236-9815

Regional Campus Resources

REGIONAL CAMPUS STUDENT AFFAIRS CONTACTS

Avery Point - (860) 405-9024

Trudy Flanery, Director of Avery Point Student Affairs

Hartford - (860) 570- 9318

Paul Young, Director of Student Services

Law School - (860) 570-5132

Jennifer Cerny, Director of Student Services

School of Social Work - (860) 570-9137

Milagros Morrero-Johnson, Director of Student Services

Stamford - (203) 251-8487

Erica Granoff, Director of Student Services

Waterbury - (203) 236-9847

Stuart Brown, Exec. Program Director

Diversity Awareness Training

QUESTIONS??

Make sure you have your Husky
One Card scanned or Sign an
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