

A photograph of a university campus. In the foreground, a group of students is walking on a paved plaza. A person in a wheelchair is also visible. To the left, a brick building has a sign that says "UCONN" and "FINE ARTS". In the background, a large, modern stadium with a silver, geodesic dome is visible under a clear sky. The overall scene is bright and sunny.

# Diversity and Inclusion Training

Presented by:  
Office of Institutional Equity  
Office for Diversity and Inclusion

# Training Team

- **Office of Institutional Equity**
  - Elizabeth Conklin (she/her/hers) Associate Vice President and Title IX Coordinator,
  - Sarah Chipman (she/her/hers) Director of Investigations and Deputy Title IX Coordinator
  - Bob Camilleri, (he/him/his) Associate Director of Investigations
  - Jamila Goolgar (she/her/hers) EEO Investigator
  - Katherine Kenyon (she/her/hers) EEO and Search Compliance Specialist
  
- **Office for Diversity and Inclusion**
  - Elsie Gonzalez (she/her/hers), Director, Diversity and Inclusion Programming Initiatives
  - Kelsey O’Neil (they/them/theirs), Director, Rainbow Center
  - Angela Rola (she/her/hers), Director, Asian-American Cultural Center
  - Willena K. Price, (she/her/hers) Director, African-American Cultural Center

# Basics



Cell Phones



Laptops/iPads



Questions &  
Breaks



Late Entry/Early  
Exit



# Agenda

- 
- Understanding Diversity and Its Definition
  - Stereotypes, Bias, and Microaggressions
  - Prejudice, Discrimination, Privilege, and Oppression
  - 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.*



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

# Commitment to 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 Report of the Diversity Action Committee of the University of Connecticut Board of Trustees, April, 16, 2015*

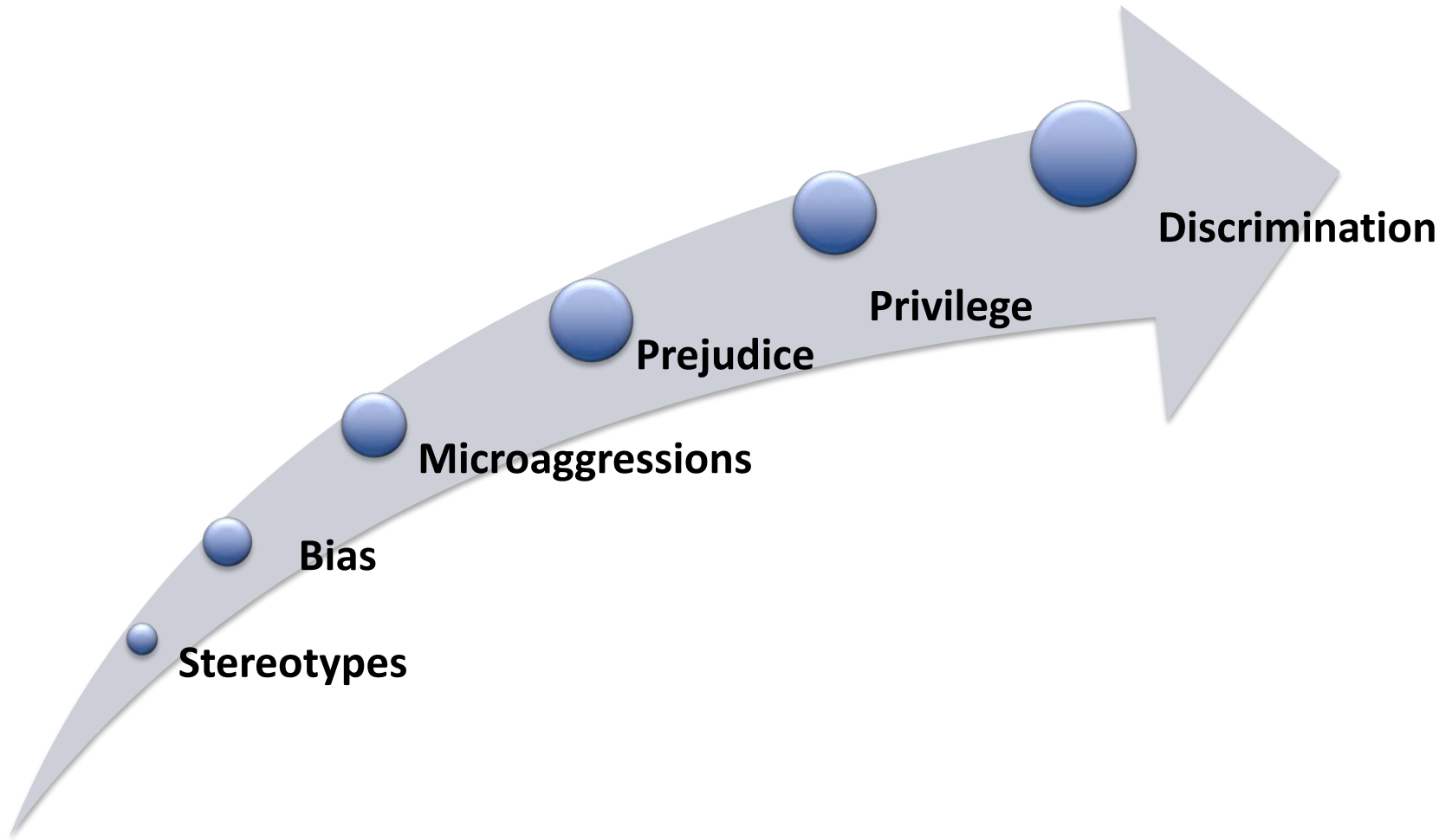
# Understanding Diversity and Inclusion

What is  
Diversity?

What is  
Inclusion?



# Barriers to Inclusion



# Stereotypes

Characteristics attributed to categories of people

Rooted in the history of relations between groups

Often overgeneralized, inaccurate and negative

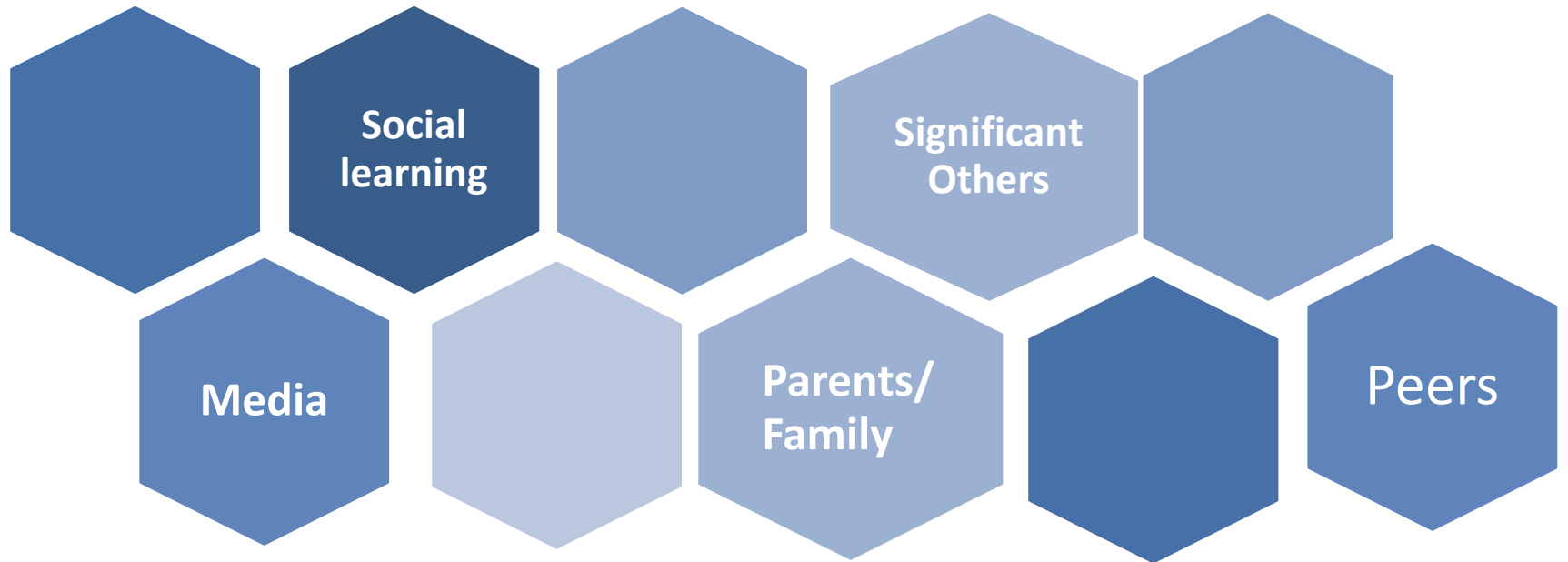
# Stereotypes

What are some examples of stereotypes that people encounter every day?

Why do stereotypes exist?

How does it feel to be judged by a group stereotype rather than as an individual?

# Origin of Stereotypes



# Implicit Bias

Attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

# Implicit Bias

## Cloning

Similar attributes/  
background

## Positive Stereotypes

Presumptions  
of  
competence

## Snap Judgments

Judgments  
with insufficient  
evidence

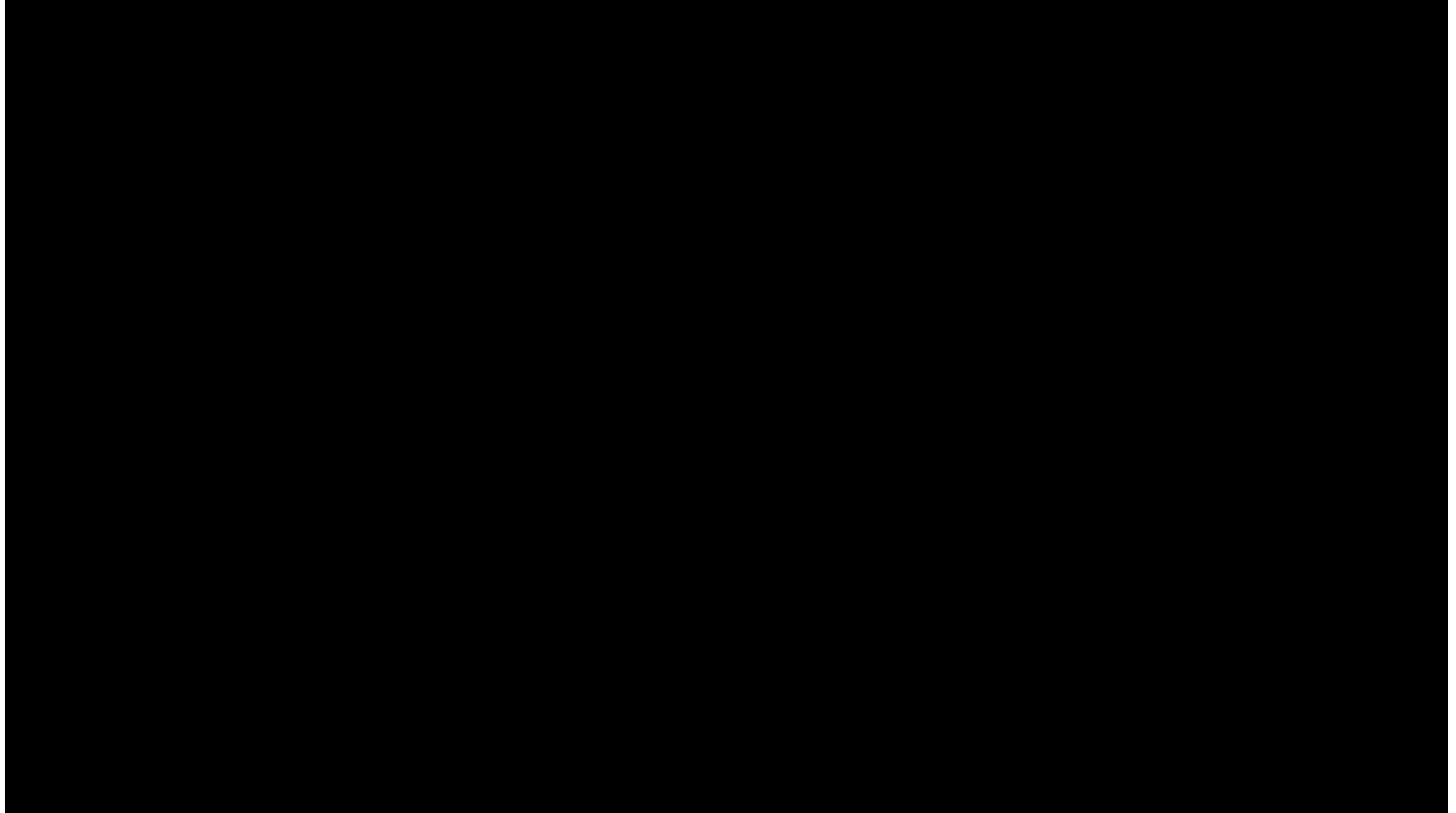
## Negative Stereotypes

Presumptions  
of  
incompetence

## Euphemized Bias

- Visionary
- Star
- Committed
- Focused

# Microaggressions



# Prejudice

Prejudice occurs when individuals are prejudged and disliked based on their group memberships. Prejudice can be founded on any group-based characteristics



# Discrimination

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

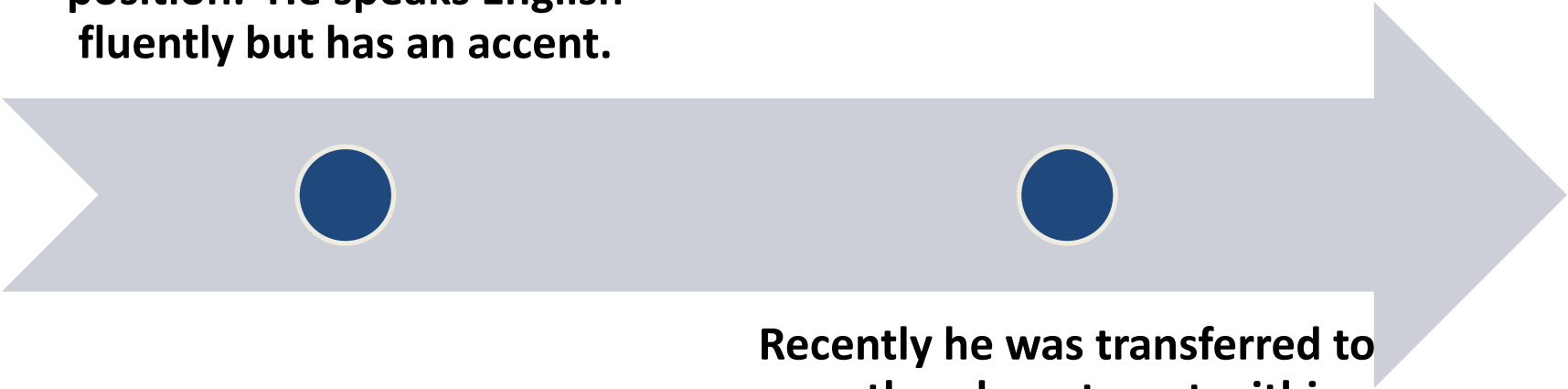
A system that maintains advantage and disadvantage based on social group memberships and operates, intentionally and unintentionally, on *individual* (social group), *institutional* (policies, laws, rules, norms, & customs), and *cultural* (social norms, roles, rituals, language, music, art) levels.



*Teaching for Diversity & Social Justice, 2007*

## 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.”*

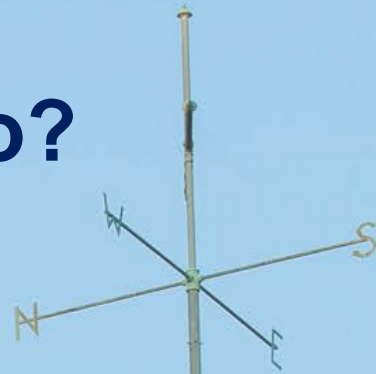
# What Would You Do?

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?



# Intersectionality



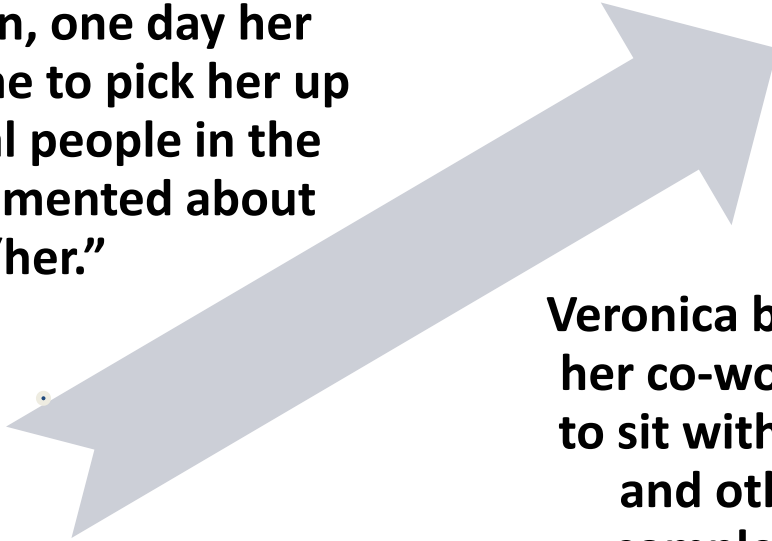
Intersectionality promotes an understanding of human beings as shaped by the interaction of different social locations (e.g., 'race'/ethnicity, Indigeneity, gender, class, sexuality, geography, age, disability/ability, migration status, religion).

These interactions occur within a context of connected systems and structures of power (e.g., laws, policies, state governments and other political and economic unions, religious institutions, media).

Through such processes, interdependent forms of privilege and oppression shaped by colonialism, imperialism, racism, homophobia, ableism and patriarchy are created.

# Consider This . . .

**Veronica, a gay Latinx woman, 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?

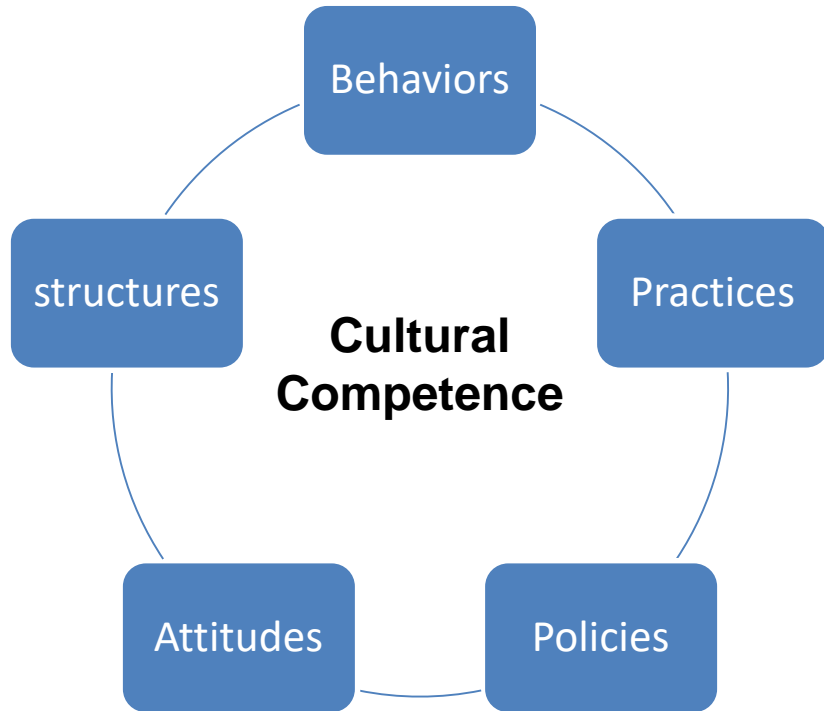
What might be some underlying causes of these problems?

How would you handle this situation?

What is likely to happen if nothing is done?



# Cultural Competence Conceptual Framework



Requires that organizations have a clearly defined congruent set of values that enable them to interact effectively across cultures

(Cross, Bazron, Dennis & Isaacs, 1989)

# Five Elements of Cultural Competence

## Individual Level

Acknowledge cultural differences

Understand your own culture

Engage in self-assessment

Acquire cultural knowledge & skills

View behavior within a cultural context

# Five Elements of Cultural Competence

## Organizational Level

Value diversity and inclusion

Conduct self-assessment

Manage the dynamics of difference

Institutionalize/embed cultural knowledge

Adapt to diversity (values, policies, structures & services)

# Elements in a Culturally Competent Organization



(Cross, Bazron, Dennis & Isaacs, 1989)

# Benefits of a Diverse Workplace



# Skills & Strategies



00:00

Let's Take A Break!



# Discrimination

**Discrimination** is any unlawful distinction, preference, or detriment to an individual that is based upon protected class.

- 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

**Discriminatory harassment** consists of verbal, physical, electronic, or other conduct based upon an individual's protected class that interferes with that individual's education or employment opportunities, participation in University programs or activities, or receipt of legitimately requested services.

# 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)

# Applicable Federal and State Laws

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)

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

# PROTECTED CLASSES IN EMPLOYMENT/APPLICANTS

- Age
- Ancestry
- Color
- Covered Veteran
- Criminal Record (in state employment and licensing)
- Gender identity or expression
- Genetic Information
- Learning disability
- Marital Status
- Past or present history of a mental disability
- Intellectual disability
- National Origin
- Physical disability
- Prior protected activity
- Race
- Religion
- Sex, including pregnancy and sexual harassment
- Sexual Orientation
- Workplace hazards to the reproductive system

# 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 as soon as it becomes known to them.

Failure to report any known incidents is a policy violation

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 of Harassment

## Quid Pro Quo:

Submission to or rejection of unwelcome conduct is used as the basis for employment or academic decisions

## Hostile Environment:

Harassment based on a protected class that is so severe, persistent or pervasive that it unreasonably interferes with, limits, deprives, or alters the conditions of education, employment, or participation in a University program or activity.



# Other Discriminatory Practices

Third Parties

- Third Parties may also file complaints

Members of the Same Class

- Victims and Harassers can belong to the same class

# Neutral Policies

Some employment policies or practices may exclude protected classes in significantly greater percentages than others. If business necessity exists 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

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:

- They come from a particular place
- Of ethnicity or accent
- It is believed they have 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

# Religious Accommodation

## Religious Accommodation Policy

Implemented August 2018

University's process for responding to requests from students and employees for religious accommodations

Reasonable change in the work or academic environment that enables a student or employee to practice or otherwise observe a sincerely held religious practice or belief without undue hardship on the University.

Students should request accommodations directly from instructor.

Employees should request accommodations directly from supervisor.

# 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 includes fields for personal and contact information, a section for medical information, and a section for accommodations. The UConn logo is in the top left corner. The form is titled 'Reasonable Accommodation Request Form for Employees' and includes the UConn logo and contact information for the ADA Accommodations Case Manager. The form is tilted and partially obscured by a blue arrow pointing to the right.

Accommodations are reviewed by HR ADA Case Manager

Request Form and Authorization for Disclosure and Release of Medical Information Form

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](http://UCIS.uconn.edu)
- Click on “Request Services”



# 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
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# 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](http://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

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

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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.

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# CT Law Protects Breastfeeding

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.

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

# 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 background of the slide is a photograph of a pond. In the foreground, there are several tall, green reeds with brown, cylindrical seed heads. The water in the pond is calm and reflects the sky and the surrounding trees. In the background, there are several tall, thin trees, some with green leaves and some without, under a clear, light blue sky.

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.

# Age Discrimination Act of 1975

Mandates that “no person in the United States shall, on the basis of age, be excluded from participation in, be denied the benefits of, or be subject to discrimination under, any program or activity receiving [f]ederal financial assistance.”

Any University Official may raise a concern about a student’s access to or participation in any University program, service, or activity based on that student’s age to UConn’s Age Act Committee

When a concern is submitted, the Age Act Committee will gather facts, deliberate and issue a decision on the student’s access or participation

# 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*

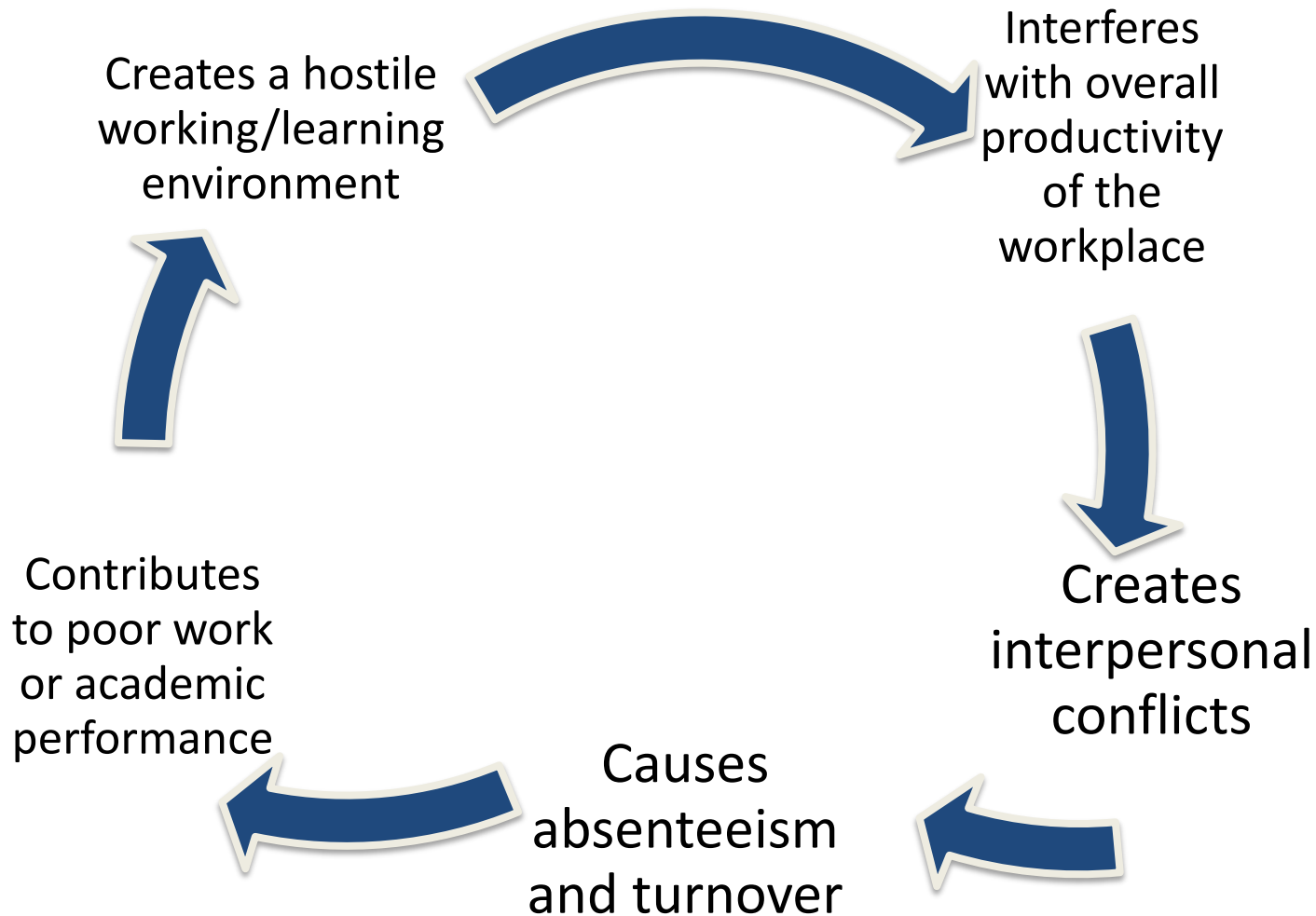


# Charge Statistics - Nationally

Equal  
Employment  
Opportunity  
Commission  
(EEOC)  
Received A  
Total of 84,328  
Charges FY  
2017

- 37,955 charges of **retaliation**
- 28,525 charges of **race** discrimination
- 26,866 charges of **disability** discrimination
- 25,601 charges of **sex-based** discrimination
- 18,372 charges of **age** discrimination
- 8,297 charges of **national origin** discrimination
- 6,862 charges of **sexual harassment**
- 3,436 charges of **religious** discrimination
- 3,400 charges of **pregnancy** discrimination
- 3,240 charges of **color-based** 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

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

Office for Diversity and Inclusion

AVPSA

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

# 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

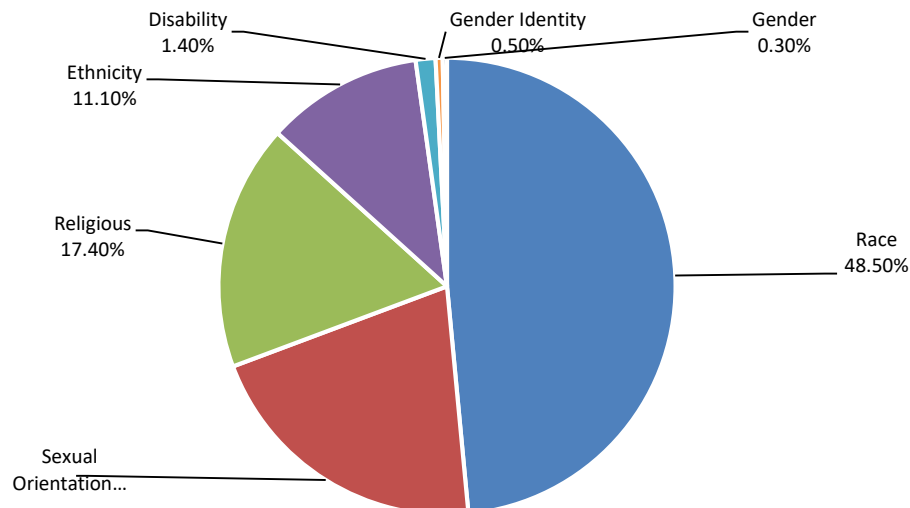
Making insulting comments about someone's traditional manner of dress or geographic origin

# 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](mailto:equity@uconn.edu)

## UConn Police Department

911 – Emergencies

(860) 486-4800 - Routine calls

(860) 486-4444 (Anonymous Tip Line)

[crimealerts@uconn.edu](mailto:crimealerts@uconn.edu) (Anonymous Email)

<http://police.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



# External Reporting

## **Commission on Human Rights & Opportunities (CHRO)**

450 Columbus Blvd., 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](mailto:OCR@ed.gov)

# External Reporting

**CHRO**  
(State)

- Formal written complaint filed within **300** days of the alleged discriminatory act.

**EEOC**  
(Federal)

- Formal written complaint filed within **300** days of the alleged discriminatory act.

# 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 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

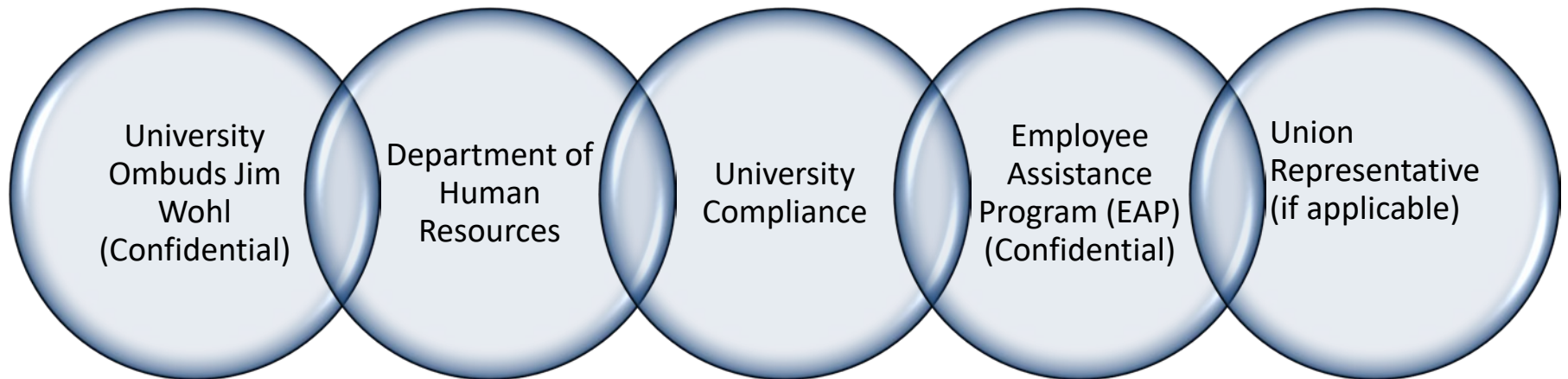
Puerto  
Rican/Latin  
American  
Cultural  
Center

Women's  
Center -

Asian  
American  
Cultural  
Center

Rainbow  
Center

# Other University Assistance



# Diversity Awareness Training

## QUESTIONS??

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