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 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

Policy Statement: People With Disabilities

Non-Retaliation Policy

Applicable University Policies
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
- Bias
- Microaggressions
- Prejudice
- Privilege
- Discrimination
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

- Social learning
- Significant Others
- Parents/Family
- Peers
- Media
Implicit Bias

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

- Cloning
  - Similar attributes/background
- Snap Judgments
  - Judgments with insufficient evidence
- Positive Stereotypes
  - Presumptions of competence
- Negative Stereotypes
  - Presumptions of incompetence
- Euphemized Bias
  - Visionary
  - Star
  - Committed
  - Focused
Microaggressions
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
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 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

Cultural Competence

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

1. Acknowledge cultural differences
2. Understand your own culture
3. Engage in self-assessment
4. Acquire cultural knowledge & skills
5. View behavior within a cultural context

(Cross, Bazron, Dennis & Isaacs, 1989)
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)

(Cross, Bazron, Dennis & Isaacs, 1989)
Elements in a Culturally Competent Organization

(Cross, Bazron, Dennis & Isaacs, 1989)
Benefits of a Diverse Workplace

- Promotes or enhances well-being
- Produces innovations superior to homogenous groups
- Considers a greater scope of ideas and life experiences
- Improves diverse student recruitment and retention
- Allows for participation in a global marketplace
Skills & Strategies

- Recognize differences
- Build your self-awareness
- Do not assume your interpretation is correct
- Practice appropriate communication
- Acknowledge any discomfort, hesitation or concern
- Share your experience honestly
- Give your time and attention when communicating
- Do not evaluate or judge
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 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.
<table>
<thead>
<tr>
<th>Applicable Federal and State Laws</th>
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<tbody>
<tr>
<td>Americans with Disabilities Act of 1990 (ADA) as amended 2009</td>
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<tr>
<td>The Age Discrimination in Employment Act of 1967 (ADEA)</td>
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<tr>
<td>Civil Rights Act of 1964 (Title VI and Title VII)</td>
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<tr>
<td>Executive Order of 11246 of 1965</td>
</tr>
<tr>
<td>Equal Pay Act (EPA)</td>
</tr>
</tbody>
</table>
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

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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
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 may also file complaints

- Victims and Harassers can belong to the same class

Third Parties

Members of 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.
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

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?

1. **Contact HR ADA Case Manager for assistance**
2. **Ask for clarification from employee, if needed**
3. **Act quickly upon receiving a request**
4. **Implement the approved accommodation**
5. **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”
Policy & Procedures are in place regarding presence of animals on campus.

### Categories of Animals:

<table>
<thead>
<tr>
<th>Pet</th>
<th>Service Animal</th>
<th>Service Animal in Training</th>
<th>Emotional Support Animal</th>
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Animals on Campus Policy
# 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
The Pregnancy Discrimination Act is an amendment to Title VII of the Civil Rights Act of 1964. Discrimination on the basis of pregnancy, childbirth 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 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).

Conn. Gen. Stat. Section 31-40w
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.
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 federal 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*
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

- Creates a hostile working/learning environment
- Interferes with overall productivity of the workplace
- Creates interpersonal conflicts
- Causes absenteeism and turnover
- Contributes to poor work or academic performance
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.
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
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/
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
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

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

- University Ombuds Jim Wohl (Confidential)
- Department of Human Resources
- University Compliance
- Employee Assistance Program (EAP) (Confidential)
- Union Representative (if applicable)
Diversity Awareness Training

QUESTIONS??

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