

# Diversity Awareness Training:

Non-Discrimination and Anti-  
Harassment Policies and  
Provisions



## Slide 1

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**KK12**

I made a new title here but one thought i had is this might be confusing for all the other documenation and communication that references Diversity Awareness Training

Kenyon, Katherine, 1/29/2021



# WebEx Guidelines

- ❖ Please stay on mute
- ❖ Use of Poll Everywhere
- ❖ Chat Function

# Poll Everywhere Instructions

- **By phone:**
  - Text UCONNEQUITY to 22333
- **By website:**
  - [pollev.com/uconnequity](http://pollev.com/uconnequity)



# How excited are you to be participating in Diversity Awareness Training this afternoon?

Not at all. I'm only here because I have to be.

**A**

Moderately, I probably wouldn't elect to be here but I'm open to engaging.

**B**

Very much! I would be here even if I didn't have to be.

**C**

I'm too overwhelmed to answer this question.

**D**

None of the above.

**E**

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# Agenda

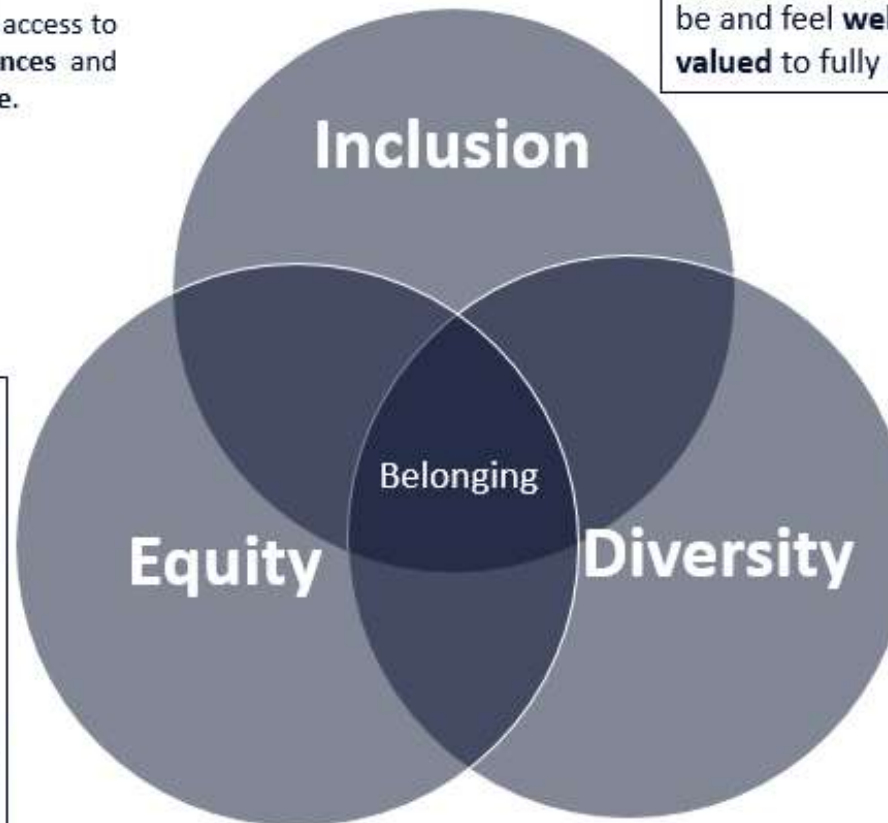
- 
- Understanding Diversity and Its Definition
  - Stereotypes, Bias, and Microaggressions
  - Prejudice, Discrimination, Privilege, Oppression, Hate Crimes and Bias Incidents
  - Applicable Federal and State Laws & University Policies
  - Remedies Available to Victims of Discrimination
  - Your Rights, Responsibilities & Obligations

# Diversity, Equity, and Inclusion

An **inclusive** and welcoming climate with **equal** access to opportunities and resources **embraces differences** and **offers respect** in words and actions **for all people**.

The guarantee of **fair treatment, access, opportunity, and advancement** for all students, faculty, and staff, while at the same time striving to **identify and eliminate barriers that have prevented the full participation of some groups**.

The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.



The act of creating involvement, environments, and empowerment in which any individual or group can be and feel **welcomed, respected, supported, and valued** to fully participate.

Psychological, physical, and social differences that occur among any and all individuals; including but not limited to race, color, ethnicity, gender identity, gender expression, sexual orientation, national origin, religion, veteran's status, marital status, age, sexual orientation, mental or physical (dis)ability, genetic information, etc.. A diverse group, community, or organization is one in which a **variety of social and cultural characteristics** exist.

Office of Diversity & Inclusion Glossary, University of Connecticut  
<https://diversity.uconn.edu/glossary/>



# Office of Institutional Equity (OIE)



Accessibility



Employment Equity



Discrimination &  
Harassment



Title IX



Education & Training

**UConn**

# UConn's Commitment to 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.”*

# Office for Diversity and Inclusion (ODI)

## Diversity & Inclusion at UConn

In order to develop an inclusive community for instruction, research and outreach, the University of Connecticut embraces diversity and cultivates leadership, integrity, and engaged citizenship among our students, faculty and staff. This collegian and vibrant environment promotes and nurtures perspectives that are enabled through differences in culture, experience and values. To achieve this goal, the university emphasizes diversity in the recruitment, retention and advancement of students, faculty and staff.



### Includes:

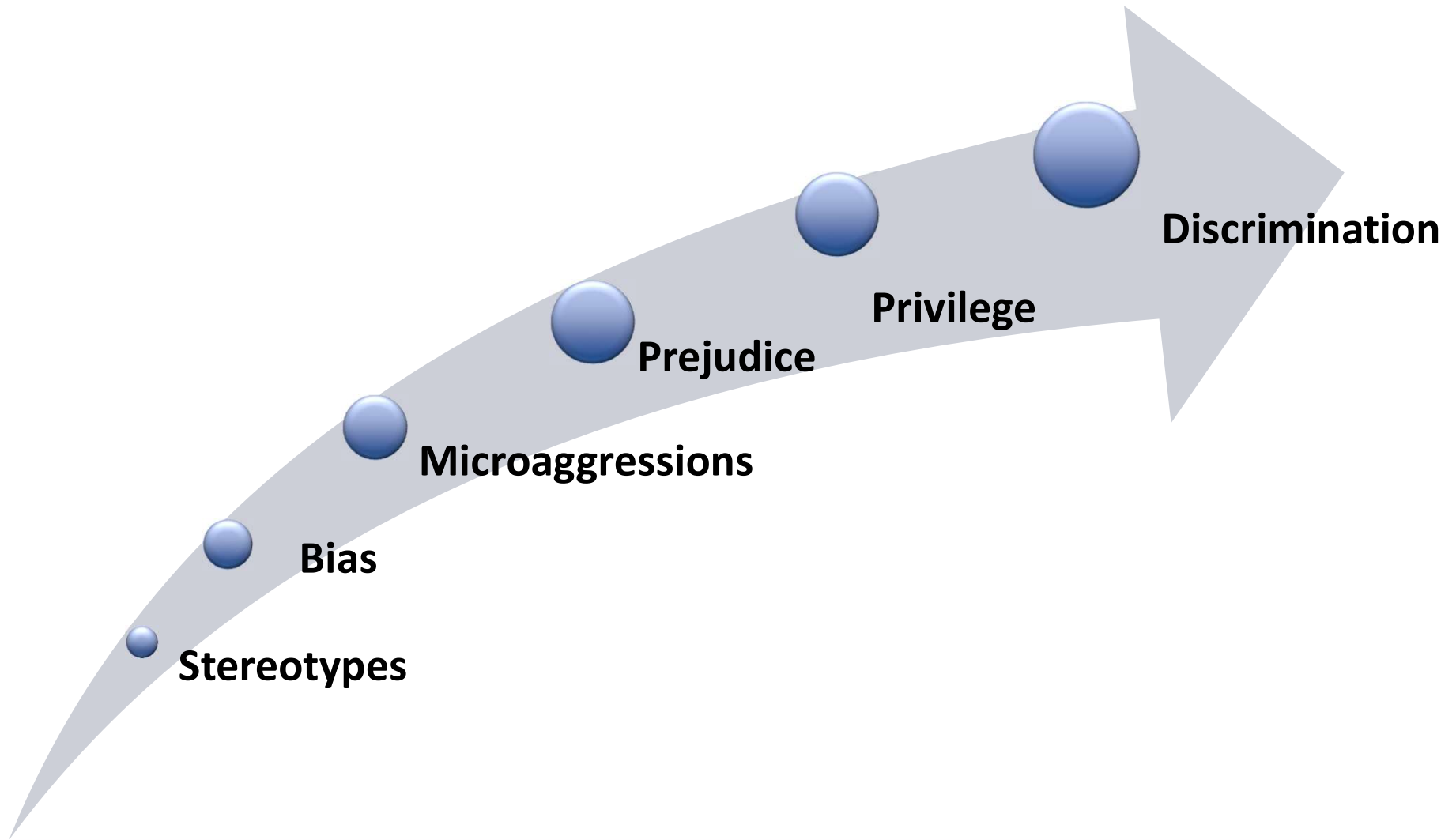
- Vice President and Chief Diversity Officer
- Director of Diversity and Inclusion Initiatives
- Women's Center
- African American Cultural Center
- Asian American Cultural Center
- Rainbow Center
- Puerto Rican and Latin American Cultural Center



# 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
- Status as a victim of domestic violence

# Where does discrimination come from?



# Code of Conduct

All members of the University community have a responsibility to treat each other with **consideration** and **respect**. Engaging in behaviors that *harass, intimidate, bully, threaten* or *harm* another member of the University community does not support a respectful and **civil** work environment.



# Stereotypes

Characteristics attributed to categories of people

Rooted in the history of relations between groups

Often overgeneralized, inaccurate and negative

# Why do stereotypes exist?

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

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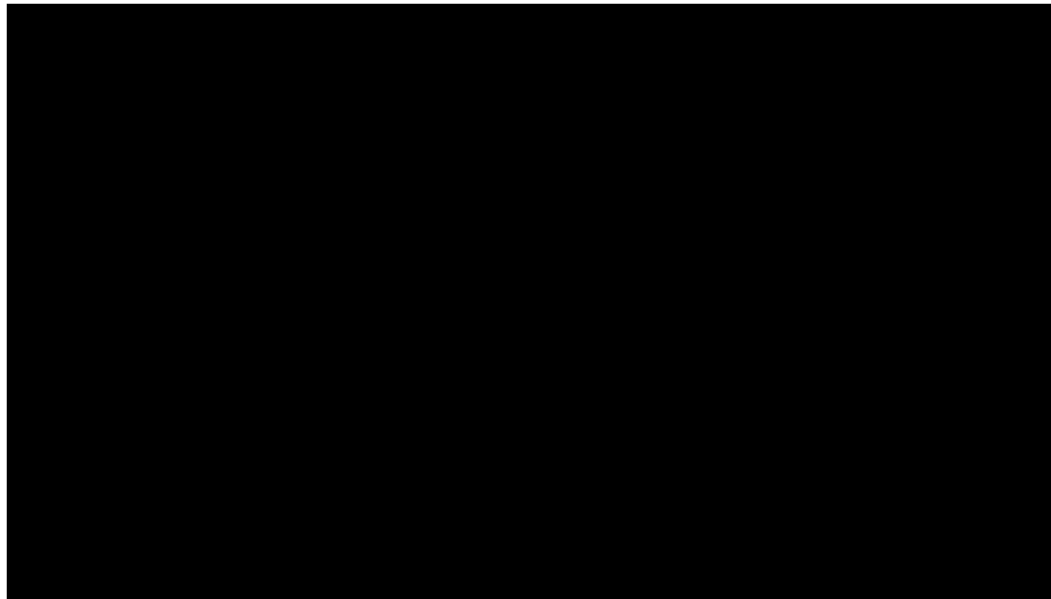
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# Implicit Bias

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

# Microaggressions



# First impressions of video?

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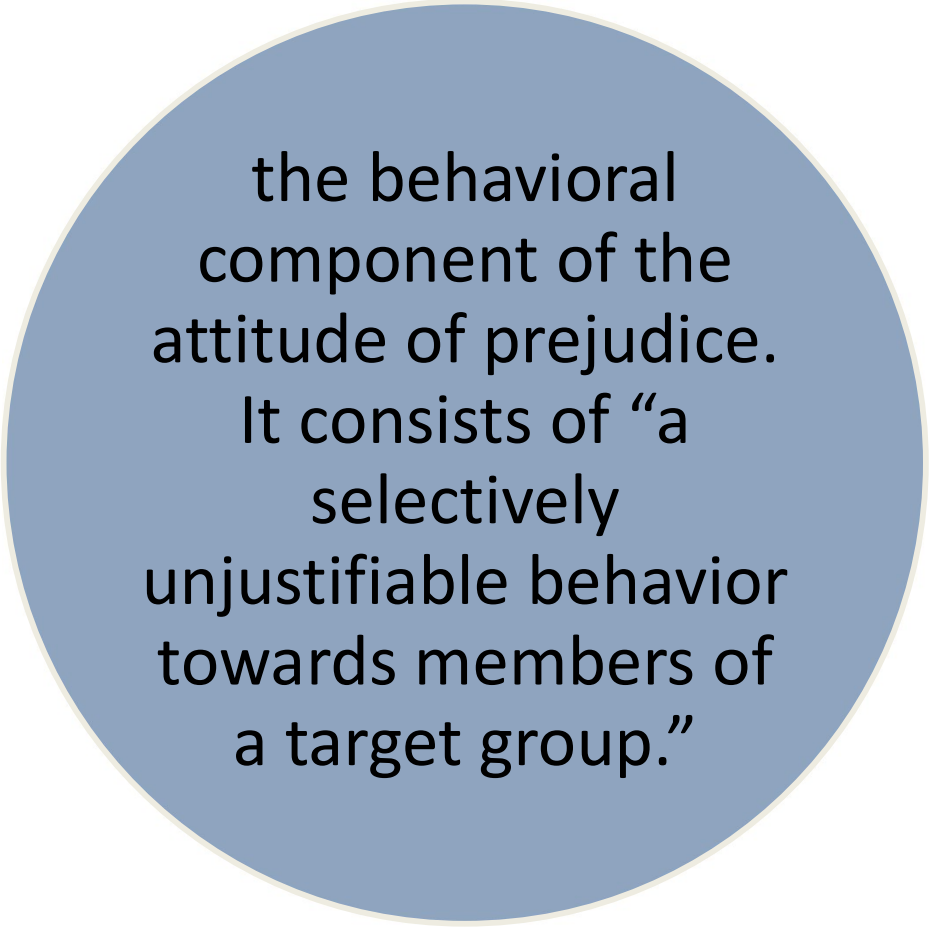
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# Prejudice

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



# 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*



## Slide 20

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**KK9**


I'd like to eliminate this slide

Kenyon, Katherine, 1/29/2021

# Cultural Competence

- Understanding the impact of discrimination within familial, social, community contexts, and life experiences
- Understanding that harm and discrimination rarely occur in a vacuum, and often gain meaning from intersecting social identities and cultural values

# Cultural Competence



**Cultural Proficiency:** Culturally proficient individuals prioritize cultural competency in their work, research, teaching, etc.

**Cultural Competence:** Cultural differences are accepted and respected.

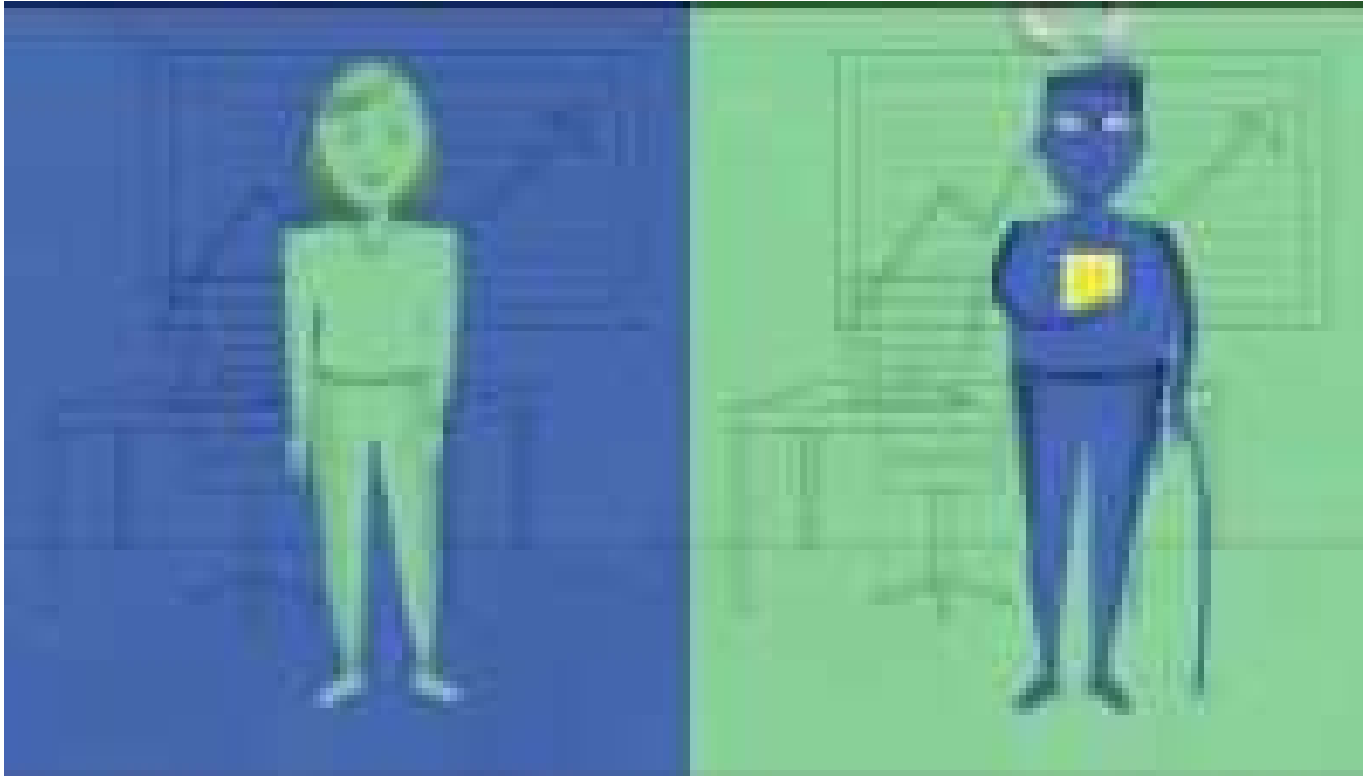
**Cultural Pre-competence:** Weaknesses in working with various cultures are acknowledged and some effort to improve interactions with diverse populations.

**Cultural Blindness:** Color or culture is assumed to make no difference and all people are assumed to be fundamentally the same.

**Cultural Incapacity:** Although they do not intentionally seek to cause harm, individuals in this stage believe in the superiority of their own racial or ethnic group and assume a paternalistic posture toward the “lesser” group.

**Cultural Destructiveness:** Individuals see cultural differences as problematic.

# Intersectionality



Coined by legal scholar Kimberlé Crenshaw in 1989, this concept describes the ways in which multiple identities intersect and cannot be disentangled. It also posits that oppressive institutions, such as sexism and racism, work in tandem; as such, these forces should be analyzed together.

## Slide 23

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**G10**

Bad slide, but I know why its here.

Goolgar, Jamila, 8/5/2020

**KK7**

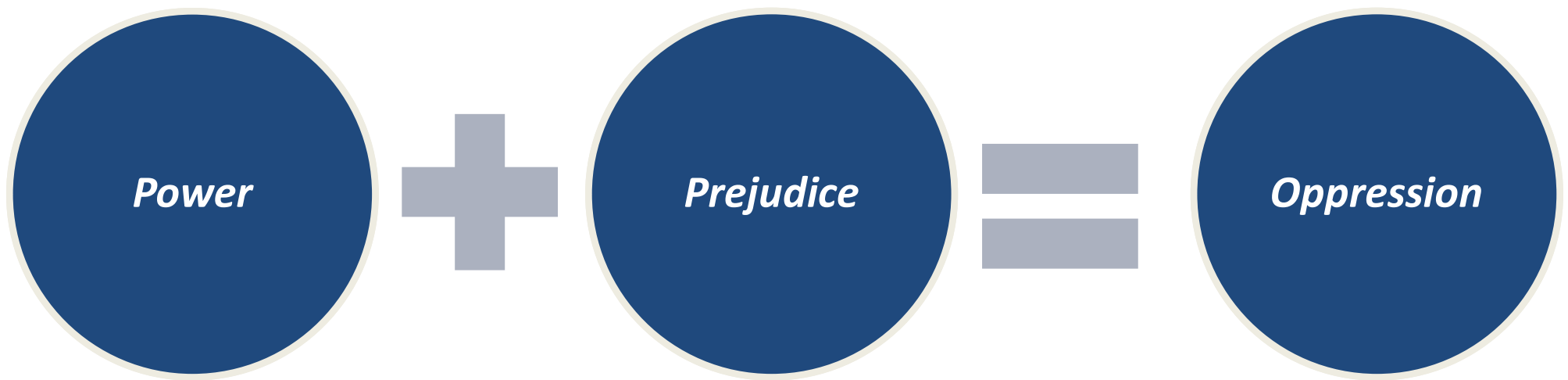
Yeah this is very complicated for me and almost merits it's own training. :) I noted in my talking points I think needs to be the crenshaw definition and a very simple example.

Kenyon, Katherine, 1/29/2021



# Privilege and 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.



## Slide 24

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**G7**

I strongly dislike this slide...ijs (smile)

Goolgar, Jamila, 8/5/2020

# 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.

# 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 someone's dry-erase board

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

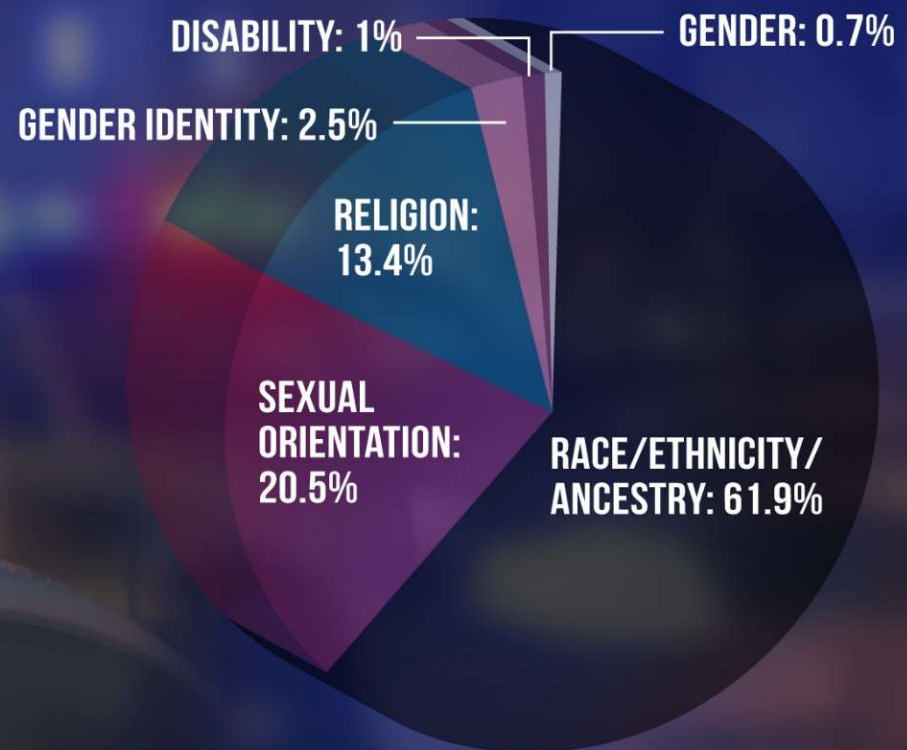
Making insulting comments about someone's traditional manner of dress or geographic origin

# Hate Crimes Statistics - 2020

## *Hate Crime Statistics, 2020*

### Bias Motivations

Hate crime reporting from 2020 revealed 7,554 single-bias incidents involving 10,528 victims. A distribution of victims by bias type shows the following:



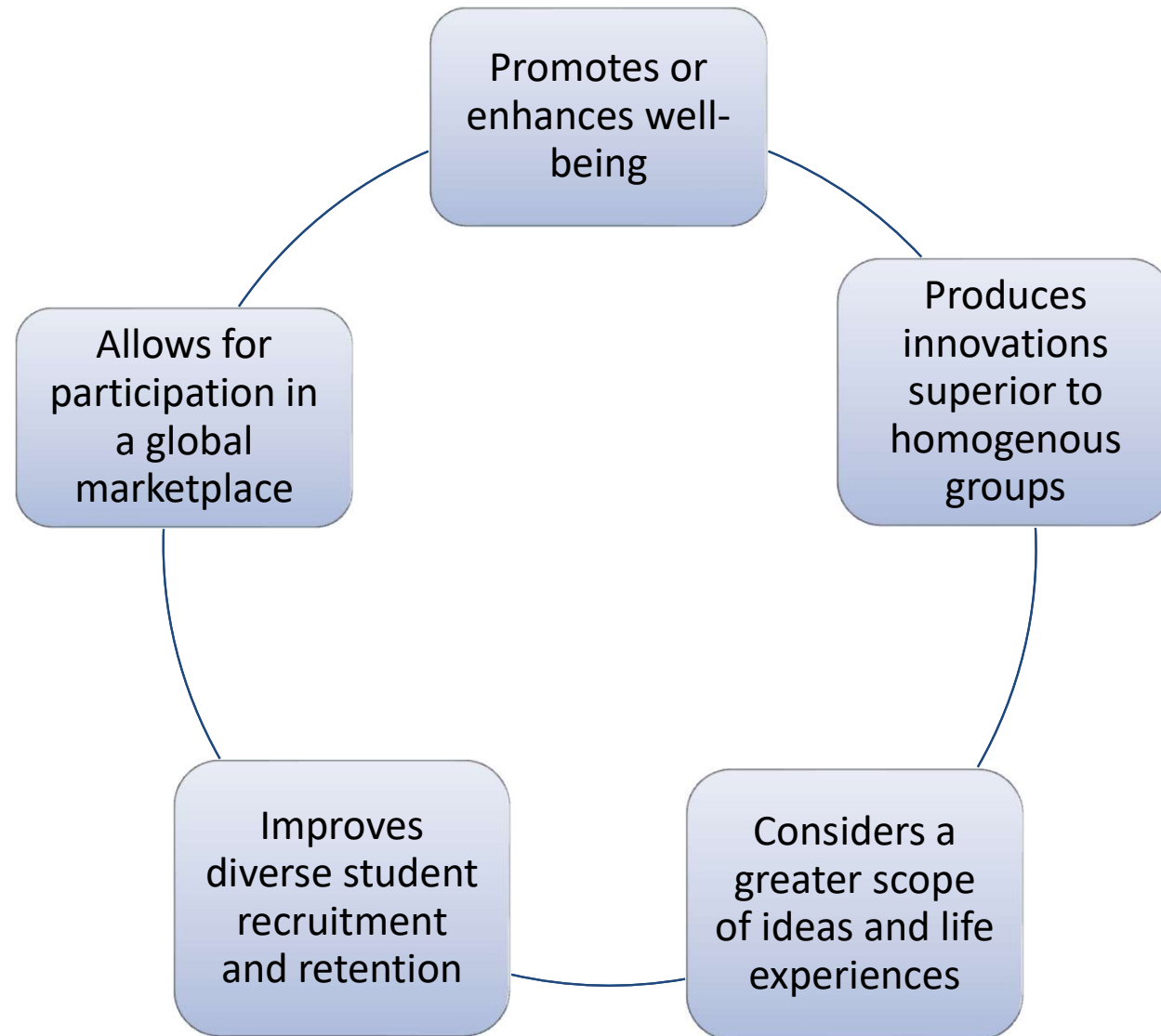


# Reporting Hate Crimes and Bias-Related Incidents



[Inform.uconn.edu](https://inform.uconn.edu)

# Benefits of a Diverse Workplace

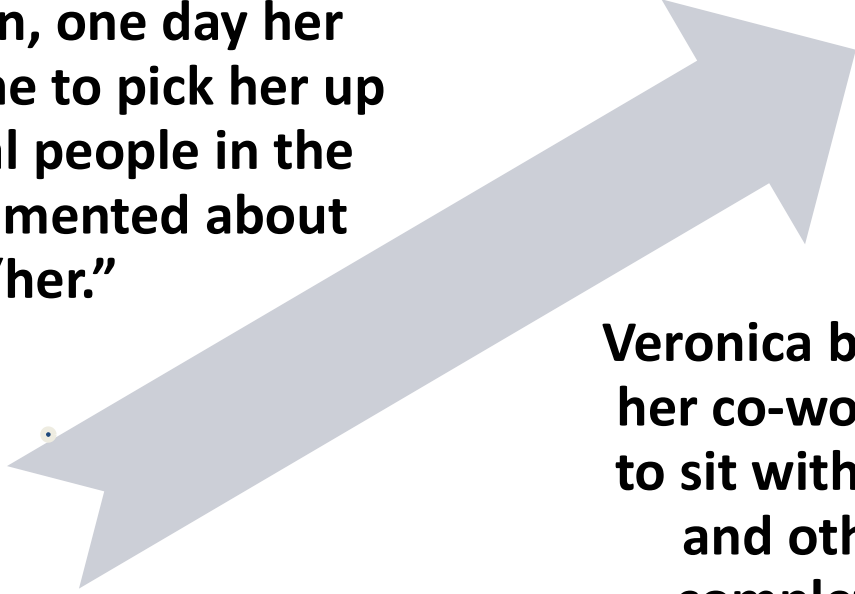


# Skills & Strategies



# 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.**

## Slide 31

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**G8**

This scenario could be moved to the second half

Goolgar, Jamila, 8/5/2020

**KK8**

I like both halves having a scenario and I think this is an OK way to end the first half (having audience think and interact a bit). But certainly open to conversation!

Kenyon, Katherine, 1/29/2021



# What are the critical issues in this scenario?

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**What might be some underlying causes of these problems?**

# How would you handle this situation?

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# What is likely to happen if nothing is done?

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00:00

Let's Take A Break!

# 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
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- 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
- Status as a victim of domestic violence



# 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.

# 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



# 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.

# 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.



# 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.

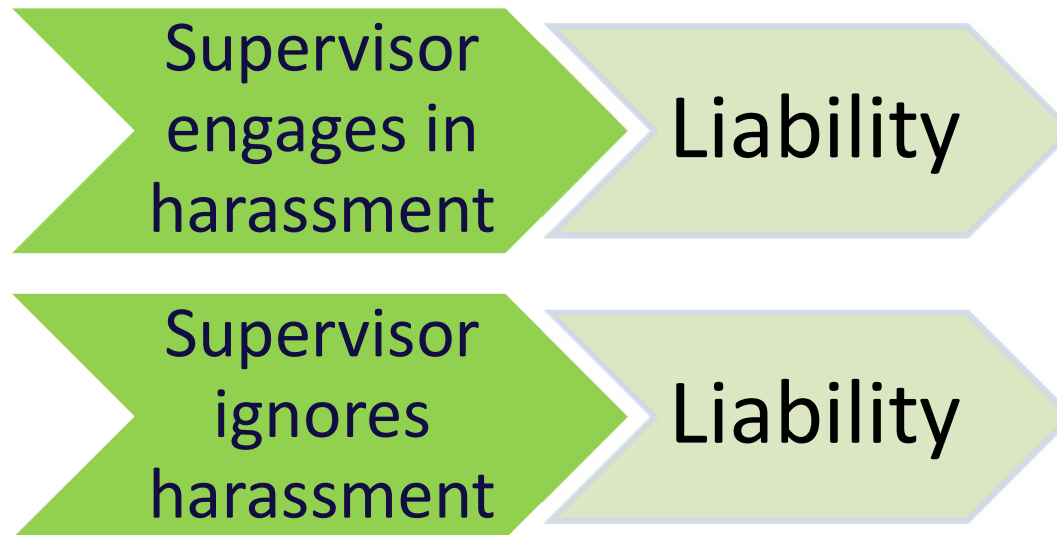
Failure to report any known incidents is a policy violation

Complaints about student misconduct are addressed through OIE and/or Community Standards. ‘Student’ includes student-employees

# Supervisory Employee Reporting Obligations

## Why Do We Have to Report?

If an employer knew or should have known about the harassment, the employer's failure to appropriately respond to that harassment may result in liability for the employer.



## 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.”

## Slide 49

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**G12**

We could probably do away with this slide. It's repetitive.

Goolgar, Jamila, 8/5/2020

**KK1**

[@Goolgar, Jamila] I'm neutral on it (no pun intended!) but i do think it's a good example of a neutral policy that's a bit easier to grasp than the wordier definition on the previous slide.

Kenyon, Katherine, 1/26/2021



# 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).



# 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.

# 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

---

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

```
graph LR; A[An employee may express breast milk or breastfeed at their workplace during a meal or break period and cannot be discriminated against for doing so.] --- B[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 their workplace 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).

## Slide 55

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**KK2**

I think we should change "her" to "their."

Kenyon, Katherine, 1/27/2021

# 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 [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

# 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)

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



# What should be done to help Binh?

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# What should be done to help his co-worker?

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**Have you had similar experiences at your workplace? How was it handled?**

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# 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 sections for personal information (Name, Job Title, Department, Address, Telephone, Email), medical information (Medical Condition, Date of Diagnosis), and a section for the HR ADA Case Manager. It also contains instructions for individuals who are employed at the University of Connecticut and are requesting a reasonable accommodation(s) under the Americans with Disabilities Act (ADA). The form is dated 04/16.

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

## Slide 69

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**KK3**

There used to be a student process slide that was taken out I think for the UCH version of this training, but I think it should go back in given the mixed campus audience. I like the reminder that CSD determines student accommodations and teaching professionals can't really negotiate them. I have been making the talking point.

Kenyon, Katherine, 1/27/2021

# Students With Disabilities

- Storrs
  - Center for Students with Disabilities
  - [www.csd.uconn.edu](http://www.csd.uconn.edu)
  - Teaching staff may not decline to implement a CSD-approved student accommodation.
- UConn Health
  - Bryanna Anderson
  - [Bryanna.Anderson@uconn.edu](mailto:Bryanna.Anderson@uconn.edu)
  - Teaching staff may not decline to implement a CSD-approved student accommodation.



## Slide 70

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**KK11**

I think student slide needs to come back if audience is going to be mixed Storrs/UCH  
Kenyon, Katherine, 1/29/2021

# 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

# 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)

# Animals in Clinical Areas

UConn Health welcomes service animals assisting people with disabilities.

Patients and visitors **are** allowed to bring service animals to all non-restricted areas without advance approval or authorization.

- Prior authorization required from appropriate medical staff for restricted areas.
- Some exceptions for service animals in training, emotional support animals, and inpatient visits by pets. - review the Animals in Clinical Areas Procedures for much more detailed information.

# Animals in Clinical Areas

## General Rules

- Handlers (or designee) must have full control of animal at all times.
- UConn Health reserves the right to remove animals under certain circumstances.
- UConn Health staff are not responsible for providing care for the animal. (such as walks, feeding)

# UConn Health Prohibits Discrimination from Patients



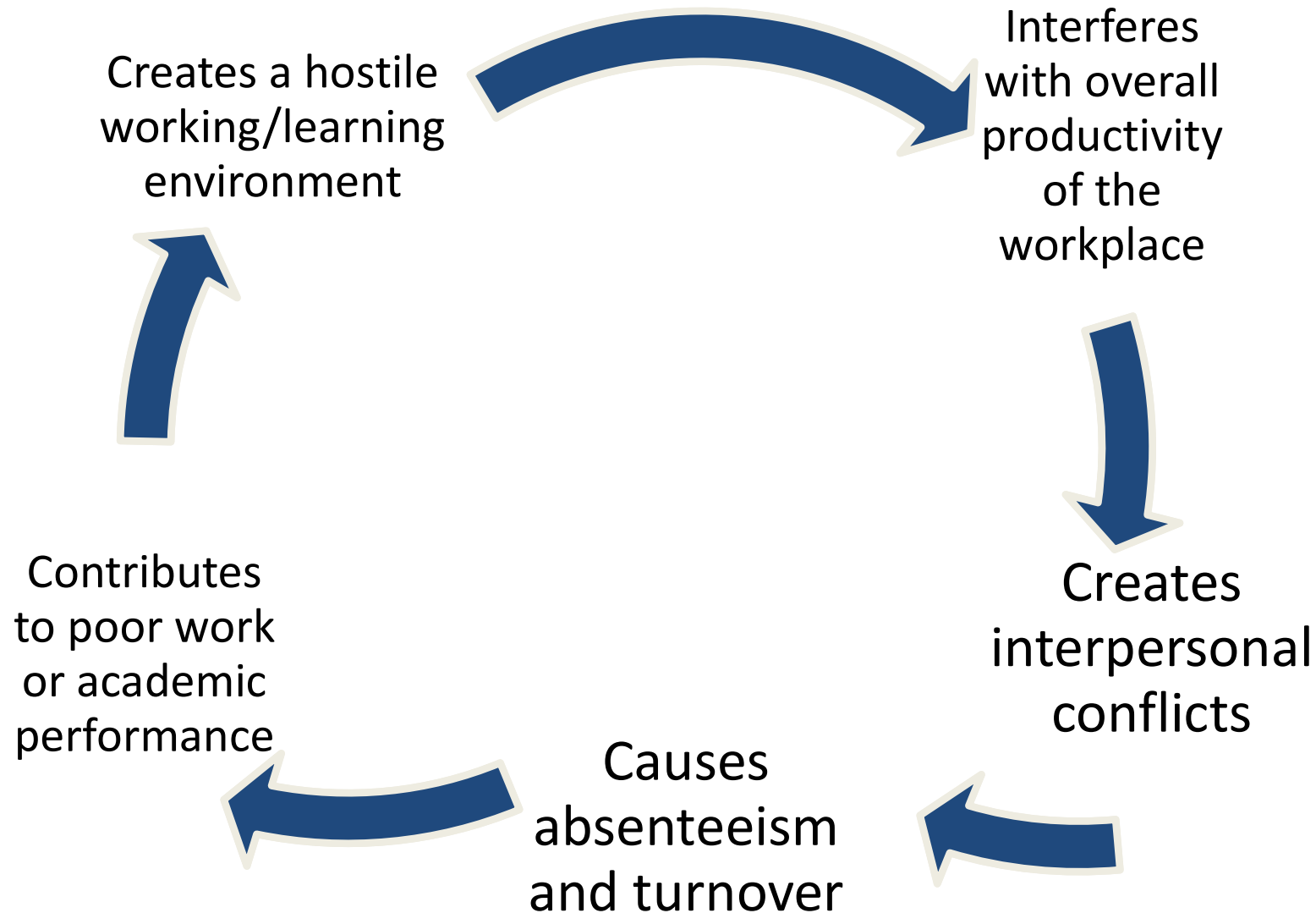
New policy in effect

Employees are not expected to tolerate discrimination or harassment in the workplace from patients.

Refer instances and concerns to your supervisor.

Additional information/training

# Effects of Discrimination





# Charge Statistics - Nationally

Equal  
Employment  
Opportunity  
Commission  
(EEOC)

Received A Total  
of 72,675\*  
Charges  
FY 2019

- 39,110 charges of **retaliation**
- 24,238 charges of **disability** discrimination
- 23,976 charges of **race** discrimination
- 23,532 charges of **sex-based** discrimination
- 15,573 charges of **age** discrimination
- 7,514 charges of **sexual harassment**
- 7,009 charges of **national origin** discrimination
- 3,415 charges of **color-based** discrimination
- 2,725 charges of **religious** discrimination
- 1,117 charges of **Equal Pay Act** discrimination
- 209 charges of **Genetic Information** discrimination

# 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*

# Internal Reporting – Storrs/Regionals

## **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

[publicsafety.uconn.edu](http://publicsafety.uconn.edu)

## **University Compliance**

(860) 486-2530

# Internal Reporting – UConn Health

## **Office of Institutional Equity**

Claims by/against University employees

(860) 679-3563 – Case Management

[equity@uconn.edu](mailto:equity@uconn.edu)

## **UConn Police Department**

7777 or 911 – Emergencies

(860) 679-2121 - Routine calls

[publicsafety.uconn.edu](http://publicsafety.uconn.edu)

## **University Compliance**

(860) 679-3501

# 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

# Other University Assistance Storrs/Regionals

- Department of Human Resources  
(860) 486-3034
- Employee Assistance Program (EAP) (Confidential)  
(860) 486-1307
- Union Representative (if applicable)
- Ombuds Office – (860) 486-5143

# Other University Assistance – UConn Health

- Department of Human Resources  
(860) 679-2426
- Employee Assistance Program (EAP) (Confidential)  
(860) 679-2877
- Union Representative (if applicable)
- Ombuds Office – (860) 679-5061



# 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, and Remedies

## **Disciplinary Action**

- Verbal Counseling
- Letter of Warning
- Suspension
- Termination

## **Civil and Criminal Penalties**

- Civil lawsuits
- Arrest and criminal proceedings

# 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.

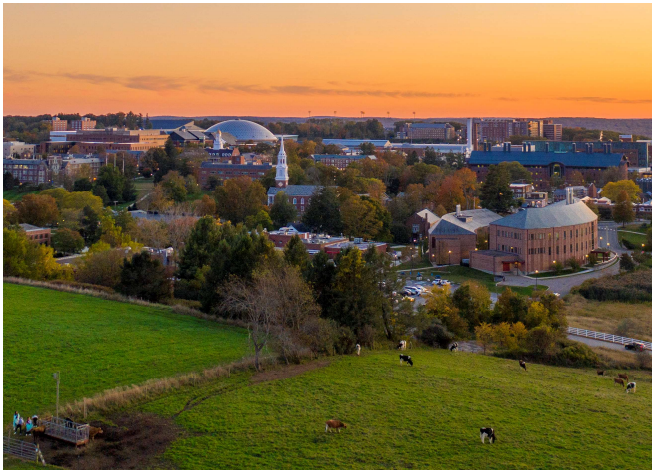
What should I do if my supervisor is the one responsible for the harassment?

- 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.

# Thank You



## **Storrs/Regionals**

Wood Hall  
241 Glenbrook Road  
Storrs, CT 06269  
(860) 486-2943

## **Office of Institutional Equity**

[www.equity.uconn.edu](http://www.equity.uconn.edu)

[equity@uconn.edu](mailto:equity@uconn.edu)



## **UConn Health**

Munson Road Building  
16 Munson Road  
Farmington, CT 06030  
(860) 679-3563

# UConn