Hi. It’s so good to be with you.

I’m welcome and thank you for the introduction. Darren is always a little bit of a hard act to follow.

So I’m going to do my best and I think the way I can do that is to talk about food.

Coffee, coffee drinkers in the room. I think the best coffee in town, and this is changing all the time, but in my opinion,
in this place called Fussy coffee which is over at Science Park if you like a good cold brew or a pour over, I had a recommended. So that’s number one. The place in Guilford. It’s an outdoor place. You can bring whatever you want, including glasses if you’d like. They BBQ up lots of fish and other things Excellent. So those are my two food suggestions to get us started on the right foot here. I’m going to talk today about bringing what Darren spoke about into a little bit more tangible.
00:01:03.288 --> 00:01:05.284 expectations around policy and resources on these topics here at Yale.

00:01:08.430 --> 00:01:10.551 I'm going to share a couple of different thoughts based on cases that we've either seen in the news or else that I have managed directly.

00:01:12.026 --> 00:01:14.050 And I could just tell you a little bit about my background.

00:01:14.114 --> 00:01:15.986 I've been here at Yale since September 2020.

00:01:15.990 --> 00:01:17.750 This role was a new role at that time.

00:01:18.950 --> 00:01:22.270 I've been here at Yale since September 2020. This role was a new role at that time.

00:01:22.270 --> 00:01:24.457 This role was a new role at that time.

00:01:24.457 --> 00:01:26.629 to really bring together universities approach to both preventing and addressing discrimination and harassment as well as ensuring inclusion and accessibility.

00:01:26.629 --> 00:01:28.964 approach to both preventing and responding to discrimination and harassment as well as ensuring inclusion and accessibility.

00:01:28.964 --> 00:01:30.703 responding to discrimination and harassment as well as ensuring inclusion and accessibility.

00:01:30.703 --> 00:01:32.708 harassment as well as ensuring inclusion and accessibility.

00:01:32.708 --> 00:01:33.877 inclusion and accessibility.
I work closely on the universities belonging at Yale campaign with other leaders and I’ll be talking about different aspects of this. Prior to that, I spent nearly eleven years at the University of Connecticut and a very similar role where I work particularly closely with the leadership at UConn Health and in the clinical and academic research sets settings as well. I always love being back home. School medicine feels like home to me. Prior to that I was in private practice as an attorney and I represented plaintiffs with claims of discrimination and harassment.
I also represented labor unions and I’ve lived in Connecticut most of my life. So if you need any other recommendations at all related to the nice that I stayed drunk, you can reach out. OK, so belonging at Yale is a, you’ll see it’s really the university’s efforts around inclusion. And this is something that the School of Medicine is very committed to. We have been having each school do its own unit plans around belonging and
we’re in year three and the year 3.

Common action across the institution

is sponsorship and mentorship.

So really,

picking up on what Darren lays down,

develop your skills in this way,

both of them in school and

at university wide events,

you’ll see opportunities to

develop your skills in this way,

both of them in school and

at university wide events,

and I encourage you to take advantage of

those as you move into your wall here.

So we only think this is important

for reasons Darren emphasize.

In fact, Doctor Brené Brown spoke here at

the School of Medicine a couple weeks ago.

I don’t know how many of you
are familiar with homework, a book I return to over and over again. That is really foundational to the way I think, not only as a leader, but about the work that I do. I highly recommend it if you haven’t read it before. I think it takes some of the concepts around inclusive leadership and makes them feel extremely actionable. What was interesting about your word cloud was I noticed some of the words that came up, including supportive,
transparent,
NOTE Confidence: 0.92622316

kind are very much supported
NOTE Confidence: 0.92622316

in her research and some of the
NOTE Confidence: 0.92622316

hallmarks of leaders who lead in a
NOTE Confidence: 0.92622316

way that does not create toxicity.
NOTE Confidence: 0.92622316

But why does that matter to someone like me?
NOTE Confidence: 0.92622316

Study after study,
NOTE Confidence: 0.92622316

including the National Academy of Science,
NOTE Confidence: 0.92622316

Engineering and Medicine,
NOTE Confidence: 0.92622316

People Implement,
NOTE Confidence: 0.92622316

has found a direct link between
NOTE Confidence: 0.92622316

incivility and discrimination and
NOTE Confidence: 0.92622316

harassment based on protected classes.
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I think a lot of us saw this
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during the ME too era.
When you think about cases that came forward during that time, it went well beyond sexual harassment. So we were seeing cases certainly where folks were alleging sexual harassment and sexual misconduct. But often if you dug into the facts of those cases, you found that there was also an extremely widespread toxic culture within the environment. This goes beyond me, too. So I’m sure all of you read the headlines a couple years ago when the balling supermaxes went down terrified.
Thinking about your next flight.

I would always check my flying on supermax.

Interesting report about the culture of balling, right?

So we’re talking about planes and manufacturing,

but it was not a surprise to me when you dug into the public basic report about what went wrong.

You see a culture of competition, toxicity, non transparency.

These are not surprising to those between these types of workplace environments and bad outcomes.

In that case, it’s disastrous outcomes.

The same link is there with sexual
harassment and sexual misconduct.

So this is something to keep in mind

workplace culture in our environments.

So when we are talking about
discrimination and harassment,
it’s important to ground this discussion
in the civil rights legal framework here
in the United States. Some of you might
be extremely familiar with this,
some of you might be less so. I promise
this is my only lawyer looking slide.

But this is important to keep in mind,
partly because many of you will be
working with or may yourselves be
international or newer to the US

and some of these concepts are a little bit different and there can be cultural distinctions as well.

So it’s important to ground ourselves on what Elses are based on.

So Title 6, it prohibits discrimination based on race, color and national origin and education.

So this applies when you’re working with learners.

Title 9, which probably most of you have heard about, is about prohibiting sex discrimination in academic environment.

It applies K right on through to medical and it goes well beyond sort
NOTE Confidence: 0.94521654
00:06:28.910 --> 00:06:30.366 of sex and gender.
NOTE Confidence: 0.94521654
00:06:30.366 --> 00:06:32.550 It impacts things like sexual harassment,
NOTE Confidence: 0.94521654
00:06:32.550 --> 00:06:34.442 compensation, equity,
NOTE Confidence: 0.94521654
00:06:34.442 --> 00:06:36.810 pregnancy and parenting and more.
NOTE Confidence: 0.94521654
00:06:36.810 --> 00:06:39.342 Title 9 goes beyond protecting just students.
NOTE Confidence: 0.94521654
00:06:39.342 --> 00:06:41.694 Faculty and staff at an academic
NOTE Confidence: 0.94521654
00:06:41.694 --> 00:06:43.996 medical institution also have both
NOTE Confidence: 0.94521654
00:06:43.996 --> 00:06:45.530 protections and responsibilities
NOTE Confidence: 0.94521654
00:06:45.530 --> 00:06:47.610 Under Title 9 that I'll be
NOTE Confidence: 0.94521654
00:06:47.610 --> 00:06:49.010 talking about in more detail.
NOTE Confidence: 0.94521654
00:06:49.010 --> 00:06:51.650 Title 7 is your major employment
NOTE Confidence: 0.94521654
00:06:51.650 --> 00:06:52.530 discrimination statue.
NOTE Confidence: 0.94521654
00:06:52.530 --> 00:06:54.676 This is really the foundation of
NOTE Confidence: 0.94521654
00:06:54.676 --> 00:06:56.280 what provides you with certain
NOTE Confidence: 0.94521654
00:06:56.280 --> 00:06:57.810 rights and appear supervisor
NOTE Confidence: 0.93826854
obligations in the workplace.

The AGE Act is an interesting one in this context. It prevents discrimination based on age.

Typically when we’re seeing either very young or much older than normal students, this is when this kicks in.

There are also age discrimination protections in Title 7 and in state law.

And then finally the ADA and Section 504 of the Rehabilitation Act. I’ll be talking with you at the end of my presentation today, both about your resources and
00:07:27.560 --> 00:07:29.320 rights related to disabilities,
00:07:29.320 --> 00:07:31.274 as well as your obligations if
00:07:31.274 --> 00:07:33.444 students or people that report
00:07:33.444 --> 00:07:35.180 to you need accommodations.
00:07:35.180 --> 00:07:36.340 So I’m going to flip us through pretty
00:07:36.340 --> 00:07:37.422 quickly with university policies.
00:07:37.422 --> 00:07:40.380 This QR code should bring you to a brochure.
00:07:40.380 --> 00:07:42.540 You’re welcome to bring it up.
00:07:42.540 --> 00:07:45.660 And I think these materials are also
00:07:44.246 --> 00:07:45.660 available to you after the fact.
00:07:46.060 --> 00:07:47.896 But we have one major university
00:07:47.900 --> 00:07:49.588 policy, the policy against
00:07:49.588 --> 00:07:50.854 discrimination and harassment,
00:07:50.860 --> 00:07:52.840 which defines our conduct
00:07:52.840 --> 00:07:54.820 expectations in this arena.
This is the major one to refer to if you have questions in this area.

And the policy lays out protected characteristics.

So when I’m talking about things like discrimination and harassment, I’m zeroing in more on things that happen that have an adverse impact that are based on protected classifications.

Then there could be both in a single case setting.

But for this purpose, as we’re talking about the words I’m about to define, I’m talking about things that
happen based on someone’s sex,
sexual orientation, gender identity,
national or ethnic origin, color,
sexuality, veteran status,
religion, age, race.
These are the major categories that
work in state and federal law and that
are protected under our Yale policies.
When I say the word discrimination,
that’s about adverse treatment based on
one of those protected characteristics.
Typically when we think about discrimination,
we think about something bad happening,
some not being hired,
somebody being fired,
somebody not getting certain assignments, things of that nature. Harassment I would say it’s what we see more commonly as a claim made in the higher education setting. Harassment is where you’ve got consistent, severe, persistent conduct that is based on a protected classification that has the impact of creating and intimidating or hostile environment. The standard here is pretty high under the lawn under our policy, but we’re really talking about offensive, unwelcome conduct. Typically a one time incident is not
going to rise to level harassment,
although if it’s sufficiently severe it can.
And so each case is really a nuanced case by case analysis.
But the key here is you don’t want to be in a situation where investigators report to me through their various offices are determining well, did this reach the threshold of severe and pervasive. You want to shut down conduct that’s inappropriate from the start so you never get into the situation where an analysis is being done about whether it violated our policy.
Our policy also prohibits retaliation for anyone who files a complaint or participates in an investigation, or raises a concern about discrimination and harassment. The research on this is also really clear. Retaliation and fears of retaliation serve as the greatest single barrier to folks raising complaints and making concerns. Now, both at this institution and my prior institution and in private practice, many people come forward after they leave. I didn’t feel safe until I was not there anymore. And we take those claims seriously, but there’s often very little we
00:10:39.976 --> 00:10:42.268 can do to help that person once
00:10:42.268 --> 00:10:44.356 that we’re learning after the fact.
00:10:44.360 --> 00:10:45.836 It’s interesting, I was not here,
00:10:45.840 --> 00:10:46.992 I was at UConn.
00:10:46.992 --> 00:10:49.905 But the week of the Kavanaugh
00:10:49.905 --> 00:10:51.480 those particularly during
00:10:51.480 --> 00:10:53.120 two days of testimony,
00:10:53.120 --> 00:10:54.760 were the highest number of case
00:10:54.760 --> 00:10:57.028 reports I’ve ever seen in my career.
00:10:57.028 --> 00:11:01.983 Come in over 48 hours with so
00:11:01.983 --> 00:11:02.874 I feel like I need to tell my story.
00:11:02.874 --> 00:11:05.610 many people say,
00:11:05.610 --> 00:11:07.090 I’ve heard that was pretty common
00:11:07.090 --> 00:11:09.330 in offices and higher education.
I think there are a lot of stories out there, and our hope is to create an environment where folks feel safe to come forward while they're here, to get help while they're here, and most of all, to create environments where there's nothing to report. So although it can be difficult when somebody in your orbit raises concerns of discrimination or harassment, it's important to keep in mind that you do want to do nothing. That would be seen as discouraging and encourage people to go to resources and get support that they need.
So zeroing in a little more specifically on the Title 9 portion of my role of sexual misconduct, our sexual misconduct policy incorporates a range of behaviors as they’re listed on the screen. I want to raise a couple nuances for you particularly. One is that in my career, certainly I did not come out of being a doctor or school medicine. I come out of legal practice. I have worked very closely on a number of cases in the clinical setting where physicians themselves were on the receiving end.
of discrimination and harassment by patients, physicians, students, residents and others in the clinical setting. The research tells us that women and women of color are especially vulnerable to this. You have certain rights in that context as well. This is really nuanced and deserves its own multi hour discussion because there’s a lot of components to this. But what I would say is if there is inappropriate behavior happening in the clinical setting that is happening from patients, that is certainly something that should be discussed as a team.
Note confidence: 0.9397388
00:12:42.512 --> 00:12:44.100 escalated so that a plan can be
Note confidence: 0.9397388
00:12:44.100 --> 00:12:45.560 put in place to address that.
Note confidence: 0.92789465
00:12:46.070 --> 00:12:47.750 I think where schools have gotten into hot
Note confidence: 0.92789465
00:12:47.830 --> 00:12:49.710 water under 1009 in particular
Note confidence: 0.92789465
00:12:49.990 --> 00:12:52.590 is where students or learners
Note confidence: 0.92789465
00:12:52.910 --> 00:12:54.705 have been subjected to inappropriate
Note confidence: 0.92789465
00:12:54.705 --> 00:12:56.500 behavior and then found their
Note confidence: 0.92789465
00:12:56.559 --> 00:12:57.868 learning cut off so they don’t
Note confidence: 0.92789465
00:12:57.868 --> 00:12:59.554 get to see certain types of cases
Note confidence: 0.92789465
00:12:59.554 --> 00:13:01.109 or somebody says there’s nothing
Note confidence: 0.92789465
00:13:01.110 --> 00:13:02.628 we can do to address that.
Note confidence: 0.92789465
00:13:02.630 --> 00:13:04.110 The key in all of this is
Note confidence: 0.92789465
00:13:04.110 --> 00:13:05.670 working to address it.
Note confidence: 0.92789465
00:13:05.670 --> 00:13:07.390 The individual solution is
Note confidence: 0.92789465
00:13:07.430 --> 00:13:08.405 very context specific
Note confidence: 0.92789465
25
based on what’s happening.

It’s no longer conversation,

And so the other piece that I want to flag

is the vulnerability of patients themselves.

Certainly this is also worthy of

multiple hours of separate conversation,

but we’ve all seen the

headlines in major cases.

Larry Nasser certainly stands

out and the needs of all of us to

make sure that we are doing our

part to speak up when something’s

happening in the patient setting.

We also offer a lot of pathways for

patients themselves to do that.
And there are a group of colleagues, my office included, that meet on these issues or any complaints that come from patients regularly. There’s a web of complex statutes that fall into this area. What I would say is that one thing that’s really interesting to me about the NASA case. I have followed all the details of this in some detail for years. There was some detail for years. There was a Dean in that case, his name was William Strampel. He was Larry NASA’s boss, and he himself was found guilty by a jury.
of engaging in inappropriate conduct,

including groping medical students,

asking female medical students

how many of them might be virgins

and other types of conduct.

His defense at trial argued this is locker room talk.

This is not criminal.

Medical license was surrendered when he served eight months in prison.

I think that we really see the tide turning.

That’s obviously a dramatic example.

But again,

for those who do the work that I do,

it’s not shocking to see that
not only Doctor Nasser, the leadership above him was engaging in this type of behavior that speaks to a climate and a culture. And so when we think about ferreting that out, we have to think about how can we interrupt that when we see it happening. We interrupted at the lowest level. Inappropriate jokes, inappropriate comments, those types of bystander intervention or leadership intervention are among some of the most successful at signaling to folks this doesn’t happen here.
We don’t allow that idea.

We actually have a 0 tolerance policy.

OK. So I want to talk a bit about consent.

There’s a few layers to this.

So we often think about consent.

For those of you who may have college students or high school students, you think about affirmative consent.

You’re teaching that to students, right?

Yes.

It’s important that you be aware of how you’ll find consent as affirmative consent, which is not just the absence of the no, it’s the presence of a yes.

However,

it’s also important for you to know
that if you engage in sexual romantic contact in the workplace with a colleague, the affirmative consent standards apply to you as well. So it’s important for you to be aware of that. If there’s workplace conduct happening and somebody files a complaint that it was non consensual, particularly if there’s any power dynamic, affirmative consent will be one of the rubrics under which that interaction will be based on. It’s also important for you to know that Yale has certain policies related
to teacher student relationships,

You can find all of this on the Title 9 website, but here’s what it says in relevant part.

So there’s a prohibition where you’re in a position of authority over students from romantic or sexual relationships.
In addition to that, let’s say that power dynamics not apply. It’s important to keep the consensual that for with consent standards or not. OK, there’s an online training module of this. It kind of looks like this. For those of you taking it, it’s the watercolor drawings that show up. It’s about 20 minutes, so we’re going to ask you to complete that. You haven’t already. There’s also a 2 hour state mandated sexual harassment prevention training. I don’t know if any of
you have taken that yet.

It’s kind of the two lawyers and a lot of scenarios that I am advancing a lot of screens.

So I definitely encourage you to make sure to get those trainings done or you’ll get a lot of kind of pestering emails.

All right?

So response and support resources.

One of the most important things I would say if you take nothing else away from today outside of my coffee and food suggestions,
take this away and make sure that you know where you can go for support.

So there’s a couple of localized resources.
I'll be talking about showing you the pictures of who at the School of Medicine and then university wide resources. So the Office of Institutional Equity and Accessibility and the Title 9 office. We work very closely together. We share physical space. Those are the centralized offices. Sometimes people say I don’t want to go to the local resource, I’d rather go right to the central resource. This feels so tender. Or maybe the people of the localized resource you think they have relationships.
with the folks are concerned about. Or any other brave reasons. You can always come straight to us, but you also have localized resources, so discrimination and harassment resource coordinators, one of them will look familiar to Darren. There’s also John Francis, Karina Gonzalez, and Marietta Vasquez. They work to both prevent discrimination or harassment and also respond supportively to incidents that occur. They’re a great first stop if you have concerns based on discrimination or harassment,
00:18:55.260 --> 00:18:58.218 implicit bias, things of that nature,

00:18:58.220 --> 00:18:59.960 or if you’re working with a

00:18:59.960 --> 00:19:01.700 student or a colleague who does,

00:19:01.700 --> 00:19:04.068 they’re a good first stop to think about

00:19:04.068 --> 00:19:06.740 how might you want to approach this problem.

00:19:06.740 --> 00:19:09.218 Meeting with them does not automatically

00:19:09.218 --> 00:19:10.870 launch some big investigation.

00:19:10.870 --> 00:19:13.550 You’re generally very serious allegations.

00:19:13.550 --> 00:19:16.245 Going to retain the control to decide

00:19:16.245 --> 00:19:18.390 what happens with your concern.

00:19:18.390 --> 00:19:19.930 Deputy Title 9 coordinators,

00:19:19.930 --> 00:19:21.470 you’ll see Darren again.

00:19:21.470 --> 00:19:24.390 He has both roles, which is really helpful.

00:19:24.390 --> 00:19:25.580 And then you have three others in

00:19:25.580 --> 00:19:27.234 the school as well, Cindy Cristo,
Rosemary Fisher, and Megan King. These folks specifically have training around sex and gender based harassment, including sexual harassment, pregnancy and parenting, which falls under Title 9 and other types of supports related to sex and gender.
That’s a great reason to go to that.

We don’t want you to ever feel like you or colleagues or students have to sort of sit with something by yourself. And then we can also provide supportive measures including academic employment, housing or workplace modifications, depending on these facts.

So here’s some real life concerns that have been brought to discrimination, harassment, and Title 9 coordinators over the past couple of years. It gives you a sense of the types of pieces we see and the types of concerns that you might want to bring forward.
00:20:35.933 --> 00:20:38.598 This is a small sampling
NOTE Confidence: 0.94223356
00:20:38.600 --> 00:20:39.920 the the range is wide.
NOTE Confidence: 0.94223356
00:20:39.920 --> 00:20:41.313 This is not the only types of
NOTE Confidence: 0.94223356
00:20:41.313 --> 00:20:42.560 concerns you can bring forward,
NOTE Confidence: 0.94223356
00:20:42.560 --> 00:20:43.785 but I'll just give you
NOTE Confidence: 0.94223356
00:20:43.785 --> 00:20:45.240 a minute with this list.
NOTE Confidence: 0.9276802
00:20:53.840 --> 00:20:56.896 And as I think about a couple of
NOTE Confidence: 0.9276802
00:20:56.896 --> 00:20:59.288 specific cases that this refers to
NOTE Confidence: 0.9276802
00:20:59.290 --> 00:21:01.474 when when offices like ours and the
NOTE Confidence: 0.9276802
00:21:01.474 --> 00:21:02.770 coordinators were involved early,
NOTE Confidence: 0.9276802
00:21:02.770 --> 00:21:05.626 some of these we were able to produce
NOTE Confidence: 0.9276802
00:21:05.626 --> 00:21:08.209 solutions or supports to very quickly.
NOTE Confidence: 0.9276802
00:21:08.210 --> 00:21:10.690 So when we think about something
NOTE Confidence: 0.9276802
00:21:10.690 --> 00:21:13.434 like graffiti on a building,
NOTE Confidence: 0.9276802
00:21:13.434 --> 00:21:15.678 we can work with the Police Department to
NOTE Confidence: 0.9276802
00:21:15.678 --> 00:21:16.880 very quickly get that both taken away,
but also investigated the case on PPO in particular, they were able to find folks who did it, luckily not members of our community, members of the local high school community and manage it in that way. So I would encourage you to bring forward concerns so that we can address them and you can do that. You can reach out to a discrimination approximate resource coordinator, Shortland DHRC here or Channel 9 coordinator. I also want to mention your Channel reporting responsibilities.
So we talked about you have rights, you also have responsibilities. So if you are in the position of receiving a disclosure from a student in particular, but from anyone regarding sexual misconduct, given your roles, we would have a reporting obligation to either your deputy Title 9 coordinators or to the central Title 9 office. Are any of you coming from prior institutions where you remember having this kind of obligation? So this isn’t new to everyone. And so the way I suggest managing this is if you are in the position where somebody comes forward to you,
first of all, that’s a really important moment for that. The research shows us that the first person that someone tells they’re experiencing harassment or misconduct, their reaction will have a long line impact on how they feel about it and what they do next. So if the reaction is supportive, that can go a long way and somebody feeling like they can take agency to manage the situation. If the reaction is blaming or minimizing, they may never tell anyone. It’s really interesting stuff.
We really harp on this with the undergraduates because it’s particularly potent in their age range.

Talk to them about how to be a good receiver of concerns, but it’s also relevant with you.

So if you are on the receiving end of the disclosure, first know that somebody is really trusting me with that. And somebody who has received, given the nature of my job, dozens and dozens of these disclosures, which one is a really important moment. And you do want to be able to
channel postal resources even to say, 
look, this is something, 
there’s an office that I can call for help or deputy Title 9 coordinator who can support and talk through what to do with this matter. 
We’re not asking each of you to be experts in Title 9. That would be an unfair expectation. We are asking you to channel it to the Title 9 experts so that we can provide a range of resources and support that someone might need. And then what happens after
a lot of people say, well, what happens after I make that call if I let a deputy Channel 9 coordinator know or the Channel 9 office. So we typically ask for an initial discussion, say, hey, we heard there might be a concern, we like to provide support and we can have a meeting to say what sort of resources do you need? Are you safe when an intimate partner violence situation, someone might need assistance with safety planning or housing? These are definitely situations you want to bring forward rapidly.
There can be a link between intimate partner violence and workplace violence. Sure, you have seen that in the headlines. That hurt all of us when there are workplace violence incidents. That is one of the reasons you need to make sure to get those to us as soon as they are disposed to you. We protect privacy and share information only on a need to know basis. So if you do report something out, it may be that you don’t receive a whole lot back other than confirmation. That’s intentional to protect the privacy rights that people involved.
This is another area folks at Yale School Medicine like to use Reply All a lot or a lot of people on the copy line. This is an area not to do that. You want to keep this pretty discreet and private. We can have a discussion when you call about who needs to know. You may have reasons that you feel like other folks need to know. We can talk about further than you. And importantly, reporting your concern, I just cannot emphasize this enough is not automatically launch an investigation. That’s often a fear of folks who are disclosing a concern.
It is the very rare case where the institution on its own initiative, would move forward with an investigation in virtually all incidents, with some exceptions, and the exceptions would be where there’s a concern about the safety of others. But in most incidences, the person on the receiving end of the behavior that is of concern is going to have a lot of agency over what happens next and then resolution options. So we are able to do formal investigations and that includes our university wide.
00:25:59.788 --> 00:26:01.668 committee on section was conduct
NOTE Confidence: 0.93047166
00:26:01.668 --> 00:26:03.708 our office of Institutional Equity.
NOTE Confidence: 0.93047166
00:26:03.710 --> 00:26:05.480 We are also able to offer
NOTE Confidence: 0.93047166
00:26:05.480 --> 00:26:06.070 informal resolutions.
NOTE Confidence: 0.93047166
00:26:06.070 --> 00:26:08.428 Sometimes folks just want a discussion,
NOTE Confidence: 0.93047166
00:26:08.430 --> 00:26:10.134 mediation, A facilitated dialogue.
NOTE Confidence: 0.93047166
00:26:10.134 --> 00:26:13.891 We do have the capacity to offer that and
NOTE Confidence: 0.93047166
00:26:13.891 --> 00:26:16.740 to support that And so that’s something we
NOTE Confidence: 0.93047166
00:26:16.740 --> 00:26:19.220 explore the folks who come for as well.
NOTE Confidence: 0.93047166
00:26:19.220 --> 00:26:20.820 And then I do want to mention share,
NOTE Confidence: 0.93047166
00:26:20.820 --> 00:26:22.986 our share center is our confidential
NOTE Confidence: 0.93047166
00:26:22.986 --> 00:26:25.396 resource around any types of tax or
NOTE Confidence: 0.93047166
00:26:25.396 --> 00:26:27.740 gender based conduct, sexual harassment,
NOTE Confidence: 0.93047166
00:26:27.740 --> 00:26:29.900 partner violence, stalking.
NOTE Confidence: 0.93047166
00:26:29.900 --> 00:26:31.740 And these folks are available,
NOTE Confidence: 0.93047166
00:26:31.740 --> 00:26:35.046 they are extraordinary and they are
NOTE Confidence: 0.93047166
00:26:35.046 --> 00:26:37.564 available to you staff, students,
NOTE Confidence: 0.93047166
00:26:37.564 --> 00:26:39.724 faculty and we highly recommend
NOTE Confidence: 0.93047166
00:26:39.724 --> 00:26:43.148 them as a place to send somebody in
NOTE Confidence: 0.93047166
00:26:43.148 --> 00:26:46.167 addition to make their report to us if
NOTE Confidence: 0.93047166
00:26:46.167 --> 00:26:48.818 they have a concern of these issues.
NOTE Confidence: 0.93047166
00:26:48.818 --> 00:26:52.440 There is some 24/7 or extremely sensitive.
NOTE Confidence: 0.92422324
00:26:58.870 --> 00:27:01.790 OK. And then of course the Police Department,
NOTE Confidence: 0.92422324
00:27:01.790 --> 00:27:03.310 I’ve often heard our chief,
NOTE Confidence: 0.92422324
00:27:03.310 --> 00:27:04.410 Anthony Campbell say if you
NOTE Confidence: 0.92422324
00:27:04.410 --> 00:27:05.870 think you need to call police,
NOTE Confidence: 0.92422324
00:27:05.870 --> 00:27:08.142 that is always a call to make their right.
NOTE Confidence: 0.92422324
00:27:08.142 --> 00:27:10.150 On the issues that I deal with,
they have a team of specially trained officers, especially related to sexual violence, and we have a listing app with nobody’s talked to you about it yet that can be helpful to download various warnings and other resources and links to resources. We, I think in the undergrad orientation, we sit around and watch them and make them download this. I’m not going to do that, but I think this is a useful app to have. I’m going to end with a discussion about accessibility and accommodations, including briefly, I’m going to talk about religious
00:27:46.580 --> 00:27:47.055 accommodations.
00:27:47.060 --> 00:27:50.000 OK, so we have confidence to ensure accessibility here at Yale and to ensure equal access and full participation for all members of our community.
00:27:55.178 --> 00:28:00.036 We have a website that details a lot of this accessibility dot Yale dot Edu,
00:28:00.036 --> 00:28:02.923 of this accessibility dot Yale dot Edu,
00:28:02.923 --> 00:28:06.038 the important takeaways for today student accessibility services.
00:28:06.040 --> 00:28:08.860 So for those of you who are working with students,
00:28:08.908 --> 00:28:11.856 we have an office that facilitates accommodations in the medical school setting.
00:28:13.920 --> 00:28:14.874 Shami is wonderful.
00:28:14.874 --> 00:28:18.127 He is the key point of contact in our
student accessibility services office. And so if you were not the receiving end of like a letter saying that your student has an accommodation and you have concerns or questions, just reach out to SAS and they’re happy to talk that through with you. About 25% of the students in the School of Medicine are registered with SIS. Many of those are solely related to exam accommodations, but not all. And we can be helpful and supportive. There are some places in the school where the physical plant, they’re making huge improvements, but there are some places where
the physical plant is more or less able to be navigated, particularly for those with mobility restrictions. So we can help with that as well. I do want to mention too, I don’t have a slide on it, but if you develop or have a disability that requires accommodation or if a professional staff or faculty member you work with, the office that manages those is the office of institutional equity and Accessibility.
related to a disability or if you develop a disability that requires accommodation,

we will support that interactive process for you.

Staff go through HR and then I do want to know religious accommodation, so we have religious accommodation guidelines.

And if you have students who are unable to attend classes because of their religious belief,

you ask them to discuss the with their instructor.

This may happen in the last setting, it may happen in a class setting,
00:29:45.760 --> 00:29:48.476 it may happen in a practical setting.
00:29:48.480 --> 00:29:50.433 We ask them to give a lot of notice,
00:29:50.440 --> 00:29:52.440 but if you need any guidance for support,
00:29:52.440 --> 00:29:54.200 you can contact us.
00:29:54.200 --> 00:29:56.840 Similarly as faculty and also staff,
00:29:56.840 --> 00:30:00.634 there are religious accommodation
00:30:00.640 --> 00:30:03.121 So if you need an accommodation for
00:30:03.121 --> 00:30:04.776 a holiday that’s not recognized
00:30:04.776 --> 00:30:06.750 by the institution or otherwise,
00:30:06.750 --> 00:30:08.140 you are encouraged to discuss
00:30:08.140 --> 00:30:09.793 that with your manager and you
00:30:09.793 --> 00:30:11.029 can also work with L i.e.
00:30:11.030 --> 00:30:13.106 A to support that request further.
00:30:15.350 --> 00:30:17.345 So in summary, I want to thank
you all and welcome you here.

I know that was a lot of information.

Hopefully you feel armed to know a little bit more where to look if something comes up.