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. So how many people we are new to Haven or Connecticut?

Good number. OK. So here’s the tips.

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.
expectations around policy and resources on these topics here at Yale.

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. And I could just tell you a little bit about my background. I've been here at Yale since September 2020. This role was a new role at that time to really bring together universities approach to both preventing and responding to discrimination and harassment as well as ensuring 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. 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, this is a campaign. 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,
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 is dare to leave. 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, kind are very much supported in her research and some of the hallmarks of leaders who lead in a way that does not create toxicity. But why does that matter to someone like me? Study after study, including the National Academy of Science, Engineering and Medicine, People Implement, Opportunity Commission and others, has found a direct link between incivility and discrimination and harassment based on protected classes. I think a lot of us saw this 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.
00:04:42.750 --> 00:04:43.950 Thinking about your next flight.
NOTE Confidence: 0.92622316
00:04:43.950 --> 00:04:46.870 I would always check my flying on supermax.
NOTE Confidence: 0.92622316
00:04:46.870 --> 00:04:49.018 Interesting report about the
NOTE Confidence: 0.92622316
00:04:49.018 --> 00:04:51.042 culture of balling, right?
NOTE Confidence: 0.92622316
00:04:51.042 --> 00:04:52.690 So we’re talking about
NOTE Confidence: 0.92622316
00:04:52.690 --> 00:04:53.926 planes and manufacturing,
NOTE Confidence: 0.92622316
00:04:53.930 --> 00:04:55.514 but it was not a surprise to me
NOTE Confidence: 0.92622316
00:04:55.514 --> 00:04:57.323 when you dug into the public basic
NOTE Confidence: 0.92622316
00:04:57.323 --> 00:04:58.683 report about what went wrong.
NOTE Confidence: 0.92622316
00:04:58.690 --> 00:05:01.048 You see a culture of competition,
NOTE Confidence: 0.92622316
00:05:01.050 --> 00:05:02.823 toxicity, non transparency.
NOTE Confidence: 0.92622316
00:05:02.823 --> 00:05:06.369 These are not surprising to those
NOTE Confidence: 0.9348784
00:05:09.170 --> 00:05:11.670 between these types of workplace
NOTE Confidence: 0.9348784
00:05:11.670 --> 00:05:13.070 environments and bad outcomes.
NOTE Confidence: 0.9348784
00:05:13.070 --> 00:05:14.852 In that case, it’s disastrous outcomes.
NOTE Confidence: 0.9348784
00:05:14.852 --> 00:05:16.910 The same link is there with sexual
harassment and sexual misconduct. So this is something to keep in mind is something that we think about 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. Some of you might be extremely familiar with this, 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 is goes well beyond sort
00:06:28.910 --> 00:06:30.366 of sex and gender.

00:06:30.366 --> 00:06:32.550 It impacts things like sexual harassment,

00:06:32.550 --> 00:06:34.442 compensation, equity,

00:06:34.442 --> 00:06:36.810 pregnancy and parenting and more.

00:06:36.810 --> 00:06:39.342 Title 9 goes beyond protecting just students.

00:06:39.342 --> 00:06:41.694 Faculty and staff at an academic

00:06:41.694 --> 00:06:43.996 medical institution also have both

00:06:43.996 --> 00:06:45.530 protections and responsibilities

00:06:45.530 --> 00:06:47.610 Under Title 9 that I'll be

00:06:47.610 --> 00:06:49.010 talking about in more detail.

00:06:49.010 --> 00:06:51.650 Title 7 is your major employment

00:06:51.650 --> 00:06:52.530 discrimination statue.

00:06:52.530 --> 00:06:54.676 This is really the foundation of

00:06:54.676 --> 00:06:56.280 what provides you with certain

00:06:56.280 --> 00:06:57.810 rights and appear supervisor
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
right related to disabilities, as well as your obligations if students or people that report to you need accommodations. So I’m going to flip us through pretty quickly with university policies. This QR code should bring you to a brochure. You’re welcome to bring it up. And I think these materials are also available to you after the fact. But we have one major university policy, the policy against discrimination and harassment, which defines our conduct 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
NOTE Confidence: 0.938799
00:08:27.120 --> 00:08:28.860 happen based on someone’s sex,
NOTE Confidence: 0.938799
00:08:28.860 --> 00:08:31.260 sexual orientation, gender identity,
NOTE Confidence: 0.938799
00:08:31.260 --> 00:08:34.253 national or ethnic origin, color,
NOTE Confidence: 0.938799
00:08:34.253 --> 00:08:36.032 disability, veteran status,
NOTE Confidence: 0.938799
00:08:36.032 --> 00:08:39.140 religious religion, age, race.
NOTE Confidence: 0.938799
00:08:39.140 --> 00:08:40.744 These are the major categories that
NOTE Confidence: 0.938799
00:08:40.744 --> 00:08:43.320 work in state and federal law and that
NOTE Confidence: 0.938799
00:08:43.388 --> 00:08:45.656 are protected under our Yale policies.
NOTE Confidence: 0.938799
00:08:45.660 --> 00:08:47.178 When I say the word discrimination,
NOTE Confidence: 0.938799
00:08:47.180 --> 00:08:49.322 that’s about adverse treatment based on
NOTE Confidence: 0.938799
00:08:49.322 --> 00:08:51.740 one of those protected characteristics.
NOTE Confidence: 0.938799
00:08:51.740 --> 00:08:53.498 Typically when we think about discrimination,
NOTE Confidence: 0.938799
00:08:53.500 --> 00:08:55.660 we think about something bad happening,
NOTE Confidence: 0.938799
00:08:55.660 --> 00:08:57.648 some not being hired,
NOTE Confidence: 0.938799
00:08:57.648 --> 00:08:59.139 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 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
can do to help that person once we're learning after the fact. It's interesting, I was not here, I was at UConn. But the week of the Kavanaugh Supreme Court hearings, those particularly during two days of testimony, were the highest number of case reports I've ever seen in my career. Come in over 48 hours with so many people say, I feel like I need to tell my story. I've heard that was pretty common 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
00:13:08.405 --> 00:13:09.705 based on what’s happening.
NOTE Confidence: 0.92789465

00:13:10.190 --> 00:13:12.070 It’s no longer conversation,
NOTE Confidence: 0.92789465

00:13:12.070 --> 00:13:14.770 but I do want to flag it.
NOTE Confidence: 0.92789465

00:13:14.770 --> 00:13:18.646 And so the other piece that I want to flag
NOTE Confidence: 0.92789465

00:13:18.650 --> 00:13:21.530 is the vulnerability of patients themselves.
NOTE Confidence: 0.92789465

00:13:21.530 --> 00:13:23.678 Certainly this is also worthy of
NOTE Confidence: 0.92789465

00:13:23.678 --> 00:13:25.970 multiple hours of separate conversation,
NOTE Confidence: 0.92789465

00:13:25.970 --> 00:13:26.810 but we’ve all seen the
NOTE Confidence: 0.92789465

00:13:26.810 --> 00:13:28.316 headlines in major cases.
NOTE Confidence: 0.92789465

00:13:28.316 --> 00:13:30.422 Larry Nasser certainly stands
NOTE Confidence: 0.92789465

00:13:30.422 --> 00:13:33.210 out and the needs of all of us to
NOTE Confidence: 0.92789465

00:13:33.210 --> 00:13:34.750 make sure that we are doing our
NOTE Confidence: 0.92789465

00:13:34.750 --> 00:13:36.130 part to speak up when something’s
NOTE Confidence: 0.92789465

00:13:36.130 --> 00:13:37.474 happening in the patient setting.
NOTE Confidence: 0.92789465

00:13:37.474 --> 00:13:40.546 We also offer a lot of pathways for
NOTE Confidence: 0.92789465

00:13:40.546 --> 00:13:42.234 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. 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.

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.

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
teacher student relationships, so I'm going to read to you the language directly. You can find all of this on the Title 9 website, but here's what it says in relevant part. Teachers must avoid sexual or romantic relationships with students over whom they have or might reasonably expect to have direct pedagogical or supervisory relationships, regardless of whether the engagement with consensual. 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.

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

So there’s a couple of localized 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.
00:18:22.711 --> 00:18:25.229 with the folks are concerned about.
NOTE Confidence: 0.93288916
00:18:25.230 --> 00:18:27.190 Or any other brave reasons.
NOTE Confidence: 0.93288916
00:18:27.190 --> 00:18:30.508 You can always come straight to us,
NOTE Confidence: 0.93288916
00:18:30.510 --> 00:18:32.226 but you also have localized resources,
NOTE Confidence: 0.93288916
00:18:32.230 --> 00:18:34.654 so discrimination and harassment
NOTE Confidence: 0.93288916
00:18:34.654 --> 00:18:35.866 resource coordinators,
NOTE Confidence: 0.93288916
00:18:35.870 --> 00:18:38.270 one of them will look familiar to Darren.
NOTE Confidence: 0.93288916
00:18:38.270 --> 00:18:39.710 There’s also John Francis,
NOTE Confidence: 0.93288916
00:18:39.710 --> 00:18:40.430 Karina Gonzalez,
NOTE Confidence: 0.93288916
00:18:40.430 --> 00:18:42.203 and Marietta Vasquez.
NOTE Confidence: 0.93288916
00:18:42.203 --> 00:18:45.300 They work to both prevent discrimination
NOTE Confidence: 0.93288916
00:18:45.300 --> 00:18:47.500 or harassment and also respond
NOTE Confidence: 0.93288916
00:18:47.500 --> 00:18:49.700 supportively to incidents that occur.
NOTE Confidence: 0.93288916
00:18:49.700 --> 00:18:51.410 They’re a great first stop
NOTE Confidence: 0.93288916
00:18:51.410 --> 00:18:53.708 if you have concerns based on
NOTE Confidence: 0.93288916
00:18:53.708 --> 00:18:55.259 discrimination or harassment,
implicit bias, things of that nature, or if you’re working with a student or a colleague who does, they’re a good first stop to think about how might you want to approach this problem. Meeting with them does not automatically launch some big investigation. You’re generally very serious allegations. Going to retain the control to decide what happens with your concern. Deputy Title 9 coordinators, you’ll see Darren again. He has both roles, which is really helpful. And then you have three others in the school as well, Cindy Cristo,
And 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. And you may want to contact them to report a specific concern. Sometimes people access the local resources to say somebody made a really off coloring market meeting. I don’t want to make a huge case about it, but how do you suggest I deal with it?
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. It gives you a sense of the types of pieces that we see and the types of concerns that you might want to bring forward.
This is a small sampling

the range is wide.

This is not the only types of
cconcerns you can bring forward,

but I'll just give you a minute with this list.

And as I think about a couple of

specific cases that this refers to

when offices like ours and the coordinators were involved early,

some of these we were able to produce solutions or supports to very quickly.

So when we think about something like graffiti on a building,

we can work with the Police Department to 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 or as I mentioned the central offices. 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 it’s a really important moment. 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 at Yale folks at Yale 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
committee on section was conduct

our office of Institutional Equity.

We are also able to offer informal resolutions.

Sometimes folks just want a discussion,

mediation, A facilitated dialogue.

We do have the capacity to offer that and to support that And so that’s something we explore the folks who come for as well.

And then I do want to mention share, our share center is our confidential resource around any types of tax or gender based conduct, sexual harassment, partner violence, stalking.

And these folks are available, they are extraordinary and they are
available to you staff, students, faculty and we highly recommend them as a place to send somebody in addition to make their report to us if they have a concern of these issues. There is some 24/7 or extremely sensitive. OK. And then of course the Police Department, I’ve often heard our chief, Anthony Campbell say if you think you need to call police, you need to call police. So when in doubt, if you feel like there’s a safety issue, that is always a call to make their right. 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
00:27:50.000 --> 00:27:53.043 accessibility here at Yale and to ensure
00:27:53.043 --> 00:27:55.178 equal access and full participation
00:27:55.178 --> 00:27:57.818 for all members of our community.
00:27:57.820 --> 00:28:00.036 We have a website that details a lot
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
00:28:06.040 --> 00:28:06.886 student accessibility services.
00:28:06.886 --> 00:28:08.660 So for those of you who are
00:28:08.908 --> 00:28:09.958 working with students,
00:28:09.960 --> 00:28:11.856 we have an office that facilitates
00:28:11.856 --> 00:28:13.920 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
00:28:18.127 --> 00:28:20.006 office.
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. And so if you need an accommodation...
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,
it may happen in a practical setting.

We ask them to give a lot of notice, but if you need any guidance for support, you can contact us.

Similarly as faculty and also staff, there are religious accommodation protections as well.

So if you need an accommodation for a holiday that’s not recognized by the institution or otherwise, you are encouraged to discuss that with your manager and you can also work with L i.e. A to support that request further.

So in summary, I want to thank
00:30:17.345 --> 00:30:19.429 you all and welcome you here.
NOTE Confidence: 0.9328601
00:30:19.430 --> 00:30:22.070 I know that was a lot of information.
NOTE Confidence: 0.9328601
00:30:22.070 --> 00:30:23.390 Hopefully you feel armed to
NOTE Confidence: 0.9328601
00:30:23.390 --> 00:30:25.038 know a little bit more where
NOTE Confidence: 0.9328601
00:30:25.038 --> 00:30:26.664 to look if something comes up.