OVERVIEW

• Equity & Inclusion at UC
  ▪ University Policies, Commitments & Expectations

• Scenario Analysis & Discussion

• Inclusive Practices & Strategies
  ▪ Valuing Diversity
  ▪ Commitment to Cultural Competency

• Questions
The Division serves to:

- Address issues of discrimination, harassment, sexual misconduct, and retaliation so members of our community can work, learn, grow, and thrive in a safe and supportive environment.

- Aspire toward inclusive excellence by leading with courage and compassion, treating everyone with dignity and respect, and enhancing the quality of life for everyone with whom we connect.
“To fulfill our promise of equity and inclusion, each of us has a role to play in making sure our campus is a place where every person counts. To become our best as a university community, we must draw on the best in all of us. UC can become a place where everyone feels welcomed, appreciated, respected and treated with dignity and empathy.”

- President Neville Pinto, University of Cincinnati
The "substantial" and "important" educational benefits of diverse living, learning, and working environments:

- “. . . create opportunity, develop educated and engaged citizens, enhance the economy and enrich our University, city, state and global community.” University of Cincinnati Mission Statement
University Policy on Non-Discrimination

• Prohibit unlawful discrimination on the basis of race, color, religion, national origin, ancestry, disability, medical condition, genetic information, marital status, sex, age, sexual orientation, veteran status, or gender identity and expression in University programs, activities, services, or opportunities.
• Board of Trustees Policy – University Rule 3361:10-13-01
• http://www.uc.edu/content/dam/uc/trustees/docs/rules_10/10-13-01.pdf

Discriminatory Harassment Policy

• Prohibits unlawful harassment on the basis of race, color, religion, national origin, ancestry, disability, medical condition, genetic information, marital status, sex, age, sexual orientation, veteran status, or gender identity and expression within the University community.
• Human Resource Policy & Procedure – 11.02
• http://www.uc.edu/content/dam/uc/hr/labor_and_employee_relations/policies/11_02_discriminatory_harassment.pdf

Policy Statement on Sexual Harassment

• Affirms the University’s commitment to prohibiting unlawful harassment on the basis of sex within the University community.
• Human Resource Policy & Procedure – 11.3
• http://www.uc.edu/content/dam/uc/hr/labor_and_employee_relations/policies/11_03_policy_statement_sexual_harassment.pdf

Code of Conduct

• Affirms UC’s commitment to upholding ethical, professional, and legal standards and articulates expected standards of conduct for members of the university community.
• Board of Trustees Policy – University Rule 3361:10-17-03
• http://www.uc.edu/content/dam/uc/trustees/docs/rules_10/10-17-03.pdf

Student Code of Conduct

• Affirms the rights and responsibilities of student members of the university community, including express expectations for equitable and inclusive conduct.
• Board of Trustees Policy – University Rule 3361:40-5-05
• https://www.uc.edu/conduct/Code_of_Conduct.html
DISCRIMINATION

Definition:

1. Inequitable or differential treatment;
2. Regarding or on the basis of:
   - AGE
   - ANCESTRY
   - COLOR
   - DISABILITY
   - GENDER IDENTITY
   - GENDER EXPRESSION
   - GENETIC INFORMATION
   - FAMILIAL STATUS
   - MARITAL STATUS
   - MEDICAL CONDITION
   - MILITARY STATUS
   - NATIONAL ORIGIN
   - PREGNANCY
   - RACE
   - RELIGION
   - SEX
   - SEXUAL ORIENTATION
   - VETERAN STATUS
3. Which adversely effects a term, condition, or privilege of a protected individual’s employment, housing, education, public services, or public accommodations.
HARASSMENT

Definition:

1. Unwelcome conduct or communication
2. Regarding or on the basis of:
   - AGE
   - ANCESTRY
   - COLOR
   - DISABILITY
   - GENDER IDENTITY
   - GENDER EXPRESSION
   - GENETIC INFORMATION
   - FAMILIAL STATUS
   - MARITAL STATUS
   - MEDICAL CONDITION
   - MILITARY STATUS
   - NATIONAL ORIGIN
   - PREGNANCY
   - RACE
   - RELIGION
   - SEX
   - SEXUAL ORIENTATION
   - VETERAN STATUS
3. Which creates an objectively hostile employment, housing, education, public services, or public accommodation environment.
EXAMPLES OF HARASSING CONDUCT

The following behaviors can create a hostile environment if they are unwanted or unwelcome:

– Off-color, derogatory, offensive jokes or teasing.
– Comments about body parts or sex life.
– Suggestive, derogatory, offensive pictures, posters, calendars or cartoons.
– Leers, stares or gestures.
– Repeated requests for dates or attention.
– Provision of excessive attention in the form of calls, letters, gifts.
– Touching, brushes, pats, hugs, shoulder rubs or pinches.
– Dating or domestic violence; rape
– Quid Pro Quo
  • Sexual bribery--soliciting sexual favor by promise of reward
COMMUNITY STANDARDS OF CONDUCT

Board of Trustees – University Rules Section 3361:10-17-03

UC must strive at all times to maintain the highest standards of quality and integrity. This involves more than merely complying with the law. Frequently, UC’s business activities and the other conduct of its community members are not governed by specific laws or regulations. In these instances, principles of fairness, honesty, and respect for the rights of others will govern our conduct at all times.
**Retaliation**

- **Definition:**
  A materially adverse action taken against a covered individual because he or she engaged in a protected activity.

  - **Materially adverse action** is a disruption to terms, conditions, or privileges of an individual’s employment taken to keep someone from opposing a discriminatory practice or from participating in an investigation or other complaint proceeding.
  
  - **Covered individuals** are people who have opposed unlawful practices, participated in governmental or UC investigations, or who have requested accommodations related to employment or educational discrimination.
  
  - **Protected activity** includes actions in opposition to a practice believed to be unlawful discrimination or participation in an employment or educational discrimination complaint proceeding.
INSTITUTIONAL & INDIVIDUAL RESPONSIBILITY

• University Responsibilities:
  – When the University *knows or reasonably should know* about prohibited conduct, including discrimination, harassment, or other conduct which may create a hostile environment, it is required to:
    1. Promptly take action to eliminate the conduct;
    2. Prevent its recurrence; and
    3. Address individual and communal, immediate and residual effects.

• UC Community Member Responsibilities:
  – UC community members must assist the campus to administer its policies through:
    1. Prevention
    2. Notification/Mandatory Reporting
    3. Remediation
SCOPE OF DISCRIMINATION AND HARASSMENT

Recent Headlines in National News:

• “Gay discrimination lawsuit could cost Iowa taxpayers more than $6 million” 07/17/19
• “Google will pay $11 million to settle hundreds of age discrimination suits” 07/22/19
• “University of Arizona settles female deans’ $2 million equal pay lawsuit” 07/24/19
• “Iowa taxpayers spend $11.7 million covering state workers’ bad behavior” 08/04/19
• “Judge Orders Neo-Nazis to Pay American U Student $700,000” 8/12/19
• “New Mexico unseals $1M DPS settlement for gender discrimination & harassment” 8/26/19
• “Black couple wins $11.3M in racial discrimination suit vs. MI Dept. of Corrections” 9/11/19
HOW TO MAKE A REPORT

CALL
OGEI (513) 556-3349
OEOA (513) 556-5503

EMAIL
titleix@uc.edu
oeohelp@uc.edu

VISIT
OGEI - 3115 Edwards 1
OEOA - 5150 Edwards 1

ONLINE
www.uc.edu/titleix
www.uc.edu/inclusion/oeea

ASK US TO COME TO YOU

UCPD
(513) 556-1111
Scenario: The Break

1. If a topic of conversation is acceptable to the people conversing and is not intended for others to hear, could there be a violation of University policy?

2. Is there a victim/potential complainant in this scenario? If so, who?

3. Whose responsibility is it to do something?
Scenario One
1. If a topic of conversation is acceptable to the people conversing and is not intended for others to hear, could there be a violation of University policy?

2. Is there a victim/potential complainant in this scenario? If so, who?

3. Whose responsibility is it to do something?
Scenario: “Just Clean Fun”

1. Was this “just clean fun?” If not, where did it cross the line?

2. What are the coworkers true intentions? Do those intentions matter?

3. Is all joking and “playing around” unprofessional? When is it inappropriate, illegal, or prohibited by University policy?
JUST SOME
GOOD CLEAN
FUN
unprofessional
behavior
1. Was this “just clean fun?” If not, where did it cross the line?

2. What are the coworkers true intentions? Do those intentions matter?

3. Is all joking and “playing around” unprofessional? When is it inappropriate, illegal, or prohibited by University policy?
**INTENT -VS- IMPACT**

**Intent**

Our intentions represent the goal or purpose in what we say or do. However, it is important to recognize that *it is possible to do harm to someone without intending to do so*. Our choice of words, facial expressions, body language, tone of voice, the selection of materials to display in our living, learning, and working environments convey messages to those we engage with in community.

**Impact**

Impact is the emotion felt when receiving a message, a gesture, or some other conduct/communication from another person or entity. Impacts may be experienced as positive or negative conveyances, with or without correlation to the other person's intent.

In cases of harassment, the harasser’s **INTENT** is not an element to be proven. The policy is primarily concerned with the **IMPACT** on the target and/or receiver of the behavior.

If someone is impacted in an adverse manner by conduct or communications of a hostile nature and a reasonable person, in the same or similar circumstances, would likely experience the conduct as being similarly hostile, the intent of the offending person becomes somewhat irrelevant. Therefore, regardless of your intent, **if you become aware that your behavior is adversely impacting a student, colleague, or other member of the UC community it’s your responsibility to stop the behavior.**
STRATEGIES FOR EQUITY & INCLUSION

• Diversity Appreciation
• Cultural Competence
VALUING OUR DIVERSITY

Dimensions of Diversity

Source: Adapted from Workforce America! by Marilyn Loden and Judy Rosener, 1991; Diverse Teams at Work by Lee Gardenswartz and Anits Rowe, 2003; and Global Diversity Puts New Spin on Loden’s Diversity Wheel by Kimberley Lou and Barbara Dean, 2010.
# 30 Tips of Dignity & Respect

Sometimes it’s the smallest things that have the biggest impact. By practicing one of the 30 Tips of Dignity & Respect every day, each of us can make our world a better place for all to live—with all of our differences.

<table>
<thead>
<tr>
<th>Tip</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Tip 1</strong></td>
<td><strong>Sweat the small stuff.</strong>&lt;br&gt;It’s often the small things, such as being kind and courteous, that make a difference.</td>
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<tr>
<td><strong>Tip 2</strong></td>
<td><strong>Smile.</strong>&lt;br&gt;A smile can be contagious.</td>
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<td><strong>Tip 3</strong></td>
<td><strong>Be considerate.</strong>&lt;br&gt;Your words and actions affect others.</td>
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<td><strong>Tip 4</strong></td>
<td><strong>Say “Hello.”</strong>&lt;br&gt;You could make someone’s day.</td>
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<td><strong>Tip 5</strong></td>
<td><strong>Say “Thank you.”</strong>&lt;br&gt;Gratitude is a gift that’s never too small to give.</td>
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<tr>
<td><strong>Tip 6</strong></td>
<td><strong>Reinvent the wheel.</strong>&lt;br&gt;Do something that hasn’t already been done.</td>
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<tr>
<td><strong>Tip 7</strong></td>
<td><strong>Be open.</strong>&lt;br&gt;Try to experience new thoughts and ideas as learning opportunities.</td>
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<td><strong>Tip 8</strong></td>
<td><strong>Be flexible.</strong>&lt;br&gt;Things don’t always go as planned. Adapt to changing conditions when necessary.</td>
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<td><strong>Tip 9</strong></td>
<td><strong>Join the team.</strong>&lt;br&gt;Do your part to support teamwork.</td>
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<td><strong>Tip 10</strong></td>
<td><strong>Be a relationship builder.</strong>&lt;br&gt;Seek ways to expand your network.</td>
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<td><strong>Tip 11</strong></td>
<td><strong>Treat others the way they want to be treated.</strong>&lt;br&gt;Find out what respect means to others.</td>
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<td><strong>Tip 12</strong></td>
<td><strong>Be culturally aware.</strong>&lt;br&gt;Differences are barriers only if we allow them to be.</td>
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<td><strong>Tip 13</strong></td>
<td><strong>Break the ice.</strong>&lt;br&gt;Start a conversation with someone new.</td>
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<td><strong>Tip 14</strong></td>
<td><strong>Demonstrate mutual respect.</strong>&lt;br&gt;Inclusion means being respectful regardless of position or title.</td>
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<td><strong>Tip 15</strong></td>
<td><strong>Ask.</strong>&lt;br&gt;It’s okay to ask when you’re not sure.</td>
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<td><strong>Tip 16</strong></td>
<td><strong>Find common ground.</strong>&lt;br&gt;Discover what you have in common.</td>
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<td><strong>Tip 17</strong></td>
<td><strong>Communicate respectfully.</strong>&lt;br&gt;It’s not just what you say, but how you say it.</td>
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<td><strong>Tip 18</strong></td>
<td><strong>Practice patience.</strong>&lt;br&gt;Take time to get the full story.</td>
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<td><strong>Tip 19</strong></td>
<td><strong>Seek understanding.</strong>&lt;br&gt;It’s better to not fully understand than to fully misunderstand.</td>
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<td><strong>Tip 20</strong></td>
<td><strong>Share your point of view.</strong>&lt;br&gt;Everyone has a perspective. Let others benefit from yours.</td>
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<tr>
<td><strong>Tip 21</strong></td>
<td><strong>Get someone else’s point of view.</strong>&lt;br&gt;After sharing your perspective, give others a chance to share theirs.</td>
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<td><strong>Tip 22</strong></td>
<td><strong>Lead the way.</strong>&lt;br&gt;Let your inclusive behavior light a path for others.</td>
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<td><strong>Tip 23</strong></td>
<td><strong>Do the right thing.</strong>&lt;br&gt;Be fair.</td>
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<tr>
<td><strong>Tip 24</strong></td>
<td><strong>Listen.</strong>&lt;br&gt;People feel respected when they know you’re listening to their point of view.</td>
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<tr>
<td><strong>Tip 25</strong></td>
<td><strong>Remember, we all make mistakes.</strong>&lt;br&gt;Resist the urge to point out the ones others make.</td>
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<tr>
<td><strong>Tip 26</strong></td>
<td><strong>Get involved.</strong>&lt;br&gt;Make a difference. Get caught being good.</td>
</tr>
<tr>
<td><strong>Tip 27</strong></td>
<td><strong>Become a mentor.</strong>&lt;br&gt;You—yes, you—can help others realize their potential.</td>
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<tr>
<td><strong>Tip 28</strong></td>
<td><strong>Take a healthy step.</strong>&lt;br&gt;Do something good for your health and encourage a friend to join you.</td>
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<tr>
<td><strong>Tip 29</strong></td>
<td><strong>Lend a hand.</strong>&lt;br&gt;A little help can go a long way.</td>
</tr>
<tr>
<td><strong>Tip 30</strong></td>
<td><strong>Be a champion of dignity and respect.</strong>&lt;br&gt;Encourage others to do the same.</td>
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How Do We Transform?

- **Cultural change**
  - “From espoused to enacted”

- **Pervasive**
  - Cross-campus; from the cultural center to the classroom to the boardroom

- **Intentional**
  - Moving from passive negligence to action; creating diverse relationships

- **Occurs over time**
  (Harper & Hurtado, 2007)
COMMITMENT TO CULTURAL COMPETENCY

Cultural competence is as an ongoing process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, sexes, ethnic backgrounds, religions, sexual orientations, abilities and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each.

– **Individual level** – being capable of functioning effectively in a diverse cultural context and to appreciate, acknowledge, and advocate for respect and inclusion of differences.

– **Organizational level** – a set of behaviors, attitudes, and practices which come together in a system, agency, or amongst professionals to work effectively in a context of cultural differences.

Thank You!
QUESTIONS?

Office of Equal Opportunity & Access  
5150 Edwards Center 1  
45 Corry Blvd, ML 0214  
Cincinnati, OH 45221  
Tel: 513-556-5503  
oeohelp@uc.edu

Office of Gender Equity & Inclusion  
3115 Edwards Center 1  
45 Corry Blvd, ML 0158  
Cincinnati, OH 45221  
Tel: 513-556-3349  
titleix@uc.edu
RESOURCES

- Title IX - http://www.uc.edu/titleix.html
- Human Resources - http://www.uc.edu/hr.html
- Student Conduct & Community Standards - http://www.uc.edu/conduct.html
- Bias Incident Response Team - http://www.uc.edu/inclusion/about/birt.html
- Cultural Centers - http://www.uc.edu/eps.html
- Affinity Groups - http://www.uc.edu/inclusion/resources/offices-programs.html
REFERENCES


