Introductions

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Employment Services Manager  
Department of Human Resources

Kim Fearney  
Director of Compliance  
Office of Audit, Compliance, & Ethics

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Associate Vice President & Title IX Coordinator  
Office of Diversity & Equity

Jocelyn Miner  
Labor Relations Assistant  
Office of Faculty & Staff Labor Relations

Michael J. Eagen  
Director & Counsel  
Office of Faculty & Staff Labor Relations

Aliza Wilder  
Director  
Department of Human Resources
Our Offices

**Human Resources:** Provides leadership in the development, implementation and administration of human resource policies, procedures and programs which support the University’s educational and research mission – Employment Services, IT, Organizational & Staff Development, Employee Benefits.

**Labor Relations:** Engages with employee unions and non-represented employees to ensure individual and collectively bargained contract are properly administered – Contract Interpretation, Progressive Discipline, Negotiations.

**Office of Diversity & Equity:** Ensures the University’s commitment to foster diverse and inclusive working and learning environments – ADA, Affirmative Action, Discrimination, Diversity, Search Process Compliance, Title IX Compliance, sexual violence awareness.

**Office of Audit, Compliance & Ethics:** Provides an independent, fair and objective appraisal of the effectiveness of the University’s operational performance, recognizes risk, and promotes culture of compliance & ethics – FOIA, Fraud Reporting, Retaliation.
Agenda

Part 1:  UConn Workforce

Part 2:  Motivation & Engagement

Part 3:  Navigating Complex Workplace Issues

Part 4:  Collective Bargaining & Effective Supervision of Unionized Faculty & Staff

Questions are welcomed!
As Representatives of a Public Institution we are:

- **Subject** to external oversight
- **Open** to public scrutiny
- **Responsible** to follow rules at the federal, state and university level:
  - Laws
  - Regulations
  - Polices
  - Procedures
PUBLIC vs. PRIVATE INFORMATION

• Connecticut Freedom of Information Act (FOIA)
  • Applies to: Public Records (really ALL University records)
  • Send requests for records to the OACE

• Family Educational Rights and Privacy Act (FERPA)
  • Applies to: Records (or information in records) about students
  • Provides certain rights to students regarding their records, and obligates University employees to secure these records and keep their contents confidential
Part 1: UConn Workforce
## UConn Workforce

### Unclassified
- Management Exempt
- Confidential Exempt
- AAUP and Law School Faculty
- UCPEA
- Postdoctoral Fellows
- Graduate Assistants

### Classified
- Clerical
- Maintenance
- Protective Services

### Special Payroll
- Adjunct Faculty
- Re-employed Retirees
- Instructional Support
- Temporary Program/Project Support
- Faculty Summer Research/Teaching

### Student Employees
- Student Labor
- Student Work Study
Workforce Breakdown

- Student Employees
- Other Special Payroll
- Adjunct Faculty
- Maintenance (NP-2)
- Protective Services (NP-5)
- Clerical (NP-3)
- Social & Human Services...
- AAUP
- UCPEA
- Postdoctoral Fellows (Non-...
- Law Faculty
- Management Exempt
- Confidential Exempt
Employment Landscape

- Employment Laws & Regulations
- University Policies, Procedures, and Practices
- Collective Bargaining Agreements
- Unclassified vs. Classified Workforce
- Exempt vs. Unionized Workforce
Employee Life Cycle

- Recruitment (Search and Hire)
- Reclassifications/Promotions
- Equity/Market Analyses
- Leaves
- Temporary Appointments
- Separation
Most Common Employment Pitfalls to AVOID

- Conducting a search before assessing the needs of the organization
- Identifying bargaining unit, classification level, or compensation before identifying the work
- Doing the bare minimum to recruit
- Hiring too quickly and out of desperation
- Acting too slowly to hire a qualified candidate
- Not checking references
Most Common Employment Pitfalls to AVOID

• Using classification to reward meritorious performance
• Using classification to pay for more of the same
• Using classification for retention or equity
• Using classification to recognize or reward longevity in a position
Search Compliance

• University Search Procedures
  • Search and Hiring Guidelines (ODE and HR)
  • Applicable University Policies

• Freedom of Information Requests
  • Search materials and committee documentation are subject to FOI requests

• Complaint Process
  • Failure to hire based on protected class (ODE)
  • Violation of Search and Hiring Guidelines (OACE)

• Confidentiality
Achieving a **Diverse** Applicant Pool

- **Recruitment Strategy**
  - Proactive
  - Aggressive
  - Non-traditional

- **Networking**
  - Colleagues
  - Associations
  - Graduate Schools
  - Pipeline Building
  - Minimum of 10 phone calls initiated by each search committee
Recruitment Ambassador Program
LEAVE ADMINISTRATION
Maintaining Healthy Work/Life Balance

Personal Demands

Workplace Demands

UCONN
Leave of Absence Administration

Managing leave requires accuracy and expertise in several areas, including legal compliance, employee eligibility, workforce management and payroll coordination.

Mismanagement of leave of absence puts the university at risk for non-compliance and a perception that our practices are unfair and/or bias.
Leave of Absence Programs at UConn

• Common
  – Vacation
  – Medical (personal or family)
  – Workers’ Comp

• Less common leaves
  – Voluntary Schedule Reduction Program
  – Personal
  – Educational
  – Family Violence
Leave of Absences Programs at UConn Cont.

• Service to our country
  – Jury Duty
  – Military
  – American Red Cross Disaster Service

• Faculty-specific leaves
  – Sabbatical
  – Emergency faculty leaves
  – Other faculty leaves
Family and Medical Leave Act (FMLA)

Family and medical leaves occur when an employee is away from work for a period of more than five workdays or requires intermittent or reduced schedule leave for:

• The birth or adoption of a child or placement of a foster child
• The serious health condition of an employee or his/her child, parent or spouse
• Military family leave for a spouse, parent child or next of kin to care for a covered service member injured while on active duty or Exigency related to a family member being on or called to active duty
# FMLA - Responsibilities

<table>
<thead>
<tr>
<th>Employee</th>
<th>Supervisor</th>
<th>HR Leave Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leave Request</td>
<td>Provide Employee with General Overview of FMLA</td>
<td>Determine eligibility</td>
</tr>
<tr>
<td>Intent to Return to Work</td>
<td>Notify HR Leave Administrator if employee is not able to contact</td>
<td>Send required notices to employees</td>
</tr>
<tr>
<td>Medical Certificate or Military Certification or Proof of Placement</td>
<td>Ensure employee knows procedures for call out “FMLA”</td>
<td>Communicate with Supervisor/Manager</td>
</tr>
<tr>
<td>Fitness-for-Duty-Certification (prior to returning to work)</td>
<td>Ensure accurate and timely time keeping</td>
<td>Coordinate Unpaid Leaves (if applicable) with Payroll</td>
</tr>
<tr>
<td>Expected Timeframe (FT, Intermittent, Reduced Schedule)</td>
<td>NO RTW without clearance from doctor</td>
<td>Advice and Guidance</td>
</tr>
</tbody>
</table>
FMLA - Takeaways

- Job protection
- Benefits continuation
- Maintain Confidentiality
- Understand your role as a supervisor and employees’ obligations
- Does not mandate pay

- Options for covering work during absences
- Participation should never be a part of the performance evaluation
- Accommodations
- Communication is key

Help is a click away...

hr.uconn.edu > Benefits > Current Employees > Leaves of Absence
ADA: Best Practices for Supervisors

• Use ODE as a resource and do not begin the interactive process without ODE’s involvement

• If you are uncertain about whether an employee is asking for an accommodation, ask for clarification

• Act quickly upon receiving a request and refer the individual to ODE for further assistance

• Work quickly to implement the agreed-upon accommodations

• Maintain ongoing communication with the requestor even after the accommodation is implemented to ensure it is effective
Part 2: Motivation & Engagement

Celeste Barros
What do Employees Want From Their Jobs?

1. Full appreciation for work done
2. Feeling “in” on things
3. Empathy regarding personal issues
4. Job security
5. Good wages
6. Interesting work
7. Promotion/growth opportunities
8. Personal loyalty to workers
9. Good working conditions
10. Tactful discipline
What do Employees Want From Their Jobs?

Survey Results from Other Managers

1. Good wages
2. Job security
3. Promotion/growth opportunities
4. Good working conditions
5. Interesting work
6. Personal loyalty
7. Tactful discipline
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10. Tactful discipline
Motivators vs. Satisfiers

Satisfiers include:  
Factors external to the work itself
- Proper Supervision
- Good Peer Relationships
- Fair Policies
- Good Working Conditions
- Fair & Equitable Pay
- Benefits/ Fringe Package
Motivators vs. Satisfiers

Motivators include:

*Factors internal to the work itself*

- Achievement
- Recognition
- Work itself
- Responsibility
- Advancement
- Growth
Principles of Motivation

- People are motivated by different things
- You can’t motivate people directly
- You can create an environment in which others are motivated
The Environment You Create

Read and personalize

✔️ = like you

❌ = not like you

❓ = not sure

Motivation and The Environment You Create

You can't motivate people. They have to motivate themselves. As a manager, however, you can create an environment where it's easy for people to find their own natural motivation. This means building an atmosphere that addresses employees' basic needs and preferences so they can do their best work. Because of your DISC® style, you may naturally create a certain type of environment for those around you. It's important to understand the nature of this environment because it has a major impact on the motivation of the people you manage.

Lies, your focus on collaboration motivates people by building trust among coworkers. For many people, being part of a cooperative, cheerful team boosts their enjoyment and energy at work. People who feel that group efforts are appreciated are more likely to seek out opportunities to brainstorm together and improve ideas without concern for who receives the credit.

Most likely, your supportive nature allows you to create a trusting environment where people feel comfortable coming to work every day. Just knowing that someone cares about them on the job can be extremely motivating for many people. Further, because of your willingness to listen to others' concerns with patience and empathy, you send the message that people matter to you.

In addition, because you are enthusiastic and encourage others, the environment that you help to create is one where people feel recognized and accepted. You probably help them see that work can be fun, and as a result, they may be more upbeat and optimistic about their tasks and their contributions.

The Environment You Create

- Because you are understanding and patient, people waste less energy worrying about mistakes
- Because you build teams, workers feel a sense of camaraderie and mutual support
- Because you provide stability, people can work with less fear of unwanted surprises
- When you provide people with the information and resources they need, they don't have to waste energy in confusion or frustration
- Because of your encouragement, people feel more self-assurance about their contributions
- When you celebrate successes, people feel that they are valued
How You Motivate

The Environment You Create

Why others would be motivated by this environment?

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How You may Demotivate

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What may be demotivating to some people
Supervisor Essentials Program (SEP)

Communications Track:
• Introduction to Supervisor Essentials
• DiSC: Discovering Your Management Style
• On-the-Level Communication
• Coaching Through Conflict

Performance Management Track:
• Goal Setting & Gaining Commitment
• Delivering Feedback & Conducting Difficult Conversations
• Developing Others
Interaction and Leadership Program (ILP)

Program Series:
- DiSC: Discovering Your Work Style
- Communicating with Impact
- Navigating Beyond Conflict
BREAK TIME

Snacks
Cell phone
Restroom
Part 3: Navigating Complex Workplace Issues
Power Relationships

Faculty/Staff → Student

or

Supervisor → Employee

or

Faculty/Staff → Faculty/Staff

or

Graduate Student → Undergraduate Student

“not only are teachers [and other university employees] afforded unique access to students, they also are vested with significant authority and control over those students.”
Conduct & Civility: A Respectful Work Environment

- Some inappropriate behaviors are not construed as violation of policy.
- Some inappropriate behavior is clearly recognizable as a violation of policy and may violate law.

Small ongoing inappropriate behaviors can escalate over time.
Respect and Civility

• One of the University’s Core Values is **Respect**.

• The Code of Conduct:
  – “As members of an academic community, we seek to foster a spirit of civility and collegiality through open and honest communication. We strive to protect the health, safety and well-being of all persons…. **We value an environment that is free from harassment, intimidation, bullying, incivility, disrespect and violence.**”

  – “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.”
Incivility Examples

1. Personal Insults and Demeaning Remarks
   - “You’re an idiot” stated by a staff member to another staff member in front of others. Broadcast email disparaging a colleague.

2. Threats, Intimidating Behavior and Misuse of Authority
   - “Choosing another major advisor will be very damaging to your academic career”
   - “Don’t forget that I chair the Departmental PTR committee.”
   - “We deal with our problems in-house, I am very disappointed that you called the Union.”

3. Screaming and Yelling
   - Yelling at others is NEVER an acceptable method of communication

4. Invading the Personal Space of Another
   - Including threatening gestures, unwanted touching, finger pointing
Incivility Case Studies

1. Rocco is not a morning person and therefore, never says “good morning” or even acknowledges his co-workers when he comes in to work. Come to think of it, he never says good night, please or thank you. He has a reputation for being prickly and gruff but is a highly productive employee and a team player.

2. Jocelyn, a staff member your supervise, often leaves her door open. Several times a day you hear her on the phone dropping the f-bomb and other profanity, sometimes in a loud voice.

3. Tom, a supervisor that reports to you, is reputed to have a bad temper particularly with persons who report to him. You have never observed this but a senior administrator reports an incident to you. The senior administrator was told in confidence that Tom screamed at an administrative assistant because she did not record an important meeting on his calendar.
Conflict Resolution Resources: Ombuds Office

Jim Wohl, DVM, MPA
UConn Ombuds Office
2-191 Babbidge, Unit 1257
369 Fairfield Way
Storrs, CT 06269-1257

TEL: (334) 844-7170
FAX (334) 844-7089
Jim.wohl@uconn.edu
www.ombuds.uconn.edu
Observations

**IOA Issues Category**

- **Compensation & Benefits** – 2%
- **Evaluative Relationships** – 45.7%
- **Peer & Colleague Relationships** – 9.2%
- **Career Progression & Development** – 9.9%
- **Legal, Regulatory, Financial, and Compliance** – 3.3%
- **Safety, Health, and Physical Environment** – 1.6%
- **Services/Administration Issues** – 6.6%
- **Organizational, Strategic, and Mission Related** – 16%
- **Values, Ethics, and Standards** – 5.7%
Microinequities

- Subtle, often subconscious signal perceived as core messages, demonstrating inclusion or exclusion

- Some examples: listening with arms folded, losing eye contact when speaking, ignoring one’s success while rewarding another’s same accomplishments
98% of the time I’m a very nice guy...

But every once in a while I can get ugly
Communication Styles

- Action Oriented
  - Results, direct
- Process Oriented
  - Analysis, logical
- People Oriented
  - Feelings, spontaneous
- Idea Oriented
  - Concepts, imaginative
When I’m talking to a.....

Action Oriented
- Get to the bottom line
- Brief
- Practical visuals

Process Oriented
- Precise, logical
- break things down
- options, outlines

People Oriented
- Be ready for small talk
- informal
- Indicate support from others
- Talk about others affected

Idea Oriented
- Allow time, be patient
- Relate to the big picture
- Impact on the future
- Get right to the key concepts then details
There’s always a reason....

for episodes of unprofessional behavior
Responding to Unprofessional Behavior

Is it an episode, a pattern, or is it about the relationship?

Which do you care about the most (vs picking the safest topic)
Separating the Concern from the Behavior

- Start with the facts (what you observed)
- State your expectations
- Validate the concern
- Clarify the natural consequences

- Crucial Conversations, David Maxfield
A Supervisor’s Approach to Unprofessional Behaviors

- Single Incident → What happened?
- Apparent Pattern → Why, What’s going on?
- Persistent Pattern → What needs to change
- Inability to change → Discipline
LUNCH TIME

Lunch

Cell phone

Restroom
Suspected Fraud Reporting

• Fraud is a deliberate deception or misrepresentation practiced in order to gain something of value that results in harm or loss to the institution.

• Common examples of fraud include: diverting cash, supplies or equipment for personal use; requesting reimbursement for personal expenses; and misrepresenting education or credentials to gain employment.
Suspected Fraud Reporting

- Fraud is most often perpetrated by an individual with complete or inappropriate ownership of a business process, for example by someone who:
  - Approves his/her own expenses, reimbursements, timecards or voids
  - Never takes time off or allows anyone else to perform a function
  - Has the ability to override and/or circumvent established internal controls
  - Opens the mail, makes the deposit and applies the payment
  - Performs a reconciliation that no one else reviews or understands
Retaliation for Protected Activity

• Retaliation against an individual for filing a complaint or charge of discrimination or other violation of University policy, participating in an investigation, or opposing discriminatory practices is a violation of University Policy and in some cases, state and federal law.

• **Retaliation is prohibited regardless of the outcome of the underlying investigation.**

• The University may not fire, demote, harass or otherwise “retaliate” against an individual for reporting or filing a charge, participating in an investigation, or otherwise opposing discrimination.
University Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

• A single, comprehensive discrimination and harassment policy approved by the Board of Trustees on August 7, 2013

• Articulates University commitment to non-discrimination, anti-harassment and community conduct expectations

• Clarifies manager reporting obligations

• Adds language prohibiting certain romantic relationships where power disparities are present
# Discrimination and Harassment: Protected Classes

- Age
- Ancestry
- Color
- Criminal record (in state employment and licensing)
- Genetic information
- Learning disability
- Marital status
- Past or present history of mental disability
- Intellectual disability
- National origin
- Physical disability
- Prior protected activity
- Race
- Religion
- Sex, including pregnancy and sexual harassment
- Sexual orientation
- Gender identity or expression
- Workplace hazards to reproductive systems
UConn Case Study

Staff member who made “jokes” based on sex, race and national origin in front of coworkers and students, including use of explicit racial terms (the “n” word and the “b” word, among others). Racist innuendo incorporated into daily work activities.

Lessons Learned:

1. It is your job as a manager to stop inappropriate conduct in the workplace immediately, and to report that conduct to the appropriate office (your supervisor, ODE (if discrimination/discriminatory harassment), OACE, Labor Relations).

2. Contributing to the inappropriate discussion or atmosphere can create a hostile working environment (and seriously jeopardizes your own employment).
“ROMANTIC” RELATIONSHIPS

“Romantic” includes intimate, sexual, and/or any other type of amorous encounter or relationship, whether casual or serious, short-term or long-term.

Faculty/Staff Relationships with Undergraduate students
• All faculty and staff are prohibited from pursuing or entering into a romantic relationship with any undergraduate student.

Faculty/Staff Relationships with Graduate students
• All faculty and staff are prohibited from pursuing or entering into a romantic relationship with a graduate student actually under that individual’s authority.
  – “Authority” includes teaching, formal mentoring or advising, supervision of research, employment, grading, or disciplinary action.

Graduate Student Relationships with other Students
• Any Romantic relationship between a graduate student and a student over whom they have authority is prohibited.
Examples of Sexual Harassment

- Unwelcome Sexual Advances
- Suggestive or Lewd Remarks
- Unwanted Hugs, Touches, Kisses
- Requests for Sexual Favors
- Retaliation for Complaining About Sexual Harassment
- Derogatory or Pornographic Posters, Cartoons, Drawings, or Emails
- Sexual Assault
Manager who made unwelcome “flattering” comments about a subordinate staff member’s appearance and made repeated unwelcome requests to engage socially one-on-one with this same staff member outside of work.

**Lessons Learned:**
1. It is appropriate to compliment subordinate employees (and students) on their work performance, but wise to exercise abundant caution when discussing personal appearance or personal matters – is it relevant?

2. Exercise great care in initiating or engaging in one-on-one social engagements with subordinate employees or students.
Specific Points of Note: Manager Reporting Obligations

• Deans, directors, department heads and supervisors have an obligation to report any discrimination, harassment or inappropriate romantic relationship to ODE or Labor Relations as soon as it becomes known to them
  • Failure to do so is a **policy violation** as serious as the original discriminatory act

• Complaints about student misconduct are typically handled by Community Standards
What About Rumors?

• When in doubt, talk to your own manager or supervisor, ODE or Labor Relations for guidance

• **Exercise great caution in choosing not to report!**

• Spreading rumors can cause or exacerbate a hostile work or learning environment
Title IX

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.
• When students (and employees) are sexually harassed in the learning environment, a college or university will be liable if it receives actual notice of, and is deliberately indifferent to, the harassment.

• The U.S. Department of Education’s Office of Civil Rights extends obligation to respond beyond those who actually have authority to address the harassment, but also to any individual “who a student could reasonably believe has this authority or responsibility.”
Sexual Assault at UConn

A Criminal Act

A Violation of University Policy
UConn’s Title IX Priorities

Support Victim-Survivors

Protect Campus Safety
Sexual Assault Response Policy

For purposes of the University’s sexual assault response policy, “sexual assault,” in addition to rape, includes unwanted physical contact with the intimate parts of a person’s body for purposes of sexual gratification, humiliation or degradation.

WHEN & TO WHOM YOU MUST REPORT
If you witness any sexual assault (regardless of the identity of the parties), or if you receive a report of a sexual assault, you must report this information as soon as possible to the Office of Diversity and Equity (ODE).

REPORT SHOULD INCLUDE:
- Date, time, and location of the assault;
- Details known to you regarding the assault;
- Date the incident was reported to you;
- Identity of the victim and perpetrator (if disclosed); and
- Your identity and contact information

WHEN TALKING TO THE VICTIM-SURVIVOR:
• Be direct about your obligation to report the assault to University officials pursuant to University Policy – “After we talk, I’m going to call ODE, an office that can help.”
• Remind her/him that your conversation will be private but not confidential
• Offer assistance, including assisting him/her with obtaining necessary medical attention
• Direct him/her to the resources listed in www.sexualviolence.uconn.edu
• Encourage her/him to self-report to the UConn Police, but let her/him make that choice
Campus-Based Resources

www.sexualviolence.uconn.edu

Selected Campus Resources

– UConn Police Department*
– Office of Community Standards*
– ODE/Title IX Coordinator*
– Counseling and Mental Health Services***
– Student Health Services***
– Dean of Students
– Women’s Center
– Residential Life

*Receives reports/conducts investigations
***Confidential on-campus resource
Child Abuse Reporting

• All UConn employees are mandated by state law to report suspected child abuse and/or neglect to the Department of Children and Families (DCF). [www.ct.gov/dcf](http://www.ct.gov/dcf)

• Remember: Any Sexual Assault, regardless of the victim’s age, must be reported to ODE.
BREAK TIME

Snacks
Cell phone
Restroom
Part 4: Collective Bargaining & Effective Supervision of Unionized Faculty and Staff
General Overview of Collective Bargaining

- Once certified, a labor union is the exclusive representative of union members for the purpose of establishing:
  - Wages
  - Hours
  - Other terms and conditions of employment
## State-wide Unions/Classified

<table>
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<tr>
<th>NP-2</th>
<th>Maintenance &amp; Service Union</th>
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<tbody>
<tr>
<td></td>
<td>Connecticut Employee’s Union Independent (CEUI)</td>
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<th>NP-3</th>
<th>Administrative Clerical Unit</th>
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<tr>
<td></td>
<td>American Federation of State, County and Municipal Employees (AFSCME)</td>
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<th>Protective Services Employees Coalition</th>
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<td>Connecticut Police &amp; Fire Unit (CPFU)</td>
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UConn Unions/Unclassified

**UCPEA**
University of Connecticut Professional Employees Association

**AAUP**
American Association of University Professors
University of Connecticut Chapter

**GEU - UAW**
Graduate Employee Union
Correcting Employee Performance & Behavior Deficiencies

Employee problems fall into **two general categories:**

1. **Misconduct** – employee has engaged in conduct that is inconsistent with University behavioral expectations

2. **Performance** – employee is not meeting established standards of job performance
Sources of Authority

- General Rules of Conduct
- Code of Conduct
- Non-Retaliation
- Violence Prevention
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- The State Code of Ethics
- Consulting for Faculty
- FERPA (Student Privacy)
- And many others...
Disciplinary Process

1. Investigation – typically completed by the department
   • Labor Relations, OACE, ODE or some combination may investigate in particularly complex situations or with certain subject matter.

2. Pre-Disciplinary Hearing (*Loudermill*)

3. Disciplinary Action

4. Grievance or Appeal Process
Progressive Discipline

- Dismissal
- Demotion to lower classification
- Suspension without pay
- Written Reprimand
- Written Warning
- Counseling & Letter of Direction

No Union Involvement

Union Involvement

UCONN
Faculty Specific Disciplinary Procedures

• Observe the relevant contractual procedures based upon the level of discipline under consideration and the employment category of the employee

  – Tenure-Track Faculty (Article 27)
  – Full-Time Non Tenure-Track Faculty (Article 13)
  – Adjunct and Temporary Faculty (Article 26)
  – Research Assistants and Associates (Article 24)
Union Involvement

Employees must be afforded the right to a union representative when questioned about a subject that might result in discipline.

Labor Relations can assist you in determining when union representation is appropriate or necessary.
Document

...in EVERY case

• **Documentation** is a critical record of the steps you have taken to address the situation
Case Study

• New Supervisor Inherits Dysfunctional Office
  – Review & Discuss
Performance Management

- **Performance evaluation is ongoing**
  - Annual performance evaluation is a summary of ongoing feedback that has been provided throughout the evaluation cycle
  - An unsatisfactory or less than good evaluation should always be preceded by prior warning such as verbal counseling and/or written warnings
  - Repeated failure to meet satisfactory standards of performance are grounds for termination of employment
  - In most cases an unsatisfactory performance evaluation is subject to the grievance procedure
Case Study

- Personal Hygiene & Performance
  - Review & Discuss
Conclusion - Our Offices

**Human Resources:** Provides leadership in the development, implementation and administration of human resource policies, procedures and programs which support the University’s educational and research mission – Employment Services, IT, Organizational & Staff Development, Employee Benefits.

**Labor Relations:** Engages with employee unions and non-represented employees to ensure individual and collectively bargained contract are properly administered – Contract Interpretation, Progressive Discipline, Negotiations.

**Office of Diversity & Equity:** Ensures the University’s commitment to foster diverse and inclusive working and learning environments – ADA, Affirmative Action, Discrimination, Diversity, Search Process Compliance, Title IX Compliance, sexual violence awareness.

**Office of Audit, Compliance & Ethics:** Provides an independent, fair and objective appraisal of the effectiveness of the University’s operational performance, recognizes risk, and promotes culture of compliance & ethics – FOIA, Fraud Reporting, Retaliation.
Please Fill Out Your Survey!

Thank you for participating!