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Harassment Handbook

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LAW 670: Harassment Handbook

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Western Kentucky University

Harassment Handbook

Harassment presents itself as a challenging annoyance, which most everyone will have to confront over a period of time. As defined by the Equal Employment Opportunity Commission, harassment is commonly transferred via some type of unwelcome communicated behavior, which includes discrimination (2007). There are several motives for which harassment can occur, including race, gender, religion, sexual orientation, and disability. Titles VI and VII of the Civil Rights Act of 1964, and Title IX of the Educational Amendments of 1972 are two federal discrimination laws that help protect residents of the United States from occurrences including both discrimination and harassment, that contribute to a hostile work and/or learning environment, causing limitation or interference with ones work performance or education. In order to help Student Affairs professionals “stay out of court” this handbook was designed as a source to educate readers on Laws and Statues related to Title VI, Title VII and Title IX, programs offered by universities in an attempt to confront harassment, guidelines and best practices for employees of higher education institutions, facts and figures on sexual harassment, and background historical information in addition to relevant law cases involving issues of racial and sexual harassment within a system of higher education, as well as a non educational work environment. Throughout the following handbook the reader will find important information that will hopefully aid in developing an understanding and awareness regarding the need for Student Affairs professionals to be knowledgeable in the area of harassment.

Laws Surrounding Harassment

Title VI and Title VII

There are various laws surrounding harassment, when harassing conduct is based on certain criteria. Harassing someone just because you don't like them is not breaking any laws- it's just bad practice (Greenberg & Rudman, 2009). However, harassing someone based on their race or sex is against the law. Title VI prohibits discrimination on the basis of a student's race, national origin, or color in schools and colleges receiving federal funds. Title VI aims to prohibit intentional discrimination. Public funds, which people of all races contribute to, cannot be used to promote, encourage, sponsor or in any way create racial discrimination (USDJ, 2003).

The Office of Civil Rights (OCR) investigates and resolves issues or complaints of racial discrimination on school and college grounds that are receiving federal dollars. If a school or college that is receiving federal assistance is found to have discriminated and voluntary compliance cannot be achieved, the federal agency providing the assistance should either initiate fund termination proceedings or refer the matter to the Department of Justice for appropriate legal action. The individuals involved in the harassment case may file administrative complaints with the federal agency that provides funds to the school or college. The individuals may file suit for appropriate relief in federal court (USDJ, 2003).

The Title VII of the 1964 Civil Rights Act protects victims of sexual (and other forms of) harassment in the workforce. Title VII applies to most public and private companies that have fifteen or more employees, employment agencies, labor organizations, and federal government (EEOC, 2009). It holds employers responsible for preventing and stopping sexual harassment (ERA, 2009). As sexual harassment is a form of sexual discrimination (EEOC, 2009). This title forbids discrimination on the basis of race, color, religion, national origin, or sex in decisions of

hiring, promoting, and firing. This also applies to terms, conditions, or privileges of employment (National Archives, N.D.).

Title VII includes, but is not limited to; 1) either the victim or the harasser can be male or female and it does not occur just in situations of people of the opposite sex 2) the harasser can be a supervisor, co-worker, non-employee, agent of the employer, supervisor for another area 3) the victim does not have to be just the person who was harassed, but could include anyone who was affected by the offensive act 4) unlawful sexual harassment may occur without economic injury to or discharge of the victim 5) the harassers conduct must be unwelcome. It is recommended that victims confront the harassers directly about the inappropriate conduct and then file the appropriate complaint paperwork with their employer, from here the Equal Employment Opportunity Commission (EEOC) can get involved (U.S.EEOC, 2009). The Department of Justice can also investigate and enforce Title VII, but only after the EEOC has completed its initial investigation (Feder, 2008).

Title IX

Title IX is a law passed in 1972 that requires gender equity for boys and girls in every educational program that receives federal funding (Titleix, 2009). This federal law, amending the Education Act of 1965, specifically states “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” (UCSC, N.D.). In 1987, the law was amended to expand all operations of an educational institution, government entity or private employers that receive federal funds. Moreover, the Office for Civil Rights (OCR) is in charge of enforcing the law and to ensure that all institutions receiving federal funding comply. The OCR also receives all sex discrimination complaints and investigations and

has the ability to select institutions for review without a formal complaint. By 2000, a revised OCR policy guidance on sexual harassment was created entitled “Proposed Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties (Title IX, 2009).

The statutes of Title IX apply to ten separate areas: Athletics, Access to Higher Education, Career Education, Education for Pregnant and Parenting Students, Employment, Learning Environment, Math/Science, Sexual Harassment, and Standardized Testing and Technology. However there are certain statutes in which Title IX is not applicable. The first are membership practices in social fraternities, sororities, and voluntary youth service organizations because they are exempt under section 501(a) of Title 26. Some of these organizations include Girl Scouts, Boy Scouts, Young Women’s Christian Association, and Young Men’s Christian Association (USDLE, 2009). In addition, any educational institution that is controlled by a religious organization is exempt if gender separation is consistent with the tenets of the institution.

Prior to the enactment of Title IX, there were very few women athletes. In fact, only one in twenty-seven played high school sports and women’s collegiate athletic programs only received two percent of the overall athletic budget. After Title IX was implemented, there have been increased opportunities for women in sports, including more scholarship money and enhanced media exposure. Studies have also shown that the increased amount of women in sports has decreased the number of health risks. However, inequities still exist in the treatment of women athletes. Between the years of 2002 and 2006, there were 416 complaints discovered by the OCR, which is eleven times more likely as compared to the discrimination of male athletes. Within those same four years, the OCR initiated only one formal compliance review of an

athletic program, even though the formal complaints steadily grew (Title IX, 2009). In order to combat the inequities, Support the High School Athletics Accountability Act of 2007, addresses these issues by requiring high schools to report the budget breakdown of all athletic expenditures.

In the seventies, certain institutions of higher education would not admit women and those that would, restricted specific degree programs based on their intensive labor. Since the approval of Title IX, colleges and universities are graduating women at higher rates than they used to in field previously dominated by men. They also allow women to study in areas such as automotive repair, aviation, and drafting. Unfortunately, many schools have eliminated Affirmative Action programs dedicated to improving admissions procedures for women. In addition, even though the OCR mandates each institution hire a Title IX coordinator to enforce the rules on a local level; many schools do not have one (Title IX, 2009).

If a teenage girl was to become pregnant, she would no longer be able to attend high school to finish her diploma. Title IX protects not only the teen, but her unborn child, by providing her access to an education. Many schools offer separate programs for pregnant women, but these programs have to include the same quality as the mainstream educational programs (Title IX, 2009). Although not required, many high schools also offer additional courses for pregnant teens including parenting, nutritional programs, and even child care services.

Similarly, in the area of employment, the majority of women were only allowed to teach in elementary and secondary schools. The few that did were not awarded tenure and received lower salaries than males. Since the implementation of Title IX, women are now in higher administrative positions within colleges and universities and the salary gap between men and

women has narrowed. However, the playing field is still not exactly equal. Organizations such as the American Association of University Women and the National Women's Law Center are working to pass The Fair Pay Campaign, which would pass equity legislation into law (Title IX, 2009).

In the classroom, female students were portrayed as dependent, nurturing, and accommodating. Females were also shown to hate math and science courses, therefore would never be able to excel in them. Currently, gender roles and stereotypes are changing and young girls are encouraged to explore all careers, especially doctors, lawyers, and engineers. Between the years of 1987 and 1997, the percentage of high school girls taking Advanced Placement (AP) exams rose 6% in calculus and 10% in physics, demonstrating their academic excellence (Title IX, 2009).

A statute of Title IX, sexual harassment was developed to eliminate unwanted verbal and physical sexual behavior. The purpose of this statute is to prevent and address sexual harassment among students. Unfortunately, Title IX has not eliminated this issue, "Eight in ten students experience some form of harassment during their school years, and more than 25% of them experience it often" (Title IX, 2009).

The final two statutes include technology and standardized testing, which discuss gender equality within computers and national scoring tests. The law has opened doors for young women interested in going into computers and other technological fields. It has also required that all standardized testing be a valid predictor of success and measure what they intend to measure. Any test that does not meet these criteria is considered unlawful (Title IX, 2009).

Sexual Harassment Legal Cases

Title VII of the civil rights act of 1964, is the most widespread and most commonly used law of the federal employment discrimination. In 1972 it was moved to cover public and private educational institutions. According to the statutes they are stated:

“It shall be an unlawful employment practice for an employer –
(1) to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual’s race, color, religion, sex, or national origin” (Kaplin & Lee, 2007, p. 137).

The only way to bypass Title VII is under the bona fide occupational qualification (BFOQ), which permits hiring on the basis of “religion, sex, or national origin”. The BFOQ is implemented when certain “characteristics is necessary to the normal operation of that particular business or enterprise” (Kaplin & Lee, 2007, p. 138). Religion is taken in to account according to certain religious institutions of higher education. Sex is looked at when certain staff positions are being hired, i.e. single sex residence halls or locker room attendants.

When making Title VII sexual harassment there are two types of claims: disparate treatment and disparate impact or adverse impact claim. Disparate treatment is treating employees differently because of his or her membership in a certain class. Disparate impact is used by employers “while neutral on its face, adversely impacts against a particular group” (Quiz Law, 2008). Of the two types of cases the majority are disparate treatment cases, which occur mostly within institutions of higher education.

A major case involving disparate treatment was *Lynn v. Regents of the University of California*, 656 F.2d 1337. Therese Ballet Lynn, an assistant professor at the University of

California-Irvine, was denied merit salary increases and tenure. Lynn filed suit under Title VII of the Civil Rights Act of 1964, alleging sex discrimination. This violated the disparate treatment in results of denying Lynn of a job, promotion or tenure.

According to the Equal Employment Opportunity Commission (EEOC), “[EEOC] may receive, investigate, and conciliate complaints of unlawful employment discrimination, and may institute lawsuits against violators in court or issue right-to-sue letters to complainants” (Kaplin & Lee, 2007, p. 138). Under EEOC guidelines it mentions that:

“... Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment...

(Kaplin & Lee, 2007, p. 142).

Courts considered there are two types of sexual harassment, where each violation “has a different consequence in regard to employer liability and potential remedies” (Kaplin & Lee, 2007, p. 143). One form of sexual harassment types is called “quid pro quo” where sexual favors are involved in exchange for “gifts” or threats are made if sexual favors are not performed. The first time this was addressed was in the case of *Meritor Savings Bank v. Vinson*, 477 U.S. 57. This case was built from a Title VII violation where a former employee “brought an action against the bank and her supervisor at the bank, claiming that during her employment at the bank she had been subjected to sexual harassment by the supervisor” (Find Law, 2008). The court decided that the harassment “involving and actual threatened changes in term and conditions of employment would result in a form of strict liability for the employer” (Kaplin & Lee, 2007, p. 143).

In 1985, Jean Y. Jew, an associate professor University of Iowa, filed a sexual harassment lawsuit against the University of Iowa, stating she has been “victimized by a hostile

working environment for twelve years and denied a promotion to full professorship on the basis of sex” (sdrc.lib.uiowa.edu/iwa/findingaids, 2008). Jew stated she was victim to slander and defamation of character about her sexual relationship with her department chair. In the decision Jew was given \$35,000 in compensation and “promoted full professor, compensate her with back pay, and provide an environment free of sexual harassment” (sdrc.lib.uiowa.edu/iwa/findingaids, 2008).

A tactic that is seen in sexual harassment cases is affirmative defense. In the employment environment affirmative defense is used if:

The employer exercised reasonable care to prevent and correct promptly any sexually harassing behavior and; That the plaintiff employee unreasonably failed to take advantage of any preventive or corrective opportunities provided by the employer or to avoid harm otherwise” (Kaplin & Lee, 2007, p. 145).

An example of an affirmative defense case is *Gawley v. Indiana University*, 276 F.3d 301.

Gawley sued her employer for sexual harassment, hostile work environment which she received from her supervisor. The University investigated and found that the claims were true, thus the harassment stopped as soon as the report was issued. In the court, it was ruled that the plaintiff’s “delay in reporting was unreasonable, and that, given the University’s response when it learned of the harassment” (Kaplin & Lee, 2007, p. 145). By the University “acting in good faith” to correct the situation allowed the University to avoid being found guilty.

In an instance where affirmative defense did not go in favor of the defendant was in the *Wilson v. Tulsa Junior College*, 164 F.3d 534. To summarize this Mrs. Frances Wilson brought a suit against Tulsa Junior College and Kenneth Hall in his capacity as a supervisor at Tulsa Junior College, stating there was a hostile work environment sexual harassment, quid pro quo sexual

harassment, and retaliation. In decision the court ruled, “Tulsa Junior College was at fault and “had not established an affirmative defense because its complain procedure was inadequate and it did not take timely and effective remedial action” (Kaplin & Lee, 2007, p. 145).

Racial Harassment Legal Cases

Historically, legal cases associated with harassment in the context of race and culture, are brought forth by presenting documentation or allegations that the victim of harassment was denied their due rights, as explained through various titles in the Civil Rights Acts of 1964. Until recent years, segregation was the most common form of racial discrimination and harassment occurring at educational institutions. It has been determined by the U.S. Department of Education that “racial harassment falls within the scope of Title VI, and follows guidelines set by Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance” (Kaplin & Lee, 2007). According to the Office for Civil Rights (OCR), “a racially hostile environment may be created by oral, written, graphic or physical conduct related to an individual's race, color, or national origin that is sufficiently severe, persistent or pervasive so as to interfere with or limit the ability of an individual to participate in or benefit from the recipient's programs or activities” (2005). The most known legal case involving race and a system of learning would be *Brown v. Board of Education*, 1954, which rule segregation in schools as unconstitutional (Kaplin & Lee, 2007). This case confronted discrimination as a result of race.

In regards to racial harassment expressed verbally, the OCR acknowledges that First Amendment rights should be granted to employees and students; however, the OCR says that colleges and universities are rightfully responsible for prohibiting and tolerating such actions that create a racially hostile environment (2005). As a result of such prevention, the Foundation for

Individual Rights in Education (FIRE), has added Brandeis University to their list of Red Alert campuses (2009). FIRE (2009) defends the university professor, stating that his rights to free speech were violated. In this event Brandeis University professor, Donald Hindley, was found guilty of racial harassment after students filed a complaint against him for using the derogatory term “wetbacks” in an offensive manner during a Latin American Politics course. The professor was assigned a class monitor as part of the universities disciplinary reaction.

As stated earlier, harassment can be expressed graphically, and is typically equally as offensive as verbal or more directly aggressive harassment. Indiana University-Purdue University Indianapolis (IUPUI) originally found student Keith John Sampson guilty of racial harassment, for reading a book titled *Notre Dame vs. the Klan: How the Fighting Irish Defeated the Ku Klux Klan* in the presence of his black co-workers, who found the material to be racially offensive (FIRE, 2009). After further investigations by IUPUI and the involvement of non-profit organization FIRE, the university dropped all charges against the student and removed the disciplinary letter from his record stating he had been found guilty of racial harassment (2009).

Currently, a pending case of racial harassment involving faculty, is being investigated on the New Mexico State University (NMSU) campus. Professor, Yelena Bird, stated she was told by university administration that she was "too educated to be considered black" (SFMN, 2008). Shortly after this statement the contracts of her and her husband John Mararos, also of university faculty, were not renewed (SFNM, 2008). University administrators explained that they were not obligated to give a reason for dismissal of non-tenured faculty. The couple is claiming racial and sexual harassment after being told that they “were not a good fit” with the university (SFNM, 2008). The couple explains their experiences include being subjected to comments such as “being too educated to be black”, university officials referring to blacks as “Negroes” and saying

few minorities were educated enough for faculty positions (SFNM, 2008). The allegations and contract release are being investigated and the couple is planning to pursue legal action if necessary.

Guidelines and Best Practices

At some point, nearly everyone will hold the position of either employee or employer. No matter which position you find yourself in at any time, it's important to understand correct workplace behavior in all areas of proper conduct. This is especially true when it comes to the area of harassment. In order to help both employees and employers understand the importance of proper upstanding conduct in the areas of sexual harassment and racial harassment, the next few pages will focus on important guidelines and tips that will keep you on the right side of both the law and your employer.

If you are an employee, it's important for you to know what is considered prudent behavior in the workplace in regards to harassment, so that A: you'll be viewed as a professional; and if the chance to move up to employer came around, you'd be deemed worthy. B: Employees who are aware of and practice appropriate workplace behavior are viewed as much better co-workers, and will find navigating the workplace much easier. C: Employees with harassment type violations on their records will find it extremely hard to find new work if they were dismissed from a job. This would mean that an employee could not use the last employer as a reference, and this could create gaps in one's employment that could be very hard to explain.

Sexual harassment can cost companies thousands of dollars. Costs of lost wages, investigations, settlement fees, court or litigation costs, and the opportunity cost and lost production cost of finding new employees to replace those who left as either victim or perpetrator. Sexual harassment at work occurs whenever unwelcome conduct on the basis of

gender affects a person's job; defined by the “Equal Employment Opportunity Commission (EEOC, 2001) as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature”.

In addition to monetary losses and damages, a highly publicized sexual harassment conflict could cost a company millions of dollars in reputation damage and lost business due to public perception, therefore employer’s value employee’s that understand and follow both the published and unpublished guidelines and expectations when it comes to sexual harassment. But what does that mean for employees? If you follow the following steps, you should be able to stay out of trouble or suspicion regarding sexual harassment.

First, employees must be cognizant of their surroundings at all times. This action begins at home. When preparing for work, employees should make sure their chosen attire is workplace appropriate. Individuality is fine, but any clothes with suggestive or inappropriate messages should not be worn to work. It is extremely important both to know what the official policy is (check with your supervisor to be sure) and also to understand the company culture. There may be unwritten rules in place that are more restrictive than what officially on the books.

Second, even if you have personal space where you can store items not related directly to your work, be careful what you chose to take to work with you. Even if you think something is harmless, a fellow co worker may think otherwise, and that alone will get you into trouble. People tend to make judgments and generalizations about what is vague or unfamiliar to them, so unless it’s absolutely necessary for you to bring personal items to work, leave them at home. If you are new to a workplace, definitely pay attention and observe what the other employees are doing; this can help you to better understand how the culture of that particular business operates.

Next, you need to be aware of where you are when you're in the workplace. Whether you're in your work area or in a break room while on lunch or other recess, or even if you're off the work site at lunch with other employees, or on a business trip, watch what you say and the subjects you chose to discuss with co workers, customers, clients, or suppliers. It's best to keep the subject of conversation general, non threatening, and pleasant. Try to steer clear talking about religion, politics, gender roles, or any other emotionally charged subject that people feel passionate. Even if you or even your immediate company doesn't find the subject of conversation objectionable or offensive, you never know who is listening, or what might offend them. They may even decide to use what you said against you, even if they weren't technically offended in any way. Be very careful when choosing to engage in humor in the workplace, again, you never know who is listening or what they find offensive. A joke told in poor taste can rip the social fabric of a workplace apart, even if the joke was told with no malicious intentions.

Lastly, it is extremely important to remember good etiquette when dealing with gender in the workplace. Both males and females need to make sure that their respective behavior is appropriate workplace demeanor. Although this is a broad statement, it's important to remember to treat others the way you'd like to be treated. When dealing with all staff members, keep comments work related, try to stay away from personal compliments. These, however well intentioned they may be, could be taken by the other party in a way that causes that party harm and discomfort. Avoid gossip and discussing other employees, unless it is official business or included in your job description.

If you should experience one of the situations described above, or if anything makes you feel uncomfortable in your workplace, you should immediately report it using whatever procedures your particular company has set out for those kind of matters. Usually it will involve

explaining things or filling a report with your immediate supervisor. After you report it, it is very likely that other personnel on the organization will ask you questions about your complaint, and try to investigate. If, after the matter was addressed by management you feel that the complaint wasn't addressed to your satisfaction, you could appeal it to the main office of your organization (if applicable) or contact a union representative, or reach a government office like the Equal Opportunity Commission. If you as an employee try in good faith to follow the above mentioned guidelines, you should be able to exhibit model employee behavior.

If you are an employer, or supervisor of employees, not only does the preceding section apply to you as an employee of the organization you work for, but there are additional items to consider and practice that will serve to create happier employees and keep you and you employer out of court, and away from paying hefty damage awards or facing the daunting task of rebuilding your company's image. First and foremost, it is important to start from the beginning, and this means reviewing the company policies and other written manuals (such as orientation materials or training manuals) that either are in public view or that are given to employees for any reason. It is important that all manuals are clearly worded, using language that is clear, unambiguous, and free from possible double entendre. You may want a representative from the company's legal department or an outside attorney to look at all company written policies and manuals on a regular basis to make sure all documents are to legal standards.

When training and orientating new employees, it is a good idea to have them acknowledge they received a copy of all manuals by signing a receipt form, and placing a copy of this form in their permanent file. This way, employees not only will understand the contents and are more likely to actually read them, but the company has established with the signed document that it trained the individual on company policy. It is important that if a policy is

written down, that it is followed to the letter, and updated or revised if needed. All departments and supervisors must handle any given matter in the same way as it appears in the manual or policy. This will avoid discrepancies, possible injuries, or the appearance of impropriety. Clear procedural guidelines on how to handle some topics may be written, but to get too specific is to tangle you in bureaucratic red tape. It would be better to establish an approved flow or methodology of addressing anomalies as they occur. This way, your managers are using their experience and skill to better the company.

It would be a good idea for managers to have a meeting from time to time and discuss odd or unusual situations that have come up in the course of business, and to review the actions taken, and talk about what might be done in the future. This, way, supervisors are aware of the way other are handling similar situations, and the actions coming from the top appear consistent. Regular training of both the supervisory staff and human resources personnel will insure that your employees will be on top of what happening in the industry, and how to handle it.

Professional development of your staff is one of the best investments you can make. As long as the individuals are competent, have them go to different seminars or professional developments and come back to share what they've learned with the other employees in your company. Have the attendees obtain certifications whenever possible, this will cover you in case the information is very technical or proprietary.

Also, it is important to refresh your employees from time to time about company policies, this could be done once annually, or perhaps more often in a newsletter format, or something similar. Trainings and refreshers for managers and supervisors on pertinent issues in the workplace is important so they have the skills they need to handle situations.

Should any type of complaint or situation arise, it is important from the beginning to document everything that's reported from all parties involved. If any disciplinary action is involved with the incident, it is very helpful to have thorough documentation of all events. We should encourage our supervisors and managers to document always, even when nothing may come of it. These notes could help recognize important patterns, or support action against an employee at a later date.

In conclusion, all parties should be given due process, and then consultation among affected managers should take place, then action should be taken according to the company's written policy. In consultation with legal representation, it may often be worth it to offer settlements in exchange for non disclosure so that the company's good name is not implicated with bad public attention. If, arising from an incident, change is deemed necessary in company policy, this change should be made promptly and addendums should be made available to all affected parties. Following the aforementioned suggestions should help you to stay out of sticky legal situations.

Regulations and Statistics

Regulations under the Civil Rights Act of 1964

<i>Law</i>	<i>Description</i>
Title VI	Prohibits discrimination on the basis of race, color, national origin, in programs and activities receiving federal money.
Title VII	Prohibits most workplace harassment, covers all private employers, state and local governments, and educational institutions with 15 or more employees. Prohibits discrimination against workers because of race, color, national origin, religion, and sex, This also includes barring against discrimination on the basis of pregnancy, sex stereotyping, and sexual harassment of employees.

* HR Hero.Com. (2009)

* United States Department (April 11, 2003)

Regulations under the Educational Amendments of 1972

<i>Law</i>	<i>Description</i>
Title IX	Prohibits sex discrimination in schools. This includes both academics and athletics.

* Curtis, M. & Grant, C. H. B. (n.d.)

Statistics on Sexual Harassment on College Campuses

<i>Percentage</i>	<i>What students reported</i>
66%	Of college students personally know someone who was harassed
62%	Of female college students and 61% of males report having been sexually harassed at their university
80%	Of students who experienced sexual harassment report being harassed by another student or a former student
10%	Or less of sexual harassment victims attempt to report their experiences to university employee
27%	Of female victims stay away from certain buildings or places on campus as a result of sexual harassment
9%	Of female victims say they have dropped a course or skipped a course because of sexual harassment

* Breaking Through Barriers (2009)

Current Sexual Harassment Programs

John Hopkins University – Sexual Harassment Prevention and Resolution Program

www.jhu.edu/shprp/edutrain.htm

- Student sessions include activities based on behaviors in the classroom, residence halls, authoritative positions, and drug or alcohol use.
- Staff sessions include information on behaviors in the office and relationships with managers.
- Faculty sessions address concerns with relationships with students and how to recognize harassment and take responsibility.

University of South Florida – Sexual Harassment Awareness Training Program

<http://usfweb2.usf.edu>

- The Diversity and Equal Opportunity Office is conducting a series of train the trainer sexual harassment sessions for USF employees

University of Kentucky – Preventing Sexual Harassment

<http://training.newmedialearning.com/psh/ukentucky/choice.htm>

- University of Kentucky has a special arrangement with New Media Learning to obtain authorization for small employers within Kentucky to use the training program for free.
- The training program is an online session that discusses sexual harassment through series of workplace and student scenarios and frequently asked questions. Businesses that have more than fifty employees would have to purchase a license from New Media Learning.

University of Maryland – Sexual Harassment Prevention Program

www.ohrp.umd.edu/compliance/shpp.html

- The program is a collaborative effort between the Office of Diversity and Inclusion and the Legal Office staff to educate faculty, staff, and students across the campus.
- The purpose is to lower the incidences of sexual harassment on campus by providing education and legal definitions of sexual harassment.
- The program is provided through staff development workshops, unit professional development sessions, classrooms, and the houses of Greek organizations.
- The trainings are also available in Spanish and power point formats.

Northwestern University – University Sexual Harassment Prevention Office

www.northwestern.edu/sexual-harassment/training/index.html

- The training program and seminars are available to all parts of the university community. Each course includes case studies and interactive activities.
- List of training sessions:
 - Recognizing and Preventing Discrimination and Harassment
 - Managing to Prevent and Address Harassment: A Guide for Supervisors and Academic Administration
 - An Anatomy of an Investigation
 - Faculty Seminar on Sexual Harassment
 - What Should I Do? NU Standards for Business Conduct

University of New Hampshire – Sexual Harassment and Rape Prevention Program

www.unh.edu/sharpp/about-us.html

- The program is created by Student and Academic Services and offers awareness and prevention programs to the University of New Hampshire community.
- The program also includes education on relationship abuse, stalking, and sexual violence.

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