



We **are** higher ed HR

Lines _____
_____ of _____
Reasoning

**Perspectives on Harassment
in Higher Education**

Facilitator Guide

Introduction

Our colleges and universities face numerous challenges, but few challenges are more complex and divisive than claims of workplace harassment. We have designed this harassment education program to help you meet your ongoing need to ensure that your campus community is aware of federal laws that define acceptable and unacceptable workplace behavior. We encourage you to supplement the materials provided with information regarding any specific laws or regulations applicable for your state and any policies and procedures already in place at your institution.

This harassment education program uses **seven higher education workplace scenarios** that were written using suggestions received from higher education professionals across the country. Each scenario is followed by very brief expert commentary from a panel of higher education professionals. We have included prompts throughout the video to enable you to stop for group discussion.

This **facilitator guide** is designed to help you deliver harassment education training to your employees. We know that every campus is different and that every trainer/facilitator has his or her own style of presenting and communicating information. Feel free to use as much or as little of this guide as you deem appropriate.

The **handouts** that are included are starting points for you to use in developing handouts that you deem most appropriate for your campus community.

I would like to extend a **special thanks to several individuals** who made this project possible. The two individuals who have been the key driving forces behind this project from start to finish are **Allison Vaillancourt from the University of Arizona** and **Kevin Smart from Central Michigan University**. Their leadership, guidance and help are very, very much appreciated.

Many of you will recognize the experts that we have assembled as part of our panel discussion. Thanks so much to **Lynn Bynum from Bellarmine University, Hosea Long from the University of Arkansas for Medical Sciences, Mary Maher from the University of Texas Health Science Center at San Antonio** and **Maria Martinez from Rollins College** for providing such outstanding commentary for each of our scenarios.

I would also like to thank **Kathy Reddick from the College of St. Elizabeth**, the other members of the learning and professional development committee who helped write the scenarios and **Phyllis Lewis** who wrote the initial draft of the facilitator guide and helped with the scripting of the panel comments. To the other volunteer leaders and national office staff who contributed time and effort to create this program, thank you!

I would also like to acknowledge the great work of **our team at Central Michigan University** including our **director, Jim Eikram**, and the production group led by **Rick Schudiske**. Thanks for helping us create such an outstanding product for the higher education community.

Sincerely,
Andy Brantley
President and Chief Executive Officer

Overview

WELCOME participants to *Lines of Reasoning: Perspectives on Harassment in Higher Education*.

(Make handouts available to participants at beginning of session.)

1. INTRODUCE yourself.

- If the group is large, refer them to a prepared attendance list.
- If the group is small enough, ask each to give a brief introduction.

2. EXPLAIN and DISCUSS the workshop's purpose and importance.

Today we will be discussing [your institution's] policy on sexual harassment. Discrimination in the workplace on the basis of sex was prohibited in the Civil Rights Act of 1964. (That Act, of course, also prohibits discrimination on the basis of race, color, national origin, and religion.) Our interpretation of sexual harassment is based on EEOC regulations, first published in 1980.

You may say, "Okay, we have it – sexual harassment is not allowed here." But amazingly, it still exists in a variety of forms. There are still complaints lodged here at [institution, or you may name the offices where such complaints are made for employees and students]. And our court system still settles cases of sexual harassment.

We are presenting this training today to give you both reminders and new information about how to recognize sexual harassment. If you are a supervisor, this will be particularly important to you, as you are charged with responding to incidents you know about or reasonably should know about involving people who report to you.

Notes

3. REVIEW the following workshop details (you may want to have these already printed on a flip chart):

- Workshop agenda:
 - Overview
 - Definitions and examples of two forms of sexual harassment: quid pro quo and hostile environment
 - Related issues: cultural norms, consensual relationships, intent versus perception, workplace jokes and pranks, and computer use
 - Third-party harassment
 - Retaliation
 - Student-faculty issues
 - Supervisor and faculty responsibility
- Interactive format using video as a prompt for discussion
- Housekeeping (breaks, restrooms, cell phones)

4. POST a “Parking Lot” and explain its purpose and importance.

- Feel free to ask questions at any time.
- Because of time constraints, we might have to list some issues on the “Parking Lot” flip chart and come back to them at a later time.
- Participants may post issues at any time.
- To save time, once an issue is added to the chart, there will be no more discussion on the topic at that time.

5. ASK for questions and respond appropriately.

6. INTRODUCE video:

- We will use a video to demonstrate various forms of harassment and the principles involved. Most incidents of sexual harassment present some ambiguity in terms of what actually happened and the intentions and perceptions of those involved. The program shows seven scenarios, all set in various situations in higher education. You’ll see staff, faculty and students interacting. The commentary has a lot of back-and-forth opinions, which demonstrate how difficult it is sometimes to sort out these issues. We’ll stop the video occasionally to discuss our own views.

Notes