

The Sexual Harassment Prevention Program Handout Packet



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UNIVERSITY OF
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Sexual Harassment is:

1. Sexual or gender based behavior that is...
 - Unwelcome
 - Unwanted, and/or
 - Uninvited by the recipient
2. It can be verbal, non-verbal and/or physical
3. It is an issue of power or control for the harasser.

Examples of Behaviors That May Be Considered Sexual Harassment

VERBAL:

- Repeated requests for dates and sex
- Sexual comments about clothing or body parts
- Sexually oriented humor or language
- Kissing sounds, whistling, cat calls
- Obscene phone calls
- Comments about sexual likes/dislikes
- Comments about sexual behavior

NON-VERBAL:

- Leering or ogling
- Pornographic pictures, calendars, mugs
- Repeated “love” letters
- Sexually oriented electronic messages or images
- Sexual hand or body gestures
- Invading someone’s personal space
- E-mail / screen savers / desktop “wall paper”

PHYSICAL:

- Intrusive touching including pats, hugs, squeezes, pinches, and/or brushing up against someone
- Kissing
- Fondling
- Stroking
- Rape

Sexual Harassment Square - Definitions

Supervisor

Peer

Work

(Title VII of Civil Rights Act of 1964)

Quid Pro Quo

- Submission to such conduct is made explicitly or implicitly a term or condition of an individual’s employment or participation in a University-sponsored educational program or activity;
 - Eg. “Sleep with me and I’ll be sure you sit on the budget committee.”
- Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual;
 - Eg. “If you don’t have dinner with me, I’ll fire you.

Hostile Work Environment

- Such conduct has the purpose *or effect* of unreasonably interfering with an individual’s academic or work performance, or creating an intimidating, hostile, or offensive educational or work environment.
 - Behavior must be “Severe or Repetitive”
 - Defined from the Perspective of the Recipient
 - Evaluated with a “Reasonable Person” Standard
 - Third Party Harassment is recognized

SAME SEX HARASSMENT

Education

(Title IX of Ed. Amend. Of 1972)

Quid Pro Quo

- Submission to such conduct is made explicitly or implicitly a term or condition of an individual’s employment or participation in a University-sponsored educational program or activity;
 - Eg. “Sleep with me and you will pass your comprehensive exams.”
- Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual;
 - Eg. “If you don’t sleep with me, I’ll give you a ‘D’ in this class.

Hostile Work Environment

- Such conduct has the purpose *or effect* of unreasonably interfering with an individual’s academic or work performance, or creating an intimidating, hostile, or offensive educational or work environment.
 - Behavior must be “Severe or Repetitive”
 - Defined from the Perspective of the Recipient
 - Evaluated with a “Reasonable Person” Standard
 - Third Party Harassment is recognized

Sexual Harassment Square - Liability

Supervisor

Peer

Work

(Title VII of Civil Rights Act of 1964)

Quid Pro Quo

- 1) Adverse Action
Result – Employer is *strictly liable* (no defense) even if employee reported or employer tried to prevent it
 - 2) No Adverse Action
Result – Employer is *liable* Subject to Affirmative Defense
 - Prevention Measures
 - Employee Unreasonably Failed
- (Faragher v. City of Boca Raton)
(Burlington Industries v. Ellerth)

Hostile Work Environment

- 1) Employer is *liable* if it knew or should have known about the harassment and failed to take prompt action.
 - 2) If supervisor knows of peer harassment, knowledge is imputed to the employer.
- Result – Supervisors should report to OHRP or Legal Office.
- (Meritor v. Vinson)
(Harris v. Forklift)

Workplace Sexual Harassment includes same-sex harassment.
Not new to UM. (Oncale v. Sundowner Offshore Services, et al.)

Education

(Title IX of Ed. Amend. Of 1972)

Quid Pro Quo

- Employer is *liable* for sexual Harassment by a professor/teacher if:
- 1) University / School had “actual notice”
- And
- 2) University / School acted With “deliberate indifference”
- (Gebser v. Lago Vista Independent School District)

Hostile Work Environment

- Employer is *liable* for sexual Harassment by a professor/teacher if:
- 3) University / School had “actual notice”
- And
- 4) University / School acted With “deliberate indifference”
- (Davis v. Monroe County, Georgia)

UM POLICY AND PROCEDURES ON SEXUAL HARASSMENT

I. Policy

UM is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally and socially. Such an environment must be free of intimidation, fear, coercion and reprisal. The Campus prohibits sexual harassment. Sexual harassment may cause others unjustifiable offense, anxiety and injury. Sexual harassment threatens the legitimate expectation of all members of the campus community that academic or employment progress be determined by the publicly stated requirements of job and classroom performance, and that the campus environment will not unreasonably impede work or study.

Sexual harassment by University faculty, staff and students is prohibited. This constitutes Campus policy. Sexual harassment may also constitute violations of the criminal and civil laws of the State of Maryland and the United States. For the purpose of this Campus policy, sexual harassment is defined as: (1) unwelcome sexual advances; or (2) unwelcome requests for sexual favors; or (3) other behavior of a sexual nature where:

- **Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or participation in a University-sponsored educational program or activity; or**
- **Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or**

- **Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or working environment.**

In assessing whether a particular act constitutes sexual harassment forbidden under this policy, the standard shall be the perspective of a reasonable person within the College Park community. The rules of common sense and reason shall prevail. Allegations of sexual harassment shall be judged with attention to the facts particular to the case and the context in which the alleged incident(s) occurred.

Conduct prohibited under this policy may manifest itself in many different ways. Sexual harassment may, for example, be as undisguised as a direct solicitation of sexual favors, or solicitation accompanied by overt threats. Harassment may also arise from behavior which has the effect of creating an intimidating, hostile, or offensive educational or working environment. In this regard, the following types of acts, if pervasive and continuous, are more likely than not to result in allegations of sexual harassment: unwelcome physical contact, sexual remarks about a person's clothing, body or sexual relations, conversation of a sexual nature or similar jokes and stories, and the display of sexually explicit materials in the workplace or used in the classroom which are without defensible educational purpose.

Sexual harassment may occur within a variety of relationships. It may occur among peers. It may occur where no relationship exists between the parties other than being co-employees, or co-students. Especially injurious, on the other hand, is harassment in relationships characterized by an inequality of power, where one party has

institutional authority over the other. Inherent in these relationships is the power and fear of reprisal. Typically, such relationships are found between employer and employee; senior faculty and junior faculty; graduate teaching assistant and undergraduate; and faculty and student, when the student is enrolled in a faculty member's class or when the student is in a continuing position to require evaluation of work or letters of recommendation from the faculty. Such relationships can be immediate, here and now, or based upon future expectations, e.g., the need for future evaluations and references. Sexual harassment may occur between persons of the same or different genders.

Education and awareness are the best tools for the elimination of sexual harassment. The Campus is committed to taking appropriate action against those who violate the provisions of the policy. The Campus is committed to protecting targets of harassment from retaliation.

II. Procedures

Individuals who believe themselves subjected to an incident of sexual harassment should be aware that there are many ways to bring it to the attention of the University and, where proper, obtain redress or protection. There is an informal route. There are also more formal procedures of long-standing which are sufficiently broad to deal with sexual harassment. Preventing sexual harassment is a responsibility of the entire Campus community. The Campus has made this a priority, but ultimately, no satisfactory investigation or resolution of a complaint can occur without the initiative and continuous cooperation of the person who feels injured. Similarly, allegations of

sexual harassment are extremely serious, with potential for great harm to all persons if ill-conceived or without foundation. Procedures which implement campus policy recognize that potential. The Campus is committed to protecting the rights of the alleged offender as well as the offended.

Informal Consideration

An incident of sexual harassment may be reported to: a) any Campus or University official or faculty member, including an individual's supervisor, department chair or dean; b) the Director of Personnel (405-5651); c) a departmental or college equity officer; d) the Director of the Office of Human Relations (405-2838); or e) the President's Legal Office (405-4945). **When an individual receives a report of sexual harassment, he or she will notify the Legal Office prior to taking any action to investigate or resolve the matter informally.**

The Legal Office will normally manage and coordinate all matters relating to complaints. Complainants will be advised of relevant campus policies and procedures, and the informal and formal means of resolving the matter will be explained. While a written complaint is not required to initiate an informal investigation, the Legal Office must receive a signed complaint from the offended person before any sanctions or other action can be undertaken against an individual for sexual harassment. If the matter is to be investigated, consideration shall be given to the situation and the wishes of the complainant. The investigation of a complaint will include discussing the matter with the person accused of sexual harassment. The findings of the investigation shall be confidentially reported to the President and to the relevant vice president, dean, chairperson or supervisor for any necessary action. Sanctions for sexual harassment may range from reprimand to termination, depending upon the circumstances of the case.

Formal Complaints

Formal grievance procedures for resolving sexual harassment complaints are available based on the classification of the aggrieved person: a) Faculty members may file with the dean of their academic unit under the Faculty Grievance Procedure contained within the Faculty Handbook of the College Park Campus, University of Maryland; b) Associate Staff employees may file with the Employee Specialist under the Associate Staff Grievance Procedure contained within the Personnel Policies and Rules for Associate Staff Employees of the University of Maryland, Office of Personnel, Administrative Service Building, 405-5651; c) Classified employees may file with the Employee Specialist in Employee Relations under the Classified Grievance Procedure contained within Personnel Policies and Rules for Classified Employees of the University of Maryland, Office of Personnel, Administrative Service Building, 405-5651; d) Students may file under the Code of Student Conduct, Office of Judicial Programs, 2108 Mitchell Building, 314-8204; or e) Faculty, associate staff, classified staff, and students may file under the UM Human Relations Code with a Campus unit equity administrator or the Campus Compliance Officer, Office of Human Relations Programs, 1130 Shriver Laboratory, 301-405-2838.

STATEMENT OF SEXUAL RELATIONSHIPS AND PROFESSIONAL CONDUCT

The basic function of a university is the discovery and transmission of knowledge, activities which are founded upon the free and open exchange of ideas. In order for productive learning and the work that supports it to occur, members of the campus community - faculty, students and staff personnel - should pursue their responsibilities guided by a strong commitment to principles of mutual trust and confidence and professional codes of conduct.

It should be understood by all members of the Campus community that sexual relationships that occur in the context of educational or employment supervision and evaluation are generally *deemed very unwise* because they present serious ethical concerns. Many professional codes of conduct prohibit sexual relationships that occur within the context of one's profession. Accordingly, faculty and supervisors are warned about the possible costs of even an apparently consenting relationship. The element of power implicit in sexual relationships occurring in the supervisor context can diminish a subordinate's actual freedom of choice. There is doubt whether any such relationship can be truly consensual. In addition, sexual relationships between a professor or supervisor and subordinate create an environment charged with potential conflict of interest. Questions of favoritism frequently arise. As a result, such conduct may subvert the normal structure of incentives that spur work and learning advancement and interjects attitudes and pressures which are not consonant with the education and employment policies and principles to which the Campus is committed.

Sexual Harassment Quiz

1. When sexual harassment occurs in the workplace but outside of the supervisory context (e.g., among peers or co-workers), the University will be liable only when it knew of the behavior. True False
2. When sexual harassment occurs in the workplace within a supervisory context (e.g., supervisor or subordinate), the University will be liable only when there is adverse action taken against the subordinate. True False
3. Incidents that are isolated and trivial are not sexual harassment. True False
4. Title VII of the Civil Rights Act of 1964 protects employees from sex discrimination (which includes sexual harassment). True False
5. The Civil Rights Act of 1991 modified Title VII to allow plaintiffs to receive compensatory damages for physical, emotional or other personal injuries up to \$150,000. True False
6. Students who have been sexually harassed can receive unlimited monetary damages from educational institutions that receive federal funds. True False
7. Supervisors and faculty can be held financially and personally liable if they ignore a sexual harassment complaint. True False

Sexual Harassment Quiz (continued)

8. If found guilty, harassers may be financially responsible for punitive damages to be paid to the harassee. True False
9. Retaliating against an individual who makes a sexual harassment complaint is illegal. True False
10. Sexual harassment always involves individuals with different levels of formal power. True False
11. The UMCP Policy on Sexual Harassment prohibits two forms of sexual harassment: Quid Pro Quo and hostile environment harassment. True False
12. According to the UMCP Policy on Sexual Harassment, one can file a sexual harassment complaint only with the Legal Office or the Office of Human Relations Programs. True False
13. There are no resources on campus for a complainant who wants total confidentiality and does not want any action to be taken True False
14. The UMCP Policy on Sexual Harassment requires that when a supervisor receives a report of sexual harassment, he or she must notify the Legal Office prior to taking any action to investigate or resolve the matter informally. True False

Sexual Harassment Quiz (continued)

15. The investigation of a complaint at UMCP includes discussing the matter with the person accused of sexual harassment. True False
16. The University is committed to protecting the rights of the alleged offender as well as the offended. True False
17. The University has no opinion on sexual relationships between faculty members and their students or supervisors and their supervisees. True False
18. Sexual harassment can occur between people of the same sex. True False

Preliminary UM Sexual Harassment Incidence Data for Undergraduate Women 1999

*The following data refer to a study of 369 undergraduate women and their experiences at UM.

Experience of sexually harassing behaviors:

- Experience of Hostile Environment Sexual Harassment
 - Low Frequency Hostile Environment Sexual Harassment = **41%** (n=152)
 - High Frequency Hostile Environment Sexual Harassment (<2 occurrences) = **50%** (n=185)
- Experience of Quid Pro Quo Sexual Harassment = **22%** (n=84)

Recognition of experiences as Sexual Harassment:

- Many times = 13% (n=48)
- Several Times = 25% (n=94)
- Once = 19% (n=73)
- **Never = 41% (n=155)**

Those who were sexually harassed that sought assistance via...

- UM counseling = **14.4%**
 - UM personnel = **12.8%**
-

The above data were collected as part of a 1999 dissertation by Dr. Sonya G. Linn under the supervision of the UM Counseling Psychology Program with assistance from Office of Human Relations Programs.

UM Sexual Harassment Incidence Data for Faculty & Staff 1992-1994

The following data refer to what behaviors respondents indicated they experienced while working at UM between 1992 and 1994.

Behavior	Percentages		Extrapolation
1. Received unwanted sexual attention or seductive behaviors from a supervisor or co-worker.	Females	24.3%	806
	Males	20.7%	909
2. Deliberately touched by a supervisor or co-worker in a way that made you feel uncomfortable.	Females	16.4%	544
	Males	4.5%	201
3. Subtly or directly bribed with some type of reward for agreeing to engage in sexual activity with a supervisor or co-worker, or rewarded for engaging in the activity.	Females	3.1%	103
	Males	0%	0
4. Subtly or directly threatened with some type of “punishment” for not being sexually cooperative with a supervisor or co-worker, or actually experienced negative consequences for refusing to engage in the sexual activity.	Females	2.3%	76
	Males	0%	0
5. Experienced unwanted or forceful attempts at stroking, fondling, kissing or grabbing by a supervisor or co-worker	Females	6.5%	216
	Males	0%	0

Sample: Female and Male Faculty and Staff at UM; Sample Size: 1000

Response Rate: Females 57%, Males 31%

*Numbers extrapolated to entire female (n=3,316) and male (n=4,457) faculty and staff population.

The instrument used for this research was not originally designed to be used with a male sample. In this study we attempted to get a tentative idea of male experience in relationship to sexual harassment.

In general both males and females agree that sexual stories, jokes, and/or crude sexual remarks are not uncommon in their work environments (females 48.3%, males 55.0%).

The data also clearly indicate that some males do experience unwanted sexual attention; however, males are unlikely to experience the most extreme forms of sexual coercion and force.

The above data were collected as part of a 1995 dissertation by Dr. Deborah Gerrity under the supervision of Dr. Ruth Fassinger, UM Counseling Psychology Program, with assistance from Vicky Foxworth, Program Director, Office of Human Relations Programs.

Continuum of Behavior Related to **Sexual Harassment**

Flirting



Poor Skills / Inappropriate Behavior



Sexually Harassing Behavior



Illegal Sexual Harassment



Sexual Assault

Sexual Harassment Prevention Program

Case Studies

Please answer these questions for the following case studies:

- 1. What are the issues or problems raised by this case?**
- 2. What role does power play in this situation?**
- 3. What might be the feelings of the people involved?**
- 4. Is this a case of sexual harassment?**
- 5. How should this situation be handled?**
- 6. What campus resources could or should be used to help address this situation?**

I.

Cassandra is a graduate student in Economics. Her advisor, Dr. Hamilton, a renowned expert in the field, has been extremely supportive of her research and has spent countless hours discussing it with her. Lately he has invited her to his home for their meetings. He has a reputation as a “lady’s man,” but she has always felt very comfortable around him and never questioned his intentions. She has gone to his home for three meetings. The first two times it seemed fine. But when she arrived for her third meeting, he poured her a glass of wine and he led her by the hand to his study. She tried pulling her hand away, but he just held it tighter. When they got to his study he let go of her hand, smiled flirtatiously, and proceeded to ask her about her research. She felt extremely uncomfortable and found she could not focus on the discussion. She left feeling upset and confused. She does not want to say anything to him for fear that maybe she misinterpreted his behavior or that he might get angry and stop giving her the same intellectual support she has been getting from him. You are another faculty member in the department. Cassandra comes to you for advice.

II.

Dan and Sharon both work for Dining Services. She works in the kitchen and he works on the serving line, but they often see each other during the day. They have slowly become friends. Lately, Sharon's questions about Dan's weekends have become very personal and, just in the last few weeks, sexual. She has described some of her weekend sexual activities and last week asked him what sexual activities he does and does not like. He told her it was none of her business, but she asked him the same questions yesterday. You are Dan's supervisor. He comes to you for advice, but stresses he does not want to get her in trouble and begs you not to say anything to her.

III.

Dr. Samantha Quinly is the Chair of the Botany Department. She and Dr. Bruce Barker, a tenure-track Associate Professor in the department, have been romantically involved for about a year. He is up for tenure in six months. They have tried to be extremely quiet about the relationship, but in the last month the word started getting out. You are the dean and just found out about the relationship last week. Yesterday Dr. Carla Sims and Dr. David Poren, two other tenure-track faculty, came to you to complain about the relationship between Dr. Quinly and Dr. Barker.

IV.

Terry is a student employee in the library. Last month while she was shelving books, a guy she had not seen in the library before started following her around and asking her lots of questions. She found him annoying, but tried to provide him with "good customer service" and

answered all of his questions. She had forgotten all about him until two weeks ago when she was shelving books again and she caught him staring at her. This happened three days in a row. After he caught her eye on the fourth day, he came over to her and told her how good she looked in her jeans and that he would like to get to know her better.

She told him she was not interested and turned back to her work. As he left, he brushed up against her and said, “I’ll see you tomorrow.”

Terry felt concerned and went to her supervisor, Robin. Robin told her to just ignore the behavior and stressed how important it was for library staff to stay focused on customerservice. The next day at work Terry say the guy staring at her again.

V.

Janice has been the secretary for Dr. Clark, Dean of the College of Physical Sciences, for two years. Dr. Clark has been at UM for 21 years and is instrumental in the University receiving a one million dollarannual grant from private industry. Three months ago he became widowed. Shortly thereafter, Dr. Clark began inviting Janice to go to lunch. Janice has joined him, partly because she does not want to appear unsociable, and partly because she feels Dr. Clark may feel lonely after the recent death of his wife. Very recently, however, Dr. Clark has been brushing up against Janice in the office when there appeared to be sufficient room to go around her without touching her.

Yesterday, Dr. Clark invited Janice to his Virginia Beach home for the weekend so that, “I can get to know you better.” Dr. Clark then said, “The better I know you, the better your chances of advancement in the office.”

VI.

Jamal and Tania are both officers of the residence hall government. Each time the organization has a meeting, Tania gives Jamal a big hug in greeting. She does this to several of the members. At first, Jamal thought it odd, but he did not say anything. Now he is starting to feel uncomfortable when she hugs him, and even decided to start coming late to the meetings so he would not have to encounter Tania beforehand. He is now chairing a major project and cannot be late all the time. He is frustrated and seeks advice.

VII.

Marcus is a first year graduate student in the psychology program. He has been asked by Dr. Peters to be his research assistant. Marcus is flattered and excited to work with such a prestigious member of the faculty. As their relationship in the office progresses, Marcus begins to feel more comfortable around Dr. Peters, who suggests Marcus call him “George.” They engage in many spirited intellectual discussions. One evening, Dr. Peters suggests they take a break and have dinner together. Marcus accepts. At the restaurant, Dr. Peters makes many flattering comments about Marcus’ work and “mind.” He tells Marcus he feels quite comfortable with him and then asks Marcus back to his home so they can get to know each other better. Marcus feels uncomfortable with this and makes up an excuse not to go. At home, Marcus begins to doubt what he interpreted, and wonders if his mentor relationship is now ruined.

CONFRONTING SEXUAL HARASSMENT

- Speak up at the time or soon after.**
- Name the behavior clearly.**
- Make honest and direct statements.**
- Say “NO” firmly, clearly, and without smiling.**
- Don’t be apologetic or self-blaming.**
- Use strong non-verbal behaviors.**
- Write a letter to the harasser.**
 - Write a three-part letter.
 1. Describe the incident: the type of behavior, the date, time and location.
 2. Describe how the incident made you feel mentally and physically.
 3. State firmly that you want the harassment to stop immediately. You can also indicate the next step you plan to take if the harassment does not stop.Send the letter by certified mail and keep a copy

CHECKLIST FOR SEXUAL HARASSMENT COMPLAINTS

- Seek advice and report incidents of sexual harassment.**
See “Resources on Sexual Harassment” Handout # 14
- Tell the harasser to stop.**
Tell the harasser firmly and assertively that the behavior is unwanted and unwelcome, and that you want to keep the relationship professional.
- Keep a record of all incidents of sexual harassment.**
Record all incidents with as much detail as possible: dates, times, places, any witnesses, and who you told about the incident and when you told them.
- Tell at least one person about the incident.**
- Write a letter to the harasser.**
Write a three-part letter.
 1. Describe the incident: the type of behavior, the date, time and location.
 2. Describe how the incident made you feel mentally and physically.
 3. State firmly that you want the harassment to stop immediately. You can also indicate the next step you plan to take if the harassment does not stop. Send the letter by certified mail and keep a copy
- Save all relevant documents.**
Keep copies of your performance evaluations, attendance records, grades, classroom projects, exams, and other documents demonstrating the quality of your work.

CHECKLIST FOR THOSE ACCUSED OF SEXUAL HARASSMENT

- Seek Advice.**
See “Resources on Sexual Harassment” Handout #14.
- Take the complaint seriously.**
- Record all contacts with the complainant.**
Document all contacts with the complainant and include dates, times, locations and any possible witnesses.
- Work closely with the complainant investigator to bring the grievance to a quick, equitable resolution.**

When Receiving a Complaint DO NOT:

- Tell the complainant to ignore the behavior.
- Assume it's the complainant's fault.
- Make light of the complaint.
- Wait for someone to complain if you know sexual harassment is occurring. Intervene immediately.

CHECKLIST FOR SUPERVISORS: HANDLING INQUIRIES AND COMPLAINTS

- Listen to the employee or student. Be supportive.
- Provide the employee or student with a copy of the UM Policy and Procedures on Sexual Harassment and discuss the options available with under the policy.
- Explain that according to the Policy (Handout #5, Page 4) you need to discuss the situation with the Legal Office for advice on how the situation should best be handled.
*(Provide the rationale for this and reassure the individual about this process if they seem to feel concerned or afraid.)
- Acknowledge concerns about retaliation. Explain that retaliation is illegal and will not be tolerated
- Inform the complainant about available support services (Refer to the Resources on Sexual Harassment Handout #14)
- Contact the Legal Office.
- Document all steps you take.
- Follow-up with the employee or student to make sure the unwanted behavior has stopped. **This is a critical step.**

*The purpose is to protect both the person who receives the complaint and the university from liability. If one tries to handle a complaint on his or her own and does not handle it properly, he or she and the institution can be held liable. Also, if all complaints are discussed with the Legal Office staff, they can detect whether there is a pattern of behavior that needs to be addressed. In the majority of instances when one discusses a complaint with the Legal Office, she or he is given advice on how to best handle the situation herself or himself. Only in serious cases does the Legal Office actually intervene. With minor incidents, the Legal Office usually does not even need to know the name of the complainant or the department she or he is in.

RESOURCES ON SEXUAL HARASSMENT

Contact the following persons on or off campus for guidance, information or support.

Informal Complaints

- Your supervisor, chair, director, or dean
- The President's Legal Office (301) 405-4945.
- The Campus Compliance Officer in the Office of Human Relations Programs (301) 405-2838.
- The Equity Administrator in your College/Unit (301) 405-5801.
- The Employee Relations Staff in the Department of Personnel Services (301) 405-5651.
- The Office of Judicial Programs (301) 314-8204.
- Any University of Maryland official or faculty member

Formal Complaints

- The Campus Compliance Officer in the Office of Human Relations Programs (301) 405-2838.
- The President's Legal Office (301) 405-4945.
- The Office of Judicial Programs (301) 314-8204.

Other Campus Sexual Harassment and Assault Resources

- University of Maryland Police - Emergency, from an on-campus phone: 911; Non-emergency: (301) 405-3555.
- University of Maryland Health Center (301) 314-8180 or 8184.
- Faculty/Staff Assistance Program (301) 314-8170.

- The Counseling Center (301) 314-7651.
- University of Maryland Mental Health Service (301) 314-8106.
- The Health Center Victim Advocate for Sexual Assault, Sexual Harassment, Stalking and Partner Violence (301) 314-2222

Off-Campus Sexual Harassment and Assault Resources

- Equal Employment Opportunity Commission (410) 962-3932 or (800) 669-4000.
- Office for Civil Rights, U.S. Dept. Of Education (800) 421-3481.
- The Maryland Commission on Human Relations (410) 767-8600.
- Prince George's County Sexual Assault Center (301) 618-3154.

🌟Office of Human Relations Programs🌟

- Sexual Harassment Prevention Program - Workshop Evaluation Form -

Low--Average--High

1. The extent to which I can define sexual harassment:	1	2	3	4	5
2. The extent to which I can understand how sexual harassment affects campus climate:	1	2	3	4	5
3. The extent to which I understand the UMCP Policy and procedures regarding sexual harassment:	1	2	3	4	5
4. The extent to which I know what resources are available to me regarding sexual harassment:	1	2	3	4	5
5. The extent to which I understand how to confront an act of sexual harassment:	1	2	3	4	5
6. The extent to which the presenters were organized and easy to follow:	1	2	3	4	5
7. The extent to which the presenters responded to questions effectively:	1	2	3	4	5
8. The degree of openness and energy exhibited by the presenters:	1	2	3	4	5
9. The amount of learning I experienced:	1	2	3	4	5

Please list what you found *most* helpful:

Please list what you found *least* helpful:

Other Comments? Feel free to use below or the back

Thank you!