

- 1) Insert the following paragraph after the first guiding principle on p. 1, that begins, "Sexual harassment is illegal":

Sexual harassment is discrimination. Operating within a complicated system of prejudice and oppression, sexual harassment cannot always be separated from discrimination based on gender, sexual preference, age, physical ability, class, race or cultural difference. This policy recognizes the interconnected nature of these forms of discrimination, and seeks to provide a method to combat all discrimination that is expressed as unwelcome, coercive behavior of a sexual nature.

- 2) Insert an explicit paragraph regarding the intersection of racism and sexual harassment and the specific implications this has for women and men of color (as complainants and respondents, respectively but not exclusively). This paragraph might be inserted (as drafted by BG) as a guiding principle, or in the Definitions section, on p. 3, under the power differential paragraph (#6)

This paragraph might first be altered to read :

This policy recognizes that sexual harassment usually occurs as an abuse of a power differential (e.g., faculty to student, staff to student, administrator to staff). However, it may also occur between persons of similar status (e.g., student to student, faculty to faculty, staff to staff). Although rare, sexual harassment may also occur in spite of a power differential (e.g., student to faculty, staff to administrator).

This is a change in tone and content, but this version says more about sexual harassment while at the same time acknowledging that, yes, theoretically, a female student is capable of harassing a male faculty. If we have to say that, I would prefer to do it in the context of a paragraph that reflects the reality of most instances of sexual harassment. Whether or not we add the last sentence, this slightly different version opens up a discussion of power that can be followed by a paragraph that begins to explore sexual harassment within other power imbalances.

So then would follow BG's paragraph that reiterates Jacinta McCoy's comment that "for women of color, the line between sexual and racial harassment is non-existent." The power differential paragraph exists for two reasons, it appears: 1) to make an educational statement about power and sexual harassment and 2) to be sure not to limit who might file. A similar paragraph about other power imbalances (those of race, sex, class, etc.) would expand upon the definition, and be sure to prevent complaints that involve sexual harassment and racism from being deflected to wherever complaints go about racism. Indeed, the aim would be to be open to those concerns that may not clearly involve one or the other (sexual harassment or racism, for instance).

- 3) Enlarge the final principle on p. 2 that redefines academic freedom:

The purpose of this policy is (not to censor the exploration, in the classroom, of issues of sex and sexuality, but) to assure academic freedom for all members of the community by promoting an environment conducive to study and work. Such an environment must be free from sexual harassment and all related forms of discrimination. We believe this to be particularly important in order that we might begin to create an atmosphere of meaningful diversity in a climate of mutual respect and integrity.

Although I think this paragraph could be a good deal more poetic.

- 4) In Multiple Sources of Information, on p.4, perhaps a referral should be made about where to go for information about racial harassment, and about where to go for information on racialized sexual harassment...

- 5) In Appendix B, one goal of SH education (p. 15) might be to:

educate members of the Evergreen community about the intersection of sexual harassment with racial harassment and other forms of discrimination

In the Overview of SH education (p. 15), the second paragraph might include something like:

This education plan draws on a variety of resources and approaches the topic in diverse ways, with an appreciation of the different ways that different campus constituencies experience sexual harassment. This allows for the use of pamphlets, etc ... in a program that does not ignore the diversity, cultural and otherwise, that this College seeks to protect.

This might also mean changing Program Series #6 (p. 17) to be:

6. Sexual Harassment and Racism

A video discussion program that explores how racism and sexism intertwine around sexual harassment.

We might also propose:

7. Sexual Harassment and Power

A workshop that explores the context of sexual harassment as a form of discrimination that is often intensified by discrimination on the basis of race, class, sexual preference, age, appearance, and physical ability.

6) In Appendix C, on p. 18, after the the second paragraph, we should suggest that the institutional guide connect racism and sexual harassment, along with other forms of discrimination. And amend the fourth paragraph to suggest that the guide should point toward resources for other or combined forms of harassment/discrimination.

The proposed institutional guide's scenarios must also be entirely revamped, either to consistently neglect issues of race, or to include them more accurately. We might also apologize, with some explanation, for the scenario on p. 32.

7) On p. 35, we might make an additional requirement, amidst the criteria for selection of investigative team members who should

3) understand the various forms of sexual harassment (quid pro quo and hostile environment) and its relationship to other forms of discrimination and harassment (e.g. racism).

8) On p. 38, we might also require (more strongly than the current wording, perhaps from "should also reflect" to "must" or "will" reflect) that the SH Panel be truly representative, which might in turn require enlarging the panel.

9) As a DTF, we might also make the statement that we urge a DTF be charged to address racial harassment, and to create a racial harassment policy.

10) We might also respond directly (by soliciting feedback and sharing some of these suggestions and a draft of whatever proposed changes result) to the Women of Color Coalition, who submitted a letter signed by more than 25 women of color faculty, staff and students.

-- Owen Glist

D R A F T
Appendix D
April 27, 1992

The DTF and Affirmative Action Office are sensitive to the issue of having two people (one of each gender) available to fill a role of initial contact on sexual harassment matters and to review the investigative team's report. The DTF recommends that a second person of a gender opposite that of the Affirmative Action Officer be designated and trained to fulfill parallel duties regarding sexual harassment. Individuals will serve no less than one academic year. A suggested title is Sexual Harassment Community Representative. This person should currently be employed by the college and her/his duties adjusted and compensation recognized. This follows the long-time Student Affairs method of appointing a grievance officer from current staff. The President will select this individual in consultation with members of the community. She/he will be chosen based on the following criteria:

1. Can listen objectively to all sides of the issue;
2. Is sensitive to the feelings, interests and rights of all parties;
3. Understands the various forms of sexual harassment (quid pro quo and hostile environment);
4. Is sensitive to the links that may occur between sexual harassment and other forms of discrimination (i.e., racism);
5. Is committed to upholding the laws regarding sexual harassment;
6. Is able to deal with confidential and sensitive matters;
7. Is a respected and visible member of the community who is known to be objective and fair;
8. Is willing and able to participate in training;
9. Will remove herself/himself from dealing with a complaint if there is a conflict of interest in a particular case;
10. Is able to act promptly and to provide the time and resources as the situation requires;
11. Has the stability and stamina to carry out her/his responsibilities.