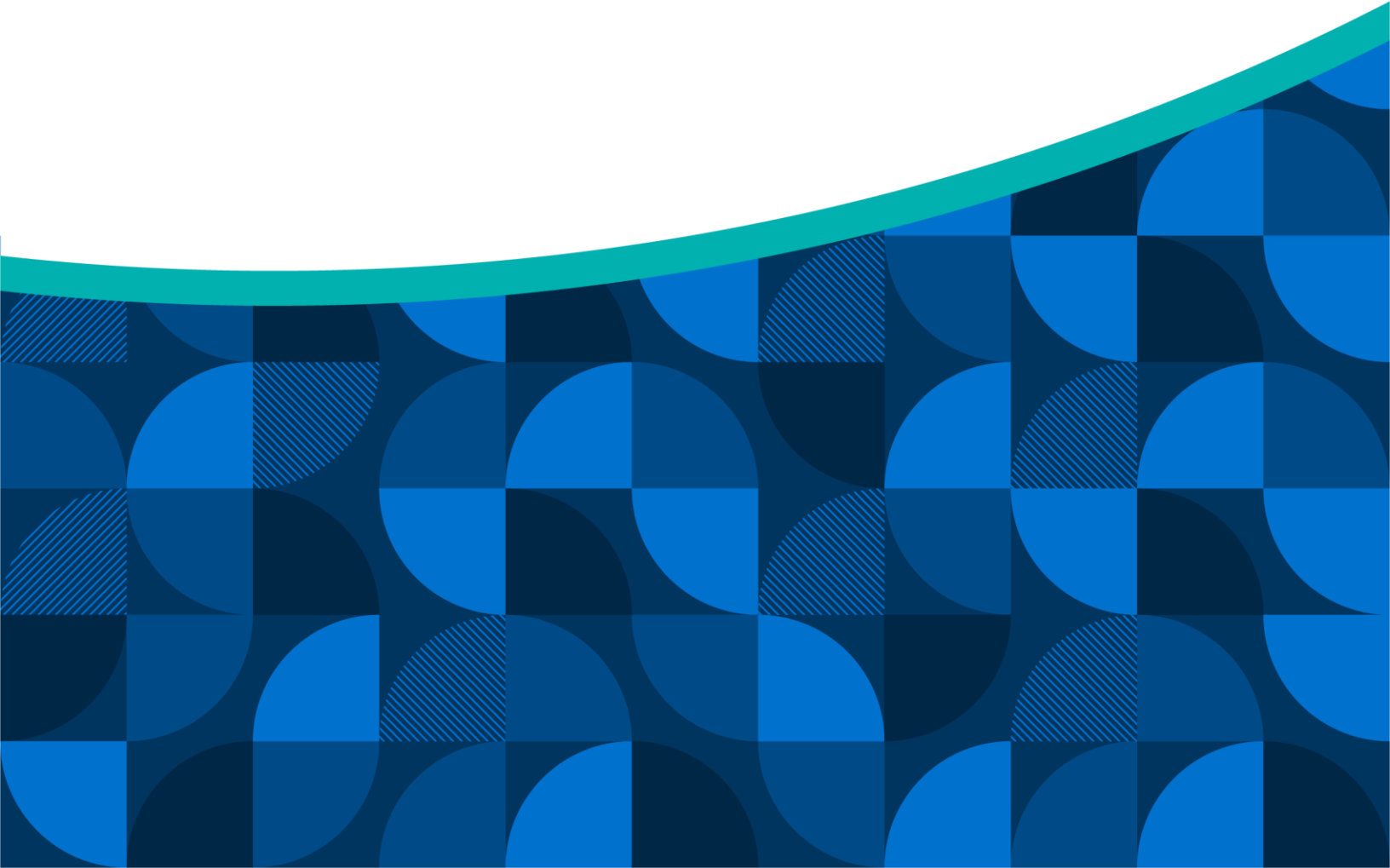




TOOLKIT

# Respectful Workplace Policy Builder



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# Respectful Workplace Policy Builder

## A Guide to This Resource

In an era of high turnover and increased efforts to diversify hiring, institutions risk losing their newly-hired employees and face threats to accreditation if they fail to create a physical and psychologically safe workplace to support faculty and staff from historically marginalized groups. **Subtle acts of exclusion** are commonplace verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative prejudicial slights and insults toward any group. These acts have a negative impact on faculty and staff experience, especially for employees from historically marginalized groups.

Leaders have turned to implicit bias education to increase awareness and change the beliefs of faculty and staff, but those “hearts and minds” trainings have failed to mitigate the effects of subtle acts of bias across institutions. To promote positive workplace interactions between faculty, staff, and leaders, EAB recommends a clearly defined respectful workplace policy, sometimes called a civility or dignity and respect policy. This policy handles interpersonal interactions that hinder a safe workplace environment. These interactions are not covered under most institutions’ existing policies like free speech, which protects against censorship and retaliation, or harassment policy, which only addresses frequent and persistent discriminatory behavior. While some leaders think respectful workplace policies are in competition with free speech, a respectful workplace policy should encourage discourse rather than suppress it.

### What is Psychological Safety?

Psychological safety is the belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes. A psychologically safe workplace is one where people are comfortable expressing and being themselves. Its three pillars are that people feel free to: contribute ideas, share information, and report mistakes.



### Resource in Brief

Use this resource to inform, write, and plan to implement your respectful workplace policy. Use the Policy Element Self-Audit to review policy elements related to dignity and respect and identify the top elements to prioritize for consideration or review at your institution. Then, review institutional policy examples and excerpts to inform the development of your own policy. Finally, use supplemental resources in the Appendix to guide implementation.

#### Table of Contents:

Policy Element Self-Audit. . . . .	5
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Appendix: Institutional Implementation Examples . . . . .	23

Source: Abel, J., *Subtle Acts of Exclusion—The New “Microaggression,”* 2020; Center for Creative Leadership, *What is Psychological Safety at Work? How Can Leaders Build Psychologically Safe Workplaces?*, 2020; EAB interviews and analysis.

# Policy Element Self-Audit

## Directions:

There are six essential policy elements that help institutions foster dignity, respect, and a culture of accountability. Typical policies fail to achieve these goals because they do not address subtle acts of exclusion or emphasize training that focuses on awareness rather than behavior change. For a policy to be successful, leaders need to include definitions and examples of the behaviors they are working to address, responsibilities for managers in enforcing the policy, and consequences for both subtle and overt acts of exclusion. For each policy element, read the brief description and identify if your institution has the element in place. Keep in mind that some of these policy elements may need to be reviewed for Title IX and EEO compliance.

## Policy Element #1: Context and Mission Alignment

Dignity and respect policies are designed to support and protect faculty, staff, and leaders on campus. However, some faculty and staff can view these policies as punitive if they are not contextualized and aligned with the institution's mission. Clarify this context and highlight how this policy helps your institution advance its mission.

### Does your policy explicitly state:

- Who the policy applies to?
- The policy's purpose?
- The policy's goals?
- How the policy aligns with your institution's mission?
- How the policy supports faculty and staff's safety and wellbeing?

### Institutional Examples

- Trinity College Dublin (p. 10)
- Old Dominion University (p. 14)

## Policy Element #2: Definitions and Example Behaviors

Many leaders, faculty, and staff struggle to distinguish between subtle acts of exclusion, overt acts of bias, and acceptable behavior. Subtle acts of exclusion typically occur in everyday interactions and are often unintentional, while overt bias incidents tend to be more acute and intentionally target individuals based on their identity. Leaders should address subtle and overt acts of exclusion with separate policies so that they can tailor responses to promote a culture of learning and accountability. Leaders need to clearly identify what behaviors they want to promote and what behaviors they want to address through this policy. Define what constitutes respectful and disrespectful behavior to help faculty and staff understand what is expected of them.

### Does your policy include:

- Definitions of dignity and respectful behavior
- What behaviors you are targeting with this policy?
- Concrete examples of respectful and disrespectful behavior?

### Institutional Examples

- McNeese State University (p. 12)
- Ithaca College (p. 17)

# Policy Element Self-Audit, cont.

## Policy Element #3: Reporting Structures

To promote a culture of accountability across the institution, faculty and staff must first feel safe and comfortable reporting incidents. Reporting structures should be easy to use and protect both reporters and those impacted. Offer multiple formal and informal reporting structures as well as options for anonymous and witness reporting.

### Does your policy explicitly state:

- How to report an act of exclusion?
- Who faculty and staff can contact to report an act of exclusion?
- How reporters' anonymity and identity will be protected?
- How faculty and staff can report an act of exclusion that they witness?

### Institutional Examples

- Trinity College Dublin (p. 10)
- Old Dominion University (p. 14)
- University of Virginia's "Just Report It" (*See Appendix, p. 22*)



### EAB Recommendations

- Create a single point of contact for reporting disrespectful behavior for all policies to reduce access barriers
- Create a multi-disciplinary committee to review complaints and forward them to the appropriate office

## Policy Element #4: Manager and Unit Leader Roles and Responsibilities

Many leaders fail to respond to subtle acts of exclusion because they do not know how to follow up when they happen. When left unaddressed, the effect of subtle acts of bias can accumulate and negatively impact the workplace climate for faculty and staff from historically marginalized groups. Establish specific manager, unit leader, and cabinet roles and responsibilities to report and respond to subtle acts of bias.

### Does your policy explicitly state:

- Who is required to make a report?
- When a manager is required to make a report?
- How a report can escalate up the chain of command to the unit or cabinet level?
- What types of incidents should be escalated to the unit or cabinet level?
- Consequences for managers' failure to report or respond to acts of exclusion?

### Institutional Examples

- Trinity College Dublin (p. 10)
- Old Dominion University (p. 14)

# Policy Element Self-Audit, cont.

## Policy Element #5: Investigate and Assess Conduct

Many current bias and harassment policies do not outline consequences and interventions for subtle acts of exclusion. When left unaddressed, the effects of subtle acts of exclusion accumulate and can cause faculty and staff from historically marginalized groups to feel unwelcome and leave the institution. The first step in determining consequences for all types of bias is to assess the conduct. Clarify the processes you will use to investigate incidents and assess their severity to help faculty and staff understand what happens in the case of a policy violation. Then, consider creating tiers to align conduct with appropriate consequences (*outlined in the next section*) where lower-level tiers represent more subtle acts of bias and higher tiers align with more direct threats of violence.

### Does your policy explicitly state:

- What criteria you will use to assess the severity of the conduct?
- The process you use to investigate incidents?
- Which offices (e.g., Provost, HR, Title IX/EEO) are responsible for assessing conduct?
- How and when reporters will learn outcomes and next steps?
- What supports are available to the reporter (e.g., support from supervisor or ombudsperson, mediation, the right to a representative)?
- What supports are available to the respondent (e.g., support from supervisor or ombudsperson, counseling, opportunity to call witnesses)?
- What supports are available for witnesses and managers?
- When and how witnesses and managers will learn next steps? *Establish expectations that the reporter may not learn outcomes of the investigation.*

### Institutional Examples

- Trinity College Dublin (p. 10)
- University of Colorado Denver (p. 19)
- Michigan State University’s “Toward a Respectful Workplace” (p. 27)

## Policy Element #6: Accountability and Consequences

To minimize and mitigate subtle and overt acts of exclusion, leaders need to outline potential consequences for failing to uphold the policy. These consequences should align with tiers you created in the previous section, prioritize the reporter’s needs, and promote positive behavior change. For example, require training on subtle acts of exclusion and bias for a lower-tier violation. Opt for implementation-focused training that teaches leaders, faculty, and staff how to identify and respond to subtle acts of bias (*see the University of Colorado Denver | Anschutz’s self-guided learning library in the Appendix*). Consider a progressive response that creates flexibility to escalate to more severe sanctions as needed.

### Does your policy explicitly state:

- Consequences for a single, lower-tier violation?
- Consequences for persistent or pervasive lower-tier violations?
- Consequences for middle-tier violations (e.g., acts of exclusion that more directly harm individuals, impact multiple people, or have implications for the broader institutional community)?
- How this policy links to other policies that deal with overt bias and harassment incidents?
- What are managers’ responsibilities in following up after an incident?

### Institutional Examples

- Old Dominion University (p. 14)
- Kentucky Community and Technical College System (p. 19)
- University of Colorado Denver | Anschutz Medical Campus (p. 21)

Source: EAB interviews and analysis.

# Policy Element Self-Audit, cont.

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## Plan to Monitor Results to Ensure Success

Most institutions treat subtle acts of exclusion as one-off events and overlook systemic patterns of exclusion and bias. Collect reporting data and analyze trends to identify and remediate patterns of exclusion. Additionally, consider what data will tell you if your policy is successful in fostering a culture of accountability.



### Lessons Learned

Initially, you might be alarmed to see the number of reports spike. However, an initial spike indicates that faculty and staff trust the reporting process and accountability measures. After 2-3 years, you should expect to see that number decline because the accountability measures have led to fewer acts of exclusion. If reports do not initially increase, or do not taper off over time, use this tool to re-evaluate and improve your policy.

### Questions to Consider:

- What data will you collect to monitor trends and patterns over time?
- Who will be responsible for collecting and analyzing this data?
- What are your success criteria?
- How frequently will you review the policy? Who will be responsible for this review?





# Institutional Policy Examples and Excerpts

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## Institutions Profiled in This Section:

- Trinity College Dublin
- McNeese State University
- Old Dominion University
- Ithaca College
- Kentucky Community & Technical College System
- University of Colorado Denver | Anschutz Medical Campus

# Trinity College Dublin

## Dignity and Respect Policy Excerpts



### Key Elements

- Offers formal and informal options to resolve complaints.
- Clearly outlines roles and responsibilities for managers, deans, and unit leaders.
- Identifies who monitors implementation and reviews the policy's effectiveness annually.

[Access the policy online](#)

### Section 1 Introduction

#### Executive Summary

The University promotes, and is committed to supporting, a collegiate environment for its staff, students, and other community members, which is free from discrimination on any of the nine equality grounds (gender, religion, age, civil status, family status, disability, sexual orientation, race or ethnicity, membership of the Traveller community), bullying, sexual harassment and other forms of harassment.

All members of the University are expected to work to develop and maintain a high degree of respect and civility in our diverse community and to participate in creating a positive environment. This does not affect academic freedom, the values of free open enquiry and discussion of ideas, or humour.

This policy sets out a framework for the resolution of any dignity and respect matters that may arise from time to time and details the sources of help available to staff and students. The University promotes and encourages the resolution of dignity and respect complaints through informal means in so far as possible.

#### Summary of Options for Resolving Complaints

##### *Informal Process*

- Consult with your Tutor/Manager/Head and/or a Contact Person
- Inform the person directly that their behavior is unwelcome. This often resolves the situation as the person may be unaware that their behaviour is causing distress.
- Alternatively, ask your Tutor/Manager/Head or a Contact Person to alert the person to your concerns.
- If the matter remains unresolved, you can ask your Tutor/Manager/Head or a Contact Person to facilitate an informal resolution.
- Consider Mediation.

##### *Mediation*

- Consult with your Tutor/Manager/Head and/or a Contact Person
- Confirm with your Tutor/Manager/Head and/or a Contact Person that you are amenable to participation in mediation, who will then liaise with Human Resources to organise this.
- The mediator will contact you and the other party to set up the process. If the matter remains unresolved following mediation, you may seek a formal investigation.

##### *Formal Process*

- Consult with your Tutor/Manager/Head and/or a Contact Person
- Write to your Tutor/Manager/Head setting out the details of the complaint, including the dates and times of incidences and the names of any witnesses to each incidence. The account will be forwarded to the alleged perpetrator for formal written response, a copy of which you will also receive. Further exchange of correspondence may ensue.
- If the matter is not resolved following the exchange of formal correspondence, an investigator will be appointed. Parties will receive a letter setting out the terms of reference and process for the investigation.
- The outcome of the investigation process will be communicated to the parties involved.

# Trinity College Dublin, cont.

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## Dignity and Respect Policy Excerpts

### *Sources of Help*

Any individual with dignity and respect concerns should read and consider the options available under this policy to resolve them. Heads, Manager, Tutors, Post Graduate Advisors, Contact Persons, Human Resources staff, Trade Union and Student representatives can offer guidance and help on the resolution of dignity and respect issues. Help and support is also available through Student Counselling, the Student Health Centre, and the Employee Assistance Programme.

## **Section 2 Scope and Roles**

### **Legislation [...]**

### **Scope of the policy [...]**

### **Roles and Responsibilities**

#### *Role of Human Resources*

- To oversee the implementation of the University policy in relation to staff and students in a fair and transparent manner.
- To raise awareness and develop best practice.
- To co-ordinate the Panel of Contact Persons.
- To provide advice and training to Heads of Schools/Administrative and Support Areas/Managers on handling dignity and respect matters.
- To advise on the operation of the policy and the options available for the progression and resolution of dignity and respect matters.
- To provide referrals to the Contact Persons.
- To provide referrals to services (e.g., the Employee Assistance Programme, Occupational Health Service)
- To provide management support to Investigators and disciplinary/appeals panels in the process
- To arrange workplace mediation for cases as required

#### *Role of Contact Persons [...]*

#### *Role of Deans, Heads and Managers*

Leaders have a particular responsibility to ensure the policy is upheld and to deal promptly and effectively with any dignity and respect issues of which they are aware. This includes:

- Explaining the policy to all staff and ensuring their understanding.
- Promoting ongoing awareness of the policy.
- Being vigilant and intervening before a problem escalates.
- Responding sensitively and promptly to any staff member/student who makes a complaint, and ensure they are not victimized for making a complaint.
- Seeking advice from Human Resources/Contact Persons.
- Ensuring all parties are treated with dignity and respect.
- Investigating complaints.
- Providing referrals to all parties (i.e., complaints, alleged perpetrators and witnesses) to Contact Persons/Human Resources.
- Monitoring and following up the situation to ensure that the unwelcome behaviour does not recur.

## **Section 3 Definitions [...]**

## **Section 4 Procedures for Resolving Dignity and Respect Matters [...]**

## **Section 5 Information for Complainants, Witnesses, Respondents, Investigators, and Heads/Managers/Tutors [...]**

## **Appendices [...]**

# McNeese State University

## Civility and Personal Conduct Policy



### Key Elements

- Provides explicit definitions and illustrative examples of civil and uncivil behavior
- Policy links directly to online reporting form

[Access the policy online](#)

### Purpose

McNeese State University is committed to creating a culture of respect and civility that is free of harassment where all members of the community share a commitment to academic freedom, open inquiry, and the pursuit of knowledge.

Incivility and disrespect in the workplace can be a barrier to effective communication, coaching, and performance. The impact can be severe as it may result in employee turnover, low productivity, reduced morale, diminished loyalty, and physiological impacts such as stress and depression that can lead to increased absenteeism. Incivility can escalate and may lead to more severe behaviors including harassment and violence. This policy is intended to define community aspirations with respect to this right and to establish a mechanism for addressing behavior that violates University policy on harassment, discrimination, and related behaviors.

### Definitions

*Civility* requires treating others with dignity, respect, and making a “good faith effort” with regard to other’s feelings. Corrective actions may be taken by managers to enhance work performance. The language used to correct or reinforce work standards must be respectful and work-related. Civility requires that even the most critical feedback be delivered respectfully, privately, and courteously.

Examples of civility include:

- Treating others with dignity, respect, politeness, and consideration
- Speaking in tones of voice that are appropriate for the circumstances
- Being respectful of others’ rights to express their views, even if you disagree
- Managing conflict with others in a respectful way, rather than a confrontational way

*Incivility* deals with a broad range of behaviors including, but not limited to, unprofessional behavior; rudeness; shouting or swearing; intimidation or bullying; threatening comments or behaviors/actions; unsolicited and unwelcome conduct, comment (oral or written, including email communication), gestures, actions, or contact that cause offense, humiliation, physical, or emotional harm to any individual. Incivility can be subtle or overt. It may be a single event or may involve a continuing series of incidents and may involve the abuse of authority or position. Uncivil behavior may be unintended or deliberately directed at another individual. In any case, the impact on that individual is what must be addressed. Incivility can create a poisoned work environment, which may affect more than one employee.

Examples on incivility include:

- Shouting
- Profane, abusive, aggressive, or violent language directed at an individual or individuals
- Using props suggestive of violence
- Slamming doors
- Throwing objects
- Humiliating, degrading, demeaning, belittling, insulting, frightening, or intimidating another person
- Distributing comments about an individual, whether verbally or in writing, including online, that are unjustified and are likely to have a negative impact on the individual if they were to see them
- Telling inappropriate jokes
- Disallowing divergent points of view from being heard—including observations about job performance and collegiality

Source: McNeese State University, [Civility and Personal Conduct Policy](#), 2023; EAB interviews and analysis.

# McNeese State University, cont.

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## Civility and Personal Conduct Policy

This guideline does not apply to concerns of discrimination or discriminatory harassment that are covered under the Equity and Inclusion Policy, Power-Based Violence and Sexual Misconduct Policy, Anti-Bullying Policy, or Prohibition Against Retaliation Policy.

### **Concern, Grievance, or Complaint**

Individuals who believe they may have been treated with disrespect or in an uncivil manner may discuss their concerns confidentially and informally with the Office of Inclusive Excellence. Individuals wishing to initiate a formal written complaint may do so via the [Office of Inclusive Excellence Complaint/Reporting Form](#). The reporting process helps the University to record and evaluate these occurrences for climate assessment and planning purposes. The Office of Inclusive Excellence does not have independent authority to adjudicate incidents falling under this policy.

### **Communication**

This policy is distributed via the University Policies webpage.

# Old Dominion University

## Civility in the Workplace Policy Excerpts



### Key Elements

- Recommends training and establishes faculty and staff responsibilities to prevent and report acts of exclusion
- Explicitly states managers' responsibilities to respond and possible consequences if they fail to do so
- Outlines formal and informal complaint procedures with specific roles for Human Resources and Provost's office

[Access the policy online](#)

### A. Purpose

It is the policy of the Commonwealth to foster a culture that demonstrates the principles of civility, diversity, equity, and inclusion. The purpose of this policy is to uphold this commitment by ensuring that workplace harassment (including sexual harassment), bullying (including cyber-bullying), and workplace violence of any kind are prohibited at Old Dominion University. The University will also maintain a welcoming, safe, and civil workplace for their employees, customers, clients, contract workers, volunteers, and other third parties and increase awareness of all employees' responsibility to conduct themselves in a manner that cultivates mutual respect, inclusion, and a healthy work environment. This policy also communicates a requirement that all employees should be trained to recognize, prevent, and report behaviors that constitute harassment, sexual harassment, intimidation, bullying, cyber-bullying, and threats or violence related to the workplace.

### B. Authority [...]

### C. Definitions [...]

### D. Scope [...]

### E. Policy Statement [...]

### F. Procedures

#### *Prohibited Conduct*

This policy strictly forbids harassment (including sexual harassment), bullying behaviors, and threatening or violent behaviors of employees, applicants for employment, customers, clients, contract workers, volunteers, and other third parties in the workplace and university campus community. This includes behaviors that undermine team cohesion, staff morale, individual self-worth, productivity, and safety which are also not acceptable. In determining whether conduct is severe, persistent, or pervasive, the following factors will be considered: (a) the degree to which the conduct affected one or more individuals' education or employment; (b) the nature, scope, frequency, duration, and location of the incident(s); (c) the identity, number, and relationships of persons involved; and (d) the perspective of a "reasonable person" in the same situation as the person subjected to the conduct. Petty slights, annoyances, and isolate incidents (unless extremely serious) will not rise to the level of a violation.

# Old Dominion University, cont.

## Civility in the Workplace Policy Excerpts

General Policy Provisions	Application
Manager and Supervisor Requirements	<ul style="list-style-type: none"> <li>• Stop any prohibited conduct of which they are aware, whether or not a complaint has been made.</li> <li>• Express strong disapproval of all forms of prohibited conduct.</li> <li>• Intervene when they observe any acts that may be considered prohibited conduct.</li> <li>• Take immediate action to prevent retaliation towards the reporting party or any participant in any investigation.</li> <li>• Take immediate action to address any threats or violent behavior that could endanger the safety of employees and others in the workplace or result in damage to physical structures.</li> </ul>
Failure to Respond	<ul style="list-style-type: none"> <li>• Managers and/or supervisors who fail to take appropriate action upon becoming aware of the behavior shall be subject to disciplinary action, up to and including termination.</li> </ul>
Allowing Prohibited Conduct to Continue	<ul style="list-style-type: none"> <li>• Managers and/or supervisors who allow observed or reported prohibited conduct addressed in this policy to continue upon becoming aware of the behavior may be considered parties to the offense and subject to disciplinary action, up to and including termination.</li> </ul>
Engaging in Prohibited Conduct	<ul style="list-style-type: none"> <li>• Any employee who engages in conduct prohibited under this policy or encourages or ignores such conduct by others shall be subject to corrective action, up to and including termination.</li> </ul>
Violations Outside the Workplace	<ul style="list-style-type: none"> <li>• Violations occurring outside the workplace may be grounds for disciplinary action, up to and including termination.</li> </ul>

### *How to File a Complaint*

#### *Informal Workplace Complaint Procedure*

1. **Informal Discussion:** The Department of Human Resources shall encourage an employee who has a complaint of non-discriminatory workplace harassment to discuss the complaint with the supervisor and/or individual who took the action that is the basis for the complaint.
2. **Informal Resolution:** Both parties to the complaint shall attempt to affect a resolution of the complaint through informal discussions where applicable. The Department of Human Resources may advise parties of informal resolution options (such as mediation) and may facilitate resolution of the complaint or report if appropriate.
3. The complainant may request, at any time during the informal process, to proceed with a formal complaint, as described below.

Although there are no limitations for filing a complaint, the passage of time may impede the University's ability to investigate and/or resolve the complaint.

#### *Formal Workplace Complaint Procedure*

Complaints may also be initiated by scheduling a meeting to provide a verbal statement. Nevertheless, individuals who believe they have been the subject of conduct in violation of this policy are encouraged to make detailed written statements of the facts, including the name(s) of the offending individual(s) and any witness(es), promptly after an incident. It is a violation of this policy for a supervisor or another employee to interfere with an individual's right to file a complaint under this policy.

1. The appropriate receiving area will confirm that the matter involves an alleged violation of this policy, and a referral will be made to the appropriate on-campus or off-campus resources to address the issues.
2. The formal complaint will be assigned a representative from the appropriate receiving area and co-investigators may be assigned as appropriate. Externally trained investigators may be assigned in certain cases if appropriate. All investigations of complaints alleging workplace violations of this policy shall be overseen by the Assistant Vice President for Human Resources the Associate Vice Provost for Faculty Affairs and Strategic Initiatives.

# Old Dominion University, cont.

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## Civility in the Workplace Policy Excerpts

3. The appropriate receiving area will discuss the complaint with the complainant and the respondent as appropriate, including providing information about the formal investigation procedure and resources. The receiving area will explain to the parties that each has the opportunity to provide evidence and to suggest witnesses to be interviewed during the course of the investigation.
4. The investigator(s) will conduct a prompt, adequate, reliable, and impartial investigation of the complaint. All parties will be notified of the expected timeframe for the investigation process. The appropriate receiving area will consider whether involvement of other University administrators is appropriate.
5. Both the complainant and respondent will have the same opportunity to review and respond to evidence obtained during an investigation before the investigation reports are released. The University shall strive to make the process transparent and fair to all parties.
6. The investigator(s) shall prepare a written investigation report fairly summarizing the relevant evidence. The report shall be provided to both the complainant and the respondent concurrently.
7. Reporting the Investigation Results
  - a. In the case of an AP Faculty, classified staff, and/or wage/hourly employee respondent, once the investigation is completed, the investigation report shall be provided to the respective Vice President or designee for evaluation and determination of responsibility.
  - b. In the case of an instructional faculty member respondent, once the investigation is completed, the investigation shall be provided to the Provost or designee for evaluation and determination of responsibility. Sanctions for teaching and research faculty will be determined by the Provost in accordance with the Teaching and Research Faculty Handbook. Possible sanctions include, but are not limited to, mandatory counseling, written reprimand, training, or the initiation of termination proceedings.
8. Determinations of responsibility under this policy shall be made using the preponderance of the evidence standard. Preponderance of the evidence means that it is more likely than not, or greater than 50%. The parties will be informed in writing of the determination within 15 business days from the issuance of the investigation report. The written determination should include a rationale explaining the reason(s) for the decision. The Department of Human Resources and/or Academic Affairs shall be provided a copy of the written determination.

*Anonymous Complaints [...]*

*Retaliation [...]*

*Deferral of Action [...]*

*Sanctions [...]*

*Documentation and Recordkeeping [...]*

**G. Retention [...]**

**H. Responsible Officer [...]**

**I. Related Information [...]**



# Ithaca College

## Respectful Workplace Guidelines



### Key Elements

- Connects respectful workplace climate to institution's mission
- Provides explicit definitions and illustrative examples of disrespectful behavior

### [Access the guidelines online](#)

The College seeks to provide a welcoming and inclusive environment of mutual respect for students, faculty, staff and community, internally and externally, of all backgrounds and identities. The College is committed to maintaining a working environment that encourages mutual respect, promotes civil and collaborative relationships among faculty and staff, and is free from all forms of harassment and violence.

A fair, inclusive and respectful community is vital to all individuals and is essential to our academic mission and institutional excellence at Ithaca College. Therefore, the College embraces the concept of a Respectful Workplace as a guiding principle and is committed to promoting an environment where employees respect each other regardless of their roles or levels of responsibilities, or the nature of their contributions.

Ithaca College recognizes its responsibility to be a model of fairness and equal opportunity, providing intellectual and institutional leadership regarding issues of civility and respectful behavior.

The College is committed to maintaining a working environment that encourages mutual respect, promotes civil and collaborative relationships among faculty, staff, and students, and is free from all forms of harassment and violence.

### Examples of Respectful Behavior

Every employee of the Ithaca College has the right to work in a respectful workplace. In order to promote and sustain a workplace where all employees are treated with respect and dignity, regardless of their status or position, each employee is expected to abide by these values and standards of interpersonal behavior, communication and professionalism:

- We respect and value the contributions of all members of our community, regardless of status or role in the organization;
- We treat employees with respect, civility, and courtesy;
- We work honestly, effectively and collegially with employees and others;
- We respect and value the views and opinions of others, even though they may differ from our own;
- We resolve to work together with respectful and courteous verbal communication, to listen openly and effectively manage disagreements among employees;
- We respect the needs, views and expectations of our students, members of the general public and others who study, work, or visit our community;
- We recognize that differing social and cultural standards may mean that behavior that is acceptable to some may be perceived as unacceptable or unreasonable to others;
- We abide by applicable rules, regulations, policies and bylaws and address any dissatisfaction with, or violation of, policies and procedures through appropriate channels;
- We demonstrate commitment to continuous personal and professional learning and development;
- We are responsible stewards of material and human assets to achieve excellence and innovation in the education of our students and the creation and sharing of knowledge across all disciplines;
- We respect the property and personal interests of those around us, including those of the College itself;
- If we are in leadership positions, we model civility for others and clearly define expectations for how employees treat each other, hold individuals accountable for their behaviors, and are responsive to complaints when they are brought forward.

# Ithaca College, cont.

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## Respectful Workplace Guidelines

### Examples of Disrespectful Behavior

Consistent with this and other relevant college policies, all employees at Ithaca College are expected to refrain from disrespectful behavior. Examples of disrespectful behavior can include, but are not limited to, the following:

- Use of threatening or abusive language, profanity or language that is intended to be, or is perceived by others to be, demeaning, berating, rude, threatening, intimidating, hostile or offensive;
- Engage in bullying, collusion or hazing;
- Microaggressions;
- Making threats of violence, retribution, litigation, or financial harm; shouting or engaging in other speech, conduct or mannerisms that are reasonably perceived by others to represent intimidation or harassment;
- Using racial or ethnic slurs; demonstrating racial, gender, sexual orientation, or cultural bias;
- Making or telling denigrating jokes that are intended to be, or that are perceived by others to be, crude or offensive; teasing, name calling, ridicule or making someone the brunt of pranks or practical jokes;
- Using of epithets, slurs or negative stereotyping;
- Distributing or displaying electronic or written materials or messages that are abusive, profane, threatening, defamatory or offensive material that is placed on walls or elsewhere on University premises, or is circulated in the workplace;
- Using sarcasm or cynicism directed as a personal attack on others;
- Making unwanted or threatened inappropriate physical contact;
- Throwing tools, office equipment, or objects as an expression of anger, criticism, or threat, or in an otherwise disrespectful or abusive manner;
- Making comments or engaging in behavior that is untruthful or directed as a personal attack on the professional conduct of others;
- [Retaliation](#);
- Engaging in any pattern of disruptive behavior or interaction that could interfere with the workplace or adversely impact the quality of services, education or patient care;
- Conditioning employment terms on submission to harassing conduct, sexual advances, requests for sexual favors, etc.;
- Harassment in any form is unacceptable. Any employee who harasses another may be subject to disciplinary action, up to and including termination. The College has a separate policy and procedure governing sexual harassment. Any employee who has a concern or complaint related specifically to sexual harassment should refer to the [Sexual Harassment Policy](#).

# Kentucky Community & Technical College System

## Employee Responsibilities and Corrective Action Procedure



### Key Elements

- Outlines manager and supervisor responsibilities to outline behavioral expectations
- Progressive discipline identifies when each consequence is appropriate and provides criteria for when to escalate to more severe consequences

[Access the policy online](#)

### 1. Purpose

This Procedure defines KCTCS employees' responsibilities in creating and maintaining a professional work environment and provides examples of conduct that could lead to discipline or other corrective action. When an employee engages in conduct that falls within these examples or other behavior that warrants discipline, supervisors and managers should consult this Procedure to determine the formal steps available to correct employee work performance and/or inappropriate workplace behavior.

Any college level supervisor or manager contemplating employee discipline must contact their local Human Resources Director before acting. College Human Resource Directors should communicate with the System Director of Employee Relations before taking any disciplinary action in order to assess potential institutional risks. System Office supervisors shall consult with the System Director of Employee Relations before taking any disciplinary action.

### 2. Scope [...]

### 3. Employee Conduct [...]

### 4. Procedure

#### A. General [...]

*B. The Progressive Approach.* KCTCS commonly uses the following progressive approach to corrective or disciplinary action:

1. Verbal Warning. The first notification to an employee regarding a specific problem may be done verbally. Because of the nature of a verbal warning, supervisors should document the warning and retain the documentation. The supervisor does not usually provide the documentation to the employee and does not give the documentation to the HR department for placement in the employee's official personnel file. Documentation of the verbal warning should include:
  - a) The date of the verbal warning;
  - b) Descriptions of performance problems, misconduct, or policy violations that prompted the warning;
  - c) Any relevant dates;
  - d) The supervisor's expectations for the employee's improvement or correction; and
  - e) The consequences of the employee's failure to meet expectations or for engaging in additional misconduct.
2. Written Warning. A written warning is usually appropriate when:
  1. An employee who previously received a verbal warning continues the same bad conduct or poor performance;
  2. An employee who previously received a verbal warning engages in new, additional/separate misconduct; or
  3. An employee who has not received a verbal warning engages in behavior sufficiently serious enough to warrant skipping a verbal warning and progressing directly to a written warning.

Copies of written warnings are placed in the employee's personnel file. The College Human Resources Director (or System Director of Employee Relations for System Office supervisors and managers) will assist supervisors with proper format and appropriate language.

# Kentucky Community & Technical College System, cont.

## Employee Responsibilities and Corrective Action Procedure

3. Performance Improvement Plan (PIP). A PIP is not primarily a disciplinary action but may be used as a disciplinary tool or in conjunction with other disciplinary tools.  
When an employee's behaviors and poor performance, if continued, will rise to the level of misconduct, the employee may be placed on a PIP. The PIP in this scenario is considered a disciplinary tool and should be provided to the employee in conjunction with a written warning. Misconduct that is not performance related should stop immediately and is not appropriate for a PIP. PIPs identify employee performance and/or behavioral deficiencies, outline the steps the employee must take to improve, and establish a timeline for improvement or correction of deficiencies. HR Directors or the System Director of ER, as appropriate, may assist with PIP format and counseling.  
For more information on PIPs that are not coupled with or prompted by poor performance equivalent to misconduct, see [Administrative Policy 2.5 KCTCS Performance Review](#).
4. Suspension Without Pay. Suspension is appropriate for serious offenses that do not warrant termination or when other discipline has not successfully corrected the employee's behavior. Suspension without Pay may be imposed for a period of one to five days, depending on the nature and severity of the conduct or violation. Some offenses may merit suspensions without pay for longer than five days. Supervisors shall work with HR or ER to document suspensions without pay in the same manner as above and shall place documentation in the employee's personnel file.  
There may be occasions when it is necessary to remove an employee while information is gathered to decide on next steps. This type of leave is called "administrative leave with pay" and is not a suspension or other disciplinary action. It is an administrative process which can be used when employees are under investigation.
5. Involuntary Demotion. An involuntary demotion may be warranted if an employee's performance or behavior is consistently below expectation after reasonable efforts have failed to help the employee succeed. See [Administrative Policy 2.15.2.11](#) regarding involuntary demotion.
6. Termination of Employment. Termination of employment should be a last option when performance is the reason for termination, and for conduct-based reasons, UNLESS the conduct was so egregious that it merits immediate termination of employment without following the progressive discipline model.
  1. If all reasonable efforts to correct the employee's deficiencies have failed, or if the employee's actions are sufficiently egregious, the employee may be terminated from employment.
  2. Employees are terminated in accordance with the process established in Administrative Policy 2.8.2 Termination Procedures and in accordance with their employment status.
7. Discipline for Sexual Misconduct. If an allegation against an employee includes sexual misconduct, the matter may fall under Title IX and be governed by the processes set forth in [Administrative Procedure 3.3.1A-P Title IX Sexual Harassment and Misconduct](#). Employees are subject to the appropriate disciplinary actions listed above as sanctions resulting from sexual misconduct violations.

### 5. Appeals [...]

# University of Colorado Denver | Anschutz Medical Campus

## Nondiscrimination Policy and Procedures



### Key Elements

- Creates clear obligation for responsible employees and witnesses to report incidents and outlines reporting process
- Defines prohibited conduct and protected activity, including accommodations
- Establishes criteria to assess the severity of the conduct
- Provides a range of possible consequences and accountability measures, including training

[Access the policy online](#)

### A. Introduction [...]

### B. Policy Statement [...]

### C. Prohibited Conduct [...]

### D. Protected Activity and Good Faith Reports [...]

### E. Reporting Obligations

Any faculty or staff member who is considered a Responsible Employee, as defined herein, who witnesses or receives information regarding possible prohibited protected class discrimination or harassment is required to promptly report the information to the Office of Equity or his or her designee. Such information about the alleged conduct, where possible, should include:

- Name of the alleged complainant(s);
- Name of the alleged respondent(s);
- Name of any alleged witnesses; and
- Any other relevant facts, including the date, time, and specific location of the alleged incident.

All other individuals who become aware of an incident of Prohibited Conduct are highly encouraged to report all known details about the Prohibited Conduct to the University Office of Equity by telephone, email, in person, or through the University's online Incident Report Form.

The University may have an obligation to report to the police, keeping the name of the victim confidential, in circumstances where the incident includes an allegation that a crime has been committed.

### F. Procedures [...]

### G. Definitions [...]

### Nondiscrimination Procedures

#### I. Purpose and Scope [...]

#### II. Jurisdiction [...]

#### III. Reporting [...]

#### IV. Resolution Procedures [...]

1. Timeframe for Resolution
2. Initial Review of Complaint
3. Interim Steps
4. Informal Resolution
5. Initiation of Formal Complaint
6. Findings/Determinations/Sanctions

#### V. Appeals [...]

#### VI. Reports Involving Two or More University of Colorado Campuses [...]

# University of Colorado Denver | Anschutz, cont.

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## Nondiscrimination Policy and Procedures

### **VII. Reports By and Against University Employees and Students Arising in an Affiliated Entity [...]**

#### **VIII. Corrective Measures and Sanctioning**

Where there is a finding of a policy violation, the appointing authority/disciplinary authority should impose one or more sanctions. Sanctions may include any of the sanctions that are available for violations of University policy or Standards of Conduct and/or Professionalism. The appropriateness of any particular sanction is reviewed on an individual basis based on the unique facts and circumstances. In keeping with the University's commitment to foster an environment that is safe, inclusive, and free from discrimination and harassment, the Policy provides the Appointing Unit/Disciplinary Authority with latitude in the imposition of sanctions tailored to the facts and circumstances of each report, the impact of the conduct on the Complainant and surrounding community, and accountability of the Respondent. The imposition of sanctions is designed to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects, while supporting the University's educational mission and federal obligations. Sanctions may include termination, expulsion, educational, restorative, restitution, rehabilitative, and punitive components. Some conduct is so egregious in nature, harmful to the individuals involved or so deleterious to the educational process that it requires severe sanctions, including suspension with or without pay and/or expulsion or permanent exclusion from the University. In determining the appropriate sanction(s), the appointing authority/disciplinary authority may consider a number of factors, including but not limited to:

- The severity, persistence, or pervasiveness of the Prohibited Conduct;
- The nature or violence of the Prohibited Conduct;
- The impact of the Prohibited Conduct on the Reporting Party;
- The impact or implications of the Prohibited Conduct within the University community;
- Prior misconduct by the Respondent, including the Respondent's relevant prior discipline history, at the University or elsewhere, and any criminal convictions;
- Whether the Respondent has accepted responsibility for the Prohibited Conduct;
- The maintenance of a safe, nondiscriminatory and respectful environment conducive to learning; and
- Any other mitigating, aggravating, or compelling factors.

As noted above, sanctions may be issued immediately and must be reported to the Office of Equity within one (1) month of issue. The Director of Equity may make recommendations about sanctioning to the appropriate sanctioning/disciplinary authority.

In addition to other sanctions, the appointing/disciplinary authority may take one of the following actions, including but not limited to:

- Impose or extend a No Contact Directive and impose or extend academic, and/or University employment modifications, as may be appropriate;
- Impose or extend increased monitoring, supervision, and/or security at locations or in connection with activities where the Prohibited Conduct occurred or is likely to reoccur;
- Arrange for conducting targeted or broad-based educational programming or training for relevant persons or groups; impose one or more restorative remedies to encourage a Respondent to develop insight about the Prohibited Conduct, learn about the impact of that Prohibited Conduct on the Reporting party and the University community, and identify how to prevent that Prohibited Conduct in the future (including community service and mandatory participation in training, education and/or prevention programs related to the Prohibited Conduct); and/or impose any other remedial or protective measures that are tailored to achieve the goals of the Policy.

#### **IX. Records/Retention [...]**

#### **X. Annual Report [...]**

#### **XI. Education and Prevention [...]**

#### **XII. Counseling [...]**



# Appendix

Implementation Tools and Examples

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Institutions Profiled in this Section:

- University of Virginia
- Michigan State University
- University of Colorado Denver | Anschutz Medical Campus



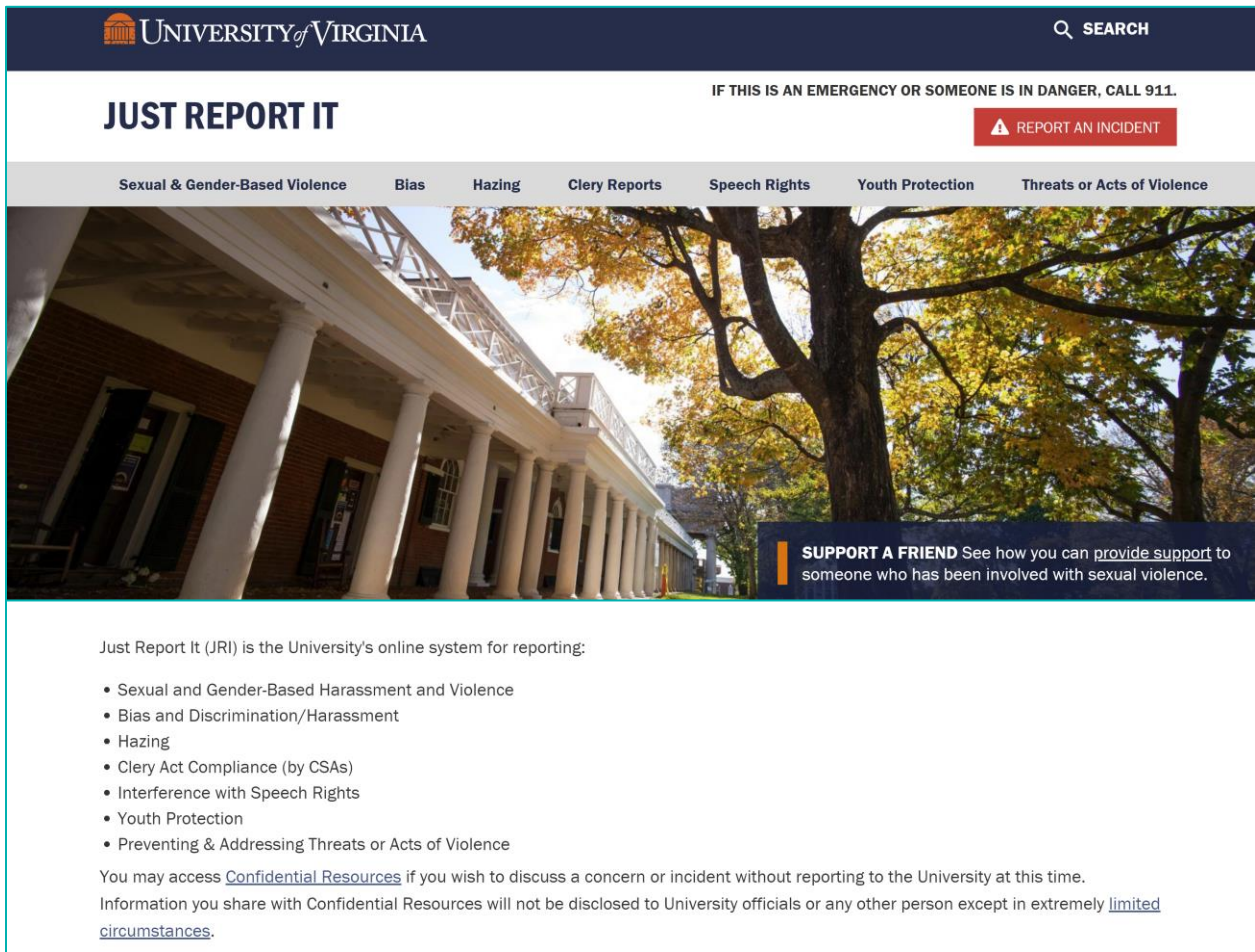
# University of Virginia

## Just Report It – Incident Reporting Portal

**Key Elements**

- Offers single reporting system for multiple policies to promote easy access
- Provides explicit definitions of bias, harassment, and misconduct
- Links directly to institutional policies and campus resources

[Access the website here.](#)



University students and employees may make a report through JRI concerning:

### Sexual and Gender-Based Harassment and Violence

Sexual Harassment as defined by Title IX, which includes *Quid Pro Quo* Harassment, Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, and Stalking on the basis of sex in an education program or activity (“Title IX Prohibited Conduct”) and other forms of sexual and gender-based misconduct, including Non-Consensual Sexual Contact, Non-Consensual Sexual Intercourse, Sexual Exploitation, Intimate Partner Violence, Stalking, *Quid Pro Quo* Harassment, Hostile Environment Harassment, Complicity in the commission of any act prohibited by this policy, and Retaliation against a person for the good faith reporting of any of these forms of conduct or participation in any investigation or proceeding under this policy (“Sexual or Gender-Based Prohibited Conduct”) (collectively, “Prohibited Conduct”) under the [University’s Sexual Misconduct Policy](#).

Source: University of Virginia, [Just Report It](#), 2023; EAB interviews and analysis.



# University of Virginia, cont.

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## Just Report It – Incident Reporting Portal

### **Bias**

Bias or Discrimination/Harassment on the basis of age, color, disability, family medical or genetic information, gender identity or expression, marital status, military status (which includes active duty service members, reserve service members, and dependents), national or ethnic origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, or veteran status under the [University's Preventing and Addressing Discrimination and Harassment \(PADH\) policy](#).

### **Hazing [...]**

### **Clery Reports [...]**

### **Interference with Speech Rights**

Non-emergency reports concerning any incident of disruption of constitutionally protected speech (including, but not limited to distribution of literature or public speaking under the [University's Use of University Facilities or Property and Limits on Direct Solicitation and Advertising Policy](#)). [See the Free Speech website.](#)

### **Youth Protection [...]**

### **Preventing & Addressing Threats or Acts of Violence**

Violent and/or threatening behavior encompasses a range of activities occurring on or off University or Medical Center grounds and generates reasonable concern for personal or community safety. For more information, see the [UVA Threat Assessment website](#).

### **Third-Party Reports**

You must be a University student or employee to make a report through Just Report It (JRI). If you are not a University student or employee, you may report information by contacting the relevant office (see above).

### **Anonymous Reporting**

Any report you make through Just Report It (JRI) will identify you as the reporter. If you wish to report an incident anonymously, you may [download and print a PDF reporting form](#) and transmit or deliver the completed form to the appropriate office, as listed below, either by e-mail or by phone from a restricted number or e-mail address—without revealing your identity. If you are reporting anonymously, please provide as much information as possible, including the time, date, and location of the incident and a detailed description of the incident. Note that consistent with University policy, **Responsible Employees may not report anonymously.**

(Please note that the University's ability to respond effectively to the information you provide may be limited in the case of anonymous reporting.)

- Title IX Office  
O'Neil Hall, Room 037  
434-297-7988  
[titleixcoordinator@virginia.edu](mailto:titleixcoordinator@virginia.edu)  
(Title IX Policy)
- EOCR Main Office  
O'Neil Hall  
434-294-3200  
[uvaecr@virginia.edu](mailto:uvaecr@virginia.edu)  
(Discrimination/Harassment Policy)
- Office of the Dean of Students  
Peabody Hall, Second Floor  
434-924-7133  
[odos@virginia.edu](mailto:odos@virginia.edu)  
(Bias, Hazing and Interference with Speech Rights)

# University of Virginia, cont.

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## Just Report It – Incident Reporting Portal

### Confidential Resources

Whether or not you make a report, you may discuss an incident confidentially with any of the following Confidential Resources:

- Student Health [Counseling & Psychological Services](#), 434-243-5150
- Student Health [General Medicine](#), 434-982-3915
- [The Women’s Center Counseling Staff and Confidential Advocate](#), 434-982-2252
- [University Faculty Employee Assistance Program](#), 434-243-2643
- [University Ombuds](#), [ombuds@virginia.edu](mailto:ombuds@virginia.edu), 434-924-7819

See a [complete list of Confidential Resources](#) located at the University and within the local community

# University of Virginia, cont.

## Report a Concern – Incident Reporting Portal



### Key Elements

- Links to all subject-specific reporting across the university
- Identifies campus office responsible for responding to incidents

[Access the website here.](#)

## REPORT A CONCERN

IF THIS IS AN EMERGENCY OR SOMEONE IS IN DANGER, CALL 911.

[Report a Concern](#) [Follow up on a Concern](#)

[UVA Compliance Office](#) [Compliance Network](#) [Report a Concern](#) [Compliance Helpline](#) [Contact](#)

### UVA COMPLIANCE HELPLINE

To inform the University of any unethical behavior or policy violation, you may use the **UVA Compliance Helpline** to [submit a report](#) securely and confidentially (and anonymously, if desired). The compliance team in either the [Academic Division](#) or the [Health System](#) (based on the nature of the report) will receive your Helpline submission and will work with the relevant office to appropriately and respectfully investigate your concern.

**UVA COMPLIANCE HELPLINE**

Thank you for taking the time to report your concern, thereby helping to strengthen our community of trust.

# Michigan State University

## Toward a Respectful Workplace – Incident Reporting Process Flowchart

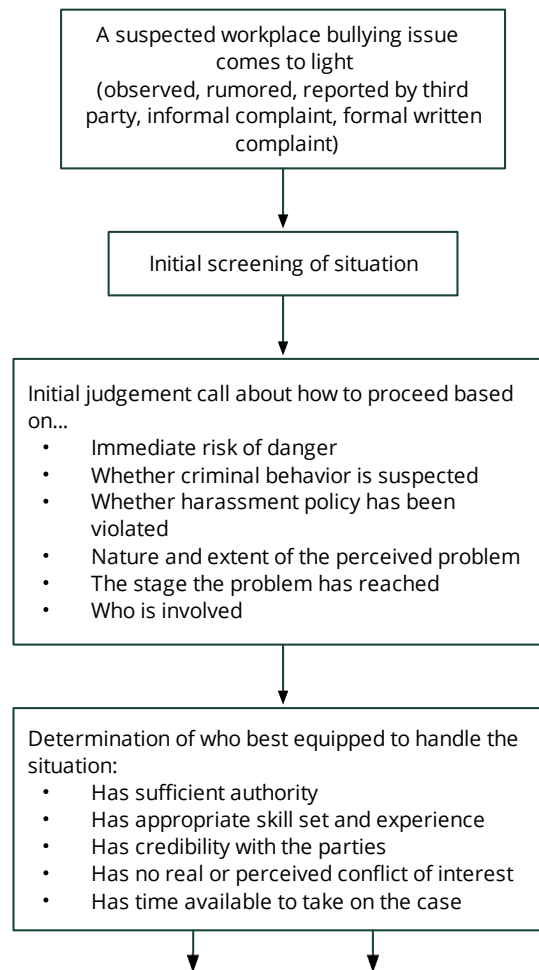


### Key Elements

- Identifies who should respond to subtle and overt acts of exclusion at different points in the incident reporting and resolution process
- Tells leaders when to make decisions and considerations to guide those decisions

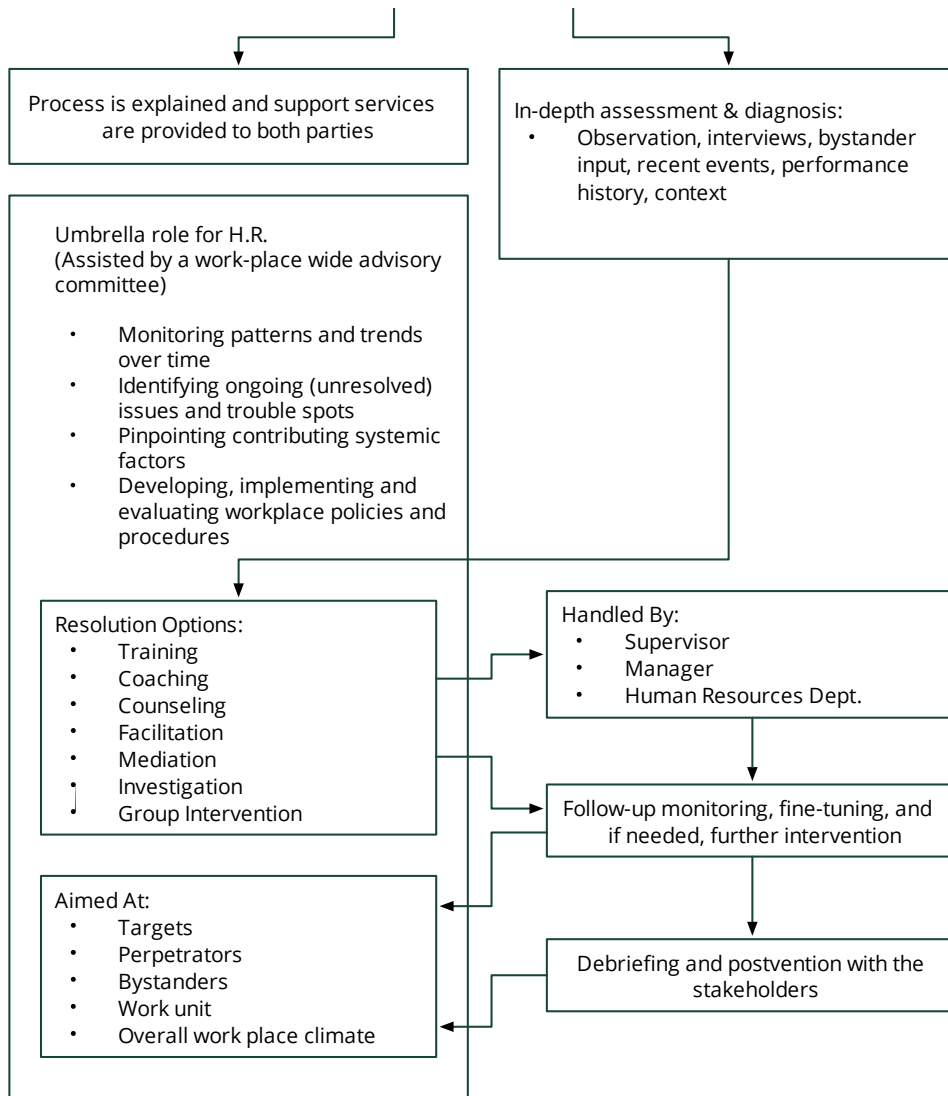
[Access the website here.](#)

The following flow chart is intended to guide general approaches and considerations in determining an appropriate approach. It is not intended to reflect any individual institution's specific policies or practices, nor to identify which offices or authorities deal with various stages in a particular institution. Rather, for informative purposes, the kinds of questions and issues to be considered throughout a process are outlined for clarity.



# Michigan State University, cont.

## Toward a Respectful Workplace - Incident Reporting Process Flowchart



# University of Colorado Denver | Anschutz Medical Campus

## Diversity, Equity, Inclusion, and Access 101



### Key Elements

- Self-guided learning library with videos, short readings, and infographics focuses on how to recognize explicit and subtle acts of exclusion
- Promotes personal accountability by giving detailed guidance on how to respond to subtle acts of exclusion

[Access the training here.](#)

Office of Equity > Education & Training > Self-Guided Learning

Make a Report

- Understanding Identity
- Power & Privilege
- Understanding Bias
- Microaggressions
- Tokenism
- Cultural Appropriation
- E.Q.U.I.T.Y.
- Expanding Your Awareness
- Resources

### Diversity, Equity, Inclusion, and Access 101

We are all functions of the system that we live in; a system that has taught us how to think about ourselves and others, how to interact with others, and how to understand what is expected of us. These thought processes and expectations are based on the specific set of social identities we were born into that predispose us to unequal roles that allow us to access (*or deny access*) to resources.

The information here provides a basic overview of important considerations related to *Diversity, Equity, Inclusion, and Access (DEIA)*. It is crucial that you continue expanding upon this knowledge and look further into the concepts presented that you are unfamiliar with and/or are curious about.

In addition to the resources provided below, you can also [review additional terminology interconnected with DEIA here.](#)

It is important to note...

The content provided in these guides serve as a starting point for you to begin laying the foundations of your DEIA learning. We highly encourage you to reach out to the office(s)/center(s) listed within each topic to find additional resources, facilitated training opportunities, and learning tools to further your education.

### Microaggressions

*What is a microaggression?*

Microaggressions refer to the normalization of commonplace verbal, behavioral, or environmental indignities (*whether intentional or unintentional*), that communicate hostile, derogatory, or negative prejudicial slights and insults toward culturally marginalized groups. While microaggressions can be seen as innocent, harmless comments, they actually reinforce stereotypes and are a form of discrimination. The term "microaggressions" was coined by Dr. Chester Pierce in 1970 and was resurrected by Dr. Derald Wing Sue in 2003.

Let's look at the impact of microaggressions through the metaphor of a *crumpled-up piece of paper*. The piece of paper represents one person and each crease on the piece of paper represents one ignorant comment someone has made to them. So, the hundreds of creases on the piece of paper represent the many ignorant comments made to this person, every day, by folks they interact with. It would be impossible to flatten out the piece of paper enough to remove all the creases; the creases are permanent. Just like a crumpled-up piece of paper, microaggressions can make a permanent impression on someone. It is important to understand that the cumulative impact of microaggressions can be severely traumatic and painful for folks who continually experience them.

[Learn more about microaggressions using another metaphor—"mosquito bites."](#)

# University of Colorado Denver | Anschutz, cont.

## Diversity, Equity, Inclusion, and Access 101

*What are the types of microaggressions?*

There are *three* types of microaggressions.

1. **Microinsults** refer to subtle insensitive comments and/or behaviors (*often unconscious*) related to a person's identity.  
*Example: "Helping" a wheelchair user without asking if they would like assistance*
2. **Microassaults** refer to conscious and intentionally biased/discriminatory comments and/or behaviors related to a person's identity.  
*Example: Using racial slurs; denying accommodations for trans persons*
3. **Microinvalidations** refer to the subtle exclusion or negation of one's feelings and/or experiential reality related to that person's identity.  
*Example: Repeatedly asking someone where they were born; saying that you are "color-blind"*

*How do I address microaggressions?*

Often, when you point out that someone engaged with a microaggression, their response can be focused on defending their *intention* and displacing blame. For example, "You completely misunderstood what I was saying. It was just a joke." Or, "My intention was not to hurt you. Why are you being so sensitive?"

To be successful, Dr. Derald Wing Sue advises folks to focus on the **impact** of a microaggression so someone can understand what happened and how they may have caused pain. Microinterventions must address the underlying message.

There are three steps to intervening with microaggressions when you notice someone else behaving in a problematic way and/or when you hear someone making discriminatory comments.

1. **Name It**  
If you hear someone making discriminatory comments or you notice someone behaving in a problematic way, call attention to the problematic behavior or comment that was made and address it out loud.  
*Example: I overheard you talking about having a "pow wow." Do you know where term that came from? Some people have no idea that it is actually an offensive appropriation of a term of great cultural importance to Indigenous folks.*
2. **Claim It**  
State why you are uncomfortable, upset, offended or why someone else (who the comment is directed towards) may feel that way.  
*Example: Woah. The assumption you just made about trans folks makes me feel uncomfortable. I know it maybe wasn't your intention to stereotype, but what you said could easily be interpreted in a hurtful and offensive way.*
3. **Stop It**  
Ask questions and seek to understand. Have the person explain why they said that they did or why they are behaving in that way. Finish by expressing your feelings of discomfort with future directives.  
*Example: Can you explain that joke to me? I don't think making light of sexual assault like that is funny. In the future, I'd appreciate if you wouldn't make jokes like that.*

Now, if *you* are being addressed because of problematic behavior and/or because you made a discriminatory comment (*regardless of your intent*) the following is critical to remember:

- Stop before you respond or react. Do not take it personal. It is not about you; it is about that person who has been impacted.
- Do not justify why your actions should not be interpreted as a microaggression because you have a [*insert marginalized identity*] friend.
- Recognize your impact, reflect on what has been said, and understand where you need to grow.
- Own the impact and correct your behavior.
- Diligently work to be better and not make the same mistake(s).

It is your responsibility to be aware of your own unconscious bias, to be observant of others, and to notice reactions of those in the room to know when to intervene.



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## ABOUT EAB

At EAB, our mission is to make education smarter and our communities stronger. We work with thousands of institutions to drive transformative change through data-driven insights and best-in-class capabilities. From kindergarten to college to career, EAB partners with leaders and practitioners to accelerate progress and drive results across five major areas: enrollment, student success, institutional strategy, data analytics, and diversity, equity, and inclusion (DEI). We work with each partner differently, tailoring our portfolio of research, technology, and marketing and enrollment solutions to meet the unique needs of every leadership team, as well as the students and employees they serve. Learn more at [eab.com](https://eab.com).