

# IUJ Professional Ethics Committee Guidelines

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The International University of Japan (hereinafter referred to as "IUJ") adopts the International University of Japan Professional Ethics Committee Guidelines (hereinafter, referred to as "Guidelines") based on Article 6 of the International University of Japan Professional Ethics Committee Regulations.

Because IUJ is composed of people with different religions, cultures, and lifestyles gathered from all parts of the world, certain minimum necessary ethical rules are established: essentially, speech and behavior which cause discomfort and/or interferes with study, research, enjoyment of campus life, a smooth workplace environment, etc. are prohibited. This includes any form of discrimination or harassment based on sex, race, religion, age, sexual orientation, or disability.

If and when a case of any form of harassment or discrimination arises on the IUJ campus, the Professional Ethics Committee (hereinafter, referred to as "PEC") stands ready to handle the matter quickly, fairly and confidentially. These Guidelines describe the PEC: how the PEC intends to help prevent, but if necessary, handle cases of harassment and discrimination at IUJ.

## Mission and Activities of PEC

### Mission

The PEC aims to provide education and awareness of issues and circumstances involving Respect, Cross-cultural Understanding, Global Professionalism, Good Citizenship, and various forms of harassment and discrimination. By providing information on what constitutes a high standard of professional ethics – acceptable behavior in the workplace and with colleagues – and the difficult themes of harassment and discrimination, PEC hopes to deter and prevent any form of harassment and discrimination on the IUJ campus while raising the standards of professionalism and mutual respect in our global community.

### Activities

The PEC's primary activities focus on education and awareness to foster cross-cultural understanding and deter interpersonal conflict and discrimination. While always adhering to the principals of fairness and neutrality and aiming to increase the community's understanding and practice of sound ethical standards, the PEC may offer:

- Workshops presented by PEC members on topics related to respect, professionalism, harassment and discrimination on campus – classroom, dorms and in the workplace.
- Guest speakers on relevant topics from "What Makes a Professional" to "Cultural Communication and Sensitivity Skills" to "Work Ethic Pointers" to "Sexual Harassment – Definitions and Awareness," etc.
- Training programs for those preparing to handle cases involving harassment and discrimination—both at IUJ and in future management related work capacities worldwide.
- Reading materials to a general public in the form of books in the library collection, campus posters or informative emails on issues of professionalism, work-place conduct and problem solving.
- Quick and appropriate assistance and response (through the ICAs and FIC as described below) to resolve cases involving any form of harassment and discrimination.

## Section 1: PEC Membership and Appointments

The PEC is composed of General Members and Informal Complaints Advisors (hereinafter, referred to as “ICA”). The IUJ President selects both members and the IUJ Chairman appoints them.

### General Members

The IUJ Chairman and the IUJ President entrust several people drawn from the faculty, staff and students to be General Members of PEC. The term of office for faculty and staff committee members is two years (in principle), and for student committee members 3 academic terms starting Spring Term of their 1<sup>st</sup> year. General members focus on education and awareness of issues described in the mission statement.

Student General Members pay particular attention to any signs of problems and alert the General Members of the PEC, or the ICAs regarding any campus issues of concern related to the PEC mission.

If a harassment or discrimination case occurs, faculty and staff members of PEC might be requested to participate in a Formal Investigations Committee (FIC).

### Informal Complaints Advisors

The IUJ Chairman and the IUJ president entrust 4-5 members of the faculty and staff to be ICAs. Student General Members will NOT serve as ICAs. An ICA serves a two year (in principle) renewable appointment.

ICAs are full members of the PEC but also serve campus as the *first point of contact* for individuals in the IUJ Community (campus, GLOCOM, contracted campus servicing staff\*) regarding any concerns of harassment or discrimination. The ICAs work individually with those in the IUJ Community for any special and private assistance needed. They also support each other when a harassment or discrimination case comes to their attention to ensure proper handling of any such case. See Section 3.

## Section 2: Definitions of Various Forms of Harassment and Discrimination, and Factors to Consider

The PEC presents the following definitions and examples as a part of its mission to promote education and awareness. The information is not exhaustive or complete. It is provided as a beginning of understanding.

### “Harassment” - Definition and Examples

**Definition:** Unprofessional words or conduct which tends to annoy, alarm or abuse another person, and which causes distress. Harassment is directed at an individual.

**Example:** Offensive name calling or labeling with derogatory terms - in any language. Spreading rumors that serve to degrade a person’s character. Making public statements or acting in ways that put down or discriminate against nationalities, ethnic groups, religions, sexual orientation, etc. or that are intended to show superiority over others.

**Clarification:** Harassment is closely related to Discrimination but is a bias that is expressed through *interpersonal relations with one person* while discrimination is a bias expressed through action taken upon a specific group within a community or workplace because of their affiliation with that group.

### “Academic Harassment” - Definition and Examples

**Definition:** inappropriate remarks, behavior or guidance in an academic setting (classroom, research center, tutorial, etc.) that damages another’s motivations and freedoms for study and research.

**Example:** Making derogatory or prejudiced statements in academic discussions, or allowing those statements by others to go unchecked. Threatening a student's academic or scholarship status without evidence of poor academic performance or of serious misbehavior. Making unsubstantiated accusations of academic malpractice (e.g. plagiarism). Giving a student a poor grade, or reducing the grade, without clearly justifiable academic reasons. Ignoring a student in classroom discussions, or not providing equal supervisory support. Creating a situation in which a faculty or staff member feels inhibited from pursuing research or contributing to academic and administrative discussions. A faculty member insisting a student change their research topics to benefit the faculty member.

**Exception:** *In rare cases of student behavior that is continually disruptive, uncooperative, offensive, etc., members of the academic community may need to take special measures to protect other members from the negative effects of the behavior.*

## **"Power Harassment" - Definition and Examples**

**Definition:** The use of the power differential between teachers and students in an educational setting to receive favors not voluntarily offered. Leveraging power inherent in manager-subordinate working relations among staff and/or faculty members to require services or favors not consistent with the normal work environment.

**Example:** Faculty (or Manager) insisting (not allowing for the right of refusal) that their supervisees (or staff subordinates) provide transportation to stations or restaurants explicitly or implicitly implying that thesis or course grading (or work reviews) could be jeopardized. Senior Faculty or Manager stifling the expression of a difference of opinion in a meeting by a junior member. A faculty member insisting a student gather information or statistics for the faculty's own research before the faculty will provide support to the student.

## **"Sexual Harassment" - Definition, Key Factors and Examples**

**Definition 1:** Seeking unreciprocated and unwanted sexual favors explicitly or implicitly in exchange for a reward or to avoid explicitly or implicitly threatened punishment. Offering, explicitly or implicitly, sexual favors in exchange for professional or other services. The behavior exhibited is sexual in nature or is gender directed.

**Example:** Sexual contact required to win a promotion, good grade, etc. Suggesting a date might lead to a good performance review, or cancellation of a planned demotion. Suggesting that performing a sexual act will earn free study help, or additional job placement help.

**Definition 2:** Abusing a position of power to force sexual advanced not encouraged by the other.

**Example:** A teacher (manager) forces a student (subordinate) to kiss him/her.

**Definition 3:** Creating a hostile or offensive atmosphere by remarks – in any language - or behavior of a sexual nature which inhibits a person from performing well professionally, or in pursuing their academic goals.

**Example:** Stalking, prank phone calls, displaying pornography that is publicly viewable, persistent propositioning, unsolicited touching, sexually oriented name calling, etc. that causes distress.

*Further examples of Sexual Harassment can include:*

- A professor contacting a student late at night for non-academic purposes.
- A student insisting on giving a massage to another student in his/her dorm room.
- A manager visiting a staff member's home for no clear purpose.

## Discrimination – Definition and Examples

**Definition 1** – treating specific groups of people unjustly, unfairly, or unequally. Targeting a segmented group of people with written, verbal or any actions that shows a bias or bigotry. Discrimination is directed at a group or subgroup.

**Definition 2** – showing favoritism toward one sub group of people over others, leaving the others at a disadvantage or cast out.

**Examples:** Targeting a specific country, region or race with language or actions that are hurtful or segregating including bulletin board postings, SNS notices, etc. Excluding a specific group on campus from joining a party because of their identity. A faculty member giving a lower grade or overly harsh academic criticism to students of a specific country, region or racial background for no apparent academic reason, but because of their origins.

## Factors to Consider

**Several factors must be in play for a situation to be labeled as Harassment:**

1. The behavior is unwelcome and unwanted. It does not stop when challenged.
2. The behavior interferes with the ability of someone to pursue their education, perform their professional duties, or feel safe or comfortable on campus.
3. There must be an alleged victim:\* An alleged victim, or complainant, is someone who comes forward either informally or formally with complaints or concerns about another’s behavior directed at him/her.
  - a. Third parties may seek assistance and advice from the ICAs, but cannot file an informal or formal complaint on behalf of another.
    - i. Third parties are encouraged to direct the alleged victim to an ICA without delay to ensure quality assistance and accurate following of procedures.**
  - b. If the ICA feels that the situation warrants, an ICA may approach the alleged victim to follow up on the third parties concerns, or rumors on campus of a potentially serious nature.

\*The “alleged victim” or “complainant” becomes a “victim” once the case is decided in his/her favor.

***Special Note to the Campus Community:*** You should consult or report to an ICA without reservation when you suffer the above-mentioned behavior or feel anxiety regarding such an incident. The ICA can provide advice, guidance, assistance at the *level you choose* – informally and confidentially, helping through mediation between parties, or by helping with the filing of a formal complaint, and launching formal procedures of investigation. See below.

## The Grey Zone – Unprofessional and Inappropriate Behavior, and Misunderstandings

It is often easy to claim “sexual harassment” if an inappropriate situation develops between a man and woman. But we must be careful in labeling incidents as Sexual Harassment or other forms of harassment and discrimination as well. The handling and interpreting of every incident is done on a case-by-case basis. Some behavior, while not falling into a “Harassment” definition, does constitute unprofessional or inappropriate behavior. If such acts are conducted knowingly, or go against a shared set of ethical

standards, the perpetrator must be held accountable and should receive a sharp reprimand or punishment at levels appropriate to the circumstances.

“Inappropriate behavior” and “Unprofessional behavior” cover very broad areas, and can be generally defined as acts unbecoming to the position held by the perpetrator. Examples in the Sexual Harassment domain are:

1. A faculty member drinking too much and touching a student inappropriately, once.
2. A faculty member insisting his/her student comes to his/her office without a specified purpose.
3. A Manager insisting his staff member sings a karaoke duet with him when the staff member is not interested.
4. Student A holding Student B’s hand in a suggestive way that makes Student B uncomfortable.
5. Students talking in sexually explicit ways in mixed company.
6. A man complimenting the appealing dress of a woman with language inappropriate to their relationship.

The behaviors above may be one-time incidents that may deserve a reprimand but probably do not warrant the Harassment label. Though all could escalate into a true harassment case.

### **Examples of cases that are not Sexual Harassment but Misunderstandings:**

*Example 1:* At an IUJ dance party, a young man insists that a female student sit on his lap while partying. The woman is very uncomfortable but feels she cannot say NO in front of the group without making things tense between everyone. She goes along with it that evening, but is afraid wrong messages were sent and the behavior may repeat or may escalate. She seeks out the help of an ICA for what to do next. The ICA recommends her to talk with the young man to explain her feelings at the party and to ask him not to repeat the behavior. Surprised that he caused any problems or acted in a way to offend the young lady, the young man apologizes and their friendship continues without further advances.

*Example 2:* One male student “A” observes another male student “B” “inappropriately” touching a female student in public on several occasions. “A” confronts “B” telling “B” to stop the behavior. “A” encourages the female students to seek out the help of the ICA to have the alleged perpetrator disciplined. She refuses to come forward saying there is nothing wrong happening. “A” while continuing to put pressure on the female student to seek help, contacts ICA on his own to bring the attention to the appropriate channel. The ICA reaches out to the female student who continues to deny any problem existing. “A” explains that is only because she is an Asian woman and does not know how to protect herself and does not want to make student “B” angry. After discussions with “B” and the female student, the relationship is indeed confirmed solid, friendly and wanted by both parties, and “A” is notified that his observations were unfounded and he had nothing to worry about. He admitted to the misunderstanding.

Relating to Grey Zones of Discrimination, not all acts that segregate or target specific groups within a community are discrimination. For example an all-female social gatherings may be appropriate depending on the intention and stated goals of said gathering. In an academic context, while faculty need to be able to clearly show the low level of achievement that would warrant any such grade or criticism, low grades and tough criticism do not, in and of itself, mean discrimination.

## **Saying No . . . A Right and A Responsibility**

Every member of the IUJ campus shares the right and responsibility of clearly saying NO or STOP when a behavior is not welcomed, either at the time of the occurrence or in the days following, either alone or with help from a 3rd party. It may not be possible or comfortable to say NO when the behavior first occurs. Those uncomfortable or who are concerned should seek the guidance of an ICA, and should not

feel he/she has to act alone. The ICA can provide ideas and methods of communicating to the offensive person to stop the behavior. Of course, in an unwanted sexual advance the expression of NO, must always be respected by the other party. In any context, we all share the responsibility of indeed stopping and not repeating said behavior. If the act is repeated, and does not stop when a clear statement of NO is expressed, then such forms of behavior may indeed constitute a form of Harassment. A similar scenario for Discrimination can also be said. Those feeling discriminated against are encouraged to seek support from an ICA.

## Section 3: The Role of the Informal Complaints Advisors

**NOTE:** Those aware of any cases of harassment or discrimination, or who are approached by someone being harassed or discriminated against, are instructed to bring the circumstances to the attention of an ICA, and to encourage the possible victim to seek consultation from an ICA without delay. If the involvement of an ICA is not needed to bring the situation to an appropriate close because the case overlaps with other IUJ rules and procedures (GSIR/GSIM student handbook, MLIC rules, etc.), the authority handling the issue should inform the ICAs about the nature of the case, procedure and outcome for institutional memory and information sharing reasons. Confidentiality should be protected regarding the victim and perpetrator in most cases.

For those who have individual questions, concerns, suspicious, or feel they are experiencing any form of harassment or discrimination at IUJ, the ICA provides confidential support. ICA members first listen to any complaints or concerns. Then they offer support to the complainant at the level requested. Examples for the supports are as follows.

**Advice:** Often the complainant simply wants to handle a situation on his/her own after getting some advice and guidance. They are welcomed to approach an ICA via email, telephone or in person. Confidentiality is maintained.

**Mediation (basic):** If a meeting with the accused is desired by the complainant as the first step of intervention, the ICA can either facilitate the meeting between the two parties, or meet the accused in private on behalf of the complainant. Then, the ICA can try to resolve the case between the persons concerned. When the meeting is requested, it should be arranged by the ICA as soon as possible. The ICA may ask for confidential help from other ICAs before this initial mediation meeting to be sure the situation is handled in the best way possible, but without directly involving other ICAs. The ICA contacts the accused to arrange a confidential meeting and listens to the accused side of the story, explaining what has caused the complainant concern, and guiding things to a resolution. Often, situations can be cleared up at this stage. However, if the case is not resolved satisfactorily and/or the unwanted behavior continues, the ICA will recommend that the complainant seek the next level of intervention, involving the other ICAs but remaining informal – described below.

**Mediation - ICA Group level:** If the case is not resolved satisfactorily and/or the unwanted behavior continues after the above measures have been taken, or if the approached ICA does not feel he/she can help resolve the situation independently, the ICA will recommend that the complainant seek the next level of intervention involving more ICAs. If the complainant agrees, both the accused and the complainant are brought in and given the chance to tell his/her story to the group of ICAs. The approached ICA will work closely with the group of ICAs to ensure proper handling of the case and receive their support and guidance. The ICAs listen with the policy of “innocent until proven guilty.” It is hoped that the situation can be resolved at this group stage either by recognizing a misunderstanding, or by the accused admitting responsibility and accepting blame.

**Informal Resolution:** During any of the stages noted above, if the accused admits responsibility and the case is a minor one, the process can come to a mutually agreeable close. If, however, the ICA feels the behavior displayed was significant enough to warrant disciplinary measures, the ICA informs the president of the situation and requests disciplinary action to be taken in accordance with the relevant rules (Working Regulation and School Regulations, etc. See Section 5)

**Formal process launching:** If, however, the accused admits no responsibility, or if the accused refuses to talk with an ICA or the ICA Group in the informal stages outlined above, at the complainant's request, the case becomes a "formal complaint" and the ICA Group representative takes the case to the IUJ president and request the president to call into action the Formal Investigations Committee. (See Section 4 below.)

An ICA Group Representative provides to the President:

1. A written and neutral statement of the nature of the complaint being filed.
2. The names, titles/roles at IUJ, and contact information of the complaint and accused.
3. The name and contact information of the approached ICA.
4. A summary of contact between the approached ICA and the complainant.
5. A summary of actions taken to resolve the case informally by the ICA.
6. A statement of the reasons the issue could not be resolved at the informal level, and why the FIC should be called to handle the case.

No judgment of the case will be given. Neutrality is to be maintained and the accused is considered innocent until proven guilty.

**Statute of Limitations:** A complainant should come forward within 6 months of the end of experiencing Harassment at IUJ for an informal or formal process to be launched. Cases or situations older than 6 calendar months (have not occurred within that 6 month period) can be very difficult to investigate and appropriate disciplinary actions are difficult to determine as the recollections of the persons concerned become dim.

Legal and moral support is guaranteed by IUJ to any ICA members who experience any form of discrimination or threats due to their involvement in a particular case.

## **Section 4: Formal Investigation Committee (FIC) Organization, Roles and Process**

*When a formal complaint of harassment is filed at IUJ it should come through the ICA channel to the IUJ President who consults with the IUJ Chairman and decides on launching a formal investigation.*

The consultation for the formation of a Formal Investigation Committee (FIC) can take place also in the following situations: the nature of power/sexual harassment among faculty/staff members at issue is beyond the control capacity of ICA members, if the complainant supports that step.

When the IUJ President accepts a request to convene the Formal Investigations Committee (FIC) through the procedures of Section 3, he/she selects three PEC members to form an FIC, and appoints one person to serve as the FIC leader. The FIC is entrusted to thoroughly look into the formal complaint.

Those serving in an FIC are granted the authority by both the IUJ Chairman and IUJ President to make all necessary inquiries, uncover needed information, and make judgments and recommendations for handling a formal complaint as quickly as possible while maintaining a stance of "Innocent until Proven Guilty" and maintaining confidentiality.

Legal support is guaranteed by IUJ to any FIC member who experiences any form of discrimination, threat or legal battles related to serving on an FIC.

## **How Cases Proceed**

**Informing the Accused:** The President contacts the accused to let him/her know that a case involving him/her will go to an FIC, and that the accused must make him/herself readily available until the end of the proceedings. This may mean the cancellation of business trips or off-campus excursions/vacation plans to ensure full and timely participation. Refusing to cooperate in this way alone can result in disciplinary measures outside the scope of the case at hand. At this time, the president explains the FIC procedures that will follow to the accused in written form.



- b. Those disciplinary measures are decided independently or after consultation with the PEC Chairperson or Secretary General or Dean of the school at which the accused is affiliated. Faculty/Staff disciplinary measures must be approved by the IUJ Chairman. Discipline may take any of the following forms (refer to the working regulations for faculty and staff, and the student handbook for students) depending upon the seriousness of the case, if the accused admits to a wrong doing, and any other pertinent factors:

**Faculty & Staff members:**

Reprimand (receive an official written reprimand and be required to submit a written explanation and apology), salary cut, disciplinary suspension, demotion or dismissal.

**Student:**

Reprimand (receive an official written reprimand and required to submit a written explanation and apology), suspension or expulsion

***Note on Disciplinary options: If the case warrants, legal action shall be taken based on the Japanese legal system.***

- 7) The president meets with the accused, explaining the decisions to him/her verbally and hands him/her his written summary of the decisions.
- 8) An appeal of the decision may be made within 14 days after the decision is handed down. However, if approved, when there are certain reasons that prevent him/her from appealing within the said period, he/she may appeal within 14 days after those reasons are resolved. The appeal must be in written form and submitted to the IUJ president. The appeal should contain new information or evidence that the investigation committee has not already heard or reviewed. If the president determines a further look into the case is warranted, he/she may call for a further investigation by the same or new FIC. The president, in consultation with the PEC chair and/or the original FIC, may also reject the appeal.

## **Section 6: Disclosure and Record Filing:**

Informing the IUJ Public and Maintaining Institutional Memory of Events

- 9) Disclosure:** After the final decision of the president has been made, and the discipline, if any, is handed down, disclosure of the case including its nature and the disciplinary measures taken, will be made to the entire IUJ community to raise further awareness and to prevent similar cases from occurring. In the public announcements, the victim will be kept anonymous. However, at the IUJ president's discretion, public announcements may be exempted, or the perpetrator too may be kept anonymous.
- 10) Record Keeping and Filing:** In order to keep an institutional memory of cases, provide programming ideas to the PEC, information on all cases shall be maintained as follows:
- All cases that result in disciplinary action will be filed in both the relevant personal files and in the President's Office files.
  - Reports of all cases that are brought to an ICA are kept individually by ICAs, and summarized at the end of the academic year for a general ICA file kept in the President's office.
- In the event no informal or formal action is required, the ICA need not inform other ICA's, the PEC or President. However, the ICA will submit a summarized report of all concerns to the PEC Chairman, the other ICAs, and the IUJ President at the end of each term with total confidentiality maintained.

# Section 7: Cautionary Measures – Suggestions

Avoiding and Preventing all forms of Harassment and Discrimination

## Protecting Yourself and Others

IUJ community members are asked to strive both to avoid any kind of behavior as described in these guidelines, and to take measures to protect themselves against possible false claims. Here are few suggestions to avoid the risk of experiencing a claim of harassment.

1. Maintain professional relations based on mutual respect and understanding in both your public and private lifestyles.
  - It is highly advisable for faculty to treat students equally and without favoritism.
  - It is not advisable for the faculty to invite individual students to their home without others present, nor should they take students of the opposite sex out for private dinners or drinks.
  - Social misconduct in the dorms must be avoided.
2. When meeting with someone of the opposite sex, do so in a public place keeping appropriate distance, and keeping the meeting room door open. For faculty, staff and students, please leave your office/dorm room door open when you have a single visitor of the opposite sex.
  - If the conversation requires confidentially, please use good judgment. You may wish to inform someone that a meeting will take place to avoid the appearance of impropriety.
3. Avoid public drinking to excess which can taint your reputation, lead to conflict or inappropriate sexual advances and which can easily be labeled as inappropriate behavior, if not sexual harassment.
  - Such behavior should specifically be avoided when subordinates are present.
  - Enjoy socializing at parties, but exercise self-responsibility and moderation.
4. If you witness inappropriate behavior, offer reminders and words of caution to stop the behavior.
5. Learn about other's cultural norms where both parties are mutually respected. This can include appropriate advice or telephone communications.
6. When making public statements, check your words and wording carefully and with sensitivities to be sure the words are not discriminatory or offensive to others.

## Cultural Differences

In some cases, because of cultural differences in the way we use non-verbal communications, how we define touch, our level of friendliness in the early stages of relationships, and how we understand "signals," misunderstandings can develop. At IUJ, learning about these differences and how to clarify meaning is part of the on-campus experience.

**EXAMPLE 1:** In some cultures, shaking hands with the opposite sex as a form of greeting is offensive: One person may refuse to shake the other's hand, while the other insists upon this form of greeting. The first person may feel harassed. Someone witnessing the struggle may interpret the situation the same - the second party is harassing the other - while another witness might find the first party rude for refusing to shake the hand of some nationality. A conversation of what is happening illuminates all that a simple difference in cultural norms has occurred.

**EXAMPLE 2:** Some cultures are open and friendly with the opposite sex without implying "interest." For instance, a woman may invite a man to her dorm room for tea. The man may misunderstand and think the woman likes him from his one-sided interpretation of her small "reception." Though it depends on the man's reaction in the future, the misunderstanding may lead to the demise of their relationship. It is hoped that both parties clarify their intentions and the motivation behind

their acts to avoid such a problem and attempt effective communications.

However, not all behavior is so innocent. Both the above cases can lead to inappropriate and unprofessional behavior, if not harassment or true sexual harassment. It may simply depend on communications at an early stage to clarify, and all parties involved are responsible for holding that early conversation. Consent is vital and always necessary for any physical relationship. NO is always No. The absence of a clear YES is the same as a NO.

## **Section 8: Conclusion**

The IUJ Community was created as a training ground for global leaders and professionals to serve in various positions throughout the world. One basic characteristic needed in such leaders is respect for themselves and of people from every walk of life. Learning to exercise professionalism in its broad sense of the word is part of the IUJ experience. Also important is the maturity and professionalism to be expected of graduate students and the faculty and staff that serve them. A campus based on mutual respect with individuals demonstrating professionalism on every level will naturally help us avoid the inappropriate behavior addressed in these guidelines.

The PEC will work to help everyone in our community understand what mutual respect means, and how to identify, avoid and deal with forms of harassment and discrimination both on campus and in their professional lives after leaving campus.

The ICAs will work with individuals who have questions, concerns and claims.

If need be, IUJ stands prepared to quickly and decisively handle complaints both formally and informally.

The goal is to maintain a campus free of such harassment and discrimination where we may all live, work and study together in the spirit international understanding.

End