Institute for Sexual Minority Studies and Services

Faculty of Education
University of Alberta

Guiding Principles, Policies, and Procedures

Updated March 2013
Acknowledgements

In writing this manual, I would like to acknowledge input from Steve Mulligan, Anti-homophobia and Diversity Consultant for the Vancouver School Board, who provided information and insights regarding his Board’s *New Employee Training* manual (September 2009) as well as the VSB *Policy for Use of Electronic Systems*. With electronic communication now an everyday part of the operational culture of many learning and outreach organizations focused on meeting the needs of youth, it is timely for the Institute to have its own policy in this regard and to train employees and volunteers regarding electronic communication protocol and expectations.

Since much of the Institute’s outreach work focuses on meeting the needs of sexual and gender minority (SGM) youth engaged in social and educational programming, I also found Alberta’s Elk Island Public Schools, Board of Trustees Policy on *Respectful and Learning Environments* to be an exemplary guide to inform policymaking designed to shape the Institute as a safe and caring work and learning environment. Institute policy is designed to foster responsible and responsive behaviors that respect the integrity of youth and Institute employees and others who assist us in our work. Policymaking and its careful implementation are central to exercising due diligence. Ultimately, policy is protection that enables the Institute to help youth become resourceful and resilient individuals with the capacity and abilities to be leaders in their schools/learning environments, home/group home environments, and communities.

André P. Grace, PhD
Director of Research, Institute for Sexual Minority Studies and Services
Faculty of Education
University of Alberta

For more information on the Institute for Sexual Minority Studies and Services, visit [www.iSMSS.ualberta.ca](http://www.iSMSS.ualberta.ca).
For more information on Camp fYrefly, visit [www.fYrefly.ualberta.ca](http://www.fYrefly.ualberta.ca).
Table of Contents

Acknowledgements .......................................................... 2

The Institute for Sexual Minority Studies and Services: An Overview ........ 4

The Manual: Purpose and Parameters .................................. 5

Glossary ........................................................................... 6

The Institute for Sexual Minority Studies and Services: Guiding Principles .. 9

The Institute for Sexual Minority Studies and Services: Guiding Policies .... 9

The Institute for Sexual Minority Studies and Services: Electronic Communication Policy .................................................. 10

The Institute for Sexual Minority Studies and Services: Procedures to Address Inappropriate Behavior ................................. 12

Appendix A: University of Alberta Statement of Ethical Conduct ............ 15

Appendix B: Format for a Formal Complaint .............................. 20
The Institute for Sexual Minority Studies and Services: An Overview

The Institute for Sexual Minority Studies and Services in the Faculty of Education, University of Alberta is an interdisciplinary “hub” for scholarly and community work in sexual and gender minority studies. The Institute’s mission is to help enhance possibilities for groundbreaking research, policy development, education, community outreach, and service provision focused on sexual and gender minorities and our issues and concerns. Sexual and gender minorities are those persons who have minority status due to differences in their sexual orientations or gender identities. Groups characterized as sexual and gender minorities across sex, sexual, and gender differences include lesbians, gay men, bisexuals, transsexuals, intersexuals, transgendered, and Two-Spirit persons. Section 15 of the Canadian Charter of Rights and Freedoms and Section 3 of the Canadian Human Rights Act protect sexual and gender minorities against discrimination in Canadian culture and society.

Since most Canadian universities engaged in SGM (sexual and gender minority) work tend to separate studies functions (research, scholarship, and teaching) from university and community service and outreach functions, the Institute represents a unique and holistic Canadian model placing SGM inclusive studies and services in a dynamic, interdependent relationship. Bringing research, teaching, institutional service, and community outreach together under one umbrella enables the Institute to intersect its studies and services functions in ways that create opportunities for innovative intellectual work and sustained outreach.

A major studies function of the Institute is to conduct research on SGM individuals and matters of recognition and accommodation in education, culture, and society. For details on the iSMSS research program, please visit http://www.ismss.ualberta.ca.

As a core part of its provision of services, the Institute provides educational experiences about sexual and gender minorities and issues affecting us in education and culture on a request basis using workshops, presentations, seminars, and guest speakers for graduate and undergraduate students as well as for university staff. A major service function of the Institute is to support the needs and address the concerns of SGM students at the University of Alberta as well as SGM youth in the larger community. In this regard, iSMSS runs two programs:

- The Youth Intervention and Outreach Worker program – Phase II: Family Resilience Project, which is a year-round program that provides supports for Edmonton area youth.
- Camp fyrefly, which a national leadership camp for SGM and allied youth that focuses on individual needs, socialization, health and wellness, and building resiliency.
Through these initiatives, the Institute endeavors to meet the personal, social, and cultural learning needs of SGM and allied youth. We emphasize an arts-informed, community-based approach to social programming and education to help youth focus on building and nurturing their personal resilience and leadership potential within an environment that fosters individual development, positive socialization, and enhanced social- and self-esteem. The goal is to help youth learn how to make significant contributions to their own lives and to life in their schools/learning environments, home/group-home environments, and communities.

The Manual: Purposes and Parameters

This manual guides understanding and application of the Institute’s principles, policies, and procedures. It reinforces the importance of ethical conduct in daily interactions and provides procedural protocols should there be allegations of inappropriate conduct. The Institute works on two fronts: prevention and intervention. While the focus is primarily on prevention, some situations and circumstances require intervention. This manual will provide guidance in both areas to enable respectful, responsible actions that advance human integrity.

This manual does not cover every conceivable situation or provide a complete review of appropriate or inappropriate conduct. What it does provide is a framework to guide responsive and responsible behavior whereby Institute constituents exercise an ethic of care and use good judgment when interacting with youth and one another. Everyone should exercise due diligence in the interests of the safety and security of all. Principles, policy, and procedures in this manual apply, but are not limited to, Institute academic and non-academic staff including the Director(s), Administrative Secretary, Youth Intervention and Outreach Worker, Camp fYrefly Director(s) and Coordinator(s), and Education Coordinator; graduate students and undergraduate students; youth and adult volunteers; and visitors. It is expressly recognized that all employee groups are subject to collective agreements, terms and conditions of employment, and professional and/or union codes as well as legislation.

The Director(s) of the Institute for Sexual Minority Studies and Services or designates take and accept responsibility to inform and educate those involved or affiliated with the Institute about its principles, policy, and procedures guiding the operation of the Institute and Institute-sponsored programs, including policy and procedures for addressing inappropriate and harmful behaviors while emphatically discouraging them in the interests of all Institute constituents, especially vulnerable youth.
Glossary

**Age of Majority:** It is the age at which a person is considered by law to be an adult. A person younger than the age of majority is considered a "minor child." The age of majority in Canada is determined by each province and territory: Alberta - 18; British Columbia - 19; Manitoba - 18; New Brunswick - 19; Newfoundland and Labrador - 19; Northwest Territories - 19; Nova Scotia - 19; Nunavut - 19; Ontario - 18; Prince Edward Island - 18; Quebec - 18; Saskatchewan - 18; and Yukon Territory - 19.

**Ally:** A person who supports actions and initiatives related to extending equal rights to sexual and gender minority persons.

**Asexual:** A person who is not attracted physically and emotionally to others.

**Bisexual:** A person who is attracted physically and emotionally to someone of the same or opposite sex.

**Bullying:** A repeated pattern of unprovoked, aggressive behaviors carried out by an individual or group that results in harm to someone. There is an imbalance of power. In general, people who bully lack respect for the victim(s) and do not empathize with their situation.

**Complainant:** The individual who alleges that an individual (the respondent) has engaged in prohibited behavior, including discrimination, harassment, sexual harassment or exploitation, bullying, or violence.

**Discrimination:** Whether intentional or unintentional, targeting individuals and denying them presence, place, opportunities, and benefits due to personal characteristics or locatedness including race, ethnocultural difference, socioeconomic status, gender, gender identity, age, ability, religious belief, family status, and sexual orientation.

**Gender Identity:** Refers to a person’s internal sense or feeling of being masculine or feminine. Gender variation represents differences in gender identities. Gender expression relates to how an individual presents a personal sense of gender to the larger society.

**Harassment:** Repeated insulting or intimidating and unwelcome symbolic (like shaming and name calling) and physical (like shoving and tripping) violence, including harassment that relates to discriminatory acts. Examples of harassment include but are not limited to: verbal or physical abuse; threats and bullying; derogatory remarks; jokes; innuendo or taunts about appearance or beliefs; inappropriate and unwelcome electronic communication via email, Facebook, or other electronic media; display or electronic transfer of pornographic, racist or
offensive images; and sexual harassment and condescension that undermines self-confidence or is an unreasonable invasion of privacy and personal space. Unintentional behavior is still considered harassment because an offender knows, or ought reasonably to know, that the behavior is offensive and unwelcome.

Heterosexism: The assumption that everyone is heterosexual and that this sexual orientation is superior. Heterosexism is the presumption of heterosexual privilege and is often expressed in more subtle forms than homophobia. Heterosexism is often practiced unconsciously because it reflects engrained societal norms.

Heterosexual: A person who is sexually and emotionally attracted to someone of the opposite sex. Commonly referred to as “straight.”

Homophobia: Fear and/or hatred of homosexuality, often exhibited by prejudice, discrimination, harassment, bullying, or acts of violence.

Homophobic Bullying: A repeated pattern of unprovoked, aggressive behaviors that are motivated by prejudice against a person’s actual or perceived sexual orientation.

Intersexual: A person whose biological sex cannot be classified as clearly male or female due to a congenital condition whereby the individual exhibits atypical combinations of physical features that usually distinguish female from male.

LGBTQ: Commonly used acronym that is shorthand for lesbian; gay; bisexual; transgendered, transsexual, and two-spirit; and queer and questioning identities. Sexual and gender minority is sometimes used as an encompassing phrase for those included in the acronym.

Queer: Historically, a negative term used to demean homosexuals. More recently, LGBTQ communities have reclaimed the word and now use it in a positive political way to refer to themselves.

Questioning: A person who is unsure of his or her gender identity or sexual orientation.

Respect: Acknowledging and accommodating the identities of persons, thus recognizing the dignity, integrity, and worth of all individuals.

Respondent: The individual the complainant alleges has engaged in prohibited behavior, including discrimination, harassment, sexual harassment or exploitation, bullying, or violence.

Sexual Exploitation: Permitting, encouraging, or requiring a youth under the age of majority to engage in conduct of a sexual nature with an adult who is in a position of trust or authority as well as permitting or encouraging a youth to
engage in cyber-dialogue or other communication that is sexually explicit and where pornographic images might be exchanged.

**Sexual Harassment:** Any unwelcome behavior that is sexual in nature, including unwanted sexual advances, unwanted requests for sexual acts, and other verbal (expressed or written including electronic communication) or physical conduct of a sexual nature constitute sexual harassment. Sexual harassment includes such things as unwanted touching (e.g. pinching, patting, rubbing), leering, intimidation, humiliation, sexist or dirty jokes, sexual slurs or threats, the display of sexually suggestive material, derogatory or degrading comments about a person’s body, sexually suggestive gestures, unwelcome propositions, innuendos, stalking, and demands or inquiries of a sexual nature.

**Sexual Orientation:** Being homosexual, heterosexual, or bisexual in terms of one’s desires, needs, and feelings of sexual attraction. These deep and intrinsic personal and emotional feelings direct individuals toward intimacy with others.

**Trans-Identified or Transgender or Trans:** These terms refer to a person whose gender identity, outward appearance, and gender expression do not fit into conventional expectations of male or female. Also commonly used as an umbrella term referring to anyone who is gender variant.

**Transphobic bullying:** A repeated pattern of unprovoked, aggressive behaviors that are motivated by prejudice against a person’s actual or perceived gender identity.

**Two Spirit:** Some Aboriginal people identify themselves as Two Spirit rather than as LGBTQ. Historically, in many Aboriginal cultures, Two-Spirit persons were respected leaders and medicine people and were often accorded special status based on their unique abilities to understand both male and female perspectives.
The Institute for Sexual Minority Studies and Services: Guiding Principles

The Institute fosters an ethical educational and work culture in which all participants are respectful, responsive, responsible, and accommodating. Creating this culture extends beyond the daily operation of the Institute to our university and community outreach ventures, notably the Camp fYrefly program and the Youth Intervention and Outreach Worker program. In sum, the Institute is committed to providing a safe, secure, and caring environment free from discrimination, harassment, sexual harassment or exploitation, bullying, symbolic violence (such as shaming and name-calling), and physical violence (such as shoving, tripping, or worse, assault and battery). This also includes electronic environments where many of these actions play out in virtual worlds. Such behavior causes hurt and pain, damage to relationships, and can affect the health, productivity, and wellbeing of everyone affected by the incident. The costs are high.

Ultimately, the Institute aims to protect the integrity of everyone within its purview. This means working to prevent violations of sexual, gender, ethnocultural, and other identities, particularly in cases involving SGM and allied youth with whom we work. In this regard, Institute personnel and those who work with us in volunteer and other capacities are expected to exercise due diligence and work hard to ensure that Institute programs operate with careful attention to the safety, security, inclusion, and personal well-being of all those involved.

The Institute for Sexual Minority Studies and Services: Guiding Policies

In policymaking, the Institute draws on and is supported by legislation enacted by both the federal and provincial governments as well as by policies that the University of Alberta and the Alberta Teachers’ Association have developed. Rights and protections accorded minorities can be found in the Canadian Charter of Rights and Freedoms and in Alberta’s human rights legislation. The University of Alberta has policies focused on ethical conduct and these policies inform the Institute’s policies and procedures (see Appendix A – University of Alberta Statement of Ethical Conduct). The Alberta Teachers’ Association has policies designed to guide the conduct of teachers in regard to sexual and gender minorities. Institute policies align with these policy sources. For policies related to Camp fYrefly, see the Institute’s camp program guide.
The Institute for Sexual Minority Studies and Services: Electronic Communication Policy

Preamble

In today’s communications culture, texting and other e-communication have become common ways enabling written and image exchanges between individuals. In the January 21, 2010 edition of the Edmonton Journal, Misty Harris wrote: Youth need “text education ... that sheds light on the dangers of sexually explicit mobile messages, textual harassment, and other potential pitfalls linked to youths’ wireless communication” (p. A3).

Both the Canadian Centre for Child Protection and the Canadian Wireless Telecommunications Association have warned about the dangers of “sexting” and have sponsored a pilot textED.ca course in a sample of Grade 7 classrooms to educate youth in this gap area in the school curriculum. There is concern not only with adult sexual exploitation of youth under the age of majority, but also with youth placing peers in text-related risk situations involving transfer of material and/or images of a sexual nature to a larger group of individuals. Harassment, exploitation, privacy, and “text-luring” are concerns in this unsafe texting and cyber milieu.

Parameters of the Institute’s Electronic Communication Policy

When using texting, email, Internet access including Facebook, and other forms of electronic communication in relation to functions of the Institute, including the Youth Intervention and Outreach Worker program and Camp fyrefly, communication is to focus on exchanges providing information in relation to programming, planning and implementing activities, evaluation, or other appropriate aspects of educational or outreach activities. Electronic communication for any other purpose, including, without limitation, bullying, obscene, or illegal purposes is prohibited. The Institute reserves the right to restrict the scope of access to individual users. It is important to remember that electronic access to communication in relation to Institute functions is a privilege not a right. Such access is made available only so long as the user complies with Institute policy and guidelines; local, provincial, and federal laws; and such rules and regulations as the Institute may make from time to time. Inappropriate or prohibited use may lead to suspension or termination of user privileges at the discretion of the Institute Director(s) or designates, and possibly other consequences including legal prosecution or disciplinary action appropriate under any applicable laws, policies, regulations, collective agreements, or contracts.

Prohibited Conduct, Without Limitation

When using electronic communication, the following behaviors are prohibited, without
limitation:
  • Use of abusive, vulgar, profane, obscene, or otherwise inappropriate language.
  • Revealing personal information about anyone or making personal attacks on individuals or groups of individuals.
  • Transmission of any materials in violation of Institute or University of Alberta policies and local, provincial, and federal laws.
  • Transmission of pornographic materials or transmission or posting of threatening, abusive, or obscene material.

Institute Rules for Using Electronic Communication

The purposes of using electronic communication in relation to Institute functions like Camp fyrefly and the Youth Intervention and Outreach Worker program, including Youth Understanding Youth, are for informational, educational, and appropriate social exchanges among participants in Institute and Institute-sponsored activities. Users must conduct themselves in a courteous, ethical, respectful, and responsible manner in engaging in any electronic communication in relation to the Institute and its programs, including Camp fyrefly and the Youth Intervention and Outreach Worker program. When interacting using electronic communication, conduct is expected to be ethical and the same as it would be at Camp fyrefly, a Youth Understanding Youth meeting, or any other Institute or Institute-sponsored function. Thus users are not to forward any material found on the Internet that is obscene, discriminatory, degrading to particular individuals or groups, or otherwise offensive or in conflict with values of human decency and respect. Those affiliated with the Institute in any capacity cannot use electronic communication to transmit pornographic materials or to transmit or post threatening, abusive, obscene, or otherwise offensive material.

The Institute will take reasonable steps to screen electronic communication on its public Internet sites and listservs, and will remove any offensive material. The Institute will incorporate text education as a component of training youth who will be involved in Institute programming. Activities on Institute-sponsored electronic communication sites are not private, and they may be randomly monitored or reviewed by the Institute system administrator or other designate of the Institute Director(s) without prior notice. The Institute system administrator or other designate of the Institute Director(s) will not intentionally inspect the contents of a user’s email, or disclose the contents to anyone other than the sender or intended recipient, without the consent of the sender or the intended recipient, unless required to do so during system maintenance, by law, by Institute policy, or to investigate complaints of misuse.

Reference

Harris, M. (2010, January 21). Grade 7s to learn the dangers of sexting: Text-ed course coming to 100 schools across Canada this month. Edmonton Journal, p. A3
The Institute for Sexual Minority Studies and Services: Procedures to Address Inappropriate Behavior

Prevention

According to the Society for Safe and Caring Schools and Communities in Alberta, the most effective approach to addressing bullying and harassment is for adults to model respectful, responsible behavior. The Institute believes that the behavior of staff, adult volunteers and youth workers can be preventative in nature by focusing on building self-esteem, seeking ways to teach about the harmful effects of prejudice and discrimination, and finding ways to resolve conflicts peacefully.

Intervention

Even when prevention drives the actions of adults in an organization, it is inevitable that issues will periodically arise. Some issues can be dealt with immediately using timely face-to-face mediations, thus avoiding the need for more complex interventions. Using mediation, as appropriate, to resolve a substantiated informal complaint would include providing the complainant and respondent with education, including a copy of Institute policy and information on prevention of inappropriate behavior.

At other times, the complaint is more serious and requires the application of a set of procedures to ensure fairness in resolution. Since complaints can escalate if left unresolved, it is important for incidents of bullying and harassment to be addressed when they are first encountered.

Appropriate action needs to be taken when an allegation of inappropriate behavior occurs. Regardless of the severity of the complaint, the Institute Director(s) or designates (including the Camp fyrefly Coordinator, or Youth Intervention and Outreach Worker) expect direct and timely reporting of allegations of inappropriate conduct in the Institute and in all university or community spaces where Institute-sponsored programs are conducted. It is the responsibility of designates to inform the Institute Director(s) as soon as possible after receiving a report.

When an allegation of inappropriate behavior is reported, the Director(s) will:

• Commit to investigating the complaint in a timely and respectful manner.
• Ensure that the potential for escalation of the complaint is minimized, ensure the safety of everyone involved, protect confidentiality in relation to those named in the incident, avoid the appearance of bias or the presumption of guilt, restrict or prevent contact between the complainant and the respondent, and minimize disruption to the particular Institute program.
• Ensure that all reported incidents are formally documented. The complainant may be asked to follow a verbal complaint with a formal complaint made in writing. The complainant will be provided with a template for writing a formal complaint. The formal written complaint will contain: the name of the complainant; the name of the respondent; the nature of the complaint; the precise details of the alleged conduct, including where and when the alleged inappropriate behavior took place; the names of witnesses, if any; and the remedy requested (See Appendix B for the Formal Complaint Form).

• Inform the respondent that an allegation of inappropriate behavior has been reported. The respondent has the right to obtain information about any allegation, which may include the right to know the nature of an allegation and the name of the complainant. The respondent also had the right to respond to the complaint and will be provided an opportunity to do so.

• Take and accept responsibility to provide appropriate supports to anyone affiliated with the Institute who is accused of or subjected to discrimination, harassment, sexual harassment or exploitation, bullying, symbolic violence (such as shaming and name-calling) and physical violence (such as assault and battery).

• Inform the complainant and the respondent regarding the decision whether or not to proceed in the matter and any consequential action in keeping with Institute policy. NOTE—a decision to proceed with the complaint does not mean that inappropriate behavior has occurred. All documentation related to the complaint will be kept on file in a secure place in the Institute for one year, regardless of the outcome.

• The Institute shall not retaliate against an individual who reports harassment or violence, invokes Institute policy, and/or participates in or cooperates with an investigation under Institute policy. Furthermore, the Institute will not permit any employee or other affiliated individual to do so. Any such retaliation shall be treated as harassment and addressed following Institute policy.

• The complainant and respondent have the right of appeal to the Chair of the Department of Educational Policy Studies or the Dean of Education.

• Any person who knowingly and willfully submits a complaint based on false allegations shall be subject to disciplinary action and the documentation shall be retained in an Institute file, as a record of the false allegations.

The Director(s) may decide to close or suspend the investigation if the complaint is found to be without merit or, as appropriate, if the complainant and respondent resolve matters related to the complaint when there are no legal implications.

If the Director(s) decide(s) the complaint has merit, policies and procedures applicable to the status of the complainant (University employee or student, volunteer, visitor, or youth) shall be followed, and, as appropriate, careful attention shall be paid to provincial and federal laws and regulations affecting issues of confidentiality.
All parties are expected to maintain confidentiality throughout the complaint procedure according to the law. Information relating to the complaint, including the identity of the parties involved, shall only be disclosed to the extent necessary to investigate and deal with the complaint, and as required by law. However, it is not possible to guarantee anonymity and absolute confidentiality once a complaint is made or unlawful behavior is exposed.

The foregoing does not prohibit a complainant from making a complaint directly to the police if the matter is perceived to be of a criminal nature or to another appropriate outside agency. The complainant is requested to notify the Director(s) immediately if the complaint is also filed with the police or other appropriate outside agency. Where the complainant is a minor child (under the age of 18 in Alberta), and the nature of the complaint involves alleged physical or sexual abuse of the child, the Director(s) will gather details of the allegation and inform Campus Security Services, University of Alberta and the police, as necessary. Once the police, as soon as is practicable, advise the Institute on the basis of the initial information that a criminal investigation will be pursued, the Director(s), so as not to impede the police investigation, may opt for staying procedures pending the outcome of the outside investigation. If the police determine that there is insufficient information to pursue a criminal investigation, the Director(s) may continue with an internal investigation and work toward resolution of the matter that will include reviewing behaviors leading to the allegation(s) and, as necessary, reviewing Institute policy and procedures.

When the investigation of alleged inappropriate behavior is complete, the Director(s) shall write a written report indicating whether

- the respondent is guilty or not guilty of the inappropriate behavior alleged by the complainant;
- the respondent has been disciplined or other action has been taken;
- the matter has been referred to the police or another appropriate outside agency;
- the complainant deliberately and knowingly made false allegations in an attempt to cause harm to the respondent and the disciplinary or other consequences for the complainant; and
- administrative or other changes will be made to improve Institute policy and procedures to avoid recurrence of a similar case.
APPENDIX A

UNIVERSITY OF ALBERTA STATEMENT OF ETHICAL CONDUCT

The University of Alberta Statement of Ethical Conduct provides guidelines and sets expectations that Institute for Sexual Minority Studies and Services, the Youth Intervention and Outreach Worker program, and Camp fYrefly incorporate into our modus operandi to create a culture built on a shared commitment to high ethical standards, mutual respect, and civility. The Statement sets parameters for ethical conduct in relation to key elements of operations and program delivery, including communications; discrimination and harassment; financial accountability; health, safety, and the environment; integrity, respect, and accountability; privacy of information; research; and violations and reporting.

This Statement applies to all persons associated with the operation of the Institute and its Youth Intervention and Outreach Worker and Camp fYrefly programs including faculty, staff, postdoctoral fellows, professors emeriti, visiting academics, student employees and volunteers, adult volunteers, youth leaders, and contractors with contracts specific to the work of the Institute or the Camp fYrefly Program. It is each person’s responsibility to be familiar with Statement guidelines and expectations. See the PDF of the Statement that accompanies this policy guide.
APPENDIX B

iSMSS Format for a Formal Complaint

I ________________________________ (name of complainant)
believe that I have been harassed or have been the target of other inappropriate
behavior by ________________________________ (name of respondent) in
contravention of the policy of the Institute for Sexual Minority Studies and Services
and/or the University of Alberta and/or the law.

The particulars of the incident(s) are as follows:

1. the nature of the complaint:

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

2. the precise details of the alleged conduct, including where and when the
   alleged inappropriate behavior took place:

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________
3. the names of witnesses, if any:

_______________________________________________________________
_______________________________________________________________

4. the remedy requested:

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

I understand that this complaint and other information collected as part of an investigation of this complaint will be disclosed to any persons investigating the complaint. In the event of an investigation, my wishes as the complainant regarding confidentiality cannot be guaranteed, but will be protected to the degree that it is legally permissible and reasonably practical. While my express wishes as the complainant regarding confidentiality will be seriously considered, those wishes must be weighed against:

(i) the responsibility of the Institute to investigate a charge and take collective and preventative action where appropriate, and

(ii) the right of the respondent to obtain information about the allegations.

Signed at ______________________ (city) on ______________________ (date)

_______________________________________________________________
Complainant’s Printed Name

_______________________________________________________________
Complainant’s Signature