

Penn State-Hershey Medical Center/Penn State College of Medicine's C.O.R.E. (Culture of Respect in Education)

Policies on Respectful Treatment of Learners, Trainees, and Students

ASPIRATIONS

The Penn State College of Medicine is committed to assuring a safe, encouraging, and supportive learning environment that reflects our commitments to professionalism, respect, appreciation of diversity, and virtues such as honesty, integrity, compassion, and kindness.

All Penn State Hershey Medical Center faculty and staff will conduct themselves in a professional manner and will contribute to creation of an environment supportive of learning.

We will strive to treat our students and trainees the way we want them to treat everyone - with dedication, respect, and compassion.

We expect that these policies will continue to be “living documents,” and that we will continue to improve and address issues pertaining to respect in our learning environment as they arise.

POLICY STATEMENT

Mistreatment, discrimination, harassment, and sexual harassment are prohibited at the Penn State College of Medicine.

Penn State Administrative Policies 41 and 47 are directly relevant (see appendix).

DEFINITIONS

Mistreatment is intentional or unintentional, disrespectful treatment of a subordinate student, trainee, or colleague that interferes, disrupts, or destroys the learning environment, and would do so for most reasonable learners in that circumstance.

Discrimination is conduct of any nature that denies equal privileges or treatment to a particular individual because of the individual's age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, gender identity or veteran status.

Harassment is a form of discrimination consisting of physical or verbal conduct that (1) is directed at an individual because of the individual's age, ancestry, color, disability or handicap, genetic information, national origin, race, religious creed, sex, sexual orientation, gender identity or veteran status; and

(2) is sufficiently severe or pervasive so as to substantially interfere with the individual's employment, education or access to University programs, activities and opportunities.

To constitute harassment, the conduct must be such that it detrimentally affects the individual in question and would also detrimentally affect a reasonable person under the same circumstances.

Harassment may include, but is not limited to, verbal or physical attacks, threats, slurs or derogatory comments that meet the definition set forth above. Whether the alleged conduct constitutes prohibited harassment depends on the totality of the particular circumstances, including the nature, frequency and duration of the conduct in question, the location and context in which it occurs and the status of the individuals involved.

Sexual Harassment Sexual harassment is a form of sex discrimination recognized under Title VII of the Civil Rights Act of 1964, which prohibits sex discrimination in the terms and conditions of employment and Title IX of the Education Amendments, which prohibits sex discrimination in educational programs and activities. If there is any report suggesting violation of Title IX, immediate action is required to be taken due to the severity of the issue at hand.

Sexual harassment involves unwelcome sexual advances, requests for sexual favors or verbal or physical conduct of a sexual nature. It is often imposed upon a person in an unequal power relationship through the abuse of authority. Central to this concept is the use of implied reward or threat of deprivation that interferes with the academic or work effectiveness of the victim.

Unwelcome sexual advances, requests for sexual favors, or other verbal or physical behavior of a sexual nature constitutes harassment when:

- Submission to, or rejection of, such conduct by an individual is made explicitly or implicitly a term or condition of an individual's employment or participation in academic activities;
- Submission to, or rejection of, such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, or of creating an intimidating, hostile or offensive working or study environment.

In addition to Penn State policies, Federal law recognizes two different sets of legal grounds for claiming **sexual harassment** under Title VII:

- In the **quid pro quo** (this for that) form of harassment, a person in authority, usually a supervisor or instructor, demands a sexual favor of a subordinate or a student as a condition of getting or keeping a job or getting a good grade in a course. In quid pro quo cases, the offense is directly linked to the individual's terms of employment or academic success, or forms the basis for employment or academic decisions affecting the individual.

- A **hostile work environment** occurs when a co-worker, supervisor, instructor, contractor, visitor, customer or vendor, engages in unwelcome and inappropriate sexually based behavior that is severe or pervasive enough to render the workplace or academic atmosphere intimidating, hostile or offensive. Usually a pattern of this sort of behavior is required to substantiate the claim, but one incident can be enough, if it is severe or egregious.

Examples of mistreatment:

When assessing behavior that might represent mistreatment, students and trainees are expected to consider the conditions, circumstances, and environment surrounding such behavior. These examples could be hierarchical, (i.e., supervisor to trainee) or lateral, as in trainee to trainee. Examples of discriminatory, unfair, arbitrary or capricious treatment include but are not limited to:

- Verbally abusing, belittling, or humiliating a student or trainee.
- Indicating that a student will be capable of a specific skill because he or she is a given ethnicity or gender (e.g., baking as a female)
- Not providing students with clear work expectations yet holding them responsible for the expectations.
- Using grades as punishment rather than as an objective evaluation of performance
- Taking individual credit for a trainee's work
- Assigning authorship based on hierarchy rather than intellectual contribution
- Intentionally singling out a student for arbitrary treatment that could be perceived as punitive
- Unwarranted exclusion from reasonable learning opportunities or other neglect of trainees
- Disparaging a student's choice of residency, profession, or other career aspirations
- Assignment of duties as punishment rather than education
- Pressuring students or trainees to exceed established restrictions on work hours
- Asking a student or trainee to lie or withhold the truth to a patient, colleague, or superior.
- Exploitation of students in any manner (e.g. performing personal errands)
- Directing students to perform an unreasonable number of routine hospital procedures (e.g., "scut" on patients not assigned to them) or general laboratory responsibilities (e.g., an excessive share of shared laboratory tasks) where performing those activities interferes with a student's attendance at educational activities, (e.g., rounds, classes).
- Pressuring a student or trainee to perform medical procedures or laboratory experiments for which the student is insufficiently trained (i.e. putting a student in a role that compromises the care of patients or endangers the student).
- Threatening a lower or failing grade/evaluation to a student for inappropriate reasons
- Committing an act of physical abuse or violence of any kind (e.g., throwing objects, aggressive violation of personal space)
- Belittling the occupation of a health care worker, scientist or trainee, as in, "oh, you're just a nurse's aide", or, "oh, you're just a research assistant"

Examples of supervisor or superior behavior that might be unpleasant for a trainee but not considered mistreatment include:

- Pointing out that a student's summary of a patient is incomplete in front of a group of her or his peers
- Pointing out that a student's research seminar is difficult to follow in front of a group of her or his peers
- Asking a student to stand for 45 minutes observing a surgical or laboratory procedure without assisting (in the context of having other learning opportunities)

Examples of sexual harassment:

Sexual harassment can be exhibited using three types of behaviors – **verbal, non-verbal behaviors and gestures**, and **physical contact**.

Examples of **verbal behavior** that might constitute sexual harassment are:

- Continuous idle chatter of a sexual nature and graphic sexual descriptions;
- Sexual slurs, sexual innuendoes, and other comments about a person's clothing and the way it fits, the person's body and/or about sexual activities;
- Offensive and persistent risqué jokes or jesting and kidding about sex or gender-specific traits;
- Suggestive or insulting sounds such as whistling, wolf calls, or kissing sounds;
- Comments of a sexual nature about weight, body shape, size or figure;
- Comments about the sensuality of a person, or his/her spouse or significant other;
- Distribution of written or graphic materials that are derogatory and are of a sexual nature;
- Repeated unsolicited propositions for dates and/or sexual relations; or
- Asking about sexual fantasies, preferences or history.

Examples of **gestures or non-verbal behaviors** that might be considered sexual harassment are:

- Sexual looks such as leering and ogling with suggestive overtones;
- Licking lips or teeth, winking, or throwing kisses;
- Holding or eating food provocatively;
- Lewd gestures, such as hand or sign language to denote sexual activity;
- Persistent and unwelcome flirting;
- Staring at an individual or looking a person up and down (elevator eyes);
- Giving personal gifts; or
- Displaying sexually suggestive pictures, calendars, posters, statues, etc.

Unwanted physical contact can range from offensive behavior to criminal acts. While some might dismiss some of these behaviors as an annoyance, others will consider them to be sexual harassment. It should be stressed that all of these behaviors are inappropriate in the workplace.

Examples of unwanted **physical contact** that would be considered sexual harassment are:

- Attempted rape or rape
- Touching that is inappropriate in the workplace or classroom such as patting, pinching, stroking or brushing up against the body;
- Cornering or mauling;
- Attempted or actual kissing or fondling;
- Physical assault;
- Coerced sexual relations;
- Touching or rubbing oneself sexually around another person;

Examples of unwanted **physical contact** that might be considered sexual harassment are:

- Invading another's "personal space"
- Giving a massage around the neck or shoulders;
- Pranks such as exposing underwear or parts of the body; or
- Intentionally blocking someone's path

It is also important to note that while some behaviors may be offensive, unprofessional, against Penn State College of Medicine policy or inappropriate in the workplace, they may not necessarily be considered sexual harassment. For example, general use of profanity and vulgar language may not be sexual harassment unless it is sexually oriented or overused to the point that a hostile work environment is created.

In addition, sexual harassment is generally not the rare or singular occurrence of minor behaviors, such as a comment/innuendo, a joke or a story, asking for a date, or a compliment about appearance or attire. However, frequent occurrences of these types of minor behaviors may rise to the level of harassment if they happen often and if it is reasonable to assume that the behavior might be unwelcome, or if a single incident is particularly egregious.

Power and Harassment

There is no typical harasser. A harasser can be male, female, young, old, and from any ethnic background. One thing that harassers generally have in common is that they have some sort of power over an individual or individuals, and they use that power in a negative way to help them feel "in control." Harassers generally look for "victims" who are weaker and less likely to have the ability or the inclination to fight back. This is generally because the victims fear retaliation in the form of loss of employment, economic loss, loss of benefits, loss of status, loss of promotional or advancement opportunities or, in some cases, fear of physical or emotional harm.

This type of behavior is generally seen in supervisor/subordinate relationships, but it can also happen within work groups or student groups as well, if a member is led to believe by the harasser that he/she could have a direct impact on his/her job or status within the group.

Consensual Relationships

Romantic and/or sexual relationships between faculty and students, staff and students, or supervisors and subordinate employees are strongly discouraged. Such relationships have the potential for adverse consequences, including the filing of charges of sexual harassment. Given the fundamentally asymmetric nature of the relationship where one party has the power to give grades, thesis advice, evaluations, recommendations, promotions, salary increases or performance evaluations, the apparent consensual nature of the relationship is inherently suspect.

Even when both parties have consented to the relationship, there may be perceptions of conflict of interest as well as unfair treatment of others. Such perceptions undermine the atmosphere of trust essential to the educational process or the employment relationship. (See [AD-41](#), "Sexual Harassment," for an explanation of reporting requirements when such consensual relationships are established.)

In the event of a complaint of sexual harassment, when the facts establish that a faculty-student, staff-student, or supervisor-subordinate power differential existed within the relationship, a defense based upon consent or previous consent will generally be viewed unsympathetically by the institution. If there is disagreement as to whether the behavior was affirmatively consensual between the involved individuals, the burden will be on the individual against whom the charge or complaint is made to prove mutual consent.

QUESTIONS AND ANSWERS ABOUT SEXUAL HARASSMENT

Can I compliment one of my co-workers?

Yes, as long as your compliments are free from sexual undertones. Compliments such as "Nice legs" or "You look really sexy in that outfit" can make your co-worker feel uncomfortable or threatened. Even if the person you're complimenting isn't bothered by the comments, others might be.

If someone says "no" to me in response to a question for a date, can I still pursue them?

No means no. If the person says "no" in response to an invitation for a date, or is uncomfortable or evasive, do not use pressure; accept the answer and move on.

What's wrong with having a screen saver on my computer with sexy pictures on it in my own office or work area?

Sexually oriented objects and visuals, such as pinups, centerfolds from sex magazines, calendars or screen savers portray people as sexual objects in demeaning circumstances. They create an offensive, intimidating and hostile work or study environment and create the potential for a sexual harassment complaint, if a co-worker or visitor to your work area finds them offensive.

Aren't people being too sensitive about this?

You may think so, but each of us has a different perspective and different reactions to these types of behaviors. Even if the comment, gesture or behavior was not intended to be offensive, it may be perceived that way. If you are not sure how your humor or teasing is affecting someone – stop immediately.

Can I be accused of harassing someone if we are both the same gender?

Yes. Sexual harassment can occur between the same gender and is not limited to opposite sexes.

Policy AD 41 SEXUAL HARASSMENT:

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PURPOSE:

To establish the University's policy prohibiting sexual harassment.

POLICY:

Sexual harassment of faculty, staff or students is prohibited at The Pennsylvania State University. It is the policy of the University to maintain an academic and work environment free of sexual harassment. Sexual harassment violates the dignity of individuals and impedes the realization of the University's educational mission. The University is committed to preventing and eliminating sexual harassment of faculty, staff and students through education and by encouraging faculty, staff and students to report any concerns or complaints about sexual harassment. Prompt corrective measures will be taken to stop sexual harassment whenever and wherever it occurs.

DEFINITIONS:

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is a condition for employment, promotion, grades or academic status;
2. submission to or rejection of such conduct is used as the basis for employment or academic or other decisions affecting an individual;
3. such conduct is sufficiently severe or pervasive so as to substantially interfere with the individual's employment, education or access to University programs, activities and opportunities. To constitute prohibited harassment, the conduct must be such that it detrimentally affects the individual in question and would also detrimentally affect a reasonable person under the same circumstances.

CONSENSUAL RELATIONSHIPS:

Romantic and/or sexual relationships between faculty and students, staff and students or supervisors and subordinate employees are strongly discouraged. Such relationships have the potential for adverse consequences, including the filing of charges of sexual harassment. Given the fundamentally asymmetric nature of the relationship where one party has the power to give grades, thesis advice, evaluations, recommendations, promotions, salary increases or performance evaluations, the apparent consensual nature of the relationship is inherently suspect.

Even when both parties have consented to the relationship, there may be perceptions of conflicts of interest or unfair treatment of others. Such perceptions undermine the atmosphere of trust essential to the educational process or the employment relationship. Under such circumstances, the person in the position of supervision or academic responsibility must report the relationship to his or her immediate supervisor. Once the consensual relationship is reported, the immediate supervisor is responsible for eliminating or mitigating the conflict of interest to the fullest feasible extent and ensuring that fair and objective processes are in place for decisions relative to grading, thesis advice, evaluations, recommendations, promotions, salary increases or performance evaluations. The new supervisory or academic arrangement should be documented.

RESOLUTION OF SEXUAL HARASSMENT COMPLAINTS:

The Affirmative Action Office has primary responsibility for resolving sexual harassment complaints. In addition, vice presidents, deans, campus executive officers, and provosts/deans will designate one or more individuals in their areas as resource persons to assist in resolving complaints of sexual harassment from faculty, staff and students. Also, the Campus Life Assistance Center will designate a staff member to receive complaints from students. The Affirmative Action Office will ensure resource persons receive the necessary training and support to handle their responsibilities.

Any member of the University community who experiences sexual harassment should immediately report the incident to the Affirmative Action Office, or alternatively, to a Sexual Harassment Resource Person (SHRP), the Office of Human Resources, the Division of Student Affairs, the Office of Educational Equity, or an administrator or faculty member in his or her department or unit. In all cases where the incident is not initially reported to the Affirmative Action Office, the person receiving the complaint will contact the Affirmative Action Office to discuss resolution and ensure consistent responses to issues across units.

The University will make every reasonable effort to promptly investigate and resolve complaints of sexual harassment, with due regard for fairness and the rights of both the complainant and alleged offender, and to conduct all proceedings in the most confidential manner possible. If unsuccessful at resolving the issue informally, the Affirmative Action Office may investigate to gather information necessary to reach a formal determination on the merits of the allegations. Investigations will include notifying the alleged offender of the complaint and providing an opportunity to respond to the allegations.

If there is evidence of sexual harassment, the University will make every reasonable effort to ensure the harassment immediately stops and does not recur. The complainant will be informed of the corrective measures taken.

DISCIPLINARY SANCTIONS:

Disciplinary sanctions for violation of this policy, which may range from a disciplinary warning to termination or expulsion from the University, will be imposed in accordance with applicable University policies.

Retaliation constitutes a separate violation and may result in a sanction independent of the outcome of a complaint.

CROSS REFERENCES:

Other Policies in this Manual should also be referenced, especially the following:

[AD29](#) - Statement on Intolerance,

[HR01](#) - Fair Employment Practices,

[HR11](#) - Affirmative Action in Employment at The Penn State University,

[HR76](#) - Faculty Rights and Responsibilities, and

[HR79](#) - Staff Grievance Procedure

The Penn State College of Medicine adheres to Administrative Policy 47 (AD47)

STATEMENTS:

I. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their respective subjects is to seek and to state the truth as they see it. To this end, they devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

II. As teachers, professors encourage the free pursuit of learning in their students. They hold before their students the best scholarly standards of their respective disciplines. They demonstrate respect for the student as an individual, and adhere to their proper role as intellectual guides and counselors. They make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect the students' true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students for private advantage and acknowledge significant assistance from them. They protect their students' academic freedom.

III. As researchers/scholars, professors recognize that their goal is to discover, develop, and communicate new understanding. This goal is rarely achieved without making use of knowledge gained from others. Researchers must always exercise gracious and appropriate recognition of published work in the literature, conversations with colleagues, and the efforts of students who work under the researchers' guidance. They must be scrupulous in presentation of their own data; it must be verifiable as a result of the highest standards in data gathering techniques. They must be extremely careful in the use of data reported by others, especially if used in the formation of broad comparative or contradictory hypotheses, since they may not know of any compromising circumstances in such data gathering. They must be comprehensive in consideration of work with human subjects; they must have thoroughly researched all procedures, must have informed individuals involved of all aspects of their cooperation, and must report all responses accurately, both positive and negative results. As open-minded researchers, when evaluating the work of others, they must recognize the responsibility to allow publication of theories or experiments that may contradict their own findings, as only by free inquiry and dissemination of all facts will the fruits of the labor of the whole community be allowed to mature.

IV. As colleagues, professors have obligations that derive from common membership in the community of scholars. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas they show due respect for the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of their institution.

V. As members of their institution, professors seek above all to be effective teachers and scholars. Although they observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their rights to criticize and seek revision. They determine the amount and character of the work they do outside their institution with due regard to their paramount responsibilities within it. When considering the interruption or termination of their service, they recognize the effect of this decision upon the programs of the institution and give due notice of their intentions.

VI. As members of the community, professors have the rights and obligations of all citizens. They measure the urgency of these obligations in the light of their responsibilities to their respective subjects, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression that they speak or act for their respective colleges or the University. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have an articular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

All tangible assets (including equipment, software, audio-visual material, theatrical costumes, etc.) owned, leased or operated by the University are to be used in the conduct of University programs and activities at University owned or leased locations.

University departments may offer services only to other University departments and only for University-related work. Permitted work includes, instructional work for credit and non-credit courses, conferences, workshops, institutes, training programs, etc.; support for faculty research, publications, presentations, and outreach activities; services for recognized student organizations; and services for other organized student extramural activities.

University tangible assets and services may not be used for personal gain, by employees for purposes outside the scope of their employment (see also Policy [HR35](#)), or by students beyond their instructional requirements.

The Penn State College of Medicine is committed to providing a working and learning environment for all employees, faculty and students that is free from discrimination and harassment on the basis of race; color; sex (except where sex is a bona fide occupational qualification); sexual orientation; gender identity; religion; creed; national or ethnic origin; citizenship status; age; disability (or association with an individual with a disability); and status as a special disabled, Vietnam era or other eligible veteran. This prohibition applies equally to all faculty, staff and students, to all other persons on the premises subject to College control and to those engaged to further the interests of the College.

All members of the College community, faculty, staff and students, are required to report promptly any and all conduct which might be in violation of this policy. The College strives to maintain an environment that supports and rewards individuals on the basis of such relevant factors as ability, merit and performance.

Reporting Concerns of Possible Mistreatment

Learners who themselves experience or observe other students/residents experiencing possible mistreatment are encouraged to discuss it with someone in a position to understand the context and address necessary action. Suggested options for learners include:

DISCUSS it with one or all of the following:

- Society Advisor
- Clerkship/Course/ director
- Graduate Program director
- Assistant Dean for Student Affairs/Associate Dean for Graduate Medical Education/Associate Dean for Graduate Studies/Director of Nursing/Director of the PA Program
- Ombudspersons
- Thesis Advisor
- Thesis Committee Member

REPORT it (utilizing one of two options below and hopefully prevent such behavior in the future):

1. File a formal report with the Associate Dean for Student Affairs/Associate Dean for Graduate Medical Education/Associate Dean for Graduate Studies/Director of Nursing/Director of the PA Program.
2. File an anonymous report via the online Mistreatment Reporting form. If you prefer an anonymous method of reporting, be assured that the complaint will receive the same attention as one with identifiers completed. However, please note that follow-up with regard to the incident, any follow-up questions or concerns, contact regarding response and corrective action will not be able to occur given that we have no identifying information. Further, regarding anonymity, it is important to note that should this complaint be viewed as in violation of Title IX or involve criminal activity, immediate action is required to be taken and we cannot assure preservation of your anonymity due to the severity of the issue at hand.

Learners may also choose to pursue claims of unlawful discrimination or harassment in compliance with the University's Nondiscrimination Policy Statement:

“The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination, harassment against any person because of age, ancestry, color, disability or handicap, genetic information, national origin, race, religious creed, sex, sexual orientation, gender identity or veteran status and retaliation due to the reporting of discrimination or harassment. Discrimination, harassment, or retaliation against faculty, staff or students will not be tolerated at The Pennsylvania State University.”

Responding to Concerns of Mistreatment

Every effort will be made to respond to concerns of mistreatment in a professional manner to minimize the risk of retaliation.

The Co-Chairs of the Culture of Respect Committee will be provided with written notice of reported concerns of mistreatment of learners (corresponding with the date indicated on the report), and conduct an initial inquiry into the circumstances. They will engage the appropriate process channels for implementing notice to the offending party, and for investigation and implementation of potential corrective action.

Aggregate and de-identified data on reports of mistreatment of learners will be shared with the Vice-Dean for Educational Affairs and the Vice Dean for Research and Graduate Studies on a quarterly basis.

Procedure

The following procedures for handling incidents of potential violations of the mistreatment policy place a strong emphasis on resolving complaints informally. The procedures include advising and mediation. It is important to note that the procedures do not preempt other formal or informal channels available within the University. It is recommended that learners should -- as a first step - contact the Co-Chairs of the Culture of Respect Committee to review the various options that are available (on a confidential basis). The Co-Chairs of the committee are empowered to explore with the student a plan of action that may include some or all of the steps described below:

- A. **Informal**: Concern about potential violations may be handled by communication with various individuals, including but not limited to the following:
 1. Direct discussions (by the student or others) with the alleged offender.
 2. Conversation (by the student or others) with individuals such as the chief resident, graduate program director, attending physician, thesis committee member, clerkship director, and/or other faculty members.
 3. The Co-Chairs of the Culture of Respect Committee may present the concern to all or a portion of the Committee, and to such third parties that the Chairs of the Committee deems appropriate for seeking an informal resolution.
 4. The Co-Chairs of the Committee also may in his/her discretion refer the matter to an alternate available University process or office, such as an existing grievance process or the Human Resources Office or the Associate Dean for the Office of Diversity.
 5. Direct conversation by the student with confidential resources including but not limited to the Ombudspersons, Counseling and Psychological Services, and the Deans office.

Informal solutions to address the problem may be recommended and/or pursued such as (but not limited to) systems changes or educational interventions. The Co-Chairs of the Committee will be available throughout the process to discuss with the student the status of the matter, including any potential resolution.

- B. Formal: If no resolution is reached and the student wishes to proceed with a more formal grievance or complaint process, the Co-Chairs of the Culture of Respect Committee may refer the student to other existing processes or may (in an appropriate case) accept from the student a written grievance or complaint to use the procedure described below.
1. The student should set forth in writing the substance of the grievance or complaint, the grounds for it and the evidence on which it is based, and the efforts taken to date to resolve the matter. It is at this stage that the matter becomes a formal grievance or complaint. This form can be found online or in the Office of Student Affairs.
 2. The grievance or complaint document should be submitted to the Co-Chairs of the Committee. A grievance should be filed in a timely fashion, i.e., normally within thirty days of the end of the academic quarter in which the action that is the subject of the grievance or complaint occurred.
 3. The Co-Chairs of the Committee will review the grievance or complaint and (if it reflects an appropriate use of the process) will then promptly (within 7 days) transmit the grievance or complaint to the members of the committee for handling.
 4. The committee members shall promptly initiate a review, which should normally be completed within sixty days. The committee may attempt to resolve the matter informally, and may refer the matter (or any part of it) to a grievance officer or other designee, who will evaluate and/or address the matter as the committee directs. The committee may also, in appropriate cases, remand the matter to the appropriate administrator (including to the administrative level at which the grievance or complaint arose) for further consideration.
 5. In undertaking this review, the committee may request a response to the issues raised in the grievance or complaint from any individuals believed to have information the reviewer considers relevant, including faculty, staff and students.
 6. The committee shall issue their decision in writing, and take steps to initiate such corrective action as is called for (if any). Conduct meriting discipline shall be brought to the attention of the appropriate disciplinary process. The final recommendations and action plan will be reported to the Vice-Dean for Educational Affairs or the Vice Dean for Research and Graduate Studies, as appropriate.

- C. Repeat lapses in behavior - for those individuals who have confirmed repeat lapses in the CORE principles, the following process will occur:
1. The individual's Departmental/Educational senior leader will be notified of the repeat lapse in behavior. (If the individual involved is a faculty member, the Dean of the College of Medicine and CEO of Penn State Health will be notified of the recurrence, as well as the Vice Dean for Administrative and Faculty Affairs.)
 2. The departmental/educational leader or designee will conduct a meeting with the individual. During the meeting, the findings of the CORE Executive Committee will be presented and the following will occur:
 - a. Meeting documented with the individual
 - b. The determined severity of the repeat lapse
 - c. Suggested remediation plan to address the behavior as well as ongoing self-assessment.
 - d. Methods to assess outcomes to these interventions
 - e. Timeline for the remediation process to occur and consequences of any further repeat violations of the CORE policy
7. Appeal
- a. If the student is dissatisfied with the disposition by the committee, he or she may appeal to the Vice-Dean for Educational Affairs or Vice Dean for Research and Graduate Studies. The appeal should be filed in writing with the Vice-Dean within ten days of the issuance of the decision by the committee; a delay in filing the appeal may be ground for rejection of that appeal.
 - b. The Vice-Dean may attempt to resolve the matter informally, and may refer the matter (or any part of it) to a grievance appeal officer or other designee, who will review the matter at the Dean's direction. The Vice-Dean also may remand the matter to the appropriate administrator (including to the administrative level at which the grievance arose) for further consideration.
 - c. The Vice-Dean should normally complete his or her review of the appeal and issue his or her decision in writing within forty-five days. That decision is final. It is not subject to further review by any other University process.

No Retaliation

Individuals who believe they are experiencing retaliation are strongly encouraged to contact the Vice-Dean for Educational Affairs or Vice Dean for Research and Graduate Studies.

Alleged retaliation will be subject to investigation and may result in disciplinary action up to and including termination or expulsion.

Summary Guide to Reporting Mistreatment, for Students

The Culture of Respect Committee of the Penn State College of Medicine and Hershey Medical Center encourages all members of our community to report possible incidents of mistreatment. All reports of mistreatment will be thoroughly reviewed, an inquiry into the event will take place, and corrective action will be discussed, if found to be appropriate. Anonymous reporting is permitted. However, it is important that the ‘reporter’ understand that the inquiry and any outcomes surrounding the incident will then, by virtue of the anonymity, remain unknown to the ‘reporter.’

Mistreatment Reporting Algorithm

