

Campus Safety Statement of Values

General Statement:

In conjunction with Palomar College's nondiscrimination policy and campus safety initiatives, the Department of Behavioral Sciences is committed to the development and maintenance of a safe, supportive, and vibrant academic community for students and employees free from sexual misconduct. Sexual misconduct includes but is not limited to sexual innuendo, displaying or sending sexually suggestive electronic content (emails, texts, etc.), requests for sexual favors (quid pro quo), pressure for sexual activity, unwanted sexual contact, physical or cyber-stalking, and other forms of sexual harassment. These activities are violations of Title VII, Title IX, and California Education Code 89535. Even consensual romantic/sexual relationships between a faculty member and a student in one's current course are problematic in that they have the potential for abuse of power that can undermine the learning environment for all students in a course. As such, we condemn sexual misconduct in all of its forms insofar as it inevitably erodes personal, professional, and academic relationships resulting in the loss of trust and comity requisite for academic success and a hospitable learning and work environment. Our zero-tolerance policy for sexual misconduct reaffirms our commitment to safe and equitable conditions for all students and employees through the values of dignity, mutual respect, intellectual growth, and the highest levels of professionalism.

Faculty will respect the rights and dignity of students in the following ways:

Acknowledge that the educational process depends on creating and maintaining a climate of trust between faculty and students, and that even the appearance of favoritism or impropriety can adversely affect the learning environment for all students in a course.

Acknowledge the power imbalances inherent in relationships between faculty and students currently enrolled in their course, especially as it pertains to the vulnerability of the student and susceptibility to faculty requests or coercion.

Maintain professional (non-romantic/non-sexual) boundaries on and off-campus with any student currently enrolled in one's course, even if the student initiates the relationship or does not indicate opposition to a non-professional relationship.

Recognize the important role we serve as mentors to our students and fully embrace that role while understanding the boundaries that accompany this relationship. To that end, all meetings with students should be conducted in a transparent manner and in support of their educational and personal growth. Remember that whenever we are with a student, whether on campus or off campus, we are representatives of the Behavioral Sciences Department and Palomar College.

Maintain professional faculty-student relationships that preserve objectivity in assessing students' work and do not impede students' learning.

Maintain awareness of the possible implications of giving gifts to or receiving gifts from one's current students, and decline gifts or favors that could impede or have the appearance of impeding the instructor's ability to maintain objectivity and fairness among students.

Acknowledge that fundamental power imbalances exist between faculty and students, and maintain professional boundaries even after students complete a course or graduate when student requests for academic support are made (e.g., advising, letters of recommendation, and/or professional networking opportunities).

Faculty and staff will respect the rights of co-workers in the following ways:

Establish an environment and culture that cultivates professional and personal growth among our colleagues.

Create and contribute to a professional work environment free from unwanted sexual behavior, advances, innuendos, and/or requests for sexual favors.

Promote the dignity of co-workers by avoiding demeaning, offensive, intimidating, objectifying, or abusive behavior, language, and gestures.

Recognize that differences in rank (tenured/non-tenured, full/part time, or faculty/staff) have constitutive imbalances of power that have the potential to be coercive and abusive. Faculty should act in a manner which facilitates and maintains a climate of support and trust.