College of Education
The University of Memphis
Health and Sport Sciences
SLS 4205
Legal & Ethical Issues in Sport
Summer 2008
Dr. Richard M. Southall

College of Education Norms

I take 100% responsibility.
I seek equity of voice.
I am willing to talk about sensitive issues.
I listen for understanding.
I appreciate the strengths and contributions of others.
I bring positive energy and encouragement to the team.
I commit to the mission of the college.

SLS 4205: Legal & Ethical Issues in Sport

Date: June 9 – August 15, 2008
Location: Online Delivery

Tel.: After June 16: (919) 962-3507 (office)
(901) 240-7197 (Cell)

E-mail: southall@memphis.edu

NOTE:
Location for course PowerPoint lectures, course syllabus, articles of interest and other pertinent information is https://umdrive.memphis.edu/southall/public/.

Course audio podcasts can be accessed at:
https://podcasts.memphis.edu/all_podcasts.php

All Learning Activities/Chapter Discussion, Case Analyses, & Case Brief Assignments should be emailed to southall@memphis.edu on or before the due date listed on the syllabus. No late assignments will be accepted. Students should check their University email accounts for course information each day.
Purpose of the Course

This course is designed to introduce sport management students to basic legal and ethical principles so that they may deal with managerial situations that often arise in sport industry settings. Instead of being based around traditional legal and ethical theories, the course is organized around four basic managerial functions: (1) strategic management/governance, (2) human resource management, (3) operations management, and (4) marketing management.

Since the study of ethics involves critical analysis of ethical dilemmas, the course will also involve discussions of logical fallacies, investigation of several ethical frameworks, and the use of casuistry to analyze moral issues. Within this context students will, hopefully, come to understand how legal and ethical concepts relate to these specific management functions.

It is hoped this approach to legal principles and ethical frameworks will allow students to see the relevance of the law and ethics to their future careers and motivate them to actively participate in class discussion. In addition, through the use of a variety of case studies, students will be guided through the process of putting theory into practice – a skill with real-world applicability.

Course Objectives

By the end of this course, you will be able to:

- discuss four broad business functions: 1) strategic management/governance, 2) human resources management, 3) operations management, and 4) marketing management and legal theories that apply to them (Sharp, Moorman, & Claussen, 2007)

- demonstrate a working knowledge of the basic legal foundations and responsibilities of sport managers (Cotten, Wolohan, & Wilde, 2001; Kaiser, 1986; Sharp, et al., 2007; van der Smissen, 1990);

- examine selected legislation and analyze the effects of policy formulation in sport management (Cotten, et al.; Kaiser; Sharp, et al.; van der Smissen);

- determine how contractual, criminal, human rights, tort, and real property liabilities apply to sport management (Cotton, et al.; Kaiser; van der Smissen);

- apply concepts of legal and financial risk management to various sport environments (Cotten, et al.; Kaiser, 1986; van der Smissen, 1990);

- conceptualize, develop, implement, and evaluate a legal risk management plan (Clement, 1988; Cotten, et al.; Kaiser; Sharp, et al.; van der Smissen);
• determine how the law relates to employers, employees, volunteers, participants, and spectators (Cotten, et al.; Kaiser; Sharp, et al.; van der Smissen);

• assess current major issues in sport management in relation to direction given by the courts (Baley & Matthews, 1989; Clement; Cotten, et al.; Kaiser; Maloy, 1988; Sharp, et al.; van der Smissen);


• demonstrate your knowledge of various ethical decision-making processes (Ashmore, 1987; Kretchmar, 1995; Lumpkin, Stoll, & Beller, 1999);

• understand and be able to relate their knowledge about the moral reasoning process to sport and recreation settings (Malloy, et al., 2003; Ashmore, 1987; Asseng, 1993; Fox & DeMarco, 1990; Lumpkin, et al., 1999)

• demonstrate their understanding of basic ethics and ethical systems (Malloy, et al.; Lumpkin, et al.; Simon, 1991);

• develop an understanding of various ethical issues in sport (Malloy, et al.; Lumpkin, et al.; Cahn, 1995);

• demonstrate the ability to analyze an ethical issue related to a sport industry setting, utilizing either an ethical framework presented in class or one of the students’ choosing.

**Required Course Texts**


**Required Course Source (for case briefs)**

In addition to the texts listed above, it is imperative that you make use of the LexisNexis® Academic Legal Search Engine Tool. You can access this tool from the U of M Library Homepage by the following links: <All Databases A-Z> <LexisNexis Academic> <Legal>

On the left-hand side of this page you will see various links:
Law Reviews

Federal & State Cases (This is the link you will use for accessing cases for your case analyses and case briefs)

Shepard's® Citations

Federal & State Codes

In order to access a federal or state case type in the plaintiff’s name in the first blank and the defendant’s name in the second blank. (The plaintiff is the first name listed in a case; the defendant is the second listed name.)

If you have any difficulty in using LexisNexis, I would suggest going to a nearby library (You can access LexisNexis from any computer) and asking for help from a librarian.

Supplementary Material

The following online supplementary sources are EXTREMELY VALUABLE for students. While they are not required, both sources will increase your understanding of the materials presented in this course.

Smith & Street’s SportsBusiness Journal (SBJ) - SBJs can be ordered following the directions found at http://www.sportsbusinessjournal.com/index.cfm?fuseaction=page.feature&featureId=2189

Sport Litigation Alert - SLA can be ordered following the directions found at http://www.hackneypublications.com/sportslitigationalert/subscribe2.php?type=G47

http://www.sportslitigationalert.com/lawstudent.html

There are a variety of supplementary texts that may also be useful to you. Since this course is student-driven, you need to understand that your learning is much more up to you.


*Ethical Issues*


Course Structure

Preparation

For effective learning to take place, it is vital you spend time carefully reading the text prior to delving into each course topic. This preparation will allow you to more actively participate in the course’s guided-learning activities and more effectively view the course’s PowerPoint lectures while listening to each topic’s podcasts. In addition, even though you are accessing the material online, there is no restriction regarding meeting face-to-face with your classmates and discussing topics on your own.

Participation

Class participation involves being clear on your own position and being able to defend it. It also requires a certain amount of openness to alternative perspectives. In this course’s guided learning format, it is imperative that you take the time to read more than one source to gather information.

The professor, as course leader/facilitator, expects all students to:

- Invest time and effort in understanding legal and ethical principles related to sport,
- Take responsibility for their own learning by completing assigned tasks and readings, and honestly participating in the online learning modules,
- Notify the professor if circumstances prevent the completion of any assigned readings or tasks,
- Communicate any difficulties that might impair learning or academic performance,
- Follow the guidelines provided for the submission of written work,
- Ensure that they are a member of the class e-mail list, that they check their e-mail daily for the duration of the course and that they make any requested responses within stated guidelines, and provide constructive feedback to the instructor regarding the content and delivery of the class material.

Students can expect the course leader/instructor will:

- Provide a course outline that clearly states the objectives of the course,
- Provide a breakdown of the course content, reading requirements and any tasks,
- Provide a program of study that is challenging, intellectually stimulating and allows for practical experiences of research design and methods,
- Provide a clear indication of the forms of course assignment assessment and submission dates for written work,
- Attempt to create an online climate that enhances student learning and achievement and is conducive to the open sharing of ideas, and
• Provide constructive feedback on written work within one week of submission.

Assessment

A great deal of emphasis in this course is placed upon reading, analyzing, and then producing appropriate written work. In this respect, the course is demanding. However, there are no examinations and you will have some flexibility to schedule when you complete your assignments.

All assignments should conform to the writing guidelines outlined in the APA Publication Manual:


Assignment Due Dates

NOTE: All assignments are due by 5:00pm CDT on the due date listed on the course outline. I would suggest setting up your email “options’ to request a “delivery” and a “read” receipt confirmation for all assignments emailed to my southall@memphis.edu account. Late assignments receive an automatic grade of F (59% of possible points), if they are received after the due date and time. No assignments will be accepted after the due date. The Due Date and Time is the latest date and time an assignment can be sent to me. I would suggest working ahead to insure that an assignment is not late!!!

I strongly suggest you utilize the “message options” feature on your email system and request a “delivery receipt” and “read receipt” on all email correspondences to me. This will give you a date and time verification as to when my mailbox received your assignment and when I actually opened and “read” your assignment. This will provide us with a basis for deciding any conflicting notions of when or if you turned in an assignment. This is suggested for your protection.
COURSE ASSIGNMENTS

1. **Case Analyses (150 Points Possible - 15% of semester grade):**
Case analyses are designed to challenge you to look at case law and analyze the important elements of the case and its application to sport management. Cases have been chosen Case Analyses Packet is posted on my UMdrive (under the “Assignments” subheading at https://umdrive.memphis.edu/southall/public/)

Each case analysis is due on the dates listed below. (Note: These dates are also listed in the course outline.)

**Case Analysis # 1 (50 points possible)**
Case Analysis #1 Due June 27 – (on or before) 5:00pm CDT

**Case Analysis # 2 (50 points possible)**
*Williams v. Cox Enterprises, Inc. 283 S.E. 2d 367 (Georgia 1981).*
Case Analysis #2 Due August 1 - (on or before) 5:00pm CDT

**Case Analysis # 3 (50 points possible)**
*Bourque v. Duplechin 331 So. 2d 40 (Louisiana 1976)*
Case Analysis #3 Due August 8 - (on or before) 5:00pm CDT

2. **Case Briefs (200 Points Possible [100 points @written brief] – 20% of semester grade):**
A case brief is designed to be a short summary (1-2 pages) that details the key features of a legal case. Using LEXIS-NEXIS, students will research **TWO cases** chosen from **TWO** of the sport-law topic areas listed below:
- Antitrust in United States’ collegiate or professional sports
- Employment contract provisions relative to coaching contracts
- Racial, gender, disability, or age Discrimination
- Sexual harassment
- Liability related to employees, volunteers, or collegiate athletes
- Workers’ compensation and the collegiate athlete
- Collective bargaining in professional sports
- Athlete and agent disputes
- Negligence
  1. Liability regarding participants
  2. Unsafe equipment
  3. improper medical care
  4. products liability
- Duties owed to invitees, spectator control
- Waivers, exculpatory clauses
- Participant violence
  1. Hazing
2. Assault
3. Battery
4. Reckless misconduct

- Marketing Law
  1. Trademark law
  2. Copyright law
- Marketing, advertising, or sponsorship in collegiate or professional sports

**Students will then write a 1-2 page (maximum 2 pages) case brief that will include the following elements:**

1. Appropriate legal citation (in accordance with APA guidelines)
2. Brief synopsis of the facts of the case
3. The legal issue(s) presented in the case
4. The holding
5. The court’s rationale in justifying its decision

**NOTE: The cases chosen CANNOT be cases that have been “briefed” in the text.**
(See: p. 71 for an example)

**Written Case Brief #1 Due Date: Case Brief #1 – Due (on or before) July 11 - 5:00pm CDT**

**Written Case Brief #2 Due Date: Case Brief #2 – Due (on or before) July 25 - 5:00pm CDT**

3. **Learning Activities/Discussion Questions Portfolio (650 points – 65% of semester grade):**

Since sport managers may often need to conduct research on a managerial issue, which confronts them, a great portion of students’ grade in this class will be earned through the completion of learning activities from each management function. I have assigned a specific point value to various learning activities. With this in mind students may complete any number of learning activities in an attempt to earn the maximum number of points available for this activity (There are 800 possible points, if you complete all the assignments and earn all the points.) **Students are required to complete a minimum of one learning activity from each chapter (management function).** You should plan to complete more than the minimum, in order to earn as close to the maximum number of points. All learning activity/discussion questions responses must be word-processed (TNR – 12 font) and submitted via email by the due date listed on the course schedule and in this syllabus.

*(Note: The maximum possible points (in parentheses) for each chapter’s learning activities/discussion questions represent an “A” grade for that learning activity. Students are reminded to reference the grading policy guidelines detailed below in pre-assessing their learning activity responses. My evaluation of each student’s learning activity portfolio will be the final determination regarding the number of points earned.)*
### Learning Activities/Discussion Questions Point Values

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Discussion Questions (all)</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>(all) (50)</td>
<td>Chapters 2 &amp; 3</td>
</tr>
<tr>
<td>Chapter 3</td>
<td>(all) (50)</td>
<td>Due (on or before)</td>
</tr>
<tr>
<td>7</td>
<td>1(40), 2(30)</td>
<td>Chapters 7</td>
</tr>
<tr>
<td>Chapter 8</td>
<td>1(20), 2(20), 3(20)</td>
<td>Due (on or before)</td>
</tr>
<tr>
<td>Chapter 9</td>
<td>1(30), 2(40)</td>
<td>June 20 5:00pm CDT</td>
</tr>
<tr>
<td>10</td>
<td>(all) (40)</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Chapter 13</td>
<td>(all) (40)</td>
<td>Due (on or before)</td>
</tr>
<tr>
<td>12</td>
<td>1(20), 2(30), 3(30)</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Chapter 14</td>
<td>1(30), 2(30), 4(20)</td>
<td>Due (on or before)</td>
</tr>
<tr>
<td>15</td>
<td>(all) (30)</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>Chapter 16</td>
<td>1(20), 2(10), 3(30), 4(20)</td>
<td>Due (on or before)</td>
</tr>
<tr>
<td>18</td>
<td>1(20), 2(20)</td>
<td>Chapter 18</td>
</tr>
<tr>
<td>Chapter 17</td>
<td>1(30)</td>
<td>Due (on or before)</td>
</tr>
<tr>
<td>19</td>
<td>1(30), 2(20)</td>
<td>August 1 5:00pm CDT</td>
</tr>
<tr>
<td>Chapter 20</td>
<td>1(20), 2(20)</td>
<td>Due (on or before)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>August 8 5:00pm CDT</td>
</tr>
</tbody>
</table>

**NOTE:** All assignments are due by **5:00pm CDT** on the due date. I would suggest setting up your email options to request a “delivery” and a “read” receipt. Late assignments receive an automatic grade of F (59% of possible points), if they are turned in at the beginning of the next class session. No assignments will be accepted after the due date. The Due Date is the last date an assignment can be sent to me. I would suggest working ahead to insure that an assignment is not late!!!

I would also strongly suggest you utilize the “message options” feature on your email system and request a “delivery receipt” and “read receipt” on all email correspondences to me. This will give you a date and time verification as to when my mailbox received your assignment and when I actually opened and “read” your assignment. This will provide us with a basis for deciding any conflicting notions of when or if you turned in an assignment. This is suggested for your protection.
Grading Policy (Determination of percent of total points possible for each assignment):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark range</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- to A+</td>
<td>90 – 100%</td>
<td>An authoritative grasp of the subject is clearly demonstrated. Writing shows evidence of a careful analysis of the problem, an ability to construct a logical argument, and a critical approach that is thorough, extensive and demonstrates clear insight into the problem. Evidence of extensive background reading will be apparent. The assignment will be well written with no major spelling, punctuation or syntax errors.</td>
</tr>
<tr>
<td>B- to B+</td>
<td>80 – 89%</td>
<td>A sound and above average understanding of the approaches covered. Clear evidence of a logical ordering of ideas and arguments. All the major points will have been considered and some insight provided along with evidence of background reading. The assignment will again be devoid of major technical writing errors.</td>
</tr>
<tr>
<td>C- to C+</td>
<td>70 – 79%</td>
<td>A clear grasp of relevant concepts. Clearly written, well presented with no serious omissions or errors. Some insight is provided. While there may be some weaknesses, these will be limited. Some writing errors will likely be apparent.</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
<td>Achieves most of what is required to achieve a passing grade, but falls short in one or more areas. While there may be evidence of some understanding of the concepts covered, the assignment is lacking in critical though or insight. There may be a lack of understanding of key concepts and limitations in the ability to select relevant material. This will be demonstrated by omission of key points and inclusion of irrelevant ones. Likely to be grammatical errors that detract from the clarity of the assignment.</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59%</td>
<td>A failing grade will be given if any of the following are relevant: the work does not satisfactorily address the issue that has been set; the work shows little or no understanding of the concepts covered in the course, or the links between them; the work has been plagiarized; the work was handed in late; there is no evidence provided of any reading; there is no evidence of use of Internet source material.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete grade</td>
<td>A grade of “I” (Incomplete) may be assigned by the instructor when a student is unable to complete the work due to EXTRAORDINARY events beyond the individual’s control. The “I” may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the “I” within 90 days from the end of the semester in which it was received the “I” will be changed to an “F” regardless of whether or not the student is enrolled.</td>
</tr>
</tbody>
</table>
**Determination of Final Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900 – 1000</td>
</tr>
<tr>
<td>B</td>
<td>800 – 899</td>
</tr>
<tr>
<td>C</td>
<td>700 – 799</td>
</tr>
<tr>
<td>D</td>
<td>600 – 699</td>
</tr>
<tr>
<td>F</td>
<td>0 – 599</td>
</tr>
</tbody>
</table>

**Plagiarism**

To plagiarize means to attempt to pass off the ideas or words of somebody else as your own. Plagiarism includes, but is not limited to, the use, paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. This is an academic offense that the University takes very seriously. Please refer to the University’s “Code of Student Conduct” for actions that may result from student academic misconduct.

**Writing Tips**

These are some common mistakes that students have made over recent years. With some care they can be easily avoided, and will help you improve your overall grade.

1. Use word processors not typewriters – much easier to correct mistakes. Make sure that you have the automatic back-up function activated and set to 5 minutes. Each time you finish work, back up your material on a separate disc and store it safely.

2. Always use a spell and grammar check (be careful with the latter).

3. Always, always, always get your work proof read by somebody before you hand it. It is also a good idea to read your work aloud (I would do while you are alone!). This will help you pick up a lot of the grammatical mistakes.

4. Make sure that you answer all parts of the question – don’t leave anything out. If you are unsure as to what is being asked of you, please consult the instructor.

5. Avoid unnecessary preamble reiterating question – the best writers get straight into their work and grab the reader’s attention right away.

6. Syntax - avoid long sentences – don’t use more than one joining word (and, but, etc.);
   - keep writing sharp and focused, don’t ramble;
   - avoid one-sentence paragraphs;
   - don’t use “you” – depersonalize your writing.

7. “it’s” = it is; “its” is the possessive form. Please get this right!!

8. Use a recognized and appropriate referencing format. You can either use a style guide, such as the one produced by the American Psychological Association (5th edition), or at least go to apa.org and utilize the online tutorial. In addition, there are a number of style manual tools available on the internet. Good practice in using google and/or other search engines.
9. **Use a reference list, not a bibliography; include only the references that appear in the assignment’s text.** When you paraphrase, put the reference in brackets at the end of the sentence, or write in the text and just put the year in brackets, e.g. “Amis et al. (1995) suggest that . . . .” or “Conflict is endemic in voluntary organizations (Amis et al., 1995)”. If you use a direct quote, you must also cite the page numbers. The direct quote should follow on smoothly from your own writing.

10. Put page numbers on assignments.

11. Avoid conversational/journalistic-style language such as “in your own eyes”, “to the tune of”, “at the end of the day”. Remember that you are writing an academic paper, not a newspaper article.

12. Make sure the second half of a sentence follows on smoothly from the first half, that one sentence clearly follows the previous sentence, and that one paragraph logically follows the previous paragraph.

13. Do not use abbreviations, such as e.g., i.e., etc., or contractions, such as it’s, can’t, don’t. When you use acronyms, make sure that they are cited in full the first time that they are used, for example, “National Basketball Association (NBA)”.

14. Avoid bias in your writing. For example, “Professional athletes make too much money.”

15. Try not to repeat words in the same sentence or in the next two to three sentences.

16. Make sure that you understand and utilize proper subject-verb agreement throughout your assignments. Common mistake: “The Memphis City Council contributed some funding. They were heavily involved in the project.” “The Memphis Town Council” is singular, therefore instead of “They were” use “It was”.

17. Only people have feelings, aims and objectives, organizations do not. For example, “The firm’s aims were…” is incorrect.

18. There is a difference between “there,” “their,” and “they’re.” If you don’t know what these differences are, perhaps you should reexamine your grammar primer.

19. In addition, “to,” “too,” and “two” are also three distinctly different words. Pronouncing each one aloud should help you avoid confusion.

20. Write in the past tense.

If, having read these notes, you are still unsure of what is required of students are encouraged to consult me.
### SLS 4205 Course Outline

<table>
<thead>
<tr>
<th>Lecture/Podcast</th>
<th>TOPIC</th>
<th>Chapter</th>
<th>Assignment Due Date</th>
</tr>
</thead>
</table>
| 01& 5 Components of a Case Briefing No Podcast | • **Introduction to the Managerial Law Approach**  
  • **Case Briefing Basics** | Chapter 1 |                                        |
| 02/02           | • **Managerial Strategies to Minimize Liability**                    | Chapter 2 | Chapters 2 & 3 – Due June 13            |
| 03/03           | • **U.S. Legal System and Legal Research**                          | Chapter 3 |                                        |
| 04/04           | • **Employment Relations Issues**                                   | Chapter 7 | Chapter 7 – Due June 20                 |
| 05/05           | • **Employment Discrimination I**                                   | Chapter 8 | **Case Analysis #1 Due June 27**        |
| 06/06           | • **Employment Discrimination II**                                  | Chapter 9 | Chapters 8 & 9 – Due June 27            |
| 07/07           | • **Employer Liability for Actions of Employee or Others**          | Chapter 10 | Chapter 10 – Due July 3                 |
| 08/08           | • **Agency Law**                                                    | Chapter 13 | Chapter 13 – Due July 11               |
| 09/09           | • **Labor Relations/Collective Bargaining**                         | Chapter 12 | **Case Brief #1 – Due July 11**         |
| 10/10           | • **Regulation of Participation: Private clubs, H.S. & College Athletics** | Chapter 14 | Chapter 12 & 14 – Due July 18          |
| 11/11           | • **Sport Facility and Event Issues**                               | Chapter 15 | **Case Brief #2 – Due July 25**         |
| 12/12           | • **Participant Liability Issues**                                  | Chapter 16 | Chapters 15 & 16 – Due July 25         |
| 13/13           | • **Use of Waivers and Exculpatory Clauses**                        | Chapter 18 | **Case Analysis #2 Due August 1**       |
| 14/14           | • **Premises and Spectator Liability**                              | Chapter 17 | Chapters 18 & 17 – Due August 1        |
| 15/15           | • **Participant Violence in Sports**                                | Chapter 19 | **Case Analysis #3 Due August 8**       |
| 16/16           | • **Development and Protection of Intellectual Property**           | Chapter 20 | Chapters 19 & 20 – Due August 8        |

### Students with Disabilities

If you have some form of disability that you feel may affect your performance in this course, please contact me, in confidence, as soon as possible. Provided that you have documentation from Student Disability Services office (tel.: 678-3070; [www.people.memphis.edu/~sds/](http://www.people.memphis.edu/~sds/)) I will be very willing to try to accommodate any request that you may have.
Dealing with Harassment

The Department of Health and Sport Sciences believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, a faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

1. The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be appropriate.

2. You may speak to the Instructor, a Faculty member, the Acting Department Chair (Dr. Linda Clemens; tel.: 678-4165) or the University’s Affirmative Action Officer (Ms. Michelle Banks, tel.: 678-2713).

It is important that you speak immediately to someone with whom you feel comfortable in order that your concerns can be handled promptly and fairly. In all complaints of discrimination, including sexual harassment, the Office of Affirmative Action will be notified.