

CIC: COMMITTEE FOR AN INCLUSIVE COMMUNITY

Committee for an Inclusive Community

Spring 2017

Statement in Support of Pay Equity

Gender inequity in faculty salaries at the full professor level has been a problem in our department for a number of years with women faculty members generally being paid less than their male counterparts controlling for years in rank. Despite repeated efforts both by the affected women and by our departmental leadership, the university administration has failed to resolve the problem. Dr. Jennifer Freyd, the faculty member for whom the salary inequity is most egregious, was ultimately compelled to sue the University of Oregon. Promoting gender equity in all its forms is a pillar of the CIC's mission. As such, we the undersigned members of the CIC offer our full support to Dr. Freyd in her battle for pay equity.

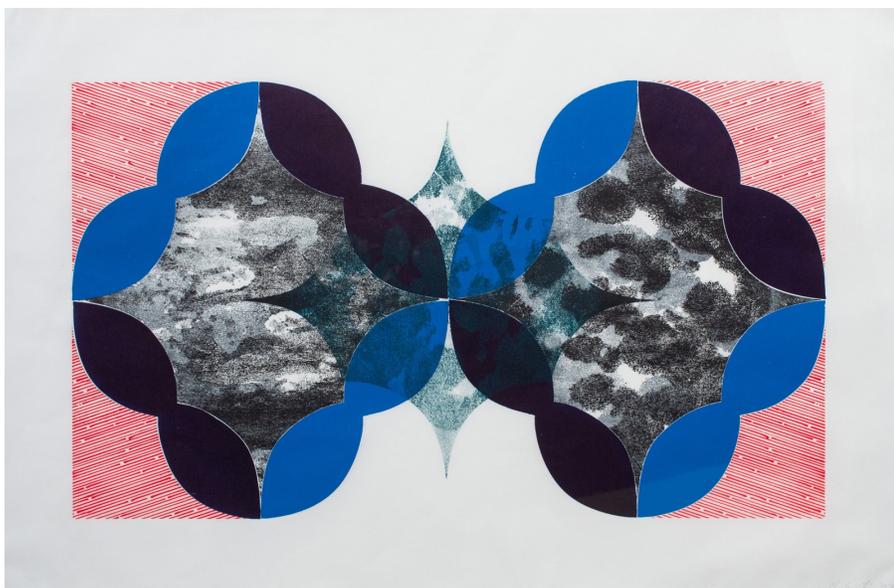
Dr. Michelle Byrne, Daryn Goldhammer, Jenn Lewis, Monika Lind, Rita Ludwig, Dr. Lou Moses, Benjamin Nelson, Karlena Ochoa, Mischelle Pennoyer, Dr. Jenn Pfeifer, & Leslie Roos

MISSION STATEMENT

The core mission of the Committee for an Inclusive Community is to foster an inclusive environment in the Department of Psychology.

In This Issue:

- Chair's Note..... 2-3
- Departmental Supports for New Parents 4-5
- "This is a Safe Space" Sign.....6-7
- Funding for Diversity Initiatives.....8
- Summer Program for Undergraduate Research (SPUR).....9
- Results of the Annual Climate Survey on Diversity and Inclusivity.....10-13
- Closing..... 14



This newsletter features art by Taiwanese-American artist Professor Charlene Liu, the Associate Head of the Department of Art at UO. To see more of the artist's work, please visit her website at: <http://charlene-liu.com/>

CHAIR'S NOTE

Dr. Jennifer Pfeifer

On November 9, 2016, I gathered with colleagues on the floor of the department head's office. Dr. Caitlin Fausey had raised the idea that morning for department leadership to foster community and demonstrate support for the many who were so deeply affected by the Presidential election. Dr. Sanjay Srivastava then sent an invitation to department members to have coffee and cookies and "hang out with whomever comes by" – with no agenda but to give people who wanted to be together an opportunity to do so. Over the course of three hours, at least 30-40 people visited, some staying briefly and others for hours. Some mostly listened, and others talked. There was a lot of raw emotion, uncertainty, and worry.

Many of the issues that arose in the Presidential campaign are central to the mission of the CIC: racial, ethnic, and religious tolerance, gender equity, respect for differently-abled individuals, inclusivity for immigrants. One sentiment expressed that afternoon was that members of our community felt less safe in various ways right now, and/or routinely felt marginalized. Many of us wanted a way to signal our commitment to being an ally and providing a safe space for all. That morning I had seen examples of how to do this in a large Facebook community for academic moms. A small group of us looked at a few of these examples, started making modifications, and the making of our safe space sign was officially underway. At the next CIC meeting, we reviewed a draft sign, and made decisions about wording. Dr. Cat Soule, Assistant Professor at Western Washington University and a UO graduate (PhD 2014, Marketing), provided final design assistance with the sign and kindly allowed us to include her SafeHeart logo. We also included a QR code on the sign linking to <https://psychcic.uoregon.edu/inclusivity-resources/> which is a collection of resources maintained by the CIC.

A little while after the sign was released, we received important feedback about it from Dr. Jennifer Freyd. A primary concern was that there was a critical distinction between being able to guarantee a safe space and *aspiring to provide* such a space. This issue sparked a lot of constructive discussion in the CIC, and you can read additional diverse perspectives about the sign on pages 6-7.

In my Chair's Note, I wanted to reflect on this experience as it forms something of an arc over my year as chair of the CIC. Going back to the day after the election, and the community space held in the department head's office, several times I found myself at a loss for words, my voice cracking or my eyes filling with tears. Regardless of what side of the political aisle one is on, it was clear people were hurting, and many wanted to help. Spurred by that, I witnessed an infusion of new members and a greater sense of urgency to the CIC's activities in the months that followed. That kind of response is hopeful, and the growth is encouraging.

Prior to the election, I had loosely envisioned that this year we might tackle programming relevant to issues of gender equity in academia at various levels, but now external events had set us on a different course. We planned another departmental gathering for winter term, and hoped to foster a similar sense of supportive community while also informing colleagues about various events and opportunities for civic involvement (and enjoying comfort food provided by CIC members). It was well attended, but also felt less urgent and raw. In spring term, we planned our annual graduate student dialogue, which was poorly attended. This pattern of declining engagement is not necessarily unexpected.

It does, however, illustrate what a challenge it can be to stay vigilant and engaged about issues of inclusivity and diversity – particularly for those among us whose lives are not under threat on a daily basis. More concerningly, waning attention surely sows disappointment and distrust in individuals whose lives are so threatened.

Over the course of the year we also processed feedback about the CIC sign and began to consider the many different, and sometimes unintended, ways in which the sign had been interpreted. It was easy to see how the sign made sense in the moment, as well as how external events may have urged some, who have rarely been engaged in this way previously, to begin to take action (such as posting the sign). This illustrates how stumbles are inevitable as we aim towards progress, particularly given the vastly different experiences individuals in our community have had in this area. Yet we all can learn from our own well-intentioned efforts even when these are in some ways flawed. One of the things that caught my attention in the waning days of 2016 was the tension between regular activists, including those for whom the world is inherently less safe, and relative or total newcomers, including those who benefit from various forms of privilege. Some of the latter group may be individuals who felt unsafe for one of the first times in their lives, and this may be reflected in findings from the CIC's annual climate survey (see pages 10-13), indicating an increase in the number of respondents who now report feeling unsafe. I can understand the negative sentiments towards those who are not ready to listen and learn from others whose experience feeling this way is far more extensive. At the same time I also hope that it is possible to find ways to encourage newer volunteers to stay and grow in their commitments and intentions to foster inclusivity, diversity, and safe spaces for all – in the department and beyond.



Charlene Liu
<http://charlene-liu.com/>

Departmental Supports for New Parents: A Win-Win-Win for Families, Gender Equity, & Inclusivity

Leslie Roos

A quick online search of “should I have a baby in graduate school” turns up a gaggle of articles that, even in their titles, emphasize hurdles and dreary outcomes for women in academia (e.g., *For female scientists, there’s no good time to have children*, The Atlantic, 2013; *When Grad School Eats Up Your ‘Good Years,’* The Chronicle of Higher Ed., 2014). Although such articles describe important barriers to equity, I am concerned that they also perpetuate a culture of fear in which women believe they can either be valued in a fertile caretaking role or as a committed scientist but not both. Such concerns have been shared with me by many women students who can’t imagine navigating grad school with a child and worry that this choice would come with serious consequences for their careers.

My experience of having a child as a grad student stands in contrast; I feel supported by my professional community and do not believe my career options are compromised. The thoughtful actions of certain individuals were an important part of this positive experience. However, I worry that many of the accommodations made for me (a white, cis hetero, married woman) may be inaccessible to others due to their informal nature and my own privilege. Here I discuss two factors that contributed to my sense of community while noting why such support may be inaccessible to others: (1) Women faculty who are advocates and role models for gender equality, and (2) Proactive offers of support, accommodation, and inclusion for new parents. My hope is that sharing my experience will open up discussions about how our own department can take supportive steps to help student-parents, especially mothers, succeed in graduate school as a key aspect of cultivating gender equity for the next generation of scientists.

(1) Women faculty who are advocates and role models for gender equality.

Since coming to UO nearly six years ago, the leadership of women has helped create my own sense of security in an awareness and lack of complacency for issues of gender equality in our department. The list of inspiring actions is long and includes women faculty (many of whom have young children): holding executive positions, asserting themselves in meetings, earning prestigious grants, awards, and tenure, openly discussing gender inequality in email and classroom settings, and filing lawsuits for pay equity. It has also been affirming to witness male faculty allied in acknowledging issues of gender inequality (e.g., our department head’s letter of support for pay equity).

Observing these actions over my early years in grad school was meaningful because it shaped my belief that I would find support (and not hostility) in my choice to have a baby. Unfortunately, this sense of security and support may not be experienced by women whose backgrounds are different from my own. This may be especially so for women whose backgrounds are less represented in our faculty and for women whose experience of gender discrimination [or sexism] intersects with their experiences of marginalization based on race, class, or other aspects of identity. Indeed, research suggests that women of color in the academy are often subjected to a multitude of additional interpersonal barriers such as challenges in cultivating a sense of belonging and strong mentoring relationships (*Inside the Double Bind*, Harvard Educational Review, 2011; *Presumed incompetent: The intersections of race and class for women in academia*, 2012, University Press of Colorado). Such negative experiences can be compounded when combined with negative stereotypes and

implicit biases linked to motherhood (*Birth of a Baby and a PhD as a Woman of Colour, Inside Higher Ed. 2017*). So what can we do, as a department and as individuals, to help all women and mothers?

(2) Proactive offers of support, accommodation, and inclusion for new parents

At numerous times during my pregnancy, faculty checked in to see if I needed anything. This made me feel that my choice to have a child was acceptable and supported. Staff asked if they could help with things like leave or GTF positions. A thoughtful grant administrator encouraged me (and drafted the email) to request maternity leave from my program officer. Further, no one attempted to define what roles or projects I 'should' or 'shouldn't' take on as a new mother. For example, my advisor told me that he supported my working as much or as little as I wanted and emphasized that my commitments could be updated, given the unpredictable nature of having a child. I was also offered a position on a faculty search committee, when I had a newborn, which was an incredibly valuable professional experience. Finally, when I brought my baby to campus, faculty members repeatedly told me that she was welcome – in the office, in meetings, and even in job talks. The ability to 'stay involved' and maintain control over my professional identity was also protective of my mental health and feelings of isolation being home, alone, with a new baby.

I am incredibly appreciative of the sense of community that derived from these offers and accommodations, but their informal nature is of concern. Such unofficial help is idiosyncratic and with no official policies in place ("Is it appropriate to ask? Can it be expected? Who should I contact?"), we cannot be sure every student-parent is receiving the same thoughtful assistance I was fortunate to receive. Additionally, many of these offers were made due to my 'visible' pregnancy and may be less available to other new parents (e.g., adoptive, foster, or non-pregnant partners).

For example, my male partner (also in the department) received no proactive offers of accommodation and was asked to solo teach a new course while maintaining his research endeavors during the quarter our child was born. He (like many other fathers) didn't request assistance, perhaps due to our over-confidence as first-time parents and adherence to gender norms about 'asking for help.' The result was that we felt stressed by his commitments and also guilty for perpetuating the negative stereotype that only women are burdened by the presence of children. As a department committed to equity, we should make sure these types of help are explicit and readily accessible to *all* new parents and growing families.

In sum, there's a lot that the department does well and I'm deeply appreciative of our many supportive faculty and staff. At the same time, I'm concerned that this 'informal culture' of support is not accessible to all students and could perpetuate other dimensions of inequality (e.g., racial/ethnic) within the academy. In addition to addressing barriers to minorities and promoting excellence and equity of women faculty, the department can support student-parents by taking formal steps to clarify the types of accommodations (e.g., funding, leave) as well the flexible options for continued professional development (e.g., attending classes, meetings, and participation on committees) that are available. These could be included in the handbook and at new student orientation. Faculty and staff education about the importance of equality in informal accommodations (regardless of gender or pregnancy status) could help address the disproportionate burden of caregiving that is placed on new mothers along with the assumption that only women's work is compromised with the arrival of children. I have no doubt that our department is made up of many thoughtful, passionate, and caring individuals who have a collective desire to support graduate students' ability to achieve both personal and professional success. By continuing a discussion about formalizing transparent supports for new parents (perhaps at a department-wide town hall meeting), we can continue to be leaders in taking concrete steps to reduce gender inequities in academia.

“THIS IS A SAFE SPACE” SIGN

Jenn Lewis

Have you seen these signs around the department? If you spend a lot of time in the halls of Straub or the Lewis Integrative Science Building you may have noticed these colorful signs posted outside the office doors of Psychology department faculty, staff, and students. But do you know what they mean? Do any of us?

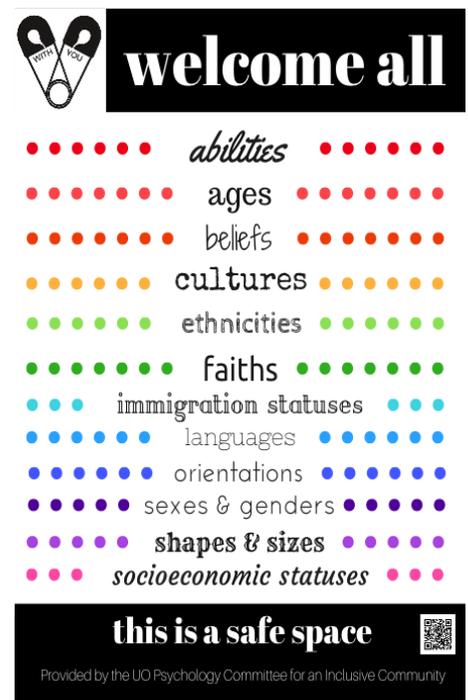
The Safe Heart symbol in the upper left of the sign was created by Dr. Cat Armstrong Soule, a UO graduate (PhD 2014, Marketing), to demonstrate support for all marginalized groups. Visit her website at <https://safeheartblog.wordpress.com/> to learn more. The signs were created by CIC members, in collaboration with Dr. Soule, as one response to the November 2016 Presidential election (*See more in the CIC Chair's Note*). Following the election, many individuals in our country, community, and department were made to feel unsafe when threats against race, religion, immigration status, gender, and numerous other aspects of identity began surfacing. Both physical and verbal attacks occurred at increased rates. Cities and institutions who had adopted, or were considering adopting, sanctuary status for undocumented immigrants came under increasing attack. A climate of increasing fear and uncertainty quickly emerged in groups who were already marginalized in our communities. For many of us, a need to act arose.

The Safe Space signs were one of many such actions.. While unique in design, the sign that the CIC made was not unique in sentiment or intent. The response grew out of intentions to communicate to those who felt unsafe that their identities were welcome, and to communicate to those that might discriminate against aspects of identities that there would be opposition to their discrimination. Following the creation and posting of these signs, various reactions occurred – both positive and negative – and it is important to reflect on the impact of these signs, regardless of intent.

The CIC sought to gather samplings of personal perspectives on and definitions of a safe space. This information is summarized below, while taking care to protect identities of the individuals who shared their thoughts – undergraduate students, graduate students, and faculty members.

What is a safe space?

When prompted in the survey to define their perspective of the meaning of a safe space, definitions largely included ideals of freedom from fear, discrimination, harassment, and bias regardless of who you are or how you identify. However, some persons voiced that it is difficult to know what aspects of identities fall under this definition and reported that, even when explicitly identified – such as on the safe space sign – some identities such as religion, socioeconomic status, or political affiliation may be overlooked or undervalued as identities that are in need of a safe space. Furthermore, definitions of a safe space commonly included a component of room and freedom for diverse opinions, and the idea that these signs represent places where these diverse values can be expressed. Many people described a safe space as being a place that evoked feelings of safety, acceptance, respect, non-judgmentalness, and sometimes comfort. In contrast, a space that is not safe will induce feelings to hide, feelings of distrust, and feelings of threat.



What does it mean for someone to offer a safe space?

In many ways, people saw safe space signs or the advertising of a safe space as a commitment of whoever is posting the sign to not only honor those definitions of a safe space themselves, but to also protect others against discrimination or bias (i.e., in classrooms, meetings with students, etc.) by committing to take a stand against offensive language or acts that happen in their spaces. Furthermore, these signs were viewed as indicating that the person who posted the sign is signaling themselves as an ally who will attempt to act without judgment and with respect for each individual. An important perspective that was voiced was that safe spaces are viewed as an intention and that no guarantees can be made, and that in some ways we must expect people to be fallible and to mess up sometimes

Is our department perceived as a safe space?

Of the respondents, there were at least a few, and a few is a few too many, who explicitly reported feeling that the department is not a safe space (*See also results of the 2017 Climate Survey*). Some persons reported that they do not feel that all spaces in the department fully meet the definition of a safe space, even when advertised (i.e., with the sign), and some persons noted particularly that they felt the department as a whole was unsafe. Some felt that only certain aspects of identity were honored under the safe space. Some persons voiced experiences of discrimination or harassment under which the definition of a safe space was specifically contraindicated. It's important to note that while not everyone who shared their views on the safe space sign reported that they see the department as an unsafe space, no one explicitly reported that they felt it was completely safe. Also important is that it was sometimes difficult to distinguish whether individual spaces within the department were perceived as unsafe, or whether the department as a whole was considered unsafe.

So what do we take away from this? First, I think we must consider what we are offering when we advertise a Safe Space. Are we prepared for what that means? What happens if we fail? As voiced by some people in the survey, being an ally is not the same as being qualified and prepared to offer a safe space. You can support others and care about issues of diversity and inclusivity in different ways. Offering a safe space implies a certain sense of responsibility and by being unprepared to meet that responsibility we may introduce the potential for harm for those truly in need of the safe space. We need to make sure we know what we're communicating to others before making the commitment to provide a safe space. This of course raises the question of what can those who want to be a safe space but perhaps haven't developed the skill or knowledge necessary to achieve the full definition of safe do? How can and should they communicate their intent to support? Is it okay to post some sort of ally sign or is there a certain capacity of skill that's important to achieve before doing so? How will they know when they have reached a sufficient level of skill and how can we help each other develop our skills?

Second, and more importantly, we must reflect longer and harder on the experience of individuals in our department who do not feel that there are safe spaces available to them. Some individuals shared that their continuing feelings of a lack of safety were driven by the perceived disinterest or inability of other members of the department to support them in their reports of discrimination, harassment, or bias. Sometimes being safe and valuing diversity and inclusivity demands more than not acting with discrimination or bias oneself; rather, it must include a voice against such acts perpetrated by others and support to those who have experienced injustices. Much more is needed, and I think this fact ultimately circles back to the signs. They were made with good intent to support individuals who were being threatened, but this threat was not and is not isolated to the events surrounding the election: These problems have a long, painful, and continuing history.. We must do more.

For access to resources on activism, being an ally, and inclusivity, visit the CIC page here <https://psychcic.uoregon.edu/inclusivity-resources/>

FUNDING FOR DIVERSITY INITIATIVES

Dr. Lou Moses

As most of you know, we recently hired Dr. Rob Chavez in our social/personality search. We look forward to welcoming Rob this fall! A critical factor in his recruitment involved securing funds through the university's Underrepresented Minority Recruitment Program (UMRP). The program encourages hiring underrepresented minority faculty in tenure-related faculty appointments by providing supplemental funds to the department. Some of these funds will go directly to Rob to help him establish his research lab. In addition, a portion of the funds (\$45,000 to be spread over three years) will be devoted to supporting our department's efforts to advance diversity goals more generally. The provision of these funds represents a wonderful opportunity for us to enhance our efforts at creating a diverse, welcoming, inclusive environment in our community.

We are excited by this opportunity and are soliciting ideas for how the department might make best use of the UMRP funds. We could use the funds in any number of excellent ways. They might support a series of small initiatives such as TEDx style events aimed at encouraging intellectual discourse on inclusivity topics, or workshops aimed at developing culturally responsive skills and/or skills for becoming an effective ally for marginalized groups on our campus. For example, we could contract with a group such as Rehearsals for Life to lead a customized and interactive workshop on interrupting oppression in everyday situations (<https://dos.uoregon.edu/rfl>). Alternatively, the funds might support a single larger initiative (e.g., a summer program designed to attract talented underrepresented students to our graduate program). There are many other possibilities. We would love your ideas! What would you like to see the department do over the next several years to promote inclusivity in our community? If you have thoughts about this, please contact either Jenn Pfeifer (current CIC Chair; jpfeifer@uoregon.edu) or Lou Moses (incoming Chair; moses@uoregon.edu).



Mad Bloom, 2007 Watercolor and dyed paper 30 x 30 inches

Charlene Liu

<http://charlene-liu.com/>

SUMMER PROGRAM FOR UNDERGRADUATE RESEARCH (SPUR)

Daryn Blanc-Goldhammer

One of the most rewarding aspects of graduate school is mentoring undergraduate students. A few years ago I was asked to co-mentor an undergraduate who was a part of the Summer Program for Undergraduate Research (SPUR).

This program seeks talented and motivated undergraduates from underrepresented backgrounds, including, but not limited to, racial and ethnic minorities, women in STEM fields, first generation students and students from low SES backgrounds. SPUR students come to the University of Oregon from other institutions around the country for a summer of experiential learning and hands on research. They work on high profile projects with lab mentors (typically graduate students), who are supervised by a professor.

In addition to research, SPUR provides students with the scaffolding to acquire professional development skills that can help with getting into graduate school. The SPUR program provides direct training including networking, research skills, and presentation skills. This training complements the in-lab experiences. Pairing students with a mentor means they often gain access to additional support, such as letters of reference and application tips.

SPUR has an orientation training for mentors to help them be effective advisors. Being a mentor can take quite a bit of time but can also be really fun and rewarding. My favorite part was watching the student I was working with give their final presentation. I was proud to have played a small part in the program that provided that student with the tools for success. Of course, the student was the one who made it happen and sought out opportunities using those tools. They went to conferences and presented posters on their work as a SPUR student. Now they are enrolled as a PhD student at UO in Biology!

There are a couple ways to support students in SPUR. First, you can recommend a student for the program. SPUR is looking for students who are both underrepresented in their fields (in any way) and interested in science research and education. SPUR research training is funded by two main educational training grants, one from NIH and the other from NSF. While most of the focus is on research, SPUR recently received a new grant to provide summer research experience to aspiring science teachers. The university supplements the funding by providing summer housing and other support to visiting students.

Second, faculty can volunteer to host a student. There are currently over 80 faculty labs listed as potential SPUR labs but only a few of those are in Psychology. In order to be eligible to host a student, your lab will need to be doing either “biological” research or research that contributes to “child health and human development”.

SPUR is a competitive program with over 500 national applicants and under 30 students admitted annually. This year, 8 of the 28 students are our own UO students. Historically, the students from UO could already be affiliated with a research lab but the current aim is to provide access to students who have not already had this opportunity.

You can learn more about SPUR at <http://spur.uoregon.edu/>.

RESULTS OF THE ANNUAL CIC CLIMATE SURVEY ON DIVERSITY AND INCLUSIVITY

Benjamin Nelson

To begin, thanks to all who took the time to complete the 2017 CIC survey. Estimating the current size of our department based on faculty, graduate students, and staff, 84 out of 158 people participated. This represents an absolute increase from 75 participants in 2016, although a decrease in percentage terms when taking into account the changing numbers of the department (~53% in 2017 and ~65% in 2016).

Our goal, as with last year's survey, was to assess attitudes, experiences, hopes, and concerns of members of our community regarding issues of inclusivity and diversity, and when possible to examine any changes in these attitudes since last year's survey. This was not always possible, however, because for this year we altered the response formats for some questions in an effort to provide more refined information, while also adding a new section of questions on witnessing as opposed to directly experiencing problematic behaviors. Note also that we inadvertently omitted some questions regarding experiencing and witnessing events related to more subtle forms of discrimination and bias (e.g., "felt as if you were invisible"). We think this is very important information related to the departmental climate, and would like to offer the opportunity for department members to answer these questions by clicking on this link (<https://tinyurl.com/y7j8nlpo>). If you haven't already taken the full survey, this same link also provides a chance to do so.

Departmental Views On Diversity and Inclusivity



Charlene Liu
<http://charlene-liu.com/>

For 2017, a clear majority of respondents felt that graduate students as well as faculty and staff do care enough about issues of diversity and inclusivity (Figure 1, Panel A). Similarly, the vast majority of respondents agreed or strongly agreed that issues related to diversity and inclusivity are very important to them, although around 8% of individuals strongly disagreed with this sentiment (Figure 1, Panel B). Although most respondents are slightly to highly motivated to work on these issues (Figure 1, Panel C), time limitations to varying extents hindered their ability to actually engage in issues related to diversity and inclusivity (Figure 1, Panel D). Finally, a little over half of respondents felt that the department is not fully meeting expectations with respect to fairly handling issues related to diversity and inclusivity. Clearly, we need to improve how we address these matters (Figure 1, Panel E).

Figure 1. Departmental Views on Diversity and Inclusivity



Recruiting and Welcoming Graduate Students and Faculty from Diverse Backgrounds

Next, we probed perceptions of how welcoming the department is of individuals from diverse backgrounds, as well as how well the department is doing in recruiting such individuals (Figure 2). A little over half of respondents believed the department is welcoming in this regard, although around 40% thought more could be done. In addition, clear majorities of respondents did not think the department is fully meeting expectations with respect to recruiting diverse graduate students and faculty or recruiting graduate students and faculty with diverse perspectives. Lastly, respondents indicated that they believe instructors of graduate and undergraduate courses are generally respectful of diverse backgrounds, yet there is still a good degree of improvement needed.

Personal and Witnessed Experiences of Negative Events Within the Department

For several years, a significant number of individuals have reported experiencing negative events in the department related to issues of diversity and inclusivity. In Table 1 we compare changes in these personal experiences across years. For some categories, reports of negative experiences were down, but for other categories they increased. We should be deeply concerned about the incidence of any such experiences, all the more so if they appear to be on the rise. In that light, the increase since last year with respect to experiencing offensive humor and hostile or threatening comments/gestures is especially disturbing.

New to this year were questions about witnessing, as opposed to directly experiencing negative events. Respondents were generally somewhat less likely to witness than to personally experience such events. The notable exception was that more people reported witnessing individuals fearing for their personal safety than personally experiencing fearing for their own personal safety.

Figure 2. Recruiting and Welcoming Diverse Perspective and Backgrounds in the Department

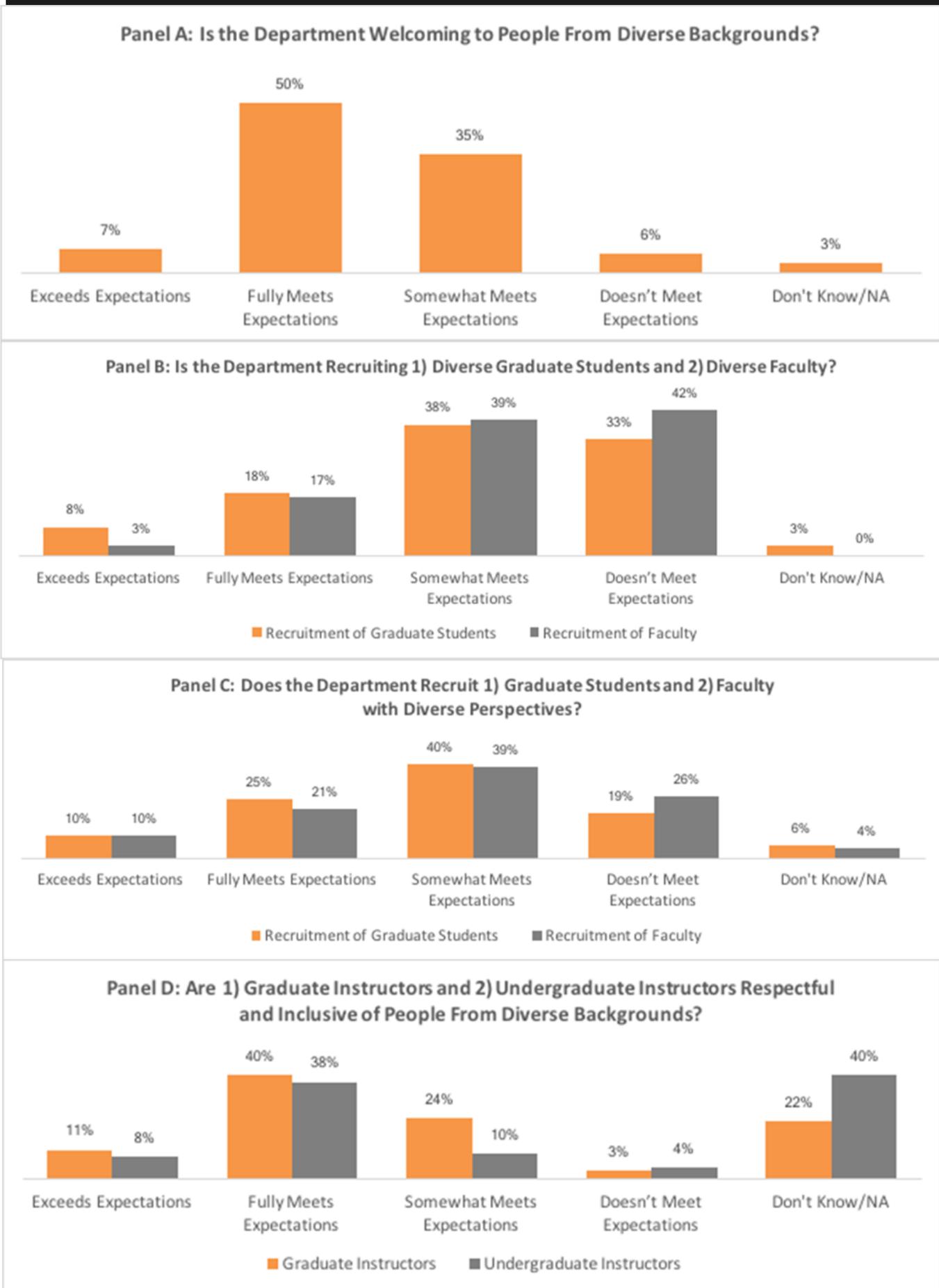


Table 1.

Personal and Witnessed Experiences of Negative Events Within the Department on Campus

Type of Experience	2016 Experienced	2017 Experienced	2017 Witnessed
	N (out of 75)	N (out of 84)	N (out of 84)
Target of Offensive Humor	4	10	3
Feared for Personal Safety	3	3	6
Hostile or Threatening Comments and/or Gestures	0	3	2
Target of Profiling	1	2	2
Offensive or Threatening Phone Calls or Emails	3	1	0
Obscenities/Threats via University-Affiliated Online Community	4	1	0

Access to and Knowledge of Departmental Inclusivity Resources and Grievance Reporting

Over the last few years, the CIC has pursued various initiatives aimed at improving the diversity climate in our department. Among many examples, we provide access to teaching resources and provide information about grievance procedures for individuals with concerns. This year 70% of respondents knew about our teaching resources on issues of diversity and inclusivity, up from 41% in 2016. The number of respondents who knew about the grievance procedures that were in place remained steady at 67%. Relatedly, when issues related to diversity and inclusivity have arisen within the department, about half of respondents think that the departmental responses do not fully meet expectations, which signals that this is one important area for improvement (for information on Grievance Procedures see <https://psychcic.uoregon.edu/reporting/>).

Limitations of the Survey and Recommendations for the Future

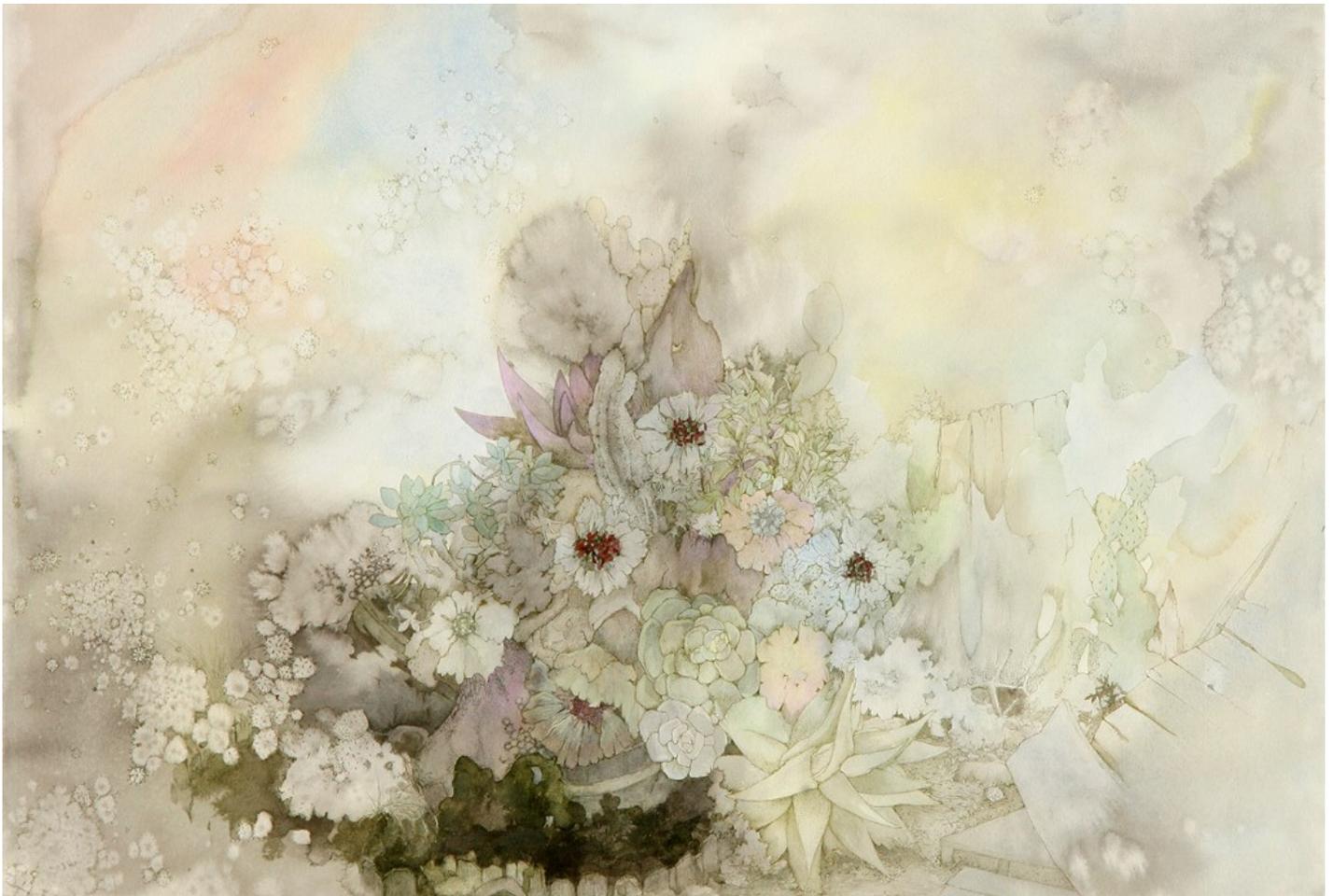
Although we attempted to improve the study design to provide a more refined understanding of graduate student, faculty, and staff views on diversity and inclusivity, we recommend further improvements. For example, follow up questions for each positively endorsed item would allow us to probe further and ask additional detailing questions, such as the frequency of the relevant event. Further, some items and sections of the survey could be worded more clearly in the future (e.g., defining what was meant by “witnessing”). We also had a potential concern that political events (and reactions or responses to them, including those of the CIC) during this academic year may have affected responses to some items, but did not ask this question directly and are thus unable to determine the extent to which such events played a role.

In conclusion, the 2017 Climate Survey found that the psychology department is doing well on some fronts but still has room to grow in order to provide a diverse and inclusive environment for graduate students, faculty, and staff. Specifically, there was an increase since last year within the department of individuals experiencing specific negative events (i.e., offensive humor, hostile or threatening comments, and being the target of profiling). The CIC believes that the department may need some targeted programming/training next year in order to address and reduce these negative experiences. New funds have recently been made available to the psychology department through the university's Underrepresented Minority Recruitment Program (UMRP; for more information see pg. 8). The CIC may be able to allocate some of these funds to provide the desirable programming. We maintain hope that an ongoing conversation about these matters can raise our awareness about our own and others' experiences, and help us pursue our research and teaching more collegially and productively in order to create an inclusive and welcoming environment to all.

JOIN THE CIC! ALL ARE WELCOME. If you want to help support the efforts of increasing inclusivity and diversity in the community of the psychology department, please consider joining the CIC. As a part of the CIC you will work on various projects and efforts seeking to meet the goals and mission of the CIC. The amount of work can vary based on current projects, but expect to spend about 5-10 hours a month. Specific responsibilities of CIC members include attending meetings regularly and contributing to projects/efforts. A multiple term commitment is preferred. Please email Jenn Lewis at jlewis5@uoregon.edu if you have questions or interest about CIC membership.

Provided to you by the following CIC members:

Dr. Michelle Byrne, Zhen Cheng, Daryn Goldhammer, Jenn Lewis, Monika Lind, Rita Ludwig, Dr. Lou Moses, Benjamin Nelson, Karlena Ochoa, Mischelle Pennoyer, Dr. Jenn Pfeifer, & Leslie Roos



Charlene Liu
<http://charlene-liu.com/>