

Spring 2019
Climate Survey
and Newsletter

CIC: Committee for an Inclusive Community

MISSION STATEMENT

*The core mission of
the CIC is to foster
an inclusive
environment in the
Department of
Psychology*

Provided to you by:
Chair: Dr. Brice Kuhl
CIC GE: Jenn Lewis

Climate Survey Page 4-10

Key Highlights:

- Similar patterns in 2019 as 2018 - Why aren't we changing? Visible Action is needed to start addressing these concerns.
- Feeling disrespected, ignored, or interrupted are reported to occur in highest frequencies in the department.
- - The **most reported** incidents of negative experiences in the department are of people **feeling disrespected and ignored**, and **insensitivities to issues of diversity** and inclusivity have led to a number of persons feeling like there are **people they can't talk to** in the department, that **they don't want to participate**, and in some, have **considered leaving the department**

Key Recommendations:

- See page 10 for full description.
- Don't put the burden on the person in need
- Remember People's names
- Don't interrupt or take up excessive space
- Ask for Details, don't assume

This Year We Funded 7 Students with the
CIC Diversity Awards (p.14-15) - Check out
the Diversity Awards Blog to read about
student travels and activities!

https://15jennlee15.github.io/CIC_DiversityAwards_Blog/

Chair's Note

Dr. Brice Kuhl

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This newsletter represents an opportunity for us to share some of the activities, efforts, and goals of the CIC. But first, what is the CIC? The CIC (Committee for an Inclusive Community) represents the Psychology Department's efforts to promote an inclusive, welcoming culture—a culture that celebrates diversity in backgrounds, orientations, and experiences. Formally, the CIC functions as our department's Diversity, Equity, and Inclusion committee. This allows the CIC to connect to and interface with other units on campus. For example, last year we had monthly meetings among all of the DEI chairs in the natural sciences which was a great way to 'compare notes' with other departments. Additionally, there are quarterly meetings of all CAS DEI committee chairs and various other events that connect us to university-wide initiatives. Beyond these university-level activities, the CIC supports important training within our department, the annual climate survey we conduct, and a number of community building events—events that bring students, staff, and faculty together and that strengthen the critical connections between all of us.

At this point, you might wonder: *who is the CIC?* This year, the composition of the CIC is slightly different than in years past. In past years, the CIC was comprised of two faculty members (chair and co-chair), a GE (thank you, Jenn Lewis!), and any other students, staff, or faculty that wished to attend meetings. In terms of composition, there were a few challenges last year: (1) faculty representation was fairly limited, (2) overall attendance at meetings fluctuated quite a bit (i.e., it was often low) and (3) membership was uneven across sub-areas of our department. To address these issues, this year we have 5 faculty members (David Condon, Crystal Dehle, Sarah DuBrow, Ruth Ellingsen, Brice Kuhl), two GEs (Ana Hernandez, Karlena Ochoa), and a postdoc (the new Dr. Jenn Lewis) that make up the core membership. Importantly, this membership spans Clinical, Cognitive Neuroscience, Developmental, and Social/Personality areas. Our meetings will be open to everyone (just let us know if you are interested!), but having a larger core membership in place will increase not only the effectiveness and bandwidth of the committee but it will also help in connecting the CIC's activities to a greater number of people and areas in the department.

With introductions out of the way, what were some of the major accomplishments of the CIC last year? In addition to organizing community events (like the beginning-of-the-year happy hour) and discussing a variety of topics on an ad hoc basis, our two major efforts last year were (1) supporting diversity- and inclusivity-related training within our department and (2) conducting the climate survey and a survey on gender discrimination and harassment. With respect to training, once again we brought in [Rehearsals For Life](#) (RFL) to lead a session with our graduate students. RFL is a campus-based troupe that uses interactive sketches to help people think through how to navigate difficult or disrespectful social situations. We had hoped to hold a session for faculty, as well, but RFL was 'sold out!' However, we hope to work with them again this year, both for students and staff/faculty. As in past years, the CIC will brainstorm to identify specific topics of relevance to our department (many inspired by our climate survey!) and will then communicate these ideas to RFL, to give them something specific to work with. In addition to RFL, using funds from the Under-Represented Minority Program (URMP), we have been able to support a number of really exciting training opportunities for members of our department. This has included travel to a number of conferences and workshops that have an emphasis on diversity. We have an open call for applications (see the end of this newsletter) —anyone can apply!

In particular, our goal is to support activities that will directly benefit the department's mission to increase diversity and inclusivity. As a component of this award, we ask recipients to give a short presentation and/or to write a short summary describing what they learned. We now have a blog (thanks Jenn Lewis!) that lists all of the people that have received these awards and describes their activities. We are really excited about the training that has been enabled by these awards and we strongly encourage everyone in the department to think about other potential training opportunities or to talk with and learn from those that have already participated in these training opportunities.

With respect to our climate survey, a summary of our findings is provided below (thanks Jenn Lewis!), with direct comparisons between responses from 2018 and 2019. We have, hopefully, settled on a stable set of survey questions that we will repeat going forward, which will allow us to track changes in responses over time. This is an extremely helpful way for *all of us* to think about the current climate in our department and to reflect on ways that each of us can do our part to improve the climate. Last year, we dedicated a faculty meeting to explicitly talking about the results of the climate survey and discussed specific ways in which our behaviors might negatively impact climate. This cycle of surveying the climate and then addressing the outcomes will continue to be a major function of our CIC and it is a feature of our department that goes beyond what most other departments' DEI committees do. In fact, last year we had the opportunity to describe our climate survey at a DAPTalk lunch (Diversity Action Plan) and, as a result, we had many requests for copies of our survey. Luckily, as a department, we are pretty good at making surveys!

Finally, last year we also included a gender harassment/discrimination survey as part of the climate survey. This questionnaire asks about a wide range of experiences—from what might be considered microaggressions all the way through coercion and assault. We have included a partial reporting of the results below. However, when reviewing the responses (which are anonymous), there were one or more responses on the sub-scale related to sexual coercion and assault that raised concern (i.e., responses indicating occurrence(s) of coercion and/or assault among members of our department). Although we had initially planned to distribute the newsletter and survey results last spring, because of the concerning response(s), we decided to delay the newsletter until the fall (now) so that we had time to think about how to respond to this information and also to develop some positive steps we could take as a result of this information. To this end, we sought guidance from the Title IX office on best courses of action and also discussed, among the CIC, how to balance various concerns. To protect confidentiality, we are limiting the details we disclose, but we felt it was important to validate the experiences that were reported and to indicate that we are actively working on ways to prevent similar experiences in the future. To begin with, we will implement targeted training to help make sure that everyone in our department (faculty, staff, students) is aware of (a) what constitutes coercion, harassment, and assault, and (b) what the reporting and support options are should you be the victim of coercion, harassment, or assault. We also hope to improve access to these resources by making a streamlined guide to websites, phone numbers, and contacts on campus. You will hear more about this during the year, but for now, we wanted to provide an update on the steps we are taking and to emphasize the importance of these issues. While it is deeply unsettling to hear of any negative experiences that occur within our department, this also underscores the importance of collecting data about peoples' experiences and having a group of students, faculty and staff (the CIC) that is committed to addressing these problems. With that in mind, we would like to thank everyone that completed the climate and gender harassment/discrimination survey last year and we implore everyone to

complete the survey again this coming spring.

Looking forward, the CIC will be working on some new initiatives to help improve the overall climate in the department. For example, one area of emphasis will be to increase applications from and *recruitment of* graduate students from underrepresented groups and from a diverse range of backgrounds. This may involve slight changes in our application materials and/or changes (improvements!) in funding of campus visits. Another idea we are hoping to introduce in the near future is a speaker series that highlights outstanding work from academics from underrepresented groups and from a diverse range of backgrounds. Ideally, this talk series will include a 'companion talk,' geared toward graduate students, that specifically focuses on each person's academic journey. We are also *always open to new ideas* for initiatives, events, or activities that can help improve our Department's climate, inclusivity, and diversity. Thank you for reading this newsletter!

The CIC would like to recognize that the news this year has been full of sexual assault headlines and that these stories may trigger intense grief, anger, fear, and/or frustration for some members of the department. We just want to say that it's okay to feel terrible or distracted or angry or however you feel. You are not alone. Please consider reaching out to trusted friends or colleagues or practicing self-care in the most effective way for you. For our part, the CIC will continue working toward increased feelings of community and a safe environment for all.

Some suggested readings related to sexual harassment and assault:

The New York Times published an article that talks about the trauma that can be associated with seeing/reading news stories related to sexual violence:

<https://www.nytimes.com/2018/09/26/us/metoo-survivors-kavanaugh-cosby.html?smid=fb-nytimes&smtyp=cur>

Resource on how to respond to disclosures of sexual harassment and violence:

<http://dynamic.uoregon.edu/jjf/disclosure/goodlistener.html>

How to Talk about Sexual Harassment:

<https://leanin.org/meeting-guides/how-to-talk-about-sexual-harassment/>

Self Care After Sexual Harassment:

<https://leanin.org/meeting-guides/self-care-after-sexual-harassment/>

Guides and additional resources about addressing sexual harassment:

<https://leanin.org/sexual-harassment/#guides>

Annual Climate Survey on Diversity and Inclusivity

Thank you to all who participated in the 2018-2019 CIC survey. Our goal, consistent with previous years, 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. We also added the Gender Harassment and Discrimination survey that was conducted last Spring 2018 and aim to examine any changes in this survey as well.

There are some inherent limitations to the survey that are important to consider when interpreting the results. Our department lacks diversity in some ways and therefore, while it's great to see low percentages of reported negative events or majority satisfaction, it's critical to recognize that the majority view still doesn't capture the experiences of all. The fact that even a few members of our community are dissatisfied or have negative experiences is problematic, and we should strive to change that by including questions about a persons' role in the department, their gender, and the underrepresented groups with which they identify, we hope to be able to understand these experiences. This is always a challenge however in that individuals may not always feel comfortable disclosing their demographic status as it puts them at risk of being identified.

Furthermore, it is important to acknowledge that there is a large portion of our department who didn't complete the survey this year, and therefore we are missing these persons perspectives and experiences and limiting our ability to fully assess the climate of our department.

Department Demographics and Sample Size

Estimating the current size of our department based on faculty, graduate students, and staff, 81 out of 160 people participated in the survey. This represents a significant decrease in participation from last year (51% compared to 91%). Our sample consisted of graduate students (n=42), faculty (n=40) and other (e.g., Staff, Post-docs; n=11). Table 1. shows the demographic breakdown of our sample. All demographic questions were optional and some people chose not to report aspects of their identity.

Of those who chose to report gender, 60% identified as female. About 50% of faculty who participated were female, and about 62% of graduate students and 75% others who took the survey identified as female. In an open question about whether people identified as a member of an underrepresented group (either in the department, in the field of psychology, or in their sub-field of psychology), with group being undefined, 33% of people reported that they did. A breakdown of what groups people identified as belonging to and considered underrepresented *within the department* is displayed in Table

Table 1. Department Demographic	
	Total (count)
<i>Self-Identified Gender</i>	
Male	25%
Female	60%
<i>Self-Identified Underrepresented Group within the Department</i>	
Ethnicity	21%
SES	15%
Religion	4%
Sexual Orientation	2.5%

1. Approximately 50% of graduate students identified as belonging to an underrepresented group within the department and about 20% of faculty did as well.

While the amount of participation this year differed than last year, it is worth noting that the total number of persons reporting belonging to an unrepresented group increased since 2018, though marginally (from 28 to 32).

General Perception of Department Climate

This year we added a question asking people to generally rate their perception of the climate of our department. Using a scale of 0-100, with 0 being the worst climate imaginable and 100 being the best climate imaginable, respondents reported an average rating of 75 ($SD=15.46$). This will be a number we track going forward.

Departmental Views on Diversity and Inclusivity

Caring about Diversity

In 2019, the majority of respondents reported that they believe that graduate students and faculty care “enough” about issues of diversity and inclusivity. However, a notable portion of respondents reported the opposite, with 20% reporting that graduate students do not care enough, and 33% reporting that faculty do not care enough. These results are very comparable to responses in 2017 and 2018 (see Figures 1 and 2). The majority of participants (84%) also responded that issues of diversity and inclusivity are important to them, with 6% in disagreement. These results are comparable to 2018, in which 88% reported agreement and 7% reported disagreement that issues of diversity and inclusivity are important to them.

Motivation and Time Limitations

About half (49%) of participants reported that they are highly motivated to work towards goals of inclusivity and diversity in their everyday lives, and 42% expressed they are slightly motivated. Most participants (77%) reported that time limitations somewhat get in the way of

Figure 1. Do Graduate Students care enough about issues of inclusivity and diversity?

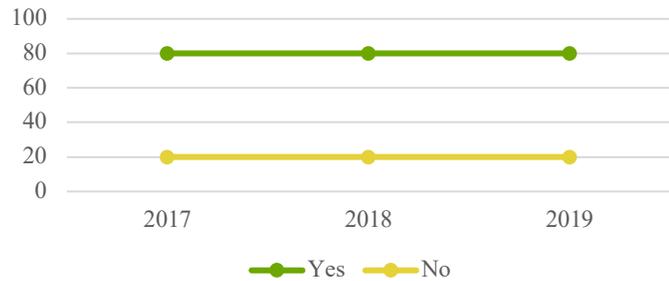


Figure 2. Do Faculty and Staff care enough about issues of inclusivity and diversity?

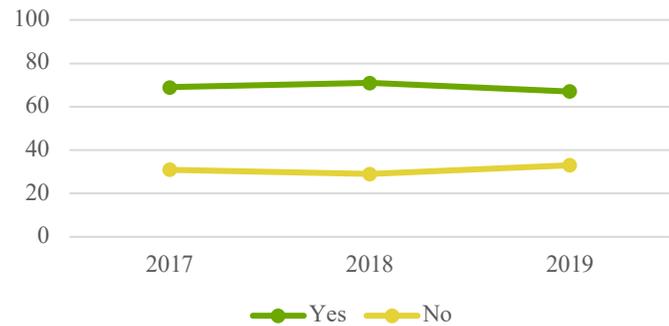
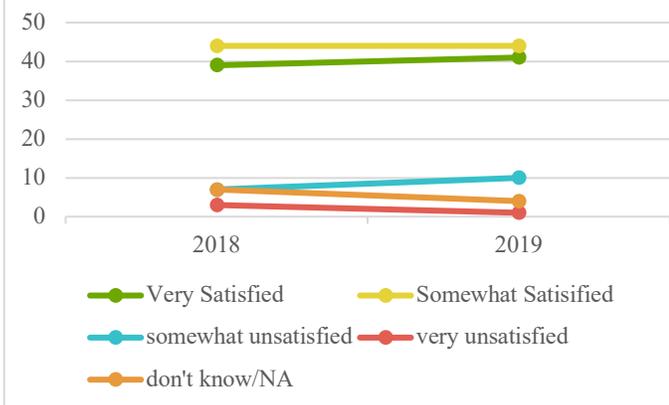


Figure 3. Satisfied with Welcoming



their engagement in activities pursuing efforts in inclusion and diversity.

Department Satisfaction on Issues of Diversity and Inclusivity

Our climate survey asked questions about department members' satisfaction with how welcoming the department is of individuals from diverse backgrounds, as well as, how well the department is doing in recruiting individuals of diverse backgrounds and perspectives. The majority of respondents are very satisfied (41%) to somewhat satisfied (44%) with the department's performance on welcoming individuals from other backgrounds (Figure 3.). In addition, about 65% of respondents were somewhat satisfied to very satisfied with the department's ability/effort in recruiting diverse graduate student. Faculty was similar, however, had slightly more very unsatisfied (Figure 4 and Figure 5). Lastly, respondents were somewhat or very satisfied with the instructors of graduate (63%) courses.

Summary of Open-Ended Comments

Similar to in past years, in open ended responses a frequent comment was a request to continue to prioritize the recruitment of faculty of diverse backgrounds, with a particular emphasis on increasing ethnic and cultural diversity. This was noted as an area that people continue to be dissatisfied with – suggestions include actively seeking out candidates of color through reaching out to professional networks and listservs such as the Ford Alumni Association and the Hispanic Association of Colleges and Universities.

Another important issue raised in the open-ended comments was the acknowledgement that pay inequities still exist in our department (and field) and we need to continue to fight for change in this domain.

Another common theme in open ended responses included the acknowledgement that there is political diversity within the department, but this is not often openly discussed and persons who may fall more on the conservative side feel uncomfortable discussing their views and/or feel criticized at times.

Experiences and Witnessing of Negative Events Within the Department

Over the years the CIC has used the climate survey to track negative experiences within the department related to issues of diversity and inclusivity, and in recent years, to also track the witnessing of these events.

Figure 4. Satisfaction with Recruitment of Diverse Graduate Students

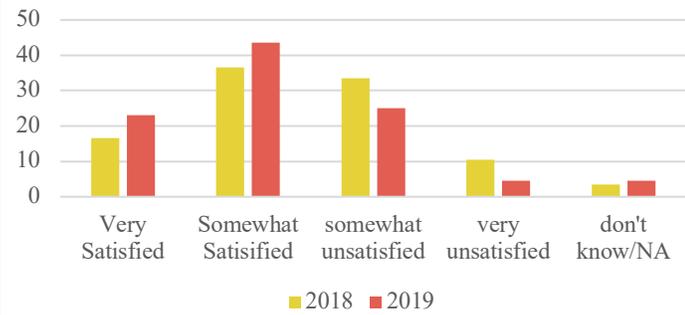
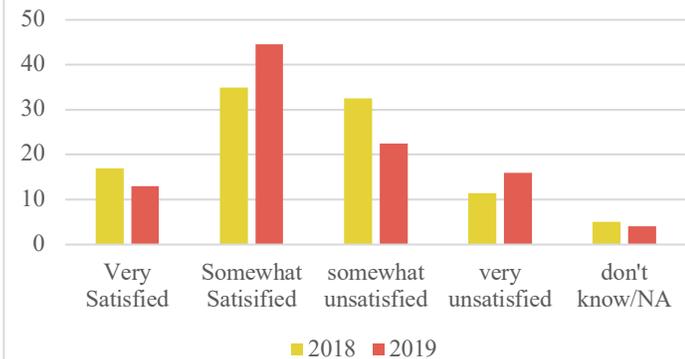


Figure 5. Satisfaction with Recruitment of Diverse Faculty



In Table 2, we compare changes in these personal experiences across years. For many of the categories, occurrence percentages in 2019 are similar to 2018. Occurrence of these incidences in any frequency is concerning, especially if they continue to increase. In that light, it is concerning that these occurrences have not lowered over the year and the increase in persons experiencing being the target of offensive humor is particularly concerning.

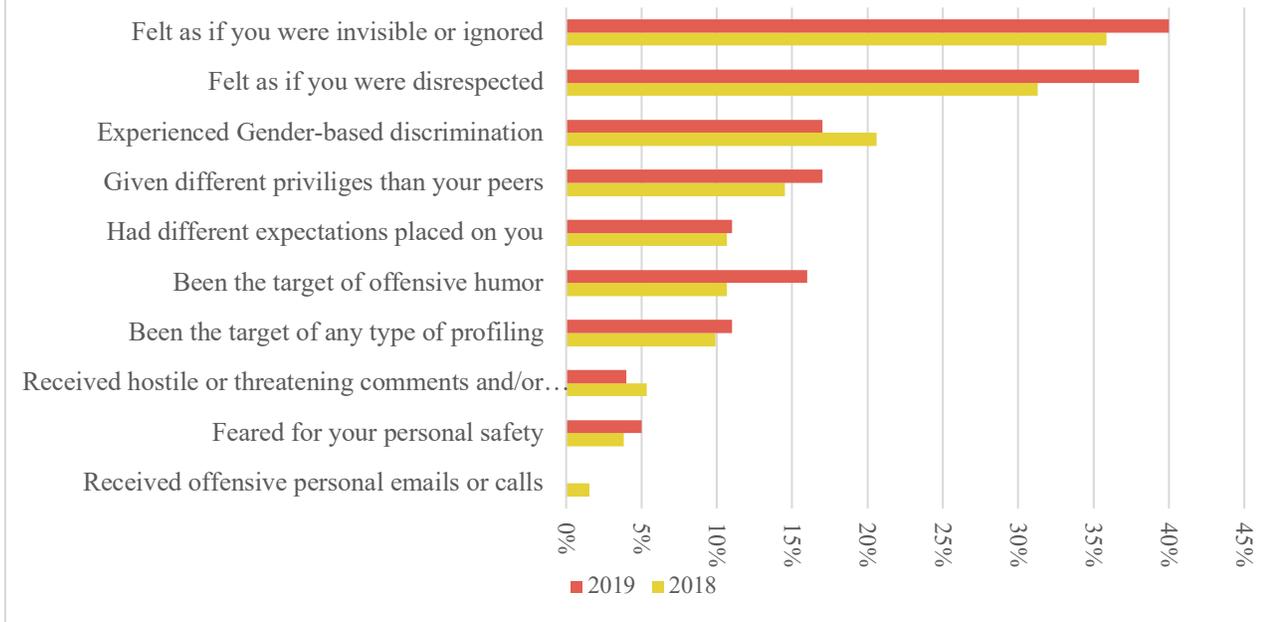
Table 2. Experiences of Negative Events

Year	2016	2017	2018	2019
<i>Experienced</i>	N=75	N=84	N=135	N=81
Target of Offensive Humor	5%	12%	10%	16%
Feared for Personal Safety	4%	3.5%	4%	5%
Hostile or Threatening Comments and/or Gestures	0	3.5%	5%	4%
Target of Profiling	1%	2%	10%	11%
Offensive or Threatening Phone Calls or Emails	6%	1%	1%	0%
<i>Witnessed</i>				
Target of Offensive Humor		3.5%	11%	7%
Feared for Personal Safety		7%	2%	5%
Hostile or Threatening Comments and/or Gestures		2%	3%	4%
Target of Profiling		2%	5%	6%
Offensive or Threatening Phone Calls or Emails		0	<1%	1%

We also asked questions related to subtler negative experiences such as feeling ignored, disrespected, or feeling like there are different privileges or expectations placed on your peers. In these questions, we see our highest percentages of reported incidences (see Figure 6.) with 40% of persons reporting that they have felt as if they are invisible or have been ignored within our department and 38% of persons feeling as if they've been disrespected. About 17% of respondents reported feeling like they have different privileges than their peers and 11% felt like they were given different expectations.

These percentages are similar to 2018, however they are trending towards increasing rather than decreasing. We should take this very seriously as a department and make significant efforts to understand and address these experiences within our department.

Figure 6. Percentages of Experiences within the Department



Gender and Underrepresented Group Effects

Of the respondents who reported experiencing at least one negative event in the department, 84% were women and 46% identified as belonging to an underrepresented group. These percentages are higher than the base rates for the survey participants. Overall, 60% of persons identifying as female and 75% of people identifying as belonging to an underrepresented group reported experiencing at least one negative event in the department over the last year. Whereas, 30% of persons identifying as male and 42% not identifying as belonging to an underrepresented group reported experiencing at least one negative event in the department.

Consequences of Negative Events

It's important not just to assess the frequency of negative events but their impact on our community members. Participants were asked to report whether issues of insensitivity (i.e., microaggressions/implicit discrimination) and/or issues of hostility related to diversity in the department within the past 12 months have had any of the following consequences: Made you not want to participate, made you feel like there are people within the department that you can't talk to or can't work with, made you consider dropping a class, made you consider leaving the department or switching majors/careers (Figure 7 and Figure 8). Most notably, 30% of respondents reported that issues of insensitivity have made them feel like there are people they can't talk to or work within the department.

Also 18% of people reported that issues of insensitivity related to diversity have made them not want to participate in department activities. Also striking is that 12% of respondents reported that they have considered **leaving** the department because of issues of insensitivity.

Survey Take Away

Change is needed. The frequency of these events is not decreasing over time but tend to stay the same or in some cases increase. This tells us that we are not making the changes from year to year that are necessary or sufficient to see change in these areas. Reporting these events is one thing, follow through is another. We need to take this information and use it. Even if we try something out and fail, there needs to be visible and communicated action. Multiple participants in the open-ended comments of this survey have said they are tired of reporting the same events over and over again and seeing limited actionable attempts to change these problems.

There are some things we are doing well, in particular the majority of respondents believe that issues of diversity and inclusivity are important to them, and the majority also believes that our department cares about these issues. So, the care component is there, and relatively strong, and that is an important catalyst for change to occur. However, change cannot occur without action and it will require change at every level – by administrative, by field, by lab, by individual. That change will only be possible if we as a community feel motivated to make those changes and feel empowered and supported by our leaders.

Some of the highest incidence reports are those of subtler forms of discrimination and bias, such as feeling ignored, invisible, or disrespected. The data also showed that women and persons identifying as belonging to an underrepresented group within the department experience these at higher frequencies. We as a department should find this to be a serious concern and should consider it a high priority to begin addressing these biases and discrimination within our department.

Some things we can start doing is reflecting on our current practices towards these issues.

Figure 7. Issues of Sensitivity

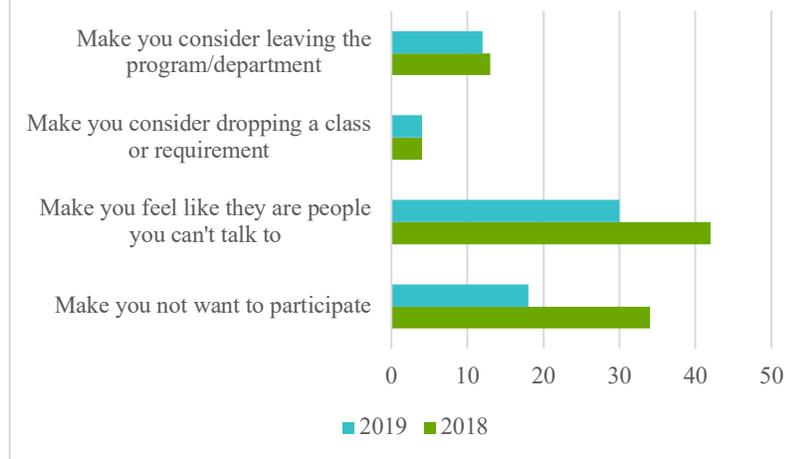
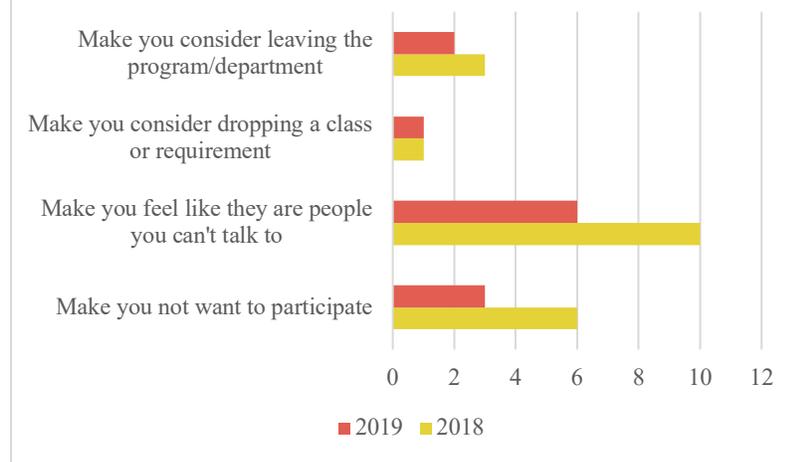


Figure 8. Issues of Hostility



Some of the feedback the CIC has received through the climate survey as well as other communication means is that students find it particularly motivating when there is a strong faculty presence at events supporting inclusion, diversity, and community, and that it's quite disappointing when faculty are not present. Students generally report an understanding of the many time constraints that face faculty but have voiced that attending these events are seen as actions that indicate priorities. Student presence has also been noted to be an important component of feeling motivated to participate in these efforts, and similarly, students have reported it as disheartening when more of their peers do not attend or participate in events. Time is a frequently scarce resource in our field, but we have repeatedly been able to show-up when for things we prioritize— new faculty hires, FYP presentations, Grad Student Recruitment events etc. If we (as a department and/or as an individual) really value and prioritize diversity, inclusivity, and community we have to start showing up.

Other things we can start doing is take the information provided in the open-ended comments seriously, honestly reflect on our own behaviors and attitudes, and be mindful going forward. Below is a list of practices/behaviors that we can start considering. These are only some suggestions gathered from summarizing the various voices who have spoken up through this survey and in other ways, they are not the only ways we can start making changes.

- **Don't Put the Burden on the Person in Need:** The burden of duty should not be put on those in need or with limited power. Rather than having policies/expectations that require a person to approach the department/their mentor/you with problems/needs, have systems in place that are set-up to check-in on these things directly. When change needs to happen, don't put the burden of work on those who are asking for the change – be active, involved, and collaborative.
- **Remember Names/Details:** Remembering important information about persons you interact with regularly can be a key component to making another person feel seen and respected. This is particularly important if you serve in any advisory/mentoring role. Details such as names, project topic, career goals, year in program etc. can be important details to helping foster a supportive mentoring partnership.
- **Asking Details:** Furthermore, asking for these types of details can also be a step towards making a person feel heard/seen and respected.
- **Don't Interrupt:** Be conscious of your speaking presence. Listen and wait. Be aware of space, don't just wait for someone to finish talking but be aware of the whole room, are others waiting to speak? Are there others that haven't spoken? Have you heard all the voices?
- **Be sensitive to personal differences, don't assume:** Understand that everyone has different experiences, backgrounds, and beliefs – don't assume that others experiences are the same as your own and be sensitive of that possibility in interactions with others. Furthermore, don't assume that one person of a particular background represents everyone and don't ask them to be the spokesperson for that group or all underrepresented groups in general.

With conscious effort of individuals and renewed motivation these changes are possible. Importantly, I think, it's good to expect growing pains and accept that mistakes will be made, and this is understandable. We should be humble about our mistakes, avoid defensiveness, and be open to hearing feedback. When mistakes are made try to give the benefit of the doubt that the mistake was not malicious. Hopefully together we can begin to address some of the concerning areas this survey revealed. Hopefully together we can continue to improve the community and support for each other.

Gender Discrimination and Harassment Survey

Measures Used:

We used the Sexual Experiences Questionnaire (SEQ) and the Gender Experiences Questionnaire (GEQ). We modified some language to be gender neutral. We also collapsed across items in the SEQ and GEQ that were similar to reduce redundancy.

Procedure:

Department members responded on the frequency of which they experienced each item on the questionnaire in their interactions with graduate students, faculty, staff, and undergraduate students of our department within the last year. Frequency was defined as “Never,” “Once or Twice,” “Sometimes,” or “Many Times.”

Introduction:

It’s important to acknowledge that this survey only asked about experiences within the last year and that not everyone in the department took the survey, and so our results are only representative of experiences within those confines. Furthermore, there is a large amount of missing data in this survey where participants chose not to respond (about 30%).

In Spring 2018, we presented the results of items reported most frequently. In 2019, those same items were reported most frequently. We present a comparison between years below. Because very few items were endorsed to occur in interactions with staff or undergraduates, we focused the table on interactions with graduate students and faculty.

Experiences in Interactions with Staff and Undergraduates:

Experiences occurring in interactions with staff were all endorsed by less than 3% of respondents. Experiences in context to interactions with undergraduate students that were reported most frequently include:

- “Been treated differently (in a negative context) because of your gender” – 7% reported this occurring at least once time up to many times
- “Felt that you were interrupted by a member of a gender different than your own, because of your gender” – reported by 8% of respondents to occur between one and many times.
- “Noticed that the talking time in meetings/class is dominated by one gender over another” – reported by 13% of respondents to occur one to many times.
- “Put you down or acted condescending to you because of your gender” – 8% reported occurring one to many times

Table 3. Items Reported to Occur Most Frequently in Interactions with Graduate Student	Never	Once or Twice	Sometimes	Many Times
Been treated differently because of your gender (for example, mistreated, slighted, or ignored)?				
2018	67%	19.5%	10%	4%
2019	80%	7%	10%	3%

Felt that you were being interrupted by a member of a gender different than your own, because of your gender?				
2018	69.5%	12%	12%	6%
2019	80%	11.5%	5.5%	3%
Felt that your ideas were dismissed because of your gender or that the very same ideas as yours received greater attention when they came from a different gender?				
2018	74%	13.6%	10%	2.5%
2019	81%	8%	10%	1%
Been put down or been treated condescendingly because of your gender?				
2018	79%	7.5%	12.5%	1%
2019	85%	6%	3%	6%
Been treated as if you were stupid or incompetent?				
2018	77.5%	11%	9%	2.5%
2019	77%	10%	13%	0%
Noticed that the talking time in meetings is often dominated by one gender over another?				
2018	49%	20%	16%	2%
2019	68%	9%	13%	10%
Been talked to as if you were a small child instead of being spoken to like an adult?				
2018	85%	5%	7.5%	2.5%
2019	85%	6%	3%	6%

Table 1. Items Reported to Occur Most Frequently in Interactions with Faculty	Never	Once or Twice	Sometimes	Many Times
Been treated differently because of your gender (for example, mistreated, slighted, or ignored)?				
2018	61%	19.50%	18%	1%

2019	80.5%	7%	12.5%	0%
Felt that you were being interrupted by a member of a gender different than your own, because of your gender?				
2018	63%	18%	15%	4%
2019	72%	14.5%	9.5%	4%
Felt that your ideas were dismissed because of your gender or that the very same ideas as yours received greater attention when they came from a different gender?				
2018	64%	20%	14%	2.5%
2019	76%	11%	9%	4%
Been put down or been treated condescendingly because of your gender?				
2018	78.50%	11%	9%	1%
2019	87%	10%	1.5%	1.5%
Been treated as if you were stupid or incompetent?				
2018	76%	17.5%	2.5%	1%
2019	72%	20%	8%	0%
Noticed that the talking time in meetings is often dominated by one gender over another?				
2018	36%	22.5%	20%	21%
2019	56%	19%	16%	9%
Been talked to as if you were a small child instead of being spoken to like an adult?				
2018	79%	17.5%	2.5%	1%
2019	83%	13%	2%	2%

KEY SURVEY TAKE AWAYS:

The results of the Gender Harassment and Discrimination survey correspond with many of the findings in the Climate survey. In comparison to results from the 2018 survey, percentages of occurrences seem to be higher in some cases and lower in others; however, due to the large amount of missing data and differences in sample sizes across years, this is difficult to interpret. The items reported to occur most frequently are items related to insensitivities and more subtle forms of discrimination including feeling like you are being treated differently because of gender, feeling ignored or dismissed because of gender, noticing a predominance of male gendered individuals taking up meeting time or interrupting more frequently.

As a department, we should consider addressing these experiences as a high priority as our climate survey has shown that these sorts of occurrences lead to people decreasing participation in department activities or even consider leaving the department. Please refer to some of the suggestions above in the Highlights of the Climate Survey on how we can start addressing these things on an individual basis. On a department basis we should consider larger actions.

Diversity and Inclusivity Awards

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Over the past several years we have been able to offer Travel Awards for activities related to Diversity and Inclusivity. These new awards were made possible by funds (generously) given to the Psychology Department through the Underrepresented Minority Recruitment Fund to further our efforts in matters of inclusivity and diversity. The awards, which function as small grants, are designed to support members of our department—including graduate students, faculty, postdocs, or staff—in activities that will enhance inclusivity and/or diversity. These activities can include academic, professional development, and/or training exercises that are outside of the degree program or training requirements and/or for which funding is not otherwise available.

These awards represent a fantastic opportunity to engage in an activity that will benefit both the individual receiving the award and the department as a whole. Indeed, the primary selection criterion is the potential for the activity to advance diversity and/or inclusivity in the department. We encourage everyone to think creatively about activities that would be consistent with these goals! Some examples of activities that would be consistent with the purpose of these awards include:

- Training, seminars or conferences related to issues of inclusivity and diversity
- Training in unique techniques or methods that will increase diversity or research samples
- Training in topics of inclusion and diversity
- Attending conferences with the goal of recruiting underrepresented students

To date, we are very excited to have agreed to fund the following activities. See a brief description below and follow the link to our Blog site to see the summary articles written up by each awardee. Summaries offer key take-aways and well as helpful resources.

Visit the Blog Site: https://15jennlee15.github.io/CIC_DiversityAwards_Blog/

Grace Binion attended the Society for the Improvement of Psychological Sciences (SIPS) 2018 conference to participate in the “Diversity Hackathon”



Ellen Huang: attended the 5th Biennial APA Division 45 Research Conference



Jennifer Lewis, Jackie O'Brien, and Karlena Ochoa: attended the preconference “Conceptualizing and measuring culture, context, race and ethnicity: A focus on science, ethics, and collaboration in the Spirit of 2044” at the 2019 Society for Research in Child Development (SRCD) conference.



Alec Smidt: attended the Society for Industrial and Organizational Psychology (SIOP) conference and presented work on the intersection of gender and sexual orientation related to sexual harassment, institutional betrayal, and institutional courage.



Foong Yan Lee: attended a symposium on Evidence-Based Interventions for Addressing the Underrepresentation of Women in STEM held by the National Academy of Sciences.



To Apply:

https://oregon.qualtrics.com/jfe/form/SV_cu4E7bt0E2OUPAx