

## Bias Reporting Annual Report: 2021-2022 Academic Year

Psychology's bias reporting process serves the entire department, and reports could come from all aspects of the department, including the undergraduate program, graduate program, master's program, certificate program, and more general department contexts. To provide transparency on reports and responses, the Chair provides an annual report describing the anonymized aggregate nature of complaints that were received that year, as well as the resolutions.

Six reports were made about unique incidents. One was made directly to the chair, one to a Diversity Advocacy Team member, and four through the web portal (2 anonymously and 2 non-anonymously). Reports came from staff (1), graduate students (3), and undergraduates (2). The reports concerned the behavior of faculty (3) and graduate students (3).

Bias topics as reported in the six reports for 2021-2022 (the reporter could identify more than one topic):

Discrimination Topic	Number of Reports
Race	3
Ethnicity	0
Gender	0
National origin	0
General climate	0
Gender identity or expression	2
Accommodation request	0
Retaliation	0
Disability	0
Employee/coworker relations	0
Sexual orientation	1
Religion/creed	0
Age	0
Marital status/ familial status	0
Pregnancy/family responsibilities	0
Sexual harassment	0
Childcare/eldercare	0
Ex-offender status	0
Veteran status	0
Other	0

**Incident 1.** A staff member reported experiencing racist treatment from a graduate student. The staff member spoke directly with the chair, describing the incident, and desired resolution (a chair conversation with the student and a follow-up conversation between the staff member and graduate student). The chair provided the staff member with campus bias reporting and health resources and offered time off that afternoon for health care. The chair met with the graduate student to describe the incident, and the student had self-awareness that the interaction was negative and understood why the staff member perceived their actions as racist. The student and staff member had a conversation and the staff member reported that it went well, that they understood each other's contexts, and that the situation was positively resolved.

**Incident 2.** A graduate student member of the Diversity Advocacy Team reported that a fellow graduate student reported to them that they experienced a non-inclusive environment with respect to gender identity in an undergraduate course. The reporter requested anonymity, including incident details, so there were no details about the event or class provided to the chair. The reporter did not request a resolution or follow-up. Given the lack of context, details, and request, this specific incident could not be addressed. The Chair consulted with Professor Kanter to explore possibilities for inclusive gender training for the broader department given the rapidly changing landscape with respect to gender, and that the department could benefit from training on this topic. The department has arranged for a series of trainings on gender identity and sexuality that will be implemented during the 2022-2023 academic year.

**Incident 3.** A graduate student reported that a fellow graduate student made a racist comment during an online group interaction. The student reported the incident anonymously through the web portal and did not provide and contact information to learn more about the incident and follow up. The Chair discussed the incident with Professor Kanter who was aware of the incident from the student's advisor. Professor Kanter subsequently talked with the student who made the racist comment about the nature of the offense and why it was problematic. The student responded without defensiveness and agreed that what they said was problematic. Because of the anonymity of the report, the student was advised not to reach out to anyone involved in this incident to discuss or apologize at this time. Professor Kanter and the student are continuing to process this incident to maximize the chance that the student understands the nature of racial bias in this incident and how to avoid it in the future. The incident is not considered resolved at this moment and is ongoing.

**Incident 4.** A graduate student reported that a fellow graduate student made negative and dismissive comments when they raised a DEI issue regarding a graduate course. The student reported the incident anonymously through the web portal and did not provide and contact information. The Chair discussed the incident with Professor Kanter and given the recurrent issue about not being able to follow up on anonymous reports without jeopardizing anonymity of the reporter, the Diversity Advocacy Team developed a series on additional questions for the web portal that requests anonymous reporter's permission to follow up with the source of a biased behavior if that person is named, as well as question that follow up about resolution preferences. The team will assess if these questions provide information that will be helpful in resolving future anonymously reported incidents. Professor Kanter will work with the graduate office to provide bystander bias intervention training to graduate students during the orientation period.

**Incident 5.** An undergraduate reported non-anonymously through the web portal that a term used in an undergraduate course was transphobic. The chair followed up with the student to learn more about the incident and the desired resolution. The student requested that the term not be used, and the instructor modify the course context. The chair consulted with Professor Kanter and then reached out to the course instructor to discuss the incident. In that conversation we learned that the instructor had previously heard this critique during an earlier quarter and responded to it by working with a group of trans undergraduates to rewrite the lecture content and course readings to be more inclusive. The instructor provided an enthusiastic letter from a trans undergraduate collaborator who worked on this project with them, and the letter stated that

the instructor had been highly receptive to the critique and adapted course material to present the topic in an inclusive and contemporary manner. The best guess is that the current reporter did not watch this updated lecture and had responded to the term without the course content. The instructor is mindful that the term alone can be triggering, and the issue was considered resolved given the extensive restorative behavior already put into addressing this issue. The gender inclusive training during 2022-2023 will help educate the department more broadly about creating inclusive environments for gender diverse students.

**Incident 6.** An undergraduate reported non-anonymously through the web portal that course discussion on romantic relationships research did not specifically acknowledge that some people are asexual/aromantic and have no plans to form romantic relationships. The student wanted the course content be more inclusive of aromantic identities and explicitly acknowledge the existence of these identities in conversations about relationships, rather than assume that romantic relationships are a human universal experience. The student requested that the chair share their reaction with the course instructor so they could consider framing in future courses. The chair consulted with Professor Kanter on the plan, and had a discussion with the instructor about the comment and the student's request that aromantic identities be explicitly mentioned when discussing romantic relationships. The faculty member was receptive to the student's perspective. Sexuality and identity will be part of the department's 2022-2023 gender and sexuality training.