

# Psych Graduate Diversity & Inclusion Committee report 2016-2019

March 11, 2020

Psychology faculty meeting

# Grad Student Diversity & Inclusion Committee:

Through collaboration with students, faculty, and staff, our goals are to:

- Continually improve upon departmental transparency and accountability practices using a **data-driven** approach
- Encourage and facilitate a culture of inclusion, safety, respect, exploration, and mutual understanding
- Provide support for students and initiatives in pursuit of inclusion and diversity

DIC 2016-2018: Natalie Gallagher, Alexandra Garr-Schultz, Kyle Nolla & Hollen Reischer

DIC 2018-2020: Erin Anderson, Tina Ceja, Cat Han, Ivan Hernandez & Juston Osborne

DIC 2020: Zachary Anderson, Elinam Ladzekpo, Emma McGorray, Courtney Jones, David Silverman & Eileen Zheng Wu

# Annual survey methods

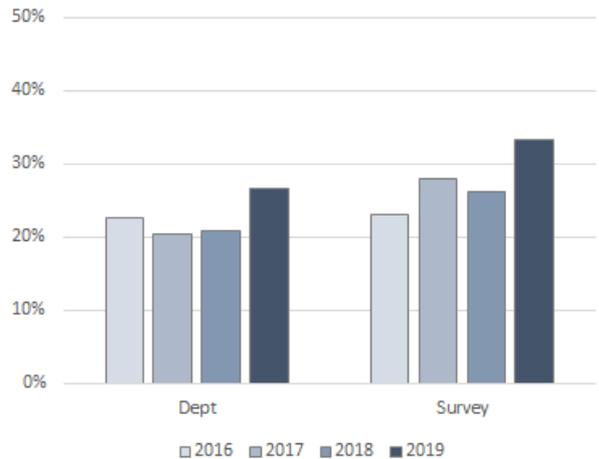
- 10-15 minute online survey emailed to graduate students in late spring quarter
- Anonymous, with some demographic info requested
- Students who complete the survey can enter a drawing for one of four \$25 Amazon gift cards

## Topics:

- Diversity & inclusion issues the department should be addressing / does
  - Research diversity issues (not covering today)
- Observed or experienced discrimination within department
- Open-ended responses: *Elaborate on instances of discrimination;*  
*What can we do to create a more diverse/inclusive environment?;*  
*What does your advisor do to create a more inclusive environment?*

# Department grad student demographics vs. Survey sample

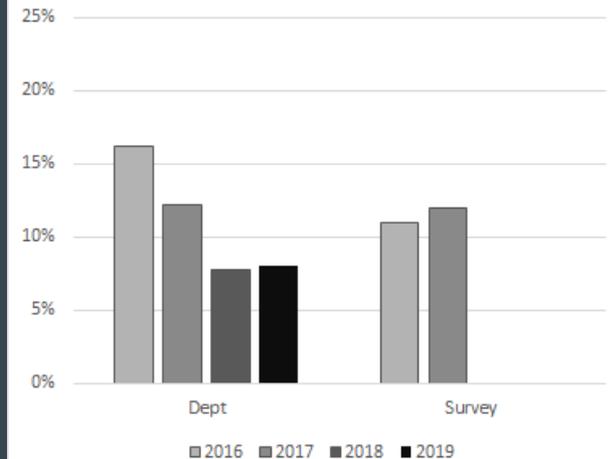
Percent underrepresented minority



Percent female



Percent international



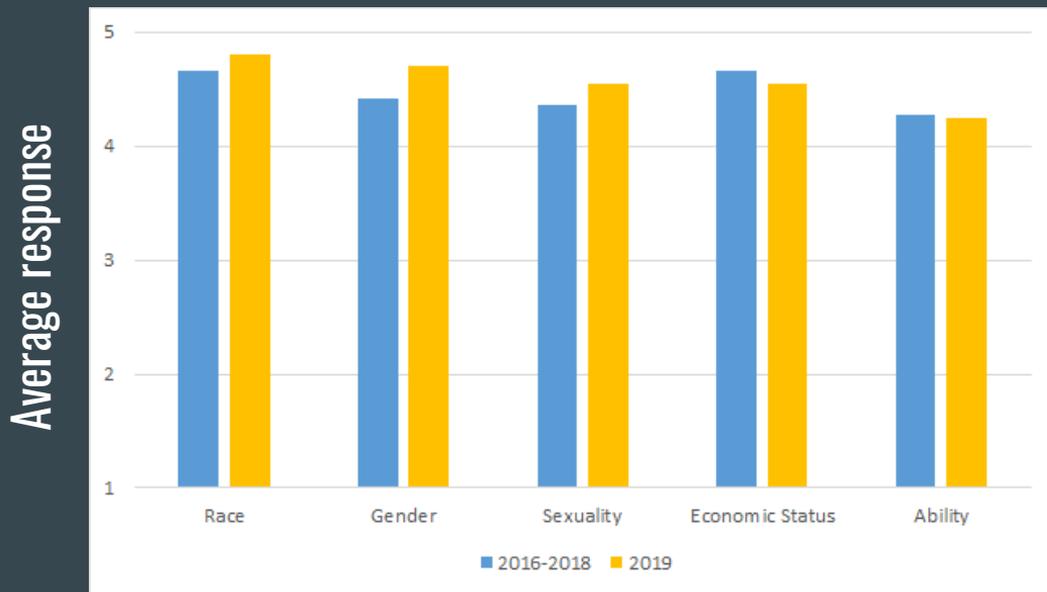
\* TGS defines underrepresented minority students as African American, Latinx, Native American, Alaskan Native and Pacific Islander

Survey sample:  
Department population:

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Survey sample:	<i>n</i> = 39	<i>n</i> = 30	<i>n</i> = 29	<i>n</i> = 20
Department population:	<i>N</i> = 80	<i>N</i> = 74	<i>N</i> = 77	<i>N</i> = 75

## Top issues to attend to:

How important is it for the department to attend to... *1 = Not important; 5 = Very important*



*Top 5 issues to address are consistent across years:*

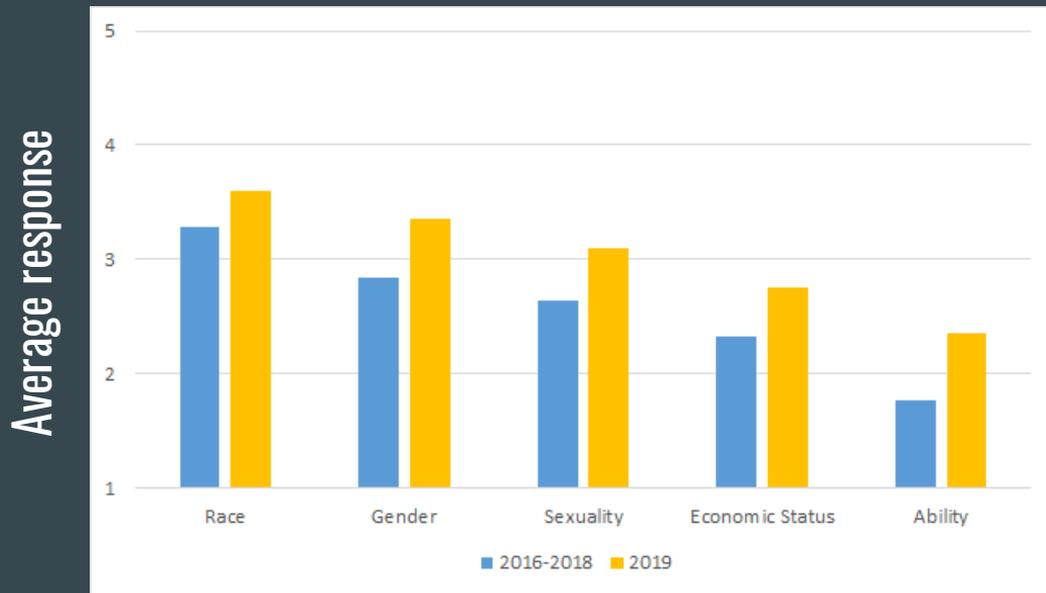
*Race, Gender, Sexual orientation, Economic status, Ability status*

*The survey also asks about Familial obligations, Age, Political ideology, Religion, Nationality / immigration status*

## Perception of improvements:

“It has been heartening to see [faculty] genuinely trying to make it better especially in light of the Kanazawa situation ” via “listening to our concerns, planning multiple events to increase inclusion, planning changes to infrastructure, etc.”

How much do you think the department acts to encourage... 1 = Not at all; 5 = A great deal



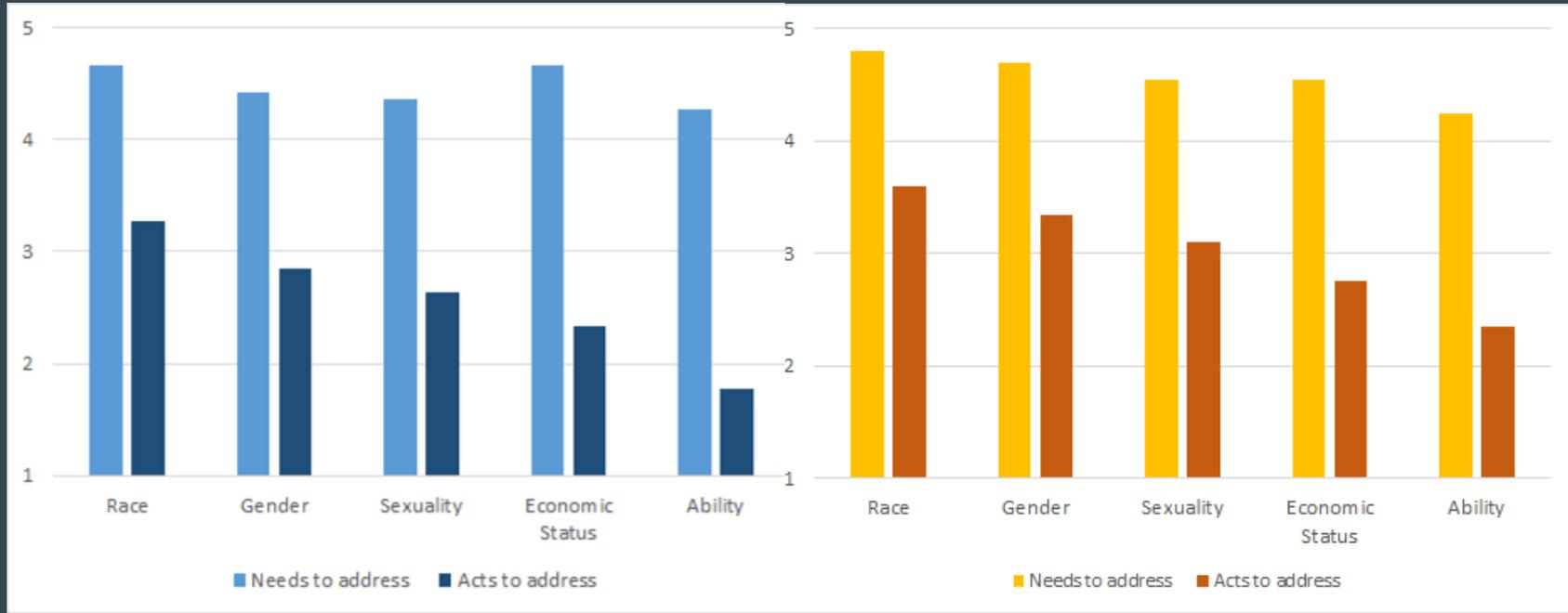
# Gaps persist between important issues and departmental action:

How important is it for the department to attend to each issue? vs. How much do you think the department acts to encourage these issues?

5 = Very important; A great deal

Average response

1 = Not important; Not at all



2016-2018

2019

# What accounts for these gaps?

[2019 open-ended student responses]

- Faculty response characterized as an “odd mix of urgency and bureaucratic slowness. It's great Dwyer is coming! Why now? It's great we'll have diversity colloquia! Why next year?”
- Concerns that “the same few faculty members who are frequent perpetrators of ignorant and prejudiced behaviors” aren't being reached

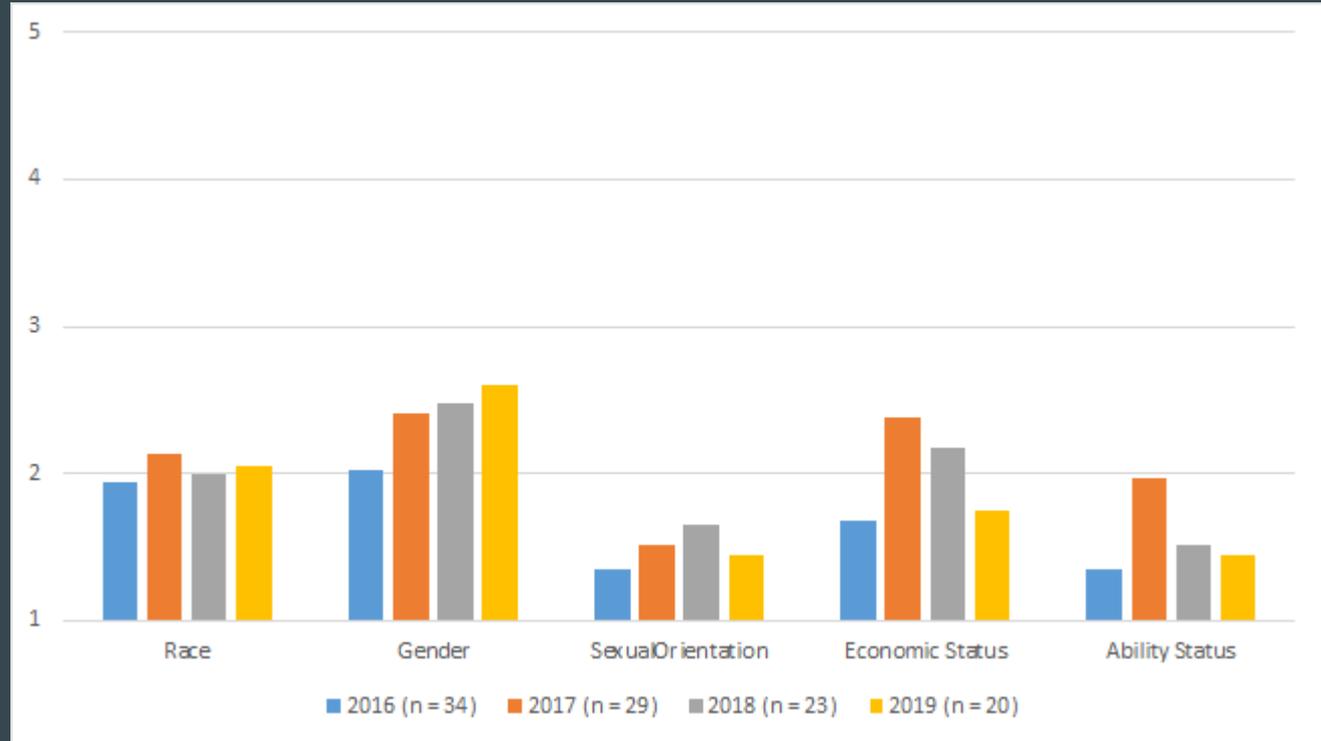
# What accounts for these gaps?

- There could be a lot of reasons, within and beyond our immediate control
- Leaning on our data, we can focus on one likely area: department climate
- **How often do you *observe* or *experience* instances of discrimination or prejudice within the department for each of the following?**

## Shortcomings in department culture:

How often do you *observe* or *experience* instances of discrimination or prejudice within the department for each of the following? (full sample)

Average frequency response

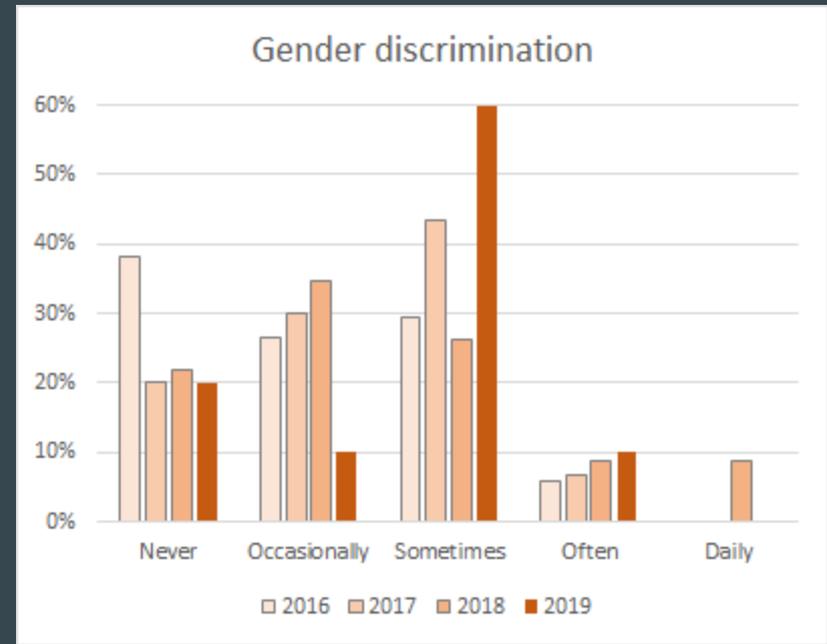
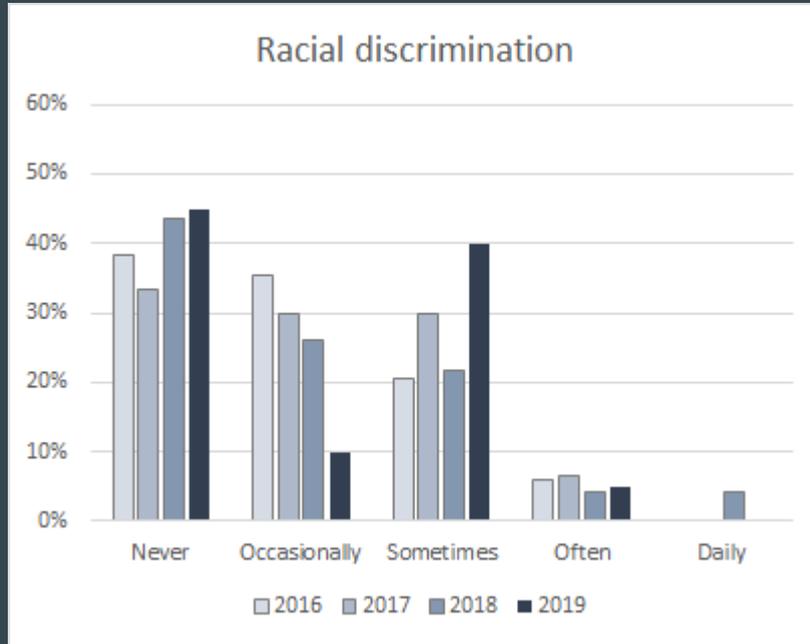


5 = Daily  
4 = Often  
3 = Sometimes  
2 = Occasionally  
1 = Never

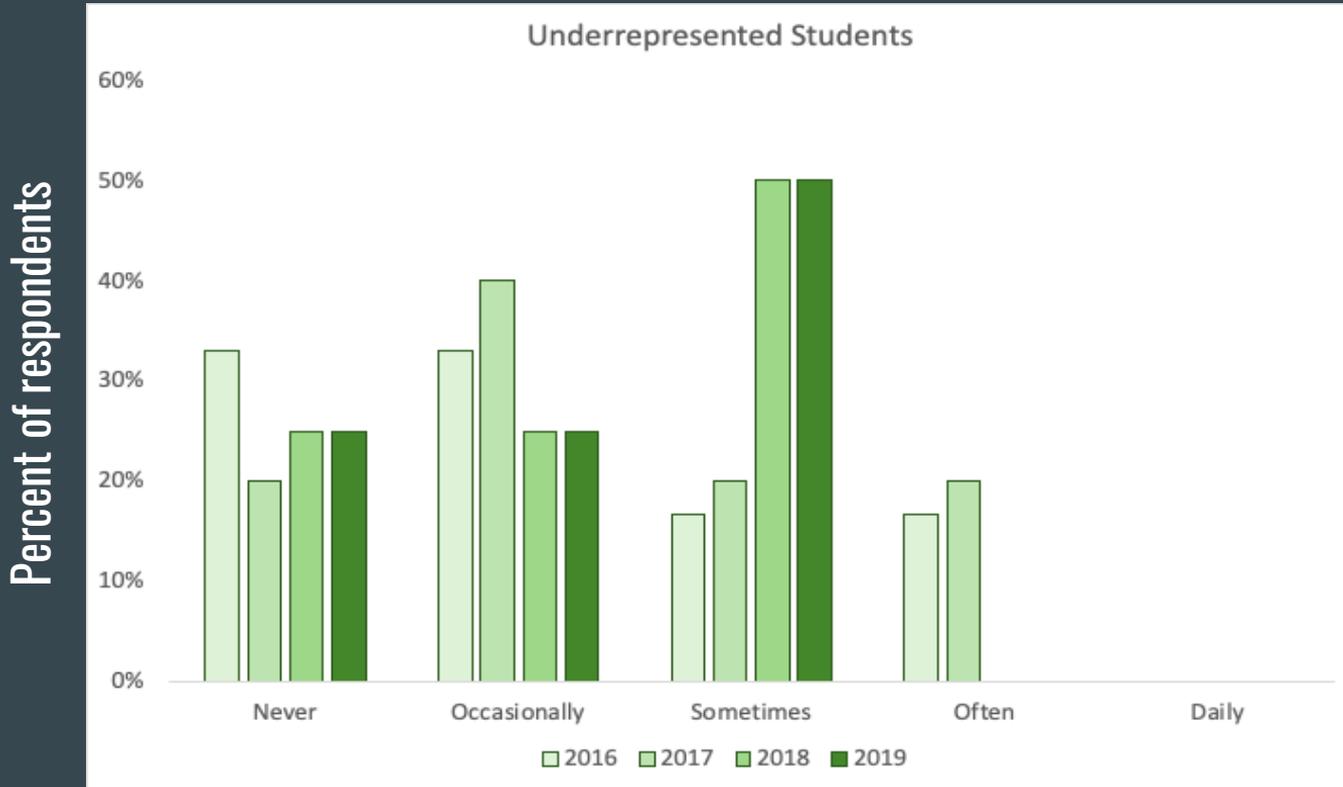
## Shortcomings in department culture:

How often do you *observe* or *experience* instances of discrimination or prejudice within the department for each of the following? (full sample)

Percent of respondents



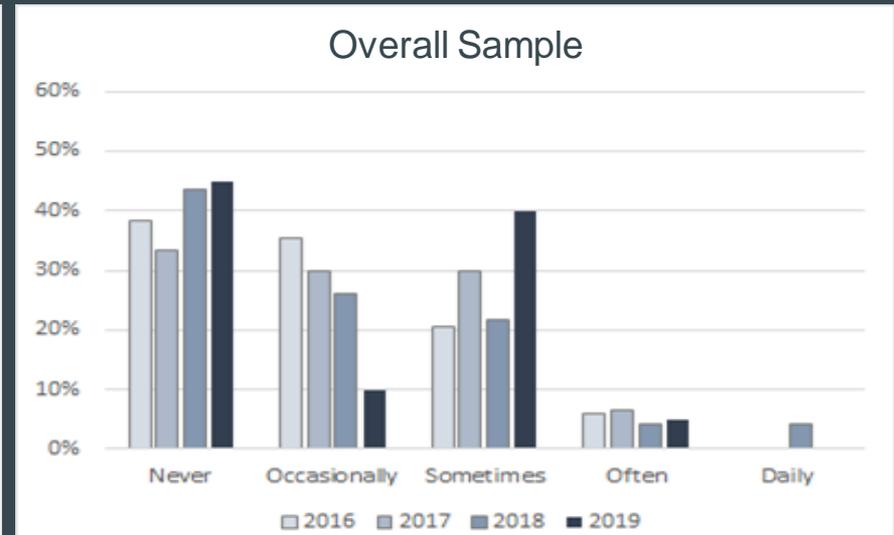
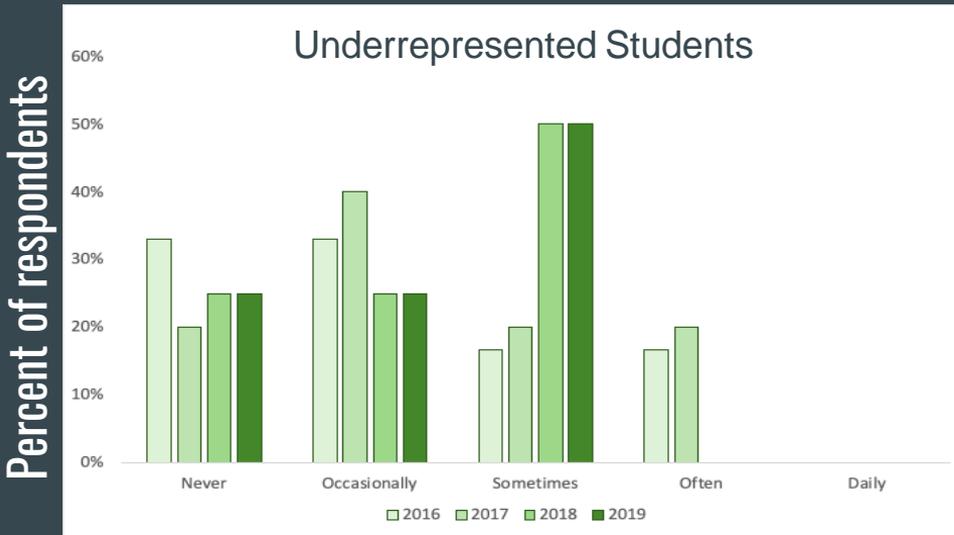
# How often do you *observe* or *experience* instances of racial discrimination or prejudice within the department? (underrepresented student sample)



\* Underrepresented minority students defined as African American, Latinx, Native American

# Underrepresented student sample reflects greater discrimination

How often do you *observe* or *experience* instances of **racial** discrimination or prejudice within the department?



\* Underrepresented minority students defined as Black / African American, Latinx, and Native American

# What form does discrimination / prejudice take? [Race]

[DIC Report 2016]

“[A] damaging adherence to upper-middle-class white norms accompanied by demographic underrepresentation of many groups. Multiple microaggressions against members of underrepresented groups were reported, including but not limited to unequal application of academic standards, cutting off students of color while they are speaking, and a generally less friendly atmosphere towards people of color.”

# What form does discrimination / prejudice take? [Race]

[Open-ended responses 2018]

“PoC scholars [are] being talked over or interrupted”

“Making other people's ideas or thoughts seem "less than" or not as important [...] because they are too young, not white, etc, in settings that are SUPPOSED to encourage discussions on diversity and inclusion”

[Open-ended responses 2019]

“Using one's scientific authority to make claims that demean or put at risk vulnerable populations, including members of racial minority and gender and sexual minority groups.”

# What form does discrimination / prejudice take? [Gender]

## [DIC report 2016]

“Inequitable distribution of work, wherein women are assigned more administrative work than men. Women are scrutinized for professional attire more than men and there is an assumption that women (but not men) are more successful if they are attractive. [Prejudice is also reflected in] the department’s continuing non-prioritization of families or other typically non-male goals.”

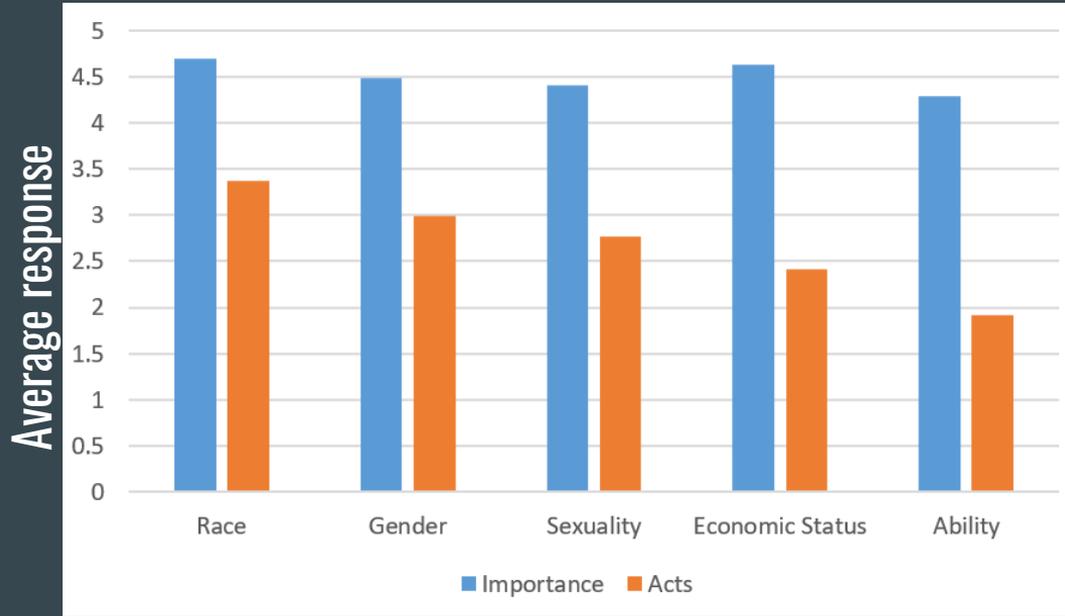
## [Open-ended responses 2018]

“Differential assignment of administrative responsibilities by gender (i.e. to women), [... and] academic and social departmental activities not being welcoming to people with families (i.e. children not welcome, OR at times which might be expected to be family time)”

“[Male students] in my lab seem to have a longer leash and less responsibilities.”

# Top issues include ability status, too

How important is it for the department to attend to issues of diversity and inclusion vs. How much does the department act to encourage diversity and inclusion?



# What form does discrimination / prejudice take? [Ability]

Several 2019 responses indicated greater need for disability support in the department:

## Physical disabilities:

- Wheelchair accessibility in Swift and Cresap is minimal (at best)
- “There is no formal discussion of physical disability/ailment/chronic illness in diversity conversations through the department, and few external speakers, faculty, or students with visible disabilities”

## Mental health:

- Advisors tell you not to “look weak”, or to sacrifice health for productivity
- Lack of frank talk about these challenges even though this is a psych department

# What form does discrimination / prejudice take? [Inaction]

[2018]

“Seems like [recruiting students of color] is done to check boxes and not to value diverse opinions” based on how little is done to address the structural predictors of their success such as “economic stability and job security and an understanding community”

[2019]

“Of the instances I reported on the prior page, they tend to be absence of action that is an issue, rather than a specific negative action.”

*Are there any ways in which your adviser creates an inclusive or exclusionary environment?*

Several responses across years along the lines of: “My adviser pretty much does nothing ‘wrong’ but nothing ‘right’ either”

# Takeaways

- There are still discrepancies between what students want the department to focus on and what they perceive the department actually acts to support
- Troubling persistence of reports that students experience or observe race or gender discrimination - not just 2019
- Coupled with the qualitative responses, these point to micro-aggressions and inaction as major reasons for the gaps students highlighted

# Next steps?

- At the fall town hall, students suggested sharing these results with faculty (hi)
- Asked about ways to increase transparency re: student concerns & faculty responses, such as an annual “State of the Department” meeting
- Moving forward, what do the faculty want from these surveys / need from us?

*What specific changes could promote a more diverse/inclusive environment? [2019]*

“Many of these issues are at the feet of mentors and faculty in terms of making sure we have the resources to engage in diverse research and practices.”

# Thank you!

- To DIC founders Natalie Gallagher, Alexandra Garr-Schultz, Kyle Nolla & Hollen Reischer for collecting & sharing their data and for continued support
- To former and current DGS (Edith Chen, David Uttal & Satoru Suzuki) for approving survey incentives and activity funds
- To office staff (Kylah Eagan, Julie Hoather) for their support and information
- To Rick for scheduling this meeting and to all of you for listening