

Physics Department Community Principles

Handbook

Revised October 1, 2021

Introduction

UC Berkeley has a set of Community Principles that were developed by students, faculty, staff and alumni to affirm and guide personal and collective behavior for the campus community. A process was started during the Physics First Friday workshop in November 2020 to create a set of unique principles for the Physics Department, a set of agreements rooted in our own community values, beliefs and interests. A set of draft principles were drawn up and were evaluated and edited by community members through retreats, town halls, focus groups and surveys during the 2020-2021 academic year. The principles changed as feedback was collected and changes were integrated, to produce this [current version](#).

The principles are a series of aspirational statements reflecting the type of culture and work/study environment we wish to build and sustain. They describe the cultural norms to which we wish to subscribe, and describe the behaviors that contribute to Berkeley Physics remaining a respectful and welcoming space. It is our hope that this **Handbook** will be helpful to the Physics community as we all work to achieve the values and build the culture described in the **Physics Department Community Principles**.

This **Handbook** was compiled by a group of Physics Staff, a subgroup of Physics Staff for Action on Racial Justice. The **Handbook** is offered in five chapters, one chapter for each of the five principles. You are invited to browse it or to refer to it as needed when you encounter challenges in implementing the **Physics Department Community Principles**. This **Handbook** is definitely a work in progress, a living document that will evolve as our community evolves. We invite you to let us hear your suggestions, questions, concerns, and ideas for improving it and making it more useful. Please don't hesitate to fill out our feedback form or to connect with any of us in person.

Respectfully submitted, Claudia Trujillo, Kristen Greenland, Anna Hilke, and Eleanor Crump

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Chapter 1

Community Principle: We Value Every Person

Community Charge

- We acknowledge and appreciate there are many ways to learn and apply what we learn in Physics - one way is not inherently better than another.
- We value the multifaceted contributions of all community members in our department.
- We honor and acknowledge the importance of every individual's identity in our community and in doing science.
- We pay particular attention that resources are distributed equitably.
- We are inclusive and welcome others into our community where appropriate. We do not rely on bias and stereotypes to make assumptions about who belongs, or doesn't belong, in our spaces and in our community.
- We encourage a culture of appreciation, where the organization takes time to make sure that people's work and efforts are appreciated.

What Valuing Every Person Means to Us

- We acknowledge and appreciate there are many ways to learn and apply what we learn in Physics - one way is not inherently better than another.

We strive to create inclusive learning and working environments

- “An **inclusive classroom** is one that creates a supportive environment for all learners, including those with learning differences and one that can also challenge and engage gifted and talented learners by building a more responsive learning environment.” (from [How to Create an Inclusive Classroom Environment](#))
- “An **inclusive workplace** is defined as a work environment that makes every employee feel valued while also acknowledging their differences and how these differences contribute to the organization's culture and [...] outcomes. An inclusive workplace is characterized by affirmative action, wherein any impact of bias/discrimination/unequal opportunity is negated.” (from [What is an Inclusive Workplace? Definitions, Best Practices, & Tools](#))
- Additional information on inclusive practices and teaching & learning support on campus:
 - Berkeley Multicultural Education Program's [Tools for Educators](#)
 - [Faculty Resource List: Advancing Equity, Inclusion, and Diversity](#)
 - UC Berkeley [Division of Equity & Inclusion](#)
- We expect instructors to think deeply about how they show the value of diversity in their classrooms and we strongly encourage them to include a diversity & inclusion statement in their syllabi
 - We include an example Statement of Commitment to Equity and Inclusion in our [Physics Example Syllabus](#) that faculty can use as is or edit

- Information about crafting [Diversity & Inclusion Syllabus Statements](#) from The Harriet W. Sheridan Center for Teaching and Learning at Brown University

- **We value the multifaceted contributions of all community members in our department.**

We recognize that members of our community are whole people

- We value the stories and lived experiences of our community members
 - When appropriate, we tell our own stories and incorporate our lived experience into our reflections on our work
 - We ask respectful questions about people's backgrounds and identities when appropriate
 - We host regular events and share resources that emphasize how our humanity informs our work
 - [Humanizing STEM Panel](#) - annual Physics Department panel
 - Nicole Cabrera "[The Future of STEM Depends on Diversity](#)"
- We manage people equitably
 - [Four Keys to a Healthy Workplace Hierarchy](#) (from Berkeley's [Greater Good Science Center](#))

We understand that the sense of belonging is not a given, and we identify avenues to increase belonging among our community members at all levels

- **"Belonging** is the feeling of security and support when there is a sense of acceptance, inclusion, and identity for a member of a certain group." (from [Cornell University Diversity and Inclusion](#))
- Resources about fostering belonging:
 - [Community Building and Supporting a Sense of Belonging Among Students](#) (from [Berkeley Advising Matters](#))
 - [How to Help Students Feel a Sense of Belonging During the Pandemic](#) (from Berkeley's [Greater Good Science Center](#))
- Information on common impediments to belonging:
 - **Imposter Syndrome:** "Impostor syndrome [...] describes difficulty internalizing one's accomplishments or abilities, and instead attributing their success to other factors" (from [Feeling Like a Fraud: Imposter Syndrome in STEM](#))
 - **Stereotype Threat:** "Stereotyped individuals tend to underperform in particular environments when worried their performance might perpetuate the negative stereotype" (from [The Importance of Mentoring to Increase Diversity in STEM](#))
 - **Hidden Curriculum:** "social and professional norms in academia that are second nature to many but opaque to others, especially scholars from underrepresented groups and other countries" (from [I Felt Lost in a New Academic Culture. Then I Found out About the Hidden Curriculum](#))

- **We honor and acknowledge the importance of every individual's identity in our community and in doing science.**

We are committed to maintaining cultural competence and cultural humility and recognize that these practices require regular training and personal development

- **Cultural competence:** The ability to understand, appreciate and interact with people from cultures or belief systems different from one's own (from "[In Search of Cultural Competence](#)")
- **Cultural humility:** A process that requires humility as individuals continually engage in self-reflection and self-critique as lifelong learners and reflective practitioners (from Tervalon, M and Murry-Garcia, J. [Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education](#). *Journal of Healthcare for the Poor & Underserved*. 1998, 9(2), 117-125.)
- We hold regular trainings to help reinforce these values in our students, staff, and faculty
 - Periodic faculty trainings at faculty retreats
 - Approximately three First Friday sessions per semester open to entire community
 - Staff Multicultural Education Program (MEP) workshops
 - Centers for Educational Justice & Community Engagement
 - [Programs and Services](#)
 - [SDI Events](#)
- **We pay particular attention that resources are distributed equitably.**

We understand that members of our community have different needs, and our support for community members is based on those needs.

- Equality vs. Equity (from [the George Washington University Milken Institute School of Public Health](#))
 - Equality: Equality means each individual or group of people is given the same resources or opportunities.
 - Equity: Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.
- Funding areas where equity is a consideration. Our goal should be to publicize deadlines to apply and to be clear on criteria for how funds are allocated.
 - Faculty
 - Symposiums - contributing funds to faculty members
 - Students
 - Conferences, travel funds
 - Opportunities for undergraduate research
 - Funds to support Student group activities
 - Course Material Fees - which courses have them? Add information onto Syllabi
 - Staff
 - Staff development funds for conference or training attendance
 - Postdocs
 - Funds to support postdoc events

- **We are inclusive and welcome others into our community where appropriate. We do not rely on bias and stereotypes to make assumptions about who belongs, or doesn't belong, in our spaces and in our community.**

Physics buildings are public spaces with some exclusions. Our buildings are open at all hours, with some spaces accessible after hours only for those that have completed safety training and been provided card key access. Some spaces are kept locked, for instance those that require reservation, have equipment stored there, or are considered part of a Center or particular research area. For access to a particular space that is normally kept locked, check with a staff member in the main office (366 Physics North)

- Physics Interaction, commons, seminar, study spaces

Protocols for ensuring diverse staff searches:

- Staff postings are sent to campus listservs such as those belonging to campus identity-based staff organizations to ensure the widest possible viewing and a more diverse pool of candidates to choose from.
- Interview committees meet in advance of interviews to discuss the job requirements and the priorities for finding the best candidate.
- All interviewers are expected to take anti-bias training. Interviews are kept consistent in structure, make-up and type of questions asked. Decisions are made based on posted job qualifications. Supervisors are responsible for meeting the commitments established by campus policies and federal and state regulations.

Protocols for ensuring diverse faculty searches:

- Our Equity Advisor consults with the Department Chair throughout the search process to ensure that the search committee is diverse and will be proactive in seeking a diverse applicant pool and to provide advice to the chair and search committee to ensure that contributions to diversity are being considered and that proactive search practices are used for recruiting and selecting new faculty.
- At the commencement of the search, the Equity Advisor meets with the search committee to discuss proactive search procedures, applicable affirmative action and labor laws, and discusses research on selection bias. They review the search plan for posting the position advertisement and advise on any additional venues or strategies to attract a diverse pool of applicants and ensure that extensive personal outreach has occurred in order to encourage specific women and underrepresented minorities to apply.
- Following consultation between the Equity Advisor and the Department Chair, if necessary, the search can be extended. Following the "Final" date and close of the active search, the Equity Advisor will approve the applicant pool if the diversity is satisfactory.
- Following deliberations with the search committee, the Equity Advisor reviews the short list of candidates selected for interviews and assesses the diversity of the candidates recommended. If this group is not diverse, they will independently review the files of other applicants (particularly those under serious consideration)

to determine if candidates of equivalent quality have been overlooked. The Equity Advisor approves the short list, if appropriate. They work with the graduate student liaisons during their interview process, and interview the candidates separately to ask them about their experience with and goals for DEI.

- At the conclusion of the search, the Equity Advisor reviews and signs off on the search report, if they feel that a fair and equitable search was conducted.
- **We encourage a culture of appreciation, where the organization takes time to make sure that people's work and efforts are appreciated.**

We highlight community member achievements

- [Student Accomplishments](#) on our Physics @ Berkeley site
- Physics@Berkeley newsletter for alumni & friends of UC Berkeley (Development Office)
- Staff [Achievement and SPOT Awards](#)
- UCB Physics [Extra Mile Award](#)
- [Women at Berkeley Physics](#)
- Faculty Achievements posted in Display Cases, 366 Physics Building North
- Physics Nobel Prizes in Display Case, first floor Physics Building North

Chapter 2

Community Principal: We Are Respectful

Community Charge

- We are respectful and considerate in conduct and speech.
- We value thoughtful action, active listening, and a growth mindset.
- We respect the practices, traditions, and cultures of individuals that hold identities different from our own.
- We use inclusionary language, not exclusionary.
- We recognize that socially constructed roles are often limiting and discriminatory.
- We learn and use the pronouns of the people we teach and work with.
- We are respectful of every individual's needs to adopt academic work-life boundaries and acknowledge that those boundaries may look different for everyone.

What Being Respectful Means to Us

- We are respectful and considerate in conduct and speech.

Being respectful and considerate means taking the time to be mindful and present when you interact and communicate with others independent of who they are or where they come from. It means being careful that the way we conduct ourselves and speak does hurt or offend others.

- Put yourself in someone else's shoes - think about how the other person would react, and put yourself in their frame of mind.
- Be mindful of who is around you - try to keep your voice at a normal level, whether you're on the phone or talking to someone in person
- Do not speak over others. Take space but give space - take the space you need to say what you need say but also give space for others to respond or comment
- Do not be demeaning or rude by assuming that others will "get" your sense of humor or cultural references
- Do not say "you should already know this". Instead, offer to help someone better understand the information being discussed or ask how you can help
- If you need to provide constructive or negative feedback, do not do it in front of others and make sure the person is not caught off guard. Think about the words you use to deliver this feedback.
- We avoid sexist or racist idioms, proverbs, and expressions in our language
- We don't use gender-based, race-based, or culturally offensive humor, pranks, or behavior.
- Be patient and kind

Resources

[Listen with Compassion in the Classroom](#)
[Guidance for those seeking to address bullying](#)
[Be More Considerate at Work](#)
[Seven Habits of Considerate People](#)
[If Black People Said Stuff White People Say](#)
[Microaggressions in the Classroom](#)

- **We value thoughtful action, active listening, and a growth mindset.**

The actions we choose to take everyday have an impact on our community. We strive to take thoughtful action and think of those around us and how our actions may impact them.

In a classroom setting, thoughtful action may mean telling a student or a peer who has taken too much time with questions, to give other people space to speak.

[Active listening](#) refers to a pattern of listening that keeps you engaged with your conversation partner in a positive way. It is the process of listening attentively while someone else speaks, paraphrasing and reflecting back what is said, and withholding judgment and advice. When you practice active listening, you make the other person feel heard and valued. In this way, active listening is the foundation for any successful conversation.

[Examples of Active Listening Techniques](#)

It's often easier to learn by reading examples. Here are some examples of statements and questions employed with active listening:

Building trust and establishing rapport: "Tell me what I can do to help." "I was really impressed to read on your website how you donate 5% of each sale to charity."

Demonstrating concern: "I'm eager to help; I know you're going through some tough challenges." "I know how hard a corporate restructuring can be. How is staff morale at this point?"

Paraphrasing: "So, you're saying that the uncertainty about who will be your new supervisor is creating stress for you." "So, you think that we need to build up our social media marketing efforts."

Brief verbal affirmation: "I understand that you'd like more frequent feedback about your performance." "Thank you. I appreciate your time in speaking to me."

Asking open-ended questions: "I can see that John's criticism was very upsetting to you. Which aspect of his critique was most disturbing?" "It's clear that the current situation is intolerable for you. What changes would you like to see?"

Asking specific questions: “How long do you expect your hiring process to last?” “What is your average rate of staff turnover?”

Waiting to disclose your opinion: “Tell me more about your proposal to reorganize the department.” “Can you please provide some history for me regarding your relationship with your former business partner?”

Disclosing similar situations: “I was also conflicted about returning to work after the birth of my son.” “I had the responsibility of terminating some of my personnel, due to downsizing, over the last two years. Even if it’s necessary, it never gets easier.”

“In a [growth mindset](#), people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment,” -Carol Dweck.

It is important to practice and value a growth mindset. It is equally important to nurture and promote a growth mindset in our community.

Examples of Growth Mindset

- It’s never too late to learn
- I appreciate constructive criticism
- I can always improve at something if I try
- What can I do better next time to make this work?
- As long as I have determination, I can do anything
- I am a lifelong learner
- My results don’t define me
- I am comfortable with being uncomfortable
- This challenge is a good opportunity for me to learn
- I am patient
- Effort makes me stronger
- I believe in myself
- I’m going to try a new approach

Taking thoughtful action, being an active listener and practicing a growth mindset make for engaged and good citizens in our physics community.

Resources

[Hear What People are Saying](#)

[10 Steps to Effective Listening](#)

[Fostering a Growth Mindset in the Classroom](#)

[Encouraging A Growth Mindset](#)

[Greater Good - Growth Mindset](#)

[Growth vs Fixed Mindset](#)

[Carol Dweck Revisits the 'Growth Mindset'](#)

- **We respect the practices, traditions, and cultures of individuals that hold identities different from our own.**
- **We use inclusionary language, not exclusionary.**
- **We recognize that socially constructed roles are often limiting and discriminatory.**

Our community welcomes everyone independent of who they are or where they come from. Our foundation in teaching, learning, research and work is rooted in the collaboration of colleagues from all over the world. We honor and respect the practices, traditions, and cultures of everyone and as much as we honor and respect our own.

We use inclusionary language, not exclusionary. We avoid using language that unnecessarily excludes or alienates members of our community. Inclusive language aims to include people regardless of gender, race, ethnicity, language, culture, religion, ability, marital status, sexual orientation, and other parts of someone's identity.

We recognize that socially constructed roles are often limiting and discriminatory. For example, while sex may define specific physical or biological features, gender refers to culturally and socially determined roles expected from different people based on their sex. Roles thought to be particular to "men" and "women" are often limiting and discriminatory.

Ways to Make your Language More Inclusive (use of these term may depend on context)

- Ladies & Gentlemen -> Everyone
- Ma'am/Sir -> Folks, Friends
- Girlfriend/Boyfriend -> Partner or Spouse
- You guys/Ladies -> Y'All, All, Everyone, Folks, Colleagues
- She/He -> They
- Mom/Dad-> Parent, guardian or caregiver
- Brother/Sister -> Sibling
- Poor/Needy -> Economically disadvantaged
- Chairman -> Chair or Chairperson
- Manpower -> Workforce
- Victim -> Survivor
- Christmas break -> Winter Break
- Handicap -> Disabled
- Grandfather/Grandfathering clause -> Legacy
- Hands On -> Interactive

Examples of how we recognize and avoid discriminatory socially constructed roles:

- We avoid sexist idioms, proverbs and expressions in our language.

- We strive to use language that reflects peoples' choice and style in how they talk about themselves.
 - We recognize that gender is socially constructed and that roles thought to be particular to men and women are often limiting and discriminatory. We act and speak accordingly.
 - We learn the pronouns of the people we teach and work with.
 - We focus on people's work, not on their bodily traits. We strive to not label others or focus on appearance.
- **We learn and use the pronouns of the people we teach and work with.**

Gender Pronouns

Definition: adapted [Human Rights Campaign Foundation.TM](#)

Gender pronouns are the way that we constantly refer to each other's gender identity - except we often don't think a whole lot about them. Usually we interpret or "read" a person's gender based on their outward appearance and expression, and "assign" a pronoun. But our reading may not be a correct interpretation of the person's gender identity.

Because gender identity is internal -- an internal sense of one's own gender -- we don't necessarily know a person's correct gender pronoun by looking at them. Additionally, a person may identify as genderfluid or genderqueer and may not identify along the binary of either male or female (e.g. "him" or "her"). Some people identify as both masculine and feminine, or neither. A genderqueer or non-binary identified person may prefer a gender-neutral pronoun such as the "they" (e.g. "I know Sam. They work in the Accounting Department").

LGBTQIA+ is an inclusive term to capture identities such as lesbian, gay, bisexual, transgender, queer, intersex/asexual. It speaks to a spectrum of diversity. Gender expression and identity are different from sexual identity and preferences. Affirming language and terminology is always evolving; we should hold cultural humility and be open to learning about the unique experience of the other so we can offer more affirming services. Everytime someone is misgendered it adds to the cumulative distress that LGBTQIA students experience.

What if you use the wrong pronouns?

The best strategy is to apologize and quickly move on. If you reiterate how sorry or bad you feel, this mistake becomes about you; it can put the other person in an uncomfortable position. Doing nothing in the moment and apologizing privately sets a norm that it is ok to misgender someone.

6 Strategies for Being Respectful

1. Ongoing training
2. Normalize use of pronouns
3. Use of gender inclusive language

4. Use gender inclusive forms
 - a. It's hard to be affirming if you don't know someone's gender identity or their pronouns
 - b. Even offering "other" as an option is othering; open ended forms meet students where they're at
5. Display LGBTQIA affirming visuals in office space
6. Be familiar with campus resources
 - a. LGBTQ mental health resources - CAPS
 - b. LGBTQ student groups & orgs - GenEq & QArc
 - c. LGBTQ resources - Centers for Education, Justice and Community Engagement

Resources for Gender Pronouns & LGBTQIA Students

[My Pronouns](#)

[LGBTQIA Resources & Glossary](#)

[Gender Unicorn](#)

[Connect to LGBTQ+ and Colleagues](#)

[CAL GenEq Resources](#)

- LGBTQ+ Career Conference

[QArc](#) - Student Run

- Transition Supplies for Trans & Nonbinary
- Queer Cal Pals - Peer buddy system

[Unity Theme Program](#): On campus housing for queer and gender diverse students

University Health Services

- [Trans Care Team](#)
- [CAPS Queer/trans identified counselors](#)
- [Q-Talk](#)
 - Informal/free drop in consultation with counselors

- **We are respectful of every individual's needs to adopt academic work-life boundaries and acknowledge that those boundaries may look different for everyone.**

We acknowledge and respect that everyone has different responsibilities that determine their individual ability to define their academic work-life boundaries and balances. Ignoring and disrespecting those boundaries is discriminatory. We do not make assumptions about a student who is not "committing" enough time to studying for classes. That student may have dependents to provide for; that student may need to hold a part time or full time job to pay for their education or to support their family. We do not criticize a new parent who may need to balance time spent in a lab doing research and caring for a newborn at home. We strive instead to be supportive and understanding of all individuals. Everyone's life and reality is different. We apply a growth mindset and meet folks where they are. We take the time to ask how we can support each other and assist or direct to appropriate resources as needed.

Resources

Last updated: 10/1/2021

Greater Good [Work-Life Balance](#)

Graduate Division- [Planning for a Work-Life Balance](#)

UHS - [Work/Life Tips for Working from Home](#)

Berkeley People and Culture - [Work-Life Balance](#)

UC Berkeley resources to support

[basic needs](#)

[wellness](#)

Chapter 3

Community Principle: We Learn Together

Community Charge

- We remain open to lifelong learning, no matter our rank or experience.
- In a learner mindset we are curious: we seek to understand instead of react.
- When made aware of our own mistakes, we listen to the impact of our mistakes, own them, and adjust our actions so we don't repeat them. We strive to not let shame or discomfort interrupt our learning. We expect to be held accountable for our actions so we can learn.
- We devote our attention to bettering ourselves and strengthening our community.
- We value independent thought and respectful debate
- We engage and listen to community members that have different perspectives and viewpoints from our own. We learn as we listen.

What Learning Together Means to Us

- We remain open to lifelong learning, no matter our rank or experience.
- In a learner mindset we are curious: we seek to understand instead of react.

We embrace the principle of being a "student always" by engaging in opportunities for training, workshops, seminars, and continuing education pertinent to our roles or positions.

Definition: [Lifelong learning](#) "is the "ongoing, voluntary, and [self-motivated](#)" pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, [active citizenship](#), and personal development."

We are respectful of how everyone learns and do not judge the learning process by defining our rank or experience. Learning can happen in many different ways.

Examples on how to be a lifelong learner:

- [Make a Commitment, Be Efficient, Organize your Learning, and Focus](#)
- [Adopt the Mindset of a Lifelong Learner](#)
- [Become a Lifelong Learner:](#)
 - Accept responsibility for your own learning
 - Create your own learning toolbox
 - Try new things on a regular basis
 - Keep a "to-learn" list and set goals
 - Ask questions when you are confused
 - Put it into practice
 - Choose a career that encourages learning

- Have projects and hobbies
- Improve your memory

Resources

[What it Means to Be a Lifelong Learner](#)

- **When made aware of our own mistakes, we listen to the impact of our mistakes, own them, and adjust our actions so we don't repeat them. We strive to not let shame or discomfort interrupt our learning. We expect to be held accountable for our actions so we can learn.**
 - [Using an example regarding misgendering another person:](#)
 - Say "thank you" when someone calls you out for misgendering someone; it empowers them to say "you're welcome" vs "it's ok"
 - It's ok to apologize but do not make it about your feelings by continuing to discuss how bad you feel about it
 - Use the person's appropriate pronouns going forward, don't just continue on like you didn't hear them
 - [Harvard Business Review - You've been called out for a microaggression -what to do](#)

The Physics Department would not take a punitive approach with someone struggling to catch up with our community principles. Everyone starts where they are at, so we can't hold anyone accountable to learning at any particular pace.

It is important to understand that everyone sees and experiences the world differently - what seems "right" in your experience may not be so in someone else's. Everyone is asked to consider different perspectives, for the purpose of sensitivity, learning, and growth. We are here because we are striving to overcome historical and divisive biases in our society and in ourselves. Our primary focus will be on race. With agreement we may decide to expand our focus at a later date.

We all are good. We all started out as innocents. Bias is universal and prejudice was learned.

We are allies to one another.

We are ALL systematically taught misinformation about our own group(s) and about members of other groups.

We do not blame ourselves or others for the misinformation we have learned, but to accept responsibility for not repeating them

We listen respectfully and actively to each other without interruptions.

We use "I" statements, and in doing so speak about our own personal experiences not on behalf of our race or ethnic group.

We will strive to trust that people are doing the best they can in the moment, and we give room for growth.

We will include all voices in the discussion.

We don't avoid raising the hard issues even if we're not sure how to raise it in an acceptable way - we strive for civil discourse, but we don't let that bridle us from speaking our truth.

RESOURCES FOR REPORTING INTOLERANCE AND ADVANCING EQUITY AND INCLUSION

You may [submit a question or comment](#) to the Physics Department

You may file a report anonymously or by name on the [UC Systemwide Intolerance Reporting Form](#)

You may also choose to file a report with UCPD in 1 Sproul Hall (510) 642-6760 (non-emergency) if you experience or observe a Hate Crime

[UC Berkeley Path to Care Center](#) offers resources to combat sexual harassment on campus

UC Berkeley maintains the stophate.berkeley.edu website where you will find campus information and resources.

Other important links:

[ASUC Student Advocate Office \(SAO\)](#)

[Student Legal Services](#)

[Additional reporting, support services, and other information](#)

- **We devote our attention to bettering ourselves and strengthening our community.**

The Physics Department has created a number of opportunities to address this charge. Get involved in Physics and non-Physics equity/justice-focused organizations. Take the time to learn from and listen to your peers, colleagues, and students. Here are a few resources for your consideration:

- Physics Staff for Action on Racial Justice (P-SARJ)
- [Dismantling Racism Study & Action Group for justice, liberation, and belonging at UC Berkeley \(primarily a staff group, but open to students and faculty as well\)](#)
- LavenderCal
- Staff Alliance for Disability Access (SADA)
- Transfer Student Success Group
- UCB Center for Educational Justice & Community Engagement
- UCB Gender Equity Resource Center
- UCB Multicultural Community Center
- [Physics First Friday Workshops](#)

- **We value independent thought and respectful debate**
- **We engage and listen to community members that have different perspectives and viewpoints from our own. We learn as we listen.**

There are different approaches to interpretation to these charges. There is no one right approach. Scholarship is a conversation idea.

- In the classroom:
 - [Three Strategies for Helping Students Discuss Controversial Issues](#) from Berkeley's Greater Good Magazine
- At department and university events:
 - Questions to consider when planning an event:
 - Who are your panelists or speakers? Which identities are you including and excluding from the conversation?
 - Who are we centering and learning from?
 - Are you accommodating attendees so that everyone is able to learn and participate together?
 - BEN Inclusive events guide ([10 resources to make your event more inclusive](#))
- On committees and when making departmental decisions:
 - Learning from and listening to our students/centering the student experience
 - Amplifying student voices on committees and in making departmental decisions and changes
 - Using student data and survey feedback to inform department decisions
- When hiring new members Recruiting -- Faculty, Post-docs, UG students, grad students, staff
 - [Berkeley People and Culture Diversity Hiring Resources](#)

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Chapter 4

Community Principle: We Speak Up

Community Charge

- We refuse to initiate, participate, or condone discrimination and harassment. We have a responsibility to call out unacceptable behavior that does not reflect our principles.
- We recognize that calling out discriminatory behavior or harassment in the moment can be difficult due to concerns for safety and/or power differentials, and we have clear alternate avenues for reporting/addressing a concern.
- We are responsible, and held accountable for, the culture of our department, classrooms, and our research groups. We take action to ensure that our culture reflects our Principles of Community and care for those that are harmed.

What Speaking Up Means to Us

- We refuse to initiate, participate, or condone discrimination and harassment. We have a responsibility to call out unacceptable behavior that does not reflect our principles.

Microaggressions

Definition: a statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority. (Oxford Languages). They are often based on socioeconomic status, disability, gender, sexual orientation, race, ethnicity, nationality, religion, etc.

- Speak Up when you see or hear something that doesn't seem right to you.
- Speaking Up may happen in different forms. Some examples include responding to microaggressions, practicing micro-affirmations, calling in/calling out, bystander intervention.

Examples of microaggressions in classrooms/work:

- You don't know that math/physics concept already? How are you in this class/department?
- You should know that material by now.
- Your peers are not struggling the way you are.
- You came from ____ so your foundation is weaker.
- Mispronouncing your name, after you have corrected it many times.
- Misgendering you, after you have shared your pronouns or corrected them.
- Dishonoring traditions or holidays by scheduling projects or exams on religious holidays (for example).
- Expecting less from particular groups because they are _____.

- Calling on a specific student or group of students while ignoring the others.
- Interrupting a specific student or group of students while ignoring the others.
- Use of inappropriate humor in classroom or work settings that degrades certain groups (based on race, gender, etc.).
- Singling out individuals because of their backgrounds.
- Assuming we all have access to the same resources (computers, homes, WIFI, etc.).
- Making assumptions about individuals and their backgrounds and/or their gender.

Resources to Address or Respond to Microaggressions

[In the classroom](#)

[In the workplace](#)

[Responding to microaggressions, Harvard Business Review](#)

[You're Been Called Out for a Microaggression. What do you Do?](#)

"The physics community needs to include, listen to and hire Black scientists" by [Dr. Charles Brown II](#)

[Racial microaggressions contribute to disparities in STEM education](#)

[Language Matters: Considering Microaggressions in Science](#)

[Racial Microaggressions In Science](#)

[When you Commit a Microaggression](#)

Further Reading

Sue, D.W., *Microaggressions and marginality: Manifestation, dynamics, and impact*, ed. D.W. Sue. 2010, Hoboken, NJ: John Wiley & Sons, Inc.

Interrupting Bias: Calling Out vs. Calling In

What Calling Out, Calling In Means to Us

Definition: [Seedtheway Interrupting-Bias](#) defines what calling in and calling out is and what it may look like in this handout.

Calling Out

- When we need to let someone know that their words or actions are unacceptable and will not be tolerated
- When we need to interrupt in order to prevent further harm
- Will likely feel hard and uncomfortable, but necessary
- Allows us to hit the "pause" button and break the momentum

Calling In

- When there is an opportunity to explore deeper, make meaning together, and find a mutual sense of understanding across difference
- When we are seeking to understand or learn more
- When we want to help imagine different perspectives, possibilities, or outcomes

- Provides for multiple perspectives and encourages paradigm shifts
- Focused on reflection, not reaction
- Is *not* just a suggestion with an uptick (Don't you think you should...?)

What to do after you're called out/called in:

[Harvard Business Review - You've been called out for a microaggression -what to do](#)

Resources to Interrupt Biases: Calling Out vs. Calling In

[Greater Good - How to find prejudice hidden in our words](#)

[Berkeley Engineering Bias Busters](#)

[Greater Good - Four ways teachers can reduce implicit bias](#)

[Understanding Intent vs. Impact](#)

Helping Someone - Bystander-Intervention

Definition: [Bystander Intervention is recognizing a potentially harmful situation or interaction and choosing to respond in a way that could positively influence the outcome.](#)

More Detail and a strategy for taking action: adapted from [LEAD Center - Beards that Care](#)

Have you ever been in a situation where something just did not feel right, but you were not sure how to respond? Many incidences of violence and harm occur in the presence of bystanders – people who witness an incident but are not directly involved.

You can take action to prevent violence. Bystander intervention is the interruption of potential harm or violence by someone who witnesses the incident. It is also referred to as being an active bystander – someone who sees the potential for harm to occur and takes action to interrupt the situation and prevent harm.

Sometimes in the moment, it can be hard to know exactly how to respond.

The CARE Model is an easy-to-remember acronym that outlines four strategies for taking action when harm or violence could occur.

You can use multiple strategies for a given situation depending on your comfort level and personal style. It is important to keep your own safety in mind any time you are choosing to be an active bystander.

CONFRONT THE SITUATION

ALERT OTHERS

REDIRECT ATTENTION

ENGAGE PEERS

[Some Scripts and Prompts for Inspiration](#)

ihollaback.org teaches the [5 D's](#) of bystander intervention:

Distract, Delegate, Document, Delay , and Direct

ihollaback.org - [Resources for harassment](#) at work and on the street

Resources to Help Someone or practice Bystander-Intervention

Lead Center [Bystander Intervention](#)

UCB SVSH [Addressing Sexual Violence and Sexual Harassment](#) - Bystander Intervention.

Greater Good - [If you are in danger](#)

Greater Good - [helping kids overcome the bystander effect](#)

Bears that Care - [for support and intervention](#)

Upstander - [facing history](#)

- **We recognize that calling out discriminatory behavior or harassment in the moment can be difficult due to concerns for safety and/or power differentials, and we have clear alternate avenues for reporting/addressing a concern.**

It is important to empower community members to speak out against systemic inequities and inequitable policies that they observe within the department. However, addressing inappropriate or discriminatory behavior and harassment in the moment or directly may not always be possible.

Suggestions to Combat discriminatory behavior or harassment in a safe manner:

- Send a follow up email to person affected by the discriminatory or harassing behavior to check in on them
- Address behavior with someone in a separate email and call them out
- Check in with a supervisor or administrator for guidance
- Report to a confidential or anonymous source:
 - [Path to Care](#)
 - UCB's [Physics Department Anonymous Form](#)
 - [UC Systemwide Intolerance Reporting Form](#)
 - [Additional Reporting, Support Services, and other Information](#)
 - [Additional UCB Physics Department Resources](#)
- **We are responsible, and held accountable for, the culture of our department, classrooms, and our research groups. We take action to ensure that our culture reflects our Principles of Community and care for those that are harmed.**

Micro-Affirmations

Definition: “small statements and gestures may seem unimportant, but they deliver powerful outcomes. Micro-affirmations (also referred to as micro-moves, micro-gestures, and micro-advantages) include nods, facial expressions, choices of words, and tones of voice that convey inclusion, caring, and listening.” -Diana Sadighi

Examples of micro-affirmations [Adapted from Employers Counsel:](#)

- Ask others for their opinions
- Recognize the achievements of others
- Use friendly facial expressions and gestures
- Take a genuine, professional interest in someone’s personal life
- Pay attention
- Make eye contact (yes, this means putting down your phone)
- Give credit to another’s ideas
- Nod and smile

Additional Resources on Micro-Affirmations

Bravely - [Not-so-random acts of kindness: How you can use micro-affirmations to fight unconscious bias in the workplace](#)

Rowe, Mary - [Micro-affirmations & Micro-inequities. Journal of the International Ombudsman Association, volume 1, number 1, March 2008](#)

Brown University’s [Microaggressions and micro-affirmations](#)

NCBI - [The Influence of Micro-affirmations on Undergraduate Persistence in Science and Career Pathways](#)

Nature - [Use microaffirmations and call out microaggressions to help others](#)

Allyship Resources

Noteworthy - [Nine Things You Can Do To be A Good Ally](#)

Awaken - [Allyship \(& Accomplice\): The What, Why, and How](#)

Greater Good - [Nine Tips for Being a Male Ally at Work](#)

Important Race Matters Resources

[Berkeley HR Race Matters](#)

[Anti-Racism – Resource Guide](#) by Tasha K.

Resources For Countering Anti-Black Racism

[Uprising 2020: A collection of resources to navigate this moment from UCB's Othering & Belonging Institute](#)

[Anguish and Action - Resources to create a more just and equitable world](#)

[Anti-racism Resource Guide](#)

[Anti-Racist Resources from the Greater Good Science Center](#)

In response to the killing of unarmed black people by police, the Greater Good Science Center gathered pieces that explore our potential to reduce prejudice in society and in ourselves. Topics include the following, and each topic includes 5-8 links to helpful resources:

- The psychological roots of racism
- How to overcome bias in yourself
- Confronting racism
- Reducing bias in criminal justice
- Building bridges
- Resources for parents
- Resources for educators
- More antiracism resources

Chapter 5

Community Principal: We Strive to be Transparent

Community Charge

- We value and strive for transparency in our policies, procedures, goals, actions, and decisions. Transparency is essential to foster a strong sense of community and to ensure open dialogue, communication, integrity, and accountability from every member of our Department.
- Our governance is clear; individuals are informed of and understand their level of responsibility and influence in our department.
- We make clear the expectations the department holds for students, postdocs, staff, faculty, lecturers, and visitors. The expectations and progress are clearly communicated to individuals.
- There is a clear understanding of the reasoning behind decisions.
- There is a clear understanding of what parts of the discussion are confidential and why.
- We periodically review our practices and policies and use data and feedback to inform our decision-making. The decision-making process is clearly communicated and the data are made available to our community members when appropriate.
- We welcome feedback from those who are affected by decisions in the decision-making process. Feedback is used to evaluate processes and decisions and to continue to make improvements.

Definitions

[Strive](#) to strive is to make strenuous efforts toward a goal.

There are many definitions of transparency. Two that seem most applicable to our community:

[Transparency](#) is a situation in which business and financial activities are done in an open way without secrets, so that people can trust that they are fair and honest.

[Transparency](#), as used in [science](#), [engineering](#), [business](#), the [humanities](#) and in other social contexts, is operating in such a way that it is easy for others to see what actions are performed. Transparency implies openness, communication, and [accountability](#).

[Confidentiality](#) is the obligation and right not to disclose information to unauthorized individuals, entities, or processes if it would harm the organization, its business relationships, or an individual.

Physics Community when used in this principle refers to all members of our department, including but not limited to students, postdocs, staff, faculty, lecturers, and visitors.

- We value and strive for transparency in our policies, procedures, goals, actions, and decisions. Transparency is essential to foster a strong sense of community and to ensure open dialogue, communication, integrity, and accountability from every member of our Department.

This charge defines what striving to achieve true transparency at all levels around policies, procedures, goals, actions, decisions and to ensure full accountability from every member of our community might look like.

- All Physics community members would know the Department's mission, values, and goals and how our resources (budget, space, human resources) are allocated in support of those goals.
 - The annual Department Tea is normally the first opportunity in the academic year for the entire community to hear from the Chair about new initiatives and goals for the coming year.
 - Senate Faculty meet regularly with the Chair presiding. The Chair offers a "State of the Department" address each fall.
 - Department Managers meet weekly with the Director presiding
 - All staff members meet once per quarter in an all-hands gathering to hear updates about the department. At least one gathering per year should be focussed on strategic planning.
 - Committees play an important role in furthering the goals of the department and almost all committees have staff representation, and many include graduate and undergraduate students. The annual charge letters for committees are sent out to all committee members and include the basic agenda for the year. These charge statements attempt to align the committee's work with the goals of the department.
 - As part of their committee service, some faculty members are assigned to be a liaison or consultant to student groups, such as SWPS, SPS, Connect and COMPASS. An important role of the faculty liaison is to provide resources to groups as they further student goals, and to communicate how groups can best align with department goals.
 - Department managers and select members of their staff are given an opportunity to provide input on committee charges and committee membership.
 - Department managers meet biweekly with the Department Chair and the Department Director to hear about new initiatives and consider how their work aligns.
 - Faculty Assistants meet regularly with the Department Deputy Director so they can stay informed of Department news and initiatives. They in turn can inform their faculty supervisors
 - Three town halls each semester, one geared for graduate students, one for undergraduate students, and one for postdocs, and organized by DEI student representatives, is attended by the Chair and Director and other department leaders and is used as a forum to hear concerns from students
- Our Community would be based on trust. Not having to worry about hidden agendas or incomplete information would free us to direct our energies to achieve creative, positive outcomes that would benefit the entire community.
- We would be seeking clarity on what it means for each of us and for our Department to be transparent.

- We would be learning to be accountable to one another

Resources

[The 4 Core Values of Cultivating a Culture of Transparency](#)

[Transparency in the Workplace: Why It Matters and How to Practice It](#)

[Go Beyond Bias Training](#)

- **Our governance is clear; individuals are informed of and understand their level of responsibility and influence in our department.**
 - Faculty bylaws are under development.
 - The department organizational chart is available upon request. Our new website (2022) will include a link to it.

This charge defines what is needed in order to achieve transparency at all levels around clear governance and the responsibilities of community members.

- All Physics community members would understand their roles in supporting the goals of the Department.
 - See responses above.
- Our community would be empowered to seek clarity on issues of concern rather than assuming intent due to lack of transparency.
- We would be learning to prioritize our energies and actions in support of the Department's goals and be confident we were adding value to the enterprise.
- **We make clear the expectations the department holds for students, postdocs, staff, faculty, lecturers, and visitors. The expectations and progress are clearly communicated to individuals.**

This charge defines what is needed in order to achieve transparency around the Department's expectations of students, postdocs, staff, faculty, lecturers, and visitors and how they are communicated.

- Staff would have from students, faculty, management, and one another the information they need to excel at their jobs and to support their colleagues, students and faculty.
 - The Achieve Together performance program requires quarterly check-ins for staff with their supervisor. The goal of these check-ins is to ensure that goals that have been set up for the year are still accurate, and to provide an opportunity for new goals to be created.
 - Managers are encouraged to meet with their teams on a regular basis. Many managers have taken advantage of coaching training offered by campus, as well as 360 reviews and general trainings that provide guidance with the supervisor role. Managers should be encouraging their staff to take relevant trainings offered by campus as a route to professional and personal development.

- Once per semester town hall gatherings focused on the needs of undergraduate students, graduate students, and postdocs provide an opportunity to hear from these constituencies directly.
- **There is a clear understanding of the reasoning behind decisions.**

This charge defines what is needed in order to achieve true transparency about how policies and decisions that impact community members are made.

- We would encourage every community member to take a proactive role and seek transparency when they feel an issue isn't clear. If something is not transparent to you, speak up and speak out.
- Our Physics Community would understand why decisions that impact them were made.
- A Policies and Procedures folder is made available to all staff located in our department Box folder PHYSI - Administration. This includes policies related to timekeeping, staff hiring protocols, codes of conduct, and policies specific to the pandemic.
- A set of faculty bylaws which make clear voting rights are under construction.
- Questions about department or university policy should be directed to Director Roia Ferrazares at roia@berkeley.edu
- **There is a clear understanding of what parts of the discussion are confidential and why.**

This charge points to the importance of balancing the goal of achieving transparency with the requirement for confidentiality.

- Our leadership develops a culture of trust by demonstrating transparency while respecting confidentiality. This culture empowers faculty, staff, and students and helps them excel.

Principles of Confidentiality

- Share confidential information only on a need to know basis.
- Exercise judgment and restraint. Don't share **ALL** information **ALL** the time.
- When in doubt, check with the individual involved before disclosing information.
- Respect the rights of others to privacy. Honor agreements and boundaries.
- Protect anonymity when disclosure would cause harm or personal embarrassment.
- Avoid repeating unfounded rumors, hunches and third-party hearsay. Discourage gossip.
- Finally, be particularly careful using social media. Its pervasive use in today's world can create a false sense of privacy.

Resources

[Embrace Transparency While Ensuring Confidentiality](#)
[Delicate Balance: Transparency and Confidentiality](#)
[Confidentiality and Transparency in an Organization](#)

- **We periodically review our practices and policies and use data and feedback to inform our decision-making. The decision-making process is clearly communicated and the data are made available to our community members when appropriate.**
- **We welcome feedback from those who are affected by decisions in the decision-making process. Feedback is used to evaluate processes and decisions and to continue to make improvements.**

These two charges describe what we need in order to achieve true transparency about how we solicit and use data and community feedback to continually make improvements in our processes, procedures, and policies and how that process and the data are communicated to the community.

- We would periodically evaluate our progress toward being transparent.
 - We are ensuring we have at least one town hall meeting per semester for undergraduate students, graduate students, and postdocs. These are forums where community members can raise issues and concerns.
 - Our community newsletter is a good place to get updates on hot button issues.
 - We assign student and staff liaisons on specific issues to attend select administrative meetings on hot button issues and keep their community members up to date
 - Our DEI Committee holds weekly office hours on each Monday afternoon to hear from our community members. A log is kept of issues raised and shared with the DEI committee at large.
 - Other programs we can consider for the future:
 - a bi-annual (quarterly?) round table to discuss current issues/topics brought up by students/faculty/staff
 - a frequently discussed or topical issues progress FAQ on Physics website: e.g., “The bathroom issue” - have a clear writeup on the issue, including progress and current status.
 - a series of workshops for faculty, staff and students (or reps) all together? Maybe like First Fridays?? Led by an expert in organizational development/effectiveness?? Maybe someone from Haas??
- We would be seeking coaching and feedback as individuals and also collectively as the Department.
 - Coached 360 reviews are made available for select managers enrolled in campus programs such as the Grow Together series.
- We would be working in good faith to earn the trust of our community by routinely communicating openly and honestly on issues of concern and providing forums for community feedback on this process.
- We would be keeping our minds open, learning from our colleagues and honestly communicating our mistakes.
- We would be soliciting feedback to critique our progress, or lack thereof, recognizing that critique is a force for positive change.