

# **UW//LA Department Grievance Reporting Protocol**

The Department of Landscape Architecture at the University of Washington is committed to supporting all members of our community in actively addressing concerns of stigma and discrimination through a clear and accountable process. This document establishes acting principles, provides definitions, and delineates the protocols and processes to report grievances. If you, or someone you are advocating for, has a grievance, please read this document fully and follow the steps provided. The Department maintains confidentiality in all grievance matters.

## **ACTING PRINCIPLES**

### **Community Guidelines**

*Adapted from UW Faculty Senate Draft Grievance Model.* <sup>8</sup>

1. Grievances are viewed as positive and constructive opportunities to grow.
2. The department community seizes the opportunity to engage in shared problem-solving.
3. Documentation is designed to facilitate transparency and understanding.
4. Individual boundaries are respected, such as needs for privacy/anonymity.
5. Communications are timely and efficient.

### **Approaching Mistakes**

*Adapted from Wheaton College: Social Justice & Community Impact, Making Mistakes.* <sup>5</sup>

#### *1. Center the impact over your intention.*

Despite doing the work and having good intentions, making mistakes is a natural part of learning. Remember that the impact of the mistake can still be harmful.

#### *2. All words and actions matter.*

If you have said the wrong thing, for example, assuming someone is foreign-born, you have committed a microaggression which can be defined as subtle or overt, intentional or unintentional interactions or behaviors that communicate bias toward marginalized groups. Micro does not signify “small” in terms of impact, but rather signifies that these interactions tend to happen by one person to another person, rather than an explicit bias comment to a group. These interactions, especially over time, can cause physical and psychological harm.

#### *3. Take responsibility to repair harm caused.*

As the person who caused harm, it is our responsibility to repair it. If you aren't clear about what harm was caused and/or are unsure how to proceed, it is good to spend time understanding the situation and researching resources to guide you before you react. Taking action to repair harm requires centering relationships rather than personal feelings or reputation. Resist defending yourself to let in space for other perspectives. Ask what you can do, but accept that repairing a relationship might take time as this might only be the beginning of a process.

#### *4. Practice co-regulating your body and mind.*

Notice when and where you are holding tension throughout this process and how it is affecting your response - this is normal. Take deep breaths or any other care actions necessary to help collect your thoughts and reset your commitment to repairing harm caused.

### *5. Be aware of power imbalances.*

Staff and faculty members have a particular responsibility to correct and repair microaggressions that we commit personally or that we witness occurring in our classrooms, or other spaces where we are viewed as leaders, since our actions have greater impact.

## **DEFINITIONS / TERMS**

### **Advocate**

Any member of the Department community (course instructor, other faculty, adviser, other staff or another student). The advocate will represent the student and serve as an intermediary in reporting and responding to the incident while maintaining the student's anonymity.

### **Bias Response Team**

The bias response team will consist of the department Chair and both MLA and BLA advisors.

### **Community Member**

Community members of the Landscape Architecture department include but are not limited to students, staff, faculty, guest reviewers and lecturers.

### **Stigma/Bias/Discrimination**

Stigma refers to a set of negative thoughts, attitudes, and beliefs held within social systems.<sup>1</sup> Social stigma may affect individual bias, leading to acts of discrimination. Bias, as defined by the Oxford Dictionary, is "prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair." Discrimination is the "unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability."

Since stigma, bias and discrimination all cause emotional, mental, and physical harm for individuals and communities, and the goal of this protocol is to address harm caused, these terms are used interchangeably throughout this document.

## **WHEN TO REPORT: INCIDENT OF CONCERN**

### **What is a Bias Incident?**

A bias incident is any act of discrimination or harassment against an individual or a group based on their age, religion, disability (physical or mental), race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status, veteran status, socioeconomic status, or other category. It can be an event, image, utterance, or behavior that occurs physically, verbally, in writing or via social media/other digital means. Bias incidents can be intentional, but are often unintentional acts of conduct.<sup>9</sup>

While these are not all encompassing, examples of bias may include:

- Promoting/distributing materials that have language or images that are insensitive/derogatory.
- Jokes or comments that are demeaning to a group of people based on their actual or perceived race, sex, gender identity or expression, disability or other category.
- Hosting a tokenizing culturally themed event.
- Patterns of mis-gendering individuals

- Comments that reinforce stereotypes that may be deemed “non-demeaning” (i.e. the model minority myth)
- Consistent preferential treatment for some, resulting in consistent lack of inclusion for others.<sup>3</sup>

### **Ways to Intervene in an Incident of Concern**

*Adapted from Wheaton College: Social Justice & Community Impact, Making Mistakes and iHollaback Bystander Intervention.*<sup>5,7</sup>

1. **DIRECT:** Be direct, confront the situation and explain to the person why their language or actions were harmful. If someone is continuously using biased language, or not affirming someone’s gender (i.e. using the wrong pronouns), you may consider taking a more direct approach privately, and correcting the person in another setting. If you are correcting pronouns, make sure you know whether or not the person is “out” in that space and using those pronouns openly.
2. **DELEGATE:** Ask someone else, such as a peer, staff, or faculty for support, or ask them to address the situation if you are not comfortable doing so. If you’re not sure who you’d like to support you through this process and/or would like to remain anonymous, you can submit a form that will be received by the Bias Response Team via the [UW//LA Grievance Report Form](#) (see “Ways to Report” under the next section for more information).
3. **DELAY:** Check in with the person that was harmed in the interaction afterwards and ask if they need support. It is important to remember that when we offer someone support after they have experienced a microaggression, they may not want it. Respect that person’s space. If they change their mind later, they know that you have offered support.
4. **DOCUMENT:** If you’re not sure who you’d like to support you directly through this process and/or would like to remain anonymous, you can submit a form that will be received by the Department advisors and chair via the Department’s anonymous [UW//LA Grievance Report Form](#). If you are supporting as an advocate for someone directly affected, it is helpful to document the incident as soon as possible, using our suggested intake questions (see “Information to Record in an Initial Intake” under the next section). If the behavior seems targeted, intentional, malicious or is ongoing, even after you have tried to intervene, you may want to document the incident(s) by submitting a report through UW’s [Bias Reporting Tool](#) (see “Ways to Report” under the next section for more information).

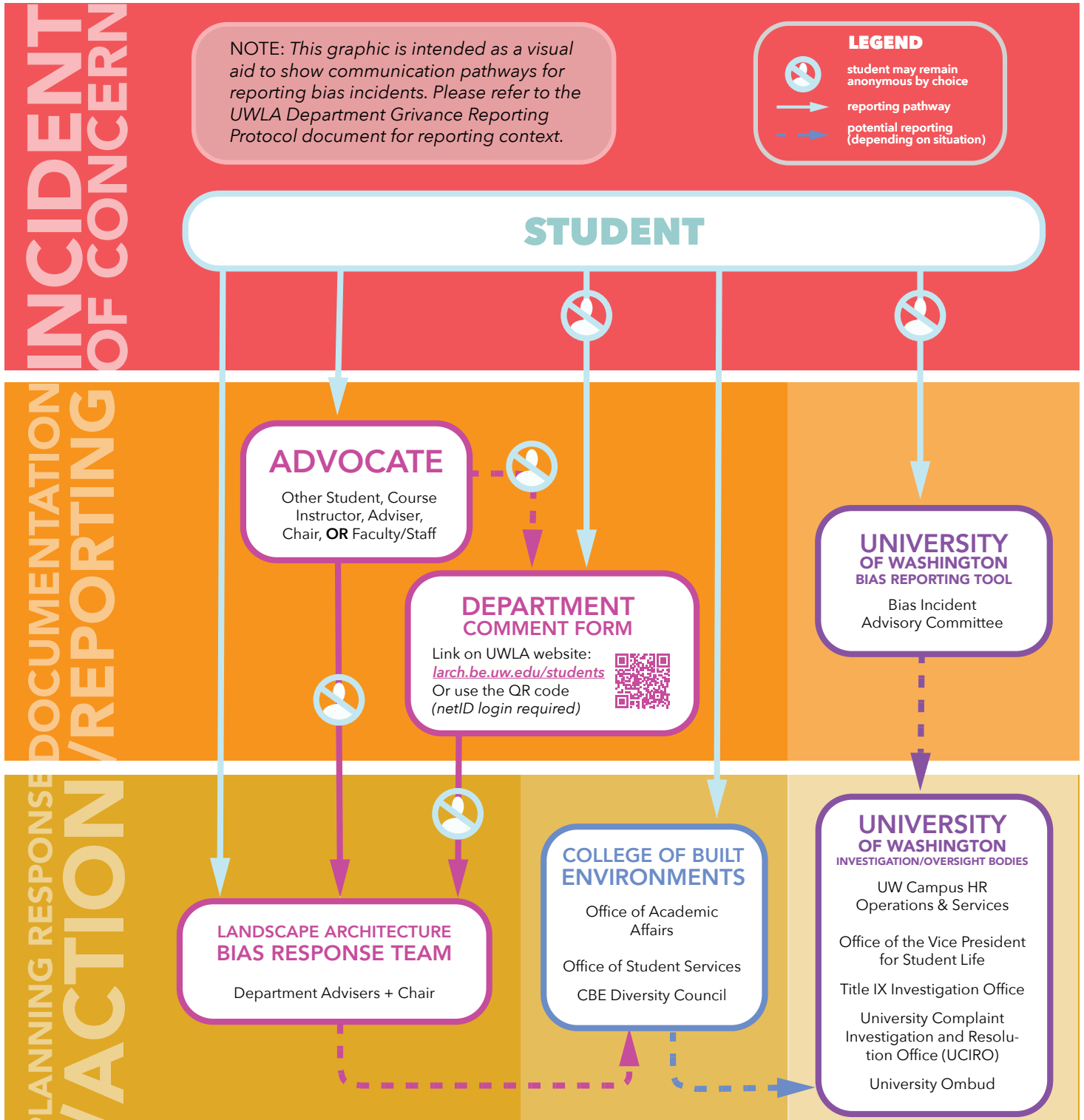
## **DOCUMENTATION / REPORTING**

### **Ways to Report**

- There are multiple ways to report a bias incident, see accompanying diagram below.
- Any member of the department’s community can bring concerns of bias or other discrimination related issues they experience to a peer, course instructor, department adviser, department chair, other department instructor or staff depending on who they are most comfortable engaging their concern with.
- Anonymous reporting is available via the [UW//LA Grievance Report Form](#). Links to this form can be found on the Department website.
- If a student has any concerns about reporting an incident of stigma/bias/discrimination to a member of the Department, there are pathways that lead directly to the College of Built Environments (CBE) or University of Washington.

# GRIEVANCE RESOURCE GRAPHIC

## WAYS TO REPORT



## **Next Steps**

- The community member has the right to remain anonymous or can meet directly with the department Bias Response Team.
- Community members can retain confidentiality if needed with an advocate who will make sure to review with the community member what aspects of the incident can be shared.
- Once a community member brings an issue to an advocate, this advocate will document the incident and bring up concerns to the department's Bias Response Team either with/without the original community members involved, depending on individual preference and original reporting situation.
- The advocate can also report the incident to other reporting or action bodies, detailed in the "Ways to Report" diagram.
- The Bias Response Team will develop a plan of action and communicate this to the community member (or advocate) no later than one week after the incident is reported. As a plan proceeds, the community member/advocate will be notified of actions/progress/outcomes in a timely manner.

## **Information to Record in an Initial Intake** (ex. <https://report.bias.washington.edu/submit>) :

- Who was involved in the incident?
- Who was affected?
- What happened?
- When did the incident occur?
- Where did the incident occur?
- What is the desired outcome of the concerned party?

## **PLANNING RESPONSE / ACTION**

### **Set Actions / Responses**

- Ensuring whether or not the original grievance reporter wants to remain anonymous.
- Documentation of the incident.
- Advisers and chair will meet with the parties involved to review the incident.
- Maintain on-going and follow-up communication with parties involved to address all concerns and needs.

### **Possible Resources/Options for Resolution**

- Recommendation that the student complete a report in the UW Bias Reporting Tool.
- Consult with appropriate members of the CBE or UW community as determined by the nature of the incident.

### **Additional Reporting**

At the College Level (CBE):

- Office of Academic Affairs
- Student Conduct

At the University Level:

- Caroline Currin, HR Consultant, UW Campus HR Operations & Services – Employee Relations
- [Office of the Vice President for Student Life](#)

- [Title IX Investigation Office](#)
- [University Complaint Investigation and Resolution Office \(UCIRO\)](#)
- [University Ombud](#)

### **Resources for Advocates/People Who've Experienced Harm**

#### Campus Support Services

- [Student Care Reporting Form](#)
- [SafeCampus](#)
- [UWPD Victim Advocate](#)
- [Student Legal Services](#) (serves students enrolled in Seattle)

#### Counseling

- [Counseling Center](#)
- [Hall Health Mental Health](#)

#### Local

- [Legal Voice](#)
- [Sexual Violence Law Center](#)
- [King County Sexual Assault Resource Center \(KCSARC\)](#) – 24-hour crisis line 888-99-VOICE

#### External

- [National Center for Victims of Crime Stalking Resource Center](#)
- [Crash Override Network-Resources and support for online harassment](#)

### **Bias Response Team Resources**

- [Generation Five: Transformative Justice](#)
- John Galtung's The Transcend Method at a glance: a one-page version (page 5), [Conflict Transformation by Peaceful Means \(the Transcend Method\)](#)
- [TransConflict: Principles of Conflict Transformation](#)
- [Loyola University of Maryland: Restorative Justice](#)
- [Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools. A Guide for Educators](#)
- [SFUSD: Restorative Practices Whole School Implementation Guide](#)
- [Community Tool Box - Documenting Complaints](#) (see checklist as potential guide)
- [DCFPI Style Guide for Inclusive Language](#)

### **REFERENCES USED**

- <sup>1</sup> [Washington Department of Health: Stigma](#)
- <sup>2</sup> [Roger Williams Bias Incident Response](#)
- <sup>3</sup> [Examining Racial Bias in Education: A New Approach](#)
- <sup>4</sup> [Unconscious Bias in Schools](#)
- <sup>5</sup> [Wheaton College: Social Justice and Community Impact](#)
- <sup>6</sup> [Bryn Mawr College: Bias Response](#)
- <sup>7</sup> [iHollaback Bystander Intervention](#)
- <sup>8</sup> [UW Faculty Disciplinary Task Force](#) and [Faculty Grievance Model](#)
- <sup>9</sup> [UW: Reporting Bias Incidents](#)