CALIFORNIA STATE UNIVERSITY
SACRAMENTO

DIVISION OF INCLUSIVE EXCELLENCE

Belonging Education & Support

BI-ANNUAL REPORT
ON ACTS OF BIAS
2022-23

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Joint message from our Leaders

Our reflection, post the global Pandemic has strengthened our value for interaction amongst human beings. Study after study have shown that mental health needs are on the rise due to the social restrictions imposed on the nation during and post the pandemic. Increasing a sense of belonging and connectedness amongst people within living and working environments are critical and foundational for creating healthy relationships. Therefore, it is important to examine and analyze our campus culture and the experiences of every member of the Hornet community as we transition back to campus and work life post pandemic. We all have biases, and no one is exempt from exhibiting bias behaviors, yet we can reduce the number of incidents of bias by understanding how it manifests, persists, and exists at Sac State, as well as offer resources and assistance to systematically address all forms of bias.

This report features current trends and information gathered and analyzed from the officially submitted reports through the Acts of Bias reporting tool and work of the Belonging, Education, and Support Team (BEST). The Division of Inclusive Excellence frames this work through the lens of ten categories of bias. By providing the campus community a tool to report perceived acts of bias, the campus can better understand what systems, structures, and practices must be in place to cultivate a sense of belonging. This report will provide the campus a lens into the 112 confirmed bias incidents reported during the spring, summer and fall of 2022. The Director of Belonging Education and Support has provided direct service to those who have filed reports, offered consultations with involved party(s) and has used the data to make recommendations for institutional transformation that would best mitigate future acts of bias. It is our hope that this report will be used as one of the ways we are auditing our campus and moving closer to becoming an antiracist and inclusive campus.

In partnership,
Katherine Betts,
Director Belonging Education &
Support
Dr. Michael V. Nguyen,
Associate Vice President of Inclusive Excellence
Executive Director for the Office for Cultural Transformation

Dr. Mia Settles-Tidwell,
Vice President of Inclusive Excellence University
Diversity Officer

ABOUT BELONGING EDUCATION & SUPPORT TEAM

The Belonging Education & Support Team (BEST) leads the campus efforts to reduce experiences of bias and promote a civil, respectful, and inclusive community that opposes any act of racism, religious intolerance, sexism, ageism, ableism, trans- and homophobia, or other forms of bias. BEST is on a mission to create an inclusive environment of belonging and support by serving as a resource to report perceived acts of bias that do not reach the threshold of discrimination. Additionally, BEST provides a reporting structure, education, and a response mechanism for addressing incidents of bias on the Sacramento State campus. BEST empowers the entire Hornet community (faculty, students, staff, and administrators) to work toward becoming more inclusive campus partners by reporting any perceived acts of bias witnessed or experienced. It should be noted that BEST is not an investigative nor sanctioning body. Instead, BEST affirms the campus community by advocating for increased opportunities for belonging, promoting restorative measures, providing tools to navigate perceived acts of bias, and offering educational resources to support the campus community.

INTRODUCTION

Sacramento State (Sac State) is intentional about becoming an antiracism, anti-oppression, and inclusive campus community. As such Sac State acknowledges and celebrates the exchange of diversity of intellectual ideas, beliefs, perspectives, and lived experiences that contribute to the richness and excellence of our Hornet community. Furthermore, Sac State seeks to foster a campus environment of belonging that lives out its values in both implicit and explicit practices. The Division of Inclusive Excellence manages the Acts of Bias Reporting tool which is critical in providing data on areas of opportunity that can strengthen the sense of belonging, and the campus experiences and culture.

METHODOLOGY

This report presents an exploratory analysis of data collected from January 1, 2022, to December 30, 2022. A total of 106 validated cases were received, responded to, and analyzed. This report concludes with systemic recommendations for campus transformation, priority setting, and initiative development to further institutionalize and promote a positive campus culture.

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BEST BY THE NUMBERS

Over the 2022 academic year, BEST received 120 perceived acts of bias reports of which 106 were validated through a triage process, including information gathering, document review, and analysis of each report. Of the 106 validated reports approximately, 50 percent were received through the bias reporting tool while the remaining 50 percent were referred to BEST via campus partners such as the Office for Equal Opportunity, Academic Labor Relations, and the Division of Student Affairs.

Figure 1 depicts the number of validated bias cases per semester as well as the percentage of reported cases occurring spring, summer and fall of 2022. In spring of 2022 there were 44 reported incidents of bias which represented 41% of the reported cases within the academic term. The summer of 2022 yielded 7 reported incidents which is 7% of the total number of reports during the academic period. Fall semester yielded 55 reported incidents which represented 55 percent of the total number of incidents during the term.
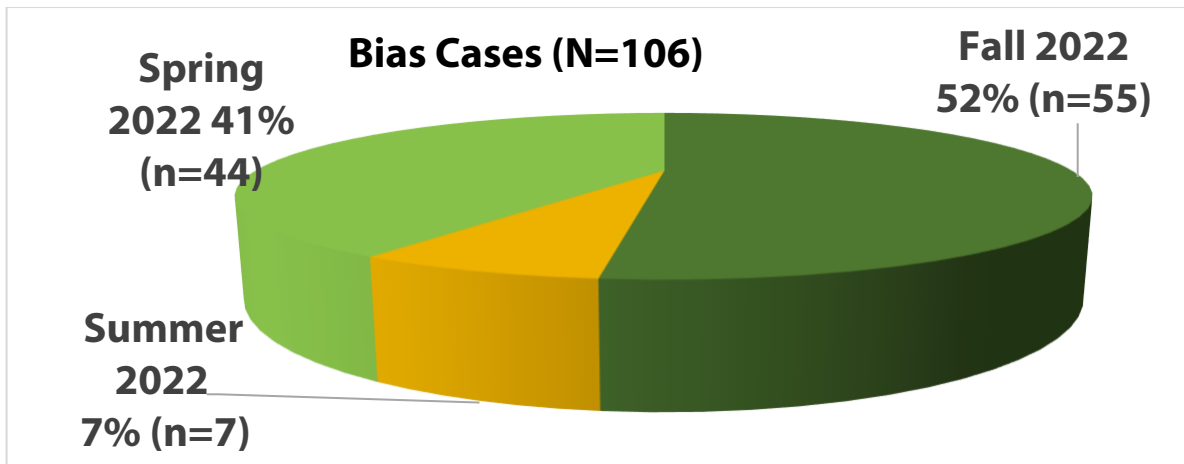

Figure 1: Bias Cases

BIAS CATEGORIES

Bias comes in multiple forms. Table 1 below are categories of bias that were considered when processing acts of bias incidents and describes the types of bias categories with a definition. A new category was added this past academic year (2022), Hate Symbols/Images.

Access Blocking – the act of an individual or systemic limitation of access to resources, opportunities, products, or services.
Exclusion/Microinvalidations – the act of limiting or removing a voice, perspective, or presence within a group or setting; communications that subtly exclude, negate, or nullify the thoughts, feelings, or experiential reality of an individual or group.
Hate Symbols and Images- Visual images or text that is disparaging to groups/individuals.
Hierarchy of Human Value – the act of unequal treatment or stratified value based on socio- economic status, job classification, citizenship status, race, gender, sexual orientation, age, or title.
Invisible – the act of being passed over; not seen or acknowledged for perspective, voice, experience, or contribution.
Microaggressions – the implicit or explicit act of constant verbal, behavioral or environmental slights, whether intentional or unintentional, that communicate hostile, derogatory, or negative attitudes toward protected class or culturally marginalized groups.
Other/Othering- act of treating a person or a group of people as intrinsically inferior or alien from another person or group.
Power Dynamics – the act of using one's power over another or experiencing (intentionally or unintentionally) the power of an individual's title, status, or position to exert undue influence over another
Procedural Injustice - the act of 1) unfair or unequal due process; 2) a lack of transparency in actions or processes; 3) limitations in the opportunity to submit an appeal to a procedure or decision; and 4) modifications to procedures to limit access due to a protected class category or identity.
Silencing - the act of chilling, censoring, or quieting the voice, worldview, or perspective of an individual or group.

Table 1: Bias Categories

The graph below (Figure 2) illustrates the types of bias reported per incident. As incidents are reported and triaged, there may be multiple forms of bias present in each incident. Therefore, the number of bias types may be higher than the number of bias incidents reported.

The most reported type of bias was microaggressions with a total of 39 cases. The second highest reported types of bias were Hierarchy of Human Value at 17 incidents, Access blocking was the third highest reported incidents at 16, and power dynamics was the fourth with 15 incidents, respectively. Othering, interpersonal conflict, and hate symbols/images followed with 10 cases reported under each

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of these categories. The lowest numbers of reported bias types were procedural injustice (3),

invisibilized (2), and othering (2).

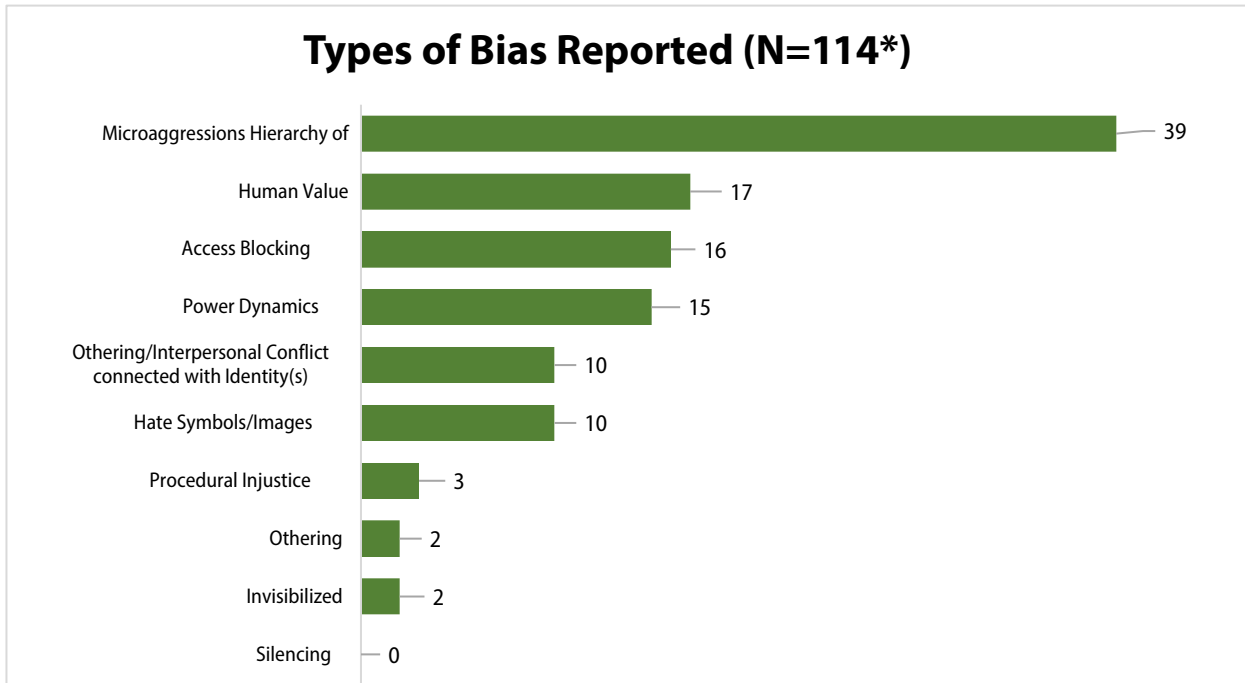## Types of Bias Reported (N=114*)

Type	Count
Microaggressions Hierarchy of	39
Human Value	17
Access Blocking	16
Power Dynamics	15
Othering/Interpersonal Conflict connected with Identity(s)	10
Hate Symbols/Images	10
Procedural Injustice	3
Othering	2
Invisibilized	2
Silencing	0

Figure 2: Types of Bias Reported
*Total types of biases reported is greater than bias cases since a number of cases included more than one type of bias.

Figure 3 provides the demographic data category of gender disclosed within the 106 cases. Of these cases, 61

cases were reported by those who identify as female, 32 were reported by those who identify as male, 5 cases

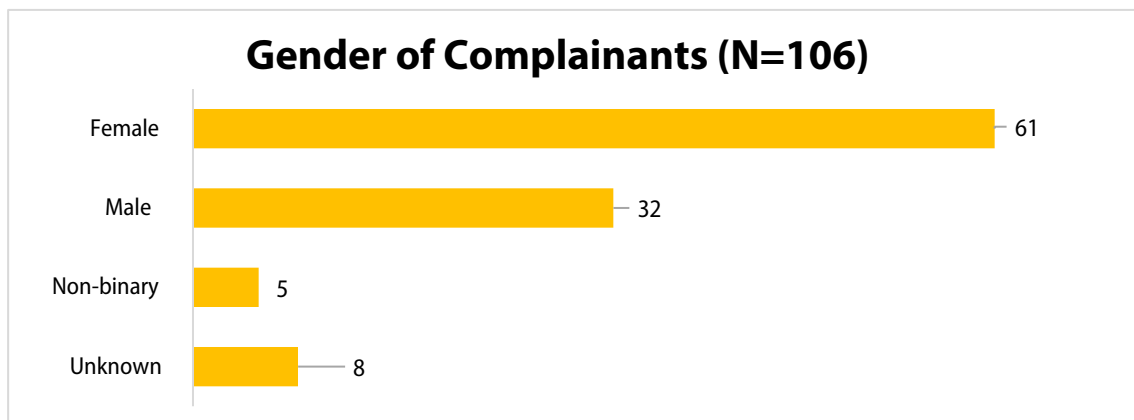were reported by those who identify as non-binary and 8 were undisclosed.

Gender of Complainants (N=106)

Gender	Count
Female	61
Male	32
Non-binary	5
Unknown	8

Figure 3: Gender of Complainants

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Demographic data category of race/ethnicity disclosed within our 106 reported incidents are displayed in Figure 4. The highest number of cases were reported by complainants who identify as White/European with 42 cases. The next highest number of reported cases were reported by members who identify as Hispanic/Latinx with 23, and Black/African-American with 21. Twelve cases were reported by individuals who identify as Asian/Pacific Islander (APIDA). The lowest number of reported cases were reported by individuals who identify as multi-racial (4) as well as those that did not disclose their racial/ethnic identity.

Race/Ethnicity of Complainants (N=106)

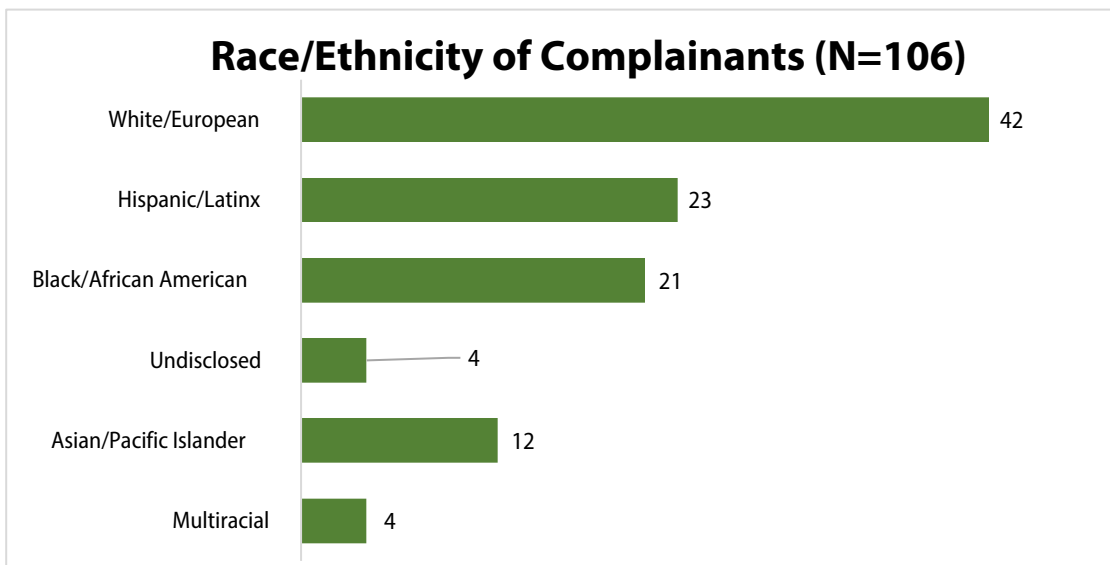| Category	Count
White/European	42
Hispanic/Latinx	23
Black/African American	21
Undisclosed	4
Asian/Pacific Islander	12
Multiracial	4

Figure 4: Race/Ethnicity of Complainants

The following graph (Figure 5) provides the demographic data category of university affiliation disclosed within our 106 reported incidents. The highest number of reported incidents were students with the total of 59 incidents, followed by faculty with 34 incidents. The least number of incidents were reported by staff and visitors with 7 and 2 incidents, respectively. There were 4 incidents categorized as undisclosed, as the University affiliation were not disclosed.
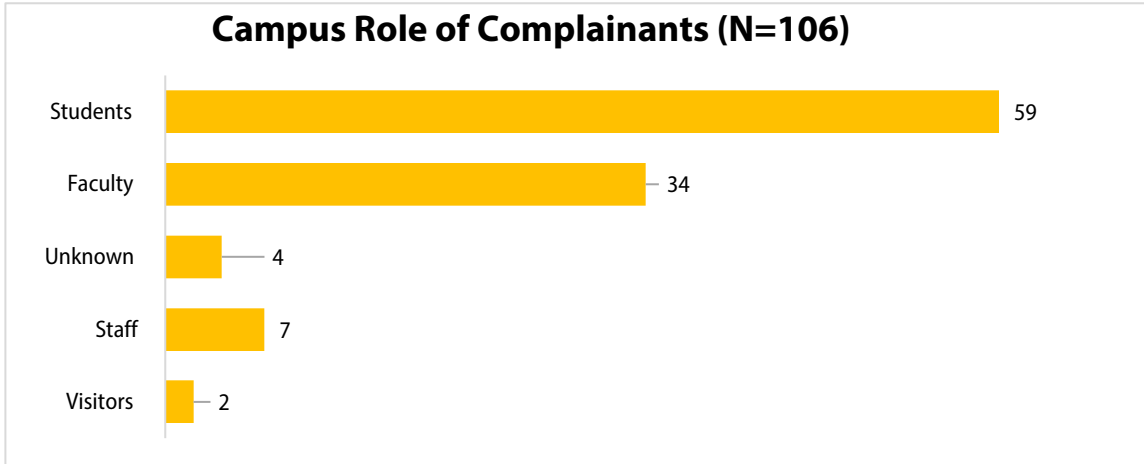
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Campus Role of Complainants (N=106)

Role	Count
Students	59
Faculty	34
Unknown	4
Staff	7
Visitors	2

Figure 5: Campus Role of Complainants
*These charts provide demographic data for gender, ethnicity, and campus role of complainants.

Table 2 below provides location data of where acts of bias took place on campus. The highest number of reported bias incidents took place within academic buildings with a total number of 40, followed by virtual/ online spaces with 26. The next largest group were designated as on campus in community spaces. The designation of on campus are described as open community spaces such as Quad, Plaza areas or the Union with a total of 21. There were 8 reported cases in residential buildings, 6 in administrative buildings, and 2 in off-campus locations. Lastly, 3 cases took place in undisclosed locations.

Locations Reported

Location	Count
Academic Buildings:	40
Administrative Buildings:	6
Off-Campus:	2
On-Campus:	21
Online:	26
Residential Buildings:	8
Undisclosed:	3

Table 2: Bias Locations Reported

TRENDS

Access Blocking

There were 16 reports under the category access blocking. These validated reported acts of bias were related to equal access to university programs or events. To address this trend, the University has taken the following actions: updated the reasonable accommodations processes and website, modified policies to clarify procedures, created additional campus policies, and protocols to better serve the campus community with disabilities, and to design a more systematic on-line request for American Sign Language (ASL) tool. Additionally, in August of 2022, the Division of Inclusive Excellence hired an inaugural Executive Director of Universal Access and Inclusion/ 504 ADA Coordinator to lead the university's efforts on increasing education, updating policies and practices, and making foundational disability related shifts in the campus culture.

Microaggressions

There were 39 bias incidents that fell under the category of microaggressions, which was the highest reported category of bias. Coupled with the category of microaggressions was the category power dynamics. These reports of microaggressions took place in a variety of locations on campus including virtual spaces, academic buildings, community spaces, and in departmental settings. The most common forms of microaggressions were related to race, gender, sexual orientation, or disability.   To reduce the number of incidents of microaggressions at Sac State, education, interruption statements, and awareness videos are recommended as structural interventions to decrease these incidents over time.

Hierarchy of Human Value

There were 17 incidents reported under the category of hierarchy of human value. In all incidents the reports were related to institutional structures, hierarchical structures within departments and or university processes. While reporting parties did not specifically identify microaggressions or power dynamics as a supplemental category, microaggressions and power dynamics were described in many of the reported experiences. The campus would benefit from researching ways to promote collaboration amongst groups, decrease top-down approaches, and consider different models and structures of reporting and or engaging within the campus environment.

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Procedural Injustice

There were three reported incidents of individuals experiencing procedural injustice. This category of bias was coupled with microaggressions as individuals navigated institutional processes. Through the triage processes related to procedural injustice bias, BEST found that subjectivity played a critical role in how policies were understood, practiced, and applied. The campus would benefit from reviewing and updating procedures to ensure equal application of procedures in academic and administrative environments.

Other-Interpersonal Conflict connected with Identity(s)

There were 10 reported incidents under Othering- Interpersonal Conflict related to intersecting Identities that was reported during this period. In the fall of 2022, Interpersonal Conflict was perceived by the complainants as connected to intersecting identities. Under this category, reporting party(s) described negative interactions based on one or more social identities. These incidents included student-student, employees, and faculty-faculty interactions.

The campus would benefit from offering programming that enhances conflict resolution skills, promotes restorative justice, and nurture belonging and bridging within, amongst, and across a variety of groups.

Hate Symbols and Images

A new category, Hate Symbols and Images emerged and was added to the forms of bias categories. There were 10 campus reports of hate symbols and images, specific to antisemitism, anti-Blackness, and homophobia that were reported through the acts of bias reporting tool. In all reported incidents the images were removed within 6 hours of received reports. All campus responses to these incidents were acknowledged, coordinated, and debriefed. As the trend of hate symbols and images emerged and increased on and off campus, the Office of the President in collaboration with the Division of Inclusive Excellence developed a response protocol that resulted in increased attention to timely reporting, press release, community acknowledgement, community townhalls, and educational programming. As an example, in the fall 2022 in response to a rise in hate symbols and antisemitism across campus, the Division of Inclusive Excellence partnered with the chair of the department of humanities and religious studies, and the president's office to host a facilitated panel discussion, which resulted in viable solutions for addressing hate symbols and images on campus. The purpose of this forum was to build communal awareness, collective healing, and collaborative action.

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RESPONSE AND ONGOING SUPPORT 300+

300+ Information Intake Meetings

Throughout the spring, summer, and fall of 2022 the Belonging, Education, and Support Team facilitated 300 information gathering intake meetings as a follow up to reported and perceived acts of bias. The purpose of the 30-45-minute information gathering meetings was to follow up on information captured in the original acts of bias report, provide immediate and direct support, determined whether the report was validated or not, and identified next steps in triage process.

250+ Consultations

As a part of the follow-up to the validated acts of bias incidents, 250+ consultation meetings were conducted during the 2022 academic year. The purpose of these consultations was to work in collaboration with stakeholders to co-construct viable pathways towards transformative culture change.

18 Belonging, Education, Support Team Meetings

The Belonging, Education, and Support Team play a critical role in the triage, review, and recommendation process. The BES team has held 18 tri-weekly meetings to review current trends related to acts of bias and collaborate on recommendations for current incidents occurring within the campus community.

30 Trainings

Over the 2022 academic year, education and training were critical tools provided to campus community. These trainings focused on understanding bias, interrupting bias and its impact, bridging and belonging workshops, and trainings on increasing self-awareness of microaggressions.

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8 Healing Spaces

As the Sacramento State community continues to be impacted by national acts of violence and various forms of social injustice, it is important to provide healing spaces as a resource for the campus community. During the 2022-23 academic year our community has been impacted by several mass public shootings, hate symbols and images on campus, and most recently the brutal death of Tyre Nichols. BEST, in collaboration with various campus partners have offered eight open healing spaces. These healing spaces were opened to the entire campus community and took the form of healing circles, university forums, and virtual community spaces. Some of the campus partners who help make these opportunities available are Residence Life, The Well, Student Health and Counseling Services, The Multi-cultural Center, The Martin Luther King Center, the Peer and Academic Resource Center (PARC), College of Education and the Department of Humanities and Religious Studies

INTERVENTIONS & OUTCOMES

In summary, each reported act of bias received follow-up information gathering meetings based on the outlined protocol and decision-making flowchart. Additional follow up meetings were scheduled with individuals or departments related to the reported incidents of bias. Customized responses based on the incident were implemented in collaboration with members of the BEST. Some interventions included but were not limited to: resource connection, policy review and guidance, restorative interventions, professional development, and recommendation for further consultation work.

The acts of bias data have informed institutional responses to address root cause issues of the forms of bias on our campus. As an example, the first institutional response is the launch of a Division of Inclusive Excellence DEIBJ consultation request tool. This will allow for embedding best practices within the campus structure to proactively transform the campus into an anti-bias and inclusive campus where all members of the community know they belong. The consultation tool allows for the Office for Cultural Transformation to conduct cultural assessments to provide departments, divisions, clubs, etc. an objective lens on ways to shift the culture to an anti-bias, antiracism, and inclusive

environment. There are currently several cultural assessments under way and the demand for this service is rapidly growing. The Office for Cultural Transformation is assessing how many cultural assessments will be effectively conducted each year.

The second institutional response to the acts of bias data was the implementation of a new university protocol and action steps to respond to hate symbols and images on campus. BEST in collaboration with the Division of Inclusive Excellence, and the Office of the President have launched a protocol for Sac State to follow when a hate symbol has been reported. There are future plans to provide an educational campaign regarding hate symbols as well as regularly canvas the campus to ensure that Sac State is responsive to the removal of these hate symbols in a timely manner. This campaign is anticipated to launch in spring of 2023. Finally, there were town halls, community forums and healing spaces offered to the campus community to restore the campus community impacted by acts of bias in any form.

In response to emerging needs for greater belonging for our community, the Director of Belonging, Education, and Support, in collaboration with Dr. Rose Borunda, Emeritus Faculty in the College of Education has launched a pilot Belonging and Bridging Communities Program. Four groups are the focus of this pilot program: White/European- Americans, Latinx/Hispanic, Black/ African American, and Jewish community members. The pilot Belonging and Bridging Communities Program is designed to be a 6-week discourse program that simultaneously centers on creating belonging opportunities for targeted affinity groups for networking, education, dialogue and bridging across communities.

RECOMMENDATIONS

The emerging data from the acts of bias reporting tool continue to inform our understanding about the needs of our campus community as it relates to providing educational opportunities to enhance learning growth that contribute to an improved campus experience for the Hornet community. As a result of the analyzed data from 2022 (spring, summer, and fall semesters) there are three primary recommendations for consideration that we believe would enhance the ongoing progress of the Antiracism and Inclusive Plan and overall improvement of the campus climate.

The first recommendation is to conduct a campus belonging assessment to better understand the campus community's sense of belonging at Sac State. This data will guide our understanding and identify the needs for belonging education work and a robust bias program.

The second recommendation is for Sac State to invest in a well vetted comprehensive equity-centered alliance that is designed to educate members of the campus community on foundational diversity, equity, and inclusion concepts. This educational campaign should offer a robust set of curriculum and resources that is support by a national organization that assist college campuses in the implementation of DEIBJ strategies. This alliance or institute must foster a common understanding of such concepts as bias, power and privilege, oppression, microaggressions and much more. Currently on campus there is no sustainable process and curriculum to intentionally meet the need for DEI education. As a result, many requests for training are reactionary or not in alignment with any type of sustaining or measurable learning outcomes.
The third recommendation is related to continual professional development. This need for professional development emerged from the rise in acts of bias incidents in academic buildings. However professional development related to DEI and DEIBJ consultations are needed across the campus community. There should be regular professional development offered which may include speaker series, forums, symposiums, retreats, conferences, department specific programs, and programs designed to meet the nuanced needs of students, faculty, staff, and administrators.

ACKNOWLEDGEMENTS

The Belonging, Education, and Support Team and the Division of Inclusive Excellence would like to extend a warm thank you to all members of the Sac State community who have contributed to the work of developing the Acts of Bias Reporting Tool. We recognize the commitment, intentional work, and head and heart work that has been dedicated to increasing Belonging on campus. We could not do this work without every one of you! Thank you for ensuring that this process has happened in a way that honors university governance practices, considers the collective voices of the Hornet community, and promotes a true sense of belonging at Sac State. Stingers Up!

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