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Pacifica Diversity & Inclusion Council

Diversity and Inclusion Council Handbook

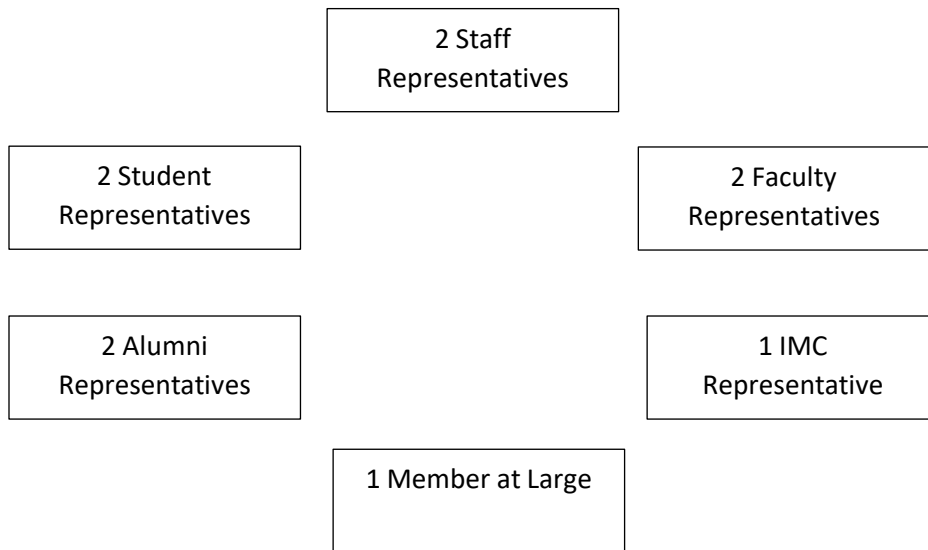
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Diversity and Inclusion Council

Diversity in the student body, faculty, staff, board, and administration is an essential component of the learning experience at Pacifica Graduate Institute. The Diversity and Inclusion Committee is comprised of an Institutional Management Council representative (currently the Associate Provost), a student representative, an alumni representative, two faculty members (who also serve on the Faculty Diversity Committee of Academic Senate), and two administrative staff members. The Council tends the status of diversity and inclusion at Pacifica and makes policy and procedural recommendations to the Institutional Management Council through its representative and to the Academic Senate through the Chair of the Faculty Diversity Committee. In accord with Pacifica's commitment to depth psychology, the council actively supports an educational environment that respectfully welcomes the richness of cultural, racial, gender, sexual orientation, class, religion, learning style, able-bodiedness, and other even as yet unnamed differences, which all who study and work in this Institute bring as gifts for a learning community.

Structure of the Diversity and Inclusion Council:



Nondiscrimination and Equal Opportunity Statement

Pacifica Graduate Institute does not discriminate on the basis of race, color, national origin, religion, creed, gender, sexual orientation or gender identity, physical or mental disability, citizenship status (within the limits imposed by law or Institute policy), marital status, medical condition, or age in any of its policies, procedures, or practices. This nondiscrimination policy covers treatment in institutionally approved academic programs

and activities. In conformance with Institute policy, Pacifica Graduate Institute is an Affirmative Action/Equal Opportunity Employer. Students who believe they have been subjected to any form of unlawful discrimination should submit a written complaint to the Student Relations Liaison in the Provost's Office.

In addition, Pacifica protects all student speech and association rights in support of the open exchange of ideas and the equal and fair treatment of all its students.

The Diversity and Inclusion Council Mission Statement

Diversity in the student body, faculty, staff, board, and administration is an essential component of the learning experience at Pacifica Graduate Institute. The purpose of the Diversity and Inclusion Council is to nourish an atmosphere at Pacifica that promotes, respects, and encourages diversity in its fullest sense.

In order to achieve greater diversity, concerted effort is necessary in recruitment and retention. To build an atmosphere of hospitality toward differences, Pacifica encourages cross-cultural dialogue, reviews the curriculum regularly with regard to issues of diversity, and explores pedagogies that enlist awareness of diversity in the learning process.

Appreciation for diversity begins with thoughts and attitudes that support multicultural environments. Pacifica engages in a process of self-evaluation regarding institutional, collective, and individual racism, and other bias in order to work toward a more inclusive learning environment. To this end, Pacifica encourages regular dialogue on issues of diversity among the staff, faculty, and student body. Depth psychology is an historical, philosophical, and practical conversation of diverse voices with multiple, yet related, points of view on interiority, culture, context, the unconscious, imagination, dialogue, transformation, myth, symbol, symptom, and healing.

Practitioners of depth psychology who are struggling to become conscious about issues of cultural bias, Eurocentrism, colonialism, and domination in the field find that many theories of depth psychology can be used as a valuable guide to the hosting of diversity. Depth "psychologies" may more aptly describe the complexity of voices that comprise any situation: intrapsychic, interpersonal, intercultural, or interspecies. They ask us to acknowledge our point of view at any moment as one among many. This attitude helps allow space for alternate perspectives to emerge, thus augmenting, challenging, confirming, and critiquing points of view with which we have identified. Depth psychologies see this discipline as a necessary and ongoing process that is sensitive to shifts in what calls from the margins of a culture at any particular time.

The movement from singularity of voice to polyphony, from identification with a fixed viewpoint to a critical and contextualizing viewpoint, parallels psychology's own contemporary movement from a universalist standpoint that often covered over cultural context and bias. Just as the individual seeks to open a space for other viewpoints to emerge, some depth psychologies are presently struggling to be clear about their origins in Euro-American culture and the implicit values underlying their predominant foci of research, clinical and community practice, and favored methodologies.

This struggle allows psychology thoughtfully to extend its research and clinical and community practice to groups and issues previously under-represented by a more monocultural discipline, by working in concert with members of such groups. Therefore, at Pacifica, we seek to view diversity within the container of plurality, tolerance, and debate.

In accord with Pacifica's commitment to depth psychology, we actively support an educational environment that respectfully welcomes the richness of cultural, racial, gender, sexual orientation, class, religion, learning style, able-bodiedness, and other even as yet unnamed differences, which all who study and work in this Institute bring as gifts for a learning community.

Open Letter

The Pacifica Graduate Institute community continues in its dream of *anima mundi colendae gratia* with the publication of the Open Letter from a Group of Jungians on the Question of Jung's Writings and Theories About 'Africans'. The call that we in community send forth is a reflection of our world wide collective, and the need to have a response that supports engagement, even when communication can be difficult with the most provocative topic of racism. This call and response is vital to our mission as an American institution that wishes to be the keeper of not only the past through the teachings of C.G. Jung, Marion Woodman, James Hillman and many significant others. We have a mission that allows us a vision of the future of Depth Psychology that is inclusive of all who wish to share in this vision. Our desire as a community is to be visible, engaged and forthright in tending soul in and of the world. In the spirit of these words we choose to participate in collective activities that support soul-tending, be this in the complex form of clinical psychotherapy care of our patients and clients, the training of depth psychologists or the simple publication of this Open Letter. Our placement of the Open Letter from a Group of Jungians on the Question of Jung's Writings and Theories About 'Africans', first published in the *British Journal of Psychotherapy*, (2017), speaks directly to the history of Depth Psychology. This placement defines how the Pacifica community wishes to uphold the traditional intention of Depth Psychology, which is of inclusivity. We also accept that the tradition of adhering to

exclusive homogeneous psychological theories may have signaled exclusivity, as Depth Psychology began to grow, in the multi-ethnic soil of American Psychology.

The Open Letter grew out of a response to an initial recommendation and call for attention to a lack of acknowledging Jung's anti-Africanist racial comments in his writings and theories. This was at an International Association of Analytical Psychology (IAAP) meeting in Cape Town, South Africa in 2007. Since then the IAAP has made an attempt in Rome, (2015), to carry-on in some form the concerns and recommendations made in Cape Town. The establishment of a three-person committee was created and a statement addressing the apparent racist theories in Jung's work directed at Africanist lineage individuals was drafted. The Acknowledgement and Apology Statement that was created and emerged from this committee's professional work has since been brought back into the Executive Committee of the IAAP, changed and disappeared in its original form. The Open Letter is the continued efforts of many, who believe in a vision for Depth Psychology, that moves us forward and deeper into a consciousness of social justice, inclusion, diversity and a revision of American Jungian Psychology history that recognizes its past errors and seeks to be a vital part of healing the soul's cultural wounds.

We do not anticipate that all who read this Open Letter will agree with its contents. We understand that our Pacifica community is made of a diverse group of individuals. Still, we must come together, in our willingness to allow social change to emerge within and beyond our Pacifica educational community. We must remain a voice that calls for soul tending and healing from within our Pacifica Graduate Institute community as well as in the world.

Complaint and Grievance Policies and Procedures

The Student Relations Liaison position is intended as an additional support for students who are seeking information and mediation regarding the grievance processes related to policies described in the Student Handbook. One of the key responsibilities of the Liaison is to create communication between students and the-faculty, staff, and administration regarding creation of fair and positive solutions that uphold Pacifica's standards and values as well as to address student's questions and concerns.

The Student Relations Liaison can be reached at a confidential phone line (805) 220-8707 or at studentliaison@pacifica.edu.

Pacifica's Expectations for Civil and Professional Behavior

As a student and as a professional, you are expected to maintain civil and professional behavior befitting your pursuit of advanced degrees and future professional positions. Whereas many fields offer their professional guidelines on professional standards of behavior expected of students pursuing these fields, we additionally require the following commitments to civility from students, including in their in-person, online, phone, and other forms of communication as well as in any setting where they represent themselves as a student at Pacifica (i.e., practicum or research sites):

- Use courteous, direct, and professional speech at all times.
- Use of profanities in speech or writing, including in online forums, toward other students, faculty, and staff in a matter that demonstrates disrespect or intends to intimidate them is prohibited.
- In your on-campus and online presence, related to your educational experiences at Pacifica, reflect professionalism, commitment to ethical behavior, and awareness of others.
- Attend all class sessions, arriving on time and remaining until dismissed. If you have to be delayed for class, notify instructor ahead of time. If you have to be late, please make your entrance as unobtrusive as possible.
- Notify the instructor in advance of anticipated absences, late arrivals, or early departures.
- Prepare fully for each class by completing assigned readings and other class work. Consistent lack of class preparedness may result in reduction of class grades or, in some cases, probationary status.
- Present yourself and your ideas in a professional manner befitting a graduate student, including online, phone, and in-person communications.
- Refrain from class or meeting disturbances, such as disruptive talking to other students, disruptive use of computer or phone equipment, or behaviors that distract others and disrupt learning.
- Turn off and store away cell phones and all electronic devices unless used exclusively for class purposes or after permission has been otherwise granted from the faculty member.

- If using a laptop or tablet computer in class to take notes, refrain from checking email, watching online content, other than those permitted by the instructor, or social media websites as a courtesy to your classmates and instructor.
- Participate in all classes and allow others to participate. Refrain from dominating classroom discussions and demonstrate a capacity for disagreeing respectfully and emphatically. Continuing to dominate class discussions despite receiving feedback from instructors and other students may result in warning or probation.
- Respect fellow classmates and the instructor.
- Respect personal boundaries of other students and instructors, including physically or emotionally. Such boundaries must be maintained at all times.
- Practice appropriate hygiene.
- Complete all assignments and exams honestly, punctually, and to the best of your ability. Please note that instances of plagiarism or other forms of academic dishonesty result in immediate probation and/or disqualification from the program (see specific Plagiarism policy). Unless the exam is designated as a group exam, each student must take their exams and complete their assignments on their own. If in doubt, please contact the instructor.
- Refrain from giving or receiving inappropriate assistance during and outside of classes. If in doubt, please contact the instructor.
- Treat fellow students, faculty, staff, and administrators fairly, impartially, and with professional courtesy in all forms of communication.
- Be constructive, direct, and fair in your consideration of administrators, faculty, staff, and fellow students.
- Refrain from discrimination and harassment, and work to increase your awareness of discriminatory behaviors and prejudicial ideas that may be consciously or unconsciously present in your interactions with others (see note about Microaggressions).
- Follow the outlined procedures to addressing instances of concern.
- When dealing with conflictual issues, use “I statements” in order to avoid blaming. Stick to describing the situation and refrain from commenting on the character or competence of the person involved.
- Be professional and courteous in virtual and social media communications, whether sponsored or non-sponsored by Pacifica in all communications to and about Pacifica community (faculty, staff, other students).
- Document all your concerns and seek to address them by following procedures outlined in this Handbook as soon as possible.

Policies and Guidelines in Regard to Microaggressions Related to Students, Staff or Faculty's Demographic or Cultural Characteristics

"Microaggressions are defined as the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. In many cases, these hidden messages may invalidate the group identity or experiential reality of target persons, demean them on a personal or group level, communicate they are lesser human beings, suggest they do not belong with the majority group, threaten and intimidate, or relegate them to inferior status and treatment."

Sue, D.W. (2010). Microaggressions: More Than Just Race.

Depending on their severity, frequency, and context, microaggressions related to protected categories (e.g., race, sex, sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability or veteran status) may constitute or contribute to discriminatory harassment prohibited by Pacifica's Non-discrimination Policy and Equal Opportunity Statement- <https://www.pacifica.edu/admissions/administrative-information/>.

As defined by the Policy, discriminatory harassment consists of unwelcome verbal or physical conduct based on a protected category when:

1. Such conduct has the purpose or effect of unreasonably interfering with the individual's work or educational performance;
2. Such conduct creates or has the intention of creating an intimidating, hostile, or offensive working and/or learning environment; or
3. Such conduct unreasonably interferes with or limits one's ability to participate in or benefit from an educational program or activity.

Students are asked to continually examine their conscious and unconscious assumptions and behaviors toward individuals who represent these varied demographic and cultural categories. Occasionally, microaggressions may occur toward students, faculty, or staff who share the same demographic social position as a student, reflecting internalized biases and colonized unconscious positions. In order to create a vibrant, multicultural community that also seeks to address issues of social justice, personal and professional commitment to not engage in microaggressions toward others is vital to Pacifica's academic environment.

However, attributing personal failures in academic, ethical, and professional behavior to another's perceived lack of cultural awareness reflects unethical, unprofessional, and similarly undue aggression toward the other individuals involved. A commitment to

fairness, personal integrity, and open communication are central to creation of an atmosphere where discussion of cultural forms of oppression, including microaggressions, can occur and lead to lasting personal and institutional changes.

Please note that while some of these offenses can occur during residential sessions, many can also occur in online, phone, and other forms of electronic interactions that involve other Pacifica students, faculty, and staff. All instances should be documented and recorded with the program or Pacifica administration on campus.

Procedure for Resolving Academic and Administrative Complaints

Students are encouraged to first discuss complaints with the person(s) who is (are) directly involved in the complaint in an effort to come to a satisfactory, informal resolution.

If these informal direct discussions are not successful, the student may pursue further informal avenues as defined within each academic program. The Program Chair, Student Relations Liaison, or the Director of the appropriate administrative department may be involved in discussing possible resolutions or can be of assistance in directing a student to the appropriate person. If the matter relates to the student's financial account, it may be referred to the Student Accounts Committee.

Before filing a formal grievance, Pacifica encourages students to use established program procedures for addressing and resolving complaints whenever possible. In some cases, students or faculty may be directed to the Education Council for consideration of exceptions to academic policies. If it is determined that the student complaint is appropriate for consideration by the Education Council, the Education Council will review the matter in accordance with its procedures and its decision will be final, subject to review by the Provost as described in Education Council procedures. When Education Council review is not appropriate, or where other specific and separate grievance procedures are not applicable, students may file a formal grievance according to the procedures described below. When an Education Council review is conducted, there will not be a duplicative grievance procedure.

Procedure for Addressing Grievances

The grievance policy and procedures provide students with a method for addressing any concerns that may arise regarding possible violations to Pacifica's academic or administrative policies that pertain to students, or an arbitrary or discriminatory application of, or failure to act in accordance with, the academic or administrative policies of Pacifica Graduate

Institute pertaining to students. The procedure provides a thorough review of the student's complaint and affords due process rights to dispute participants with the intent of arriving at a mutual agreement. The grievance procedures are only for non-Education Council matters.

Definitions

Complaint

A student complaint is an allegation by a student that there has been an arbitrary or discriminatory application of, or failure to act in accordance with, the academic or administrative policies of Pacifica Graduate Institute pertaining to students.

A student complaint may involve a faculty or staff member(s) and/or the Program Chair or it may be related to an academic or administrative process.

Grievance

A grievance is made when complaints have not been resolved and the student alleges that there has been an arbitrary or discriminatory application of, or failure to act in accordance with, the academic or administrative policies of Pacifica Graduate Institute. A formal written grievance is made by a student to a designated academic (Program Chair) or administrative officer (Director) in which specific remedies may be requested.

Formal Procedure for Resolving Grievances

A grievance is initiated by completing and filing a Grievance Form available on Pacifica's website or by writing a letter that includes the following description. This form requires a detailed description of the grievance, the parties involved, the attempts to resolve the grievance informally, and the remedies sought.

Most frequently, the grievance is addressed to the Program Chair or, if it involves non-academic matters, to the administrative director of that function, e.g., Financial Aid, Student Accounts Office, etc. If the Program Chair or an administrative director is a party to the grievance, the formal written grievance must be addressed to the Provost, who will assign the matter for review. If the Provost is a party to a grievance, the formal written grievance should be directed to the President, who will assign the matter for review.

The person receiving the formal written grievance will review it and within 30 days will gather information from the grievance parties, keeping a record and/or summary of this

information. They will recommend a solution to the grievance based on mutual agreement. If a mutual agreement cannot be reached, a resolution will be determined and the grievant will be notified of the resolution in writing. Copies of all records will be sent to and maintained by the Academic Affairs Office or, for administrative department grievances, by the Human Resources office.

Appeal Process

For both academic and administrative grievances, if the parties accept the resolution, the grievance is considered settled. If the resolution is not accepted, then the grievant(s) may appeal the resolution in writing within 15 days of the date the resolution is mailed to the grievant(s). If the appeal is not submitted within the prescribed time limit, the resolution is final.

If the grievant(s) elects to appeal, appeals are submitted to the Provost, along with the written record from the previous steps. If the Provost is the object of the grievance, the grievance will be referred to the President.

Within 30 days of appeal to the Provost, the Provost may decide the matter or may convene a Special Hearing Committee to further investigate the grievance. The Committee may include any of the following members, depending upon the circumstances: Core Faculty members, any Administrative Director, Ethics Committee members, or others. The Committee will make its recommendations to the Provost within 45 days after being convened.

The Provost will accept, reject, or revise the Committee's decision and communicate it to the grievant(s). This decision will be based on the record and the Provost will not reopen the matter for additional evidence or argument. The action of the institutional management will be final.

Statement on Non-Binary Language

The Institutional Management Committee recognizes that an Institute devoted to tending soul in and of the world will necessarily embrace inclusivity and mindfulness in its own language. IMC also recognizes that a dualistic linguistic limitation to two genders or sexes diminishes equity and implies a false binary inconsistent with the identity of many Pacifica students.

Regular reviews of all official Institute communications will be conducted and any gender-binary language eliminated from current forms, handbooks, and other school literature. The Diversity & Inclusion Council monitors compliance with this policy.

A Note about Gender and Pronoun Usage in Pacifica/APA Style

Pacifica provides an institutional acceptance of a variation in the American Psychological Association Style Guidelines in regard to the use of pronouns. Specifically, students are allowed the flexibility to use gender-neutral or gender-honoring pronouns in order to respectfully identify either writer or subjects in academic coursework, Capstone Projects, Theses, and Dissertations.

For example, flexibility is granted in the use of pronoun phrasing such as “he, she, or they” as opposed to simply “he or she”, or the use of the pronoun “they” in its singular form. The allowance of this variation in the APA Style Guidelines refers specifically to the selection (or non-selection) of gender with pronoun use. Students should still adhere to other pronoun-specific APA Style Guidelines, such as the pronoun agreeing in number with the antecedent, and correct choice of “who” or “whom” with preposition use.

It should additionally be noted that the allowed flexibility with pronoun selection need not be a rule that replaces the usage of more traditional phrasing like “he or she” if chosen by the student writer. Rather, the proposed variation is a respectful option, which places the flexibility and choice in the hands of the writer, and honors one’s unique needs and viewpoint when writing.

This proposed variation in APA Style Guidelines aligns with APA’s edict to honor the diversity of the individual:

Respect people’s preferences; call people what they prefer to be called. Accept that preferences change with time and that individuals within groups often disagree about the designations they prefer. Make an effort to determine what is appropriate for your situation; you may need to ask your participants which designations they prefer, particularly when preferred designations are being debated within groups. (American Psychological Association [APA], 2010, p. 72)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

