

This is what was found by FAF pod. We were all affiliated with different undergraduate institutions, and are currently affiliated with different organisations or none at all. Below are our ideal policies for handling complaints, the reporting process, resources, and possible outcomes. This is informed from our own experiences and from what we had wished to see as undergraduates.

While these are guidelines for responses to incidents of harassment and discrimination, we think that there should be more proactive trainings, discussions and workshops surrounding diversity, inclusion and anti-racism in a classroom and research settings. These should include both students and faculty and should be conducted by an office for inclusion and equity that also handles complaints and their responses. One on one discussions should be an option for people who want to learn more and make their space more inclusive. We also believe diversity statements and interviews in hiring are very important, and should be reviewed by faculty and students (and possibly by the external board).

- **What mechanisms are available for reporting complaints, bias, microaggressions, harassment, and overt racism?**

- Who are the designated individuals/positions for reporting incidents?

Someone separate from our department or organization team. Someone appointed to this specific position so this can be a priority (not a side job).

- Can reports be made online? Where?

Online, in person, or to a trusted advisor/mandatory reporter. The more lines of communication the better.

Anonymously?

Yes this should be an option

- Who do in-person and online reports go to? Who has access to see reports?

This could be a team effort with multiple folks (students + people whose job it is + across departments). At least more than one person.

- Are police included in the process? When and how? Are individuals accompanied by an advocate or someone from the organization?

The person reporting should be made aware of the process and resources available. And it should be up to the person reporting to include police.

- **What are the outcomes or consequences for reported individuals?**

- Follow-up by supervisor, training (bias, etc.), disciplinary action, termination.

This should be a leveled process depending on severity/impact. There should be training before the event regardless. Final outcomes would be decided by the team, and should take into account previous reports against the individual.

- Who decides the outcomes/consequences? What is the process?

Decided jointly by the team/office that manages the reports, the department the person is in, and the reporting individual.

- Are reports tracked? Yes. How are they tracked? By who? These should be tracked by the same team/office that the reports are sent to. Some kind of follow-up

- to determine whether there has been meaningful learning/change/a positive outcome should be conducted.
- Are repeated complaints escalated to a disciplinary board? What is the process? Repeated complaints should be reported to a disciplinary board and the consequences would be more severe. Mandatory leave of absence until the problem is addressed. There should be a long term plan for repeated offences that includes one on one diversity/bias training to help them do the work and track their progress. We want to emphasize changing the culture and building community while also holding individuals accountable for their actions.
- **What resources are available for individuals reporting?**
 - Counselors or advocates, especially those of the same race, ethnicity, and gender.
This department or office in charge of handling complaints should be in contact with an institution's counseling/mental health services. Counseling services at an institution should make a pledge to hire a diverse set of counselors/therapists. We want to underline that anti-racist work is institution-wide and departments and offices should be working jointly.
 - Automatic or requested investigation of potential impact on grades or evaluations.
This should be integrated.
 - Protection against retaliation or repercussions, accommodations for continuing work/courses, option for pass/fail or outside assessment.
Students should receive accommodations for continuing work/courses.
 - **What resources are available to groups raising issues or proposing changes?**
 - Petitions of # signatures trigger a town hall, meeting with organizational leadership, or policy change. What is the follow-up process for town halls and meetings? Town halls/meetings for the department to reflect on its culture and anti-racist work should occur on some kind of semi-regular schedule (replace one of the seminars every month or two?); and then additional meetings as needed for situations that arise.
 - Working groups or committees with power to change or propose changes to policy.
 - Cultural surveys, regular or only after wide-spread reports or high-profile incidents.
 - Leadership proactively asks students and/or staff for input on how to improve.