

The Department of Psychology and Neuroscience, Duke University

# Task Force on Diversity, Inclusion, & Climate

**AUGUST 2020 UPDATE**

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# INITIAL CHARGE

*The task force will mobilize Duke Psychology & Neuroscience toward **constructive, accountable actions** that create a diverse and inclusive department whose climate supports our community members' personal and professional goals. In the short term (2020/2021), it will:*

## COORDINATE

Coordinated diversity and inclusion **efforts across departmental areas** and promote individual and community-wide reflection about our role in enabling systemic racism and inequities.

## PROVIDE

Provide community members with **a forum** to discuss the current violence against Black Americans and the ways to become more informed and actively supportive of anti-racism causes.

## ▶ ESTABLISH

Establish an honest departmental **diversity and inclusion statement** and finalize our climate handbook; both of which should be signed by all community members and made visible on our website.

## ▶ BEGIN

We will begin a collective process for **long-term changes** that intersect across all departmental activities that will be incorporated into our upcoming strategic plan.

*As a collective of scientists, The Task Force will approach this mission using scientific methods. This will involve evaluating evidence for best practices, collecting and analyzing data that already exist, collecting future data, and sharing results with the broader community.*

*The Task Force aims to improve the departmental climate to support diversity and inclusion across all activities of our department. We have faith in everyone's good intentions that will synergize this moment. The Task Force will support improvement of our actual impact.*



# ROAD MAP

To meet its goals, The Task Force has established **three agenda areas**:

**ASSESSMENT**



**EDUCATION**



**COMMUNICATION**



# ASSESSMENT

1

The Task Force will evaluate the impact of historical and ongoing practices and structures within our department across all activities with which our department engages.

This will include:

## CLASSROOM TEACHING

We will engage the DUS offices to assist with analyzing data from course evaluations and discuss additional classroom data collection. The first step is to evaluate past ratings related to inclusive classroom environments. This involves examining the variance across the department and comparing our department to other departments and schools within Duke. We will explore pedagogical techniques shown to support students and improve retention.

## UNDERGRADUATE EXPERIENCE

We will collaborate with the DUS offices to establish entry into our department upon major declaration and exit (after graduation) survey items that provide data on diversity support, inclusion, and climate. We will discuss the development of annual surveys that assess diversity, inclusion, and climate and a system for ongoing confidential reporting of student concerns. Goals of these assessments will be to evaluate undergraduate student experiences in our classrooms and research labs, and to better understand why some students may choose not to engage or discontinue.

## GRADUATE & POSTDOCTORAL EXPERIENCE

We will collaborate with the DGS offices to establish entry (beginning of first year officially in department) and exit (after graduation) survey items that provide data on diversity, inclusion, and climate. We will discuss the development of annual surveys that assess diversity, inclusion, and climate and a system for ongoing confidential reporting of student concerns.

Goals of these assessments will be to evaluate graduate student and post-doc experiences in our classrooms and research labs and why some students may choose not to continue in academia or research at all. We will also discuss collection of related data from past members of the department.

# ASSESSMENT

continued

1

## STAFF EXPERIENCE

We will develop annual surveys that assess diversity, inclusion, and climate and a system for ongoing confidential reporting of staff concerns. Goals of these assessments will be to evaluate staff experiences across the department. We will explore how this experience affected their career trajectory. (Staff includes central administration and research lab staff.) We will then collect data from current and past departmental staff on their experiences in our department related specifically to diversity, inclusion, and climate.

## FACULTY EXPERIENCE

We will collect data from current and past departmental faculty related to their experiences and desire for support in improving departmental diversity, inclusion, and climate. Goals of these assessments will be to provide the experiences in our research labs and department in general and how this experience affected their career trajectory.

## HIRING & ADMISSIONS

We will analyze admissions data and hiring data from the past five years to establish a baseline of recent historical impact of our recruitment effectiveness and hiring and admissions decisions. In order to evaluate the impact of any activities or structures implemented in the coming years, we will need baseline data with which to compare the new outcome data. We will evaluate the demographics of the applicants, interviewees, offered jobs/admissions, and accepted offers for all staff hires (central admin and research lab staff e.g., post-baccs/lab managers and post-docs) and all graduate student admissions. For graduate admissions, this will include evaluation of these data from direct applicants to P&N and from applications to Cognitive Neuroscience Admitting Program (with permission from the CNAP DGS and CCN Director).

Additionally, at least one member of the Task Force will be a member of the hiring committee or consulted for all hiring and admissions decisions made in the department.

# EDUCATION

2

The Task Force will provide a range of educational offerings for members across our department including faculty, staff, and students.

This will include:

## QUARTERLY OR SEMI-ANNUAL QUICK GUIDES

The Task Force will compile resource guides for classrooms and labs that include data about the impact of diversity, climate, and inclusion and methods for enhancing inclusion and climate and embracing diversity.

## INTERACTIVE ACTIVITIES

For community members who choose to invest time in deeper education related to issues of race, The Task Force will create a syllabus of educational opportunities and resources including media to consume in one's own time and local workshops and discussion sessions in which to participate.

# COMMUNICATION

3

The Task Force will curate and manage several forms of communication related to diversity, inclusion, and climate.

This will include:

- **TASK FORCE ANNUAL REPORT**

An annual report summarizing departmental impact for that year, relative to past years, will be curated and submitted to the department and to the deans.

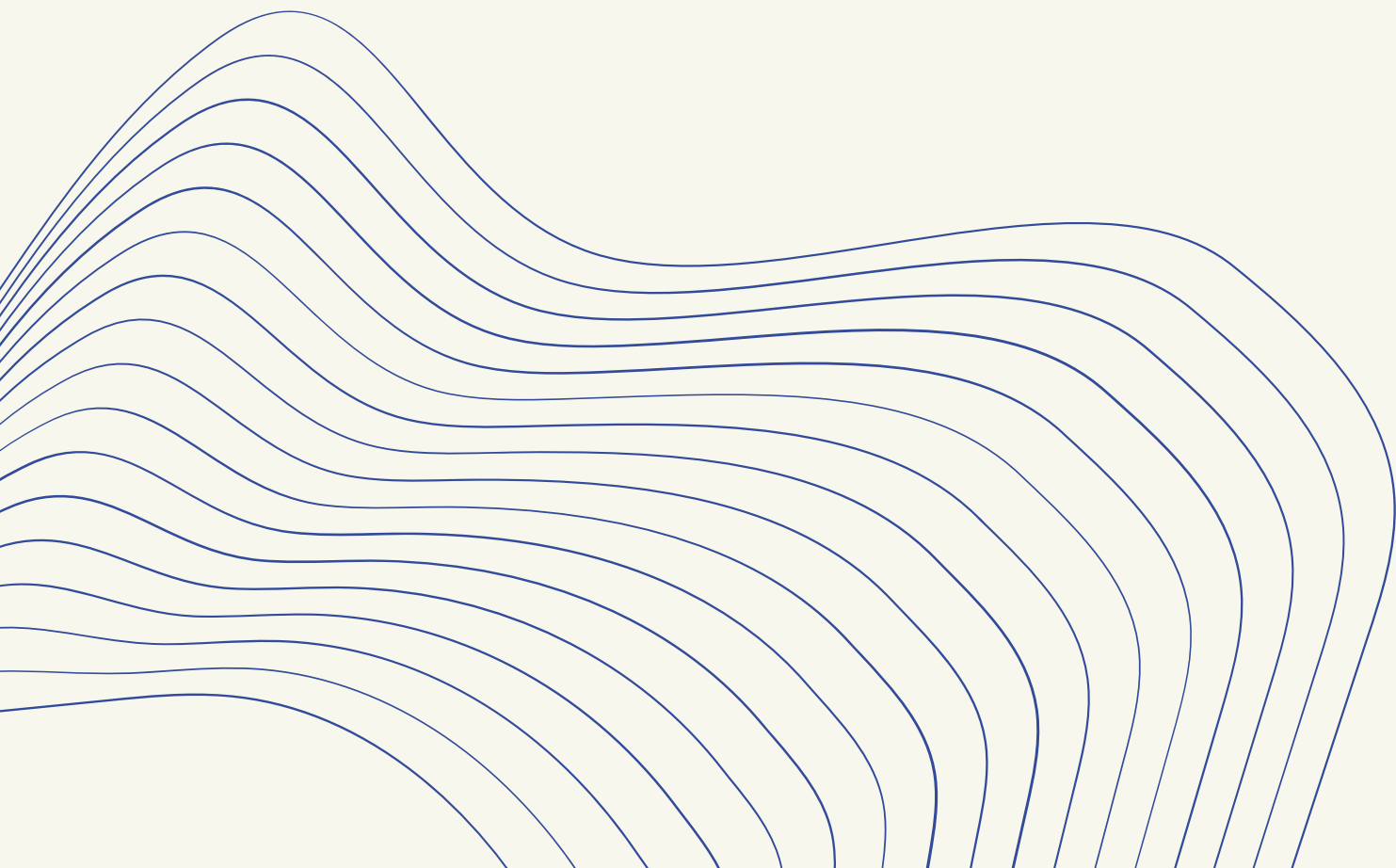
- **CLIMATE HANDBOOK**

The Departmental Climate Handbook will be shared and updated annually (as needed).

- **DIVERSITY STATEMENT**

A statement of diversity, inclusion, and climate will be created and shared on the departmental website

*Other communications may be added in the future.*





"In the transformation of silence into language and action, it is vitally necessary for each one of us to establish or examine her function in that transformation and to recognize her role as vital within that transformation."

-Audre Lorde

