

Statement from the Committee:

We are committed to removing racial bias, increasing representation, and supporting the Black community (<https://www.baylor.edu/psychologyneuroscience/index.php?id=969490>). Our broader vision is that everyone in the Department of Psychology and Neuroscience feels supported, lifted, and advanced. To accomplish this, we must be reflective, introspective, and willing to engage in courageous conversations.

On June 5, 2020, Dr. Charles Weaver announced the formation of the Department of Psychology and Neuroscience's Diversity and Inclusion Task Force. Dr. Weaver charged the Task Force with three objectives. One, identify areas in which the department is already taking action. Two, identify areas in which current efforts can be made more effective. Three, identify short- and longer-term strategies that the department can undertake to make a meaningful difference in the lives of our students, staff, and faculty.

To accomplish the objectives of the Diversity and Inclusion Task Force, the Task Force conducted two surveys. We surveyed current and incoming faculty in the department to identify what faculty are already doing to promote diversity and to gather ideas that faculty members have for ways to improve moving forward. We also surveyed current students and recent graduates to evaluate departmental climate and gather insights that students have for ways the department can take action to support students from diverse backgrounds. The faculty survey was conducted between June 15th and June 17th and consisted of mostly open-ended questions. The student survey was conducted between July 21st and August 2nd and consisted of open-ended questions and Likert scale questions. Twenty-one faculty and 310 students and 2020 graduates completed the respective surveys.

Results from these surveys are displayed in this document (see the table of contents below with links to responses). Each member of the committee read every response to the open-ended questions. Additionally, the committee conducted statistical analyses on Likert responses from students, split by varying demographic categories, to develop a better understanding of whether experiences in the department are different for students depending on their demographics.

Based on the responses of the surveys and review of actions taken by other Departments of Psychology and Neuroscience, the committee developed a list of proposed short- and longer-term strategies. Some recommended actions can be implemented immediately, while others may take some time. Please see ([proposed plan of action](#)) for a complete list.

Table of Contents

STUDENT SURVEY	3
STUDENT SURVEY RESULTS: DEMOGRAPHICS	4
STUDENT SURVEY RESULTS: FREE RESPONSES TO OPEN-ENDED QUESTIONS	5
STUDENT SURVEY RESULTS: FREE RESPONSES TO OPEN-ENDED QUESTIONS	6
STUDENT SURVEY RESULTS: LINGUISTIC INQUIRY AND WORD COUNT (LIWC) ANALYSIS FROM STUDENT FREE RESPONSES TO OPEN-ENDED QUESTIONS	6
STUDENT SURVEY RESULTS: MEAN AND SDS FROM LIKERT SCALE RESPONSES TO CLOSED-ENDED QUESTIONS	8
STUDENT SURVEY RESULTS: GRAPHS DISPLAYING STATISTICALLY SIGNIFICANT DIFFERENCES IN MEAN RESPONSES TO LIKERT QUESTIONS BASED ON THE DEMOGRAPHIC GROUP	9
GRAPH: GENDER X FACULTY/STAFF RESPECT TOWARDS MALE/FEMALE STUDENTS	9
GRAPH: GENDER X FACULTY WELCOMING STUDENTS	10
GRAPH: RACE/ETHNICITY X FACULTY SHOWING RESPECT TOWARDS RACIAL MINORITIES	11
GRAPH: RACE/ETHNICITY X DIVERSITY/INCLUSION IN THE DEPARTMENT	12
GRAPH: RELIGIOUS BACKGROUND X FACULTY SHOWING RESPECT FOR RELIGIOUS BACKGROUND	13
GRAPH: SEXUAL ORIENTATION X FACULTY SHOWING RESPECT FOR SEXUAL ORIENTATION	14
FACULTY SURVEY	15
FACULTY SURVEY RESULTS: SUMMARY	16
RECOMMENDED POINTS OF ACTION	17
APPENDIX I. EXAMPLE OF SYLLABI STATEMENT	30

Student Survey

- Between July 21st and August 2nd, 310 students completed a Qualtrics survey. The survey consisted of open-ended questions and Likert responses. The survey was adapted from Baylor University's 2017 climate survey and a survey given to students in the Baylor Philosophy Department.
- The survey was composed of demographics items, open-ended questions to allow students to share their experience with bias, discrimination, prejudice, and inappropriate behavior by faculty and staff in the department and close-ended Likert items assessing student perceptions of respect and inclusion.
- Demographic data are reported for students who completed at least one Likert item ([demographics](#)). Means and standard deviations are reported for Likert items ([means and standard deviations](#)). For open responses, deidentified quotes from students are provided. Some responses are grouped according to themes that emerged from student responses. Additionally, textual analyses were completed to objectively quantify overall tone of responses (in other words, how encouraged/discouraged students felt).

Student Survey Results: Demographics

Breakdown of demographic information of students who completed at least one of the Likert responses:

- Major
 - 108 (34.8%) Psychology majors,
 - 90 (29.0%) Neuroscience majors,
 - 65 (21.0%) Pre-Psychology majors, and
 - 45 (14.5%) Pre-Neuroscience Majors.

- Gender
 - 71 (22.9%) male,
 - 236 (76.1%) female,
 - 1 (0.3%) did not identify as male, female, or was transgender, and
 - 2 (0.6%) did not wish to report.

- Race/Ethnicity
 - 39 (12.6%) as Latinx or Hispanic,
 - 38 (12.3%) as Asian,
 - 30 (9.7%) as Black or African American,
 - 150 (48.4%) as White,
 - 45 (14.5%) a Mixed Race/Ethnicity, and
 - 6 (1.9%) did not wish to report.

- Religion
 - 162 (52.3%) Protestant,
 - 55 (17.7%) Catholic,
 - 10 (3.2%) Muslim,
 - 7 (2.3%) Hindu,
 - 1 (0.3%) Buddhist,
 - 1 (0.3%) Mormon,
 - 32 (10.3%) Agnostic,
 - 16 (5.2%) Atheist, and
 - 25 (8.1%) Other.

- Sexual Orientation
 - 263 (84.8%) straight/heterosexual,
 - 8 (2.6%) gay or lesbian,
 - 22 (7.1%) bisexual,
 - 14 (4.5%) preferred to self-describe,
 - 2 (0.6%) preferred not to say.

Student Survey Results: Free Responses to Open-Ended Questions

Have you experienced or do you know of someone who experienced any instances of insensitive, prejudicial, racial, discriminatory remarks, or inappropriate behavior (e.g., harassment, joking, catcalling, leering, touching, suggestive language) by faculty or staff in the Department of Psychology and Neuroscience?

- 15 responses mentioned inappropriate behavior, prejudice, and/or discriminatory remarks by faculty
 - 5 of these were based on race/ethnicity
 - 6 of these were based on sex
 - 1 of these were based on sexual orientation and/or sexual identity
- 2 responses mentioned faculty failing to intervene when students said something prejudiced/discriminatory/inappropriate in class.

What can the Department of Psychology and Neuroscience do to better support diversity and inclusion?

Some of the more frequent suggestions are:

- **Hire more diverse faculty** (16 comments)
- **Events/programs to provide community and mentoring to minority students** (17 comments)
 - Suggestions included respecting people's holidays, more information about diverse student groups on campus, diverse speakers, mixers for minority students, more opportunities for diverse students in research labs
- **More class material on diversity and inclusion** (14 comments)
 - These comments included suggestions about more conversations in class on diversity, creating a cultural psychology class, providing more information about inclusion and diversity in class, talking about more diverse research
- **Getting to know our students better** (8 comments)
- **Addressing LGBTQ+ issues, including pronouns** (7 comments)

Other suggestions included addressing diversity and inclusion more broadly on the Baylor campus, increased training for faculty and staff, updating the website, including disability and diverse ideology in our definition of diversity, creating a committee on diversity, addressing student microaggressions and prejudice in class, fairness in grading and honor code violations, including more diverse populations in our research, providing support for complaints, and treating people like individuals rather than members of particular groups.

We would like to keep anything that is working well to promote diversity and inclusion. Please share information about what the Department of Psychology and Neurosciences or faculty in the Department of Psychology and Neuroscience are doing well to support diversity and inclusion.

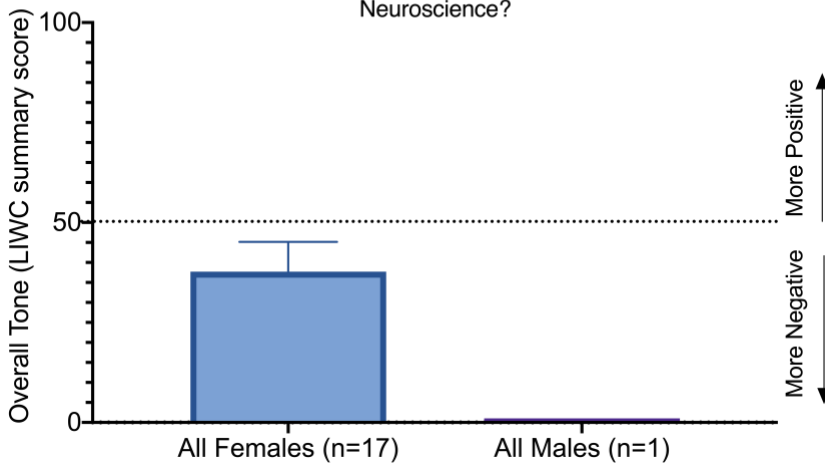
Student Survey Results: Linguistic Inquiry and Word Count (LIWC) Analysis from Student Free Responses to Open-Ended Questions

The following graphs represent Overall Tone extracted from Linguistic Inquiry and Word Count (LIWC) for the open-ended questions.

- A summary score of positive emotions (>50) and negative emotions (<50). Participants with no responses were excluded. Bars represent mean +/- SEM.

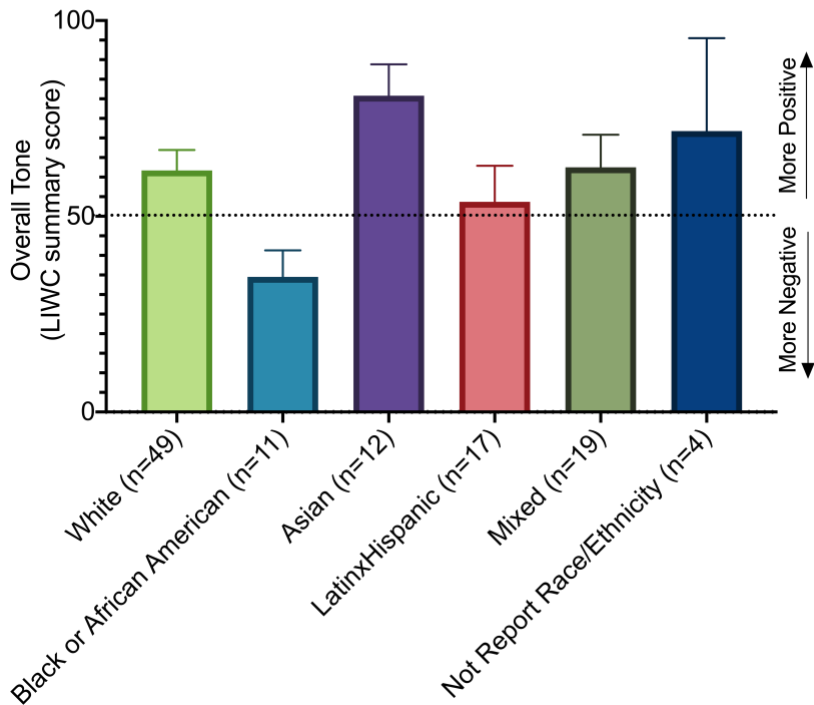
Below represent two areas where there were remarkable differences in results based on demographic categories.

Q11: Have you experienced or do you know of someone who experienced any instances of insensitive, prejudicial, racial, discriminatory remarks, or inappropriate behavior (e.g., harassment, joking, catcalling, leering, touching, suggestive language) by faculty or staff in the Department of Psychology and Neuroscience?



Commentary on sample size: The figure is not plotting those who do not identify with a gender (no responses to Q11 in that group). Notably, 17 females (7.2%) – but only 1 male (1.4%) - responded to having such negative experiences in the department. Understandably, the tone of responses was overall negative to this question.

Q12: What can the Department of Psychology and Neuroscience do to better support diversity and inclusion?



Commentary: Text analysis of responses suggests that students who identified as White or Asian were encouraged by the department's ability to support diversity and inclusion whereas students who identified as Black or African American were discouraged. Textual analysis suggested neutral tone in students who identified as Latinx or Hispanic.

Student Survey Results: Mean and SDs from Likert Scale Responses to Closed-Ended Questions

The first set of questions using a Likert Scale for response choices was based on a 5-point Likert Scale (1 = Strongly disagree; 5 = Strongly agree). Items, means, and standard deviations are reported below.

Item	Mean (SD)
The faculty (professors, lecturers, TAs) make me feel I am a welcomed member of the Department of Psychology and Neuroscience.	4.30 (0.86)
Faculty respect difference of opinion of political/ideological/philosophical perspectives.	4.08 (0.86)
Faculty show equal respect towards male and female students of the department.	4.12 (0.90)
Faculty show equal respect towards racial minority members of the department.	4.04 (0.92)
Faculty show equal respect towards students regardless of expressed or other perceived gender identity and sexual orientation.	3.99 (0.88)
Faculty and staff in the Department of Psychology and Neuroscience show equal respect towards students regardless of religious background.	4.06 (0.87)
Overall, I believe that were I to express concerns about things that I've experienced, witnessed, or heard about, in the Department of Psychology and Neuroscience, those concerns would be taken seriously and efforts would be undertaken to address them.	3.99 (1.00)

Students were also asked, "**Overall, how would you rate diversity and inclusion in the Department of Psychology and Neuroscience relative to Baylor as a whole?**" The 5-point Likert Scale ranged from 1 = Much better; 5 = Much worse.

- The mean (standard deviation) was 2.38 (0.85).

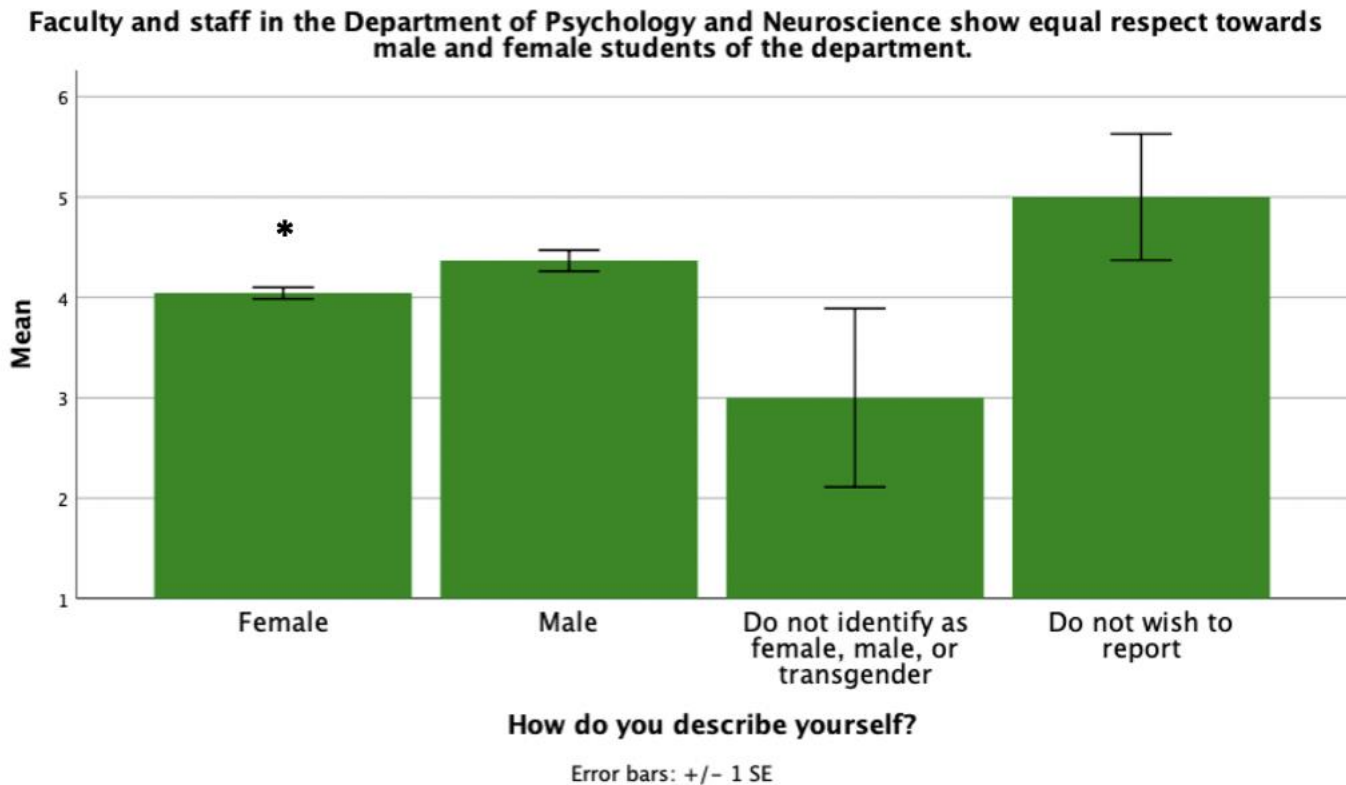
Students were also asked, "**Have you experienced or do you know of someone who experienced any instances of insensitive, prejudicial, racial, discriminatory remarks, or inappropriate behavior (e.g., harassment, joking, catcalling, leering, touching, suggestive language) by faculty or staff in the Department of Psychology and Neuroscience?**" The response options was yes or no.

- 38 (12.3%) reported yes
- 272 (87.7%) reported no

The following graphs represent differences on Likert questionnaire split by demographic groups.

Student Survey Results: Graphs displaying statistically significant differences in mean responses to Likert questions based on the demographic group

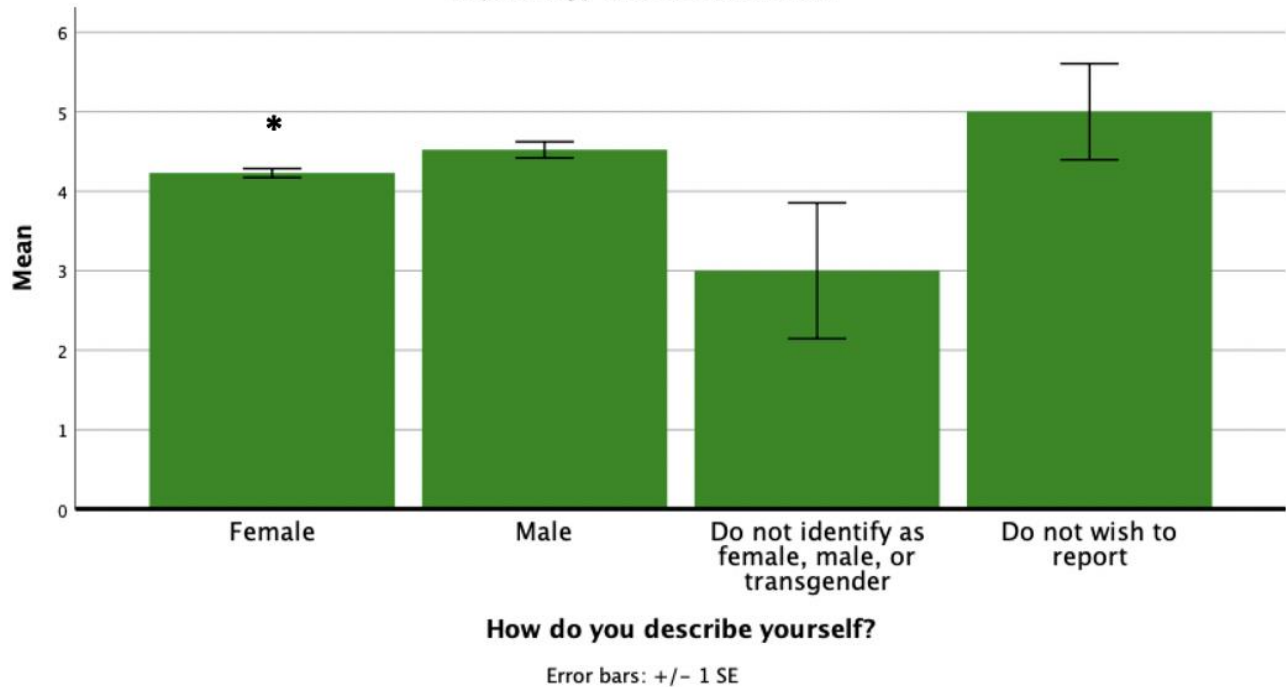
Graph: Gender x Faculty/Staff Respect towards Male/Female Students



One-way ANOVA indicated a statistically significant difference between groups, $F(3,306) = 3.35$, $p = .019$, $\eta^2 = .034$. Post-hoc analyses were not possible using all categories ($N = 1$ for Do not identify as female, male or transgender). However, further analyses indicated there was a statistically significant difference between male and female students ($p < .008$). Female students reported faculty and staff were less likely to show equal respect towards male and female students in the department. For the responses, 1 = strongly agree and 5 = strongly disagree.

Graph: Gender x Faculty Welcoming Students

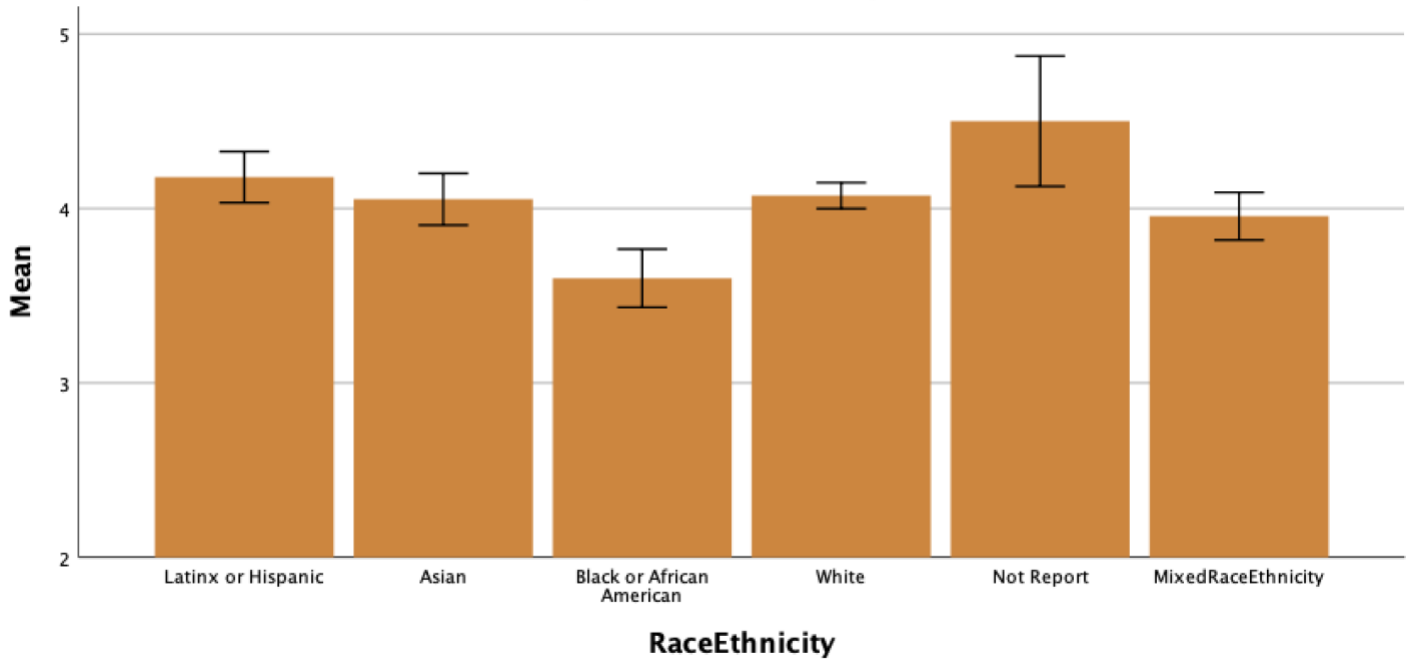
The faculty (professors, lecturers, TAs) make me feel I am a welcomed member of the Department of Psychology and Neuroscience.



One-way ANOVA indicated a statistically significant difference between groups, $F(3,306) = 3.35, p = .019, \eta^2 = .032$. Post-hoc analyses were not possible using all categories ($N = 1$ for Do not identify as female, male or transgender). However, further analyses indicated there was a statistically significant difference between male and female students ($p = .012$). Female students reported faculty and staff made them feel less welcomed in the department. For the responses, 1 = strongly agree and 5 = strongly disagree.

Graph: Race/Ethnicity x Faculty Showing Respect towards Racial Minorities

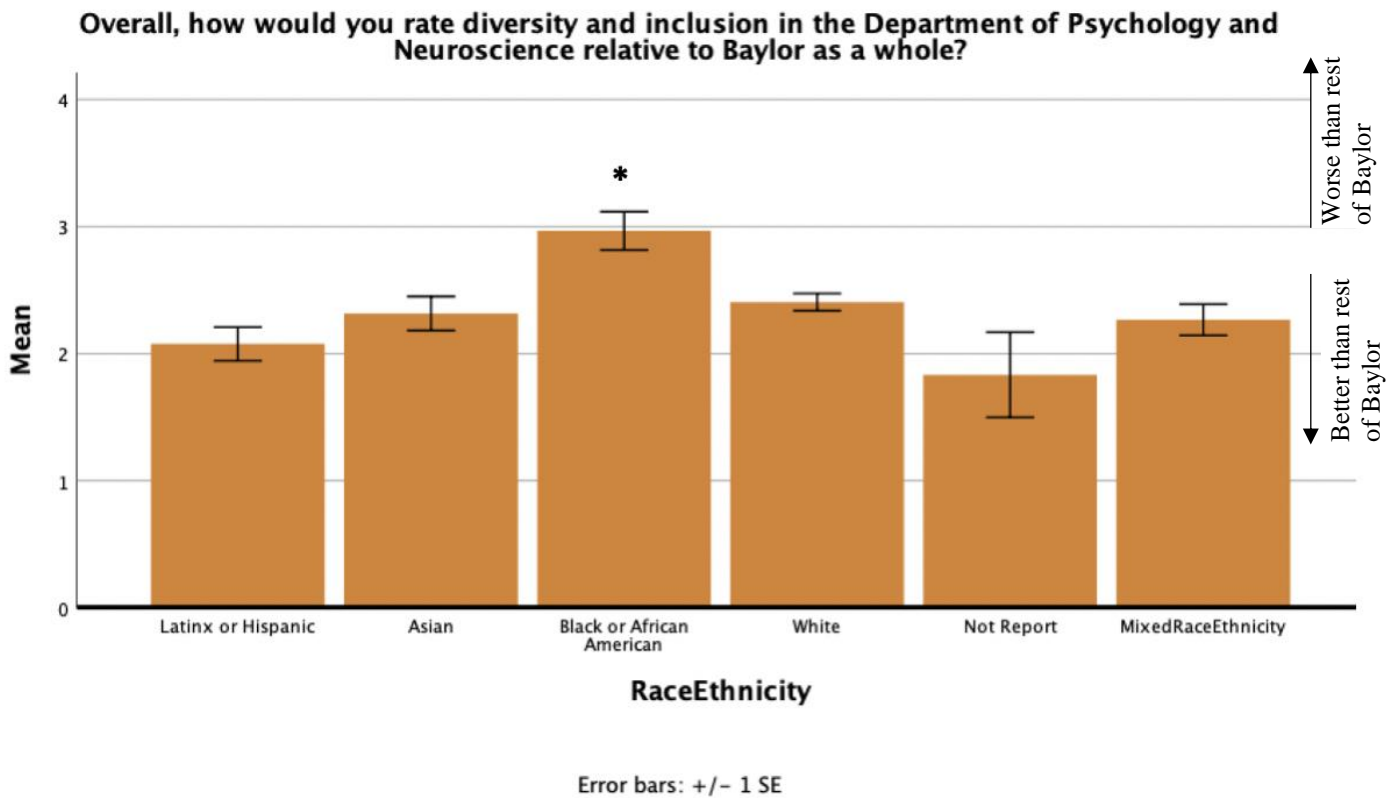
Faculty and staff in the Department of Psychology and Neuroscience show equal respect towards racial minority members of the department.



Error bars: +/- 1 SE

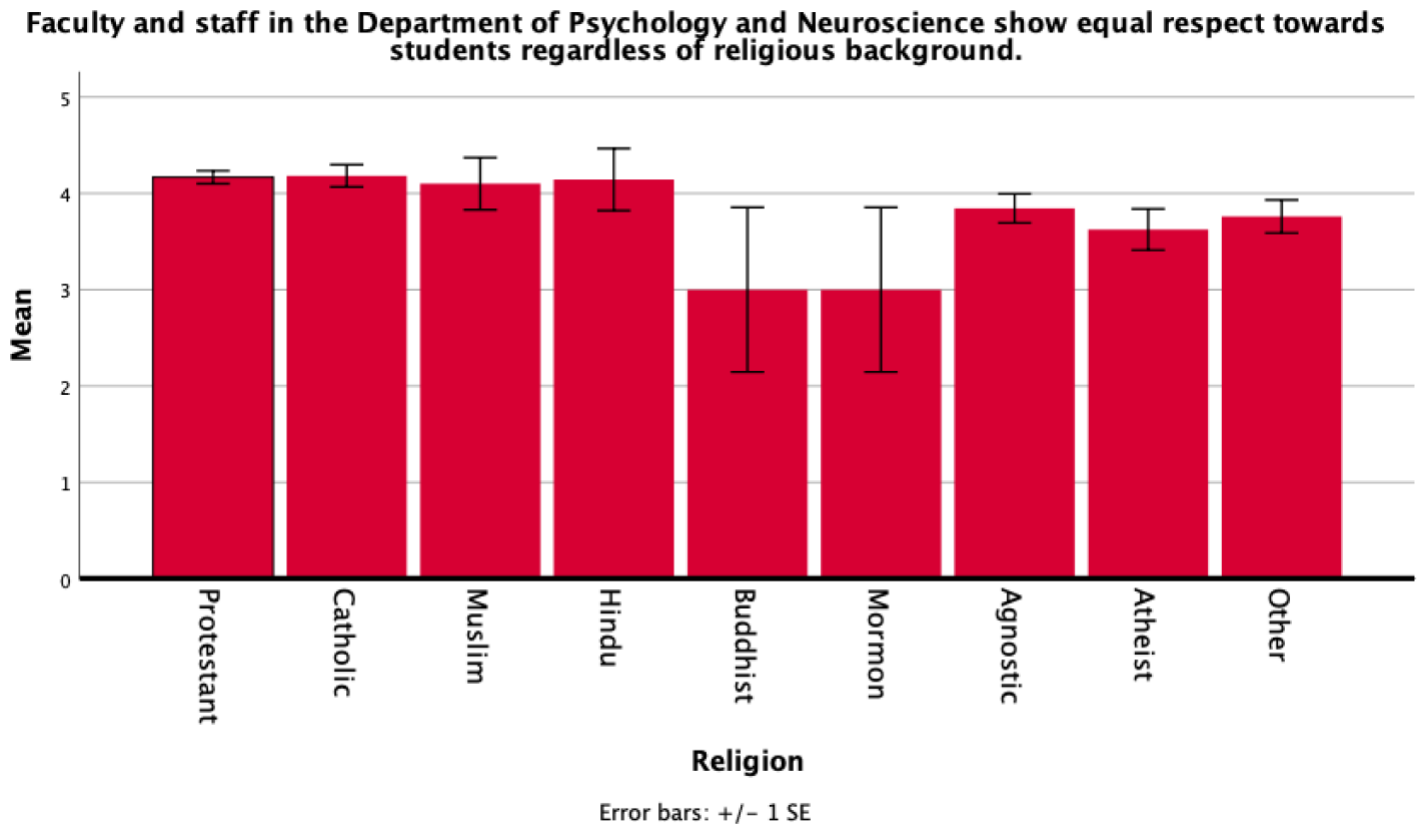
One-way ANOVA indicated there was not statistically significant difference between groups, $F(5,302) = 1.98$, $p = .081$, $\eta^2 = .032$. However, there was a trend for Black or African American students to report faculty and staff in the Department of Psychology and Neuroscience were less likely to show equal respect towards racial minority members off the department. For the responses, 1 = strongly agree and 5 = strongly disagree.

Graph: Race/Ethnicity x Diversity/Inclusion in the Department



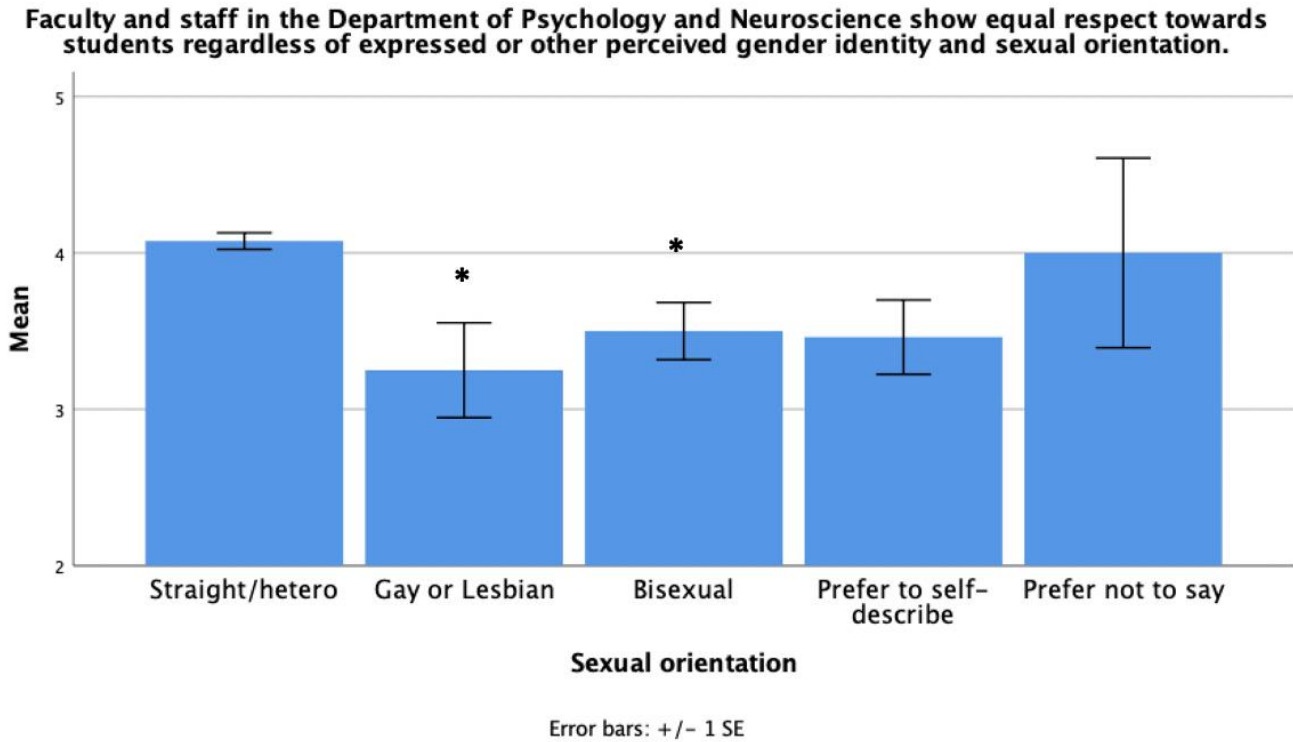
One-way ANOVA indicated a statistically significant difference between groups, $F(5,300) = 4.88, p < .001, \eta^2 = .075$. Post-hoc analyses indicated that Black or African American students felt the rate of diversity and inclusion in the Department of Psychology and Neuroscience was significantly worse relative to Baylor as a whole (p 's $< .034$) compared to all other Race/Ethnicity groups. For the responses, 1 = significantly better and 5 = significantly worse.

Graph: Religious Background x Faculty Showing Respect for Religious Background



One-way ANOVA indicated a statistically significant difference between groups, $F(8,300) = 2.01$, $p = .045$, $\eta^2 = .051$. Post-hoc analyses were not possible due to the size of two groups (Buddhist $N = 1$, Mormon $N = 1$). When the groups with $N = 1$ were removed from the analyses, there was still a statistically significant between groups ($p = .045$), but Bonferroni post-hoc analyses did not indicate any specific differences. For the responses, 1 = strongly agree and 5 = strongly disagree.

Graph: Sexual Orientation x Faculty Showing Respect for Sexual Orientation



One-way ANOVA indicated a statistically significant difference between groups, $F(4,303) = 5.18, p < .001, \eta^2 = .064$. Post-hoc analyses indicated Bisexual and Gay or Lesbian students reported that the Faculty in the Department of Psychology and Neuroscience showed equal respect regardless of expressed or other perceived gender identity and sexual orientation than Straight/heterosexual students. There was a similar trend for students in the Prefer to self-describe group, however, the results were not statistically significant. For the responses, 1 = strongly agree and 5 = strongly disagree.

Faculty Survey

- The faculty survey was composed of open-ended questions to allow faculty to share experiences of bias, prejudice, and discrimination in the department, to share what they are currently doing to promote diversity and inclusion in the classroom, to share knowledge of departmental activities that foster diversity and inclusion, and to share thoughts about what can be added to increase diversity and inclusion in the department.
- Descriptive data analyses were completed for most items. For open responses, quotes from faculty are provided. Some responses are grouped according to themes that emerged from faculty responses.

Faculty Survey Results: Summary

- The courses that were listed as including a discussion of multicultural perspectives were:
 - PSY/NSC NSE 1101
 - PSY 1305/NSC 1306 (Intro Psychology)
 - PSY 3308 (Theories of Counseling)
 - PSY 3309 (Intro to Clinical Psychology)
 - PSY 3310 (Social Psychology)
 - PSY/NSC 3311 (Cognition)
 - PSY 3330 (Psychopathology)
 - PSY 3335 (Child Psychopathology)
 - PSY 3V90 (Community Internship)
 - PSY 3333 (Biopsychology of Health Disparities)
 - PSY/NSC 3375 (Sleep)
 - PSY 3341/3350 (Human Development)
 - PSY 3399 (Positive Psychology)
 - PSY 4380 (Psychology of Personal Relationships)
 - PSY/NSC 4312 (Behavioral Medicine)
 - PSY 5316 (Clinical Psychology)
 - PSY 5317 (Seminar in Psychotherapy)
 - PSY 5325 (Ethics and Professional Issues in Clinical Psychology)
 - PSY 5334 (History and Systems)
 - PSY 5335 (Multicultural Issues)
 - PSY 5342 (Personality and Assessment)
 - PSY 5423 (CBT-II)
 - PSY 5429 (Cognitive Behavioral Therapy).

Recommended Points of Action

- **Accountability**
 - **Regular review (depending on base rates) of departmental statistics that could reveal discriminatory practices: reports to honor council, grades, etc.**
 - **Committee and accountability**
- **Annual training diversity and inclusion.**
 - In person training to address diversity, equity, and inclusion. Specifics of what we want training in include: implicit bias, the impact of stereotypes, identifying racist, sexist, homophobic comments (which is not as easy as it seems if one is not conscious to how certain ideas promote racism, sexism, and homophobia), ways to evaluate equality in the classrooms, ways to strive for equity in the classroom, and how to respond when students say something inappropriate.
- **Increase diversity of faculty, staff, graduate students**
- **Coursework**
 - **Develop coursework for PhD students**
 - **Develop coursework for undergraduates**
 - **Add more diversity to courses we already have.**
 - **Unified syllabi statement of resources and stance on discrimination/inclusion**
 - **Unified syllabi statement of how students in the class can promote inclusion**
 - **Highlight a few courses on Department website**
- **Consider how holidays are valued in the department:**
- **Generate avenues to facilitate increased involvement in first generation students, BPOC and diverse groups**
 - **Outreach**
 - **Research**
- **Brown bags: increase diverse speakers, topics**