

After discussion of the survey results and a pledge to hold ourselves accountable for advancing diversity, equity, and inclusion in the Department of Psychology and Neuroscience, the Department faculty immediately agreed on the following initial steps:

1. We now have recommended syllabus language outlining our departmental commitment to creating a classroom atmosphere of open but respectful dialogue, proving students with several options for action should any discussion in or out of the classroom include discriminatory, prejudicial, racial remarks.
2. We immediately expanded discussions of diversity and equity into the New Student Experience (PSY/NSC 1101) class.
3. We immediately scheduled a department-wide training on diversity, equity, and inclusion for our faculty and graduate students, the first of what we anticipate to be an ongoing training series. We are delighted that Dr. Mikki Hebl (<http://www.mikkihebl.com/>) an expert in covert displays of discrimination and how to remediate such behaviors, has agreed to lead these sessions in October. Dr. Hebl was the winner of the Robert Foster Cherry Award in 2016, so she comes to us with an added layer of expertise – familiarity with our department.
4. We immediately began actively reaching out to those in the larger university community to make sure we are drawing on the expertise and knowledge of those also committed to these issues.
5. We immediately initiated faculty discussions and a platform for faculty to share ways their course exemplifies diversity, equity, and inclusion through classroom discussion, course content, and course materials to encourage faculty collaboration.
6. We formed a Departmental Steering Committee (Drs. Ginty, Ryan-Pettes, Limbers, Keele, and Scullin) to oversee the work of four newly appointed committee:
 - a. Undergraduate and Graduate Curriculum.
 - b. Faculty Recruiting and Development.
 - c. Graduate Student Recruiting and Development.
 - d. Department Climate and Continuing education.

We formed the subcommittees so that each subarea receives focused attention. The charge given these subcommittees is deliberately broad, and committees are encouraged to address issues, reach out to other members of the academic community for input, and develop initiatives for consideration by the full departmental faculty.

As the committees continue their work this year (and beyond, as needed), we anticipate taking additional actions, and setting goals and timelines for implementation of those actions.