

Psychology Department Anti-Racism Action Plan
Progress Tracking
Updated 5/26/2021

Proposed Action Item	Individual Action Item	Status/Future Goals
<p>We will identify and pursue specific, anti-racist institutionalized changes that support our black students, staff and faculty, current and future. We will engage in this self-assessment guided by the APA Guidelines on Race and Ethnicity in Psychology and aim to identify and pursue specific actions that advance an anti-racist agenda for our department (a small number of these are explicated below).</p>	<p>Waiving student application fees for traditionally underrepresented students.</p>	<p>In discussion with graduate college about how this might work.</p>
	<p>Paying graduate students for labor associated with additional committee efforts.</p>	<p>11/8/2020: Instituted paying graduate students as hourly employees for serving on departmental committees.</p>
	<p>Evaluate search committee biases and best practices.</p>	<p>11/2020: Reviewed search committee protocols and provided suggestions to advisory to encourage anti-racist efforts for faculty search committees.</p>
	<p>Provide opportunities for departmental community to have access to initiatives with transparency.</p>	<p>1/26/2021: Updated Psychology website to reflect opportunities for students as well as diversity initiatives within the department to make information more accessible and transparent. Updates to the website are on-going.</p>
	<p>Increase opportunities for funding work related to diversity and inclusion.</p>	<p>1/26/2021: A diversity fund was developed so that donors can contribute donations to funds that explicitly fund diversity and inclusion initiatives. Fall and Spring: We held two rounds of diversity-related grants and funded three different large projects, as well as more than two dozen small funding requests.</p>
	<p>Evaluate role of bias in GRE component of graduate applications.</p>	<p>1/26/2021: A committee was formed to actively assess the impact of GRE scores on admissions with the hopes of identifying what, if any, biases were</p>

		present during the 2020-2021 application cycle based upon differences between applicants that submitted GRE scores or not.
	Recruit racially-diverse faculty.	3/18/2021: Submitted proposal for excellence search waiver. The initial reviews were favorable and the proposal is currently being reviewed by the college. 4/26/2021: Our excellence search waiver was approved and we are actively recruiting the scholar.
	Recruit racially-diverse faculty.	3/18/2021: Submitted proposal for cluster hire of 10 minority faculty members; the proposal was reviewed favorably by the college and included letters of support from 7 other units on campus. The college has asked us to resubmit next year due to lack of available funds this year.
	Identify and pursue anti-racist changes that will support Asian and Asian American community members.	3/22/2021: Noted the importance of anti-racism efforts in response to violence towards Asian/Asian Americans. Developed plan to review the current anti-racism plan to assess how current action steps apply to promoting anti-racism within the Asian community as well as identifying additional action steps that are unique to the Asian community.
		1/26/2021: Based on feedback from faculty and graduate students, we developed guidance for approaching difficult topics in seminar spaces as well as reflexive practices when engaging with research. A request was sent to all

		program area speaker organizers to share the guidance worksheet broadly.
We have been providing a brief introduction to diversity and inclusion (offered by the Diversity and Social Justice Education staff of the Office of Inclusion and Intercultural Relations – OIIR) during our new graduate student orientation. We intend to expand this for ongoing education opportunities throughout the year for graduate students across all program areas.	OIIR will offer a brief introduction to diversity and inclusion at new graduate student training.	Beginning in the Fall of 2020, the director of Diversity Education for the Office of Equity and Intercultural Relations gave a 50 minute presentation for the incoming graduate students. The Department plans to continue similar presentations in the future.
	Expand education opportunities throughout the year for graduate students across all program areas.	9/16/2020: A literature review and recommendations on diversity education were provided to the committee.
		3/2021: opportunities to attend anti-racism workshops and trainings were provided to all graduate students. The Department offered to pay the full cost of such trainings. More than a dozen students took advantage of this opportunity.
We will institutionalize diversity and inclusion training for the instructors of Psychology 100 and begin to do this in other department courses as well (i.e., revisit curriculum, texts, readings and syllabi, support instruction that encourages diversity and inclusion). All department Teaching Assistants will now be required to attend the Racial Justice Allies & Advocates Training offered through OIIR. The Racial Justice Allies and Advocate training (https://oiir.illinois.edu/inthezone) is designed to provide students, faculty, and staff with a core awareness of the structures of racism, its role in interpersonal relationships, and empower allies to elevate the voices of underrepresented populations at the University of Illinois. Trainings are presented as a	All department TAs will now be required to attend the Racial Justice Allies and Advocates Training offered through OIIR	Due to COVID-19, it is unclear if, when, and how this training will be offered. Therefore, at this point in time we were not able to offer this training.
	Institutionalize diversity and inclusion training for psychology 100 instructors	Internal trainings have continued to be provided to psychology 100 instructors in the form of class discussions during the teaching seminar course.
	All members of the department will be encouraged to attend the Racial Justice Allies and Advocates Training	Due to COVID-19, it is unclear if, when, and how this training will be offered. Therefore, at this point in time we were not able to offer this training.

<p>1.0 (introductory) and 2.0 (advanced) levels. All participants are strongly encouraged to attend the 1.0 session prior to attending the 2.0 session. In addition, all members of the department will be encouraged to participate in this training and in others organized by OIIR.</p>		
<p>We will work with all instructors and supervisors of instruction to review their syllabi to incorporate the scholarship of people of color. Faculty will now report on updates and changes to syllabi and curriculum as it pertains to diversity and inclusion in their annual reports. [We already have this reporting in our annual reports regarding research and teaching, but we will endeavor to make this reporting more targeted to our specific institutionalized change goals.] We will make incorporating content from diverse scholars an annual topic for discussion in our orientation for junior faculty in which we “workshop” syllabi and make recommendations.</p>	<p>Work with all instructors and supervisors to review syllabi to incorporate the scholarship of people of color.</p>	<p>1/26/2021: Began discussions regarding how the committee could provide support to instructors and supervisors for syllabus review.</p> <p>1/26/2021: Requested copies of the syllabi that have previously been approved for the diversity science concentration to begin evaluating syllabi that are explicitly involved in the diversity science concentration.</p>
	<p>Faculty will report on updates and changes to syllabi and curriculum as it pertains to diversity and inclusion to their annual reports. Will endeavor to make this reporting more targeted to our specific institutionalized change goals.</p>	<p>Annual reports were delayed because of COVID and technical problems. But, reporting on diversity-related activities in teaching is required for the annual report.</p>
	<p>We will make incorporating content from diverse scholars an annual topic for discussion in our orientation for junior faculty in which we “workshop” syllabi and make recommendations.</p>	<p>9/3/2020: The Diversity and Inclusion committee offered an invitation to provide support for the junior faculty orientation.</p>

<p>We will aim to improve faculty mentoring of students of color using multiple support methods (providing resources, information, consultation, and workshops). The department will cover the registration fees for all faculty members (\$325) who attend the Five Days for Change program sponsored by the OIIR January 11-15, 2021. Five Days for Change https://oiir.illinois.edu/programs/5-days-for-change is an intensive training program designed to provide university staff members with the opportunity to acquire and strengthen cultural competencies, awareness, and skills. This training will increase the visibility, skill, and effectiveness of allies in the cause of social justice. We will strongly encourage all faculty to participate in these education and consultation opportunities and will reinforce this engagement through program area leadership to encourage maximum participation.</p>	<p>The department will cover the registration fees for all faculty members who attend the Five Days for Change program</p>	<p>9/13/2020: Faculty were emailed about the opportunity to attend the event.</p> <p>11/2020: 5 Days for Change was cancelled for the 2020-2021 school year.</p>
<p>We will design and execute a climate survey in AY 20/21 focused on diversity and inclusion that is anchored to specific, actionable items that we can use to inform continued organizational change. We will consult individuals with expertise on assessing climate, especially as such assessment relates to diversity and inclusion.</p>	<p>We will design and execute a climate survey in AY 20/21 that is anchored to specific, actionable items that can inform continued organizational change.</p>	<p>1/9/2020 The Diversity and Inclusion Committee’s Anti-Racism fund supported a \$500 grant that aims to improve mentoring for graduate students within the clinical-community program area and may be a successful model for other program areas in the future.</p> <p>1/2021: Monthly faculty groups on anti-racism have been organized to provide more support to faculty on diversity topics that may be relevant to providing stronger mentorship.</p> <p>April 2021: A reading club activity for Fall semester was started. Members of the department were offered the possibility of getting a copy of the book “How to be Anti-Racist” to read over the summer, to have a book club discussion around the book in early Fall 2022.</p> <p>3/2021: A climate survey was developed and sent to the department. Results will be analyzed and shared publicly. Only aggregate information will be shared. April 2021: Survey results were analyzed and shared with the committee.</p>

	We will consult individuals with expertise on assessing climate, especially as such assessment relates to diversity and inclusion	10/2020: Reviewed literature, other R1 institutions, and previously conducted climate surveys in other institutions.
We will examine data on all students of color in our department to compute attrition levels over the past 10 years across all program areas and to assess, to the extent possible, whether there are any notable trends in attrition (e.g., with regard to advisor, program area).	We will examine data on all students of color in our department to compute attrition levels over the past 10 years across all program areas	<p>11/2020: Data at the undergraduate level was requested. We are awaiting reports that include undergraduate-level data and plan to share the results of our findings widely when available.</p> <p>11/2020: Data regarding attrition and hiring was requested at the staff and faculty level. We are awaiting reports that include staff and faculty-level data and plan to share the results of our findings widely when available.</p> <p>1/26/2021: An analysis on graduate level data is on-going. Due to FERPA only the Graduate Head (currently Nicole Allen) has access to individual level data. However, results will be shared broadly with aggregate information.</p> <p>1/26/2021: the committee discussed designing a yearly demographic survey for all members of the psych department to begin tracking additional demographic information over time.</p>
	We will note where there are notable trends in attrition.	1/26/2021: A discussion regarding attrition is forthcoming once the results of

		<p>the data analysis noted above are complete.</p> <p>April 2021: The data was analyzed and there were no signs of disproportionality in graduate attrition. Results will be presented to the committee during the Fall, due to lack of committee time.</p>
<p>To pursue these aims with support, the department will fund a 50% graduate assistantship for a student who is interested in working on and guiding these efforts and supporting diversity and inclusion initiatives in the department. This student will also be provided with opportunities to enhance their knowledge and experience of activities in the other academic settings such as higher administration. This appointment will begin in Fall, 2020. Summer funding is also available for an early start.</p>	<p>The department will fund a 50% RA</p>	<p>Completed for 2020-2021 school year with expectation for continued funding in the future.</p>
	<p>The student will be provided with opportunities to enhance knowledge and experience of activities in other academic settings such as higher administration</p>	<p>Continued funding for 2021-2022 was approved.</p>
<p>We will create opportunities for our white faculty, staff and students to do their own work on whiteness and to raise their self-awareness about the way they move through the world with privilege (in addition to covering registration fees for the Five Days for Change program (see item 5):</p> <p>a. The Diversity committee will organize reading and affinity groups that are voluntary. We will also be organizing learning opportunities for our faculty and staff on whiteness and privilege specifically as it relates to roles and responsibilities within academe (teaching, mentoring).</p> <p>b. For faculty, we will have at least one of the monthly Faculty Development Workshops dedicated to this topic, on a regular basis, and we will ask campus</p>	<p>Will create opportunities for White faculty, staff, and students to do their own work.</p>	<p>See Summer Book Club event and faculty reading club.</p>
	<p>Organize reading and affinity groups that are voluntary</p>	<p>A faculty reading group for Spring 2021 semester was organized. All faculty were invited to attend.</p>
	<p>Organizing learning opportunities for our faculty and staff on whiteness and privilege specifically as it relates to roles and responsibilities within academia</p>	<p>See Summer Book Club event and faculty reading club.</p> <p>See workshops listed two cells below.</p>
	<p>For faculty, we will have at least one of the monthly faculty development</p>	

experts outside of the department to consult or assist with these workshops.	workshops dedicated to whiteness and privilege	
	On a regular basis we will have other experts outside of the department to consult or assist with workshops.	<p>Director of OIIR, Dr. Shawna Patterson-Stephens, did a faculty development workshop on inclusive pedagogy (e.g., inclusive syllabi; February 1, 2021),</p> <p>Associate Dean of Assessment and Diversity, Equity and Inclusion, Isabel Molina-Guzmán, did a faculty development workshop on best practices for change and enhancing diversity and inclusion in classrooms and labs (September 28, 2020).</p>
We will provide small grants to support proposals for change, such as the creation of reading/action groups for our faculty, students and staff of color (self-formed and voluntary (for example, funds could be used for purchasing books or materials, providing food for gatherings if they occur during meal times, hiring hourly students to support the convening of the groups). The department will increase the budget of the Diversity Committee from its current funding of \$1000 to \$4000 to support these small grants. The Diversity committee will review proposals and administer the funds (likely using a granting process similar to the Illinois Program for Research in the Humanities reading groups; see https://www.iprh.illinois.edu/fellowships/reading/index.html).	Small grants to support proposals for change	<p>Accepted on rolling basis for small grants (ranging from \$15-\$50) and each semester for large grants (\$500).</p> <p>3/2021: 15 small grants awarded, 2 large grants.</p>
	Department will increase the budget of the diversity committee from 1k to 4k to support these grants	The budget was successfully increased to accommodate additional programming and grant funding.