Quantitative Area Inclusion Plan

In an effort to create an environment that is inclusive (e.g., different groups or individuals having different backgrounds full accepted, welcome, and equitably treated), the quantitative area is proposing a multi-faceted approach that entails both graduate student recruitment, continuing faculty education/involvement, and area-specific focuses on historical and current practices that may perpetuate feelings of non-inclusiveness within the quantitative field more broadly.

*Recruitment*: Since the quantitative area was founded in in 2000, there have been 25 graduate admissions with the following characteristics: 14 (56%) females and 11 (44%) males, and 2 (8%) have openly identified as LGBTQ. Given the historical difficulty of recruiting females to this particular area of psychology, it is of note that our area representation is slightly greater than the corresponding general population values. With the caveat of a small sample size, the LGBTQ representation in the area exceeds what is expected at the population level.

In terms of racial representation, the general breakdown is: 14 (56%) white, 8 (32%) Asian, and 3 (12%) BIPOC (Black, Indigenous, and people of color). The representation of BIPOC students is well-below general population averages; however, it is sad to say it greatly exceeds what is seen among tenured professors in quantitative psychology programs.

Similarly, while more difficult to quantify, we feel that the representation of first-generation college students should also be raised.

To address these issues, we are proposing the following initiatives to aid in recruitment

- Working with the McNair Scholars program to identify high-potential individuals that may be interested in quantitative psychology. This particular program is designed to support both under-represented students and/or first generation students.
- Advertising and participating in the University of Missouri TigerView program
- Continued partnership with the MU AARTS internship summer program sponsored by the alcohol research group (in the past, quantitative faculty have mentored undergraduate students from underrepresented groups through this program)
- Following the presentation of "Holistic Graduate Admissions" course recommendation, the quantitative faculty is developing a rubric for graduate admissions that will help reduce subjectivity in the process

*Continuing Education of Faculty*: To continue to learn about diversity and inclusion and confront past (and current) practices that might introduce bias, the area recommends that faculty pursue several avenues. These include, but are not limited to

- Inclusion, Diversity, and Equity Training provided by the University of Missouri
- Read books confronting topics of racism and inequality – such as Anti-Racist, White Fragility, Between the World and Me, etc. We will periodically choose one book to read as an area and, given we are a small faculty, meet to discuss issues that may arise from the readings and how they are relevant to our graduate training program
- Encourage the attending and/or reading of articles provided by the Diversity Journal Club coordinated by Denis McCarthy
- Participate in courses offered by University of Missouri, including
    o Communicating Across Differences
    o Core Concepts

- o  Diverse Innovations
- o  Inclusion and Belonging
- o  Summer Express Series
- o  African American Experience in Missouri Lecture Series

*Education:* There are multiple opportunities to incorporate education on these issues into the standard practices of the faculty in the quant area.  Here are some initial examples:

- Continuing the current practice of insuring representation of undergraduates from marginalized groups in research labs
- Volunteering to work with the organizations that support under-represented groups on campus, such as the McNair Scholar program.  This includes presentations and trainings of undergraduates via workshops coordinated by the McNair Scholar program
- Incorporating issues that effect marginalized groups into course material
    - o  As an example, this semester Dr. Steinley is discussing ethical issues and their impact on marginalized groups when constructing predictive algorithms in his course *Machine Learning for Psychological Sciences*.
- Using the weekly seminar to discuss historical issues that have plagued the field of quantitative psychology and exploring if/how these views may influence current practices
    - o  For example, several of the founders of psychometrics and statistics today have been heavily involved with and supportive of eugenics, including: Galton, Fisher, Pearson, and Cattell.
- Using weekly seminar for area-wide trainings on topics related to diversity, inclusion, and equity
    - o  Initial ideas are adopting practices/trainings from societies that faculty are members of – for example, the Society of Medical Decision Making, Society of Mathematical Psychology, Society for Experimental Psychology – on such topics as equitable evaluation of materials (for job and/or promotion), intervening in the presence of micro-aggressions, use of artificial intelligence algorithms in industry, etc.
- Using weekly seminar to for additional opportunities to address these issues by
    - o  Inviting outside speakers who are experts in this area, including those who are members from underrepresented racial/ethnic groups
    - o  We will continue the solicitation of information from students in the quantitative training area on issues regarding diversity, inclusion, and equity

We note that we view these steps as initial practices that have the potential to yield improvements.  We fully expect to modify the plan as we obtain feedback and learn from future experiences.