

EDITORIAL**When the COVID-19 Pandemic Changed Neuroscience Education****Raddy L. Ramos¹**¹*Department of Biomedical Sciences, College of Osteopathic Medicine, New York Institute of Technology, Old Westbury, NY 11568.*

Whether it be physically, financially, and/or emotionally, everyone has been affected by the COVID-19 pandemic. I suspect that most readers of this editorial have also been affected professionally, in their duties as a neuroscience educator, campus community member, and/or research mentor.

Beginning in early March, US colleges and universities moved to online and virtual education. This type of instruction has continued for summer classes and will likely continue into the fall semester for many institutions. Such a rapid and drastic change in educational delivery method has had profound effects on students and educators that will last even after a vaccine or effective treatment for COVID-19 is developed. I am certain that we will see articles in forthcoming issues of JUNE that describe the innovative ways that the neuroscience education community dealt with online instruction during the pandemic.

The spring 2020 issue of JUNE reflects manuscripts submitted what seems like ages ago, when students and faculty were together (physically) in the lecture hall or teaching laboratory. For example, articles by Rollins (2020), Ng and Newpher (2020), and Vidal (2020) describe case-based learning, team-based learning, and active-learning neuroscience courses. Articles by Haskew-Layton and Minkler (2020), Rothhass et al. (2020), and Ewing and Medler (2020) describe laboratory-based courses using chick primary cells, *drosophila*, and crayfish (respectively). An article by Toledo et al. (2020) describes an undergraduate-led neuroscience outreach program for middle-school students and an article by my colleagues and I (Ramos et al., 2020) describes increased undergraduate membership in the Society for Neuroscience (SfN) and attendance at SfN annual meetings.

Since the very first issue of JUNE was published in 2002, the footer of every manuscript has had the following text: "JUNE is a publication of Faculty for Undergraduate Neuroscience (FUN)." This is a reminder to our readers that JUNE was created and financed by FUN to be an open-access and respected neuroscience education journal. With this historical context in mind, JUNE is proud to publish the FUN statement on diversity, equity, and inclusion in this issue. The editorial board and I will make certain that the four powerful commitments outlined in the FUN statement on diversity, equity, and inclusion will be

reflected in future content found in JUNE as well as in the policies and practices of this journal.

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Address correspondence to: Dr. Raddy L Ramos, Department of Biomedical Sciences, New York Institute of Technology College of Osteopathic Medicine. Email: ramos02@nyit.eduCopyright © 2020 Faculty for Undergraduate Neuroscience
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