

## UMASS AMHERST - Faculty Resource Guide - Recruiting to improve Diversity, Equity, Inclusion, Justice and Anti Racism

There are many resources to help start our work on equity, inclusion and justice. The goal of this is active, engaged work - there are no passive opportunities here. These suggestions are meant to be entry points and are not meant to be comprehensive.

Recruit actively and advertise widely.	Highlight your place as an inclusive environment.	Make yourself a conduit not a barrier.	Know your resources.	Continue to do the work.
<p>Help a more diverse group of potential students connect with your research group by actively recruiting candidates for open positions.</p> <p><b>Advertise with intention</b></p> <ul style="list-style-type: none"> <li>❑ <a href="#">Make position advertisements accessible</a> (see section 3.2.1) <ul style="list-style-type: none"> <li>❑ Include statements strongly encouraging first-gen and underrepresented students to apply</li> <li>❑ <a href="#">Include text alternatives to images</a></li> <li>❑ Use gender inclusive language and pronouns</li> </ul> </li> <li>❑ <a href="#">Combat misperceptions about graduate school</a> <ul style="list-style-type: none"> <li>❑ Share info on salary and benefits, flexibility of hours or location, and holistic metrics for admission</li> </ul> </li> <li>❑ <b>Include instructions on how to apply</b> <ul style="list-style-type: none"> <li>❑ Use a Google form with specific questions for applicants in lieu of a cover letter</li> </ul> </li> <li>❑ <b>Distribute advertisements widely</b> <ul style="list-style-type: none"> <li>❑ Post on your social media, website, field-specific society listservs, the <a href="#">SACNAS listserv</a>, and the <a href="#">TAMU job board</a></li> </ul> </li> </ul> <p><b>Go the extra mile</b></p> <ul style="list-style-type: none"> <li>❑ Ask your colleagues to share your advert with interested students in their courses and research groups</li> <li>❑ Send flyers with CNS reps attending <a href="#">recruitment events</a></li> </ul>	<p>In most cases, the internet is the first place prospective students will “meet” you! Highlight your inclusive activities (see “Continue to do the work”) and perspective.</p> <p><b>Your lab/group website</b></p> <ul style="list-style-type: none"> <li>❑ Include a mission statement or DEI statement. Especially emphasize your involvement with science outreach in diverse communities, conferences/panels that promote diversity, and lab discussions on inclusion.</li> <li>❑ <a href="#">Writing DEI statements</a></li> <li>❑ <a href="#">Contributions to Diversity statements</a></li> <li>❑ Example statements: <a href="#">Evans Lab</a>, <a href="#">Gratton Lab</a>, <a href="#">Durham Lab</a></li> <li>❑ Humanize your science. Post pictures of your group members and collaborators.</li> <li>❑ <a href="#">Post an “In this lab we believe…” poster</a></li> <li>❑ If comfortable, disclose your own hidden identities.</li> </ul> <p><b>Social media</b></p> <ul style="list-style-type: none"> <li>❑ Consider joining <a href="#">Twitter</a> to help prospective students get to know you!</li> <li>❑ Actively follow and promote diverse colleagues and students.</li> </ul> <p><b>Conference and seminar presentations</b></p> <ul style="list-style-type: none"> <li>❑ Mention the students and collaborators (with pictures!) that did the work.</li> </ul>	<p>Try to frame your pre- application interactions with students around <b>seeking potential</b> rather than seeking credentials, and to actively query your biases.</p> <p><b>Be informed</b> about the biases inherent in traditional metrics for admissions</p> <ul style="list-style-type: none"> <li>❑ <a href="#">Bias in responses to email inquiries</a></li> <li>❑ <a href="#">Problems with admissions criteria</a></li> <li>❑ <a href="#">Beyond the GRE website</a></li> <li>❑ <a href="#">Alternative metrics</a></li> </ul> <p><b>Give active guidance</b> on what you are seeking when they make contact both by <a href="#">posting on your website</a> and through <b>direct contact</b>.</p> <p><b>Seek markers of potential</b></p> <p>Remember that access to research is inequitably distributed.</p> <ul style="list-style-type: none"> <li>❑ What have students done with the resources and opportunities they had?</li> </ul> <p><b>Support students in drafting applications</b></p> <ul style="list-style-type: none"> <li>❑ Review documents</li> <li>❑ Suggest ways to obtain strong references</li> </ul> <p><b>Mentor a few students you are not planning to accept right now.</b> Help them make connections with others. These students may come back to you later as PhD or postdoc candidates!</p>	<p>The University has many resources and support structures in place. These are constantly changing and updated. Be sure to check them regularly!</p> <p><a href="#">Graduate School's Office of Inclusion and Engagement (OIE):</a></p> <ul style="list-style-type: none"> <li>➢ <a href="#">Spaulding Smith Fellowship:</a> <ul style="list-style-type: none"> <li>➢ Entering UR PhD students.</li> <li>➢ Financial support first and last year @\$25,000/year.</li> <li>➢ Deadlines - Jan 15th (priority), Feb 15th, March 15th.</li> </ul> </li> <li>➢ <a href="#">General recruitment resources:</a> <ul style="list-style-type: none"> <li>➢ How to apply for <b>Application Fee Waivers</b>.</li> <li>➢ List of recruitment events.</li> </ul> </li> </ul> <p><b>UMASS PREP:</b></p> <ul style="list-style-type: none"> <li>❑ PREP = Postbaccalaureate Research Education Program.</li> <li>❑ One-year internship to increase competitiveness for graduate/PhD programs.</li> <li>❑ Targets under-represented groups.</li> <li>❑ Research plus professional development training.</li> <li>❑ Tuition waivers and stipend (\$30,000) provided.</li> <li>❑ 4/15 deadline.</li> </ul> <p><b>Other CNS resources:</b></p> <ul style="list-style-type: none"> <li>➢ <a href="#">For Graduate Students.</a></li> <li>➢ <a href="#">For Undergraduates.</a></li> </ul>	<p>Recruiting is important but there is more work to do!</p> <p><b>Develop inclusive spaces</b></p> <ul style="list-style-type: none"> <li>❑ Check out these articles on <a href="#">inclusive</a> and <a href="#">antiracist</a> research group practices</li> <li>❑ Focus group meetings on DEIJ learning or training</li> <li>❑ Read scientific papers by BIPOC authors</li> </ul> <p><b>Continue your education</b></p> <ul style="list-style-type: none"> <li>❑ Take an <a href="#">implicit bias test</a></li> <li>❑ Attend seminars that highlight work by scholars from marginalized groups, e.g. <a href="#">BRIDGE seminars</a></li> <li>❑ Join DEIJ discussion groups like <a href="#">Diversity / Inclusion / Pedagogy</a></li> <li>❑ Remember that people are made up of many <a href="#">Identities that intersect</a></li> </ul> <p><b>Engage with DEIJ activities</b></p> <ul style="list-style-type: none"> <li>❑ Participate in antiracist training activities</li> <li>❑ Join your departmental DEIJ committee</li> <li>❑ Advocate for BIPOC leadership within your department/college or within your scientific societies and journals</li> </ul> <p><b>Teach for inclusion</b></p> <ul style="list-style-type: none"> <li>❑ <a href="#">Start here</a> with the UMA Center for Teaching and Learning inclusive teaching practices.</li> <li>❑ <a href="#">Construct an inclusive syllabus</a></li> <li>❑ Become a <a href="#">TIDE fellow</a></li> </ul>

This is a living document that will be revised, updated, and improved (last updated 2021-10-14). There is an emphasis here on race, but there are many other axes of marginalization in academia and STEM. This is meant as a starting point. This guide was developed with contributions from Craig Albertson, Brian Cheng, Elizabeth Rogers, Katie Schroeder, and Paige Warren. If you have feedback or suggestions, please email Brian Cheng at [bscheng@umass.edu](mailto:bscheng@umass.edu) We acknowledge Tessa Hill and her efforts to create the motivation for this work with the [UC Davis guide](#). If you are viewing this from another campus/institution, please feel free to make a copy and replace resources with the ones that are available at your workplace!