Panel I: Interconnected Nodes

Where do I find the talent and how do I make connections?

#NINDSDiversityWorkshop
Bachelor’s degrees conferred in biological and biomedical sciences by race and ethnicity, 2014-15

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>65,596</td>
</tr>
<tr>
<td>Black</td>
<td>8,284</td>
</tr>
<tr>
<td>Hispanic</td>
<td>11,548</td>
</tr>
<tr>
<td>Asian</td>
<td>16,922</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>288</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>439</td>
</tr>
<tr>
<td>Two or more races</td>
<td>3,924</td>
</tr>
<tr>
<td>Non-resident foreign national</td>
<td>2,895</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>109,896</strong></td>
</tr>
</tbody>
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Abstracts submitted to ABRCMS 2015

2015 Distribution of Scientific Disciplines

- Immunology 4%
- Cancer Biology 8.5%
- Molecular Sciences 5%
- Developmental Biological Sciences 8.5%
- Social & Behavioral Sciences & Public Health 9.5%
- (Quantitative) Physical Sciences & Mathematics 9%
- Neuroscience 13%
- Physiological Sciences 5%
- Chemical Sciences 9.5%
- Microbiological Sciences 11%
- Cell Biological Sciences 7%
- Biochemical Sciences 10%

Total = 2,035
NS = 266
How do I do it?

- Passive vs. Personalized Outreach
- Conference Outreach
  - Offer application fee waivers
  - Bring graduate students to meetings (ABRCMS, SACNAS)
  - Attend or be a judge at poster sessions; Diversity Poster Session at SfN
  - Connect with established groups
    - CienciaPR, The Leadership Alliance, NRMN, NSP, SPINES
- Institutional Outreach
  - Connect with other institutions in the area with umbrella programs
    - BUILD, IMSD, RISE, MARC U-STAR, LSAMP
    - Send URM students to their UG institutions (or other) with a faculty representative for a recruitment visit
    - Provide campus visits
- “Students are not impressed by the interaction with faculty; they are impressed by a positive interaction with friendly faculty.” (Lei and Chuang, 2010)
Build connections between institutions

• Understanding from both institutions (UG and Grad) that the programs and institutions are committed to the development of students
  – Students are prepared to achieve educational and professional goals

• Strategies to consider:
  • *Use personal and professional networks*
  • *Invite professors from host (graduate) institutions*
  • *Encourage students to apply to visitor’s programs as appropriate*
  • *Stay in contact with people at host institutions (update on student’s progress)*

• What has worked? What has been challenging?
  – Hunter College CUNY
  – Brown University
  – Washington University in St. Louis
Pay attention to institutional environment

• How are students making their choices? (Lei and Chuang, 2010; Poock and Love, 2001)
  – Reputation of the school or of a particular program
  – Geographic region/location
  – Opportunity for financial support
  – Diversity of course offerings
  – Input from alumni
  – Spouse or partner educational/professional plans
  – Cost of living/affordability of housing
  – Sensitivity to the needs and interests of minorities and women*
    • How welcoming is the environment during the recruiting process?

• Step back and consider why you want diverse students in your program.
  – Create a diversity statement and then take concrete actions to fulfill that commitment.
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- How can R25s connect with graduate programs?

- What are successful recruitment strategies for T32s? Where can they find resources or make connections with diverse students and programs?

- How do students choose graduate programs to apply and attend?