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>109,896</td>
</tr>
</tbody>
</table>

Abstracts submitted to ABRCMS 2015

**2015 Distribution of Scientific Disciplines**

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

Total = 2,035
NS = 266
• 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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Where do I find the talent and how do I make connections?

- 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?