The vision and content for the Comprehensive Resource Guide to Partnering with the Graduate School Diversity Office (2019) was created by Dr. Araceli Frias. We also feature valuable practices and content from peer institutions which was reproduced with permission and directly acknowledged on those respective page(s). The graphic design and final compilation of this guide was created by Assistant Director, Kehaulani Folau. We would like to thank Rick Solis, Project Coordinator of the Graduate School, for providing photography support at our events that are displayed throughout this guide. A number of campus photos featured in this guide were accessible for download from the University of Utah’s Marketing and Communications Department. For more information, questions, or necessary edits to this guide, please contact:

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Kehaulani Folau
801-585-2655
diversity@gradschool.utah.edu
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MESSAGE FROM THE ASSISTANT DEAN

Dear Colleagues,

The Graduate School Diversity Office manages a number of initiatives to advance the recruitment, retention, and professional development of historically underrepresented students. This comprehensive resource guide was designed with the needs of faculty, Directors of Graduate Studies, graduate coordinators/advisors, and staff in mind to take the guesswork out of partnering with our office. If you have or plan to hire a Graduate Diversity Officer (GDO), this document can be a great resource to identify ways in which we can work in synergy together. While we strive to provide support to all graduate programs that request it, there are times when we are limited in our capacity to do so given that we are an understaffed office. Therefore, substantive effort will be required on behalf of graduate programs and faculty to advance initiatives.

In this guide, you will learn specific actions you and/or your colleagues can take to best utilize the services we provide. I encourage you to review this guide prior to your program’s recruitment efforts and to regularly review the section on retention and recommended resources throughout the academic year. This guide contains recommended reading on topics related to graduate diversity which can give your diversity committee (if applicable) a good place to start. Following these recommended action items will position your program and college to prepare strong Diversity Action Plans.\(^1\)

From the Research

“GDOs described themselves as being assigned too many roles and tasks, and were often challenged by the sheer scope of their responsibilities… the biggest challenge is actually the bandwidth issue, and that she felt pulled in multiple directions beyond her GDO responsibilities” (Griffin, Muñiz, & Smith, 2016, p. 35).

\(^1\) At the end of this guide, you will find links to Diversity Action Plans at other institutions that can serve as a useful template to prepare one for your college or contribute to it.
State of Graduate Student Diversity

In this section, you will find the most recent data that illustrates the state of graduate student diversity at the University of Utah and nationally. Not only does this data identify areas needing more targeted recruitment efforts (both within and outside of various colleges) but it can also help you gain an understanding of how important it is to be intentional about retaining the underrepresented graduate population we have. For some racial/ethnic groups, losing one or two graduate students can have a significant impact on their morale and sense of belonging in the academy. Attrition for these groups have ripple effects for the future recruitment of the most underrepresented racial/ethnic groups and for the future generation of diverse scholars, scientists, professionals, and leaders across sectors of employment.

The existing racial/ethnic diversity of your graduate program can be a significant factor that prospective students use in their decision-making process regarding visible evidence of the program’s support and valuing of diversity. It may also be a significant factor in whether prospective students will feel a sense of belonging in the program or if they might be subject to constant racial microaggressions. These factors contribute to potential isolation and lack of belonging which can exacerbate the risk of attrition.

While it is important to showcase the diversity of your program on your webpage and program materials (e.g. flyers, brochures), it is crucial to not tokenize the racially diverse students in your program. To avoid this, we recommend being transparent about the number of your racial/ethnic minority students and other diverse students in your program.

The national data on underrepresented graduate student enrollment reveals that various racial/ethnic groups gravitate toward particular fields. Therefore, if you are affiliated with a graduate program in the College of Mines & Earth Science, you may find that you struggle more than the College of Education or the College of Social Work in attracting a sufficient number of underrepresented applicants. You will see that this is a national trend. In these instances, a bulk of your recruitment efforts should focus on building partnerships with K-16 education leaders to discuss innovative ways to generate interest in your field. Grant funding may even be available to support initiatives like these.

From the Research
“Prospective students appear to use the number of students of color on campus as an indicator of climate and their potential comfort within the environment. Broad efforts to increase the presence of people of color across campus appear to influence favorably prospective students’ perception of the institution’s commitment to diversity and signal an appreciation of the voices, needs, and experiences of individuals from a variety of backgrounds” (Griffin, Muñiz, & Espinosa, 2012, p. 557).

1 At this time, we are only able to readily identify our racial/ethnic diversity. The Graduate School Diversity Office is working on methods to identify the number of first-generation, LGBTQ, DACA/undocumented, veterans, (single) parent graduate students enrolled at the U.

2 Learn more about racial microaggressions and the typology of microaggressions that exist by reading Derald Wing Sue’s article cited at the end of this document.
## University of Utah Graduate Enrollment, Fall 2018
### by Race/Ethnicity & College

<table>
<thead>
<tr>
<th>College</th>
<th>Hispanic/Latino</th>
<th>African American/Black</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Hawaiian or Other Pacific Islander</th>
<th>Two or More Ethnicities</th>
<th>White</th>
<th>Non-Resident*</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Architecture &amp; Planning</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>6</td>
<td>67</td>
<td>16</td>
<td>0</td>
<td>110</td>
</tr>
<tr>
<td>College of Education</td>
<td>98</td>
<td>14</td>
<td>1</td>
<td>18</td>
<td>3</td>
<td>19</td>
<td>403</td>
<td>11</td>
<td>22</td>
<td>589</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>40</td>
<td>12</td>
<td>0</td>
<td>59</td>
<td>1</td>
<td>23</td>
<td>574</td>
<td>528</td>
<td>30</td>
<td>1,267</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>4</td>
<td>104</td>
<td>24</td>
<td>10</td>
<td>168</td>
</tr>
<tr>
<td>College of Health</td>
<td>44</td>
<td>8</td>
<td>2</td>
<td>18</td>
<td>2</td>
<td>17</td>
<td>466</td>
<td>20</td>
<td>26</td>
<td>603</td>
</tr>
<tr>
<td>College of Humanities</td>
<td>17</td>
<td>3</td>
<td>3</td>
<td>12</td>
<td>0</td>
<td>7</td>
<td>155</td>
<td>25</td>
<td>14</td>
<td>236</td>
</tr>
<tr>
<td>College of Mines &amp; Earth Sciences</td>
<td>10</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>78</td>
<td>40</td>
<td>5</td>
<td>143</td>
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<tr>
<td>College of Nursing</td>
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<td>9</td>
<td>0</td>
<td>19</td>
<td>2</td>
<td>18</td>
<td>321</td>
<td>7</td>
<td>6</td>
<td>403</td>
</tr>
<tr>
<td>College of Pharmacy</td>
<td>13</td>
<td>5</td>
<td>0</td>
<td>57</td>
<td>0</td>
<td>17</td>
<td>158</td>
<td>20</td>
<td>1</td>
<td>271</td>
</tr>
<tr>
<td>College of Science</td>
<td>19</td>
<td>1</td>
<td>1</td>
<td>21</td>
<td>0</td>
<td>8</td>
<td>275</td>
<td>140</td>
<td>24</td>
<td>489</td>
</tr>
<tr>
<td>College of Social &amp; Behavioral Science</td>
<td>47</td>
<td>5</td>
<td>2</td>
<td>10</td>
<td>1</td>
<td>22</td>
<td>342</td>
<td>58</td>
<td>13</td>
<td>500</td>
</tr>
<tr>
<td>College of Social Work</td>
<td>41</td>
<td>12</td>
<td>5</td>
<td>10</td>
<td>2</td>
<td>14</td>
<td>232</td>
<td>2</td>
<td>7</td>
<td>325</td>
</tr>
<tr>
<td>David Eccles School of Business</td>
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<td>10</td>
<td>3</td>
<td>46</td>
<td>2</td>
<td>33</td>
<td>827</td>
<td>214</td>
<td>234</td>
<td>1,465</td>
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<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>27</td>
<td>2</td>
<td>4</td>
<td>39</td>
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<tr>
<td>S.J. Quinney College of Law</td>
<td>28</td>
<td>1</td>
<td>3</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>246</td>
<td>3</td>
<td>6</td>
<td>298</td>
</tr>
<tr>
<td>School of Dentistry</td>
<td>17</td>
<td>2</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>6</td>
<td>127</td>
<td>0</td>
<td>6</td>
<td>173</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>93</td>
<td>17</td>
<td>5</td>
<td>85</td>
<td>5</td>
<td>53</td>
<td>780</td>
<td>97</td>
<td>37</td>
<td>1,172</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>613</td>
<td>103</td>
<td>27</td>
<td>401</td>
<td>20</td>
<td>253</td>
<td>5,182</td>
<td>1,207</td>
<td>445</td>
<td>8,251</td>
</tr>
</tbody>
</table>

Source: Office of Budget and Institutional Analysis 2018 Autumn Semester Census, Degree Seeking Graduate Headcount Enrollment

*Students who were immigrants, refugees, or not citizens or nationals of the U.S. but who had applied for U.S. citizenship as of the autumn semester census date were included in their respective ethnic category. Students who were not citizens or nationals of the U.S. on a visa or temporary basis and who may not remain in the U.S. indefinitely were included in the non-resident alien category.

**Graduate School includes the Professional Science & Technology and Statistics graduate programs
### PAC 12 Graduate Student Diversity, Fall 2018 Enrollment by Race/Ethnicity & Institution

<table>
<thead>
<tr>
<th>Institution</th>
<th>Hispanic/Latino</th>
<th>African American/Black</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Hawaiian or Other Pacific Islander</th>
<th>Two or More Ethnicities</th>
<th>White</th>
<th>Non-Resident*</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Arizona</td>
<td>1,426</td>
<td>313</td>
<td>178</td>
<td>643</td>
<td>11</td>
<td>253</td>
<td>4,698</td>
<td>1,834</td>
<td>628</td>
<td>9,984</td>
</tr>
<tr>
<td>Arizona State University</td>
<td>1,361</td>
<td>384</td>
<td>135</td>
<td>618</td>
<td>20</td>
<td>290</td>
<td>5,384</td>
<td>4,243</td>
<td>166</td>
<td>12,601</td>
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<tr>
<td>University of California, Berkeley</td>
<td>899</td>
<td>400</td>
<td>59</td>
<td>2,055</td>
<td>15</td>
<td>-</td>
<td>4,010</td>
<td>3,218</td>
<td>1,009</td>
<td>11,665</td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>1,474</td>
<td>651</td>
<td>65</td>
<td>2,681</td>
<td>47</td>
<td>-</td>
<td>4,182</td>
<td>3,367</td>
<td>440</td>
<td>12,960</td>
</tr>
<tr>
<td>University of Colorado Boulder</td>
<td>449</td>
<td>98</td>
<td>69</td>
<td>300</td>
<td>12</td>
<td>-</td>
<td>3,349</td>
<td>1,232</td>
<td>242</td>
<td>5,754</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>275</td>
<td>80</td>
<td>46</td>
<td>190</td>
<td>13</td>
<td>100</td>
<td>2,117</td>
<td>458</td>
<td>70</td>
<td>3,349</td>
</tr>
<tr>
<td>Oregon State University</td>
<td>309</td>
<td>79</td>
<td>21</td>
<td>164</td>
<td>5</td>
<td>169</td>
<td>2,403</td>
<td>1,303</td>
<td>213</td>
<td>4,666</td>
</tr>
<tr>
<td>University of Southern California</td>
<td>3,879</td>
<td>1,878</td>
<td>63</td>
<td>3,970</td>
<td>75</td>
<td>517</td>
<td>8,513</td>
<td>8,922</td>
<td>1,173</td>
<td>28,990</td>
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<tr>
<td>Stanford University</td>
<td>754</td>
<td>283</td>
<td>1</td>
<td>1,416</td>
<td>1</td>
<td>377</td>
<td>3,397</td>
<td>3,114</td>
<td>97</td>
<td>9,437</td>
</tr>
<tr>
<td>University of Utah</td>
<td><strong>613</strong></td>
<td><strong>103</strong></td>
<td><strong>27</strong></td>
<td><strong>401</strong></td>
<td><strong>20</strong></td>
<td><strong>253</strong></td>
<td><strong>5,182</strong></td>
<td><strong>1,207</strong></td>
<td><strong>445</strong></td>
<td><strong>8,251</strong></td>
</tr>
<tr>
<td>University of Washington</td>
<td>971</td>
<td>584</td>
<td>180</td>
<td>1,997</td>
<td>69</td>
<td>-</td>
<td>7,176</td>
<td>3,103</td>
<td>293</td>
<td>14,378</td>
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<tr>
<td>Washington State University</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4,153</td>
</tr>
</tbody>
</table>

1. Fall 2018 graduate numbers provided by Assistant Registrar of Statistical Reporting and Analysis, Jim Blick of the University of Oregon.

2. Disaggregated data on the diversity of the graduate student population at Washington State University was not publicly available. According to their graduate enrollment by diversity, there are 731 students who are considered minorities.

Sources: Hyperlinks provided and in Recommended Resources on page 45
## National Graduate Enrollment by Broad Field and Race/Ethnicity, Fall 2017
(U.S. Citizens and Permanent Residents Only)

<table>
<thead>
<tr>
<th>Broad Field</th>
<th>Hispanic/Latino</th>
<th>American Indian/Alaska Native</th>
<th>Asian</th>
<th>Black/ African American</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>155,936</td>
<td>7,372</td>
<td>98,483</td>
<td>188,838</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>8,991</td>
<td>446</td>
<td>3,718</td>
<td>4,833</td>
</tr>
<tr>
<td>Biological &amp; Agricultural Sciences</td>
<td>6,847</td>
<td>332</td>
<td>6,902</td>
<td>4,470</td>
</tr>
<tr>
<td>Business</td>
<td>21,092</td>
<td>833</td>
<td>18,293</td>
<td>31,606</td>
</tr>
<tr>
<td>Education</td>
<td>32,286</td>
<td>1,599</td>
<td>9,101</td>
<td>37,659</td>
</tr>
<tr>
<td>Engineering</td>
<td>7,341</td>
<td>230</td>
<td>9,955</td>
<td>4,331</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>17,785</td>
<td>1,059</td>
<td>17,904</td>
<td>27,250</td>
</tr>
<tr>
<td>Mathematics &amp; Computer Sciences</td>
<td>4,686</td>
<td>131</td>
<td>8,120</td>
<td>5,840</td>
</tr>
<tr>
<td>Physical &amp; Earth Sciences</td>
<td>3,157</td>
<td>146</td>
<td>2,513</td>
<td>1,222</td>
</tr>
<tr>
<td>Public Administration &amp; Services</td>
<td>11,307</td>
<td>633</td>
<td>2,573</td>
<td>16,503</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>14,138</td>
<td>754</td>
<td>6,089</td>
<td>15,269</td>
</tr>
<tr>
<td>Other Fields</td>
<td>10,997</td>
<td>653</td>
<td>4,710</td>
<td>11,811</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Broad Field</th>
<th>Native Hawaiian/ Pacific Islander</th>
<th>White</th>
<th>Two or More Races</th>
<th>Race/Ethnicity Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>2,929</td>
<td>908,121</td>
<td>41,307</td>
<td>91,149</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>139</td>
<td>57,140</td>
<td>2,891</td>
<td>4,785</td>
</tr>
<tr>
<td>Biological &amp; Agricultural Sciences</td>
<td>106</td>
<td>49,711</td>
<td>2,590</td>
<td>3,513</td>
</tr>
<tr>
<td>Business</td>
<td>892</td>
<td>123,532</td>
<td>5,275</td>
<td>14,008</td>
</tr>
<tr>
<td>Education</td>
<td>570</td>
<td>177,673</td>
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<td>13,485</td>
</tr>
<tr>
<td>Engineering</td>
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<td>48,261</td>
<td>2,491</td>
<td>3,675</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>463</td>
<td>142,947</td>
<td>5,893</td>
<td>13,649</td>
</tr>
<tr>
<td>Mathematics &amp; Computer Sciences</td>
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<td>30,792</td>
<td>1,742</td>
<td>3,442</td>
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<tr>
<td>Physical &amp; Earth Sciences</td>
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<td>26,591</td>
<td>1,187</td>
<td>1,773</td>
</tr>
<tr>
<td>Public Administration &amp; Services</td>
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<td>42,905</td>
<td>2,367</td>
<td>3,572</td>
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<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>215</td>
<td>68,693</td>
<td>4,165</td>
<td>6,181</td>
</tr>
<tr>
<td>Other Fields</td>
<td>200</td>
<td>62,767</td>
<td>2,980</td>
<td>6,322</td>
</tr>
</tbody>
</table>

Source: [CGS/GRE Survey of Graduate Enrollment and Degrees, page 38](#)

Notes: This table only includes U.S. citizens and permanent residents. Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known race/ethnicity.
From the Research

“Institutions...must be mindful that creating a diverse, inclusive environment requires a commitment that is embraced and demonstrated throughout the community... Change that promotes diversity and inclusion must be addressed by a community rather than one person in one office” (Griffin & Muñiz, 2015).
Griffin and Muñiz (2015) define recruitment as “efforts institutions in the United States make to encourage application (outreach), admissions, and the ultimate decision to enroll (yield)” (p. 200). It is key here to understand their conceptualization of recruitment as having three distinct stages: outreach, admission, and yield. It is important for faculty, Directors of Graduate Studies, and Graduate Diversity Officers to know that there is a lack of empirical research on the best methods for diversity recruitment. This is with specific regard to the pre-outreach and outreach stage: 1) generating an interest within undergraduates to consider graduate school, 2) mentoring undergraduates who have graduate school ambitions, and 3) understanding the decision-making process of undergraduates regarding the graduate programs/institutions they apply to. Thus, there are greater challenges to diversity recruitment because for many first-generation and/or underrepresented students, earning a bachelor’s degree may have been the initial goal and originally may have seemed unattainable. Therefore, diversity recruitment efforts should also target undergraduates early in their academic career to generate an interest in graduate school. I suspect there is a small pool of undergraduates who already possess graduate school ambitions and even amongst those, we need to be conscientious of how many of those students have access to adequate and structured graduate school preparation resources.

Since her arrival, Dean Frias has researched common practices of diversity recruitment across PAC 12 graduate school diversity offices and nationally. Under her leadership, the Graduate School Diversity Office has enhanced existing recruitment initiatives and added new ones aligned with common practices found at our peer institutions. Below you will find concrete steps your program can take to begin diversity recruitment or improve your existing efforts.
We provide updated lists of graduate school bound underrepresented students, complete with contact information (e.g. email, address, phone number).

These lists include: National Name Exchange, McNair Scholars Directory, and the GRE Search Service:

**National Name Exchange:** The National Name Exchange is a consortium of fifty-five nationally-known universities which annually collect and exchange the names of their talented underrepresented ethnic minority students who are in their sophomore, junior or senior year of their undergraduate education. The purpose of the Exchange is to ensure that participating universities continue to identify a pool of qualified students who could be recruited to the graduate programs at these institutions.

**McNair Scholars Directory:** Annually, the Council of Graduate Schools (CGS) and the Council for Opportunity in Education (COE) collaborate to produce the national McNair Scholars Directory. The Directory is a database of Ronald E. McNair Post-Baccalaureate Achievement Program scholars projected to graduate this year or next year. The database serves as a valuable recruitment tool by allowing Graduate School deans and fellowship program directors to directly contact a cohort of highly talented and motivated students.

**GRE Search Service:** With the GRE Search Service you have the power to cost-effectively reach prospective applicants who have demonstrated graduate-level readiness through their GRE test performance. You can conveniently incorporate these qualified prospects into your ongoing recruitment campaigns because they have personally opted in to hear from programs like yours.

Requests these lists here: [https://gradschool.utah.edu/diversity/request-diversity-recruitment-list/](https://gradschool.utah.edu/diversity/request-diversity-recruitment-list/)

We recommend requesting these lists in September and contacting the students during the fall semester. You may want to tailor your communication to the students’ class standing. For example, sophomores are great to contact if your department/college offers summer research programs. A lot of times, students from out of state may have preconceptions about the University of Utah and creating a compelling narrative to urge them to look at your program’s webpage can go a long way.

If your graduate program hosts an Open House or Preview Weekend, this may be a great way to get juniors interested. Depending on the date, it may be too late for seniors to generate a strong application.

- For seniors we recommend sending our modifiable recruitment template letter and/or follow up with a phone call. See page 17.
- Office of Undergraduate Research offers the Summer Program for Undergraduate Research (SPUR): [https://our.utah.edu/spur/](https://our.utah.edu/spur/)

Provide us with your most updated graduate program flyers/brochures for our recruitment efforts. We recommend that you send us your materials by September 1st. Flyers/brochures can be sent to the Graduate School Diversity Office Park 302, ATTN: Kehaulani Folau. For tips on what to feature in your recruitment flyers, please see page 23.

From the Research

“In their study of a highly selective American research university, Bersola, Stolzenberg, Fosnacht, and Love (2014) point to the particular importance of faculty contact in the yield of underrepresented minority students” (Griffin & Muñiz, 2015, p. 203).
Take our most updated Graduate School Diversity Office recruitment flyer to graduate school recruitment fairs. Or, you can include this flyer in your email correspondence to prospective graduate students. Email diversity@gradschool.utah.edu to request the flyer.

If you are interested in grant funding to administer a STEM undergraduate/graduate school preparation program, email Dr. Araceli Frias for more information: afrias@gradschool.utah.edu

This is a great way to increase interest in your graduate program among underrepresented students.

Include a funding request in your department’s budget forecast to attend pertinent graduate school fair(s) attracting URM students.

For a list of pertinent fairs, see: https://gradschool.utah.edu/diversity/recruitment-events/

Include a request for travel funds in your department’s budget forecast to nominate students for the University Visit Program (UVP).

The UVP is a cost-match program designed to support prospective underrepresented graduate students’ travel to the University of Utah. UVP awardees meet with department advisors, professors, current students, and the Assistant Dean for Diversity. For more information: https://gradschool.utah.edu/diversity/university-visit-program/

Involve the Graduate School Diversity Office in your Prospective Student Weekend.

- Notify your URM applicants that the Graduate School Diversity Office is happy to arrange additional visits with members/organizations of the campus community.
- Your students can request those visits here: http://gradschool.utah.edu/diversity/campus-visit-for-diverse-scholars/
- If your URM students request to meet with additional groups, we recommend adding a day to their visit. Please email Dr. Araceli Frias regarding funding for lodging for that student to stay an extra night.
Involve the Graduate School Diversity Office in your Prospective Student Weekend (continued)

• We also take your underrepresent student(s) out to breakfast, lunch, or dinner depending on their availability and talk to them more broadly about resources available for graduate students and we answer any additional questions they may have.

From the Research
“The faculty on her campus really wanted this student to enroll, inviting the student for two campus visits, complete with faculty meetings and dinners, as well as increasing her financial award...Samuelsson notes that efforts to get the most talented students of color ‘take that kind of effort’” (Griffin & Muñiz, 2015, p. 210).

Nominate top URM applicants for the Top Off Awards/Diversity Recruitment Bonus:

• Nomination instructions can be found here: https://gradschool.utah.edu/diversity/top-off-awards/

• Please note that your application will be scored much more competitively if you incorporate several of the above-mentioned practices.

Add a link to our website on your graduate program webpage. As prospective graduate students are considering your program, it will be vital for them to know the Graduate School Diversity Office exists for them as a resource!

From the Research
“You know, I could make students feel wanted and interested and engaged but unless the faculty do that, nobody is going to want to make that move to come here. Now the students know it’s my job to recruit them to come here (laughs) but [it’s] for the faculty to say, ‘I think you’re the best. I want you to come and work in my lab’” (Griffin & Muñiz, 2015, p. 211).

Contact Dr. Araceli Frias if you would like your program’s diversity recruitment plan to be reviewed.

afrias@gradschool.utah.edu

Dean Frias encourages faculty, Directors of Graduate Studies, graduate coordinators/advisors, and department chairs to give intentional thought to how their graduate students and alumni would (have) describe(d) the graduate program culture. Even better would be to collect anonymous data from graduate students in your program to capture the program climate/culture to gauge the quality of advising, faculty mentoring, RA/TA supervisor mentoring, curriculum and classroom environment, cohort collegiality, etc. Without an evidence-based understanding of your program culture, particular programs may struggle to attract underrepresented students if their current students are having negative and/or toxic experiences.

From the Research
“Some GDOs were keenly aware of how negative student experiences influence recruitment. Lindsay Danon explains that current students often talk with prospective students about the quality of relationships within a department; these conversations, he acknowledges, perhaps dissuade otherwise interested students” (Griffin, Muñiz, & Espinosa, 2012, p. 549).
**LETTER TEMPLATE**

**to Prospective Graduate Students**

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**Tip #1:** You may also want to include if you incorporate diversity into the curriculum and state the diversity of your graduate students and faculty.

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**Tip #2:** If applicable, state that you mentor students on preparing manuscripts for publication, opportunities for co-authorship, grant writing, preparation for the job market, connections with past alumni, etc. Include any community partnerships, connections with alumni, and/or service opportunities.

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**Tip #3:** Include hyperlinks to external funding opportunities: [https://gradschool.utah.edu/tbp/graduate-fellowship-opportunities/] (https://gradschool.utah.edu/tbp/graduate-fellowship-opportunities/)

---

Send a pdf version of your letter via email for a quick delivery

---

[Department Letter Head]

[Date]

Greetings!

[Your introduction]. I am excited that you are interested in our [name of program/degree] within the [department] at the University of Utah.

We are proud to highlight some **distinctive qualities** of our program. [Insert department/program highlights that may include but not limited to: underrepresented graduate student national award fellowships, graduate student publications (including co-authored with faculty), notable qualities and/or awards of faculty members, career placements of underrepresented graduate student alumni, etc.]

We know that opportunities for **professional development** are crucial to your success as a graduate student and in your preparation for the job market. [Insert departmental/program professional development opportunities]. At the U of U, you will have access to an array of opportunities provided by the Graduate School, the Office of Research Education, the Center for Teaching & Learning Excellence, and the J. Willard Marriott Library, through our institutional membership to the National Center for Faculty Development & Diversity (NCFDD), and through new initiatives offered by the African American Doctoral Scholars Initiative and Women of Color Academics group. These offices and/or programs provide ongoing workshops on grant writing, preparing strong proposals for national fellowships, research writing and organization, data analysis software, and becoming an effective instructor in the classroom. In addition, the NCFDD offers a massive online library of webinar resources on topics such as: *Practical Tips for Publishing Scholarly Articles; Teaching in No Time; How to Prepare for a Stress-Free Semester; How to Navigate the Academic Job Market; Academic Entrepreneurship* and so much more! The Graduate School also offers a $500 **travel award** to graduate students who present their research at academic/professional conferences. [Please eliminate/edit any text above.]

Like other prospective graduate students, you are likely concerned about how to **fund your graduate education**. [Insert departmental/program funding opportunities: you may want to include what percentage of students are funded through completion and/or your summer employment opportunities.] While you can choose to apply for external grants and fellowships through the aforementioned services, you should also know that the Diversity Office and the Graduate School both offer a number of fellowships that you can review [here](https://gradschool.utah.edu/tbp/graduate-fellowship-opportunities/).
We understand access to support systems may be needed during your graduate program. There are a number of opportunities to build community at the University of Utah and in Salt Lake City. In addition, the following offices provide opportunities to connect with graduate students across campus: Graduate School Diversity Office (GSDO), the African American Doctoral Scholars Initiative, the Black Cultural Center, Women’s Resource Center, and the Dream Center. At the U of U, you can join a number of multicultural graduate student organizations (e.g. Association for American Indian Graduate Students, Black Graduate Student Association, SACNAS, etc). The GSDO coordinates the Annual Welcome Back Social, monthly catered socials, and coordinates a private Paint Nite party for graduate students. These events attract between 30-50 underrepresented graduate students across disciplines. The GSDO also hosts monthly luncheons with the McNair Scholar Graduate Network, and bi-semester luncheons with Diversity Fellows. They are also working to establish a Graduate Diversity Council. Outside of the Diversity Office, the Women of Color Academics group “supports a thriving and intellectual community for women of color academics” that include faculty and graduate students. They accomplish this through regular gatherings, professional development support and writing support across generations.

Now that you might be a bit more curious about the University of Utah, you should know that the Graduate School Diversity Office can facilitate an opportunity for you to visit Salt Lake City if you have been accepted into a graduate program. You can apply for travel funds through the University Visit Program which can cover airfare and lodging for your visit. To maximize your visit and gain a holistic perspective, we are happy to coordinate additional meetings on your behalf with representatives from diverse graduate student organizations, McNair alumni enrolled in graduate programs, and have lunch with the Diversity Office! You can read more here about things to do in Salt Lake City. Curious about the GSDO events? Check out more on their website at gradschool.utah.edu/diversity.

I hope you will consider the University of Utah as a strong contender among your graduate schools of interest. If you have questions that are not addressed on our webpage, please contact [contact information].

Sincerely,

[Signature]

[Signature Tag]
Conference/ Graduate Fair/ National Listserv

Dear [student],

This is [name] from the department of [department name] at the University of Utah. We are contacting you because of your participation in the [conference/graduate fair/national listserv].

Based on your interests, we wanted to let you know of the opportunities available at the University of Utah’s department of [department name], where we are committed to the highest quality of educational experiences possible for students. Our mission [department’s mission].

In the department of [department name], we specialize in [list several department specialties]. One of the recent developments in our department is [feature recent development]. Moreover, our faculty [highlight some faculty achievement, and how graduate students in your department succeed].

We know that you have a wide selection of great graduate programs across the country to choose from, and hope that you find our department a good fit for your needs. Please feel free to contact me that you can find below. For more information, visit our website at [provide website].

Thank you for your interest in the department of [department name] at the University of Utah. We look forward to speaking with you soon about the opportunities here in Salt Lake City.

Warm regards,

[Signature Tag]

Name
Title
Department
Contact Information

Tip #1: Listing the conference, graduate fair, or national listserv the student was/is a part of gives the student context of why you are contacting them.

Tip #2: We encourage you to include your department’s mission to paint a picture of what this student should expect.

Tip #3: If you would like to also include the Graduate School Diversity Office information, you could add [hyperlink to our website]:
https://gradschool.utah.edu/diversity/

The Graduate School Diversity Office is a great resource with staff committed to diversity, equity, and inclusion.

Tip #4: Because this is an email, we encourage that you hyperlink your online presence (if applicable) in your signature tag.

Email template from the University of Washington Graduate School Diversity & Inclusion
Hello [student name]!

This is [name] from the department of [department name] at the University of Utah. We are contacting you because of your participation in the [conference/graduate fair/national listserv] and I am calling you to follow up with you on your interest in [discipline/department name].

There are many wonderful opportunities available in the University of Utah’s Department of [name of department]. I wanted to highlight the opportunities available at the [department’s name]. First, are there any particular questions I can answer or help clarify? [Answer any questions, comments, or concerns]

Thank you for your questions and concerns.

I wanted to let you know that our department of [department name] may be a good choice for you and your academic needs. Some of the areas that we specialize in, include [list several department specialties]. One of the recent developments in our department is [state recent development]. We feel very fortunate to have such strong faculty members who have [highlight some faculty achievements]. You will find that we are also able to be a great resource to our graduate students by [state how graduate students in your department succeed].

Thank you for your interest in the department of [department name] at the University of Utah. We look forward to talking with you more about what we offer.

Thank you for speaking with me.

[Closing]

---

Tip #1: Enthusiasm! It goes a long way! Talking on the phone can be awkward but letting the student know that you’re excited to share information about your department may help!

Tip #2: Take note of the questions and concerns to tailor your response when highlighting opportunities within your department.

Tip #3: We encourage to tailor this section more to the questions and concerns the student brought up (if applicable).

Tip #4: Close with whatever is comfortable to you:

Have a good day.

Good bye.

Good luck during this process of applying to graduate school.

---

Phone script from the University of Washington Graduate School Diversity & Inclusion
The University Visit Program (UVP) provides financial support to underrepresented prospective graduate students’ travel to the University of Utah to meet with department advisors, professors, current students, and the Graduate School Diversity Office staff. In order to be considered, students must first be accepted and nominated by their program.

**SPRING 2019**

The student testimonials and data featured here are from our Spring 2019 UVP awardees.

**7 Participants**

From the following departments:

- Bioscience (N=1)
- Communications (N=2)
- Educational Leadership and Policy (N=2)
- English (N=1)
- International Affairs & Global Enterprise (N=1)

**3 Days**

Funded by the GSDO

7 Meals with the Graduate School Diversity Office
3 Hosted stays at the University Guest House
3 Flights to Salt Lake City, Utah

**TOP FACTORS Affecting Graduate School Choice**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding</td>
<td>N=5</td>
</tr>
<tr>
<td>Fit for Program</td>
<td>N=5</td>
</tr>
<tr>
<td>Location</td>
<td>N=4</td>
</tr>
<tr>
<td>Student Climate</td>
<td>N=2</td>
</tr>
<tr>
<td>Support Teams/Staff</td>
<td>N=1</td>
</tr>
</tbody>
</table>

*As defined/written by student participants

**71% Accepted Their Offers of Admission**

- "My experience was great with each group. Each individual provided an honest and honorable perspective about the university. Each person gave me their contact information if I had any other questions. My overall experience with meeting with each group was exceptional."
  - Student Testimonial

- "The McNair graduate that I met was incredibly informative and gracious. She had great insight and advice not only for Utah but for graduate school in general."
  - Student Testimonial

- "During my time there, I realized that it was just much better than I was expecting. Everyone in the program was very welcoming and friendly, and the city was cute and somewhere I could picture myself living."
  - Student Testimonial
EVALUATING DIVERSITY in the Graduate Admissions Process

In our Recommended Resources page at the end of this guide, you will find an insightful article written by Kimberly A. Griffin and Marcela M. Muñiz titled “Rethinking the Structure of Student Recruitment and Efforts to Increase Racial and Ethnic Diversity in Doctoral Education.” They provide testimonies from Graduate Diversity Officers regarding how their recruitment efforts are undermined when departments are not evaluating their diverse applicants fairly. Another highly recommended resource you’ll find on p. 44 is a book by USC Associate Professor Julie Posselt titled *Inside Graduate Admissions: Merit, Diversity, and Faculty Gatekeeping*. The findings in this article and book may prompt questions of reflection for your program regarding your graduate admissions process.

From the Research

“Thus, what ‘merit’ in graduate education is and how it is defined is unclear and inconsistent across faculty and programs, at best” (Griffin & Muñiz, 2015, p. 202).
1. Include race/gender demographics – this can minimize “culture shock” that students may encounter if they matriculate to your program, especially if they are new to predominately White institutions. This also indicates that you are upfront about your level of diversity and are not tokenizing any underrepresented students displayed in your flyers/brochures.

2. Include testimonials from your URM graduate students about their perceived strengths of the program and what they enjoy about living in Salt Lake City.

3. Include impressive accomplishments of your graduate students, especially URMs (e.g. prestigious fellowships and other awards, publications, conference presentations, etc.).

4. Include career placement outcomes—upon graduation and six months after graduation. Provide examples of where your URM graduating alumni have secured jobs.

5. Highlight what, if any, community building events your graduate program offers.

6. Feature accomplishments/pictures of faculty, including diverse faculty.
The Graduate School Diversity Office coordinates monthly social events for underrepresented graduate students throughout the academic year. Every year, we request a list of currently enrolled underrepresented students to add to our graduate diversity listserv. This has been a successful communication mechanism to promote our events, resources, and services to students. Over the last three years, the Diversity Office is proud to have served students across 51 graduate programs and our events are nearly equally attended by master’s (40+% attendance) and doctoral students (50+% attendance). If you are advising or mentoring an underrepresented graduate student who is struggling to build community, please recommend them to our office.

“Some students appear to seek social support by engaging in relationships with peers that share their racial/ethnic background or with other students of color but more often find themselves without opportunities to engage with individuals who understand them or their experiences” (Griffin, Muñiz, & Smith, 2016, p. 28).

“Gardner (2008) found graduate students who did not appear to fit departmental norms in terms of race, gender, age, or status (full-time vs. part-time) felt socially isolated” (Griffin, Muñiz, & Smith, 2016, p. 27).

Photo taken at 6th Annual Welcome Back Social Fall 2018

Graduate students at our brainstorm session to discuss a framework for building a Graduate Student Diversity Council Executive Board
Include a request or budget for matching funds to nominate one of your continuing graduate students for the Emerging Diversity Scholars Fellowship.
- Traditionally for non-STEM graduate programs.
- STEM master’s programs that do not traditionally provide funding for master’s students are eligible.

Encourage diversity champions in your graduate program or department to apply for a Graduate Diversity Enhancement Grant to implement an initiative/project designed to support the retention and/or professional development of your diverse graduate students.
- Learn more here: https://gradschool.utah.edu/diversity/graduate-diversity-enhancement-grants/

Encourage any of your students who are alumni of the McNair Scholars Program to actively participate in the McNair Scholars Graduate Network. While Dr. Frias receives a list from the Registrar regarding currently enrolled McNair alumni in graduate programs at the U, it helps to have the support of faculty to encourage their students to attend.
- Learn more here: https://gradschool.utah.edu/diversity/mcnair-scholars-graduate-network/

Reach out to Dr. Frias if you have an underrepresented student who is struggling with graduate school and/or might find themselves on academic probation. Dr. Frias can meet with the student to identify any additional support services that may be needed.

“Opportunities for students to connect with other students of Color on campus allowed them to move from being the ‘only one’ or ‘one of few’ in their program or department to being a part of a larger campus community. We advise institutional leaders to look beyond individual departments and colleges, developing campus-wide communities that offer students opportunities for social integration…Campus-wide graduate diversity committees and joint events can be potentially effective strategies to implement” (Griffin, Muñiz, & Smith, 2016, p. 36).

“Allision offered her students guidance as they dealt with challenges in their departments, helping them make meaning out of their experiences and the ways in which race plays a role in their academic training. Through one-on-one interactions, GDOs offered care that students did not always feel they received from faculty, advisors, or individuals in their departments, perhaps re-connecting them to their academic communities if that was lacking” (Griffin, Muñiz & Smith, 2016, p. 32).
Promote resources available to graduate students who are DREAMERS: students who are undocumented with or without DACA (Deferred Action for Childhood Arrivals).
- [https://gradschool.utah.edu/diversity/resources-for-undocumented-students/](https://gradschool.utah.edu/diversity/resources-for-undocumented-students/)
- [https://dream.utah.edu/resources.php](https://dream.utah.edu/resources.php)

Promote the National Center for Faculty Development and Diversity (add to your syllabus and your graduate program webpage). This database of professional development webinars contains topics pertinent to challenges/struggles of underrepresented graduate students and faculty. Sharing and encouraging students to utilize this resource can have a profound impact on their professional development. [https://education.utah.edu/NCFDD.php](https://education.utah.edu/NCFDD.php)

Reach out to Dr. Araceli Frias regarding any trends/patterns you are witnessing relating to the struggles that your URM graduate students are encountering. Dr. Frias is available to help conceptualize stronger practices.

From the Research
“GDOs speak to the importance on retention of quality interactions between underrepresented graduate students and faculty. According to GDO narratives, these relationships are sometimes challenging because faculty lack awareness of issues salient to underrepresented students. For example, Lindsay Danon explains that departments have trouble retaining students when they “[do not get] that there’s a separate set of acclimation issues for women or for people of color” (Griffin, Muñiz, & Espinoza, 2012, p. 548).
Embrace opportunities for self-growth by reading the resources we have compiled on our Recommended References page (see pp. 44-45). These resources address challenges to advancing graduate diversity and the unique stressors that URM graduate students encounter in graduate school. We encourage you and your colleagues to reflect on whether your program exhibits any of the problematic practices mentioned in the literature.

Create a targeted funding search on the Pivot Community of Science database to identify sources of funding that support diversity in graduate education (whether recruitment and/or retention-related). The database is user-friendly, however you can find a tutorial here: https://rdo.utah.edu/pivot/tutorials.php. Set up a meeting with Dr. Araceli Frias if you would like to discuss collaborative efforts.

From the Research

“GDOs described the importance of coupling serious academic topics with good food and time for fellowship, and conversely acknowledged that fun events promoting social bonds between peers can include information critical to the development of academic skills and cognitive maps, which can encourage success in graduate education and students’ career development” (Griffin, Muñiz & Smith, 2016, p. 33).
McNair Scholars Graduate Network

Highlights

In Fall 2018, we had 27 McNair Scholar alumni who were pursuing graduate degrees at the University of Utah. The McNair Scholars Graduate Network allows McNair alumni to connect with each other, build friendships, benefit from an additional support system, and connect with the Assistant Dean for Diversity as they make progress toward degree completion. Dr. Araceli Frias is a proud alumna of the Eastern Washington University McNair Scholars Program. The McNair Scholars Graduate Network is an initiative that she is extremely passionate about and she looks forward to connecting with McNair alumni and supporting their academic success.

“Having the McNair Scholars network has been a godsend, I am super thankful for our monthly get togethers. I have learned/re-learned a lot that has helped, plus meeting with the other students and hearing their struggles and triumphs has helped immensely.”

– Hanna E. Morzenti
Social Work, Ph.D. Student

“Every month we had a meeting with the McNair Graduate Network and they were great because we were able to set up monthly goals, learn about useful topics like networking and funding, and also had social interactions like bowling and participating in an Escape Room following the meetings.”

– Daniel Rivera
Neuroscience, Ph.D. Student

“…the social gatherings were a very welcome and needed respite from my excessive work schedule.”

– Arnulfo “Tuna” Tunon-Ortiz
Neuroscience, Ph.D. Student

McNair Scholars Graduate Network retreat at Zion National Park, Summer 2019
Left to right: Arnulfo Tunon-Ortiz (Ph.D. Student, Neuroscience), Anita Juarez (Ph.D. Candidate, Education), Dr. Araceli Frias, Lan Pham (Ph.D. Student, Mechanical Engineering), and Faith Bowman (Ph.D. Student, Molecular Biology).

In AY 18-19, we served McNair alumni across 12 different graduate programs which is a testament to the value of this community and the quality of our programming for first-generation and underrepresented graduate students.
Creating a Graduate Diversity Officer for your Program or College: Designing the Position for Success

Set up a meeting with Dean Frias in the early planning stages of drafting a job announcement. Oftentimes, these positions are drafted with no awareness of how to leverage the responsibilities of this position to advance graduate diversity in significant ways. Dean Frias can assist in the development of shaping the responsibilities of a Graduate Diversity Officer to maximize the success of this position within your program or college. Graduate Diversity Officers serve as a key point of contact for Dr. Frias’ broader recruitment and retention strategic planning. Moreover, Dr. Frias can share her knowledge regarding how a Graduate Diversity Officer can develop practices and policies for your program that are proactive rather than reactive.
CAMPUS RESOURCES FOR UNDERREPRESENTED STUDENTS
Annual Welcome Back Social

In collaboration with the S. J. Quinney College of Law and the J. Willard Marriott Library, our Annual Welcome Back Social serves as an opportunity for underrepresented graduate students to mingle with each other and learn about services and resources. Students have the opportunity to meet the Graduate School Diversity Office and learn about services and resources provided by the J. Willard Marriott Library. Students also meet the Assistant Dean for Diversity and learn about office updates and goals for the academic year.
Tasty Tuesdays (formerly known as Taco Tuesday) are monthly socials coordinated by the Graduate School Diversity Office and take place during the lunch hour. We support local minority-owned businesses/caterers by featuring various cuisines at our events. With 30-45+ students in attendance, these socials offer a space for underrepresented graduate students to connect with each other, build friendships, and engage in dialogue about shared struggles/challenges. Attendees also benefit from short presentations by the Graduate School Diversity Office or guest presenters.

<table>
<thead>
<tr>
<th>Event Attendance by Graduate Degree</th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Students</td>
<td>40%</td>
<td>63%</td>
</tr>
<tr>
<td>Doctoral Students</td>
<td>60%</td>
<td>37%</td>
</tr>
</tbody>
</table>

Students engaged in table topic discussions about similar struggles they face in their graduate experience.
Paint Nite

One of our most popular events of the year, the Graduate School Diversity Office hosts a private Paint Nite event near the end of the fall semester to provide graduate students with a fun opportunity to relax and destress before finals. Attendees are walked through a “step-by-step painting experience” led by a master artist and have a great time completing their unique masterpiece over food, music, and conversation.

Students from 22 different departments/programs have attended

100% of students expressed Paint Nite helped them destress!

“I loved taking a fun break from studying...taking some time to paint and socialize was therapeutic!”
-Student testimonial

“The most enjoyable part was being able to relax and destress and socialize with my peers & other students.”
-Student testimonial

“It was a great way to destress before the end of the semester.”
-Student testimonial

<table>
<thead>
<tr>
<th>Event Attendance by Graduate Degree</th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Students</td>
<td>48%</td>
<td>61%</td>
</tr>
<tr>
<td>Doctoral Students</td>
<td>52%</td>
<td>39%</td>
</tr>
</tbody>
</table>

Students from 22 different departments/programs have attended
African American Doctoral Scholar Initiative

The African American Doctoral Scholars Initiative provides a scholarly community and educational services for African American doctoral students at the U. These competitive scholarships are awarded annually to full-time African American doctoral students who demonstrate significant potential for leadership, scholarship, and active engagement in their respective disciplines and who also demonstrate a commitment to understanding Black life, history, and culture in the United States.

https://doctoralscholars.utah.edu/

Black Cultural Center

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

The new center will enact their mission through intentional programmatic learning outcomes, envisioned to build a sense of belonging and community at the U, with the goal of increasing the recruitment and retention of Black students, faculty, and staff. Supporting academic and cultural activities, this center is designed to promote and explore Blackness, equity, justice, and other progressive social change initiatives on campus and within the larger African diasporic community. The broader public mission of the center is marked by a commitment to community activism and collaboration.

https://diversity.utah.edu/centers/bcc/

Center for Child Care & Family Resources

The University of Utah is dedicated to helping students, faculty, and staff by offering a comprehensive guide to child care resources. You will find resources, such as, on campus child care options and financial and educational resources. Child Care Access Means in School (CCAMPIS): This program, which is federally funded by the U.S. Dept. of Ed., supports student-parents as they complete their education. Students who are eligible may receive financial support for up to 90% of their child care costs while in class and/or studying. Another popular resource is Parent Night Out, where one Saturday of each month, quality child care is provided for children of students, staff and faculty free of charge.

http://childcare.utah.edu/
Department of Writing & Rhetoric Studies

The University Writing Program offers several graduate writing courses designed to help you learn to write different types of documents, improve your writing style, and increase your writing productivity. Classes are limited to 1215 students so you receive individual attention. Our classes offer you an opportunity to draft, revise, and edit a document that is important to your educational and professional goals. All classes are open to ALL graduate students. Classes include:

- WRTG 6000: Writing for Publication (2-3 credits)
- WRTG 7060: Scientific Writing (3 credits)
- WRTG 7001: Grant Proposal Writing (3 credits)

For more information, contact: [https://writing.utah.edu/staff.php](https://writing.utah.edu/staff.php)

LGBT Resource Center

The mission of the LGBT Resource center acts in accountability with the campus community by identifying the needs of people with a queer range of (a)gender and (a)sexual experiences and responding with university-wide services.

Every first Wednesday of the month, from 1-2PM, the LGBT Resource Center hosts “Gossip with Grads” to “come unwind and network with other grad students as you are pursuing your graduate degree.”

[https://lgbt.utah.edu/](https://lgbt.utah.edu/)

National Center for Faculty Development & Diversity

The University of Utah obtained an Institutional Membership for the National Center for Faculty Development & Diversity (NCFDD) sponsored by the College of Education.

The NCFDD is a nationally-recognized, independent organization that provides online career development and mentoring resources for faculty, graduate students, and post-doctoral students. Because the University of Utah is now an institutional member, our graduate students, post-doctoral students, and faculty now have access to a large variety of programs, services and resources at no cost (the normal cost for individual memberships would be $240/ year for graduate and post-doctoral students, and $480/ year for faculty). We encourage all graduate students to take advantage of the vast library of resources NCFDD offers.

[https://education.utah.edu/NCFDD.php](https://education.utah.edu/NCFDD.php)

Research Education and the Research Administration Training Series (RATS)

Research Education provides free professional development opportunities for all faculty, staff, postdoctoral scholars, students and members of the University Research Community.

The RATS program enables you to maintain an understanding of best practices and current methodologies, network with colleagues, and keep yourself marketable in the board field of research administration.

Popular RATS workshops include: Intro to IRB, Research Integrity, Grant-Writing, and Getting Published.

[https://education.research.utah.edu/](https://education.research.utah.edu/)
Classes & Workshops
The Marriott Library offers free workshops to all students, faculty, staff, and local community members. Workshops are held during Fall and Spring semesters and serve to introduce participants to a variety of topics. Workshops include “Introduction to NVIVO for Analyzing Qualitative Data”, “Writing a Literature Review? Need Help?” and “Thesis & Dissertation Formatting in Word 2016.” Students unable to attend a workshop, can check iTunes U for an electronic version.

Graduate Student Reading Room and Family Reading Room
The Graduate Student Reading Room is available to registered graduate students at the University of Utah. Registration is required and available at the level 1 service desk. Some lockers are available for semester checkout. The Family Reading Room is available for student who are parents and those who need accessible lactation rooms.

Dissertation and Thesis Bootcamp
The Dissertation Boot Camp is a free program sponsored by the Graduate School and the Marriott Library that gives you a chance to make some serious progress on your dissertation during fall and spring breaks. We provide quiet, comfortable writing spaces and provide you with a nourishing breakfast each day. The library offers workshops that will help you prepare you as you research your dissertation, and will also provide referrals to subject matter experts if you require additional research help.

Graduate Student Organizations
The Graduate School Diversity Office is committed to providing a space for underrepresented students to expand their network and build support systems. Graduate Student Groups: Minority Law Caucus, Black Graduate Student Association, and Queer & Trans Students of Color to name a few.

Women of Color in Academics (WOCA)
Women of Color Academics originally formed in April 2016. WoCA is a collective of doctoral students, researchers, pedagogues, and scholars at the University of Utah. The mission of WoCA collective is to support a thriving academic community for womyn/womxn/women of color and indigenous womyn/womxn/women academics. WoCA engages in regular gatherings regarding professional development support and writing support across generations.

This group is sponsored by Office for Equity & Diversity at the University of Utah.

To join the list-service or the University of Utah canvas page, contact a.fukushima@utah.edu

Women’s Resource Center
Through the Women’s Resource Center students have access to the following support groups:
- Hand to Hand: Women Sharing Wisdom
- Finding Our Voice: Women of Color Discussion Group
- Body Politics: Women, Food, and Body Image
- LBQQ: Lesbian/ Bisexual/Queer/Questioning Women’s Discussion Group

https://womenscenter.utah.edu/

Career & Professional Development Center
Meet the Graduate Student Career Coaches:

Cathy Tingstrom
Colleges: Social & Behavioral Sciences, Health, Nursing, Education
citingstrom@sa.utah.edu

Daniel Moseson
Colleges: Humanities, Fine Arts, Architecture & Planning, Education
dmoseson@sa.utah.edu

Francine Mahak
Colleges: Engineering, Science, PMST, School of Medicine Research Groups
fmahak@sa.utah.edu
National Practices in ADVANCING GRADUATE DIVERSITY
RECOMMENDED INSTITUTIONS TO FOLLOW

These descriptions were taken from each institution’s webpage

Arizona State University
Graduate Diversity Initiatives
Graduate College Diversity Resources includes scholarships, career development, mentoring and other support for graduate students and undergraduates on the path to graduate school.
https://inclusion.asu.edu/diversity/initiatives

University of California, Berkeley
Office for Graduate Diversity
The Office for Graduate Diversity serves as a resource for the admissions process, academic support, financial advice, and professional development. It also provides a forum for ideas and programs designed to enhance the educational experience of underrepresented students, including those who are undocumented, first generation college students, and those who are educationally and financially challenged.
https://diversity.berkeley.edu/programs-services/graduate/office-graduate-diversity

University of Michigan
Rackham Graduate School: Diversity, Equity & Inclusion
Rackham Graduate School has a history and tradition of valuing the diversity of our students as an essential dimension of excellence in graduate education. Our Diversity, Equity, and Inclusion (DEI) Strategic Plan emphasizes four domains in which we are focusing our efforts: (1) Recruitment; (2) High-Quality Academic and Professional Environment; (3) Retention and (4) Service, Partnership, and Collaboration.

Rackham provides funding to graduate programs and sponsors numerous activities aimed at recruiting an outstanding and inclusive student body. We seek to provide intellectual, social, emotional, and financial support so that students from groups that are historically underrepresented in higher education or in their fields feel welcome and thrive in their studies.
https://rackham.umich.edu/rackham-life/diversity-equity-and-inclusion/
University of Minnesota
Graduate School Diversity Initiatives

The Graduate School Diversity Office (GSDO) leads and coordinates the University's initiatives in the recruitment, funding, retention, and graduation of a diverse graduate student body. Additionally, our office works closely with other organizations connected to diversity, underrepresented populations, and multiculturalism.

https://grad.umn.edu/diversity

University of Missouri
Graduate Studies: Inclusive Excellence

The Center for Inclusive Excellence in Graduate Education (CIE) strives to connect undergraduate and graduate students with opportunities and information about graduate education; advocate for the value of diversity in academia; work to remove barriers to graduate education for those from underrepresented racial or ethnic backgrounds and/or first-generation college students; and engage with the internal and external campus community to support a diverse campus community.

Currently, CIE provides programs to prepare undergraduate students for graduate education, to support the academic success of current students, and to offer resources and guidance for graduate recruitment and retention professionals at MU.

https://gradschool.missouri.edu/inclusive-excellence/diversity-recruitment-resources/recruitment-tool-kit/

University of Texas, Austin
Office for Inclusion and Equity

The Inclusive Search and Recruitment Toolkit for Faculty, Graduate Students, and Postdoctoral Fellows is a comprehensive toolkit compiled by the Office for Inclusion and Equity (OIE) in the Division of Diversity and Community Engagement at The University of Texas at Austin (UT Austin). The toolkit provides strategies and ideas drawn from best practices for inclusive searches and recruitment from across UT Austin, comparable institutions with NSF ADVANCE grants, and relevant research literature. Suggestions and practical examples are provided for the distinct stages of the search process including before recruitment begins, planning the search and recruitment process, during recruitment, and evaluating the recruitment process. In addition, references and additional resources used to compile the toolkit are included. In this toolkit, diversity is defined as demonstrating respect for all individuals and valuing each perspective and experience. A more diverse campus community comprised of students, faculty, and staff contributes to a richer and more welcoming teaching, learning, research, and work environment (see for example Chang, Milen, and Antonio, 2010; Hurtado, Alvarez, Guillermo-Wann, Cuellar, and Arellano, 2012; Reddick and Saenz, 2012).

https://equity.utexas.edu/faculty-staff-resources/
### Virginia Tech
**Graduate School Diversity Program**

The Office of Recruitment, Diversity, and Inclusion focuses on graduate student recruitment and on providing support to students as they get acclimated and adjusted to their graduate programs/certificates through the development of inclusive and diverse programming to meet students’ needs.

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[https://graduateschool.vt.edu/about/diversity.html](https://graduateschool.vt.edu/about/diversity.html)

### University of Washington
**Graduate School**

**GO-MAP:** Founded in 1970, the Graduate Opportunities and Minority Achievement Program (GO-MAP) is at the heart of the Graduate School’s commitment to expanding graduate education to underrepresented minoritized (URM) communities.

[https://grad.uw.edu/diversity/go-map/](https://grad.uw.edu/diversity/go-map/)

**Recruitment & Retention Guide:** Your mission: To recruit – and more importantly retain – graduate students that will become the next generation of innovators and leaders. This means reaching promising students of all backgrounds, statuses, and cultures and showing them what your program and the University of Washington has to offer. They should know how they will fit-in in your department and on campus. A strong sense of belonging plays a crucial role in graduate student success and this all begins in your outreach and recruitment efforts.

By attracting underrepresented minoritized (URM) graduate students, we improve and enrich the UW experience for all students and prepare them for the richness of a diverse society. If we provide supportive environments and ways for URM graduate students to connect with faculty and students across campus, they are more likely to stay and thrive at the UW and beyond.

[https://grad.uw.edu/diversity/go-map/recruitment-and-retention-guide/](https://grad.uw.edu/diversity/go-map/recruitment-and-retention-guide/)

**Recruitment Toolkit:** Recruitment scripts and printable PDF fact sheets and links are provided to assist you in your recruitment and retention initiatives.

[https://grad.uw.edu/diversity/go-map/recruitment-and-retention-guide/toolkit/](https://grad.uw.edu/diversity/go-map/recruitment-and-retention-guide/toolkit/)
The Office for Graduate Student Development and Diversity (OGSDD) is committed to expanding the diversity of the student body and to enhancing the intellectual experience of the entire scholarly community. The OGSDD coordinates efforts to recruit and retain students at the Yale Graduate School. The associate dean works collaboratively with departments and programs to support the needs of all students as they pursue graduate study and prepares reports on the Graduate School’s progress in recruiting and retaining diverse students. The following programs and activities fall under the purview of the OGSDD: informal advising of prospective and current graduate students, the Summer Undergraduate Research Fellowship (SURF) Program, the Post-Baccalaureate Research Education Programs, Diversity Recruitment Days, Diversity Orientation Day, Diversity Preview Days, Transitions First Year Experience, and the Annual Yale Bouchet Conference on Diversity and Graduate Education. A full-time assistant director of diversity and annually appointed graduate student diversity fellows assist with the development and implementation of the previously mentioned programs along with virtual recruitment fairs and webinars, social justice discussion seminars, mentoring programs, workshops and lectures presented by diverse scholars, and social and professional development events.

https://gsas.yale.edu/diversity/office-graduate-student-development-diversity-ogsdd
Recommended Resources for Self-Growth & Education

Books:

Articles on Graduate Diversity

Accessible on Google Scholar
Websites on Diversity Action Plans, Equity-Mindedness
https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/
https://inclusion.uoregon.edu/sites/inclusion2.uoregon.edu/files/uo_diversity_action_plan_template_final_1.5.17.pdf
https://www.iup.edu/diversity-inclusion/action-plan/
https://cue.usc.edu/about/equity/equity-mindedness/

Law and Diversity

Graduate Enrollment (national data)
https://cgsnet.org/graduate-enrollment-and-degrees

Minority Attrition and Completion in STEM Doctoral Programs
https://cgsnet.org/minority-attrition-and-completion-stem-doctoral-programs

Faculty Mentoring (see Guides for Faculty and Students)
https://rackham.umich.edu/faculty-and-staff/resources-for-directors/mentoring/

UC-HBCU Initiative
https://www.ucop.edu/uc-hbcu-initiative/

Links to Definitions
University of Houston: https://www.uh.edu/cdi/diversity_education/resources/pdf/terms.pdf
University of Michigan: https://diversity.umich.edu/about/defining-dei/

Links to Graduate Diversity Enrollment Data
University of Arizona: https://uair.arizona.edu/content/enrollment
Arizona State University: https://www.asu.edu/facts/#/facts/enrollment/metro-campus
University of California, Berkeley: https://grad.berkeley.edu/programs/rankings-stats/
University of California, LA: https://grad.ucla.edu/academics/graduate-education-data/enrollment/?t=EnrollmentOverview
University of Colorado Boulder: https://www.colorado.edu/oda/sites/default/files/attached-files/gradprofilefall2018.pdf
University of Oregon: https://registrar.uoregon.edu/statistics/enrollment-reports
Oregon State University: https://institutionalresearch.oregonstate.edu/sites/institutionalresearch.oregonstate.edu/files/enroll-fall-2018.pdf