Achieving Racial Equity in Research

Leadership Team Presentation,
November 2020

June 10th, 2020

#SHUTDOWNSTEM

STEM & Academic Strike

BLACK LIVES MATTER
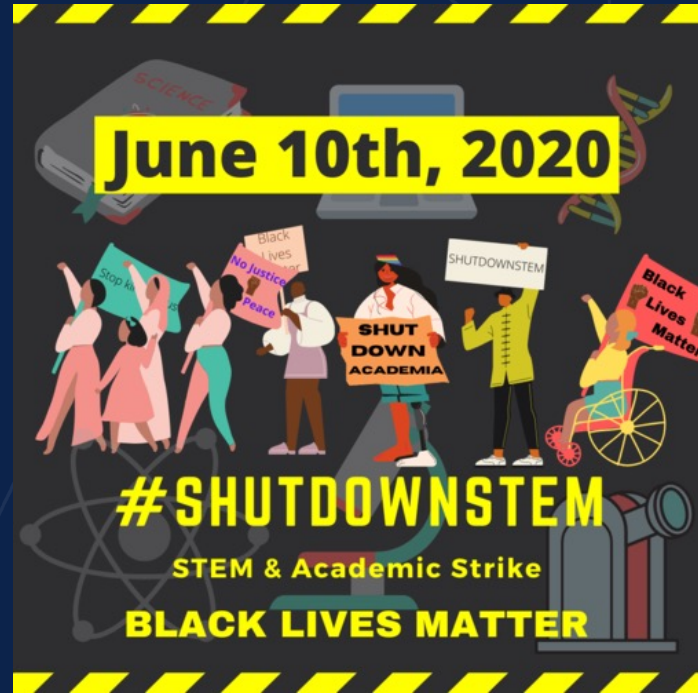
A series of listening sessions & honest conversations

➢ A total of six conversations occurred during June & July 2020

➢ Approximately 300 contributors - inclusive of faculty, staff, and graduate students from across campus - participated in at least one of the conversations

➢ The first two sessions were a webinar format, the last four sessions focused on small breakout group topics that were facilitated by a diverse group of faculty and staff

➢ The intent was to listen to, and learn from, the campus community about their experiences with racial inequities in research, and racism more broadly at UArizona

➢ Their collective recommendations were anonymously documented during the process and are summarized and shared this presentation

THE UNIVERSITY OF ARIZONA

Breakout group topics

➤ **Cultural Taxation** explores the additional burden carried by faculty and students of color in doing diversity and inclusion work, and suggestions for how that work can be rewarded and recognized, or the burden shifted.

➤ **Data Driven Solutions** explores how we can use existing UA data systems to understand our baseline for diversity and inclusion in research, address gaps and errors in our data systems, and measure our progress towards achieving equity.

➤ **Graduate Students & Postdocs** is exclusively for graduate students and PostDocs to share experiences, illuminate the systems that perpetuate racism in research environments, and provide suggestions for action.

➤ **Internal Seed Funding** explores what internal seed funding around racial equity in research might look like, what issues and processes need to be considered, and how we identify external funding sources to continue building on research when internal funding ends.

THE UNIVERSITY OF ARIZONA

Breakout group topics

➤ Mentoring explores mentoring needs for diverse students and the trainings needed for faculty researchers around recruiting and mentoring diverse students, postdocs, staff, and early career faculty.

➤ Messaging & Communications focuses on how to craft and communicate transparent messaging that addresses racial equity in research and works to change the culture of exclusion in research.

➤ Promotion & Tenure explores issues surrounding the current promotion and tenure system and potential changes that would create more systematic and consistent recognition and reward across departments for equity work.

➤ Systems of Accountability explores systems and mechanisms to hold the university, units, projects, and individuals accountable for actions.

A | THE UNIVERSITY OF ARIZONA

Conversations facilitated by

➢ Treya Allen, Program Manager, Diverse & Inclusive Advising Practices, A Center

➢ Vivian Carmichael, Associate Vice President, Foundation Relations & GIFT Center, UA Foundation

➢ Ravneet Chadha, Executive Director, University Analytics and Institutional Research

➢ Sara Chavarria, Assistant Dean for Research, College of Education

➢ Regina Deil-Amen, Professor & Department Head, Educational Policy Studies and Practice

➢ Nura Dualeh, Director of Undergraduate Research and Graduate Preparation Programs, Graduate College

➢ Jen Fields, Director, Societal Impact Research, Innovation & Impact

➢ Marla Franco, Asst. Vice Provost Hispanic Serving Institute Initiatives

THE UNIVERSITY OF ARIZONA

Conversations facilitated by

- DeMarcus Jenkins, Assistant Professor Educational Policy Studies and Practice
- Michael Johnson, Assistant Professor Immunobiology and BIO5
- Kim Patten, Director, Research Development Services, Research, Innovation & Impact
- Sangita Pawar, Vice President of Operations Research, Innovation & Impact
- Andrea Romero, Vice Provost Faculty Affairs, and Professor Family Studies-Human Development
- Lori Schultz, Senior Director, Research Partnership Services Research, Innovation & Impact
- Frans Tax, Faculty Director of Diversity & Inclusion, Graduate College and Professor Molecular & Cellular Biology
- Cindy Trejo, Grant Development for HSI Initiatives and Project Director, USDOE Title V

THE UNIVERSITY OF ARIZONA

Accountability Dashboard

How do we know that that UArizona is living up to its core value of inclusion and making progress towards equity?

➤ Develop research methodology
➤ Identify existing data sources
➤ Implement additional data collection
➤ Develop and manage dashboard to set a baseline and track change over time
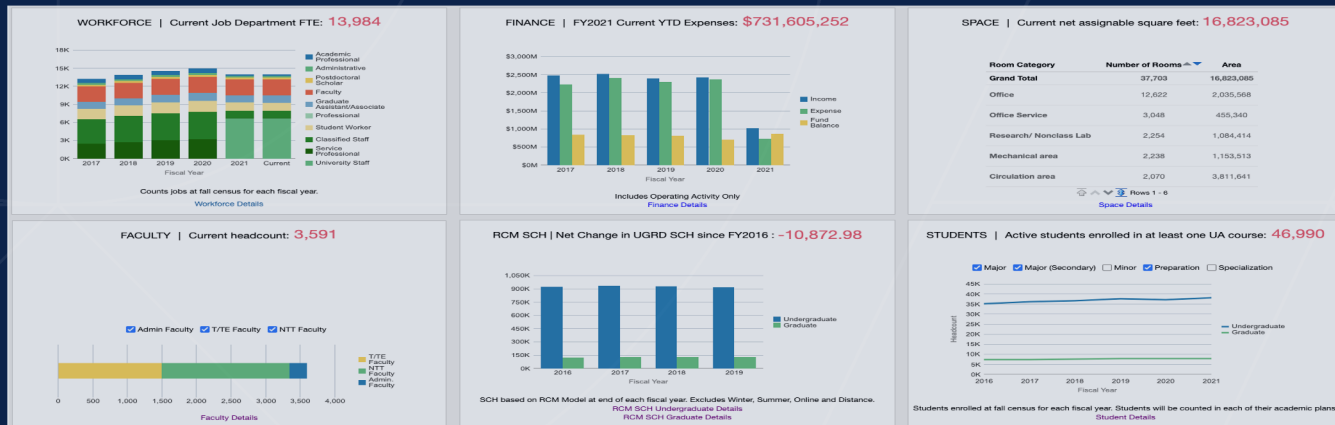
Cultural Taxation Recommendations

- **Provide transparent demographic Data** on staff, faculty and students that is widely available and updated regularly. Who is here? Who is serving on committees? We need committee serving data (including professional organizations, grant project advisory boards, etc.) and must compensate this work in some way. Make this service count by acknowledging in career pathway discussions. Make sure that BIPOC are leading important discussions and can be compensated for their efforts.

- Invest in supporting BIPOC faculty and staff in writing their own research grants. There needs to be a process for mentorship and an investment in capacity building for emerging BIPOC researchers who can serve as mentors versus those who are already situated for the next levels of research funding. Cohort members can build strong collaborations and explore grant pursuits.

- Dedicate resources to **compensate** the disproportionately BIPOC mentors who do this intensive inclusion and equity work and make this a sustained, central resource to invest in as opposed to one-off efforts happening randomly now.

- Support **BIPOC with mentorship for writing their own research grants**. Is there investment in capacity building for emerging folks v. those that are ready to go to next level for their research. Make this a more centralized resource to invest in as opposed to one-off efforts currently happening randomly. Compensate the mentors.

- We need **more transparency on what the RII selection model is for internal seed grants**? Is the standard for selection based on a high ROI only? If not, what is the standard, or percent that are not considered high ROI? Reflect on and critically review the current RII model and have dedicated RII funding for investment in infrastructure grants which lead to a better institution, not just high ROI research projects but tied to more of a 'culture of inclusion' shift in research.

- **Dedicate funding** to do **research on barriers to equity.**

Cultural Taxation Recommendations

- Dedicate **institutional funding to support exemplary programs that support BIPOC** – there are many examples of exemplary programs where excellent models lose external funding and are lost to the campus only to be 'reinvented' by the next grant funded project and lost again when that external funding source ends. This is piecemeal, siloed work and an inefficient way to operate – this should not happen! Increase funding for cultural centers.

- Support and expand programs such as the HSI Fellows program, which contribute substantial mentoring and connections with University leadership. Dedicate specific resources to develop similar Fellows programs for Native American and Black issues and initiatives.

- Provide training for **BIPOC graduate** students and PostDocs – on leadership, research, etc. – creating an intentional structure to support their growth. Do this in part by increasing our capacity to successfully compete for and have adequate resources to support federally funded training grants. When we experience loss of money – we get loss of mentoring, which equates to more cultural taxation of BIPOC faculty that then step in.

- A major investment in the Graduate College support is needed. We must invest in capacity building – and have commitment and accountability built in. Dedicate resources to improving our service to, and therefore recruitment, retention and graduation of diverse graduate students. Dedicate resources for the necessary trainings for the staff and faculty throughout the UA who will work with those students.

- **Create Training and tools** on how to work with our BIPOC communities (series or retreats or combo) through **structured and financially supported** opportunities

- **Require Intentional training** For research awardees and for those seeking grants that have a capacity building element around inclusion (S-STEM, ERC, STC, etc). Offer **seed grants** or financial as folks finish their training in order to introduce their ideas to the greater team or to their units, etc.

Data Driven Goals & Solutions:

- **Goal 1: Redefine metrics for success**: rewrite how we measure success and level of effort in research – with credit not just going to the PI but to other contributors. (e.g. inclusion efforts, mentoring, collaborative research, and other non-traditional contributions)?

  Action Items:

  1. Create an Equity Index: Incorporate an Equity Index into the Promotion and Tenure process.
- **Goal 2: Ethics and data:** Gain a better understanding of ethically using data sets. (e.g., How are we using Native American data – are we honoring our agreements?)

  Action Items:

  2. Prioritize the ethical use of data across UArizona - Incorporate CARE and FAIR: Collective Benefit; Authority to Control, Responsibility, & Ethics and Findable, Accessible, Interoperable, & Reusable
- **Goal 3: Increase data literacy:** Critical to democratize data – get it into the right hands for those who need to access it.

  Action Items:

  3. Provide training (in different modes) on what data is currently available, identify gaps and fill those gaps as well as how to interpret and ethically use the data. Gain a better understanding of how we are using AI and machine learning to conduct modeling (e.g., what are the key assumptions, what is the logic).
- **Goal 4: Expand data sets:** We are limited by pre-defined structured data – may miss out on opportunities if there are not enough/accurate descriptors.

  Action Items:

  4. Hold an annual campaign to educate employees and students on how their data is used and provide an opportunity to easily update. Explain how this impacts them.

  5. Create a dashboard or portal of key data in Analytics: Develop data dashboard which can be easily located and updated by employees and students**.**

  6. Conduct internal analysis of data: Conduct an internal analysis of standard metrics.

  7. Allow individuals to self-identify to more than one group (e.g. both Hispanic and Native American, capture gender not simply sex, add missing categories).

THE UNIVERSITY OF ARIZONA

Graduate Student and Postdoc Recommendations

Promote Inclusion and Equity – Break the Culture of Silence and Abuse

- **Power of Community-Building**: interest in more ways for *graduate students to connect across disciplines*; it can be lonely to be with your few in the dept. Lack of belonging.
- **Need Support/Advocacy Outside of Academic Program**: Have a person who can be *an advocate for graduate students who have experienced abuse* - racism or other problems so that the person doesn't have to do it themselves. Lack of investment in student success. Not feeling heard.
- **Lack understanding/empathy of graduate student experience**: If you're not the person experiencing the problem, you may not understand it at all; this needs to be addressed. This would reduce a lot of stress, anxiety, depression. Need to promote wellness services.
- **How do we reach actional solutions**: what can we do? These are not new conversations; they have been raised before; how do we stop talking and start doing. How do we engage those who are in positions that can make a difference?
- **Where are the Administrators/Decision-Makers?** Happy about participation of those who are in these conversations and disappointed about those who are not showing up, including those people in positions of power.
- **How do these ideas/actions translate to our research?** It's not clear to one of the participants; it may be that you will be able to find this as you start looking and allow yourself to become uncomfortable to start doing the real work; some researchers may not be interested in thinking about these issues.

Graduate Student and Postdoc Recommendations

Actionable Items

- **Promote Culturally Responsive/Affirming Mentorship**: Having depts take mentorship more seriously by mandating mentors (faculty and senior grad students) for incoming grad students; need to know how to mentor across those who are minoritized. Good faculty mentoring is good for the bottom line. Break the culture of silence and fear. Promote respect. A healthy, respectful, inclusive environment increases productivity and promotes retention of faculty and students.
- **Culturally Responsive Research Practices**: Ask minority groups what they need and be sure that if you are researching a particular group that you talk to them and listen to them.
- **Create a system of support (training) and accountability** (when racism occurs). Training can include an emphasis on preparing students to be culturally competent in their field.
- **Expedite a system that recognizes and rewards culturally responsive mentoring**. Recognize and reward all departments that establish faculty/student mentors for every incoming student.
- **Reform Promotion & Tenure process to recognize/reward diversity**: Reward faculty with diverse approaches to research and those who mentor diverse students. Acknowledge and reward the labor of faculty of color – many of whom we lose.
- **Faculty Mentoring Faculty:** faculty who are tenured and who work in race, gender, disabilities, etc. should stay critical to their own approaches to research and should mentor younger faculty.
- **Become a destination for talented faculty of color**: What practices can we promote to bring this about? Become the premiere R1, AAU, HSI and AINASI in the Southwestern United States!
- **Promote Holistic Admissions**: Need to address admission requirements–e.g., just looking at GRE can be discriminatory; we should practice holistic admissions reviews.
- **Build Safe Spaces:** Graduate students (GS) and Postdocs (PD) need safe places to congregate and **need safe mechanisms for reporting abuse**. It's unsafe to speak up, yet issues compound.

Graduate Student and Postdoc Recommendations

- **Create more accessible academic communications** (language), delivering more user-friendly guidance for first-generation, diverse students/post-docs. Change the language we use to shift power – e.g., instead of saying "minority" use the term "those who are minoritized/marginalized"; changing the language may change the sentiment.
- **Professional development**: need relevant, effective, well publicized career services.
- **Need Early Alert Systems**: how can we identify problems early? Proactive support systems build community and trust, leading to better retention, higher productivity, improved time to degree.
- **Assistant/Associate Dean of Diversity in the Graduate College**: investment in harm reduction. Someone who engages in diversity recruitment and retention, builds community with students, advocates for their needs, and creates services, program and collaborations to improve the GS and PD of color experience.
- **Diversity is Excellence** – challenge the practices and behaviors that render people of color (graduate students, postdocs, faculty invisible). They can give many examples of unconscious bias. Openly promote the benefits of diversity to UA teaching, research and community service. Showcase data, research and frameworks that support diversity in research and higher education.
- **Additional funding to hiring Black faculty** – especially in STEM, especially as cluster hires.
- **Rethink Research/Decolonize Methodology**: in science, there is a narrow view of what rigorous research is; the methods need to be diversified for diverse populations. We need to expand our thinking about what is rigorous research. The type of research done in hard science fields often do not directly pertain to social issues; the researchers doing this work are not thinking about these social issues. The hope is to educate these researchers and help them find ways to be considering these issues. Race may need to be a variable in human subject research.

Graduate Student and Postdoc Recommendations

What does it mean in the context that UArizona is an HSI?

- **Equity-Minded Grant Initiatives:** To be able to get certain types of grants; depts should collaborating to start trying to get these grants to support our students of color
- **UA is Diverse**: 40% of undergrad students are diverse; 26% of grad students are diverse. Are faculty aware? Their teaching does not connect with the students. Promote culturally responsive teaching and research-rich curricula that improves student learning, retention and persistence.
- **Transparency in Diversity Practices**: UArizona (and other universities) needs to be more transparent regarding everything –e.g., hiring processes, resources allocation, data collection, etc.
- **Students are Assets**: We (in the academy) need to look at youth (including diverse youths) as coming to us with assets, and we need to appreciate those assets. We need to reframe the way we see the hierarchy of knowledge and position in the academy.
- **Outreach for Diverse Students**: We need to consider how we improve outreach, recruitment, and admission for diverse students. The data below demonstrates the need for improvement if we want to strengthen the pipeline to graduate school.
- **Fall 2020 Data**: 48% of incoming freshman class are non-white. Graduate student population went from 22% to 26% non-white students.
- **Rethinking Financial Support**: Postdocs and grad students –many are international --are supposed to be mobile and change places every few years for their training and this takes money. Minorities may be less apt to have the financial resources to do this. Front load payment to Graduate Assistantships / Postdoc assignments removing financial hardships for low-income students/trainees.

THE UNIVERSITY
OF ARIZONA

Internal Seed Funding Recommendations

- Funding to support research staff and faculty of color, including funds for community-building, regular networking meetings, mentoring by senior researchers and other support mechanisms.

- Funds to help an individual or a team prepare a proposal for a large, competitive grant focused on racial equity in research. Sponsors for the large grant could be private/foundations or federal sponsors.

- Research new interventions, policy changes or services aimed at reducing racial inequity. Which are likely to be impactful if implemented at UArizona? Link to the other groups work – potential to fund specific projects developed out of the other groups One action item – develop a system where we can list all of the potential programs that are available for transitions (middle school to high school to undergraduate – community college or undergrad – undergrad to grad to postdoc to faculty). E.g., we spent some time talking about high school transitions and were introduced to the work of the Office of Early Academic Outreach

- Funds to support new programs for students, such as training for research-focused faculty and staff on growth-mindset mentoring (for mentoring undergraduate and graduate student researchers).

- Research on what recruitment and retention methods for researchers of color are most effective.

- Research on current institutional metrics regarding diversity and climate amongst researchers at all levels (undergrad to faculty) at UArizona.

- Funds to support the expansion (and/or replication in other departments) of existing, successful programs that support diverse students, faculty and staff.

- Funds to convene a conference focused on racial inequity in research

Mentoring Recommendations

Construct a more intentionally SYSTEMATIC and COMPREHENSIVE mentoring COMMUNITY

Comprehensive approach

- Develop a mentoring *collective* that moves well beyond one-to-one relationships and training. It is more ideal if communities of support can be developed rather than focusing on one-on-one relationships only.

- We see the building of community across the university, particularly for faculty, staff, and students who are BIPOC, as an essential first step toward building a strong research mentoring relationships.

- This community (housed within an "institute" if that is preferred) provides a centralized place to identify mentoring needs and *access content resources* as well as the resource of engagement and conversation about mentoring with a wider community of mentors with varying experiences and backgrounds in mentoring. The plan for a *Mentoring Institute* has already been proposed several times and is supported widely across campus. The ideas embedded in it include the concept noted above of **O.A.S.I.S.:** Opportunity, Accountability, Support/Community, Information, Scaffolding/Sponsoring.

- Using RII as an umbrella, create with a "mandate" across the university that is centralized enough to provide *consistency* and a meaningful set of accessible standards and guidance on *content and implementation*, but can be modified to fit the needs of different colleges and units. This approach provides both the necessary consistency and flexibility.

- It's either unrealistic or unfair (or both) that one person can satisfy all the needs of a student of color. Also, it allows for more options to enhance trust and safety and builds upon the strengths that people from communities that often emphasize collectivity over individualistic pursuits and connections. Those ways of being tend to get marginalized along with people themselves.

THE UNIVERSITY OF ARIZONA

Mentoring Recommendations

- For faculty, mentoring is essential to the retention of faculty of color, including Native American, Black, and Latinx faculty in particular.

- We need to think about what someone experiences upon entering this university. Does a community replete with opportunities to be informed, mentored, guided, and supported await them, or do they have to seek it out themselves? Do we ensure that everyone gets such attention to feel like they belong and can succeed in the academic community they are entering?

- Those who are already doing this asset-based, inclusive mentoring and doing it well can be among those initiating the practices of the mentoring collective – build on existing infrastructures that have already been put in place and reward (financially or through support in other ways – course releases, grad student support, etc) those who are already doing this labor well and specializing in such mentoring and anti-racist work.

- Identify best-practices within the university where mentoring is being done well. There needs to be constant consulting on how to best address the needs of each community below, especially when it comes to BIPOC community members. Identifying best practices and constantly reviewing them with the needs of BIPOC faculty, students, staff, etc capitalizes on what is already happening to provide avenues for those who are mentoring well to be identified, *improved*, and somehow rewarded to continue, expand, and help others be better mentors. For instance, for new faculty mentoring, graduate student mentoring, staff mentoring, and undergraduate mentoring

- This type of approach will support national grant requirements (i.e. NIH requiring mentor training to be eligible for specific opportunities)

THE UNIVERSITY OF ARIZONA

Messaging & Communication Recommendations

Recommendation #1: Educate campus community.
- Actionable Idea: Orientation for communicators that includes the history of exclusionary practices, cultural background.
- Actionable Idea: Learn the University of Arizona's history with certain populations and, from that perspective, inform messaging and communications.
- Actionable Idea: Ensure research community understands the history
- Actionable Idea: Be mindful of our language
- Understand and recognize our own socialization because it comes out in our language

Recommendation #2: Acknowledge bias and past racism.
- Actionable Idea: Include Land Acknowledgement as part of employment opportunities, funding opportunities, messages, etc. Important to acknowledge the people in the acknowledgment.
- Actionable Idea: Why not acknowledge that we need to increase diversity and own the fact that we are working on it in marketing and employment opportunities? "Intentionally and diligently working to increase POC or women in [insert area/field]."
- Actionable Idea: Develop an acknowledgement of bias, similar to the way there is a land acknowledgement, that marketing teams can use to frame conversations.
- Actionable Idea: Acknowledge and address privilege in research - all types of privilege

Recommendation #3: Decolonize research.
- Actionable Idea: Cite diverse people and diverse research in your research. Seek out minorities who you can cite.
- Actionable Idea: When drafting the story, talk about the people who are working in the lab, including students, instead of only focusing on the well-known person in the lab.

THE UNIVERSITY OF ARIZONA

Messaging & Communication Recommendations

Recommendation #3: Decolonize research (continued)
- Actionable Idea: Decolonize research. Research methods are going to have to change so that people who are not thinking in such a whitewashed way are included as researchers. Teach/permit different methods of research even those that may be cultural.
- Actionable Idea: Develop a plan for increasing cultural diversity in research participants?
- Work with Native American populations
- Understand what channels of communication are important in different communities. Reach out - use social media, flyers, participate in events that support diverse audiences
- Understand what roles are important/heard in different communities
- Actionable Idea: Work more with marginalized communities. For example, don't just interview the researcher but also interview the students, research subjects, etc.

Recommendation #4: Respect POC and minority communities; do no harm.
- Actionable Idea: Earn trust in minority communities. Think about what we are contributing to different communities. Be mindful of the history - history can carry trauma
- Work with or through trusted community members and nonprofits. Move from sending representatives as proxies to a model of leaving the community in a better place.
- Understand that ANY presence in communities is already intrusive or obstructive. Avoid "poverty pimping". Avoid Saviorism - Don't assume we're here to improve their lives or that their lives were in shambles before we arrived
- Do no harm in research. Own up to our mistakes. Research is scientific - be honest about risks and that participants may not receive a benefit. Offer clinical trials that have therapeutic benefit in different communities/populations
- Actionable Idea: Ensure messaging and communications are relevant to different communities and populations. Translate messages/communication to reach various communities
- Ask questions instead of making statements - Is there a problem? If so, what do you want the resolution to look like?

THE UNIVERSITY OF ARIZONA

Promotion & Tenure Recommendations

The content themes focused on the value of service, need for mentors, managing collaborative work, retention, hiring, innovation and entrepreneurship. The issue of service was a dominant topic that was revisited several times and noted of great concern for women and BIPOC groups. Another dominant theme was that of the lack of mentoring for women and BIPOC groups for promotion and tenure development. Vice Provost Romero is already working towards many of these initiatives and will be convening a committee in Fall 2020 to review promotion and tenure UHAP policy for revisions based on these discussions. All attendees during the summer series will be invited to participate in the committee.

Establish diversity:
> How to change culture within academia where we are focused more on individual research-
> Societal impacts is a wonderful opportunity to diversify-

Collaboration:
> How to document individual work to be more specific with contributions-
> How to create a Matrix on broader impacts

How to recruit faculty of Color
> Create a pipeline-
> Confronting people with data-
> Challenge program to partners with more diverse institutions to advance both interested parties-
> Demonstrate that we are making visual progress to have people come here. Start with undergrads.

How to recognize and reward faculty for this type of work
> Develop mechanisms to incorporate non-disciplinary service work into P & T decisions, and ensure it is applied across departments and colleges

THE UNIVERSITY OF ARIZONA

Systems of Accountability Recommendations

- **Develop an "Equity Index"** (taking a cue from the H Index) to reward, acknowledge, and champion faculty/researchers who make demonstrable efforts toward building racial equity in their research programs. The specific metrics would be many and need to be further explored and collectively defined, but could include such data points as diversity of research teams, numbers of diverse students mentored and graduated, participation in or leadership in programs that serve diverse students and faculty, degree of 'safe space' in the lab/research team generated (would require some kind of climate survey system), trainings completed, etc. How would this index be used for P & T but also in the capacity of research, especially for those in non-faculty positions? Show the value UA places on these activities with some kind of tangible reward and recognition system.

- **Examine the proposal routing process to create new data categories that will facilitate better data collection about projects that have a diversity/equity component or a community-engaged component.** An example would be a proposal that makes claims that they will recruit and select diverse students for participation in specific activities, such as undergraduate research opportunities. Require an annual report at the institutional level to ensure that PIs are following through on the equity and inclusion elements proposed and funded. The projects that contain diversity/equity or community engaged work components would then require additional specific training requirements for those involved in the project. Commit resources to this work which would require staff with expertise to follow up with all relevant funded projects and provide ongoing support and monitoring. This data would also be highly useful in applications such as the Carnegie Community Engagement Classification or THE Impact Rankings.

- Require all departments/units to have **diversity and inclusion plans transparently visible** as well as **develop a dashboard that makes transparent and accurate data** easily available regarding department staff, students and faculty diversity. The plans should include not just 'diversity statements' or statements of value, but actual data and improvement goals (i.e. percentage increase in X) and create a system to monitor progress towards stated goals.

THE UNIVERSITY OF ARIZONA

Systems of Accountability Recommendations

- **Hiring practices** – we must put policies in place that require a diverse applicant pool in order to move forward with interview/hires and hold units accountable for certain efforts around authentic recruitment efforts for faculty and staff of color to better represent our student population. Provide resources to help units reach diverse candidates with hiring opportunities. Provide financial incentives to diversify departments. Increase funding for SPFI hires. Students overwhelmingly show higher persistence and graduation when there are faculty and staff who share their cultural background. There is an institutional ROI, so make the investment.

- **Create an award program in Research to honor and recognize individuals/departments/research teams that are doing exemplary diversity/equity work in Research**. This could be an application process and/or could be based on an equity index (see point one), collective Equity Indexes of researchers within the department, or some other metric.

- **Implement a mandatory implicit bias/cultural sensitivity/anti-racism training program** for, at a minimum, all researchers (this was the purview of these talks), but the group agreed that this should be required for all employees and students. This would be a requirement for everyone on campus in the same way that all students and employees are required to take Preventing Sexual Misconduct training.

- **Implement systems that track culture change in research labs**, such as towards recruiting/selecting more BIPOC, American graduate students, even if they are more costly than international students? Or away from looking at GRE or GPA as the only indicators of the strongest candidates? Or towards looking within our UG population to recruit as PhD candidates other than looking elsewhere? We can promote and affirm that cultural shift but must **support it with data to monitor if departments are shifting their practices** towards more intentionally equitable opportunities. **Eliminate (all too common) exclusionary white normative practices** often used for recruitment/selection of UG research opportunities and graduate student opportunities and make those practices/processes more holistic and inclusive.

- We have heard that people feel that there is no **authentic, safe space for reporting racist/discriminatory behavior, nor one that carries a resulting consequence or follow up, to the extent that there is a 'whisper network' among graduate students to inform each other on labs/faculty/departments/programs to avoid.** The BEST system isn't viewed as strong enough. There isn't trust that there will be any real accountability.

Next steps

➢ Full presentation in early November to hear directly from facilitators and see a mock-up of a dashboard that can document our collective growth

➢ Many of these recommendations are already in the early stages across campus and need a variety of institutional support

➢ Prior to the presentation, study the recommendations and FIND YOUR PLACE in this work. Come prepared to ask questions, provide input, and make tangible commitments

THE UNIVERSITY OF ARIZONA