

Department Resource Guide: For Departments to Work on Diversity, Equity, Inclusion, and Justice
 Inspired by a UC Davis resource: <https://tinyurl.com/ucd-equity>

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

	Instruction	Research mentoring	Faculty
Self assessment	<p>Collect data on grade anomalies in key courses</p> <p>Conduct an anonymous survey of students about their sense of belonging in key courses</p> <p>Review diversity of undergraduate majors</p>	<p>Review diversity of undergraduate researchers (for depts that don't require research)</p> <p>Review diversity of graduate applicants, admits, and matriculants in the past 3-5 years</p> <p>Examine the extent to which graduate recruitment processes engage students from excluded or marginalized backgrounds</p> <p>Survey of undergraduate and/or graduate researchers anonymously about mentorship</p>	<p>Review diversity of applicant pools and hires in recent searches</p> <p>Survey faculty anonymously about departmental climate for DEIJ at the faculty level / about their sense of belonging in the department / ways to improve belonging in the department</p>
Knowledge building*	<p>Read and discuss as a department:</p> <ul style="list-style-type: none"> - importance of affect in students' experiences - cultural competence in undergraduate classrooms 	<p>Read and discuss as a department:</p> <ul style="list-style-type: none"> - mentorship and identity - culturally responsive mentoring - Assumptions that may be inhibiting diversity efforts 	<p>Read and discuss as a department:</p> <ul style="list-style-type: none"> - workload equity - inclusive hiring practices
Skill building	<p>Try strategies for promoting equity and inclusion in undergraduate courses</p> <p>Pilot test strategies for improving minority persistence in STEM</p>	<p>Use tools demonstrated to maximize mentoring quality for all mentees</p> <p>Use a tool for checking gender bias in reference letters</p> <p>Encourage faculty to participate in mentoring professional development</p>	<p>Encourage search committee members to participate in DEIJ training offered by the Office of Faculty Affairs</p> <p>Pilot test strategies for improving workload equity, such as workload dashboards</p> <p>Pilot test inclusive recruiting strategies such as those developed by UC Berkeley</p>
Integration into practice and policy	<p>Make DEIJ elements part of undergraduate program assessment for accreditation</p> <p>Establish a DEIJ committee with liaising responsibilities with other department committees</p>	<p>Require faculty mentors to participate in mentoring professional development</p> <p>Make DEIJ elements part of graduate program assessment for accreditation</p>	<p>Require search committee members to participate in DEIJ training offered by the Office of Faculty Affairs</p> <p>Require DEIJ statements as part of applications, annual reporting, P&T documents</p>

Department Resource Guide: For Departments to Work on Diversity, Equity, Inclusion, and Justice
Inspired by a UC Davis resource: <https://tinyurl.com/ucd-equity>

* Other references to learn more

- [Race Matters](#) commentary in Cell from David Asai (HHMI)
- About [microaggressions](#)
- About how to [notice inequities in science](#)
- About the [Invisible Knapsack](#) by Dr. Peggy McIntosh
- About [how diversity yields better problem solving than ability](#)
- Social media threads and posts related to #BlackinSTEM, #Blackintheivory, and other hashtags associated with marginalized voices
- *The Difference* by Dr. Scott Page
- *How to be an anti-racist* by Dr. Ibram Kendi
- *Superior* by Dr. Angela Saini

This is a living document, still being updated and improved. There is an emphasis here on race, but there are many other axes of marginalization in academia and STEM. This is meant as a starting point. This guide was created by the DeLTA Project at the University of Georgia with support from the National Science Foundation's (DUE 1821023). Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the National Science Foundation. Contact Erin Dolan (eldolan@uga.edu) or Paula Lemons (plemons@uga.edu) for more information.