



## Social Justice and Anti-Racism Resources for Graduate Education

*This list was compiled in 2021 by Barbara A. Knuth, former graduate dean at Cornell University, in her year of service as virtual-dean-in-residence with the Council of Graduate Schools.*

### Using These Resources

The resources listed below are intended to help support reflection, dialogue, and action by graduate education leaders, faculty, staff, and students interested in social justice in graduate education programs and institutions. Many of the resources focus on anti-Black racism while others focus on or include Asian-American, Indigenous, Latinx, or Pacific Islander communities.

Graduate educators may find these resources useful for providing background information to inform their work on social justice issues in graduate education, or for sharing directly with members in their communities. Many of these resources may be useful to read, watch, or listen to in facilitated groups, with prompts developed locally to stimulate questions and discussion appropriate to the local campus context. Some resources may be particularly helpful in identifying potential actions and motivating a commitment to programmatic or institutional change.

Many thanks go to the various individuals, websites, and publications that provided suggestions and insights regarding potentially useful social justice resources for the graduate education community. This list of resources is not exhaustive, nor is inclusion in this list an endorsement of all ideas in any specific source. Rather, these resources are intended to be used by graduate educators and graduate education communities to prompt reflection, questions, discussion, and action toward supporting social justice in graduate education programs, systems, processes, and institutions. Graduate educators may use this list as a starting point, select from it, or build it over time.

### Types of Resources

Listed resources are arranged in several categories by general theme, and within each theme by format (e.g., books, articles, videos, websites, podcasts, etc.). Themes include:

- General
  - Graduate Education/Higher Education
  - Societal Background: Setting the Context for Discussion and Action on Social Justice and Anti-Racism
- Holistic Graduate Admissions
- Culturally Aware Mentoring
- Disciplinary-based Examples

## General Graduate Education/Higher Education

- **Books/Reports**

1. **A Framework for Advancing Anti-Racism Strategy on Campus**  
<https://nadohe.memberclicks.net/assets/2021/Framework/National%20Association%20of%20Diversity%20Officers%20in%20Higher%20Education%20-%20Framework%20for%20Advancing%20Ant-Racism%20on%20Campus%20-%20first%20edition.pdf> From the National Association of Diversity Officers in Higher Education, this report includes recommendations about institutional structure, policies and procedures, resource allocation, academic equity and student success, hiring and promotion, employee development, admissions and access, and campus culture. Focus is on undergraduate education but many of the concepts apply to graduate education as well.
2. **Equity in Science: Representation, Culture, and the Dynamics of Change in Graduate Education**, by Julie R. Posselt <https://www.sup.org/books/title/?id=31068> “Makes the case that understanding how field-specific cultures develop is a crucial step for bringing about reach change” to address implicit and structural biases in STEM disciplines.
3. **Racism, Black College Students’ Mental Health, and the Efficacy of Diversity and Inclusion Initiatives: A Case Study**, dissertation by Kaleea R. Lewis  
[https://scholarcommons.sc.edu/etd/4616/?utm\\_source=Iterable&utm\\_medium=email&utm\\_campaign=campaign\\_1892480\\_nl\\_Race-on-Campus\\_date\\_20210112&cid=rc&source=ams&sourceid=1782998](https://scholarcommons.sc.edu/etd/4616/?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_1892480_nl_Race-on-Campus_date_20210112&cid=rc&source=ams&sourceid=1782998) A study examining “the intersections of racism and mental health” using “qualitative methods to explore how Black college students who attend predominantly White institutions of higher education make meant of their experiences with racial discrimination and its impact on their mental health.”
4. **The Misbegotten URM as a Data Point**  
[https://cue.usc.edu/files/2016/01/Bensimon\\_The-Misbegotten-URM-as-a-Data-Point.pdf](https://cue.usc.edu/files/2016/01/Bensimon_The-Misbegotten-URM-as-a-Data-Point.pdf) Essay asserting that the use of the term “URM” is dehumanizing and should be reconsidered or stopped.
5. **Broadening Participation in Graduate Education** <https://cgsnet.org/node/2524> A report addressing “the need to strengthen and expand diversity and inclusiveness in higher education,” highlighting successful initiatives and policy recommendations.
6. **Race and Ethnicity in Higher Education** <https://www.equityinhighered.org/> Provides data on race and ethnicity statistics related to higher education.
7. **The Impacts of Racism and Bias on Black People Pursuing Careers in Science, Engineering, and Medicine** [https://www.nap.edu/catalog/25849/the-impacts-of-racism-and-bias-on-black-people-pursuing-careers-in-science-engineering-and-medicine?utm\\_source=NASEM+News+and+Publications&utm\\_campaign=af624c6f3d-Final\\_Book\\_2020\\_11\\_18\\_25849&utm\\_medium=email&utm\\_term=0\\_96101de015-af624c6f3d-102047593&goal=0\\_96101de015-af624c6f3d-102047593&mc\\_cid=af624c6f3d&mc\\_eid=79445348b4](https://www.nap.edu/catalog/25849/the-impacts-of-racism-and-bias-on-black-people-pursuing-careers-in-science-engineering-and-medicine?utm_source=NASEM+News+and+Publications&utm_campaign=af624c6f3d-Final_Book_2020_11_18_25849&utm_medium=email&utm_term=0_96101de015-af624c6f3d-102047593&goal=0_96101de015-af624c6f3d-102047593&mc_cid=af624c6f3d&mc_eid=79445348b4) Proceedings from a workshop convened “to identify key levers, drivers, and disruptors in government, industry, health care, and higher education.”
8. **Graduate STEM Education for the 21<sup>st</sup> Century**  
<https://www.nap.edu/catalog/25038/graduate-stem-education-for-the-21st-century> A report exploring how the system of graduate STEM education in the U.S. “might best

respond to ongoing developments in the conduct of research on evidence-based teaching practices and in the needs and interests of its students and the broader society it seeks to serve.”

9. **Diversity Regimes: Why Talk is Not Enough to Fix Racial Inequality at Universities**, by James M. Thomas <https://www.rutgersuniversitypress.org/diversity-regimes/9781978800410> Based on ethnographic fieldwork, this analysis describes “a complex combination of meanings, practices, and actions that work to institutionalize commitments to diversity, but in doing so obscure, entrench, and even magnify racial inequities.”
  10. **Seeing Race Again: Countering Colorblindness Across the Disciplines** <https://www.jstor.org/stable/j.ctvcwp0hd> Series of essays addressing the role of universities in promoting racial stratification in disciplinary frameworks, research methods, and teaching/learning strategies, offering ideas for change and transformation.
- **Articles/Comments**
    1. **Is Diversity Moral? Educational?** By Scott Jaschik [https://www.insidehighered.com/news/2021/04/13/study-suggests-american-colleges-explain-diversity-way-appeals-white-not-black?utm\\_source=Inside+Higher+Ed&utm\\_campaign=c83192966a-DNU\\_2021\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fcbc04421-c83192966a-198444537&mc\\_cid=c83192966a&mc\\_eid=b9d970a7a3](https://www.insidehighered.com/news/2021/04/13/study-suggests-american-colleges-explain-diversity-way-appeals-white-not-black?utm_source=Inside+Higher+Ed&utm_campaign=c83192966a-DNU_2021_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-c83192966a-198444537&mc_cid=c83192966a&mc_eid=b9d970a7a3) Perspective based on a an academic paper that contrasts differing views on reasons underlying the need for diversity policies and actions in higher education.
    2. **Reframing the Individual Development Plan** [https://www.insidehighered.com/advice/2022/01/03/tool-toward-equity-graduate-student-career-development-opinion?utm\\_source=Inside+Higher+Ed&utm\\_campaign=8a6fc7a716-DNU\\_2021\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fcbc04421-8a6fc7a716-198444537&mc\\_cid=8a6fc7a716&mc\\_eid=b9d970a7a3](https://www.insidehighered.com/advice/2022/01/03/tool-toward-equity-graduate-student-career-development-opinion?utm_source=Inside+Higher+Ed&utm_campaign=8a6fc7a716-DNU_2021_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-8a6fc7a716-198444537&mc_cid=8a6fc7a716&mc_eid=b9d970a7a3) Suggests an Individual Development Plan can be a very useful tool in helping mentors and mentees understand more about how a graduate student’s identities relate to their career interests and preparation.
    3. **Joint Statement on Legislative Efforts to Restrict Education about Racism in American History (June 2021)** <https://www.historians.org/divisive-concepts-statement> Joint statement from nearly 150 professional associations addressing legislation intended to restrict discussions of racism-related topics in public education institutions.
    4. **Outlawing Best Practices** [https://www.insidehighered.com/views/2021/07/20/faculty-member-confronts-challenges-training-k-12-teachers-about-racial-issues?utm\\_source=Inside+Higher+Ed&utm\\_campaign=05859a8010-DNU\\_2021\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fcbc04421-05859a8010-198444537&mc\\_cid=05859a8010&mc\\_eid=b9d970a7a3](https://www.insidehighered.com/views/2021/07/20/faculty-member-confronts-challenges-training-k-12-teachers-about-racial-issues?utm_source=Inside+Higher+Ed&utm_campaign=05859a8010-DNU_2021_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-05859a8010-198444537&mc_cid=05859a8010&mc_eid=b9d970a7a3) An argument for teaching nuanced and evidence-based approaches on how racism has impacted and continues to impact the U.S.
    5. **“Be Paranoid”: Professors Who Teach About Race Approach the Fall with Anxiety** [https://www.chronicle.com/article/be-paranoid-professors-who-teach-about-race-approach-the-fall-with-anxiety?utm\\_source=Iterable&utm\\_medium=email&utm\\_campaign=campaign\\_272856](https://www.chronicle.com/article/be-paranoid-professors-who-teach-about-race-approach-the-fall-with-anxiety?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_272856)

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Examples of university and faculty responses and coping strategies related to legislative directives regarding teaching concepts related to racism.

6. **White Academia: Do Better** <https://medium.com/the-faculty/white-academia-do-better-fa96cede1fc5> Ten specific actions that White academics can take to support Black students, faculty, and staff.
7. **Don't Mistake Training for Education** [https://www.insidehighered.com/views/2021/04/29/colleges-should-focus-education-more-training-about-dei-issues-opinion?utm\\_source=Inside+Higher+Ed&utm\\_campaign=3aa737d7e9-DNU\\_2021\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fcbc04421-3aa737d7e9-198444537&mc\\_cid=3aa737d7e9&mc\\_eid=b9d970a7a3](https://www.insidehighered.com/views/2021/04/29/colleges-should-focus-education-more-training-about-dei-issues-opinion?utm_source=Inside+Higher+Ed&utm_campaign=3aa737d7e9-DNU_2021_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-3aa737d7e9-198444537&mc_cid=3aa737d7e9&mc_eid=b9d970a7a3) Contrasts the different approaches to and impacts of training vs. education related to racial discrimination.
8. **For Black Scientists, the Sorrow is also Personal** [https://www.cell.com/cell/fulltext/S0092-8674\(20\)30805-9?\\_returnURL=https%3A%2F%2Flinkinghub.elsevier.com%2Fretrieve%2Fpii%2FS0092867420308059%3Fshowall%3Dtrue](https://www.cell.com/cell/fulltext/S0092-8674(20)30805-9?_returnURL=https%3A%2F%2Flinkinghub.elsevier.com%2Fretrieve%2Fpii%2FS0092867420308059%3Fshowall%3Dtrue)
9. **As Scientists, We Have Yet to Close the Racial Disparities** <https://www.nytimes.com/2020/06/10/climate/climate-scientists-strike-black-lives-matter.html#click=https://t.co/llbrMjYvcW> A personal reflection on experiencing the feeling of being unseen and unknown based on race/skin color.
10. **What Black Scientists Want from Colleagues and Their Institutions** <https://www.nature.com/articles/d41586-020-01883-8> Suggested steps for action that would create meaningful institutional change, from six Black academic researchers.
11. **The Pressure to Assimilate** <https://science.sciencemag.org/content/368/6498/1506> Reflection from a Black man in a STEM department regarding what it means to be, and perceive to be, professional.
12. **Assume the Position ... You Fit the Description: Psychosocial Experiences and Racial Battle Fatigue Among African American Male College Students** [http://www.mosesbrown.org/wp-content/uploads/2020/06/Assume\\_the\\_Position.pdf](http://www.mosesbrown.org/wp-content/uploads/2020/06/Assume_the_Position.pdf) A study examining the experiences of Black male students enrolled at predominantly White institutions.
13. **Building a Diverse, Equitable, Accessible, and Inclusive Graduate Community: A Statement of Principles**, from the Council of Graduate Schools [https://cgsnet.org/ckfinder/userfiles/files/CGS\\_Diversity\\_Statement\\_2019.pdf](https://cgsnet.org/ckfinder/userfiles/files/CGS_Diversity_Statement_2019.pdf) A statement of principles regarding diversity, equity, access, and inclusion from the Council of Graduate Schools.
14. **Nice White Men or Social Justice Allies?: Using Critical Race Theory To Examine How White Male Faculty and Administrators Engage in Ally Work** <https://digitalcommons.unl.edu/cehsedadfacpub/10/> A study examining “the complicated realities that social justice allies in higher education face when working on campus,” including recommendations for future research.
15. **“Am I Going Crazy?!”: A Critical Race Analysis of Doctoral Education** <https://www.tandfonline.com/doi/abs/10.1080/10665684.2011.539472> A “critical race analysis of the everyday experiences of Latina/o and black doctoral students” with suggestions for “promoting a more humanizing experience of doctoral education.”

16. **Responding to Racism and Racial Trauma in Doctoral Study: An Inventory for Coping and Mediating Relationships**  
<https://scholar.harvard.edu/files/truong/files/Truong%20%26%20Museus%20%282012%29%20Responding%20to%20racism%20and%20racial%20trauma.pdf> A study on “understanding strategies doctoral students of color use to respond to racism.”
17. **The Diversity-Innovation Paradox in Science**  
<https://www.pnas.org/content/117/17/9284> Based on an analysis of US PhD dissertations, a study demonstrating that “demographically underrepresented students innovate at higher rates than majority students, but their novel contributions are discounted and less likely to earn them academic positions.”
18. **Graduate students’ Agency and Resistance After Oppressive Experiences**  
<https://www.emerald.com/insight/content/doi/10.1108/SGPE-06-2019-0057/full/html> Study exploring “how graduate students demonstrated agency after having oppressive or invalidating experiences based on their socially constructed identities during graduate school and the effects of leveraging agency.”
19. **The Souls of Black Professors**  
<https://www.insidehighered.com/news/2020/10/21/scholars-talk-about-being-black-campus-2020> Discussion among scholars about “what it’s like to be a Black professor in 2020, who should be doing antiracist work on campus, and why diversity interventions that attempt to ‘fix’ Black academics for a rigged game miss the point entirely.”
20. **The Role of the Department and Discipline in Doctoral Student Attrition: Lessons from Four Departments** <https://www.jstor.org/stable/3838782?seq=1> Paper explaining “doctoral student attrition as a consequence of inadequate academic integration.”
21. **Recruitment and Retention of Native American Graduate Students in School Psychology**  
[https://www.researchgate.net/publication/308046220\\_Recruitment\\_and\\_retention\\_of\\_Native\\_American\\_graduate\\_students\\_in\\_school\\_psychology](https://www.researchgate.net/publication/308046220_Recruitment_and_retention_of_Native_American_graduate_students_in_school_psychology) Provides “research-based recommendations for recruiting Native American students and strategies for supporting their success and matriculation.”
22. **Indigenous Perspectives on Native Student Challenges in Higher Education**  
<https://www.higheredtoday.org/2020/01/28/indigenous-perspectives-native-student-challenges-higher-education/> Discussion of Native American students’ experiences on higher education campuses, including recommendations for practices to support Indigenous students, faculty, and staff.
23. **Minorities in Higher Education: A Pipeline Problem?**  
<https://eric.ed.gov/?id=EJ1068802> Using national data, B. Sethna demonstrates that “different ethnic groups need support and assistance to succeed at different stages of the academic pipeline” and suggests that such “imbalances can be corrected only with a substantial commitment of energy and resources from the entire higher education community.” Of particular note, this piece includes specific focus on American Indian students.
24. **American Indian Academic Success: The Role of Indigenous Learning Strategies**  
<https://eric.ed.gov/?id=EJ402976> C. Macias, using interviews of American Indian women enrolled in graduate schools “revealed subjects’ systematic study habits, multimodal learning strategies, preference for essay tests, strong ability to synthesize knowledge, and reflective pragmatic attitude toward new information.”
25. **Why So Few American Indians Earn PhDs and What Colleges Can Do About It**  
<https://www.chronicle.com/article/why-so-few-american-indians-earn-ph-d-s-and->

- [what-colleges-can-do-about-it/](#) V. Patel describes the importance of recognizing factors important to many American Indian identities, including deep ties to families and communities, importance of faculty role models, and financial challenges both personally and in tribal college systems.
26. **Academics Are Really, Really Worried About Their Freedom**  
<https://www.theatlantic.com/ideas/archive/2020/09/academics-are-really-really-worried-about-their-freedom/615724/> Article by Prof. John McWhorter raising concerns that some academics “fear for their careers because they don’t believe progressive orthodoxies.”
  27. **Fighting the Tide: Understanding the Difficulties Facing Black, Asian, and Minority Ethnic (BAME) Doctoral Students’ Pursuing a Career in Academia**  
<https://www.tandfonline.com/doi/full/10.1080/00131857.2020.1777640> Editorial supported with many academic literature references regarding issues in higher education that “reinforce aspects of inequality and discrimination” with suggestions for “equality and policy interventions.”
  28. **Race Matters** [https://www.cell.com/cell/pdf/S0092-8674\(20\)30337-8.pdf](https://www.cell.com/cell/pdf/S0092-8674(20)30337-8.pdf) “Fixing the student approaches are not sufficient at stemming the loss” of “excluded racial and ethnic groups” leaving science, but rather “it is time to change the culture of science by putting diversity at the center.”
  29. **10 Ways for Non-Black Academics to Value Black Lives**  
<https://medium.com/@staceyvault/10-ways-for-non-black-academics-to-value-black-lives-cc003f5b3d61> Perspective and suggestions on learning and actions toward making positive change in academic institutions.
  30. **Time to Get Real: What Black Faculty Need from White Faculty and Administrators in Interrupt Racism in Higher Education** <https://www.insightintodiversity.com/time-to-get-real/> Specific recommendations from “two tenured Black women full professors who think it is ‘time to get real’ about what is needed from White colleagues to interrupt racism in higher education.
  31. **The Case for an Anti-Racist Stance Toward Paying Off Higher Education’s Racial Debt, Estela Mara Bensimon,**  
<https://www.tandfonline.com/doi/full/10.1080/00091383.2020.1732752?scroll=top&needAccess=true> Provides several criteria “to construct anti-racist higher education policy.”
  32. **Acknowledge – and Act** [https://www.insidehighered.com/advice/2021/03/19/colleges-must-critically-examine-how-they-educate-native-american-students-opinion?utm\\_source=Inside+Higher+Ed&utm\\_campaign=5725ebb349-DNU\\_2021\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fcbc04421-5725ebb349-198444537&mc\\_cid=5725ebb349&mc\\_eid=b9d970a7a3](https://www.insidehighered.com/advice/2021/03/19/colleges-must-critically-examine-how-they-educate-native-american-students-opinion?utm_source=Inside+Higher+Ed&utm_campaign=5725ebb349-DNU_2021_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-5725ebb349-198444537&mc_cid=5725ebb349&mc_eid=b9d970a7a3) “American higher education has failed Native American students again and again, and colleges and universities must critically examine their campuses and curricula, argues James A. Bryant Jr.”
  33. **Asian Americans, Recognized at Last**  
[https://www.insidehighered.com/views/2021/03/24/atlanta-attacks-mark-turning-point-racism-against-asians-opinion?utm\\_source=Inside+Higher+Ed&utm\\_campaign=e6ac0b705b-DNU\\_2021\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fcbc04421-e6ac0b705b-198444537&mc\\_cid=e6ac0b705b&mc\\_eid=b9d970a7a3](https://www.insidehighered.com/views/2021/03/24/atlanta-attacks-mark-turning-point-racism-against-asians-opinion?utm_source=Inside+Higher+Ed&utm_campaign=e6ac0b705b-DNU_2021_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-e6ac0b705b-198444537&mc_cid=e6ac0b705b&mc_eid=b9d970a7a3) Overview, with linked references, regarding the experience and history of Asian Americans in the U.S. national narrative.



34. **More Than Just Words: Taking Antiracism Seriously** <https://www.aaihs.org/more-than-just-words-taking-antiracism-seriously/> Commentary by Sasha Turner on Black Perspectives, with links to various background and contextual resources for additional information.
35. **Envisioning Higher Education as Antiracist** <https://www.insidehighered.com/views/2020/07/02/actions-higher-ed-institutions-should-take-help-eradicate-racism-opinion> “Krishni Metivier provides a checklist of key actions that colleges and universities should take.”
36. **The Antiracist College: This May Be a Watershed Moment In the History of Higher Education and Race** [https://www.chronicle.com/article/the-antiracist-college?cid2=gen\\_login\\_refresh&cid=gen\\_sign\\_in](https://www.chronicle.com/article/the-antiracist-college?cid2=gen_login_refresh&cid=gen_sign_in) Tom Bartlett provides examples of college and university statements on the need to address diversity and anti-racism.
37. **Addressing Anti-Asian Racism in the University** [https://www.insidehighered.com/advice/2021/04/02/recommendations-stopping-anti-asian-racism-campus-opinion?utm\\_source=Inside+Higher+Ed&utm\\_campaign=2cfe6bfb48-DNU\\_2021\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fcbc04421-2cfe6bfb48-198444537&mc\\_cid=2cfe6bfb48&mc\\_eid=b9d970a7a3](https://www.insidehighered.com/advice/2021/04/02/recommendations-stopping-anti-asian-racism-campus-opinion?utm_source=Inside+Higher+Ed&utm_campaign=2cfe6bfb48-DNU_2021_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-2cfe6bfb48-198444537&mc_cid=2cfe6bfb48&mc_eid=b9d970a7a3) Provides a list of suggestions to counter anti-Asian racism.
38. **The Diversity Conversation Colleges Aren’t Having** <https://www.chronicle.com/article/the-diversity-conversation-colleges-arent-having> Addresses issues of diversity perceptions and training for, and to benefit, students from abroad as a potentially critical blind spot for universities.
39. **Toward Inclusive STEM Classrooms: What Personal Role Do Faculty Play?** <http://www.math.lsa.umich.edu/~glarose/dept/teaching/resources/03TowardInclusiveSTEMClassrooms.pdf> Essay presenting a set of social science concepts related to prompting change in STEM education, including “recommended strategies for meaningful reflection and professional development.”
40. **Cognitive Reserve and Racial Privilege in STEM** <https://meliseedwards.com/2020/05/10/cognitive-reserve-in-stem-disproportionate-labor-and-outcomes-for-students-of-color/> Blog post considering “questions about the unequal and invisibilized labor in STEM fields.”
41. **A Dozen-Plus Ways You Can Foster Educational Equity** <https://www.insidehighered.com/advice/2020/07/01/list-practical-ways-non-black-faculty-members-can-help-dismantle-educational> A practical list of actions recognizing that “non-Black faculty members have the power to help dismantle educational inequities.”
42. **Leaders Who Ignore Race in Higher Education Perpetuate Racial Injustice** <https://edtrust.org/press-release/leaders-who-ignore-race-in-higher-education-perpetuate-racial-injustice/> Commentary from the Education Trust, with reference to a report, that “only race-conscious policies can fix racism in higher education.”
43. **The Developmental Dimensions of Recognizing Racist Thoughts** <https://muse.jhu.edu/article/317036> Based on longitudinal data, “this study focuses on understanding the developmental process that occurs when racist ideas are recognized as a part of college students’ thought processes.”
44. **Does Tenure Impede Diversity?** [https://www.chronicle.com/article/does-tenure-impede-diversity?utm\\_source=Iterable&utm\\_medium=email&utm\\_campaign=campaign\\_28444](https://www.chronicle.com/article/does-tenure-impede-diversity?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_28444)

[23\\_nl\\_Academe-Today\\_date\\_20210909&cid=at&source=&sourceid=](#) Argues that some practices related to the tenure system have the potential to decrease racial diversity in the ranks of faculty, and offers some suggestions for reform.

- **Videos**

1. **Picture a Scientist** <https://www.pictureascientist.com/> Film available for community screenings (including virtual community screenings) at academic institutions (fees may apply). "... encounter scientific luminaries – including social scientists, neuroscientists, and psychologists – who provide new perspective on how to make science itself more diverse, equitable, and open to all."
2. **Combating Anti-Blackness: A Virtual "Fireside Chat" with Cornell Bouchet Scholars** [https://vod.video.cornell.edu/media/Combating+Anti-BlacknessA+A+Virtual+%22Fireside+Chat%22+with+Cornell+Bouchet+Scholars/1\\_514gp59h](https://vod.video.cornell.edu/media/Combating+Anti-BlacknessA+A+Virtual+%22Fireside+Chat%22+with+Cornell+Bouchet+Scholars/1_514gp59h) Discussion with graduate students and graduate alumnae to "develop an understanding of Anti-Blackness and the many forms in which it can manifest" as as "sharing strategies on how those seeking to serve as allies can actively help combat Anti-Blackness."
3. **Recordings from the National Association of Diversity Officers in Higher Education** <https://www.nadohe.org/webinars> Includes titles such as "How D&I Work Can Unintentionally Dilute the Focus on Systemic and Structural Racism" and "Advancing Anti-Racism in Higher Education."
4. **The Invisible Weight of Whiteness: The Racial Grammar of Everyday Life in America** [https://www.youtube.com/watch?v=BlrulvxaB\\_I](https://www.youtube.com/watch?v=BlrulvxaB_I) Features Prof. Eduardo Bonilla-Silva from Duke University on grammar that "normalizes the standards of White supremacy."
5. **Tell Them We Are Rising: The Story of Black Colleges and Universities** <https://www.youtube.com/watch?v=Cgmri7VBzpA> Documentary on the social context and history of the creation, evolution, and meaning of Black colleges and universities in the United States.
6. **Chimamanda Ngozi Adichie: The danger of a single story,** <https://www.youtube.com/watch?v=D9Ihs241zeg> A personal reflection from a Black woman writer providing, through story telling, insights about implicit bias and the danger of assumptions.
7. **Why Higher Education Must Join the Fight for Reparations** <https://www.youtube.com/watch?v=ZRJ1kO-u-4A> Presented by American University's Antiracist Research & Policy Center, Earl Lewis makes a case for reparations and the role higher ed should play.
8. **Unconscious Bias Course** f <https://nrmnet.net/blog/2020/07/29/unconscious-bias-course/> -- From the National Research Mentoring Network, an asynchronous course of 5 modules on unconscious bias, microaggressions, and solutions.
9. **26 Mini-Films for Exploring Race, Bias, and Identity with Students** <https://www.nytimes.com/2017/03/15/learning/lesson-plans/25-mini-films-for-exploring-race-bias-and-identity-with-students.html?referringSource=articleShare> Short videos from four series, including A Conversation on Race; Who, Me, Biased?; Confronting Racist Objects; Hyphen Nation, with notes on teaching ideas.



- **Websites**

1. **The Global Postgraduate Diversity Resource – a CGS-ETS Joint Initiative**  
<https://cgsglobaldiversity.org/> A digital repository of resources related to the international agenda for supporting diversity in graduate education, including resources on access, student success, mentoring, methods and metrics, curricular innovation, and case studies.
2. **Becoming Anti-Racist: Being a Better Advisor, Lab Mate, and Friend to Black Colleagues** [https://drive.google.com/file/d/1Y6M\\_-Mca8vm5QKubhd1dWfsz-cAJ3Y-E/view](https://drive.google.com/file/d/1Y6M_-Mca8vm5QKubhd1dWfsz-cAJ3Y-E/view) Arranged in a slide-friendly format, information for having a conversation to “help non-black PIs, postdocs, and graduate students effectively support Black colleagues,” including data and suggestions regarding actions.
3. **Equity in Graduate Education Resource Center**  
<https://sites.google.com/igenetwork.org/equity-in-graduate-education/> “Through research-practice partnerships with universities, disciplinary societies, and their members, our resources build capacity to equitably select and educate the next generation of American scholars.”
4. **Practical Steps for Supporting Social Justice & Addressing Inequities**  
<https://gradschool.cornell.edu/diversity-inclusion/faculty-resources/practical-steps/> Suggestions for actions faculty and administrative leaders “can take to support social justice and to address inequities within graduate fields and academic departments.”
5. **Inclusive Practices Resource Guide**, from the Inclusive Graduate Education Network  
<https://drive.google.com/file/d/1P6Ekwg0pNK4IRMF8IPQ8ZTYxQYMRoWe6/view> Guidance and resources compiled by Julie R. Posselt, Casey W. Miller, and Stephanie Santos to support effective communication with graduate students about racial violence.
6. **Faculty Fighting Racism: Seek First to Understand, Then Take Action**  
<https://sites.google.com/umn.edu/diversityconsult/home> Example of a faculty-oriented set of resources at the University of Minnesota that encourage reading, watching, listening, and doing.
7. **Stanford SPARQtools** <http://www.sparqtools.org/> “Digital toolkits that translate research into user-friendly formats that practitioners and educators can use to sparq psychological, behavioral, and societal change. Each toolkit shares evidence-based materials and resources that can be put right to use to tackle issues ...” See RaceWorks, Higher Ed Diversity and Inclusion Collection, Blocking Gender Bias, Team Up Against Prejudice, and others.
8. **Antiracist Pedagogy Collective** <https://sites.google.com/usc.edu/arpc/about> Formed by graduate students at the University of Southern California, includes a library research guide with “resources for developing antiracists strategies, readings, and syllabi.”
9. **Anti-Racism Resources for the AAPI Community**  
<https://asianamericanstudies.cornell.edu/anti-racism-resources-aapi-community> Compilation of resources including general advocacy regarding Asian American social justice issues, COVID-19, anti-Blackness, and anti-Asianism.
10. **Diversity and Inclusion Badge Program** <https://web.uri.edu/graduate-school/dibp/> The University of Rhode Island’s “customizable micro-credential program aligned with URI’s diversity, equity, inclusion, and social justice goals.”
11. **Diversity Development Certificate Program**  
<https://www.montana.edu/hr/development/diversity.html> At Montana State University, a program that “offers a series of trainings to students, staff, and faculty to

expand their awareness, knowledge, and skills related to diversity and inclusion to promote personal and professional growth.”

12. **Berkeley Graduate Division Graduate Diversity Task Force**

<https://grad.berkeley.edu/graduate-diversity/graduate-diversity-task-force/> Includes specific recommended actions “to increase the enrollment of underrepresented, low socioeconomic status, and first-generation graduate students and to improve the campus experiences and academic outcomes for underrepresented graduate students across all” disciplines.

- **Podcasts**

1. **“I” Statements Podcasts** <https://idp.cornell.edu/podcast/> “Cornell University’s Intergroup Dialogue Project presents a podcast where complexity, vulnerability, and curiosity collide. In each episode people with different identities come together to share their own beliefs, experiences, and perspectives, demonstrating the power and possibility inherent in communicating across difference.”
2. **People Like Us: How Our Identities Shape Health and Educational Success** <https://www.npr.org/2019/06/03/729275139/people-like-us-how-our-identities-shape-health-and-educational-success> Discussion and examples on the importance of social belonging and how shared identity creates understanding and trust, using examples from education and health.
3. **Teaching While White** <https://podcasts.apple.com/us/podcast/teaching-while-white-podcast/id1226251499?mt=2#episodeGuid=5852e4842e69cfa768789e6c%3A5852e68e59cc68053407bade%3A5b78895c0ebbe83e5ef6138a> Series of podcasts on racial identity, multiracial experiences in schools, antiracism in action, hate groups, white fragility, challenging the canon, myth of the model minority, voice of Native Americans, the cost of racial isolation, and other topics.
4. **Beyond the Border: A Critical Dialogue Series** <https://media.unh.edu/channel/Beyond+the+Border%3A+A+Critical+Dialogue+Series/191458033> Series hosted by the University of New Hampshire Graduate School and its Advisory Board for Underrepresented Graduate Students intended to engage practitioners of equity and inclusion.

- **Social Media**

1. **#BlackintheIvory on Twitter**
2. **#BlackinMarineScience on Twitter**

## General Societal Background: Setting the Context for Discussion and Action on Social Justice and Anti-Racism

- **Books**

1. **Stamped From the Beginning: The Definitive History of Racist Ideas in America**, by Ibram X. Kendi <https://www.ibramxkendi.com/stamped> -- Chronicles the history of how anti-Black concepts were created to rationalize discriminatory policies and inequities and why they persist.
2. **Four Hundred Souls: A Community History of African America, 1619-2019**, edited by Ibram X. Kendi and Keisha N. Blain <https://www.ibramxkendi.com/400-souls> -- Featuring ninety writers, provides essays interspersed with poetry regarding the “four-hundred-year journey of African Americans” beginning in 1619.
3. **Between the World and Me**, by Ta-Nehisi Coates <https://ta-nehisicoates.com/books/between-the-world-and-me/> -- National Book Award winner; message to the author’s son provides a deep understanding of what it is like to live in the United States as a Black person.
4. **The Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing**, by Anneliese A. Singh <https://www.newharbinger.com/racial-healing-handbook> -- “A powerful and practical guide to help you navigate racism, challenge privilege, manage stress and trauma, and begin to heal.”
5. **Privilege, Power, and Difference**, by Allen G. Johnson <https://www.agjohnson.us/books/privilege/> -- Examines systems of privilege and difference in society, linking “theory with engaging examples in ways that enable readers to see the underlying nature and consequences of privilege and their connection to it.
6. **Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do**, by Claude Steele <https://claudesteele.com/book/> -- A non-technical work based on years of research about the interplay of stereotypes and identity, impacts of stereotypes, and approaches for mitigating those threats.
7. **How to Be an Antiracist**, by Ibram Kendi <https://www.ibramxkendi.com/how-to-be-an-antiracist> and library/discussion guides <https://guides.library.cornell.edu/antiracist> -- A book and supporting resources regarding what racism is, what it means to be antiracist, and why wrestling with these issues is important to our societal future.
8. **Thinking, Fast and Slow**, by Daniel Kahneman <https://us.macmillan.com/books/9780374533557> -- While not focused on social justice per se, fast and slow systems in the way our minds work inform how we make choices and judgments affected by cognitive biases.
9. **Myth of the Model Minority: Asian Americans Facing Racism**, by Rosalind S. Chou and Joe R. Feagin <https://www.routledge.com/Myth-of-the-Model-Minority-Asian-Americans-Facing-Racism-Second-Edition/Chou-Feagin/p/book/9781594515873> -- Explores how Asian Americans experience racism and the effects of racial stereotyping.
10. **Blindspot: Hidden Biases of Good People**, by Mahzarin R. Banaji and Anthony Greenwald <http://blindspot.fas.harvard.edu/Book> -- Explores “hidden biases that we all carry from a lifetime of experiences with social groups – age, gender, race, ethnicity, religion, social class, sexuality, disability status, or nationality.”

11. **So You Want to Talk About Race**, by Ijeoma Oluo  
<https://www.sealpress.com/titles/ijeoma-oluo/so-you-want-to-talk-about-race/9781580056779/> -- Examines racism in the United States and how race permeates “almost every aspect of American life.”
12. **Mediocre: The Dangerous Legacy of White Male America**, by Ijeoma Oluo,  
<https://www.sealpress.com/titles/ijeoma-oluo/mediocre/9781549150302/> -- Analyzes 150 years of U.S. history in the context of “white male supremacy on women, people of color, and white men themselves,” challenging the reader to “imagine a new white male identity, one free from racism and sexism.”
13. **An African American and Latinx History of the United States**, by Paul Ortiz  
<http://www.beacon.org/An-African-American-and-Latinx-History-of-the-United-States-P1284.aspx> “An intersectional history of the shared struggle for African American and Latinx civil rights.”
14. **I’m Still Here: Black Dignity in a World Made for Whiteness**, by Austin Channing Brown  
<http://austinchanning.com/books> -- Uncovers “how white, middle-class, Evangelicalism has participated in an era of rising racial hostility” through “stories that bear witness to the complexity of America’s social fabric.”
15. **Democracy in Black: How Race Still Enslaves the American Soul**, by Eddie S. Glaude, Jr.  
<https://www.penguinrandomhouse.com/books/228365/democracy-in-black-by-eddie-s-glaude-jr/> -- Challenges the notion of the United States as a post-racial society.
16. **Me and White Supremacy: A 28-Day Challenge to Combat Racism, Change the World, and Become a Good Ancestor**, by Layla F. Saad  
<http://laylafaad.com/meandwhitesupremacy> -- Prompts readers to understand concepts of white privilege and white supremacy and identify actions toward change.
17. **What If I Say the Wrong Thing? 25 Habits for Culturally Effective People**, by Verna A. Myers  
<https://www.scribd.com/book/241111794/What-if-I-Say-the-Wrong-Thing-25-Habits-for-Culturally-Effective-People> -- Offers succinct tips on actions each of us can take to make progress in supporting diversity, equity, and inclusion.
18. **Race Talk And the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race**, by Derald Wing Sue  
<https://www.amazon.com/Race-Talk-Conspiracy-Silence-Understanding/dp/1119241987> – Counters the notion of colorblindness as a desirable approach, and “debunks the most pervasive myths using evidence, easy-to-understand examples, and practical tools.
19. **The Color of Compromise**, Jemar Tisby  
<https://jemartisby.com/books/the-color-of-compromise> -- “Timely narrative of how people of faith have worked against racial justice, and a call for urgent action by all Christians today in response.”
20. **Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation**, by Derald Wing Sue and Lisa Spanierman  
<https://www.amazon.com/Microaggressions-Everyday-Life-Derald-Wing/dp/1119513790> – Introduces the concept of microaggressions, classifies types, and suggests actions that can be taken by individuals and groups to challenge microaggressions.
21. **The Color of Success: Asian Americans and the Origins of the Model Minority**, by Ellen D. Wu  
<https://press.princeton.edu/books/paperback/9780691168029/the-color-of-success> -- Chronicles the shift of Asians in American perceived at first as the yellow peril to more contemporary views as model minorities, discussing “implications for how Americans understand race, opportunity, and nationhood.”
22. **Forever Foreigners or Honorary Whites? The Asian Ethnic Experience Today**, by Mia Tuan  
<https://www.rutgersuniversitypress.org/forever-foreigners-or-honorary->

[whites/9780813526249#](#) -- Contrasts concepts of ethnicity as experienced by Chinese-Americans, Japanese-Americans, and white ethnic Americans.

23. **My Grandmother's Hands: Racialized Trauma and the Mending of Our Bodies and Hearts**, by Resmaa Menakem <https://www.goodreads.com/en/book/show/34146782-my-grandmother-s-hands> -- Based in body-centered psychology, "a call to action ...to recognize that racism is not about the head, but about the body," offering solutions to "grow beyond our entrenched racialized divide."

- **Articles/Comments**

1. **10 Reasons Why Anti-Racism Training is Not the Problem** <https://www.forbes.com/sites/ifeomaajunwa/2020/09/05/10-reasons-why-anti-racism-training-is-not-the-problem/?sh=4ecdcd266298> -- Discusses institutional issues that may prevent or enable racial equity within organizations.
2. **Becoming Trustworthy White Allies** <https://reflections.yale.edu/article/future-race/becoming-trustworthy-white-allies> -- Provides reflections about work "white people can and must do if we want to be effective and trustworthy allies in the struggle for racial justice."
3. **What It Really Means to Be An Anti-racist, and Why It's Not the Same as Being an Ally** <https://www.businessinsider.com/what-is-anti-racism-how-to-be-anti-racist-2020-6> -- Challenges readers to consider why it is important to take actions that dismantle racist structures, practices, and policies.
4. **Why Diversity Training Isn't Enough** <https://newrepublic.com/article/156032/diversity-training-isnt-enough-pamela-newkirk-robin-diangelo-books-reviews> Argues that addressing inequality and racism requires an understanding of historical truths and political action and not just personal consciousness-raising and psychological transformation.
5. **The False Promise of Anti-racism Books** <https://www.theatlantic.com/culture/archive/2020/07/your-anti-racism-books-are-means-not-end/614281/> -- Advocates about the need for action, not just awareness-building, to address racism and white supremacy.
6. **6 Phrases to Avoid Using in Conversations About Race** <https://www.rd.com/article/phrases-to-avoid-in-conversations-about-race/> -- Guidance on the importance of language and specific phrases to use or avoid toward having productive discussions about race and racism.
7. **A Guide to How You Can Support Marginalized Communities** <https://www.cnn.com/2020/05/30/us/how-to-be-an-ally-guide-trnd/index.html> -- Specific actions individuals can take to support marginalized communities.
8. **103 Things White People Can Do for Racial Justice** <https://medium.com/equality-includes-you/what-white-people-can-do-for-racial-justice-f2d18b0e0234> -- Specific actions, many with links to additional detailed information, to support racial justice.
9. **Ally is Not a Noun** <https://info.umkc.edu/diversity/ally-is-not-a-noun/> -- A short thought piece that challenges the reader to confront potential inequalities in their daily lives.
10. **158 Resources to Understand Racism in America** <https://www.smithsonianmag.com/history/158-resources-understanding-systemic-racism-america-180975029/> Collection of "articles, videos, podcasts and websites from the Smithsonian chronicle the history of anti-black violence and inequality in the United States."

11. **Disarming Racial Microaggressions: Microintervention Strategies for Targets, White Allies, and Bystanders** <https://content.apa.org/fulltext/2019-01033-011.pdf> or <https://pubmed.ncbi.nlm.nih.gov/30652905/> -- Article in *American Psychologist* on concrete actions that can address microaggressions through microinterventions.
12. **11 Terms You Should Know to Better Understand Structural Racism** <https://www.aspeninstitute.org/blog-posts/structural-racism-definition/> -- Presents “terms related to structural racism and terms used to promote racial equity analysis.”
13. **Full Stop: Casually Anti-Black Behaviors You Need to Quit NOW,** <https://sharaiocconnor.medium.com/full-stop-casually-anti-black-behaviors-you-need-to-quit-now-74058618fc34> – Concrete description of behaviors that the author suggests white people should avoid when talking about Blackness and racism.
14. **The Long, Ugly History of Anti-Asian Racism and Violence in the U.S.** [https://www.washingtonpost.com/history/2021/03/18/history-anti-asian-violence-racism/?utm\\_source=Iterable&utm\\_medium=email&utm\\_campaign=campaign\\_213192\\_9\\_nl\\_Race-on-Campus\\_date\\_20210323&cid=rc&source=ams&sourceid=1782998](https://www.washingtonpost.com/history/2021/03/18/history-anti-asian-violence-racism/?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_213192_9_nl_Race-on-Campus_date_20210323&cid=rc&source=ams&sourceid=1782998) – Provides brief historical references and links to more detailed sources regarding to violence and racism against Asians and Asian Americans in the United States.
15. **The Long History of US Racism Against Asian Americans, From “Yellow Peril” to “Model Minority” to the “Chinese Virus”** <https://theconversation.com/the-long-history-of-us-racism-against-asian-americans-from-yellow-peril-to-model-minority-to-the-chinese-virus-135793> – Offers a brief summary of Asian Americans perceived as yellow peril, model minority, and the challenges of “model minority politics.”
16. **Anti-Asian Violence and US Imperialism** [https://journals.sagepub.com/doi/10.1177/0306396820949779?fbclid=IwAR1YXLUKxSvHeMev\\_dH\\_v0Onp2pnx8n4qgmTrE3cf4FLMLUNTKRSL-Nb-EQ&](https://journals.sagepub.com/doi/10.1177/0306396820949779?fbclid=IwAR1YXLUKxSvHeMev_dH_v0Onp2pnx8n4qgmTrE3cf4FLMLUNTKRSL-Nb-EQ&) -- Contextualizes anti-Asian violence in relation to U.S. racism, decolonization, and Black liberation concepts.

- **Videos**

1. **5 Ways of Understanding Black Lives Matter** <https://www.youtube.com/watch?v=D7ERPOddqZw> From the event Broadway for Black Lives Matter. 17 minutes. Presented by NYU faculty Dr. Frank Leon.
2. **TEDx Talks to Help Education on Racism and Actions to Eliminate It** <https://www.youtube.com/playlist?list=PLDToukXRDVMSkxrabFfSb5u6cE82huRpD&fbclid=IwAR1nnLa9DPMjwp4GlzhGalr-Hvrgs0hAlpBsW2qkZDSMODLnnDPJcJvV1GA> -- Series of 25 videos on deconstructing racism, lived experiences of Blacks in America, racism myths, implicit biases, and racial injustice.
3. **UCLA Office of Equity, Diversity, and Inclusion: Implicit Bias Video Series** <https://equity.ucla.edu/know/implicit-bias/> -- Seven video lessons on Biases and Heuristics, Schemas, Attitudes and Stereotypes, Real World Consequences, Explicit vs. Implicit Bias, The IAT, Countermeasures.
4. **How to Recognize Your White Privilege – and Use It to Fight Inequality** [https://www.ted.com/talks/peggy\\_mcintosh\\_how\\_to\\_recognize\\_your\\_white\\_privilege\\_and\\_use\\_it\\_to\\_fight\\_inequality/transcript?language=en](https://www.ted.com/talks/peggy_mcintosh_how_to_recognize_your_white_privilege_and_use_it_to_fight_inequality/transcript?language=en) -- TEDx talk by Prof. Peggy McIntosh with examples of how white privilege permeates everyday life.
5. **Implicit Bias Module Series** <http://kirwaninstitute.osu.edu/implicit-bias-training/> -- From the Kirwan Institute for the Study of Race and Ethnicity. Modules 1, 3, and 4 are particularly relevant to higher education.



6. **Hate in the Time of COVID** <https://www.youtube.com/watch?v=OfTDvcFv7tU> -- From the Cornell University Asian American Studies Program. The panel addresses the history of Asian racialization in the US, the rise in anti-Asian hate associated with the COVID-19 pandemic, and provides resources regarding anti-AAPI hate reporting and advocacy.
  7. **Confronting Racism: Conversations on Systemic Racism and Protest** <https://artsandhumanities.indiana.edu/virtual-ah/confronting-racism.html> -- Series from Indiana University Bloomington on topics including protest, policing, media, technology, incarceration, and global solidarities.
  8. **Course on Anti-Black Racism: History, Ideology, and Resistance** <https://www.provost.pitt.edu/anti-black-racism-history-ideology-and-resistance-final-course-syllabus> -- From the University of Pittsburgh, includes recordings of each session of a 14-week course, including topics such as race as a construct, pre-colonial African history, enslavement, reconstruction and post-reconstruction, Black liberation, health disparities, racial capitalism, anti-Blackness, and other issues.
- **Websites**
    1. **Racial Equity Tools** <https://www.racialequitytools.org/> - provides tools, research, tips, curricula, glossary, ideas “for people who want to increase their understanding and to help those working for racial justice at every level.” The site curates “resources that use language and analysis reflecting an understanding of systemic racism, power, and privilege and are accessible online and free to users.”
    2. **List of Anti-racism Resources and Actions** <https://docs.google.com/document/d/1PrAq4iBNb4nVlcTsLcNIW8zjaQXBLkWayL8EaPlh0bc/preview?fbclid=IwAR17GFRt5dCEa0eo7Iri1rLpLUUTtqECkxlt3gdCk25FMEFTZ93xnOfxJKE&pru=AAABcpprJuY%2ApugJDk47kiCRIsbBSU3YMw> A “working document for scaffolding anti-racism resources.” Links to resources organized according to the “stage of white identity development” and includes suggestions about associated actions.
    3. **National Museum of African American History & Culture** <https://nmaahc.si.edu/>, see especially resources on Talking About Race <https://nmaahc.si.edu/learn/talking-about-race> Tools and guidance on personal reflection and communicating with others productively on topics related to race.
    4. **Being Antiracist** <https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist> From the National Museum of African American History & Culture, an overview of racism and antiracist approaches.
    5. **See Bias/Block Bias Tools** <https://womensleadership.stanford.edu/tools> from the VMware Women’s Leadership Innovation Lab at Stanford. Toolkits, videos, and other resources on diagnosing and addressing bias and racism.
    6. **Anti-Racist Resource Guide** <https://www.victorialynalexander.com/antiracistresourceguide> “.. a variety of resources to explore practical ways to understand, explain, and solve seemingly intractable problems of racial inequity, white supremacy, police violence, and injustice.”
    7. **Opportunities for White People in the Fight for Racial Justice: Moving from Actor → Ally → Accomplice** <https://www.whiteaccomplices.org/?fbclid=IwAR1oAYBTgnCmMwC2jH-hNTtabVtOjoo2XSCfeDecpX5txbKDj1d5BPRfEIM> A community-driven website of resources “to support White people to act for racial justice.”
    8. **Difficult Dialogues Resources** <https://www.difficultdialoguesproject.org/resources> “Curated resources for facilitating more effective and inclusive conversation” includes

topics such as White allies, recognizing and combating racial microaggressions, pedagogy as activism, and others.

9. **Guide to Allyship** <https://guidetoallyship.com/> “An open source starter guide to help you become a more thoughtful and effective ally.”
10. **Resources for Facilitating Antiracist Book Clubs** <https://drive.google.com/file/d/1JsVQWiKiJe3ydZVI8fUIhcdImpdvmpQA/view> Links to four articles/guides providing resources for classroom or other discussion groups regarding social justice, racism, and power dynamics related to race.
11. **Anti-racism Resources for White People** [https://docs.google.com/document/d/1BRIF2\\_zhNe86SGgHa6-VIBO-QgirITwCTugSfKie5Fs/mobilebasic?fbclid=IwAR0zNFbTtiDgxivIvpZcfSKH6ZS17vK05JgHzLAv-C9TMeVzDjKMM4CGI4Q](https://docs.google.com/document/d/1BRIF2_zhNe86SGgHa6-VIBO-QgirITwCTugSfKie5Fs/mobilebasic?fbclid=IwAR0zNFbTtiDgxivIvpZcfSKH6ZS17vK05JgHzLAv-C9TMeVzDjKMM4CGI4Q) Comprehensive list of books, podcasts, articles, videos, films, organizations, etc.
12. **Anti-racism Digital Library** <https://sacred.omeka.net/> An intercultural, interfaith compilation of resources intended to help build inclusive and caring communities.
13. **Test Yourself for Hidden Bias** <https://www.learningforjustice.org/professional-development/test-yourself-for-hidden-bias> Provided by Learning for Justice, a tool based on work by psychologists from Harvard, University of Virginia, and University of Washington regarding hidden bias and Implicit Association Tests to measure unconscious bias.
14. **Personal Privilege Profile** <https://drive.google.com/file/d/1xwIBqpCT4SEgEMJtYRDEuwmrdTWaSGhX/view> A tool to prompt reflection and discussion regarding personal identity related to privilege.
15. **Coronavirus/COVID-19 Resources to Stand Against Racism** <https://advancingjustice-aajc.org/covid19> Collection of resources compiled by Asian Americans Advancing Justice to address issues of racism and xenophobia related to COVID-19.
16. **Treating Yellow Peril: Resources to Address Coronavirus Racism** [https://docs.google.com/document/d/1-DLnAY5r-f4DRLZgndR\\_Bu47nqHVtAOKem5QRmbz7bg/mobilebasic](https://docs.google.com/document/d/1-DLnAY5r-f4DRLZgndR_Bu47nqHVtAOKem5QRmbz7bg/mobilebasic) Collection by a professor at the University of Connecticut includes example institutional announcements, factual health-related information, news articles and commentary, examples of grassroots organizing, and case studies.
17. **I Can Fix It!** [https://www.damaliayo.com/pdfs/I%20CAN%20FIX%20IT\\_racism.pdf](https://www.damaliayo.com/pdfs/I%20CAN%20FIX%20IT_racism.pdf) Interactive art project by damali ayo compiling ideas about actions “individual people can do to end racism.”
18. **Black Freedom Struggle in the United States: Challenges and Triumphs in the Pursuit of Equality** <https://blackfreedom.proquest.com/> Compilation of “primary source documents related to critical people and events in African American history.”
19. **Be Equal** <https://www.ibm.com/impact/be-equal/> Collection of resources championing “diversity and inclusion for everyone” to “drive systemic, sustainable improvement for people in every community.”
20. **Anti-Racist Zoom Book Club** <https://www.facebook.com/groups/2794856517413970/> A book club open to anyone (upon joining), reading one book a month “across genres that explore issues of race in American, believing that education and greater self-awareness are foundational for change.”
21. **Show UP – Your Guide to Bystander Intervention** [https://www.ihollaback.org/app/uploads/2016/11/Show-Up\\_CUPxHollaback.pdf](https://www.ihollaback.org/app/uploads/2016/11/Show-Up_CUPxHollaback.pdf) A

guidebook regarding what it means to engage in bystander intervention especially in public places, and why taking such actions is important.

22. **Bystander Intervention Training to Stop Anti-Asian/American and Xenophobic Harassment** <https://www.ihollaback.org/bystanderintervention/> Free bystander intervention training and de-escalation training offered by Hollaback! In partnership with Asian Americans Advancing Justice.
  23. **Stop AAPI Hate – News** <https://stopaapihate.org/news/> Links to news articles from various sources regarding bias issues related to Asian American and Pacific Islander communities.
  24. **World Trust Social Justice & Equity Movement Building** <https://www.world-trust.org/> Collection of films, curriculum resources, and workshops providing training and education on social justice ideas and actions.
  25. **Learning for Justice** <https://www.learningforjustice.org/> Provides learning and teaching resources about race, racism, and social justice.
  26. **Diversity Toolkit: A Guide to Discussing Identity, Power, and Privilege** [https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/?\\_ga=2.27278399.2082449109.1617116229-1490809657.1612816377](https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/?_ga=2.27278399.2082449109.1617116229-1490809657.1612816377) From the University of Southern California School of Social Work, a toolkit to foster “productive discourse around issues of diversity and the role of identity in social relationships, both on a micro (individual) and macro (communal) level.”
  27. **Institutionalized Racism: A Syllabus** <https://daily.jstor.org/institutionalized-racism-a-syllabus/?fbclid=IwAR1ubnnjvLHLRhyP6Mq4wVDtQml-U5GXcty2IUu7T5YkNIsV0teTIUvrQOY> From JSTOR Daily, a collection of articles about institutionalized racism, including topics on race and labor, police violence, social protest, and economic and educational disparities.
  28. **Justice in June** <https://justiceinjune.org/> A compilation of resources intended to support “individuals trying to become better allies.” Includes learning resources and suggested actions.
  29. **Asian American Racial Justice Toolkit** [https://www.apalanet.org/uploads/8/3/2/0/83203568/asian\\_american\\_racial\\_justice\\_toolkit.pdf](https://www.apalanet.org/uploads/8/3/2/0/83203568/asian_american_racial_justice_toolkit.pdf) Compilation of resources from Asian American communities supporting racial justice. (May require registering for download from <https://www.asianamtoolkit.org/>).
  30. **White Privilege: Unpacking the Invisible Knapsack and Some Notes for Facilitators** [https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack?fbclid=IwAR2axJMJuchp4\\_D95udLDmgKIntUsUIC1DsYsVYUoYoJy\\_fbVTuQDRJ6Lp8](https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack?fbclid=IwAR2axJMJuchp4_D95udLDmgKIntUsUIC1DsYsVYUoYoJy_fbVTuQDRJ6Lp8) Essay on White privilege and tools for recognizing it and considering its implications.
  31. **Anti-Racism Resources for Students, Educators, and Citizens** <https://education.uconn.edu/anti-racism-resources-for-students-educators-and-citizens/> Resources compiled by and for the University of Connecticut Neag School of Education to support commitments to anti-racism. References books, articles, podcasts, movies, and other media.
- **Podcasts**
    1. **TED Radio Hour: Bias and Perception** <https://www.npr.org/programs/ted-radio-hour/694278104/bias-and-perception> Summary from the site: “How does bias distort

- our thinking, our listening, our beliefs ... and even our search results? How can we fight it? This hour, TED speakers explore ideas about the unconscious biases that shape us.”
2. **Code Switch** <https://www.npr.org/podcasts/510312/codeswitch> NPR conversations about race and impacts on every sector in society.
  3. **The Toll of Codeswitching and the Tyranny of Culture Fit** <https://www.fastcompany.com/90605031/the-toll-of-codeswitching-and-the-tyranny-of-culture-fit> Conversation with Prof. Courtney McCluney on the “toll that code switching at work can take on people of color, as well as what steps managers can take to change a company culture that requires assimilation.”
  4. **Decades Apart – A Conversation on the Impact of Code-Switching** <https://soundcloud.com/iepodcast/episode-21> Podcast exploring “the complexities of code-switching and how it affects us at work and beyond.”
  5. **Does Diversity Include White People?** <https://soundcloud.com/iepodcast/episode-4-does-diversity-include-white-people-1?in=iepodcast/sets/season-1-1> “A conversation regarding White privilege.”
  6. **White Privilege, Professional Bias, and Tone Policing at Work** <https://www.fastcompany.com/90601052/this-is-what-white-privilege-looks-like-at-your-workplace> Conversation about assumptions and standards of what it means to be or act professional that are “unwritten rules that favor whiteness”, breaking “down how to go about dismantling these standards and assumptions and why White people need to stop asking for the unpaid emotional labor of Black and Brown people to help them do it.”
  7. **On Unconscious Bias and Being an Upstander** <https://podcasts.apple.com/us/podcast/jasmine-marcelin-md-facp-on-unconscious-bias-being/id1414936358?i=1000479025567> Dr. Jasmine Marcelin “defines unconscious bias, examines its history and evolution, explores the importance of a tribe, and outlines practical steps to reduce unconscious bias and increase diversity and inclusion in healthcare organizations.”
  8. **Seeing White** <http://www.sceneonradio.org/seeing-white/> Fourteen-part documentary podcast on deep questions related to race and racism in the United States.
  9. **Reveal – The Red Line: Racial Disparities in Lending** <https://revealnews.org/episodes/the-red-line-racial-disparities-in-lending-rebroadcast/> Examples of how racially-driven disparities in lending practices occurred, and still occur, for home loans across different communities.
  10. **Mending Racialized Trauma: A Body Centered Approach**  
Resmaa shares that in order to mend racialized trauma we need to move the conversation from race to culture and cultivate a somatic abolitionist mindset and community. And a big part of that work lies in doing our own reps to learn what to pay attention to and then doing the reps with each other’s nervous systems so we can create a culture that knows what to pay attention to. Otherwise it’s just strategy.
  11. **1619 (New York Times)**  
“1619” is a New York Times audio series, hosted by Nikole Hannah-Jones, that examines the long shadow of American slavery. Listen to the episodes below, or read the transcripts by clicking the icon to the right of the play bar. For more information about the series, visit [nytimes.com/1619podcast](https://www.nytimes.com/1619podcast).
  12. **Intersectionality Matters! African American Policy Forum**, by Kimberlé Crenshaw

<https://podcasts.apple.com/us/podcast/intersectionality-matters/id1441348908> Series of conversations hosted by an American civil rights advocate and leading scholar of critical race theory.

### 13. Dismantling White Fragility

“What part do I play?” asks Robin DiAngelo, academic and author of *White Fragility*. DiAngelo’s critical, urgent work asks us to question what we think we know about racism, the conversations we avoid having about racism, and the roles we might (unintentionally) be playing in upholding inequality.

<https://www.stitcher.com/show/the-goop-podcast/episode/dismantling-white-fragility-66967326>

- **Social media**

- **Antiracism Center:** [Twitter](#)
- **Black Women’s Blueprint:** [Twitter](#) | [Instagram](#) | [Facebook](#)
- **Color Of Change:** [Twitter](#) | [Instagram](#) | [Facebook](#)
- **Colorlines:** [Twitter](#) | [Instagram](#) | [Facebook](#)
- **Equal Justice Initiative (EJI):** [Twitter](#) | [Instagram](#) | [Facebook](#)

## Holistic Graduate Admissions

- **Books/Reports**

1. **Inside Graduate Admissions: Merit, Diversity, and Faculty Gatekeeping**, by Julie R. Posselt <https://www.hup.harvard.edu/catalog.php?isbn=9780674088696> “Presents admissions from decision makers’ point of view, including thought-provoking episodes of committees debating the process, interviewing applicants, and grappling with borderline cases.” Includes strategies for improving admissions review processes.
2. **Holistic Review in Graduate Admissions**, A report from the Council of Graduate Schools [https://cgsnet.org/ckfinder/userfiles/files/CGS\\_HolisticReview\\_final\\_web.pdf](https://cgsnet.org/ckfinder/userfiles/files/CGS_HolisticReview_final_web.pdf) Report from a project reviewing literature and compiling insights from graduate institutions in the U.S. and Canada, including “principles and practices designed to help graduate schools, graduate program directors, diversity officers, and others work together to improve the strength of their programs through greater diversity.”
3. **Letters of Recommendation: How to Write, Read, and Solicit Letters for Equity** <https://sites.google.com/igenetwork.org/equity-in-graduate-education/home/resourceguide2?authuser=0> Specific suggestions for writing letters of recommendation that “are effective tools for enhancing equity.”
4. **Graduate Admissions Practices Discussion Guide** [https://www.holisticadmissions.org/downloads/GRE\\_Grad-Discussion-Guide.pdf](https://www.holisticadmissions.org/downloads/GRE_Grad-Discussion-Guide.pdf) Based on interviews with graduate faculty and staff, a discussion guide “to support faculty and administrators who are interested in having ... thoughtful engagement about their graduate admissions practices on their own campuses.”
5. **Better Letters: Equitable Practices for Writing Reading, and Soliciting Letters of Recommendation** [https://drive.google.com/file/d/1frm2\\_RnKGbXBUf5-DLtDWUhh1tSo6Tdb/view](https://drive.google.com/file/d/1frm2_RnKGbXBUf5-DLtDWUhh1tSo6Tdb/view) Suggestions for letter writers to be more equitable in their letters.

- **Articles/Comments**

1. **Strategies for Equity-Minded Holistic Review**  
<https://sites.google.com/igenetwork.org/sloan-dec-2020/home> Resources to guide graduate admissions processes building from a workshop for graduate admissions committee members and department leaders.
2. **Portfolio Review in Graduate Admissions: Outcomes of a Pilot Program**  
<https://www.utsa.edu/strategicplan/initiatives/academic/graduate-success/documents/SEMQ-0701-Portfolio-Review.pdf> Discusses “evidence for the need for change in the graduate admissions process,” describes “development of a portfolio review protocol for graduate admissions,” and highlights “a pilot program in which programs developed portfolio review processes and made admissions decisions using these protocols.”
3. **The Death and Life of an Admissions Algorithm**  
[https://www.insidehighered.com/admissions/article/2020/12/14/u-texas-will-stop-using-controversial-algorithm-evaluate-phd?utm\\_source=Inside+Higher+Ed&utm\\_campaign=2ac3dc59a7-DNU\\_2020\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fcbc04421-2ac3dc59a7-198444537&mc\\_cid=2ac3dc59a7&mc\\_eid=b9d970a7a3](https://www.insidehighered.com/admissions/article/2020/12/14/u-texas-will-stop-using-controversial-algorithm-evaluate-phd?utm_source=Inside+Higher+Ed&utm_campaign=2ac3dc59a7-DNU_2020_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-2ac3dc59a7-198444537&mc_cid=2ac3dc59a7&mc_eid=b9d970a7a3) Reflections about the dangers of using a machine-learning system to evaluate applicants and how such an approach has the potential to exacerbate existing inequalities.
4. **Rubric Design & Use** <https://drive.google.com/file/d/1djv29NRWJ8oIVyM-rVYjLWORMj8vE-H5/view> From the California Consortium for Inclusive Doctoral Education and the Inclusive Graduate Education Network, guidance on using rubrics (evaluation protocols) “to facilitate more holistic, equitable, efficient review” related to graduate admissions applications and decisions.
5. **Example of a Science Education PhD Admissions Rubric**  
<http://www.uwyo.edu/ste/curriculum-instruction/phd-programs/science-ed/files/science-education-phd-admissions-rubric.pdf> Example rubric matrix showing potential applicant criteria and assessment of high, medium, low demonstration of each criterion.
6. **Example of a Rubric for Graduate Admissions Writing Sample**  
<https://www.washburn.edu/academics/college-schools/arts-sciences/departments/education/admissions/admissions-files/rubric-graduate-admission-writing-sample.pdf> Example rubric matrix showing criteria related to writing and assessment of high, medium, low demonstration of each criterion.
7. **Example of a Graduate Admission Essay Rubric**  
<https://wp.cune.edu/accreditation/files/2011/07/Rule-24-Graduate-Admission-Essay-Rubric-and-Scores.pdf> Example rubric matrix of assessment criteria when reading a graduate admissions essay.
8. **Understanding Admitted Doctoral Students’ Institutional Choices: Student Experiences Versus Faculty and Staff Perceptions**  
<https://www.journals.uchicago.edu/doi/abs/10.1086/676923> Study at a highly selective research university based on surveys regarding the admissions process administered to admitted doctoral students and departmental admissions leaders.
9. **Toward Inclusive Excellence in Graduate Education: Constructing Merit and Diversity in PhD Admissions** <https://www.journals.uchicago.edu/doi/abs/10.1086/676910> Study examining “decision making in 10 highly selective doctoral programs, including the



meanings faculty associate with common admissions criteria,” including “implications for reframing merit and reforming graduate admissions.”

- **Websites**

1. **Promising Practices Recommendations for Holistic Admissions**, University of Washington Graduate School <https://grad.uw.edu/equity-inclusion-and-diversity/programs-resources/for-faculty-and-staff/holistic-admissions-2/> In addition to providing a description of multiple promising practices, also provides links to other resources including reports, books, articles, and powerpoint presentations.
2. **Strategies for Equity-Minded Holistic Review** <https://sites.google.com/igenetwork.org/sloan-dec-2020/home> Resources for guiding graduate admissions practices, based on workshops regarding holistic review.
3. **Top 100 Producers of Bachelor’s Degrees, 2020** <https://diverseeducation.com/top100/pages/BachelorsDegreeProducers2020.php> From Diverse Issues in Higher Education, this tool provides data on institutions regarding their rank in conferring bachelor’s degrees sortable by race (African American, Asian American, Hispanic, Native American, Total Minority, Two or More Races), discipline/major, institution, and state. Gender data are also provided.

## Culturally-Aware Mentoring

- **Books**

1. **Leaving the Ivory Tower: The Causes and Consequences of Departure from Doctoral Study**, by Barbara E. Lovitts [https://books.google.com/books?id=YUM5AAAAQBAJ&lpg=PR1&ots=cBpS7N\\_Mq5&dq=leaving%20the%20ivory%20tower&lr&pg=PR1#v=onepage&q=leaving%20the%20ivory%20tower&f=false](https://books.google.com/books?id=YUM5AAAAQBAJ&lpg=PR1&ots=cBpS7N_Mq5&dq=leaving%20the%20ivory%20tower&lr&pg=PR1#v=onepage&q=leaving%20the%20ivory%20tower&f=false) Based on the author’s dissertation, an analysis and reflection regarding causes and personal and professional consequences of attrition from graduate study.
2. **A Field Guide to Grad School: Uncovering the Hidden Curriculum**, Jessica McCrory Calarco <https://press.princeton.edu/books/paperback/9780691201092/a-field-guide-to-grad-school> “An essential handbook to the unwritten and often unspoken knowledge and skills you need to succeed in graduate school.”
3. **The Science of Effective Mentorship in STEM**, edited by Angela Byars-Winston and Maria Lund Dahlberg. <https://www.nationalacademies.org/our-work/the-science-of-effective-mentoring-in-stemm> or <https://www.nap.edu/read/25568/chapter/1> A consensus study report from the National Academies of Sciences, Engineering, and Medicine.

- **Articles/Comments**

1. **One Way to Be a Better Mentor to Grad Students? Try an Advising Statement** [https://www.chronicle.com/article/one-way-to-be-a-better-mentor-to-grad-students-try-an-advising-statement/?cid2=gen\\_login\\_refresh&cid=gen\\_sign\\_in&cid2=gen\\_login\\_refresh](https://www.chronicle.com/article/one-way-to-be-a-better-mentor-to-grad-students-try-an-advising-statement/?cid2=gen_login_refresh&cid=gen_sign_in&cid2=gen_login_refresh) Examples of how clear advising statements can improve the mentoring experience and contribute to graduate student achievement and persistence.

2. **We need STEM Mentors Who Can Reduce Bias and Fight Stereotypes**  
<https://www.scientificamerican.com/article/we-need-stem-mentors-who-can-reduce-bias-and-fight-stereotypes/> Essay on the importance of scientific mentorship becoming more equitable and accountable.
3. **My Sister’s Keeper: A Qualitative Examination of Mentoring Experiences Among African American Women in Graduate and Professional Schools**  
[https://www.tandfonline.com/doi/abs/10.1080/00221546.2009.11779030?casa\\_token=gLDwW0kBgHQAAAAA%3A8TQbAH7KLIr95hngPYODJUgMMvU8g-Nsg5FVYHtLIUY4MemDkKPMDXrbigodzsAHJ1X-FiFtXOZYQ&journalCode=uhej20](https://www.tandfonline.com/doi/abs/10.1080/00221546.2009.11779030?casa_token=gLDwW0kBgHQAAAAA%3A8TQbAH7KLIr95hngPYODJUgMMvU8g-Nsg5FVYHtLIUY4MemDkKPMDXrbigodzsAHJ1X-FiFtXOZYQ&journalCode=uhej20) Study exploring “the mentoring experiences of African American women in graduate and professional schools.”
4. **Developing an Indigenous Mentoring Program for Faculty Mentoring American Indian and Alaska Native Graduate Students in STEM: A Qualitative Study**  
<https://www.tandfonline.com/doi/full/10.1080/13611267.2018.1561001> Research-based framework for “an Indigenous mentoring program for faculty mentors of American Indian/Alaska Native graduate students in STEM.
5. **Normalizing Struggle: Dimensions of Faculty Support for Doctoral Students and Implications for Persistence and Well-being**  
<https://www.tandfonline.com/doi/abs/10.1080/00221546.2018.1449080?journalCode=uhej20> Study providing evidence regarding the importance of holistic faculty support for graduate students, including addressing academic, psychosocial, and sociocultural dimensions.
6. **Mentorship and the Socialization of Underrepresented Minorities Into the Professoriate: Examining Varied Influences**  
<https://www.tandfonline.com/doi/full/10.1080/13611260802231666> “Study results emphasize the importance of faculty-directed mentorship in preparing students of color for both graduate education and entrance into the professoriate.”
7. **Faculty-Graduate Student Mentoring Relationships: Mentors’ Perceived Roles and Responsibilities** [https://www.researchgate.net/publication/225962891\\_Faculty-graduate\\_student\\_mentoring\\_relationships\\_Mentors'\\_perceived\\_roles\\_and\\_responsibilities](https://www.researchgate.net/publication/225962891_Faculty-graduate_student_mentoring_relationships_Mentors'_perceived_roles_and_responsibilities) Explores “faculty mentors’ perceived roles and responsibilities in their mentoring relationships with their graduate students” based on interview data from underrepresented faculty.
8. **Scientists Aren’t Trained to Mentor. That’s a Problem.**  
<https://www.sciencemag.org/careers/2020/08/scientists-aren-t-trained-mentor-s-problem> Perspective on the importance of faculty receiving mentor training.
9. **This Scholar Wants to Make Grad School’s “Hidden Curriculum” Visible**  
<https://www.chronicle.com/article/this-scholar-wants-to-make-grad-schools-hidden-curriculum-visible> Reflections with the author of the book, *A Field Guide to Grad School: Uncovering the Hidden Curriculum*, regarding the importance of mentorship.
10. **Creating a Third Space for Conversation and Reflection**  
[https://www.insidehighered.com/advice/2021/01/07/graduate-students-need-safe-community-which-weather-pandemic-and-develop?utm\\_source=Inside+Higher+Ed&utm\\_campaign=42511938ca-DNU\\_2020\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fcbc04421-42511938ca-198444537&mc\\_cid=42511938ca&mc\\_eid=b9d970a7a3](https://www.insidehighered.com/advice/2021/01/07/graduate-students-need-safe-community-which-weather-pandemic-and-develop?utm_source=Inside+Higher+Ed&utm_campaign=42511938ca-DNU_2020_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-42511938ca-198444537&mc_cid=42511938ca&mc_eid=b9d970a7a3) Essay on the importance of creating and providing a safe community for graduate students to promote wellbeing and professional development.

11. **“Mentoring Up”: Learning to Manage Your Mentoring Relationships** [https://drive.google.com/file/d/1jFsbVjpBZ8VyUoYrYysBfiNunluJ\\_DzH/view](https://drive.google.com/file/d/1jFsbVjpBZ8VyUoYrYysBfiNunluJ_DzH/view) Guidance for mentees on how to be active participants in their mentoring relationships.

- **Videos**

1. **Culturally Aware Mentorship** <https://www.youtube.com/watch?v=Pt38C2l-o2o> Webinar with Dr. Sherilynn Black and Dr. Angela Byars-Winston describing “the value of cultural awareness in mentorship” and “effective mentorship” and “resources on culturally aware mentorship for mentors and mentees.”
2. **The Science of Effective Mentoring in STEMM** <https://www.nationalacademies.org/our-work/the-science-of-effective-mentoring-in-stemm> Collection of podcasts from the National Academies of Sciences, Engineering, and Medicine.

- **Websites**

1. **National Research Mentoring Network** <https://nrmnet.net/about-nrmn-2/> A national network to “implement and disseminate innovative, evidence-based best practices to improve mentoring relationships at institutions across the country. We connect highly knowledgeable and skilled mentors with motivated and diverse mentees, ranging from undergraduate students to early-career faculty, and facilitate long-term, culturally responsive interactions between them. We are committed to establishing a culture in which historically underrepresented mentees successfully progress in their careers and contribute to the biomedical research enterprise.
2. **Culturally Aware Mentoring, a Research Study with the National Research Mentoring Network** <https://cimerproject.org/cam-nrmn/> (project overview) and associated culturally aware mentoring resources <https://cimerproject.org/culturally-aware-mentoring-resources-2/>
3. **CIMER: Center for the Improvement of Mentored Experiences in Research** <https://cimerproject.org/> “Effective research mentoring relationships are critical to developing the next generation of researchers. Learn how to improve these relationships at all career stages and promote cultural change that values excellence in research mentoring as a critical aspect of diversifying the research workforce.”
4. **The Science of Effective Mentorship in STEMM Online Guide** <https://www.nap.edu/resource/25568/interactive/> Set of resources and mentoring tools aimed toward STEM professional to support faculty and mentees with skills for engaging effective mentoring relationships.
5. **National Center for Faculty Development & Diversity** <https://www.facultydiversity.org/> (requires membership) “On-demand access to the mentoring, tools, and support you need to be successful in the Academy.”
6. **The Graduate Advisor**, by Leonard Cassuto [https://www.chronicle.com/package/the-graduate-adviser/?cid2=gen\\_login\\_refresh&cid=gen\\_sign\\_in](https://www.chronicle.com/package/the-graduate-adviser/?cid2=gen_login_refresh&cid=gen_sign_in) Monthly column with advice about doctoral training for graduate students and faculty mentors; often focuses on Humanities.
7. **CIRCLES Group Mentoring** <https://graduate.asu.edu/current-students/enrich-your-experience/mentoring/circles-group-mentoring> “Peer-led group mentoring framework that offers space for exploration, discussion, collective problem-solving, co-learning, and mentoring connection for graduate students based on shared identities in an informal small-group setting.”

8. **Resources and References on Mentorship** [https://docs.google.com/document/d/1-ptFaHEaem0TuO75yvBN\\_MsizDiljCQw-lkG--mgLFY/edit](https://docs.google.com/document/d/1-ptFaHEaem0TuO75yvBN_MsizDiljCQw-lkG--mgLFY/edit) Collated by Steve Lee at Stanford University, provides links to general mentoring resources as well as specific resources on managing up and mentoring up.

- **Podcasts**

1. **The Science of Mentorship: A STEM Podcast** <https://share.transistor.fm/s/b80603b8>  
From the National Academies, a set of “personal stories about mentorship experiences from STEM leaders ... regarding evidence-based mentoring practices.”

## Discipline-based Examples

- **Articles/Comments**

1. (Life Sciences, Physical Sciences, Social Sciences) **What I’ve Learned About Being a Black Scientist** <https://www.sciencemag.org/careers/2020/06/what-ive-learned-about-being-black-scientist> Column in Letters to Young Scientists regarding on-campus and off-campus challenges of being a Black professor, with suggestions regarding how academic departments can work to address racism.
2. (Humanities) **A More Inclusive Discipline: The Royal Historical Society Investigates Race in UK University History Departments** <https://www.historians.org/publications-and-directories/perspectives-on-history/march-2020/a-more-inclusive-discipline-the-royal-historical-society-investigates-race-in-uk-university-history-departments> Provides insights regarding actions academic history units and organizations can take to address inequalities.
3. (Life Sciences) **Decoloniality and Anti-oppressive Practices for a More Ethical Ecology** <https://www.nature.com/articles/s41559-021-01460-w.pdf> Suggests five changes that ecologists and other field disciplines could make toward more inclusive theory and practice, focusing on thought/mind, histories, access, expertise, and teams.
4. (Life Sciences, Physical Sciences, Social Sciences) **Promoting Inclusive Metrics of Success and Impact to Dismantle a Discriminatory Reward System in Science** <https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.3001282> Outlines “pathways for a paradigm shift in scientific values based on multidimensional mentorship and promoting mentee well-being” and away from success and impact metrics that prioritize citations and impact factors.
5. (Life Sciences) **Ten Simple Rules for Building an Anti-racist Lab** <https://ecoevorxiv.org/4a9p8/> Specific recommendations “to help labs develop anti-racist policies and action in an effort to promote racial and ethnic diversity, equity, and inclusion in science.
6. (Physical Sciences) **Final Report of the 2018 AAS Task Force on Diversity and Inclusion in Astronomy Graduate Education** <https://assets.pubpub.org/8n7rgw19/31579293747965.pdf> and Executive Summary and link to report <https://baas.aas.org/pub/2019i0101/release/1> Detailed recommendations, including justifications based on evidence, for practices in recruiting, admissions, and retention of students that promote diversity and inclusion in graduate programs with regard to race, ethnicity, and gender.
7. (Life Sciences, Physical Sciences, Social Sciences) **A Rapid Response to Racism in STEM** <https://www.insidehighered.com/advice/2021/01/06/teaching-science-through-social->

- [justice-and-rationally-inclusive-lens-opinion?utm\\_source=Inside+Higher+Ed&utm\\_campaign=3055b087e4-DNU\\_2020\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fcbc04421-3055b087e4-198444537&mc\\_cid=3055b087e4&mc\\_eid=b9d970a7a3](https://www.dnu.edu/inside-higher-ed/2020/02/02/justice-and-rationally-inclusive-lens-opinion?utm_source=Inside+Higher+Ed&utm_campaign=3055b087e4-DNU_2020_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-3055b087e4-198444537&mc_cid=3055b087e4&mc_eid=b9d970a7a3) Suggestions for teaching science through a social justice lens for inclusive excellence.
8. (Physical Sciences) **Resetting the Earth and Space Sciences to be Diverse and Inclusive** [https://diverseeducation.com/article/196940/?utm\\_campaign=DIV20%20DAILY%20NOV.%2020&utm\\_medium=email&utm\\_source=Eloqua](https://diverseeducation.com/article/196940/?utm_campaign=DIV20%20DAILY%20NOV.%2020&utm_medium=email&utm_source=Eloqua) Essay, with links, regarding the importance of creating new educational systems that are fair and just.
  9. (Physical Sciences) **Eight Deliberate Steps AGU is Taking to Address Racism in Our Community** <https://news.agu.org/files/2020/08/Eight-Area-Steps-AGU-is-Taking-to-Address-Racism-in-our-Community-FINAL.pdf> Specific actions being undertaken to address diversity, equity, and inclusion in the earth and space sciences.
  10. (Life Sciences) **Recreating Wakanda by Promoting Black Excellence in Ecology and Evolution** <https://www.nature.com/articles/s41559-020-1266-7> Comment in Nature Ecology & Evolution. “Our non-Black colleagues must fight anti-Black racism and white supremacy within the academy to authentically promote Black excellence. Amplifying Black excellence in ecology and evolution is the antidote for white supremacy in the academy.
  11. (Life Sciences) **Fund Black Scientists** [https://www.cell.com/cell/fulltext/S0092-8674\(21\)00011-8](https://www.cell.com/cell/fulltext/S0092-8674(21)00011-8) Commentary in Cell positing “that racial funding disparity by the National Institutes of Health (NIH) remains the most insidious barrier to success of Black faculty in our profession. We thus refocus attention on this critical barrier and suggest solutions on how it can be dismantled.”
  12. (Life Sciences, Social Sciences) **It’s Time for Environmental Studies to Own Up to Erasing Black People** <https://www.vice.com/en/article/889qxx/its-time-for-environmental-studies-to-own-up-to-erasing-black-people?fbclid=IwAR2zSs1yW42LuuFeahuzJ3n5xp0-Kfrk5DOjDpzDgugzBwvu0UGN3G6bNYO> Essay on the importance of environmental scholarship acknowledging a history of ignoring experiences of Black people, with ideas for a way forward.
  13. (Life Sciences, Social Sciences/Humanities with Fieldwork) **Ten Steps to Protect BIPOC Scholars in the Field** <https://eos.org/opinions/ten-steps-to-protect-bipoc-scholars-in-the-field> Specific recommendations for preparing “faculty and students for discrimination and racialized violence before traveling and to protect them once in the field.”
  14. (Life Sciences/Social Sciences/Humanities with Fieldwork) **Safe Fieldwork Strategies for At-risk Individuals, Their Supervisors and Institutions** <https://www.nature.com/articles/s41559-020-01328-5> Recommended strategies for minimizing risk for all individuals conducting fieldwork.
  15. (Physical Sciences) **Equity for Women and Underrepresented Minorities in STEM: Graduate Experiences and Career Plans in Chemistry** <https://www.pnas.org/content/118/4/e2020508118> Study providing “evidence of the nature of inequities related to race-ethnicity and gender in graduate school experiences and career plans of PhD students.
  16. (Physical Sciences) **LGBT Climate in Physics: Building an Inclusive Community** <https://www.aps.org/programs/lgbt/upload/LGBTClimateinPhysicsReport.pdf> A report

- from the American Physical Society with findings and recommendations for building a more inclusive profession.
17. (Life Sciences) **Strategies and support for Black, Indigenous, and People of Colour in Ecology and Evolutionary Biology** <https://www.nature.com/articles/s41559-020-1252-0>  
Reflections regarding strategies to support Black, Indigenous, and people of color working in ecology and evolutionary biology.
  18. (Physical Sciences) **Typical Physics PhD Admissions Criteria Limit Access to Underrepresented Groups But Fail to Predict Doctoral Completion** <https://advances.sciencemag.org/content/5/1/eaat7550> Study on the effectiveness of various admissions criteria in identifying students who will complete a PhD in physics.
  19. (Physical Sciences) **Fixed and Growth Mindsets in Physics Graduate Admissions** <https://journals.aps.org/prper/abstract/10.1103/PhysRevPhysEducRes.13.020133> Study on the practices and perspectives among admissions committee members in physics, and implications for the participation of women and people from some racial/ethnic groups.
  20. (Life Sciences) **Anti-Racism Resources for the Biomedical Research Training Community** [https://www.diversityprogramconsortium.org/pages/anti-racism\\_resources](https://www.diversityprogramconsortium.org/pages/anti-racism_resources) - lists of different types of resources, including actionable resource, resources for students, resources for faculty, resources for institutional leaders, academic literature and scholarship on racism and anti-racism in the biomedical sciences, anti-racism resources, and resources on self-care and mental health for Black, Indigenous, and People of Color (BIPOC) communities.
  21. (Life Sciences, Physical Sciences, Social Sciences) **Unintended consequences: How science professors discourage women of color**, Angela C. Johnson, <https://onlinelibrary.wiley.com/doi/abs/10.1002/sce.20208> Study examining how Black, Latina, and American Indian women science students experienced their undergraduate science classes.
  22. (Physical Sciences) **African American Participation among Bachelors in the Physical Sciences and Engineering**, Laura Merner, <https://photos.aip.org/sites/default/files/statistics/minorities/africanamer-pse.13.2.pdf>  
Data on African American bachelor's degree recipients in the U.S.
  23. (Physical Sciences) **Addressing Underrepresentation: Physics Teaching for All**, Moses Rifkin, <https://aapt.scitation.org/doi/10.1119/1.4940167> Suggestions for approaches to teaching physics that may encourage persistence and achievement for students from diverse backgrounds.
  24. (Physical Sciences) **Making Black Women Scientists under White Empiricism: The Racialization of Epistemology in Physics**, Chanda Prescod-Weinstein, [https://www.journals.uchicago.edu/doi/pdfplus/10.1086/704991?fbclid=IwAR0ZPytTGPmb8hCk6c6YyNZqTUyPf-fhNEsq9qz8SvOj1\\_AbaCRT5XuR6uY&](https://www.journals.uchicago.edu/doi/pdfplus/10.1086/704991?fbclid=IwAR0ZPytTGPmb8hCk6c6YyNZqTUyPf-fhNEsq9qz8SvOj1_AbaCRT5XuR6uY&) Essay on the ways in which race and ethnicity may be related to “epistemic outcomes in physics, despite the universality of the laws that undergird physics.”
  25. (Life Sciences, Physical Sciences, Social Sciences) **Diversity in STEM: What It Is and Why It Matters**, <https://blogs.scientificamerican.com/voices/diversity-in-stem-what-it-is-and-why-it-matters/#:~:text=Diversity%20in%20science%20refers%20to,that%20are%20traditional%20well%20represented> Essay on what diversity in science is and why it matters.
  26. (Life Sciences) **Beyond Cultural Competence: Critical Consciousness, Social Justice, and Multicultural Education**



[https://journals.lww.com/academicmedicine/Fulltext/2009/06000/A\\_Conceptual\\_Framework\\_for\\_the\\_Use\\_of\\_Illness.00033.aspx](https://journals.lww.com/academicmedicine/Fulltext/2009/06000/A_Conceptual_Framework_for_the_Use_of_Illness.00033.aspx) In the context of medical education, an analysis of the concept of cultural competency and an argument that multicultural education must go beyond competency and foster a critical awareness of self and others, including making a commitment to address inequities.

27. (Life Sciences) **Anti-racist Interventions to Transform Ecology, Evolution, and Conservation Biology Departments** <https://www.nature.com/articles/s41559-021-01522-z> Presents a “toolkit of evidence-based interventions for academic departments to foster anti-racism in three areas” including classrooms, research laboratories, and departments, and summarizes racist and ethnocentric histories related to ecology, evolution, and conservation biology disciplines.
28. (Physical Sciences) **Teaching About Racial Equity in Introductory Physics Courses**, Abigail R. Daane, Sierra R. Decker, and Vashti Sawtelle, <https://aapt.scitation.org/doi/10.1119/1.4999724> Suggestions for approaches to integrate equity units into university physics classes to address racial inequity.

- **Videos**

1. (Life Sciences ) **SABER’s Diversity & Inclusion Efforts: Striving Towards Inclusion in Academic Biology** [https://saberbio.wildapricot.org/Diversity\\_Inclusion](https://saberbio.wildapricot.org/Diversity_Inclusion) From the Society for the Advancement of Biology Education Research.
2. (Humanities) **Antiracism and Decoloniality in Humanities** [https://www.youtube.com/watch?v=p6emWBJ\\_bAE&t=21s](https://www.youtube.com/watch?v=p6emWBJ_bAE&t=21s) A faculty panel from the American University Antiracist Research & Policy Center focusing on how to address decolonial imperatives in the humanities.

- **Websites**

1. (Humanities) **History Gateways, from the American Historical Association** <https://www.historians.org/historygateways> Details tools for revising “introductory college-level history courses to better serve students from all backgrounds and align more effectively with the future needs of a complex society.”
2. (Humanities) **Using Public Humanities to Reckon with the American University’s Ties to Slavery** [https://www.nhalliance.org/using\\_public\\_humanities\\_to\\_reckon\\_with\\_the\\_american\\_university\\_s\\_ties\\_to\\_slavery](https://www.nhalliance.org/using_public_humanities_to_reckon_with_the_american_university_s_ties_to_slavery) Provides specific examples and resources from colleges and universities on “how higher ed-based humanists are using the tools of public humanities and partnership to promote social and racial justice.”
3. (Humanities) **Resources for Teaching About Racism, MLA Action Network** <https://action.mla.org/stories-resources-for-teaching-racism/> Resources from the Modern Language Association to support teaching and learning about racism.
4. (Life Sciences/Disciplines with Fieldwork) **Fieldwork: Building An Inclusive Experience Outside of the Classroom** <https://cals.cornell.edu/diversity-inclusion/fieldwork> A compilation of resources, essays, and recommendations to support efforts to provide safe, accessible, and inclusive fieldwork.
5. (Life Sciences) **Striving Towards Inclusion in Academic Biology** [https://saberbio.wildapricot.org/Diversity\\_Inclusion](https://saberbio.wildapricot.org/Diversity_Inclusion) Set of videos “focused on

promoting awareness, understanding and commitment to change academic biology environments to be more inclusive.”

6. (Life Sciences) **Zamudio Lab Condemns Racism and Proposes Action**  
<https://zamudiolab.org/2020/06/04/zamudio-lab-condemns-racism-and-proposes-action/> An example of a faculty/graduate student lab group’s commitments toward fighting racism.
  7. (Physical Sciences) **Inclusive Graduate Education Network**  
[https://igenetwork.org/?utm\\_medium=email&hsmi=109699881&hsenc=p2ANqtz--swGf3EwHZEjuVKIOVARL065z2Wh7K8PsyZlv7fYebivXxgdLEVtII6FM-NnooepbjJ8BIK8aMLknudiWTgLomJ1JkWQ&utm\\_content=109699881&utm\\_source=hs\\_email](https://igenetwork.org/?utm_medium=email&hsmi=109699881&hsenc=p2ANqtz--swGf3EwHZEjuVKIOVARL065z2Wh7K8PsyZlv7fYebivXxgdLEVtII6FM-NnooepbjJ8BIK8aMLknudiWTgLomJ1JkWQ&utm_content=109699881&utm_source=hs_email) “The Inclusive Graduate Education Network (IGEN) is dramatically increasing the number of physical science doctoral degrees earned by Black, Latinx and Indigenous students.” See the Resources tab
- **Podcasts**
    1. (Life Sciences, Physical Sciences, Social Sciences) **HSI Hub Podcast: The STEMvirity Podcasts.** <https://hsistemhub.org/podcast/>