

Facilitation Guide:

Aligning Recruitment and Admissions

This 90-minute online workshop is designed to either stand alone or to follow the two-part Equity in Graduate Education Holistic Admissions workshop series. Recognizing that many faculty do not see graduate student recruitment as their responsibility and may even misunderstand the factors that are important to prospective graduate students from marginalized backgrounds, the curriculum for this workshop includes a combination of presentation and activities designed to build attendees' 1) knowledge about the current state of research on recruitment and 2) appreciation for how a graduate program's website can operate as a recruitment tool, and 3) planning for recruitment activities that complement more equitable admissions practices.

Objectives:

- Identify recruitment practices that serve as common barriers to equity in graduate admissions, and elements of equity-minded recruitment practice
- Understand the role of faculty in broadening applicant pools
- Begin to construct a department/division recruitment plan that is aligned with your admissions rubric
- Identify ways that individual faculty can actively participate in the recruitment of students from racially minoritized groups in STEM
- *Take-home:* Develop campus visit programs that yield the students you would like to see enroll in your program

Major activities:

- Introduction (10 min)
 - Poll: What is your role in your department's graduate student recruitment process?
- Section: Overview of Research (20 min, including questions)
 - Poll/ Jamboard: What has your program done to signal to prospective racially/ethnically minoritized students that your program is a welcoming place to pursue graduate study?
- Section: Equity-minded recruitment practices (30 min, including questions/ sharing)
 - Activity #1: Website Scan
- Section: Developing a recruitment plan (30 min, including questions)
 - Activity #2: Recruitment plan (uses [diversity recruiting plan template](#))
- Conclusions:
 - Introduce Activity #3 re: the campus visit as a take-home activity