



Social Justice and Anti-Racism Resources for Graduate Education

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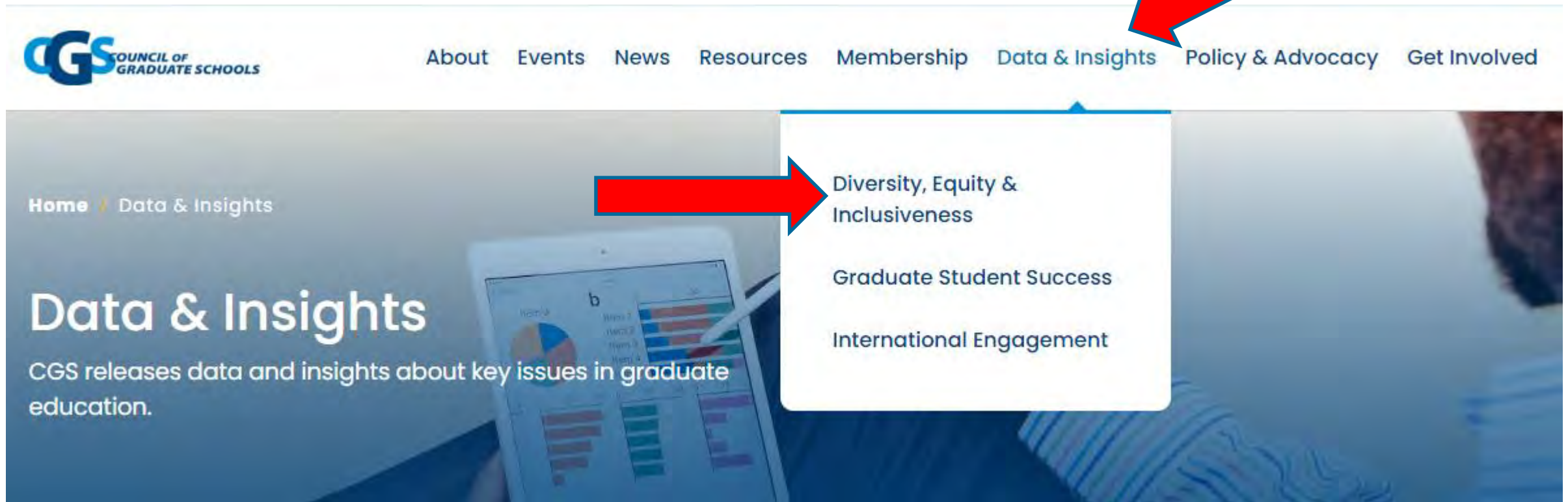
CGS 2020-2021 (Virtual) Dean-in-Residence

Curated Resources

- **Support reflection, dialogue, action**
 - **Select based on campus context**
 - **Intended for graduate education leaders, faculty, staff, students**
 - **Focus on anti-Black racism, with some topics related to Asian-American, Indigenous, Latine(a/o/x), and Pacific Islander communities**
 - **Compiled in 2021**

Find on CGS Website

- <https://cgsnet.org/data-insights/diversity-equity-inclusiveness/social-justice-and-anti-racism-resources-for-graduate-education/>



Diversity, Equity & Inclusiveness

Explore data, resources and best practices that help universities create a diverse and inclusive graduate student community.



Social Justice and Anti-Racism Resources for Graduate Education

These curated resources are intended to help support reflection, dialogue, and action by graduate education leaders, faculty, staff, and students.

[Learn More >](#)

Theme Areas

Establishing contexts for social justice and anti-racism in society, and in graduate education

General Resources

Recruiting diverse students to improve programs and support missions

Holistic Graduate Admissions

Valuing different student experiences in the mentoring relationship

Culturally Aware Mentoring

Discipline-specific challenges and solutions in diversity, equity, and inclusion

Discipline-Based Examples

Explore the Resources



Books & Reports

on Social Justice & Anti-Racism in Graduate Education

[Learn More >](#)



Articles & Comments

on Social Justice & Anti-Racism in Graduate Education

[Learn More >](#)



Websites

on Social Justice & Anti-Racism in Graduate Education

[Learn More >](#)



Videos, Podcasts & Social Media

on Social Justice & Anti-Racism in Graduate Education

[Learn More >](#)

Articles & Comments on Social Justice and Racism in Society

- 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.

Books & Reports on Social Justice and Anti-Racism in Graduate Education

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 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

Websites on Holistic Graduate Admissions

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.

Articles & Comments on Culturally Aware Mentoring

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 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%3A8TQbAH7KLlr95hjngPYODJUgMMvU8g-Nsg5FVYHtLIUY4MemDkKPMDXrbigodzsAHJIX-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."

Articles (Discipline-Based)

Discipline-Based Examples of Supporting Social Justice in Graduate Education

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.

Websites (Discipline-Based)

Discipline-Based Examples of Supporting Social Justice in Graduate Education

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 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 Set of videos “focused on promoting awareness, understanding and commitment to change academic biology environments to be more inclusive.”

Videos & Podcasts (Discipline-Based)

Discipline-based examples of supporting social justice in graduate education

- **Videos**

1. (Life Sciences) **SABER's Diversity & Inclusion Efforts: Striving Towards Inclusion in Academic Biology** 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 A faculty panel from the American University Antiracist Research & Policy Center focusing on how to address decolonial imperatives in the humanities.

- **Podcast**

1. (Life Sciences, Physical Sciences, Social Sciences) **HSI Hub Podcast: The STEMvirsity Podcasts.** <https://hsistemhub.org/podcast/>

Choose Excerpts for Discussion

Safe fieldwork strategies for at-risk individuals, their supervisors and institutions

[Amelia-Juliette Claire Demery](#) & [Monique Avery Pipkin](#)

Nature Ecology & Evolution 5, 5–9 (2021) | [Cite this article](#)

25k Accesses | 23 Citations | 616 Altmetric | [Metrics](#)

As a result of identity prejudice, certain individuals are more vulnerable to conflict and violence when they are in the field. It is paramount that all fieldworkers be informed of the risks some colleagues may face, so that they can define best practice together: here we recommend strategies to minimize risk for all individuals conducting fieldwork.

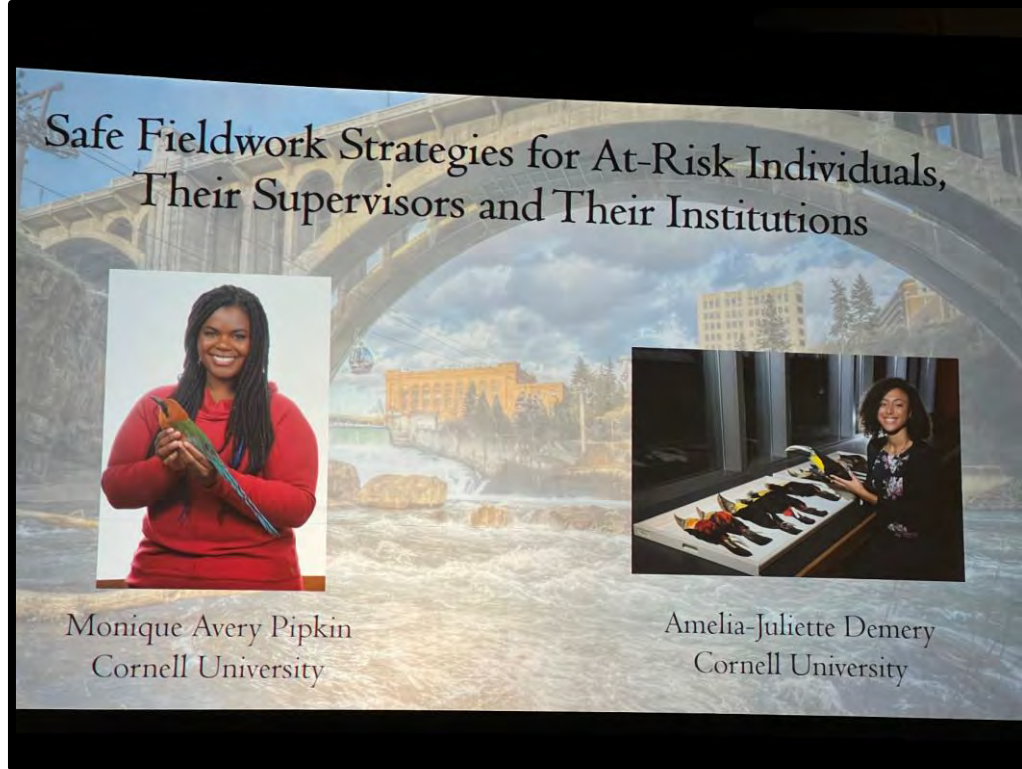
<https://www.nature.com/articles/s41559-020-01328-5>

Fig. 1: Example situations experienced by at-risk individuals in the field.



a, A Black ornithologist is approached by law enforcement. **b,** A Sikh entomologist experiences a hateful landscape. **c,** A bisexual ichthyologist is accosted by hate speech. **d,** A deaf botanist is verbally abused due to her disability. Illustration by Callie Rodgers Chappell.

Invite Speakers to Scientific Conferences



Graduate student authors of *Nature Ecology & Evolution* article as plenary speakers at the annual meeting of the American Fisheries Society, 2022.

Share Examples of Committing to Action

Zamudio Lab Condemns Racism and Proposes Action

1. We will read '[How to Be an Antiracist](#)', by Ibram X. Kendi, as a lab, and members of the lab (especially our white members, but welcoming all) will meet every two weeks to discuss and reflect. Thereafter we will continue devoting time each month to reading works and engaging in exercises to self-educate about the history of racism in our country, the practice of anti-racism, and dismantling white privilege.
2. We will as a group read the [research papers on what works and what does not work to curb police violence](#), to inform our own advocacy efforts (e.g., we will take action by calling our local representatives in Ithaca and demand that the police department be reformed according to our research).
3. We will work toward clarity in action and expectations, and training in communication across differences, and in [educational practices](#) so that BIPOC students and trainees feel safe, welcome, and supported.

4. We will continue to support [Diversity Preview Weekend](#) and advocate for its full institutionalization at the Graduate School level.
5. We will center the voices of, advocate for, and learn from Black and other POC in evolutionary organismal biology by promoting their work on our website, providing mentorship, and disseminating their work on social media.
6. In collaboration with the [Cornell Herpetological Society](#), we will host at least one event per semester devoted to the intersection of herpetological research, inclusion, safety in outdoor spaces, and equity/diversity.
7. We will provide support to groups at Cornell working to diversify STEM including [SACNAS-Cornell](#).

We recognize that this is just a start to dismantling the systemic racism that has resulted in low diversity in STEM, and we look forward to continuing to improve our response.

Signed by all members of the Zamudio lab:

Download the Resource List

Save or print a copy of the full resource list to share with your colleagues.

[Download the Resource](#)



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