CREATING INCLUSIVE PEER RELATIONSHIPS

Action items for graduate students

RECRUITMENT

☐ Participate in the recruitment process.
☐ Provide honest answers and feedback to questions posed by prospective students (e.g., regarding research group culture).

PEER MENTORING

☐ Get involved in graduate student leadership groups and organize or propose a formal mentoring structure.
☐ Participate in mentoring relationships.
☐ Volunteer for leadership positions to take an active role in the ongoing improvement of the mentoring program, e.g., to train incoming mentors.
☐ Organize daily micro-meetings with your research group to talk through progress, hold-ups, and next steps.

WORKSHOPS AND/OR PANELS

☐ Advocate for workshops, trainings, panels that address diversity and inclusion issues.
☐ Participate in panels and workshops.

SOCIAL OUTINGS AND RETREATS

☐ Set up a Facebook group for your cohort.
☐ Organize a recurring research group event for all graduate students.
☐ Suggest rotating inclusive social activities and times for group outings (i.e., not just happy hour).

STRESS AND CONFLICT RESOLUTION

☐ If you are the target of a microaggression: consider the context and explain how the statement or behavior made you feel if you are comfortable doing so. Using "I" statements can help communicate problems without accusation.
☐ If you are a bystander, be an ally to the target of the microaggression, let them know their feelings are justified and important, and ask them how you can help. Let the target of the microaggression speak for themselves.
☐ If you are the microaggressor, try not to be defensive, to reflect on where the microaggression came from, and take responsibility for increasing your understanding of your own unconscious bias.

IDENTITY AND SUPPORT GROUPS

☐ Become involved in graduate student leadership to organize identity and support groups.
☐ Send out a poll to determine what identity and support groups people might be interested in or need.
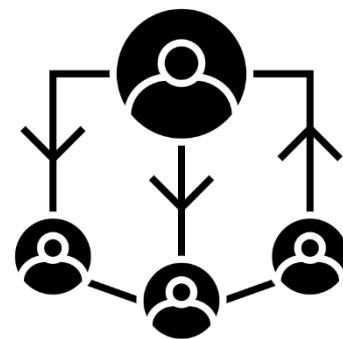
CREATING INCLUSIVE PEER RELATIONSHIPS

RECRUITMENT

☐ Invite current graduate students to help with the recruitment process. Encourage all members of your research group/graduate student population to get involved.

☐ Be available to answer questions from prospective graduate students.

PEER MENTORING

☐ Develop a formal peer mentoring program and/or encourage students to participate in an existing program.

☐ Provide mentor training sessions to train new mentors on what to expect or hire a veteran mentor to organize and provide a training session.

WORKSHOPS AND/OR PANELS

☐ Apply for diversity and inclusion-focused grants to fund workshops, panels, and trainings related to diversity and inclusion.

☐ Organize workshops and panels related to diversity and inclusion.

SOCIAL OUTINGS AND RETREATS

☐ Plan and organize social activities that appeal to students from various cultural, social, or religious backgrounds.

☐ Switch up the time of social outings, as well as the social outing itself, to engage all students.

☐ Send out a poll to determine the best time and preferred activity - make sure to rotate through social activities and clarify that such social outings are optional.

STRESS AND CONFLICT RESOLUTION

☐ Designate a group meeting to openly discuss microaggressions and unconscious bias.

☐ Make sure that your students know you are available to anyone affected by microaggressions. Make students aware of other relevant resources on campus.

☐ Meet privately with any student who is accused or observed initiating microaggressions.

☐ Organize an interactive theatre performance focused on microaggressions.

☐ Organize a training on bystander intervention to help graduate students identify and speak out about harassment, biased behavior/prejudice, or violence.

IDENTITY AND SUPPORT GROUPS

☐ List support groups with other resources available to students on department websites or newsletters.

☐ Invite representatives from support groups to 'plug' their group at an orientation event.

☐ Engage with identity and support groups for feedback about the inclusivity of the department/program, if students are comfortable providing such feedback.