

CHECKLIST FOR EQUITY-MINDED RECRUITMENT WEBSITES

(ADAPTED FROM THE USC CENTER FOR URBAN EDUCATION)

Does this admissions recruitment website...

INSTITUTIONAL

- Include statements about your institution's interest in recruiting candidates from racially minoritized groups.
- Describe your institution's values regarding racial equity, diversity, inclusion, social justice, etc. Keep it real. Remember students will read through statements that seem too lofty or insincere.
- Include information about steps that your institution has taken to make your institution a welcoming environment for students from racially minoritized groups.
- Consider explaining where you have made improvements over time, and areas where you are actively working to grow with respect to diversity, equity, and inclusion.
- Describe programs or services available to provide support to students from racially minoritized groups.
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DEPARTMENTAL

- Include a strong statement about why prospective students from racially minoritized backgrounds should be interested in joining the program, particularly as it relates to program climate and inclusiveness.
- Describe the program as a place that prioritizes racial equity and values racial diversity and equity-related work in research, teaching, and mentoring.
- Include information about your institution's commitment to diversity and equity and how your department operationalizes this commitment in your work with racially minoritized students.
- Include department-specific information about racially minoritized student experiences and post-graduation outcomes.
- Describe department-specific programs or services available to provide support to students from racially minoritized groups.
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ADMISSIONS INFORMATION & INSTRUCTIONS FOR PROSPECTIVE STUDENTS

- Demystify the application process by providing information to prospective applicants on how applications will be reviewed.
- Offer a short list of the attributes found among students who have been successful in your program. Using "candidate-focused" language is more inclusive than using numerical cut scores on standardized tests or grade point average thresholds for admission.
- Communicate multiple and expansive ways that students can demonstrate the skills and abilities necessary for admission to the program.
- Be clear about the materials that you would like applicants to submit for review, recognizing that all students may not have access to the same resources.
- Provide alternative examples of materials that students may provide to strengthen their applications if they did not have access to experiences you would like for them to include in their application materials.
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