

THE GRADUATE DIVERSITY RECRUITER PROGRAM:
A Handbook for Recruiters

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GO-MAP

Graduate Opportunities &
Minority Achievement Program
graduate excellence through diversity



GRADUATE DIVERSITY RECRUITER HANDBOOK

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GRADUATE DIVERSITY RECRUITER HANDBOOK

SECTION A - GOALS & RESPONSIBILITIES

Many thanks for your interest in the Graduate Diversity Recruiter (GDR) program. This handbook is designed to give you the widest range of possibilities when working with departments and prospective students. Please do not feel obligated to fulfill every option, rather use your good judgment with consideration to your own time constraints, comfort level, and the needs of the department and prospective student.

The Graduate Diversity Recruiter program is designed to support departmental efforts to recruit minority and underrepresented students, as well as students whose scholarship involves diversity. This program will train a corps of current graduate students to aid academic departments in their diversity recruitment efforts. The Graduate Diversity Recruiters provide targeted services for campus visits by prospective students considering graduate study at UW.

What are the overall goals of the Graduate Diversity Recruiter program?

- To introduce prospective graduate students to the rich diversity that nourishes community at the UW and in the Seattle area.
- To increase diversity and foster community in the graduate experience at UW.

What are some of the benefits of volunteering?

In addition to serving the broader goals of increasing diversity and fostering community in the graduate experience at UW, serving as a Graduate Diversity Recruiter will allow you to:

- Meet other current and prospective students, faculty, and staff inside and outside your program who share a commitment to diversity issues;
- Learn more about the resources available on campus and in the Seattle area;
- Learn more about the workings of graduate education and of individual departments; and
- Develop professional skills, knowledge, and experience that may be useful for your future career.

What are my primary responsibilities as a GDR?

In working with academic departments:

- To *supplement* the department's existing diversity recruitment efforts by providing targeted services for campus visits.

In contacts with a prospective student:

- To make the prospective feel welcome, and to provide a personal connection to UW.
- To answer the questions you can, and to provide potential resources to help the prospective figure out *how* to find answers.

In general:

- To promote the cause of diversity recruitment in graduate education by providing these services, but also by sharing ideas, insights, and experiences, and by exemplifying a helpful and considerate attitude.



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SECTION B - SERVICES AND LOGISTICS

Since the Graduate Diversity Recruiter program is designed to *support* departmental efforts to recruit minority and underrepresented students, you should not be the prospective student's primary contact person during the visit. The department planning the visit should designate a staff, faculty member, or Graduate Program Assistant (GPA) as the departmental representative or contact person.

Here are the services that you should be prepared to offer for each campus visit that you commit to:

- A targeted campus tour
This might be a separate event, or you might do this “on the go” in escorting the prospective student from one appointment to another. See Section C of the handbook.
- A one-on-one conversation over coffee or a meal
This is the primary service that you will offer. Sections D-G cover the issues that may arise in this conversation.
- Pre- and post-visit contact by phone or email
This is primarily to demonstrate interest in the prospective student. Additionally, you might discuss any of the issues in Sections D-G.

In addition, depending on availability, you should also:

- Be available for additional contact during visit
While you should not be the prospective student's primary contact person during the visit; as much as your schedule allows, you should make yourself available for additional contact during the visit—to get a sense of how the visit is going, and help the prospective deal with new concerns and questions that may arise. You might do this by leaving your phone number or email, or by scheduling more than one activity at non-consecutive times.

Here's how the program works:

- Request is made online at: <http://www.grad.washington.edu/gomap/gdrp.htm>
- GO-MAP will forward the request to the GDR list.
- If your schedule allows you to assist with a visit, please respond to determine which services you are able to provide.

Here's what should happen once you commit to help with a specific visit:

1. Speak to the contact person about what is planned for the visit, what services you will offer, and what information you need in advance. *Use the checklist for this conversation on p. 18.*
2. Go to the GO-MAP office to pick up an information folder to give to the prospective student, and to report the request for your services on a sign-in sheet.
3. Provide the agreed-upon services for the visit, including any pre- or post-visit contact.
4. After the visit is over, you should check back in with the contact person, and email GO-MAP to confirm that the visit has been completed. If applicable, fill out a reimbursement form and return it to the GO-MAP office.



A campus tour is an opportunity for a prospective student to view the campus. Formal tours or brief strolls are ideal for giving the visiting student an idea of what it is like to attend the University of Washington. If strategically planned, this can also be a chance for the student to see some beautiful scenery while learning about a wealth of resources.

You and a prospective student are touring the campus. What locations should you be sure to visit? How can you fit them in to a limited time frame?

All tours should probably include the GO-MAP office in the Communications Building. What other locations might be of interest to the visiting student? *Examples might include a branch of the UW Libraries, the Ethnic Cultural Center, Schmitz Hall, or the IMA.*

Individual Exercise:

You'll need: a campus map and the grid below.

- Go through the map and note locations that might be relevant to someone in your graduate program, in your general area of study, from your hometown, of your ethnicity, etc.

Graduate Program	General Field of Study	Hometown/Region	Ethnic Background	_____

Notes:

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Where are you most likely to be found?

Region Grid

Region	NORTHWEST (Parrington, Burke, Law, Odegaard... _____)	SOUTHWEST (Southcampus, HSB, Fisheries... _____)	NORTH CENTRAL (The Quad, MGH, HUB... _____)	SOUTH CENTRAL (Physics, Botany, Engineering... _____)	NORTHEAST (IMA, U. Village Playing Fields... _____)	SOUTHEAST (Stadium, WAC... _____)
Study Space						
Food						
Resources						
Other						



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SECTION D - FUNDING

The GO-MAP information folder that you will give to the prospective student will include some general information about funding questions. While others can give the prospective more specific answers to these questions, you can help most by discussing your own experience in finding funding.

Your experiences/Your program:

- How did you find funding when you entered your program? Was this offered by the department, by the grad school, or did you have to find this on your own? Was this negotiable prior to your acceptance of admission?

- Was this funding guaranteed over a number of years, or renewable based on performance, or for one year/quarter only?

- Were you required to teach, to assist with specific research, or simply to do your own work?

- How did your experience compare to those of other students in your program? What other sources of funding do students in your program find? What concerns or worries do they tend to have about funding?

- Is there anything you wished you'd asked or known about when you were a prospective student?



The GO-MAP information folder that you will give to the prospective student will include some general information about housing questions. While others can give the prospective more specific answers to these questions, you can help most by discussing your experience in finding housing.

How did you find housing when you entered your program?

- List some resources that were helpful to you, or that you wish you had used when looking for housing.

- Were you satisfied with what you found—in terms of neighborhoods, prices, quality, rental terms, transportation, etc.? Did any unforeseen problems occur?

- How did your experience compare to those of other students you know?

- Is there anything you wished you'd thought about when you first looked for housing?

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SECTION F: DEPARTMENT TOPICS

Some of the most important issues for many prospective students relate to their department. Prospective students will seek your perspective on the department and on negotiating academic life. You will probably be able to answer more questions if the prospective student is visiting your own program. However, there is still insight you can offer to a student in another discipline that does not require you to become an expert on their department.

Individual Exercise

- Think about the questions you had when you were choosing a graduate program and the questions you wish you would have known to ask. **Write at least three questions in the space below.**

Remember, you do not need to be able to answer all of the questions that a prospective may have, but you should be able to provide a sense of what is and is not important, and how someone might go about answering these questions.

- **In the space provided identify at least five issues that you feel might be important to talk about with a prospective student.** When identifying these issues, consider how much you know about each of them in connection with your own department, and how you could find out more. Also, consider how you could speak about these issues to a prospective student in an unfamiliar department.

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Discussion: Here are some issues that may come up.

1. **Program Requirements:** What does a student need to do to complete program requirements?
2. **Course Selection:** What are the best ways to select courses and develop a specialization?
3. **Selecting an Advisor:** What can a student expect from her advisor? How does she select an advisor? When and how can she change their advisor?
4. **Networking:** What should a student know about navigating her department and getting to know faculty, staff and other students? Are there specific people she should get to know?
5. **Resources and Organizations:** What other resources and organizations are important to know about, such as travel grants, student organizations, research institutes, etc.?
6. **Professional Development:** What can a student do, and what resources should she know about, to help prepare for the job market?
7. _____
8. _____
9. _____
10. _____
11. _____

Dealing with sensitive issues

Some issues may be a little sensitive, so talking about them to a prospective student (or a contact person) will require some tact. Take a moment to reflect on some issues that you think could be potentially sensitive. Then, we'll discuss ways of handling these issues.

1. **Demographics:** What are the department's demographics—in terms of students, of faculty, and of tenured faculty? Are there other students and faculty of the same ethnicity as the prospective?
2. **Climate:** What is the climate of the department like? Is there a strong sense of community? Are the students more collegial or more competitive?
3. _____
4. _____
5. _____

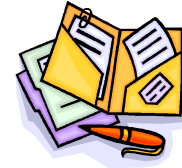
Potential Questions to ask the Prospective Student's Departmental Representative:

- Who is the prospective student scheduled to meet with to discuss program requirements and professional concerns?
- Is the student meeting with faculty and/or students from the department?
- Are there formal or informal mentoring resources for new students in the department?
- What professional development opportunities are available to students in the program?

- _____

- _____





The GO-MAP information folder that you will give to the prospective student will include some information about other resources on campus and in the Seattle area that may be of interest to a prospective student, but you can provide what brochures cannot—an idea of what these resources are like, and about how they help to build a sense of community.

Take a moment to look through the brochures in the information folder.

What resources are important to you? Do you have experience with any of the ones we've included in the folder? Are there others that you think should be included?

As we discuss these resources, take notes on anything that is new to you or that you'd like to know more about. In particular, note items that may be of interest or important to someone of a different ethnicity or a different field of study.

The prospective student may bring up other specific concerns beyond those we've discussed thus far. A few examples are listed below. What other concerns might come up? How might you help the prospective student to figure out how to address these concerns, or how to identify available resources beyond what has been provided in their information folder?

1. **Finding childcare resources through UW and/or finding schools for a child**

2. **Disability resources**

3. **Health services/counseling services/insurance issues**

4. **Volunteering opportunities**

5.

6.

7.

8.



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SECTION I - CONTACT WITH THE CONTACT PERSON

When you are initially contacted by GO-MAP to provide GDR services to a prospective student, what issues will you need to discuss, and what possible problems may arise?

In the previous sections of this handbook, we've identified a number of important questions that you'll need to answer about the visit. Obviously, you'll have more questions when you are dealing with a department that is not your own. Keep in mind:

- You are *not* expected to take primary responsibility for planning this visit; as a GDR, your role is to *supplement* the department's existing recruitment efforts.
- Some departments have more experience with recruiting visits, or more resources to offer during these visits.
- You are not expected to become an expert in an unfamiliar department, nor are you expected to have answers to every issue that may come up for a prospective student. Your role as a GDR is to help the student figure out *how* to answer her/his questions.

Please keep in mind:

- **You are representing GO-MAP and the cause of diversity recruitment.** Please keep a helpful and considerate attitude!
- **The fact that a department has chosen to participate in this program means that they have an interest in improving their diversity recruitment efforts.** Some departments might have less experience and knowledge with diversity issues, but their participation is proof that they are trying to learn and do more.

What kinds of issues might occur, and how would you deal with them? As we discuss the following, take notes on the next page:

1. You are unable to provide services for a particular visit.
2. You are asked to provide services beyond the regular duties of a GDR.
3. You *choose* to offer a service outside of your regular duties, and need to be explicit that this service is *not* a standard part of the GDR program.
4. The contact person asks you to take on more responsibility for planning the visit than you feel is appropriate.
5. You feel you are being asked to provide services to a student who does not seem to fall within the diversity focus of the GDR program, or to provide services that you feel would be more effectively offered by students or faculty within the department.
6. _____
7. _____
8. _____
9. _____

Notes:



- Checklist for your initial conversation with the contact person:**

- Confirm that you are available on the dates and times required, and discuss any scheduling limitations during that period.**

- Discuss the other events that have been or will be scheduled for the visit, and what your contribution to the visit will be, in terms of:**
 - The issues and concerns that you will be primarily responsible for addressing, and those that will be addressed at other events on the schedule

 - The specific services that you will provide during visit

- Discuss whether any pre- or post-visit contact with the prospective will be useful, and if so:**
 - Should this be done by phone or by email? If by phone, can you make calls using the prospective student department's account?

 - Who else will be contacting the prospective? What should you be sure to mention or be prepared to discuss?

- Discuss any questions you have from the sections of the handbook on:**
 - The campus tour

 - Funding

 - Housing

 - Department issues

 - Campus and community resources/other issues

- Ask whether there are funds available for coffee/meals/etc., and what the reimbursement policies are.** (GO-MAP's funds for these activities are limited, and should not replace existing departmental funds!)

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SECTION J - INFORMATION FORM

Please Choose the Area of Study that best describes your program:

- € Humanities and Arts; Social Sciences
- € Physical Sciences; Life Sciences/Biological Sciences;
- € Education
- € Engineering
- € Professional Programs (Business, Public Affairs, I School, Social Work, Law)
- € Public Health/Medicine/Nursing/Pharmacy
- € Other (Please Specify _____)

STUDENT INFORMATION:

Name:	Ethnicity
Email	Phone
Department:	Program:
Type of Degree:	Research Interests:
Year in School:	Graduation Date:
Hometown:	Undergraduate Institution:
Undergraduate Degree:	Organization Affiliations:

Please list the departments that you would be most interested in serving as a Graduate Diversity Recruiter:

Is there a particular group of prospective students that you would like to work with? These might be students of a certain ethnicity, from a certain region of the country, those who share a certain hobby, etc.

Are there any departments or areas of campus that you would rather not serve?
