ScAAN
Scientist Action and Advocacy Network

This document provides the raw audience submissions from the workshop on allyship and anti-racism in academia on June 10, 2020, organized by *Growing Up In Science* and the *Scientist Action and Advocacy Network*.

These are the unedited replies to the form below, meant to stimulate further work and adoption of personal and institutional goals (at the level of a lab, a department, a society, a university). They do *not* represent a consensus view of the participants or moderators of the workshop.

Growing up in Science - Allyship working session

On June 10, as part of the #ShutDownSTEM day of action for racial justice in the sciences, #GrowingUpInScience in collaboration with @ScientistAction will hold a working session aimed at identifying concrete ways in which we can be better allies to scientists of color, especially Black scientists. To focus this work, we invite you to share experiences and ideas in the form below.

The organizers of this event are neither from the affected groups nor are authorities on the topic, but that does not absolve us from the obligation to do the work to understand our role in perpetuating -- or dismantling -- systemic racism.

If you are a person of color: please know that we do not expect you to educate us. We are extremely grateful for the labor you already do, and you are more than welcome to join us, but will understand if you choose not to spend time on a workshop aimed at helping scientists from over-represented groups work on becoming better allies.

If you are a White person and part of the dominant majority group in science, our goal is to engage you in deep thinking about how you can be an agent of change in your immediate and wider sphere. Towards that, we would like to focus the discussion on concrete events and actions, so as to produce as many actionable items as we can from this session.

Please share your perspectives and ideas below as concretely as possible, so that we can discuss these examples in the meeting. You can submit anonymously. We will strive to read and discuss as many of the contributions as we can.

Please note that your comments may become public.

Please feel free to fill this form as many times as you would like -- you may have more than one example for some of the questions, and none for others.

(optional) What micro- or macro-aggressions have you or people close to you experienced in science related to being minoritized in science?

The goal is to share examples of how an action that may seem benign to one person is an aggression to another, and should be avoided by allies. See also #Blackintheivory on Twitter: https://twitter.com/hashtag/blackintheivory

Long answer text

(optional) What micro- or macro-aggressions to others do you realize you have committed (or have seen others commit)?

Our goal is to collect examples of actions that we realized (or were told) in hindsight were aggressions, so allies can avoid these. We don't need to all learn from personal experience here -- better to learn from each other's mistakes.

Long answer text

(optional) Please list aspects of systemic racism that you find most urgent/actionable and that you would want to be discussed in this session

Systemic racism is tragically rampant. We are trying to pinpoint a starter list of targets for dismantling through a clear and purposeful plan of action.

Long answer text

(optional) What concrete steps are you considering to take to be an ally and practice anti-racism?

Let's make an actionable to do list, where everyone can find something they can do tomorrow, next week, next month, and thereafter. Systemic racism was created by design — not individual failures. Therefore, dismantling it, too, must be by deliberate design to both repair harms and open opportunity unjustly denied for generations. (text paraphrased from https://www.nj.com/opinion/2020/06/black-community-leaders-make-black-lives-really-matter-in-new-jersey.html). If you need a starting point, you can make a copy of this google doc https://tinyurl.com/concretesteps and cash out ways you could implement the suggestions in your own context. Or if you think there are pieces missing, add those here so they can be added to the document. Let's brainstorm broadly.

Long answer text

1) What micro- or macro-aggressions have you or people close to you experienced in science related to being minoritized in science?

- Using harmful stereotypes in the classroom when referencing examples of research in curriculum
- saying BIPOC students just don't work as hard or don't perform as well as their non-BIPOC counterparts
- Confusing BIPOC's names and cracking jokes about how folks look the same
- Sexist remarks about women needing to smile more
- Gaslighting
- Tokenizing single individuals representing groups (esp the Black community)

(1) Always being asked whether a particular stimuli or word phrasing in a target item could be considered "racist/offensive". 9/10 times, if someone is asking, it is because they have already deemed it offensive, but are hoping that a POC doesn't see it that way.
(2) It is automatically assumed that I am a research assistant (incorrect).
(3) Being told that I am "lucky" to be a POC in academia, because universities "are dying to fill their quotas".
(4) People being surprised that I am lead on projects/studies because they don't believe my ideas could actually materialize without the help of others.
(5) People being surprised that I am a good writer (and that I was very involved in the writing of an ms) because I am a non-native English speaker.
(6) People always assuming that my interests in STEM only focus on "social justice issues" because that's what "people like me like to study" (I was told).
(7) Being told that "this conference is going to be really fun for you" when the conferences are hosted in major metropolitan cities with majority Black/LatinX populations.

A full professor (who was department chair) joked that people like me (they named my race) are known to be hard working and favor quantity over quality, and therefore I should be of great assistance to collect lots of data. All 15+ people in the meeting laughed, incl faculty. Everyone was white, except me. It was my first research meeting as a RA.

assuming that my political ideology is that of a white liberal

I'm a non-Black hispanic woman. This moment should be squarely about anti-blackness. But here go some of my experiences as a hispanic woman in science and academia.
--College professor when I asked her if I could cite sources in Spanish: "any scholarship worth reading was published in English" (in front of the whole class).
--I was told by a supervisor at the time (a postdoc at my undergraduate lab) that I probably got into my grad program to fill a latinx quota, and that "they would love me because I don't really look or act latinx."
--White grad student in my program (who was my friend) said many times that the field is now skewed in favor of anyone with a "good diversity story" and this is why she didn't even apply for grants, awards, scholarships (I did, so the implication was obvious to me).
--"Where are you from? No, but really?" ALL OF THE TIME. Might as well call ICE. Sometimes this is just intended as a conversation starter or ice breaker, but it often feels othering.
--Being called a "feisty latinx" for making a point in a meeting.
--Being told I'm NOT really latinx because I don't look like one, sort of as a joke, but I think the person meant it. Whether my identity is acknowledged or not seems to depend on how well it serves the other.
--Being told that research on diversity and inclusion is niche and would not help my career.
--Being discouraged by PI when I wanted to diversify the stimuli I use in my research: "It's too messy. We'll get to that question sometime, but first what's really important is...."

During a faculty job interview at a top-tier R1, the search chair (famous older white man) asked me, "what's Professor X up to these days? That grad student of hers is Mexican, so she must be working on the impact of bilingualism on development, right?"

During another faculty job interview at another top-tier R1, when I politely pushed for a fairly common item on my startup list, the search chair (older white man) told me that I "have a lot of chutzpah for an Italian!"

We constantly bring up how someone could be a "diversity hire", often without sparing a thought about

what message that might carry about their abilities.
I am often complimented about my English, how it doesn't carry an accent, or how good it is. English is one of the many languages I grew up speaking. But even then, I'm never considered a "native speaker".
I have known for POC to be more likely to get ID checked at the gate of our university.
No attempts to pronounce my name, or fumbling at the sight of it.

Commenting on accents or writing styles being a barrier in science, usually expressed to help working on it, and usually in my experience I've only ever got this from this single PI and no one else in my 10 years in the US across three states and two universities; joking about stereotypes and thinking that's okay, happened in several instances including one in sharing a story stereotyping people from my country and then comparing me with it, several other experiences crossing personal boundaries that likely emanated from treating me as inferior and incomplete due to my racial and cultural background. The bottom line is - don't make personal comments that are so overt that it leaves students tongue-tied, respect boundaries and don't try to control too much as a PI just because you can (and in my case, I am on F1-visa, so my PI felt they had more control and no one to answer to). I don't see these are unconscious or implicit biases, and these are actions that PIs should definitely be accountable to, which is unfortunately very far from reality.

Lab techs using negative terms when referring to POC, talking over them. Faculty refusing to believe POC or act when students speak out against microagressions.

Uninvited to a lab meeting, without explanation of why I was uninvited. At the time, I was a first year grad student - very unsecure. I believed I was minoritized for being insufficiently quantitative.

Not specifically in science, but I have been made fun of, with mocking sounds by Black students in school hallways; I've been a victim of crime (purse snatching, robbed of cash) committed by Black youths

One tiny example from last year (that I believe encompasses being a woman as well): Regarding that terrifying transition from postdoc to independence, I was asking PIs at a conference for any advice in taking the big step. One prominent leader in the field told me, "Marry a rich man. If you marry well, you can do it."

Being told someone got many job offers because they were a minority.

I am a white woman married to a half black man. When my university colleague (white man, PhD) heard that we got engaged, he said with a true worry 'are you aware that you can have black kids?' 'Yes, I am aware'. No comment.

- I was referred to as one of the "few people of color" in my program.
- I had my name confused with another girl in my class who had a similar skin tone but completely different features and ethnicity for an entire semester (even after correcting professor multiple times).
- After graduate student interviews, I heard feedback from a professor that one of the interviewers (an older white male professor), said that I have "class"--which has nothing to do with what I was interviewing for or my skills/experiences. Also why wouldn't I have class to begin with?
- My advisor once wrote me a letter of recommendation with the wrong pronoun, but only in the section that was referring to my technical skills.

- I have also witnessed that the only graduate students who have difficulties in our program come from non-white racial, ethnic, and underprivileged socioeconomic backgrounds, and rather than provide solutions or support, the assumption is that they are making excuses, or just not cut out for science. As a person of color, everyone is already hyperaware to everything you do/say because you stand out... and if you mess up once, this sensitivity only increases.

A PI asking my lab mate to tie back their natural hair to appear more professional in a hospital setting.

There's a lot of micro-aggressions that I didn't think were at the time I experienced them. I justified it by telling myself that I'm just being sensitive coming from a low-income immigrant background. But now I see that a lot of instances were colleagues and mentored belittled my career decisions because they couldn't comprehend how financial strain can truly affect your passion and personal choices. I had peers

tell me that I needed $20,000 dollars saved up in order to pursue graduate school. I had mentors criticize my career path and pivots because when I tried to explain to them that pursuing a certain path would literally not be affordable to me, they said that I shouldn't decide with money in mind. My entire life revolved around survival and how education could get me and my family out of poverty. But being surrounded by privileged upper-middle class white people who never have truly struggled was stifling. I was forced to feel isolated and that my voice didn't matter. We lived in different worlds and in order for me to even participate and gain the opportunities from theirs I had to pass.

Professionals without english as a mother tongue being amazed by how my english is better than theirs (I am a latin person doing a PhD in europe).

- Have an idea and invest time on shaping it and improve it, then be completely ignored when proposing this idea. One moth later another colleague gives another version of the same idea and is celebrated by the rest of the team.
- Having heard the phrase "please don't victimize yourself!"
-Being constantly interrupted when talking.
- People made me feel that I deserved the micro-aggressions. And I am constantly questioning myself if I'm being too sensitive towards their attitudes and comments.
- Colleagues laughing at my grammar and spelling mistakes, and blaming me for not trying hard enough to improve it (when I learnt english only few years earlier, to present the language test and be able to apply for the PhD program. They had many years to learn it and plenty of opportunities to practice).
-Double standards: Getting strong negative feedback for a mistake. The same mistake that was not criticize when another colleague made it, and was even justified "is part of the learning process, use it to learn for the next time"
- Being blamed for not trying hard enough, when actions are assumed to be obvious (But not obvious enough for someone from a different background to understand it!)

Opinions on which ways to reach a goal are "correct" (cultural point of view)

I am a person of colour who moved to Switzerland about two years ago when I began my PhD here. I can think of two occasions where I experienced insensitivity from white co-workers that I felt was expressed in an aggressive way:

1. It had been 3 weeks since I moved here, and I was overwhelmed with moving to another city (and country) for the first time. I was just settling in, had immediately dived into coursework and PhD work and was not yet used to the rhythm of the department, e.g. we have seminar speakers every Friday that PhD students are expected to interact with. Another PhD student in my group asked me why I had not been attending these interaction sessions, and I explained to her that many of those sessions clash with my lectures, and others just slipped my mind because I was still adjusting to everything. To this, she responded with a contemptuous "Oh, but haven't you been here for three weeks already? Just use your calendar, it's not that difficult!"

2. About a year into my PhD, I was in a group meeting. A postdoc in my group asked the other PhD student how many presentations she had given in a year, and she responded with about 12-13. Then he turned and asked me the same question (knowing full well what the answer was) and I responded with 3-4. He then emphasised how I should probably present more often. What hit me most about this exchange was the insensitivity behind comparing me to a native Swiss woman who did not have as many obligations in the year as I did e.g. I spent nearly half the year looking for an apartment to live in, and had to give two qualifying exams that were stressful and on which my enrolment at ETH depended.

I would perhaps understand these comments if they came from a place of ignorance, but both these colleagues are in my group and are aware of my background and all the specific challenges I face.

I've seen multiple instances of where BPoC people were undermined of their success (like receiving a grant, or being in a certain position) because they got the "diversity-ticket".

I was asked in a first meeting with a PI, what my parents do as it is a strong indicator of success at grad school. They immediately apologised at my horror but I will never forget it.

"oh, but you don't look like a physicist!"

"wow, physics, that must be so hard" after winning an academic reward, from a former postdoc: "oh, but you know these things can be political..." on university admissions: "so who did you have to know in order to get in?"
Witnessed unconscious bias in judgement about papers by certain authors, compared to others papers authored by white males. Silence on the lab slack about recent events.
A foreign postdoc "joked" to a black RA about how it feels to be a slave.
I am a minority faculty member. During a minor conflict we had on a small committee, another faculty member made disparaging remarks about what he incorrectly presumed to be my religion. When I was an assistant professor, a white female full professor requested repeatedly that I take care of her child for a short time off campus. I declined repeatedly. The only other person she asked was a black female professor who was also junior and who did not feel she could say "no".
Being spoken over, having opinion discounted,
A well-meaning advisor said I had good chances for upward mobility because I'm a woman
There is the expectation of minorities to actively participate in diversity efforts, and often we become overburdened these efforts but never acknowledged or valued for their efforts.
being called by a different name being in your 2nd/3rd year in the department and people still asking if you're new to the department people talking over you (especially if you're a woman of color)
I have had my close coworkers be told they can not speak their native language because it made other people in the lab uncomfortable since they did not speak that language. It is clear to me, even as someone who only speaks English, that it is difficult to only be allowed to speak in English when that is not your native language.
"You'll have a better chance at receiving the grant because of your minority status"
People make assumptions about where you're from, misspell your name, tell jokes about race.
a friend of mine was told by a PI that he was being sought out for a phd track spot because he was a minority
In particular, I've seen black men and particularly women being ignored by their mentors.
White faculty in the department far less likely to show up for departmental talks given by black speakers
Dismissing comments made by minorities, by default; giving the benefit of the doubt to white men, also by default. Assuming a minority is younger/less established than they actually are. E.g., asking a black professor whose lab they're in.
acknowledgments of a person's race in a joke (thereby making those stereotypes salient)
I've seen individuals debate the quality/importance of research focused on race/racism
Interpreting proactive, assertive speech as "aggressive" or "overly emotional"
I have observed many students and faculty who are BIPOC be told they only received an award or

fellowship because of their minority race and underrepresented minority group "status".

Being told that they are a 'diversity hire'
Being the only ones asked for the ID in a group of students/postdocs at the university

As a POC in my lab, only myself and one other lab mate are from the same racial background, but we often are mistaken for each despite not looking alike at all. The worst part is that it is often lab leadership who are committing these errors.

My PI also often says things that can be considered offensive to other cultures, many of them being ignorant stereotypes. I don't want to say specific examples to maintain anonymity but it displays a great deal of insensitivity.

(Disclaimer: I am a female, non-Black person of color.)

- Upon being accepted to a top-tier graduate program, one of my labmates said, "why would they want *you* there?"
- At said program, a tenured, white male member of my dissertation committee expressed surprise that my dissertation was so well-written and asked me if I had written it myself.

Mixing up the names of the only two black women in the program - not taking the time to learn who was who. Have heard similar stories from Asian minority scientists. Similarly, not taking the time to learn how to correctly names. Telling black scientists that they "don't act black".

A huge one is the way that so many scientists dismiss or discount funding/award mechanisms oriented towards increasing diversity as easier to get or less of a testament to the awardee's skill/accomplishments/promise/worth.

A black friend has told me that he/she felt they were not receiving the the same level of respect as their non-black co-workers by their PI. Often, they felt unfairly dismissed.

I once had to help a research participant who was lost/having trouble connecting with the researcher and was very upset and fearful that they would be racially profiled as an unfamiliar black person in the building.

People asking me repeatedly "are you a professor? Really?",being confused with the pizza or food delivery guy, Recently I had to pick my computer from the office due to covid-19 and I had to sign a letter allowing MYSELF to pick up MY computer from my OWN lab because the security guy was unsure if I was a professor and did not want me to pick my own stuff, not even when I showed him the card that said faculty (two people were picking up equipment in my face without much problem while he was asking me for my position in my own department). And I am WHITE HISPANIC. I can't imagine the shit that black and other people of color have to go through in academia.

As an Asian American, a lot of the micro aggression stems from stereotypes and general ignorance. As a society, Asian Americans are viewed as the model minority. We are often used by white people to justify racism but at the end of the day we do not receive the same privilege as white people. In that sense, we are often overlooked and put in the backseat of racial conversation. In the science community specifically, although we see a surge of scientists stemming from Asian descent, our individual experiences are all different. We are not all privileged to receive the same science education so to lump every Asian scientist in one category is beyond ludicrous. I've experience micro aggresion from my PI on many occasions in our conversations. These types of micro aggression ranges from undermining my personal accomplishments to outright making ignorant comments. There is such an imbalance of power dynamics in academia where it's nearly impossible to call out someone without receiving repercussion. So, to call out my own PI and to defend myself in situations where I'm constantly on the receiving end of racism of any form is very difficult.

I am a women in a mostly male field - on my first day as a professor, another professor approached me in the hall and asked me if i were the "tutor" (an undergraduate assistant). I have been mistaken for a student many times since by other professors. I am white though so those are minor and infrequent.

my ex partner was a black woman and a graduate student, and the stories i heard from her on a weekly basis were harrowing. she said hi to a professor in her department at a restaurant once, and he

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assumed she was a server. she would show up to give talks and the men in the room would tell her that it was a departmental event as if she were a lost undergrad. older white men would regularly introduce themselves to everyone but her at department events and colloquia and conferences, etc. graduate students in the program would tell her she only got an nsf because she was black, got into the program because she was black, would have an easier time getting a job because she was black, etc. this is all stuff i never would have noticed or picked up on otherwise

I think mostly an implication of color blindness. One example: "for our research, it shouldn't matter what race our research subjects are". Also not having discussed current BLM movement and protests in our meetings, while when the Covid lockdown just started we discussed Covid a lot.

When a Black woman raised concerns about diversity issues at the university, a white colleague responded that her tone and choice of words was unnecessarily escalating the situation. This is problematic because he is discrediting the value of her commentary by policing her tone, which could also be an attempt to silence her. He was also insinuating that she had no right to be angry, which alludes to racist stereotypes.

For seminar speakers or lecturers -- ignoring the minority students' raising their hand and instead asking a white male audience member for a question.

In the lab where I did my PhD, I used to hear my PI or other lab members talking/half joking about my personal characteristics as something more general in relation to their stereotypes about Chinese people. It was difficult for me to confront their joke-like narratives and most of the time I stayed silent. But such experiences were annoying and sometimes offensive.

Praise for being the first person in the family to pursue college, or post-graduate, education as an under-represented minority.

PIs not acknowledging the pervasiveness and seriousness of the current situation to their Black graduate students; PIs expecting all grad students/postdocs to continue on with business as usual right now (privilege!); Having PoC/minority students in the department take on all the diversity and inclusion initiatives in the department and not be paid additionally for this invisible labor; Glaring lack of diversity in TT faculty -- rendering words from dept leadership about caring about diversity and inclusiveness empty and meaningless; PoC faculty largely recruiting all PoC/minority grad students in the dept; Inviting mostly white, mostly male academics for department level talks and lectures; Having all leadership in dept be older white males; Not creating adequate channels to for grad students to be able to address issues of racism in the department without fear of pushback from faculty

One things I have seen repeatedly is the reduction to the black/female/latino, etc. student of Prof. Example when referring to the work of Gradstudents. More extreme case was: two equally contributing authors. Only the one who has "an easy to remember" European name gets acknowledged for it.

jokes about women being irrational in classes on decision-making

-Told that spending time on creating departmental diversity trainings/title IX trainings is a waste of time and resources, and that time should be spent on research.
-Being talked over in lab meetings/critiqued harshly until crying

There are borderline situations in which I am not always sure what is the best course of action. These situations have something in common. Person A belong to a URM, person B might belong to a different URM or to a well represented group. B makes a light joke related to the URM group to which A belong (I don't particularly like the joke). Person A laugh at the jokes. A visibly hang around B. Is it because A doesn't want to look not funny or because he/she really like the jokes? Sometimes even asking directly this question to A is a bit delicate. I often intervene with another joke making fun of B (but not of his/her group) to de-escalate the situation. I am aware that the context have a strong impact on what could be the best action in these cases. But I would be curious to hear if other people have experienced similar situations.

There are far too many to easily list here but one that cut the most deeply for me is already on #blackintheivory and that is that a mentee who is one of the smartest, most deeply thoughtful graduate students I that know was told by a white PI that she had no business applying for an NSF fellowship. She proved him wrong!

There's a problem with this form. If we share specific experiences, the people who perpetuated racism will know who reported it. These are Ivy league scholars at different levels and their anger and resentment will make our academic survival even more difficult than it is. Let's not pretend this is a safe space.

I was told privately by a professor that the PhD admission committee from my program specifically exclude applications from a certain country in Asia because they think the students from this country usually accept the admission and transfer to other department.
I also heard from a professor who is from a minority group saying that his whole department does not like any international students.

I think we should acknowledge the things that *are not* being done for minorities in science as well as the more overt forms of aggressions. For instance, I can't name a single mentor-mentee relationship in my program where the mentor *actively* speaks to their mentee about the hardships they face due to the color of their skin, their immigration status, their LGBTQ+ status. The fact of the matter is these students encounter things that make their lives more difficult every single day, if not multiple times per day. I believe the culture of conversations needs to change from "I don't see the color of your skin, your immigration status, your LGBTQ+ status, etc" to "what are the hardships you are currently going through and how can I be accommodating of them or help you with them?".

Another micro-aggression by omission, if you will, is about the informal mentorships white (in my experience) students receive over minority students. When white students are in a white-space, dominated by white professors, this facilitates a kind of "comfort" that often comes at the expense of other students. For instance, more easily finding ways to go to lunch, coffee, or spend time with "like" selves. For white professors listening, apply some scientific reasoning to your relationships with your mentees, if you would pursue action X with your white student, would you pursue it with your non-white or minority student?

A very common one is people minimizing professional achievements of URM folks (faculty positions, fellowships, awards, leadership roles) by implying that diversity initiatives, rather than the person's own qualifications, underly those achievements

A common one is the confusion around opportunities specific to individuals from disadvantages backgrounds—some individuals have expressed that background-blind opportunities would more equal. I actually hear things like this vocalized more often from colleagues who are here from different countries, who may not understand the context (and/or are more comfortable saying this out loud?).

During a grad school recruiting event, a black recruit received unsolicited physical contact to their hair by a white recruit. The white recruit was reported and did not receive an offer of admission, but no one at the recruiting event said anything to the white recruit or intervened during the incident. I heard about this after the incident so I did not witness it first-hand, but I could have easily been there and given the fact that nobody intervened, I'm not sure if I would have either (even though I like to think I would have). As far as I know, the black recruit is not attending our institution (and understandably so).

Not believing that URMs actually belong and lacking confidence in their success, and often "supporting" them in a super patronizing manner.

Questioning the sincerity of my interests, assuming I do not have have an accurate evaluation of my own interests (i.e. they have a better grasp on what I like than I do), or stating that my interests are not "rigorous" enough for my discipline

Being treated as a threat by default, and having to constantly work to signal non-threatening attitudes (e.g. while driving, walking on the street etc)

A friend of mine suggested that the elite university I currently attend accepted me because they are progressive in their admissions practices and were willing to take a chance on me even though I don't come from a typical background (I attended a public state school for undergrad) whereas other universities wouldn't have wanted to accept me (even though I got into just about every school I applied to!). This is a micro-aggression mostly based on class, so given how issues of class and race intersect, I can only imagine how much worse or prevalent these sorts of comments would be if I were Black!

My last name is clearly "foreign" and often (OFTEN!) I find that people don't even bother to try to

pronounce it, or make jokes about how hard it is to pronounce. As an immigrant I find this very "othering;" I don't mind if they get it wrong and mispronounce my name, but at least make an effort!

I've heard from many of my Black peers that they frequently face subtle commentary from others implying that they've ascended into their position in academia due to affirmative action or in fulfillment of some diversity quota. This is obviously incredibly offensive and damaging.

I've also heard from my previous research mentor, who is Black, that he was treated with dignity and respect from his colleagues for the most part. But often the "light-hearted" jokes he witnessed them sharing about the research participants (often from Black and minority groups), was appalling and incredibly hurtful. Researchers need to actively value the humanity of all participants from all backgrounds, and not allow their position as a scientist to create a pernicious power divide between researcher and participant. Ask yourself: how am I treating and speaking about my participants? Am I always granting them as much respect as I would a colleague?

I had a Lab Manger ask me if my parents knew about or approved of my relationship with my then boyfriend (now husband) and I said yes they love him and have known him for years. She gasped and said "but he is black." To which I responded and your point is what exactly? My tone was "hostile" she reprimanded me for taking it too personally and being sensitive when she was "only asking a question" and pointing out the obvious because her parents would have killed her for it. I was then asked if" what they say about black men is true" ;) to make the conversation more light hearted. I left work early that day and was again told I was taking things too personally. I routinely get comments like this when people see photos of us together in my office. Or people meet him and go "oh he's black from the way you described/ what I know about him I thought he was (insert other race usually asian)" Why? Because he is a software engineer, who speaks mandarin fluently, has a degree in math, and plays the violin...

I have seen an African American called out in front of everyone on a work conversation channel for having been late and delaying having experiments run. This was after having received approval to arrive late a week in advance because she had to meet with her child's teachers that morning. There were a few people that consistently pointed out everything she was doing wrong and we would talk about it and I did what I could but in the end she chose to leave. After she left someone told me I knew the second she walked in here she wouldn't cut it. I don't know what the rest of you saw in her.

I routinely see one of the service workers get called out for being too aggressive and for being the angry black woman. We talk about it all the time even if someone else is rude disrespectful or dismissive to her first she is the one that ends up with a write up. After having been written up she is not considered the problem and is routinely put on notice. I made my office a save space for venting so that there is an outlet in the building where she can express herself and her frustrations without getting in trouble.

Someone complained to me that I incorrectly filling out forms and putting their first name and their last name in the forms in reverse. I pointed out that in fact the names were in the form correctly. I was then asked what kind of a name it that.

Once when I was the organizer of a seminar series, a White male professor came to me and complained that there were too many females and minorities in the speaker lineup. After a couple minutes of arguing about the importance of diverse representation and the fact that the invited speakers were all top-notch, he commented: "Look, let me explain it this way, it's like the parking lot, we can mark one or two handicap spots for these folks to make it easier for them, but we can't give away all the spots. Where are we going to park?"

1+2) tip-toeing and acting in awkward ways around black colleagues. like being too nice or not nice enough on purpose because in the back of your mind, the fact that they are black is a principal component guiding behavior towards them.

As someone who is a first year at a new department and went to a predominantly white undergraduate university, my exposure is minimal and this is part of the problem. I know we have a diversity and inclusion committee in our department that just formed. I know we have people in our building that feel extremely uncomfortable. I know that because of my privilege, many of these issue have flow under my radar. It is my turn to educate myself and listen to stories on minorities in science.

My PI applied for a grant that gave funds for minority members of the lab interested in graduate school. After I wrote my diversity statement and filled out my profile she received the grant months later I received an email from an admin staff member who vaguely asked me to mark that I was a "diversity candidate" on my profile in order for the grant to go through. When I had not replied in less than an hour I was sent another email urging me to fill this out. It turns out what they wanted me to mark was a box that said I was black.

This hurt me because I had no idea what the grant funds were going to. When I questioned it, I was told it paid for my salary. It made me question whether I was only hired because I could get guaranteed grant money for my salary. I wondered why my white PI was benefiting from my blackness. I was also very disappointed in how the situation was handled.

Being told that they were a diversity hire and that the bar was set lower for them to be hired.

My friend who is Black and is finishing his PhD wrote a nice draft chapter. I read it, it was very good, with clear writing. His supervisor cut hundreds of words and made huge edits, that I don't think were necessary. My friend feels it was due to implicit bias, and I believe him.

2) What micro- or macro-aggressions to others do you realize you have committed (or have seen others commit)?

Not nearly doing enough to find for URM!

Not speaking up. A white person calling out another white person can be so powerful. More powerful than when a PoC does it. We're easily considered "too sensitive"

At a party I organized, I introduced a Black friend to the only other Black person in the room saying: I think you would like to meet.... I immediately realized my mistake by seeing the embarrassed looks on both of their faces. Will never do it again!

2 microaggressions I'm guilty of inflicting on my fellow graduate students. Realized later that they were hurtful and apologized.
I asked a Black female student if I could touch her hair. In grade school, my classmates (mostly my Black classmates) asked if they could touch my hair all the time. I thought it was innocuous and playful. I know better now.
An Indian student I was volunteer mentoring referred to herself as POC in STEM on her NSF application. I suggested she be cautious with that term, as I was worried the committee would think she was falsely portraying herself as a URM. She disagreed and I backed off and said she should include it as is. I worry that I may have invalidated her experiences as POC in the US.

I have personally mistaken Asian students and research assistants. What helped was spending one-on-one time with them and getting to know them.
I have frequently seen or heard PIs ask black lab members to contextualize racism for others.

Poorly informed comments about Ramadan (like: "it even includes drinking water, right?") that conveyed prejudice, preconceptions, and judgements.

There are certain people in this department who are decent folks but nonetheless don't realize that taking an aggressive, often even shouty tone, during lab (and other) meetings can have disproportionately negative effects on members of minority groups (women, people of color) in the room. Even if these people mean well and aren't racist or sexist, and even if the direct targets of their aggression in a particular conversation are white men, they seem unable to maintain a basic level of respect and politeness for those around them that would make everyone comfortable to jump into the conversation.

these were all actually in the absence of URMs, but help to reinforce white supremacy: racist jokes; highlighting the race of a previous student with poor performance; when a crime was committed against a fellow lab member, asking if the perpetrator was black

in the presence of URMs: saying things "aren't that bad and could be worse"; mistaking somebody for

someone else
Assuming that POC PhD students are first gen.
I've made assumptions about whether people are likely to be researchers based on their clothes and appearance (read: colour of their skin, perceived age).
Another PI constantly accusing their international student of colour of falsely falling sick when they really were, and constantly questioning their work ethic which was clearly unfounded, whereas the white students do not undergo these experiences. Often white students in the department will not talk to or show much curiosity to talk to students of colour, so even though students of colour are allowed to exist in my department, we are definitely not welcome and neither faculty nor students are held accountable.
Surprise in seeing certain people in STEM.
I have convened at a zoom meeting not knowing which pronoun to use when referring to someone I had barely known. I tried to correct for this awkward moment by emailing the person privately, but have not gotten a reply yet. I should have sent a private chat, right on the spot, asking for the individual's preference.
Not necessarily an answer to this question, but more a general statement on the phrase "people of color": If you mean black, say black. There is a spectrum of "people of color" from Latinos to South Asians to black, etc - they each experience and share some forms of racism, but not even close to the history of oppression of black people. We are talking about systemic and even unconscious racism. As a person of color, I can share some stories - but I am not black, and my stories don't even compare...
- I once used the phrase all lives matter in the context of deaths from war, highlighting that there are innocent victims on both sides... but when I later learned the meaning of this phrase in the context of the BLM movement, I never used it again. - When talking to a friend of mine who was black, I ended a question with the word "boy"---he instantly told me never to say that to a black man. I realized why immediately after he brought it to my awareness and apologized without question. (Extensive history but major sign of disrespect and way that white men/women/children demeaned and belittled black men historically.)
My friends poking fun and laughing at my professor's English accent during class while they sat right in front of him. He didn't fit my friend's idea of a "normal" English accent even though they too were immigrants and had accents of their own. I wish I explained why it's wrong in a more effective way to my friends instead of just telling them to stop it.
I have seen white colleagues and peers who study race and gender and status pass judgment on people of color who won or were awarded scholarships or fellowships that considered some kind of "diversity" aspect. These white people were mildly resentful of the extra aid POC peers were getting when they themselves come from parents with high-earning wages. It was just very uncomfortable to witness.
Distrusting the ability of a latin/arabian/african person to perform properly a task and over explaining it (which they wouldn't do with a european/US person)
Saying that the privileges that some colleagues have, have not being earned, and they just have them for being European. Saying that my colleagues have a way easier path in Academia and should not complain to much about their situation. Expecting that a colleague that is a second generation inmigrant, should have empathy with the position or situation of a international student.
thinking about others that they still have to learn a lot of methods that are essential
I was at an interaction session along with other PhD students with an invited seminar speaker. Each of us had to introduce ourselves and explain our research in a couple of sentences. I and a PhD colleague were the only two non-Europeans in a group 7-8 PhD students. When my Turkish PhD coworker said one sentence about her research ("I work on xxx"), the invited speaker responded with, "Oh my God! Please don't work on xxx!" I noticed she was overly critical and dismissive of my colleague's research (and of mine) but asked engaging questions to all other PhD students in the group.

I am faculty. Students in my courses are predominantly white or Asian. When a Black student comes to speak with me about difficulties they are experiencing in my course, I sometimes actively have to suppress the thought "they are struggling because they got in through affirmative action"
I am guilty of not standing up for BPoC enough, to amplify their voices and advocate for them, to invite them into my network. To assume they were doing fine. After reading #BlackInTheIvory stories, I realize these people struggle a lot and are confronted with racism on an every day basis. I should have them asked more how they are doing or how I can help.
Assuming someone's race because they appear white-passing, or asking questions based on assumptions about race
body language, like lack of eye contact, lack of posture toward conversation, can be micro-aggression
We have had zero black people in our lab in the time I've been there.
I once mixed up two classmates' names, both of the same minority race. This was 10 years ago and it still horrifies me that I did that.
I assumed that someone might need more or less help depending on background. Or I assumed if this person is not from this prestigious school, they did not receive enough quality research training. I cannot make that assumption though.
Been complicit in people's assumption about my skill level as a white male. On the other hand, have stayed silent when others seem to face unfair or increased criticism/skepticism despite their competency.
I advised a black grad student that she should work on strengthening her coding skills. She seemed offended and the issue is that I don't know that I would have given a white male student that advice - perhaps I would have assumed he had strong coding skills already.
disreaguing a Black colleague's experience being denied tenure at an Ivy and then believing a Latina's experience of racism at a different Ivy (PI in question in Latino)
prejudging people
Anytime I co-opted African American Vernacular English to seem hip or cool
I have been in a lab meeting with a variety of different groups of people. the head of that lab would focus on the inputs of white people over others by literally turning toward the white people and turning their back toward everyone else.
I've mispronounced people's names, culturally appropriated other racial groups' cultures.
Not learning to correctly pronounce students' names in class.
Falsely assuming that a black colleague was not familiar with certain statistical methods. I had been making assumptions about their level of statistical training that were incorrect and biased by race
i didn't understand the context of events that led to outrage (but that i didn't personally feel)
1. Mispronouncing people's names and avoiding saying people's names when I fear I cannot pronounce them correctly. 2. Interrupting people - I now realize the disproportionate impact this might have on Black students or other minority students who frequently feel as though their thoughts are not valued.
I'm not sure and that's why I'm here to learn
Did not speak up to say how wrong it is to belittle one's achievements (fellowships, prizes, awards, etc.) as having 'only been achieved because of one's race or ethnicity'
A white male tenured faculty member who was being blatantly racist in his twitter account and was called out for it by students in the department, reacted by threatening to sue for harassment, claimed his free speech rights were being violated, and refused to come to work because he was so "threatened". The department responded with non-action toward the tenured faculty member and asked the students (and allied faculty) to stop discussions regarding the faculty member's twitter content and to stop

following the faculty member on twitter.
Acting surprised when a person of color says they are a professor or a medical doctor
I brought up a white example of profiling when we were talking about black students and faculty being profiled and stopped by police on campus
thinking that messed up things that happen are isolated events by some "bad apples"
Growing up, the majority of my community was of Dutch heritage (in Canada). Almost everyone I knew was white, and many were blond and blue-eyed, like me. In my first university class, I noticed that I was the only person with blonde hair. I used to tell this story and jokingly say "then I knew what it felt like to be a minority". Now I know I have no idea, and I'm sorry I ever said that.
- To be very reluctant to review articles coming from China, Russia, Africa, or South/Central America - making fun of Chinese scientists speaking English (or their behavior in general)
My first reaction to hearing a BIPOC scientist share something that has happened to them or attribute some hardship to discrimination is often to seek alternate explanations or counterexamples. This is, I think, a natural mode of processing information for a scientist. We train for years to greet all new data with skepticism. But it's also a handy defense mechanisms for a White person; it makes it easier to dismiss real problems. I am aware of how (even if unvoiced) these reactions make it hard to be a good ally, and am trying to figure out how to train myself to have a different first reaction.
I am concerned that in trying to assuage/reassure a mentee about grad school struggles, I may have unintentionally minimized their concerns rather than validated them because I didn't have a proper grasp of the scope of the problem of systemic racism in academia.
I sometimes find it hard to remember and pronounce non-Western names. Saying someone's name properly is such a simple way to show respect and make people feel included. I should put in extra effort here.
I've personally noticed that the type of micro aggressions that I've committed is not fully listening to other people of color regarding their own personal experiences with racism. I'm so mental exhausted from facing my own battles with racism that I try to avoid or divert conversations regarding race. I often change the subject or circumvent the conversation when other people of color try to address racial issues. It's so important to listen to other people's experiences because we can all be so myopic sometimes; we don't even see racism we project onto society.
A professor telling a group of people that a black woman trainee "went to a school with metal detectors" (she didn't)
(context: in France where racism is often conflated with xenophobia) I asked a black french collaborator where he came from. What I intended was: "where in France did you grow up or study?" but he understood it as me questioning his origins and whether he was french or not, because that is often what is meant with that question.
I am honestly looking inward and trying to remember when I have done this but am not sure yet.
A professor "teaching" junior faculty about how NIH review works, and noting that "even people from unknown institutions (including HBCUs) review grants, when they shouldn't"
Sometimes I incorrectly assume that someone is an international student based on their skin colour.
profs suggesting that a student change their "tone of voice" when presenting - meaning don't speak with "black" accent
A committee recommending a list of speakers for a prestigious seminar series that aimed to increase diversity to only have the director remove most women and all minorities from the final list
At conferences, assuming that Black poster presenters are likely studying something related to race or bias (which is not related to my work), therefore making it less likely that I will stop by their poster and learn about their research.
Growing up in Philadelphia and in its suburbs, I saw most Black students get put in "lower" classes that had teachers that were told to teach to the PSATs and focus on disciplining the students. The Black

students were often the ones who were called to the Principal's office on the loud speaker daily and put in detention every day. I, on the other hand, had many classes where the teachers trusted us and were excited to teach us. I could easily walk down the hall without a hall pass and not get yelled at. If I were in the science classes that most Black students were in and had teachers that did not trust me, I don't think I would have wanted to become the scientist I am today. I am especially reflecting on this during this week as two of my Black class mates were killed in Philly gang violence. What a distraction that would be on top of school.

Diminishing racist beliefs and practices in my home country (not the US) in a conversation including POC.
Not starting a conversation about the current BLM movement and protests and how we could do better in the lab.

In teaching, I have dismissed comments by a URM student that they did not understand the background materials for my lecture.

I am new to the US and just joined my current lab as a postdoc last September. There was an African-American undergrad in my lab doing her intern with us. I once made a joke about her braids, saying I'd like to have that style. My intention was not bad, was trying to say they are pretty so much so that even I want to have them. Later, I was reminded by my PI how inappropriate my comment could be. I apologized to the student and explained about my intention. I then realized I should learn about the sensitive issues here in the states otherwise I can easily make inappropriate comments just out of ignorance. Besides, I also have stereotypes about certain things which I may be not even aware of. Educating myself with an open mind is something I should keep practicing.

Not inviting Black postdoc in department who is expert in area of new project to collaborate on said project; I have personally deferred DEI issues in the department to my Black and minority colleagues, which I realize now is wrong

Assumed and stated that hard work is all that is needed to succeed in academia; Was unsure / tentative in dealing with a trainee who was called out for bias; Have not actively recruited URMs; Have made "jokes" and/or used language that demean URMs; Don't always call out "humor" that targets URMs;

Mentioning added admiration for success despite the background. Was meant to add praise, but really discounted it.

assuming that black colleagues listen to hip-hop

On multiple occasions I disregarded work by Chinese and Indian colleges as less creative and qualitatively poorer. I paid less attention to their contributions and sought out their advice less often. The same is true for female colleagues (irrespective of skin tone or nationality) even though I am a woman myself.

Not being fully aware of some actions, practices, and policies that disadvantage certain social groups.

A group of people with similar background is very easy to get together. After I go abroad and become one of the minorities, I realize I might be part of ignoring people who are from other cultures or countries. So I understand more why this is happening. Sometimes it's not on purpose. However, creating a more inclusive environment will certainly help.

In my PhD lab, we (once) had a Black undergraduate technician. I never worked with her personally, but she was only in the lab about a month before it was decided that she didn't have the skills needed and was fired. I am not sure if this was a micro (or macro) aggression, but it does seem like she had less time to learn and train than some of our other undergrads in the lab.

* I have objected to many cases of gender bias, but have not been nearly as vocal about racial bias
* I have made discriminatory assumptions about students' and scientists available resources (financial, time) and their ability to put science above all
* I have ignored black and URM scientists at poster sessions, instead favoring to speak with those I already know at conferences (made aware of this by https://twitter.com/PratherLab/status/1270528725701066754)

As a white student, I was having a discussion with my white professor about their faculty job search. They were having a difficult time finding a tenure-track job and told me that it would be easier for them if

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they were a POC, since there are so many diversity hire tracks, and that it's so difficult to get hired as a white person these days. I agreed with them, fortifying them in their belief, and actually believed this myself for a long time. Then, I read the #BlackInTheIvory stories and realized how problematic & untrue this belief is, especially when it's projected onto black people who get told they were only hired because they are black.

Wondering internally whether another student in my program, who is a BIPOC and struggling significantly with coursework, was accepted to the program as part of a diversity initiative. Beyond this, I didn't do enough to understand the hardships this person faces in terms of systemic racism in academia and didn't do enough to support them in terms of acknowledging/ validating the experiences they went through as one of the only Black students in our program and in terms of supporting them as a fellow student

Lamp-shading various racial and sexist slurs, e.g. haha if I were a middle american I would ask you to go back to your country haha but I know better haha. knowing better means not repeating these extremely harmful flawed notions of who deserves to be in a place. Poking fun and repeating these slurs is no different from saying them.

When a friend comes to me to talk about an aggression towards them, playing "devil's advocate" or trying to contextualize the behavior of an aggressor rather than tend to the real damage done to my friend.

Putting the burden of standing up to authority or voicing dissent on minoritized groups experiencing the oppression, despite never having been in the situation where I had to do the same.

My choice of music at a departmental social wasn't racially sensitive, and I deflected responsibility for making the choice to put certain tracks on the playlist

Shortly after protests emerged after George Floyd's murder, I asked Black scholars for resources about racism (in a manner that was particularly insensitive) when they were still in the process of emotionally grieving

I heard a Black scholar mention that they found a mutual acquaintance's actions racist. As a knee-jerk reaction, I ignored what he had to say and defended the acquaintance because I've only had good interactions with her

Not speaking up about the lack of diversity in my graduate program-- on the student and faculty level

I once commented to a Black woman at a networking event that she had "come a long way". I was immediately shocked at what had come out of my mouth, and I am still ashamed that I didn't apologize. Implicit bias is real.

A white male graduate student said to a female Black research assistant that being Black was going to help her get into grad school (presumably due to affirmative action practices).

A white graduate student made a comment to a friend of theirs (a student of color) that they had only gotten into a scholarship program because of their name (which was obviously associated with a specific ethnicity).

The most well-intentioned micro-aggression I've seen is the practice of always invoking the POC in the room to educate the rest of the lab members about how to best comport themselves or foster more diversity. The POC shouldn't have to carry this emotional burden, nor should it be assumed that they wish to serve as the mouth-piece for an entire marginalized group.

I think I may actually try too hard sometimes in a way that could be misconstrued. I know exactly how difficult it can be so sometimes in letting people know I am an ally I feel like I might overdue it and make things awkward. I'd like to think I've gotten better with time but I can be more careful.

Comedy is also a big part of how we deal with things at home and there are certain jokes which I know I should never repeat because I am no Richard Pryor. But I was once with an African American coworker/friend and we started laughing over a pop culture reference we are both familiar with and love we jokingly started acting out and quoting the script. Someone else walked by and we realized that they

did not understand the context of what was happening. Nothing we said was offensive but out of context it was awkward until we made it a point to explain and apologize but I wonder how many people have felt awkward but not said anything.

As someone who identifies as male, I've often noticed in hindsight how myself and the other men in a meeting have held the floor for a disproportionate amount of time, often actively speaking with loud, booming voices, over the top of our female colleagues. The same dynamic exists in which white/majority folks mute the voices of URMs. Some of my peers and I have discussed this briefly, but it never seems to gain much traction, and nothing is ever explicitly done about it.

My first instinct in response to the recent societal uproars was to invite Black speakers to come give talks and was over-eager to have them come ASAP. From their responses I quickly realized that I was wrong in burdening them with the task that each of us should be engaging in even without their presence.

1+2) tip-toeing and acting in awkward ways around black colleagues. like being too nice or not nice enough on purpose because in the back of your mind, the fact that they are black is a principal component guiding behavior towards them.

I have heard multiple times white or asian people around me complaining about their chance of getting a particular job, grant or academic opportunity being lower because they were not part of a minority. So many times that I (a white woman) have also had those selfish thoughts at times.

I grew up in France, where race is completely ignored in society (despite racism being VERY prevalent). It's like the country thinks that it can fight racism by being color blind, pretending that 'there is only one race, the human race'. For example having to indicate your race and ethnicity on an administrative form would in itself be considered inappropriate and I never had to do it until I moved to the US. I realise this has made it very difficult and uncomfortable for me to have conversations about race, as I believed for many years that simply bringing up race as a topic could be seen as racist. I have therefore remained silent in many occasions when I shouldn't have.

overthinking my interactions around people of color, tiptoeing because I am being extra 'cautious'

Have made comments like "I don't see you as black" which denies that person's racial experience/identity.

When I was growing up in Ireland, I knew very few black people (5 that I can think of). When I moved to London, one of my best friends was a mixed Black/Irish girl. I think I spoke too openly and often about race and wasn't sensitive enough about her feelings. She never said anything, but having lived abroad and learned more about race since then, I feel I was too naive and may have said some hurtful things. I still am learning. Secondly, as my (white) family were relatively poor when I was going up, and my parents didn't go to college, when Black friends would talk to me about discrimination and barriers in their life I would focus on aspects of Black people's stories that were reflected in my own. I think it is a natural reaction to look for commonalities with your own experience, but by doing that I was minimising the crucial race component. I should have been focusing on racism and trying to understand that and how much easier my situation is because of my skin colour. Luckily I have close Black friends who have opened up to me about their feelings on the racism that they experience, and that has helped me understand much more the experience of racism than anything I have read. I think there is no substitute for long-term deep, meaningful relationships with Black people.

When applying to a summer school last year, I caught myself feeling resentful that I couldn't click more 'diversity' options other than 'woman', because I thought that being more of a minority would help me get in.

3) Please list aspects of systemic racism that you find most urgent/actionable and that you would want to be discussed in this session

- The lack of training (diversity training, how to have courageous conversations, how to not punish students if they have issues that relate to their identities)
- Admissions practices -- currently the GRE is being debated and older faculty seem to want to keep it even though it's showing inherent bias
- Lack of Black and Brown / BIPOC faculty in our department!! The diversity researcher in our dept is white

(1) Relationships with White PIs & POC grad students: Acceptance of a POC / first-gen / low-income / international (any member of a marginalized group, really) student is a SERIOUS commitment, not just to the skills/potential/ intellect of that student, but to the various non-traditional needs that the student will require throughout graduate school. Students with marginalized identities require support and mentorship that is VERY different than what is required by white students (or students with parents holding college degrees/ middle-class students, etc), and are often times forced to outsource our questions about navigating academia as POC to the VERY FEW faculty of color (if there are any at all). (2) (**Status related vs race related) The university's reimbursement process is extremely prejudicial to people who cannot afford to pay upfront for lab-related expenses. Subsequently, the process of having checks sent to a home address rather than just using the direct-deposit system or having them available for pick up at your work address, is also problematic for those of us with inconsistent housing, or who live in neighborhoods where mail theft is prevalent.

Tackling systemic racism on an individual level requires training individuals to have the self-awareness of how behaviors, language, and action that they take is rooted in a culture that has continuously exploited POCs. The nature of systemic racism is that it affects ALL POCs, it affects those who are non-heteronormative, it affects those of lower class. Playing into the phenomenonalization of how the structure of power in our country and in our workplaces plays out as violence towards others I believe detracts from any real solution or benefit of supposed "allyship." Focusing on how our individual narratives by single POCs can speak for their whole group only reinforces racist behavior and thinking. I think one tackle systemic racism, is by addressing the power structure in our institutions. We have these conversations to tell White people how to be an ally or how to act, but this just reinforces that the main narrative is the White narrative. It is about the White role and how they can be the saviour of the POCs else it is about White feelings. I think that narrative is bullshit, I think focusing on how we can correct racist behavior is misguided and inevitably just feeds into a cycle of thinking in which we can justify our racist behavior, because we attend sessions or learn words or language to signal to others we are not racist. We can learn from individual experiences that ways in which POCs can be disproportionately susceptible to being at the mercy of the power dynamics, but I think if we do not try to change how our institutions are structured then it does very little to address systemic racism, it only affects the appearance of racism, which for some (Whites) may be enough because they do not have to deal with the consequences of their race on a daily basis. So. I'd rather we talk about how can we provide more resources, more power to POCs rather than talking about what White people can do and how we can educate them. Because this kind of education, in my experience in STEM as a POC, is mostly used to be performative.

Hire more black and URM faculty and postdocs.
Have *real* safe spaces where they can seek consult when they are subjected to race-based or culture-based bullying.
Add institutional mechanisms for punishing aggressors and incentivizing decent behavior.
When you hire a white person, talk to their black/URM colleagues about their attitude towards anti-black racism, sexism, xenophobia, homophobia.

1. We need to work with highschools to create awareness and ensure equal opportunities. We should be aware that racism starts earlier in the academic trajectory. Many PoC therefore might not even make it to university. For example, I had a high school teacher who was convinced I belonged in a low-track class because of my race (she explicitly said this to my white friend). I had to get A grades in other courses to convince people otherwise. A lower track would have made it impossible for me to attend university.
2. Lower tuition fees, especially for people who come from a lower SES
3. Diverse hiring committee's

I am a new adjunct professor (but have been teaching for a few years) and although I try to be an ally in

my teaching and mentoring, a lot of the time I feel like I fail and I don't have the expertise, knowledge, and time to do it properly. I think that besides all the mechanisms in place that promote acceptance of students of color into university programs and some that support them through the completion of their degrees, there needs to be training for professors that specifically teaches us how to be allies in the classroom (mandatory training like there is for harassment). As a clear example, I often find that (the few) students of color I have in my classes do not engage in discussions or extra credit assignments. I do not know how to "call on" them to try to engage them and give them a voice in a way that makes them feel safe and valued, without putting them on the spot and causing them to disengage even more. I'm sure that there are experts that have clear strategies in this area that we could all benefit from. I think universities should invest in such structured training. I would be happy to contribute to such an effort at NYU where I'm a postdoctoral teaching fellow interested in bridging cognitive science, neuroscience, and education to study how students learn in the classroom.

In academia especially, I would love to see more accountability. A public dashboard of microaggressions and the institution they occurred at. The equivalent of biaswatchneuro except for departmental URM/gender minority diversity at the faculty level at least, if not also at the postdoc and grad student level. A self-reported accounting of how many URM/gender minority faculty were interviewed for a faculty position, and who got the job. These could all be crowd-sourced. I think these could be extremely beneficial in shining a permanent light on institutionalized racial disparities by allowing the whole world to hold you accountable. As someone who will eventually be applying for faculty positions, these tools would be a great resource in deciding on which universities to apply to, as I'm actively avoiding schools and departments which lack diversity.

Enough with the unpaid RA jobs! These jobs are the entryway into our field. Why do we undervalue them so much, instead of honoring that path by compensating our RAs, who very often do extremely complex work for us? I remember not being allowed to be an RA in a lab at my undergraduate institution unless I paid for credits I didn't need---essentially, the proposal was for me to pay the school about $2000 to work for free at a research lab. The PI didn't even understand that this is what was being offered. He just wanted "commitment". But it should go both ways--PIs should commit to RAs by paying them for their work. Not all of them continue to graduate school, so the idea of "paying dues" is ludicrous in this case. Want help with your research? Pay up. Now, individual PIs and labs not always have the funds to do this. RAs can be built into grants, but not all funding agencies will fund RAs. What can universities and departments do to ensure there are funds for RAs so that no one has to work for free? RA support is an essential aspect of the research enterprise---why aren't we demanding more centralized support for PIs to get the help they need and for students to get the research experience they need in an equitable, fair way? A more equitable undergraduate pipeline would allow more black students and students from other underrepresented minority backgrounds to participate fully, and give them better chances to advance in the field.

Academe simply doesn't have enough Black people because there is a lack of opportunities, access, family-support, etc. earlier in life. How can we start to encourage Black youth to consider a career in STEM?

Systemic racism is incredibly present in the criminal justice system. Many of us who work in clinical psychology, social psychology, and neuroscience work with substance use populations and understand addiction as a psychiatric condition and want to inform treatment. The system in the U.S. (at the institutional and individual level) see people with addictions as criminals. We should use our expertise and knowledge about addiction to inform peers, family, and reach out to local/state representatives about de-criminalizing drug use and focusing on rehabilitation over incarceration.

equity in K-12 and higher education; promoting self-awareness with regards to white supremacy among white people

Trainee pay is incredibly low, making academia inaccessible for many low income POC. To increase diversity in academia (/STEM), institutions must offer increased stipends to those with reduced means. Academic writing is also a huge barrier to those who were unable to access good elementary, middle, and high school educations, or to those for whom English is not their first language. Publishing is the marker of success in academia and it is crucial for institutions to offer free support in the form of writing workshops or tutors.

Hiring and tenure practises at higher levels Pretending that academic is well-balanced and racism free Diversity seminars are always disproportionately attended by under represented minorities All such movements have to be initiated and are built by POC, especially in academia
I cannot emphasize how frustrating it is to see discussions of diversity are only about increasing representation, but little to no discussion of making departments actually "truly inclusive" and welcome to diverse populations. This means that diverse populations don't need to code-switch all the time, to behave like the white do, to say things that the white/majority find comfortable, all of this merely to be able to be included in conversations. Often, though (including as is my experience), diverse students are excluded so much that we start excluding ourselves - and that isolation is not just personally costly, but has huge, huge professional costs.
Access to education from a young age - particularly in low socioeconomic regions that notoriously have funding cuts to particular avenues of learning. Access to health care.
How to make getting a PhD accessible to people who don't have access to e.g. MRI scanners - how to have better support during the training period.
1) Lack of racially representative samples in research, especially in biomedical/psychological research investigating mechanisms and treatments. And even more important, the fear/apprehension around broaching individual differences in testing/treatment that might be attributable to differences in race. 2) The lack of training/education for white mentors and PIs on how to work with, communicate with, and mentor students of color (especially black students), first generation students, and students from low SES/foster backgrounds. 3) Fewer opportunities for training and less awareness/access to resources that will help with early scientific success for students that come from primarily black communities, underprivileged areas, who are first generation, etc. 4) The lack of trust between the scientific/medical community and black communities especially.
Defunding the police on college campuses and brainstorming ways that everyone can actively participate to contribute to that cause. Having department townhalls around the topic of racism and injustice along with actionable items in an effort to bridge the gap between academics isolating themselves from issues occurring on campus or on a broader scale. On the last point, doing both COVID and the recent horrendous murders graduate students around me have been shocked but also stressed about getting their work done. (This includes me) In times like this promoting the value and creating a culture of being an active member of community over a productive academic would be invaluable for everyone.
Discounting postdoc/grad candidates because their research path might have some irregularities (gaps in education, phd taking "too" long, lacks expertise in some area)
The most urgent thing I can think of is the lack of accountability for labs who claim to study race and status and tout all the grant money they receive for these projects, but provide no real practical resource or statement during today's climate in the U.S. what is the point of gender and race research when it's all theoretical and detached. I understand the scientific process very well but there is also the human aspect of being in the social sciences that needs to be more prominent now more than ever. Share information on how language shapes categories. Bring out research on race and status bias. Inform peers and families and the community with all our collective academic knowledge. Make it accessible and digestible if we have to. Researchers are the keepers and generators of knowledge. But we shouldn't be completely detached from the real world.
In science, to get the same PhD positions that a normal US/European citizen you need an outstanding CV or to have study before in some US/European universities, and many times the reasoning behind this is that is because they assume they will be more lazy and their research will be of lower quality,
hiring procedures
Sarah-Jane Leslie and Andrei Cimpian found (2015) that fields that emphasize brilliance/genius (such as math, physics, philosophy, and music composition) are doing poorly in terms of the representation of both women and African-Americans at the PhD level. (There are multiple mechanisms, all starting with the stereotype that these groups would lack innate intellectual talent.) One recommendation they make -

short of eradicating that stereotype - is for people in those fields to emphasize the importance of sustained effort for success. It is stunning to me how many people in the problematic fields are not aware of this paper. (Of course these differences between fields ride on top of the immense systemic injustices that Blacks/URMs face on the way to ANY PhD program.)

Fix the leaky pipeline. Invest in schools, invest in paid research assistants, admit more black PhD students, more grants for BPOC trainees, hire more BPOC as faculty. If there are no people in academia that can be your example, how can you believe you can get there yourself.

policing

race disparities in K-12 education outcomes

Top universities tend not to spend much energy recruiting since they get an excellent applicant pool. But this means that they miss talent from those who might not otherwise consider applying or have the resources to put together what universities are looking for in an application. (I'm thinking here particularly at the grad school level). One action to address this would be actively engaging in outreach and recruiting at institutions and in counties where URM are predominant (e.g. HBCUs in the United States).

How students tend to form study groups with individuals who look like them/have similar backgrounds.

I hope this is the right field, but there is something I would like to discuss. In this period, I heard of some issues happened with professors who were asked to support black people for example by extending deadlines for exams or other things. I saw many people rebelling against this by saying that this is unfair and bringing up the fact that in this way black people will progress even if not good enough. This reminded me of when people tell to a woman that she's lucky cause there are many scholarships only for women and if they get them it's just because they have this advantage and not because they are good. Going back to the current situation, is there a way to make people understand that, by helping in various ways black people who are going through a lot in this moment, no one is taking away anything from the others? How can this be explained to go against the "they will do good just because they are helped and not because they are really good"?

How do we advocate to get RID OF THE GRE. It's a huge blocker for underpresented minorities...time, money, lack of evidence that it actually predicts graduate school success.

1. How to enable underrepresented minorities to reach positions of power in academia and prevent dropout at various career stages due to systemic racism. 2. How biomedical research can address the huge disparity in health care for African American vs. white Americans? 3. How NIH/NSF/HHMI can make 1&2 happen and how we as scientists can push them towards these goals.

early access to education, closing the leaky pipeline in STEM, systemic racism in hiring process ("meritocracy")

Academics are underpaid at all levels, but especially for students and postdocs. This puts Black trainees at an even greater disadvantage. How do we - especially PIs - take concrete steps to address this, within our limited power and resources?

Providing resources for POC or minorities to receive support if they experience micro/macroaggressions. Ensuring POCs/allies/advocates have a voice in decision making, such as on executive boards and committees.

I feel for a scientist, the systemic racism starts with primary education. Those kids that enter undergraduate education from less privileged HighSchools are already behind many white kids who generally have very good primary education. I don't know how I can help this primary education gap, but I think it would be super helpful if labs make sure they give all students an equal chance

the need to assimilate vs being accepted for our individuality

I'm in a mathematical science program. Representation of people of color, especially black and Hispanic, is very low. I think there should be more REU programs targeting at introducing underrepresented students to the department.

Working on building the STEM pipeline for URM students by building partnerships with secondary education organizations that focus on URM.

Very few black people in positions of power in departments, society boards, journal editor positions

How to shore up the leaky pipeline, at all levels - so having oversight over hiring and promotion decisions to protect against the influence of racism in those decisions. And making sure new students are encouraged into the pipeline from the start - so improving education opportunities.

pipeline issues in science

I worry about young Black and Brown scientists struggling to find mentors

Increased presence of diverse peoples at all levels of science

The "free speech" and "academic freedom" issues are sticky when academic faculty members say racist things, act in racist ways, ridicule people who are anti-racist, and conduct research that perpetuates systemic racism. How do we work with "free speech" and "academic freedom" defenders to reduce systemic racism?

Lack of diversity in committees that select students and also professors
Lack of diversity in student, postdoc and head of labs

Discuss cutting all institutional ties with municipal police departments (e.g. NYU-NYPD ties). https://t.co/g7pH8xqCxs?amp=1

Discuss the role that neuroscientists must play in ending the criminalization of marijuana, and other drug-related offences. Discuss making open and transparent the board of trustees' relationship to multi-billion dollar pharmaceutical companies and individuals who have made their fortunes off of misinformation and opiate addiction.

Discuss getting institutes to publicly denounce their right-wing ties (e.g. NYU was Cambridge Analytica's largest corporate client).

Discuss the role that neuroscientists must play in pushing forward universal health coverage for all. Discuss how schools like NYU accept money, funding, and structural institutional support from billionaires like Kenneth Langone, and how the institute is complicit in the healthcare industry's attempts to silence medicare for all advocates (including healthcare professionals and students at their own institutes).

I think those in leadership positions need to be leading the effort in addressing racism, but it's often in large part students who attend events like this. Professors are the individuals in charge of setting the tone of their lab's work environment. Likewise, they have so much say in their trainees' future and if, for example, a BIPOC student is discriminated against or being treated unfairly by their PI, it makes it incredibly difficult for them to address this and it's very likely that many will be forced to simply sweep it under the rug or wait it out until they graduate. One actionable thing to do, and I believe it helps everyone, is to balance the scales. Trainees' opinions and experiences working with a professor should be taken into much more serious consideration by faculty and administration for hiring, promotions, etc. Just like recommendation letters are a staple of a student's application package, PIs should be held accountable in some way. Right now, the way this system is setup, many can get away with pretty much anything, not just racial discrimination but we've all seen cases of sexual harassment and abuse as well. It's not a precise solution yet, but it goes without saying that in the context of academic hierarchy, discrimination is often downwards (eg. PI discriminating against a student) than the other way around. The scarcity of black individuals higher up in the hierarchy is in large part because many have likely been treated unjustly at an earlier time in their career, often by peers or an authority figure.

Financial barriers commonly associated with being a minority scientist. This is compounded in academia, where trainees are exploited and the long years of dismal pay involved in traineeship create barriers for people (of all racial backgrounds) from low-income backgrounds.

- hiring of black people
- black people in higher positions

In a system that puts so much weight on recommendation letters from senior scientists, who are very disproportionately older white men, BIPOC trainees must feel like they're playing Russian Roulette when

choosing a PhD or Postdoc advisor. How can we change the process of recruitment and promotion to put less weight on the subjective opinions of a cohort of scientists that (in aggregate) are largely indifferent or opposed to the goals of diversity and inclusivity?
Concrete university plans with actionable goals for both equitable recruitment and long-term retention of Black/URM students and faculty
The limited ability to report racism coming from authority figures (PI or otherwise) for fear of retribution or hindrance of the reporter's academic career.
Recruiting of minority candidates to undergraduate/graduate research programs, the policing of minority presence on university campuses (e.g. the highly-publicized event at Yale), biases in citations/talk invites/grants
ACTIVELY RECRUIT URM. Don't wait for them to apply.
Discuss cutting all institutional ties with municipal police departments (e.g. NYU-NYPD ties). https://t.co/g7pH8xqCxs?amp=1   Discuss the role that neuroscientists must play in ending the criminalization of marijuana, and other drug-related offences. Discuss making open and transparent the board of trustees' relationship to multi-billion dollar pharmaceutical companies and individuals who have made their fortunes off of misinformation and opiate addiction.   Discuss getting institutes to publicly denounce their right-wing ties (e.g. NYU was Cambridge Analytica's largest corporate client).   Discuss the role that neuroscientists must play in pushing forward universal health coverage for all. Discuss how schools like NYU accept money, funding, and structural institutional support from billionaires like Kenneth Langone, and how the institute is complicit in the healthcare industry's attempts to silence medicare for all advocates (including healthcare professionals and students at their own institutes). Healthcare is a race issue, and fighting for universal healthcare is part of being anti-racist.
How to deal with racist tenured professors.
RACISM IS NOT A TREND! Don't treat racism like it's a meme. People of color have faced racism since day 1, and for anyone trying to take advantage or to get attention out of the current racial movement is abhorrent. Don't make empty promises when addressing systemic racism. I've seen and heard so many people want to make changes only to revert back to their racist ideals. Racism is rooted in this country and it's a fight that will take generations to fix. So please, if you want to make real changes, commit to those changes.
I have never, ever mentored a black student. There were literally none in any of the labs/programs I have been a part of. It's my first year as a prof. but I have been in academia as an RA and Grad Student for many years so that's saying something. How we can recruit and retain with equity is a real question.
-All Ivy League colleges should have a quota for minorities that corresponds at least to their relative proportion in the population! This is a concrete and sure way to counteract systemic disadvantage and discrimination in the application process. Faculty should lobby for this quota within their institutions.   -Institutions should dedicate money to community projects and work with minority communities to identify offensive symbolism and behavior.   -Institutions and communities should take a strong stand on protection from racist political events on campus.   -There could be a hotline for reporting events of racism and aggression.
How to avoid tokenization of black & poc in Science? We want to elevate black & poc voices in science, but then end up asking the same people over and over to sit on panels, give talks recruit students. For example, in the selection of black/poc to give a guest seminar how do you balance tokenization vs. the genuine desire to elevate black/poc voices?
Under citation of Black researchers. Should we look up all the researchers in the papers we are considering to cite to make sure we aren't under-citing Black researchers? What is the best way to

concretely address this bias?
How to use our academic resources to benefit under-resourced schools
inequitable distribution of service work in departments, making sure that bipoc etc are recruited and supported through all aspects of the academic pipeline, from undergrad researchers to graduate students to faculty
In our fight to be more anti-racist in academia, let's not forget about ALL the POC workers on campus, not just the students and faculty. We couldn't do our research without the workers in maintenance, cleaning, cafeteria, etc.
The racial inequality in the education system (e.g. property tax funded public education) before students enter college should be acknowledged more. I'm not teaching at my institution, but I heard from multiple people who do that students that come from ill-funded public schools vs. students that come from well-funded public schools or expensive private schools, of which the latter are more likely White, have much more difficulty to keep up. This can make it look that White students are performing better, while they are actually just profiting from the privilege of having better access to/ having had higher quality education. Also, the accessibility of (ivy-league) schools for post-graduate positions, grad school etc. To apply for grad school is expensive (requires a lot of travel). Moving to a university town is expensive, housing close to our institutions is often very expensive! I think we do not see how many Black and POC people do not even apply for positions because of this. We should be more conscious of the fact that the subjects that are regarded most interesting and most challenging (thus most worthy of studying), mostly reflects the interests of white (male) researchers.
I think that the "minority tax" is one of the most urgent and actionable areas. This is the extra burden placed on BIPOC trainees and professors, who are asked to participate in diversity initiatives, such as committees, recruitment, and bias education, which take away time from doing science and training students in the lab. However, the emotional, physical, and mental labor of these efforts often go unrecognized by the scientific community, and universities rarely provide proper consulting fees. Single individuals are often selected repeatedly for these roles, especially in departments with very few BIPOC faculty, and they become the "token" member of the department to represent diversity initiatives. This perpetuates a problematic cycle, especially for tenure-track faculty who need this time to devote to their science.
Discrimination in NIH grant funding. Seems like there are some fairly basic steps that could be taken, like imposing quotas, or increasing diversity of review panels, that would improve representation of minority scientists among awardees. Also, NIH should increase the already existing programs specific to minorities.
1. Identify offensive behaviors; 2. Identify the needs (what do URM want); 3. How to make this allyship initiative a long-lasting campaign
Assumptions regarding upbringing and/or family background of prospective or current students in research. Implicit bias in career advice or career recommendations for students of color. Barriers in access to college/post-graduate education via. standardized testing.
How do white faculty meaningfully and respectfully approach Black colleagues to inquire about their well-being without coming across as disingenuous or patronizing?
While there are many systemic structures upholding our current racist status quo, I have been reading about the criminal justice system in particular. We can demand from our local and state government by writing and calling and demanding the following changes to state legislation and budgets: Abolishing minimum sentencing laws, Ending the war on drugs that inordinately targets Black people, Abolishing cash bail, Increasing funding for state public defenders to be equivalent to that of state public

prosecutors, Defunding police departments, Abolishing private prisons, Banning the box that asks whether you have previously been convicted of a crime on job and housing applications

As a URM student who has benefited from these, I think funding post-bac programs targeted at URMs / low-income students is particularly important for increasing the diversity of academia, both with respect to class and race. Same goes for programs at all other levels. I personally feel that, while thinking about how we can be better allies and call out micro/macro-aggressions when we see them is incredibly important, ultimately it is the commitment to funding these programs and actually supporting these students (i.e., providing the infrastructure to make sure they feel supported within these programs) that will bring about substantial systemic change with respect to class and racial diversity.

Secondly, systemic racism within academia is ultimately part of a larger system, and it should be acknowledged as such. This means understanding the prison industrial complex, of which police are only a part, for what it is: the state's solution to the social, political, and economic problems inherent to racial capitalism. The acknowledgement of the United States as a settler-colonial society founded on genocide and built on slavery, and whose effects we have yet to deal with in any kind of substantial way. It is incoherent to be radically oriented towards eliminating systemic racism within academia without understanding that truly eliminating it requires a radical reconfiguration of society as a whole. At the university level, committing to cutting ties with local police departments and private security companies is a good start.

Hiring practices; Student recruitment; Admission policies; Publishing bias; Lack of education / training

Barriers to access in our field - e.g., expectation of an unpaid summer internship or working in a lab for course credit; Lack of concrete support for Black trainees; Disproportionate service burden on URMs

Visibility: How do we increase the visibility of the research of anyone who's research is hidden so far.

academy-municipality relationship (sharing wealth/knowledge with community)

Implicit biases have impact to the chances of people belonging to URMs in crucial aspects of their lives: obtain jobs, have access to education, from a collective point of view being heard at a political level. The awareness of these implicit biases should be widespread in all our society. Also there should be a push for a more equal distribution of resources, for example in education, which are typically less for URMs.

I know this isn't the focus of this discussion, but I think a lot of us in medical/psychological research need to do some work to understand racism in medicine and how it can manifest in our own research. For example, as a researcher who studies schizophrenia, it's critical to understand how the diagnosis of schizophrenia became heavily racialized in the 1960s when it when it was disproportionately applied to black people (and especially those with ties to the civil rights movement). How does this history affect the way schizophrenia is diagnosed and researched today?

Can we engage in re-education, self-reflection, and ongoing discussions to question the insidious racist assumptions underlying our research/clinical work? Structure it into lab meetings!

Learning racism in childhood- parenting practices, school environment, and childhood media exposure that help embed racist beliefs very early on.

There is limited representation of minorities in senior positions, including senior faculty, department heads, and deans.

- Academia has a military like hierarchical structure maintained by reputation and politics. Gossip and informal lobbying by privileged academics against BIPOC scientists happens too often, it's an aggressive and degrading competitive strategy, it is damaging for BIPOC careers, it doesn't come from a good place. Train your trainees to be mindful.
- Hire more BIPOC scholars at all levels - especially higher levels. Pay them the same as you pay mediocre white men - mathematically speaking you should really pay more to cover for their cumulative losses. Elevate their work so the citation gap can be slightly smaller, though it will ever close in our life time.
- Fire old racist and sexist professors in your department. No one is that valuable to science.

A colleague brought up a point I think is important for such difficult, stubborn issues like systemic racism-

involving and relying upon experts. As academics, we should have a heightened appreciation for the value of expert knowledge and a similar caution towards trusting our own flawed intuitions. To address these complex systemic issues, I think it is vital to involve PoliSci experts who've studied how these issues can be dealt with and rely upon their expertise (as we would in any other scientific field).

Consider the institutions behind the scholars present today: NYU, Harvard, Stanford, and many more well-known & powerful schools. I think it is incumbent upon the academic bodies at these institutions to investigate the financial holdings that we may not know about. How many of our institutions are financially invested in for-profit prisons? Or allow minorities to take-out predatory loans to attend their institutions? This MUST be thoroughly investigated and addressed.

not an urgent issue, but relevant to academia and race and something I'm curious to hear people's opinions on: diversity statements. do people walk the talk? are there any unintended consequences? do 'white Harvard grads' write the best ones?

for people who are extremely conflict-averse like myself, how to word responses to micro-aggressions from colleagues who you know are well-intentioned, good people.. maybe the answer is to become more ok with confrontation? this is difficult when you're not in a position of power, so I feel like careful phrasing and tone can be a good tool - specific examples for talking to people in different positions relative to you (mentors, peers, and mentees)

The invisible labor done by Black scientists, particularly in research careers. Black faculty are asked more often to serve on committees that aren't helpful to their careers (like diversity and inclusion committees), but are underrepresented on committees that would be useful to them, such as editorial boards and study sections. For faculty in powerful positions at journals or NIH, this seems like something that can be easily addressed and fixed.

Academic success requires huge cultural capital, from the know-how to navigate faculty interactions as undergraduates/grad-students, to the status of the university one attends, to letters of rec for job applications. This is systemic racism because it confers its largest advantage to white people.

1) Devotion to "color blind" hiring and admissions policies and/or arguments that we should interview or hire the "best" person, without acknowledging that our impressions of who is the "best fit" are inherently biased. In particular, we tend to feel that people who have backgrounds and CVs that look like ours (and come from the same small number of elite institutions), are the best.

2) Departments where there are very few BIPOC faculty (and very few women on the faculty). Having department leadership that is all old white men. Not only is this a representational issue that sends a message about the kind of person who can be successful in our field, it means that BIPOC students and early career researchers have very few mentors capable of speaking to their own experience.

3) Opportunities for research experience that are unpaid or underpaid, so that they cater primarily to elite, advantaged students.

4) Implicit (and explicit) requirements to already be "socialized" into the culture of academia in order to be successful — everything from applying for research positions and internships to fellowships, grants, graduate school admissions etc.

I think the most urgent issue is inadequate mentorship and support of URM trainees. Often trainees end up in labs that do not provide adequate support and/or expect them to abide by the "hidden curriculum" which is often hidden from URMs. Institutions often lack a community with adequate resources available to foster support for URM communities and thus less peer mentorship is available to address URM-specific challenges. Often URMs end up switching labs or institutions as a result.

The most urgent/actionable item to me is the problematic social norm that dictates white people cannot talk about racism and should vehemently deny any accusations thereof. For us to move forward as a society we need to start normalizing talking about our internalized biases and racist beliefs/actions that all of us white people carry around.

To quote Robin DiAngelo's "White Fragility": "In some ways, racism's adaptions over time are more

sinister than concrete rules such as Jim Crow. The adaptions produce the same outcome (black people are blocked from moving forward), but have been put in place by a dominant white society that won't or can't admit to its beliefs. This intransigence results in another pillar of white fragility: the refusal to know".

Sending Black trainees to diversity conferences instead of conferences related to their field of study

1) increasing pay for graduate students, post-docs and research staff.
2) revising current criterion for admissions, the current definition of merit and how it is measured is synonymous with privilege
3) decolonizing history of science, so that notions of who can and is good at science can be dismantled
4) *just* mentoring for all folks. the current notion of "equal" mentoring is super unfair to URMs who did not grow up with similar levels of privilege.

Differences in quality of education due to redlining. How can we as scientists and educators address this through outreach/policy push/etc.

This response is in terms of being an academic and having a sphere of influence inside academia: white supremacy and anti-Blackness are built on a dominant group holding power. To me, the only solution that makes sense is figuring out how to redistribute power to Black and POC scholars. This means many things. Getting BIPOC scholars into the pipeline to begin with by recruiting (and PAYING) BIPOC research assistants. Ensuring that BIPOC scholars have the institutional support they need to succeed in terms of graduate admissions, hiring faculty, providing adequate startup funding and access to further external funding, social and emotional support, building opportunities, etc. Especially in light of the fact that funding agencies tend not to award grants to scholars whose work touches on important topics relating to race and racism. Making departments look like their communities! The Ivory tower isn't a metaphor if you look at who's inside it! Making sure that Black scholars get tenure – what's the point in getting BIPOC people into the pipeline if tenure is a pipe dream?

How best to speak against racism as a white person, when despite relative privilege you still have fear of repercussions in funding, promotion or research opportunities, because you are a student/adjunct/untenured/minoritized in other ways. This is perhaps more of a concern when the racism is not overt but is instead systemic/subtle and the culture of the lab or department doesn't acknowledge it.

Best tools for non-biased hiring practices or grad student admissions processes | How to hold professors accountable when they make racist actions or comments - it seems transparency is a very weak point of academia where things are often times hidden away from students or the public.

1. The lack of racial and ethnic diversity at the faculty level in many departments. I keep being told, "well, we're trying," but it just doesn't seem like that is an excuse any more. How can we act like we're supporting minority graduate students if we don't give them access to mentors who they can relate to and who understand their unique experiences.
2. More specific recruiting efforts (and transparency in those efforts) for URM students at the graduate student/post-doc level
3. Addressing fundamental issues of class that persist at elite universities (noting that issues of class often intersect with race) and breaking down expectations that people must come from a particular background or "pedigree" to be a successful scientist

While micro-aggressions often occur, for the most part, I feel as though researchers are well intentioned and attempt to be respectful toward their colleagues, regardless of race. However, my previous research mentor, who is Black, mentioned often that even though he was mostly treated with dignity and respect from his colleagues, he often witnessed them sharing "light-hearted" jokes about the research participants (often from Black and minority groups), was appalling and incredibly hurtful. Especially as many of our elite institutions are situated in diverse communities with varying socio-economic backgrounds, we need to hold ourselves accountable to not only respect the diversity within the ivory towers, but also that with which we engage from the community. Researchers need to actively value the humanity of all participants from all backgrounds, and not allow their position as a scientist to create a pernicious power divide between researcher and participant. Ask yourself: how am I treating and speaking about my participants? Am I always granting them as much respect as I would a colleague?

I find it ridiculous that the interviewing and hiring process is so difficult even if the two people have the exact same qualifications a person of color can be dismissed for just not being the right "fit". Dismissing people because of/ or critiques of names because they are different or difficult have no place in the hiring process.

I'd like to see the general civic indifference (masquerading as professionalism) gone from science. Silence is a soft form of systemic racism.

1. Erasing the false assumption that promoting diversity means lowering the bar for minority groups.
2. Remove the label of "minority" as if the White American Male is the dominant group in Science. Science in many fields is already diverse at the workforce level; only the leadership level is dominated by White American Males that maintain the status quo through deliberate or inadvertent racism.

3) (i) statistics of minority representation: black people are way under-represented, especially in advanced posts and posts of power (e.g. principle investigator).

I wonder about a sort of "cold start problem" in diversifying a department that isn't already diverse. While diversity statements can be effective, there is still a level on undue burden on a potential minority applicant forced to assume the role of the "token minority" and deal with all the additional social costs that come with that. Assuming that individuals vary on their willingness to assume that role, this seems like it further filters down a pool of minority applicants. How can a department combat this, incentivize a minority applicant to join, and create a space where they don't feel that way?

From educating myself over the past 10 days or so (which is far from enough), I feel more and more convinced that education and the school system is where the systemic reforms have to start and have the most chances of working (albeit maybe only with results in a generation from now). We are mainly hearing about police reforms, and while those are necessary, I believe as academics maybe our fight should be in other places.

I was appalled to hear how the public schools are funded in the US (mostly from local taxes rather than at a federal or state level) and how the systemic inequality starts there, resulting in predominantly black-community schools being completely underfunded.

Voting and supporting actions to bridge this gap and making sure all public schools are funded equally seems like a crucial first step. As a foreigner, I unfortunately can't vote, but I would like to work more in finding actions that can be done - maybe us privileged academic giving our time to go mentor kids in under-funded schools and finding ways to create opportunities for them.

- comments in passing seem to be the most disturbing. Where someone or a group in power has the audacity to qualify someones accomplishments due to their race in a casual conversation.

Definitely better laws need to be put into place, more specifically with police reform, including defunding the police and placing these funds into housing, teachers and counselors. We have known this for a long time. We need to break the cycle of unjustly criminalizing black people. We need to end the school to prison pipeline. We need to be honest about our prison system and how it is a means for slave labor and to take away voting rights.

I think most importantly tons of money need to be poured into black and brown communities, more specifically education. Racism stems from hundreds of years of violence as black people moved from slavery, to Jim Crow laws, to the hyper ghetto to mass incarceration. Therefore these issues aren't going to change over night. We need EQUITY in these communities to allow them to rise to the same level as white Americans.

Implicit bias plagues this country. Therefore it is everyone's job to educate themselves on their own implicit biases and how their views have been shaped. Lastly they need to show up for their black and brown peers. If you see something say something.

Steps to eliminate biases in calls to interview, hiring and citations could be made relatively easily and immediately.

Investing in Black communities (e.g. lobby majority White educational institutions and their affiliates to contribute more resources to nearby Black communities, and use campus-based groups for political

activism as well) -- closing poverty gap and improving education system. Working to improve recruitment and retention of Black and URM undergrads & grad students (& post docs) in STEM fields, which includes hiring and supporting Black/URM faculty.

4) What concrete steps are you considering to take to be an ally and practice anti-racism?

- A commitment to hiring not just one but more than one faculty of color and providing them concrete support (mentorship that's not just limited to someone in the department but maybe a faculty of color in another department). And not making them be a part of a million initiatives and committees esp diversity committees if they don't want to
- Faculty of color retention
- same for students of color, URM backgrounds
- Faculty must commit and demonstrate that they have underwent rigorous training on how not to perpetuate stereotypes and do microaggressions
- Students need some kind of mechanism or safe space to be able to give feedback to faculty that they are experiencing microaggressions and racist practices without retaliation. One step the social program is personal committee meetings. But even still sometimes I'm fearful of giving feedback and then making relations with the advisor awkward.

I am trying to think of ways in which I can incorporate racism issues into my research on learning and memory.

Acutely: attending these meetings, participating in protests and social media support of BLM
Within academia: renewing my commitment to mentor a URM undergrad during my postdoc, renewing my commitment to having URM speakers at the conference I am co-chairing (my co-chair and I ran on a platform of 'diversity' in all senses of the term)
Outside academia: writing to legislators demanding #8toabolition and Campaign Zero reforms, reading books like The Fire Next Time and How to be Anti-Racist

It has to start with self-development (reading 'how to be an anti-racist', following and engaging with Black colleagues on Twitter, and listening to relevant podcasts).

Then there is culture, i.e., creating a welcoming environment (I have a lab welcome pack that includes an inclusivity statement and lists relevant resources). A harder question for me is what I can do as an early tenure-track faculty member to influence University policy beyond my lab. I try to point out diversity (or lack thereof) on committees that I sit on (e.g., in relation to hiring and speakers), but I feel like it's not enough.

The last element is seeing it through (addressing micro-aggressions when they do occur, creating real opportunities). As a white woman, I struggle with knowing what actions I can take to support lab members from minority groups in a real and tangible way (beyond just words).

I will be more conscious about the tone that I take during meetings with all of my colleagues, and especially colleagues of color, and I will call out colleagues for taking an aggressive tone. A scientific discussion can be passionate, but it should not turn angry, aggressive, or interrupt-y. I will think through my reference lists when writing a paper to ensure that I'm including work by scientists of color. I will also be more conscious of the people I choose to network with and promote on social media, including helping to uplift junior Black scientists.

short term: attend department meeting discussing diversity -determine if i can join diversity committee

long term: enhance diversity in classroom by including it in syllabus, highlighting the work of URMs

Encouraging my institution, department, and lab to take action by 1) hiring more diverse staff and admitting a more diverse graduate class, 2) conduct research on topics of intersectionality, and 3) invite a more diverse group of speakers to present at lecture series and lab meetings.

Actively offering support and mentorship to URM Advertising my allyship and availability for causes I support Set a reminder to think about it regularly and re-address issues I may have overlooked in the past Be mindful of racist assumptions I might make and find a way away from them Be more socially and politically active
Creating spaces for self-advocacy, speaking up for myself and sharing my experiences without being afraid of the implications (also possible because I am no longer in that lab). If you are not included in conversations around diversity, especially as non-citizen students, asking to be included. Other avenues are taking responsibility of self-educating, reading authors of colour, and urging that everyone should put in this time, educating yourself is at least the first step that people who "care" and want to be "allies" ought to put in.
I plan to attend this meeting; I have and will continue to disseminate as many meetings as I can find regarding the subject of racism to other students who may not be on the listserv to know about these meetings.
Continue posting about it on social media forever. I will sign petitions. I will always vote. I volunteer with disadvantaged urban youth in the South Bronx - I will find additional volunteer positions (am currently looking for these!)
Trying to get leadership at my institute to implement an advisory board of URM scientists
joining protesters, maybe in an organized manner, with the sign 'scientists for black lives'
- Continue educating myself (read the contents of the google doc for example, several topical courses on coursera, etc) - Continue mentoring and advocating for URM students and seeking resources to improve my skills in such. - Improve my clinical training by attending topical workshops to improve my sensitivity and approach when treating black patients and other URMs. - When I put together symposia, ensuring that I am reaching out to and including black colleagues (especially black women and those with other intersectional differences) and other URMs. - Seek and join a diversity and inclusion committee during clinical residency and during post-doc and be an active voice/contributor for change. - Speak up when I witness micro aggressions or overt racist aggressions/exclusions in my scientific, clinical, and academic communities.
I'm educating myself on what it means to be an anti-racist and brainstorming ways in which I can regularly seek out opportunities where I can provide assistance in a meaningful way. I would like to sincerely practice the habit of not feeling too busy to volunteer.
Actively work towards and criticize gaps in inclusivity in my graduate program (i.e. financial support for first years, access to technology for first years), even if it means speaking out against exec faculty
I think the first step is speaking up. I almost didn't want to fill out this form, but I realized this may be the only chance I can get for people in the department to hear and see how I feel. I know there's a few of us out there who feel the same, but definitely not enough to squander this opportunity to share a fraction of our experiences. I can personally also stand to learn more and educate myself with how I'm propagating systemic racism in my own actions when passing judgment on other race groups. Even though I commiserate with other people of color of racial and status issues against white people, i also have inculcated cultural biases between different POC races that I grew up with that i need to be deprogrammed. It starts with being open-minded and hearing the stories of these people to humanize this fact. And the next step is to logically understand how the current systems in place are NOT the best and ARE faulty.
Create opportunities for URMS early on by hiring a diverse group of undergrad RAs (e.g. by tracking the proportion of URMS to non-URMS in your RA pool vs the broader undergrad class)
reflect actions, trying to work in a diverse team, reflect what is really needed to be successful in science, practice anti-racism in education and my every day life

Doing science outreach in predominantly Black/URM high schools in the NYC area. I have done science outreach in the past, but not focused on those schools.

I believe that we should make a Paris Climate Agreement, but then for Universities and schools. We need to have a long term plan with concrete actions. Who keeps individual universities accountable to their statement to do better? We keep saying we have to better, but in the end it is not enough. We need schools, especially the big and rich Ivy Leagues, to go beyond a statement / PR-stunt.

Concrete actions like: change the PhD Admissions criteria (remove the GRE, show clear payment waivers for BPOC), pay people for their time in extra-curricular committees, especially BPOC in diversity committees. Have a hiring quota. Have an oversight committee that keeps institutes/departments/people accountable. Remove racist faculty from their positions.

educating myself on racism and how it is institutionalized in the infrastructure of our systems

discussing anti-Black racism and whiteness with family and friends, participating in community discussions and action planning on how to dismantle whiteness/white supremacy and center Black and POCI experiences, perspectives and participation

I'm trying to do research on how we can be more conscious about how our lab budgets are spent, and make sure this is done in a way that is consistent with an anti-racist agenda and the rest of our values. Labs spend untold millions of dollars per year buying basic lab supplies from multinational corporations when there exist alternative sources for many of these supplies, for instance local and minority-owned businesses. We should push our labs, departments and universities to implement anti-racist and social-justice-oriented procurement policies across the board.

mentoring undergraduate minority students through the American Physical Society's National Mentoring Community
volunteer tutoring for minority/financially needy high-school students (not sure how!!!)

1. Demanding change in my department: creating pathways into my PhD program for URM students 2. Donating to Black woman's health organizations. 3. Voting 4. Calling congress people to voice support for HR40.

Making a greater effort to hire black people in my department.

I will continue to make my working group as diverse as possible and I will continue to be very careful about giving each member all the same opportunities to enhance their careers (e.g., advising time, writing opportunities, helping with fellowships, travel to conferences all over the world). I will also be ready to listen carefully at all times and to regularly ask how things are going.

- donate to bail funds & Black community organizations
- set up a monthly donation to a Black org (still figuring out which one)
- attend protests
- talk to family members about abolition & defunding the police
- organize lab-wide email drive & phonebank
- share resources from phonebank with others in the department
- make a reading list of Black revolutionary texts, aim to read one per month
- re-listen to music by Black artists periodically as I learn more about Black history and Black scholarship

I am planning to carefully go through my syllabi to make sure they represent the work and perspectives of scholars of color

I am planning to push more urgently for my department to hire Black scholars

I am planning to look into models for mentorship/training support for faculty, which include an emphasis on how White mentors can be supportive mentors for students of color and Black students in particular.

Supporting URM trainees and colleagues in training, obtaining funding, and mentorship (reading grant drafts, helping with preparing and submitting papers and applications, providing a sounding board and being an ally to help confront individuals about active and passive racist/sexist practices).

Consuming relevant articles, reading The New Jim Crow, writing to Congress using resist.bot, talking to my friends and family and Tinder dates about these issues

I focus on the small things that I can do as an individual to help the problem. I can hire minority RAs and bring minority trainees into my lab. I can make my lab a welcoming place for children and families of color (e.g. book with minority characters in waiting room) and include diversity in my advertisements and presentations.

1. Set aside time to make sure I am listening/reading/informed. For those who may not be able to volunteer or donate, it is imperative to educate ourselves. I'm starting today, and I will mark off time biweekly to make sure I am up-to-date.
2. If I observe a micro/macro-aggression, I commit myself to speaking up to help educate how the comment could be harmful. Additionally, I would like to learn a way to offer resources to those who may have experienced microaggressions without pressuring them to feel they need to engage with me on the topic.
3. I will dedicate myself to practicing humility. White folk often become uncomfortable or defensive when discussing the topic of race. I will ensure that I listen with an open mind and heart and remember that the conversation is not about how I feel. In this way I hope to create safer spaces. If someone draws attention to something I have done that may have been harmful, I will thank them for taking the time and energy to educate me, and take time to read/think about how what I might have said was harmful.
4. I will engage my white friends and peers on the topics of systemic racism to encourage others to think about it as well.

I am lucky to be working with a PI who supports diversity movement. I will be participating in ARISE, a program that is geared to bringing in underprivileged High school minority students every year. I will also be training undergraduate students of color in the lab. I will support and encourage the students of color who are already present in my lab.

lowering the opportunity costs of doing research: paying undergrad research assistants, pushing for higher graduate stipends

I plan to speak up when I see or hear incidents of micro- or macro-aggressions around me.

1) Starting a conversation with my colleagues at UT Dallas using the DEI form created by Debbie Yee.
2) Engaging my lab in conversations about diversity in academia.
3) Using my connections with Teach For America (TFA) and the Knowledge Is Power Program (KIPP) to reach out to secondary educators in the Dallas area, with the goal of building partnerships between UTD and underserved students in the greater Dallas metro area. It's not just a leaky pipeline - many students never get into the pipeline to begin with.
4) Develop a financial literacy educational program that can be used with community organizations throughout the Dallas metroplex.
5) Learn more about the history of my new community, Dallas (wrt redlining, education system, etc).
6) Lead another workshop series on mentorship in STEM.

Creating a lab manual with explicitly anti-racist conduct statements, petitioning my department to invite more black speakers for talks (and pay them), volunteering to work in programs providing opportunities and training for formerly incarcerated students

Preparing a reading list for me and all members of my lab to read.
Blinding hiring decisions to minimize the effects of implicit racisim, while also actively recruiting minorities
When organizing events, make sure minorities are well-represented amongst the speakers. Try to institute concrete rules within my department for anyone organizing such a dept events.

making science more accessible to black students at an earlier age through outreach programs and volunteer mentorship; educating myself

Currently reading "How to be an Antiracist". Will continue to read more books on this subject by black authors. Will be more committed to supporting black-owned businesses in my area. Want to do a better job reading up on the people I vote for in US elections, at the federal and state levels.

1. Advocate for my department to create paid undergraduate research positions.
2. Do more outreach to undergraduates of color to talk to them about research and help them find

research opportunities.

3. Set aside at least 1 hour per week to learn about local politics and, when relevant, call or write to my local representatives to urge them to defund the police, and direct more money to education and healthcare.

4. Ensure that every paper I submit or presentation I give provides detailed information about the demographics of my sample, AND that the discussion includes something about what populations the results can and can't be generalized to based on that sample.

5. Monitor and analyze our different lab recruitment channels to determine which ones enable us to reach the most representative group of participants.

6. Think about what opportunities (talks, collaborations, etc.), many of which I have been given because I have benefitted from unjust circumstances, I can give up to elevate Black trainees instead.

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1) I have started working with my university to consider how we might ramp down police presence when unnecessary (e.g., when students report suicidal ideation), 2) I have validated, expressed concern and given my Black trainees a forum to share their voices, 3) I have obtained funding to provide paid internship opportunities for students from underrepresented backgrounds, 4) I have shared anti-racism resources with my classes and my lab. I would like to do more and am hopeful to hear more ideas.

Actively looking for and listening to black and POC scientists to gain from their insight and experience--not just scientists whose work is most relevant to my own field

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I have actively looked at the journal where I serve as Editor in Chief and have prioritized papers that actively examine issues of racial/ethnic health equity and are written by BIPOC authors. I have also recruited multiple BIPOC to my (paid) editorial board and have encourage BIPOC authors to submit papers, which are also prioritized. I have also sent messages to my department encouraging participation in today's #ShutDownSTEM activities.

Learn:

1. Join equity-focused journal club with peers (already started, first meeting Thursday at 4).

2. Read articles in section on "Racial, Economic, and Educational Disparities Go Hand in Hand"

3. Read article: "We are all for Diversity, but…": How Faculty Hiring Committees Reproduce Whiteness and Practical Suggestions for How They Can Change

4. Learn more about how to effectively mentor URM/BIPOC students:

1. Effective Strategies for Mentoring African American Boys

2. Advice on Advising: How to Mentor Minority Students

3. Mentoring Minority Graduate Students: Issues and Strategies for Institutions, Faculty, and Students

4. Understanding Mentoring Relationships: The Black Male Graduate Student Perspective

5. On Mentoring First Generation and Graduate Students of Color

6. Sisters, Other-Mothers, and Aunties: The Importance of Informal Mentors for Black Women Graduate Students at Predominantly White Institutions

7. Access to Academe: The Importance of Mentoring to Black Students

8. Read Resources on the Science of Effective Mentoring in STEMM from National Academies

* Consensus Report

* Mentoring Underrepresented Students in STEMM: A Survey and Discussion

5. Compile and read resources from @BLACKandSTEM and prioritize articles/commentary from black authors on the topic to gain more accurate perspective on the needs of black trainees, students, faculty, and staff

6. Read more on the systemic racism that is rampant in my own (non-white) culture

7. Learn more about URM/BIPOC considerations in clinical psychology and mental health by looking up and signing up for workshops.

Act:

1. Sign up to provide first reviews for URM trainees in psychology, cognitive science, and neuroscience: (VIA @SocietySpark) https://docs.google.com/forms/d/e/1FAIpQLScPGMnor4ZqAL8-kk9_NctLeHPVcbxXhC4VtOktnKXpgPwtzg/viewform

2. Set up or join bias watch effort for talks and citations that are skewed white and exclude BIPOC/URM

3. Set up sharable resource on my website that includes links and pdfs of articles above and is accessible

4. Join or create a network of BIPOC/URM Mentors and match them with mentees

5. Create and regularly update section on Diversity in Cognitive/Affective/Computational Psychiatry on my academic page 6. Create infographic or contribute to resource page for mental health considerations for URM/BIPOC individuals and share widely with different campus mental health centers.
Learn how be effectively anti racist Diversify my curriculum when teaching classes or giving talks Promote more POC in academic leadership positions, deans, directors of institutes, but also in positions of power within the administrator Demand POC in selection committees for all academic programs and jobs
Set a 3-month recurring calendar-reminder to check all talk & lecture slides for diversity in depicted, cited, or otherwise mentioned people. Ask myself every time I am asked to propose reviewers/speakers, etc.: Is there a person of color whom I can suggest? And do so, if the answer is "yes". I will consciously chose to order from and support businesses owned by people of color for the time being in the US - and beyond, as far as possible. I will talk about the import and impact of the current and past anti-racism movements in the US when people ask e about how experience(d) NYC in these "challenging times" and raise awareness for the fact that racism is not a US-only problem.
- Lower the barrier to in-the-moment allyship by writing and rehearsing specific responses to micro- and macro-aggressions. - Encourage existing D&I initiatives to be more explicit about acknowledging the unique suffering of Black people in academia and the disproportionate burden they have shouldered. You can still be inclusive while acknowledging that inequity and injustice are not distributed equally, even among those who have been historically minoritized and discriminated against. - Advocate for departments to value D&I service. These activities should be incentivized and count in tenure and promotion decisions. Bad actors should also be aggressively disincentivized.
As one immediate goal, I plan to write my undergraduate institution about dropping legacy preference in their admissions. As someone who benefitted from legacy preference, I can be a strong voice against this practice and recruit others to join the effort with a petition. As a longer term goal, I want to become comfortable writing my local government officials regularly without waiting for other people to post their pre-written templates. My goals are to make a habit of staying informed about issues that can be addressed locally, and to leverage my ability to write to make our stance known.
- Trying to speak out more often when witnessing racism - Trying to avoid prejudice in scientific evaluation of work coming from China, Russia, Africa or South/Central America
Making a concerted effort to read papers by Black/URM scientists in my field. Introduce those papers to weekly journal clubs
Educate myself more via reading. Make mentorship of under-represented minorities a priority. Try to be more self-aware of my own privilege and promote minority voices.
Inform myself, read about The history of black and other URM In USA, use the power I have as faculty to push for an agenda of diversity in my department, actively recruit URM and support then once they are recruited And most of all put my money were my mouth is
- Suggest/invite BPOC speakers for our weekly departmental seminar. - Cite papers from BPOC, don't cite papers from people known for their racist remarks in the community (similar for known sexual predators in the community). - Listen to and amplify BPOC voices in the lab and departmental events. - Tell BPOC that their presence matters and that their work is valued. - Call out racist comments, and reach out to those marginalized when you are a bystander (right after, and later) - Hold people (professors, labmembers, admin) in departments accountable. Are they actually doing what they committed to? Keep asking about their progress report, emphasize clear and concrete language, the result measures they use, numbers, etc.

Finding more ways to provide outreach to public schools (elementary-highschool) whose students are largely Black/URM - teaching and mentoring students to foster their interest in STEM and help get them into higher academia. I'm reading too many "I'm the only/first" in Black In The Ivory. They shouldn't be an objectified novelty.

For a lack of better phrasing, I need to start actively calling people out on their racist bullshit; even if it means calling out your PI or person in position of power.

I signed up for URM mentoring for SocietySpark. Discuss with my department about our recruitment practices for our grad program. 5 of 7 of my small department are POC, but none are of African descent - so we could do better there too and we will discuss how.

Seek out the most successful models for racially integrating the STEM pipeline. Then organize to find a path for applying/ adapting / powering one of these models for my region, with BIPOC ownership and leadership.

-We should call out racism, micro-aggression and bias whenever we witness it. We need to educate ourselves to be able to argue in a conversation on social justice and racism. Everyone needs to be able to debunk stereotypes and prejudice and take the action to do this.

We'll hold daily meetings on topics relating to racism in academia during the next week in our department. The plan is to survey essays, existing scientific papers, existing initiatives combatting racism, sexism, and discrimination in academia, and eventually move on to take a closer look at data relating to our own department. After this initial stage of educating ourselves, we are planning to identify specific items for action we can do to provide a more supportive environment. I'm hoping that a regular journal club and/or seminar series will emerge after this initial step, and I will actively push for that to happen. I've applied to take part in mentorship programs for high school students from URM backgrounds over the summer. I am planning to continue to read as much as I can to educate myself, learn and listen. I hope that this will help in identifying better actions to take going forward. I want to be vocal about systemic racism and not be a passive bystander.

I want to learn how to intervene when my colleagues do / say racist things.

I have a thought that doesn't fit anywhere in your google form - perhaps this is outside of the scope of this work shop but I've spend a lot of time thinking about. Many of my colleagues are international and not raised in white-settler societies. Therefore their internalized racism is different and manifests very differently than we typically discuss in anti-racist work here in the US. It is hard to give a specific example, but overall I see colleagues with minimal understanding of race in America (they just moved here). I am dumbfounded about how to respond to some of the racist/ignorant things that they say although my colleagues are curious to understand. For example: once a colleague told me that "India is the most racist country because of the caste system." Obviously this statement betrays a fundamental misunderstanding of race (caste=/=race). I was so shocked I had no idea how to respond. I've encountered a couple of similar scenarios with my international colleagues... does anyone else experience this?

Offer to read, edit, and advise on Black researchers' personal statements or proposals for graduate programs or fellowship applications.

taking on a greater share of departmental service work, increasing diversity in the lab, making sure students of color are supported in the department, pushing the department to invest more in these issues

- Wherever I have the power to do so, try to amplify Black voices: invite Black scientists as speakers, reviewers etc.
- When invited on boards, committees, as a speaker on conferences, ask what the inviting party does to amplify Black scientists and POC voices and don't accept if the answer is not sufficient.
- Continuously acknowledge and work on unlearning my racial biases (books, docu's etc.).
- Financially support organizations, writers and artists that address systemic racism.

I am going to set up online recruitment initiatives for URM undergraduate students to find lab placements. However, increasing representation in labs is not enough. I am also working with my department to setup a support system for BIPOC undergraduate students who are working in labs so

that they can find resources (funding, reporting, support, applications) and informal mentorship beyond the lab and their immediate PI.
I am reading literature on anti-Racism, and discussing it with my lab. I commit to promoting Black scientists at every level of decision-making that I am involved in, such as seminar speakers, admissions committee, faculty recruitment. I will identify outreach events in our community, such as in elementary schools, and make an effort to participate more. I will work at the departmental level with our diversity and inclusion committee. I will recruit undergraduate Black students to the lab and provide them with guidance specific to their needs.
Giving a living wage to RAs and interns, and don't charge course fees for courses that consist of doing research. Before starting my PhD, I was able to do 2 unpaid research internships, and I *paid* course fees to do research in 2 different labs. These were important experiences for me, but many people wouldn't be able to do this financially, and I think that group would disproportionately include PoC.
1. Educating myself by reading / collecting information about minorities, and related issues at societal and institutional levels 2. Finding/creating the opportunity to help URM students/kids in academia 3. Sharing my understanding with my friends and family back in China 4. Suggesting my PI to add a diversity statement in our lab webpage 5. Practicing citation of URM 6. Encouraging lab members to reach out to URM students/kids in need
Engaging in arts and culture created specifically by black people -- music, literature, movies, and documentaries. Focus on discussing the implications of these works during social gatherings. Participate in diversity initiatives/clubs to discuss science and non-scientific contributions to art and culture by blacks in a more formal forum. Identify and mentor URM students interested in research. Practice more balanced citation practices in research publications.
Educational reform must start at the earliest levels, and I'm a proponent of integrating the schools in New York City by taking away screens. I've attended community meetings on this topic, but I've never spoken up (as a white parent) to verbally express my commitment to desegregation (which could mean fewer seats in "well-regarded" schools for white children). I would like to speak aloud at one of these listening meetings.
I have collected a couple of lists of Black academics and will suggest names from that list when our department is collecting suggestions for inviting speakers; I will use my vote and encourage others to use their votes to invite more diverse speakers; I will invest time and energy in mentoring a minority student interested in applying to graduate school in my area through a university program; I am reading books and listening to podcasts about racism and how to be a better ally; I am advocating to my university to defund their (racist) police department.
Educating myself and others on the history of the black radical tradition and supporting the multiracial protests occurring right now, which are doing more than anything else at this moment to build the working class institutions needed to effectively pose a challenge to the racial capitalism that we live under.
Develop and publish a lab EDI policy; Hold lab meetings dedicated to EDI discussions; Form a lab EDI reading group / journal club; Open conversations with faculty leadership around faculty/department level EDI initiatives, training, hiring etc.; Change public profiles (About me sections) and public recruitment documents to include specific mention of supporting / attracting URM candidates and creating inclusive environments
Self-education about experience of Black academics; Apply for funds to support undergraduate URMs in lab; Create a diversity and inclusion statement for the lab; Hold a lab meeting to brainstorm and commit to anti-racist actions we can take as allies; Promote URM trainees in my field - invite to speak, share and cite their work, invite to collaborate; Increase readings from BIPOC on course syllabus; Center Black voices in lab meetings; Support Black colleagues in meetings (be vocal)

I am going to read one paper per month from a URM first author. For any recommendation letter or anything similar I may write about someone I will remind myself of the biases in my language and try to evaluate everyone on equal terms. I will start this with the next one I write whoever it is for.

Since diversity and integration starts at the early stages of education (e.g. selection for level/tracks in high school), pressure politicians in your area/country to enact policies to promote diversity at these levels. Specific action: start a SCAAN-like group at your uni and offer to help organizations like the National Coalition on School Diversity (https://school-diversity.org) with research / political pressure.

department is discussing TAship credits for community service

1. (timeline: next week/next month and onward) One actionable approach would be for our departments (e.g. psychology, MCB, neuroscience) to partner with campus organizations that offer social support/mentorship/advocacy for black students and students of color, ask the leaders of these groups how we could make our departments more attractive to black students, offer mentorship - for example, when we are looking for RAs, we could work through these groups as well as the typical avenues. We could make it a practice to bring on a group or a pair instead of just one person. We could offer to give presentations to these groups about what we do, about the opportunities that exist in our areas of research, so that these students can gauge for themselves whether they are interested. This might mean committing to a greater level of mentorship (and I do hope this would not only all on grad students, who often shoulder heavy mentorship burdens with no compensation). But I do think that grad students are an important part of the solution, helping to bridge the gap between undergrad and the broader scientific world.

2. (timeline: today, any day) Continuing to talk about this with white groups of friends and colleagues. This is something I've started doing, in addition to reflecting on my own experiences. One thing that's been especially eye opening is thinking back to the first times in my life that I can remember interactions with black people, what my assumptions were then, how they've changed, or not. Reflecting on elementary school interactions. Considering these situations from the perspective I have now. Talking about these with white family and friends, recognizing that we don't talk about race because, with few exceptions, whiteness is ALWAYS the context.

Each semester, I will partner with a faculty member at local community college (San Jacinto College, Houston, TX) and create research opportunities in my lab specifically tailored for UR community college students.

---Right now:
-work through Jin Goh and Jeff Hunger's syllabus on race & racism, with work primarily from Black psychologists. Commit to following the schedule, stretching it out over 12 weeks to account for time on grad apps.
-Consider whether labs I'm applying to have diversity statements and what percent of grad students are white.
-Look at the schools I'm applying to: what is their departmental commitment to diversity? Do they have separate funds and/or resources for students? How are they committed to retaining Black students and faculty? Consider this in making my decision.
-Practice/establish ways to call out insensitive and/or racist comments. Create an action plan- if I see or hear something racist in the department, who would I talk to? Who has institutional power and is also receptive? Continue this practice in grad school.
-Use the 'are men talking too much?' website/tool on an ongoing basis to be aware of how much space men/white people are taking up in meetings.

---As a current post-bac, when I attend grad school:
-If I become involved in planning seminars/conferences/talk series', make sure to invite (and appropriately pay!) BIPOC scholars.
-Establish relationships with trusted faculty and advisors; set up meetings at the start of my time there to figure out departmental climate, available resources, and/or what is needed.
-Join the D&I committee!
-Join a grad student union, if it exists. Advocate for appropriate pay and hours for grad students, knowing that the extra burdens of grad school will impact different students differently.

---In my role as a lab manager, right now:
-Update the RA resource board I made to include the excellent new resources that are going around. Do this when we get back in person.
-Check-in with all the RAs individually, see if they need social/academic support; I'm not the RA contact, but I am only 1-4 years older than them, which puts me in a unique position for support. Do this in the fall semester. Set up 'office hours' to talk research, post-grad, etc.
-Talk with my PI about removing the phrase 'scrum master' from our lab vocabulary. Do it ASAP.
-Talk with my PI about adding a diversity and action statement on our lab website.

I live near very diverse neighbourhoods with residents belonging to different URMs including a historical black neighbourhood. To my knowledge, the educational system is such that people growing in these neighbourhood have access to less resources and opportunities. I would like to take more part in mentoring and teaching volunteering scheme to support the URM resident of these neighbourhood.

Anyone in the field of psychiatry/neuroscience/mental health want to start an anti-racist journal club to learn about racism in our field?

Reach out to my department chair to see if we can discuss ways to increase diversity when recruiting PhD students and inviting speakers, and to increase programming for minority youth interested in STEM; Find out if there are ways I can volunteer as an online mentor for underrepresented students interested in my PhD field; Ask my lab members to brainstorm together ways we can help minority children in our local community right now (both for encouraging STEM, and also for helping with the pandemic); Support a black-owned bookstore and buy/read books on the history of racism in America

This is in no way meant to be something that addresses systemic racism, far more is needed, but something we're doing in order to help lift the burden of educating white people off of our black students is to create an "anti-racism bookshelf/library" where students in our program can check out books and other resources to learn about white priviledge, microaggressions, etc.

Participate in an initiative in my department that supports diversity and integration of underrepresented minorities.

While my personal list is still a work in progress, I will:
1. Always look for new ways to be an ally and never be satisfied/complacent with the amount that I am doing. Concretely, this would involve getting more informed about the issues, reading articles, and participating in events and discussions such as this.
2. Speak out when I notice or encounter inequality. Keep this conversation alive in my own mind and in the minds of colleagues.
3. As someone who enjoys working with younger people and was previously a teacher, I will volunteer in some capacity to teach STEM at an under-served, minority-majority school to try and spark a love of STEM in a young person's life

take time out of each day to read at least one article or book chapter, watch one documentary, or listen to one podcast on a topic related to race. my plan is after a month or so, maybe it can expand to other topics, since issues related to social justice are all interconnected

make race and police policy a higher priority issue when thinking about how to vote. read about candidates' positions (especially down-ballot / local).

My allyship will first focus on educating myself on racism and white supremacy, in general but also in research. I would like to start normalizing these conversations with my white friends, family, and colleagues, to hopefully reduce stereotypes and biases that lead to the microaggressions that make science uncomfortable for Black people. I also think it's important that more Black communities know that science is a career option and that we want them here, so I am going to start working with a STEM outreach program in my area to expose more underserved communities to research.

I am trying to sustain my allyship by continually reading books and essays by Black writers who address themes of racism, prejudice, or anti-colonialism

(1) Applying for summer internship funding for my lab in order to be able to provide funded research opportunities, especially opportunities specifically for URM.

(2) Advertising research opportunities to lists/venues that might better reach URM. Actively encouraging URM to apply in the ads.
(3) Committing to prioritizing qualified URM applicants for research and graduate positions, with a strong eye towards bias in what counts as "qualified".

- Stop avoiding difficult conversations about race with family members, friends, etc. because "I won't change their mind" or "it's not worth the conflict"; relatedly, make sure I've done the reading, reflection, and research necessary to hold my ground in these kinds of difficult discussions (while still acknowledging the massive breadth of perspectives, experiences, knowledge I don't/can't hold myself)
- Join a diversity/equity/inclusion committee at my university
- Set aside a regular amount of income per month/year to donate to organizations supporting anti-racism efforts

I am participating in more URM-specific conversations about diversity in science and investing more time in mentorship of URM trainees. The latter include more actively checking in on URM trainees earlier in their career than I am who have asked for advice in the past, and making more time to address scientific/personal challenges they bring up.

As a member of a professional organization,
* I will help organize internships and opportunities for URMs in our consortium
* In a year from now, I will check back and hold ourselves accountable

As a member of my current institution,
* This week, I will find out if there is a petition/letter being drafted to rename a building (that currently is named after a racist). I will work on helping to draft and get these signed by people in our community

When starting my own group as a faculty member,
* I will aim to mentor URM scientists in my group
* I will explicitly list a diversity statement on my website and in ads
* I will reach out to minority students when recruiting
* I will set aside more time to dedicate mentorship to URMs
* I will only expect students to do extra work when I can pay them
* I will include undergraduates on publications (even when they just collected data)
* I will request anonymous feedback at the end of each semester
* I will aim to diversify the department
* I will propose that externally invited speakers should be diverse (both gender and race)
* I will connect with the university's diversity office and offer to help
* I will launch a diversity journal club
* I will launch a local GUIS series
* I will try to attract more diverse students to study psychology
* I will focus my public outreach activities to target high school students of color, who are very much underrepresented at universities in my home country

As a scientist in general,
* This month, I will start collecting useful databases of scientists of color in my field and share them on my website (together with databases for women scientists which I regularly use)
* When suggesting/inviting scientists as speakers or reviewers, I will not just ensure gender balance but also aim for non-white representation.

I will make a documentary watching list for myself, watch them once per month, and then share what I took away on twitter and encourage others to watch.

I will help get out the vote efforts in black communities where I live.

One way to be an ally, particularly with regard to issues that involve power dynamics, is to regularly make clear that you are willing to use the safety of your whiteness to bring up/investigate issues on behalf of your peers and colleagues. Obviously URMs should be listened to directly! But in cases where URMs don't feel safe doing that, having allies who will take on that burden can be helpful. And if this can be done by a group of allies, it can be even safer and more powerful. It's easy to say 'no' to an individual

in a private meeting, but it's much harder to say 'no' to a group in a public setting.
This is exactly what happened in the Rochester Department of Brain and Cognitive Sciences Sexual Harassment case--they only made progress when they had a group of complainants (several of whom were initially anonymized by people willing to speak for them), and then when they publicly went to the media. This is an extreme case, but the same concept can be used on a smaller local level.

- set time aside 3x each week to learn about anti-blackness, racism, whiteness, and the systems that are designed to uphold white supremacy in STEM and other spheres
- reflect every Sunday to plan what I can do each week to take anti-racist action
- attend demonstrations
- share information and petitions
- talk to family, friends, colleagues and community members about anti-blackness, racism, systemic oppression of BPOC; hold/participate in discussions on antiracist media and ways we can dismantle systemic oppression in our spheres
- hold/participate in allyship workshops in other groups to create SMART goals for antiracist action this month. Make anti-racist statements and action plans in these groups this month
- listen to my BPOC peers carefully and ask about their experience and perspective. Invite BPOC into spaces, Invite BPOC to the drawing board, pay BPOC appropriately for their labor and use privilege to uplift BPOC voices
- commit to being a vocal bystander that interrupts racism and coded language through direct, accountable dialogue
- be TEACHABLE and do emotional labor to dismantle white fragility through education, rest, and action

1. As a grad student , I am going to push my institution to invite speakers from the Black Neuroscience PIs list.
2. There are many more barriers black students face in the training phase of becoming a scientist, including financial barriers. This includes purchasing travel/accommodations for conferences. As a grad student I will push my institution to provide purchasing cards for these expenses (instead of lengthy reimbursements) as to not worsen racial & financial disparities.
3. As a white grad student I will join committees that advocate for the needs of URMs on campus so that this work does not fall on URMs themselves.
4. I will seek out opportunities to mentor undergrads who are URMs, and acknowledge that I will be a channel of communication to the PI for them as it is often intimidating for them to speak to the PI themselves and generally interact with people of power in a white lab space.

The problem with lack of representation of Black people in science begins long before grad school. We need to push our departments to invest in more programs that encourage young Black students to feel comfortable in STEM.

* I will try to correct my citation bias. I will read carefully works published by black scientists in my field and make sure I cite their work when possible and appropriate. I will create a folder in my reference manager where I will place such relevant papers and go through this folder periodically to keep these research works fresh in memory. I will search through lists of black scientists available online.

* I will prepare a publicly available statement of values, which can be accessible by potential colleagues and trainees.

* I will actively seek opportunities to provide mentorship to trainees from disadvantaged backgrounds.

* I realized that I never read a fiction/poetry book written by a black person. This is shameful and I will correct this by reading one fiction book a month written by a black author for the next year.

* I will dedicate last Friday of every month to advance and monitor my progress on the goals below.

Self-education and reading, getting involved in diversity committee in department, increasing outreach, donating, speaking more boldly and candidly about these issues regularly at all levels of department hierarchy.

People in our department are starting to form coalitions to promote policies that will radically reshape our diversity and inclusion efforts. Our department has a communal statement of our values that everyone has already agreed upon. We are going to leverage this to spark conversations about how we are falling short of our stated values. In order to make efforts like this work, we need broad support from people at every career stage: grad students, postdocs, junior and senior faculty. And we need to do it in a way where we're listening to the needs of BIPOC scholars, but are not forcing BIPOC scholars to do the brunt of the work. That is what (white) allyship is for. We are going to target how undergraduate classes are taught, how undergraduate research assistants are looped into research, the demographics of our graduate recruitment, and the demographics of our faculty hiring. For a start.

Emailing mayor about Campaign Zero (8 can't wait is one part of this overall solution) solutions to preventing police brutality/racism. Practice non-biased hiring options when hiring undergrad researchers. Hold people accountable when they make racist comments.

1. Read one book a month about racism, how to be an anti-racist, and/or a book by an author of color and discuss what I learned from the book with at least one other person (might consider doing this book club style)
2. If I see someone who says something damaging or hurtful, make a commitment to speak up about it, no matter how small the transgression may seem (it seems like a big problem with people not addressing issues is that it's "not that big a deal" or I need to "pick my battles."). Mark a time on my calendar at the end of every week to reflect on my interactions over the past week, think about if i have witnessed or committed any micro-aggressions, and note if I spoke up or corrected myself appropriately. If I didn't at the time, do it now.

Recruit more POC in scientific settings! Importantly, do so without always calling upon their opinions when discussing matters of diversity and inclusion, which risks insinuating they are only in the room due to their minority status.

Id like to start working with groups that support these issues. Continue providing support for those who are already in our community and help to further open doors for people coming in. I would like to implement mandatory conversation for micro aggression with more consequences than having things shrugged off or having the blame placed on the person experiencing the issue. The behaviours should be monitor over time and addressed regulary to identify those who are consistent offenders. I want to create a safe space for people to speak about the way they feel and the experiences they are having.

I am going to research who the prominent black academics are in my field, and actively follow (and cite) their work. I am going to actively call out micro- (and macro-) aggressions in the moment.

1. Infuse into regular scientific forums discussions about issues of systemic racism and inequality.
2. Create forums for all members of the local academic community to come, share stories and thoughts, and learn with and from each other on systemic racism issue. (These discussions have to move out of the confines of Diversity and Inclusion Town Halls, into mainstream events attended by the majority).
3. Form watchdog groups to call out racist acts by members of the community and protect people from systemic racism.

4) immerse myself in black culture. listen to more jazz, watch movies and read books about black lives, talk to black friends about their experiences.

I think it would be interesting to discuss when we should jump from learning to action. As academics I feel it's a lot easier and more enjoyable for a lot of us to listen, read and educate ourselves. While it is necessary, I wonder when is the right time to start acting. As a white person, I feel like I could spend the next 10 years educating myself and I still wouldn't know enough. Jumping into concrete action can be hard when someone's personality is more of a thinker.

One of the first concrete action that comes to mind would be educating others, so maybe as academics we can brainstorm how to best do that. A few questions that come to mind:
- as a white person, do I have legitimacy to teach others about racism?
- who should be the people we are teaching? our students? our families?
- how to teach those who don't want to hear anything/think there is no problem?

Another concrete step is to advocate for and take action to enhance diversity in our labs. Too many PIs

(and generally people in positions of power) still don't seem to care - not sure if there could be actions taken at the university administration level to hold PIs accountable and make sure they are taking steps towards diversity. It is very hard for trainees to start a conversation within their lab when the PI doesn't seem to care (I am experiencing this right now), so having people from the top (e.g. department chairs?) forcing that conversation would maybe work? Maybe there should be university training in place so that those PIs who don't know how to talk about race and promote diversity can start learning rather than remaining silent.

Ask for a diversity & inclusion statement to be mandatory for my institution on the next round of applications.

Ask for lab to have a diversity statement & work on creating one in meeting this afternoon

Spend more time immersing myself in black culture. I plan to do 1 activity each month (read book, movie, article, event, etc.) with this specific intention.

Initiate a regular dialogue with my (white) family on things we've learned, things we would like to work on, how we are expressing our ally-ship.

mentor URM undergraduate students

As a postdoc, I have only so much power, but I'm spending a portion of my work time every week (not free time) helping my Black friend prep for interviews and am giving feedback on his thesis. This is not a big deal in the larger scheme of things, but it's a small thing I can do to help out someone who is important to me. Unfortunately he doesn't feel he can ask the people who should be there for him to do this with him.

Become a volunteer STEM teacher at my local Public Library, their classes benefit to underserved communities, both kids and adults.

Include undergrads from underserved colleges during summer for research internships

Include undergrads from underserved colleges during summer for research internships

Joining a local, department-specific, racial justice group, where I will continue developing and following through on an individual action plan.

Signing up to review/edit manuscripts and grant applications for URMs.

(Co-)leading a discussion with my lab about these issues at a lab meeting.

Being more aware about the decisions I make when recruiting and selecting undergraduate research assistants, and reviewing options to encourage URMs to join the lab and support them while they are here.

One suggestion: Please host events that can accommodate >300 people, or multiple separate regional sessions. I could not join! The concrete steps guide was very helpful. Thank you for putting this together!

The process of departmental accreditation seems like an opportunity to hold each other accountable at the departmental level. To what extent is diversity and URM outcomes already considered in accreditation? Can we develop a rubric for evaluating these factors? Can we advocate tying NIH URM money to a diversity accreditation? This seems related to the point about ensuring that URM students are not only recruited to bring in additional grant funds, but actually supported to succeed.