

DIVERSITY ENHANCEMENT PLANS

NIH Guidelines require that all applications include a (separate attachment as of January 2025) Recruitment Plan to Enhance Diversity that addresses groups identified in the [Notice of NIH's Interest in Diversity](#). The recruitment and retention plan must apply specifically to the proposed training program, in addition to the efforts put forth to recruit for the institution as a whole. NIGMS provides [strategies and resources](#) for successful diversity enhancement activities, and areas for emphasis in your plan.

Utilize UW Resources when Developing Diversity Enhancement Plans

The UW's Office of Graduate Student Equity & Excellence (GSEE) housed in the Graduate School, offers resources to guide departments and programs in recruiting and retaining underrepresented minoritized (URM) graduate students. Drawing from their expertise and more than 40 diversity plans campus wide, GSEE maintains the [Recruitment and Retention Guide](#) which contains a rich set of practices and concrete suggestions for recruiting populations impacted by racism and its intersections in graduate education. The toolkit includes templates and handouts to refer to in crafting a diversity enhancement plan.

The UW remains committed to ensuring facility and program access to students with either permanent or temporary disabilities through a variety of services and equipment. In fact, UW is a national leader in promoting such access as well as integration into the general student population, through its award-winning DO-IT (Disabilities, Opportunities, Internetworking, and Technology) programs, notably AccessSTEM, <http://www.washington.edu/doit/Stem/>. Other institutional resources include the Disability Services Office on campus, <http://www.washington.edu/admin/dso/contacts.html>, which is charged with the ensuring the University's compliance with the federal laws addressing disability discrimination and accommodation. This office has the central mission of providing leadership to the University community in achieving employment and educational, programmatic and physical access for individuals with disabilities. Operationally, this office provides accommodation advice and resources, assistive equipment, interpreters (sign language, oral and tactile), coordination of disabled parking or disabled transportation (Dial-A-Ride) and a process for reporting needed facilities modification (e.g. doors widened, ramps installed) for disabled (faculty, staff and) students. In terms of specific student resources, the Disability Resources for Students Office (DRS) coordinates academic accommodations for enrolled students with disabilities. Accommodations may include classroom relocation, sign language interpreters, recorded course materials, note taking, and priority registration. DRS also provide needs assessment, mediation, referrals, and advocacy as necessary. Technical and adaptive equipment, including adaptive-technology computer software, is available through both DRS and Computing & Communications.

Prospective graduate students with disabilities are referred to Disabled Student Services, 448 Schmitz Hall, Box 355839, tel. 206-543-8924, uwdss@u.washington.edu, which can provide a series of helpful publications, such as an Access Guide for Persons with Disabilities, (showing classroom access, elevator locations, ramps, parking, and restrooms), Campus Mobility Route Map, a quarterly newsletter, and a web-site <http://www.washington.edu/students/drs>, that provides detailed information about disability resources for students.

NIH requires that you address both institutional commitment and departmental commitment. Refer to the [UW Diversity Blueprint](#) which articulates UW strategies and successes in reaching the campus community's aspirations for becoming a truly inclusive and equitable environment for learning, research, service and outreach. The website includes links units or programs you might seek to partner with or upon which to model your approaches. For instance, Diversity Blueprint Seed Grants showcases small projects at the unit level to enhance diversity and inclusion.

Your department probably already practices elements of a diversity enhancement plan. Perhaps your department goes to recruitment fairs and conferences, but doesn't have summer programs or broad-based and one-to-one marketing. Or, it utilizes student databases and social media and websites, but doesn't have strategic partnerships and pipelines. The elements your department is not doing currently might be developed into a future goals section. The key to implementing these practices successfully is personal connections throughout the process of reaching out, recruiting and retaining underserved minorities.