

Useful Resources for Building an Inclusive Research Lab, Clinic, or Team

Resources for Lab Directors

Building an inclusive research team is a collaborative and iterative process that can include changes to a wide range of domains, from your approaches to recruitment and mentorship, to the organizational structure of the team, to the research that is designed. Below are a few places to start when initiating this process. For more information about each resource, please see the Annotated Bibliography at the end.

1. **Lab directors can start by** reading [Chaudhary & Berhe \(2020\)'s "Ten Simple Rules for Building an Antiracist Lab."](#) The article could be **discussed as a team in a lab meeting**. After reading and discussing the article, the lab director could guide the team to collaboratively **generate 1-3 realistic action steps** that the lab can pursue in a specified time frame (e.g., 1 month). These action steps could be included as an ongoing lab meeting agenda item to increase accountability. Lab Directors could also individually read and reflect on the steps outlined in this article as they develop their lab team or work to improve the structure and research practices of the lab team. If limited on time, in order to generate initial ideas for action and change, lab directors could also use the ["Creating Inclusive Research Spaces" 2-page handout](#) on creating inclusive lab spaces to reflect on current practices related to (a) recruitment, hiring, and promotion, (b) organizational structure and partnerships, and (c) research design.
2. **When planning to recruit new team members, lab directors can dedicate time to gaining knowledge about common challenges and barriers faced by students from underrepresented groups and then revise their recruitment materials, interview questions, and candidate evaluation system to increase inclusivity.** To start, lab directors could use [Ahmad et al. \(2019\)'s article on evidence-based strategies for improving diversity and inclusion in undergraduate research labs](#) as a guide as they develop or revise their hiring, mentorship, and research supervision systems in the lab. To reduce biases in these procedures, lab directors may benefit from reading a section of [Bangera & Brownell \(2014\)'s article](#), specifically 5 paragraphs in the subsection called "Factors that Impact Faculty Selection of Students for Independent Research Experiences."
3. **To support deeper reflection around your mentorship practices,** lab directors could schedule time to reflect on their mentoring practices, ideally as part of a regular ongoing practice (e.g., once per semester). A good place to start is reading [Dewsbury & Seidel \(2020\)'s article on inclusive mentoring practices](#), an article specifically written for faculty lab directors that includes a list of suggested reflective questions and/or actions that a lab director can take to continuously improve their mentorship practices.

Other Resources for Building Inclusive Teams and Settings

1. When **building a clinical team**, clinic directors or supervisors could start by reading the ["Supporting Black interns through vicarious racial trauma"](#) Policy Report by the Center for Research on College-Workforce Transitions. This is a **comprehensive resource** for

clinical contexts, in which clinic directors or individual clinical supervisors want to support the inclusion of Black interns in a clinical setting. However, many of the items in this report can be directly applied or modified to apply to other marginalized groups in clinical settings.

2. If you are looking for some suggestions on **strategies for program leaders, clinic directors, or institutions for improving diversity, equity, and inclusion**, read the “Institutional Actions” section of Table 2 (pg 209) of [Rosario et al.'s \(2022\) article titled, “Creating a more racial-ethnic inclusive clinical ultrasound community.”](#) For information on how to be socially accountable, read the “Resources, training and ongoing support of health care workers” section (pg E479) of [Andermann's \(2016\) article titled, “Taking action on the social determinants of health in clinical practice: a framework for health professionals.”](#) Finally, for a resource covering a multitude of aspects of training, please refer to the [Council of Chairs of Training Councils' \(2021\) “Social Responsiveness in Health Service Psychology Education and Training” toolkit.](#)

Annotated Bibliography

- [Chaudhary, V. B., & Berhe, A. A. \(2020\). Ten simple rules for building an antiracist lab. *PLoS Computational Biology*, 16\(10\), e1008210.](#)
This is an applied article written for lab directors and lab teams in various STEM fields. The authors present 10 “rules” or suggested steps that can help to support antiracism, racial and ethnic diversity, equity, and inclusivity in research labs, such as “lead informed discussions about antiracism in your lab regularly,” “Address racism in your lab,” and “Intentionally recruit BIPOC students and staff.” For each “rule,” the authors provide suggestions on specific steps that research teams and lab directors can take to get started (e.g., to support rule #1 regarding discussions about antiracism, labs can develop an ongoing journal club meeting focused on antiracism topics in the field). Although not specifically written for psychology faculty, these rules are applicable to a wide range of fields.
- [Creating Inclusive Research Spaces \(2-page handout from *Blueprints for Belonging: Stories and Strategies for Creating Inclusive Research Spaces*, University of Buffalo, 2017\)](#)
This handout could be used as a starting place to reflect on current practices related to (a) recruitment, hiring, and promotion, (b) organizational structure and partnerships, and (c) research design. Lab Directors can use the recommendations and reflective questions in the “Recruitment, Hiring, and Promotion” and “Organizational Structure and Partnerships” section to reflect on and revise their current lab procedures. The reflective questions in the “Research Design” section could be discussed as a group with a lab team as a starting place for generating ideas for action steps.
- [Ahmad, A. S., Sabat, I., Trump-Steele, R., & King, E. \(2019\). Evidence-based strategies for improving diversity and inclusion in undergraduate research labs. *Frontiers in Psychology*, 1305.](#)
Ahmad and colleagues (2019) review some of these common challenges faced by students from underrepresented groups (e.g., students of color, LGBTQ+ students) and provide evidence-based guidance on how to support diversity and inclusion in research lab spaces. Topics covered include: recruitment strategies for increasing diversity of the

lab team, recommendations for how faculty can reduce implicit bias in their selection of research assistants/students and their evaluation of students, as well as ways to increase retention of students through mentorship and ally behaviors.

- [**Bangera, G., & Brownell, S. E. \(2014\). Course-Based Undergraduate Research Experiences Can Make Scientific Research More Inclusive. *CBE—Life Sciences Education*, 13\(4\), 602–606.**](#)

This article focuses on the importance of taking steps to increase the diversity of undergraduate students who obtain research experience. The authors discuss potential obstacles to students engaging in research while they are undergraduates, as well as factors that may bias faculty selection of undergraduates to whom research opportunities will be provided. Lab directors are likely to benefit from reading the 5 paragraphs in the section titled, “Factors that Impact Faculty Selection of Students for Independent Research Experiences.”

- [**Dewsbury, B., & Seidel, S. \(2020\). Reflections and actions for creating an inclusive research environment. *Current Protocols Essential Laboratory Techniques*, 21, e43. doi: 10.1002/cpet.43**](#)

This article is written specifically for faculty lab directors and covers several topics related to inclusive mentoring, including the importance of faculty’s engaging in regular reflection and “self-work” (i.e., understanding their own positionality, reflecting on paradigms of student research lab involvement), faculty’s awareness of their student needs (e.g., use of individual development plans with each student, creating dialogic relationships), and attention to lab climate (e.g., establishing ground rules and structures, reflecting on the tone of critiques, engaging in social issues directly). The article is written for STEM field faculty, but the recommendations are applicable to other fields. To support ongoing reflection and follow-up action, each section includes a list of suggested reflective questions and/or actions that a lab director can take to initiate change in this area. Table 1 includes suggested readings on increasing faculty’s general knowledge about the role of power, privilege, and structural inequities in student educational outcomes.

- [**Supporting Black interns through vicarious racial trauma: Policy recommendations for employers and postsecondary institutions. Policy report #1, published by the Center for Research on College-Workforce Transitions.**](#)

This paper, from [The Center for Research on College-Workforce Transitions](#) at the University of Wisconsin-Madison, provides an overview of the factors which suggest that Black interns might require additional support or consideration in a clinical context. As well, the paper also provides 5 general steps through which clinical organizations can help increase inclusivity and care for Black interns, as well as actionable items for each step. This resource is based in research evidence and contains scientific references as well as newspaper articles supporting the proposed suggestions.

- [**“Institutional Actions” section of Table 2, in Rosario et al. \(2022\). Creating a more racial-ethnic inclusive clinical ultrasound community. *American Journal of Emergency Medicine*, 54, 208-211.**](#)

This article contains some suggestions on strategies that an institution can apply to improve diversity, equity, and inclusion. These are not limited to clinical settings, and can be applied to a broad list of institutions. Specific actionable items in the “Institutional Actions” section of Table 2 are listed in the realms of recruitment, holistic review of applicants, improvement of the quality of care provided to patients of diverse backgrounds, retention of diverse clinicians, and term limits for leadership roles. Although these are written as being specific to medicine and the domain of clinical ultrasound, these can easily be translated to clinical psychology.

- **“Resources, training and ongoing support of health care workers” section (pg E479), in [Andermann \(2016\). Taking action on the social determinants of health in clinical practice: a framework for health professionals. CMAJ, 188\(17-18\), E474-E483.](#)**

This paper focuses on the relevance of social accountability for the healthcare system and for healthcare professionals. The highlighted paragraph provides some scientific resources supporting this position, and provides a few brief but specific suggestions for how healthcare programs might encourage social accountability. These can similarly be applied in a clinical psychology context.

- **[Council of Chairs of Training Councils \(2021\). CCTC 2020: Social Responsiveness in Health Service Psychology Education and Training Toolkit.](#)**

This is a large resource that addresses many different aspects of training and mentorship. The section on professionalism and evaluation could be helpful for supporting inclusive team environments.