

Psychological Sciences Fund to Support Underrepresented Participant Recruitment

An inequitable psychological science is perpetuated by the field's continuing over-reliance on primarily White research participants.¹ This over-reliance constrains the applicability of insights generated by the research, hinders representational knowledge, limits the type and focus of research questions examined, and reduces the capacity for underrepresented individuals to see themselves as playing an involved role in the research process. Yet, one of the critical challenges to overcoming this obstacle is that certain individuals are typically not well represented in the forums often used in conventional recruitment approaches (e.g., subject pools; crowdsourcing platforms), and often require additional time, connections, and resources (e.g., advertising, compensation) to recruit.

As part of the Department's STRIVE approach to anti-racism and inclusion, diversity, and equity (see <https://psychology.missouri.edu/diversity-and-inclusion>), we aim to advance *representation* in multiple forms. To this end, the Department announces a 2-year trial of a up to \$15,000 per year support fund to facilitate the recruitment of underrepresented individuals for preliminary/pilot data toward external research grant proposals.² Although the proposed study may include both minority and non-minority groups (e.g., "oversampling" African American participants), these funds are to be used only to support the additional costs associated with recruiting underrepresented participants in a culturally appropriate and sensitive fashion. Conventional recruitment strategies (e.g., mTurk, MU Info) that are simply edited to recruit underrepresented individuals will not be supported. *Applicants are also encouraged to include a plan for "giving back" to the relevant community, for example through outreach or dissemination efforts.*

Although such support would ideally be offered for all research, fiscal realities demand a more limited approach. Supporting preliminary research to increase the competitiveness of external proposals offers possibilities of a more sustained effort to address inequities in research participation. Details are provided below.

Eligibility/specifications:

- All department faculty, post docs, and graduate students are eligible to apply, though awards will be made on a per-project basis. Collaborations are strongly encouraged. For graduate students and post docs, funds may be used toward pre-doctoral or post-doctoral (e.g., NSF-GRFP, NIH Fs or Ks) proposals.
- Requested funds may only be used for the following:
 - To support recruitment costs of underrepresented persons, such as Black Indigenous People of Color (BIPOC), LGBTQA, immigrants, people with disabilities, and individuals from poor/low SES backgrounds.
 - To provide pilot or preliminary data in support of a grant proposal to an external agency or foundation. The external grant proposal must include support for such recruitment in the proposal budget when feasible.

Request Components: Abstract (180 words), Specific Aims (1-page), Recruitment Strategy including plan for engaging the minoritized community in the findings (1-page), Budget, Budget Justification, Biosketch for each investigator listed on the application, link to (or attach) information on agency/foundation and mechanism to which will apply, agency/foundation deadline.

Deadline: Requests will be accepted on a rolling basis until funds are exhausted and will be reviewed by the Chair (Jamie Arndt), Associate Chair for Diversity and Inclusion (Ann Bettencourt), and Associate Chair for Research (Denis McCarthy).

¹ Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., & Mortenson, E. (2020). Racial inequality in psychological research: Trends of the past and recommendations for the future. *Perspectives on Psychological Science*, *15*, 1295- 1309.

²It is recognized that the department and training areas can better educate our researchers about how to increase diversity in psychological research. Plans are being developed to host a department colloquium from a scholar with relevant expertise. Researchers can also find informative articles, such as:

Rowley, S. J., & Camacho, T. C. (2015). Increasing diversity in cognitive developmental research: Issues and solutions. *Journal of Cognition and Development*, *16*(5), 683-692.