

The availability of financial resources for the recruitment process is of paramount importance. Supplemental funding should be maintained for doctoral students to help overcome potential economic burden from matriculating in a doctoral program [3–5].

Prospective students can be identified through many avenues including by building and maintaining interinstitutional partnerships with minority-serving institutions (MSIs) [1]; engagement with feeder and bridge programs (e.g., AGg-vr s

students of color are significantly underrepresented or microaggressions are prevalent amongst these groups of students should be encouraged.

Students have varying strengths and weaknesses, which should be well-understood by the research mentor. Accordingly, the research training that is

- [1] Allen-Ramdial, S.-A. A., and Campbell, A. G., 2014, "Reimagining the Pipeline: Advancing STEM Diversity, Persistence, and Success," *Bioscience*, (7), pp. 612–618.
- [2] Shadding, C. R., Whittington, D., Wallace, L. E., Wandu, W. S., and Wilson, R. K., 2016, "Cost-Effective Recruitment Strategies That Attract Underrepresented Minority Undergraduates Who Persist to STEM Doctorates," *SAGE Open*, (3), p. 215824401665714.
- [3] Witherspoon, L., 2018, "Understanding the Motivation of Female Ph.D. Students to Enroll and Persist in STEM-Related Fields," University of Oregon.
- [4] The National Academies, 2011,