**AGEP-NC Vision and Goal of Diversity Planning**

**Vision**: The AGEP-NC project will develop a corps of faculty, called AGEP-NC Fellows, their department heads and graduate directors to lead their faculty colleagues in transforming department culture and practices to prepare under-represented minority (URM) dissertation students for faculty careers.

**Goal of Diversity Planning:** The AGEP-NC Fellows, together with the department heads and graduate directors, and with assistance from the AGEP-NC leadership team, will facilitate a faculty process to develop formal plans for promoting URM dissertation completion and progression to faculty roles. The goal of the diversity plans is to institute change strategies within the department that will improve the climate, practices and policies so they positively impact URM graduate students and faculty in the program.

**Diversity Plan Guidelines**

The plan should include at least three concrete ideas to promote success of underrepresented minority doctoral students in completing the PhD and preparing for faculty careers. The plan should be developed by department faculty so that it reflects the identity, values and goals of the department and so that it provides actions that the department can commit to.

The plan should contain the following elements:

1. A table of the demographics of the doctoral student population and degrees awarded in the past three years
2. The faculty’s assessment of any obstacles for URM doctoral students in the program and any elements of the program that enhance the success of URM students
3. Three concrete actions to promote success of underrepresented minority doctoral students in completing the PhD and preparing for faculty careers. These should be based on the assessment of part (2).
4. A discussion of how the actions developed in part (3) will be sustained past the end of the Fellow’s 2-year commitment.

**Areas for Consideration in Developing a Plan**

This section is adapted from the [College of Humanities and Social Sciences template for diversity plans for recruiting and retaining faculty](https://www.chass.ncsu.edu/about/diversity/recruitment_and_retention_plans_best_practices.php). It is meant to serve as a guideline to departments when putting together their own plans for ways the department will foster the success of underrepresented minority doctoral students. The template contains elements that might be included in the plan and questions to prompt discussion within the department. The idea is for departments to take each point and to ask themselves: Is this relevant to my department? How does my department handle this point or certain aspects of it? What is my department currently doing and/or could do in view of this point to foster retention and success of students from underrepresented groups?

1. Prepare department faculty to evaluate and participate in faculty activities related to enhancing diversity and inclusion, especially teaching and mentoring.
2. As a department, review tenure and promotion standards to examine whether they are marginalizing areas of research, service and teaching in which students and faculty of color may be participating.
3. Develop a retention plan as an element of the recruiting process, then review the student each semester in reference to that retention plan to evaluate progress and identify unanticipated obstacles to success.
4. Recognize and evaluate faculty service as “engagement”: with the mission of the university, college and department.
5. Cultivate and provide opportunities for students of color to develop leadership skills, expertise and experience that will prepare them for faculty roles.
6. Connect the student with opportunities in the Graduate School, the College and the Department for linking to formal and informal college and campus networks.

**Ideas for possible elements of plans**

1. Individual development plans for graduate students, with regular check-in periods
2. Flexible time to degree to accommodate extra coursework and/or personal circumstances
3. Examination and modification of program elements that have proven to be obstacles to success; such as, timing of assigning faculty mentors, qualifying and preliminary exam structures, course requirements.
4. Peer mentoring program for doctoral students
5. “Sensemaking” activities for faculty, such as opportunities to discuss diversity in the context of your own discipline or workshops on culturally responsive mentoring. The Fellows’ initiatives can be incorporated into the diversity plan.
6. Annual retreats for doctoral students and advisors with cultural components
7. Participate in LSAMP Bridge to the Doctorate and other College- , University- or Alliance-wide programs to enhance the experience of underrepresented minority students.
8. Departmental guidelines/handbook/training for PhD advising and culturally responsive mentoring
9. Conference travel opportunities and preparation for conferences for URM doctoral students
10. Recognition of activities and efforts to promote diversity in the doctoral program in annual activity reports, statement of faculty responsibilities, promotion and tenure evaluation
11. Exit interviews with departing students
12. Track where doctoral students take employment after degree completion

**Timeline**

* August/September 2019: AGEP-NC Fellow, Director of Graduate Programs, Department Head meet with AGEP-NC Leadership Team.
* September 2019: Department faculty receive charge to develop plan, including the goals, guidelines, and timeline for developing the plan.
* September 2019 – November 2019: Department faculty create first draft of plan
* December 2019: Draft plan is reviewed by department faculty and submitted to AGEP-NC Leadership Team for suggestions
* January 2020: AGEP-NC Leadership Team returns suggestions
* March 2020: Department approves, formally adopts, announces the final plan, and submits it to the AGEP-NC team to post online at agep-nc.org.
* March 2021: Department submits a report on the implementation and results one year after roll-out of the plan.

**Submission of Reports and Program Inquiries**

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