

AGEP-NC MARCH 2022



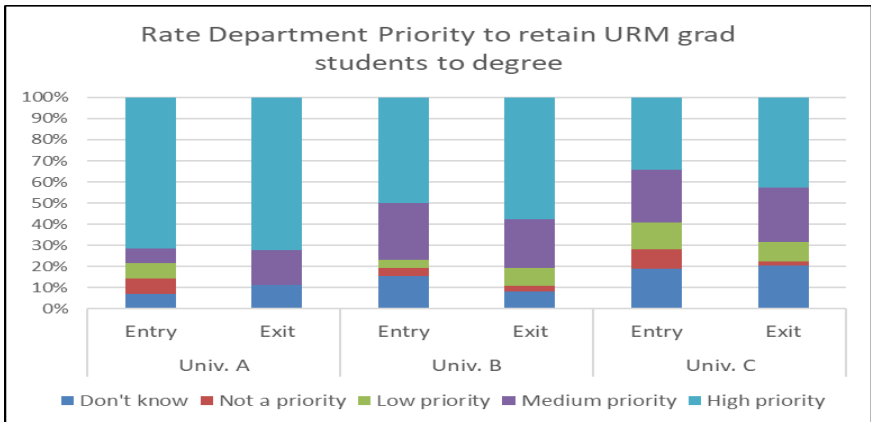
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A Change Model for Doctoral to Faculty Diversity in STEM

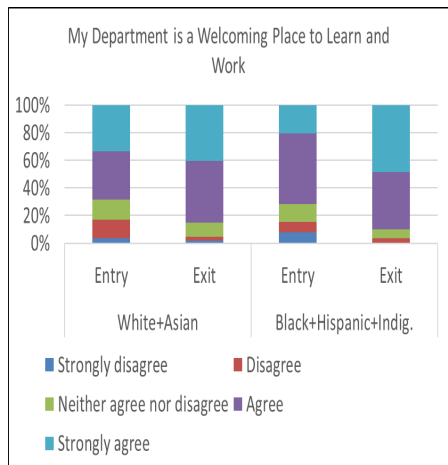
Updates from Cathy Brawner, AGEP-NC Formative Evaluator

Among the key program outcomes for the AGEP-NC project are 1) positive changes in the perspectives of faculty about diversity in their graduate programs; 2) improved department climate for graduate students; and 3) Black, Hispanic, and Indigenous graduate students complete their programs and enter faculty and postdoctoral positions. We assessed progress toward these outcomes through surveys of faculty and Ph.D. students at the beginning and end of their departments' participation in Cohort 1.

The results show that the priority that departments put on recruitment and retention efforts for underrepresented graduate students has increased slightly over time. More Cohort 1 faculty members at each school reported that such diversity efforts were a high departmental priority at the end of their term than it was in the beginning. The results for retention are shown here for each institution.



Another key goal is to improve the climate for Black, Hispanic, Indigenous students. Participating departments have created Diversity, Equity, and Inclusion committees; trained faculty to become better mentors; and changed some department policies that were found to impede the success of graduate students in their programs. Students at all three schools perceived that the environment in their departments has become more welcoming. Disregarding citizenship, Black, Hispanic, and Indigenous students across the Alliance perceive that their departments have become much more welcoming over the two years.



The overarching goal of NSF's AGEP program is "to increase the number of historically underrepresented minority faculty in STEM." Within the AGEP-NC Alliance, efforts to recruit and retain students to graduation and to improve the department climate are designed with this goal in mind. Overall, students early in their PhD programs (3 years or fewer) are more likely to consider academic careers than those who are farther along, both before and after their departments' participation in Cohort 1. For dissertation-level students, a job in industry became a more attractive option over the two years at the expense of jobs in academia for White and Asian students. For underrepresented students (N=18 at entry and exit), their career plans did not change over time, but only a little over 20% are considering any academic job. The chart below shows the percentages of Asian and White (A+I) students and of Black, Hispanic, and Indigenous (B+H+I) students planning to go into academia, either immediately or after a post-doc or a stint in industry or government (labelled "Academia") or planning to go into careers in government or industry either immediately or after a post-doc (labelled "Industry or Gov't").

