***Promoting Inclusive and Equitable Research (PIER) Plan Template***

***Department of Energy, Office of Science***

***Instruction Page for Researchers***

*Template begins on the second page of this document. It was created to assist TAMU researchers with a sample format and suggested information to consider when developing a PIER. PIER Plans are required by the Department of Energy (DOE) on some proposals. This first instruction page should be deleted before submission of a proposal application to the DOE.*

*If required by a DOE solicitation, PIER will be a merit review criterion for peer review of proposal applications. The PI should ensure the information and text created for PIER answer the DOE “*[*guiding reviewer questions*](https://science.osti.gov/grants/Applicant-and-Awardee-Resources/PIER-Plans/Information-about-PIER-Plans#guidance)*” below, which are from DOE PIER resource information:*

* *Is the proposed PIER suitable for the size and complexity of the proposed project, and an integral component of the proposed project?*
* *To what extent is the PIER Plan likely to lead to participation of individuals from diverse backgrounds, including individuals historically underrepresented in the research community?*
* *What aspects of the PIER Plan are likely to contribute to the goal of creating and maintaining an equitable, inclusive, encouraging, and professional training and research environment and supporting a sense of belonging among project personnel?*
* *How does the proposed Plan include intentional mentorship and are the associated mentoring resources reasonable and appropriate?*

*Requirement for PIER: Maximum 3 pages; 1-inch margins on all sides, no less than 11 pt font. The template provides general guidelines and is in Times Roman 12 pt font. Read your specific DOE solicitation for additional program specific requirements to include in the PIER Plan.*

*For assistance contact the Division of Research’s* [*Office of Research Development Services*](mailto:%20jkimball@tamu.edu)*.*

*PIs should also check with their departments or colleges for research development support on PIER. Contacts for other research development offices include colleges and several agencies:*

* *AgriLife corporate and research development*

[*https://cers.tamu.edu/*](https://cers.tamu.edu/)*;* [*CERS@ag.tamu.edu*](mailto:CERS@ag.tamu.edu)*;* [*grantsteam@ag.tamu.edu*](mailto:grantsteam@ag.tamu.edu)

* *Engineering/TEES research development office*

[*https://tees.tamu.edu/research-development/index.html*](https://tees.tamu.edu/research-development/index.html)[*proposalsupport@tamu.edu*](mailto:proposalsupport@tamu.edu)

*Researchers do NOT have to use all or any of the sample text in their PIER document, any of the template may be adjusted by the researcher. The researcher must contact those associated with any program example prior to including it as part of a proposal. If there are additional examples you would like included, send request and text for consideration to* [*Research Development Services*](mailto:rds@tamu.edu)*. Text on components and detail of efforts related to the proposed project or Center should also be added as applicable.*

*Red Italicized text in the template are instructions and are to be deleted when done.*

***Delete all italicized text prior to submission.***

**Promoting Inclusive and Equitable Research Plan (PIER)**

**Department of Energy, Office of Science**

*(Insert proposal title/or project name)* includesequity and inclusion efforts that align with the [Texas A&M University Core Values](https://www.tamu.edu/about/coreValues.html) as part of the roadmap to achieving academic and institutional excellence. In addition to being a tier one research institution, Texas A&M is a Hispanic Serving Institution (HSI), with over 26% of undergraduate enrollment being Hispanic or Latino (2022), and the majority being U.S. citizens. Additionally, more than 20% of undergraduates are first-generation and low income (Pell grant eligible). The project intends to recruit from these more than 57,000 undergraduates for research experiences, and future enrollment as graduate students (see below). This is in addition to recruiting from other institutions across the United States.

The project *(use Center or other term if applicable*) will use the existing programming and memberships of Texas A&M University, in addition to developing relationships and utilizing efforts that are proven to attract students and faculty from diverse backgrounds. Programs for equity, inclusion, and safety, both on-campus and off-campus, exist to bring success to the research community and ensure compliance with federal funding regulations. Supported efforts include professional development and training sponsored by the Division of Research, including required Responsible Conduct for Research ([RCR](https://vpr.tamu.edu/conflict-of-interest-responsible-conduct-of-research/responsible-conduct-of-research/)) training for faculty and students, the Vice President for Academic Affairs, the Title IX Office, and the Graduate and Professional School. RCR training is available on-line and through in-person workshops throughout the year. Additionally, the university has a graduate [mentoring academy](https://gradconnect.tamu.edu/portal/GMA_Fall2021?tab=home) program for mentors and mentees, to which this project’s faculty and graduate students will apply. If accepted, the academy will become part of the graduate students’ Individual Development Plan (IDP).

*The PI should include any other specific training that is required or desired for the type of research proposed or related to the PIER topics of inclusive and equitable research. Italics are instructions and examples.* ***Examples are only for consideration, and NOT ALL should or need to be used.*** *For the DOE required PIER plan, select those that resonate with the research team.*

Activities and Strategies to promote Equity and Inclusion

Inclusion of persons from groups underrepresented in STEM involved in this project include,

* *List the composition of the research team, responsibilities of each that shows distribution of leadership activities across project personnel. Indicate which personnel (PIs) are underrepresented, including women, ethnic minorities – Black, Hispanic, Native American/American Indian, and those with disabilities (or other underrepresented groups in certain fields acknowledged by DOE). It is a best practice for efforts of project contributors and Sr. Personnel to be appropriately resourced on a project budget.*
* *Insert any project specific goals, objectives or activities related to diversity or inclusion for the proposed project. For example, outreach conducted on K-12 campus(es) could indicate % underrepresented minority, low-income, or first-generation. Those underserved categories may also be noted, such as rural. To find demographic and other data on a specific school district and campuses, the Texas Education Agency has a searchable* [*webpage*](https://tea.texas.gov/reports-and-data/school-data/campus-and-district-type-data-search) *.*

Research Team Activities

*(Recall that all items on lists do NOT have to be used, a few is fine)*

* *List here efforts of the project PIs in their own research groups to broaden participation in STEM, create an inclusive research environment, and/or provide inclusive mentoring or professional development opportunities. If used by a certain PI, will efforts, process or programming be used by other PIs as part of this project? If so, indicate.*
* *Examples include but are not limited to:*
  + *Code of conduct or policies in place that promote inclusion & equity, both within the lab and when performing fieldwork – note TAMU has training on this;*
  + *Channels for assessment or feedback that promote accountability within the group (e.g., surveys, annual reviews);*
  + *Scheduled meetings, social gatherings, or other events that promote a sense of belonging among all in the group or research team;*
  + *Providing opportunities for trainee career planning, skills development, etc.*
  + *Resources to ensure equitable access to opportunities, such as dedicated funds to attend conferences, networking events, etc.;*
  + *Awareness to all members of the research team on disseminating results to professional organizations dedicated to underserved populations, including rural areas of state and nation. Place specific names of conferences or organizations such as NSBE, WEPAN, SWE, SACNAS; SHPE, NSBE, AISES, MAES, and others; and*
  + *Contact for listing undergraduate research program below, or others used in project.*

Individual Activities

* *What individual activities will the PIs of this project implement during the project timeline to broaden participation in STEM, create an inclusive research environment, and/or provide inclusive mentoring or professional development opportunities?*
* *Examples may include, but are not limited to:*
  + *Partnerships with local science museums, or in Houston or Austin (in person or virtually); or with other TAMU events, such as the Physics & Engineering Festival;*
  + *Presentations to public audiences as outreach (blog, presentations, podcasts, social media) and indicate whoever responsible has previous experience(s), or is joining an established group with expertise and/or if they will direct or manage event, such as campus STEM events sponsored by college, departments, or programs;*
  + *Working with K-12 classrooms, indicating if school or district has significant numbers of underserved, low-income or minority students (data available online from* [*Texas Education Agency*](https://tea.texas.gov/reports-and-data/school-data/campus-and-district-type-data-search)*). Indicate as team or individual effort, or both if applicable.*
  + *Participating in mentoring programs external to Texas A&M;*
  + *Other involvement with minority 2 or 4 institutions, such as HBCUs, HSIs or Tribals;*
  + *Attending professional development opportunities, external to Texas A&M, that provide training on DEI efforts, such as those offered by professional organizations.*

Safe & Professional Research Environment

The Division of Research, under the Vice President for Research, also provides training for working in a safe environment both on campus in labs and offices and in off-campus research sites this project has or may develop. Both safety and sexual harassment are topics for this training, which is *(optional/required- this depends often on the funder)* for project personnel, and includes all faculty, staff, and students listed on this project. Online and in-person safety, Responsible Conduct of Research (RCR), and compliance training *(if applicable, list which ones the project will require or additional training – suggest noting if in-person or other details applicable to PIER)* is also available from the Division of Research’s Conflict of Interest & Responsible Conduct of Research [offices](https://vpr.tamu.edu/conflict-of-interest-responsible-conduct-of-research/responsible-conduct-of-research/).

To create and maintain a safe, equitable, and ethical research environment, this project will create a **Code of Conduct**, like that used by DOE funded projects of the Cyclotron Institute, at Texas A&M, under the Direction of **Dr. Sherry Yennello**, Distinguished Professor, Chemistry. *(Name of project)* reports annually to the DOE program sponsor and applicable program officer(s) on professional development targeted by this project. Project leadership will review and report the data on the diversity of personnel (students, faculty, post-docs), along with the university programs, which the project has engaged.

Institutional Strategies

At **Texas A&M University**, Colleges or departments also host professional development training for faculty, students, and post-doctoral scholars, or others. Plans may include faculty mentoring and development, and the recruitment and retention of all personnel, particularly those who are underrepresented or underserved in STEM. Formal mentoring and professional development, along with federally required training programs, are also offered by the Vice President - Research, Vice President -Academic Affairs, and other offices of the institution.

The research team supported by *(insert name of proposed project)* will annually select from and attend one *(this can be any number or other trainings applicable to the project’s research or does not have to be used)* targeted institutional training (in-person or on-line) as part the PIER plan for this project. For example, the Vice President- Academic Affairs provides membership in the [National Center for Faculty Development & Diversity](https://facultyaffairs.tamu.edu/professional-development/ncfdd.html) (NCFDD.org) for all those at the institution. Along with access to a variety of resources, including options for a mentoring and training community, such as the [Enhancing Diversity Seminar Series](https://diversity.tamu.edu/Home/Training-Professional-Development/Enhancing-Diversity-Seminars-(1)) that would support personnel on this project. Purchased by other university offices, includes the national Center for the Integration of Research, Teaching and Learning (CIRTL.net) with a focus on STEM disciplines in higher education. Texas A&M also provides two mentoring competency development programs, the Faculty Mentoring Academy and the Graduate Mentoring Academy. Both were formed from attributes of the [Center for the Improvement of Mentored Experience in Research](CIMERproject.org) on developing relationships, culture, and values at all levels and career stages.

Texas A&M also has a Broader Impacts, or BI Expo that links researchers to a diverse array of on-campus organizations, programs, and outreach opportunities fitting PIER objectives (see list of [[prior participants](https://vpr.tamu.edu/research-development-services/proposal-resources/)](https://vpr.tamu.edu/research-development-services/proposal-resources/) under “Broader Impacts” on the RDS “Proposal Resources” [webpage](https://vpr.tamu.edu/research-development-services/proposal-resources/)).

*Researchers might consider contacting and linking with one of the listed BI Expo participants and contact them for what activities are of interest that would be applicable to the PIER plan.*

*Below are several examples and contact information for existing programs at TAMU that could be used. Contact with local program directors MUST be made before using in a proposal!*

*To use any part of the paragraph below, contact the Graduate and Professional School:* [*Dr. Shannon Walton*](mailto:shannon@tamu.edu) *or* [*Dr. Julie Harlin*](mailto:j-harlin@tamu.edu) *, other novel ideas may also be proposed with them.*

The PI *(or whomever is assigned PIER role on the proposal)* will link to Texas A&M’s Graduate and Professional School’s recruitment program, which focuses on those historically underrepresented and from underserved communities. The Graduate and Professional School personnel attend conferences and recruitment events to provide information on graduate and postdoctoral opportunities, including the conferences of professional societies that promote diversity, such as the Society of Chicanos and Native Americans in Science (SACNAS), National Society of Black Engineers (NSBE), Mexican American Engineers & Scientists (MAES), Society of Hispanic Professional Engineers (SHPE), and others. The office also provides specific funding information and programming, which will include this project, to prospective graduate students.

This project will also link with the institution’s [GREAT program](https://grad.tamu.edu/funding-your-education/graduate-recruitment,-enhancement-and-travel-(great)-program), which provides funding for potential graduate students who have received competitive external fellowship awards or training grant fellowships, including those that promote diversity. The GREAT program is also coordinated through the Graduate and Professional School in partnership with Texas A&M’s Center for Teaching Excellence (CTE) and has a significant mentoring component.

*Contact* [*Dr. Christopher Quick*](mailto:quick@cvm.tamu.edu)*, Professor of Vet. Med, and Director ARP, to use this program.*

When funded, *(name of project)* will join the [Aggie Research Project](https://aggieresearch.tamu.edu/) (ARP), an open access program for the more than 57,000 undergraduate students enrolled at Texas A&M desiring a *high impact* undergraduate research experience. Students join a posted project team to develop goals for their research experience. Training for both the undergraduate researchers and the research leadership (faculty, post-docs and graduate students) on the project is part of ARP. Other components include teaming and leadership professional development, mentoring and teaching skill development, and proposal development training in collaboration with the Division of Research. A three-year analysis found that 40% of ARP participants were from underrepresented and underserved groups. The ARP aligns with Texas A&M University as both an Hispanic Serving Institution and a tier one (R1) research university, and member of the Alliance of Hispanic Serving Research Universities (HSRU) and the select Association of American Universities (AAU).

*Contact* [*Dr. Karen Butler-Purry*](mailto:klbutler@tamu.edu)*, Professor of ECEN, and Exec. Dir., Texas A&M University System LSAMP, if you wish to discuss ways to link to their programmatic efforts.*

The **Texas A&M System LSAMP** is funded by the National Science Foundation (NSF) and is comprised of original members, Texas A&M University (Hispanic Serving Institution-HSI) in College Station, Prairie View A&M University (a Historically Black College or University, HBCU), and Texas A&M University-Corpus Christi (an HSI), and new member, Texas A&M International University (an HSI). Programmatic initiatives include academic-year undergraduate research experiences; international research experiences, through partnerships with an introduction-to-research learning community for first-year students and summer international research experience programs for students; community building and professional development activities; and a multi-pronged mentoring strategy. This project builds on a 26-year track record of success by the TAMU System LSAMP and continues the program's role as a central resource for broadening participation across the Alliance through extensive collaborations with externally funded programs, as well as with institutionalized initiatives.

This project will link to LSAMP *… (insert here what efforts agreed upon with Exec. Dir.)*

***If room is available*** *(maximum 3 pages for PIER plan document), the project may incorporate programs or efforts offered by colleges (place under college header) or departments (place under departmental header) to broaden participation in STEM, create an inclusive research environment, and/or provide inclusive mentoring or professional development opportunities.*

College Activities

*For instance, the* ***College of******Engineering*** *and TEES have programming that may focus on groups or programs that may be relevant to a PIER plan (do not need to use all):*

* + *Undergraduate research*

*https://engineering.tamu.edu/admissions-and-aid/undergraduate-summer-research-grants/index.html*

* + *Community College Academies* [*https://engineering.tamu.edu/academics/academies/contact-us.html*](https://engineering.tamu.edu/academics/academies/contact-us.html)
  + *First Generation Engineering Mentorship program*

[*https://engineering.tamu.edu/student-life/fgen/index.html*](https://engineering.tamu.edu/student-life/fgen/index.html)

* + *Engineering Programs*
    - [*https://engineering.tamu.edu/contact/easa.html*](https://engineering.tamu.edu/contact/easa.html)
    - [*https://engineering.tamu.edu/contact/program-directors.html*](https://engineering.tamu.edu/contact/program-directors.html)

Departmental Activities

* *Examples include but are not limited to (do not need to use all):*
  + *Departmental seminars provided by a diverse set of speakers that personnel involved in the project may attend;*
  + *Department events, networks, or resources that PIs will utilize to recruit trainees or postdocs from diverse populations into the project;*
  + *Channels for assessment or feedback that promote accountability within the department (e.g., surveys, annual reviews);*
  + *Department-level training, workshops, or professional development opportunities focused on equity and inclusion that personnel in this project can participate in; and*
  + *Department-level efforts that foster a sense of belonging, such as social events and activities, that research personnel can participate in.*

*REMEMBER to delete all italicized portions AND have a* ***maximum of 3 pages*** *allowed for PIER plan.*