Office of the
Vice President for Research

# Promoting Inclusive and Equitable Research (PIER) Plan

## Department of Energy (DOE) Office of Science

February 27, 2024

# Presenters

**Lloyd Munjanja,** Senior Community Engagement Officer, VPR

**Katrina McCarty**, Department of Energy Lead Liaison, Team Manager, Grant & Contract Administration, RAS

**Mike Corcoran**, Associate Director, Federal Agency Lead Liaison, RAS

**Susan Gomes**, Director, Research Development, VPR

**Noelle Wakefield,** Assistant Dean Graduate Diversity Initiatives, Office of Graduate Education

# Agenda

- DOE PIER Alignment with MIT BAC

- Department of Energy
  - Proposal requirement
  - Multiple Institutions/Collaborations
  - Merit Review
  - Reporting requirement

- Research Development
  - Guidance
  - Sample document
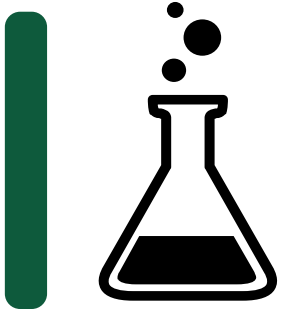
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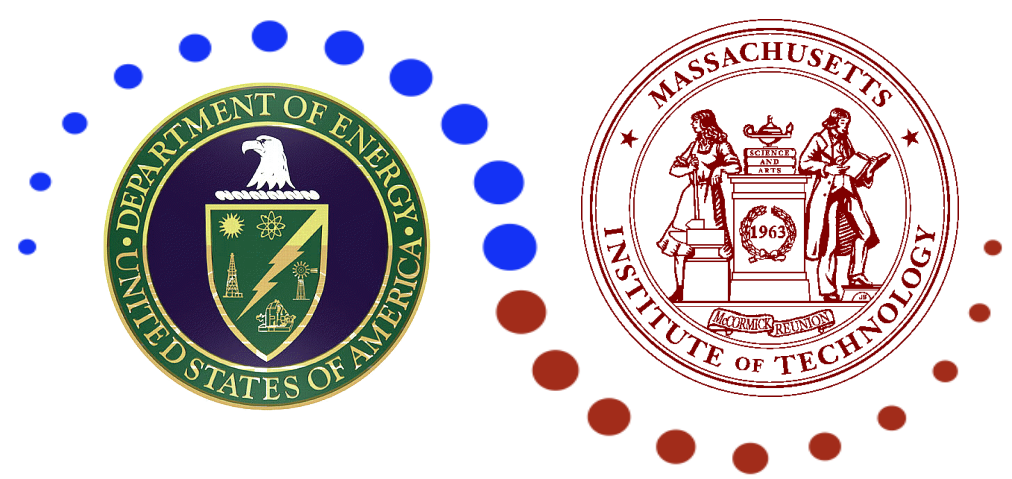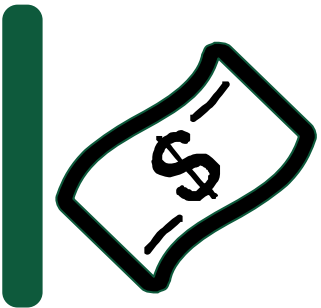
# DOE PIER Alignment with MIT BAC

**Lloyd Munjanja**

Senior Community Engagement Officer, Office of the Vice President for Research

# Guiding Principles

science is done **by people** for **people** (*humanity*)

taxpayers pay for the doing of science (*scientific responsibility & accountability*)

**MIT Strategic Action Plan for**
**Belonging, Achievement, & Composition**

**U.S. DEPARTMENT OF ENERGY**

## Belonging
MIT will cultivate a community in which people feel connected to each other, share a sense of purpose, and support each individual's freedom to be themselves and respectfully express their views. By encouraging empathy, civil discourse, inclusion, and engagement, we will build on our historic strengths as a problem-solving institution and contribute to society's collective well-being.

## Achievement
MIT will make equity central to how opportunities are presented and assessments are conducted for all members of the community while ensuring the highest standards of excellence. We will minimize barriers to achievement and chart equitable pathways to success for everyone.

## Composition
MIT can only fulfill its mission by serving as a magnet for a wide range of talented people. The composition of our community, and of our leadership, should reflect a commitment to diversity. Establishing objectives, defining steps for achieving them, and improving processes for collecting more detailed identity data will empower us to see ourselves more clearly and make progress.

## Research environment.
This includes but is not limited to: establishing and cultivating research and work environments that promote mutual respect and professionalism, where all project personnel feel welcome, safe, and supported;

## Professional growth of project personnel & implementation of research project
This includes but is not limited to: distribution of leadership responsibilities among project key personnel; mentoring and/or training opportunities for project personnel; equitable access of project personnel to professional development opportunities; inclusive and equitable plans for recognition on publications and presentations;

## Composition
of the project team, including project personnel and partnering institutions. This includes but is not limited to: recruitment and inclusion of individuals from diverse backgrounds on the research project, individuals from groups historically underrepresented in the research area, and individuals from underserved communities; partnering with individuals.

# How Can I Best Serve Labs?

- ☑ supporting research & development as it pertains to achievement, composition and belonging

- ☑ aligning local efforts with MIT strategic plan for BAC

- ☑ thinking holistically about recruitment, retention and sense of belonging

# key points to consider:

- use publicly accessible data (and literature) to broaden the concept of diversity in defining one or two focal areas for the PIER grant
- develop robust assessment (*partner with social scientists/organizational psychology etc*)

# examples:

expanding understanding of DEI

- in-built accessibility in new technologies and discoveries
- broadening disabilities to include invisible
- engaging with underserved and low socioeconomic communities
- [Psychological safety practices in the lab](#)
- developing cultural responsive mentoring practices [National Academies: Science of Effective Mentoring in STEMM](#)
- Awarding and developing incentives for those who are creating inclusive cultures
- Developing inclusive scientific leaders
- Developing robust protocols to prevent gender harassment in your labs ([Societies Consortium Case Study Library](#))
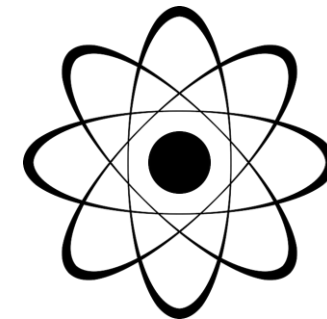
# DOE Office of Energy
## Requirements, Merit Review, Reporting

Katrina McCarty

Department of Energy Lead Liaison

Team Manager, Grant & Contract Admin, Research Administration Services

# RAS DOE Guidance

**RAS Grant & Contract Administration** [Department of Energy (DOE)](#)

**Checklists, Disclosures and Other Guidance**

- [DOE Research Proposal Checklist (FY2024)](#) - January 2024

**More Information from DOE**

- [DOE Office of Science](#) and [About the Office of Science](#)
- [Office of Science Grants and Contracts](#)
- [DOE Grants Policy Guide and forms](#)
- [DOE's Small Business Innovation Research (SBIR) and Small Business Transfer (STTR) programs](#)
- [DOE National Labs](#)
- [DOE Promoting Inclusive and Equitable Research (PIER) Plans](#)

# DOE Office of Science Proposal Requirement

**Required submission of PIER Plan as an appendix to proposal narrative:**

- All new DOE Office of Science (SC) Funding Opportunity Announcements (FOAs).
- May also appear in SBIR/STTR administered by Office of Science, DOE National Labs proposals, and others.
- DOE Office of Science Renewal proposal submissions

**Not required for submission:**

- Requests for supplemental funding for existing SC awards.
- Applications requesting funding for Conferences. Note there are updated requirements overall for conference proposals beginning in FY2023. See the current FY2024 Continuation of Solicitation for the Office of Science Financial Assistance Program for details DE-FOA-0003177

# Merit Review of the PIER Plan

PIER Plans will be evaluated as part of the merit review process and will be used to inform funding decisions. See **Merit Review Criterion and Reviewer Questions** for information on peer review criteria.

**DOE guiding questions for reviewers include the following:**

- Is the proposed PIER Plan 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?

# Narrative Appendix - PIER Plan General Guidance

- Limited to 3 pages.

- Format should follow requirements in the guidance for the proposal narrative. If not otherwise specified use 1-inch margins and font no smaller than 11-point.

- Read the solicitation carefully since it may contain additional requirements and guidance specific to the opportunity.

- Do not attach a separate file (appendix included in narrative). This appendix will not count in the project narrative page limitation.

# Multiple Institutions

**Multiple institutions partnering on a research proposal**

- only one PIER Plan should be submitted with the application
- incorporate roles, activities, and strategies of those institutions.

**Multiple institutions are submitting separate applications as part of a collaborative proposal**

- submit one, identical proposal research narrative for all submitting collaborating institutions.
- include one identical PIER Plan appendix in narrative with all collaborative proposals submitted.
- single PIER Plan should incorporate the roles, activities, and strategies of collaborating institutions for promoting equity and inclusion on the research project.

# Budgeting PIER Plan Costs

**Allowable Costs**

Applicants may include costs related to the development and implementation of their PIER Plan in the budget.

DOE expects that most costs incurred with PIER Plans will be for personnel (time and effort).

All costs must conform to the applicable cost principles, institutional policies, and be properly documented in a budget justification.

# **Reporting on PIER Plans**

- Applicants are expected to establish their own milestones and measures to assess progress of their PIER Plans.

- PIs need to report on progress toward implementing the PIER plan as part of the annual progress reports to the Office of Science (including that of any subrecipients/collaborators).

- The success of the PIER Plan activities may be evaluated as part of project performance reviews or as part of future renewal awards.

# Research Development

**Susan Gomes**

Director of Research Development

# Research Development – MIT's Central Research Development Unit
## [Research Development Homepage](Research Development Homepage)

- We work directly with Institute faculty, administrators, strategic partners and funders.

- We connect faculty with funding opportunities and provide the expertise, tools, and resources to increase proposal competitiveness.

- At the Institute level, we lead strategic and capacity building activities to strengthen MIT's ability to secure research.

Research
Development
DOE Promoting
Inclusive and
Equitable
Research (PIER)
Plans

**Office of the
Vice President for Research**

Search

| Office of the VPR | Labs, Centers and Institutes | Integrity and Compliance | Research Development | Research Policies and Procedures | Research Resources |

- ▶ **Limited Submissions**
- ▶ **Early Career Funding Guide**
- **Foundation Funding**
- **Internal Funding Opportunities**
- **Pivot Comprehensive Funding Search Tool**
- ▶ **Postdoctoral Fellowships**
- **Prestigious Prizes and Awards**
- ▶ **Proposal Development**
  - **Broader Impacts Statements**
  - ▶ **DOE PIER Plans**
    - **PI Guide to Writing a PIER Plan**

Home / Research Development / Proposal Development / DOE PIER Plans

# DOE Promoting Inclusive and Equitable Research (PIER) Plans

Promoting Inclusive and Equitable Research (PIER) Plans describe the activities and strategies applicants will incorporate to promote diversity, equity, inclusion, and accessibility in DOE-sponsored research projects. PIER Plans are evaluated as part of the merit review process and are used to inform funding decisions.

PIER Plans must be specific to the proposal, not general restatements of MIT policy.

## Contacts for Support

For assistance developing PIER Plans, PIs should reach out to appropriate MIT staff **at least four weeks in advance of the application deadline**:

- **Local DEI officers and assistant deans for diversity, equity and inclusion**: PIs should prioritize working with DEI staff in their DLCI or school to develop PIER Plans specific to their proposal.
- **Senior Community Engagement Officer**: If local resources are not available, or if working on a large-scale or center proposal, PIs should contact Dr. Lloyd Munjanja for assistance in developing a PIER Plan. Contact Lloyd as soon as possible if working on a large-scale proposal.

## PIER Plan Requirement

PIER Plans are required for proposal submissions (new and renewals) to the DOE Office of

**On this page:**

- Contacts for Support
- PIER Plan Requirement
- Developing a PIER Plan
- Review of PIER Plans
- Resources and Questions

| Office of the | | |
|---|---|---|
| **Office of the VPR** | **Labs, Centers and Institutes** | **Integrity and Compliance** |

**Research Development**

**Research Policies and Procedures**

**Research Resources**

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    - **Broader Impacts Statements**
    - ▶ **DOE PIER Plans**
        - PI Guide to Writing a PIER Plan

# PI Guide to Writing a PIER Plan

PIER plans are evaluated as part of the merit review process and are used to inform funding decisions. This page is intended to guide PIs in the process of writing their own unique PIER plans tailored to their proposal. Boilerplate or copy-paste PIER plans will not review well and should be avoided.

Plans may be up to three pages long, must use one-inch margins, and a font size no smaller than 11 point.

## Review Criteria

While solicitations may contain additional PIER plan solicitation-specific requirements, PIER plans are based on the following review criteria:

1. Is the proposed PIER Plan suitable for the size and complexity of the proposed project and an integral component of the proposed project?
2. To what extent is the PIER Plan likely to lead to the participation of individuals from diverse backgrounds, including individuals historically underrepresented in the research community?
3. 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?
4. How does the proposed plan include intentional mentorship and are the associated mentoring resources reasonable and appropriate?

## I. Project Specific Activities and Strategies to Promote Equity and Inclusion

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# Broadening Participation

Noelle Wakefield

Assistant Dean of Diversity Initiatives & Director of MSRP

# Office of Graduate Education GradDiversity

Leo Savala, PhD

Associate Dean of Graduate Education & Director of Diversity Initiatives

Noelle Wakefield, PhD

Assistant Dean of Diversity Initiatives & Director of MSRP

Maria Cervantes Gonzalez

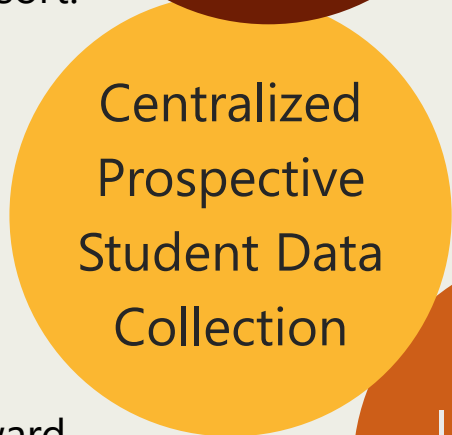Program Coordinator of Diversity Initiatives & Graduate Recruitment

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📞 617-324-8453

FOLLOW US

@MITGradDiversity

# OGE GradDiversity

**Fee Waiver Program**

Students attending approved diversity related conferences receive fee waivers for up to 3 MIT Graduate Programs

**Training & Education**

- Implicit Bias & Microagression
- Aligning Admissions & Recruitment
- Recruitment Ambassador Training
- Resource Guide for MIT Recruiters
- Equity in Graduate Education Consort.

**Centralized Marketing and Advertising**

- OGE Recruitment Calendar
- Prospective Student Resources Guide
- Expansive colleagues list
- Social media, web

**Centralized Prospective Student Data Collection**

- Central Prospect form
- Data Metrics
- Automated communications

OGE

**Outreach Coordination**

- Conference Staffing via Ambassador Program
- Joint Conference Logistics (registration, travel, lodging)
- Limited financial resources to support student, staff and faculty

**Institutional Partnerships**

- MSI Initiative (Howard, Spelman, UMBC, Morehouse, NCCU, Xavier)
- National Name Exchange
- Ivy Plus Consortium

# The MIT Summer Research Program

EST. 1986

- To promote the value of graduate education

- To improve the research enterprise through increased diversity

- To prepare and recruit the best and brightest for graduate education at MIT

## Fast Facts

1,215 INTERNS

30 MIT DEPARTMENTS

450+ MIT FACULTY

# A 9-Week Research Immersive Experience



## Community

FOSTERING THE SUCCESS OF EMERGING UNDERGRAD RESEARCHERS FROM DIVERSE BACKGROUNDS

- Participate in community activities at MIT & the Boston/Cambridge area
- Build your network

## Research

CONDUCTING RESEARCH, RECEIVING MENTORSHIP FROM A FACULTY & RESEARCHERS

- Conduct research in state-of-the-art-facilities
- Receive mentorship from MIT faculty, postdoctoral fellows, & graduate students

## Co-curricular Instruction

ON TOPICS SUCH AS SCIENTIFIC COMMUNICATION & GRADUATE ADMISSIONS

- Faculty Research Seminars
- Scientific Communication
- Graduate Prep Workshops

Office of Graduate Education, GradDiversity

# MSRP Eligibility/Proxies for Diversity

- Students who may be historically underrepresented in their field of interest and the research enterprise and workforce.
- Students from a non-traditional educational background, including through attendance at schools in underserved, under-resourced, rural, or urban communities, or communities with low admittance rates to top-tier institutions.
- Students who have demonstrated significant academic achievement by overcoming barriers such as economic, social, or educational disadvantage, including factors such as generational wealth, Pell Grant-eligibility, qualification for free/reduced lunch, first-generation to college, or parent(s) level of education.
- Students with the potential to contribute to higher education through understanding the barriers facing women, minorities, students with disabilities, and other members of groups underrepresented in higher education careers, as evidenced by life experiences and educational background.
- Students demonstrating leadership experience advancing belonging, achievement, and composition.
- Students with research interests focusing on underserved populations and understanding issues of inequalities.

Office of Graduate Education, GradDiversity

# Best Practices in Graduate Recruitment Outreach

- Avoid being a "One Trick Pony" Graduate Recruitment Fair Attendance should be coupled with additional efforts on personalizing the experiences of prospective applicants, faculty, and administrative mentors

  - Recruitment Seminars (ex. GradCatalyst, Departmental Seminars)
  - OnSite Visits (ex. MIT ChemE NCCU visit, McNair LS-AMP Campus visits)
  - Admissions Workshops (Graduate Application Assistance Program
  - Summer Research Programs

- Use Data to drive recruitment strategy

  - Implement a centralized prospecting tool (Slate Implementation)
    - Improved Student tracking and Data Metrics
    - Analyzing ROI = $$$$$
  - Peer Benchmarking

- Relationship Building and Early Institutional Exposure

  - Building relationships of trust with faculty and staff at MSIs to be a key component of increasing graduate student diversity
  - Griffin and Muñiz (2011) study found these trust relationships to be a more efficacious way to increase diversity (as compared to fairs and conferences)

# Best Practices in Graduate Recruitment Outreach continued…

Consistent and Timely Communication

- Centralization helps to
  - Quickly and efficiently disseminate information
  - Conduct traffic
  - broadly share opportunities
  - foster coordinated responses

Establish Institutional Partnerships

- Correlation between undergraduate mentoring and graduate enrollment
- MSI faculty report mutually beneficial outcomes of research partnership
- By building effecting Insitutional partnership Graduate institutions have experienced a steady stream of diverse candidates

Aligning Faculty Recruitment and Admissions

- Faculty are important drivers in student perception of climate
- Faculty involvement is most important at the application and yield stage
- Griffin and Muñiz (2011) study found these trust relationships to be a more efficacious way to increase diversity (as compared to fairs and conferences)

# Questions?

# Helpful Resources

Reach out to [researchdev@mit.edu](mailto:researchdev@mit.edu) or your [RAS Contract Administrator](#) for further support on the DOE PIER Plan.

**Research Development**

**Resources Available for Faculty and Administrators**

[Early Career Funding Guide](#) (New*)

Includes resources for new faculty including an **early career award list, limited submissions calendar, tools to search for funding opportunities and more**

[Proposal Development Tools and Resources](#) (New*)

Includes guidance on developing a Broader Impacts plan and DOE PIER Plan