Dos and Don'ts for Submitting a Successful AGU Bridge Partner Proposal

Before you begin your application, please consider the following:

- This program is for departments with graduate programs, not for entire universities or institutions. Joint applications with multiple departments are accepted.

- Find proactive and direct changes your department can undergo to make your programs a welcoming, supportive and conducive environment for students.

- Consider an internal assessment of your department's progress and challenges in reaching equity and inclusion goals and existing gaps in progress or goals.

- Remember that the goal of the program is to improve equity in geoscience graduate education, representation will follow. Seek equity first rather than focusing solely on numbers of historically marginalized students. Consider reasons behind low representation of historically marginalized students in your department.

AGU

BRIDGE PROGRAM

	Do's	**Don'ts**
Engaged and committed faculty	• Provide a departmental faculty participation statement showing contributions of each faculty member. • Must include a minimum of 10-15% of tenured faculty and must include chair and/or director of graduate studies or equivalent.	• Fail to note specific actions that Bridge involved faculty will take with respect to the program.

Mentoring activities	• Include examples of training attended by faculty on successfully mentoring and advising students, including minoritized students.
	• If no experience mentoring minoritized students, provide a mentor/mentee training program outline including:
	  · Research and professional development programs for faculty.
	  · Ideas for identifying and recruiting students to serve as peer mentors.
	  · Examples of a formal agreement outlining the expectations and responsibilities of the mentor and mentee.
		• Leave out specifics with regard to faculty training and faculty experience.
		• Overlook the use of formal mentoring agreements.

Admission practices and beliefs	• Show evidence of multi-faceted admission criteria that examine student potential along with traditional measures of academic preparation. • Information about how graduate admission decisions are made and what factors are considered in admission decisions. • Outline financial support package and health benefits that encompass the length of the financial award, requirements for maintaining funding, the cost of graduate student attendance and any resources to reduce financial burdens.	• Use GRE, GPA or other strict cut-offs in admission decisions. • Inadequately fund students or fail to offer additional financial support (ie health care, relocation, application fee waiver). • Forget to include recruitment practices.
Advising and induction	• Include procedures on evaluating and advising students who are accepted but lack key undergraduate preparation. • Outline how students can find an appropriate research advisor, departmental-level relocation assistance, description of Individual Development Plans (IDP's) for professional advancement of graduate students, procedures for inducting students into graduate student academic and social cultures, and strategies for preparing current students applying to PhD programs.	• Be vague about student support, induction and advising.
Student progress and monitoring procedures	• Include how student progress is monitored in the first few semesters and early intervention plans if a student is doing poorly. • Describe exam structure for reaching candidacy, including description, passing rates and policy on retaking exams. • Outline long-term progress monitoring plans and procedures on how grievances are handled.	• Leave out details! • Fail to consider the department's role in student progress and success.
Data and demographics	• Provide the number of applicants who applied in the previous year, students accepted into the program and students who are currently enrolled; include totals of all students and the numbers for minoritized students. • Provide the total retention rate of all students and the retention rate of minoritized students in the program. • If known, provide a description of why students left the graduate program in the past five years.	• Leave out data specific to historically marginalized students. If representation of historically marginalized students has been low in your department, include consideration of factors affecting this outcome.
Equity and inclusion	• Describe how the department is actively working towards diversity, equity and inclusion, with special attention on race and ethnicity, for example, commitment to an intensive mentor training program with diversity elements.	• Forget to provide department-specific information and initiatives.