

Duke UCEM Sloan Scholars Handbook

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Welcome

Welcome to Duke University, and congratulations on your selection as a Sloan Scholar! This is a prestigious honor from the Alfred P. Sloan Foundation. Duke is one of only eight institutions that can award the scholarship, and only a handful of incoming Ph.D. students receive this award each year.

This handbook will give you a brief introduction to the network of people who will be working closely to support your graduate education, the resources and programming that are part of your Sloan Scholarship, and expectations for you, the Sloan Scholar.

About the Sloan Scholarship

The Sloan Scholarships are awarded by the University Center of Exemplary Mentoring (UCEM) at Duke (<https://sites.duke.edu/dukeucem>). The Duke UCEM seeks to increase the number of outstanding Ph.D. graduates from underrepresented populations (i.e., African Americans, Hispanics, and Native Americans) in the physical sciences and engineering. As part of that effort, we award Sloan Scholarships to incoming students each year in the nine Ph.D. programs affiliated with the Duke UCEM.

As a Sloan Scholar, you will receive the [standard Duke Ph.D. support package](#) plus an extra \$40,000 in supplemental funding over five years in support of your academic progress and enrichment. You will also take part in a series of workshops, symposia, lunches, and periodic check-ins throughout your time at Duke. These events are designed to help you fully integrate into the Duke community, empowering you to successfully complete your education and launch into your careers. You will also receive additional guidance from designated faculty champions from your own departments, who, along with your faculty advisers, will help you navigate graduate school.

For more information about the Sloan Scholarship, visit <https://sites.duke.edu/dukeucem/sloan-scholarship/>.

About the Duke UCEM

The programming and resources for Sloan Scholars are overseen by the [University Center of Exemplary Mentoring \(UCEM\) at Duke](#) (<https://sites.duke.edu/dukeucem>). The Duke UCEM works to expand the university's capacity to attract, retain, and graduate STEM doctoral students from underrepresented minorities (URM). The Duke UCEM was established in fall 2017 with a three-year grant from the Alfred P. Sloan Foundation, as well as funding from the Office of the Provost at Duke.

The Duke UCEM's goal is not only to bring more URM students into our Ph.D. programs, but also to help ensure their success by creating a robust infrastructure of people, programs, and resources to help them fully integrate into the research community at Duke. We also want to share the resources, practices, and knowledge developed through the Duke UCEM so that they can benefit all graduate students at Duke and other institutions.

Current Major Initiatives of the Duke UCEM

- **Sloan Scholarships:** Over the three-year funding period, we aim to matriculate 30 [Sloan Scholars](#) in the 9 Ph.D. programs participating in the Duke UCEM. In addition to \$40,000 in supplemental funding, the Scholars receive significant support in the areas of academics, mentoring, professional development, and wellness.
- **Recruitment of URM Ph.D. students:** We are working to expand Duke's current recruitment efforts and develop new partnerships to identify and engage promising URM undergraduates in STEM who may be interested in graduate study.
- **Duke-Sloan Boot Camp:** Each October, we hold a full-day program for 15 undergraduates from around the country who may be interested in graduate study. [The Boot Camp](#) provides insights into the graduate school experience, the graduate admissions process, and the Duke UCEM Ph.D. programs.
- **Cultivating a robust culture of mentoring:** We recruit faculty members in the nine participating Ph.D. programs as faculty champions, who will help lead efforts to facilitate the Sloan Scholars' full integration into the Duke research community. We also provide workshops and online resources to help faculty develop as effective mentors for graduate students, particularly URMs.

Ph.D. Programs Affiliated with the Duke UCEM

- [Chemistry](#)
- [Computer Science](#)
- [Mathematics](#)
- [Physics](#)
- [Statistical Science](#)
- [Biomedical Engineering](#)
- [Civil and Environmental Engineering](#)
- [Electrical and Computer Engineering](#)
- [Mechanical Engineering and Materials Science](#)

People Involved in the Duke UCEM

We have assembled a team of faculty and staff from The Graduate School and across the nine Ph.D. programs affiliated with the Duke UCEM. This group of people work closely together to develop programming, resources, and processes to support Sloan Scholars during your time at Duke.

[Co-Principal Investigators](#)

Paula D. McClain

Dean of The Graduate School and Vice Provost for Graduate Education
Professor of Political Science and Public Policy

Calvin R. Howell

Professor of Physics

The co-PIs oversee the implementation of the Duke UCEM and serve as chief advocates for the project. They work with the administrative oversight team, the advisory committee, faculty champions, and the chairs and directors of graduate studies in the nine UCEM departments to successfully carry out the UCEM's mission. They also coordinate all communications with the Sloan Foundation regarding the UCEM.

Faculty Champions

The Duke UCEM has recruited faculty champions from each of the nine UCEM-affiliated academic departments. They work closely with Graduate School staff and co-PIs of the UCEM to help integrate the Sloan Scholars into the research community.

Administrative Oversight Team

The administrative oversight team handles the day-to-day operation of the Duke UCEM, such as organizing the various events, holding check-ins with the Sloan Scholars, and conducting assessments of various aspects of the UCEM.

The administrative oversight team is led by **Jacqueline Looney**, senior associate dean for graduate programs at The Graduate School and associate vice provost for academic diversity.

One member of the Administrative Oversight Team is the Sloan Graduate Administrative Intern. The intern for 2018-2019 is Caroline Amoroso, a Ph.D. candidate in evolutionary anthropology.

Advisory Committee

Chaired by Professor **Roxanne Springer**, the advisory committee provides guidance to the co-PIs and the administrative oversight team. The committee will meet twice per semester to discuss program status and progress, as well as to advise on and assess the implementation of the six pillars that form the foundation of the Duke UCEM.

CAPS Personnel

Three members of the Counseling and Psychological Services staff, led by CAPS director **Danielle Oakley**, will partner with the UCEM program to provide counseling services, referrals, and programming to Duke University's Sloan Scholars.

Expectations for Sloan Scholars

Financial Support

Sloan scholars will be expected to plan, utilize, and complete biannual reporting for their Sloan awards during their academic studies.

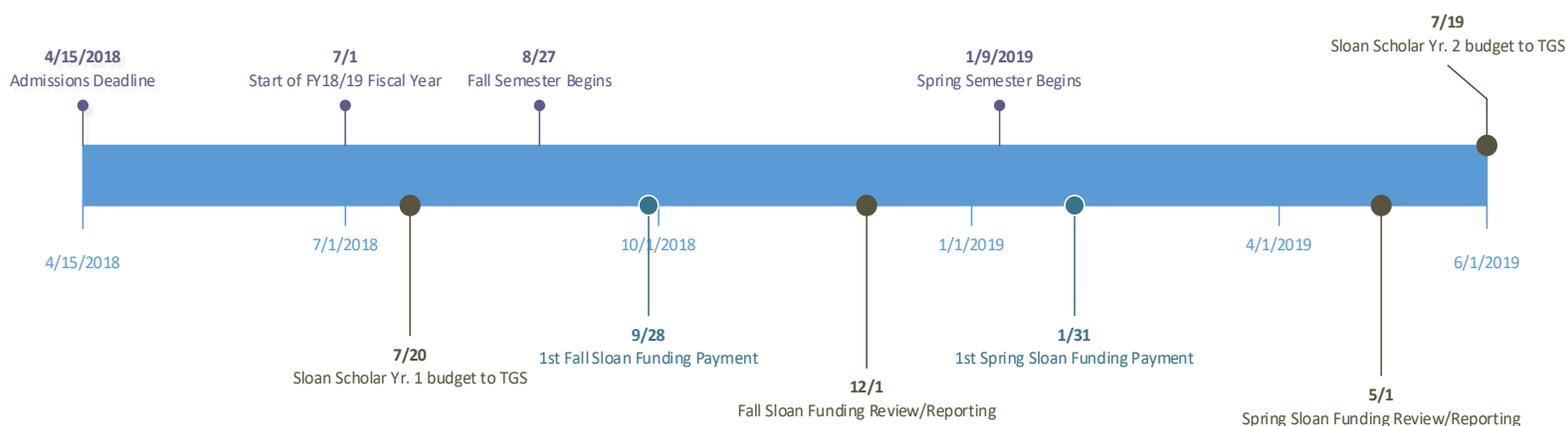
Sloan Scholar Budget Submission and Reporting

As expected by The Graduate School (TGS), Sloan Scholars will submit a budget using the provided template, which details their proposed utilization of Sloan funding for the upcoming academic year. The budget should include estimated expenses by funding category and academic term. Faculty champions should provide feedback as needed to ensure clarity in expense descriptions and assist scholars in the preparation of biannual reporting to TGS. Concerns regarding eligible expenditures or changes to original budget plans should be proactively communicated to TGS Office of Budgets and Finance by emailing grad-fellowships@duke.edu.

Budget Timeline

Incoming and returning Sloan scholars will submit their budget to TGS's Office of Budgets and Finance for approval during the Sloan Early Start program in July. Scholars will be notified once the budget has been approved. Sloan funding will begin disbursement at the end of September for the fall term and in January for the spring term. Below is an example timeline for a Scholar's first year of study.

Sloan Scholarship Funding Timeline – 2018/19



Funding Utilization Review

As with all graduate financial support, TGS will conduct audits to ensure that expenses are in alignment with the financial guidelines of the Sloan Foundation, TGS, and Duke University. Questions or concerns related to expenditures will be communicated to Sloan scholars for review. In preparation of this review, Scholars should retain all documentation related to equipment, supplies, other research or presentation purchases, and travel purchases from Sloan Scholarship funds. Should review findings result in the adjustment or reduction of Sloan funding, Scholars will be asked to update associated financial reporting accordingly.

Financial Reporting

Sloan Scholars need to complete three forms:

Form Title	Description	Frequency	Due Date
Multi-year Spending Plan	To describe spending plans for Sloan Scholarship	Annually, with updates as needed	7/31
Expenditure Form	To explain actual utilization of Sloan Scholarship	Biannually, fall and spring terms	12/1 & 5/1
Professional Expense Travel Details	Detailed information related to travel expenses	Biannually, fall and spring terms	12/1 & 5/1

Summer planning is included with fall and spring terms.

Checklist

- ✓ Complete Spending Plan each summer in July.
 - Plan to receive Sloan Scholarship funds during the fall/spring terms (while planning the funds over 12 months).
 - Spending Plan template reflects four years, while total years of funding is five. This means the template will be updated and distributed to scholars each year by TGS.
- ✓ Identify resources that can be utilized with Sloan Scholarship funds in support of spending plans.
- ✓ Complete biannual Sloan expenditure reports for submission to TGS Finance office (in preparation of the TGS annual reporting submission to NACME).
- ✓ Maintain detailed receipts of Sloan Scholarship purchases related to equipment, supplies, other research or presentation purchases, and travel purchases using Sloan Scholarship funds.
 - Receipts must be able to identify individual Scholar expenses or travel plans.
 - Scholar graduate departments and Faculty Champions will assist with ensuring compliance with reporting requirements.

Academic Support

There are three goals pertaining to Academic Support:

1. To familiarize you with the research environment and culture of Duke University
2. To introduce you to the resources related to conducting academic and science research
3. To immerse you in the day-to-day life of conducting research

Expectations for Sloan Scholars for both the Early Start program and the broader Sloan Scholar experience are outlined in the checklists below.

Checklist for the Early Start Program

- ✓ Meet with faculty champions to communicate your research interests;
- ✓ Work on a research plan that introduces you to Duke's research culture and science community;
- ✓ Check in with your faculty champions once per week to discuss your transition to Duke;
- ✓ Invite your undergraduate research faculty mentor to campus;

- ✓ At the conclusion of Early Start, informally present a summary of your research experiences in the “Building (Scholarly) Community” session;
- ✓ Attend UCEM Early Start Events

Checklist for the Sloan Scholar Experience

- ✓ Identify and communicate any tools or skills you need to succeed (e.g. computer language skills, fabrication skills, theoretical/mathematical skills) to faculty champions or mentors;
- ✓ Work with faculty champions and mentors in obtaining the necessary tools and resources;
- ✓ Identify potential summer programs or supplementary experiences
- ✓ Attend colloquia or conferences that will contribute to your intellectual development
- ✓ When possible, present or discuss your work or research interests at group meetings;
- ✓ When possible, present your research to your peers;
- ✓ Work with faculty champions to prepare for the Sloan Research Summit in September.

Mentoring

The Duke UCEM has created an extensive support infrastructure to ensure that Sloan Scholars have the mentoring they need for success in graduate school. At the heart of this infrastructure are the faculty champions—designated faculty members within each Duke UCEM Ph.D. program who will play an active role in guiding Sloan Scholars during their time at Duke.

The Duke UCEM structures its efforts around two main aims:

- 1) providing opportunities for Scholars to connect with faculty and peer mentors, and
- 2) training faculty to provide effective mentoring for Scholars.

Scholars are supported at Duke by a team of individuals invested in their success, including (but not limited to) their faculty advisers, directors of graduate studies and DGS assistants, faculty champions, the Sloan Administrative Oversight Team, the CAPS team dedicated to the UCEM, and the Sloan Graduate Intern.

Scholars are expected to participate in the life of the campus in ways that help them integrate into their departments, labs, and/or research groups as well as the larger scientific community at Duke and beyond.

Checklist

- ✓ Participate in the Early Start program, including the mentoring workshop
- ✓ Meet regularly with your faculty champion one-on-one (at least once a month)
- ✓ Participate in departmental gatherings recommended by faculty champions
- ✓ Attend two UCEM lunches each semester
- ✓ Check in with the Sloan Graduate Intern at least once each term (summer, fall, spring)
- ✓ Hold individual check-in meetings with Graduate School deans in fall and spring
- ✓ Attend joint programming with BioCoRE at least once a semester

Professional Development

Career outcomes data, whether for [Duke](#) or nationally, show that while academia is a strong area of employment for graduates of the UCEM disciplines, many STEM Ph.D.s also pursue careers beyond academia. Professional development for Scholars, then, must help them explore a wide range of career options and develop skills that are broadly transferable to careers both in and beyond academia. Sloan Scholars will participate in opportunities focused on their professional development in the ways outlined in the checklist below.

Checklist

- ✓ Engage in professional development workshops and activities during Early Start
- ✓ Attend two UCEM lunches each semester; one per semester will be focused on professional development.
- ✓ With the advice of your faculty mentors and faculty champions, identify relevant national symposia and conferences to attend
- ✓ Leverage faculty advisers and faculty champions to cultivate networks of support in the broader scientific community through conferences and meetings
- ✓ Use the Duke OPTIONS tool to plan and engage in professional development throughout your time at Duke
- ✓ Plan to attend the NACME conference three times during your time at Duke

Student Wellbeing

[Research on graduate education](#) indicates that the culture of Ph.D. programs can create barriers to students' success. Mental health issues are a significant factor in retention and are correlated with academic difficulties. Our experiences have shown that the quality of students' overall experience at the university often directly affects their academic success, as well as their success after they graduate. Therefore, the Duke UCEM will build upon The Graduate School's strong commitment to enhancing support for the wellbeing of the whole student—social, emotional, mental, and physical.

From the outset, we emphasize that Duke is strongly committed to your total wellbeing, that wellbeing is integral to your success, and that we have resources, faculty, and staff ready to help you if you face distress from challenges that you encounter as you navigate your graduate study at Duke. Specifically, we will provide the following resources for Sloan Scholars:

- Introduce you to all Duke wellness services and specific staff members available to work with you. This begins with Early Start.
- Prepare [faculty champions](#) to help maintain increased attention to your wellbeing and ask that they alert Duke UCEM staff when it appears that you are in distress.

- Identify personnel at Duke’s [Counseling and Psychological Services \(CAPS\)](#) to work specifically with Sloan Scholars. Three members of CAPS are currently serving as primary contacts for the Scholars: [Drs. Danielle Oakley, Yan Li, and Marvice Marcus](#).
- Customize a series of CAPS workshops on the experiences of students of color to specifically serve the needs of Sloan Scholars. The workshop series—R.A.C.E.: Race Acceptance, Center, Engagement—aims to help students of color develop workable coping skills for emotional distress and increase their psychological flexibility.
- Analyze student cases to identify Sloan Scholars’ most common wellbeing concerns.
- Develop additional programming to address issues such as imposter syndrome, depression, and stress and anxiety as needed.

Checklist

Sloan Scholars also have a role to play in ensuring their own wellbeing. To ensure that we are adequately responding to and addressing your wellbeing needs,

- ✓ we expect you to have at least two wellness check-ins each year with Dean Looney or one of the assistant deans on the [Duke UCEM Oversight Team](#);
- ✓ we expect you to meet at least three times a year with the Sloan Graduate Intern, Caroline Amoroso;
- ✓ we expect you to connect with your departmental colleagues (faculty, students and staff) by attending graduate seminars and appropriate social gatherings; and
- ✓ we encourage you to be proactive in seeking out resources for your wellbeing needs.

Recruitment and Admissions

As current Sloan Scholars, your insights are invaluable in helping us to recruit future Sloan cohorts to Duke. As you become integrated into your respective department or program, a willingness to share your experiences and advice with prospective students is important and we value your input. As a leadership opportunity, Sloan Scholars are strongly encouraged to be an active part of the recruitment of new scholars as Sloan Ambassadors.

Checklist

As much as possible, you should:

- ✓ Serve as a student ambassador at national conferences (*e.g.*, ABRCMS, SACNAS, NSBE, SHPE)
- ✓ Interact with prospective students during the Sloan Bootcamp in the fall term
- ✓ Become involved with interview weekends for prospective PhD students in the spring and serve as a point of contact for prospective and newly matriculating students
- ✓ Share information about Duke’s graduate programs and initiatives with faculty and students at your undergraduate institutions
- ✓ Be actively involved with prospective student follow up and outreach

Combined Checklist for Sloan Scholars (Compiled by Time)

The check boxes indicate the term in which an item should be completed. Check off the box once you have done so.

	SUMMER	FALL	SPRING
Financial Support			
Complete Spending Plan each July	<input type="checkbox"/>		
Identify resources that can be utilized with Sloan Scholarship funds in support of spending plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete biannual Sloan expenditure reports for submission to TGS Finance office (in preparation of the TGS annual reporting submission to NACME).		<input type="checkbox"/>	<input type="checkbox"/>
Maintain detailed receipts of Sloan Scholarship purchases related to equipment, supplies, other research or presentation purchases, and travel purchases using Sloan Scholarship funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Support			
During Early Start			
Meet with faculty champions to communicate your research interests	<input type="checkbox"/>		
Work on a research plan that introduces you to Duke's research culture and science community	<input type="checkbox"/>		
Check in with your faculty champions once per week to discuss your transition to Duke	<input type="checkbox"/>		
Invite your undergraduate research faculty mentor to campus	<input type="checkbox"/>		
At the conclusion of Early Start, informally present a summary of your research experiences in the "Building (Scholarly) Community" session	<input type="checkbox"/>		
Attend UCEM Early Start Events	<input type="checkbox"/>		

	SUMMER	FALL	SPRING
During the Broader Sloan Scholar Experience			
Identify and communicate any tools or skills you need to succeed (e.g. computer language skills, fabrication skills, theoretical/mathematical skills) to faculty champions or mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with faculty champions and mentors in obtaining the necessary tools and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify potential summer programs or supplementary experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend colloquia or conferences that will contribute to your intellectual development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When possible, present or discuss your work or research interests at group meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When possible, present your research to your peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with faculty champions to prepare for the Sloan Research Summit in September		<input type="checkbox"/>	
Mentoring			
Participate in the Early Start program, including the mentoring workshop	<input type="checkbox"/>		
Meet regularly with your faculty champion one-on-one (at least once a month)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in departmental gatherings recommended by faculty champions		<input type="checkbox"/>	<input type="checkbox"/>
Attend two UCEM lunches each semester		<input type="checkbox"/>	<input type="checkbox"/>
Check in with the Sloan Graduate Intern at least once each term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hold individual check-in meetings with Graduate School deans in fall and spring		<input type="checkbox"/>	<input type="checkbox"/>
Attend joint programming with BioCoRE at least once a semester		<input type="checkbox"/>	<input type="checkbox"/>

	SUMMER	FALL	SPRING
Professional Development			
Engage in professional development workshops and activities during Early Start	<input type="checkbox"/>		
Attend two UCEM lunches each semester; one per semester will be focused on professional development.		<input type="checkbox"/>	<input type="checkbox"/>
With the advice of your faculty mentors and faculty champions, identify relevant national symposia and conferences to attend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leverage faculty advisers and faculty champions to cultivate networks of support in the broader scientific community through conferences and meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the Duke OPTIONS tool to plan and engage in professional development throughout your time at Duke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan to attend the NACME conference three times during your time at Duke in October		<input type="checkbox"/>	
Wellbeing			
Have at least two wellness check-ins each year with Dean Looney or one of the assistant deans on the Duke UCEM Oversight Team		<input type="checkbox"/>	<input type="checkbox"/>
Meet at least three times a year with the Sloan Graduate Intern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connect with your departmental colleagues (faculty, students and staff) by attending graduate seminars and appropriate social gatherings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be proactive in seeking out resources for your wellbeing needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admissions and Recruitment			
Participate in the following as much as you are able to			
Serve as a student ambassador at national conferences (<i>e.g.</i> , ABRCMS, SACNAS, NSBE, SHPE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interact with prospective students during the Sloan Bootcamp		<input type="checkbox"/>	

	SUMMER	FALL	SPRING
Become involved with interview weekends for prospective PhD students and serve as a point of contact for prospective and newly matriculating students			<input type="checkbox"/>
Share information about Duke's graduate programs and initiatives with faculty and students at your undergraduate institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be actively involved with prospective student follow up and outreach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Expectations for Faculty Champions

Faculty champions play crucial roles in the Duke UCEM. They serve as advisers and mentors to Sloan Scholars, especially during the early stages of their time at Duke; departmental advocates for the UCEM's mission; and conduits of information between the UCEM, the departments, and the Sloan Scholars. Here is a look at the expectations for faculty champions in each of the six pillars that form the foundation of the UCEM's efforts.

Financial Support

Faculty champions will be expected to provide guidance and support to Sloan scholars as they prepare for, receive and manage Sloan-related funding during their academic studies.

Academic Support

In the summer before they begin their Ph.D. program, Sloan Scholars are required to attend the Early Start Research Immersion Program, an on-campus program that runs from early July to mid-August. Prior to the scholars' arrival, faculty champions and research advisers need to have a concrete plan in place for their immersion. Upon completion of Early Start, faculty champions and research advisers must submit a one-page summary/evaluation of the scholars' research experience.

The Early Start Program has three goals:

1. To familiarize the scholar with the research environment and culture of Duke University
2. To introduce the scholar to resources related to conducting academic and science research
3. To immerse the scholar in the day-to-day life of conducting research

Once Sloan Scholars officially begin their Ph.D. programs, faculty champions are expected to guide the scholars' integration within the intellectual and cultural environment of the department and, more broadly, the Duke STEM community.

Mentoring

Faculty champions will serve as primary contacts for the Sloan Scholars in the departments, complementing the roles of the DGS and faculty advisor. In years 1-2 of Sloan Scholars' time at Duke, the focus of the faculty champions will be coaching them to be effective members of their various study groups while taking their core courses in the field. In years 2 through completion, the faculty champions will guide the Scholars to being effective members of a research group and the leaders on their research project.

Acting as advisers, they will work with The Graduate School and other campus support services to provide targeted mentoring support for the Scholars in their departments. As part of a team of mentors (peers, advisors, faculty, and staff), they will help the Scholars integrate within the larger science community at Duke by connecting them with colleagues, and recommending colloquia, seminars, and relevant resources and programs. They will initiate departmental gatherings twice each semester to bring together Sloan Scholars with other students and faculty from their departments with

the objective of fostering greater faculty and peer mentoring (such gatherings can build on existing departmental activities such as colloquia and seminars).

Professional Development

Faculty champions will support Scholars in refining and achieving their professional development goals through regular conversations about professional development. These conversations may take place as part of departmental gatherings, through Sloan lunches, or informally one-on-one. Faculty champions can encourage Scholars to consider their career goals and plan their professional development to achieve those goals using [Duke OPTIONS](#) throughout their degree programs. Faculty champions can also help Scholars determine who should be involved in conversations about their professional development and the ways in which they can use their funding to support their professional development goals.

In order to support Scholars in achieving their goals, faculty champions will connect Scholars with a network of support in the broader scientific and professional community both at Duke and, as relevant, beyond. As their availability allows, faculty champions will attend Sloan community events such as faculty talks, lunches, and professional development workshops to demonstrate their investment in the Scholars' success.

Student Wellbeing

Wellbeing issues (social, emotional, mental, and physical) are significant factors in retention and are correlated with academic difficulties. Faculty champions should work with The Graduate School and departmental staff to connect students to Duke's comprehensive wellbeing resources (e.g., CAPS, DukeReach, Wellness Center) and notify The Graduate School and other campus services when students might be in need of wellbeing support services.

Recruiting and Admissions

Sloan Faculty Champions will have a primary role of recruiting talented students in their respective disciplines with the support of The Graduate School.

Expectations for the Administrative Oversight Team

The administrative oversight team handles the day-to-day operation of the Duke UCEM. The team's responsibilities include leading and coordinating the following:

- UCEM-related interactions among co-PIs, faculty champions, and the advisory committee.
- UCEM efforts for students' professional development
- All matters related to financial support for the Sloan Scholars and the UCEM's finances
- UCEM efforts for student recruitment in the Ph.D. programs affiliated with the UCEM
- Evaluation and assessment of UCEM efforts
- UCEM-related communications, publications, and related publicity

Financial Support

- Provide \$40,000 in supplemental funding to each Scholar over the first five years of their study
- Provide resources to help Scholars plan how to best use their supplemental funding

Academic Support

- Facilitate the Early Start Research Immersion Program
- Organize 4 faculty talks per year
- Organize the annual Sloan Research Summit
- Organize monthly joint programming with BioCoRE

Mentoring

- Organize 4 faculty talks per year
- Hold workshops to orient faculty champions to their roles
- Help faculty champions, DGSes, and other faculty members gain insights into dealing with issues in mentoring (e.g., implicit bias)
- Provide seed funds for faculty champions to organize 4 departmental gatherings each year aimed at cultivating a culture of having multiple mentors at the departmental level
- Develop Sloan-specific version of TGS's mentoring toolkit and use it in workshops for Sloan Scholars and faculty champions
- Provide funding for Scholars to attend national mentoring conference

Professional Development

- Organize 2 professional development lunch workshops per year

Wellbeing

- Conduct 2 wellness check-ins per year between each Sloan Scholar and an associate or assistant dean at The Graduate School
- Conduct 3 check-ins per year between each Sloan Scholar and the Sloan Graduate Administrative Intern
- Organize 2 wellness lunch workshops per year
- Analyze student cases to identify Sloan Scholars' most common wellbeing concerns and develop additional programming to address them

Recruitment and Admissions

- Organize Sloan-Duke Graduate Boot Camp
- Facilitate First Look and Second Look reviews of URM applicants to Ph.D. programs affiliated with the UCEM
- Help departments engage institutions with diverse populations of potential students
- Expand Duke membership in national consortia committed to increasing URM students in the UCEM programs
- Facilitate greater interactions among faculty at Duke, United Negro College Fund schools, and other HBCUs