

AGEP 2020 2.0

Webinar 1: July 16, 2020, 10-11:00am EST



The primary sponsor for 2020 AGEP National Research Meeting is the National Science Foundation (NSF), Directorate for Education and Human Resources (EHR), Division of Human Resource Development (HRD). This project is supported under HRD grants #1841978 (Boston University). Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.



AGEP 2020 Road map

- Webinar 1 - laying the groundwork
- Webinar 2 - #AGEP2020 community-based participatory evaluation research (August 12)
- Webinar 3 - Research Talks and Seminars (September 9th)
- Workshop Proposals Due September 15th
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Abstracts and content for November

- Split meeting into two parts
- November will proceed as traditional research conference
- Research talks accepted for March will roll over to November unless speakers are unable to present
- Collaborative workshops and lightning talks connect to Hackathon in June
- November conference will also invite Alliances to share workshops or interventions
- Posters can either roll over to the summer or be shared virtually - more details to follow (still trying to figure out a platform)

Outline of agenda for November

Monday, November 16 - afternoon start (ET)

- Research talks
- Community dialogue
- Break
- Workshop 1

Tuesday, November 17 - afternoon start (ET)

- Workshop 2
- Community dialogue
- Break
- Research talks

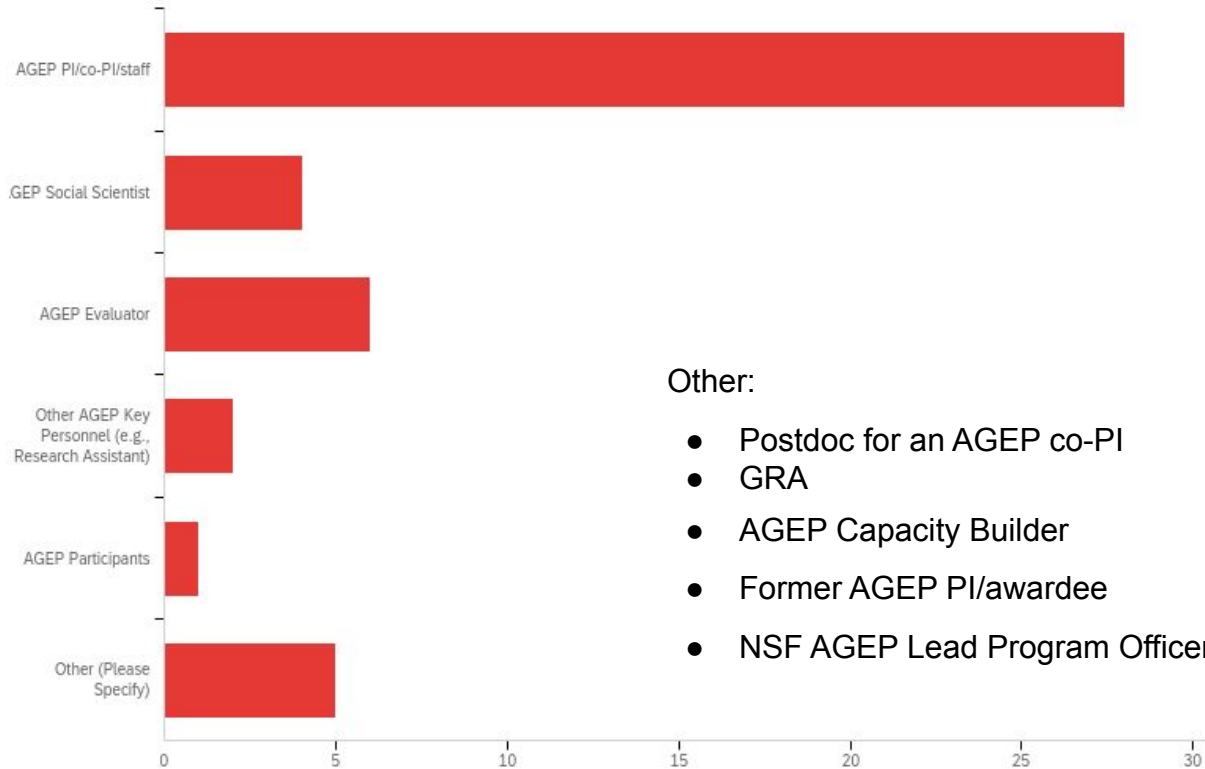


Today's Discussion: AGEP Values and Norms

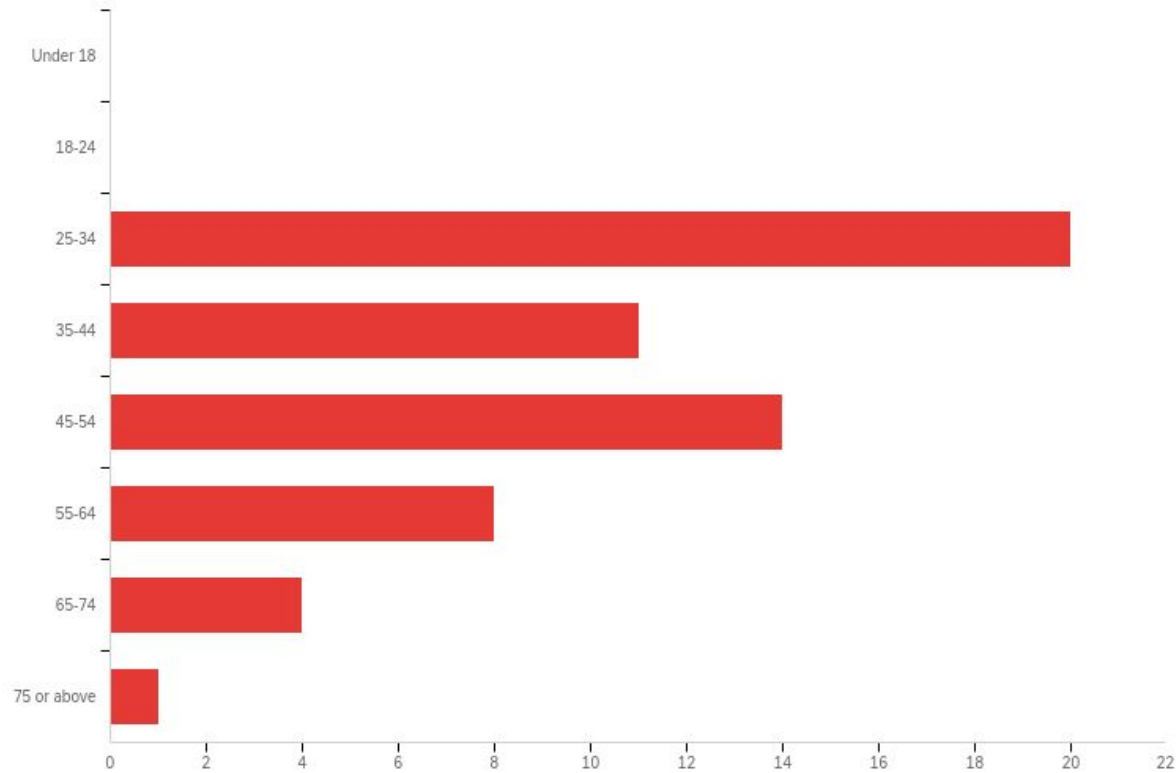
Explore Survey Results and Co-create

- Who is in the room?
- Values
- Norms
- Actions

Role - What is your role in AGEP?



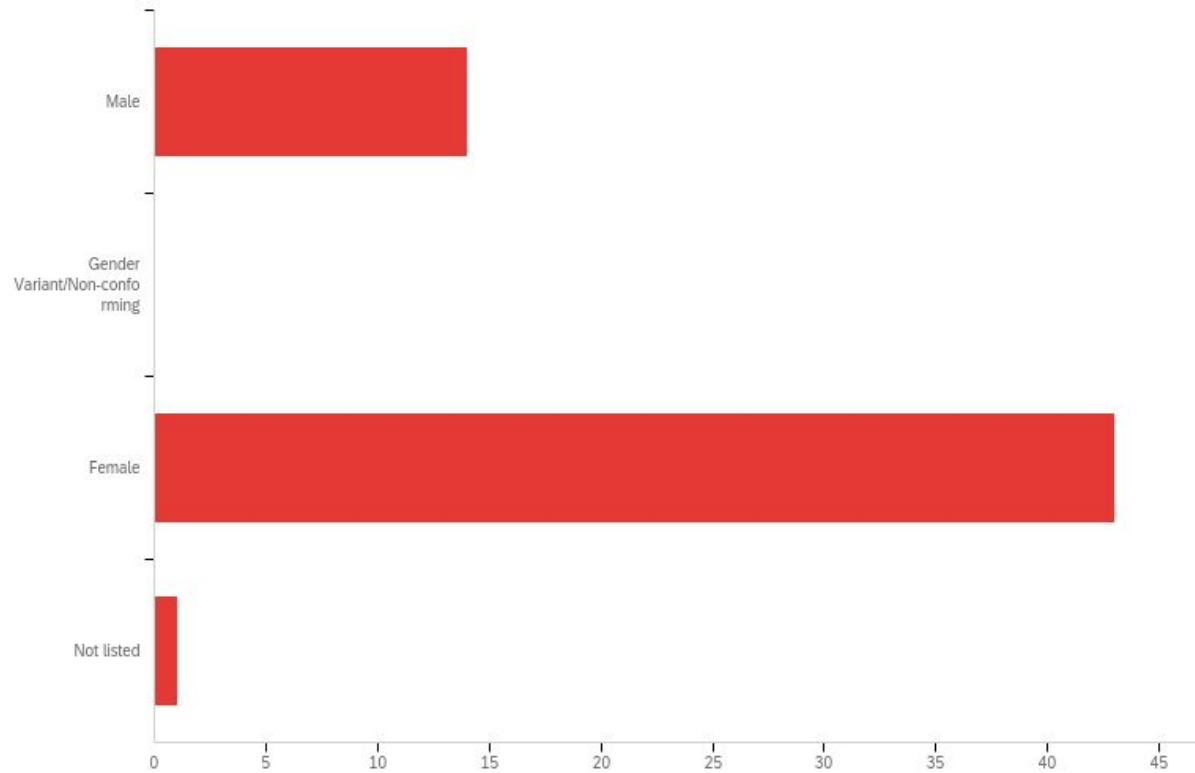
Age - Which of the following categories describes your age?



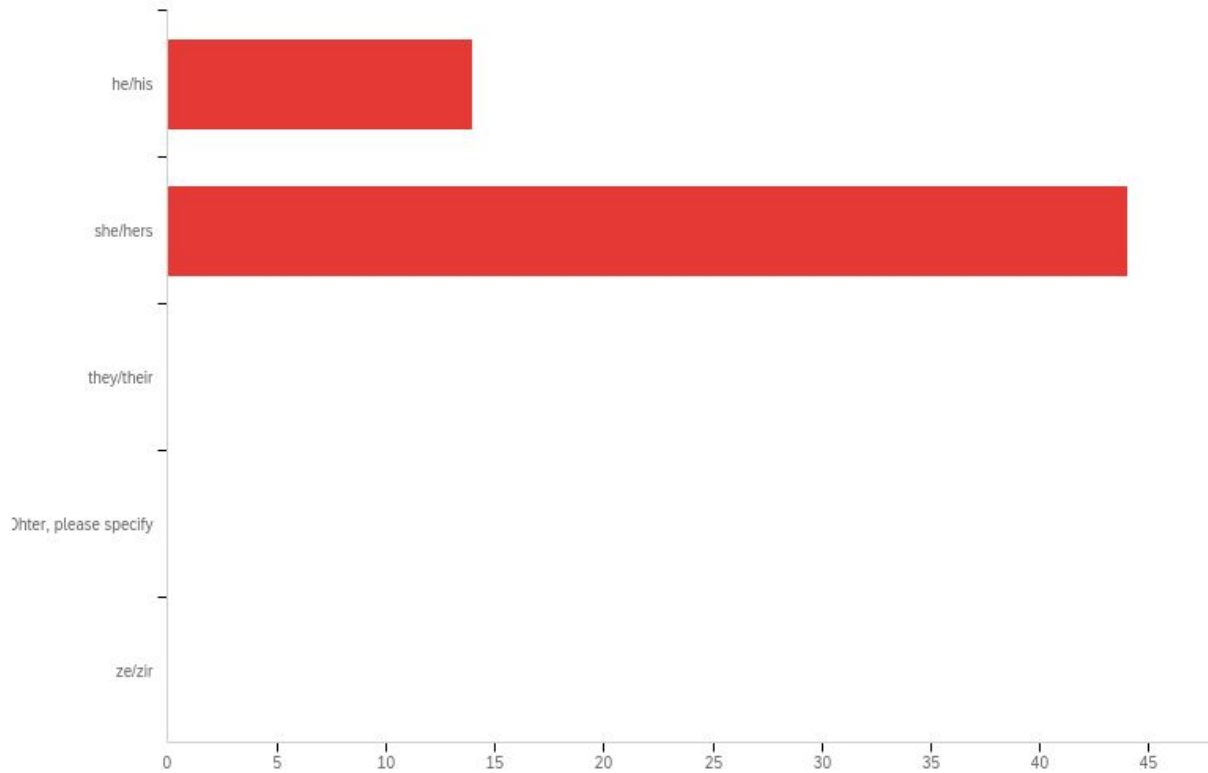
AGEP National Research Conference 2020:
Sustaining, Institutionalizing and Scaling AGEP Alliance Models

March 11-13, 2020
Boston University

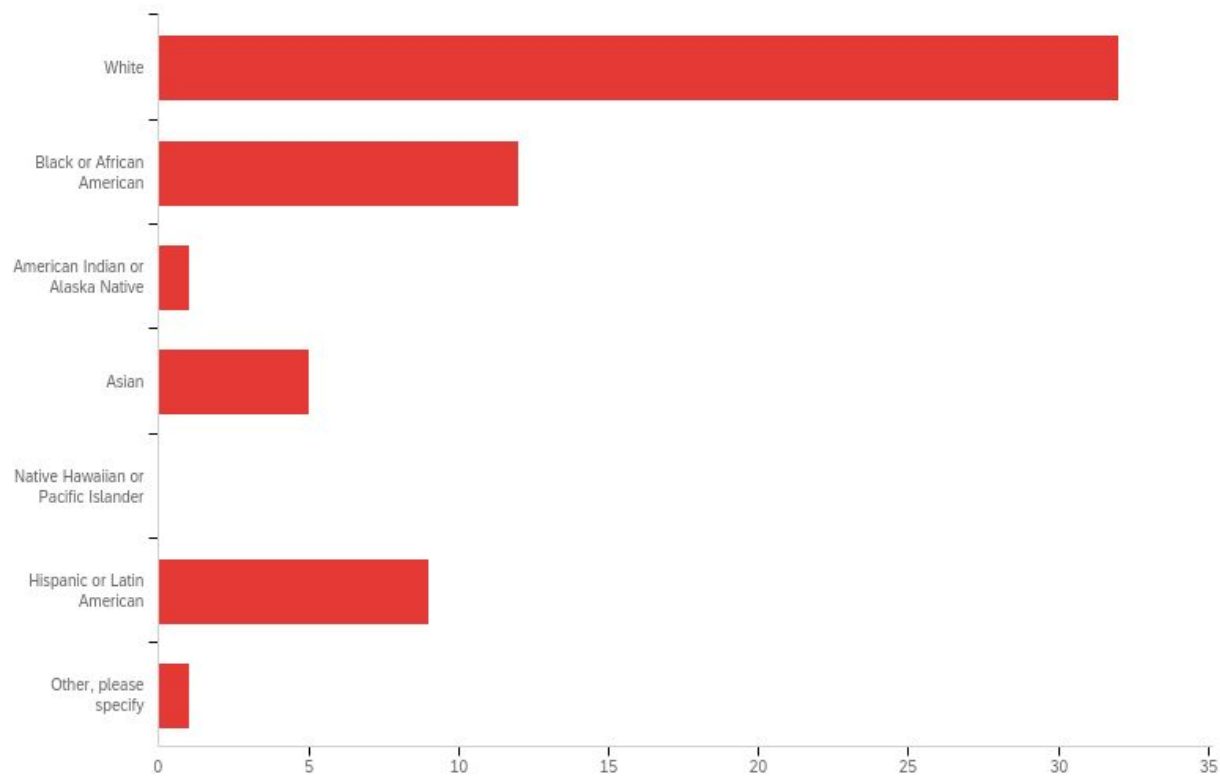
Gender - What gender do you identify with?



Pronouns - What are your pronouns?



Race - Choose one or more



Values - To you, what are the AGEP values on a national level?

Major themes:

- **Diverse Professoriate and Academic Empowerment:**
 - develop a strong diverse academic community
 - enriching STEM research and generating human resources
 - Creating a more diversified academic community
 - Broadening participation in the professoriate
- **Support for URG faculty success**
 - Support scholars of color
 - Increase the URM pipeline of scholars into the professoriate by providing support and guidance to scholars towards their academic success.
 - encourage more POC to advance to the professoriate
 - Help URMs be successful in STEM -- unit -- engage -- assist -- support



AGEP National Research Conference 2020:
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Values - To you, what are the AGEP values on a national level?

- **Capacity Building; Pathway Development**

- models for graduate and professoriate success of URMs in academia
- To develop, implement, study, and evaluate program models that broaden the participation of students and faculty in STEM
- enlighten and inform best practice through research.

- **Inclusion, equity, diversity:**

- equitable and inclusive environment for graduate students to excel in
- Diversity, excellence, education, collaboration
- diversity, inclusion, culture change

- **Culture change:**

- Equity, inclusion, and the recognition of the need for transformational change in the STEM academy.

- **Trust, openness, community:**

- Collaboration; Listening to all stakeholders, valuing experience and perspectives of underrepresented groups, tackling systemic issues and barriers.

What are values?

How are they different than goals and outcomes?

We will place you into small breakout rooms to discuss. Identify a reporter for your room at the start of your discussions. We will bring you back after 10 minutes.



Values - To you, what are the AGEP values on a national level?

- Inclusive, innovative, empowering, transforming, capacity-building
- commitment to develop a strong diverse academic community
- Strive to create an equitable and inclusive environment for graduate students to excel in
- Testing models for graduate and professoriate success of URMs in academia, with a particular emphasis in STEM areas.
- AGEP
- Alliances to move the needle to recruit and retain more faculty from underrepresented groups in higher education
- The values stated in the solicitations.
- Support scholars of color
- Trust
- None

Values - To you, what are the AGEP values on a national level?

- Increase the URM pipeline of scholars into the professoriate by providing support and guidance to scholars towards their academic success.
- To leverage diverse backgrounds and cultures to maximize scientific discovery, to rectify existing equity gaps in science (and the products of science), and to use scientific methods to explore and educate others on how to do that effectively.
- equity, inclusivity
- Advancing the participation of underrepresented people in the professoriate
- enriching STEM research and generating human resources
- To develop, implement, study, and evaluate program models that broaden the participation of students and faculty in STEM.
- Increase the number of minority students enrolled and engaged in STEM
- I'm still too new to AGEP to say

Values - To you, what are the AGEP values on a national level?

- Diversity, excellence, education, collaboration
- Community, diversity, opportunity
- To remove institutional barriers and provide supports for URM to gain entry into and succeed in the professoriate
- Inclusive
- Creating a more diversified academic community
- Listening to all stakeholders, valuing experience and perspectives of underrepresented groups, tackling systemic issues and barriers.
- Increasing the number of URM STEM faculty & increasing the promotion and tenure of URM STEM faculty.
- Research initiatives that test strategies to increase URM STEM participation of scholars and faculty.

Values - To you, what are the AGEP values on a national level?

- diversity, inclusion, culture change
- Inclusivity and building a more diverse professorate
- STEM Diversification at Higher Education Levels (i.e., graduate students through faculty)
- Diversity in the college student population and ultimately the instructors who teach them.
- 1. Developing, implementing, studying, disseminating and evaluating AGEP Alliance Models for reproduction, replication, institutionalization and/or expansions.
2. Advancing historically underrepresented minority doctoral candidates, postdoctoral scholars and early-career faculty in STEM faculty careers.
- Broadening participation in the professoriate through intentional development, implementation, study, and institutionalization of models across a network of alliances to effect institutional change such that U.S. universities become spaces for underrepresented STEM scientists to thrive.
- Equity, inclusion, and the recognition of the need for transformational change in the STEM academy.

Values - To you, what are the AGEP values on a national level?

- To encourage more POC to advance to the professoriate
- I think AGEP is committed to changing the face of higher education by ensuring more equitable representation of URM faculty at all institutions.
- Increase the number of minorities in the professoriate, enlighten and inform best practice through research.
- Understanding and enhancing the presence and participation of URM scholars in higher education faculty and leadership
- Help URMs be successful in STEM -- unit -- engage -- assist -- support
- promoting diversity in higher education, particularly in STEM fields.
- Ensuring U.S. academia is a fully participatory space for scholars from historically marginalized and underrepresented groups.
- There aren't any that we've discussed as a collective, so it is hard to say. Especially since Blacklivesmatter, it would be presumptuous to declare one. The majority of folks in AGEP are white, so who are we to say...

Values - To you, what are the AGEP values on a national level?

- commitment to broadening participation of underrepresented individuals in higher education
- to increase the number of URM professors in STEM

values report out

Breakout room 5: **diversity** in H.E., creating pathways for URM students into doc programs followed by the professoriate, **access** following through on encouragement and nurturing, **representation** in the academy amongst current faculty, **breaking down silos** between research and teaching intensives, **diversity & inclusion**; coaching model based on individual strengths

Breakout room 1: values are, goals are transformative, inclusive and diverse perspectives, representation of cross-cultural (both national and international) values amongst faculty, postdocs, and students; **representation** from the bottom up (buy-in)

Breakout room 2: goals; correcting inequalities of society, white supremacy and from indigenous perspectives and ways of knowing in decolonizing “success”, meeting needs of individuals, AGEP, and system (does the model come before the individual needs?), **surviving vs. thriving** in the academy (agep model provides resources for survival anywhere an individual goes), what is important? (who makes that decision, who is establishing the values, what are the deliverables and intention for evaluation)

Breakout room 4: goals are things we want to achieve, values inform/drive work and goals set, values determine interactions and projects taken on, misalignment of values does not allow for reaching goals set, addressing the colonial cast in H.E., valuing/holding difficult conversations across all educational fields (e.g. white privilege in math), group values and/vs personal values (deal breakers in community values)

Breakout room 3: personal vs AGEP values; **diversity** (how to project that value), **measuring heart** and **valuing change**, including student value/perspective/perception (showcasing the values of faculty), **walking the walk**, dominant cultural community values (broadening the inclusion of values cross-culturally), goals and value of tenure and supporting postdocs/grad students in accessing the professoriate and tenure

Preview: Webinar 2

Norms

Creating a working group for participatory conference evaluation

If you have feedback for us, please email the AGEP2020 conference team at agepconference2020@gmail.com

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Norms -- Major themes:

- **Authentic communication and engagement:**
 - Respect for multiple perspectives and voices; active listening;
 - Leaving space for others to be heard (particularly when this is inconvenient or difficult),
 - Engaging all members of the community in discussion and activities.
- **Collaboration and partnerships:**
 - To collaborate and help each other reach our goals.
 - Partnerships & collaborations
 - Collaboration and support for broadening participation in STEM education
- **Knowledge sharing:**
 - Sharing best practices; Sharing interdisciplinary knowledge.
 - Sharing strategies, tools and materials.

Norms -- Major themes:

- **Inclusiveness**

- Respectful of the various expertise and experiences that AGEP members bring to the program
- Supportive and Inclusion; acceptance;
- We should make sure diverse voices are centered, and ask white voices to practice restraint (particularly seasoned, male, cis-gendered white voices).

- **AGEP goals and outcomes:**

- working together on the common goal of increasing URM's in STEM
- implement high quality programs and best practices.
- Create space for individuals from historically marginalized groups and long standing traditions of bridge programs and DEI work to take leadership roles.

- **Respect, responsibility**

- Engagement, open-mindedness, respect for all, shared commitment to advancing diversity, equity, inclusion in academia.



Norms - To you, what are the important community norms for AGEP?

- Inclusiveness, respect, responsibility
- consistency, motivation, respect, perseverance
- Authentic communication
 1. Sharing interdisciplinary knowledge.
 2. Respectful of the various expertise and experiences that AGEP members bring to the program
- AGEP
- Sharing best practices
- Engagement, open-mindedness, respect for all, shared commitment to advancing diversity, equity, inclusion in academia.
- Support scholars of color
- Supportive and Inclusion
- This is a white people's question.

Norms - To you, what are the important community norms for AGEP?

- ditto
- To collaborate and help each other reach our goals.
- We should make sure diverse voices are centered, and ask white voices to practice restraint (particularly seasoned, male, cis-gendered white voices).
- strengths based, cooperative, flexible
- Sharing best practices
- research
- Collaboration and support for broadening participation in STEM education.
- Mentorship and partnership
- Listening before speaking and assuming good intent; paying attention and being "There" instead of multitasking; maintaining an attitude of self-curiosity and treating others with kindness. Robust research design is fully compatible with all of the above. There is never any excuse for being an asshole, to use an impolite term.

Norms - To you, what are the important community norms for AGEP?

- Same response
- Respect, value, inclusion, acceptance
- Free flow of information
- STEM
 - Definition of URM
 - Recognition of institutional and personal barriers
 - Collaborative solutions
- multiple perspectives
- Mutual respect, active and reflective listening, be engaged, clear communication
- Listening, considering, openness
- knowledge sharing
- Partnerships & collaborations
- commitment to DEI work, respect, collegiality
- I'm not sure

Norms - To you, what are the important community norms for AGEP?

- Need clarification on the question.
- Being receptive and welcoming to all ethnicities; being sensitive to each individual student's situation and not letting them fall through the cracks in their academic program.
- Respect for multiple perspectives and voices. Engaging all members of the community in discussion and activities. Sharing strategies, tools and materials.
- Cross-Alliance collaboration, leaving space for others to be heard (particularly when this is inconvenient or difficult), and actively redistributing power in academic structures.
- Equity, inclusion, fairness, equal opportunity, welcoming of all.
- I'm not sure what is meant by "norms"
- Respecting everyone's expertise and talents; Active listening; empathy; professionalism
- Increase, initiate, sustain, evaluate, and implement high quality programs and best practices.
- Equity and inclusion

Norms - To you, what are the important community norms for AGEP?

- Help one another; share across alliances; look for ways for all to succeed
- Ability to share diverse opinions and experiences in supporting AGEP Fellows as they enter academia. Being able to openly address ongoing structural racism/discrimination issues in higher education and how these impact the participation and interest of doctoral students/new faculty in staying in academia
- Create space for individuals from historically marginalized groups and longstanding traditions of bridge programs and DEI work to take leadership roles.
- This is another question, that should be defined as a collective.
- Respect, active listening, having the opportunity to learn from mistakes, care and consideration for each other
- working together on the common goal of increasing URM's in STEM

Community Norms

We will place you into small breakout rooms to discuss. Identify a reporter for your room at the start of your discussions. We will bring you back after 10 minutes.

Actions - As a national AGEP community what do you think we should be taking on to address the multiple pandemics enveloping the USA, including COVID-19 and Anti-Black Racism?

Major Themes

- **Covid -19**
- Equity amongst responsibilities (e.g.
-
- **Anti-Black Racism**
- Becoming a White Ally
- Decolonizing Graduate Education
- **General**
- National Community Outreach
- communicating the value of science
- Addressing the various ways in which Anti-Blackness informs the programmatic choices and leadership hires we make that affect the success of all students
- Supporting participants and members who are disproportionately affected.
- AGEP
- Poor working conditions at home affect more to URM
- Everything we can do, we should do.
- Anti-racist education and community building for social justice
- Host virtual webinars to connect the community.
- We shouldn't let people decide per grant

Actions - As a national AGEP community what do you think we should be taking on to address the multiple pandemics enveloping the USA, including COVID-19 and Anti-Black Racism?

- We should be examining racism in all areas and vow to put a voice to it and to stop it. As a white person, it is my duty to do this. As far as Covid19, have a clear voice that is based on science to protect and prevent as well as to educate.
- I don't know. I wish I had capacity to help with this question, I do not.
- decolonizing research and the academy
- Helping underrepresented graduate students and other junior academics negotiate the COVID-19 crisis, understanding and addressing their specific needs, understanding the barriers to participation in the professoriate for all underrepresented people but black people in particular, given current crises.
- increasing scientific communication to non-scientific audiences and voicing Black students to foster the diverse AGEP community.
- We should be initiating and creating safe spaces for people to share experiences that they know inhibit their advancement in STEM. Then, we need to use evidence of the people's voice to change funding policies so that as explicit conscious and unconscious racist behaviors persist people are no longer eligible for funding.
- COVID-19 and racism as a systematic issue in program recruitment and retention

Actions - As a national AGEP community what do you think we should be taking on to address the multiple pandemics enveloping the USA, including COVID-19 and Anti-Black Racism?

- Education, education, education
- same response
- Communication, acknowledgment of these important issues, implementing ways to limit racism and implicit biases for example
- more resources for fellows
- COVID-19 will likely pass; anti-black racism is deeply entrenched in all US institutions. The AGEP community must be working to transform their institutions and ideally all institutions of higher learning to remove institutional barriers to URM success.
- Having these webinars will be a great support to connect the AGEP community.
- How are students affected by COVID
- Highlighting the intersection of these pandemics; holding decision-makers to account
- Not sure
- Provide the opportunity to assist scholars with direct financial support.

Actions - As a national AGEP community what do you think we should be taking on to address the multiple pandemics enveloping the USA, including COVID-19 and Anti-Black Racism?

- 1) situating both anti-Black racism and COVID-19 within their historical and sociopolitical contexts and directly addressing how STEM education continues to maintain these conditions
- 2) create practical strategies for both structural- and individual-level interventions
- disparity research
- Effective engagement and behavior in remote/virtual communications environments
- This are tough questions. There may be some medical/sociological research opportunities addressing why COVID-19 appears to affect minority communities disproportionately, but I don't see the connection with graduate college education, so it's not AGEP's purview. Ultimately that's a question for AGEP-NSF program management.

The AGEP community is already fundamentally involved in dealing with Anti-Black Racism in academia. I gather you'd like to expand into other segments of society and make a position known regarding Black Lives Matter. Certainly we are supportive, but we would have to do it in such a way as to show that we are supportive of all underrepresented minorities. At some point, the Hispanic, Native American Indian, and other groups are going to ask, "What about us?" Looking from the other perspective, BLM supporters are offended when they hear, "All lives matter," as it suggests their claims are not legitimate. It's a touchy subject, and we could again be asked, "What does this have to do with graduate education?" You can't move forward on this without NSF's blessing.

Actions - As a national AGEP community what do you think we should be taking on to address the multiple pandemics enveloping the USA, including COVID-19 and Anti-Black Racism?

- addressing institutional and systemic racism
- The AGEP community has already built a national network full of leaders well-placed to apply the systemic change being tested in their models to rapidly changing university policies and procedures as our universities continue to respond to COVID-19. I have some concern about this question regarding anti-black racism, as if this is an emerging concept rather than another moment of our 400-year history of white supremacy in our country. Still, I hope our community sees 2020 as sufficient evidence that we must be doing more, sooner, better.
- Specifically, don't know.
- I think addressing racism as a whole should be a priority not just Anti-Black. POC experience the same kinds of micro-aggressions, violence and racism just as much as the African American community!
- Taking a closer look at how we are supporting reforms around confronting the systemic racism in this country and how we can be direct contributors to breaking down the barriers in place. Be clear on what AGEP's stance is on these issues.
- Continue to offer beneficial webinars and shift the narrative for marginalized populations. Continue to fund HBCU research in this area.

Actions - As a national AGEP community what do you think we should be taking on to address the multiple pandemics enveloping the USA, including COVID-19 and Anti-Black Racism?

- Increase research and support for URM students in STEM graduate programs
- Encourage and support one another; recognize unequal treatment
- These topics need to be addressed openly in our conference, as I'd like to hear how other universities are talking about these issues with their Fellows and how those Fellows/new faculty perceive going into academia knowing that there are so many structural problems with racism in academia. I'd like to hear about what interventions are going well, and what voices the Fellows in our grants report with regards to changes needed in academia.
- I have to think more about the Anti-Black Racism responsibilities of AGEP. Regarding COVID, at a bare minimum, not putting any community members in harms' way, and also pushing for ever greater support of domestic and international student and postdoc audiences.
- We shouldn't be. Each AGEP instance should discuss this. Let's not build another empire, but collaborate with existing structures that already do this.
- Being an ally and co-conspirator - what do these means, how do you be one, how to know what may be needed and when. How do we equalize the burden of doing the work
- 1) preparing URM scientists to address COVID, 2) collaborating to mitigate anti-Black racism in academia

Actions during the pandemics

Small breakout rooms to discuss for 10 min and then bring it back to big group for a 5 - 10 min recap