



Planning, Preparation, and Pivoting in a Pandemic: Lessons Learned from Year One
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Introduction

In project year one, representatives from the FL-AGEP Alliance leadership team anticipated a year of team planning, work sessions and site visits, and training among the five partner institutions. In fact, the bulk of the year one funding was designed to allow the leadership team to prepare for an expected 300 pre-career or junior burgeoning STEM academicians. Due to the disruptions of COVID-19, the FL-AGEP Alliance team quickly pivoted and used the first year of planning to reorganize and enhance our mentoring model for underrepresented academic women.

Purpose

- The purpose of this poster presentation is to highlight the first-year project successes as well as areas of growth we identified and cultivated.
- We will also share lessons and key strategies we adopted to establish a foundation for meeting the project goals with success.

Project Goal and Components

- The Alliance team is developing, implementing, studying, evaluating, disseminating and sustaining an AGEP Alliance Model to successfully advance STEM faculty career outcomes for historically underrepresented minority (URM) women doctoral students, postdoctoral researchers and early-career faculty.
- Sisters of the Academy (SOTA) Research Bootcamp
- National Center for Faculty Development and Diversity (NCFDD)
- Research Symposia
- Longitudinal Faculty Development
- FL-AGEP Repository (Tracking and Monitoring System)

Alliance Institutions

- Five Florida Institutions (3 HBCUs, 1 HSI, 1 Emerging HSI)
- Florida Agricultural & Mechanical University (FAMU) (lead institution)
- University of South Florida
- Florida International University
- Florida Memorial University
- Bethune Cookman University
- Virginia Tech



Trials, Triumphs, and COVID-19

- Several leadership team members transitioned positions or institutions within the first year.
- State and institution-based hiring freezes delaying the hiring of project coordinators
- Cancellation of in-person annual AGEP conference
- Implementing a case study virtually
- Administrative delays in subaward transfers
- Institutional and structural barriers toward project goals
- Negotiating institutional policies and practices (e.g., release time)

How We Pivoted

- Changed our evaluation approach (external evaluation team; internal evaluator)
- Transitioned from monthly to biweekly leadership team meetings
- Instituted bi-weekly project coordinator meetings
- Instituted an annual executive team meeting including institutional leaders of each alliance institution
- Re-designed research bootcamps to fit an online model
- Decreased participant goal to 180 URM women in STEM coupled with a strategy to enhance intentionality and better support participant outcomes

Social Science Research Component

- Research Design: Case Study
- Purpose: To understand the factors that influence the retention, recruitment, and promotion of early-career women of color (WOC) STEM faculty at higher education institutions within the U.S.
- Case study sites: Three case study sites for this research will include a Historically Black University (HBU), a Hispanic Serving Institution (HSI), and a predominantly White institution (PWI).
- Sample: early career WOC faculty, tenured faculty, department chairs, and diversity administrators
- Methods: interviews, document analysis

Preparing for Success Y2-Y4

- Monthly newsletter, highlighting information about the alliance partners and the project progress
- Three virtual bootcamps planned for Summer 2021
- Taking advantage of online AGEP conference and other virtual professional development opportunities
- Mobilizing Salesforce to gather real-time and longitudinal data of program participants' activities and outcomes
- Narrowing down case study sites with plans to begin data collection during summer 2021