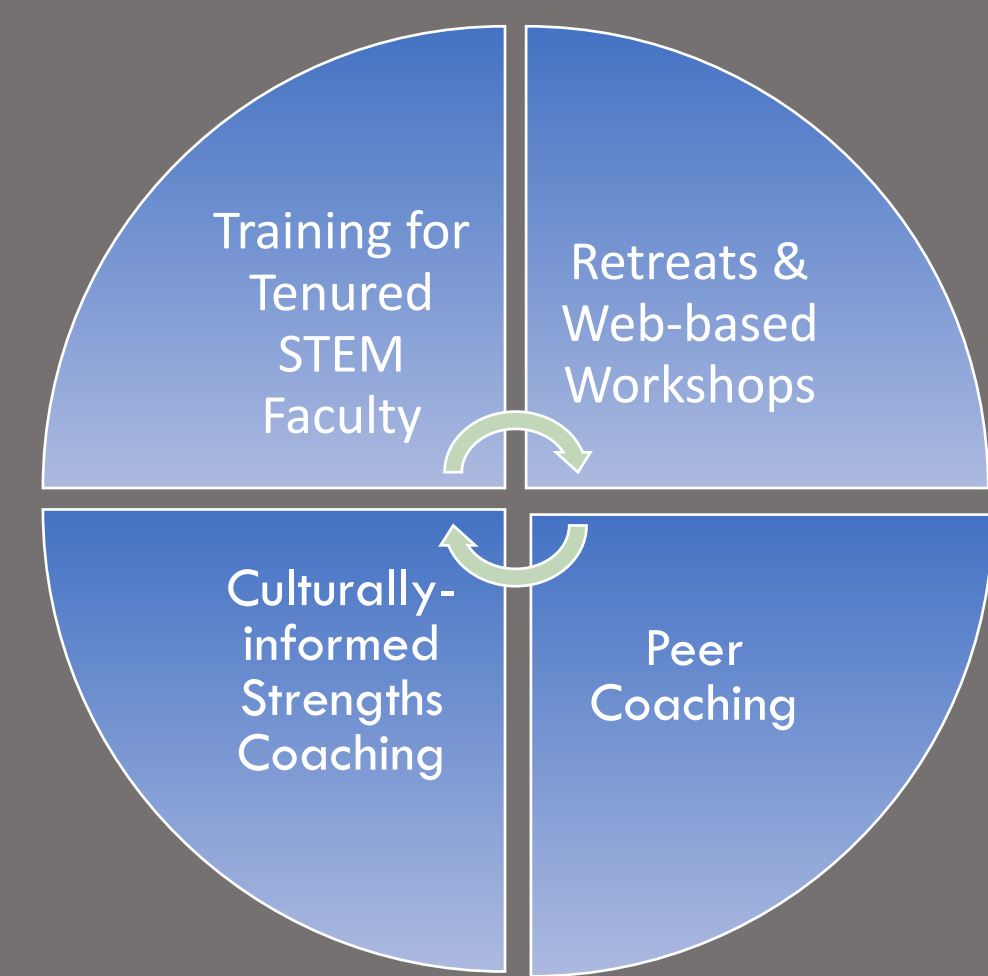


# Parallel Process in AGEP Alliance Dialogues

## 1. Abstract

The CSU AGEP Alliance intentionally structures alliance dialogues in parallel to participant interventions. Using a parallel process for alliance dialogues, members of the project team undergo many of the same interventions as coaches and participants. One of the more powerful dialogues is a monthly diversity, equity, and inclusion discussion facilitated by subject matter experts. The results of this structural element include (1) shared language and understanding across responsibility areas such as research, marketing, and operations, (2) closer rapport among project team members, (3) greater fidelity in participant and coach interventions, (4) a greater reach for potential institutional change, (5) a rewarding, introspective, concurrent professional development experience for project team members, and (6) high consistency in implementation across the alliance. This poster shares implications for alliance facilitation and communication and the impacts that parallel process can have on specific functions implemented by alliance members.



## 2. Alliance Goals

1

Develop, implement, study, evaluate, disseminate, and scale a culturally-informed strengths-based model for new CSU URM tenure-track/non-tenure-track STEM/STEM Education faculty.

2

Enable participants to bring their authentic selves to their roles as faculty by leveraging their natural talents, and the strengths embedded in their social and cultural identities to successfully navigate their institutional contexts.

3

Produce the following outcomes for early career STEM tenure-track/non-tenure-track faculty:

- Enhanced teaching experience and effectiveness
- Increased research and grant activity
- Strong professional networking community

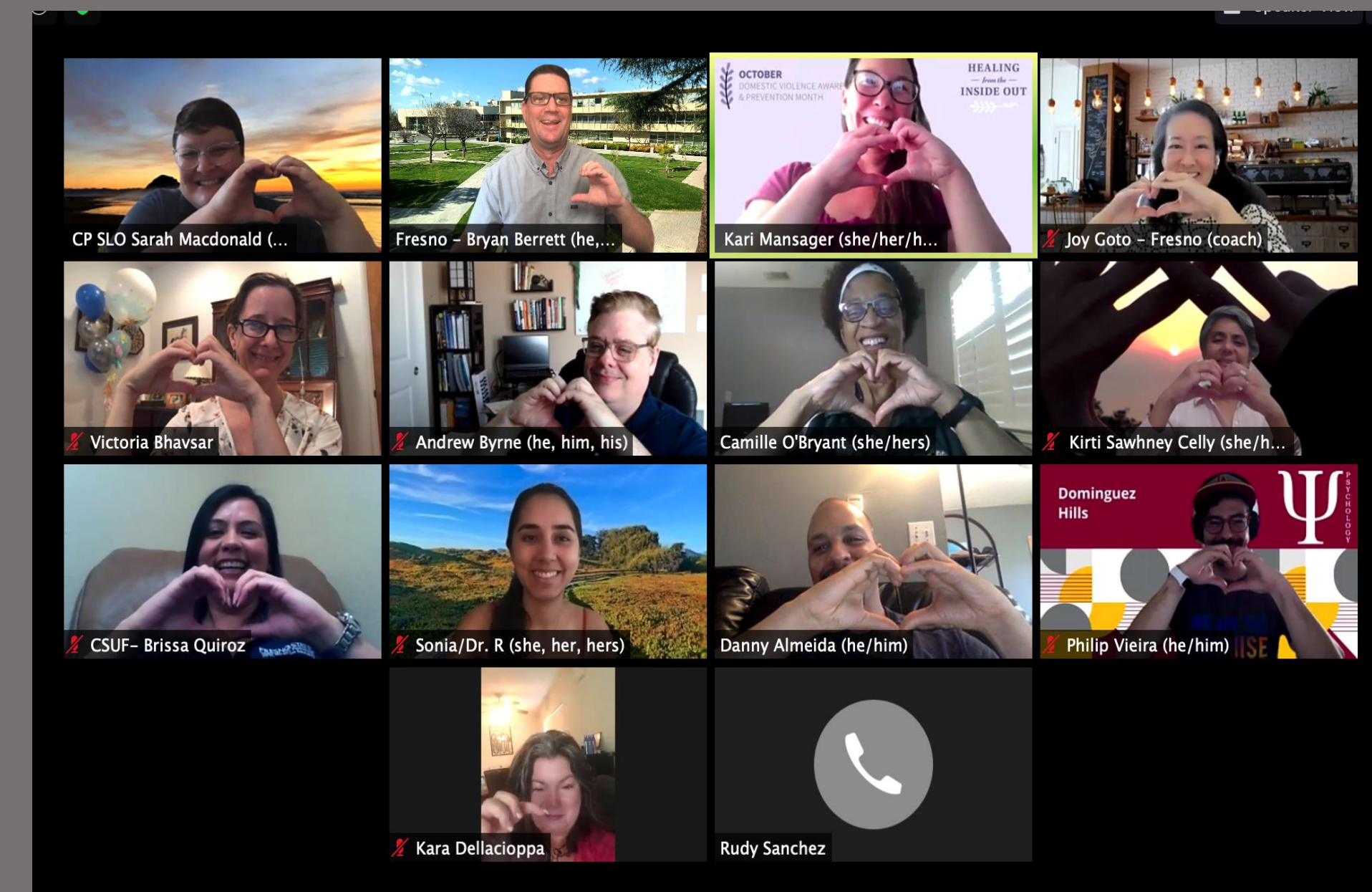
## 3. Parallel Process Facilitation

*Each group participates in parallel dialogues and interventions:*

✓ **Participants:** CSU tenure-track and non-tenure track STEM/STEM Education faculty

✓ **Coaches:** CSU tenured Associate or Full STEM/STEM Education Professors *with history of participation in initiatives to increase STEM Equity*

✓ **AGEP Project Team**



## 5. Highlighted Characteristics of Dialogue

- Collaborative, towards community understanding
- Re-evaluate and acknowledge assumptions and biases
- Bring out ambivalence
- Look for shared meaning
- Destabilize long-held ideas
- Listen without judgment
- Build relationships
- Honor silence

Adapted from Kardin & Sevig, 1997; Kachwaha, 2002; and Nissan, 1999 by UCLA Intergroup Dialogue Program, <https://www.igr.ucla.edu/>

## 4. Example: DEI Dialogues

...are a core component of participant experiences and coaching interventions,

...and a core component of coaches' participation,

...and a core component of the alliance team's monthly meeting routines.

## DEI Learning Objectives

- Create and define a shared language around marginalization, oppression, and experiences in STEM.
- Distinguish between the different levels of marginalization and oppression and explain why it is important to include attention to all levels in our work.
- Reflect on existing literature to identify the current status of various marginalized identity groups in STEM. Explain historical patterns related to the current status of these identity groups in STEM.
- Identify the impact of various identities, such as, race, ethnicity, gender, etc. and their intersectionality on recruitment and retention for tenure-track faculty in STEM..
- Explore how others have intervened. Develop skills to intervene at different levels of marginalization and oppression.



## 6. A Means of Change

By repeatedly engaging in a structured communication ritual, the structure is replicated- but the structure can also be changed at each interaction (Giddens, 1984); goal 1 & 2.

Experiences of oppression by those with multiple identities cannot be analyzed nor understood as isolated under separate identities (Crenshaw, 2016); goal 1 & 2.

An intersectional approach requires “dynamic interaction between individual and institutional factors” (Hancock, 2007); goal 2 & 3.

Institutional change is being documented extensively as dialogue through multicultural centers, intentionally cross-cultural conversations as the intervention (e.g., Tanaka, 2007); goal 2.

Crenshaw, K. (2016). The urgency of intersectionality [Video]. TED Conferences. [https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality)

Giddens, A. (1984). The Constitution of Society, University of California Press.

Hancock, A. M. (2007). When multiplication doesn't equal quick addition: Examining intersectionality as a research paradigm. *Perspectives on Politics*, 5(1), 63-79. doi:10.1017/S1537592707070065

Tanaka, G. (2007). *The Intercultural Campus: Transcending Culture & Power in American Higher Education*. Peter Lang Publishing, Inc.

## 7. Outcomes of Parallel Process

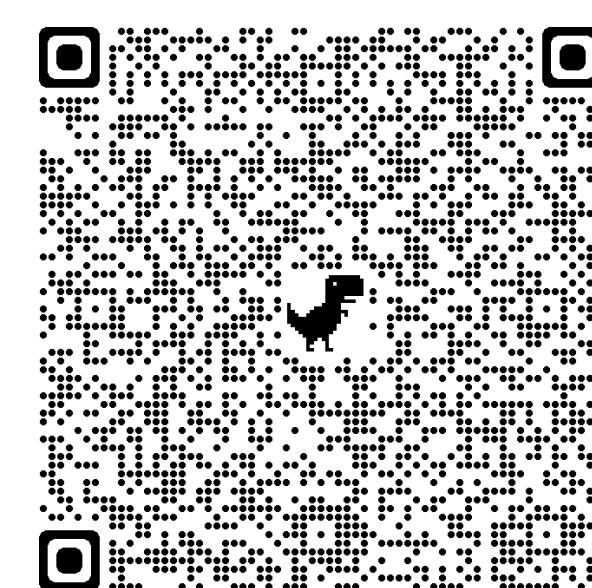
- (1) shared language and understanding across responsibility areas such as research, marketing, and operations,
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This material is based upon work supported by the National Science Foundation under Grant No. HRD: #1916056.



**FURTHER INFORMATION**  
[csu.agep.alliance@gmail.com](mailto:csu.agep.alliance@gmail.com)



### COLLABORATORS AND PROJECT TEAM

Bryan Berrett, CSU Fresno, Victoria Bhavsar, Cal Poly Pomona, Kirti Celly, CSU Dominguez Hills, April Dawn, Cal Poly Pomona, Kara Dellacioppa, CSU Dominguez Hills, Austin Ferguson, Cal Poly San Luis Obispo, Chandra Khan, CSU Dominguez Hills, Jane Lehr, Cal Poly San Luis Obispo, Andrew Lumpe, Evaluator, Kari Mansager, Cal Poly San Luis Obispo, Sarah Macdonald, Cal Poly San Luis Obispo, Camille O'Bryant, Cal Poly San Luis Obispo, Katherine O'Clair, Cal Poly San Luis Obispo, Sonia Ramrakhiyani, Cal Poly San Luis Obispo, Liana N. Rivera-Cardera, Cal Poly San Luis Obispo, Rudy Sanchez, CSU Fresno, Brissa Quiroz, CSU Fresno

Andrew M. Byrne, Co-PI and Poster Author  
Daniel J. Almeida, Primary Investigator and Project Lead