



Alliances for Graduate Education and the Professoriate (AGEP)

PROGRAM SOLICITATION

NSF 16-552

REPLACES DOCUMENT(S): NSF 14-505



National Science Foundation

Directorate for Education & Human Resources Division of Human Resource Development

Full Proposal Deadline(s) (due by 5 p.m. submitter's local time):

June 14, 2016

December 09, 2016

Second Friday in December, Annually Thereafter

IMPORTANT INFORMATION AND REVISION NOTES

In the Transformation Alliance track the requested duration increased from 42 to 60 months and the requested budget maximum increased from \$1,750,000 to \$2,000,000. The Knowledge Adoption and Translation and the Broadening Participation Research in STEM Education tracks were discontinued.

Any proposal submitted in response to this solicitation should be submitted in accordance with the revised NSF Proposal & Award Policies & Procedures Guide (PAPPG) (NSF 16-1), which is effective for proposals submitted, or due, on or after January 25, 2016.

SUMMARY OF PROGRAM REQUIREMENTS

General Information

Program Title:

Alliances for Graduate Education and the Professoriate (AGEP)

Synopsis of Program:

The Alliances for Graduate Education and the Professoriate (AGEP) program seeks to advance knowledge about models to improve pathways to the professoriate and success for historically underrepresented minority doctoral students, postdoctoral fellows and faculty, particularly African Americans, Hispanic Americans, American Indians, Alaska Natives, Native Hawaiians, and Native Pacific Islanders, in specific STEM disciplines and/or STEM education research fields. New and innovative models are encouraged, as are models that reproduce and/or replicate existing evidence-based alliances in significantly different disciplines, institutions, and participant cohorts.

Alliances for Graduate Education and Professoriate (AGEP) Program Logic Model

The **goal** of the AGEP program is to increase the number of historically underrepresented minority faculty, in specific STEM disciplines and STEM education research fields, by advancing knowledge about pathways to career success. **Objectives:** 1) to support the development, implementation and study of new models of doctoral education, postdoctoral training, and faculty advancement for URMs in specific STEM disciplines and STEM education research fields, and 2) to advance knowledge about the underlying issues, policies and practices impacting the participation, transitions and advancement of URMs in the STEM academy.

ASSUMPTIONS

- AGEP is committed to NSF's mission to "promote the progress of science" and it's strategic objective to integrate education and research to support the development of a diverse STEM workforce with cutting-edge capabilities (NSF Strategic Plan for 2014-1018).
- "The development of world-class talent in STEM is critical to America's global leadership....fostering an open and diverse scientific community that draws from an array of unique experiences and viewpoints is a necessary step to realizing this goal." (OSTP, 2015)
- Diverse groups lead to innovative solutions (Page, S., 2007) and broadening participation is a value-added proposition for STEM careers (EHR AC, 2014)

Situation and Problem

8% of senior faculty with STEM doctorates are URMs and URMs hold fewer tenured and tenure-track positions than non-URM peers.

- There are a lack of URM role models in the academy.
- Inequities in STEM postdoctoral training and faculty hiring processes.
- Institutional policies, practices and procedures that are barriers to URM STEM faculty success.

Inputs

Federal government administration and NSF leadership guidance.

- Political, economic and social influences.
- Staff: program directors and administrative staff.
- •Results from prior program evaluations, information gained from prior and current awards, and research contributions.
- Stakeholders: academia, industry, and professional organizations.
- ~\$8M of federal budget for awards.

Activities and Participation

- Awards: New alliance models of STEM doctoral education, postdoctoral training and faculty advancement.
- Social science and educational research components of awards to advance knowledge about underlying issues, policies and practices.
- PI meetings and outreach to non-awardees.
- Alignments with HRD, EHR and NSF investments and strategic planning.
- AGEP-funded workshops and conferences, RAPIDs and FAGERs.
- Ongoing program assessment and evaluation activities.

Short-term Outcomes

- New models of STEM doctoral education, postdoctoral training and faculty advancement for URMs emerge.
- Improved understanding of the underlying issues, policies and practices affecting participation, transitions and advancement of URMs in the STEM academy.
- Models advance research emphasis areas.
- Universities and professional organizations gain knowledge about models, policies and practices.

Mid-term Outcomes

- New models of STEM doctoral education, postdoctoral training and faculty advancement for URMs are peer reviewed and reproduced.
- Exemplars of excellence and success are disseminated and published.
- Universities adopt and adapt improved STEM hiring and workplace policies and practices to increase inclusion of URMs.
- Activities for model development, implementation and study inform other federal programs and foundation activities.

Long-term Outcomes

- Increased participation and advancement of URMs in STEM postdoctoral traineeships and in the STEM and STEM education research academic workforce.
- Increased knowledge base of research on STEM education and STEM academic workforce advancement of URMs.
- Greater diversity of university STEM research and education teams leads to advancing discoveries and innovative research.

AGEP: The Next Frontier

Model Adoption, Adaption, Replication, Reproduction, Scaling

Institutional Leadership, Climate, Policy, Procedure, and Practice Change

AGEP National Network





AGEP Program Solicitation Track Ideas from Stakeholders

- Research
- Institutional Transformation
- New AGEP Alliance Models
- Reproduction of AGEP Alliance Models
- Adaptation, Adoption, Translation of AGEP Alliance Models

AND/OR

Adaptation, Adoption, Translation of AGEP Strategies and Interventions



Primary URM Participant Target Group(s)

- Senior university leadership
- ► Tenured faculty
- ► Early-career tenure-track faculty
- ► Non-tenure track faculty and staff
- ► Postdoctoral research scholars
- Dissertating graduate students
- ► Beginning graduate students

