

The logo for the Education Development Center (EDC), consisting of the letters 'EDC' in white on a dark blue square background.

Education
Development
Center

LANGUAGE AS AN INDICATOR: HOW THE WORDS WE USE MATTER

An AGEP ECBC Webinar

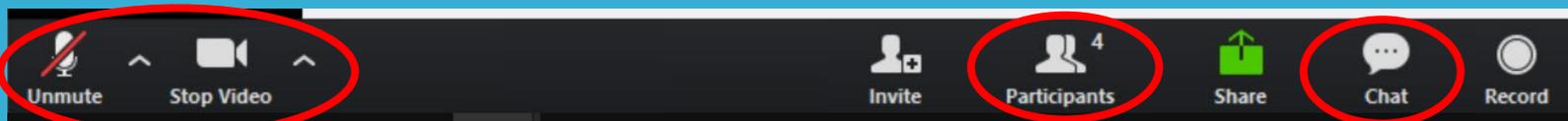
November 16, 2021



This webinar
is being
recorded

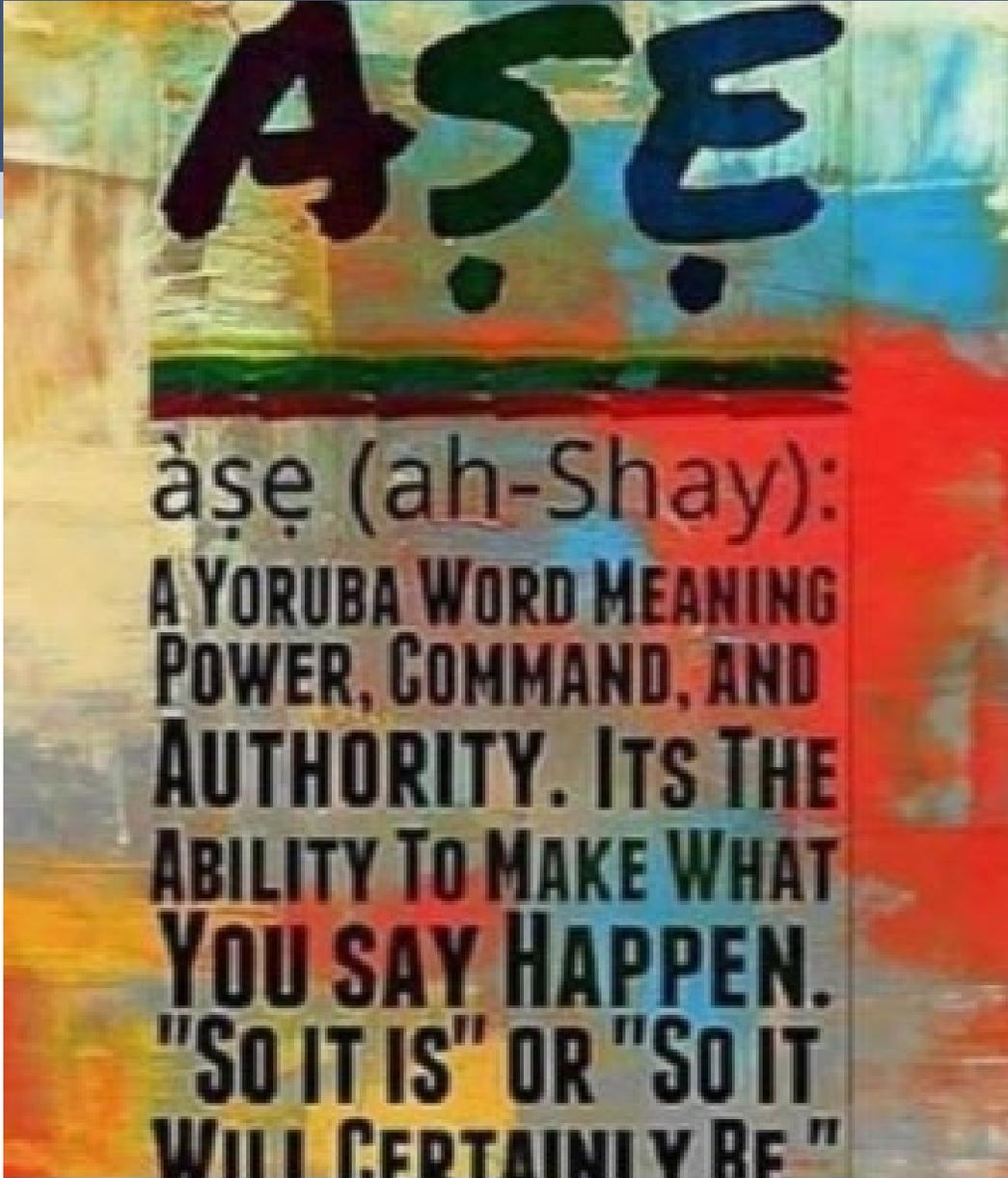
Suggested Webinar Etiquette

1. Edit your screen name to include your alliance
2. Mute yourself unless you are talking
3. Turn on video when talking
4. Use the chat to share comments and questions at any time
5. Use side by side mode for easy viewing



Welcome and overview

- People Matter: The ABC's of Dehumanization
- AGEP's Racial and Ethnic Diversity, Equity and Inclusion Terminology
- NSF AGEP announcements
- Small group discussion
- Wrap up
- NSF AGEP announcements



ÀŞÈ

àşẹ (ah-Shay):
A YORUBA WORD MEANING
POWER, COMMAND, AND
AUTHORITY. ITS THE
ABILITY TO MAKE WHAT
YOU SAY HAPPEN.
"SO IT IS" OR "SO IT
WILL CERTAINLY BE"

People Matter: The ABC's of Dehumanization

Alliances for Graduate
Education and the
Professoriate (AGEP)
Evaluation Capacity Building

Lisa R. Merriweather, PhD
University of North Carolina at Charlotte
NC-AGEP

The Power of Naming

I believe in the power and mystery of naming things. Language has the capacity to transform our cells, rearrange our learned patterns of behavior and redirect our thinking. I believe in naming what's right in front of us because that is often what is most invisible.

~Eva Ensler, playwright of *Vagina Monologues*~



Of course, the phenomenon in question would not ordinarily be thought of as violence: it is too respectable, too academic, too genteel for that. It is violence all the same, and deserves to be seen for what it is.
~Andrew Norman, 1999~

1

Ontological Commitments & The Social
Imaginary

Ontological Commitments

- Truth claims that function unconsciously
- Determined by normative rules and social conventions
- Framed by our deepest beliefs
- Support our assumptions
- Override other “realities”
- Demonstrated by what we say and do



COMMITMENT

Social Imaginaries

- Symbolic Images, imaginations, figurations, and iconography that set expectations
- Structures how one thinks about people and situates them within a continuum of acceptability.
- “ Powerful representations that express the most profound feeling of a society that nurture identities and ideologies” (Bouchard, 2017, p. 3).
- Results in misrecognition of identity based in ontological commitments.

Fanon's "The Fact of Blackness" (1952)

- Objecthood (nonbeing) vs Personhood
 - Defined in relation to whiteness (antithesis of whiteness, othered)
 - Imposition of ontological definition through violence (blackness is a constructed identity)
 - Overdetermined from externality (a type of uniform)
- "And so it is not I who make a meaning for myself, but it is the meaning that was already there, pre-existing, waiting for me"

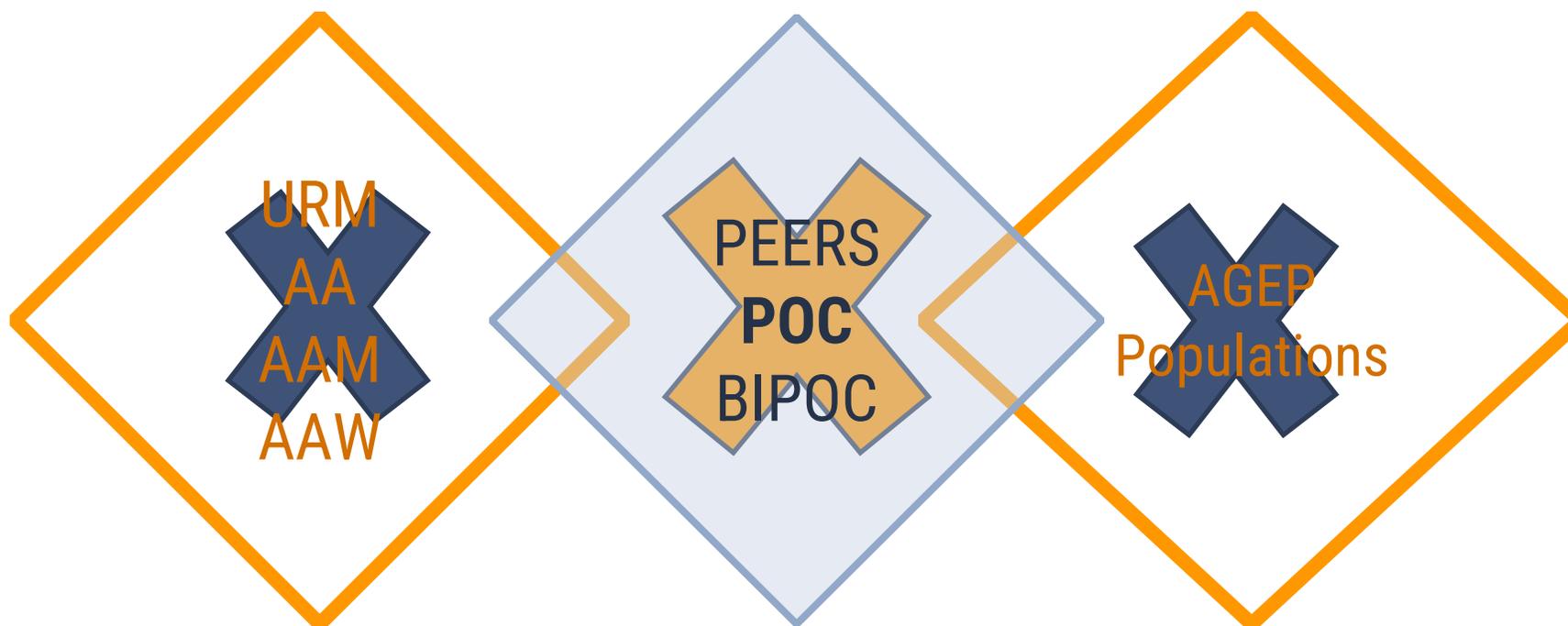


2

Naming as Political Act



Rejecting White Supremacist Labeling



Troubling URM

- “
- ~URM lacks cultural identity
 - ~URM lacks recognition of unique strengths and challenges
 - ~URM covers more than reveals
 - ~URM centers representation over justice

Williams,
2020

3

Reclamation of self

People are more than ABCs

“

~Language as critical practice

~Self definition as liberative practice,
turning to our roots

~Taking up space, writing ourselves
into humanity



I am a spiritual divine soul. I
will not shrink myself for
souls who will
not understand me. I am
divine. I am powerful. I am
light.

ASE !

Let's continue the dialogue

AGEP's Racial and Ethnic Diversity, Equity and Inclusion Terminology

Mark Leddy

Lead Program Director

Alliances for Graduate Education and the
Professoriate (AGEP) Program

National Science Foundation

November 16, 2021

AGEP Evaluation Capacity Building Conference



AGEP Solicitation and Logic Model Team



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Alliances for Graduate Education and the Professoriate (AGEP)

PROGRAM SOLICITATION

**REPLACES DOCUMENT(S):
NSF16-552**



National Science Foundation

Directorate for Education and Human Resources
Division of Human Resource Development

Letter of Intent Due Date(s) (required) (due by 5 p.m submitter's local time):

June 02, 2021

Letters of Intent are only required for those planning to submit a full AGEP Faculty Career Pathways Alliance Model proposal. Submitting a letter of intent automatically allows you to submit a full proposal to the August 24, 2021 deadline.

June 02, 2022

Letters of Intent are only required for those planning to submit a full AGEP Faculty Career Pathways Alliance Model proposal. Submitting a letter of intent automatically allows you to submit a full proposal to the August 25, 2022 deadline.

Preliminary Proposal Due Date(s) (required) (due by 5 p.m. submitter's local time):

February 08, 2022

Second Tuesday in February, Annually Thereafter

Preliminary proposals are only required for institutions of higher education that want to submit a full AGEP Institutional Transformation Alliance proposal.

Alliances for Graduate Education and Professoriate (AGEP) FY2020 Solicitation (21-576) Logic Model

The goal of the AGEP program is to increase the number of historically underrepresented minority (URM) faculty in STEM.

- AGEP is committed to NSF’s mission to promote the progress of science and the strategic objective to support the development of a diverse STEM workforce with cutting-edge capabilities (NSF Strategic Plan 2018-2022).
- “The development of world-class talent in STEM is critical to America’s global leadership...fostering an open and diverse scientific community...is a necessary step to realizing this goal ” (OSTP, 2015).
- Diverse groups lead to innovative solutions and broadening participation is a value-added proposition for STEM careers (EHR AC, 2014).
- “America’s diversity is a great strength. Leveraging that strength by broadening participation in the U.S. S&E enterprise will be crucial to fostering individual opportunity and a thriving economy” (NSB Vision 2030).
- Greater progress is possible than what has been seen to date; and a new AGEP approach is necessary that seeks to fund postsecondary academic collaborations to implement systemic and institutional change, using an intersectional lens, to reduce inequities for and to professionally advance URM doctoral students, who have advanced to candidacy, postdoctoral scholars and early career faculty.

Situation and Problem	Inputs	Activities	Short-term Outcomes (3-5 years)	Mid-term Outcomes (4-10 years)	Long-term Outcomes (10-20 years)
<ul style="list-style-type: none"> • ~8% of senior faculty with STEM doctorates are URMs (unchanged for a decade+). • URMs hold fewer tenured & tenure-track positions than non-URM peers. • Dearth of URM role models in the academy for students. • Inequities in STEM grad student & postdoctoral training; & faculty hiring, retention, and promotion processes. 	<ul style="list-style-type: none"> • Federal & NSF leadership guidance; NSF budget, program directors & staff. • Lessons learned from AGEP, ADVANCE & NSF INCLUDES investments, prior program evaluations, portfolio analyses, & research literature inform using collaborative systemic & institutional change approaches, with an intersectional lens. • Stakeholders: academia, industry, & professional organizations. 	<ul style="list-style-type: none"> • AGEP Solicitation requires awardees to use collaborations to develop & implement systemic & institutional change approaches, with an intersectional lens to reduce inequities for & professionally advance, URM graduate students, postdoctoral scholars & faculty. • AGEP proposal review & awards. • AGEP National Conferences, Evaluation Capacity Trainings, & technical assistance to awardees. • Program, division & directorate assessment & evaluation activities. • Broader dissemination to share lessons learned via NSF-funded syntheses, NSF publications, collaborations with NSF programs & other federal agencies (FC-STEM); sharing with professional societies & National Academies. 	<ul style="list-style-type: none"> • New models, collaborations &, systemic & institutional change approaches emerge. • Improved understanding of the collaborations & systemic & institutional change to improve policies & practices affecting participation, transitions & advancement of URMs in the STEM academy. • NSF, universities & professional organizations gain knowledge about changing institutional policies & practices. 	<ul style="list-style-type: none"> • Models & approaches for improving the equity of STEM doctoral education, postdoctoral training & faculty advancement for URMs are peer reviewed & reproduced by non-awardee institutions & organizations. • Exemplars of excellence & success are disseminated and published. • Non-funded universities adopt & adapt improved STEM policies & practices to increase inclusion of URM graduate students, postdoctoral scholars & non-tenure & tenure track faculty in STEM. 	<ul style="list-style-type: none"> • Increased participation & advancement of URM STEM faculty. • Increased knowledge base about institutional change to improve equity for URM STEM graduate students, postdoctoral scholars & non-tenure & tenure track faculty. • Increase in URM faculty & institutional transformation improves URM undergraduate & graduate enrollment & graduation.



General Considerations



Improving Our Communication

1. Showing respect, care and concern when colleagues struggle, or speak in ways that reveal a need to learn more about diversity, equity and inclusion, is important for opening and maintaining healthy and supportive dialogues.
2. Use person-first-language, such as “people who are African American,” not “African Americans,” or “those who are members of racial and ethnic groups underrepresented in STEM,” not “underrepresented racial and ethnic groups.”
3. When colleagues are meeting together, it is valuable to engage in a conversation about the language that will be used to discuss people who are affected by racial and ethnic inequities.

Suggestions

1. Discontinue or minimize the use of othering language or umbrella terms.
2. When using an umbrella term specify the congressional mandate/U.S. government directive.
3. Use person-first-language.
4. Be clear why terms such as “African American” are being used.
5. Always engage in a conversation about the language that will be used to discuss people.

Alliances for Graduate Education and the Professoriate (AGEP)

PROGRAM SOLICITATION

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Thanks so much!

Break-out Session Guidelines

- **Discussion questions:**
 - How does your Alliance approach the use language and terminology with respect to the communities you support?
 - What did you hear today that might inform future work?
- Time for break-out sessions: **20 minutes**
- Breakout conversations ***are not recorded***
- Please use this time to share and learn from each other!

Wrap-up



Plans for ECBC webinars in 2022

- Systems thinking in evaluation
- The role of evaluators in site visits
- Alliance presentations on evaluation strategies and methods

Send us your suggestions and ideas!



THANK YOU

Contact the AGEP ECBC team any time!

AGEP_ECBC@edc.org