

Institutional Racism

The events of the past two weeks have brought into high relief the need for change in our institutions, our standard operating procedures and our national mindset. They reinforce the urgency for success for our efforts to diversify the STEM doctoral student and faculty populations and build inclusive doctoral programs.

Organizational “sensemaking” is one of the key components of the AGEP-NC model of change. In this model “sensemaking” describes faculty and administrator engagement in understanding the discrepancies in experiences and outcomes for underrepresented minority doctoral students and faculty, searching out the causes, and imagining new processes and departmental ways of operating. According to a study by Adrianna Kezar (2013, Higher Education 65:761-780), “Three key elements of sensemaking/sensegiving appeared to move institutions toward transformation — depth of process; breadth of engagement across departments and campus-wide; and connection to strategies and barriers.”

This is a time for all involved in the AGEP-NC project to rededicate ourselves to understanding and learning more about institutional racism and how we can promote this understanding amongst our faculty colleagues in order to be able to do better when we engage in sensemaking. This will allow us and our colleagues to better see and understand our minority students’ lives, their pathways through our doctoral programs and campus life, and to develop strategies and plans and implement them in ways that ensure students’ success.

AGEP-NC Summer Alliance Meeting

Friday, July 17, 2020,

Hold the 10:00-3:00 window. Detailed agenda coming soon.

This meeting will be virtual, via Zoom.

Keynote Speaker



Robbin Chapman, Harvard Kennedy School

Associate Dean for Diversity, Inclusion and Belonging

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