

## Alliances for Graduate Education and the Professoriate

### Solicitation NSF 16-552

<http://www.nsf.gov/pubs/2016/nsf16552/nsf16552.htm?org=NSF>

Full Application Due: 7/14/16

Award ceiling: \$1,750,000 to \$2,000,000 (with a duration increase from 42 to 60 months)

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**Purpose:** Support advancing knowledge about innovative models of doctoral education, postdoctoral training and faculty advancement of historically underrepresented minorities.

**Particular Interest:** To advance knowledge about models to improve pathways to professoriate and success for underrepresented minority doctoral students, postdoctoral fellows and faculty in STEM disciplines and/or education research fields.

**Examples of Transformation Alliances Projects** (historically underrepresented minorities):

- Collaborative research projects representing institutions and organization,
- Develop, implement and study evidence-based models to transform doctoral education,
- Postdoctoral training, and faculty advancement in STEM disciplines and/or education research fields,
- Embed social science and education research to the knowledge base, and
- Transform models to eliminate or mitigate negative factors and promote positive policies and practices.

**Long-Term Goal:** of NSF AGEP is to support, the national goal of increasing the number of underrepresented minorities completing STEM graduate education research fields and contributing to the diversity of the STEM professoriate by advancing knowledge about pathways to career success.

**NSF Knowledge Building Areas Questions:**

- What are the underlying issues affecting the differential rates by underrepresented minorities in doctoral education, postdoctoral training and academic careers in STEM disciplines and education fields?
- What are the interpersonal, organizational, professional experiences and mechanisms in doctoral and postdoctoral settings that enhance or inhibit academic performance and professional development?
- Which model components have the greatest potential of reproducibility and sustainability across the Nation's postsecondary institutions?
- How does a diverse graduate student body, postdoctoral trainee population, and academic workforce affect innovation and productivity in STEM education research?

**Successful Project Will:**

- ✓ Advance knowledge about new models of STEM doctoral education, postdoctoral training and advancement;
- ✓ Advance knowledge about the underlying issues, policies and practices impacting the URMs in the STEM academy;
- ✓ Align with recommendations and strategies identified in reports from the President's Council of advisors on Science and Technology (2012); National Academy of Sciences (2011), and Council of Graduate Schools (2015);
- ✓ Strong projects include proof and prior model, development, research and implementation of outcomes;
- ✓ Describe how the model will advance information regarding the underlying issues, policies and practices in academic STEM disciplines and/or education fields;
- ✓ Investigate graduate education at dissertator level and any combination of the following:
  - Doctoral to postdoctoral training;
  - Doctoral study, postdoctoral training and/or industry to faculty positions;
  - From assistant to associate professorship; and
  - From non-tenured to tenured faculty status