

# Centering Care in the Academic Research Enterprise



Reflections and a Call to Action from the  
Inaugural Convening of Care



2024

Authored by the Convening of Care Collective



This work was supported by the National Science Foundation Award No. 2324401 and Award No. 2324402. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

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## Overview

This project was funded by NSF GRANTED as a partnership between an emerging research institution, the University of Colorado Colorado Springs (UCCS) (PI Emily Skop, NSF Award #2324402), an international professional society, the American Association of Geographers (AAG) (PI Risha RaQuelle NSF Award #2324401), along with an academic research enterprise organization, the National Organization of Research Development Professionals (NORDP). Together, we co-created the inaugural “Ethos of Care Credential for Transformational Change” and the inaugural “Convening of Care” to develop research strategies to mitigate Implicit bias and promote an ethos of care in the academic research enterprise. Early career faculty, academic research leaders, and academic research enterprise professionals engaged in deep conversations about the intractable and systematically entrenched problems of underrepresentation and carelessness in the academic research enterprise.

## Goals

This unique collaboration brought together three triads based on career affinities (early career faculty, academic research leaders, and academic research enterprise professionals) to develop the collective knowledge, skills, and talents within the nation’s academic research enterprise, especially at minority-serving and emerging research institutions. Participants learned together and shared knowledge in both affinity and mixed triads. In these diverse groupings, participants considered an undervalued topic in the sciences: a culture of care.

Participants engaged in the following activities:

- Grounding our work in collaboration and valuing lived experiences and perspectives,
- Sharing lessons learned from current and past initiatives related to an ethos of care,
- Considering innovative ideas and caring strategies to further realign our careful work,
- Recommending caring interventions that are expected to have broader impacts by developing and strengthening human capital within the academic research enterprise both in the short- and long-term.

## Structure

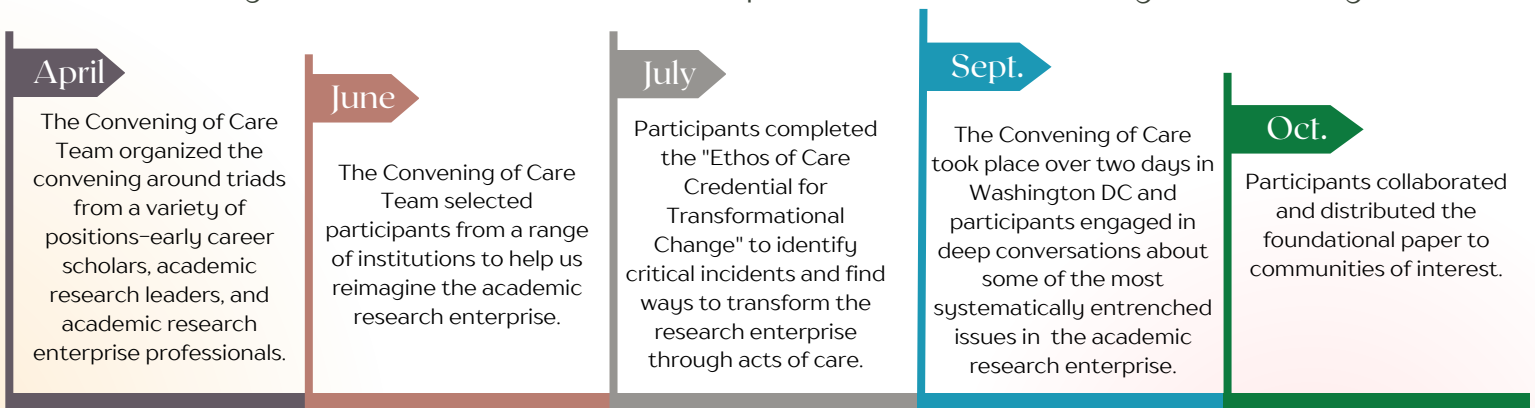
During Summer 2024, participants prepared for the convening by completing a pre-convening credential, “The Ethos of Care Credential for Transformational Change” (Syllabus available in Appendix A). Then, we met in Washington D.C. at AAG headquarters September 19–20, 2024. Each day began with a community agreement and activities including readings, deliberations, and design thinking sessions adapted from [West Virginia University ADVANCE Dialogues](#) dual-agenda techniques and [UCCS ADVANCE Project CREST](#) collaborative practices (see Appendix B for Convening Agenda). We crafted intentional spaces for deliberation and the sharing of values, vocabulary, and visions for potential change efforts (see Appendix C for Glossary of Terms compiled by the collective). We built upon the rich intellectual histories of an ethos of care (see Appendix D for our favorite books). We actively challenged each other on the assumptions, implications, and future directions for caring practices in the academic research enterprise.

## Foundational Paper Logistics

We agreed to contribute to writing a foundational paper post-convening to weave together possible reform efforts. In our collaborative effort to create a foundational paper, we invited individuals to work together to craft various sections; these groups are acknowledged in the table of contents. We hope these reflections spark inspiration and discussion, even as they reveal the complexities (and sometimes repetition and contradictions) inherent in collective work.

## Outcomes

From the credential to the convening, we have built a collective made up of care champions that aims to profoundly disrupt the harmful conditions of the academic research enterprise. There is exciting potential to make visible the many ways that an ethos of care can transform the academic research enterprise and positively impact the future. At the same time, the consequences of not doing this work have tremendous implications for the role of the university in a democratic society, and our ability to ensure the U.S. remains competitive in the context of global challenges.





# An Ethos of Care Pledge

1

Center our academic pursuits around a feminist ethic of knowledge production -- one that recognizes the long-standing inequities and injustices of academe.

2

Embrace an explicitly antiracist, feminist approach that highlights the compounded academic pressures and hypervisibility/invisibility of BIPOC scholars.

3

Develop, promote and reward strategies to do academic work that centers social justice imperatives.

4

Make space to hear and learn from uncomfortable, innovative and transgressive ideas.

5

Create transparency and fairness by setting, communicating and respecting clear boundaries. Take time each year to reflect and revise these boundaries in recognition that over the course of our personal and professional lives those boundaries adapt and change.

6

Protect our mental, emotional and physical well-being and growth in the research process by supporting each other's professional and personal aspirations.

7

Share and rotate the labor of intellectually joyful and tedious tasks.

8

Mentor up, down and across professional and personal life-course stages to unsettle hierarchical relationships and promote an ethos of care.

9

Disrupt perfection: share insights and experiences overcoming challenges, failures and rejections as well as motivations, successes and ambitions.

10

Humanize our work by valuing the intellectual and ethical centrality of friendship, connection and responsibility.

The hierarchies and inequities embedded in the research enterprise exclude, silence, and harm too many. Our current system operates at an unsustainable pace that is only increasing, and the design of institutional reward systems privilege the quantity of publications, grants, and awards we produce over the quality of the same. This leads, among other things, to neglect of the slow and vital work of public and community-engaged scholarship, and penalizes those with chronic illnesses and disabilities. The widespread valorization of perfectionism and individualism at the expense of iterative learning, multi-modal accessibility, and collaboration limits who is considered to have achieved success in academia, whether as scholars, leaders, or research enterprise professionals.

**A practice of care is necessary** for the intentional, long-term nurturance of those who are engaged in the life-long marathon of staying relevant and innovative in the academic research enterprise. We are, after all, whole people, not simply floating minds. We have emotional and physical needs. We have kinship responsibilities, are care-givers, and face financial challenges. We need to honor our personal boundaries and space, and make time for rest.

We are inspired to imagine a different academy by the scholarship of key feminist, anti-racist, and anti-colonial figures and collectives including Sara Ahmed, Vanessa Andreotti, Maura Borrego, adrienne maree brown, the Combahee River Collective, Veronica Gago, Carol Gilligan, Trisha Hershey, bell hooks, Elwood Jimmy, Audre Lorde, Leah Lakshmi Piepzna-Samarasinha, Margaret Price, the Puāwai Collective, Sami Schalk, Linda Tuhiwai Smith, Sharon Stein, and Idalis Villanueva-Alarcon (see Appendix D for a list of our favorite books related to the foundational scholarship on an ethos of care).

We invite others to engage with this critical scholarship alongside us, so that we might build meaningful care networks in our institutions and, crucially, in building authentic connections with communities we serve. In the words of Leah Lakshmi Piepzna-Samarasinha, “I believe we stand at the crossroads, between both the gifts and the unexpected, inevitable collapses of our work, and we have the opportunity to dream and keep dreaming ways to build emergent, resilient care webs.”

A large corpus of research demonstrates a persistent trend of racial and gender disparities in research accomplishments and outcomes. Despite numerous efforts at both local and federal levels to engage historically excluded researchers in the research enterprise (Desikan et al., 2023), these trends persist, suggesting that much of this exclusion is rooted in implicit biases throughout the research process (Pai et al., 2024). For instance, Ginther et al. (2011) and Nguyen et al. (2023) found that women and minoritized groups are significantly underfunded compared to white researchers in National Institute of Health (NIH) grant funding. Similarly, Chen et al. (2022) found the same trends for National Science Foundation (NSF) funding across all disciplinary directorates. De Kleijn et al. (2020) found that across and within a large globalized sample, men publish more, are awarded more grants and apply for more patents than women. Additionally, men tended to be represented in greater numbers among authors with a long publication history while women are highly represented among authors with a short publication history, suggesting that funding for women’s research stalled after a strong initial start. Witteman et al. (2019) found that when identities were known, grant applications by female principal investigators are evaluated more harshly than male principal investigators, suggesting that the difference is on the basis of gender, not the quality of their proposals. Many of these recent findings are consistent with patterns found throughout decades of previous research, with some of these studies extending previous work (i.e., De Kleijn et al., 2020).

Given the power of grant-making to make or break the careers of early researchers, it is a key site for enacting what Settles et al. (2022) call “epistemic exclusion,” or inherent biases within academic gatekeeping that end up systematically excluding people from marginalized identities from participating in the research enterprise and in the production of knowledge. Settles et al. (2022) argue that ostensibly neutral and objective evaluation metrics, many of which have a “return on investment” focus (Skop et al., 2021), devalue the work of marginalized groups and question their capacities for rigorous academic work. Other research has found that underrepresented researchers innovate at higher rates than those from majority groups (Hofstra et al., 2020). But contributions from underrepresented scholars tend to be discounted and they are less likely to hold academic positions, a process that Hofstra et al. (2020) refer to as the “diversity-innovation paradox.”



Epistemic exclusion also shows up earlier in individual career pathways. For instance, inequities in college preparatory schooling, exposure to STEM education, and racialized retention rates of undergraduates in research disciplines, all contribute to the “intractable” nature of exclusion. Riegle–Crumb et al. (2019) found that Black and Latinx undergraduates drop out of STEM fields at higher rates than white students, with a good percentage leaving their institutions altogether. They explain that minoritized students experience the exclusionary nature of STEM programs, with the need to “prove” oneself, as hostile and threatening. These different rates of persistence reproduce themselves, so that researchers from groups with cumulative advantages sustain successful and productive research careers, thus reinforcing underrepresentation (Chen et al., 2022).

Furthermore, **denial—or at least a lack of acknowledgement—of these systemic issues exacerbates these problems**, as they become individualized and seen as personal failures (Villalpando & Bernal, 2002). This can lead academic communities to ignore or fail to acknowledge inequities in achievement, minimize the concerns of people who leave academia, “whitewash” the differential departure of scholars of color, and fail to recognize additional labor expectations put upon minoritized faculty (Domingo et al., 2022; Griffin, 2019).

The term “leaky pipeline” (Pell, 1996) has long been used to describe the challenges of retaining marginalized groups, but that deficit–language term makes the individual responsible for leaving the pipeline (Miranda, 2021). We suggest that the research enterprise is more accurately described as a **multi-layered care ecosystem**, one that contains many overlapping relationships of interdependency, symbiosis, and connection. This care ecosystem is neither wholly oppressive or wholly emancipatory, because there are moments when gatekeeping and decision–making either limit or encourage individuals when they enter and pursue a career in the research enterprise.



Evidence-based studies on underrepresentation in academic research:

- Women and minoritized faculty have a smaller footprint in the academic research enterprise that includes grant awards and grant applications (De Kleijn, 2020).
- Recent research demonstrates distributions of average external review scores were found to exhibit systematic offsets based on PI race (Ginther et al., 2011), and that women and minoritized faculty face bias in the grant review process (Witteman et al., 2019).
- Women- and minority-identified faculty have lower odds of receiving sponsored program funding (Eblen et al., 2016).
- When women garner funding, they receive about \$40,000 less in first time awards (Kaiser, 2019) and are less likely to get their grant renewed (Kaatz et al., 2016).
- Recent research finds that the distribution of grant funding has been historically disparate with significant gender, racial, and ethnic inequalities (Nguyen et al., 2023).
- Data analyzed from the NSF indicates that racial disparities persisted over twenty years of funding across every field of science between 1996 and 2016 (Chen et al., 2022).
- Recent research demonstrates that underrepresented scholars produce higher rates of scientific novelty, yet they do not persist in the academic systems where the innovation is created (Hofstra et al., 2020)
- The prevalence and persistence of racial and gender disparities in funding have cascading impacts that perpetuate a cumulative advantage to white, male-identified PIs across all of science, technology, engineering, and mathematics (NASEM, 2023).

**To fight such deeply ingrained inequities, we must be willing to do both internal and external care work to broaden participation in the academic research enterprise.**

During the convening, we considered the root causes of underrepresentation and carelessness in the academic research enterprise. Below, we provide a summary of some of the themes from the notes and personal reflections from our discussions. While other sections focus on presenting evidence from a range of peer-reviewed references, this section provides evidence primarily from the lived experience of participants and other crucial threads of information beyond traditional sources. As a recent NASEM (2023) report stated, there must be “the prioritization of personal knowledge and firsthand accounts that produce complementary evidence when the published research is lacking in such perspectives.”

## **The Western-Influenced University**

Critiques of the modern, Western-influenced university highlight a model that thrives on competition, commodification, and crises. Crises, both real and manufactured, have become a recurring theme in higher education, feeding into an institutional culture where universities are in a constant scramble for research money, prestige, and student enrollment. This model turns education into a marketplace, where universities are essentially brands fighting for dominance. Like in any competitive market, inequality is rife.

One of the most glaring inequalities in this system discussed during the convening is in the allocation of research funding. Women of color and minoritized scholars face a double-edged sword, with barriers based on both race and gender compounding their struggle for access to research funding and career advancement. This isn't just an oversight or coincidence, it's part of a deeper systemic issue within academic structures.

## **Universities as Colonial Institutions**

Universities, as they stand today, are also colonialist institutions, according to critical observations made during the convening. Historically, universities have served as the intellectual arm of colonization, spreading Western knowledge and values at the expense of indigenous ways of knowing, as well as often being specifically founded as part of colonial expansionist policies. This colonial legacy isn't a relic of the past but persists today in the way universities are funded and operated. Racism seeps into how resources are allocated, with wealthier, predominantly white universities attracting larger sums of money.

## **Research Funding Inequalities**

The internal allocation of funds mirrors external disparities. Those that pull in the most money—think STEM fields and business schools—receive the bulk of institutional resources. Humanities, social sciences, ethnic studies, and gender studies, on the other hand, are often left seeking and sometimes receiving less funding, despite being a key provider of university teaching. These departments, which some participants observed as often pushing back against dominant narratives, aren't viewed as “profitable” by university leadership and those who are more focused on return on investment.

### **An Obsession with Job Preparation**

Another theme that emerged from the convening discussions is how universities are often obsessed with job preparation. Success rates of graduate programs are often publicly linked with higher job preparation and placement rates (sometimes this is even required by federal rules). Inevitably this has led to higher education becoming deeply entwined with the labor market, with universities more concerned about how to link their graduates to prospective employers than they are about fostering a well-rounded education. Entire degree programs and courses are designed with a corporate mentality—students are not just learners, they're "human capital." Many universities also push specific alliances with companies, some of which go beyond internships to the actual co-creation of curricula.

This approach is often at odds with understanding higher education as a space for cultivating critical thinkers, responsible citizens, and well-rounded individuals. Instead, universities churn out graduates ready to slot into existing economic systems, without questioning the validity of those systems for the well-being of students, or society more generally.

### **Departmental Consequences**

During the convening, the competitive atmosphere created by the neoliberal model that has even deeper consequences at the department level also surfaced as a theme. Faculty are overworked, sacrificing personal time and family life to meet the ever-increasing demands of publishing, teaching, and service. There's a toxic culture of overwork, where success is often measured by productivity rather than well-being. Professors are expected to churn out research papers, many of them in high-impact journals requiring years of work to acquire and analyze the data, and secure grants while taking on heavier teaching loads and serving on committees. Faculty manage these expectations while also dealing with disappearing tenure-track positions and an increased reliance on precarious adjunct labor.

### **The Self-Care Paradox**

Participants shared how self-care, though increasingly talked about in university settings, is often little more than window dressing. While institutions pay lip service to the importance of mental health and work-life balance, the reality is that policies designed to support faculty, staff, or students in these areas are almost always secondary to the push for greater productivity and research dollars. If you're not publishing or bringing in funding, you're falling behind, no matter how hard you're working or what personal sacrifices you're making. The system, by design, rewards output over well-being, making real self-care impossible for most.

### **Power Structures and Patriarchal Hierarchies**

Critical discussions also highlighted how universities, steeped in patriarchal and colonial histories, maintain power structures that marginalize women, especially women of color. Their voices are often sidelined in decision-making processes, research funding, and institutional priorities. This brings us to the intersection of post-colonial, anti-racist, anti-colonial, feminist perspectives, and the neoliberal university model. These perspectives offer a critical lens through which we can understand the harm of the current academic system.

The neoliberal university reinforces these hierarchies, commodifying knowledge in a way that privileges the contributions of white men and devalues the labor and intellectual work of women and people of color. It's a system that thrives on exclusion while pretending to champion diversity and inclusion.

### **Moving Forward Through a Braided Approach**

Incorporating a braided approach to these issues—where the intersections of race, gender, colonialism, and neoliberalism are understood as interconnected strands—is vital to exposing and dismantling the harms of this model, according to discussions during the convening. When we move towards braiding (see table on next page), we also recognize that polarities along a continuum are a better framing than binaries. Feminist Postcolonial Theory helps us see how the same dynamics of exploitation, competition, and colonization that exist in broader society are mirrored and magnified within the university. The endless quest for funding and prestige, the overworking of faculty, and the marginalization of non-white, non-male voices are not isolated problems but are part of a broader system designed to perpetuate inequality.

### **The University as an Inclusive Community**

One conclusion from the convening was that a shift away from a brick model to a braiding approach would mean restructuring the university not as a business or a competitive battlefield, but as a caring community focused on collective knowledge-building, inclusivity, and well-being. Instead of measuring success in terms of research dollars, publication counts, or job placement statistics, we could measure it in terms of social impact, the diversity of thought, and the well-being of students and staff. Creative disruption by adding restive periods enabling recovery, rest, reset and self-care can provide valuable human experience. Imagine an institution that truly values the voices and experiences of marginalized communities, that fosters collaboration over competition, and that places well-being at the center of its mission.

The road to such a transformation is long and difficult, but by pulling together the threads of feminist, post-colonial, and anti-neoliberal critiques, we can begin to imagine what a decolonized, equitable, and caring university might look like.



# TOWARDS BRAIDING

## The Shifting Polarities of Bricks and Threads

Bricks	Threads
Individuality	Interwovenness
Fixed forms	Flexibility
Binaries	Polarities
Linear time	Layered Time
Achievement	Groundedness
External Validation	Relationality
Identifying Goals	Entanglement
Progress-Oriented	Generosity
Monumental	Minimal Impact
Knowledge Accumulation	Earned Knowledge
Rationality	Sustainability
Violence	Quiet Sensibilities
Universality	Multiple ways of knowing



# Embedding Caring Language

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Embedding caring language within our academic world is a necessary part of embedding an ethos of care within the academy. Language in the form of policies, organizational documents, and interpersonal relations cannot change organizational culture alone. Language must be connected to individuals' actions and the underlying values of an organization in order to manifest a cultural shift within an organization (Groves et al., 2011). Understanding the different spaces where we can embrace caring communication is a first step to translating our communication into actions and structures that cement an ethos of care into the day-to-day practices within our institutions.

Caring language can be embedded within universities and colleges within a number of different spaces. Based on the discussion during the Convening of Care Workshops in Washington, DC in September 19–20, 2024, we identified several of these spaces, both internal and external to the university, where it is possible to intentionally reframe our orientation towards language that reflects a commitment to inclusivity, relationship, collaboration, community, and experience. Below, we begin to map these in order to demonstrate the myriad communicative spaces where caring language can begin to change how we approach our work within the academy.

- Institution/University
  - Tenure and promotion policies
  - Hiring practices (interview process, communication around hiring, job talks)
  - Leave policies/practices (bereavement, family care, medical, maternity/paternity)
- Department
  - Tenure and promotion policies
  - Hiring practices (interview process, communication around hiring, job talks)
  - Faculty meetings/retreats/strategic planning (timing, power dynamics)
- Classroom
  - Syllabi
  - Assignments and lab instructions
- Individual/Interpersonal
  - Background and culture (such as lived experiences of those who are minoritized)
  - Collegiality standards for scholarly disagreements and power imbalances

- Lab/Research Team
  - Author and data sharing agreements
  - Training and mentorship
- Community
  - Embedding caring language when working with communities of interest
  - Crafting research agreements with communities of interest (especially how we use “their” languages)
  - Avoiding using words like “targeted population” or “stakeholders”
- Funders
  - Notices of funding opportunities
  - Accessible Websites
  - Transparent Policies (“safe research environments,” mentoring training)

Each of these bullets represents a space where we can take the time to reflect and evaluate the language we use in our day-to-day work within the academy. Short-term strategies to embed caring language require people to pay extra attention to the words and terminology used in daily life (e.g., workplace, classrooms) and long-lived documents and policies of institutions. In turn, this can feed into a longer-term strategy to shift/evolve both the institutional practices and the mindset of those who work there towards a caring culture. Meanwhile, the development of such a caring mindset comes from a structural change in behaviors to combat against white supremacy, patriarchy, and colonialism.

### **Caring Metaphors**

In an article on creating a team culture of belonging and integrity, Liston and Fitzgerald (2024) use the metaphor of a relay race to depict the collaborative, long-term knowledge-generating enterprise in science. Team members in one “generation” accept the baton from the previous one, carry it for a while, and then pass it on to subsequent lab members who accept the challenge of answering new questions or generating alternative solutions. For these authors, the relay race metaphor depicts the progressive nature of knowledge-building; values such as quality and consistency; and the need for team (as opposed to individual) recognition. With this thread, we offer additional metaphors for inclusivity, collaboration, and community in the research enterprise, and encourage consideration of how their intentional, everyday use can reflect the shared values of a team, department, or institution.

### **The Mosaic (or Kaleidoscope)**

- Description: A mosaic is made up of many individual pieces, each unique in color and shape, that come together to form a beautiful and cohesive whole.
- Meaning: Just like the individual pieces in a mosaic, each team member contributes their unique skills and perspectives to create a greater outcome that could not be achieved alone.

### **The Orchestra**

- Description: In an orchestra, different musicians play various instruments, each contributing to a symphony's harmonious performance.
- Meaning: This metaphor emphasizes that while each musician has a distinct instrument, score, or role to play, it is their collaboration and coordination that create beautiful music, just like in a team where each member's contribution leads to success.

### **The Garden**

- Description: A garden thrives when different plants, flowers, and vegetables are grown together, synergistically contributing to the ecosystem.
- Meaning: This metaphor illustrates that in a collaborative environment, diverse contributions and skills help everyone flourish interdependently, creating a rich and vibrant atmosphere.

### **The Collage**

- Description: A collage represents the rearrangement, layering, and blending of many pieces into a new work of art.
- Meaning: Like the collage artist, we can thoughtfully recombine and integrate our seemingly disparate or fragmented knowledge, skills, and experiences to create a new whole or outcome.

### **The Rowing Team**

- Description: Rowers in a boat must synchronize their movements to move forward effectively.
- Meaning: This metaphor emphasizes the importance of working in harmony, where each member's effort is crucial for the team's success, while emphasizing that collaboration requires communication, alignment, and coordination.

**The Patchwork Quilt**

- Description: A quilt is made of many different square pieces sewn together to create a colorful, warm, and functional blanket.
- Meaning: Each patch represents the individuality of team members, and together they create something much larger and more valuable, illustrating that diverse perspectives and experiences strengthen the new whole.

**The Construction Crew**

- Description: A construction team builds a structure, with each worker bringing specialized knowledge and skills, and being responsible for different aspects of the project—plumbing, electrical, masonry, carpentry, etc.
- Meaning: This metaphor highlights how different skills and areas of expertise are needed to create a successful project, emphasizing that collaboration, communication, and proper staging are essential for building something significant, and durable.



## Other Ways to Embed Caring Language in Lab/Research Team Manuals, Standard Operating Procedures, and Policies

The importance of explicitly communicating and operationalizing shared expectations and values through written “lab guides” and policies cannot be emphasized enough. The following principles illustrate how care language can be woven into these formal documents:

- Inclusive Language: Use of gender-neutral and inclusive language
- Collaborative Approaches: Language highlighting the importance of teamwork and collaboration in protocols and practices; how different roles contribute to interdependent research projects and workflows
- Emphasizing Relationship-Building: Language emphasizing the importance of rapport and relationship-building within the team and with external collaborators
- Feedback and Communication: Language reflecting expectations for clear/respectful communication; encouraging curiosity, open dialogue, and constructive feedback
- Training and Mentorship: Emphasis on mentorship and peer support/guidance as integral to the research process, e.g., terms such as pair/dyad, partnering, guiding, and facilitating
- Regular Reflection and Assessment: Words reflecting the use of routine check-ins regarding lab/team culture; framing that creates a sense of openness, trust, and safety
- Acknowledging Achievements and Setbacks: Terms emphasizing collective success, effort, process, team dynamics, and reaching milestones; framing setbacks and failures as normal and common aspects of the research process
- Diversity and Inclusivity: Language that affirms and reiterates diversity, equity, inclusion, and belonging in the team/lab; where prohibited by law, teams can instead focus on affirming the lived experiences of all team members and how diverse backgrounds can enhance research perspectives
- Community Engagement: Language recognizing the broader impact of research by explicitly encouraging community outreach, engagement, and partnership
- Emphasis on Supportive Well-Being: Normalizing personal physical, mental, and emotional well-being with explicit use of terms conveying expectations of rest, breaks, and use of personal/vacation time; also, using language that normalizes periods of stress and difficulty, and how team members can support each other

# Recommendations: Short-Term Actions

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To help guide our exploration of realistic potential short-term actions within the context of the academic research enterprise, some participants in the convening asked themselves: **What could I (or my department or my institution) start next semester?** This prompt grounded most suggestions for short-term actions, activities, programs, and resources in two criteria: 1) low activation needs/requirements, and/or 2) an emphasis on increasing access to or building on existing resources.

In criterion 1, we highlight actions, activities, programs, and resources that require little to no funding, a limited amount of advance planning, and a limited amount of time to pilot. Notably, being low activation need does not mean that these cannot be high impact. In criterion 2, we highlight existing resources, or the actions, activities, programs, and resources that are already offered within or adjacent to the academic research enterprise where there is an opportunity to elevate, add, or more explicitly emphasize care. Additionally, we intentionally highlight potential short-term actions that can be implemented by different levels of the organization, considering all personnel involved in the academic research enterprise, including faculty, leaders, staff, and students. Finally, we acknowledge that the suggestions below are not exhaustive, and some will not be possible to implement in the short-term dependent on a wide variety of factors that affect individual institutions (e.g., state regulations, financial outlook, and organizational structure).

Below we describe short-term action item related to care. These are actions that can be implemented within six months. Most actions are low risk but have the potential for high impact. Using the acronym **CARE**, we present four categories of short-term actions that emphasize 1) **C**onnection, 2) **A**ccessibility, 3) **R**ecognition, and 4) **E**MBEDDING into existing resources. These themes were not pre-determined, rather they emerged from collaborative sessions of participants in the convening.

**Connection**

Building connection, especially in our everyday interactions and ordinary places and structures, is our first area of emphasis for short-term actions. Interactions in the academic research enterprise can be transactional and compulsory, which may not necessarily promote real human connection without some intentionality. The suggestions here are low activation need activities that have the potential for high impact that emphasize building connections that are beyond transactional and transcend bounded reporting structures. Though video conferences are time efficient and work well for many interactions, we suggest the activities below be conducted in-person whenever possible to strengthen these connections. Examples include having lunch with new faculty, connecting with a colleague at the campus library, inviting an early career colleague for a walk, inviting department leaders to have a coffee, joining colleagues for arts-based activities (e.g., poetry readings and art showings), and/or starting every meeting with a connecting activity (e.g., a shout-out celebrating individual and/or unit successes or a check-in gauging everyone's mood before proceeding). All of these activities can help when we need to have harder conversations to discuss challenges and solutions.

**Access**

Increasing awareness of and access to resources that provide or support care in the academic research enterprise is our second area of emphasis for short-term actions. Participants pointed to many examples that already exist at their institutions that already provide or promote care; however, they may not have as much visibility as desired and/or may not always be framed as caring. Identifying these existing resources and labeling them as caring is a low resource need activity that can serve different personnel in the academic research enterprise. Examples might include leveraging people (connectors) as a resource, adopting an open-door policy and/or, consolidating a list of resources and hosting them on a website.

**Recognition**

Recognizing those delivering care in the academic research enterprise is a low activation need activity that not only honors the individuals and programs providing care but can also elevate the concept of care, making it more visible to others in the research enterprise ecosystem. Examples include formal awards with a nomination process to recognize individuals within an institution or a professional organization, and/or informal recognition, such as during a meeting or during one-on-one interactions.

## Existing Resources

Leveraging existing resources within or adjacent to the academic research enterprise is our fourth area of emphasis for short-term actions. Unlike the resources in the access theme, the resources conceived of in this theme do not provide care in the academic research enterprise yet. There is opportunity with some investment of time and intentionality. Of course, the path to reframing these resources as spaces for highlighting care will vary greatly depending on the willingness of the resource owner, organizational culture, and many other factors that are worth exploring. Examples may include adding caring components to professional development and mentoring programs for trainees, faculty, and staff (e.g., creating wellness plans and differentiated workloads), modifying the search process to care for candidates, (e.g., creating sufficient breaks, inviting sincere feedback and constructive criticism), and offering refreshments at meetings and gatherings; as well as modifying the tenure and promotion process (e.g., regarding careful activities such as engaged scholarship and providing greater transparency about which activities count).

Wherever you find yourself in the academic research enterprise, these are some things you can do to reinforce a culture of care right away!

- Celebrate joys and accomplishments
- Model and teach care
- Be accountable
- Build bridges with like-minded people across disciplines/hierarchies
- Model good teamwork
- Use caring, inviting language
- Normalize challenges, setbacks, and failure
- Create welcoming office spaces

# Recommendations: Long-Term Strategies

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To implement an ethos of care framework for institutional transformation in the academic research enterprise, long-term recommendations include revising policies, processes, and practices, and creating new initiatives to promote equity and inclusion, and to interrupt bias. Below, we outline potential roles and responsibilities of research leaders, research enterprise professionals, and early career scholars in this framework.

An ethos of care in the campus research environment can begin during the faculty recruitment and hiring processes. Research leaders and research enterprise professionals can offer a 30-minute session with each candidate to explain the research development support, services, and opportunities offered by the institution and to give examples of caring in the academic research enterprise. These meetings can emphasize specific support for all researchers and underscore efforts to create inclusive research environments, signaling that the ethos of care is part of the campus culture to potential hires. Early and senior research scholars can advocate for anonymous recruitment processes, where information about a candidate's school and dissertation advisor is anonymized, to reduce bias and promote fairness. Maintaining respect throughout the job search process and requesting transparent communication about unsuccessful applications can also help normalize care in hiring practices. For example, visible support systems such as informing candidates about care leave policies, retirement plans, and other benefits during campus visits can reinforce a commitment to a culture of care.

An ethos of care in the research enterprise can be encoded in faculty evaluation and promotion policies and practices. For example, the University of California added new language to Academic Personnel Policy that requires that faculty contributions to diversity, equity, and inclusion receive recognition and reward in the academic review process ([UCAdvance](#)). Contributions to diversity, equity and inclusion in faculty research might also include recruiting and retaining diverse graduate students and postdoctoral scholars, effective mentoring of diverse students in undergraduate research, and conducting research on topics related to diversity, equity, and inclusion.

In addition, academic evaluation policies can expand the scope of scholarship that is recognized and rewarded to include non-traditional disciplinary topics and forms of scholarship such as community-engaged research, as well as the effort that goes into submitting publications, grants, and fellowship applications, even if they are not accepted or funded. This includes effective mentoring to navigate these processes



and advocating for evaluations that recognize diverse contributions, including care work and non-traditional forms of scholarship. Creating and enforcing differentiated workload policies that recognize that there are legitimate differences in faculty development needs, interests and abilities is also a long-term strategy to move forward systematically with an ethos of care.

To initiate new systems of care in the research enterprise, research leaders and research enterprise professionals can institute new programs that address specific challenges faced by faculty members from marginalized positions. For example, research enterprise professionals can offer workshops for faculty development about inclusive research collaboration, creating equitable collaboration plans, and developing strategic and supportive research networks (see for example research collaboration toolkits developed by the University of Massachusetts Amherst ([ADVANCE](#)) and University of California Santa Barbara ([UCSB Inclusive Team Toolkit](#))).

While it may seem like early career faculty should not have to hesitate to ask for such programs, research leaders may be in a better position to advocate for institutional investment. These investments may include inclusive seed grant programs that address the particular funding needs of minoritized faculty, such as a “[Rising Star Award](#)” that can offer professional support to scholars at the beginning of their careers. Research leaders can also take steps to ensure that existing internal grant programs and processes to nominate faculty for prizes and awards are inclusive and free of bias using intersectional rubrics. Research leaders and research enterprise professionals can develop early career mentoring programs that aim to support new hires in establishing research programs and help scholars to develop proposals for extramural funding that can help launch new programming.

The NSF ADVANCE Program has funded successful mentoring programs inclusive of the research enterprise, such as LAUNCH Committees at University of Michigan ([LAUNCH Committees](#)). Other effective ADVANCE projects use proposal writing bootcamps to improve proposal award rates for diverse faculty. For example, ADVANCE projects at both Montana State University ([ADVANCE Project TRACS](#)) and University of Colorado at Colorado Springs ([ADVANCE Project CREST](#)) developed effective proposal writing bootcamps. Smith et al. (2017) found statistically significant differences in proposal award rates for diverse faculty who participated in the MSU bootcamp. Another group of researchers studying women participating in university-sponsored proposal writing bootcamps found similar results, with those women having higher rates of future proposal awards than those who had not participated (Stoops et al., 2023).

In mentoring, research enterprises can adopt successful models like the LAUNCH and/or UMass ADVANCE Program, which focus on mutual mentoring and integrating care into these relationships. These professional development resources provide care-centered guidance to early career scholars. Early career scholars, academic research leaders, and research enterprise professionals can also create mentor maps, such as the one suggested by the National Center for Faculty Development and Diversity ([NCFDD](#)) to include a variety of individuals and networks who offer both professional and personal support.

Another long-term strategy is to prioritize partnerships that foster mutual respect and care. Research enterprise professionals can support these efforts by guiding faculty on developing inclusive research plans and offering resources to help early career scholars build equitable and supportive networks. Research leaders can prioritize leading through example by using inclusive and equitable collaboration agreements and modelling processes that embed caring into the academic research enterprise. To further promote care, the mission of institutions like NSF should be strengthened to ensure that all scholars have access to resources that advance these goals. In addition, as professional societies, [NORDP](#) and [AAG](#) can continue to provide a forum to 1) share lessons learned from current and past initiatives, and 2) consider innovative ideas for collaboration on care in the academic research enterprise. These efforts can help transform institutions into spaces where care and equity are embedded into the academic experience, thus leading to more inclusive futures.

# Conclusion and Community Charge

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## Conclusion

Care necessitates perspectives that require the examination and transformation of knowledge, often in ways that thwart neoliberalism, individualism, hierarchy, and systematic inequalities (Jimmy et al., 2019; Puig de la Bellacasa, 2017). In this way, the ethos of care is a practice of thinking by way of connection and operations of power with others. It is about what knowledge is, who the knowledge producers are, and how to ethically engage the “more than human worlds” of technoscience, where blurred boundaries make scientific and material production inseparable from sociopolitical processes and imaginaries (Puig de la Bellacasa, 2017). Matter and meaning are therefore entangled across timespacematter, and what “comes to matter” (Barad, 2007). What makes us “care about care” is an essential question to consider as we move toward an ethos of care with relational, spatial, and public dimensions (Lawson, 2007).

The uneven distribution of resources and power justify the need for an ethos of care. There are both structural and systemic reasons within the academic research enterprise that necessitate an infusion of caring ethics and practices. First, resource distribution is predicated on a range of factors, including but not limited to institutional type, mission, size, and even geography. This applies to community-based organizations as well as individuals with whom higher education institutions deem as partners. Some operate with greater “wealth” resources than others on the basis of their longevity and investments from private and public benefactors, as well as their financial and social capital. Second, racism, ageism, ableism, and other forms of oppression further deepen as well as widen divides. Unequal power dynamics within and between higher education institutions and their partners reinforce these hierarchies.

It sometimes seems as though academic institutions change at a snail’s pace or abruptly. Institutional blindness, however, remains a critical factor in the lack of championing an ethos of care. Yet transformational change will bring into being more equality and inclusiveness. Transformational change will also promote a movement that is more effective at improving the depth and quality of relationships. Additionally, transformational change will bring about more just research processes, outputs, and outcomes among higher education institutions and community-based partners that are sustainable. Ultimately, transformational change will move us further towards making positive changes in the world.

### Community Charge

Care is a fundamental but often overlooked value in the academic research enterprise, one that is both necessary and with few barriers to entry. We urge you to weave a tapestry that incorporates care into your daily life, your collaborations, and your program, ultimately extending care to the larger academic community.

Weaving this tapestry requires critical reflection and a commitment to "doing power differently" by listening, encouraging, and uplifting collaborators. By fostering discussions about critical incidents, vulnerabilities, and lived experiences, you can build more inclusive, diverse relationships and untangle systemic injustices. **Care helps us not only survive but thrive in the face of challenges, and it's our responsibility to weave together caring networks in our personal and professional lives.**

Though it may feel daunting at first, care is a collective project, not a solitary one. Experiment with how you connect with others and share ideas, trusting that even small actions will accumulate into a broader culture of care. Through intentional changes and collective efforts, we can disrupt harmful, hierarchical structures and create transformative change. Start today by making a plan for small, actionable changes and embracing care as a generative thread for reshaping our workplaces and communities at the local, organizational, and global scales.



Convening of Care participants wove a tapestry to create new patterns and structures. Together, we will bring about new possibilities in the academic research enterprise. Photo by Emily Skop, PhD.

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NOTE: This is a partial list of the references we used in this work. See Appendix D for other foundational books re: theory on an ethos of care, and reach out to the convening of care team for a full list of citations in Mendeley.

# Ethos of Care Credential for Transformational Change

2024



## Overview

Welcome to the 2024 Inaugural **Ethos of Care Credential for Transformational Change**. You are joining others from a variety of positions—early career scholars, academic research leaders, and research enterprise professionals—to engage in deep conversations and critical reflections about the most systematically entrenched issue in higher education: broadening participation within the research enterprise. This credential is a resource intended to guide people to find ways to transform the research enterprise through acts of care.

Participants may enter the program with certain unstated expectations and preconceived notions of what will happen and what they will get out of it. Just as in a great short story, we hope that participants are profoundly surprised and thrilled to discover something entirely different. Therefore, to predict what someone will learn from this course would undermine the very principle on which it was built. The Ethos of Care Credential for Transformational Change is experiential, and the results are something to be discovered, not explained. We are co-creating knowledge here together.

We are delighted that you have agreed to participate, and we look forward to growing and connecting together!

## Goals

There are two learning goals to the pre-convening Ethos of Care Credential for Transformational Change. The credential aims to (1) realign participants about what it means to embrace an ethos of care and (2) identify a list of critical incidents across the research enterprise related to exclusion. The credential encompasses both knowledge discovery and critical reflection on the ethical, political, economic, and emotional aspects of research practice and knowledge production.

# Appendix A: Credential Syllabus continued

## Expectations



### Time

30-minute modules with 30-60 minute pre & post work—totaling 10-12 hours total for the credential



### Completion

Complete modules by suggested dates to allow enough time for processing and reflections. Modules will be released every Tuesday (schedule below). All modules must be completed by Tuesday, September 10th.



### Convening of Care

Credentials will be awarded at the Convening of Care in Washington D.C. September 19-20, 2024

## Required Reading



- Ethos of Care Pledge Website
- Additional readings listed in Canvas Modules

## Content Warning

We are committed to facilitating the proactive well-being of all participants. Some of the credential content may be deeply upsetting and distressing. To be sensitive and respectful to peoples' mental health and lived experiences, we ask that each participant takes time to pause, incorporates frequent breaks, and/or skips triggering content if necessary. We welcome and encourage participants to contact the following services for assistance regarding their self-care:

- [Resources for Marginalized Communities](#)
- [National Hotlines](#)

# Appendix A: Credential Syllabus continued

## Ground Rules for an Inclusive Discussion

- Stick to the agenda and trust the process.
- Speak from your own experience.
- Be present and participate fully with honesty and authenticity.
- Challenge ideas, not people.
- Listen actively and respect others when they are talking.
- Be conscious of body language/nonverbal responses.
- “Tie the Knot” – communicate by getting to the point so we all have time to discuss the topics at hand.

## Course Contact Information

<b>Kailene Black</b> – <a href="mailto:kblack@uccs.edu">kblack@uccs.edu</a>	Canvas Liaison – First Contact for any questions about assignments and Canvas support.
<b>Dr. Emily Skop</b> – <a href="mailto:eskop@uccs.edu">eskop@uccs.edu</a>	Curriculum Curator – Contact with any concerns over the curriculum.



*It is our belief that transformational change at its best is a nonhierarchical, collective process that requires co-creation; thus we use the Creative Commons license.*





# Appendix A: Credential Syllabus continued

## Ethos of Care Credential for Transformational Change Schedule (subject to change) w/Module Goals, *Suggested* Completion Dates, and Assignments

✓	<p><b>Module 1: The Beginnings of Our Collective -</b> Begin to create a feeling of community among ourselves based on an Ethos of Care</p> <p style="text-align: right;">Released July 23rd &amp; “Due” July 30th</p>	<p>Assignment 1.1</p> <p>Assignment 1.2</p>
✓	<p><b>Module 2: The Original Ethos of Care Pledge -</b> Delineate and reflect upon the ten points of the original Ethos of Care Pledge</p> <p style="text-align: right;">Released July 23rd &amp; “Due” July 30th</p>	<p>Assignment 2.1</p> <p>Assignment 2.2</p>
✓	<p><b>Module 3: An Ethos of Care Foundational Scholarship -</b> Recognize the intellectual foundations of an Ethos of Care</p> <p style="text-align: right;">Released July 30th &amp; “Due” August 6th</p>	<p>Assignment 3.1</p> <p>Assignment 3.2</p> <p>Assignment 3.3</p>
✓	<p><b>Module 4: The Terrain of Memory: Recalling Critical Incidents -</b> Identify how an Ethos of Care untangles the individual critical incidents and intersectional identities that lead to underrepresentation in the research enterprise</p> <p style="text-align: right;">Released August 6th &amp; “Due” August 20th</p>	<p>Assignment 4.1</p> <p>Assignment 4.2</p>
✓	<p><b>Module 5: Tracing Our Own Lineages of Care -</b> Describe how our own lineage informs an Ethos of Care</p> <p style="text-align: right;">Released August 6th &amp; “Due” August 20th</p>	<p>Assignment 5.1</p> <p>Assignment 5.2</p>
✓	<p><b>Module 6: Unpacking Structural Inequities and Power Dynamics in the Research Enterprise -</b> Investigate how an Ethos of Care unpacks the structural inequities and power dynamics that prohibit inclusion and belonging in the research enterprise</p> <p style="text-align: right;">Released August 20th &amp; “Due” August 27th</p>	<p>Assignment 6.1</p> <p>Assignment 6.2</p>
✓	<p><b>Module 7: The Harm That Care Can Do -</b> Realize the harm that care can do</p> <p style="text-align: right;">Released August 27th &amp; “Due” September 3rd</p>	<p>Assignment 7.1</p>
✓	<p><b>Module 8: Forging Our Triads and Moving Forward-</b> Inspire transformative ways forward in the research enterprise by coming together and beginning to forge our triads</p> <p style="text-align: right;">Released September 3rd &amp; “Due” September 10th</p>	<p>Assignment 8.1</p> <p>Assignment 8.2</p>

# Appendix B: Convening Agenda

## Convening of Care Day 1

### 2:15-3:45: Session 1.1: Connecting

Activity: Arrivals and introductions

Activity: Convening goals

Activity: Silent reflections on credential thought prompt

### 3:45-5:15: Session 1.2: Visioning

Activity: Root Causes

### 5:15-5:30 Break

### 5:30-6:45: Session 1.3: Prioritizing

Activity: 100 different uses for a pencil Activity: Finding ways to embed caring language into our work

### 6:45-7:00: Session 1.4: Action

Activity: Action plan checklist homework

### 7:15-9:00: Dinner at Taberna del Alabardero



# Appendix B: Convening Agenda continued

## Convening of Care Day 2

### 9:00-10:00: Session 2.1: Connecting

Activity: Slow networking

Activity: Imagine yourself in a caring place

### 10:00-10:15: Break

### 10:15-12:00: Session 2.2: Visioning

Activity: Write-triad-share re: short-term actions and anecdotes

Activity: WVU Dialogues re: longer-term strategies and systems change

### 12:00-1:00: Lunch Break

### 1:00-2:00: Session 2.3: Prioritizing

Activity: Transformational change strategies card deck

### 2:00-4:30: Session 2.4: Action

Activity: Rest is Resistance Activity: 100 best words

Activity: Final foundational paper logistics (roles and timeline)

### 4:30-5:30: Convening of Care Credential Ceremony & Photos

### 6:00-8:00: Dinner at Ris



# Appendix C: Glossary of Terms

## Ethos of Care Glossary

### **Academic Happiness**

A complex relationship exists between feelings of achievement, satisfaction, fulfillment, and 'flow' for scholars in the knowledge profession.

### **Benchmarking**

Grading or evaluating something based on a standard may not be inherently problematic, but it depends on who set the standard, for whom it was set, and the implicit values and expectations that lie within it.

### **Collaborative Research**

Research that involves partnerships across disciplines.

### **Collaborator**

A person who works on a research project with a team or another individual who contributes to achieving the project's goals. From a feminist perspective, we might approach collaborators in a non-hierarchical way to be inclusive of all contributors, regardless of their title, field, subfield, discipline, or positionality within or outside their discipline.

### **Corrosive Critique**

Feedback framed as correction, rather than a conversation aimed at encouraging growth and development, can be tinged with negative emotions (e.g., hostility) and often comes across as disrespectful.

# Appendix C: Glossary of Terms Continued

## **Effective Mentoring**

That it meets the predetermined goals of both the mentor and the mentee.

## **Emotional Wellbeing**

Wellbeing or 'being well' is a positive state experienced by individuals or societies. Emotional wellbeing refers to a condition in which individuals can manage their feelings and adapt to challenging conditions, including stress and working pressure.

## **Ethical Centrality**

Tied to ethical leadership—being truthful, fair, and respectful of others—ethics are seen as central to qualitative research.

## **Ethos of Care**

A theory centered on the belief that moral actions are rooted in interpersonal relationships.

## **Ethos of Care Pledge**

A pledge that reflects the values of collaborators and helps navigate difficult conversations about inherent power imbalances, associated vulnerabilities, and potential consequences.

## **Equality**

A condition to strive for, but which may remain out of reach due to uneven social, economic, political, and environmental conditions and capacities.



# Appendix C: Glossary of Terms Continued

## **Explicitly Antiracist**

To choose every day to consider actions and behaviors that assume equality; to frame behavior as pertaining to individuals rather than racial groups; and to actively act for equality, reinforcing the belief that no racial group is inferior or superior.

## **Historic and Enduring Academic Legacies of Inequality**

A condition in which specific groups, including women and minoritized individuals, as well as the institutions and fields they work in, have been systematically excluded from both monetary and non-monetary academic resources.

## **Hyper-visibility/Invisibility of BIPOC Scholars**

Perhaps this suggests how BIPOC scholars are simultaneously silenced and overlooked, yet also in demand to meet symbolic representation goals.

## **Inclusive Metrics**

Expanded measures of success beyond citations and the number of publications to encompass the multifaceted nature of scientific impact, such as broader social impacts, community engagement, training and mentoring, pedagogy, and more.

## **Injustice**

Highlights the longstanding impacts on a particular group.

## **Meritocracy**

A system that rewards people based on their abilities and successes can be flawed, as some individuals may have advantages that place them far ahead of others or propel them more quickly toward success.

# Appendix C: Glossary of Terms Continued

## **Neoliberalization of the Academy**

The infiltration of neoliberal ideology into public research universities has led to increased managerialism, surveillance, and accountability. This shift is underpinned by the assumption that there is no alternative to symbolic violence, precarious working conditions, or the denial of humanity for academic professionals.

## **New Dimensions of Complex Problems**

Opens the possibility for marginalized or silenced voices within academia to be heard and valued.

## **Notions of Care**

A conception or belief that we need to cultivate a pro-social working culture, build a supportive working environment, practice effective mentoring, value 'slow scholarship,' and make our workspace more inclusive.

## **Power-laden Dynamics**

Dynamics among collaborators can shape working relationships and influence output. Given the hierarchical nature of reward systems in academia, these relationships are inevitably affected by such dynamics.

## **Productivity**

Defining human worth by what a person produces; often this is tied to funding, profit, and rapid timelines.

## **Prosocial Working Cultures**

A pattern of behavior and values among colleagues and within research institutions that promotes and rewards prosocial actions—those that voluntarily seek the benefit or future good of others or society, without expecting any reward in return.

# Appendix C: Glossary of Terms Continued

## **Ranking Metrics**

Metrics designed to measure and assign value to academic output can be both implicit and explicit. Institutions, journals, funding sources, publishers, the number of publications, social media, and tenure expectations all use ranking metrics to define the quality of one's work and, consequently, their status in the academic hierarchy.

## **Research Expenditures By Department & College**

While it is important to track research progress, comparing colleges and departments may not always be logical, as they may not be eligible for the same amount of competitive funding.

## **Research Impact**

The real-world societal benefits derived from research.

## **Research Transparency**

Creating a fair research environment through effective communication and respect for boundaries.

## **Slow Scholarship**

Thoughtful and reflective scholarship that prioritizes a slower pace of knowledge construction.

## **Team Science**

Good science requires a strong understanding of the humanities as well. After all, the ultimate goal of science is to serve humanity.

## **Transgressive Ideas**

Ideas that push social boundaries and challenge limiting assumptions shaping how we know and exist in the world.

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Participants co-created these definitions in the pre-convening credential.

# Appendix D: Our Favorite Books

## OUR FAVORITE BOOKS

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### Foundational Black Feminist Thought re: Ethos of Care

- *Belonging: A Culture of Place* by bell hooks (2008)
- *Feminism is for Everybody* by bell hooks (2000)
- *Sister Outsider: Essays and Speeches* by Audre Lorde (1984)
- *Uses of the Erotic: The Erotic Power* by Audre Lorde (1978)
- *On Intersectionality: Essential Writings* by Kimberlé Crenshaw (2014)
- *Women, Race & Class* by Angela Davis (1983)

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### Foundational White Feminist Thought re: Ethos of Care

- *Caring: A Feminine Approach to Ethics and Moral Education* by Nel Nodding (1984)
- *Gender/Body/Knowledge: Feminist Reconstructions of Being and Knowing* by Alison Jagger (1989)
- *In a Different Voice: Psychological Theory and Women's Development* by Carol Gilligan (1982)
- *Meeting the Universe Halfway: Quantum Physics and the Entanglement of Matter and Meaning* by Karen Barad (2007)
- *Moral Boundaries: A Political Argument for an Ethic of Care* by Joan Tronto (1993)
- *Simians, Cyborgs and Women: The Reinvention of Nature* by Donna Haraway (1990)
- *The Creation of Patriarchy* by Gerda Lerner (1986)
- *The Ethics of Care: Personal, Political, Global* by Virginia Held (2005)
- *Dancing at the Edge of the World: Thoughts on Words, Women, Place* by Ursula K. Le Guin (1997)

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### Contemporary Feminist Work on Care

- *Joining the Resistance* by Carol Gilligan (2011)
- *Staying with the Trouble: Making Kin in the Chthulucene (Experimental Futures)* by Donna Haraway (2016)
- *Cassandra Speaks* by Elizabeth Lesser (2020)
- *The Carrier Bag Theory of Fiction* by Ursula K. Le Guin (2020)
- *Matters of Care* by Maria Puig de la Bellacasa (2017)
- *Fierce Conversations: Achieving Success at Work & in Life, One Conversation at a Time* by Susan Scott (2004)

# Appendix D: Our Favorite Books continued

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## Contemporary Liberation & Social Justice

- *As Black as Resistance* by William C. Anderson & Zoé Samudzi (2018)
- *Dare to Lead* by Brené Brown (2018)
- *Atlas of the Heart* by Brené Brown (2021)
- *Emergent Strategy* by Adrienne Maree Brown (2017)
- *Social Justice for the Sensitive Soul* by Dorcas Cheng-Tozun (2023)
- *Eloquent Rage: A Black Feminist Discovers Her Superpower* by Brittney Cooper (2018)
- *The Other Side of Language: A Philosophy of Listening* by Gemma Corradi Fiumara (1990)
- *Rest is Resistance* by Tricia Hersey (2022)
- *Embodied Activism: Engaging the Body to Cultivate Liberation, Justice, and Authentic Connection* by Rae Johnson (2023)
- *Mind, Self, & Society (Vol. 1)* by George Herbert Mead (1934)
- *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies* by Resmaa Menakem (2017)
- *Healing Justice Lineages: Dreaming at the Crossroads of Liberation, Collective Care, and Safety* by Cara Page and Erica Woodland (2023)
- *Practicing New Worlds: Abolition and Emergent Strategies* by Andrea Ritchie (2023)
- *Love and Rage: The Path of Liberation Through Anger* by Lama Rod Owens (2020)
- *Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor* by Layla F. Saad (2020)
- *No Pity: People with Disabilities Forging a New Civil Rights Movement* by Joseph P. Shapiro (1994)
- *The Body is Not an Apology: The Power of Radical Self-Love* by Sonya Renee Taylor (2018)
- *The Lightmaker's Manifesto: How to Work for Change Without Losing Your Joy* by Karen Walrond (2021)
- *Psychosomatic: Feminism and the Neurological Body* by Elizabeth A. Wilson (2004)
- *Radical Dharma: Talking Race, Love, and Liberation* by Angel Kyodo Williams, Lama Rod Owens, & Jasmine Syedullah (2016)

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## Care in the Academy

- *Living a Feminist Life* by Sara Ahmed (2017)
- *On Being Included: Racism and Diversity in Institutional Life* by Sara Ahmed (2012)
- *The Feminist Killjoy Handbook* by Sara Ahmed (2023)
- *Willful Subjects* by Sara Ahmed (2014)
- *A Decolonial Black Feminist Theory of Reading and Shade: Feeling the University* by Andrea N. Baldwin (2022)
- *Slow Professor: Challenging the Culture of Speed in the Academy* by Maggie Berg & Barbara K. Seeber (2016)
- *Indigenous Research Methodologies (2nd ed.)* by Bagele Chilisa (2019)

# Appendix D: Our Favorite Books continued

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- *What Universities Owe Democracy* by Ronald J. Daniels with Grant Shreve and Phillip Spector (2021)
- *A Pedagogy of Kindness* by Catherine J. Denial (2024)
- *Academic Ableism: Disability and Higher Education* by Jay T. Dolmage (2017)
- *A Portrait of the Scientist as a Young Woman* by Lindy Elkins-Tanton (2022)
- *Generous Thinking: A Radical Approach to Saving the University* by Kathleen Fitzpatrick (2021)
- *Necessary Trouble: Growing Up at Midcentury* by Drew Gilpin Faust (2023)
- *The Good Braider* by Terry Farish (2012)
- *The Myth of the Nice Girl* by Fran Hauser (2018)
- *Presumed Incompetent* edited by Gabriella Gutiérrez y Muhs, Yolanda Flores Niemann, Carmen G. Gonzalez, and Angela P. Harris (2012)
- *Feminism and Methodology* by Sandra Harding (1988)
- *Engaging Faculty in Group Level Change for Institutional Transformation* by J. Kasi Jackson, Amena O. Anderson, Lisa M. Dilks, Maja Husar Holmes, Christine E. Kunkle, James J. Nolan, Melissa Latimer (2023)
- *Feminist, Queer, Crip* by Alison Kafer (2013)
- *Feeling Academic in the Neoliberal University: Feminist Flights, Fights and Failures* by Yvette Taylor & Kinneret Lahad (2018)
- *Take Back Your Power: 10 New Rules for Women at Work* by Deborah Liu (2022)
- *Written/Unwritten* edited by Patricia A. Matthew (2016)
- *Dear Science and Other Stories* by Katherine McKittrick (2021)
- *Tempered Radicals: How People Use Difference to Inspire Change at Work* by Debra E. Meyerson (2001)
- *A Third University is Possible* by la paperson (2017)
- *Unraveling Faculty Burnout: Pathways to Reckoning and Renewal* by Rebecca Pope-Ruark (2022)
- *Crip Spacetime: Access, Failure, and Accountability in Academic Life* by Margaret Price (2024)
- *The Disordered Cosmos: A Journey Into Dark Matter, Spacetime, & Dreams Deferred* by Chanda Prescod-Weinstein (2021)
- *Work Like a Woman* by Mary Portas (2018)
- *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants* by Robin Wall Kimmerer (2015)
- *Up Home: One Girl's Journey* by Ruth J. Simmons (2023)
- *Decolonizing Methodologies: Research and Indigenous Peoples (3rd ed.)* by Linda Tuhiwai Smith (2021)
- *The Exceptions: Nancy Hopkins, MIT, and the Fight for Women in Science* by Kate Zernike (2023)
- *The Workaholics Anonymous Book of Recovery: Second Edition* (2018)



# Appendix D: Our Favorite Books continued

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## Care Work in Feminist Geographies

- *Feminist Geography Work on Care: Activist Feminist Geographies* by Kate Boyer, La Toya E. Eaves, and Jennifer Fluri (2023)
  - *Data Feminism* by Catherine D'Ignazio and Lauren F. Klein (2020)
  - *Change Everything: Racial Capitalism and the Case for Abolition* by Ruth Wilson Gilmore (2024)
  - *Feminist Geography Unbound: Discomfort, Bodies, and Prefigured Futures* edited by Banu Gökariksel, Michael Hawkins, Christopher Neubert, and Sara Smith (2021)
  - *Gender, Identity and Place: Understanding Feminist Geographies* by Linda McDowell (1999)
  - *Demonic Grounds: Black Women and the Cartographies of Struggle* by Katherine McKittrick (2006)
- 

## Selected works from the Nap Ministry

- *Slave Testimony: Two Centuries of Letters, Speeches, Interviews, and Autobiographies* edited by John. W. Blassingame (1977)
  - *Womanist Theological Ethics: A Reader* edited by Katie Geneva Cannon, Emilie M. Townes, and Angela D. Sims (2011)
  - *A Black Theology of Liberation* by James H. Cone (1970)
  - *Slavery's Exiles: The Story of the American Maroons* by Sylviane A. Diouf (2014)
  - *The Selected Works of Audre Lorde* by Audre Lorde, edited by Roxane Gay (2020)
  - *All About Love: New Visions* by bell hooks (1999)
  - *Why We Can't Wait* By Dr. Martin Luther King, Jr. & Introduction by Dorothy Cotton (2011)
- 

## Selected works from the Equity Project

- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander (2012)
- *Emergent Strategy: Shaping Change, Changing Worlds* by Adrienne Maree Brown (2017)
- *White Fragility: Why It's So Hard for White People to Talk About Racism* by Robin DiAngelo & Michael Eric Dyson (2018)
- *Waking Up White, and Finding Myself in the Story of Race* by Debby Irving (2014)
- *When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth Century America* by Ira Katznelson (2013)
- *Stamped from the Beginning: The Definitive History of Racist Ideas in America* by Ibram X. Kendi (2017)

# Appendix D: Our Favorite Books continued

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- *How to be an Antiracist* by Ibram X. Kendi (2019)
  - *Constructing A Racial Equity Theory of Change* by Keith Lawrence, et. al (2009)
  - *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom* by Bettina Love (2019)
  - *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies* by Resmaa Menakem (2017)
  - *The Emperor Has No Clothes: Teaching About Race and Racism to People Who Don't Want to Know* by Tema Okum (2010)
  - *The History of White People* by Nell Irvin Painter (2011)
  - *Racing To Justice: Transforming Our Conceptions of Self and Other to Build an Inclusive Society* by john powell (2012)
  - *Poverty & Race* by Andrew Grant-Thomas and john powell (2006)
  - *The Color of Law: A Forgotten History of How Our Government Segregated America* by Richard Rothstein (2018)
  - *Why are All the Black Kids Sitting Together in the Cafeteria: And Other Conversations About Race* by Beverly Daniel Tatum (2003)
  - *Walk Out Walk On: A Learning Journey into Communities Daring to Live the Future Now* by Margarey Wheatley and Deborah Frieze (2011)
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## Ethos of Care Books: Other parts of the globe

- *Ikigai: The Japanese Secret To A Long And Happy Life* by Héctor García & Francesc Miralles (2016)
  - *Kanaka 'Ōiwi Methodologies: Mo'olelo and Metaphor* edited by Katrina-Ann R. Kapā'anaokalāokeola Nākoa Oliveira and Erin Kahunawaika'ala Wright (2015)
  - *Caring To Know: Comparative Care Ethics, Feminist Epistemology, and the Mahābhārata* by Vrinda Dalmiya (2016)
  - *To Live: A Novel* by Yu Hua (Michael Berry, Trans.) (2003)
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## Other Additions by Our Friends

- *Paula: A Memoir* by Isabel Allende (1994)
- *Borderlands / La Frontera: The New Mestiza* by Gloria Anzaldúa (2012)
- *Critical Multicultural Analysis of Children's Literature* by Maria José Botelho & Masha Kabakow Rudman (2009)
- *Woman Hollering Creek & The House on Mango Street* by Sandra Cisneros (1992)
- *The Culture Code: The Secrets of Highly Successful Groups* by Daniel Coyle (2018)
- *Latinos Inc.* by Arlene Dávila (2012)
- *White Tears/Brown Scars: How White Feminism Betrays Women of Color* by Ruby Hamad (2020)

# Appendix D: Our Favorite Books continued

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- *Let This Radicalize You: Organizing and the Revolution of Reciprocal Care* by Kelly Hayes & Mariame Kaba (2023)
- *Intersectional Chicana Feminisms* by Aída Hurtado (2020)
- *In Pursuit of Revolutionary Love: Precarity, Power, Communities* by Joy James (2023)
- *Peace and Freedom* by Peggy McIntosh (1989)
- *This Bridge Called My Back: Writings by Radical Women of Color (4th ed.)* edited by Cherríe L. Moraga & Gloria E. Anzaldúa
- *Black Food Geographies: Race, Self-Reliance, and Food Access in Washington, D.C.* by Ashanté M. Reese (2019)
- *Scarred: A Feminist Journey Through Pain* by L. Ayu Saraswati (2023)
- *Ecofeminism (Critique Influence Change)* by Vandana Shiva & Maria Mies (2014)
- *How We Get Free: Black Feminism and the Combahee River Collective* by Keeanga-Yamahtta Taylor ed. (2017)
- *Nudge: Improving Decisions About Health, Wealth, and Happiness* by Richard Thaler and Cass Sunstein (2009)
- *Living Chicana Theory* by Carla Trujillo (1997)
- *What Does Justice Look Like: The Struggle for Liberation in Dakota Homeland* by Waziyatatawin (2008)
- *Educated: A Memoir* by Tara Westover (2022)

“The sharing of joy, whether physical, emotional, psychic, or intellectual, forms a bridge between the sharers which can be the basis for understanding much of what is not shared between them.”

– Audre Lorde in *Uses of the Erotic: The Erotic as Power*



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Participants co-created these definitions in the pre-convening credential.

# Meet Our Care Team



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With special acknowledgements for the contributions of AAG Staff, especially Coline Dony, PhD and Lisa Schamess as well as support from UCCS colleagues, Jessi L. Smith, PhD, Kelly McNear, PhD, Sylvia Mendez, PhD and Jennifer Poe. Special thanks also to members of the External Advisory Board, Kimberly Jo Eck, PhD, Barbara Endemaño Walker, PhD, Holly Hapke, PhD, and Beth Mitchneck, PhD.

# For more information

Please visit this QR code for more information on the NSF Grant for the collaboration of the American Association of Geographers (AAG) and University of Colorado Colorado Springs (UCCS) to promote Ethos of Care in Research.



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