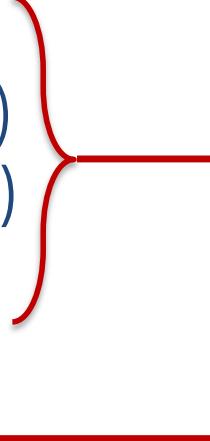


# Academic Application Package

1. Cover Letter + CV (due Sept. 17 for in-class peer review)
2. Research Statement (due Sept. 23 for in-class peer review)
3. Teaching Statement (due Sept. 30 for in-class peer review)
4. Diversity Statement (due Oct 7 for in-class peer review)
5. First 5-min of Job Talk (due Oct. 15)
6. Entire package revised (due Nov. 12) 
7. Webpage (due Dec. 3)

# In-class peer review

## EXERCISE:

- When you get to the breakout room you will go to Files/TeachingStatements and find the pdf belonging to your breakout room partner
- For ~10 minutes read the materials then use ~10 min (each) for feedback

## PROMPTS FOR FEEDBACK (also on Canvas):

- Does the applicant demonstrate a set of values around teaching that are consistent across the statement?
- Is it clear the types of classes the candidate can teach?
- Is it clear the types of techniques the candidate will use to teach?
- Is the statement tailored to the institution they are applying to?
- Is the statement concise, while still providing concrete examples?
- Is there enthusiasm for teaching without promising too much?

# Diversity Statements

## PURPOSE:

- gives the committee a sense that you are empathetic to the unique situations facing minority students
- allows them to get a glimpse of what you will bring to their institution in terms of diversity advocacy
- allows you to develop strategies for engaging a broader base of students to your program
- the request for such a statement is a show of effort from the institution that they care
  - if no statement is required, you can still demonstrate commitment by weaving diversity goals throughout your teaching and research statements

# What does diversity mean?

**Diversity:** is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.



# What does diversity mean?

**Equity:** is providing various levels of support and assistance depending on specific needs or abilities.

Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



**Everyone gets the supports they need** (this is the concept of "affirmative action"), thus producing equity.

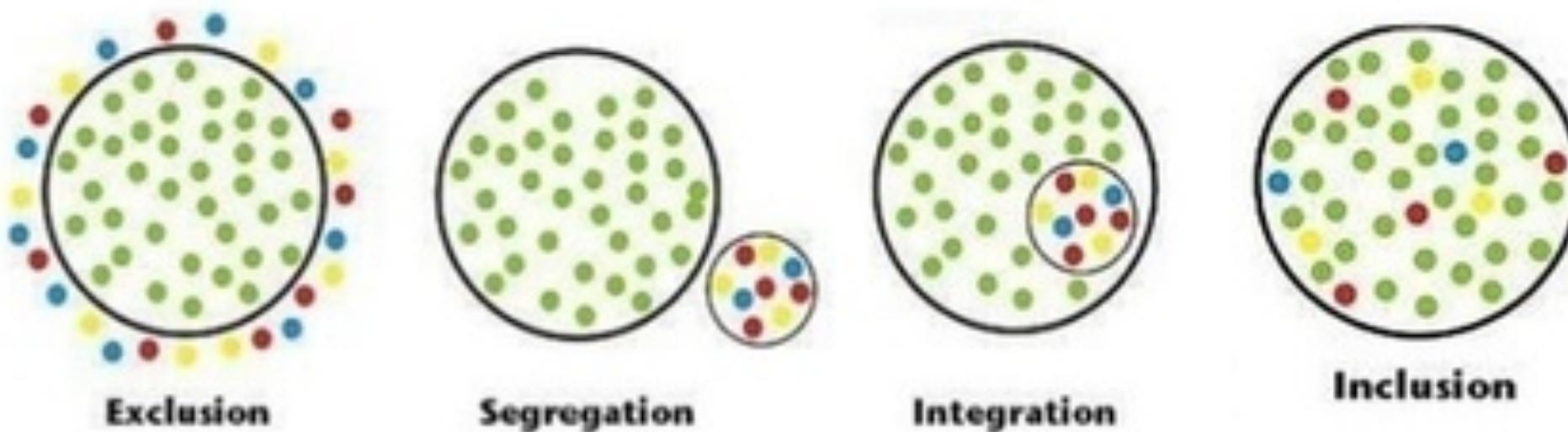
Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

# What does diversity mean?

**Inclusion:** is authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power and ensures equal access to opportunities and resources.



# What does diversity mean?

**Justice:** is a broad term for action intended to create genuine equality, fairness and respect among peoples



# Why do we need diversity?

Diversity leads to increased in creativity and exchange of ideas. This helps not just with product design, but also corporate decision making.

## Increased creativity

Having employees from different backgrounds opens up a variety of perspectives and ideas.

**15%**

GENDER-DIVERSE COMPANIES ARE 15% MORE LIKELY TO OUTPERFORM THEIR PEERS.

'McKinsey and Company research



# Why do we need diversity?

Diversity improves workplace happiness, recruitment, and retention of talent

## Wider talent pool

When a company is viewed as diverse and inclusive, a wider pool of talent is attracted.

**2/3**

OF PEOPLE CONSIDER  
WORKPLACE DIVERSITY  
TO BE A MAJOR FACTOR  
IN CHOOSING WHERE  
TO WORK.

\*Glassdoor Survey (2014)



## Workplace happiness

Employees in a generationally diverse team are 10% happier than those who aren't.

**10%**

EMPLOYEES WHO WORKED  
WITHIN A GENERATIONALLY  
-DIVERSE TEAM WERE 10%  
HAPPIER THAN THOSE WHO  
WORKED WITH OTHERS OF  
A SIMILAR AGE.



# Why do we need diversity?

Diversity provides an improved ability  
to better serve “customer base”

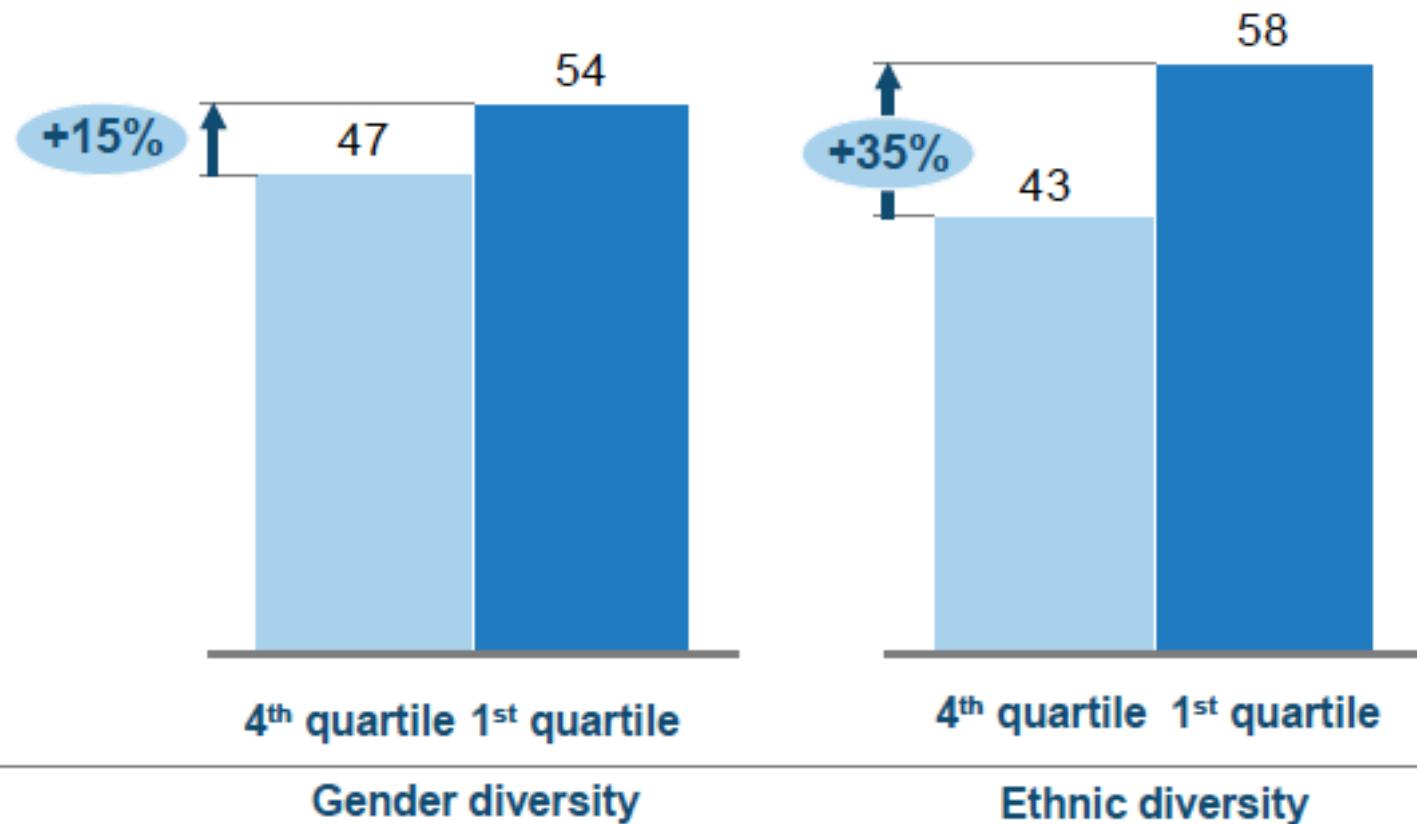


**83%**

of executives agree that a diverse  
workforce improves their company's  
ability to capture and retain a  
diverse **client base**.

# Why do we need diversity?

Likelihood of financial performance above national industry median, by diversity quartile  
%



Diversity translates to improved financial performance

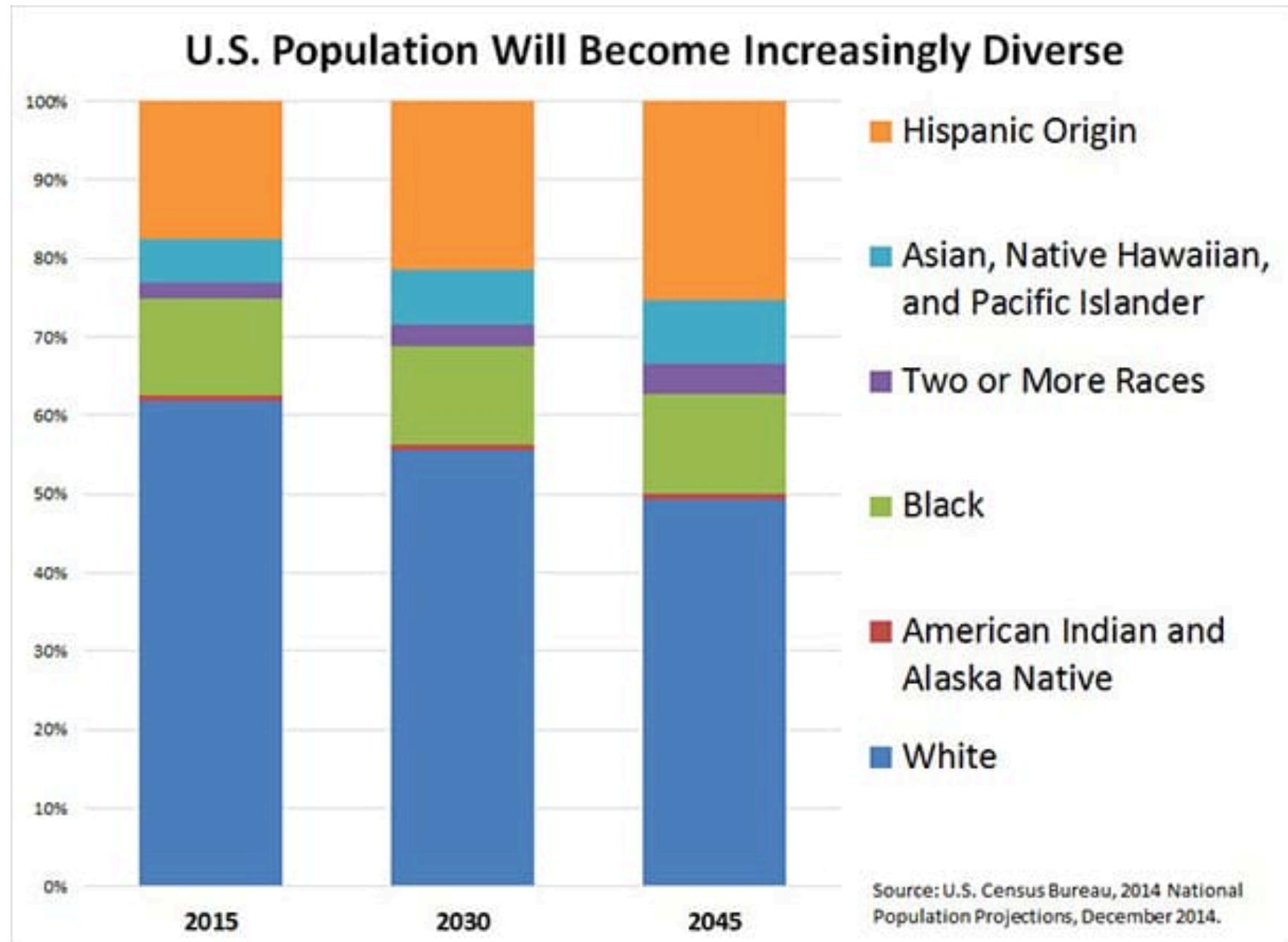
SOURCE: McKinsey Diversity Database

# Why do we need diversity?

EXERCISE: How might these benefits translate to academia/science?

# Why do we need diversity?

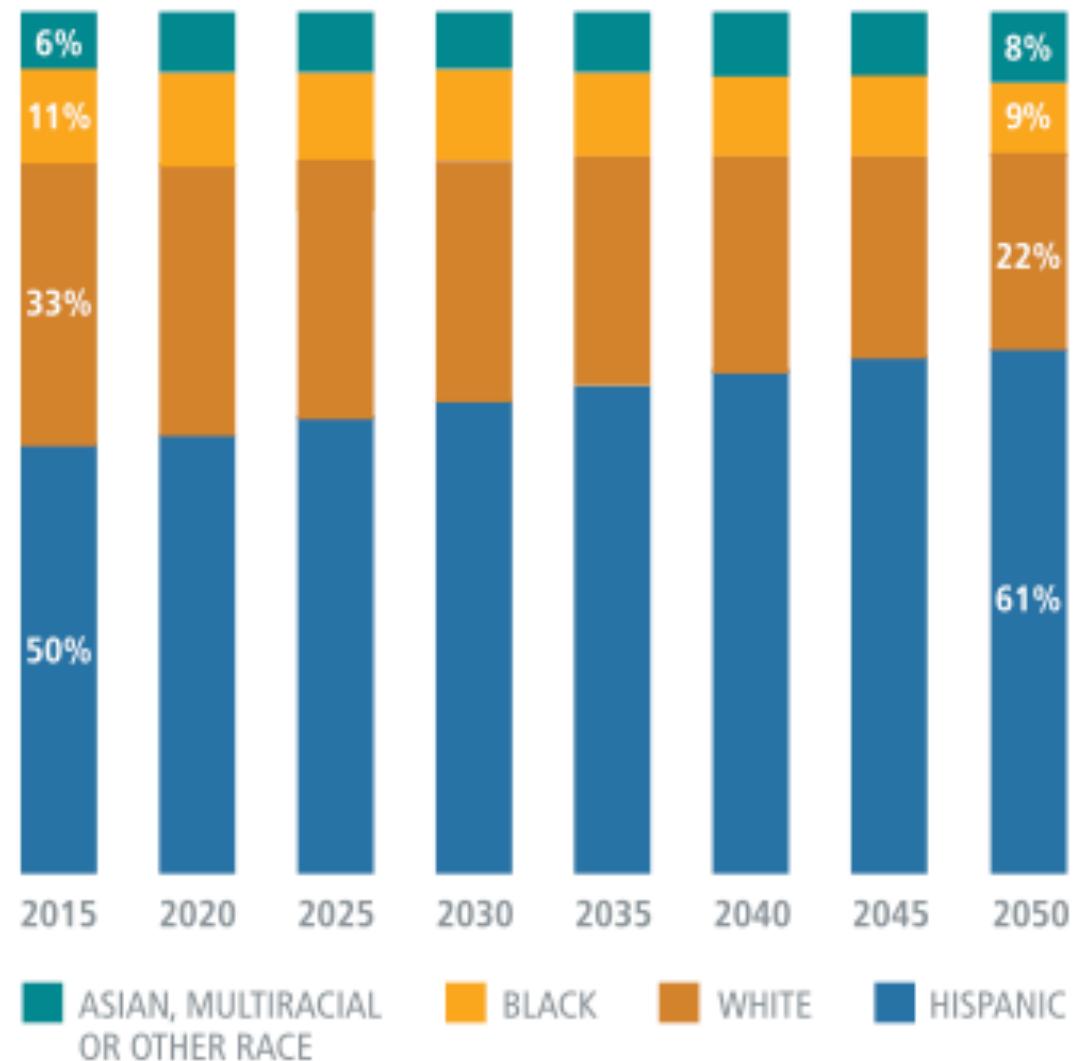
The US, TX, and UT populations are becoming much more diverse



# Why do we need diversity?

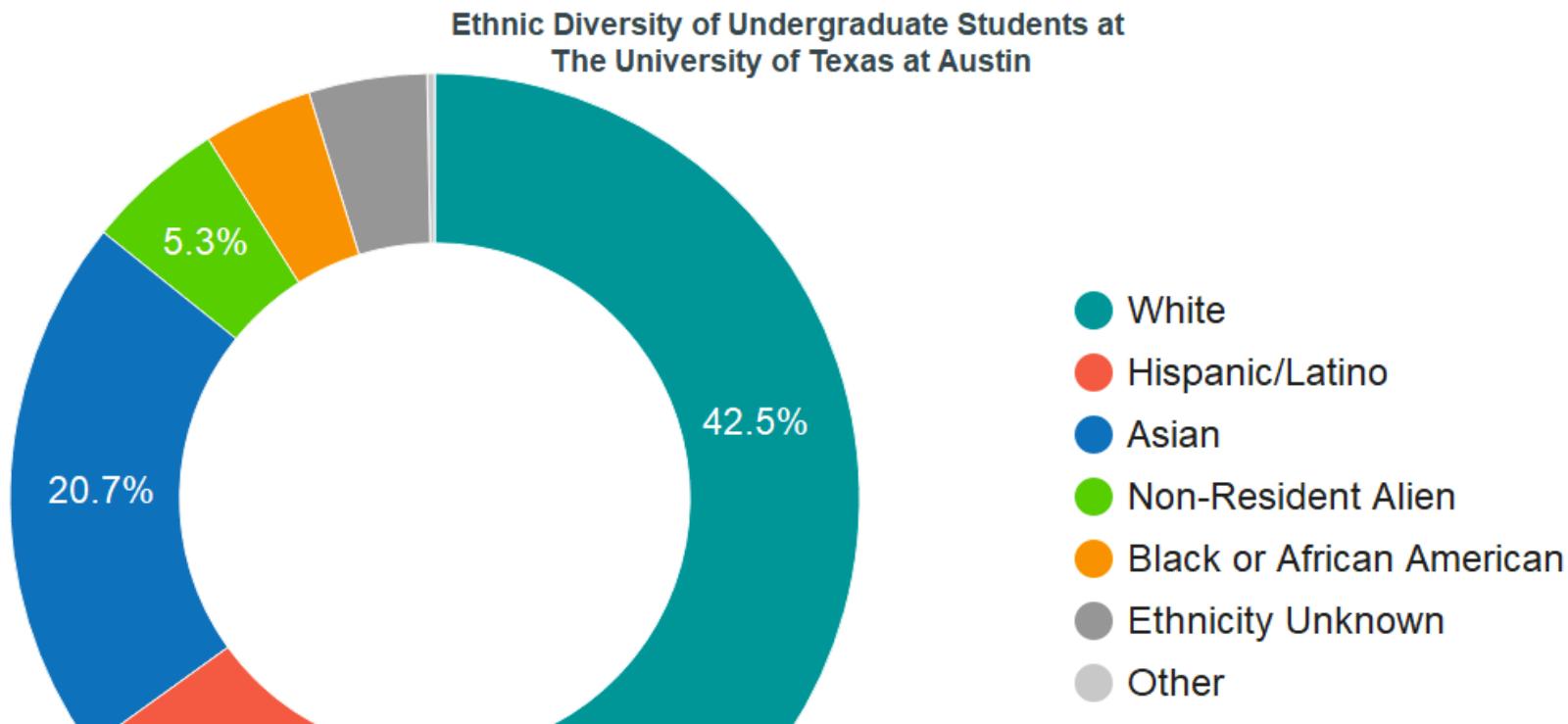
The US, TX, and UT populations are becoming much more diverse

Children of color represent the future workers and leaders of Texas.



# Why do we need diversity?

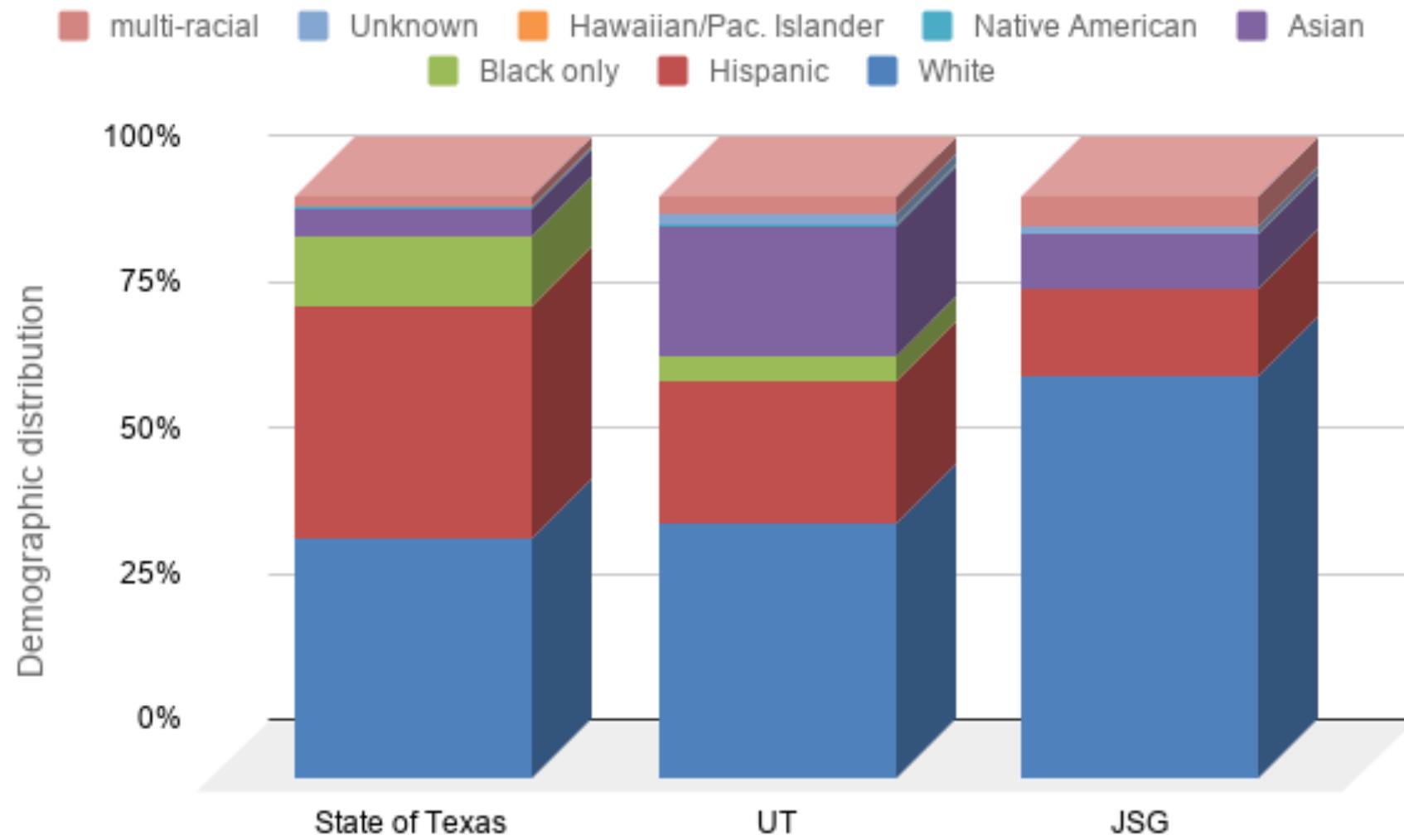
The US, TX, and UT populations are becoming much more diverse



UT MISSION STATEMENT:  
"As a public university, we take seriously our charge to serve the great state of Texas that supports us"

# Why do we need diversity?

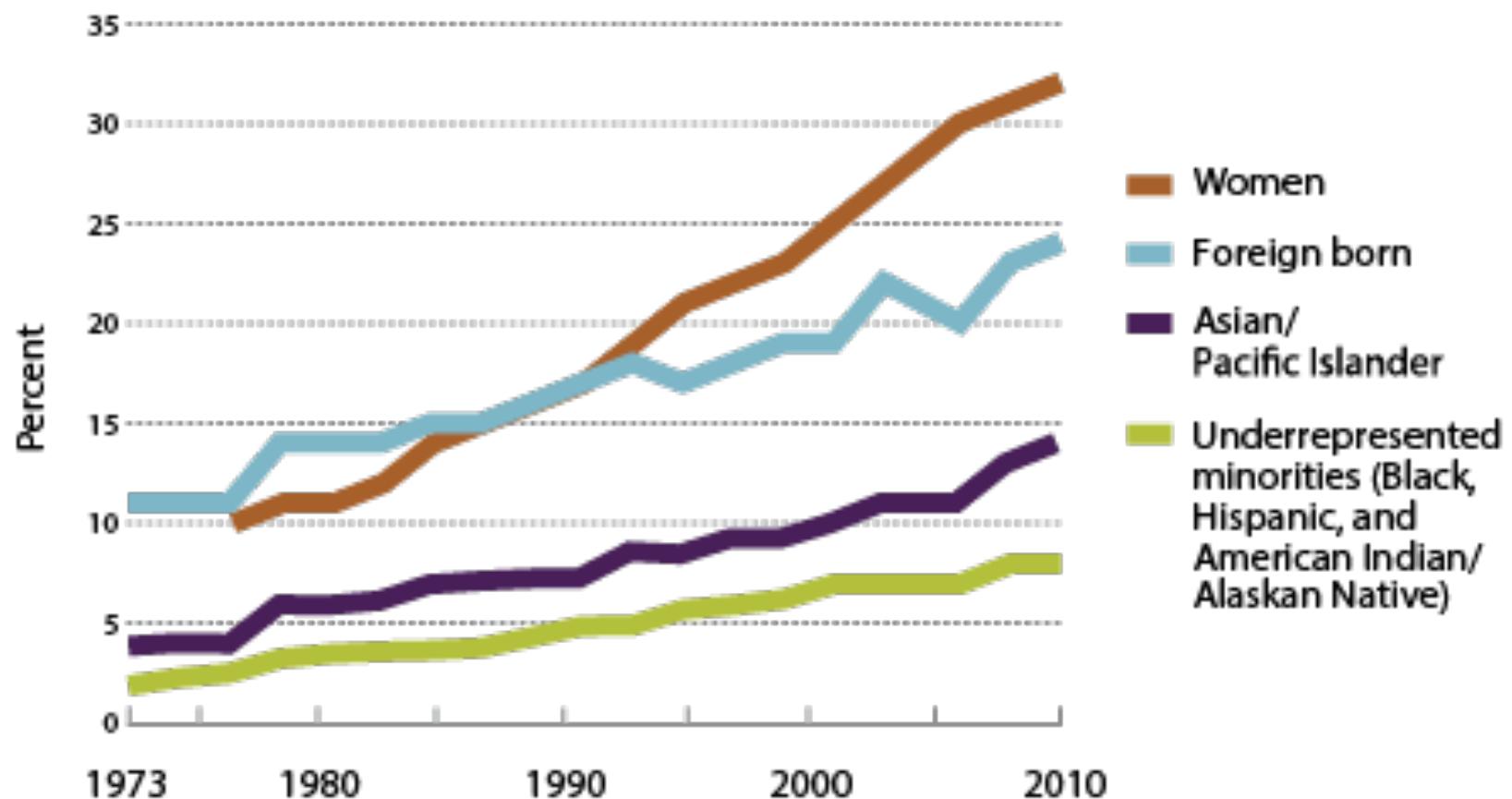
The Jackson School is not keeping pace. US-resident JSG graduate students are ~70% white and ~64% male



# Why do we need diversity?

Percentage of full-time STEM faculty, by demographic characteristics, 1973-2010

While progress has been made in URM/women populations in STEM...

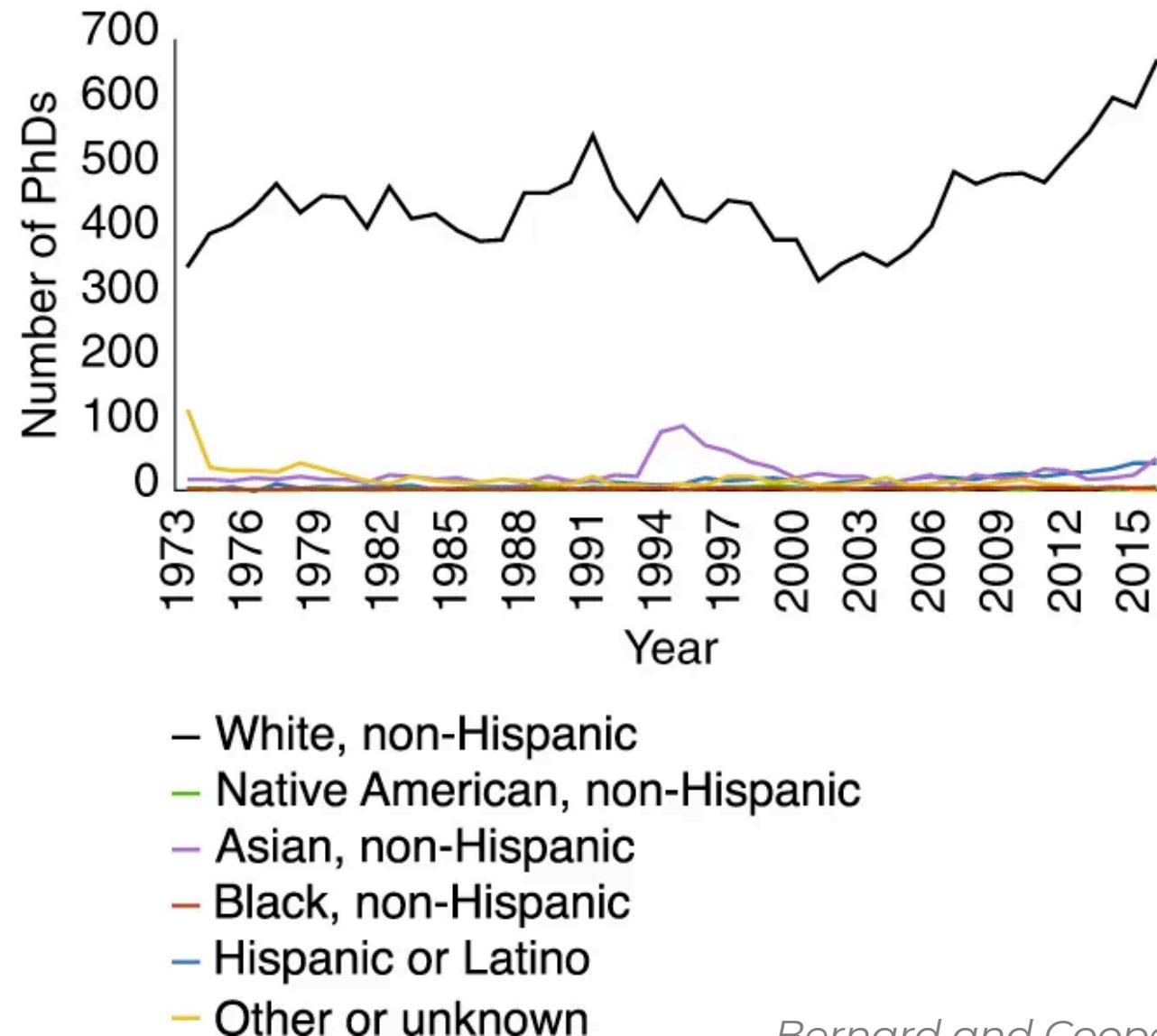


Source: Data compiled and synthesized from National Science Foundation, *Science and Engineering Indicators* 2004, 2006, 2008, 2010, 2012, 2014. Downloaded from: <http://www.nsf.gov/statistics/seind/>.

# Why do we need diversity?

...the same is not true of the geosciences.

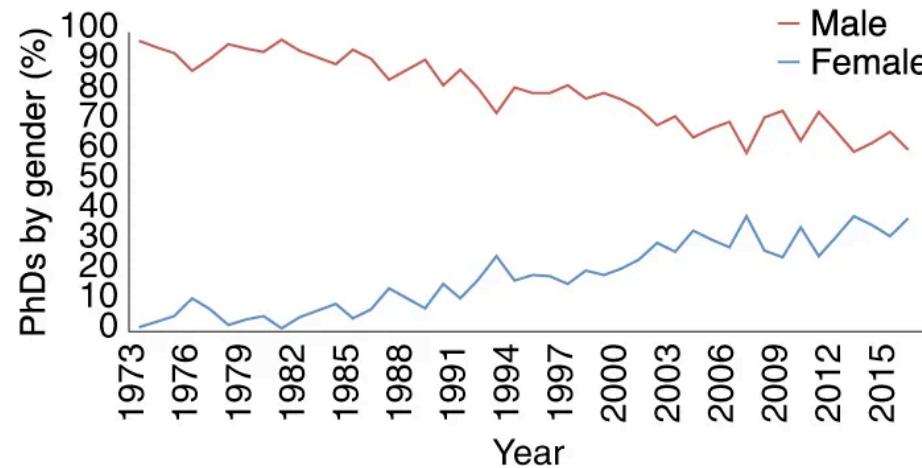
**b** By race and ethnicity (subfields combined)



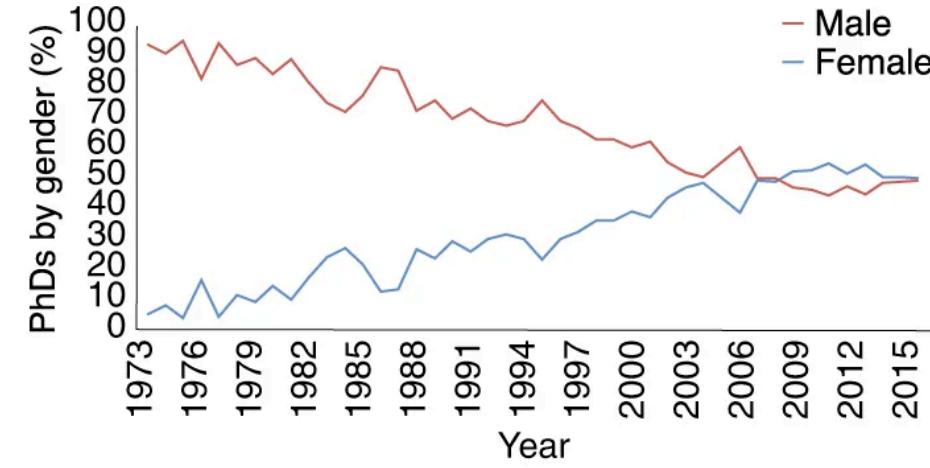
Bernard and Cooperdock, 2018

# Why do we need diversity?

**b** Atmospheric sciences

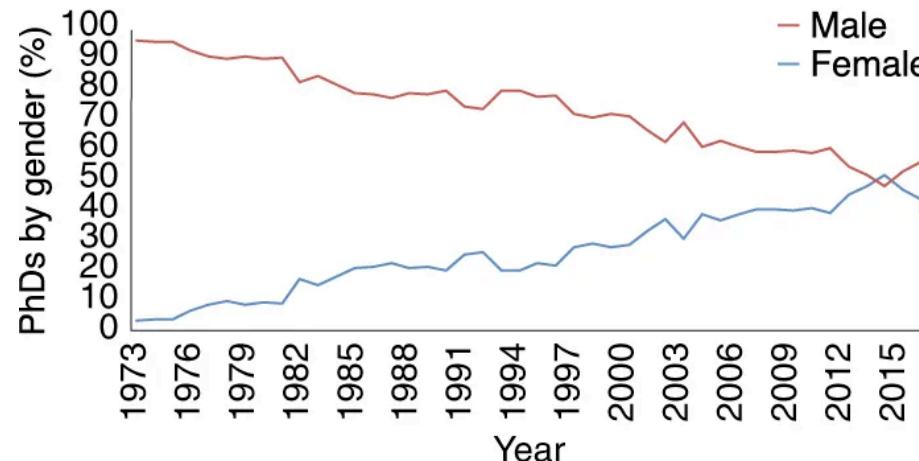


**c** Ocean sciences



Per cent of PhDs earned by gender over time

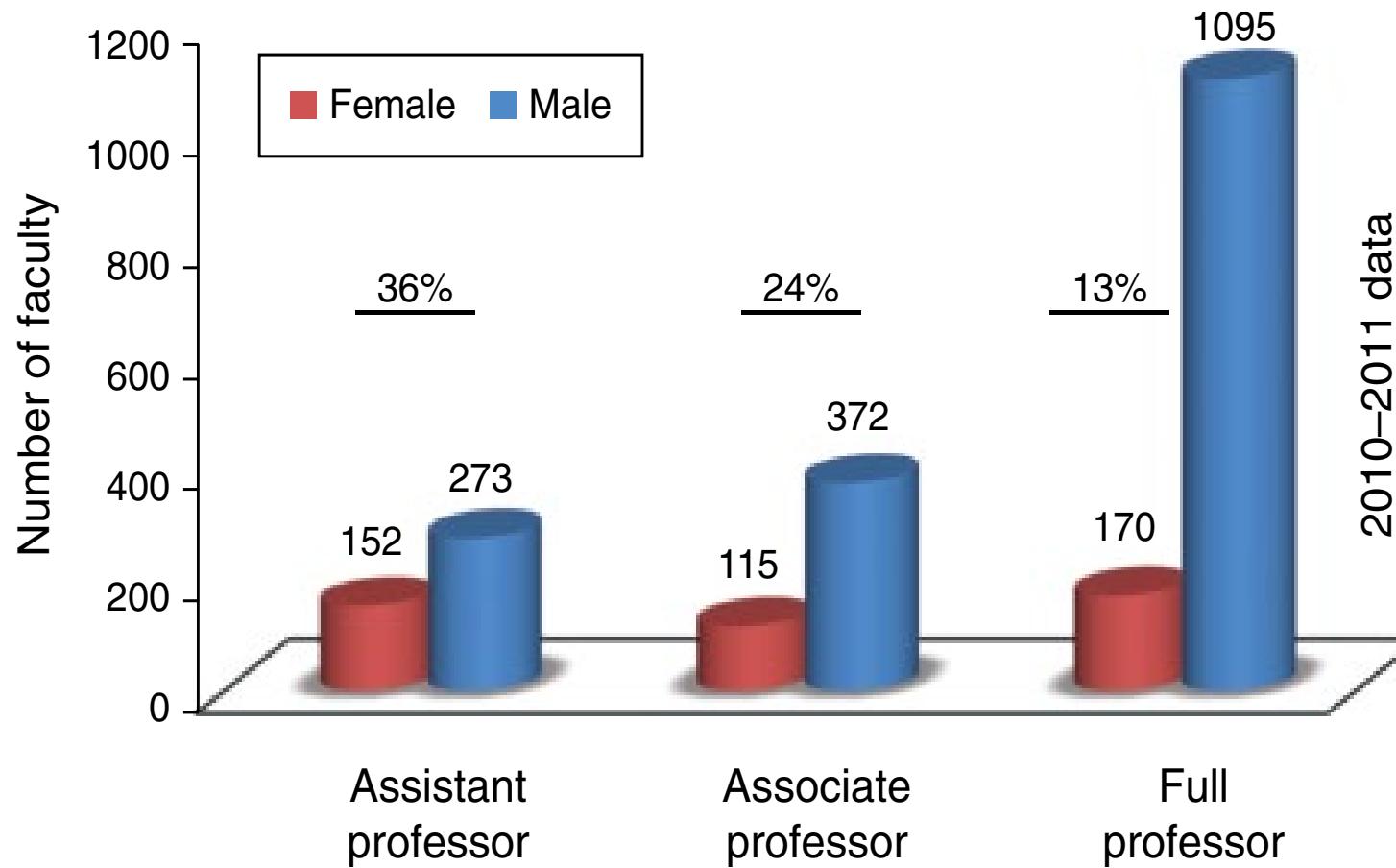
**a** Earth sciences



Although, we are closing in  
on gender in geosciences

# Why do we need diversity?

Getting women into faculty positions and promoted, remains a challenge



**Figure 2.1** Numbers of female and male faculty members by rank at the 106 top-ranked PhD-granting geoscience departments. Data for 2010–2011 academic year. For color detail,

# Why do we need diversity?

Funding may be tied to diversity

The screenshot shows the homepage of the **nature** journal. The top navigation bar includes links for Home, News & Comment, Research, Careers & Jobs, Current Issue, Archive, Audio & Video, and For. Below this, a breadcrumb navigation shows the path: Archive > Volume 549 > Issue 7671 > News > Article. The main headline reads "UK gender-equality scheme spreads across the world". A sub-headline below it states: "The United States is set to trial a version that will also cover race and disability, while other countries have already embraced the voluntary rating system." The author's name, Elizabeth Gibney, and the date, 13 September 2017, are also visible.



Advancing equality and diversity  
in universities and colleges

Search ECU

Search

Google Translate ▾

Accessibility

Log in



## ECU's equality charters

ECU's equality charters enable organisations to apply for an award recognising their commitment to, and progress on, equality and diversity, particularly in race and gender.



### Equality charters explained

Find out more about our equality charters aimed at recognising, progressing and committing to equality and diversity in higher education.



### Athena SWAN Charter

Recognising commitment to the advancement of gender equality in academia, addressing unequal gender representation across academic disciplines, professional and support functions and removing the obstacles faced by women.



### Race Equality Charter

Improving the representation, progression and success of black and minority ethnic staff and students within higher education.

# What are the barriers?

**Structural Barriers:** factors inherent in the career structure, which although not explicitly discriminatory, disproportionately impact specific groups

**Explicit Bias:** conscious discrimination against another person. Race and sex –based discrimination is illegal in the US (except if you're the president).

**Implicit Bias:** describes when we have attitudes towards people or associate stereotypes with them without our conscious knowledge.

# What are the barriers?

**Structural Barriers:** factors inherent in the career structure, which although not explicitly discriminatory, disproportionately impact specific groups

**Explicit Bias:** conscious discrimination against another person. Race and sex –based discrimination is illegal in the US (except if you're the president).

**Implicit Bias:** describes when we have attitudes towards people or associate stereotypes with them without our conscious knowledge.

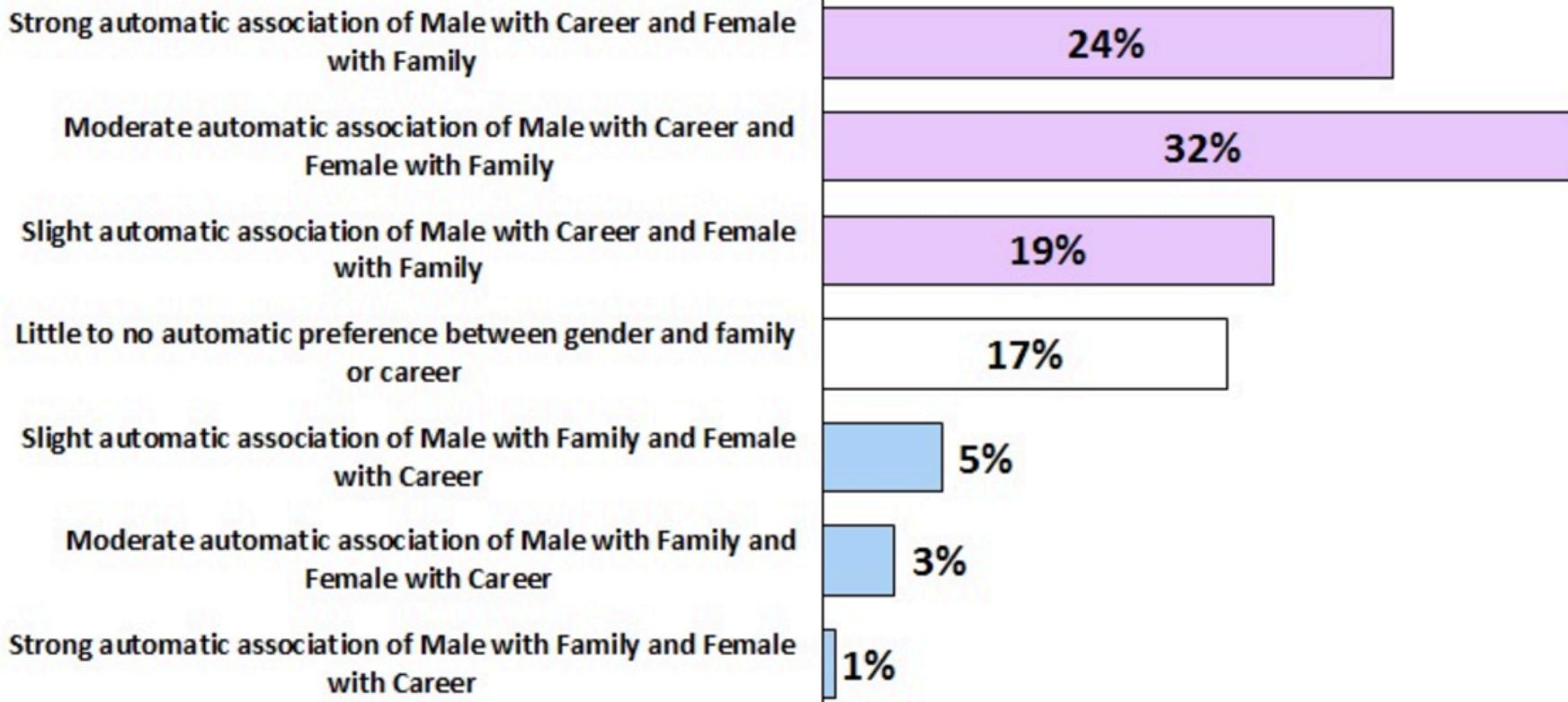
EXERCISE: Let's group-think known barriers in academia. Spend a minute and then write in the chat or just talk.

# We all have bias



Project Implicit®

Percent of web respondents with each score



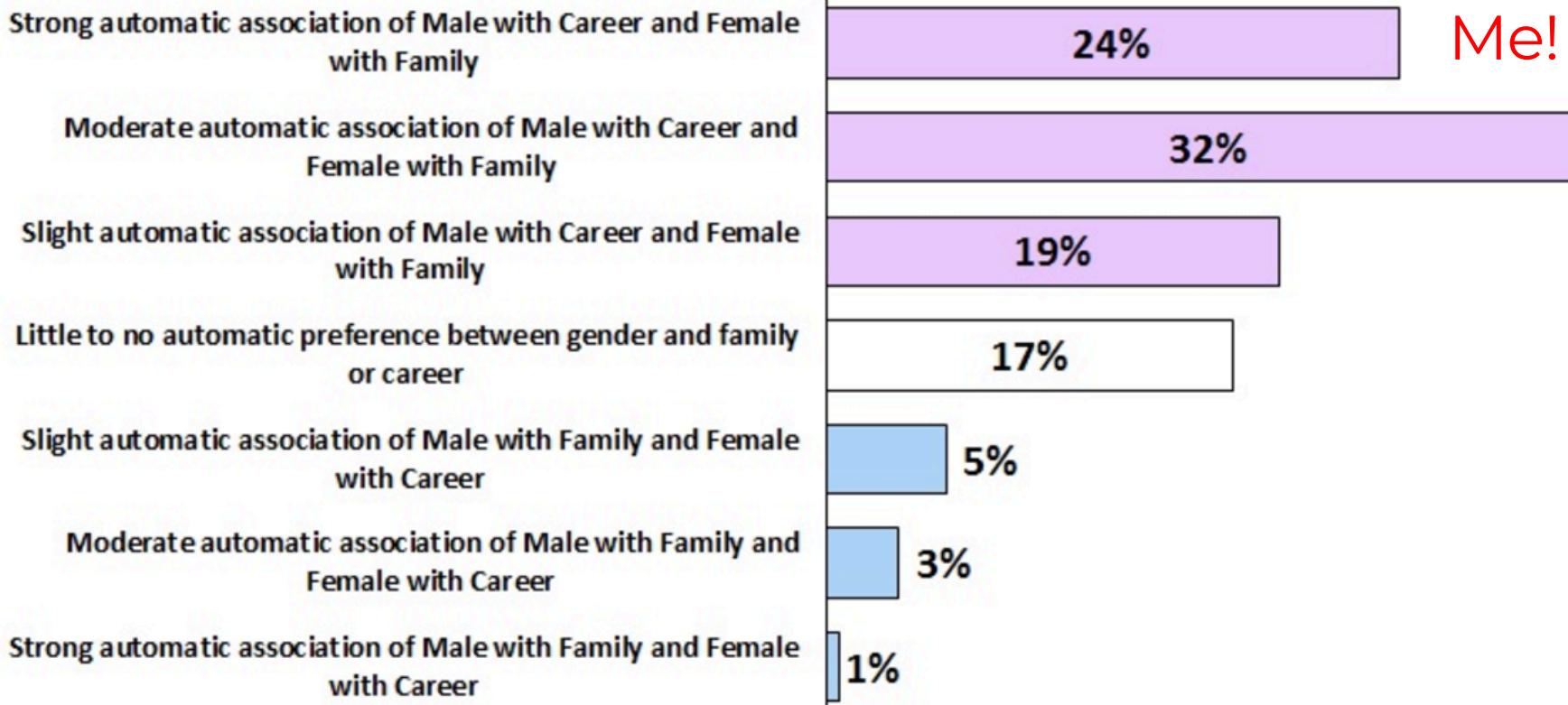
This distribution summarizes 846,020 IAT scores for the Gender-Career task completed between January 2005 and December 2015.

# We all have bias



Project Implicit®

Percent of web respondents with each score

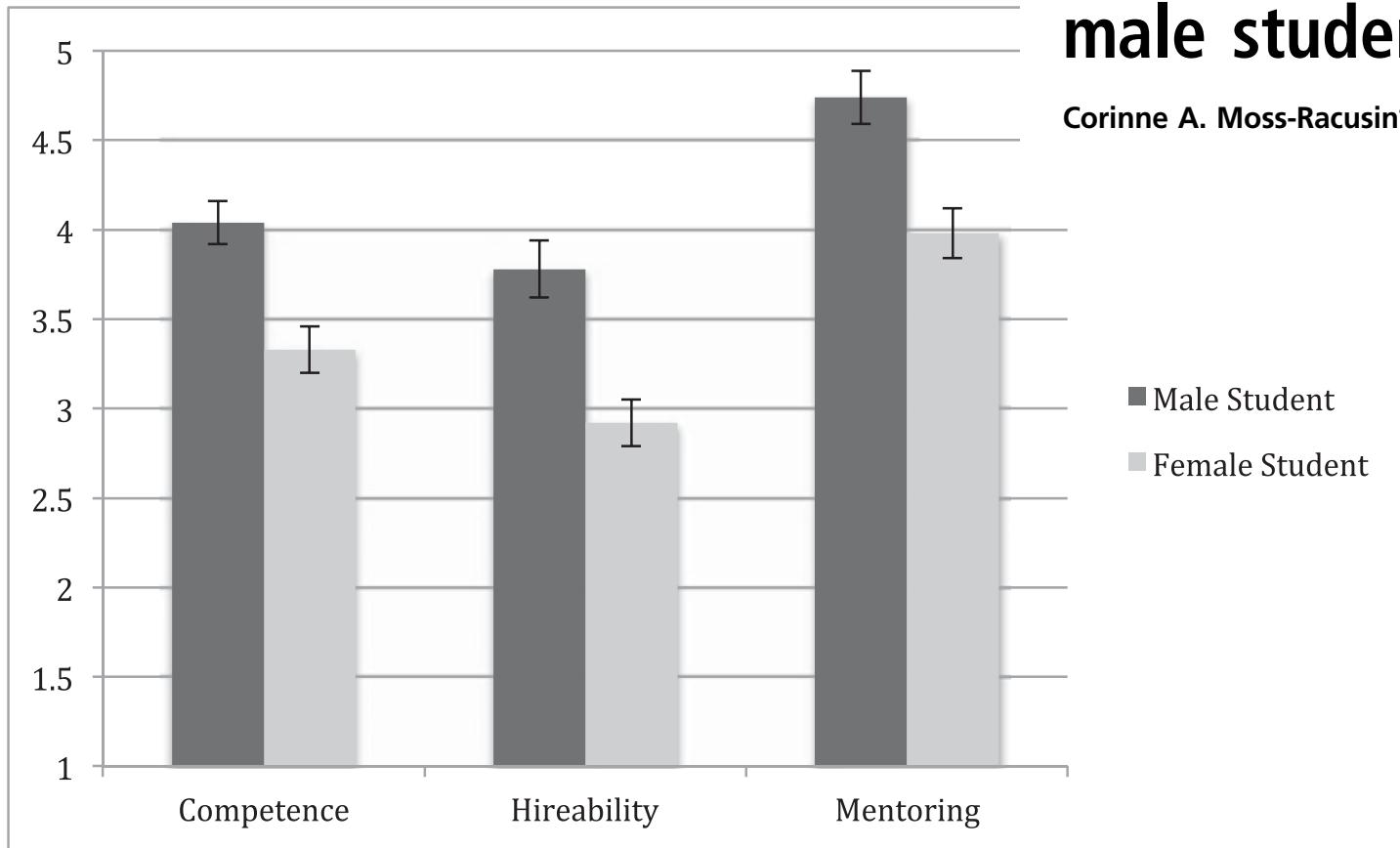


This distribution summarizes 846,020 IAT scores for the Gender-Career task completed between January 2005 and December 2015.

# What are the barriers?

Science faculty's subtle gender biases favor male students

Corinne A. Moss-Racusin<sup>a,b</sup>, John F. Dovidio<sup>b</sup>, Victoria L. Brescoll<sup>c</sup>, Mark J. Graham<sup>a,d</sup>, and Jo Handelsman<sup>a,1</sup>



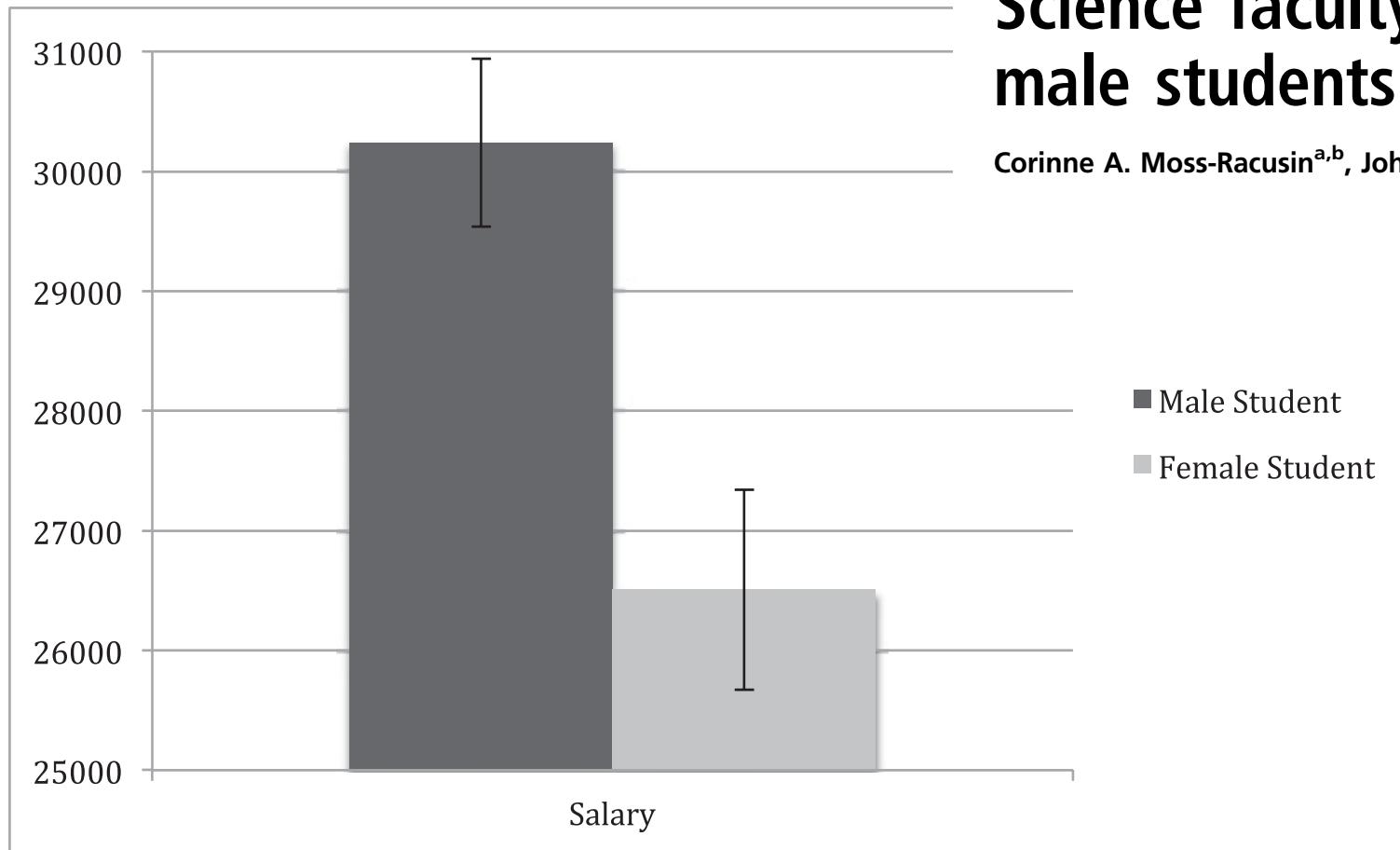
Gender and minority discrimination exists and results in inadequate salaries and access to opportunities

**Fig. 1.** Competence, hireability, and mentoring by student gender condition (collapsed across faculty gender). All student gender differences are significant ( $P < 0.001$ ). Scales range from 1 to 7, with higher numbers reflecting a greater extent of each variable. Error bars represent SEs.  $n_{\text{male student condition}} = 63$ ,  $n_{\text{female student condition}} = 64$ .

# What are the barriers?

## Science faculty's subtle gender biases favor male students

Corinne A. Moss-Racusin<sup>a,b</sup>, John F. Dovidio<sup>b</sup>, Victoria L. Brescoll<sup>c</sup>, Mark J. Graham<sup>a,d</sup>, and Jo Handelsman<sup>a,1</sup>



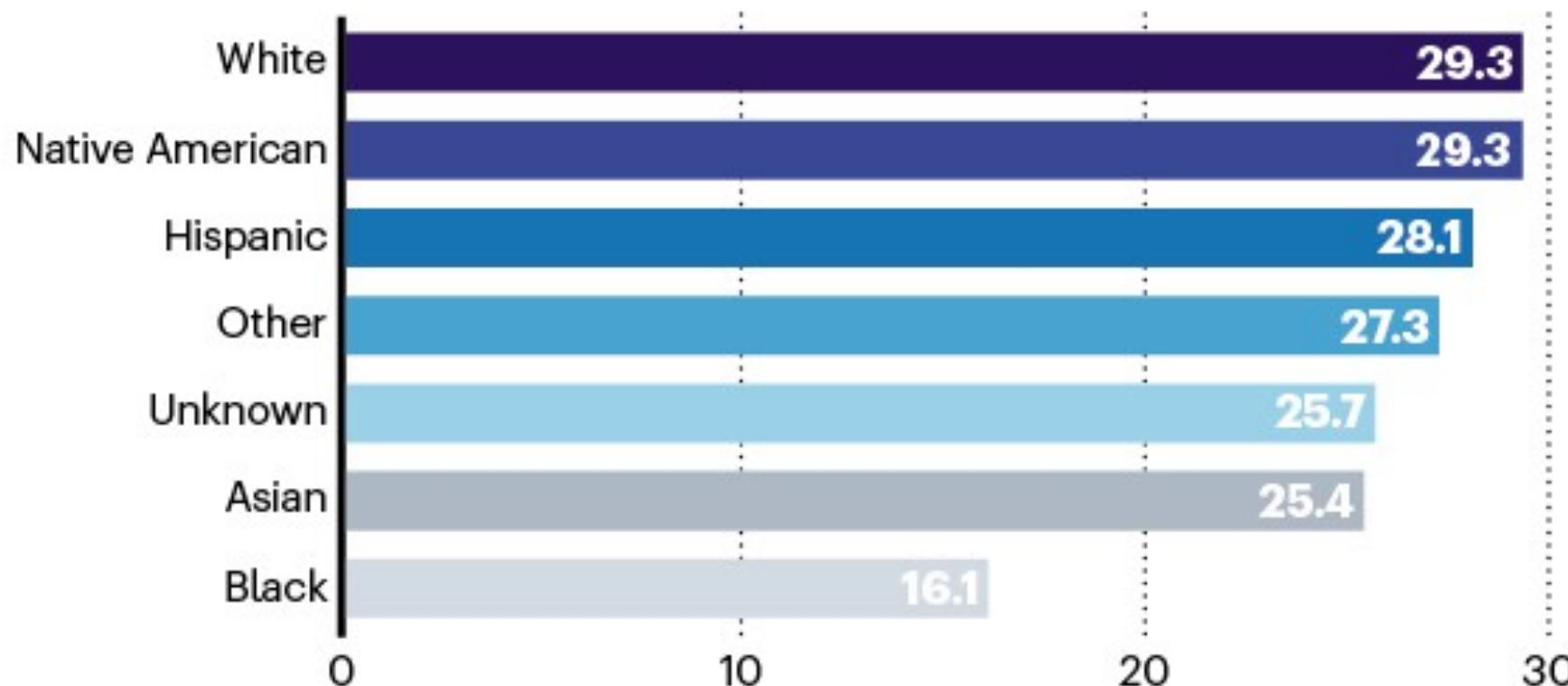
Gender and minority discrimination exists and results in inadequate salaries and access to opportunities

**Fig. 2.** Salary conferral by student gender condition (collapsed across faculty gender). The student gender difference is significant ( $P < 0.01$ ). The scale ranges from \$15,000 to \$50,000. Error bars represent SEs.  $n_{\text{male student condition}} = 63$ ,  $n_{\text{female student condition}} = 64$ .

# What are the barriers?

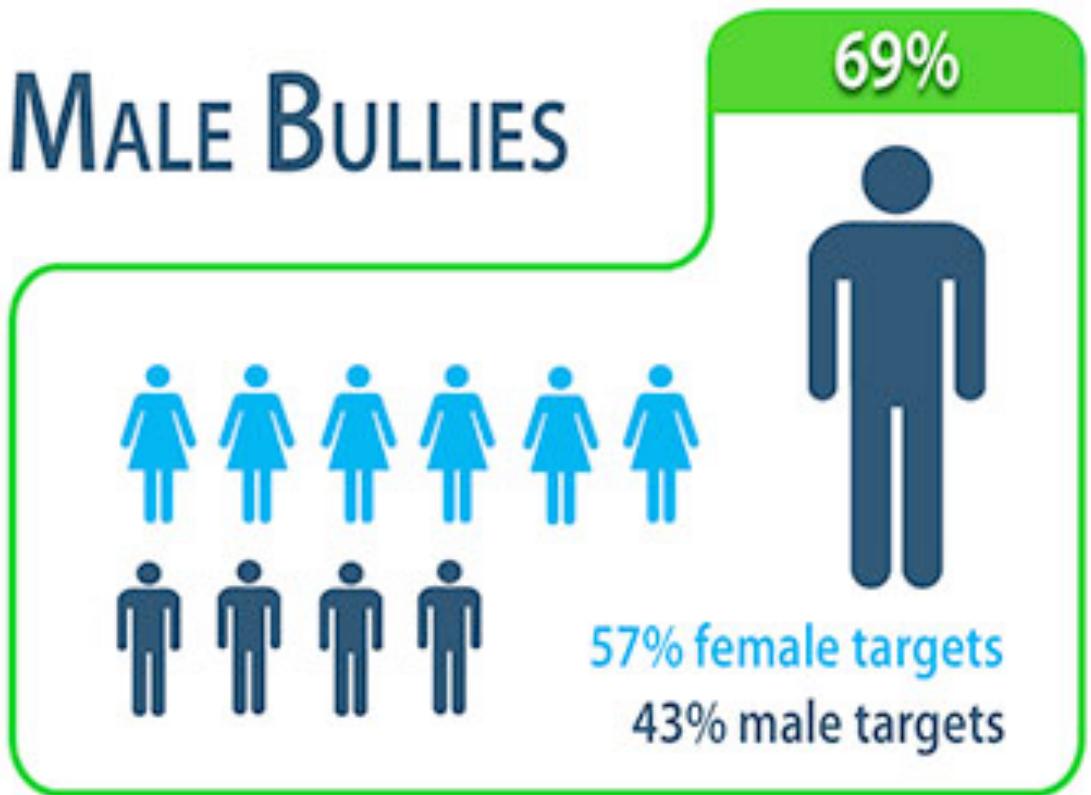
## DIVERSITY IN NIH AWARDS

Back in 2011, Black researchers applying for grants from the US National Institutes of Health (NIH) had a lower probability of success than did researchers from any other racial group. Since then, the NIH has committed to a series of changes to its processes.

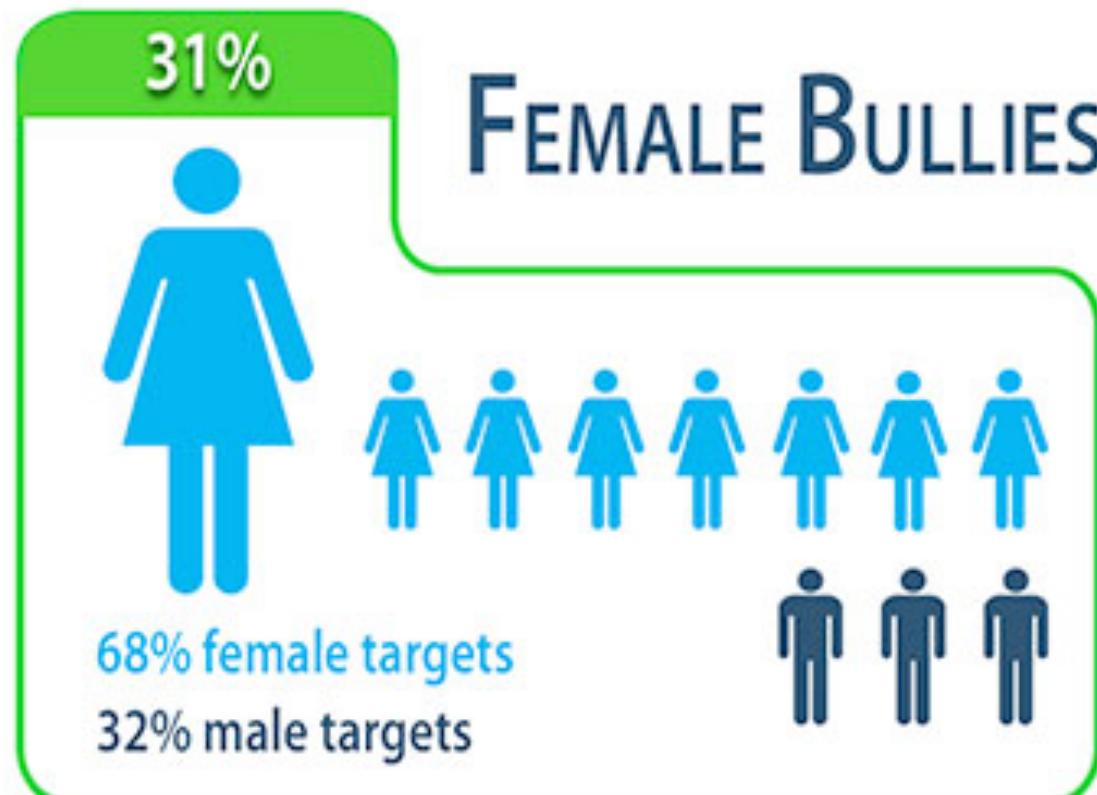


# What are the barriers?

## MALE BULLIES



## FEMALE BULLIES



Workplace bullying is often targeted toward women and minorities

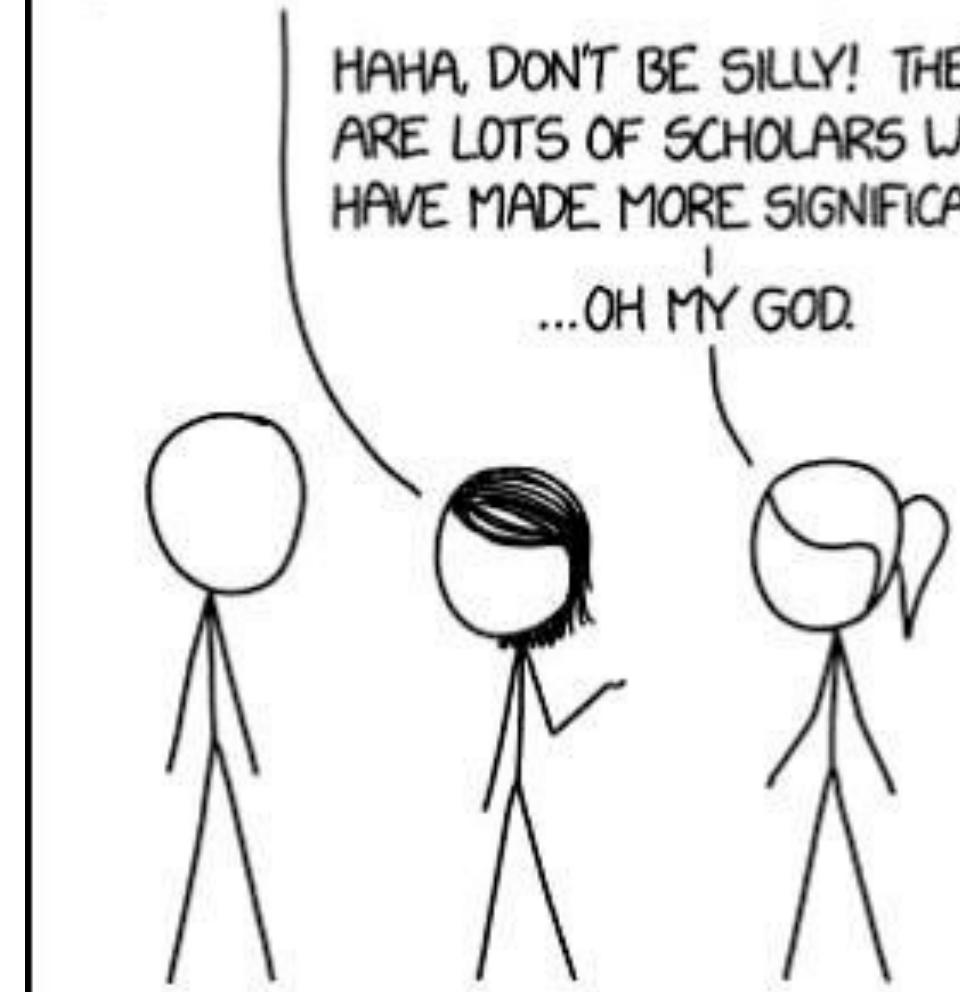
# What are the barriers?

**Imposter syndrome** – the feeling that, regardless of your accomplishments, you're still about to be unmasked as a fraud - is very common in academia and minorities are more susceptible to it.

THIS IS DR. ADAMS. SHE'S A SOCIAL PSYCHOLOGIST AND THE WORLD'S TOP EXPERT ON IMPOSTOR SYNDROME.

HAHA, DON'T BE SILLY! THERE ARE LOTS OF SCHOLARS WHO HAVE MADE MORE SIGNIFICANT...

...OH MY GOD.



# Diversity Statements



Employer	University of Pennsylvania
Location	Philadelphia, Pennsylvania
Posted	Sep 28, 2020
Closes	Oct 28, 2020
Discipline	Hydrology
Career Level	Faculty
Education Level	PhD
Relocation Cost	No Relocation
Sector Type	Academia

The successful applicant will have demonstrated excellence and productivity in research and the potential to excel in undergraduate and graduate teaching and mentorship. Candidates should submit materials through <http://apply.interfolio.com/78685> and include: (i) CV, (ii) statement of research experience and current goals, two page maximum, (iii) one page teaching statement to describe teaching experience, planned courses, and plans for recruiting, retaining, and mentoring a diverse student body and research team, and (iv) short, annotated description of up to five publications. Please also provide names and contact information of at least three referees. Referees will be contacted by the University with instructions on how to submit a letter to the website. Review of applicants will begin on November 20, 2020 and continue until the position is filled.

We are strongly committed to Penn's Action Plan for Faculty Diversity and Excellence, and to creating a more diverse and inclusive faculty (for more information:

<https://almanac.upenn.edu/archive/volumes/v58/n02/diversityplan.html>)

# Diversity Statements



SAN FRANCISCO  
STATE UNIVERSITY

Employer	San Francisco State University
Location	San Francisco State University, Department of Earth & Climate Sciences
Posted	Sep 18, 2018
Closes	Nov 01, 2018
Ref	Search #24.18
Discipline	Global Environmental Change, Hydrology
Career Level	Faculty
Education Level	PhD
Job Type	Full-time
Relocation Cost	Negotiable
Sector Type	Academia

deltaic systems; and/or interdisciplinary study of water in coupled human-natural systems

- Active record of research related to their specialty area and evidence of external support or the potential for external funding of these activities.
- Teaching experience with a large, diverse student body.
- Demonstrated ability to incorporate inclusion, diversity, and educational equity in teaching.

**Rank and salary:** Assistant Professor. Salary commensurate with qualifications and experience. The California State University (CSU) provides generous health, retirement and other benefits.

**Application:** Submit a (1) cover letter; (2) a current CV; (3) a statement of research interests; (4) a statement of teaching philosophy; (5) a statement on how your teaching, scholarship, or service align with the commitment of the Department of Earth & Climate Sciences to foster an inclusive and diverse academic community; and (6) names and contact information of three references, online at the Academicjobsonline.org Web Site (<https://academicjobsonline.org/ajo/jobs/11971>). Letters of recommendation may be requested at a later date. Review of applications begins November 1, 2018. To ensure full consideration, applications should be complete by this date. For questions about this position, contact Dr. Jason Gurdak (E&CS), [jgurdak@sfsu.edu](mailto:jgurdak@sfsu.edu), 415-338-6869, the Hiring Committee Chair.

# Diversity Statements



Employer	Department of Geosciences at Auburn University
Location	Auburn, Alabama (US)
Posted	Sep 23, 2020
Closes	Nov 22, 2020
Discipline	Paleoceanography and Paleoclimatology
Career Level	Faculty
Education Level	PhD
Job Type	Tenure Track
Relocation Cost	Negotiable
Sector Type	Academia

Applications must include the applicant's curriculum vitae, copies of transcripts, and the names and contact information of at least three references, as well as up to 2 pages each for the cover letter/letter of application, the statement of research interests, the statement of teaching philosophy and interests, and the statement of inclusion. The College of Sciences and Mathematics is committed to providing resources to enhance awareness and appreciation of cultural and individual diversity, promote community, and prepare students, faculty, and staff to have a global impact in STEM. In the statement of inclusion, describe how your past and/or potential contributions in teaching, research, and/or service will advance COSAM's mission of creating an inclusive environment. This should include 1) Statement of values as they relate to your understanding and commitment to inclusion, equity, and diversity in STEM fields; 2) Examples of experiences that demonstrate your commitment to fostering the success of traditionally underrepresented groups in STEM (students, staff, and/or peers) and supporting a diversity of perspectives in the classroom, lab, campus, and/or community; and 3) Future plans for continuing to advance inclusive excellence, equity, and diversity in your research, teaching, and service. Please see <https://www.auburn.edu/cosam/about/mission-vision-oied.htm> for more information.

# Diversity Statements



Employer	University of Toronto, Department of Earth Sciences
Location	Toronto (City), Ontario, Canada
Salary	Salary will be commensurate with qualifications and experience
Posted	Sep 08, 2020
Closes	Oct 21, 2020
Discipline	Interdisciplinary/Other, Near Surface Geophysics
Career Level	Faculty
Education Level	PhD
Job Type	Tenure Track
Relocation Cost	Negotiable
Sector Type	Academia

All qualified candidates are invited to apply online by clicking the link below. Applicants must submit a cover letter; a current curriculum vitae; a statement describing their research program (of no more than 5 pages); a sample of recent academic work (e.g., journal article, book chapter); and a teaching dossier to include a teaching statement (of no more than 5 pages), sample course syllabi and teaching evaluations.

?

Applicants must also provide the name and contact information of three references. The University of Toronto's recruiting tool will automatically solicit and collect letters of reference from each once an application is submitted. Applicants, however, remain responsible for ensuring that references submit letters by the closing date.

Submission guidelines can be found at <http://uoft.me/how-to-apply>. We recommend combining attached documents into one or two files in PDF/MS Word format. If you have any questions about this position, please contact [geol\\_sec@es.utoronto.ca](mailto:geol_sec@es.utoronto.ca).

All application materials, including reference letters, must be received by October 21, 2020.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

## Diversity Statement

The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from racialized persons / persons of colour, women, Indigenous / Aboriginal People of North America, persons with disabilities, LGBTQ persons, and others who may contribute to the further diversification of ideas.

As part of your application, you will be asked to complete a brief Diversity Survey. This survey is voluntary. Any information directly related to you is confidential and cannot be accessed by search committees or human resources staff. Results will be aggregated for institutional planning purposes. For more information, please see <http://uoft.me/UP>.

# Diversity Statements

## THINGS YOU COULD DISCUSS:

### **Where do we want to go as a discipline?**

- Define a clear value proposition for having a diverse culture – what is your commitment to diversity, inclusion, equity, and justice in higher ed?
- This can even be a statement of how your awareness has changed over time as you've learned and been exposed to more experiences
- Quantify a goal: think about where you are sending your statement – an urban institution in California will have different needs/demographics than a land-grant institution in the rural South

### **What is the current situation in the discipline?**

- Demonstrate your understanding of the relevant issues and mindsets related to diversity
- What are current best practices for improving diversity? Remember that these may be different for different groups (gender vs. race)

# Diversity Statements

## THINGS YOU COULD DISCUSS:

### **What personal experiences can you draw upon?**

- What have you done to help students from underrepresented groups?
- What obstacles have you overcome yourself? If none, what are your privileges?

### **What is needed to achieve diversity in the discipline?**

- What initiatives would you propose within your research, teaching, and service duties?
- are there pre-existing programs on that campus or can you create a new one?
- what efforts will you make to recruit and retain URM students?
- how do you plan to serve (as a teacher) a student body that is diverse in multiple ways?

# For Next Week...

**EXERCISE:** Create a <1pg Diversity Statement for next Thursday

- keep it simple
- concentrate on issues like race, gender, social class, sexual orientation – big issues – not how difficult it is to be someone studying a more esoteric topic than most of your cohort
- remember that this is about your values, not your identity: you need not be a minority to understand their struggles