

Goal 3: Reimagining Leadership

Develop, select, and sustain diverse cohorts of leaders who lead by exercising equity-advancing values.

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How we **select** Leaders, and how they are **trained** and **empowered** to lead, will determine the advancement of our profession and the individuals within it.



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Findings: The Profession's existing power structure systematically, discriminates and perpetuates the underrepresentation of leaders who lead in diverse ways, including those from historically marginalized groups.

Suggestion 1: Develop and Select Diverse Leaders Who Practice Equity-Advancing Values

The panel suggests that members of the Profession purposefully develop, nominate, and select future leaders with multimodal expertise who exercise equity-advancing values. The panel suggests that federal agencies: (1) update selection processes and criteria to require evidence of ability to lead diverse teams; (2) build programs that incentivize the hiring of leaders capable of supporting underrepresented scientists; and (3) develop leadership pathways that include both training in the practice of equity-advancing values and opportunities for early career leadership.

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Findings: STEM organizations have become more diverse primarily through the disproportionate labor of scientists who represent the communities that STEM fields are seeking to better serve. Individuals with historically underrepresented identities spend significant time on this “invisible” work, with consequences to their research productivity.

Suggestion 2: Promote the Exercise of Leadership by Diverse Leaders

The panel suggests that the Profession sustain and empower leaders with multi-modal expertise, including leaders from historically underrepresented groups, by recognizing their leadership in encouraging equity-advancing values in promotion evaluation and service assignments. This responsibility lies not only with those who select leaders, but also with their peers and those being led.

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Suggestion 2:

Suggested Methods for Junior Members of the Profession:

Establish Early-Career Leadership Awards and Fellowships to recognize and fund early-career faculty, scientists, post doctorates, graduate, and especially undergraduate students that work to support the recruitment and retention of historically underrepresented scholars.

Steward: SO-DEI Task Forces, Efforts by undergrads to bring cultural awareness to forums like student clubs.

SOP White Paper : Khullar+. *Astrobites as a Community-led Model for Education, Science Communication, and Accessibility in Astrophysics.* + Spanish Language *Astrobitos*

Astro 2020 Recommendation from Steering Committee

Table S.1 foundations of the profession

Recommendation Topic	Agency	Per Year Budget <i>Increases</i> Relative to FY2019 Agency Budget Allocations (FY2020\$)	Cross- Reference in Chapter 3
Faculty diversity, and early-career faculty awards	NSF NASA DOE	<u>(augmentation of) \$2.5M:</u> \$1M NSF; \$1M NASA; \$0.5M DOE	p. 3-14
Undergraduate and graduate “traineeship” funding	NSF NASA DOE	<u>(augmentation of) \$3M:</u> \$1M NSF; \$1M NASA; \$1M DOE	p. 3-23
Independent postdoc fellowships	NSF NASA	<u>(augmentation of) \$1M:</u> \$0.5M NSF; \$0.5M NASA	p. 3-23



VISCERAL CHANGE DEFINITIONS

Social Justice

DIVERSITY

DEFINITION

The various types of (marginalized) social identities that represent and reflect the different societal experiences of individuals and groups.

EXAMPLES

Race, gender, class, religion, ability...

MNEMONIC

Differences of identities

INCLUSION

DEFINITION

The intentional involvement of diverse people and groups into the fabric of one's overall purpose, goals, and objectives.

EXAMPLES

Creating disability resources, providing opportunities for promotion, establishing identity centers, providing financial aid opportunities...

MNEMONIC

Equal access to opportunities

EQUITY

DEFINITION

The centering of historically marginalized social identities in an effort to create a more fair and socially just environment.

EXAMPLES

Critically examining how people of color have been discriminated against based on the sound of their names or the style of their hair.

MNEMONIC

Everyone gets what they need

2. ***Past Activity(ies)***: If applicable, please list up to 3 activities the applicant has conducted to advance diversity, inclusion and/or equity, as defined below.

a. We recognize that individuals may come from backgrounds with different cultural expectations and/or are applying soon after graduate school, and thus may not have an extensive list of past activities. As such, the committee will primarily evaluate the DEI statement. However, the DEI statement can be strengthened by demonstration of the applicant's experience and commitment to the advancement of diversity, equity and inclusion through past Activities.

b. Each described past Activity must follow the below format with these listed headings:

- **Title of Activity**
- **Description of Activity (2-3 sentences)**
- **Describe your role in this Activity (2-3 sentences)**
- **Identify the communities that are impacted by this Activity (e.g. graduate students, the general public, your institution, etc.) (1-3 sentences)**
- **How did this Activity further Diversity, Equity and/or Inclusion, as defined below? You must address at least one of these terms. How did you quantify the success of this Activity? (< 300 words)**

First Round (Diversity Statement)

Score		Required Acknowledgment	Preferred Acknowledgment
1	No mentioning or minimal evidence of awareness of DEI or justice issues whatsoever.		
2	Some evidence of DEI awareness, but little evidence of awareness of DEI issues pertaining to the field.	<ul style="list-style-type: none"> Use of words such as diversity, equity, inclusion, social justice, social change, multiculturalism, DEI, etc... 	
3	Good comprehension of DEI issues and how they impact the experiences of Underrepresented Minorities	<i>Everything Above, and...</i> <ul style="list-style-type: none"> Specific social Identities (race, gender, class, etc...) Recognition of what general DEI research of URM experiences broadly 	<ul style="list-style-type: none"> Naming of *isms or *phobias, etc... Understanding of what the research shows regarding DEI in the field
4	Clear and strong understanding of DEI and justice issues, and how they impact the social and institutional experiences of students, staff, and/or faculty.	<i>Everything Above, and...</i> <ul style="list-style-type: none"> Aware of specific data and statistics regarding URM experiences in the field and/or broadly Systemic issues The role of privilege Access to opportunities 	<i>Everything Above, and...</i> <ul style="list-style-type: none"> The use of "I" statements Power dynamics The naming of specific privileges (White, Male, Class, etc...) Institutional oppression
5	Well-articulated understanding of how the complex elements of how DEI, justice, and power dynamics influence the success of students, staff, and/or faculty in higher education.	<i>Everything Above, and...</i> <ul style="list-style-type: none"> A clear and deep understanding of why the state of the current social climate is what it is within the field and broadly Supportive examples and personal philosophies 	<i>Everything Above, and...</i> <ul style="list-style-type: none"> Examples of how complex elements influence one before and during one's time in higher education. A historical understanding of the state of the current social climate and how it became what it is.

Bok DEI Rubric

Strength of DEI Component (TOTAL)

/6

DEI Statement, Eval Part A: /2

- 2 Plans/Statements are specific and feasible
- 1 Plans/Statements are generic/vague
- 0 No Plans are presented

DEI Statement, Eval Part B: /2

- 2 Good comprehension of DEI issues and how they impact the success/retention of URM scholars in Astronomy. Candidate appropriately used required wording from prompt, including at least one of: diversity, equity, inclusion AND discusses specific social identities (e.g. race, gender, class, etc.) with references to literature, such as those provided by the prompt, as appropriate.
- 1 Some evidence of DEI awareness broadly, but little evidence of awareness of DEI Issues impacting the success/retention of URM scholars in Astronomy. Candidates appropriately use required wording from prompt, including at least one of: diversity, equity, inclusion.
- 0 No Awareness of factors influencing the success/retention of URM scholars are presented: Relevant language not used or incorrectly applied

Past DEI Activities /2

- 2 Evidence for active past Involvement in DEI activities at previous institutions or external institutions/programs , where the candidate provides detailed articulation of the impact the activity had or how it was measured (addresses all components of the prompt)
- 1 Evidence for passive past Involvement in DEI activities at previous institutions or external institutions/programs, where the candidate does not meaningfully detail or expound one's role/the impact the activity had or how it was measured.
- 0 No past Involvement in DEI activities at any level / Nothing listed

Add “DEI Leadership” Section to your CVs