TAC schedule

- Proposals are due April 26th by NOON.

- **Grades are due by Noon on April 28th**

April 28th : Shiloe, Sam, Michael, Claire, Matthew, Jeniveve
May 3rd: Sophie, Haley, Xiangyu, Lily, Hayden

Goal 2: **Leveraging Power**

Leverage <u>funding structures</u> to expand diversity through inclusive workplaces and equitable practices.

<u>How can agencies </u>support the advancement of value-driven priorities through existing funding structures?

Findings 1. Goal 2: **Leveraging Power**

- Together the agencies and the Profession can form a powerful partnership to (1) *motivate* the building of equitable and inclusive workplaces and higher education settings; (2) hold each other, as well as members of the Profession *accountable* for engaging in these efforts; and (3) *assess* their progress on this goal.

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- Progress Reports – accountability
- Apriori to even GET the funding – what if you had to write about inclusion, or diversity/equity. Mentoring plans. AND these elements were graded.
- How do we get buy-in? And don't just view this as a painful exercise. → opportunity to learn, and value becoming an effective mentor.
- Mentoring Plans: (e.g. FINESST, mentoring plan signed off by student and advisor) – good exercise to set expectations.
- Thesis plans: are effectively contracts – allow funding to be tied to the student's research area (promise of research/papers to be led by the students)

Goal 2: Leveraging Power

Suggestion 1: **Motivate Individuals to Enhance Effective Mentoring Practices**

Suggestion 2: **Incentivize Teams to Support Career Development for Their Members**

Suggestion 4: **Increase Funding and Recognition for the People Who Lead the Recruitment, Retention, and Advancement of Individuals from Historically Underrepresented Groups**

Suggestion 3: **Strengthen <u>Oversight of and Accountability for Funding</u>**

Goal 2: **Leveraging Power**

Findings: Positive mentoring and interpersonal connections built through networking can instill a <u>sense of belonging</u> within the scientific community, ameliorate negative organizational climates, and aid in performance and retention.

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Suggestion1: Motivate Individuals to Enhance Effective Mentoring Practices
The panel suggests that federal agencies partner with organizations in the Profession to motivate and support individual PIs to create healthy workplaces, by updating the grants system to require: (1) demonstrated knowledge of evidence-based <u>mentoring practices</u> as well as resources for mentees; (2) <u>reporting and assessment of mentoring</u> built into proposals and reports systems.

Goal 2: Leveraging Power

Findings: Current teams leading observational surveys, facilities, and missions do not reflect the diversity in the field in part because diversity considerations are not yet fully incorporated into the funding process.

(See e.g. SOP White Paper by Centrella+ "Leadership and Participation in NASA's Astrophysics Explorer-Class Missions")

Diversity of the team

Leadership and Participation in NASA's Explorer-Class Missions

Joan Centrella, Michael New, Meagan Thompson

We have conducted a data study of leadership and participation in NASA's Astrophysics Explorer-class missions for the nine solicitations issued during the period 2008-2016, using gender as a marker of diversity. During this time, 102 Principal Investigators (PIs) submitted Explorer-class proposals; only four of these PIs were female. Among the 102 PIs, there were 61 unique PIs overall; of these, just three were female. The percentage of females in science teams in these proposals ranges from a low of 10% to a high of 19% across the various solicitations. Combining data from all these Explorer-class proposals, we find that the overall participation by females in science teams is 14%. Eighteen of the Explorer-class proposals had zero females in science roles, and this includes science teams with as many as 28 members. These results demonstrate that participation by women in the leadership of and, in many cases, on the science teams of proposals for Explorer-class missions is well below the representation of women in astronomy and astrophysics as a whole. In this white paper, we present our data and a discussion of our results, their context, and the ramifications for consideration by Astro2020 in its study of the state of the profession.

Goal 2: Leveraging Power

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Suggestion 2: Incentivize Teams to Support Career Development for Their Members
The panel suggests that federal agencies urge teams (collaborations, projects, facilities, and missions) to adopt evidence-based practices to: (1) address <u>demographic disparities</u> in <u>*recruitment*</u>, retention, and advancement of scientists; (2) provide facilities and data that are accessible to all; (3) implement strategies to improve work environments for all; and (4) assess their own progress

Astro 2020 Recommendation from Steering Committee

Table S.1 foundations of the profession

Recommendation Topic	Agency	Per Year Budget *Increases Relative to FY2019 Agency Budget Allocations (FY2020$)*	Cross-Reference in Chapter 3
Include diversity in evaluation of funding awards	NSF NASA DOE	N/A	p. 3-30

Example: NASA ATP Inclusion Plans

(an example of evaluating Multimodal leadership for PIs)

- "In support of NASA's <u>core value</u> of Inclusion and the Science Mission Directorate Science Plan Strategy 4.1, this program element is piloting the addition of an inclusion plan to proposals. All proposals must insert an inclusion plan of up to two pages."

- "This section shall address:

  - Plans for creating and sustaining a positive and inclusive working environment for those carrying out the proposed investigation, and

  - Contributions the proposed investigation will make to the training and development of a diverse and inclusive scientific workforce."

- For the assessment of the inclusion plan, the peer review panel will be asked the following questions:

a) Does the inclusion plan adequately communicate the goal of a positive and inclusive working environment for the investigation team? Does the inclusion plan provide adequate processes for creating and sustaining a positive and inclusive working environment for the investigation team? Are these processes likely to be successful in achieving the goal?

b) Does the inclusion plan adequately describe the contribution of the proposed investigation to the training and development of a diverse and inclusive workforce? Does the inclusion plan provide an adequate plan for achieving the identified contribution? Is the plan likely to be successful in realizing the identified contribution?

How might you address this call? (dual anonymous)

- Does the inclusion plan adequately communicate the goal of a positive and inclusive working environment for the investigation team?

  ○ We have a goal !!! Of DEI in working environments.
- Does the inclusion plan provide adequate processes for **creating** and **sustaining** a positive and inclusive working environment for the investigation team?

  ○ A) CREATING the team itslef: who's on the team ? How do you select? What are your rubrics? Where do you advertise? (job boards: SACNAS, NSBP) How do you interview prospective students/postdocs? Expectations/Values ?

  ○ B) CREATING inclusive working environment: Learn from experts/others to build inclusive lab works and CITE PAPERS; Rules of conduct (set expectations) and lead by example/enforce the rules (clear consequences); Discuss mutual expectations (mentorship contracts);

  ○ C) Sustaining: INSTITUTIONAL STRUCTURES; training program to participate in?
- Are these processes likely to be successful in achieving the goal?

  ○ Citing papers that prove the methods are going to work because of literature

  ○ Cite past experiences to illustrate that you know how to do this.

  ○ Assessment: Climate of the team? External evaluator – lead focus groups. Mentoring Meetings

Things to think about in an inclusion plan

- Utilizing existing DEI support structures at the university
- Recruitment of students
- Recruitment of postdocs (where are you advertising)
- Literature about strategies for mentorship
- Mentorship networks
- Assessment of climate , soliciting feedback
- Focus Group assessment with an external expert

Sacco & Norman 2021

- The best proposals connect the PI's past DEI experiences to how they had thought out the details of their research inclusion plan.
- Only about 3% of proposers include plans to evaluate their working environment.
- Cross-institutional partnerships are rarely mentioned (11%) and even when they are, in only 4% of cases are those partnerships being leveraged to support DEI work put forth by proposals.

Total vs. Sampled Proposals

	E	E/VG	VG	VG/G	G	G/F	F	F/P	P
Total Proposal Count	1	2	5	11	25	34	19	11	11
Sampled Proposals	1	2	3	3	6	9	5	3	0

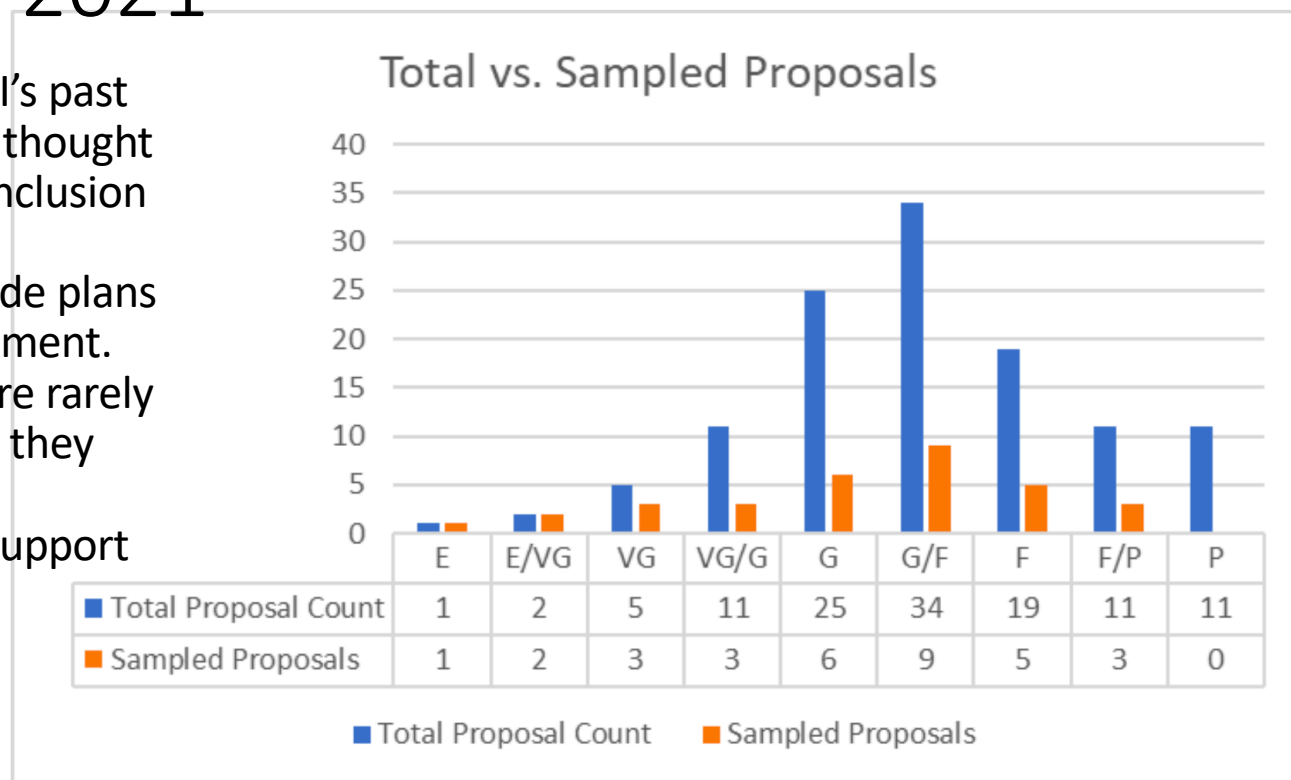■ Total Proposal Count ■ Sampled Proposals

Figure 1: The distribution of expert inclusion review panel grades for the 120 Inclusion Proposals (blue) compared to the 32 subsampled proposals (orange) that include comments from the science expertise reviewers. The adjectival ratings are all from the DEI inclusion experts since these ratings were not provided by the science panel members.

Goal 2: **Leveraging Power**

Findings: A key barrier to the retention of individuals with historically marginalized identities in the Profession is <u>lack of accountability</u>: good mentoring is not trained for or rewarded; there are few consequences for identity-based harassment or bullying; and there is inadequate support for reporters of such problems.

Suggestion 3: Strengthen Oversight of and Accountability for Funding
The panel suggests that DOE, NASA, and NSF strengthen their resources and expertise for education, monitoring, and assessment of proposals and grantees. Accountability policies and processes, tied to proposal rejection or even suspension of funding in extreme cases, would be implemented as part of the funding process.

See SOP White Paper, Norman + *Tying Research Funding to Progress on Inclusion*

Goal 2: Leveraging Power

Findings: For those who lead the recruitment, retention, and advancement of individuals from historically underrepresented groups, many of whom are members of historically marginalized groups themselves, this important work can take time and energy that compromises their professional well-being and career.

Suggestion 4: Increase Funding and Recognition for the People Who Lead the Recruitment, Retention, and Advancement of Individuals from Historically Underrepresented Groups
The panel suggests that the federal agencies provide material support to researchers who build and lead programs designed to retain, recruit, and advance historically underrepresented people.

Example: DEI Statements for the Bok & Brass Fellowships
(an example of evaluating Multimodal leadership for Future Leaders)

https://www.as.arizona.edu/postdoc-application-dei-instructions

![Arizona logo] **DEPARTMENT OF ASTRONOMY AND STEWARD OBSERVATORY**

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HOME > POSTDOC APPLICATION DEI INSTRUCTIONS

Postdoc Application DEI Instructions

The Astronomy Department and Steward Observatory values a culture of collegiality, respect, and collaboration among its members. We welcome candidates who will contribute to this positive climate and to our ongoing efforts toward increasing the inclusivity, equity and diversity (DEI) of our community and in STEM[1] fields broadly.

We request that applicants for the Bok Fellowship and the Brass Fellowship submit a document divided into two categories:

GN96.191g

1. **DEI Statement:** A max one page statement about the applicant's plans to advance diversity, inclusion and/or equity, as defined below, at UArizona and/or in STEM broadly. Please include a discussion of how you will measure the success of your plan.

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.

VISCERAL CHANGE DEFINITIONS

Social Justice

DIVERSITY	INCLUSION	EQUITY
DEFINITION The various types of (marginalized) social identities that represent and reflect the different societal experiences of individuals and groups.	**DEFINITION** The intentional involvement of diverse people and groups into the fabric of one's overall purpose, goals, and objectives.	**DEFINITION** The centering of historically marginalized social identities in an effort to create a more fair and socially just environment.
EXAMPLES Race, gender, class, religion, ability...	**EXAMPLES** Creating disability resources, providing opportunities for promotion, establishing identity centers, providing financial aid opportunities...	**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 Differences of identities	**MNEMONIC** Equal access to opportunities	**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)**

Homework

- https://www.as.arizona.edu/postdoc-application-dei-instructions
- Do an example "Past Activity"

Example

- Activity:
- Description of Activity:
- Describe Your Role in the Activity:
- Identify the communities impacted by this activity:
- How did this Activity Further DEI