



WFC3-HST/NASA

## NATIVE LAND ACKNOWLEDGMENT

We would like to acknowledge that we are on the traditional land of the **Ho-Chunk nation**, who have stewarded the lands of Madison for generations.

“Twelve indigenous nations — 11 of which are federally recognized — currently live within the state’s borders.” (Jenny Peak, Sep 2019, *This land is their land*)

“The University of Wisconsin-Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop since time immemorial. In an 1832 treaty, the Ho-Chunk were forced to cede this territory....” (The Our Shared Future plaque, Bascom Hill, UW Madison)

[nativeland.ca](http://nativeland.ca)  
[usdac.us/nativeland](http://usdac.us/nativeland)

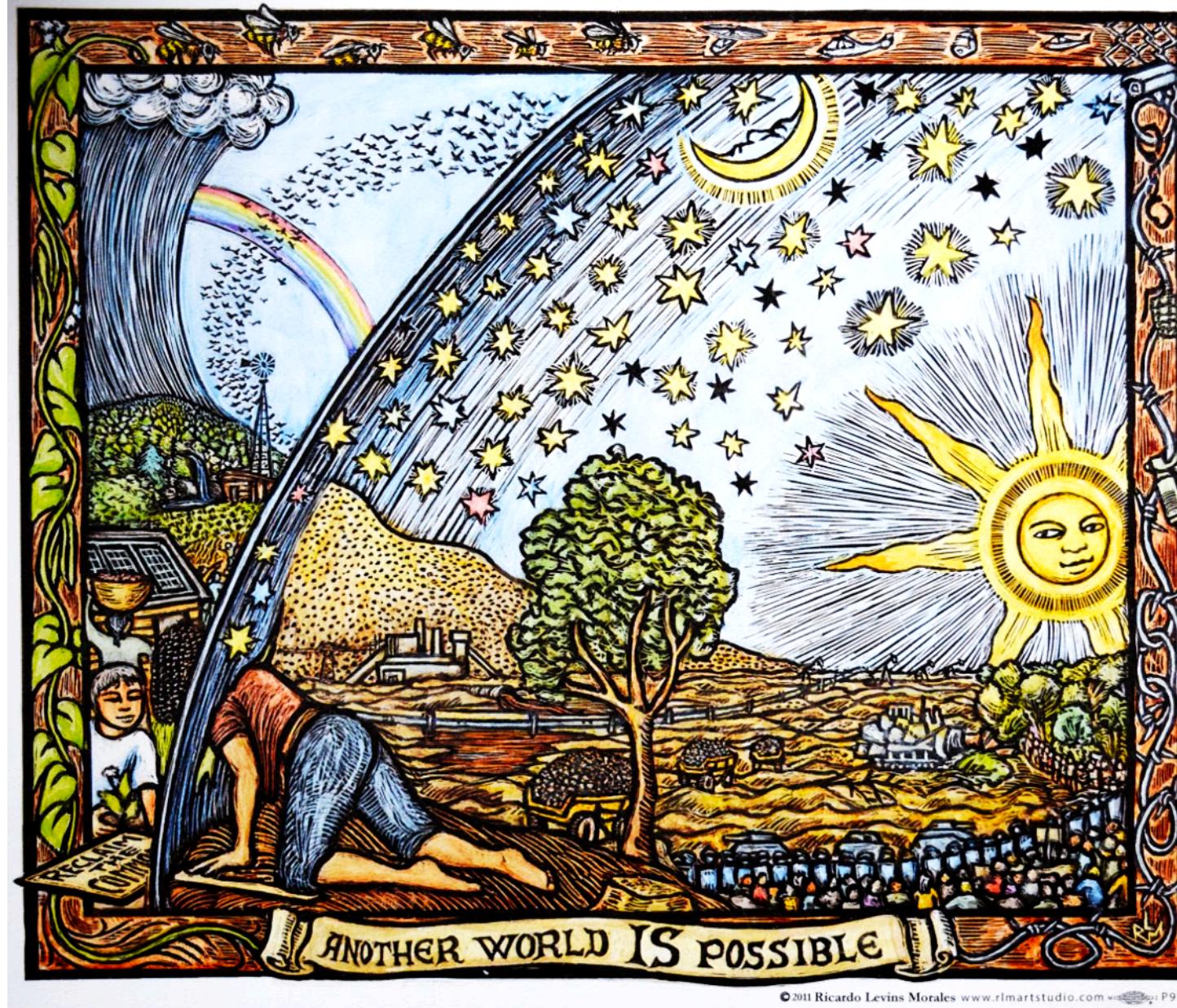
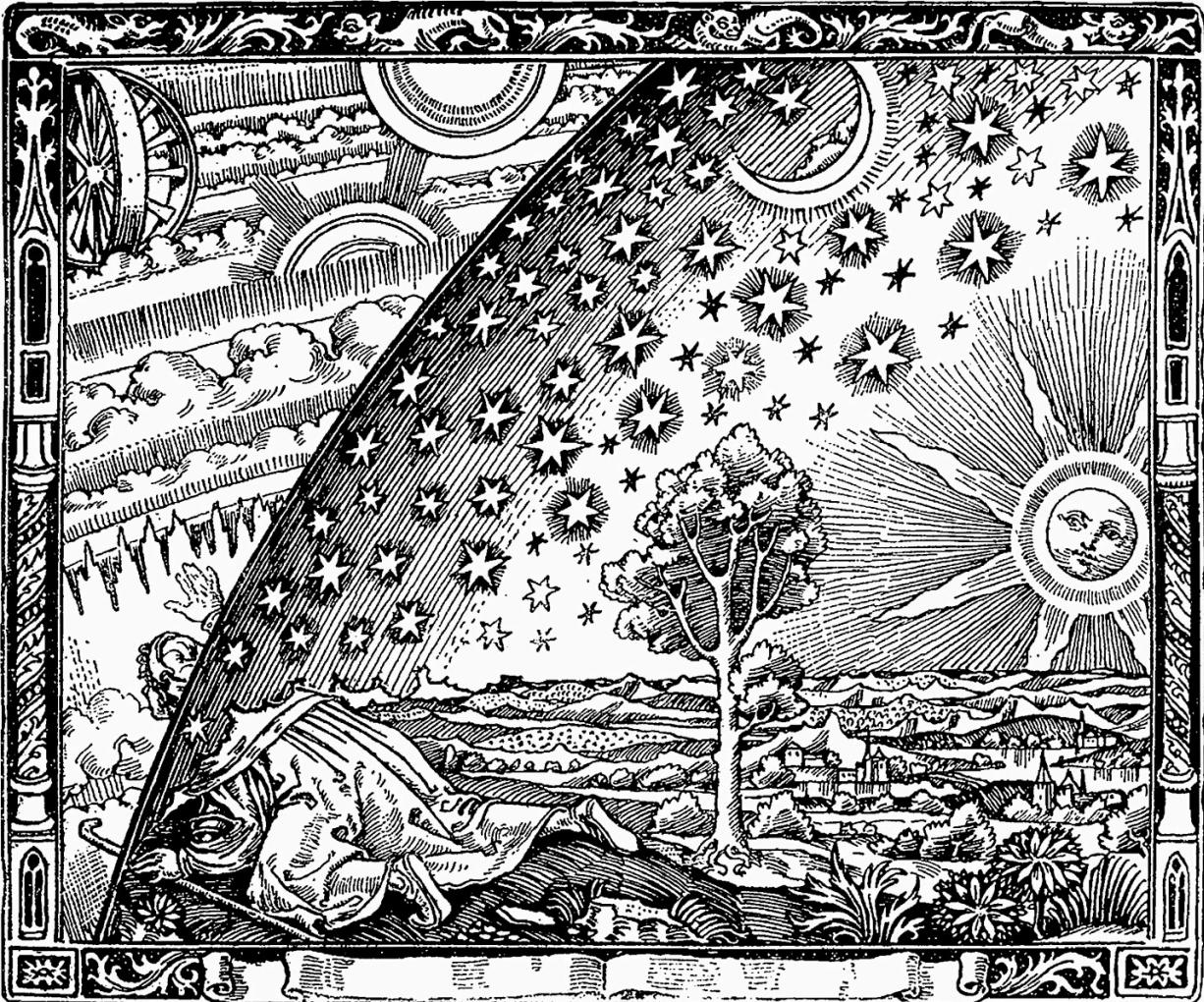


Image credit: Ricardo Levin Morales, 2011



Image credit: Ricardo Levin Morales, 2011



The Flammarion engraving, 1888

# IDEA

## INCLUSION, DIVERSITY AND EQUITY IN ASTRONOMY

Formerly the Diversity, Equity and Inclusion Journal Club (DEIJC), Astronomy-KICP, University of Chicago

GOURAV KHULLAR

@ISSKYWALKER

Brainstorming Equity and Justice Conversations in your STEM Community

Tweet for this talk: “*Community power of early career scientists can be a  
fierce force for equity and justice in institutions #NSPN #NSPS2019  
#SciPolSymposium*”

Supported by *The Inclusive Pedagogy Grant @ CCT, and  
the Dept of Astronomy & Astrophysics, UChicago*



# INTRODUCTIONS

NAME | PRONOUNS | BACKGROUND

# OBJECTIVES

**Share:** Our story, and the lessons learned in our journey

**Build:** A starter pack or resource bank, and collaboration

**Brainstorm:** Can we construct an inclusive organization, with a structure conducive to horizontalized accountability and shared work?

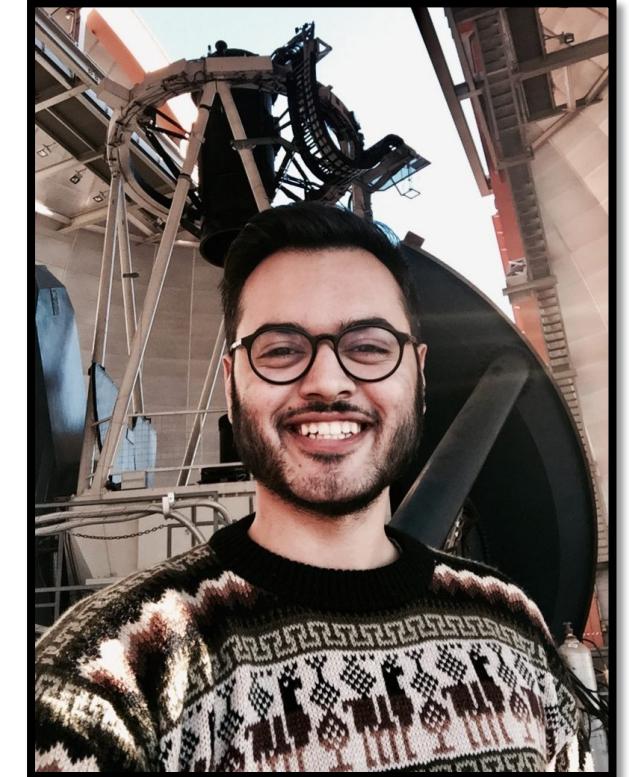
# MY BACKGROUND

- UChicago
- Astrobites
- Graduate Students United
- IDEA – Inclusion, Diversity and Equity in Astronomy
- Cambridge, UK | Aalto University, Finland | IIT Delhi, India
- Committee work in institutions, and
- Grassroots organizing
- Teaching – The Physics of Stars



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Why am I here? Am I here as an Astrophysicist? Community organizer? Science communicator? Acknowledging my privilege.

# THINK-PAIR-SHARE (TPS): ACTIVITY 1

Affecting change – individual, community, policy, etc. – is a time and labor-intensive process.

- **How have you in the past advocated for change in your community?**
- **In those processes and systems, what has worked for you (as agents of change) and what has not? Reflecting on why these were the outcomes of your efforts (whether positive or negative) could be crucial here.**

# DEFINITIONS AND VOCABULARY

- Diversity
- **Equity**
- Inclusion
- **Social Justice**
- Decolonization
- Intersectionality

# DEFINITIONS AND VOCABULARY

- **Diversity** - expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status and political perspective. (UMich DEI)
- **Equity** - equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status. (UMich DEI)
- **Inclusion** - deliberate efforts to ensure that a space is where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging (UMich DEI)
- **Social Justice** - The belief that all people should have equal social, political and economic opportunities. A social justice approach to diversity recognizes that there does not currently exist equal opportunities due to systemic oppression of certain groups in our country, both historically and currently. Because of this, **social justice can be achieved only by recognizing, challenging and removing the barriers to inclusion and equity. Once this is done, diversity will follow.** (CSMA)
- **Decolonization** - once viewed as the formal process of handing over the instruments of government, is now recognized as a long-term process involving the bureaucratic, cultural, linguistic and psychological divesting of colonial power (Linda Tuhiwai Smith 2012)
- **Intersectionality** - The interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage; a theoretical approach based on such a premise. (Oxford Dictionary/ Kimberley Crenshaw, 1989 → *Demarginalizing The Intersection Of Race And Sex: A Black Feminist Critique Of Antidiscrimination Doctrine, Feminist Theory And Antiracist Politics.*)

*“Starting equity and social justice conversations in your STEM community”*

What is a STEM community?

What do we mean by ‘conversations’?

# OUR STORY

COMMUNITY  
ORGANIZING FOR EARLY  
CAREER SCIENTISTS

ACKNOWLEDGING OUR  
ADVOCACY AND LOBBYING  
POWER IN EQUITY AND  
SOCIAL JUSTICE

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FORMERLY THE DIVERSITY, EQUITY AND INCLUSION JOURNAL CLUB (DEIJC)

## Who We Are

A grassroots group of **Graduate Students, Postdoctoral Fellows and Research Scientists** affiliated with the Dept. of Astronomy and Astrophysics, Dept. of Physics, and the Kavli Institute of Cosmological Physics at the University of Chicago.

Created in November 2017

Fortnightly meetings at KICP for 90 minutes

Touching our **35<sup>th</sup>** meeting soon

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Brian Nord,  
Fermilab/UChicago



Camille Avestruz  
UChicago/UMichigan



# GRASSROOTS GROUP @UCHICAGO

35 MEMBERS

PEER EDUCATION

# GRASSROOTS GROUP @UCHICAGO

SAFE SPACE

ADVOCACY AND PROJECTS

# SAFE SPACE PRACTICE AND ACTION

- Stack of speakers
- The 'oops/ouch' method
- Privacy and confidentiality
- Empathy

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- OUR CODE**

  - Listening and sharing is key
  - Gatekeeping
  - Community Values

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# Inclusion, Diversity and Equity in Astronomy (IDEA) - Formerly DEIJC

University of Chicago Department of Astronomy & Astrophysics and KICP

1. Lack of non- R1 or Ivy league school admittances in Astro PhD program (Celeste, 15 minutes)
  2. Grad school and parents:  
<https://www.studlife.com/news/2019/10/06/graduate-school-is-not-designed-for-us-for-parents-in-graduate-programs-traditional-academia-and-gendered-expectations-clash/>  
(Gourav, 20 minutes)
  3. ‘Optics’ of diversity work:  
<https://brightthemag.com/diversity-good-optics-doesnt-count-white-progressives-race-sex-inclusion-a4264b89288> (Nora, 20 minutes)
  4. How do we build leadership for the coming year, and sustain our operational framework (15 minutes, Group)
- 

Rules:

- o Stack
- o Confidentiality (replaced by ‘Privacy’ in special circumstances)
- o “Ouch! Oops”

Meeting format:

- o Introductions (with pronouns)
- o Volunteers for minutes taker & stack keeper
- o Current events
- o Safe Space - forum for issues and concerns
- o Project updates
- o Readings & open discussion
- o Miscellaneous agenda items
- o Select facilitator for next meeting

# PEER EDUCATION

- Mentoring and advising in astrophysics
- Workplace climate
- Best practices/etiquettes for classrooms and meetings
- Scholarship on decolonizing science
- Statistical studies on under-representation in astronomy
- Tackling impostor syndrome and mental health issues

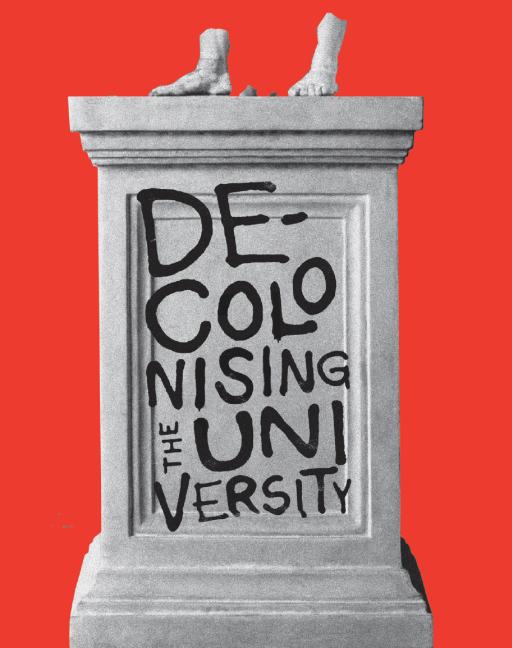
Gender parity closer among astronomers in low-income countries

Evidence for a mental health crisis in graduate education

Teresa M Evans ✉, Lindsay Bira, Jazmin Beltran Gastelum, L Todd Weiss & Nathan L Vanderford ✉

ADVICE

## Ghost Advising



Edited by Gurminder K. Bhambra,  
Kerem Nişancioğlu and Dalia Gebrail

## ADVOCACY AND PROJECTS

- Helping kickstart a **Mentorship Program** for Grad Students in Astronomy
- Lobbying for **Relocation Support** for incoming Grad Students starting Fall 2019
- **Resource Guide** for departmental committees, starting Fall 2017.
- Assembling a preliminary **Climate Survey** for the department, starting Winter 2019.
- Collecting data on best practices for **mentoring and teaching** ; Spring 2018.
- Promote **active learning** in astronomy classrooms, based on existing pedagogy research; ongoing.

and many more!

# **THINK-PAIR-SHARE (TPS) + JIGSAW: ACTIVITY 3**

Which of the following Active Learning techniques in the classroom  
(courtesy Kimberly Tanner, SFSU) are:

- Awesome!
- Good, with a chance of 'hmmm'....
- Not good!

# IDEA DAY

MAY 23<sup>RD</sup>, 2019 @ UCHICAGO

## SPEAKERS

**ASHLEY WALKER**  
(CHICAGO STATE UNIVERSITY)

THE MISLEDUCATION OF BLACK  
JUNIOR ASTRONOMERS

**DR. KHANH NGHIEM**  
(STUDENT COUNSELING SERVICES)

MENTAL HEALTH AT UCHICAGO AND  
DIVERSITY CONSIDERATIONS

**IRERI RIVAS**

(STUDENT SUPPORT SERVICES)

SUPPORTING FIRST-GEN, LOW-  
INCOME, IMMIGRANT STUDENTS

## KEYNOTE SPEAKER

**DR. LUCIANNE WALKOWICZ**

(ADLER PLANETARIUM)

CHOOSING A VALUE-ORIENTED CAREER FRAMEWORK

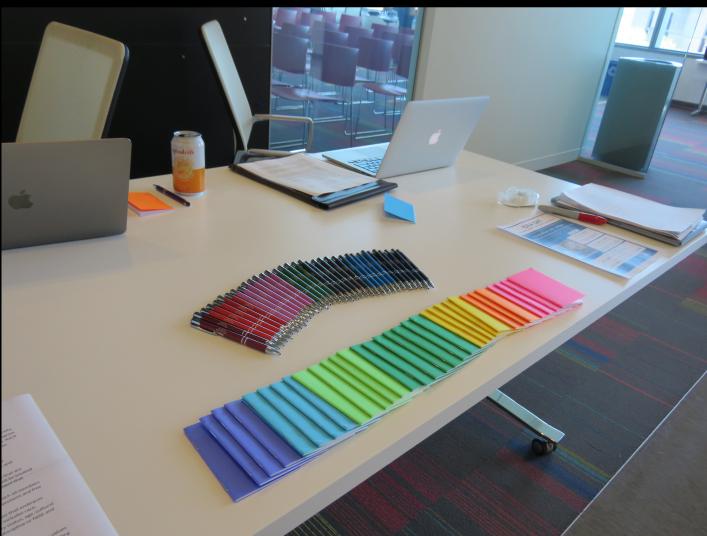
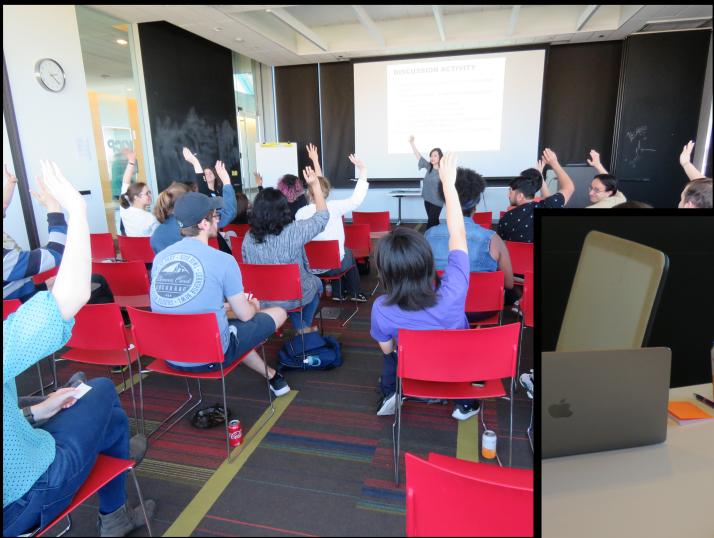
Twitter → #IDEAday

For questions, contact:

gkhullar@uchicago.edu, norashipp@uchicago.edu , on behalf of DEIJC

Supported by *The Inclusive  
Pedagogy Grant, 2018-19*





# THINK-PAIR-SHARE (TPS): ACTIVITY 4

I have described to you one version of a grassroots organization that is attempting at building community and advocacy power in the early career researcher community at a department-level ecosystem at an R1 university in the United States of America.

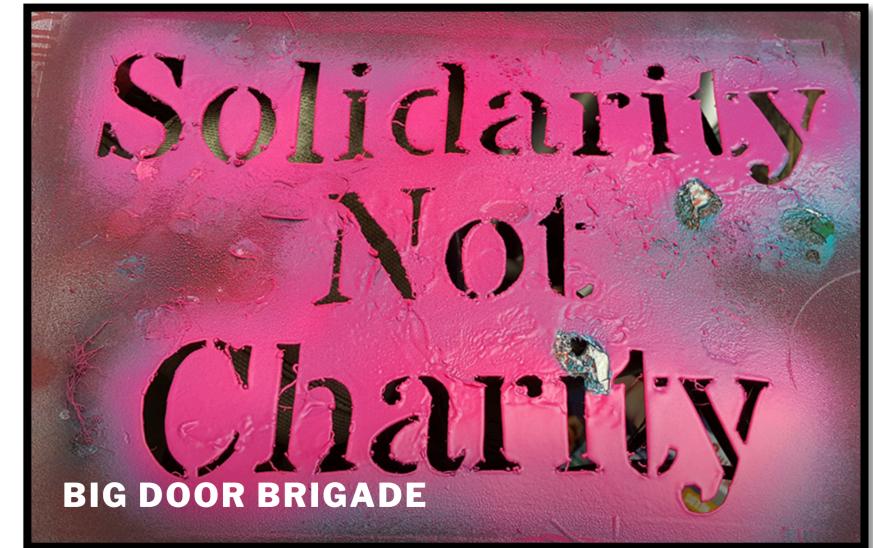
- What do you think is working for us here? Which of these **techniques and efforts** will work for the communities that you are a part of?
- What are the potential **issues** (local/global) or **redundancies** that are not **transferable** or **scalable**?

# DEAN SPADE'S ORGANIZATIONAL STRUCTURE TOOLKIT

[WWW.DEANSPADE.NET](http://WWW.DEANSPADE.NET)

Dean Spade is a trans activist, writer and teacher --  
an Associate Professor at the [Seattle University School  
of Law](#)

- Value systems in different organizations
- What does your community desire from a meetup/group?
- Group Values | Leadership Values | Burnout and Overwork



*janiemacblog.wordpress.com*

## **Collection/Lists of resources**

- Prof. Chanda Prescod-Weiss:  
<https://medium.com/@chandaprescodweiss>
- Diversity and Inclusion Resources:  
[https://en.wikipedia.org/wiki/Diversity\\_and\\_inclusion](https://en.wikipedia.org/wiki/Diversity_and_inclusion)
- Know Your Power:  
<https://docs.google.com/presentation/d/15wBhsWTjFfZfx4/edit#slide=id.g1>
- Showing up for Racial Justice:  
<https://www.racialequityinstitute.org/resources/>
- Building Organizations for Social Justice:  
<https://www.racialequityinstitute.org/building-organizations/>
- Haymarket Books, PM Press:  
<https://www.haymarketbooks.org/>



Reading List:  
[15wBhsWTjFfZfx4/edit#slide=id.g1](https://15wBhsWTjFfZfx4/edit#slide=id.g1)  
[https://en.wikipedia.org/wiki/Diversity\\_and\\_inclusion](https://en.wikipedia.org/wiki/Diversity_and_inclusion)  
<https://www.racialequityinstitute.org/resources/>  
<https://www.racialequityinstitute.org/building-organizations/>

# RESOURCES FOR YOU!

## ***Collection/Lists of resources***

- Prof. Chanda Prescod-Weinstein's (U. New Hampshire) Decolonizing Science Reading List:  
<https://medium.com/@chanda/decolonising-science-reading-list-339fb773d51f>
- Diversity and Inclusion Resources at Astrobetter: <https://www.astrobetter.com/wiki/Diversity>
- Know Your Power Project (Leah Fulmer, Lauren Chambers, Dra. Nicole Cabrera Salazar):  
<https://docs.google.com/document/d/1D7sHOpTnBRryjMKnNq9Rnu44WI5Ci3wBhsWTjFfZfx4/edit>
- Showing up for Racial Justice: <https://www.showingupforracialjustice.org/resources.html>
- Building Organizations for the Long Haul: <http://www.deanspade.net/2019/09/25/building-organizations/>
- Haymarket Books, PM Press

## TO SUMMARIZE, LESSONS LEARNED...

- How to build a community. Learning from experts - unions, affinity groups, social justice orgs - on what is a good and inclusive and kind organization.
- A resource bank to facilitate a journal-club style peer education system.
- Working towards harnessing the power of the people to keep institutions accountable.
- There is space for projects that are ultra local solutions to systemic problems.
- Regularity is key, just like any journal club, group meeting or class.

THANK YOU!

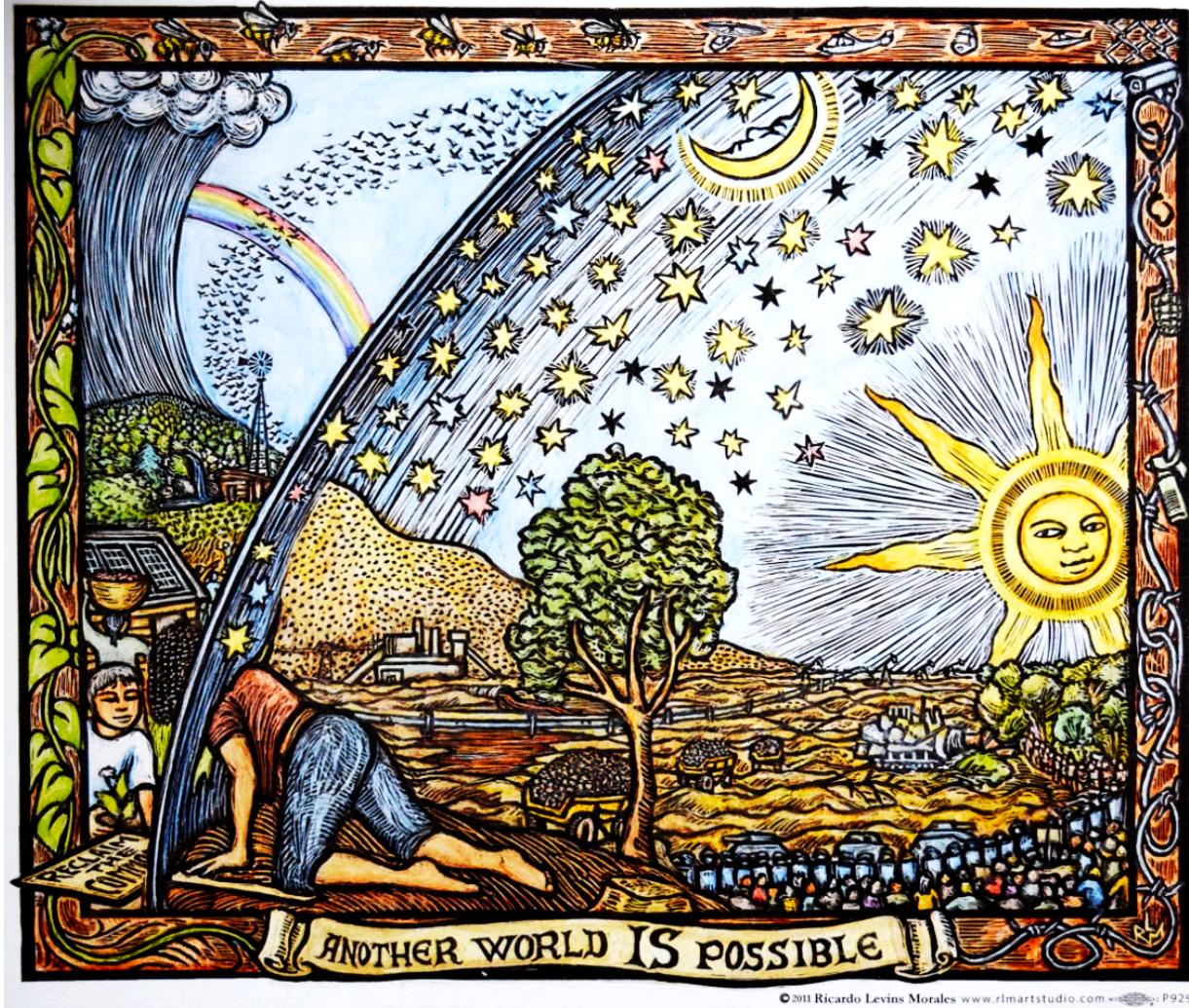


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