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EQUITY, DIVERSITY, AND INCLUSION STATEMENT

For centuries, explicit and implicit discrimination have barred racialized and marginalized individuals from participating fully and freely in science. As scientists and people, **we must create a community in which all members feel that their diverse backgrounds are an integral part of what it means to be a scientist** rather than something that excludes them from the profession.

I have engaged with equity, diversity, and inclusion (EDI) initiatives throughout my career. Over the summers of 2017, 2018, and 2019, I taught students from underrepresented backgrounds as part of the Banneker Institute at Harvard University and developed a two-week intensive curriculum to introduce them to computer programming and data analysis. This helped provide them with skills and confidence to tackle problems related to their own summer and future research projects.

During my graduate studies at Harvard in the Department of Astronomy, I participated in multiple EDI initiatives with other students including establishing a mental health survey within the Department, running workshops to address long-standing peer-to-peer sexual harassment issues, and coordinating a set of actionable, student-led EDI proposals co-written and co-signed by >90% of the student body. These led to concrete changes in the Department's operating structure, including opening membership on academic committees to graduate students to allow for shared responsibility in decision-making.

Most recently, as a member of the 2021 Graduate Admission Committee in the Department of Astronomy & Astrophysics at the University of Toronto, I successfully pushed to have a more equitable review process and to consider a more diverse set of candidates for admission.

I aim to improve equity, diversity, and inclusion (EDI) across multiple channels:

1. **EDUCATION:** To help create and/or serve on committees to review degree requirements, course offerings, curricula, and teaching practices with the goal of further diversifying the undergraduate and graduate student body within the sciences.
2. **TRAINING:** To help establish programming and data science programs targeted towards racialized and minoritized communities in Science, Technology, Engineering, and Mathematics (STEM) fields.
3. **SUPPORT:** To create and grow specialized funding streams to be used specifically for EDI-related activities such as supporting professional development programs.

4. **COMMUNITY:** To improve ways that departments can strengthen representation within the academic STEM community through changes to admissions, hiring, and culture, while also establishing better connections with organizations and initiatives working with underrepresented groups in post-secondary education.
5. **OUTREACH:** To ensure departments have a presence at conferences, workshops, and networking events focused on improving underrepresented communities' presence in STEM, such as those held by the Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS).
6. **DATA:** To expand and improve the collection of data on representation, inclusion, climate, salary, outcomes, and other topics along with the frameworks needed to analyze them in a thoughtful, transparent, and equitable manner.
7. **REPRESENTATION:** To develop a framework to use targeted EDI goals as a formal guide for organizers, speakers, and attendees for department-related activities.