

**Sharing Planetary Science:  
Presenting to Culturally Diverse Audiences**

## **Resources**

### **Biases:**

*Project Implicit* is a non-profit organization founded by researchers from the University of Washington, Harvard University, and the University of Virginia. Its goal is to educate the public about hidden biases and to function as a virtual laboratory for collecting data on unconscious bias. The link takes you to a page where you can take online implicit association tests relating to different types of unconscious bias.  
[implicit.harvard.edu/implicit/takeatest.html](http://implicit.harvard.edu/implicit/takeatest.html)

The Kirwan Institute for the Study of Race and Ethnicity has an online course on implicit bias and strategies for addressing biases. [kirwaninstitute.osu.edu/implicit-bias-training](http://kirwaninstitute.osu.edu/implicit-bias-training)

Northwestern University has a variety of resources on Unconscious Bias, including *Strategies for Minimizing the Impact of Bias in Recruitment*  
[www.northwestern.edu/provost/faculty-resources/faculty-search-committees/unconscious-bias.html](http://www.northwestern.edu/provost/faculty-resources/faculty-search-committees/unconscious-bias.html)

*Managing Unconscious Bias: Strategies to Address Bias & Build More Diverse, Inclusive Organizations*, White Paper by University of Washington:  
[www.washington.edu/diversity/files/2016/08/Paradigm.pdf](http://www.washington.edu/diversity/files/2016/08/Paradigm.pdf)

*Unconscious Bias Training*, UCSF: Office of Diversity and Outreach:  
[diversity.ucsf.edu/resources/unconscious-bias](http://diversity.ucsf.edu/resources/unconscious-bias) includes sections on the science, assessing, and addressing unconscious bias.

Information about accessibility fonts is at  
[dyslexiahelp.umich.edu/sites/default/files/good\\_fonts\\_for\\_dyslexia\\_study.pdf](http://dyslexiahelp.umich.edu/sites/default/files/good_fonts_for_dyslexia_study.pdf).

Information about accessibility colors is at [sashat.me/2017/01/11/list-of-20-simple-distinct-colors](http://sashat.me/2017/01/11/list-of-20-simple-distinct-colors)

Knezek, P. Professional Culture and Climate: Addressing Unconscious Bias, 2016; 315, 48th Annual Division for Planetary Sciences Conference.  
[womeninplanetariscience.wordpress.com/2016/10/27/dpsepsc-2016-plenary-onunconscious-bias-by-dr-patricia-knezek](http://womeninplanetariscience.wordpress.com/2016/10/27/dpsepsc-2016-plenary-onunconscious-bias-by-dr-patricia-knezek)

### **Partnerships:**

Auerbach, S. (2012) *School Leadership for Authentic Family and Community Partnerships: Research Perspectives for Transforming Practice*. Routledge.

Ceballos, M. (2007) "Outreach to Native Communities: Considerations & Styles of Interaction," *Engaging Multicultural Audiences in Planetary Science*, Education Workshop at LPSC 2007. [www.lpi.usra.edu/education/lpsc\\_wksp\\_2007](http://www.lpi.usra.edu/education/lpsc_wksp_2007).

Garcia-Luis, V.; Hawkins, I.; Blanco, L.; Oates, A. (2017) "GENIAL Summit: Executive Summary and Call to Action," *Informal Learning Review*. No 147.

Miranda, R. J., Scott, J, and Schafer, K (2018) "Characteristics of effective astronomer-educator partnerships in formal urban middle school science classrooms" *Phys. Rev. Phys. Educ. Res.* 14, 010147.  
[journals.aps.org/prper/pdf/10.1103/PhysRevPhysEducRes.14.010147](http://journals.aps.org/prper/pdf/10.1103/PhysRevPhysEducRes.14.010147)

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- O'Neill B. (2016) Brian O'Neill's 21 Partnership Success Factors, National Park Service, [www.nps.gov/partnerships/oneill.htm](http://www.nps.gov/partnerships/oneill.htm).
- Shupla, C, Bialeschki, D., Buxner, S., Felske, L., Foxworth, S., Graff, P., Peticolas, L., Shaner, A., Smith Hackler, A. (2016) Partnering To Enhance Education And Public Engagement Programs, presented at the 47th Lunar and Planetary Science Conference, the Woodlands, TX.
- Shupla, C.; Buxner, S.; Peticolas, L. M.; Mendez, B.; Acevedo, S.; Begay, D.; Higgins, M. L.; Norman, D. (2012) Engaging and Supporting Culturally Diverse Audiences, Communicating Science, ASP Conference Series Vol. 473, Astronomical Society of the Pacific.

### Diversity Committees and Organizations

- DPS Professional Culture and Climate Subcommittee: [dps.aas.org/leadership/climate](http://dps.aas.org/leadership/climate)
- Women in Planetary Science's Blog: [womeninplanetaryscience.wordpress.com/blogroll/](http://womeninplanetaryscience.wordpress.com/blogroll/)
- Committee on the Status of Women in Astronomy page: [cswa.aas.org](http://cswa.aas.org) and unofficial blog: [womeninastronomy.blogspot.com](http://womeninastronomy.blogspot.com)
- Committee on the Status of Minorities in Astronomy page: [csma.aas.org](http://csma.aas.org) and unofficial blog: [astronomyincolor.blogspot.com](http://astronomyincolor.blogspot.com)
- Working Group on Accessibility and Disability (WGAD) page: [wgad.aas.org](http://wgad.aas.org)
- Sexual-Orientation and Gender Minorities in Astronomy (SGMA) page: [sgma.aas.org](http://sgma.aas.org)
- American Geophysical Union Diversity and Inclusion Page: <https://ethics.agu.org/agu-diversity-and-inclusion/>
- National Society of Black Physicists: <https://www.nsbp.org>
- Society for the Advancement of Chicanos/Hispanics & Native Americans in Science: [www.sacnas.org](http://www.sacnas.org)

### Diversity and Inclusion in the STEM Pipeline

- Vertesi, J. The "d" word. Presented at the 2017 Winter Outer Planets Assessment Group Meeting, [www.lpi.usra.edu/opag/meetings/feb2017/presentations/Vertesi.pdf](http://www.lpi.usra.edu/opag/meetings/feb2017/presentations/Vertesi.pdf)
- The NASEM Report of Sexual Harassment in Academia: [sites.nationalacademies.org/shstudy/index.htm](http://sites.nationalacademies.org/shstudy/index.htm)
- The APS Report LGBT Climate in Physics (2016): [www.aps.org/programs/lgbt/upload/LGBTClimateInPhysicsReport.pdf](http://www.aps.org/programs/lgbt/upload/LGBTClimateInPhysicsReport.pdf)
- LGBT+ Inclusivity in Physics & Astronomy: A Best Practices Guide (2nd Edition): [sgma.aas.org/sites/sgma.aas.org/files/LGBTInclusivityPhysicsAstronomy-BestPracticesGuide2ndEdn\\_small.pdf](http://sgma.aas.org/sites/sgma.aas.org/files/LGBTInclusivityPhysicsAstronomy-BestPracticesGuide2ndEdn_small.pdf)
- Bejerano AR, Bartosh TM. Learning Masculinity: Unmasking The Hidden Curriculum In Science, Technology, Engineering, And Mathematics Courses. 2015;21(2):107-24. doi: 10.1615/JWomenMinorScienEng.2015011359.
- Eddy SL, Brownell SE, Thummaphan P, Lan M-C, Wenderoth MP. Caution, Student Experience May Vary: Social Identities Impact a Student's Experience in Peer Discussions. CBE-Life Sciences Education. 2015;14(4). doi: 10.1187/cbe.15-05-0108.

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Major B, Spencer S, Schmader T, Wolfe C, Crocker J. Coping with negative stereotypes about intellectual performance: The role of psychological disengagement. *Personality and social psychology bulletin*. 1998;24(1):34-50.

Cortina LM, Kabat-Farr D, Leskinen EA, Huerta M, Magley VJ. Selective incivility as modern discrimination in organizations evidence and impact. *Journal of Management*. 2013;39(6):1579-605.