Snowmass2021 Letter of Interest : Educational Resources for the Community

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Thematic Areas:

☐ CommF1: Applications & Industry
☐ CommF2: Career Pipeline & Development
■ CommF3: Diversity & Inclusion
☐ CommF4: Physics Education
☐ CommF5: Public Education & Outreach
☐ CommF6: Public Policy & Government Engagement

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Abstract: This is a group-written contribution pertaining to the interplay of personal lifestyle and professional activities including childcare and other non-professional responsibilities.

Elements of Interest :

- "How should I educate myself or my group?" : Go to curated list of resources for our fellow community members → imagined to be a living/changing resource (must live beyond Snowmass process)
- Playbook on increasing DEI in my group
- Providing definitions of terms and list of commonly used demographic groups
- "I'm organizing a workshop, what am I missing?" (Example here)

General Description :

Myriad resources exist on a number of platforms by which individuals can educate themselves and help form more inclusive communities, so much so that for many people it may be overwhelming to know where to begin. Moreover, for a large number of individuals in our community, rediscovering materials by word of mouth is likely not to be the most efficient and effective way of becoming educated. Furthermore, these materials may not be composed in ways that are conducive to application within particle physics at universities and national laboratories. Perhaps an individual is planning to hold a conference at their institution and wants to be inclusive but does not have ample time or resources to rediscover the most important aspects of inclusivity at a workshop of their variety. A solution should address questions and desires such as "How should I educate myself or my group?" and "I'm organizing a workshop, what am I missing?" By compiling go-to, literature-driven resources meant specifically for the physics community ("from physicists for physicists") that are open source and living/evolving over the course of time, we can mitigate this problem to catalyze more widespread change and understanding of the issues.

In addition, providing a list of term definitions and commonly used demographics groups, as well as an explanation of the nuances of their use, would be very valuable to the field. Such a list should be crowd-sourced by community members who identify with such groups, but should include references to race, ethnicity, gender spectrum pronouns, sexual orientation, citizenship/immigration status, and ability status. This document should advise the implementation for such language at all community levels associated with DPF (local institutions through international meetings), and when to use terms such as "minority", "protected groups", and "URM". For example, the first may not typically include communities like LGBTQ+, whereas the latter two may have specific legal meanings (e.g. in equal employment law, or in NSF[1]/AIP[2] data collection). It is also important to contextualize the specific challenges and adverse experiences such groups of people endure in their social and academic lives to ensure that broader populations of our community can relate to them.

This LoI proposes to create an open source and community driven platform that serves as the go-to portal for educational resources and actionable items for the community. Ideally this platform will be the initial point of contact for any academic within our field who is new to understanding and approaching DEI issues.

[1]National Science Foundation, National Center for Science and Engineering Statistics. 2019. Women, Minorities, and Persons with Disabilities in Science and Engineering: 2019. Special Report NSF 19-304. Alexandria, VA. Available at https://www.nsf.gov/statistics/wmpd.

[2]Merner, L. and Tyler, J., 2020. African American, Hispanic, And Native American Women Among Bachelors In Physical Sciences Engineering. [online] American Institute of Physics Statistical Research Center. https://bit.ly/34oO5Vo.