

# Snowmass2021 - Letter of Interest

## ***Structural changes for public engagement with particle physics and particle physics communication***

**Topical Group(s):** (check all that apply by copying/pasting /)

- (CEF1) Applications & Industry
- (CEF2) Career Pipeline & Development
- (CEF3) Diversity & Inclusion
- (CEF4) Physics Education
- (CEF5) Public Education & Outreach
- (CEF6) Public Policy and Government Engagement
- (Other) *[Please specify frontier/topical group(s)]*

### **Contact Information:**

Sarah Demers, Yale University, sarah.demers@yale.edu  
Kathryn Jepsen, SLAC National Accelerator Laboratory, kjepsen@slac.stanford.edu  
Don Lincoln, Fermi National Accelerator Laboratory, lincoln@fnal.gov  
Azwinndini Muronga, Nelson Mandela University, Azwinndini.Muronga@mandela.ac.za

### **Authors:**

Kétévi Assamagan, Brookhaven National Laboratory  
Mateus Carneiro, Brookhaven National Laboratory  
Sarah Demers, Yale University  
Kathryn Jepsen, SLAC National Accelerator Laboratory  
Don Lincoln, Fermi National Accelerator Laboratory  
Azwinndini Muronga, Nelson Mandela University

### **Abstract:**

Public education and engagement with particle physics should be built on solid structural foundations. Such structural foundations will enable public engagement to take off organically within the ecosystem of an organization. These changes should start within the particle physics community, which should:

1. Acknowledge the importance of public engagement and science communication.

2. Give credit for public engagement and science communication in the scoring systems that define the career paths of physicists, such as those related to applying for tenure, promotions, grants, and awards.
3. Make it routine to cover public engagement and science communication topics and organize public engagement and science communication events as part of gatherings of physicists such as conferences.

This will require structural changes at the levels of:

1. The physics department, in a unit or division within an organization such as a national lab or society such as DPF.
2. The faculty/college/school--in collaboration with other divisions, if applicable.
3. The university/college--in collaboration with other fields, if applicable.

And those changes should in turn influence structural changes at the governmental level, whether it be creating new partnerships with educators at the level of the local Department of Education, or recognizing public engagement and science communication in federal grant processes.