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September 21st, 2017

Dear physics and astronomy community,

We write to issue a call to action, urging you to support our students and colleagues who are impacted by DACA. Please join us in fighting for legal protections for our colleagues by signing this letter (using [this external google form](#)) and by committing to act (examples are given below).

On September 5th, Attorney General Jeff Sessions announced the decision to end the Deferred Action for Childhood Arrivals program, also known as DACA. This process will take place over a period of six months, ending on March 5th, 2018. This program was created in 2012 to provide some protections for undocumented people who arrived in this country as minors. Thanks to DACA, over 800,000 young people gained access to opportunities that other Americans take for granted, including the right to work, attend college, and travel abroad. Although it was far from perfect, DACA was a step in the right direction towards a comprehensive immigration reform that could potentially regularize the status of millions of Americans living under the shadows, many of whom are our students, our colleagues, our neighbors, our family members and our friends. However, the current administration is moving in a very different direction.

President Trump and advocates of reduced immigration argue that the economic effects of immigration justify their positions. Immigrants, including DREAMers, serve as a scapegoat for any economic woes that face the country, [even though their net impact on the economy is positive](#). The rhetoric surrounding and the rationale for reduced immigration strips immigrants of their humanity and casts them as threats--economic threats, cultural threats, and physical threats. **Immigrants are people.** And people born outside the United States deserve the same opportunities for success as Americans with documents.

For our students and colleagues with DACA, the ending of the program means, for many, an ending or stunting of dreams they have spent a lifetime achieving. Deportation is a heart-wrenching possibility, affecting not only our individual colleagues, but also tearing apart families, leaving spouses separated across borders and parents separated from their children. Physicists and astronomers who have struggled for decades to establish a foothold in this country and in our discipline will suddenly lose their permission to work, and with it their livelihoods and their positions in our labs, companies, and schools.

But the ending of DACA also threatens us more broadly, striking at our very sense of the physics and astronomy community. We have made great strides in learning to see ourselves as a community and in striving to transform our discipline into a scientific field of endeavor in which all are welcome to participate and encouraged to thrive. The end of DACA means losing members of our community, the students and colleagues with whom we have strived together; this is a terrible loss to us all, individually and as a community of physicists and astronomers.

If we value our community as physicists and astronomers, we must support our colleagues from marginalized groups. Throughout history, especially in recent decades, immigration policies have failed to

provide full access to equal rights for millions of people. This reality has been exacerbated by the current administration. We propose some action items that physics and astronomy departments can adopt to support our undocumented colleagues:

1. At the most basic level, acknowledging (in class and research group meetings, for example) the impending end of DACA, and how that can affect members of our community. This should go hand-in-hand with affirming that the department supports those who are affected, and that those who are affected belong in the department regardless of legal status.
2. Members of the department should familiarize themselves with university or work-based resources that those who are affected can access (e.g. emergency funds, pro-bono legal services, etc), and circulate information about these resources.
3. Encouraging those in the department who are citizens to use their privilege as citizens by contacting their representatives to support permanent solutions for undocumented students and workers. For example, [The DREAM Act \(S. 1615\)](#) and the [American Hope Act \(H.R. 3591\)](#) are two bills in the Senate and House, respectively, that provide undocumented students a pathway to citizenship. One effective way to do this is by setting blocks of time together to help each other write letters and make phone calls.

The undersigned urge you to join us to speak up in support of our fellow physicists and astronomers who are directly affected by this decision. We call for Congress to act swiftly to enact a more permanent version of DACA, while recognizing that all of the millions of undocumented Americans are also entitled to equal rights. We believe that all Americans, including those without documents, are entitled to live without fear and as full members of our communities.

This letter was written by members of the Physics and Astronomy Department at Pomona College. To co-sign, please follow [this external google form](#).

Here are more links and resources to learn about the issue, and ways you can help:

- [1] [Pew Research Center](#)
- [2] [ACLU - Pass the DREAM Act](#)
- [3] [United We Dream Toolbox](#)
- [4] [Immigrant Legal Resource Center \(ILRC\)](#)
- [5] [My Documented Life](#)
- [6] [Undocumented: How Immigration Became Illegal](#)
- [7] [Public Counsel - Pro Bono Law](#)
- [8] [ILRC: What do I need to know about the end of DACA?](#)
- [9] [Huffington Post: How you can help](#)
- [10] [DREAM 2017 Act FAQ from the NILC](#)

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412. Emily Griffith, Graduate Student, The Ohio State University
413. Dr. Ami Choi, Postdoc, The Ohio State University
414. Dr. Shirley Li, Postdoc, The Ohio State University
415. Kirsten Casey, Graduate Student, The Ohio State University
416. Gregory Simonian, Graduate Student, The Ohio State University
417. Prof. Patrick Draper, University of Massachusetts Amherst
418. Teresa Panurach, Undergraduate Student, CUNY Hunter College
419. Hui Kong, Student, Department of Physics, The Ohio State University
420. Prof. Matt Bellis, Siena College
421. Dr. Benjamin Pope, Postdoctoral Research Associate, University of Sydney
422. Prof. Rachel Somerville, Distinguished Professor, Rutgers University and Flatiron Institute
423. Tharindu Jayasinghe, Graduate Student, The Ohio State University
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425. Louis Johnson, Researcher, Princeton University
426. Angela Twum, Physics and Astronomy Department, Pomona College
427. Clayton Moses Audi, Student, Pasadena City College

428. Neil McCarthy, Student, University of Massachusetts Amherst
429. Julia Zachary, Student, Wesleyan University
430. Adrianna Perez, Student, Cal State Dominguez Hills
431. Dr. Giampiero Mancinelli, Director of Research, CPPM, Marseille
432. Andres N. Salcedo, Graduate Student, The Ohio State University
433. Dr. Kyle Reeves, Postdoctoral Fellow, L'université Pierre et Marie Curie
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435. Kat Redzikultsava, Graduate Student, University of Sydney
436. Misha Savchenko, Graduate Student, Duke University
437. Dr. Freeke van de Voort, Postdoc, Yale University
438. Sarah Kessler, Graduate Student, The Ohio State University
439. Dr. Andreas Kronfeld, Senior Scientist, Fermi National Accelerator Laboratory
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442. Prof. Richard Furnstahl, The Ohio State University
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455. Prof. Wayne Repko, Emeritus, Michigan State University
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460. Christopher Faesi, PhD Student, Harvard University
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470. Prof. Peter Bloser, Research Associate Professor, University of New Hampshire

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478. Prof. Danny Caballero, Michigan State University
479. Chris Limon, Physicist, Engineer
480. Prof. Geoff Mathews, Foothill College
481. Cameron Clarke, Graduate Student, Stony Brook University
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483. Prof. Mel Sabella, Chicago State University
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511. Lee J. Rosenthal, Graduate Student, California Institute of Technology
512. Alejandra Valencia, Student, Physics and Astronomy Department, Pomona College
513. Prof. Alexandru Maries, University of Cincinnati

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555. Prof. Vatche Sahakian, Harvey Mudd College
556. Prof. Tom Donnelly, Harvey Mudd College

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565. Dr. Aristotle Socrates, Director of Data Science, Juvo
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596. Prof. Franklin Dollar, University of California, Irvine
597. Liliana I. Keats, Engineer, Apple, Inc.
598. Lauren Chambers, Research & Instrument Analyst, Space Telescope Science Institute
599. Prof. Diana Parno, Carnegie Mellon University

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612. Prof. Elizabeth Schoene, South Seattle College
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636. Prof. Edmund Bertschinger, Massachusetts Institute of Technology
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638. Prof. Eric Bell, University of Michigan
639. Prof. Nuria Calvet, University of Michigan
640. Duney Roberts, Banneker & Aztlán Institute, Harvard CfA
641. Prof. Andrea Lommen, Haverford College
642. Dr. Paul Thorman, Physics Laboratory Coordinator, Haverford College

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- 645. KeShawn Ivory, Student, Rice University
- 646. Prof. Ted Brzinski, Haverford College
- 647. Kyle Rocha, Student, University of California Santa Cruz
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- 649. Sarah Reeves, Student, University of Sydney
- 650. Lily Zhao, Graduate Student, Yale University
- 651. Prof. Olof Echt, University of New Hampshire
- 652. Prof. Carol Hood, California State University, San Bernardino
- 653. Dr. Coral Wheeler, Postdoctoral Fellow, California Institute of Technology
- 654. Prof. Brian Siana, University of California Riverside
- 655. Arlene Modeste Knowles, STEM Diversity Advocate
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- 657. Raquel Martínez, Graduate Student, The University of Texas at Austin
- 658. Prof. Karen Knierman, Arizona State University
- 659. Dr. Alex McCormick, Instructor, University of South Florida
- 660. Christine McLean, Graduate Student, University of California, Davis
- 661. Prof. Adrian Soldatenko, Los Angeles Pierce College
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- 663. Dr. Millie Maier, Research Scientist, Pomona College '05
- 664. Jorge Ramírez Ortiz, Student, University of Maryland
- 665. Dr. Sarah Ballard, Postdoc, Massachusetts Institute of Technology
- 666. Prof. César Rodríguez-Beas, Research Scientist, University of Sonora (México)
- 667. Dr. Marcelo Alvarez, Research Scientist, University of California, Berkeley
- 668. Andrea Mejia, Student, Hunter College
- 669. Gourav Khullar, Graduate Student, University of Chicago