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 <u>this external google form</u>.

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] <u>United We Dream Toolbox</u>
- [4] Immigrant Legal Resource Center (ILRC)
- [5] My Documented Life
- [6] <u>Undocumented: How Immigration Became Illegal</u>
- [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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- 389. Amy Ralston, Student, University of Massachusetts Amherst
- 390. Dr. Tanda Li, Postdoc, Sydney Institute for Astronomy, University of Sydney
- 391. Dayana Gonzalez, Student, Florida International University
- 392. Allen Davis, Graduate Student, Yale University
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- 394. Prof. Marla Geha, Yale University
- 395. Iryna Butsky, Student, University of Washington
- 396. Jessica Roberts, Student, University of Colorado Boulder
- 397. Prof. Tom Giblin, Kenyon College
- 398. Prof. Laura Lopez, The Ohio State University
- 399. Prof. Todd A. Thompson, The Ohio State University
- 400. Michael Chevalier, Student, University of Massachusetts Amherst
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- 402. Prof. Krzysztof Stanek, The Ohio State University
- 403. Prof. Ulrich Heinz, The Ohio State University
- 404. Vassilis Tsiolis, Graduate Student, Princeton University
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- 406. Steven Villanueva Jr., Graduate Student, The Ohio State University
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- 411. Prof. Matthew Reece, Harvard University
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- 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
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- 422. Prof. Rachel Somerville, Distinguished Professor, Rutgers University and Flatiron Institute
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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

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- 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
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- 480. Prof. Geoff Mathews, Foothill College
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- 502. Mila Chadayammuri, Graduate Student, Yale University
- 503. Prof. Kristine Callan, Colorado School of Mines
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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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- 598. Lauren Chambers, Research & Instrument Analyst, Space Telescope Science Institute
- 599. Prof. Diana Parno, Carnegie Mellon University

- 600. Milena Crnogorcevic, Graduate Student, University of Maryland
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- 606. Prof. Roy Kilgard, Wesleyan University
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- 608. Dr. Angela Zalucha, Research Scientist, SETI Institute
- 609. Dr. Abby Crites, Postdoc, California Institute of Technology
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- 612. Prof. Elizabeth Schoene, South Seattle College
- 613. Prof. Tyce DeYoung, Michigan State University
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- 640. Duney Roberts, Banneker & Aztlán Institute, Harvard CfA
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- 642. Dr. Paul Thorman, Physics Laboratory Coordinator, Haverford College

- 643. Prof. Walter Smith, Haverford College
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- 645. KeShawn Ivory, Student, Rice University
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- 647. Kyle Rocha, Student, University of California Santa Cruz
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- 654. Prof. Brian Siana, University of California Riverside
- 655. Arlene Modeste Knowles, STEM Diversity Advocate
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- 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