

# CommF3 Lol Organization

This is a compendium of all CommF-3 (Diversity, Inclusion, Equity) topical group related Lols. This is an internal document for the conveners intended as an organizational tool to be used to form project working groups to proceed towards contributed papers.

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## Topical Group Projects

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# Official Organization Methods

It should be noted that the official organization methods are based around passing google docs and excel sheets back and forth. However error prone this may seem and likely to have someones contribution fall through the cracks, here is our spreadsheet :

[Link to Snowmass Organization Spreadsheet](#)

In principle, the entries in this spreadsheet should correspond to the ones below.

## Within CommF - 03 as Primary

- **Accessibility**
  - Sam Meehan (group)
  - [CommF/SNOWMASS21-CommF3\\_CommF6\\_Samuel\\_Meehan-074.pdf](#)
- **Funding Agency Recommendations**
  - Sam Meehan (group)
  - [CommF/SNOWMASS21-CommF6\\_CommF3\\_Samuel\\_Meehan-081.pdf](#)
- **Climate of the Field**
  - Sam Meehan (group)
  - [CommF/SNOWMASS21-CommF3\\_CommF0\\_Samuel\\_Meehan-077.pdf](#)
- **Educational Resources for the Field**
  - Sam Meehan (group)
  - [CommF/SNOWMASS21-CommF3\\_CommF0\\_Samuel\\_Meehan-078.pdf](#)
- **Lifestyle and Personal Wellness**
  - Sam Meehan (group)
  - [CommF/SNOWMASS21-CommF3\\_CommF0\\_Samuel\\_Meehan-079.pdf](#)
- **Under-represented/Marginalized Communities**
  - Sam Meehan (group)
  - [CommF/SNOWMASS21-CommF3\\_CommF0\\_Samuel\\_Meehan-082.pdf](#)
- **Recruitment, Evaluation, and Recognition**
  - Sam Meehan (group)
  - [CommF/SNOWMASS21-CommF3\\_CommF2\\_Samuel\\_Meehan-080.pdf](#)
- **Societal Impacts of Science Projects → New Topical Group**
  - Ketevi Assamagan (group)
  - [CommF/SNOWMASS21-CommF3\\_CommF6\\_Ketevi\\_Assamagan-075.pdf](#)

- Making Physics Accessible → **Accessibility**
  - Giordon Stark
  - [CommF/SNOWMASS21-CommF3-001.pdf](#)
- Best Practices for Demographic Surveys → **Underrepresented/Marginalized Communities**
  - Tiffany Lewis
  - [CommF/SNOWMASS21-CommF3\\_CommF0-042.pdf](#)
- Cultivating Math and Science in Africa → **Underrepresented/Marginalized Communities**. Sam Meehan
  - [CommF/SNOWMASS21-CommF3\\_CommF0-TF0\\_TF0-AF0\\_AF0\\_Samuel\\_Meehan-028.pdf](#)
- Understanding the Process of Snowmass [??? Meta-Lol] → **SEC “Inreach”**
  - Brian Nord
  - [CommF/SNOWMASS21-CommF3\\_CommF0\\_brian\\_nord-052.pdf](#)
- Support for Enforcing Codes of Conduct → **Climate (Code of Conduct)**
  - Erica Smith
  - [CommF/SNOWMASS21-CommF3\\_CommF0\\_Erica\\_Smith-064.pdf](#)
- Alternative Collaborative Means to Address Misconduct → **Climate (Code of Conduct/)**
  - Kimberly Palladino
  - [CommF/SNOWMASS21-CommF3\\_CommF0\\_KJPalladino-061.pdf](#)
- Creating Inclusive Collaborations → **Climate**
  - Micah Buuck
  - [CommF/SNOWMASS21-CommF3\\_CommF0\\_Matthew\\_Szydagis-042.pdf](#)
- Science Outreach and the Underrepresented Public → **Under-represented/Marginalized Communities**
  - Mateus Carneiro
  - [CommF/SNOWMASS21-CommF3\\_CommF5\\_Mateus\\_Carneiro-045.pdf](#)

## Within CommF - 03 as Secondary

- ***Building the Pipeline***
  - Sam Meehan (group)
  - [CommF/SNOWMASS21-CommF2\\_CommF3\\_Samuel\\_Meehan-076.pdf](#)
- Research at Community College
  - Katherine Dunne
  - [CommF/SNOWMASS21-CommF2\\_CommF3\\_kdunne-026.pdf](#)
- Early Career Instrumentation
  - Katherine Dunne
  - [CommF/SNOWMASS21-CommF2\\_CommF3\\_kdunne-027.pdf](#)
- DOE Visiting Faculty Program
  - Katherine Laureto
  - [CommF/SNOWMASS21-CommF2\\_CommF3\\_Laureto-070.pdf](#)
- Resources for Academic Jobs
  - Mateus Carneiro
  - [CommF/SNOWMASS21-CommF2\\_CommF3\\_Mateus\\_Carneiro-044.pdf](#)
- Augmented REU for URMs
  - Sam Meehan
  - [CommF/SNOWMASS21-CommF2\\_CommF3\\_Samuel\\_Meehan-031.pdf](#)
- Bias and Stereotype in Job Seeking
  - Sudhir Malik
  - [CommF/SNOWMASS21-CommF2\\_CommF3\\_Sudhir\\_Malik-007.pdf](#)
- Engineering Roles and Identities
  - Vitaly Pronskikh
  - [CommF/SNOWMASS21-CommF2\\_CommF3\\_Sudhir\\_Malik-009.pdf](#)
- Physics Graduate Admissions and our Einstein Problem
  - Kimberly Palladino
  - [CommF/SNOWMASS21-CommF4\\_CommF3\\_KJPalladino-062.pdf](#)
- Enhancing Particle Physics Education at the Graduate Level
  - Vetri Velan
  - [CommF/SNOWMASS21-CommF4\\_CommF3\\_Vetri\\_Velan-023.pdf](#)
- Ensuring the conditions that encourage effective participation in public engagement
  - Sarah Demers
  - [CommF/SNOWMASS21-CommF5\\_CommF3-040.pdf](#)
- Science / Society: considering new paradigms of planning for public engagement and communication
  - Brian Nord
  - [CommF/SNOWMASS21-CommF5\\_CommF3\\_brian\\_nord-053.pdf](#)
- Progress in High School Physics Outreach
  - Andrew Santos
  - [CommF/SNOWMASS21-CommF5\\_CommF3-037.pdf](#)

## Out of CommF

- Making the Most of the (“Old”) Computing Resources → ***Owned by CompF***
  - Sam Meehan
  - [CompF/SNOWMASS21-CompF0\\_CompF0-CommF3\\_CommF0\\_Samuel\\_Meehan-033.pdf](#)
- HEP Software Culture wrt Inclusion → ***Owned by CompF***
  - Matt Bellis
  - [CompF/SNOWMASS21-CompF5\\_CompF0-CommF0\\_CommF3\\_Bellis-132.pdf](#)
- The Femtography Project → ***Should be in/owned by CommF5***
  - Simonetta Liuti
  - [EF/SNOWMASS21-EF6\\_EF5-TF7\\_TF10-CompF3\\_CompF2-CommF3\\_CommF2\\_simonetta\\_liuti-159.pdf](#)
- Ethical Implications for Computational Research and the Roles of Scientists → ***Should be in new CommF subgroup***
  - Brian Nord
  - [CommF/SNOWMASS21-CommF6\\_CommF3-CompF3\\_CompF6\\_brian\\_nord-054.pdf](#)

# Topical Group Projects

## Projects to Pursue

Based on the synthesis above, the following are projects, with descriptions of action items and deliverables around which working teams will be formed.

More closely tie each Lol to each Focal Point

Each group will ultimately produce

1. So what and why?
2. External : Recs for funding agencies
3. Internal : Best practices and recommendations for the community

Submit by May for collection by July meeting

Have some regular communications

## [1] Physics in Developing Nations - Ketevi

- Math/Science in Africa : [CommF3\\_CommF0-TF0\\_TF0-AF0\\_AF0\\_Samuel\\_Meehan-028.pdf](#)
- MRI in Mozambique : [CommF1\\_CommF2\\_LMatias-034.pdf](#)
- Physics in Mozambique - the next "Big Thing" : [SNOWMASS21-CommF1\\_CommF2-032.pdf](#)
- Donating Computers : [CompF0\\_CompF0-CommF3\\_CommF0\\_Samuel\\_Meehan-033.pdf](#)
- Augmented REU : [CommF2\\_CommF3\\_Samuel\\_Meehan-031.pdf](#)
- DOE Visiting Faculty Program - [CommF/SNOWMASS21-CommF2\\_CommF3\\_Laureto-070.pdf](#)
- It was LOI number 28 in CEF4: The African School of Fundamental Physics and Applications (ASP)
- 
- Focal Points
  - What \*is\* a developing nation in particle physics? (e.g. China is a developing nation in the United Nations)
  - Overlap with pipelines
    - How to build pipelines from developing nations to US physics
    - Credentials for admissions of students/faculty
  - How to build facilities/resources in those nations?
  - Review what programs already exist?
  - Something focused around exchange of human capital
    - Two outcomes
      - [1] stay in the country
      - [2] come back to country and "thermalize"
    - Propose a plan → implementable in all collaborations
      - "cookie cutter"
  - Something focused around "equipment exchange"
    - Example of prof in Buenos Aires setting up lab \*with\* equipment bought on FNAL grant
  - Relevant to theory
    - Scientist exchange
  - What novel \*incentives\* exist for going from the US to developing nations?
    - Compare and contrast with Europe
    - Template from Japan in 1950s/60s





## [2] Accessibility - Sam

- Accessibility : [CommF3 CommF6 Samuel Meehan-074.pdf](#)
- Dear/HoH : [CommF3-001.pdf](#)
- Focal Points
  - Get people thinking about all accessibility avenues that can hinder individuals from becoming a part of the particle physics community and document these
    - Blind, Deaf/HoH, Physical disability - What mechanisms exist to reduce these barriers?
    - Lifestyle and childcare/family care needs - How does our community treat these? What are differences with respect to institutions? (overlaps with project on Lifestyle/Personal Wellness)
    - Financial accessibility (e.g. student doesn't have funds to attend conference, large Maintenance/Operation fees in collaborations) and how this can be actively mitigated
    - Faculty at primarily undergraduate universities → no immediate research community
    - Intellectual accessibility - How can we reduce the effect of "gatekeeping"?
  - Differentiate this project from accessibility in professional advancement
    - Those are covered in the pipelines/climate projects
  - Produce a "How To" guide for accessibility for research groups of conference/workshop organizers
  - Consider if/how the various accessibility issues should be prioritized so as to provide guidance for whether improvements have been made for the next snowmass
  - A large part of this will be to expand on the accessibility document that has been produced for the snowmass process ([Link to Document](#)) and consider how these apply to the wider field
  - Describe mechanisms for people to make an accessibility request to be known and addressed
    - Work in conjunction with Ethics Committee

### [3] Climate of the Field - Erin, Erica

- **Status:**
  - **Working LOI organization document**  
[https://docs.google.com/spreadsheets/d/17\\_gVfOjDUudVWznU-yTzjTAchKuoMKO\\_RaiMOPGBoVo/edit#gid=0](https://docs.google.com/spreadsheets/d/17_gVfOjDUudVWznU-yTzjTAchKuoMKO_RaiMOPGBoVo/edit#gid=0)
  - **Sent out to LOI authors 11/23/2020**
  -
- Climate from the top down
  - Climate : [CommF3\\_CommF0\\_Samuel\\_Meehan-077.pdf](#)
  - Code of Conduct Support : [CommF3\\_CommF0\\_Erica\\_Smith-064.pdf](#)
  - Inclusive Communities (LUX/Zeppelin) : [CommF3\\_CommF0\\_Matthew\\_Szydagis-042.pdf](#)
  - Alternative Means to Address Misconduct: [CommF3\\_CommF0\\_KJPalladino-061.pdf](#)
  - Culture Change is Necessary : [CommF1\\_CommF6\\_brian\\_nord\\_new-056.pdf](#)
- Measuring and accounting for climate
  - Recognition/Evaluation : [CommF3\\_CommF2\\_Samuel\\_Meehan-080.pdf](#)
  - Bias/Stereotyping in Jobs : [CommF2\\_CommF3\\_Sudhir\\_Malik-007.pdf](#)
  - Best Practices for Surveys : [CommF3\\_CommF0-042.pdf](#)
- Equitably interacting with the broader scientific community
  - Engineers vs. Scientists : [CommF2\\_CommF3\\_Sudhir\\_Malik-009.pdf](#)
  - Augmented REU : [CommF2\\_CommF3\\_Samuel\\_Meehan-031.pdf](#)
  - HEP Software Culture : [CompF5\\_CompF0-CommF0\\_CommF3\\_Bellis-132.pdf](#)
  - Educational Resources : [CommF3\\_CommF0\\_Samuel\\_Meehan-078.pdf](#)
- Not included here (CommF5)
  - New Outreach Paradigms : [CommF5\\_CommF3\\_brian\\_nord-053.pdf](#)
  - Support for Outreach : [CommF5\\_CommF3-040.pdf](#)
  - High School Outreach : [CommF5\\_CommF3-037.pdf](#)
- **Focal Points**
  - Introductory
    - Have a formal and informal aspects
    - What is the ultimate climate that we could aim for?
  - Climate at different populations (“pipelines”)
    - Issues specific to non-US citizens
    - Issues specific to early career
    - Issues specific to engineers and technicians
  - **Overlap/work closely with the Ethics Committee**
  - Educational settings
    - What is the graduate student experiencing?
    - Include undergraduates because that is the first impression
    - Einstein problem
  - View/focus of outreach by the field
    - How we are approaching “sage on the stage”
    - What are we outreaching about?
  - Large comparison of (1) campuses and (2) national labs
    - Compare EDI committees and what they do in large collaborations

- “What is the status quo?” -- status of the field
    - Details from existing CoC and roadblocks during development processes (see:NOvA)
    - Implementation and enforcement within and without the community ([Smith](#) and [Palladino](#))
  - Solutions / Recommendations
    - Where are the priorities? What priorities need to be recognized?
    - Advice from DEI/sociology experts
    - Literature-driven solutions (e.g. regard to bias trainings)
  - Bias/stereotyping in jobs
    - Reviewing search committees and promotion and how they are put together and trained
  - Funding Agency Recommendations
    - What information needs to be expressed to the DPF field?
    - What information needs to be expressed specifically to funding agencies?
  - Resources about how to cultivate/increase diversity and create an inclusive research group
  - “Training” for the field for EDI - start with CMS initiative
    - Like the CPM stuff
- Clumps
    - Formal support
      - CoC, recognition/evaluation, bias/stereotype in jobs
    - Informal
      - Inclusive communities, subpoints of climate
    - Pipeline/Outreach
- Interest list:
    - Erin V Hansen ([evhansen@berkeley.edu](mailto:evhansen@berkeley.edu))
    - Erica Smith ([ess3@iu.edu](mailto:ess3@iu.edu))

#### [4] Lifestyle/Personal Wellness - Carla

- Lifestyle/Wellness : [CommF/SNOWMASS21-CommF3\\_CommF0\\_Samuel\\_Meehan-079.pdf](#)
- Notes
  - Complementary view of climate
    - Climate : Individual → community
    - Wellness : Individual → individual / community → individual
  - “How are people enjoying \*life\* as a particle physicist?”
    - Goal is to come up with exhaustive list
    - What is the status quo? What do we need to change?
  - Covid-19 review
  - Related to culture in some sense
    - “Work 24h a day”
  - How does our culture impact personal wellness?
  - Discussion/townhall about these discussions
  - Anonymous survey method
    - Example : “Do you feel guilty about taking holidays?” / “Do you feel behind?”
  - Local culture and work law (maternity leave)
  - Identify common things and different things
  - Example holidays
- Focal Points
  - Causes of the work-personal life imbalance
    - Care of others / gender unbalance
    - Very competitive work environment
    - Evaluation metrics
    - Knowledge/tools concentrated on individuals (rather than groups)
    -
  - Consequences
    - Lack of time for leisure, vacation, physical activities
    - Health problems (stress, lack of physical activity)
    - Mental problems (Depression, frustration, anxiety)
    - Significant increase of the existing gaps → enhance of the causes (loop)
  - Actions
    - Surveys to evaluate/classify the causes
    - Surveys to understand the consequences and the community problems
    - Evaluate and study the problem together with specialist (working groups)
  - Solutions / Recommendations
    - Result from the actions
    - See how other do (industry, other countries)
    - Proposition of some pilot programs
  - Special situation in 2020: Covid-19 → what we learnt and how we can use this

## [5] Marginalized Communities - MuChun

- Under-represented Communities : [CommF3\\_CommF0\\_Samuel\\_Meehan-082.pdf](#)
- Best Practices for Surveys : [CommF3\\_CommF0-042.pdf](#)
- Outreach for the Under-represented Public : [CommF3\\_CommF5\\_Mateus\\_Carneiro-045.pdf](#)
- Research at Community Colleges : [CommF2\\_CommF3\\_kdunne-026.pdf](#)
- Augmented REU : [CommF2\\_CommF3\\_Samuel\\_Meehan-031.pdf](#)
- Support for Outreach : [CommF5\\_CommF3-040.pdf](#)
- New Paradigms for Outreach : [CommF5\\_CommF3\\_brian\\_nord-053.pdf](#)
- High School Outreach : [CommF5\\_CommF3-037.pdf](#)
- Notes:
  - What are marginalized communities?
    - Gender identity and sexual orientation
    - Racial and ethnicity
    - First Gen
    - Also cover “marginalized” in the sense of institution size/type
      - Primarily undergraduate institutions / community colleges
      - HBCU students are marginalized in the same way as students at very small liberal arts schools, and also faculty there, because there is no community for intellectual engagement in particle physics
      - Financial marginalization because of large collaborations
        - M&O fees
    - ~~Crackpots~~ → this may be more relevant for outreach group
    - Financial marginalization
  - Survey
    - Gather demographics of the field
    - Gather “what do you do?”
    - Think about interfacing with the SEC survey (two birds one stone)
  - Document anecdotally about how different groups are marginalized in HEP specifically
    - Professionally in their career path
    - The public
  - List of resources for funding and pipeline building for faculty/staff
    - HBCU contacts
    - Fellowships and funding for specific URM student populations
    - Compile list
    - Is the design of programs addressing the issue?
  - ~~Outreach~~ → confirm with CommF5 if they cover this (THEY WILL COVER THIS)
    - ~~Outreach vs. engagement~~
      - ~~Break the power dynamic and “levels”~~
    - ~~Interface of inclusion and public engagement~~ → what “public” are we engaging
    - ~~What is particle physics to those not in the field?~~
- Focal points:
  - Defining “marginalized communities” in particle physics
    - Gender identity and sexual orientation
    - Racial and ethnicity

- First Gen
- Disability
- Institutional (universities/colleges, collaboration) sizes
- Financial barriers (can overlap with the above)
- Status Quo:
  - Current representation of marginalized groups
    - Percentage of each group at different institutions, and our field as a whole
    - Can be done via surveys
  - Current experience of marginalized groups
    - What are the barriers for accessing resources?
    - What are the barriers for accessing opportunities?
    - How welcoming are our institutions, collaborations, and field as a whole?
  - Experience with social interactions?
- Plan for moving forward:
  - What can we do to remove barriers for accessing resources for marginalized groups? (related to pipeline building)
  - What can we do to remove barriers for accessing opportunities for marginalized groups? (related to pipeline building)
  - What can we do to improve the social interaction experience for marginalized groups?
  - What can we do to increase the representation of marginalized groups? (related to pipeline building)

## [6] Meta Snowmass Review - Ask Brian

- What is Snowmass : [CommF3\\_CommF0\\_brian\\_nord-052.pdf](#)
- Focal Points
  - Chris Quigg like review
  - Describe how the SEC inreach stuff can be improved
  - Rolling survey for grievances
    - Setting up a way that this can be sustained past snowmass

Ask Brian and other authors about leading this and if we can help recruit a team of people interested in working on this with him

Sam to contact authors

## [7] Ethical Implementation of AI

- AI Ethics : [CommF/SNOWMASS21-CommF6\\_CommF3-CompF3\\_CompF6\\_brian\\_nord-054.pdf](#)
- Doesn't fit in with other projects

Sam to contact authors

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## Remove:

### [3] Funding Agency Recommendations → REMOVE (general guidance)

- Lol : [CommF6\\_CommF3\\_Samuel\\_Meehan-081.pdf](#)
- Notes
  - Involve Alan Stone (DOE) and XYZ (NSF)
  - Have extended townhall on this topic
  - Make list of for the “resource educational” part of the work (Make it easier for faculty and scientists to leverage this)
  - Extend this to include “Interactions and Advocating to Government”(???) and then it can include the CommF5 folks
- Perhaps this should be embedded in other documents
  - Have a dedicated section in each of the other white papers and the compilation of these sections is what will ultimately be “sent”

### [5] Educational Resources → REMOVE (general guidance)

- Educational Resources : [CommF3\\_CommF0\\_Samuel\\_Meehan-078.pdf](#)
- Best Practices for Surveys : [CommF3\\_CommF0-042.pdf](#)
- What is Snowmass : [CommF3\\_CommF0\\_brian\\_nord-052.pdf](#)
- Notes
  - ~~Produce a living webpage~~
  - “How is HEP organized?”
    - Inreach and “How to snowmass?”



## Projects Lead by Other Topical Groups

- Pipeline/Workforce → CommF2
  - We would be handing off two Lols
    - Building the Pipeline :  
[CommF/SNOWMASS21-CommF2\\_CommF3\\_Samuel\\_Meehan-076.pdf](#)
    - Recruit/Evaluation :  
[CommF/SNOWMASS21-CommF3\\_CommF2\\_Samuel\\_Meehan-080.pdf](#)
  - Additional
    - [CommF/SNOWMASS21-CommF2\\_CommF3\\_kdunne-026.pdf](#)
    - [CommF/SNOWMASS21-CommF2\\_CommF3\\_kdunne-027.pdf](#)
    - [CommF/SNOWMASS21-CommF2\\_CommF3\\_Laureto-070.pdf](#)
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    - [CommF/SNOWMASS21-CommF2\\_CommF3\\_Samuel\\_Meehan-031.pdf](#)
    - [CommF/SNOWMASS21-CommF2\\_CommF3\\_Samuel\\_Meehan-031.pdf](#)
    - [CommF/SNOWMASS21-CommF4\\_CommF3\\_Vetri\\_Velan-023.pdf](#)
    - [CommF/SNOWMASS21-CommF5\\_CommF3-037.pdf](#)
    - Notes
      - The rumor mill culture is toxic
  - Target : Have specific sections about recruiting with an eye to diversity/inclusion and recruitment of URM
- Broader Societal Impacts → CommF7 (eventually)
  - Broader Impacts : [CommF/SNOWMASS21-CommF3\\_CommF6\\_Ketevi\\_Assamagan-075.pdf](#)
- Education and Outreach to under-represented communities → CommF5
  - Outreach to URM : [CommF/SNOWMASS21-CommF3\\_CommF5\\_Mateus\\_Carneiro-045.pdf](#)

## Orphaned Topics

- Femtography Project :  
[EF/SNOWMASS21-EF6\\_EF5-TF7\\_TF10-CompF3\\_CompF2-CommF3\\_CommF2\\_simonetta\\_liuti-159.pdf](#)
  - Doesn't seem like us
  - Maybe they meant to go to CommF5? Or they didn't understand the form for submission based on selecting CompF and CommF twice?
  - Yes, this is confirmed to be transferred and taken on by CommF5 → just need confirmation by them

## Project Team Organization/Structure

Having a rather well-defined structure for these projects will ensure that the workload is more evenly divided among the interested people in the community and leadership of each project is not put on the topical group conveners.