

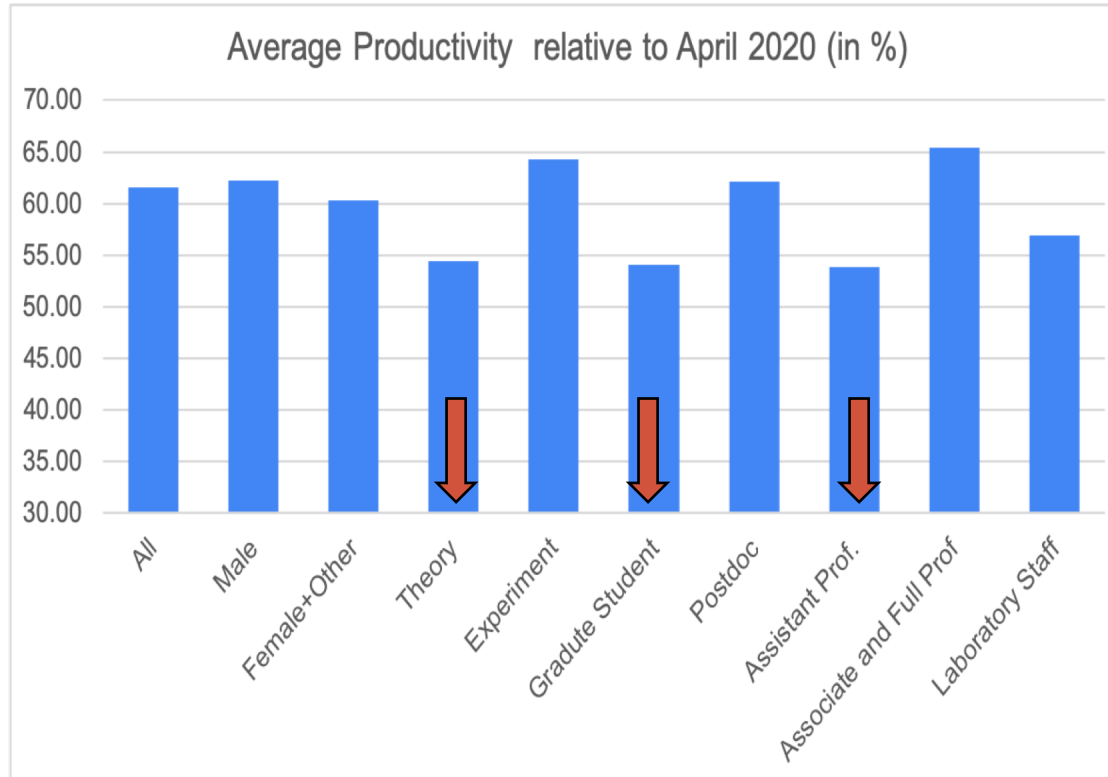
Summary of Community Input on Meetings from the DPF Townhall

Virtual Meeting on Virtual Meetings, May6 , 2021

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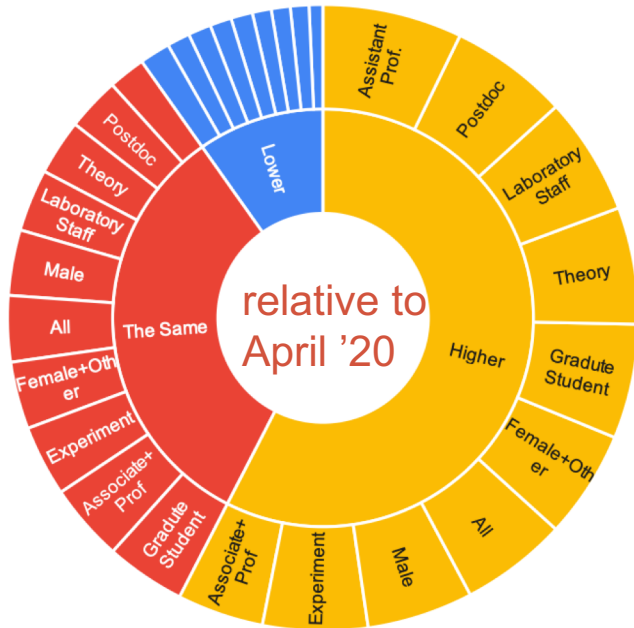
Scientific Productivity relative to April '20

55-65% Lower relative to pre-pandemic productivity



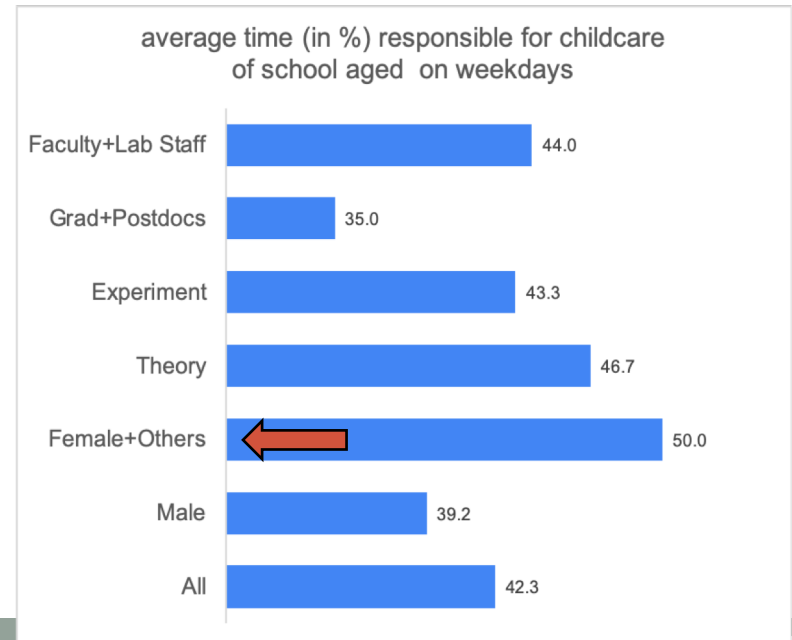
Work, career, child-care & work-life balance

work-life balance
level of Stress “higher”

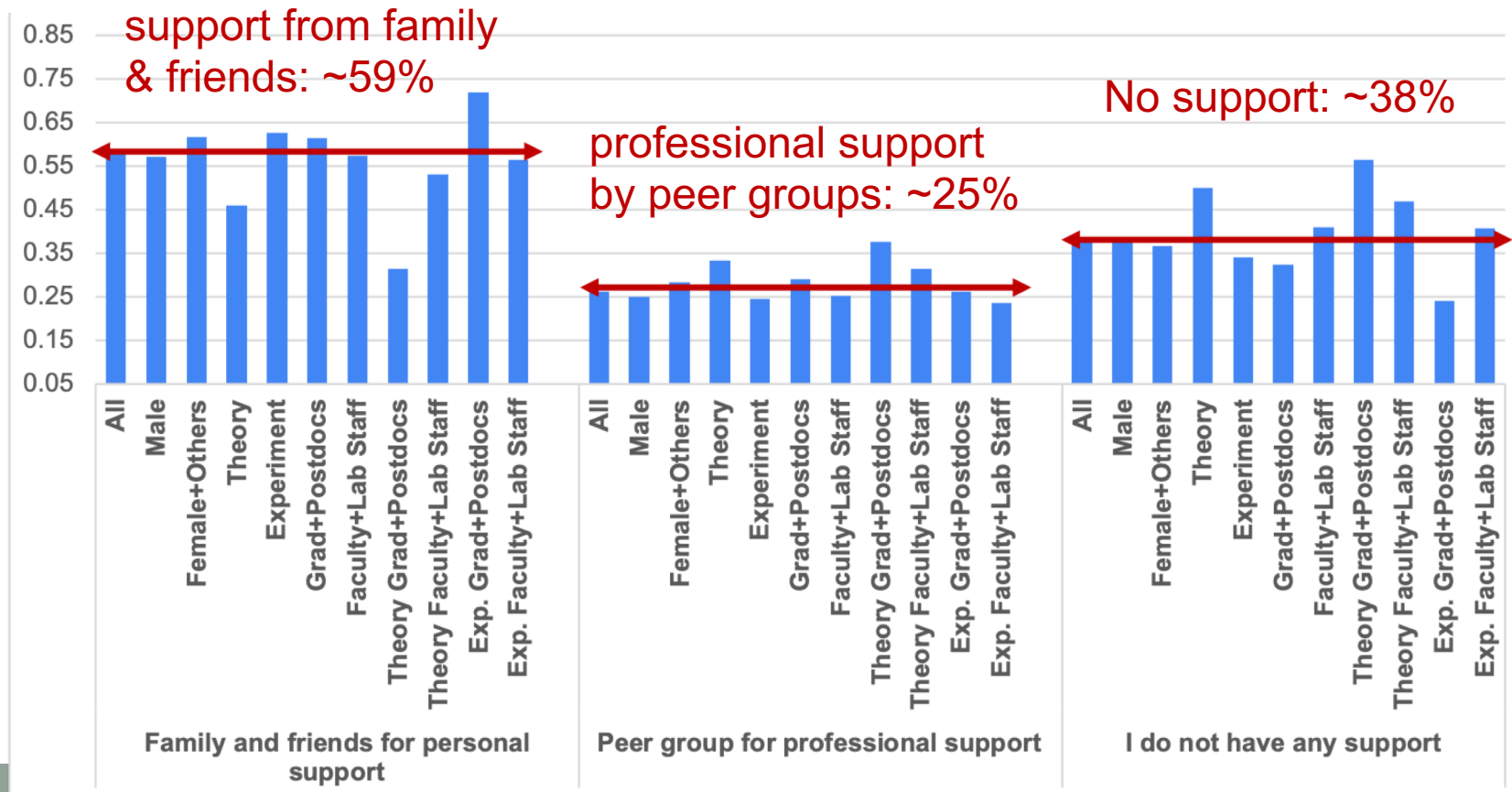


child-care commitments

~60-70% time children at home on weekdays
~35-50% of each day responsible for school-aged children










Access to personal/professional support



Virtual Conferences & Peer Interactions

July 2020

- In terms of visibility and interaction with peers effectiveness of
 - virtual conferences : ~44% report not effective
 - virtual collaboration meetings : ~39% report not effective
- Social isolation and zoom fatigue reported by >60%.
 - Demographics affected more that others: female+other, graduate students, theorists

Respondents	Usefulness of and Visibility at Conferences	Effectiveness of virtual meetings	Impact of social isolation	Experience zoom fatigue
	negative impact (%)	negative (%)	negative (%)	significant (%)
All	44	39	63	67
Theorists	38	40	68 	71
Experimentalists	48	38	59	65
Male	41 	37	62	65
Female+Other	52	42	65	72
Graduate Students	44	46	85 	83 
Postdocs	43	49	70 	68
Early Career PIs	61 	38	48 	67
Senior PIs	42	34	60	65

Concerns relating to interaction

- Uniformity and indistinguishability of virtual meetings
 - "talk by Nobel prize winners seem identical to canteen regulation meetings"
- Missing opportunities of private physics discussions
- Spontaneous, adhoc discussions and interactions are lacking.
- Much harder to work with undergraduates and junior graduate students, where frequent hand check-ins are very effective and one can also just observe how things are going by walking by and a quick chat that doesn't interrupt progress as much as a Zoom meeting.
- Difficulty in generating new ideas, as impromptu face-to-face discussions and collaboration on chalkboards are completely missing.

Concerns about the APS meeting

- Webinar mode for talks is non-personal and discourages engagement from the audience and also demotivating for the speaker
 - Human feedback loop is missing.!
- Not much participation from audience.
- Too many parallel sessions – audience gets divided.
- Strong request expressed to ask for the slides & recordings of all presentations and make it available to all. [not an APS policy]
- Registration fee was way too high for a fully virtual meeting (~\$350 ?)
- These days multitasking is "the" way of life. Having a fee means one is faced with paying a lot of money when one has limited time to look at anything for several hours at a time. So it is tremendously inefficient to refuse to post slides and recordings.

Some comments on virtual meetings

- Re-examine: the structure, purpose of meetings, and mode of participation:
- Provide structure in the form of meeting etiquette and specific goals/purposes of meetings. Think about the target audience, the time of day, and the duration of the meeting (zoom fatigue is real)
- Embrace technological improvements to enhance the quality of the meetings/conferences
- As we transition back to in-person, maintaining the benefits of online meetings (accessibility/cost) while restoring the benefits of in-person meetings (dedicated focus, more small group interactions/discussions, etc)
- Some positive effects of COVID
 - Students can attend more conferences for cheaper
 - Environmental impact of conferences decreased dramatically
 - Ability to invite higher profile speakers for invited talks

Optimizing learning and participation

- What have we learned this past year about hybrid courses, blended environments, best practices for student engagement?
- Promote engagement by small group collaborative work/brain storming
 - use tablets & annotate functions etc. to create a “chalkboard”
- Opportunities to think about efficient hybrid virtual-live events
 - Conducting 100% research remotely is possible, but not efficient!
 - We will re-establish networks and interpersonal relationships as work places resume
 - Establish protocols for equitable virtual participation, especially in discussions
 - Physical meeting room layouts are very important.
 - The need for virtual face to face to breakouts. Make it interesting and interactive.
- Consider synchronous and asynchronous learning modes
 - “Live listening” has a limited role as opposed to “discussion sessions after looking at slides and listening to recordings”
 - Snowmass EF request to submit virtual talks to overcome timezone difference failed

Optimizing the meeting culture

- **Equity first approach:** accessibility, inclusive environment e.g pay attention to non-English speakers, effect of different accents, means maybe the speaker should speak clearly and slowly.
- **Promote “Diversity and Inclusion”:** example of virtual workshop format (CMS)
 - Incorporates synchronous and asynchronous learning
 - Pre-workshop:
 - Slides uploaded a week before the workshop
 - “crowd-sourced review”: assign 3-4 reviewers from the registrants to each analysis.
 - This lowers the threshold to ask questions
 - Mix seniors with students, reviewers from different subgroups etc
 - During workshop:
 - Presentation by analysts: brief overview of the analysis
 - Reviewers highlight most important questions (one each, taking turns, starting from most junior). Followed by questions by the audience.

Summary

- It is a culture-defining moment for our field.
- The pandemic has made the entire community to re-examine our mode of communication/operation and take a look at the broad range of technology platforms.
- We have an opportunity to define an equitable, diverse and inclusive meeting culture, whether it is an online or a hybrid meeting structure.