
IPP Briefs: Equity, Diversity and Inclusion and Broader Societal Impact

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What Was Requested in IPP Briefs

Equity, Diversity and Inclusion:

- Describe the existing and planned policies and practices for the Project to support:
- An equitable, diverse and inclusive team environment; and
- The recruitment of a diverse group of HQP and an inclusive training environment.

Broader Societal Impact:

- Profiles of a sample of HQP that have been trained in past. Use this section to highlight a few exceptional examples of HQP training and list all HQP trained in Table 2 (see below),
- Role of the project in fostering physics education in general;
- Public education and outreach associated with the project;
- Application of particle physics research and connections of the project to industry, including existing or potential economic impact that the project may have; and
- Plans to further facilitate greater economic and broader societal impact of the project and the field in general.

Purpose of This Talk & Discussion

- There is a broad range of programs, policies and activities outlined in the equity, diversity & inclusion and broader societal impact sections
- EDI wasn't mentioned in the previous IPP-LRP submission, so as a field we have already come a long way!
- Take this opportunity to highlight and discuss information that we think will be valuable for the IPP brief preparation
- IPP project brief writers may update their briefs based on the discussions here

Equity

- ◆ Some briefs discuss the importance of work-life balance, particularly for traditionally underrepresented groups: “Concerns of work-life balance can lead to systemic barriers, caused mainly by lack of communication and understanding of the needs of underrepresented groups.”
 - ◆ **Encourage brief writers to comment on how issues of work-life balance are handled in the project**
- ◆ Other briefs discuss equitable/equal treatment of group members, sometimes backed by data
 - ◆ For example, are opportunities such as conference talks distributed in an equitable manner?
- ◆ In international research projects inequities may arise:
 - ◆ Issue of physical and computing access restrictions based on nation of origin raised at last town hall session
 - ◆ **Are there other instances?**
 - ◆ **In these cases, what actions are/will be taken to mitigate the inequity?**

Inclusion

- ✦ Many briefs describe steps taken to produce inclusive research environments including:
 - ✦ EDI training provided by home institutes or host laboratories
 - ✦ Codes of conduct, ombudspersons and incident reporting systems for experimental collaborations and institutes
 - ✦ How is information about these systems shared with new researchers that join groups?
 - ✦ Initiatives that facilitate networking and mentorship among underrepresented groups
 - ✦ Working groups within experimental collaborations to address issues of EDI and develop and improve policies
- ✦ Encourage brief writers to list all measures taken to produce inclusive environments
- ✦ We can learn from each other's best practices!

Diversity

- ✦ Some briefs have highlighted institute/department-led efforts to engage underrepresented groups before graduate school
 - ✦ Women in Scholarship, Engineering, Science, and Technology at University of Alberta. Program for high school students
 - ✦ PromoScience application to NSERC for a program to encourage Indigenous undergraduate students at University of Winnipeg
- ✦ Encourage all brief writers to highlight any programs that the project has engaged with or will engage with
- ✦ Some scientists engage in outreach outside their institutes or research projects (general or focused on under-represented groups)
 - ✦ We encourage brief writers to describe these activities as well, or let us know the names of participating scientists so we can collect more information if necessary

Diversity

- ✦ Some groups have collected anonymous demographic information with breakdowns for underrepresented groups, but most do not have that data
- ✦ We could ask all groups to provide such data, but we run into the problem of double counting when data is anonymous and people work on more than one project
- ✦ Propose a community-wide **anonymous** survey to provide this information
 - ✦ Including faculty, postdocs, graduate students, undergraduate students
 - ✦ Consider time period over which we want to collect demographic data.
 - ✦ Open to feedback on this proposal

Societal Impact - HQP

- ✦ Briefs have followed the request to list HQP trained in the requested table format
- ✦ Some briefs included undergraduate students, while others did not.
- ✦ **We encourage the inclusion of undergraduate students:**
 - ✦ How many undergraduate researchers continue in particle physics or related fields?
 - ✦ How many move on to careers in other areas that provide a positive impact on society?

Societal Impact - Industry Connections

- ✦ We saw a few general categories for connections to industry
 - ✦ Connections that lead to technology transfer from research projects to industry
 - ✦ Connections that take advantage of expertise present in Canadian industry already
 - ✦ Connections that may not lead to significant technology transfer to industry, but:
 - ✦ Engage industry in construction projects with new technologies
 - ✦ Facilitate skilled jobs for these projects
- ✦ We encourage brief writers to highlight all types of engagement with industry