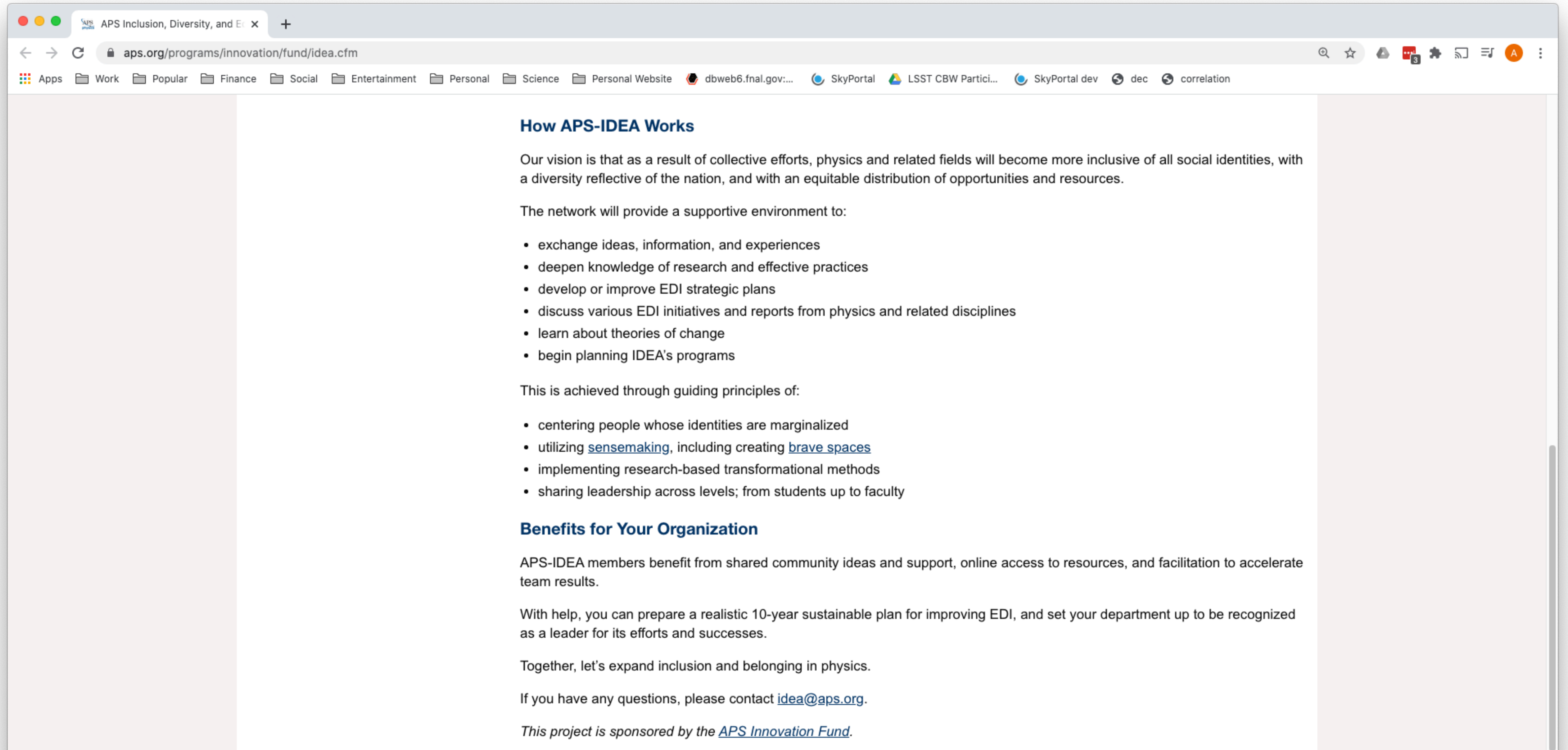


# **American Physical Society IDEA Network**

**Alex Kim, July 22 2020**



# APS Inclusion, Diversity, and Equity Alliance

A screenshot of a web browser displaying the APS Inclusion, Diversity, and Equity Alliance website. The browser's address bar shows the URL 'aps.org/programs/innovation/fund/idea.cfm'. The page has a light gray background with a white central content area. The content is organized into sections with blue headings. The first section, 'How APS-IDEA Works', includes a paragraph about the vision, a list of network goals, and guiding principles. The second section, 'Benefits for Your Organization', describes the advantages for members and provides contact information. The page is framed by a light gray border, and the browser's interface, including tabs and icons, is visible at the top.

APS Inclusion, Diversity, and Equity Alliance

aps.org/programs/innovation/fund/idea.cfm

## How APS-IDEA Works

Our vision is that as a result of collective efforts, physics and related fields will become more inclusive of all social identities, with a diversity reflective of the nation, and with an equitable distribution of opportunities and resources.

The network will provide a supportive environment to:

- exchange ideas, information, and experiences
- deepen knowledge of research and effective practices
- develop or improve EDI strategic plans
- discuss various EDI initiatives and reports from physics and related disciplines
- learn about theories of change
- begin planning IDEA's programs

This is achieved through guiding principles of:

- centering people whose identities are marginalized
- utilizing [sensemaking](#), including creating [brave spaces](#)
- implementing research-based transformational methods
- sharing leadership across levels; from students up to faculty

## Benefits for Your Organization

APS-IDEA members benefit from shared community ideas and support, online access to resources, and facilitation to accelerate team results.

With help, you can prepare a realistic 10-year sustainable plan for improving EDI, and set your department up to be recognized as a leader for its efforts and successes.

Together, let's expand inclusion and belonging in physics.

If you have any questions, please contact [idea@aps.org](mailto:idea@aps.org).

*This project is sponsored by the [APS Innovation Fund](#).*

# LBL APS-IDEA Team

Join in either through

- A request through our Google Groups (?)
- Send me an email

Context of this APS-IDEA Team and existing LBL IDEA groups is yet unclear

# First Steps

- LBL Kickoff Meeting this morning
  - Introductions and expectations
  - We have an energized diverse Team
  - Some interests are already part of LBL's IDEA program
- APS-IDEA Virtual Meeting
  - July 30, 2020, restricted to 3 team members
  - Pre-Workshop homework gives a hint as to what is to come



# Pre-Workshop

- Review and discuss an example of shared leadership in EDI: UC Berkeley Astronomy Department Climate Advisors program. Review their website. Then read and discuss the two paragraphs below, extracted from the report of the AAS Task Force on Diversity and Inclusion in Astronomy Graduate Education, pp. 27–28. To construct their survey, the department engaged a shared leadership team of undergraduate and graduate students, postdocs, staff, and faculty who collaborated across power differences.

“[T]he UC Berkeley Astronomy Department, working with experts in the university-wide Office for Equity and Inclusion, has established a **participatory process for conducting annual climate surveys** of its undergraduate and graduate students, postdocs, staff, and faculty and using the results to improve the department. Climate Advisors representing each group worked with the Office for Equity and Inclusion to create a survey, variations of which have been given annually since 2015. The results are disaggregated by social identity (though without intersections of these identities; the smaller size of an individual department severely limits intersectional analysis such as disaggregating by both gender and race/ethnicity). Their survey and action steps have been made public.

\*\*\*The Berkeley study did not investigate in detail the mentoring of graduate students, or the persistence and retention of graduate students. Doing so, especially at the department level, is fraught because of the power dynamics and the worry students may have that any concerns raised might be used against them. Moreover, climate surveys are not ideal for gathering data with nuances in which individual stories are important or numbers of individuals in any group are small. For these reasons, we recommend that departments engage outside resources, for example, the AAS Climate Site Visits Program, when dealing with mentoring or serious climate **challenges where power dynamics are an important factor**. A Graduate Dean or Chief Diversity Officer can recommend other resources.”
- Read and discuss Sections III.A and III.D of G.M. Quan, et.al., “Designing for institutional transformation: Six principles for department-level interventions,” Physical Review-PER 15, 010141 (2019).
- Read and discuss E. Holcombe and A. Kezar, “The Whys and Hows of Shared Leadership in Higher Education,” in the Higher Education Today blog, posted 10 May 2017.