August 17+24 SECDEI Agenda

1.) **Introduction and Resources**
   - SECDEI Leadership [Google Spreadsheet](#)
   - A website exist: https://usyoungparticlephysicists.github.io
     - i.) Any volunteers?
     - ii.) Contact Fernanda Psihas for editing access
   - CERNbox Link: https://cernbox.cern.ch/index.php/s/6p3jYOYIjOjbMjm
     - i.) Password: SECDEI
     - ii.) Please add resources to it as you see fit
   - Change-Now Physics website ([link](#))
   - SEC LoI Spreadsheet

2.) **Candidates for Ethics Task Committee**
   - Candidate not specifically from this group but if anyone would like SECDEI support, this is where to ask for it.
   - We should organize to back a couple of candidates (grad student + postdoc)
     - i.) Amber Roepe (grad student)
   - Deadline: September 15th

3.) **CommF03 LoI Document**
   - [LOIs listed in the CommF03 LoI document](#) (Deadline Aug 28):
     - i.) Building the Pipeline
       - (1) There are problems with recruitment, retention, and hiring of URM.
       - (2) Inequity of mentorship and support for URM, which in turn affects their transition into the next career stage.
       - (3) Propose to study what exactly those issues are, as well as propose possible solutions to them.
     - ii.) Recruitment, Evaluation, and Recognition
       - (1) Problem of not recognizing "good science", but rather selecting speakers/leaders on the basis of network is inequitable.
       - (2) Cultural problem of DEI being a "service" rather than necessary and valuable.
       - (3) Propose to study how we reward work across institutes/collaborations, as well as how to recognize and value DEI work.
     - iii.) Resource Issues and Recs for Funding Agencies
       - (1) What we as a field find to be deserving in terms of (DEI-focused) programs and initiatives, may not be what the funding agencies find necessary to support. What can be argued to convince the reviewers to support DEI initiatives?
       - (2) Large financial barriers exist for smaller institutes to participate in HEP.

    (3) Aim is to provide suggestions to HEPAP and funding agencies prioritizing DEI-focused programs.
  iv.) Under-represented/Marginalized Communities
    (1) We would like to understand what our field 'thinks' vs what the field 'is' in terms of cultural, ethnic, gender, etc. diversity.
     + "Do you think Diversity is important?"
     + Questions about power dynamic
    (2) It is also important to include cross-discipline collaborators (engineers, technicians, etc.) into the particle physics culture.
    (3) It is necessary to understand the experiences of non-Americans working in the US.
    (4) Propose documenting the groups/demographics. (Survey?)
    (5) Facilitate networking between cultural minorities.
     + How to deal with the information you are collecting
  v.) Climate of the Field
    (1) Individual institutes, as well as physics as a whole, is not a safe, equitable environment for all.
    (2) We attempt to remedy this and representation issues by creating Codes of Conduct and DEI committees. The former tends to be purely symbolic, and due to the cross-institute work of HEP, tends to have vague enforceability. The latter tends to not carry with it practical power.
     + Add some of the comments from last week discussion (discussion continue on Slack)
    (3) Proposed to evaluate the climate of the field across institutes and collaborations, including CoCs, and suggest best practices to combat the issues.
  vi.) Lifestyle and Personal Wellness
    (1) Physics breeds a culture that does not allow for boundaries between work/life, and if anything it encourages choosing work over life. This disproportionally affects parents, especially women, and researchers with dependants.
    (2) Differences in maternity/paternity leave between countries and institutes needs to be homogenized.
    (3) Vacations need to be encouraged and respected.
    (4) Need to respect time zones and refrain from decision-making when meeting times prevent participants from attending.
    (5) Avoid pressure of releasing a result prematurely to compete against peers (ambulance chasing).
    (6) Reduce after-hours/weekend work pressure.
    (7) Provide mental health resources for all, especially those away from home institutes.
     + encourage dual hires for couples in academia (which is a bigger

problem for women) and structure and resources for couples that are not both in academia, including special needs for temporary visa holders. (This can/should also be addressed in terms of government advocacy)
+ We need to talk about the structures that generate this problems. The LOI seem to only discuss the symptoms. We need to address how different groups suffer under this problem.
We need to normalize the work/life balance
+ Structure and information about the academic career and normalize the fact that the CV is everything you should aim for
+ Expanding existing APS structures for women that exist in the undergrad community
+ Comments about performance metrics added to LOI

vii.) Educational resources for DEI

    (1) Provide a living resource to help people understand what DEI-related questions to ask themselves when organizing meetings or conferences.

    (2) Existing demographic collection methods tend to be restrictive and legalistic in their approach, even if the organization collecting the information has no legal obligation to conform to US government definitions of identifying categories.

        (a) The question arose of whether it would be better to improve the method of creating boxes for people to check off or to use a free response method with prompts and resources to steer people in the direction of the level of specificity requested.

        (b) For small surveys, such as the evaluation of SEC leadership teams, the benefit of of the free response format is that the survey coordinators need not think of every last category or circumstance, and rather allow the participants to define the appropriate parameters.

        (c) The main challenge of the free response method is that it becomes the responsibility of the survey organizers to create appropriate categories from the information provided after the fact, which means they have the power to decide if a description fits one category or another, rather than the participant choosing which label they feel best applies.

        (d) The benefits of the "improved box" method are that there is no after the fact decision making process by the surveyors to interpret the data

- (e) The drawback of boxes in general is that they can miss important information that the surveyors have no prompt for ahead of time.
- (3) Create a glossary of terms used and a list of commonly used demographic groups, as well as the nuances of their use.
  - (a) Use of "Home Country" rather than citizenship to avoid implications of legal status
  - (b) Etho-racial ID Terms:
    - (i) https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/racial-ethnic-minorities
    - (ii) https://jech.bmj.com/content/58/6/441
  - (c) Gender & Sexual Orientation Terms:
    - (i) https://lgbtqia.ucdavis.edu/educated/glossary#:~:text=LGBT%3A%20Abbreviation%20for%20Lesbian%2C%20Gay,other%20communities%20under%20our%20umbrella.
  - (d) Disability Terms:
    - (i) https://ncdj.org/style-guide/
  - (e) Neurodiversity Terms:
    - (i) Long Definition: https://www.psychologytoday.com/us/blog/my-life-aspergers/201310/what-is-neurodiversity
    - (ii) Limited Glossary: https://bectu.org.uk/article/glossary-of-neurodiversity-terms/
  - (f) Upbringing & Current Circumstances:
    - (i) https://www.cdc.gov/violenceprevention/acestudy/about.html
  - (g) Make this our own LOI about surveys

- viii.) Societal Impacts of Science Projects
  - (1) Everyone knows it's important to highlight the positive effects of physics research to the public. - actually, I think this is worth stating explicitly and everyone in the field should be able to give an elevator pitch for it.
    - (a) Funding agencies, let alone the general public are often unfamiliar with the value of basic research (specifically they think it is the scientific equivalent of a mathematician saying 2+2=4)
  - (2) It is also important to asses the negative impacts, and attempt to mitigate them: environmental (harsh gases), medical (frequent/long-term travel), religious/economical (building on indigenous land), ethical (profiling algorithms)

- ix.) [Accessibility](#)
    - (1) Important to consider accessibility of meetings, decision-making forums, conferences. This includes physical barriers, but also language, cultural, and economic.
    - (2) Aim to provide guidelines to funding agencies to adopt better practices to improve accessibility.

4.) **Other Letters of Interest**
- ○ LoIs in Progress:
    - i.) ~~Vocabulary and DEI Terms~~
        - ~~(1) Johan S Bonilla, Erin Hansen~~
        - ~~(2) Can be~~ part of CommF03 LoI #7
    - ii.) [Science Outreach and low-income, minority ethnic groups](#)
        - (1) Mateus F. Carneiro
    - iii.) ~~Best Meeting Practices (incl. Code of Conducts)~~
        - (1) ~~Can be~~ part of CommF03 LoI #5
    - iv.) [Cultivating Math and Science in Africa](#)
        - (1) Sam Meehan
    - v.) [An Augmented REU to Increase Representation of URMs in Particle Physics](#)
        - (1) Sam Meehan, Johan S Bonilla, Sara Simon
    - vi.) [Making the Most of our (Old) Computing Resources](#)
        - (1) Sam Meehan
    - vii.) [Engineers/Technicians in Research](#)
        - (1) Vitaly Pronskikh
- ○ [SEC-CE Spreadsheet](#)

5.) **Other Business**

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Meeting Notes August 17

1. **Resources**
    a. CERNbox Link: https://cernbox.cern.ch/index.php/s/6p3jYOYIjOjbMjm
        i. Password: SECDEI
        ii. Please add resources to it as you see fit
    b. https://changenowphysics.com/
    c. https://cen.acs.org/education/undergraduate-education/Helping-students-rethink-themselves-scientists/98/i28
    d. https://www.ted.com/talks/kandice_sumner_how_america_s_public_schools_keep_kids_in_poverty#t-814433

e. https://www.nytimes.com/2020/07/23/podcasts/nice-white-parents-serial.html

2. **LOIs**
    a. **Pipeline**
        i. Tiffany: Two mentors help women succeed vs just one. There are probably many reasons for this, but we should seriously consider this. Johan: Another perspective is having both a mentor and an advisor. It helps mitigate power dynamics.
        ii. Erin: We should utilize the resources of our non-physics expert colleagues, i.e. sociologists, psychologists, educators
        iii. Reports like the AIP-Team UP were produced by people with the proper expertise and trying to implement solutions may be more important than proposing the research
            1. https://www.aip.org/sites/default/files/aipcorp/files/teamup-full-report.pdf
        iv. Erin: Are there resources on how collaborations create their Codes of Conduct? Tiffany: There are some useful models (like the AAS one) Johan: this can be part of CommF03 LoI #5
        v. Bryan: How to deal with accountability in all of the CoC that we produce? Erin: there's an LOI being written on it Johan: CommF03 LoI #5 mentions it Johan: Collaborations should use authorship as leverage Jeremy: The usual struggle is the fact that Collaborations are not a legal entity, so the actual consequences need to be applied by a different entity Erin: it's a very complex subject, because there's no "investigative" process, so the accused can sue for deprivation of access/funds without due process. Johan: the roadblocks to deal with accountability are exactly the problems we need to address. We can find loopholes in the current structure, or we can put down some of the structure Bryan: What is the problem with handing the investigative and generally legal side to an institution and then have the collaborations also applying the consequences agreed to. Jeremy: Institutions like Fermilab do not want someone responsible for the legal side of it. We should push through those problems, but the institutional roadblocks are quite high Erin: Do we want something beyond the collaboration?

    b. **Recruitment, Evaluation, and Recognition**
        i. Bryan: This is specifically addressed at https://changenowphysics.com/ the model for rewarding that work already exist, we just do not apply it in the field

    c. **Resource Issues and Recs for Funding Agencies**

      i.   Erin: Do the LOIs need the solutions? Johan: No, they are subjects that need and will be discussed in the process of Snowmass

3. **We ran out of time for the meeting, we proposed moving discussion to the Slack channel and get back from where we stopped in the meeting next week. This would still give us some days before the LOIs deadline (Aug 31st)**

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Meeting Notes August 24

1. **We added comments for the LOIs in the agenda above, text highlighted or in red are points to be added in the DEI LOIs document.**