

Disclaimer: This is a living document that contain the current meeting agenda, if you are looking for a specific date agenda and meeting notes they are attached to the date Indico event

November 11 SECDEI Agenda

1.) Introduction and Resources

- SECDEI Leadership [Google Spreadsheet](#)
 - i.) Contact the current leaders if you are interested in a leadership position that the spreadsheet does not accommodate
 - ii.) We can also deputize people for specific tasks
- A SEC website exists: <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](#))
- **Journal Club on the 18th!!!!**
 - i.) "Consequences of attributing discrimination to implicit vs. explicit bias", Daumeyer et.al JESP 84 103812 (2019)
<https://www.sciencedirect.com/science/article/pii/S0022103118305018>

2.) SEC-CEF communication with Young-Kee

3.) Discussion about The LOI and White Paper organization

- https://docs.google.com/document/d/1r7pd7IMI_YsDZvhmKohJeP_5RoblY7LoE_OLVGSzLG_g/edit#

4.) SEC-DEI session of the SEC-Long Term White Paper

- What topics do we want to touch
- What's the structure of the session

5.) Early Career Experience Survey (related to the proposed CommF03 town hall series)

- Not a Survey (?)

6.) –

7.) Other Business

Meeting notes

1. LOI and WP organization

Climate of the Field

- Climate : [CommF3_CommF0_Samuel_Meehan-077.pdf](#)
- Recognition/Evaluation : [CommF3_CommF2_Samuel_Meehan-080.pdf](#)
- Code of Conduct Support : [CommF3_CommF0_Erica_Smith-064.pdf](#)
- Alternative Means to Address Misconduct: [CommF3_CommF0_KJPalladino-061.pdf](#)
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- Inclusive Communities (LUX/Zeppelin) : [CommF3_CommF0_Matthew_Szydakis-042.pdf](#)
- Bias/Stereotyping in Jobs : [CommF2_CommF3_Sudhir_Malik-007.pdf](#)
- Best Practices for Surveys : [CommF3_CommF0-042.pdf](#)
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- 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](#)
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- 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 in different populations
 - 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)
 - What is the role of leadership (collaboration / lab / institution) in driving change?
 - Bias/stereotyping in jobs
 - Reviewing search and promotion/tenure committees
 - How they are put together
 - How (and how much) are they trained
 - What is the structure of the decision? (Holistic? Rubric?)
 - Who is responsible for their behavior (self? department?)
 - 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)
 - Erica Smith (ess3@iu.edu)

New Clumps

(thank you Tiffany!)

Reminder: 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**

1. Creating climate (top-down)

Main theme: How are formal policies put in place to create an inclusive, equitable, safe environment? How do these differ between different communities of practice (institutions, labs, collaborations, working groups)? What policies are working, and for those that aren't, what external support is needed to make it work?

- Climate : [CommF3_CommF0_Samuel_Meehan-077](#)
 - Establishing norms and expectations for behavior, as well as accountability through codified documents
 - Education and training on EDI issues (“awareness”)
 - Cost of training, who is responsible
 - Literature-based, run by experts
 - Developments of solid, committed, supported, *useful* DEI committees
 - Hierarchy and power dynamics
 - Funding, mentorship
 - Grievances
- Code of Conduct Support : [CommF3_CommF0_Erica_Smith-064](#)
- Alternative Means to Address Misconduct: [CommF3_CommF0_KJPalladino-061](#)
- Inclusive Communities (LUX/Zeppelin) : [CommF3_CommF0_Matthew_Szydakis-042](#)
 - Collaboration ombudspersons ⇒ report issues in confidence. Two people = options to report. Thoughts toward different legal issues in US vs Europe. Overlapping terms = institutional memory.
 - Code of Conduct ⇒ expectations for all community members.
 - Education
 - Speaker series at collaboration meetings. Speakers trained on EDI topics, and work in EDI-related research.
 - Facilitated, structured discussions (i.e. APS TEAM-UP report)
- Change via strategic planning: [CommF1_CommF6_brian_nord_new-056](#)

2. Measuring and accounting for the existing climate

Main theme: What mechanisms are in place to measure issues within the existing climate? Are these mechanisms themselves biased? What are literature-driven mechanisms (beyond legal codes of conduct) to support an equitable, inclusive, safe environment, and how can we implement those mechanisms in our communities? What support can (or could) exist for rewarding service work or engaging with experts?

- Bias/Stereotyping in Jobs : [CommF2_CommF3_Sudhir_Malik-007](#)
 - Networking bias based on gender, ethnic background, or English language skills/accent
 - Policy changes and support for social/networking groups
- Best Practices for Surveys : [CommF3_CommF0-042](#)
- Recognition/Evaluation : [CommF3_CommF2_Samuel_Meehan-080](#)
 - The manner in which folkx are selected and admitted / hired / promoted (within institutions + within collaborations)
 - “Who knows who” over rewarding “good science” (“in-groups”, and “gatekeeping”)
 - Evaluation tools (like student evaluations) can be biased themselves
 - How to reward DEI / mentorship / service work

3. Equitably interact with the broader scientific community

Main theme: Evaluation of how scientists interact with populations in the broader scientific community; this could include within collaborations, online, and through other research endeavors. How can resources be collated to inform efforts moving forward?

- Engineers vs. Scientists : [CommF2_CommF3_Sudhir_Malik-009](#)
 - This still feels a little weird here, because it implies that engineers aren't scientists. I'd like to hear from the authors on if this is an appropriate place for this to land.
- Augmented REU : [CommF2_CommF3_Samuel_Meehan-031](#)
- HEP Software Culture : [CompF5_CompF0-CommF0_CommF3_Bellis-132](#)
- Educational Resources : [CommF3_CommF0_Samuel_Meehan-078](#)
 - Compilation of educational resources for use in discussions moving forward; think of it like a central repository with information on (for example) appropriate terminology for demographic groups, how to engage a sociology expert, checklist for inclusive workshops, etc..