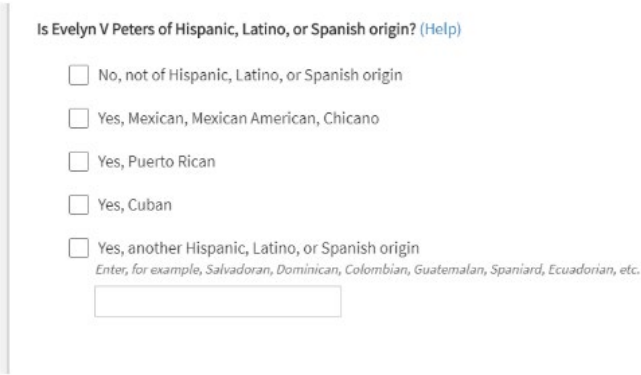# March 30, 2020 DEI Working Group Call

Attendees: Diana Dalbotten, John Zobitz, Lonnie Gonsalves, Jason McLachlan, Jody Peters, Anna Sjodin

Agenda/Notes:
- RCN Update - the meeting with now be virtual. 1.5 days instead of 3. May 12 and morning of May 13. 1-2 slide update from Working Groups
- Update on IPEDS results from Jason/John
- Update on status of inclusion efforts for professional societies - John
- **Strategic Plan**
  - Have there been any updates, or are there any updates we want to make now?
- Diversity papers - Discuss this paper: Incorporate Indigenous perspectives for impactful research and effective management, Nature Ecology & Evolution. 2018 https://www.nature.com/articles/s41559-018-0706-0
  - Here is the Google folder [LINK REMOVED] with PDFs of papers on DEI. Anyone can add paper to this. There is a Google doc to keep a bibliography of these papers. Jody could put these into and EndNote or Zotero bib as well, if that would be useful at some point
  - Lonnie has added a 2020 National Academies of Science pub, "Promising Practices for Addressing the Underrepresentation of Women in Science, Engineering, and Medicine". It's in the Google folder or at http://nap.edu/25585
- Note for Anna and Gretchen from Jody about Hispanic/Latino survey question. I wonder if we should modify it to be like this from the Census:

Is Evelyn V Peters of Hispanic, Latino, or Spanish origin? (Help)

- [ ] No, not of Hispanic, Latino, or Spanish origin
- [ ] Yes, Mexican, Mexican American, Chicano
- [ ] Yes, Puerto Rican
- [ ] Yes, Cuban
- [ ] Yes, another Hispanic, Latino, or Spanish origin
  Enter, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc.

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Notes:
1. Introductions around the group since Lonnie is new to the calls
2. One of Lonnie's role at NOAA - reach out to diverse audiences know the pathways to get involved
3. Went over the RCN Updates
4. John created output from the IPEDS database
5. Background: Diana walked us through how to access the data from IPEDS on the last call. The IPEDS database provides details about the completion of degrees for

undergrads and grads (not the enrollment in the different programs, but the completion of degrees). With this data we can look at fields of study, demographic data, etc.

    a. Jason looked at the different codes that the degrees are categorized and came up with the list of degrees/code that are relevant to forecasting and then ranked them as being most related to ecological forecasting (#5) to being least related (#1).

    b. Who are the students: used categories 3,4,5 and looked at most recent graduates from the 2017 data - but could look at this longitudinally.
        i. First thing we see is that there aren't that many students in the category 4 fields.
        ii. If we restrict efforts to students in category 5, then we miss a big subset of category 3 students.
        iii. The category 5 students are the ones that Jason ranked closest to ecological forecasting.

    c. Green fields of study - natural resources, landscape architecture are lower represented. But there may be less degrees awarded in those areas.
        i. Should look at the percent of the total degrees.
        ii. Top 5 areas - natural resources, geo & cartography, geosciences, ecology, stats (3 of them are ranked as 3, 2 ranked as 5)
        iii. 4. What states are the top 5 areas. John wants to look into this more. This could be a proportional one. California really sticks out. They have a big population and are diverse and have a great public school system.

    d. Future tasks:
        i. Look at how numbers drop off from 2 years to 4 years to masters to PhDs
        ii. Look at percentages as well as strict numbers
        iii. What is going on with the #4 ranked disciplines

    e. The subjectivity of the ranking could be good to open up to the larger group. Ask others in EFI - what disciplines do you think are related to forecasting? Jason gave his ranking, but others in the broader EFI group may have different ideas about this.

    f. Diana found this dataset with her previous STC project. They were working with Native Americans and a critique was that they weren't recruiting any Native Americans into their program. But looking at the numbers from IPEDS it was because there weren't Native Americans getting degrees in related programs to recruit into their STC program. So they had to develop their own pipeline.

    g. Diana will continue to push on the exploratory analyses that John started since she is not teaching and John is transitioning to online classes starting today.
        i. Where are there pockets of students?
        ii. Where are there students to recruit?
        iii. 2 categories that John withheld from his analyses were white/non-hispanic and temp visa holders.
        iv. John could represent as percentages.

     v.   Excluding visa category - look at total of US citizens/permanent residents working on degrees. What percent are Native American or what percentage are other groups?

   h. Taking a step back - what is our primary objective?

      i.   Where are the groups/students that we can connect with for EFI and where are we at now?

     ii.   If we say our forecasting field is non-diverse. What are we basing this on?

    iii.   This will help both as we are recruiting students and then it will also give us a better understanding of the field in general

    iv.   The is part of an internal effort of EFI to create a Strategic Plan for ourselves (know the landscape and figure out how to move through it)

     v.   We are also thinking about getting a published output.

    vi.   This could be a fun session activity for a future EFI conference

        1. What fields are part of ecological forecasting and where would you recruit students?

        2. Then have a discussion with the results of the survey

    vii.   Eco forecasting is a great platform because it is cross disciplinary. Want to make sure we are bringing the fields that will contribute and those fields that will push the envelope on the forecasting side of things (computer science, data modeler, etc) - who will serve as the talent pools that will push forecasting forward.

   viii.   Nice that the IPEDS can break down location. Lonnie's experience with their partners - they want to learn and then apply to issues where they live. The audiences are more receptive to doing forecasting in their own backyard.

    ix.   If we were to survey others about the different disciplines related to ecological forecasting do we want to use Ranking OR Sorting?

        1. Pick the top 10 that we should be recruiting from?

        2. Want to present it in a way that is easy for people to pick/rank the options

        3. Perhaps we could do a test run of this with a small group of EFI - steering committee members or randomly picking EFI members

        4. John's suggestion - have the EFI steering committee (leadership), random EFI members (boots on the ground) rank the degrees. How are the ranks/sorting similar/different?   What does the pool of potential EFI forecasters look like?

        5. The nice thing about forecasting is that you can put the pieces together in lots of different ways and incorporate a number of different perspectives.

6. Ethnicity/Hispanic question from Jody in the Agenda

      i.   From census. It is a binary question about ethnicity. Race is self-identification

       ii.   Hispanic is a geographic origin question. If you are at all from Mexico you are Hispanic
      iii.   Mixed race and you may or may not be Hispanic
      iv.   Lonnie - has some Latino colleagues at NOAA. Lonnie will follow up with them on how they have seen it represented the best

7. Strategic Plan from the Agenda
   a. Gives us a road map
   b. Jason - Identify roadblock and opportunities separately
      i. Take the pipeline for broadening inclusion and say what are the roadblocks and how do we get them out of the way. And then brainstorm what are the opportunities. This will give a
   c. Could continue
   d. Revisit data from IPEDS
   e. Add more background readings to the DEI folder
   f. How to handle Step 2: Identify barriers - do we need to bring other people in to help identify these barriers. There is a lot of information in the literature. Look at what information is in the literature and pull that together and then bring in others to vet the ideas we come up with. Don't be completely ignorant when we bring in collaborators. There is a lot of information in the literature.

8. Next Steps
   a. Diana, John, Jason to continue to analyze IPEDS data and discuss next time
   b. Jody to work to find a way to have the EFI Steering Committee and random EFI members evaluate the IPED categories and say which ones are most related to ecological forecasting
   c. Lonnie to check with his NOAA colleagues about the best way to write the Hispanic/Latino question for Anna and Gretchen's survey
   d. Diana will add papers to the DEI Papers folder and Jody will add them to the Bibliography
   e. Next call - discuss the Ban et al. paper