

October 23, 2020 DEI Working Group Call

Attendees: Diana Dalbotten, Alyssa Willson, Jason McLachlan, John Zobitz, Jody Peters

Agenda/Notes:

1. Think about the schedule for future calls. We are scheduled to have a call on Friday, November 20 at 1pm after the Thursday panel. This time conflicts with the Grad Student call (we have this same issue on Dec 18 call) and with John's teaching schedule.
 - a. One possibility - have Nov 20 call for a quick debrief and then move December call to Thurs, Dec 10 or Thurs, Dec 17?
2. November 19 Panel
 - a. Logistics and details for series here
 - b. [Registration form here](#)
 - c. We are able to provide panelists with a \$200 honorarium
 - d. Current registration numbers:
 - i. 39 registrants
 - ii. 30 people have accepted the calendar invite
 - e. Proposed Schedule for the call
 - i. I will make everyone in the Working Group co-hosts to help with muting and removing inappropriate guests
 1. Everyone should go to zoom.us/download and update to the latest version 5.3.2 on your own end
 - ii. 2 min: Jody go over Zoom protocols (be respectful, stay muted, keep your video on if possible, especially during the breakouts, kid and pet friendly, Poll EV instructions if we plan to use it). Jody will also send this information in an email the week of the panel.
 1. Do we want to use Poll EV for questions for Q&A?
 - a. If we do, what is a good question for people to practice?
 - i. Do you know what native people's land you live on? <https://native-land.ca/>
 - ii. Instead of using the above question - ask a question that will be in the format that people will use later in the seminar.
 1. Example: What are you interested in and why did you attend
 2. If people post in chat can move those over to poll everywhere
 3. If Jody thinks of things she needs help with for logistics, let the group know
 - iii. 5 min: Diana or Jason introduce EFI and set up for the panelists and announcement the next panel in this series (NEED TO GET LIST OF PANELISTS FOR THIS)
 1. Ask Mike to introduce EFI
 2. Diana to introduce speakers
 - iv. 30 min: Panelists speak for 10 minutes

- v. 10 min: Breakout -
 - 1. Give people time to introduce themselves
 - 2. What discussion guidance do we want to provide?
 - a. What general challenges do you think people face when they are teaching tricky math to
 - b. What is the biggest barrier towards students learning how to function with data
 - c. Have people write questions for the panelists together
 - d. And then ask are there any barriers that you didn't hear about
 - e. Reassure people that if they have something they want to through in the chat for the plenary that they can't get it into PolLEV
 - f. Have moderator being able to record things the group felt is important to bring back to the discussion so participants can participate fully
 - g. Give time for everyone to go into PolLEV and vote when we get back to plenary
 - h. Set tone right away that it is informal.
 - 3. Jody to make the groups and split people in our DEI group into separate breakout groups
 - vi. 10 min: Q&A
 - 1. Who will moderate - Anna
 - 2. Use Poll EV to get questions
 - vii. 30 minute open discussion - how do we want to actually do this? Yes and we will make this be very informal.
 - viii. Now we are switching to the chat - share your advice, ideas, thoughts, additional barriers, do you want to be involved (put your email in)
 - ix. We won't respond today but we will look at it and share it on our website
 - f. Timeline to prep for Panel
 - i. Sent announcement in Newsletter and posted in Slack #general channel
 - ii. Tweet announcement in next couple of weeks?
 - iii. Tuesday, November 17 Jody will send an email with the Zoom link and instructions for Zoom
 - g. Chat at the end: Do you have a topic or a speaker or you want to speak, let us know
 - h. Our goal is to interest the workshop participants to want to get involved in EFI
3. Inviting speakers for other sessions
- a. Jody needs suggestions for other speakers to reach out to
 - b. Ideally want to finalize speakers and date before the Nov 19 call so we can make an announcement during the call
 - c. What is the time frame for the next 3 calls? We want to coordinate with RCN DEI 1-day workshop. Jason/Alyssa - what is the timeline for this?

- i. 2nd Call - mid/late January?
 - 1. What does culturally competent data science training look like?
 - a. Anna suggests Academics for Black Survival and Wellness (<https://www.academics4blacklives.com/about>). She is willing to reach out to them
 - b. Check in with Tracy. Jody to reach out. Mention that John is doing another panel
 - c. Check with Christian - Diana's REU student - worked with NASA. Culturally appropriate materials. Spanish language curriculum. Diana to reach out.
 - d. Menominee Nation
 - e. Northern Washington State
 - f. Find Black contacts - this may provide some leads. <https://d4bl.org/about.html>
 - g. <https://blacksoftware.com/data-scientist/>
 - h. <https://qsideinstitute.org/>
 - i. <https://www.bates.edu/faculty-expertise/profile/carrie-diaz-eaton/> - John will reach out to Carrie
 - j. Grad student at an HBCU
 - k. QUBES:EDSIN group - Carrie is the lead
- ii. 3rd Call - mid/late February?
 - 1. What do community colleges need to support their students to transfer into data-driven 4-year programs?
 - 2. Before next call start brainstorming individuals who could be panelists on this call
- iii. 4th Call - mid/late March?
 - 1. What kind of online tools are useful and work well for remote learning?
- iv. A suggestion from Rachel Breckenridge, Diana's colleague:
 - 1. I think my colleague and friend Dr. Tracy Bibelnieks would be an excellent panelist for one or more of these topics. She's a data scientist and teaches at UMD (used to be at Augsburg). We didn't have much time last go round with the grant, but I told Tracy about it and said I would want to work with her with overlap in our efforts. I wonder if she might be included in the team with me if she is interested. She's also working with the student I told you about from FDL (he's in her class right now). Tracy is the advisor for the data analytics club that does state and national competitions in data science challenges and engages with the Duluth community in areas that address demographic disparities in healthcare, housing, etc. <https://www.duluthnewstribune.com/business/healthcare/4973584-Experts-address-Duluths-disparate-neighborhood-life-expectancies>

I told her about the first talk and saw her name on the list of attendees, so you will "meet" her then. However, I think she would be a great person for you to connect with and a great asset to a future grant proposal.

4. Olivia - present some advances on a resource for teaching biostatistics with R (maybe an infographic? Still working on it)
5. Update from Jody on the Fall 2020 Board Meeting for the Board on Earth Sciences and Resources group titled "Increasing Diversity and Inclusion for Underrepresented Scholars in Earth Sciences: Addressing an Urgent Challenge" workshop from last week.
 - a. The agenda, recording of the meeting, and playlist of the panelists opening remarks are available here: <https://www.nationalacademies.org/event/10-15-2020/board-on-earth-sciences-and-resources-fall-2020-board-meeting#Videos>.
 - b. This was a really great meeting
 - c. If you don't have time to watch the full 3.5 hours, I would highly recommend watching the panel session and Q&A session. The panel starts at time 1:33:40 in the meeting recording.
 - d. The meeting focused on the Earth and Geoscience discipline but there were a number of general suggestions that apply to all disciplines and some examples of what has been done or could be done to help recruit and retain underrepresented students.
 - e. Major takeaways
 - i. There is no silver bullet, but rather it is more of a buckshot approach. A number of approaches are needed
 - ii. Working on both the pipeline to recruit new students at the K-12 and undergrad level are important. But just as important is to work on retaining students that have been recruited. For those of you with terrestrial leanings there was a garden analogy in regards to retention where you want to make the environment a nice place for students to grow and participate. Or if you have more of an aquatics bent, it is like a fishery where spawning is successful but recruitment to adult will not happen without a nurturing environment.
 - iii. To that end mentorship and networking is key. One of the panelists said "mentorship is the strongest thing we have in academia" and how it is important to "look at the human rather than the scholar"
 - iv. Finally, it was brought up that one barrier for getting underrepresented students interested in Earth Sciences was that they don't know what they can do with that type of degree or if they tell their parents of their interests their parents don't see the value in the degree. I think the same can be said of ecology and ecological forecasting.

6. RCN Workshop update
7. IPEDS Placeholder
8. [Strategic Plan](#)
9. DEI Bibliography - Reminder to add/send anything new you find