September 28, 2021 DEI Working Group Call

Attendees: Nievita Bueno Watts, Anna Sjodin, Jason McLachlan, Jody Peters, Alyssa Willson

Agenda/Notes:

1. Opportunity for ESA 2022 session/workshop proposal with ESA Traditional Ecological Knowledge section.
   a. Part 1 - discussion about the challenges and opportunities for understanding the future with TEK and with forecasting. Want to think about opportunities for synergies. Get to know each other. Find common ground. Want to include people who would use forecasts, people who have TEK, students, elders.
   b. Part 2 - for anyone interested have an R workshop. Would have to decide what the level would be for what would be useful for students. R tools at a specific stage that needs to be identified
   c. For EFI DEI group - want to let the group know about this opportunity and if there is interest in helping coordinate or help with the workshop or provide input on who to invite
   d. Nievita's suggestion - don't make the funding be just for students. Make it be for managers since they do not get funding for this type of travel and this would be of value and interest to these types of individuals..

2. Upcoming opportunity for the group to be aware of is a short course that will teach how to create apps and data visualization using R Shiny. The short course will be Jan 5-7 at the U of FL. There is funding from the RCN to support an underrepresented student to attend. Details for the course are still being worked out and Jody is in the process of creating a webpage with the details and registration form. Jody will send out the details to the group when they are in place.

3. 1-pager with suggestions for seminar speakers on ways to make their presentations culturally relevant. This came up in a brainstorming session about seminars about statistical methods, but seems relevant for any seminar and may be of interest to this group

4. Recent papers
   a. 7 papers in Ecological Applications Sept 2021 issue
      i. Bowser, Gillian, and Carmen R. Cid. 2021. "Developing the Ecological Scientist Mindset among Underrepresented Students in Ecology Fields." *Ecological Applications* 31 (6): e02348. https://doi.org/10.1002/eap.2348.
      ii. Ellison, Aaron M., Audrey A. Barker Plotkin, Manisha V. Patel, and Sydne Record. 2021. "Broadening the Ecological Mindset." *Ecological Applications* 31 (6): e02347. https://doi.org/10.1002/eap.2347.
      iii. Malone, Sparkle L., and Sydne Record. 2021. "Addressing Bias in Faculty Retention." *Ecological Applications* 31 (6): e02346. https://doi.org/10.1002/eap.2346.

iv. Miriti, Maria N. 2021. "The Identity Crisis of Ecological Diversity." *Ecological Applications* 31 (6): e02352. https://doi.org/10.1002/eap.2352.

v. Smythe, Wendy F., and Sarah Peele. 2021. "The (Un)Discovering of Ecology by Alaska Native Ecologists." *Ecological Applications* 31 (6): e02354. https://doi.org/10.1002/eap.2354.

vi. Morrison, Deb L., and Heidi Steltzer. 2021. "Diverse Values, Philosophies and Ideas Beget Innovation and Resilience in Ecology and for Our World." *Ecological Applications* 31 (6): e02351. https://doi.org/10.1002/eap.2351.

vii. Bonfield, Susan, Dalia Dorta, and Jorge Vargas-Barriga. 2021. "Underrepresented Youth Experience Barriers Prior to Field Experiences." *Ecological Applications* 31 (6): e02350. https://doi.org/10.1002/eap.2350.

b. Cronin et al. 2021. Anti-racist interventions to transform ecology, evolution and conservation biology deparments. https://www.nature.com/articles/s41559-021-01522-z?proof=tNature

5. Options for upcoming activities for the group
   a. Potentially could do points 3 and 4
   b. Would be nice to read papers within the group and discussing. Like the idea for learning more within the group
   c. Also like the idea of having a product that we can share
   d. Alyssa had good conversation with EFISA/Christy about the purpose of the WG. Having a product that is useful for others is really useful and can help to recruit more people (especially early career people)
   e. Could use the resources from Alex Oxner to create the 1-pager
   f. Reading papers could be a good way to bring in people to the group and give people experience leading the discussions of papers
   g. Pick 1 paper to discuss for next time
      i. Start with #7 - Underrepresented Youth Experience
      ii. Add Alex's web resources to the list above. Alyssa can add to the list
   h. UPDATE: The papers above are good, but aren't directly related to making presentations/teaching more culturally relevant. So perhaps the resources Alyssa will share would be useful. Nievita will also do a quick look through her papers.
   i. The goal for the next call is to pick 1 paper and as we read/discuss brainstorm suggestions for presentes on how to make presentations culturally relevant
   j. Jody will send out what to read (with input from Anna and Alyssa) 2 weeks before the Oct DEI call so people have time to read the paper.

6. September 24 ESA TEK Seminar by Gwen Bridge. Ethical Space, Science, Indigenous Knowledge: Conflict and Reconciliation in Ecological Management
   a. This was a great seminar. Jody can share the link to this when ESA makes it available. Nievita thinks she may have received a link to the video.
      i. Update as of 9-29-21: Here is a link to the page with the video. The video didn't work for Jody, but the website did give the option to download the video which worked.

b. Upcoming seminar on Oct 15, 12 – 1 pm EST, Correlation vs. Causation: How historical marginalization is linked to ecological damages by Dr. Margaret Redsteer, University of Washington, Register here

7. Update: Seminar Series to highlight people creating/using forecasts in sectors outside academia. Below are ideas from July/August calls
    a. Jody still needs to reach out to potential panelists
    b. Types of panels
        i. By subject matter
            1. Can show different pathways within subject matter. That all use data forecasting within the same discipline
            2. What is the goal of forecasting for their type of subject matter
            3. Think we can get more people interested then if we go by sector
            4. Target advertising to students and faculty that are in that area
    c. Ocean/Marine (early-mid October)
        i. Hassan Moustahfid
        ii. Jorge Brenner
        iii. Elvira de Eyto
        iv. Andrew Allyn
        v. Gio Rapacciuolo
    d. Forests (late October)
        i. Bradley Gay
        ii. Christy Rollinson
        iii. Maria Paniw
        iv. Paul Semants
        v. Ann Raiho (does both forests and remote sensing at NASA)
        vi. Sparkle Malone? (Not in EFI)
    e. Remote sensing (mid November)
        i. Alexey
        ii. Jake Robinson
        iii. Danica
        iv. Jim Holmquist
        v. Luke Zachmann
        vi. Andrew Fox
        vii. Ann Raiho (does both forests and remote sensing at NASA)
    f. Have the Communication Seminar to compliment this set of panels (late Nov/early Dec)
    g. Canadian Partners
        i. Could reach out to Canadian EFI chapter to see if there are indigenous people in their group working on forecasting
    h. Goals - highlight people within EFI. Invite people outside EFI to recruit people
    i. Show students opportunities and show neat and interesting ways people are doing.

j. Use or create forecasts in your daily jobs. Your journey to how you got there. Career focused workshop that we hope the audience will be primarily students and others individual who are. Non-academic career paths and how you got there. Journey on how they go there.
k. Professional in marine environment and how eco forecasting is applied.
l. How do we talk to resource managers at reservations about applications that forecasting has for their tribe.
m. Reaching out to students (*using Diana/Nievita's connections, use EFI student working group, send to MSI partners). Identify marine labs, forestry programs. Faculty in HI send to Barbara.
n. Menominee. NW Indian. Diana, Nievita to look at tribal colleges.
o. Have a flyer for AISES - end of Sept.
p. Put in note about GA.
q. Diana to send emails to people not on GA listserv.
r. Co-host with EFI and GA
s. Send out to the INFUSE network
t. Don't do it on Wed at 1 PT
u. Stick to 3 people per panel.

8. The Strategic Plan
    i. Step 1 Identify and clarify the problem
    ii. Step 2 What are the barriers for students
    iii. Step 3: Identify possible solutions
    iv. Step 4: Identify solutions from Step 3 to work on
    v. Step 5 - Identify who else needs to be involved in the process and make a plan to bring them in. This is cross-cutting - should be done all across the working groups/EFI
    vi. Step 6 - Seek funding