October 19, 2021 DEI Working Group Call

from September 28, 2021 Call

Attendees: Nievita Bueno Watts, Jason McLachlan, Olivia Tabares, Anna Sjodin, Dave Klinges, Alyssa Willson, Diana Dalbotten

Agenda/Notes:
1. Seminar Update
    a. Jody has been helping to coordinate a Statistical Methods Seminar Series. We have 7 white men presenting and one women of color. Jody is really sorry for not speaking up sooner to get the schedule adjusted to include more underrepresented voices. She knows we need to do better and wanted to acknowledge that to this group.
    b. Currently have 256 people registered for the first session.
        i. Think about a way to use this series of talks to get feedback on how to make materials more accessible

2. Steering Committee Major Project - JEDI Database. Update from Dave and Jody
    a. Building a better baseline demographics of people participating in EFI. Track progress and determining what progress is.
    b. Tracking system - this is a start and examples of what we think it could include.
        i. Column 1 - shared values and principles from EFI OPP. Then each following column gets more specific getting to proxies and potential survey questions
    c. Feedback requests
        i. How do we generate target goals? Or benchmarks? What representation do we want to get to?
            1. Does anyone have resources on webpages on establishing benchmarks?
            2. Nievitia/Diana recommendation - For metrics want to work towards parity with US demographics and think long term - 20 years
            3. Different measures of success - light touch - come to seminar. Heavier touch - participate in an REU, submitting NEON forecasts, then even heavier - have them apply for grad school and work on ecological forecasting and go into the field
            4. User community - end users of EFI forecasts and what kind of communities you are reaching. This goes align with are you promoting what forecasting can do to broad audiences.
        ii. Diana and Nievita experience from GA?

1. Metrics they look at are - do participants successfully complete their program? Complete BA? Go on to MS? Complete MS? Go on to PhD, etc
                    2. Nievita took the people who signed up for GA conferences and had undergrad research assistant look them up on LinkedIN and look at the degrees they had gotten
                    3. Diana writes her REU students each year to ask where they are
            iii. Can track people who stuck with it
                    1. Easier to know who you're serving rather than who you're not serving
                    2. May be more feasible to track specific cohorts (EFISA, Humboldt State, etc.) than trying to keep track of every person who has engaged with EFI at any level
            iv. Need to define the different groups to reach out to.
            v. Questions from Tracking System sheet
                    1. Questions 2 and 3 are longitudinal
                    2. Questions 4 and 5 are good for asking at each seminar
            vi. Does a group like EFI need to track longitudinally? How much time do we want to put into tracking?
            vii. For tracking people who go into research - look at their Research Gate profile in addition to their LinkedIn profile, since LinkedIn may not be updated as much
            viii. Think that what would be most useful at this time is to have a baseline - where EFI is in terms of baseline and then in a few years measure if there is increase
                    1. Define the most narrow set of goals. It will be a lot of work over time. We can't do everything. Focus on the questions that are most important.
            ix. Dave and Jody will continue to bring up what has been done and get input from this group

3. EFI is working with ESA TEK to put together a proposal for an ESA oral session on how to help make ecological predictions that benefit indigenous communities - want it to be broad. Not just success stories about people who integrate TEK and forecasting, but what are the challenges. If we haven't got to a place where we have good examples, where are the challenges and how can the academic community change the questions and process to incorporate TEK into forecasting.
    a. Need to invite 6 people to present in that session.
    b. Invite Georgia.
    c. Want to have a session and a workshop. Will apply for NSF funding to help with travel funds. Could potentially come from Sloan
    d. From modeling to forecasting. Jackie Taylor, grad student in Diana's lab works on modeling but not forecasts.

        i.   Don't think we want to limit it to forecasting
        ii.   Forecasting is one way to make predictive models to help people. But there is a whole related world on modeling and data science that isn't considered forecasting that would be better for some problems. The more people have familiarity with those tools is good.

4. Discussion of [Corwin et al 2018 Paper](#)
   a. Summary of the paper is [here](#).
   b. now your goal and think about it as giving a story
   c. Want it to be memorable
   d. Go beyond "our program is great" - what has worked well and why
   e. Have a conversation with the audience. Want hard questions or interesting questions to get good feedback
   f. What are you hoping to achieve at a conference? Have a list of 5-6 reasons to go to a conference. Who am I going to meet, who am I going to talk to about research, etc.

5. Worked on [1-pager](#) with suggestions for seminar speakers on ways to make their presentations culturally relevant.
   a. Added some ideas to the 1-pager, but ran out of time to really dive in

6. For next time - look for a paper on cultural diversity to complement the paper we read this time. Could check with the TEK group for paper suggestions or look at their resources page. They have a number of recorded presentations so perhaps could watch a video and discuss instead of reading a paper.
   a. Jody and Anna to work on a plan for the next call
   b. Jody/Dave follow up on JEDI database
   c. Continue to work on 1-pager

7. Resources that came up over the past month:
   a. The following were posted in last month's notes after our call,
      i. https://www.cde.ca.gov/pd/ee/culturalrelevantpedagogy.asp
      ii. https://www.cde.ca.gov/pd/ee/culturallysustainingped.asp
      iii. https://urgeoscience.org/
         1. URGE is Unlearning Racism in Geoscience
         2. There are tons of [reading lists](#) on racism accessibility, diversity, inclusion, and justice and many [video recordings](#)
   b. ESA Traditional Ecological Knowledge Seminar Series - recordings from the past 5 presentations are available [HERE](#).
   c. September 30 was the first [National Day of Truth and Reconciliation](#) for Canada to remember the lost children and Survivors of residential school. In connection with that there was a week of Truth and Reconciliation Week Presentations for

the General Public from September 27-October 1, 2021.
https://nctr.ca/education/trw/general-public-schedule/

     i. Presentations were designed for students in grades 5 through 12 in Canada and featured indigenous Elders, youth and Survivors.

d. Other papers that came up as we were looking for papers for the group to read:

     i. Humm, C., P. Schrögel, A. Leßmöllmann. 2020. Feeling Left Out: Underserved Audiences in Science Communication. Media and Communication 8:164–176. https://doi.org/10.17645/mac.v8i1.2480

     ii. Humm C. and P. Schrögel. 2020. Science for All? Practical Recommendations on Reaching Underserved Audiences. Frontiers in Communication 5, p. 42. doi: 10.3389/fcomm.2020.00042.

     iii. Harris, B.N., P.C. McCarthy, A.M. Wright, H. Schutz, K.S. Boersma, S.L. Shepherd, L.A. Manning, J.L. Malisch, and R.M. Ellington. 2020. From Panic to Pedagogy: Using Online Active Learning to Promote Inclusive Instruction in Ecology and Evolutionary Biology Courses and Beyond. Ecology and Evolution 10 (22): 12581–612. https://doi.org/10.1002/ece3.6915.

e. Other papers that have been posted in the Agenda - Jody is leaving these in the Agenda for reference since they all look really useful

     i. 7 papers in Ecological Applications Sept 2021 issue

          1. 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.

          2. 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.

          3. Malone, Sparkle L., and Sydne Record. 2021. "Addressing Bias in Faculty Retention." *Ecological Applications* 31 (6): e02346. https://doi.org/10.1002/eap.2346.

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

          5. 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.

          6. 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.

7. 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.
ii. 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

8. Leaving this in for reference for Jody for coordinating the 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.

9.   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

    b.   Ideas for next year - continue to host workshop series.

        i.   Use the Forecasting Cycle/Adaptive Management framework from [Dietze PNAS paper](#) and [McLachlan lab's brainstorm of barriers](#) to frame another series of panels to focus on specific steps in the cycle

            1.   Have this panel in late fall

8. If time: Thoughts on ESA TEK/EFI speakers/workshop.