

January 25, 2021 DEI Working Group Call

Attendees: Tracy Bibelnieks, Jody Peters, Nievita Bueno Watts, Alyssa Willson, Anna Sjodin, Alex Young, Diana Dalbotten, Jason McLachlan

Agenda/Notes:

1. Announcement: [EFI's Operating Principles and Procedures](#) was ratified last Friday by the founding steering committee. Memberships will be open for renewal for 3 year terms and we will have an upcoming vote for 2 new steering committee members
 - a. Still have the RCN steering committee handling day-to-day operation of RCN.
 - b. Larger EFI Steering Committee - focused on longer term mission of EFI and being proactive on that.
 - c. Jody has to update the membership form so if you are not a member but would like to be, fill that out when the notification gets sent out.
2. We will miss John this semester since he is on sabbatical in Finland, but you can share his experience through his blog: <https://engage.augsburg.edu/zobitz/>
3. Recap from [Panel #2 - January 20 at noon US Eastern](#); What does culturally competent data science training look like?
 - a. Jody is working on pulling the video and resources together for the website and will send it out on Slack and to the group that registered for the panel
 - b. Want to think about the resources shared during the panel for the next book club - Bullshit and 97 Things about Ethics
 - c. How do we bring in more of the calling bullshit examples and bring in the case studies for EFI? This often overlaps with DEI issues
 - d. Use both books at the same time - looking at them together and what is the EFI context
 - e. If we do a more applied movement for the book club, it could potentially lead up to the RCN meetings for this summer. Perhaps start it in May and advertise to EFI in that context.
 - f. Calling Bullshit to start with. Not focused on DEI, but neat overlap because the authors weren't thinking of it in that way, but were thinking of the roll of academia/stats in general. The equity piece that would complement Bullshit would be really nice.
 - g. What does culturally competent data science mean - all the panelists pointed towards the issue of bias in data and how motivating it can be for underrepresented students. Is skepticism the same as cultural competency?
 - i. Chapter from Caste book example - Wilkerson and a white friend were at a restaurant and did not get good service and the white friend was furious. Getting info into people's vehement beliefs. What way can forecasting be used to break into people's beliefs.

1. Science forecasting cycle and management cycle - each cycle has steps to collect more data, make decisions - if you went through each of the cycles and at each of the nodes in the cycle said who gets to make this call. Do we even think about who gets to make the call?
 2. The decisions makers - who are they.
 3. Doing this process could be really informative
 4. Both community based research that involves the community in framing questions and including greater diversity within the research.
 5. The value of diversity prevents bias because it brings in new ways to see the problem.
- h. Cultural competence as a bi-product of pointing out biases. Showing students how bias inherently produces more bias is eye opening to students. There isn't a fair non-discriminatory math algorithm.
 - i. Cultural competence is a larger thing and implicit bias is at the heart of it and the unfairness of what we do with data.
 - j. How these 2 themes come together, would make an interesting book club.
 - k. Sloan proposal update - need to include a connection with climate change and energy infrastructure. Think about the climate vulnerabilities of the communities we are working with (Humboldt State, University of New Mexico, Gallup, and Salish Kootenai College).
 - i. At Humboldt State there is an energy center focusing on solar and off shore wind energy. Have hydroelectric. But dams are coming down. Renewable resources that has impact on salmon which is an important part of HSU's
 - l. Ecolibrium - Non profit in Duluth. Tracy is happy to introduce us to the director.
 - i. <https://www.ecolibrium3.org/energy/>
 - ii. Focused on resiliency on the neighborhoods on west side of Duluth - low income area.
 - iii. In terms of energy are working on making home more efficient. This is a diversity and equity issue. The housing available to low income individuals.
 - iv. Building climate ready communities.
 - v. Ecological focus as well as equity focus
 - m. Antoinette by Navajo Nation which don't have power at all. Trying to figure out solar energy for energy in their homes and purification of water.
 - n. We can find the venn diagram of where we overlap between forecasting and the energy needs.
 - o. Recommend that Letter from the diversity committee especially encouraging Christian
 - i. Look into using an e-card
 - ii. Diana will craft a letter

- p. Translating materials into Spanish - this was a point that Christian brought up as well as Olivia
4. Project for HSU students to test out educational products?
- a. Nievita mentors students who are interested in research who are first generation and/or underrepresented students
 - b. Alyssa has compiled all the resources and is happy to collaborate with students to give them access and some direction.
 - c. Alyssa doesn't have time to full time mentor students
 - d. Would like students to go through resources Alyssa has compiled to see if they understand the resources or where they get stuck, etc
 - e. Trick is to find the place at the level of the students who will be helping and interesting and clear enough that is isn't too frustrating
 - f. A way to get more diversity within the testing of the materials
 - g. Alex: another example/opportunity - a lot of good educational tutorials that NEON has that may not be the most inclusive
 - h. They need a mentor. Diana and Nievita can support the mentoring
 - i. To start would need a group of HSU students to talk to us and develop a rubric for students to try out the resources
 - i. Was it easy to do
 - ii. Did you learn anything new
 - iii. Was there bias that you noticed
 - j. Could broaden it out. Once students have graded different resources and look for patterns in the resources or the concepts. Seems like there are big gaps in uncertainty and uncertainty propagation. So students would have the chance to do some data analysis.
 - k. Our target is to have materials available for people who are new to forecasting and don't have a Mike Dietze teaching forecasting courses available. Where are the steps where people don't think they have access
 - l. How do I learn and does this teach me?
 - m. If anyone wants to be in the discussion
5. Prep for February Panel: How can 4 year data-driven institutions and programs support students transferring from community college?
- a. Have our 3 panelists!
 - i. Find their details: https://ecoforecast.org/wp-content/uploads/2021/01/Feb192021_DEI_Panel_Advertisement.pdf
 - b. Format
 - c. Jody intro
 - d. Jason EFI overview
 - e. Diana introduce panel
 - f. Anna - Q&A
 - g. What the biggest hurdle for transfer students
 - h. Do you know any community college students?

- i. How many years did you spend in community college?
 - j. How much do you know about community college?
 - k. **Poll EV question: What was your pathway in higher ed from where you started to where you are now? Give example. Community college to 2 years off to 4-year institution**
 - l. **Jody have this question open 5 minutes before the call so DEI Working Group members can put in their pathways**
6. Ideas for March Panelists: What kind of online tools are useful and work well for remote learning?
- a. Bill McHenry the Executive Director of the Mississippi e-Center at Jackson State University could be a good panelist for this topic if do not invite him or he is not available for the January panel.
 - b. Catherine Hulshof is an EFI Member from Virginia Commonwealth University. She has tweeted about diversity issues and her website specifically says "We value open-source tools because they create access to career pathways that have traditionally been exclusive."
 - c. Anna suggests that having a student "consuming" online tools would be good to include. Emilia Obodum Kusi is one of Catherine's students, an EFI Member, and attended the NEFI course last summer. Anna worked with her during the course and knows she has a lot of online training. Jody can reach out to Emilia.
 - d. Cayelan Carey from Virginia Tech is a founding EFI Member who leads the Macrosystems EDDIE project which is developing flexible classroom modules to introduce undergraduates to core concepts of macrosystems ecology and simulation modeling through the lens of limnology.
 - e. Alyssa suggestion: Speakers from QUBES webinar: Hayley Orndorf and Andrew Hasley (Jody has worked with Hayley when putting together the RCN QUBES site she can reach out)
7. Suggestions for EFI DEI discussed at the final call for the Caste Book Club
- a. Blog post about the history of forecasting
 - b. Blog posts about notable forecasters representing minority group
 - c. How to consider the potential racial ramifications of a forecast (e.g. the prediction that by 2042 whites will no longer be the majority)
 - d. Host an anti-racist training
 - e. Encouragement at meetings to sit next to people you don't know - event at meetings to meet new people in a structured way (e.g. not just "mixers" where people hang out with people they know anyway, or the not big-wigs have to make the effort to network because for the big-wigs, people will come to them)
 - f. Mentorship networks
 - g. Make a statement on the website about how we define racism and that we do not tolerate it

- h. Make the opportunities apparent, a place where students can go to see where the opportunities are
 - i. Next set of DEI panels focused on training

- 8. RCN workshop on culturally aware pedagogy
 - a. Alyssa/Jason - any input needed?
 - b. Workshop to take place June 7