

## February 22, 2021 DEI Working Group Call

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

### Agenda/Notes:

1. Reminder: EFI Steering Committee elections are coming up. Send nominations. To vote, make sure to sign up for [membership/renewal](#)
2. Recap from [Panel #3 - February 19 at 1pm US Eastern](#); How can 4 year data-driven institutions and programs support students transferring from community college?
  - a. Realize the speakers are going to eat up the whole hour.
  - b. Let people know that the questions will go into the last half hour and if they have to leave, we will make the recording available
  - c. Give presenters 10 minutes and then let them have a second round
  - d. It can be hard when people who attend and ask questions, but that we don't have time to get to the questions.
  - e. Think about how much time we are using on the front end? Reduce the introduction and point people to the EFI videos by Quinn or Mike.
3. Prep for March 25, 1pm US EST Panel: What kind of online tools are useful and work well for remote learning?
  - a. Emelia Obodum Kusi Virginia Commonwealth
  - b. 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.
  - c. Sam Donovan. University of Pittsburgh QUBES
  - d. Document to point to with the full bios. Jody to add the link to the bios when Diana introduces the speakers
  - e. Beginning Poll Everywhere question?
    - i. Encourage people to post specific resources and be able to use these for the education resources
    - ii. Intro questions prompts people to open Poll Everywhere
    - iii. Use: What tools do you use?
    - iv. Nievita, Diana, Alyssa working with HSU students to evaluate online resources. If the project goes well then could follow up with a seminar about
    - v. Posting the resources. Could post the question along with the reminder with the Zoom link. Or to a Google doc where people could post questions in advanced. Ended up deciding to use Poll Everywhere to collect resources. Jody to work with Alyssa to craft the question so that

any responses can be added to the [education resources](#) she has been compiling.

4. Suggestions for EFI DEI discussed at the final call for the Caste Book Club or other ideas
  - 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
  - j. Book suggestions from Jan 20 panel for future book club
  - k. Notes from today's call
    - i. In McLachlan lab - taking the forecasting cycle/decision cycle from PNAS paper - brainstorming where there are barriers to inclusion, institutional racism comes into play. Goal is to pull it together as a lab and create EFI blog post that identifies obstacles and use it as a way to invite others to chime in for what the lab has missed. Define in a broader conversations what the priorities for reducing obstacles and barriers in forecasting.
    - ii. Where are we at with the Strategic Plan?
      1. We are paused. The goal was to map out where we are.
      2. Look to see where we were at
      3. Review of the whole Plan to see where we are.
      4. Where we were paused - we had been working on Step 1 which is to determine the
      5. Alyssa had written a script for looking at the IPEDS data. Alyssa is happy to send along graphs. There was weird filtering issues where you can only filter in so many dimensions before the website crashes. Alyssa can re-run the analysis for the graphs and send it out.
      6. Diana can look at what kind of disciplines we have and
      7. Assess what we have done in connection with the Strategic Plan - we have new people in the group now who haven't seen the plan. See what we have done over the past year and what we want to do to move forward.

8. Use the Strategic Plan as a tool
  9. Group members would like to go through the steps and see the systemic issues in connection with what the McLachlan lab has been working on
  10. Panel idea: Following up on what Jason was talking about, I think something along the lines of “identifying & overcoming barriers in becoming involved in the forecasting cycle” could make a great panel series in the future
- iii. Topics for the Next Call -
1. Go through the Strategic Plan
  2. Go over the PNAS figure and identifying & overcoming barriers
- iv. Alex shared Wolfpack in Slack - use the wolfpack of researchers and ecologists to help make decisions. The broader goal of EFI is to improve the field universally, not just in our group. So as we think through the Strategic Plan we don't want it to just be good for us. Activist group that is effective in advocating and changing the field. Don't want the isolation of feeling left behind or that it is being taken away.
1. From Slack: I'm reading the 90 page 'Wolfpack' book by Abby Wambach and there is a quote that reminded me of some of the Caste book club discussion.
  2. "Maintaining the illusion of scarcity is how power keeps women competing for the singular seat at the old table, instead of using and building a new, bigger table.
  3. Scarcity has been planted inside of us and among us. This is not our fault-- but it is our problem to solve". pg 58
  4. Abby Wambach has the most international soccer goals of anyone, ever. The book had a set of old rules and new rules that were introduced during this Brene Brown 'Dare to lead' podcast episode  
[https://open.spotify.com/episode/0eRgnFdCcK93WNhzd6e9EL?si=wN8q0HN9QDmDOOmQ\\_HsFvQ&utm\\_source=copy-link](https://open.spotify.com/episode/0eRgnFdCcK93WNhzd6e9EL?si=wN8q0HN9QDmDOOmQ_HsFvQ&utm_source=copy-link)
  5. From Nievita - as someone working in diversity arena, she is always concerned about her program being eliminated
  6. One way to keep the program going is to apply for funding. For a short term option, EFI has put in a proposal to Sloan Foundation to make connections between EFI and Humboldt State, Salish Kootenai College, and University of New Mexico, Gallup.
  7. Encourage people to keep looking for funding - doesn't need to involve everyone in the group, but if you have an idea and we can help.
  8. HSU - doing a self study about the possibility to become a polytechnic university. HSU is behind in data science. Nievita recommended thinking about ecological forecasting. Makes sense to work it into the plan to become a polytechnic that

includes data science that thinks about ecological forecasting. If there is interest from HSU faculty to discuss ecological forecasting, Nievita will put them in touch with EFI.

9. To Nievita from Tracy - This a model of a Data Science program that could be adapted to Ecological Forecasting for HSU. It is focused on promoting the effect of data science programming on social justice impact.

<https://ieeexplore.ieee.org/document/8439915>

- a. This could be a cool model and could be used to apply for the Data Science Corps NSF grant

- i. RFP:

<https://www.nsf.gov/pubs/2021/nsf21523/nsf21523.htm>

- ii. To create experiential learning for students focused on issues that are relevant to students and motivated from students interests in justice, equity
- iii. Deadline this year was Feb 12, 2021. Expect that this grant will be yearly offering from NSF. So good to watch for next year.
- iv. How do we bring DEI, cultural competency into our education programs? It has to be adaptable and flexible as culture change. Want to get students/undergrads engaged in understanding the research and get engaged earlier.
- v. Grad research is well developed. But need to get students engaged in the undergrad level and get them engaged early.

5. RCN workshop on culturally aware pedagogy

- a. Alyssa/Jason - any input needed?

- b. Workshop to take place June 7

- c. EFI is hosting 2 workshops.

- i. 1-day workshop on [inclusive pedagogy](#) on June 7

1. Want to have ~30 people to have concrete discussions about inclusive pedagogy. Will take the outcomes from this workshop to the annual RCN meeting

- ii. Annual RCN meeting is on June 28-29 and will focus on empowering the community to create educational resources for ecological forecasting - want a broad group to attend to get excitement built up for creating education resources

- d. Next step is to come up with an Agenda. Any advice is welcome.

- i. Imagine workshop will be some introductory material on inclusive pedagogy. But will be more on well-crafted breakout groups to come up

with a statement about the gaps, barriers, and suggested direction to fill them

- ii. For the annual meeting - present the summary from the workshop. And use time to brainstorm to develop concrete ideas on how to develop educational resources. Hope that there will be groups that will move forward on developing their own educational resources or will come up with ideas that can be worked
- iii. 2 outcomes we want from Inclusive Pedagogy workshop
  1. Best practices for implementing ecological forecasting or quantitative ecology
  2. List of biggest barriers at upper undergrad/lower grad levels for getting students