

April 12, 2021 DEI Working Group Call

Attendees: Diana Dalbotten, Anna Sjodin, Jason McLachlan, Lonnie Gonsalves, Alyssa Willson
Regrets: Tracy Bibelnieks, Nievita Bueno Watts

Agenda/Notes:

1. Announcements:
 - a. We want to compile some big takeaways from the 4 panels that we can share during the Inclusive Pedagogy Meeting on June 7. Take a few minutes to share your takeaways from here: <https://forms.gle/7T83v25yeB7uy6gC7>
 - b. Sam Donovan from QUBES reached out. They would love some EFI representation at the QUBES [BIOME Institute](#) program which has a summer session Jul 19-Aug 6 with Workshop Week Jul 26-30 and fall working groups Sept 6-Nov 19. There are lots of ways that a group from EFI could connect with the BioQUEST and QUBES communities. Many of QUBES partners run workshops that help them disseminate resources, recruit collaborators, and otherwise move their work forward. [Some of the opportunities to participate are outlined here](#) for Workshop Week (Jul 26-30) with proposals due Jun 18.
 - i. The advertising says: You should participate if you are interested in:
 - Considering how pedagogical practices and resources can help build scientific worldviews.
 - Supporting diverse learners in contributing to scientific advances.
 - Exploring inclusive teaching practices, the Universal Design for Learning framework, and resources designed to engage students in social justice as a part of scientific practice.
 - Collaborating with colleagues to design course materials.
 - Joining a community of committed, enthusiastic educators.
 1. Jody will follow up with Sam and cc the group to get more details about this program and what the time commitment entails.
2. Follow up last call's discussion about ideas related [the Strategic Plan](#)
 - a. Step 1 Identify and clarify the problem
 - b. Step 2 What are the barriers for students
 - c. Step 3: Identify possible solutions
 - d. Step 4: Identify solutions from Step 3 to work on
 - e. 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
 - f. Step 6 - Seek funding

- g. Input from Lonnie - NOAA's lessons from engaging the STEM professional organization e.g., National Society of Black Engineers - have an environmental engineering special interests group - have technical skills applicable to our area of science with, NESBE, SACNAS - these groups have strong STEM skills (modeling, sensors, etc), but we need to insert ourselves so they know how their STEM skills can fit into ecology
 - i. There is a strong pool available, we need to connect with those groups
 - ii. NOAA has gotten initial introductions to get in and has used eco forecasting to make the point. There is a home for you in our realm to use your skills
 - iii. Want to be able to come to the groups as an agency and bring in partnerships with EFI and others
 - iv. Invite people in the group to come to AGU and AMS - to build opportunities for making connections
- h. Diana has been working with SACNAS and AISES to build a relationship with other groups that are geo related to rent a group of tables to have Geoscience Row. Share tables so it is less expensive. Promote Geoscience Alliance and REU opportunities
 - i. If EFI wanted to participate in this way, it would be easy to have EFI be part of that. Would need to have money for that.
 - ii. Could do something similar with NESBE and other groups
- i. Does SACNAS have its own meeting?
 - i. Yes and they have the Geo-Futures - program that has ~50 geoscience related students that are sponsored to come to SACNAS
- j. National conferences are one connection point. These groups are also looking for content and resources throughout the year. It is often topic based this would allow for continued engagement
- k. NESBE had Lonnie and a colleague from NOAA give a presentation recently.
- l. Lots of opportunities to connect throughout the year to give virtual presentations
- m. [Changes Coalition](#) is another potential place to make connections. This is a consortium of 15 diverse STEM organizations. A consortium of practice. Define problems and potential solutions. Could be a way to get expertise. They write white papers and work with groups.
 - i. Getting to know each other to find overlaps would be good
 - ii. Want to follow up on this.
 - iii. Lonnie offered to reach out to Mrs. Carwell this week
- n. SACNAS and AISES meeting - before the meeting there are booths that we can pay for. Diana can reach out and this would be a good year for her to go to make connections.
 - i. These meetings are in the fall. Whichever one Diana goes to, Jason could go with her. Diana is leaning towards SACNAS
- o. The following are reminder notes and ideas from the March Call that Jody is leaving in for reference
 - i. pre-REU program/workshop

- ii. Contributing to ongoing REUs
 - iii. Other research opportunities to connect with
 1. Propose EFI clubs on campuses or weave it into clubs that already exist?
 2. Zoom colloquium to give talks about EFI at other schools where group members have person connections
 3. Something to get faculty/instructors involved in EFI or at least aware of ecological forecasting
 - a. Compilation of education resources is a good starting point
 - i. As we finish pulling together the education resources, it would be an effective proposal to say we have all these pieces and this new way of doing science. The proposal would be to streamline it and make the tools available.
 - b. To get faculty involved, you need to make it easy for them to pick it up. There are a lot of people interested, but it is hard to initiate
 - c. Provide examples of how faculty can incorporate forecasting into their research programs or courses
 - i. Perhaps highlighting the [examples of forecasts](#) on the website and the [forecasting highlights blog posts](#)
 4. Forecasting workshops at conferences. We have them at ESA and AGU - what about other smaller or regional conferences
 5. Continue making connections with HSU, U of New Mexico, Gallup, and Salish Kootenai College and use as an example for reaching out to others
 6. Work with EFI community and others to provide examples of proposals to incorporate diversity and help to make connections between EFI and MSIs/diverse programs
 - iv. K-12 and lower ed: [NSF's Computer Science for All](#) RFP could be something to look into.
 - v. Map the ideas above and others with potential partners and potential RFPs
3. Identifying barriers in the forecasting and adaptive management cycles
 - a. Background: McLachlan lab has been going through the [Dietze 2018 PNAS](#) Fig 1 (see below) to identify barriers to inclusion at each of the forecasting and

4. Book Group - what do we want to do
 - a. Let's go with Braiding Sweetgrass and Diana can bring in her REU group
 - b. Have an EFI Seminar with the REU group to explain what eco forecasting is
 - c. Work with Diana and Tony to see if we can have a seminar with Kimmerer