

November 16, 2021 DEI Working Group Call

[Notes](#) from October 19, 2021 Call

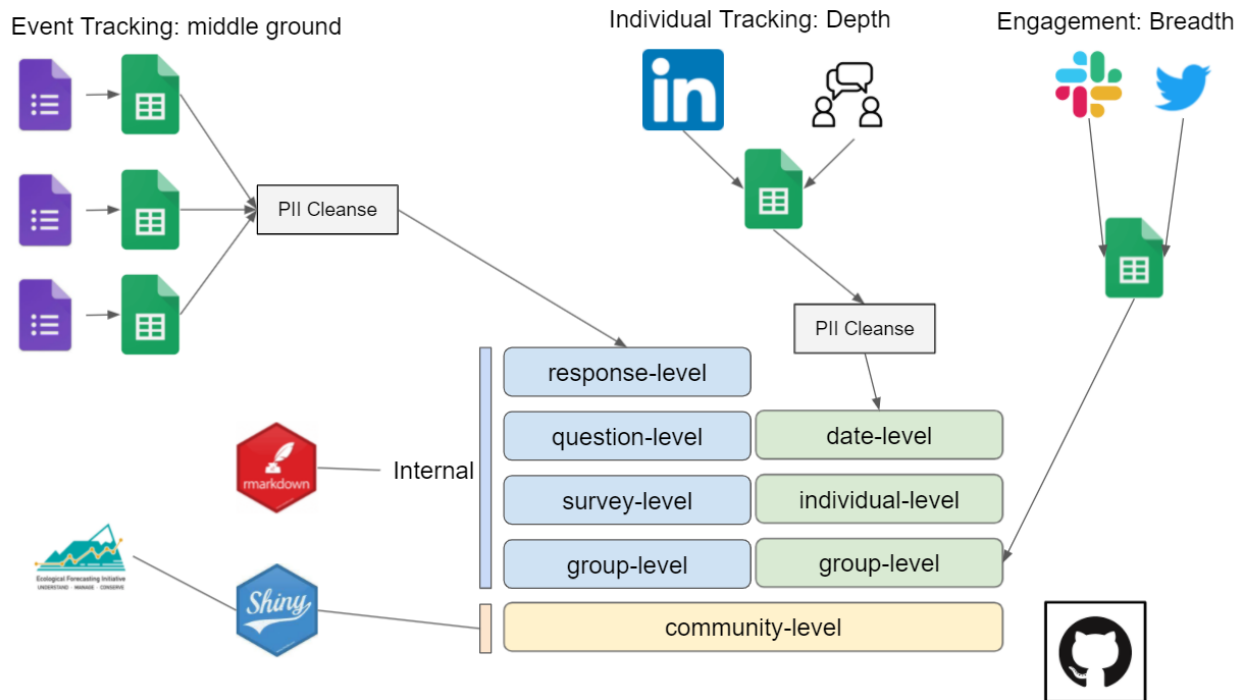
Attendees: Nievita Bueno Watts, Dave Klinges, Jason McLachlan, Jody Peters, Alyssa Willson

Regrets: Anna Sjodin, Diana Dalbotten

Agenda/Notes:

1. Steering Committee Major Project - JEDI Database. Update from Dave and Jody

[Database workflow](#)



3 Data Sources:

- 1) So far mostly focused on questionnaires' associated with events and the EFI membership application. Working on how to have working version of database with the personal identifiable information cleaned out so many people can work with the data but those people do not have access to the person information.
- 2) Tracking individual people/students connected with EFI activities. Currently thinking to target individual students at a small number (n~6) institutions where EFI activities are happening (e.g., HSU, ND, BU, VT)
- 3) Slack/Twitter engagement (very broad level of engagement over time, no demographic info)

JMc: There could be other uses for the data. Could be a good benchmark for a paper or template for other organizations, after test driving for EFI perhaps could share with partners who may be interested.

- Worried about IRB requirements for publications

- Having something that is deliberate and data driven to say what is happening is important to EFI but also important to the entire tech world. It is worth thinking about how to use this information to show what is working and what is not working
- Part of the data center is the broader impacts. We would like to make the case to NSF that we are taking this seriously and are working on it.
- Would like to have Dave's workflow slide with key points
- There aren't many resources on how to quantifiably track. Would be a lot of use for templates/deliverables
- Carpentries has done a great job with this
- Publications/peer-reviewed deliverables:
 - Antoniette Abeyta has paper in representation in geosciences, they may not have had IRB. Would be good to talk to Antoinette about their process for pulling together their paper
 - Paper: Enriching Lives within Sedimentary Geology: Actionable Recommendations for Making SEPM a Diverse, Equitable and Inclusive Society for All Sedimentary Geologists.
https://scholarworks.uno.edu/cgi/viewcontent.cgi?article=1011&context=es_facpubs
 - Getting IRB may not be that hard to get especially if we're cleaning PII
 - In any sense (even if not directly pursuing papers), would be good to have social scientist(s) (Kira/Melissa) on board for how to best design the database
- Scope and avoiding scope creep
 - Where do we draw the line
 - Is this about improving JEDI within an organization or is it about an organization's impact on JEDI outside your reach
 - Start with your organization and then move out
 - Want the organization to be defined broadly - the Center gets funded, want to incorporate this and build on it for the broader field of forecasting
 - It is worth mapping out trajectories so we don't have to be all things to all people while still thinking about the trajectories so we don't miss things
 - For the undergrads have them fill out the survey
 - Having the human infrastructure will be a deliverable - here is the plan for doing surveys and follow-up and then
 - For modules that students work with, then have a disclaimer that we will be following up with them
 - For scope - can we pull out synthesis center text to delineate the scope of community?
 - Yes, there are natural breakpoints for what is doable
 - EDU, JEDI efforts of center is ambitious and goes beyond having infrastructure to develop the infrastructure with diverse communities
 - Jason can think of a few places from the proposal that can help provide the input needed

- Look at the table in the proposal with the deliverables and think about the groups we want to focus on for assessing and improving our metrics of JEDI
- There are different types of touches. Light touch = recruiting and then move on to the core group and then those who are more involved, vs the students that participate in one activity
- Think about having a levels of involvement and keeping track of what level of involvement people have
 - 3 levels. Light touch - people who sign up, then people coming to conferences, then people participating in working groups
 - From an EFI standpoint: 1) newsletter, 2) Slack community, 3) working group/concrete activities, 4) committees, core teams, leadership
 - Do we ask how they are progressing in their career types or in their goals?
 - What does progression mean?
 - Ask how they expect to use or if they expect to use ecoforecasting in the future and at what level
 - Also see list of questions below
 - Our “EFI” metrics of success, may not be the same as the metrics of success of individuals (e.g., the self-diagnosing success point below)
 - Our EFI goals misaligned?
- What’s in the 2 month horizon (vs the 6 month horizon)?
 - Dave leaves in January. But hoping to make a solid amount of progress and prep for site visit.
 - See if we can have a call with Michael to prep for the site visit
 - Reach out to Kira and Melissa
 - Create a plan for the database and how to track.
 - What kind of data to present?
 - Prioritize current EFI membership
 - Keep in mind: this will be one slides at site visitation
- How to keep in track of students in our case study?
 - How much detail do we want? We want depth. Work goals, work/life balance. Are you able to have a career without sacrificing what is important to you. Don’t think this is something we could get through a survey.
 - Think about what the purpose of this type of information is
 - In order to make science inclusive it isn’t just about letting people into the club that already exists, but changing the club to match other people’s goals
 - Would want to follow up with some people after 5 years to see what they ended up doing and how things went after

their involvement with EFI (or perhaps they are still involved with EFI and how has their engagement changed). Best would be to have a conversation over beer. But not sure if this is feasible so may need to sacrifice some of the in depth information

- Want to have conversations about what to do this by the end of the spring semester

In-depth individual tracking:

- focusing upon small groups of primarily undergraduate and post-baccalaureate students/ECRs at Humboldt State, Boston U, Virginia Tech, Salish Kootenai College, UNM Gallup, Notre Dame.
- Primarily will consist of conversations, interviews, and/or online surveys provided to the students. Goal is to follow up with the students once annually for approx. 5 year horizon
- Keep the REM approach in mind for this method

What information we would ask/look for, at each annual check-in:

- Demographic information
- Institutions
- Expected graduation dates (*do they change?*)
- Job titles
- Job descriptions
- Discipline(s)
- Their roles within research/education/career
- Goals outside career (*how they evolve, to what extent are they realized?*)
 - To determine: are we helping facilitate a health work-life balance?
- Self-diagnosed success
- Lasting impressions of EFI-adjacent mentorship
 - How often/to what extent are they in touch with EFI mentors
 - How often/to what extent do they use skills learned during target experience
- The more personal these check-ins are, the better. But will need to be case-by-case basis

2. Humm and Schrogel Paper Discussion

- a. [Here](#) is a summary of the paper
- b. We didn't get to this discussion on the November call, so we will save it for the December call.

3. [1-pager](#) with suggestions for seminar speakers on ways to make their presentations culturally relevant.
4. Seminar series to highlight people creating/using forecasts in sectors outside academia
 - a. Diana and Nievita helped brainstorm EFI members who would be good for this (see notes from point 6 below), but Jody hasn't had time to reach out to potential panelists. Does anyone have bandwidth to help reach out to speakers?
5. Resources that came up over the past couple of months:
 - a. The following were posted in November's notes after our call. These were forwarded from Nievita from COAST (COAST is the CSU system-wide affinity group for marine and coastal related activities. COAST integrates system-wide resources and promotes interdisciplinary multi-campus collaborations to advance our knowledge of coastal and marine resources and the processes that affect them. The scope of COAST includes the ocean, coast and coastal watersheds.)
 - i. [Lightning talks: science in 5 minutes or less](#)
 1. EXCELLENT guide for lightning talks-this should be REQUIRED for anyone giving a LT!!
 - ii. [Equity in Action grant program from the CSU Student Success Network](#)
 1. This is a new grant program that seeks to invest resources back into the system to identify, understand, and disrupt inequities, as well as focusing on opportunities for students to learn, engage, progress, and complete courses on time. The intention of this program is to draw faculty, staff, students, and middle level administrators to support innovative thinking, research, and evidence-based practices that lead to institutional change, which specifically address equity-related challenges.
 - iii. [Ten simple rules for supporting historically underrepresented students in science](#)
 1. Love PLOS with their 10 simple rules articles. Here's another good one!
 - iv. ['Underrepresented Minority' Considered Harmful, Racist Language](#)
 1. This piece is dense but really worth the time to read it and think about the underrepresented minority (URM) label.
 - v. **1619 Project Historiography: [The 1619 Project and the Long Battle over U.S. History](#)**
 1. The New York Times recently published a piece that analyzes the controversy over The 1619 Project.
 2. For more on this story, [join a conversation with Pulitzer Prize-winning journalist Nikole Hannah-Jones on Friday, November 19th at 5:00 pm PT. See details and register here.](#)

- vi. [More California Latino students attending college, but 'disturbing gaps' remain](#)
 - 1. This has some valuable information about our Latinx student population that can help better understand the challenges they face in higher ed.
- vii. [Too many scientists still say Caucasian](#)
 - 1. Race is defined by societies, not genetics, but this construct still dominates our mindset and affects science and medicine.
- b. The following were posted in October'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](#)
- c. ESA Traditional Ecological Knowledge Seminar Series - recordings from the past 5 presentations are available [HERE](#).
- d. 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.
- e. 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](https://doi.org/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>.
- f. 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 departments. <https://www.nature.com/articles/s41559-021-01522-z?proof=tNature>
6. 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/Nieivita'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, Nieivita 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.

7. 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.