

December 14, 2021 DEI Working Group Call

[Notes](#) from November 16, 2021 Call

Attendees: Nievita Bueno Watts, Jody Peters, Anna Sjodin, Olivia Tabares, John Zobitz, Jason McLachlan, Alyssa Willson

Regrets: Dave Klinges

Agenda/Notes:

1. Poll for Jan-May calls. Make sure your timezone is selected at the top and focus on the day/time options that you are generally available (ignore the specific dates)
<http://whenisgood.net/74hpga2>
 - a. Pencil in a January call to pitch this group ideas about diversity to prep for the site visit
2. Steering Committee Major Project - JEDI Database and prep for NCEDS Site Visit.
 - a. We have the workflow image that Dave put together. Then we can use the general baseline demographic information that Dave puts together. We can include a slide at the end that highlights where we are and demonstrate how we are engaging and growing and diversifying
 - b. Race/ethnicity questions for surveys with international attendees

FIGURE 3	
Which categories describe you? Select all that apply to you:	
<input type="checkbox"/>	American Indian or Alaska Native—For example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community
<input type="checkbox"/>	Asian—For example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese
<input type="checkbox"/>	Black or African American—For example, Jamaican, Haitian, Nigerian, Ethiopian, Somalian
<input type="checkbox"/>	Hispanic, Latino or Spanish Origin—For example, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Columbian
<input type="checkbox"/>	Middle Eastern or North African—For example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian
<input type="checkbox"/>	Native Hawaiian or Other Pacific Islander—For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese
<input type="checkbox"/>	White—For example, German, Irish, English, Italian, Polish, French
<input type="checkbox"/>	Some other race, ethnicity, or origin, please specify: _____
<input type="checkbox"/>	I prefer not to answer.

- c.
- d. [From Hughes et al 2016](#)

- e. Does NSF have any guidelines on this? It would be worth looking into this
 - f. Add a question for international or US and then have US choose categories
 - i. If you are in the US - we are asking about your background about for this reason (be clear about why we are collecting this information)
 - ii. If you are outside the US allow people to self-identify
 - g. <https://nces.nsf.gov/pubs/nsf21321/technical-notes>
 - h. Hispanic - focuses on the colonial power dynamics
 - i. **How do you identify - give people the choice to answer as they want or go with the dropdown of options. Link to footnote about the dropdown choices are standardized to NSF guidelines.**
 - j.
3. Humm and Schroegel Paper Discussion
- a. [Here](#) is a summary of the paper
 - b. What bullets from the Review of Guidelines and Recommendations section do people think we are doing well in EFI and what can we do better.
 - i. Use familiar spaces. When applied to virtual events - what social media and types of virtual resources are most people comfortable with
 1. What online venue is good for connecting with people
 2. Students don't often use Twitter or FB. They are moving to Instagram and TikTok. People like to look at something and have the visual
 3. Short Forecast TikTocks - could be educational and informative
 4. Would this be something Anita could help with? Post periodically. Ask members to provide content once a year and have one person manage it.
 5. Olivia would help with Instagram
 6. Make it be part of the Forecasting Challenge. Best TikTok competition. Announce it at the annual meeting.
 7. Use this to engage people intimidated by the Forecasting Challenge and the forecasting. They may not be comfortable with creating the forecast but would be interested in making the material
 8. E.g., Can explain basic R function in 1.5 minutes.
 9. scitok is pretty popular but reddit may be a lower hanging fruit for EFI (depending on what the goal is)
 10. Cross platform material - if posted on instagram could also put it on reddit
 11. Mike's reddit from this past fall went well
 12. Communities like r/ecology could be a really good platform for community outreach like John was talking about with the forecasting challenge
 13. What community do we want to reach?

- a. r/ecology already has a good discussion going and would be good to get involved with and connect with the science world
 - 14. How to engage with people not in the academic world?
 - a. If we are engaged with communities that trust us and have connection with us
 - 15. For EFI - really need people already in the science pathway, but who may not have thought about forecasting or science computing
 - ii. Connecting to communities on topics that they are interested in - we are doing this with Georgia. But how do we broaden it out for EFI
 - iii. Go back to the goals - is it to bring people into EFI to create forecasts, to educate the general public. Why do we want to engage a diverse group?
 - iv. Think about the subproject that we are already committed to. What are we working on in our classes or with our partners and boil it down to a quick image or message. If people can come up with the content or ideas for the content that then someone is in charge of posting.
 - v. Before going further down this road, have a deeper conversation about the goals.
 - 1. Keep thinking about long term plans for a communication manager
 - 2. Keep thinking about the potential to have a TikTok challenge for the Forecasting Challenge.
 - c. Are there recommendations from this paper we can add to the 1-pager?
4. [1-pager](#) with suggestions for seminar speakers on ways to make their presentations culturally relevant.
5. 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?
6. 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 Cal State University 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>
7. 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.

8. [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.