

February 4, 2022 DEI Working Group Call

[Notes](#) from December 14, 2021 Call

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

Agenda/Notes:

1. Jason is thinking about a proposal for TEK and forecasting using connections with Nievita, Georgia, Antoinette, Ryan
 - a. Could Jason put together a presentation on this and put it out there that he is looking for partners and give this presentation at Cal Poly Humboldt?
 - i. Yes Jason could do that. Then Nievita could work with the Dean to figure out how to coordinate the presentation. Want to give the pitch and then be in listening mode
 - ii. Also think about making a pitch to Sloan Foundation for this proposal
2. Upcoming opportunities to continue to discuss ways to integrate TEK into forecasting
 - a. Will be having the meeting at ESA with the ESA TEK Section
 - b. Have Geoscience Alliance meeting to have forecasting workshop
 - c. Diana and Antoinette are coming to ND in April
3. 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
4. Geinspirations Podcast with James Rattling Leaf (ESA TEK Section lead) about his life and vision for the future: <https://www.directionsmag.com/article/11295>
5. AMS Webinar: Finding Common Ground Among Science, Spirituality, and Environmentalism: How can spiritual and faith-based knowledge systems inform the weather, water, and climate enterprise?
 - a. Feb 22 at 12pm ET
 - b. <https://register.gotowebinar.com/register/3224371045547077643>
6. What does the group want to focus on this semester?
 - a. Some ideas from previous calls
 - i. [1-pager](#) with suggestions for seminar speakers on ways to make their presentations culturally relevant.

- ii. Seminar series to highlight people creating/using forecasts in sectors outside academia
 - 1. 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?
- iii. Guidelines for EFI and diversity - could work on a document for best practices for being inclusive in EFI (start with EFI, but if we think it could be more broad then could possibly grow into a 10 simple rules paper)
 - 1. Talk about blunders of our own and what we have seen. Keep it short
 - 2. Grow this out from EFI's Shared Values
 - 3. GA put together an ethics statement, so could use that to start with. Ground rules for running an event
 - a. <https://geosciencealliance.org/geoscience-alliance-code-of-conduct/>
 - 4. Think that AGU has a document
 - 5. Work on concrete things to look out for
 - 6. John recently gave a lecture on Data Sovereignty and used the CARES paper. This could be useful to look at for thinking about this.
 - 7. What is already out there that are good practices
 - 8. Process - learn, reflect and then have a statement about it
 - 9. How much of this is specific advice vs general principles
 - 10. Guidelines for working with other organizations on activities that EFI is not leading, but is putting our name on it
 - 11. Start with something short and concrete for SC to give us a starting point for a conversation
 - 12. https://2021.igem.org/wiki/images/0/0e/Best_Practices_for_Leading_Inclusive_Panels.pdf
 - 13. Pursue in a narrow sense. Look through these examples. Focus on immediate task and then see if we can broaden out
- iv. Response to ESA about EFI-TEK abstract review

7. 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>
8. 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.

9. [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.