

March 11, 2022 DEI Working Group Call

[Notes](#) from February 4, 2022 Call

Attendees: Anna Sjodin, Antoinette Abeyta, Jason McLachlan, Jody Peters

Regrets: Diana Dalbotten

Agenda/Notes:

1. Guidelines for EFI and Diversity
 - a. [Google doc](#) for jointly working on ideas
 - b. Goal: Develop a short document with concrete suggestions about ways for EFI to be inclusive when hosting panels, organizing meetings, or co-hosting events with other organizations.
 - c. Best Practices
 - i. Thought there were a lot of great suggestions in the iGem document.
 - ii. Some of the Dos is useful for thinking about planning a panel in general, but bring it back to how it is useful for having a more diverse panel and making a more diverse group feeling more welcome
 - iii. How long do we want it to be?
 - iv. Think about who is the audiences?
 - v. Both resources are about panels and planning for meetings which is where these issues can come up
 - vi. Imagining something that is a few pages long for within EFI
 - vii. The have something similar to Olivia's graphics to send out to speakers
 - viii. Have a checklist for planning events within EFI
 - ix. 2 documents -
 1. we are hosting a panel, here is a checklist of ways to include or think about diversity aspects
 2. Have something longer and more formal for us when we are planning things behind the scenes
 - x. [An actionable anti-racism plan for geoscience organizations](#)
Nature paper from Antoinette
 - xi. [Unlearning Racisms in Geosciences \(URGE\)](#) - learned about something and then created action items
 - xii. Could do something that could be worked up for the annual meeting - perhaps a workshop.
 1. Want to have the workshop recorded so it could be shared further through a blog post or twitter post
 2. If we had the bones for a 10 simple rules paper and then use the meeting to develop it further?

3. Jason - is thinking about the things that he is most interested in (in no particular order)
 - a. There are so many people involved and so many activities that it is likely that someone will do something clumsy or thoughtless. Want to avoid this by putting out best practices. And then if something happens then you can have a document that you can point to that shows that the thing isn't consistent with the
 - b. Increase awareness and sensitivity that issues of DEI permeate aspects of forecasting that you might not be thinking about. So raise awareness.
 - c. Get the word out more broadly
 - d. Want to set the tone for the group. There are places where bias and racism have a particular affect in forecasting.
4. Work on draft document for internal use. These would be general rules and best practices.
5. Then have a workshop to talk specifically about forecasting.
 - a. Can use the McLachlan lab project that looks at the steps of forecasting to look at the barriers and provide suggestions for overcoming those barriers
 - b. Do we have enough BIPOC members that can provide honest feedback on how EFI is doing and how it can do better? Or would people feel like they are the only voice or feel they need to represent all BIPOC members. Think we don't have enough diversity yet.
 - c. Think about each stage and think about what is keeping this from being more diverse.
 - d. A lot of people try to be neutral or objective, but it is still culturally bound. How is racism embedded in what we think is neutral and objective and keeping people from participating?
 - e. If we focus on barriers - the goal could be what is the first thing you would do to reduce those barriers and what would be the priority for EFI over the next year so that we can lower the barrier by identifying actions.
 - f. Don't think we have enough time to increase diversity in EFI before the meeting, but what about having people before the workshop, find and read a resource written by a BIPOC person. Find a way to include the voices of people that aren't already in our group. Worry that people will not do homework prior to the meeting.

- g. Have 2 parts - first part is to set the stage. Then have readings as homework in between. Then come back the next day.
- h. Antoinette sees the biggest barrier as white people wanting to do something good but not taking the next step
 - i. Structure it around - how do you overcome your own internal barriers to overcome anti-racism
 - ii. We have these frameworks, everyone is involved in forecasting somewhere in this figure. There are opportunities to be active and making an effort to not just be a good person, but to take actionable steps.
 - iii. Separate the idea of good person \neq anti racism
 - iv. Frame general obstacles and opportunities at the beginning then say what do you think will be the most compelling for you to do. How would your work change to do that.
 - v. Do 2 day thing where we talk about barriers, then the next day make it more personal. Then provide resources for people to review and on Day 2 then talk about things that you can actively do.
 - vi. Maybe three steps. 1. Identify internal and external barriers 2. Create an action plan. And 3. Accountability?
 - vii. Accountability - have people write out a plan during the meeting. Then offer the DEI WG calls as a place for accountability.
 - 1. Antoinette - from experience with Earth and Science Education Conference - all about teaching. Want you to leave with something. Give option to connect to listserv
 - viii. If you want to be held accountable, sign up here and we can follow up in 6 months.
 - i. Next steps - Jason to draft workshop abstract and scheme of how we would do it. Send in 2-3 weeks so we have 1-2 weeks to
- xiii. DEI Book group
 - 1. There is enthusiasm to have the group again this summer.
 - 2. Anna is on board to lead it and Jody can co-lead.
 - 3. [Weapons of Math Destruction](#) and [Calling Bullshit: The Art of Skepticism in a Data-Driven World](#) were two options that came up
 - 4. Here is [the list of books](#) previously brainstormed

2. Other Ideas from previous calls that Jody is leaving in as a reference
 - a. [1-pager](#) with suggestions for seminar speakers on ways to make their presentations culturally relevant.
 - b. Seminar series to highlight people creating/using forecasts in sectors outside academia
 - i. 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?

3. Resources that came up over the past couple of months:
 - a. [Geoinspirations podcast](#) on Responsibility, Reciprocity, Relevance, and Relationality with James Rattling Leaf who is the ESA Traditional Ecological Knowledge (TEK) Section chair and someone we have been working with to propose an ESA session on *Making Useful Ecological Predictions with Indigenous Communities* for ESA.
 - b. James will also be a panelist in an upcoming [American Meteorology Society webinar](#) on Feb 22 at noon ET on Finding Common Ground Among Science, Spirituality, and Environmentalism: How can spiritual and faith-based knowledge systems inform the weather, water, and climate enterprise?
 - c. 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.
- d. 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](#)
 - e. ESA Traditional Ecological Knowledge Seminar Series - recordings from the past 5 presentations are available [HERE](#).
 - f. 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.
 - g. 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>.
- h. 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>

4. 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/Nievida'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, Nievida 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.

5. [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.