

## April 8, 2022 DEI Working Group Call

Attendees: Jason McLachlan, Alyssa Willson, Antoinette Abeyta, Anna Sjodin

Agenda/Notes:

1. Announcement - May 23-25 EFI is hosting a Virtual Conference. We are looking for people to present 10 minute talks or posters and/or 30 or 60 minute workshops about a specific task, skill, walk through a forecasting workflow, etc. Details and registration at: <https://ecoforecast.org/efi-2022-conference/>
  - a. Jason encourages folks to present posters related to DEI working group if anyone has a project they'd like to share
  - b. The group is interested in submitting an application for the project described below
  
2. EFI 2022 Virtual Conference Workshop Application
  - a. From March call - 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
    - i. Should we apply for a half hour or hour-long slot?
      1. Probably an hour because we have a lot to do
  - b. Maybe three steps.
    - i. 1. Identify internal and external barriers
      1. Mapping out barriers offers a good starting point
      2. Don't want to take up the whole time with this- just use this as a starting place (using the figure to identify barriers/biases/points of exclusion)
      3. Have a couple of slides on where we see barriers ahead of time
      4. Offer some time for participants to contribute barriers that they see
      5. Antoinette suggests highlighting a small number (3?) of barriers that move across multiple disciplines to allow more focus on steps 2 and 3
        - a. We could then offer participants an opportunity to share additional barriers that they see during or after the meeting to give people the chance to think through our idea
        - b. Frame the workshop as an ongoing project- we can address other barriers at ongoing meetings
    - ii. 2. Create an action plan.
      1. Use the workshop time to develop best practices
      2. In breakout groups: think about ways/best practices/ways to anticipate/ways to avoid barriers and how EFI or EFI-sized groups can participate
        - a. Focus on low-hanging fruit: 3ish barriers presented in step

- b. Each group focuses on one barrier, so you get into a deeper conversation
      - iii. 3. Accountability Draft document here.
        - 1. Good practices for ensuring accountability in general
        - 2. How can we ensure we (EFI) are making progress on the steps identified in step 2?
        - 3. Potential to develop this into a deliverable like an article
    - c. Make this an explicit ongoing project
      - i. Gather qualitative interview data on barriers folks have identified
      - ii. Potentially have follow up questions:
        - 1. What are your barriers that you experience and
          - a. What are barriers that you have witnessed or that someone has confided in you?
        - 2. What actionable steps can you identify that would address the barrier you identify or other barriers we discussed at the 2022 workshop?
        - 3. What makes you accountable to change?
      - iii. We also discussed having some questions *before* the meeting but Alyssa doesn't think people will actually respond (according to evidence from last year's meetings)
      - iv. Could make the workshop a "pilot study"
        - 1. We would want to get IRB approval for this
        - 2. Make sure to frame questions in a way that doesn't present more than minimal risk
        - 3. Make sure data are anonymous
3. Guidelines for EFI and Diversity
  - a. Google doc for jointly working on ideas
  - b. Goal: Develop 2 documents. One for internal use within EFI with concrete suggestions about ways for EFI to be inclusive when hosting panels, organizing meetings, or co-hosting events with other organizations. The second with a short checklist of suggestions for EFI panelists and seminar speakers.
4. DEI Book group - Anna lead, Jody to co-lead
  - a. [Weapons of Math Destruction](#) and [Calling Bullshit: The Art of Skepticism in a Data-Driven World](#) were two options that came up during the March call
  - b. Here is the list of books previously brainstormed. Feel free to add to the list
    - i. Anna suggests there may be an opportunity to read a fiction book, which could allow us to reflect on society in a way that nonfiction does not in the same way
  - c. There is no rush to make plans during the April call, but Jody is leaving this on the Agenda because we will want to make more concrete plans during the May call to set things up for June

5. [North American Carbon Program \(NACP\) DEI Report](#) from the [March 30 NACP Newsletter](#)
  - a. Jody is adding this because it provides an example of a diversity assessment done by an organization.
  - b. Thought this may be of interest to the group and this can help provide guidance for the diversity assessment Jody and Dave are working on and will pick up on when Dave is back from fieldwork.
  
6. Another resource from the [March 30 NACP Newsletter](#):
  - a. Learn Proper Pronunciation of Names
    - i. Our science community is diverse, with participants from many cultures and countries, so it is likely that we will all occasionally encounter names we are unfamiliar with. In addition to asking people how to pronounce their names, there are growing resources online for hearing the more common names from other languages and cultures.
    - ii. Some institutions have purchased licenses for services like [NameCoach](#) or [NameDrop](#) that allow for users to record their own names and integrate an audio names database into other applications like Blackboard or customer relationship management software. But even if you as an individual don't have access to these, there are other resources online for learning pronunciation and creating your own audiofile of your name. Here's a couple of useful links:
      - iii. [7 Websites to Help you Pronounce Foreign Names Just Right](#)
      - iv. [Pronounce like a polyglot: saying foreign names on air](#)
  
7. 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?
  
8. Resources that came up over the past couple of months:
  - a. [An actionable anti-racism plan for geoscience organizations](#) Nature paper
  - b. [Unlearning Racisms in Geosciences \(URGE\)](#) - *program designed to (1) deepen the community's knowledge of the effects of racism on the participation and retention of Black, Brown, and Indigenous people in Geoscience, (2) draw on existing literature, expert opinions, and personal experiences to develop anti-*

*racist policies and strategies, and (3) share, discuss, and modify anti-racist policies and strategies within a dynamic community network and on a national stage.*

- c. [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.
- d. 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?
- e. 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.
- f. 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](#)
  - g. ESA Traditional Ecological Knowledge Seminar Series - recordings from the past 5 presentations are available [HERE](#).
  - h. 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.
  - i. 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>.
  - j. 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>
9. 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.

## 10. 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.