

March 22, 2024 DEI Working Group Call

Attendees: Anna Sjodin, John Zobitz, Nick Record, Jody Peters, Sean Dorr, Rachel Torres, Antoinette Abeyta, Diana Dalbotten

Agenda/Notes:

1. Homework from the last call - think about activities that align with your interests/ongoing research that overlap with EFI activities or could be incorporated into EFI activities.
 - a. Google doc to add ideas to
 - b. 2 goals that Mary listed could work in tandem - if there was an app that made forecasting accessible could then lead to broadening participation and could lead to or engage in a cultural context
 - c. Could be overlap between all 3
 - i. What does a community app look like - start with what does the community look like and how have we engaged to know how they want to forecast and how to interpret or how the community would use the forecast
 - ii. Could think about ideas in principle and what we know from personal experience and literature - what would it take to move forecasting into something use in communities
 - iii. Could think about it concretely - have a community you want to engage with. Tricky for this group because we are spread out. But there are ways to do that
 - iv. The amount of communication and trust to come up with a forecast that is useful and used
 - v. Nick ran a jellyfish forecast for a number of years. Records came from the forecast. The purpose of the forecast was just for engagement. What it did was that people sent in sightings and would be in the news and drive activity to the website. It is backburnered because it was a huge time draw. But the engagement was really fun and hypotheses were generated by the community. The richness of the interactions was really good, but overwhelming.
 - d. What is the core essence of what we develop?
 - i. If the goal is to inspire engagement, curiosity, community - then it can be less rigid. If you make a tool that inspires curiosity and community, that is a big win for all
 - ii. Some projects can be tied up in decision support which makes it more difficult. For example, no decisions were being made with the jellyfish, it was more fun
 - iii. If we are designing for inclusion, curiosity is the way to do that.
 - iv. Open ended questions such as "What makes you wonder?" "What do you notice?" Are great pedagogical questions for classroom discussion and I would imagine good design questions.

- v. Making an app for intergenerational participation
- e. Fun to try something that is low stakes that is not critical to decision support
 - i. We need data, outreach, code to make it work - but need someone to lead this
 - ii. Sean's example of thinking about indicators of spring (e.g., red wing black birds) and plans for spring but then a big snowstorm coming up
 - 1. How weird is your weather and what would you expect the weather to be and what is the actual weather
 - iii. Antoinette grew up in a community where people came in to do community science. The people coming in wanted to stay apolitical. But there is a time when the community wants to use the data to deal with issues that the community has
 - 1. Need the group to be aware that there may be a time when we can't take an apolitical stand. What does the info mean to the people who is providing the dataset
 - 2. Goes back to understanding the community - who is the community involved
- f. Think about partners we all have - talk with them to see what are the opportunities or challenges they see with climate change.
- g. What is the appetite within the Education group to overlap with DEI efforts?
 - i. The appetite is there but amount of time to take the lead is low
- h. How do we connect different places when we are working locally
 - i. We need a problem that is low stakes but is a universal experience
- i. Can you share data - what data do you have, what regions are you in
- j. Acknowledge that what we create is not a final product
 - i. Start with where we are at (for example, with the NEON data) and ask communities how the data is or isn't useful. Or where the data is being collected, will the community see the results
 - ii. If we work on an internal prototype - pick a region to focus on and then think about other data types in that region that overlap
 - iii. CI group is at the point of starting to look at the data
 - iv. Assess what we have internally in EFI before looking outward
- k. Potential education/DEI overlap
 - i. If REU student was interested in making an app, Sean could help with mentoring on the design part
 - ii. Rachel will be mentoring students this summer. Knows a computer science student who is working at Home Depot. Try to encourage them to, but need to think about what we can do to make working on ecological forecasting more appealing than at Home Depot
 - 1. E.g., financial security. It is easier to accept a weekly paycheck vs the uncertainty of research
 - iii. For Jason - if there was a student and others interested. Thinking about NEON sites - UNDERC site is at Notre Dame's field station. Salish Kootenai College is near the Northwestern NEON site

- vi. Potential breakdown for amount of readings in
 1. 3 Parts: Part 1 - 134 pages, Part 2 - 158 pages, Part 3 - 88 pages
 2. By pages (~95 pages per time for 4 sessions)
 - vii. From Istem: Did the DEI group plan anything specific around this during the conference? I mean besides the workshop of course.
 1. E.g. if the film is really coming up in April we can have an informal showing. Some young scientists in our group organized such movie/documentary nights at FMI before
 2. We can put it on Tue night around 19:30, towards the end of the welcome reception so that we can attract more people and it would end timely.
 3. Don't think it is legal to show the movie
 4. Send the link to the movie
 5. Teleparty app is available to watch netflix together
 6. It might not be available in Finland on Finnish netflix - so something to check
4. From Chris - Something to think about for making ecological forecasts more accessible to the general population: translating forecasts to other languages. NOAA's NWS is starting to think and do something about it. See the following link:
<https://www.weather.gov/translate/?lan=ENG&wfo=LWX>
5. Resource Diana shared with Jody recently about travel support for early career individuals. Diana has a statement that she can use with her institutional accounting personnel to justify when she needs to support early career travel, e.g., pay for hotels up front for the student. If this text would be helpful as you work with your admins, Diana is willing to share that text
- a. Bradley, A. et al. 2020. Survey on Early Career Travel Support Shows Geographic, Career Stage, and Indigenous Status Inequality in Access to Polar Science Events. *Advances in Geosciences*, 53:73–85.
<https://doi.org/10.5194/adgeo-53-73-2020>.
 - b. Summary: The option to receive a travel advance is of critical importance for Early Career Researchers because 23 % reported that they **would not have been able to travel without one** and another 50 % said that **needing to wait to be reimbursed would put them in a difficult financial situation**. The absolute need for a travel advance decreases with advancing career stages, from master students (38 %) and PhD students (24 %) to postdocs (15 %) and faculty (19 %) (Fig. 4). The increase from postdocs to faculty might be a consequence of the higher personal expenses of the latter at a stage when many are purchasing homes or starting a family, or that many postdoc positions come with some sort of travel budget. Respondents from indigenous

communities and South America relied more on travel advance (40 % each) than any other group, followed by Asia (36 %), Africa (33 %), Oceania (23 %), Europe (24 %) and North America (10 %). This data, shown in Fig. 4, suggests that some groups and regions are more vulnerable than others since many funding sources can only accommodate reimbursements. The standard of reimbursements is effectively a loan of up to several thousand euro, made from an early career researcher to an institution over the period between when travel is booked and the reimbursement processed, a loan that many ECRs cannot afford to make.

6. Create a blog post to provide the status of the strategic plan - update for the March call - Jody hasn't had a chance to work on this yet
 - a. Create a document that gives an update about where we are at with the Strategic Plan - what has been done
 - b. Jody can create this and send it out to the group to fill in what they have done
 - c. Also explicitly state why we didn't accomplish some parts of the strategic plan. What made this hard? What steps could we take?
 - d. This will also be useful as we prepare for the DEI working group presentation at the 2024 Conference

The following is kept in the Agenda for reference

1. List of Activities the Working Group Could Work on - let's discuss what people are most interested in working on for the next couple of months
2. Reminder about the [EFI DEI Working Group Strategic Plan](#) - 5 steps identified
 - a. Identify and clarify the problem - what are the basic barriers we face in diversifying EFI?
 - b. Identify barriers that prevent students from underrepresented groups to participate in ecological forecasting as a career
 - c. Identify possible solutions that could be taken
 - d. Identify which solutions identified above to start with
 - e. Identify who else needs to be involved in the process
 - f. Form collaborations and seek funding
3. **Potential Ideas of Activities**
 - a. Assess and compile list of things the DEI working group has done related to the 5 steps from the Strategic Plan
 - b. JEDI Database - compiling, exploring measurements of diversity within the ecological forecasting community. This is something Dave is interested in and has been slowly working on as he has time
 - i. What else could the analyses be used for other than using the database for internal updates for the Steering Committee or conferences?

1. Use this to define what it means to be “successful” in diversifying EFI
2. Use this to write some reflection paper/blog about the success or pitfalls of dei efforts
- c. Preparing for the EFI 2024 Conference presentation
- d. Barriers to Inclusivity in Ecological Forecasting - moving from blog post material to a publication
 - i. Perhaps we are not ready for a full manuscript. But maybe we could take just one step to think about how to share the table? Antoinette has had ideas in the past, so it would be best for her to provide guidance
- e. Read and discuss papers
 - i. Follow up on the [Bacon-Bercey 1978 paper](#)
 1. From Anna, I would be curious to go through some of her suggestions about increasing numbers of Black scientists, and discuss which are seen elsewhere and whether or not any have been successfully implemented (and if not, why?). Maybe some of the papers that have cited her work have looked into this too.
- f. Further develop guidelines for being inclusive in EFI. Here is the start to a document started in 2022. Would need to revisit/update the guide and then discuss ways to share it with the community
 - i. Goal of the doc: 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.
 - ii. Further develop the 1-pager with suggestions for seminar speakers on ways to make their seminars more inclusive
- g. Flyer for Meetings/Conferences - have this version from ESA 2023 (pdf, ppt).
 - i. Is there anything we want to update for the upcoming AIHEC meeting on March 9-13
- h.**
- 4.
5. EFI Blog Post to Manuscript Ideas -
 - a. Slide deck for compiling frameworks
 - b. Google drive for compiling information
 - c. [Blog post](#)
 - d.
 - a.