

## August 5, 2025 Translation Working Group Call

Attendees: Abby Keller, Charlotte Malmborg, Alexis O’Callahan, Kira Sullivany-Wiley, Hannah O’Grady, Ayanna St. Rose, Collin VanBuren, Janet Nackoney

### Agenda

1. Poll for September to December calls: <https://www.meetingbrew.com/sfcyy7>
  - a. Make sure your time zone is selected. Click “respond”, enter your name, fill out your general availability, click “Done”
2. Reminder to send nominations for working group co-chairs
  - a. Abby, Alexis, and Alison have accepted nominations
  - b. Vote will take place on the September call
3. Tutorials status; <https://ecoforecast.org/engaged-research-tutorials/>
  - a. Complete videos:
    - i. Intro: <https://youtu.be/-WQEwt7U7sE>
    - ii. Why: <https://youtu.be/Pek5HtAqE9A>
    - iii. When: <https://youtu.be/o3DnY4IJfEM>
    - iv. What: <https://youtu.be/xLRZmZ-Adc8>
  - b. Videos in progress
    - i. Who - mp4 will be uploaded at the end of the call
    - ii. How - Alexis has lots of history of science material. Considering a potential for harm
      - Don’t delete history of science. Keep it either as a separate recording or as a slide deck of materials
      - Have group review the slide deck How-Alexis and script Script and Interview Ideas
      - Has resource guides - would it work to categorize the principles that come from the guides? Maybe create a table
      - Important at the beginning of how video to include some of the history or science
      - From Collin and experience at US AID: UN Resource that would be good to consider - Free Prior and Informed Consent
        - <https://www.un.org/development/desa/indigenouspeoples/publications/2016/10/free-prior-and-informed-consent-an-indigenous-peoples-right-and-a-good-practice-for-local-communities-fao/>
        - Here’s a USAID toolkit on the gender analysis; the (broad) questions of a gender analysis are in Box 1 on pg. 2 (compartmentalized into Context, Opportunities, and Risks):

<https://banyanglobal.com/wp-content/uploads/2017/04/GA-and-GAP-Toolkit-for-USAID-IPs.pdf>

- This is interesting: 5 Steps a Researcher Should Take to Do No Harm  
(<https://www.wsg.ac.za/research/research-news/do-no-harm-5-steps-researcher-should-take>)
  - A recent Nature article:  
<https://www.nature.com/articles/d41586-022-01607-0>
  - Supply people with questions they should ask to find where inclusion concerns should be.
  - Janet and Collin willing to help with brainstorming the questions
  - Could be helpful to provide examples of not doing this leads to unintended consequences
  - Support for having the additional video on history of co-production
    - Make it a part 1 and part 2
    - Maybe one long video where the video is clearly segmented to indicate at which point the "practical" section begins
  - Identify the critical pieces of information and the danger signs and then can send people to the different segments with the deeper content
  - If we intend it to be 1 long video that is skippable, then make individual segments stand alone
  - iii. Barriers - Charlotte happy to write the script, but prefers to not be recorded. Hasn't had time to work on writing over the summer, but will have more time now
  - c. What about posting on social media or LinkedIn
    - i. Janet will create material for LinkedIn that others can repost
4. Measuring impact of forecasts (Abby)
- a. Abby to share a vision for a lit review, interviews, etc
  - b. Often "decision support" is listed as the primary end use of a forecast, but decision science is frequently not used in the development of the forecast. What is the cost of this disconnect?
    - i. Use some [Vignettes compiled by the group](#) to think about how consideration (or lack of consideration or unforeseen consequences) of governance structure and/or social context affects the decision relevance of forecasts (thinking about [point 7 in this paper](#)). Perhaps this could be something like semi-structured interviews of the researchers listed in this document
    - ii. We have talked about measuring impact in other activities - understanding how we measure success quantitatively vs qualitatively
    - iii. Connection to education is an underappreciated lens of co-production - connecting

- c. Decision relevant model vs socio-ecological model. Decision-relevant model seems more tractable
  - d. How often are ecological forecasts built to be decision-relevant
  - e. Steps
    - i. Create definition about what it means to be decision-relevant
    - ii. Evaluate if the forecasts have parameters that could be used to make management decisions
      - And are forecasts being used for adaptive management? e.g. how many times has the forecast been run forward in time and what is the typical forecast horizon? And has it been used to plan management which is then assessed the following year?
      - There is the building of the forecast vs the operationalizing of the forecast to make it usable for decisions
    - iii. Interview forecast creators that are used
    - iv. Start with decision makers to help characterize what successful forecast might look like
    - v. Might find that the models most commonly used in decision making didn't come out of academia, but were built fit for purpose
    - vi. Look at how different institutions contribute to decision making. How decision making persists. Gov't vs non-profits (local, international) compared to academia. Spatial scale, system scale, policy scale
      - Do we want to limit the spatial scale?
      - Important to go across spatial scale. Would be interesting to see what spatial scale forecasts are being created for management and decision making
    - vii. Example from NASA Ecological Conservation funding - PIs had to have decision maker collaborators and partnership to make the forecasts operational long term
      - The researchers with this funding would be a great group to connect with to learn more about individual group experiences and barriers they ran into
      - Janet can share info about this
      - Charlotte has an example of a proposal for this
    - viii. There are existing standards from, e.g. NOAA on "forecast readiness" levels, which are about operationalization and what it takes to be 'done'-- which could be a cool input.
      - those levels could also form the basis (or entirety) of the analysis framework for something like this.
      - even if it turns out those readiness levels don't actually apply as well in non-govt contexts.
5. [Social Science and Ecoforecasting Planning Award](#) Seed funding update (Jody)
- a. Updates

- i. Five teams that were awarded: 1) three of them have completed their work and received the initial \$500 and second \$500, 2) two of them have been used to develop connections and received the initial \$500
- ii. Alana Rader has completed her project on forecasting oak regeneration potential following wildfires in LA County that included surveying long-term oak monitoring plots and creating a GIS tool to allow stakeholders to forecast oak tree regeneration potential during planned collaborative management workshops.  
See the project summary here:  
<https://ecoforecast.org/social-science-ecoforecasting-rfp-awardees/#LA-County-Oak>
- b. Successes - connections with Melina and EEFI; connections with Evan Bowness; Melissa mentioned the seed funding in her EFI2025 presentation
- c. Funds were helpful for activities not usually funded 1) collaborative group research including interdisciplinary PIs and those outside of academia and 2) the 'planning' and proposal writing stage of research, where one does incur costs for pilot phases, meeting, and laying groundwork.
- d. It was a benefit to list this award as external support for the project on funding applications. Example, while the first proposal wasn't funded, one reviewer noted 'the fact that this project already has some external support is a green flag'.
- e. "If you were to put together this RFP again, I will absolutely share it with my community. I am so pleased to be connected to EFI through this and it was a wonderful opportunity!"
- f. Money wasn't the motivation - it was more of an excuse to get together with others and take informal conversations and start writing things down.
- g. Travel reimbursement was better for a team than a check to an individual that is viewed as income.
- h. Do we want to request to do this again?
  - i. We are in a place with less funding
  - ii. Do we want to only support one group or two groups so they receive more funding
  - iii. Ask others who didn't apply for feedback about if the funds would be enough if we keep it at \$1K