

August 18, 2025 Joint DEI/Education Working Group Call

Attendees: Mary Alldred, Antoinette Abeyta, Jody Peters, Jason McLachlan, Dave Klinges, Rachel Torres
Regrets: John Zobitz

Agenda/Notes:

1. Keep Education/DEI joint calls or split up for the Sept to Dec calls?
 - a. Poll for calls: <https://www.meetingbrew.com/tn7lik>
 - b. Make sure your time zone is selected. Click "Respond", enter your name, fill out your general availability and ignore the specific dates listed, and then click "Done"
 - c. The groups overlap a lot, the topics do not overlap a lot. There is plenty to work on where there is overlap in personnel.
 - d. Keep it joint for now, in the future have check ins with the group to see if we aren't able to cover all the topics and need to split back out.
 - e. Other groups that overlap is the Sloan education/funded group and the EFI Education working group. In the past the Sloan group has benefited from having EFI education/DEI as sounding board. Do not want to insert Sloan into EFI too strongly and take over, but do want to make connections

2. Follow-ups to Book Club
 - a. Data Humanism resources shared by Sean Dorr:
 - i. <https://giorgialupi.com/data-humanism-my-manifesto-for-a-new-data-world>
 - ii. <https://www.skyemoret.com/>
 - b. Rachel, Antoinette, and Chad, have been using the Observe, Collect, Draw! book to create environmental related data activities for their Intro to Environmental Science and Intro Bio courses
 - i. Example of using prompts from Observe, Collect, Draw for environmental data collection.
 - ii. Getting people to think about data and the type of data they collect: [Describing your environment](#)
 - iii. Data portrait example
 - iv. Getting students to slow down and think about the data they are collecting. Have intentional slow self reflection and data visualization. Collect data about environment
 - v. Could do an activity like this related to the forecasting challenge to make it easy for people to participate without needing to code
 1. Connect this to Sean Dorr's work after his dissertation work comes out
 2. Think about ways to see something by thinking it differently

- vi. This is a useful activity for connecting to data when people are offline. K-12 education, etc
 - vii. Data portrait example - goal is to make it more general. Right now it is tailored to New Mexico, California. But can be made more general to be used in other locations. It also connects to place-based learning.
 - viii.
3. Would anyone be willing to help review these EFI Speaker Guidelines?
 - a. With Supreme Court ruling, we cannot be specific about people's identities, so adjusted the wording to focus on bringing in a range of perspectives for both speakers and organizing committees
 4. EFI2025 Conference EFI University for Everyone Follow Up Blog Post
 - a. Google doc for EFI University for Everyone Blog Post Draft Text
 - i. Green highlighted text is left over outline notes - these will not go in the final blog post. Jody is leaving them in for now for reference.
 - ii. Thank you Rachel for drafting the Introduction section!
 - iii. Jody summarized the action items from each of the topics and added them to the Intro
 - iv. Updates about the mentoring section
 1. From Dave: [BioGraphl network seems relevant](#) to our prior discussions, I added to blog post text
 2. From Jody: the structure the CSCCE uses for networking events could be modified to apply to some of the mentoring activities, I added to the blog post text. See CSCCE's how-to guide here: <https://zenodo.org/records/15643151>
 - v. Questions:
 1. Where to incorporate the beaver mascot - is there a story behind why a beaver? It was a groundhog...because predictions
 2. Do we want the text to be first person?
 3. Author list?
 4. Does the Intro framework work? We want to be accountable to EFI for these activities, but we also don't want to promise that they are things that will get done in the next year
 5. Raspberry Pi section in the Curriculum text is great, but need some transitioning and is there any specific action item to take?
 6. Should we make filling in the Curriculum table be a future goal or do we think we can get it done before the blog post goes out?
 7. Are there changes needed to the mentorship section or the community engagement section?
 - a. Use Jason's text for the Community Engagement section - use this to set up the process and then use the middle school camp text to show an example

- b. Rachel to clean up Curriculum text
 - c. We can leave the matrix empty at this time, but then prioritize filling that - Antoinette and Rachel are planning to work on this
 - d. Next steps - Jody to clean up text before sending the meeting recap notes. Then over the next month have people do final edits in time to have final approval on the August call and then the blog post can go out
 - e. Action item: 1A - Developing a tiered system
 - i. Explaining the matrix would be useful - Antoinette will work on this. Want to use the matrix as a way to chew on the tiers and standards
 - ii. Be good to put the EFI videos in so people know what is available and what skills they would need
 - iii. Organize the materials so people
 - iv. Can add tags/descriptors to identify what level material is at and how accessible it is similar to the tags done by SERC: www.serc.carleton.edu
 - v. Maybe start with a spreadsheet of materials to insert the tags.
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- b. Report Back Slides Working Group Updates
 - c. Jody's Notes: EFI University for Everyone Meeting Notes
 - d. Pictures of Flip Chart Notes
 - e. Folder with all the EFI University for Everyone materials: EFI 2025 Conference_EFI University of Everyone WG
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1. Rachel has a draft manuscript of the data science educational modules developed with Salish Kootenai College and used in multiple workshops and undergraduate mentoring activities.