

September 8, 2025 Joint DEI/Education Working Group Call

Attendees: Antoinette Abeyta, Mary Lofton, Jason McLachlan, John Zobitz, Alyssa Willson, Mary Alldred, Diana Dalbotten, Rachel Torres
Regrets: Dave K (unlikely can make)

Agenda/Notes:

1. Move App - <https://www.moveapps.org/>
2. From Jasper Slingsby, posted in Slack on Aug 19: teaching material for a 2-week introductory module on EF for advanced undergrads as the "material ... is flexible, place-based, and contextualized" and free to copy/adapt/etc - https://plantecolo.gy/BIO3019S_Ecoforecasting/
3. Updated Guidelines for Speakers EFI Speaker Guidelines
 - a. Thanks John for the help with wordsmithing!
4. Tasks from EFI University for Everyone activities - are there specific things the group wants to focus on this semester?
 - a. Curriculum
 - b. Mentorship
 - c. Community engagement activities
 - d. What are people working on
 - i. John - teaching modelling and differential equations to 400 level class (junior/seniors with coding, advanced math, and/or stats experience). Assuming they don't know R. Will do a unit on forecasting that John will be developing from the VT resources.
 - ii. Jason - teaching intro stats to grad students (usually an undergrad class) - get students through intro stats and then add grad portion. Not a great intro stats book
 1. What is the first class to do analysis of data that doesn't reduce the world to a binary p-value.
 2. Will be at AISES
 - iii. Lock5 text - Statistics unlocking the power of data; <https://www.lock5stat.com/>
 1. Sampling, bootstrapping, and then gets into t-tests
 - iv. GAISE Report - focused on simulation, modeling, understanding data
 1. [https://www.amstat.org/education/guidelines-for-assessment-and-instruction-in-statistics-education-\(gaise\)-reports](https://www.amstat.org/education/guidelines-for-assessment-and-instruction-in-statistics-education-(gaise)-reports)
 2. <https://dtkaplan.github.io/SM2-bookdown/>

- v. Antoinette - had students do a slow data exercise - experiential data and humanizing data. Slow intentional thought about the data is being collected. Based on Dear Data.
 - 1. Some students loved it. Some students didn't like it because it didn't have a right/wrong answer
 - 2. Students collected data from a place they were sitting outside and observing and collecting data
 - 3. Upside - ChatGPT/Gemini could not do it for them
 - 4. Jason also has a bimodal response to his class - some students love it and enjoy the creativity other do not, they want to just be able to get an answer
 - 5. Students are hesitant to share what they feel or think. Hard to get them to be open to share what they feel.
 - 6. If anyone finds anything related to getting students open to learning in ways that have right and wrong answers
 - 7. Is the hesitation coming from grade awareness and wanting a good grade or wanting a good approach
 - a. Don't think it is a grade issue
 - b. Get asked, am I doing this right
 - 8. Mary's data analysis class - students learn that there are multiple ways to set up the experiment and that can be scary because t
- e. Mary A - teaching wetland class, but also on sabbatical. Have full day R workshop and seem to be more comfortable with it
 - i. Working on K12 grant around curriculum around road salt to sample for road salt in local waters. Also working on database for students without water nearby.
- f. Mary L - working on the second module for community college partner. Very collaborative to hit objectives of the partner
- g. Diana is getting ready for AISES on Oct 2-4. Working on recruiting for REU
- h. Rachel doing the slow data as a guest lecture in a few weeks on the data portrait
 - i. Emailed students to recruit students to do research using the NEON phenology forecast challenge
- i. What to do this semester?
 - i. We are running a marathon without knowing the route
 - ii. Spreadsheet of Sloan activities - the group is filling in that list that may be of interest to this group to participate in without adding to people's work load
 - iii. Follow up on the topic of how do we teach in a way that doesn't reduce the world down to a p-value
 - 1. Follow up on the resources John shared
 - iv. Ethics working group - how to engage with people you may disagree with while holding your own ethical and morals
 - 1.

- v. [WebinarTV](#) - reached out and put the Stats seminar with their resources without asking within a short time of the seminar being complete. Jody asked if anyone was familiar with it. No one was. A pro could be that it would make the material presented available to a broader audience. But it seems too sketchy for it to automatically be uploaded. Plus Jody edits the recording to just have the speaker's presentation and Q&A without the extra intro and wrap up advertising for the next seminar and then the closed captions are reviewed and edited as needed. Jody had the recording removed from Webinar.TV