

November 3, 2025 Joint DEI/Education Working Group Call

Attendees: Antoinette Abeyta, Mary Alldred, Mike Dietze, Jody Peters, Alyssa Willson, Dave Klinges, Rachel Torres, Jason McLachlan, Nievita Bueno Watts

Agenda/Notes:

1. Stats Teaching Resources in Spanish from Juan Manuel Morales (collaborator of Peter Adler)
<https://rpubs.com/pajaro>
2. Nat Geo RFP (Dave):
<https://www.nationalgeographic.org/society/grants-and-investments/rfp-future-of-learning/>
 - a. Proposal draft text
 - b. Notes from last week's brainstorm
 - c. Dave's messy notes from webinar

Summary of proposal so far:

- Leveraging existing materials (Willson et al 2023, EDDIE)
- Hybrid learner community
- Quantitative ecology context, but emphasis on community building skills
- Undergrad focus, across institutions
- Activities:
 - Kick-off at EFI 2026
 - Develop pairs / trios of learners nested with learner cohort, with regular meetings?
 -not fleshed out
- UNM and CalPoly have been successful models of how this could work

Yet to be figured out:

- Who are our learners?
- What is the specific content / curricula? Maybe dovetail / build upon distributed grad student seminar (doesn't need to be exclusive to grad students) EFI NEON challenge ("let's forecast everything in NEON")
 - Have individuals/small teams build target file/target script - add variable to the catalog and predict it. Do at the beginning to set things up and then teams can incorporate their own models and we can use the models developed by the Theory working group that are already in place that are applied across the current NEON forecasting challenge themes
 - Working group at the workshop was a mix of EFI-connected individuals and those who have no connection to EFI and there was a broad agreement that this would be useful
 - Asking people to get data in the right format and develop models. Will be easier for people working with NEON data since the system is already set up for that. But it can be done with non-NEON data as well.
 - Not asking anyone to learn the forecasting infrastructure
- Nat Geo doesn't want learning of a particular tool - for the learners sake want it to be all about learning how to forecast
- Complimentarity - group has talked about the high level goals, but not the details.
- Distinctness - community building - would want to harmonize across the ideas

- Level of experience of the learner - would they need to have R coding experience, etc?
- Should we put these ideas into 1 proposal or put in multiple proposals?
- It is a short proposal - should not be sprawling. Have tight focus with clear audience.
 - To do: Identify the clear, key single deliverable
 - d. Updates/ideas since the last call
 - e. If a proposal will go in, will need to run it by the EFI Steering Committee. Their next call is November 5
- 3. Other NatGeo proposals: Jason & Jennifer; Antoinette & Chad
- 4. Include DEI?
 - a. Reaching everyone - see John's notes below.
 - b. Key thing is now what is seen as Title 9 violation. Can't say this is only for Native students, it is for anyone at the Tribal College interested in this topic. Can't target certain biological groups
- 5. Options
 - a. Level 1: EFI University for All - invite participation for people without computational background. People new to data science, people wanting to build quantitative skills
 - b. Level 2: Computational heavy - get people going on the NEON challenge
 - c. Would there be a way to combine the two working in teams with early learners and more advanced learners
- 6. If going with the technical direction - what would the funds be used for
 - a. Not sure where the funds typically are used for distributed graduate courses
- 7. Proposal due in 2 weeks
 - a. The person on the lead should be the person who can implement it and should focus on the activities of most interest
 - b. For the budget, think 1 person will be able to lead 1 thing.
 - c. Need a clear goal of where the individual learners will get at the end
 - d. Bringing people together physically seems to be appealing to Nat Geo.
 - e. We will be bringing people together from all over, but even in that widespread, the goal is to build identity and pride in the community.
 - f. Rachel to identify topics and timeline based on Rachel's experience working with students at Cal Poly

JOHNS TEXT DROP - feel free to remix.

Alignment with NSF priorities

Please confirm that the example research you cite in your literature review about the role of communal goals and student interest, persistence, and belonging supporting minority students also applies to all students and that you were just highlighting this sample literature because of the population of students most likely to be at the university. Provide other examples of research showing the topics you are examining are ones that can impact all people everywhere.

We cited this research due to its relevance to Augsburg University's current student population. Nonetheless, the proposed curricular interventions in this project are an example of active learning pedagogical techniques that benefit and apply to *all* students. Research has shown that active learning provides beneficial outcomes for all participating students, reducing failure rates compared to traditional lecture-based courses (Freeman et al., 2014; Laursen et al., 2014). Research in STEM settings indicates that students' motivation over time is improved by perceiving scientific work as collaborative (Allen et al., 2018), as personally interesting (Harackiewicz et al., 2016), and as addressing communal goals (Brown, Thoman, et al., 2015; Brown, Smith, et al., 2015). Additionally, participation in community engagement and community engaged research improve outcomes for all students (Leidig et al., 2023; Leidig & Oakes, 2021). One study of 22,000 undergraduate students demonstrated higher GPAs, and improved critical thinking and writing skills (Leidig et al., 2023).

Co-PI Zobitz has previous experience redesigning the Augsburg Mathematics Calculus sequence (Zobitz et al., 2023) to improve student learning for all students through active learning; he will leverage that expertise for this project.

Please clarify that any student enrolled at the university in a social work or data science major has the potential to participate and that no preference is given to students who are in a protected class.

All students enrolled in the social work and data science courses identified in the proposal have the potential to participate in project activities and as research assistants identified in the grant; no preference is given to students who are in a protected class.

8. [EFI2026 Conference](#) in Toronto on August 4-7. Working groups and workshops will take place on August 4. More details to come.
 - a. Workshop ideas: slow data (follow up on discussion from Data Feminism book club idea)
 - b. Working group - joint education/DEI ½ day to 1-day activity?
 - c. Descriptions:
 - i. **Working Groups:** Working Group sessions provide extended time (1/2 day or full day) to work on specific projects with others in the EFI community. These sessions, open to all conference participants, will take place on August 4. Working Groups can be related to the standing EFI Working Groups, other projects, or targeted topics of discussion of interest to the EFI community that will benefit from dedicated in-person time at the conference.
Submit working group ideas to: <https://bit.ly/efi2026-workinggroups>
 - ii. **Workshops:** As a community of practice, sharing hands-on knowledge is foundational to EFI. To advance this goal, we invite workshop submissions for the Conference. Workshops are an opportunity to provide topical training, tutorials, and demonstrations for the EFI community. You can find other examples of workshops held at the EFI 2024 and the EFI 2025 conferences. Workshops are approximately 1-2 hours in length and will be interspersed in the schedule on August 5-7.
Submit workshop ideas to: <https://bit.ly/efi2026-workshops>
 1. Data portrait. Introduce ideas from Data Feminism
 - a. Being intentional with your data
 - b. Advertise to both people working with data and instructors working with students
 2. Teach Justice with data and AI - this could be a working group topic
 - a. Spend the spring collecting information and then during conference work on concrete activities and way to incorporate it into your own teaching
 3. Continue the EFI University for All - follow up and identify specific direction from blog post. Bring in
 4. Side note: Figure out book club timing
 - a. The existential toolkit for climate justice how to teach in a burning world would be a pragmatic but nice book club read.
 - b. Serviceberry by Kimmerer
 - c. Reach out to CEFI about book ideas
9. Rachel and Antoinette - student research presentations in first week of December - folks are welcome to join

- 10. Discussed in October - leave in for future calls
 - a. We are running a marathon without knowing the route
 - b. Jason shared - 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
 - i. Examples: Data science education at College of Menominee Nation and slow data
 - ii. Producing material for high school teachers and students in Spanish has been a challenge, but Elva has been part of making these materials available
 - 1. Translation scientific work for education could have the biggest impact
 - 2. Similar with the internet access
 - 3. Is there anyone or NGO that can translates technical material
 - a. You know what would be really cool? If we collectively created material on some aspect of forecasting, where we simultaneously develop it for multiple levels and languages and locations.
 - i. Saeed is willing to help with Farsi/Persion version
 - c. We didn't get to the following in October
 - d. Follow up on the topic of how do we teach in a way that doesn't reduce the world down to a p-value
 - i. Follow up on the resources John shared on the September call
 - ii. Lock5 text - Statistics unlocking the power of data; <https://www.lock5stat.com/>
 - 1. Sampling, bootstrapping, and then gets into t-tests
 - iii. 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/>
 - e. Matrix of accessibility for the EFI University for Everyone activity
 - i. Would people be interested in looking at 1-2 resources each month either individually or in a group and adding them to the matrix?
11. 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

Educational Resources listed on EFI: <https://ecoforecast.org/resources/educational-resources/>

Table 1. Matrix of tiered standards for the EFI educational material that range from offline compatibility to in-person courses, across different tools and modalities

Accessibility ↓ / Learning style →	Self-directed (i.e., learning on your own)	Group (i.e, as part of a learning	Classroom (i.e., includes a teacher and student and independent
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		community; no direct assessment).	assessment of knowledge)
<p>Internet limited; software limited</p> <p>(i.e. intermittent internet access or limited to hotspot usage; bundled software as part of a computer / smart phone installation)</p>			
<p>Internet access; software limited</p> <p>(i.e. access to open source tools such as R, Python; internet access reliable enough to access Google products)</p>			
<p>Internet access; software access</p> <p>(i.e. access to reliable, high-speed internet, fee-based cloud computing services (Google Earth Engine; AWS, and others GEE), and proprietary processing software</p>			