

October 10, 2025 Joint DEI/Education Working Group Call

Attendees: Antoinette Abeyta, Jason McLachlan, Alyssa Willson, Jody Peters, Dave Klinges, Rachel Torres, Saeed Shafiei Sabet, Elva Escobar, Mary Lofton, John Zobitz

Agenda/Notes:

1. [EFI2026 Conference](#) in Toronto on August 4-7. Working groups and workshops will take place on August 4. More details to come.
2. Sept 5, 2025: New York Times OpEd - What I Got Wrong About DEI - share during an EPP (AAAS organization that supports the Sloan funded project led by Jason) call
 - a. https://www.nytimes.com/2025/09/05/opinion/math-dei.html?unlocked_article_code=1.mU8.xXPj.xU_RIVzvzali&smid=url-share
 - b. NYTimes_OpEd_Sept2025.pdf
 - c. "Math teaches us that D.E.I. initiatives should be about carefully defining the metrics we use to measure how far people have come and thus how far they have the potential to go."
3. Nat Geo RFP (Dave):

<https://www.nationalgeographic.org/society/grants-and-investments/rfp-future-of-learning/>

 - a. Dave's messy notes from webinar
 - b. Grant is given to individuals not institutions
 - c. Webinar on 9 Oct, Dave will share insights
 - d. Emphasis on clear vision for target learner community, and clear vision on "future of learning" that we hope to manifest – similar to our EFI 2025 workshop
 - e. Due Nov 19
 - f. Dave can't completely commit to leading proposal. Passions are in Madagascar, so community may not align
 - g. 2 levels of funding \$20K, \$100K (but avg \$50-60K)
 - h. Learning community - can be distributed and online. Can be all ages, all backgrounds. But need to articulate boundary conditions for the communities.
 - i. Ideas from Sloan groups - Geoscience Alliance
 - j. Coastal Marine working group - are they interested in education? Jody thinks they could be
 - k. Antoinette - have proposal that could be a starting point. Would be best to be on UNMG campus, but could be piloted there and then expanded. Focus on planetary health
 - l. Leverage EDDIE modules for undergrad education with Sloan connections and forecasting videos.

- i. Virtual forecasting club - get together as a community of practice
 - ii. Connect with Cayelan
 - m. Multiple proposals some with geographic specific communities and hybrid component. Both in person and online
 - i. You can't lead multiple proposals, but can have people on the proposal teams on multiple proposals
 - n. Next step - leave it open on the Education slack since expect there could be multiple proposals
 - i. Dave to put together prompts from the webinar. If there are multiple proposals, then have shared text
4. Two new grad student members
- a. I am a PhD student learning forecasting methods completely on my own. I hope to develop a network of forecasters and learn about resources I can use.
 - b. I am fairly new to the field of ecological forecasting, so I am interested in meeting more people in the field! I am also excited to hear about training opportunities which will allow me to expand my skillsets.
 - c. Resources sent in welcome email.
 - i. In your membership application, you mentioned you are learning forecasting on your own. The Education working group has put together this list of [Educational Resources on the EFI website](#), which includes materials for self-paced learning. There are also many playlists on the [EFI YouTube channel](#) that may be useful. I recommend perhaps starting with the "Short Course on Forecasting for Decision-Making" and "EFISA Early Career Annual Meeting 2021" playlists. Let me know if you have questions about specific resources or would like more guidance about that.
 - ii. Any advice on some specifics that could be useful for students getting started?
 - 1. Plug EFISECA - this year is focused on career development, but
 - 2. Share Alyssa, Dave email/current co-chairs contact
 - a. Check in about list of EFISECA members interests/skills to point people to
 - b. Have people contact co-chairs to highlight what they are interested in learning to help bolster
 - iii. Forecast challenges - can we highlight the submission by undergrads or first time submissions and then build in support or working group perhaps in the virtual forecasting club - could be a way to engage in the future. Follow up with Quinn and Carl on this
5. Discussed on the last call - what to do this semester?
- a. We are running a marathon without knowing the route
 - b. Jason could share - 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. 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/>
 - d. 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?
6. 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

<p>Accessibility ↓ / Learning style →</p>	<p>Self-directed (i.e., learning on your own)</p>	<p>Group (i.e, as part of a learning community; no direct assessment).</p>	<p>Classroom (i.e., includes a teacher and student and independent assessment of knowledge)</p>
<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>			
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