

# March 11, 2026 Joint Education/DEI working group call

Attendees: Mary Alldred, Antoinette Abeyta, Jody Peters, Alyssa Willson, Rachel Torres, Nievita Bueno Watts, John Zobitz, Dave Klinges

Agenda:

1. New paper just out from Mary's student:  
<https://www.tandfonline.com/doi/full/10.1080/02614367.2026.2637489>
  - a. Rural recreation planning using Strava (activity tracking app)
  - b. Tracks demographic data that is depersonalized, to look at e-bike usage by older adults
  - c. Examined potential issues of data injustice in using Strava's data for trail planning and resource allocation
  
2. Freya Olsson gave the European EFI seminar on forecasting challenges in education. The recording will be available tomorrow or Friday.  
During the discussion, Freya shared an idea about the potential to create forecasts for magpie swooping from open data in Australia. It sounds like there is open data on the magpies that could be a fun example for a forecasting class project
  - a. [Article about the swooping](#)
  
3. NY City has an open data week March 22-29
  - a. It could be a good place for another fun dataset for ecological forecasts.
  - b. One of the participants is [Data by Design](#), which is an independent collective that organizes an annual art exhibition featuring works that creatively analyze, interpret and interrogate data made available in NYC's [Open Data](#) portal, a valuable civic resource aimed at increasing information access and transparency.
  - c. [https://opendataweek.nyc/?mc\\_cid=e1e0c082c2&mc\\_eid=17b208c74f](https://opendataweek.nyc/?mc_cid=e1e0c082c2&mc_eid=17b208c74f)
  
4. Halfway through the semester - check in
  
5. Blog post commemorating Diana's impact on EFI and her retirement
  - a. Dalbotten Retirement Blog Post
  - b. Lessons learned from others
  
6. Book club ideas
  - a. The Water Remembers - Nievita recommends. Based in Pacific Northwest so may be geographically interesting to Canadian Chapter
  - b. An option with actionable ideas: [The Existential Toolkit for Climate Justice How to Teach in a Burning World](#)
    - i. Would be good for the education group.
    - ii. Theory on why teaching climate change in different ways
    - iii. Focused on people in higher ed and education realm
  - c. Bringing in an academic audience or grad student who doesn't want to stay in academia: [Entrepreneurial Scholar](#).
    - i. Highlights BIPOC viewpoints

- ii. Appeal might be how to market skills sets grad school provide you and how to use it outside the skills needed in academia
  - d. How to Be Hopeful: Empowering Practices to Overcome Despair and Act for Climate Justice - Elin Kelsey is more of a self help individual version of the climate justice book
    - i. This is more focused on individuals. Covers the same concepts as the Existential Toolkit
  - e. [A Billion Black Anthropocenes or None](#)
  - f. Ask CEFI if they have any suggestions. If not, then give ~4 options to see if they are interested in any of them. Would like to have the conference organizers have input in the book clubs
7. Paper about Sloan group work - Teaching data science skills with community centered values and relationship building - suggestions for journals to submit to?
- a. Both ecology and data science - link to outline
  - b. See John's suggestions
  - c. Dave: <https://dl.acm.org/journal/tochi> - incorporating the practice of social science and inclusive lenses
  - d. Co-developing sensor technology for farmers in Madagascar. What computer scientists take into consideration when working with individuals where the tech is not useful
  - e. Rachel will also check with Dan Keefe as well
  - f. It will fit easily in an education based journal. But the people who need it won't be reading education-based journals
    - i. What high reaching science facing journal that would accept this kind of piece
  - g. PLOS journals could be an option
  - h. [PEERJ](#) - broad in disciplines and transparent with good turn around
8. Revisit EFI University for Everyone ideas (see Reminders/Future Considerations section and [blog post overview](#))
- a. Curriculum
  - b. Mentorship
  - c. Community engagement activities
  - d. Matrix of tiered standards
    - i. **HERE IT IS AS GOOGLE SHEET**
    - ii. Filling out the Matrix is low hanging fruit–
    - iii. Would like to work on it both off line and during the call
    - iv. Before next call - remind ourselves of the matrix - read the blog post
    - v. During the April call - talk through the plan and test out filling in some of the information so we are all on the same page
    - vi. Then work asynchronously
    - vii. Decide on what resources are we going to pull from?
      - 1. Alyssa's list of resources
      - 2. EFI Education resources
      - 3. Think start with materials produced by EFI members and then move on to Alyssa's list of resources