

# LTER Committee on Broadening Participation

## 2021/2022/2023/2024/2025 Notes

Standing Zoom link: <https://ucsb.zoom.us/j/826568709>

Google Drive: <https://drive.google.com/drive/u/0/folders/0ADLoMoVJ7gTEUk9PVA>

Listserv email: lter-bpc@lternet.edu

### Welcome to the LTER Broadening Participation Committee meeting

#### A few logistical details:

- If you are comfortable keeping your video on, it helps us get to know one another.
- In general, mute your microphone except when you are speaking.
- You can change your name to include your site -- and pronouns if you like -- by clicking the three small dots at the top right of your "hollywood square"
- Turn on chat in the menu at the bottom of your screen. We'll use it to keep track of the order of speaking. You can type questions or comments in the chat, or just type "question" or "comment" as a placeholder to speak.

We keep notes in a shared google document, here (paste into chat):

[https://docs.google.com/document/d/1\\_D1FnCzTofZ6q4r4LxFbrkNbrSQNHERG9o9ZGDsQZ3o/edit#](https://docs.google.com/document/d/1_D1FnCzTofZ6q4r4LxFbrkNbrSQNHERG9o9ZGDsQZ3o/edit#)

Can I have a volunteer to take notes this month?

#### Land Acknowledgement:

I want to respectfully acknowledge the Chumash People, who have stewarded the land where the LTER Network Office is based, throughout the generations.

#### Groundrules:

*If you have feedback on these, please let us know.*

The LTER Network has a [code of conduct](#) (see lternet.edu/lter-meetings-code-of-conduct). It applies to all our meetings and spells out acceptable and unacceptable behavior and consequences.

Above and beyond the code, we begin our meetings with a reminder to:

## Welcome to the LTER Broadening Participation Committee meeting

- Be respectful, honest, inclusive, accommodating, appreciative, and open to learning from everyone else.
- Value everyone's time by avoiding distractions and taking shared responsibility to ensure that everyone is heard.
- Speak for yourself rather than a group (i.e., contribute ideas and opinions as "I" rather than "we").
- Seek solutions.

Sept 16, 2025

### Attending

Please enter your own name here: Rachel Potter (NGA), Nameer Baker (KBS), Juan G (LUQ), Amanda Morrison (ARC), Sophia Hoffman (VCR), Marko Spasojevic (NWT), Rebecca Montgomery (CDR), Jen Bowen (PIE), Gwenn Hennon (NGA), Cora Baird (VCR), Gretchen Gerrish (NTL)

### LNO updates

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### EB updates

- No EB meeting this month

### GSC updates

- We put out a call in our last GSC meeting for a new Grad Student Rep to connect with BPC. No luck yet, but we'll hopefully have another Grad Rep joining soon!
- In April, the BP and GS Committees collaborated to host a Community Call centering on how to keep the best and the brightest students. In this event, we split into several breakout rooms to crowdsource resources, tools, strategies and overall feedback across a range of different topics. We have taken all of those notes and created a **Recruiting and Retaining scientists in the LTER Handbook** ([linked here](#)). Right now, it is going through the reviewing phase, but we wanted to internally share the current draft for any additional feedback. Thank you again to everyone who helped organize, spread the word and attended.

## Chair updates

- Leadership team met last month to discuss best ways to push climate survey analysis forward, see [2025\\_LeadershipTeam\\_Notes](#)
- September - discussion of site contexts and quantifiable metrics of use
- October - report back on different sites and see how sites sort out
- November - budget/NSF priorities discussion (if relevant), or reassess during October meeting

### Discussion

Five minutes of solo-writing - what quantifiable characteristics distinguish LTER sites from one another in ways that may affect feelings of safety and belonging?

Field site remoteness (ability to access or exit, amount of gatekeeping needed for each) e.g. backcountry
Distance from campus(es) of LTER host institutions
<ul style="list-style-type: none"> <li>• Surrounding community characteristics (urban, suburban, rural);</li> <li>• distance to health care;</li> <li>• resident or commuter site;</li> <li>• unique environmental risks (tree fall, severe weather (e.g. thunderstorm, hurricane, derecho), river crossings, venomous snakes);</li> </ul>
1. sampling/survey season. When does it happen? How long do they last? Weekly, monthly, quarterly, bi-annual. 2. How many research sites are there? Distance from research site(s) to office/lab? 3. Is the site on a university campus? What is the involvement and relationship with HR? 4. Community partners. Are they State, Fed, County, HOA, K-12 schools, CC?
Distance/time to medical facility, group size in the field, length of time in the field, likelihood of canceling for weather, presence of rare but dangerous interactions (e.g.: bears), use of heavy equipment (e.g.: overhead lifting/crush hazards), use of hazardous materials in the field, how have past safety/harrassment issues been resolved
<ul style="list-style-type: none"> <li>• Federal (NSF) climate for <u>funding</u>; Federal agency partners, university partners, and NGOs</li> <li>• University (<u>institutional</u>) <u>cooperation or reticence</u> (HR? <u>University bureaucracy</u>) for field station facilities, hosting institution involvement in staff retention (or lack thereof by way of incentives or pay grades) both for the field and for admin, lack of electricity, lack of water, lack of proper lodging. Issues with road quality to reach the station, lack of electricity from municipal vs federal jurisdiction.</li> <li>• <u>Logistics</u>: Transportation to field site- need a car or rental to get there on island. Flights into the island from mainland or international researchers, distance from hospital, distance to the nearest supermarket.</li> <li>• <u>Weather</u>: Storm (maybe hurricanes) effects on location, flash floods and wind damage (this affects electricity).</li> <li>• <u>Local community</u>: language/ cultural difficulties (conservatives vs “liberal” from the mainland) from visiting researchers (mainly English speakers) with locals (mainly Spanish speakers).</li> </ul>
Number of partners (e.g., institutions that work at sites - is it highly distributed or mostly within 1-2 universities), remoteness vs urban-ness of field station/sites due to different risk profiles. Career stage distribution of participants (undergrad intensive vs grad, postdoc etc.),

Distance from medical facility, Distance from university, inherent quantifiable safety issues (climate, elevation, wind), demographics of surrounding area, type of ruralness (farm, vs. plains, vs. mountain), wildlife presence, disease presence, staffing hours, infrastructure, how old is the site (do they have experience with this stuff or is it new)
Distance from home institution, resident staff, resident faculty/grads/postdocs, presence/nature of lodging, timing and duration of sampling season, surrounding community (rural, urban), infrastructure budget, # of visitors, nature of visitors, makeup of Exec, turnover on Exec
Turnover rates: How many new people each season or throughout the year. Short vs. long term users. Full time/year round staffing and planning vs. seasonal. urban/rural. Level of risk. Leadership with consistent messaging and reporting structures.
Is there space and time to be alone? Decompress? (access to privacy)
<p>Community dynamics/political climate in surrounding area</p> <p>Conflict resolution resources (reporting structure, ombuds, etc)</p> <ul style="list-style-type: none"> <li>Similarly - What kind of support system is available?</li> </ul> <p>Available resources - example - vehicle/ability to get to town/groceries/etc</p> <p>Gear - provided by site or individuals?</p> <p>Community building events - regular seminars? Annual all-hands meetings? How do people from all the different partner institutions connect with each other at the site, and is that maintained when away from the site?</p>
Very remote site location; access to medical care - availability of resources for medical/mental health; risk of wildlife encounters
<p>Dayna: local involvement (is there support or opposition?)/level of community engagement</p> <ul style="list-style-type: none"> <li>political climate??</li> <li>personnel turnover rate is very interesting - would that also include students who are there for a field season/student field research program?</li> <li>governance structures (run by university/non-profit, etc.)</li> <li>location diversity/site diversity</li> </ul>

Categories of characteristics listed above:

### **Geographic:**

Distance from:

Main campus

From other host institutions

Medical care

Supermarket

Surrounding community characteristics (What are people in the surrounding community doing? What are their political leanings? Are there language/cultural considerations?)

How can we quantify this? Maybe using a delta between those on-site vs. those in community

Or could look at voter leaning, economic data, etc.

What types of community partners does the site engage with?

Distribution of research sites from main site

**Environmental:**

Uniqueness/severity/frequency of environmental risks (weather, wildlife, disease)

Timing and duration of sampling season

**Administrative infrastructure and leadership:**

Who is in control of the site, or who is invested in the site (federal funding partners, NGOs, etc.)?

Does home institution help you interact with your funding and community partners?

How interactions with HR play out when there is an issue (sexual/racial harassment)

What guidance and trainings you get

Do you have an HR rep that understands context of site?

Have issues been resolved adequately in the past? How long do issues take to resolve?

Is leadership distributed amongst the labs involved, or is there a shared leadership team?

Does leadership communicate regularly, are they effective

**Logistical:**

How does someone get access to the field site? What gate-keeping does that entail?

How does one get to the site (plane, car rental, etc.)?

Resident or commuter site - # of resident staff/faculty/grads/postdocs, presence and nature of lodging, are people there 24 hours. Balance with vacation for staff.

Use of heavy equipment and training for this

Use of hazardous materials in the field

Process for repairing/upgrading infrastructure

Trainings for fieldwork and safe fieldwork practices

Food available on site, distance to grocery store

Workload - number of hours worked, irregular shifts, expectations for people on site, vs. visiting researchers.

Access to space to be alone

Is gear available (gear closet) Vehicles available

**Team:**

Group size in the field, length of time in the field

Group demographics, career stage

Turn over rates, institutional knowledge,

Short term vs. long term users

Community building events - seminars, etc.

Reputation

EB rep:

Monthly meeting, second Monday of every month from 1-2pm PT

Rep participates in all discusses, but is not a voting member. Goal is to make sure that EB is considering BP issues in their decision-making. Most well-suited to someone that is willing to stand up to PIs when necessary and also will be around for longer than a postdoc might be. Ideally a faculty member, either pre- or post-tenure.

# August 19, 2025

## Attending

Please enter your own name here: Molly Phillips (LNO), Marty Downs(LNO), Nameer Baker (KBS), Jen Bowen (PIE), Gwenn Hennon (NGA), Ryan James (FCE), Lydia Zeglin (KNZ & MCM), Lindsey Kemmerling (MSP)

## LNO updates

- LTER at ESA - taught a synthesis workshop on Sunday, mixer on Monday with NCEAS, Network had a good presence but was reminded that we can do more with respect to branding as a Network and not just our own individual sites.
- [Engaging "Local" Communities: LTER Community Call](#) August 27 at 9am PT
- LTER Climate and Culture Insights: Thanks to the folks who have responded so far to our call for insight! See [here](#) for what we have collected so far!
  - Created composite score for the big themes in the climate survey and then reached out to the specific sites that were excelling in those areas for the practices/tools they thought were responsible for that success.
  - Idea for the future - series of panels based on insights from sites that are doing well
- Working with Nick from LNO to make climate survey more repeatable going forward; also working on new data visualizations from the survey results

## EB updates

- Discussed network strategic plan. Will share for comments shortly, and **will want that feedback before September 9th**. Please provide feedback next week if you can!

## GSC updates

- No meeting last month, so nothing too big.
- Community Engagement Panel has been shifted to October.

## Chair updates

- Leadership team meeting next week! Aim is to develop plan for fall semester based on the discussions of the last couple of months

## Discussion

Proposed on Focusing on Field Safety first from the [additional site insights document](#).

### *Sources of variation*

Many field sites in some ways are “gated communities” relative to their surrounding environment. Means there are different meanings to field safety at an individual site vs. field safety when doing fieldwork off-site.

Sites that do work on ships have a different context to their fieldwork, and within that the source of the vessels themselves has a big impact on the feeling of safety that researchers have. Different rules, different levels of orientation that are being provided, and differences in terms of how empowered folks feel when it comes to raising concerns.

Post-cruise surveys are a tool that are being used, but those only address issues after-the-fact. What are the sites best corollaries across the network? Might not just be study system - i.e., VCR has lots of parallels with NWT because of the support/infrastructure present, despite the fact that these two sites are very different in fieldwork context.

Related, what risks can a site control about their context, and which are ones that they don't have power to change? And which practices are site-agnostic in terms of whether they can be implemented?

Age of the site, in terms of opportunities to learn from bad incidents that have occurred in the past.

Survey lets sites short-cut this process and learn from other sites before they have to have folks on-site have bad experiences that force change.

*Aside:* individual sites have received information on where they rank, but we are not focused on publicly sharing information from sites that have scores that lag behind other sites. So to get insights from those sites where things are particularly difficult we have to rely on folks from those sites being willing to come forward with specific findings.

**Would be useful for sites to know the distribution of scores, not just rankings** - enables being able to go to site executive committees and point out where things are really a problem.

### *Work flow going forward*

Can we identify a few broad areas of kinds of practices - onboarding, site management, governance, docs/resources, etc. And then figure out who is doing that in ways that are coming out as effective. Essentially coding the responses we got from high-performing sites to make analysis easier.

Create time to discuss some of the lower-scoring sites in comparison to the higher-scoring sites - i.e., which practices are shared and therefore might not be moving the needle (or at least, changing the ceiling) vs. those that are distinct and might have real power.

What quantifiable metrics can we pull together for each site that we can run regressions on safety/belonging scores to find out what site contexts really have an impact? I.e. distance to a hospital, number of institutions represented by a subcontract, etc.

How much of this is tilting at windmills, in terms of how willing are the sites that are “struggling” willing to address these concerns?

Site responses have been universally positive - this provides resources that sites can use to push things forward, and sites have been amenable to the information. And where leadership has been prone to denial of issues, this provides evidence they exist and can be addressed. Also provides sites where things have seemingly been “good” some evidence of what the attainable ceiling can actually be.

We now have this information - how do we ensure it is used? Who are the folks that are going to take this info and then use it to enact change? And how can this committee give those folks tools to do that?

Had originally thought about matching sites with other sites that have similar characteristics (or issues) so that these sibling sites can work with one another to address these issues.

Also, we can have a regular check-in (every six months) in this committee to see how progress is being made.

What about the potential to publish these results, or the work that comes from digesting these results?

LNO has discussed publishing the survey results, and publishing practices associated with positive results would be a significant addition to that paper.

**If you would be interested in collaborating on such a paper, email Molly!**

Molly — Please reach out and keep in touch! [phillips.map@gmail.com](mailto:phillips.map@gmail.com)

## July 15, 2025

### Attending

Please enter your own name here:

Nameer Baker (KBS), Molly Phillips (LNO), Marty Downs (LNO), Cristina Mancilla (LNO), Sophia Hoffman (VCR), Jen Bowen (PIE), Marko Spasojevic (NWT, EB rep), Rachel Stanley (NES), Nik Heynen (GCE), Greg Maurer (JRN), Juan G. García-Cancel (LUQ), Elena Sparrow (BNZ), Dylan Stover (JRN), Tom Miller (SEV), Gretchen Gerrish (NTL), Ryan James (FCE), Lydia Zeglin (KNZ, MCM)

### LNO updates

- [Network Orientation](#) July 23, 2025 - share with new folks at your site!
- LNO budget cut by 50% in 2025-2026; LNO asked to affirm that our activities are open to “All Americans”
- Some nice engagement stories out of APEAL:
  - **Collaboration with Shellfishers: an APEAL Seed Project**
  - **Listening First: How KBS is Expanding the Reach of Conservation Research**
  - We are also planning on expanding our coverage of LTER translation and engagement activities — so if you’ve got a good story, let us know.
- All site reports have been sent out! Happy to meet and answer questions, or brainstorm ideas with sites as needed.
  - Working to compile data to show which sites did really well in certain areas, with the aim of figuring out which interventions that sites have undertaken seem to be successful

### EB updates

- Strategic planning focused on IM alignment with science priorities
- Next month’s focus will be on engagement



## GSC updates

- Our "Ideas for Community Building" document created by our Community Working Group in the Grad Student Committee got highlighted in last month's LTER Newsletter. Thank you to Marty and Gabe for amplifying this resource.
- We asked folks in our June Grad Student Committee Meeting if they would be interested in the Op-ed Workshop we have been thinking about and mostly everyone in that meeting raised their hand - so there appears to be high interest.
- The Events and Initiative Working Group is working hard to prepare for their Community Engagement Panel. Their current proposed date is August 29th 12pm PT/3pm ET. Once all the details get finalized, a flyer will go out. Here is the current list of [Panelist Suggestions](#) in case you would like to suggest anyone.
- We will not be meeting this month (July) since it is in the middle of many field seasons so we will most likely have no new announcements next month.
- Planning to start a book club for LTER Early Career Folks (Grad student focused but flexible!) Hoping to get some good buy-in in the next couple months then get started in September.

## Chair updates

- Leadership team will be meeting in August, and will form priorities for our fall meetings based on our discussion today

### Discussion

Site reports are confidential to individual sites, but would be great to know which sites are particularly good at what, so that they could be consulted on what they did.

See [BPC Working Groups Solicitation](#) - which priorities of these working groups should we adopt as BPC priorities to be worked on during our monthly meetings?

Field and Community Safety - +6

Community-Building (network-wide) - 7

Community-Building (within our sites) - +3

Fundraising - may be too uncertain until we find out new NSF budget and if LTER will get RFP

Addressing Inter-Personal Conflict - +5

Maintaining BP in new NSF - +8

LUQ was supposed to be renewed, but this process spanned the change in administration. Had new requests for changes to the proposal after this happened, and so could be instructive in terms of what is going to set off alarms for reviewers.

Field Safety Course interest form has been drafted, and planning on scheduling more field safety workshops once LNO's next increment has come through.

SEV has been thinking beyond SAIF requirement, and framing it as what a "Bill of Rights" for participants at the SEV should look like. ← this seems promising

Climate survey indicates that "hidden curricula" around field safety at individual sites (what are policies, how to report, getting access to equipment/housing/etc.) is pain point

Continuing to seek out effective field safety trainings and workshops - how to keep pushing this forward if we do lose Molly?

Network-wide community-building is also a focus of the grad student committee - opportunity to combine forces?

Maybe the education committee could be a good partner on assessment?

Which format would we want to use?

- Separate working group meetings outside of the committee meeting
- Working group time in meetings. +2
  - The entire committee works on one topic at a time, but rotate topics
  - People volunteer to lead different efforts

Can we leverage what we know from the climate survey to outsource some of this to smaller groups focused on individual sites that are good/bad at individual topics?

Molly can work up a cheat sheet that could help us determine which sites these are

## June 17, 2025

### Attending

Please enter your own name here:

Nameer Baker (KBS), Marko Spasojevic (NWT, EB rep), Molly Phillips (LNO), Marty Downs (LNO), Jen Bowen (PIE), Dylan Stover (JRN), Lydia Zeglin (KNZ, MCM), Lindsey Kemmerling (MSP), Rachel Potter (NGA), Alexandra Cabanelas (NES), Dayna De La Cruz (HBEF)

### LNO updates

- Mentoring CoP is ongoing. I have added folks that have applied “late” so feel free to invite others to join!
- Other news
- [Network Orientation](#) July 23, 2025
- Site reports – almost complete (4 to go!), and I will make sure everyone has their report before I leave.

### EB updates

- Marko couldn't make meeting (at a conference), reviewed notes
- HBR – got a request to validate that any activities will be open to all Americans
- Strategic planning discussion focused on
  - How do we address the tension between coordination and independence?
    - Maybe distributed experiments
    - Prioritize process measurements that can be unified across sites
  - AI/forecasting
  - What's missing? Should there be another science priority?

## GSC updates

- Things suck right now! How do we build community to make them suck less?
  - Ideas for community building
- Book club for early career researchers coming soon
- Topic club also in progress - more open ended than a book club, should be a nice forum to chat about things that interest/drive/scare us and find company in those feelings.

## Chair updates

- Please fill out the poll for potential BPC training opportunities if you have not yet:  
<https://forms.gle/ZiPtpoC4hjNhsfT18>

### Discussion

Seeking private support for LNO - if folks have foundation connections then Marty would appreciate an introduction. Also keep an eye out for opportunities that Molly or Gabe could take advantage of the interim to keep them closer to LTER Network.

**Would be useful to put together a document that shows the value that Molly's position has added** - will email group on this topic.

What did folks think of the ADVANCEing FieldSafety Training Program that Alice and Emily shared with us last week?

We can take it as individuals, but they would prefer to offer it to teams. Would be free, regardless, but would be a big time commitment.

Have modules on leadership + mentoring + conflict resolution - could be framed as leadership training and not just field safety training.

Would be most effective to have a group of individuals or a few teams from across the Network take the training and then build capacity to offer what we want from it to sites.

Would be more useful if we have folks taking course that are directly involved in fieldwork

Most of the people that are in those roles are not active on the BPC

"How to Write an Op-Ed" workshop - consensus so far is that folks from committee may not be main attendees, but that this would be in-demand across the network. Does that justify us footing the bill - especially given NSF budget constraints?

The folks that would be best able to leverage this training are likely going to come from outside the BPC  
Could this be used for community-building? Not the structure of the workshop itself, but it could be a way to kick off a community writing hour or something like that, especially if we were to target it to graduate students.

What effort(s) from the BPC Working Groups Solicitation should we adopt as priorities that we will devote time in our monthly meetings towards?

# May 20, 2025

## Attending

Please enter your own name here:

Nameer Baker (KBS), Molly Phillips (LNO), Amanda Morrison (ARC), Gwenn Hennon (NGA) Rose Cory (ARC), Juan G. García-Cancel (LUQ-LTER), Dylan Stover (JRN), Lindsey Kemmerling (MSP)

## LNO updates

- [Call for Applications Now Open for NEON Convergence Summit 2025: Advancing Continental-Scale Biology](#) deadline is May 31.
- May 22- SSECR Final Symposium [Registration Here](#)
- Entering Mentoring Workshop has concluded.
  - Thanks to all the LTER facilitators this session: Jen Bauer, Cora Baird, Liz Schultheis, Nameer Baker, Caitlin Potter, Molly Phillips, and Marty Downs.
- LTER graduate student and postdoc mentoring community of practice begins this week!
- 2/3rds of the way through site reports.

## EB updates

- Marko couldn't make today's meeting

## GSC updates

- None this month (meeting tomorrow so will come back and add anything big).

## Chair updates

- Had first meeting of our BPC Leadership Team! Can see our notes here: [2025\\_LeadershipTeam\\_Notes](#)
- Making space for ADVANCEing FieldSafety team today, but would like to revisit the efforts we identified at the 2022 ASM as priorities for the BPC to see where we have made progress, which are outdated, and which we should be allocating committee time to going forward (see [BPC Working Groups Solicitation](#) )
- [David George Haskell](#) would be willing to provide the BPC with a "How to Write an Op-Ed" workshop - thank you to Dayna for following up on this! Would potentially require a 1.5 hour meeting, and would cost us \$1000. Is there appetite for this?

- Learning a new type of writing that we could then share information about with our home communities
- Would be opportunity to think strategically about how to have an op-ed campaign - this could be something we do on our own, not necessarily something that we get guidance from DGH about

## Discussion

Special guests – Alice Hill (CIRES) and Emily Ward (CU-Boulder) from [ADVANCEing FieldSafety Training Program](#)

- Interested in learning about how training affects behavior in the field
- Geared towards field scientists wanting to make experiences safer given the unique challenges
- MOOC - Massive Open Online Course (7 modules)
  - Preparing for and evaluating hazards
  - Communication and leadership
  - Codes of conduct
  - Bystander intervention
  - Effective mentoring
  - Keeping whole field teams safe
  - Navigating different cultures in the field
- 2 virtual live-facilitated workshops (1-2 hours each)
  - Developing a norms agreement (and how to facilitate that conversation)
  - Intervention training (ADVANCE bystander training with a field focus)
- Certification pathways:
  - Coursera Certificate
  - ADVANCEing FieldSafety Certificate
- Research – does this training change the field scientist experience?
  - What contextual factors influence the course effectiveness
  - 4 surveys
    - Pre survey
    - After MOOC training
    - After debrief
    - After field work
      - Interview/ focus groups and resources
- Timeline for completing
- Around ~ 2 months
  - Work back from when field work
  - A month prior – 2 debrief sessions
    - Max of 20 people and min of 7 (per group)
  - A month prior would start the MOOC
    - Each module of the MOOC takes about 1 hour. There are 7 modules, so altogether about 7 hours of online training.
  - An incentive for doing the surveys
- Most often it is the entire field team taking the course together
  - Can also have people from multiple field sites together
  - Preference that everyone on the field team completes the training.

- In order to participate in the research everyone has to participate on the field team, but you can also just participate without being a part of the research if you can't get your entire team together.
- Contact Emily for follow up questions or to talk about getting involved.

## April 15, 2025

### Attending

Please enter your own name here: Byron Adams (MCM); Rachel Potter (NGA), Allison Louthan (KNZ), Ryan James (FCE), Cristina Mancilla (LNO), Jen Bowen (PIE), Rose Cory (ARC), Sophia Hoffman (VCR), Gretchen Gerrish (NTL), Rebecca Montgomery (CDR), Dylan Stover (JRN), Marty (LNO), Molly (LNO)

### LNO updates

- [Mentoring Workshops](#) – start this week! (full and have a waiting list)
- [2025 LTER Scientist Survey](#): John Besly is conducting a survey to understand how scientists (including graduate students) working at LTER sites think about public engagement (i.e., outreach, science communication). This is the second time we have done the survey and this year's version focuses on how scientists choose research priorities. Spread the word and encourage participation.
- [LTER/CESU Career Forum](#) on May 7. Please share across your sites.
- The [Advancing Field Safety](#) team have tentatively agreed to let a group of LTER folks take their field safety online course together, and for free in exchange for participating in their research into the effectiveness of the program.
- Sites that asked for their site reports first have now received them
  - Hoping to finish all site reports by the end of April.
  - [Network report](#) available

### EB updates

- Continued strategic planning and discussion of contingencies for sites if federal funding situation continues to get worse. Additional personnel cuts likely coming for NSF.
- Science Council meeting postponed from May to September, and scaled down a bit
- Opportunity to share story of LTER funding cuts in NYTimes but chose not to pursue that due to risk of drawing attention to LTER in this moment - primarily because direct costs to LTER so far have been minimal. Not worth the risk given the cost so far has not been extreme.

### GSC updates

- Community Call - inspired from culture and climate survey. Went well - went over hiring practices advertising, LTER branding (how it's introduced), community building, and mentoring.

We got a lot of feedback and resources, so we know we are getting together to synthesize and share those resources.

## Chair updates

- Leadership team meeting next week to create bylaws and prioritize BPC activities for the quarter

### Discussion

Look at new [Harvard.edu](https://www.harvard.edu/) landing page as an example of how to potentially message around value of LTER/federally-funded science

See also this article in [The Conversation](#) by John Kominoski at FCE

Reporting and responding to when something comes up - NTL (Gretchen and team) are working on a decision tree/summary of who and how to report for their site.

Developed by a committee composed of grads/postdocs/PIs, led by a smaller team that took it back to committee for review. Have not run it by institutional/legal team, but they know about its existence.

The discussion and process in creating the document was just as helpful as the document itself.

Hubbard Brook has put together a similar document in [flowchart form](#), but thorny issue has been trying to identify if there are folks at the site who could be a confidential resource - i.e., not a mandatory reporter. Came to the conclusion that outside counseling could be a solution, but how to fund that counsel while remaining a non-mandatory reporter is unclear. Wanted something other than a university ombudsman because Hubbard Brook (the station itself) is privately funded - but this is also relevant for other sites where there are multiple institutions at play and where someone that is not based at the site's home institution has a problem they want to get counsel on.

NSF now has a [24/7 helpline](#) ...<https://lnkd.in/g4gvypTw>

[HBRF flowchart](#) (also in the team-resources folder)

## NSFSaferScienceHelpline.org

We could create a toolkit on reporting, giving examples of what other sites have provided and created on reporting structures, options.

Potential future topics:

- Language in site renewals/reports
- Following university guidelines
  - Precompliance
  - Comply completely
  - Delay compliance

- Comply in language but not in action
- Non-compliance

Next meeting, can we discuss how we are all responding across this spectrum.

## March 18, 2025

### Attending

Please enter your own name here: Nameer Baker (KBS), Molly Phillips (LNO), Marty Downs (LNO), Marko Spasojevic (NWT, EB rep), Amanda Morrison (ARC), Dylan Stover (JRN), Sophia Hoffman (VCR LTER), Byron Adams (MCM), Nik Heynen (GCE), Jennifer Bowen (PIE), Rachel Stanley (NES-LTER), Rose Cory (ARC), Ryan James (FCE)

### LNO updates

- [Mentoring Workshops](#) – start this week!
- [2025 LTER Scientist Survey](#): John Besly is conducting a survey to understand how scientists (including graduate students) working at LTER sites think about public engagement (i.e., outreach, science communication). This is the second time we have done the survey and this year's version focuses on how scientists choose research priorities.
- [LTER/CESU Career Forum](#) on May 7. Please share across your sites.
- The [Advancing Field Safety](#) team have tentatively agreed to let a group of LTER folks take their field safety online course together, and for free in exchange for participating in their research into the effectiveness of the program.
- Sites that asked for their site reports first have now received them
  - Hoping to finish all site reports by the end of April.
  - [Network report](#) available

### EB updates

- Still little communication from NSF
- Drafted letter to representatives
- Discussion of Strategic plans

### GSC updates

- SSALTER Blog Call Open for Winter Quarter - any grad/undergrad students or postdocs welcome to submit
  - <https://lternet.edu/stories/ssalterblog-submission-guidelines/>
- LTER Photo Contest Winners and participants being posted on Instagram @lter\_community
- Come to the community call and spread the word!



## Chair updates

- Have recruited Gretchen Gerrish and Dayna De La Cruz to join Marko, Molly, and myself on a leadership team for the BPC - big thanks to Gretchen and Dayna for being willing! Will be meeting in the next month to hash out by-laws and expectations, and to develop priorities for the BPC for our next few meetings.
- Still looking for one more member to join the leadership team to have good critical mass - please let me know if you would like to join or if there is someone else you think would be a good fit!

## Discussion

Points of potential action:

- Recruitment and retention - addressing this in part with the upcoming Community Call organized by the GSC, as well as our follow-up assessment of the practices we hope will be shared there
  - We are hoping to create a toolkit from the discussion and resources shared from Community Call.
- Reporting and conflict resolution
- Leadership training and getting it to the folks that need it
  - Better retention, fewer/better resolved conflict if you have quality leadership. Harder to tackle, but can have follow-on effects that address a lot of issues.
- Field safety training
  - Continue workshops and/or a group going through [this course](#) together? [Union of Concerned Scientists](#)
    - Molly will reach out to see if we can get a group discount.
- Advocacy - not taking political stances, but helping folks advocate. Or taking records that can help sites advocate?
  - There are actions that individuals can take, and then there are a different set of actions that sites or the network can take
  - How to be prepared to tell good stories about how funding cuts will affect science/community/state/etc?
  - Stories could focus on the amazing services LTER work provides and what “dei” actually does (combating misinformation)
  - Union of concerned scientists have good resources: <https://www.ucs.org/>
    - <https://www.theopedproject.org/> <- offers workshops on writing op-eds
      - Good place to collaborate with the education/outreach committee
      - Dayna could approach YVoS for a workshop
    - Could we put together our own toolkit?
      - Young Voices of Science program has a op-ed recipe!
    - [https://ucanr.edu/sites/communicationtoolkit/Public\\_Relations/Training\\_647/So\\_you\\_want\\_to\\_write\\_an\\_op-ed/index.cfm](https://ucanr.edu/sites/communicationtoolkit/Public_Relations/Training_647/So_you_want_to_write_an_op-ed/index.cfm)
- How to bring along folks from states where they might be subject to retribution?
  - What actions can we build up capacity for that are unimpeachably apolitical?

- How can we tell stories

Are there other pain points we feel the BPC is positioned to help with?

Next time...

Could discuss more about what directions we would like to take on leadership training and reporting/conflict resolution

## February 18, 2025

### Attending

Please enter your own name here: Marty Downs (LNO), Nameer Baker (KBS), Lydia Zeglin (KNZ), Molly Phillips (LNO), Dylan Stover (JRN), Cristina Mancilla (LNO), Ara Winter (SEV), Amanda Morrison (ARC), Rebecca Montgomery (CDR ), Amanda Morrison (ARC), Jenn Bowen (PIE), Moira Decima (CCE), Juan-Gilberto García-Cancel (LUQ), Dayna de la Cruz (HBR), Gretchen Gerrish (NTL), Lindsey Kemmerling (MSP), Marko Spasojevic (NWT), Rachel Potter (NGA), Sophia Hoffman (VCR), Byron Adams (MCM), Elena Sparrow (BNZ),

### LNO updates

- [Mentoring Workshops](#)
  - Series of four, 90 minute sessions
- FIEST Trainings
  - [March 13](#)
  - [April 3](#)
- Feb 19: [Recent Synthesis Results: LTER Community Call](#)
- March Community Call – still in development but the title is “Recruiting and Retaining Scientists in the LTER: How to find and keep the best and the brightest! ☀️”
  - Do you have resources or lessons learned from your site?
  - Title: Recruiting and Retaining Scientists in the LTER: How to find and keep the best and the brightest! ☀️
  - When: March 26 at 9am PT/ 12pm ET
  - Description Draft: The recent LTER climate survey results showed that diversity at sites decreases as tenure within the network or sites increases. This mirrors trends within the discipline of ecology, and broadly within STEM, where senior leadership often does not represent the demographics of the field at large. Several LTER sites have successfully expanded their co-PI teams and the co-investigators they collaborate with to bring in new perspectives. Meanwhile, a significant pool of early career LTER personnel from a broad

- array of backgrounds exists across the network. This presents an opportunity to leverage these successes and experiences to tackle the issue of diversity within LTER leadership at a broad scale.
- The GS and BP committees will facilitate a discussion-based community call to crowd-source resources and strategies on how to improve recruiting and retention across LTER sites. The discussion will focus on how to improve recruitment and retention via institution-dependent changes (e.g. modifying recruitment practices) or simple, institution-independent changes (e.g. normalizing pronouns in site meetings, providing resources to more widely distribute job opportunities). This call will begin with a presentation about the importance of adjusting recruitment processes to reach a broader audience and share simple steps we can all take toward this goal. Participants will then be invited to participate in breakout groups to discuss specific topics within recruitment and retention. This will culminate in a shared resources and strategies they have used in their own recruitment processes to compile a new resource to be shared across the LTER Network.
  - [Network report](#) was shared last week.
  - Site reports are on the way! Starting with those who indicated that they would like theirs done quickly.

## EB updates

- Discussed plans for meetings (science council/ASM) for the future.

## GSC updates

- Not too much news - see above for Community Call deets!

## Co-chair updates

- Mariah is stepping down as co-chair to focus on finishing her PhD - a big thank you to her for stepping up the last two-and-a-half years to lead this committee, her contributions will be missed!
- Would like to recruit 2-3 folks to serve on a leadership team that would meet at least quarterly to plan out our agenda and make sure that we keep meeting the needs of the community - if you are at all interested, please nominate yourself! Or reach out to me if you would like to nominate someone else whose leadership you think the Committee would benefit from :)

## Discussion

- Focus on the C&C Survey report
  - What struck people?
    - Recruiting came up as a major issue, but this was not coming from the folks that identify themselves as marginalized groups. This was mostly coming from folks that were more senior in leadership.

- Does this mean that folks in more powerful positions are blind to the lack of inclusion that would make it possible to recruit people from different backgrounds? Or is this coming from a desire to see a broader diversity of opinions and have a more representative community?
- Whether DEI as an acronym continues, the work still needs to persist.
- How do we work better together, and make sure people feel heard and supported regardless of what we call it.
  - What practical activities do we want to pick up?
- LUQ's funding was approved, but frozen. Had to clean up website to remove targeted terms. Values remain, but can't advertise them the way they could previously. Most important thing is remaining in position to do the work.
- If language changes keep the work alive then it is worth the cost.
- What kind of uptake do we get on our mentoring and field safety offerings this year? Will be telling in this current climate.
- Reporting process and our ability to capture issues that are arising in our communities has improved, but remains a pain point for a lot of folks. Conflict resolution training? Very important for mentoring, team science, etc. but rarely provided formal education on this topic.
- Challenge is getting the right people into the room at the right time. Need for mentoring for positive leadership skills. Is there an audience for direct leadership training. Also - relevant for addressing "interpersonal conflict."
- Reminder that ADVANCE Geo's training is particularly relevant for leadership training.

## January 21, 2025

### Attending

Please enter your own name here: Marty, Nameer, Molly, Cristina, Amanda Morrison, Marko Spasojevic, Mario Muscarella, Jen Bowen, Rachel Potter, Greg Maurer, Sophia Hoffman, Juan G. Garcia-Cancel, Ryan James, Lindsey Kemmerling, Rose Cory, Vanessa Lougheed, Elena Sparrow

### LNO updates

- **LTER planning workshop last week.** 26 participants, including senior, mid- and early career folks and external partners (USGS, ForestGeo, Macrosystems Ecology for All (MEFA), NEON, LTAR) . Used a scenarios approach to assess what activities to prioritize under various uncertainties. BPC members: Nameer, Jenn Bowen, Mario Muscarella, Lindsey Kemmerling, miss anybody?

Lots of interest in better onboarding of new participants, better communication of LTER's unique value, framework for scaling place-based research across geographies and levels of organization.

Report should be available within a month.

- [Site exchange opportunities announced](#)

- Opportunity open to all roles, inside and outside the network
- Justification = benefit to individual and to the network
- **Synthesis RFP announced**
  - SPARC format; synthesis research focused
- **January Community Call** will review both opportunities and answer questions
- **Culture and climate survey report should be posted in the January newsletter**
  - Site reports to follow. If you have an upcoming review and need your site report to be prioritized, let Molly know.
- Keep an eye out for announcements on mentoring workshops and mentoring communities of practice for students, program managers, and investigators.
- Currently planning field safety workshops with [Fieldwork Initiative](#) (possibly also with [FieldInclusive](#)) for April and May
- **Upcoming synthesis groups:**
  - Jan 27-30: [Consumer Absence Generates Ecological Dissimilarity \(CAGED\)](#)
  - Feb 24-27: [Assessing the resilience of productivity to climate variability across management and climate gradients](#)
- **Recent Synthesis Products:**
  - LaMontagne, et al. (2024). [Community Synchrony in Seed Production is Associated With Trait Similarity and Climate Across North America](#). Ecology Letters, 27(12), e14498. <https://doi.org/10.1111/ele.14498>

## EB updates

- Continued discussion of recent renewal decisions
- Discussion of future of Science Council/ASM meetings
  - ASM is funded through a supplement - not part of LNO renewal package
  - NSF is not willing to fund as large of a supplement for ASM going forward
  - Will mean scaling down future version, or splitting into different meetings

## GSC updates

- Selecting a new co-chair
- Looking for a co-lead to organize the March community call centered on “Broadening Participation in site hiring processes”
  - Because of network wide trends, we want to focus on higher levels (PIs, new faculty, staff) but will also have room for UG/Grad/Postdoc discussion as well.
    - Goals -
      - Facilitate discussion about what people do at their sites to make sure their recruitment processes are reaching a broad and diverse audience.
      - Create a document/resource to share online for sites to look to when revamping their recruitment/hiring process.
  - Reach out to Dylan ([djstover@miners.utep.edu](mailto:djstover@miners.utep.edu)) if you want to be co-lead or even just involved!
  - Time commitment should be pretty small - just 1 or 2 meetings to plan the call (come up with talking points, areas of need, etc), then help facilitate the meeting in March.

- Hubbard Brook Research Foundation - **Young Voices of Science Program (Spring 2025)**
  - **What:** FREE science communication training and real-world practice for science scholars!
  - **Who:** Graduate, undergraduate students and early-career scientists in environmental (or similar) fields are eligible to apply - *No need to be a student to apply!*
  - **When:** Series of eight Zoom workshops held on Thursdays, February 20th through April 10th, 6:00 - 7:30 pm ET
  - **Where:** Wherever you are, via Zoom!
    - *Class size is limited – Apply by February 10th!*

## Co-chair updates

- Please fill out the quick (3 question) Committee [survey](#) when you have some time!
- Video recording of Katie Jones' presentation on Indigenous Data Governance is available in the shared drive: 📁 2024.12.17-katie-jones-IDS.mp4

## Discussion

FieldSafe field safety course: <https://fieldsafe.colorado.edu/course-overview>

- Includes inclusive mentoring
- Could be adapted to community of practice if there is interest in the group!

Network-wide climate survey

- Most common comments were general positive affirmations
  - Site climate/culture better than in the past, positivity towards site leadership
  - Importance of ASM for community-building and collaboration was repeated
- Main “negative” issues - bureaucracy and hierarchy, exclusivity and discrimination, and an insular and/or unwelcoming culture
  - Field safety pops up as more of a concern with folks that have <5 years of exp. at LTER and as more of a concern with folks that identify as women
  - Folks from marginalized communities expressed concerns about exclusivity and discrimination, bureaucracy and hierarchy, and insular/unwelcoming culture
- Targeted recruitment to increase diversity of LTER participants was a request
- Conflict management seen as an area for improvement - always a thorny issue to help with
- Site-level community-building and cross-site community-building collaborations were a request
  - We have particular agency with respect to this issue
- Most cross-cutting requests were for professional development, funding, and updated/additional infrastructure
- Barriers to inclusion - inequity in who participates in BP training, lack of power for LTER-specific personnel to change site/institution policy, performative/lack of buy-in for BP, BP misconceptions
- What does that mean that DEI should be prioritizing?
  - Surprised that there was a strong call for professional development training (rather than mentorship)? Interpersonal conflict resolution came up a few times.
  - Antagonistic interactions (esp at PI level) seems like a hard thing to deal with

- This is something that many (most?) institutions offer - what is the arena in which we can offer something unique/non-duplicative in this vein?
- Inclusive practices, misconduct and conduct management seem tractable
- Community-building is something that allows us to build up to more thorny issues (i.e. conflict resolution).
- How is LTER perceived to folks outside of the network? - LTER has a reputation of being insular. Until you are invited, it might feel like something you are being left out of. What can we do to change this - if its coming through from external and internal folks to the network.
- Site level report will not have as much detail because of infrequency of open comment responses and the need to maintain anonymity
- There will likely be patterns across sites that share similar contexts and these can be explored once we get into site level analysis.
- 

## Action Items

- 

December 17, 2024

**Attending:** Nameer, Marty, Mariah, Katie Jones, Amanda Morrison, Li Kui, Dayne De La Cruz, Gabriel Kamener, Hillary Krumbholz, Induja Mohandas, John Porter, Kari O'Connell, Kate Morkeski, Lindsey Kemmerling, Mariah Patton, Marina Frants, Marko Spasojevic, Mary Marek-Spartz, Miguel Leon, Molly Phillips, Rachel Potter, Rachel Stanley, Risa McNellis, Sage Lichtenwalner, Sarah Elmendorf, Suzanne Remillard (AND), Tim Whitaker, Tom Miller, Vanessa Loughheed, W Ryan James, Yang Xia, Dylan Stover, Jim Laundre, Allison Louthan, Monique Franco, Cristina Mancilla, Gwenn Hennon

Welcome to folks from the IM Committee joining us!

### LNO Updates

- Had the last community call of the year on December 4th, looking forward with LTER!
  - [Presentation](#)
  - [Miro Board](#)
- Qualitative data is coded now and Molly is halfway through the full network report.
- AGU was great, lots of conversation about REUs and AI in science.
- New RFP for synthesis groups coming out in January and also 2024-funded groups meeting in January and February

### EB Updates

- Continued discussion regarding this crop of NSF renewals and upcoming strategic planning meeting



## GSC updates

- Stay tuned for more in this space each month! Want to provide space to learn more about what the GSC is up to and opportunities for us to cross-pollinate.
- We'd love to collaborate and share DEIJ Committee voices in the GSC meetings and vice versa to make sure GSC knows the DEIJ priorities and DEIJ priorities include grad student voices.
- Looking for co-chair candidates to lead the GSC - please pass this along to any grad students who may be interested or a good fit!
- Current GSC Working Groups and priorities/goals:
  - Events and Initiatives - looking for speakers for community-engaged research panel, see [link](#) to nominate speakers
  - Community - building community and belonging at individual sites + across the Network. Compiling and/or creating resources for students to use at their sites, hosting network-level events.
  - Social Media - see [link](#) to LTER Instagram for photo contest contributions

Joint GSC + DEIJ Committees Community Call(s) coming soon...

- Building off of the results of the climate and culture survey, we want to start some discussions about how to increase diversity and retention for graduate students and more junior researchers at each site, which would really call for increased diversity in recruitment efforts. Also what small and inexpensive (or free) actions can each site make to be more inclusive/accessible?
- Also, talking about the split between community-building for researchers at each site but also community-building/engagement where LTER sites become a bigger part of their local communities. (Dispelling the "city on the hill")
- This meeting will be focused on scoping the community call. Will invite the broader committee to future meetings to really get into the details!

## Co-Chairs updates

- [Stephen Spates](#) at MSU has expressed an interest in meeting with the committee if folks would be interested in turning experiences pursuing DEIJ work across friendly/hostile state environments into a study.
  - Interested in joining for future meetings (maybe January?)
- [Cailin Orr](#) from [SERC](#) is interested in joining the committee as an external member - would we be open to this?

## Discussion - Indigenous Data Governance and the LTER Network

Special guest: [Katie Jones](#), Plant Ecologist with NEON, Program Lead within [Rising Voices](#)

Email: [kjones@battelleecology.org](mailto:kjones@battelleecology.org)

See [poster](#) on Earth Data Relations (EDR) Recommendations for implementing CARE in Open Science CARE (Collective Benefit, Authority to Control, Responsibility, Ethics) principles - human-centered counterpart to FAIR principles for IM

[Earth data relations working group](#) brought together scientists from 12 Indigenous nations and research programs. Used NEON as their use case. Thinking about each stage from planning to data collection, storage, etc. to think about what do CARE principles mean and how do they apply throughout the process.



Took stance that all lands are Indigenous lands and used [Native Land Digital](#) to dive into where NEON domains overlapped with extent of different Native Nations

Its up to the individual to practice CARE but also larger bodies and funding groups to set standards and expectations for implementing CARE practices

Big change regardless of “age” of institution implementing CARE principles - involves a change to status quo no matter what.

The acknowledgement that many of these CARE principles were not used when many older projects started is an important aspect

Metadata as a place to acknowledge relationships - place and location information can and should also include the Peoples that are connected with a site. Also provides a notification - lets Indigenous communities know when their data is being used. **See <https://localcontexts.org/> for examples!**

Challenge of bridging place-based with larger data projects -can have network-wide conversations about purpose and function of land acknowledgements (intention is important and exploring this can be powerful)

Every community is not aligned on how they would like to be recognized or included.

But there should still be this conversation to recognize the past

Model is a cycle, and is iterative - potential for improv

How much is this a concern with specific tribal councils vs indigenous scientists

Many communities do care about this and how data has been used and collected without permission

-one example is water quality data or remotely-sensed data that is collected across the U.S., including Native lands, but is rarely (never?) cited as such

- the problem is that the question of being involved has never been asked for many stakeholder and right holders that we should have.

Examples of co-development projects where researchers and tribes have built research projects together

CSU Dominique (David Chavez' lab) - Indigenous Peoples \_\_\_\_ Lab

No example of a successful network-level implementation as of yet, despite there being some advantages to doing so

If we think of this across a network wide level, we can minimize the ask of indigenous partners  
Part of “doing your homework” is figuring out how to reduce your ask - could be reduction in # of requests, not just magnitude of total

CU has a specific provost to help engage local indigenous tribes. Niwot has leveraged this person's knowledge before even trying to bridge this relationship in order to come with respect

Is there a compilation of repositories that are implementing practices like local context notification?

<https://localcontexts.org/>

# November 2024

**Attending:** Nameer, Marty, Juan Garcia-Cancel, Tom Miller, Molly Phillips, Sarah Roy, Gwenn Hennon, Lindsey Kemmerling, W. Ryan James, Rachel Potter, Allison Louthan, Wil Wollheim, Elena Sparrow, Dylan Stover, Marko Spasojevic, Amanda Morrison, Jenifer Dugan, Dayna De La Cruz, Byron Adams, Quincy Stewart, Rachel Stanley

## LNO Updates

- [LTERForward! LTER Community Call](#) - December 4, 2024 - 9:00 am-10:00 am
- Hiring new cohort of [Writing Fellows](#)—Deadline Nov 31
- [SSECR](#) in-person assessment received. 100% of respondents would recommend in-person experience to colleagues. Mentors assigned to [project groups](#).
  - [Carbon Cycling Responses Across Spatiotemporal Scales](#)
  - [Above-Belowground Coupling](#)
  - [Diversity-Stability Relationships](#)
  - [Effects of Environmental Drivers Across Ecological Scales](#)
- Climate and Culture Survey closed
  - 604 responses to C&C survey.
  - 974 to demographic survey
  - Overview of results at November Community Call. [Recording here](#).
  - Network-wide report should be available in December. Individual site reports in Jan-Feb
- Events:
  - November 19: Lead PI Meeting: Planning input
  - December 9-12: LTER @ AGU
  - January 14-16: planning retreat (see notes below for background)
  - Synthesis RFP coming soon (SPARC groups only)

## EB Updates

- How to respond to recent funding decisions from NSF regarding this crop of renewals

## Co-Chairs Updates

- See notes from LTER Community Call on climate survey results: [2022-24\\_CoChairsNotes](#)

## Discussion

Last strategic planning session for the LTER Network was in 2011 - did have 40-year review in 2020 that included a retrospective self-study (not forward-looking).

- Review pushed for support for cross-site synthesis and enhancing DEIJ across the network, which has been supported by NSF.
- Another finding was that we should focus more on solution-oriented science, which was subject of debate and not a priority pushed by NSF.

Back in 2011 NEON was not producing data, and CZOs were also being funded, as was the Macrosystems program (both no longer exist)

Attendees to planning retreat will be folks that are looking at leadership within LTER, early career grad students and postdocs, and some external partners. **Looking for folks from coastal/marine systems.** Retreat will not be writing the strategic plan - opportunity to provide input that will go into Executive Board's plan.

IM and EO Committees have an all-day annual virtual meeting in which they discuss priorities for the committee going forward - **do we want to have this for the DEIJ Committee?**

*Marko:* Would be useful opportunity to dissect the climate survey in a systematic way

*Sarah:* Even a half-day meeting would be useful for spurring ideas

*Marty:* The IMC gets a lot of momentum out of having concentrated time to set priorities, but it is up to this committee as to whether they want to set aside time for that. In terms of providing feedback to the planning retreat then it would be good to discuss that today or at a special meeting before the January meeting.

Topics to focus on:

- What are LTER's **unique** strengths, and what are the implications of that?
  - E.G. only network collecting long-term data across variety of ecosystems that we do
- What are emerging opportunities and challenges we are likely to face?
  - E.G. growth of AI and machine learning
  - E.G. changing expectations around DEIJ, ways in which we can implement/talk about it
- Who should we be collaborating with?
  - Thinking about who we want to partner with in the changing climate
  - Society for Advancement of Chicanos/Hispanics & Native Americans in Science (SACNAS), Raising Voices, ESA, American Indian Science & Engineering Society (AISES)
    - A lot of focus on undergraduate community
    - Building these connections for the pipeline
  - What type of work?
    - Mentorship programs, collaborative research projects, outreach, fieldwork opportunities, collaborate conferences
    - Searching for campuses (HBCUs, HSIs, community colleges) that are close to LTER sites for opportunities.
    - How can I diversify the pool of folks we are reaching out to?
  - Solution Oriented Groups
    - Nature Conservancy
    - Political organization can be harder to partner with

## Breakout groups

LTER's Unique Strengths	
Group members: Byron Adams, Juan-Gilberto Garcia Cancel, Jenifer Dugan, Gwenn Hennon, Molly Phillips	
Strengths	Implications

Synoptic view of ecosystem	Integrator of otherwise isolated data streams
Consistent funding over a long time, for longitudinal insights	Can find things that are unexpected, find trends that require long study
Long term data sets and mentors	Accessible to students to use for research and build crucial data acumen
Our ecological brand and reputation in the community is strong	Well positioned to leverage our strength to enact change in DEI
Long-term relationships with local communities	Community engagement is difficult for shorter term projects.
Diversity in ecosystem types and data collection methods	Chances for cross training and inspiration between different ecosystems, challenges in communicating our unique settings
Synthesis group structures and network office and all scientists meetings	Helps us find new perspectives, see things in a new way, synthesize across ecosystems. Where we have provided cross-site opportunities for early career scientists and students it's been really positive.
LTER Network and community	Our climate and culture survey is pretty positive overall compared with other organizations like ESA, challenges include communication of network news and making sure that network is available to all members. Getting people together in person is crucial to build and strengthen connections.
Mentorship	LTER as a network has a HUGE graduate student cohort. And early career.
<b>Emerging Opportunities/Challenges</b> Group members: Nameer Baker, Marko Spasojevic, Rachel Stanley, Ryan James, Dylan Stover, Allison Louthan, Elena Sparrow	
<b>Factor</b>	<b>Implications</b>
AI/Machine LEARNING	Need more machine readable data
Changing political climate	Need to go under the radar - changing name to emphasize "Belonging" or "Participation" or just "Broader Impacts" How do people organize when "not allowed" to organize? -Opportunity to learn
NSF and university admins losing the thread re: LTER	Not a huge pot of money anymore (relatively) for universities, and NSF seems to be focusing more on NEON (too big to fail?). Need to <b>lobby</b> for LTER's value proposition more, need to at least keep up with inflation.
Potential calcification at LTERs	How to change leadership at sites without having to be put on

	probation first?
Public/Community/political outreach (related to NSF and University admins box)	<p>AIBS congressional visits - show people with influence that we're doing relevant and impactful work. ex) Insect decline - we can tell this story thanks to LTER data in order to find solutions.</p> <p>Decadal reviews/40 year review between us and NSF, but can we bring in the public?</p> <p>Perspective/opinion paper about what LTER does, but politicians/public wouldn't read that..</p> <p>Or a documentary?</p> <p>How can we make noise in a meaningful way?</p>
<b>Strategic Partners</b> Group members: Lindsey Kemmerling, Dayna De La Cruz, Sarah Roy, Quincy Stewart, Wil Wollheim	
<b>Partner</b>	<b>Potential connections/shared opportunity</b>
SACNAS (Society for the Advancement of Chicanos/Hispanics and Native Americans in Science)	Events, reaching the undergraduate audience, annual SACNAS conference. Mentorship programs? Collaborative research projects. Conference events?
<a href="#">AISES</a> (American Indian Science and Engineering Society)	
Consortium of Aquatic Science Societies (8 societies, like SFS, ASLO, SWS, etc)	Example of a network that participates in SACNAS to encourage student participation in these societies. Example for LTER network, to make sure LTER opportunities are conveyed effectively to underrepresented students.
Chapter (SACNAS) advisors at different universities - near LTER sites.	Connect with advisors, ask how to recruit under-represented students.
Community Colleges	Those serving underrepresented students for research opportunities. If willing to train. What are steps needed to make it successful. Also, work with ecological data in data science programs.
Workforce Initiatives	
Nature Conservancy, Environmental Defense Fund, World Wildlife Foundation	About ecosystems, not political, local. Considering solutions-focused research, developing questions with a social justice/climate justice focus.

# Key additions form chat: 12:00:58 From Marko Spasojevic (He/Him)

12:23:38 From LTER Network Office to Everyone:

Katie's bio: <https://www.neonscience.org/person/katie-jones>

12:24:15 From LTER Network Office to Everyone:

Rising Voices: <https://risingvoices.ucar.edu/>

12:35:42 From Dayna De La Cruz to Everyone:

<https://aises.org/>

12:37:43 From Dayna De La Cruz to Everyone:

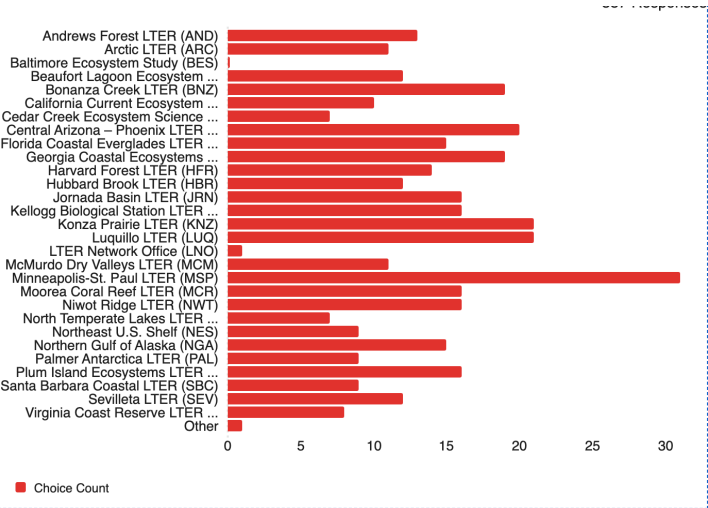
I was part of EMERGE in. My undergrad - don't know if we are talking about the same program

## October 2024

**Attending:** Nameer, Marty, Quincy Stewart, Juan Garcia-Cancel, Dylan Stover, Gwenn Hennon, Lindsey Kemmerling, Ryan James, Lydia Zeglin, Mariah Patton, Will Wollheim, Marko, Elena Sparrow

### LNO Updates

- [SSEC](#) in-person assessment received. 100% would recommend in-person experience to colleagues. Mentors assigned to [project groups](#)
- Climate and Culture Survey distributed. As of Tuesday (2024-10-08) morning
  - 408 responses to C&C survey.
  - 699 to demographic survey
- Events:
  - [October 23 - community call](#) for everyone to participate in the planning process for the network (what are the priorities and what are the activities that support these priorities?).



- November 19: lead PI Meeting
- January 14-16, planning retreat
- December 9-12: LTER @ AGU
- Synthesis Group Meetings:
  - October 15: Flux Gradient Synthesis Group
  - October 28: EMERGENT Synthesis Group
  - November 11: LTER Transitions Synthesis Group
  - November 18: Marine Consumer Nutrient Dynamics
  - January 27, 2025: CAGED Synthesis Group
  - February 24, 2025: Resilience and management synthesis group
- Recent Synthesis Products:
  - [Climate, Hydrology, and Nutrients Control the Seasonality of Si Concentrations in Rivers](#)
    - JGR-Biogeosciences, 2024 from Silica Exports group 2020 cohort)
  - [CoRRE Trait Data: A dataset of 17 categorical and continuous traits for 4079 grassland species worldwide](#), Scientific Data, 2024
    - Scientific Data 2024, *Integrating Plant Community and Ecosystem Responses to Global Change Drivers*, 2016 and *Mechanisms of convergence and divergence: understanding the variability of plant community responses to multiple resource manipulations*, 2012

## EB Updates

- Mainly focused on planning retreat, not much to add to previous discussion

**Cochair update:** Nameer mostly back, after a personal hiatus; but Mariah will be finishing grad school, so will need a co-chair. Or we can consider shifting to a “steering committee” model where leadership would be more distributed. Topic for November meeting!

## Discussion

What do we want LTER to look like in 10 years, 30 years, 50 years?

- Match the demographics of the community in the future. Having more data and revising and focusing recruitment efforts will help in this.

What is LTER uniquely positioned to do well?

What activities does LTER currently do where we might better partner with other orgs (which? why?)?

What changes in the world (technology, organizations, culture...) are likely to create new opportunities for LTER?

What changes in the world (technology, organizations, culture...) are likely to create new challenges for LTER?

See [DEIJ Strategic Planning Notes](#)

Notes:

- Strength: size of the network. Flip side: would be great to get more involvement from the sites
- Had trouble penetrating the group and doing actionable items. Need a specific task...
- DdIC similar experience. Always playing catch-up. Missing lingo and acronyms. What is my role *here*?
- Do we need an orientation document?

- We had 6 or 7 working groups, coming off of ASM – hard to make headway on that many things at once
- Goal became a bit fuzzier. Field safety group was a space to air out issues and to compare strategies. Each university started coming up with their own field safety plans. Are we just collecting resources?
- Had some good goals after ASM and made some progress...others dissipated.
- Does our role as the committee change, now that we have Molly's position?
- HBR going through a leadership transition. Revisited committee description, been revisiting documents that haven't been opened in a while. Doing a goals-task inventory to create a clear set of opportunities to pitch in.
- Include accomplishments and goals on our page so that newcomers can see the waves and crests of the committee for context. Having the history of the committee linked to the website
- Provide history of the committee: [LTER Network DEIJ Committee history](#)
- Another strength – sharing resources has been really useful. Supporting each other in updating procedures and guidance
- Maybe we need fewer things that we focus on – climate survey may help point us in the right direction
- Goal for 10, 20, 50 years...Have our demographic as least match the demographics that our universities serve
- Partners: Tribal organization, some have umbrella organization that are interested in research and conservation. 3 REUs from AISES. ESA working with AISES and TEK section. SACNAS also.
- Network-level efforts for diversifying PIs at sites.
  - Georgia Coastal Ecosystems has received a supplement for a faculty scholars program that creates a pathway for, say, community college researchers or tribal colleges to “taste” the LTER and its research.
  - Could be good to have a community call once a year among the broader LTER community to discuss ways to diversify the PI leadership across LTER sites
  - NSF is asking LTERs “What is your plan for leadership succession?” in their site renewal proposals

## September 2024

**Attending:** Molly Phillips, Rachel Potter (NGA), Marko Spasojevic (NWT), Rachel Stanley (NES), Amanda Morrison (ARC), Mack White, Monique Franco, Dylan Stover, Quincy Stewart, Juan Garcia-Cancel, Gwen Hennon, Allison Louthan, Dayna De La Cruz, Adrian Stier, Mariah Patton, Lindsay Kemmerling, Lydia Zeglin, Byron Adams, Fred Abbott,

### LNO Updates

- SSECR in person workshop this week
- Climate Survey coming soon!

### EB Updates

- NSF still waiting on decisions about remaining supplements and site renewals



- a few have come through
- Continued focus on Strategic plan
  - Potential for a in-person meeting to bring in rising leadership and ECR voices into process
- Focus Oct and Nov meetings on Strategic planning?
  - What do we want LTER to look like in 10 years, 30 years, 50 years?
  - What is LTER uniquely positioned to do well?
  - What activities does LTER currently do where we might better partner with other orgs?
    - Which other orgs and why?
  - What changes in the world (technology, organizations, culture...) are likely to create new opportunities for LTER?
  - What changes in the world (technology, organizations, culture...) are likely to create new challenges for LTER?

### Committee discussion

- Committee name change
  - Inclusion and Access - 4 votes
  - Broadening Access - 3 votes
  - Culture and Inclusion - 0 votes
    - Recognize the intended cognitive load impact of anti-DEI legislation, and think about real vs. perceived risks of using the now politicized words; either way don't spend too much time worrying about the change of name.
    - "DEI" has been rebranded as "belonging" and office of belonging at Brigham Young University which has allowed faculty at the University to be very progressive and positive in the political landscape.
    - We've already spent a lot of time thinking about changing the name. It won't take much more time to just change the name and move on.
    - We will still have the word diversity on our pages even if we change our name. Also, we can still make sure all the search terms and old links will be relinked.
    - FCE has rebranded and has been able to continue their diversity work.
- Field Safety Workshop and toolkit Feedback
  - [Workshop notes](#)
  - [Field Safety Resources draft](#)
  - [Mental Health in the Field resources draft](#)
    - Communication strategy – slides for new resources once available!
    - How you handle trauma and events in the field might be very different from working with more chronic or discrete issues causing depression. Also there's predisposition of trauma before you go to the field that can add to complexity of resources needed.
      - Trauma informed section would be great to add
      - Mental health contacts and resources
        - HBR has a flow chart, we could generalize it as a template?
          - [Canva](#)
      - Teletherapy options

- <https://caps.sa.ucsb.edu/services/livehealth---teletherapy>

## August 2024

**Attending:** Nameer Baker (KBS), Mariah Patton (SEV), Marty Downs (LNO), Becky Forgrave (MSP), Dayna de la Cruz (HBR), Dylan Stover (JOR), Fred Abbott, Joan Garcia-Cancel, Amanda Morrison (ARC), Quincy Stewart (CAP), Sarah Roy (KBS), Sophia Hoffman, Tom Miller (SEV), Ryan James, Cora Baird (VCR)

### LNO Updates (Marty)

- Synthesis review panel met and recommended 2 proposals for funding. EB has approved, and announcements are in process.
- ESA
  - Exhibit
  - [Short Course](#) on how to do synthesis (materials available at link)
  - [Sessions and Talks](#)
  - Mixer
- Deep in preparation for SSECR cohort. See [course materials](#).
- Updating personnel information ahead of Climate and Culture Survey
  - Nudge your site IM if you can!
- Upcoming Synthesis groups
  - Flux Gradient: October 15-17
  - EMERGENT: October 28-30
  - Marine CND: November 18-21
- New papers out of synthesis groups:
  - EMERGENT: Anthony et al. 2024. **From soil to sequence: filling the critical gap in genome-resolved metagenomics is essential to the future of soil microbial ecology.** Environmental Microbiome. <https://doi.org/10.1186/s40793-024-00599-w>
  - Plant Reproduction: LaMontagne, et al. 2024. **Community synchrony in seed production is associated with trait similarity and climate across North America.** Ecology Letters.
  - Stream energy and nutrient cycling, 2016. **Human activities shape global patterns of decomposition rates in rivers.** Science. <https://www.science.org/doi/10.1126/science.adn1262>

### EB Updates

- Discussion about sustainability of EDI
  - EDI funding runs out in about a year
  - Exploring funding sources
  - EDI hoping in the next couple of months to have a more in-depth conversation/presentation regarding LTER needs and that EDI is meeting those needs
- EB still primarily focused on strategic plan
  - Small groups tackling subsections

- Considering surveys, focus groups, in person meetings to get feedback and ideas
- Will be working on values statement soon and will pull in DEIJ discussions into that

### Co-chairs Updates

- Attended MEFA RCN in July, but have not had a chance to debrief #fieldseason

### ESA debrief and site news

#### Other news:

NSF has suspended the [Research and Mentoring for Post-Baccalaureates](#) (RaMP) program for 2024 and 2025 due to the 5% cut to the FY24 NSF budget. The future of the program is unknown.

NSF is pushing all funding from last year out the door with the funding they have before addressing any of next year's budget. LTERs still have not received word about renewal funding as a result.

LUQ addressed potential 5% cut in their renewal proposal preemptively in March

#### Do we change our committee name?

- In Kansas academics now have to report any DEIJ activity they take part in a meeting for, and if they do not self-report they are subject to a \$10K fine from the state
  - Legislation
  - What are the parameters of the name change?
    - couple name changes that are fairly similar but won't come up in a search for "diversity"
    - broadening participation committee, inclusion and access committee, culture and inclusion committee
- Florida Universities are also tracking web activity to diversity related sites
  - At FCE, name was changed to Broadening Access Committee because Universities are specifically flagging emails etc. for word of "diversity".
  - Though name is still obvious, it seemed to allow for the committee to continue doing the same work so far (only has been a couple of months).
- What's the goal with restricting the language?
  - Part of the enforcement is to slow down the work that we're doing.
  - If the name changes, it's important that we have a strong mission statement and amplify that.
    - Local LTERs, who can, could/should still keep diversity in the name
  - If someone was looking for resources on DEIA, changing our name could hinder folks from finding these resources.
- **Nameer and Mariah will send out email with list of options - add any to include**
  - Culture and Inclusion Committee
  - Broadening Access Committee
  - Inclusion and Access Committee

ESA programs with potential for implementing at LTERs :

SEEDS - both the mentoring program, but also supporting SEEDS chapters at LTER-associated universities

Zakiya Leggett at NC-State - Conservation Scholars Program two-year program with first year a summer research experience and 2nd year a professional internship with an agency/NGO/business. Was funded by Doris Duke Foundation, but now looking for other funding.

Porshe Spence at NCA&T - 4 week program for high school students to experience ecological research culminating in a poster presentation in a symposium attended by parents/relatives of all participants

Matt McCary at Rice University- 4-day undergrad program covering hypothesis development, testing, data analysis, and oral presentation

## July 2024

**Attending:** Nameer Baker (KBS), Marko Spasojevic (NWT), Molly Phillips (LNO), Monique Franco (CAP), Rachel Potter (NGA), Ryan James (FCE)

### LNO Updates (Molly)

- LNO renewal funding received (Yay!)
- [Synthesis RFP](#): **8 proposals received (usually around 20), funding 2.**
- Community Calls:
  - July 24, 2024: [Network Orientation](#) (best for REUs and new grads, but open to all)
  - August on hiatus
- Entering Mentoring Community of Practice, ongoing
  - Community of Practice: <https://lternet.edu/stories/mentoring-community/>
- SSECR ([Synthesis Skills for Early Career Researchers](#)): 31 applied; 24 accepted; 3 pending;
  - In person week September 16-20
- ESA Meeting in Long Beach
  - EDI/LTER Short course at ESA: Ecological data synthesis: a primer on essential methods
  - Also - look for news on LTER talks and a gathering
  - SEEDS Alumni Career Meet-n-Greet at Career Central!
    - Wednesday, 8/7 10:30-11:30AM Career Central, Exhibit Hall
    - The SEEDS motto is "Diverse People for a Diverse Science"; there are many ways to approach the science of ecology and navigate your individual career path. Current SEEDS students are invited to join SEEDS Alumni and program friends from a wide variety of fields to hear stories of success and network in groups to discuss opportunities and best practices.
- ARETS (Authentic Research Experience for Teachers Across LTERs): 8 teachers at SBC LTER/NCEAS July 8-12
- APEAL special session at AGU: [SY053 - So Much Talking. When Do Scientists Listen?](#)
  - Scientists seeking impact have been urged to embrace "dialog." But dialog is more than two parties talking at each other. It requires active listening and an openness to changing one's own behavior. It also requires dedicated time and effort. A 2023 survey of researchers in the Long Term Ecological Research Network (Besley and Downs 2024) found that scientists prioritize listening to the needs and desires of community members and resource managers when they perceive benefits to themselves, their science, or their site. In this session, we aim to attract and share examples of the benefits of

listening. Has listening changed what you study or how you study it? Has listening helped you find new applications of your work? Has it changed you and how you perceive your science? Come share your stories of the impact of listening on science and scientists.

- Climate Survey: has been classified as exempt and ready to move forward!

### **EB Updates (Marko)**

- Science Council debrief
  - NSF loved it
  - Participants loved it
  - Some discussion of going virtual in future - could make lightning talks open to everyone, may not open up entire meeting. Would not be a virtual ASM, would still be science-focused
- Continuing discussion of strategic plan

### **Co-chairs Updates (Mariah)**

- Soliciting feedback on [presentation](#) for MEFA RCN next week!

### **Site news and updates - DEIJ efforts or issues from this summer**

- SEV- Installing drop panels (annual task). Diversity of prior knowledge on how to install, and safety concerns etc. Sent out the field safety plan and safety document to everyone on the team this year. Also got together and talked to the team about safety tips. Saw an improvement in cohesion, and mindfulness, so was a successful way to deliver the safety plan to everyone this year!
- Danya De La Cruz was on a panel on field safety at AOS (American Ornithological Society). Will also be collaborating with Fieldwork Initiatives (<https://www.fieldworkinitiative.org/>) on a virtual event on Monday. RSVP Form: <https://forms.gle/zy9BU761MsDCQFui7>
  - Zoom Details:
  - Topic: Fieldwork Initiative Training
  - Time: Jul 22, 2024 05:00 PM Eastern Time (US and Canada)
  - Join Zoom Meeting
  - <https://us02web.zoom.us/j/84219525608?pwd=zRAsfTOVTLGd5rmapTap5kb3vWugav.1>
  - Meeting ID: 842 1952 5608
  - Passcode: 767604
- JRN - had annual field course at beginning of July, opportunity to hear from grad students/postdocs/staff about issues that have arisen in the field. Two issues came up, in particular - knowing how to deal with ants (easy to implement), and then more thorny issue of how to deal with mental health issues in isolated environment of a field station.
  - Physical isolation can be less of an issue than emotional isolation - having a support system where you know there are people that care about your well-being is critical, but that doesn't help as much when it comes to acute situations that arise from a specific event.
  - What about employee assistance network operated by the university? Most should have this, and most should have virtual capacity post-COVID.

- University of Alaska-Fairbanks offered a three-day workshop on “Mental Health First Aid Training” that was very helpful - do other home institutions of LTER sites have similar offerings? Or would it be possible for others not at UAF to take this training?
- Molly will look into potential options for mental health first aid trainings for the network
  - <https://www.uaf.edu/chc/MentalHealthFirstAid.php>
  - <https://qprinstitute.com/about-qpr>
  - <https://www.mentalhealthfirstaid.org>
  - <https://www.thenationalcouncil.org/our-work/mental-health-first-aid/>
- Fieldwork Initiative may offer additional resources as well. Have funding for emergency fees for students that are in crisis. Also have a network of people willing to respond to people in crisis.
- FCE - set aside time at last ASM to do breakouts on four DEIJ topics (safety plan, inclusion, scientific trajectories, mentoring) and the site DEIJ committee has been compiling notes from these groups. Revealed a number of actionable items that they are developing plans to tackle.
- PIE - plastered QR codes around the fieldhouse with different prompts - “do you feel safe?” and “are you being mentored?” etc. that then link to a survey form requesting feedback.
- NGA- Also thinking about doing a live survey during research cruises with a point person who is trained (care team) to address some safety issues that might arise. Send one at the end of a cruise but not as much response.
- Juggling how you make someone feel heard even though you might not be able to do something to change the situation is tricky
- Having a care team might be more helpful than a single point person for the feedback loop

## June 2024

**Attending:** Nameer Baker (KBS), Marty Downs (LNO), Marko Spasojevic (NWT), Dayna de la Cruz (HBR), Rachel Potter (NGA), Greg Maurer (JRN), Juan-Gilberto García-Cancel (LUQ), Molly Phillips (LNO), Rachel Stanley (NES), Fred Abbott (ESA), Moira Decima (CCE)

### LNO Updates (Molly)

- Community Calls: <https://lternet.edu/community-calls>
  - June 26, 2024: [Field Safety Discussion](#)
    - open discussion on field safety
    - Ideas for discussion topics?
    - Resources? *Reach out to Mariah Patton and Renee Brown*
  - July 24, 2024: [Network Orientation](#) - recommended for REUs, new grad students, staff, etc.
- Climate survey
  - Going through IRB at UCSB
  - Last call for any site-specific questions you might want added for your own site
- [Word version for feedback](#)

### EB Updates (Marko)

- Science council updates

- Request for database of DEI activities/products
  - Similar idea to APEAL project database for public engagement activities - but that came out of funds being allocated to that purpose
- Discussion of name of committee (FCE)
  - Also issue in Texas, in Kansas, Virginia
- Request for more “cross-pollination” with Education committee (given new focus in solicitation on broadening participation and removal of Schoolyard LTER requirement)
- EB working on Strategic plan
- LTER network values statement
  - [Jamboard for discussion](#)

### Co-chairs Updates (Nameer)

- Soliciting feedback on [presentation](#) for MEFA RCN in July
- Also facilitating MEFA's development of DEIJ plan guidelines - what about emulating this?
  - The idea of guidelines is attractive, as long as we can do this without creating work
  - We do already collect DEIJ plans from the individual sites, and these are available for perusal. Do we need to do more than that?
  - Some of the value is in the sites themselves having to go through the effort of developing their own priorities for their own DEIJ plans.
  - In Molly's wheelhouse to coordinate this type of work.

## May 2024

### LNO Updates (Molly)

- Community Calls: <https://lternet.edu/community-calls>
  - May 22, 2024: [Federal Career Forum](#) (230 registrants)
  - June 26, 2024: [Field Safety Discussion](#)
    - open discussion on field safety. Anyone want to co-facilitate with Molly?
  - July 24, 2024: [Network Orientation](#) - recommended for REUs, new grad students, staff, etc.
- Climate survey
  - Survey link: [https://ucsb.co1.qualtrics.com/jfe/form/SV\\_bPAZsuoT8Xd3SvQ](https://ucsb.co1.qualtrics.com/jfe/form/SV_bPAZsuoT8Xd3SvQ)
    - *Please take this survey for practice! Answers will not be archived.*
    - *Note any site-specific questions you might want added for your own site*
  - [Word version for feedback](#)
- Mentoring Community of Practice: <https://lternet.edu/stories/mentoring-community/>
  - Want to join? Register or email Molly before the next session (May 30)

### EB updates (Marko)

- EB is working on a Strategic plan.
  - Working on identifying 3-4 strategic goals and 3-4 cross-cutting platforms/themes/activities
    - Discussing at Lead PI meeting and Science Council Meeting



### Chair updates (Nameer)

- Mariah and Nameer will be attending [MEFA RCN](#) in July - let us know if you have things you would like us to investigate! Will share our planned presentation/facilitation next month.

### Discussion

#### For Science Council meeting:

*Do you have specific questions, problems, or proposals for the LTER Science Council for actions that could improve the quality or quantity of research, education, engagement, or inclusion in the LTER Network? (Please include adequate background for a non-specialist.)*

- *Last year's questions (for reference)*
  - DEIJ efforts really depend on our leadership setting an example (leading from the front) and while many here are doing that, we would encourage the others to do so as well. To help achieve this goal, what we can do to help facilitate DEIJ efforts at your sites?" How can we help? What do you need from us?
  - In this same vein, participation in and support for DEIJ efforts is noticed by all that engage in these activities. If sites want to be known for their DEIJ efforts, the lead PI needs to be visibly supportive of these efforts (i.e., attending trainings) and holding those that are not accountable.
  - Every site should have a representative to the DEIJ committee that is actively participating in meetings.
  - All sites should have discussions with local Title IX offices and LTER members/staff to come up with worst-case scenario plans and have specific pathways in place.
- Promote engagement with Heather Branch's accessibility review across the LTER network
- Being forced to choose between DEIJ supplement or infrastructure supplement is at cross-purposes with enhancing inclusion
- Most recent RFP asks for increased DEIJ investment but essentially assumes that this will come from reallocated service obligations from site personnel - also feeds into equity issues given who is most likely involved in these efforts

### DEI supplements -

Prior supplements: [Link to LNO article](#)

- SBC & MCR effort to provide dive training, mentorship, and placement in an aquatic research lab, with a train-the-trainer approach
- KNZ - bringing local Indigenous communities into relationship with Konza, involved giving some land back for free use
- FCE/GCE/VCR/PIE - brought on post-baccs for a year, each focusing on different aspects of fiddler crab range expansion. Proof of concept for RaMP proposal put in early this spring. Also resulted in networking with HBCUs and other MSIs that resulted in large increase in applications from HEGs.



## 2024 supplements:

- **HBR** - funding for grad student training for conducting research in collaboration with Indigenous communities. Convergent Arctic Research Perspectives and Education ([CARPE](#)) partnered with colleagues ([NNA-CO](#), [AINE](#), [Arctic and Earth SIGNS](#)) to support travel to a week-long workshop on the subject in Fairbanks. Elena is involved in this workshop already, and BNZ also submitted a supplement request to send grad students there. CARPE is willing to provide supplemental
- **NGA** - Their supplement includes attending the Collective Alaska Native Perspectives workshop in Cordova, Alaska put on by the [CORaI](#) Network that is made up of non-profits with the purpose to learn from Native knowledge holders. <https://crrcalaska.org/coral-network/> Also, asked for funding to hold their all hands meeting in Kodiak, AK with the Sun'aq Tribe of Kodiak to build community and shared interests.
- **VCR** proposed an ROA cohort model in partnership with BIMS for 2 summers [sorry that I can't attend to share details]
- **KBS** - 3 years ago we restarted the artist in residence program. Reviewed all of the sites that have a program like this (there are [many across the network](#)) to learn how to structure their program. Will also look at how Indigenous communities are being engaged across the network to build a strategic plan on tribal engagement and share best practices with the community. \$ to invite tribal members to attend KBS ASM and (potentially) Network ASM

How did change in the solicitation (no schoolyard money specifically, but more broadly for broadening participation) affect renewals?

- **JRN** - schoolyard LTER remained a significant part of outreach program, but trying to expand it to serve schools beyond those in the Las Cruces metro area, and also to work with Tribal groups in S NM. Also devoted some resources to broadening participation in REU program
- **SEV** - Bosque Ecosystem Monitoring project remains a partner, but also bringing in NGO/state agencies to site ASM through ARID Institute to run "incubator" workshop to brainstorm potential products LTER could provide that would be of use to them.
- **LUQ** - focus remained on Schoolyard program given impact that has been seen from that investment

## April 2024

### LNO Updates

- [Visual Media Series](#) (Kelso Harper, Scientific American)
- Community Calls: <https://lternet.edu/community-calls>
  - March 2024: Synthesis Skills for Early Career Researchers ([link to recording](#))
  - April 24, 2024: [International Committee on ILTER OSM and other opportunities](#)
  - May 22, 2024: [Federal Career Forum](#)
- Field Futures: <https://lternet.edu/stories/iter-fieldfutures-anti-harassment-workshop/>
  - April 23 (3 more spots!)
- Entering Mentoring: April 18 and May 2, 2024
  - <https://lternet.edu/stories/strengthen-mentoring-skills/>
- [ILTER Open Science Meeting](#)
- Upcoming Synthesis groups
  - June 24-27: Marine Consumer Nutrient Dynamics (White)
  - [Synthesis RFP](#) is open

- Informational webinar April 9
- Deadline: June 26

### EB updates

- NSF 8% cut to bottom line - supplements for this year not in danger, less so for future
  - <https://www.science.org/content/article/analysis-how-nsf-s-budget-got-hammered>
- Finalizing changes to [LTER bylaws](#) - did not explicitly reference DEIJ in past
  - Going out for review (by PIs, maybe folk from other groups also)
- EB is working on a Strategic plan.
  - [Old version \(2011\)](#) has no real DEI language
  - Will work on including some

### Co-chairs updates


- [Reciprocal Research Guidebook](#) from MSU's Native American Institute
- Invited to talk about experience building DEIJ across the network at the [Macrosystems Ecology for All](#) RCN annual meeting this coming July


### Discussion

Meghan Avolio: KNZ - new person taking over every 6 months. Working on a demographic survey. Supplement. Form new relationships with the Kaw Nation. Humbling learning process.

6 months to avoid burnout, and to get more contributors esp. since many folks have DEI duties at their home institutions in addition to those with the LTER

Sarah KBS - 20 REUs going this summer. We're trying to add more structure to the program from guidelines from entering mentoring training, including a more detailed contract between mentor/mentee. Communication modes is a topic coming up (texting instead of emailing). Trying to establish guidelines and expectations around communication. Introducing student expectations document that outlines exactly what is expected in regards to professionalism and communication - will be co-created with mentors this year. We have a mix of mentors with different experiences and this will be a valuable exercise. When it is done, can share this document in the DEI resources. Our gear library is growing! Planning on giving students a tour so that they can see it and take advantage of it.

 Mentor Expectations: SEEDS Partnership for Undergraduate Research Fellowship.pdf

 Student Expectations: SEEDS Partnership for Undergraduate Research Fellowship.pdf


Gwenn NGA - Implemented post cruise surveys last year. One thing that came up was people being uncomfortable bringing up safety concerns if things come up so they have been practicing scenarios with a trained facilitator. Implemented a [berthing survey](#) to better match potential roommates on research vessels. Looking towards making more tribal connections moving forward.

Fred: SEEDS will be hosting a Field Trip for 22 undergraduates at the Georgia Coastal Ecosystems LTER on April 25-28

Marko NWT - community agreement activity, makes a document that covers expectations of both peers and leaders. Inspired by this paper:

[https://www.cell.com/trends/ecology-evolution/fulltext/S0169-5347\(24\)00003-X#secst0015](https://www.cell.com/trends/ecology-evolution/fulltext/S0169-5347(24)00003-X#secst0015)


“Show up to the shuttle on time” specificity to more broad community rules


See:  Niwot Ridge LTER Community Agreement activity 2024.pdf


Mario (BNZ) - 7th year of [Fostering Science](#) program. Brings youth in the foster program to the site to learn about field ecology and boreal ecosystems and general exposure to science. Includes camping, trip to Denali. Wanted to highlight this program as something that is very effective. Added this year a training for senior youth for how to be leaders to encourage near-peer mentoring.

Dayna (HBR) - have a HB hiring checklist and guidelines. Checklists went through a round of feedback from the DEI community, grad students, PIs. A tool used during the hiring process to help improve communication about the hiring process and guidelines is more of a tool to facilitate knowledge of expectations. Started a housing survey as well to help improve arrangements and provide safe and inclusive housing experience. Providing feedback to PIs and field crew leaders to be more collaborative. Also a lot of great discussion over HB role in summer site dynamics that resulted in action items - now planning on having resident advisors who serve as unit leaders and organize meal plans, group dynamics etc. to provide guidance and ensure that residents are having a good experience. Also in the process of researching external mediation resources in case there are issues that come up.

Guidelines and Expectations Checklist:

 Hubbard Brook Guidelines & Expectations Checklist 2024.docx (3) (3).pdf

Hiring Checklist:  Hubbard Brook Hiring Checklist 2024.docx (3) (3).pdf

Housing Survey:  Hubbard Brook Housing Survey.pdf

Adrian (SBC/MCR): Our supplement at SBC in conjunction with MCR has focused on increasing access to research diving in our programs, some more info here

<https://msi.ucsb.edu/diversity-equity-and-inclusion/diversity-diving>

We've also been championing research communication and outreach through a website we've built including some trilingual videos so I'm hopeful we can keep making some content here

<https://mooreascience.com>

This follows some important social science research focused on the perils of parachute science at international research stations

Ryan (FCE) : laws in Florida really coming into effect. Trying to temper those responses is by name changing of departments and committees - out of caution changing the names to reduce negative attention. Still have support from admin. For All-scientists meeting, we usually do world cafes in breakout groups, but this one will have broadening participation as a focus of the cafe with 4 different topics. Field and Safety, Inclusion, Mentoring, and Trajectory are the topics. Trying to implement an undergrad research opportunity board. Ask grad students, post docs to advertise opportunities in their lab and then roll it out to undergrads - hoping to increase visibility at the ASM. There is a lot of potential

here. We are up for renewal soon and one of the pushes that we wanted to do was to formalize some of our relationships with tribal partners. There is a position on the EB for a tribal member to have more participation in decision making.

Cora VCR: Field safety calls. During their biannual climate check in they found that not everyone was using the field safety materials, so they are doing calls to bring attention to them, as well as space to anonymously ask safety questions. Low personnel time to develop but productive. DEI webinar series, slow start, but great speakers. Can't offer stipends to people but offer field site visits as compensation. They are resulting in new collaborations and relationships.

Wilfred Wollheim PIE: Will post next field season survey at the beginning of the season so that folks can respond while an issue is in progress vs. it only being a retrospective

Fred Abbott: **if you have questions about resources for undergrad experiences, reach out to SEEDS!**

Gretchen NTL: Interested in Tribal/Native Nation MOUs or partnership agreement examples.

The Navigating the New Arctic Community Office has a lot of resources for co-production of knowledge: <https://nna-co.org/strategic-objectives/co-production-knowledge>

Seasonal Launch event NTL = LIMNOLAUNCH: Planning trainings while trying to address the workload and other barriers. Now do a launch event for all of the summer students where they go through all the logistics, procedures/rules, and basic skills needed for the site with a lot of networking and community building opportunities time as well. Helps to level the playing field on day one. Having everyone engaged helps build community across teams. Allows arriving students to meet mentors outside of their own crew and have more go-to folks throughout the field season. Even though it takes 2 days it saves time by taking many of the intro tasks off the plates of the research teams.

<https://limnology.wisc.edu/news-events/newsletters/limno-launch/>

2023 LimnoLaunch schedule example:

[https://docs.google.com/document/d/1URgkpl6Q2rltgTVB05V7H\\_o\\_52zMADn7/edit](https://docs.google.com/document/d/1URgkpl6Q2rltgTVB05V7H_o_52zMADn7/edit)

We have also implemented a week 2 housing mix up when everyone is invited to request housing shifts for any reason and we often have to move some folks for logistics. Gives anyone struggling in their space the chance to mix it up without having to make a special request or feel singled out.

Mariah - Field truck safety training - emphasize that this is important to go over and a good exercise.

Cora (VCR): have started doing field safety calls to encourage use of field safety templates and plans. Divided ppl by ecosystems and had an hour call to go over field safety and assess needs/interests related to field safety. Help diversify the network of VCR ppl by pulling ppl from the outskirts of the network and having webinars. Can't compensate speakers but offer a visit to the field station and it has been valuable because it has helped build relationships. Submitting a supplement request to expand this. Its building relationships!

Wildred (PLE): got a survey together about the field season - will post next field season survey right at the beginning of the season and as things come up ppl can respond and we can respond more quickly. Barcodes will be everywhere.

Fred (ESA SEEDS): SEEDS can help with preparing students for the field summer - we have the resources and help. If you have questions, plss reach out.

## March 2024

### LNO updates

- The 2024 LTER Request for Proposals is live. Deadline is June 26
  - [Synthesis RFP is live](#)
- SSECR will be the topic of the [March Community call](#) March 27 Noon ET
  - [SSECR announcement and application is live](#)
- [Survey on sample archiving](#) will go out this week (now that renewal proposals are in)
- [Mentoring Workshop](#) is open (two dates, both required)
  - Thursday, April 18 at 9:00 a.m.-Noon PT (Noon-3:00 p.m. ET)
  - Thursday, May 2 at 9:00 a.m.-Noon PT (Noon-3:00 p.m. ET)
- [Anti-harassment workshops](#) are open for registration (two dates, register for one only)
  - Tuesday April 23 at 10:30-Noon PT (1:30-3:00 p.m. ET)
  - Tuesday, May 14 at 10:30-Noon PT (1:30-3:00 p.m. ET)
- Working groups
  - March 18-20: EMERGENT (Blanchard)
  - April 8-10: Pelagic Community Structure (Hopcroft)
- Office hours for Molly are now live: <https://calendar.app.google/vwJ5hxoMqUWBMg4m6>

### Executive Board updates

- EB working on revising bylaws (main focus of meeting)
  - Open to adding a Member At Large, but want to think carefully about it.

### Co-chairs updates

- Met with NSF program officers last Monday - see notes in [2022-24\\_CoChairsNotes](#)
  - New chair of LTER Working Group - [Betsy Von Holle](#)
  - Discussion of how to impact diversity at LTERs - non-REU undergrads as targets for improving retention, mid-term reviews as venues for pressing institutions to hire diverse candidates to be associated with LTERs
  - Mid-term reviews will also start having someone with a background in DEI/J on the panel, had discussion about how to do this in way that accounts for variation across network
    - Bottom-up not top-down DEI/J efforts

### Climate survey

☰ 2024 Climate Survey Draft - will be open for further comments for the next week (from today), but if you have feedback you would like to provide after that just reach out to Molly.  
Specific focus on site-specific questions would be appreciated.

### **Accessibility at LTERs discussion**

Haley Branch - NSF postdoc fellow at Yale, funded to produce database on accessibility at LTERs

Loves field work but wasn't able to find a place to work in the field during PhD

Sevilleta visit where much was accessible for disabled researchers inspired this effort

Hope is to assess as many lter sites as possible and create training guides on how to do the assessment

Haley will be visiting some sites herself to look at facilities, lodging, field areas to help visiting scientists to know what to expect

Will also create and encourage some sites to have 3d walkthroughs of sites

In community call, most discussion was based on mobility accessibility but there are many kinds of accessibility we should be thinking about to include in this project's products.

Discussion: Ideas to include in the database, how to go about collecting the data, how to visit sites

Tom: difference between LTER sites and field station facilities - how is this going to be dealt with?

Are sites going to be "held accountable" for infrastructure they don't have control over?

Counterpoint is that LTERs have the ability to put some pressure on institutions to improve infra.

*University mandates are to increase accessibility more generally, but main point is that this is not meant to spark change in infrastructure, and instead just provide information to investigators*

Linda: Would be cool to create a flowpath or chain for how to most effectively tackle accessibility issues.... Could imagine that LTERs could address some accessibility issues but not address others.

Marty: Will have to be careful about how we communicate what we are trying to do with this effort.

LTERs exist in different contexts, with different types of institutions controlling infra. More about showing what is possible vs. impossible.

Mariah: Are there specific LTERs you are targeting for a visit? How can we help you access sites you are interested in?

*Andrews has reached out, planning on visiting Niwot already. Would like to have a range of ecosystems that could be visited to broaden impact/visibility.*

*Providing an introduction via DEIJ committee members would be helpful!*

*Might be most effective to rely on sites with more resources/staff to do their own assessments*

Marko: Sites differ in their accessibility issues when times are good vs. bad - i.e., when environmental risks become more of an issue (lightning at NWT, heat at SEV/JRN)

Juan: What about travel as an accessibility issue - LUQ is in Puerto Rico, and then up in the mountains - so even arriving at the site is an issue for a lot of folks. And electricity is not a constant. Will these kinds of details be included? *Yes, and why interacting with folks that really know each site is critical.*

Nameer: can we relay some questions to site-level DEI committees and ask them to spend some time crowd-sourcing accessibility issues they know exist at each of their sites?

**Marty, Molly, and Haley will put together a list of questions for site DEI committees - email Marty or Molly if you would like to be involved in putting this together!**

Gretchen: Would it be better for you to see a site in full action or after the field season?

*Would be better to be there before or at tail end of field season just so folks on-site have more bandwidth to handle visit*

# Feb 2024

## LNO updates


- Meetings
  - Sample archiving discussion this am
  - Science Council 2024 in Fairbanks (using UAF housing) June 10-14, 2024
    - Science-focused breakout group proposals still accepted
  - [Upcoming Community Calls](#)
    - February 28: Increasing Diversity in Fieldwork through Access Transparency . Haley Branch, Yale Postdoc
    - March 27: Synthesis Skills for Early Career Researchers (SSECR) - details on proposed course
  - Visual Media Series (grad student organized)
    - February 9: [Jasiek Krzysztofiak](#) - [Recording Available Here](#)
- Synthesis
  - RFP should be out soon, with deadline shortly after SC meeting
  - Upcoming Working groups
    - March 12-14: Flux Gradient (Malone)
    - March 18-20: EMERGENT (Blanchard)
    - April 8-10: Pelagic Community Structure (Hopcroft)
  - Products
    - Establishing fluvial silicon regimes and their stability across the Northern Hemisphere. 2024. Johnson et al. L&O Letters.  
<https://doi.org/10.1002/lol2.10372>

## EB updates

- Planning for the Science Council meeting
  - No longer in person after this summer
  - Will be virtual
    - Inclusion and access issues pros and cons - could add groups that get to take part (PI + 1 + grad student/postdoc?)
    - 5 minute site talks would be open to everyone, most likely
    - Breakout groups around science questions - structure up in the air, but could involve grads/postdocs much more than they do now
    - PIs want it to remain science-focused
- EB working on revising bylaws
  - Includes a member of this committee and grad student rep in by laws
  - Still working on revisions
    - Any ideas from this group



## Chair updates

- NSF program officers - would like to meet week of March 4th or 11th; if you are interested in being a part of that conversation **please mark your availability in [this poll](#)**.
- Please update [this list](#) of DEIJ committee members for your site reps and ad hoc members!
- Reading:  Kimmerer + Artell - Time to Support Indigenous Science.pdf (h/t Michael Nelson)
- Resource: [Beyond Land Acknowledgement: A guide](#)

## Climate survey

- [Brainstorming document](#) (edits, comments, etc. welcome!)

## Committee discussion

How are your local DEI committees organized? Is there any required representation? Do you have term limits? How are new members chosen or identified?

How are the site representatives of this committee chosen at your site?

*If you can, write your site abbreviation and answer the questions you are capable of answering below!*

Overview of [committee for VCR](#)

ARC: committee assembled from volunteers (nominations accepted too), attempt to have diversity across roles but not as structured as VCRs, 3 year term limit for chair, 2 year term limit for members (has not been enforced), chair selected by site lead PI/Executive Committee based on applications submitted by interested people (we do have loose operating principles but haven't had a change in chair since those were written last year); meet monthly on zoom during academic year and put together and implement annual action plan

NWT: committee assembled from volunteers with an attempt to have diversity across roles and institutions. No term limit for chair, no term limit for members. Chair volunteered and no one else wants to do it. Committee has slowly lost membership and has turned more into a service role for the chair with them reaching out to ad-hoc members as needed. PI and station manager regularly attend. No regular meetings anymore as most of our initial goals were achieved, but active Slack Channel (also used for communication among committee members). Meetings are on zoom.

LUQ: committee assembled from volunteers, but nominations are accepted too. We have attempted to have diversity across roles but not as structured as much. We do exclude the MC committee so they do not influence responses from the members. Meetings are through Zoom as members can be on island or in the mainland or international (non-US territories). Meetings are hard to form and keep up with but are trying to coalesce them once again. Anyone who has worked in our site (interns, REUs, graduate students, researchers, PIs, staff) or site offices on campus (University of Puerto Rico, Rio Piedras Campus), was considered for our survey and informed they could participate in it.

PIE DEI committee: Volunteers across a range of career types, stages. Includes one representative of each of the following: two co-investigators, education coordinator, research



scientist (permanent staff), grad student. We meet roughly monthly to discuss issues. Just developed list of DEI action items, beginning to implement action items (like annual field survey).

KBS: Volunteers, with at least one representative from each of the following categories: faculty, postdocs, grad students, technicians, academic staff, and non-academic staff.

JRN: Volunteers, however we try to maintain at least two late career PIs and two graduate students on the committee. No terms, people come and go as they please. We try to advertise for committee members at least once a semester to remind folks that we are an open, inclusive group and additionally that we are available as a resource. Network-wide LTER committee members are volunteers as well. We meet once/month.

GCE: ad hoc committee assembled from volunteers from the entire project membership; meets 1-2 times per year to evaluate DEI implementation steps and identify steps for coming year.

NGA: Membership and chair positions are voluntary with no term limits. We have two co-chairs that serve as our representatives on this committee. We have good diversity from the various personnel roles but are majority white, females. We meet monthly via Zoom, as we have members from multiple locations.

## Jan 2024

### LNO updates

- First [LTER Community Call](#) on Jan 24, 9-10 PT (12-1 ET). Topic is orientation to the network!
  - Grads, researchers, faculty, anyone new
- [Second Visual Media Series webinar](#) on Feb 9, 8:00 am PT 11 am ET.
- New RaMP proposal being submitted: 10 mentees per year for 3 years, money for Post-bacs and transportation \$\$ across 10 sites with mentorship training
  - Will involve network-wide Entering Mentoring training led by LTER-associated facilitators, organized by Molly Phillips (Inclusion and Access Coordinator)
- New LNO proposal includes grad mentorship course focused on cross-site synthesis and developing leadership skills. Also includes climate and culture survey and DEI toolkit.
- The Young Voices of Science Spring 2024 Cohort Applications are opening next Monday, January 22. Please spread the word to anyone who you think may be interested!  
<https://youngvoicesofscience.org/>
- 

### EB updates

- The EB is setting up a call with NSF regarding site renewals – especially focused on sample archiving requirements.
  - coming from Gypsum Requirement Act- any specimen collected will require metadata
  - Lots of discussion on what this means (living things vs soil samples?)
  - In management plan, need to mention what they collect and whether there is a decision of if it will be archived
  - sta
  - Though NSF isn't exactly focusing funding efforts on updating archive efforts and space
  - Relevant discussion: <https://lternet.discourse.group/t/physical-sample-archive-from-the-previous-proposals/440>
- EB is in communication about the \$75k for broadening participation and what exactly that means – more details probably next meeting.
- Discussed PI meeting with NEON and potential for more collaboration.
- Going to revise By Laws for EB with an eye toward including DEI and grad reps in bylaws (let me know if people have opinions or ideas)

### Chair updates

- Will be reaching out to NSF POs to meet again this quarter - potentially in February
- Still looking for a volunteer to be co-chair!

### Committee discussion

- Structure of DEIJ committee
- Molly's new priorities:
  - Network-wide culture survey
    - Putting together, dispersal/implementation, and analyzing
    - Draft will be available and will be sent around for some input
  - Building a toolkit of DEIJ resources from those collected on the website
- **What does the committee have that can enhance Molly's tasks that might not be available for the Network Office?**
  - stronger as a multi-network site:
    - Community building events/group
    - RAmP proposals
- Broadening Participation budget requirement - **topic of interest for future call**
  - NSF is not contributing more money, but includes requirement of shifting priorities with \$75K
  - Allow you to change vs required
    - Not much time left to change/add new programs
      - Can we change expectations of our programs to push forward FUTURE administering of funds?
  - How are sites dealing with this shift of funding?
    - KBS is adding more REU positions
- Safe and Inclusive Work Environment plan in LTER solicitation

- WG focused around how to implement DEIJ in a template that could be provided across the networks, but momentum was slowed down by the development of boilerplate templates by individual institutions once the requirement became official.
- Community-Building seminar series
  - Professional transitions led to a big lull
  - Ideas for what could be the most engaging content for the LTER network
  - Maybe Molly could help with logistics to help? Creating announcements, creating schedule, increasing attendance
  - DEIJ committee could help with who should be presenting at these events
  - Who are these events for specifically? All minoritized, people of color, allies too, LGBTQ?
  - Goals?: elevate voices of minoritized groups among the LTER community and/or providing a space for those who struggle finding a space as a minoritized scientist in the LTER
  - Don't need to have one event that fits all - seminar series uplifts profile of scientists from HEGs (leveraging [LTER Community Call](#), perhaps?), coffee hour/affinity call provides space for folks from HEGs that otherwise don't have them.
  - Building peers and community is more important in retention compared to elevating science for job opportunities.
    - Building peers online before big meetings is important
    - Lab group setting (reduce pressure)
- The Young Voices of Science Spring 2024 Cohort Applications are opening next Monday, January 22. Please spread the word to anyone who you think may be interested!
  - <https://youngvoicesofscience.org/>
- Yale postdoc Dr. Haley Branch is opening new discussions (perhaps project) to create more available resources for disabled research opportunities/accessibility across LTERs
  - Reach out to Marty, Nameer, and/or Mariah if you would like to be involved in these discussions!

Meeting chat (for reference)

## Dec 2023

**\*\*off for end of year**

## November 2023

**LNO updates**

- Inclusion and Access Coordinator.
  - Offer has been made and accepted. Paperwork in process. Starts January 4.  
First tasks:
    - Provide resources (decision tree?) for SAIF plans in addition to existing summary or plans/codes, etc. compiled by the field safety working group
    - Curate and provide searchable index for DEI resources (reinvigorate resources team, anyone?)
    - Implement culture survey
- Upcoming Meetings:
  - November 21, 2023: Lead PI Meeting NEON focus
    - Planning for loss of funding for NEON supplements for research
  - November 29, 2023: [LTER Arts and Humanities Get Together](#)
  - January 24 at 9 am PT (noon Eastern): **LTER Network Orientation**
    - Monthly Community calls to follow on fourth Wednesdays on specific topics
    - Consider this an opportunity to present DEI/Community Building programming
      - Venue for working groups to get feedback?
  - **Science Council 2024 in Fairbanks (using UAF housing) June 10-14, 2024**
- Planned resubmission for LTER cross-site RaMP proposal: January 18, 2024

## EB updates

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## Chair updates

- Met with NSF Program Officers on 10/30 (see notes [here](#))
  - Expanding REU program could be avenue to show commitment to DEIJ asked for in future solicitations
  - Program officers have control over what is asked for in self-study sites provide for mid-term review - avenue to ask for more information on DEIJ efforts
  - Want to see more emphasis on broader impacts in annual reports, but don't have flexibility to change annual report template
- Looking for a new co-chair to start in 2024! Let Mariah, Nameer, or Marty know your interest.

## APEAL Dashboard discussion

- Intro led by Karen Peterman:
  - Public engagement using LTERs as a model to improve inclusivity, equitability,
  - Live transcript being recorded by an AI program found [here](#)
  - Team of mostly social scientists
  - Using Luquillo, Hubbard Brook, and VCR as case studies
  - Interested in creating/using a system to track public engagement via
    - Strategies for public engagement
    - Events of public engagement

- Hope to test out by 2024
- Discussion (Big picture/thoughts about the program? Are we on the right track? Are there things we should(not) be keeping track of)
  - Public Engagement - any communication created at an LTER that is for non-scientists
    - High quality PE is strategic, cumulative, reciprocal, reflexive, equitable, evidence-based,
  - Why were these three sites picked?
    - Sarah (previously at Hubbard Brook) came up with this idea
    - These sites represented context that were very different (one had external support for public engagement and were founded based on public engagement and others are not)
  - MSP challenge: how do we track engagement and range of types of engagement
  - How public engagement will be tracked?
    - Mock-up of database shown with fake data shown
    - Each site will have own dashboard nested within the entire LTER dashboard
    - Summaries
    - Uses airtable- relational database that will allow you to mix and match within your data automatically with a couple clicks of a button in order to find summaries easily as opposed to making many pivot-table via Excel.
    - Some summaries with barcharts include (based on Building With Bio): people reached, types of activities (citizen science, art, take action, meet the scientist, media, festival, exhibit, etc), what the LTER sites do,
    - How much tracking is helpful or too much?
      - Someone has to enter all these data
      - Level of effort that is reasonable?
    - Types of PES to record: Art and theater, citizen science, exhibit, festival, forum/science café, inquiry, media, meet the scientist, on-site research, reference (provide reference material through books and articles), take action
      - Even if an activity can overlap, the current way is to force researchers to pick one PES identity. Data could be cleaner and considered by APEAL as stronger. Thoughts?
        - If many PES topics are covered by an activity, a ranking of the activity could provide more insight and might not
      - Which population was the activity primarily designed for? (select one)
        - “Other category” might be flexible enough to include particular organizations
        - “Check all” instead of “select one” in order to capture intersectionality
          - Can differ depending on different sites

\*\*\*Lingering questions and feedback form (will be sent by Cristina Mancilla) can share slides and copy of database (sent by Karen Peterman). Will wrap these resources Potential incentive to those who wanted to test this in future which would be kicked off by an information session/workshop. Nameer and Mariah will send out a meeting review email with resources next Thursday the 11/30.

### **Closing transcript:**

- Action Items:
- [ ] Look into adding an "other" category option to the priority populations list to allow for customized groups (<Karen Peterman>)
- [ ] Consider allowing multiple selections or rankings for types of public engagement activities and roles of community members/scientists to better capture the full experience (<Karen Peterman>)
- [ ] Reach out to potential candidates about applying for the co-chair position on the Diversity Committee (<Nameer R Baker>, <Mariah Patton>)
- 
- See full summary -  
[https://otter.ai/u/iDgSZ8c8tBHnyV5aZfAk6FlvsXE?utm\\_source=va\\_chat&utm\\_content=wrapup\\_v1&tab=chat&message=7261dfc0-8fbf-4199-a993-6f6b9f86eef6](https://otter.ai/u/iDgSZ8c8tBHnyV5aZfAk6FlvsXE?utm_source=va_chat&utm_content=wrapup_v1&tab=chat&message=7261dfc0-8fbf-4199-a993-6f6b9f86eef6)
- 

## October 2023

### LNO updates

- Lots of Working groups here
  - Methane Flux gradient
  - EMERGENT (combining genomic and contextual data)
  - Marine Consumer nutrient Dynamics
- Working on LNO renewal
- [Grad Fellow application](#) deadline extended
- LTER Visual Media Series launched, [first recording up](#). Stay tuned for future talks!

### EB updates

- Next Science Council Meeting – strategic planning focus
  - We need to bring in DEIJ to strategic plan
  - Need to figure out how to do this with limited membership to the meeting
- PI Handbook
  - Include DEI section?
    - Weave in DEIJ stuff throughout the document
    - Perhaps weave DEI information throughout the handbook - “how to be ethically conscious PI?”. One example:  
<https://sites.google.com/view/moorearesponsiblefieldwork>
    - Follow up over email

### Chair updates

- Planning Entering Mentoring Trainings and cohort of trainers to provide trainings among LTERs

- FieldFutures Training: Need to get a roster together of potentially 8 site representatives that will be around the LTER community
- Next meeting: Cristina Mancila will introduce Advancing Public Engagement Across LTER's [\(APEAL\) project](#).
  - development and vetting of a database which will be used to document choices and outcomes of PES activities over time.

#### Introductions:

Dylan (from grad committee)  
 Moira Decima - New Asst prof at CCE  
 Becky Forgrave – MSP LTER

#### NSF program officers upcoming meeting - **October 30th, 1pm ET**

- Focuses: Reflections on summer programs and supplements
  - Dealing with interpersonal conflicts during field season - DEIJ-associated personnel end up being tasked as mediators b/n supervisors/visees

#### Assessing committee structure and priorities

- See [DEIJ Working Groups Solicitation](#) for what we chose as priorities a year ago
- Resources
  - Struggled with finding consensus and solidifying priorities
    - Could support the newsletter?
    - Could support resource updates on the LTER website?
    - Crowdsourcing DEIJ resources from across network sites
- Field and Community Safety Moriah and Renée co-chaired, but wrapping up
  - Have gathered [resources for a SAIF plan](#) - many universities are coming up with their own (*do people find these to be sufficient?*)
    - University plan will be alright for programs that have to “check a box” but LTER will require a specific SAIF plan that will have to be different and provides opening for FaCS WG.
- Community-Building
  - Provide a space for folks from historically-excluded groups to meet regularly and find community - both to share their science but also to connect.
  - Struggle has been staying connected between more formal seminar-style events - maybe using LTER Discourse could be solution, or creating a slack channel
- Fundraising
  - On hiatus
  - Focused around a RAMPS proposal that will be submitted again
  - Lots of material in that proposal viewable to use for own supplementals
- Interpersonal Conflict
  - Still needed group and difficult to find solutions
- DEIJ Climate Surveys
  - Dissolved. Now a network office responsibility. This will almost certainly be a priority for the new I&A Coordinator. We will want committee feedback on proposed questions and on integrating site-specific questions.

- Assessment
  - Determine when there's language in a plan that would make progress unassessable and suggest changes to ensure that climate assessments can be quantified
  - Jenn Bowen's looking for a co-lead because she is now on sabbatical

Having working group time in monthly meeting

Pros - provided designated time that was helpful to keep groups going

Cons - made it harder to be in multiple working groups

*How does new hire of DEIJ coordinator position at LNO fit into these working groups?*

Which groups can be linked together?

Resources and fundraising

Community-Building

Assessment and Climate Surveys

Interpersonal conflict

Could be beneficial to structure an in-person meeting like a scientific working group at NCEAS to tackle tasks while we're together.

## September 2023

LNO updates

- [Inclusion and Access Coordinator](#) position closes Friday, September 22
  - Strict deadline - please encourage people to apply by then.
- [LTER Graduate Writing Fellows](#) applications open (Due Oct 15th)
  - Good opportunity to produce portfolio pieces! Write 3 pieces over the course of a year and get paid for writing them.

EB updates

- Next Science Council Meeting – strategic planning, synthesis incubator, shared learning
  - What opportunity is there for us to provide programming at the next SC?
- Safe and Inclusive Field Plan AND Broadening Participation Plan both in next round of renewals
  - More details to come—stay tuned

Chair updates

- [Entering Mentoring](#) facilitator training
  - 2 day training
    - 1st day: receiving training
    - 2nd day: practicing implementing training and creating training plans
  - 8 modules total that trainers can choose from but need to pick at least 4



- 3 are mandatory: communication, managing expectations, and DEIJ
- In order to complete training, could have a long 4 hour session or 2 separate 2 hour sessions
- Thoughts?
  - REU coordinators should be priority for training offerings
  - What's the balance: put pressure on lead PIs or just offer it to anyone?
    - Should most likely prioritize those who will be around LTER for a while (as opposed to grad students who might move on)
- [Field Futures](#) supplemental - \$19K for to train ten folks via Zoom
  - Developing custom materials
  - Would this come via LNO, or via specific LTER sites? *Depends on roster but the supplements are for individual sites and so would make sense to do that. May need to build roster from 2-3 individual sites first.*
  - As we think about increasing our capacity for field safety trainers, it might make sense for trainers to come from separate sites
- NSF program officers meeting - **October 16th, 1pm ET**
  - Minimum input of funds from NSF for Broadening participation activities (not yet approved, so confidential for now)

Assessing committee structure and priorities

See [DEIJ Working Groups Solicitation](#) for what we chose as priorities a year ago

## August 2023

LNO updates

- August Vacation/ESA -
  - great conversations with students and other researchers
  - Many TEK sessions - will mine the program for resources
- Working on getting DEI Coordinator announcement out the door.
- LNO renewal proposal coming up – open to input
  - Call for input. Priorities? Ways to combine DEIJ activities?
- Renewal information – renewing site solicitation will include a requirement for field safety plans and DEI plans
  - Zotero library for DEIJ resources and updates on the LTER page will allow for easier searching.
- Applications for new cohort for LTER writing fellows coming soon!

EB updates

- August meeting canceled in favor of lead PI Meeting

Chair updates

- CIMER mentorship-facilitator training this week

- Email Marty and [add your name to the CIMER list](#) to be notified of future opportunities for LNO-sponsored mentoring training

## Discussion

- **REU/field season insights**
  - Use of field safety plans/contracts
  - Need to share resource for setting up mentorship contracts (will share)
  - Confusion on communication on stipends and ways to travel
  - Contracts- are they only research related or housing related?
    - Biosketch as opposed to mentorship contracts. Includes living dynamics, power dynamics, work-life balance.
  - Would be good to get insight on alcohol use pre and post reu program?
    - Do we want to get a sense of do sites want alcohol or not? Was there misconduct? Etc?
  - Community dynamic has crashed since covid, so harder to increase restrictions at sites. Lack of alcohol could reduce amount of want or opportunities to interact. How often
    - Could be good to ask in environment survey. Don't need to ask every individual about policies, could just target leadership?
      - Important to ask those who are on site and actually know what's happening at the site. Sometimes not the PI.
    - Hubbard Brook has had a strong turn out at potlucks and after work games/scheduled activities
      - Science nights, potlucks, games
      - Flyers, on the schedule, no alcohol
    - We're talking about 2 different things – 1) alcohol at formal site events and 2) just having alcohol in the field
      - Not having alcohol as the central focus
      - “No intoxication” rule that can be enforced
    - NTL trying to be a little more strategic with, say art-science events, canoe trip, etc. Crew is paid on fellowship to help mentor their undergraduate training program
- **ESA DEIJ insights**
  - 88 different DEIJ focused talks at ESA this year
  - 
  - Multiple chapters
  - Traditional Ecological Sessions
    - Potential tension between CARE and FAIR principles
      - FAIR is about allowing data to be accessible to all but CARE is about indigenous data sovereignty.
      - Very collaborative and helpful.
        - [New publication](#) from this group
  - Some complaints about participation in some DEIJ talks
    - Attendees need to respond to review

- 
- **Agenda for joint meeting with graduate students**
  - Environment/culture survey
    - Could help contribute a few questions to help become a part of the co-creation of the survey instead of an after-thought
  - How to create more community?
    - Grad committee has already been talking about ways to build more community. Could ask?
  - A lot of issues from grad community come through DEIJ committee at HBR
  - Strong interest in transparency and how expectations are discussed at different sites.
    - How are grad students made aware of these expectations?
    - Students don't even know what they can ask for.
    - Perceptions on micro vs macro aggression and how reporting should be done
  - What is the role of a grad rep? Including them in decision making and how LTERs run.
  - Good chance to ask how much grad students have been able to find cross-identity groups and if we can help build that community.
    - How? What platform?
    - These are avenues currently available. Do you know about them? What prevents you from using them?
    - New LTER student orientations are really helpful for building this community.

## July 2023

### LNO updates

- Inclusion and Access Coordinator position in approval process at UCSB
- REU orientation 42 participants (many were groups) - [recording posted](#), slides available
- [New discussion platform](#) soft-launched - Marty
- Synthesis groups meeting now
- Will be at ESA and AGU - [share your presentations](#)
- RaMP not funded, but really good reviews
- [Call for Science Council topic proposals](#)

### EB updates

- NSF is working on the 2024 LTER solicitation
- Likely SAIF pilot will be included, as well as an additional DEIJ plan
- WG has released some of the DEIJ supplement funding, but not all and are still considering some proposals
  - Known funded projects include Coastal Connections (East Coast REPS projects) and training and resources to make diving more accessible (MCR and SBC)
  - Others?
- Next year supplement opportunities likely also focused on DEIJ – including opportunities for infrastructure

- Responding to TIP Roadmap RFI

#### Chair updates

- FieldFutures/LTER Collaboration Meeting ([notes](#))
- Graduate Committee Co-Chairs Meeting (in notes doc)
  - Desire from grad students to attend PI LTER meetings
    - How are LTER grad students organized at individual sites?
  - Revitalize survey effort collaboration - Grad Committee have a survey ready to go that they want to send out to other grad students around the network.
  - Ideas on how grad students can better collaborate across sites?
- NSF Program Officers Meeting (...also in notes doc)
  - DEI supplements - wanted to see projects that would become sustainable after initial funding, and that were not efforts that sites were pursuing already
  - Moving forward with including SAIF in LTER solicitation - cannot change 2pg requirement, review will have to be where implementation of SAIF is laid out

#### Discussion

- Can include representative from DEIJ Committee in review process for Inclusion and Access Coordinator position - **would anyone like to volunteer?**
- Has anyone applied or received feedback for a capacity grant submission?
- Are executive meetings the best/safest venue for students to share their ideas or maybe they should work through their DEIJ reps?
  - The degree of connection between grad students in the LTER among sites varies depending on sites, cohorts, and who's part of student reps
  - Allowing grad students to join exec meetings could be a potential avenue for grooming students for leadership roles in the future
  - Mirror faculty meetings- Bring in grad reps and if they shouldn't be part of discussion they could be asked to leave
  - Statue of LTER-wide survey responses?
    - Discourse platform will be a good place to disseminate and Qualtrics will be platform for surveys
    - Not a great idea for grad students to move ahead on their survey because participants wil only answer a certain amount of surveys
    - Students could collaborate by adding new questions to the existing LTER survey to please everyone
    - Sites are allowed to send LTER members' information to Marty via PIs (or via annual reports) but NSF will not publicly share these data from the annual report
    - Sites may not be receiving much participation for climate surveys because of timing (during field season for example)
    - Grad students that were interested in cross-site syntheses
      - Would be great to reach out to members (2 years later) of the recently funded RaMPS to find out lessons learned/tips for cross-syntheses among grad students across the network

- Will potentially have a meeting in September in collaboration with the grad student committee- will send a poll to see how many folks would attend
- FieldFutures collaboration
  - Specifically choose certain sites with thorny issues
  - Need a roster of people with different expertise that could help build the program to help the “train the trainer”
    - Solicitation email will be sent out soon
  - Would be good to have reflection on how the “Entering Mentoring” and FieldFutures trainings fit together
  - Fall would be a potential time for this training.
- Executive board might be the best place for speaking up about interpersonal conflicts

## June 2023

### LNO updates

- Year 5 budget being worked out this summer
- Two synthesis WGs visiting LNO in July
- Transitioning away from LTERHub to Discourse-based platform, hope to launch by end of June

### EB updates

- DEIJ coordinator feedback was positive from EB
- Broader outreach ahead of Science Council for topic solicitation? Working groups might benefit from bringing topics to the SC.
- TIP directorate conversation

### Chair updates

- Responses to Field Futures training: [FieldFutures\\_LTER\\_Evaluation\\_Report\\_2023.pdf](#)
  - Meeting with Mel Cronin next month - would anyone else like to be looped in?
  - Training at Hubbard Brook at **5:30pm EDT** - contact Dayna if you want to join!
- NSF Program Officers meeting this Friday at 2pm EDT

### Discussion

- LNO “Inclusion and Access” Coordinator! Application drafted, feedback welcome. See: [Inclusion and Access Coordinator job description-4deij-feedback](#)
  - Job description contains posting as well as plan for recruiting (written to UCSB requirements, so more stringent than will be in practice)
  - Timeline is still up in the air, earliest would be September 1st
  - Leaving door open to a remote position, but would need to at least be located at a site
  - Up to \$75,000 salary, will not have travel funds built-in
- Political challenges, finding joy
 

*Clarisse:* have some brilliant Indigenous REU students, but aware of how much they are being called on to speak for their background - how to be aware of this, and provide support?

*Ryan:* FCE have reached out to leadership at FIU to ask about how to keep doing DEIJ work, response was that FCE should continue without changing programs at all - exciting!

NSF potentially in process of drafting letter to FL/TX legislature, will also be challenged in court

*Mariah:* REU program at SEV has been overhauled after Alicia (site coordinator) was able to attend CIMER Entering Mentoring facilitator training - field safety plans, expectations docs

*Madeleine:* Mentees have been empowered to speak up, and have seen more of a two-way relationship between mentors and mentees as a result.

*Linda:* How did y'all achieve that change in mentorship at your sites? What were the mechanisms?

*Mariah:* Made field safety plans and mentoring docs a requirement for the permits for REUs to do work at SEV

*Clarisse:* Another requirement placed on mentors - did not happen at higher level other than what they were asked to do if they wanted to have a mentee.

*Madeleine:* Made it clear that REU program is not just a source of funding, part of larger program that entails these additional responsibilities

*Ryan:* Are these contracts in question between the REU and mentor, or at the level of the PI?

*Mariah:* At SEV mentees are paired with a group of mentors, and contract occurs between the mentee and the mentors.

*Clarisse:* REU app from NSF will be on-line this fall, supposedly, and will allow all REU opportunities to be searched.

*Madeleine:* do we have any more details? *No.*

*Linda:* Would love to see such a thing for technician positions. ***Can send technician positions to Gabe/Marty to share across the network, for now.***

*Gabe:* Soliciting stories about summer research from REUs as well as grad students for the [SSALTER](#) (Short Stories About LTER) blog

*Rachel:* at undergrad institutions there would likely be a lot of demand for technician summer positions if there was a place to advertise them centrally.

*Gabe:* We have the capacity to create this, essentially piloted it with our REU list this year, and then could send it out in our newsletter as well as the jobs newsletter. Can submit information for any research/technician opportunity you have at your site at the [bottom of this page](#). Can also advertise trainings/workshops using the [LTER event calendar](#).

*Madeleine:* one of our REUs got into a car accident before their internship started and changed their ability to do fieldwork - do folks have any suggestions for how to involve such a student in research?

*Linda:* a data project could be very valuable, even without field experience

*Lindsey:* could also look at museum specimens or archived samples to bring field to them

*Gabe:* could reach out to LTER synthesis working groups to see if there would be opportunity to get involved - there is interest on WG end to get more undergrads involved

## May 2023

### LNO updates

- Science Council meeting went well, lots of DEIJ discussion (esp. re: political risks for red states)

- Graduate student interest in representative on DEIJ and EB
- 4 synthesis working groups on site at the LNO in May
- Entering mentoring training - five folks from network accepted, LNO can fund three

#### EB updates

- Interest in adding a Graduate rep to the EB
- 

#### Chair updates

- FieldFutures training - well-received, is there opportunity to turn this into an annual deal?
- 5/8/23 LTER IM Meeting with CARE focus
  - Presenters Andrew Martinez and Riley Taitinfong
  - Resources provided:
    - <https://www.gida-global.org/new-page-1>
    - <https://www.gida-global.org/ieee-provenance>
    - [USIndigenousdata.org](https://USIndigenousdata.org)
    - [localcontexts.org](https://localcontexts.org)
  - Upcoming Tucson indigenous Governance Course workshops Jan 8-13 in Tucson
    - [igp.arizona.edu](https://igp.arizona.edu)

#### Discussion

- LNO coordinator?
- Political challenges
  - LZ: we who can take more risk need to model transparent communication
  - And, we are all taking some level of risk by participating in the work
  - JK: are in increasingly authoritative governance, new legislation solidified what we expected was coming
  - Have been maintaining initiatives for broadening participation
  - We should think of ourselves as a team of leaders for a field
  - Potential for emails to be searched for keywords such as DEIJ and newer faculty may be more vulnerable to retaliation
    - In Virginia, emails have been searched and they're not allowed to accept funds if they're tied to DEIJ initiatives
    - Kansas has already sent out a warning to report on classes teaching critical race theory and other lessons including diversity initiatives though emails are not being searched at this point
    - How do we communicate professionally on these issues while also protecting ourselves if the risks are changing under our feet?
  - Discussions at FCE:
    - Should we change wording of diversity statements on websites?
      - "Broadening participation" as opposed to "increasing diversity"
    - Leave most of the work/risk burden to more protected/less vulnerable staff
  - There are clear loopholes that we can use alternative wording
    - <https://www.flsenate.gov/Session/Bill/2023/266>

- In the past, “climate change” was also used as a target to bullying in abstracts for grant proposals and, while it was for a short time, there were ways to get around these issues just by changing wording
- Where do we want history to say where we were on this piece? Maybe this isn’t a temporary position such as the climate change censoring. Might be important that we don’t change our wording to stand our ground?
  - Might have to create a working group to figure out how to keep fighting for DEIJ issues. If this is a temporary political action, still would be useful to build tools just in case this is more or a permanent stance or if it comes back with another political move in the future.
- Preemptively stopping our actions to fight for DEIJ
  - Worth talking about what we call ourselves
  - Since we are ecologists, we already use the term diversity so could help us in keeping this terminology if we think it would help us stand our ground
- Our committee is to support and facilitate DEIJ activities across the network
  - We need to find ways to cloak our activities so that we can continue our actions to bolster DEIJ support
  - We need to protect and support our people who are fighting for DEIJ, meaning more established and less vulnerable staff/researchers might need to take on more burden
  - Let’s just do the work but can we be holistic in how we support this broad advancement without highlighting certain PIs who get money to advance other (often used as tokenism and not sincerity)

**NSF program officers want to meet at end of June or end of July and main topic will be on how we can continue field safety and inclusion plans and other DEIJ activities by potentially changing our language.**

- We should all talk to our PIs about ways we can continue development of Safe and Inclusive plans without using it in our grant proposals that might target more vulnerable sites in states passing anti-DEIJ legislation

## April 2023

### LNO updates

- [Field Futures trainings](#) - ~ 50 registered, but spots remaining in all sessions
- [Federal Careers](#) discussion - April 25th
- [Entering Mentoring](#) facilitator opportunities - went to list last week
- Science Council Meeting, May 10-12 - DEIJ Committee annual report due Friday

### EB updates

- Questions for NSF at the Science Council
- Discussion of how to have more interaction between researchers and information managers
- Organizational partnerships with organizations similar to Natural Areas Association



## Chair updates

- Met with Dan Thornhill at end of March (see [2022-23\\_CoChairsNotes](#) )
  - Value in presenting united message, talked about how priorities were perceived at ASM
  - Importance of accountability regarding field safety plans
  - First proposals that include field safety supplement are back - evaluating options
  - Next formal meeting sometime in early summer, potentially June

## Working groups updates

- Assessment - Still going through DEIJ plans and suggesting replacements for language that is vague. Tiberio Garza (FCE) will join upcoming meeting.
  - Marko: Grad Student Committee wants to do network-wide climate and culture assessment, and would like to do so ASAP. Can we leverage this energy?
  - Linda: Would like to get them together with Dayna at HBR if possible. Do any sites have plans for climate assessments this summer?
    - VCR does a mid-summer survey to try and course-correct - mixed success
    - McMurdo - post-season survey to improve pre-season orientation and in-season activities
    - NWT - post-season survey and larger three-year survey
- Field Safety -discussed [NSF FAQ](#) on field safety and inclusivity plans and lack of requests for physical safety plan
- Resources - reconvening in August!
- Inter-personal Conflict -
- Community-building -
- Fundraising - RaMP was focus for WG, but is anyone submitting DEI supplement proposals?
  - SEV will target funds for training opportunities (e.g. wilderness safety, field safety point-person)
  - GCE looking to supplement schoolyard program to target disadvantaged communities
  - Pls across coastal LTERs wanted to pursue cross-site RaMP pilot
  - HBR looking to support community relations staffer, mentorship training, and targeted improving of meeting dynamics (bringing in facilitator/mediator? training?)

## DEI updates from around the network - what is going on at your sites you'd like to share?

- New hotline for Antarctic sites for sexual harassment: <https://nsfantarctichelpline.org/>
- Indigenous data sovereignty issues - key is building community from the ground up
- NWT did an LTER-wide FieldFutures training - had some issues with PI attendance

# March 2023

## LNO updates

- Follow us on Mastodon! <https://ecoevo.social/@USLTER>
- Many synthesis groups coming through in the coming weeks/months
- Many sites have updated personnel in the last few months
- Switching from Salesforce for personnel info

### EB updates

- How can we recruit Masters students, specifically, into LTER? Pathway for minoritized scholars into PhD programs.

### Chair updates

- [Field Futures](#) conversation and training sit-in (see [2022-23\\_CoChairsNotes](#) )
- Train the trainer options
- Pricing for 90-minute(?) trainings for 30 people/~\$1000
- Tailoring involves interview and phone calls
- Moriah attended an IU training - Focused around sexual assault (see [notes here](#))
- FF focus is upfront, structural intervention, AdvanceGeo Bystander intervention is more acute/after the fact; Entering Mentoring is more communication-skills focused

### Working groups updates

- Assessment - met last month, pulling effective vs. ineffective language from DEI plans from across LTER network and creating table of best practices + assessable action items
- Field Safety -
- Resources - no updates- probably will not be able to meet until August
- Inter-personal Conflict -
- Community-building -
- Fundraising - RaMP is in, take a break :)

### NSF webinar on field safety supplement

Has to be project-specific - can't just use an institutional or station-wide plan, has to be tailored for the project that is being proposed. But only lead institution on project has to do so.

Report out from most recent (3/7) NSF Program Officers meeting (see [2022-23\\_CoChairsNotes](#) )

## February 2023

### LNO updates

- 4 days left to apply to the [LNO/NCEAS Community Engagement Officer position](#)
- [Federal Agency Career Forum](#) — April 25
- Lead PIs just met on the new Safe and Inclusive Field Work Plans; and Dan Thornhill is asking about whether making LTER a part of the pilot would be a good thing
  - [Presentation](#)
- Cross-site RaMP submitted!!

### EB updates

- Focus has been on upcoming Science council

### Chair updates

- IM Committee cross-over today - potential for a continued conversation!

- Inclusive graphics tool: <https://davidmathlogic.com/colorblind/>
  - Inclusive mapping: <https://colorbrewer2.org/>
- NSF Program Officers meeting on **March 7th at 10am EST**
  - Field Safety Plan requirement from DEB and potential to add it to LTER Solicitation
  - LNO Renewal and direct support for DEIJ efforts
- [FieldFutures](#) - in contact with Melissa Cronin, is there interest in trying to have a training in April or May?
  - Yes, April is preferred, but May works as well

#### Working groups updates

- Assessment - had to postpone this month's meeting, but going through DEI plans for objectives/actions/success metrics

NSF Field Safety debrief from February 7th - did anyone attend and have takeaways?

☰ 2023-02-07 Notes from NSF webinar

Takeaways from presentation to Lead PIs: ☐ Plans for Safe and Inclusive Fieldwork

☰ 2023 DEIJ Committee Science Council Report

Please think of answers to question #11 and feel free to add them in the doc: *Do you have specific questions, problems, or proposals for the LTER Science Council for actions that could improve the quality or quantity of research, education, engagement, or inclusion in the LTER Network? (Please include adequate background for a non-specialist.)*

Good opportunity to spur the conversation between Committees and Lead PIs

#### IM Cross-over Discussion Qs

- How does the inclusivity discussion start in data science? What are the most common ways the issue can arise, beyond being proactive and discussing these issues among your team?
- Which of these rules do we see being "violated" most regularly?
- Do we see differences in terms of which students/postdocs reach out for their help with data, experimental design, outreach?
- Can the principles of "open science" be extractive for beginning scientists?

#### Takeaways

IMC is looking for folks that have done work with Indigenous groups to join a conversation with

<https://indigenoustatalab.org/> on **March 6th**

## Group 1

- Ways to engage LTER participants across the network
  - Open coding classes or working groups - with diversity in instructors and learners
    - Especially useful to REUs, and incoming students
  - Introductions to how to use the data at a site
  - More frequent and in-person or remote(whatever makes sense)
  - Metadata is another entry point - training in how to document your data
  - IMs on student committees, participating in field, hands-on QA/QC (easier at some sites)
  - Working directly with students or members that need the training

- Every site is different so opportunities will vary
- What can IMs help with DEIJ
  - Condensing datasets that are useful to a wide audience!
  - Better summaries for datasets would make it more accessible.
  - More visualizations are helpful to make data accessible. Ways to allow “outside parties” to understand what data is available and could be useful to them.
  - Protection of data is also necessary - students are most vulnerable
  - Graphical abstract for datasets

## Group 2

- Inclusivity discussions often arise when groups realize they aren’t diverse.
- Are there natural places to check in during the data collection process to spur more inclusive practices?
  - Site policies are the baseline impetus
  - Turning policy into actionable things is key—and finding the people with the authority to make these changes
- Niwot has changed into a more collaborative site—renewal process includes group discussions about what major research questions etc. are the next focus. Takes buy in at leadership level.
  - Challenge with some LTER’s being locked in to the same PI’s for years—hard to reorient research if leadership is the same. But this varies a lot by site.
  - PI transitions are a huge opportunity to change things like this.
    - Can the LNO push sites to make changes?
  - Research questions that incorporate local communities can really increase inclusivity, but often hard to add into existing/canonical research foci...need to reorient what’s considered valuable scientific knowledge.
    - At SBC, social science or similar “aren’t what the LTER is about”. And, feeling the need to stick to an existing plan.

## Group 3

- Better process to document who is working on what datasets so that there’s clear communication on ownership of projects
- “Gatekeeping”- have to go through certain people for realms of data
- Ten Simple Rules Paper- some people feel like they own their data and that no one can access it. As a microbial person when you need to fund your research through separate grants (not through LTER), who owns that data?
- Harvard Forest has active collaboration with local indigenous groups- needed to create pseudonyms for species to protect sacred species. Still in community building with the Nipmuk and figuring out how to have these collaborations. A lot of work hasn’t been extractive but more quiet to build a trusted sincere community space

- Open science as extractive. If someone is starting a project with LTER data, how long does a person have to continue seeing that project through? If someone drops the project, how does follow through and ownership work? → Open communication to offer collaboration if someone is no lon
- Synthesis projects/postdocs- how do you make sure people are included especially if someone spent 5 years putting the work on collecting the data.
- Formal proposal system like Nutrient Network where there is a paper trail on data set requests being used in a certain way.
  - Hard enough to get researchers to submit data
  - Collaborative agreement framework

## Group 4

- Data sovereignty- is this a conversation within the IM meeting?
- Student access to data sciences - how and when do they learn about this field in science?
- Undergraduate and Graduate students still struggle with learning data skills. Courses are limited, and difficult to find funding for them early on in your graduate career.
- At many academic institutions there are no data scientists to reach students about the prospect of this career track.

## January 2023

### LNO updates

- [Synthesis groups awarded](#) announcement out in the am.
  - <https://lternet.edu/stories/seven-new-synthesis-working-groups-at-the-lter/>
- Planning Science Council (Spatial Scaling)
- Recruiting REUs (<https://lternet.edu/education-and-training/undergraduate/>)
  - Contact us to add your site!
- Working on cross-site RaMP proposal (post-Bac research experience)
  - Looking for mentors
- Integrating Toolset into LTERnet website
- Importing subset of LTERHub data to trial ZoHo account for personnel management
  - Same system should work with modest improvements (use the google sheet
  - Could ultimately move to API
  - Will likely move demographic (and climate survey, when developed) to Qualtrics

### EB updates

- Jan 9 - topic for Science Council Meeting (Spatial Scaling) and will invite grad committee reps (2 total)

## Chair updates

- Would like to re-assemble and then reconvene Steering Board for the committee - taking volunteers to join quarterly meetings to set programming for the next 3-4 months; one year term. Want to have new members and take pressure off those already doing lots of service.
- Grad student reps likely will be invited to these meetings

## Working groups updates

- Field Safety - last met in early December, will be meeting again in late Jan/early Feb
- Community Building - soliciting speakers to build up library of topics to create themes, please reach out to Joe (sjtumberdavila@g.harvard.edu), Cristy (cristy.portales@slu.edu) **BY THIS THURSDAY (1/19)** if you have BIPOC scholar speaker recommendations. Finalizing spring semester schedule soon!
- Assessment- building a template for climate assessment among all LTERs to understand the logic model for how we think things change and develop that to parse out what we THINK will make a difference vs what WILL make a difference
  - Priorities:
    - what is a general model for all target audiences that we want to have an effect on at LTER sites
    - What can we do as far as DEI outcomes in being part of the network level (pick baselines that we think we can actually create change)
    - NOT coming up with an REU assessment by this summer
- Resources - hoping to reconvene in February
- Inter-personal Conflict - have not met yet, six people interested, will try to convene before next monthly meeting

## Spring programming

- IM Committee crossover - broadening a DEIJ focused conversation from the All Scientists' Meeting where the IM group discussed the recent paper: [\*Ten simple rules to cultivate belonging in collaborative data science research teams\*](#).
- Field Futures train-the-trainer session - Field Work Futures - Melissa Cronin <https://www.fieldfutures.org/workshop>
  - **Will reach out to establish pricing**
- Working Group "takeovers," e.g. Assessment WG in late spring
- Inclusive hiring/mentoring - crowd-sourced, or CIMER-related
  - CIMER mentorship workshop before REU season (would advertise to REU program managers to)
    - Who on committee has attended CIMER training?
      - Mariah, Nameer, Lydia, Alesia
    - Who is certified facilitator?
      - Lydia Zeglin, Alesia Hallmark, Jenn Bowen, Niall Hannan, Cora Baird
    - LNO has funding to support those that would like to become facilitators
      - Individual institutions should also have facilitators
  - Field Safety Seminar/Workshop
    - Need to establish pricing and explore options
  - Hiring REU resources:

- <https://biasinterrupters.org/hiring/>

**\*\*\*\*\*Next meeting with the NSF panel will be in February! Keep an eye out for a poll on who is interested in participating in the steering committee as well as an exact time slot! \*\*\*\*\***

## December 2022

### LNO updates

- Focused on Synthesis WGs - will have public decision in early January
- Revamping the LTER Network website - moving away from dropdowns, changing homepage, refactoring resources to allow better searching
  - Many resources are 2+ years old and could benefit from curation - potential task for Resources WG to provide relevance to LTER for each

### EB updates

- Have not met since prior DEIJ Committee meeting, last topic was Science Council

### Chair updates

- Please remember to [fill out the poll](#) to gauge the need for a new standing meeting time.
- Would like to re-assemble and then reconvene Steering Board for the committee - taking volunteers to join quarterly meetings to set programming for the next 3-4 months; one year term. Want to have new members and take pressure off those already doing lots of service.

### Working groups updates

- Resources - did not meet in December but plan to meet in January.
  - Small group and they are looking for new members to help collect data and provide the resources to the community (reach out to Sara Roy and Lindsey Kemmerling)
- Assessment - had small group meeting in December, will re-up in January around developing logic model template for DEI assessment at LTERs. Also looking for volunteers!
- Field Safety: met a few weeks ago and went well. Talking about Berkeley template for safety plan. Many aspects missing along the mental health issues and specifically DEIJ issues. Maybe only a good starting point for PIs on new proposals.... Maybe its not the best for a whole LTER site. Might not be as generalizable. Moving forward we are excited about making generalities and building a gui format (dichotomous key?) to look at issues that are specific to each site. Meeting in the new year in January to get more momentum.
- Community Building: Joe: Trying to organize events for the spring. Themes for next events? Scholars that could present? 2-3 people invited BIPOC scholars that can present? Ideas for people? Nameer: KBS scholars but not associated directly with the LTER? Joe: should be okay

but people should recognize issues of the LTER. Focus on people who could benefit the most for presenting. Early Career?! This would be a nice recruitment tool as well. Put out calls to site coordinators to target volunteers for the events.

- Fundraising: Lydia and Nancy. Made an outline about the RAMP proposal that LTER might be in a good position to take advantage of for \$\$ to train post bac students. Complication of cross network grant is how the money will flow. Recruit team members over break. Nameer Question: Looking for candidate sites or PIs in the grant writing stage? Lydia... not yet there. Want to make sure we know what we are getting into first
- Inter-personal Conflict: How does DEIJ issues get worked on at each site. This group is key to understanding the clear needs of each site and how these issues get resolved. Want to get this group up and running to tackle this more.

Debrief from NSF Program Officers meeting on 11/29 (see notes in [2022\\_CoChairsNotes](#) )

- LTER solicitation and mid-term reviews as places where POs have most freedom/flexibility
- Support for DEIJ coordinator position at LNO - anything we can do to bang on this drum before next meeting with POs?
- What would piloting a field safety plan requirement through the LTER network look like?

Comments:

Mariah: When we planned the meeting there were agreed upon the talking points to push out, but the POs wanted to talk more about the issues and less about the action items. NSF moves slower and having the field safety component is more on the back burner. The safety plan was removed from the PPGP. Want to do some test/trial groups. Some groups already have this. No conclusion on how you would evaluate the effectiveness of such plans. Exciting thing... the POs heard the need for a hired DEIJ officer at the LTER Office.

Nameer: Frustrated that we could present the priorities but we didn't have that discussion but the door was left open for more discussion. Jan-Feb will be a time when they put out the priorities for the review process. Funds for this? Where does this money come from without hurting the programs bottom lines? Bait and switch.

Marty: Felt like at the ASM they were ready and we were not and then it flipped at this meeting. They were responding how we came into the ASM and visa versa. Confidence that we get to a meeting of the minds before too long. Process is very slow. If there will be funding the time line might be May or a decision in May and June with the LTER Office budget comes in. But it was a good and thoughtful meeting and the POs were eager to listen and hear what was said. Education process on how these things work at NSF. They are much farther away from the sites.

Lydia: It was good. It's awesome that we are talking with them and that this dialogue is occurring. Not shocking how slow the process might be. What is the next most tangible achievable goal on this? Field safety thing didn't come through and that might have changed what could be achieved in that that meeting. Good meeting but not mind blowing. Aside. There will be a supplement for LTER sites to help fund teachers and community members? BIO announcement went out but the LTER pool announcement hasn't come out yet. Will be an opportunity for site specific RET (research experience for teachers; K-12 teachers) and ROAs (research opportunity award; for local education institutions).

Marty: Most recent RUI/ROA opportunity announcement -- (I know it's 2014, but it hasn't been updated since then: <https://beta.nsf.gov/funding/opportunities/facilitating-research-primarily-undergraduate>



Good opportunities to start a relationship with tribal colleges and undergrad institutions to start projects with schools that are not yet working with an LTER. nice avenue to start these projects. Will happen but no announcement yet. Announcement will go to the Lead PI on the grant.

Nameer: Good thing is that these conversations are happening and probably happening faster than in the past. POs said they have unlimited freedom to how the mid term reviews proceed. Potential there to have a DEIJ profession as part of the review team or they may request a DEIJ statement from the sites at the mid term review. Opportunities at mid term to provide feedback to increase effective DEIJ work. We are equipped to provide these recommendations. Solicitation to what sites must respond to is open and could have something like a safety plan and this doesn't require going back to NSF directors etc. Having someone with DEIJ knowledge and skills could be very valid.

Mariah: Not a lot of flexibility in LTER funds...and so one interesting aspect of the DEIJ rep could be that there are different pools of money to hire this individual for the LTER office. Not sure what pool of money this could come from. Concerns about altering the budget.

Marty: POs don't want to be in the position of pulling money from LTER money for this because of the broader implications of doing this. They are not transparent about where these \$ might come from but are somewhat opportunistic on finding this money. Expresses commitment to the issue.

Becky: how is this different than BI discussion at the mid term review

Lydia: Not many experts to draw from on this topic. Unless there is something about review criteria about these DEIJ issues its somewhat difficult to force this informal examination. Not the same as BI but currently its not in there at all. Should it be strict requirements or just suggesting that everyone should do this.

Marty: How many people can be sent...issues for financing these extra or replacement reviewers. Site reviews will likely be in person again starting this summer.

Nameer: Midterm review will always be about what is stated in the proposal, but you can encourage and educate about other issues like DEIJ but they can't be required.

Marty: more likely these will happen if it can get into the solicitation. Also easier to recruit one person per panel than a dozen to help in mid term reviews.

Nameer: Mariah and Nameer will reach out to Dan to discuss this hopefully at end of Jan or beginning of Feb.

General debrief from DEI efforts at your sites

Rebecca: Question: Cedar Creek at the field station we have a DEI statement and want to know how to replace the bullet point document with the new more complete plan. Marty: you each have editing privileges and it would be great if you send the doc and she can make the change on the LTER site. They are trying to recruit grads (fellowships) in tribal national resources . 2 masters and 2 PhDs and have current trainees who can work with and alongside new recruits. Question. How to advertise.

Marty: send to Marty and gabe. Drop in chat.

Annette: Finally got a NE shelf mentor-mentee program going. Can share the email about the program and the form generated to start interest and begin the pairing between mentors and mentees. Hopefully these meetings will be quarterly. Would love to share. Other thing: winter transect cruise and we are doing a similar mentor mentee match during the cruise so that new people can have someone to connect with and feel safe with during their new experience on the cruise.

Joe: Code of Conduct has been working on for 1 year that includes all members from crew to students. Published on website now. ADVANCE GEO helped with this. Winter internship: 3 week REU program. Two will be working with Joe and others on our positionalities on Inigneous Land and how we reflect on

these issues while we work in these spaces. More projects on working on local members on community building.

Fred: Field trips for students from all over using the SEEDS program. Secured 2 years of funding for national field trips. 20 students in KBS and other sites over the next 2 years. 7 trips for next year!

Advertise for students.

Elena: Bonanza Creek now has 14 people on the DEIJ committee! Its great that there is so much interest from PIs to students. All interested in broadening participation portion of the grant and thats as important as the IM. Heart warming to have more people involved.

## November 2022

### LNO updates

- 5 synthesis groups have met since the ASM
- [Authentic Research Experiences for Teachers](#) (cross-site RET) is launching and recruiting teachers (esp. From title 1 and other schools with large underrepresented populations) for two-year research experiences at ARC, AND, or SBC. Topic is climate and biodiversity
- [Advancing Public Engagement Across LTERs](#) (APEAL) is also launching with a part-time position in the LNO for a coordinator. Project will involve surveys of LTER researchers and staff as well as case studies of strategic engagement planning. (possible opportunity to combine with a DEI Coordinator position).

### EB updates

- Joel is stepping down from the committee for a while but will be back - Marty will pass along contact information to pass along our best wishes.
- Marko Spasojevic has volunteered to be our next EB rep, **please vote on his taking this position via private message to Marty with your aye or nay**
- Focus of last meeting was finalizing response to the DRC, which has gone out

### Chair updates

- Mariah was elected as co-chair!
- Please remember to [fill out the poll](#) to gauge the need for a new standing meeting time.

### Working groups check-in

- Were all groups able to meet, or have plans to meet?
- Do any working groups have needs they would like to express to the committee?

### NSF Program Officers meeting on 11/29 at 10am ET ([notes from last meeting](#))

- What should the purpose of these meetings with the program officers be?
  - What is our specific ask/motive going into this meeting?
- Last conversation was wide-ranging, and open-ended

Should be goal-oriented going into meeting with them, and have priorities we ask for  
There is opportunity for NSF to contribute to DEI coordinator position at LNO level in concert with APEAL funding - not set in stone, but conversation that is happening  
Original meeting was more transactional, but have desire to have relationship  
Can we advocate for changes we want to see within NSF?

Things like changing the gender dropdown options in online forms, e.g.

Can we have people that are familiar with this work in a deep way on review teams?

Directing funding directly towards students from HEGs

What is the agency/capabilities of the group of program officers we are talking to? Need to know this in order to know what we can ask for and expect of them.

What's our sphere of influence - what's their sphere of influence?

How much power do we have to make sure that a DEI plan is not just a box-checking exercise?

What are the ways that NSF is making sure that there's money to generate opportunities.

- Who can and would like to attend?

Nameer and Mariah will send out a When2Meet for a strategy session sometime in the next two weeks, and to see who can make the meeting time with the program officers

## October 2022

### LNO updates

- Revising decadal review response document - EB meets next week
- Synthesis proposals in: 9 SPARC proposals, 11 Full proposals - timeline: panel meets mid-December
- ASM survey
- Priorities post-ASM: update and rethink LTERHub, update website, keep momentum from ASM going.
- Preparing materials for SACNAS (Jorge Ramos volunteered to bring and distribute) Anyone else attending?
  - ESA SEEDS will be hosting two bio-blitzes at SACNAS  
ESA SEEDS also looking for places to host field trips for REUs in the next two years - see Fred's reach out on Twitter!

### EB updates

- Talked about response to Decadal Review

### Chair updates

- We have a nominee for co-chair! Please vote via direct message to Marty in Zoom
- Please remember to [fill out the poll](#) to gauge the need for a new standing meeting time.

### LTER ASM debrief ([agenda + notes](#))

- [Working groups](#) - new (co-)leaders, new groups!
  - Resources (Sarah Roy, Lindsey Kemmerling)
    - Spotlighting DEI work being done at individual LTER sites - using "DEI Resource" section within LTER Network newsletter, potentially
    - Analyzing use of DEI Resources website itself

- Opportunity to transition to synthesis for best practices:  
Possible synthesis ideas and products:
    - mentoring at the LTERs: ESA Bulletin, BioScience
- Field and Community Safety (Renee Brown, Mariah Patton)
  - New impetus around NSF's Field/Vessel/Aircraft Safety supplement requirement  
- opportunity to establish best practices for this early
  - Leveraging pre-existing plans/templates (UC, CAP, etc.)
  - Meeting next week on **Monday 12pm MST!**
- Community Building (Cristy Portales, Joe Tumber-Davila, Bia Dias)
  - Elevate and celebrate the work of people from HEGs in our community
  - Got 9 new members through ASM outreach!
  - Ideas for reaching people at different career stages and making clear who is welcome in this space - more effective language needed
  - Orienting around "seasons" providing programming chunks advertised together
- Fundraising (Lydia Zeglin, Nancy Grimm)
  - [Research and Mentoring for Postbaccs in Biological Science](#) most likely target
  - Other opportunity: [Racial Equity in STEM Education](#)
  - Yet another: [NSF INCLUDES](#)
- Addressing Interpersonal Conflicts (Joel Llopiz, Linda Pardo)
  - Pathways to address conflicts
  - What works and what doesn't (and what works because it's the right person v. structural solutions)
- Assessment (Jenn Bowen)
  - From chat:  
<https://www.evaluationinnovation.org/presentation/why-is-evaluation-so-white/>
  -
- Climate Surveys (Raisa Kochmaruk, Marty Downs)
  - Every site faces this issue - we should be able to recruit more participation towards this effort

Should we shift to a new schedule for working groups?

What if we have individual groups featured in individual meetings on a rolling basis?

Have a person that is checking in with the working groups each month - co-chairs!

- Workshops - well-represented at ASM!
  - LTER Indigenous Land Acknowledgement and Community Partnership
  - A Toolkit to Support Inclusive Mentoring practices
  - Planting Seeds: Stories of Diversity and Justice at LTER Sites
    - Awesome event, with many very personal stories shared.
  - Recruiting and Supporting Beginning Scientists
  - Cultivating Systemic Change in DEIJ at LTER Sites
- [NSF program officers meeting](#) - very interested in DEI efforts, facilitation
  - One major point we tried to get across was that this is a committee of volunteers trained in other areas
  - Glad to see the level of genuine interest demonstrated by NSF program officers

- Does not seem to be appetite for big \$ (i.e. to support grad students, postdocs), but there might be an opportunity to get support for coordinator at the LNO
- Want a continuing dialog and planning to meet with DEIJ committee quarterly - next NSF LTER WG meeting at the end of November.
- What other takeaways did you have from your time at the ASM?
  - 
  - Cristy (CDR) - community spaces are valuable and really make a difference! (Thinking of the storytelling event organized by Clarisse)

#### Committee Coordination

- Identified priorities for DEI efforts - see working groups. How to spend **our** meeting time?

## September 2022 (19-22)

#### All-Scientists' Meeting!

- Working groups advertised, people that have reached out listed below
  - Assessment - Tom Kelly (UAF), Tiffany Troxler (FIU), Becky Ball (ASU), John Kominoski (FIU)
  - Addressing Inter-Personal Conflicts - Lina DeGregorio (OSU), Andy Brooks (UCSB), Mike Fischella (UCLA), Amelie Cecile Berger (UVA)
  - Climate Surveys - Nina Ferrari (OSU)
  - Community-Building - Cristina Eisenberg (OSU), Tyler Seidel (UMinn), Aqua Sanders (UT-Austin)
  - Field Safety - Mike Fischella (UCLA), Alesia Hallmark (UNM), Becky Vega Thurber (OSU), Tatiana Latorre (OSU), Natasha Christman (OSU)
  - Resources - Gretchen Hoffman (UCSB), Aqua Sanders (UT-Austin)

## August 2022 (16+30)

#### LNO Updates

- ASM registration is close to full - pester your site folks to register soon! Direct questions to Gabe or Marty.
- [Facilitating participatory workshops](#) recording is online - strategies to make workshops run better, engage audience
- [Photo contest](#) reminder - submissions accepted until Aug 31, no limit to # of submissions
- BioScience special issue out today

- [Poster submission guidelines](#) are up on the LTER website, virtual platform invitations went out on August 30th
- LTER Pulses webinar part 2: August 22
- [Synthesis RFP webinar](#): August 24 - call for proposals open until after ASM; SPARC Workshops to encourage new ideas/collaborations

EB updates:

- Reviewing the [40-year review](#), especially the DEI component
- Working on a response, will share out to everyone for feedback
  - Timing meant review committee was unaware of much of DEI work done since 2018
  - They want to know that every site has a DEI plan and a way of tracking goals
  - Also code of conduct, land acknowledgement statement, and are working towards representation across career stages

Important topics to cover at ASM (see [draft agenda](#) and notes at end of doc)

1. Surveys—setting goals about what we want to survey, finding professions to create a survey and maybe lead a goal-setting session
2. Complaints procedures—how do we deal with bad behavior that is not Title VI or title IX
3. Network wide support for conflict resolution
4. Student recruiting resources
5. Restarting monthly community building seminars

## July 2022

Updates (10 mins)

- LNO
  - [Registration for the ASM is now open](#)
    - Poster submissions open until August 1
    - [Supporting 20 undergrads](#)
    - [Photo contest](#)
      - Open to all and specific graduate student section
      - Remember people!
    - [July 27th Workshop for conference accessibility](#)
  - [List of pre-ASM events](#)
- EB
- Co-Chairs

Undergraduate Programs (35 mins)

**What have been some major successes in terms of the experiences of students in the undergraduate programs at your site this summer?**

- KNZ- we advertised broadly for the first(?) time last year ie. on Ecolog, sacnas, etc, nothing creative but more than just asking colleagues for recommendations as is status quo. Got a better pool of applicants for sure

- KBS- The career panel was a big hit with students- they were eager to hear about what folks have done with a B.S. in STEM as well as a PhD. We also hosted a grad panel where KBS grad students could talk about their experiences applying for PhD programs and give advice about choosing a program.
- HBR - Students at HBR have been much more open and vocal this summer about their needs and preferences, I believe this is due to their knowledge that they have an 'advocate' and that steps are being taken to make them as comfortable as possible in their living arrangements at our field site.
- CDR - there has been an increase in resources for travel funds for students that struggle covering travel and housing expenses. They do need to ask for help, and there are currently not enough funds for everyone to get this kind of support. There has also been increased awareness of some of the reasons students might hesitate to travel for a summer research opportunity and there are ways to connect them with people who might help calm those anxieties.
- BNZ- we are having a Climate Research Intensive for 1st generation college students ifrom California as well as UAF Undergrads in the climate scholars program, in August; I also currently have an International Undergraduate research Intern from Thailand from May 1- to Aug 20 - she has the opportunity to learn methods/procedures for studying climate change, conduct her own research, learn about use of multiple knowledge systems in studying about climate change and participate in education outreach - science camp, using Indigenous and western science
- HFR - We have been connecting all of our undergraduates (on-site interns in summer and winter, and virtual interns in spring) with the local tribal community, both to work on specific projects identified by the tribe and also to contribute to projects on nearby tribal land (farming, wood stacking). Also, we always pay our undergraduates competitive stipends, provide room and board, and cover travel - not just for REU but also for winter-term internships and spring recess programs. For day visits during the academic year, which we advertise widely on campus, due to a new grant within the university, we now provide free bus travel each month to/from the main university campus (70 miles); students can sign up, first come, first serve ,and when they get here we offer a guided tour.
- BLE - virtual lightning talks by our graduate students from across the country

**How and why (if known) have some efforts to increase DEI in undergraduate programs fallen short recently?**

- KBS - our applicant pool was significantly reduced for non-REU undergraduate programs (vs. 2019) and much less diverse as well. REUs were still numerous enough this was not an issue - but diversity of mentors may have been. We have less "word of mouth" advertising of the KBS summer programs compared to years past (thanks COVID), and really need to work on making connections with student groups, identity groups, and advisors at Michigan State University to reach a broader potential applicant pool for our non-REU program next year
- HBR—early programs had only one or two students of color, who were often not that interested in Ecology (Bio majors from Howard who were pre-med), and were very poorly mentored
- KNZ - we struggle generally with providing a cohort/support with activities that keep REUs really engaged with the whole LTER group over the summer. This means that students in big/diverse labs have different experiences from students in smaller or less diverse labs. A REU coordinator would help but is not funded. Only 2 REUs per year on the main grant means it's not a big

priority in the grand scheme of things, we used to have a site program (not directly KNZ affiliated) that provided great community.

- CDR - during pandemic, there was a bit of burnout from graduate students engaged in DEI, one of the solutions has been to encourage increased participation of faculty (with mixed success), and open up paid DEI service roles to postdocs, which has been a successful strategy to maintain momentum in undergraduate summer research programming. Another issue has been that hourly pay is relatively low, which might discourage some students from pursuing this type of summer jobs. It has been difficult to find a solution for this since interns get paid from a variety of sources (individual labs, few REUs, etc.)
- BLE (etc) - lack of “word of mouth” recruiting from previous REUs since there were fewer programs running during COVID; travel costs to northern AK and limited user days restrict number of students able to travel/participate in BLE on site activities
- NWT: students not staying up at the research station and coordinating with other groups to support them doesn’t give them the integration into the NWT community that I think would be most beneficial
- HFR - We do well with diverse recruitment but still sometimes run into problems (like this year!) with ensuring that all students feel supported once they are here! Building in more accountability and support for mentor (and wider staff) cultural competence is something we are doing now.

**What are the best approaches you have heard of for increasing diversity, equity, and inclusion for REU programs, specifically? What are some specific challenges and opportunities that REUs present in regards to DEI?**

- SEEDS - targeted advertising at minority serving institutions and relationships with faculty. Challenge: Make sure the student has a good support system in place.
- KBS - relationship with SEEDS, but need to expand relationships with minority-targeting institutions on MSU main campus to improve diversity of non-REU undergraduates at KBS. Additional challenge: our mentor pool does not reflect the diversity of our undergraduate students
- KNZ - targeted recruiting including clear criteria for selection of successful applicants. There is a lot of competition for those most desirable recruits :) more visibility and push momentum in general...
- BLE - recruit from minority serving institutions; ensure mentoring relationship continues post-REU?
- NWT - coordinating with Research for Community College Students (<https://cires.colorado.edu/outreach/reccs>); just for 2 REUs, would this scale well? not sure.
- HBR—I really like the idea of having a good sized group of students who can support one another. Good mentoring is key for the science side, but also, we have had the most success when there was someone who had a support role connected to the non-science side of the REU program—an REU co-ordinator
- BNZ- we have successfully run the Climate Research Intensive for first generation community college students for the last 5 years, with students going on for other student research internships, changing from non-science to science majors or at least thinking that they can do science after all and do it well; students came with funding from the MESA program in their college for travel and subsistence and even do some cultural activities;



- HFR - I echo what Fred from SEEDS said. Also encouraging/empowering our program alumni to speak about the program at their school the next year. And finally, making sure your mentors and staff (and also your residential situation) are ready!

Open Discussion

ASM Session Check-Ins (15 mins)

Recruiting and Supporting Beginning Scientists - have an [REU Testimonial Solicitation](#) up!


Please reach out to REUs, undergrad technicians, or post-baccs that you believe would be willing to anonymously share their experience - can be from prior years as well

## June 2022

Updates (10 min)

- LNO
  - [Decadal review](#) is out - DEI is featured heavily
  - REU Webinar Series:
    - July 12: Network overview by Evelyn Gaiser
    - August 9: Communicating Your Science
  - [LTER Photo Contest](#) opens July 5
  - ASM Registration Page incoming
    - Narrow difference in cost between different rooms
    - 8 people for each site:
      - 1 IM, grad student, DEI rep, EO Coordinator,
      - 1 DEI rep from each site at the DEI meeting before the full meeting
  - Science council went reasonably well
    - Hybrid a challenge
    - Advance GEO presentation went very well
      - Scenario format for code of conduct - 2 or 3 scenarios
  - New RFP incoming for Synthesis working groups, due date after ASM
- EB
  - See emails Joel sent to group while at Science Council meeting and in response to Decadal Review's focus on DEI
  - Committee can decide
- Co-Chairs
  - Voting for new co-chair - please send your "aye" or "nay" vote for Meagan to be elected as the committee's co-chair in a private message to Gabe for recording
  - Will be convening DEI steering committee in July to set agenda for DEI meeting at ASM

NSF call for comments on new "Safe and Inclusive Field Research" supp doc - see notes in

 [ESA Water Cooler Chat on NSF Fieldwork Plan.pdf](#)

- New working group?

Working groups (30 min - report out offline unless time permits)

- Resources

- Field Safety
- Fundraising
- Community Support - contributing to ASM working groups today!

#### LTER ASM workshop groups

- Personal stories of DEI at LTERs
  - Each of us should attempt to **identify one person at our home sites that we can reach out to** about sharing their DEI-related story at ASM to drum up more participants for this workshop.
- Cultivating systemic change in DEI at LTERs
  - Would like to compile resources to provide attendees with
  - **Post your site's Code of Conduct in the shared drive folder if you have not yet!**
- Indigenous land acknowledgement and LTER partnerships
- Recruiting and supporting beginning scientists
  - Need help recruiting undergraduate/post-bacc testimonials! Please contact Nameer or Audrey if you are willing to do so. Will have solicitation put together by end of next week.

## May 2022

#### Updates (10 min)

- Co-Chairs
  - Meagan Oldfather has accepted an invitation to become co-chair pending a vote - if you or someone you know is interested in potentially serving as co-chair then please let Nameer know by the next meeting.

#### LTER ASM

- DEI committee meeting at ASM - [day before \(9/18\). or day after \(9/23\)?](#)

#### Supporting mentors breakouts (30 min)

**What guidance/training, if any, are undergraduate/post-bacc mentors at your site provided with before they begin mentoring a junior scientist?**

SPURS program from SEEDS has guidelines for mentors to use as a starting point [SPUR Mentor Expectations](#)

KBS (have REU site): Mentors receive two trainings provided through MSU - Inclusive Hiring (negative reviews), and Research Mentorship. All mentors take the standard MSU relationship violence and sexual harassment training. Additionally we share a mentor expectation document with all mentors that outlines important dates, program expectations, undergraduate products (poster, blog post), and gives some basic guidance on what a mentor should do. There is a google drive for all mentors with additional info and resources like interview questions, etc.

We meet with mentors 2 weeks before the program start to answer mentor questions, discuss components of a good summer research project, discuss some logistical issues.

I created a “KBS Best Practices in Mentoring” guide adapted from the supplemental information in this paper, **“Transforming mentorship in STEM by training scientists to be better leaders”**:

<https://onlinelibrary.wiley.com/doi/full/10.1002/ece3.4527>

CIMER TRAINING: You do need to register on CIMER, but the resources are all free within the portal. Here is the page with the complete entering mentoring curricula by subject area:

<https://www.cimerprojectportal.org/#/completeCurricula/mentor>

NWT: For our REU program there is no formal mentoring training through the LTER. However, we do run our REU program in conjunction with the RECCS program

(<https://cires.colorado.edu/outreach/reccs>), which focuses on local community college students and provides networking, community-building, and project support.

HBR: I don't think there is formal training. We are just starting to think about having mentors take:

- sexual harassment training (this is required by the Cary institute, for example)

- I would like to see having supervisors take conflict resolution training, because I think that so many issues get dropped because people are cowards about conflict

- I attended a great session on mentoring students of color in STEM training from ??Duke, I think, last year—it was very good.

BNZ-No mentor training as far as I know; It would be great to have training documents from other sites.

MCM: Our mentors are encouraged to avoid the ‘work experience’ type gig. Rather, the students are onboarded as part of a research team and encouraged to take ownership for their project by being given responsibility and latitude (and training/guidance) in experimental design, protocols, analysis, etc. To my knowledge, mentors are not provided with any training beyond NSF expectations for REU program requirements.

HFR (have REU site): All mentors for our summer REU, which includes mentors who are grad students and post-docs, attend multiple meetings (one mentor summit in fall, and then a specific training that includes a Title IX workshop at the start of the summer). These meetings/trainings are required, no matter how many times you have been a mentor before in our program. There are also documents in an online mentor folder on inclusive hiring, etc. These are pretty cursory, though. Like KBS, in this folder we have many docs that include mentor expectations, a calendar... Oh! And we also have monthly mentor lunches during the summer, during which we openly discuss issues that have been challenging.

REUs (and mentors) are put in groups based on “themes” that are built to ensure students never have to be alone

MSP: not aware of any training

CDR (mostly undergrad interns, not REUs): There is a weekly meeting a few weeks before and all during the summer between all the mentors and someone in a supervisory role (site director/education coordinator or similar). This helps set the agenda for the summer and makes mentors aware of all the resources the mentoring program has developed in the past (calendars, past workshops, past

proposals, products, etc). It also helps as a designated time to ask questions/bring up concerns as they develop, as well as opportunities to get support from other mentors. Most students are interns, not REU. Mentors are mostly grad students and postdocs (at least for first contact people). There will be an AdvanceGEO training starting this summer - everyone at the field station will be \*highly encouraged\* to attend. Notes: Conflict resolution training would be great to have!

MCM/SEV: no formal guidance/training for mentors at either site. At MCM REUs are mentored almost exclusively by PIs (or senior personnel). SEV is an REU Site.

SEV/BEMP - onboarding docs? UNM (SEV and BEMP are attached too) offers mentor training. But I don't think that's required.

For NSF we have to put in a "mentoring plan," but there is no requirement for mentoring training - maybe best to provide it for those that want it through the LNO first, but eventually NSF mandate would be needed.

**How are mentor-mentee relationships at your site monitored during the field season? How and when are interventions made?**

NWT: Not monitored formally as a LTER

MCM/SEV: they aren't monitored at MCM. Monitoring and interventions at SEV REU Site program can occur via the REU program coordinator.

SEV/BEMP weekly checkins and onboarding meetings before. Plus one on one discussion about standards, code of conducts, and two way feedback. (this is new within last year amidst discussions)

CDR: In addition to the weekly check-ins, there is a mid-summer survey (it is similar to a climate survey) where mentees and other people that are participating in summer programming give feedback on what is going well/what could improve their experience. There is an official survey (university sanctioned) at the end of the summer. These two surveys allow small adjustments to happen in mid summer, and to address greater challenges during the school year (in between field seasons).

HFR: Each REU has a point person to reach out to in addition to the research program assistants (proctors) who are there to assist the REUs and the Program Directors. There are also admins available to help resolve conflicts. Multiple points of contact are put in place so that there aren't reporting conflicts. Throughout the year, we have an admin person who essentially is our local HR. Mentors and Mentees are supposed to have weekly formal meetings but also daily communication. Mentees are also working in teams, with multiple mentors, so that helps to make negative experiences more diffuse.

KBS- we have a mid-summer evaluation that mentors/mentees complete together to discuss how the project is going, if satisfactory progress is being made- and discuss what the mentor/mentee each need moving forward, and if there are changes that need to be made. I also provide an anonymous survey to mentees so they can give feedback on their mentoring experience directly to me. Do not have a mechanism to remove someone from the mentoring pool despite negative experiences - open issue.

*What is incentive for mentors to keep mentoring despite bad experiences?* Some mentors are viewing their mentees as data collectors, and so their incentive is the labor provided.

**What are the most pressing needs for the mentors at your site going into and/or during the field season?**

KBS- Identifying site access needs and completing site use request forms, making sure students have the gear they need for field work- which is often expensive stuff (nice field pants, appropriate footwear)

NWT: Incentives, field leadership training, mentoring training

MCM/SEV- At MCM, mentors are typically PI or senior personnel (e.g., IM). At the SEV REU Site program, mentors are typically graduate students. Most do not have any mentoring experience going into it and learn "on the job". Formal mentor training would be very welcome.

HFR: We have monthly mentor lunches and one thing that has come up is mentors sometimes feeling uncomfortable serving as the white male mentor to a student of color or a gender diverse person. We always now have teams of mentors working with teams of students, so that provides additional support for each student and also each mentor - but I would like to figure out how to make people feel more confident being different from their student but still providing support.

CDR: There is ongoing work with reducing cultural and economic barriers for joining the program (conversations about being away from family, paying for flights, etc). Forget if we developed a packing list of what to bring to send to everyone (we might have)

**Reconvene and collate one takeaway for each prompt from each breakout group (20 min)**

Mentor guidance/training:

Monitoring mentor-mentee relationships

Pressing needs for mentors

I'd like see formal documentation for onboarding, feed back, etc. I think the docs and procedures are scattered about.

Sev: Would be nice if at least one representative from each REU program could be sent to the network-wide mentorship workshop so that these resources can be disseminated to new mentors each year for the REU program. At the moment, the online training is pretty pricey and might be inaccessible to many would-be mentors.

**Potential Next Steps**

- List of existing resources on LNO website
  - <https://www.cimerprojectportal.org/#/completeCurricula/mentor>
  - Cultural intelligence training: <https://culturalq.com/products-services/certification/>

- ESA SEEDS SPUR program guidelines for mentors
- Field mentorship training
- LNO financially supporting trainings of mentors (CimerProject, AdvanceGeo), especially if training allows certification to provide trainings in the future

## April 2022

Updates (10 min)

- LNO
  - [Graduate Writing Fellow](#) Applications open!
  - [Plant Reproduction Synthesis Webinar](#) Tomorrow
  - [LTER Data Sampler](#) R package launched
  - Science Council meeting in beginning of May (1-week)
  - Need to discuss when **this committee** will meet at LTER ASM - will lead off May meeting with this decision
- EB
  - Joel will be attending Science Council and providing DEI update at business meeting
  - AdvanceGEO will provide facilitated discussion on multi-institutional Codes of Conduct
- Co-Chairs
  - Will be sending out feelers to prospective co-chairs this month!

LTER ASM - multiple DEI workshop proposals submitted!

NSF call for comments on new "Safe and Inclusive Field Research" supp doc

- New working group?

Working groups (30 min - report out offline unless time permits)

- Resources
  -
- Community Support
  -
- Field Safety
  -
- Fundraising
  -

## March 2022

Updates (10 min)

- LNO
  - In-person synthesis groups meeting (Si Synthesis)
  - ASM and Science Council planning
    - Workshop proposals due **March 30**

- Propose your idea! - LNO will help you link with similar efforts or help you develop structure
  - Transitioning to LTERHub
- EB
  - No DEI-relevant updates, was centered on Science Council meeting
    - Will have 90-minute section on DEI at SC meeting, potentially focused on Codes of Conduct via AdvanceGEO training
    - SC - lead PI + one guest from each LTER, with program managers from NSF
- Co-Chairs
  - Have not followed up on this - but will this month!
- LTER ASM
  - Developing workshops around 1) inclusive undergraduate recruiting and support and 2) inclusive hiring and community-building for longer-term positions is today's focus

Workshop breakouts (35 min)

Can see initial brainstorming discussion in [2022.03.11 ASM Inclusivity workshops prep](#)

- Structuring inclusive and welcoming communities (launchpad DEI session)
  - Discussion notes in [Structuring Inclusive Communities prep](#)
  - Hiring, Codes of Conduct, Learning from Failures, Dialogue about effects of leadership
- Inclusive recruitment and support for diverse undergraduates
  - Discussion notes in [Undergraduate Recruitment and Support prep](#)

Reconvene, discuss how to make workshops complementary (15 min)

There are **5 evening social event slots** - could be opportunity to build storytelling into meeting

## February 2022

Updates

- LNO
  - Postdocs and data analysts onboard to support synthesis WGs
  - Call for ASM track deadline: February 28, 2022
  - [Synthesis webinar](#) tomorrow Ecosystems Transitions (Cristy Portales-Reyes)
  - Science Council meeting in May (hybrid in-person and remote)
    - Have 1-1.5 hours of time to devote to DEI issues at this meeting
- EB
  - Planning for science council and ASM
    - There is an hour at Science Council for DEI (nothing planned yet as far as we know)
    - Think about how we should spend our dedicated day before ASM
      - Due to overlap with other representative committees, we may think about an intersectional approach (that maps onto the other committees)
- Co-Chairs
  - Nominate or be volunteered (nominteed?)
- LTER ASM

- DEI committee was not a representative committee at last LTER ASM; usually rep. committees come day early and have pre-meeting to jump start committee work
- 7 people per site can be funded from LNO; participants beyond that funded by sites
  - These funds are prioritized for junior researchers
- Application has not gone out yet - follow the ASM topic on the LTER Hub
- **Please develop your ideas for DEI workshops and/pr workshop tracks here:**

[LTER ASM 2022 Workshop Ideas](#)

#### Working groups (35 min)

- Resources
  - Matrix of resources for interviewing/hiring process at different stages
  - Potential for pulling together a workshop or workshop track for these components
- Community Support
  - Community Outreach Panel for LTER outreach to indigenous communities, citizen science, etc - **looking for nominations!** (aiming for March/April)
    - **Send nominations to [porta020@umn.edu](mailto:porta020@umn.edu)**
  - Peer mentoring - field season will be starting in summer, with many mentors not having done formal mentoring. Could either be a panel or a workshop.
  - Networking events that should occur at LTER ASM
- Field Safety
  - Discussed how to keep efforts going outside of WG months
  - Established purpose of WG and determined there is space for LNO webinar or panel discussion on this topic
  - Also would like to coordinate with Resources WG to collect field safety tools
- Fundraising
  - Targeting [Racial Equity in STEM Education](#) call, October deadline
  - Discussed how to directly fundraise from PIs/individual sites to fund a fellowship that could be used as proof-of-concept for network-wide buy-in and mentoring capabilities

## January 2022

#### Updates (LNO, EB, co-chairs) [10 min]

##### LNO

- LTER post-docs (Ingrid Slette (KNZ) and Joan Dudney) have joined the network office and announcement will be out soon.
- More LNO synthesis working group support onboarding
- 2 new data analysts coming soon
- [Call for ASM track proposals](#) (open; due Feb 15th); individual workshops will be due March 30th
  - Requesting ideas and help for social events and field trips
- [Synthesis webinar](#) tomorrow (19th)

##### EB

- No December meeting, no January meeting yet

##### Co-chairs



- Seeking new co-chair (nominate or self-nominate)

## Topics of discussion

1. Share an overview of priority topics for our spring sessions (10 min)

### Spring 2022 schedule

*January* – reorientation and updates (upcoming topics, site highlights, working group refreshers [where do things stand], ASM); invite broader attendance (beyond formal reps)

*February* - working group session; identify 2 leaders

*March* - Inclusive recruiting and hiring (reflect on recent processes, share best practices)

*April* - working group session

*May* - Supporting mentors (what do we do at each site? Can resources be shared? What are the needs?)

\*Check in after February session: can we use April for either reporting processes or recruiting (to cover both in March/April)? If not, consider covering reporting in March and saving recruiting for later.

Also consider:

Code of conduct & complaints/reporting - ADVGeo available to tailor session for this, but need suggestions for what to target:

- It would be helpful to develop a boiler plate code of conduct which sites could then tailor to their needs, so that we are not all re-inventing the wheel
- FCE - we are using the NCEAS template which is very helpful. However, our challenge is how to make sure that the document complements (rather than competes) with what is already provided from our university/institution. We find this confusing since our program is based at a university with a protective code but has collaborators from other institutions who may not be similarly protected. This may be a larger issue at the network level.
- ADVgeo CofC workshop (Joseph as HFR) - what already exists (I), what needs to be included (II), now has a committee (4 ppl) to work on drafting it and share w/ community
- What we really want is to focus on the complaints procedure (e.g. for violations to code of conduct) → how do we deal with violations when they come up
- Might get
- Please share your site's existing Code and reporting procedure here:  
<https://drive.google.com/drive/folders/1kG4v72wO0FTzsZIYA9INDwnWD6AST3eP?usp=sharing>

### Community Building Series

- 
2. Begin discussing how we want to intersect with Network-wide ASM (Sept 2022) - hosting sessions, suggesting speakers, etc. (15 min)
    - Community building effort for students → could help recruit new leadership for community building seminar series
    - Reporting - mass idea gathering

- Safer Science (field safety) - gather and exchange more ideas to re-energize these ideas
    - How do we help novices approach the field (safe and welcoming)
    - Site-lead strategies:
      - SEV talked about 'getting started' brochure for students
      - Field trailers (VCR and others)
  - Evidence behind DEI practices - potentially from guest speaker (e.g. role of sense of belonging in retention in science)
  - Screening + discussion (something like Picture a Scientist)
    - Scenario sharing or discussions? – submit anonymously. Have others read them. (Objective: reveal that it happens here.)
    - listening sessions were done in our community:  
<https://www.woodsholediversity.org/initiatives/listen-up/>
    - With CAP in Phoenix, we worked with Outcast Theater of Oppressed to host an interactive training and role playing on inclusivity and reporting issues. It was an excellent experience and they were great.  
<https://www.outcasttheatre.org/theatre-of-the-oppressed>
    - Do something fun... have a dinner or day where people dress 'like a scientist' and embrace the range of identities of attendees.
  - Affinity group hikes - solicit affinities anonymously from participants beforehand?
  - *DEI subject for a keynote or of similar caliber (all in attendance)*
    - *Kate Clancy + Beronda Montgomery suggested by J. Bowen*
    - *Provide time for breakout discussion after any big presentation (to allow ppl to feel part of solution) – see CAP theater of the oppressed approach (note above)*
    - *Seek NSF support for focus – maybe with some focus on renewals/reviews, etc*
    - *Needs to be cross-cutting theme across the meeting*
    - *Listening groups or affinity hikes are a great way to support minoritized folks and promote networking whereas a screening of Picture a Scientist is more meaningful in engaging people who are not yet thinking about DEI*
3. Check in on timing (Does our meeting schedule still work for you?)

Poll for best timeslots: <https://www.when2meet.com/?14207394-SqNgS>

4. NEXT TIME...Let working groups check in to identify their prior progress and next step for February's working groups meeting (10min in breakout rooms?)

**Site updates** (15 min) – out of time (check in during Feb meeting)

#### **Chat Notes:**

12:05:53 From Gabriel De La Rosa to Everyone:

<https://lternet.edu/stories/2021-2022-lter-webinar-series/>

12:17:04 From S. Joseph Tumber-Dávila (he/él) Harvard Forest to Everyone:

we just had this (AVDGeo code of conduct) workshop at Harvard Forest with them, it went really well it was their first time doing one in person, which I think they also appreciated

12:18:27 From Nameer R Baker (he/him) to Everyone:

Resources, Fundraising, Field Safety, Community Support

...

12:26:37 From Lydia Zeglin (she/her) to Everyone:

We'll be updating/ bulking up our CoC etc this semester pre-field season either way. I would either jump into that WG or shift Resources WG towards it... Or we can continue it as a whole group. I don't have a strong opinion on what level to discuss at but it does seem useful

12:27:02 From Laura Gough (ARC) (she/her) to Everyone:

Seeing examples of tables/flowcharts from different institutions/LTER sites is always helpful

12:27:27 From S. Joseph Tumber-Dávila (he/él) Harvard Forest to Everyone:

^agreed

12:28:27 From Linda Pardo HBR to Everyone:

A complaints procedure is kind of different from the Code of Conduct, I think

12:29:54 From Sarah Messenger (ARC) (She/her) to Everyone:

I agree with you Linda, we seem to be discussing creating resources for individuals who need to make a complaint or a violation of a CoC rather than Cocs themselves. Both are important!

12:30:19 From Marty Downs (she/her) LTER Network Office to Everyone:

^agreed. I think we keep using CoC as a shorthand for the whole process, but we might want to more precisely say what we mean.

12:30:20 From Lydia Zeglin (she/her) to Everyone:

Enforcement structure makes CoC effective, they are separate but linked

12:32:28 From Linda Pardo HBR to Everyone:

How many sites have existing codes of conduct??--we are just about to complete ours at HBR

12:33:27 From Renée F. Brown (MCM) to Everyone:

I'm pretty sure there is a folder... I'm looking for it

12:33:29 From Marty Downs (she/her) LTER Network Office to Everyone:

<https://lternet.edu/network-organization/diversity-resources/>

12:33:34 From Linda Pardo HBR to Everyone:

and the network has a code of conduct already

12:34:03 From Renée F. Brown (MCM) to Everyone:

<https://drive.google.com/drive/folders/1kG4v72wO0FTzsZIYA9INDwnWD6AST3eP?usp=sharing>

12:34:05 From Lydia Zeglin (she/her) to Everyone:

I'm sorry I have to leave early. If we do site updates, KNZ site update 3 goals locally: 1 is CoC+enforcement, 2 is Grad/undergrad mentoring structure (near-peer), 3 is TEK building. On 1 we already have CoC and it's the training for "ombuds" and reporting/correction that we need to bulk up this year. Also looking forward to more meetings here and at ASM!

12:34:25 From Marty Downs (she/her) LTER Network Office to Everyone:

WE had nine sites with them the last time we surveyed, but it's hard to keep updated...

12:34:29 From Renée F. Brown (MCM) to Everyone:

But I've pulled KNZ's CoC from somewhere else in the drive???

12:34:42 From Linda Pardo HBR to Everyone:

community building or education of the community--or one of each??

12:34:54 From Cora Baird (she/her) to Everyone:

Folder for sharing codes of conduct:

<https://drive.google.com/drive/folders/1kG4v72wO0FTzsZIYA9INDwnWD6AST3eP?usp=sharing>

12:35:30 From S. Joseph Tumber-Dávila (he/él) Harvard Forest to Everyone:

^ I don't have access, but cedar creek has one:

[https://d32ogoqmya1dw8.cloudfront.net/files/advancegeo/resources/cedar\\_creek\\_ecosystem\\_science\\_reserve\\_code\\_conduct.pdf](https://d32ogoqmya1dw8.cloudfront.net/files/advancegeo/resources/cedar_creek_ecosystem_science_reserve_code_conduct.pdf)

12:35:35 From Elena Sparrow-FAI to Everyone:

BNZ LTER is working on a code of conduct.

12:35:49 From Renée F. Brown (MCM) to Everyone:

I found the other CoC's —> I'm moving into that folder shared above

12:36:09 From Laura Gough (ARC) (she/her) to Everyone:

Toolik Field Station is working on one that will apply to the Arctic LTER and other projects based there

12:37:59 From Renée F. Brown (MCM) to Everyone:

Thanks @Joseph- I've added CDR's to the Folder.

12:40:51 From Linda Pardo HBR to Everyone:

I worry that some of these topics might lead to a lot of repeating of stuff and wonder if some topics could be broken into two sessions--like and intro+ discussion and then a concrete next steps...

12:42:52 From Renée F. Brown (MCM) to Everyone:

I think that's a fantastic idea

12:43:08 From Elizabeth Cook (she/her) to Everyone:

+1 to the affinity group hikes!

12:45:10 From Nameer R Baker (he/him) to Everyone:

Have them be written and read by one person? puts a lot on one person, potentially, but anonymous

12:45:36 From Marty Downs (she/her) LTER Network Office to Everyone:

Could be read by different people — juts not the people who submitted them...

12:46:20 From Linda Pardo HBR to Everyone:

there is a big tendency to assume that it happens "elsewhere" and not at our site. I have heard that a lot

12:46:23 From Elizabeth Cook (she/her) to Everyone:

With CAP in Phoenix, we worked with Outcast Theater of Oppressed to host an interactive training and role playing on inclusivity and reporting issues. It was an excellent experience and they were great. <https://www.outcasttheatre.org/theatre-of-the-oppressed>

12:46:54 From Joel Llopiz - NES (he/him) to Everyone:

These types of listening sessions were done in our community:

<https://www.woodsholediversity.org/initiatives/listen-up/>

12:47:18 From Marty Downs (she/her) LTER Network Office to Elizabeth Cook (she/her)(Direct Message):

ILove to hear more about the Outcast theater experience

12:49:02 From Elizabeth Cook (she/her) to Marty Downs (she/her) LTER Network Office(Direct Message):

They were great. We worked with them to develop a scenario that was relevant to academia / sciences, and they ran an online interactive session during CAP's all scientist meeting last year. It was great to highlight micro aggressions and different ways to address them.

12:50:13 From Linda Pardo HBR to Everyone:

I think it is really important to figure out a way to have a speech followed by break out groups so people can react and feel like they are part of a solution and just being lectured at

12:50:28 From Marty Downs (she/her) LTER Network Office to Elizabeth Cook (she/her)(Direct Message):

Thanks. Would/do they travel? Do you have a particular contact?

12:50:32 From Mariah Patton(she/her) (Sevilleta) to Everyone:

Agreed, Linda!

12:50:50 From Cora Baird (she/her) to Everyone:

I've heard of an approach where a session (say one afternoon) is dedicated to supporting the scientists (rather than focusing solely on making our science successful, which is the focus of the rest of the meeting). It includes PD, DEI discussions and strategies, etc but has no science sessions competing for attention.

12:50:58 From Cora Baird (she/her) to Everyone:

Linda - I like that suggestion.

12:52:23 From Byron Adams (he/him) MCM to Everyone:

I agree with Linda also - small group discussion has been the most productive aspects of the sessions I've been involved with.

12:53:17 From Mariah Patton(she/her) (Sevilleta) to Everyone:

Jennifer, what were the names of those 2 speakers?

12:54:10 From Sarah Messenger (ARC) (She/her) to Everyone:

Programming with different target audiences in mind seems important. Listening groups or affinity hikes are a great way to support minoritized folks and promote networking whereas a screening of Picture a Scientist is more meaningful in engaging people who are not yet thinking about DEI

12:54:18 From Elizabeth Cook (she/her) to Marty Downs (she/her) LTER Network Office(Direct Message):

We did it on zoom (last Spring), but would guess they will travel too. Coky Aguilera (cornelioaguilera@gmail.com) is the contact there. Tara Nkrumah is on our CAP DEI committee and she works with them also, so could put you in touch through her if you prefer.

12:54:29 From Jennifer Bowen (she/her) to Everyone:

Kate Clancy:

12:54:30 From Jennifer Bowen (she/her) to Everyone:

<https://kateclancy.com/>

12:55:14 From Jennifer Bowen (she/her) to Everyone:

Beronda Montgomery

12:55:15 From Jennifer Bowen (she/her) to Everyone:

<https://www.berondamontgomery.com/about-beronda/>

12:55:48 From Mariah Patton(she/her) (Sevilleta) to Everyone:

Thanks, Jennifer!

12:56:01 From Meagan Oldfather to Everyone:

Good point - has to be more than a logistical incentive for true buy-in

12:56:54 From Linda Pardo HBR to Everyone:

can you transfer these ideas from the chat into the notes/!? or somewhere

12:57:02 From Marty Downs (she/her) LTER Network Office to Everyone:

I think there's actually a fair amount of motivating messaging coming from NSF. They don't know HOW to accomplish it and are looking for projects to come up with good ideas that they can amplify.

12:57:37 From Cora Baird (she/her) to Everyone:

I've copied most of chat into notes

12:57:45 From Cora Baird (she/her) to Everyone:

(trying to keep up)

12:57:54 From Nameer R Baker (he/him) to Everyone:

just waiting for that first LTER to put a DEI coordinator in their budget - we can hope!

12:58:05 From Nameer R Baker (he/him) to Everyone:

\*and get funded

12:58:19 From Marty Downs (she/her) LTER Network Office to Everyone:

Theocrat get saved and I can paste them into the notes at the end.

12:58:26 From Marty Downs (she/her) LTER Network Office to Everyone:

The chat...

12:58:35 From Nameer R Baker (he/him) to Everyone:

Theocrats supposedly get saved too

12:58:49 From Laura Gough (ARC) (she/her) to Everyone:

Another thought on ASM might be how to sustain/continue the conversations on this topic for a broader group than just this committee (although broadening the committee is great too)

## December 2021 - canceled, happy holidays and New Year!

## November 2021

**Updates** (LNO, EB, co-chairs) [10 min]

### **LNO**

- Science council meeting last week - 28 site lightning talks available on YouTube shortly
- Hiring post-doc in progress + 2 analyst position to support synthesis
- Update at Science Council was Hub with demographic data - pushing IMs to get more data into the Hub (asking PIs and others to get registered); 770 completed survey
- Synthesis webinar coming up - EMERGENT working group. Wednesday, Nov 17, 11am PST. [Register here:](#)

### **EB**

- Joel presented LTER DEI committee's annual report; DEI was common theme of week, with additional focus on environmental justice, and also on [land acknowledgements](#)

**Co-chairs** - Guest speaker today; next month Resources subcommittee leads recruitment and hiring discussion (equity practices); January or early winter - ADVANCEGeo session on code of conduct reporting

Collecting resources on inclusive hiring and recruiting in [a shared folder!](#)

3:10pm onward - Dr Gina Forrest's time (recorded session) [n=32 attending]

## October 2021

**Updates** (LNO, EB, co-chairs) [10 min]

**LNO - (Gabe)**

- [Synthesis webinars](#) - 3rd Wednesdays through April; [SOM group tomorrow!](#)
- [Science Council Meeting](#) (virtual) - November 8 (site talks, public), 9 (breakout groups), 10, Science Council business meeting/PI meeting
- **Decadal review update** -- spring 2022
- **ASM** (in person) September 19-23 2022
- **2 Data Analyst positions** posting soon (hopefully)

**EB** - (from Renee) Last meeting was IM focused; decadal review committee report will continue past December; solicitations for renewal proposals are coming up soon

Joel, Cora, Nameer meeting tomorrow to prep report for LTER Science Council meeting Nov 10

**Co-chairs** - [Dr. Gina Forrest](#) will be joining us for our November meeting to discuss how to engage more people in DEI efforts in our individual communities. Please attend if you can! If you have a specific topic you would like addressed, please [let us know here](#).

AdvanceGEO willing to come talk about Codes of Conduct/reporting in Jan/Feb - willing to tailor session to our needs so think about what we would want to have covered.

Collecting resources on inclusive hiring and recruiting in [a shared folder](#) - add to this to help prep for a December Resources WG-led meeting on the topic.

**Focal work - sub-committee work** [30 min]

Use your notes documents within the WG folders to help jump start your working session:

[Community Building](#), [Resources](#), [Fundraising](#), [Field Safety](#)

**Report out** [20 min]

**Community building** - Joseph is new co-chair; need to build sustainable infrastructure reaching out to ppl who want to participate (aim for one event in fall). More planning for spring.

**Resources** - Equitable recruiting and hiring - curate information into a matrix to be populated at the December meeting and shared more broadly ([developing here](#))

**Fundraising** - Fit under ESA call (for post-docs, etc) - Jan 20th deadline; targeting between undergrad and grad (focusing on PD and training)

**Field safety** - daily debriefs (every morning) before going into the field - getting everyone on the same page. Housing structure - mixing across ranks vs separating (team building vs power structure).

**Suggestions for DEI Committee Report** - cross-site survey centrally administered with option for site-specific section; resource for bringing in professionals to advise us - things like wicked problem of anonymous reporting; someone to support community building programming (so that committee can simply supply inspiration and content)

## September 2021

**Updates** (LNO, EB, co-chairs) [10 min]

## LNO -

- [Synthesis webinars](#) - 3rd Wednesdays through April
- [Network Orientation](#) - September 29, 2021
- [Science Council Meeting](#) (virtual) - November 8 (site talks, public), 9 (breakout groups), 10, Science Council business meeting/PI meeting
- [LTER Network Postdoc](#) ad is out
- **Decadal review update** -- spring 2022
- **ASM** (in person) September 19-23 2022

**EB** - EB meeting was yesterday, and much of the discussion centered on information management. Of relevance to DEI committee—and perhaps on folks' radars already—is the LTER Science Council meeting in early November. I think we (our committee) are expected to provide an update at the business meeting on Nov 10th. We didn't discuss the details of this, so hopefully Marty knows more.

Joel, Cora, and Nameer should meet to plan for presentation → What can be provided to support our needs?

**Co-chairs** - updates on presenter invitations (engagement on DEI, Codes of Conduct)  
Pull everything together and prepare to make best use of time

**Focal topic** : Self-assessing DEI failures (and successes!) to prep for future discussion with LTER PIs  
[30 min] Group discussions (~5 people per group unless attendance is low)

- What planned DEI actions has your site **successfully implemented** in the past year or so?  
Lesson learned; practices worth sharing?
  - **SUMMARY OF EMERGENT TRENDS**
    - *Finding and having site members complete trainings (bystander, cultural awareness, etc)*
    - *Drafting codes of conduct (though complication remain)*
    - *Forming DEI committees and plans*
    - *Surveys and assessments (though processing and learning from the data collected is harder)*
    - *Learning groups - anti-racism, URGE, reading groups, etc*
    - *Field safety training and resources development (improved practices)*
    - *Some progress in prioritizing diversity in hiring/opportunities*
  - CDR: JEDI strategic plan was created and circulated for feedback, recruitment efforts have been effective and we are working to continue creating sustainable recruitment strategies - particularly beyond the intern program. Having the JEDI committee meet monthly was successful, leadership also has a monthly meeting.
  - FCE - goals - (1) enhance representation of underrepresented groups in early career roles, (2) enhance faculty representation of underrepresented groups, (3) set roles for early career folks in leadership positions. Progress - (1) diversity-oriented post-doc recruitment through FIU NSF Advance program, (2) diversity representative on hiring committees, (3) post-docs now represented on exec team, new student e-board representation on exec team, RET program minority-focused, student career fest with representation from 15 state, federal, local agencies and NGOs.



- BEMP/SEV Code of conduct, clear hiring practices, alternative requirements for job positions, pronouns, field safety training, bringing experts in to talk about aspects of DEI work, solid land acknowledgement, Spanish translation work
- Code of conduct (VCR), including field work lens
- Bystander intervention training for all REUs and staff (plus most grads and some PIs) (VCR)
- BLE: DEI committee & plan; Regular field debrief for remote field work & post-field survey re: safety, concerns, achievement of research goals; monthly grad-student PI liaison meetings
- NWT: Climate survey, Field Safety trainings and supported training for WFA certifications, authorship guidelines, code of conduct, better hiring practices
- MCM: Formal field safety training/certification for all (most?) deploying team members; established a site DEI committee; draft code of conduct; onboarding is good(!) but needs improvement and standardization; PI commitment to DEI (+/-) (we talk the talk but are struggling to walk the walk - requires work!); creative, intentional approaches to recruiting and retention. Successful SWOT analysis (follow-up planned); some progress on very complicated Title IX issues; technicians now included in a subset of regular PI meetings
- CAP: monthly Equity Circle held on 1st Friday of the month. We are following URGE curriculum. Next circle meeting is on Oct.1 at noon. We also have been meeting with students, staff and faculty to create a field safety doc.
- NES: forming our DEI subgroup, but slow going in finalizing our DEI plan and code of conduct
- HBR: starting Anti-racism study group
- HBR: group reading of Braiding Sweetgrass (Robin Wall Kimmerer)
- BNZ has a EDI committee formed; plans to do a culture survey, hope to have some dedicated BNZ researchers do a SWOT related to JEDI issues and plan to have assessments for meeting JEDI goals
- NGA: Postdoc representation now in DEI Committee. Lots of questions regarding CoC in terms of consequences and conflict mediation/resolution. Working on a document that outlines requirements for going to sea with inclusion in mind
- KBS: We have had a lot of success getting trainings and getting site personnel to participate in trainings (Cultural Intelligence, Relationship Violence and Sexual Misconduct, Implicit Bias, Inclusive Hiring).
- KBS: Have also had success in hiring diverse faculty - last faculty search we were able to request support from MSU to make two offers because we had two candidates from HEGs at the top of our list, and we were able to get both to come. Local Culture and Inclusion committee has an active role on all faculty searches now, which may have helped. Site PIs are certainly committed to increasing diversity, however (was in the call for the last position that we welcomed candidates from diverse backgrounds).
- What planned DEI actions have **faltered or failed** to come to fruition? Lesson learned? Path forward?
  - *SUMMARY OF EMERGENT TRENDS*
    - *Slow progress on formal actions - committee formation, Codes, formalizing processes for transparency*

- *Progress stalled by technicalities and need for more experienced input (e.g. reporting structures, anonymity, etc)*
  - *Low reporting rates on assessments (esp alumni)*
- Affiliated researcher status definition and route to achievement - this is in the hands of the PIs and has been slow moving even though we agreed that it is a great route to linking new (and URM) researchers with our project (VCR)
- Shifting our final student presentations for the summer to a Regional Student Research Showcase at the community college - timing has been tough, but we are aiming for summer 2022 (VCR)
- Reading list curation to go with land acknowledgement (VCR)
- NES: we are a pretty fractured site, with some groups going to sea and others staying at their computers at 4 different institutions. I think we should meet as a group more often and have expressed this, not only for the benefit of the science but for a greater sense of belonging for all participants. We've yet to start meeting more often and, all in all, I feel we're struggling to provide a group-wide sense of belonging (though it might be great for the subgroup that goes to sea).
- NWT: formal land acknowledgement statement - this is more of an example of it not being clear who signs off on these statements being 'done' for the time being.
- KBS: We have struggled to build connections with organizations outside the LTER. We have had two promising connections that have been in relative stasis, though we have an active line of communication with a local Tribal College again and that is exciting. But these outside organizations seem to have been swamped coming back from COVID - my impression is that they have fewer staff than they did before the pandemic and it has been difficult for them to do anything outside of their previous bandwidth. This also falls on us - we really stopped reaching out once the field season began and our own scientific efforts and preparing for undergrad summer experiences consumed most of our time. So there has been little activity fostering connections specifically to enhance DEI outside of the LTER itself.
- MCM: Slow going on formation of site DEI committee; some generational issues with some personnel not "getting" DEI; still need climate survey; still need action plans; recruitment efforts targeted towards underrepresented undergrads didn't get us any UR students; Title IX is very challenging at our site given our field site is not located in the US and personnel are across institutions
- CDR: Salaries for interns and summer researchers are lower than working at nearby retail/fast food locations (\$11-\$12/hr vs. \$14-\$15/hr), which was a source of concern this summer. The intern program next summer will likely change to allow interns to gain more experience/skills (maybe through rotations). More funding might be needed to fund (more) paid time for interns to engage in independent research. A potential option is to have everyone go through a research experience at the start of summer, to encourage interns to pursue the independent projects.
- BEMP/SEV Getting folks to recognize some DEI work isn't glamorous or loud.
- HBR: Step-up bystander intervention training was conducted via Teams. If we did it again, I wouldn't only do it in person and would separate students from PIs. It was too hard to see when people were upset or not communicating

- FCE - alumni assessment survey has really low report rate, social activities have been sad due to covid :(.
- HBR: outside organizational assessment--a lot of nervousness from leadership about get an outside assessment of dynamics
- HBR: Code of Conduct/Anonymous complaints procedure--getting very hung up on preserving anonymity and "chain of command" issues
- BLE: unable to interact much with small native communities on the north slope of AK because of COVID; switched to largely virtual format for 2021
- NGA: Also limited interaction with communities due to COVID restrictions.
- [10 min] Are there patterns across our sites? What common themes should be discussed with PIs? What messages need to be shared around these?
  - Successes
    - Field safety
      - [Put examples in folder](#)
    - Code of conduct?
      - [Put examples in folder](#)
    - Reading groups
      - Different target audiences (ex: entire community (Sweet Grass), antiracism is self-selected) HBR
      - Alternate staff meeting with reading/discussion group; best practices, etc SEV
      - Put [examples of curriculum in folder](#)
  - Struggles
    - Committee formation + getting the work done
      - Invite people to contribute on the fronts they are most passionate about
      -
    - Structural changes (pay, etc)
      - Transparency in recruiting, appointment, etc -- from PIs, affiliates, undergrads, etc
    - Reporting
    - Land acknowledgements (going beyond words and into actions)
    - Are we ever finished?
      - Living documents with annual reviews seem to be working for some
    - How do you find time? And create your "army"?
      - Use meeting time to workshop documents
      - Have subgroups with one person leading a task
      - Work falls heavily on grad students, staff and women
      - Twist arms - identify individuals and ask!
      - Made sure that the bylaws gave the DEI committee executive power.
      - At CDR -- give free housing or small stipend for someone to keep things going, salary during fall or spring for a student
      - Asked people to bring in what they were most interested in -- engage their passion.

NOTES: make sure that Cristy is still on email list (porta020@umn.edu)

**Preparation for next time** [5 min]: Equitable recruitment and hiring - if your site has had any successes implementing [equitable practices in recruitment and hiring](#), please [share examples or processes here](#) to be discussed next month.

If you have not explored this topic recently, please consider watching this [webinar](#) before our next meeting.

If time remains: Other successes/failures/requests?

## August 2021

**Updates** (LNO, EB, co-chairs) [10 min]

**LNO** - Welcome to Gabe de la Rosa! Taking over with LNO communications.

Network Orientation on September 30th (in newsletter, sent to PIs) - please advertise

Starting Fall Seminar series - each LNO working group will lead a seminar

Decadal Review committee - report will not come out until late 2021/early 2022

**EB** - Science Council meeting currently scheduled for November (Phoenix)

Focus will be socio-ecological research

**Co-chairs** - next meeting topic: self-assessing DEI failures (and successes!) to prep for future discussion with LTER PIs

**Focal work - sub-committee work** [30 min]

Use your notes documents within the WG folders to help jump start your working session:

[Community Building](#), [Resources](#), [Fundraising](#), [Field Safety](#)

**Report out** [20 min]

**Community building** - a need for a while has been better communication, so having Gabe in-house was very helpful; will potentially have a workshop on SciComm

Cristy has a postdoc and may not be able to take on the bandwidth she had previously

Worth identifying a co-leader going forward

**Resources** - recent efforts by sites to do climate surveys highlight difficulty in executing them effectively - crafting quality surveys, analyzing data, synthesizing results. Potential opportunities when thinking about LTER as a population to be studied.

Objective of climate survey is two-fold - provide base references about climate, but also needs to be analyzed to create recommendations. Can a "data fellow" or professional be brought in to help with this? At site or network-level?

Monthly/quarterly meetings at sites - can we prioritize 5 minutes of these as a "DEI moment?"

One way to do this would be "you asked for it, you got it" - what has been done in response to specific issues that were raised?

How to deal with anonymization of personal data from climate assessments at sites?

Appetite for code of conduct guidance in the next year

## July 2021

Small group - Renee, Monique, Cora, Nameer, Evelyn, Byron, Amy, Meagan, Linda, Elizabeth, Ana

**Updates** (LNO, EB, co-chairs) [10 min]

## **LNO**

**EB** - from Renee (via IM rep) → proposal agenda and ad hoc review (proposals and renewals); issues with EDI funding - proposal to discuss - being brought to NSF working group attention

**Co-chairs** - Focal topics for upcoming meetings (aim for fall with higher attendance)

## **Climate assessments**

10-15min - contribute to the [working doc](#)

25-30 min - group discussions (randomly assigned breakout rooms of 5 or fewer, as needed)

Follow up w/ Marty - could LNO support an analysis contractor/fellow to help with our assessments (produce results) across sites?

Most conversation notes captured in working document

10 min - share take-aways with entire group

If we finish early, share struggles and successes.

## **Plans for DEI accountability** (as time allows)

# June 2021

## **Updates** (LNO, EB, co-chairs) [10 min]

### **LNO -**

- ASM scheduled for September 19-23, 2022
- Science Council scheduled for November 7-11, 2021
- LNO leading an Inspire session at ESA on belonging in networks
- Working on Coop agreement Y3 budget
- [PI responses to decadal review committee](#) have been forwarded to the committee.

### **EB**

- Discussion of proposal addenda and supplements with NSF
- Discussion of how Executive Board and information managers can bolster support for EDI
- Will NSF allow LTERs to do BioREPS proposals? Is there a chance of reconsideration?  
Probably not. That's probably a BioRETS discussion.

**Co-chairs** - nothing new

## **Mid-year gut check:** share a current impression around DEI work at your site or in the network [10 min]

- ARC: we had a burst of energy this spring and drafted a DEI Statement and Action Plan; made some progress on better orienting new personnel to the field; collaborating with University Alaska Fairbanks (they run Toolik Field Station) since they are also working on these issues; but now that the field season is underway, likely won't be able to do much more until fall
- NGA: During our last DEI committee meeting we revisited our short/midterm DEI plan goals to assess our progress, and are continuing to move forward with more activities. For example, a video is being produced by NGA students to introduce future students into the program and the specifics of going to sea on a research vessel. Also, we will have a person from the University of Alaska Fairbanks department of Equity and Compliance come to talk to the NGA DEI Committee about university resources related to conflict resolution, because this is a grey area

in our code of conduct document. Committee members are also rotating to provide DEI “learning moment” (10 min) during our all hand’s quarterly meetings.

- SEV/BEMP Weekly DEI meetings to knock out clear code of conduct, hiring practices, and such. On the BEMP side we are working on the field safety documents. Especially good timing on that, given it’s been 40C+ during our field week.
- NES: Put together our site’s DEI working group and will have our first meeting this summer. One of our main tasks will be putting together our site’s DEI plan. We will then have regular meetings to evaluate how we’re meeting our goals and what specifically to do to accomplish them. WHOI recently hired our first Chief DEI Officer, which is a major step for the institution. We hope to engage her in our site-specific work.
- PIE: We are making progress in some areas, but less in others. We have focused on principles of community and making sure that reporting policies are in place for people staying at the field station. One challenge we struggle with is the cul-du-sac of ‘nobody ever reports that there is a problem so therefore there are no problems and we therefore do not need to do anything’ cycle. For example, we have never had anyone complain about field safety, therefore we do not need to do anything to make people feel more safe in the field. Trying to work around this resistance by making sure that reporting structures are clear and that we signal a supportive environment where feedback and reporting is important and will be respected so that we can better identify whether there are issues. Would prefer an approach where we are more proactive but the leadership consensus (re: field safety) was we didn’t need to do more because there weren’t any concerns.
- KBS: DEI has been in a little bit of stasis for the last couple months here - have a spring Career Pathways seminar that serves as a good venue for a lot of these efforts, and for community building and feedback, but with the advent of field season we have not had structured DEI efforts in a little while. Have Cultural Sensitivity workshop tomorrow, however. DEI WG is overdue for a meeting, but new energy comes in part from turnover in the local Cultural Inclusion Committee in the middle of the summer that re-establishes priorities for coming year. Current effort to develop a field safety plan for KBS (not just LTER) is being led by a postdoc but we are hoping to expand this through the CIC. New Code of Conduct has finally been ratified by MSU lawyers and is in place.
- CDR: We had a consultation with a University DEI administrator this month to get feedback on our JEDI plan. We were advised to think big for our plans, take small steps and move fast. It is my understanding that the interviewing and onboarding efforts are already being implemented with the incoming interns, and the kick-off summer symposium was this week. We are also working on meaningfully engaging with our land acknowledgement to take it from words into actions. We have been meeting monthly (both full group and steering committee), and are hoping to continue meeting close to monthly during the summer, but acknowledge we might be spread a bit thin during field season.
- CAP: bi-weekly CAP JEDI committee meetings with support from the CAP leadership team. Held DEI events at annual scientists meeting with Theater of the Oppressed, as well as monthly ‘equity circles’ that are meant to create an open facilitated conversation on JEDI with full CAP community (open invitation to anyone who would like to join). The JEDI committee is working toward a community survey, creating space for facilitated conversations.
- NWT: We made a lot of progress this year with a community climate survey, response with action items from the executive committee, and better outreach for hiring technicians.. We also

made an anonymous comment box, formalized authorship guidelines, and reworked out code of conduct and safety plans. Our issues have been finalizing documents associated with land acknowledgements and DEI action plan - they never feel done or 'good enough' to send out. When to call it good? Also, how do we keep reminding people about the resources, how often do you remind them in order to engage/make them useful?

- MCM: No formal DEI committee yet. Our primary focus this past six months has been on logistics for the upcoming field season, which will involve a significantly smaller deploying team for an extended field season (we had no field season in the 20-21 austral summer due to Covid). Many of the deployers are students and approximately half have never been to our field location. We are beginning to organize a series of team building meetings and exercises leading up to deployment. We have also arranged for all deploying team members to be first aid and/or wilderness certified to be better prepared to deal with injuries and related issues.
- BLE: finished first post-COVID on-the-ice field season in April. New strategies for open communication, daily debriefs and post-field season surveys were really well received. Open water field season starting soon - and will use the same strategies for equity & inclusion.
- HBR: we also have made a lot of progress, but snags now are: Code of Conduct--consequences. There is no agreement about whether we will try to do something supportive for individuals or just say "go back to your institution and deal with it through the chains of command". It would be super helpful to have a workshop about an anonymous complaints procedure, and which part of the complaints procedure would not be anonymous.
- VCR: Our DEI committee is doing good work, but so far our work is almost entirely within the committee. If there is something that one of us can do fairly easily, that is what gets done. We got a code of conduct in place (that we are pretty happy with). We've provided bystander intervention and anti-harassment training for our REUs. We are working on building a partnership with the community college. We have plans to dig deeper with programs and PIs in the fall (e.g. redesign of some initiative). One of our struggles is navigating the inclination of folks to 'add on' DEI programs rather than work on making our core work more inclusive. The sentiment is for the latter, but the solutions are often to add programs rather than to rework our existing structures. Our next frontiers are mentoring and graduate support. Vocally there is a lot of support but sweat equity is harder to elicit.
- HFR: (1) our DEI group has transitioned to a standing group with reps from each workunit at the forest. This has broadened participation but also lost some of the depth and enthusiasm that existed in the grassroots volunteer DEI committee. (2) we are renovating our museum with a emphasis on better representation of indigenous communities
- AND: We are reorganizing our DEI efforts with a new committee that can work in collaboration with our executive committee. We are hopeful that this will both increase the diversity of voices contributing to AND leadership, but also provide accountability for the executive committee. We have also been having a conversation about the purpose and scope of land acknowledgements, hopefully leading to a revised acknowledgement that also identifies/clarifies some of our goals/commitments.

#### **Focal work - sub-committee work [30 min]**

Consider using notes documents or February minutes (below) to help jump start your working session: [Community Building](#), [Resources](#), [Fundraising](#), [Field Safety](#) (from strategic planning blitz)

#### **Field Safety WG**

Does anyone know about leadership training for field crew leaders? Notify Renee or Meagan if so. If this resource is found then Cora would like to also take advantage at VCR.

Should check: ADVANCE GEO, UFERN, IRES

### **Community Building WG**

Will have a seminar at the end of July

Interns doing video field tours at the end of summer?

### **Struggles and Successes [10 min]**

General Debrief:

*Strong desire to learn about how to bring people that are reluctant into DEI efforts - potentially worth using committee budget on to bring in experts to help us with this.*

Can we seek professional guidance on how to build engagement/commitment to DEI from our broader groups (beyond personal persuasion from the DEI reps and similar at each site)? How is engagement built?

Quincy suggests <https://www.linkedin.com/in/drginaforrest/>

Potentially would be useful to get some expert advice/support/presentations on how to deal with the development of a new Code of Conduct (could also be crowd-sourced from all the sites that are undergoing this process or have gone through it recently).

A bit tougher to do this in a one-size-fits-all way - but many of the basic issues should have commonalities (anonymous reporting, potential consequences for violating actions) as well.

Those could be the basis for a program. Can we at least get guidance on the technicalities and structures around Codes of Conduct and reporting? What is anonymous? How can power be removed/reduced in reporting structures? Consequences?

## **May 2021**

### **Updates (LNO, EB, co-chairs) [5 min]**

LNO

- [Ecosphere Special Issue](#) is out.
- Kristen Weiss has taken another position. [Job ad is out.](#)
- Tentative dates for All Scientists Meeting - Week of September 19-23, 2022
- Need to start another meeting before this one ends, so won't be able to stay for the whole meeting and will hand host role to Cora/Nameer

EB

Plans for Science Council meeting in November

PIs meeting with NSF program officers today

Co-chairs

### **Focal work - Field Safety [45 min]**

In breakout rooms, use [May Field Safety Document](#) to guide conversation and take notes [40 min]

Return to main group; top info report out [5 min]



Oscar: mental health aspects of field safety seems to be the most left behind

Cora: have any of the sites done mental health first aid training? (Not explicitly)

Evelyn: FCE is based at FIU and because the university has developed training for how to assess/respond to mental health concerns they have fallen under this umbrella.

<https://kognito.com/products/at-risk-for-university-faculty-and-staff>

Comprehensive training through private company, not just a set of resources. (**will link**)

Ana: have provided links to particular resources that are available through institutions associated with the LTER, but nothing specific to the LTER.

Lydia: at KNZ we had some people that were willing to put themselves down as official mediators for field conflicts, but this is not how a ombudsperson would normally be chosen. But it allowed there to be a process put in place (grad students appreciated this progress).

## **Struggles and Successes [10 min]**

# April 2021

## **Updates (LNO, EB, co-chairs) [5 min]**

LNO:

- Kristen Weiss leaving the LNO -- will be hiring a new communications coordinator - look for the job ad soon
- Decadal review continuing (slowly)
- Science Council Meeting (PI's +1) set for November 7-11 (in person at CAP)
- No plans for a synthesis RFP in 2021, but back with a bang in 2022
- Site trailer workshop tomorrow at 9 am Pacific time
  - 2 hour workshop to for site promo for ease into to fieldwork

EB - nothing major, update on LTER Hub, DEI component of the Decadal Review, data citation discussion

How is the LTER Hub coming along? Adding profile.

Access to it is going pretty well

[Guide to the Hub](#) in last newsletter

Need to get folks to circle back to it.

Need to get peoples affiliations to committees correct

Lot more self reported and accurate info than a few months ago.

Schedule meeting with Steering Committee

Next time there will be an agenda coming

And summary

Co-chairs

## **Working Group Breakout Rooms [45 min]**

Consider using notes documents or February minutes (below) to help jump start your working session: [Community Building](#), [Resources](#), [Fundraising](#), [Field Safety](#) (from strategic planning blitz)

### **Struggles and Successes** [10 min]

#### **WG Report Out** [Supplemental 30 min, as needed]

Fundraising - potential for

Community-building - would like to improve how we get the word out, will send reminder email to Diversity Committee listserv a week prior to next seminar, also will coordinate twitter advertisement

Field Safety - divided up by topics of interest to find resources of use for next working session; also interested in how other sites are approaching field safety issues with field season approaching.

**Opportunity for a panel** organized in tandem with the Community Building Working group - could also be in conjunction with the next large group meeting being devoted towards hashing out field safety issues/plans that the various sites have been working up given the timing (shared drive for plans)

## March, 2021

#### **Updates** (LNO, EB, co-chairs) [5 min]

##### LTERR Network Office

Funded some new working groups (including a synthesis group of Cristy's!)

Added some new forms of support for working groups (remote facilitation training)

Network hub - all committees have access, next step would be all active LTERR Is

Will have access to demographic data once that wave is complete

Broader outreach to alums will follow this

Talking to NSF about re-budgeting participant support funds (ie, those that support this committee and other working groups)

LNO ASM delayed until 2022, no set date as of yet (ESA going all-virtual in 2021)

New Minneapolis urban site was announced last week!

No member from that site in the committee as of yet, but in the works

##### Executive Board

Discussion of how Science Council meeting would look - hopefully in-person at CAP; desire was to have it be related to socio-ecological systems but may relevant to all sites  
Aside: does not having a socio-ecological aspect to a site's research program hold them back from being able to recruit and retain a more diverse community?

*LP:* forcing social science upon sites that were not aimed in that direction previously was not effective in the past, and led to shoehorning of such objectives

##### Co-chairs

Side note...SABER webinar recordings, including role of kindness and community in broaden participation: [https://saberbio.wildapricot.org/Diversity\\_Inclusion](https://saberbio.wildapricot.org/Diversity_Inclusion)

#### **Best use of meeting time - and budget** [15 min]

Example: Solidarity needs and how to advise on/navigate them (actions to match our diversity plans vs creating a conflict of interest) -- ideas from sites

[Contribute ideas here](#)

#### **Fundraising WG request for priorities** [15 min]

[Needs identified thus far](#)

## **Working groups status check [10 min]**

### Community-building

Had monthly seminar last week - two talks, with fun breakouts ("would you rather")

Big challenge is expanding the group size - have about 20-25 participants regularly, but there should be some more to reach. Would appreciate help getting the word out!

### Resources and Allyship

Discussion about what could be done in a coordinated fashion to help the group

Comparing notes in a structured manner is a broadly-desired goal

Difficult to know how to train ourselves to be good allies

### Field Safety

Still honing the objectives of this working group to be distinct from those of other WGs

Resources shared during Cornell panel discussion on field safety are of use

UC Berkeley field safety template could be resource to leverage for LTER effort

Could use more participants - only 4 members in last meeting

The committee has to have one person from each site - but can have more

**Opportunity to bring in others that are not on committee into WGs, too**

Could sub in the newsletter "resource of the month" to be an update on the committee and the current working groups - and also request more participation

**Struggles and successes [10 min]** -- monthly chance to share progress or seek advice

## February 16th, 2021

### **Updates (LNO, EB, co-chairs) [10 min]**

Survey results re: changing meeting time - keeping this slot

### **Working groups strategy sessions [50 min]**

Notes documents: [Community Building](#), [Resources](#), [Fundraising](#), [Field Safety](#)

### **WG Report Out [30 min, those that can stay]**

#### Community Building:

Discussed the first meeting. Ran out of time for discussion.

Next month is 2 speakers.

Following month - one speaker.

Ara and Lowell will present on community engagement.

Random breakout rooms for the following month.

Gather.town is a nice way of

#### Allyship/Resources:

Background: Came up last semester - want to ally but hesitant to claim that status → how do we proceed safely?

Demonstrating inclusion counts towards progress → essentially becomes a form of professional development

Facilitate growth without being experts (good allies)

Coordinate across sites or guidance for within sites

Live syllabus shared between sites → multiple topic threads

Facilitator's guide (gathered through support discussions)  
Opportunities for listening → presentations provided (listen without necessarily interacting -- supporting need for listening)  
Information gathering → Which sites are doing what? What is needed?  
How is your site supporting learning and sharing resources?  
Do you have a discussion group?  
What support do you need?  
Budget? (compensate speakers, etc)  
Goal: perpetual/durable, not just single effort or contents that readily expire  
Action items: 1) information gathering from sites (happening + needs), 2) next meeting - what is structure of what we want to do (rather than options gathering) → high priority is helping to 'get the resources off the page'; help support engagement with most helpful pieces (aim for regularity)

#### Fundraising:

- Thinking about the things that are worth proposing for at the Network level?
- Would be useful to present to the full team. What's the most pressing need?
- Will put together a menu of items for feedback from the committee.
- Convergence accelerator? Bring in people from widely divergent backgrounds to identify friction points. Give 100K to carry out a series of workshops to identify issues preventing progress.

#### Field Safety:

- Still in brainstorming phase. Discussed some specific, shared issues. Field stations/field sites/remote field sites. Reporting and how to make it possible for people to voice concerns safely.
- Survey other field stations and sites. Models for good confidential reporting mechanisms. Peer leaders may be one option.

#### Notes:

LNO Orientation: 67% responses, 10% of respondents thought it was too long - most were pleased!

Cora was EB rep - Joel Llopiz has volunteered, send PM to Marty with Yes/No vote

*Maria notes that the committee is dominated by women and this is something that we should perhaps make an action item; asks whether it reflects leadership structure at home sites*

## January 19th, 2021

**Pre-meeting survey:** [link](#)

**Updates** (LNO, EB, co-chairs) [10 min]

LTER Network Office

Executive Board

Co-chairs → [survey results](#) re: restructuring schedule; leadership team

**Working groups status check** [25 min]

Goal: Discover which have critical mass, which may need reengineering, which just need time

Work in breakout groups to assess working group status [15 min]

Use [Strengths, Weaknesses, Opportunities, Threats](#) (doc) to evaluate goals + work

Report out from groups that want immediate feedback/help [10 min, 2-3 min per group]

Clear path forward? → use strategic discussion to guide next month's working session

No clear path forward? → consider disbanding or proposing new/modified group

**Network orientation planning** [15 min]

Outline of need (Marty)

Input on big ideas from committee

Volunteers for further help

**Struggles and successes** [10 min] -- monthly chance to share progress or seek advice

LNO Updates:

Network orientation upcoming - January 26th

Deferring 2021 LNO ASM to 2022

Deferring May Science Council Meeting to Fall 2021 to allow it to be in-person

Decadal Review Committee report - coming most likely in Fall 2021

All synthesis groups are presented with DEI data and are incorporating it, objective to transition to having LNO onboarding through portal automate this process

Executive Board:

Interest in sharing information on enhancing DEIJ across the LNO, building best practices

Co-Chairs:

19 responses to survey - 89% of respondents are interested in shifting to meeting every other months

Working group focus sessions one month, big group meetings one month

Looking back at history of how committee has come to current iteration with aim of focusing future work

Steering committee - Nameer, Cora, Joel, Jenn, Lydia, but also room for WG reps

Working group products will end up being mediated through the Resources working group - this work could be done by each group on their own, as well.

*Linda Pardo - would be good to have Resources curated initially, then could run on its own*

Network Orientation planning:

Many people join LTER sites that are not made aware of opportunities across Network

*Cora: prioritize making new personnel aware of the DEIJ committee and their local site rep*

Struggles/Successes

Nameer (KBS) - Field encounters and hostility and how to be better prepared + tribal college collaboration

A resource that can help with the field safety planning:

<https://www.nature.com/articles/s41559-020-01328-5?proof=t>

Lowell FEC - Many local groups, including indigenous tribes were worried about a policy change (404?) at FEC that would affect the Everglades ecology. Made Lowell aware of this, and he brought this to executive committee, but the efforts that this led to do not appear to be related to resolving issues with 404. Planning future science communication with local tribe, but want to be able to address these issues head on while doing so

Chris GCE - recently ran a workshop on DEI, focused on unintentional roadblocks that prevent historically excluded groups from getting opportunities at R1s. Building relationships with students at their local minority-serving institution as well as smaller colleges

Ana NGA - Funds repurposed to support two initiatives:

1. Entrain an Alaska Native undergraduate student into the site from any major (not just science) and with flexible time to develop and execute a project with one or several PIs.
2. Purchase equipment to initiate a citizen science program that will allow us to develop partnerships with Alaska communities interested in the NGA.

Gretchen - informal call this Thursday for sites to crowdsource issues and solutions in relation to Gender Inclusive Facilities at Field Sites zoom Thursday

Cora (VCR) - put in grant through UVA to get a person [trained to facilitate culturally inclusive mentorship](#) training to offer continuing workshops without having to rely on outside experts

Ara - Sevilleta had it's all hands meeting and laid out a DEI plan. We also formed a DEI committee to organize and prioritize what needs to be done.

## December 15, 2020

### Lead PI Meeting on Friday, December 17

- All DEI Committee members are welcome to join. If you have not received a calendar invitation, please let me know
- Thanks to the organizing group (Gretchen, Joel, Ara, Oscar, Alan, Cora) for helping me think it through. If I've missed or confused anything, I'm sorry and this is your chance to revise.
- Draft presentation:  
[https://docs.google.com/presentation/d/1BFDuaCUrNNN3tQFrCKki8FoGqjo3QGxNI3UdOo2cv0/edit#slide=id.gb14a79d47f\\_0\\_113](https://docs.google.com/presentation/d/1BFDuaCUrNNN3tQFrCKki8FoGqjo3QGxNI3UdOo2cv0/edit#slide=id.gb14a79d47f_0_113)
  - Add numbers to figures slide
  - Mentimeter poll

### Survey updates

- Workplace climate survey planning. Demographic survey is pretty well set. There are two groups (Grad student committee and one led by Michael Nelson out of Andrews Forest) developing workplace climate surveys. We're working to align these two groups and meet both sets of objectives.

### LTER Network onboarding -- planning for late January

LNO is organizing, sparked by ideas from this and the grad committee.

There will be a short DEI component as well as intro to the Network, to synthesis, and some time for cross-site networking.

### Working Group Activities

- Community (for people from groups marginalized in STEM)
  - Please suggest speakers and themes for the meetings by adding them to [this list](#) of confirmed and potential speakers.
    - Weekly topic -- different regions or types of research
    - Working group

- **Fund-raising**
  - INCLUDES
  - Grad training
- **Resource curation and communication**
  -
- **Education for allies**
  - ~70 people attended bystander intervention training. Assessments not yet available.
  -

## Site Updates

Arctic- developing arctic site-specific DEI committee 12 volunteers -- nice career stage range. Discussion, shared resources. Working with toolik field station management. Annual meeting in early March. Making some changes. Title IX concerns well addressed -- but not around other issues.

Sevilleta LTER has an all hands meeting coming up 11-12th in January. DEI workshops and working groups are meeting.

NTL -- Onboarding came up with grad students. If a site doesn't have good representation then the Network could serve that role.

KBS -- from mid-term review panel onboarding opportunity/team building/democratize data management

KNZ- Initiated a Committee -- discussing these issues in the larger KNZ meetings -- 12 individuals on DEI committee Reading 10 rules to make an Anti-racist Lab. How to recruit more people -- grad deadlines today. Collated information on who has what going on in their lab. Demystifying grad school.

VCR Field research staff read how to keep people safe in the field.

## November 17, 2020

- Introduction to community platform (still under construction). I'll demo today and then send out login links with questions for feedback after today's meeting.  
Can use LTER login, but can also connect to Google/LinkedIn/etc (ORCIDs eventually?)  
Not logged in within one year → you will get a relevant survey, prefilled where possible  
Select research interests (try to use presets)  
Check site affiliations (*want feedback on how complex this is*) - aim to track movement  
Check committee memberships, join/leave group memberships  
Fill in demographic survey (*still under construction - but mostly settled*)  
*LP - what about allowing multiple racial choices? I.e., by selecting multiple boxes*  
*This comes back to what the purpose of tracking of demography is*  
*CB - what is listed under "gender" should be labeled as "sex" instead*

*“other” should be termed more inclusively → should be addressed*

*NB - what about capturing whether students/staff/faculty are international? - likely yes*

Selected interests will be used to organize topics, can also be used for *ad hoc* listservs and discussion groups

Home platform page has LTER Network calendar, links to newsletters, featured topics

*Marty will be playing out with this for a few more days, then will open it up for use/feedback*

- Plans for LPI/DEI Meeting. It is a rare opportunity to get the Lead PIs together and we need to put some thought into how to best capitalize on it. There was enthusiasm last month to focus on strategic planning and/or landscape analysis. We'll have 90 minutes with them. I'm thinking breakout groups with PIs and DEI Committee members in each breakout. If so, what topics do we want to address with them? Do we want a presentation first? Any particular expertise?

*CB has gotten impression from exec board meetings that PIs would like help thinking through site-specific programs, benefiting more from our own group discussions*

*LP asks whether we will have done some sort of synthesis to rely on beforehand - Marty says objective would be for PIs to develop their own synthesis of what their site needs*

*GG asks if exposition to PIs could instead be issues we have run into collectively*

*OS/MN also support idea of providing PIs with a survey or some sort of homework*

May make most sense to switch order - have PIs spend time identifying issues at their home sites, then transition to how the network can help address these issues

Three overlapping arenas - recruitment (of colleagues), inclusivity, outreach (to public)

*JT notes site PIs are most motivated by site reviews/renewals - tie discussion into plans that will be required for future proposals and how LNO DEI committee can aid their development*

### **Example LPI/DEI Meeting**

- Presenter? Inform around DEI strategic planning. LTAR --
  - Definitely small group discussions (2 rounds?)
    1. SWOC (Strengths, Weaknesses, **Opportunities, Challenges** - could **feed into Activities discussions**)
    2. Activities:
      - a. DEI strategies/plans
      - b. Building safe and inclusive communities
      - c. Identifying and engaging groups of interest
      - d. Recruiting (all levels)
      - e. Selecting (all levels)
- Anyone interested in helping plan this with me? *Gretchen, Joel, Ara, ...sorry those I missed!*
  - Leadership and schedule.
    - Many committees use a co-chair model successfully, or even an executive team. (IM has an executive team of 5 who plan and organize topics for monthly water coolers and track the activities of working groups.) Are there folks who would be interested in taking a leadership role under that type of system (either co-chair or team)



- We actually have several people on the committee who cannot meet at this time. Expect a new poll shortly to see if we can find a better meeting time.
- Do we want to shift to a bi-monthly meeting schedule so that working groups could use the alternate month slot to make progress?  
May switch to this format after the New Year

*LP asks if we would be interested in using the "Restorative Justice" model to deal with difficult situations/scenarios at a site - without such a structure being privy to such a scenario can result in an altered relationship even if one is not the victim or perpetrator*

*Ara notes that it comes down to the community member that was harmed buying into in the model*

## October 20, 2020

1. Announcements
  - a. SACNAS is this week
  - b. Cristy -- community building committee -- plan to have meeting once a month on a different week -- Oct 10th, Tuesday after the election.
2. LTER Network Office Update (Marty)
  - a. LTER Network Decadal Review Committee is beginning to meet with network committees and key individuals -- Oscar Schofield, Alan Berkowitz, Ana Aguilar-Islas, Cristy Paortales-Reyes, Nameer Baker
  - b. Community platform is being implemented. Will launch initially to a few test communities in the next few weeks. To the wider network over the month of November.
  - c. Planned DEI questions:  
<https://docs.google.com/document/d/1odVw4k7l82X7mUefeuezCVxBDvQtVyOKJW6-9MN-bps/edit>
3. LTER Executive Board Update (Cora)
  - a.
4. Old business:
  - a. We have agreed on a date for an ADVANCEGeo Bystander intervention training: Friday, November 13 Noon to 3 pm PT. Registration will be announced in the newsletter coming out this week.
5. New business
  - a. Calendar of future meeting topics
    - i. Strategic analysis -- strengths, challenges, opportunities, risks
    - ii. Map the landscape -- what organizations do we have relationships with, what are they doing? What are the opportunities to join forces? Who can we learn from?
    - iii. Can we get real about fellowships? how much money would we need, how would we compete them?

- iv. other ideas?
- b. Joint discussion with site PIs? We are starting to plan quarterly PI meetings and diversity and inclusion is high on the agenda. What would a joint PI/DEI meeting look like? What topics would you want to put on the table? How can they contribute to
- c. The committee needs a leadership team, duties:
  - i. Identify topics, chair meetings, ensure that notes are taken
  - ii. Please nominate or self-nominate before next month.
- 6. Site updates:
  - a. Ana Aguilar-Islas -- NGA -- diversity plans.
  - b. Liz -- CAP initiated DEI committee for CAP -- site review this week
  - c. Clara -- new committee meeting monthly -- just presented at quarterly committee of scientists -- land acknowledgement growing into a broader effort to engage community.
  - d. Cristy -- meeting about anti-racist practice and policies -- postdocs, faculty grad students
  - e. Dave Bell -- DEI wrapping up draft land acknowledgement
  - f. Nameer - information exchange with Saginaw Chippewa tribal college. Also engaging with The Kalamazoo Promise foundation. First generation student s- not showing up in STEM
  - g. Lowell FCE (*absent*) -- Preparing demographic survey ahead of FCE-ASM this coming December. FCE-ASM will have a 2-minute presentation of the status of DEI at FCE and a breakout session.

## Notes

### **Cristy Portales - Community Building WG**

Would like to organize monthly meeting on a different week from this one - 3 weeks from now

### **Updates from LNO**

Decadal review committee has been assembled - will be reaching out to LNO committees

Synthesis, Information Management, Education - foci for review, DEI cuts across all three

Implementing community platform now (where demographic information will be housed)

Will be released to information managers first, then to full network in November

Demographic survey has been updated to be in-line with Nature Conservancy's efforts

Will have a question for site, and information will be available to site personnel

Will go to everyone that is on up-to-date list of personnel across LNO, then to new personnel

Executive board has recently met with decadal review committee; mostly great but DEI underserved

### **Old business**

ADVANCEGeo Bystander Intervention training: Friday November 13th, Noon-3pm PT

Registration will be announced in this week's newsletter

Works best with a mix of roles - sign up early and encourage others to do so!

## New business

What is our calendar of action? What are topics/efforts worthy of lengthy discussion?

Ideas:

1. Strategic analysis
2. Mapping the landscape - what other organizations are working in this space, and how?
3. Building repository of relevant fellowships and applying for them
4. Bringing in outside speakers
  - a. How to build a lasting information exchange - in the context of partnering with institutions
  - b. Barriers
  - c. Microaggression recognition training
  - d. Successes from sites
5. When do you engage with the community? Asynchrony b/n six-year funding cycle and efforts
6. Annual cycle of recruitment process. What does it take for DEI to be integral and not ancillary - - NOT JUST REU, also summer field technicians, grad students (different calendar?), etc.
  - a. Advertising and promotion materials, activities
  - b. Applications
  - c. Selection process
  - d. Preparing students and mentors
  - e. Creating a supportive, inclusive community and program
7. How to improve recruitment of diverse students? Analyzing barriers in application process
8. Update on progress of individual site DEI plans/efforts
- 9.

## Quarterly meeting of PIs across LNO

Executive board meets monthly, but not the same as having all the PIs together

Opportunity to share site management methods and develop best practices

Topics: What does it take for DEI to be integral and not ancillary?

DEI plans?

ESA created a DEIJ Task Force:

<https://www.esa.org/esablog/ecology-in-the-news/news-events/time-for-action-esa-initiates-a-diversity-equity-inclusion-and-justice-deij-task-force/>

Fred requests opportunities for undergrads and graduate students be sent to SEEDs at: [fred@esa.org](mailto:fred@esa.org)

Cristy asks if there is a location where all the undergrad opportunities across the LNO are posted - not currently the case; difficult in particular to keep the REUs up-to-date

Marty put out a call for the next chair of the LNO DEI committee - responsible for identifying the next step for the committee to take on. Softly urging for this to...occur at some point in next few meetings.

## September 15, 2020

Gretchen and Cora -- attending the OBFS meeting this week. Impressed by the number of diversity initiatives.

LTER ADVANCE Geo session will be set up for this fall.

Cora -- at OBFS, managed to get in touch with a higher ed scholar -- put together a 20 minute presentation re: considerations. Regarding housing at field stations and inclusion

- Good point about binary structures in general presenting barriers to inclusion.

Is it possible or desirable to create a network-wide code of conduct? - maybe -- distinction between legalese and guidance re: appropriate behavior?

- Ownership is important.
- Maybe could create a baseline
- Discussion to develop the code of conduct

Happy about not being rigid re: the binary How does the move to require/recommend pronouns v. the opportunity to remain more private. The idea is to make it OK to put a pronoun up there.

Re: dorms, making an assumption that it will be one or another. People have very specific requests about where they are and what they need.

- Issues -- power dynamics (heirarchy)
- What are the options for opting out?
- Marine groups -- bunk space
- COVID adds another level -- have to have fewer people. UNOLS has rules about who rooms with whom.
- David - how do we address those kinds of criteria in the face of COVID. When do you reassess that flexibility
- Flipping the the perspective. You share everything. You eat the meal that's fed to you. How do you prioritize people's needs?
- Gretchen -- have definitely modified housing -- asked people to isolate for the whole season. We're always trying to fill the beds.
- At VCR -- we have some people who are here all summer
- Like framing as culture instead of rules.
- Have people done surveys within their housing?
- Advice on a different topic -- tread the line between performative allyship and how to modeling positive behavior.
  - Concrete action is the marker.
  - Always open to criticism.It's complicated.
  - I know of a number of situations where there are good intentions, but the actions don't mesh up. Implicit bias is hard to recognize. That's the point.
  - Everyone is afraid of this. TRy to focus on the collective goal of improving our science and our society.
  - I admire people who have an integration of their public and private personna. The integrity is apparent.
  - Sometimes, we will say or do something (unintentionally) and we should be able to gently call each other out and
  -
- Elena Cora, Marty on meeting guidelines.
- Might be a good idea to have code of conduct
- Template for conversations would be really useful.

- Cora's question about responses to diversity plans/statements. Education coordinator put something together, circulated, long process -- all good intentions -- revamping to a plan. Checkmarks, deadlines, etc.
- Get specific objectives, events, actions, etc. timeline with responsible parties, can be revised.
- CAP going the same direction.
- UFERN framework - really helpful in terms of how to do assessment generally, not just for undergraduate research experiences..

## August 18, 2020

Data collection continues to surface as an issue, with lots of sites putting significant effort into developing parallel surveys. I'd like to focus a portion of our discussion tomorrow on progress and plans at the network level regarding data collection and how that could intersect with site's efforts.

## SURVEYS -- digging down

Related discussion might include:

- 1) Demographics and climate are different and may require different processes. First step is to be clear about the goals of a survey.
- 2) Reporting is yet a separate process, with different goals and legal implications. Requires more discussion with institutions.
- 3) What portions of this work could be done at the network level? What process might achieve the goals and address the concerns of most sites?

Let's also plan on a check-in with working group progress:

- 1) Community (for people from groups marginalized in STEM)
- 2) Fund-raising
- 3) Resource curation and communication
- 4) Education for allies

Are these the right groups? Are we missing major areas or are there subgroups here that could be broken out in a more productive way?

NAME	PRESENT?	NAME	PRESENT?	NAME	PRESENT?
Byron Adams	Yes	Sarah Evans		Cristy Portales-Reyes	Yes
Ana Aguilar-Islas	Yes	Gretchen Gerrish	Yes	Alexandra Rose	

Lihini Aluwihare		Laura Gough		Charles Scaife	
David Bell		Clarisse Hart		Oscar Schofield	
Alan Berkowitz		Chris Hintz		Elena Sparrow	
Alan Berkowitz		Gretchen Hofmann		Marko Spasojevic	yes
Jen Bowen		Lowell Iporac (FCE)	Yes	Quincy Stewart	
Clara Chaisson		Cora Johnston	Yes	Jonathan Thompson	Yes
Courtney Collins		Joel Llopiz	Yes	Maria Uriarte	Yes
Elizabeth Cook	Yes	Vanessa Lougheed		Becky Vega-Thurber	
Julie Doll		Teresa Mourad		Enrique Vivoni	
Martha Downs		Michael Nelson	Yes	Kally Worm	
Kim Eichhorst		Linda Pardo		Lydia Zeglin	Yes
Ara Winter (UNM/BEMP)	Yes for Kim E.	Nameer Baker	YES	Christy Portales Reyes	Yes
Gretchen Gerrish	Yes				

## DISCUSSION NOTES:

Aug 18

Marty Downs: LNO is in the process of forming a new platform, which will ease the formation of groups, including email lists, and other features.

Can use a google password or specific LTER password.

This should make it more enticing for people to have accounts.

This will allow polling of people at the Network level who use the site with enough anonymity to collect demographic data. If this were done at the site scale, there'd be no way to maintain anonymity.

We cannot get this information from NSF.

Cora Johnston: the patchiness of the network could give the impression that the LTER is more diverse than it is.

Marty: It could go either way. The full network could dilute the diversity

Cristy Portales Reyes: Important to collect career stage to see what stage has more/less diversity

Marty: Yes that's the plan and we have some tools to help collect this information (e.g., are you from a minority serving institution).

Micheal Nelson: How do we deal with the high rate of turn over?

Marty: That's the primary reason for switching systems. The new process can contact people directly, does not rely on PI or IM updating the site list. Could resurvey to get updates and determine when people or no longer associated with a site.

Lydia Zeglin: Will there be an option to opt in only partially or not at all.

Marty: Yes, and we can report participation.

Cora: the reason we need this is so we can demonstrate improvement.

Marty: Q: Does it make sense for the Network to administer a Climate Survey? Would the questions be common enough across sites?

Micheal: HJA is developing a site survey that collects this information as a matter of research. In discussions with NSF, despite being re-funded he heard that his site and other other sites were not doing enough around increasing diversity.

Maria Uriarte: Would it be possible to include interviews in addition to the survey. When conducting a similar survey at Columbia, Maria learned a lot more from the interviews and there were many topics they'd not thought to include in the survey. Also, it would be important to know who is being funded and where the inertia is in terms of leadership succession.

Marty: What little we know about these things, we get from the sites.

Maria: The issue of cronyism is pervasive and difficult to survey for and quantify.

Also, would like to know more about how diversity compares with the local region. Or perhaps compare how the LTER compares to the home institution.

Nameer Baker: IRB at KBS is doing a climate and demographic survey. IRB told them that since it wasn't research data then IRB not required, KBS will want to participate in a Network but wants to make sure it is not duplicative. Will work with Marty to make sure the site and network survey dont come out at the same time.

Micheal: Happy to share the tool in hopes that it's useful to the network. But it will move forward as a research project independently of the Network effort.

Marty: Since HJA's survey may not go on in the future. Could there be some high level repeatable questions.

Gretchen Gerrish: Core questions and expansion questions could streamline across University's and sites.

Lydia: Also should include some control questions. And we should not expect HJA to write to whole Network survey.

Marty: How do we track LTER outreach? This survey is targeted internally and won't shed light on whos accessing our science.

Cora: VCR sending out a survey tomorrow in hopes of revitalizing the DEI plan. But this serves a very different purpose and therefore can avoid the issue associated with survey fatigue and duplication

Gretchen: Could we use the site work to learn from and make sure the Network instrument is as robust as can be.

Maria: Surveys are good, but people would and should expect that the information leads to important next steps.

Marty: I think I heard that sites are happy to have the Network do the demographic survey. But that climate surveys will be site based. It the longer term we may be able to look to HJA research survey.

#### WORKING GROUPS:

Cristy: DEFENDED HER PHD. HOORAY! Will now get going on forming a group of folks who self-identify as under represented in LTER. Will reach out soon for a first meeting,.

Marty: Ally Group has not developed a leadership structure.

Lowell Iporac: There was some early discussion about how PIs could be better mentors and there are some notes about that in the Google doc.

Marty: What about the Fundraising Side? Huge need and there was some interest among this group. Gretchen was initially interested in leading but has been pulled away. The network office has reached out to other groups about this issue. Might approach NSF about supplement opportunities.

We have put another set of independent post-doc opportunities on the Network site from agencies and foundations.

Last group was curation of resources, which includes a newsletter and information on the Trello site (this may need another outlet as it has gotten long).

Marko Spasojevic: NWT had success with a Go Fund me approach to DIB scholarships etc. Couldn't we do something similar at the full LTER Network?

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## July 21, 2020

Present (please add your name): → 22 *participants*



NAME	PRESENT?	NAME	PRESENT?	NAME	PRESENT?
Byron Adams		Sarah Evans		Cristy Portales-Reyes	Yes
Ana Aguilar-Islas	yes	Gretchen Gerrish		Alexandra Rose	
Lihini Aluwihare		Laura Gough	Yes	Charles Scaife	
David Bell	yes	Clarisse Hart		Oscar Schofield	
Alan Berkowitz		Chris Hintz		Elena Sparrow	Yes
Alan Berkowitz		Gretchen Hofmann		Marko Spasojevic	Yes
Jen Bowen		Lowell Iporac	Yes	Quincy Stewart	
Clara Chaisson	Yes	Cora Johnston	Yes (chairing)	Jonathan Thompson	yes
Courtney Collins		Joel Llopiz		Maria Uriarte	yes
Elizabeth Cook	yes	Vanessa Lougheed	Yes	Becky Vega-Thurber	
Julie Doll		Teresa Mourad		Enrique Vivoni	Yes
Martha Downs		Michael Nelson		Kally Worm	Yes
Kim Eichhorst		Linda Pardo	Y	Lydia Zeglin	Yes
Ara Winter (UNM/BEMP)	yes	Nameer Baker (KBS)	Yes		

## Agenda:

- LTER Network Office updates
- Working group updates
  - Community building
  - Allies
  - Funding
  - Resources
- Focus topic - Codes of Conduct and DEI sessions at Collaborators meetings.
  - We've heard from several sites that they are holding DEI sessions at their summer collaborators or all-site meetings. Any reports on how that has gone?
  - Contributions/input during the call (below)
    - From a show of hands on the call
      - ~9 sites already have CoC, 2 have an existing Diversity plan

- ~5 sites working on/toward CoC, 13 sites working on Diversity plan development
- Many “starting the conversation” through session meetings
- **What has worked? (promising directions or specific successes)**
  - *Summary points (from multiple contributions):*
    - *Many sites are having discussions/conversations as part of other sessions (courses, meetings, etc) without working toward clear product → most report good reception/starting point*
    - *AND and NTL have found that working on a specific, tangible issue/product supports strong community engagement on DEI issues (instead of or in addition to a general plan)*
    - *Several sites mentioned starting by developing/distributing a survey to evaluate both diversity (not currently well documented) and climate (anonymous to allow candid input). Likely use survey results to catalyze broader conversation; allows problems to surface and be addressed without having to ask individuals to put their experience under scrutiny. Several sites offered to share their surveys once complete. Need was expressed for social science support on doing such surveys well.*
  - Forming a committee to review our DEI plan to create a 2.0 version. +1 +1
  - Allowing community members to give comments and propose changes on documents/plans as they develop +1
  - Within the newly formed AND DEI committee, using land acknowledgment discussions as a way to reach out within and outside of our community seems to offer some opportunities (people seem very issue/task oriented).
  - Made a community contract for DEI committee discussions +1
  - BLE: Start with DEI examples from other LTERs; schedule 4 ZOOM calls with all PIs, students, staff; work together on Google Doc (posted online 2 days ago after 1 month of work!) <https://utexas.box.com/v/BLE-DEI-Plan>
  - Wrote and implemented a code of conduct based on <https://numfocus.org/code-of-conduct>
  - Jornada LTER held its first **discussion** on diversity, inclusion and equity with graduate students and faculty members last week during our Desert Ecology short course (virtual). This was well received.
  - NTL-LTER started DEI **discussion** as part of our summer Risk seminar workshop. Open ended survey in prep to ask for suggestions from the community on action steps.
  - (Not from the FCE-LTER, but from our home university at FIU where FCE is stationed): We have started a book club that allowed informal discussions of antiracism in our institutions, and some discussion questions led to our realization of how racism manifests itself in our academic institutions and what can we do to combat racism.
  - Privilege wheel (axes of diversity/identity) → reveals aspects of diversity and can help build empathy (most are minority on some axis) [mentioned by multiple sites]
- **What has not worked? (emerging challenges or specific barriers)**

- **PNAS and Prejudice:** <https://www.pnas.org/content/117/29/16710?etoc=>
- **General concern:** Should everyone at the site be *required* to attend the DEI session(s), or is it by “choice?” Folx who have participated in these types of meetings already have a general idea of the importance of DEI. But this interest may not translate to others who may not see this as an issue. +1
  - *Consider a follow up conversation on this (not discussed by the group) +1*
- Having discussions without a professional moderator
- DEI trainings over zoom, lacks the social bandwidth needed
- **Emerging plans (from sites)**
  - Jornada LTER: <https://lter.jornada.nmsu.edu/conduct-and-diversity-statement/>
  - FCE LTER
    - June 24th Newsletter/Statement (includes directions for DEI):  
<https://us12.campaign-archive.com/?u=15a4befc6e4bb4f0a60da2939&id=fceb93cf71>
    - Current Diversity Plan (April 24, 2020):  
[https://fcelter.fiu.edu/about/people/\\_assets/fce-lter-diversity-inclusion-plan.pdf](https://fcelter.fiu.edu/about/people/_assets/fce-lter-diversity-inclusion-plan.pdf)
  - CAP LTER
    - Developing the existing diversity statement into a DEI plan with action items, metrics, and timeline  
[https://drive.google.com/file/d/1\\_fqY3Y3mzl3cH1Kya3McUPek3hv-M\\_vh/view?usp=sharing](https://drive.google.com/file/d/1_fqY3Y3mzl3cH1Kya3McUPek3hv-M_vh/view?usp=sharing)
- Similarly, many sites are working on developing codes of conduct or DEI plans and strategies. What approaches are working? What new resources are people finding?
  - *Group consensus: our sites have not yet found solution(s) to reporting across institutions*
  - One of the major challenges we hear about is being able to offer a **clear reporting system**. Be aware that university Title IX and EEOC Offices are under the gun to develop a response to new department of education regulations (going into force August 14). See:
    - <https://www.insidehighered.com/news/2020/05/07/education-department-releases-final-title-ix-regulations>
    - <https://www.insidehighered.com/news/2020/07/13/understanding-lawsuits-against-new-title-ix-regulations>
  - Another possible approach (but check it out with your own institutions) is an escrow service such as [mycallisto.org](https://mycallisto.org). **Does anybody have experience or information on this?**
    - Legally complex (who reports what), but may still be useful for multiple reporting jurisdictions (input from LUQ)
- Future focus topics?
  - Are sites encountering issues, challenges, or opportunities that would be helpful to discuss as a group?
  - Considerations of DEI issues in site management, invitations/incorporation for new PIs (succession) and distribution of resources.

- From HBR: disparities in participation (who speaks up); we might discuss strategies various sites have tried
- Survey of diversity (within or across sites)
- **General question:** Is the “reporting” system we’re producing at each of our sites also serves as an accountability measure, or are those separate actions? I see reporting as notifying an institution of sexual harassment, while accountability seeks to correct/heal(?) that harassment by holding the perpetrator accountable through actions demanded by the victim/survivor.

## Discussion/Notes:

### LNO General informational update:

- [Request for Synthesis Working Group proposals](#) has just been released
- Substantial presence at the 2020 remote ESA meeting, including 40th anniversary symposium, network of networks symposium, exhibit space, posters.
- Planning a network-wide online mixer, post ESA. Details to come soon.
- Working on publications related to 40th anniversary and COVID 19 "Anthropause"

### LNO DEI-related update:

- The LNO is including a DEI resource-of-the-month in our monthly newsletters and continuing to update and organize the [DEI Resources](#) page.
- We are consulting with several sites that are developing codes of conduct or statements of intention.
- INCLUDES planning grant was not submitted, but did make connections with several other networks. We continue to work on alternative funding options for DEI efforts (options include an NSF supplement and foundation funding) - primarily aimed at increasing LNO staffing for this work.
- We've gotten a commitment from ADVANCE GEO to do an LTER-specific training in the fall, on top of their ESA virtual training, which we will promote.

### Working Group Updates

- **community-building:** The community-building working group has met and is developing plans for 2 complementary community gatherings. One for people from under-represented groups and one for allies. I'll ask Cristy if she can give an update.
- **funding:** Gretchen, who originally volunteered to lead the search for funding has had to prioritize the newly-funded FORTE program she established. That working group has not met and is looking for new leadership. Oscar? Rebecca? Others? (Related note -- Marty has been continuing to collect postdoc funding opportunities and adding to the resource list.)
- **resources:** Marty is continuing to add resources to the Trello board and to the website page. The LNO is including a "DEI resource of the month" in the newsletter. Give us a shout if you find something particularly compelling that you think we should share. Also consider suggesting the same practice at your sites (if they have regular newsletters).

## **See full meeting minutes notes below:**

### Updates:

DEI Resource of the Month is now being published in the newsletter

LNO has started pulling from those resources – contribute to document if you have any to offer!

Codes of Conduct will be core of today's conversation

INCLUDES grant – got through planning but did not submit it

AdvanceGeo has agreed to do an LTER-specific training in the fall (in addition to ASM training)

LNO wants to host an online LTER open house early this fall (likely Sept)

Will have subgroups that people can bounce around to (LTER topics, DEI, informal topics)

*Contact them if you have an idea for a subgroup topic!*

### WG updates:

#### **Community Building WG:**

Cristy reached out to URM students from network and some that are not but do long-term research

Interest in having activities that are focused on sharing science vs. DEI issues

Would like it to be open to those that are not directly associated with an LTER but do long-term research

#### **Funding WG:**

Gretchen has stepped away, currently looking for new leadership

*Oscar thinks it would be good to have a group of 2-3 people leading the group vs. one person*

Looking for people to get involved with this WG! – put on agenda for later meetings to rehash goals

#### **Resources WG:** LTER DEI Zotero library is being built up, can ask Marty for link

Previous discussion on splitting an “Allies” group out of the “Community Building” group

Will also rehash at a future meeting to gauge interest

#### Focus topic: Codes of Conduct and DEI sessions at Collaborator Meetings

*See agenda document for gathered lists of what has and has not worked for various groups and tally of how many sites have Codes of Conduct/DEI plans or are developing them*

Oscar's group will be doing a lesson in urban Trenton schools next week; will report on how that goes

### Discussion:

HBR had a presentation given by AdvanceGeo and had a short discussion afterwards; got 17 people to commit to continuing the discussion and delving into responses from breakout groups.

- Consistent theme was people feeling uncomfortable socially
- AG presentation may have involved too much finger-pointing and not enough coalition-building
- Need to have a discussion that does not center on blaming white men
- Quality discussion of how mothers of young children are dealing with pandemic

Niwot currently working on developing a “climate assessment” to evaluate current situation

Luquillo brings up that reporting is an issue, and that there needs to be a point person to field issues

- Need to be able to quantify issues to be able to show progress

Jornada does not have any consistent tracking of diversity and are working to develop a non-invasive way to gather this information

- Also want to emphasize multitude of axes of diversity (age, military background, etc.)

Konza sent out an informal survey to their community to gauge topics that would garner follow-through

- Struggling to develop a questionnaire/survey that does not invade privacy/decency
- Would like some guidance from social science on this if possible

Konza does have an inclusivity training program that they feel is effective – ask Lydia for link to tool

KBS is working on one such survey ourselves and will post it once it is available

- *Can such a survey/system be come up with at the network-level to alleviate these concerns?*
- *Could NSF's (incomplete) data be tapped? Can discussion from a few years prior be revisited?*

NTL have focused on small action steps, focusing on community engagement, for example:

- Revised housing form for field station to be more gender inclusive
- Revised risk management seminar for fieldwork to have section on DEI in the field
- Using development of DEI plan as a way to engage the community at a broader scale
- Have tangible outcomes for actions

*Maria has comment that it is very hard to sustain DEI efforts by focusing on students – need structural change at a higher level. For Luquillo one way to address this was to focus on how the site is managed and how resources are distributed as this could have lasting impact.*

VCR have a committee of grads, faculty, and staff that has discovered that processes are key way to alter DEI

- Can we change the way we bring in new faculty? How do we get people to commit to hiring URM REUs, etc?
- VCR found many aspects of their DEI plan are not compatible with current processes (ie, recruitment)

AND have “Succession Committee” intending to create structures to ensure lasting commitment to DEI

MyCallisto – informal service to report sexual harassment, and after a certain number of cases against an individual it could link those that have been reporting claims together or report to an institution

Legality is murky, given requirements for who needs to have reports sent on to them

Want to prepare students for interactions with police.

- How should this be structured?
- Should this be done from the site-level?
- Should local PD be asked to help with this? Lawyers should absolutely be included.

Linda Pardo slides on gender dynamics in science:

- Found that 21-33% of questions in three sessions at HBR annual meeting were asked by women
  - Women were 57% of audience, most women were students
  - What explains this imbalance, and why does it carry over to higher seniority levels?
  - Note: this was all done via questions in chat, not requiring one to break into conversation
  - *Maria thinks that the multitude of reasons why people do not talk, but even if it feels hokey it may be helpful just to call on people to talk to start things out and break down the ice*
-

# June 16, 2020

Present (please add your name):

NAME	PRESENT?	NAME	PRESENT?	NAME	PRESENT?
Byron Adams		Sarah Evans		Cristy Portales-Reyes	Yes
Ana Aguilar-Islas		Gretchen Gerrish	Yes	Alexandra Rose	
Lihini Aluwihare		Laura Gough		Charles Scaife	
David Bell		Clarisse Hart	yes	Oscar Schofield	
Alan Berkowitz		Chris Hintz	yes	Elena Sparrow	Yes
Alan Berkowitz		Gretchen Hofmann		Marko Spasojevic	
Jen Bowen	Yes	Lowell Iporac	Yes	Quincy Stewart	
Clara Chaisson	Yes	Cora Johnston	Yes	Jonathan Thompson	
Courtney Collins		Joel Llopiz	Yes	Maria Uriarte	
Elizabeth Cook	yes	Vanessa Lougheed	Yes	Becky Vega-Thurber	
Julie Doll		Teresa Mourad		Enrique Vivoni	Yes
Martha Downs		Michael Nelson		Kally Worm	Yes
Kim Eichhorst	Yes as Ara Winter	Linda Pardo	Yes	Lydia Zeglin	

**Regrets:**

**Agenda:**

Discussion of #ShutDownSTEM and #ShutDownAcademia

Voice any personal commitments people have made and how they may affect our work.

- HF in the middle of strategic planning and devoted 6/10 to anti-racism discussion & planning
  - Decolonizing their library and museum
  - Working with local police to understand de-escalation practices & ensure/increase safety for community
  - Reading group: first book is *Braiding Sweetgrass*

- Research minority-owned businesses to reach out to for capital projects and other service contracts; modify contract language with zero tolerance for racist/discriminatory practice, comments, or symbols
- schedule "Bystander Intervention" and "Running Inclusive and Effective Meetings" trainings for all staff
- diversify (and fund) mentorship/representation, and provide training for leaders/mentors in our Schoolyard program & REU program
- Lowell (FCE)
  - FCE diversity committee has released a statement
  - Will follow up this coming thursday after this meeting and community meeting
  - FIU faculty member starting anti-racist book club
  - Strategic focus (on trello Board) - letter of demand from UCLA
- Cedar Creek
  - Read and cite literature by black and brown scientists
  - Preparing students for inevitable encounters with police
- VCR is forming a staff/faculty/student committee to re-examine our Diversity Plan and reinvigorate our efforts on it, including development of an action plan
  - Looking into starting a SEEDS chapter at UVA
  - Trying to make plans for trainings/education

We'll also have time for some discussion of progress by each of the teams:

- Community/Culture building
  - Met last week to brainstorm ways to use available resources to help build community
  - Conversation group -- space for students and faculty who identify with an underrepresented group
  - Created a draft message
  - When should we launch? Very busy time right now for BIPOC, but maybe in the fall?
  - Way for people to find connections and build trust for near-peer mentoring
  - Inspiration is PUGSLEY (sp?)
  - Discussion about a nucleating theme.
  - Lydia -- how would people join?
- Is there interest in parallel allies/racism education addressing issues in field work
  - NWT- doing it at site level anyway
  - CAP
  - VCR - trying to do this at site level any way
  - NTL --Gretchen working at site level
- Fundraising, see:
  - Haskell indian nations university --



- Curation and Communication of Resources

### **Workshopping for barriers**

- Clarisse and Cora others?

Marko introduced: NWT just formed a committee about 6 months

Lydia -- happy to help, but not lead

**Jonathan - interested in helping out with INCLUDES**

**Also Jenn Bowen**

**Joel**

**Are we following up:**

**Network newsletter, piece**

**Discussion Notes:**

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## May 19, 2020

**Present (please add your name):**

Marty Downs (LNO)

Fred Abbott

Byron Adams (MCM)

Ana Aguilar-Islas (NGA)

David Bell (AND)

Alan Berkowitz, BES

Cora Johnston (VCR)

Jen Bowen (PIE)

Clara Chaisson (HBR)

Elizabeth Cook (CAP)

Gretchen Gerrish (NTL)

Clarisse Hart (HFR)

Gretchen Hofmann (SBC)

Lowell Iporac (FCE)

Joel Llopiz (NES)

Vanessa Loughheed, BLE

Linda Pardo (HBR)

Cristy Portales, CDR  
Elena Sparrow (BNZ)  
Enrique Vivoni (JRN)  
Kally Worm, CDR

## Regrets:

## Agenda

- Briefly review [Science Council presentation and outcomes](#)
  - Benefit/investment framing was a misstep; can we develop committee framing (and guidance for sites) on this?
    - From chat -- Elizabeth Cook, Cora Johnston, Clarisse Hart, and Lowell Iporac were interested in working on this.
- Identify 3 (?) priority activities and leadership for each
  - **1) Scoping a cross-site proposal for INCLUDES or other opportunities**
    - [Gretchen Hofmann](#), Oscar Schofield, Jonathan Thompson, Jen Bowen, Ana Aguilar-Islas, Joel Llopiz
    - Emphasis on graduate and postdoc resources
    - Building inclusivity
    - Graduate education is a shared platform across sites - value for all.
  - **1a) Additional ideas for funding postdocs (Ana Aguilar-Islas)**
    - Ask about adding long term data sets as a category in the biology postdocs
    - NASA also has postdoc funding (Oscar has contacts)
      - Biodiversity
      - Carbon Cycling
  - **2) Community-building/retention strategies, cross-network** ([Cristy](#), Cora, Clarisse, Kally Worm, Alan B., Lowell Iporac, Dave Bell, Joel Llopiz)
    - Near-peer mentoring potential
  - **3) Resource curation and communication working group -**
    - Resource curation (building on a core of AdvanceGEO and SACNAS resources)
      - Lowell and Byron are curating some for their sites
    - Resource communication: - Gretchen Gerrish, Cora Johnston, Clarisse
    - Proposed process for group curation:
      - Share resource (and LTER relevance) on google drive/Trello
      - Solicit and incorporate feedback from committee
      - Where resources seem broadly relevant, share to website (Marty)
  - Workshop for barriers (Clarisse potentially interested, but not in leading) -- on the shelf for now -- possible full committee workshop in the fall?

- Cross-stage mentoring and tiered leadership was a noteworthy theme in the feedback. Cora is willing to work on it, but needs a co-lead at the PI level. For now -- we'll note which sites are working on it and may come back around to it as a follow-on working group or as an element of community building.
  - Can we gather some common mentoring strategies that could be shared with sites? Process for sharing successes/resources

## Decisions/To-dos:

Working groups 1, 2, and 3 meet in the next month and begin a work plan. Report back in June.

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### LTER Committee on Diversity, Equity and Inclusion

## April 21, 2020

1) Identify the projects that are likely to have the greatest return on investment and for which there are champions and energy. The LNO can do a lot to keep a project on track and moving forward, but our credibility comes from being network-driven.

### Notes

- Any additional ideas to put out there?

### 2) Approach for Science Council Meeting -

- Champions for each of the main project ideas
- Universities are developing their own individual development plans
- Rebecca Vega-Thurber: Expanding on the roles of postdocs in teaching and mentoring - long term nature of LTER -- makes moving into those positions particularly difficult -- how could postdocs maintain themselves?
- Cora Johnston-- movement across sites?
- Linda Pardo - Powell Center model - postdoc
- Christy Portales Reyes- worked with synthesis group often this is a strong motivation -- added benefit ways to realize and articulate would help.
- Training about how to balance local work.
- Goals we'd like to present - brand
- 3 pronged approach supporting people at different levels
- Cora - we have a few sites that have made really good progress -- Harvard Forest has made really good progress. A few success stories - what it takes to make change and these are the kinds of progress that we want to pick up at the larger scale.
- If we want these numbers and these outcomes, this is the kind of effort we need to put in

- Alan - structural challenges unique to LTER -- same people who were involved with BES 20 years ago. Lots of disincentive for young people going out on the limb of LTER --(especially at the proposal writing stage). There are sites that evolve their membership during the grant cycle that would facilitate evolution of leadership.
- Ana Aguilar Islas -- is there tracking of graduate students who leave the LTER system.
- Linda -- documenting should be 10% of our effort and not 80% of our effort
- Cora - PIs have gotten the message that we are attending to this and being effective.
- Cora -Using the numbers more as the hook and less as the focus.
- Diane - NSF is aware of the leadership that LTER provides and progress that LTER provides will push the whole community
- Major opportunity to hand-off long term projects as they retire
- Similar situations -- talk to senior folks about who they are handing off projects to
- Linda -- At Hubbard Brook, we have done a lousy job of training people for leadership positions

For Science Council: Rebecca, IDPs, Gretchen, Cora, Cristy, Fred, Clarisse.

3) Designate some leadership positions:

#### **Executive Board Representative**

The LTER Science Council (PIs, plus representative committee reps) is meeting May 4 and is very interested in having a discussion on diversity, equity, and inclusion. We need to identify a DEI rep to participate in that meeting and future EB meetings (monthly).

#### **Co-chairs or leadership team**

This is a very large committee, which can get a lot done if the work is distributed efficiently -- but that also requires coordination of the whole. Other representative committees have either co-chairs (Education) or a leadership team (IM Exec) who are empowered to make short-turnaround decisions, recommend spending choices, and provide some accountability for project teams. Think you might be interested in one of these roles? Reach out to me to discuss.



## March 13, 2020

### Agenda

Background- Marty Downs/Clarisse Hart

- Multi-day synthesis workshop in 2013 - Grad students, ESA SEEDS,
- Three categories of activities over last several years from
  - Network wide data collection about interest and activities (surveys & interviews)...this data is in dropbox
    - Survey 2012 to education reps
    - 2013 - in-depth phone surveys + 140 REU's completed survey related to inclusion and belonging
    - 2015 - survey related to diversity interests at LTER sites
  - Student support for undergraduates and REUs
    - LTER network representation at meetings, SACNAS (now hosted by network office), LTER ASM
    - Summer webinars for REU students to build LTER identity
  - Build community of practice and professional development practices
    - Site level diversity plans (see dropbox)
    - Providing advice to science council
    - Recommended establishing diversity contact at each LTER site
    - Submitted recommendations to executive committee

## Introductions (1 minute each)

- Name
- Site and role
- Relevant experience or interest
- Favored ideas or approaches for improving diversity, equity and inclusion in the LTER network

Timekeeper: Linda Pardo

### **Byron Adams (MCM)**

- Site and role: site co-I, working collaboratively with other PIs to improve d&i and participation in projects
- Experience/interest - recent site review team/NSF made strong recommendations to improve URM participation at all levels of the project; we are highly motivated to develop and initiate an implementation plan.
- Ideas/approaches: interested in improving URM within our site, starting with REU & URM recruiting

### **Ana Aguilar-Islas (NGA)**

- Site and role: Northern Gulf of Alaska LTER. I am a co-PI studying nutrient cycling (macronutrients and iron)
- Experience/interest: Interested in ensuring NGA is proactive in addressing d&i

- Favored ideas or approaches: First site review coming up at the end of the summer, so looking to learn from past recommendations and best practices. Especially looking to be inclusive in REU selection. I agree that retention of underrepresented students is an important aspect that we should address as part of this committee.

#### **Lihini Aluwihare (CCE):**

- Site and role: California Current Ecosystem LTER. I am a member of the executive committee and my research is in carbon and nitrogen biogeochemistry.
- Relevant experience: I just stepped down from a 10 year role as Scripps Institution of Oceanography's (UC San Diego) Faculty Equity Advisor - in this role I did numerous bias training for my faculty, including for hiring. I also launched some faculty hiring initiatives and was closely involved in the hiring process for several years. Over the last three years, we hired several underrepresented faculty as a result of these efforts. I was also an inaugural member of the SIO graduate student diversity admissions committee, and a founding member of an REU program at SIO that is focused on recruiting diverse undergraduates.
- Ideas: LTER post doc for underrepresented groups. URM undergraduate/graduate student mentoring workshop to keep them interested in academia and associated with LTER throughout their academic career.

#### **David Bell (AND):**

- Site and role: I am a research forester with the USFS Pacific Northwest Research Station and am a co-PI and member of the executive team for the H. J. Andrews LTER (AND).
- Relevant experience or interest: I am a member of the Employee Voice and Action (EVA) group for the USFS Pacific Northwest Research Station, which focuses on identifying and communicating to leadership workplace environment and diversity, equity, and inclusion issues. Within EVA, I served as a committee member of Research for Underserved Communities Funding committee, responsible for an internal RFP for research engaging underserved communities. I am also a member of the Equity, Inclusion, and Diversity committee for the International Association for Landscape Ecology North American Chapter. I joined both of these groups within the last 6 months, so am still learning a lot, but I joined those groups and this one to act as an effective ally for underserved and under-represented groups.
- Ideas or approaches: I am interested in increasing diversity at all levels within LTER. Fostering a diversity of voices within our communities is vital, whether we are looking at outreach to K-12 or identifying the next PI for a LTER site. I agree with Cora (VCR) that we need to collectively identify what the current barriers are within the LTER and the associated institutions. Also, there may be opportunities to set up site-level or national support that addresses issues or engages with underserved communities.

#### **Alan Berkowitz (BES)**

- Site and role: Head of education team of BES - K-12 and undergraduate programs, serve on Project Management Committee; cochair of LTER diversity committee
- Relevant experience or interest: I have a long history with ESA SEEDS program, run several programs to engage diverse high school and college students in science, and work with students and teachers in the highly diverse Baltimore public school system. I have helped BES address diversity and develop a BES diversity plan

- Ideas/Approaches:

### **Jennifer Bowen (PIE)**

- Site and role: I am a co-PI at the Plum Island LTER and the associate chair of the Marine and Environmental Sciences department at Northeastern University
- Relevant experience: I am on our department's diversity and inclusion committee and lead diversity and inclusion efforts in our department/college and at the PIE LTER. I, along with colleague Randall Hughes, helped facilitate the development of principles of community for our department that has largely been adopted by the LTER. In addition to participating in trainings myself (Advance GEO, Mental Health First Aid), I also focus on trainings for graduate students and faculty around issues of sexual harassment and bullying, implicit bias, bystander interventions, etc. I also wrote and received an internal grant from our office of institutional diversity and inclusion to develop and run a three day boot camp on how to navigate the grad school application process for underserved students where students come to Northeastern in the summer for three days and do workshops on how to identify and contact potential mentors, how to craft a personal statement, etc.
- Approaches for improving diversity: I think two areas that are really important are 1) focusing more on equity and inclusion - creating spaces that support students from under-represented groups so that they stay in the pipeline, and 2) providing pathways into the pipeline for talented students who do not realize that these doors are open for them.

### **Clara Chiasson (HBR):**

- Role:
- Experience/interest:
- Favored ideas or approaches:

### **Elizabeth Cook (CAP):**

- Role: Barnard College, has been on the DEI committee for a while.
- Experience/interest: Supported SEEDS program. Has submitted grants.
- Favored ideas or approaches: Training to PIs for DEI. Workshops, regular training for implicit biases, privilege, expectations for students + mentoring to improve retention of students.

### **Kim Eichhorst (SEV):**

- Role: Education rep at Sevilleta and research professor. Codirector of Bosque ecosystem monitoring program.
- Experience/interest: Lens for working with different schools (mainly Title 1) for access to programs; Developing pipeline from rural communities to UMN and making academia truly accessible.
- Favored ideas or approaches: The program's work with the neighboring pueblos felt difficult initially, but has yielded real results.

### **Sarah Evans (KBS):**

- Site and role:

- Experience/interest:
- Favored ideas or approaches:

**Gretchen Gerrish (NTL):**

- Role: co-PI, Director of UW Madison, Trout Lake Station
- Experience/interest: Previously focused on D&I while promoting and maintaining field studies and field experiences for all students. Worked on first and second year field experiences for promoting student retention. Participated on AAAS Vision and Change D&I working group.
- Favored ideas or approaches: I am really interested in developing risk-assessment training/prep for field studies as a means to address both social and physical considerations. Also interested in vetting ways to assess and communicate field experience affect for students.

**Laura Gough (ARC):**

- Role: co-PI, coordinator of terrestrial projects associated with ARC, plant ecologist
- Experience/interest: Chair of Biological Sciences Department at Towson University, PI on HHMI Inclusive Excellence award focused on diversity and inclusion in STEM, engaged in multiple activities as department chair and PI focused on transfer students and students from under-represented racial/ethnic groups in biology
- Favored ideas or approaches: Clearly articulating what levels of diversity to focus on and approaches for each: lead PI, co-PI, postdoc, grad students, undergrads, K-12 outreach. Would be helpful to connect with national efforts not just in ecology but also field science (including geoscience).

**Clarisse Hart (HFR):**

- Role: Director of Education & Outreach and site co-I
- Relevant experience: Past co-chair and longtime member of past LTER Diversity committee; mentor and educator for a diverse range of students; co-chair of site-level Diversity & Inclusion committee
- Ideas: Always looking for new ways to improve student experience and broaden participation. Would love to connect the Network to resources related to inclusive science communication practice. Land acknowledgement is something we're working on at Harvard Forest and I'd love to learn from others.

**Christopher Hintz**

- Role: Affiliated Scientist and Diversity Representative
- Experience/interest: New to LTER, but 11-yr faculty at Savannah State University, an HBCU. I also Co-PI an OCE REU that is specifically aimed for high diversity, minority students that has been funded for the past 10 years, and has a new 3-year renewal starting this summer.
- Ideas/approaches: Many small part-time, semester-long, or short full-time 2-4-6 week experiences over summer to encourage early science experience for diverse students.

**Gretchen Hofmann (SBC):**

- Role:
- Experience/interest:
- Favored ideas or approaches:



**Lowell Iporac (FCE):**

- Role: Ph.D Candidate at FCE
- Experience/interest: Started creating diversity committee at FCE and is currently appointed FCE diversity representative for LTER Network. FCE is primarily run by Florida International University, a Hispanic-Serving institution. I am also a participant of my university's "Social Justice Badge Program," a program coordinated by FIU's Multicultural Programs and Services (FIU-MPAS) which gears student participants to learn and utilize the foundational concepts behind DEI and social justice issues.
- Favored ideas or approaches: How can we train the academics into being good mentors and advocates for RM and also identify and dismantle barriers?

**Cora Johnston (VCR)**

- Role: Site Director at VCR
- Experience/interest: I'm from (and have now returned to work) in a majority minority district. I have a PhD in coastal ecology with an emerging focus in education. My position gives me some leverage over programs, so I've been seeking training (safe space, AdvanceGeo, etc) to find ways to actively implement and improve our Diversity Plan (the first at an LTER site). As a small, collaborative (not very toxic or troubled) site, I think we are well positioned to make big improvements. We are using a combination of "early and often" k-12 outreach and proactive barrier-elimination and workplace climate training to try to improve for underrepresented groups both exposure/receptivity to the field of study and supports/inclusion within it.
- Favored ideas or approaches: I am particularly interested in considering ways to help sites identify their barriers to inclusion and triage an active plan for improvements/barrier removal. I imagine this as workshopping approaching.

**Joel Llopiz (NES):**

- Role: Co-PI for Northeast US Shelf LTER site, a new marine site. I'm a fish and zooplankton ecologist at Woods Hole Oceanographic Institution (WHOI).
- Experience/interest: I am passionate about involving students from underrepresented groups in my lab's research; I am the co-chair of WHOI's Committee for Diversity and Inclusion.
- Favored ideas or approaches: We probably should be focused and organized to make the progress we hope to make. There are so many aspects to DEI efforts that the work can feel overwhelming and lead to lots of little bits of effort but no tangible and measurable progress. We are dealing with this on our diversity and inclusion committee at WHOI. To help, and to take advantage of everyone's excitement and knowledge, we formed working groups—essentially subcommittees—that each tackles a specific goal (e.g. student recruitment, data gathering and metric development, researching practices elsewhere, educating lab and dept heads about inclusive practices, organizing events, fund-raising, etc.).

**Vanessa Loughheed (BLE)**

- Role: PI on Beaufort Lagoon Ecosystems (BLE) LTER in Northern Alaska; a relatively new site with upcoming site review; Involved in research on carbon cycling, as well as education/outreach
- Experience/interest: Professor at University of Texas at El Paso (UTEP), a Hispanic serving institution with an undergraduate student population that is 80% Mexican American (of 25,000 undergraduates); PI on multiple undergrad/grad training grants focused on URMs; 2/3 of BLE-LTER research occurs in small northern Alaskan Inupiat communities.
- Favored ideas or approaches: We often focus on recruiting URM students to programs such as REUs – but less so on finding strategies for retention. e.g. mentoring, peer mentoring, role models, removing barriers (financial, familial), and other support mechanisms.

**Fred Abbott/Teresa Mourad (partner org: ESA SEEDS):**

- Role:
- Experience/interest:
- Favored ideas or approaches:

**Michael Nelson (AND):**

- Role:
- Experience/interest:
- Favored ideas or approaches:

**Linda Pardo (HBR):**

- Role: Work at Hubbard Brook LTER and the Forest Service. Does Biogeochemical cycling of nitrogen and hydrological cycles.
- Experience/interest: At her first ESA meeting, there were \*2\* other black ecologists -- one male and one female. Things have improved a lot since then, but there's still a long way to go. Haven't been involved in a lot of organized activities around DEI.
- Favored ideas or approaches: Interested in recruitment piece and linking up with programs to let students know about opportunities. Connecting with Black outdoor organizations.

**Jorge Ramos:**

- Role: Was on the original LTER DEI Committee. Is now at Stanford - Jasper Ridge.
- Experience/interest: Product of 5 LTERs, and SEEDS, involved in SACNAS. Board of SEEDS and Latinos outdoors.
- Favored ideas or approaches: virtual exposure online to elevate LTER with broader audiences

**Oscar Schofield (PAL):**

- Role: PI of the Palmer LTER and currently is on the Executive committee
- Experience/interest: 30 years field going oceanographers, interests include climate forcing of ecosystems, autonomous observing networks, microbial communities, and developing distributed teaching teams.
- Favored ideas or approaches: We focus on remote virtual links (given the limited number of people we can do, we hold numerous community hang outs). We also develop curricula and try to develop in partnership with urban schools.

<https://marine.rutgers.edu/outreach-and-education/resources-for-educators/>

<https://marine.rutgers.edu/outreach-and-education/resources-for-k-12/>  
<https://www.researchinsociety.org/>  
<https://polar-ice.org/>

**Elena Sparrow (BNZ) :**

- Role: Education Outreach Coordinator at BNZ LTER in Fairbanks , AK. I have been on the LTER Diversity Working Group since it started. I am the lead of the International Arctic Research Center's Diversity and Inclusivity Working Group here at the Univ. of Alaska Fairbanks
- Experience/interest: We developed a statement on this while trying to make IARC personnel including students aware of this and have provided some opportunities for professional development workshops. I am also on the Diversity, Equity and Inclusion Task Force of the Global Learning and Observations to Benefit the Environment (GLOBE) program. In our NASA project which we apply to our LTER work, we are continuing to work on broadening participation in STEM and using Universal Design of Learning in our work that includes working with Alaska Native students and communities, American Indian, and other underserved and underrepresented groups in STEM. We also offer a one week research intensive workshop for first generation college students, Santa Ana MESA program students, and Alaska Natives.
- Favored ideas or approaches: Process of how we conduct professional development workshops to be inclusive is important (elders come to workshops) - honoring and using different knowledge systems that are relevant to those underserved in STEM, braiding of Indigenous and Western science and ways of doing.

**Quincy Stewart (CAP)**

- Role: senior research specialist at CAP
- Experience/interest: field perspective, doesn't spend a lot of time with students. Networks with organizations with HB sororities and fraternities. Also a mentor for sigma beta club working on how to get a line of contact with GW Carver Center. And importance of the work that we do.
- Ideas/approaches: Would like to do field trips to expose kids to the opportunities available.

**Jonathan Thompson (HFR):**

- Role: Principle Investigator at Harvard Forest
- Experience/interest: Full time research / no teaching so little access to students.
- Favored ideas or approaches:

**Maria Uriarte (LUQ):**

- Role:
- Experience/interest:
- Favored ideas or approaches:

**Rebecca Vega-Thurber (MCR):**

- Role: Associate member of MCR LTER. Faculty at Oregon State University
- Experience/interest: Just developed diversity committee -- Diversity, equity, and inclusion was highlighted in site review, but with an emphasis at upper levels of MCR (site has been good at keeping data on student diversity).
- Favored ideas or approaches: Mentorship for moving up to faculty and graduate levels

### Kally Worm (CDR):

- Role: Research coordinator at CDR
- Experience/interest: I have been hiring and managing undergraduates and post-grads for 13 years. We are continually looking for ways to improve our recruiting procedures and increase exposure of our positions to broader audiences.
- Favored ideas or approaches: Create and sustain long-term relationships with mentors to give undergrads and post-grads a better understanding of what opportunities we have to offer, while educating us about any barriers they see for these undergrads and post-grads to accept summer positions.

### Lydia Zeglin (KNZ):

- Role: Asst professor at KNZ new co-PI on recently submitted grant
- Experience/interest: Poised for improvements. Happy to see more models of mechanisms. There are barriers and there has been a lack of climate training. REU program has been inclusive and we need more investment in retention.
- Favored ideas or approaches: We need to be providing a long view on opportunities. Growing LatinX pop. Climate training on a regular basis would be helpful, as would land acknowledgement.

### Committee Logistics:

#### Meeting times:

For now, as we gain momentum, we will plan to meet monthly. Once we define leadership and some working groups, we may be able to back off on that. Please complete the poll for a regular meeting time, if you have not already: <https://forms.gle/h5zfFkLVNd7NZzqm6> The most accessible meeting time as indicated by poll results on **Friday, March 27** will become our regular meeting time.

#### Leadership Opportunities:

I can get the ball rolling, but the best leadership comes from within the committee. We have found that most LTER committees function well with co-chairs for backup and continuity. In addition, the LTER Executive Board would like this committee to assign a liaison to facilitate communication between the board and the committee.

- Duties of the co-chairs are to develop agendas, chair meetings, ensure that notes are taken and review meeting notes for accuracy.
- Duties of the Executive Board liaison are to attend monthly executive board meetings and facilitate communication between committee and executive board.
- Any committee member interested in holding either of these positions should submit a brief statement of interest (250 words or less) **by April 15**. The LNO will post the statements, alert the committee and open voting for a period of 2 weeks.

#### Introductions:

Of course, not everyone could make this meeting time. If you were not able to introduce yourself today (or if you did and we didn't capture your introduction or ideas very well),

please add a few words about yourself and your ideas to today's agenda/notes document, here:

[https://docs.google.com/document/d/1\\_D1FnCzTofZ6q4r4LxFbrkNbrSQNHERG9o9ZGDsQZ3o](https://docs.google.com/document/d/1_D1FnCzTofZ6q4r4LxFbrkNbrSQNHERG9o9ZGDsQZ3o)

### Tools for remote collaboration/asynchronous work:

- **Zoom:** We will use the same meeting link (<https://ucsb.zoom.us/j/826568709>) for all meetings of this committee. Meeting times and connection information will also be posted on the [LTER Network calendar](#). Make use of the toolbar at the bottom of Zoom window to access a participant list and chat window as well as screen sharing when needed. It seems I neglected to record today's meeting, but that is an option if committee members would find it useful.
- **Shared Google Drive:** Agendas, notes, background documents, and working documents are housed in the shared google drive <https://drive.google.com/drive/u/0/folders/0ADLoMoVJ7gTEUk9PVA>. The intention is for the entire committee to be able to access and edit documents collaboratively, but I know that presents a challenge in some organizations. If you cannot access google tools through a work email address and you have an alternate address you would like me to invite, please let me know. If the problem is bigger than that, let's talk so I can fully understand and attempt to resolve it.
- **Trello:** I did not have a chance to introduce Trello today, but have invited most of you to the team. (If I missed you, use [this link to join](#).) It's an easy-to-use project management tool (kanban-style) with lists of resources, items, or tasks that can be shared, assigned, labelled, and tagged by teams or individuals. We have used it successfully on other committees to provide structure for what can otherwise become an unmanageable pile of links and documents. In the short term, we'll use it for important links to resources, and to track current and past agendas. As projects get rolling, it will also be a good place for a one-stop shopping update on activities.
- **Slack:** Join the LTER Slack community here: <https://slack.lternet.edu> and sign up for the committee channel: **#diversity\_eq\_incl\_committee**. If you aren't a regular user of Slack, check out "help" in the upper right hand menu of the desktop application. Slack is a bit of an experiment for committees, which we will re-evaluate after a few months. Essential information (meeting times and links, information required for decisions) will never be communicated only in Slack -- but it can add a lot of depth to discussions without adding a lot of overhead.

