WSWS Officer and Committee Report
2018 Garden Grove, CA
March 12, 8am to 5pm

Office or Committee Name: Member-at-large (Public)
Officer or Chairperson Name: Lynn M. Sosnoskie
Date of Preparation (include year): March 7, 2018

Committee Activities during the Year:
As the recently appointed Member-at-Large, I was recently asked by Andrew Kniss to work with him and the members of the Western Society of Weed Science to establish a committee that would be charged with addressing the issues of diversity and inclusivity in the society. The number of people who have been actively engaged in scientific research is growing (for example, the US research workforce grew by 36% between 1995 and 2007 (Scientific American, 2014); however, data suggests that the racial and gender diversity of the larger population is not equivalently represented in math, science, and engineering fields. According to a 2014 Scientific American publication, women and people of color remain under-represented in science-related fields (Figure 1).

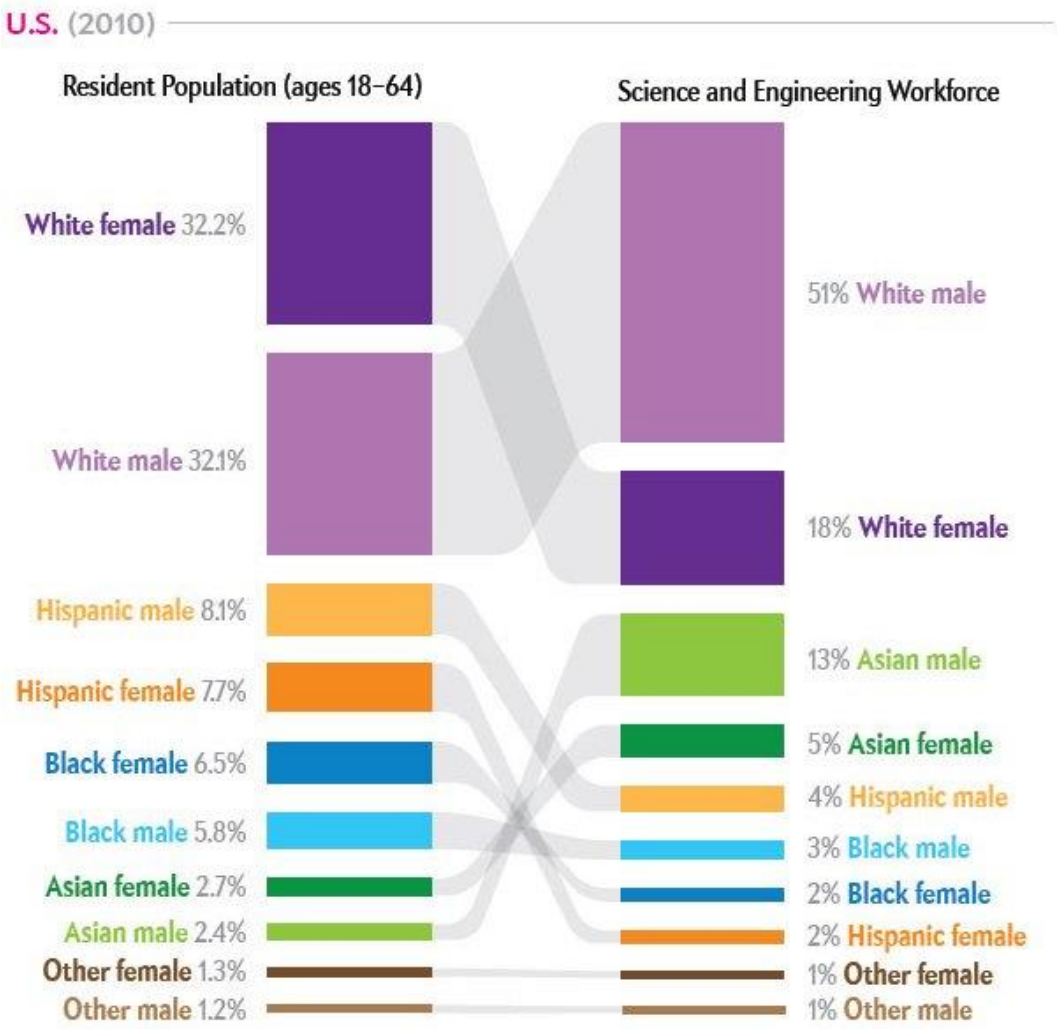

Figure 1. The demographics of the US resident population and the scientific workforce per Scientific American (2014) https://www.scientificamerican.com/article/diversity-in-science-where-are-the-data/

A 2015 article in US News and World Report indicated that the gender and racial gap in STEM fields does not appear to be closing and, in some instances, may be widening. Statistics regarding the inclusivity of STEM fields to disabled persons is extremely limited. While complete parity may not be a reasonable expectation, there are actions that can be taken within universities, industries, and societies to increase hospitability, facilitate engagement, and support retention. The development of a diversity committee and statement statement for and by the WSWS could help to encourage inclusivity in the society. Below are examples of diversity committees and diversity and mission statements from other scientific societies that may be useful when proceeding forward.

Examples of Committee and Committee Charges:

American Society of Agronomy

ACS528 DIVERSITY IN AGRONOMY, CROPS, SOILS, AND ENVIRONMENTAL SCIENCES COMMITTEE

A. Status: Special Committee

B. Composition and Tenure:

Nine members plus a Chair. Members are appointed for three-year terms with three members up for reappointment or replacement each year. The chair serves a one year term and may be reappointed. Each president appoints the representative for their respective Society as vacancies occur. Additional members may be appointed as needed and terms will be determined by the Presidents and Committee Chair. The Presidents jointly appoint the chair.

C. Functions:

1. To promote the status of minorities in the three societies.
2. To encourage minorities to achieve professional excellence.
3. To establish networks of minorities in agricultural science.
4. To sponsor meetings to address issues of special concern to minorities in agriculture.
5. To foster the informal exchange of information and contacts in support of professional activities of minorities.
6. To forward to the Presidents, suggestions of persons who may serve on other Society committees.
7. To submit an annual report, as requested by the Society.

D. Presidential Responsibilities:

The ASA, CSSA and SSSA President:

1. Each president appoints the representative for their respective Society as vacancies occur. The Presidents jointly appoint the chair.
2. Cooperates with the Committee in its activities to promote the status of minorities and to encourage minorities to take an active role in society programs and activities.

ACS526 WOMEN IN SCIENCE COMMITTEE

A. Status: Special Committee

B. Composition and Tenure:

Eleven members, including the Chair and Vice Chair (Chair-Elect) with three appointed each year for three-year terms. The ASA, CSSA and SSSA representatives are appointed by their respective Presidents. Additional members may be appointed as needed and terms will be determined by the Presidents and Committee Chair. A staff member serves as an ex-officio, non-voting member. The Chair serves a one-year term and is succeeded by the Vice Chair. The Past-Chair serves as an Ex-Officio member for one year.

C. Functions:

1. To promote the status of women in the three societies.
2. To encourage women to achieve professional excellence.
3. To establish networks of women in agricultural science.
4. To sponsor meetings to address issues of special concerns to professional women in agriculture.
5. To foster the informal exchange of information and contacts in support of professional activities of women.

6. To forward to the ASA President, suggestions of persons who may serve on other Society Committees.
D. Presidential Responsibilities:
The ASA, CSSA and SSSA President:
1. Each president appoints the representative for their respective Society as vacancies occur. The Presidents jointly appoint the vice chair.
2. Cooperates with the Committee in their activities to promote the status of women and to encourage women to take an active role in society programs and activities.

The Ecological Society of America
The Committee on Diversity and Education guides and helps implement the Society's efforts
1) to raise the public's awareness and understanding of ecology,
2) to ensure the continuing supply of new ecologists, and
3) to create a scientific environment that embraces diversity and allows all professionals to flourish.
The Committee is responsible for promoting excellence in ecology education at all levels, and for developing and overseeing the education programs of the Society. The Committee is also responsible for development of programs to enhance recruitment, training and retention of women and minorities in the ecological sciences, and to encourage equitable treatment and representation of all ecologists, regardless of gender, age, race, sexual orientation or cultural background.
The Vice President for Education and Human Resources serves as Chair of the Committee. The President of the Society shall be a voting, ex officio member, and the Executive Director and an education staff designee of the Executive Director shall be non-voting, ex officio members.

The Entomological Society of America
Committee History and Mission:
To support ESA's strategic principles, mission and outcome statements, and to support diversity and inclusion within ESA and within the science, ESA's Governing Board approved the establishment of the Committee on Diversity and Inclusion (D&I) in July 2015. The initial term of this special committee is five years (July 2020) unless requested to continue by the ESA Governing Board.
Committee Goals and Activities:
The Committee propose resources, programs and services to maximize diversity and inclusion support among ESA members, and helps increase the cultural competency of ESA members. The Committee's goals and supporting action items are developed with the overarching goal of having diversity and inclusion become embedded into how ESA and its volunteers do business, keeping the initiative a priority for the Society by asking key questions intended to spark a continuous conversation of how ESA can be more inclusive and diverse in its programs and services.
Committee Composition, Terms, and Member Time Commitments:
The ESA Committee on Diversity and Inclusion is a twelve-member committee, which includes one representative appointed from each ESA Section and one representative appointed from ESA Branch, plus two 'At-large' members appointed by the current ESA President. The committee chair is elected by committee members and serves for two years. Branch and Section leaders are encouraged to appoint ESA members who will actively represent their diverse constituencies and

be engaged in the diversity conversation, not necessarily members who identify as belonging to a diversity class. The presidential 'At-large' members are appointed for one year terms unless requested to serve for a second year by the sitting ESA President.
The Committee has a Governing Board representative assigned by the ESA President who shall vote on committee issues only in the case of a tie. The ESA staff liaison is Debi Sutton.
Typically, committee members spend between 3-5 hours a quarter on committee work and participating in conference calls. Incoming members join and outgoing members roll off of the Committee during its in-person meeting at the ESA Annual Meeting each November. The Committee usually has conference calls every 6-8 weeks, lasting no more than an hour, to make sure that goals and supporting action items are moving forward. Additionally, one inperson meeting is held during the ESA Annual Meeting in November. The Committee Chair is responsible for drafting and submitting two committee reports to the ESA Governing Board; one for the summer meeting (typically June or July) and one for the November meeting.

The American Phytopathological Society
Committee for Diversity and Equality Mission Statement:
Assists APS members in areas such as training, career development, professional growth and networking; facilitates development of social contacts; promotes communication and interaction among members with diverse backgrounds; enables integration of all underserved or underrepresented groups into the organization.

Examples of Diversity Statements:

The Ecological Society of America
The Ecological Society of America is dedicated to the science and study of ecology. The Society welcomes and encourages participation by all individuals regardless of age, culture, ethnicity, gender identity or expression, national origin, physical or mental difference, politics, race, religion, sex, sexual orientation, socio-economic status, or subculture. We strive to cultivate a society built on mentorship, encouragement, tolerance and mutual respect, thereby engendering a welcoming environment for all. Ecologists believe in the need for interdisciplinary study, both in terms of disciplines and participants. We believe in biodiversity both in terms of ecosystems and membership. We will vigorously and proactively reject prejudice and stereotyping wherever it is encountered in our profession. ESA further promotes diversity in all areas of activity, including fostering diversity in membership, leadership, committees, staff, outreach, public engagement, recruitment, and all other areas of societal activity.
https://www.esa.org/esa/education-and-diversity/diversity-in-ecology/

The Entomological Society of America
The Entomological Society of America (ESA) is a professional organization dedicated to furthering the science and awareness of entomology through the advancement and professional development of all its members. ESA acknowledges and values all dimensions of diversity. Therefore, we welcome into our Society and encourage the participation of all individuals who are interested in entomology regardless of age, gender, gender identity, race, cultural background, religion, physical ability, sexual orientation, professional status, geographic location, and all other characteristics that make our members unique.

ESA actively promotes inclusion, recruitment, and retention in every aspect of the Society – including but not limited to membership, leadership, committees, and staff. We strive to cultivate a scientific society of excellence built on mentorship, encouragement, tolerance, and mutual respect. ESA is committed to proactively rejecting and denouncing prejudice and stereotyping whenever it is encountered in the Society or the profession.
https://www.entsoc.org/about_esa/diversity-and-inclusion

The American Phytopathological Society
The American Phytopathological Society (APS) is a professional organization dedicated to the discovery and dissemination of knowledge of plant pathology, the promotion of sustainable practices to improve plant health, and the professional development of its membership. APS values the diversity of its membership and believes that a diverse membership benefits our Society. Accordingly, APS welcomes the participation of individuals interested in plant pathology irrespective of age, appearance, citizenship, culture, gender identity, marital status, military service, physical ability, professional status, race, religion, or sexual orientation. APS actively promotes inclusion in all facets of the Society, including but not limited to membership, committees, leadership, operations, programming and staffing, and actively works toward recruitment and retention of diverse individuals to cultivate a scientific society of excellence built on mentorship, encouragement, tolerance and respect.
https://www.apsnet.org/members/outreach/ppb/positionstatements/Pages/InclusionStatement.aspx

American Society of Agronomy
The agricultural, environmental and natural sciences are central to understanding the interaction between the Earth system and humankind, and are vital to global economic and social development. As a community, it is important that we are inclusive, welcoming, and open to all members of society. Our sciences face challenges in securing the workforce necessary to meet the needs of the coming decades. To increase talent and diversity in our workforce, opportunities for more inclusive learning and professional development must be developed that enable all persons to advance academically and professionally.
The Alliance of Crops, Soils, and Environmental Science Societies, which includes the American Society of Agronomy, Crop Science Society of America, and Soil Science Society of America, is committed to promoting educational and career opportunities to all persons through proactive efforts that engage individuals and reduce barriers to full inclusion, in accordance with any relevant national regulations. Consequently, the representative leadership of these scientific professional societies and organizations seek to embrace, empower, engage, and sustain the participation and retention of individuals within all sectors of our community.
ACSESS acknowledges and values all dimensions of diversity in our members' and employees' interests. Therefore, we welcome into our societies and encourage the participation of all individuals regardless of age, gender, gender identity, race, cultural background, religion, physical ability, sexual orientation, professional status, military status, geographic location and all other characteristics that make our members unique. ACSESS actively promotes inclusion, recruitment, and retention in every aspect of the societies – including but not limited to membership, leadership, committees, and staff. We strive to cultivate scientific societies of excellence built on mentorship, encouragement, and mutual respect. ACSESS is committed to

proactively rejecting and denouncing prejudice and stereotyping whenever it is encountered in our societies or professions.
As an inclusive agricultural, environmental and natural sciences community, supportive of the needs of all current and future scientists in our fields, we agree to:
 Strive to actively target under-represented groups for engagement in our organizations, Encourage the development of supportive learning environments and inclusive curricula, including in the classroom, laboratory, and field that are conducive to developing the skills of all scientists. Foster the participation and support the retention of all scientists in academic communities, our professional organizations, and the workforce. Treat each other collegially in all communications, public or private. Promote pathways for students to transition into agricultural and natural science careers that maximize their unique perspectives, competencies, and abilities. As representative societies, ensure that career and professional development opportunities are made available to scientists to support life-long growth, and by extension, promote inclusion and act as an example for other organizations.
https://www.agronomy.org/files/about-society/acsess-diversity-and-inclusion-statement.pdf

Strategic Plans, Symposiums and Additional Goals:

The Ecological Society of America
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The Committee on Diversity and Inclusion has the following initial 2017-2018 goals:
1. Increase the overall diversity of speakers in ESA programs by #1A - Providing program guidance to ESA annual and branch meeting program committees #1B - Hosting diversity & inclusion events at ESA annual and branch meetings #1C – Identifying underrepresented groups and D&I allies at ESA meetings

2. Increase the overall diversity of volunteers within ESA 3. Increase the completion rate of ESA member profiles with demographic data 4. Increase general awareness of the membership regarding the ESA initiative and the work of the D&I Committee

Committee on Diversity and Education: Strategic Plan 2016-2018:
The need to promote education and diversity in ecology is enormous, drawing from a wealth of approaches, programs, and projects. However, the Committee for Diversity and Education (CDE) must make strategic choices on allocating its limited resources. During the 2015 CDE Planning Retreat (October 23-24, 2015), Committee members created a Strategic Plan to guide the current and future members of our group to: a) examine and potentially revise our mission statement; b) articulate our goals and objectives; and c) generate strategies and actions that will help meet our mission. This is a dynamic document; we anticipate that this strategic plan will be

formally re-examined in three years. Each year, we will align our Action Plan to ensure it is in alignment with the Strategic Plan.

I. CDE Mission Statement: Fostering collaboration, promoting diversity, and advancing education.

II. Priority Goals for CDE

A. Enhance public awareness of and engagement with ecology

B. Disseminate best practices in ecology to attract a continuing supply of new ecologists

C. Diversify ESA membership, the population of ecologists, and the range of publics whom we reach

D. Shape the CDE as a hub to coordinate and amplify impacts of events and initiatives.

E. Measure and understand the efficacy and extent of the impacts of CDE activities to create improved programs and best use resources into the future.

GOAL A. Enhance public awareness of and engagement with ecology:

Objective 1. Strengthen ecological knowledge and awareness amongst diverse audiences (e.g., accurate understanding of modern fundamental ecological concepts; how ecology is a science that follows scientific rules; and how ecological knowledge is based on evidence).

Strategy a: Scale "up and out" to public groups ▪ i. Action item: Enhance ecological professional development of K-G educators (train the 'trainers') ▪ ii. Action item: Promote Bio-blitzes ▪ iii. Action item: Connect with the Citizen Science Association and link to their website (http://staging.citizenscience.org/).

Strategy b: Enhance understanding of career paths to and within ecology ▪ i. Action item: Develop a blog about "my path to becoming an ecologist" ▪ ii. Action item: Increase exposure to alternative careers, e.g., through the Frontiers career pathways series ▪ iii. Enlist the Student Section to promote related activities

Strategy c: Disseminate / develop information that shows examples of how ecological science is conducted and used for generating knowledge and informing decision making

Action Item: Work with ESA Public Affairs Office to identify and post existing articles to the CDE website that show examples of how ecological science is conducted and used in decision making

Action Item: Identify conceptual gaps and develop new articles

Action Item: Establish engaged, working relationships with individuals and organizations that will facilitate information exchange about how ecologists inform decision-making with at least five organizations

GOAL B. Disseminate best practices in ecology education to attract a continuing supply of new ecologists

Objective 1. Support early career ecologists in teaching ecology

Strategy a: Explore the demand, feasibility, and resources needed (market research) including the possibility of a certification program

Action Item: Initiate relationships with those knowledgeable about market research

Action item: Identify the most effective approach for achieving this objective

Action item: Explore applying for a grant through the NSF business program I-CORPS

Action item: Collaborate with the Student Section to help meet their objectives, e.g., use the Student Section listserve to explore what students need to be competitive for non-academic positions

Objective 2. Make available ecology research, content, and pedagogy to improve teaching of ecology in an organized and effective way

Strategy a: Define and make available key or core concepts in ecology

Action item: Develop a set of core concepts that undergraduate students should understand at introductory ecology levels for approval by the ESA Governing Board.

Action item: Adapt the set of core concepts for precollege and other college audiences (e.g. intro biology).

Action item: Develop an engagement plan to promote adoption of the core concepts in ecology.

Strategy b: Make education resources more visible on the ESA website

Action item: Identify and screen education resources (including resources on pedagogy)

Action item: Support, promote and expand peer-reviewed EcoEd Digital Library holdings

Action item: Increase visibility of education resources on the home page of ESA

Strategy c. Improve access to key and emerging concepts that appear in ecological literature

Action Item: Review ways to incorporate existing efforts by the Public Affairs Office in education activities and programs

Action Item: Translate primary literature into more compelling formats (videos, podcasts, social media)

Action Item: Generate new videos through a competition on innovative pedagogy for educating diverse students

Objective 3. Promote science of teaching among ESA members

Strategy a: Expand participation at the REEFS faculty workshops at ESA meetings by 10%

Strategy b: Expand participation in Life Discovery Education conference by 20% in three years

GOAL C. Diversify ESA membership and the population of ecologists

Objective 1. Diversify membership

Strategy a: Identify incentives that will increase the diversity of ESA members over the next 10 years.

Action Item: Implement a survey of current and past ESA members to determine what constitutes diversity with respect to ecology and what constitutes appropriate goals with regard to increasing diversity

Action item: Through existing contacts, conduct a survey to find out what benefits / incentives diverse ecologists need to become members of ESA

Strategy b: Identify resources that will engage members throughout the year and thereby show benefit to membership.

Action Item: Prepare interactive career resources and disseminate online

Action Item: Host online career fairs or webinars

Strategy c: Enhance participation of local students and their families at annual meetings

Action Item: Identify local host in spring before annual meeting to help identify several high schools with whom we can get in contact to offer free ESA passes for the annual conference.

Action Item: Offer free day passes for local, diverse high school students and their families

Action Item: Provide mentors for the high school students to help them navigate the conference and enhance their experience

Action Item: Create posters describing the "daily lives" of ecologists

Strategy d: Support graduate students and the next generation of ecologists

Action Item: Contact young professionals who are in 'early careers' programs (e.g. USFS, National Laboratories, NOAA, National Fisheries Service) and determine how we can help prepare the next generation for their careers

Action Item: Collaborate with the Student Section and ESA membership staff to create web pages for the dissemination of job Survey/Features and other career resources (e.g., links to job search engines)

Objective 3. Track and understand the career decisions of minority ecologists

Strategy a: Learn from the SEEDS program participants, and specifically SEEDS alumni, to explore the career pathways of minority students

Action Item: Conduct surveys of SEEDS alumni

GOAL D. Shape CDE as a hub to coordinate and amplify impacts of events and initiatives

Objective 1. Validate and promote existing education and engagement activities

Strategy a. Give the CDE a tangible web presence within ESA

Action Item: Add CDE webpage to existing education website as portal to resources

Action Item: Explore how ecologists can connect with and engage diverse communities via a trusted messenger and local ecologists through the leadership and efforts of relevant ESA sections.

Objective 2. Enhance communications and collaboration among ESA sections and chapters to inform ESA members of diversity outreach and education activities.

Strategy a: Increase communication between CDE, section and chapter chairs

Action Item: Create a list-serve that includes only the section chairs and vice chairs and/or one representative from the section

Strategy b: Coordinate efforts with sections and chapters that reach diverse populations Action Item: Identify all ESA sections and chapters that reach diverse populations (e.g., Environmental Justice, Traditional Ecological Knowledge, International Association of Black Ecologists)

Action Item: Gain a better understanding of the mission of these sections

Action Item: Identify gaps and collaborative opportunities in outreach activities

Action Item: Explore how ecologists can connect with and engage diverse communities via a trusted messenger and local ecologists through the leadership and efforts of relevant ESA sections.

Strategy c: Inform ESA members about the activities of sections and chapters in their efforts to engage diverse publics and enhance ecology education

Action Item: Organize a diversity-focused Ignite session for ESA 2016 (and annually?) in which the sections and chapters are invited to share their diversity outreach activities as well as showcase section and chapter collaborations.

GOAL E. Measure and understand the efficacy and extent of the impacts of CDE activities to create improved programs and best use resources into the future.

Objective 1. Create and implement assessment tools that can be implemented for particular CDE initiatives and the overall CDE goals

Strategy a. Inventory existing assessment data on past and present CDE initiatives

Strategy b. Communicate with other entities within and outside of ESA to accumulate useful assessment instruments

Strategy c. Engage education partners to help create needed assessment and evaluation tools.

Strategy d. Collect and examine assessment results on an annual basis and draw from these results ideas for improvements.

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Recommendations for Board Action: Discussion.

Budget Needs: None at this time.

Current Committee Members: Lynn M. Sosnoskie

Name of Person Preparing This Report: Lynn M. Sosnoskie