

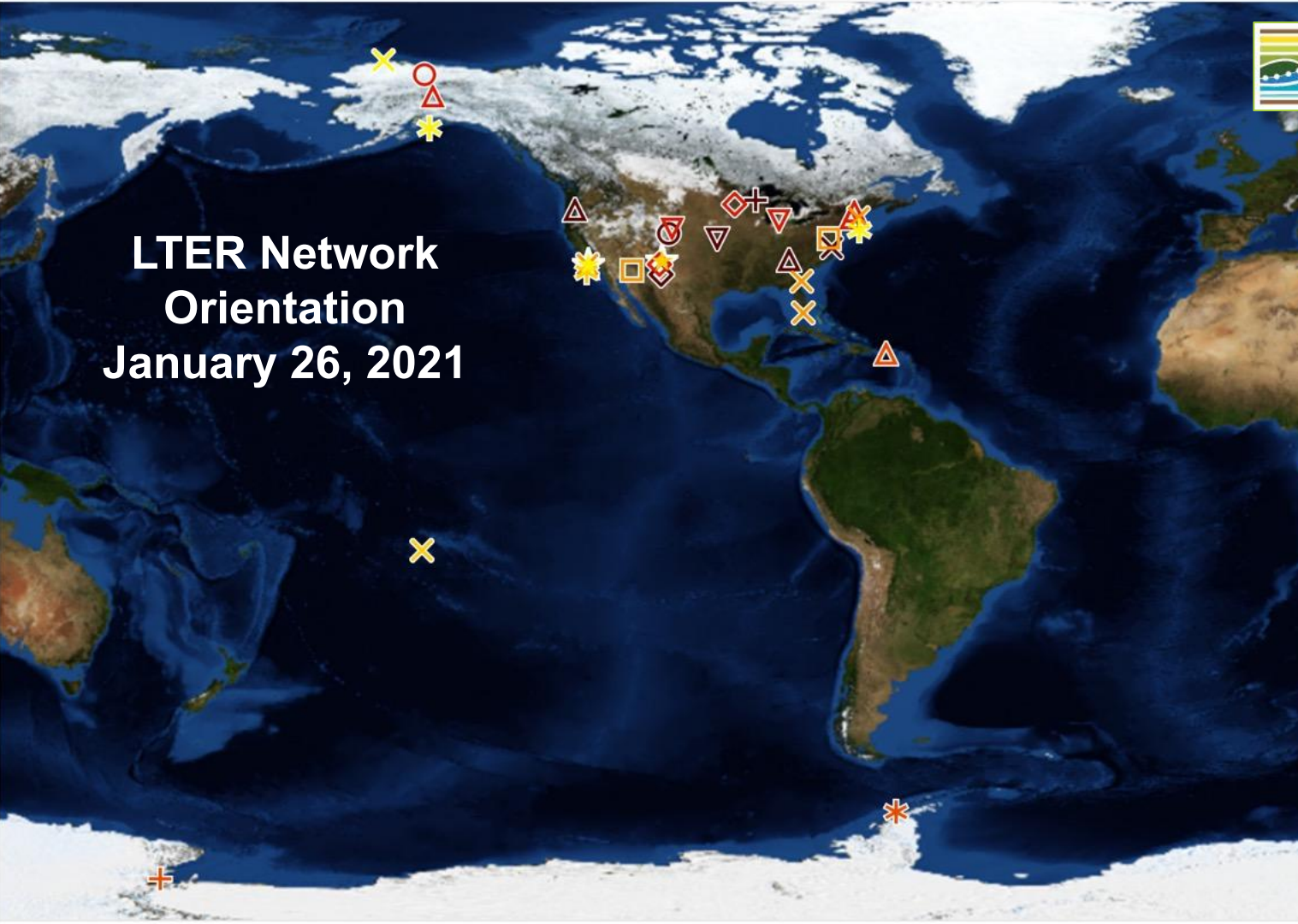
ILTER Network Orientation January 26, 2021

Ecosystem Type

- ★ Administrative
- × Coastal
- △ Forest
- + Freshwater
- ▽ Grassland-Agriculture
- * Marine
- ◇ Mixed-Landscape
- Tundra
- Urban

Funding Cycles

- 1
- 3
- 4
- 5
- 6
- 7



A few logistical details

- We are a very large group (over 200), please mute your microphone unless you are speaking. We will have a period of small-group discussion at the end when you can leave an open channel.
- 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.”
- We’ll take questions in the chat throughout the session. My colleagues Jenn Caselle and Kristen Weiss will be responding in real time. If we can’t keep up or need to gather additional information, we’ll follow up with a Q&A document shared to all participants.

Land Acknowledgement

If you know the identity of the Indigenous People of your region, please enter their name in the chat.



Ground rules

The LTER Network has a [code of conduct](https://lternet.edu/lter-meetings-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:

- 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.

Dr. Diane McKnight

Chair, LTER Science Council
Professor, University of
Colorado, Boulder



Outline

About the Network

Brief description of the LTER Network; what makes it special; how it is organized; and where to learn more

Diversity, Equity, and Inclusion

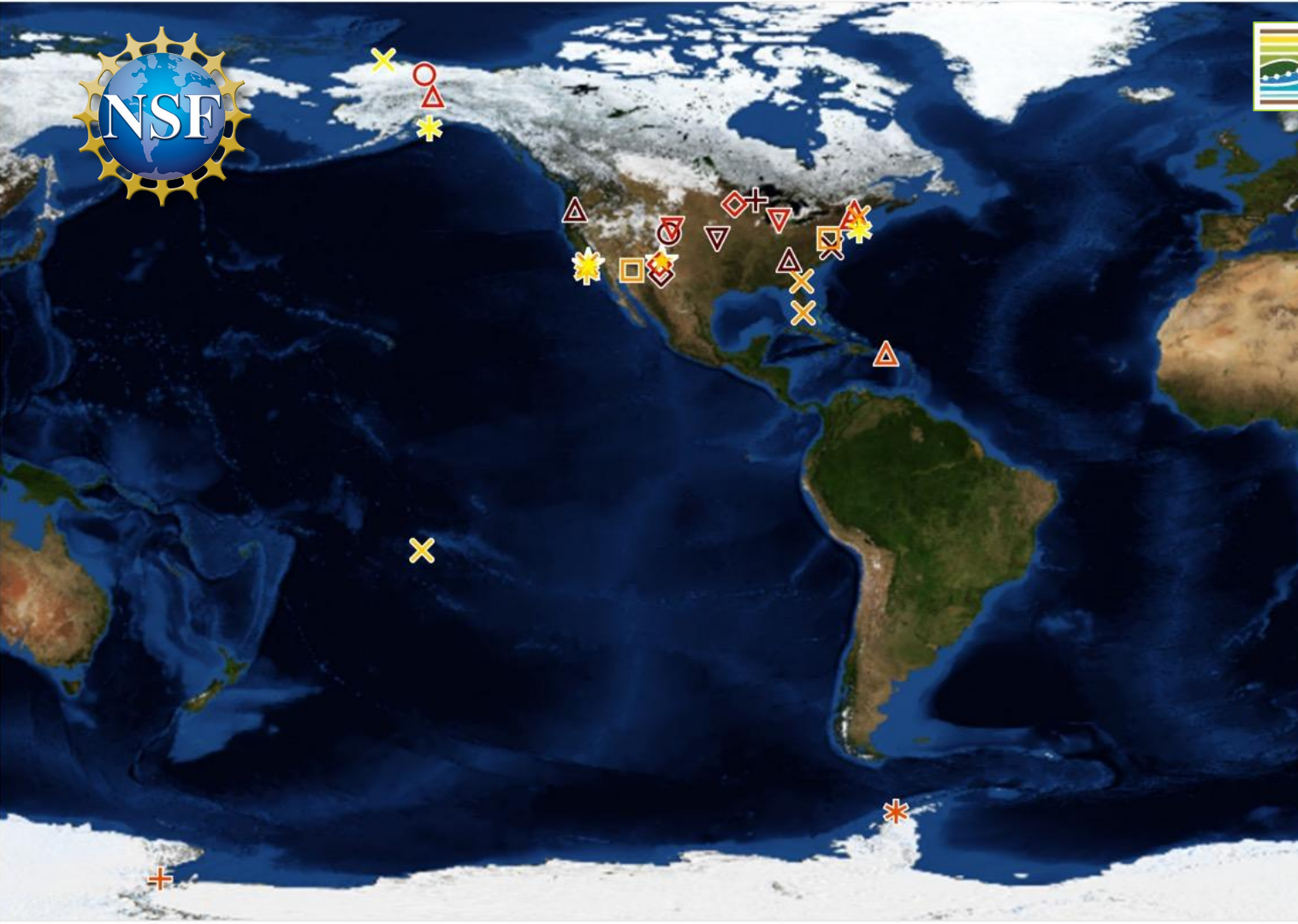
The Network's commitment to diversity, equity and inclusion; what we are doing; what we plan to do; how to connect

Information Management

Finding data and making your data findable, accessible, interoperable, and reproducible. (Hint -- it starts before you even start collecting it!)

Meet your Colleagues

A chance to connect with other LTER participants in smaller groups around a variety of shared interests

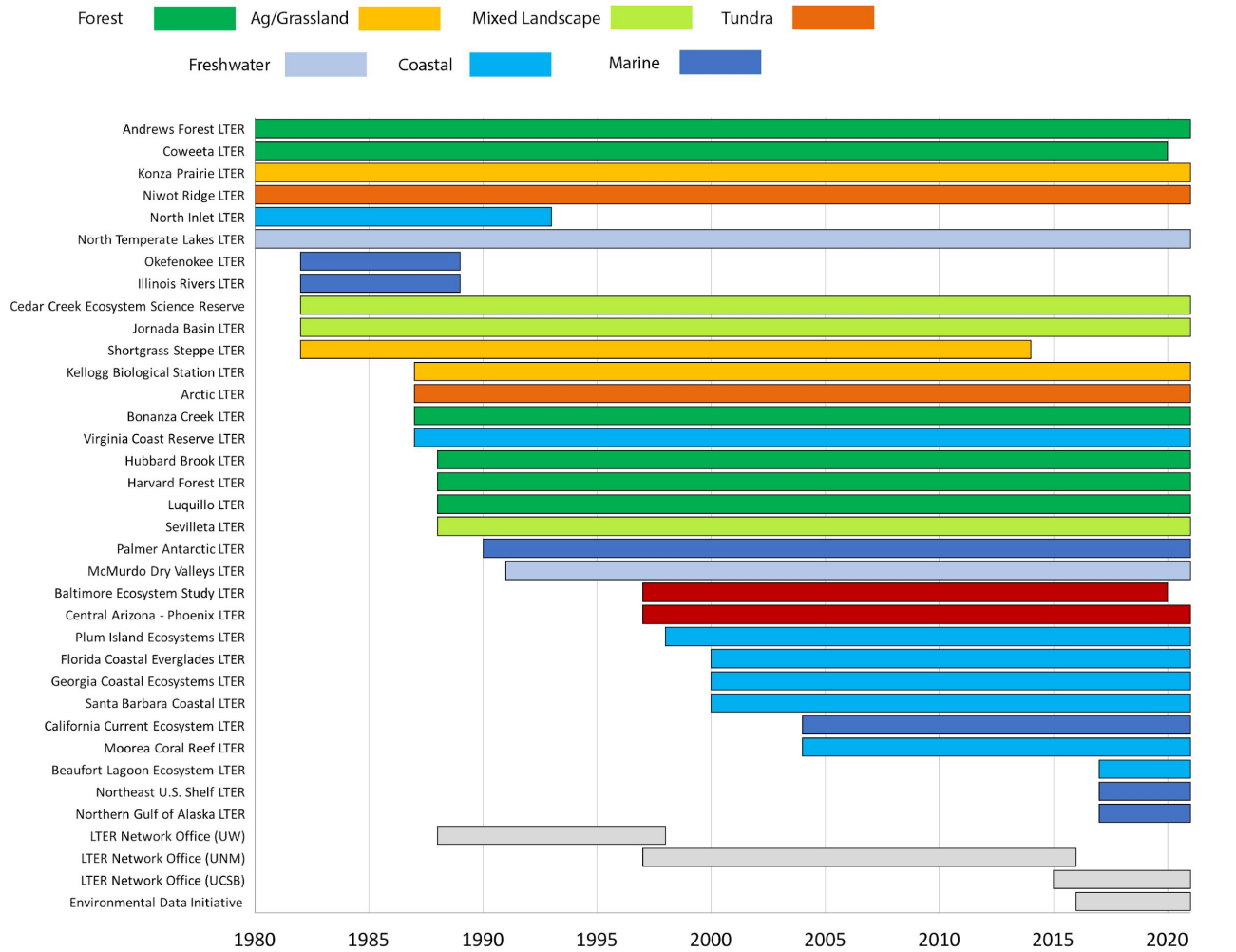


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- Initial funding highly competitive and based on a well-integrated scientific plan to understand how this particular ecosystem works. New opportunities arise occasionally, but not often.
- Each site reapplies for funding every 6 years and is rigorously reviewed every three years.
- As a student or a new staff member, you may be asked to participate.



Long-Term Observations

Each site maintains long-term records of key parameters for that ecosystem, providing critical context for long-term ecological and environmental studies and cross-system comparisons.

Long-term ecological and environmental studies allow us to better understand the inherent variability of natural systems, to discern trends and shifting baselines, and to witness rare events and unanticipated ecological surprises.

Long-Term Relationships

LTER sites build trusting relationships with resource managers, educators, and landowners in their regions.

Long-Term Experiments

LTERs maintain experimental manipulations that test potential ecosystem change, which tracks the range of simulation models.

Expanding Opportunities

—Hughes et al. *Bioscience*, 2017
groups of researchers with diverse backgrounds. Each new generation of scientists applies new tools and explores new questions in systems where the context is well understood.



Long-term Ecological Research (LTER) sites pursue theoretical and applied research on ecological phenomena that play out over decades, including rare and extreme events, shifting baselines, and legacies of past environmental change.

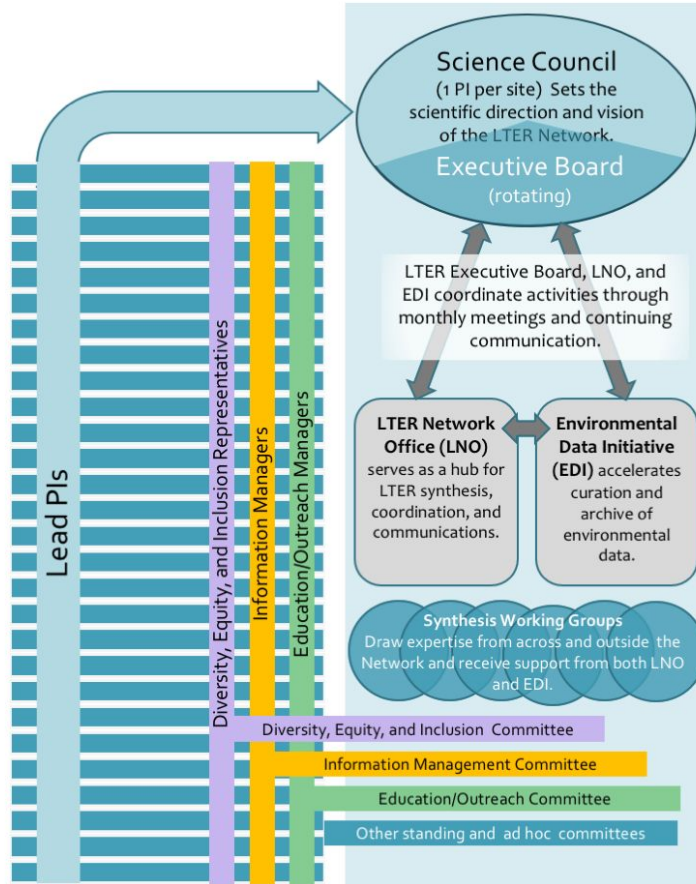
With its broad geographic distribution, common scientific themes, and careful data stewardship, the LTER Network offers an ideal structure for synthetic ecology, which is facilitated by the Network Office (LNO) and the Environmental Data Initiative (EDI) through the Synthesis Working Groups (SWG) and other network-wide activities.



Long-term Ecological Research (LTER) sites are funded by the National Science Foundation (NSF) in cooperation with other federal agencies, universities, and private foundations.

NSF directly funds the operations of the Network Office and the Environmental Data Initiative.

LTER Sites



LTER Network Structure

Committees open to Graduate Student involvement:

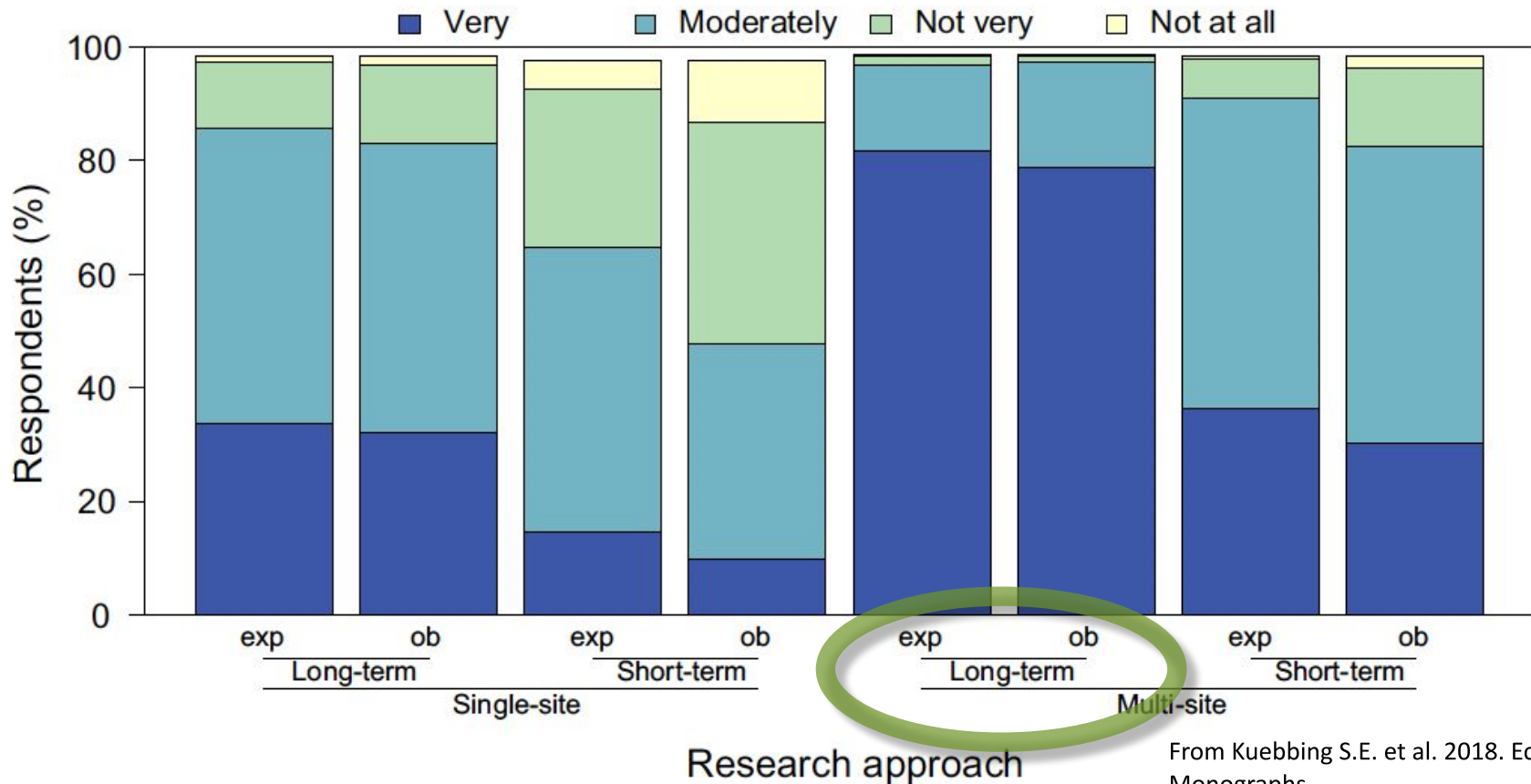
- Graduate Student Site Reps
- Diversity, Equity, and Inclusion
- All Scientists' Meeting Planning Committee
- ILTER (limited)
- Communications (limited)

Discussion Groups:

- Comm-interest
- ILTER-interest

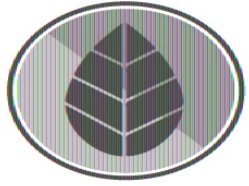
For more information, visit: <https://lternet.edu/network-organization/>

To what extent are the following research approaches important to developing general theories in ecology and evolutionary biology?

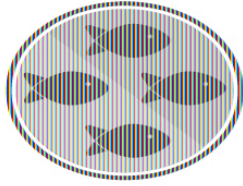
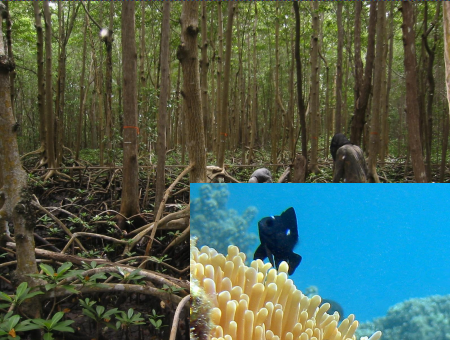


From Kuebbing S.E. et al. 2018. Ecological Monographs

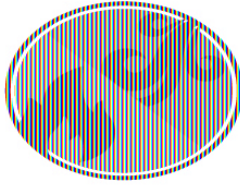
LTER CORE RESEARCH AREAS



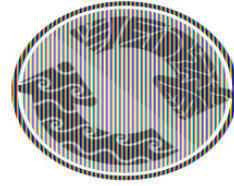
PRIMARY PRODUCTION



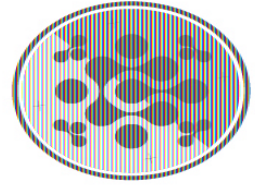
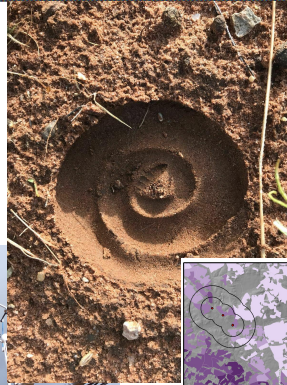
POPULATIONS



DISTURBANCE



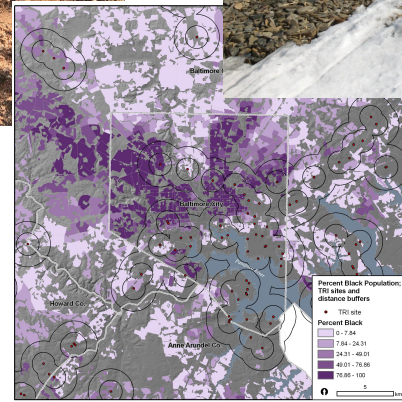
ORGANIC MATTER



INORGANIC MATTER

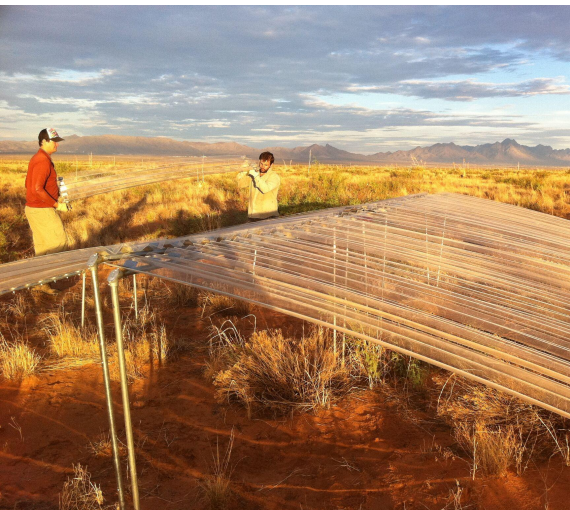


LAND USE



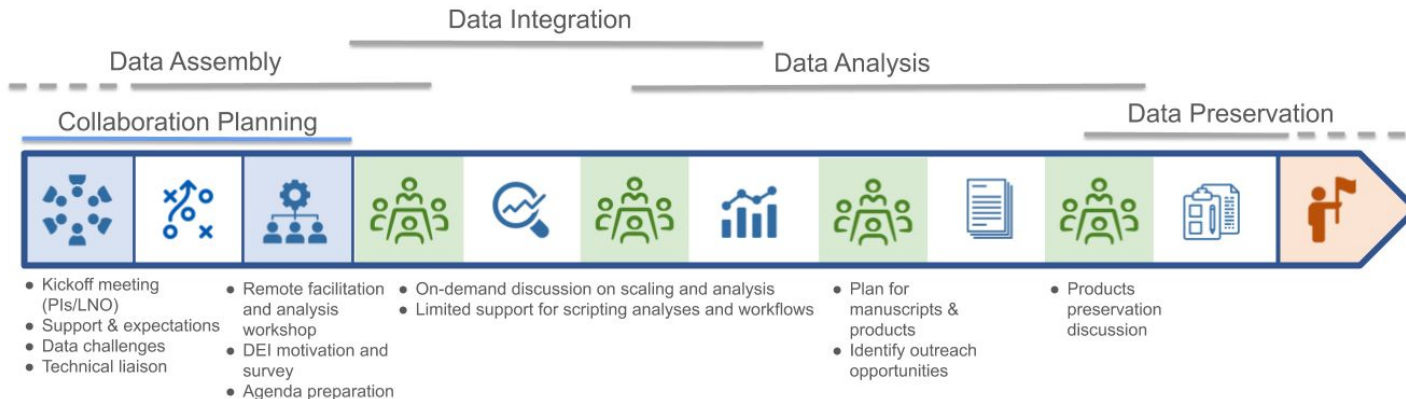


- All Scientists' Meeting
- ILTER Open Science Meeting
- Science Council Annual Meeting (in-person)
- Lead Principal Investigators Quarterly Meeting (virtual)
- Information Managers Annual Meeting
- Monthly Committee Meetings
- Synthesis Working Groups



Synthesis Working Groups

- Combining previously collected data for new insights
- Competitions in 2016, 2017 and 2019 (post ASM), and 2020. Planned for 2022.
- 12-18 people/group meeting regularly for up to 2 years
- Funding supports travel and lodging, some analytical assistance.
- Competitions are highly selective.



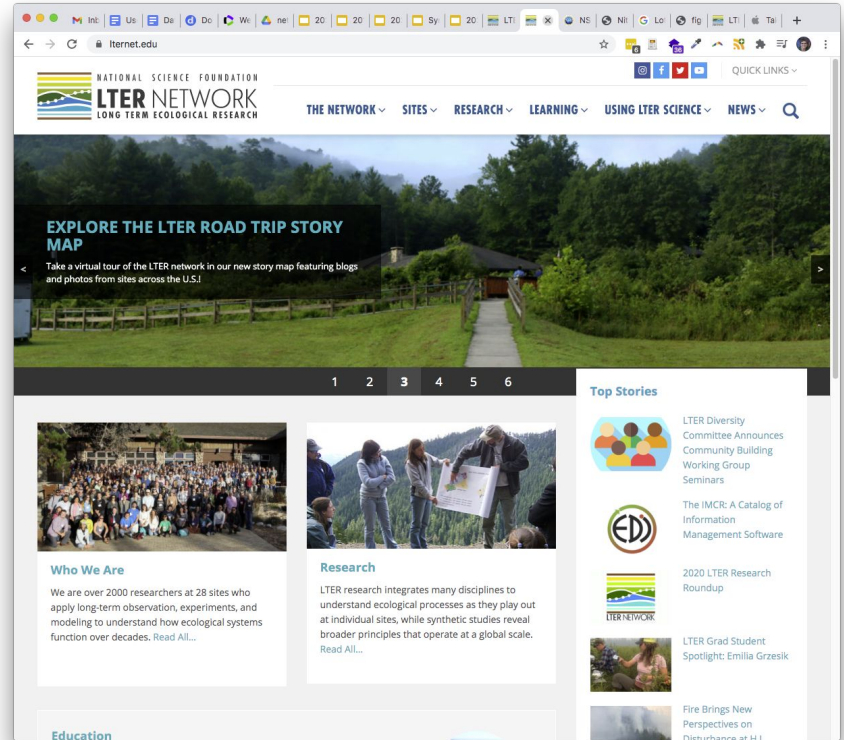
Cool. So how do I find out what's happening?

ILTER Network Website:

<https://lternet.edu>

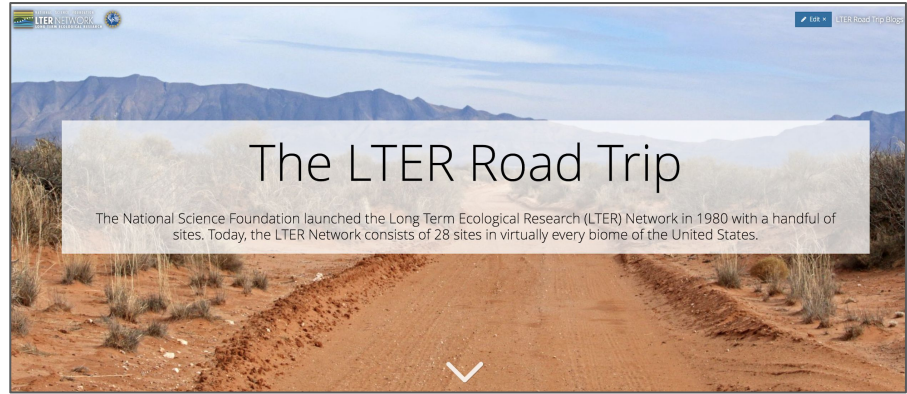
Three minutes for 3 challenges:

- What is the LTER Network's Twitter handle?
- Who is the Information Manager at Jornada LTER?
- Name one of the currently-funded synthesis working groups





https://www.instagram.com/lter_community/



The LTER Road Trip: <https://lternet.edu/lter-road-trip>



Graduate Student Blog: <https://ssalter.blog/>



<https://lternet.edu/stories/science-writing-opportunity/>

ILTER Network News (monthly) events, activities, people

January 2021

ILTER Network News is a forum for sharing news and activities from across the LTER Network. If you know of personnel changes, new grants, or cross-Network activities that might interest your LTER colleagues, please send them along to Kieran Weiler at kweiler@lternet.edu.

Announcements

ILTER Network Virtual Orientation

This 30-minute session will introduce new LTER participants to the breadth of ecosystems and types of research that the Network encompasses. Learn how to find network-level resources and get more connected with the LTER community. All are welcome!

ILTERHub

The launch of LTER's community platform, LTERHub, is just weeks away. With extensive information on committees, research interests, discussion groups, and site roles and affiliations, the Hub is your central point of contact with the LTER Network Community. Committee members will get a preview in January, with a Network-wide launch slated for mid-February. Look for your invitation, coming to an inbox soon.

Apply to be a Grad Student Writer

The LTER Network Office is now accepting applications for graduate student writers. This is an opportunity to develop and hone your science writing skills. The LTER Network Office publishes stories about research and education from across the network, and we value the perspective of early career researchers. Applications due February 15.

ILTER Science Update (quarterly) Featured science, ILTER-in-the-news

September 2020

SCIENCE UPDATE

2020 Request for Proposals: Synthesis Working Groups

Reminder: The LTER Network Office has announced a new request for synthesis working group proposals. The groups support scientific collaboration across and beyond LTER sites using LTER datasets. In the 2020 competition, the LNO expects to award 2-4 synthesis working groups at a funding level of up to \$50,000 per year for up to two years. Proposals are due on **October 14, 2020, 5:00 p.m. PDT**.

[More Information](#)

Save the Dates:

- September 20-24, 2021: LTER All Scientists' Meeting - will be postponed until 2022 if not possible in person.
- May 16-18, 2021: LTER Science Council (Lead Principal Investigators and Associates)

DataBits (semi-annually) Information Management-related news and resources

DataBits Stories

The IMCR: A Catalog of Information Management Software

Databits: LTER Site Bytes 2020 Coastal Edition

DataBits: Off-Site

ILTER Opportunities (~monthly) New job listings as they are posted to LTERnet.edu

January 2021

Lab Specialist - Coastal and Ocean biogeochemistry

Jan 21, 2021 10:02 am

Lab Specialist employees provide technical lab support by performing complex lab and research related tasks. They act as specialists on research methods and equipment functions specific to investigations. They have the authority to adapt methods and procedures to meet the needs of research. They are distinguished from Lab Technicians by the types and duration of... [Read more](#)

The post [Lab Specialist - Coastal and Ocean biogeochemistry](#) appeared first on [LTER](#).

[Read in browser](#)

[Twitter](#) [Facebook](#) [LinkedIn](#)

Story & Plum Island Ecosystem LTER

Story is seeking applicants for two 10-week Undergraduates (REU) program sponsored by successful applicant will work as part of a large-scale study of the effects of sea-level, climate change, and... [Read more](#)

[Story & Plum Island Ecosystem LTER REU](#)

<http://lternet.edu/signup.....>



Also: <http://slack.lternet.edu>

Email Address *

First Name

Last Name

I would like to receive these LTER Newsletters:

LTER Network News (~monthly)

LTER Science Update (quarterly)

DataBits (semi-annually)

LTER Opportunities (~monthly)

Coming soon: LTERHub

The screenshot shows the LTER Network website home page. The header includes the LTER Network logo and navigation links: HOME, TOPICS, COMMITTEES, DISCUSSION GROUPS, and MORE. Below the header, there are three main sections: 1. LTER Directory: A link to find colleagues. 2. Events Calendar: A link to stay in-the-know about upcoming meetings and opportunities. 3. LTER Network Calendar: A detailed calendar for January 2021, listing events such as 'Network Onboarding' on January 26, 'Education/Outreach Committee' on February 4, and 'Diversity and Inclusion Committee' on February 16. A 'FEATURED TOPICS' grid is displayed, containing nine categories: Getting Started, All Scientists' Meeting, Diversity, Equity, and Inclusion, Research Coordination, Information Management, Education, Communication, Graduate Students, and Methods. A 'newsletter signup' section features a 'NEWS' icon and a 'Sign up for LTER Network Newsletters' button. Below this, there is a 'Sign up' button and a 'Recent Messages' section showing a message from Julien on Oct 20, 2020.

The screenshot shows the 'Getting Started' page of LTERHub. The header includes the LTER Network logo and navigation links: HOME, TOPICS, COMMITTEES, DISCUSSION GROUPS, SYNTHESIS GROUPS, and SITE CONTACTS. The main content area is titled 'Getting Started' and features a 'Follow' button. Below this, there are three columns: 1. Articles: A section with 1 follower, 2 posts, and 5 articles. It includes a 'Finding Your People' section with a search bar and a 'Share' button. 2. What is LTERHub?: A section with 6 views, dated Nov 16, 2020, containing a 'Newsletter Subscription' section with 5 views, dated Nov 5, 2020. 3. LTER Network Meetings Code of Conduct: A section with 8 views, dated Oct 19, 2020. A 'Role Definitions' section is also visible, with 1 follower and 1 post, dated January 13, 2021 at 5:31 PM. The page includes a 'Topic Discussion' section with a search bar and a 'Share' button.



**Diversity, Equity,
and Inclusion**



Diversity:
Who is there

Inclusion:
How they are treated

Equity:
Outcomes

LTER recognizes that participation in science has not been equally accessible to all and is committed to dismantling barriers and confronting unrecognized biases.






Why?

- Promote creative science
- Address urgent challenges through broader participation
- Advance justice

Beyond the Code of Conduct

The screenshot shows the LTER Network website. At the top left is the logo for the National Science Foundation LTER Network, Long-Term Ecological Research. To the right are social media icons for YouTube, Facebook, and Twitter, and a 'QUICK LINKS' dropdown menu. Below the logo is a navigation bar with links for 'THE NETWORK', 'SITES', 'RESEARCH', 'LEARNING', 'USING LTER SCIENCE', and 'NEWS'. A search icon is also present. The main content area has a blue header with 'LTER MEETINGS CODE OF CONDUCT' and a breadcrumb trail 'Home » LTER Meetings Code of Conduct'. Below the header is a dropdown menu with options: 'About the LTER Network', 'LTER Meetings Code of Conduct', 'Network Organization', 'Resources', and 'Contact Us'. The main text area is titled 'Long-Term Ecological Research Network Meeting Code of Conduct' and contains the following text: 'The Long Term Ecological Research Network meetings aim to foster the exchange of scientific ideas and research strategies, establish and renew collaborations, and build a diverse community of scientists. The LTER Network is committed to providing a safe, productive and welcoming environment for all meeting participants and staff. All participants—including, but not limited to, attendees, speakers, volunteers, contractors, Network Office staff, and guests—are expected to abide by this Meetings Code of Conduct. This Code of Conduct applies in all venues, online and in-person, including ancillary events and social gatherings, whether officially sponsored by LTER or not.' Below this text is a section titled 'Expected behavior' with a bulleted list: '• Treat all participants, attendees, staff, and vendors with kindness, respect and consideration, valuing a diversity of views and opinions (including those you may not share).', '• Communicate openly with respect for other participants, critiquing ideas rather than individuals.', '• Refrain from demeaning, discriminatory, or harassing behavior and speech directed toward others, whether in person, in print, or online.', '• Be mindful of your surroundings and of your fellow participants.', '• Respect the rules and policies of the meeting venue.', '• Abide by principles of academic integrity and ethical professional conduct.'

Top Stories

-  LTER Diversity Committee Announces Community Building Working Group Seminars
-  The IMCR: A Catalog of Information Management Software
-  2020 LTER Research Roundup
-  LTER Grad Student Spotlight: Emilia Grzesik
-  Fire Brings New

Inclusion and Equity require us to step out of OUR experiences and try to put ourselves in someone else's shoes.

- Maybe you were raised with camping and boating. Remember other colleagues may not have been.
- When you show up with a pair of binoculars, do neighbors assume that you are birdwatching? Or that you are casing nearby homes?
- If you identify as a gender that matches your appearance, you may not understand the need to state your pronouns. But what if that's not the case?

DEI Committee

Representatives from each site, plus at-large members meet monthly to share strategies used at individual sites and develop Network-wide initiatives.

- Working groups on Community-building, funding, resources, and allyship.
- Supporting site initiatives
- Builds on site DEI initiatives

Resources

Background reading and evidence-based practice recommendations at <https://lternet.edu/network-organization/diversity-resources/>

- Curated list of pointers to useful resources in categories such as bystander intervention, recruitment, field safety, and having uncomfortable conversations
- Continuously updated

Training

Regular opportunities for network-wide and train-the-trainer opportunities through credible partner organizations.

- Mentorship Training , 2018 ASM
- Train-the Trainers Bystander Intervention January 2020
- Bystander Intervention November 2021

The LTER Diversity Committee invites you to a monthly seminar and conversation group for underrepresented members of the long-term research community. This month, we celebrate:

Long-Term Research in the Southwest

Tuesday February 9th, noon PST/ 2 pm CST

More information and registration:

<https://tinyurl.com/yy7ghuch>

Speakers:

Dr. Y. Anny Chung

“The ecology of plants and microbes in a changing world”

Dr. Laureano Gherardi

“Using complementary data to understand ecosystem responses to Global Change”

Upcoming Seminars:



March 9th Tropical Forests

April 13th Grasslands

May 11th Urban Ecosystems

Monthly seminars and conversation for individuals who self-identify as members of a group that is underrepresented in the network, their site, or their professional spaces.

- Goal is create a support system for LTER participants from historically-excluded identities even when there may be few people at their sites with those identities
- Short science talks followed by conversation and community-building

Community Resource

Harassment, Bullying and Discrimination Inclusive Climate (A Primer on Diversity)

New Resources!

Check out these new and timely ADVANCEGeo community resources.

Inequity in the Time of COVID-19

Creating Inclusive Virtual Spaces

Creating Inclusive Climate

Creating Inclusive Climate

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- THE NETWORK ▾
- SITES ▾
- RESEARCH ▾
- LEARNING ▾
- USING LTER SCIENCE ▾

About the LTER Network >

LTER Meetings Code of Conduct

Network Organization >

Resources >

Contact Us

Log In

RESOURCES

LTER Document Archive

New to the Network

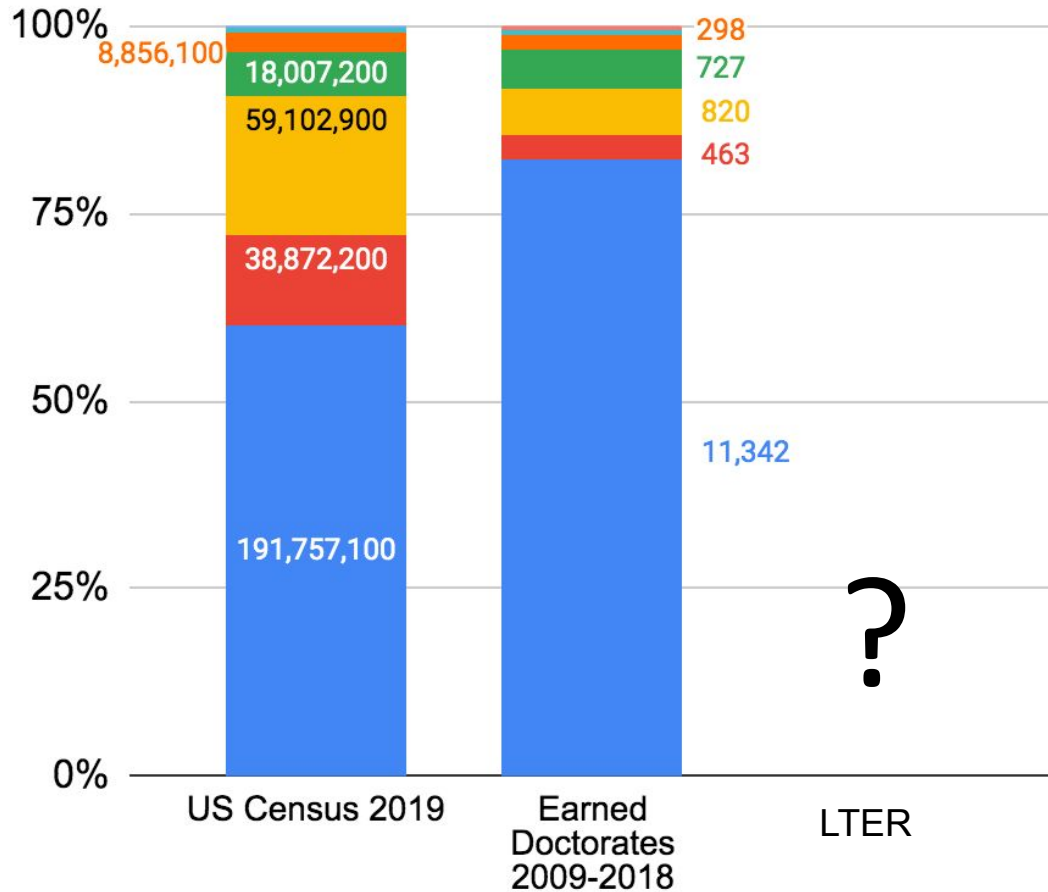
Information Management Resources

Education Resources >

Diversity, Equity, and Inclusion Resources

Communication Resources >





- Race not reported
- Native Hawaiian and Other Pacific Islander
- American Indian and Alaska Native
- Two or More Races
- Asian alone
- Hispanic or Latino
- Black or African American
- White alone, not Hispanic or Latino

*In agricultural and natural resources and geosciences. Percentages are similar for ecology, which has only been separately identified for the past 5 years.

What is your highest educational level?

- Less than high school
- High school or GED graduate
- Some college or vocational training
- 2-year degree
- 4-year degree
- Master's degree
- Professional degree (MD, JD, DDS, DVM)
- PhD
- Other

Gender

- Female
- Male
- Non-Binary
- Prefer Not To Answer
- Prefer to self describe

Do you identify as

- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- White or Caucasian
- Other racial identity
- Prefer not to Answer

Do you identify as Hispanic or Latinx?

- Yes
- No
- Prefer to self describe
- Prefer Not to Answer

Do you identify as gay or lesbian, bisexual, transgender, transsexual and/or belonging to the LGBTQI community?

- Yes
- No



downs@lterhub.edu



.....

Log in

[Forgot your password?](#)

[Not a member?](#)



ected by a significant sensory or mobility challenge?

or more people who are not able to fully care for themselves
(condition or disability)?

person

another person

but am not the primary caregiver

r another person, but I have been a primary caregiver in the past

r another person, and I have not been a primary caregiver in the

vey (at a later time) on the climate for diversity, equity, and in-

Additional Ways to Participate

At your site

- Join or start a self-education group for allies.
- Introduce a DEIA (diversity, equity, inclusion, accessibility) moment to your lab group to raise awareness of issues and resources.
- Join a committee or working group at your site.

In the network

- Take the survey! And the follow up climate survey later this spring.
- Participate in the community calls.
- Look for training opportunities.
- Join the DEI Committee as a site rep or at-large member.

Wherever you are

- Be alert to practices, policies, and unwritten rules that disadvantage some groups. (Fresh eyes are really valuable.)
- Look for opportunities to improve connections with historically excluded communities and to build a more inclusive network.
- Don't hesitate to call attention to issues as you see them.
- Maintain a spirit of openness and creative problem solving.



Information Management

Photo by [Hans-Peter Gauster](#) on [Unsplash](#)

ILTER Information Management

ILTER Program started with data management requirements

Every LTER site has an Information Manager

40 years of experience

2013 LTER data repository - BCO-DMO, ADC came later

ILTER Network Data Policy <https://lternet.edu/data-access-policy/>

2016 Environmental Data Initiative - open for all environmental data

Site Information Manager

Find out who is yours

Talk to them before you need that DOI

Can assist throughout the data life cycle:

Collection - organization, QA/QC, formatting

Discovery - reuse existing data

Documentation - EML metadata, data standards

Archiving - submission to EDI repository



environmentaldatainitiative.org

portal.edirepository.org



info@environmentaldatainitiative.org

EDI Position

- Accepts all Environmental Research Data
- Committed to high standards in FAIR, TRUST, CARE
 - Extensive and high quality science metadata
 - Trustworthy and widely accepted repository
 - Ethical approaches to sensitive data
 - Indigenous Peoples Data Governance
 - Data related to sensitive species
 - Human subject data

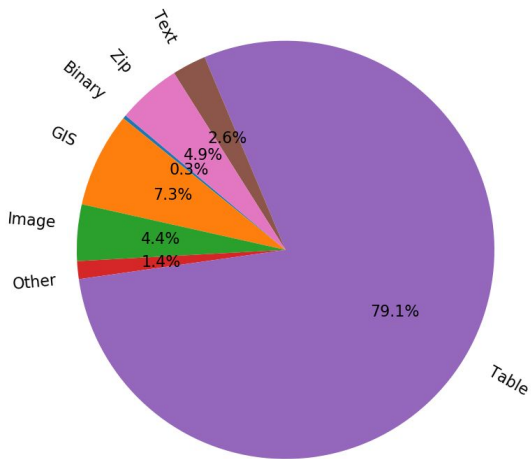
portal.edirepository.org

The screenshot shows the EDI Data Portal's Advanced Search interface. At the top, there is a navigation bar with 'HOME', 'DATA', 'TOOLS', 'HELP', and 'LOGIN'. Below this is a search bar with the placeholder text 'enter search terms' and a 'GO' button. The main section is titled 'Advanced Search' and features several filter tabs: 'Spatial / Place Name', 'Sites', 'Subject', 'Creator / Organization', 'Temporal', 'Taxonomic', and 'Identifier'. The 'Spatial / Place Name' tab is active, displaying a world map with a zoomed-in view of the United States. To the right of the map are input fields for 'North', 'West', 'East', and 'South' coordinates. A 'Dataset is Contained within Boundaries' message is visible, along with a 'Select' button. Below the map is a 'Geographic Place Name' input field and 'Submit' and 'Clear All' buttons.

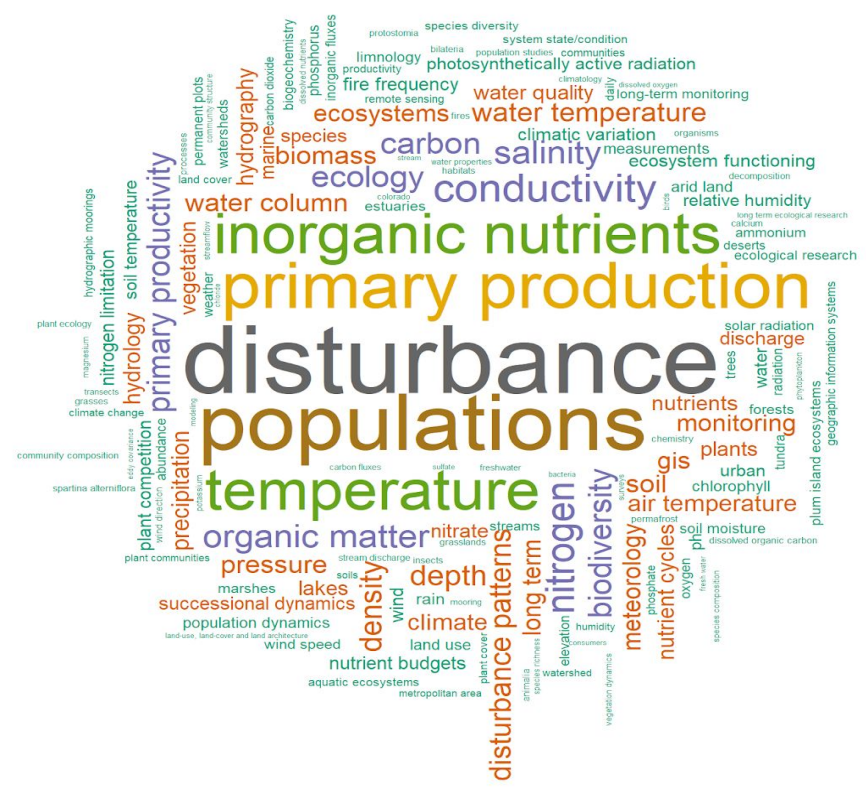
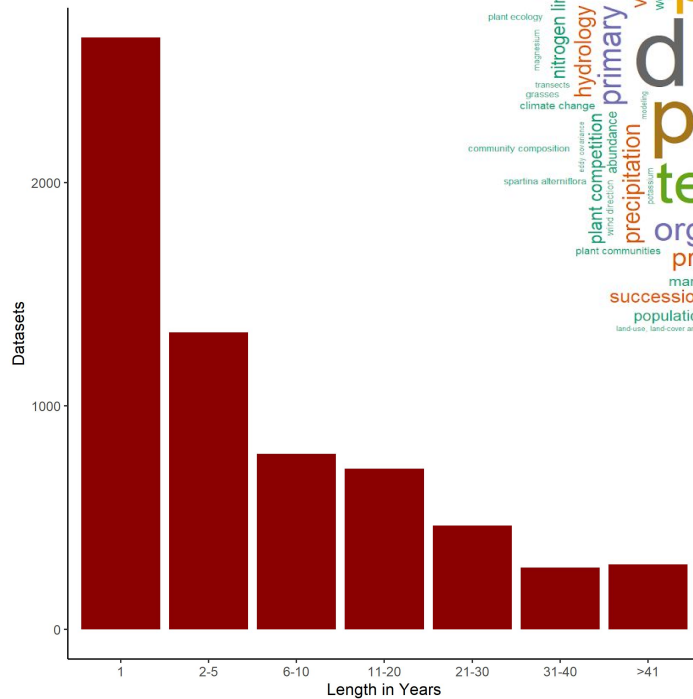
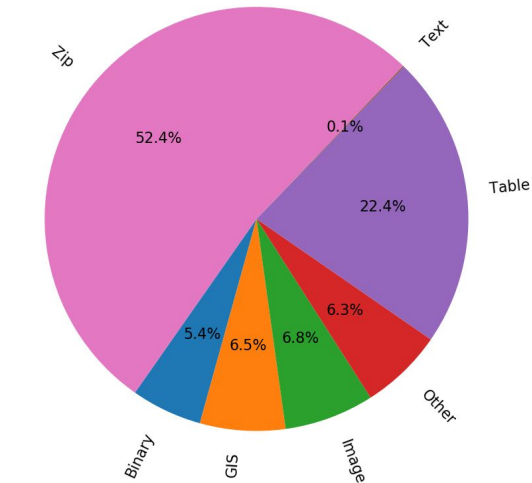
The screenshot displays the DataONE search results page. The top navigation bar includes 'About', 'News', 'Participate', 'Resources', 'Education', and 'Data'. The search results are listed under the heading 'Datasets 1 to 28 of 117'. A list of search results is shown, each with a DataONE logo, a title, and a brief description. To the right of the list is a map of the United States with several numbered blue squares indicating the geographic locations of the datasets. The map includes a 'Hide Map' button and a 'Google' logo at the bottom.

The screenshot shows the Google Dataset Search results page for the query 'NITL LTER'. The search results are displayed in a list format, with the top result being 'North Temperate Lakes LTER: Zooplankton - Madison Lakes Area - current'. The result includes a 'Unique Identifier' (https://doi.org/10.6073/pasta/1e22a07fa57602d9e6b022446d0), the publication date (June 1, 2016), and the provider (Environmental Data Initiative). Below the text is a map showing the location of the Madison Lakes Area in Wisconsin. The map includes a 'Map' button and a 'Satellite' button. The bottom of the page shows the 'Description' section for the dataset.

Data Files by Format



Data Volume by Format



Supporting Synthesis (Data Reuse)

High quality of metadata assured through automated checks

Archiving synthesis data products

Analysis Ready Data

ecocomDP - community observation data from EDI and NEON

climDB - site specific climate measurements

soil data

Resources

Your local Information Manager

EDI personnel

EDI website, webinars, ezEML

EDI data fellowships


Distributed graduate seminar

Data Help Desks at national conferences

Meet Your Colleagues (20 Minutes)

Self-select into conversation groups:

1. Biogeochemistry
2. Community Ecology
3. Microbial Ecology
4. Social-Ecological Science
5. Animal Behavior
6. Plant Ecology
7. Spatial Ecology
8. Open Data
9. Reproducible Research
10. Science Communication
11. Stakeholder Engagement
12. First Generation Academics
13. Queer in Ecology
14. Black and Brown in Ecology
15. Allyship
16. Runners
17. Bicyclists
18. Swimmers and SCUBA Divers
19. Home Brewers
20. Knitters and Quilters
21. Musicians
22. Bonus Room



Stay in touch.
Stay engaged.

Opportunities for LTER Graduate Students

- Grad Student Committee & Site Reps
- LTER Instagram
- Grad Student blog
- Science Writer Program
- Synthesis Working Groups



THE NETWORK ▾ SITES ▾ RESEARCH ▾

GRADUATE STUDENT

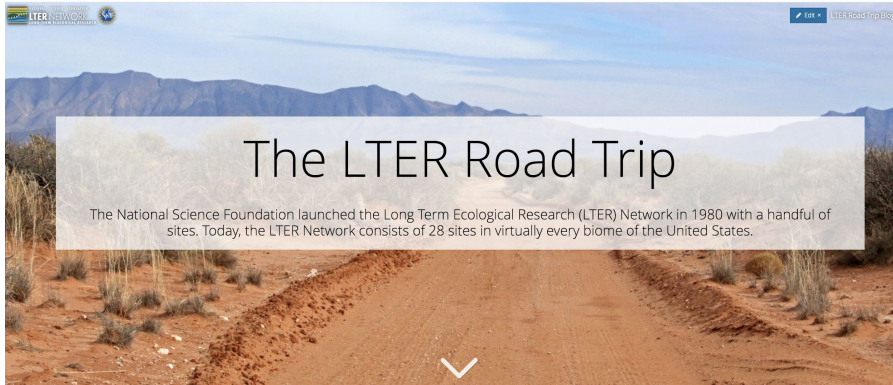
The LTER Graduate Student Committee was established to foster interaction among graduate students working LTER sites and between students and senior LTER scientists, to create student opportunities for intersite research and to develop interdisciplinary graduate student training programs. Membership includes student representation from the LTER sites.

Description: Committee of graduate student representatives from each LTER site

Chairs:

👤 Brian Kim (BLE)

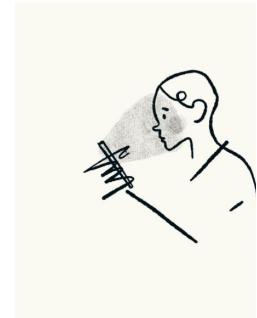
👤 Natasha Christman (ARC)



Story Spotlights

Research in isolation: graduate students in the COVID-19 era

In this Ecotone blog, LTER graduate student Erin Winslow explores how grad students across the Network have coped during the pandemic, and how this year's challenges have impacted their priorities, career paths, and perspectives.



Ways to Engage with LTER Network

- Website: lternet.edu
- Newsletters (sgn up on homepage)
- Social media
 - Twitter: @USLTER
 - Instagram: @lter_community
 - LinkedIn and Facebook
- LTER Community Hub (coming soon)
- Slack

Synthesis Working Groups

All Scientists Meeting

Committees

The image shows a composite of two digital interfaces. The top portion is a screenshot of the LTER Network website, featuring a navigation bar with links for 'THE NETWORK', 'SITES', 'RESEARCH', 'LEARNING', 'USING LTER SCIENCE', and 'NEWS'. The main content area is divided into 'TWEETS' and 'EVENTS'. The 'TWEETS' section displays two tweets: one from Plum Island LTER (@PIE_LTER) seeking students for research experience, and another from Scott Doney (@ScottDoney1) announcing a new research position. The 'EVENTS' section lists 'Network Onboarding' and 'Undergraduate Field Research Network (UFERN) Meeting'. To the right, there are promotional cards for 'LTER Road Trip: Boreal Forest Research Legacies', 'Databits: LTER Site Bytes 2020 Coastal Edition', and 'LTER at American Geophysical Union Fall Meeting 2020'. A 'LTER NEWSLETTER SIGNUP' button is visible at the bottom right of the website screenshot.

The bottom portion of the image is a social media post from the 'lter_community' account. It features a photograph of a person in a black beanie and jacket holding a Canada lynx. The post text describes Matt Kynoch, a masters student at the University of Alaska Fairbanks, who is researching Canada lynx in the Brooks Range. The post includes engagement icons for likes, comments, and shares, and indicates it was liked by 'buttercup.the.ocean.pup and 177 others' on October 27, 2020.

About the Network (~30 min)

- Site map
- Commonalities
 - Long term perspective
 - 5/7 Core themes
 - Commitment to FAIR data
 - Catalysts and attractors for many related projects
 - Role of long term experiments in the scientific community
 - Power of cross-site comparison
 - Long term relationships with education programs and land/water managers
- Site Differences
 - Site partners and organizational structures
 - Specific research questions
- Network structure
 - NSF/Funding and review process
 - Science Council/Executive Board
 - Network Office
 - Synthesis
 - Coordination
 - Communication
 - Committees
- Connecting with the Network
 - Website
 - Newsletters
 - Community Platform
 - Slack
 - Getting involved (committees, grad rep, writing fellows, synthesis groups)

Diversity, Equity, and Inclusion (15 min)

- What are D, E, and I?
- Value of Inclusion
- Network Code of Conduct
- But inclusion goes beyond avoiding bad behavior
- Be aware of differential impacts
- Current activities
 - DEI Committee - introduce*
 - ADVANCE Geo training
 - Demographic Survey
 - Climate survey
 - Site Strategies
- Pointers to resources:
 - Network web resources*
 - ADVANCEGeo, especially 5D's*
 - Ecology-plus
- Leadership is important and inclusion is a community job.
- The need is urgent and resources are limited.
- Fresh eyes are really valuable.
 - Look for opportunities to improve connections with historically excluded communities and to build a more inclusive network;
 - Don't hesitate to call attention to issues as you see them;
 - Maintain a spirit of openness and creative problem solving

LTER Data

- Your data isn't just yours - a short history of LTER Information Management
- Site information managers
- Data archiving begins at data collection
- What is EDI?
- Where to find Network data
- Supporting synthesis and data reuse
- Additional data resources

- **This is not work only for people of color—white people need to see the value in increasing DEI and be participating**
 - “I’m an old white guy—what can I contribute?”: a lot!
 - Implicit bias awareness, creating a sense of belonging in your lab, attending events
- **This is not work only for a committee—again, we all need to be participating**
 - The mindset that DEI is “being taken care of here and doesn’t involve me” will not get us far
- **There is no “diversity vs. excellence” tradeoff—we can have both**
 - Changing hiring practices and recruitment efforts, and expanding our networks will go a long way
- **Intimidated? Overwhelmed? Don’t know where to start?**
 - Ease into it, focus on a specific issue, seek out accessible resources
 - If you are an expert: Be kind, patient, and helpful to those who aren’t yet