

NHERI GSC DEI Working Group Meeting Minutes

Friday, May 27, 2022, at 11:00 am Central Time

Thank you to everyone who attended the **third** DEI working group meeting. A recording of this presentation will be made available on the NHERI Graduate Student Council Explore Meetings page. Additionally, all slides from today's presentation are included below.

The Chair (Margaret Webb) updated the working group on progress with:

- DEI resources page
- Plans for upcoming meetings
- DEI workshop 9/23

She then introduced the speaker for the day, Candace Evans from NHERI CONVERGE, who introduced the CONVERGE training modules and answered questions from the group. The following links were referenced:

- <https://converge-training.colorado.edu/register/>
- <https://converge.colorado.edu/resources/training-modules/>
- https://scholar.google.com/citations?view_op=view_citation&hl=en&user=Mo4LseAAAAAJ&citation_for_view=Mo4LseAAAAAJ:u-x6o8ySG0sC
- https://scholar.google.com/citations?view_op=view_citation&hl=en&user=Mo4LseAAAAAJ&citation_for_view=Mo4LseAAAAAJ:d1gkVwhDpl0C

15 members attended the meeting.

Our next meeting will be on **24th June 2022 at 11:00 AM CST (unless notified otherwise)**. We will be hearing from Ben Roston, a civil engineering PhD student in Virginia Tech's Disaster Resilience and Risk Management program.

Links:

NHERI GSC Explore Meetings

This link contains meeting minutes, recordings (once available), and any other additional documents for each meeting: <https://www.designsafeci.org/learning-center/nheri-graduate-student-council/explore/meetings/>

Thank you,

Margaret Webb | Department of Engineering Education

Virginia Tech | maggiwebb@vt.edu

CONVERGE Trainings: REGISTER at the QR code or this link
<https://converge-training.colorado.edu/register/>

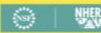


NHERI DEI Working Group 5/27 Meeting

Chair: Maggie (Margaret) Webb
Vice Chair: Harman Singh



NHERI GRADUATE STUDENT COUNCIL



NHERI

- Introductions + Updates
- Message from Candace Evans and
NHERI CONVERGE
- CONVERGE Training

Agenda

DEI Working Group Goals + Updates

- DEI Resource Page
- Upcoming Meetings
 - 6/24 Ben Roston from Virginia Tech DRRM
- Upcoming Events
 - DEI Workshop 9/23

NHERI GRADUATE STUDENT COUNCIL

DIVERSITY, EQUITY, & INCLUSION RESOURCES

The mission of the NHERI Graduate Student Council's DEI Working Group is to

- **CREATE AWARENESS** about the meaning of DEI,
- **point towards RESOURCES** for DEI efforts in the field of Natural Hazards research, and
- **provide TOOLKITS** to foster Anti-Racism and Implicit Bias free environments.

What is DEI?

DIVERSITY encompasses social, cultural, and a wide range of individual backgrounds represented within a group (CITATION7).

EQUITY is equal and fair access to opportunity and resources for all members of a group. Such environments prevent systemic barriers and are free from discrimination, harassment, and bias. Equity cannot be achieved without the foundation of diversity and the actions of inclusion (CITATION7).

INCLUSION is the act of creating environments in which all members of a group feel that they belong as their authentic self through respect and support. Such spaces can be achieved by creating awareness and knowledge to understand how individuals interact within groups (CITATION7).

Human Resources at the Massachusetts Institute of Technology (MIT) have compiled a visual which represents the **Four Layers of Diversity** (https://hr.mit.edu/sites/default/files/dei_four_layers_0621.pdf) unpacking how aspects of our identity intersect which may include internal dimensions, external dimensions, organizational dimensions, and individual dimensions.

To brush up on DEI terms, check out this ever-expanding glossary (<https://www.pacificu.edu/life-pacific/support-safety/office-equity-diversity-inclusion/dei-resources/glossary-terms#>) made by Pacific University Oregon.

Resources on DEI Efforts in Natural Hazards

The CONVERGE facility was established by The National Science Foundation-supported in 2018 as the first social science-led component of the **Natural Hazards Engineering Research Infrastructure (NHERI)** in the U.S. One of its goals is to support ethical and rigorous interdisciplinary research through resources such as **training modules** (<https://converge.colorado.edu/resources/training-modules/>).

The Hazards Equity Working Group (HEWG) Working Group of the American Geophysical Union has compiled a collection of resources and **trainings** on DEI in Hazards in its **Hazards Equity Library** (https://www.google.com/scholar?hl=en&as_sitemap=https://www.earthandspace.org/hazards-equity-library/?authuser=0).

Toolkits on Anti-Racism

Anti-racism encompasses measures to counter racial prejudice, systemic racism, and the oppression of specific racial groups to make spaces or resources more accessible.


The National Museum of African American History & Culture has also curated resources to **talk about race** (<https://nmaahc.si.edu/learn/talking-about-race>) and inspire conversation.

The Rochester Racial Justice Toolkit (<https://thetoolkit.wixsite.com/toolkit>) has several online sources on racial justice and Black Lives Matter activism.



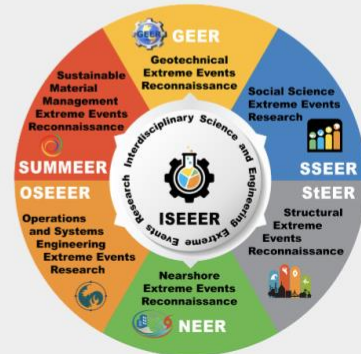
CONVERGE Training Modules Series

Social Vulnerability and Disasters Training Module: An Overview

CONVERGE NHERI  **NATURAL HAZARDS CENTER** 



converge.colorado.edu/



CONVERGE TRAINING MODULES

<p>Broader Ethical Considerations for Hazards and Disaster Researchers</p> <p>This Training Module focuses on the broader ethical considerations for conducting research in a disaster setting.</p>	<p>Collecting and Sharing Perishable Data</p> <p>This Training Module focuses on ways to collect and share perishable hazards and disaster data.</p>	<p>Conducting Emotionally Challenging Research</p> <p>This Training Module describes emotionally challenging research and highlights the ways that recognizing researchers' emotions can lead to more ethical and methodologically sound research practices in the context of extreme events.</p>	<p>Cultural Competence in Hazards and Disaster Research</p> <p>This Training Module focuses on culturally competent research and offers guidance on how hazards and disaster researchers can build cultural competence.</p>	<p>Disaster Mental Health</p> <p>This Training Module focuses on mental health outcomes associated with disasters, with a particular emphasis on risk factors over time that make certain populations vulnerable to poor disaster mental health outcomes.</p>
<p>Institutional Review Board (IRB) Procedures and Extreme Events Research</p> <p>This Training Module introduces users to Institutional Review Board (IRB) procedures and offers guidance on how to work with the IRB to ensure ethical extreme events research.</p>	<p>Public Health Implications of Hazards and Disaster</p> <p>This module bridges public health and hazards and disaster research by showcasing case studies with important implications for public health.</p>	<p>Reciprocity in Hazards and Disaster Research</p> <p>This Training Module focuses on the reciprocal relationship between researchers and disaster affected communities, with an emphasis on providing mutual benefits for both the people involved with and affected by hazards, as well as those participating in disaster research.</p>	<p>Social Vulnerability and Disasters</p> <p>This Training Module focuses on social vulnerability to hazards and disasters, with an emphasis on population groups that have been identified in the literature as especially at risk to the adverse effects of extreme events.</p>	<p>Understanding and Ending Gender-Based Violence in Fieldwork</p> <p>This module describes gender-based violence in the context of field research and provides an in-depth exploration of misconceptions, real life scenarios, and strategies for safe fieldwork practices.</p>



Overview

- Lesson 1: Background
- Lesson 2: Methodological Approaches
- Lesson 3: Knowledge to Action
- Lesson 4: Future Directions



This Training Module focuses on social vulnerability to hazards and disasters, with an emphasis on population groups that have been identified in the literature as especially at risk to the adverse effects of extreme events.

[Learning Objectives](#) [Module Content](#)

By the end of this module, you should be able to:

Lesson 1: Background

1. Define social vulnerability;
2. Understand the conditions and drivers that influence social vulnerability to hazards and disasters in the United States;
3. Identify potentially vulnerable groups and recognize the physical, psychological, and social factors that may amplify their vulnerability to hazards and disasters;

Lesson 2: Methodological Approaches

1. Explain the primary methodological approaches to studying social vulnerability;
2. Underscore the importance of the ethical conduct of research;

Lesson 3: Knowledge to Action

1. Recognize how studying potentially vulnerable populations improves hazards and disaster practice and policy;
2. Understand how research on vulnerable populations can positively improve outcomes for individuals and can enhance community resilience;

Lesson 4: Future Directions

1. Recognize future directions for social vulnerability research; and
2. Learn about additional resources that support hazards and disasters research on vulnerable populations.



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Lesson 4: Future Directions

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Quiz

At the close of the module, you will have the opportunity to take a 10-question quiz. If you get 8 out of 10 questions correct, you will receive a certificate of completion for this module.



Module Home	
✓	PRE-MODULE ASSESSMENT
✓	BACKGROUND
✓	Defining Social Vulnerability
✓	Understanding Conditions and Drivers of Social Vulnerability to Disasters
✓	Vulnerable Populations
✓	Knowledge Check
✓	METHODOLOGICAL APPROACHES TO STUDYING SOCIAL VULNERABILITY
✓	Qualitative Approaches
✓	Quantitative Approaches
✓	Mixed Methods Approaches
✓	Secondary Data Approaches
✓	Ethical Considerations for Vulnerable Populations Research
✓	Knowledge Check
✓	INFORMING POLICY AND PRACTICE
✓	Allocating Resources
✓	Informing Messaging and Communications
✓	Advancing Training and



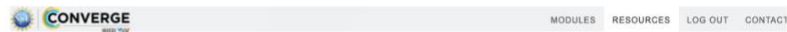
Key Content

- Background information on social vulnerability
- Common methodological approaches to studying vulnerable populations
- Advancements in policy and practice that have been made through research on vulnerable populations
- Suggestions for advancing future research



Additional Resources

- Existing Measures
- Additional Readings
- Secondary Datasets
- Web-Based Tools



Here are some additional resources that can be used to support hazards and disaster research on vulnerable populations.

These resources include key readings, standardized measures, secondary datasets, and other web resources.

Measures:

- CDC's Social Vulnerability Index (SVI)
- University of South Carolina's Social Vulnerability Index (SoVI)

Web Resources:

- Communicating Risk in Public Health Emergencies: A WHO Guideline for Emergency Risk Communication (ERC)
- Disaster Ready
- Emergency Preparedness and Response for Vulnerable Populations
- IASC Task Team on Inclusion of Persons with Disabilities in Humanitarian Action
- Understanding Older People and Their Needs in a Humanitarian Context

Secondary Datasets:



Quiz

- Randomly generated 10- question quiz
- 80% or higher receive Certificate of Completion

1. QUESTION

Which of the following is an example of a similarity between physical and social vulnerability?

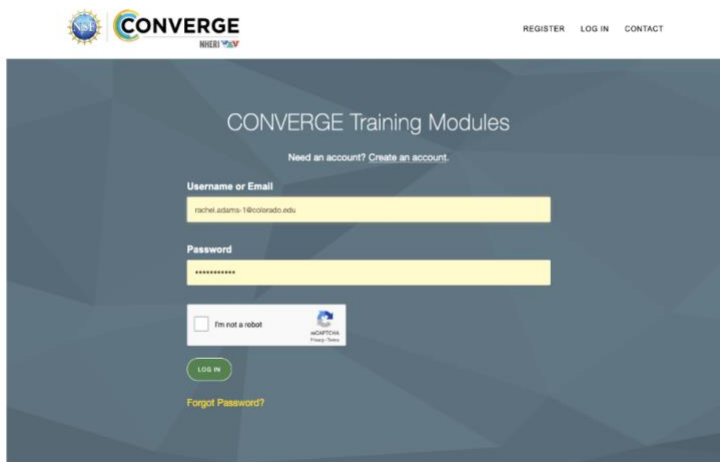
- Both physical and social vulnerability concentrate on the physical processes of the hazard
- Both physical and social vulnerability are influenced by the built environment
- Both physical and social vulnerability are fixed characteristics
- Both physical and social vulnerability concentrate on social conditions of populations



1 Contact Hour of General Management Training



converge.colorado.edu/training-modules



Attendance:

Robin Nelson
Seyed Saman Khedmatgozar Dolati
Nurullah
Candace
Margaret Webb
emmalyn
Esteban Villalobos Vega
Paula R. Buchanan
Paola Rivera- Gonzalez
Sasan Khedmatgozar Dolati
Karim Mostafa
Olaniyi Diran Afolayan
kostas
Masoud Nobahar
Sina Naeimi
Sasan
Emmaleah Jones