

Sea Grant Presents: The Invasive Species Language Workshop

*February 27-28, AGU Conference Center
2000 Florida Avenue NW, Washington DC, 20009*

Note: Times below are listed in Eastern Time Zone

Agenda: Tuesday February 27

- 1 pm: **Welcome and introductions**
 - Set intentions for meeting, introduce in-person participants
- 1:30-3:30 pm: **Hybrid NAISMA/NISAW Webinar Presentations (12:30 – 2:30 pm central time)**
 - 1:30 Welcome, Workshop Background, Charge – El Lower and Tim Campbell
 - 1:35 Cliff Notes on Inclusive Language – El Lower
 - 1:50 Words have Power - Sam Chan
 - 2:10 ESA Better Common Names Presentation (tentative) - Erin Cadwalader
 - 2:20 Renaming Spongy Moth - Leigh Greenwood
 - 2:35 A Framework for Adopting More Inclusive Common Names – Megan Weber
 - 2:55 **Naming Questions & Break**
 - 3:15 Standardizing Invasive Species Terminology for Stakeholder Education - Basil Iannone
 - 3:35 Setting better expectations for invasive species management through Consistent terminology – Gadfly Stratton
 - 3:55 Considering emotions when communicating and framing invasive species Issues – Angie Gupta
 - 4:15 Invasive Species Message Frame Tests on Social Media - Tim Campbell
 - 4:25 Just Language – Neha Savant
 - 4:45 Summary of Arc Network Problematic Jargon in STEM Workshop - Virginia Rhodes
 - 5:05 Questions and Closing
- 5:15: **Adjourn**
- 6:00 pm: **Dinner**

Wednesday February 28

- 9 am: **Welcome and review of previous day's discussion – El Lower**
- 9:30 am: **Small group discussion**
 - What is the work that you do and how does it apply to problematic or inclusive language re: invasive species or ecology more broadly?
 - What is your understanding of “problematic language that reinforces societal inequities”?
 - To what extent has your work/discipline/agency addressed the issue of non-inclusive language or metaphors that perpetuate inequities? Share what you know about specific examples from your work.

- 11 am: **Large group debrief**
 - Take notes on issue identification
 - Sticky note exercise
- 12 pm: **Break for Lunch**
- 1 pm: **Developing shared understanding for a research & intervention roadmap – El Lower**
 - Participants will engage in a series of conversations designed to develop shared understanding and reach conclusions about emerging research areas and interventions to eliminate the use of non-inclusive language and to intentionally use inclusive language in science communication around invasive species.
 - (1) What do we know about the effects of problematic language in STEM and scicomm?
 - Peer-reviewed literature
 - Lived experiences
 - Anecdotes
 - (2) What might be done (taught/created/researched, etc.), and by whom, to eliminate the use of non-inclusive language and to intentionally use inclusive language in environmental science/invasion biology and scicomm? Consider professional societies, funding agencies, universities, and more.
 - Building a reading list
- 2 pm: **Continue building research and intervention roadmap – Tim Campbell**
 - (3) What are the possibilities for interdisciplinary collaboration on the issue of problematic/inclusive language in environmental science/invasion biology?
 - (4) What do scientists and researchers find persuasive? What will be most impactful in persuading colleagues to eliminate the use of non-inclusive language and intentionally use inclusive language? Who are the appropriate people or organizations to engage in this effort?
- 3 pm: **Break**
- 3:30 pm: **Identify prioritized research areas and/or interventions and self-organize into groups to begin in-depth planning – El Lower**
 - For small groups with a research focus:
 - (1) Given the research area/issue, what question or set of questions, if answered, will make the greatest contribution to inclusive language use in invasion biology and environmental science more broadly?
 - (2) What research methods are most useful for answering these questions?
 - (3) What new collaborations might foster research in this area?
 - For small groups with an intervention focus:
 - (1) Begin designing the intervention, including problem definition, purpose, stakeholders, audience, content outline, distribution of intervention, impacts, etc.
 - (2) What new collaborations might foster the greatest success for this type of intervention?
- 4:30 pm: **Report-outs from groups to share about their ideas and planning – Tim Campbell**
- 4:45 pm: **Workshop review and next steps – El Lower**
- 5 pm: **Adjourn**