a. Enhancing diversity in the LTER Network

**What good is diversity to science? We all agree it is a positive; the various viewpoints, cultural perspectives and experiences, promote healthy, productive science.**

Diversity is the source of objectivity in science. S. Pickett

Do we have a real influence as a network? Does the network have any influence, or is the influence at the site level?

Big question: Who pulls the levers; i.e., who are the action units?

On the network level, we could advertise for REU positions at a central portal on the network site. Applications could be distributed across network. **THIS WOULD BE A SIGN TO NSF THAT THE NETWORK TAKES DIVERSITY SERIOUSLY.**

Another point where we can affect the professional lives of scientists is that once you are in the network, as a grad student for example, there is this entire pool of researchers across the network for future collaboration.

On the other hand, what are the nodes at which children make these decisions about sense of self that would lead to the idea that a career in science is an option?

**Value of K-12 presence by LTER sites.**

What is the present situation? – Need for information
Agreement that there are now more women, anecdotally
Analyze NSF annual report data to determine *current* snapshot.

Groups to identify:
REU, grad students and faculty – both recruitment and retention
LTER would be a good study organism – perhaps for this new suggestion by Scott to raise funds for cross-site research – OR develop a mechanism for tracking.

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Respectfully submitted: Mary Spivey