

Education & Diversity Retreat - Follow-up Meeting
Colorado State University
Lory Student Center - Room 224-226
Monday, October 25, 2010
12:00pm-2:00pm

Call in number: 970-491-1209



12:00 pm

K-12 Education

**LSOP and UCAR collaborations
K-12 State Standards
CGCC**

**UCAR and LSOP
Jan Lanting
Brent Waugh**

12:45 pm

Higher Education and Public Outreach

**Policy Outreach
Climate Concept Inventory
Graduate Student Council**

**Michele Betsill
Melissa Burt
Melissa Burt**

1:00 pm

Diversity

**ATS Interview Study
OEDG Proposal**

**Silvia Canetto
Scott Denning**

1:30 pm

Goal of CMMAP Education and Diversity

Discussion of Raj's Draft

Everyone

2:00 pm

Adjourn

Upcoming Education and Diversity Activities

**Winter Education and Diversity Retreat: January 10, 2011
Winter CMMAP Team Meeting: January 11-13, 2011
AMS WeatherFest: January 23, 2011
Little Shop of Physics Open House: February 26, 2011**

**Berkeley, CA
Berkeley, CA
Seattle, WA
Fort Collins, CO**

Draft Overall Goal of CMMAP: USABLE CLIMATE SCIENCE (Raj Pandya)

To ensure that individuals and communities (especially those communities that are underserved by climate research and individuals who are part of groups that have been historically under-represented in science) understand climate change and its impacts and use that understanding to in personal and community decisions.

Goals by Educational level	Activities	Diversity	Assessment	CBPR
K-12: students understand climate change and use that understanding in personal choices	LSOP; CGCC; W2U; Teacher training	Are we reaching representatives from all communities and engaging many different communities? Do the activities work for students	Are students revising/adding to existing knowledge; Are they able to apply that knowledge to their lives	Do these strands at various levels support community-based participatory research and education? Can community
Undergrad: Climate change is understood as something relevant to careers in and out of science	Climate for Poets; Climate Change @ CC; Internships	from different groups? Are there choices and options relevant to all communities?	Can students connect climate change to career paths? Do students understand key concepts and connect them to their lives?	priorities inform the educational activities and evaluation? Can these priorities work into course design? Can working with communities be part of graduate and
Graduate School: a future scientific workforce with the skills and knowledge to engage in and support community planning around climate change adaptation and mitigation	Graduate Training; Fellowships in "boundary organizations"		Do graduate students have skills to work successfully with communities? Is there a market for these skills?	undergraduate experiences?