Session 1: Thursday, September 14th 3-4pm

Location: Ambassador II

Session Title: Genderfying data science

Organizer: Rania Ahmed

Primary Notetaker: Katya

Attendees: Ali Carella, Kelly Davila, Rania Ahmed, Katie Pritchard, Eleanor Tutt

* Start with three main challenges to discuss for women of color in data science. What’s our capacity and what data do we have to help? How do we share this data with women-focused venues? Start a pilot together to work on outcomes with women.
* Share out ideas about challenges
* Eleanor: Resources about “incoding”
* Kelly: Main challenge is finding people who impact the lives of young people to encourage them beyond, especially children of color are not being encouraged beyond high school
* Ali: Being an advocate for youth and girls in schools - there is a lack of support, access. With common core changing, there is a push for “content literacy” being that all teachers have to teach reading in a different subject. Content literacy includes math. Teach the way you read text and visuals in math. Even leadership in literacy and education is just getting to comprehend symbols in different content areas.
* Katie: When you have a relatively new profession, it’s always men who are the first ones in. Then when women come in, the position is devalued. There is an ownership push on the part of men to be welcoming historically. There aren’t women advocates/role models.
* Ali: Are we thinking about us as researchers or are we thinking about the people we’re researching?
* Katie: How do we bring the lens of women in data science into the universe of people we’re researching even in qualitative research.
* Kelly: Could be a little bit of both because I’m coming from qualitative research and then moved into quantitative and I received mentorship in school. I found that it’s important to be proactive and advocate for the people that we work for as we ensure that we’re practicing some self-care.
* Rania: There’s an overlap between both.
* Eleanor: I was thinking about the research group.
* Ali: Women as a “specialized population.”
* Kelly: IRB form has women as a “protected class” which comes from historic disadvantage, but formalizes othering.
* Eleanor: The face of the co-captain of the brigade, felt there were more women in her year
* Ali: Article about amplification strategy: women in meetings echoed each other ideas and made a purpose of doing it, and then more women were brought into the conversation.<http://www.vox.com/2016/9/14/12914370/white-house-obama-women-gender-bias-amplification>
* Next steps: Identifying new sources
* Katie: Women who code to identify pathways
* Ali: Have women in power mentor women of color in vulnerable populations and then report back to them - don’t exploit an experience to prove a point when you work with those groups. Develop a relationship
* Kelly: educators could be less passive [missed notes]
* Eleanor: Ada Lovelace Alliance? Open data about staff diversity. Sharing experiences, echoes pathways. How do we make space to create opportunities for women to teach classes or sign up for workshops. <http://adadevelopersacademy.org/program>
* Ali: Maybe work with women to set aside time to move forward with women in data science, build the time in. Similar to affirmative action at this point.
* Rania: Tech companies are important to this conversation.
* Ali: Resource in this work, Tina Eliassi-Rad
* Rania: Maybe we need to re-think women of color.
* Rania: Women in education, suspension rates, outocmes in math and ELA, graduation
* Eleanor:
* Kelly: Women with certain combination of education and income have X outcome, have 10 years of data but not enough to draw full conclusions. Would like to do institutional research and the data set is only ever sliced by degrees to otucomes, but would like to do racial/ethnic. Indiana tracks public record data from schools.
* Katya: Promise Neighborhoods program data from mentorship/high school opportunities tracking to postsecondary would be ideal
* Ali: Tracking refugee women who need access to jobs/education, have access to population and would like to study; also an equity in the arts pilot in Chicago. Ethnic minority artists are receiving less grants than white artists because fewer are applying, so would like to put in rules to ensure equitable funding. May be talking about women in Chicago and what their life looks like soon, depending on conditions so that could be a good area to study.
* Katie: Work with lots of community organizers forced into data trainings. Community organizers often are lower income with lower education levels. Would like to do focus groups with them as far as the topic and gauge interest in engaging them. Would be good to attach it to something qualitative and with gender breakdown on classes.
* Check in in a month, talk to organizations, gauge excitement, Google Group
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