

Hidden Histories of Environmental Science Consultation Event Report

Type in three words that describe environmental science.



1

Type in three words to describe your interest in this topic.



Event held 09:30 - 13:00 on 16th and 17th March, 2021
Event designed and facilitated by Collaborative Capacities
Report submitted by Sawsan Khuri, PhD FHEA FRSA



Summary

The Arts and Humanities Research Council (AHRC) and the Natural Environment Research Council (NERC) hosted an interactive online event around the [Hidden Histories of Environmental Science programme](#), facilitated by Collaborative Capacities. The aims of this event were to bring together a diverse set of people to:

1. **Unearth different perspectives** on the challenges and opportunities of the programme as a whole, in particular, research in understanding and acknowledging how the past and different cultural perceptions of environmental science may influence the future of environmental science, and identify how these can shape our future plans.
2. **Build capacity and capability** in researchers, particularly in interdisciplinary working, research partnerships and planning for impact, and to identify additional capacity building, training and development needs that can be built through this programme.
3. **Create opportunities to build partnerships**, setting the tone for respectful and equitable approaches, and providing an opportunity for potential collaborators to meet each other.

Capacity for the event was capped at 60 delegates to ensure a clear outcome is reached and maintain a safe space for open discussion. The event took place over two mornings, to allow delegates to perform other duties and provide a respite from the digital interface. The invitation process involved requesting a short statement from applicants on how they might contribute to the event. An eye-catching invitation was designed and distributed widely through 38 channels including organizational websites, email lists, newsletters, LinkedIn groups, professional contacts and other social media platforms. The publicity resulted in 350 registrants and 162 completed applications, which were anonymised, sorted by discipline, sector and seniority, and their statements scored by three independent reviewers for how well they might contribute to the event. The 60 successful delegates were almost equally distributed in terms of their discipline, sector and seniority level. The event was anchored in large plenary sessions on Zoom, with in-depth discussions taking place via guided whiteboard activities in smaller breakout rooms which were pre-created to ensure a mix of discipline, sector and seniority per discussion, and shuffled on the next day. Engagement was high with no attrition of delegates between the two days.

Key outcomes and high level outputs from conversations around building capacity

Delegates gained a more in depth understanding of each other's disciplines and sectors, and the mechanisms that needed to be put in place for them to collaborate together meaningfully on the history of colonialism in environmental science, and with working across ethnic and religious communities.

Specific outcomes for delegates can be summarised as follows:

- Learned about each other in a manner relevant to the discussion, and this reflected the breadth of research interests and geographic origin among them.
- Gained an understanding of the respective reward mechanisms of other disciplines, and a deeper appreciation of the reward mechanisms of other sectors, such as public engagement and measures of success that are not traditional in academic practice.
- Exchanged the use of specialist language that exists in their disciplines and sectors, and how important this linguistic exercise is when embarking on a crossdisciplinary collaboration.
- Appreciated that in order to ensure that all stakeholders benefit from a collaborative project, there needs to be explicit training in crossdisciplinary work, particularly in listening to diverse voices and the equitable sharing of resources and of credit
- Recognised that behind everyone's professional job title lies a range of skills sets, both tangible and intangible, as well as creative talents and extracurricular expertise that are often hidden behind academic outputs and could be valuable when entering into working with communities.

Key outcomes and high level outputs from conversations around unearthing different perspectives

A substantial amount of perspectives, ideas and thoughts around the challenges and opportunities of the Hidden Histories programme were captured as delegates settled into the event. They were engaged in discussions on “which questions to ask that might best meet the intentions of the programme” and the notes they made could be summarised into five overarching themes:

- **Specific ideas for projects, ideas for funding opportunities and questions that need to be answered, including the following recurring themes** (complete list can be found in Table 5):
 - How do you move from unpacking the historical links between colonialism and environmental sciences to making environmental science more equal?
 - How does the colonial endure in environmental science, what perpetuates it?
 - Is the colonial only historic?
 - Is there a risk of reinforcing the damage of colonialism while undertaking this research?
 - What is the role of corporations and digital ownership?
 - Which Environmental Science sector is doing Equality Diversity and Inclusion well? Why and what can we learn from them?
- **The need to develop new methods** of data collection and analysis for this type of research, of rewarding non-academic and/or non-conventional outputs, of engaging more inclusive cohorts of stakeholders and of communicating academic findings to the public.
- **Clarity around definitions** for the funding opportunity, eg what do we mean by “modern” and how broadly environmental science defined
- **Provision of training** for academics in how to perform and get the best out of crossdisciplinary and transdisciplinary working
- **Barriers in academic culture** to crossdisciplinary work, particularly affecting early career researchers, researchers from ethnic minorities, and bringing in non-academic partners.

Key outcomes and high level outputs from activities to create opportunity to build partnerships

The whole event was designed around providing maximum opportunity for the 60 delegates to meet other delegates and engage in meaningful discussions that could lead to partnerships in due course. The outcomes of this aim are best summarised by the poll that was taken on the second day. The poll results show that most delegates feel better equipped to work in an interdisciplinary space (Figure 1), that 14% met 4 or 5 people they had not spoken to before and 86% met 7 or more new people over the course of the event (Figure 2). When asked how likely they were to collaborate with the colleagues they have met, 89% of the delegates said they were likely to collaborate given the opportunity, time and resources to do so (Figure 3). Following up from the event, we will provide a delegates list to those who attended and agreed to share their details, and AHRC/NERC have provided a [Collaboration Finder](#) for this programme, which applicants may find useful to find and share contact details (please note this is an optional tool and not a full list of potential partners).

Conclusions

The consultation event met the three stated aims and the outcomes indicate that there are many different aspects from which to approach this important topic. Delegates would like funding bodies and academic institutions to take the lead in providing innovative and empowering mechanisms for more diverse and inclusive partnerships and collaborations to take place. Capacity building for crossdisciplinary working and specifically transdisciplinary work, where academia reaches out to the communities concerned, is extremely important. There was a strong feeling that in order to embed inclusivity in a systemic and sustainable way, we have to ask difficult questions of ourselves, face sceptics, and put in place policies that have been co-created with the populations and demographics concerned.

Figure 1. Most delegates feel better equipped to work in the interdisciplinary space.

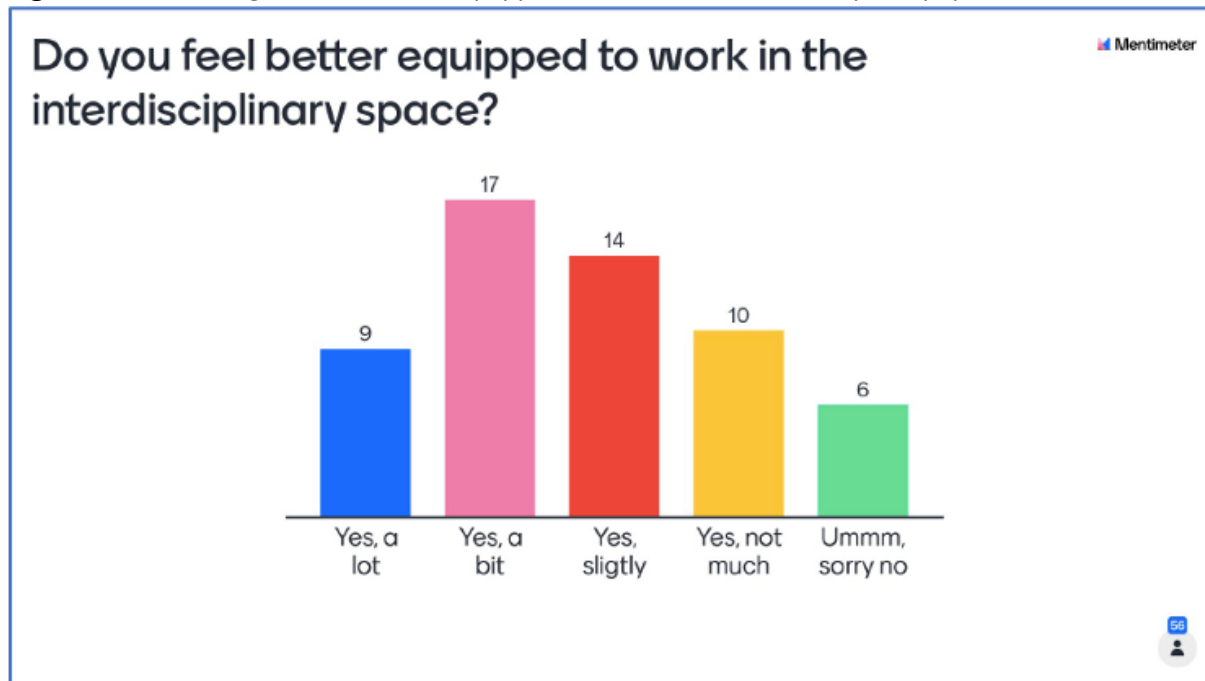


Figure 2. Most delegates met 7 or more people they had not met before.

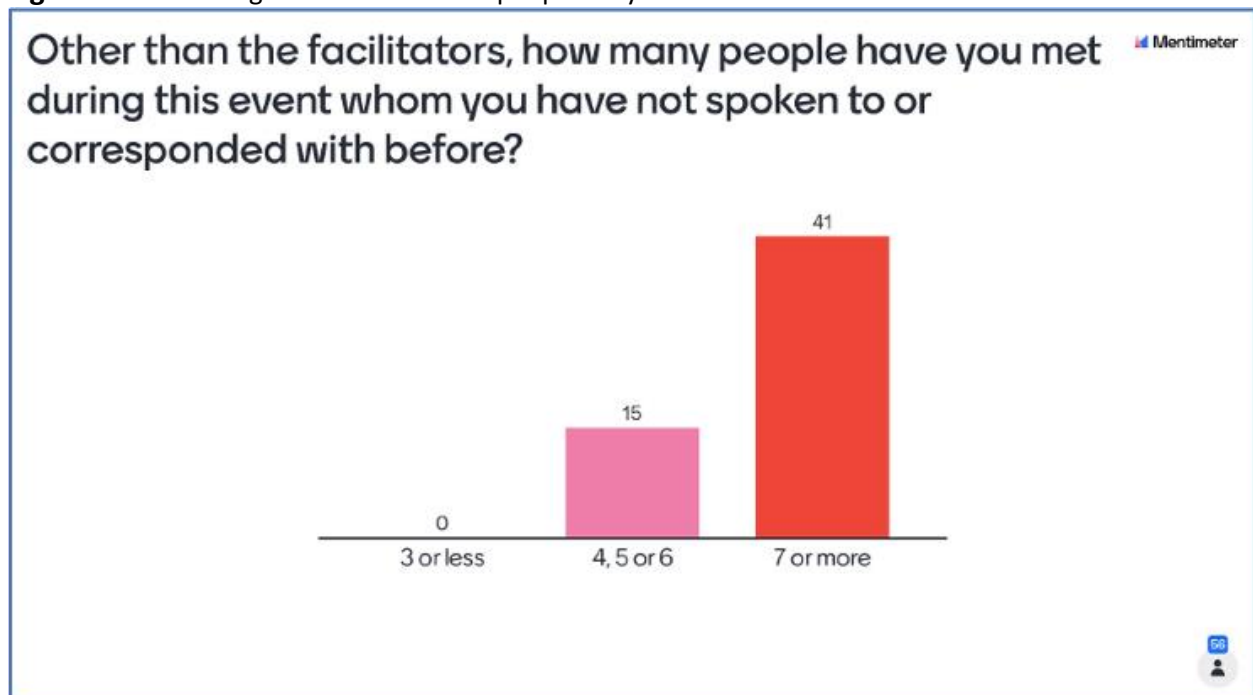


Figure 3. Most delegates are likely to work with colleagues they met during this event.

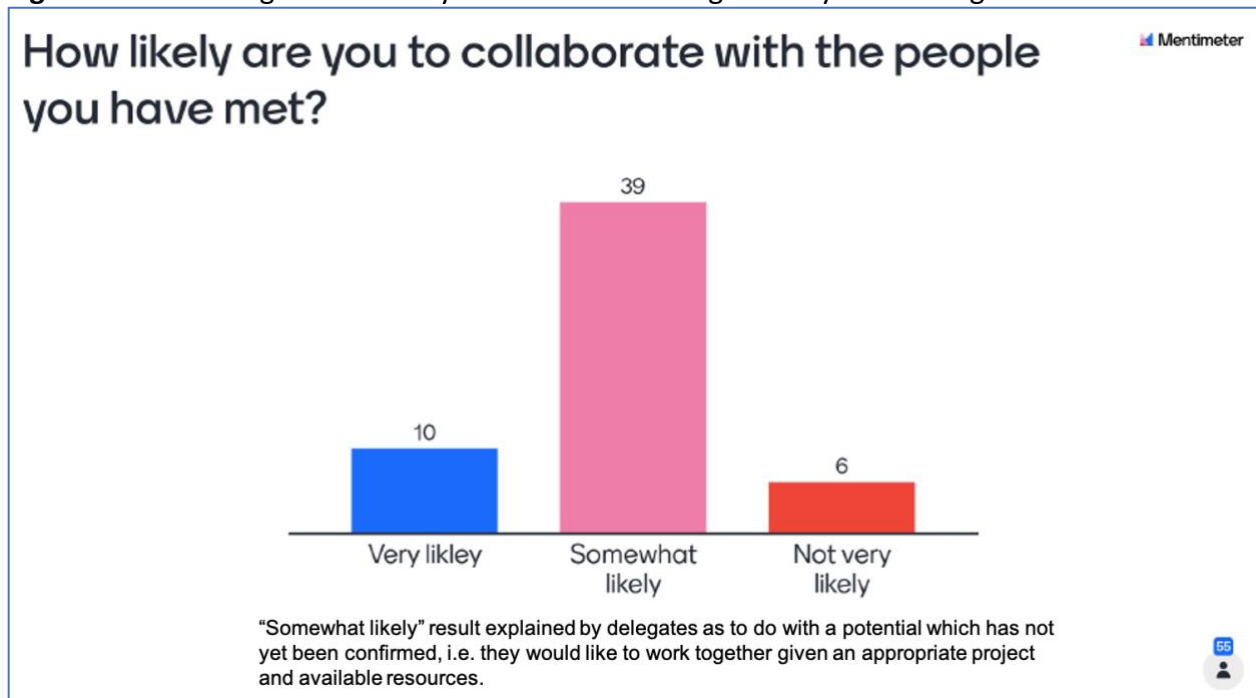


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Figure 1. Most delegates feel better equipped to work in the interdisciplinary space

Figure 2. Most delegates met 7 or more people they had not met before.

Figure 3. Most delegates are likely to work with colleagues they met during this event.

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1. Purpose of the event

The Arts and Humanities Research Council (AHRC) and the Natural Environment Research Council (NERC) hosted an engaging, bold and imaginative event around the Hidden Histories of Environmental Science programme, facilitated by Collaborative Capacities.

The aims of the event were to **bring together a diverse set of people** to:

1. **Unearth different perspectives** on the challenges and opportunities of the programme as a whole, in particular, research in understanding and acknowledging how the past and different cultural perceptions of environmental science may influence the future of environmental science, and identify how these can shape our future plans.
2. **Build capacity and capability in researchers**, particularly in interdisciplinary working, research partnerships and planning for impact, and to identify additional capacity building, training and development needs that can be built through this programme.
3. **Create opportunities to build partnerships**, setting the tone for respectful and equitable approaches, and providing an opportunity for potential collaborators to meet each other.

The event took place over two mornings, using Zoom and the whiteboard app Mural for the main sessions, and conducting energiser activities such as word clouds and polls with Mentimeter.

This report will use the overarching term **crossdisciplinary** to mean any collaboration along the continuum between different disciplines and sectors, be it multidisciplinary (sequential, academic), interdisciplinary (integrated, academic) or transdisciplinary (reaching out to communities) ([see the Team Science Glossary](#)). Where appropriate, we will use the term **transdisciplinary** to specifically refer to those collaborations between academia and non-academic communities and organisations. Alternative definitions for interdisciplinary working can be found in the [Valuing Nature programme](#). Please note that the Hidden Histories Advisory Group did not contribute to the event report.

2. Building capacity and capability

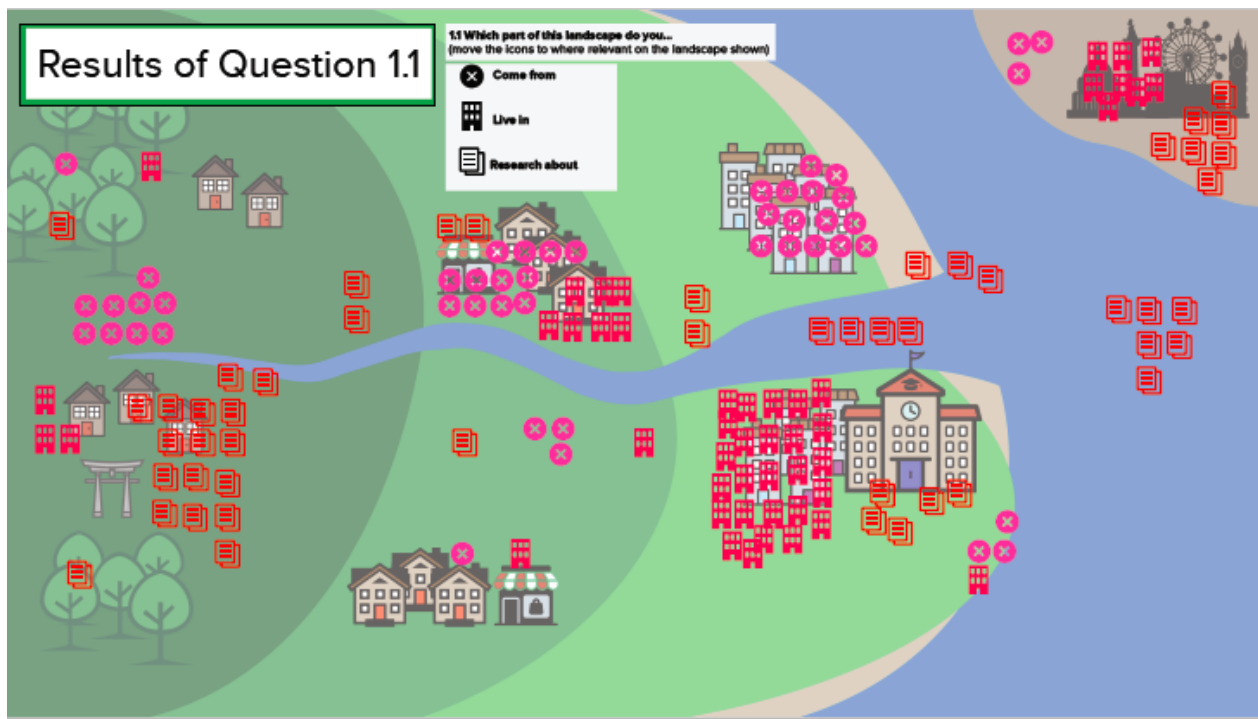
Delegates were provided with capacity and capability building in crossdisciplinary work before being asked to discuss the programme and unearth different perspectives, and these learnings were consolidated during the second half of the event. This section describes how the event built capacity and capability in researchers, “particularly in interdisciplinary working, research partnerships and planning for impact, and to identify additional capacity building, training and development needs that can be built through this programme”.

2.1 Learning about each other in a manner relevant to the discussion and range of disciplines at the event

The first activity encouraged delegates to describe who they are and where they come from with respect to rural, market town or city designations on a custom whiteboard backdrop, and to verbally describe their work using terms such as academic and/or practitioner, interdisciplinary and/or transdisciplinary, and words like communities and general public. This set the scene for who was in the breakout room at the time, and encouraged dialogue among the group.

The results of this ice breaker exercise (Figure 4) show the breadth of research interests and geographic origin among delegates, highlighting the depth of potential discussions and collaborative projects that might be possible between them.

Figure 4. Collated results of where delegates come from (circle with an x) , live (a building) and research about (document icon), showing high engagement with the task and the breadth of research interests and geographic origin among delegates.



2.2 Understanding the respective reward mechanisms of other disciplines

A major hurdle with any crossdisciplinary work is when collaborators work towards different reward mechanisms for progress in their discipline or sector. Delegates were asked to discuss how their work gets evaluated for promotion with the view to allow different needs to emerge. The notes they made on the whiteboards point to the usual academic rewards of funding and publications, and show the diversity of professionals in the groups with footfall and non-academic impact featuring in the chart (Figure 5). It was interesting to note that only one delegate listed “delivering on a grant” as being a reward mechanism for them... perhaps the others were taking this as read.

2.3 Exchange and use of the specialist language that exists in every discipline and sector

The second most common hurdle for crossdisciplinary work is the use of jargon, and in particular when the same term or word is used by different disciplines to mean very different things. Tasks on both days requested delegates to write out several words from their discipline or sector, and then take turns choosing one word from someone else’s list to enquire about and learn from. This also fed into the event purpose of building respect among the disciplines. While as expected there were fewer jargon terms exchanged on Day 2 (256 terms on Day 1, 72 on Day 2), the themes and their proportions of the totals were similar across the two days (Table 1), partly confirming that the attempts to mix up the disciplines and sectors among the breakout rooms were successful.

Whereas the results point to technical terms as being the ones that most needed to be discussed (34% over both days), terms used in the social sciences and in public engagement came second (27%), highlighting the equal tendencies of disciplines to “own” words and terms. It was interesting to note that

words such as “modern” and “colonial” also needed discussion – an indication that a group about to collaborate on a research project need to discuss the meanings they assign to every word used to define a project. Delegates also discussed the importance of doing this before approaching and working with the diverse communities that have been impacted by colonial histories. The themes and sheer volume of words that were harvested during this exercise provides further evidence of the crucial need to have these linguistic conversations when embarking on a crossdisciplinary project and when building capacity and capability for crossdisciplinary work, and in particular transdisciplinary work.

Figure 5. Chart showing responses to “how does your work get evaluated”. Funding and publications were highest, which is possibly a reflection of the delegates who completed this task.

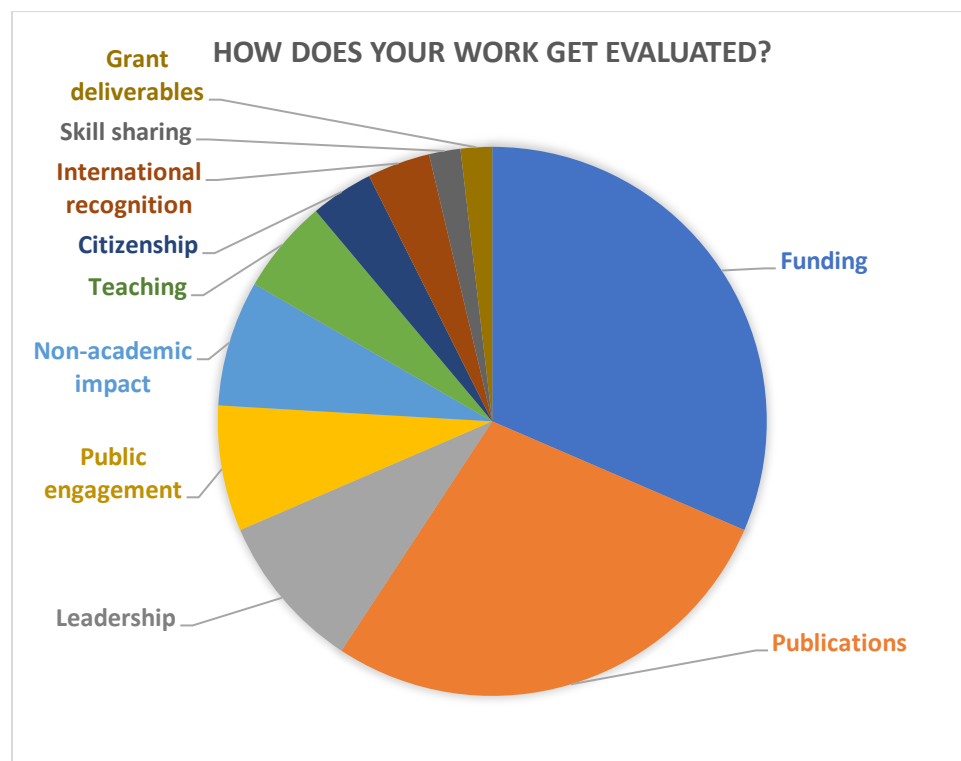


Table 1. Themes of the jargon words and terms that were discussed by delegates. The numbers denote how many words and terms were noted down by delegates for discussion. The percentage is of the total words and terms that were noted down.

THEMES	DAY 1	DAY 2	TOTAL	PERCENT
Technical	95	17	112	34%
Social	66	24	90	27%
Ecology	49	6	55	17%
Colonial	27	2	29	9%
Teaching	10	11	21	6%
Financial	9	12	21	6%
TOTALS	256	72	328	

2.4 Ensuring all stakeholders benefit will need crossdisciplinary training, particularly in listening to diverse voices and the equitable sharing of resources and of credit

Delegates were invited to explore what each partner would need in order to professionally benefit from a hypothetical project with unlimited resources. The resulting themes point to a need for more crossdisciplinary and specifically transdisciplinary training, as well as training in ways of listening to voices of diverse origins, religions, ages and histories, and institutional commitment to uncover its own history (Table 2).

Delegates had several ideas about how to better support transdisciplinary work for understanding how colonial histories may have impacted diversity in the environmental sciences, including:

- the need for open access to academic publications, satellite data and digital archives,
- a call for more equitable access to museums and better interpretation of histories at museums,
- a project to find role models from diverse ethnic backgrounds,
- ensuring equitable funding, and
- asking questions that are relevant to diverse communities in order to engage them in the dialogue about the impact of colonial histories on their behaviour towards the environmental sciences.

There were strong messages for more capacity building and training of academics, including the need for external facilitators. There was concern over the following details common in academic practice:

- The lack of rewards within academic promotion structures for crossdisciplinary work (19 mentions in total)
- Colleagues in the humanities highlighted that they should not to be treated as the smaller “engagement piece” with respect to the scientists.

Table 2. How would you ensure all stakeholders benefit? The numbers denote how many notes delegates made about this issue.

THEMES	DAY 1	DAY 2
Transdisciplinary training, working across diverse communities	29	18
Crossdisciplinary training, working across academic disciplines	27	18
Need to engage inclusive voices from different ethnic, religious and cultural backgrounds, and of different ages and socioeconomic demographics	19	9
Institutional self-knowledge, in terms of decolonizing the curriculum and for each institution to understand and acknowledge its own colonial history	11	12
International collaborations, funds and rewards	10	6
Reward different outputs, eg community outreach and impact as equally important to publications and grants	10	3
Need more time	9	3
Equity in big data, sharing and credits	8	0
Early Career Researcher empowerment	6	4
Danger of producing neocolonialism, ensuring the funding opportunity does not encourage a new form of colonialism	2	0
Institutional change	0	6
Learn from, include other empires	0	3
Need to see real change	0	3

After an opportunity to unearth different perspectives (section 3 below), delegates were explicitly asked for a list of additional capacity building that might be needed. The results mirrored those captured above under the question of “How would you ensure all stakeholders benefit”, and pre-empted those we saw under the Impact questions on Day 2 (section 3.2 below). The main themes that emerged were around crossdisciplinary training, how to listen to inclusive voices and how funding mechanisms could go further to support and address challenges particularly around early career researchers and building non-academic partnerships. The points made can be summarised as follows (Table 3):

- **Crossdisciplinary training**, including how to understand the motivations of different disciplines and sectors and establish research relationships with them on an equal basis, having facilitators to enable communications across stakeholders, bringing in specialists in the digital humanities, sharing methods between the disciplines and sectors, and valuing arts-based researchers as more than simply for the outreach or impact.
- **How to engage and listen to inclusive voices**, where delegates named community members, religious leaders, younger voices and voices from ethnic minorities who may have come from under colonial rule. There was also mention that Britain was by no means the only colonising nation, and that perhaps there might be lessons learned from other cultures on these topics. Many of the concepts that were only mentioned once at this activity received a lot more attention when delegates worked on Impact, as will be seen below.

An email received from a potential delegate, with experience of delivering transdisciplinary research, who was unable to attend due to teaching responsibilities reaffirmed some of the points already captured above. This includes building equity and inclusion into how the funding opportunity is framed and judged, including engaging with critical expertise and lived experience (e.g. critical race theory, anti-racist scholarship, decolonial/postcolonial theory and decolonising methodologies). The transformative innovation and legacy lies in UKRI learning from such a call and is to the benefit of generating knowledge for sustainable societies, in which we consciously do no harm.

- **Additional funding mechanisms**, where delegates would like funding specifically tailored to working across community partnerships and with international partners, broadening peer review boards to include non-academics from within the researched communities, and more professional opportunities for part-time researchers who may often bring in wider perspectives.

2.5 Collaborations need a wide range of skills, both tangible and intangible

Inviting delegates to list the skill set that they bring to the room as a separate expertise from their intellectual contributions allowed the breadth of skills to emerge. It quickly became clear that if someone is labeled a “historian” or “environmental scientist”, the actual tangible or intangible skills that they bring with them may vary enormously.

In total, 280 entries were made for this task from 60 delegates, and it was difficult to group them into less than 123 themes. It was heartening to uncover the real talent behind job role titles including admin, leadership, working in conflict areas; technical skills such as coding, data analysis and microscopy; and that delegates also listed skills like adaptable, long-term perspective and knowledge exchange along with hobbies that catered to their creative edge including knitting, metal forging and glass making.

Similarly, 209 entries were recorded for “How might I intellectually contribute” to explorations of Hidden Histories in environmental sciences, which collated to 89 themes that ranged from anthropology, archaeology and botany through communication, data science and geography to networking, social change and storytelling.

The take home message of this exercise was primarily to build capacity for crossdisciplinary work, and the importance of learning the skills, intellectual expertise and talent that underly professional job labels.

Table 3. How might we need to build capacity for this work and with whom? The numbers denote how many notes delegates made about this issue.

THEMES	MENTIONS
Crossdisciplinary training	11
How to engage and listen to inclusive voices	9
Allow non-ac PIs and peer reviewers	5
Learning about different cultures, languages, technologies	5
Curatorial and digital methods	5
Funding for international partners	4
Identify relevant networks, particularly in the community, and funding for access to working with them	4
Time for building relationships	4
Overhaul all education, actually from nursery level, on colonial histories	2
Co-design as the rule not exception	1
Compare with other countries	1
Critical physical geography	1
Deeper understanding of host cultures	1
ECR empowerment	1
Educate on history of science	1
Engage sceptics	1
Engaging with historical art/music	1
Engaging with meanings of legends and myths	1
Ethics of data sharing	1
Fund international students	1
Funding for long term work	1
Funding for scoping work	1
History from other lenses	1
Home office (and we are not entirely joking)	1
Humility	1
Include international partners	1
Institutional commitment	1
Meaning of time across cultures	1
Museum skills	1
Right for nature and what that means	1
Stakeholder analysis	1
Storytelling and data storytelling training	1
Visibility	1

3. Unearthing different perspectives

The main purpose of the Hidden Histories Consultation Event was to unearth different perspectives on the “challenges and opportunities of the programme as a whole, in particular, research in understanding and acknowledging how the past and different cultural perceptions of environmental science may influence the future of environmental science, and identify how these can shape our future plans”.

3.1 Perspectives, thoughts and ideas

Delegates’ input on “which questions to ask that might best meet the intentions of the programme” was tapped both mornings. The results were collated into five overarching themes:

- **Training**, specifically to do with crossdisciplinary and transdisciplinary working
- **Methods**, the need to develop new methods of data collection and analysis, of engaging more inclusive cohorts of stakeholders, and of communicating academic findings to the public.
- **Projects and ideas for funding opportunities**, ie the actual questions that need to be asked
- **Definitions**, eg what do we mean by “modern” and what exactly is environmental science
- **Academic system**, ie the barriers to crossdisciplinary work that are inherent in the system, including those that make it especially harder to for early career researchers and those from ethnic minorities, and the difficulties in working with non-academic partners.

A comparison of the main themes that emerged between the two days (Table 4) shows that there was an equal number of outputs for Methods and Ideas for Funding opportunities. However, there was a significant increase in the appeals for training, for clarity around the definitions, and on Day 2 delegates were beginning to be more open about barriers in the current academic system to this kind of work.

Table 4. Main themes for exploring which questions to ask. Number of notes made by delegates per each of the five themes identified. Full list of projects in Table 5.

THEMES	DAY 1	DAY 2
ideas for funding opportunities	48	53
methods	23	25
training	18	50
definitions	7	36
academic system		35

The project ideas that delegates came up with ran the gamut between the disciplines and sectors at the event (full list in Table 5). They suggested pertinent questions on how to begin tackling research into the colonial past in order to better understand the lack of diversity in current environmental sciences, and how to work towards a more inclusive future for the field.

Among these themes were some ideas that were discussed at length within some breakout rooms, and recurred in more than one breakout room whether they were captured in the notes or not, such as:

- How do you move from unpacking the historical links between colonialism and environmental sciences to making environmental science more equal?
- How does the colonial endure in environmental science, what perpetuates it?
- Is the colonial only historic?
- Is there a risk of reinforcing the damage of colonialism while undertaking this research?
- What is the role of corporations and digital ownership?
- Which Environmental Science sector is doing EDI well? Why and what can we learn from them?

Table 5. Complete list of questions, projects and ideas for funding opportunities to potentially explore in the Hidden Histories programme. Titles in red reflect some of the recurring ideas.

Acknowledging roots of colonialism - centred on male power, and a fundamental division between humans and the wider environment. This approach has subsequently affected how we monitor, and value, the environment.
Archival stories from the colonies about import/export by sea (not from the British perspective)
Co-creating intersectional history of science introduction unit
Connection decolonisation and rise of env sciences
Co-supervision of student research projects - history of science
Create capacity in policy sphere to incorporate other forms of knowledge into decision-making processes
Cultural baggage of colonial env. scientists
Decolonising the Biology and Geology curricula in schools as they are working on in degree courses
Decolonize an object
Discussions around loss, there are some gains, but localised and vary country-by-country and "community"
Educational leadership with a strong focus on widening participation
Environmental cost of digital storage
Everyday ownership of the colonial natural
Excavations of intellectual histories that have given rise to our disciplines and institutions
Exploring 'hidden histories' of environmental impact by indigenous, colonial and post-colonial communities using palaeoecology
Extraction as a theme - and transition to modern environmental science
Facilitating artists collaborations for public programmes
Feed nature into the reconciliation process
Find common ground e.g. climate change
Finding and rethinking archives
Folk songs/traditions about the ocean
Genealogy of env. science
Given the limited budget and potential challenge of sending money overseas, could we "test" methods on UK data - e.g. excluded history of Celtic culture: translate oral history and songs to inform biodiversity, climate and extreme events?
Heritage techniques for innovative sustainable energy solutions
Highlighting diversity (in the past) to promote diversity
Historical and contemporary Remote sensing/Mapping
Historicising the concept - how did concepts originate, evolve, and how does this impact the way we use them today
Histories of fishing technologies

History as seen through the eyes of the colonised?
History of science core to STEM undergraduate programmes
How are big data misused
How are big data used in ways which alarm the people who constructed those data sets
How are big data used in ways which perpetrate colonial thinking
How are different forms of bias that are built into large-data-sets and big data and their analysis and how is that challenged
How are the assumptions that are built into big data ignored or abused
How can we embed this in a way that increases student success due to enhanced validation and representation
How do you move from unpacking the historical links between colonialism and env. sciences to making env. science more equal
How does the colonial endure in environmental science, what perpetuates it?
How is 'science' defined and what is excluded - separation of indigenous/local knowledge from 'science' [-eg ethnobotany]
How is bias introduced, challenged or perpetuated through translation?
How to gather data from communities that do not value objects?
How to understand the data bias in our records
How to work with educators to talk about history of science in schools. More emphasis on non-western scientific discovery
Idea of modernity: influence through science, mapping. irony of a lot of modern aesthetics, ethos based on non-European cultures, while cultures & their contribution/expertise being disowned
Ideas of loss related to depletion of natural resources - socio-cultural impacts that we may not immediately consider from a western perspective
Identify knowledge/curriculum gaps at all levels, from school through to professional roles
Impact of colonialism on the environment itself & species. Easy to think that it is just human / political
In what epistemic communities are different colonised practices present and challenged?
Including other voices and who has the right to 'speak'
Interested in: historic resilience and extreme events data from oral history and pre-colonial communities to inform future risk mitigation practice (risk, future proofing systems - energy or hazard)
Interrogating forms of 'Environmental Science' communication and MEDIATION]
Is the colonial only historic?
Knowledge exchange on zero carbon ways of living with indigenous communities (eg in the Arctic)
Maps - of trade/fishing routes/shipping routes- changes over time
Maybe objects in existing collections already have useful data?
Modern capitalism as an extension of colonialism
MOOCs on 'Hidden Histories', eg bringing out the contributions of indigenous in progression of a discipline

Museum collections link to the past - use as a test case?
Need detective work in the archive AND links to colonial history in the present day ie, non-UK people
New forms of bioprospecting: how knowledge is appropriated/travels
New power configurations emerging with cloud storage, machine reading etc, and how these are to be investigated as well as navigated as part of a project?
New ways of knowledge transfer
Non-humans are victims of colonialism too (given colonialism is a human practice) so we need to develop perspectives that acknowledge and include the non-human, such as animals
Opportunities for making hidden connections visible in space and time... for individuals/communities/ learners
Oral histories, archives of catches etc., menus for which spp used, photos magazines postcards etc to establish baselines and baseline shifts
People are disenfranchised for a broad range of reasons - physical health, economic power, wider responsibilities (caring, work) - developing inclusive environmental assessment and understanding will benefit from broader engagement with peoples' circumstances
Public intellectuals - what is the role now of these?
Raise awareness around what 'exploration' meant in colonial period (observing rocks, animals, people and assessing for what they could offer)
Records of extreme events in oral history to inform climate models
Recovering lost contributions to past sciences
Representations of water - in place and space (e.g. monsoon garden) as well as theatrical, literary, painting perhaps
Research experience in past climates
Research into marginalised communities with significant perspectives on environmental concerns due to their working and living priorities/activities/needs (South India but applicable elsewhere)
Risk of reinforcing damage of colonialism
Role of corporations and digital ownership
Rural biodiversity , invasive species impact
SE Asia trade wind and weather variability captured in "where and when" to fish oral traditions not currently valued/captured
smart' technologies and practices including [health] technologies rely on creating 'hidden' relationships, and env costs, even as they strive to 'open up' the production of medical knowledge. what new hidden histories are being made today, and how do we try and archive these as they emerge into view?
Telling the stories of how data have come to exist and why
[many institutions have] a long recorded history of working overseas but would need help to understand what we can learn from this
The coloniser has also been colonised, as a result of colonial history and associated values that drove this history
The museum as a whole has experience in co-curating content / exhibitions with community groups, steps to take in workshops etc.

There is a political aspect to this - there is the issue of the government statements on Colonial countryside research
Undergraduate education recruitment - the status quo - how we can widen participation in Env Sci
Utilisation of the Oceans: different traditions / approaches
Valuing folklore and legends as history
Water could be a connecting theme
'we' have the knowledge of the impact on colonialism on environmental science, but what do we do with it?
we talk lots about including multiple voices - but 'voices' here usually means human ones, and the term 'voice' is itself anthropocentric - how to move beyond this?
What are our colonial histories in Env Sci - how do we embed this in STEM education pedagogically
What are the historic origins of different forms of contemporary bias
What constitutes loss, how is it measured, what are the 'gains'? How is loss experienced and how is it embedded in culture (e.g. Peru)
What data ? new data ? might make these histories accessible
What data exists already but unvalued?
What hides stories. What has made them missing
What needs to be done to translate knowledge into the environmental sciences
What specific environmental + conservation debates need decolonisation
Which Environmental Science sector is doing Equality, Diversity and Inclusion well? why and what can we learn from them?
Widening the history to provide equitable access - this may include changing terms in archival history
Working with indigenous communities - codesigning environmental research projects rooted in their experiential knowledge.

3.2 How might we achieve impact for ourselves and for future generations?

Having had delegates explore the past and present in depth, and ask probing questions about the future, the last activity for the breakout rooms on Day 2 was about Impact. We invited delegates to answer the question: “How might we use research into the colonial past to inform a more inclusive future for the environmental sciences, and how would that make our work more inclusive” for UKRI, for whichever professional sector the delegate was from, and for future generations.

3.2.1 Additional funding mechanisms

The results point to a cohesive message: the UKRI might go further to support and address challenges in funding for transdisciplinary work, with 62 notes to this theme from 60 delegates attending (Table 6). Within this theme delegates gave specific insights into the issues they struggle with, and the following quoted notes (with typos corrected) are provided as a representative sample:

- Make interdisciplinary work easier - e.g. cross council PhD funding (difficult to get a geologist involved in a history/philosophy of geology project or PhD)
- More resources dedicated to cross-disciplinary programmes
- More ways to foot in the door - funding more diverse groups of researchers
- More work on environmental science in which the PI is found in social sciences and the humanities

- NERC and AHRC have a very different ethos; what can UKRI do to ensure effective work together
- Better involvement & funding routes for Early Career Researchers
- Opening the field to ECRs/non-standard applicants. Role of track record section in applications [mean that] grants go to those who have them
- Equality Diversity and Inclusion statements for any grant application (not just gender and not just Global Challenges Research Fund)
- Do the research collaborations responding to global needs reflect global collaborations
- how do we ensure that this fund just isn't sucked up by established PIs for 'more funding' who have no real interest in doing this work? This kind of work - decolonisation and Equality, Diversity and Inclusion work does not attract grant capture or publications, so applicants who really do this work won't have strong track records that then make them look like capable PIs
- If white people are seen to lead grants on colonialism, it can disillusion [early career researchers from ethnic backgrounds]
- Including broader stakeholder perceptions and socio-cultural factors
- Invest properly in these funding opportunities to enable sustainable and equitable partnerships and projects to develop
- Provide transdisciplinary funding drawing in people outside of (excluded from, potentially) academia
- Fund part-time researchers; recognise traditional power structures driving research
- Create more avenues for non-academic partners to contribute to the co-design of research - begin to challenge existing research infrastructures, rather than simply reinforce them (i.e. perpetrating colonialist approaches!)
- Diversify the definitions of 'impact' and 'outputs' and what is meaningful as a result of grant research. Also consider longer term
- AHRC Equality Diversity and Inclusion fellowship does not pay time
- Can UKRI allow for a statement about personal circumstances like Dorothy Hodgkin in order to help tackle the "success breeds success" issue that systemically hits marginalised groups the hardest
- Challenge what a PI looks like

3.2.2 Include more diverse voices

Next most important and consistently in the top three for all three questions (Table 6) was the need to be able to include more inclusive voices, be they from local communities, indigenous peoples or younger voices in general in these conversations. Educating scientists and future generations on the history of scientific discovery was another strong theme, as was rethinking the school education system in order to encourage future generations into the environmental sciences. There was concern particularly in the academic sector about putting structures in place to reward different, non-traditional outputs, empowering early career researchers and more transparency and inclusivity on review panels. The following quotes (with typos corrected) are a representative sample of notes delegates made under this theme:

- changing the value in legends and folklore as maps, predictors of weather/extreme events - e.g. conflicts between local knowledge and expert opinion..?
- Charities need to be included because they can help us tell these human stories as this is their skill
- Connection/coproduction with communities where the colonial impact has been felt
- Considering diversity in the student body - can altering the content of courses positively impact / attract more diverse communities of students
- How can we ensure that richer, more inclusive histories are noticed and change practice within environmental sciences?

- Increase diversity within creative collaborations to bring exciting interpretation/engagement
- Involvement of communities from places that have been impacted by colonialism (less parachute science and therefore more impact)
- Make sure [ethnic minority] researchers are not just used to access communities, or in advisory role
- Work with professional associations to increase impact within field
- Use this as a model approach for meaningful inclusive working - not just more diverse faces round the table

3.2.3 Think longer term

Adding the history of science to educational curricula from schools to undergraduate courses was a theme that built up across all impact levels. Raising awareness of colonial influence on everything, not just environmental science, and improving the ways in which we communicate science and history in public displays were emerging themes in the discussions. Of the notes made by only one or two delegates, a couple are particularly worthy of note, namely attention to the psychosocial impact of doing Equality, Diversity and Inclusion (EDI), and acknowledging remnants of colonial values in present times.

The conclusion that can be drawn from this activity is that embedding inclusion in a systemic and sustainable way will only happen when we ask difficult questions, face sceptics, and put in place policies that have been co-created with the populations and demographics concerned.

Table 6. How might we use research into the colonial past to inform a more inclusive future for the environmental sciences, for the UKRI, for your professional sector, and for future generations.

All Themes - UKRI	Totals	All Themes - Sector	Totals	All Themes - Future Generations	Totals
rethink funding mechanisms	62	crossdisciplinary work and/or training	27	educate on history of science	14
inclusive voices, local, indigenous, younger	22	educate on history of science	20	inclusive voices, local, indigenous, younger	11
ideas for calls	15	inclusive voices, local, indigenous, younger	14	ideas for calls	10
reward different outputs	14	reward different outputs	9	rethink school education	10
crossdisciplinary work and/or training	12	improve museum methods and processes	7	crossdisciplinary work and/or training	6
ECR empowerment	9	international collaborations	7	raise awareness	5
transparency on review panels	8	ideas for calls	6	access routes into env sci	3
the same PIs keep getting funded	8	overhaul of academic system	5	educate on data science	2
what went wrong in past projects?	6	more inclusive exhibits	4	international student access	2
international collaborations	6	disrupt ideas of time	3	more inclusive exhibits	2
access routes into env sci	4	ECR empowerment	3	need for role models in env sci	2
educate on history of science	4	normalise inclusion	3	access to data	1
acknowledge colonial present	3	raise awareness	3	access to science via pathos	1
bias in data sets	2	acknowledge colonial present	2	balance urgency with historical lens	1
build trust	2	ethics training	2	break down taboo areas of research	1
overhaul of academic system	2	evaluation of EDI progress	2	create recommendations	1
act on ideas presented	1	rethink funding mechanisms	2	decolonise the curriculum via adding diversity	1
address specific demographics	1	psychosocial impact of EDI work	2	decolonise the curriculum via educate on history	1
do we know who we have?	1	clearer guidelines on inclusivity in practice	1	educate on philosophy of science	1
social justice implications of policies	1	define the question	1	embed inclusion	1
Use local place names	1	diversity on editorial boards	1	empowering the young	1
		regional as well as global studies	1	focus on uncertainty instead of risk	1
		transparency on review panels	1	have inclusivity campaigns eg girls in STEM	1
		what went wrong in past projects?	1	impact of colonialism in UK	1
				inclusion training	1
				inclusive data sets	1
				inclusive recruitment from global south	1
				international collaboration	1
				lasting and meaningful knowledge exchange	1
				learn new ways so we don't cause more harm than	1
				more inclusive communication of these histories	1
				more inclusive science	1
				new ways of teaching science	1
				normalise inclusion	1
				overhaul of academic system	1
				re-examine colonialism as extraction and consum	1
				recognise neocolonialism	1

4. Creating opportunity to build partnerships

Building capacity and unearthing different perspectives naturally leads to stakeholders wishing to work together. The third purpose of this event was to create opportunities to build partnerships, “setting the tone for respectful and equitable approaches, and providing an opportunity for potential collaborators to meet each other”. Respectful and equitable approaches were encouraged with capacity building for crossdisciplinary working (see above), and an evaluation poll spoke to the event’s success at providing ample opportunity for collaborators to meet each other.

4.1 Delegate engagement and networking

Fifty six out of 60 delegates participated in the Mentimeter poll on Day 2, the results were shown in the summary at the top of this report. Figure 1 verified the design and flow of the event allowed most delegates to feel better equipped to work in an interdisciplinary space. A question on how many people delegates have met whom they had not spoken to or corresponded with before showed that 14% of delegates met 4 or 5 people they had not spoken to before and 86% met 7 or more new people over the course of the two day event (Figure 2). Figure 3 gives a measure of how likely delegates are to collaborate with the colleagues they have met, and the large number who replied “somewhat likely” instead of “very likely” affirmed that this was mostly to do with whether the opportunity to work with the colleagues arises, rather than an unwillingness to do so per se.

A list of the name and institution of all attending delegates will be made available to those who attended the event. Anyone interested in connecting with potential partners may find [AHRC/NERC’s Collaboration Finder](#) useful to find and share contact details (please note this is an optional tool and not a full list of potential partners)..

4.2 Who else do we need to talk to?

When asked “who else needs to be in on this conversation”, delegates suggested 110 entities, collated into the 44 professions and sectors in Table 7, ranging from colleagues in other academic disciplines to religious leaders, indigenous communities, politicians and sceptics. These results highlight the urgent need to arrive at different reward mechanisms that will allow the engagement of inclusive voices and actions at every level that will result in real change (per section 2 above).

Table 7. Who else needs to be in on this conversation?

- alumni	- curators	- hunters	- public engagement
- anthropologists	- data scientists	- indigenous communities	- reconciliation experts
- archaeologists	- disenfranchised communities	- linguists	- refugees
- archivists		- local voices of every description	- sceptics
- charitable organisations	- diverse students	- museums	- schools
- communication professionals	- ethicists	- natural historians	- senior management
- community leaders	- faith leaders	- non humans	- social workers
- community scientists	- farmers	- non-academics	- spatial / GIS experts
- creative collaborators	- fishermen	- politicians	- story tellers
- cultural communities	- former colonies	- professional assoc.	- students
	- heritage seeds groups	- translators	- underfunded orgs
	- historical descendants		- voluntary sector

5. Structure and process

Care needed to be taken with designing this event to ensure that delegates did not naturally fall into the more common sandpit format of collaborative events, nor into prolonged discussion of theory.

5.1 Invitation process

It was agreed to cap the number of delegates at 60, not less in order capture sufficient representation across the target disciplines and sectors, and not more in order to ensure that a clear outcome is reached and enable meaningful discussions and a safe space for open and honest dialogue.

Invitations to apply to attend the event were developed to provide the maximum amount of information about what the event was for, and designed in a way to attract attention in a busy email inbox or social media platform feed (Figure 6). Invitations were sent out 4 weeks before the event via a variety of channels (Table 8), with additional publicity 2 weeks and 1 week before the event. Reminders were sent in a timely manner to those who may have started but not completed the application process. Every effort was made to ensure a diverse set of delegates, including personal calls to colleagues within our respective networks.

The application process included name, institution, and a 100-word statement of how the applicant might contribute to the discussions. Over 350 initial registrations were logged in the Eventbrite system, and 162 applications were received by AHRC and NERC. All application data was anonymized, and a rubric was used such that each applicant was sorted into early- mid- or senior career level, and into a discipline or sector category of Environmental Science academic or practitioner, Humanities academic or practitioner, other academic, or a professional in an EDI role, while acknowledging that these are broad designations and that some people would naturally fit into more than one category and have interdisciplinary experience (Table 9). The selection process worked towards having an equal mix of early, mid and senior career professionals, and as much a mix of disciplines and sectors as was possible given the applicant pool. Each applicant statement was read by 3 separate and independent reviewers (one each from NERC, AHRC and Collaborative Capacities), and a consensus score was given to each application. The top 61 were selected, ensuring representation from each sector and seniority category. In addition, there were 27 applicants on a waiting list in case invited delegates dropped out.

Figure 6. Image used for invitations: Protect by Nela Ochoa, 2006, with permission from the Axel Stein Collection.

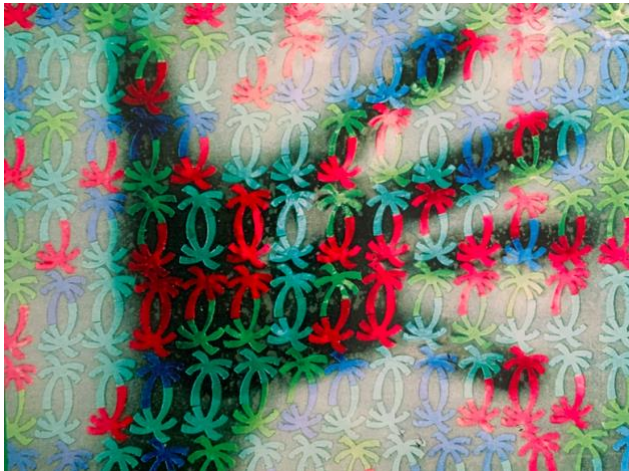


Table 8. Publicity channels through which the invitation was sent, via email listservs, newsletters, verbal announcements at other events and social media tags.

ORGANISATIONS
NERC website and announcement channels such as the Early Career mailing list, email newsletter , LinkedIn alumni network, and internally across NERC and UKRI for individuals to share with their networks.
AHRC website and announcement channels similar to above
The NERC/AHRC Hidden Histories Advisory Group Terms of Reference asked members to share opportunities such as this with their networks.
Society for the Environment
Institution of Environmental Sciences
Association for the Study of Literature and the Environment UK
Garden Museum
Fauna and Flora International
BirdLife
ARTISTS NETWORKS
Julie's Bicycle
Kaleider
CONFERENCES
European Society for Environmental History conference
Environmental History Conference
The Process, Practice and the Environmental Crisis Symposium
LINKEDIN GROUPS
Women In Sustainability (WINS)
International Sustainable Development Research Society
Institution of Environmental Sciences
Earth Evaluation
Chartered Institute of Ecology and Environmental Management
International Womens Forum
Shared also on personal LinkedIn: Lina Takla and Sawsan Khuri
JISC LISTS
Shed-Share
SEDA
LDHEN
Climategeog
Scholar activists
Enviroethics
Landecol
RGS-PERG
ENVHUM
TWITTER
Environmental gothicists
NERC
AHRC
Dan Hicks (Advisory Board member)
Sawsan Khuri (Collaborative Capacities)

Delegates were informed of the selection decision one week ahead of the event, with an email and a calendar invitation. An information document was sent with the acceptance emails containing joining instructions, a tutorial for the whiteboard app we were using and other pertinent information such as the fact that UKRI would cover the cost of attendance for delegates whose places of work would not ordinarily do that. There were a minor number of glitches as a few emails ended up in people’s junk folder, and these were captured by using different email servers to send the relevant emails. A reminder was sent the day before the event.

Table 9. Categories used to ensure a diverse representation at the event. No protected characteristics were used in this exercise.

SECTOR	SENIORITY
Environmental science - academic	Early career
Humanities – academic	Mid-career
Other – academic	Senior
Environmental science – practitioner (community)	Ambiguous
Humanities – practitioner (community)	
EDI practitioner	

5.2 Design of the event

It was agreed to hold the event over two mornings, 9:30 – 13:00 on the 16th and 17th March, giving delegates time in between for other responsibilities and to reflect on the learnings and discussions, and for a rest from digital engagement. The design for this event was an integration of activities that allowed delegates to explore the past in order to understand the present and inform the future. The express intention of the design was to prevent sandpits from inadvertently taking place, and to keep delegates on the mission of unearthing different perspectives while engaging them in crossdisciplinary capacity building and making connections with new colleagues. The focus of the event was to explore which questions need to be asked when applying for funding from the Hidden Histories programme, rather than start to answer them.

A backdrop on the whiteboard represented a watershed biosphere landscape, with a rural scene on the left, market towns in the middle and a city on the coastline on the right, with a “colonial” presence in the top right corner (Figure 7). This backdrop and the ways in which it was used served the additional purpose of ensuring that we complied with [British Dyslexia Association inclusivity guidelines](#) for whiteboard presentations.

Four activities were developed (Figure 8), such that delegates engaged with two activities per day in breakout rooms of 4-5 delegates that were pre-determined to ensure a mix of sectors and seniorities in each room. Delegates were shuffled on the second day while maintaining the mix of sectors and seniorities. Thus all activities fulfilled the purpose of creating opportunities for building partnerships, and tackled at least one more event purpose (unearthing different perspectives, building capacity and capability for crossdisciplinary work).

The underlying theme of “use past to understand present and inform future”, was layered into the activities as follows (the question or task number within each activity is given in parentheses):

- Activity 1. Delegates introduced themselves starting with the where they were born and what their research has so far been about (past, 1.1 - 1.2), then discussed their current work (present, 1.3-1.4) and explored what they would need in order to best work together (future, 1.5).
- Activity 2. Delegates listed their skill sets (past and present, 2.1) and domain expertise (past and present, 2.2), before exploring how they might work together on Hidden Histories, who else needs to be in on this conversation and what capacity needs to be built for this to happen most effectively (future, 2.3, 2.4, 2.5).
- Activity 3. By the second morning delegates are familiar with the technology and methods, have had a chance to reflect on conversations of the previous day and are ready to go deeper. Therefore, the first set of questions mirror those in 1.1-1.5 (past and present, 3.1-3.4), and delegates are given a free space to discuss how they might work together on Hidden Histories projects (future, 3.5). Results in section 3 below show that indeed, the ideas that came out in this activity were deeper and more detailed than those collected so far.
- Activity 4. This was purely future focused, engaging delegates in questions on impact.

Figure 7. The backdrop that was used on all whiteboards, inspired by a UNESCO Biosphere Reserve landscape and invoking thoughts about the colonial histories of environmental science.



Figure 8. The whiteboard templates for the four activities (next four pages). Delegates were given 45 minutes per whiteboard, and each box contained a question or task, guiding delegates in the discussions and avoiding sandpits from forming.

Activity1.

Go through the questions 1.1 to 1.5
Assign one of you to watch the time. Questions 1.1 to 1.3 should not take more than 15 minutes, leaving you with 15 minutes each for 1.4 and 1.5.

1.1 Which part of this landscape do you...
(move the icons to where relevant on the landscape shown)

A. Come from × × × × × ×

B. Live in [house icons]

C. Research about [document icons]

1.2 Include the following words to verbally describe your work to the group.
Assign one of you to watch the time and keep this to within 5 minutes.
Academic and/or practitioner
Science, arts and/or humanities
Interdisciplinary and/or transdisciplinary
Communities
General public

1.3 How does your work get evaluated for promotion?
e.g. publications, grants funded, footfall through the door, sales.
Assign one of you to watch the time and keep this to within 5 minutes.

1.4 Using one word per sticky note, write out 6-10 words that you think are jargon in your discipline. (use the space below, 3 minutes)
Now take turns: choose one word from someone else's list that you feel curious about and ask them to explain it to you.
Repeat this so each of you get a turn, and maybe each of you explains about three of your word list.

1.5 Assume there was a project which you worked on together. Assume resources were infinite and that there was a clear common goal. Explore and discuss ways in which you could ensure that each of you got the rewards you needed for your communities and for your own promotion. Use the space below to put your ideas on sticky notes

Activity 2.

Go through the questions 2.1 to 2.5, and end with ONE KEY POINT to share with the whole group.

Assign one of you to watch the time. Each question should take roughly 7-10 minutes. Assign a speaker to share this ONE KEY POINT to the whole group.

2.1 What precise skills and experiences do I bring to the table?



2.5 How might we need to build capacity for this to happen, and with whom?

Colonial history
and modern
environmental
science

2.2 How might I intellectually contribute to the explorations?

2.4 Who else needs to be in on this conversation? Think about cultures, religions, communities...

2.3 How might we work together on this?

Activity 3.

Start here

Maximum 15 mins

3.1 Where do you come from, live in, research about?
(Similar to first activity but without icons - use quick terms such as village, town, city, forest, river, marine)

3.2 Include the following words to verbally describe your work to the group, and how your work gets evaluated for promotion.
Assign one of you to watch time, keep this to within 5 minutes.
Academic and/or practitioner
Science, arts and/or humanities
Interdisciplinary and/or transdisciplinary
Communities
General public

3.3 Is there any vocabulary from yesterday's conversations that you might like to discuss with the group? (what we called jargon yesterday)

3.4 Assuming a project with infinite resources and common goal, what would you need to be "in it for you"?
Use the space below if needed

Do this next

Roughly 30 mins

3.5 Use the process and learnings you developed yesterday to explore new perspectives on the influence of colonial history on environmental science with your current group.

PROMPTS TO START THE DISCUSSION

- What skills and experiences do I bring to the table?
- How might I intellectually contribute to the discussion?
- How might we work together on this?
- Who else needs to be in this conversation?
- How might we need to build capacity for this to happen, and with whom?

Activity 4.

How might our work be more inclusive?

How might we use research into the colonial past to inform a more inclusive future for the environmental sciences?
How would that make our work more impactful?

Within UKRI



For your professional sector

For future generations

5.3 Delivery process and event agenda

The event was hosted using Zoom as the communications platform with guided activities on the whiteboard app Mural (as described above). Breakout rooms were pre-created in Zoom, and a separate whiteboard was created for each room. The link to their respective whiteboard was provided to delegates in the Zoom chat after they were in their respective breakout rooms, and delegates had a minimum of 45 minutes for each activity. Collaborative Capacities facilitators rotated around all breakout rooms to ensure flow of conversation, equal participation from all delegates and time keeping, while UKRI staff rotated alternate rooms to answer any relevant questions. There was always someone in the main Zoom room to catch delegates whose internet dropped and needed to go back in.

Agenda

Day 1

- 09:30 Arrivals, welcomes
- 09:40 Start introducing facilitating team and AHRC/NERC team. What to expect, this event is to explore what questions we should be asking and is not a sandpit or a think tank exercise.
- 9:50 Ice breaker: 2 people per 2min breakout rooms: Name, where you work, what did you have for breakfast. Switch when you see the notification that Breakout rooms will close in 60 seconds.
- 9:55 Mentimeter Word Cloud Q1: How would you describe your interest in this topic in three words
- 10:00 Hannah Collins, NERC Associate Director, Corporate Affairs, 10 mins plus 5 mins Q&A: about NERC/AHRC, the Hidden Histories programme
- 10:20 Get ready for first activity. Delegates into pre-created breakout rooms
- 10:30 Activity 1. Create opportunities for building partnerships, build capacity and capability
- 11:15 *All back to main room, introduce the idea of a “collaborative agreement” between researchers and announce Break till 11:30.*
- 11:30 Mentimeter Word Cloud Q2: How would you describe environmental science in three words.
- 11:40 Get ready for second activity. Delegates into same pre-created breakout rooms
- 11:45 Activity 2. Create opportunities for building partnerships, unearth different perspectives, bring back one thought to share during debrief.
- 12:30 Debrief in main Zoom room, 1 min per breakout room group to state their key point.
- 12:45 What to expect the next day. Take Mural snapshots, and leave boards open overnight.

Day 2

- 09:30 Arrivals, welcomes
- 09:40 Start high level recap of previous day, repeating some of the key points
- 09:45 Icebreaker: Mentimeter question on what they had for breakfast.
- 09:50 What to expect today
- 09:55 Get ready for third activity. Delegates into new pre-created breakout rooms
- 10:00 Activity 3. Create opportunities for building partnerships, build capacity and unearth new perspectives.
- 10:45 *All back to main room, announce Break until 11:15*
- 11:15 Evaluation Polls via Mentimeter.
- 11:30 Hannah King (NERC) and Tim Pank (AHRC) in interview with Sawsan Khuri (Collaborative Capacities) using questions previously asked by delegates either in breakout rooms or through the Zoom chat.
- 11:45 Activity 4. Create opportunities for building partnerships, build capacity and unearth new perspectives, with a focus on impact. Delegates in same breakout rooms
- 12:15 Debrief in main room and open discussion and Q&A
- 12:45 Event wrap up.

After the event, all whiteboards were captured into PDFs and shared with NERC/AHRC Head Office, and the results collated and analysed anonymously. The following sections synthesise the main points from each purpose, and all collated data is presented in the Appendices. It was interesting to note that all the questions that were asked during the Q&A on Day 2 also appeared in the notes on the whiteboards, and are therefore captured accordingly.

6. Evaluation

Along with the flash evaluation poll that was taken and described above (Figures 1-3), we take heart from the fact that we had 60 delegates on both days, that there was no attrition between the two dates, and everyone stayed till the end. Several notes written by delegates suggested that external facilitation might be a good idea for enhancing crossdisciplinary collaborative efforts on this topic, and a couple alluded to “workshops like this” for facilitating these collaborations (in Appendices 3 and 4).

Specific testimonials were received from the following delegates:

- Alexandra Alberda, University of Manchester

“The whole event was wonderfully active, thoughtfully organised, and great how we answered the questions through acting out what a collaboration on this might look like. Thinking-in-action, which I believe will be more impactful for participants than a straightforward feedback consultation would have been, because it modelled how we can work together with each other and communities.

The Hidden Histories Consultation Event's design stimulated in-depth and purposeful conversations around the topic through its highly-interactive small collaborative group work, which facilitated impactful conversation by making the consultation participant-centric, not organisation-centric which is typical of traditional approaches to Q&A set-ups. My hope is that this dialogic model, along with the overall themes brought up by the participants, is mirrored in the interventions to Hidden Histories that displaces epistemic injustices in environmental science project frameworks.”

- M Satish Kumar, Queen's University Belfast

“Many thanks for coordinating a two days of informative engagement. This event helped us to further appreciate the significance of embedding EDI into future research strategy and to be mindful as we seek collaborations”. Dr Kumar had also provided enthusiastic verbal feedback at the end of the event.

- Dan Ward, Institute of Environmental Science

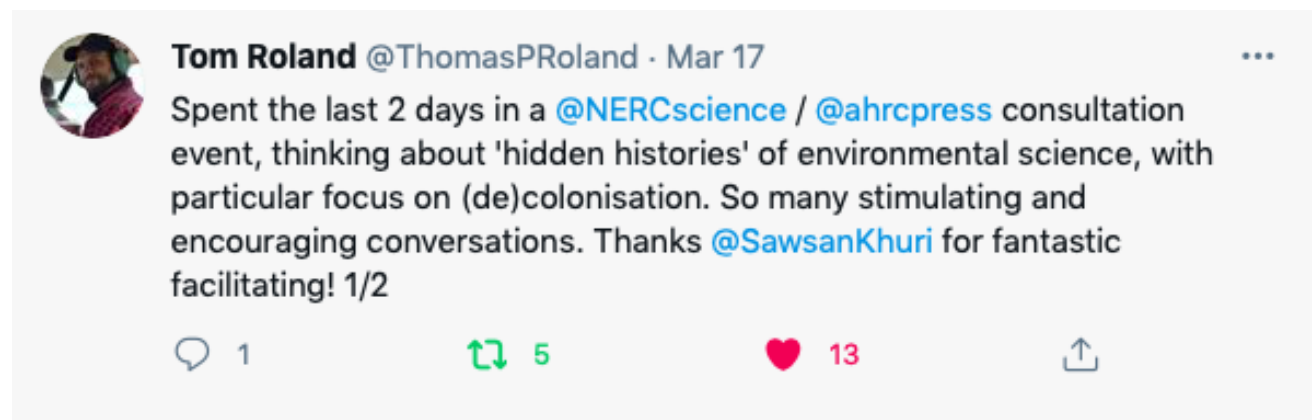
“I found the workshop incredibly interesting and a clever conduit for discussion on a really important topic from across the sector. From my experience, I got to meet and converse with individuals from organisations I wouldn't normally have had the opportunity to do so, and it's been really useful in understanding the breadth of work we still need to do, not just in terms of addressing colonial history, but across the spectrum of diversity, equity and inclusion.”

- Anonymous, UK Centre for Ecology and Hydrology

“... am really looking forward to tomorrow – it was such a fantastic and inspiring morning”

“I love the warmth and light-hearted but focused event – thank you for being so welcoming and inclusive!”

Two delegates tweeted (see below), Tom Roland from the University of Reading, and Francesca Snelling, whose tweet also included the image used for the event invitation.



9:19 AM · Mar 17, 2021 · Twitter for iPhone