IOS Speciation Network Workshop - March 2023

[ESEB-funded Special Topic Network, Integration Of Speciation Research (IOS)](#) is organizing a workshop to be held next year (30th March to 3rd April 2023) in Tvärminne field station, Finland. This workshop will gather diverse researchers (~40 people) to consider how we can better integrate speciation research.

We have identified five areas where we think that integration might help advance our field:

1. Integrating over different subfields
2. Integrating over spatial and temporal scales
3. Integrating over taxonomic/environmental/ecosystems gaps;
4. Consistent reporting standards and measurements of RI and gene flow to facilitate meta-analyses/comparative analyses
5. Integrating the language of speciation

A brief description of each topic can be found [here](#). The aim of the workshop is to discuss these challenges, and write a perspective article that we plan to submit to the *Journal of Evolutionary Biology*.

If you are interested in applying to participate in the workshop, please fill out the form below.

* Indicates required question

1. Name *

   _____

2. E-mail *

   _____

3. Website / Google Scholar Link

   _____

4.   Institution Name *

_____

5. Institution location *

Mark only one oval.

- Afghanistan
- Albania
- Algeria
- Andorra
- Angola
- Antigua and Barbuda
- Argentina
- Armenia
- Aruba
- Australia
- Austria
- Azerbaijan
- Bahamas, The
- Bahrain
- Bangladesh
- Barbados
- Belarus
- Belgium
- Belize
- Benin
- Bhutan
- Bolivia
- Bosnia and Herzegovina
- Botswana
- Brazil
- Brunei
- Bulgaria
- Burkina Faso
- Burma
- Burundi

- ( ) Cambodia
- ( ) Cameroon
- ( ) Canada
- ( ) Cabo Verde
- ( ) Central African Republic
- ( ) Chad
- ( ) Chile
- ( ) China
- ( ) Colombia
- ( ) Comoros
- ( ) Congo, Democratic Republic of the
- ( ) Congo, Republic of the
- ( ) Costa Rica
- ( ) Cote d'Ivoire
- ( ) Croatia
- ( ) Cuba
- ( ) Curacao
- ( ) Cyprus
- ( ) Czechia
- ( ) Denmark
- ( ) Djibouti
- ( ) Dominica
- ( ) Dominican Republic
- ( ) East Timor
- ( ) Ecuador
- ( ) Egypt
- ( ) El Salvador
- ( ) Equatorial Guinea
- ( ) Eritrea
- ( ) Estonia
- ( ) Ethiopia
- ( ) Fiji
- ( ) Finland

- France
- Gabon
- Gambia, The
- Georgia
- Germany
- Ghana
- Greece
- Grenada
- Guatemala
- Guinea
- Guinea-Bissau
- Guyana
- Haiti
- Holy See
- Honduras
- Hong Kong
- Hungary
- Iceland
- India
- Indonesia
- Iran
- Iraq
- Ireland
- Israel
- Italy
- Jamaica
- Japan
- Jordan
- Kazakhstan
- Kenya
- Kiribati
- Korea, North
- Korea, South

- ( ) Kosovo
- ( ) Kuwait
- ( ) Kyrgyzstan
- ( ) Laos
- ( ) Latvia
- ( ) Lebanon
- ( ) Lesotho
- ( ) Liberia
- ( ) Libya
- ( ) Liechtenstein
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- ( ) Macau
- ( ) Macedonia
- ( ) Madagascar
- ( ) Malawi
- ( ) Malaysia
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- ( ) Malta
- ( ) Marshall Islands
- ( ) Mauritania
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- ( ) Mexico
- ( ) Micronesia
- ( ) Moldova
- ( ) Monaco
- ( ) Mongolia
- ( ) Montenegro
- ( ) Morocco
- ( ) Mozambique
- ( ) Namibia
- ( ) Nauru

- ◯ Nepal
- ◯ Netherlands
- ◯ New Zealand
- ◯ Nicaragua
- ◯ Niger
- ◯ Nigeria
- ◯ North Korea
- ◯ Norway
- ◯ Oman
- ◯ Pakistan
- ◯ Palau
- ◯ Palestinian Territories
- ◯ Panama
- ◯ Papua New Guinea
- ◯ Paraguay
- ◯ Peru
- ◯ Philippines
- ◯ Poland
- ◯ Portugal
- ◯ Qatar
- ◯ Romania
- ◯ Russia
- ◯ Rwanda
- ◯ Saint Kitts and Nevis
- ◯ Saint Lucia
- ◯ Saint Vincent and the Grenadines
- ◯ Samoa
- ◯ San Marino
- ◯ Sao Tome and Principe
- ◯ Saudi Arabia
- ◯ Senegal
- ◯ Serbia
- ◯ Seychelles

- Sierra Leone
- Singapore
- Sint Maarten
- Slovakia
- Slovenia
- Solomon Islands
- Somalia
- South Africa
- South Korea
- South Sudan
- Spain
- Sri Lanka
- Sudan
- Suriname
- Swaziland
- Sweden
- Switzerland
- Syria
- Taiwan
- Tajikistan
- Tanzania
- Thailand
- Timor-Leste
- Togo
- Tonga
- Trinidad and Tobago
- Tunisia
- Turkey
- Turkmenistan
- Tuvalu
- Uganda
- Ukraine
- United Arab Emirates

- United Kingdom
- United States
- Uruguay
- Uzbekistan
- Vanuatu
- Venezuela
- Vietnam
- Yemen
- Zambia
- Zimbabwe

6. Nationality *

Mark only one oval.

- ○ Afghanistan
- ○ Albania
- ○ Algeria
- ○ Andorra
- ○ Angola
- ○ Antigua and Barbuda
- ○ Argentina
- ○ Armenia
- ○ Aruba
- ○ Australia
- ○ Austria
- ○ Azerbaijan
- ○ Bahamas, The
- ○ Bahrain
- ○ Bangladesh
- ○ Barbados
- ○ Belarus
- ○ Belgium
- ○ Belize
- ○ Benin
- ○ Bhutan
- ○ Bolivia
- ○ Bosnia and Herzegovina
- ○ Botswana
- ○ Brazil
- ○ Brunei
- ○ Bulgaria
- ○ Burkina Faso
- ○ Burma
- ○ Burundi

- Cambodia
- Cameroon
- Canada
- Cabo Verde
- Central African Republic
- Chad
- Chile
- China
- Colombia
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- Congo, Democratic Republic of the
- Congo, Republic of the
- Costa Rica
- Cote d'Ivoire
- Croatia
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- Cyprus
- Czechia
- Denmark
- Djibouti
- Dominica
- Dominican Republic
- East Timor
- Ecuador
- Egypt
- El Salvador
- Equatorial Guinea
- Eritrea
- Estonia
- Ethiopia
- Fiji
- Finland

- ○ France
- ○ Gabon
- ○ Gambia, The
- ○ Georgia
- ○ Germany
- ○ Ghana
- ○ Greece
- ○ Grenada
- ○ Guatemala
- ○ Guinea
- ○ Guinea-Bissau
- ○ Guyana
- ○ Haiti
- ○ Holy See
- ○ Honduras
- ○ Hong Kong
- ○ Hungary
- ○ Iceland
- ○ India
- ○ Indonesia
- ○ Iran
- ○ Iraq
- ○ Ireland
- ○ Israel
- ○ Italy
- ○ Jamaica
- ○ Japan
- ○ Jordan
- ○ Kazakhstan
- ○ Kenya
- ○ Kiribati
- ○ Korea, North
- ○ Korea, South

- Kosovo
- Kuwait
- Kyrgyzstan
- Laos
- Latvia
- Lebanon
- Lesotho
- Liberia
- Libya
- Liechtenstein
- Lithuania
- Luxembourg
- Macau
- Macedonia
- Madagascar
- Malawi
- Malaysia
- Maldives
- Mali
- Malta
- Marshall Islands
- Mauritania
- Mauritius
- Mexico
- Micronesia
- Moldova
- Monaco
- Mongolia
- Montenegro
- Morocco
- Mozambique
- Namibia
- Nauru

- ○ Nepal
- ○ Netherlands
- ○ New Zealand
- ○ Nicaragua
- ○ Niger
- ○ Nigeria
- ○ North Korea
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- ○ Oman
- ○ Pakistan
- ○ Palau
- ○ Palestinian Territories
- ○ Panama
- ○ Papua New Guinea
- ○ Paraguay
- ○ Peru
- ○ Philippines
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- ○ Russia
- ○ Rwanda
- ○ Saint Kitts and Nevis
- ○ Saint Lucia
- ○ Saint Vincent and the Grenadines
- ○ Samoa
- ○ San Marino
- ○ Sao Tome and Principe
- ○ Saudi Arabia
- ○ Senegal
- ○ Serbia
- ○ Seychelles

- Sierra Leone
- Singapore
- Sint Maarten
- Slovakia
- Slovenia
- Solomon Islands
- Somalia
- South Africa
- South Korea
- South Sudan
- Spain
- Sri Lanka
- Sudan
- Suriname
- Swaziland
- Sweden
- Switzerland
- Syria
- Taiwan
- Tajikistan
- Tanzania
- Thailand
- Timor-Leste
- Togo
- Tonga
- Trinidad and Tobago
- Tunisia
- Turkey
- Turkmenistan
- Tuvalu
- Uganda
- Ukraine
- United Arab Emirates

○ United Kingdom

○ United States

○ Uruguay

○ Uzbekistan

○ Vanuatu

○ Venezuela

○ Vietnam

○ Yemen

○ Zambia

○ Zimbabwe

7. Gender

    Mark only one oval.

    ○ Female

    ○ Male

    ○ Non-binary

    ○ Prefer not to share

8. What is your career stage? *

Mark only one oval.

○ undergraduate student

○ graduate student (Masters)

○ graduate student (PhD)

○ postdoctoral scholar / research associate

○ lab technician / research assistant / bioinformatician

○ pre-tenure faculty (assistant professor, lecturer or equivalent position)

○ tenured faculty (associate / full professor, senior lecturer, reader or equivalent position)

○ independent fellow / group leader

○ other

9. Briefly list your primary study organisms. If you mainly develop models or methods, * please state that.

_____

10. Which approaches do you use to study speciation? Choose up to 3 options. *

Check all that apply.

- [ ] Behavioral observations/ experiments
- [ ] Biogeographic studies
- [ ] Controlled crosses between polymorphs, populations, lineages, etc.
- [ ] Field-based, lab-based, or greenhouse-based estimates of reproductive isolation
- [ ] Hybrid zone studies
- [ ] Method development
- [ ] Modeling and / or simulation studies
- [ ] Museum-based studies
- [ ] Paleontological data
- [ ] Phylogenetic comparative approaches, including diversification analyses
- [ ] Phylogeographic studies
- [ ] Population genetic/genomic analysis
- [ ] Systematics
- [ ] Species delimitation
- [ ] Theory development

11. At what scales do you study speciation primarily? *
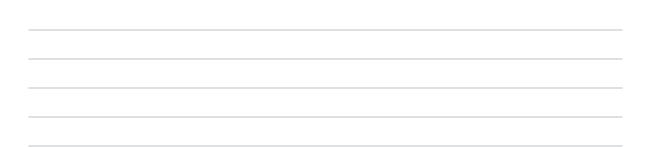
Mark only one oval.

- ( ) Microevolution
- ( ) Macroevolution
- ( ) Both micro- & macro-evolution
- ( ) Other: _____

12. Workshop participants will engage over five primary topics. Most discussions will be held in these small groups, and individual researchers will only participate in one group. In which of these would you like to participate? Full descriptions here.

Check all that apply.

	Choice 1	Choice 2	Choice 3
Consistent reporting standards and measurements of RI and gene flow to facilitate meta-analysis/comparative analysis	☐	☐	☐
Integrating over different subfields	☐	☐	☐
Integrating over spatial and temporal scales	☐	☐	☐
Language of speciation	☐	☐	☐
Integrating over taxonomic/environments/ecosystems gaps	☐	☐	☐

13. Please describe your motivation for participating in this workshop and how you would contribute to integrative workshop discussions (less than 200 words).

_____

_____

_____

_____

_____

14. We will cover housing and food for the duration of the workshop, and arrange a   *
    bus transportation to and from the field station. Travel costs to Helsinki, Finland
    should be covered by the participant. However, if no funds to cover travel costs
    exist, please state it here. We will do our best to help with travel costs, especially
    for underrepresented groups and career stages

    Mark only one oval.

    ◯ Yes, I have access to funding to travel

    ◯ No, I do not have access to travel funding

    ◯ Maybe

15. I confirm that I will be available for the entirety of the workshop (March 30th 2023 - *
    April 3rd 2023).

    Mark only one oval.

    ◯ Yes

    ◯ No

Approach to Selecting Workshop Participants

The overarching goal of this workshop is to help integrate diverse approaches to studying speciation. Accordingly, the goal of our selection procedure was to identify individuals from diverse backgrounds & perspectives who were motivated to collaborate with a range of speciation researchers.

Applicants were scored in two ways:
- **Motivation score**: four network members read the applicant's short submitted paragraph and independently scored the applicant's motivation to participate. Scores were correlated across members and were thus averaged to generate a final motivation score.
- **Research diversity score**: Based on study organism, scales studied (micro-, macroevolution, both), and approaches used, we algorithmically assigned each applicant a research diversity score that reflects the uniqueness of their research program when compared to the pool of other applicants.

We selected individuals using **four criteria**:
- We selected all individuals who had high research diversity scores and who were scored to be motivated.
- We selected all individuals from the global south (either in origin or currently) who were scored to be motivated.
- We selected all individuals – regardless of research approach and demographic background – who were scored to be highly motivated.
- Because two of our topics were less popular ("language of speciation" and "reporting standardized reproductive isolation"), we selected all individuals who identified these two topics in their top two choices and who were scored to be motivated.

Finally, we made minor adjustments to this short list to create gender balance and to ensure that each workshop topic included at least one senior faculty participant.

Our final list of selected individuals reflects:
- **Demographic diversity**
  - Gender: 48% Female, 48% Male, 4% non-binary
  - Career Stage: 24% graduate student, 32% postdoctoral researcher or research associate, 24% pre-tenure faculty, and 20% tenured faculty
  - Nationality: 36% global south countries, 64% global north countries
- **Research diversity**
  - Approaches used include behavioral trials (n = 6 individuals), field or lab-based experiments (n = 11), population genomic approaches (n = 17), phylogenetic and phylogeographic analyses (n = 8), systematics (n = 4), and theory, modeling and/or methods development (n = 8).
  - People who study microevolution primarily (72%), macroevolution (8%), and both scales (20%)

- A diversity of study systems found in a wide-range of habitats, including microorganisms (e.g. yeast, nematodes), plants (e.g. trees, flowering plants), vertebrates (e.g. birds, fish, reptiles, mammals), invertebrates (e.g. flies, butterflies, beetles, gastropods).

IoS Integration Workshop @ Tvärminne, Finland 2023

Suggested activities and guidelines for discussion leaders on running the sessions

Suggestions for promoting the participation of all attendees

Each group has 8 or 9 participants: an invited discussion leader, two IoS members, and 5 - 6 group members who were selected from an application pool. Importantly, the selection committee for this workshop aimed to maximise participant diversity across multiple axes: research approaches employed, taxonomic group researched, evolutionary scales (micro / macro) considered, and demographic factors (e.g., career stage, country of origin). Because of both the relatively large size of the group & the diversity of its members, discussion leaders will need to be thoughtful in how to engage their groups.

Here are ideas on activities that can be used to help facilitate open conversation. These have been borrowed from well-defined collaborative writing & active learning approaches and we propose that discussion leaders together with IOS members will structure each session using these approaches. Expectations can be set before each session in terms of the goals of the session, but also in terms of inclusive participation.

- **Activities to develop and expand ideas and write an outline of the section (mostly sessions 2 & 3 but can apply to other sessions)**
  - When initiating a discussion point, take enough time to make sure everyone has understood (language barrier), has had time to think about the point, and had the opportunity to express some ideas.
  - Encourage independent generation of ideas – e.g., silent whiteboarding on a chalkboard or jamboard or independent writing – so that people can share their ideas before groupthink ensues
  - Consider splitting the group up into pairs (or trios) and have them discuss challenges & solutions in the group - have pairs then report back to full group about possible edits to the list
  - To give everyone a formal role during each session, you can designate a time keeper and a note taker per session to record ideas in the shared google doc, and rotate these roles between sessions. If the group finds it helpful, give a formal role to each group member - e.g., initiator (someone who asks questions), time keeper (someone who tracks the time), clarifier (someone who asks clarifying questions).
  - You can also use brainstorming to collect ideas where one person is assigned to make a mindmap and everyone contributes ideas: https://www.mindtools.com/acv0de1/brainstorming
- **Activities to write an outline of the section**
  - Review what has been discussed so far, then discuss in small groups for five minutes to fill in gaps and develop joint questions
  - Consider creating a debate-like atmosphere for discussion of potential solutions
    - Assign participants to different solutions and they have to argue for why the solution is the "right" one or the "wrong" one

- If you feel you have enough time for this during one session, you could use a "jigsaw" approach to review the literature in the field - give each participant ~20 - 30 minutes to review 1 paper (either predetermined or self-identified) and have them report back key points to the group
- Organize group discussion around more tangible questions; consider answering these in a round-table format where everyone is forced to give an explicit opinion or pass to ensure all voices are heard
  - "What figure, if any, would help us illustrate our main points?"
  - "What sort of informal or formal meta-analysis, if any, would help us illustrate our main points?"
  - "What theory is relevant to our arguments?"
  - "Which key papers do we need to cite?"
  - "Do our arguments show any taxonomic bias?"
  - "Do our arguments consider both micro- and macro-level patterns?"
  - "Are there any natural subsections in our section, and if so, what are they and how long should they be?"
  - "Which of the terms we use are jargon and need to be defined?"
- Keep track of main discussion points during the activity, write down an outline for your section
- **Activities to draft section including figures (sessions 5 & 6)**
  - Try some collaborative writing techniques
    - One person talks, the other person says nothing and types (they can choose to edit what the person says lightly, or they can just transcribe)
    - Two or more people work simultaneously on a section in a GoogleDoc (aim to pair people across career stages)
    - Or, do what is more standard in our field: divide the section into subsections & figures and assign to individuals
  - Engage in a group discussion on "muddy points" of the section - what are unstated assumptions of our text? What are we assuming people know? Where is our logic unclear?
    - Consider doing this in an anonymous way (jamboard or similar) so that people might feel more comfortable offering dissenting opinions
- **Activities to review and revise (sessions 7 & 9)**
  - Try some collaborative revising techniques
    - Put the draft up on a screen and discuss it sentence-by-sentence
    - Assign subsections of the text your group has written to a pair of people within your group, and exchange subsections so that each pair discusses each subsection. This activity is not meant to act between the five theme groups, but within one group.

Suggestions for reporting intermediate progress during the workshop

- **Prioritize junior scientists** (group of two) to report progress in joint sessions (sessions 4 and 10) if they feel like doing it (start with offering this option, assess if they feel comfortable in doing it, and if not, choose another option combining one junior/one more senior for

example); there are two sessions with reporting, so four junior scientists could be involved. DLs, IOS members and the other participants will help prepare these reports.

- To facilitate discussions across topics and give consistency in the way that topics are structured, **standardize as much as possible the way progress is reported** across groups, following these possible guidelines:

◆ *Discussion leaders' preparatory document (shared before the workshop):*
Provide a short document (in the shared folder 'preparatory reading') with the key challenges that you have identified about your topic. The main purpose is to get people thinking about the topic beforehand. Please follow this common approach of formulating the challenges as questions because questions naturally invite discussion and make it easier for people to contribute. The list of challenges does not need to be exhaustive (max 3-5) - it is actually better if not all your ideas are presented so that participants can expand this list of challenges during the workshop with your help. The document could be structured as follows:
➔ A paragraph with a general description of the topic
➔ A few major challenges (3 -5) in the topic area formulated as questions, with 2 or 3 clarifying sentences if needed

◆ *Discussion leaders' introductory presentations (session 1, joint):*
The 10-minute presentations by the discussion leaders planned to kick start the workshop. They should also be based on these core challenges/questions, perhaps hinting at some possible ways forward, but leaving plenty of space to workshop each topic.

◆ *Group progress report 1 (session 4, joint):*
The 5-minute progress report should be given by two group members for each group. Discussion leaders should prioritize junior scientists for this task. This first progress report will focus on presenting the current outline for each topic in the form of the working document. The outline presented should contain bullet points of the different ideas gathered for each group organised into two brief sections : (1) questions/challenges and (2) solutions.

◆ *Group progress report 2 (session 10, joint):*
The 5-minute progress report should be given by two group members for each group. Discussion leaders should prioritize junior scientists for this task. This second progress report will focus on reporting the first draft (text, illustrations) of each section and any points to consider in the final draft. Each group will show their progress in the working document.

Code of Conduct

One of the goals of the "Integration of Speciation" STN is to promote inclusivity and diversity in our field. Having an inclusive code of conduct in the workshop is one opportunity to promote those important aspects. All attendees are asked to follow the code of conduct below to help ensure a safe and welcoming environment for everybody.

Expectations

- Be kind, considerate and open minded. Use welcoming and inclusive language and be respectful and considerate of differing viewpoints and experiences.
- We value diverse viewpoints; it is important you express yourself if you disagree and point out when you find arguments unclear. Everyone should feel welcome and comfortable to ask for clarification.
- Be aware that not everyone speaks English as their native language. Take time in trying to understand everyone and speak in a measured, well-paced tone. Try to avoid idiomatic language or local slang. Be aware of privilege and power dynamics. If you find you are talking or commenting a lot, consider stepping back to leave more space for others.
- Be collaborative in your interactions. Build upon other's ideas rather than dominating over their ideas. If you share the work or ideas of others, give credit where it is due.
- Communicate openly and thoughtfully with others, listen well to others, and be considerate of the multitude of views and opinions that are different from your own. Make room for a diversity of voices in group discussions. Discussion leaders, please gently invite participation from those who are more quiet.
- Be constructive in offering criticism, and be gracious in accepting it. When you disagree with something someone said, engage them in conversation to create a dialogue rather than directly dismissing what they said. Direct critiques toward ideas rather than people.
- Demeaning or aggressive behaviour is not tolerated.

If you encounter behaviour that makes you or others feel uncomfortable, please discuss this with one of the IOS committee members or if you wish to remain anonymous, tell us via this link *https://docs.google.com/forms/d/e/1FAIpQLScMIgmapSCT0PoWoiRWV3LJwVYQ-h9XbUelyIMQqswTorV G6w/viewform?usp=sf_link*.

This code of conduct directly borrows from three other codes of conducts from the Open Education Conference, ESRI, and National Association of Science Writers.

CASE STUDIES

- You are reviewing your reading list for your Graduate Seminar on Modern Approaches to Speciation and you notice that all the featured papers arise from labs headed by male PIs.
    - Is this an issue? If so, why?
    - If you see this as an issue, how could you address it? What is the ideal solution?
    - Should you evaluate the efficacy of your solution? If so, how?
    - The following year you teach the class again. What will you do differently, if anything?

- You are a researcher based in Canada & you have a long standing research program in the Neotropics, studying drivers of speciation in millipedes. Your research program involves weeks of fieldwork a year, collection of hundreds of full animal specimens each time, and export of tissues for DNA analysis. The countries in which you do research require you to hire local field assistants.
    - What more - if anything - should you do to ensure equitable exchange of funds & opportunities with local scientists?
    - How would you respond to arguments that this work is colonialist? Or, that this work is an example of parachute science?

- You are guiding your star postdoctoral scholar on applying for their first faculty job. You recommend that they apply to only the "best" programs in evolution. Your postdoc scholar is queer, however, and many of these programs are in regions that have retrogressive laws discriminating against those in the LGBT community.
    - How should you change your advice - if at all?
    - How should you discuss this with your postdoc - if at all?

- You are evaluating grants for the National Geographic Society, and you notice many of the grants from the Global South are proposing to use Sanger sequencing. These grants are scoring low on "innovation".
    - Is this an issue? Why or why not?
    - If you see this as an issue, how could you address it? What is the ideal solution?
    - Should you evaluate the efficacy of your solution? If so, how?
    - The following year you review for the grant program again. The Program Officer asks all the reviewers if any changes need to be made to the reviewing & granting process. What do you say, if anything?

- You send your student to the field in a somewhat challenging location in the Alps. Unbeknownst to you, your student has a hidden disability that can make it hard to keep a predictable work schedule. However, after weeks of missed benchmarks, you realize something must be wrong.
    - How should you open a dialogue with your student?
    - Once you identify the issue, what is the ideal solution?
    - The following year you will send students to this location again. What should you do differently, if anything?

- In your first semester teaching your undergraduate (large) lecture class on Evolution, you are surprised to discover that a surprisingly large proportion of students do not "believe" in evolution because of religious beliefs. Your course is required as part of their degree.
    - How do you address these students?
    - What modifications might you make to the course - if any - in future iterations?
    - Do you discuss this issue with other colleagues teaching evolutionary biology in your department? If so, how?

- You are the Editor at Evolution. It is time to identify new members of the Editorial Board.
    - How do you do it?
    - What metrics - if any - should you collect to ensure this process is equitable?
    - Should you allow individuals to self-nominate? Why or why not?
    - If you allow individuals to self-nominate, how will you evaluate their applications?

- One of your graduate students is a single parent. They are brilliant & hard-working but their care-taking responsibilities mean that they often struggle with their workload. Most recently, they failed to finish their portion of a grant, leading your group to miss the deadline.
    - How should you open a dialogue with your student?
    - What are the possible solutions here?
    - Could you change your research group to better accommodate the needs of care-taking scientists? Should you? If so, how?

Tvarminne Workshop Feedback

All questions are optional.

Feel free to skip questions that do not apply or for which you have no feedback.

1. How satisfied were you with the following aspects of the workshop?

Mark only one oval per row.

	very unsatisfied	unsatisfied	neutral	satisfied	very satisfied
diversity of participants	◯	◯	◯	◯	◯
preparation for workshop	◯	◯	◯	◯	◯
logistics (e.g., travel, accommodations, food)	◯	◯	◯	◯	◯
within-group discussions	◯	◯	◯	◯	◯
writing within groups	◯	◯	◯	◯	◯
across-group joint discussions	◯	◯	◯	◯	◯
informal discussions (e.g., meal time, walk & talk, evening snack hour)	◯	◯	◯	◯	◯
diversity & equity session	◯	◯	◯	◯	◯

2. Which aspects of the workshop worked well?

_____

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3. Which aspects of the workshop could be improved?

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4. One of our primary goals of this workshop was to create an open and inclusive atmosphere for discussion. Please share your thoughts on how well we realized this goal & what we might have done differently.

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_____

5. What ideas do you have to increase diversity & inclusion in our field?

  - Please include here any programs, workshops, fellowships etc. of which you know.
  - Please also suggest any potential speakers that might provide new perspectives on speciation. You can see previous speakers [here](#).

_____

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6. What ideas, concerns & questions do you have about the network's next steps?

Please include here any thoughts on

  - the manuscript
  - seminar series
  - potential future workshops
  - additional programming

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