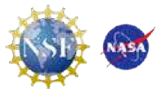


Diversity in Geochronology: Best Practices for Recruitment and Retention

10/8/22

Anka Knight
UNAVCO



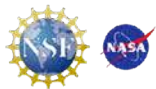
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Outline:

1. Diversity?
2. Recruitment
3. Cohort building
4. Retention
5. Questions?



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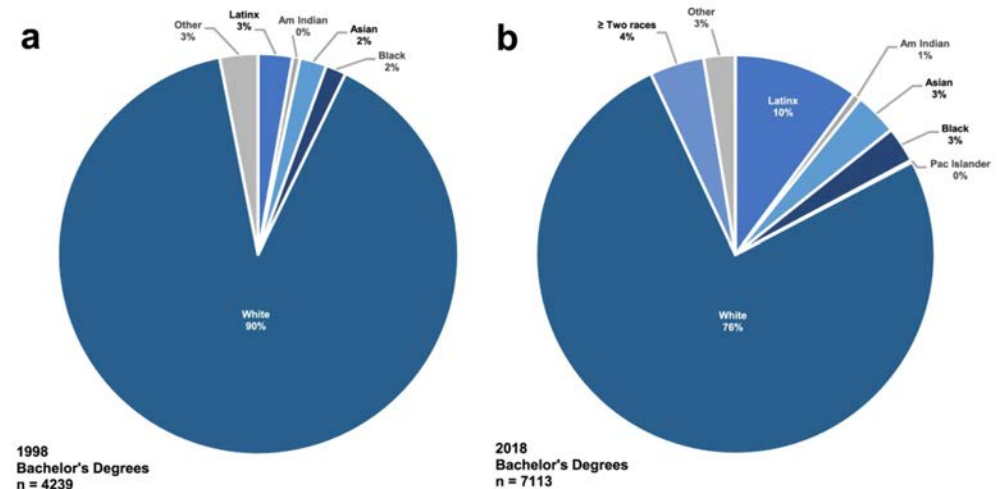
Diversity?

What do we mean by diversity?

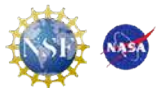
- Ethnicity or Race?

Fig. 1: Geoscience bachelor's degrees by race and ethnicity.

From: *Uneven increases in racial diversity of US geoscience undergraduates*



Pie chart comparison of 1998 (a), and 2018 (b) geoscience bachelor's degrees by students' race and ethnicity. Latinx (Hispanic or Latino), Am Indian (American Indian or Alaska Native), Black (Black or African American), Pac Islander (Native Hawaiian or Other Pacific Islander), Other (Other or unknown).



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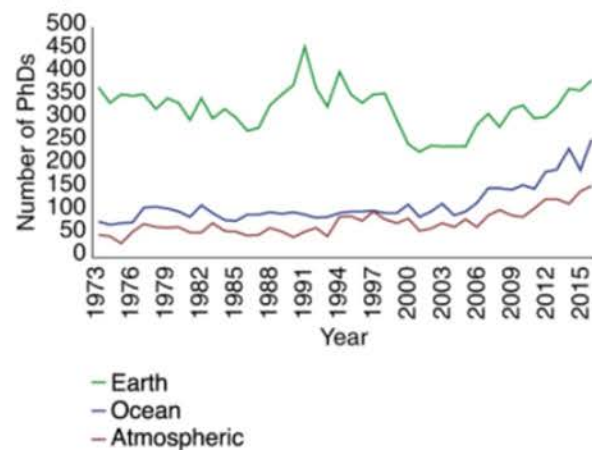
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Fig. 1: PhDs earned by US citizens and permanent residents between 1973 and 2016.

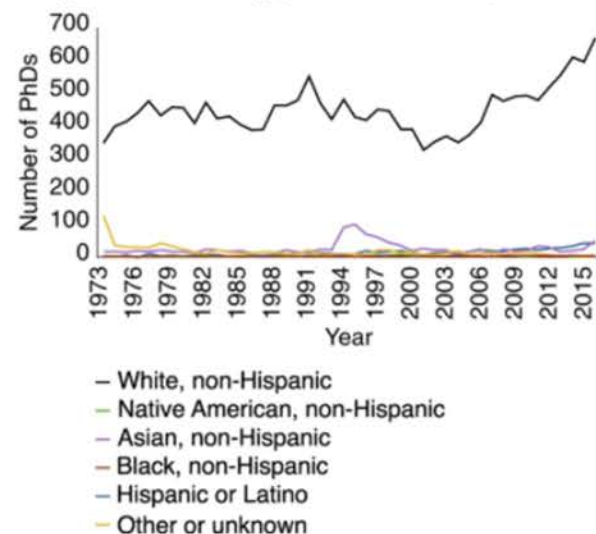
From: [No progress on diversity in 40 years](#)

Total PhDs earned over time

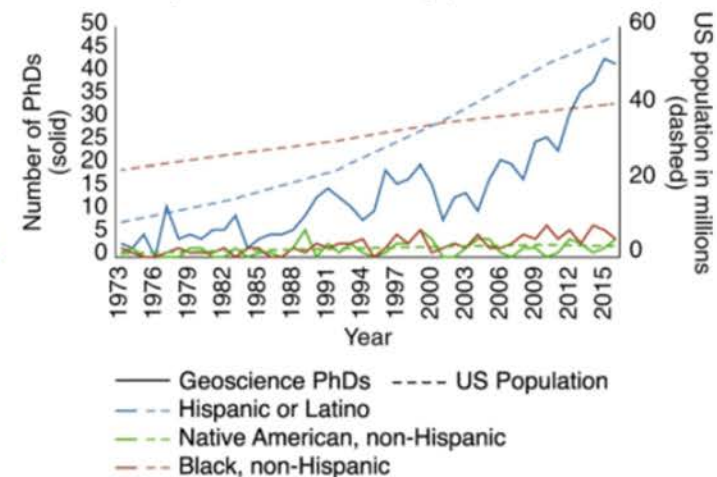
a By subfield



b By race and ethnicity (subfields combined)



c For underrepresented minorities only (subfields combined)



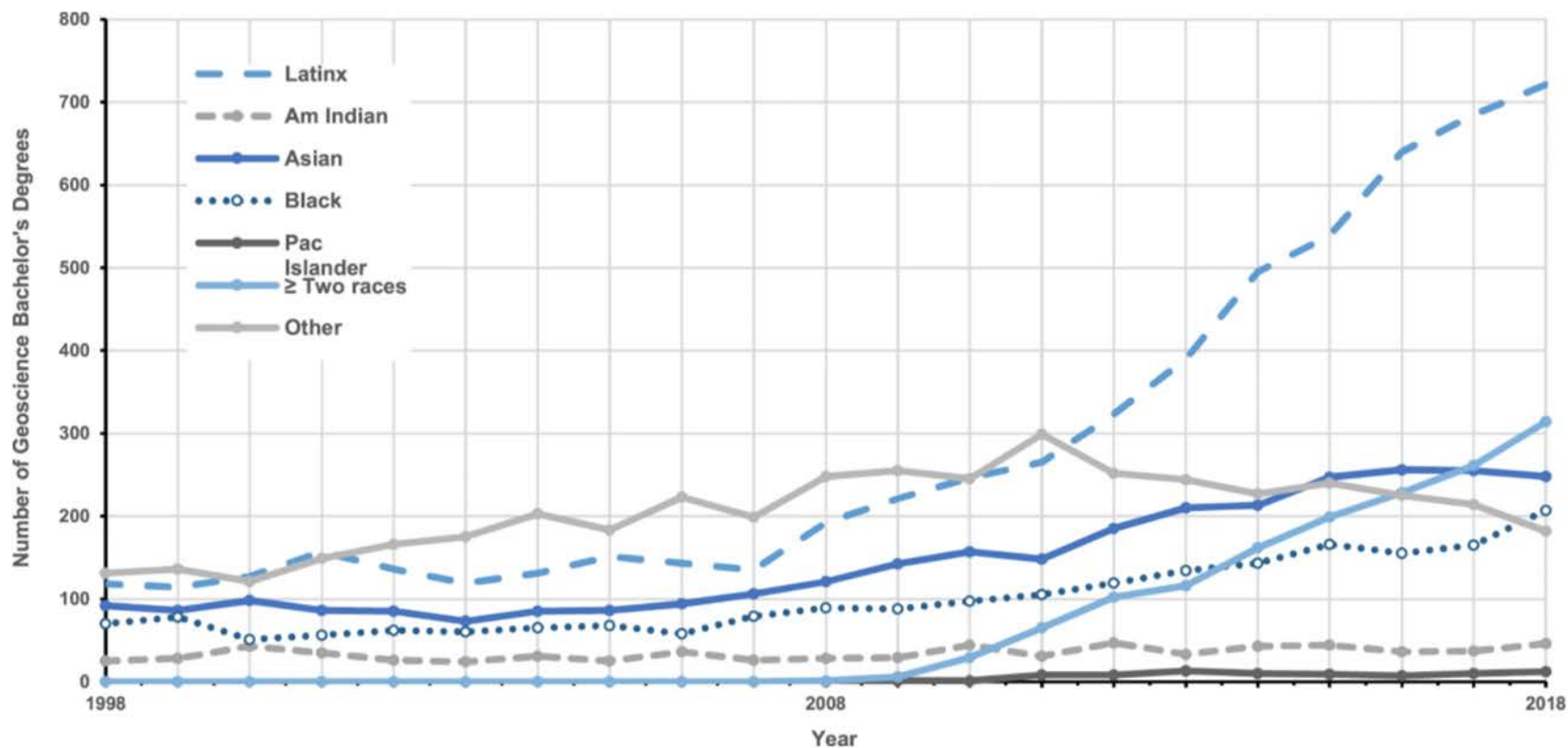
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Bernard & Cooperdock, 2018

Fig. 2: Bachelor's degrees by race and ethnicity 1998–2018.

From: [Uneven increases in racial diversity of US geoscience undergraduates](#)



Line chart of geoscience bachelor's degrees by students' race and ethnicity from 1998 through 2018. Latinx (Hispanic or Latino), Am Indian (American Indian or Alaska Native), Black (Black or African American), Pac Islander (Native Hawaiian or Other Pacific Islander), Other (Other or unknown).

Beane et al., 2021

Diversity?

What do we mean by diversity?

- Ethnicity or race
- Neurodivergent
- Income or socioeconomic level
- Varying physical abilities
- Family dynamic
- Veteran status
- First generation
- Etc.



A Diversified Geoscience Workforce



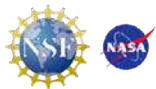
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How Do We Get There?

What do you perceive to be the barriers for diverse students who are considering applying for new academic or career opportunities?



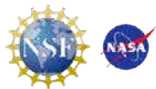
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Recruitment: The 5 W's

- Who: Is your target audience?
- Why: Should they engage?
- What: Messaging, opportunities your providing
- Where: Face to face? Social media? Zoom?
- When: Time of year, Time of Day? Available as a recording?



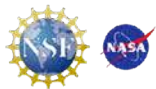
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Advert Materials

Be aware of your word choice and photos on all advertised materials.

Show drafted flyers to students at different academic levels or backgrounds before mass advertising.



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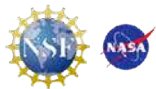




Broadening Participation in Geosciences

- Language matters
 - Geosciences = earth, geology, oceanography, atmospheric sciences
- Clear pathways to careers
 - What jobs are available for geoscientists?
- Creating accessible opportunities for exposure
 - Are there opportunities for all abilities?

Wolfe, 2018



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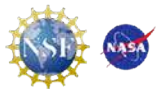


Pull in Real Life Examples

Showcase students from similar backgrounds in similar experiences to what you're offering.

Explicitly stating that you're looking for student's like those you're recruiting is helpful in reducing imposter syndrome.

“We’re looking for students with a variety of backgrounds in science. Whether your looking to start a scientific journey or your an established scientist we have an opportunity for you.”



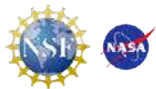
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Applications


Consider

- What information you need
- When you need it
- Overall time commitment of application



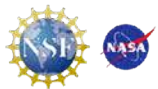
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How important do you think cohort building is? Particularly for students from groups underrepresented in STEM?

Why?



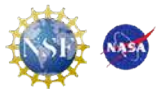
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Application Suggestions

- Ask the same question twice in different ways
- Give students space to explain what on the application worries them.
- Inquire about the whole student
- Make the application questions accurate outside of your application system.
- EX: [RESESS](#)



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Creating a Sense of Cohort

- Pre-Start introductions
- Team building exercises
- Frequent group check-ins
- “Forced” group activities
- Proximity can be key

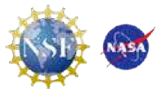


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Benefits?

- Creating a long standing community
- Shared experiences
- Networking
- Future shared experiences

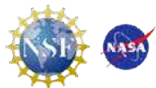


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Retention

- Environment
 - Supportive & Understanding
- Providing a cohort
- Education
 - On opportunities available
- Allowing students to “figure it out”
 - With direction (mentorship)

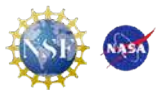


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Questions or Thoughts?



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