

# Geoscience Service Learning & Diversity

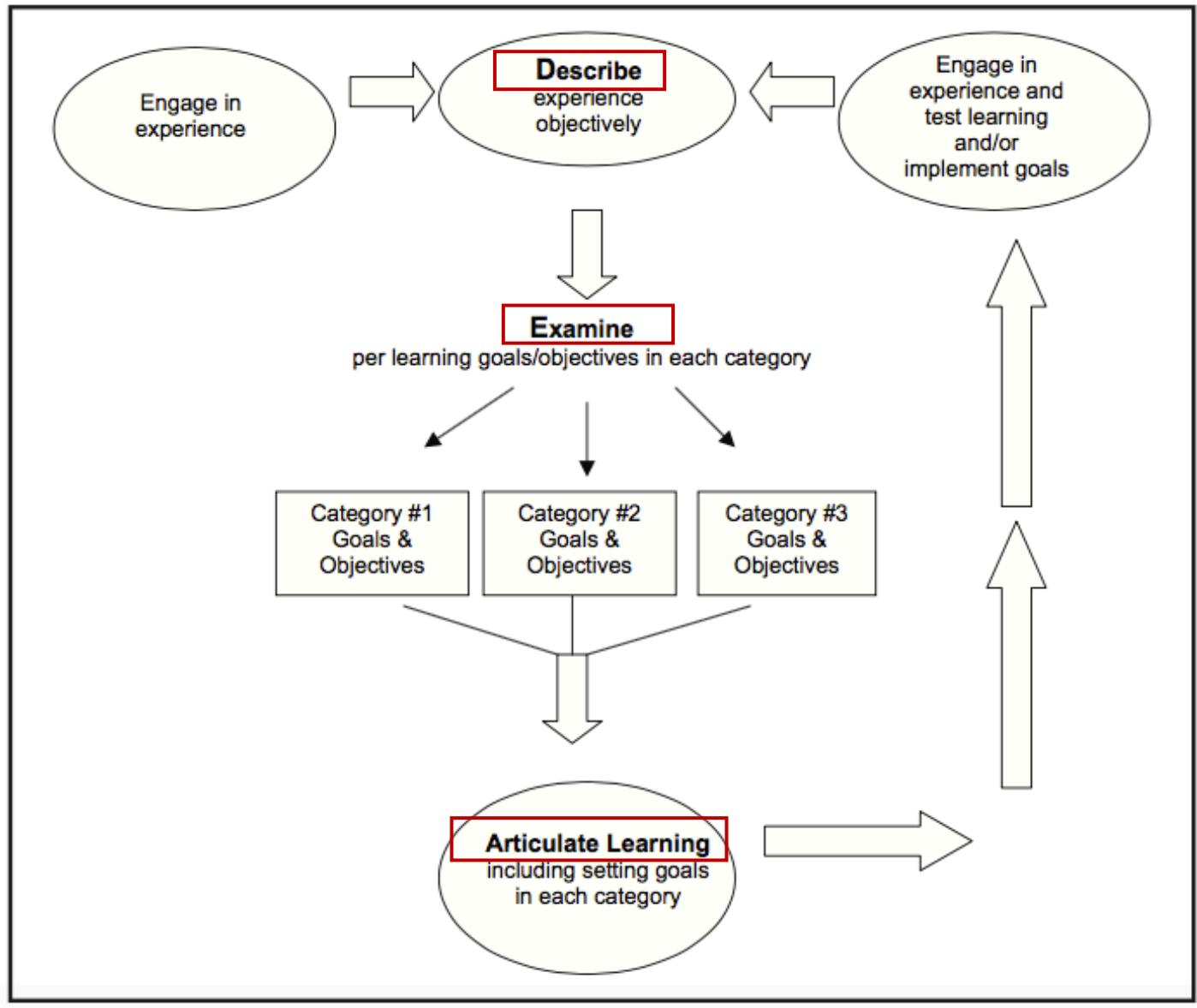
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# Geoscience Service Learning & Diversity: A Wide Open Opportunity for Research

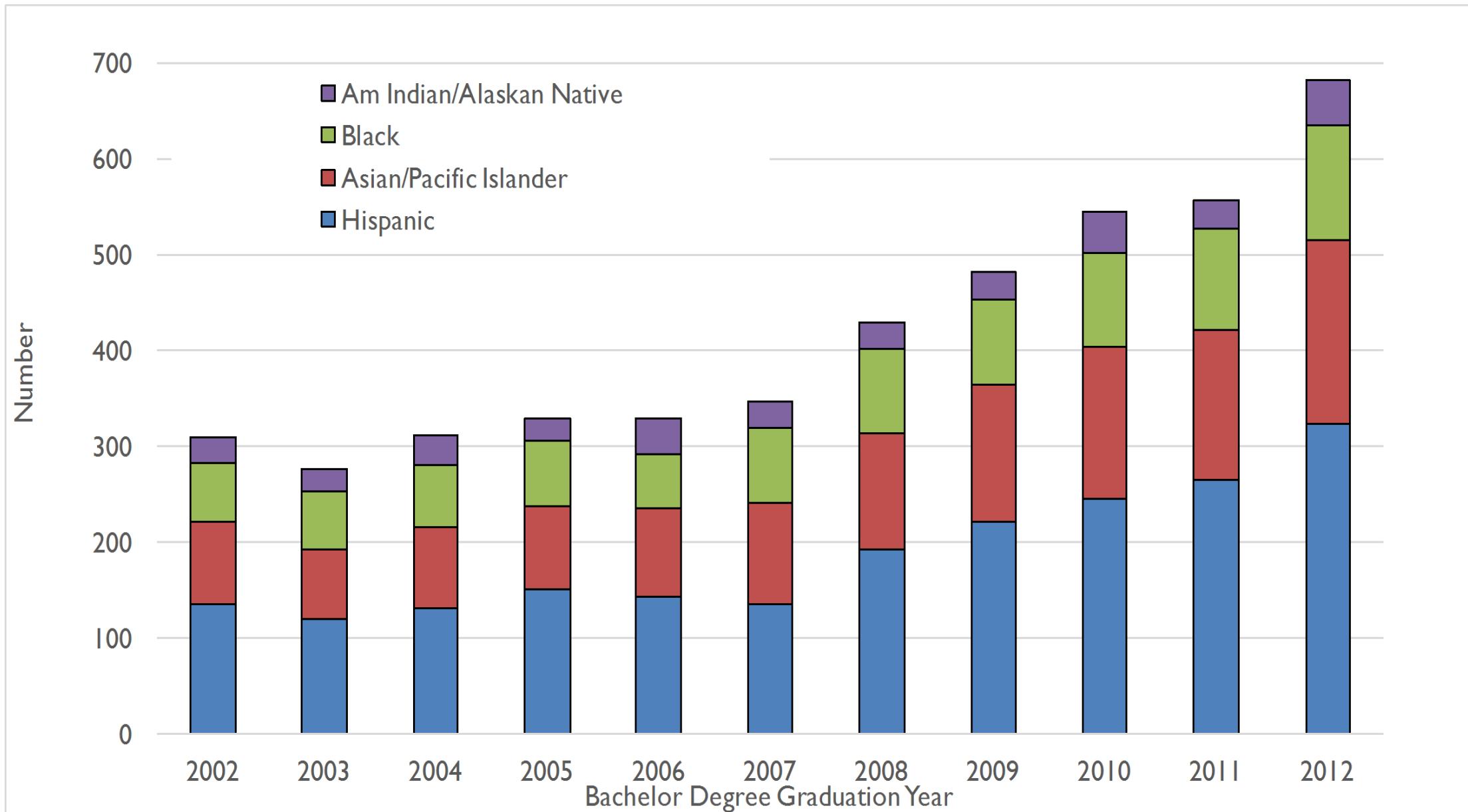
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# Reflection DEAL

Figure 4: Schematic Overview of the DEAL Model for Critical Reflection



# Bachelor Degree Recipients – Congratulations to us!



How can service learning contribute to diversity?

Reasons for not being involved in geoscience:

- Lack of exposure to geoscience and especially the employment opportunities,
- Were not attracted by the out-of-doors emphasis that was a draw for many white students,
- Wanted to pursue a career with more prestige and name recognition, and
- Didn't think geoscience was relevant to their lives.

- (e.g. Whitney et al., 2005, Huntoon and Lane, 2007, Levine et al., 2007, Hoisch and Bowie, 2010, Velasco and Velasco, 2010, Stokes et al., 2015). Multiple reasons were identified and include that URM students (and/or their parents)

How can service learning contribute to diversity?

Reasons for not being involved in geoscience:

1. Lack of exposure to geoscience and especially the employment opportunities

- Get out in the community (networking, skills, “meet a geoscientist”)
- Post/inform employment opportunities
  - Better initial job outcomes Matthews et al., (2015)
  - Higher graduation rates (Lockerman and Pelco, 2013)
  - Starting salaries

How can service learning contribute to diversity?

Reasons for not being involved in geoscience:

2. Where not attracted by the out-of-doors emphasis that was a draw for many white students

Change your webpage (and geomarketing)!

Diverse students

Post pictures of people in labs, on computers working with people

Geomajors who have pursued other employment opportunities

medical school, lawyers, governor, secretary of state, head of planned parenthood for Colorado

How can service learning contribute to diversity?

Reasons for not being involved in geoscience:

3. Wanted to pursue a career with more prestige and name recognition

Change your webpage (Your majors, geomarketing)

What geologists are doing

Compile degree recipients who pursued other careers  
(SERC? AGI?)

- (e.g. Whitney et al., 2005, Huntoon and Lane, 2007, Levine et al., 2007, Hoisch and Bowie, 2010, Velasco and Velasco, 2010, Stokes et al., 2015). Multiple reasons were identified and include that URM students (and/or their parents)

How can service learning contribute to diversity?

Reasons for not being involved in geoscience:

#### 4. Didn't think geoscience was relevant to their lives.

Climate change (and health, ecology, food, water, disasters, etc.)

Sea level rise (erosion, saltwater intrusion, storm surge)

Water (drinking, cleaning, precipitating, lack of)

Energy (wind, solar, fossil fuel, nuclear, hydro, bio, etc.)

Land use (heat islands, impervious surfaces,

# What service learning offers

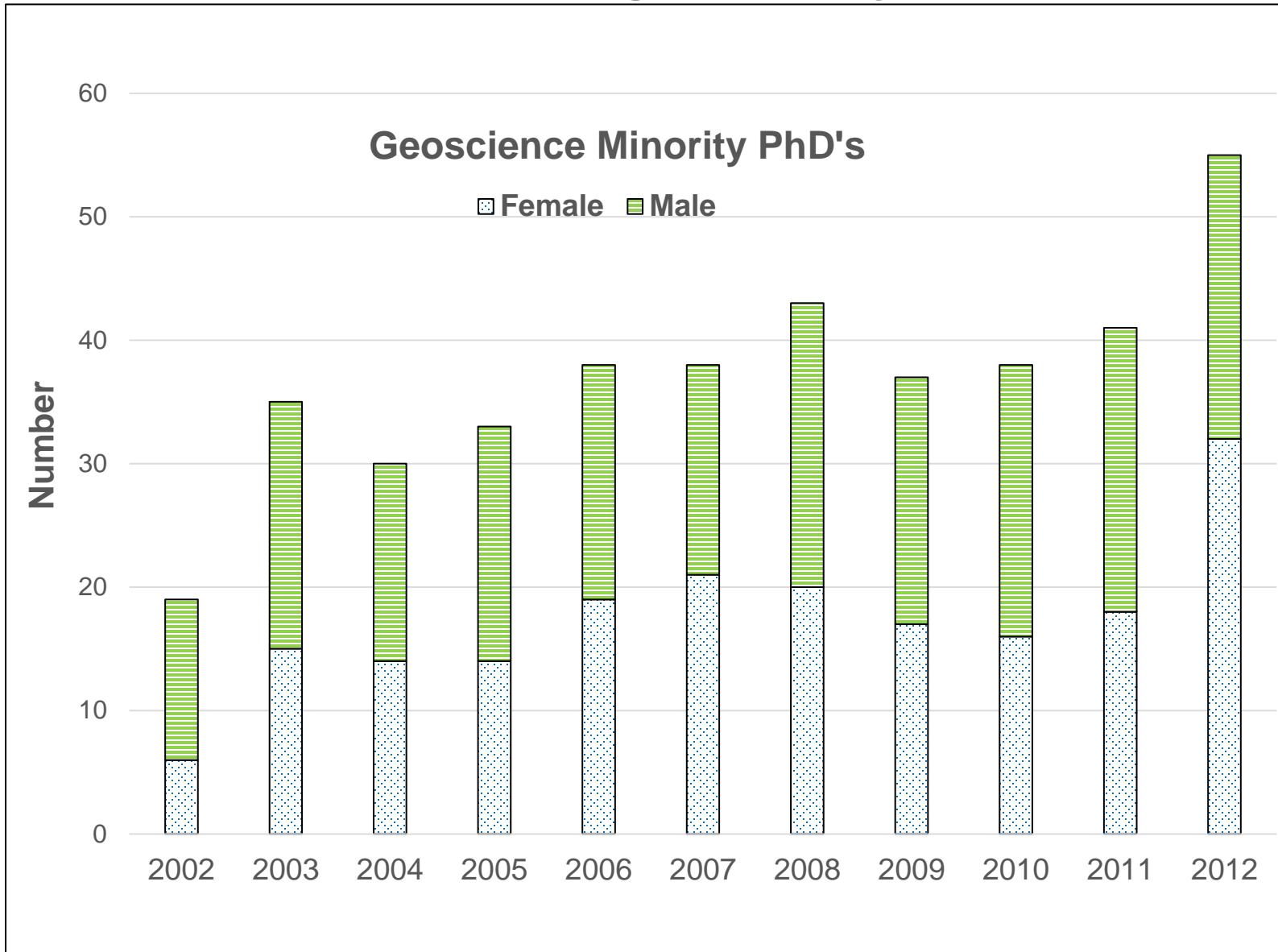
- Better initial job outcomes Matthews et al., (2015)
- Higher graduation rates (Lockerman and Pelco, 2013)
- **“Qualitative findings suggest that service learning is effective in part because it facilitates four types of outcomes: a) an increased sense of personal efficacy, b) an increased awareness of the world, c) an increased awareness of one’s personal values, and d) increased engagement in the classroom experience.” (Astin et al. 2000).**
- Higher order thinking skills

Recruit, recruit, recruit

Environmental  
Geochemistry Course  
@ Wesleyan



# Potential New Service Learning Faculty



- Marketing



