

DECEMBER 2020



THE GER EXCHANGE

Promoting high-quality scholarly research in geoscience education.

December 2020 Featured Article

Institutional Barriers, Strategies, and Benefits to Increasing the Representation of Women and Men of Color in the Professoriate

Women and men of color represent growing populations of the undergraduate and graduate student populations nationwide; however, in many cases, this growth has not translated to greater faculty representation. Despite student demands, stated commitments to diversity, and investments from national organizations and federal agencies, the demographic characteristics of the professoriate look remarkably similar to the faculty of 50 years ago. Many strategies to increase faculty diversity focus on increasing representation in graduate education, skill development, and preparation for entry into faculty careers. While these needs and strategies are important to acknowledge, this chapter primarily addresses how institutions promote and hinder advances in faculty diversity. Specifically, extant literature is organized into a conceptual framework (the Institutional Model for Faculty Diversity) detailing how institutional structures, policies, and interactions with faculty colleagues and students shape access, recruitment, and retention in the professoriate, focusing on the experiences of women and men of color. A failure to address these challenges has negative implications for teaching, learning, and knowledge generation; consequently, this review also presents research documenting how women and men of color uniquely contribute to the mission and goals of US higher education.

Griffin, K. A. (2019). Institutional Barriers, Strategies, and Benefits to Increasing the Representation of Women and Men of Color in the Professoriate: Looking Beyond

Job Opportunities

- [Director of the Whitaker Center for STEM education at Florida Gulf Coast University](#)- The Director of the Whitaker Center for STEM Education has overall responsibility for a very active multidisciplinary Center that serves as a nexus of STEM education expertise and leadership for Southwest Florida. [See here for details.](#)
- [Director of the Whitaker Center for STEM education at Florida Gulf Coast University](#)- The Director of the Whitaker Center for STEM Education has overall responsibility for a very active multidisciplinary Center that serves as a nexus of STEM education expertise and leadership for Southwest Florida. [See here for details.](#)
- [Grant Writing and Research Specialist](#)- The College of Arts and Letters, and College of Natural Science at Michigan State University seek an Academic Specialist – Research to fill the Researcher/Grant Writer position with the Enhanced Digital Learning Initiative (EDLI). This is a full-time 12-month position with an initial appointment period of 2 years. The ideal candidate will be an excellent communicator with outstanding organizational skills, experience conducting educational research and a track record of success in grantmaking. [Applications must be sent in through the MSU website to be considered.](#)

Virtual AGU 2020

GER does not have any sponsored sessions this year, but check out the full scientific program for some exciting NAGT educational sessions.

- [AGU 2020 Online Information- December 1 to December 17, 2020](#)

2021 PKAL STEM Leadership Institute

faculty at the early to middle stages of their careers as educators, researchers, program directors, principal investigators, or department/college-level administrators. The multi-day intensive professional development experience empowers individuals in fully understanding and implementing the theory and practice of navigating the politics of change, addressing inter- and intra-personal conflicts, and re-structuring the institutional systems that limit the capacity for global competitiveness in science and technology.

Location: The Claggett Center, Adamstown, Maryland Institute

Dates: Institute I: *July 13-18, 2021*, *Institute II: July 20-25, 2021*

Application Information coming soon

INAUGURAL X-DBER CONFERENCE

The [discipline-based education research \(DBER\) community](#) at the University of Nebraska-Lincoln (UNL) welcomes you to an online conference to discuss how theories, methods, and application of education research cross disciplinary boundaries. [The X-DBER 2021 conference will be held March 1-3, 2021.](#)

The goal of this conference is to bring together DBER researchers from across disciplines (e.g., biology, chemistry, engineering, geoscience, math, physics) to learn about ongoing research and develop future directions. The meeting centers on five themes:

- educational tools and interventions,
- learning and cognitive research,
- diversity, inclusion, and equity
- student experiences and affect, and
- integrating disciplinary practices.

The meeting will allow researchers and practitioners to identify synergies in theoretical and research approaches across disciplines to help the diverse communities solve novel problems and translate research into classroom practices. This virtual setting will allow researchers across all ranks (e.g., graduate students, postdocs) to present their work to a national audience and help connect these researchers to broader communities and research projects.

2021. This critical service opportunity involves evaluating our current award procedures, and selecting winners from nominations. The estimated total time commitment over the year is 5-10 hours, including at least two group phone calls.

- For more information on the awards, please visit https://nagt.org/nagt/divisions/geoed/ger_awards.html.
- If you are interested in serving on this important committee, please contact [Kelsey Bitting](#).

Grant, Award, and Scholarship Deadlines

● NSF [Improving Undergraduate STEM Education: Education and Human Resources](#)

- Engaged Student Learning and Institutional and Community Transformation Level 2 and 3- Due December 1, 2020
- Institutional and Community Transformation Capacity-Building- Due February 2, 2021
- Engaged Student Learning and Institutional and Community Transformation Level 1- Due February 2, 2021
- Institutional and Community Transformation Capacity-Building- Due August 3, 2021
- Engaged Student Learning and Institutional and Community Transformation Level 1- Due August 3, 2021

● NSF [Alliances for Graduate Education and the Professoriate \(AGEP\)](#) (full proposal deadline **December 11, 2020**)

● [New Scholarship from AGI for Advancing Diversity in the Geoscience Profession](#)- The American Geosciences Institute (AGI) is pleased to announce its new Scholarship for Advancing Diversity in the Geoscience Profession. The scholarship is a one-time \$5,000 award supporting geoscience graduate studies by a U.S. citizen or permanent resident who self-identifies as a member of an underrepresented minority (Black, Indigenous, or Person of Color) and is within two semesters of completing a recognized geoscience program. The application deadline is February 21, 2021. The scholarship winner will be notified in April 2021.

NAGT-GER provides monthly updates on professional opportunities, funding, articles of note, researcher profiles, and other content of interest to our membership. Please consider [contributing items](#) of interest for inclusion in future editions of the Exchange!

For questions, or to join the GER Communications Committee, contact Media Director, Lauren Neitzke Adamo, at lauren.adamo@rutgers.edu.



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