



Hiring and/or Admissions Policies at Two-Year Colleges

This is what was discussed by the 2YC URGE pod on Hiring and/or Admissions Policies, as well as what the pod would propose to change and improve.

For context, two-year colleges do not have graduate programs, so we took the time to explore undergraduate admissions and what we could do to assist with recruitment of more diverse students to our campuses/courses (note that for the majority of 2YCs there is an open admissions policy, where all that is needed is a high school diploma or GED and students are accepted.) We also hope to discuss on a future date how we could better position our students for transfer to four-year colleges (from the acceptance to retention) to complete their geoscience degree.

We found an additional paper to read. In 1995, then-editor of the *Journal of Geoscience Education* James Shea wrote a column he titled, "Race-Based Admissions Policies."

Below is a summary of some initial items we discussed to aid undergraduate recruitment of diverse students at 2YCs (could also be applied to 4YCs). We will continue to add to this material that will be part of our final pod deliverable.

How to impact admissions

Faculty at two-year colleges do not have a direct role with undergraduate student acceptance. In the case of community colleges, their open admissions practices allow for any individuals to enroll with a high school diploma or GED. However, there is still a role faculty can play on campus and with the admissions office to increase recruitment of diverse students.

Online presence/websites

If your department/program has a website, include photos that reflect the geosciences being more than camping, field trips, and the outdoors. Use images/video that show your courses promote a science identity for all students.

Celebrate successes of your current students enrolled in your courses. Highlight successful projects, campus/community collaborations, etc., by having the institution press office write an article, take photos, and post links to these articles on the institution website and on social media.

If as a faculty member you have an institutional webpage, consider photos of diversity students from your classes (posting with permission) and perhaps a personal diversity and/or mentoring statement. If your institution does not let you control what is on your faculty page, see if they will allow a link to an external site (Google Sites, WordPress, etc.) that contains information about your DEI efforts.

Meet with the Admissions Office

Have a meeting with the Admissions counselors at your campus, especially the ones that do the high school visits. Explain to them what geoscience is, what careers are available, how your institution sets students on a pathway to enter the field. Provide stories and examples of diverse students you know that have left your campus and continued with a geoscience career.

Inclusive/Multilingual materials

Work with your Admissions Office to create flyers/brochures about your program with inclusive language and images. Involve your multilingual students in the production of these materials, which provides an opportunity to have more discussion about geoscience curriculum and careers. Encourage your Admissions Office to have these brochures in their office, on display tables, and placed in folders they hand out at high schools and college fairs.

Visibility on campus

Secure a new bulletin board, or take over an existing one, and post descriptions and images of diverse individuals engaged in geoscience. Have this bulletin board located in a hallway along a campus tour route and/or where there are large events held on campus open to the public.

Action Item: Review what opportunities you have on campus and online to showcase your commitment to DEI and the successes of your diverse students to aid in undergraduate student recruitment.