

- Regular check ins
- student <sup>eval</sup> faculty
  - template/rubric
  - some person identified as person to talk to about issues <sup>confidential</sup>
    - ↳ ex: in undergrad, class scenarios
- climate surveys
  - ↳ sometimes, results made public
- talk to grad students alone when shopping
- advocating for more radical change
  - ↳ change by taking \$ away funding decisions
- need more than self-advocacy
  - ↳ ∅ leave it all to students
  - ↳ leaders taking responsibility too

- Balancing sharing challenges of being scientist + being authority
  - vulnerability reaches <sup>some</sup> women
  - how to not be dismissed?
- As a prof, being young + woman
  - "battle ax"
  - paying attn to clothes + grading
- Reaching students by being a human (while still earning respect)
  - ↳ standing up for yourself
- Obstacle of teaching in this body
  - ↳ grad school not an old British man
  - ↳ making pain more visible
  - ↳ Grad/Undergrad

- GRE score + demographic
  - ↳ little to no predictive power
- not just diversity, but inclusion
  - ↳ build community, support

\* Mentorship

\* Early outreach

\* Scientifically literate public

⇒ ~~Retention~~ Recruitment doesn't end

Obstacle with ~~retent~~ recruitment

## Recruitment

↳ maintaining curiosity

### \* Education

↳ Understanding science we interact with everyday

↳ general public  $\phi$  science literate

↳ "math/science is hard" spreads from teachers/parents/etc to students

↳ confidence starts with us

↳ elementary school age

### \* Economics

↳ advertising/awareness of opportunities

↳ grad school paid for (shopping)

↳ making path more visible

↳ Grad/Undergrad Mentorship

- Good mentors make a big impact
- Makes academia more approachable
  - ↳ someone in the stage right above you
  - ↳ mid career mentoring
- Structured program may not exist
- Bigger age gap  $\Rightarrow$  more mentoring about science
  - ↳ closer in level
  - ↳ peer to peer undergrad to h.s.
  - ↳ less of an age gap
- ↳ Smaller age gap w/out competition
- Mentor network
- Different mentoring style for different students
- | (+) person who inspired you to do science?
  - ↳ keep going <sup>even</sup> when struggling
- People go into science regardless of major
  - ↳ astronomy for poets/rocks for jocks

- make it clear this path (science etc) not closed off
  - ↳ scientists aren't born with it
  - ↳ ≠ intrinsic, hard work etc
  - ↳ be conscious of message
  - ↳ recruitment continues
  - ↳ scientists at all ed levels
- recruitment for what?
  - ↳ understanding + appreciating science
  - ↳ not just one option! (PhD etc)
  - ↳ and, not a failure if  $\emptyset$  become prof/PhD
  - ↳ limited # of jobs in academia
- undergrad → grad
  - ↳ coming in with  $\uparrow$  papers,  $\uparrow$  competitive
  - ↳ increases disparity (diff. opportunities etc)
  - ↳ consider opportunities available to applicants
    - ↳ getting out of old school metrics mentality
    - (GRE Scores... goodbye) GRExit!

## Retention

- nonlinear paths
- should be allowed to have a life
  - ↳ and it's a positive
  - ↳ more productive if you have a life
  - ↳ learn how to say no
- women's careers punctuated
- mental health/self care
- culture of work being entire life + structure/expectation of so many years in early/mid stages  $\Rightarrow$   $\downarrow$  diversity
- validate life choices
  - ↳ timing mismatch
- extra work on women + minorities as mentors
  - ↳ broader impacts

- economics along trajectory
- reframe "failures"  $\Rightarrow$  change path  
as opportunities
- reframe "what do you want to do/be"  
as "what problems do you want to solve"
- supporting students (\$\$) once they're in
  - $\hookrightarrow$  as a student, ask what's available
  - $\hookrightarrow$  talk to other grad students
- not age, how many years post-stage etc
- imposter syndrome - apply anyway
  - $\hookrightarrow$  get used to rejection
- transparent salaries
- can't plan to have a job in academia
- unexpected expenses (as grad student)
  - $\hookrightarrow$  timing mismatch
- ask about loans



Mentor programs

Training - management skills

Large Orgs do it (model)

Professional Org.

Training for multiple skills

→ What is our product? (academia)

- not the research

- the students

Change the  
Combo.

- 11/10/2023
- industry expectations + emphasis
    - ↳ critical thinking
    - ↳ interdisciplinary teams
    - ↳ collaboration
      - ↳ courage
      - ↳ challenge up
    - ↳ training for mentors
  - how to deal w/ echo chamber?
    - ↳ mandatory training... push back?
    - ↳ train part of the leadership (at least)
  - more informal - { discussion group  
↳ more weight/draw  
important speaker
  - power of allies advocating
  - institutions putting \$ into support/safe spaces
  - climate evaluation on advisee level
    - ↳ someone else to talk to besides  
single relationship

Notes

- expand from queen bee syndrome of the past

- burn down patriarchy

- now is the moment for radical, systemic change

↳ fundamental,  $\emptyset$  peripheral change