



[Start](#) | [Grid View](#) | [Author Index](#) | [View Uploaded Presentations](#) | [Meeting Information](#)

GSA Annual Meeting in Phoenix, Arizona, USA - 2019

Paper No. 189-1

Presentation Time: 9:00 AM-6:30 PM

VIRTUAL MENTORING AS A POTENTIAL PATHWAY TO INCREASE RETENTION OF HISTORICALLY UNDERREPRESENTED MINORITY STUDENTS IN THE GEOSCIENCES (Invited Presentation)

MARASCO, Leslie¹, ASHER, Pranoti M.¹, WHITESELL, Laurie², ABSHIRE, Wendy³, SUMY, Danielle⁴, CARMONA, Noelia B.⁵, SAVOIE, Kelly⁶ and EMMANUEL, Jason⁶, (1)American Geophysical Union, Washington, DC 20005, (2)Society of Exploration Geophysicists, Tulsa, OK 74137, (3)American Meteorological Society, Washington, DC 20005, (4)Incorporated Research Institutions for Seismology, Washington, DC 20005, (5)Instituto de Investigación en Paleobiología y Geología, General Roca, 8332, Argentina, (6)American Meteorological Society, Boston, MA 02108

Mentoring365 is a virtual mentoring program developed by the American Geophysical Union, in collaboration with other geoscience associations including the American Meteorological Society, the Association for Women Geoscientists, Incorporated Research Institutions for Seismology, and the Society of Exploration Geophysicists. Participant data of the Mentoring365 program was evaluated to identify demographic patterns and potential of virtual mentoring as a pathway to increase retention of URM students in the geosciences. As of 24 June 2019, 514 total applicants have applied and been accepted into the Mentoring365 program, 365 mentees and 364 mentors (some participants serve in both roles). Participants represent 56 countries spanning 6 continents. 60.4% of mentees and 33.5% of mentors identify as non-white. 48.6% of mentees are female. To date, Mentoring365 has facilitated 159 mentoring connections within the program. Non-white mentees are twice as likely as white mentees to select a non-white mentor. Of the mentees who selected a non-white mentor, 47.6% selected a mentor of their same race. Female and male mentees selected mentors that matched their gender identity at nearly equal rates, both preferring a mentor of their same gender. 62.8% male mentees selected a male mentor and 64.1% female mentees selected a female mentor.

Participant data supports that URM students are looking to connect with mentors that represent them racially at higher rates than white students. Both male and female mentees prefer a mentor of their same gender identity, but there is not a significant difference in preference between genders. Cultivating inclusivity in the geosciences can assist in retaining URM students and virtual mentoring programs such as Mentoring365 potentially be part of the effort. Mentoring365 participant data alone, however, is insufficient to evaluate the efficacy of virtual mentoring to increase retention. Longitudinal data on the retention rates and outcomes of students who participated in virtual mentoring programs as well as those who did not should be evaluated to gain further insights.

Session No. 189--Booth# 111

T192. Improving College Student Education by Mentoring through Peers, Faculty, and Professionals (Posters)

Tuesday, 24 September 2019: 9:00 AM-6:30 PM

Hall AB, North Building (Phoenix Convention Center)

Geological Society of America Abstracts with Programs. Vol. 51, No. 5

doi: 10.1130/abs/2019AM-331655

© Copyright 2019 The Geological Society of America (GSA), all rights reserved. Permission is hereby granted to the author(s) of this abstract to reproduce and distribute it freely, for noncommercial purposes. Permission is hereby granted to any individual scientist to download a single copy of this electronic file and reproduce up to 20 paper copies for noncommercial purposes advancing science and education, including classroom use, provided all reproductions include the complete content shown here, including the author information. All other forms of reproduction and/or transmittal are prohibited without written permission from GSA Copyright Permissions.

[Back to: T192. Improving College Student Education by Mentoring through Peers, Faculty, and Professionals \(Posters\)](#)

[Previous Abstract](#) | [Next Abstract >>](#)