







Logit: model for Career Prep workshop		Sue Ebanks, Lisa Gilbert, Larry Collins, Catherine Rihimaki			
Inputs (students, faculty, technology, facilities)	Outputs – goods and services delivered which can include:			Outcomes (e.g. changes in knowledge, attitudes, skill, policy)	
Grad students/post-docs	Activities	Participation	Short-term or initial	Medium-term	Long-term – could be final impact
Conveners	Post-workshop review application materials (DEL teaching, Research statements)	30-40 participants per year	participants get a job in academia	diversify the Geosciences in Academia	Transform institution & workforce
structure of a meeting	Workshop	5 leaders	Grow network/community for participants	Increase geoscientists across non-TT jobs in academia	Solve issues like climate change, biodiversity loss, etc.
Meeting space or Zoom	Pre-workshop homework	Support staff		produce the next generation of mentors for geo-ed related careers.	
Program theory (How a program is understood to contribute to a specific set of outcomes?):					
Immersion in pre-, during-, and post-workshop activities including mentoring sessions, peer-peer/facilitator interactions will provide students with knowledge/skills to acquire a position in academia.					
Context (Are there aspects of the program that are dependent on a particular context?)					
Stand-alone versus part of EER?					
Specific to geosciences					
Theory of Change: Supplementing primary mentoring provided by a supervisor in a neutral/safe space					
More clear as we worked together: time scales of outputs, broadly speaking (outcomes vs. outputs)					
Muddier as we worked together: Program theory vs. theory of change? Which are we addressing for sure with what we said?					
Community of practice!					







