

## **Dr Jacqueline J. Houghton**

BSc (Hons), ARSM, PhD, DIC, FHEA, FGS

Associate Professor in Geoscience Education,  
School of Earth and Environment,  
University of Leeds, Leeds, UK.

### **Employment history:**

- 2019 – : Associate Professor in Geoscience Education, University of Leeds (full time)
- 2016 – 2019: Associate Professor in Geoscience Education, University of Leeds (part time)
- 2003 – 2016: Teaching Fellow/Lecturer: Teaching & Scholarship, University of Leeds (part time)
- 2007 – 2012: Afar Rift Consortium administrator, University of Leeds (part time)
- 1995 – 1997: Rock Deformation Research geologist, University of Leeds

### **Education:**

- 1995 PhD Tectonic analysis of parts of the Outer Carpathians, Eastern Europe, Imperial College, University of London.
- 1991 BSc(Hons) Geology, First Class, Imperial College, University of London.

### **Research:**

My current research focuses on exploring, developing and disseminating good practice in inclusive geoscience teaching, with a particular emphasis on fieldwork, and in advocating for equality, diversity and inclusion across the discipline. I also lead the Virtual Landscapes Project, which creates video games-based worlds within which to teach geological field skills. These landscapes can be used to provide alternative field experiences for students who might otherwise not be able to participate or fully participate in fieldwork.

### **Research grants:**

- *Decolonising UK Earth Science pedagogy - from the hidden histories of our geological institutions to inclusive curricula*, part of the AHRC/NERC *Hidden Histories of Environmental Science* programme (2022–2023).
- *Making Environmental Science Equal, Diverse and Inclusive – Developing a virtual geophysics field trip*, part of the NERC *Making environmental science equal, diverse and inclusive* programme (2021-2022).
- *Bias in the Fossil Record*, part of the NERC *Hidden Histories of Environmental Science* partnership seed fund (2021).
- *Embedding and Sustaining Inclusive STEM Practices*, part of the OfS/HEFCE *Addressing Barriers to Student Success* programme (2017-2019). As part of this grant I organised and led the “Access Anglesey” inclusive field course. This week long course gave a mixed ability cohort of students an opportunity to experience inclusive fieldwork. It aimed to explore which methods assist inclusion and accessibility in the field and to develop and share good practice.

## Publications:

- Dowey N, Barclay J, Fernando B, Giles S, Houghton J, Jackson C, Khatwa A, Lawrence A, Mills K, Newton A, Rogers S, and Williams R. 2021. A UK perspective on tackling the geoscience racial diversity crisis in the Global North. *Nature Geoscience* 14:256-259
- Houghton J, Morgan D, Gordon C, Stokes A, Atchison C, Collins T, Craven B, and Willis K. 2020. Access Anglesey 2018: Lessons from an inclusive field course. *Advances in Geosciences* 53:183-194 14
- Houghton J, and Gordon C. 2019. "Access Anglesey": An inclusive and accessible field course. *Teaching Earth Sciences* 44(2):7-11 30
- Gordon C, and Houghton J. 2019. Inclusive teaching in fieldwork. *Earth Heritage* 51-54 21
- Murphy P, and Houghton J. 2016. Making fieldwork green, clean and accessible - the view from the University of Leeds. *Teaching Earth Sciences* 41(2):28-32 19
- Robinson A, Gordon CE, Houghton JJ, Lloyd GE, and Morgan DJ. 2015. ArcGIS to Unity: a design pipeline for creation of 3D terrain in serious egames for geology. *Geology Today* 31(6):237-240 19
- Houghton JJ, Lloyd GE, Robinson A, Gordon CE, and Morgan DJ. 2015. The Virtual Worlds Project: geological mapping and field skills. *Geology Today* 31(6):227-231

## Awards:

- Times Higher Education Award for Outstanding Digital Innovation in Teaching or Research, 2016 for the Virtual Landscapes Project.

## Diversity in Geoscience, UK

- Co-founder and co-chair Diversity in Geoscience, UK (DiG-UK) a charitable organisation that promotes equitable access in geoscience. Launched in 2018 as the UK based chapter of the International Association for Geoscience Diversity (IAGD) with the intention of expanding the work of the IAGD within the context of the UK.

## Professional bodies

- AGU member
  - Member of the AGU's working group on education positional statements (2020-2021)
    - Earth and Space Science education statement
    - Teaching climate change and evolution statement
- Fellow of the Geological Society of London.
  - Member and lead on fieldwork sub-group: Geological Society of London accreditation review panel (2018 – 2022).
- Fellow of the Higher Education Academy.