

## Diversity Statements in STEM Faculty Job Applications

### **Dr. Yvette E. Pearson P.E., The University of Texas at Dallas**

Dr. Yvette E. Pearson holds a B.S. in Civil Engineering and M.S. in Chemistry from Southern University Baton Rouge and a Ph.D. in Engineering and Applied Science from the University of New Orleans. She is Vice President for Diversity, Equity, and Inclusion at University of Texas at Dallas, a Commissioner on the Engineering Accreditation Commission of ABET, a registered Professional Engineer in Louisiana, a former Program Director in the Division of Undergraduate Education at the National Science Foundation, and a Fellow of the American Society of Civil Engineers.

### **Dr. Torrie Cropps, University of Texas at Dallas**

Dr. Torrie Cropps is a Postdoctoral Research Associate in the Office of Diversity, Equity, & Inclusion at University of Texas at Dallas. Her research there focuses broadly on strategies to promote equity for marginalized populations in engineering. Torrie earned her PhD in Agricultural Education from Purdue University. Her research interests include critical qualitative research, Black women in graduate education, equity and inclusion in agriculture + STEM, and mentoring and advising in graduate education.

### **Samara Rose Boyle**

Samara is an undergraduate studying neuroscience at Rice University in Houston, TX. She works as a research assistant for Dr. Yvette E. Pearson in the George R. Brown School of Engineering. Her primary research focus is the advancement of diversity, equity, and inclusion in engineering education.

### **Dr. Canek Moises Luna Phillips, Rice University**

Dr. Canek Phillips is a Research Scientist at in the George R. Brown School of Engineering at Rice University where his research interests touch broadly on efforts to promote greater equity for underrepresented groups in engineering. Canek earned his PhD from the Purdue School of Engineering Education in 2016 and worked as a graduate research assistant in Dr. Alice Pawley's Feminist Research in Engineering Education Lab. Canek was brought on at Rice originally as a postdoctoral research fellow in 2017 on an NSF-funded study that investigates the efficacy of an audio-based method of learning mathematics where he now serves as Co-PI. In 2019, he began working as Co-PI on another NSF-funded study to reduce barriers in the hiring of underrepresented racial minority faculty in data science and data engineering fields.



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**Torrie Cropps, Ph.D.**  
**The University of Texas at Dallas**

**4th Annual Conference of CoNECD**

Collaborative Network for Engineering and Computing Diversity

@CoNECD22 | #CoNECD22



# Acknowledgments



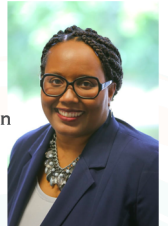
*Support for this work was provided by the National Science Foundation's Alliances for Graduate Education and the Professoriate (AGEP) program under award numbers 1916093, 1916018, and 1915995 to Rice University, Texas Southern University, and University of Houston. The project is branded as **AGEP STRIDES (Strengthening Training and Resources for Inclusion in Data Engineering and Science)**. The opinions, findings, and conclusions or recommendations expressed are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.*



## STRIDES Educational Research Team



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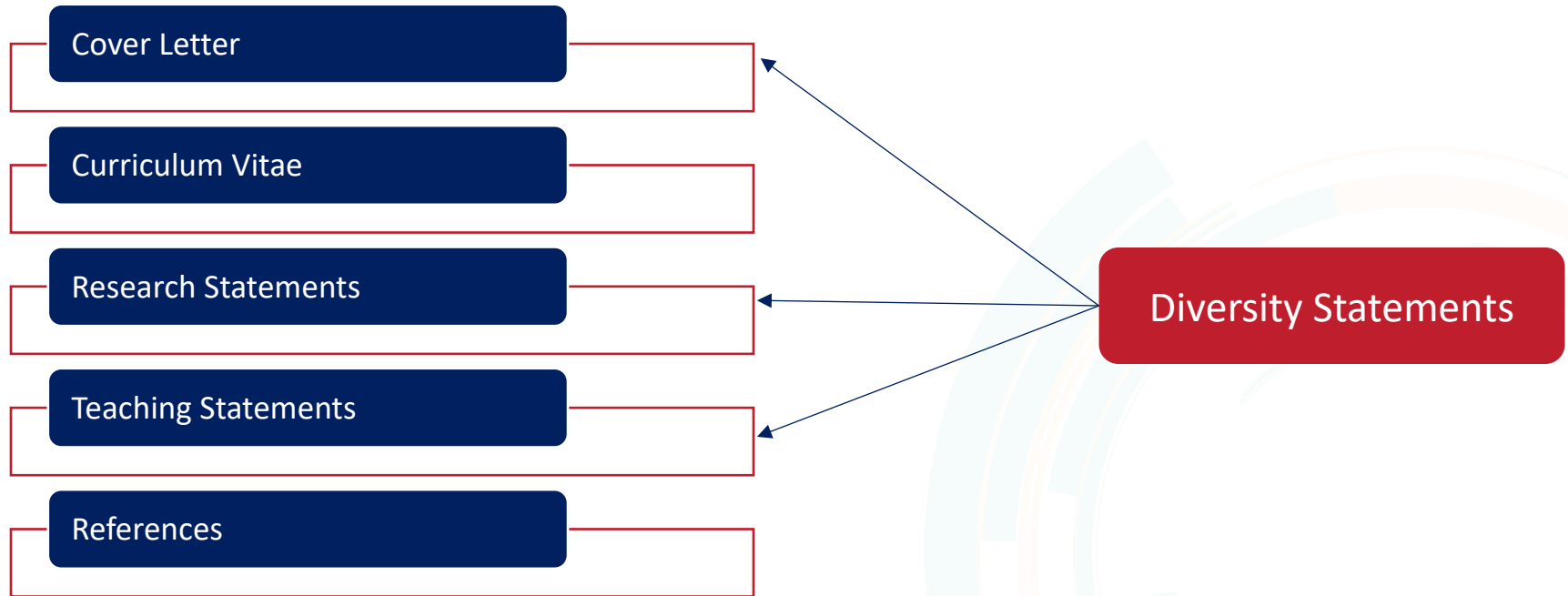


Ms. Samara R. Boyle  
Research Assistant

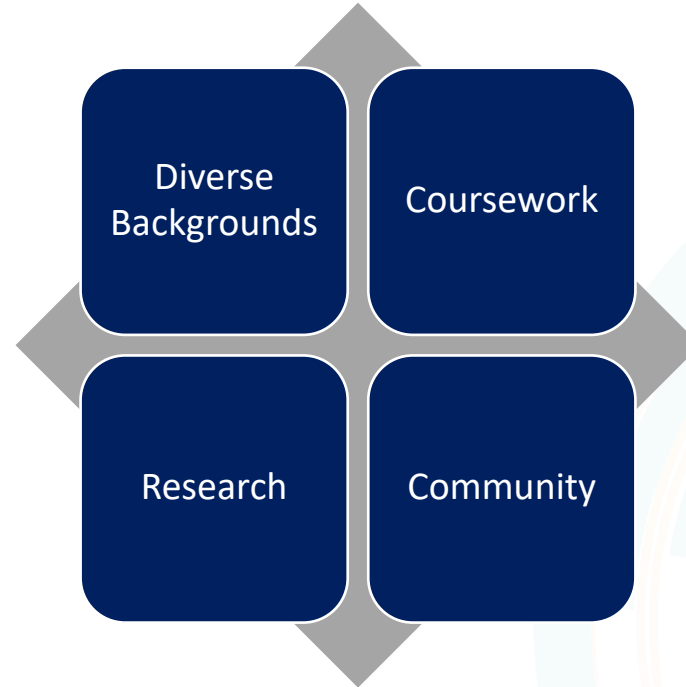
# Introduction



# Faculty Job Application Materials



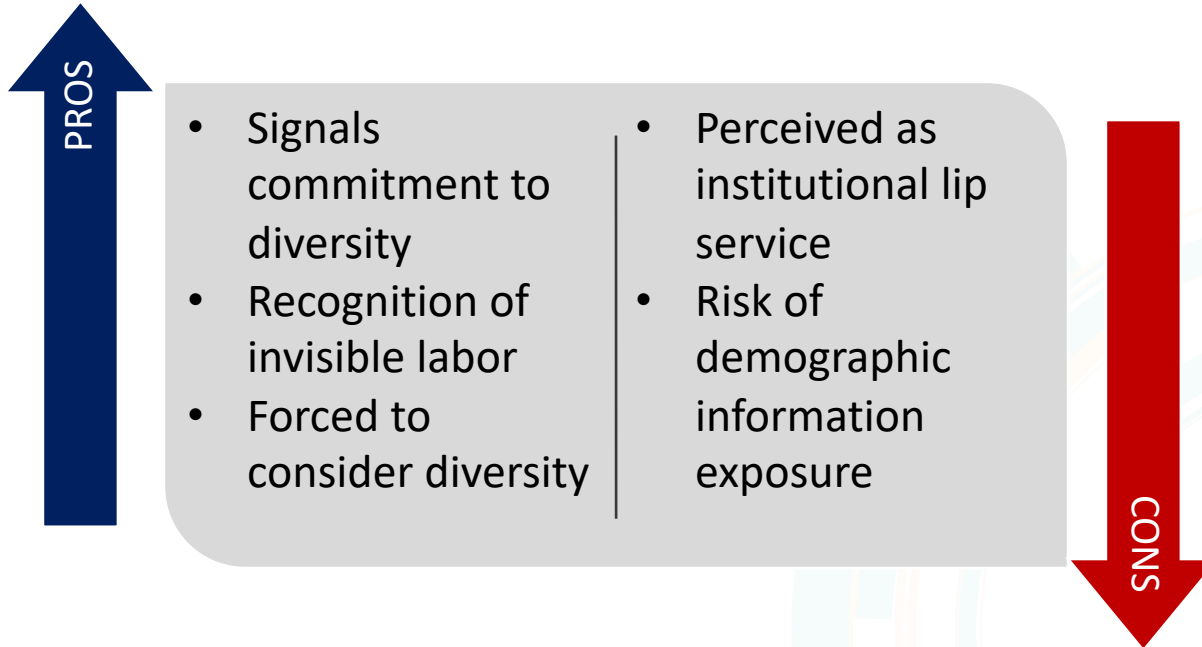
# Foci of Diversity Statements



# Best Practices for Diversity Statements

- Rubric
- Sample Prompts
- Bias Training
- Diversity Advocate

# Pros and Cons of Diversity Statements





# Research Questions

Research Question 1:

How prevalent are diversity statement requirements for STEM faculty jobs?

Research Question 2:

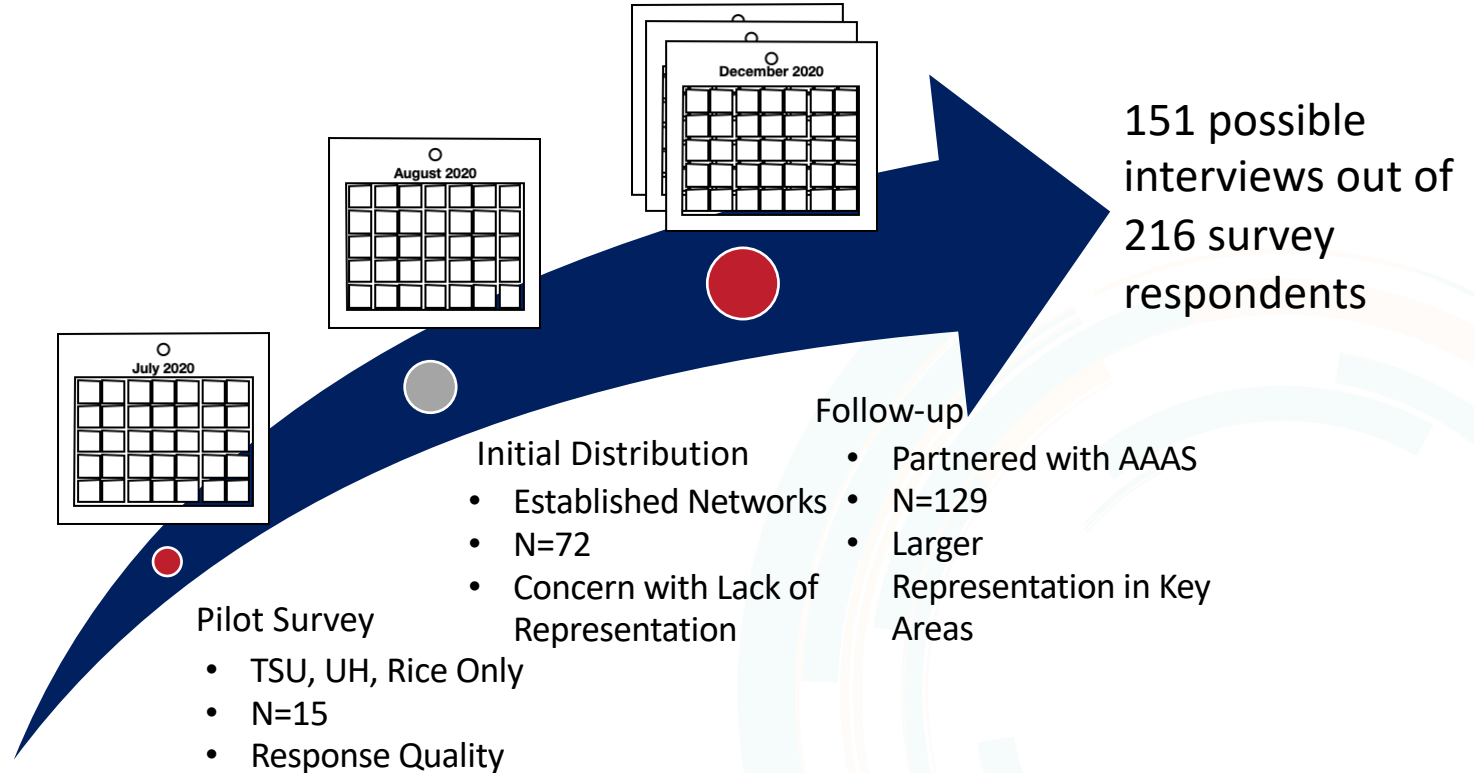
How do diversity statement requirements differ by discipline? By institutional characteristics?

Research Question 3:

To what extent do universities equip search committees to evaluate diversity statements?

# Methodology

# Data Collection: Survey Distribution Summary



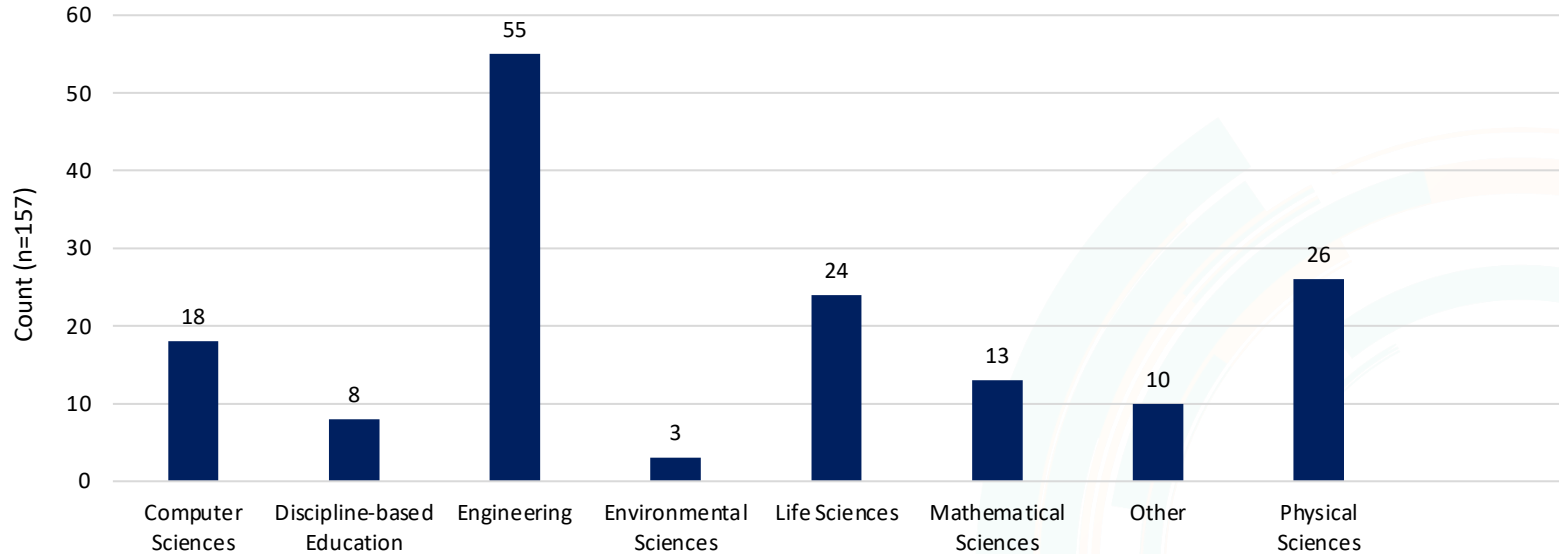
# Respondent Demographics\*

Gender Identity	n (%)
Woman	78 (51%)
Man	70 (45%)
Gender Identity Not Listed	1 (1%)
Trans	0 (0%)
I Prefer Not to Answer	5 (3%)

Race/Ethnicity	n (%)
American Indian/Alaska Native	1 (1%)
Asian	7 (4%)
Black/African American	30 (18%)
Hispanic/Latinx	17 (10%)
Native Hawaiian/Pacific Islander	2 (1%)
White	98 (59%)
I Prefer Not to Answer	11 (7%)

\*Number and percentage of respondents who answered questions regarding diversity statements

# Discipline of Primary Appointment

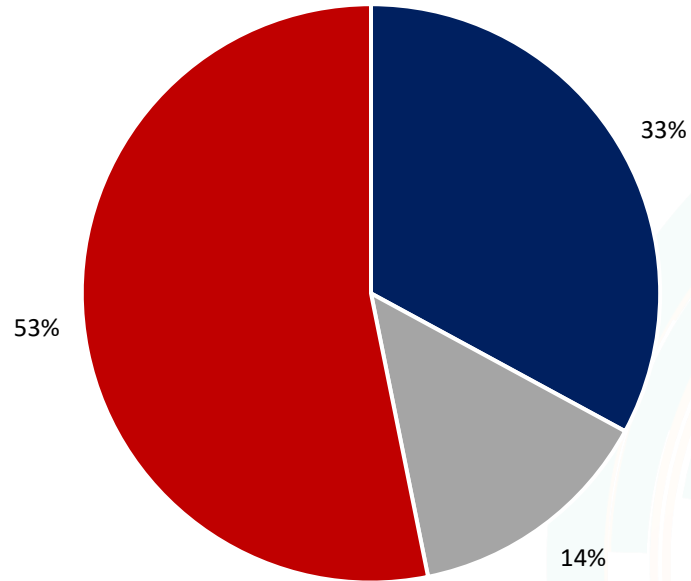


# Findings

Research Question 1:

How prevalent are diversity statement requirements for STEM faculty jobs?

## Does Your Department Require Diversity Statements? (n=158)

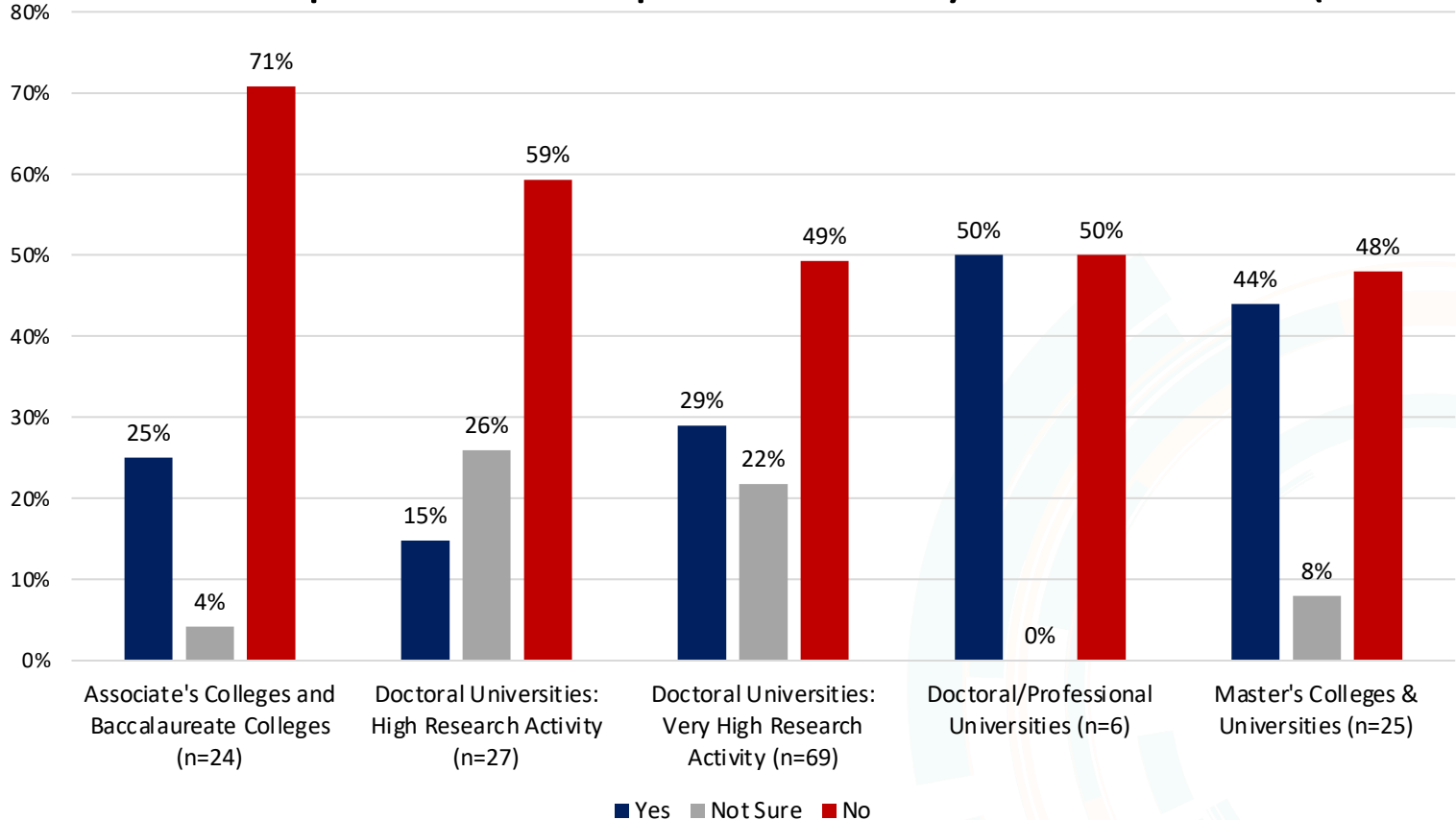


■ Yes (n=52) ■ Not Sure (n=22) ■ No (n=84)

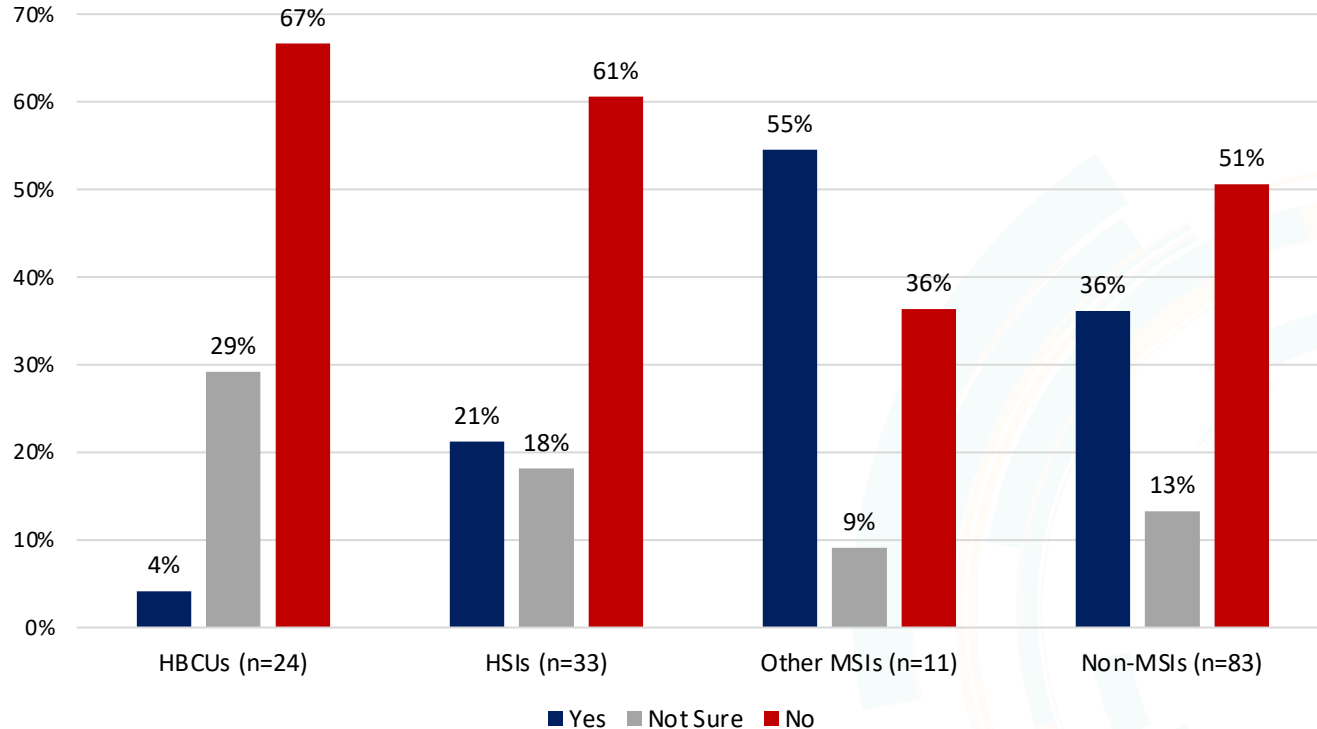


## By Carnegie Classification:

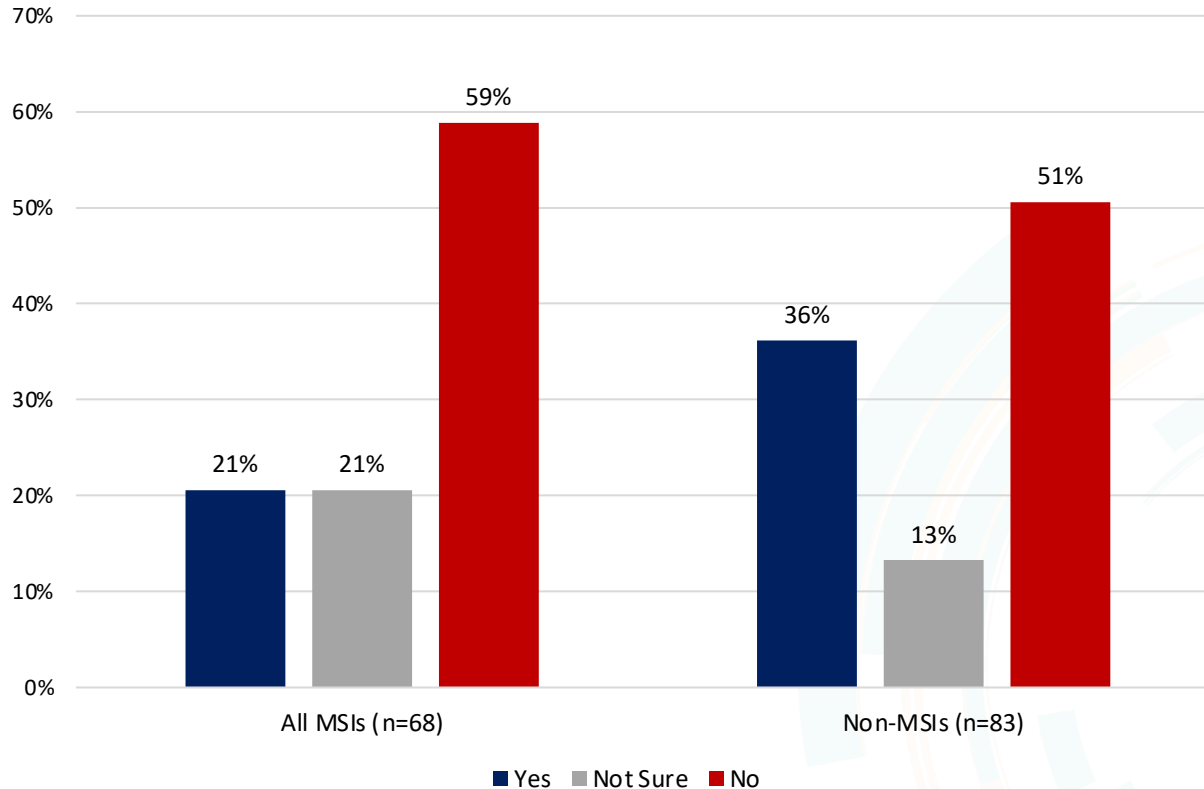
# Does Your Department Require Diversity Statements? (n=151)



## By MSI Status: Does Your Department Require Diversity Statements? (n=151)



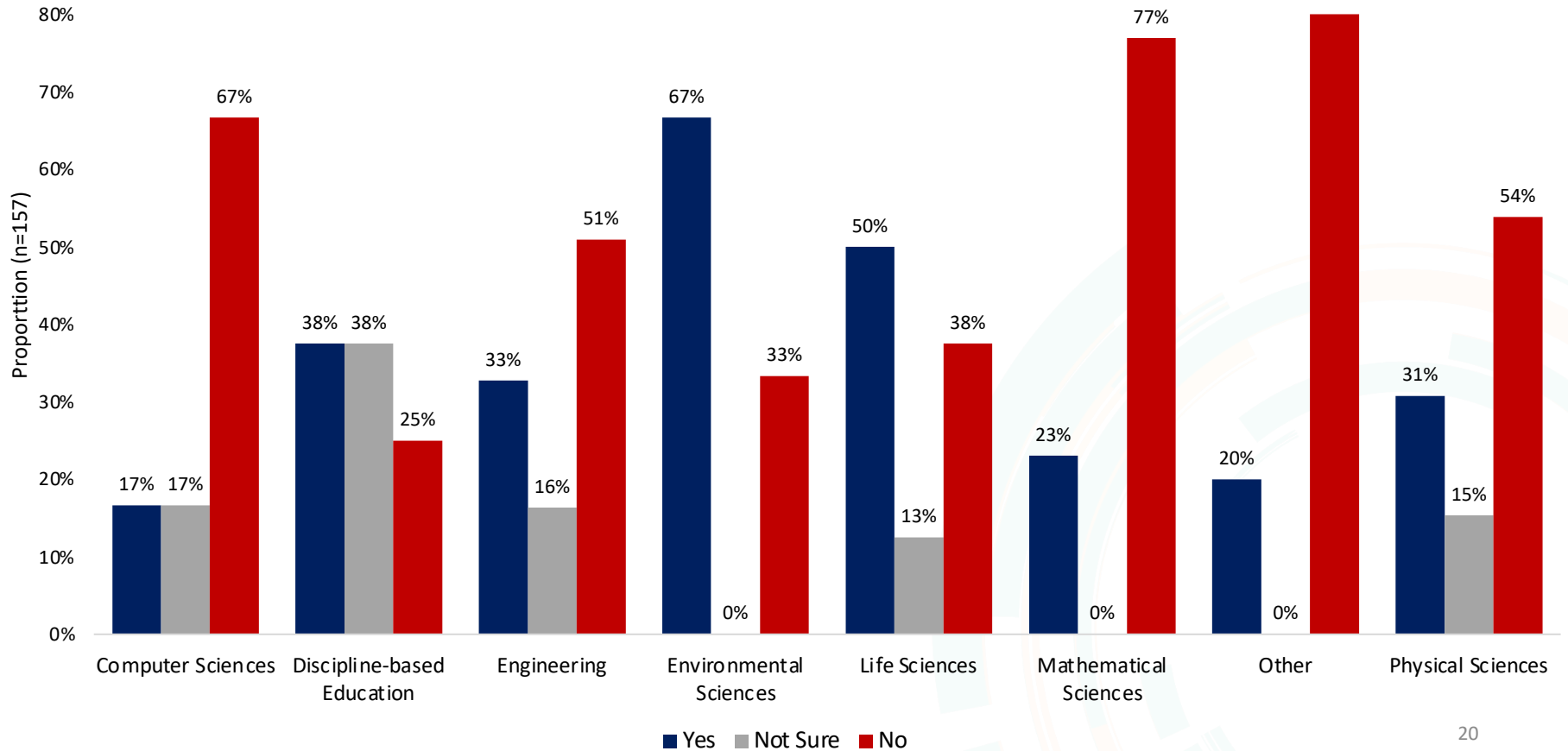
# By Combined MSI Status: Does Your Department Require Diversity Statements? (n=151)



Research Question 2:

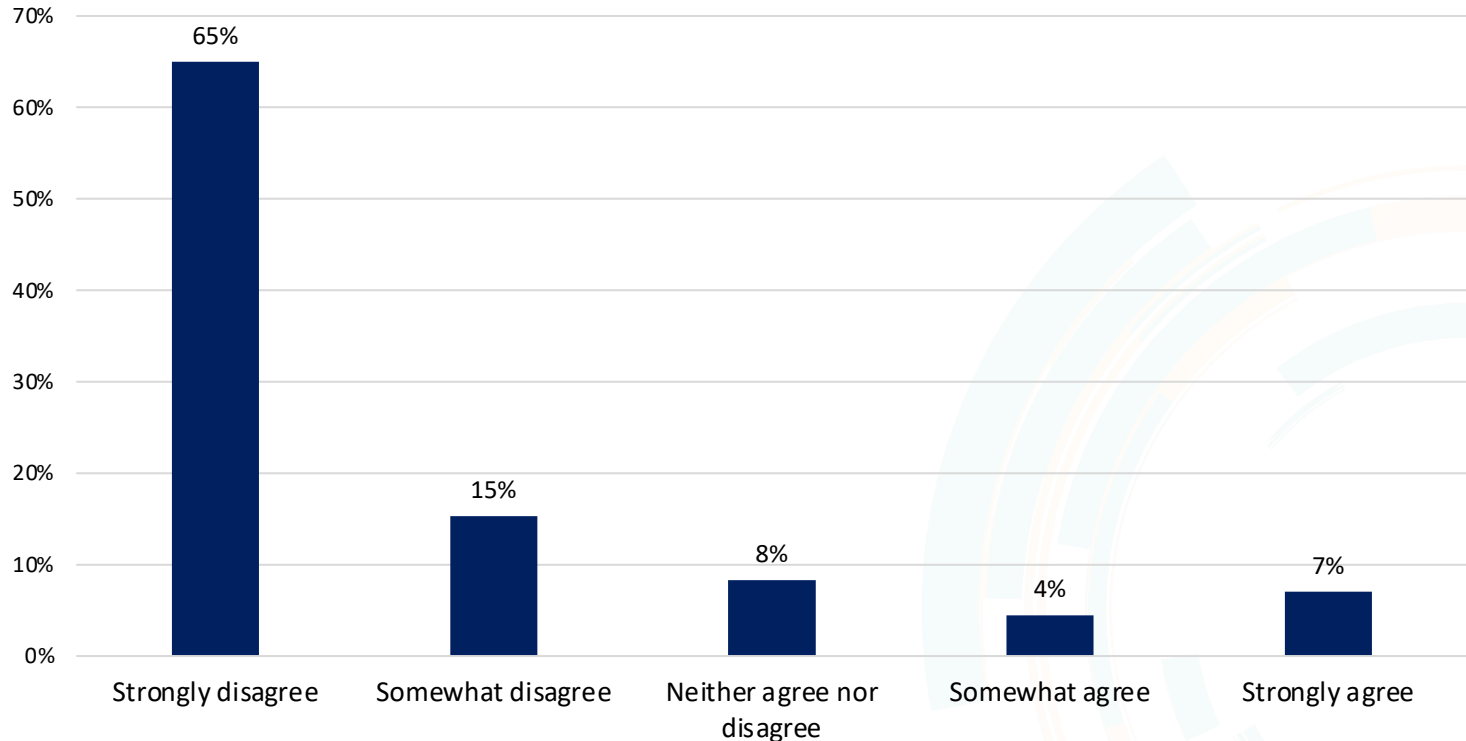
How do diversity statement requirements differ by discipline? By institutional characteristics?

# By Discipline: Does Your Department Require Diversity Statements?



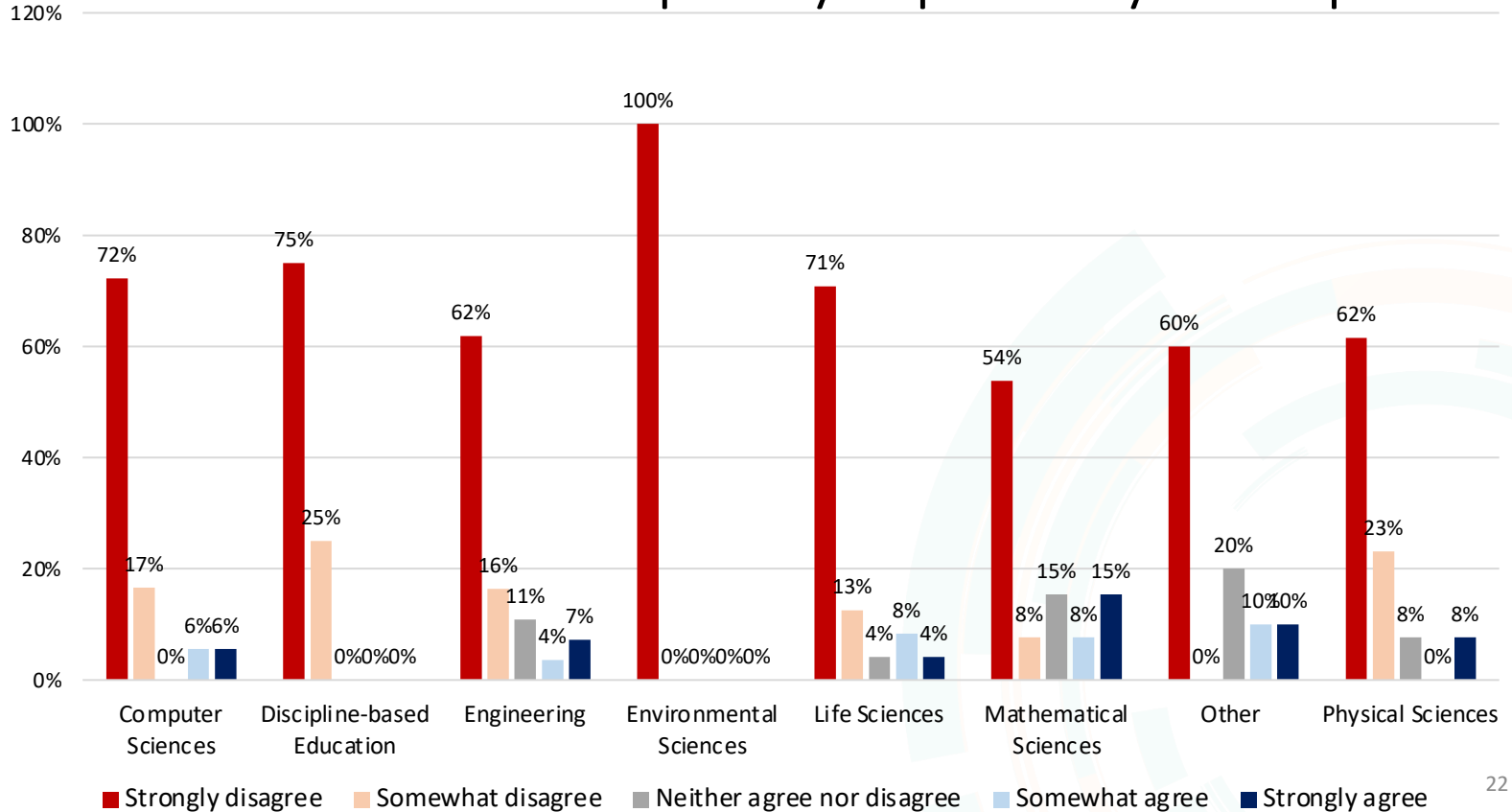
## All Disciplines:

Diversity statements should not be required for positions where research in a technical field is a primary responsibility for the position.



## By Discipline:

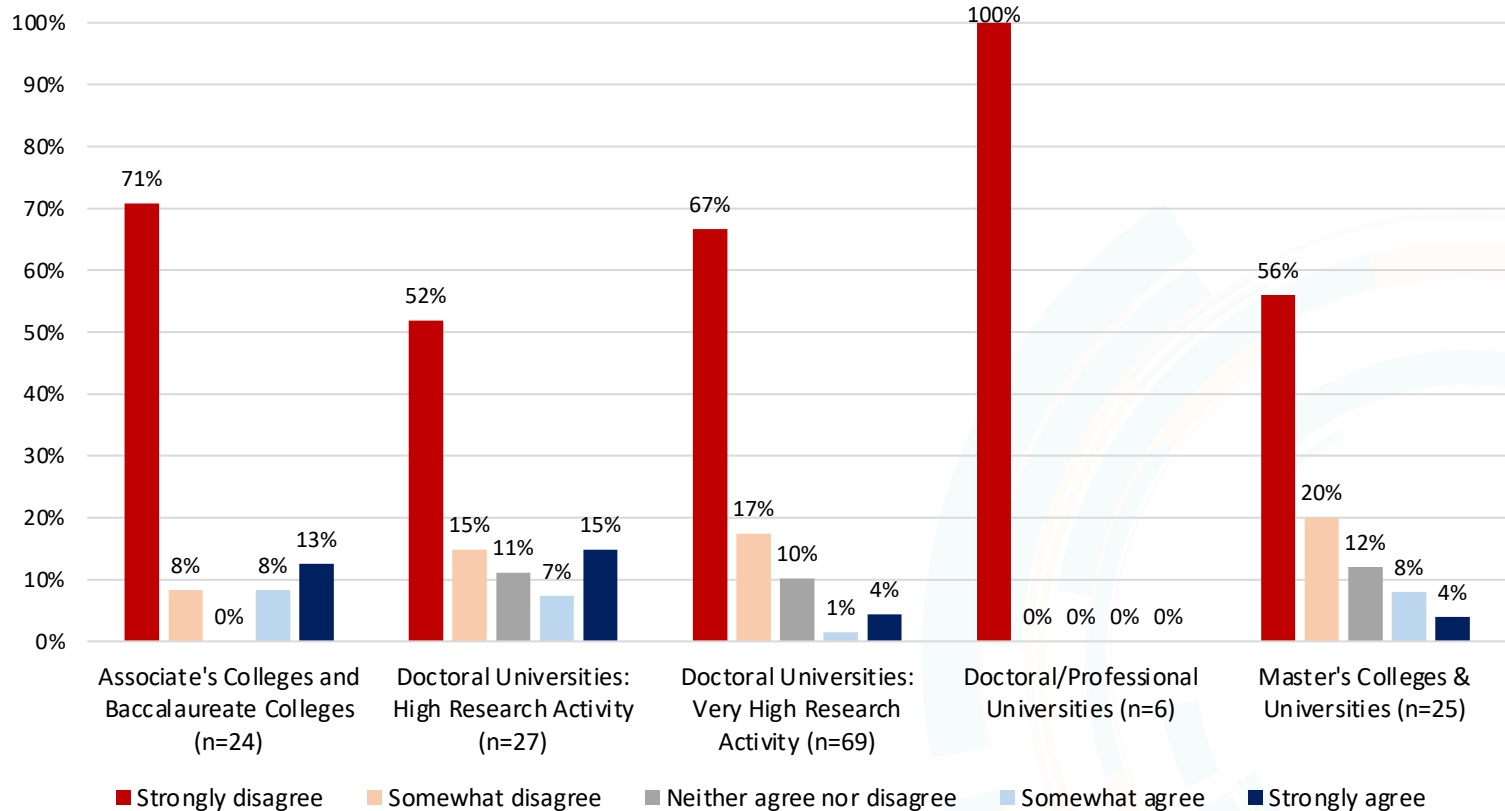
Diversity statements should not be required for positions where research in a technical field is a primary responsibility for the position.





## By Carnegie Classification:

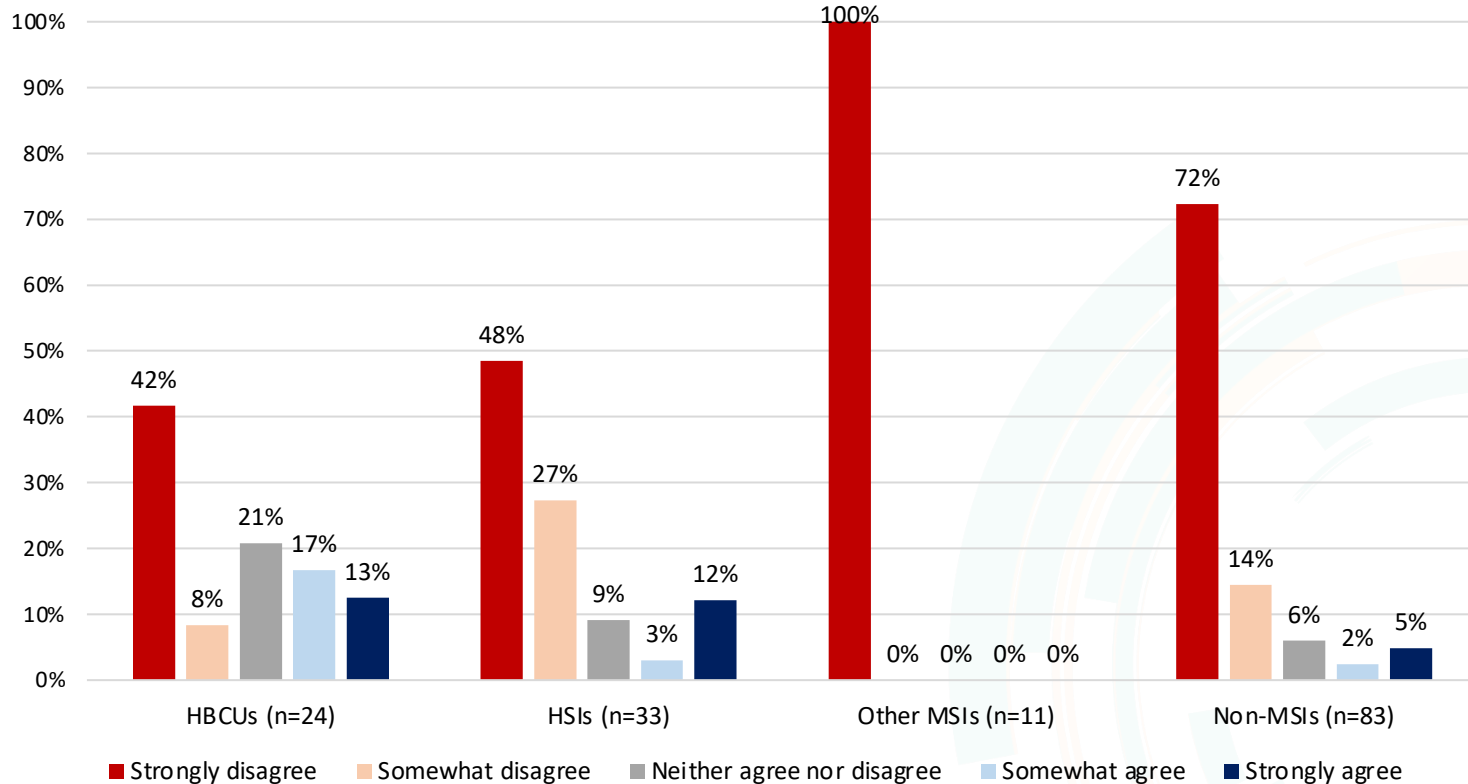
Diversity statements should not be required for positions where research in a technical field is a primary responsibility for the position.





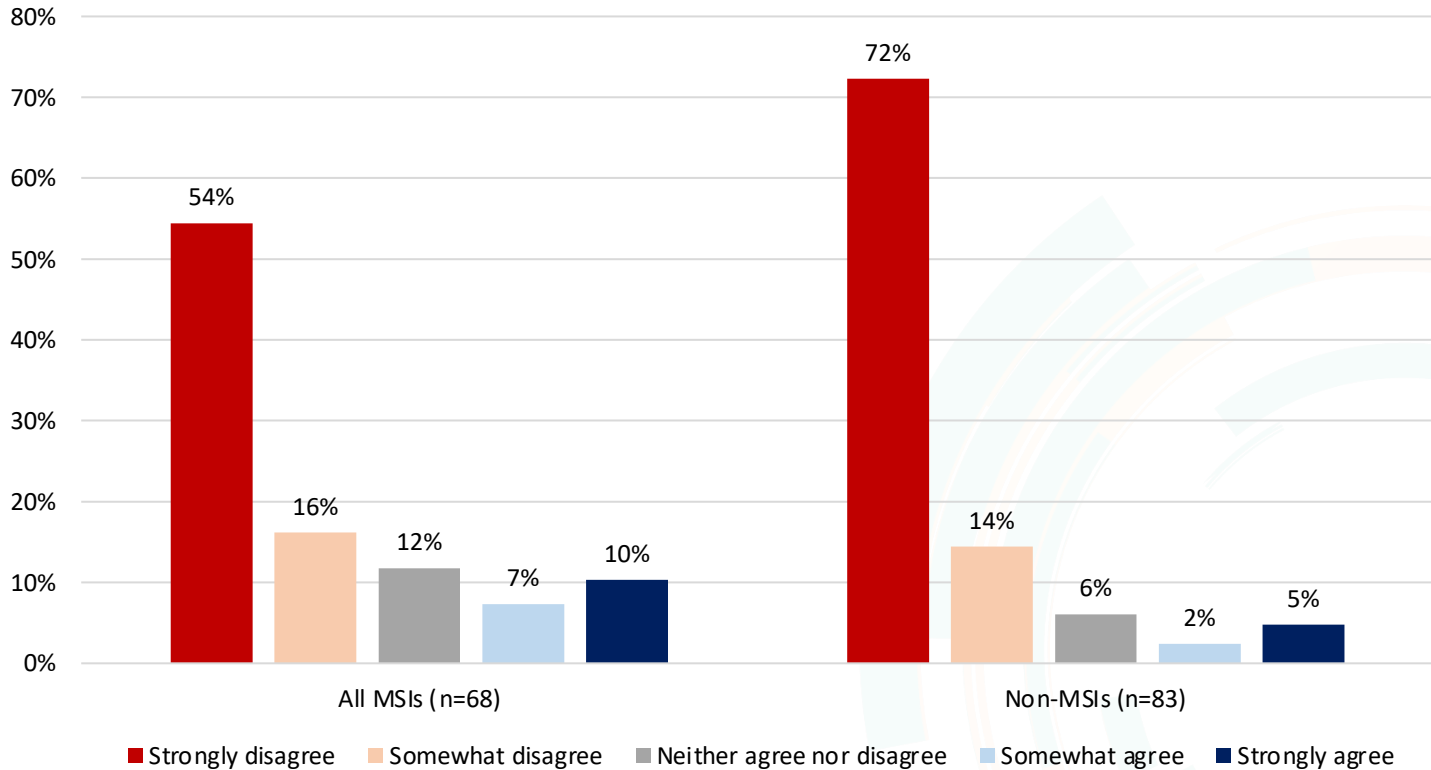
## By MSI Status:

Diversity statements should not be required for positions where research in a technical field is a primary responsibility for the position.



## By Combined MSI Status:

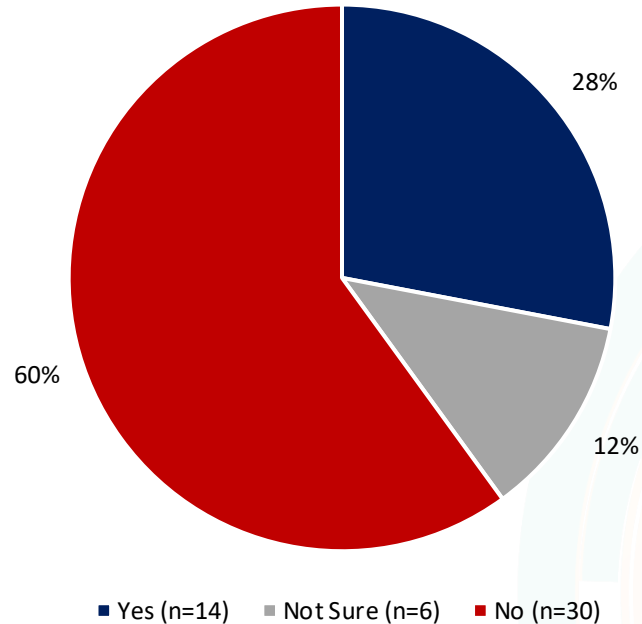
Diversity statements should not be required for positions where research in a technical field is a primary responsibility for the position.



Research Question 3:

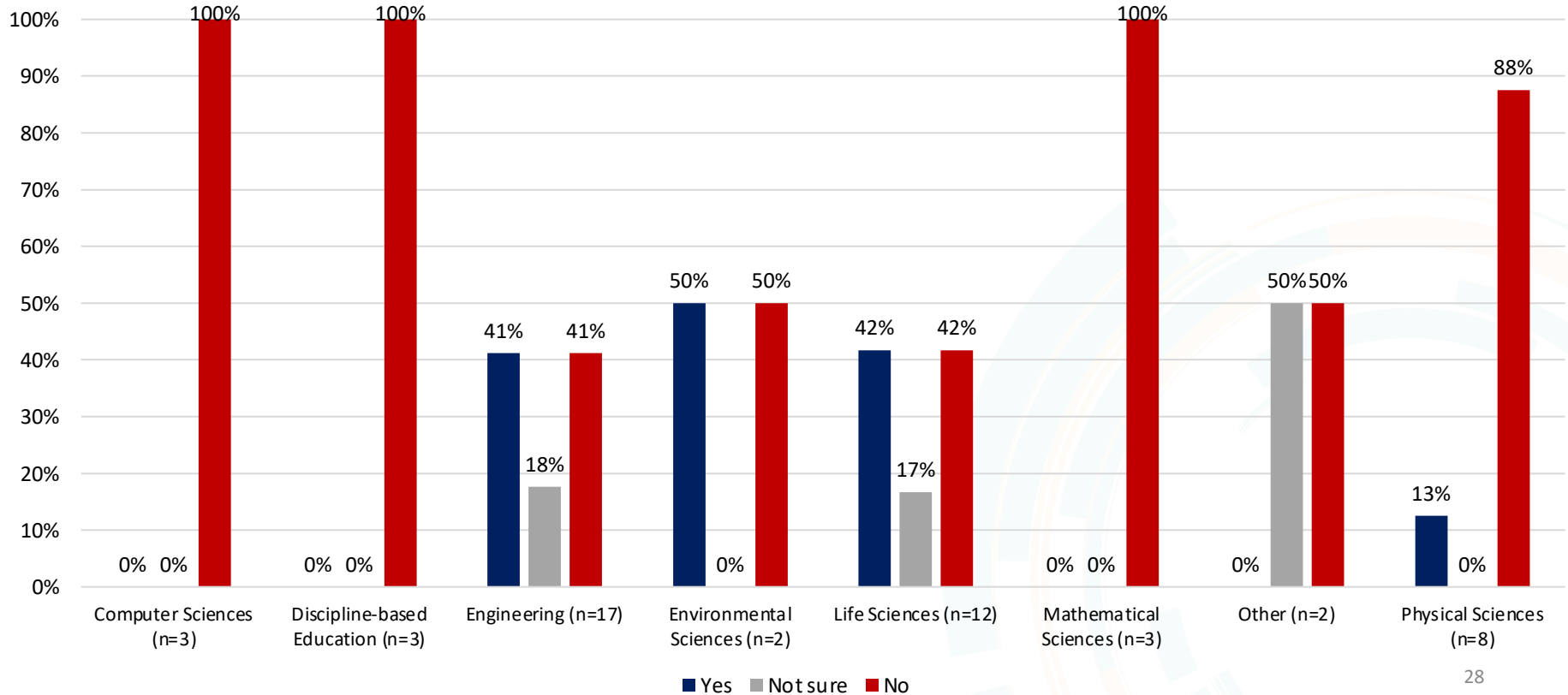
To what extent do universities equip search committees to evaluate diversity statements?

## All Respondents: Does your institution provide guidance on evaluating diversity statements?\* (n=50)

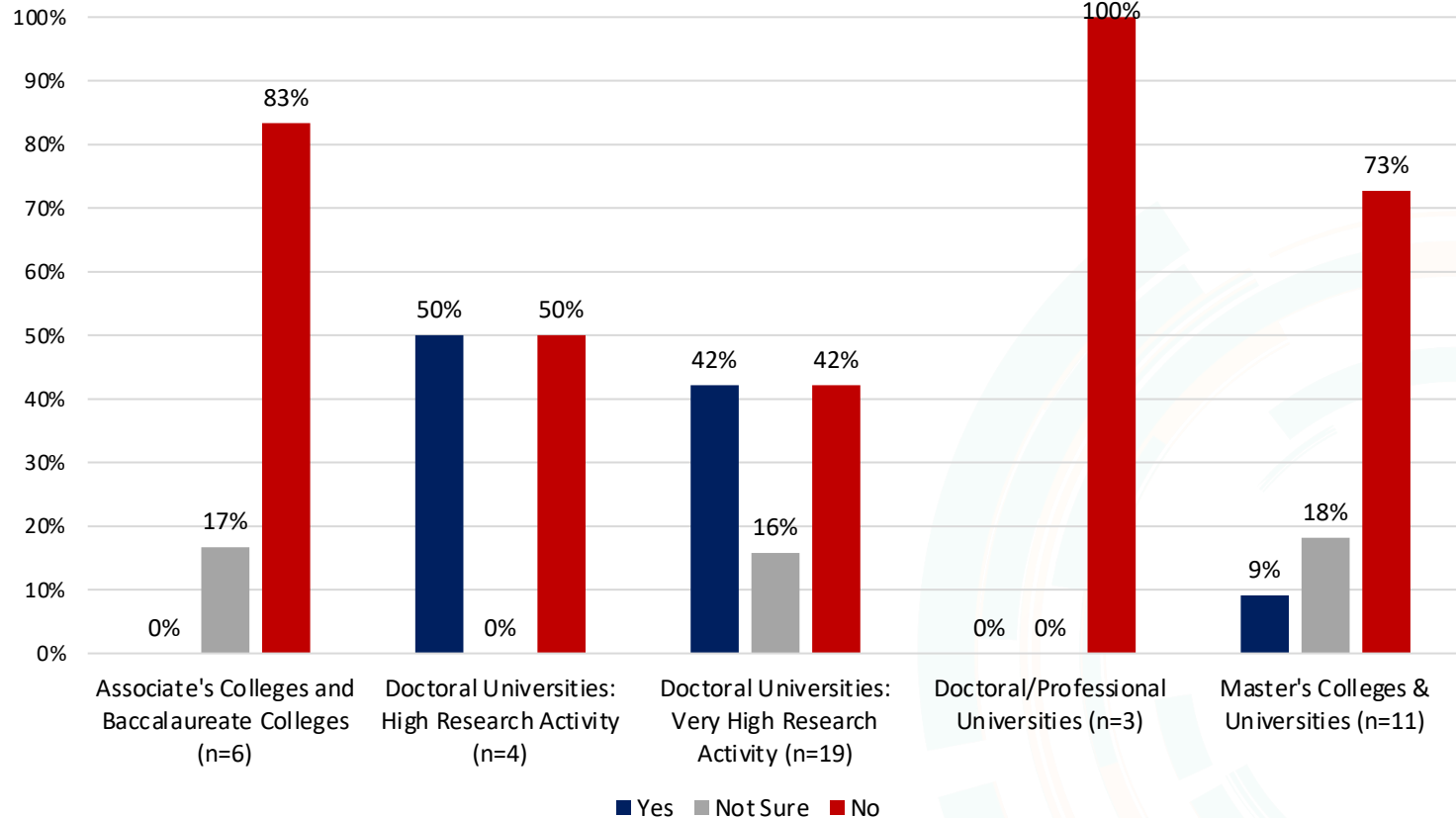


\*Represents all respondents who indicated their departments require diversity statements

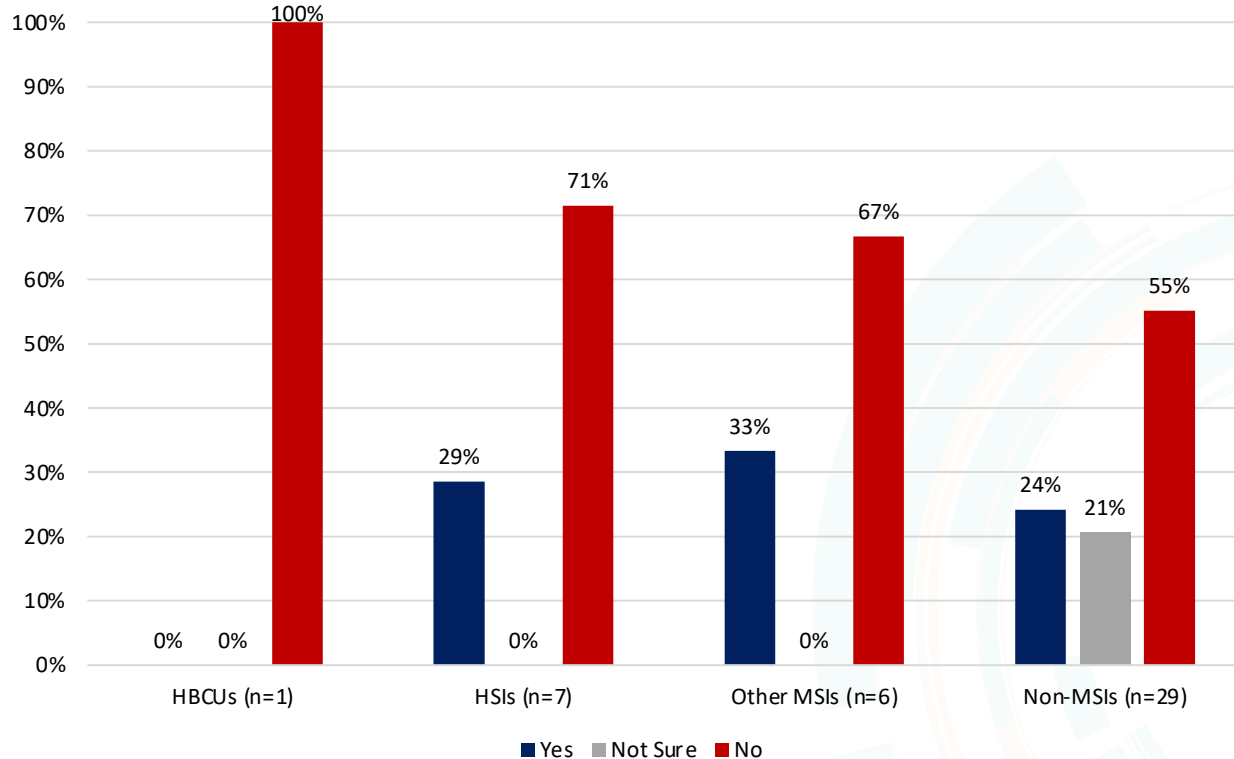
## By Discipline: Does your institution provide guidance on evaluating diversity statements? (n=50)



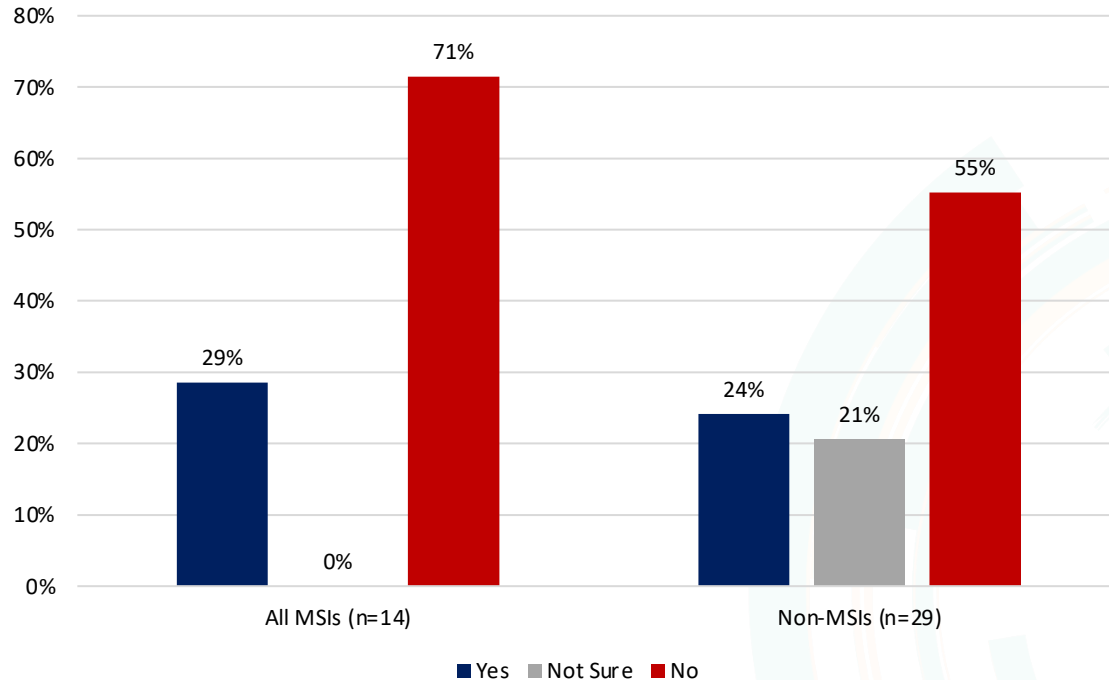
# By Carnegie Classification: Does your institution provide guidance on evaluating diversity statements? (n=43)



## By MSI Status: Does your institution provide guidance on evaluating diversity statements? (n=43)



## By Combined MSI Status: Does your institution provide guidance on evaluating diversity statements? (n=43)





# Summary

## Requiring Diversity Statements

- Relatively few programs/departments require diversity statements.
- Most faculty **strongly disagreed** with the statement that diversity statements **should not** be required for positions that were primarily research-focused.
- MSI faculty were more than twice as likely than non-MSI faculty to somewhat/strongly agree with the statement that diversity statements **should not** be required for positions that were primarily research-focused (17% vs 7%).

## Evaluating Diversity Statements

- R1 and R2 institutions were nearly 5 times more likely than master's institutions to provide guidance on evaluating diversity statements.
- For departments that require diversity statements, few are given guidance for evaluation.
- Possible impacts include:
  - ✓ Questionable rigor in evaluation
  - ✓ Bias that could influence evaluation

# Future Work

Statistical Analyses

Triangulation

Interviews

*Thank You!*

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Office of Diversity, Equity and Inclusion

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