

# How Do US Geoscience Departments Value (or not value) DEI Work during Faculty Evaluations?

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## Motivation

Geoscience remains one of the least diverse STEM fields in the US. Growing and sustaining diversity in academia (particularly in the Geosciences) requires addressing campus and departmental climate and culture, including ways to formally recognize those who are DEI advocates.



However, efforts and intense work done to improve diversity, equity and inclusion (DEI), revise existing policies, and redress biases often go unrecognized and sometimes, undervalued. This workload also takes significant time, which would otherwise be dedicated to research/teaching/other services. Our project aims to investigate the current value of DEI work in faculty assessment structures across various Geoscience departments in the US. Results from this study shall be implemented to create model evaluation criteria, that positively value DEI work in academia.

## Methodology

Faculty invited to interview from 20 institutions- R1, R2 and liberal arts colleges.

Randomly selected one assistant, one associate/full, and a third faculty member who was perceived to be from a historically underrepresented group (woman and/or URM race/ethnic group)

45 interviews conducted and recorded in Zoom by a team member using a preset list of questions focused on current DEI work in the department, their motivations, and value of DEI work within evaluation criteria.

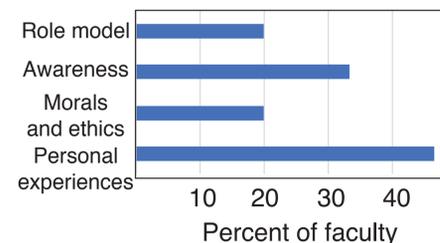
Audio files transcribed and de-identified, then analyzed qualitatively.

## Preliminary results (n=15)

### Major types of ongoing DEI work

- Formation of a department-wide working DEI committee
- Participation and learning from URGE and implementing policy changes
- GRE removal and revising rubrics for graduate student application evaluations
- Inclusive teaching and increasing accessibility
- Revising field geology policies
- Broader outreach and diverse hiring

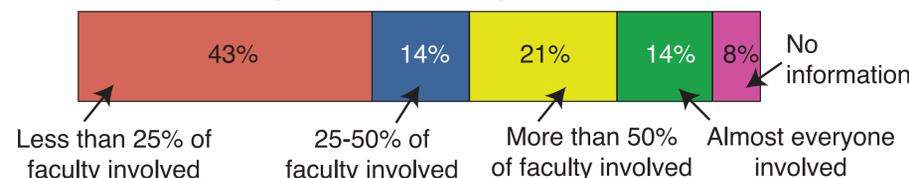
### Motivations to do DEI work



### Main hurdles to do DEI work

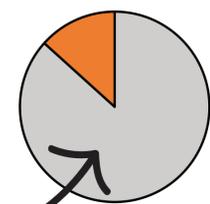
- Time/ inequitable workload distribution
- Lack of clear expectations in evaluation criteria
- Lack of funding
- Lack of resources to systematically blend DEI efforts in research and teaching

### Percent of faculty members actively involved in DEI work



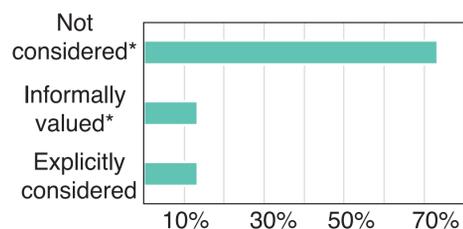
## Preliminary results (n=15)

### Is DEI workload distributed equitably?



87% of faculty members believe DEI work falls disproportionately on female and junior rank professors.

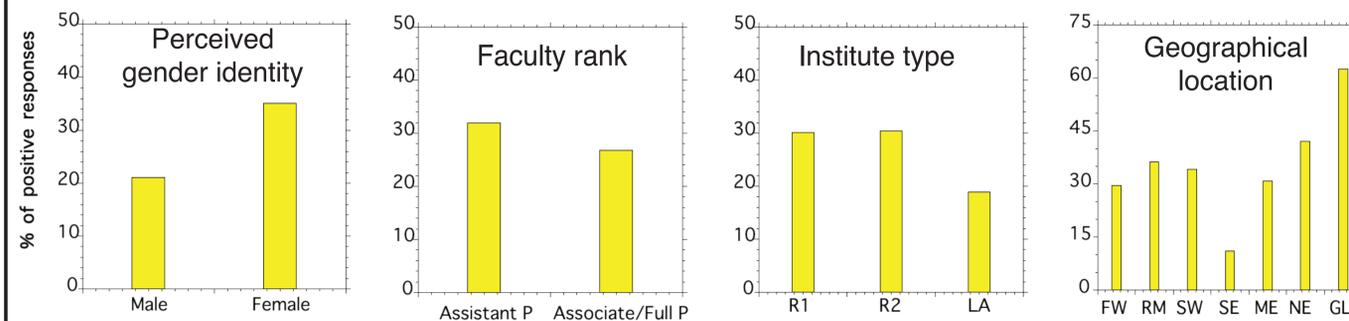
### Current value of DEI work in faculty evaluation criteria



Stated by this percent of faculty

\*As perceived by the interviewee

## Response metrics (based on a total of 166 interview invitations, 45 accepted invitations)



### Trends in positive responses

- Female > Male
- Junior faculty > Senior faculty
- Highest response from regions of Great Lakes and New England
- R1, R2 universities > Liberal arts(LA) colleges

FW Far West, RM Rocky Mountains  
SW Southwest, SE Southeast,  
ME Mid Atlantic, NE New England  
GL Great Lakes

## Major highlights

Distinct trends seen in the demographics of who responds to interview invitations.

Personal experiences and awareness are two main faculty motivations for DEI work.

Most Geoscience departments have **fewer than 50%** of faculty actively involved in DEI work.

Most Geoscience departments currently **do not explicitly** consider DEI work in evaluation criteria.

## Future work

1. Analyze remaining 30 interview transcripts
2. Collect example faculty evaluation rubrics from participating Geoscience departments.
3. Distribute a survey based upon the interview questionnaire to gather more data on evaluation criteria and current value of DEI work.
4. Formulate model rubrics that duly recognize DEI works in STEM academia.
4. Develop webinars and distribute resources about how to incorporate DEI into existing assessment structures and provide value to this highly important work.

[Link to the Survey](#)

