

# New study tests three-step intervention to increase faculty gender diversity in STEM

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Workforce homogeneity limits creativity, discovery, and job satisfaction; nonetheless, eighty-one percent of US science, technology, engineering, and math (STEM) university faculty members are men.

The relative dearth of women in the field is a long-recognized problem—but it's one that may be on its way to a solution.

Using a three-step intervention derived from self-determination theory, an interdisciplinary team from Montana State University demonstrated a low-cost way to improve [gender diversity](#) in STEM-faculty hiring.

The results were impressive, with search committees in the [intervention group](#) 6.3 times more likely to make an offer to a woman candidate.

Although the focus was on increasing women faculty within STEM, the intervention can be adapted to other scientific and academic communities to advance diversity along any dimension.

**More information:** Jessi L. Smith et al. Now Hiring! Empirically Testing a Three-Step Intervention to Increase Faculty Gender Diversity in STEM: Figure 1., *BioScience* (2015). [DOI: 10.1093/biosci/biv138](https://doi.org/10.1093/biosci/biv138)

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