



BAYER FACTS OF SCIENCE EDUCATION XII:

Emerging STEM Company CEOs on STEM
Diversity: The Need, The Seed, The Feed

EXECUTIVE SUMMARY



Making **Science**
Make **Sense**[®]
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Introduction

The drumbeats of recent national reports and commissions have warned that the U.S. is in danger of relinquishing its role as global leader in science and technology due to a growing shortfall of American scientists and engineers, coupled with increasing competition for these professionals from other countries that are now engaged in their own scientific pursuits.

At the same time, the U.S. has a disappointing track record when it comes to attracting women, African-Americans, Native Americans, and Hispanic Americans — so-called underrepresented minorities — to science, technology, engineering, and mathematics, or STEM. Recent data published by the Commission on Professionals in Science and Technology show that women comprise only 25 percent of the STEM workforce and minorities have made even fewer gains.

In addition, the country's research universities have come under the microscope recently for lack of diversity among their teaching faculties. In 1999 MIT did its own self-analysis ("A Study on the Status of Women Faculty in Science at MIT") and found significant differences between male and female faculty in terms of salary, distribution of resources, presence in the administration, and general quality of life. In 2003, Dr. Donna Nelson's assessment of the science and engineering faculty at the top 50 research universities found few tenured and tenure-track women faculty in these departments, with the percentage of female full professors ranging from 3 to 15 percent. Dr. Nelson's report, "A National Analysis of Diversity in Science and Engineering Faculty at Research Universities," also found that underrepresented minority women are virtually nonexistent on these faculties.

Some, including the National Science Board, the governing body of the National Science Foundation, argue that if the U.S. could attract more women and minorities to STEM fields and approach parity among these groups, we could resolve the growing talent pool problem and global competitiveness issues simultaneously.

The 2005 *Bayer Facts of Science Education* survey looked at the issue of diversity in STEM from the parents' perspective. The survey polled a national sample of White, African-American, Hispanic Americans, and Native American parents of school-age boys and girls to measure their awareness of this longstanding workforce underrepresentation, gauge their attitudes about STEM and science literacy, and explore their opinions about the challenges and opportunities for their children in STEM fields.

This year's *Bayer Facts* survey examines the diversity issue from the point of view of those executives who are leading emerging STEM companies whose vitality and viability depend on a robust and diverse workforce.

Results are based on a telephone poll of 100 CEOs and other C-Level executives of some of the fastest growing U.S. science and technology companies. Each year, Deloitte & Touche, the accounting/consulting firm, ranks the fastest growing technology companies in North America based on revenue growth over five years. The Deloitte & Touche listings from 2001 through 2005 were used to create a master list of U.S. companies, and survey respondents were drawn from this list. ICR also looked up phone numbers for any company that did not have one provided. Prior to being called, CEOs received a letter from Bayer Corporation President and CEO Attila Molnar. The purpose of the letter was to increase the participation rate.

The following summarizes the profile of all CEOs/Executives (n=100) interviewed.

- Nearly three-quarters (73%) of those surveyed are CEOs/Presidents, while the remaining quarter (27%) are other C-Level executives, including Chief Financial Officers and Chief Technology Officers, among others.
- Four out of five of those surveyed are male (81%) or Caucasian (78%).
- The average age of the executives surveyed is 48 years old.
- Seven in ten (70%) have a graduate degree, while nearly three in five (58%) have a degree in a STEM field.

The statistical reliability achieved conducting the 100 interviews is a maximum +/- 9.8% margin of error at a 95% confidence

level.

The following summarizes the profile of all CEOs/Executives' companies workforce composition.

- The average number of employees is 160.
- The average number of employees with STEM experience is 60.
- The percentage of employees with STEM experience is 60% (average).
- The percentage of STEM employees who are women is 21% (average).
- The percentage of STEM employees who are African-American, Native American, or Hispanic American is 10% (average).
- The percentage of STEM employees who are Asian, including Japanese, Chinese, Indian, Korean, etc. is 13% (average).
- The average 2005 Total Revenue is \$59.8 million.

Key Survey Findings

Four in five executives surveyed at STEM companies are aware of recent reports and warnings and are concerned that the United States is in danger of losing its global predominance in science and technology due to manpower shortage issues.

- The majority of executives surveyed (83%) were aware of the reports and warnings from the National Science Foundation, the National Science Board, and others prior to taking this survey. Nearly the same amount (78%) are concerned that the United States is in danger of losing its predominance in science and technology.

Nearly three in five executives surveyed are concerned about their company's ability to attract and retain the scientifically and technically trained employees they need to remain competitive in the global marketplace. Nearly one-half indicate that underrepresentation of women and minorities exists in their company's STEM workforce.

- The majority (57%) of executives surveyed are concerned about their company's ability to attract and retain the qualified employees that they need to remain competitive. A near majority (45%) indicate that there is an underrepresentation of women and minorities in their STEM workforce. The remaining 55% believe it does not exist. However, just one in six (16%) of all CEOs surveyed say underrepresentation is a manpower issue.

While less than one-half (45%) of executives surveyed believe this underrepresentation exists in their company, two-thirds (65%) believe it exists in their industry's STEM workforce.

- Executives surveyed are more inclined to say that underrepresentation of women and minorities exists in their industry (65%) than in their company (45%).

Three-quarters of executives surveyed believe a diverse workforce is beneficial to their company's success.

- The three-quarters (74%) of executives surveyed who believe a diverse workforce is beneficial are equally split between thinking it is "very" or just "somewhat" beneficial to the success of their company (both 37%).
- One quarter (25%) of the surveyed executives say that having a diverse workforce would enable diversity of ideas, perspectives, skills, and solutions (25%). Conversely, one in eight (13%) stepped outside the frame of the question, saying that it is more important to pick the most qualified person for the job instead of choosing due to race, sex, etc.
- At the same time, three in five executives surveyed (61%) are concerned about their competitors in other countries having access to scientific and technical talent that will give them a competitive advantage.

Nearly all executives surveyed believe it is important that all of their employees have a baseline level of science literacy.

- The vast majority (96%) of executives surveyed indicate the importance ('very' or 'somewhat') of all employees, technical and non-technical alike, having a baseline level of science literacy & a general knowledge of science, mathematics, and technology in order to understand information, solve problems, and make decisions.

Executives surveyed give the U.S. education system average grades in terms of providing them with diverse and talented graduates along with training women and minorities for STEM careers. They grade the U.S. pre-college education system lower for how well it does in engaging and nurturing girls and minorities to pursue STEM careers.

- Executives surveyed give an average grade of C to the U.S. education system for how well it is doing providing U.S. companies with diverse and talented graduates who have the skills to be successful in today's STEM careers. They assign an average grade of C+ to the U.S. higher education system for how well it does in training women and minorities for STEM careers.
- A majority of executives surveyed (56%) feel that today's colleges and universities have STEM courses that adequately prepare students for today's workplace realities.
- Executives surveyed assign an average grade of C- to the U.S. pre-college education system for how well it does in engaging and nurturing girls and minorities for STEM careers.

Executives surveyed also gave input regarding teaching methods in elementary school, including emphasis on science versus reading, writing, and math and how science should be taught. They were also asked about STEM courses in U.S. colleges and universities.

- Four in five (81%) executives surveyed feel that science should be given the same emphasis as reading, writing, and math.
- Roughly the same number of executives surveyed (82%) believe the most effective method for teaching science to students is to have them conduct hands-on experiments, form opinions, and discuss and defend their conclusions with others.

Over four in five executives surveyed believe that STEM companies have a role to play in ensuring that women and minorities succeed in science and engineering fields. This includes supporting pre-college education programs and students having direct contact with scientists and engineers. They also feel that girls and minorities receiving a strong science and math education beginning in elementary school will help alleviate their underrepresentation in STEM fields.

- Over four in five (83%) executives surveyed agree that STEM companies have a role to play in ensuring that women and minorities succeed in science and engineering fields.
- The vast majority feel it is important for STEM companies to support pre-college science education programs (91%), as well as agreeing that direct contact with scientists and engineers is an effective way to help students better appreciate careers in science and engineering (98%).
- The vast majority (96%) of executives surveyed also think that in order to eliminate underrepresentation it is important ('very' or 'somewhat') that girls and minorities receive a strong science and math education beginning in elementary school.

While executives surveyed state the importance of supporting pre-college education programs, just over one-third are involved in these programs. Over one-half of those whose company currently does not participate in these programs would be interested in doing so.

- Over one-third (37%) of executives surveyed indicate their company or employees participate in pre-college education programs that attract, encourage, and sustain girls' and minority students' interest in math and science. Of those who do not currently participate, over one-half (56%) are interested in doing so.

Half of executives surveyed do not believe their company effectively communicates a message to students that there are plenty of job opportunities for them in STEM fields.

- In a recent survey, U.S. parents said it is very important for today's science and technology companies to communicate the message to today's students, including women and minorities, that there are significant job opportunities for them in STEM fields. However, over one-half (53%) of executives surveyed believe that their company does not effectively communicate this message, while only one-third (32%) believe theirs does.

Three-quarters of executives surveyed say that their company does not have any specific programs in place to recruit women and minority STEM workers, such as targeted recruiting and internships, co-ops, and outreach programs with colleges and universities.

- Three-quarters (77%) of the companies surveyed do not have any specific programs in place to recruit women and minority STEM workers. However, one in five (21%) do. Of those who do have these programs in place, the highest proportion have targeted recruiting towards minorities and a diverse workplace (48%) and also have internships, co-ops, and outreach programs with colleges and universities (43%).

The majority of executives surveyed feel their company does an excellent job ensuring that women and minorities receive appropriate promotions, raises, and recognition; feel it is important for women and minorities to hold senior management positions; and are not frustrated by their company's difficulty in hiring women and minorities for STEM positions. They say the biggest challenges facing their companies in hiring women and minorities for STEM positions are the limited number applying for these positions as well as the limited number who are qualified for them.

- Three in five (59%) executives surveyed believe their company does an excellent job ensuring that women and minorities receive appropriate promotions, raises, and recognition. One-third (35%) think they can do better.
- The vast majority (91%) of executives surveyed feel it is important that women and minorities hold senior management positions within STEM companies so that younger female and minority employees have aspirational role models and mentors.
- Three-quarters (74%) of executives surveyed are not frustrated by their company's difficulty in hiring women and minorities for STEM positions.
- Their biggest challenges in hiring women and minorities for STEM positions are the limited number applying for the positions (45%) and the limited number who are qualified for these positions (35%).

The Need: Current and Immediate Future “STEM” Workforce Challenges

Question 1

Recent reports from the National Science Foundation, the National Science Board, and others warn that the U.S. is in danger of losing its global predominance in science and technology due to a potential shortfall of American scientists and engineers, and an increase in competition for these professionals from other countries who have made their own commitments to scientific research and development. Prior to this interview were you aware of these reports or warnings?

Most (83%) executives surveyed of rapidly-growing STEM companies were aware of the reports and warnings from the National Science Foundation, the National Science Board, and others prior to taking this survey.

Significantly more CEOs than lower-level executives were aware of these reports and warnings (88% vs. 70%). Also more aware are:

- Those concerned with their company's competitive advantage over other countries (92% vs. 68% of those not concerned)
- Those with a significant women/underrepresented minority STEM workforce (91% with 20%+ vs. 73% of those with < 20%)

Question 2

To what extent are you concerned that the United States is in danger of losing its global predominance in science and technology due to manpower shortage issues? Are you very concerned, somewhat concerned, not too concerned, or not at all concerned?

Nearly four in five (78%) executives surveyed are concerned that the United States is in danger of losing its global predominance in science and technology due to manpower shortage issues. One-third (33%) indicated they are very concerned about this issue.

Concern about the U.S. being in danger of losing its global predominance in science and technology is also higher among:

- Those concerned with their company's ability to attract and retain STEM employees needed to stay competitive (93% vs. 58% of those not concerned)
- Those who believe colleges and universities do not have adequate STEM courses (89% vs. 70% of those who feel college STEM courses are adequate).

Question 3

How concerned are you that your company will be able to attract and retain the scientific and technically trained employees you need to remain competitive in the global marketplace? Are you very concerned, somewhat concerned, not too concerned, or not at all concerned?

Over one-half (57%) of executives surveyed are concerned that their company will be able to attract and retain the scientific and technically trained employees they need to remain competitive in the global marketplace. The highest proportion (35%) is just somewhat concerned.

Those concerned about their company's ability to maintain their competitive advantage are also concerned about their ability to attract and retain qualified STEM employees (74% vs. 29% of those not concerned with competitive advantage).

Question 4

Until recently, women and specific minorities — African-Americans, Hispanic-Americans, and Native Americans have held few jobs in science, technology, engineering, and mathematics, sometimes called S.T.E.M. or STEM fields. While women now hold more of these jobs, they, and these minority groups remain substantially underrepresented in such areas as engineering, physical sciences, mathematics and computer sciences.

- Does this underrepresentation by women and these minorities exist in your company's STEM workforce?*
- Is this underrepresentation in your company's STEM workforce a manpower issue for you?*

A near majority (45%) indicate that there is an underrepresentation of women and minorities in their STEM workforce. The remaining 55% believe it does not exist. However, just one in six (16%) of all CEOs surveyed say underrepresentation is a manpower issue.

Belief that this is a manpower issue is significantly higher among:

- Those who believe their company could be doing better in ensuring women and minorities receive appropriate raises, promotions, and recognition (29% vs. 9% of those who think they company is doing an excellent job)
- Those who are frustrated with their company's ability to hire women and minorities (50% vs. 5% of those not frustrated)

At the same time, those whose company has a low women/underrepresented minority STEM workforce are more likely to believe that underrepresentation is not a manpower issue (41% with < 20% vs. 16% with 20%+).

b. Does this underrepresentation by women and these minorities exist in your industry's STEM workforce?

Two-thirds (65%) of executives surveyed believe that underrepresentation by women and minorities exists in their industry's STEM workforce.

Significantly more of the following believe this underrepresentation exists in their industry's STEM workforce:

- Underrepresentation exists in company (100% vs. 36% does not exist)
- Company could do a better job ensuring women and minorities get appropriate raises, promotions and recognition (80% vs. 58% of those who feel their company is doing an excellent job)
- Frustrated with their company's ability to hire women and minorities (100% vs. 55% of those not frustrated)
- Low women/underrepresented minority STEM workforce (80% with <20% vs. 54% with 20%+)

Question 5

How might a diverse workforce — meaning one that includes significant numbers of women and minorities — contribute to your company's success?

One-quarter (25%) of executives surveyed believe a diverse workforce would contribute to their company's success by enabling diversity of ideas, perspectives, skills, and solutions. Fifteen percent believe their company already has diversity within it. About the same (13%) stepped outside the frame of the question and offered that it is more important to pick the most qualified persons for the jobs instead of choosing due to race, sex, etc.

The belief that diversity already exists in their company is more prevalent among:

- Those who believe their company does an excellent job in ensuring that women and minorities receive appropriate raises, promotions and recognition (20% vs. 3% of those who believe their company could be doing better)
- Those with a significant women/underrepresented minority STEM workforce (23% with 20%+ vs. 5% with < 20%)

Question 6

To what extent is a diverse workforce beneficial to your company's success? Is it very beneficial, somewhat beneficial, not too beneficial, or not at all beneficial?

Three-quarters (74%) of executives surveyed believe a diverse workforce is beneficial to their company's success; they are equally split between very and somewhat beneficial (both 37%).

More of those executives surveyed frustrated with their company's ability to hire women and minorities feel a diverse workforce is beneficial to their company's success (92% vs. 69% of those not frustrated).

Question 7

Thinking about your company's competitors in other countries, to what extent are you concerned that their access to scientific and technical talent will give them a competitive advantage over your company? Are you very concerned, somewhat concerned, not too concerned, or not at all concerned?

The majority (61%) of executives surveyed are concerned about their competitors in other countries' access to scientific and technical talent giving them a competitive advantage.

There were several significant differences found in terms of concern with competitors in other countries having access to scientific and technical talent:

- CEO vs. Non-CEO (67% vs. 44%)
- Concerned vs. Not concerned with their company's ability to attract employees necessary to stay competitive (79% vs. 37%)
- Those whose company participates in pre-college education programs vs. those who do not (78% vs. 52%)
- Those executives with a STEM degree vs. those without (74% vs. 43%)

Question 8

How important is it that all of your employees, non-technical as well as technical, have a baseline level of science literacy, that is a general knowledge of science, mathematics and technology in order to understand information, solve problems and make decisions? Is it very important, somewhat important, not too important, or not at all important?

Nearly all executives surveyed (96%) feel it is important that all of their employees have a baseline level of science literacy, with the majority (68%) saying it is very important.

The Seed: Growing a Diverse American STEM Pipeline

Question 9

How good a job do you think the U.S. education system is doing providing U.S. companies with diverse and talented graduates who have the skills to be successful in today's STEM careers? Would you grade it an A for Excellent, B for Good, C for Fair, D for Poor, or F for Failing?

Executives surveyed assign an average grade of C (3.29) to the U.S. education system for how well it is doing providing U.S. companies with diverse and talented graduates who have the skills to be successful in today's STEM careers.

The following grade the U.S. education system lower in terms of how well it is doing providing U.S. companies with diverse and talented graduates:

- Feel colleges and universities do not provide adequate STEM courses (31% vs. 9% of those who feel they do provide adequate courses)

- Feel frustrated with their company's ability to hire women and minorities (33% vs. 14% of those who are not frustrated)

Question 10

Going back now to the issue of underrepresentation by women and minorities in STEM fields. How good a job do you think the U.S. higher education system does in training women and minorities for STEM careers? Would you grade it an A for Excellent, B for Good, C for Fair, D for Poor, or F for Failing?

Executives surveyed give the U.S. higher education system an average grade of C+ (3.50) for how well it does in training women and minorities for STEM careers.

The U.S. higher education system is graded lower by:

- Those who believe colleges and universities do not have adequate STEM courses (25% vs. 5% who believe they do)
- Those who believe underrepresentation of women and minorities exists in their company (24% vs. 8% of those who believe it does not exist)

Question 11

How good a job do you think the U.S. pre-college or K through 12 education system does in engaging and nurturing girls and minorities to pursue STEM careers? Would you grade it an A for Excellent, B for Good, C for Fair, D for Poor, or F for Failing?

Executives do not think the U.S. pre-college education system is doing a good job nurturing girls and minorities to pursue STEM careers, assigning it an average grade of C- (2.87).

The U.S. pre-college system is graded lower by:

- Those who believe colleges and universities do not have adequate STEM courses (53% vs. 29% who believe they do)

Question 12

In elementary school, different subjects have different emphasis. Do you believe science should be given the same, less or more emphasis than reading, writing, and math?

Four in five (81%) executives surveyed believe science should be given the same emphasis as reading, writing, and math in elementary school.

Significantly more of those whose company participates in pre-college education programs think science should be given the same emphasis as reading, writing, and math (95% vs. 73% of those who don't participate).

More CEOs think science should be given more emphasis (16% vs. 0% Non-CEOs).

Question 13

In elementary school, teachers use a variety of methods to teach science. One way is to have students read a textbook, listen to lectures and memorize scientific information. Another is to have students conduct hands-on experiments, form opinions, and discuss and defend their conclusions with others. If you had to choose, which ONE of these two methods do you think is more effective for students learning science?

The majority (82%) of executives surveyed believe the most effective method for teaching science to students is to have them conduct hands-on experiments, form opinions, and discuss and defend their conclusions with others, as opposed to reading a

textbook, listening to lectures, and memorizing information.

Question 14

When it comes to U.S. higher education, do you think that today's colleges and universities have STEM courses that adequately prepare students for today's workplace realities?

Executives surveyed are more inclined to believe that today's colleges and universities have STEM courses that adequately prepare students for today's workplace realities, with over one-half (56%) saying the colleges and universities provide adequate STEM courses.

Question 15

Do you believe STEM companies have a role to play in ensuring that women and minorities succeed in science and engineering fields?

Over four in five (83%) executives surveyed agree that STEM companies have a role to play in ensuring that women and minorities succeed in science and engineering fields.

Agreement that STEM companies have a role to play is highest among:

- CEOs (88% vs. 70% Non-CEOs)
- Those who believe their company could do better in ensuring women and minorities receive appropriate raises, promotions and recognition (94% vs. 76% of those who believe their company does an excellent job)
- Those with a degree in a STEM field (90% vs. 74% without a STEM degree)

Question 16

In order to eliminate underrepresentation in the science and engineering fields, how important is it that girls and minorities receive a strong science and math education beginning in elementary school? Is it very important, somewhat important, not too important, or not at all important?

Nearly all (96%) executives surveyed think that in order to eliminate underrepresentation it is important that girls and minorities receive a strong science and math education beginning in elementary school.

Question 17

How important is it for STEM companies to support pre-college science education programs that help create the next generation of inventors, innovators and discoverers? Is it very important, somewhat important, not too important, or not at all important?

Nine in ten (91%) executives surveyed feel it is important for STEM companies to support pre-college science education programs, with the highest proportion saying it is very important (55%)

Question 18

Do you agree or disagree with the following statement: "Direct contact with scientists and engineers is an effective way to help students better appreciate careers in science and engineering."

Nearly all (98%) executives surveyed agree that "Direct contact with scientists and engineers is an effective way to help students better appreciate careers in science and engineering".

Questions 19 and 20

Some STEM companies support pre-college education programs that attract, encourage and sustain girls' and minority students' interest in math and science in school. Programs like "Scientists in the Classroom," internships and school-to-work programs, and scholarships. Does your company or do any of your employees participate in programs such as these?

If not, how interested would your company be in participating in these types of programs? Would you be very interested, somewhat interested, not too interested or not at all interested?

Over one-third (37%) of executives surveyed indicate their company or employees participate in pre-college education programs that attract, encourage, and sustain girls' and minority students' interest in math and science. Of those who do not, over one-half are interested in doing so (10% very interested and 46% somewhat interested).

Reported participation is highest among:

- CEOs (44% vs. 19% Non-CEOs)
- Those concerned with their competitors in other countries gaining competitive advantage (48% vs. 18% of those not concerned)

Question 21

In a recent survey, U.S. parents said it is very important for today's science and technology companies to communicate the message to today's students, including women and minorities, that there are significant job opportunities for them in STEM fields? Does your company effectively communicate this message to today's students?

Over one-half (53%) of executives surveyed believe their company does not effectively communicate to today's students the message that there are significant job opportunities in STEM fields. One-third (32%) say they do effectively communicate.

Significantly more of the following believe their company effectively communicates this message:

- Those concerned with their competitors in other countries gaining competitive advantage (43% vs. 16% of those not concerned)
- Those who feel colleges and universities do not provide adequate STEM courses (50% vs. 23% of those who think colleges/universities do provide adequate STEM courses)
- Those whose company participates in pre-college education programs (54% vs. 18%)
- Executives surveyed ages 45 and younger (46% vs. 20% of those over 45)

The Feed: Nurturing Women and Minority Employees in the Workforce

Questions 22 and 23

Does your company have any specific programs in place to recruit women and minority STEM workers?

What are they?

Most (77%) of the companies surveyed do not have any specific programs in place to recruit women and minority STEM

workers. However, one in five (21%) do. Of those who do have these programs in place, the highest proportion have targeted recruiting towards minorities and a diverse workplace (48%) and also have internships, co-ops, and outreach programs with colleges and universities (43%).

Significantly more of those who are frustrated with their company's difficulty in hiring women and minorities said they have specific programs in place to recruit women and minority STEM workers (38% vs. 16% of those who are not frustrated).

Question 24

When it comes to support of women and minority employees, which of the following best describes your company? Do you feel your company does an excellent job ensuring women and minorities receive appropriate promotions, raises, and recognition, does a good job but could do better, or does not do enough to ensure women and minorities receive appropriate promotions, raises and recognition?

Three in five (59%) of executives surveyed believe their company does an excellent job ensuring that women and minorities receive appropriate promotions, raises, and recognition. One-third (36%) think they can do better.

Question 25

How important, if at all, would you say it is for women and minorities to hold senior management positions within STEM companies so that younger female and minority employees have aspirational role models and mentors? Is it very important, somewhat important, not too important, or not at all important?

The vast majority (91%) of executives surveyed feel it is important that women and minorities hold senior management positions within STEM companies, with 56% saying it is very important and 35% somewhat important.

Question 26

To what extent are you frustrated by your company's difficulty to hire women and minorities for STEM positions? Are you very frustrated, somewhat frustrated, not too frustrated, or not at all frustrated?

Most (74%) executives surveyed are not frustrated, that is they do not feel their company has difficulty hiring women and minorities for STEM positions.

As might be expected, significantly more of those who claim that underrepresentation of women and minorities exists in their company are frustrated by their company's difficulty in hiring them (44% vs. 8% of those who say underrepresentation do not exist in their company).

Question 27

In your opinion, what has been your company's biggest challenge in hiring women and minorities for STEM positions?

The biggest challenge in hiring women and minorities for STEM positions is the limited number applying for the positions (45%). The next biggest challenge is the limited number qualified for these positions (35%).

Significantly more of those who claim that underrepresentation exists within their company indicate there is a limited number of women and minorities applying for positions (58% vs. 36% of those who say underrepresentation does not exist in their company) as well as a limited number qualified for these positions (53% vs. 19%).



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