



# Other Than Merit: The Prevalence of Diversity, Equity, and Inclusion Statements in University Hiring

James D. Paul and Robert Maranto

November 2021

## Key Points

- Diversity, equity, and inclusion (DEI) statement requirements for job applicants seeking university faculty posts seem increasingly common.
- Proponents claim these requirements create a more inclusive academy. Critics claim they amount to political correctness loyalty oaths. Yet, until now, no one has conducted an empirical investigation of their prevalence or how these requirements vary across academic disciplines, geographic regions, type of faculty position, and university prestige.
- Prestigious universities are significantly more likely to have DEI requirements than nonprestigious universities. Perhaps surprisingly, these statements are as prevalent in STEM fields as in the humanities and social sciences, once controls are accounted for.
- Regular faculty posts are more likely to require DEI statements than adjunct and postdoc positions. Relative to other regions, jobs in the West are most likely to require DEI statements.

Traditionally, American universities have prided themselves on being meritocratic institutions dedicated to the disinterested pursuit of academic excellence and the production and dissemination of new knowledge. But increasingly, universities are not hiring faculty based purely on the quality and promise of their scholarship. Rather, more and more candidates for professorships are also being screened on their commitment to “diversity, equity, and inclusion” (DEI).

In 2018, Manhattan Institute Senior Fellow Heather Mac Donald drew attention, in a *Los Angeles Times* op-ed, to the decision at the University of California, Los Angeles, (UCLA) to require statements from all faculty applicants documenting their contributions to DEI, which would be weighted with the rest of their application portfolio.<sup>1</sup> Since Mac Donald’s warning, the University of California (UC) system has likely become the leading university system

embracing mandatory DEI statements from faculty applicants.

As of 2019, eight of 10 UC campuses required these statements. A joint task force recommended that DEI requirements be standardized across the UC system.<sup>2</sup> At the University of California, Berkeley, administrators published a sample “Rubric for Assessing Candidate Contributions to Diversity, Equity, Inclusion, and Belonging,” which provides guidance for search committees evaluating applicants.<sup>3</sup> Under this rubric, applicants are evaluated on a 1–5 scale for knowledge of DEI, track record of DEI, and plans for advancing DEI. And UCLA’s decision noted that diversity statements were becoming more common nationally and that growth would continue. (For an example of how these statements look, see the “Example DEI Statement” sidebar.)

Anecdotal evidence suggests mandated diversity statements are indeed becoming routine.<sup>4</sup> But there

## Example Diversity, Equity, and Inclusion Statement

The following DEI statement example is taken from one of the job postings sampled in this study.

- How do you think about diversity, equity, and inclusion [DEI], including factors that influence underrepresentation of particular groups in academia, and the experiences of individuals from particular groups within academia?
- Have you been involved in activities to advance or promote a diverse, equitable, and inclusive environment or institution? We note that activities could be large and organized or they could be specific and very personal. Please tell us the role that you played, what you did, what happened and what you learned from the experience.
- Coming into a new institution will involve changes and being busy! Please let us know how you plan to integrate DEI into your role as a faculty member, including new or existing initiatives you would like to be involved with.<sup>5</sup>

have been no empirical investigations into the frequency with which such statements are required nor how they vary across academic disciplines, geographic regions, type of faculty position, and university prestige. This report represents the first empirical examination of this question.

There are strong normative arguments for and against DEI statements in faculty hiring. Proponents of DEI statements argue that they are tools to ensure applicants from traditionally underrepresented groups receive fair consideration and to compose faculty who resemble students demographically.<sup>6</sup> When UCLA's executive vice chancellor and provost announced that all academic units at UCLA would require diversity statements, he argued it would enhance the university's ability to attract

diverse candidates, "particularly those most vigilant of subtle cues concerning institutional culture and values."<sup>7</sup> Similarly, others have argued that diversity statements help foster inclusive academic environments.<sup>8</sup>

Critics argue that mandatory DEI statements erode free speech and serve as "political litmus tests with teeth," reducing ideological diversity and faculty quality.<sup>9</sup> For instance, as Andrew Gillen points out regarding applications for a single life sciences faculty post at Berkeley,

The scale of the resulting purge would make Stalin blush. Of 893 nominally qualified candidates, 679 were eliminated solely due to insufficiently woke diversity, equity and inclusion statements. In other words, Berkeley used a political litmus test to eliminate over three-quarters of the applicant pool.<sup>10</sup>

Ideological conformity may also result in a narrowing of research questions, with negative consequences for intellectual pursuits.

This report takes no stance on the normative questions presented by the rise of DEI statements. (To address the normative question, AEI's Max Eden and Scott Yenor have another, forthcoming report.) But we hope that by highlighting how prevalent they have become, we can spark a policy conversation at the state and federal level about their propriety.

## Data Collection

We generated a representative sample of job postings from four-year institutions and two-year community colleges in the United States during fall 2020, using three prominent academic job boards. (See Appendix A for a full description of our methodology.)

Because we were interested in the variation of DEI requirements across fields of study, we randomly sampled academic disciplines. Using a list of the 30 most popular college majors for bachelor's degree holders, we chose six specific academic disciplines from which to sample by randomly selecting two academic disciplines from three broad categories: social science, STEM, and all others. We then downloaded PDFs of all job postings that met our criteria, which produced 999 unique observations.

**Table 1. Descriptive Statistics**

	Proportion of Overall Postings
University Characteristics	
Four-Year School	0.83
Two-Year School	0.17
Elite School	0.28
Non-Elite School	0.72
Job Characteristics	
Postdoc Position	0.04
Adjunct Position	0.23
Full-Time Faculty Position	0.73
Region	
Northeast	0.21
Southeast	0.26
Midwest	0.14
Southwest	0.14
West	0.25
Broad Academic Discipline	
Social Science	0.25
STEM	0.34
Other	0.41
Specific Academic Discipline	
History	0.11
Political Science	0.14
Engineering	0.10
Math	0.24
Business	0.30
Journalism	0.11

Note:  $n = 999$ .  
Source: Authors.

**Table 2. Diversity Requirements in All Job Postings**

	Proportion of Overall Postings
"Diversity" Mentioned in Posting	0.68
DEI Statement Required	0.19

Source: Authors.

Next, because DEI requirements are emphasized in varying degrees across job postings, we coded all job postings for the following two outcomes: first, whether the body of the posting includes the term “diversity” or “diverse” and, second, whether the posting requires a specific DEI statement or a personal statement or cover letter that encourages discussion of diversity. This protocol captures postings that explicitly emphasize a preference for diverse candidates, require candidates to discuss diversity in their personal statements, or ask applicants to submit a diversity statement in addition to other application materials.

Finally, to explore whether DEI requirements vary by university prestige, we code each school as “elite” or “non-elite.” Any school that appears in the top 100 of the 2020 *US News & World Report* “Best National Colleges” or “Best Liberal Arts Colleges” is considered elite.<sup>11</sup> (See Table 1 for a descriptive account of our sample.)

## Results

Across all 999 jobs, we find that 19 percent require diversity statements, while 68 percent include the terms “diversity” or “diverse” in some fashion, often as a way of describing the university environment (Table 2).

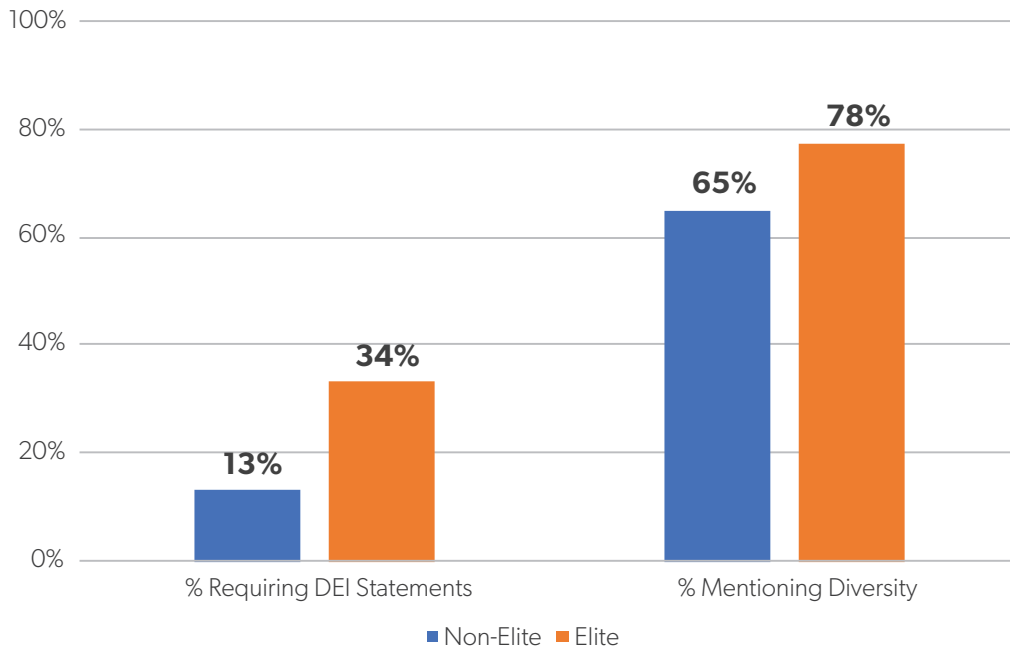
Job postings from elite colleges and universities, which comprised 28 percent of the job postings in our sample, are 21 percentage points more likely to require DEI statements and 13 percentage points more likely to reference diversity (Figure 1).

Twenty-five percent of the jobs sampled are in social science, 34 percent are in STEM, and 41 percent are in other fields. Roughly 24 percent of social science job postings require DEI statements, whereas only 18 percent of job postings in STEM and 17 percent in other disciplines had these requirements (Figure 2).

Narrowing our focus to specific disciplines suggests slightly more variation in diversity requirements (Figure 3). Political science jobs, which make up 14 percent of the job openings sampled, are most likely to require DEI statements, with 27 percent requiring them. Business jobs, which comprise 30 percent of the jobs sampled, are least likely to require DEI statements, with 15 percent having such requirements.

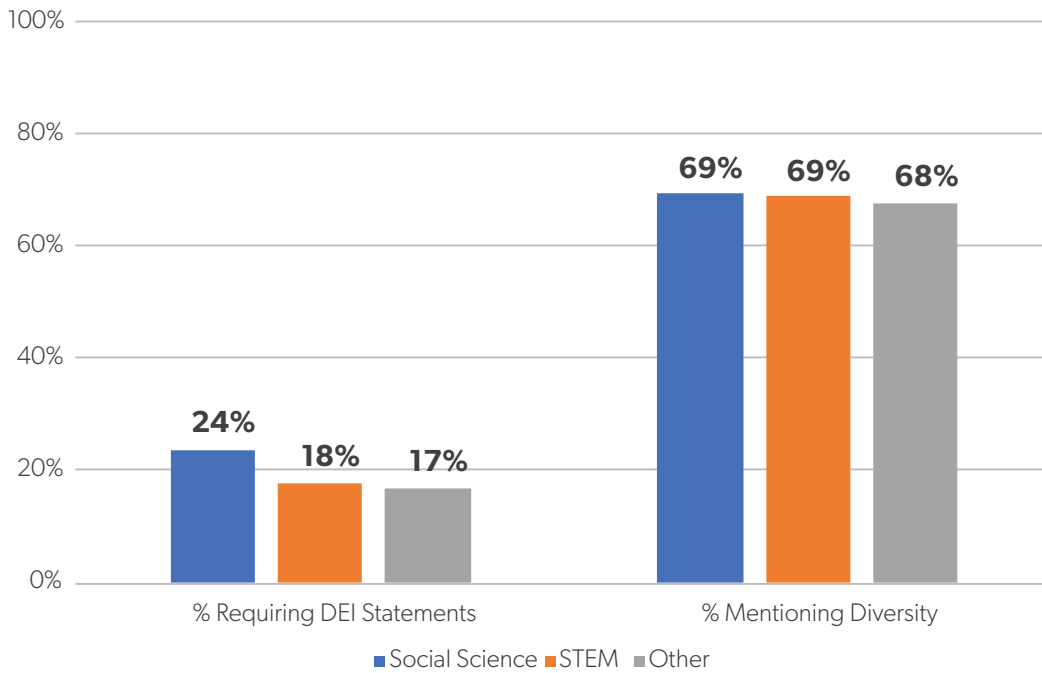
Greater variation in diversity requirements is evident when job postings are sorted by region (Figure 4). The Northeast, Southeast, and West each account for

**Figure 1. Diversity Requirements by School Prestige**



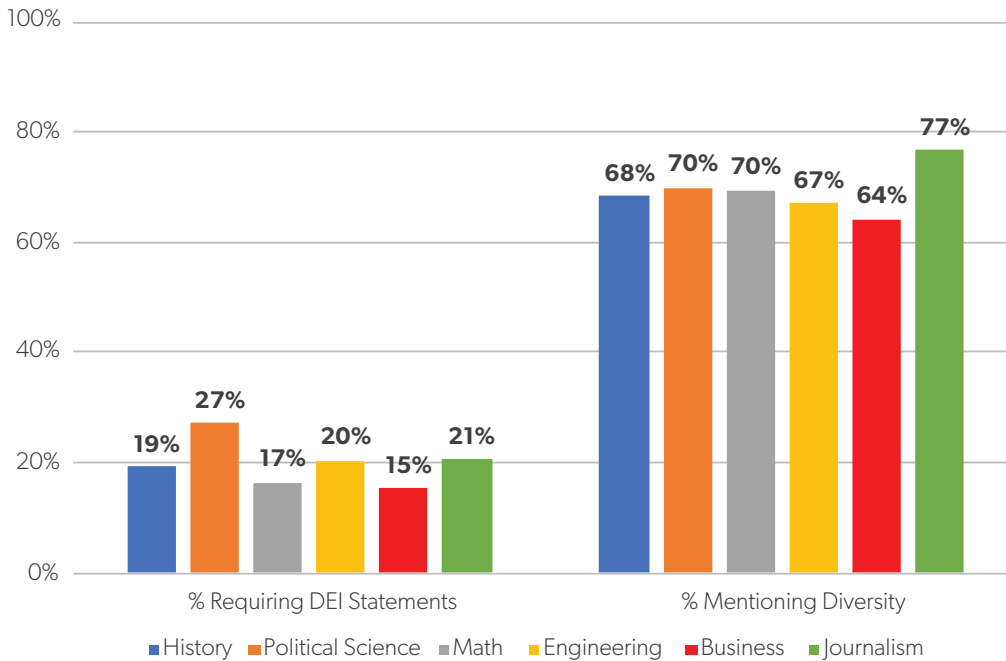
Note:  $n = 999$ .  
Source: Authors.

**Figure 2. Diversity Requirements by Broad Academic Discipline**



Note:  $n = 999$ .  
Source: Authors.

**Figure 3. Diversity Requirements by Specific Academic Discipline**



Note:  $n = 999$ .  
Source: Authors.

roughly one-fifth to one-fourth of job postings sampled, while the Midwest and Southwest each account for about one-seventh. Twenty-seven percent of jobs in the West require DEI statements, and 71 percent mention diversity. By contrast, in the Southeast, only 13 percent of jobs require DEI statements, and 63 percent include the word “diversity.”

Few jobs in our sample—41 of 999, or 4 percent—are for postdoctoral positions. Among this limited subset, only 15 percent require DEI statements, and fewer than half include the words “diversity” or “diverse” (Figure 5).

DEI requirements also appear substantially less likely for adjunct jobs relative to other faculty positions (Figure 6). We found no differences in DEI requirements in private universities relative to public universities (Table 3).

### **Prestige, Region, and Discipline Differences in DEI Requirements**

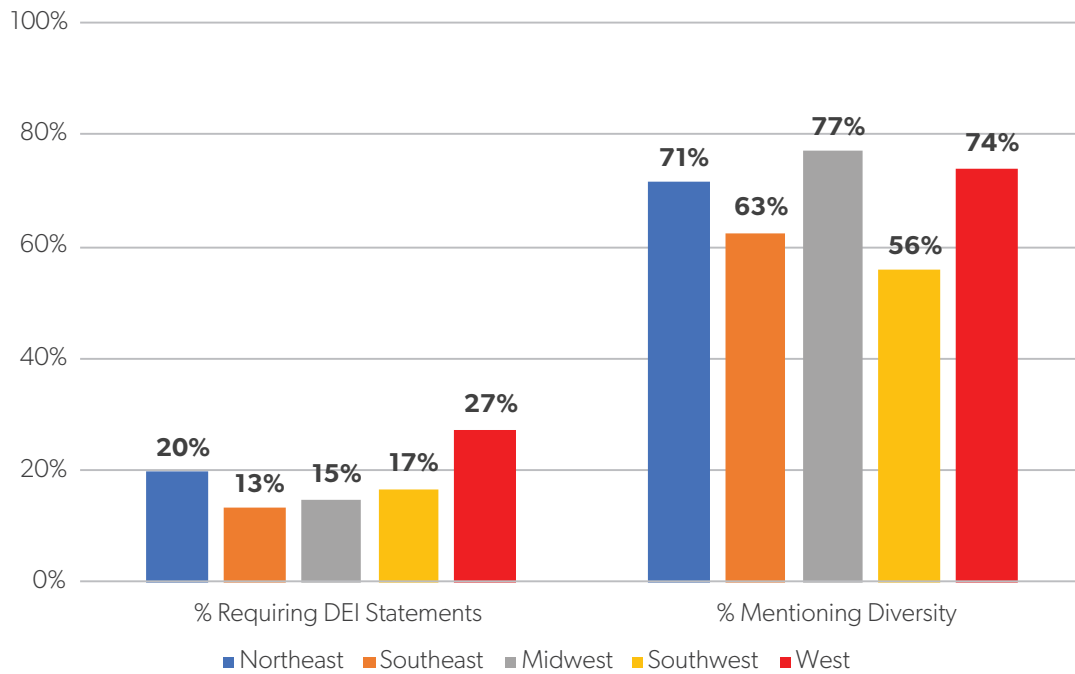
Before our data collection, we hypothesized that more prestigious institutions would be more likely to require

DEI statements and mention diversity in their job postings, given the assumption that DEI requirements are correlated with endorsement of politically correct views, which are more prominent in elite universities.<sup>12</sup> Moreover, job openings at elite schools receive more applications than those at less prestigious universities or community colleges, enabling faculty to hire ideologically aligned peers without substantial costs in candidate quality.<sup>13</sup>

Second, building off Samuel Abrams,<sup>14</sup> who finds significant differences in the ideological composition of professors across regions, we suspected that institutions in Democratic-leaning regions would be more likely to formally value DEI. Therefore, we predicted institutions in the West and Northeast would be more likely to require DEI statements and mention diversity in their job postings than those in the Midwest, South, and Southwest.

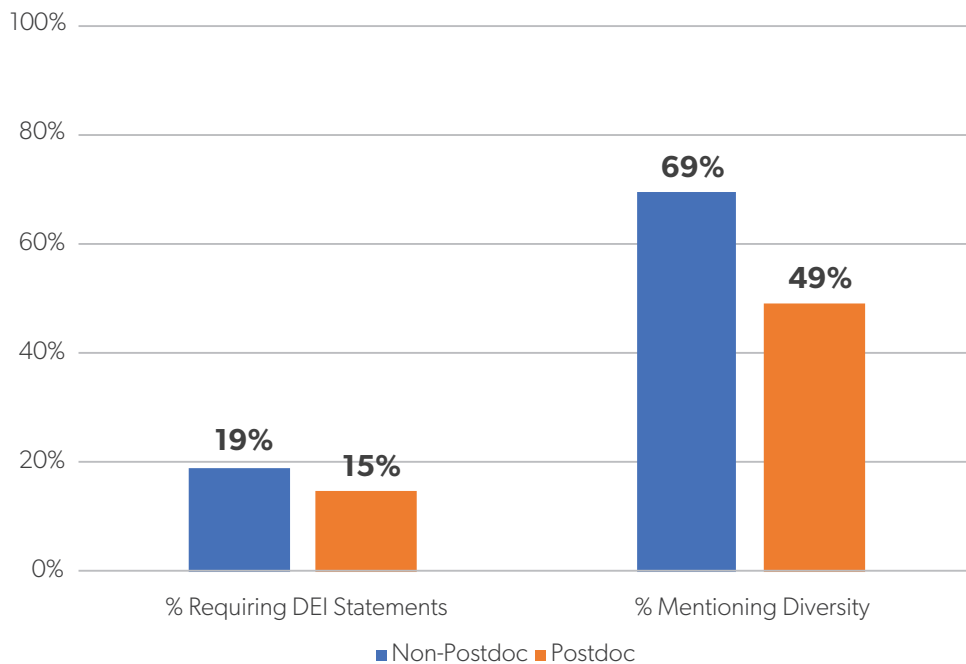
We also predicted there would be variation in DEI requirements across academic disciplines. Social sciences are generally less empirical than STEM fields, and mastering a body of knowledge in mechanical engineering or geology would not obviously depend on support for DEI.<sup>15</sup> Faculty in the social sciences and

**Figure 4. Diversity Requirements by Region**



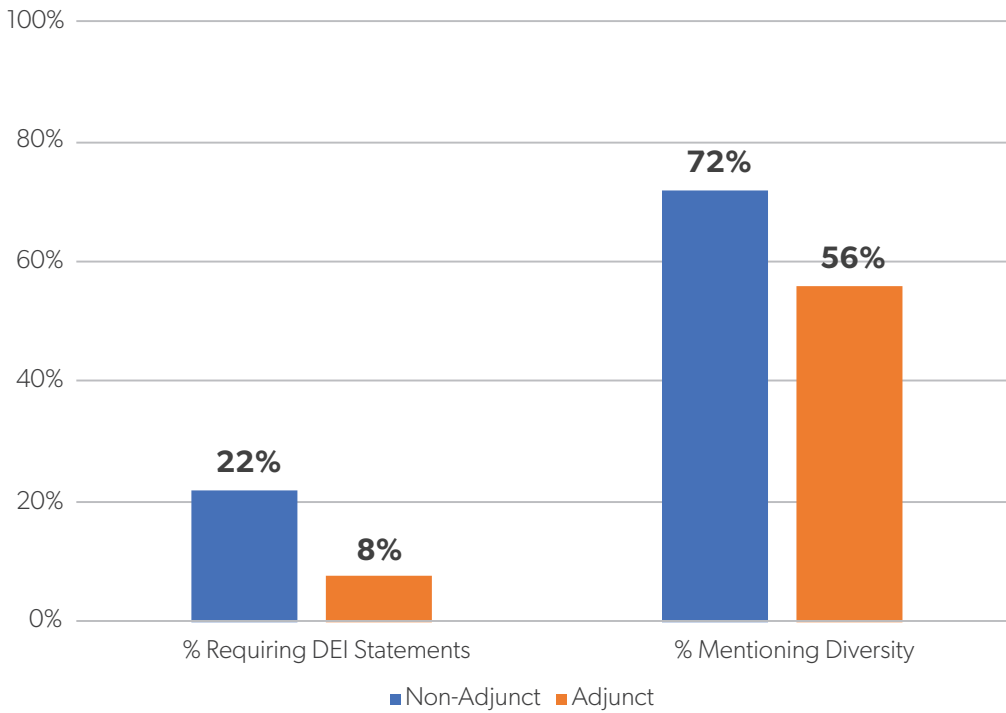
Note:  $n = 999$ .  
Source: Authors.

**Figure 5. Diversity Requirements by Postdoctoral Status**



Note:  $n = 999$ .  
Source: Authors.

**Figure 6. Diversity Requirements by Adjunct Status**



Note:  $n = 999$ .  
Source: Authors.

**Table 3. Diversity Requirements by Private School Status**

	$n$	Proportion Requiring DEI Statements	Proportion Mentioning Diversity
Public	635	0.19	0.68
Private	364	0.19	0.69

Note:  $n = 999$ .  
Source: Authors.

humanities may be more likely to explore normative questions in which a commitment to DEI is valued by a hiring committee. Furthermore, considerable evidence indicates social science faculty are more likely to be registered Democrats than faculty in other fields, which may be correlated with higher preferences for DEI requirements.<sup>16</sup>

While the results presented thus far seem to indicate that our hypotheses were largely supported, we want to know whether such differences in school prestige, region, and discipline are statistically significant predictors of DEI requirements, holding other factors constant.

Accordingly, we employ the following linear probability model using ordinary least squares regressions:

$$DEI_i = \alpha + \beta_1 Elite_i + \beta_2 STEM_i + \beta_3 Other_i + \beta_4 Northeast_i + \beta_5 Southeast_i + \beta_6 Midwest_i + \beta_7 Southwest_i + X_i\beta + \epsilon_i$$

Each of the two DEI outcomes is estimated separately. Social science and the Western region are omitted reference groups on the right side of the equation.  $\beta_1$  estimates whether the likelihood of a DEI requirement varies for positions at elite universities relative to non-elite universities.  $\beta_2$  estimates whether the

**Table 4. Frequency with Which Job Postings Require Diversity Statements**

	1	2	3	4	5
Elite	0.20*** (0.03)			0.20*** (0.03)	0.18*** (0.03)
Northeast		-0.07* (0.04)		-0.11*** (0.04)	-0.10** (0.04)
Southeast		-0.14*** (0.04)		-0.12*** (0.03)	-0.13*** (0.03)
Midwest		-0.13*** (0.04)		-0.09** (0.04)	-0.12*** (0.04)
Southwest		-0.11** (0.04)		-0.09** (0.04)	-0.10** (0.04)
STEM			-0.06* (0.03)	-0.05 (0.03)	-0.05 (0.03)
Other			-0.07** (0.03)	-0.03 (0.03)	-0.05 (0.03)
Four Year					0.05* (0.03)
Postdoc					-0.19*** (0.06)
Adjunct					-0.11*** (0.02)
Constant	0.13*** (0.01)	0.27*** (0.03)	0.24*** (0.03)	0.24*** (0.04)	0.25*** (0.04)

Note: Heteroskedastic-robust standard errors are in parentheses. Column 1 compares the frequency with which a job posting requires diversity statements for elite universities relative to non-elite universities. Column 2 compares diversity requirements among regions, with the West as the omitted reference group. Column 3 compares diversity requirements among broad academic disciplines, with social science as the omitted reference group. Column 4 controls for university prestige, region, and academic disciplines simultaneously. Column 5 adds indicator variables for four-year institutions, postdoctoral positions, and adjunct positions.  $n = 999$ . \*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.10$ .

Source: Authors.

likelihood of a DEI requirement varies for STEM jobs relative to social science jobs.  $\beta_4$  estimates whether the likelihood of a DEI requirement varies for Northeastern jobs relative to Western jobs.  $X$  is a vector of covariates, including indicators for four-year institutions, postdoctoral jobs, and adjunct jobs.

We find that an institution's elite status is a strong, positive predictor of diversity statements, even when controlling for other variables (Table 4, Column 5). Elite schools are 18 percent more likely to require DEI statements than non-elite schools; the differences are

statistically significant ( $p < 0.01$ ) in all tests. Similarly, less prestigious posts (i.e., adjunct, postdoc, and two-year college posts) are less apt to require DEI statements.

Relative to the West, jobs in other regions are less likely to require diversity statements. For example, jobs in the Southeast are 13 percentage points less likely than jobs in the West to require applicants to submit diversity statements, holding all else constant. Although we expected jobs in the Northeast to be strongly associated with DEI requirements, these jobs are 10 percentage



points *less* likely to require DEI statements than jobs in the West, under our preferred specification that includes all control variables (Table 4, Column 5). This only partially reflects the outsized influence of California, where most of the UC system campuses require DEI statements for faculty hiring.<sup>17</sup> As a robustness check, we also reran our analysis with UC schools excluded from the sample. Even without schools from the UC system, jobs in the West remain significantly more likely than all other regions to have DEI requirements.

In Column 3 of Table 4, STEM and “other” jobs appear less likely than social science jobs to require DEI statements. However, these differences lose statistical

significance once other controls are added, suggesting that broad academic disciplines are not meaningful predictors of DEI statements.

### Use of the Term “Diversity” in Job Applications

We also examine if differences in school prestige, region, and discipline are statistically significant predictors of whether job postings include the word “diversity” or “diverse” in the text of their advertisements. Results are similar to the preceding section, with somewhat weaker and more variable statistical impacts (Table 5).

**Table 5. Frequency with Which Job Postings Include “Diversity”**

	1	2	3	4	5
Elite	0.13*** (0.03)			0.12*** (0.03)	0.10*** (0.03)
Northeast		-0.03 (0.04)		-0.05 (0.04)	-0.03 (0.04)
Southeast		-0.11*** (0.04)		-0.10** (0.04)	-0.12*** (0.04)
Midwest		0.03 (0.04)		0.05 (0.04)	0.01 (0.04)
Southwest		-0.18*** (0.05)		-0.17*** (0.05)	-0.19*** (0.05)
STEM			0.00 (0.04)	0.00 (0.04)	0.00 (0.04)
Other			-0.02 (0.04)	0.00 (0.04)	-0.03 (0.04)
Four Year					0.10** (0.04)
Postdoc					-0.34*** (0.08)
Adjunct					-0.13*** (0.04)
Constant	0.65*** (0.02)	0.74*** (0.03)	0.69*** (0.03)	0.70*** (0.04)	0.69*** (0.05)

Note: Heteroskedastic-robust standard errors are in parentheses. Column 1 compares the frequency with which a job posting includes the term “diversity” for elite universities relative to non-elite universities. Column 2 compares diversity requirements among regions, with the West as the omitted reference group. Column 3 compares diversity requirements among broad academic disciplines, with social science as the omitted reference group. Column 4 controls for university prestige, region, and academic disciplines simultaneously. Column 5 adds indicator variables for four-year institutions, postdoctoral positions, and adjunct positions.  $n = 999$ . \*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.10$ . Source: Authors.

School prestige remains a strong, positive predictor for including “diversity” or “diverse” in the job posting, even when controlling for academic discipline, region, and other variables. Elite schools are 10–13 percentage points more likely to include the word “diversity” or “diverse” than non-elite schools. The West remains the region most likely to mention diversity in job postings. As in the prior regression predicting DEI statements, less prestigious posts (i.e., adjunct, postdoc, and two-year college posts) are less apt to mention diversity.

## **Conclusion: DEI Requirements Are Common and Likely to Grow**

Nearly one in five professors are now being selected based on not only academic merit but also their commitment to a particular ideological vision. As our results indicate, this is just as likely to happen in the STEM fields as it is in the “softer” social sciences and humanities. Indeed, this number may be even higher than one in five: We believe our coding schemes are conservative and, if anything, likely underestimate the prevalence of DEI statements.

Although we lack time series data, there are reasons to believe that these requirements have grown rapidly in recent years.<sup>18</sup> If policymakers do not intervene, DEI requirements are likely to grow substantially in the years to come, in part since trends that start at elite institutions are soon adopted by others.<sup>19</sup>

While we are not taking any position on whether the growth of DEI requirements is a positive or negative development, it’s important not to lose sight of whether DEI requirements actually achieve their stated aims. Taken as a whole, results from hundreds of studies from a wide range of organizations indicate that other diversity-related personnel-management approaches

have underperformed or even proved counterproductive in diversifying leadership and improving intergroup relations in the medium and long term.<sup>20</sup>

Of course, if the primary purpose of DEI statements is to effect political change in higher education rather than achieve greater diversity or institutional effectiveness, then their track record on the latter may not matter to proponents. As of now, we believe we are on firm ground in asserting that the evidence does not yet support the contention that these practices will improve the campus climate or research productivity of higher education. Without such an evidence base—which should by all means be developed—the question of whether to extend or curtail DEI requirements becomes fundamentally political.

## **About the Authors**

**James Paul** is the director of research at the Educational Freedom Institute. He studies trends and attitudes related to diversity, equity, and inclusion in K–12 and higher education.

**Robert Maranto** is the 21st Century Chair in Leadership at the department of education reform at the University of Arkansas and has served on his local school board. He currently serves on the board of the American Academy for Liberal Accreditation and the Arkansas Advisory Committee of the US Civil Rights Commission.

## **Acknowledgments**

We thank Max Eden, Jay Greene, Matthew Lee, Dillon Fuchsman, and Tracey Schirra for suggestions and revisions to earlier drafts.

# Appendix A. Methods for Data Collection and Coding

## Data Collection

Reviewing the entire universe of active job postings at any given time was not feasible, so we developed a strategy for generating a representative sample. We reviewed job postings on three prominent online job boards: HigherEdJobs, *Inside Higher Ed*, and the *Chronicle of Higher Education*. The human resource management department at Louisiana State University recommends these job boards, and they include a large volume and variety of academic jobs.<sup>21</sup> When an identical job posting is captured on more than one website, it is counted as a single observation in our analysis.

We limited our search to jobs posted between September 1 and October 31, 2020. Conventional wisdom suggests that September and October are the busiest months during the academic hiring cycle.<sup>22</sup> Bounding our search in a two-month window increased the likelihood that we did not miss jobs posted (e.g., on September 4) and subsequently removed after being filled (e.g., on October 22). We included four-year institutions, two-year institutions, and community colleges in the United States. Our search included full-time, part-time, and postdoctoral positions.

Because we were interested in the variation of DEI requirements across fields of study, we developed a strategy for randomly selecting disciplines that align with faculty job classifications on the job boards of interest. Anthony Carnevale, Ban Cheah, and Andrew Hanson identified a list of the 30 most popular college majors for bachelor’s degree holders.<sup>23</sup> We assigned each of these 30 disciplines to one of three broad

categories: social science, STEM, and all others. Then we identified which of the 30 disciplines aligned with the faculty categories listed on each of the three job boards. This limited the pool of disciplines we may audit, because some disciplines that Carnevale, Cheah, and Hanson identify did not appear as categories on each of the three job sites.

From there, we used a random number generator to select one discipline from each of the three broad categories. For example, on the first draw we selected “history” from the social science category, “math” from the STEM category, and “business management” from the “other” category (Table A1).

Given that duplicate job postings are common—both within and across websites—we expected to need a sample of at least 2,000 documents to gather between 750 and 1,000 unique observations, to obtain sufficient degrees of freedom for statistical tests. On November 1, 2020, we downloaded PDFs of all jobs that met the above criteria from the randomly selected disciplines on each job site. This resulted in more than 2,200 PDFs. After reviewing job postings obtained from the first two draws and eliminating duplicates, we identified 999 unique observations and reached our target amount. Thus, our analysis is based on the six academic disciplines from the first two draws.

## Coding

DEI requirements are emphasized in varying degrees across job postings. Some use standard language about the university being an equal opportunity employer.

**Table A1. Randomly Selected Disciplines in Broader Academic Categories**

	Social Science	STEM	Other
First Draw	History	Math	Business Management
Second Draw	Political Science	Mechanical Engineering	Communications and Journalism
Third Draw	Psychology	Computer Science	Graphic Design

Source: Authors.

Other postings explicitly emphasize a preference for diverse candidates. Some postings require candidates to discuss diversity in their personal statements or ask applicants to submit a diversity statement in addition to other application materials. Occasionally, a faculty position may explicitly include the terms “diversity” or “inclusion” in its title.

Accordingly, we dichotomously code all job postings for the following outcomes of interest: first, whether the body of the posting includes the term “diversity”; second, whether the posting requires a specific DEI statement or a personal statement or cover letter that encourages discussion of diversity; and third, whether the posting explicitly includes the term “diversity” in the title of the job posting. Because coders rarely ( $n < 10$ ) identified postings with the word “diversity” in the job title, we do not present analyses for this outcome variable or include it in the body of the report, but we are transparent regarding our original plan for data collection and analysis.

In each job posting, we search for the term “divers” to capture “diverse” and “diversity.” Coders determined whether the job merely referenced DEI (categorized as “outcome one”), provided instructions for a diversity statement requirement (categorized as “outcome two”), or advertised a position with “diversity” in the job title (categorized as “outcome three”). This approach may result in a lower bound of diversity-related requirements. If, for example, the job posting did not specifically include the word “diversity” or “diverse” but required applicants to discuss the importance of equity or anti-racism, the job would be coded with “0.” This conservative approach may understate the role of diversity requirements, but it makes our analysis more objective and replicable.

We also coded for the following independent variables:

1. The indicator for an elite university, based on whether the school appeared in the top 100 on either of the “Best National Colleges” or “Best Liberal Arts Colleges” in the 2020 *US News & World Report* rankings;
2. The indicator for a broad academic category: social sciences, STEM, or other;
3. The indicator for a specific discipline: political science, history, engineering, math, business management, or journalism and communications;
4. The indicators for geographic regions in the United States—Northeast, Southeast, Midwest, Southwest, and West—using the resource library for *National Geographic*;<sup>24</sup>
5. The indicator for a four-year institution;
6. The indicator for a postdoctoral position; and
7. The indicator for an adjunct position.

Two researchers initially coded 12 percent of a random sample of observations to confirm a high level of inter-rater reliability. On coding for the term “diversity,” we had 94 percent agreement and a Cohen’s kappa of 0.85. On coding for DEI statement requirements, we had 97 percent agreement and a Cohen’s kappa of 0.89. These are strong indicators of reliability, so we used one coder to continue the data collection.

# Appendix B. Additional Examples of Diversity Statement Prompts

1. Applications . . . must include a cover letter addressing professional interests and aspirations pertaining to teaching and research, a diversity statement addressing potential to contribute to our commitment to equity and anti-racism, a curriculum vitae, a research statement, a teaching statement, (unofficial) graduate transcripts, and contact information for three references.<sup>25</sup>
2. To apply, upload (i) a cover letter; (ii) curriculum vitae; (iii) a statement of current research, vision and future research plans; [(iv)] a description of teaching philosophy, experience and future teaching plans; and (v) a diversity statement that reflects experience and commitment to diversity, equity, and inclusion.<sup>26</sup>
3. Applicants should submit the following:
  - a letter of interest outlining qualifications,
  - a curriculum vitae,
  - a teaching philosophy statement
  - a diversity statement that explains how you would facilitate a diverse and equitable community in your teaching, mentoring, outreach, research, and/or service,
  - a sample course syllabus,
  - unofficial graduate transcripts,
  - the names, phone numbers, and email addresses of three professional references.<sup>27</sup>
4. The application should include: a detailed curriculum vita, a statement of research with relevant publications, and a diversity statement summarizing their contribution, or potential for contribution, to diversity and leadership. The diversity statement should summarize past experience in activities that promote diversity and inclusion and/or plans to make future contributions.<sup>28</sup>
5. The Department is interested in candidates who will contribute to diversity and equal opportunity in higher education through their experience, teaching, research, and service. Applications must include a diversity statement addressing past or potential contributions to diversity, equity and inclusion through their research, teaching and/or service. In particular, the statement may highlight any experiences working with diverse populations—mentoring activities, research interests, committee service, courses taught, recruitment and retention activities—and describe how their professional skills, experience and/or willingness to engage in related activities would enhance campus diversity and equity efforts.<sup>29</sup>

# Notes

1. Heather Mac Donald, “UCLA’s Infatuation with Diversity Is a Costly Diversion from Its True Mission,” *Los Angeles Times*, September 2, 2018, <https://www.latimes.com/opinion/op-ed/la-oe-mac-donald-diversity-ucla-20180902-story.html>.

2. University of California, University Committee on Affirmative Action, Diversity, and Equity, University of California Systemwide Equal Opportunity and Affirmative Action Administrators Group, “The Use of Contributions to Diversity, Equity, and Inclusion (DEI) Statements for Academic Positions at the University of California,” January 23, 2019, [https://academic-senate.berkeley.edu/sites/default/files/use\\_of\\_dei\\_statements\\_for\\_academic\\_positions\\_at\\_uc.pdf](https://academic-senate.berkeley.edu/sites/default/files/use_of_dei_statements_for_academic_positions_at_uc.pdf).

3. University of California, Berkeley, “Rubric for Assessing Candidate Contributions to Diversity, Equity, Inclusion, and Belonging,” <https://ofew.berkeley.edu/recruitment/contributions-diversity/rubric-assessing-candidate-contributions-diversity-equity-and>.

4. Sarah Brown, “More Colleges Are Asking Scholars for Diversity Statements. Here’s What You Need to Know,” *Chronicle of Higher Education*, January 29, 2019, <https://www.chronicle.com/article/more-colleges-are-asking-scholars-for-diversity-statements-heres-what-you-need-to-know/>.

5. University of Denver, “Assistant Professor of the Practice and Director of the Bailey Program for Family Enterprise,” *Chronicle of Higher Education*, November 1, 2020.

6. Leslie Davis and Richard Fry, “College Faculty Have Become More Racially and Ethnically Diverse, but Remain Far Less So Than Students,” Pew Research Center, July 31, 2019, <https://www.pewresearch.org/fact-tank/2019/07/31/us-college-faculty-student-diversity/>; and Karen Hamrick et al., “Women, Minorities, and Persons with Disabilities in Science and Engineering,” National Science Foundation, National Center for Science and Engineering Statistics, 2019, <https://nces.nsf.gov/pubs/nsf19304/digest>.

7. Scott Waugh, “New EDI Statement Requirement for Regular Rank Faculty Searches,” University of California, Los Angeles, May 24, 2018, <https://equity.ucla.edu/news-and-events/new-edi-statement-requirement-for-regular-rank-faculty-searches/>.

8. Carmen Mitchell, “Why Colleges Should Require Faculty Diversity Statements,” *Inside Higher Ed*, November 15, 2018, <https://www.insidehighered.com/views/2018/11/15/benefits-faculty-diversity-statements-opinion>.

9. Abigail Thompson, “The University’s New Loyalty Oath,” *Wall Street Journal*, December 19, 2019, <https://www.wsj.com/articles/the-universitys-new-loyalty-oath-11576799749>.

10. Andrew Gillen, “The Impact of the Left’s Takeover of Academia on the Quality of Higher Education,” *Areo*, April 29, 2020, <https://areomagazine.com/2020/04/29/the-impact-of-the-lefts-takeover-of-academia-on-the-quality-of-higher-education/>.

11. *US News and World Report*, “U.S. News Best Colleges,” <https://www.usnews.com/best-colleges>.

12. Greg Lukianoff and Jonathan Haidt, *The Coddling of the American Mind: How Good Intentions and Bad Ideas Are Setting Up a Generation for Failure* (New York: Penguin Press, 2018); and Michael Mandelbaum, “Political Correctness Threatens American Higher Education,” *American Interest*, February 28, 2020, <https://www.the-american-interest.com/2020/02/28/political-correctness-threatens-american-higher-education/>.

13. Louis Menand, *The Marketplace of Ideas: Reform and Resistance in the American University* (New York: W. W. Norton and Company, 2010).

14. Samuel Abrams, “There Are Conservative Professors. Just Not in These States,” *New York Times*, July 1, 2016, <https://www.nytimes.com/2016/07/03/opinion/sunday/there-are-conservative-professors-just-not-in-these-states.html>.

15. For a different view, as regards feminist glaciology, see Mark Carey et al., “Glaciers, Gender, and Science: A Feminist Glaciology Framework for Global Environmental Change Research,” *Progress in Human Geography* 40, no. 6 (January 10, 2016): 770–93, <https://journals.sagepub.com/doi/10.1177/0309132515623368>.

16. Daniel B. Klein and Charlotta Stern, “By the Numbers: The Ideological Profile of Professors,” in *The Politically Correct University*, ed. Robert Maranto, Richard E. Redding, and Frederick M. Hess (Washington, DC: AEI Press, 2009).

17. Daniel Ortner, “What Is UC Davis Hiding About Its Use of Diversity Statements?,” *Hill*, February 3, 2020, <https://thehill.com/opinion/education/480603-what-is-uc-davis-hiding-about-its-use-of-diversity-statements>.

18. Jay Greene and James Paul, “Diversity University: DEI Bloat in the Academy,” Heritage Foundation, July 27, 2021, <https://www.heritage.org/education/report/diversity-university-dei-bloat-the-academy>.

19. Stanley Rothman and S. Robert Lichter, “The Vanishing Conservative: Is There a Glass Ceiling?,” in *The Politically Correct University*, ed. Robert Maranto, Richard E. Redding, and Frederick M. Hess (Washington, DC: AEI Press, 2009).

20. Musa al-Gharbi, “Diversity Is Important: Diversity-Related Training Is Terrible,” *Minding the Campus*, November 6, 2020, <https://www.mindingthecampus.org/2020/11/06/diversity-is-important-diversity-related-training-is-terrible/>; Frank Dobbin and Alexandra Kalev, “Why Doesn’t Diversity Training Work? The Challenge for Industry and Academia,” *Anthropology Now* 10, no. 2 (September 2018): 48–55, <https://www.tandfonline.com/doi/full/10.1080/19428200.2018.1493182>; and Steven Bradley et al., “The Impact of Chief Diversity Officers on Diverse Faculty Hiring” (working paper, National Bureau of Economic Research,

Cambridge, MA, August 2018), <https://www.nber.org/papers/w24969>.

21. Louisiana State University, Human Resource Management, *Where to Advertise Guide, 2020–21 Edition*, <https://lsu.edu/hrm/pdfs/where-to-advertise-guide.pdf>.

22. Justin Zackal, “When Is the Best Time for Open Positions in Higher Ed?,” HigherEdJobs, March 5, 2014, <https://www.higheredjobs.com/articles/articleDisplay.cfm?ID=491>.

23. Anthony P. Carnevale, Ban Cheah, and Andrew R. Hanson, *The Economic Value of College Majors*, Georgetown University, Center on Education and the Workforce, 2015, <https://cew.georgetown.edu/wp-content/uploads/Exec-Summary-web-B.pdf>.

24. *National Geographic*, “United States Regions,” <https://www.nationalgeographic.org/maps/united-states-regions/>.

25. Davidson College, “Assistant Professor of Computer Science,” HigherEdJobs, November 1, 2020.

26. University of Massachusetts Boston, Assistant Professor of Data Science,” HigherEdJobs, November 1, 2020.

27. Nebraska Wesleyan University, “Visiting Assistant Professor of Psychology,” *Inside Higher Ed*, November 1, 2020.

28. University of California, San Diego, “Assistant Professor of Management,” HigherEdJobs, November 1, 2020.

29. University of Texas at Austin, “Political Methodology—Assistant Professor,” HigherEdJobs, November 1, 2020.

© 2021 by the American Enterprise Institute for Public Policy Research. All rights reserved.

The American Enterprise Institute (AEI) is a nonpartisan, nonprofit, 501(c)(3) educational organization and does not take institutional positions on any issues. The views expressed here are those of the author(s).