

# The Effect of Diversity Statements in Faculty Hiring

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## What are diversity statements?

Diversity statements are documents that allow or require applicants for faculty positions to “*address their skills, competencies, and achievements regarding Diversity, Equity and Inclusion (DEI) in teaching, research, and service*”-AAUP.

# Motivation

## 1 Proponents

- Hiring through diversity statements addresses student under-representation.
- A valuable instrument after race-based hiring bans.

## 2 Opponents

- Unconstitutional/ ideological screening tools.
- Misrepresentation by applicants.
- Inefficient allocation of resources.
- A cover for illegal race/gender discrimination.

## 3 Neutral

- Symbolic gesture.

# Research Questions

- **RQ1:** What is the effect of diversity statement requirements in faculty hiring **on the demographic composition of newly hired faculty**, including race, gender, and political ideology?
- **RQ2:** What is the effect of diversity statement requirements **on the demographic composition of graduating students**, particularly the shares of women, Black, and Hispanic students?

# Data

- Treatment: Scraped job postings from JOE, APSA (2014–2024). **Textual analysis**→ **Treatment assignment**.
- Explained variables:
  - **Faculty demographics:** gender, race (Academic Analytics, BISG, manual), and political ideology (DIME);
  - **Student demographics:** Fraction of women, Black, Hispanic students (IPEDS)
- **Covariates:** Opportunity Insights data, IPEDS institutional characteristics

# States requiring diversity statements

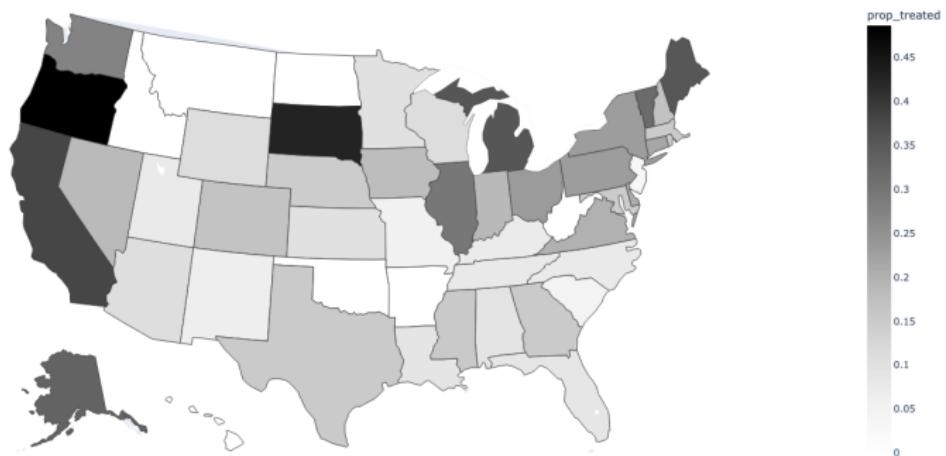


Figure: Share of Treated Postings by State (All Years)

[\*\*View interactive map here\*\*](#)

*Notes:* The choropleth map shows the proportion of job postings in each U.S. state that required diversity statements in economics job advertisements listed on JOE from 2014 to 2024.

# Average Proportion of Treated Postings Over Time (School-averaged)

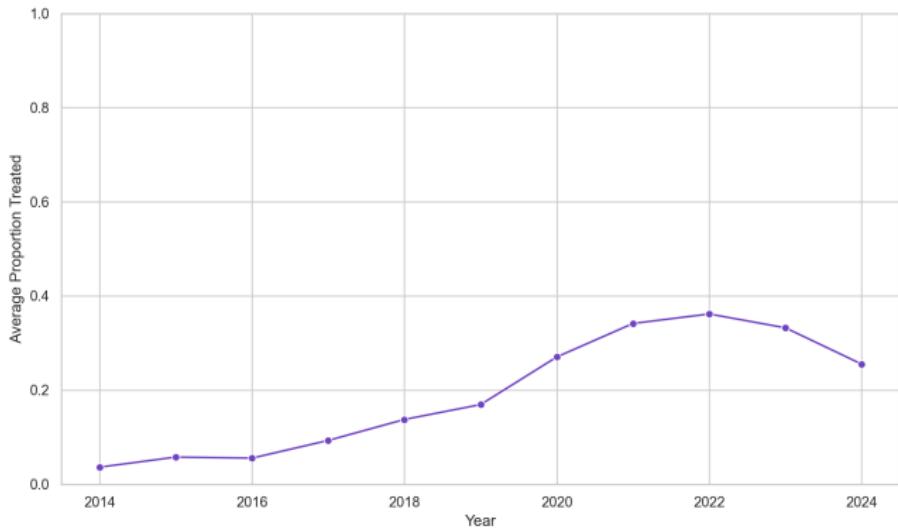


Figure: Diversity statement requirement over the years

# Identification

$$DID = ATT + \text{Deviation from parallel trends}$$

## Threats to identification

### 1 Selection bias

- Treated schools are different on dimensions possibly related to time trends (geography, selectivity, politics etc.).

**Conditional parallel trends**

### 2 Anticipatory effects & reverse causality

- Higher or lower URG enrollments (past/future) induce diversity-based hiring: **Expect biased estimates (ambiguous sign)**

### 3 Simultaneous policies

- Simultaneous diversity initiatives: **Expect biased estimates (same sign)**

# Implementation

- **Identification**
  - Balance: Entropy, Inverse Probability Weighting (IPW)
  - Predictive covariates: LASSO
- **Estimation:**
  - Faculty outcomes: Reversible treatment
    - (de Chaisemartin et al., 2024), Stacked DiD
  - Student outcomes: Event study
    - (Callaway and Sant' Anna, 2021)
- **Sensitivity analysis:** Honest DiD (Rambachan and Roth, 2023)

# Estimation

## Baseline regression

$$Y_{sc} = \beta^{2wfe} Div_{sc} + \alpha_s + \gamma_c + \epsilon_{sc}$$

- $s$  = school,  $c$  = school cohort
- $Y_{sc}$  = fraction of under-represented group students graduating/faculty demographics
- $Div_{sc}$  = binary treatment variable
- $\beta^{2wfe}$  = treatment effect (estimand)
- $\epsilon_{sc}$  = mean zero error

# Faculty Results: Economics

de Chaisemartin & D'Haultfoeuille (2024)

	Female	Black	Hispanic	Ever Donated	Political Conservatism
Switchers In	0.0964 (0.0781)	0.0140 (0.0220)	0.0195 (0.0581)	-0.0454* (0.0259)	
Switchers Out	-0.3112** (0.1415)	-0.0239 (0.0765)	-0.2244 (0.1410)	0.122* (0.0690)	
Combined	-0.0086 (0.0685)	0.0053 (0.0243)	-0.0361 (0.0552)	-0.0012 (0.0264)	0.6125 (0.5117)

Standard errors in parentheses, clustered at institution level.

Switchers In: institutions adopting treatment.

Switchers Out: institutions dropping treatment.

# Student Results: Economics

Callaway Sant'Anna (2021)

	Women	Black	Hispanic	Asian	White
<b>BACHELOR'S DEGREES (BA)</b>					
ATT	0.064 (0.056)	-0.051 (0.043)	-0.0422* (0.023)	-0.025 (0.023)	0.036 (0.031)
<b>MASTER'S DEGREES (MA)</b>					
ATT	-0.023 (0.083)	0.091 (0.256)	0.179* (0.124)	0.102 (0.178)	-0.516 (0.621)

Standard errors in parentheses, clustered at institution level.

Outcomes: Proportion of completers by demographic group (narrow CIP definition).

\*  $p < 0.10$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ .

# Conclusion

## Faculty diversity

- Suggestive change in the share of female faculty following treatment removal, although results are sensitive to specification.
- No measurable impact on racial diversity.

## Student outcomes

- No consistent effects on student demographics across degree levels and specifications.

## Faculty ideology

- No robust evidence of changes in faculty ideology overall.

## Appendix

# Summary Statistics

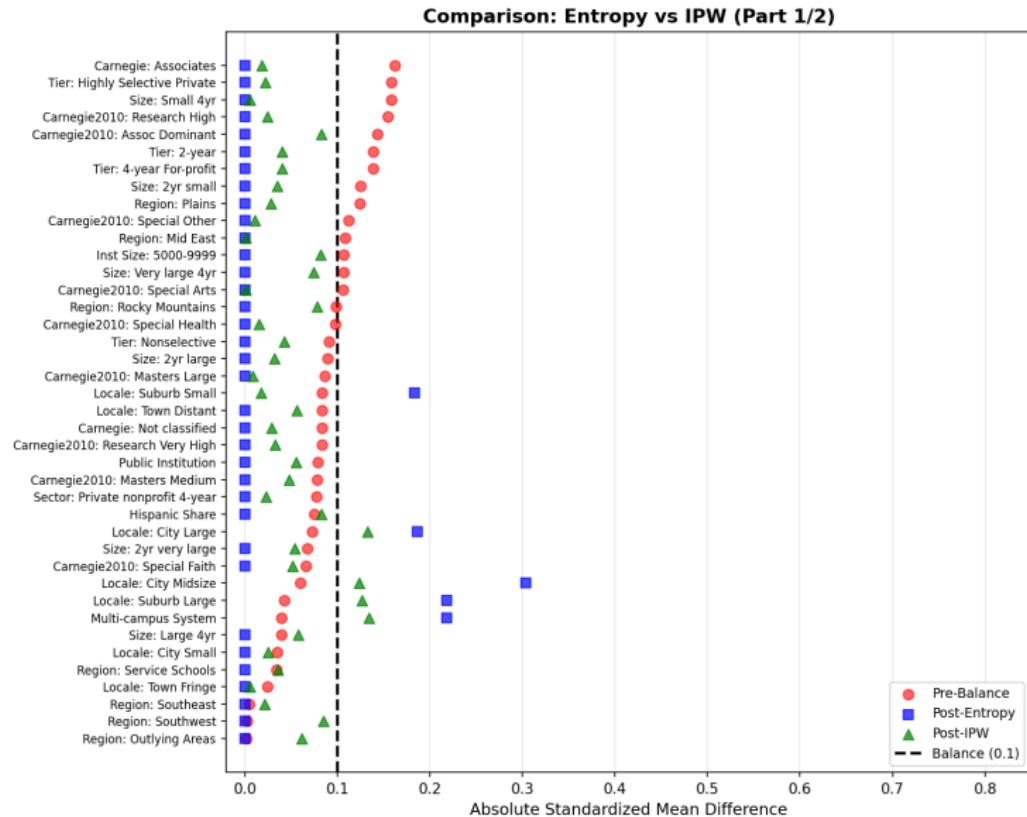
	Faculty Panel		Graduate Panel	
	Mean	SD	Mean	SD
<b>Panel A: Sample Characteristics</b>				
Institutions	737		737	
Observations	3,270		7,370	
Years	2014–2024		2015–2024	
<i>Share Ever Treated (Binary)</i>				
Manual Classification	44.2%			
XGBoost Predicted	47.7%			
Ensemble Predicted	46.2%			
<i>Treatment Intensity (Continuous)</i>				
NLP Intensity Score	0.217	0.371		
Quant Tx Score	0.286	0.433		

# Summary Statistics

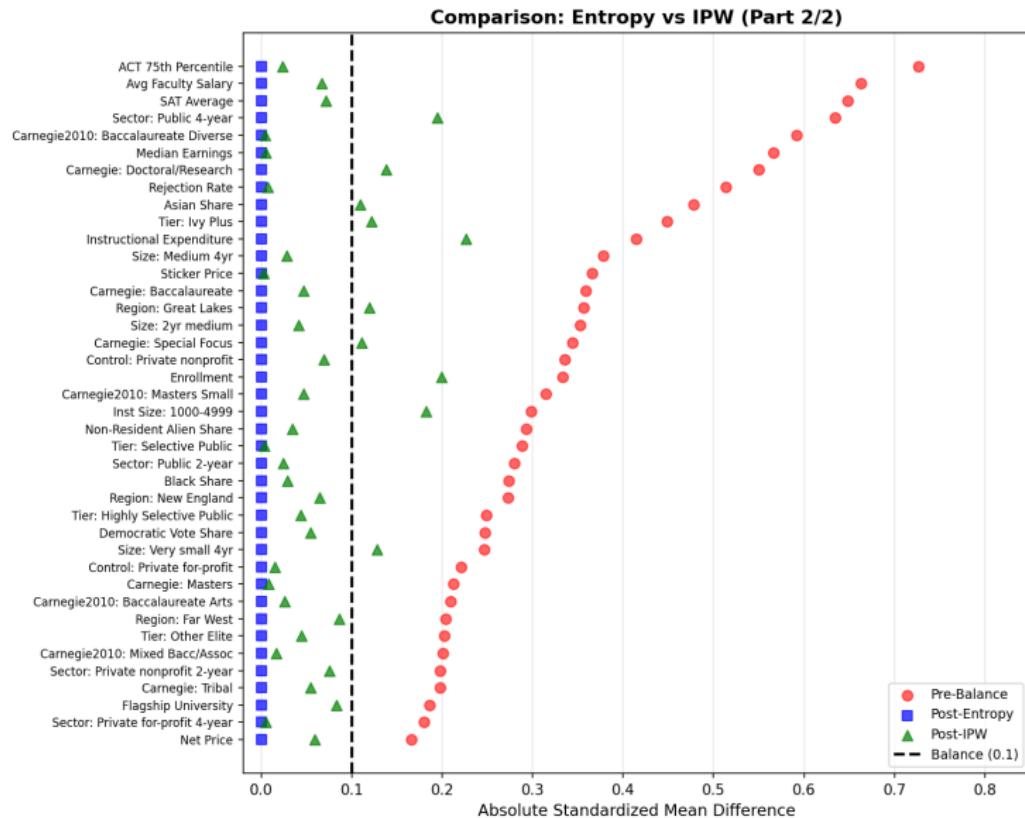
	Faculty Panel		Graduate Panel	
	Mean	SD	Mean	SD
<b>Panel B: Outcome Variables</b>				
<i>Faculty Composition (Proportion)</i>				
Female	0.39	0.42		
Black	0.05	0.20		
Hispanic	0.07	0.22		
Asian	0.31	0.41		
White	0.56	0.44		
US Citizen	0.60	0.43		
Ever Donated	0.07	0.20		
Mean CF score	-0.96	0.45		
<i>BA Completions (Proportion)</i>				
Women			0.323	0.193
Black			0.055	0.112
Hispanic			0.098	0.130
Asian			0.070	0.099
White			0.574	0.252
<i>MA Completions (Proportion)</i>				
Women			0.378	0.202
Black			0.034	0.090
Hispanic			0.056	0.104
Asian			0.052	0.098
White			0.352	0.258

Graduate outcomes use narrow CIP definition for economics-related fields.

# Balance Plots (1 of 2)



# Balance Plots (2 of 2)



# Faculty Results: Economics

## de Chaisemartin & D'Haultfoeuille (2024)

	Female	Black	Hispanic	White	Asian	Ever Donated	US Citizen	Mean CF Score
<b>Panel A: Manual Classification (Entropy balance)</b>								
Switchers In	0.0964 (0.0781)	0.0140 (0.0220)	0.0195 (0.0581)	0.0530 (0.0968)	-0.0865 (0.0859)	-0.0383 (0.0915)	0.0474 (0.1119)	0.0128 (0.1099)
Switchers Out	-0.3112** (0.1415)	-0.0239 (0.0765)	-0.2244 (0.1410)	0.2289 (0.2726)	0.0195 (0.1990)	0.0274 (0.2351)	-0.3646 (0.2925)	—
<b>Panel B: Manual Classification (IPW)</b>								
Switchers In	0.1213 (0.0863)	0.0038 (0.0169)	0.0167 (0.0698)	0.0967 (0.1011)	-0.1172 (0.0891)	-0.0438 (0.0923)	0.1140 (0.1115)	0.0670 (0.1108)
Switchers Out	-0.2716 (0.1843)	0.0115 (0.0637)	-0.2982* (0.1725)	0.4169 (0.3666)	-0.1302 (0.2494)	0.3122 (0.2312)	-0.3067 (0.3012)	—
<b>Panel C: Predicted Classification (Entropy balance)</b>								
Switchers In	0.1857** (0.0938)	-0.0069* (0.0038)	0.0210 (0.0230)	-0.0022 (0.0618)	0.0344 (0.0624)			
Switchers Out	-0.2843* (0.1502)	-0.0018 (0.0295)	-0.0682 (0.0649)	-0.0373 (0.1203)	0.0277 (0.1302)			
<b>Panel D: Predicted Classification (IPW)</b>								
Switchers In	0.2407** <sup>†</sup> (0.0959)	-0.0016 (0.0030)	0.0090 (0.0242)	0.0461 (0.0608)	0.0409 (0.0795)			
Switchers Out	-0.1600 (0.2082)	-0.0109 (0.0345)	-0.0808 (0.0552)	0.0477 (0.1294)	-0.0184 (0.1371)			

Standard errors in parentheses, clustered at institution level.

All panels use imbalanced controls (locale dummies, multi, tier).

Switchers In: institutions adopting treatment; Switchers Out: institutions dropping treatment.

<sup>†</sup> Pretrend test rejected at 5%. \*  $p < 0.10$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ .

# Student Results: Economics

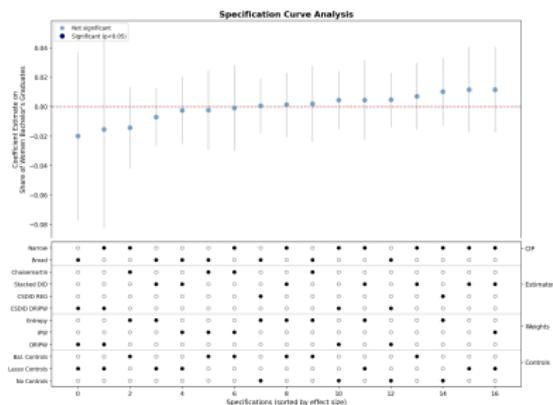
	Women	Black	Hispanic	Asian	White
<b>BACHELOR'S DEGREES (BA)</b>					
<b>Panel A: (de Chaisemartin et al., 2025) (Entropy balance)</b>					
ATT	-0.0142 (0.0140)	-0.0025 (0.0053)	0.0050 (0.0134)	-0.0013 (0.0068)	0.0061 (0.0171)
<b>Panel B: Stacked DID (Entropy balance)</b>					
ATT	0.0014 (0.0111)	0.0037 (0.0047)	-0.0097* (0.0056)	0.0032 (0.0066)	0.0107 (0.0135)
<b>Panel C: CSDID DRIPW</b>					
ATT	0.0045 (0.0100)	-0.0055 (0.0046)	0.0014 (0.0071)	0.0000 (0.0059)	-0.0028 (0.0104)
<b>Panel D: CSDID DRIPW + LASSO</b>					
ATT	-0.0154 (0.0342)	0.0075 (0.0161)	-0.0355** (0.0164)	-0.0107 (0.0194)	0.0243 (0.0308)
<b>MASTER'S DEGREES (MA)</b>					
<b>Panel A: (de Chaisemartin et al., 2025) (Entropy balance)</b>					
ATT	0.0097 (0.0302)	0.0113 (0.0110)	-0.0015 (0.0163)	-0.0150 (0.0194)	-0.0005 (0.0355)
<b>Panel B: Stacked DID (Entropy balance)</b>					
ATT	-0.0212 (0.0343)	0.0008 (0.0069)	-0.0255 (0.0248)	0.0078 (0.0105)	0.0491 (0.0380)
<b>Panel C: CSDID DRIPW</b>					
ATT	0.0230 (0.0323)	0.0083 (0.0115)	0.0100 (0.0174)	0.0024 (0.0195)	-0.0455 (0.0417)
<b>Panel D: CSDID DRIPW + LASSO</b>					
ATT	-0.0633 (0.0850)	0.0048 (0.0175)	0.0468* (0.0244)	0.0015 (0.0477)	-0.0153 (0.0599)

Standard errors in parentheses, clustered at institution level.

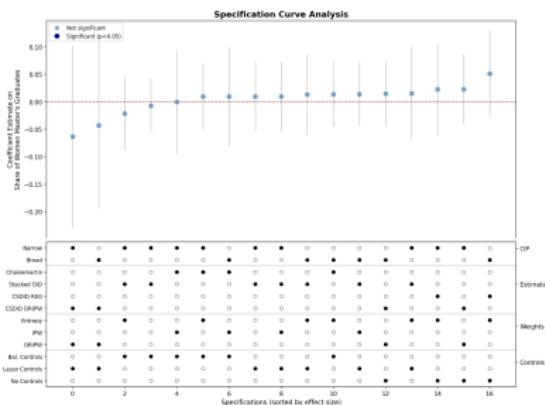
Outcomes: Proportion of completers by demographic group (narrow CIP definition).

\*  $p < 0.10$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ .

# Specification Curve: Women Students

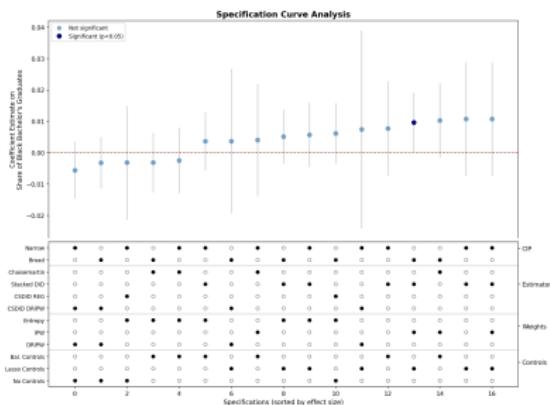


(a) Bachelor's

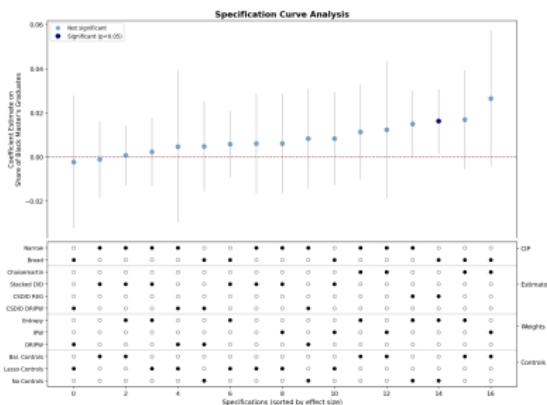


(b) Master's

# Specification Curve: Black Students

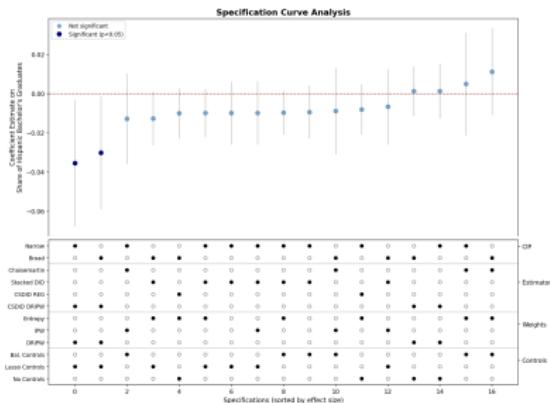


(a) Bachelor's

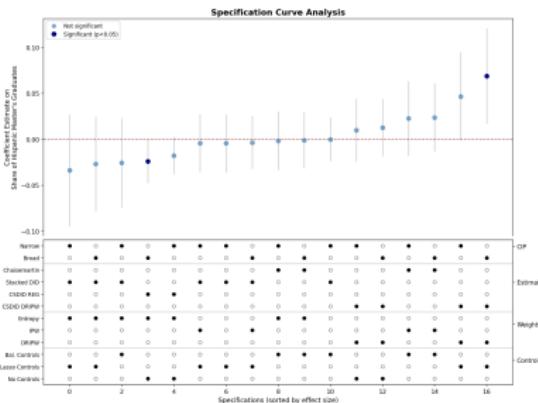


(b) Master's

# Specification Curve: Hispanic Students



(a) Bachelor's



(b) Master's

# Sample job posting with diversity statement requirement

Applicants should submit the following: Cover letter, CV, recent research paper(s), evidence of teaching effectiveness including teaching evaluations (if available); unofficial transcripts (official transcripts required if invited for an interview), teaching philosophy, and diversity statement. Three (3) letters of recommendation must be emailed directly to: econ1@csus.edu – Subject Line: Labor/Immigration. For full details about the position, including qualifications and the application procedure, please visit <https://csus.peopleadmin.com> and reference job posting F0088P.

**Figure:** A typical JOE job posting

# Motivation

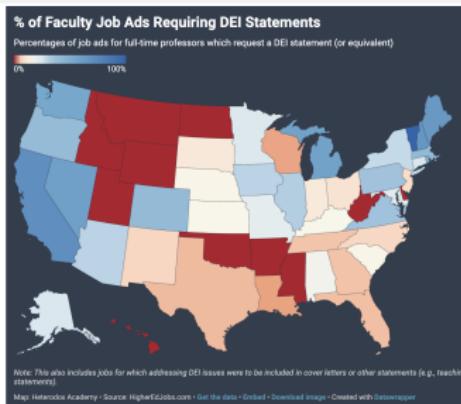


Figure: Tenhundfeld, N. (2024).



Figure: US electoral map (2020). Morris (2024)