

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

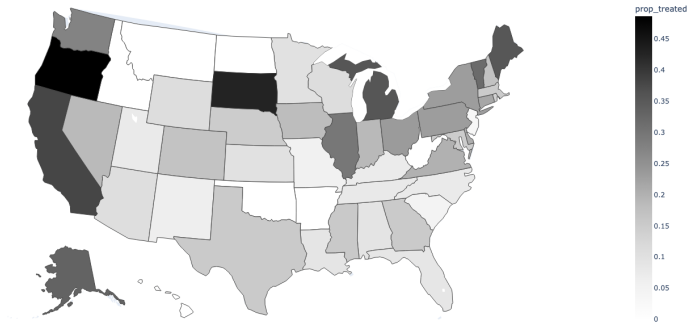


Figure: Share of Treated Postings by State (All Years)

[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)

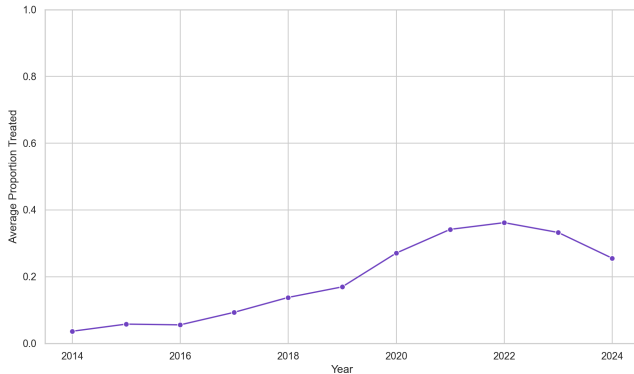


Figure: Diversity statement requirement over the years

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
- β^{2wfe} = treatment effect (estimand)
- ϵ_{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
BACHELOR'S DEGREES (BA)					
ATT	0.064 (0.056)	-0.051 (0.043)	-0.0422* (0.023)	-0.025 (0.023)	0.036 (0.031)
MASTER'S DEGREES (MA)					
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

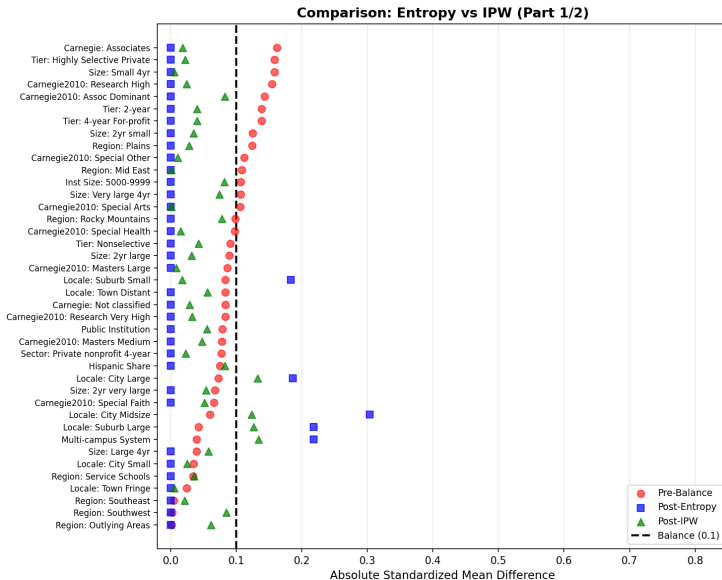
	Faculty Panel		Graduate Panel	
	Mean	SD	Mean	SD
Panel A: Sample Characteristics				
Institutions	737		737	
Observations	3,270		7,370	
Years	2014–2024		2015–2024	
Share Ever Treated (Binary)				
Manual Classification	44.2%			
XGBoost Predicted	47.7%			
Ensemble Predicted	46.2%			
Treatment Intensity (Continuous)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

Summary Statistics

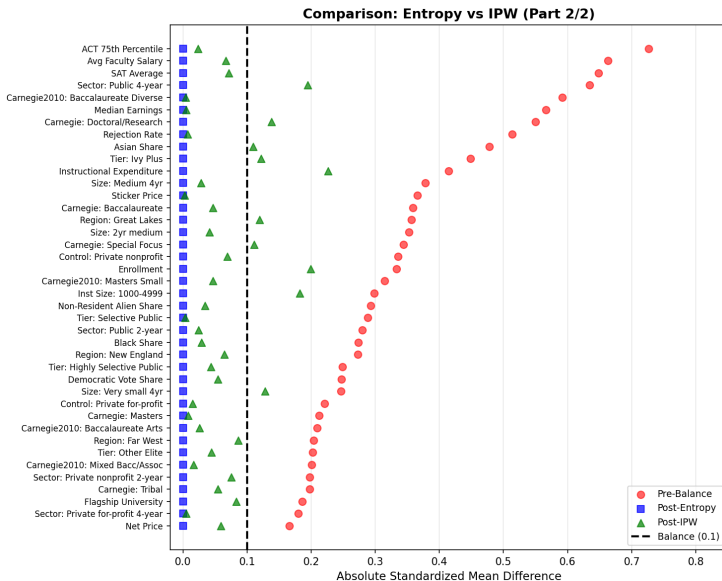
	Faculty Panel		Graduate Panel	
	Mean	SD	Mean	SD
Panel B: Outcome Variables				
<i>Faculty Composition (Proportion)</i>				
Female	0.39	0.42		
Black	0.05	0.20		
Hispanic	0.07	0.22		
Asian	0.31	0.41		
White	0.56	0.44		
US Citizen	0.60	0.43		
Ever Donated	0.07	0.20		
Mean CF score	-0.96	0.45		
<i>BA Completions (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
Panel A: Manual Classification (Entropy balance)								
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)	—
Panel B: Manual Classification (IPW)								
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)	—
Panel C: Predicted Classification (Entropy balance)								
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)			
Panel D: Predicted Classification (IPW)								
Switchers In	0.2407**† (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.

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

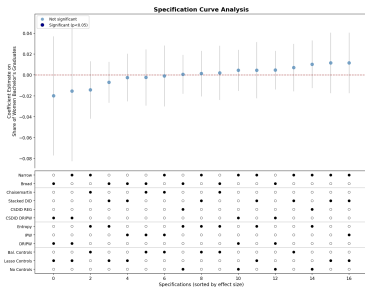
Student Results: Economics

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

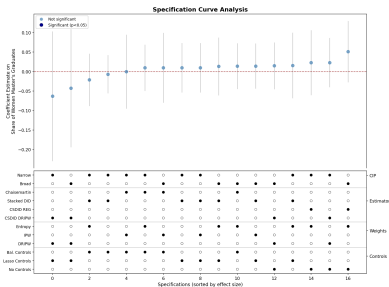
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Outcomes: Proportion of completers by demographic group (narrow CIP definition).

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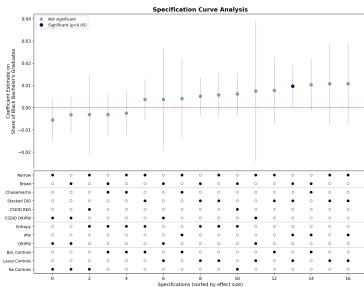


(a) Bachelor's

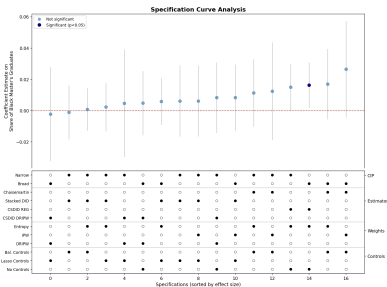


(b) Master's

Specification Curve: Black Students

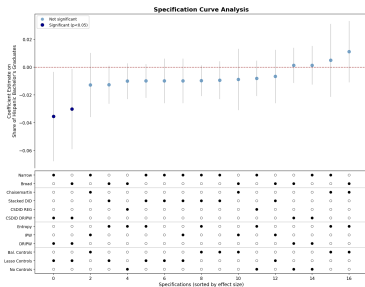


(a) Bachelor's

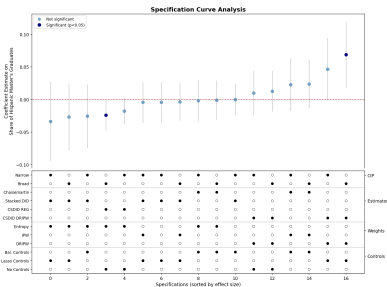


(b) Master's

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

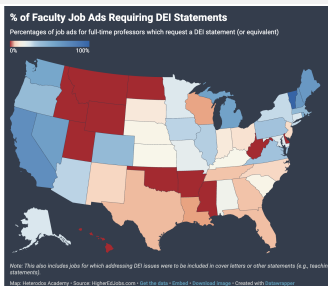


Figure: *Tenhundfeld, N. (2024).*

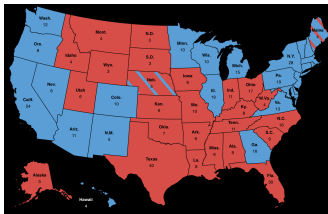


Figure: US electoral map (2020). *Morris (2024)*