What's Going On With DEI Statements in Faculty Hiring?

Analysis of Faculty Job Ads from Fall 2024

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heterodox academy

22.3% of 10,000+ faculty job advertisements from the 2024-2025 U.S. higher education hiring cycle requested DEI statements or other DEI-related materials, with private institutions (28.6%) requesting them at higher rates than public institutions (19.0%).

Public institutions in coastal states requested DEI statements at much higher rates than those in the Southeast and Midwest.

Baccalaureate colleges led all Carnegie classifications in request rates for DEI statements in their faculty job ads (42.8%).

Faculty job ads in STEM fields (25.5%) requested DEI statements at rates comparable to humanities (23.5%) and social sciences (24.8%), challenging perceptions that DEI concerns are limited to certain disciplines.

DEI statement requests take remarkably varied forms: in states with bans on the use of DEI statements in faculty hiring at public institutions, it appears that some public institutions have adapted by asking applicants to give DEI-related information in cover letters, teaching philosophies, and other application materials.

Only 15.6% of job ads requesting DEI statements mention viewpoint diversity concepts, suggesting that most requests for DEI statements focus on demographic diversity rather than intellectual or ideological diversity.

The Origins of DEI Statements

Over the last decade, many advertisements for faculty positions in universities and colleges in the U.S. have asked prospective applicants to submit, along with the usual materials (CV, teaching statement, research statement, and cover letter) additional information pertinent to their experience, values, commitments, intentions, and/or activities concerning diversity, equity, and inclusion (DEI). Occasionally other related values have been invoked along with (or occasionally instead of) the usual DEI triad, such as justice, accessibility, antiracism, cultural sensitivity, building a "team culture," or belonging. This information—whether submitted as a separate document or integrated into other application materials—is typically known as a "diversity statement," or, in this report's usage, a "DEI statement."

DEI statements arose first in the University of California (UC) system, in response to concern from some university leaders that the UC's practices of tenuring and promoting faculty were insufficiently sensitive to diversity considerations and so out of step with the UC's efforts to fulfill its mission with respect to diversity. In response, UC leaders spearheaded efforts to shift policy and practice to address this concern, with DEI statements emerging as a key part of their strategy.

As the practice of requesting DEI statements has spread through higher education in the U.S., so too have criticisms. Critics have noted that such statements infringe upon academic freedom, amount to requiring an illegal loyalty oath from faculty job applicants, constitute an objectionable political litmus test, and invidiously discriminate against applicants whose views about DEI depart from the typical "progressive" stance. Requiring these statements pressures applicants to align with specific ideological views regardless of their personal beliefs, effectively functioning as compelled political speech. As some have noted, DEI statements often encourage "performativity" where "people [know] the right thing to say" rather than fostering genuine diversity of thought. Importantly, requiring these statements has not been shown to improve student experiences.

Because we believe that academics should be judged on the quality of their scholarship and teaching and not by their ideologies, Heterodox Academy agrees with many of these criticisms and so generally opposes the use of DEI statements in faculty hiring. However, despite intense debate around this practice, there remains a lack of comprehensive, up-to-date information on the prevalence and nature of DEI statement requirements in American higher education. To address this gap in understanding, this research report seeks to document the prevalence, distribution, and characteristics of DEI statement requirements in the most recent faculty hiring cycle.

Assessing DEI Statements At Scale

Prior to this report, the largest-scale study of DEI requests in faculty job ads was a 2021 study from the American Enterprise Institute (AEI), which examined approximately 1,000 faculty job advertisements from Fall 2020. It found that approximately 19% of job ads requested DEI statements.

This research report significantly expands on previous investigations of DEI statement requests in faculty job ads in both scale and methodology. Using a dataset of 10,170 job advertisements from the Fall 2024 academic hiring cycle—an order of magnitude larger than previous studies—it gives a more comprehensive and up-to-date picture of the current state of DEI statement requests in faculty hiring in the United States.

Unlike previous research that relied on humans to evaluate whether ads asked for DEI statements, we leveraged GPT-4o-mini, a large language model (LLM), to assist in classifying job advertisements; this enables efficient analysis of a substantially larger dataset.

This report examines the overall prevalence of DEI statements in this dataset and variations across institutional types, states, and academic disciplines. The report also analyzes faculty job ads from states that have recently enacted (as of December 31, 2024) laws prohibiting public universities and colleges from requesting DEI statements from job applicants. In addition to various quantitative results, this report reveals that requests for DEI-related information take many different forms.

By documenting the current scope and nature of DEI statement requests with unprecedented breadth, this research report provides an updated and expanded evidence base for informed discussion and policy decisions regarding faculty hiring practices in U.S. higher education.
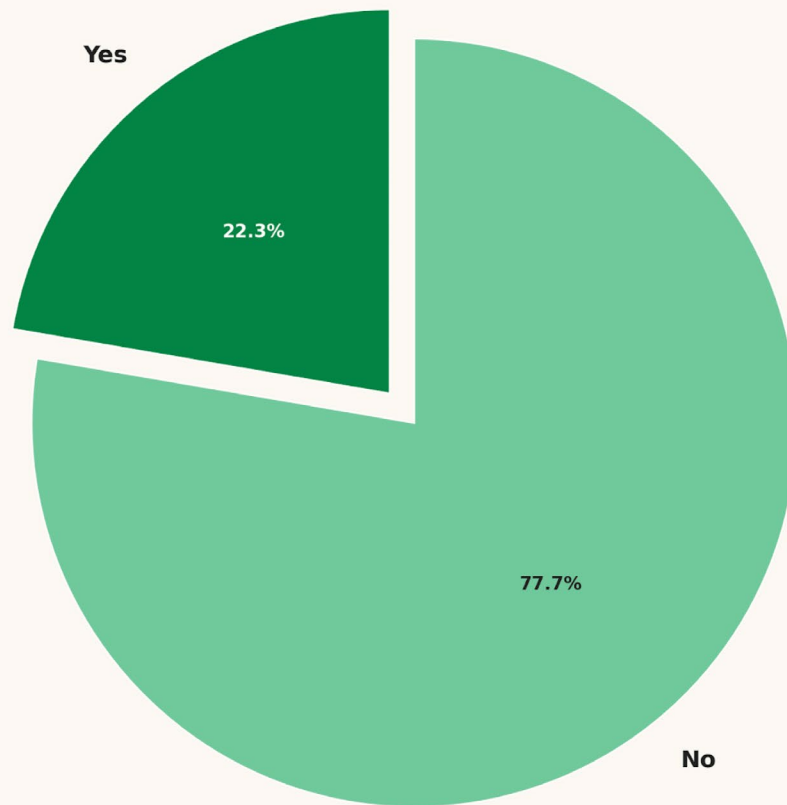
Figure 1. Proportion of faculty job ads requesting DEI statements; N = 10,170.

22.3% of Job Ads Requested a DEI Statement

Across our dataset, 22.3% of jobs (n=2,269) requested DEI statements in some form or another. This comports with the results of the 2021 AEI study, which found that 19% of jobs requested DEI statements.

What do requests for DEI statements look like in faculty job ads?

Here's a random sampling of relevant text from five job ads in our dataset:

For a job in communications

"When applying you will be required to attach the following electronic documents: 1) a curriculum vitae. 2) a cover letter indicating how your qualifications and experience have prepared you for this position. 3) a statement of research, 4) a statement of teaching, 5) publications 6) transcripts…7) **a response to the following prompt (upload as Other Document 1): [the institution] is committed to maintaining and enhancing a culture and environment that promotes diversity, equity, inclusion (DEI)….all faculty members are expected to contribute to this aspect of [the institution's] mission. To that end, faculty members' DEI efforts are reported and evaluated during review processes.** Contributions can be made through any of a faculty members' responsibilities, whether teaching and advising, research, extension and engagement, service, or other scholarly and creative activities. Please describe skills you have that prepare you to demonstrate a commitment to maintaining and enhancing a culture and environment that promotes DEI consistent with [the institution's] mission."

For a job in mathematics

"All interested candidates…must submit the following documents together for review: Letter of interest, Resume or curriculum vitae, Statement of teaching philosophy, **Statement of commitment to equity in the classroom.**"

For a job in exercise physiology

"Candidates may show interest in this position by submitting…the following: A completed application; a cover letter to include **your teaching philosophy with a statement on your approach to diversity, equity, and inclusion in teaching;** a current curriculum vitae (CV) or resume; graduate and undergraduate transcripts…"

For a job in human-environment geography

"We are especially interested in applicants with a record of successful teaching and mentoring of students from all backgrounds (including first-generation college students, low-income students, racial and ethnic minorities, women, LGBTQ, etc.) and an interest in contributing to [our] programs, curricular offerings, and research portfolio in ways that enhance diversity, equity, and inclusion…Please submit a letter of application, a CV, a list of three references and three statements not exceeding two pages each that detail: 1. a philosophy of teaching and learning; 2. an innovative and broadly impactful research agenda; and 3. **the applicant's efforts to enhance diversity, equity, and inclusion.**"

For a job in physics

"To apply, please submit the following…Cover letter describing your interest in and qualifications for this position; curriculum vitae; statement of teaching philosophy, experience, and effectiveness; **diversity statement addressing your approach to inclusive excellence;** graduate and undergraduate transcripts; letters from three professional references."

Private Institutions Requested DEI Statements at Higher Rates Than Public Institutions

Private colleges and universities had a much higher share of job ads requesting DEI statements (28.6%) than public colleges and universities (19.0%) in our Fall 2024 dataset.

The difference in rates of requested DEI statements between public and private institutions may result from a variety of factors, such as recent legislation barring public institutions from requesting DEI statements from applicants for faculty jobs (addressed later in this report), or the greater flexibility that private institutions of higher education have in setting criteria for faculty hiring.

Jobs Requesting DEI Statement by Institution Type

Institution	DEI Statement Requested	DEI Statement Not Requested
Public	19.0%	81.0%
Private	28.6%	71.4%

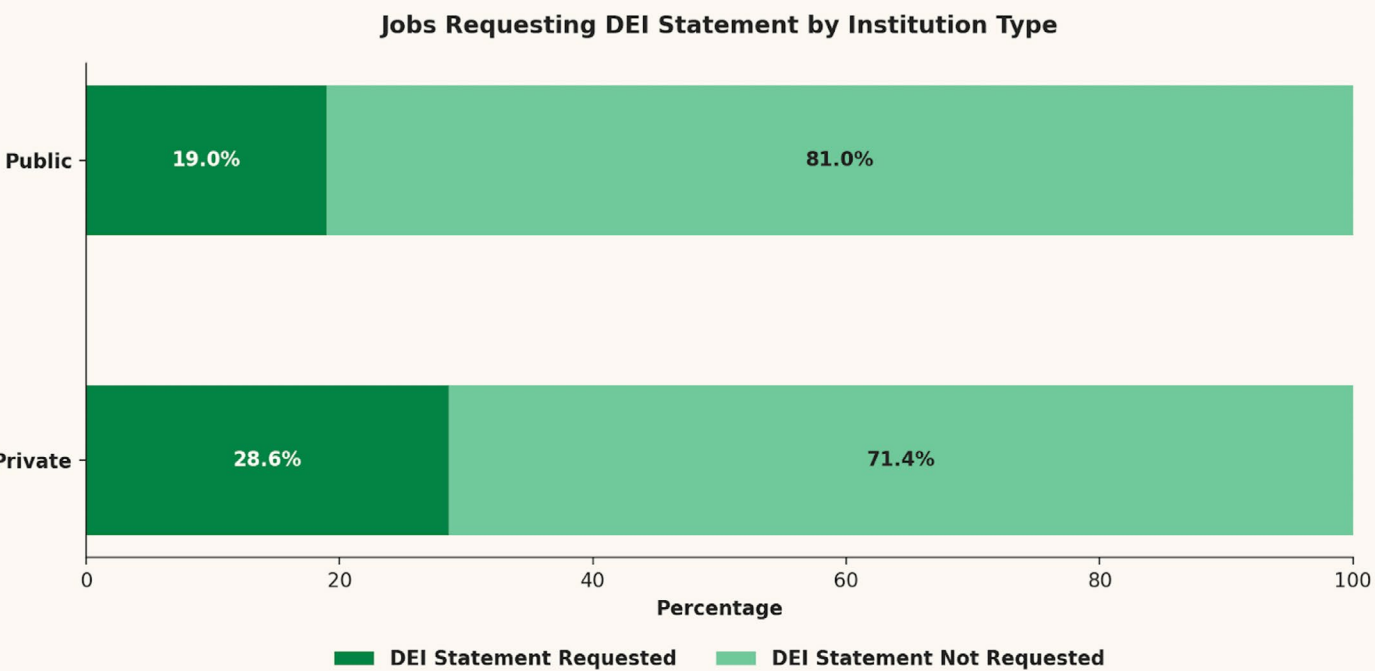*Figure 2: Percent of job applications requesting DEI statements by institution type; N = 10,170.*

Jobs Requesting DEI Statement by Carnegie Classification

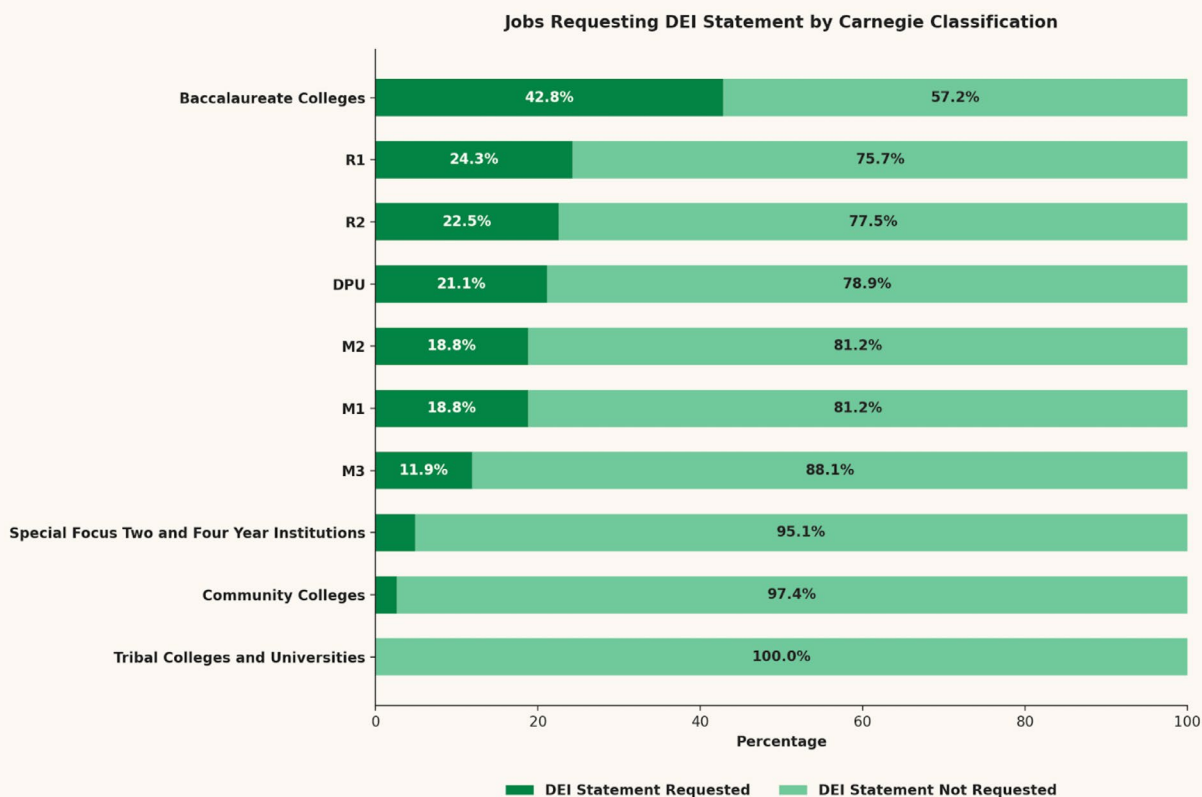| Classification	DEI Statement Requested	DEI Statement Not Requested
Baccalaureate Colleges	42.8%	57.2%
R1	24.3%	75.7%
R2	22.5%	77.5%
DPU	21.1%	78.9%
M2	18.8%	81.2%
M1	18.8%	81.2%
M3	11.9%	88.1%
Special Focus Two and Four Year Institutions		95.1%
Community Colleges		97.4%
Tribal Colleges and Universities		100.0%

Figure 3: Jobs requesting DEI statements by Carnegie classification; N = 10,170.

Breaking the dataset down by 2021 Carnegie classification reveals some other notable trends.

• 42.8% of faculty job ads from institutions classified as Baccalaureate Colleges requested DEI statements. (Our analysis combines two different Carnegie classifications here: Baccalaureate College: Arts and Sciences and Baccalaureate Colleges: Diverse Fields.)

• Job ads from R1 (24.3%) and R2 (22.5%) institutions requested DEI statements at comparable rates.

• Surprisingly, job ads from institutions classified as Community Colleges (this combines several different Carnegie classifications of two-year colleges) requested DEI statements at a much lower rate (2.6%) than is the case at most other Carnegie classifications—this despite the racial and ethnic diversity of community colleges being <u>comparable</u> to four-year colleges and universities.
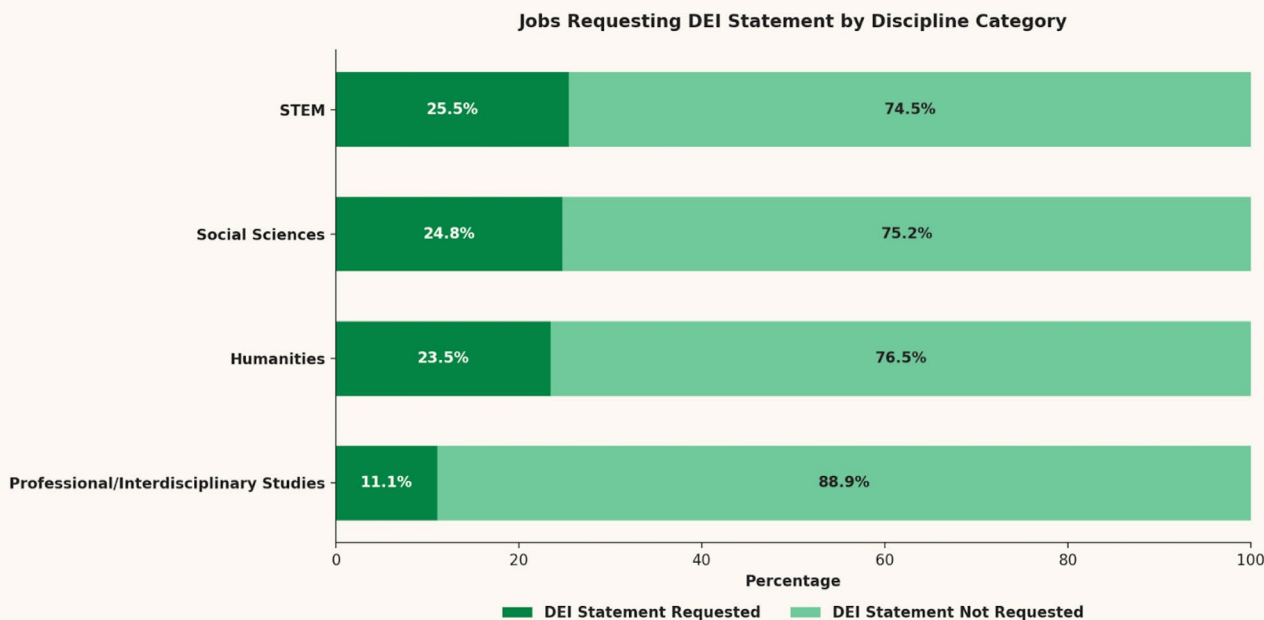
Jobs Requesting DEI Statement by Discipline Category

Figure 4: Job ads requesting DEI statements by discipline; N = 10,170)

Requests for DEI Statements Similar Across STEM and the Social Sciences, Humanities

When examining disciplinary patterns in DEI statement requests, our analysis reveals surprising consistency across many broad groupings of academic fields. Job advertisements for STEM positions (25.5%) requested DEI statements at rates comparable to ads for positions in the humanities (23.5%) and social sciences (24.8%). This finding challenges a common perception that DEI-related issues in faculty recruitment and hiring arise primarily in the humanities and social science disciplines.

The only meaningfully different cluster of disciplines are those in Professional/Interdisciplinary Studies . These include faculty jobs in law, business, hospitality, clinical professions, and other applied fields—where only 11.1% of faculty job ads in our dataset requested DEI statements. This lower rate suggests that professional schools may operate under different hiring priorities or cultural norms regarding diversity initiatives than other academic departments.
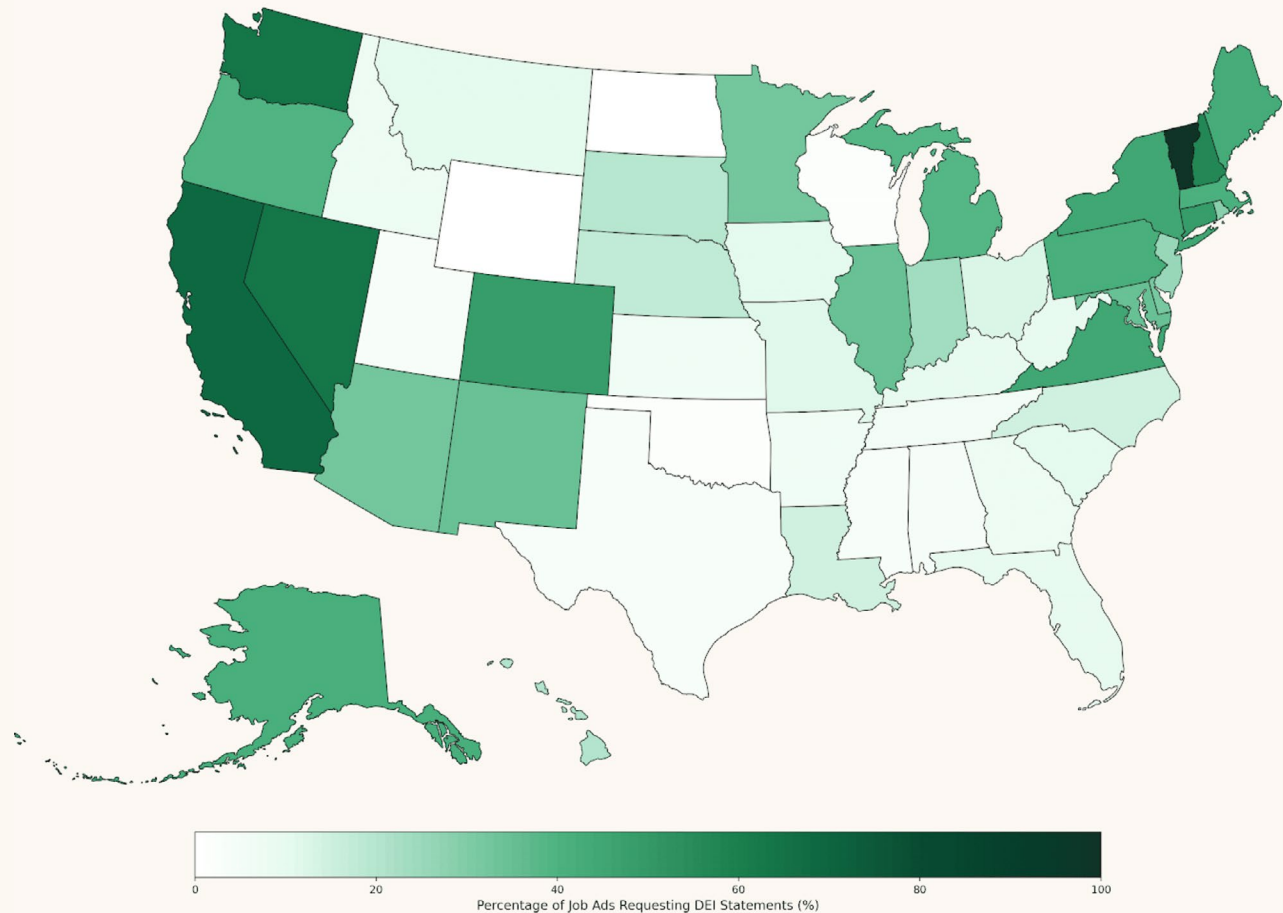
Figure 5: Job ads requesting DEI statements across U.S.; N = 10,170.

Public Institutions on the West Coast and in New England Lead in DEI Statement Requests

Recently lawmakers in several states have introduced or enacted legislation that bans the use of DEI statements in faculty hiring at public institutions of higher education. What does examination of state-by-state differences in the percentage of jobs ads from public institutions that request DEI statements reveal? Analysis shows that public institutions in New England, the Mid-Atlantic and the West Coast requested DEI statements from faculty applicants at much higher rates than public institutions in the Southeast and Texas. The Midwest and the Mountain West regions exhibit more intraregional variation.

Requests for DEI Statements Take Many Forms in Faculty Job Ads

Although discussions about DEI statements often focus on standalone documents explicitly labeled as "diversity statements," our analysis reveals that requests for DEI-related information in faculty job advertisements take many different forms. The main sources of variation are primarily (a) where applicants are told to put DEI-related information (e.g., standalone statement, cover letter, teaching philosophy) and (b) what specific DEI-related values are referenced and in what combinations they are invoked. This demonstrates the variability of DEI statement requests in faculty job ads.

When not asking for a standalone statement, DEI requests often include:

1

Asking applicants to address DEI in cover letters or letters of application:

Example from an architecture faculty job ad:
"**Address in your cover letter** how equity, diversity, inclusion and belonging relate to your academic, research, creative activity, and/or service experience."

2

Asking applicants to incorporate thoughts on DEI into teaching philosophy statements:

Example from writing faculty job ad:
"In your cover letter or teaching philosophy, please include a paragraph that discusses how diversity figures into your past and present teaching; research, community engagement, and/or life experiences; and how you would bring issues of diversity to bear on your contributions to the teaching and programming."

3

Asking applicants to address DEI within research statements:

Example from a statistics faculty job ad:
"[Include] **a 2–6 page research statement** highlighting past research accomplishments and future plans that frame the applicant's ability to conduct independent research. **This statement should include experience or plans to advance diversity, equity, and inclusion** within the statistics research community."

4

Asking applicants to address DEI without specifying where:

Example from a computer science faculty job ad:
"Applicants will attach documentation during their application process and should include a cover letter with information about their interests and qualifications for the position. They will also include a description of their i) research accomplishments and plans, ii) approach to teaching, iii) and **their commitment to inclusion and belonging**."

There is also variation in what DEI-related values are invoked, and in what combinations. Sometimes "diversity", "equity", and "inclusion" are invoked singularly. Sometimes two such values are invoked, while a third is omitted. Occasionally, job ads mention values that are closely associated (or potentially so) with DEI. Some examples include:

1

"Social justice" in a job ad for a faculty position in quantitative theories and methods:

"Please include the following materials: A 1-page cover letter that clearly summarizes teaching experience and evidence of excellence in teaching. Curriculum vitae (CV) A statement of teaching experience, interests, and philosophy. **A statement detailing your experience and philosophy regarding teaching and mentoring students from diverse backgrounds and/or contributions to social justice**, equity, diversity, and inclusion. Any additional information related to professional development, pedagogical scholarship or evidence of teaching effectiveness that speaks to your commitment to teaching and mentoring undergraduates."

2

"Anti-racism" in a job ad for biochemistry faculty position:

"A statement of current research and your plans for establishing a thriving, independent research program in your area of expertise at [institution], including how you plan to involve undergraduate students (3-5 pages recommended, 7 pages maximum length); **A statement that addresses past and/or potential contributions to anti-racism**, diversity, equity, and inclusion (1-2 pages recommended, 2 pages maximum length). In the statement, applicants should comment on their ability to meaningfully contribute to [institution's] on-going commitment to anti-racism, diversity, equity, and inclusion (DEI) that is outlined in our strategic plan…"

3

"Belonging" in a job ad for a data science position in a biochemistry department:

"Interested candidates should submit a cover letter that **addresses outreach and belonging or diversity efforts**, CV, references, and research and teaching statements."

4

"Team culture" in a job ad for a biochemistry faculty position:

"As part of the application process, the applicant will need to provide **a separate one-page statement addressing the candidate's experience with and/or commitment to team culture**."

5

"Cultural competency" in a job for a theatre faculty position:

Complete applications will include: a cover letter that clearly articulates qualifications for and interest in the position, department, and college; a CV; a one-page teaching statement; a one-page statement that specifically addresses how **equity, diversity, inclusion and cultural competency** inform your creative/scholarly work and teaching."

6

"Accessibility", in a job ad for electrical and computer engineering:

"**Accessibility**, Diversity, Equity, and Inclusion Statement: A statement of demonstrated commitment to **accessibility**, diversity, equity, and inclusion in teaching, scholarship, and/or service. Please provide details of your experience and previous contributions to **accessibility**, diversity, equity, and inclusion efforts and their impact on students, faculty, staff, and/or your field; describe how you will demonstrate a commitment in these areas in teaching, research, and/or service."

This variability in how DEI-related information is requested has important implications for both research and policy. From a research perspective, it suggests that simple keyword searches for "diversity statements" might substantially undercount the prevalence of DEI statement requests in faculty hiring. From a policy perspective, it indicates that narrowly-focused prohibitions against "diversity statements" may be ineffective if institutions can simply reframe their requests as elements of other application materials.

The variability of these requests also raises questions about how to distinguish between legitimate inquiries about professional qualifications and invidious screening of candidates for adherence to the "correct" ideology. As institutions change their approaches to using DEI statements in hiring, this distinction may become increasingly blurred and difficult to address through legislation or policy alone.

Requests for DEI Statements in Job Descriptions From Public Institutions Subject to DEI Statement Bans Have Changed

As of December 31, 2024, eight states had passed legislation prohibiting public institutions of higher education from requesting DEI statements from faculty job applicants: Florida, Kansas, Idaho, Indiana, Iowa, North Carolina, Texas, and Utah. The laws at issue vary in their specific provisions, but they generally share the goal of eliminating the pernicious use of DEI statements in faculty hiring.

Our analysis identified 70 job ads with DEI statement requests from public institutions in these states. However, it's important to note that our methodology cannot determine whether these requests violated applicable state laws. Whether this is the case depends on the specifics of statutory language, the exact dates when laws came into effect, and the interpretation of what constitutes a prohibited "DEI statement."

There are two different kinds of changes we observed. The first change is that many of these 70 job ads did not explicitly ask applicants to submit for standalone "diversity statements." Here are some examples of this kind of change:

Integration into cover letters or letters of application:

"In your cover letter, please also describe how you have demonstrated a commitment to our University's enduring values, including **inclusiveness, which we define as a commitment to respect and embrace equity, inclusion, and diversity** in people, ideas, and opinions."

"As such, we are especially interested in applicants with a record of successful teaching and mentoring of **students from diverse backgrounds; applicants are encouraged to address this experience in their letter of application** and define how this experience will enhance their research, mentoring, teaching, and/or service…"

Incorporation into teaching philosophy statements:

"Statement of teaching philosophy describing your conceptualizations of teaching and learning, and teaching and assessment methods, and **how your teaching practices will engage students from a range of backgrounds and experiences**."

"A one- to two-page statement of teaching philosophy, being sure to include **your preparation to teach and mentor students from groups historically underrepresented** in higher education."

The second change is that, rather than using the terminology of "diversity, equity, and inclusion," job ads from institutions in these states instead requested that applicants speak to themes and experiences adjacent to DEI, without using the terminology of "diversity, equity, and inclusion." Here are some examples:

Focus on experience rather than commitment:

Some of the 70 job ads seemed to evince an interest in learning about an applicant's experience working with diverse student populations, rather than requesting explicit statements about DEI values or commitments. For example:

"Evidence of recent experience working with diverse students… As part of the application package, candidates should also indicate their strengths and experiences **with innovative and inclusive pedagogies**."

"A statement describing interest and experience in working with **diverse groups and underrepresented populations**."

Experience working with a wide variety of learners arguably makes for a strong candidate for a faculty position. This focus on experience could be interpreted as seeking relevant professional qualifications rather than ideological commitments.

Alternative framing:

Some institutions framed diversity-related requests in terms of creating inclusive learning environments, fostering a "team culture", or building community:

"In your statements, candidates are encouraged to discuss how they will create **a welcoming environment** for all students."

"Description (two pages maximum) of strategies you have used or plan to use to create **a safe, welcoming and dynamic learning environment of belonging** for all students."

Expanded definitions of diversity:

A few job ads invoked a broader conception of diversity beyond demographic characteristics:

"In your cover letter, please also describe how you have demonstrated a commitment to our University's enduring values, including inclusiveness, which we define as a commitment to respect and embrace equity, inclusion, and **diversity in people, ideas, and opinions**."

In general, asking applicants for such information need not be unreasonable. However, such requests could also be reasonably interpreted as asking applicants to objectionably endorse contestable DEI principles.

Our analysis also revealed considerable variation in practices even within the same institution. For example, at a large public university in the Midwest, only 16 out of 60 job advertisements requested any DEI-related information. This suggests that implementation of institutional policies regarding DEI statements may be uneven, with individual departments making different choices about what to include in job advertisements.

The different ways that DEI statements are solicited in these job advertisements suggests that legislative approaches to eliminating their pernicious use in faculty hiring may have mixed results. We do not see explicit requests for *standalone* DEI statements in states that have banned them. Instead, applicants are asked to give DEI-related information in other required application materials. Furthermore, some requests for DEI-related information reframe exactly what they're asking for in ways that could mitigate the objectionable features of more traditionally phrased requests for DEI statements.

Proportion of Job Ads Requesting DEI Statements that Use Viewpoint Diversity Terminology
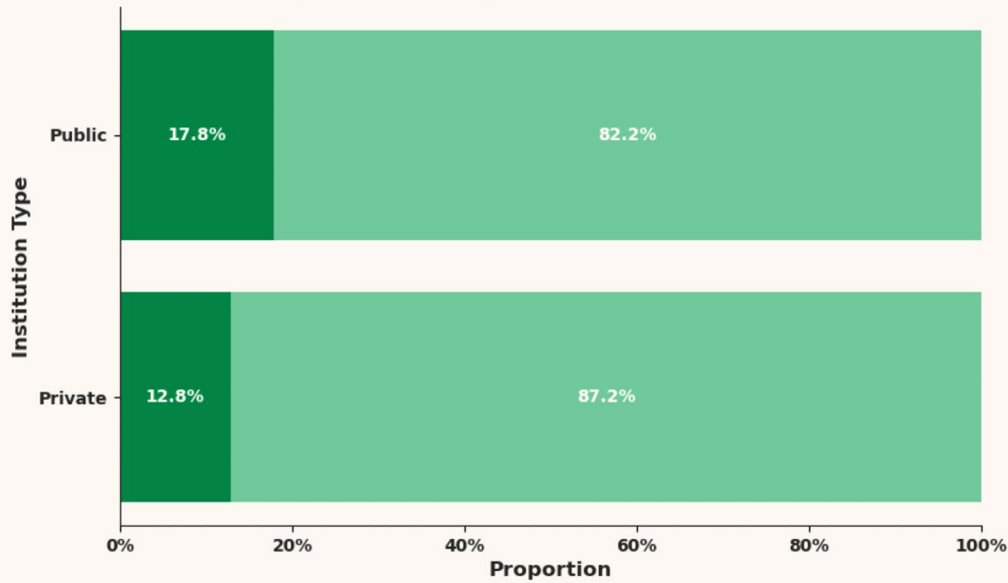**By Institution Type**

Figure 6: Proportion of job ads that request DEI statements that use "viewpoint diversity" terminology, by institution type; N = 2,269.

Only 15.6% of job ads requesting DEI statements include "viewpoint diversity" terminology

Requests for DEI statements typically ask applicants to describe their competence, experience, commitment or intentions with respect to gender and racial/ethnic diversity in their prospective teaching, research, and service. Less often is diversity of *viewpoint* referenced in job ads, despite the benefits of an intellectually diverse academic community. Focusing on the 2,269 academic job postings that requested DEI statements revealed that only 15.6% of them explicitly mention viewpoint diversity concepts. Our analysis focused on identifying uses of viewpoint-

diversity ideas by searching for several "base" keywords and phrases, along with their conceptual variations.

The primary keywords included "viewpoint" or "viewpoints," along with phrases containing "diverse" or "diversity" in relation to "ideas," "perspectives," "opinions," "thoughts," and "beliefs." We also captured alternative formulations such as "different perspectives," "varied opinions," and "range of viewpoints" to ensure comprehensive coverage of the concept. This approach

allowed us to track how viewpoint diversity is discussed across different contexts, whether referred to directly through established terminology or through more varied linguistic constructions.

Job postings requesting DEI statements from public institutions are more likely to reference viewpoint diversity compared to job postings from private institutions (17.8% vs. 12.8%).

Breaking things down by Carnegie classification, institutions classified as community colleges (26.7%) and Larger Masters (M1) institutions (21.6%) showed the highest rates of viewpoint diversity mentions, while Doctoral/Professional Universities (6.1%) and smaller Masters (M3) institutions (4.2%) had the lowest rates. Research institutions (R1 and R2) maintained moderate rates of approximately 17%.

Proportion of Job Ads Requesting DEI Statements that Use Viewpoint Diversity Terminology
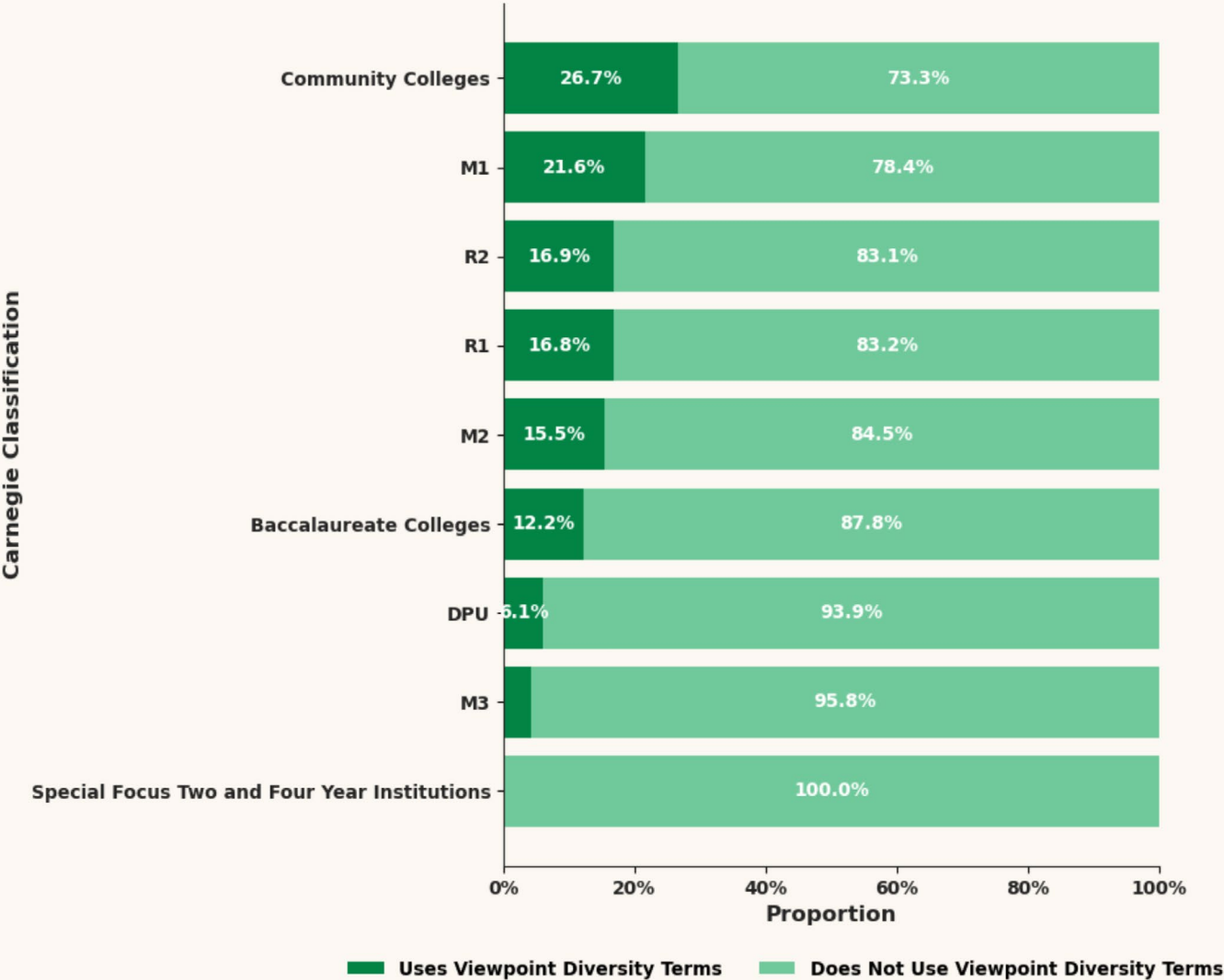

Figure 7: Proportion of job ads that request DEI statements that use "viewpoint diversity" terminology, by Carnegie classification; N = 2,269.

These findings suggest that explicit signaling of interest in viewpoint diversity remains relatively uncommon, even as interest in DEI statements has become more common, and that this trend holds across institution types, with some meaningful variation by institutional category and public/private status.

However, getting information about a faculty job applicant's competence, experience, and intentions with respect to viewpoint diversity may also, in principle, be a function of soliciting DEI statements from applicants. Observing job ad trends in future hiring cycles may clarify whether institutions with a history of requesting DEI statements use "viewpoint diversity" as a stand-in for DEI, and in doing so tacitly expect their applicants to profess a commitment to the beliefs underlying DEI, or truly embrace diversity of thought.

DEI Statement Requests are Adapting to Changing Political Circumstances

This report's findings have significant implications for policymakers, university administrators, faculty applicants, and advocates concerned about open inquiry and viewpoint diversity. They suggest that addressing concerns about the invidious use of DEI statements in faculty hiring requires careful approaches that recognize the varied ways these requests manifest, and also the many legitimate interests institutions of higher education have in ensuring faculty can effectively serve increasingly diverse (across many dimensions) student populations.

For faculty job applicants navigating this hiring landscape, this report highlights the importance of understanding how DEI-related information is requested at different types of institutions. For policymakers and university administrators, these findings underscore the need to reconsider how DEI-related criteria are solicited and used in faculty hiring, given their significant potential to undermine academic freedom and impose ideological conformity at the expense of scholarly merit and genuine intellectual diversity.

Ultimately, this research provides a comprehensive empirical foundation for ongoing discussions about the role of DEI statements in faculty hiring and offers insights into how these practices may be evolving in response to criticism and legislative action.

Data Collection

We compiled a dataset of 10,170 faculty job advertisements posted from August 12, 2024, to December 6, 2024.

The majority of advertisements were scraped from Higher Ed Jobs using two scripts. The first script processed RSS feed data from HigherEdJobs to identify and add new job postings to our database, capturing basic metadata including school name, state, job title, and URL. The second script completed the data collection process by retrieving the full content of job postings. It navigated to the stored URL, extracted the detailed job description using Selenium and BeautifulSoup Python packages, and populated the missing data fields in the job's entry in our data table. Together, these scripts formed an end-to-end pipeline: one discovered new job listings and put them into a database, while the other finished these entries with other job information data, e.g., job description text.

We further supplemented the dataset by manually entering information about faculty job openings from institution-specific job webpages at websites for the California Institute of Technology, Duke University, and the University of Miami.

In sum, the dataset represents 1,265 universities and colleges across all 50 states and the District of Columbia.

LLM Classification Procedures

We utilized GPT-4o-mini, a large language model (LLM), to classify job advertisements across several dimensions:

DEI Statement Requests:
We prompted the LLM to determine whether each job advertisement requested diversity-related information from applicants. The prompt specifically asked:

This is a job ad. I want to see if it asks for a diversity statement from the applicant as part of the application process. It could be called diversity statement, inclusion statement, values statement, belonging statement, cultural competence statement, or a number of other things. If applicants are told to submit something like it as part of the application please only return 'Yes:' followed by the name of the statement (or if it's part of a cover letter). If it makes no mention, please just return only 'No Mention'. To be clear, I only want what is required from the applicant, an institutional statement about the employer's value of diversity doesn't count, even if it is labeled under 'diversity

statement'. Here's the description: {description}

Academic Discipline Classification:
Job advertisements were classified into one of six disciplinary categories using the following prompt: This is a job ad. I want to code for the academic discipline of the job. The academic discipline should be one of the following: Humanities, Social Sciences, Natural Sciences, Formal Sciences, Applied Sciences/Engineering, Professional/Interdisciplinary Studies. Please return only the discipline name that you think fits best for the job ad, and nothing else. If it's not obvious, please just select the code which most closely aligns with the job description. Again, only reply with one of those disciplines and nothing else. Here is the job description: {description}

Additionally, all positions classified as Natural Sciences, Formal Sciences, or Applied Sciences/Engineering were grouped into a broader STEM category for our final analyses.

Institution Type:
We classified institutions as either public or private using the prompt: Is the following school Public or Private? (Please only respond with your response of 'Public' or 'Private' and nothing else): {school}

Validation of LLM's Classifications

To assess the reliability of our LLM-based classification approach, we conducted a blinded validation study on a stratified random sample of 200 job advertisements (100 that the LLM classified as requesting DEI statements and 100 it classified as not requesting them). A human coder independently evaluated these advertisements; we calculated several measures of classification accuracy

relative to a human coder:

Sensitivity: 0.95 (95% CI: 0.88-0.98), indicating that 95% of advertisements classified by the human coder as requesting DEI statements were also classified that way by the LLM

Specificity: 0.91 (95% CI: 0.84-0.95), indicating that 91% of advertisements classified by the human coder as not requesting DEI statements were also classified that way by the LLM

Cohen's κ: 0.86, demonstrating substantial agreement between the LLM and human evaluation (values above 0.8 are generally considered excellent agreement)

Methodological Limitations of LLM Classification

While our LLM-based approach enabled efficient analysis of a large dataset, several limitations should be considered when interpreting results:

Replicability: LLM classification procedures are not deterministic. Using identical prompts on the same dataset may produce slightly different classifications across multiple runs, similar to what is possible with across-time intra-rater variability with human coders.

Prompt Sensitivity: The LLM's classifications are sensitive to prompt wording. Alternative prompts might yield different results.

Classification Complexity: Identifying DEI statement requests involves nuanced judgment. Job advertisements vary considerably in how they request diversity-related information:

Some use explicit language requiring dedicated "diversity statements".

Others request DEI-related information in teaching philosophies or cover letters.

Many use alternative terminology (e.g., "statement on inclusive excellence") or invoke different sets of values that are broadly associated with DEI (e.g., "belonging", "accessibility", "social justice").

Despite these limitations, the high sensitivity, specificity, and Cohen's κ values from our validation study suggest that the LLM reliably classifies faculty job advertisements with respect to DEI statement requests.

The LLM we used for classification identified 881 unique labels across the job advertisements requesting DEI-related information, with 643 of these labels applied to only a single job posting. These labels reflected either (1) minor variations in terminology or punctuation, rather than substantive differences; (2) where applicants were instructed to give DEI-related information (e.g., a standalone statement, cover letter, teaching philosophy); or (3) what specific DEI-related values (diversity, equity, inclusion, but also justice, accessibility, antiracism, cultural sensitivity, building a team culture, or belonging) were referenced and in what combinations.

Analysis of Viewpoint Diversity Concepts

To analyze the prevalence of viewpoint diversity concepts in academic job postings, we focused on the 2,269 positions (22.3%) that the LLM method classified as requesting DEI statements from applicants.

We developed a comprehensive regular expression (REGEX) framework to identify mentions of viewpoint diversity within job descriptions. This framework included patterns to detect specific keywords (e.g., "viewpoint," "viewpoints"), phrases related to diversity of ideas (e.g., "diverse ideas," "diversity of perspectives"), proximity-based patterns capturing instances where diversity and ideas-related terms appeared near each other, and variations accounting for different word forms and spacing.

Acknowledgments

About Heterodox Academy

Heterodox Academy (HxA) is a nonpartisan, nonprofit membership organization including thousands of faculty, staff, and students advocating for policy and culture changes that ensure our universities are truth-seeking, knowledge-generating institutions grounded in open inquiry, viewpoint diversity, and constructive disagreement. Founded in 2015 by Jonathan Haidt, Chris Martin, and Nicholas Rosenkranz, HxA has been working for nearly a decade to educate academics about the value of viewpoint diversity in research and teaching and to create campus cultures in which open inquiry thrives. With 74 HxA campus chapters to date, and members at more than 1,800 institutions, HxA advances its mission through policy advocacy, member organizing, and a belief in the potential of our institutions of higher education.

If you are interested in supporting our mission, become a member or make a donation to support our work. (Donors of at least $120 a year, or just $10 per month, will receive a yearlong print subscription to inquisitive, HxA's quarterly periodical of ideas, as our gift to you.) If you want to stay up-to-date on HxA news, the latest HxA content, or upcoming HxA events, subscribe to our emails.

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