Faculty Diversity Statement Working Group
October 31, 2024 Report/Recommendations

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Table of Contents

    A. **Working Group Membership and Support**
    B. **U-M Faculty Survey Questions**
    C. **Visual Summary of Faculty Survey Responses to Multiple Choice Questions**
    D. **Summary of Faculty Survey Responses to Open-Ended Question**
    E. **Details of Deans and Dean-Level Directors Information**
    F. **[...]**

Submitted October 31, 2024 to Laurie McCauley
Provost and Executive Vice President for Academic and Faculty Affairs and
Sponsor - Faculty Diversity Statement Working Group

2

EXECUTIVE SUMMARY

The Faculty Diversity Statement Working Group strongly supports the six core values of the University of Michigan (U-M), including the values of diversity, equity, and inclusion (DEI), *as well as other desirable values* that promote the educational and research missions of U-M colleges and schools. To promote these efforts, diversity statements, as documents written *separately* from teaching, research, and service statements (TR&S), have been used at U-M for several years.

However, our Working Group strongly recommends that these **standalone** documents should no longer be solicited as part of faculty hiring and consideration for promotion and tenure. This first recommendation is based upon the nearly 2,000 faculty member responses to a survey we created, our reading of numerous actual diversity statements supplied by U-M deans and dean-level directors, and supporting information contained in the Report of the Advisory Committee on the University of Michigan Principles on Diversity of Thought & Freedom of Expression.

Specifically, critics of diversity statements perceive them as expressions of personal identity traits, support of specific ideology or opinions on socially-relevant issues, and serve as a "litmus test" of whether a faculty member's views are politically acceptable. Thus, as currently enacted, diversity statements have the potential to limit viewpoints and reduce diversity of thought among faculty members. We acknowledge these concerns; they are properties of problematic diversity statements. *But, well-written diversity statements do not necessarily require expression of one's identity, and they need not express one's beliefs or stances on socially-charged issues.*

Instead, well-written diversity statements contain reflections of how identity has shaped a faculty member's approach with their students, how they work with their colleagues, and how they interact with society. These are desirable features of current and future U-M faculty members, and this information should be considered when potential faculty are hired and current faculty are promoted. *The positive ways in which a faculty's personal identity supports the mission of U-M should not be underestimated; collection of this information should not be rejected outright because of potential misuse.*

Thus, our second recommendation is that faculty actions reflecting the values of DEI, as well as other core values, *can and must* be part of **existing TR&S**. Through this incorporation, the problematic features of diversity statements can be eliminated, while the useful and necessary information that exists in diversity statements can be saved and placed where it more naturally belongs. However, this recommendation requires serious effort by U-M to (i) teach faculty and graduate students pursuing academic jobs to write informative TR&S, (ii) train faculty and administrators to better request and evaluate the information given in TR&S, and (iii) improve how in-person interviews are done whereby the information given in TR&S can be explored and examined in greater depth.

I.   Review of Previous Faculty Diversity Statement Working Group Findings

Early in the summer of 2024, Provost McCauley charged the working group with three (3) objectives related to the use of diversity statements in faculty hiring and promotion:

- Summarize the current landscape among peer institutions;
- Understand current practices across our campus; and
- Make recommendations about whether U-M should make any adjustments to its use of statements

Through a series of five meetings in June and July 2024, working group members reviewed published literature and assessed survey results of both U-M units and U-M peer institutions to develop their series of recommendations regarding future use of diversity statements at U-M for faculty hiring and promotion and tenure.

In the final report, the working group recommended that U-M continue to allow diversity statements to be used at the discretion of each unit both for hiring of new faculty and promotion and tenure of existing faculty. However, that recommendation was accompanied by <u>four</u> additional recommendations as well as a dissenting opinion of one member.

The four additional recommendations of the working group were:

(1) The short-term work of this working group should be followed by additional time to study and develop additional recommendations regarding the use of diversity statements at U-M, either by this working group or a new working group appointed by the Provost.
(2) Clearer guidelines should be given to new faculty applicants as to what *should and should not* be part of their diversity statement.
(3) Clear training and guidance should be given to search and promotion and tenure committee members reinforcing how to appropriately use diversity statements when evaluating candidates.
(4) As suggested generally by Ficht and Levashina (2022), U-M should provide greater opportunities for research into psychometric features of diversity statements, e.g., validity and evaluation standardization, and further collection of measurable evidence, broadly defined, on the impact that diversity statements have on promoting DEI objectives.

In the dissenting opinion, the working group member expressed three concerns: (1) diversity statements impose inappropriate ideological demands, (2) we cannot "fix" diversity statements to prevent their misuse, and (3) diversity statements divert attention from institution-level policies that actually make a difference. Their final recommendation was to follow the leads of Harvard and MIT and halt the use of diversity statements, and they cited the action by Harvard's Faculty of Arts and Sciences now asking for a 'statement of service' in which an applicant can highlight "efforts to strengthen academic communities".   Although

Submitted October 31, 2024 to Laurie McCauley
Provost and Executive Vice President for Academic and Faculty Affairs and
Sponsor - Faculty Diversity Statement Working Group

4

the remaining working group members agree that diversity statements should not impose inappropriate ideological demands, they disagreed with the claims presented in the dissenting opinion….

Provost McCauley forwarded our report to the Board of Regents, and after conversations between Provost McCauley and the Board of Regents, it was decided that the working group would be given additional time to gather more information and to provide very specific recommendations to the Board of Regents.

Submitted October 31, 2024 to Laurie McCauley
Provost and Executive Vice President for Academic and Faculty Affairs and
Sponsor - Faculty Diversity Statement Working Group

5

II.   Information Collected Since First Report

A.   Conversations with Regents

Chair Braun and Provost McCauley met with [a regent] on Monday, August 26, 2024. Chair Braun met with [another regent] on Friday, September 6, 2024. From both of those conversations, some common themes were:

a. The principles of diversity, equity and inclusion are recognized as desirable goals for U-M.

b. Diversity statements, as currently used and understood, are flawed:

  i. There is a concern that diversity statements are not producing a diversity of thought on campus

  ii. Diversity statements are seen as an "oath" or "pledge" to express desired thoughts and norms, leading to boilerplate statements and lack of authenticity.

  iii. There is a lack of conclusive evidence that diversity statements are working as intended.

  iv. There is a lack of consistency around use and implementation of diversity statements

B.   U-M Faculty Survey

The working group developed an eight-question survey through Qualtrics, which was sent to all U-M faculty on Thursday, September 5, 2024, and faculty were allowed to respond until 5:00pm on Friday, September 20, 2024. Appendix B contains the questions in the survey, and Appendix C contains a summary of the responses that were received.

A total of 2,105 faculty opened the survey, of whom 1,989 faculty responded to part or all of the eight questions. We highlight that this response rate goes far beyond traditional response rates from faculty and demonstrates the importance of this topic in U-M faculty life. Furthermore, we received multiple responses from nearly every U-M unit, which supports the generalizability of our findings.

With regard to the multiple choice questions, we found:

a. Just over 40% of faculty have written a diversity statement as part of a job application or promotion at U-M. This percentage was higher for the College of Engineering faculty (62%) and slightly lower for Michigan Medicine faculty (36%).

b. Among the faculty highlighted in (a), a majority (52%) responded that they found the instructions for <u>writing</u> the diversity statement were **very or somewhat unclear**.

c. About 50% of faculty have reviewed a diversity statement when participating in a hiring or promotion committee. This percentage was higher among LSA faculty (70%) and College of Engineering faculty (77%), and lower among faculty at Michigan Medicine (32%) and other U-M units (44%).

Submitted October 31, 2024 to Laurie McCauley
Provost and Executive Vice President for Academic and Faculty Affairs and
Sponsor - Faculty Diversity Statement Working Group

6

d. Among the faculty highlighted in (c), a majority (57%) responded that they found the instructions for <u>evaluating</u> the diversity statement were **very or somewhat unclear**.

e. When asked about a statement reflecting a potential positive aspect of diversity statements, faculty were generally divided on whether or not they agreed with that statement, with a slightly higher percentage stating disagreement (40%) versus agreement (37%).

f. When asked about a statement reflecting a potential negative aspect of diversity statements, a majority of faculty (54%) expressed agreement with that statement.

g. About 50% of faculty believe that diversity statement content should appear in teaching, research, and service statements rather than a standalone document.

h. About 50% of faculty believe units should be allowed to decide whether or not to solicit content for diversity statements.

We received open-ended responses from 888 faculty members, and it is apparent from those responses that there is not a campus-wide consensus among faculty about the use of diversity statements. In an effort to synthesize the information given by faculty, Chair Braun submitted the responses to Maizey, the U-M AI assistant, and posed several questions to Maizey.

Pertinent to our recommendations, when asked "What are comments that appear more frequently than others?", Maizey identified the following four areas:

1. Concerns about the effectiveness and relevance of diversity statements:
   a. They may not be working as well as intended.
   b. They are often perceived as "weak sauce" and not very informative.
   c. They can include cringeworthy content and are frequently not enlightening.
   d. They may need to focus more on actionable evidence within teaching, research, and service statements.
2. Challenges for evaluators and candidates:
   a. The rapid adoption of DEI requirements is challenging for all parties involved.
   b. There is a need for clearer guidelines on how to evaluate DEI contributions.
   c. International applicants often find diversity statements intimidating and confusing.
3. Alternative approaches and suggestions:
   a. Including questions in teaching, service, and research statements related to fostering an inclusive environment or having a positive social impact could be more effective.
   b. Mandating cover letters to include evidence of commitment to DEI could provide better information.
4. Concerns about personal information:

Submitted October 31, 2024 to Laurie McCauley
Provost and Executive Vice President for Academic and Faculty Affairs and
Sponsor - Faculty Diversity Statement Working Group

7

    a. There is discomfort with the expectation that candidates share personal information about family history or sexual preferences in diversity statements.

Other detailed information gleaned from the responses can be found in Appendix D.

C.   **Unit Deans and Directors - Actual Diversity Statements and Rubrics**
The Provost's Office asked deans and dean-level directors to supply the working group with:

    a. Whether they explicitly solicit diversity statements, and if so, the specific language used in those solicitations

    b. Whether rubrics are provided for evaluation of diversity statements, and if so, a copy of those rubrics

    c. Examples of actual diversity statements, with potentially identifying information redacted to protect the anonymity of the writers.

We received information from 20 deans and dean-level directors and the Office of the Vice President for Research (OVPR), which are listed in Appendix E. Most importantly, we were given nearly 80 examples of diversity statements submitted by U-M faculty and job applicants. Several of these statements contained potentially problematic language around identity and beliefs, which supports some of the existing criticism of diversity statements.

Nonetheless, many diversity statements did not suffer from this issue, and their creators focused solely on actions relevant to the job they held or were applying for. Certainly some statements mentioned how their personal identity shaped their approach to teaching or their area of research, although some diversity statements made no reference to identity or background; the working group finds either approach acceptable.

<u>In summary, reference to identity is not appropriate when presented in isolation, but reference to identity may be appropriate when used in conjunction with actions important to the faculty member's job. Inclusion of identity also should be left up to the individual faculty member, and inclusion of identity should not be formally restricted nor mandated.</u>

We also examined the rubrics that were being used or recommended by U-M units, and although the working group feels that having a rubric is better than having no rubric, there was little direction on how the rubric should be used, and most often the summary of the rubric was a subjective, perfunctory rating on a scale from 1=acceptable to 5=unacceptable.

Submitted October 31, 2024 to Laurie McCauley
Provost and Executive Vice President for Academic and Faculty Affairs and
Sponsor - Faculty Diversity Statement Working Group

8

III. Updated Working Group Recommendations

The following recommendations are based upon the information summarized in Section II. It should be noted that one member of the working group disagreed with the recommendations and requested to not participate in the writing of these recommendations.

A. Discourage Solicitation of Standalone Diversity Statements

The working group recommends that instead of seeking evidence of DEI contributions through standalone diversity statements, search committees and promotion committees should gather evidence for DEI contributions through submitted teaching dossiers, research agendas, and curriculum vitae.

We reach this conclusion through our reading of actual diversity statements supplied to us by U-M deans and dean-level directors. We found that all relevant information in the diversity statements could have and should have been included elsewhere in the application. Simply put, applicants should be able to demonstrate their commitment to diversity, equity, and inclusion, and many other values, if they wish to do so, in their teaching and research materials, or in their cover letters.

Furthermore, there is little evidence to suggest that the ability of an applicant to articulate such assertions or beliefs in standalone documents translates into inclusive research and teaching. In fact, by compelling all applicants to make such assertions, it may be more difficult to determine whether applicants truly prioritize these goals in their research, teaching, and service.

A review of nearly 80 diversity statements provided to the committee by 20 units on campus demonstrated that while some diversity statements provide valuable information on the applicants' past and planned future contributions to DEI, too often the statements also included vague platitudes and boilerplate language that can be interpreted at best as a recitation of widely-accepted research on the benefits of diversity, but can also be seen as loyalty oaths or assertions of ideological adherence. For example, "Diversity makes higher education environments a great situation to thrive creatively and foster innovation" or "across the world, living conditions are not the same, which unquestionably affects the career path. Some people are more fortunate than others, depending on their birthplace."

In other cases, authors of statements assert personal beliefs without demonstrating evidence for the ways those beliefs have been put into practice. For example, "I believe deeply in a harmonious, interconnected, and progressive world where everyone has equal opportunities, can learn from each other, and work together and complement each other to create a better knowledge-based society" or "guided by my core values of diversity, equity, inclusion, and justice, I share the collective responsibility of advancing campus diversity."

Submitted October 31, 2024 to Laurie McCauley
Provost and Executive Vice President for Academic and Faculty Affairs and
Sponsor - Faculty Diversity Statement Working Group

9

Applicants also often felt compelled to reveal their own personal identities without explicit connection to their work. For example, "I am a White, U.S.-born, upper-middle class, able-bodied, cisgender man, which confers many privileges in academia and U.S. society…" or "As a Taiwanese-American woman."

Nonetheless, it is common in the social sciences and the humanities (as well as other fields of inquiry), that scholars elucidate how aspects of their personal identities have informed or shaped their research interests, including the research questions they choose to explore and the analytical frameworks and paradigms they utilize in exploring them. For these reasons and others, applicants may choose to reveal their identities in their applications. However, they should not feel compelled to do so. More importantly, discussions of identity should expressly be connected with how those identities shape or affect a faculty member's orientations to research, teaching, and service.

Last, there is a good deal of disagreement about the use of diversity statements among academic advocacy bodies. Both the American Association of University Professors (AAUP) and the American Association of University Women endorse the usage of diversity statements, while the Foundation for Individuals Rights and Expression (FIRE) opposes their use. Supporters contend that they "demonstrate the professional competencies necessary for realizing diversity goals," while opponents contend that they impose an "ideological litmus test that violates academic freedom" and narrow the pool of applicants.

B.   Solicit Information from Teaching, Research, and Service Statements
   a. Given that faculty are expected to write teaching research, and service statements (TR&S) throughout their careers, it seems unnecessary to solicit DEI-related efforts from faculty through an additional document that stands separate from their TR&S. By integrating DEI-focused efforts in existing TR&S, we can:
      i.   Reduce the focus on statements of personal beliefs or identity-based proclamations *that are not explicitly tied to research, teaching, and service contributions*.
      ii. Allow applicants that already have a substantial DEI component in their teaching and research to incorporate their information organically.
      iii. Shift DEI efforts from the margins, which occurs by having to write a separate statement, and more naturally integrate DEI efforts.
   b. Specifically ask for inclusion of detailed descriptions of any prior service and leadership roles that contribute toward an inclusive and equitable work environment.
      i.   Although such information is often solicited during promotion reviews, it should also be a priority during faculty hiring.

Submitted October 31, 2024 to Laurie McCauley
Provost and Executive Vice President for Academic and Faculty Affairs and
Sponsor - Faculty Diversity Statement Working Group

10

    c.   Requests for TR&S should include specific prompts that ask for direct evidence of commitment to DEI. For example,

        i.   In the teaching statement, such a prompt could be "Describe how you create a welcoming and inclusive environment in the classroom."

        ii.   In the research statement, such a prompt could be "Describe how your research addresses or integrates with DEI values."

C.   Improve Existing Approaches to Writing and Evaluating Teaching and Research Statements

A key finding from the survey of faculty is that there is uncertainty about both <u>writing and evaluating</u> diversity statements. Thus, we recommend ways U-M units can make faculty committees better equipped to solicit desired information in job postings, requests for promotion dossiers, and interviews, and also critically assess the information provided by applicants.

    a.   Explicitly define criteria on which applicants will be evaluated and provide a rubric to identify the evidence necessary towards each criterion.

    b.   Provide further education about translating DEI-focused criteria into a specific request for information within the job posting, request for promotion dossier, and during interviews.

    c.   Promote more fully the existing educational materials within the U-M ADVANCE Program.

        i.   UM-ADVANCE has resources on how to develop candidate evaluation criteria, including DEI-focused aspects of the candidate's record.

        ii.   STRIDE's Faculty Recruitment Workshops (FRW) have both a Foundational and Refresher version available. FRW attendance is required by most units across campus for those on faculty search committees.

    d.   Provide support to the U-M ADVANCE Program to create a new workshop to train faculty how to

        i.   develop DEI-related criteria in written statements

        ii.   solicit information directed specifically to those criteria

        iii.   critically assess applicants with respect to those criteria.

    e.   Create an additional set of educational materials to improve how in-person interviews are conducted, including:

        i.   Targeted Selection Interviewing, which consists of interviews done by two or three teams, with each team consisting of two to three members. The team members use specific scoring systems to evaluate and rank the candidates, and training is required of all team members for learning and practicing this method.

        ii.   The STAR method, which includes guiding interviewees to describe:

Submitted October 31, 2024 to Laurie McCauley
Provost and Executive Vice President for Academic and Faculty Affairs and
Sponsor - Faculty Diversity Statement Working Group

11

- Situation: the situation you were in when you took the action that is going to be described.
- Task: the work at hand.
- Action: the action taken.
- Result: the outcome, whether positive or negative, and the learning that occurred for one's self and/or others.

f. Provide support to the Rackham School of Graduate Studies, in collaboration with ADVANCE, to equip graduate students and postdoctoral fellows to better understand DEI-related criteria and teach them how to provide the correct narrative about their research, teaching, and service experiences to address such criteria.

Submitted October 31, 2024 to Laurie McCauley
Provost and Executive Vice President for Academic and Faculty Affairs and
Sponsor - Faculty Diversity Statement Working Group

12

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U-M ADVANCE Program | Faculty Diversity. Faculty Excellence. https://advance.umich.edu/.

"Values | Culture." University of Michigan Culture Journey, https://culturejourney.umich.edu/values/

Submitted October 31, 2024 to Laurie McCauley
Provost and Executive Vice President for Academic and Faculty Affairs and
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13

APPENDIX A - Faculty Diversity Statement Working Group Membership

Thomas Braun, Chair
Professor of Biostatistics, School of Public Health

Cheri Alexander
Intermittent Lecturer in Business, Stephen M Ross School of Business
Retired Vice-President, General Motors and President, General Motors University

Germine Awad
University Diversity and Social Transformation Professor
Professor of Psychology, College of Literature, Science, and the Arts

Kevin Cokley
University Diversity and Social Transformation Professor
Associate Chair, Department of Psychology, Professor of Psychology
College of Literature, Science, and the Arts
Professor of Education, Marsal Family School of Education

Michael Liemohn
Professor of Climate and Space Sciences and Engineering
College of Engineering
Associate Director, ADVANCE Program

Chandra Sripada
Theophile Raphael Research Professor
Professor of Philosophy, College of Literature, Science, and the Arts
Professor of Psychiatry, Medical School
Director, Weinberg Institute for Cognitive Science

Jeffrey Veidlinger
Director, Raoul Wallenberg Institute
Joseph Brodsky Collegiate Professor of History and Judaic Studies
Professor of Judaic Studies and Professor of History
College of Literature, Science, and the Arts

Alford Young, Jr.
University Diversity and Social Transformation Professor,
Arthur F Thurnau Professor, Edgar G Epps Collegiate Professor of Sociology
Professor of Afroamerican and African Studies
Associate Director, Center for Social Solutions
College of Literature, Science, and the Arts
Professor of Public Policy, Gerald R Ford School of Public Policy

Submitted October 31, 2024 to Laurie McCauley
Provost and Executive Vice President for Academic and Faculty Affairs and
Sponsor - Faculty Diversity Statement Working Group

14

Provost Office Staff Support

Zarinah Aquil
Senior Project Manager, Office of the Provost

James Burkel
Associate Vice Provost for Academic and Faculty Affairs, Office of the Provost

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Provost and Executive Vice President for Academic and Faculty Affairs and
Sponsor - Faculty Diversity Statement Working Group

15

APPENDIX B - U-M Faculty Survey Questions

(1) Please select the school, unit, and/or college where your primary appointment exists from the list below. Select any that apply.

(2) Have you ever submitted a diversity statement as part of a job application or promotion at the University of Michigan?
    Yes
    No

(2a) If you answered 'Yes' to Question (2), how would you describe the guidance you were given for the content of your diversity statement?
    Very clear
    Somewhat clear
    Somewhat unclear
    Very unclear

(3) Have you ever reviewed a diversity statement while on a University of Michigan faculty hiring or promotion committee?

(3a) If you answered 'Yes' to Question (3), how would you describe the guidance you were given to evaluate the content of the diversity statement?

(4) With regard to the statement, 'Diversity statements allow an institution to demonstrate its commitment to diversity, equity, and inclusion (DEI) by cultivating DEI in current and future faculty members,' my level of agreement is:
    Strongly disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

(5) With regard to the statement, 'Diversity statements place pressure on faculty to express specific positions on moral, political, and/or social issues,' my level of agreement is:
    Strongly disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

Submitted October 31, 2024 to Laurie McCauley
Provost and Executive Vice President for Academic and Faculty Affairs and
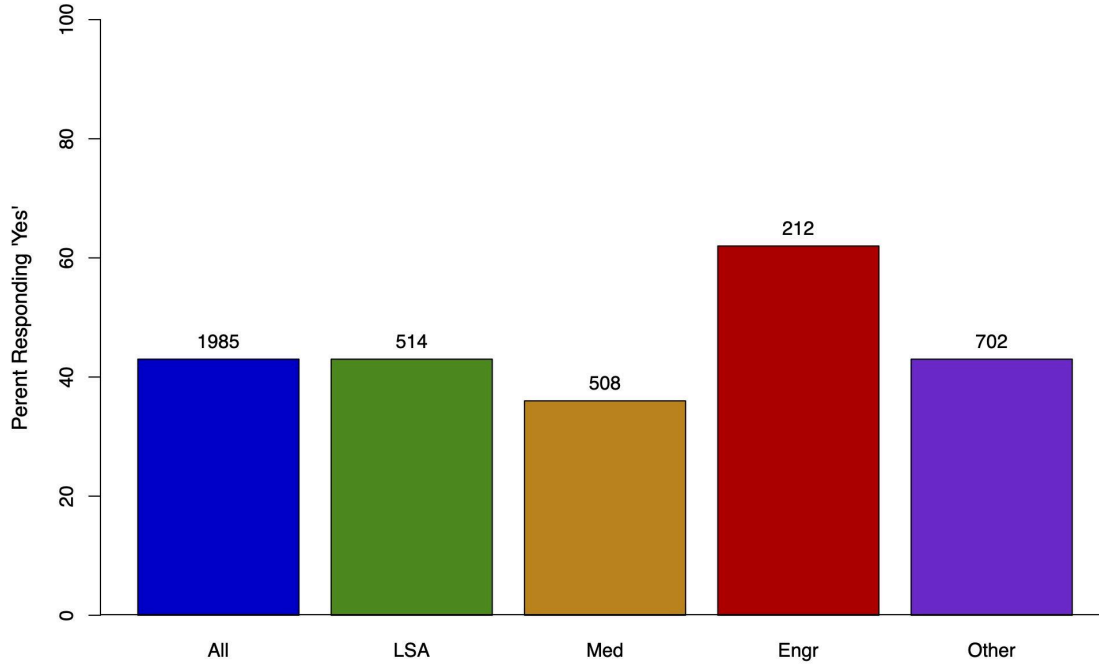Sponsor - Faculty Diversity Statement Working Group

16

(6) With regard to the statement, 'An appropriate alternative to requesting a stand-alone diversity statement is to instead request that faculty incorporate evidence of diversity efforts in their existing research, teaching, and service statements,' my level of agreement is:
    Strongly disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

(7) Choose the statement below that you most agree with:
    All U-M units should be required to use diversity statements when deciding which faculty to hire and promote
    All U-M units should be allowed to decide whether to use diversity statements when deciding which faculty to hire and promote
    All U-M units should not be allowed to use diversity statements when deciding which faculty to hire and promote

(8) Please provide any other thoughts you have regarding the use of diversity statements for hiring and promoting faculty at U-M:

Submitted October 31, 2024 to Laurie McCauley
Provost and Executive Vice President for Academic and Faculty Affairs and
Sponsor - Faculty Diversity Statement Working Group

17

APPENDIX C - Visual Summary of Faculty Survey Responses to Multiple Choice Questions
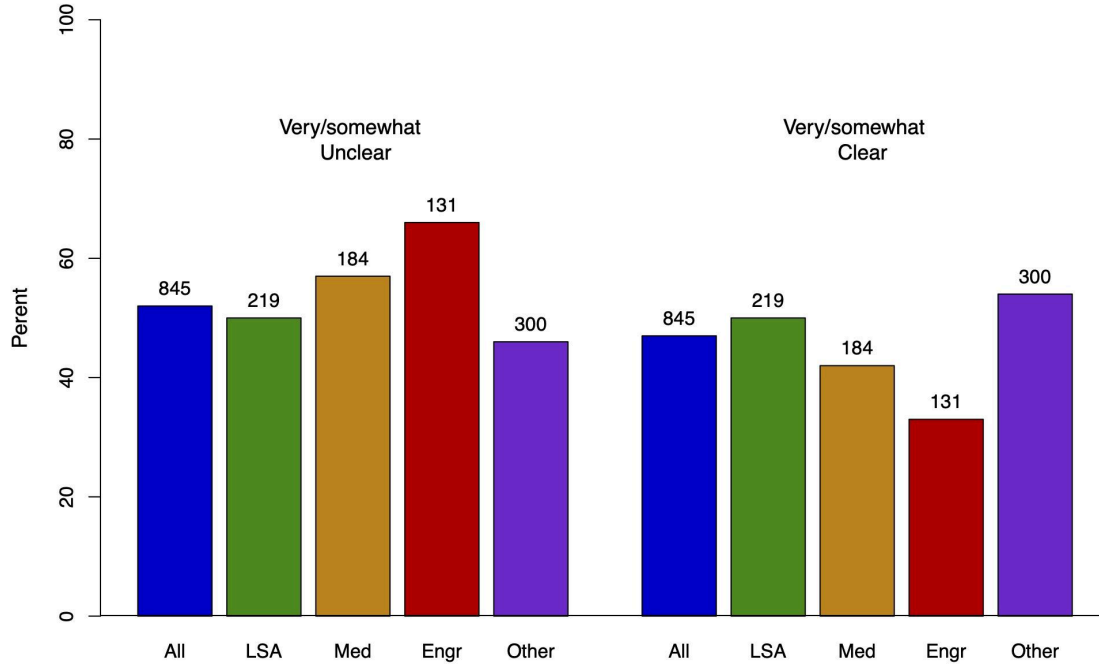
Each of the following eight figures is a summary of faculty responses to a question contained in the faculty survey.   Each figure contains either one, two, or three sets of five bars. The first bar (blue) in each group summarizes all faculty responses, while the remaining four bars stratify the faculty responses by LSA (green), Michigan Medicine (orange), Engineering (red), and all other units (purple).

The numeric value above each bar is the total number of respondents to the question, and the height of each bar represents the proportion of respondents giving each response.
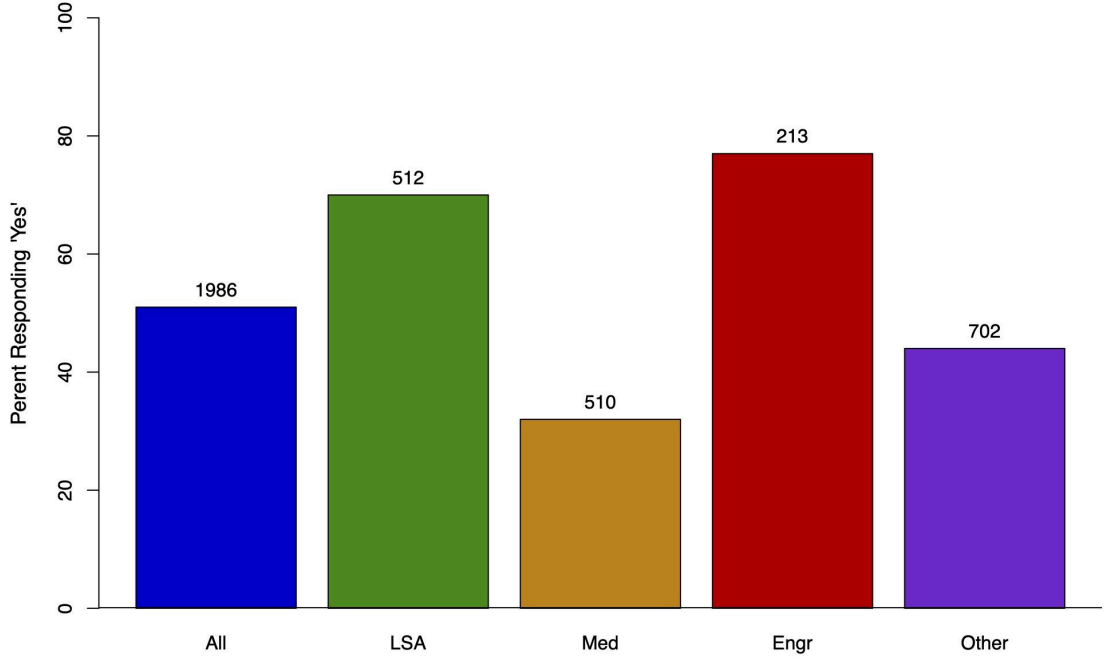
Q2: Have you ever submitted a diversity statement as part of a job application or promotion at the University of Michigan?
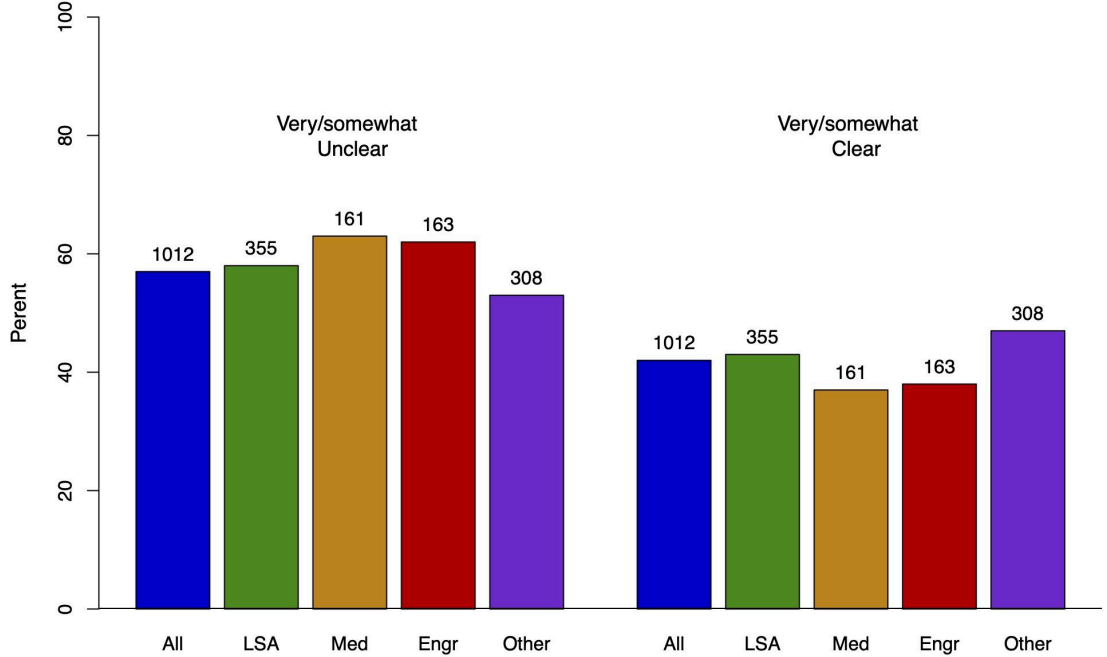

Q2a: How would you describe the guidance you were given for the content of your diversity statement? (Among those responding 'Yes' to Q2)

Submitted October 31, 2024 to Laurie McCauley
Provost and Executive Vice President for Academic and Faculty Affairs and
Sponsor - Faculty Diversity Statement Working Group

19

Q3: Have you ever reviewed a diversity statement while on a University of Michigan faculty hiring or promotion committee?


Q3a: How would you describe the guidance you were given to evaluate the content of the diversity statement? (Among those responding 'Yes' to Q3)

Submitted October 31, 2024 to Laurie McCauley
Provost and Executive Vice President for Academic and Faculty Affairs and
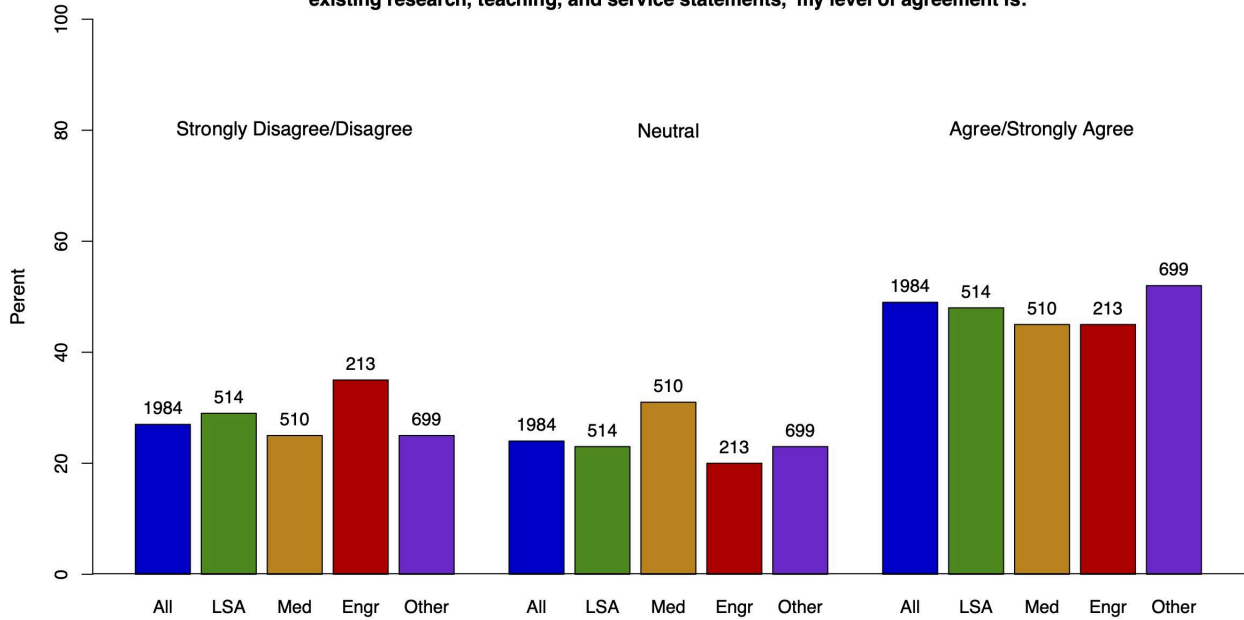Sponsor - Faculty Diversity Statement Working Group

20

Q4: With regard to the statement, 'Diversity statements allow an institution to demonstrate its commitment to diversity, equity, and inclusion (DEI) by cultivating DEI in current and future faculty members,' my level of agreement is:
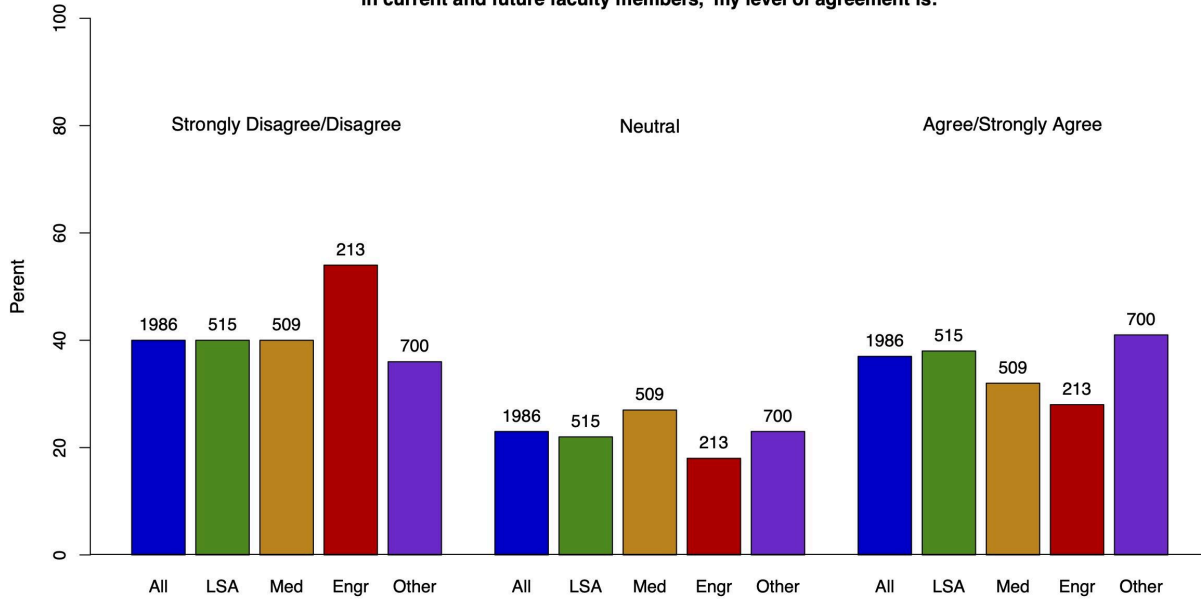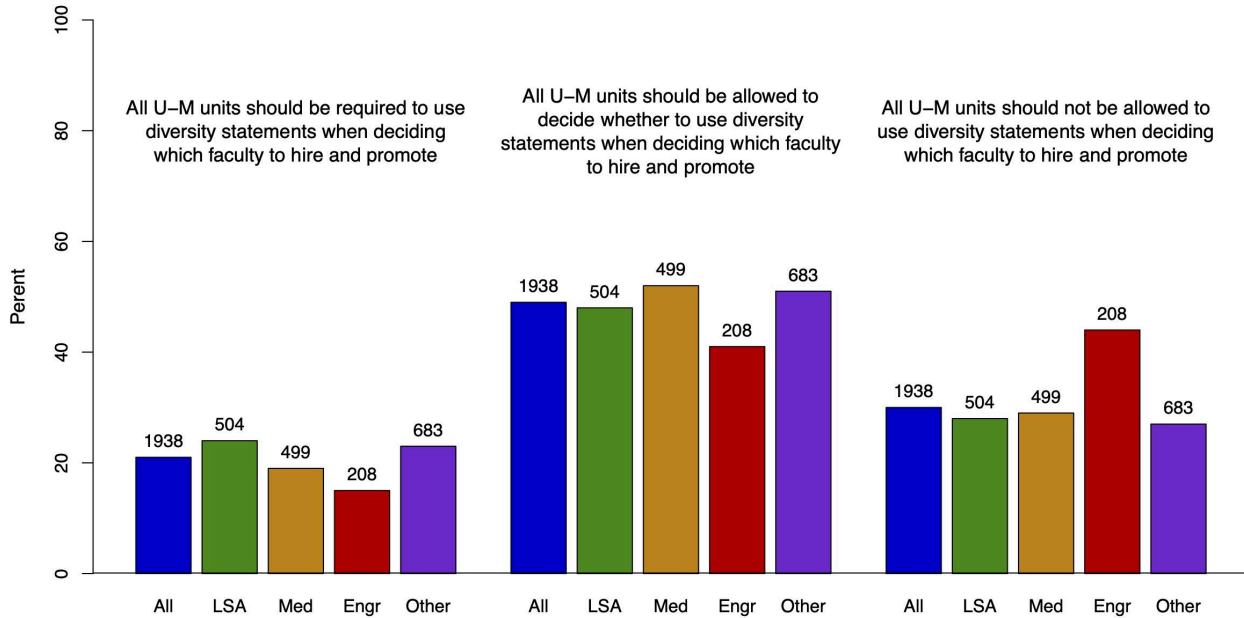

Q5: With regard to the statement, 'Diversity statements place pressure on faculty to express specific positions on moral, political, and/or social issues,' my level of agreement is:
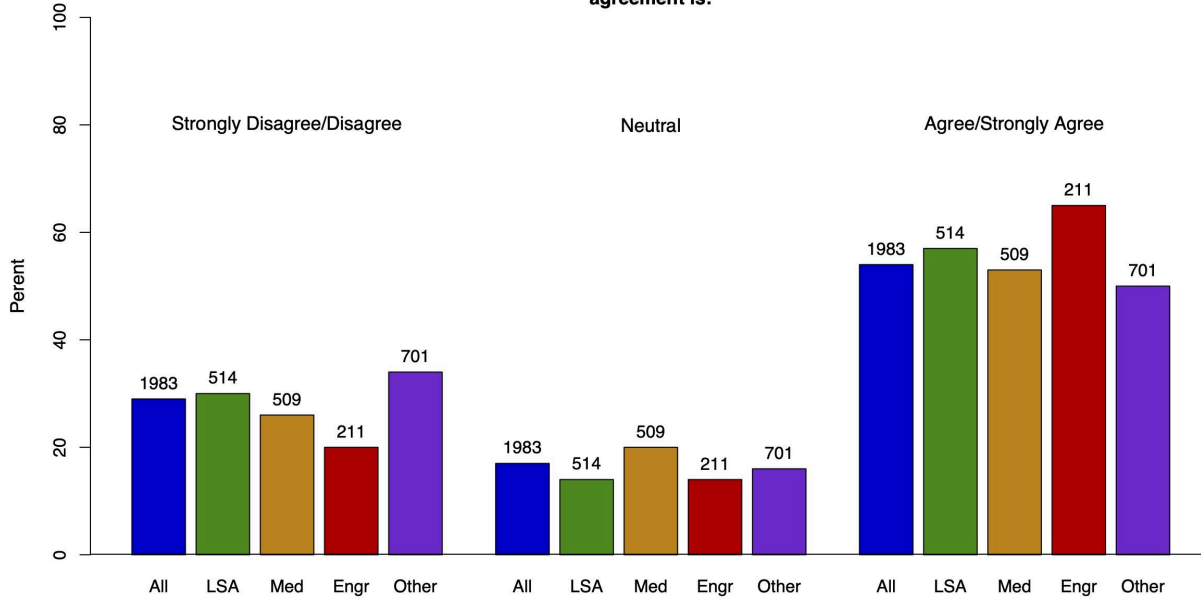
Q6: With regard to the statement, 'An appropriate alternative to requesting a stand–alone diversity statement is to instead request that faculty incorporate evidence of diversity efforts in their existing research, teaching, and service statements,' my level of agreement is:

Q7: Choose the statement below that you most agree with:

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Provost and Executive Vice President for Academic and Faculty Affairs and
Sponsor - Faculty Diversity Statement Working Group

22

APPENDIX D - Summary of Faculty Survey Responses to Open-Ended Question

<u>Quotes from Faculty Expressing Support of Diversity Statements</u>

(1) "Diversity statements in faculty hiring and promotion have had an incredibly positive impact on the academic climate and culture."

(2) "Making the academy a more inclusive, just, diverse, and equitable environment requires active efforts, resources, and time commitment, and is essential for improving our research productivity and quality."

(3) "Writing a diversity statement offers candidates the opportunity to frame the impact, reach, and stakes of their work in unique and creative ways that can provide discovery for the scholars themselves."

(4) "I think diversity statements are very helpful when done right. Proper guidance should be given about how to write and evaluate them to avoid leaving them up to the interpretation of parties who may not appreciate their usefulness."

(5) "Identifying this expansiveness is unbounded, unlimited, and without prescription. We benefit from bringing excitement to invitational reflection that helps frame our 'why.'"

(6) "Explicitly outlining thoughts and actions that show your ability as a professor to work with students from all backgrounds is essential. It helps to ensure that everyone will receive the most optimal education at the University of Michigan."

<u>Quotes from Faculty Expressing Opposition to Diversity Statements</u>

(1) "They often encourage candidates to provide performative or superficial responses rather than demonstrating genuine commitment to diversity, equity, and inclusion (DEI)."

(2) "The evaluation of these statements is highly subjective, which introduces bias and inconsistency in the hiring process."

(3) "This approach can also politicize the hiring process, pushing a narrow ideological focus, and unfairly burden underrepresented candidates, who may feel pressured to present more compelling narratives about their experiences with DEI."

(4) "Diversity statements seem to create more problems than they solve."

(5) "Because they primarily consist (at this point) of stultifying and self-aggrandizing boilerplate, they contribute nothing of value to the hiring process."

(6) "They may become performative, and they may encourage 'cheap talk' kinds of gestures at expectations to the displacement of 'actions' and 'outcomes'."

<u>Quotes Supporting Importance of DEI Separate from Diversity Statements</u>

(1) "While I am 1000% in favor of creating inclusive workplaces where we value diversity and everyone is respected for their opinion, I fear diversity statements are proforma and elicit a response that complies with an orthodoxy. In some ways, diversity statements are the antithesis of true inclusion."

(2) "I'm uncomfortable with saying all U-M units should be required to use diversity statements, but I firmly believe they should be required to do SOMETHING, even if a diversity statement may not be the best one-size-fits-all solution. I would be more comfortable initially offering a smorgasbord of appropriate options, and requiring that they choose at least one, and perhaps give extra weight to candidates who can demonstrate competency and care in multiple ways, both professionally and personally."

(3) "Other aspects of a candidate's submission and body of work highlight their commitment to diversity. I do not think, especially with minimal guidance, that diversity statements render competencies as they align with the university's commitment to diversity, inclusion, and justice."

(4) "Diversity statements are an opportunity for potential faculty to share something about their own life experience. It is quite clear from reading good statements versus poorly written ones how much the faculty member values DEI work and identity. We need to increase the weight we give to these statements if academia is to grow and change with our modern society."

Summary of Positive Attributes of Diversity Statements

(1) *Opportunity for Reflection*: Writing a diversity statement offers candidates the chance to reflect on the impact and stakes of their work in unique and creative ways, which can also lead to self-discovery and a deeper understanding of their own contributions.

(2) *Framing Contributions*: Diversity statements allow candidates to demonstrate and justify their contributions to diversity in any of its forms, not feeling forced to take any specific position. This broad approach helps to capture the genuine efforts and care candidates put into making their environment inclusive and diverse.

(3) *Highlighting Inclusive Practices*: They provide an avenue to explicitly outline thoughts and actions that show the candidate's ability to work with students from all backgrounds, which is crucial for ensuring an optimal educational experience for all students.

(4) *Demonstrating Commitment*: Such statements help in demonstrating a candidate's genuine care and consideration for the human and social nature of the academic and research enterprise, emphasizing their commitment to creating an inclusive, just, and equitable environment.

(5) *Encouraging Inclusive Hiring*: When done correctly with proper guidance, diversity statements ensure that the contributions to diversity are valued highly in the hiring and promotion processes, thereby fostering an inclusive environment not only ideologically but also in practice.

Submitted October 31, 2024 to Laurie McCauley
Provost and Executive Vice President for Academic and Faculty Affairs and
Sponsor - Faculty Diversity Statement Working Group

24

Summary of Negative Attributes of Diversity Statements

(1) *Performative Nature*: They are seen as encouraging performative or superficial responses rather than genuine commitments to diversity, equity, and inclusion (DEI).

(2) *Compelled Speech*: Some view them as a form of compelled speech or loyalty oaths, which they argue would be unconstitutional and stifling to freedom of thought and expression.

(3) *Lack of Authenticity*: There is a belief that candidates often say what they think the university wants to hear, leading to self-aggrandizing boilerplate that contributes little of value to the hiring process.

(4) *Inconsistency and Bias*: The evaluation of these statements is highly subjective, introducing bias and inconsistency into the hiring process.

(5) *Pressure on Underrepresented Candidates*: Underrepresented candidates might feel unfairly pressured to present more compelling narratives about their DEI experiences.

(6) *Discouragement of Diversity of Thought*: There is a concern that diversity statements may not encourage true diversity of thought and can instead lead to exclusion of conservative scholars or those with differing ideological beliefs.

(7) *Emphasis on Background Over Actions*: Statements often prioritize diversity of background (race, ethnicity, gender) rather than diversity of thought or actions, potentially leading to less substantive consideration of a candidate's contributions to DEI.

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25

APPENDIX E - Details of Deans and Dean-Level Directors Information

Deans and Dean-Level Directors Supplying Information to Working Group

College of Engineering

College of Literature, Science, and the Arts

College of Pharmacy

Ford School of Public Policy

Law School

Life Sciences Institute

Marsal Family School of Education

Medical School

Ross School of Business

School of Dentistry

School of Information

School of Kinesiology

School of Music, Theatre & Dance

School of Nursing

School of Social Work

School of Public Health

Stamps School of Art & Design

Taubman College of Architecture and Urban Planning

University Library

The Office of the Vice President for Research also supplied information to the Working Group

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26

APPENDIX F - [...]