

Supplementary Materials

Student Attitudes Toward Campus Diversity at the United States Naval Academy

A Instruments for Conjoint Analysis

A.1 An example of conjoint table - faculty recruitment

Which candidate do you think should be given priority in faculty recruitment? Even if you are not entirely sure, please indicate which of the two you would be most likely to choose.

	Candidate 1	Candidate 2
Department/Program	Mechanical Engineering	Political Science
Faculty Position Being Considered For	Adjunct or rotational re-hire	Tenure-track or permanent
Civil-Military Status	Active duty military	Active duty military
Race/Ethnicity	Black	Asian
Gender	Non-Binary	Woman
Received Graduate Degree From	Yale University	University of Georgia
Received Undergraduate Degree From	University of California, Berkeley	US Air Force Academy
Teaching Record	Good	Fair
Research Record	Fair	Excellent

If you had to choose between them, which of these two applicants should be given priority to be admitted as a new faculty member at USNA?

☐ Applicant 1 ☐ Applicant 2

Figure A.1: An Example of Conjoint Table - Faculty Recruitment

A.2 Attributes and levels - student admissions survey

The hypothetical USNA student applicants included the following attributes, with randomly assigned values in parenthesis:

1. Gender (man, woman, non-binary)
2. Race/ethnicity (Asian, Black, Hispanic, Native American, White, Other)
3. Combined SAT score, where numbers correspond to data obtained from the National Center for Education Statistics on the 25th (1180) and 75th (1380) combined SAT scores among enrolled midshipmen (1180, 1280, 1380, 1600)
4. High school class rank (99%, 95%, 80%, 60%)
5. High school type (Private–non-residential, Private–boarding, Public, Parochial)
6. Geographical representation (California, Wyoming, Georgia, Massachusetts, U.S. Virgin Islands)
7. Parents education (Neither parent attended college, Parents attended colleges other than the U.S. Naval Academy, Parent(s) attended the U.S. Naval Academy)
8. Annual Family Income in U.S. Dollars, where income levels correspond to the 99th, 90th, 80th, 50th, and 20th percentiles of U.S. income levels for 2014, rounded to the nearest thousand, as reported by the United States Census Bureau (\$466,000, \$157,000, \$112,000, \$54,000, \$21,000)
9. Extra-Curricular Interest (Student newspaper, Performing arts, Religious faith group, Language or cultural group, Outdoor recreation club, Military skills club)
10. Recruited varsity athlete (Yes, No)

A.3 Attributes and levels - faculty recruitment survey

The hypothetical faculty candidates included the following attributes, with randomly assigned values in parenthesis:

1. Department/Program (Mathematics, Systems Engineering, Electrical Engineering, Mechanical Engineering)
2. Faculty Position Being Considered For (Tenure-track or permanent military professor, Adjunct or rotational hire, Distinguished or visiting professor)
3. Civil-Military Status (Military or ex-military, Civilian)
4. Race/ethnicity (Asian, Black, Hispanic, Native American, White, Other)
5. Gender (man, woman, non-binary)
6. Graduate degree granting institution (Yale University, Oxford University, University of Georgia, University of Michigan)
7. Undergraduate degree granting institution (U.S. Naval Academy, U.S. Air Force Academy, Columbia University, University of California–Berkeley, University of Mississippi)
8. Teaching Record (Excellent, Good, Fair)
9. Research record (Excellent, Good, Fair)

B Post-treatment questions

The self-reported post-treatment questions were the following:

1. Number of full years at the USNA (0-3)
2. Main area of academic interest (Engineering and Weapons, Math and Science, Humanities and Social Sciences)
3. Involvement in extra-curricular activities (Performing arts, LGBTQ or gender issues group, Racial/ethnic identity, language, or cultural heritage group, Student publications, radio, Religious faith group, Outdoor club, Military skills club, Varsity sports, Club sports, Other)
4. Combined SAT score, where numbers correspond to data obtained from the National Center for Education Statistics on the 25th and 75th combined SAT scores among enrolled midshipmen (Above 1600, 1380–1590, 1280–1370, 1180–1270, Below 1180)
5. High school class rank (99% or higher, 95–98%, 90–94%, 80–89%, 50–80%, Below 50%)
6. Closest gender identification (man, woman)
7. Race/ethnicity (Native American, Asian, Black, Hispanic, White, Other)
8. Political party identification (Strong Democrat, Democrat, Independent [lean Democrat], Independent, Independent [lean Republican], Republican, Strong Republican, Other, Don't know)
9. If either parent attended college (Yes, No)
10. If either parent attended the USNA (Yes, No)
11. If parent served in the military without having attended the USNA (Yes, No)
12. Best estimate of parents/guardians total income in previous year? (Less than \$25,000, \$25,000–49,999, \$50,000–74,999, \$75,000–99,999, \$100,000–149,999, \$150,000–199,999, \$200,000–299,999, \$300,000–499,999, \$500,000 or higher)

C Preference differences across groups

In addition to estimating preferences across all midshipmen, we break out participants in our experiments into different demographic and attitudinal subgroups and compare preferences between groups.

C.1 By race/ethnicity

In Figure C.1, for example, the left panel shows estimated preferences among all white participants in the admissions experiment and the middle panel shows the preferences among all non-white participants.¹ The right panel shows the difference between the two—the estimate for non-whites minus that for whites.² For the most part, preferences on admissions are similar between whites and non-whites. Both groups have moderate positive preferences for black, Hispanic, and Native American applicants relative to the baseline category, a white applicant. The point estimates for preferences among non-whites tend to be slightly higher than among whites, but the confidence intervals are also larger due to the smaller number of respondents. Importantly, however, as the right-side panel shows, estimated attitudes toward applicants from minority racial/ethnic groups are never statistically distinguishable between white and non-white participants.

By contrast, we do find measurable preference differences between whites and non-whites on gender. White participants *disfavor* women applicants relative to men (the baseline) by 2.8% points whereas non-white participants *favor* women by 4.1% points. Both estimates are, themselves, statistically significant, as is the difference between them. We find differ-

¹To simplify presentation in Figure C.1 and subsequent figures that compare preferences across groups, we present estimates only for attributes related to diversity—race/ethnicity, gender, family income, and first-generation status. The estimates are based on full models that include all the attribute-levels.

²For each attribute-level, if the difference between the non-white versus white preference is statistically distinguishable at $p < 0.05$, the point estimate and confidence interval (the “airplane”) is colored black. If the estimates of the two groups are not statistically discernible, the airplanes are grey.

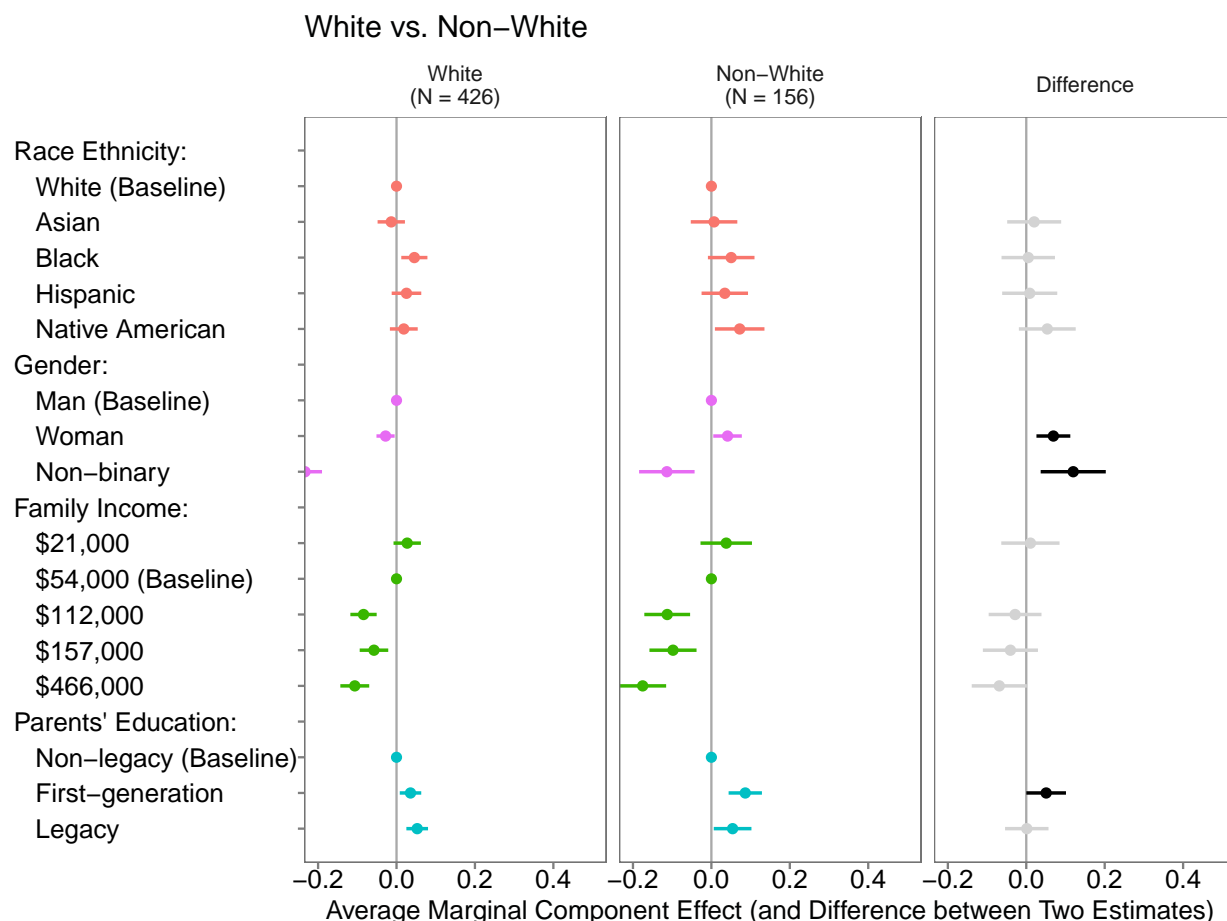


Figure C.1: White vs. Non-White - Student Admissions

ences between whites and non-whites with regard to gender non-binary applicants as well. Whites are fully 23.3% points less likely to select a non-binary applicant relative to a man. Non-whites disfavor non-binary applicants less severely, by 11.4% points, and the difference between groups is statistically significant.

With regard to socioeconomic class status of applicants, we find similar preferences across these groups. Both whites and non-whites slightly favor applicants from low-income families, while both groups strongly disfavor those from the top income brackets. The effects of the latter are statistically significant, but there is no statistically discernible difference between whites and non-whites. On parents' education, both favor first-generation applicants but also legacy applicants, relative to applicants whose parents attended universities other than

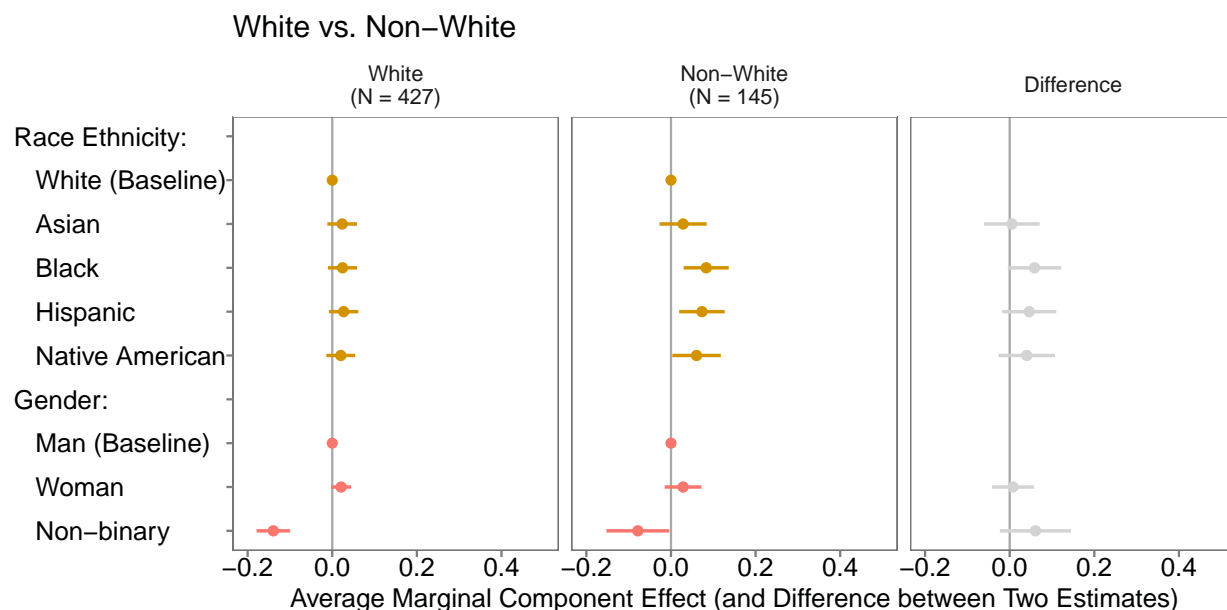


Figure C.2: White vs. Non-White - Faculty Recruitment

the Naval Academy. With respect to first-generation applicants, the preference among non-whites (9.6% points) is sufficiently stronger than that among whites (3.6% points) such that the difference is statistically significant.

In the faculty recruitment experiment, white and non-white participants both favor faculty candidates from every non-white racial/ethnic group relative to white candidates. The point estimates are larger among non-whites than among whites (and the preferences among whites are not statistically discernible from zero), but the differences between groups are never statistically significant. The same applies with regard to gender. Here, both whites and non-whites slightly favor women for faculty slots relative to men, and both also disfavor gender non-binary candidates relative to men. Overall, white and non-white preferences are not statistically distinguishable on any attribute or level.

On the whole, then, we find mostly similar attitudes between white and non-white midshipmen toward our diversity-related attributes. We find no measurable differences in preference toward any non-white race/ethnicity category. On gender, non-whites favor women more and disfavor non-binary applicants less in the admissions experiment. Non-whites

also favor first-generation applicants more strongly than do whites, although both groups' preferences run in the same direction.

Rather than pooling the responses from all non-white participants in our experiments together, we also break them out by race/ethnicity, comparing white preferences to those of blacks, or of Hispanics, for example, or comparing preferences of Asian participants to those of other non-white identities (see Figures D.1, D.2, D.3, D.4, D.5, D.6, D.7, and D.8 in Section D of the Supplementary Materials). We note here, however, that for the most part, preferences are similar across racial/ethnic groups, although we also observe some pronounced in-group affect. For example, comparing whites versus blacks in the admissions experiment, black midshipmen are 29.7% points more likely to select a black applicant than a white one, whereas white midshipmen are 4.5% points more likely to select the black applicant. The difference between groups is statistically significant. We observe no measurable differences between whites and blacks with respect to any other race/ethnicity category. In the faculty recruitment experiment, the respective figures are 15.3% points and 2.4% points, but the difference between groups falls just short of conventional statistical significance, which is in part due to the small number of black participants ($n = 26$).

C.2 By gender

We also find evidence of in-group affect when we compare preferences by gender. Figure C.3 contrasts preference of men versus women in the admissions experiment. Both groups favor black, Hispanic, and Native American applicants relative to white applicants—by statistically significant margins for black and Native American applicants among women but only for black applicants among men. The differences between men's and women's preferences are never statistically discernible with regard to race/ethnicity. Nor are they distinguishable with regard to applicants' family income, nor first-generation status. Both men and women favor low-income over high-income applicants and first-generation students over those whose parents attended college other than the Naval Academy. Both men and women favor legacy

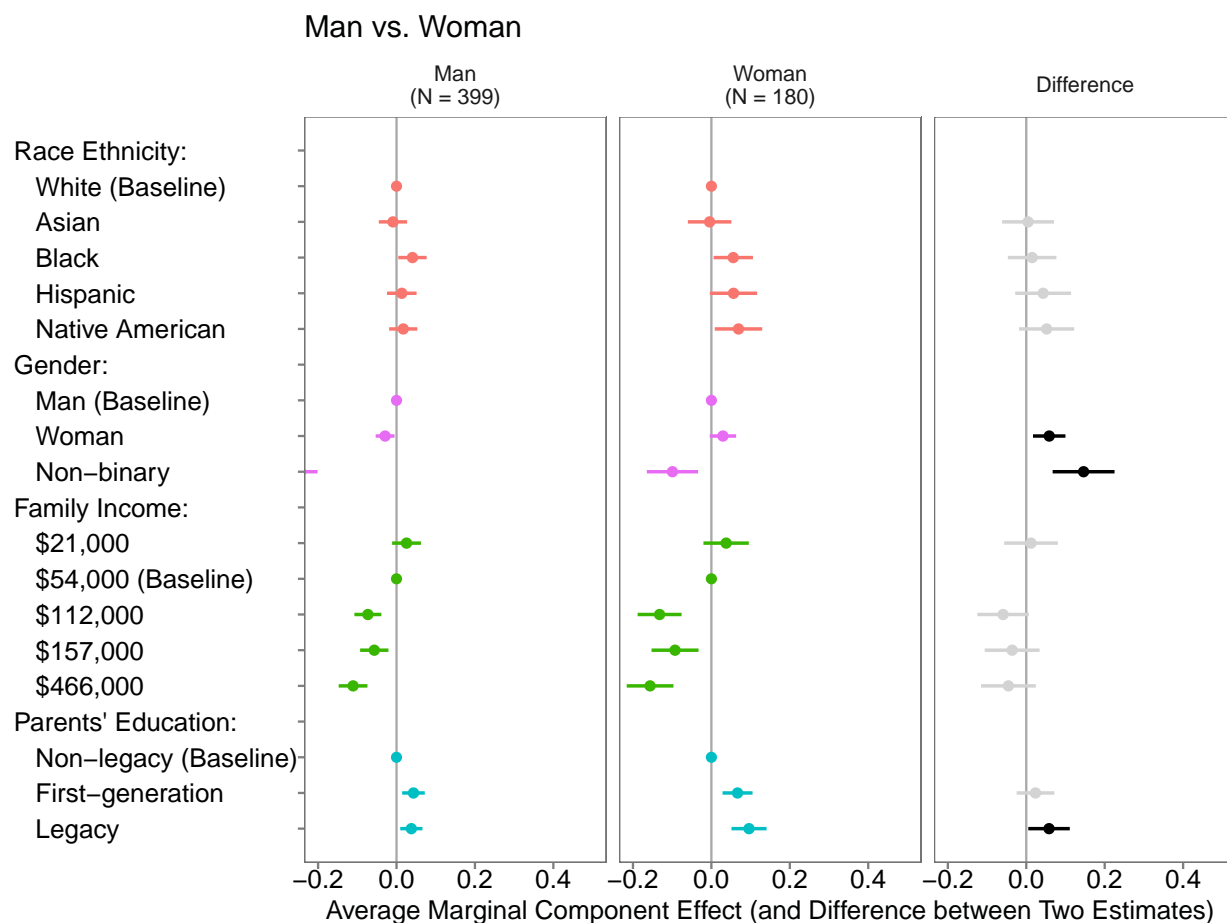


Figure C.3: Man vs. Woman - Student Admissions

applicants, and that preference is stronger among women (9.6% points) than men (3.8% points).

The more pronounced difference in attitudes, however, are with respect to gender. Women favor applicants who are women relative to those who are men by 2.9% points whereas men *disfavor* women relative to men by the same margin. And for gender non-binary applicants, whom participants of both genders disfavor, the gap is even larger, with men 24.6% points less likely to select a non-binary applicant than a man, whereas women are 9.9% points less likely. Among men, the preference difference between a man versus a gender non-binary applicant is equivalent to moving from an applicant with SAT scores at the median value among enrolled USNA students to one with SATs at the 98th percentile.

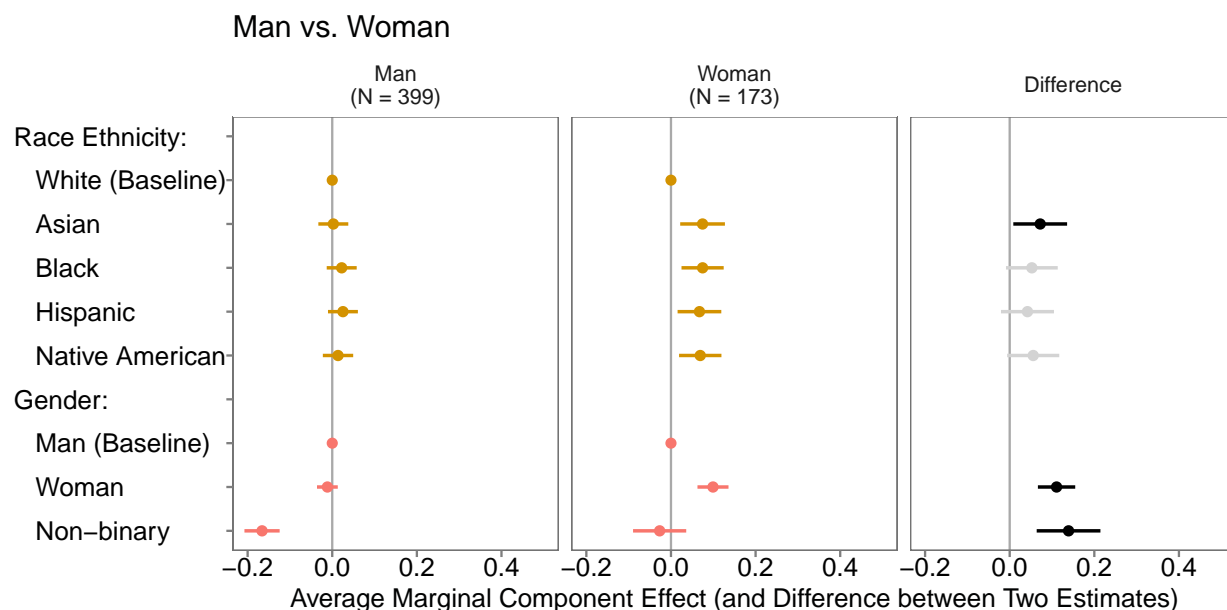


Figure C.4: Man vs. Woman - Faculty Recruitment

Figure C.4 compares men's versus women's preferences from the faculty recruitment experiment. As above, differences are limited with respect to race/ethnicity, with women favoring candidates from all non-white groups more than men do, and a significant difference only for Asians. But again we see strong differences with respect to gender. Men are, on the whole, statistically indifferent toward women faculty candidates. Women midshipmen, by contrast, are 10.0% points more likely to select a woman than a man candidate. And men are 16.6% points less likely to select a gender non-binary candidate than a man, whereas women are indifferent toward non-binary candidates. That animus toward non-binary candidates is less pronounced, among both men and women, in the faculty recruitment experiment than in the admissions experiment suggests that midshipmen may regard gender non-conformity to be more objectionable among peers than among their classroom instructors.

C.3 By family income

In addition to breaking results out by race/ethnicity and gender, we also compare attitudes across participants' socioeconomic status, as measured by their own reported family income.

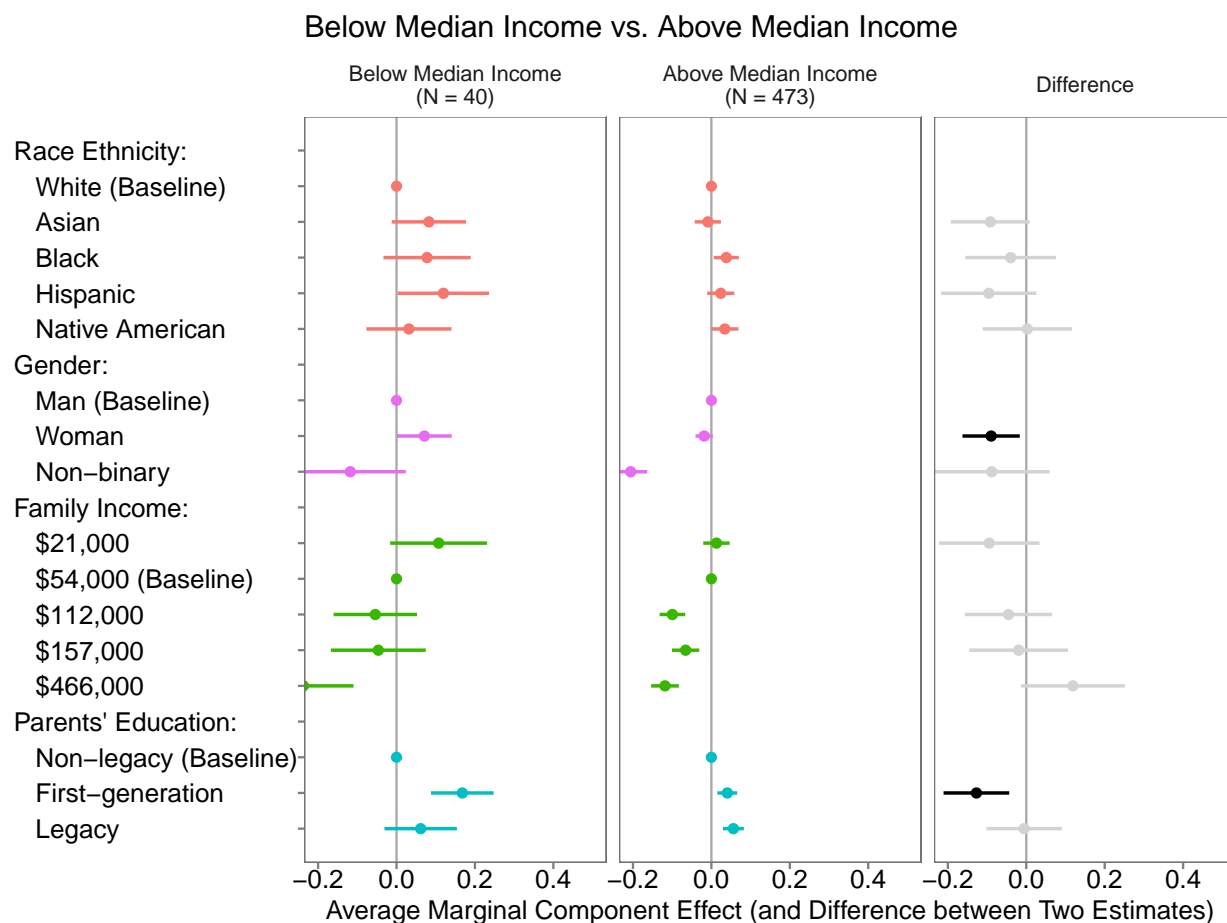


Figure C.5: Below Median Income vs. Above Median Income - Student Admissions

Figures C.5 and C.6 compare preferences among those from families with incomes below versus above the national median, from both the admissions and faculty recruitment experiments. Preferences differ little between these groups. There are no measurable differences, in either experiment, on race/ethnicity. Nor are there statistically discernible differences, in the admissions experiment, based on applicant family income. The preference among lower-income participants in favor of first-generation applicants is measurably stronger (at 16.8% points) than that among higher-income participants (4.1% points). Lower-income participants also favor women applicants over men whereas higher-income participants do not. On the whole, preference differences by socioeconomic status are limited.

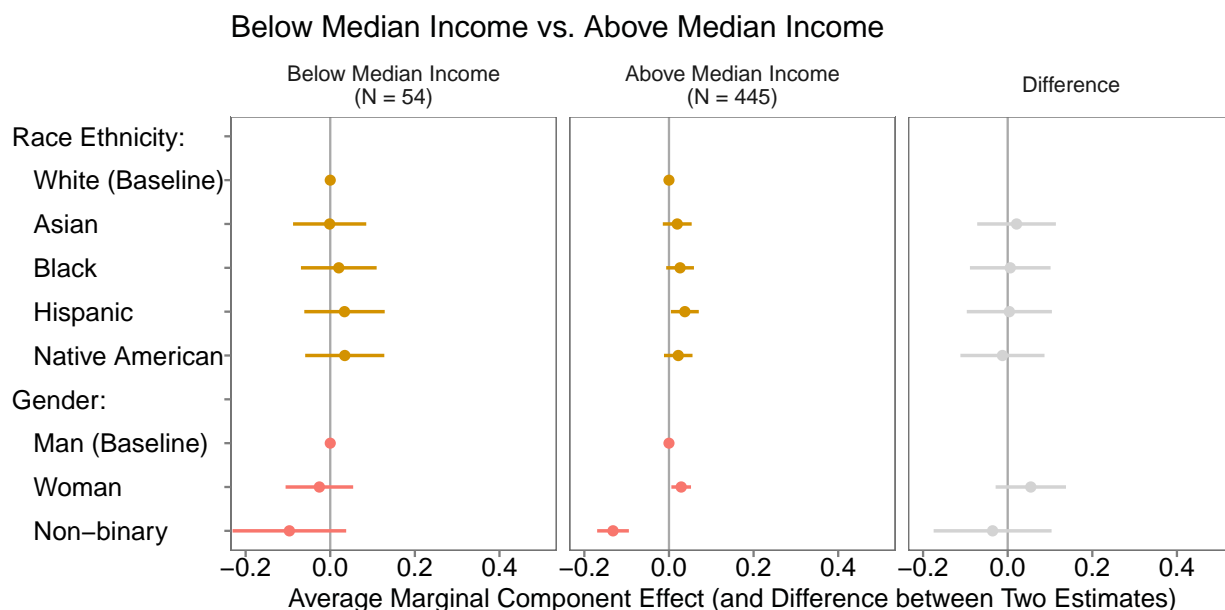


Figure C.6: Below Median Income vs. Above Median Income - Faculty Recruitment

C.4 By partisanship

Finally, Figure C.7 breaks out preferences in the admissions experiment by political partisanship. In the last section of our survey, we asked participants whether they identify as a Republican, a Democrat, or an independent.³ On the race/ethnicity of applicants, we find no statistically discernible preference differences between partisans. Democrats are slightly more likely to select applicants from each non-white group, but the difference with Republicans does not reach statistical significance in any case. With regard to gender, Democrats lean slightly toward women applicants over men, and Republicans angle in the other direction, but the difference between groups again falls short of statistical significance.

We do, once again, however, find a difference in attitudes toward gender non-binary applicants, the familiar objects of intense preferences among midshipmen. As in other breakdowns, both groups disfavor non-binary applicants, other thing equal, but Republicans

³In keeping with standard practice in public opinion research, we group those who lean toward one of the other party with those partisans.

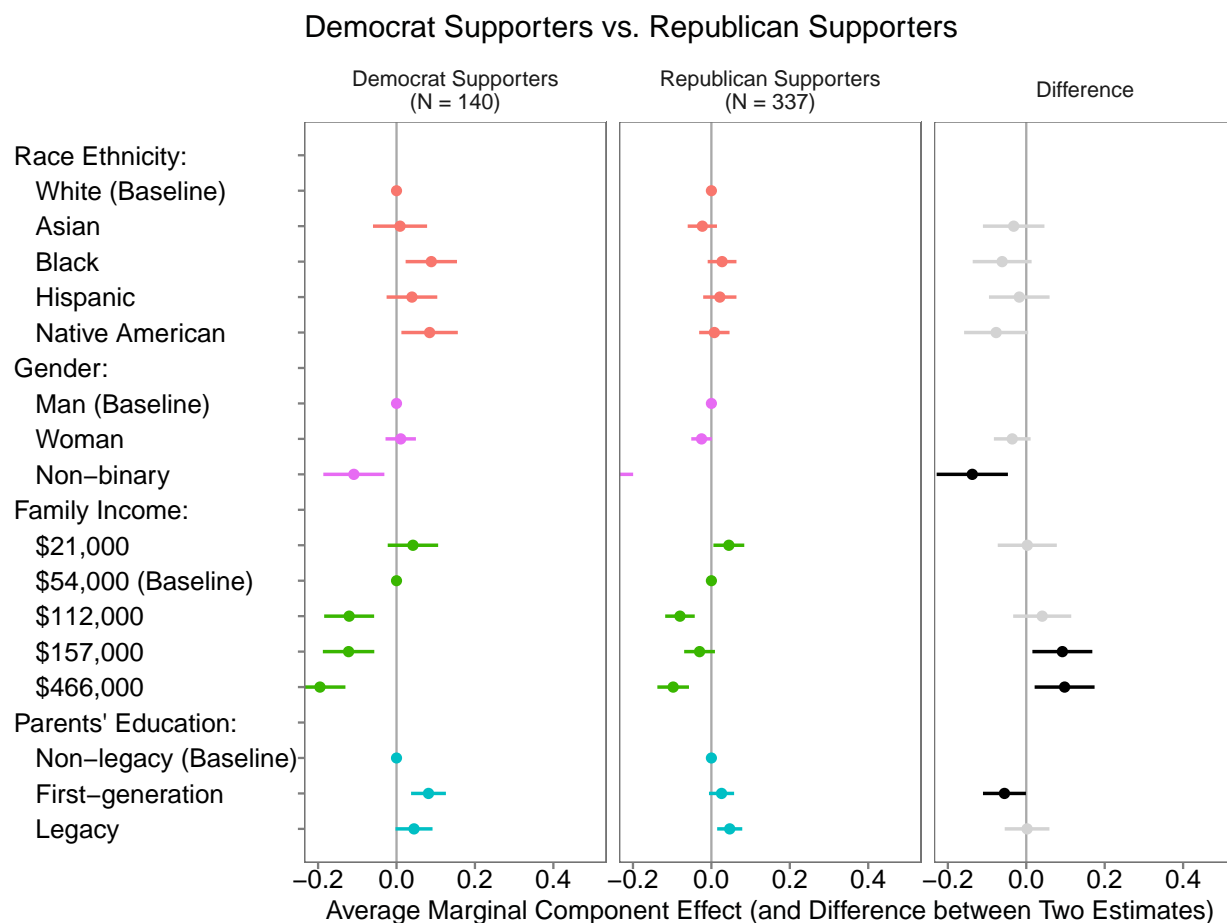


Figure C.7: Democrat Supporters vs. Republican Supporters - Student Admissions

(−24.7% points) do so with greater fervor than Democrats (−10.9% points). On socioeconomic diversity, Democrats disfavor applicants from the highest family income brackets more strongly than do Republicans, and they favor first-generation applicants, compared to Republicans.

Figure C.8 shows striking and consistent differences in preferences by partisanship in the faculty recruitment experiment. Republican midshipmen are, statistically, almost completely indifferent to the race/ethnicity of faculty candidates, and also with respect to women as opposed to men. Democratic midshipmen, by contrast, strongly favor faculty candidates from every non-white group (by 7.5% to 10.9% points), and women (by 5.3% points). Democrats leaned against non-binary candidates, by 3.7% points (although the estimate is not statisti-

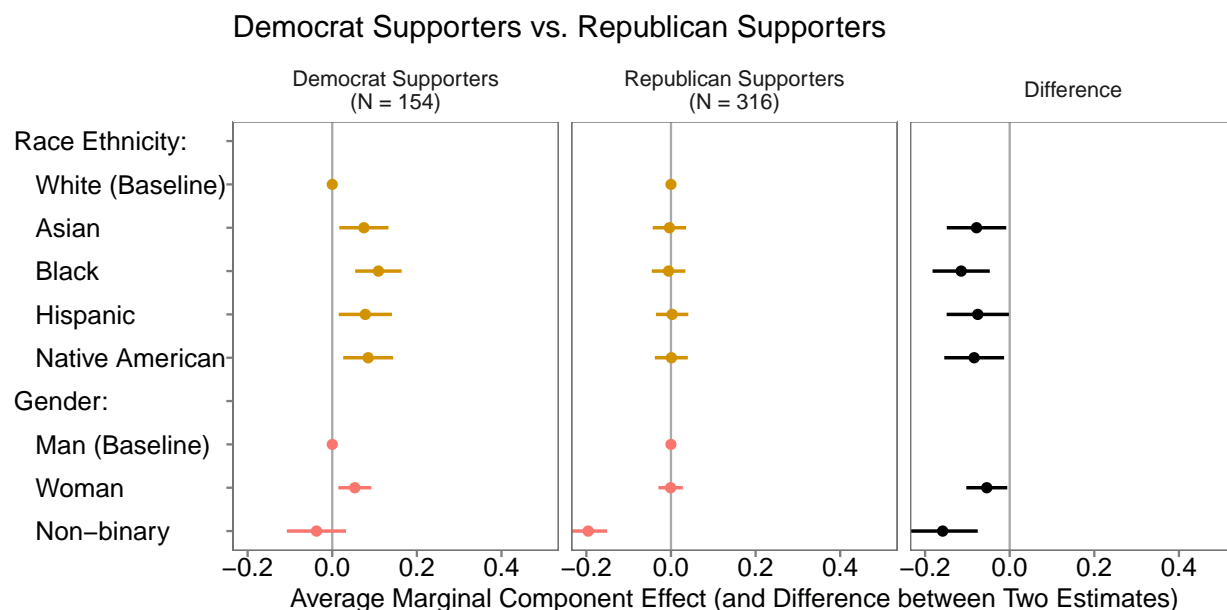


Figure C.8: Democrat Supporters vs. Republican Supporters - Faculty Recruitment

cally discernible from zero), whereas Republicans are strongly negative on non-binary faculty (19.6% points). In sum, on faculty recruitment, Republican and Democratic preferences are statistically distinguishable from each other on every diversity-related characteristic.

D Additional figures

Figure D.1 White vs. Black - Student Admissions

Figure D.2 White vs. Hispanic - Student Admissions

Figure D.3 White vs. Asian - Student Admissions

Figure D.4 Asian vs. non-Asian URM - Student Admissions

Figure D.5 White vs. Black - Faculty Recruitment

Figure D.6 White vs. Hispanic - Faculty Recruitment

Figure D.7 White vs. Asian - Faculty Recruitment

Figure D.8 Asian vs. non-Asian URM - Faculty Recruitment

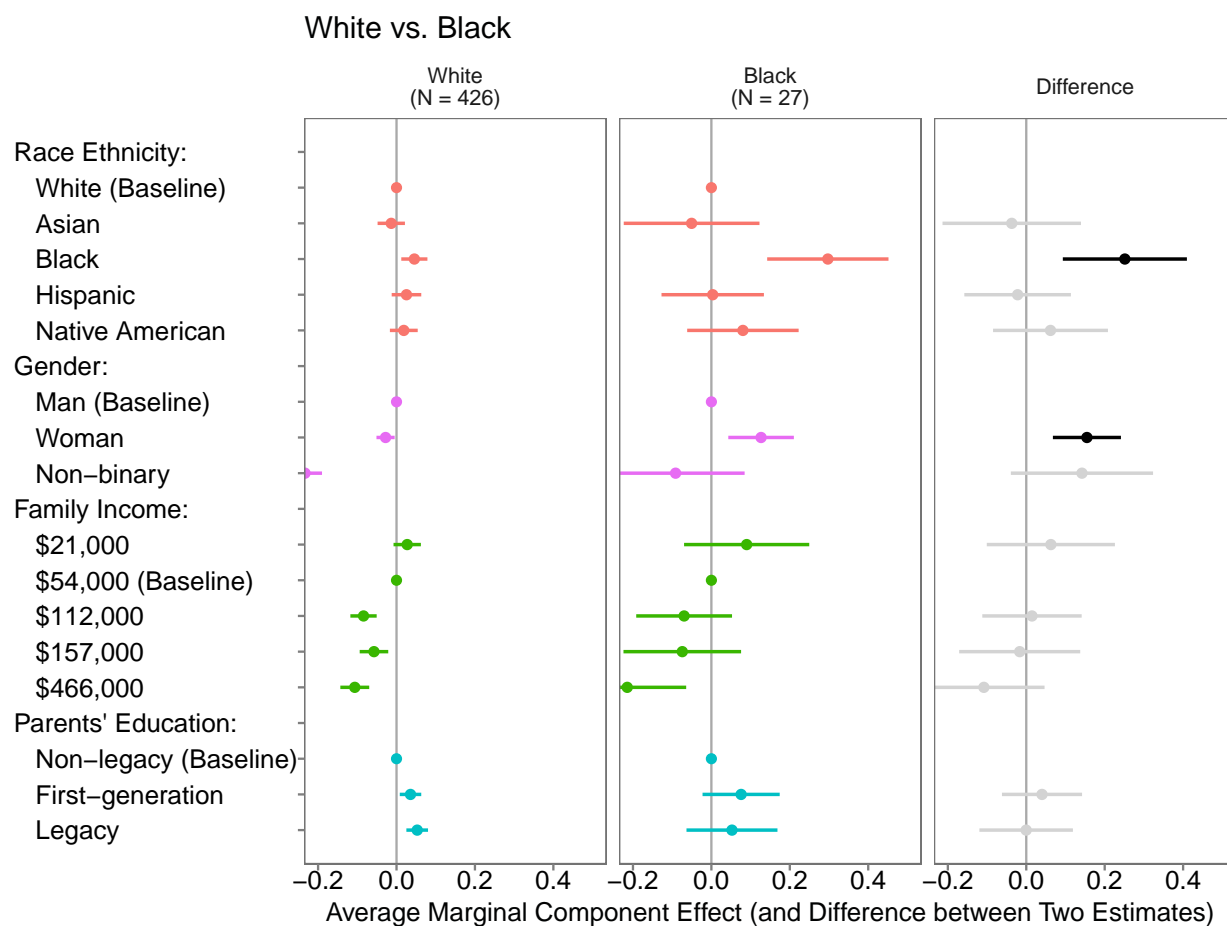


Figure D.1: White vs. Black - Student Admissions

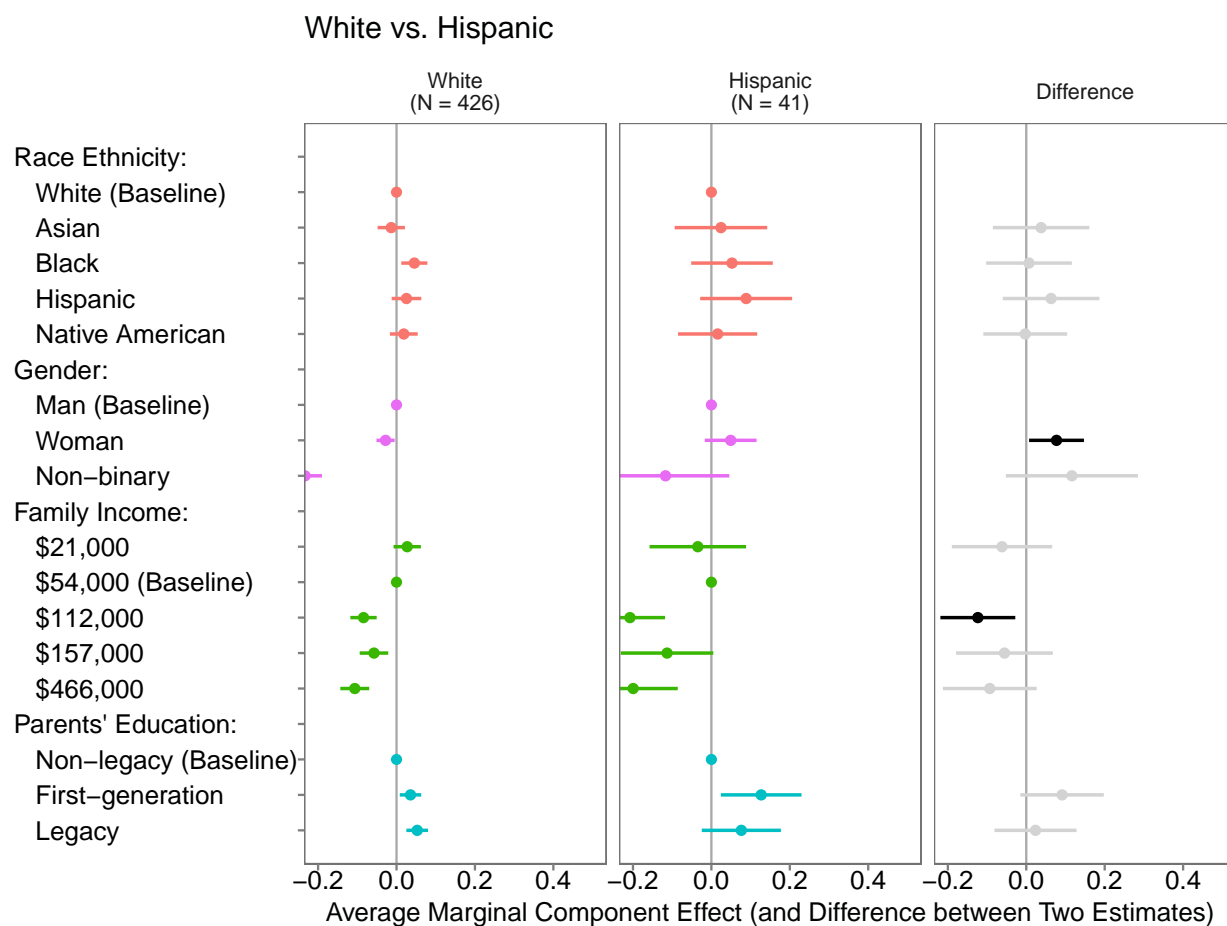


Figure D.2: White vs. Hispanic - Student Admissions

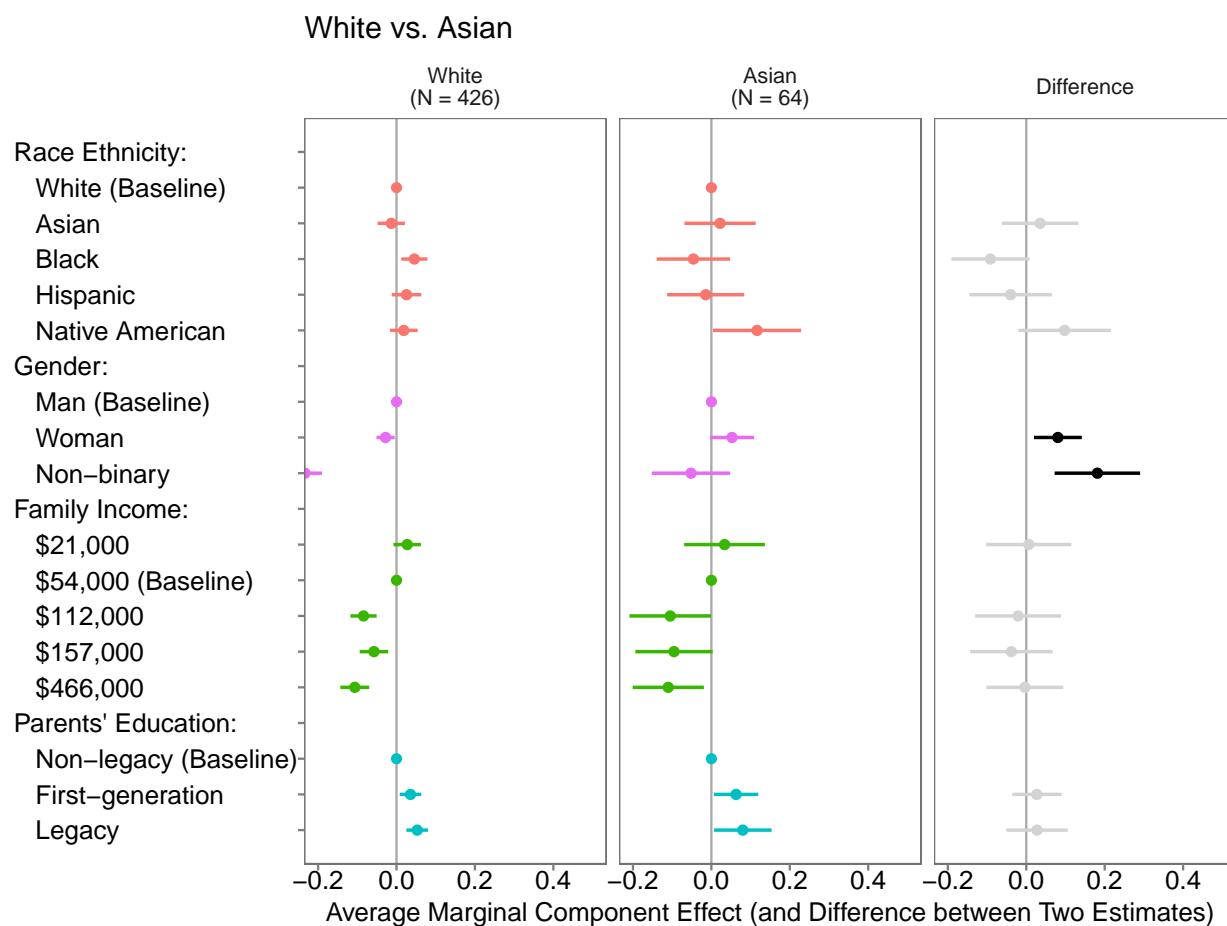


Figure D.3: White vs. Asian - Student Admissions

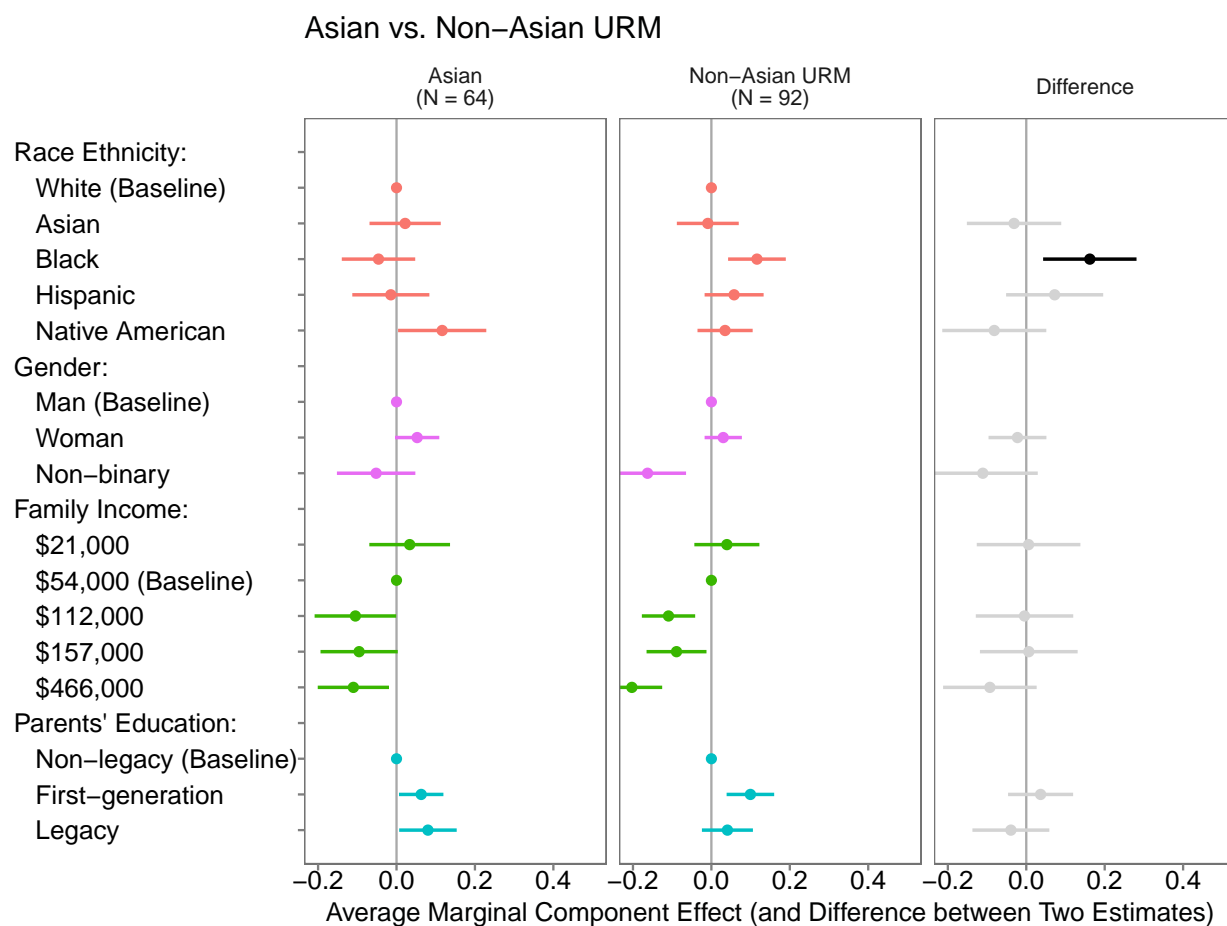


Figure D.4: Asian vs. non-Asian URM - Student Admissions

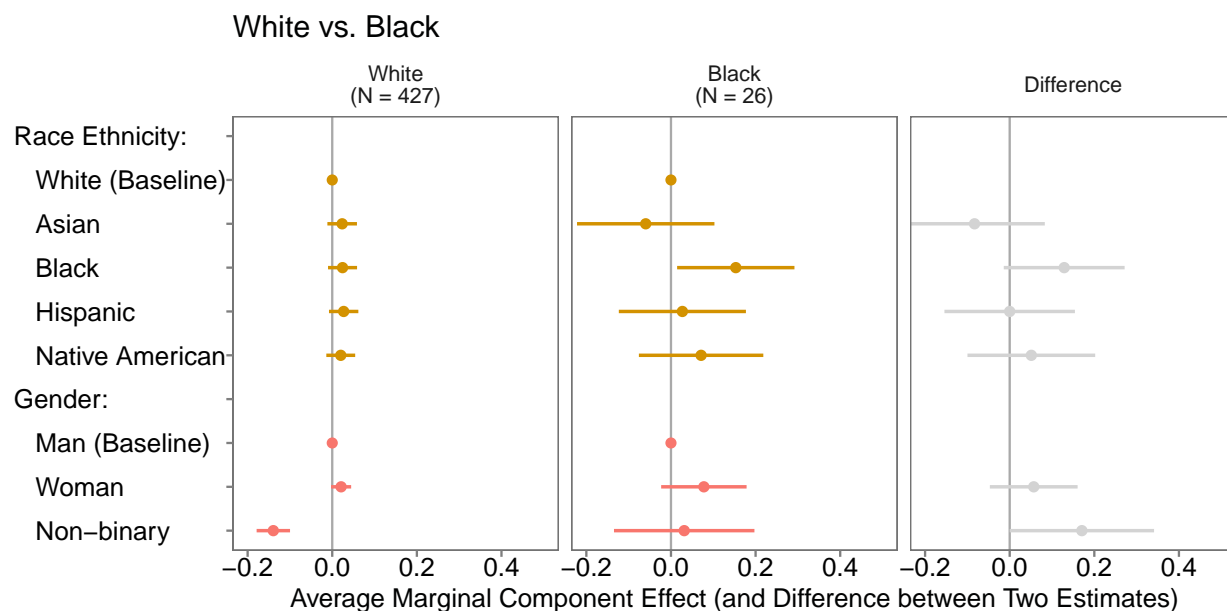


Figure D.5: White vs. Black - Faculty Recruitment

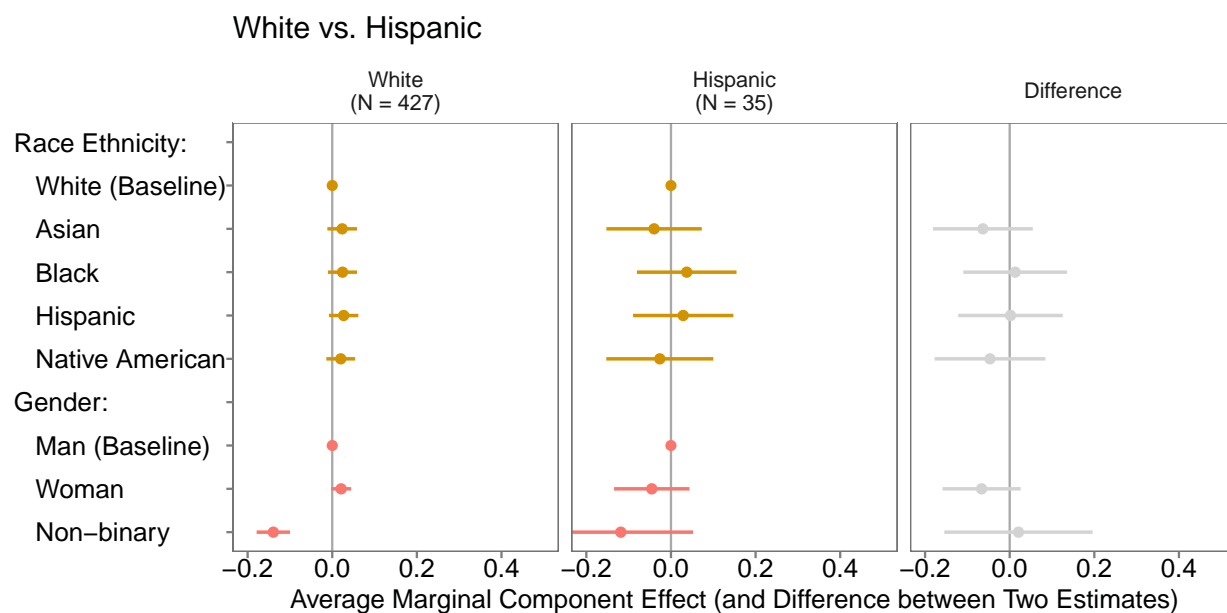


Figure D.6: White vs. Hispanic - Faculty Recruitment

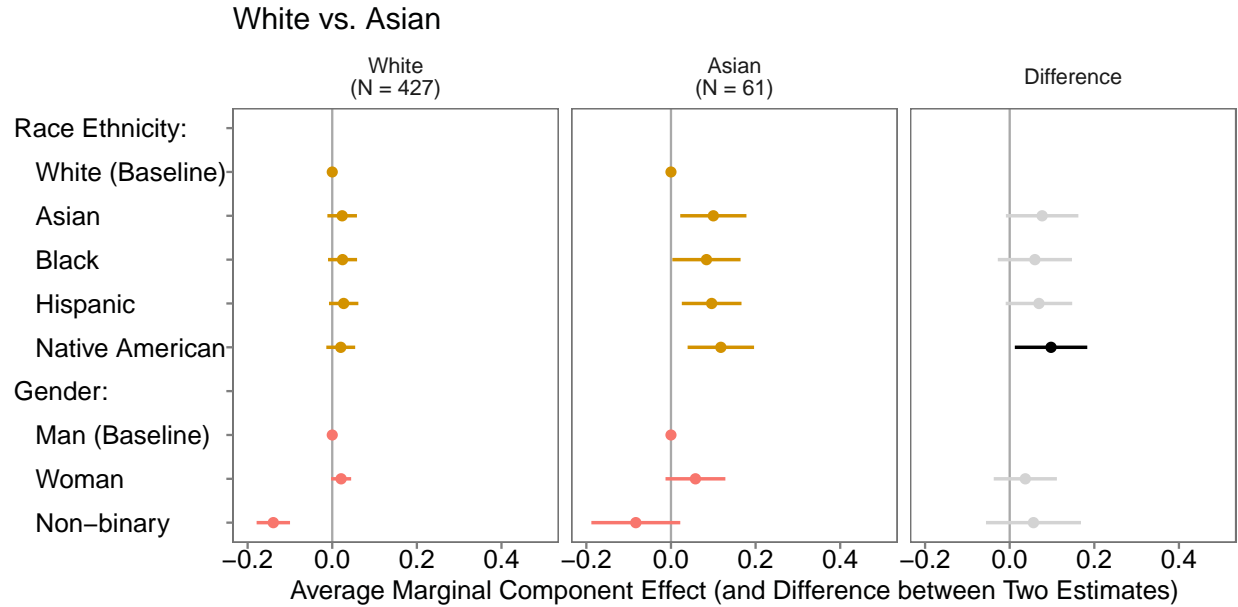


Figure D.7: White vs. Asian - Faculty Recruitment

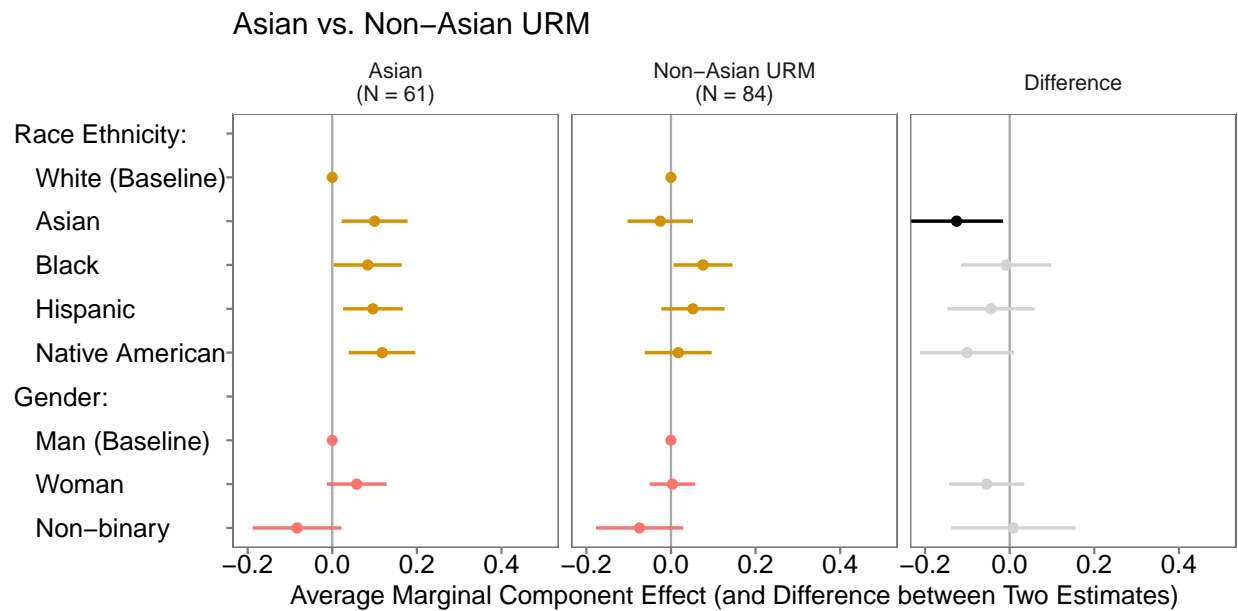


Figure D.8: Asian vs. non-Asian URM - Faculty Recruitment

E Comments related to gender

The full text of comments that included the words sex, gender, or non-binary are included below first those from men, then from women. The sections referencing gender are italicized.

E.1 Comments from Men

- Although I haven't been here long, I prefer Professors who are either currently in the military or were previously military. I feel that i'm able to connect from them better and learn complex ideas with ease. If they attended USNA, then that's even better. As far as their *race, gender, ethnicity, or any other physical component pertaining to their identity*, I couldn't care.
- Research has suggested SAT is directly linked to family income, so if all other equal, a moderate SAT with low income is more impressive then a perfect SAT with a high income. Class ranking is a poor metric to work with individually. However, when compared to income, school type, and SAT score it provides a link between those data points. [paragraph break] *Race, gender, varsity athlete, and parents previous college are not representative of your ability to succeed at this institution*, so they are worthless data. They only serve as a source of societal biases. [paragraph break] Better data points would include number of APs taken, how many APs passed, if the applicant attended college a year vs straight out of high school (which used to be a requirement in the 50s), if the applicant attended ROTC/NROTC/AFROTC etc. [paragraph break] Extra-curriculars are more qualitative than quantitative, so being "involved" in an ECA is worthless metric. I was "involved" about 7 ECAs in high school, but I was active in only 2 of those. Instead, ECAs should be included under Essay portions of the application. [paragraph break] Essays are the tiebreaker when all other stats equal out.
- This survey looked too convoluted to pull any evidence from. *If you're trying to tell if*

I have a bias for or against non-binary people (for example), then you need to make the candidates at least similar. Too often, you had too many confounding variables for any single variable to be measured. The candidates were too dissimilar more often than not.

- *The only two things I looked at were SAT score and class percentile. If those were identical, I looked at whether the or not the person was a recruited athlete. Gender, race, income, and where the person is from doesn't matter. The person most qualified should be accepted.*
- *The gender question asks which I "most" associate myself with. I am a male, not "mostly" a male. Also, racial questions should not be required to answer.*
- *I was basing my responses mainly on the excellent/good/fair sections at the bottom about their teaching and research records. Gender, ethnicity, and level of education does not define who makes a good teacher. It's the drive to help students, the active engagement with students, and the enthusiasm that makes a good teacher. If both were roughly the same in their teaching records, I would then see their college educations or whether they were a distinguished professor or whether they'd been to a service academy and such things as that.*
- *Race/Ethnicity and Gender/Sex should not even be on the candidate information. Those should not be determining factors in any admission priorities. I based my decisions purely off record of merit and military service (if the choice was close, more favor was shown to military members, especially U.S. Naval Academy grads).*
- *I made no decision regarding priority admission based on gender or race. I chose based on merit using the metrics of SAT scores, sports, ECAs, and high school percentile. All other factors do not reflect any merit in receiving a commission or serving in the military and should not be considered factors for admission at all. Previous circumstances do*

not reflect anyone's ability to lead or not lead.

- *Non-binary is NOT a thing. You are either male or female. Genetics determine gender/sex, not what you want to be that day. It is science. Feelings are not facts.*
- *If you're looking to check a midshipman's bias towards those of non-binary genders or minority races, perhaps a baseline of not including gender/race in the first series of 8 questions would better serve the study.*
- *I'm not entirely sure the purpose of the survey, and I think that could have been better communicated. In addition, the emphasis on racial and gender attributes seemed very out of place to me when considering someone's qualifications for a teaching position. These characteristics really should not and do not matter/affect their ability to be a successful instructor.*
- *I think the teaching ability and research skills should be evaluated the most. College background, gender and race should not be considered.*
- *In the application process please only use "male" and "female" as gender options*
- *In determining who to hire, I completely avoided their gender and ethnicity. I did not weight their schools very much, but usna graduates received no added weight in my opinion. I chose who I thought was best for the job.*
- *For faculty, I'm looking for a friendly professor who is here to teach and is good at it. I don't care about race, sex, or education background. I don't care about how good they are at research. I care about their ability to teach Midshipmen.*
- *When considering hiring teachers/professors/instructors, please take their teaching record into account. Good teachers make it much easier for us students to learn the material and be engaged with the class. Race, gender, whether you identify as homosexual or as an Apache Attack Helicopter or not, who cares? If they can teach,*

they can teach. I just want someone that will be able to convey the course material to me in an efficient manner.

- I didn't like some parts of this survey. [paragraph break] It seemed that aspects of it did not line up. For example, kids with poor SAT scores would have extremely high class ranks while kids with excellent SAT scores would have poor class ranks. I feel like this doesn't happen that often. [paragraph break] Additionally, I felt that there was not enough information for most of the scenarios to make a good decision. *I would have looked much more into motivational statements, interviews, and recommendation statements that the aspects of gender, income, and race.* [paragraph break] Also, why were none of the extracurricular activities sports? I think sports are very good at developing high school kids, and I think that should have been included in the scenarios.
- Your fake applicants are missing a lot of important details like grades, difficulty of classes attempted, how their high school ranks compared to other high schools, reasons given for wanting to come here, and a bunch of others. Honestly it felt as if you had very little faith in us to be more than one or two subject voters, so to speak. This survey might more easily have been conducted by asking "What various identity groups do you value over others, or would you prefer to reduce all people down to the outcome of a few standardized tests and algorithms?" If admissions is truly such a simplified process as giving points values to various checkboxes such as race, faith, and SAT score then that disgusts me. *We are admitting people here who will one day have to make a choice about whether or not to send men and women to their deaths and you're asking me how much their gender/race/annual income should matter on an application?*
- I think physical fitness needs to be included. I know that I changed my answer the second time that non-binary came up. Overall, *I think that anyone who does not identify as male or female should have to prove that they can pass the male standards for the PRT before they are admitted. I have no issue otherwise.*

- *Gender and race should be non factors.* I only cared about their alma mater's and their teaching performance.
- *My choices were not really based on gender nor race.* Mostly what I was looking for, as a student, is whether or not they had a great teaching record. Honestly, I do not care what kind of educational background they came from as long as they are able to teach the material well and in a way that I can understand. Thanks.
- *It does not matter what race, gender or ethnicity to teach here. Midshipmen want competent, honest and fair instructors that enjoy teaching and mentoring.*
- Right now the Academy has a cancer and that is that we care too much about having winning sports teams. The mission of this institution is to produce men and women of character who can competently lead sailors and marines into battle. I strongly believe that when conducting admissions, it should be based solely on what the individual brings to the military, not what they bring to the Academy. By saying that I mean that *we should not determine who is accepted by if they are recruited athletes or meet gender, race, or other specifications, instead I believe that we should take only those whom the Admissions department are confident will be good leaders* for America's most precious resource; her sons and daughters. Please do not take this as a crusade against accepting athletes into the Academy, heck I am one, but I don't think that just because they excel in one area does not form a good enough argument to discount an obvious deficiency in other areas. [paragraph break] I fully realize that as a white male with two parents who attended college and bring home a respectable salary my opinions will probably be discounted or create much less of an impact than if I were a minority due to gender or race. However, I believe that this discrepancy is one of the reasons that the Brigade has become so cynical and that, coupled with poor performers who care little (if at all) for the military mission, is why the standards have dropped over my three years here. Have a great rest of your day!

- *What is non-binary gender? Also, LGBTQ people do not have a place in the military under this administration.*
- This whole survey was political. The main differences on the applicants were gender and race. The questions asked of the participant were also political. I say this because depending on the way we answered them you will be able to put us into categories (i.e. white, republican, male). *Instead of making these things political, choose the best candidates and take race, gender, and religion out of it.* The admissions department is trying to fill a quota and is therefore denying people that should be accepted. Also, why is a Forrestal on leadership political? I may be a republican, but if you bring in a democrat to speak and they make a good speech on leadership and leave politics out of it, great! I will say the same for a republican, leave the politics out of it. This is a military institution and we are not able to express our political beliefs in uniform so stop trying making the way in which our lives are run political in any way.
- *I'm perplexed why research at the Academy considers "sexual orientation" rather than assigned gender.*
- I think it is ridiculous on how the candidates are "objectively" looked at. *I could care less about race, gender, or military background.* These only taint your view of choosing the best candidate. I don't care about things they cannot change, only what they have done to better their career, and in turn the learning of Midshipman. I understand equal opportunity, but true equal opportunity involves looking at the qualifications only, and choosing the best candidate from there. If this is an accurate survey on how this institution selects its faculty, I am greatly disappointed that we could potentially turn down the best candidate based upon aspects of life they cannot change.
- *I don't think it is appropriate for the gender or race of the examples to be included. That should not be taken into consideration when hiring.*

- *There's only two genders. Thinking otherwise is a mental disorder.*
- Since this survey is anonymous, I will say that for one selection, I was given the choice between two "Non-Binary" gendered individuals. One of them had a USAFA undergraduate degree, the other a civilian college (Colombia, I believe). *I firmly believe that USNA should never hire anyone who claims to be so-called "Non-Binary" in gender.* Therefore, I selected the one who went to Colombia, not because they went to a civilian institution, but rather because they were described as an Adjunct/Rotational Hire, rather than a Tenure Track/PMP. I would prefer that neither is hired, but if I must pick one, I pick the one that will get rid of them the fastest.
- *I have always felt that race/ethnicity, gender, or Varsity level athletic ability should not be a concern with applications to institutions such as the academy.* I do believe that diversity is a necessity in environments such as this one, however, I do not believe that the standards should be lowered or higher based on qualities I listed I understand that there are a lot of things that must be taken into consideration and SAT/ACT scores do not always correlate to performance but when people are admitted I would hope that the people doing so are sure that the people they are admitting are 100% prepared or display the potential to grow instead of admitting someone to be a part of a statistic that makes the institution look inclusive. [paragraph break] As a critique of the survey, I don't believe that this survey provides enough about the person to say whether or not one or the other was "more qualified" than the other. Sometimes these numbers don't correlate to performance. However, since I was only provided the numbers that is what I based my decisions off of but I do believe that some of those choices would change pending I knew more about the individual other than standardized test scores and class ranking. [paragraph break] side note: I did not mean to submit the answer for case 2. I was unaware the case had changed.
- *I don't think gender or race should be considered when picking faculty. People should*

be chosen based on merit.

- Why were most of these questions racially or gender oriented? What is the need to have even numbers of diversity? Shouldn't this simply be based on their schooling, track/teaching record, ability to support students in their research, and their commitment to the school? *I don't get to pick my gender, ethnicity or social background but I certainly would not want to miss out on a job because of my gender or ethnicity.* I do not support this survey.
- *I think it would be interesting if you provided a two-phase vote for each scenario. One phase in which you show purely the merit, and none of the nationalities, gender, family income, or personal identifying information. The second phase in which you do, and see how the vote changes.* I feel it would be interesting to note which section of the personal information impacted the vote the most.
- *I based my answers completely on qualifications and the prestige of degree. Gender, ethnicity, etc. have no bearing to me.*
- *Overall, I would only look at gender, race, type of high school, state, and college of parents as last resort tie breakers since they are factors that students have little to no control over and in my opinion they do not significantly affect a person's upbringing.* Household income, though it is not of a student's control, may impact a student positively or negatively though. I think overall rank/GPA should be given more weight than a test scores since that also measures work ethic, an extremely important skill here at the academy.
- My answers derived mostly from SAT score and recruited varsity athlete. *Gender, income, type of schooling, and race did not factor into my decision making.*
- *I feel like many of the pairs of candidates were very similar in all respects except for gender and race, making it seem like that was the intended deciding factor. I do not*

believe this is an appropriate factor for judging between people.

- I'm interested on the perspective here. *Most of my decisions were based off academics, but if they were tied, I looked at lowest family income. I mean to say that I'm curious as to if anyone expected people to be biased on race or gender.*
- *When applying to a Military Institution "Non-binary" is not acceptable criteria for admission.* Civilian institutions can admit any gender they like, I don't think that questions was fair or relevant to the survey pool.
- Honestly I think interviews are very important for USNA admissions. *Non-binary was hard because I do not really know if that is a thing here.*

E.2 Comments from Women

- *non-binary poses a hard question in the admissions process to a school like this.*
- Personally, I think teaching record and source of education are incredibly important. I also think language skills should be evaluated. It doesn't matter how well a professor understands material if they cannot be understood by the majority of their students. I think foreign teachers can be an incredible asset, however. *Factors such as gender, military background, and ethnicity hold very little (if any) sway over my preferences.* Overall, I thought this survey was very interesting.
- *In my personal opinion, race and gender should not be at the top of applications. When I was looking through this survey I covered that up until I looked at the rest of their qualifications and made my decision independent of these factors.*
- When looking at the hypothetical applicants, *I didn't really consider gender, race or faith to be that important.* Overall, they help define people's identity, but I believe these attributes alone should give anyone priority or lack thereof. I ranking at high school is probably the biggest factor I looked at first.

- *I would never chose a non binary gendered person.*
- *I think the admission system should be performance-based and not race or gender based.*
I also think we should pay closer attention to parents income. And take family income rather than race, religion, or gender into consideration.
- You should explain the percentile protion becasue I did not really understand how that worked. *I also found the “non-binary” description to be confusing on whether the person actually identifies that way or if it was intended to omit gender as a consideration factor. That would affect my decision on USNA admission.*
- I wish I knew more about the applicants. *In my mind I don’t care about gender I care about qualification* and when there is no qualification difference between the candidates I cannot accurately make a decision.
- *If a potential applicant’s gender is non-binary, how can s/he be recruited? I.e. how can s/he be on a men or women’s team if they do not identify with one gender.*