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INTRODUCTION

- Historically, universities have been institutions primarily consisting of White males. While there have been significant improvements in racially and ethnically diversifying undergraduate student populations, faculty demographics have been slower to change[1,2,4,5].
- There are several claims researchers have posed as to why the percent of underrepresented racial and ethnic minority faculty is disproportionate:
  - The number of available, qualified PhD candidates who are underrepresented racial and ethnic minorities is low[3,4,6]
  - The rate at which underrepresented racial and ethnic minority faculty are awarded tenure is disproportionate[3,6]
  - There is potential racial and ethnic bias that exists in the hiring process and/or workplace environment[3,4,6]
  - There are feelings of isolation due to lack of racial and ethnic diversity and lack of available mentorship[3,4,6]
- This low representation of racially and ethnically underrepresented minorities is concerning as extensive research suggests that diversity among faculty appointments is important for several reasons. A diverse workforce:
  - Challenges people to consider different points of view and stimulates a more intense, critical deliberation process when processing issues[3]
  - Enhances the overall university and quality of classes[3,4,6]
  - Is more likely to explore alternative pedagogical approaches and adjust teaching practices to best suit students' needs[3,6]
  - Leads to the implementation of more effective educational practices[2,3,6]
- Not only are faculty demographics important for workplace productivity, but also for issues pertaining to representation. Research points to the positive impact that a racially and ethnically diverse faculty body can have on undergraduate education because it:
  - Communicates a safe environment and provides mentorship for underrepresented racial and ethnic minority students[4,6]
  - Offers attuned understanding to unique issues that underrepresented racial and ethnic minority students might face[6]
  - Often results in increased academic performance and encourages students to pursue higher career aspirations[3,4,6]
  - Prompts underrepresented racial and ethnic minority students to pursue graduate education and degree[3]
- In addition to trying to uncover possible explanations for the makeup of faculty demographics, as well as posit the many benefits of a racially and ethnically diverse faculty body, researchers have investigated how to best address issues of racial and ethnic diversity. **Researchers suggests that the hiring process specifically can be enhanced to function as a mechanism for increasing racial and ethnic diversity[4,5].**
  - Taking heed of this postulation, several universities have dedicated time and resources to cultivating toolkits of suggestions to intentionally utilize the hiring process as a mechanism for increasing racial and ethnic diversity.
  - The following research study draws upon the toolkits designed by the University at Buffalo, the University of California, Berkeley, and Columbia University.

METHOD

Participants: Chapman University faculty who:
  1) are a full-time faculty member at Chapman University,
  2) have served on a search committee at Chapman University,
  3) have served on a faculty search committee at Chapman University in the last 5 years, and/or
  4) have served as a search chair on a faculty search committee at Chapman University.
- Currently, Chapman faculty are still completing the survey. Since opening the survey on April 21, 2020, we have collected 141 responses.

PROCEDURES

- Participants are invited to complete one survey which takes approximately 15-20 minutes.
- The survey consists of statements that participants are asked to rate as well as short, open ended questions.
- For questions regarding the hiring process, participants rated statements according to two scales: 1) how much they agree with the hiring strategy and 2) how effective they believe the strategy is.

Listed below are sample statements pulled from the survey. For each statement, participants respond to the following prompt:
In regard to best hiring practices to increase racial and ethnic diversity among faculty demographics, when [hiring phase] colleges/schools and/or search committees should:

Preparing the Search:
- Assemble a diverse search committee in terms of race (e.g., have at least one racially and ethnically underrepresented minority interviewer per search committee).
- Educate search committee members on racial and ethnic hiring biases before/while they serve on a search committee.
- Require diversity training before/while serving on a search committee to bring awareness to the issue of a lack of racial and ethnic diversity on campus.
- Specify what qualifications (e.g., skills, education, experience, research expertise) a candidate is desired to have before the search process begins.

Writing the Job Description:
- Utilize language throughout the job description that promotes Chapman University's commitment to racial and ethnic diversity.
- Add a disclaimer that explicitly encourages people not precisely matching the job description to apply anyway.
- Make experience with racial and ethnic diversity (e.g., record of working with racially and ethnically underrepresented minority students/groups, diversity-related research) a requirement, not a recommendation.
- Ask candidates to include a diversity statement in their application demonstrating their commitment to racial and ethnic diversity.

Recruiting Candidates:
- Use formal networks (e.g. job portals) to connect with potential applicants who are racially and ethnically underrepresented minorities
- Maintain a file of resumes and contact information of potential qualified candidates from racially and ethnically underrepresented minority groups.

- Offer competitive start-up incentives (e.g., provision of labs, equipment).
- Provide prospective faculty candidates the opportunity to tour and learn more about the cultural diversity within the local Orange County community.

Interviewing Candidates:
- Interview at least one racially and ethnically underrepresented minority candidate per candidate pool who meets the job requirements.
- Focus on the strengths of each candidate so as to limit racial and ethnic biases.
- Ask the candidates to elaborate on their multicultural competence (defined as the ability to understand, communicate with, and effectively interact with people across cultures).
- Ask the candidate to speak about their ability to serve racially and ethnically underrepresented minority populations on campus.

Evaluating Candidates:
- Establish clear evaluation criteria and determine how much each criterion component should matter for candidate selection.
- Rank order the candidates for different categories (e.g., teaching quality, publications, grants).
- Consider reviews from more than one search committee member.
- Redact identifiers on candidates' applications before evaluating the applications.

Retention and Inclusion:
- Regularly conduct a Climate Survey to gauge perceptions of racial and ethnic diversity issues.
- Conduct exit interviews with racially and ethnically underrepresented minority faculty who are leaving Chapman to understand in which areas Chapman can improve.
- Provide mentoring support for racially and ethnically underrepresented minority faculty.
- Compensate faculty who have to serve on multiple search committees in one year.

INTENDED DATA ANALYSIS

- After collecting the faculty responses, data will be analyzed to identify average agreement with statements in regard to a specific phase in the hiring process.
- We will also analyze short answer responses to identify common threads or opinions shared by faculty members.

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