



STRATEGIC PLAN FOR DIVERSITY & INCLUSION

FOSTERING A DIVERSE & INCLUSIVE
CAMPUS CULTURE

2017-2022

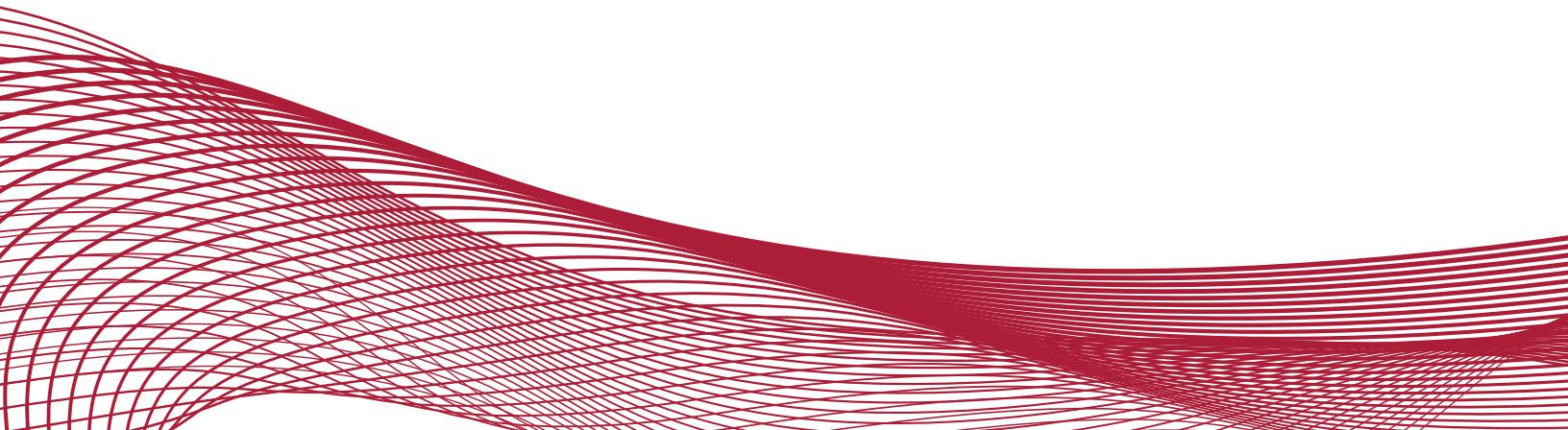


CHAPMAN
UNIVERSITY

Diversity and Inclusion

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LETTER FROM THE PRESIDENT



Dear Members of the Chapman Community:

I am pleased to present to you the Strategic Plan for Diversity and Inclusion. The purpose of this plan is to develop a more diverse curriculum, campus community, and culture of inclusion that will prepare our students with multicultural skills they will need to be leaders in our global society.

Diversity and inclusion have been hallmarks at Chapman since we opened our doors in 1861, joining a handful of universities at the time to become among the first to admit women and minorities. Our continuing commitment to diversity and inclusion manifests itself today in the form of global citizenship that is described in our mission statement.

This plan continues that tradition. It is the result of a three-year effort that has involved over 300 members of our campus community—students, faculty, staff, administrators, alumni, and trustees. These passionate volunteers served on fourteen advisory groups and task forces, each reflecting upon ways to improve diversity and inclusion at Chapman. They researched best practices across the country and formulated constructive recommendations that have now been consolidated in this plan—a plan which provides an inspiring pathway for Chapman's future.

The Strategic Plan for Diversity and Inclusion should not be seen as a quick fix to every challenge our institution faces. The plan is, however, evidence of Chapman's continuing commitment to creating a campus climate that strives for inclusive excellence. The importance that we place upon inclusion represents a worldview that respects the dignity of every person—faculty, staff, and student—finding value in the unique qualities, experiences, and perspectives that form one's identity while fostering respectful exploration of competing ideas and beliefs.

I am grateful to the Chapman Diversity Project volunteers for their hard work, to Vice Provost Joe Slowensky for leading this important initiative, and to the members of the Academic Committee of the Board of Trustees for their engagement in reviewing the plan as it was being formulated. The Academic Committee, the Faculty Senate, Student Government Association, and the Deans have all endorsed this plan.

I will work with our Board of Trustees to ensure that the goals indicated in the plan become incorporated into the new five-year institutional strategic plan that will be introduced in late 2017.

Our success in achieving the goals of this plan will not be easy, and we need to be aware that progress in some areas will be reached only gradually. I am nevertheless confident that if we commit to working on the plan's initiatives together, the graduates and employees of Chapman University will be more prepared to lead change in the world, modeling how people of all backgrounds, identities, and viewpoints can work together to accomplish great things.

Sincerely,

A handwritten signature in black ink that reads "Daniele Struppa".

Daniele Struppa

President



II PREFACE



Diversity is integral to the history of Chapman University and remains an important part of our identity. At our founding in 1861, the institution, then Hesperian College, made the revolutionary decision to open its doors to women and students from various racial identities to learn together as a campus community. Over 150 years later, and despite tremendous advances in diversity nationwide, hate crimes, racial divisions, and incidents of exclusion across the country have catalyzed diversity and inclusion efforts in higher education. There is no better moment than the present for Chapman to deepen its historical commitment to diversity and inclusion. Chapman has taken a proactive stance in encouraging a meaningful campus conversation over the past three years that has examined concepts of inclusion, diversity, and identity from the perspectives of students, faculty, staff, alumni, administration, and trustees. The university is well positioned to make great strides in enhancing the campus climate in order to not only maintain relevance among peer and aspirational institutions, but to become a national leader through on-going, large-scale institutional initiatives. Strong values connected with diversity and inclusion have long existed in our institutional history, mission, vision, and goal statements. These values provide enhanced and deeper learning for Chapman students, and better inform them as global citizens by providing the necessary tools to succeed in today's global economy and contemporary workplace. It is imperative that all members of the Chapman community are treated at all times with dignity and respect in order to improve our environment for work, study, and learning.

Student, staff, and faculty recruitment, learning, innovation, retention, success, and satisfaction are profoundly impacted by experiences of inclusion or exclusion. Diversity as a term includes social identities such as race, ethnicity, age, gender, sexuality, and disability as common examples; but, it also includes parental status, educational background, religion, socio-economic status, geographic region, military affiliation, marital status, genetic information, citizenship status, and much more. Inclusion is typified by experiences of connection, care, visibility, recognition, mentorship, coaching, trust, open communication, fairness, and self-awareness about intrapersonal perceptions of belonging. As Chapman continues to proactively wrestle with complexities related to diversity and campus climate, some of the most valuable work we can collectively focus upon can be done in the area of inclusion. Institutional efforts to increase diversity in faculty, staff, and student demographics must go hand-in-hand with efforts to promote an inclusive campus culture. Our goal is for persons of all identities to feel welcome and valued on our campus, and to thrive and succeed.

Common language and definitions are important in sharing an understanding of the concepts of diversity and inclusion. Diversity Consultant Dr. Jaye Goosby-Smith uses the metaphor of a garden as a helpful way to understand the distinction between diversity and inclusion. Diversity is characterized by the different types of plants that grow in the garden—the wide array of flowers and vegetation that compose a beautiful garden. Inclusion can be thought of as the soil, climate, and conditions into which the vegetation is planted. To thrive and be successful, we know that some plants need full sun, while others need more shade. Some plants require large amounts of water, while others are drought tolerant. Plants, likewise, need varying amounts of soil nutrients to thrive. In order to have a diverse garden within an organization, individuals must be supported by organization culture and behavior, collegiality, a feeling of being valued, welcomed and connected. Equity is a state of being in the garden when all plants have a fair chance to thrive. Are the soil and conditions suitable and flexible enough to allow all plants to thrive, though types of vegetation vary widely? Equity does not necessarily mean equality. Some plants need sun, others need shade. An inflexible garden that gives every plant the exact same conditions (equality) will inevitably and systemically kill some plants. Diversity and inclusion within human organization systems are complex. We will need complex and strategic approaches to create an inclusive campus climate and to meet our diversity and inclusion goals.

Freedom of Expression and Academic Freedom: At the same time that the institution seeks to enhance the culture of diversity and inclusion, we must also be mindful of higher education's foundational commitments to academic freedom and freedom of expression. The national debate about freedom of expression and academic freedom that exists when we talk about creating inclusive campus climates in higher education has left some wondering whether an institution must choose between favoring free expression or inclusion. We believe that it is critical to balance both of these ideals. It is not the intent of this Strategic Plan to restrict free expression or the intellectual exchange of ideas. Nothing in this Strategic Plan should be viewed as an attempt to censor or limit discussion; instead, together we are striving to increase the conversations and promote open dialogue of all issues related to diversity and inclusion at Chapman University.

III CHAPMAN UNIVERSITY MISSION STATEMENT AND STATEMENT ON DIVERSITY & INCLUSION

All of the recommendations, goals, initiatives, and progress contained within this plan have been developed to reflect the core values of the Chapman University Mission Statement and the Chapman University Statement on Diversity & Inclusion.

Chapman University Mission Statement

To provide a personalized education of distinction that leads to inquiring, ethical, and productive lives as global citizens.

Chapman University Statement on Diversity & Inclusion

Chapman is deeply committed to enriching diversity and inclusion through on-going efforts to cultivate a welcoming campus climate for all members of the Chapman community. We strive to provide an inclusive academic curriculum, promote equity and access in

recruitment and retention, and develop meaningful outreach programs and partnerships with our diverse local communities. We value diversity and inclusion in the learning environment and believe it is vital to the fulfillment of the university mission. It is our conviction that an inclusive learning environment facilitates complex, critical, and creative thinking and that differences in identities, values, beliefs, and perspectives are fundamental to a comprehensive education.

At Chapman the term diversity implies a respect for all and an understanding of individual differences including race, color, religion, sex, gender identity, gender expression, pregnancy, national origin, ancestry, citizenship status, age, marital status, physical disability, mental disability, medical condition, sexual orientation, military or veteran status, genetic information, and any other characteristic protected by applicable state or federal law, so that all members of the community are treated at all times with dignity and respect.

IV CHAPMAN UNIVERSITY VISION STATEMENT FOR DIVERSITY & INCLUSION

The Chapman University Vision Statement for Diversity and Inclusion is a record of the collective vision that will guide ongoing and future diversity and inclusion efforts. This statement was developed collaboratively by members of the Faculty Diversity & Inclusion Committee, members of the Chapman Diversity Response Committee, and additional students, staff, administrators, and faculty who shared their hopes for the future of Chapman University.

Chapman University Vision Statement for Diversity & Inclusion

Chapman University is committed to creating learning, working, and living environments and embracing a fully inclusive campus community encompassing a wide spectrum of diversity, multiple perspectives, and the free exchange of ideas.

We will achieve this important goal by:

Building and sustaining an exemplary campus climate, reflecting cultural values that lead to measures of initiating and maintaining academic and social inclusiveness and fairness.

Affirming diversity and freedom from discrimination in our curricula, pedagogy, andragogy, and professional development.

Creating and sustaining co-curricular campus environments that attract, recruit, and retain a diverse group of faculty, students, staff, administrators, trustees, service providers, donors, alumni, and community partners.

Reaching beyond our physical campus to work with communities to build more connections that are aligned with the Mission Statement and Statement on Diversity and Inclusion.

Embedding our messages of diversity and inclusion throughout the institution, so that the aesthetics of the art, architecture, and nature on campus communicate this sensibility.

Ensuring that our messages, publications, performances, events, and personal interactions from the boardroom to the locker room and anywhere in the world, reflect a spirit of respect and inclusion.

Rooting our diversity and inclusion efforts within all departments and units of the university.

Empowering all with the responsibility to listen, to understand, to speak up with courage, to ally to others and the community, to challenge assumptions, and to encourage each other.



V HISTORY OF DIVERSITY & INCLUSION AT CHAPMAN UNIVERSITY

Chapman University traces its rich history to the founding of Hesperian College on March 4, 1861, by the Christian Church (Disciples of Christ). At that time, the college admitted students of all races and genders to learn side-by-side. When half of the country still languished under the tyranny of slavery, this small Disciples college was ahead of its time.

In the 1930s, Chapman trustee and namesake, Charles C. Chapman personally financed nine Filipino students to attend what was then California Christian College. By the 1940s the institution was then known as Chapman College and still ahead of its time. In 1942, philosophy professor Paul Delp and five Chapman students participated in a sit-in at Bullock's Tea Room in Los Angeles in protest of segregation. This protest resulted in the desegregation of Bullock's a full 18 years before the more famous sit-ins at Woolworth's Lunch Counter.

Chapman College moved to the City of Orange in 1954 and continued its legacy of forward thinking. During the turbulence of the 1960s, there were stories of harassment of Black students by Orange police officers. For a time, white Chapman students would form human circles around their Black classmates and walk to class in order to prevent harm from coming to their peers. In 1961, Rev. Dr. Martin Luther King, Jr. spoke at Chapman, two years before his "I Have A Dream" speech in Washington, D.C.

Chapman University recognizes the immense need at this moment for renewed self-reflection and recommitment to a course of humility and honesty. Chapman stands committed to owning its past in order to move with integrity and authenticity toward the future. It is the University's sincere hope to continue to advance its progressive traditions of openness and inclusion as it did when it first opened its doors in 1861.



VI WHO WE ARE TODAY

Acknowledging our past and present, it is vital to our future efforts to document the patterns of progress and to identify areas where there is room for growth and improvement. The most frequent theme identified in the Chapman Diversity Project Task Force and Advisory Group reports submitted in Spring of 2015, which included over 170 recommendations for institutional changes was "to gather more data and research regarding diversity and inclusion" that can inform institutional decision-making.

The Chapman Diversity Project identified the following data sets related to graduation rates and demographic representation as areas for greater attention in the years to come and recommends that data be collected and analyzed in additional areas.

Student Diversity (Fall 2015):

- 23% of first-year and transfer undergraduate students are first-generation college students
- 17% of Chapman University's undergraduate population is Pell-grant eligible

2015 Chapman Undergraduate Headcount & 2015 Orange County Department of Education Graduates by Race/Ethnicity

RACE/ETHNICITY	2015 CHAPMAN UNDERGRADUATE HEADCOUNT	2015 ORANGE COUNTY DEPARTMENT OF EDUCATION GRADUATES
American Indian/Alaska Native	0.3%	1.0%
Asian	10.2%	19.0%
Black/African American	1.4%	2.0%
Hawaiian/Pacific Islander	0.4%	0.4%
Hispanic/Latino	14.2%	43.0%
Nonresident Alien	4.1%	NA
Race/Ethnicity Unknown	5.2%	0.2%
Two or More Races	6.2%	2.0%
White	57.9%	33.0%
TOTAL	6,363	36,770

Orange County Department of Education Data Includes the Following School Districts: Anaheim Union High, Brea Olinda Unified, Buena Park, Capistrano Unified, Cypress, Fountain Valley, Fullerton, Fullerton Joint Union High, Garden Grove Unified, Huntington Beach City, Huntington Beach Union High, Irvine Unified, Laguna Beach Unified, La Habra City, Los Alamitos Unified, Lowell Joint, Magnolia, Newport-Mesa Unified, Ocean View, Orange Unified, Placentia-Yorba Linda Unified, Saddleback Valley Unified, Santa Ana Unified, Savanna, Tustin Unified, Westminster.

Chapman Undergraduate Students by Race/Ethnicity – 6 Year Graduation Rate

FULL-TIME FIRST-TIME FRESHMAN ENTERING...	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009
American Indian/Alaska Native	62.50%	*	50.00%	*	*
Asian	70.80%	72.90%	87.10%	74.80%	73.60%
Black/African American	57.10%	72.00%	69.60%	62.50%	75.00%
Hawaiian/Pacific Islander	*	*	*	*	*
Hispanic/Latino	66.70%	75.30%	75.60%	80.20%	69.70%
Nonresident Alien	66.70%	70.60%	73.10%	61.90%	75.00%
Race/Ethnicity Unknown	*	*	*	*	*
Two or More Races	56.40%	66.10%	71.70%	79.70%	79.60%
White	74.60%	72.30%	76.00%	74.00%	81.90%

Chapman Undergraduate Students by Economic Status – 6 Year Graduation Rate

FULL-TIME FIRST-TIME FRESHMAN ENTERING...	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009
Fed Sub Loan, but not Pell, Eligible	73.80%	71.80%	76.30%	75.10%	80.00%
Neither Pell Nor Fed Sub Loan Eligible	71.70%	73.70%	76.60%	73.30%	79.10%
Pell Eligible	66.40%	70.50%	75.40%	76.30%	78.30%

Chapman Upper-Division Transfer Students by Economic Status – 3 Year Graduation Rate

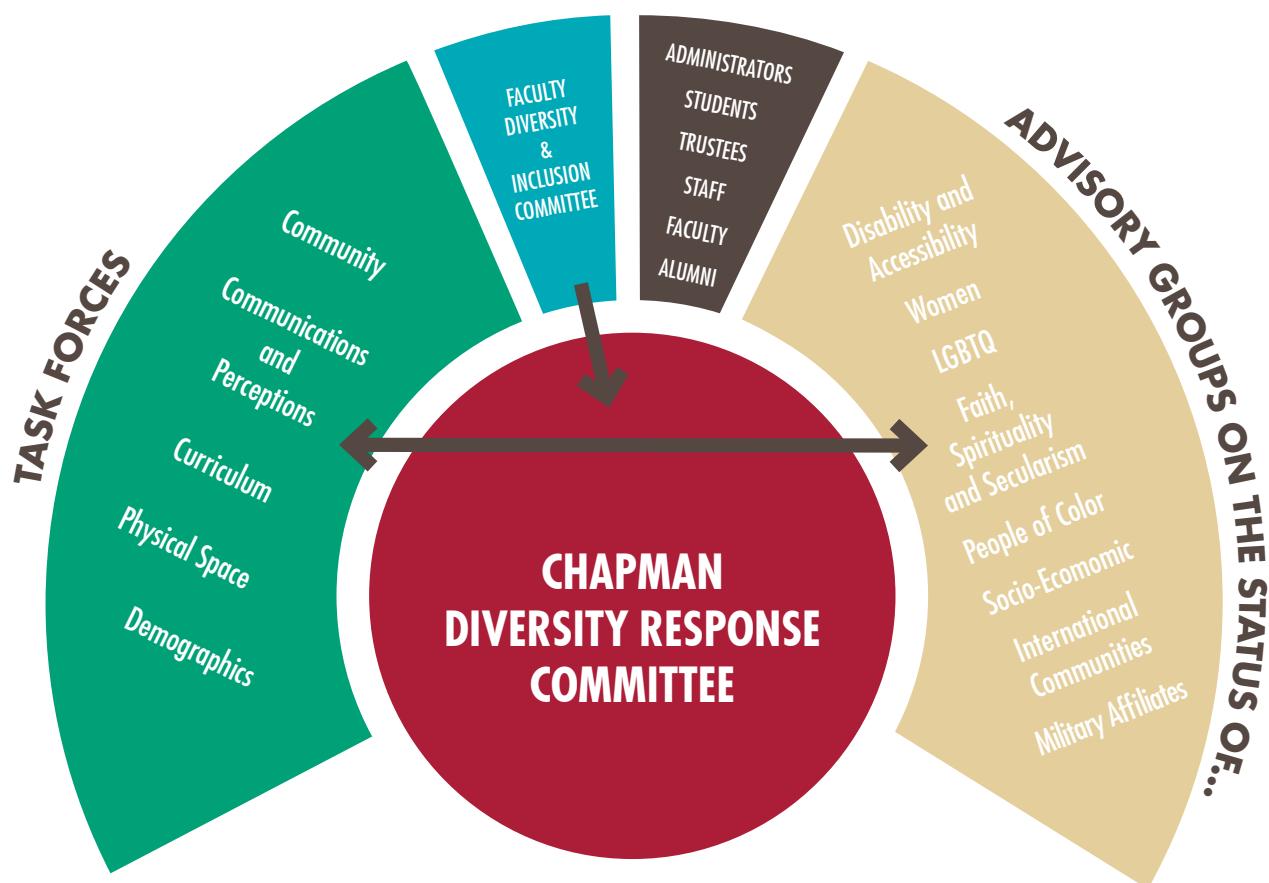
UPPER-DIVISION TRANSFERS W/IN 3 YRS	FALL 2008	FALL 2009	FALL 2010	FALL 2011	FALL 2012
Fed Sub Loan, but not Pell, Eligible	71.20%	68.80%	82.40%	82.50%	75.00%
Neither Pell Nor Fed Sub Loan Eligible	53.80%	80.40%	82.40%	74.50%	75.50%
Pell Eligible	55.60%	59.20%	65.50%	69.20%	68.50%



VI A PROACTIVE PLANNING PROCESS: CHAPMAN DIVERSITY PROJECT

The process of formulating a strategic plan for diversity and inclusion at Chapman University is a direct result of several hundred campus community members striving over the past three years to identify ways to contribute to welcoming and including all of our communities, identities, experiences, and perspectives. In fall of 2014, Joe Slowensky, Vice Provost for Institutional Effectiveness and Faculty Affairs, pulled together a group of campus leaders that included administrators, faculty, staff, and students with a passion for diversity and inclusion. That initial group grew into what is now the Chapman Diversity Response Committee (CDRC), a 30-person steering committee for the more than 250-person Chapman Diversity Project (CDP).

The Chapman Diversity Project is comprised of the CDRC, as well as fourteen task forces and advisory groups of various sizes. The five task forces focus on institution-wide assessment of curriculum, demographics, physical space, communications and perceptions, and community. The development of these task forces is based on work by Pope, Reynolds & Mueller (2004) which shows that engaging multiple stakeholder groups in conversations around real institutional scenarios related to diversity increases the likelihood of creative, thoughtful and sustainable institutional solutions to complex challenges requiring multicultural competence. There are eight advisory groups on the status of disability and accessibility; faith, spirituality, and secularism; international communities; lesbian, gay, bisexual, transgender and queer communities; military affiliates; people of color; socio-economic stratification; and women. The advisory groups were developed based upon research completed by staff members in the Office of Diversity & Inclusion, within the Office of the Provost, looking at 44 U.S. colleges and universities with institutional advocacy groups focused on specific communities, the most common of which were commissions on the status of women.





In February of 2015, the task forces and advisory groups began meeting once every two weeks for an hour to focus on developing reports that would then be shared with the Chapman Diversity Response Committee in the summer of 2015. Groups were led most often by a student, a staff, and a faculty co-chair who worked collaboratively to facilitate meetings and set agendas. In their reports, each group identified the top five most pressing issues at Chapman related to their charge. They researched best practices, models and theories relevant to the key issues, and pored over quantitative and qualitative data in order to formulate recommendations. Their goal was to make recommendations that would directly impact and enhance Chapman's culture of diversity and inclusion. In total, the groups submitted over 170 short- and long-term recommendations for institutional change at Chapman. The Diversity & Inclusion staff qualitatively coded all 170 recommendations and identified 11 themes that occurred throughout the reports most frequently. In addition to qualitative coding for theme frequency, staff in Diversity & Inclusion parsed the data collected from the thirteen reports by department, division, and topic area.

THE TOP 11 THEMES THAT MOST FREQUENTLY OCCURRED IN THE REPORTS INCLUDED:

1. Gather more data and research regarding diversity and inclusion.
2. Enhance campus spaces to provide greater access, inclusion, visibility, safety, support, and resources for diversity and inclusion.
3. Increase training and professional development opportunities related to diversity and inclusion.
4. Expand and centralize communications, website, and marketing with regard to diversity and inclusion.
5. Create more programs and events that support and educate about diversity and inclusion at Chapman.
6. Recruit donors, trustees, faculty, staff, and students from more communities of difference and those who value difference.
7. Add staffing that brings Chapman closer to peer institutions regarding diversity and inclusion.
8. Institute accountability for exhibiting a commitment to diversity and inclusion with the processes for performance evaluation, tenure, promotion, and service.
9. Increase resources dedicated to underrepresented identities including scholarships, benefits, new programs, collections, staff, departments, and budgets.
10. Expand and diversify curriculum, academic offerings, and research.
11. Enhance accessibility of the Chapman experience to all members of the community.

The formative dialogues that influenced the development of this plan identified several assessment indicators and many personal narratives from students, staff, and faculty at Chapman whose experiences related to identity and dimensions of diversity that were not characterized by inclusion. Many of the dialogues in Chapman Diversity Project groups were complex, challenging, and at times personal and several groups worked through some significant conflicts on the way to developing the reports that they ultimately presented to the Chapman Diversity Response Committee.

VIII THE FIVE GOALS

Representatives from the Chapman Diversity Response Committee formed a subcommittee focused on strategic planning, and the work of that group led to the selection of five key goals. When the strategy team was first meeting, all 170 recommendations, and resulting 11 most frequent themes were shared with the group and members worked together to identify the values and areas of intersection inherent in many of the recommendations. After much dialogue and examination, the following strategic priorities were selected to define the structure of the plan: Curriculum, Recruitment, Climate, Community, and Institutional Prioritization.

CURRICULUM

Expand diversity and inclusion in academic curricula and student learning opportunities.

Curriculum focuses on supporting and expanding 1) interdisciplinary ethnic and cultural studies minors; 2) service-learning opportunities connected to general education requirements; and 3) professional development opportunities to assist faculty with curricular innovation and infusing diversity into course content and teaching strategies in ways that are relevant and discipline-specific.

RATIONALE AND INTENDED IMPACT

Offering courses and programs in diversity-related fields sends a signal to both internal and external constituencies that Chapman University values difference. Service-learning opportunities have been shown to improve student academic outcomes, motivation, retention, graduation rates, and application of learning. Sending students into the local community to work and learn alongside Chapman's neighbors will strengthen the global citizen skillsets our students need to effectively navigate the challenges they will face in the workplace after graduation. Further, diverse course offerings have been shown to have an impact on retention and success of students of difference when they see their identities reflected in the curriculum. Faculty and administrators will be encouraged to expand existing course offerings in terms of diversity content. In order to provide faculty the tools necessary to infuse diversity into the classroom through content and teaching strategies, professional development offerings will be provided. Additionally, the content, frequency, and availability of diversity-related, interdisciplinary minors will be enhanced and/or developed. Diversity minors will be deliberately coordinated in a sustained manner to ensure that course offerings are rigorous, relevant, consistent, and comparative with peer and aspirational institutions. Mentorship and programming connected to these minors will be developed to further support students interested in these fields.

RECRUITMENT

Strengthen equity and access in recruitment of students, staff, and faculty that compose a diverse and inclusive campus.

Recruitment focuses on developing strategies for diversifying staff and faculty searches and for recruiting students from underserved populations in our local community. Creating support infrastructures and budgets in Admission and Financial Aid, planning early outreach activities, enhancing community engagement, designing yield events, and training recruitment staff will be critical to reaching institutional student recruitment goals.

RATIONALE AND INTENDED IMPACT

Interactions across different identities, viewpoints, and perspectives are a key component for creating global citizens. Students thrive when they see themselves represented in the experiences, interests, and identities of the faculty and staff with whom they interact. Students of difference are more likely to be successful in college when they can find faculty role models, like them, to advise and mentor them. Faculty flourish in collegial environments where their contributions, expertise, identities, and experiences are valued. Equally important, the caliber, differing perspectives and scholarship, and faculty of difference impact the quality of a comprehensive education offered to our students. Consequently, it is important to provide peer-to-peer education to current faculty on how to increase diversity among the candidate pool considered during faculty searches. In an effort to attract and enroll a diverse population of students it is important to simultaneously diversify the faculty. Increasing available scholarships, training, and staffing will support these efforts.



CLIMATE

Develop and implement programs, services, and physical spaces that cultivate a welcoming campus.

Climate takes into account numerous communities and identities and strengthening campus resources that will enable campus community members to find the support they need to be successful. A Cross-Cultural Center will serve as the cornerstone for the Climate goal and was completed in 2017. The Center will serve all Chapman students and be equipped with necessary staffing, program and operating budgets, and capital for establishing rotating exhibits focused on various cultural topic areas. Additional emphasis will be placed on designing a campus climate that supports student success with the critical goal of increasing four to six-year graduation rates. Support for Disability Services, Student Psychological Counseling Services, Veterans Affairs, Financial Aid, First-Generation Programs, the Center for Global Education, and the Fish Interfaith Center will be critical to the success of the Climate initiative.

RATIONALE AND INTENDED IMPACT

The second highest priority for diversity and inclusion as identified by the Board of Trustees from a Spring 2015 survey was "to create a diverse multicultural campus environment." Both quantitative and qualitative data from the Board of Trustees survey show that it is critical to consider the physical campus environment in the process of attending to the goal of a diverse and multicultural environment. A cross-cultural space was one of the most recommended items that emerged from the campus visioning process in the early phase of the Chapman Diversity Project. Attention to Chapman's existing physical environment, including buildings, facilities, restrooms, and even the artwork, images, and ideologies represented is essential to creating an inclusive campus climate.

As enrollment at Chapman has increased, the need for greater access to student support services has also increased. Some of the experiences of the 23% of Chapman students who are first-generation students have included higher rates of delayed college entry, beginning college less academically prepared than other students, tending to apply to colleges that are closer to home, being more likely to work while in college and live off campus, which can negatively impact academic and social integration outcomes. International students may experience unique challenges, some of which may include difficulty attaining a job on campus as there are fewer non-work study positions available, challenges with discipline-specific English fluency, family or international emergencies that limit access to financial support, and difficulty acclimating to a new cultural, academic, and social context. Students from various faith, spiritual, and secular identities may have specific needs related to prayer space, dietary restrictions, or programming that encourages religious, spiritual, and secular exploration. The expansion of services, spaces, and resources with regard to student services that have a direct impact on student success, mental health, student retention, and student satisfaction is essential.

COMMUNITY

Develop and sustain meaningful outreach programs and partnerships with our diverse local communities.

Community focuses on expanding key roles in the Office of the Provost, the faculty, Civic Engagement Initiatives, as well as providing necessary budgets for supporting the work of staff designated in these areas of responsibility. In order to develop strong pathways for K-12 students in the local community and first-generation students to attend Chapman, it is important for faculty, staff, and students to engage with our neighboring communities to develop early outreach initiatives and supportive, educational partnerships. Particular emphasis will be placed on engagement with K-12 students in the Orange County communities.

RATIONALE AND INTENDED IMPACT

On-campus programs, off-campus programs, and civic engagement efforts that link Chapman students, staff, and faculty with our diverse local communities are vital to building stronger, more meaningful relationships with our local communities. The Community goal is closely connected to the goals of Curriculum (service learning) and Recruitment. Building stronger relationships with neighbors requires collaborative efforts and relevant art, cultural, performance, and educational activities that are hosted within our local communities as well as those hosted at Chapman.

INSTITUTIONAL PRIORITIZATION

Prioritize the commitment to diversity and inclusion through leadership and action across all levels of the institution.

Leadership, infrastructure, and action are critical to the success of the initiatives in the Strategic Plan. Institutional prioritization focuses on developing necessary infrastructure, awareness, and expertise in crucial areas of the University; developing stronger data collection, strategic planning, analysis, and reporting of key performance indicators regarding campus climate, student success, and demographics; and developing and supporting a wide range of relevant professional development and educational opportunities for campus leaders: administrators, trustees, faculty, students, and staff.

scholarship opportunities, and developing on-line and in person workshops and trainings are essential. A key to providing high quality professional development is the complementary effort to collect and analyze comprehensive data on an on-going basis from all constituents of the campus community. Data and analysis in the form of reports, regular campus "snapshots," and assessment will inform professional development opportunities as well as the work of trustees, administrators, faculty, and staff in goal setting and monitoring of progress. Professional development opportunities for staff must develop simultaneously through Human Resources. The Board of Trustees also plays a role in creating the climate that supports diversity and inclusion efforts, and Trustees should be provided with research, data, and training that delineate ways in which university boards can influence campus culture by creating policies that will promote demographic diversity and foster inclusion.

RATIONALE AND INTENDED IMPACT

Prioritizing diversity and inclusion requires committed leadership and expertise to achieve shared goals. Establishing new infrastructure in various areas of the institution which focus on different facets of culture change will assist with sustaining successful diversity and inclusion efforts. Equipping leaders across all campus units including Trustees, President, Vice Presidents, Provost, Vice Provosts, Deans, and Directors with data, along with training and resources needed to reach those goals, will be essential to the long-term success of our efforts.

Increasing professional development opportunities such as supporting the ongoing efforts and participation of students, staff, and faculty in the Chapman Diversity Project, providing faculty conference and symposia



IX RECOMMENDATIONS

In alignment with the Chapman University Mission Statement, Chapman University Statement on Diversity & Inclusion, and the Chapman University Vision Statement for Diversity & Inclusion, this plan identifies five strategic planning priorities and goals, each supported by several initiatives. The following section provides expanded information on goals and initiatives including rationale and specific actions.

GOAL 1: CURRICULUM

Expand diversity and inclusion in academic curricula and student learning opportunities.

INITIATIVE 1.A

The University will support workshops, guest speakers, curricular innovation, and other activities focused on infusing diversity and inclusion in the classroom; enhance curriculum offerings in subject areas related to diversity; and provide professional development to faculty with respect to areas of diversity listed in the Chapman University Statement on Diversity & Inclusion.

STRATEGIES

- A. Support the Diversity Infusion Program administered by the Vice Provost for Undergraduate Education in collaboration with the Institute for Excellence in Teaching and Learning.
- B. Encourage creative approaches to diversity infusion in the classroom through the continuation of Diversity and Inclusion Education Curricular Innovation Awards. A list of best practices in curricular innovation at Chapman will be developed and drawn from the Diversity and Inclusion Education Curricular Innovation Award applications, then shared with the campus community.
- C. Develop diversity and inclusion professional development programs through the Institute for Excellence in Teaching and Learning in order to better support faculty members through programs, events, and speakers.
- D. Offer co-curricular programming through Student Affairs to students as a means of preventing possible conflicts and misunderstandings around issues of freedom of expression and inclusion. Student Affairs programs designed for this purpose will proactively educate and provide forums for students to discuss the distinctions between the kinds of expressions and behaviors that are protected, and the kinds of expressions or behaviors that are considered harassing and discriminatory.

INITIATIVE 1.B

The University will expand academic service-learning opportunities through the development of classes, community partnerships, and experiences; provide support for faculty supervising service-learning activities; and develop a sustainable infrastructure that facilitates and encourages students to engage in service-learning activities.

STRATEGIES

- A. Create a faculty-led Academic Service Learning office that will be responsible for developing new opportunities and community partnerships that can support General Education Citizenship, Community, and Service experiences. The Director of this office will liaise with Community Based Organizations, Civic Engagement Initiatives in Student Engagement, and work with the Institute for Excellence in Teaching and Learning to develop and implement service-learning curricula and experiences for students. Encourage colleges to identify and provide support for a designated faculty member to be the liaison for the college with regard to service-learning.
- B. Provide faculty with resources, professional development, and support related to academic service learning, as well as expertise in developing service-learning components in and out of the classroom.



INITIATIVE 1.C

Support the development, administrative coordination, and expansion of course offerings in connection with the current minors offered in Women's Studies, LGBTQ Studies, and Disability Studies; and establish a new Latinx and Latin American Studies Minor. Assess the viability of an Asian American Studies Minor and an African American Studies Minor.

STRATEGIES

- A. Provide faculty with resources and support related to coordinating the minors and the faculty who teach in them, offering the courses regularly, developing and making sure the curricula is current, designing events and programs for interested students, and fostering community partnerships in connection with each minor.
- B. Assess the viability of the addition of an Asian American Studies Minor and an African American Studies Minor.

GOAL 2: RECRUITMENT

Strengthen equity and access in recruitment of students, staff, and faculty that compose a diverse and inclusive campus.

INITIATIVE 2.A

Continue to develop a diverse student body in alignment with institutional goals focused on expanding opportunities for local students, first-generation students, and underrepresented students.

STRATEGIES

- A. Expand outreach and recruitment of underrepresented populations in the local community through the Office of Admission. The University will seek to identify students from local school districts in an effort to intentionally direct outreach efforts to them.
- B. Expand early outreach programming efforts through the Office of Admission and design yield activities, or activities where prospective students strengthen their commitment to enrolling, within the local community to support this Recruitment initiative.
- C. Develop art, cultural, and educational programming and events with Chapman's neighboring communities in an effort to expose prospective students and their families to Chapman's campus.

INITIATIVE 2.B

Diversify faculty recruitment at Chapman through intentional outreach to underrepresented faculty of difference and provide peer-to-peer education for current faculty search committees on strategies for diversifying faculty searches.

STRATEGIES

- A. Collaborate with an external consultant on a train-the-trainers program for peer-led faculty workshops focused on diversifying faculty searches. A pool of faculty trainers will be continually developed and trained to assist unit search committees in designing strategies to diversify the candidate pool in faculty searches.
- B. Seek ways to increase the numbers of women and underrepresented minorities serving in the rank of Tenured, Full Professor.
- C. Explore the feasibility of strengthening best practices such as opportunity hiring with support from the Office of the Provost.
- D. Post faculty ads by the Office of Faculty Affairs for all open positions on one to two websites with the focus of reaching underrepresented identities each fall.

INITIATIVE 2.C

Build infrastructure and capacity to expand merit and need based scholarships for students that help to remove socio-economic barriers to accessing a Chapman education.

STRATEGIES

- A. Expand scholarship funds and staff support in the Office of Admission for underrepresented students specializing in support for recruitment and retention of students struggling financially and first-generation students.

INITIATIVE 2.D

Diversify employee recruitment at Chapman through intentional outreach to underrepresented applicants and provide education to hiring supervisors on strategies to diversify searches.

STRATEGIES

- A. Provide one-on-one support for hiring supervisors focused on diversifying staff and administrators.
- B. Develop workshops and trainings for hiring supervisors focused on raising awareness of diversity and inclusion within the hiring process. Provide specific advertising strategies focused on the recruitment of women and underrepresented minority groups.
- C. Seek ways to increase the numbers of women and underrepresented minority groups hired as staff and administrators.

GOAL 3: CLIMATE

Develop and implement programs, services, and spaces that cultivate a welcoming campus climate.

INITIATIVE 3.A

Establish the infrastructure, space, and programming resources for the Cross-Cultural Center.

STRATEGIES

- A. Create a Cross-Cultural Center to serve as a community gathering place for students of all identities. Multiple meeting spaces within the Center will be designed to facilitate the gathering of student groups.
- B. Design and place rotating exhibits in the Cross-Cultural Center that reflect the history and significance of many different cultures, identities, and experiences. These exhibits, visible to all who use the Center, should be designed to help to create awareness and reflection on what it means to be a global citizen.
- C. Develop a Cross-Cultural Center staff that will focus on expanding campus-wide programs and advising and mentorship programs. Example programs may include the Stop the Hate Program, a keynote speaker series, campus-wide diversity summit, ally development workshops, discussion circles, identity-based functions and retreats, leadership development programs, cultural graduation ceremonies, and mentoring programs.
- D. Create an environment within the Cross-Cultural Center that welcomes all students, especially those who commute from off-campus or who may be struggling so that they come to view the Center as a place they can find support and belonging.

INITIATIVE 3.B

The University will expand student services and resources available that support the retention and success of all Chapman students with a particular focus on underrepresented student populations.

STRATEGIES

- A. Assess the effectiveness of, and support the expansion and development of, Disability Services and services available at the Tutoring, Learning & Testing Center, as needed.
- B. Assess the effectiveness of, and support the expansion and development of, Student Psychological Counseling Services, as needed.
- C. Assess the effectiveness of, and support the expansion and development of services and support for, veterans and military affiliates, as needed.
- D. Support and expand resources for students in crisis through the Dean of Students Office with a focus on direct student assistance, emergency meals, and housing, as needed.
- E. Support and expand resources related to cognitive diversity for students by providing increased accessibility to testing services.
- F. Assess the viability of applying for Federal TRiO Programs focused on supporting students from underserved backgrounds, first-generation students, Pell eligible students, and/or veteran students.
- G. Support the development of more non-work study student employment opportunities with Human Resources.

INITIATIVE 3.C

The University will develop and expand infrastructure, services, programs, and resources available for first-generation college students in support of institutional recruitment, retention, and graduation rate goals.

STRATEGIES

- A. Establish a First-Generation Programs Office in order to centralize support services, programs, and resources that promote the success of first-generation students.
- B. Support the expansion and further development of the First-Generation Summer Bridge Program and Promising Futures Program as well as opportunities for first generation students to conduct research, travel to conferences, and access emergency-related support.

INITIATIVE 3.D

Strengthen the campus climate for international students and students with various faith, spiritual, and secular identities in connection with the Chapman University mission focused on global citizenship.

STRATEGIES

- A. Support the Center for Global Education in seeking to expand employment opportunities, emergency financial support, academic and social programs, and ESL tutoring services for international students.
- B. Seek ways to support international students on the Rinker campus in accessing affordable food options, transportation, and housing opportunities in the local area.
- C. Support the Fish Interfaith Center Strategic Plan which includes offering creative academic, social, religious, spiritual, and secular programs available to Chapman students, and seeking to infuse interfaith literacy for all Chapman students.
- D. Support research into greater options for Kosher and Halal food available to Chapman students in collaboration with Sodexo.

INITIATIVE 3.E

Develop systems to take inventory, review, and recommend artwork, quotes, and busts that appear on campus to make sure that the identities and ideologies represented in Chapman's physical spaces are representative of a diverse and inclusive community.

STRATEGIES

- A. Support the Art Acquisitions Committee in enhancing the permanent art collection with an effort to represent a wider range of identities and experiences and increase opportunities for prominently displayed student curated exhibits emphasizing cultural diversity.
- B. Establish a committee to review the artwork, quotes, busts, and ideologies currently represented on campus and develop a list of diverse and inclusive works, ideologies, and artists that would enhance the diversity of identities and ideologies represented in the existing collection. This list would then inform Campus Planning and University Advancement in the decision-making and acquisition processes.

INITIATIVE 3.F

Communicate commitments that have been made to add and alter existing physical spaces and structures for greater inclusion and accessibility in an effort to improve the experience of members of underrepresented communities on Chapman campuses.

STRATEGIES

- A. Assess and update evacuation plans for the University to incorporate planning and training related to evacuation of people with disabilities. Increase the number of evacuation chairs available to people with disabilities on campus.
- B. With the addition of automatic external defibrillators and evacuation chairs in each new building project and renovation, the University will continuously update the interactive campus map in order to provide the campus community the most up to date information about access to these vital resources.
- C. Communicate accessibility modifications as they occur with the campus community including lifts, ramps, and elevators in each new building project and during renovation of existing and historic buildings.
- D. Highlight accessible gender inclusive restrooms, infant changing stations, prayer and meditation spaces, and lactation rooms on the interactive campus map and in communications to the campus community whenever these spaces are added during new building and renovation projects.
- E. Assess online resources to ensure we are complying with ADA accessibility requirements for campus websites and other online resources.

INITIATIVE 3.G

Create and designate existing and future campus spaces to better serve specific underrepresented communities at Chapman.

STRATEGIES

- A. Support Student Affairs in the renovation of the Hashinger lockers in order to provide commuter students access to storage space on campus for books, food, and personal items.
- B. Add a confidential lactation space for nursing parents including refrigeration and sink access on the Orange and Rinker campuses.
- C. Add prayer and meditation space, including a washing station not located within restrooms on the Orange and Rinker campuses.
- D. Support Campus Planning in updating signage to reflect the significance of the passage of the Americans with Disabilities Act in the Bush Conference Center in Beckman Hall. Similarly, look for ways to commemorate the historic Martin Luther King, Jr. speech in Memorial Hall and highlight the historic murals near the Orange Campus area.
- E. Support Campus Planning in their efforts to increase signage indicating accessible pathways, entrances, locations of bathrooms, and lifts.

GOAL 4: COMMUNITY

Develop and sustain meaningful outreach programs and partnerships with our diverse local communities and neighbors.

INITIATIVE 4.A

Support the growth of existing and new community partnerships by creating a framework that will build stronger connections with our diverse local communities and increase awareness and pathways for underrepresented students to seek and access a Chapman education.

STRATEGIES

- A. Support Student Affairs and Student Engagement in the expansion and development of Civic Engagement Initiatives in order to build on the strength of existing programs that support meaningful connections with our diverse local communities and increase awareness and pathways for underrepresented students to access a Chapman education.
- B. Support the Office of the Provost and Office of Admission in the development of community partnerships that will focus on building pathways with local K-12, Community Colleges, and community based organizations focused on expanding awareness of and access to Chapman. Efforts to expand community partnerships will be a collaborative effort with staff in the Office of Admission, Student Affairs, and Chapman academic units to ensure a coordinated and systematic approach to pathway development.
- C. Support the Office of the Provost, the Diversity & Inclusion Office, Musco Center for the Arts, and other units with the planning of major campus events that bring local communities, families, and prospective students to Chapman for large-scale art, cultural, and educational events that will be open to the public (e.g., The Heartbeat of Mexico and World Café performances).
- D. Support the development and expansion of community art, education, and cultural programs at Centro Comunitario de Educación for K-12 students and their families from the local community.
- E. Support Wilkinson College of Arts, Humanities, and Social Sciences in expanding the Orange High School (OHS) Literacies Partnership and OHS Literary Society Collaborative into pathways for OHS students to access Chapman.
- F. Seek ways to open various Chapman facilities to members of the local community in order to make the physical campus more accessible, available, and open.
- G. Support the Office of Alumni Engagement in connecting alumni with new and existing community partnerships as available.

GOAL 5: INSTITUTIONAL PRIORITY

Prioritize the commitment to diversity and inclusion through leadership and action at all levels of the institution.

INITIATIVE 5.A

Develop infrastructure needed to support and expand campus-wide diversity and inclusion efforts by establishing essential positions, plans, and offices that are needed to implement diversity-related initiatives and document institutional progress.

STRATEGIES

- A. Expand support for staff positions that will assist with campus climate assessment; relevant data collection and analysis; and the drafting and distribution of campus-wide reports to support the work of faculty, administrators, and staff.
- B. Expand support for infrastructure in the Office of Diversity & Inclusion, with the Office of the Provost, that will assist with administrative coordination of the Chapman Diversity Project and keeping online resources up-to-date.
- C. Support Strategic Marketing and Communications in developing a strategic plan to enhance communications and messaging related to diversity and inclusion.
- D. Establish responsibilities for cultivating diversity related online content; ensuring inclusivity of marketing materials; working with Panther Productions to develop relevant videos and training college webmasters on inclusive online web-design practices; consulting

- with campus departments about what constitutes diversity-related content; and centralizing diversity and inclusion related messaging from Chapman University to internal and external constituencies.
- E. Cultivate donors through University Advancement to provide financial support to students in crisis and develop student scholarships for housing and meal plan funding.
 - F. Incorporate the Strategic Plan for Diversity & Inclusion into the next Chapman University Strategic Plan.

INITIATIVE 5.B

Equip campus leaders with data on diversity, inclusion, and campus climate in order to identify gaps, make informed decisions, establish priorities, and monitor institutional progress.

STRATEGIES

- A. Acquire assessment tools and support expansion of campus-wide assessment and reporting related to diversity and inclusion in collaboration with the Institutional Research Office.
- B. Create and distribute Diversity Snapshot reports for all units across campus for the purposes of creating awareness, establishing benchmarks, and informing goal-setting efforts.
- C. Develop a Diversity Dashboard to provide information on progress related to institutional diversity and inclusion goals. This dashboard and these data will be integrated with dashboards currently under development with a focus on leveraging data that already exists, and augmenting it where data needs to be developed.

INITIATIVE 5.C

Increase and diversify the professional development opportunities and training for staff, faculty, trustees, and administrators on the Orange and Rinker campuses that assist with the development of greater awareness and skill building related to cultivating an inclusive campus climate.

STRATEGIES

- A. Establish programs and professional development opportunities housed in Human Resources and the Office Diversity & Inclusion, within the Office of the Provost, collaboration with other departments, designed to support the development of relevant campus events, strategic partnership development, continued coordination of the Chapman Diversity Project, and incentivized opportunities for faculty or staff to attend relevant conferences and symposia.
- B. Support the development and design of infrastructure within Human Resources for in-person and online workshops and trainings focused on diversity and inclusion available to trustees, administrators, faculty, and staff.
- C. Support the on going efforts by campus units to provide professional development focused on implicit bias and best practices.

X CAMPUS PROGRESS TOWARD DIVERSITY & INCLUSION

Working toward a diverse and inclusive campus community is a central part of the history of Chapman. The following section provides descriptions of actions taken to meet some of the short-term goals identified by recommendations from the Chapman Diversity Project. Sharing some of the successes and efforts that have been initiated since fall of 2014 at Chapman reflects our shared commitment to continued progress and celebrates some recent successes in improving diversity and inclusion on our campus. While we have made some great strides in a short time, there is much work yet to be done on longer-term goals, initiatives, and strategies for change in relation to diversity and inclusion as a campus community. Work toward greater inclusion is a generative and constantly-evolving process rather than a goal to reach and our efforts must be on-going.

CURRICULUM

- ✓ Diversity and Inclusion Education Curricular Innovation Awards have been established to encourage faculty to infuse diversity and inclusion into current courses, develop new courses, and establish creative new approaches to diversity infusion in the curriculum.
- ✓ HUM 205: Intro to LGBTQ Studies was offered in spring 2015 and will be offered more regularly in order to strengthen the LGBTQ Studies Minor.
- ✓ The Academic Committee of the Board of Trustees now includes diversity as a permanent, standing agenda item for all of its meetings.
- ✓ Faculty groups have been meeting in a cross-college effort as part of the Diversity Infusion Project to enhance their curriculum in areas of diversity and inclusion since 2015.
- ✓ Latinx and Latin American Studies minor has been established to start in the 2017-2018 academic year.

RECRUITMENT

- ✓ The Office of Admission attended the first annual Campus Pride College Fair in October 2015.
- ✓ The Office of Admission added a question related to diversity and inclusion to the student application process.
- ✓ The Office of Admission held the first Diversity Breakfast for prospective students and their families at Preview Day in spring 2016.
- ✓ Establishment of the Don Will Memorial Scholarship fund for students from the Democratic Republic of the Congo.
- ✓ An on-going partnership with an external consultant will train a pool of faculty members to lead dialogues with their peers about diversifying faculty searches.
- ✓ Created a new scholarship program matching grants made by community-based organizations to incoming students for up to \$5,000.

CLIMATE

- ✓ A free laptop borrowing program was established in the Student Union in spring of 2016.
- ✓ A lactation room for nursing parents was established in Wilkinson Hall on the Orange Campus.
- ✓ A new diversity website was established, expanded, and is now continually updated at www.chapman.edu/diversity.
- ✓ Cross-Cultural Engagement and First-Generation Services worked collaboratively with student clubs and campus leaders to plan and hold six cultural graduation celebrations in spring 2016 including First-Generation Graduation Celebration, Latinx Graduation, Asian Pacific Islander Graduation, Lavender Graduation, Students with Disabilities Graduation, and Black Graduation.
- ✓ Campus Initiatives Education Resource Team (CERT) collaborated with the Office of Church Relations and additional campus partners to train 18 staff members and one student to become Stop the Hate trainers, offering workshops by request focused on building awareness about how to diminish and properly report bias incidents and hate crimes with the goal of a safer and more inclusive campus community.
- ✓ First Year Programs in Student Affairs established affinity group socials for the first time in fall 2015 that included commuter students, LGBTQIA+ students, students of color, women, students looking for financial resources, students exploring spirituality, and international students.

- ✓ IDEALS, a longitudinal study on student perspectives and beliefs related to faith, spirituality, and secularism, was initiated by the Fish Interfaith Center and Institutional Research Office, using the first year class in fall 2015 as the first surveyed cohort.
- ✓ International Student Pre-Orientation began in fall 2016.
- ✓ International students can practice English from 4-5pm every Wednesday at Starbucks in Beckman Hall by appointment. Students who are not international students are also welcome.
- ✓ Leatherby Libraries added two additional printers for accessible and free printing available to all students. Increasing campus resources such as printers is particularly supportive of students who may be struggling financially.
- ✓ Locations, photos and descriptions of accessible entrances, lifts, and elevators have been added to the interactive campus map.
- ✓ Locations, photos, and descriptions of gender inclusive bathrooms have been added to the interactive campus map.
- ✓ Maria Contreras (formerly in the Office of Admission) and Rueben Martinez (Presidential Fellow) started the Chapman Latinx Staff & Faculty Forum with support from the Office of the Provost.
- ✓ Plans to renovate Roosevelt, Reeves, and Smith Halls for greater ADA accessibility and earthquake safety have begun.
- ✓ Safe Space Faculty & Staff Workshops have expanded to be offered once a month during the academic year.
- ✓ Student Affairs have continued the "I Am Chapman" campaign.
- ✓ Student Psychological Counseling Services added on-campus psychiatric services for two days per week.
- ✓ Student Psychological Counseling Services in Student Affairs has offered a new counseling group for students called Post Study Abroad: Reverse Culture Shock Group.
- ✓ The Advisory Group on the Status of International Communities has worked with Off-Campus Housing to develop a letter sent to international graduate students at the time of their admittance and deposit to Chapman explaining housing options to better support this community.
- ✓ The Advisory Group on the Status of LGBTQ+ Communities has worked collaboratively with Cross-Cultural Engagement and Diversity & Inclusion to update student, staff, and faculty Chapman Safe Space workshops.
- ✓ The Student Satisfaction Survey now includes the option of non-binary identity for the question of gender.
- ✓ The Student Union has adjusted table heights to be sure they are ADA accessible.
- ✓ Three million dollar gift to Chapman University went toward establishing the Thompson Policy Institute on Disability and Autism.
- ✓ Twelve new automatic external defibrillators and one evacuation chair were installed across campus.
- ✓ Weekly emails focused on diversity and inclusion have started to go out to all students, staff, and faculty at Chapman.
- ✓ A floating holiday for Chapman employees has been established to provide flexibility for employee holiday observances.
- ✓ Human Resources established three online diversity and inclusion related training modules for all employees including The Power of Respectful Language, Uncovering Implicit Bias, and Transition to Respect.
- ✓ Chapman Athletics has begun to provide speakers for its NCAA Educational Programming series around diversity and inclusion which have around 300 student athletes in attendance.
- ✓ The Campus Education and Resource Team (CERT) created a central location online for several policies that benefit a wide range of students, including trans* or gender nonconforming students, available here: <http://www.chapman.edu/students/health-and-safety/title-ix/gender-inclusive-policies.aspx>
- ✓ Residence Life and First Year Experience will now offer the option to live with a person of another gender on the first-year housing application.
- ✓ An Annual Cognitive Diversity Summit will be held by the Cognitive Diversity Project.

COMMUNITY

- ✓ Faculty Forum was held in spring of 2016 focused on increasing community partnerships and pathways in meaningful and sustainable ways.
- ✓ Jack Raubolt, Vice President of Community Relations was hired and he established Neighbors of Chapman website, Neighbor-to-Neighbor newsletters and the Neighborhood Advisory Committee.
- ✓ Several new community partnerships with Santa Ana Unified School District and community-based organizations have been established to increase pathways for underrepresented students to access a Chapman education.
- ✓ New partnerships with Sikhlens and community partners have developed the Fish Interfaith Center Sikh Interfaith Partnership to fund student travel to learn about diversity in relation to various religions and interfaith cooperation.

INSTITUTIONAL PRIORITY

- ✓ Director of Diversity & Inclusion position established within the Office of the Provost.
- ✓ Diversity & Inclusion Student Assistant position established within the Office of the Provost.
- ✓ Established a new statement on diversity and inclusion more closely aligned with university policies and values in spring 2016.
- ✓ The Board of Trustees and Board of Governors have been reflexively looking at diversity and considering ways that they might augment the diversity of the board and donor pool.
- ✓ The Board of Trustees was given survey questions to ascertain perspectives and priorities in relation to diversity and inclusion at Chapman for the first time.
- ✓ The Chapman Diversity Project started to meet in spring 2015 and now encompasses five task forces, eight advisory groups on the status of specific constituencies, a steering committee called the Chapman Diversity Response Committee and over 250 volunteer students, staff, faculty, administrators, trustees, and alumni who meet regularly to advocate for proactive institutional change.
- ✓ Chapman University is now an institutional member of the American Association of Hispanics in Higher Education (AAHHE).
- ✓ Diversity Initiatives has been added as an official item on the ballot for "I'm In" Faculty & Staff Giving rather than a write-in option under "other."
- ✓ Human Resources now includes a question on diversity engagement in the Self-Appraisal Form.
- ✓ Human Resources incorporated information on the importance of diversity to the overall performance in both management and staff Performance Appraisal trainings.
- ✓ The Board of Trustees' Audit Committee receives a report of all Title IX cases.

X CLOSING

This strategic plan for diversity and inclusion proposes significant structural, academic, and service-centered changes related to a strong commitment to diversity and inclusion at Chapman University. Thoughtful implementation, focused tracking of performance indicators, as well as careful prioritization of goals and initiatives will be necessary components of a successful plan. The landscape of varying needs and challenges that may arise will also necessitate attentive evaluation of plan content so that there is room to adapt and adjust timelines, goals, and initiatives that accurately reflect the vision of this plan.

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- | | | |
|---|---|---|
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