

Diversity, Equity, Inclusion: A Roadmap for Best Practices

Chapman University, September 2020

Overview

As part of the vital conversation about diversity at Chapman University, a working group of faculty and staff have drawn upon their expertise to develop a steering document for diversity, equity, and inclusion. Both the national discussion of racism and diversity and the specific concerns that our own students voiced earlier this year resonated deeply with the faculty and staff who have come together to develop this roadmap for our community. This presents an outstanding opportunity to create a cultural shift that will benefit all of us.

We are excited to build upon important recent benchmarks such as the addition of the Africana Studies minor and the hiring of four tenure-track BIPOC faculty this year, which continue the improvements made over the last several years. In October 2013, WASC noted in its report, “quantitative and qualitative data indicate that there are many employees who believe that Chapman University is not a place that values diversity.” Chapman University subsequently created the Office of Diversity and Inclusion in Fall 2014 and developed a strategic plan for diversity and inclusion in Fall 2017 to address WASC’s recommendations “to create pipelines for diverse students” that must be “accompanied by financial, social, and academic support to both attract and retain those students.” Part of that plan was the Chapman Diversity Project; this project established advisory committees and task forces that involved hundreds of faculty, staff, students, alumni, and other community members. The Latinx Minor established in 2016, the Cross-Cultural Center established in 2017, and this year’s addition of Wilkinson College’s fall series “Engaging the World” are further evidence of an ongoing cultural shift at Chapman University.

This roadmap represents a new stage in the university’s efforts and serves as a guide for developing best practices to transform the university’s culture, policies, and practices and begins a new stage of conversation. We look forward to working alongside the new Vice President who will oversee diversity, equity, and inclusion efforts across Chapman’s campuses. As part of the search process, we ask that faculty play a role in ranking the candidates. We recognize the interconnectedness of faculty, students, staff, board members, hosted guests, donors, and vendors in achieving a more inclusive, productive community. As we work together, Chapman University will more fully embody its values and its mission to produce students who are prepared to “lead inquiring, ethical, and productive lives as global citizens.” In addition, the efforts under the new Vice President will position the university as a leader in diversity, equity, and inclusion.

Guiding Principles

The work in recent years related to increasing diversity, equity, and inclusion on our campuses has laid the foundation for a different way of thinking about Chapman University. Guided by these principles of diversity, equity, and inclusion, we can create policies, make decisions, and carry out processes that build a strong university for a changing world. The working group thus draws on the academic literature to define these guiding principles below and describes how these can lead the university to the goals of representation, inclusive policy, access, opportunity, anti-bias and accountability. Achieving this requires that these guiding principles be applied in all decision-making throughout the university.

Such a shift in decision-making is premised on the acknowledgment that no university space, unit, policy, or practice is inherently neutral. Even policies, practices, and spaces that seem neutral or that are designed with good intentions may create disparities and negative effects within the university community. Therefore, no university space, unit, policy, or practice is exempt from or unconnected to diversity, equity, and inclusion. Because “Chapman University 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” (CU Statement on Diversity & Inclusion), this working group of faculty and staff has developed this steering document that is more attentive to areas of faculty work and curriculum (as the purview of the faculty) but that suggests these guiding principles and action items for the university writ large. The Vice President for Diversity & inclusion will need to examine best practices and work with the relevant administrators to apply these to programming and policies of Chapman’s student life, housing and residence life, athletics, Fish Interfaith, university communication and publications, the library, technology, admissions, and other areas.

Because the university strives “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” (CU Statement on Diversity & Inclusion), we call for ongoing action toward a more welcoming, accessible community for BIPOC faculty, students, and staff as a necessary part of the university’s commitment to its mission and vision. While the working group focused its discussion mostly on racism, we recognize the intersectionality of underrepresented identities and protected classes across the educational environment.

We strongly urge the university to adopt the following guiding principles across all university policies, practices, decisions, and spaces based on the following concepts:

Diversity. Diversity is fundamental to building an increasingly vibrant academic community of global citizens and innovators with shared values. The term *diverse* refers not to any individual but to a community, whether that be faculty, students, or staff or to a given unit or the university as a whole. In a university where competencies abound, diversity allows individuals to bring strengths to the work of the team and community as we strive toward excellence together.

Equity. Without equity, exclusion is inevitable. In both faculty affairs and instruction, equal shall not be confused with fair and equitable, so that the equitable distribution of resources and opportunities—both based on needs and to offset existing, often systemic, disparities—must be valued over the equal distribution of such resources and opportunities.

Inclusion. If diversity is a description of who’s in the room or at the table, inclusion is who among the group has belonging, full participation, and influence. Teams and communities are stronger and more productive when all members feel belonging and strength. According to Abigail J. Stewart and Virginia Valian in *An Inclusive Academy: Achieving Diversity and Excellence* (MIT Press, 2018), inclusion presents the institution with two basic questions: “The first is how to overcome the tendency for groups to be homogeneous. The second is how to bring out the best efforts of everyone in the group.”

These guiding principles lead to the following actionable goals, which allow diversity, equity, and inclusion to become realized at Chapman University:

Representation. Because individuals and groups make policies and decisions that create and define institutions, equitable representation and inclusive participation are essential throughout the university structures of administrators, faculty, students, staff, committees and task forces, donors, invited guests, and vendors. Diversity will become an inherent asset of this community when a range of representation and experiential expertise exists, making greater innovation possible.

Inclusive Policy. In *How to Be an Antiracist* (One World, 2019), Ibram X. Kendi defines policy as “written and unwritten laws, rules, procedures, processes, regulations, and guidelines that govern people.” Because policies guide decision-making and practice on both large and small scales, institutional policies at every level shall be regularly questioned and re-designed to achieve inclusive participation and equitable opportunity and access. Institutional policies—from faculty hiring and promotion to classroom materials and pedagogical approaches—cannot be assumed to be inherently neutral or equitable even when they appear on their surface to be impartial. Moreover, when fair implementation of a policy is dependent on the good intentions of individuals working under such a policy, that policy should be questioned.

Access. Equitable access to resources and opportunities is necessary for equitable participation and achievement. Wherever there exists disparity in participation or what can be termed a participation gap, the access gap shall be addressed.

Opportunity. Equitable opportunity is necessary for equitable participation and inclusive achievement. Wherever there exists disparity in success or what can be termed an achievement gap, the opportunity gap shall be addressed.

Anti-Bias. Bias must be recognized both as explicit discrimination and as implicit, often unconscious, attitudes and must be examined and challenged in relation to policies, decisions, curriculum, and individuals across all academic units. A comprehensive commitment to recognizing bias and to using resources and programming so that individuals can contribute to a diverse, equitable, inclusive workplace and learning environment is necessary.

Accountability. The administration, faculty, students, and staff must be accountable for inclusive participation and achievement and afforded opportunities to demonstrate their contribution to diversity in ways that are recognized and rewarded. Organizational units must be reviewed with the goal of building diverse teams. While we acknowledge the good intentions of individual decision-makers, we recognize that good intentions are not enough. As part of accountability for diversity, equity, and inclusion, each unit/office/department will do a regular diversity audit based on best practices and data analysis.

Creating a culture of diversity, equity, and inclusion at Chapman University requires a focus on these shared goals and careful application of lessons from academic and practitioner experts in these fields.

Recruitment and Retention

The appointment of Vice Provost Lawrence Brown to Presidential Advisor on faculty diversity with an initial \$500,000 budget is a welcome recommitment to building a more inclusive faculty. This follows an initiative to shift search committee training sessions to focus on diversity and inclusion. Under the purview of a new Vice President of Diversity and inclusion, this advisory

position and its targeted budget in the Provost's Office mark the potential to build on recent faculty hires of underrepresented populations, including the new co-director for the new Africana Studies program. Faculty recruitment and retention is a complex issue, involving multiple individuals and units. Though individual faculty hires are seemingly based in academic departments where faculty hold their positions, the system of faculty recruitment and retention requires university-wide coordination, support, and policies; oversight by the new Vice President brings expertise specifically in diversity and inclusion work to the challenges of building a more inclusive faculty at Chapman University.

Since inclusion goes hand in hand with academic excellence, building a more diverse and inclusive faculty is a priority. Systemic disparities and the academic pipeline problems, however, present challenges to faculty recruitment and diversity in application pools. The focus should be on full-time faculty who can contribute to the service, mentoring, research, and creative activity necessary to create a diverse, equitable, and inclusive Chapman Experience. Responsibility for meeting these challenges lies with the university, not solely with the applicants in the pool. Common institutional obstacles include long-standing search policies and practices that seem neutral or impartial but increase disparity, confusion over legal parameters of the search process, and an unspoken assumption that creating a diverse applicant pool is hard. Therefore, recruitment should be seen as an active process by everyone involved, including the search committee members, the department or program chair, the dean, the provost, and the Offices of Faculty Affairs and Human Resources.

As part of developing best practices in faculty and staff recruitment and retention, we urge the University to participate in the College and University Professional Association for Human Relations (CUPA-HR) and use this data for annual tracking and assessment. As outlined on the organization's website, CUPA-HR provides "the knowledge, resources, advocacy and connections to achieve organizational and workforce excellence." Among CUPA-HR's four strategic priorities is to "Build and foster a diverse, inclusive community that connects and engages higher ed HR professionals with each other, with other leaders and with the work of the association." The research and analysis resources, along with regular and rigorous data tracking and analysis, will play an important role in making informed, effective decisions about recruitment and retention of both faculty and staff as we build a more diverse, inclusive university.

Diverse Pool of Applicants.

Every search committee shall strive to create a diverse pool of applicants and take actions to ensure such a pool, even if that means delaying campus interviews and hiring to do additional work or postponing the search to adjust approaches to recruit a more diverse applicant pool.

The following are among the practices that support inclusive faculty recruitment:

- The job listing itself should be written in ways that appeal to a diverse candidate pool and specifically designed to appeal to women and people of color through the research description and list of courses to be taught.
- Possible actions of the search committee might also include:
 - Create a diverse search committee.
 - Do additional training on implicit bias.
 - Add an equity advisor to the committee.
 - Request a diversity statement from applicants.
 - Post job listings in outlets that together reach a diverse readership.
 - Reach out to minority-serving institutions and conferences.

- Identify top programs that match job descriptions and connecting with graduate program directors and alumni offices to directly invite talent to apply.
- Consider and recognize the value in alternative academic trajectories that bring traditionally underrepresented groups to specific fields of study and the academy.
- More broadly within each academic unit, faculty can support inclusive faculty recruitment through the following:
 - Update the curriculum to include diversity.
 - Create inclusive programming, including events.
 - Update the website to convey, as accurately as possible the importance of diversity to that unit.
 - Build more expansive professional relationships.

The Office of the Vice President of diversity, equity, and inclusion should collect and review search committee work, including applicant pools, shortlists and finalists, and resulting hires. Tracking faculty hiring and retention will reveal where policies are falling short of achieving goals and where our intentions are not having the effect of supporting our shared institutional values and learning outcomes as an inclusive institution.

Cluster Faculty Hires.

Cluster faculty hires are among the ways universities effectively recruit and retain faculty from underrepresented populations. Cluster faculty hires are designed to counter some of the isolation and overwork that faculty from underrepresented populations are likely to incur at Chapman University.

A Cluster Faculty Hire can be defined as hiring multiple faculty from an underrepresented demographic at the same time. Hiring a group of faculty at all levels with expertise across several areas can be especially effective in creating connections among faculty from underrepresented populations and increasing overall diversity that makes the institution more agile. A cluster faculty hire can serve numerous distinct programs, a particular interdisciplinary program, and/or an institute, center, department or program. The university should be cognizant that building diversity through part-time or contingent faculty positions often replicates disparities, and these faculty typically cannot receive compensation for needed contributions to co-curricular events, advising, involving students in research or creative activity, curricular developments.

Special Hiring Opportunities.

When a faculty retirement is expected, bridge funding allows for early replacement and can be used to increase faculty diversity more quickly.

Spousal hires may make recruitment of faculty from underrepresented groups easier.

Visiting Faculty & Faculty Exchange.

Visiting Faculty and Faculty Exchange programs with other universities is not an adequate substitute for recruiting and retaining tenure-track faculty. However, such programs, including the Presidential Fellow program and post-doc programs at Chapman University, can be an important part of the university's larger goals to create a more inclusive community. Such programs would benefit from establishing connections with HBCUs, tribal colleges and universities, and other institutions that explicitly serve underrepresented populations.

In addition, high-profile visiting researchers, artists, and scholars whose work focuses on diversity and inclusion can supplement faculty recruitment and retention and invigorate the next stage of the conversation about diversity in which everyone at Chapman University engages.

Faculty Retention.

In order to retain a diverse faculty, attention must be paid to examining the best practices for minority faculty success. Chapman should utilize composite mentoring, new faculty launch circles, incoming faculty welcome procedures, an early warning program to identify new faculty who may not feel supported, or other ways to foster diverse faculty members' careers and offer support and guidance. The Vice President of Diversity & Inclusion needs to examine the data and policies to assure equity in *salary & start-up incentives, mentorship, funding for research & creative activity, leadership Opportunities*. This will include expanding library offerings that meet curricular and research needs on diverse topics. Additionally, they should conduct exit interviews with departing faculty to identify remaining ways The Chapman Experience falls short for some faculty, staff, and students while serving others well.

Though staff are hired through a different process, with greater involvement of Human Resources and a wide array of hiring units, recruitment and retention of staff from underrepresented groups is an important part of becoming a more inclusive university. Human Resources must work with the new Vice President and all units to develop recruitment and retention policies and practice that work. Such staff recruitment strategies might include establishing diverse search committees that include an equity advisor, requesting a diversity statement from applicants, posting the job listing in outlets that together reach a diverse readership, and building diverse professional networks. Staff retention efforts might include competitive salary, start-up incentives, active communication during the probationary period, mentorship, leadership opportunities, and exit interviews.

Recruitment and retention of a diverse faculty and staff must go hand in hand with building a diverse student body to meet the goals and fulfill the mission of Chapman University.

Rewards, Tenure/ Promotion and Professional Development

The working group advocates development of a robust system for documentation, recognition, and reward for faculty professional activity in diversity, equity, and inclusion.

Diversity Education & Training.

The working group lauds students who created a diversity training for use in the 2020 orientation and seeks to combine these efforts with faculty and staff professional development by implementing trainings that are designed by experts in diversity, equity, and inclusion that have achieved marked and measurable success using best practices in the field. This suggestion goes well beyond online modules, in order to improve effects on attitudes and behavior. We recommend the development of a comprehensive, ongoing program to ensure that all students, faculty, staff, administrators, and board members understand and put into practice the university's guiding principles for diversity, equity, and inclusion. Because we aim to create an inclusive community throughout the university, orientation-based, single cohort training of students is a starting point. Educational opportunities for diversity, equity, and inclusion must be available for everyone who participates in creating The Chapman Experience and must be tailored to the individual's role at the university. Such diversity education and participatory training should be agile, adaptable, useful, and targeted so that administrators, faculty, students, staff, board members, invited guests, and vendors encounter diversity

initiatives that help them contribute to inclusion in their given roles. The effectiveness of these educational efforts should be tracked and analyzed.

Annual Reports.

As part of this initiative to create an inclusive working and learning environment, we urge adding documentation of diversity work as a standard part of the faculty annual report. In tandem with this change in content of reports, we recommend diversity training for those reviewing the annual reports. In addition, because merit pay is connected to annual reporting, a rigorous analysis of salary, merit increase, and total compensation should be done with regularity on the program, department, college/school, and university levels. This analysis should include looking at teaching load, service, and research and creative activity (already included in annual reports) in relation to diversity activity.

Tenure and Promotion Criteria.

Tenure and promotion criteria should be revised to recognize and reward diversity work. The template for tenure and promotion should include a section/tab for diversity work. Because the Faculty Manual is currently being revised, now is an ideal time for the Faculty Senate to make this change as part of building a more inclusive university. Pomona College is just one near institution that now requires that tenure candidates be "attentive to diversity in the student body"; this change was overwhelmingly approved by the faculty there. In tandem with the change in the Faculty Manual, the tenure and promotion criteria for each academic unit at Chapman University should also be revised to reflect this additional attention to diversity, equity, and inclusion as part of our responsibility as faculty and our work across research and creative activity, teaching, and service. In addition, diversity training for Faculty Review Committees, Chairs, Deans, the Faculty Personnel Committee, and the Provost should be a standard part of the faculty review process.

Leadership Opportunities.

A diversity statement should be required as a standard part of consideration for all appointed leadership positions, including but not limited to assistant/associate dean, chair, and program director. In addition, candidates for elected positions, such as Faculty Senate, should address diversity as part of a required candidate statement. Leaders at all levels and throughout the university, including deans, department chairs, and program directors, should have opportunities to address gaps in their knowledge and experience with diversity, equity, and inclusion. A plan should be developed to ensure that diversity, equity, and inclusion is an area of competence for all leaders in our community.

Student Evaluations.

Because students' evaluations of instructor performance are standard for almost every course and are required documentation in tenure and promotion files, the evaluation form and process must be revised with diversity in mind. Recognizing decades of research on gender and racial bias in teaching evaluations, the working group recommends a revision of evaluations that includes inquiry about diversity and inclusion. In addition, revision of evaluation forms should attend to course content, learning outcomes, and reflection on the student's contribution to the success of the class in addition to the instructor's performance. We also encourage a broader reconsideration of the policies, practices, and goals of evaluation of faculty by students.

Incentives and Rewards.

The working group urges that a plan for incentives and rewards for diversity-related research and creative activity, teaching, and service be developed. Such a plan might involve adding to the existing structure for faculty awards, including a comprehensive award equivalent to the Wang-Fradkin or Scudder awards and a competitive teaching award for developing diversity-oriented courses. Because diversity, equity, and inclusion represent an area of expertise, support for attendance and presentation at diversity-oriented conferences, diversity workshops for curriculum development, diversity leadership training, and other opportunities should be developed as well. We encourage innovative ways of encouraging and supporting long-term investment in diversity and inclusion across all areas of faculty work.

Similar documentation, reward, and policy changes should be established for staff and administrator participation in diversity initiatives. Chapman should examine UCI's "Guidance for Writing an Inclusive Excellence Activities Statement" for a way to explain and introduce diversity, equity, and inclusion criteria into faculty, staff, and administration's annual evaluations. Reward systems involving pay, independent study credit, and internships should be considered for students who hold leadership roles in cultural clubs or demonstrate excellence by building our community in Diversity, Equity and Inclusion efforts.

Curriculum

The working group recommends that the university's curriculum be re-envisioned to position Chapman University for a more diverse student population. Such curricular revision will work especially well in tandem with recruitment and retention of faculty, students, and staff from underrepresented populations. Diversity, equity, and inclusion are areas of expertise in which students must be trained to meet Chapman's mission of developing global citizens. Meeting the goals of representation, access, and opportunity, within the curriculum will also require library and technology resources.

General Education.

The working group recommends both swift revision and long-term re-envisioning of the General Education program so that this curriculum, which is shared across all undergraduate programs, better reflects the university's values, mission, and community and also situates Chapman University well among near, peer, and aspirant institutions. In a GE that consists of a minimum of 45 credits, students in the 21st century deserve and need an opportunity to consider how race and ethnicity intersect with local and global realities of migration, imperialism, trade, health, civil unrest, and war in order to understand and shape the society they inhabit and will inherit. While a number of courses in Chapman University's General Education Program address racial and/or other inequities, not all students choose these options. This addition to our GE provides an opportunity to prepare students for the diverse workforce they enter and an opportunity to participate in local, national, and international conversations. Re-envisioning what constitutes a general education can encourage faculty and students to put into practice guiding principles of diversity, equity, and inclusion as they forge their "inquiring, ethical, and productive lives" throughout their Chapman Experience.

The most pressing revision necessary is a new GE requirement that directly addresses racial and ethnic diversity. This change aligns with many near-peer practices, including the addition of a diversity requirement within the California State University system's GE requirements as well as similar initiatives at Loyola Marymount University, Occidental College, Pomona College,

Santa Clara University, UC Irvine, University of Redlands, USC, and the University of San Diego.

The working group also recommends that the revision of GE extend to a revision of First-Year Foundations to include diversity and connect with the newly implemented first-year diversity training that is now part of first-year orientation activities.

More specifically, as part of a five-year strategic plan and in tandem with the faculty diversity initiative, an overhaul of the GE might include the following:

- Add one 3-credit course that directly addresses racial and ethnic diversity in the GE requirements beginning in AY 2021-2022.
- Expand the Global Studies courses that already exist in the GE to provide additional options for more students.
- Build incentives in tandem with faculty hiring initiatives, such as internal grant seed money for the development of new and revision of existing diversity courses by current and new faculty.
- Develop a GE course in each college/school that addresses racial and ethnic diversity issues specific to that field of inquiry.

Interdisciplinary Minors.

Currently, Chapman offers diversity-related minors that include Latinx and Latin American Studies, Africana Studies, LGBTQ+ Studies, Disability Studies, and Women's Studies. The planned Ethnic Studies minor works synergistically with these other diversity-related programs and contributes to a broad set of opportunities for students. In order for these programs to execute robust educational offerings, Chapman must encourage a clear plan of support for success for the existing interdisciplinary programs and the more recent minors through dedicated faculty lines and operating budgets. In addition, we recommend analysis of these related interdisciplinary minors both individually and as a group in order to build these fields of study and integrate them within general education and all Chapman Colleges/Schools. This will allow Chapman University to position itself more ambitiously among near-peer institutions that offer diversity-oriented majors and minors, including Loyola Marymount; University of San Diego; University of California, Riverside; Pepperdine; University of San Francisco; California State University, Long Beach; and California State University, Polytechnic Pomona.

Major and Minor Programs.

The working group recommends broader analysis of curriculum and expansion of diversity-oriented coursework and/or programming across fields of study. While some fields and disciplines explicitly include issues of diversity, equity, and inclusion among areas of expertise, research, creative activity, and teaching, we recognize that understanding and analyzing the history, policies, and practices of every field involves issues of diversity, equity, and inclusion. We recommend that every major and minor program develop ways to address these issues among faculty, students, and staff and in coursework and co-curricular programming. Such efforts can be fostered and guided by the university's educational and informational training so that no academic program is left out of the conversation and path forward.

As part of strengthening the curriculum of majors and minors, which represent students' chosen areas of expertise, the process for approving new and significantly revised undergraduate and graduate programs should include a program-specific diversity statement and the annual diversity documentation for the academic unit(s) in which the program is housed.

Graduate Programs.

The recommendations for undergraduate programs should be adapted for graduate programs as well so that graduate programs across fields attend to diversity, equity, and inclusion in their curricula. Analysis and revision of graduate programs is particularly important because graduate students do not engage with a General Education program. Ensuring that graduate students across both campuses fully participate in the conversation about diversity in ways relevant to their given field is crucial for building an inclusive university.

Data.

The working group urges regular and rigorous data tracking and analysis with a goal to transparently incorporate data for both diversity and equity in decision-making at all levels and across all areas of the university. CUPA-HR is one key resource to guide such tracking and analysis. Making data accessible improves clarity and communication between diverse groups of stakeholders and decision-makers. Clear presentation of data will help aid in conversations about institutional transparency, discovery, and reflection.

Data tracking and analysis can help us understand as a community where disparities and inequities need to be addressed. Available data, for example, reveals a gap in Black/African American enrollment and graduation rates in comparison to other racial/ethnic groups on campus. More specifically, of the ten colleges/schools offering undergraduate degrees, Black/African American undergraduate enrollment in six is below 2%, and is below 1% in three of those. Importantly for the future, falling birth rates among white and Asian-Americans will lead to reductions in the numbers of college-bound students from these ethnic groups over at least the next twenty years. Effective strategies for enrollment management will need to include growing recruitment and retention of Black and Latinx students as well as full-time faculty and administrators to mentor these students.

While such examples demonstrate the important role that data will play in fostering diversity, equity, and inclusion and securing the university's future, a comprehensive plan is necessary to understand the strengths and opportunities for improvement at all levels and in all units of the university. Because data tracking and analysis is crucial for implementing effective policies, decision makers across the university need access to relevant data about diversity to make sound decisions about all policies and practices.

In order for academic units to analyze diversity and plan for the future, data disseminated widely might be used to make visible and address faculty demographics and disparities in salary, teaching load, service, advising, and support and opportunity for research and creative activity.

The following are some areas for which data tracking and analysis of diversity is needed:

- Tenured and tenure-track faculty in each college/school
- Deans (including Associate and Assistant) in each college/school
- Chairs in each college/school
- Full-time staff/administrators in each college/school
- Senior staff
- Board of Trustees
- Board of Governors

In addition, data involving faculty work can also be analyzed in tandem with analysis of curriculum and student populations. Further, regular and rigorous data tracking and analysis allows for comparison with near, peer, and aspirant institutions to inform our goal-setting and decision-making.

Similar data tracking and analysis should be developed for staff and also for students, so that our community is better understood both as its constituent parts and as a whole. Relevant, useful data on diversity, equity, and inclusion involving students, for example, might include admissions (acceptance and yield rates), student success, support of student research and creative activity, and student housing with a goal of developing best practices for recruiting and retaining a diverse student population. Data tracking and analysis might be used to evaluate the effectiveness of new strategies for student recruitment, retention, and achievement such as admitted student fly-ins, increased funding through diversity scholarships, and offices dedicated to foster community within specific demographics (e.g., an LGBTQIA+ student support office, a Black student support office).

The Physical and Virtual Environment

Effective learning environments enable equitable student access and opportunities to thrive by facilitating engagement and inclusion. A motivating learning environment is culturally as well as physically inclusive, and environmental cues should create a sense of belonging for all its members. Just as equitable representation is essential throughout the university structures of administration, personnel, invited guests, and vendors, it also makes a key contribution to the physical and virtual fabric of a campus. The overall design of a campus's physical and virtual environment and program of events and performances includes countless visual, auditory, and tactile cues that can be either inclusive or uninviting. Everything from classroom and office design, to student housing layout, to online presence, to landscape architecture and art on campus builds a narrative either of welcome and support or of exclusion. Attention to the physical and virtual environment for both campuses, then, is integral to an inclusive learning experience for students, faculty, and staff.

Chapman University is known for its attractive campus (e.g., ranked as the third most beautiful campus in the U.S. by *Newsweek Magazine* in 2012) and has paid great attention to its physical campus and the aesthetic qualities of inside and outdoor spaces. It is a campus with the Escalette Permanent Art Collection displayed in public spaces, outdoor sculpture, the Hilbert Museum of California Art, and several collections housed at the unit level, including Dodge College of Film and Media Arts and the Leatherby Libraries. On a compact campus, Chapman University has created a sensory rich environment of artwork, quotes, busts, music, and other imagery. While the existing physical space represents a range of values, beliefs, and cultures, it has become increasingly apparent that decisions about physical and virtual imagery and spaces must also consider diversity, equity, and inclusion. Attention to representation, inclusive policy, access, opportunity, anti-bias, and accountability in our physical and virtual environments will foster positive human interactions within The Chapman Experience.

In 2015, the Chapman Diversity and Inclusion Project's Physical Space Task Force identified the selection and display of art, symbols, and signage across campus to reflect diverse social identities as one of the top five pressing issues of the campus environment. At that time, the task force identified the following three short-term goals specifically related to art on campus:

- **Rearrangement/relocation of busts.** In an effort to create a more integrated and diverse environment, the task force proposed intentionally rearranging the existing busts to highlight the different representations that are present on campus and symbolize the importance of diversity to the campus. One particularly compelling proposal was to move the Dr. Martin Luther King, Jr. bust from Moulton Hall to Memorial Hall. As an historic and iconic building, this is a more prominent location for Dr. King and would build a connection to the historic speech he gave at Chapman College in December 1961.

- **Identify and promote diversity within art collections and campus buildings.** In response to this, the Director of the Escalette Collection led an effort to identify and catalogue diversity in materials used, artists, and subject matter. As a result, administrators expanded the collection to highlight and promote diversity and inclusion and connected the collection with public and co-curricular programming. This initiative should be expanded to other future and current collections.
- **Student-curated exhibitions.** A formal plan for student-curated exhibitions could emphasize cultural diversity across campus and be prominently displayed (e.g., Leatherby Libraries, Argyos Forum Student Union Gallery, residence halls, Chapman publications and website, etc.). An inclusive Chapman Experience requires that we develop a formal schedule and guidelines for such student-curated exhibits.

The working group recommends additional actions to analyze the university's physical and virtual spaces, and to make changes that will improve diversity, equity, and inclusion:

- Gather and analyze data on the campus's existing physical and virtual environment. Chapman could adapt Stanford University's quantitative and qualitative toolkit to measure how inviting specific campus spaces are to women and students of color.
- Create targets for the measurable improvement of representation on campus. In particular, secure donor funds designated to acquire artwork and offer performances by artists of color.
- Develop a comprehensive, additive strategy to address representation when considering the acquisition of future artwork, including busts and other donations of artwork.
- Strategically build analysis to comprehensively understand campus spaces in relation to the educational journey of students. In order to implement change based on such analysis, staff in areas such as IS&T, Residence Life, and Facilities will need diversity training that includes attention to the environments that individuals in these units maintain.
- Consider a "percent-for-arts" policy to fund the diverse and inclusive environment. Adapting this widespread policy, Chapman would allocate a small percent of building construction or renovation budgets (up to 1%) for the purchase or commissioning of artworks that ensure campus spaces are not just enhanced by art but create inclusive spaces.

Conclusion

By fostering a community dedicated to the guiding principles of diversity, equity, and inclusion, herein defined, Chapman University will meet the needs of a changing student body and rise to the challenges of the cultural, demographic, and academic changes ahead. This roadmap begins a new stage in Chapman University's strategic plan for diversity, equity, and inclusion; substantive improvements to The Chapman Experience can be made by applying these principles to the five substantive areas of this document: recruitment & retention, professional development, curriculum, data, and the physical & virtual environment. We look forward to working with the Vice President of Diversity and Inclusion, the Faculty Senate, and other administrators to implement actions to improve The Chapman Experience by meeting the goals of representation, inclusive policy, access, opportunity, anti-bias, and accountability. While this document is largely focused on faculty and (co-)curricular issues, with which the committee members were most familiar, there are some suggestions for Student Affairs, Admissions, and other areas of campus, which the Vice President of Diversity and Inclusion must have authority. Due to the national conversations around race and ethnicity, this document focuses primarily on that aspect of diversity. However, this working group hopes the institution applies these

principles to other issues, including gender, class, disability, and sexual orientation, to achieve these goals for all populations at Chapman. In doing so, Chapman University can attract foundation and individual donors committed to diversity, equity, and inclusion and may achieve national recognition, such as the INSIGHT into Diversity Higher Education Excellence awards.

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