

## **Diversity, Equity, Inclusion: A Roadmap for Best Practices**

Chapman University, September 2020

As part of the vital conversation about diversity at Chapman University, a working group of faculty and staff drew upon their expertise to develop a steering document for diversity, equity, and inclusion. We build upon important recent benchmarks like the Africana Studies minor and the hiring of four tenure-track BIPOC faculty this year. This document serves as a roadmap for developing best practices to transform the university's culture, policies, and practices. We look forward to working with the new Vice President who will oversee diversity, equity, and inclusion efforts across campuses. As part of the search process for that position, we ask that faculty play a role in ranking the candidates and formally work with the new VP. 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 empower students who are prepared to "lead inquiring, ethical, and productive lives as global citizens." In addition, these efforts will position the university as a leader in diversity, equity, and inclusion.

**Guiding principles.** The working group advocates the development of basic principles of diversity, equity, inclusion, and representation to guide decisions, policies, and practices regarding faculty affairs and instruction by faculty at Chapman University. We strongly urge the university to apply these principles across all university spaces, academic units, student affairs, policies, practices, and decisions. We enact the guiding principles of diversity, equity, and inclusion through the actionable goals of representation, inclusive policy, access, opportunity, anti-bias, and accountability, which are essential parts of the Chapman Experience for all.

**Recruitment and retention.** The appointment of Vice Provost Lawrence Brown to Presidential Advisor on faculty diversity with an initial \$500,000 budget is an important commitment to building a more inclusive faculty. Because inclusion and academic excellence go hand in hand, a more diverse, equitable, and inclusive faculty across ranks and colleges/schools is a high priority. Recruitment and retention must be handled as an active, ongoing process by everyone involved. The working group advocates best practices that include stretch hires, cluster hires, and early and ongoing support for retaining faculty. To build a more inclusive university, recruitment and retention of individuals from underrepresented groups is important across all areas of the university, including students, staff, administrators, board members, donors, hosted guests, and vendors.

**Professional development.** The working group advocates development of a robust system for recognition and reward for professional activity in diversity, equity, and inclusion. As part of this initiative, we urge adding documentation of diversity work as a standard part of the faculty annual report, the university-wide tenure and promotion criteria, and consideration for appointed leadership positions (e.g., dean, chair, program director). Recognizing decades of research on student evaluations, the working group also recommends revision of instructor evaluations. Similar changes to documentation, review, and reward should be established for staff participation in diversity initiatives as well. In addition, the working group lauds the new diversity training for first-year students and recommends 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.

**Curriculum.** The working group urges re-envisioning of the university's curriculum to position Chapman University for a more diverse student population. In tandem with recruitment and retention of faculty and students from underrepresented populations, the working group recommends swift revision 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. Such revision might include a new GE requirement that directly addresses racial and ethnic diversity to align with many near-peer and aspirant institutions' practices, including the addition of a diversity requirement within the California State University system's GE requirements. At Chapman, this change will expand the Global Studies courses that already exist in the GE and may also extend to a revision of First-Year Foundations. Changing these programs will encourage students to forge "inquiring, ethical, and productive lives" throughout their Chapman Experience. The working group lauds the new Africana Studies minor, the Ethnic Studies minor that launches next year, and the Asian American Studies minor in development and encourages a clear plan supporting the success for these programs through dedicated faculty lines and operating budgets. We also recommend broader analysis of curriculum and expansion of diversity-oriented coursework and/or programming across fields of study.

**Data.** The working group urges regular and rigorous data tracking and analysis, including participation in CUPA-HR with a goal to transparently incorporate data for both diversity and equity in decision-making. 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 Chapman colleges/schools offering undergraduate degrees, Black/African American undergraduate enrollment in six is below 2%, and is below 1% in three of those. Falling birth rates among white and Asian-Americans will transform the racial-ethnic makeup of college-bound students 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 faculty and staff to mentor these students. These examples demonstrate the important role that data will play in fostering diversity, equity, and inclusion, as well as securing the university's future. 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.

**The Physical and Virtual Environment.** The working group recognizes that learning environments are not fixed, neutral, or singular. The Chapman Experience should be one in which every individual has equitable opportunities and can thrive. The university's physical and virtual spaces should be welcoming, culturally and physically inclusive, and engaging in ways that support learning. Using data to track and examine the diversity in art exhibitions, art acquisitions, campus busts, invited campus speakers, performances at the Musco Center, honorary degrees, and Presidential fellows will also help guide decisions to create inclusive campus programming for a diverse community. The working group advocates rigorous analysis of physical and virtual spaces by those with diversity expertise in addition to those who manage those spaces.

Over the past few years, more than three hundred faculty participated in the diversity and equity initiative. Since the Faculty Senate closed its diversity and community-related committees, this new working group of faculty and staff has acted quickly to respond to the changes and concerns raised by students this summer. We are excited to build on this momentum to strengthen the Chapman Experience and to ensure that Chapman University becomes a respected voice in the vibrant national conversation about diversity, equity, and inclusion.

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Co Chairs: Lia Halloran (Wilk), Claudine Jaenichen (Wilk), Stephanie Takaragawa (Wilk)

Quaylan Allen (Attallah), Ian Barnard (Wilk), Cris Giannantonio (ASBE), Kris De Pedro (Attallah), Kelli Fuery (Dodge), Grace Fong (Copa), Steve Gjerstad (ASBE), Chris Graycen (Office of VP), Amy Hanson (ASBE), Nam Lee (Dodge), Anna Leahy (Wilk), Lisa Leitz (Wilk), Joanna Levin (Wilk), Lilia Monzo (ACES), Jan Osborn (Wilk), Albert Roberson (HR), Michelle Samura (Attallah), Charissa Threat (Wilk), Justin Riley (SCL), Albert Roberson (HR), Greg Walswick (Wilk), Cathery Yeh (Attallah)