LETTER FROM THE PRESIDENT

We have had a good amount of success expanding our diversity and inclusion initiatives in response to the Strategic Plan for Diversity & Inclusion in year one. In year two, we move into a different phase of development, focused on longer term commitments. This phase will require far more significant resources in order to shift our demographics into alignment with the CU Strategic Plan pillar focused on our changing student profile. As we shift gears into this new phase of growth, we need to redouble our efforts, continue to work towards positive change and allocate the necessary resources to this end.

With gratitude,

Daniele C. Struppa
President

GOAL 1: CURRICULUM

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

Highlights of the past year:

• 13 students from Shanghai Normal University (SNU) joined the incoming ACES Ph.D. in Education program cohort in August 2018 as part of a Chapman-SNU three-year pilot program, the first of its kind at Chapman.
• Latinx & Latin American Studies Minor continues to grow, with the first minor student graduating in 2019.
• At the Fowler School of Engineering, students research accessibility issues and are engaged in developing assistive technology to meet the needs of diverse groups on campus.
**GOAL 2: RECRUITMENT**

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

**Highlights of the past year:**

- Diversifying Faculty Searches training was offered to all faculty serving on search committees and is required every two years.
- In 2019, we welcomed the first scholarship recipients from the Youth Cinema Project and the Orange County Heritage Grants, and expanded the number of Give Something Back Scholarship recipients.
- This year also saw the creation and endowment of the Jayne Taylor Kacer First Generation Scholarship at the Fowler School of Law.

**Degree-Seeking Undergraduate Enrollment by Race/Ethnicity**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian /Alaska Native</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.2%</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>10.3%</td>
<td>10.3%</td>
<td>11.1%</td>
<td>11.7%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>1.3%</td>
<td>1.4%</td>
<td>1.8%</td>
<td>1.7%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>14.3%</td>
<td>14.4%</td>
<td>14.6%</td>
<td>15.1%</td>
<td>15.7%</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>3.9%</td>
<td>4.1%</td>
<td>4.0%</td>
<td>3.9%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>3.0%</td>
<td>4.4%</td>
<td>4.5%</td>
<td>5.7%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>6.0%</td>
<td>6.3%</td>
<td>6.8%</td>
<td>6.9%</td>
<td>7.3%</td>
</tr>
<tr>
<td>White</td>
<td>60.5%</td>
<td>58.4%</td>
<td>56.7%</td>
<td>54.6%</td>
<td>52.8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6211</strong></td>
<td><strong>6281</strong></td>
<td><strong>6338</strong></td>
<td><strong>6740</strong></td>
<td><strong>7026</strong></td>
</tr>
</tbody>
</table>

Source: Chapman Datamart
GOAL 3: CLIMATE
Develop and implement programs, services and spaces that cultivate a welcoming campus climate.

$1.25M spent on diversity and inclusion related campus updates
63.5% agree “Chapman is an institution that values diversity.” — Campus Climate & Work Environment Survey, 2019
324 faculty/staff participants in Diversity & Inclusion Professional Development workshops

GOAL 4: COMMUNITY
Develop and sustain meaningful engagement and partnerships with our diverse local communities and neighbors.

Highlights of the past year:
• Between January and June 2019, the Childhood Language Center in Santa Ana provided no-cost speech language services to 65 families, 70.4% non-Caucasian, 40% with family incomes below $50,000.
• The Argyros School’s Leatherby Center for Entrepreneurship and Business Ethics hosts Girls, Inc., an annual event that helps young girls from underrepresented groups learn vital business and entrepreneurial ideas.
• During the Stanley W. Ekstrom Veterans Mentoring Program’s inaugural year, 16 Chapman University veterans mentored 16 community college students, with a focus on mentoring incoming veterans and dependents using the GI Bill.

GOAL 5: INSTITUTIONAL PRIORITIZATION
Prioritize the commitment to diversity and inclusion through leadership and action at all levels of the institution.

$150K in housing grants to low-income students
Expanded budgetary and human support for First Generation and Veterans Services

CLEO EDGE Award for Greater Equality - Fowler School of Law

For more information about the progress made in year two of the Strategic Plan for Diversity & Inclusion, visit CHAPMAN.EDU/DIVERSITYPROGRESS