This Leadership Profile is intended to provide information about Chapman University and the position of Vice President for Diversity, Equity & Inclusion. It is designed to assist qualified individuals in assessing their interest.
Chapman University is located in the heart of Orange County, California, an exciting and ever-evolving hub of technology, business, and the arts. A nationally ranked, mid-sized private institution with two campuses, Chapman’s mission is to provide personalized education of distinction that produces inquiring, ethical, and productive global citizens. The University embraces an interdisciplinary approach to teaching, learning, performance, scholarship, and research in its undergraduate, graduate, and professional programs.

Originally named Hesperian College, Chapman first opened its doors on March 4, 1861, in Woodland, CA—coordinated to coincide precisely with the inauguration of President Abraham Lincoln. The earliest incarnation of Chapman University was open to all people in the belief that every person should have access to an education. In fact, the University’s first class included women and people of different ethnicities and faiths, proving that the University was ahead of its time. Over its history, Chapman moved down to Los Angeles and, later, Orange County, its home today.

In 2019, Chapman achieved an important milestone: its elevation to R2 status under the Carnegie Classification of Institutions of Higher Education, a recognition of its growth as a research-focused institution. This designation is an acknowledgement of the University’s rigorous research, doctoral, and professional practice degree programs. In addition, after being ranked at the top of U.S. News & World Report’s Best Regional Universities – West list for many years, and at #5 in 2018, Chapman debuted among national institutions at #125 in 2019.

Even before its elevation to an R2 institution, Chapman had gained national recognition for its commitment to excellence through both research and innovative teaching. Chapman attracts high-achieving undergraduate and graduate students from across the United States and internationally, offering the latest
educational and technological resources in its blend of new, state-of-the-art, and historic buildings. Chapman also houses a number of independent research centers and institutes that are engaged in diverse disciplines, ranging from economics and entrepreneurship to human rights and quantum studies.

Students

In the last decade, Chapman has achieved remarkable growth in both size and national prominence, nearly doubling its enrollment. Today, the Orange and Rinker campuses are home to more than 10,000 students (7,656 undergraduate in Orange and 2,345 graduate students) from 49 states, two U.S. territories, and more than 82 countries. The Chapman student experience is a holistic one; in addition to the renowned faculty and academic excellence, there are a variety of co-curricular opportunities that help make the educational journey at Chapman as full as it can be. For example, Chapman is home to 175+ student organizations, Division III intercollegiate athletics, club and intramural athletics, a thriving arts and performing arts community, the Fish Interfaith Center, and more. Our students are thriving with a 90% retention rate, and 18% of our student population is Pell Grant eligible.

Chapman is committed to maintaining and increasing diversity within its student population; today, 20 percent of Chapman students are first generation and almost 50 percent identify as Persons of Color. In addition, Chapman is extremely encouraging and supportive of international students, who comprise approximately 6 percent of the student body.

Faculty, Scholarship and Research

Chapman has over 530 Full-time faculty members, 459 of whom hold doctoral or other terminal degrees appropriate for their fields. The student: faculty ratio is 13:1, and students at Chapman learn directly from distinguished world-class faculty—including Nobel Prize recipients, MacArthur Fellows, National Medal of Science honorees, former U.S. Supreme Court clerks, and Emmy, Grammy, and Academy Award winners. Small classes foster close faculty relationships and promote robust exchange of ideas and innovations that shape global leaders in the arts, sciences, humanities, and beyond.

A hallmark of Chapman is the opportunity for students to conduct research and engage in creative projects in collaboration with their professors. Chapman faculty members are dedicated teacher-scholars who place a high priority on engaging students in their original, real-world research agendas. In the 2019-2020 academic year, Chapman University research expenditures were $19.6M for fiscal year 2019. Faculty members were awarded a total of over $7.5 million in extramural support from organizations such as the National Institutes of Health, National Science Foundation, the Department of Defense, and the Department of Agriculture.
Academics and Financial Model

Chapman University is organized in 11 different schools/colleges, 4 of which have been founded and funded recently, across two campuses (its main campus in Orange, and the Rinker Health Science campus in Irvine):

- Argyros School of Business and Economics
- Donna Ford Attallah College of Educational Studies
- Dodge College of Film and Media Arts
- Crean College of Health and Behavioral Sciences
- Wilkinson College of Arts, Humanities, and Social Sciences
- Dale E. Fowler School of Law
- Dale E. and Sarah Ann Fowler School of Engineering
- College of Performing Arts
- Schmid College of Science and Technology
- School of Pharmacy
- School of Communication

One of Chapman’s strongest assets, and a reflection of its long-term growth goals, is its healthy financial position resulting from careful planning. The budget is approximately $430M annually, 80 percent of which is driven by tuition. To that end, Chapman’s enrollment has doubled in the past decade, and through prudent financial management, the University has not had to make any layoffs during its implementation of COVID-19 preparedness for the 2020-21 academic year (a cost of approximately $110M). Though the University undertook prudent cost-cutting measures as a result of the crisis, its financial strength has allowed it to deliver its commitment to the well-being of faculty, staff, and students.

The endowment is approximately $412M and has been amongst one the fastest-growing university endowments in the country. Chapman’s President has established an immediate goal of growing the endowment to $500M by 2023, and an ultimate goal of reaching $1B by 2028.
Community

Chapman is a collegial and civil community, committed to the common good, diversity, inclusiveness, and community engagement. Chapman is also aspirational, dedicated to the pursuit of excellence and academic distinction. It is an institution that is propelled forward by strong leadership at the helm and by faculty and staff committed to delivering an exceptional educational experience to students.

Location

Chapman’s Southern California location blends the ease of small-city living with access to cultural experiences, internships, and job prospects in one of the world’s most exciting metropolises. The Orange (City of Orange) and Rinker (City of Irvine) campuses are situated in the heart of Orange County. The City of Orange is a mid-sized community known for its historic architecture, perfect weather, and the Orange Plaza Historic District. The City of Irvine is known for its extraordinary public schools, ethnic diversity and safe community. Irvine and Orange are near the beach and a short Metro-train ride to Los Angeles, the second-largest city in the United States.
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 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 a 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.

Continuing 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. The finalized full version of the ‘Diversity, Equity, Inclusion: A Roadmap for Best Practices’ document was reviewed by the Faculty Senate in September 2020. The Roadmap builds upon Chapman’s first Strategic Plan for Diversity & Inclusion (2017 – 2022) with attention focused on the national discussion of racism and the specific concerns Chapman students voiced earlier in 2020. One outcome of this roadmap was the creation of the new Vice President for Diversity, Equity & Inclusion position.
Strategic Diversity Initiatives

Several strategic diversity initiatives have launched over the past few years and are summarized below:

**Strategic Plan for Diversity & Inclusion 2017-2022**

The purpose of this plan is to develop a more diverse curriculum, campus community, and culture of inclusion and belonging that will prepare Chapman students with multicultural skills they will need to be leaders in our global society. The Strategic Plan for Diversity and Inclusion should not be seen as a quick fix to every challenge the institution faces. The plan is, however, evidence of Chapman’s continuing commitment to creating a campus climate that strives for inclusive excellence. The importance placed upon inclusion and belonging 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.

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.

Progress updates for the first two years of the Strategic Plan reflect successes achieved in expanding diversity, inclusion and belonging initiatives and a shift to focus on longer term commitments and additional resources needed to respond to the needs of a changing student profile.

**Chapman Diversity Project**

The Chapman Diversity Project endeavors to bring students, staff, faculty, administrators, alumni, community members, and trustees together for meaningful dialogue focused on developing strategic priorities and recommendations for diversity, inclusion and belonging at Chapman. This initiative began in Fall of 2014 and is sponsored by the Office of the Provost. Members of the 13 different Chapman Diversity Project Advisory Groups, Task Forces and Response Committees—including over 300 volunteers—are guided by best practices and current research while connecting efforts with Chapman structures, staffing and resources.

**Chapman University Statement on Diversity & Inclusion**

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. 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, inclusion and belonging 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.
Governance
The Student Government Association Diversity Affairs Committee addresses issues of diversity and equity affecting the campus. The committee actively seeks the concerns of underrepresented groups on campus and challenges itself to solve those issues.

Diversity Infusion Project
The goals of the Diversity Infusion Project in the coming year are to expand faculty participation and increase an awareness and understanding of how infusing diversity into all courses, regardless of discipline, can positively affect student learning.

Latinx Staff & Faculty Forum
The Chapman Latinx Staff and Faculty forum aims to provide support to Latinx students, staff and faculty by developing connections and building a bridge between students, parents, alumni, community organizations and the Chapman community.

LGBTQIA+ Staff & Faculty Forum
The LGBTQIA+ Staff & Faculty Forum started in Fall 2017 and was developed by staff and faculty members who embrace, celebrate, and support the LGBTQIA+ communities on campus through outreach activities and events.

Black Staff & Faculty Forum
The Chapman University Black Staff & Faculty Forum provides community and support for Black students, staff, and faculty through mutual collaboration with campus partners, alumni, and the greater Chapman and Orange County community.

Syllabi Statements
The Students with Disabilities Policy and Equity & Diversity Statement are required in all course syllabi.

Safe Space Faculty & Staff Workshops
The Faculty & Staff Safe Space Workshop is an educational intervention designed to support all members of the LGBTQIA (lesbian, gay, bisexual, trans*, queer/questioning, intersex, asexual, and all underrepresented sexual, gender, and/or romantic identities) campus community.
CANDIDATE PROFILE

The Vice President for Diversity, Equity, and Inclusion (VP) at Chapman University serves as the University’s chief diversity officer and a member of Senior Staff to provide vision, leadership, and counsel to the President, Provost, and executive leadership in the development and assessment of institutional goals regarding diversity, equity, and inclusion. This is an inaugural position established to build upon the initiatives undertaken over the past few years that were primarily carried out by various committees and working groups. One of the recommendations from last year’s Roadmap was the creation of this senior level position to oversee all DEI initiatives across Chapman’s campuses.

The VP will build and staff the Office of Diversity, Equity and Inclusion at a time when there is tremendous enthusiasm and support for this role.

Primary Responsibilities

The Vice President of Diversity, Equity, and Inclusion will:

- Develop, in collaboration with Senior Staff and other University constituents, a new Strategic Plan for Diversity, Equity, and Inclusion, to include strategies to promote diversity in faculty hiring and professional development, and create an inclusive environment on campus for students, faculty, and staff.
- Create, staff, and lead the Office of Diversity, Equity, and Inclusion.
- Develop and oversee a budget for the Office of Diversity, Equity, and Inclusion that is consistent with institutional goals and constraints, and subject to approval of the Provost, President and Board of Trustees.
- Collaborate with faculty to advance curricular initiatives that promote an environment of diversity and inclusion.
- Partner with the Office of Research to advance diversity-related initiatives in research.
- Cultivate relationships with various community, civic, and professional organizations to foster collaborations that advance diversity initiatives between the University and local communities.
- Contribute critically to the Strategic Marketing and Communication’s response on matters of campus or public controversy related to diversity, inclusion and belonging in ways designed to deescalate tensions.
- Contribute to the work in Human Resources on training and educational programs to build the collective capacities and skills of the campus community related to diversity, equity, inclusion and belonging.
- Collaborate with University leaders to integrate diversity, equity, inclusion and belonging efforts taking place across campus; create a process for ongoing evaluation of institutional structures, policies and procedures related to diversity, equity, and inclusion initiatives; assess diversity and campus climate progress by analyzing and synthesizing data from benchmarks, national surveys, campus climate surveys, and annual reports.
- Assess effectiveness of support services focusing on the needs of diverse student populations; collaborate with the Office of Student Affairs and Dean of Students to foster a welcoming environment that will lead to greater retention and graduation rates.
- Provide an annual report to the President and Provost regarding the status of diversity, equity, and inclusion initiatives, as well as progress towards established goals.
Qualifications

The successful candidate should possess the following qualifications:

• Ph.D. or other terminal degree

• Demonstrated and substantial expertise in promoting diversity, equity, inclusion and belonging in higher education or a comparable sector with a high level of administrative, budget management, and managerial and interpersonal skills

• 10 years of experience in higher education or large corporate/non-profit organization

• Teaching experience in a college or university

• Demonstrated skill in building relationships of trust with various communities and constituencies that comprise the university.

• Excellent interpersonal and communication skills and the ability to inspire and influence others.
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NOMINATION/APPLICATION INFORMATION

Diversified Search has been retained by Chapman University to assist in this search process. Applications, nominations, and further inquiries should be directed to ChapmanVP@divsearch.com.

For best consideration, materials should be received by April 30, 2021.

Chapman University is an equal opportunity employer committed to fostering a diverse and inclusive academic global community. The University is dedicated to enhancing diversity and inclusion in all aspects of recruitment and employment. All qualified applicants will receive consideration for employment without regard to race, color, religion, age, sex, sexual orientation, gender identity, gender expression, national origin, ancestry, citizenship status, physical disability, mental disability, medical condition, military and veteran status, marital status, pregnancy, genetic information or any other characteristic protected by state or federal law. The University is committed to achieving a diverse faculty and staff and encourages members of underrepresented groups to apply.
The material presented in this leadership profile should be relied on for informational purposes only. This material has been copied, compiled, or quoted in part from Chapman University documents and personal interviews and is believed to be reliable. While every effort has been made to ensure the accuracy of this information, the original source documents and factual situations govern.

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