WASC Senior College and University Commission

EDUCATIONAL PROGRAMS

The Diverse Campus: Intersecting Access and Equity across the Student Experience

February 1, 2018

Pitzer College, Claremont, CA

MARK YOUR CALENDARS
2017-2018 EDUCATIONAL WORKSHOPS

WASC Senior College and University Commission is pleased to announce a selection of educational programs for 2017-18. Developed by regional and national experts, they cover topics of vital interest to all higher educational institutions – and particularly to those in the WSCUC region. They are entirely optional, but our hope is that member institutions will find them of service. WSCUC staff will be present at each session to answer any questions related specifically to WSCUC accreditation expectations.

★ **Assessment 101: Meaningful Assessment for Student Learning**
  October 26, 2017. Mills College, Oakland, CA

★ **Analytics for Academics: Producing Actionable Information about Students and Learning to Improve Effectiveness**
  October 27, 2017. Mills College, Oakland, CA

★ **NEW! The Learning Institution: Aligning and Integrating Practices to Support Quality**
  November 15, 2017. University of San Francisco, San Francisco, CA

★ **NEW! Program Review: Comprehensive and Sustainable Approaches for Educational Effectiveness**
  November 16, 2017. University of San Francisco, San Francisco, CA

★ **President/Trustee Retreats**
  December 7, 2017. Woodbury University, Burbank, CA
  December 8, 2017. Mills College, Oakland, CA

★ **NEW! Assignment Design Charrette**
  January 16, 2018. Kellogg West, Pomona, CA

★ **Building a Culture of Quality: A Retreat for Institutional Leaders**
  January 17, 2018. Kellogg West, Pomona, CA

★ **NEW! The Diverse Campus: Intersecting Access and Equity Across the Student Experience**
  February 1, 2018. Pitzer College, Claremont, CA

★ **Assessment 201: Advanced Topics in Assessment**
  February 2, 2018. Pitzer College, Claremont, CA

★ **Assessment 101: Meaningful Assessment for Student Learning**
  May 17, 2018. Chaminade University - Honolulu, Hawai'i

★ **NEW! The Learning Institution: Aligning and Integrating Practices to Support Quality**
  May 18, 2018. Chaminade University - Honolulu, Hawai'i

Check the WSCUC website for details!
https://www.wascsenior.org/seminars

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The Diverse Campus: Intersecting Access and Equity across the Student Experience
Thursday, February 1, 2018, 8:30 am – 4:30 pm
Claremont, CA

WORKSHOP SCHEDULE

8:00 – 8:30   **Arrival, Check-in, Registration**

8:30 – 8:45   **Welcome / Introductions**
                             Facilitated by David Chase

8:45 – 9:45   **Contextual Discussion – Defining Terms and Checking Contexts**
                             Facilitated by Joseph Slowensky

9:45 – 10:00   **Campus Missions, Changing Demographics and Nurturing Diverse Talent**
                             Facilitated by Marguerite Bonous-Hammarth

10:00 – 10:10   Break

10:10 – 11:20   **Seminal and Emerging Theories to Inform Diversity Initiatives, Student Learning,
                             and Organizational Change with Interactive Dialogue**
                             Facilitated by Marguerite Bonous-Hammarth

11:20 – 12:30   **Institutional Contexts, Strategies, and Planning**
                             Facilitated by Joseph Slowensky

12:30 – 1:45   Networking Lunch (Founders Room, located in McConnell Center- #9 on the map)

1:45 – 2:45   **Paradigm Shifting – Participant Role Play and Dialogues**
                             Facilitated by Marguerite Bonous-Hammarth

2:45 – 4:00   **Multiple Dimensions of Diversity**
                             ● **Participant Plans and Reporting**
                             ● **An Alternative Model for Consideration**
                             Facilitated by Joseph Slowensky and Marguerite Bonous-Hammarth

4:00 – 4:30   **What Are You Taking Forward?**
                             Facilitated by Marguerite Bonous-Hammarth and Joseph Slowensky

Pitzer College Campus Map

1. **Edythe & Eli Broad Center**
   Advancement Office
   Classrooms
   Faculty Offices
   Nichols Gallery
   Performance Space
   Pitzer Store
   President's Office
2. **Broad Hall**
   Claremont Infant Study Center
   Classrooms
   Faculty Offices
   Fletcher Jones Intercultural
      & Language Lab
   Memory & Aging Lab
3. **Gold Student Health &
   Wellness Center**
   Gym
   Multipurpose Room
   Pilates Studio
   Ranslow Terrace & Pool
   Shakedown Café
   Student Affairs Staff
   Student Activities Office
   Yoga Studio
4. **Avery Hall**
   Benson Auditorium
   Classrooms
   Faculty Offices
   Institutional Research
5. **Fletcher Hall**
   Classrooms
   Faculty Offices
   Registrar
6. **Scott Hall**
   Career Services
   Community Engagement
      Center
   Dean of Faculty
   Faculty Offices
   Information Technology
   Student Affairs
7. **Bernard Hall**
   Classrooms
   Computer Labs
   Duplicating Services
   Faculty Offices
   Pit-Stop Café
8. **Glass Commencement
   Plaza & Recreation Area**

9. **McConnell Center**
   Art Studios
   Audio Visual Services
   Dining Hall
   Facilities & Campus
      Services
   Financial Aid
   Founders Room
   Human Resources
   Living Room
   Salathé Gallery
   Student Accounts
   Treasurer's Office
10. **Holden Garden**
11. **Mead Hall**
    Center for Asian Pacific
       American Students
       (CAPAS)
    Office of Communications
    Pitzer Archives Office
    Rabbit Hole
    Residential Suites
    Writing Center
12. **Pellissier Mall
    (The Mounds)**
13. **Brant Clock Tower**

14. **Grove House**
    Barbara Hinshaw Gallery
    Bert Meyers Poetry Room
    Grove House Kitchen
    Meeting Rooms
    Outdoor Classroom
15. **East Mesa Parking**
16. **Holden Parking**
17. **Sanborn Parking**
18. **Rodman Arboretum**
19. **Pitzer Hall**
    ⭐ Admission Office
    Residential Rooms
20. **Sanborn Hall**
    Residential Rooms
21. **Atherton Hall**
    Art Faculty Offices
    Art Studios
    Campus Mail Center
    Jumpstart
    Lenzner Family Art Gallery
    Residential Rooms
22. **Green Bike Program**
23. **Founding Faculty
    Amphitheater**

24. **Keck Science Center**
    Classrooms
    Faculty Offices
    Laboratories
25. **Keck Science Center II**
26. **Greenhouse**
27. **West Hall & 2014 Hall**
    Classrooms
    Demonstration Kitchen
    Intercollegiate Media Studies
    Kallick Family Gallery
    Mosbacher/Gartrell Center for
       Media Experimentation &
       Activism
    Pitzer Archive and Conference
       Center
    Residential Rooms
    Study Abroad & International
       Programs
28. **East Hall**
    Residential Rooms
29. **Organic Garden & Chicken
    Coop**
30. **Citrus Grove**
31. **Outback Preserve**

N ↑

Foothill Boulevard

Outback Preserve — 31

Harvey Mudd College

Greenhouse — 26

Platt Blvd.

Broad Center — 1

Brant Field

Clocktower — 13

Bernard Hall — 7

Café

Broad Hall — 2

The Mounds

Scott Hall — 6

Fletcher Hall — 5

Avery Hall — 4

Benson Auditorium

The Mounds

Citrus Grove — 30

Rodman Arboretum — 18

Grove House — 14
Outdoor Classroom

Green Bike Program — 22

Garden & Coop — 29

2014 Hall

Atherton Hall — 21

Academic Courtyard

West Hall — 27

East Hall — 28

Center Courtyard

Amphitheater — 23

N. Sanborn

20

Gold Student Center — 3

Terrace & Pool

Pitzer Hall — 19

Admission ⭐

Mead Hall — 11

E. Sanborn

N. Mills Avenue

Scripps College

Keck Science Center II — 25

Commencement Plaza & Recreation Area — 8

The Mounds

Holden Garden — 10

McConnell Apron

Keck Science Center — 25

Sanborn Parking — 17

McConnell Center — 9

East Mesa Parking — 15

Holden Parking — 16

Pitzer Road

Claremont Boulevard

Ninth Street

Ninth Street

PITZER COLLEGE

The Diverse Campus
Biographies

Facilitators

Marguerite Bonous-Hammarth

Marguerite Bonous-Hammarth is Executive Director for the Office of Inclusive Excellence at the University of California, Irvine (UC Irvine), where she collaborates with faculty, staff, and students to oversee program development and responsive research and assessment for diversity, equity, and campus climate initiatives. Her diverse responsibilities within higher education for more than two decades have ranged from academic curriculum development and implementation, evaluation of student admissions and advising, to training, measurement development, and assessment planning as Director of Assessment, Research, and Evaluation for the UCI Division of Student Affairs. Dr. Bonous-Hammarth also integrates her research interests in college student development and organizational change to frame her collaborative approaches to holistic learning assessment. She holds a Ph.D. in Education from the University of California, Los Angeles, a M.A. in literature from the University of California, San Diego, and a B.A. in English from Stony Brook University. (2007).
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Joe Slowensky

Joe Slowensky is the Vice Provost for Institutional Effectiveness and Faculty Affairs at Chapman University. He supervises the offices of Faculty Affairs, Institutional Research, Diversity and Inclusion, Accreditation and Assessment, and the Institute for Excellence in Teaching and Learning. Before joining the Provost's Office, Slowensky served as Chair of the Film Division in the Lawrence and Kristina Dodge College of Film and Media Arts where he holds his appointment as Professor. A screenwriter and producer, Slowensky has written and produced projects for ABC, the Disney Channel, and CBS. He is an emeritus member of the Writers Guild of America, West, and the Academy of Television Arts and Sciences Writers Peer Group, where he's a voting juror for the prime time Emmy Awards. A native of Houston, Texas, Slowensky received a bachelor's degree from the University of Texas at Austin, and master's degree from the University of Southern California. Slowensky currently leads the Chapman Diversity Project, a 200-member, campus-wide, long-term, volunteer initiative designed to enhance the campus culture for diversity and inclusion.
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WSCUC Representative

David Chase

David Chase is the Associate Vice President, Educational Programs at the WASC Senior College and University Commission. Prior to joining WSCUC in 2017, David was responsible for leading Academic Affairs at the American Film Institute Conservatory in Los Angeles, California, which included the planning, development, and evaluation the Conservatory's academic programs and serving as the Accreditation Liaison Officer. David also held the position of Senior Associate Director of Institutional Effectiveness at the University of the Pacific, where he also served as the Assistant Dean of the Conservatory of Music and taught courses in the Music Management program and in the core seminars of Pacific's General Education program. He earned Bachelor of Music and Master of Arts in Music degrees from Pacific's Conservatory. David has published and presented workshops on assessing student learning and on teaching, learning, and assessment in higher education arts disciplines. He is a graduate of the third class of WSCUC's Assessment Leadership Academy.
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Attendee Directory

The Diverse Campus

Pitzer College, Claremont, CA
February 1, 2018

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Attendee Directory

The Diverse Campus

Pitzer College, Claremont, CA
February 1, 2018

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Welcome / Introductions

David Chase

Equity and Inclusion Policy

PURPOSE OF THE POLICY

WASC Senior College and University Commission (WSCUC) member institutions are expected (Standard 1) to have a clear and explicit sense of their essential values and character, their distinctive elements, and their place in both the higher education community and society, and their contribution to the public good. This includes demonstrating an appropriate response to the increasing diversity in society through its programs and practices. Through their commitment to student learning and success and to quality and improvement, institutions are expected (Standard 4) to engage in sustained, evidence-based, and participatory self-reflection about how effectively they accomplish their purposes and achieve their educational objectives.

Since its 1994 Statement on Diversity was incorporated into the *2001 Handbook of Accreditation,* the Commission has had more than a decade in which to observe the responses to these expectations by member institutions, which have a remarkable diversity of institutional types, missions, and student profiles. That experience has confirmed that issues of diversity, equity, and inclusion are systemic, related to student success and institutional effectiveness in a number of ways.

The goal of this document is two-fold: to update the diversity policy to clarify Commission expectations for institutional reviews and to share principles and good practices that have been observed in member institutions that have successfully advanced their inquiry in these areas.

INTRODUCTION AND GENERAL PRINCIPLES

As institutions of higher education, the purpose of colleges and universities is to deliver an essential public good, namely a high-quality post-secondary education. Institutional commitments to advancing educational excellence and fostering an engaged, civil society are demonstrated in part by policies and practices that help ensure the success of diverse student populations and prepare all students to learn and derive value from the broad representation of colleges and universities that are members of WSCUC.

WSCUC member institutions have valuable assets, including rich programs that are reflective of the goals of the diverse student populations that they serve, that stem from a belief that educated people are engaged "citizens of the world" as well as a commitment to scholarship as a form of expression and expansion of knowledge. Students benefit most from these assets where there is a climate of respect for a diversity of backgrounds, ideas, and perspectives, and where the institution's various constituencies deal honestly and constructively with issues of equity and inclusion. All institutions face a fundamental challenge to create a campus culture where the wisdom and will to build trust among people and groups is widely distributed, and opportunities for enhancing equity, inclusion and community are encouraged and supported. At the same time, there is no expectation that, with the variety of institutions in our region, there will be a uniform approach or response to this challenge. The common goal among member institutions is to realize the potential of their students through higher education.

Given the importance of institutions valuing diversity and fostering inclusion to serve all of their students and the public, thereby truly contributing to the public good, the Commission notes the following principles that underlay its standards and expectations for institutional reviews.

- Commitment to student learning and success requires that institutions actively seek to support the success of all of their students.
- Engagement with historical and contemporary issues of diversity, equity, and inclusion are educational objectives that can be productively incorporated into programs at any level.
- Seeking and valuing multiple dimensions of diversity within its various constituencies strengthens an institution's effectiveness.

EXPECTATIONS FOR INSTITUTIONAL REVIEW AND PRESENTATION

To fully respond to the expectations of the Standards, an institution should be prepared to provide evidence of inquiry and action to address the following questions, especially in the context of seeking initial accreditation or responding to previous Commission recommendations concerning diversity.

Institutional Commitment

- How does the institution define diversity within its mission and purposes with reference to existing students, staff and faculty? What communities does the institution seek to serve? How may changing social demographics affect the way the institution serves its students and the public good?
- How have institutional leaders, particularly governing boards and senior administrators, demonstrated the willingness and capacity to identify and address equity concerns among campus constituents and to help educate the broader community regarding the need for equity and inclusion at their institutions?

Access/Inclusion

- Has the institution identified groups of prospective students who may have been historically underserved by the institution? Has it taken steps and devoted resources to increase access and success for these students?
- How do the institution's decision-making structures and planning processes integrate the perspectives of members from its multiple constituencies, including those who may have been historically underserved?

Support/Success

- How has the institution tracked and analyzed the educational achievement of distinct groups of students and acted to close gaps between groups over time?
- How does the institution identify needs or concerns of distinct groups among its constituencies and provide support consistent with the needs expressed by those groups?

<u>Campus Climate</u>

- Does the institution regularly assess perceptions of campus climate by students, staff and faculty? How are the results shared with the campus community and how do they inform institutional action?
- Does the institution have effective mechanisms for addressing bias-related concerns from members of its community?

<u>Educational Objectives</u>

- Do any curricular or co-curricular programs incorporate student learning outcomes specifically related to the ability to acknowledge and interact productively and respectfully with people of diverse backgrounds and differing perspectives?

GOOD PRACTICES FOR VALUING DIVERSITY AND FOSTERING INCLUSION

Drawing upon the success of its member institutions in engaging with issues of diversity, equity, and inclusion, the Commission shares the following good practices that can be adapted to a diverse spectrum of institutional missions and contexts.

1. *Institutional mission and purpose are reexamined.* Governing boards have an especially important role in this regard. As students, faculty and staff within institutions become more diverse, there is an even greater need to focus on common purposes and to identify core values. Reflection on institutional purpose, which should be at the heart of every self-study, also implies a sober assessment of changing and sometimes conflicting goals.

2. *Institutions seek and nurture diversity within their student bodies, faculty, administrative staff, and governing boards.* In many cases, colleges and universities choose, at their own initiative, to compare their composition to regional, state or national populations as a whole. In other instances, the reference group is the particular constituency, sometimes religious in nature, which the institution intends to serve. In applying its Standards, the Commission respects the institution's own view of its constituency, based upon its unique mission. Each institution, however, analyzes the diversity present in the constituency it chooses to serve, honestly represent that aspect of its mission to prospective students, actively seek to reflect that diversity in its membership, and consider the role of diversity in addressing student needs.

3. *Institutions include an appreciation of diversity as an outcome of instruction appropriate to students' level and goals and consider all forms of diversity as they intentionally and unintentionally affect the educational process.* WSCUC member colleges and universities are diverse in many ways (e.g., the various academic disciplines and fields of professional study as well as the diversity of the community in terms of age, ethnicity, political belief, socioeconomic class, religious faith, gender and sexual orientation, interest in the arts and athletics, regional and national background). Each institution considers how the various forms of diversity can be understood, respected, and valued in the curriculum. Faculty of each institution have primary responsibility to rise to this challenge as they plan curricula, design courses, and teach and advise students.

4. *All students enrolled at the institution have their learning and success supported by*

environments that foster their intellectual and personal development. In particular, institutions seek to achieve a better understanding of the characteristics, interests, aspirations and learning needs of the diverse segments of their student populations. As institutions address challenges faced by students from historically underserved populations, particularly in terms of student learning, support from faculty, the availability of academic support services and the quality of residential life, they consider responses and solutions that benefit all students and are informed by communication and collaboration across units.

5. *Institutions assess their efforts to make equity and inclusion integral to plans for institutional improvement.* Assessment includes well-articulated metrics that measure progress over time, an examination of disaggregated retention and graduation statistics, and the gathering and analysis of comparable data and trends in individual schools and departments as well as for the campus as a whole. Of equal importance is probing beneath the numbers to illuminate individual perceptions and patterns of interaction among the members of various groups. Institutions conduct periodic systematic assessments of how different students, faculty and staff view their experiences on campus (often referred to as studies of campus climate).

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Approved by the Commission, 1994
Revised, November 2017[1]

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[1] Prior to November 2017, this policy was known as the Diversity Policy

We will use Poll Everywhere for a brief poll during this presentation.

At the given time, you will be asked to access your cell phone to:

(1) TEXT ONCE a message (presenter code in this example is "presenterpete") to join the poll <hit SEND>
(2) TEXT A SECOND TIME with the letter corresponding to your poll response <hit SEND>
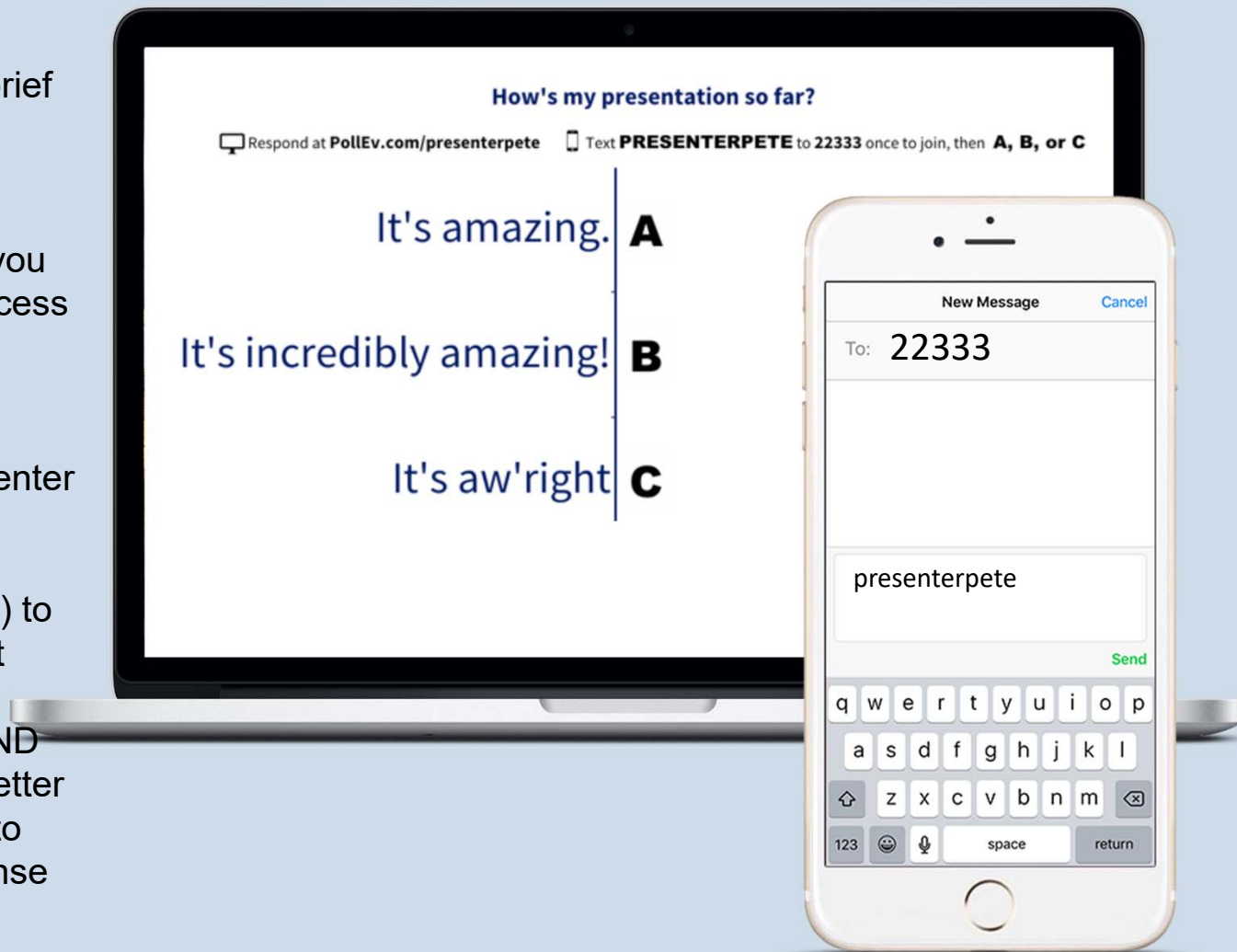
Contextual Discussion: Defining Terms and Checking Contexts

Joseph Slowensky

Contextual Discussion
Defining Terms and Checking Contexts

Joe Slowensky
Vice Provost for Institutional Effectiveness and Faculty
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Professor of Film and Media Arts
Chapman University

Learning Outcome:

Identifies the wide variety of contexts and assumptions about diversity in order to design more effective strategies.

Gen Z

What is your gender?

○ Female
○ Male
○ Transgender
○ Other [_____]
○ Prefer not to say

Gen Z

9. What is Person 1's race? *Mark [X] one or more boxes.*

☐ White
☐ Black, African Am., or Negro
☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.*

☐ Asian Indian   ☐ Japanese   ☐ Native Hawaiian
☐ Chinese   ☐ Korean   ☐ Guamanian or Chamorro
☐ Filipino   ☐ Vietnamese   ☐ Samoan
☐ Other Asian — *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.*   ☐ Other Pacific Islander — *Print race, for example, Fijian, Tongan, and so on.*

☐ Some other race — *Print race.*

Diversity

Assumptions

Historically Underrepresented Populations

In Context:

Terms and Definitions

Diversity & Inclusion

- **<u>Diversity:</u>**

- *Diversity welcomes, values and engages people who are heterogeneous in background, perspective, and experience.*

- **<u>Inclusion:</u>**

- *Inclusion is a state in which all organization members feel welcome and valued for who they are and what they bring to the table.*
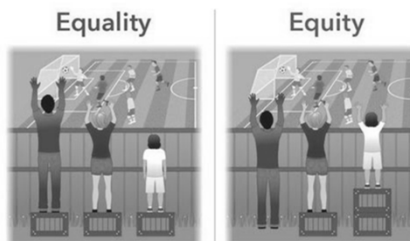
Garden Metaphor

Federally Protected Statuses

Race

Citizenship

National origin or ancestry

Religion or creed

Color

Sex

Age

Veteran status

Genetic information

Physical or mental disability

Equality vs. Equity

Equality	Equity
The assumption is that everyone benefits from the same supports. This is equal treatment.	Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Equality vs. Equity vs. Justice

Equality

The assumption is that everyone benefits from the same supports. This is equal treatment.

Equity

Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice

All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

poverty · illiteracy · lack of access · glass ceiling · implicit bias · microaggressions · racism · sexism · ablism · heterosexim · hate · intolerance · homophobia · language · ignorance

On Campus Contexts

- Students
- Staff**   (internal and contracted vendors)
- Faculty
- Administrators
- Trustees

Off Campus Contexts

- Regional or National Population
- Local Communities
- Colleagues at other institutions
- Alumni
- Donors
- Accrediting agencies
- Federal government (IPEDS, etc.)

Who Am I?

Diversity Dimensions

Privilege/Dominant Group	Identity Category	Target/Subordinated Group
30's to early 50's	1. Age	Younger; older
White; having white skin privilege	2. Race	Person of color; also may be people who identify as biracial/multiracial
Male	3. Biological Sex	Female; intersex
Appearance and behaviors are congruent with the Gender Binary System – either masculine OR feminine	4. Gender Identity & Expression	Transgender; gender variant; gender queer; ambiguous; androgynous; appearance and behaviors non congruent with Gender Binary System
President, Dean, Director, Faculty, Supervisor, Program Coordinator, etc.	5. Hierarchical Level	Provide direct service to students; auxiliary service; students
Heterosexual	6. Sexual Orientation	Lesbian, Gay, Bisexual, Queer, Questioning, Pansexual, and More
Upper class; upper middle class; middle class	7. Class	Working class; living in poverty
Graduate or college degree; private schooling	8. Educational Level	High school degree; public schooling; 1st generation college student
Christian; Protestant; Catholic	9. Religion & Spirituality	Muslim; Jewish; Agnostic; Buddhist; Atheist; Hindu; Mormon; Jehovah Witness; Shinto; Bahai'; and more
U.S. born	10. National Origin	Born in a country other than the U.S.
Temporarily able bodied	11. Ability & Disability	People with a physical, mental, emotional and/or learning disability; People living with AIDS/HIV
Perceived as "American;"western European heritage	12. Ethnicity & Culture	Puerto Rican; Navajo; Mexican; Nigerian; Chinese; Iranian; Russian; Brazilian; Jewish; and more
Fit society's image of attractive, beautiful, handsome, athletic, average size and shape	13. Size & Appearance	Perceived by society as too fat, tall, short, unattractive, not athletic, etc.
Proficient use of the "Queen's English;" use of "proper" English	14. Use of English	Not proficient use of English; perceived to have an "accent" in present location
Legally married in an opposite-sex relationship with access to BOTH state and federal rights	15. Marital Status	Single; divorced; widowed; legally married in a same-sex relationship with state rights; in a domestic partnership; in an unmarried partnership
Parents of children within a 2-parent opposite-sex marriage that provides full state and federal rights to parents and children involved	16. Parental Status	Single parent; do not have children; LGBTQ parents; cannot become a parent; part of 2 parent household who are unmarried or domestic partners
More years on campus	17. Years of Experience	New; little experience on campus
Very athletic	18. Athleticism	Not very athletic
Suburban; valued region of the U.S.	19. Geographic Region	Rural; urban; less valued region of the U.S.
Light skin; European or Caucasian features	20. Skin color, physical characteristics	Darker skin; African, Asian, Aboriginal features
Have two (most often biological) parents who have been present in your life continuously as a parent	21. Family of Origin	Have a single biological parent, have biological parents who have not been present in your life, have adoptive parents, have transracial adoptive parents, have legal guardian(s), emancipated
Never served in the military	22. Veteran or Military Status	Current service member including all military branches, National Guard, ROTC, or veteran

Myths and Misperceptions

We all want diversity, right?

We're all on the same team…

…or are we?

- *If the administration would just get on board, things would be so much better.*

- *If we only had a CDO, they could fix this place.*

- *It's a Republican vs. Democrat thing.*

Realities

- Culture change isn't easy

- It's messy

- It's expensive

- It takes a long time

- The field is always changing

- What are the benefits of diversity?

- What are the benefits of inclusion?

- What is the Return on Investment?

Guidance

WSC *Senior College and University Commission*

Equity and Inclusion Policy

The Garden: An Organismic Metaphor for Distinguishing Inclusion from Diversity

The classic management article, "On the Folly of Rewarding A While Hoping for B,"[1] observed that organizations regularly reward the very behaviors they seek to eliminate. For example, in higher education educators are encouraged to use more technology in their classrooms (A). However, instructors are retained, rewarded, and punished based upon student evaluations (B). As a result, some educators avoid integrating unfamiliar technology into their classrooms because if the implementation fails, it may result in lower student evaluations (which is what is actually being rewarded). Leaders' workplace inclusion efforts may fall into this trap if, in hopes for inclusion (A), they primarily expend (and reward) efforts to diversify (B)—and this can result in wasted resources. When organizational inclusion efforts are successful, they are keenly focused and systematically supported by organization design efforts such as strategic planning, resource allocation, intentional communication, and reward systems.[2]

Introduction

Scholarship and best practices in workplace diversity and inclusion (D&I) have burgeoned recently. Unlike other topics in which scholarship lags practice, organizational "D&I" practices often lag scholarly research. While scholars are increasingly keen on distinguishing these terms, many organizational leaders erroneously interchange the terms diversity and inclusion in their conversations,[3] which obscures the focus, and, therefore, the effectiveness of well-intentioned and well-designed interventions.

Despite their different meanings, many leaders swap the terms diversity and inclusion—often in the same sentence or while trying to define them. An Internet search for the term "inclusion" bears this out. For example, in "The 50 Best Workplaces for Diversity 2016," the first sentence reads "Fortune's annual list of companies in the U.S. doing the most to create inclusive cultures for minorities, LGBT employees, and women."[4] Similarly, Offices of "Diversity and Inclusion" and "Diversity Equity and Inclusion" councils exist in many organizations. The acronyms "D&I" and "DEIC" have come to describe the research, practices, and professionals who engage in both areas: diversity and inclusion.[5] Definitions of inclusion that include diversity, and vice versa, signal that the two concepts cannot be considered exclusively of each other.[6] Scholars seeking to define these terms acknowledge word usage is "slippery" at best.

Two premises undergird this article. The first premise is that diversity and inclusion are not synonyms and, therefore, should be languaged, operationalized, and assessed independently. While practitioners trying to impact one are wise to consider the other, they must resist—at all costs—the internal urge and external pressure to obfuscate the distinction between these two important issues. The second premise is that clarifying how workplace inclusion is experienced by employees will help those leaders who want to create inclusive organizations achieve their goal. After a discussion of the use of metaphor in organizational research, this article offers for consideration the metaphor of "Organizations as Gardens," to clarify the distinction between diversity and inclusion. The piece ends with practical evidence-based advice grounded in the author's decades long research on inclusion, whose penultimate goal is to empower leaders with a set of useful concrete behaviors that create inclusive work environments.

Metaphors and Organizational Theory

Reflecting upon his classic book Images of Organization,[7] renowned management scholar Gareth Morgan[8] asserted that his earlier work's "core thesis…was that all theories of organization (and all social theory in general) have implicit core assumptions about the nature of the social world," (p. 459). By utilizing metaphors, "we generate partial 'truths'—insights that may resonate and produce genuine understanding but if taken literally or to an extreme, are patently distorting and false," (p. 463).

In sum, metaphors help organizational scholars develop theory and practice, but, they are not meant to be taken literally. One of the organizational metaphors that Morgan utilized in his classic book was "Organizations as Organisms," "living system[s], existing in a wider environment on which they depend for the satisfaction of various needs."[9] Scholars using this organismic metaphor commonly assert that the:

> …distinctions and relations among molecules, cells, complex organisms, species, and ecology (sic) are paralleled in those between individuals, groups, organizations, populations (species) of organizations, and their social ecology (sic). In pursuing this line of inquiry, organization theorists have generated many new ideas for understanding how organizations function and the factors that influence their well being (p. 34).

In this same vein, with a purpose of helping readers memorably distinguish diversity from inclusion, the author extends Morgan's popular metaphor of "Organizations as Organisms," offering readers the metaphor of "Organizations as Gardens."

Operating Metaphor: "The organization as garden."

The elements of Morgan's aforementioned organismic metaphor that the present "Organization as Garden" metaphor uses are:

- individuals (intrapersonal and leader behavior aspects)
- groups (interpersonal interactions)
- organizations (as in the culture)
- social ecology (as the organization's external environment of vendors, suppliers, the community, et cetera).

The metaphor of a garden is a tool to aid clear thought and, as a consequence, clear speech regarding diversity and inclusion. Imagine a garden containing various vegetation: fruits, vegetables, flowers, foliage, and trees. All vegetation needs a conducive environment to flourish: a suitable pH, a healthy level of aeration, and sound nutrients. Flourishing gardens are free of parasites and toxic chemicals because these elements are harmful to the garden, its inhabitants, and—in the case of toxic chemicals—the environmental ecology. While all plants need sun, shade, nutrients, soil, water, and care, different plants require different mixtures of these elements to thrive. Some need shade while others need more sun; some need moist soil, others thrive in drier soil. This is the same for people in organizations; while one subset of inclusive behaviors will work with one person, another may most positively respond to another set. Various elements of this metaphor of "Organization as Garden," are applicable to organizational life.

Gardens: These are organized and preconceived places into which vegetation is deliberately planted. Organizations are preconceived places into which employees are hired.

Gardeners: These are humans who design and care for the growing space, plant the seeds and sprouts, prune branches, and monitor, nourish, and reinforce the plants regularly trying to help them thrive and bear fruit. These are formal and informal leaders who design the team environment, and hire, discipline, evaluate, and develop employees, with a goal of eliciting strong performance in service of the organization's goals.

Garden Tools: Gardeners do not ply their trade with their bare hands; they utilize tools such as hoses, rakes, wheelbarrows, and shovels. Leaders in organizations also utilize tools to ply their trade. Organizational design guru, Jay Galbraith[10] recommends that leaders seeking to make forward progress ensure alignment of five organizational design elements: Strategy, Structure, Processes and Lateral Capability, Reward Systems, and People Practices. When leaders align these organizational design tools to create, nurture, and sustain an inclusive environment the garden starts to thrive.

Diversity: This refers to the different vegetation that gardeners plant into the garden. For example, suppose that Garden 1 is primarily a rose garden while Garden 2 contains roses, daffodils, and tulips. Garden 2 is more diverse. Leaders employ individuals who represent a wide variety of identities, genders, experiences, types of expertise, and ways of thinking.[11] (Note: "Diverse" is an adjective that describes a collective, <u>not an individual</u>. Thus, we do not plant a "diverse flower;" rather, we create a diverse garden.)

Organizational Culture: The soil into which gardeners plant vegetation. Some soil is too sandy to allow vegetation to thrive. Other soil is too riddled with fungus to grow. Soil needs certain generic characteristics for any plant to thrive. The sum of organizational processes, strategies, and cultures is robust, with all employees thriving and complementing each other in their collective focus on achieving the organization's goals.

The Ecological Environment: The ecological environment outside of the garden is complex. It includes elements that the gardener cannot control, such as wind, rain, and clouds. The external ecological environment of an organization is similarly complex. It includes various external stakeholder groups (e.g., vendors, suppliers, competitors, and community members), industry regulations, laws, and market forces whose demands must be balanced by leaders.[12] For purposes of the present article, the focus will be on human stakeholders.

Fertilizer: Fertilizer helps to provide nutrients that help plants in a garden grow to their maximum size, life span, and fruitfulness. Inclusive internal and external organizational processes, leadership behaviors, interpersonal interactions, and positive intrapersonal beliefs and assumptions about inclusion serve to fertilize the garden.

"Diversity" is akin to the number of types of vegetation planted. "Organizational culture" is akin to the soil into which the vegetation is planted. "Inclusion" is akin to the fertilizer intentionally applied to the soil to nurture the vegetation. There are four combinations of "diversity" and "inclusion," which are depicted in the 2×2 matrix below.

Table 1:

The "Organization as Garden" Metaphor Applied to Diversity and Inclusion

	Minimally Diverse	Highly Diverse
Highly Inclusive	Garden: *The same types of plants are all thriving together.* Organization: *A similar group of people are all thriving together.*	Garden: *Different types of plants are all thriving together.* Organization: *A diverse group of people are all thriving together.*
Minimally Inclusive	Garden: *The same types of plants are all suffering.* Organization: *A similar group of people are suffering together.*	Garden: *Different types of plants are all suffering, at different rates.* Organization: *A diverse group of people are all suffering in different ways and to different degrees.*

The "Organization as Garden" metaphor shows that diversity and inclusion can exist independently or together in organizations. Now, the discussion shifts to "fertilizer analysis." What exactly is inclusion? Leaders know that it is something to which they should aspire, but few are confident explaining what it means in a concrete and behavioral sense.

What comprises the "fertilizer?" What is "inclusion?"

This question was the impetus behind the author's recently published organizationally-based research with organizational development consultant Josie Lindsay.[13] After amassing roughly 7000 responses from employees and managers in multiple organizations, on multiple continents, in multiple industries, and of virtually every identity group combination possible, Smith and Lindsay attempted to answer one question: What makes people feel included at work?

Their research found that when people experience the manifestation of *Ubuntu*—a Bantu word that labels a central tenet of African philosophy[14] whose premise is that all human beings are interconnected and interdependent—they feel included. *Ubuntu* precedes and goes far beyond Western, more instrumental, individualistic, and organizationally-contained, notions of inclusion. In an individualistic society, the goal is often self-centered: become individually healthier, earn a promotion, make more money, receive individual acclaim. In an *Ubuntic* society, the goal is always other-centered: promote the collective's reputation, success, health, and sustainability.

For example, *Ubuntu* represented the value system that guided former South African President Nelson Mandela as he managed the Truth and Reconciliation Councils. His goal was not to "punish" White South Africans for their practice of apartheid, but, rather to heal the whole nation.[15] This simply could not have been done in a culture for whom *Ubuntu* was a non-culturally-supported norm. While we cannot change our wider society, we can change the cultures of our organizations to be more *Ubuntic*. The authors label their model *Ubuntic* Inclusion[16] because its successful manifestation hinges upon accepting *Ubuntu* as a worthy organizational ideal, which distinguishes it from other more instrumental models of inclusion.

Research Overview

Over a 13-year period the authors[17] were individually and collaboratively engaged in three consulting projects, during which they each sought and received permission from organizational sponsors to anonymously use data they collected during the projects. While in the organizations between 1996 and 2013, they conducted critical incident interviews, focus groups, and electronic open-ended surveys (with the critical incident interview prompt) with a diverse set of organizational stakeholders in three work contexts:

- U.S. and European employees in a U.S.-based global financial conglomerate
- U.S., Canadian, Mexican, and Caribbean employees in a U.S.-based global retailer
- Students, faculty, staff members, and administrators from various identity groups at a medium-sized internationally diverse public university in the U.S.

Using Thematic Analysis to analyze the data and identify themes within the content of stakeholders' recollections of their peak moments of inclusion (and, unfortunately, exclusion) in organizations, the authors' sought and achieved 100 percent Interrater Reliability (IRR). This high level of reliability was sought because of the highly qualitative nature of the analyses. Their analyses

elicited eight themes that described organizational stakeholders' stories of peak inclusive moments. These themes, which repeatedly manifested themselves internally (i.e., leaders and employees) and externally (i.e., suppliers, vendors, customers, community) are listed and defined below.

Dimensions of *Ubuntic* Inclusion

The resulting model of *Ubuntic* Inclusion[18] contains eight themes. Each theme is comprised of several behaviors—enacted by respondents, their peers, and leaders—that impacted how included respondents felt. Those dimensions and behaviors are listed below.

- **Connection**—When individuals experience a sense of bondedness and a sense of community with employees, leaders, peers, and external stakeholders they feel included. Specific behaviors included being connected to a larger purpose, feeling a sense of community, eating together, feeling proud of the organization, feeling connections with leaders and peers, being networked throughout the organization, being connected to one's team, and feeling connected through fun activities.
- **Care**—When stakeholders perceive that other stakeholders value, acknowledge, help, and want the best for them, they feel included. Specific behaviors that made people feel cared about were receiving personal or professional help, leaders taking the time to get to know them, leaders and peers caring what they thought and felt, receiving a "thank you" now and then, and being spoken to.
- **Intrapersonal Inclusion**—This dimension refers to stakeholders' thoughts, self-talk, assumptions, and beliefs about inclusion, whether or not they are included, and whether or not to include others. Some of the behaviors that made people feel most included were expecting inclusion, initiating inclusion themselves, being told that they belong, being flexible, belonging to affinity groups, and being open to inclusion.
- **Communication**—When people participate in and feel in the communication "loop" they feel included. This includes being up to date on formal and informal communication, having open communication channels (upward, downward, and laterally), perceiving transparent communication (especially about career opportunities), receiving feedback, having a "safe space" for communication, and when communication exists in multiple languages.
- **Mentoring and Coaching**—When people have mentors and when people *become* mentors, it makes them feel included. This involves having a diverse set of mentors in one's corner to support, sponsor, and assist one's professional success—and serving formally or informally in this capacity for others with whom one identifies. This also includes getting support for skill development, career development—either formally or informally.
- **Fairness**—When people perceive fairness, they are more likely to feel a sense of inclusion. Fairness refers to organizational stakeholders' experience of equitable treatment by leaders and peers, regarding policy enforcement, opportunities, staffing, compensation, work-life balance, and career development
- **Trust**— This dimension is foundational for creating sustainable inclusion. When stakeholders' trust processes, Human Resources, leaders, leadership decisions, and peers—and, in turn feel trusted by them, they feel included. *(Note: Mistreating one employee metastasizes distrust throughout an organization—negatively impacting the trust of mere observers.)*
- **Visibility and Reward**— When stakeholders are seen and accurately valued by their peers and leaders, and rewarded for dedication and success they feel included. They feel most included when they are recognized among peers, when they can celebrate stellar performance with peers, when they have conquered challenges, are promoted, and when they receive recognition (internally and externally) for their good work.

What can leaders do to increase organizational inclusion?

Sometimes organizational leaders such as managers, Diversity and Inclusion chairpersons, and even Chief Diversity Officers, are overwhelmed by how to foster meaningful and sustainable inclusion in their organizations. The issues facing organizations are complex. The eight dimensions of inclusion that were explained earlier, along with their accompanying behavioral definitions serve to inform leaders who endeavor to start the ongoing process of making their organizations more inclusive…starting tomorrow.

To instill a sense of Connection, consider:

- setting or maintaining rituals of <u>fun</u> with the team (e.g., a NCAA tournament pool).
- finding an opportunity to eat with your team, regularly (e.g., brown bag sessions at lunch).
- reminding employees of the larger team and organizational purpose, and how their contributions help achieve it (e.g., once a month share how the team's work translated in sales, or increased safety, or customer satisfaction).
- bonding with clients, suppliers, customers, and/or vendors through food, fun, and quality time (e.g., expose employees to customer interactions occasionally).

To instill a sense of Care, consider:

- taking advantage of *each* interaction with employees and clients to learn about their thoughts and feelings (e.g., look at the individual and focus only on what he or she is saying, even if you only have 2 minutes).
- speaking to vendors and people in the organization…even strangers (e.g., make it a habit to say hello to your coworkers, even those whom you do not know).
- helping employees and peers whenever you can.

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- sending birthday and family event cards and celebrating major work anniversaries with employees (e.g., get a box of cards and sign them all. Write employee's names on the envelopes. File them by month and celebrate birthdays either at the end of the month (for large organizations) or on the day (for smaller organizations)).
- participating in efforts that benefit the surrounding community (e.g., participate in a clean-up day, or local building project)

To instill a sense of Intrapersonal Inclusion, consider:

- telling employees individually and in a team meeting that you are glad to have them on your team
- telling employees (at different times) why they are valued members of the team. *(Note: Your comments must be honest to be effective.)*
- introducing new team members for the first time and including what they bring to the group

To instill a sense of inclusive Communication, consider:

- creating a weekly communication "to do" list to ensure that you interact with everyone.
- designating an informal communication spot at work…and periodically interacting with employees there.
- listening *non-defensively* to what internal and external stakeholders' input—and then closing the loop by informing employees if you act on their feedback and what ensued.
- seeking the opinions of your direct reports (and external stakeholders).

To instill a sense of inclusive Mentoring and Coaching, consider:

- meeting with employees regularly to determine their learning and development goals and, later, assess their progress; "leaders do not create followers, they create more leaders."[19]
- developing employees and offering them opportunities to shine at internal meetings, expose top performers to outside people at trade shows or take them on site visits.
- encouraging *two-way* peer coaching between newer and more seasoned employees—both having *and* being a mentor creates inclusion.

To instill a sense of Fairness, consider:

- going beyond following fair recruiting, hiring, compensation, and evaluation processes, to being transparent in your adherence to fair standards. Often fairness is not perceived when leadership communication dimension is sparse.
- using transparent evaluation standards for hiring, termination, and promotion.
- making transparent hiring criteria for prospective employees *before* applicant materials are solicited
- telling your team explicitly how newly hired employees' qualifications (particularly younger or those from underrepresented groups) complement and improve the team.
- insisting upon fair marketing, sales, and procurement tactics.

To instill a sense of Trust, consider:

- being wary of making promises. Spend your words like money; be impeccable with your word.[20]
- keeping confidences, and do not betray trust unless mandatory reporting demands it. If that is the case, disclose this to those confiding in you.
- following documented rules and procedures.
- being honest even when it is difficult. When people are uncertain, they quell their discomfort by creating information.

To instill a sense of inclusive Visibility and Reward, consider:

- acknowledging employees' strong performance and unique contributions briefly, but publicly.
- rewarding employees when they conquer and overcome significant challenges or go beyond the call of duty.
- writing a formal to the individual's senior leadership when vendors or suppliers do a superb job.

It bears mentioning that some of the considerations above addressed multiple dimensions of *Ubuntic* Inclusion; this is good. Creating an inclusive environment is not a reductionist effort, it is a holistic one. For example, the suggestion to go beyond merely implementing fair hiring practices to communicating effectively about one's efforts crosses two dimensions: Fairness and Communication. This is a positive thing. When this happens, synergies are experienced across the dimensions and the effectiveness of inclusion efforts increases.

Determining a Diversity vs. an Inclusion Problem

When engaging in organizational interventions, the author uses the following method for distinguishing diversity problems from inclusion problems. First is the assessment of multiple stakeholders' perceived frequencies of experiencing *Ubuntic* Inclusion.[21] Next, a comparison is run between leaders' self-assessments of inclusive behavior and employees' perceptions to identify significant discrepancies between their views. Third, since the measurement collects demographic information, the scores of the inclusion

measures are disaggregated by the identity groups present in the organization. Fourth, these results are statistically analyzed to identify any significant discrepancies between groups' (i.e., leaders vs. individual contributors, and comparative analyses of identity groups) perceptions.

A "diversity problem" is diagnosed if all but certain identity groups feel a high level of inclusion. An "inclusion problem" is diagnosed if all stakeholders (regardless of identity group) report low levels of perceived inclusion. By synthesizing these data, it is possible to determine where an organization is on the 2×2 "Diversity vs. Inclusion" table above. This ability to accurately identify diversity versus inclusion problems supports the goal to educate, empower, and support leaders to focus upon the right thing—diversity, inclusion, or both.

Remember the Garden!

The issue of inclusion is a universal one. As pioneering psychologist Abraham Maslow theorized, all of us have a need for belonging,[22] for feeling included. The author's research in the U.S., Europe, and Central America showed common themes. The need to experience some level of inclusion transcends gender, religion, racioethnicity, socioeconomic status, nationality, and culture. The goal of this article was to inform leaders on how to identify, analyze, and improve workplace diversity and inclusion, enabling leaders to be more well-informed, confident, and decisive in their organizational "gardening."

Each organizational stakeholder is a "gardener" for a particular patch of organizational "land." By better understanding the differences between diversity and inclusion, leaders can more confidently and accurately diagnose organizational issues, engage in dialogue, lead strategic planning efforts, and develop implementation plans.

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- Summaries of the 2015 "The Future of Healthcare Symposium"
- Editor's Note

Privilege/Dominant Group	Identity Category	Target/Subordinated Group
30's to early 50's	1. Age	Younger; older
White; having white skin privilege	2. Race	Person of color; also may be people who identify as biracial/multiracial
Male	3. Biological Sex	Female; intersex
Appearance and behaviors are congruent with the Gender Binary System – either masculine OR feminine	4. Gender Identity & Expression	Transgender; gender variant; gender queer; ambiguous; androgynous; appearance and behaviors non congruent with Gender Binary System
President, Dean, Director, Faculty, Supervisor, Program Coordinator, etc.	5. Hierarchical Level	Provide direct service to students; auxiliary service; students
Heterosexual	6. Sexual Orientation	Lesbian, Gay, Bisexual, Queer, Questioning, Pansexual, and More
Upper class; upper middle class; middle class	7. Class	Working class; living in poverty
Graduate or college degree; private schooling	8. Educational Level	High school degree; public schooling; 1st generation college student
Christian; Protestant; Catholic	9. Religion & Spirituality	Muslim; Jewish; Agnostic; Buddhist; Atheist; Hindu; Mormon; Jehovah Witness; Shinto; Bahai'; and more
U.S. born	10. National Origin	Born in a country other than the U.S.
Temporarily able bodied	11. Ability & Disability	People with a physical, mental, emotional and/or learning disability; People living with AIDS/HIV
Perceived as "American;"western European heritage	12. Ethnicity & Culture	Puerto Rican; Navajo; Mexican; Nigerian; Chinese; Iranian; Russian; Brazilian; Jewish; and more
Fit society's image of attractive, beautiful, handsome, athletic, average size and shape	13. Size & Appearance	Perceived by society as too fat, tall, short, unattractive, not athletic, etc.
Proficient use of the "Queen's English;" use of "proper" English	14. Use of English	Not proficient use of English; perceived to have an "accent" in present location
Legally married in an opposite-sex relationship with access to BOTH state and federal rights	15. Marital Status	Single; divorced; widowed; legally married in a same-sex relationship with state rights; in a domestic partnership; in an unmarried partnership
Parents of children within a 2-parent opposite-sex marriage that provides full state and federal rights to parents and children involved	16. Parental Status	Single parent; do not have children; LGBTQ parents; cannot become a parent; part of 2 parent household who are unmarried or domestic partners
More years on campus	17. Years of Experience	New; little experience on campus
Very athletic	18. Athleticism	Not very athletic
Suburban; valued region of the U.S.	19. Geographic Region	Rural; urban; less valued region of the U.S.
Light skin; European or Caucasian features	20. Skin color, physical characteristics	Darker skin; African, Asian, Aboriginal features
Have two (most often biological) parents who have been present in your life continuously as a parent	21. Family of Origin	Have a single biological parent, have biological parents who have not been present in your life, have adoptive parents, have transracial adoptive parents, have legal guardian(s), emancipated
Never served in the military	22. Veteran or Military Status	Current service member including all military branches, National Guard, ROTC, or veteran

Diversity Dimension Handout
Trainer / Facilitator Notes

<u>Directions</u>

Take a few minutes to circle which column you fall into. In some cases, you may circle identities in both columns for an identity category. This activity is just for you and is yours to reflect on and keep.

<u>Additional Discussion</u>

- When folks have had a chance to fill it out and reflect on the sheet material ~

- Does anyone fall into EVERY category in only ONE column? Inevitably the answer is no (I've never had anyone identify only in privilege or subordinated categories only).

- Everyone has experiences with privilege, and everyone has experiences with subordination. This isn't about us vs. them, this is about everyone.

Trans Term Sheet

Sex	The "biological" equipment/plumbing that you have attached to you, complicated by intersex bodies. Also, a fun verb.
Gender	The ways we dress, act, talk, and generally move through the world that are usually *societally defined by assigned biological sex but don't have to be.*
Ally	A person who does not personally identify as trans/genderqueer but supports and loves those in the trans community.
Being Read	Being perceived, in public or by strangers, in a specific way (i.e.: *I get read as a woman*)
Cluing In	A newer, innovative term used to denote that knowing one's sexual orientation and/or gender identity and expression is an internal process of knowing oneself and deciding who else to share with (as opposed to the idea that you have to come out and tell everyone). This term embraces collectivist communities and the idea that certain identities are more salient at different times than others.
Coming Out	A historical, more traditional term used by queer folks to describe the experience of self-discovery, self-acceptance, openness and honesty about their sexual orientation. Often, this term refers to the decision to share your sexual orientation or gender identity with others.
Constructionism	View that questions perfect coherence between biological, sexual, gender, and sexual orientation; assumes that gender identity and/or sexual orientation can change over time.
Essentialism	View that sexual orientation is fixed, stable, fundamental, and biologically determined.
Gender Dysphoria	A problematic term used by the medical and psychological community to define a condition or discomfort with assigned gender. These words are often used to pathologize the genderqueer and trans communities, in that they are still considered "disorders". To date, a diagnosis of GD is required for hormone therapy and surgeries.
Gender Identity	One's internal sense of being male, female, neither of these, both, or other gender(s). *Everyone has a gender identity, including you.* For transgender people, their sex assigned at birth and their gender identity are not necessarily the same.
Gender Expression	The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc. (typically referred to as masculine or feminine). Many transgender people seek to make their gender expression (how they look) match their gender identity (who they are), rather than their sex assigned at birth. Someone with a gender nonconforming gender expression may or may not be transgender. See **gender role**.
Gender Role	Traditional expectation of how an assigned sex should enact its gender.
Intersectionality	A term developed by sociologists (e.g., Kimberlé Crenshaw) to denote the complexity of an individual's experience based on multiple marginalized identities. Instead of an impact, this term notes the complexity of the interaction between transgender individuals' gender identities and their race, ethnicity, sexual orientation, ability, age, etc.
Nonbinary	Preferred umbrella term for all genders other than female/male or woman/man, used as an adjective (e.g., *Parker is a nonbinary person*). Not all nonbinary people identify as trans and not all trans people identify as nonbinary. Sometimes, nonbinary can be used to describe the aesthetic/expression of a cisgender or transgender person.
Passing	Assimilating, whether chosen or not, for survival or as part of ones identity. (e.g., *He's trans but he passes for a cisgender man*)
Pronouns	Gendered pronouns that we use include *he*, *she*, *him*, and *her*. Some people prefer gender-neutral pronouns, like *ze* and *hir*. It's important to respect a person's choice of pronoun or pronouns, and to use these pronouns appropriately. In general, it's ok to ask someone what pronouns they use.
(going) Stealth	After transitioning, or while successfully passing, when a person chooses to be secret about their gender history in the public sphere.

Adapted from Theo Burnes, Ph.D.

WASC | Senior College and University Commission

EDUCATIONAL PROGRAMS

Campus Missions, Changing Demographics and Nurturing Diverse Talent

Marguerite Bonous-Hammarth

UCI Office of Inclusive Excellence

Campus Missions, Changing Demographics and Nurturing Diverse Talent

Marguerite Bonous-Hammarth, Ph.D.
Executive Director, Office of Inclusive Excellence

WSCUC The Diverse Campus: Intersecting Access and Equity across the Student Experience

February 1, 2018

Expect equity, support diversity, practice inclusion

UCI Office of Inclusive Excellence

Learning Outcomes:

➢ Identify current status and trends associated with student diversity in American higher education

➢ Examine how the relationships between diversity and inclusion are communicated at American colleges and universities

➢ Discuss similar demographic changes and national events that influence current campus practices and diversity efforts

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Higher Education Enrollments

➤ Trends suggest increased structural diversity in higher education – are campuses ready for these changes?

Year	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
1990	79.9%	9.3%	5.8%	4.3%	0.8%
1995	74.7%	10.7%	7.9%	5.8%	1.0%
2000	70.8%	11.7%	9.9%	6.6%	1.0%
2005	68.0%	13.1%	11.1%	6.7%	1.0%
2010	62.6%	15.1%	13.5%	6.3%	1.0%
2015	57.9%	14.8%	16.7%	6.4%	0.8%
2020	55.4%	15.9%	18.3%	6.5%	0.7%
2025	53.3%	15.7%	19.5%	6.8%	0.7%

■ White ■ Black ■ Hispanic ■ Asian/Pacific Islander ■ American Indian/Alaska Native
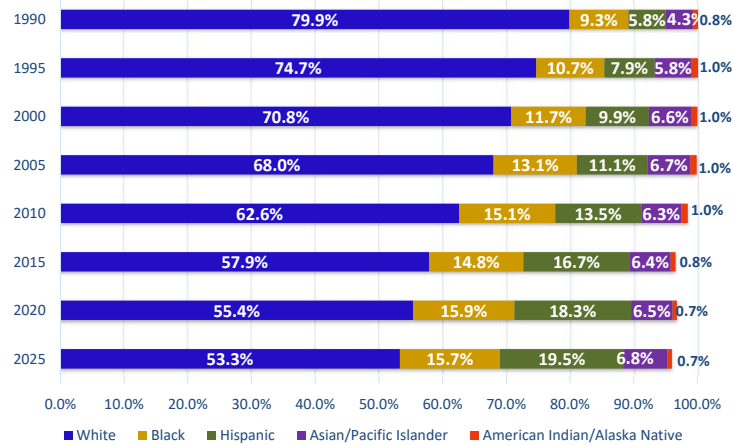
Source: Hussar & Bailey (2017) Projections of Education Statistics to 2024; data projected for years 2015, 2020 and 2025.

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Higher Education Completion

➤ *Six-year baccalaureate completion gaps persist across four-year postsecondary institutions*

%
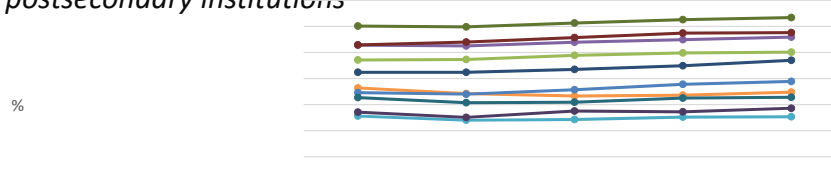
	2000	2002	2004	2006	2008
White men	57.1%	57.3%	58.9%	59.8%	60.1%
White women	62.8%	62.5%	63.9%	64.9%	65.9%
Black men	35.6%	34.0%	34.3%	35.2%	35.3%
Black women	46.4%	44.2%	43.3%	43.6%	44.8%
Hispanic men	44.6%	44.0%	45.7%	47.8%	48.9%
Hispanic women	52.4%	52.4%	53.5%	54.9%	57.0%
Asian men	62.9%	64.0%	65.7%	67.4%	67.6%
Asian women	70.1%	69.8%	71.3%	72.6%	73.4%
American Indian/Alaska Native men	37.1%	35.1%	37.5%	37.2%	38.6%
American Indian/Alaska Native women	42.7%	40.7%	40.9%	42.5%	42.8%

Source: Hussar & Bailey (2017) Projections of Education Statistics to 2024

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UCI Office of
Inclusive Excellence

Commitments to diversity = core approaches to talent development

"…the University of California renews its **commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity***. The University particularly* **acknowledges the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented***."*

- Excerpt from Regents Policy 4400: Policy on University of California Diversity Statement (adopted 2007)

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Commitments to inclusive excellence = core approaches to talent development

"In embracing a diversity of ideas and experiences, liberal education likewise embraces a diversity of people, for **the opportunity to learn with and from diverse peers** *is also a critical element of educational excellence. This* **commitment to diversity and equity in all their forms** *is what we mean by inclusive excellence."*

- Carol Geary Schneider
President Emerita, Association of American Colleges & Universities

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43%

of 804 hate crimes at 2-year and 4-year college campuses in 2014 were the result of "placing others in reasonable fear of bodily harm," motivated by racial, ethnic, religious, sexual orientation, gender, disability or other bias
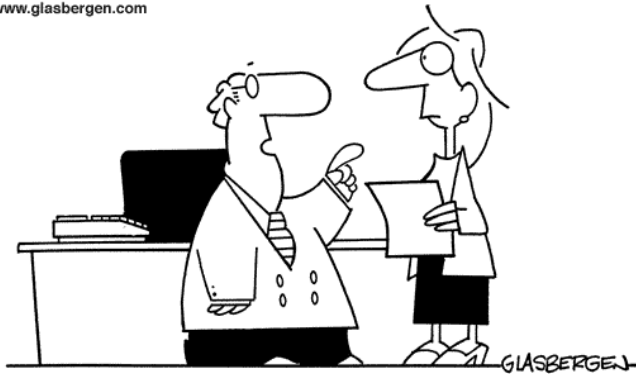
Source: NCES Indicators of School Crime and Safety, 2017

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"The time for action is now." – Carl Sandburg

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UCI *Successful student engagement and positive campus climate requires efforts for <u>continuous improvement</u>*

➤ Re-examine mission and purposes related to diversity
➤ Seek to diversity own student populations and campus members
➤ Include learning outcomes for valuing diversity
➤ Demonstrate institutional practices that promote inclusion, equity and positive campus climate
➤ Demonstrate assessment of these efforts for improvement.

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WASC | Senior College and University Commission | EDUCATIONAL PROGRAMS

Seminal and Emerging Theories to Inform Diversity Initiatives, Student Learning, and Organizational Change with Interactive Dialogue

Marguerite Bonous-Hammarth

Seminal and Emerging Theories to Inform Diversity Initiatives, Student Learning, and Organizational Change with Small Group Dialogue Activity

Marguerite Bonous-Hammarth, Ph.D.
Executive Director, Office of Inclusive Excellence

WSCUC The Diverse Campus: Intersecting Access and Equity across the Student Experience

February 1, 2018

Expect equity, support diversity, practice inclusion

Learning Outcomes:

➤ To identify key theories and scholarship about diversity, student learning, and organizational systems to inform diversity efforts

➤ To discuss tools to support planned change for diversity, equity and inclusion on campus.

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Show of Hands…

How many in this room are involved in some type of research, exploratory or other scholarship related to campus diversity efforts?

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How do we develop the *best practices* to succeed in planned changes on campus?

RESEARCH

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Deep Dives into Scholarship Help Us to…

➢ Understand evidence re: diversity and outcomes (e.g., student engagement)

➢ Identify potential paths for change (e.g., interventions and applied theories)

➢ Assess and demonstrate impacts (e.g., use of key or innovative metrics)

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Three Theoretical Perspectives Informing Inclusive Practice

Diversity & Intergroup Relations – nature of prejudice and bias, impacts on intergroup relations

Learning & Development – college student development, learning theory

Organizations and Social Systems – organizational structures, relationships within environments

Inclusive Practice

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What we know for sure…at this moment

> Cognitive diversity (Page, 2017), structural diversity (Gurin, Dey, Hurtado & Gurin, 2002), and diverse experiences (Bowman, 2010) improve cognitive thinking and openness to learning

> We can unlearn bias and prejudice (Devine, Forscher, Austin & Cox, 2012; Pettigrew & Tropp, 2008)

> Contact vs. interaction have specific conditions attached but suggest the most salient ways to reduce fear of the unfamiliar (MacInnis & Page-Gould, 2015)

PHOTO CREDIT: PAUL DRINKWATER/NBC

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Deeper Dive with Examples

Contact theory –
equality + common goals = positive interactions between diverse groups (Allport, 1954)

Extended Contact Theory –
Positive indirect contact improves perceptions re: diverse others - *The friend of my friend is my friend* (Pettigrew & Tropp, 2008)

Breaking the Prejudice Habit:
Takes effort and motivation, frequent contact, reduced anxiety; recognition of bias (Devine, Forscher, Austin & Cox, 2015)

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Who Do You See?

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Deeper Dive with Examples (cont'd.)

Breaking the Prejudice Habit

Background	Intervention	Results (for intervention participants)
• 38 (control), 53 (intervention) • Non-Black participants • 12 week credit course • Lab setting, use of IAT	• Provided strategies to reduce implicit bias • Strategies included stereotype replacement counter-stereotypic imagining, individuation, perspective taking, and increased contact with diverse others	• Lower IAT scores (implicit bias) • Higher concern over discrimination/empathy • Increased consciousness re: biases

Source: Devine, Forscher, Austin & Cox, 2012

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Activity – Please refer to this section's Handout

Can We Scan Please?

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UCI **Deeper Dive with Examples (cont'd.)**
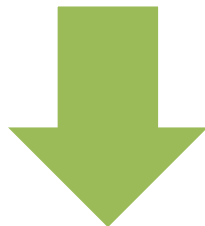
**Intergroup
Interactions**

Direct and observable
between diverse
members; may trigger
flight or fight

Intergroup Contact

Amalgam of quantity and
quality of intergroup
interactions; frequency and
positive interactions aid to
reach a contact threshold
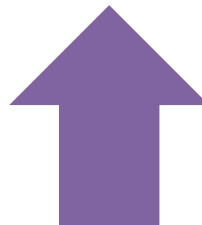
Source: MacInnis & Page-Gould, 2015

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Neuroplasticity –
The brain's ability to reorganize itself by forming new neural connections throughout life. Neuroplasticity allows the neurons (nerve cells) in the brain to compensate for injury and disease and to adjust their activities in response to new situations or to changes in their environment.
- Medical Dictionary
- (www.medicine.net)

A Mind is a Terrible Thing to Waste

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Activities Promoting Attention, Emotional and Cognitive Regulation

ATTENTION

Focused breathing

Focused movement

EMOTION

Body awareness

Reappraisal

Journaling

Exposure

COGNITION

Exploring self

Journaling

Source: Bresciani Ludvik, Evrard, & Goldin, 2016

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Deeper Dive with Examples (cont'd.)

Impacts on Cognitive Skills

➢ 17 studies; 77,029 undergrads

➢ *Diversity IVs* (courses, workshops, interactions)

➢*Outcomes:*

＋ thinking, problem solving skills

Interactions w/racial, ethnic others ＞ other diversity
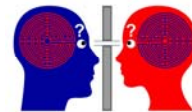
Source: Bowman, 2010

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Deeper Dive with Examples (cont'd.)

Diversity = Better Society?
National CIRP and Local U. of Michigan Longitudinal Studies

(Controls) Backgrounds, parental ed., HS race, 1st yr academics

(IVs) Diverse interactions, classes & events/dialogues

Intellectual engagement

Academic skills (national)

Cultural engagement

Citizenship engagement (national)

Active thinking, perspective taking, life values (local)

Source: Gurin, Dey, Hurtado & Gurin, 2002

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Six Themes of Highly Effective Equity Implementers

Knowledge capacity	Physical capacity
Institutional will to reflect	Connection to operations
leadership	Commitment to improve campus climate

Source: Kezar, Glenn, Lester & Nakamoto, 2008

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How Do We Get There? How Do We Know We've Arrived?

Slide 1

UCI — Office of Inclusive Excellence

A potential framework

Type of Change – content, scope, level and forces

Context for Change – factors, stakeholders, culture

Agency/Leadership – top-down or other, collective

Approach to Change – scientific, evolutionary, political, other

Source: Kezar, 2014

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Slide 2

UCI

Conceptual Frameworks

➢ Deardoff (2011) – process and interventions to enable intercultural skill development/practice
➢ Banta (2002) – assessment steps to ensure use of results
➢ Kezar (2014) – Multifaceted frameworks to consider change components

TYPE — First-order structural change; double-loop learning to embrace creative, robust assessment planning and use

CONTEXT — Social, political, organizational readiness for change

AGENCY — Collective leadership; Learning as key process; Accountable through scheduled milestones; Collective leadership; Learning as key process; Accountable through scheduled

APPROACH — Social cognition – examine mental models; Cultural – extend norms; Political - build common interests

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Diversity Rubric

	EMERGING	DEVELOPING	DEMONSTRATING	MASTERING
PERSPECTIVES OF SELF	Describes own cultural identities from externally-known and/or familiar categories or sources. Shows minimal awareness of own biases or cultural assumptions.	Identifies internal values that inform own cultural identities. Adds internal values to externally-known and/or familiar categories and identity sources. May show unquestioned preference for own cultural identities.	Reflects and identifies areas of change or areas of consistency in cultural identities. Identifies sources for change – e.g., situations, experiences, questions. Comfortable with complex or unbalanced changes across identities.	Recognizes fluidity of own cultural identities. Contrasts individual values and existing norms to question personal assumptions and biases. Identifies plan to consistently reflect on assumptions and biases in daily life.
PERSPECTIVES OF OTHERS	Little to no identification about comparisons across cultural groups for group-level differences. Little to no comparisons within cultural groups for group-level commonalities. Little to no comparison of self cultural identities to cultural groups. Minimal interest to learn about different others	Identifies differences and commonalities in cultural views and histories connected with different others. Shows minimal awareness of biases or cultural assumptions that shape group-level descriptions.	Examines group-level descriptions and characterizations through respectful and affirming questioning or other identified exploration. Identifies experiences that contrasted with previously-accepted cultural assumptions. May or may not shape new understanding of different others.	Uses evidence from dialogues, assignments and campus experiences to reframe group-level assumptions and cultural descriptions. Uses understanding to inform about issues and connections to self (e.g., access, equity and campus opportunities, success). Identifies plans to engage cross-culturally (e.g., roles, frequency and depth) to inform self and social alliances.
PERSPECTIVES OF DIVERSITY ACTIONS AND BROADER SOCIAL CHANGE	Demonstrates recognition of diverse people others as part of campus and global society.	Explains levels of interactions with diverse people on or beyond campus. Identifies how these interactions shape opportunities for self and for others.	Seeks interactions with diverse others for advocacy and other purposes. Examines ways to improve skills to interact across difference.	Participates in and uses skill-building opportunities to interact across difference. Applies skills to advance justice causes at one to multiple levels - personal, group and organizational/community levels.

Identify Activities/Learning Opportunities, Map to Priorities

Outcome	Example Activity	Assessment
Identify identity intersections, commonalities, and differences through student narratives	• Prep on values, strengths, assumptions • Identity Corners activity – discussing, reflecting on multiple identities (racial, ethnic, socio-economic, spiritual, etc.) • Process	• Journal prompts (prep) • Essays to reflect on areas of greatest and least challenges to beliefs re: self/others • Instructor rubric scoring of essays • Collaborative interpretations, plans for use

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How Do We Shift Our Thinking Further?

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Office of
Inclusive Excellence

UCI Practices associated with Inclusive Excellence

Accountability

Responsive Research

Training & Education

Partnerships

Are We There Yet? Assessment
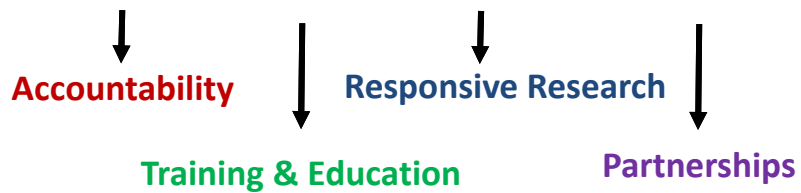
- See Diversity Assessment Logic Model Handout
- Examine alignment between purposes and activities; activity map handout
- Scan partnerships/stakeholders/evidence
- Imbed where possible through routines
- ALWAYS, ALWAYS use results to improve!

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Student Outcomes through Diverse Faculty
(M. Bonous-Hammarth, mbonoush@uci.edu)

Inputs	Activities	Outputs	Impacts
OIE Team/UCI Resources	Enhance through existing – Equity Advisors	Visible leadership commitment (FTE, other)	Bias-free recruitment
Deans, Chairs, Equity Advisors	Enact new approaches - Evidence-based recruiting	Broadened faculty recruitment networks	Increased structural diversity
UC Postdoctoral Scholars and Faculty Mentors	Incentivize mentoring for retention (faculty & students)	Increased use of best practices	Integrated diversity and teaching scholarship

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Activity and Assessment Mapping
(M. Bonous-Hammarth, mbonoush@uci.edu)

Metrics	Enhancing Accountability (diversity)	Expanding Recruit Networks (diversity)	Diversity Statement Communications (equity)	Incentivize Mentoring (equity & inclusion)	Writing Grps (inclusion)
Leadership participation – funding change	X				X
Y-T-D % changes recruitment pools, sources		X	X		
Process reflections		X	X		
Counts of scholarship and awards participation	X		X	X	X
Comparisons to availability pools	X	X	X		

Taking the Pulse: Please respond

Based on the information shared in sessions so far, I am <u>most motivated</u> to include the following to inform my diversity efforts on my campus:

A. Assess the current context shaping diversity efforts
B. Evaluate direct connections between strategic plans and campus mission
C. Explore impacts of changing campus demographics
D. Pilot relevant scholarship to frame planned changes
E. Something else

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HANDOUT – Seminal and Emerging Theories to Inform Diversity Initiatives, Student Learning, and Organizational Change with Small Group Dialogue Activity

Scan We Please?

Let us take a scan of our institutional contexts, bringing some research ideas into practice.

<u>Please Consider</u>:

Patricia Devine and her colleagues identified five strategies for bias reduction that include:
- ***Stereotype replacement*** – identifying and changing stereotyped responses to unbiased ones.
- ***Counter-stereotypic imaging*** – envisioning positive cultural representatives
- ***Individuation*** – using personal rather than group-based understanding
- ***Perspective taking*** – adopting perspectives of diverse others
- ***Increasing opportunities for contact*** – engaging w/out-groups.

David Gooblar suggests that we may often need to take some unconventional and controversial approaches in order to limit prejudice that stems from our own implicit biases.   One such hotly debated practice was recommended by Kevin Gannon: "stacking" or giving preference in the response queue to underrepresented students to ensure their inclusion in classroom dialogues.

Now, please think about your own institutions and institutional practices. Please pair and share with a table partner or group for the next ten minutes to perform a brief equity and institutional scan – thinking about how students are experiencing the cultural learning spaces on your campus and how diverse student groups are accessing engagement experiences. Please discuss the following questions. I will ask for a few volunteers to share some issues and ideas.

1. What institutional practices appear to generate the biggest inequities or gaps in inclusion for your organization?

2. What unconventional practices may be helpful to address them?

3. What influenced your suggestions?

<u>For further exploration</u>:

Banaji, M.R., & Greenwald, A.G. (2013). Blindspot: *Hidden biases of good people*. New York, NY: Delacort Press.

Devine, P., Forscher, P.S., Austin, A.J., & Cox, W.T.L. (2012).

Gooblar, D. (November 20, 2017). Yes, you have implicit biases too. *The Chronicle of Higher Education*. Retrieved from: https://www.chronicle.com/article/Yes-You-Have-Implicit-Biases/241797.
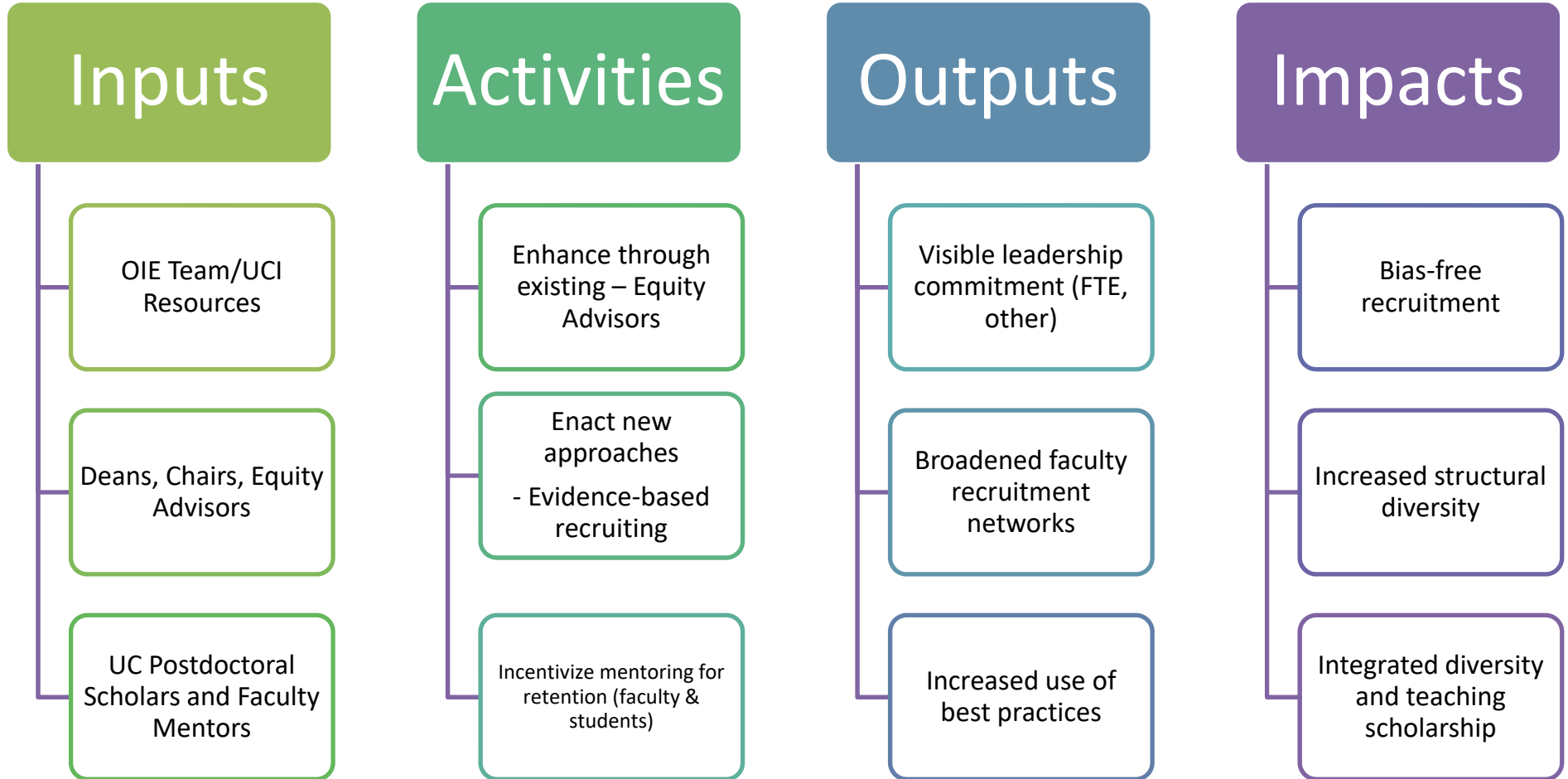
Gannon, K. (October 20, 2017). The Progressive Stack and standing for inclusion. *The Tattooed Professor* [blog]. Retrieved from: http://www.thetattooedprof.com/2017/10/20/the-progressive-stack-and-standing-for-inclusive-teaching/.

Implicit Association Test overview (2011). Project Implicit [website]. Retrieved from: https://implicit.harvard.edu/implicit/education.html.

Developed by Marguerite Bonous-Hammarth, 2017

UCI Office of Inclusive Excellence

HANDOUT: Seminal and Emerging Theory

Logic Model

Inputs	Activities	Outputs	Impacts
OIE Team/UCI Resources	Enhance through existing – Equity Advisors	Visible leadership commitment (FTE, other)	Bias-free recruitment
Deans, Chairs, Equity Advisors	Enact new approaches - Evidence-based recruiting	Broadened faculty recruitment networks	Increased structural diversity
UC Postdoctoral Scholars and Faculty Mentors	Incentivize mentoring for retention (faculty & students)	Increased use of best practices	Integrated diversity and teaching scholarship

Developed by Marguerite Bonous-Hammarth (mbonoush@uci.edu)

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HANDOUT: Seminal and Emerging Theory

Activity and Assessment Mapping

Metrics	Enhancing Accountability (diversity)	Expanding Recruit Networks (diversity)	Diversity Statement Communications (equity)	Incentivize Mentoring (equity & inclusion)	Writing Grps (inclusion)
Leadership participation – funding change	X				X
Y-T-D % changes recruitment pools, sources		X	X		
Process reflections		X	X		
Counts of scholarship and awards participation	X		X	X	X
Comparisons to availability pools	X	X	X		

Developed by Marguerite Bonous-Hammarth (mbonoush@uci.edu)

Institutional Contexts, Strategies, and Planning

Joseph Slowensky

Institutional Contexts, Strategies and Planning

Learning Outcome:

Participants will generate new ideas and make informed choices about strategies that may work at their institutions.

*The mission of Chapman University is to provide personalized education of distinction
that leads to inquiring, ethical, and productive lives as global citizens.*

"Chapman is an institution that values diversity"

CU Campus Climate & Work Environment
(FT Staff & Administrator)

"There is respect for the expression of diverse values and beliefs"

HERI Faculty Survey
(FT Undergraduate Faculty)

	2008	2011	2014
Percent "Somewhat Descriptive" or "Very Descriptive"	86.70%	83.30%	75.30%
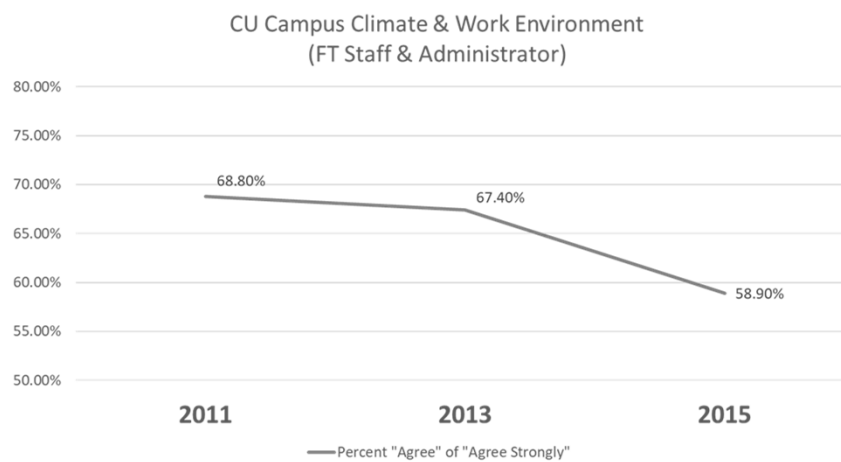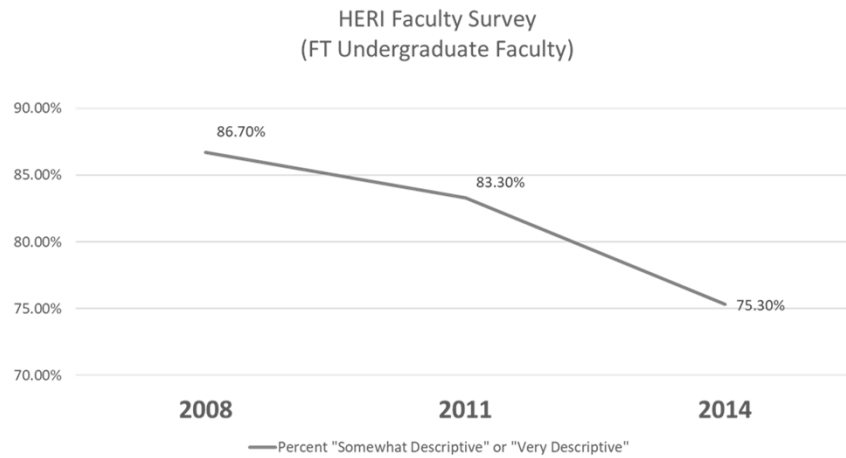
Task Forces

- identify pressing issues related to an area of institutional focus
- research best practices and possible responses
- build strategic recommendations, short and long term
- collaborate with departments that may be involved with any strategic recommendations
- develop initiatives that align with existing programs, services, structures, staffing and resources

66

Advisory Groups

- identify issues, needs, and concerns identified within the community of focus
- recommend and support creative strategies for promoting and enhancing inclusion
- collaborate with departments, offices, committees on strategic initiatives
- advise the Provost and Chapman Diversity Response Committee on respective issues

Task Forces

1. Communications & Perceptions
2. Community
3. Curriculum
4. Demographics
5. Physical Space

Advisory Groups

1. Disability & Accessibility
2. Faith, Spirituality, & Secularism
3. International Communities
4. LGBTQ
5. Military Affiliates
6. People of Color
7. Socio-Economic
8. Women

CDP Organizational Structure
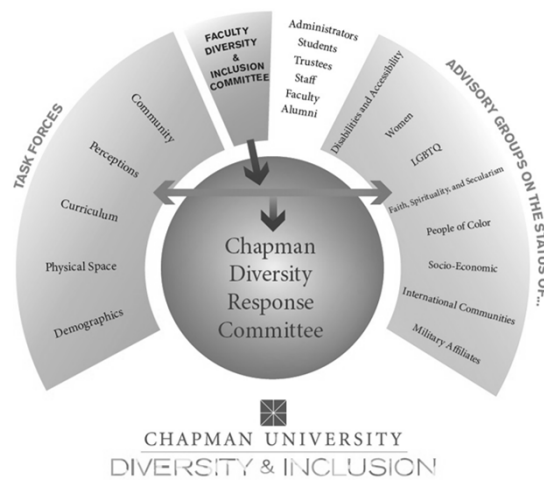
Task Force & Advisory Group Reporting Template

CHAPMAN UNIVERSITY
DIVERSITY & INCLUSION

REPORTING TEMPLATE FOR TASK FORCES AND ADVISORY GROUPS

Diversity Goal Statement for Chapman University:

I. What are the top 5 most pressing issues at Chapman that your Task Force or Advisory Group has identified for further research and attention? Please briefly describe the evidence, data or information you used to select these areas.

II. What are the best practices and/or most current research findings associated with these pressing issues? What are other universities/organizations doing to address them?

III. In light of your research in these areas, group discussions and knowledge of past achievements at Chapman, what are some short term or readily attainable initiatives that you would like to launch over the next year (academic year 2015/16)? How should the university measure the success of these initiatives? For each initiative, describe as accurately as possible the financial resources needed, a timeline, and the people or groups at Chapman that need to be involved for it to be successful.

IV. What are the longer term or more challenging initiatives that your group would like to see initiated at Chapman? How should the University measure the success of these initiatives? For each initiative, describe as accurately as possible the financial resources needed, a realistic timeline, and the people or groups at Chapman that need to be involved for it to be successful.

V. With respect to the short- and long-term initiatives you recommended above, are there any that can lead to national recognition if implemented successfully? List any organizations that provide rankings for these areas.

Strategic Plan: 5 Goals

Curriculum   Recruitment

Institutional Prioritization

Community   Climate

Strategic Plan for Diversity & Inclusion

Short-Term Accomplishments

- The Latinx & Latin American Studies Minor was developed and introduced to start in fall 2016. A new faculty member has been hired to coordinate the interdisciplinary minor.
- Created a new scholarship program matching grants made by community-based organizations to incoming students for up to $5,000.
- International Student Pre-Orientation began in fall 2016.
- 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.
- The Chapman Diversity Project started to meet in spring 2014 and now encompasses 12 task forces and advisory groups on the status of specific constituencies, a steering committee and over 250 volunteer students, staff, faculty, administrators, trustees and alumni who meet regularly to advocate for proactive institutional change.

Long-Term Goals

- Curriculum infusion, new courses
- Scholarships
- Room & Board
- Community Partnerships / Service Learning
- Recruitment of faculty and students
- Shift Demographics

Assessment

- Global KPIs
- Strategic Plan Goal Area Indicators

"Chapman is an institution that values diversity" (cont'd)

CU Campus Climate & Work Environment
(FT Staff & Administrator)

68.80%

67.40%

58.90%

74.60%

— Percent "Agree" of "Agree Strongly"

"There is respect for the expression of diverse values and beliefs" (cont'd)

HERI Faculty Survey
(FT Undergraduate Faculty)

86.70%

83.30%

75.30%

90.10%

— Percent "Somewhat Descriptive" or "Very Descriptive"

72

TASK FORCES

- Community
- Perceptions
- Curriculum
- Physical Space
- Demographics

FACULTY DIVERSITY & INCLUSION COMMITTEE

- Administrators
- Students
- Trustees
- Staff
- Faculty
- Alumni

Chapman Diversity Response Committee

ADVISORY GROUPS ON THE STATUS OF...

- Disabilities and Accessibility
- Women
- LGBTQ
- Faith, Spirituality, and Secularism
- People of Color
- Socio-Economic
- International Communities
- Military Affiliates

CHAPMAN UNIVERSITY
DIVERSITY & INCLUSION

REPORTING TEMPLATE FOR TASK FORCES AND ADVISORY GROUPS

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CHAPMAN UNIVERSITY
DIVERSITY & INCLUSION

FOSTERING A DIVERSE & INCLUSIVE CAMPUS CULTURE

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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,

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, DC.

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

	Headcount	ment 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%		

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%	

VII / 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 disabilities 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.
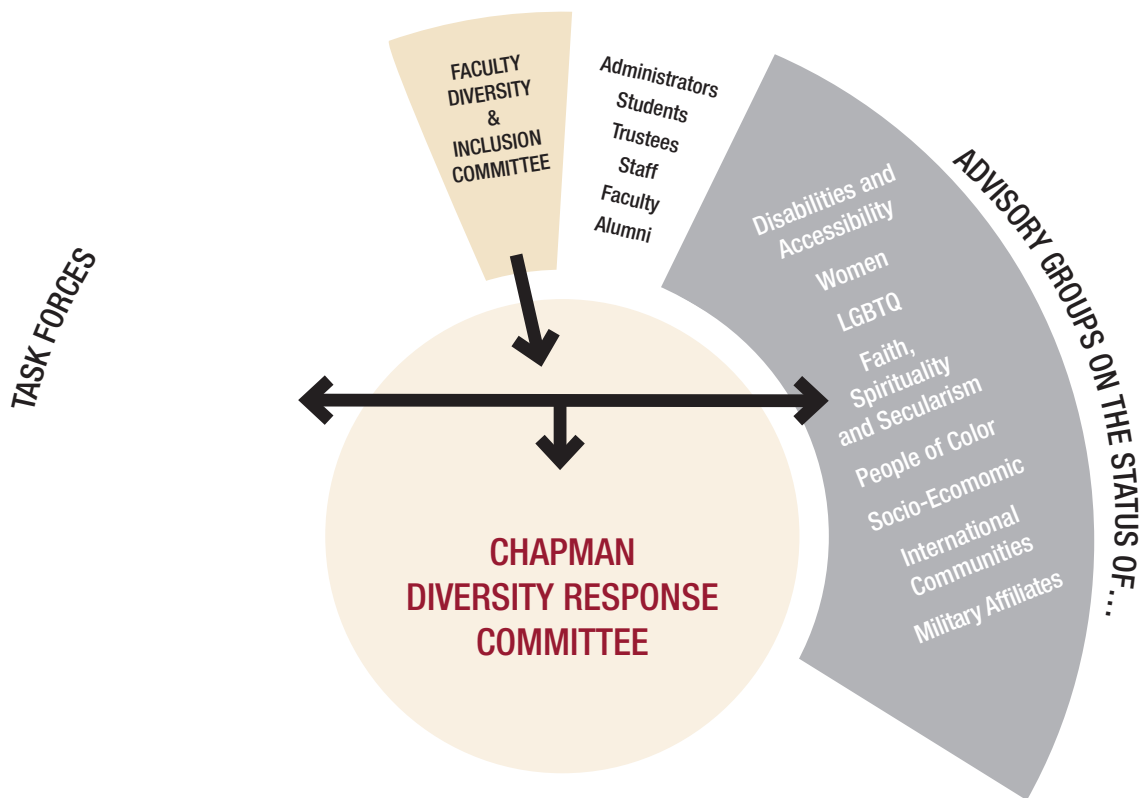
CHAPMAN UNIVERSITY
DIVERSITY & INCLUSION

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 Services, 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 emphases 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.

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 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.

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 & 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 & 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.

XII / GRATITUDE

The aspirations, excitement, creativity, investment, research, recommendations, and passion that so many people have brought forward have directly impacted bringing this five-year plan to fruition. Thank you to all of the people who attended and lent their voices to meetings, forums, town halls, and focus groups. Thank you for volunteering countless hours, for engaging in difficult dialogues, for researching and setting up meetings with key stakeholders, and for keeping the momentum that is moving us forward. Thank you to all of the members and co-chairs of the Chapman Diversity Project, the Chapman Diversity Response Committee, and the Faculty Diversity & Inclusion Committee. Gratitude also goes to senior staff members and administrators who have recommended plans of action based on the over 170 recommendations that laid the foundation for this plan. Your collaborative spirit, persistence, authenticity, honesty, and advocacy are the elements that were necessary to opening up possibilities and generating excitement for all that is possible at Chapman in relation to cultivating a more diverse, welcoming, and inclusive campus climate. We greatly appreciate the groups that supported and/or endorsed the strategic plan: the Faculty Senate, all of the Chapman Diversity Project advisory groups and task forces, the Academic Committee of the Board of Trustees, the Executive Officers of the Latinx Faculty & Staff Forum, the Dean's Council, and the Student Government Association.

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CHAPMAN UNIVERSITY
DIVERSITY & INCLUSION

One University Drive
Orange, California
92688

A ONE PAGE STRATEGIC PLAN FOR DIVERSITY & INCLUSION

CURRICULUM

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

Support and expand 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.

RECRUITMENT

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

Develop strategies for diversifying staff and faculty searches and for recruiting students from underserved populations in our local community. Create support infrastructures and budgets in Admission and Financial Aid, plan early outreach activities, enhance community engagement, design yield events, and train recruitment staff.

CLIMATE

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

Strengthen 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. 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 Services, First Generation Services, the Center for Global Education, and the Fish Interfaith Center will be critical to the Climate initiative.

COMMUNITY

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

Develop strong pathways for K-12 students in the local community and first-generation students to attend Chapman. Engage with our neighboring communities to develop early outreach initiatives and supportive, educational partnerships. Particular emphases will be placed on engagement with K-12 students in the City of Orange, the City of Santa Ana, and the City of Anaheim—Chapman's closest neighbors.

INSTITUTIONAL PRIORITIZATION

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

Develop necessary infrastructure, awareness, and expertise throughout the University. Develop stronger data collection, strategic planning, analysis, and reporting of key performance indicators regarding campus climate, student success, and demographics; and develop and support a wide range of relevant professional development and educational opportunities for campus leaders: administrators, trustees, faculty, students, and staff.

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. Up to four are awarded each year for $1500 each.

☑ 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.

☑ The Latinx & Latin American Studies Minor was developed and introduced to start in fall 2016. A new faculty member has been hired to coordinate the interdisciplinary minor.

☑ A question related to how faculty cultivate an open classroom climate has been added to the voluntary midterm evaluations faculty utilize to gain feedback from their classes.

Recruitment

☑ The Office of Admission added a question related to diversity and inclusion to the student application process.

☑ The Office of Admission attended the first annual Campus Pride College Fair in October 2015.

☑ 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 Congo.

☑ Created a new scholarship program matching grants made by community-based organizations to incoming students for up to $5,000.

☑ Faculty Search Training has been updated in collaboration with Faculty Affairs, Human Resources and the Office of Diversity & Inclusion to centrally focus on diversifying faculty search processes and is now coordinated through Faculty Affairs. The new training is led by faculty trainers.

☑ Cap on number of veteran students who can be recruited has been lifted in accordance with campus resources and guidelines as a Yellow Ribbon School.

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.

☑ Cross-Cultural Initiatives Education Resource Team (CERT) collaborated with the Office of Church Relations and additional campus partners to train 18 staff members and 1 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.

- ☑ An advisory group based out of the Student Affairs division that works to address possible bias and hate incidents affecting the campus community by creating opportunities for dialogue and preventative education was started: Cross-Cultural Initiatives Education and Resource Team (CERT).

- ☑ International Student Pre-Orientation began in fall 2016.

- ☑ International students can practice English from 4-5pm every Wednesday at Starbucks in Beckman 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 (Office of Admission) and Rueben Martinez (Presidential Fellow) started the Chapman Latino Staff & Faculty Forum with support from the Office of the Provost.

- ☑ Nancy Brink (Office of Church Relations) and Kevin Stockbridge (LGBTQ Studies Lecturer) started the Chapman LGBTQIA+ 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 Cross-Cultural Initiatives have continued the "I Am Chapman" campaign.

- ☑ Student Psychological Counseling Services added on-campus psychiatric services for 2 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 the Cross-Cultural Center and the Office of Diversity & Inclusion to update student, staff and faculty 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.

- ☑ 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 Cross-Cultural Initiatives 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.

☑ The United Health Care student health insurance plan has been updated and covers counseling, hormone replacement therapy and surgical interventions associated with gender dysphoria that are deemed medically necessary by a health provider. Went into effect on August 25, 2017.

☑ Four Women's Restrooms in Beckman Hall have been updated with automatic door openers to provide greater accessibility in fall 2016.

☑ A new single user restroom open to people of any gender has been completed on the first floor of Argyros Forum.

☑ Prayer and meditation space has been completed in 9401 of the Rinker Campus, and temporarily classroom 95-214 will be used as a prayer and meditation space during the 2017-2018 academic year. Washing will occur in showers provided on the first floor of building 9501.

☑ Strategic Plan for Diversity & Inclusion was updated to be accessible for a JAWS screen reader including alt-text by the end of the summer 2017.

☑ A three hour in-service training focused on best practices in counseling LGBTQIA clients was offered for Student Psychological & Counseling Services, the MFT Program, School Psychology Program, Psychology Department and Student Services staff on January 16, 2018.

☑ The Advisory Group on the Status of Women and Facilities have collaborated to make all menstruation products supplied in restrooms on campus free to campus community members starting in spring 2018.

☑ The Cross-Cultural Center, First Generation Services, Residential Education & First Year Experience have teamed up to pilot a new student mentorship program called WeCU that allows students to identify interest in a faculty, staff or student mentor in social, academic, spiritual, identity related and/or professional areas. The program starts in spring 2018.

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 in the Office of the Provost.

☑ Diversity & Inclusion Student Assistant position established in 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 2014 and now encompasses 12 task forces and advisory groups on the status of specific constituencies, a steering 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.

☑ A new Veterans Resource Center will open in spring 2018 led by Director of the Veterans Resource Center Bas Villalobos.

DIVERSITY & INCLUSION STRATEGIC PLAN
GLOBAL KEY PERFORMANCE INDICATORS

Fall-to-Fall Retention Rate

- Student Measure (Undergraduate students): Disaggregated by race/ethnicity, first-generation college student status, and socio-economic status
- Student Measure (Transfer students): Disaggregated by race/ethnicity, first-generation college student status, and socio-economic status

Graduation Rate

- Student Measure (Undergraduate students) : Six-year graduation rate disaggregated by race/ethnicity, first-generation college student status, and socio-economic status
- Student Measure (Transfer students) : Four-year graduation rate disaggregated by race/ethnicity, first-generation college student status, and socio-economic status

Recruitment Application/Yield/Melt Rate

- Student Measure: Disaggregated by race/ethnicity, first-generation college student status, and socio-economic status

Demographics

- Student Measure: Disaggregated by race/ethnicity, first-generation college student status, and socio-economic status
- Faculty Measure: Disaggregated by race/ethnicity and gender
- Staff Measure: Disaggregated by race/ethnicity and gender

Curriculum

- Numbers of undergraduate courses with diversity infused content, and diversity-related topics
- Student Measure: Number of students engaging in academic service learning
- Student Measure: Number of students studying abroad
- Student Measure: Number of students declaring diversity-themed minors

Campus Climate/Diversity & Inclusion Index

Student Measures
- Graduating seniors "agree" or "agree strongly" with the following statement: Chapman University is an institution that values diversity. (2015 College Senior Survey)
- Graduating seniors "agree" or "agree strongly" with the following statement: I have felt discriminated against at this institution because of my race/ethnicity, gender sexual orientation, or religious affiliation. (2015 College Senior Survey)
- Graduating seniors "agree" or "agree strongly" with the following statement: There is a lot of racial conflict on this campus (2015 College Senior Survey)

- Graduating seniors "agree" or "agree strongly" with the following statement: This institution has contributed to my: Knowledge of people from different races/cultures. (2015 College Senior Survey)

Faculty Measures
- Full-time faculty "agree" or "agree strongly" with the following statement: I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation. (2014 HERI Faculty Survey)
- Full-time faculty "agree" or "agree strongly" with the following statement: There is a lot of racial conflict here. (2014 HERI Faculty Survey)
- Full-time faculty "agree" or "agree strongly" with the following statement: A racially/ethnically diverse student body enhances the educational experience of all students. (2014 HERI Faculty Survey)

Staff/Administrators
- Full-time faculty staff and administrators "agree" or "agree strongly" with the following statement: I have felt discriminated against at this institution because of my race/ethnicity, gender sexual orientation, or religious affiliation. (2015 Campus Climate & Work Environment Survey)
- Full-time faculty staff and administrators "agree" or "agree strongly with the following statement: Chapman University is an institution that values diversity. (2015 Campus Climate & Work Environment Survey)
- Full-time faculty staff and administrators "agree" or "agree strongly" with the following statement: Chapman University is an institution that values treating everyone with civility and respect. (2015 Campus Climate & Work Environment Survey)

Board of Trustees
- Board of Trustees "agree" or "agree strongly" with the following statement: Chapman University is an institution that values diversity. (2015 Board Member Self-Assessment Survey)
- The top 3 diversity-related priorities reported by the Board of Trustees: to create a diverse multi-cultural campus environment, to diversify the student population, and to provide opportunities for dialogue to the campus of issues related to diversity, inclusion and equity. (2015 Board Member Self-Assessment Survey)

STRATEGIC PLAN PERFORMANCE AND PROGRESS INDICATORS

STRATEGIC PLANNING PRIORITY #1: CURRICULUM

Goal One: Expand diversity and inclusion in academic curriculum through diversity infusion, increasing learning opportunities for students and inclusive pedagogy and andragogy.

- ✓ Number (and amount) of permanent funds institutionalized to expand diversity and inclusion in academic curriculum within the first year of the strategic plan implementation. [Funds to support the Diversity Infusion Program and the Diversity and Inclusion Education Curricular Innovation Awards].
- ✓ Institutionalization of a yearly report by the Faculty Diversity & Inclusion Committee outlining the best practices in curricular innovation at Chapman University.
- ✓ Percent of essential staff positions filled to expand diversity and inclusion in academic curriculum in the first year of the strategic plan implementation. [Two essential staff positions were identified: Academic Service Learning Director and Academic Service Learning Administrative Assistant.]
- ✓ Percent increase of faculty participation rates in trainings, workshops and/or professional development activities related to academic service-learning.
- ✓ Percent of essential full-time faculty positions filled to expand diversity and inclusion in academic curriculum within the first two years of the strategic plan implementation. [Four essential faculty positions were identified to head the following minors LGBTQ Studies, Women's Studies, Disability Studies; and Latino & Chicano Studies.]
- ✓ Percent increase in the number of applications and recipients of the Diversity and Inclusion Education Curricular Innovation Award.
- ✓ Increase number of new service learning courses offered since the implementation of the strategic plan.
- ✓ Increase number of new courses offered which can be designated diversity infused since the implementation of the strategic plan.
- ✓ Increase number of students graduating with minors in LGBTQ Studies, Women's Studies, Disability Studies; and Latino & Chicano Studies.
- ✓ Faculty and student perceptions: Percent increase in satisfaction with "The learning opportunities for students related to diversity and inclusion in the academic curriculum" over the next five years.
- ✓ Senior student perceptions (CSS): Percent increase in self-ratings of "Ability to see the world from someone else's perspective" over the next five years.
- ✓ Senior student perceptions (CSS): Percent increase in agreement with "CU contributed to my knowledge of people from different races/cultures" over the next five years.

STRATEGIC PLANNING PRIORITY #2: RECRUITMENT

Goal Two: Strengthen equity and access in recruitment of students and faculty that compose a diverse and inclusive campus.

- ✓ Percent increase of faculty searches with a diversified faculty pool of qualified candidates each AY.
- ✓ Track the percent increase of faculty of color and women faculty over the next five years.
- ✓ Percent increase of underrepresented faculty of difference in the new faculty hires each AY.
- ✓ Increase number of faculty trainers focused on diversifying faculty searches.
- ✓ Number (and amount) of permanent funds institutionalized to strengthen equity and access in recruitment of students within the first year of the strategic plan implementation. [Funds to support early outreach, yield activities, and TM scholarship fund].
- ✓ Percent of essential staff positions filled to strengthen equity and access in recruitment of students within the first two years of the strategic plan implementation. [Four essential staff positions were identified: Two in the Office of Admission and two in the Office of Financial Aid.]

- ✓ Percent increase in enrollments for first-generation college students over the next five years.
- ✓ Track the percent increase in enrollments for students of color over the next five years.
- ✓ Percent increase in enrollments for local domestic students over the next five years.
- ✓ Percent increase in enrollments for Pell eligible students over the next five years.
- ✓ Faculty and student perceptions: Percent increase in satisfaction with "The diversity of the student body" over the next five years.
- ✓ Faculty and student perceptions: Percent increase in satisfaction with "The diversity of the faculty" over the next five years.

STRATEGIC PLANNING PRIORITY #3: CLIMATE
Goal Three: Develop and implement programs, services and spaces that cultivate a welcoming campus climate.

- ✓ Percent of essential staff positions filled to develop and implement programs, services and spaces that cultivate a welcoming campus climate in year one, two and three of the strategic plan implementation. [12 staff positions were identified: Two Program Coordinators, an Administrative Assistant for Disability Services, Disability Services Specialist, Administrative Assistant for Testing Center, Therapist, Outreach & Prevention Specialist, Veteran Affairs Director, VA Certifying Official, First-Generation Program Coordinator, Administrative Assistant for First-Generation Programs, and English as Second Language Tutor.]
- ✓ Percent of essential student positions filled to develop and implement programs, services and spaces that cultivate a welcoming campus climate in year one, two and three of the strategic plan implementation. [21 essential student staff positions were identified: 5 programming staff, 10 operational staff, and 6 cross-cultural liaisons.].
- ✓ Number (and amount) of permanent funds and budgets institutionalized to develop and implement programs, services and spaces that cultivate a welcoming campus climate within the first three years of the strategic plan implementation. [Funds to support Stop the Hate programming, student emergency meals and housing, first-generation programming, First-Year Bridge programming, First-Generation grants and emergency aid, First-Generation travel and conferences, Promising Futures Program, Center for Global Education, emergency aid for international students, and Fish Interfaith Center].
- ✓ Percent increase in the 4 and 6-year graduation rates for first-generation college students over the next five years.
- ✓ Percent increase in the 4 and 6-year graduation rates for students of color over the next five years.
- ✓ Percent increase in the 4 and 6-year graduation rates for local domestic students over the next five years.
- ✓ Percent increase in the 4 and 6-year graduation rates for Pell eligible students over the next five years.
- ✓ Percent increase in the 4 and 6-year graduation rates for students with disabilities over the next five years.
- ✓ Percent increase in the 4 and 6-year graduation rates for international students over the next five years.
- ✓ Percent increase in the 4 and 6-year graduation rates for veteran students over the next five years.
- ✓ Percent increase in the 4 and 6-year graduation rates for commuter students over the next five years.
- ✓ Faculty and student perceptions: Percent increase in satisfaction with "Chapman's Cross Cultural space" over the next five years.
- ✓ Faculty and student perceptions: Percent increase in satisfaction with "Chapman's Cross Cultural space exhibits" over the next five years.
- ✓ Faculty, student and staff perceptions: Percent increase in satisfaction with "Signage on campus" over the next five years.
- ✓ Faculty and student perceptions: Percent increase in agreement with "Chapman University has a welcoming campus climate" over the next five years.

2

- ✓ Faculty, staff and student perceptions (HERI Faculty Survey, CC&WE Survey, CSS): Percent decrease in agreement with "I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation" over the next five years.
- ✓ Faculty, staff and student perceptions (HERI Faculty Survey and CSS): Percent decrease in agreement with "There is a lot of racial conflict on this campus" over the next five years.

STRATEGIC PLANNING PRIORITY #4: COMMUNITY

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

- ✓ Percent of essential staff positions filled to support the growth of existing and new community partnerships and build stronger connections and awareness with our diverse local communities in year one, two and three of the strategic plan implementation. [Four staff positions were identified: Program Coordinator for Community Engagement, Community Partnership Coordinator, Diversity & Inclusion Community Program Coordinator, and Coordinator & Liaison for the Futuros Brillantes Teen Mentoring Program.]
- ✓ Number (and amount) of permanent funds and budgets institutionalized to support the growth of existing and new community partnerships and build stronger connections and awareness with our diverse local communities within the first three years of the strategic plan implementation. [Funds to support civic engagement initiatives, diversity and inclusion community programs, the OHS literacy partnerships, and Futuros Brillantes Teen Mentoring Program.]
- ✓ Percent increase of community partnerships over the next five years.
- ✓ Percent increase of admission applications from students attending local high schools over the next five years.
- ✓ Percent increase of admission applications from students attending local community colleges over the next five years.
- ✓ Percent increase of admission applications from underrepresented students over the next five years.
- ✓ Percent increase in the matriculation yield of first-time and transfer Latino/a students.
- ✓ Increase number of programs and events focused on bringing the surrounding community to Chapman University over the next five years.
- ✓ Faculty, staff and student perceptions: Increase satisfaction with "Chapman University's infrastructure (e.g., leadership positions, budget, programming, and training/professional development) to support community partnerships."
- ✓ Faculty, staff and student perceptions: Increase satisfaction with "Chapman University's outreach efforts to underrepresented students in the local community."

STRATEGIC PLANNING PRIORITY #5: COMMITMENT THROUGH LEADERSHIP

Goal Five: Demonstrate a commitment to diversity and inclusion through leadership at all levels of the institution.

- ✓ Percent of essential diversity and inclusion positions filled in the first year of the strategic plan implementation. [Four essential positions were identified: Diversity Reporting Specialist & Research Analyst, Diversity Training & Development Coordinator, Administrative Assistant to the Director of Diversity & Inclusion, and Multicultural Marketing Coordinator.]
- ✓ Number (and amount) of permanent budgets institutionalized to use for diversity and inclusion assessment, professional development, trainings, workshops, and program development within the first two years of the strategic plan implementation. [Three budgets lines were identified for the Diversity Reporting Specialist & Research Analyst, Diversity Training & Development Coordinator, and Director of Diversity & Inclusion]

- ✓ Percent of major units with visible diversity and inclusion statements, plans or goals on their websites.
- ✓ Number of times a CU diversity effort/initiative is highlighted or recognized in the news or media (on campus, locally or nationally) or at conferences, meetings or symposiums.
- ✓ Increase in the number of marketing material translated into Spanish.
- ✓ Percent increase of faculty and staff participation rates in trainings, workshops and professional development activities related to diversity and inclusion.
- ✓ Increase number of reports published annually related to diversity, inclusion, equity, and campus climate at CU.
- ✓ Faculty, staff and student perceptions: Percent increase in satisfaction with "Senior leadership commitment to diversity and inclusion" over the next five years.
- ✓ Faculty, staff and student perceptions: Percent increase in satisfaction with "Chapman University's infrastructure (e.g., leadership positions, budget, programming, and training/professional development) to support diversity and inclusion" over the next five years.
- ✓ Faculty, staff and student perceptions (HERI Faculty Survey, CC&WE Survey, CSS): Percent increase in agreement with "Chapman University is an institution that values diversity" over the next five years.
- ✓ Faculty, staff and student perceptions (HERI Faculty Survey, CC&WE Survey, CSS): Percent increase in "Indicate how important you believe the following priority is at CU: To create a diverse multi-cultural campus" over the next five years.

DIVERSITY, EQUITY & INCLUSION
STRATEGIC PLAN PROGRESS REPORT

NOVEMBER 2017

UNIVERSITY OF
MICHIGAN

**MANY
VOICES
OUR
MICHIGAN**

**YEAR
ONE**

YEAR
TWO

YEAR
THREE

YEAR
FOUR

YEAR
FIVE

DIVERSITY, EQUITY & INCLUSION
STRATEGIC PLAN
PROGRESS REPORT

YEAR ONE

NOVEMBER 2017

Cover photo: Michigan Photography

"We are united in our determination to create a vibrant campus in which people from many backgrounds experience a sense of belonging and have the opportunity not only to be heard, but also to contribute and excel."

President Mark S. Schlissel

UNIVERSITY OF MICHIGAN

The University of Michigan's Diversity, Equity and Inclusion Strategic Plan has completed a successful first year.

I commend the hundreds of individuals across U-M who are contributing to the implementation of the university-wide plan, as well as to the individual unit plans. Over the past year, we have built upon the work of numerous university units to advance our plan's ambitious goals.

It is an honor to collaborate with so many community members dedicated to our values around diversity, equity and inclusion. Our student and faculty leaders, unit leads and all members of the Office of the Chief Diversity Officer have embraced the important work of our five-year plan.

I am proud that we have incorporated diversity, equity and inclusion into many aspects of our operations and mission. Funding and progress for DEI efforts are part of the university's annual budget process, and DEI professional development programs are in place for executive units, schools and colleges.

While we know we have much more to do to achieve our goals, the plan's first year has resulted in crucial accomplishments: DEI initiatives in programs and units are underway across U-M. We conducted unprecedented surveys among students, faculty and staff to assess our campus climate. We created a reporting tool to track implementation and progress.

All of our collective efforts in this first year will help to inform our programs and progress going forward.
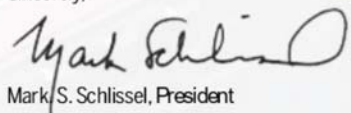
I hope we will also remember that even as we continue to implement our initiatives, our students, faculty and staff study and work in an environment that is not always as welcoming and inclusive as we would like. We have seen individuals and groups targeted by hateful expressions that do not reflect our values as a university. These reprehensible acts remind us all of the importance of our ongoing commitment to our DEI principles, and to concerted action to improve the environment for every member of our academic community.

When we introduced our Strategic Plan last year, we reinforced the idea that it was both a plan and a pledge that would guide our community. I am so grateful for all of you who are helping us strive to live up to our most cherished ideals.

The University of Michigan cannot be excellent without being diverse in the broadest sense of that word. We also must ensure that our community allows all individuals an equal opportunity to thrive.

Thank you for your amazing dedication to the University of Michigan.

Sincerely,

Mark S. Schlissel, **President**

On October 6, 2016, following a yearlong planning process, the University of Michigan launched its five-year Strategic Plan for Diversity, Equity and Inclusion (DEI).

This announcement signified our renewed commitment to cultivating a diverse university community while creating an inclusive and equitable campus environment.

During this first year of plan implementation, we made significant strides toward accomplishing our goals. We also learned much about ourselves as a community, and how our collaborative efforts will guide us in achieving collective success.

Institutionally, we have positioned ourselves to make long-lasting, impactful change—a fact evidenced in this progress report, which contains a summary of activities during year one of the five-year Strategic Plan. By way of example, a significant event occurred on July 1, 2017, when Michigan Medicine launched its Faculty Recruitment Toolkit, thereby providing a practical framework that broadens our recruitment and directs our hiring efforts toward a more diverse potential pool of applicants and, ultimately, hires. In another example emblematic of our first year progress, the Division of Student Life piloted the Intercultural Development Inventory (IDI), which provided an important baseline assessment of our student body's intercultural competence. Additionally, we executed a large-scale climate survey process to better understand the perceptions, opinions and experiences of all segments of our population. The data provides a rich baseline assessment of where we are as a community in ensuring that everyone has the opportunity to be successful and thrive, and will serve as an important resource in the DEI planning process.
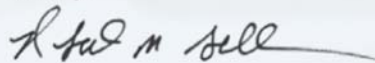
As we reflect on the successes of our first year, we also recognize that there is still much work to be done.

Educational accessibility programs such as Wolverine Pathways, HAIL Scholars and the Go Blue Guarantee continue to support our effort of making higher education a more attainable possibility for all. Even so, we can and must do a better job of making our institution more diverse in every way possible. Providing more opportunities for all members of the university community to thrive and succeed will help us achieve this goal.

I am pleased at how far we have come this past year. Together, we have made significant progress in laying the foundational infrastructure for long-term institutional change.

The upcoming years are likely to be even more challenging than the past 12 months have proven to be. However, I remain convinced that, with consistent and persistent effort on the part of the entire University of Michigan community, we will attain our goals of diversity, equity and inclusion.

Sincerely,

Robert Sellers
Chief Diversity Officer
Vice Provost for Diversity, Equity and Inclusion

UNIVERSITY OF MICHIGAN

EXECUTIVE SUMMARY

YEAR ONE

UNIVERSITY OF MICHIGAN

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During its first two centuries, the University of Michigan has worked on many fronts to broaden its diversity and strengthen its inclusiveness.

However, despite notable achievements along the way, our community has long recognized its imperfect history in creating a truly diverse, equitable and inclusive environment.

That recognition—coupled with a growing tide of community protests and student activism—was the driving force behind two campuswide studies commissioned by U-M leadership in 2013 and 2014. In their final reports, both committees documented the community's concerns and desires to mobilize a comprehensive strategic effort focused on the issues of diversity, equity and inclusion.

The response of university leadership was swift and decisive. In September 2015, soon after announcing that the creation of a more diverse, equitable and inclusive campus was among his most important priorities, President Schlissel called on the university community to develop U-M's first five-year diversity, equity and inclusion strategic plan.

THE PLANNING PROCESS

Due to U-M's decentralized structure and the significant differences in demographic composition and organizational climate among units, university leaders chose to embark on a distributed planning process. In total, 49 planning units were established—including all 19 Ann Arbor schools and colleges, other academic affairs units, Student Life, Athletics, Michigan Medicine and administrative offices—and

scores of unit planning leads were identified to manage the local planning efforts.

Each of the initial 49 unit plans unveiled in September 2016 included highly detailed action steps that correlated with three overarching strategies: create an inclusive and equitable campus climate; recruit, retain and develop a diverse community; and support innovative and inclusive scholarship and teaching. These 49 unit plans became the core of "Many Voices, Our Michigan," the university's Five-Year Strategic Plan for Diversity, Equity & Inclusion.

In all, the planning units committed to achieving nearly 2,000 key actions. These were in addition to 34 major campuswide actions undertaken by the university.

On October 6, 2016, all 49 units began implementation of their respective action plans. Both the campuswide plan and the individual unit plans will continue to be evaluated, monitored and refined by stakeholders on an ongoing basis as part of an iterative process.

YEAR ONE:
LAYING THE GROUNDWORK
AND ADVANCING GOALS

During year one, the university established a central office for Diversity, Equity & Inclusion (ODEI) to

SIGNIFICANT ACHIEVEMENTS OF YEAR ONE

- Launched large-scale DEI training initiative across campus.
- Conducted the first ever university-wide Climate Survey.
- Launched the Go Blue Guarantee, a program to enhance socio-economic diversity in our undergraduate student population.
- Initiated the LSA Collegiate Postdoctoral Fellowship Program, a program to recruit faculty with a demonstrated commitment to diversity, equity and inclusion in their teaching, scholarship and/or service.
- Implemented the Intercultural Development Inventory (IDI) pilot across the undergraduate population, a tool targeting the development of student diversity skills.
- Made significant progress on central and unit-based action items for Year One, with 100% of central actions and 85% of unit-based actions either Implemented or In Progress.

assist all units in achieving their goals and carrying out their respective action agendas for creating a more diverse, equitable and welcoming environment. By serving as an organizational hub for this important campuswide effort, the Office has provided a focal point for DEI-related activities and helped assure both progress and efficiency.

To further institutionalize the aims of diversity, equity and inclusion, standard DEI operating support was also incorporated into the university's annual budgeting process for all units. Along with this central level of support, 14 dedicated diversity professionals were added in schools, colleges and units across campus to amplify our reach and support within the university community. In addition, the College of Literature, Science, & the Arts (LSA) launched the Collegiate Postdoctoral Fellowship Program, an initiative that focuses on recruiting and retaining outstanding early-career scholars and supports exceptional researchers committed to building a diverse intellectual community.

We conducted our first climate survey to help identify areas of success as well as concern, and to determine how best to support faculty, staff and students as we move forward in our efforts to create a diverse, equitable and inclusive campus community, and began analyzing results. To create a baseline assessment of our student body's intercultural competence, the Division of Student Life piloted the Intercultural Development Inventory, which measures the development of an individual's attitude toward another culture, identifies critical intercultural incidents and examines how to navigate cultural differences.

The nature of DEI work is continually evolving, as became apparent during year one of implementation. With the hiring of a new Chief Information Officer (CIO) and the restructuring that followed, it was decided that Information Technology Services (ITS) would submit its own plan for diversity, equity and inclusion, **bringing the total number of units engaged in this university-wide effort to 50.**

CHARTING PROGRESS: PURSUING ACTION ITEMS, REINVESTING IN FOUNDATIONAL PROGRAMS, BUILDING INFRASTRUCTURE AND TRACKING METRICS

As its primary emphasis, this report provides capsule progress summaries for each of the 34 major campuswide initiatives. These range from developing a central DEI education and training resource to building a new multicultural center, from increasing web accessibility to enhancing outreach efforts to urban schools, and from expanding support for first-generation students to promoting best practices in employee recruitment. In nearly every area, the university has made significant progress—creating essential infrastructure and taking steps to achieve targeted goals.

The first 12 months of implementation also have given us the opportunity to begin tracking individual unit actions across the university. Among the action items are many student, faculty and staff programs that embody the ideals of diversity, equity and inclusion at the University of Michigan. To date, 85% of these efforts have either been **implemented** or are **in progress**. In this report, we present a sampling of unit plan highlights. It is important to note that these vignettes represent only a small fraction of the nearly 2,000 DEI-related activities currently underway.

Along with these major new initiatives, the university also has committed to activities that reinforce its three overarching strategies by reinvesting in ongoing programs foundational to our success in attaining the goals and strategies of the five-year plan; establishing an elevated and expanded leadership function charged with guiding the university's progress in diversity, equity and inclusion across all segments of the institution; and tracking metrics that represent important factors in assessing progress toward our goals.

Each unit's updated year two plan incorporates a summary statement of activities implemented during year one. View those summaries here.

REVIEW OF PLAN PRINCIPLES AND OVERARCHING STRATEGIES

YEAR ONE

UNIVERSITY OF MICHIGAN

The university's Strategic Plan for DEI is guided by three overarching goals, three strategies and related campuswide actions—all of which emerged from the individual unit plans.

THE GOALS… AND THE PRESIDENT'S CHARGE

During his announcement, President Schlissel laid out three fundamental goals. These key objectives not only guided the yearlong planning process, but have served as our touchstones throughout the initial year of plan implementation. They include:

#1: Diversity

We commit to increasing diversity, which is expressed in myriad forms including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origins, religious commitments, age, disability status and political perspective.

#2: Equity

We commit to working actively to challenge and respond to bias, harassment and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight or veteran status.

#3: Inclusion

We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, where different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

The official Strategic Plan launch ceremonies, held on October 6 last year, began with the introduction of the university's first Chief Diversity Officer, Robert Sellers, who presented an outline of the new plan—followed by comments from university leadership on Michigan's renewed vision for pursuing diversity, equity and inclusion.

UNIVERSITY OF MICHIGAN

"When we introduced our Strategic Plan for DEI last year, we reinforced the idea that it was both a plan and a pledge that would guide our community. I am so grateful for all of you who are helping us strive to live up to our most cherished ideals."

Mark Schlissel,
President of the University of Michigan

Overarching Strategy 1:
CREATE AN INCLUSIVE AND EQUITABLE CAMPUS CLIMATE

We will continue working to create an environment in which all campus community members are welcomed and supported, and differing perspectives and contributions are sought out and valued. Major new campuswide actions include:

- Training to build cultural awareness and inclusiveness skills among staff, students, faculty and leaders
- Enhanced programming for student support and engagement through the new, centrally located Trotter Multicultural Center
- An increase in support for students and others experiencing bias
- Implementation of the first university-wide climate survey

Overarching Strategy 2:
RECRUIT, RETAIN AND DEVELOP A DIVERSE COMMUNITY

Building on our past efforts, we will promote an ever more diverse student, faculty and staff community on campus and equip individuals with the support and opportunities necessary for their success. Major new campuswide actions include:

- Initiatives to build a diverse pipeline of qualified undergraduate and graduate student candidates
- Introduction of programs to ensure that students have the resources needed to excel on campus
- Development of tools to improve hiring and search processes for faculty and staff

Overarching Strategy 3:
SUPPORT INNOVATIVE AND INCLUSIVE SCHOLARSHIP AND TEACHING

In the future as in the past, we will be vigilant in assuring that diversity, equity and inclusion are foundational aspects of our educational program offerings and teaching methodology, and that scholarly research on diversity, equity and inclusion, and the scholars who produce it, are valued and supported. Major new campuswide actions include:

- Programs to recruit and financially support faculty whose research centers on these issues
- Implementation of training on inclusive teaching methods
- Development of processes that value DEI-related contributions in faculty evaluations and tenure reviews

The university has committed significant resources to support the programs and initiatives outlined in this plan and in the unit plans. To ensure accountability, each of the actions initiated to achieve these three strategies has been assigned to a clearly identified office.

THE DEI STRATEGIC PLAN IN ACTION

Paradigm Shifting: Participant Role Play and Dialogues

Marguerite Bonous-Hammarth

Paradigm Shifting – Participant Role Play and Dialogues

Marguerite Bonous-Hammarth, Ph.D.
Executive Director, Office of Inclusive Excellence

WSCUC The Diverse Campus: Intersecting Access and Equity across the Student Experience

February 1, 2018

Expect equity, support diversity, practice inclusion

Learning Outcomes:

➢ To view campus diversity efforts using different perspectives

➢ To identify the breadth of challenges and opportunities associated with diversity initiatives through collaborations and dialogues with peers.

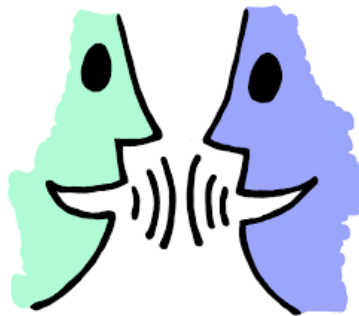*Expect equity, support diversity, practice inclusion*

UCI

The Benefit of Case Inquiry

➢ Set in the real world
➢ As a research strategy, can explore, describe, or explain phenomena
➢ Identifies multiple issues, influences, decision points
➢ Appeals to range of stakeholders

Source: Yin (1994) Case Study Research.

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How do we develop the ***best practices*** to succeed in planned changes on campus?

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1. ***Select one case situation to discuss as a small group comprised of individuals whom you do not know.*** (Letters and numbers on your index cards correspond to situations on "Case Prompts" handout).

2. ***Discuss the following***: **(30 minutes)**

   In what ways do the experiences, research and theories, or best practices shared today inform your thinking about next steps in your mini case?

   What will your next steps be and why?

   Who may be partners for these endeavors and why?

   What may be most challenging and how could the challenge be addressed?

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Selected Reviews

Expect equity, support diversity, practice inclusion

Marguerite Bonous-Hammarth and Joseph Slowensky

Case Prompts

In what ways do the experiences, research and theories, or best practices shared today inform your thinking about next steps in the following scenarios?

A. Changing Demographics

A1.

You are about to enter a staff meeting with your WSCUC review team when you receive a text message from a staff member to "check this link now!" You open the link to see what appears to be a group of young men and women lip syncing to a popular R&B song. You notice in horror that one of the Asian students enters the scene playing an air guitar and wearing blackface. The group continues to sing along to the song and closes with "We are State School!" – your institution's name. You note that the video has had over 10,000 hits, with some likes and some negative comments. What are your next moves to address this video? What do you say to the WSCUC review team?

A2.

Your campus has been heavily recruiting Latinx students in hopes of securing an HSI (Hispanic Serving Institution) designation. However, you have noticed, that student success rates (retention and graduation) for Latinx students on your campus have been declining recently as the population has grown. How would you begin to approach this problem, and what strategies would you employ to address it?

B. Campus Climate

B1.

You have been helping to organize the work of several identity groups on your campus as they formulate recommendations about how to improve the campus climate. After a presentation by the LGBTQ advisory council, one of the members of the faith and spirituality group challenges the speaker saying that homosexuality is a choice, and not an identity. How would you work to reconcile the philosophies of these two individuals and recognize the work of both groups as significant and important?

B2.

   You are the member of Associated Union Board, overseeing the funding of several student-driven initiatives. You and your members have a list of proposed speakers from various student groups, including one to bring an individual to campus who is known in the national news media for his anti-Semitic and anti-LGBTQ remarks. You and board members will not have to ensure the safety of students or campus personnel for this event, but, as an instructor who teaches about diversity topics, you can anticipate the kinds of intergroup conflicts which may arise. Your vote will decide if this speaker's proposal will be funded or denied. How will you communicate your message to the board members and to the student groups in question? What actions will you take concerning this event and what actions will you recommend to the student group proposing this speaker as well as to campus partners?

B3.

   Students at your institution have written in campus surveys that the "rich kids on campus get preferential treatment." They cite examples such as the campus bookstore makes little effort to keep the cost of textbooks affordable, that the lack of sufficient financial aid limits their participation in such programs as study abroad, that their dorm mates routinely travel to Cabo for spring breaks, and that they miss critical enrollment windows due to financial billing problems. They emphasize that the financial holds on their accounts and other red tape make it difficult to obtain requisite classes (which now delay their degree completions). What are some ways that your campus might help students of lower socio-economic backgrounds feel valued and not marginalized?

C. Community Engagement

C1.

   You are a Student Affairs practitioner planning field placement for approximately 100 undergraduates and graduate students. The students will complete leadership projects as part of campus service. You notice that when your colleague arranged placements in the past that student essays about their projects seemed shallow and superficial.   The students wrote pre-formed approaches to their anticipated work with community patients or other members that suggested their approaches were based on deficit-model stereotypes. How do you build this course's curriculum and the field work projects to enhance

campus and community partnerships while encouraging student learning and self-examinations of implicit (and sometimes explicit) biases as service providers?

C2.

You are a member of a Campus Climate planning committee at your institution and developing a speaker's list for potential events in the coming year. As you check the campus calendar about several dates, you notice that there is a commemoration ceremony planned to honor "Our Common Legacy." The event will be held in an area of campus that has a history of conflict with Indigenous community members over land rights and recognition of sovereignty. The ceremony is planned by one of the founding campus faculty members and a student group to honor common heritage. You are familiar with both this group as well as with student groups affiliated with your campus' American Indian Resource Program who have protested in the past against the "shared identities" programs. What are your next actions and why? How will you promote school culture and positive campus climate?

D. Institutional and Organizational Changes

D1.

You are tasked to present some strategic initiatives at three different meetings: one for trustees, one for students, and one for faculty members. The initiatives focus on converting more spaces to all-gender restrooms in several areas of the campus. What strategies would you use to approach each group?

D2.

Managing internal and external perceptions - Faculty, staff and students continually criticize the administration for not taking steps to improve diversity and inclusion on your campus. Your provost wants you to lead a committee that will find ways and formulate recommendations that will help change these perceptions. How would you approach this task?

E. Curriculum and Diversity in the Classroom

E1.

Given a high level of student interest, a group of faculty members on campus have designed a new major in American Studies. However, during the approval

process, some faculty members and the Provost cite employment data as a reason for not approving the new major. They feel that students will not be able to find jobs with this type of degree. Others attack the proposal because of various courses that appear to be disconnected from learning about diverse perspectives and cultures. How might you negotiate this situation between the students and faculty and Provost to win approval of this proposal?

E2.

You are beginning a new term by teaching a revised course that now qualifies for the multicultural requirement at your institution. While in your first class, you outline several topics and social group issues that will be covered, asking students to think broadly and deeply about challenging issues. A student raises his hand and then remarks about the paucity of students of color enrolled in this class. The student also asks about the focus on lecture and limited dialogues with other students presented in your syllabus. Another student remarks indignantly that "You just need to go back to the jungle." Several students then begin arguing – some aligned with each student speaker. You feel as if you have lost control of this session. What are your next actions? What will you say to the class and what actions will you take after class?

Multiple Dimensions of Diversity

Joseph Slowensky

Marguerite Bonous-Hammarth

Multiple Dimensions of Diversity
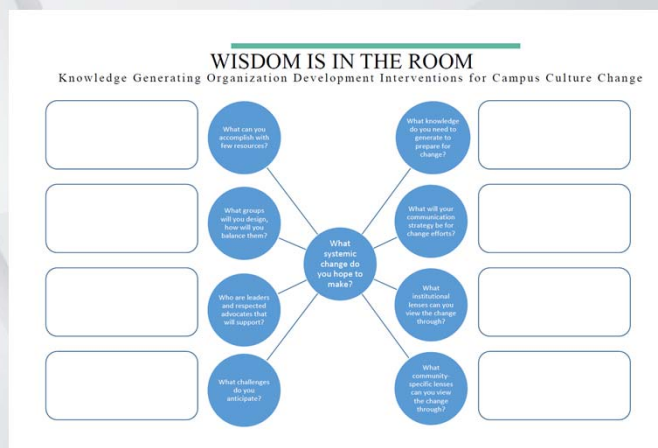
Learning Outcome:

Acknowledge own limitations and consider multiple perspectives and approaches in designing solutions to diversity-related challenges
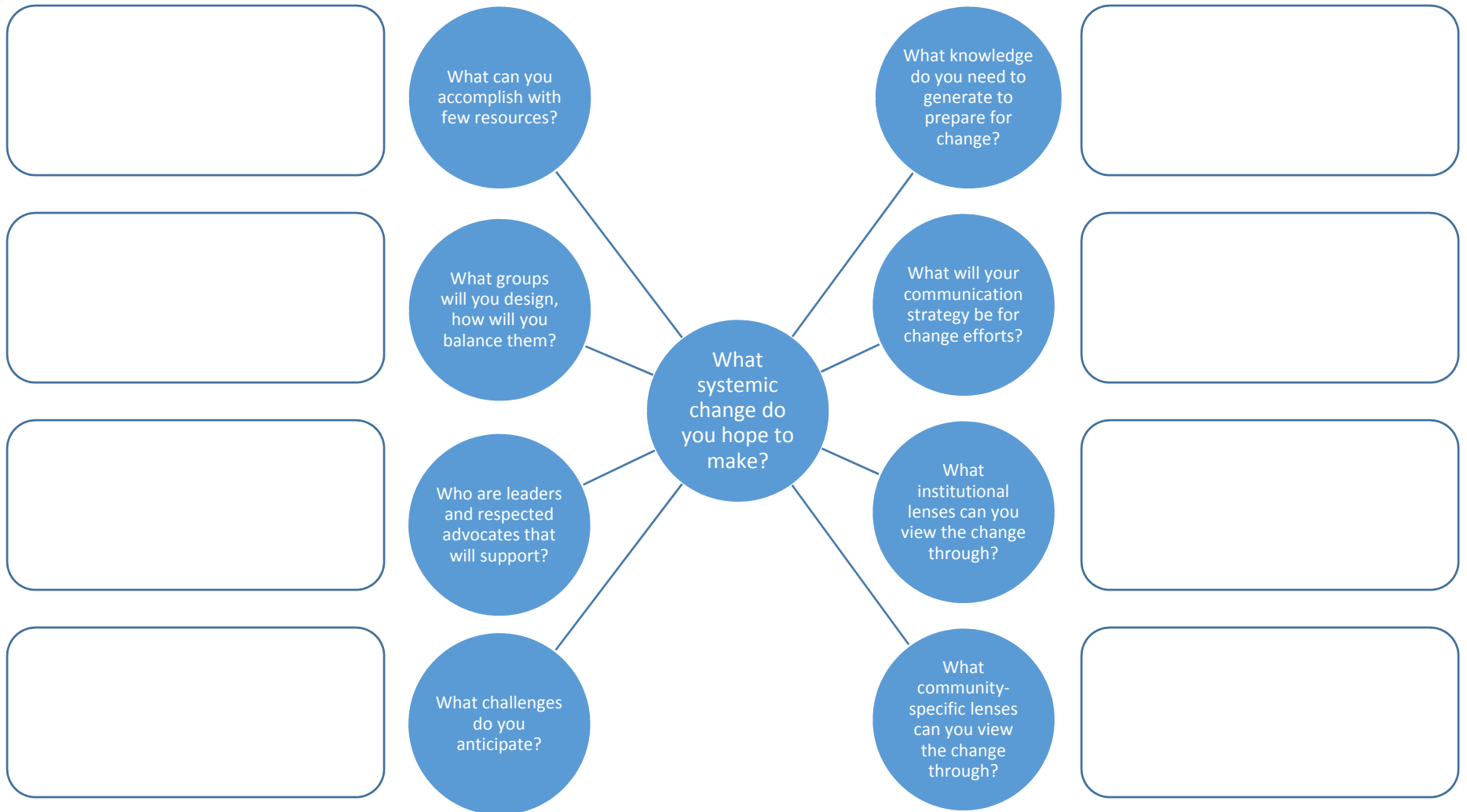
Wisdom in the Room

Wisdom is in the Room

WISDOM IS IN THE ROOM

Knowledge Generating Organization Development Interventions for Campus Culture Change

What can you accomplish with few resources?

What knowledge do you need to generate to prepare for change?

What groups will you design, how will you balance them?

What will your communication strategy be for change efforts?

What systemic change do you hope to make?

Who are leaders and respected advocates that will support?

What institutional lenses can you view the change through?

What challenges do you anticipate?

What community-specific lenses can you view the change through?

CHAPMAN UNIVERSITY

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Multiple Dimensions of Diversity

An Alternative Model for Consideration

Marguerite Bonous-Hammarth, Ph.D.
Executive Director, Office of Inclusive Excellence

WSCUC The Diverse Campus: Intersecting Access and Equity across the Student Experience

February 1, 2018

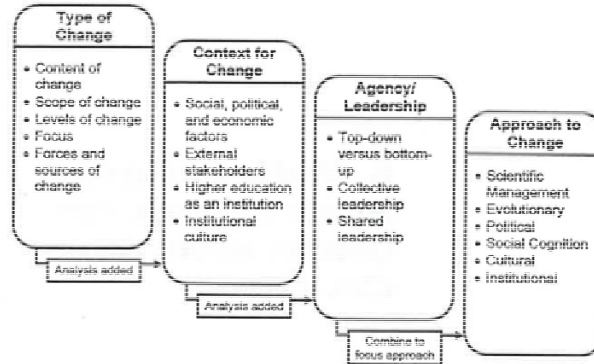*Expect equity, support diversity, practice inclusion*

Learning Outcomes:

➢ To review an alternative model to adapt to institutional change efforts for diversity

Expect equity, support diversity, practice inclusion

Multi-faceted Approach to Change

Attending to multiple influences in your change process

Source: Kezar, A. (2014). How colleges change, "A multi-faceted framework for understanding change," p. 44.
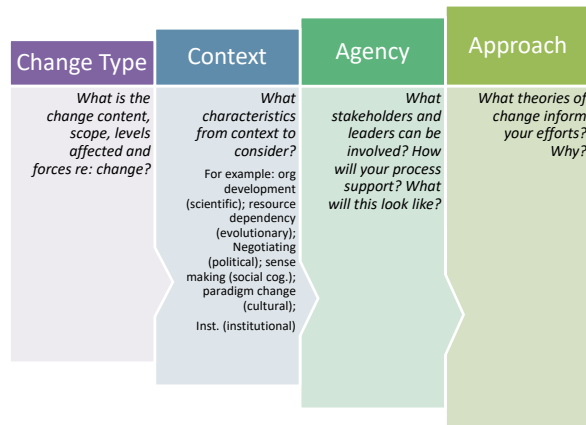
Expect equity, support diversity, practice inclusion

Multi-faceted Approaches – Change Types & Related Strategies

Type	Insights
Scientific Management	*levels*: org level via change structures and processes *focus of change*: ways to restructure, revise processes
Evolutionary	*levels*: sector, enterprise changes via identifying stakeholders, groups for change *forces & sources*: forces shaping change, alignment strategies
Social Cognition	*change content*: informs re: resistance to changes outside of existing schemas or understandings *scope of change*: 2nd order changes require changes to schemas via learning process, cognitive dissonance or sense making *levels*: individual
Cultural	*change content*: informs re: resistance to changes outside of existing values *scope of change*: 2nd order changes require changes in values *levels*: group *focus of change*: attitudinal changes
Political	*change content*: informs re: resistance to changes not in self-interests *levels*: group
Institutional/Neo-Institutional	*levels*: sector, enterprise *forces & sources*: identifies forces, strategic alignments; limited strategies

Source: Kezar, A. (2014). Adapted from How colleges change, "Types of change," p. 47.

Multi-faceted Approach to Change

UCI

- ➢ See Kezar's Framework and Types of Change Handout

- ➢ Visualizes a path to institutional scanning

- ➢ Grounded in integrated evidence

- ➢ Intuitive while building successively

- ➢ ALWAYS, ALWAYS considers results to improve!

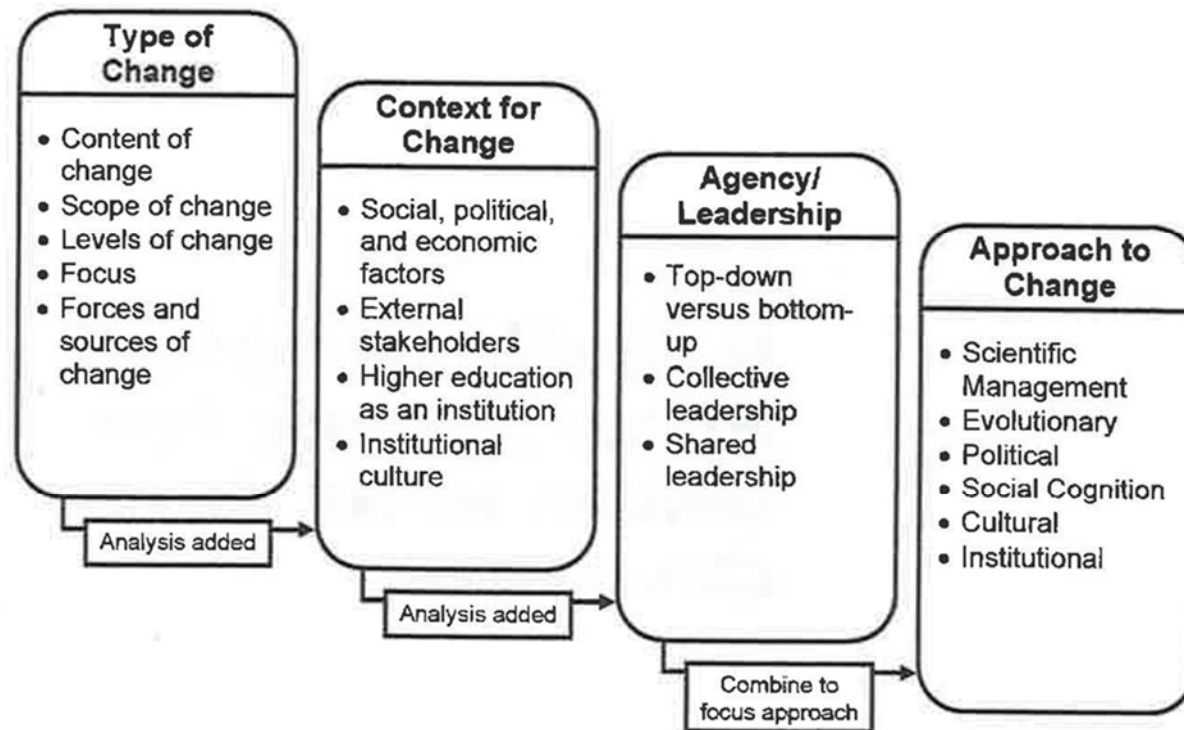*Expect equity, support diversity, practice inclusion*

Your Multi-faceted Approach to Change

UCI

Please adapt this framework to your own institutional project as desired.

Change Type	Context	Agency	Approach
What is the change content, scope, levels affected and forces re: change?	*What characteristics from context to consider?* For example: org development (scientific); resource dependency (evolutionary); Negotiating (political); sense making (social cog.); paradigm change (cultural); Inst. (institutional)	*What stakeholders and leaders can be involved? How will your process support? What will this look like?*	*What theories of change inform your efforts? Why?*

Source: Kezar, A. (2014). How colleges change, "A multi-faceted framework for understanding change," p. 44.

Expect equity, support diversity, practice inclusion

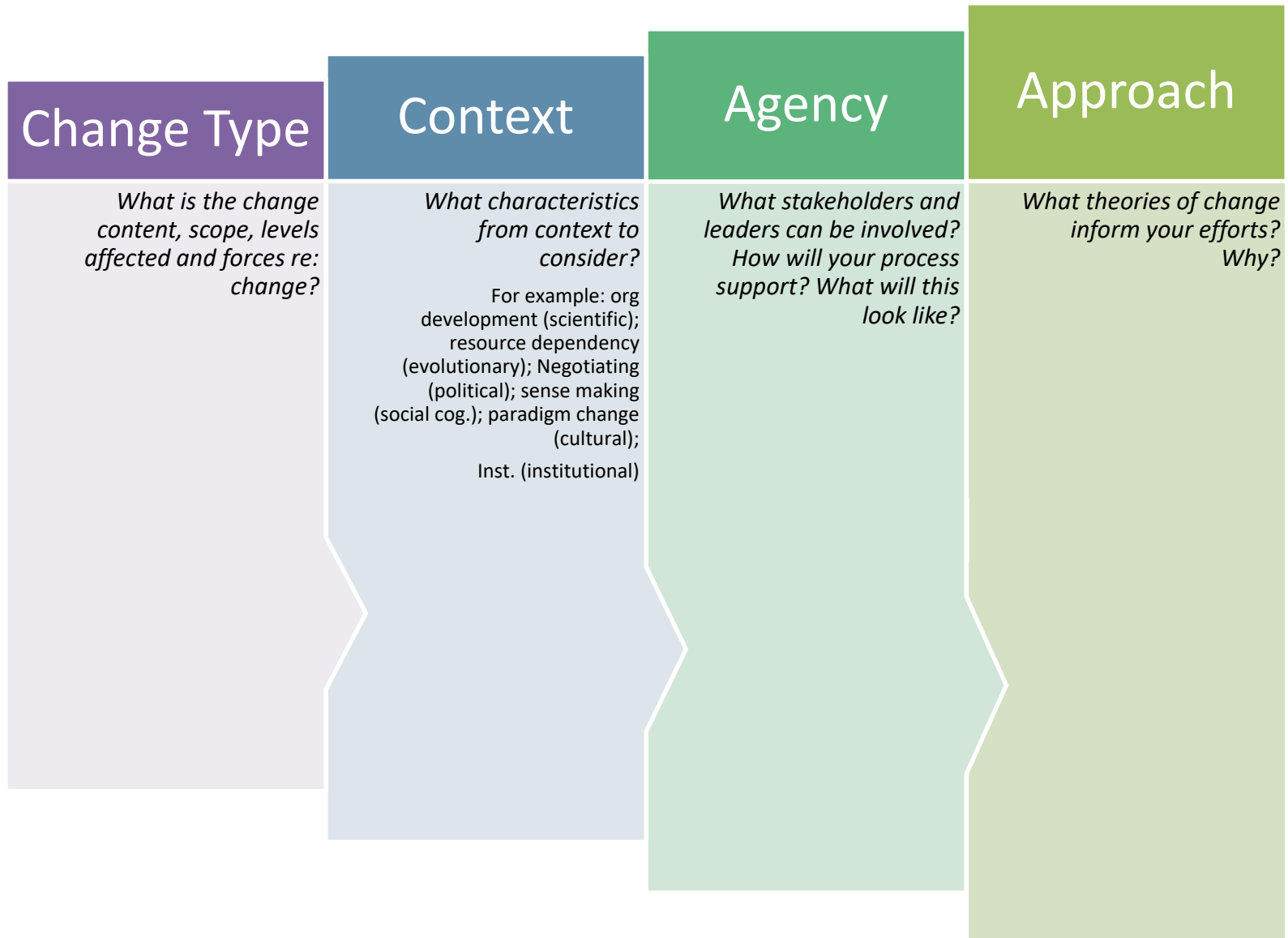# An Alternative Model: Kezar's Change Macro Framework

Type of Change
- Content of change
- Scope of change
- Levels of change
- Focus
- Forces and sources of change

Analysis added →

Context for Change
- Social, political, and economic factors
- External stakeholders
- Higher education as an institution
- Institutional culture

Analysis added →

Agency/ Leadership
- Top-down versus bottom-up
- Collective leadership
- Shared leadership

Combine to focus approach →

Approach to Change
- Scientific Management
- Evolutionary
- Political
- Social Cognition
- Cultural
- Institutional

From: Kezar, A. (2014) *How Colleges Change*.

Using Kezar's Framework: Consideration of Change Types and Insights

Type	Insights
Scientific Management	**levels**: org level via change structures and processes **focus of change**: ways to restructure, revise processes
Evolutionary	**levels**: sector, enterprise changes via identifying stakeholders, groups for change **forces & sources**: forces shaping change, alignment strategies
Social Cognition	**change content**: informs re: resistance to changes outside of existing schemas or understandings **scope of change**: 2nd order changes require changes to schemas via learning process, cognitive dissonance or sense making **levels**: individual
Cultural	**change content**: informs re: resistance to changes outside of existing values **scope of change**: 2nd order changes require changes in values **levels**: group **focus of change**: attitudinal changes
Political	**change content**: informs re: resistance to changes not in self-interests **levels**: group
Institutional/Neo-Institutional	**levels**: sector, enterprise **forces & sources**: identifies forces, strategic alignments; limited strategies

Summarized from Kezar, A. (2014), *How colleges change*, p. 47.

HANDOUT: Multiple Dimensions of Diversity

Using Kezar's Framework: Adapt for Your Institutional Project

Change Type	Context	Agency	Approach
What is the change content, scope, levels affected and forces re: change?	*What characteristics from context to consider?* For example: org development (scientific); resource dependency (evolutionary); Negotiating (political); sense making (social cog.); paradigm change (cultural); Inst. (institutional)	*What stakeholders and leaders can be involved? How will your process support? What will this look like?*	*What theories of change inform your efforts? Why?*

Adapted from Kezar, A. (2014), *How colleges change*, by Marguerite Bonous-Hammarth (mbonoush@uci.edu).

What Are You Taking Forward?

Joseph Slowensky
Marguerite Bonous-Hammarth

What Are You Taking Forward?

Marguerite Bonous-Hammarth, Ph.D.
Executive Director, Office of Inclusive Excellence

WSCUC The Diverse Campus: Intersecting Access and Equity across the Student Experience

February 1, 2018

Expect equity, support diversity, practice inclusion

Learning Outcomes:

➤ To explore and exchange resources for effective diversity, equity and inclusion outcomes.

Expect equity, support diversity, practice inclusion

"Re-examine cherished assumptions"
(Kurt Lewin)

Frozen state

"Unfreeze" Exert change

Refreeze

Expect equity, support diversity, practice inclusion

Office of
Inclusive Excellence
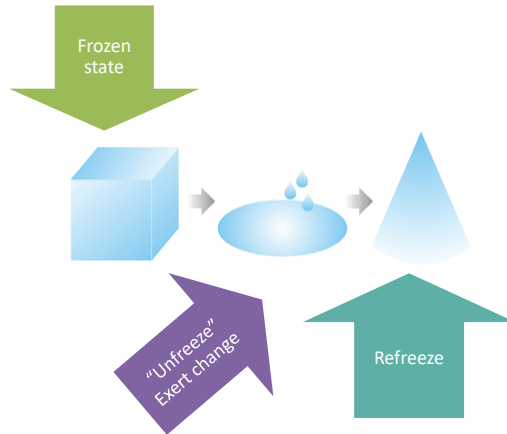
How Are You Thinking About Your Change Model and Approaches?
What's working now?
What needs to change further?

Expect equity, support diversity, practice inclusion

150

ADDITIONAL RESOURCES

A Collection of Literature and Online Resources
The Diverse Campus

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Resources for Institutional Contexts, Strategies and Planning

Brown University
Pathways to Diversity and Inclusion: An Action Plan for Brown University
http://brown.edu/web/documents/diversity/actionplan/diap-full.pdf

University of Michigan Progress Report (Example of an $85 million strategic plan for diversity and inclusion)
University of Michigan, Year One Report
https://diversity.umich.edu/wpcontent/uploads/2017/11/Diversity_Equity_and_Inclusion_Year_One_Progress_Report.pdf

Seattle University Task Force on Diversity and Inclusive Excellence, Final Report, January 2016
https://www.seattleu.edu/media/secure/task-force-on-diversity-and-inclusive-excellence/Task-Force-on-Diversity-and-Inclusive-Excellence-Final-Report.pdf

UC Berkeley
Strategic Plan for Equity, Inclusion, and Diversity
https://diversity.berkeley.edu/sites/default/files/executivesummary_webversion.pdf

UC Davis
Diversity and Inclusion Strategic Vision
https://diversity.ucdavis.edu/sites/g/files/dgvnsk731/files/inline-files/Diversity%20and%20Inclusion%20Strategic%20Vision%20Plan%20June%2029%202017.pdf

University of Maryland
Transforming Maryland, Expectation for Excellence in Diversity & Inclusion
https://www.provost.umd.edu/Documents/Strategic_Plan_for_Diversity.pdf

University of San Diego
Strategic Plan for Diversity & Inclusive Excellence
https://www.sandiego.edu/inclusion/documents/2020%20Strategic%20Plan%20for%20Diversity%20And%20Inclusive%20Excellence.pdf

University of Texas at Austin
Diversity and Inclusion Action Plan
http://diversity.utexas.edu/diversity-and-inclusion-action-plan/

University of Washington
Diversity Blue Print
https://www.washington.edu/diversity/files/2017/01/17_DiversityBlueprint-010917.pdf

THE CHRONICLE OF HIGHER EDUCATION

ADVICE

Yes, You Have Implicit Biases, Too

iStock

By David Gooblar | NOVEMBER 20, 2017

Ask any educated person what the placebo effect is, and almost all of them will be able to tell you. They will also accept, without any arm-twisting, that the placebo effect is real. After all, there is no real controversy around placebos — it's well established that they work. And yet, any time I've suggested to an educated person that the placebo effect may be working on them — that they might as well be taking sugar pills for their colds instead of vitamin C — I get strenuous denials in response.

Many of us are ready to accept that placebos can work in general, just not on us. A similar dynamic exists with implicit biases.

Most of us now readily accept that behavior is often driven by unconscious

attitudes and stereotypes. But suggest to people that they themselves may have implicit biases, and suddenly the defense mechanisms roar into effect. But we do have implicit biases — every one of us — and as faculty members, it's imperative we try to take them into account.

The challenge of confronting our own biases as teachers came to mind as I read news accounts this fall about the controversy over "the progressive stack." A graduate student at the University of Pennsylvania reported being pulled from the classroom for using that teaching technique, which aims to offer students whose voices tend to be marginalized in class discussions a greater opportunity to speak.

Pedagogy Unbound

Looking for inspiration on teaching or some specific strategies? David Gooblar, a lecturer in rhetoric at the University of Iowa and a blogger on teaching, writes about classroom issues in these pages. Here is a sampling of his recent columns.

- Teaching From the Passenger Seat
- Reeling Them in Early
- Now Is the Time to Think About Accessibility
- Your Syllabus Doesn't Have to Look Like a Contract

In my own classroom, I often ask my students to imagine a world in which 80 percent of the national political leaders are men, 95 percent of the

prominent business leaders are men, 70 percent of the established scientists and engineers are men, and 85 percent of the police officers are men. If you grew up in such a world, I ask students, what would your idea of an authority figure be? Wouldn't it be natural — having seen positions of authority held mostly by men your whole life — to associate the masculine with the authoritative? Under those circumstances, wouldn't you, all else being equal, see a man as more qualified than a woman?

Of course, this imagined world is our own. For Patricia G. Devine, a professor of psychology at the University of Wisconsin at Madison, and director of its Prejudice and Intergroup Relations Lab, the repeated exposure to stereotypes is precisely how implicit bias is formed — and may hold the key to how it can be erased.

In work stretching over decades, Devine has put forward a theory that prejudice functions as a kind of habit. We get used to certain associations — say, that students from a marginalized group struggle academically compared with white students — and when we come in contact with a student from that group, our default attitude is to uphold the stereotype. Without conscious work to counteract this automatic "activation," we assume the association is true.

As teachers, we set the tone for the classroom environment, modeling for our students what scholarly behavior should be like. Just as important, we function as institutionally-backed authority figures. We evaluate students, make judgments, create rules, and often decide who gets to speak and when. If we are serious about our responsibility to create a classroom

environment in which every student has an equal opportunity to excel, we need to take a hard look at our own behavior. We have to take whatever steps are necessary to combat anything that might handicap our ability to be fair, including any implicit bias.

We get used to certain associations -- say, that students from a marginalized group struggle academically -- and when we come in contact with a student from that group, our default attitude is to uphold the stereotype.

The fact that implicit biases are implicit — that is, hidden even from ourselves — means that our perception of what is right may be off. Some employers who favor a white applicant over a black person with the same credentials don't think they are prejudiced, and are unaware of their own bias. When such assumptions remain unconscious, they can deform our sense of fairness. As Devine notes in a 2012 article, "Implicit biases persist and are powerful determinants of behavior precisely because people lack personal awareness of them."

That article details an experimental intervention, led Devine and her

colleagues, to help subjects overcome implicit bias. In the years since, she has led many such interventions, both in and out of academe, and has been able to demonstrate remarkable success in reducing prejudicial behavior. In one such case, a series of gender-bias workshops at departments across the University of Wisconsin seemed to lead to an 18-percent increase in the hiring of female faculty members at those departments over the next two years.

We can't all participate in one of Devine's workshops. But in seeking to counter our own implicit biases, we can make use of the strategies she and her colleagues suggest, including:

- "Stereotype replacement" — in which you recognize and label your biased behavior or thoughts and replace them with nonprejudicial responses.
- "Counter-stereotypic imaging" — in which you imagine examples of people who defy the stereotypes of their groups.
- "Perspective taking" — in which you try to adopt the perspective of someone in a marginalized group.

Underlying all of those strategies is awareness: You have to be conscious of the existence of implicit biases, and the probability that you yourself may be influenced by them, before you can do anything about the problem. For all the controversy it has attracted, the "progressive stack" strikes me as an approach that attempts to respond to the problem of implicit bias in teaching. It developed in the context of Occupy Wall Street meetings. In the college classroom, the progressive stack involves looking for ways to create

space for students from marginalized groups. If a number of students raise their hands to talk, you call on the marginalized students first, making sure that they get to speak. Without that conscious intervention, what you think of as a fair distribution of speakers may just be the furtherance of an unhealthy social dynamic: The privileged kids feel free to speak, while the marginalized students stay silent.

We communicate important values to our students by who and what we choose to give our attention to. Some things you can try in your own classroom: Look to highlight the work of people from marginalized groups in your field. Assign readings by women and people of color. Do what you can to model for your students what a more just version of your discipline might look like. Actively work against cultural stereotypes instead of passively assuming they'll go away with time.

We may never be completely aware of our own implicit biases. But by assuming that we hold at least some of the pernicious stereotypes that our cultures have handed down to us, we can take steps to counteract them. As faculty members, we have a particular responsibility to work on this. Our role in the college classroom requires us to work toward a perhaps impossible ideal of equity. The first step is to open our eyes and look in the mirror.

David Gooblar is a lecturer in the rhetoric department at the University of Iowa. He writes a column on teaching for The Chronicle and runs Pedagogy Unbound, a website for college instructors who share teaching strategies. To find more advice on teaching, browse his previous columns here.

The Tattooed Professor

History, Teaching, and Technology with a Custom Paint Job

The Progressive Stack and Standing for Inclusive Teaching

There are two fundamental truths about Inclusive Pedagogy: it is an eminently desirable set of practices for teaching in higher ed, and it is an eminently difficult set of practices for teaching in higher ed. To teach inclusively is to swim against the powerful tide of "conventional wisdom," internalized biases, and socio-political pressures. For those of us who try to live out the ideals of critical pedagogy in our own practice, inclusive teaching is a *sine qua non*. Teaching and learning cannot be liberatory, cannot be a "practice of freedom," if any students are excluded from, or prevented from acquiring the full benefits of, their educational environment. Yet, we also know that any attempt at inclusive practices that does not acknowledge the structures of inequality in which we, our students, and our institutions operate cannot be successful. To acknowledge asymmetries, however, does not mean to legitimize them. Rather, it should be a necessary first step in undoing them to create a vital, democratic classroom.

Recent days have brought one important inclusive teaching technique-the Progressive Stack-onto center stage in the higher ed community, within both publications like the *Chronicle* and *Inside Higher Ed* and the larger social-media sphere, particularly academic twitter. Put simply, the Progressive Stack is a method of ensuring that voices that are often submerged, discounted, or excluded from traditional classroom discussions get a chance to be heard. We all know that classroom discussions, without mindful guidance and a commitment by participants to fairness and inclusion, are often dominated by those with the loudest voices and quickest at raising their hands—or, in too many cases, those most willing to interrupt others. Cathy Davidson identifies the problem:

> *If you do not structure a way for each voice to be heard—quite literally—only about twenty percent of the people in any class really contribute and as little as 5-10% control 95% of the dialogue. There is significant research on this. Nor are the silent ones usually the ones with least to contribute and the least prepared.*
>
> *There are personal, cultural, learning, and social reasons people don't speak up in class. Students of color and women of all races, introverts, the non-conventional thinkers, those from poor previous educational backgrounds, returning or "nontraditional students," and those from cultures where speaking out is considered rude not participatory are all likely to be silent in a class where collaboration by difference is not structured as a principle of pedagogy and organization and design. Who loses? Everyone. Arguments that are smart and valuable and can change a whole conversation get lost in silence and, sometimes, shame. When that happens, we don't really have discussion or collaboration. We have group think—and that is why we all lose.*

So the question for anyone committed to inclusive teaching and meaningful classroom discussions that actually promote *all* of our students' learning, is how to level the playing field in our classrooms. In this leveling process, we are working against powerful structures of inequality where gender, race, and other aspects of identity often prevent voices from being heard. White male privilege, the customary assumption that these voices are the norm, that they "speak for us all," is a powerful driver of this exclusion—and it's not often often something many teachers or students consciously recognize. The Progressive Stack is an explicit methodology meant to neutralize the operation of that privilege by naming and rejecting the explicit and implicit biases that have traditionally allowed it to flourish. [The best description I've read of how it operates comes from Danica Savonick](#):

> *Recently, I have been involved in several efforts to create spaces in which meaningful conversation can happen—spaces that don't reproduce social hierarchies of privilege and power and instead welcome everyone's contributions...*
>
> *While we often think that question and answer sessions just magically happen, these conversations often*

> *reproduce dominant hierarchies of privilege and power, especially in terms of who gets to speak and have their voice heard…*
>
> *Taking "stack" just means keeping a list of people who wish to participate—offer a question or comment—during the Q & A. Rather than anxiously waving your hand around and wondering if you'll be called on, if you would like to participate, signal to me in some way (a gesture, a dance move, a traditional hand-in-the-air, meaningful eye contact, etc.) and I will add you to the list.*
>
> *However, we're not just going to take stack, we are going to take progressive stack in an effort to foreground voices that are typically silenced in dominant culture. [According to Justine and Zoë](), two self-identified transwomen who were active in the movement, progressive stack means that "if you self-identify as trans, queer, a person of color, female, or as a member of any marginalized group you're given priority on the list of people who want to speak – the stack. The most oppressed get to speak first." As I take stack, I will also do my best to bump marginalized voices and those who haven't yet had a chance to participate to the top.*

As with any tool that confronts the effects of privilege and power head-on, the Progressive Stack makes some people uncomfortable. Indeed, Davidson herself has dismissed it in a recent interview, which is striking given her eloquent identification of the problems it is designed to address. Moreover, its recent emergence into the hot-take limelight clearly demonstrates that it is often misunderstood. For the self-appointed Guardians of Educational Integrity and The Way Things Should Be, the Progressive Stack has become the avatar of PC silliness run amok, or even (GASP) "reverse racism," rather than one tool in the inclusive pedagogue's toolbox. For this sector, the Progressive Stack's identification with the Occupy movement simply confirms its insidiousness: *anarchists and dirty hippies want to hold the oppression olympics to bash white men and turn any discussion into a gathering of triggered snowflakes.* Lest you think I'm exaggerating merely for comic effect, google "progressive stack." Almost every result you get will take you to the fever swamps of right-wing Reddit and warmed-over piles of gamergate droppings. The common denominator is that "Progressive Stack" is simply anti-white "racism" dressed in fancy intellectual clothes. *You're the real racist*, they wail; *consciously excluding someone from a discussion because of their race or gender is outrageous and unfair* (they're not very good at irony).

Giving the platform to someone merely because they claim "oppression" is actually oppressing white people.

WHO WILL SPEAK FOR THE WHITE PEOPLE??

As the [increasing number of targeted online harassment campaigns](#) has shown us, once a concept or issue has traveled through the right-wing Outrage-Distortion Complex, there is little hope of reclaiming rational discussion. It's been permanently stained. One might dismiss the frothing lamentations of white-genocide-via-classroom-pedagogy that bubble up from a subreddit, but the insidious trope of "reverse racism" has put its thumb on the scale enough to have distorted the conversation around the Progressive Stack. With its recent re-emergence into the higher-ed conversation, we've already seen this phenomenon play out in the comment threads of *IHE* and *Chronicle* articles. *I would never exclude students from discussion so arbitrarily*, ostensibly well-meaning educators proclaim. *Well, *I* don't even pay attention to my students' identities*, the white male teacher of the year smugly assures us; *I don't see race or gender in *my* class's discussions. All of my students are individuals to me.*

And there it is: the proposition that Progressive Stack is inherently unjust, a misguided attempt that hurts more than it helps, has entered the mainstream. Who needs 4chan trolls when allegedly serious academics will do the work instead?

I'm going to argue that we should tap the brakes on the "I-value-all-my-students" concern trolling, and actually take a closer look at both the Progressive Stack and its critics' arguments. First, we know beyond a doubt that power imbalances shape what happens in our classroom, particularly when it comes to the type of faculty-student and student-student interactions that are the root of any class discussion. [1] Research has clearly established, for example, [that gender dynamics have a dramatic effect](#) on classroom interactions. Students of color have told us repeatedly [2] that the

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classroom environment is often rife with microaggressions and other frustrations that often prevent full participation or equitable treatment. None of this stuff is secret; there is a body of research that demonstrates that inclusive teaching, **particularly specific techniques that intervene in and disrupt established hierarchies of power**, improves student learning. [3] [Any techniques](#) that call attention to how these structures of inequality function and then *specifically abnegate that functioning* are invaluable tools for engaged, critical educators and their students. And the Progressive Stack is most certainly one of them.

The problem, though, is that because the Progressive Stack calls attention to existing structures of inequality by replacing them with another structure entirely, it forces those of us who identify as white (and, particularly, male) to confront the ways in which we have been complicit in maintaining inequality. For those of us who see ourselves as teaching with a strong commitment to justice and inclusion, this can be a fraught process, and make us feel defensive or alienated. And for those who do *not* value justice and inclusion–or even value the enterprise of teaching to begin with–the idea of being intentionally de-prioritized or temporarily excluded from a community space is so foreign as to seem like a deep and abiding injustice. When you're accustomed to privilege, even the suggestion of equality will feel like oppression.

Moreover, how can those who normally exist on the margins of that space be oppressors? As Paulo Freire argues, "Violence is initiated by those who oppress, who exploit, who *fail to recognize others as persons*–not by those who are oppressed, exploited, and unrecognized" (emphasis added). [4] It's as absurd an argument as "reverse racism." In a complete social and historical vacuum, level-playing-field equality is an excellent proposition. But in the actual lived world of our history, experiences, and interactions the idea of treating everyone uniformly "regardless of gender" or without "seeing color" simply strengthens already-entrenched inequalities. And it does so all the more insidiously because it pays lip service to allegedly shared ideals. [5] The Progressive Stack disrupts that process by highlighting existing inequalities through its mandate that those who usually enjoy the benefits of those inequalities cede them to others who have usually not.

This is the crux of the issue for those who impugn Progressive Stacking's status as a legitimate pedagogical technique. It's one thing to condemn the existence of structural inequalities in the abstract; it is something else altogether to remove those structures–especially when doing so only serves to underscore how they've benefited and privileged you. And if you

are [so fragile](#) as to equate someone else acquiring power with the specter of your losing that power forever, then that's a "you problem," not an invalidation of pedagogical tools. It's not as if Progressive Stacking enslaves white people. A Progressive Stack during a classroom discussion does not constitute Jim Crow against whites. White males will not be neutered by a woman of color stepping up to the mic before they have their turn. Yet the fulminations and denigrations and ignorant overgeneralizations continue. Why?

Let's look at how a Progressive Stack might actually look in, say, a university that professes to value inclusion and sees diversity as "[fundamental to the education we provide](#)." In this [university](#), let's say, hypothetically, that its student body is split almost evenly between male and female in student-reported gender identity. Let's also hypothesize that the undergraduate student body is predominantly white, maybe….oh, I don't know, around 7% black, and maybe 10% or so Latinx. And let's pretend we're in a tutorial of about 30 students that's using Progressive Stack for discussions. If that class of thirty is anywhere near representative of the overall student demographics at our completely hypothetical university, then at least half the students are white. And let's say that the instructor for this class determines their stack will give priority to women of color, then black and Latino men, then white students. That means that white male students will have to wait their turn, and listen to the contributions of MAYBE one or two (and I am definitely rounding up) women of color, and MAYBE one or two black or Latino men before they are called upon. THE HORROR. Surely you can imagine what a slippery slope this can become. Before you know it, instructors will be socially-engineering their discussions in all sorts of crazy ways: calling on quieter students to "make sure they contribute"; asking for students not in the front row to participate; not always calling on that one dude who always has his hand up; *maybe even discouraging interruptions.* OMFG WHERE WILL THIS INSANITY END?

Giving up power, it turns out, is hard for some people. Especially when that power has been historically-constructed to be so pervasive as to render it unquestioned and indeed unseen in its hegemonic sway. Pierre Bourdieu calls this *symbolic power*: "For symbolic power is that invisible power which can be exercised only with the complicity of those who do not want to know that they are subject to it or **even that they themselves exercise it**" (emphasis added).[6] The point of the Progressive Stack is to name that complicity, to put it in the center of the classroom, and require us to decide for ourselves–in light of this new awareness–whether or not we will remain complicit. And some people are so afraid of making that decision, or even contemplating a situation in which they might have to do so, that they would rather muster

up hyperbolic misrepresentations than face either scenario.

But for anyone, whether that's an individual instructor or an entire institution, who values inclusive teaching and learning, it is an ethical imperative to commit to meaningful praxis. Mission statements and diversity creeds, statements of inclusion on a course syllabus—*none of that means jack if those values are not lived out in the classroom.* To teach inclusively is to commit to doing that hard work. It is to live out a pedagogy of justice, equity, and critical reflection either in one's own practice or in the institution's ethos. It means there will be times when people who are not accustomed to their identity being a source of discomfort and exclusion will have to learn—in a managed and intentional space—what that feels like. It means there will be friction and messiness and uncomfortable adjustments, because any education worth the name involves friction and messiness and uncomfortable adjustments.

To pre-emptively surrender the point, to dismiss that with which we are not familiar, is an abdication of our responsibilities.

To do these things, instead of supporting someone enacting a meaningful pedagogy, is administrative malpractice.

To wave all this away, to abjure a pedagogical technique designed to meet those imperatives because it makes some white men pouty, is to cravenly avoid the responsibility that rests upon higher education and its caretakers.

If you think you're better than that, prove it. Stand for Inclusive Teaching, and stand behind those who practice it.
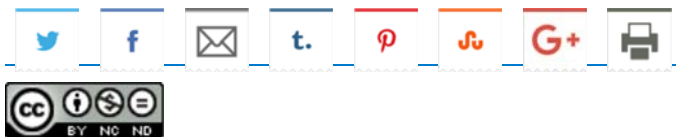
[1]For a good overview of factors shaping classroom climate, see Susan Ambrose, et al., *How Learning Works: Seven Research-Based Principles for Smart Teaching* (Jossey-Bass, 2010), 153-187 ⮌

[2]See *To My Professor: Student Voices for Great College Teaching* (Michigan State University/Read the Spirit Books, 2016), esp. chs. 7, 8, and 10, and Mark A. Chesler, "Perceptions of Faculty Behavior by Students of Color," *CRLT Occasional Papers*, University of Michigan CRLT. No. 7. ⮌

[3] For example, Walton, G. M.; Cohen, G. L. (2011) "A Brief Social-Belonging Intervention Improves Academic and Health Outcomes of Minority Students." *Science*, 331, 1447-1451; Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., Cohen, G. L. (2013). "Breaking the Cycle of Mistrust: Wise Interventions to Provide Critical Feedback Across the Racial Divide." *Journal of Experimental Psychology: General.* ⮌

[4]Paulo Freire, *Pedagogy of the Oppressed*, 30th anniversary ed. (Continuum, 2011), 55. ⮌

[5] Leslie G. Carr, *Color-Blind Racism* (Sage, 1997) and Eduardo Bonilla-Silva, *Racism without Racists: Color-Blind Racism and the Persistence of Inequality in America* . 5th ed. (Rowman and Littlefield, 2017). ⮌

[6]Pierre Bourdieu, *Language and Symbolic Power* (Harvard, 1991), quoted at 164. ⮌

Kevin / October 20, 2017 / Critical Pedagogy, Inclusive Pedagogy, Privilege, Progressive Stack, Race, Table-Thumping

TASK FORCE & ADVISORY GROUP DIALOGUE GUIDE

The Chapman Diversity Project endeavors to bring students, staff, faculty, administrators and trustees together for meaningful dialogue focused on developing strategic priorities and recommendations for diversity and inclusion at Chapman. Groups will be guided by best practices and current research while connecting efforts with Chapman structures, staffing and resources. Dialogues should balance the voices of all participants in the room as all members of the Chapman community are valuable stakeholders in this project.

All members of Task Forces and Advisory Groups will be guided by the following foundations of respectful dialogue:

- Assume positive intent of all members present

- Speak with brevity, speak with intention

- Demonstrate active listening, be present

- Please do not speak over or interrupt fellow members

- Acknowledge everyone brings different experiences, perspectives and backgrounds

- Multiple realities and experiences exist and are valid

- Stay curious, ask questions to challenge making assumptions

- Sometimes dialogue will be messy, work through discomfort with respect

- Maintain confidentiality of dialogues in each group

Recommendations for Facilitators:

➤ Facilitators guide and focus the direction of the communication process toward the specific objectives of the discussion. They keep the group moving toward its goal.

➤ Facilitators help members to understand each other by paraphrasing or redirecting questions.

➤ Facilitators create an atmosphere in which members feel understood and safe to communicate freely. Members need to be heard and need to feel that their message is perceived and understood.

➤ Facilitators develop skills in the timing of questions and in providing transitional sequence of questions during the facilitation while reminding group of foundations for respectful dialogue.

➤ Facilitators may want to accurately record what is said, perhaps on a flip chart large enough for participants to see, using volunteers from the group to scribe and record. Seeing is another way of learning.

➤ Facilitators help the group maintain respect and collegiality.

Expectations for Group Meetings:

- Please utilize 2015-2016 meetings to continue to identify pressing issues, evidence of the issues presented, best practices and research focused on how to address these issues as identified in Spring 2015 reports for each group. Co-chairs can share where to find reports and supporting documents on Sharepoint. From the issues the group identified, each group has formulated some short term and longer term strategic recommendations for Chapman. Recommendations should continue to keep resources, staffing, structure, timeline, feasibility and how to measure success in mind as the group begins to implement or strategize how to implement supported recommendations.

- Utilize the recommendations, reports, and feedback gained from report presentations given by Co-chairs to the CDRC to guide action steps for your group in 2015-2016. You may create subcommittees, seek meetings with stakeholders, hold forums, delegate responsibilities internally or find other ways to start to take action within your groups. Please keep open communication with the Office of the Chancellor and Diversity and Inclusion about how we can support you in your endeavors.

CHAPMAN UNIVERSITY
DIVERSITY & INCLUSION

Dear Chapman Diversity Project Member,

Welcome to the fourth year of the Chapman Diversity Project! We look forward to having you as a member this year. Over the past three years, members of the Chapman Diversity Project have been able to create significant change at Chapman around diversity and inclusion and your hard work and commitment to this volunteer driven initiative is greatly appreciated. Your participation, support, and leadership are invaluable to making the Chapman Diversity Project a success. We are very excited to work with you as we continue to implement the Strategic Plan for Diversity & Inclusion.

In this packet, you will find:

- Explanation of the Chapman Diversity Project—Page 2
- Chapman Diversity Project Organization Chart—Page 3
- Contact Information for Co-Chairs—Pages 4-5
- Dialogue Guidelines for All Chapman Diversity Project Members—Page 6
- Information about The Office of Diversity & Inclusion in the Office of the Provost—Page 7
- Accessing Reports From Advisory Groups & Task Forces—Page 8
- Important Methods for Communicating With Your Advisory Group/Task Force—Page 8
- Website/Internal Blog Resource List—Pages 9-12
- Changes & Progress Related to Diversity & Inclusion at Chapman from Spring 2015-Present—Pages 12-15

Please review this information as we begin another year of the Chapman Diversity Project. If you have any questions, feel free to contact us.

With gratitude and excitement for a new year,

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Chapman Diversity Project

The Chapman Diversity Project endeavors to bring students, staff, faculty, administrators, and trustees together for meaningful dialogue focused on developing strategic priorities and recommendations for diversity and inclusion at Chapman. This initiative began in Fall of 2014 and is sponsored by the Office of the Provost.

The Chapman Diversity Project is comprised of Eight Advisory Groups, on the Status of:

- Disabilities & Accessibility
- Faith, Spirituality, & Secularism
- International Communities
- Lesbian, Gay, Bisexual, Transgender & Queer Communities
- Military Affiliates
- People of Color
- Socio-economic Stratification
- Women

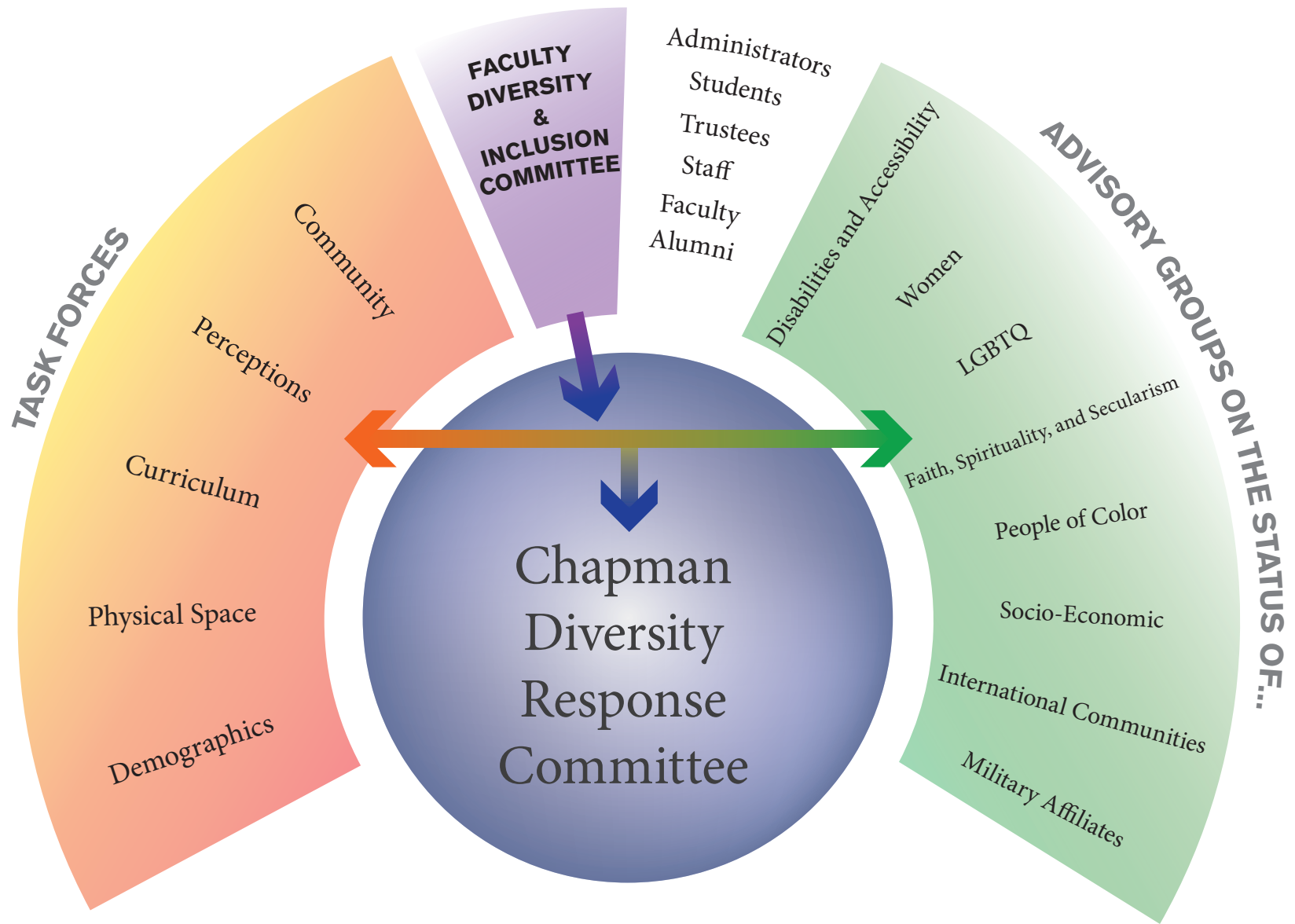It also consists of five task forces which focus on:

- Communications & Perceptions
- Community
- Curriculum
- Demographics
- Physical Space

All thirteen groups focus on advocacy, institutional change, dialogue, and community building around diversity and inclusion. The groups are encouraged to seek out collaborations with each other, rather than programming.

Members of the Chapman Diversity Response Committee are guided by best practices and current research while connecting efforts with Chapman structures, staffing and resources. We are excited to have you be a part of this project to create change around diversity and inclusion at Chapman.

Please explore the Chapman Diversity Project internal blog at blogs.chapman.edu/cdp for updates from all groups. You can also join our Facebook group at: https://www.facebook.com/groups/345584495565154/

TASK FORCES

Community
Perceptions
Curriculum
Physical Space
Demographics

FACULTY DIVERSITY & INCLUSION COMMITTEE

Administrators
Students
Trustees
Staff
Faculty
Alumni

Chapman Diversity Response Committee

ADVISORY GROUPS ON THE STATUS OF...

Disabilities and Accessibility
Women
LGBTQ
Faith, Spirituality, and Secularism
People of Color
Socio-Economic
International Communities
Military Affiliates

CHAPMAN UNIVERSITY
DIVERSITY & INCLUSION

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Chapman Diversity Project Advisory Group & Task Force Information

Advisory Group on the Status of Disabilities & Accessibility
Art Blaser | Faculty Co-Chair | blaser@chapman.edu
Chelsea Dempsey | Staff Co-Chair | dempsey@chapman.edu
Einat Ben Dov | Student Co-Chair | bendo101@mail.chapman.edu

Advisory Group on the Status of Faith, Spirituality, & Secularism
Diane Eisenberg | Staff Co-Chair | deisen@chapman.edu
Dustin Smetona | Staff Co-Chair | smetona@chapman.edu

Advisory Group on the Status of International Communities
Carolyn Nih | Staff Co-Chair | yeung@chapman.edu
Robyne Kelly | Staff Co-Chair | rokelly@chapman.edu

Advisory Group on the Status of Lesbian, Gay, Bisexual, Transgender & Queer Communities
Aaron Chen | Student Co-Chair | chen403@mail.chapman.edu
Ian Barnard | Faculty Co-Chair | barnard@chapman.edu
Nancy Brink | Staff Co-Chair | brink@chapman.edu

Advisory Group on the Status of Military Affiliates
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Lara McKinley | Alum Co-Chair | mckin117@mail.chapman.edu
Ryan King | Student Co-Chair | king252@mail.chapman.edu
Kyndra Rotunda | Faculty Co-Chair | krotunda@chapman.edu

Advisory Group on the Status of People of Color
Carlos Lopez | Staff Co-Chair | carlopez@chapman.edu

Advisory Group on the Status of Socio-economic Stratification
Crystal De La Riva | Staff Co-Chair | delariva@chapman.edu
Jennifer Ascencio | Student Co-Chair | ascen104@mail.chapman.edu

Advisory Group on the Status of Women
Alisa Driscoll | Staff Chair | driscoll@chapman.edu
Denise Johnson | Faculty Chair | denjohns@chapman.edu
Kristin Beavers | Staff Co-Chair | kbeavers@chapman.edu

Communications & Perceptions Task Force

Hallie Nicholson | Staff Co-Chair | nicholso@chapman.edu

Jason Keller | Faculty Co-Chair | jkeller@chapman.edu

Community Task Force

Heidi Swanson | Staff Co-Chair | hswanson@chapman.edu

Joe Slowensky | Faculty Co-Chair | jslowens@chapman.edu

Otniel Pavia | Staff & Alum Co-Chair | pavia@chapman.edu

Curriculum Task Force

Joe Koluder | Staff Co-Chair | koluder@chapman.edu

Kyler Asato | Student Co-Chair | asato105@mail.chapman.edu

Stephanie Takaragawa | Faculty Co-Chair | takaraga@chapman.edu

Physical Space Task Force

Not meeting during fall of 2017.

Erin Pullin | Staff Chair | pullin@chapman.edu

Demographics Task Force

Not meeting during the 2017-2018 academic year.

Task Force and Advisory Group Dialogue Guide

The Chapman Diversity Project endeavors to bring students, staff, faculty, administrators, and trustees together for meaningful dialogue focused on developing strategic priorities and recommendations for diversity and inclusion at Chapman. Groups will be guided by best practices and current research while connecting efforts with Chapman structures, staffing and resources. Dialogues should balance the voices of all participants in the room as all members of the Chapman community are valuable stakeholders in this project.

All members of Task Forces and Advisory Groups will be guided by the following foundations of respectful dialogue:

- Assume positive intent of all members present
- Speak with brevity, speak with intention
- Demonstrate active listening, be present
- Please do not speak over or interrupt fellow members
- Acknowledge everyone brings different experiences, perspectives and backgrounds
- Multiple realities and experiences exist and are valid
- Stay curious, ask questions to challenge making assumptions
- Sometimes dialogue will be messy, work through discomfort with respect
- Maintain confidentiality of dialogues in each group

Recommendations for Facilitators:

- Facilitators guide and focus the direction of the communication process toward the specific objectives of the discussion. They keep the group moving toward its goal.
- Facilitators help members to understand each other by paraphrasing or redirecting questions.
- Facilitators create an atmosphere in which members feel understood and safe to communicate freely. Members need to be heard and need to feel that their message is perceived and understood.
- Facilitators develop skills in the timing of questions and in providing transitional sequence of questions during the facilitation while reminding group of foundations for respectful dialogue.
- Facilitators may want to accurately record what is said, perhaps on a flip chart large enough for participants to see, using volunteers from the group to scribe and record. Seeing is another way of learning.
- Facilitators help the group maintain respect and collegiality.
- Facilitators help manage time and stay mindful of everyone contributing to the group.

The Office of Diversity & Inclusion in the Office of the Provost

The Chapman Diversity Project is housed in the Office of Diversity & Inclusion within the Office of the Provost.

Joe Slowensky
Vice Provost for Institutional Effectiveness, Faculty Affairs, and WASC ALO
Professor, Dodge College of Film and Media Arts
jslowens@chapman.edu

Erin Pullin
Director of the Office of Diversity & Inclusion, Office of the Provost
pullin@chapman.edu

Chris Roach
Administrative Assistant to the Vice Provost for Institutional Effectiveness, Faculty Affairs, and WASC ALO, Office of the Provost
croach@chapman.edu

The Office of Diversity & Inclusion within the Office of the Provost assists the groups in a variety of different ways. We provide support for scheduling meetings, booking rooms, sending calendar invites, keeping updated email and membership lists, connecting people with resources, website updates, scheduling co-chair luncheons, organizing a Chapman Diversity Project get together each semester, and providing new members with the information they need to get started in a group.

Note: Whenever you encounter challenges in pursuing advocacy, questions arise about who to contact, or one-on-one support is needed, reach out to Erin Pullin at pullin@chapman.edu for support.

Accessing Reports from Advisory Groups and Task Forces

Reports from the 2015 academic year created by all of the Chapman Diversity Project Advisory Groups and Task Forces can be found on SharePoint. To access SharePoint go to: https://mywindow.chapman.edu/teams/cuchancellor/DiversityProject/default.aspx and log in with your Chapman credentials. On the left hand navigation, select General Library and then select Advisory Groups and Task Forces Reports. Diversity & Inclusion will send you an email with this link at the beginning of every semester.

Sharing Information

Sharing Information with Your Group

The best way to share information with your group is through personal communications or email. If you want to update information on an outlook invite, contact Chris Roach at croach@chapman.edu.

You can also post sensitive information in your Advisory Group/Task Force Library folder in SharePoint which can be accessed here: https://mywindow.chapman.edu/teams/cuchancellor/DiversityProject. Your Advisory Group/Task Force folder is the central repository of the history of your work. Please keep your SharePoint folder up-to-date with anything you are working on so that future co-chairs can access the information. If you have difficulty accessing SharePoint, email Erin Pullin at pullin@chapman.edu

Sharing Information with All of the Chapman Diversity Project

Sensitive information intended to be accessible to all of the Chapman Diversity Project can be uploaded to the General Library on SharePoint. General announcements and updates, as well as opportunities for collaboration that are not confidential or sensitive, can be posted on the Chapman Diversity Project internal blog at blogs.chapman.edu/cdp or the CDP Facebook Page. More information about the internal blog can be found on Page 13 of this packet. Blog posts can include articles, announcements, progress your group is making, opportunities for collaboration, and monthly updates to be shared in the monthly newsletter, or upcoming events.

Sharing Information with the Chapman Community

If you have information you would like added to any part of the chapman.edu/diversity website, contact Erin Pullin. Examples included events, news articles, and resources.

Public forms can be made on the Chapman Diversity Project OrgSync by contacting Erin Pullin. Forms can be used for registrations, evaluations, or interest sign-up sheets.

CHAPMAN UNIVERSITY
DIVERSITY & INCLUSION

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Website/Internal Blog Resource List

Chapman Diversity & Inclusion Website - chapman.edu/diversity

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Chapman Diversity & Inclusion Website - March 2012-August 2015
Consisted of one page with a diversity statement and diversity plan developed by the Faculty Diversity & Inclusion Committee, a description of the committee and stock photo of students.

Chapman Diversity & Inclusion Website – Present
Landing Page provides left hand navigational links to several new web pages, a bright box linking directly to information about reporting an incident and links to sign up for email newsletters in addition to the core drop down tabs that link to lists of relevant resources and information under each of the following headings:

- Campus Resources
- Academics
- Education, Training and Mentorship
- Initiatives
- For Students
- For Faculty and Staff
- Local Community Partnerships

Resources

Academic Programs, Resources and Courses – Diversity related majors, minors, masters, Ph.D. emphases, general education inter/multidisciplinary cluster, academic resources, and a handout titled Required Course Materials: Considering Socio-economic Stratification.

Advocates for Students - Page of self-identified staff, faculty and administrator advocates for students who commit to being an open door and advocate for students from underrepresented communities, and to participate in professional development workshop to be offered in fall; advocates are listed for these categories:

- First Generation Students
- International Students
- LGBTQIA+ Students
- Non-Traditional Students
- Students of Color
- Students with Disabilities
- Students Facing Financial Challenges
- Students Who Are Undocumented
- Students Who Are Veterans, ROTC, Army Reserve Members
- Students Who Identify As Women

Clubs and Organizations - Lists active diversity and cultural and religious and spiritual clubs and organizations with descriptions and links to OrgSync pages.

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Resource Pages – A series of pages that list identity specific resources for students. These pages include Queer Pages, Resources for Students Facing Financial Challenges, Resources for Students of Color, Resources for Veterans, ROTC, Reserves or Military Connected Members, Resources for Students Who Are Undocumented, Resources for Students with Disabilities, and Mental Health resources.

Who We Are

Student & Alumni Stories - Brief narratives from students related to diversity and inclusion at Chapman. They include stories of positive classroom experiences as well as co-curricular events, involvement and programs.

Faculty Perspectives - Highlight the reasons why faculty think diversity and inclusion is important in their work and how they infuse it into their curriculum.

Staff Perspectives - Discuss why they view diversity and inclusion as important to the work they do for students.

Diversity Myths- Created by the Communications & Perceptions Task Force, this page address common myths about Chapman and diversity and inclusion.

Want to share your story on this page? Tell us about your experiences with diversity and inclusion at Chapman by filing out one of the following forms on OrgSync:

Student & Alumni Stories https://orgsync.com/109109/forms/151089;

Staff Perspectives https://orgsync.com/109109/forms/212676

Faculty Perspectives https://orgsync.com/109109/forms/212678

Strategic Initiatives

The Chapman Diversity Project - Description of CDP and the goals and break down of the Advisory Groups and Task Forces. This page also includes a link to an interest form for people who want to get involved.

Latino Staff & Faculty Forum – Description of the Chapman Latino Staff & Faculty form, contact information, mission statement, and upcoming events and meetings.

LGBTQIA+ Staff & Faculty Forum – Description of the Chapman LGBTQIA+ Staff & Faculty Forum and contact information.

Governance - Information about the SGA Diversity Affairs Committee and Graduate Student Council.

Syllabi Statements - Required statements in all course syllabi related to diversity and inclusion including Chapman University's Students with Disabilities Policy and Equity and Diversity Statement. Also includes new optional statements on mental health.

Diversity Infusion Project – Description of the history of the Diveristy Infusion Project, a list of faculty participants, and goals for 2016-17.

Chapman University Statement on Diversity & Inclusion– Updated statement on Diversity & Inclusion at Chapman University.

Faculty & Staff Safe Space Workshops – Includes description of the workshop, dates and times, and registrations.

Strategic Plan – The plan can be downloaded as a pdf on this page.

News and Events

Diversity and Inclusion News – Updated with any relevant news around diversity and inclusion at Chapman.

Diversity and Inclusion Events - Descriptions, date, time and location of events. *Please send us more events!*

Diversity and Inclusion Conferences - Lists conferences related to diversity and inclusion for students, staff and faculty, as well as information about SGA Conference Funding for students. *Please send us more listings!*

Report an Incident
- Equal Opportunity and Diversity Officer and Filing a Complaint
- Cross-Cultural Education and Resource Team (CERT) and Incident Notification Form
- Student Concern Intervention Team (SCIT)
- Emergency Contact Information

Other Online Resources
- Gender Neutral Bathrooms added to the Campus Interactive Map to replace outdated pdf map
- Accessible entrances to all buildings added to the Campus Interactive Map with descriptions and locations
- Lactation stations, lockers, microwaves, and bike racks are available under campus amenities on the campus map.
- Suggestions for faculty assisting students with financial needs from the Faculty Diversity & Inclusion Committee

Regarding Chapman Diversity Project Recommendations

Enhancing the website, communications and marketing in regard to diversity and inclusion was identified as a priority in the reports from the following ten of thirteen Chapman Diversity Project groups:
- Advisory Group on the Status of Disabilities & Accessibility
- Advisory Group on the Status of Faith, Spirituality & Secularism
- Advisory Group on the Status of International Communities
- Advisory Group on the Status of LGBTQ Communities
- Advisory Group on the Status of Socio-Economic Stratification
- Advisory Group on the Status of Military Affiliates
- Advisory Group on the Status of Women
- Demographics Task Force
- Perceptions Task Force
- Physical Space Task force

Some of the specific recommendations we have endeavored to address include:
- Increase centralization of resources and the ease of identifying relevant resources.
- Better communication about what is happening and campus efforts around diversity and inclusion.
- Links to staff, offices and areas directly responsible for diversity and inclusion work.
- Lists of specific individuals who agree to support and advocate for students from underrepresented communities.
- Enhancing the campus map both in terms of gender neutral bathrooms and clear points of access.

Feedback, additional resources, ideas and recommendations are welcome! Please contact Erin Pullin pullin@chapman.edu.

Changes and Progress at Chapman University Related to Diversity & Inclusion

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.
- 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

- Office of Admission attended the first annual Campus Pride College Fair in October 2015.
- Office of Admission added a question related to diversity and inclusion to the student application process.
- 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.
- Office of Admission infused diversity and inclusion resources into their tour guide manual and added information about the Office of Diversity & Inclusion, the Chapman Diversity Project, and the Strategic Plan for Diversity & Inclusion.
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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.
- 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.

- 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.
- Student Satisfaction Survey now includes the option of non-binary identity for the question of gender.
- Student Union has adjusted table heights to be sure they are ADA accessible.
- Three million dollar gif 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 e 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.
- 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 the Office of Diversity & Inclusion position established within the Office of the Provost.
- Diversity & Inclusion Student Assistant position established within the Office of Diversity & Inclusion.

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- Established a new statement on diversity and inclusion more closely aligned with university policies and values in spring 2016.
- 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.
- Board of Trustees was given survey questions to ascertain perspectives and priorities in relation to diversity and inclusion at Chapman for the first time.
- 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.
- Board of Trustees' Audit Committee receives a report of all Title IX cases.
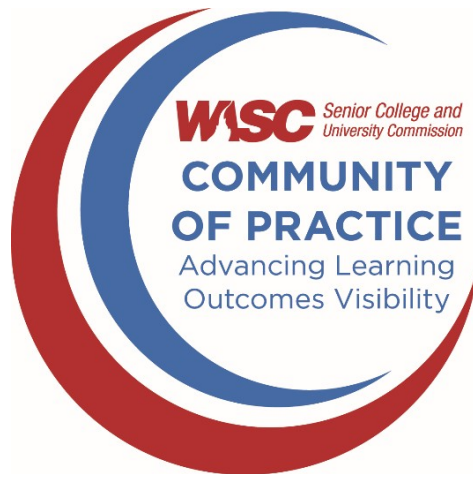
Community of Practice for
Advancing Learning Outcomes Visibility

In spring 2017, with funding from Lumina Foundation, WSCUC launched the first cohort of the Community of Practice for Advancing Learning Outcomes Visibility. This initiative provides guidance and consulting for projects related to assessing student learning and the visibility of that learning. WSCUC is supporting participants as they implement their own projects, which will contribute to the development of a collection of good practices, resources, and guides to share both regionally and nationally.

Participants in the Community of Practice are engaging in student learning assessment and visibility projects that are informed by national and regional thought leadership, knowledge generation, capacity building, and resource sharing within the Community of Practice, with the intention of broad-based engagement across the region over time. Expert consultant are guiding projects and highlighting best practices, and participants are building networks to support projects and share ideas and information.

Community of Practice outcomes include:

- **Improved Learning Outcomes Visibility**: to support WSCUC institutions in making good evidence of student learning more visible and accessible to a general public and various stakeholders.

- **Learning Outcomes Capacity Building:** to further develop WSCUC's regional capacity and national leadership in providing evidence of student learning as one crucial component of student achievement. The key focus is on using learning outcomes assessment results to support authentic student learning and/or institutional improvement.

- **Quality Assurance / Accreditation Resource Development, Curation, and Dissemination:** to develop a curated collection of accreditation process resources, including exemplars and learning guides for the WSCUC region – and nationally – around aligning and assessing student learning outcomes per the Standards or Accreditation, the visibility of evidence, and using evidence for improvement.

Visit the Community of Practice on WSCUC's website to learn about current projects and mentors:
www.wscuc.org/cop

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An Opportunity for Your Institution to Develop Assessment Expertise and Leadership
March 2018 - January 2019
Applications will be accepted November 15, 2017 - February 15, 2018

Purpose of the Academy
The WSCUC Assessment Leadership Academy (ALA) prepares postsecondary professionals to provide leadership in a wide range of activities related to the assessment of student learning, from facilitating workshops and supporting the scholarship of assessment to assisting administrative leadership in planning, budgeting, and decision-making related to educational effectiveness. ALA graduates have also provided consultation to the WSCUC region and served on WSCUC committees and evaluation teams; some have moved on to new positions with greater responsibilities. The Academy curriculum includes both structured and institutionally-tailored learning activities that address the full spectrum of assessment issues, and places those issues in the national context of higher education policy on educational quality, accreditation, and accountability.

Who Should Participate in the Academy?
Higher education faculty, staff, and administrators who are committed to:
- Developing assessment expertise;
- Serving in an on-going assessment leadership role at their institution;
- Devoting significant time to complete ALA reading and homework assignments.

Assessment Leadership Academy Faculty
ALA participants will interact with and learn from nationally-recognized higher education leaders. Faculty lead interactive class sessions and are available to participants for one-on-one consultations.

Faculty Facilitators of the ALA:
- **Amy Driscoll**, Former Director of Teaching, Learning, and Assessment, CSU Monterey Bay
- **Carole Huston**, Associate Provost, University of San Diego (ALA Alum)

Guest Faculty Include:
- **Peter Ewell**, President Emeritus, National Center for Higher Education Management Systems
- **Adrianna Kezar**, Associate Professor for Higher Education, University of Southern California
- **Jillian Kinzie**, Associate Director, Center for Postsecondary Research & NSSE Institute
- **Kathleen Yancey**, Kellogg W. Hunt Professor of English, Florida State University
- **Laurie Dodge,** Vice Chancellor of Institutional Assessment and Planning, Brandman University (ALA Alum)
- **Kevin Grant,** Assistant Dean of Student Development, Biola University (ALA Alum)
- **Susan Platt,** Executive Director of Assessment Emerita, CSU Long Beach (ALA Alum)
- **And others!**

Learning Goals
Participants who complete Academy requirements will acquire foundational knowledge of the history, theory, and concepts of assessment; they will also develop expertise in training and consultation, institutional leadership for assessment, and the scholarship of assessment.

Application Deadline and More Information
Applications for the 2018-19 cohort will be accepted from November 15, 2017 until February 15, 2018.

For more information and application materials, please see **Assessment Leadership Academy** on the WSCUC website http://www.wascsenior.org/ala/overview

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