SENIOR DIVERSITY & INCLUSION OFFICER
LEADERSHIP PROFILE
The University of Redlands seeks a visionary and aspirational leader for the role of **Senior Diversity and Inclusion Officer (SDIO)**. The SDIO is a senior-level management position reporting directly to the President, serving as a member of the Provost’s Council, and working as a key advisor to the President’s Cabinet.

**THE UNIVERSITY**

The University of Redlands is a liberal arts master’s university of approximately 5,000 students in southern California. Located in the inland area adjacent to Los Angeles, the beautiful Redlands campus is within easy distance of snow skiing, hiking and climbing to the north, some of the world’s best beaches to the south and west, Palm Springs and Joshua Tree to the east, and the urban culture of Los Angeles to the west. Our Schools of Business, Education, and Continuing Studies also offer programs in six regional southern California campuses and soon to be a seventh in Marin County, Northern California.

**TRANSFORMATIVE ACADEMICS & STUDENT LIFE**

Undergraduates in the College of Arts & Sciences may choose from more than 40 academic majors. They also may create their own self-directed majors in the Johnston Center for Integrative Studies—where studies are multidisciplinary; curriculum and majors are by contract; and evaluations are by narrative.

Students enjoy small class sizes and an undergraduate student-to-faculty ratio of 12 to 1. At the heart of the Redlands experience is the belief that education should be highly personalized, relevant, and interdisciplinary. Examples of many stellar undergraduate academic programs include:

- **Creative Writing**—students learn from accomplished professors, showcase their work in a student-run literary magazine, and benefit from the Visiting Writers Series that brings nationally recognized writers to campus.
- **Environmental Studies**—distinctive for opportunities of study in its state-of-the-art learning facility and in classrooms around the world.
- **Psychology**—exemplary for sending graduates on to careers in law, medicine, education, social work and research.
- Business Administration—known for its acclaimed global business program and international Fulbright Scholars and students.
- Center for Science and Mathematics—an assemblage of excellent undergraduate programs in biology, chemistry, physics, mathematics and computer science.

Redlands also offers graduate programs through the College of Arts & Sciences, including:
- Master of Science in Geographic Information Systems—a one-year residential program at the Redlands campus.
- Master of Science in Communication Sciences and Disorders—one of the leading training programs in the nation.

The graduate and professional programs at the University serve about the same number of students as the College, and offer a broad scope of study for undergraduates, graduates, and working professionals. The School of Education, one of the few professional programs in the nation to offer a Doctorate in Leadership for Educational Justice, is organized into the following three departments - Teaching & Learning, Leadership and Higher Education, and Counseling and Human Services. The School of Business offers Master’s Degrees in Business Administration, Management, and Information Technology. Students have an opportunity to participate in international study abroad programs. The School of Continuing Studies programs support lifelong learning and offer professionals an opportunity to further their education through workshops, certificate programs, and customized training.

Students are at the heart of the University and are supported by faculty and staff committed to the education of students in every aspect. This commitment takes the form not only of delivery of curricular and co-curricular programs, but also of individual interactions that help empower students to take ownership of their learning and to be citizens of the community. In addition to over 120 clubs and organizations, 21 NCAA Division III athletic teams that compete in the Southern California Intercollegiate Athletic Conference, and a varied Greek community with local organizations dating back over 100 years (20% of undergraduates are Greek), the student experience includes community service and engagement in the global community through study abroad.

The University of Redlands is accredited by the Western Association of Schools and Colleges. In June 2014 the WASC Senior College and University Commission reaffirmed accreditation for the University of Redlands through June 2022, with no conditions or stipulations. The University also holds specialized program accreditations in chemistry by the American Chemical Society, in music by the National Association of Schools of Music, in communication sciences and disorders by the American Speech-Language-Hearing Association, in School of Business by the Accreditation Council for Business Schools and Programs, and in Education by the California Commission on Teacher Credentialing.
A DIVERSE AND MULTIFACETED STUDENT BODY
- Students are from 50 states and 96 countries*
- 40% are first-generation college students*
- 53% are students of color*
- More than 10 student clubs, organizations, and siblinghoods focus on diversity and social justice
- 82% of all students are aid recipients*
- 24% of our undergraduate students are Cal Grant recipients*
- 32% of our undergraduate students are Pell Grant recipients*
- 7% of students are military, veteran, or a dependent of military or veteran in the past three academic years

A DIVERSE AND MULTIFACETED INSTITUTION
- The University Council on Inclusiveness and Community is charged with both action and innovation in creating an ever-more inclusive community at the University of Redlands.
- Campus Diversity and Inclusion (CDI) centers are hubs where education, community building, and “allyship” can flourish. The following centers promote open dialogue and encourage the community to grow through activism and change.
  - The Multicultural Center was founded by student activists in 2000, and is a space where students can come together, connect, and collaborate, while still honoring differences.
  - The Pride Center was established in 2005 and serves as a central meeting place for gay, lesbian, bisexual, transgender, queer, questioning, [and] intersex members of the community as well as allies, to meet, network, and interact socially.
  - The Center for Gender Justice, founded in the 1970s, was established to support progress on issues of gender and sexuality through activism and commitment.

PRODUCING DIVERSE AND MULTIFACETED EVENTS
Student-led initiatives on inclusiveness include:
- Race on Campus, a student conference that hosts students from other Southern California universities and colleges at the University of Redlands to discuss race and inequality in higher education annually.
- Dudes Understanding Diversity and Ending Stereotypes (DUDES), an organization which provides support for students who want a safe space to talk about men’s issues and ways to reform stereotypes around men and masculinity.
- 25+ years of celebrating diversity during the annual Living on Common Ground Multicultural Festival.

* University-wide data from 2008 – present.
CURRENT UNIVERSITY NEWS

- On October 28, 2017, the University celebrated a key moment in its history—the public launch of a $200 million comprehensive fundraising campaign, Forever Yours. With $160 million raised to date, Forever Yours: The Campaign for the University of Redlands continues to ensure that what we love about Redlands today will be preserved and enhanced for all time. It includes a Forever Yours Pride campaign that seeks to raise 2.7 million for the University’s Pride Center. Visit our campaign website at foreveryours.redlands.edu and explore the five campaign pillars, along with the specific projects and goals.

- On February 22, 2019 at the meeting of the University of Redlands Board of Trustees, an historic vote took place. The Board voted on the formation of a permanent partnership with San Francisco Theological Seminary (SFTS), a like-minded institution that will greatly strengthen and expand the U of R, and in so doing, ensure its bright and vibrant future and its ability to transform even more students’ lives, for generations to come. The acquisition of SFTS, anticipated by July, 2019, will result in the formation of a new graduate school at the University of Redlands – the Graduate School of Theology – and a new regional campus in the Bay Area. This acquisition, assuming it comes to fruition as planned, will represent the first major structural change to the University’s academic offerings since 1976 and also represents the first expansion of our geographic footprint into Northern California. When it is completed, the merger will:
  - Diversify our graduate education options, including immediate opportunities for dual degrees and certificates with the Schools of Education and Business.
  - Allow us to continue to offer SFTS’s current degree programs.
  - Allow us to offer a new set of multi-disciplinary graduate programs that will greatly enhance the offerings either organization could have achieved on its own.

- Another University development includes the arrival, in 2021, of regular train service from San Bernardino that will connect the main campus to all parts of southern California. The University is working with the local transit authority to coordinate the building of the University Station that will serve as the end of the train line. Longer-term, we are starting the plans for development of a “University Village” around the train station. It will be a mixed-use development – containing both residential and commercial buildings that will include apartments or condos, along with retail and perhaps a small boutique hotel. It will take a number of years for this to develop but it will be a great addition to the southern end of our campus.

Accolades and Distinctions

Princeton Review
- Listed in Best 382 Colleges 2018
- One of the Best Western Colleges (2018)

Forbes
- One of America’s Top Colleges (2017)

The Economist
- Top 7% alumni earnings over expectations

Washington Monthly
- #65 Best National Universities, Master’s (2017)

Fulbright Program
- 24 Fulbright students over the past nine years

Community Service
- Our students log more than 120,000 hours of community service each year
HISTORY OF THE UNIVERSITY OF REDLANDS

The University’s history sowed the seeds for the forward-looking institution that it is today. Founded in 1907, the University prides itself on providing students a transformative education in an environment of academic and personal responsibility. Expressed in the language of an earlier time, Redlands, at its founding, sought to “mould the mind and the heart so that in the conflict of life, keenness and conscience shall go forth together.” The founders also sought “to impress … students with the idea that … it is better to live a life than make a living.” The University opened in 1909 with nine faculty, ten courses of study and 59 students, and conferred its first degrees in 1910. A School of Music followed in 1911 and a School of Education in 1924. Co-curricular life was a feature of the University from its earliest times, with the founding of the first fraternity in 1909 and the first sorority in 1910, along with the founding of a women’s literary society and the school newspaper shortly thereafter. Athletics was also established as an important part of students’ educations. The name of the University’s yearbook, La Letra, commemorates the “R” that was created by students on a nearby mountainside in 1913, which persists as the largest collegiate letter in the nation. As the University continued to grow, new facilities including residential and academic space, a gymnasium, chapel and library were added in the 1910s and 1920s. Redlands persevered through the Depression and continued to grow throughout the post-war decades, increasing in both numbers and diversity of faculty and students.

Programmatic innovations characterized the 1960s and 1970s. In 1959–1960, Redlands introduced the Salzburg Program for study abroad, which has provided many thousands of Redlands students of all majors with both cultural enrichment and life-long, memorable experiential opportunities. With the founding of Johnston College, now the Johnston Center for Integrative Studies, in 1969, the University codified new directions in multidisciplinary teaching and self-directed learning that continue to inspire what has become the essence of a Redlands education.

The Alfred North Whitehead College of Liberal and Career Studies was founded in 1976, based on a vision that the early 20th century mathematician and philosopher Alfred North Whitehead had for educating working adults in England. The School of Education was separated in 2000 from what was then known as the Whitehead College for Lifelong Learning, and the School of Business followed as a separate entity in 2001.

The celebration of the University’s 75th anniversary in 1982 included the founding of Town & Gown, an organization dedicated to facilitating relationships with the surrounding communities and to raising money to aid students from the region. In the following decades, major campaigns enabled construction of new campus facilities that included the still state-of-the-art Stauffer Center for Science and Mathematics, the Ann Peppers Hall for the Arts, and the Glenn Wallichs Theatre.

The Redlands Centennial was celebrated throughout 2007 with a range of academic programs focused on faculty accomplishments in teaching and research and celebratory events, including a memorable University float in the annual Rose Bowl parade. The Centennial also coincided with the successful conclusion of a $100 million capital campaign, which exceeded its goal at a final total of $120 million.
OPPORTUNITY

The University of Redlands has a proud history of higher education in the liberal arts and sciences tradition. It has provided an excellent educational experience to students for over 100 years. On June 12, 2012, the University of Redlands Board of Trustees elected Dr. Ralph W. Kuncl as the 11th President of the University. Dr. Kuncl began his career as a physician neuroscientist and leading medical research expert. He has served in educational administration at The Johns Hopkins University, Bryn Mawr College, and most recently the University of Rochester in New York where he served as Provost and Executive Vice President and a Professor of Brain and Cognitive Sciences and Neurology.

Dr. Kuncl is a strong advocate of a liberal arts foundation and an advocate for liberal arts and sciences education. The President is supported by an active and engaged Board of Trustees currently numbering 38 members; a dedicated and experienced leadership team, the President’s Cabinet; and a talented faculty and staff. They are proud of their 110-plus-year tradition as an excellent academic institution and of their particularly strong connection to, and support from, their local community. Town & Gown embodies the historic bond between the City of Redlands and the University.

Prompted by the departure of the long-time director of the University’s Center for Diversity and Inclusion (CDI) and two other staff members, the University hired interim consultant Jesús Garcia Treviño, Ph.D., in October 2018. Dr. Treviño was embedded in the community for 11 weeks, during which time he engaged with a broad and varied spectrum of campus and community stakeholders. This was accomplished by interacting with multiple individuals and constituencies – students, faculty, staff, administrators, alumni, and other community members – in open forums, group meetings, programs, community meetings, and one-on-one sessions.

Dr. Treviño was tasked with:

- Evaluating current programs, services, policies, and practices – with priorities in these respective areas determined collaboratively at the start of his service, as well as a landscape analysis of peer institutions;
- Identifying areas of growth and/or opportunity;
- Reviewing curricular and co-curricular strengths and opportunities, as well as identifying potential collaborative partnerships across the institution;
- Reviewing and recommending organizational structure and staffing, to include a vision for optimization;
- Considering the type of full-time leader the University should seek to employ, the role they should assume, and the organizational structure that will best support inclusive community initiatives moving forward.

In February 2019, Dr. Treviño presented to the President’s Cabinet a detailed, three-part report that included 13 recommendations (see sidebar).

The SDIO will be responsible, in consultation with others, to determine how best to move forward with these recommendations and others in the consultant’s report.

Consultant’s Recommendations

**Recommendation 1:**
Adopt Inclusive Excellence as the official university diversity and inclusion strategic plan.

**Recommendation 2:**
Create a new intersectional and inclusive space entitled MOSAIC that will be inclusive of all U of R students, practice awareness of intersectionality, and support marginalized communities employing and practicing both intragroup and intergroup processes.

**Recommendation 3:**
Develop a process, norm, or expectation that dictates consulting or informing diverse students, staff, or faculty related to initiatives and programs that are being considered and might impact those communities. Student committees, advisory boards, and focus groups can assist in increasing greater transparency. In this regard, a new Senior Diversity Officer and the staff of MOSAIC will be helpful in ensuring access to student input.

**Recommendation 4:**
Undertake an administrator “listening” tour involving the core residents of MOSAIC and The Johnston Center for Integrative Studies to begin the process of interacting and listening to students.

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BULLDOG BLOG ARTICLE:
University diversity consultant emphasizes inclusivity, accountability

November 28, 2018:  

POSITION SUMMARY
Under the direction of the University President, the Senior Diversity and Inclusion Officer leads efforts to integrate and sustain the University’s diversity, equity, and inclusion efforts, situating this work centrally in order to realize the educational benefits to all students and to the institution as a whole. The SDIO directs the development and implementation of multidimensional processes through which the University of Redlands can achieve greater excellence in learning; teaching and research; curriculum and co-curriculum development; student development; faculty and staff development; community engagement; and more. The SDIO proactively undertakes diversity, equity, and inclusion initiatives across the University’s campuses and seeks to create a welcoming, inclusive, learning and working environment where all University constituents have an opportunity to succeed and contribute. The SDIO engages many dimensions of the University’s culture and purposefully develops and employs resources to achieve comprehensive organizational change to establish an environment that challenges students, faculty, and staff to contribute to learning and knowledge development.

The Senior Diversity and Inclusion Officer is a senior-level management position reporting directly to the President, serving as a member of the Provost’s Council, and working as a key advisor to the President’s Cabinet. The SDIO recognizes the importance and value of a diverse and inclusive university environment and leads the development of a vision and effective strategy to create a culture for equity, diversity, and inclusion. The SDIO works across the entire University and practices excellence in inclusivity by

Recommendation 5: 
The University Council on Inclusion and Community, in conjunction with the Senior Diversity Officer, should form a committee to explore a variety of options for undertaking cultural competency.

Recommendation 6: 
Create a mechanism (e.g., taskforce, committee) to study the counseling process from the perspective of resources, personnel, services, and diversity. Administrators, students, faculty, and staff should be included in those discussions, a time frame for action should be developed, and changes should be implemented as quickly as possible.

Recommendation 7: 
Draft an Inclusive Excellence statement for U of R in conjunction with the University Council for Inclusion and Community that focuses on diversity as a resource, a value, and a vision.

Recommendation 8: 
Organize a small and diverse working group of faculty (including adjunct faculty and graduate students) to develop a vision and concept paper outlining the creation of a Center for Teaching and Learning.

Recommendation 9: 
Develop a purposeful strategy (e.g., focus groups, in-class discussions) for garnering feedback from graduate students regarding their experiences.

Recommendation 10: 
Engage the University staff and administrator’s organization (URSAA) in dialogue about staff issues to learn more about their experiences, explore short and long-term solutions, and outline

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working with all University constituents to embed diversity and inclusion into all aspects of the institution. To that end, the SDIO reports to the President but also has accountability to the Provost (is a member of the Provost’s Council) in working to address faculty issues as well as to the University Dean of Students in support of the proposed MOSAIC model, the University of Redlands’ inclusion and community student center. The SDIO actively engages the rich diversity of students, faculty, staff, and the Redlands community to further behaviors, attitudes, and policies that support diversity, equity, and inclusion. The SDIO engages people who are often excluded from a sense of inclusive community.

The Senior Diversity and Inclusion Officer collaborates with University stakeholders to assess potential barriers and develop strategies to recruit and retain a diverse workforce. The SDIO also collaborates with key stakeholders to assess the need for, and recommend training initiatives on, cultural competency, gender differences, intersectionality, disability, systemic oppression, and other topics designed to increase awareness and support of equity and inclusion values.

The Senior Diversity and Inclusion Officer practices collaborative leadership driven by a sense of problem-solving, can-do attitude, and acting as a “green light” for faculty, staff, students, both individuals and groups, to move diversity and inclusion efforts forward. The SDIO seeks opportunities to advance diversity and inclusion for institutional excellence. Moreover, the SDIO collaborates with other administrators to address and de-escalate conflict and educate about, present ideas, and collaborate on solutions. The SDIO is visible, scanning the diversity and inclusion landscape, and engaged (“boots-on-the-ground” approach) throughout the campus community, informing, consulting, problem solving, relationship-building, validating, and inviting.

The SDIO understands, practices, and models today’s communication techniques related to diversity and inclusion of calling-in, modeling, educating (as opposed to alienating), practicing cognitive empathy, active listening, inspiring, and demonstrating humility.

In summary, we seek the person who is the ultimate practitioner-leader.

Recommendation 11: Include International students in the new MOSIAC and support their living, cultural programming, and community-building needs (separate from their visa and other bureaucratic exigencies).

Recommendation 12: There is no immediate magic elixir to address what is a perennial problem in American higher education and U of R. Nevertheless, it will be important to involve the new diversity officer in the work of addressing faculty issues. The person should collaborate with the provost to develop a system of support, recruitment, and retention. Deans, department heads, and the faculty senate should also form that system, thus creating a network of individuals working on faculty issues.

Recommendation 13: A group of faculty and staff is already moving on the creation of a multi-faith community. Include and support the new community as part of MOSAIC.
DUTIES & RESPONSIBILITIES

- Creating, promoting, and maintaining an infrastructure leading to excellence in inclusivity.
- Undertaking intergroup relations and cultural competency training.
- Working proactively with and assisting other staff and administrators in addressing intergroup conflict, especially issues of free expression.
- Determining the efficacy of current processes, programming, and training initiatives.
- Supporting efforts to diversify and retain faculty.
- Interacting with and supporting proposed MOSAIC initiatives, students, and staff. (MOSAIC has been proposed by a diversity consultant. The SDIO will be responsible, in consultation with others, to determine how best to move forward with this recommendation and others in the consultant’s report.)
- Providing guidance and support to the University Council on Inclusiveness and Community.
- Cultivating relationships with Redlands community groups.
- Drafting a University statement on the importance of inclusivity and diversity of perspective.
- Working with the President’s Cabinet on accountability measures.
- Advising on and proposing new initiatives.
- Developing relationships with departments, groups, and individuals in support of diversity and inclusion and to build community.
- Promoting positive intergroup relations.
- Supporting and addressing staff inclusivity issues (including facilities staff).
- Working on and monitoring the campus climate for diversity and inclusion.
- Developing a strategic diversity plan for the University.
- Meeting with deans and vice-presidents on at least an annual basis to assess and advise on their contributions to diversity and inclusion in recruiting, admissions, hiring, pedagogy, administrative structures and practices, campus climate, etc.
- Interacting with and supporting departments and offices that are “champions” for diversity; meet with faculty and staff from marginalized and underrepresented groups.
- Maintaining periodic and at least annual communications through, for example, comprehensive annual reports, with the U of R community regarding the status of diversity and inclusion efforts.
- Performing other duties as assigned or directed.
MINIMUM QUALIFICATIONS

- Master’s degree in higher education, counseling, psychology, student affairs, culture studies, or related field. (Doctoral degree preferred.)
- Progressively responsible professional experience working in the field of diversity on college campuses.
- A demonstrated ability to lead diversity and inclusion training, build coalitions, practice cognitive empathy, understand the complexity of diversity on college campuses, and experience translating diversity theories into practice.
- A record of accomplishment of working in diverse teams, coalition-building, being inclusive across many communities, and playing a significant role in effecting change on college campuses.

THE IDEAL CANDIDATE WILL:

- Understand diversity and inclusion are processes toward better learning and institutional excellence rather than as independent outcomes.
- Exhibit strong interpersonal and intergroup skills to build relationships and coalitions with a multiplicity of individuals and groups.
- Handle adeptly multiple responsibilities and tasks simultaneously in a busy, challenging environment.
- Possess a working knowledge of intragroup and intergroup dynamics and processes.
- Communicate masterfully and effectively both orally and in writing.
- Demonstrate the ability to de-escalate conflict quickly and effectively.
- Teach diversity skills.
- Undertake training programs to a wide variety of groups.
- Recognize and value the cultural differences students, faculty, and staff bring to the educational experience and that enhance the enterprise.
- Interact competently with a culturally and ethnically diverse population of students, faculty, and staff.
- Master a wide range of relationships, tasks, and perspectives.
- Create a climate of trust and openness necessary to engage in authentic dialogue and academic inquiry.
- Possess proven experience handling highly confidential and sensitive materials and situations.
- Show proficient computer skills to produce reports, brochures, handbooks, posters, etc.
- Work independently, prioritize work, and manage priorities while meeting deadlines.
PROCEDURE FOR CANDIDACY

The University is being assisted by Academic Search, Inc. Prospective candidates and nominators may arrange a confidential discussion with senior consultants Andrea Warren Hamos, Ph.D., at awh@academic-search.com or Stacey Morgan Foster, J.D., at smf@academic-search.com. Additional information about the University of Redlands can be found at www.redlands.edu.

Applications should be submitted electronically to RedlandsSDIO@academic-search.com and must include a cover letter that addresses the expectations outlined above, a curriculum vitae, and a list of at least five professional references with contact information, including telephone and email, and a notation indicating the candidate’s working relationship with each. References will not be contacted without the explicit permission of the candidate. This position is open until filled, but only applications received by August 1, 2019, can be assured full consideration.

Submission of a resume and application indicates agreement that the University may verify all information contained therein. The University of Redlands is an equal opportunity employer. Members of underrepresented groups are encouraged to apply.

In compliance with the Americans with Disability Act, if selected for the interview process and accommodations are needed, please call (909)748-8040.

The President’s Cabinet looks forward to working with a new colleague this fall!

For nominations or further information:

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