

Draft of Final Report
Planning for Excellence: 2006—2011
Academic Strategic Planning Task Force Report
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Submitted by the Academic Strategic Planning Task Force
Art Kraft (Chair), Gordon Babst, Denis Binder, Georg Eifert, Jeanne Gunner,
Venita Lovelace-Chandler, and Myron Yeager

STRATEGIC MISSION

Chapman University will be a preeminent university engaged in distinguished and distinctive liberal arts and professional programs that are interconnected, reach beyond the boundaries of the classroom, and work toward developing the ethical, productive, global citizens at the heart of our stated mission.

OVERALL STRATEGIC VISION

We begin this report by affirming the responsibility and charge of the faculty to sustain the significant advances in academic quality—measured by scholarly production, teaching excellence, and program strength—that have helped establish the University’s regional excellence, and now to pursue increased recognition at the national level. The proposed strategic plan detailed here aims at directing the course of academic program development over the next five to ten years and identifying the benchmarks and resources critical to its successful implementation.

Chapman University shall achieve national recognition by continuing and further strengthening its liberal arts foundation and by building upon it to develop Chapman-specific interdisciplinary and collaborative academic programs, at the undergraduate and graduate levels. Chapman will explore new “niche” programs across disciplines and units, synergistically developed out of existing programs, supplemented by targeted, cluster hiring, and supported in the effort to reach national prominence and visibility.

Key to success in this plan is recruitment, development, and retention of excellent faculty and staff, along with institutional commitment to innovation and quality improvement in all academic programs. This goal is especially critical for development of outstanding graduate programs in niche areas, where strong, distinctive program development and success in attracting leading scholars are mutually reinforcing. Chapman will rely on careful benchmarking to establish indicators of national standing as appropriate to each disciplinary/interdisciplinary area.

We recognize that, given the long-range nature of this plan, it remains subject to modification and change as new opportunities and challenges arise; the goal remains the pre-eminence of the University's academic stature.

SPECIFIC STRATEGIC INITIATIVES PLAN

The Academic Strategic Planning Task Force has completed its task to develop a strategic plan to guide the academic vision of Chapman University over the next five to ten years. The Strategic Plan is based on common themes of the strategic visions of each of the eight schools and colleges as well as the Leatherby Libraries and the Strategic Vision from the Faculty Senate.

The Academic Strategic Planning Task Force outlines five strategic initiatives for the Orange Campus. Each initiative spells out the core goal and suggests processes and actions for implementing the vision along with measures that can be adopted for the assessment of progress. The academic strategic plan's key goals and key directions drive budgetary and development decisions for the entire University. Alternative organizational structures may be developed to support these initiatives.

Competitors, peers and aspirants will be identified for the University as well as each program. Benchmarking will occur relative to the schools in each of these groups with specific reference to curriculum, resources, students, faculty, facilities, services and infrastructure, scope of academic programs, assurance of learning, and operations among many factors. Benchmarking will determine new initiatives and assess whether or not such initiatives have accomplished the desired goals. Likewise, benchmarking will determine when and to what extent incentives and resources must be allocated to support initiatives. The benchmarking process will be used to determine whether or not strategic a initiative supports and encourages the intended goals and whether or not it can be sustained. The process will guide Chapman as it seeks national recognition and visibility.

These strategic visions formed the basis for the strategic planning process along with Town Hall meetings, direct feedback, and prior planning reports.

Strategic Initiative I

Chapman University Shall Create and Sustain Strong Interdisciplinary/Collaborative Programs Across Units, Centers, and Institutes

Strategic Initiative II

Chapman Shall Create and Sustain a Culture of Scholarship and Creative Activity that Supports National Visibility

Strategic Initiative III

Chapman University Shall Develop Graduate and Professional Programs in Distinctive Areas that Will Lead to National Visibility

Strategic Initiative IV

Chapman Shall Develop and Sustain Niche Programs of National Distinction in and Across the Natural and Behavioral Sciences, Fine Arts, Liberal Arts, and Professional Programs

Strategic Initiative V

Chapman University Shall Internationalize its Curriculum and Develop a Learning Environment that Reflects Its Commitment to Global Citizenship

Strategic Initiative I

Chapman University Shall Create and Sustain Strong Interdisciplinary/Collaborative Programs Across Units, Centers, and Institutes

Chapman University is committed to creating and sustaining interdisciplinary and collaborative programs across units and through centers and institutes that encourage students to explore concepts and ideas across disciplinary boundaries. Chapman shall encourage and support research, teaching, and learning that goes beyond individual disciplines and provide incentives and resources to support such activities.

Chapman University shall continue to develop its interdisciplinary/collaborative activities across units, centers, and institutes. From its vision statement to its central commitments, the University affirms its commitment to a learning environment in which programs are interconnected encouraging students to explore multiple perspectives and develop critical thinking skills and independent ideas. Each school or college offers courses, programs, or activities that go beyond the limits of individual disciplines and proposes plans to develop existing or additional courses, programs, or activities that support interdisciplinary inquiry and collaborative activities.

Centers and institutes have been developed to provide students and faculty collaboration in scholarly and creative activities as well as outreach in support of the University's academic mission and values. Centers and institutes emphasize skills as well as co-curricular and extra curricular activities developed in cooperation with academic programs. While centers and institutes neither award degrees nor make faculty appointments, they prepare individuals to work together within a multidisciplinary framework in coordination with academic programs offered through academic units.

Chapman University shall create a learning environment that fosters interdisciplinary education by investing in programmatic, pedagogical, research, and extracurricular activities. Specifically, Chapman shall provide incentives and opportunities to develop interdisciplinary activities and collaborative programs through the academic units, centers, and institutes.

This strategic initiative requires taking significant steps:

- Develop curricula that cross traditional disciplinary boundaries in a systematic and purposeful manner employing multiple theoretical models.
- Support projects that encourage original theoretical and practical modes of inquiry across disciplines.
- Encourage and support faculty and student research and creative activities.
- Develop and support innovative courses and programs.
- Encourage and support speakers, activities, and events.
- Encourage and support team teaching and collaborative teaching activities.
- Provide space and include interdisciplinary and collaborative activities in facility development.
- Develop sufficient staff to support courses, programs, and activities.
- Develop endowments for interdisciplinary professorships, chairs, programs, centers, and institutes.
- Encourage and reward individuals involved in interdisciplinary and collaborative activities.
- Develop instruments to assess the effectiveness of interdisciplinary and collaborative efforts.
- Create a culture that expects interdisciplinary and collaborative activities.
- Use the benchmarking process to determine whether or not a learning environment that supports and encourages interdisciplinary and collaborative activities has been created and sustained.

Strategic Initiative II

Chapman Shall Create and Sustain a Culture of Scholarship and Creative Activity That Supports National Visibility

Chapman is committed to supporting scholarship and creative activities and their subsequent dissemination and presentation to achieve regional excellence and enhance the national reputation and visibility of the faculty and University. Chapman shall support both discipline-based scholarship and interdisciplinary work in basic and applied areas of work.

Chapman shall continue to support its scholar-teacher faculty model. Students need to engage talented faculty who are current in their fields of expertise and who contribute to the literature through the creation and application of knowledge. Scholarly and creative activities enhance the quality of teaching and student mentoring by modeling the learning process for students, insuring the currency of the curriculum, and demonstrating intellectual curiosity and enthusiasm.

Chapman University shall provide a welcoming research environment and show its commitment to scholarship and creative activities by investing in the research enterprise to attract and retain high-level scholars as faculty and visitors. Specifically, Chapman shall provide infrastructure and engage in administrative practices to create and support an environment conducive to scholarly and creative activities.

This strategic initiative for sustaining scholarly and creative activity includes significant steps:

- Identify areas of current national strength and potential preeminence with a focus on niche areas where we can quickly establish national visibility and preeminence.
- Target specific areas for new and replacement hires, with attention to possible cluster hires.
- Use endowed chairs and professorships to attract new and retain existing outstanding faculty who can enrich the Chapman scholarly environment and national standing.
- Develop recruitment incentives for new faculty (e.g., research start-up funds and desired teaching loads).
- Allocate faculty time to allow competitive teaching loads and a research block (protected time to devote to scholarly and creative activities).
- Schedule faculty teaching so faculty have limited preparations and economies of scale in their teaching schedules.
- Enhance faculty development and scholarship through funds for travel; data collection, acquisition and analysis; and summer support for research support.
- Provide and support student assistance.
- Provide support for projects and equipment.
- Provide a sabbatical program for tenure-track faculty in the middle of probationary period.
- Increase library resources and services to American Library Association standards (particularly online resources).
- Clarify ambiguous promotion and tenure criteria and ensure their consistent application by all committees and administrators involved in the process.
- Reinforce the value of scholarly and creative activity in the annual evaluation and promotion and tenure process with merit pay increases based on outstanding scholarly and creative activities can further enhance and maintain these activities.
- Use benchmarks to determine whether or not we have created and sustained a culture of scholarship and creative activity to support national visibility.

Examples of such benchmarks include:

- Number of faculty recipients of various honors and awards (Guggenheim, Pulitzer, national academicians, etc.)
- Number of publications in tier one and other journals with high citation index scores
- Number of awards to faculty/students/programs
- Number of faculty with external grants and contracts and dollar amount of awards
- Number of faculty serving on journal editorial boards
- Participation of faculty on national panels
- Number of presentations to national and international conferences/meetings (total number and number per faculty)
- Reputation index in U.S. World & Report
- Prominence of newly hired faculty

Strategic Initiative III

Chapman University Shall Develop Graduate and Professional Programs in Distinctive Areas that Will Lead to National Visibility

Chapman University shall focus on developing graduate and professional programs that fulfill its commitment to attaining national recognition and visibility for its academic programs. The continued advancement of existing programs and the identification of new graduate and professional programs which develop shapers of tomorrow's theory and practice, and thus, leaders and mentors who will bring distinction to Chapman University for their contributions to society.

Chapman shall embrace the belief that graduate and professional education is a public benefit through the development of programs that enhance the learning experience of faculty and students. Support of advanced education and its role in fostering citizenship, philanthropy, civic responsibility, and the public good will provide students and faculty with options for advanced knowledge, scholarship, and professionalism.

The strategic initiative for developing graduate and professional programs that reflect a commitment to national recognition and visibility include taking significant steps:

- Develop an administrative structure that encourages and supports the offering of quality graduate and professional programs with select doctoral programs.
- Enhance scholarship and fellowship support reinforced by aggressive recruiting strategies supported by scholarship and fellowship programs to attract and retain the most talented and gifted graduate and professional students measured by test scores and grade point averages based upon academic strengths and strategic opportunities.
- Provide infrastructure for grant writing, student projects, competitions, and technology.
- Attract external funds through advancement and grant writing to support endowed chairs, endowed professorships as well as scholarly and creative activities through research grants, graduate assistants, resources and appropriate teaching loads
- Develop relevant library collections and provide personalized services to students and faculty in support of the curricular, research, academic, and intellectual needs with respect to collection size, staff size, electronic resources, and library services.
- Highlight graduate research and creative works, through such activities as travel support, research support, graduate student colloquia, and press releases.
- Develop incentives to encourage and support flexibility in assignments to support scholarly and creative activities as well as meet teaching needs.
- Provide graduate professional student housing as well as enhance support for faculty housing.
- Develop incentives to support staying on the cutting edge of equipment and technology.

- Support existing programs and explore and support new areas, such as doctoral education and interdisciplinary initiatives, while taking advantage of faculty strengths
- Enhance and expand facilities to support programs at a level consistent with competitors and peers.
- Use the benchmarking process to determine whether or not it has created and sustained graduate and professional programs at a level that reflects a commitment to national visibility.

Strategic Initiative IV:

Chapman Shall Develop and Sustain Niche Programs of National Distinction in and across the Natural and Behavioral Sciences, Fine Arts, Liberal Arts, and Professional Programs

Chapman University shall create a learning environment that positions fine arts with liberal arts and professional programs as a core commitment. Chapman is committed to enhancing the fine arts, natural and behavioral sciences to achieve national visibility and create a learning environment that positions the fine arts, natural sciences with liberal arts and professional programs.

Chapman's reputation shall be enhanced as its scientists achieve national reputations through their active research programs, both within disciplines and across disciplines and applications, and through the preeminence of interdisciplinary niche areas of expertise. Faculty and students shall work collaboratively in interdisciplinary teams, and have opportunities to learn about and explore the interfaces among biology, chemistry and the other physical sciences, and also with mathematics, computer science, and psychology.

Courses and programs in the fine arts are essential to the undergraduate curriculum because of their role in developing student analytical thinking abilities, creative expression, and understanding of the intellectual and creative forces that have shaped human experience. Courses and programs in the fine arts lead students to explore basic human needs and provide them with modes of expression and analysis that foster inquiry and ethical global citizenship. Performances, exhibitions, and other public events enable students to showcase their talent and creative development while demonstrating to the broader public the excellence of a Chapman education.

This Strategic Initiative for the Fine Arts and Sciences at Chapman requires taking significant steps:

- Enhance the physical plant (e.g., new science and fine arts facilities with labs, studios, performance, rehearsal, classroom, and office spaces).
- Identify current areas of strength and potential preeminence.
- Develop new strengths at both the undergraduate and graduate level

- Foster greater synergies among existing programs and niche areas of expertise, extending across to the liberal arts and professional programs.
- Recruit fine arts and science faculty and students at all levels to support current and future programs, targeting specific areas and clusters.
- Encourage and support interdisciplinary research and creativity.
- Develop staff and infrastructure to maintain courses, programs, and activities, and to retain talent.
- Support national accreditation in relevant programs.
- Maintain Chapman's uniquely attractive practice of offering small class sizes taught by full-time appointed faculty.
- Ensure creative freedom to foster and scientific and artistic inquiry, understanding, expression, and development.
- Fund endowments for visiting artists and professors and to support exhibitions and productions as well as student creative/scholarly activity.
- Use the benchmarking process to determine whether Chapman has developed and is sustaining programs of national distinction in the natural and behavioral sciences, and in the fine arts.

Strategic Initiative V:

Chapman University shall Internationalize its Curriculum and Develop a Learning Environment that Reflects Its Commitment to Global Citizenship

Chapman University will focus attention on its commitment to global citizenship, a concept that provides an avenue for internationalizing the curriculum. Successful internationalizing of the curriculum will get students to engage global questions at home and abroad as realities, not abstractions, and to realize themselves as actors in the international arena and responsible for it, who link practices of citizenship to imagining a more just global order. At the heart of an internationalized curriculum are negotiations of diverse cultures and practices and explorations of the broad questions of our relationship to others, what our rights and obligations entail, and what opportunities and constraints on the exercise of freedom globalization portends.

Chapman should focus its efforts on flexible strategies that guide and encourage both faculty and students to explore the myriad connections among the world's cultures, peoples, countries, and problems. Issues relating to science, political economy, peace, and the environment, among others, are no longer merely domestic, and so benefit from being viewed through enlarged perspectives. It is an on-going challenge to all members of the Chapman community to bring knowledge of the world into the classroom in an accessible and meaningful way, and also to bring the classroom into the international arena.

This Strategic Initiative for Internationalizing the Curriculum at Chapman includes taking significant steps.

- Recruit international faculty and students to diversify the classroom experience for everyone.
- Expand all students' horizons through an active program of study abroad and travel course offerings, and other curricular and non-curricular programs and experiences.
- Promote the study of globalization in all fields as well as in regional and interdisciplinary majors, and provide students with interdisciplinary skills, intercultural awareness, and relevant language expertise.
- Encourage alliances with foreign institutions of higher learning and international programs, and establish international campuses in a variety of locations.
- Partner with faculty at universities around the world to make classrooms interactive with foreign classrooms.
- Develop staff and infrastructure to realize the goal of an internationalized curriculum.
- Use the benchmarking process to determine whether Chapman has created and is sustaining the internationalization of its curriculum and developing a learning environment that reflects its commitment to global citizenship using data such as regards the numbers of students and faculty going abroad, foreign students and visiting faculty from other countries, and joint papers with faculty from abroad.

Strategic Theme
Creating and Sustaining a Culture of Scholarship and Creative Activity to Support
National Visibility
November 17, 2006

Scholarship and creative activities and their subsequent dissemination and presentation will enhance the national reputation and visibility of the faculty and University. All tenure-track and tenured faculty are therefore expected and provided the necessary support to engage in meaningful high-quality scholarly and creative activities.

A culture of scholarship and creative activity is facilitated by productive senior faculty members who sustain this environment and who are available to mentor junior faculty as they develop independent careers, as well as by collaborative initiatives across ranks and areas to encourage intellectual and creative scholarly projects.

Chapman must encourage faculty to focus more on the quality rather than quantity of scholarship. Productivity is not simply evidenced by the quantity of scholarship but by its quality as judged through peer review and impact on the field and society.

Chapman encourages both disciplined-based scholarship and interdisciplinary work in basic and applied areas of work. Scholarship thus encompasses traditional research, theoretical work, contributions to practice and learning, pedagogical research, and creative work. An important element within the spectrum of scholarly activities is the participation in sponsored research.

Chapman should continue to support its scholar-teacher faculty model. Students need to engage with talented faculty who are current in their fields of expertise and who contribute to the literature through the creation and application of knowledge.

Scholarly and creative activities enhance the quality of teaching and student mentoring by modeling the learning process for students, insuring the currency of the curriculum, and demonstrating intellectual curiosity and enthusiasm. Scholarly and creative activities are particularly important for faculty involved in graduate education and programs with professional accreditation.

Faculty must be part of a community of scholars who are committed to the intellectual growth and development of students. A culture of academic mentorship should be established in which both faculty and students can flourish. Opportunities must be developed to engage students with faculty in scholarly and creative activities. Students will be given the chance collaborate with peers and faculty on creative work, scholarship and research. Undergraduate and graduate research assistantships should be created. Student participation in extramural research can be a key feature in defining what is unique about Chapman's personalized education approach.

Chapman University needs to provide a welcoming research environment. Chapman must show its commitment to scholarship and creative activities by investing in the research enterprise to attract and retain high-level scholars as faculty and visitors. Specifically, an environment conducive to scholarly and creative activities requires the appropriate infrastructure and administrative practice procedures to support scholarly and creative activities: faculty development and scholarship must be enhanced through funds for travel; data collection, acquisition and analysis; and summer support for research support; allocation of faculty time and workload that includes a research block (protected, and at times extended, time to devote to scholarly and creative activities); competitive teaching loads; scheduling of faculty teaching so they have limited preparations and economies of scale in their teaching schedules; availability of paid student assistance (undergraduate and graduate students); seed money for projects and equipment; availability of computer hardware and software; adequate library resources (particularly online resources); unambiguous promotion and tenure criteria and their consistent application by all committees and administrators involved in the process; monitor faculty research productivity and provide feedback, guidance, and mentoring (reinforce value of scholarly and creative activity on the part of faculty in the annual evaluation process, the reappointment and renewal process, and in promotion and tenure process; base merit pay increases on outstanding scholarly and creative activities); recruitment incentives for new faculty (e.g., research start-up funds); and sabbatical program for tenure-track faculty in the middle of probationary period.

To increase its national visibility, Chapman should continue to pursue with increased vigor its Endowed Chairs and Professorships program with a special emphasis on distinguished scholars and artists. Endowed chairs and professorships should be used both to attract new and retain existing outstanding faculty who can enrich the Chapman scholarly environment and national standing.

Strategic Theme
Role of the Sciences
November 17, 2006

The Sciences are an integral part of any liberal arts university, and provide students with a powerful mode of inquiry as well as a variety of values and skills. Courses in the Sciences should be integrated into *all* areas of undergraduate study, and teach students the nature and limitations of our understanding of the material world, as well as the values characteristic of the scientific method such as evidence-based speculations, objectivity, methodic rigor, patience, and impartiality. Students in lab sections experience the practice of science, and learn to appreciate the painstaking and exhilarating work of some of the greatest minds of the past and present.

Science awakens the student's imagination to explore the universe's mysteries, while it disciplines their minds and stimulates their drive to develop and test their ideas and so perhaps to contribute to solving some of humankind's most elusive problems. As a medium-sized comprehensive university, Chapman's reputation will be enhanced as its scientists achieve regional and national reputations through their active research programs, both within disciplines and across disciplines and applications.

Chapman's current assets in the Sciences include the University's practice of offering small class sizes, maintaining and pursuing new accreditations, supporting select programs of excellence and training students to become scientists. Courses and lab sections in the Sciences are taught by faculty, not teaching assistants, who teach all classes and guide experiential learning in small class sizes and individually, unlike at R-1 institutions, though the latter have the nationally-known faculty and the budgets to match and so can attract top students into their programs. Nationally-known faculty with large budget requirements go to large schools to conduct research.

Chapman should focus its efforts on promoting science programs that prepare scientists and professionals of the 21st century. That means students must be prepared to (a) remain current in a world in which the body of science knowledge is ever-expanding, (b) work collaboratively as members of interdisciplinary teams, and (c) have opportunities to learn about and explore the interfaces among biology, chemistry and other physical sciences, mathematics, psychology, and computer science.

The goal of the sciences at Chapman University may not realistically be to compete with large research driven institutions; rather, the goal is to develop students who are engaged citizens and whose knowledge of science and understanding of scientific methodologies prepares them to become the next generation of scientists. Such a goal requires that excellent research be done on campus, students are invited to participate in that research, and sufficient facilities are available to conduct the research.

We propose four interrelated initiatives for the Sciences:

(1) New facilities. The current facilities are inadequate for present needs. Given Chapman's growing emphasis on faculty research and combining research with teaching, inadequacies in facilities and resources retards both teaching and research. Most faculty do not have dedicated space to conduct research. Teaching labs and research labs are often combined so research can only be done between classes. Hence, a moderately larger facility will accommodate only existing faculty research programs without accommodating anticipated growth and allowing the Sciences to thrive. At best, this will maintain the status-quo relative to other units, and Chapman will likely lag behind its peer institutions. Any new facility will reflect decisions regarding what the Sciences will be at Chapman.

(2) Building on existing strengths. Due to its size Chapman cannot build world-class facilities in all areas of the Sciences. While not simply deferring to the current status-quo, Chapman could focus its efforts on its present assets and strengths that have already been developed, positioning it for strategic penetration of specific sub-fields in the Sciences. This can be done by strengthening existing select areas in individual disciplines, such as Chemistry's niche program in environmental chemistry with its soil, water, and atmospheric chemists teaching organic, physical, and analytical chemistry, and also by fostering interdisciplinary collaboration across departments and schools, such as exemplified by the Food Science program. Building on existing strengths does not preclude developing new strengths.

(3) New programs. Looking to the future, Chapman could consider embarking on a new program at the graduate level in the large and growing field of health sciences or public health. This could be achieved by fostering synergies among its existing programs and by strategic hiring across departments to increase strength in those areas. While the present undergraduate programs in the Biological and Physical Sciences provide a general foundation in the Sciences, Chapman should consider representing areas in the sciences not currently covered.

(4) Select graduate programs. There are presently a small number of specialized graduate programs in the sciences at Chapman that are unusual in that they typically are not found in smaller universities. As an example, Food Science is an applied science program with a solid reputation, national stature, and strong connections to local industry in which faculty and students conduct research into the chemistry, engineering, and innovation of safe, healthy foods. As another example, Physical Therapy is an applied health science program meeting a growing demand in the health care industry. Chapman may continue to support these programs and perhaps a new graduate program in the health sciences to strengthen the role of sciences at Chapman University and achieve a greater balance between specialization and general expertise. In all science programs a great emphasis is placed on collaborative research across disciplinary lines and involving students, though the lack of a full range of offerings in the sciences is a handicap. Another issue is the proportionate lack of students in the Sciences, given the number of faculty and as compared to the number of faculty and students in other programs. For this reason, the University should make a strong commitment to the recruitment of science majors.

In summary, any strategy for the Sciences at Chapman should include enhancing its physical plant and offerings in the natural and behavioral sciences, fortifying existing programs that provide a general foundation for study in the Sciences, capitalizing on its present assets, fostering greater synergies among its existing programs and niche areas of expertise, and, eventually, embarking on new programs rooted in existing strengths – all the while not losing sight of its uniquely attractive practice of offering small class sizes taught by full-time appointed faculty.

This document should be articulated in conjunction with the position paper developed by the Science Building Task Force, so that both the view from within the Sciences, and a view regarding the role and importance of the Sciences at Chapman can inform strategic planning.

Strategic Theme
Inter/Trans/Cross-Disciplinary Activities
November 17, 2006

As Chapman University seeks to educate its students to become “inquiring, ethical, and productive . . . global citizens,” it recognizes the importance of a learning environment that stimulates intellectual inquiry across traditional and sometimes artificial disciplinary boundaries. From its Vision Statement to its Central Commitments, the University publicly asserts its commitment to creating a learning environment in which programs are interconnected; such interconnection fosters an environment in which students can explore multiple perspectives and develop critical thinking skills and independent ideas (Chapman University Undergraduate Catalog 2006-07, p. 4). Such programs and activities are driven by faculty scholarly and creative interests. Current programs, courses, and activities along with those identified in individual unit plans and faculty scholarly and creative activities help to define how interdisciplinary/trans/cross-disciplinary activities will shape Chapman University.

According to the Chapman University Catalog or information from individual deans, all schools offer courses or programs with requirements that cross disciplinary lines. The first semester writing course engages students in the process of writing by exploring topics unhindered by the limits of discipline. In support of programs, the Leatherby Libraries use standardized formulas to ensure equitable collection development, offer instruction sessions for students to access broad ranges of information, and co-host events for various activities and programs campus-wide. In addition, both the current and proposed General Education programs include provision for interdisciplinary study.

Five-Year Strategic Visions suggest how individual schools and colleges envision engagement in programs and activities that extend across disciplines. Additionally, it identifies the need for integration among disciplines and across programs. It also looks toward unspecified interdisciplinary graduate programs. While each unit essentially proposes some form of inter/trans/cross-disciplinary activity, the plans lack a sense of direction, a unifying focus beyond, at best, the University’s mission statement.

Essentially every major academic unit on campus acknowledges the value of developing programs and activities that defy disciplinary boundaries; in addition, each unit identifies itself as contributing to inter/trans/cross-disciplinary activities now and making even greater contributions in the years ahead. Cultivation of such activities, however, must start with the research and creative activities of the faculty. While faculty are already engaged in interdisciplinary research in such areas in the sciences and social sciences and perhaps other disciplines, more concentrated support for projects that cross disciplinary boundaries or establish new theoretical relationships is essential to curriculum development.

The future of inter/trans/cross-disciplinary activities at Chapman University relies first and foremost on resource allocation. In a climate where large class sizes restrict the appeal of team teaching, where programs scramble for facilities and resources, and where units sense that select programs receive primary funding and attention, faculty and unit administration find it difficult to release resources for uses beyond the unit's disciplines. The future of inter/trans/cross-disciplinary activities requires the reversal of such a culture. To make inter/trans/cross-disciplinary activities an integral part of the Chapman University experience, the university must develop protocols that reward individuals and units for these activities. Such rewards might include incentives for team teaching; grants for collaborative teaching and scholarly/creative activity; support in facility development, space allocation, or staffing; or endowed chairs and professorships in cross-disciplinary programs. Clearly, continued development of the Leatherby Libraries is essential to the development of all programs and disciplines.

Evidence from the university catalog, information from individual deans, and Five-Year Strategic Visions suggest the university demonstrates a willingness to engage in inter/trans/cross-disciplinary activities. As the University outlines its future, it drafts a curriculum that crosses traditional disciplinary boundaries and creates opportunities for critical exploration using multiple theoretical models. It projects a faculty engaged in activities that drive such curricular engagement. However, if the University is serious about such topics, it needs a stronger sense of direction and the resources to support both faculty and programs.

Strategic Theme
Fine Arts at Chapman University
November 17, 2006

Chapman University has long recognized the importance of the fine arts to the tradition of a liberal arts education. In addition to graduating students who have become nationally and internationally recognized figures in the arts, the courses and programs in the fine arts have enabled students to develop creative expression and analytical thinking skills that have informed their lives as responsible citizens as well as practicing professionals. As the National Endowment for the Arts has demonstrated, the arts are essential for a society to remain active, informed, and independent minded. Consequently, programs in the fine arts require careful consideration in the University's strategic planning. Several critical areas must be addressed as the University implements a strategic planning process.

Facilities: Facilities for the fine arts vary broadly across campus. Oliphant Hall and the renovated Berteia Hall provide state of the art classrooms, studios, and recital spaces for students and faculty in the School of Music. Other fine arts spaces, however, are outdated and inadequate for current programs and educational demands. Moulton Center, with the Waltmar Theatre and Guggenheim Gallery, completed in 1976, serves approximately 600 majors and approximately 15% of the undergraduate enrollments. Technological changes, upgraded code requirements, as well as the increase in students majoring in programs in this area have made the facility inadequate to accommodate studio, rehearsal, performance, laboratory, classroom, and technological needs. External feasibility studies have revealed that structural limitations make remodeling the facility impractical. A new building for the arts is essential for Chapman to continue to recruit talented students and offer competitive fine arts courses, programs, and learning experiences.

Undergraduate Programs: As the fine arts continue to develop, new programs will need to be established. Such programs include the Conservatory of Music, as well as programs in Musical Theatre and Arts Management. Select fine arts programs pose rich disciplinary opportunities for international education.

Graduate Programs: The fine arts are also positioned to explore and develop select graduate programs in such areas as Music Education, Music Composition, Music Therapy and Communication Studies.

Faculty: With past enrollment trends indicating strong demand for programs in the fine arts, additional full-time tenure track faculty need to be hired. Heavy reliance on part-time faculty in impacted areas needs review and attention.

Enrollment Growth: The number of undergraduate majors in theatre, dance, and music will stabilize; numbers of majors in other fine arts programs will increase in conjunction with the growth of the university.

Staff Planning: Fine arts programs have more intensive staff needs than many programs in the liberal arts because of technical, operational, and production requirements. To ensure educational excellence, the University must develop a staff model that provides fine arts programs with technical and administrative staff to support classes, private lessons, academic programs and events.

Endowments: To ensure excellence in instruction and faculty resources, the University needs to secure funding for endowed chairs, professorships, visiting professors, artists-in-residence, and guest artists/lecturers. Endowed grants will stimulate faculty scholarly/creative activity and develop opportunities for students to collaborate with faculty on individualized projects. A facilities endowment would ensure resources for the maintenance and upkeep of the physical learning environment.

Accreditation: National accreditation through National Association of Schools of Music will continue. National accreditation for programs in theatre and dance will be achieved; accreditation for relevant art programs will be initiated.

Strategic Theme
Internationalizing the Curriculum
November 17, 2006

A key aspect of a Chapman University education is the focus on *global citizenship*, a concept that provides an avenue for internationalizing the curriculum. It is an on-going challenge to all scholars to bring knowledge of the world into the classroom in an accessible and meaningful way, and also to bring the classroom into the international arena.

In the increasingly globalized environment of business, politics, and culture, from international human rights issues to the economics of the local village, internationalizing the curriculum has become compelling. Shifting local and global contexts are combining with thickening webs of interaction to generate both pressures and incentives to modify perceptions and practices regarding important issues that face humanity or segments of it.

The Mission of Chapman includes preparing students to become leaders through a multidisciplinary educational experience so that they may address contemporary and future global challenges in our increasingly interconnected world. The Chapman Plan of 2001 provides for a comprehensive study abroad program that would include foreign centers, while the Heritage Committee's report identified global understanding in the context of a multicultural, interconnected world, and the more recent sixth Strategic Initiative directs us to "promote a global perspective among students." The Center for Global Education and Study Abroad offices should have a role to play in internationalizing the curriculum, and can facilitate links between academic programs and formal study abroad programs and the other programs it offers.

Chapman should focus its efforts on flexible strategies that guide and encourage both faculty and students to explore the myriad connections among the world's cultures, peoples, countries, and problems in order to make sense of them and encourage positive contributions to humanity's future.

Issues of science, technology, health care, and the environment, among others, are no longer merely domestic, and so benefit from being viewed through enlarged perspectives. While there is no one approach to internationalizing the curriculum, approaches may usefully be broken down into the following three areas: faculty and student body, programs that place students and faculty abroad, and technological innovations in the classroom.

As regards the faculty and student body, an international university will recruit international faculty and students to our campus, diversifying the classroom experience for everyone, and it will expand all its students' horizons through an active program of study abroad and travel course offerings that place students in foreign locations.

International faculty exchange programs can be designed to address particular curricular shortcomings, to enhance our teaching and research assets, and build connections abroad. An internationalized curriculum promotes the study of globalization in all fields as well as regional interdisciplinary majors, and provides students with the interdisciplinary skills, intercultural awareness, and relevant language expertise to become effective citizens of their nation and actors within the global arena. An internationalized university offers named lecture series by international authorities, provides forums on major international issues, and hosts roundtables of local leaders in international affairs and business. Another component of 'internationalizing' is to have the local community's and region's global diversity represented or reflected on campus.

Given Chapman's stated emphasis on service and citizenship, curricular and non-curricular programs and experiences such as service-based internships might be promoted, and increasing our connections to peoples in the developing world might assume a priority over the more typical university programs that place students in European settings. Chapman could also make use of innovative programs that provide professional internships in international institutes as well as firms and organizations within the United States or abroad. Various units within Chapman University should continue to collaborate with each other in order to encourage alliances with foreign institutions of higher learning and international programs, and to establish international campuses in potential sites around the world.

There are a great many technological innovations and points of access to information flows already in use at other institutions which Chapman might emulate, such as partnering with faculty at universities around the world to make our classrooms interactive with foreign classrooms, and participating in international simulation games at the local, national, or international level.

There are, however, a number of pitfalls to avoid when internationalizing the University. We should be mindful that diversity and international issues are not the same and that internationalizing does not remedy the lack of diversity on campus. Also, even good numbers of international students, programs, and campus chapters of international organizations do not by themselves indicate that the world's diversity has been represented absent studious consideration for issues related to the following broad divides: East/West, North/South, and developed/developing countries. Finally, any pedagogy employed should invite discovery, and not foreclose interpretations.

Successful internationalizing of the curriculum will get students to engage global questions at home and abroad as realities, not abstractions; to realize themselves as actors in the international arena and responsible for it, who link practices of citizenship to imagining a new global order; and, to develop their unique, complex selves and abilities to negotiate diverse cultures and practices. At the heart of an internationalized curriculum are explorations of the broad questions of our relationship to others, what our rights and obligations entail, and what opportunities and constraints on the exercise of freedom globalization portends.

Strategic Theme
Graduate Education at Chapman University
November 17, 2006

Traditional graduate education might be considered as producing “highly educated thinkers who will comprise the advance guard of inquiry and practice in the fields. Graduates of these programs typically engage in additional study (PhD or EdD for master’s degree level graduates) or post-doctoral study for graduates of traditional PhD degrees, or they become the leaders and scholars.

Professional graduate education prepares graduates to enter a profession with specialized knowledge built on a baccalaureate base. They typically would be applied scholars or users of the scholarship of others in offering best practice in the discipline. They typically do not engage in further formal study in an academic institution and are usually prepared for immediate entrance into an occupation. The professional graduate program may be offering first knowledge in a field of study, rather than advanced knowledge in that discipline. These individuals, however, often become members of larger research cohorts serving as field experts.

Chapman offers credentials at the graduate level which include certificates, master’s degrees, first professional degrees at the master’s and doctoral levels, educational specialist, and the new PhD degree in Education. Its commitment to distinction and ethical leaders serves as an ideal environment for graduate level activities.

1. Chapman University should adopt a graduate perspective and plan that encompasses all graduate programs and embraces the belief that graduate education is a public benefit. Advanced degrees are highly correlated with public goods. An institution always has to prioritize resources, but no graduate programs should be neglected or omitted from the strategic planning process unless plans exist for eliminating the program.

2. Chapman University should create the position of Graduate Dean or an Associate Provost for Graduate Programs. Graduate programs at Chapman University are located in separate schools and colleges (Business, Education, Law, Film and Media Arts) and the Wilkinson College of Letters and Sciences. Separate schools and colleges establish cultures appropriate to graduate education for each discipline. WASC indicated that a culture for graduate education needs further development.

3. Chapman University should establish a culture of graduate education which includes the recruitment and development of a graduate faculty, assistance in attaining extramural funding, development of academic standards for graduate students, assistance in accreditation activities, development of positions and funding for teaching and research graduate assistants, clarification of differences in the variety of credentials (certificates to PhD), and assessment of the unique functions of the graduate offerings.

4. Chapman University should determine ideal enrollment levels of graduate program on the basis of academic vision. The institution has not determined criteria for growth, phase out or establishment of new programs. The critical mass of students to achieve distinction must be defined for each program.

5. Chapman University should support increased scholarship expectations related to faculty research, student-faculty research, and master's and PhD students as scholars. Faculty need laboratories, equipment, research graduate assistants, and extramural funding assistance. Graduate assistants should be supported through tuition reduction or scholarships. Scholarship will be among the factors that measure “distinctiveness” of our graduate programs. The accomplishments of graduates and the reputation of the graduate programs will contribute to the achievement of distinction.

6. Chapman University should address the unique student support services needed by graduate students, including services related to recruitment, admissions, housing, and financial aid.

7. Chapman University must think in the future tense about graduate education and its relationship to the institution as a whole. Chapman University graduate students can become the shapers of tomorrow's theory and practice, and thus, leaders in the field. While the University is not likely to become an institution offering extensive graduate education in science, technology, and engineering, professional graduate education can continue to thrive with the limited traditional graduate education offerings and the new PhD in Education.

Strategic Theme
Centers and Institutes
November 17, 2006

Centers and institutes are integral to Chapman University and provide a conduit for outreach in support of scholarly and creative activities. Students gain experience working with faculty to solve problems and address particular issues. The growth and development of such entities reinforce the academic programs and provide opportunities for students and faculty collaboration in scholarly and creative activities as well as outreach in support of the academic mission consistent with the values of Chapman.

Centers and institutes emphasize skills as well as co-curricular and extra curricular activities. Students participate in learning activities (projects; competitions, internships; service learning; study abroad; etc) through activities sponsored in cooperation with academic programs. These units establish a culture of academic mentorship in which both faculty and students flourish. Such activities assist in attracting and retaining excellent students as well as outstanding faculty. The overriding goal is to encourage widespread participation and thought leadership within a learning environment to address specific issues, raise questions and encourage dialogue.

Centers and institutes prepare individuals to work together within a multidisciplinary framework in coordination with academic programs offered through academic units. Emphasis is on outreach, collaboration and widespread discussion reinforced through research. Close partnerships within the external and internal community are valued.

The sciences develop awareness, skills and provoke questions in laboratory experiments. Centers allow students to work with organizations, fellow students and groups to address particular issues. The emphasis is on collaboration in a cross functional environment to support academic initiatives, outreach and scholarship involving faculty, students and the external environment.

Centers and institutes do not award degrees. They neither appoint faculty nor award rank and tenure. Curriculum, academic programs and the awarding of degrees are the prerogative of the faculty, so centers and institutes are precluded from offering academic courses for credit and awarding degrees. However, they may offer non credit courses and programs for a fee in support of continuing or extended education initiatives.

Centers and institutes act as facilitators to bring faculty and students together in support of extracurricular and co-curricular activities that enhance the learning experience of students under the leadership of faculty whose appointments reside in schools of colleges. These entities operate in cooperation with schools and colleges and not in competition with them to encourage good relations with the external community and create visibility and recognition in support of outreach involving faculty and students.

Centers and institutes play an important role at Chapman as well as at any academic institution. It is important that these entities be integrated in the academic life of the institution. Tenured faculty who hold the rank of at least associate professor should be appointed as the leaders of these units with the title of director. The directors of centers should be appointed by the respective dean of the school or college where the center is housed. The directors of institutes should be appointed by the Provost since institutes are interdisciplinary in scope and involve many schools or colleges.