Chapman University is a community of teacher scholars committed to the excellence in faculty research, in creative activities, and in student learning that exemplify a preeminent University. Chapman shall distinguish itself in these efforts by providing a personalized education to our students, by fostering innovative and interdisciplinary problem solving, and by active scholarly engagement at both local and global levels.

Part 1: Commitment to Personalized Education, Knowledge in Action, and Global Scholarly Engagement

Chapman University’s mission is to prepare our students to be global citizens who will lead inquiring, ethical and productive lives.

1.1 Personalized Education

We strive to be a university which values not only the active intellectual engagement of our students but also their social, physical and spiritual development, both inside and outside the classroom, and their overall individual experience at the university. Toward that end, we are committed to providing personalized education, through a high degree of faculty-student interaction, flexible curricular requirements, and individualized student support services.

At the core of Chapman’s personalized education is an intellectual community that fosters the interaction between faculty members and students. Excellence in teaching is a major element of this interaction, with active student engagement in the creation of knowledge as the goal of effective teaching. Small classes, beginning with Freshman Foundations, allow faculty to get to know students as individuals, and our flexible general education requirements promote student-faculty collaboration in designing academic programs that meet students’ individual interests and goals. We seek to empower students to achieve excellence in their field of study and be prepared to make a positive impact on their ever-changing and widening communities. Our emphasis is on the creative mind and the ability to reach beyond the content of the curriculum. We encourage students to use information in a way that fosters critical thinking. We also realize the importance of student involvement in research, creative activities, and the world outside the classroom in meaningful and impactful ways, including joint faculty/student research. While undergraduate education is emphasized at Chapman, the University is committed to creating an ethos for graduate education and focusing on providing support for its select, high quality graduate programs.
Chapman University will continue to demonstrate its commitment to offering a personalized education to our students in the following ways.

1. Encourage academic and creative excellence
   A. Continue to increase measurable academic rigor across the curriculum
   B. Continue to provide appropriate class sizes that match instructional goals.
   C. Increase the number of lectures and creative instruction courses taught by full-time/professional faculty.
   D. Increase opportunities for students to participate with full-time faculty in creative performance or research.
   E. Continue and expand support for student research through the Office of Undergraduate Research.
   F. Create a similar structure to expand support for Graduate Research.

2. Enhance a culture of advising and mentoring through curricular and extra-curricular endeavors.
   A. Continue to mentor students by understanding their individual backgrounds and aspirations and guiding them toward possible career opportunities.
   B. Continue to advise students in shaping an individualized academic program that meets their personal and professional goals, through flexible general education requirements with inter/multi-disciplinary clusters and minors.
   C. Bring speakers to campus in large venues or informal events that enhance interaction of students with speakers.
   D. Accompany students to lectures and performances at local venues with subsequent curricular discussions and assignments.
   E. Invite experts and artists to campus and engage with them in performances, discussions, and symposia.
   F. Increase student participation in conferences and competitions.

3. Enhance the quality of the academic services beyond the classroom.
   A. Enhance the advising program, the first-year experience, freshman courses, and academic programming in student life.
   B. Increase support for extramural fellowships and scholarships.
   C. Continue to support the University Honors Program.
   D. Increase the number and support of chapters of honor societies of national distinction.

4. Promote a culture of professional career development and growth in graduate education at Chapman.
   A. Recruit and retain outstanding graduate students
   B. Increase the support infrastructure for graduate students.

5. Create and implement a comprehensive plan for the development and review of existing and selected new graduate programs, grounded in the university's mission and vision and our commitment to personalized education.
Benchmarks:

1. The University’s success in providing personalized education and academic rigor will be measured by student responses using a variety of student survey instruments.

2. An increased level of faculty-student interaction will be measured by the following:
   A. An increase in the number of classes taught by full time faculty, with 75% as a long term goal
   B. An increase the number of courses or projects that require direct individual student interaction with faculty (including independent study, capstone projects, thesis projects)
   C. A measurable increase in student collaboration with faculty in research and creative activities
   D. College level encouragement and recognition of faculty for time and commitment to working directly with individual students in discipline-specific ways.
   E. Maintenance of optimal student retention rate

3. The University will enhance the infrastructure for graduate programs by
   A. Creating a position in senior administration in support of graduate programs who will oversee:
      1) Interdisciplinary programming in graduate education
      2) Development and implementation of fair policies governing graduate education; academic probation, dismissal, and academic integrity issues related to graduate students
      3) Development and administration of academic services for graduate and professional students: orientation, writing and other skills support, thesis and dissertation completion requirements (UMI, etc.)
      4) International programming, both in terms of Chapman graduate students doing study and research abroad and foreign students coming to Chapman
      5) Integration of faculty/student research in graduate education
      6) Promotion of outside grant opportunities, scholarships, fellowships, and other funding for graduate students
      7) Programming for placement and career assistance for graduate and professional students
      8) Attention toward graduate students in alumni programming
   B. Providing budgetary support for graduate programs and students
   C. Enhancing, expanding and monitoring a plan of action for graduate education at Chapman
      1) Encourage unit-based plans of action and support for graduate programs as well as an overall plan.
      2) Involve graduate students directly both in an advisory capacity and in governance of graduate programs.
1.2 Knowledge in Action: Innovative and Interdisciplinary Problem Solving

Chapman University’s mission is to prepare our students to be global citizens who will lead inquiring, ethical and productive lives. Enshrined in this mission is a commitment to pursuing and applying knowledge, as active members of our multiple communities on a local, national, and global level, and making a positive contribution to the world through education, research, and professional and community involvement and activities. The work of envisioning a sustainable future and addressing the challenges we currently face is an interdisciplinary task and one which requires that we cultivate a culture of service and commitment and that diverse knowledge and skills be creatively put into action. We call this “Knowledge in Action.” Toward this goal, the university has made a commitment to:

1. Foster visionary, innovative and interdisciplinary research and creative activity that addresses current challenges and future needs facing our world:
   A. Support and highlight faculty research and creative activity that models active scholarly engagement and creative evidence-based innovation in solving pressing problems.
   B. Support existing and initiate new interdisciplinary working groups on campus.
   C. Continue to support research conferences and creative performances on campus focusing on emerging scholarship on crucial issues such as poverty, hunger, disease, and global climate change from multiple disciplinary angles, which are also open to students and the public.

2. Promote service learning that models putting knowledge into action and promotes a culture of active and ethical involvement.
   A. Develop extracurricular programming that includes the opportunity for students, other members of the campus community, and the wider public to interact with people who are engaged in community service.
   B. Encourage further development of GE Global Citizenship 7CC courses and internship and service learning opportunities for students in areas of active engagement in addressing current challenges.

3. Promote creative problem solving and sustainability across the curriculum and disciplines.
   A. Support faculty teaching and research/creative activity that addresses active engagement and creative problem-solving.
   B. Create workshops and resources to facilitate inclusion of course material, student assignments, and learning outcomes addressing sustainability as a part of existing courses across the disciplines.
   C. Support the development of new courses, including interdisciplinary courses that are team-taught across schools.
   D. Develop Freshman Foundations courses that address this priority from multiple disciplinary perspectives.
4. Promote a climate of open exchange of ideas and respect for multiple perspectives that fosters collaboration and ethical responsibility and maintains a diverse university community.
   A. Create learning, living and work environments that foster diversity, multiple perspectives and the free exchange of ideas.
   B. Develop policies and infrastructures that support students from diverse groups, including religion, race, sexual orientation, gender identity, disability, etc. as well as political and ethical traditions.
   C. Adapt our campus community to provide full physical and intellectual access to educational resources for people with disabilities and those who are differently abled.

**Benchmarks**

1. Increase campus-wide awareness and recognition of exemplary voluntary and community service by faculty, students, and staff, to encourage and model a culture of community involvement.

2. Development of a faculty working group to initiate curriculum development, research initiatives, and sustainable practices across campus.

3. An increase in support for and production and publication of visionary, innovative and interdisciplinary research and creative activity that addresses current challenges and future needs facing our world.

4. An increase in number of and support for interdisciplinary working groups addressing current challenges facing our world.

5. An increase in the number of related Freshman Foundations, General Education 7CC course offerings, service learning opportunities, and internships available with this focus.

6. An increase in the number of new courses and interdisciplinary team-taught courses with this focus.

7. Series of workshops offered to provide resources for curriculum development related to service learning and sustainability, assessed through faculty surveys.

8. Incorporation of issues of sustainability into existing courses and development of new courses, measurable through student learning outcomes and assessment process.

9. Successful creation and maintenance of diverse living, working, and learning environments, fostering open exchange of ideas, collaboration and ethical responsibility, assessed through satisfaction surveys.

10. Sustained programming to foster understanding and appreciation of the diverse backgrounds, challenges, and identities of the many members of our campus community, assessed through a variety of survey instruments.
11. An increase in percentage of campus that is accessible with goal of full access with
dignity, for example, by providing elevators to upper floor classrooms, offices where
personnel records are kept, and offices of individuals involved in instruction and ramps
rather than lifts for outside access to buildings wherever possible.

12. Development of a long term plan for making all of the campus physically and
intellectually accessible in accord with the principles of universal design, with clear and
specific goals, a timetable for reaching these, and mile markers for assessing progress
and addressing any delays or obstacles.

13. An increase in sustainability practices on campus, measured by individual metering of
buildings, new construction and renovation policies and practices, etc.

1.3 Global Scholarly Engagement

A key aspect of Chapman University’s mission is its commitment to global citizenship.
Successful internationalizing of the curriculum will encourage students to engage in global
questions at home and abroad as realities, not abstractions, and to realize themselves as
actors in the international arena and responsible for it, linking practices of citizenship to a
just and sustainable world. 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. To foster this engagement, the university will continue to:

1. Internationalize our curriculum:
   A. Promote the study of diverse global perspectives and globalization in all fields.
   B. Provide students with the interdisciplinary skills, intercultural awareness, and
      relevant language expertise to become effective citizens of their local communities
      and nation and actors within the global arena.
   C. Provide forums on major international issues, and host roundtables of leaders in
      international affairs and business.

2. Internationalize the learning environment and experience:
   A. Recruit international faculty and students to our campus, diversifying the
      classroom experience for everyone.
   B. Expand students’ horizons through an active program of study abroad and travel
      course offerings that place students in foreign locations.
   C. International faculty exchange programs can be designed to address particular
      curricular shortcomings, to enhance our teaching and research assets, and build
      connections abroad.
D. 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.
E. Pursue the possibility of opening international integrated campuses abroad.

3. Enhance international engagement in global problem solving through expanded opportunities for international service-based internships and professional internships in international institutes, firms and organization within the United States and abroad.

**Benchmarks:**

1. Increase in number of programs with major significant global component
2. Increase in international study and foreign language course offerings
3. Frequency and number of forums/conferences/roundtable discussions on international issues
4. Number of international students and faculty on campus
5. Number of students who study abroad and participate in travel courses
6. Number of faculty who teach abroad
7. Number and variety of Chapman campuses overseas
8. Collaborations with foreign universities
9. Number of service based international internships
10. Connections with international service organizations
Part 2: Commitment to Excellence in Teaching and Scholarship

Chapman University is deeply committed to excellence in teaching and in research and creative activities. As the University continues its transition from a teaching only to research based institution of teacher scholars and from one that enjoys regional prominence to one of national stature, we need to renew our commitment to these core values and in some cases pursue different paths to facilitate their expression and remove impediments.

2.1 Excellence in Teaching
At the core of any great university is the multifaceted interaction between students and faculty members. Faculty members at Chapman clearly have identified teaching as both an area of primary importance and an area where they would like support for development and improvement. Yet the university has no sustained or coordinated efforts to develop instructional effectiveness. We use phrases that suggest we provide “a personalized approach” and “create stimulating learning environments,” yet we have not clearly articulated in our mission, vision, or central commitments, the fact that almost everyone at the university assumes that effective teaching is emphasized and expected. By supporting Chapman faculty in their work as teachers, the ultimate aim is to support the development of our students as reflective scholars, critical thinkers, and responsible citizens ready to meaningfully participate in a democracy. We need to:

1. Promote the value and practice of excellent teaching that facilitates student learning.

2. Provide programs and resources designed to promote teaching methods that are consistent with the emerging research on how people learn.

3. Provide opportunities for sustained faculty development that promotes the needs of individual faculty members and their subject-specific requirements.

4. Make available new technologies for the classroom with systematic institutional support and regular workshops to optimize use.

5. Provide opportunities for faculty members to reflect on their work, and to share and learn from the experience and expertise of their colleagues (i.e. colleague consultation).

6. Promote reflection in the form of assessment and scholarly research into teaching and learning.

7. Foster successful teaching by cultivating an institutional climate that values, rewards, and renews teaching excellence
**Benchmarks**

1. University mission, vision, commitment statements and other appropriate documents and corresponding university structures will address the importance of teaching at the university.

2. The University will promote excellence in instruction by establishing and developing a Center for Excellence in Teaching that supports the following activities:
   - Identifying and developing models of excellent instruction.
   - Developing faculty expertise in instruction.
   - Promoting faculty interest in innovative instruction.
   - Assisting faculty in the use of new instructional technology.
   - Assisting faculty in course development.
   - Assisting faculty in solving teaching problems.
   - Assisting faculty in developing Teaching Portfolios.
   - Assisting faculty in integrating effective, relevant, and innovative technologies.

3. The University will provide opportunities for faculty reflection and colleague consultation through the following activities:
   - Identifying and supporting faculty mentors.
   - Conducting faculty development workshops.
   - Facilitating “brown bag” faculty presentations.
   - Providing one-on-one course observations and feedback.

4. The university will recognize and reward successful teaching through the following activities:
   - Continuing to develop and support specific awards to publicly acknowledge and celebrate successful teaching, including but not limited to the Outstanding Teaching Professorship awards and Excellence in Teaching awards.
   - Include demonstrated teaching excellence as a significant portion of the evaluation for annual merit increases.
2.2 Excellence in Scholarship

Chapman University shall create and sustain systems that develop, support, and reward nationally and internationally recognized scholarship.

Success at becoming a nationally renowned institute of higher learning will require Chapman University to continue to improve its support for teacher scholars in order to encourage a bloom in productivity that is well within its potential. To support scholarship and creativity of faculty, we need:

1. Release time and flexibility in teaching schedules to facilitate faculty to realize their potential as scholars and bring attention to Chapman through various forms of scholarly and creative productivity

2. A continued push to reduce administrative constraints and inefficiencies that drain faculty time from scholarship

3. Commitment to improve the University’s infrastructure – especially in the area of library resources, equipment and technician assistance and service contracts for equipment that can keep faculty productive and reduce the need for them to work at other universities that possess better resources. Recruit, retain, and support outstanding graduate students making us competitive with other research institutions

**Benchmarks:**

1. The University will promote flexibility in course loads that coupled with performance expectations, will incentivize faculty to commit to long-term productivity, including grants or collaborations, which can foster still greater productivity. Toward this end, the University will establish:
   A. An criteria-based and transparent system of accounting for faculty loads and other resources
   B. An across the board policy of flexibility in planning teaching loads by Deans, Associate Deans, and Department Chairs according to scholarly productivity.
   C. A strong inverse correlation between base teaching load and relevant or recent past record of scholarship. Tenured faculty who wish to be evaluated solely on their teaching—for the purpose of merit pay raises or promotion—may elect to move to a higher teaching load, though faculty may not be moved to a higher teaching load without their consent. Tenured and tenure-track faculty with consistent strong scholarship may request to be awarded a reduced teaching load.
2. The University will continue its shift from a college to a university by building upon improvements in administrative support for faculty scholarship. The University will develop:
   A. An online system for tracking payments and reimbursements that pinpoints delays in the process and thus allows trouble-shooting.
   B. University-wide goals for efficiency and reasonableness in areas such as HR, Accounting, and Legal Services, such that these areas do not in themselves deter or make arduous faculty initiatives. For example, setting a goal of getting vendors and employees paid within 7 business days of proper and correct paperwork being received by Accounts Payable.
   C. A process to review and support employees who are unable or unwilling to facilitate Chapman’s goal of greater scholarly/creative productivity.

3. The University will improve its infrastructure for scholarship by:
   A. Increasing library holdings.
   B. Hiring technicians to maintain research equipment.
   C. Establishing a formal means of repairing and maintaining equipment for faculty research.
   D. Promoting increased flexibility in ordering computer hardware and software as required by faculty.
   E. Hiring more senior computer support staff.
   F. Establishing formal and efficient procedures for hiring post-docs and research assistants.
   G. Developing graduate assistantships and providing thesis and dissertation support.