OUR PATH TO GREATNESS:

PILLARS AND FOUNDATIONS

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1 EXECUTIVE SUMMARY

Since the early 1990s, Chapman University has experienced unprecedented growth and academic achievement. This was accomplished through the implementation of a series of five-years plans.

Plan Years	Description
1993-94 to 1997-1998	Improving the quality of incoming students by increasing student selectivity
1998-99 to 2002-2003	Establishment of the Fowler School of Law and the Dodge College of Film and Media Arts; growing existing professional programs
2003-04 to 2007-08	Enhancement of Physical Facilities
2008-09 to 2012-13	*A Path to National Stature* – Recruiting faculty with national and international visibility: Economic Science Institute; Institute for Quantum Studies; Institute of Religion, Economics, and Society; expanding programs in the sciences
2013-14 to 2017-18	*Moving into the Health Sciences* – Emphasis on growth in graduate Health Sciences programs and establishing a School of Pharmacy; strengthening our traditional commitment to the undergraduate student
2018-19 to 2022-23	*Engineering the Future* – Focus on the establishment of the School of Engineering; continuous development of the Rinker campus, Pharmacy and Graduate Health Science programs; launching of the Institute for Interdisciplinary Brain and Behavioral Sciences

The next five-year plan, *Our Path to Greatness,* is the seventh plan in the series. It lays out the first five years of an ambitious University's plan for 2023-24 through 2027-28. However, as its title suggests, there are several important contextual elements to this plan.

First, it is a **road map**, that is, the charting of a collective path for **Our** vision of academic excellence that is **inclusive** and cognizant of the fact that excellence depends upon the development, success, and dedication of all of our people: the students, faculty and staff at both the Orange and Rinker campuses and the communities that we serve, and the support of our Trustees and Governors.

Second, the road implies a trajectory or **Path** along a series of subsequent 5-year plans that will be necessary to achieve the milestones toward national pre-eminence or **Greatness**. Among other markers of distinction, these road posts will include the steadily progressive rise in rankings and classifications, including *U.S. News & World Report*, Business, Law and other specialized rankings, and the R-2 Carnegie Classification. Moreover, we also aspire to build upon our status as an emerging Hispanic Serving Institution to become a full Hispanic Serving Institution.

Third, the **pillars** that sustain the edifice of *Our Path to Greatness* must rely upon the continuous strengthening of our **foundations**. These include:

1. The stewardship and realignment of our resources along the axes of excellence since growth is now set to cap at 12,000 students (with 10,500 at the Orange campus because of limitations likely to be established by the city and 1,500 at the Rinker campus by 2037)
2. The improvement and expansion of our physical facilities
3. The establishment of an endowment of $ 2BB (by 2037)
4. The development of an agile, robust, 21st-century technological and digital infrastructure of high-quality and reliable systems to ensure our organizational excellence. The infrastructural component of this plan also implies operational efficiency and financial sustainability, both absolutely vital to equip our students, faculty, and staff with the tools they need to work towards our collective destination, or Our Path to Greatness.

2 MEASURING THE IMPACT OF THE LAST STRATEGIC PLAN: ENGINEERING THE FUTURE

2.1 REVIEW OF THE LAST STRATEGIC PLAN

Prior to his inauguration in 2016, President Struppa served as Chapman University's Provost and Chancellor for ten years. Working closely with President Emeritus Jim Doti, he greatly expanded existing Graduate Health Science programs at the Rinker campus while launching new ones, including a School of Pharmacy that graduated its first class of Doctor of Pharmacy in 2018, the Physician Assistant Program, and the Institute for Interdisciplinary Brain and Behavioral Sciences, whose Founding Director was appointed in May 2017.

Between 2018-19 and 2022-23, Chapman University continued to build upon its foundations. From its origins as a college, Chapman evolved to become a mid-sized, regional comprehensive university to the nationally ranked research institution that it is today. Throughout this remarkable journey, the original vision and mission of Chapman University have consistently strengthened. Under the leadership of President Struppa, the vision of Chapman University as "a student-centered institution, recognized nationally and internationally as a center of academic and personal excellence" is continuously reflected in the many achievements in undergraduate and graduate education and the increasing rise to national prominence.

Achievements in education now include a range of new undergraduate and graduate programs, including the expansion of the Center for Undergraduate Excellence, or CUE, as well as capstones and course-based research projects that enable students to work alongside productive research faculty in faculty-mentored research, attend conferences, and present their research projects. Findings from our 2020 College Senior Survey corroborate these achievements and show that 70% of Chapman graduating seniors report having had opportunities to work with professors on research and creative activity projects (with the exception of 2021 when participation decreased to 62% because of the pandemic). Moreover, from a survey of faculty that was administered in spring 2022, approximately 80% of faculty reported that they had mentored student research or creative activity projects during the prior academic year.

It is this same commitment to providing students with an education of distinction that has inspired the launching of proactive initiatives to answer present and expected changes in student demographics and profiles, including the creation of the first office for Diversity, Equity and Inclusion in 2021 to give coherence to a range of existing initiatives so as to realize a larger, long-lasting impact. Among the many accolades that Chapman University has received for its commitment to academic and personal excellence, is the achievement of R-2 status in 2019, the coveted Carnegie classification of research-intensive institutions ("High Research Activity") that only 10% of national private universities can currently claim (see chart below). In the 2021 update to the classification, Chapman has continued to retain its R-2 status.

Doc & Masters Universities Carnegie Classes	Public	Priv NFP	Priv FP	Total
Doctoral Universities: Very High Research Activity	107	39		146
Doctoral Universities: High Research Activity	93	40		133
Doctoral/Professional Universities	29	146	12	187
Master's Colleges & Universities: Larger Programs	148	161	16	325
Master's College Y Universities: Medium Programs	57	118	10	185
Master's Colleges & Universities: Small Programs	40	113	6	159
Total	474	617	44	1135

2.1.1 Rinker Health Sciences and Institute for Interdisciplinary Brain and Behavioral Sciences

During the past five years, a major re-engineering of the future of Chapman University took place. This vision was prompted by the need to respond to economic and demographic needs in the areas of Health Science, STEM and technology that are acutely felt in the nation, California, and Orange County alike. Two primary pillars were established: the continuous development of the Rinker Health Science Campus and its Pharmacy and Graduate Health Sciences programs, including the Institute for Interdisciplinary Brain and Behavioral Sciences, and the launching of the Fowler School of Engineering.

Among the notable developments at the Rinker Campus were the addition of the Physician Assistant Program and the rise in ranking of the Doctor of Physical Therapy (DPT) and Communication Sciences & Disorders programs, both now listed in the top third in the nation. Equally impressive has been the support received by the Simon Scholar Program. This program provides economically disadvantaged First-Gen students with full tuition scholarships and is the only one of its kind in the US. Graduate Health Professional programs have made great strides in deepening their integration with local communities in Orange County and provide *pro bono* rehabilitation services to children and adults with physical and cognitive disabilities.

This fertile ground in Health Sciences at Rinker has propelled the research enterprise forward. In the last 5 years, faculty from the School of Pharmacy and the Crean College of Health and Behavioral Sciences have been awarded external funding from the National Science Foundation (NSF), the National Institute of Health (NIH) and the Department of Defense (DoD). Additionally, Rinker faculty regularly publish in high impact journals, thus contributing through their sponsored research and publications to the rise in national research reputation of Chapman University.

Significant investments were made in the **Institute for Interdisciplinary Brain and Behavioral Sciences (BI)**, the site for physical and intellectual resources to promote the growth of research and instruction in the field of neuroscience and related disciplines. In the fall of 2017, the university began to contribute substantial investments to support the buildout of the main BI facility on the 2nd floor of the Alton Building on the Rinker campus and a smaller satellite facility in a residential property adjacent to the central Orange campus. Two new Assistant Professors joined the founding Director in 2017 and 2019 and, in March 2019, the BI was officially launched.

2.1.1.1 BI Progress To-Date

The BI has made great gains in the creation of physical infrastructure on the Rinker and Orange campuses. The Rinker BI is composed of a 7,000 square foot facility on the 2nd floor of the Alton Building. It includes a sleep lab, EEG labs, a float pod lab, a transcranial magnetic stimulation (TMS) lab, a driving simulation lab, eye tracking and virtual reality equipment, and

multiple other participant testing stations and equipment to support a diverse range of scientific investigations. The Rinker BI also supports multiple faculty offices, a conference room, and space for postdocs, graduate, and undergraduate students. Construction is underway to expand the Rinker BI facility to include the 1st floor of the Alton Building. This project will significantly expand sleep lab, EEG, and float pod facilities and provide designated space for a magnetoencephalography (MEG) lab, the acquisition of which is a key aspiration of the BI. The expansion will also provide critical workspace for the growing number of staff, students, postdocs, and faculty at the BI. The smaller Orange campus BI facility provides an additional EEG and behavioral testing stations, as well as limited office space.

BI faculty have developed thriving programs of research, especially in the study of consciousness and free will that resulted in the award of some of the largest foundation grants in Chapman's history ($5.34M from the Templeton Foundation; $1.56M from the Fetzer Institute). The BI has also continued to expand the number of visiting scholars, postdocs, graduate, and undergraduate students.

2.1.1.2 BI Funding:

- Total spent on the BI since its inception in 2017: $5.85M (including faculty salaries)
- Total awards received: $9.33M ($7.55M in grants, $1.65M in gifts, and $123K in internal grants)

2.1.1.3 BI Student Success:

To-date, the BI has supervised, mentored, and trained 50+ undergraduate students (including 6 SURF students), 12 post-baccalaureates (of which 6 have received admission to graduate degree programs at UCLA, Tokyo institute of Technology, Palo Alto University, USC, EPFL, Lausanne, Switzerland), 7 graduate students (at different stages of the program), and 6 post-doctoral fellows. In addition, the BI has also hosted 2 visiting professors.

2.1.1.4 BI Publications:

- Thirty-four (34) publications, mostly in Q1 journals, with *TiCS x2* (impact factor 24.5), *Body Image* (impact factor 5.6), *Nat Sci Rep* (impact factor 5), *J Neuroengineering* (impact factor 5.5), *Psych Sci* (impact factor 7.0), *eLife* (impact factor 8.7), *NeuroImage* (impact factor 6.6), and more

- Twenty two (22) publications have been cited more than 15 times since 2018:
  - **Doerig, et al (2021), cited 49 times**
  - **Maoz, et al (2019), cited 53 times**
  - **Khalighinejad, et al (2018), cited 55 times**
  - **Doerig, et al (2019), cited 81 times**
  - **Lashgari, et al (2020), cited 99 times**

2.1.1.5 BI International Conferences:

The BI scored six (6) talks at the recent 2022 ASSC conference in Amsterdam (no other single institution had more talks)

- Twelve (12) poster presentations are now lined up for the SfN conference in San Diego
- Seven (7) plenary lectures/symposia were delivered by BI faculty since 2018
- Significant student participation at conferences

2.1.1.6 BI International Conference Organization:

- Two (2) in person international conferences with 100+ participants each, since 2018
- Two (2) virtual international conferences with 50+ participants each, since 2018

2.1.1.7 BI Media Exposure:

- Articles about BI research have been featured in the *Atlantic Magazine, Science Magazine, NBC, Popular Science*, as well as various podcasts, blogs, and documentaries.

This level of activity is transforming the BI into a well-known and respected unit in the field of cognitive neuroscience and has laid the foundation for cutting-edge research to emerge from the Institute over the next several years. As the Institute finalizes its strategic plan, it is poised to become a catalyst for research in the behavioral and brain sciences as it seeks to strengthen its programs of research to align with the biological, biobehavioral, and health sciences and broaden its external funding portfolio to include health-related funding sources (e.g., National Institutes of Health and national biomedical foundations).

2.1.2 The Fowler School of Engineering

Beyond such notable developments in the Health Sciences, the major initiative of the last 5 years has been the establishment of the **Fowler School of Engineering** after a generous gift by the Fowler Family that followed the completion of the Keck Center for Science and Engineering. From its original focus on Computer Science and Software Engineering, and Computer Engineering and Electrical Engineering, the school is now on target to launch its first graduate program, a M.S. in Electrical Engineering/Computer Science in Fall 2023, including a 4+ 1 option. While there are no firm plans to increase the portfolio of programs in the immediate future, Biomedical, Environmental and/or Mechanical Engineering might be considered if additional space, resources, and faculty were available. All of these programs would also leverage existing and emerging strengths in other parts of the university. The full portfolio of programs currently offered by the Fowler School of Engineering is listed below:

2.1.2.1 B.S. Degrees

- Computer Science
- Software Engineering
- Data Science (2021 Name Change/Curriculum Mods)
- Computer Engineering (2020)
- Electrical Engineering (2021)

2.1.2.2 Minors

- Computer Science
- Game Development Programming
- Analytics
- Computer Engineering (2020)
- Information Security & Policy (2021)
- Electrical Engineering (2021)

Majors Only	***Headcount***
Fall 2018	273
Fall 2019	312
Fall 2020	396
Fall 2021	442
Fall 2022	554

These students are educated by a faculty of:

- 18 Strategic Plan hires
- 17 tenure ladder
- 11 full time teaching faculty or NTT

The School of Engineering is also making important contributions to the advancement of the academic profile of Chapman University. Engineering students tend to be high-achievers and play a significant role in raising the overall quality of the student-body. They also improve the employment outcomes of the university as a whole and advance programs in science and health science alike, thus facilitating more innovative interdisciplinary collaborations across colleges and schools. A notable example of interdisciplinary collaborations is the **Grand Challenges Initiative, or GCI.** This unique two-year curricular project is available to all incoming first-year students majoring in the Fowler School of Engineering and the Schmid College of Science and Technology. It pairs small teams of 4-6 students with a research mentor, including post-doctoral fellows, to tackle some of the most pressing problems of our times, from reversing climate change and improving data security to developing new health technology. In the process, students develop foundational skills in critical thinking, problem solving, communication and teamwork that are essential for success in nearly any STEM-related field. The launching of the Fowler School of Engineering has also enhanced extra-mural research and private funding by attracting high-quality faculty and creating the first Chapman Engineering Student Accelerator through several important partnerships with both industry and business. The impressive record of success of the Fowler School of Engineering would not have been possible without the generosity of our friends and supporters who, since 2018, have donated $ 13M towards scholarships, academic programs, and the physical plant.

Philanthropy

Total giving to FSoE since 2018: >$6m
Total giving to support Swenson Hall since 2018: >$7m

Scholarships

- Multiple scholarships established [HireRight (Data Science); Masimo (Medical Devices); Human Centered Engineering (Low-SES and Underrepresented Groups)]

Endowment

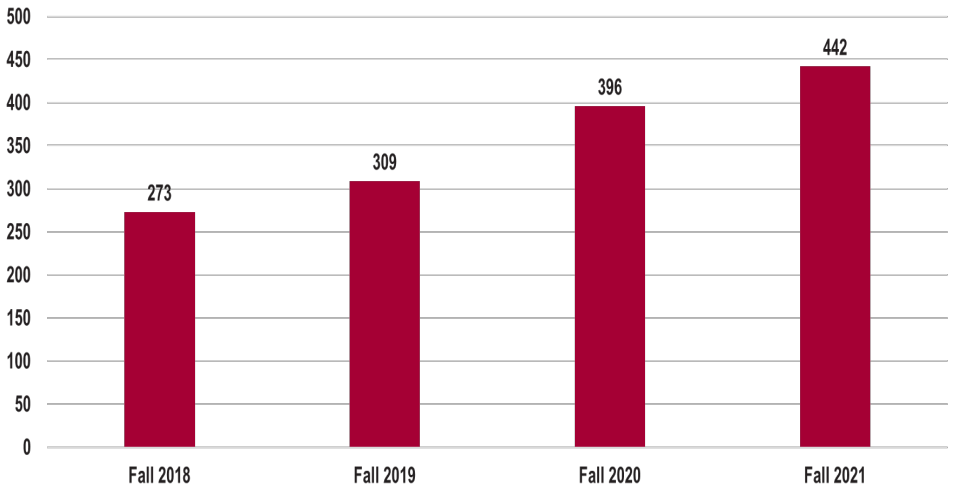
- Growing the "Future Leaders" endowment to support innovative student ideas/activities

Research/Teaching

- Corporate and individual gifts for UG research grants
- Laboratory equipment purchases supported by corporate and foundation donors

CHAPMAN UNIVERSITY

Student Enrollment



Student Outcomes: Internships

Class of 2022

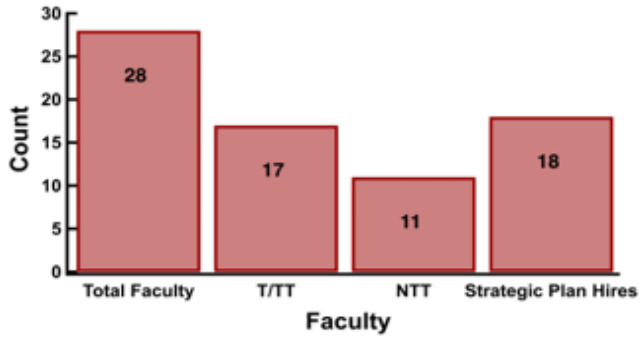
- Launched innovative new internship program: the Chapman Engineering Student Accelerator
- 10 new corporate internship partners for program in fall 2022
- …more data available at census…

CHAPMAN UNIVERSITY

Grand Challenges Initiative

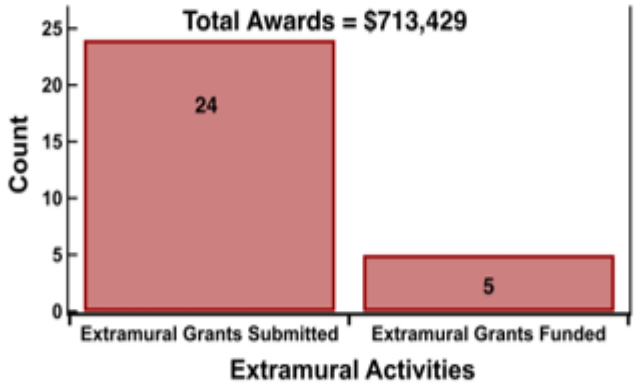
CHAPMAN UNIVERSITY

Faculty Profile



CHAPMAN UNIVERSITY

Research: Extramural Support



CHAPMAN UNIVERSITY

2.1.3 Optimizing our Campus Footprint

2.1.3.1 Student Housing:

The need for university-owned and -operated student residences has been partially addressed in the 5-year Plan through the purchase of the Chapman Grand apartment complex in Anaheim. The complex opened to Chapman undergraduates in the fall 2018 and has been very popular with students. The construction of the VPO West Residential Village ("the K") was completed by fall 2019. These two student residences have added 1291 beds to Chapman-owned residences.

2.1.3.2 Engineering Facilities:

The Keck Center for Science and Engineering opened in fall 2018, with the Schmid College of Science and Technology moving into the south wing during the summer of 2018. The north wing of the building, dedicated as the Swenson Family Hall of Engineering, was completed in July of 2021 to house the Fowler School of Engineering, with classes and research commencing there in the fall of 2021.

2.1.3.3 Expansion of Services and Facilities at the Rinker Campus:

The Rinker Health Sciences is the home of the School of Pharmacy and several graduate programs of the Crean College of Health and Behavioral Sciences. In addition, Rinker houses the Institute for Interdisciplinary Brain and Behavioral Sciences in the building at the corner of Alton Parkway and Hughes Street (14725 Alton), with renovations for its expansion currently underway. The expansion at the Rinker campus has triggered additional needs and plans. For example, the Rinker campus' research enterprise, while expanding its vivarium in 2020, will require a more comprehensive vivarium to house both traditional and emerging animal research models. Beyond these research needs, the growth in students is necessitating student services and related offices for support and services staff. Lastly, students have identified as high priorities spaces dining, study, and recreation facilities.

2.1.3.4 Orange Campus Expansion and Renewal:

The renovation of Reeves Hall was completed in early 2018 and the renovation of Smith Hall, which started in 2018, was completed in 2019. In the fall of 2020, the second-floor renovation of Wilkinson Hall as the expanded home for the Economic Science Institute was completed. While covid-related and supply chain issues have delayed the completion date, construction of

the new studios for the Dance program in the historical Packing House is well on its way and the facility is expected to be dedicated as the Sandi Simon Center for Dance in the fall of 2022. Plans have been approved and construction will soon begin on the expansion of the Hilbert Museum of California Art into the current dance facilities at the Partridge Building. The new dance studios represent nearly a three-fold expansion in the square footage and a commensurate enhancement in the quality of the dance facilities, as befits a program that is now a top ranked department of dance nationally. The construction of a new parking structure is now expected to occur as part of the new student residence at the Panther Village site. The redevelopment of Hashinger has been placed on hold, displaced by the redevelopment of the Killefer Building site (acquired in the fall of 2020) as the new home for the Institute of Quantum Studies, a new Optics Lab, and the relocation of the Applied Physics Lab from Burtonville, MD to Killefer.

2.1.4 Changing Student Profile

Among Chapman University's great successes is a steady growth in the number of enrolled students despite a national decline in the 18-25-year-old student demographics. With the rise in national stature and academic reputation, market shares of student yields have expanded from Southern California to Northern California, the Midwest, and the East Coast. However, the institution's continuous growth has become more dependent upon its ability to attract students from underserved segments of the population. Hispanic and/or Latino individuals make up a significant percentage of the population of California and surpass any other ethnic group.

2.1.4.1 California Population and Chapman University

Group	Estimated Number	Percent Hispanic or Latino
CA Total Population	39,237,836	40.2%
CA K-12 Enrollment (2021-22)	5,892,240	55.9%
Orange County total students	448,729	49.7%
Chapman University (Emerging HSI*)		18%

* (In 20/21 CA had 51 Emerging HSI "eHSIs")

Chapman University is now one of 51 emerging HSI, or eHSIs in California, with a population of 18% Hispanic or Latino students. This demographic shift has necessitated not just a modification of our enrollment and recruitment strategies, but also the launching of a range of other initiatives to ensure the enhancement of Chapman curriculum to build multicultural competencies and more targeted support services. Programs launched in the past few years include:

2.1.4.2 Student Recruitment, with a focus on local First-Gens:

We have put in place several programs to attract First-Generation students, with a focus on our local communities (but open to all First-Generation undergraduate students). In addition, we have implemented support infrastructures and budgets in Admission and Financial Aid, launched yield events and trained recruitment staff to build engagement, retention, and sense of community and belonging. The **Promising Futures Program** is our flagship First-Generation program and offers monthly workshops, weekly study sessions, and social events, among other activities. The **Summer Bridge Program** is a pre-semester orientation that is designed to support students' transition to the university and introduce them to the larger First-Generation community. The program involves workshops from campus support services, insight and tips from current students, and community-building activities.

2.1.4.3 Community Engagement:

We have developed outreach and partnerships programs with local communities in the cities of Orange, Santa Ana and Anaheim to create pathways for K-12 students, many of them First-Generation students. Over the last five years, scholarships have been dedicated to First-Generation students alongside partnerships with Community Based Organizations, or CBOs. An important scholarship, although at the graduate level, is the Simon Scholar PA scholarship for low income, ethnically diverse students. The scholarship funds full tuition for 10 new and 10 ongoing students.

Thurgood Marshall Scholarship Budget				
Year	Spending/Budget First-Year & Transfer	Average Award	# Students Awarded	Yield (Student/Amount)
Fall 2018	$460K/$190K	$5,172	70 FY/18 TR= 88	25 students (28% yield) & $134.5K
Fall 2019	$467K/$187K	$5,667	81 FY/21 TR= 102	46 students (45% yield) & $137K
Fall 2020	$1.2M/$450K	$7,175	172 FY/26 TR=198	53 students (27% yield) & $336K
Fall 2021	$1.5M/$450K	$7,550	233 FY/17TR= 250	63 students (25% yield) & $405K spent
Fall 2022	$4.5M/$1.125M	$6,116	721 FY/13TR= 734	190 students (25.8% yield) & Spent $1.162 M

Special Funding					
Fund	Year	Spending/Budget First-Year & Transf	Average Award	# Students Awarded	Yield (Student/Amount)
Cristo Rey Network Grant	*2022*	$1.2M/$200K	$56,922	21	4 (19%) & $196K
Delfin Scholars	*2018*	$182K/$70K	$14,000	13	5 (38.5%) & $70K
	2019	$187K/$70K	$8,893	21	7 (33%) & $62K
	2020	$162K/$70K	$9,000	18	8 (44%) & $72K
	2021	$100K/$70K	$10,000	10	8 (80%) & $84K
	2022	$40K/$20K	$7,600	5	3 (60%) & $22K
Give Something Back (GSB)	*2018*	5 students/5 students	*	5	5 (100%)
	2019	5 students/5 students	$57,204	5	5 (100%) & $286K
	2020	5 students/5 students	$52,050	6	5 (83%) & $260K
	2021	5 students/5 students	$53,820	7	5 (71%) & $268K
	2022	5 students/5 students	$56,511	3	3 (100%) & $170K
OC Heritage (OCH)	*2018*	$62,500* (pilot)	$10,432	6	6 (100%)* & $62,500
	2019	$670K/$355K	$17,791	43	18 (41%) & $293K
	2020	$680K/$355K	$12,608	54	32 (59%) & $426K
	2021	$640K/$450K	$14,776	43	32 (74%) & $479K
	2022	$650K/$450K	$6,383	43	25 (58%) & $332K
*Orange HS STEM Scholars *Formerly Simon STEM*	*2018*	5 students/5 students	$30,000	4	4 (100%) & $190K
	2019	5 students/5 students	$48,000	4	4 (100%) & $191K
	2020	5 students/5 students	$53,809	5	5 (100%) & $269K
	2021	5 students/5 students	$48,914	5	3 (60%) & $188K
	2022	5 students/5 students	$52,187	6	2 (33%) & $104K
*Women in Entertainment (WIE) *Formerly Youth Cinema Project*	*2018*	*			
	2019	10 students/10 Student		1	1 (100%) $12K (full tuition)
	2020	10 students/10 Student		1	1 (100%) $13K (full tuition)
	2021	2 students/2 students	$60,000	2	2 (100%) & $60K
	2022	2 students/2 students	$60,000	2	2 (100%) & $60K

For additional information, please see:
https://docs.google.com/document/d/1l23tFkMwNOcs6KSziFXhZUe3Io1HsYbKQ4l2UQ9hXi4/edit

2.1.4.4 Campus Climate:

We have also made significant strides in the development of programs, services, and physical spaces to create a welcoming campus. The Center for Global Education conducts intentional outreach to parents and families of historically marginalized students and collaborates with student groups (e.g., Latinx Club, Black Student Union, Queer Students Abroad) on events and informational meetings. In addition, the Center continuously enhances existing support for Disability Services, Student Psychological Services, Counseling Services, Veterans Affairs, Financial Services, and First-Generation Students.

Beyond these initiatives, Chapman University has taken a significant step forward in advancing organizational diversity, equity, and inclusion (DEI) to better operationalize DEI efforts. In the past year we have hired an inaugural Vice President of Diversity, Equity and Inclusion, an Executive Director for the Cross-cultural Center and First-Generation programs, a Director for Latinx Achievement and a Director for Black Excellence and Achievement. The office has provided leadership for the Latinx Staff and Faculty Forum, the Black Staff and Faculty Forum, the LGBTQIA+ Staff and Faculty Forum, the DEI Task force, the Disability Advocacy Committee and the Student Government DEI Subcommittee. The office of the Vice President, recently opened in Argyros Forum, provides support for all campus functions and has been integral in the effort to establish a diversity graduation requirement, the Juneteenth Campus Holiday and an integrated and interconnected Campus Reporting System (live on August 1, 2022). Future plans include the recruitment of a Director for LGBTQIA + Achievement. Additionally, Significant changes have been undertaken by the Musco Center (opened in 2016), which is now supporting a diverse program, with the majority of “Musco Center Presents” featuring BIPOC artists. Musco Center’s annual *Heartbeat of Mexico Festival* is on-going and continues to bring thousands of people to campus over the Memorial Day multi-day event.

2.1.4.5 Curriculum:

At the curricular level, we have significantly expanded interdisciplinary and cultural studies minors to include Africana Studies, Ethnic Studies, and Law and the Liberal Arts. These minors

enhance campus climate, student education as well as student success since a large body of evidence-based research illustrates how they improve retention and graduation of minority students. We are also expanding service-learning opportunities connected to General Education and professional opportunities to assist faculty with curricular innovations. In addition, the curriculum now includes a **DEI graduation requirement**. Effective in fall of 2023 for incoming new students, the DEI graduation requirement ensures that undergraduate students take a course prior to graduation that engages them constructively with diversity issues. Courses that meet this distribution address issues arising from intolerance and/or exclusion due to race, gender identity, national or ethnic origin, religion, sex, sexual orientation, socio-economic background, age, and/or disability. As such, they also align with Chapman University's mission: helping students lead inquiring, ethical and productive lives as global citizens.

2.1.4.6 Student Success:

Dodge, Wilkinson, Fowler, and Schmid have developed specific First-year Foundation seminars and are supporting programs targeted to improve success of undergraduate majors in their respective schools and colleges. In summer of 2022 a pilot program for undeclared (now exploratory) majors was launched, serving approximately 100 students. In fall of 2022, a taskforce of faculty and staff developed an initiative to enhance the "hand-off" process between Admissions and Academic Affairs during May 1st and Orientation. This initiative will continue throughout the academic year.

2.1.5 Research and Technology Infrastructure

Chapman University continues to achieve greater national stature and academic reputation. Our faculty, several of whom recruited from the top universities in the world, have continued to involve more and more students in their research programs, thus turning them into active participants in the process of knowledge-creation. In the last 5 years the following initiatives have been launched to enhance support for research and technology infrastructure:

2.1.5.1 Faculty Development:

The Faculty Development Fund has been established by the Office of Sponsored Research. The fund is organized into the Faculty Opportunity Fund and The Seed Money Grant Fund.

The first is open to tenure-track and tenured faculty, and non tenure-track faculty with research expectations. Ten projects at $10K each are funded annually. The funding also supports conference travel, research assistants, archival research, among other research related expenses. The Seed Money Grant Fund is open to tenure-track and tenured faculty who want to explore novel research questions that will lead to federal funding. Five grants at $20K are awarded annually. Overall, the fund has supported a total of **77 faculty projects with $1,013,832** of funding over the last five years to faculty representing the various modes of research, scholarly and creative inquiry across the University.

2.1.5.2 Student Research:

Additional support for both Undergraduate and Graduate Student Research has been provided. For Undergraduate Student Research, the amount is of **$136,800 per year.** This sum benefited 151 undergraduate student research/creative activity projects. The Office for Graduate Education supports grants for graduate scholarly and creative activity, which are distributed annually to the Deans of units supporting thesis- and dissertation-based graduate programs. Funds are targeted to support travel to undertake research and creative activities, travel to support the dissemination of research and creative activities in external venues (e.g., conference support), non-travel support for research and creative activities (e.g., consumables, data access, publication fees). Expenditures for this grant support have increased from **~$41,000 in 2018-19** to an allocation of **$70,000 in 2022-23** (noting that travel funding was reduced dramatically during COVID).

Since the fall of 2019, the Office for Graduate Education has also supported Graduate Teaching Assistantships (instructor training assistantships) for the Ph.D. programs in Computational and Data Sciences, Communication, and Education. Graduate Research Assistantships are also supported for the research-based Master's programs in Film Studies; Food Science; International Studies; and War, Diplomacy, and Society. This funding is also used to build more competitive recruitment offers and is currently limited to first-year graduate students. Additional support for Graduate Research Assistantships is available in unit-level operating budgets, and through grant and gift funding. University-wide expenditures for **Graduate Research Assistantships increased from $570,000 in 2018-2019 to over $1M in 2021 and 2022.** Over this time period 40-47% of these funds were from internal operating budgets, with the balance from gifts and grants. The Office of Graduate Education has supported graduate

student participation in the Three-Minute Thesis (3MT) competition since the Spring of 2019. Campus winners are provided funds to compete at the regional and national levels. Thus far, two Chapman graduate students have competed at the regional level and one was the runner up for moving forward to the national competition.

2.1.5.3 Research Expenditures and Sponsored Research:

In recent years, internal support for research has increased with the goal of improving faculty's rate of success in obtaining extra-mural funding. Research expenditures include research startup packages, support for Institutes and Centers, internal research awards to faculty, cost sharing and unrecovered indirect costs (or IDCs). The data below is from the HERD Report submitted by Chapman University and includes both research funds received and spent. The next report will be due at the end of January 2023 and will include 2022 data. For more information on the survey, see: https://www.nsf.gov/statistics/srvyherd/#sd

TABLE 1: Research Expenditures and Sponsored Research by Source and Type for FY 2019, 2020, 2021

SOURCE OF FUNDS	FY 2019	FY 2020	FY 2021	TOTAL ACROSS 3 YEARS
US Federal Government	5,738,000	7,850,000	8,574,000	22,162,000
State and Local Governments	525,000	1,168,000	612,000	2,305,000
Business	448,000	616,000	567,000	1,631,000
Non-Profit Org,	3,996,000	5,301,000	5,766,000	15,063,000
CU Financed Research*	8,835,000	11,717,000	10,273,000	30,825,000
Other	50,000	8,000	28,000	86,000
Total	**19,592,000**	**24,548,000**	**28,722,000**	**72,072,000**

TABLE 2: Federally Sponsored Research for FY 2019, 2020, and 2021 Researchers
In Crean College of Health and Behavioral Sciences, School of Pharmacy, and Schmid College of Science and Technology comprise the vast majority of federally funded awards

Federal Agency	FY 2019	FY 2020	FY 2021
USDA	108,000	293,000	642,000
DoD	611,000	1,378,000	974,000
Energy	552,000	105,000	0
Health and Human Services (includes NIH)	2,974,000	4,377,000	5,195,000
NASA	193,000	203,000	241,000
NSF	1,087,000	1,264,000	1,176,000
Other (ex: Dept of Education, IRS)	213,000	230,000	346,000
TOTAL	**5,738,000**	**7,850,000**	**8,594,000**

TABLE 3: Types of federally and non-federally funded research by research categories: basic, applied, and developmental, for FY 2019, 2020, and 2021. Funding for basic research was awarded at a higher level that other types of research

Research Type	Federally Funded FY 2019	Non-Federally Funded FY 2019	Federally Funded FY 2020	Non-Federally Funded FY 2020	Federally Funded FY 2021	Non-Federally Funded FY 2021
Basic	4,779,000	12,831,000	6,052,000	16,451,000	6,528,000	14,776,000
Applied	959,000	847,000	1,792,000	1,313,000	2,066,000	938,000
Developmental	0	196,000	6,000	1,046,000	0	1,487,000
Total	**5,738,000**	**18,854,000**	**7,850,000**	**18,810,000**	**8,574,000**	**17,246,000**

Tables 4a, 4b, 5a, 5b, 6a, and 6b below list awards received by Colleges, Schools, Centers and Institutes from 2019 to 2022 [last quartile of 2022 to be updated].

Combined, these tables represent an impressive growth in the research enterprise, which explains, among other metrics, Chapman University's recognition as a R-2 Institution.

TABLE 4a: AWARDS BY COLLEGES 2019-2020

Row Labels	Funds Awarded	# of Awards
Argyros School of Business and Economics	665,460	6
Attallah College of Educational Studies	1,552,209	5
Crean College of Health and Behavioral Sciences	1,400,619	13
Fowler School of Law	428,779	6
Office of the Provost	53,000	1
Schmid College of Science and Technology	1,672,661	26
School of Pharmacy	1,681,439	20
Wilkinson College of Arts, Humanities, and Social Sciences	119,458	4
Grand Total	**7,573,625**	**81**

TABLE 4b. AWARDS BY CENTERS AND INSTITUTES 2019-2020

Row Labels	Funds Awarded	# of Awards
Brain Institute	43,915	1
CEESMO	38,793	2
Economic Science Institute	665,460	6
Institute for Quantum Studies	494,697	6
Institute for the Study of Religion, Economics and Society	19,248	1
Thompson Policy Institute	1,552,209	5
Grand Total	**2,814,322**	**21**

TABLE 5: AWARDS BY COLLEGES 2020-2021

Row Labels	Funds Awarded	# of Awards
Argyros School of Business and Economics	1,136,173	6
Attallah College of Educational Studies	541,043	8
Crean College of Health and Behavioral Sciences	2,355,247	22
Fowler School of Law	527,429	8
Office of the Provost	620,963	9
Schmid College of Science and Technology	3,771,445	50
School of Communication	1,000	1
School of Pharmacy	3,382,087	30
Wilkinson College of Arts, Humanities and Social Sciences	310,530	9
Grand Total	**12,626,091**	**142**

TABLE 5b. AWARDS BY CENTERS AND INSTITUTES 2020-2021

Row Labels	Funds Awarded	# of Awards
Brain Institute	15,000	1
CEESMO	381,397	5
CEESMO	28,094	1
Economic Science Institute	1,136,173	6
Institute for Quantum Studies	427,573	4
Institute for Quantum Studies	32,623	1
Institute for the Study of Religion, Economics and Society	76,767	2
Thompson Policy Institute	482,683	5
Grand Total	**2,580,310**	**25**

TABLE 6a: AWARDS BY COLLEGES 2021-2022

Row Labels	Funds Awarded	# of Awards
Argyros School of Business and Economics	94,649	3
Attallah College of Educational Studies	4,436,352	7
College of Performing Arts	728,594	4
Crean College of Health and Behavioral Sciences	1,502,448	10
Fowler School of Engineering	549,781	4
Fowler School of Law	513,566	6
Office of the Provost	261,495	4
Schmid College of Science and Technology	5,047,761	59
School of Pharmacy	4,311,432	33
Wilkinson College of Arts, Humanities and Social Sciences	405,411	7
Grand Total	**17,722,746**	**137**

TABLE 6b. AWARDS BY CENTERS AND INSTITUTES 2021-2022

Row Labels	Funds Awarded	# of Awards
Brain Institute	50,657	1
CEESMO	256,266	4
Economic Science Institute	50,000	1
Institute for Quantum Studies	1,660,903	5
Institute for the Study of Religion, Economics and Society	202,870	1
Smith Institute	54,500	2
Thompson Policy Institute	3,909,477	4
Grand Total	**6,184,673**	**18**

TABLE 7: AWARDS TYPES FY 2022

Sponsor/Fund Type	Funds Awarded
Business/Industry	$433,898
County	$161,117
Federal	$10,456,072
Foundation	$4,125
Industry	$123,203
International	$121,489
Nonprofit	$4,352,555
Other Non-Profit Org	$343,775
State-County-Local	$781,697
University	$944,816
Grand Total	**$17,722,746**

It should also be noted that proposals have greatly increased. In FY 2022, 216 proposals were submitted, for a total of $ 94,5M requested.

2.1.6 More Research Highlights

Sponsored research awards are but one metric among many metrics of research excellence. Below are publication metrics from *Web of Science*

- Manuscripts published June 2021-May 31, 2022: # 517 of which 422 of which were articles.
- Citations (AY 2021): # 13,084 times;
- Citations (AY 2022 thus far): # 6,617 times

2.1.6.1 Most cited paper in 2021 and part way through 2022:

***Akshansa Chauhan and Ramesh P. Singh,I**:*
"Decline in PM2.5 concentrations over major cities around the world associated with COVID-19" published in Environmental Research, volume 187, in August 2020. DOI: 10.1016/j.envres.2020.109634. This is the #2 paper so far in 2022. (137 citations in 2021 and 42 in 2022)

2.1.6.2 Most cited paper(s) in 2022 (thus far):

Scott D. Bridgham, Hinsby Cadillo-Quiroz, Jason K. Keller, and Qianlai Zhuang,
"Methane emissions from wetlands: biogeochemical, microbial, and modeling perspectives from local to global scales", published in Global Change Biology, volume 19, issue 5, in May 2013. DOI: 10.1111/gcb.12131. This was also the #2 paper in 2021. (103 citations in 2021 and 46 in 2022)

Andrew Lyon,
"Nanogels and Microgels: From Model Colloids to Applications, Recent Developments, and Future Trends", published in Langmuir, 35(19), 2019 (94 citations in 2021 and 39 in 2022)

2.1.6.3 Total award/Total Budget for 2021-2022: Top 5 faculty

1. **Arman Guliam**, "Pursuing room temperature conductivity" from Office of Naval Research for $889,827 Institute of Quantum Studies and Schmid College
2. **Doug Fudge,** "Designing Novel Materials inspired by hagfish predatory defense" from DARPA for $495,807 Schmid College
3. **Chris Kim,** "Summer Undergraduate Research Fellowship in Earth and Environmental Sciences (SURFEES)" from National Science Foundation $490,000 Schmid College
4. **Laura Glynn,** Fragmented Early-Life Experience, Aberrant Circuit Maturation, Emotional Vulnerabilities (Project #2)" from National Institutes of Health, for $461,100 Crean College

5. **Richard Bryant,** "Shuttered Venue Operation Grant for Musco Center and CoPA venues" from US Small Business Association for $430,000 COPA

2.1.6.4 Inventions for 2021-2022

1. The uses of spectral imaging in molecular fingerprinting.
   By **Katzar, Nauli, and Pala** in School of Pharmacy
2. Bis-Cinnamamide Derivatives as Novel APE/Ref=1inhibitors for the treatment of human melanoma.
   By **Chamberlin, Meyskens, Parang, Yang** in School of Pharmacy
3. A small peptide increases drug delivery in human melanoma cells.
   By **Kaur and Yang** in School of Pharmacy
4. Peptide probes for mixed and branched ubiquitin chains.
   By **Rahighi, Oveisi, and Iyer** in School of Pharmacy and Schmid
5. Enzymatic breakdown of cholinergic acid in sunflower meal and butter in baking.
   By **Verde, Owens, and Were** in Schmid
6. Global Filters: Software to modify images to highlight global features to promote seeing the big picture.
   By **Boyd and Parang** in Fowler School of Engineering and School of Pharmacy

2.1.6.5 Patents 2021-2022

1. Provisional Conversion to US application: "Variable Light Diffuser for Plant Leaf Gas Exchange Measurements"
   By **Goldsmith, Berry, and Silva** in Schmid
2. Provisional Application Filed: "SK Channel Positive Allosteric Modulators"
   By **Parang and Zhang** in College of Pharmacy

In addition, faculty from several other Schools and Colleges have received prestigious honors, prizes, and awards:

2.1.6.6 Wilkinson College of Arts, Humanities, and Social Sciences (2020-2022)

1. **Harvard History Department's Harold K. Gross Dissertation Prize**:
   To **Mateo Jarquín** whose dissertation, in the opinion of a committee of Department members, gave greatest promise of a distinguished career of historical research
2. **Forbes columnist (2021):**
   To **Susan Paterno,** for covering access, excess, and equity in higher education
3. **National Book Critics Circle Award in Nonfiction:**
   To **Tom Zoellner** for the book *Island on Fire: The Revolt That Ended Slavery in the British Empire,* published by Harvard University Press. In addition to the NBCC award, Zoellner was a finalist for the Bancroft Prize, awarded each year by the trustees of Columbia University for the best book in the Americas
4. **Chancellor of The Academy of American Poets:**
   To **Carolyn Forche,** a distinction shared by just 120 poets since 1946
5. **City of Los Angeles Department of Cultural Affairs Award:**
   To **Lia Halloran**'s art exhibition "Your Body is a Space That Sees". Installed in Gate 9 of Los Angeles International Airport, the exhibition explores the contributions of women to astronomical discovery and it is expected to reach 8 million viewers
6. **MacDowell Fellowship:**
   To **Anna Leahy** for a fully funded writing residency
7. **Mississippi Review's Annual Prize in Nonfiction:**
   To **Anna Leahy** for the essay, "Ordinary Pandemonium: A Story of Noise"
8. **American Association of Hispanics in Higher Education (AAHHE) Outstanding Dissertation Contest, First Prize:**
   To **Nora Rivera**'s dissertation, *The Rhetorical Mediator: Understanding Agency in Indigenous Translation and Interpretation through Indigenous Approaches to UX Research*
9. **ALBA/Puffin Award for Human Rights** Activism:
   To **Pete Simi** for a volunteer Interim Executive Director for Life After Hate
10. **Orange County's 125 Top Influencers for 2021 by the OC Register:**
    To **Fred Smoller and Michael Moodian**
11. **National Endowment for the Humanities Award:**
    To **Stephanie Takaragawa** to establish a minor in Asian American Studies and

support current ethnic studies courses and programming. This is the largest NEH in the history of Chapman University

2.1.6.7 College of Performing Arts (2020-2022)

1. **$1,675,000 award for *War Unfolding*: To John Benitz (Theatre)** for a documentary based on the war letters housed in the Center for American War Letters Archive in the Leatherby Libraries at Chapman
2. P**residency of the American Theatre and Drama Society (2021–2023):** To Dr. Jocelyn Buckner (Theatre) was named a scholarly organization dedicated to the study of theatre and drama in and of the Americas; Editorship of *Theatre Studies* (2022-2026), one of the leading history focused journals in the field of theatre and performance studies
3. **2019 Kay Family Foundation Data Analytic grant ($75,000)** for the project ***A Deep Learning Approach to Creating Accessibility-Friendly Representations of Music and Art for the Hearing and Visually Impaired:***
   To **Dr. Grace Fong (Music) and Dr. Erik Linstead** (Computer Science)
4. **Pacific Northwest Ballet:** invitation to present at the 50th anniversary of the World Premiere: To **Dwight Rhoden** (Dance)
5. **ICA award from the American-Israeli Cultural Foundation:**
   To **Ido Tadmor** (Dance, Presidential Fellow)
6. **National Endowment for the Arts, NewMusic USA, and Opera America:**
   To **Dr. Nicholas Terry (Music),** besides two Grammy Awards and several Grammy nominations for albums released between 2013 and 2020
7. **2022 First Prize in The American Prize:** Virtual Performances:
   To **Dr. Marc Callahan** (Music) his production of the opera *The Child and the Spells* with UNC Opera

2.1.6.8 Dodge College of Film and Media Arts (2020-2022)

1. **Primetime Emmy Award**: **To Barry Blaustein**, one of the writers on *Saturday Night Live*, which was named Outstanding Variety Sketch Series in 2019. In 2018, Blaustein also won a **Taffy Award (the Russian Emmy)** for his work as co-creator of *Fizruk*

2. ***New York Times* bestseller:**
   To **Stephen Galloway,** for his biography of Laurence Olivier and Vivien Leigh, *Truly, Madly*
3. **Nominee for Katherine Singer Kovács Book Award:**
   To **Kelli Fuery** by the Society for Cinema and Media Studies, for her 2022 monograph *Ambiguous Cinema: Simone de Beauvoir and Feminist Film Phenomenology* (Edinburgh University Press)
4. **Finalist for the Academy of Motion Picture Arts and Sciences Film Scholars Grant:**
   To **Emily Carman**, a finalist three years running, in 2019, 2020 and 2021
5. **Korea Foundation Fellowship for Field Research:**
   To **Nam Lee**, who received the fellowship in 2019
6. **New York Television Festival Official Artist:**
   To **James Gardner**, who received the honor in 2018
7. **The Smithsonian Institute Award:**
   To **Sally Rubin** for an exhibition piece about the future of Appalachia
8. **Los Angeles International Film Festival, best sound editing, 2020:**
   To **Andres De La Torre Dubreuil**; he also won for best sound design, 2019, at the Druk International Film Festival
9. **Embrace Award:** The Chicago International Film Festival:
   To **Sally Rubin** for her 2021 documentary *Mama Has a Mustache*, which was also named best short documentary at the Seattle International Children's Film Festival

2.1.6.9 Research Technology Infrastructure:

Investment in technology infrastructure has been extensive. We were the first major film school to purchase an LED wall in 2021. The Institute for Interdisciplinary Brain and Behavioral Sciences (The Brain Institute) has a series of state-of-the-art equipment which include EEG (measures brain activity from specialized sensors); Physiologic Sensors (for the analyses of heart rate and breathing); a Faraday Cage (for the detection and recording of brain activity by eliminating signal contamination from surrounding electro-magnetic radiation); Driving Simulator, Eye Tracker; TMS (for non-invasive trans-cranial magnetic stimulation); and a Float Pod (to assess individual experiences in an environment devoid of sensory input). Our current

labs include: the **Physical Therapy Motion Analysis Lab** (with a ten-camera motion analysis system, two force plates and sixteen channels of wireless electromyography to enable quantification of all aspects of movement from standing or walking to elite athletic maneuvers); the **Motion Analysis Lab** (with the Biodex Isokinetic Dynamometer to identify, treat, and document physical impairments; the Armeo®spring which supports the recovery of arm and hand function; and the Telerehabilitation System for Stroke which measures and analyzes the amount and quality of movements performed when individuals with stroke play virtual reality games); the **Gait Rehabilitation and Research Lab** (featuring state-of-the-art 180-degree virtual reality motion analysis system by Motekforce; an instrumented treadmill with 6-degrees of freedom; 10 integrated cameras; and EMG systems, which provides DPT faculty with instrumentation to conduct cutting edge human movement system intervention studies). Other examples of investment in research infrastructure are the **Emergency Simulation Room PA Program** (with multiple simulation to provide an interactive learning environment for patient care).

2.1.6.10 Economic Development and Community Impact:

Growth and investments in research and scholarly visibility also lead to economic development and community impact. An example of this outcome is provided by **The Leatherby Center for Entrepreneurship and Business Ethics.** The Center has developed numerous partnerships to assist students, alumni and area businesses launch and grow entrepreneurial ventures. Some of the organizations and businesses that have benefited from the support of the Center include: *Orange County Department of Education; Girls Inc.; Alto; Aurafy Music Analytics; Confections Pastry Shop; Deep End Fitness; Drip Drop; The Holiday Channel; Marlin Biopharma; Mercy and Comfort Homecare Health Agency; nuMed; Plantaire; Rugtomize; Tacos El Grullense; Pharma Robotics.* Through our **Data Analytics Accelerator** we have also formed partnerships with *Operate Venture Studios, Alteryx,* and the *Computer Technology Industries Association* to provide training and support to students and alumni. Other examples of our community impact are provided by the figures below:

- $ 213M generated for the City of Orange
- $ 536M generated for Orange County
- $ 1.1B generated for California

(data is from 2018-2019)

2.1.6.11 Library of Tomorrow:

The Leatherby Libraries has invested in technology, space optimization, resources, services, staff development, information literacy, programming, and DEI that is steadily transforming the Leatherby Libraries into 'The Library of Tomorrow'. After a self-study that culminated in the August 10, 2021, report by external library consultants, the following selected highlights have been implemented within the past five years:

Technology
Subscribed to RapidILL software to expedite turnaround time for research articles and expand Interlibrary Loan services; expanded wireless capabilities throughout the library and provided technologies for checkout (Omni chargers, charging cables, headphones, external hard drives, dual audio jacks, Apple Mac Book Pro laptops) to enhance students' experiences.

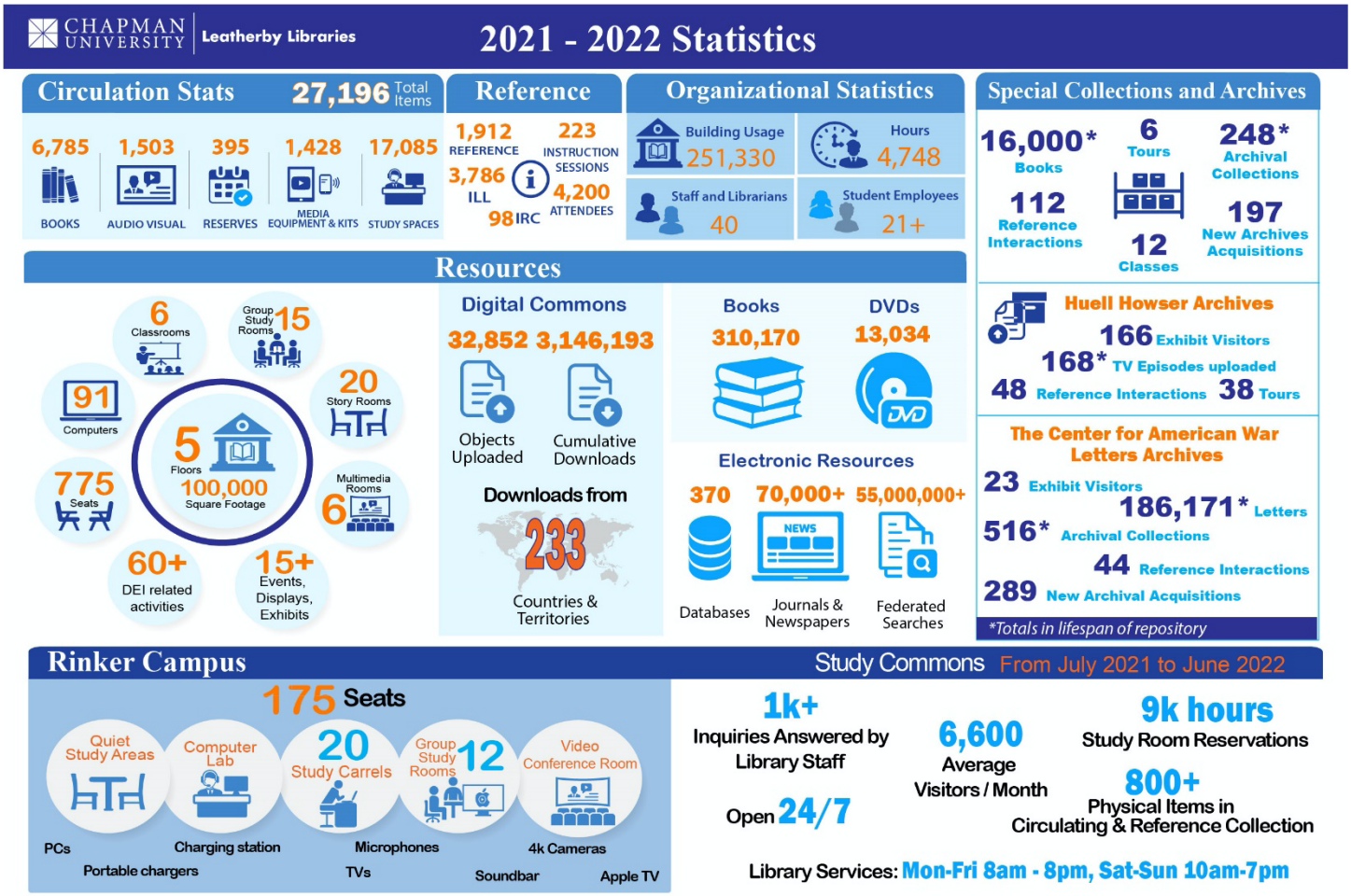
Space Optimization
Upgraded outdoor study spaces (4th floor terrace) for students; created a physical Black Book Nook collection of Black authors in support of DEI initiatives; upgraded the Sanchez Multimedia room in order to provide a model for future media room design; established a prominent digital Faculty Publications presence on the 1st floor; and identified 7 group and multimedia study rooms to be upgraded for student study.

Resources
Supported and/or purchased Black Historical Newspapers for the new Africana Studies minor; Sage Campus to provide relevant self-paced research modules; TDM Studios to support humanities and social sciences research; JoVE Unlimited to support science and engineering research; and Research Methods Primary Resources to provide access to primary documents.

Services
Established circulation and interlibrary loan services to increase library service offerings at the Rinker Campus Study Commons; created workshops in support of research and data services, including Open Educational Resources (OER) and Open Access (OA) content to provide faculty with alternatives to expensive textbooks and other relevant, educational materials. Incorporated data literacy into information literacy (IL) program; assessed IL competencies and proficiencies; and pivoted to providing information literacy instruction in person, remotely, or through a hybrid process.

Diversity, Equity, and Inclusion (DEI)

Created and implemented a DEI plan; established a DEI presence on the library website; and completed over 50 DEI related activities in collaboration and support of faculty and student initiatives.



2.1.7 The Chapman Experience

To build competitive advantage in a market-driven industry like higher education requires Chapman University to consistently and intentionally deliver an exceptional experience to the members of the 'Chapman Family': students, staff, faculty, alumni, donors, board members and friends. In fact, Chapman must recognize that its competitors are no longer just colleges and universities, but instead other service providers, be they Amazon, Starbucks, Netflix, LA Fitness, Apple or Target, to name but a few. Higher education is part of the experience economy and the stakes to maintain market share are getting higher each year. Every

interaction a current or future stakeholder has with the institution is an opportunity for Chapman to build brand loyalty and to gather information about future needs. To assist our efforts moving forward, Chapman initiated a three-year partnership with the Disney Institute to:

- Clarify strengths and opportunities, in a service-centric environment
- Identify organizational barriers inside/outside Chapman
- Identify current perceptions of Chapman leaders, faculty, staff, parents, alumni, and students concerning service
- Gain insights into the opportunities Disney Institute may have to build and/or reinforce service-centric processes and practices

Work began almost immediately. In Spring 2018, Chapman and the Disney Institute solicited broad-based feedback from all Chapman Family constituencies to assess strengths and opportunities to realize our commitment to providing exemplary service to our community members. A significant number of strengths were identified as well as three areas for potential improvement. As a result of this feedback, three committees were empaneled to provide recommendations and action items, as follows:

- Leadership (chaired by Dean Andrew Lyon)
- Communication (chaired by Dean Lisa Sparks)
- Employee Care, Recognition, and Appreciation (chaired by Dean Janeen Hill)

The recommendations of these committees were delivered to Senior Staff in September 2018, and the ensuing work of multiple administrative departments have delivered the following enhancements to-date (either completed or in progress):

1. In response to recommendations for greater consistency in leadership training, the Office of Human Resources (1) founded a new Leadership Development unit and (2) developed – in partnership with the Disney Institute – a four-part leadership training program that will deploy in Spring 2023. Additional tools and resources for leadership development are also in the works.

2. In response to the concerns raised by employees that communication was fragmented, recommendations were delivered up with:
    - A centralized hub for employee communication, developed by the Office of Strategic Marketing and Communication, with the support of IS&T and other administrative stakeholders, created a one-stop Working@Chapman website/launch pad that consolidates Chapman News and workplace applications to enhance the employee experience.
    - A twice-weekly Working@Chapman newsletter was developed to keep Chapman employees informed of critical updates, news and events, and Chapman's national and local media coverage.
    - A matrix of key communication needs with definition around the appropriate office to deliver messaging, saving time and confusion when announcements need to be made.
3. The Employee Care, Recognition, and Appreciation committee put forward a series of recommendations and reforms that will take some time to fully realize. Notwithstanding, significant progress has been made, including the implementation and/or activation of the following recommendations:

    - Recurring town halls and engagement forums with staff have been implemented, with emphasis on increasing the frequency and bilateral communication between staff and university leadership.
    - Flexible workplace opportunities have been established by effective of University Policy and allow staff a variety of options that include telecommuting, remote work, and alternate start/stop times to balance complex professional and personal needs.
    - An HR staff advisory group known as the People@Chapman, or PAC, has been created to facilitate greater exchange of information between staff and human resources professionals.
    - New hire processes are increasingly streamlined, and end-to-end onboarding of administrative onboarding is now consolidated in a web-based application to ensure greater consistency in design while also allowing customization based upon the unique characteristics of the hiring department.

- An assessment of 24 peer institutions demonstrated that Chapman's paid time-off program (holiday, vacation, and sick leave) was ranked 2nd at the time of audit and has since tied for 1st place with the additions of Cesar Chavez Day and Juneteeth holiday observations.
- Recognition programming for staff continues to be expanded in response to staff desires for greater social gatherings to celebrate years of service, staff excellence, and peer-to-peer recognitions.
- A comprehensive overhaul of the classification taxonomy and compensation philosophy is currently underway. Once completed (in late 2023), the new "Career Compass" will extend greater transparency to career pathing and opportunities at Chapman and ensure that our pay practices align with the surrounding labor market so that our valuable staff are retained and prospering.

2.1.8 Comprehensive Campaign

One of the five pillars of the *Engineering the Future* strategic plan is embarking on Chapman's first major fundraising campaign in almost twenty years. The goal for this ambitious comprehensive campaign—which spans ten years and thus covers both the existing strategic plan and the one to come—is to support the University's planned growth and to strengthen its financial position. To that end, Chapman aims to raise $500 million for the comprehensive campaign in support of the goals of the *Engineering the Future* and *Our Path to Greatness* strategic plans. We are currently in the "silent" phase of the comprehensive campaign. Since its launch, the comprehensive campaign has garnered more than $270 million. This philanthropic support has helped expand the endowment, support capital and academic program enhancements, and increase scholarship support for students. In particular, robust fundraising has also fueled the launch of the Fowler School of Engineering—one of the key goals of the current strategic plan. The comprehensive campaign has also supported research and creative activities in many of our distinctive academic programs through a combination of restricted and endowment gifts. For example, we have established new endowed chairs and professorships that have enabled Chapman to recruit and retain top-notch faculty in their select disciplines, such as two chairs in presidential studies, a professorship in Italian Studies, multiple professorships in law, an executive professorship in accounting, and a chair in free enterprise. Other academic enhancements included endowed gifts for the new Masters in Real Estate

Program, the Fowler School of Law's expanded bar preparation program, teaching fellowships in the Attallah College of Educational Studies, and the Broadcast Journalism Program in the Dodge College of Film and Media Arts. The comprehensive campaign has also provided significant philanthropic support for capital projects such as the build-out of the Swenson Hall of Engineering in the Keck Center for Science and Engineering, the expansion of the Hilbert Museum of California Art, and the creation of the Sandi Simon Center for Dance, among other efforts to optimize our campus footprint. Finally, the comprehensive campaign funded scholarships for students who could not otherwise afford a Chapman education, including underserved student populations that are a significant part of the changing student profile. The tremendous support for students in our Physician Assistant Program in the Crean College of Health and Behavioral Sciences stands as a quintessential example. In general, scholarship support has come in the form of both endowed funding and annual unrestricted giving. Other endowed scholarships include need-based scholarships and STEM scholarship for students in the Crean College of Health and Behavioral Sciences, Schmid College of Science and Technology, and Fowler School of Engineering. Annual scholarship giving has also continued to increase since the start of the comprehensive campaign. This funding allows Chapman to recruit and retain our most talented students through such scholarship support.

In these and many other ways, the comprehensive campaign has supported Chapman's growth and increasing rise in prominence during the *Engineering the Future* strategic plan. As described further below, Chapman is well-situated to launch the public phase of the comprehensive campaign in February 2023, meet (and hopefully exceed) the campaign's $500 million goal, support the new pillars and foundations in the *Our Path to Greatness* strategic plan, and build towards an even stronger University as we look towards our collective goals for Chapman by 2037.

3 PERFORMANCE FROM 2018-19 THROUGH 2022-23

3.1 PERFORMANCE THROUGH 2022-23

This section contains tables and charts that detail Chapman's performance over the past several years. The first two charts detail undergraduate and graduate enrollment compared to targets laid out in the last five-year plan. The charts show that undergraduate enrollment has

exceeded expectations each year with the exception of the pandemic year of 2019-2020. However, graduate enrollments have lagged behind forecasts. The next two charts show the growth in undergraduate applications and fluctuations in the admission rate for incoming first-year students. Total applications have stabilized at approximately 15,000 per year over the past few years, but a slightly higher admission rate has led to larger freshman classes. Growth in Chapman financial resources as represented by Net Assets and the Market Value of our Endowment has been exceptional. This success is due to conservative fiscal management and generous support from donors. The next few charts detail the success of University Advancement, which has been instrumental in raising more than $ 270 million in philanthropic support over the past five years. Finally, we present a table that details the ratio of FTE students to FTE faculty and a graph displaying the recent history of Chapman in the *U.S. News & World Report* rankings. The impact of our planning process is measured, in part, by looking at Chapman's position in the *U.S. News & World Report.* These rankings aggregate several important dimensions of the University's performance, including student selectivity and quality, graduation rate, class size and student-to-faculty ratios, academic reputation, financial strength, and alumni and community support.

3.1.1 Undergraduate FTE Enrollment Compared to Plan

UG FTE goal- strategic plan- budget office					
	F'18	F'19	F'20	F'21	F'22
Goal*	6889	7104	7254	7329	7449
Actual**	6954	7374	7084	7373	7559

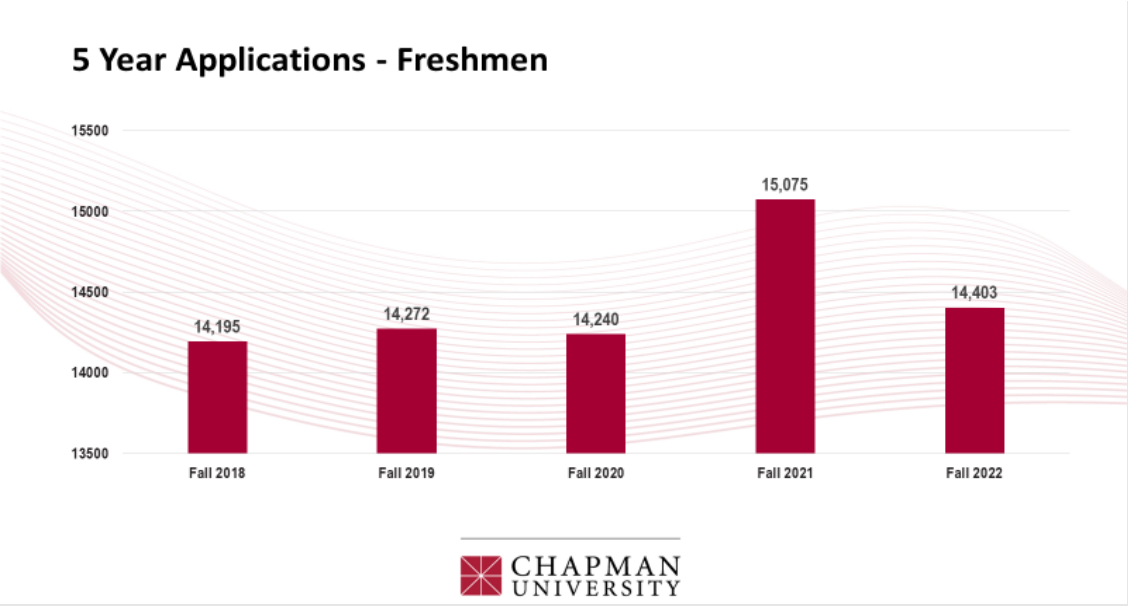
*excludes HS dual enrolled

**key assumptions

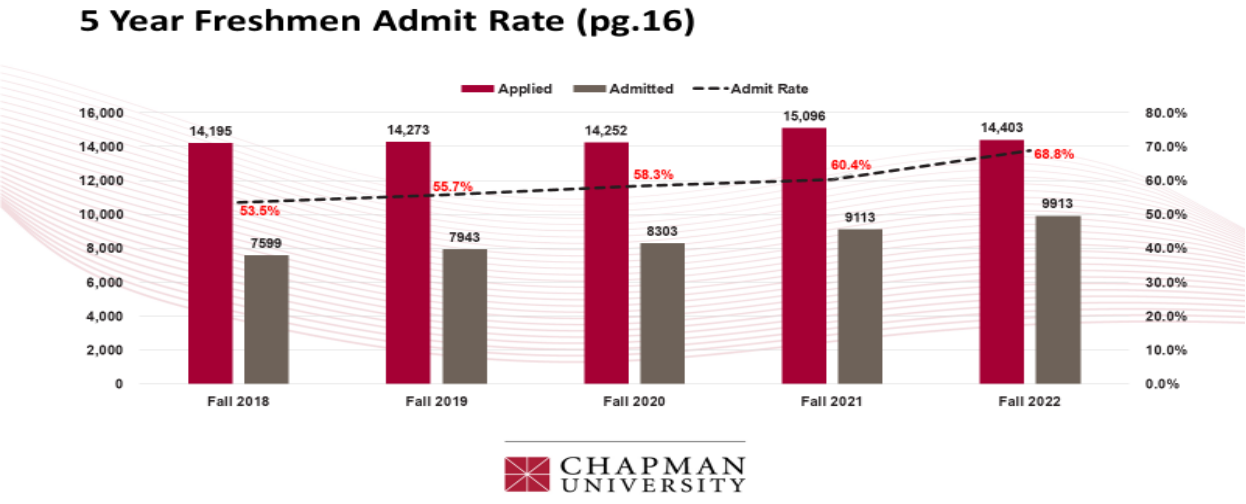
3.1.2 Graduate FTE Enrollment Compared to Plan

GR FTE goal- strategic plan- budget office					
	F'18	F'19	F'20	F'21	F'22
Goal	2238	2282	2304	2334	2356
Actual	2136	2139	2158	2099	1976

3.1.3 Applications for Undergraduate Admission



3.1.4 Freshman Admit Rate



3.1.5 Freshman Retention Rate

Retention (Full-time First-time Baccalaureate-seeking First Years)

Admission Cohort

Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
89.7%	91.2%	85.1%	91.9%	91.3%

Also in DataMart: https://webfarm.chapman.edu/datamart-reports/retention-rates.asp?r=o#:~:text=Show%20Report-,Overall,-*%20Figure%20redacted%20as

6-Year Graduation (Full-time First-time Baccalaureate-seeking First Years)

Admission Cohort

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
79.1%	78.8%	80.6%	79.9%	79.7%	83.6%

Also, in DataMart: https://webfarm.chapman.edu/datamart-reports/graduation-rates.asp?r=ou2%2Cou3%2Cou4%2Cou5%2Cou6%2Cou8#:~:text=Undergraduate%2Dlevel%20Students%2C%20Overall%20%2D%20Graduating%20in%206%20Yrs

FTE Undergraduate Student to FTE Faculty Ratio

Fall 2021: 12 to 1

[data for Fall 2022 will be available in Spring 2023 after the IPEDS HR Survey]

3.1.6 Rankings

We have increased our rankings in

- U.S. News & World Report (# 121 for 2022);
- Best Business Schools (# 72 for 2022);
- Best Law Schools (# 18 for 2022).

The Film School was ranked again # 4 (up from #7 in *The Hollywood Reporter* and up from # 8 in *The Wrap*). This ranking has been achieved in the last three years.

U.S. News & World Report	2023	2022	2021	2020
Undergraduate				
Overall	**121**	**122**	**124**	**125**
Best Colleges for Veterans	76	73	86	87
Best Undergraduate Teaching	66	37	39	40
Best Value Schools	162	RNP	RNP	130
Most Innovative Schools	52	57	68	63
Top Performers on Social Mobility	339	242	224	186
Campus Ethnic Diversity	108	RNP	RNP	RNP
Economic Diversity	RNP	RNP	RNP	RNP
Most International Students	RNP	RNP	RNP	RNP
Least Debt	RNP	RNP	RNP	RNP
Most Debt	RNP	RNP	RNP	RNP
First-Year Experiences	RNP	RNP	RNP	76
Up-and-Coming Schools				
Business Programs	190	166	180	167
Computer Science Programs	308-537	347-538	283-481	
Engineering Programs	RNP	RNP		
Graduate				
Best Business Schools	72	77	74	85
Part-time MBA	N/A		165	
Best Education Schools	143	178	133	143
Best Law Schools	118	134	111	132
Part-time Law	43			
Business/Corporate Law	140	146	156	
Clinical Training	143	160	155	143
Constitutional Law	137	110	93	
Contracts/Commercial Law	143	161	148	
Criminal Law	142	132	132	
Dispute Resolution	105	87	97	56
Environmental Law	117	111	126	127
Intellectual Property Law	130	132	123	135
International Law	138	121	106	129
Legal Writing	128	138	127	94
Tax Law	102	95	89	71
Trial Advocacy	67	61	65	60
Computer Science	199			
Pharmacy	99		99	
Physical Therapy	97		97	118
Psychology	210			
Speech-Language Pathology	92			120

3.1.7 Total Net Assets

The ending net assets as of Fiscal Year 2021-2022 was $1.6BB.

3.1.8 Market Value of Endowment

As of May 31, 2022, total net assets exceeded $1.56BB ($1,560,034,000) increasing $109M or 7.5% compared to prior year.

Chapman's endowment reached its highest value of $608.1M as of May 31, 2022 compared to $564.4M in the prior year. The endowment's market value increased by more than $200M or 49.7% since May 31, 2019.

3.1.9 Marketing and Communication Efforts

We launched the university's first-ever brand campaign in 2018 with the goal of raising national awareness to drive student recruitment efforts and to improve our reputation nationally and within the academic community. Over the five-year period between 2018 and 2022, the following was accomplished:

- Implemented a new department structure framed around key marketing and communication functions: (1) brand management, (2) integrated audience journey, (3) insights/data infrastructure, (4) strategic alignment with university goals, (5) risk management
- Launched a comprehensive content marketing strategy focused on research storytelling and the pillars of the institutional strategic plan with the goal of increasing Chapman's academic reputation and U.S. News rankings, contributing to a steady rise in Chapman's rankings
- Developed a crisis communication strategy, partnering with a public relations firm specializing in crisis management, to respond and manage reputational challenges for the university
- Developed and launched an alumni communication strategy in 2019. Alumni perceptions have improved since last measured in 2017. In 2017, 77% of alumni believed academics were above average, in 2022, 92% believe it's good or excellent. In 2017, 42% believed the value of their degree was increasing, in 2022, 72% believe it was worth it or more than worth it

- The general public's perceptions of Chapman's academic offerings were measured in 2022 and show Chapman is becoming known for a broad array of offerings with most awareness in business, education and STEM programs

4 OUR PATH TO GREATNESS: PILLARS AND FOUNDATIONS

President Struppa initiated the process for creating Chapman's next Strategic Plan through discussions with the Board of Trustees during his "President's Reports," then in a focused way during the Board Strategic Summit Retreat of June 9-11, 2022. At the retreat, President Struppa delivered his report, followed by a plenary session, "What is Strategic Board Leadership". Co-chairs Jim Mazzo and Akin Ceylan organized three track discussions around the following 3 topics: "1. Financial Model: Increasing Tuition and Students and Controlling Discount Rates"; "2: Value Proposition: Sending Kids to College – Why, Should, When?"; and "3. Growth: Which Areas/Disciplines and Physical Space". President Struppa also sought significant input from the faculty, engaging with them on Strategic Planning during the August, 23, 2022 Faculty Retreat and the Faculty Town Hall of October 4, 2022. After these discussions, inputs were reviewed and analyzed, the next strategic plan was prepared and presented for formal approval. *Our Path to Greatness* was approved by the Finance Committee on [date: Fall 2022] and by the Academic Committee and the Board of Trustees on [date: Winter 2022].

Our main areas of emphasis in *Our Path to Greatness: Pillars and Foundations* are

1. Academic Excellence
2. Adding New Graduate Health Sciences Programs (Rinker Campus)
3. Organizational Excellence
4. Comprehensive Campaign
5. Campus Infill and Integration

Each of these has been established as a goal with specific initiatives to support each goal.

4.1 INTRODUCTION

The next five-year plan, *Our Path to Greatness: Pillars and Foundations,* is the seventh plan in the series. It lays out the first five years of an ambitious fifteen-year University's plan, specifically from 2023-24 through 2027-28. However, as its title suggests, there are several important contextual elements to this plan.

First, it is a **road map**, that is, the charting of a collective path for **Our** vision of academic excellence that is **inclusive** and cognizant of the fact that excellence depends upon the development, success, and dedication of all our people: the **students, faculty and staff** at both the Orange and Rinker campuses and the communities that we serve, and the support of our **Trustees and Governors**.

Second, the road implies a trajectory or **Path** along a series of subsequent 5-year plans that will be necessary to achieve the milestones toward national pre-eminence or **Greatness**. Among other markers of distinction, these road posts will include the steadily progressive rise in rankings and classifications, including *U.S. News & World Report*, Business, Law and other specialized rankings, and the R-2 Carnegie Classification. Moreover, we aspire to build upon our status as an emerging Hispanic Serving Institution to become a full HSI.

Third, the **pillars** that sustain the edifice of *Our Path to Greatness* must rely upon the continuous strengthening of our **foundations**. These include:

1. The stewardship and realignment of our resources along the axes of excellence since growth is now set to cap at 12,000 students (with 10,500 at the Orange campus because of limitations likely established by the city and 1,500 at the Rinker campus by 2037).
2. The improvement and expansion of our physical facilities
3. The establishment of an endowment of $ 2BB (by 2037)
4. The development of an agile, robust, 21st-century technological and digital infrastructure of high-quality and reliable systems to ensure our organizational excellence. The infrastructural component of this plan also implies operational efficiency and financial sustainability, both vital to equip our students, faculty, and staff with the tools they need to work towards our collective destination, or *Our Path to Greatness*.

4.2 GOAL # 1: ACADEMIC EXCELLENCE

Academic excellence at Chapman University will focus on the creation of a community of inspiring and germinal teacher-scholars who, from the forefront of pedagogy, research, scholarly and creative inquiry, and with the support of an engaged and dedicated staff, will attract talented and diverse students to an environment that challenges students academically, nurtures their intellectual curiosity and ensures their holistic development and success as lifelong learners and participatory members of their local, national and global communities.

4.2.1 Faculty Success and Advancement

4.2.1.1 Improve Full-time Faculty 'density' (NTT and TT Faculty):

- Improve the current ratio of full-time faculty from 52.8% to 60%
- Develop robust recruitment practices to attract and retain exceptional full-time faculty (NTT and TT)

4.2.1.2 Strengthen the Development of Existing TT and NTT Faculty:

- Implement innovative programs to support faculty advancement as teachers and researchers throughout the professional lifecycle (i.e., from pre-tenure to mid- and late-career)
- Create a reward system to recognize outstanding tenure ladder faculty of all ranks through a permanent salary adjustment
- Launch *Work-Load Policies* in all Schools and Colleges per national 'best practices', with clear expectations of percent efforts across the areas of teaching, research, and service for all ranks and titles to enable the participation of the entire faculty in the vision of excellence informing *Our Path to Greatness*
- Develop career and leadership initiatives, including programs for chairs and other mid-level leaders
- Connect with and nominate faculty for career-appropriate awards and professional organizations
- Facilitate faculty's intramural networks to form supportive relationships (e.g., research 'slams'; research 'happy hours'; short videos featuring faculty's research programs; university-wide conferences and colloquia)

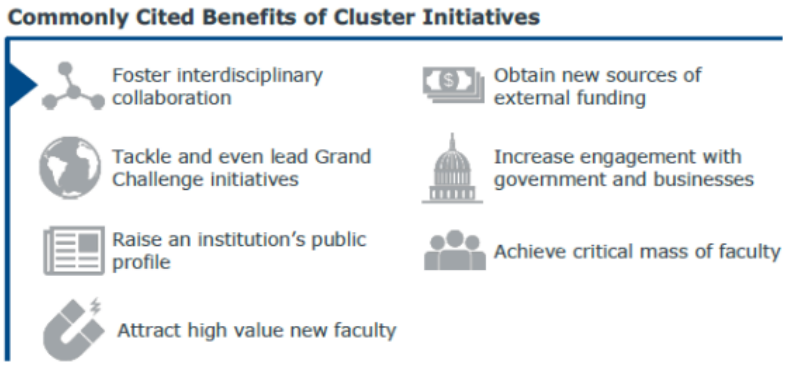
- Expand the opportunities afforded by the NCFD&D (National Council for Faculty Development & Diversity)

4.2.2 Germinal Faculty, Cluster, and Target of Opportunities Hiring Program

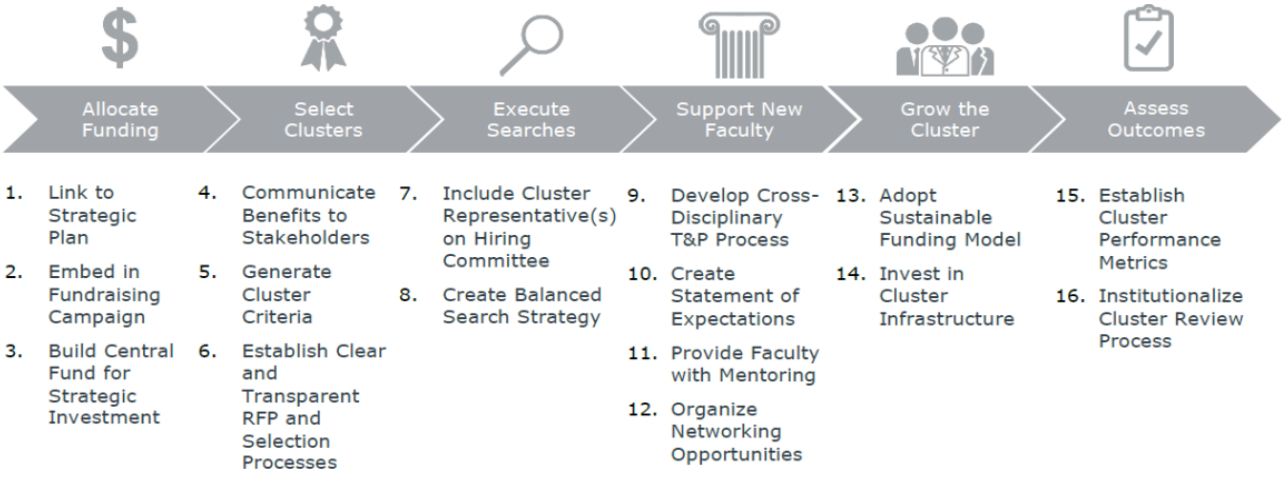
- Advance academic excellence through germinal knowledge-creation and dissemination by launching a "germinal faculty, cluster, and target of opportunities hiring" program. This program will enhance both existing and emerging strengths while building a critical mass of faculty germinal excellence by way of cross-disciplinary teams that will produce impactful and innovative research, amplify our national visibility, and secure sizable extra-mural funding

4.2.3 Presidential Fellowships

- Enhance the criteria for the selection of Presidential Fellows and integrate the recruitment of Fellows with the "germinal faculty, cluster, and target of opportunities hiring" program



A ROAD MAP FOR CLUSTER HIRING PLANNING AND IMPLEMENTATION



All slides from: https://eab.com/research/university-research/whitepaper/a-playbook-for-effective-cluster-hiring/)

For APLU: https://www.aplu.org/members/commissions/urban-serving-universities/student-success/cluster.html

- Leverage “germinal faculty, cluster, and target of opportunities hires” to build select new programs. Ideas that are emerging from Academic Units (faculty and Deans) are listed below in alphabetical order:

- Bioinformatics and Biostatistics;
- BIPOC Performance: Forgotten Bodies, Voices, Acts, Histories;
- Civic Engagement, Public Diplomacy and Media;
- Complex Materials and Bioinspired Design;
- Educational Excellence and Racial Equity;
- Health Humanities;
- Inclusive Educational and Workplace Experiences;
- Performing Arts and the Health Sciences;
- Sports Communication;
- Sustainability and Global Energy Poverty;
- Virtual Production;
- Visual Culture – Science x Humanities (VCSH)

4.2.4 Improve National and Specialty Rankings

- Form a task force of faculty and staff to strategize growth in specialty rankings (e.g., Law, Business, Film, etc.), with the goal of achieving the following:
  1. Argyros School of Business: Top 50
  2. Fowler School of Law: Top 70
  3. Film School: Maintain current # 4 ranking
- Form a task force of faculty and staff to strategize growth in *U.S. News & World Report* ranking, with the goal of achieving a score of 100 and with a focus on improving our current metrics in:
  1. Academic Reputation (180)
  2. Selectivity (107)
  3. Financial Resources (121)
  4. Graduation/Retention Rates (92)
- Maintain current faculty resources where there is a notable increase relative to competitors: from 141 to the current 125 (for 2022, *USN&WR*). This metric accounts for 20% of the overall score
- Form a task force of faculty and staff to monitor expected changes in R-2 classification and strategize accordingly

4.2.5 Student Success: Undergraduate and Graduate

4.2.5.1 Undergraduate Retention and Graduation:

- Improve First Year retention rate by 2% from current rate of 91.3%
- Improve graduation rates by 5% from current rates:
  1. 4-year Grad Rate: 75.7%
  2. 5- year Grad Rate: 82.4%
  3. 6-year Grad Rate: 83.6%
- Narrow the graduation gap between Pell and non-Pell students
  1. Pell Eligible: 80.1%
  2. Stafford, not Pell: 85.8%
  3. Neither: 83.6%
- Improve the retention rate of undeclared students by + 10% (currently at 50%)

4.2.5.2 Enhance Advising, Registration and Enrolment Processes:

- Enhance the personalized education of distinction of the 'Chapman Experience' that leads to inquiring, ethical and productive lives as global citizens by:
  1. Developing a wrap-around model of holistic advising in which students can succeed academically, even when facing personal, financial, medical, or mental health concerns
  2. Simplifying the Registration & Enrollment process for all students
  3. Optimizing the course scheduling system
  4. Emphasizing 'early intervention' and extending it to all students
  5. Launching degree-completion programs through multi-modal forms of instruction
  6. Enhancing the focus on students' health and wellness by leveraging existing resources, including the Fish Interfaith Center
  7. Setting benchmarks within underserved and underrepresented populations to increase the rate of participation in global education
  8. Expanding the roster of summer programs (i.e., COPA, Schmid, and FSoE)

4.2.6 Furthering our DEI Efforts and Becoming a Hispanic Serving Institution

- Enhance our strategic student recruitment and outreach efforts by:
  1. Establishing targeted Financial Aid and scholarships with the goal of increasing the Hispanic student population. While current enrollment projections based on historical enrollment trends (3%-5%) will place us at the 25% HSI threshold in 2036, we have chosen to set the ambitious goal of 2029 to reach the 25% benchmark
  2. Engaging in early outreach programs, not necessarily housed in admissions
  3. Tracking DEI and HSI efforts consistently, from FTE students, faculty and staff to curricular initiatives, and community engagement efforts to adjust our strategies, when needed

4.2.6.1 Graduate:

- Evaluate and enhance graduate financial support offers
- Adopt 'best practices' in multi-year offers of graduate student funding (subject to timely progression to degree)
- Examine cost-sharing and top-off models with PIs to enhance graduate student funding (as typical of research institutions) and explore advancement opportunities
- Review policies regarding graduate student employment to ensure that we are recruiting the most competitive applicants and supporting graduate student research
- Enhance data tracking for graduate student scholarship and creative activities using the recommendations developed in the *Thematic Pathway for Review* focused on these topics
- Continue to support programs to be in accordance with the April 15 Resolution of 2022 from the Council of Graduate Schools - https://cgsnet.org/wp-content/uploads/2022/04/CGS_April15_Resolution_Apr22.pdf which ensures that graduate students admitted to Fall-start programs are able to consider all financial support by April 15th of each year. Note that this resolution is not applied to 'professional' degrees (i.e., Juris Doctor, Doctor of Physical Therapy, Doctor of Pharmacy, Executive MBA, Physician Assistant)

- Codify and improve reporting for key student milestones described in Graduate Program Handbooks, the Graduate Student Handbook, and the GShip Policies and Procedures
- Handbook (all of which were developed or substantially revised during the previous 5 Year Strategic Plan)
- Track time-to-degree and placement of graduate students, which is likely to be an important criterion in the upcoming revision of R-2 rankings
- Assess Graduate Advising and implement enhancements, where necessary

4.2.7 Library as Academic Hub

The library as 'Academic Hub' will empower student success and support campus research initiatives through the provision of new technologies, resources, services, strategic professional hires, and space optimization. The following recommendations act as guideposts for us to follow as we design and implement a visionary 'Library of Tomorrow' that meets the expectations of faculty, students, and Chapman community members.

4.2.7.1 Space Optimization and Technology

- Conduct a space feasibility study and implementation plan; design a physical Library Research and Data Services presence; create outdoor study spaces on east side of library; renovate and upgrade remaining group study and multimedia rooms; create a combined 3D printing and Makerspace room; envision a space for Graduate students (Graduate Commons); provide self-checkout stations; create a virtual reality lab
- Enhance holdings for CAWLA and Special Collections & Archives; and establish a data visualization space to identify patterns, trends, and outliers in complex data sets.

4.2.7.2 Library Research and Data Services – Information Literacy (IL)

- Acquire additional data sets to support grant funded requirements; acquire online research-focused resources to serve and support undergraduate to doctoral level
- students and their faculty in an expanding R2 level environment; and to provide Open Researcher and Contributor Identifier (ORCID) for faculty researchers as a way to track scholarly output across geographic space, time, and discipline.

- Reinvigorate information literacy program, with data and visual literacy components, and expand assessment of IL competencies and proficiencies to support academic departments and WASC expectations.

4.2.8 Promote a Culture of Pre-Eminent and Sustainable Research

- Develop metrics to assess the pre-eminence and sustainability of research across STEMs and SASHs disciplines alike
- Examine the ROI of various programs and initiatives both at the Orange and Rinker campuses and across Schools, Colleges, Centers and Institutes
- Assess the distribution and use of the current IDCs allocation
- Renegotiate upwards our F&A rate (in collaboration with the Office of the Controller)
- Establish cost-sharing models with funded researchers for space, staff, core facilities, post-docs, and graduate students funding
- Invest in additional support staff for the research operation (i.e., senior level IRB compliance position, pre- and post-award administrators, data and business analysts)
- Establish more partnerships with industry for research collaborations, fee-for-service contracts, internships, graduate training, and practical experience opportunities
- Launch a *Research & Creative Activities Dashboard* to communicate and inspire research and scholarly endeavors to the entire campus community, the region, and the nation
- Streamline student (and staff) hiring procedures to include specific account codes for internal research projects and external research projects
- Establish Field-Work Guidelines for grants
- Assess the vivarium in light of the new Strategic Plan and develop policies to ensure bio-safety in collaboration and consultation with Enterprise Risk Management, specifically EH&S
- Examine the viability of launching new, select cross-collegiate Research Centers. Ideas that are emerging from Academic Units (faculty and Deans) are listed below in alphabetical order:
    - Business Analytics and Technology in Society;
    - Center for Behavioral Finance;

- Center for Convergent Thinking in Public Health;
- Center for Healthy Aging (or Convergence Gerontology);
- Entertainment Law Institute

- Increase extra-mural funding, with the goal of reaching the targets below within 5 years:

  1. Colleges and Schools: from current 17,722,746 to 23M+
  2. Centers and Institutes: from current 6,184,673 to 10M+
  3. Federal Awards: from current 10,456,072 to 15M+

4.2.9 Academic Reorganization

- Assess current state of performance of Colleges and Schools on the basis of qualitative and quantitative information and in relation to institutional and aspirational peers
- Develop guidelines for establishing and regular review of Centers and Institutes
- Leverage and pool existing resources currently disseminated across College, Schools, Centers and Institutes to achieve greater institutional impact via shared-service models

4.2.10 A Refined Portfolio of New Undergraduate and Graduate Programs

- Examine current state of performance of undergraduate and graduate programs on the basis of qualitative and quantitative information and in relation to institutional and aspirational peers
- Phase out and/or pivot programs on the basis of actual and projected performance
- Examine the viability of developing new **undergraduate and graduate programs** of distinction and in relation to evidence-based market opportunities. Ideas that are emerging from Academic Units (faculty and Deans) are listed below in alphabetical order:

  - Doctorate in MPP: Math, Physics and Philosophy;
  - Interdisciplinary Graduate Program in Bioinformatics and Biostatistics;
  - PPE: Undergraduate Politics, Philosophy, Economics

  (see also Goal #2: Adding New Graduate Health Sciences Programs)

- Re-imagine our General Education Program (including First-Year Foundation Courses) with the goal of making the program current and simpler for students to navigate
- Assess the viability of multi-modal degree completion programs to address failures to graduate

4.3 GOAL # 2: ADDING NEW GRADUATE HEALTH SCIENCES PROGRAMS (RINKER)

4.3.1 Understand Current State of Performance in Health Sciences at Rinker

- Develop a quantitative fact base of Chapman's strengths and opportunities in Health Sciences across primary performance dimensions and analyze Chapman's performance relative to institutional and aspirational peers (see: https://www.datocms-assets.com/62658/1656098194-about-lightcast-data.pdf
- Strive to leverage the expansion in Health Sciences at Rinker, with the goal of achieving a state-of-the-art Integrated Graduate Health Sciences Campus at Rinker within the next 5 years

4.3.2 Strengthen Select Programs and Create New Ones

- Examine strategies to **strengthen existing programs** that have demonstrable growth opportunities. Ideas that are emerging from Academic Units (faculty and Deans) are:
    - Doctor of Physical Therapy;
    - Master in Marriage and Family Therapy;
    - Master in Communication Sciences and Disorders;
    - Physician Assistant
- Determine which **new graduate programs** can be created. Ideas that are emerging from Academic Units (faculty and Deans) are:
    - Certificate in Telehealth;
    - Certificate in VR for Health Professionals;
    - Doctor of Science in Clinical Psychology and/or PhD in Clinical Psychology;
    - Master in Occupational Therapy and/or Doctor of Occupational Therapy
- Establish **new programs in the School of Pharmacy** to address current and expected changes in the labor market for Pharm/D in the next decade. Possibilities include:
    - MS in Regulatory Affairs (online);
    - MS in Patient Safety (online)

4.4 GOAL # 3: ORGANIZATIONAL EXCELLENCE

4.4.1 From Space and Facilities

Develop a 'Space Governance' structure, with the following elements:

- **Published Policies and Procedures**: Develop policies and procedures that clarify the central management of classroom space from the Provost's office; office allocations (for ex: one office per faculty, with a max of two, if justifiable); and event and multipurpose spaces from Event Operations
- **Space Request Form**: Establish a request form tied to recruitment approvals for faculty and post-doctoral lines, so as to avoid last-minute requests for space. Implement the same for space requests tied to grant applications. Coordinate the approval for additional space as part of the grant application with approval prior to grant submission
- **Space Audit**: Institute a bi-annual, campus-wide space audit, with each department charged (with formal instructions) to conduct its portion of the study including classroom use, office assignments, research use, events, meetings, and other uses of space. Implement best practices for FICM-based space categorizations in order to maintain a robust inventory of spaces and their uses across campus
- **Space Committee:** Institute a committee charged with 'space allocation', with monthly meetings to address requests

4.4.2 From Academic Affairs

- **Course and Curriculum:** Streamline the course and curriculum approval process, both as regards to the process itself and the implementation of the platforms currently in use so as to free faculty's time and align with this Strategic Plan that calls for the development of a new portfolio of select programs within 5 years; aim for a course and program approval process of 1 year
- **External Program Reviews**: Streamline the process and shorten the time for faculty, Senate committees and administrators to complete and respond to the reviews so that efforts can be redirected towards programmatic innovations as opposed to unnecessarily lengthy processes

- **Registration:** Enhance students' registration experience by analyzing 'best practices' and implement them; include Registration dates in calendars
- **Course Waitlists management and Block Registration:** Re-imagine waitlists as tools to predict and anticipate demand; implement block registration uniformly
- **Operational Efficiency:** Simplify work-flows for staff; inventory and audit current systems and usage
- **Classroom Space:** Continue to optimize usage of space; update 25Live; address the issues with the Optimizer with Collegenet (see also: **Space Governance**)
- **Financial Sustainability:** Manage course schedules to avoid cannibalizing enrollments; regularly track loads, stipends, releases; avoid duplicates and redundancies in course offerings

4.4.3 From the Office of Human Resources

Chapman's dedicated administrative employees are critical to the advancement of our academic and research mission. Staff members have substantive support needs and require an engaging environment that affords them opportunities for achievement and advancement delivered in a culture predicated on inclusivity and belonging. To these ends:

4. **Career Mobility:** Chapman HR will deploy a new classification taxonomy known as **Career Compass** that offers greater transparency around the classification process and greater sophistication by introducing job families, leveling, and mobility. This compassing tool will allow staff to see and understand skills and qualifications required to advance within a career track or, more importantly, to reinvite themselves by moving across the career web, or lattice.
5. **Leadership Development:** beginning with the deployment of the **Chapman Cultural Essentials Series**, Chapman HR will build out and invest in development tools so that leaders at all levels of the organization deliver a consistent employee experience modeled after our employee value propositions: ***Engage. Achieve. Belong.***
6. **Transparent Policy and Procedure:** Chapman HR will retire its outdated *Staff Handbook* model and replace it with best-practice, freestanding policies and implementing procedures to ensure greater transparency and consistency in employee relations and care.

7. **Staff Engagement:** beginning with the stand-alone Staff Years of Service Celebration, Chapman HR will deploy new programming, events, and tools to enhance staff engagement, to promote greater staff feedback opportunities, and best align performance feedback to its commitment for ongoing care and engagement, leveraging technology as available to aid in responding to the expectations of the 21st Century workforce.

4.4.4 From IS&T

A crucial partner in supporting the key initiatives that are identified in this plan will be the Office of the Chief Information Officer. It is not possible for Chapman to achieve its ambitious goals without a digital transformation of many of our processes. Such transformation will rely on the continuation of cloud migration and the enhancing of our infrastructure. The first few months of the next year will be devoted to an in-depth analysis of the various areas identified in the plan as strategic, and the needs that must be addressed by our IS&T operations. The process of digital transformation is not a process that can be brought to conclusion in a short time-span, but the institution is committing itself to a continuous development of the necessary interface between IS&T and the operations of the university.

4.5 GOAL # 4: COMPREHENSIVE CAMPAIGN

Essential to achieving the ambitious goals of this strategic plan will be completing the $500 million target for the comprehensive campaign by the end of the *Our Path to Greatness* strategic plan. At the same time, with the ambitious goals that Chapman has in looking ahead to 2037, it will likewise be important to increase endowed giving as part of the comprehensive campaign; strengthen alumni, parent, and volunteer engagement; and bolster development support for Chapman's schools and colleges. In doing so, we can accomplish the goals for the *Our Path to Greatness* strategic plan and build to an even stronger Chapman as we look to actualize the vision we have for 2037.

4.5.1 Launch Public Phase of the $500M Comprehensive Campaign in February 2023

- As part of the weekend that includes President Struppa's ***State of the University*** and ***Chapman Celebrates: Grand Finale***, announce the public phase of the comprehensive campaign
- Use the high-profile announcement to tout the impressive amount raised during the silent phase of the campaign and generate enthusiasm among Chapman supporters and the broader community that will propel the public phase towards achieving the $500 million goal
- Secure principal gifts to announce both at the start of the public phase of the campaign and for the twelve months following to provide a marketing focal point to demonstrate both the significant support that is driving Chapman to success and the key areas of distinction that these gifts support

4.5.2 Increase Endowment Giving in Public Phase of Comprehensive Campaign

- With the goal of a $2BB endowment by 2037 (see below), increase endowment giving during the public phase of the comprehensive campaign
- Focus the fundraising team in working with existing and potential donors to consider the impact of endowment giving, consistent with our donor-centric approach

- Leverage the new director of development support model for Chapman's schools and colleges to help build endowment support for distinctive academic programs

4.5.3 Strengthen Alumni, Parent, and Volunteer Engagement

- Build out a decentralized model of engagement for alumni, parents, and volunteers that increases opportunities for non-event-based engagement in the schools, colleges, and elsewhere on our campuses
- Track and analyze data related to alumni, parent, and volunteer engagement as part of our long-term fundraising and support strategy
- Increase the alumni giving rate each year during the comprehensive campaign

4.5.4 Bolster Development Support for Chapman's Schools and Colleges

- Implement the new director of development model of fundraising support for Chapman's schools and colleges
- Create and build support for distinctive programs within each school and college to provide financial resources for academic strengths that enhance Chapman's reputation
- Focus school and college support on mid-level donors and major gifts to build long-term support over time for such restricted giving

4.5.5 Strive for a $ 2BB Endowment by 2037

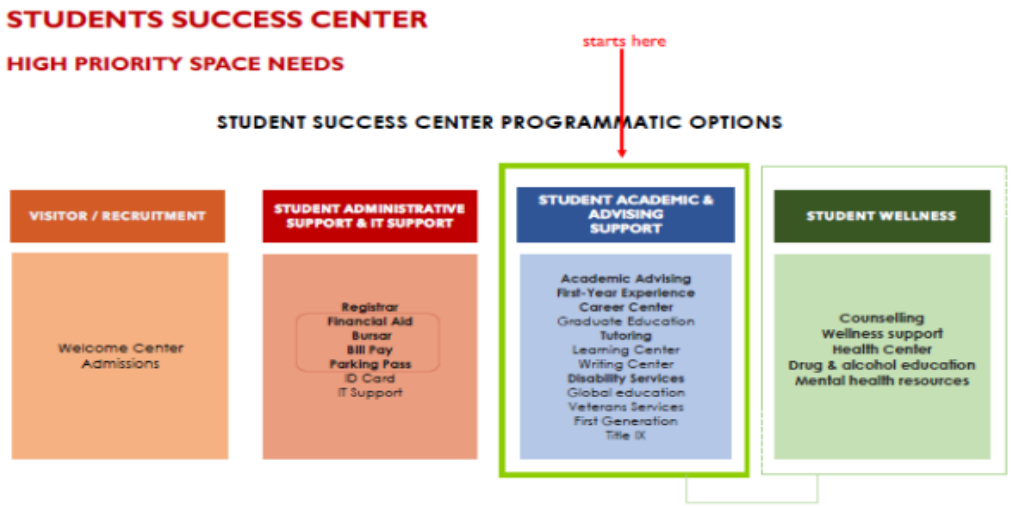
4.6 GOAL # 5: CAMPUS INFILL AND INTEGRATION

4.6.1 Campus Place-making, Infill Development, and Campus Integration

- Recognize and enhance the campus as a shared and community-building resource contributing to the academic and social life of the university community (students, faculty and staff) through shared space outside of the classroom
- To address current space needs that have been outpaced by recent enrollment growth as well as to anticipate upcoming space needs, continue to build out existing infill sites already held by the university
- To create a larger, cohesive campus commensurate with the size of the campus community, continue to integrate existing sites that comprise the campus footprint

4.6.2 Priority Projects

- **Student Success Center:** Program for and build a new Student Success Center to address Key Initiative 1c for Student Success, with the DeMille location as the selected site



- **Student Housing**: Build or acquire a new residence hall for 700-900 new beds to meet our goals for students in campus housing
- **Research Facilities**: Prioritize research facilities focusing on the completion of the Killefer School renovation

- **Campus Enhancements:** Complete as campus enhancement project a portion of the Philosophers Walk adjacent to the Student Success Center

5 ENROLLMENT PROJECTIONS

6 FINANCIAL PRO FORMA: 2023-24 THROUGH 2027-28

7 APPENDIX: PLANNED CAMPUS INFRASTRUCTURE PROJECTS