

VISION 20/20

*originally adopted by the Board of Trustees on 02/07/2008*

*Vision 20/20 and the Next Campaign*

***We are mindful that it will take substantial financial resources to realize the bold and exciting vision for Chatham University's future that is described herein. An ambitious new fundraising campaign, possibly as much as \$75-125 million, will be needed to allow us to realize our vision. While the goal and timing of the campaign have yet to be determined, we understand that the amount we will need to raise will be larger than anything we have ever raised before and will require a major commitment from everyone to achieve.***

PREFACE TO “REFRESHED” VERSION OF *VISION 20/20* (June 12, 2009)

Chatham University’s previous strategic plan, *Shaping Our Future*, was approved by the Board of Trustees on 06/03/05. By late 2006, however, it had become clear that many if not most of the goals of *Shaping Our Future* had been accomplished, and that new areas, such as space limitations and the Mission Initiatives, had emerged that merited attention in a new strategic plan. Accordingly, a new strategic plan, *Vision 20/20*, was written in ‘07 and approved by the Board of Trustees on 02/08/08.

As *Vision 20/20* was being written, several developments were unfolding behind the scenes which would have significantly impacted the new plan had they been included, but which could not be included for reasons that could not be widely discussed at the time. Those developments included the ongoing negotiations to acquire Chatham Eastside and the Eden Hall Campus, news of which had to be kept in strictest confidence so as not to jeopardize their acquisition. Moreover, neither Chatham Eastside nor Eden Hall Campus could be considered “done deals” by the time *Vision 20/20* went to press.

Furthermore, *Vision 20/20* was written before most people had fully grasped that a global economic recession was on the horizon, and certainly before most comprehended the severity or the duration of what was coming. In the year and a half since *Vision 20/20* was written, as recession- or economy-related issues impacted more of the University’s decision-making, the absence of any mention of the recession in *Vision 20/20* became all the more glaring.

When the newly constituted Strategic Plan Coordinating Committee (chaired by Diane Holder) met for the first time in February ’09, the members of the Committee suggested that *Vision 20/20* be “refreshed” in light of these developments. The inclusion of these new developments, although relatively few in number, had a wide-ranging impact on *Vision 20/20* because each impacted more than one section of the plan.

What follows is a “refreshed” version of *Vision 20/20*, not a reinvention. The major difference between the original and “refreshed” versions is the inclusion of the new developments in the latter. References to objectives or goals that have already been accomplished (such as the creation of area studies certificates) or to enrollment figures that existed at the time the original was written (and upon which assumptions were made that have proved to be correct) have been left as they were. References to actions that have been impacted by the inclusion of the new developments have been modified accordingly. In all other material respects, the “refreshed” version stays true to the vision found in the original *Vision 20/20*.

## INTRODUCTION

Why should we call our strategic plan “Vision 20/20”? It is not because we are presumptuous enough to think that we could plan for the next 12 years at one fell swoop. Rather, it is because we need to see clearly the challenges of both the present and the future to do what needs to be done in the next few years. For what we do over the next five years will determine in many ways whether we will succeed in moving the institution to its next level of achievement.

We have had many successes over the last decade. As the original version of *Vision 20/20* was being written in 2007 [it was “refreshed” in 2009], the institution was celebrating many achievements that have given it new strength and promise. Chatham had become a university. We had preserved our women’s undergraduate college -- Chatham College for Women -- and added two other colleges, for graduate and for continuing education. Enrollments had grown to an all-time high; 1800 students were affiliated with the institution in the fall of 2007 and all populations were increasing annually.

Success had brought Chatham new and heightened recognition. In 2007, *US News & World Report* ranked Chatham in the top tier of Master’s institutions in the Northern United States, and *Atlantic Monthly* named our MFA in Creative Writing one of the five most “Innovative/Unique” graduate writing programs in the country. Praise had also come from our external reviewers. The university site visit team called Chatham “a valuable resource at the local level and nationally,” and the Middle States team cited Chatham’s “potential to become a vibrant new national model for the transformation of higher education in the years to come.” The intensive marketing campaign associated with the announcement of university status also brought increased name recognition for Chatham.

But many and manifold challenges lie ahead and will test our ability to sustain the progress achieved so far and move to the next level. Among the top challenges are the need to expand our national/international visibility and reach, the projected general population decline in most of our key recruiting areas, and the impact on undergraduate and graduate recruitment of the continued economic difficulties of Pittsburgh.

Other challenges include sustaining our will for entrepreneurship. We must press forward with new initiatives for the future while solidifying gains achieved thus far. It will also be essential to maintain quality and distinctiveness in our programming, especially as we work in high demand academic areas where others offer programs. And many challenges lie ahead in human resources. We must attract and retain individuals -- students, faculty, staff, and volunteer leadership on the Board and among the alumni -- who prize our extraordinary learning community and will work with commitment to keep it vibrant and marked by excellence. We must build a strengthened financial base, including fundraising for new initiatives and a larger endowment, to provide access for students and keep our commitments to offer first-rate programs. Our salaries for faculty

and staff must be competitive, and facilities and technology must be kept at high levels to attract and retain students, faculty and staff.

All of these challenges are deepened by another challenge that has emerged relatively recently: the global economic recession. Chatham has felt the recession's impact in countless ways: in the difficulty many parents have had securing loans for their daughters' education; in the increased interest among students in finding less expensive ways of obtaining a degree; in the loss of endowment value that Chatham and other higher education institutions have experienced; in the inability of many alumni and foundations to meet or surpass their previous levels of financial commitment; and in the general uncertainty and unease that informs so many decisions, on both a personal and institutional level.

In one respect, the recession has underscored the wisdom of what we did in the past. For example, it underscored the wisdom of having diversified in the 90s. Graduate programs are often thought of as being counter-cyclical because many people choose to go back to graduate school when jobs are not plentiful. Chatham's ability to weather the current economic storm is enhanced by the fact that nearly half of our enrollment comes from the graduate ranks. Other colleges that have remained steadfastly undergraduate have found it more difficult to weather the current storm.

In other respects, however, the recession has underscored the need to be innovative, forward-thinking, and avoid falling into the "business as usual" trap. In extraordinarily challenging times like the ones we're now experiencing, "business as usual" simply is not going to cut it. For example, because of the state of the economy many students are looking for ways to get an undergraduate or graduate degree less expensively. For those students, whose numbers are growing, the usual way of doing business is not going to be appealing. We may need to give those students other options, such as 3-year degrees or accelerated master's programs. We may also need to expand our electronic delivery of programs so that students have more convenient, less expensive options for receiving a Chatham education. What we cannot afford to do is ignore this growing trend.

Looking to the near and more distant future, it is clear that we face challenges that will require imagination, hard work and investment to overcome. The global recession underscores the fact that, while we have moved beyond concern for our survivability, we are not out of the woods yet. In a world full of uncertainty, there are two things one *can* count on: new challenges, many unforeseeable, will arise along the way; and overcoming them will require continued dedication and innovation.

## I. REALIZING OUR UNIVERSITY OUR WAY

### A. WHAT IS OUR UNIVERSITY?

In becoming a university, Chatham did not set out to become a weak clone of the mighty research universities that many associate with the word "university." Instead, we were expressing what we had already become: an institution that awards more than bachelor's

degrees, having added a wide array of post-baccalaureate degrees largely for professional preparation. Institutions that fit this profile, ones that offer many master's and some first professional doctoral degrees, are called "university" in the new taxonomy.

Indeed, long before the state of Pennsylvania recognized Chatham as a university, the Carnegie Foundation for the Advancement of Teaching had already reclassified us as a "Master's Medium" institution in recognition of the large number of students who pursue the nearly thirty post-baccalaureate degrees offered at Chatham. Chatham was in the vanguard of this educational trend, but is almost unique for its balance of graduate and undergraduate students and for having a traditional women's college at the heart of its comprehensive master's institution.

## B. TELLING THE WORLD - MARKETING

One reason officially to become a university was to find an occasion to tell the world what we had become: an institution that many members of the Chatham community have described as "uniquely dynamic, vibrant and forward thinking...constantly seeking to advance its students, its educational offerings and the institution itself." This perception was confirmed by the external evaluators and accreditors who reviewed the institution over the '06/'07 academic year. The Pennsylvania Department of Education team that evaluated our application to become a university wrote that "Chatham's agility and flexibility are exemplary and courageous" and praised "the fine work that the leadership and community of Chatham College have achieved and will yet accomplish in the years ahead." Similarly, the Middle States team that evaluated Chatham's application for decadal re-accreditation described Chatham repeatedly as dynamic, creative and daring, and "as a place of strong intellectual values joined with an impulse for innovation that has made it possible for Chatham to make smart choices about new programs and developmental opportunities."

Telling the world who we are and what we've become is something that continue long after the University announcement, and will require constant refinement of the "message" or "story" as we evolve. For instance, within a year of becoming a University it had become apparent that our initial marketing and branding campaign – "We are U," which was primarily intended to inform people that Chatham was a university – had served its purpose. In spring of 2009, therefore, we replaced "We are U" with "Big Ideas for a Big World," a campaign that focuses more on Chatham's Mission Initiatives. As Chatham continues to evolve over time, and as we identify other areas which we would like to emphasize, our marketing campaign must continue to evolve to keep in step.

The recession only underscores the importance of maintaining a consistent, strategic marketing plan to keep Chatham's visibility and desirability high. As competition rises for a diminishing population of potential students, marketing will become even more important to help separate Chatham from our competitors, the ranks of which are growing as more students consider community colleges or public institutions as alternatives to private institutions like Chatham.

### C. IMAGE & REALITY: LIVING THE PROMISE TO OUR STUDENTS

The essence of whether we are living up to our promise has to do with the student experience, not just the process of institutional openness and change. To create the continuing reality of an outstanding learning experience for all our students, we must commit to realize throughout the institution and to deliver the vision that we hold:

“Chatham University delivers an educational experience unlike any other, one that is intimate, engaging, dynamic and truly meaningful. Through every interaction, we will demonstrate that this is a university that offers not only a degree, but also an understanding of the greater world and a path to the future. We are an institution not lost in our own hallowed halls. Instead, we are forward thinking...even visionary.”

We intend to keep this vision at the forefront of everything we do in order to “live the promise” to our students. To realize the promise, we must commit to specific actions. Academic proposals will be evaluated on their ability to pass through the filter of this description so that we can be sure we are providing contemporary, relevant and challenging education, which means offering people flexibility, diversity and even wider-ranging opportunities. We will ask what we do for both undergraduates and graduate students, beyond providing the mere coursework for a degree, to see that a student’s education is all that we promise – an intimate, engaging, dynamic and truly meaningful experience, one that teaches not only the student’s academic discipline, but also provides information about and exposure to the larger world and offers a recognizable pathway to their futures (including professional training and job placement). Thus, we will place greater emphasis on those things that help create that path to the future for our students, whether they are opportunities such as greater experiential learning, internships or international experience, or job placement and career services.

All curricula, co-curricula and student services, graduate and undergraduate, must be evaluated with these desiderata in mind. For example, in 2009 we need to evaluate the new general education program in place for undergraduates, asking whether it has lived up to this vision as well as its original foci on women, the environment, global perspectives and civic engagement. Are we, in short, truly offering all our students what they need in preparation for the radically changing world they will confront in the future?

We also need to ask, regardless of what we are providing programmatically or whether and how students are benefitting: are our students really learning and succeeding? An assessment of our quality to date shows that we need to acknowledge inconsistency in our institutional performance, an unevenness of results which we must commit to eradicate. Here we must distinguish the institutional evaluations such as accreditation reports from the performance outcomes for our students. Our graduate programs do not perform uniformly well. For example, our Physician Assistants passed their license examinations

at higher rates than the national norm (96% in 2007, vs. 92% nationally), but our teachers do not pass their state qualifiers with equally stellar scores. We need to track available measures or devise means to assess our graduate students' achievements.

In the undergraduate area, we underperform in retention and graduation rates for what could be expected of an institution of our quality. We have recently constructed three new peer groups – Pennsylvania Master's Institutions, National Women's Colleges, and National Masters Institutions. For each of these categories we perform below the mean on measures of first-to-second year retention and graduation rates for four-, five- and six-year durations. At a minimum we should have a six-year graduation rate of 60%, based on various peers and a prediction by *US News & World Report* in 2005 of what our rate should be. Instead, we are at 53% in a three-year average. That this is a measure of institutional performance rather than of student or institutional wealth is clear: we are near the top in two of our peer groups for endowment, but in these same groups we are near the bottom on retention and graduation rates. This performance must improve so that we know that we are really living our promise to our students. A task force is working to address these retention and graduation results. For all students, graduate and undergraduate, steady research and benchmarking are being undertaken and maintained as we strive to be worthy of our students' trust and aspirations.

Finally, we need to ensure that students have a rich and vibrant campus environment, particularly since campus environment is often a significant factor in students' decisions to stay or leave an institution. We must provide opportunities for both undergraduate and graduate students to participate in co-curricular activities, intramurals, lectures, performances and recreational activities. The undergraduates would like more coed social activities, and there is a strong desire across the board – undergraduates and graduate students, students and faculty – for more *fun* co- and extra-curricular activities.

#### D. ORGANIZING FOR THE PROMISE

We have created an unusual university structure, one organized around students and their academic needs, and not primarily around academic disciplines. Faculty is committed to remaining one faculty, without distinction as to whether they teach graduates or undergraduates. (The great majority teach in both.) Students are grouped into organizational structures called "colleges" to recognize their distinctiveness as learners. Deans have been appointed for each college and have the responsibility to lead on academic matters not only from the faculty, but also from the student, point of view. Equally significantly, there is new emphasis on creating a collaborative relationship between each Dean of College and the Vice President for Student Affairs, with the VP charged to collaborate on curricular and co-curricular matters with the faculty, as well as to oversee central student services, extra curricular life and athletics.

This restructuring, while not unique, is unusual in higher education. It brings a greater focus on the students in each college as well as on their development as persons. It is the organizational expression of Chatham's commitment to individual student development across the spectrum of the student experience. It also emphasizes the identity of each

college and its students – students of the women’s college, the graduate programs, commuters, part timers and on-line students. The possible need for different pedagogies, curricula and services for all these different categories of students is thus acknowledged.

Although the three Colleges will continue to serve as the primary organizational structure at Chatham University, there will be instances when a different or alternative organizational structure, such as a school, is warranted. Unlike a college, which is organized by the students within it, a school is organized by a common discipline. Establishing a school at Chatham might mean that the school contains students from one or more of the Colleges, all of whom share a common interest in the particular discipline around which the school is organized.

In some instances, it may be more efficient and less costly to establish a school rather than a college. Because of their narrower academic focus, Schools are generally smaller than Colleges, have fewer faculty and support personnel, and have an existing pool of faculty who can also be assigned in part to the new school. Furthermore, the fact that the School’s faculty are affiliated with the different Colleges (*i.e.*, include faculty who teach undergraduates and graduate students) can help maintain the focus on students’ needs and development. At the same time, organizing a unit around an interdisciplinary focus can serve to focus efforts more strongly on that discipline. It was for these reasons that the Board approved the establishment of a School of Sustainability and the Environment in 2009. As we move forward, we will continue to assess whether students in other disciplines might be better served by establishing other schools, such as a School of Health Sciences.

## II. PROGRAMMATIC FOCI: MISSION INITIATIVES, CENTERS AND PROGRAM DEVELOPMENT

Tufts is known for its internationalization; Carnegie Mellon for its computing prowess; Wellesley for its successful women and economics program. For what programs or programmatic emphases should Chatham be best known? We need to target our areas of excellence more specifically than we have thus far. There are two aspects to this discussion: (1) institutional mission initiatives, and (2) academic program development.

“Mission initiative” is advanced here as a concept for institutional focus so broad and deep that it extends beyond single academic programs and creates an institutional identity across a range of activities, academic and otherwise. Chatham has emphasized excellence in the areas of women, internationalism, and the environment since the early ‘90’s. In each case, we have built new academic majors, undertaken related activities, and emphasized the themes throughout existing academic and co-curricular programming. But we have not yet really tied all these efforts together into distinctive and important comprehensive identifiable initiatives that would warrant our being thought of as THE place to go for any of these topics (or “mission initiatives”). We now have programs, activities, and in some cases centers, with varying degrees of strength in each of these three mission areas, but we still need a coordination of existing efforts and

energy, a major infusion of new investment in new and complementary activities, and clear commitment to these as signature initiatives of the institution.

We need to ask of each “mission initiative” what it would take to create related graduate and undergraduate academic programs deserving of national attention. We need to examine outreach activities, co-curricular activities, and other “visible symbols of grace” that could also be connected with the initiative (campus practices, clubs, etc.). And for each mission initiative we will need to ask how we expect each student to experience these initiatives, and how that experience could occur for graduate and undergraduate students, recognizing the differences that should exist. The mission initiatives are expansive and potentially expensive measures. However, we are at a crucial turning point in our institution’s history where our choice is to pursue bold visionary steps that will create a more distinctive overall academic profile and reputation, rather than simply add programs calculated for market appeal.

One way to help ensure that the Mission Initiatives are deeply and fully integrated into the fabric of the University is to encourage programs or initiatives that touch upon more than one Mission Initiative. Examples of such “synergies” would be a program in women’s health and the environment, or a program for international students focusing on women’s roles in economic development and environmental stewardship, both of which are under consideration for the future. Bringing together two or more Mission Initiatives under one umbrella recognizes that Mission Initiatives are inherently interdisciplinary, and will help ensure that each of the Mission Initiatives is integrated more deeply throughout the campus.

The second programmatic piece of the strategy for the coming years is academic program development unrelated to mission initiative program development. New program development has been a key to our growth and revitalization to this point. Just as we have developed new graduate programs since 1994 sufficient to create a student body roughly evenly divided between undergraduate and graduate students, we must continue to create new programs and improve continuing programs to keep our future bright and attract even more students.

#### A. MISSION INITIATIVE: WOMEN

Three reasons -- fidelity to our past, our present as having the only remaining women’s college in western Pennsylvania, and the continuing need for leadership on women’s issues in the world and the region -- all argue that we should continue to be faithful as an institution to the role of providing steady leadership and commitment to issues concerning women. The fact that we now have graduate programs (and the undergraduate Nursing program in the College of Continuing and Professional Studies) in which men are enrolled does not mean that we should no longer have women as a Mission Initiative; it merely means that women and women-related issues should be tackled differently at the undergraduate and graduate levels.

In considering what it means to have women as a “mission initiative,” we need to think about many things, but first about our role as an institution which contains at its core one of the oldest women’s colleges in the nation. US women’s colleges are almost unique in the world for providing leadership on the issue of education for women and in educating the world about the continuing needs of women around the world for equity, support, and opportunity. Significant research continues to show that the betterment of conditions in many societies depends as much or more on education for women than on the provision of birth control, for example. We should be sure in our undergraduate program that our incoming students understand the importance of the institution they have chosen by seeing that they are both informed about the status of women worldwide and the importance, and necessity, of women’s actions for improvement of themselves and the world. The excellent addition in 2004 to the general education requirement of a focus on women across the curriculum should be examined for its efficacy, and change made if it is not meeting this important goal. A practical emphasis -- whether it be through leadership education, or special programs for women in economic development – should be added to our already excellent undertakings in the important areas of women and entrepreneurship and women in politics to demonstrate the possibility and paths for women’s efficacy.

Wherever possible and wherever doing so enhances the educational experience, women and women-related issues should also be emphasized in our graduate programs as well. Here, however, the emphasis will take different forms. As mentioned above, a program in the health sciences might focus on the relationship between women’s health and the environment. Interdisciplinary studies like these would honor Chatham’s historic commitment to commitment to women, while enhancing the educational experience for both women and men graduate students alike.

#### B. MISSION INITIATIVE: SUSTAINABILITY AND THE ENVIRONMENT

Among the many legacies of Rachel Carson is her alma mater’s longstanding commitment to environmental education, research and advocacy. The establishment of the Rachel Carson Institute, the designation of the campus as an arboretum, the hiring of some excellent new faculty, the formation of a student environmental club and living/learning hall, and the development of a very effective focus on writing about place in the MFA program are but a few examples of Chatham’s ongoing commitment to the environment. More recently, Chatham became a Charter Signatory to the American College and University Presidents Climate Commitment, whose members have pledged to reduce and hopefully eliminate their campus greenhouse gas emissions.

The Climate Commitment, however, is an example of how the discussion about what once would have been labeled “the environment” is now being talked about in terms of the newer but related concept of “sustainability.” One distinction between the two is that the latter makes more explicit the relationship between human beings and the environment or, to be more precise, between human wellbeing and the environment. The focus of the Presidents Climate Commitment illustrates this because, while the environment is impacted by global climate change, no discussion of global climate

change would be complete without consideration of how humans have contributed to the problem or how their basic needs must be met while attending to the environment.

The definition of sustainability that Chatham's Board of Trustees adopted makes the relationship between sustainability and the environment clear:

Chatham University defines sustainability as the capacity of society to meet its current needs without compromising the ecological, social and economic systems on which society will rely for meeting future needs.

From an institutional perspective, making sustainability the primary focus of this Mission Initiative (a) strengthens and amplifies our longstanding work in the environmental area; (b) recognizes that sustainability has emerged as one of the most important challenges for the future and is likely to remain so in the future; (c) underscores the interconnectedness between human beings (and their wellbeing) and the environment; and (d) demonstrates our intention to make sustainability a major focus of our future programmatic and institutional development.

Integrating sustainability into the fabric of the University will require a coordinated and sustained University-wide effort of a kind rarely seen before. Coordination and collaboration across *all* aspects of the University will be required because sustainability – more than any of the other Mission Initiatives -- touches upon nearly every area of the University: operations, curriculum, student life, research, and the University's interaction with everyone from community members to policy makers. We must assess all of our systems, operations, educational programs and research and outreach initiatives to see how we can infuse sustainability more deeply into them. This will undoubtedly be a challenging endeavor, but anything less than a coordinated, integrated approach will not be adequate to meet our challenging goal.

We have also demonstrated our commitment to sustainability by creating a new School of Sustainability and the Environment, which the Board approved in February 2009. The primary goal of the School will be to provide innovative, interdisciplinary education and research opportunities for undergraduate, graduate and professional students to better prepare them to identify and solve challenges related to sustainability and the environment. The School will be located at EHC, although its programs and activities will take place on all of the University's campuses. The responsibility of the School's dean will be to provide leadership of the School.

Similarly, the Eden Hall Farm Campus which Chatham acquired in May 2008 will be dedicated primarily, but not exclusively, to teaching, research and demonstration projects related to sustainability and the environment. (Other programs and activities will take place there as well.) Eden Hall Farm Campus will become a "living laboratory" or demonstration site for sustainability. For example, any construction that takes place on Eden Hall Campus should incorporate sustainable building practices, such as using wood that comes from the site, processing waste on site in marshes, or using renewable energy sources. (We recognize that the Shadyside Campus will also be a living laboratory for

the School, and that few sustainability programs can boast of having a sub-urban farm campus and an urban arboretum as living labs.)

By 2010 we will develop and be ready to implement a complete and comprehensive plan for the growth of Chatham's sustainability and environmental initiatives, with the goal of having our environmental initiatives become one of the hallmarks of our institution.

### C. MISSION INITIATIVE: GLOBAL AND INTERCULTURAL EDUCATION

Is there anyone who has not yet heard of Thomas L. Friedman's *The World Is Flat*? Friedman's book noted that the United States of the future will be vastly more diverse than it is currently and will no longer feel "protected" from the rest of the world by the barrier of two mighty oceans. In light of the continuation of diversity and global education issues, the US must educate its own citizens, as well as the young people from around the world who seek US educations, for global citizenship.

The issue is not *whether*, but to what extent and how, to make globalism a distinguisher of Chatham. The institution made a decision in the early '90's to send its undergraduates abroad through the Chatham Abroad program as a way to introduce our generally untraveled students (most of whom do not own a passport) to the breadth of the world that is theirs. It was followed by the creation of the Global Focus program, which became a national award-winning program for the creativity of its internationalization effort. Many other initiatives have been undertaken, such as the MFA program's inclusion of a travel opportunity in its curriculum as part of its special track on writing about place. Bill Benter (son of Chatham alumna Dorothy Firth Benter '45) provided an extraordinary opportunity for the entire institution by endowing an international study/service opportunity that has already seen a team of graduate physical therapy students work in India, videotaped by an undergraduate film major. But the feeling persists that, as with the sustainability and environmental initiative, a more powerful, transformative step needs to be taken to have the international and intercultural education initiative be more than a series of great but disconnected activities.

There is a double emphasis in this mission of intercultural education: to issues of globalism and to issues of diversity, with "diversity" meaning largely but not exclusively United States issues as this country becomes increasingly heterogeneous. Diversity is a complex term, embracing difference of many kinds: race, religion, sexual orientation, culture. Certainly, diversity of all kinds is an issue to which institutions of higher education must pay more attention. One issue that confronts Chatham, for example, is the provision of sufficient support for students' spiritual concerns at a time when more students describe themselves as spiritually engaged and attend church, synagogue, or mosque. The Chapel was restored in '08/'09, but we need to do more to systematically provide for our students' concerns through the renewal of the academic program in religion and philosophy, as well as a campus ministry function that is beyond what our interfaith council is able to provide in their much appreciated volunteer leadership. Ours needs to be a campus where students of all faiths feel respected and supported in the pursuit of their diverse religious, as well as other, interests.

Internationalization and domestic intercultural communication as a “mission initiative” should come to permeate our campus in a new way. All connected with Chatham need to be culturally and world aware. As we seek to recruit diverse students, so too should we seek to recruit diverse and international faculty, as well as provide significant faculty development to our faculty, those who are the main front line in delivering the commitments and values of the institution.

Another important aspect of the need to step forward in the international education area is competitive: other institutions such as Goucher College have made international study a graduation requirement. A major part of the issue is about educational quality: our international programs suffer from being voluntary, not treated as a definer of the institution and not supported by significant language or international or other off-campus study opportunities. A faculty committee reviewed the international educational opportunities and found them in need of augmentation. The committee made a set of initial and well-supported recommendations that include: recognizing the need to internationalize the faculty through recruitment of faculty with international experience and expertise (regardless of discipline) and faculty development as the locus of the delivery of such values; and, secondly, offering more and deeper opportunities to our students. It is concerning, for example, that while 50% of our undergraduates have taken the opportunity to experience the Chatham Abroad program, only 10-11% of the full-time undergraduate students study abroad for the longer experience of a summer, semester or academic year.

International opportunities need not cost more. For example, Chatham Abroad has grown very expensive, and it is possible that the same amount of money (\$2,500 from the institution and \$1000 from each student), would, if it were made available to each student and used in conjunction with institutional aid, facilitate a student’s being away a full semester or summer, rather than only a 10-day to two-week introductory visit. Additionally, study “away” could mean a student’s going to a U.S. Indian reservation or studying a semester at a historically black institution. Student opportunities must be encouraged by removing impediments; changes in academic requirements may be needed to permit undergraduate students to be away for enough time to do a semester abroad. And suasion should be used: advisors should encourage undergraduates to take part in study away as an essential feature of their Chatham education. The institution’s financial aid practices should be reviewed, and approved study-away partners developed that will be academically sound and financially feasible for the institution and our students. Approved sites should be developed for study-away experiences that support our existing academic programs and plan emphases (such as environmental sites mentioned earlier or programs connected with specific majors such as design or social work). Rather than the current 10-11%, our five-year goal should be to have 50-100% of our undergraduates studying off campus for at least a semester during the course of their undergraduate education. Faculty should also consider whether a mandatory course in intercultural communication should exist for all undergraduates.

Faculty need to be internationalized, and to do so we must make them offers to encourage them to apply for international grant programs such as Fulbright. These programs need not be for a semester or longer. There are programs for senior administrators and faculty which run for several weeks or less and whose purpose is to give the participants a firm grasp of a particular country or region. If we are going to get serious about internationalizing the campus, it would pay to have campus leaders – faculty and administrators – who have been abroad, who “know the ropes,” and who can inspire and encourage others to follow in their example.

Graduate programs, too, should embrace the goal of intercultural education, although it will be in a different way due to the differing interests and motivations of graduate students. Some graduate programs, such as the MFA, already include study abroad opportunity, and recently others (*e.g.*, the India experience for the physical therapy graduate students) have provided occasional opportunity to do service learning abroad. Certainly no one in health care should fail to receive preparation for the cultural complexity of their clients. Possibilities exist for creating opportunities in internationalism for graduate students in many other areas such as the MBA. At a minimum, courses teaching relevant materials on global and cultural diversity should be available for all courses of study, graduate and undergraduate.

Providing sufficient language instruction to be academically respectable in our claim to internationalism is a challenge for us, and to succeed we need to be focused in our offerings. Chatham students should have sufficient language instruction to allow them to be conversant, both orally and in writing, when they are in a foreign country. We are blessed by having academic partnerships that permit students to pursue low-demand languages at other Pittsburgh institutions, but we need to provide at least sufficient instruction to have a student feel that s/he can get an appropriate cultural/linguistic instruction for some pre-selected areas. Language majors at Chatham have been reduced to two: Spanish and French. These have been expanded by adding Arabic, Chinese, German and Japanese through the second level of proficiency, in order to support a series of applied area studies certificates focusing on the major geographic regions of the world which our students might expect to know about or work in for their future careers. Thus, a global studies program which provides area studies certificates in African Studies, European Studies, Asian and South Asian Studies, Middle Eastern and Latin American Studies should be created which could be combined with some of the undergraduate majors and graduate programs.

As an example, those certificates will require four semesters of language, include an historical and contemporary overview of the region, courses in geography, political and economic issues in the region, and an internship, preferably in the student’s primary academic field. Thus, a political science major might take a European Studies certificate and have an internship with the European Union or the Irish Parliament. (Both have been done by Chatham students, but both opportunities were created by individuals, not planned for systematically by the institution as a way of offering international education.) Graduate students, too, could take advantage of such a certificate. The implementation of such a program will require intensive effort on the part of faculty and the international

and internship offices to create the opportunities for the students, but it could be one of the truly distinguishing marks of a Chatham education. The value to the institution is that we would be expanding educational offerings, creating a vigorous international experiential learning opportunity without randomly adding language areas based on current popularity and with no reference to the students' future work needs.

#### D. GENERAL ACADEMIC PROGRAM DEVELOPMENT

The growth of academic offerings and programs at all levels has been the main driver of Chatham's development over the last decade and a half. Not surprisingly, it is time after such a period of efflorescence to engage in some recalibration, evaluating existing programs for their quality, financial productivity and growth potential for the future. Some programs will need revision, some greater marketing, and others phasing out.

At the same time, we need to continue to stimulate academic innovation. The '90's were marked by the creation and growth of the health sciences, with a great balance coming from the growth after 2000 of counseling psychology and writing. Post-2007 should see the growth of other fields (such as design, arts, education and business), to create balance and scope in the offerings of our university. Another promising fledgling in our midst is our College for Continuing and Professional Studies with its outreach not only to the region, especially in its work in nursing with UPMC, but also to the world through its ongoing but growing on-line offerings. As we struggle with space issues, internationalization and cost effectiveness, our on-line capabilities (another area in which we have been an early adaptor for our kind of institution) offer us great educational and growth opportunities.

Academic program development relates not only to the addition of new fields but to the manner and philosophy of our educational offerings. Two things stand out in this regard which would substantially alter the undergraduate programs offerings. First, there should be a heightened focus on academic individualization for students, in recognition that students came to a smaller institution precisely to avoid the "cookie cutter" approach size mandates at a larger place. This means that students, within the bounds of academic integrity, should be encouraged to self-design majors, an existing, but infrequently used option. Their self-designed or interdisciplinary options should be encouraged and their process structured to honor both faculty beliefs in quality and students' wishes for educational individualization. Greater use of faculty talents and knowledge, as well as greater student satisfaction, should result.

Secondly, and as part of creating more preplanned options and satisfying student need for and interest in post-baccalaureate employment, a certificate program should be created. A certificate would be (and the global certificate already discussed is but one example) a series of four courses and an internship which can be used in combination with a major and a minor. The purpose of a certificate is to add applied knowledge and practical experience to the student's graduation portfolio or transcript. Thus, a certificate in non-profit management could be developed of four appropriate business courses and an internship to enrich a major in the arts. A certificate in business with an internship could

be taken by science students who might want to go into pharmaceutical sales, or a certificate in publishing and editing could be valuable to an English major. A certificate in sports management or entrepreneurship could be welcomed by those students majoring in biology on their way to graduate health science program. Such a program of certifications could be as attractive to students as the combined liberal arts undergraduate and applied masters programs have been and would bring life to the promise to give our students a “path to the future.”

Finally, we recognize the important role that athletics have played in the growth of academic programs. The prospect of participating in a wide range of athletics teams and activities not only draws students to Chatham, but is also a significant factor in our student-athletes’ academic success at Chatham. The further growth and development of our athletics department and offerings must continue to be a priority in the years ahead.

### III. STEWARDSHIP: SECURING ADEQUATE RESOURCES TO BUILD A STRONG FUTURE

#### A. SPACE & TECHNOLOGY NEEDS

We know growth is essential. We must both grow and recruit more widely. We cannot decide not to grow further and simply live within our constraints of space and endowment. We have seen growth add prosperity and, most importantly, vitality to our institution. A once nearly empty campus is now bubbling with activity. Guided by the campus master plan of 1997 (which was scaled for a campus of 1200 full-time day students) we set the goal of reacquiring apartment buildings on Fifth Avenue between Murray Hill and Woodland Road. We were delighted to achieve that goal by spring ’07 with the reacquisition of Pelletreau.

It is difficult to project with certainty in which College enrollment growth will occur. This is particularly true given the long-standing recruiting difficulties for women’s colleges, the flat to declining population growth of traditional college age students in the Northeast and Midwest, and the struggling worldwide economy. Nevertheless, we cannot simply decide what our capacity in each College should be and then plan accordingly. We need to continue to watchfully grow, mindful of the demands of quality, and shift resources and create additional capacity as and where needed (while nevertheless still striving to manage to grow where we want to grow).

While we recognize the need for continued growth, we also recognized that our recent growth has placed considerable strains on our historic Woodland campus. The 1997 Campus Master Plan was pegged to 1200 full-time day students; the most recent Plan anticipates a minimum full-time enrollment of 1500 full-time day students, mostly with growth from current programs. That would be a growth of around 50% for both graduates and undergraduates and could be reached, at the current rate of full-time enrollment growth, as early as the 2010-11 academic year. The Plan also showed that Chatham needed to find at least 50,000 extra square feet for classroom and office space – and quickly.

In 2007, the Board formed a Real Estate Committee and tasked its members with finding alternative space to accommodate Chatham's needs. As a result of the Committee's investigation, the 250,000 square foot Eichleay Building, located less than a mile from the Woodland campus, was purchased in spring '08 and renamed Chatham Eastside. Chatham will occupy a little more than 50,000 square feet of the building, with the rest occupied by paying tenants. At least initially, this space will be occupied by our graduate Health Sciences, Landscape Architecture and Interior Design (graduate and undergraduate) programs. This will free up much needed space on the Woodland campus, while allowing us to better serve the space-intensive programs that will move into Chatham Eastside.

Spring '08 also brought the exciting news that Eden Hall Foundation had given the 388 acre Eden Hall Farm to Chatham. This site, now known as the Eden Hall Farm Campus of Chatham University, opened up the prospect of additional academic and programming space, primarily but not exclusively devoted to sustainability and the environment, and will serve as a catalyst for our sustainability and environmental efforts throughout the University. The Eden Hall Campus also might help us realize our dream of offering housing for faculty members. (It might surprise people to learn that Chatham has not been able for many years to have the sort of learning/living community which defines many traditional liberal arts colleges because Shadyside real estate has been too expensive for most of our faculty to live nearby and our campus too small to build faculty housing.) Although a master plan for Eden Hall Farm Campus has yet to be completed, there appear to be opportunities on or near that Campus to build housing where faculty might live in proximity to students and classrooms.

The acquisition of Chatham Eastside and the Eden Hall Farm Campus undoubtedly will help solve many of our space challenges, but they will also create new challenges such as the need to seamlessly integrate two campuses (Shadyside, which includes the Woodland site and Chatham Eastside, and Eden Hall Campus) on three sites, one of which is a forty minute drive away from the others. Establishing transportation linkages between the three sites will also be important. We must constantly look for ways to ensure that the faculty, staff and students at each site feel integrated with, rather than isolated from, the other members of the Chatham University community. Technology will take on an even greater role in this respect, by helping to link and knit together the three sites.

Technology has another important role, of course, in the educational process. We must continue to look for ways to better integrate technology into the classroom (*e.g.*, through the tablet program or on-line) to enhance our students' educational experience. Being technology-literate will continue to be an essential skill in the future, and our students need to have the skills they will need to excel in a technologically sophisticated and ever-evolving world.

In the excitement of acquiring two wonderful properties, we mustn't overlook that fact that we still have holes to fill in the basic needs of the campus (despite having invested and acquired debt to upgrade the athletic facility plant and academic buildings). These

include our ongoing struggle to adapt charming but old buildings to contemporary academic needs, which adds more ADA issues to those currently being addressed.

## B. INCREASED FINANCIAL RESOURCE NEEDS

If we are to afford the educational necessities in space, technology, faculty salaries, and library development for even our existing population, we must find new sources of revenue through fundraising as well as through continued programmatic entrepreneurship. Certainly, we must look for savings, and always do, but new investment is currently most needed. We have planned and managed well, including managing expenses, and have grown our revenue sources along with our student population. We should in '08/09 once again achieve a balanced budget after several years of working to create sufficient new net revenue to cover our annual debt repayment of nearly \$3 million for loans taken to invest in the campus infrastructure. However, we must continue to increase our enrollments and fundraising to, at a minimum, provide the continuing quality improvements required by existing programs, as well as the resources to take our next steps.

A significant fundraising campaign is a near-term necessity in order to provide the main infusion of investments needed to ramp up our activities in various program areas beyond what can be incrementally done through annual investment. It is also needed to allow us to realize our vision for Eden Hall Campus. The duration of the global recession may have something to say about when we will embark on a Campaign and the goal of the Campaign, but it does not obviate the need for a Campaign. It is not a question of *if* there will be a Campaign; it is a question of *when*. On this we are all agreed.

Enrollment growth will also help secure resources and contribute to stabilize the institution in the future as we become better known nationally and internationally due to our program excellence and intensified recruitment efforts. The recession will no doubt impact our enrollment as well, but we will redouble efforts already underway – such as recruiting more out-of-state and international students – and continue to identify and pursue other strategies.

Ultimately, reputation rests primarily on the success of an institution's people: its graduates' success and the quality and creativity of its faculty. We must continue to invest in facilities, certainly, but also in preserving and supporting an outstanding faculty. Our faculty has worked very hard over the last years to create the programs and the quality that have attracted students to Chatham in such increasing numbers. The support of the faculty for both teaching and development opportunities to enable them to support the mission program areas, as well as the ongoing academic program development, are essential as we move into our future. Our faculty has made remarkable strides in scholarship in recent years, but must recognize that scholarship has been, and will continue to be, a requirement at Chatham University. (Under Chatham's longstanding review system, scholarship ranks second – after teaching and before community service – in the ranking of criteria by which faculty are evaluated.) It is in everyone's interest for

this to continue. We need to provide faculty with the resources – in both time and financial support – they need for scholarship.

Equally crucially, as we have moved to a new category of Master's Medium institution rather than remaining a liberal arts college, is the need to improve the salaries of our faculty. Our salaries now rank lower against our peer institutions as we have moved to a more competitive classification. This will lead to faculty attrition or non-recruitment, especially in combination with making very few position offers as tenure-track appointments, if we do not take seriously the need to improve salaries. At the same time, we need to work closely with faculty to resolve how to balance the recognized need for increased salaries for many with the wish or need to add new faculty to expand existing or create new programs in the interest of revenue growth.

A concern for affordability for our students is also crucial as we seek to grow and receive greater recognition in the future. We have done better in recent years, bringing our undergraduate scholarship discount amount into greater control due to better management of aid awarding and having more endowed scholarships due to the generosity of many alumnae in the last Campaign. The more endowed scholarships there are, the better able we are to recruit the outstanding students who are so pressed by today's high college costs and their parents' savings patterns. As of 12/31/08, we had \$8.5 million in endowed scholarship funds (down 26% in fiscal 2009) which yield \$600,000 a year. These funds are very important, but insufficient compared to the nearly \$6 million in awards we gave to undergraduates in fiscal 2008. These are operating dollars which cannot be directed to other salary or operational needs. On average we currently "gap" (do not make available) \$6,500 of need to our undergraduate students, who are left to their own resources (largely private, unsubsidized loans) to find the remaining funding after the Chatham aid awards and the federal and state grants. Our students are graduating with very high debt, which is a strong incentive to students to leave the institution before graduating, thus worsening our retention and graduation rates. The cost of higher education is a complex issue, and "affordability" involves more than just increasing student aid or controlling costs and charges. It is an issue we will continue to study in our quest to find ways (*e.g.*, paid internships, co-op opportunities, and innovative work programs which would benefit students while also allowing us to hire fewer staff) to help our students graduate with less of a financial burden.

Our graduate students also have issues with affordability. Currently we offer no, or very limited, graduate assistantships. While we never expect to operate like a traditional research university (where most doctoral students anticipate a full, or nearly full tuition award plus a living stipend), even as a Master's Medium institution we should have the resources to bring in some of the outstanding graduate students who must now forego the opportunity to study here. A goal is to put more graduate students and faculty to work through assistantships and research. We cannot be recognized as a quality and innovation leader, a key to our strongest future growth, if we do not also make it possible to recruit the students and faculty of highest quality to our institution. Providing no graduate fellowships will be an impediment to our growth in quality and to our growth as well, as

students seek first to apply to institutions where they have some hope of receiving some aid.

The size of the endowment is a matter of great importance to the institution's future, affecting all the matters just discussed – salaries, financial aid, and new initiatives. While it is difficult to find exact peers for Chatham today, comparison with comparable institutions that are not purely tuition driven suggests that Chatham should seek an infusion of at least \$40 million into its endowment through a Campaign, possibly as large as \$100 million, and annual fundraising to bring the endowment to a new level of \$100 million. As of September 2007, the endowment stood at approximately \$60 million, a proud achievement of investing and addition through the last fundraising campaigns. According to a 2008 National Association of College and University Business Officers (NACUBO) study, institutions with endowments of \$50-100 million fund their operations with 4.7% of endowment contributions. Chatham, on the other hand, funds its operations with 5.5% ('07-'08 budget) endowment contributions. An additional \$40 million unrestricted dollars in the endowment would add \$2 million to annual operations, an amount that would be of great importance in increasing faculty salaries, adding to the scholarship pool, or keeping our technology up to date, and would make us more comparable to our peers (*e.g.*, Hood, Simmons and Mills Colleges).

One funding source that Chatham has not taken full advantage of in the past is government funding. This must change, especially in light of the current economic crisis which has dried up or diminished traditional funding sources, even those, like government funding, which we have overlooked in the past. We owe it to ourselves to aggressively pursue any and all sources of funding. Ironically, the global recession has created greater opportunities for government funding, thanks in large part to the stimulus bill that Congress recently passed. Many of the grants and funds that have been flowing from that bill will be for energy and sustainability-related projects; fortunately, both of our campuses present ample opportunities for projects of that nature. In any proposal for government funding, we should emphasize how investing in any of Chatham's campuses is an investment in the surrounding communities as well.

### C. THE CONTINUING NEED FOR MARKETING AND VISIBILITY EFFORTS

The announcement of the creation of Chatham University was done to major fanfare and a major marketing campaign of the sort previously unseen at Chatham. Television, billboard and print ads touched, it is estimated, over 10 million viewers and raised awareness of the institution. This is an endeavor that must be consistently maintained if market position, rather than simple "blitz" advertising, is to be achieved. Chatham is distinctive but is still much too hidden.

On a related note, the occurrence – just in the past year alone -- of so many momentous events in Chatham's history underscores the need for an updated history of our institution. The most recent history of the institution, Dr. Laberta Dysart's "Chatham College: The First Ninety Years," was published in 1950. Much has happened at and to

Chatham since then. The fact that Chatham is preparing to celebrate its 140<sup>th</sup> birthday only underscores the fact that only 81 of those 140 years have been captured for history.

#### D. LEADERSHIP

The development of leadership of all kinds is stewardship of the highest importance as Chatham tries to step up to a new level of reality and of self and public awareness. We need good Trustees with imagination and commitment matching that of their predecessors, faculty who achieve at the highest levels in teaching and scholarship, while also identifying deeply with the institution and its progress; staff and administrators who exemplify care and courage as they work to serve the educational mission and advance the institution. To secure this talent we need to offer opportunity to continually grow to those who are here, and recruit top-notch new talent as well. The future depends on our people.

#### IV. CONCLUSION: DISTINCTIVENESS AND QUALITY FOR THE FUTURE

Our next “leap forward” will take renewed imagination, commitment of energy and dedication, as well as resources from all of us who care about the institution. We retain an image and a reality of being an institution of quality. This requires additional resources to sustain, as we make it possible for our faculty and students to pursue their work on behalf of Chatham and our students’ futures. As we commit ourselves to offering an education that is contemporary and challenging, we must be conscientious about evaluating ourselves for the quality of our efforts, and measuring our achievements by our students’ success.