

ADELPHI 2015

A Strategic Plan for Adelphi University



INSPIRED EXCELLENCE

ADELPHI UNIVERSITY CORE VALUES

Adelphi University's Core Values are our guiding principles—they are the foundation of our vision and mission. They are the framework upon which we make our decisions, and guide how we conduct relationships with our internal and external audiences. Core Values' roots were established in the 1800s, with the inception of Adelphi as an educational institution. Through the strategic planning process, these values have been newly addressed by diverse stakeholders, and serve as the bedrock of *Adelphi 2015*.

Academic Excellence

Global Awareness and Diversity

Innovation and Creativity

Respect for the Individual

Community and Collaboration

Truth and Integrity

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About Adelphi 2015

Founded in 1896 as one of New York State's first coeducational colleges, Adelphi University has a long and distinguished history of creating opportunities for students through innovative and relevant academic programs in the liberal arts and sciences and professional areas. Adelphi is known for dedicated professors and academic leaders who engage, challenge, and mentor students; for its commitment and connectedness to its community; and for offering an education that sharpens career skills and encourages critical and creative thought.

In the past decade, through astute planning, Adelphi has capitalized on its strengths and on unique opportunities in the higher education landscape, such as the expansion of the college-going population, to achieve significant, measurable success. Student enrollment surged from just over 6,200 in 1999 to nearly 8,500 in 2009. Student retention and graduation rates also notably increased, and institutional surveys indicate a more satisfied, better prepared, and increasingly diverse student population.

The foundation for academic excellence at any university is the quality of its faculty. Adelphi has transformed itself within the past decade, in large part, through the hiring of new faculty and increased support for all of its faculty. Full-time faculty positions have increased by more than 50 percent and close to two-thirds of Adelphi's faculty members have been hired since 1999. The infusion of new faculty members with wide-ranging backgrounds and excellent credentials has rejuvenated the University's academic programs and enhanced its scholarly and creative activity. Adelphi faculty members have also benefited from new University grants, support programs, and facilities that foster their scholarly and creative pursuits.

A hub of intellectual and creative activity, Adelphi is poised to serve the needs of local and global communities. Adelphi draws most of its students from within the tri-state area, which further deepens its communal ties and responsibilities. In fact, stronger community connections have been a hallmark of Adelphi's last decade. The University has partnered with more employers and organizations to dramatically enhance its institutes, cultural and outreach programs, study abroad opportunities for students, services, and international research support for faculty. High-profile speakers and acclaimed performances, as well as investment in more than a dozen well-regarded public policy and community services centers—ranging from a new Long Island Center for Nonprofit Leadership to the nearly 30-year-old Adelphi NY Statewide Breast Cancer Hotline & Support Program—have earned Adelphi a reputation as the engaged university. In addition, this engagement extends beyond our region in important ways. Since 2003, Adelphi has been a recognized NGO of the United Nations, and maintains an active partnership with the UN and educational partners around the globe.

Once the sole institution of higher education for the liberal arts and sciences on Long Island, today Adelphi is one of Long Island's 19 colleges and universities. As such, Adelphi's continued growth and success rests on its ability to differentiate itself as the institution of higher education that best meets the needs of diverse stakeholders,

particularly for students eager to obtain an educational foundation necessary for personal and professional success, and employers seeking graduates who thrive in a highly competitive, fluid, and multicultural environment. Adelphi will also stand apart for its relationship with the region and strives to become the region's key source of information, analysis, and resources addressing emerging issues and needs, as well as a cultural center promoting the creative arts, and a home for intellectual inquiry and innovation.

Adelphi 2015 enables Adelphi to capitalize on and improve its areas of acknowledged strength, such as its intimate and welcoming learning environment, and its community ties. Adelphi sees the size of its student population as an asset of distinction and seeks to continue its focus on strategic enrollment targets. The plan also addresses areas of opportunity, including possibilities for interdisciplinary work through new organizational structures, curricula, research, creative work, and community partnerships at its Garden City and off-campus centers in New York City, Hauppauge, and Hudson Valley. *Adelphi 2015* identifies marketing and fundraising priorities that will enhance Adelphi's fiscal health and sharpen its identity.

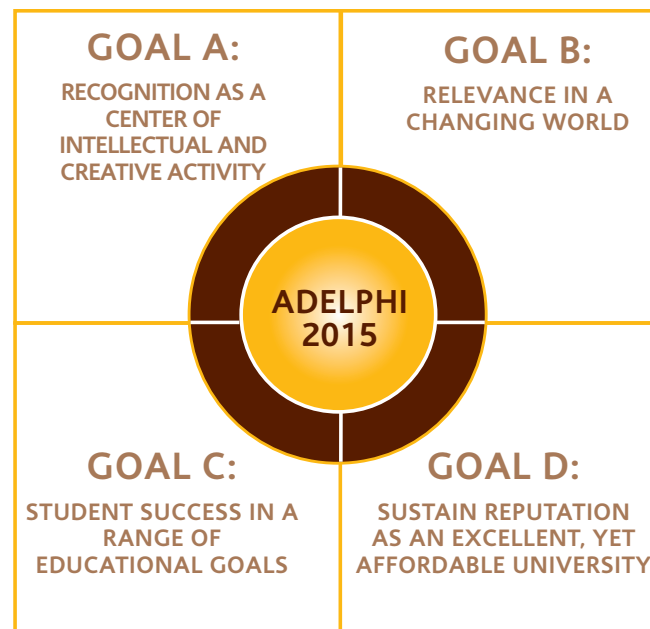
Adelphi 2015 incorporates the recommendations of faculty, students, alumni, and administrative leaders solicited during the 2008-2009 academic year, a process that has repeatedly invited feedback and contributions from all of the University's stakeholders. With the resulting plan, Adelphi has mapped out such principles as a commitment to diversity and strengthened community partnerships, support for faculty, and a commitment to high quality with which to guide decision-making in the ensuing five years. The plan also lays out the ways in which the University will harness the achievements of the past decade to distinguish itself as an institution with highly relevant and desirable educational and cultural programs recognized for a commitment to students, faculty, the community, and the region.

Adelphi 2015 Goals and Measuring Success

ADELPHI 2015 GOALS

Adelphi 2015 is organized around four large goals. The goals are:

- Adelphi will be a recognized center of intellectual and creative activity;
- An Adelphi education will offer relevance in a changing world;
- Adelphi students will achieve a broad range of educational goals; and
- Adelphi will sustain its reputation as an excellent, yet affordable, university.



By achieving the goals of *Adelphi 2015*, Adelphi University will be seen as a university on the rise and become the college of choice for students, faculty, donors, employees, and employers in the region. By 2015, Adelphi University will be the premier private higher education institution on Long Island, with nationally recognized programs.

MEASURING SUCCESS

With the successful implementation of *Adelphi 2015*, the University will achieve a number of strategic imperatives, most importantly stronger, richer, and more relevant academic offerings directed at preparing our students for promising careers, engaged citizenship, and fulfilling intellectual and emotional lives. Our success will be measured in a number of ways:

- Improvements in student admissions profiles, retention, and graduation rates
- Continued fiscal strength, with a focus on sustainability and good management, both environmental and financial
- Broadened diversity of students, faculty, staff, and trustees, and an expanded commitment to global awareness
- Recognition of faculty excellence in scholarship and teaching
- Growth in philanthropy and the magnitude of alumni involvement
- Continued success of students and recent alumni, as evidenced by graduate and professional school, and career placements
- Enhanced local and national reputation for quality, innovation, and community involvement
- Development of innovative and relevant programs and initiatives in the areas of health, leadership and ethics, experiential learning, and information technology, among others.

To ensure that Adelphi moves towards these outcomes, we will be tracking key plan objectives. Our benchmark data come from fall 2008, which coincides with the data used in our recent Middle States Accreditation. Appendix A of *Adelphi 2015* sets forth specific outcomes, rationales, actions, implications, and measures we will use to track our progress. (See Appendix A and for details.) The goals we have set are the result of broad campus discussion and deliberate consideration of the external and internal variables that may impact progress.

Challenges and Opportunities in the Current Planning Environment

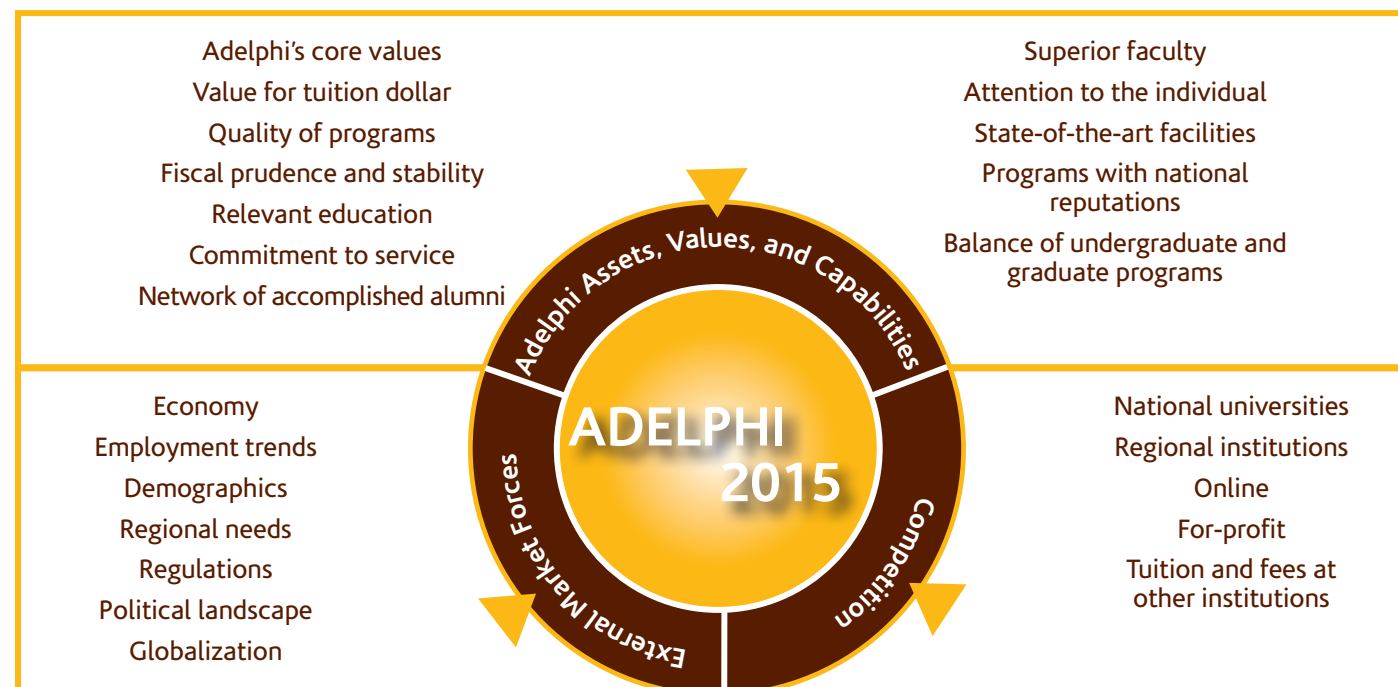
As we began the preparation of the University's strategic plan, a number of external and internal forces and factors were considered. In the fall of 2009, campus committees were established to review the data and feedback collected during the discussion and planning phase. These committees were charged with adding specificity to the plan and soliciting input from subject matter experts to ensure that *Adelphi 2015* is based upon the University's core values, and informed by regional influences, marketplace demands, and emerging opportunities.

Without question, the state of the economy, and its yet-to-be determined long-term impact, offered a compelling lens through which we saw and examined all planning decisions. Local, regional, statewide, as well as national demographic, occupational, regulatory, and competitive trends and market forces were taken into account both for the opportunities they offer, and the challenges they present. We evaluated the role of technology in how we educate our students, deliver our services, and share our resources with our alumni and

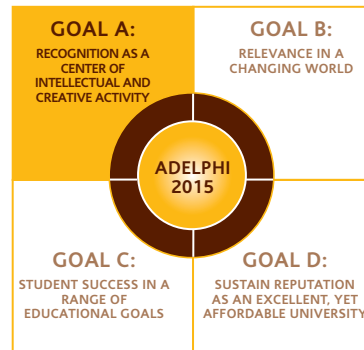
local community. We considered the impact of globalization on our programs and campus culture, seeking to strengthen our campus and programs through a more diverse University community. In addition, we identified the skills and mindset we hope to cultivate in our students to ensure that they are thoughtful in their studies, prepared for their professions, and ready to be global citizens and leaders. We strove to bring the best practices in higher education to bear in our programs and offerings, and critically explored what we do better than other higher education institutions, thus identifying the core of what defines an Adelphi education. We recognized that our students arrive in our classrooms seeking to fulfill a broad range of educational goals, and demanding programs that are relevant to their needs and exceed their expectations.

Each of these considerations contributed to the foundation of *Adelphi 2015*. They are a combination of factors, both within and beyond our control, that shaped our actions, our priorities, our expectations for success, and the development of the plan's goals.

CHALLENGES AND OPPORTUNITIES IN THE CURRENT PLANNING ENVIRONMENT INFLUENCING ADELPHI UNIVERSITY'S STRATEGIC PLAN



Goal A: Adelphi will be a recognized center of intellectual and creative activity



In today's increasingly competitive global economy, undergraduate and graduate students seek programs characterized by academic rigor and innovation that give them a competitive edge. Over the last decade, Adelphi has strengthened its academic programs and curriculum. In the next five years, the University will identify and shape a spectrum of undergraduate and graduate programs that will be celebrated, recognized, and sought after for their quality and relevance, and also demonstrate our commitment to leadership and ethics in thought and action. To accomplish this, Adelphi is prepared to invest in faculty research and creative activity and create new modes of collaborative and interdisciplinary education and program delivery.

FURTHER INCREASE THE QUALITY OF ACADEMIC PROGRAMS

Adelphi will establish itself as a recognized center of intellectual and creative work by cultivating innovative academic programs that stand out for their quality, flexibility, and relevance. Adelphi will invest resources to ensure that new and existing undergraduate and graduate programs address contemporary as well as traditional issues, and match market needs with current and potential areas of faculty expertise. Adelphi will continue to hire distinguished faculty and attract highly qualified students in targeted areas consistent with enrollment goals. Furthermore, the University is committed to making General Education, the liberal arts and sciences curriculum required of all undergraduates, one of its signature programs notable for richness, quality, and distinction, and relevance for citizenship as well as careers.

ESTABLISH ADELPHI AS A LEADER IN COLLABORATIVE AND INTERDISCIPLINARY EDUCATION

Understanding the importance of interdisciplinary approaches for professionals in all fields, Adelphi will find ways to leverage and combine its strengths to create new programs and units that will better address students' aspirations and meet community needs. As part of this planning process, Adelphi has reviewed organizational structures and missions to improve the effectiveness and efficiency of collaborative programs and inter/multi-disciplinary initiatives. An example of this thinking is the exploration of

a "Center for Health Innovation." This Center could foster interdisciplinary programming and grant-seeking activities. It also will ensure that our clinical services are aligned with regional needs and developed in support of long-term institutional goals. These include the generation of non-tuition revenue, an enhanced regional and national reputation, and seeking regional medical partnerships that add distinction and strength to our pursuits. In addition, we will develop shared areas of research—both including and beyond healthcare—that will allow Adelphi to become recognized as a thought leader.

ENHANCE SUPPORT FOR FACULTY RESEARCH AND CREATIVE ACTIVITY

For Adelphi to be a hub of intellectual and creative work, its faculty must be engaged in profound and relevant scholarly and creative pursuits. By ensuring that its research and teaching facilities meet the highest standards, and identifying new means to support faculty projects, the University aims to double faculty grant income in five years. Adelphi will pursue opportunities and support for faculty scholars and artists to collaborate with the larger community and will showcase its distinguished faculty and programs locally and nationally.

Outcomes

- Increased demand for an Adelphi education
- Enhanced recognition for outstanding academic programs and opportunities
- New and revised programs to enhance relevance and distinctiveness and to increase collaboration and interdisciplinary approaches
- Increased scholarly and creative productivity of the faculty
- Licensure exam results to exceed state or national average; exhibit continuous improvement
- Prestigious graduate school and employment placements
- Increased undergraduate alumni participation in Annual Fund

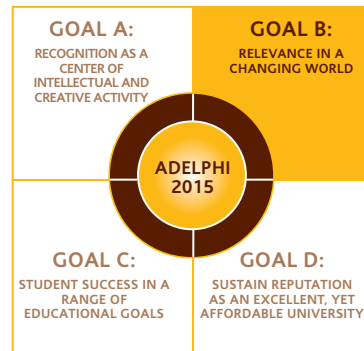
Key Actions

- Explore implementation of a "Center for Health Innovation" with programs in health informatics, public health, and doctorate in physical therapy; develop and coordinate academic programs in health and related fields with internal and external partners; focus on healthcare management in the School of Business
- Possible new doctorate in education leadership
- University College to expand professional development and certification programs and consider emerging opportunities in the hospitality and management field
- Create a signature undergraduate program
- Increase the profile of Leadership and Ethics in thought and action in Adelphi's curriculum and highlight current faculty research in areas of leadership
- Develop graduate level certificate and professional development programs in high demand fields and increase support for graduate students

Supporting Actions

- Develop marketing plans aligned with key goals and use new media to showcase faculty work and research
- Hire additional distinguished faculty
- Expand efforts to obtain faculty grants
- Support faculty development through Adelphi's Faculty Center for Professional Excellence and internal structures, including increased research support, internal faculty grants, and release time
- Continue to infuse facilities with state-of-the-art technology and equipment, and increase training in support of those facilities
- Recruit and retain highly qualified students in targeted disciplines consistent with enrollment goals

Goal B: An Adelphi education will offer relevance in a changing world



From its inception, Adelphi has been responsive to student aspirations and societal needs. In order to secure its place as a leader in higher education, Adelphi must adapt its programs and structure to better meet the demands of today's technology-driven, global, and interconnected economy and society. The ability of our graduates to successfully navigate these connections, emerge as leaders, and make contributions to the public dialogue will become the hallmark of an Adelphi education. Further, the University will solidify its position as an engaged community partner by seeking new and expanded programs, delivery methods, and affiliations that serve the broader public. The University will also continue to encourage the diversity of its students, faculty, and administration to allow for the infusion of multiple perspectives into its curriculum and operations.

ENHANCE ADELPHI'S INFORMATION TECHNOLOGY CAPABILITIES TO MEET STUDENT AND FACULTY NEEDS AND EXPECTATIONS

Through the use of instructional technology, Adelphi will improve the fluency of its students in the utility of new technologies, which will better prepare them for future roles in graduate school, the workplace, and the global community. Adelphi will support the faculty in the adoption of appropriate instructional technologies to bolster pedagogical goals and meet the needs of 21st century students—or “digital natives.”

To create an environment that is infused with technology, the administration will encourage all members of the Adelphi community to develop technology plans appropriate to their programs.

TARGET INSTRUCTIONAL TECHNOLOGY AND ONLINE LEARNING OPPORTUNITIES FOR DEVELOPMENT

Adelphi will find new ways to harness existing and emerging technologies to enhance the content and delivery of its programs and courses, with special focus on offerings in University College and continuing education. Through training, support, and incentives, the University will encourage faculty members to use innovative technology in instruction.

TARGET PROGRAMMATIC INITIATIVES FOR DEVELOPMENT THAT ADDRESS EMERGING SOCIETAL, ECONOMIC, INFORMATIONAL, AND DEMOGRAPHIC CHANGES

Through research and thoughtful planning, Adelphi will ensure that its new and existing degree and non-degree programs, particularly those in a more robust University College, meet the demands of today's workforce.

STRENGTHEN ADELPHI'S ROLE AS A SIGNIFICANT RESOURCE FOR CURRENT AND TIMELY ANALYSIS, ADVANCED EDUCATION, AND TRAINING ACROSS THE REGION

As a center of knowledge creation and transfer, Adelphi is well positioned to strengthen its role as a vital regional resource and enhance the quality of life within the communities it serves. This will be achieved through current initiatives, including our Center for Social Innovation, Long Island Center for Nonprofit Leadership, and community service projects undertaken by our Center for Student Involvement, and through new community partnerships. We will also expand agreements and joint ventures with hospitals and other health-related facilities and partners, and seek grants and develop practica and professional development programs to meet the emerging needs of those in the region. In addition, our faculty and students will coordinate with schools and neighborhoods for collaborative programming.

INCREASE EMPHASIS ON GLOBAL LEARNING ACROSS THE CURRICULUM AND BEYOND THE CLASSROOM

Adelphi will leverage its existing international programs and initiatives, such as the Center for International Education, Levermore Global Scholars, International Studies, and General Education, to infuse global learning throughout its academic programs and co-curricular offerings. The University will pursue new opportunities for global learning through faculty research, study abroad, and partnerships. By building international relationships, Adelphi will broaden opportunities for faculty to teach and conduct research abroad, and for students to study in other countries. In addition, the diversity of communities in the University's immediate region enables Adelphi to offer “global” experiences locally that will uniquely prepare our students for today's challenges.

PROMOTE DIVERSITY IN PERSONNEL, CURRICULUM, AND SERVICES

By recruiting students, faculty members, and administrators from varied backgrounds, Adelphi will infuse its campus and centers with new perspectives and enhance intercultural awareness. Adelphi will provide incentives to support programs and initiatives that promote and value multiple points of view and better accommodate the needs of 21st century students with a global perspective.

Outcomes

- Increase demand for an Adelphi education
- New and revised programs to enhance relevance and distinctiveness and to increase collaboration and interdisciplinary approaches.
- Global learning and awareness promoted through faculty research, study abroad, curricular revision, and strategic partnerships
- Licensure exam results to exceed state or national average; exhibit continuous improvement
- A technology-infused environment, integrating academic, administrative, and student activities
- Addition of campus facilities to meet current and future needs

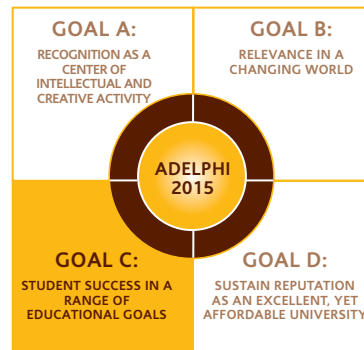
Key Actions

- Develop new academic programs, especially in areas of strength and priority as well as areas of relevance to the broader world
- Develop new and interdisciplinary degree programs relevant to the changing national and regional health care needs
- Increase undergraduate participation in internships, community service, research, and service learning
- Increase opportunities for, and participation in, study abroad programs; create short-term and semester-long programs and partnerships
- Provide incentives to support programs and initiatives that promote and value diversity
- Implement student support and curricular changes to exhibit continuous improvement in licensure exam results
- Expand the use of instructional technology to prepare students for graduate school and professional work
- Increase distance education and blended instruction, where appropriate
- Reward faculty innovation in instructional technology
- Review academic programs to ensure quality, relevance and distinctiveness

Supporting Actions

- Establish new incentives and structures to foster deeper connections to the local and global community
- Seek grants and develop programming and practica for professional development
- Enhance faculty innovation in instructional technology
- Expand the use of electronic course management system (e.g. Moodle) and instructional software and fund awards for technology innovation
- Provide incentives for academic units to adopt relevant instructional technology
- Strengthen the expertise of the Office of Information Technology Resources and the Faculty Center for Professional Excellence
- Encourage and increase faculty employment of new instructional technologies, such as live webcasting for international exchange; podcasting, use of Second Life, etc.

Goal C: Adelphi students will achieve a broad range of educational goals



An Adelphi education must appeal to today's students who are career-focused, community-minded, and well versed in technology. An Adelphi education must also be nimble enough to meet the demands of careers that may not yet exist. Through real-world experience, in addition to classroom learning, students will gain the knowledge, skills, abilities, and values they can use to achieve success in their future pursuits. Adelphi will leverage its rich array of academic programs, student services, and deep community ties to increase experiential and cooperative learning opportunities. The University will seek new opportunities for student social and cultural exchanges. With new centers for recreation and sports, the performing arts, early learning, and fine arts, Adelphi will offer high impact cultural, educational, and recreational programs.

INCREASE OPPORTUNITIES FOR UNDERGRADUATE STUDENTS TO HAVE EXPERIENTIAL AND COLLABORATIVE LEARNING OPPORTUNITIES CONSISTENT WITH ACADEMIC STANDARDS AND CAREER GOALS

Experiential learning through internships, service programs, research, and creative work allows students to hone their academic and professional skills, and to stand out to future employers and graduate programs. We will work to leverage relationships within the Adelphi community, and with alumni and community partners, to increase opportunities for students. We will establish and implement an "Adelphi Community Fellows Program," that will offer University-paid, and externally-supported internships for AU students to work and train with regional nonprofits. Adelphi will promote student-faculty collaboration in scholarship, creative work, and co-curricular projects, and will better coordinate, develop, and oversee experiential learning programs.

ENHANCE THE OVERALL EDUCATIONAL EXPERIENCE OF ADELPHI STUDENTS THROUGH SERVICES, CO-CURRICULAR ACTIVITIES, AND FACILITIES

Highly accessible, personalized, and robust student services enhance a university's learning and social environments. The University is firmly committed to fostering small, theme-based student communities for academic, social, and cultural exchanges, as well as enhancing professional networking opportunities for, and the career development skills of, its students. The Center for Student Involvement will continue to create opportunities for, and training programs in, leadership for students and also increase opportunities for volunteer work. Adelphi will continue to improve student services,

including pre-enrollment advising of new students; enhance commuter engagement experiences; and both career and post-graduate advising. Recognition of the power and importance of these activities will be demonstrated by the creation and implementation of an undergraduate co-curricular transcript.

In addition, dramatic improvements to Adelphi's Garden City campus, including its new facilities, foster a rich learning, social, and cultural environment for students. With the renovation of Woodruff Hall and the completion of the new Center for Recreation and Sports, Adelphi is committed both to sustaining campus support for its 22 intercollegiate athletics teams, and to expanded recreation and intramural activities to support its health and wellness philosophy.

IDENTIFY POTENTIAL PROGRAMS FOR OFF-CAMPUS CENTERS THAT MEET STUDENT/EMPLOYER DEMANDS AND SERVE AS A "DESTINATION" FOR OTHER UNIVERSITY-RELATED ACTIVITIES THAT HELP FULFILL OUR MISSION

Off-campus centers in Manhattan, Hauppauge, and Poughkeepsie enable Adelphi to bring convenient, career-focused education to professionals near their homes and workplaces. Adelphi will continue to assess the centers' academic and co-curricular programs to ensure that they are meeting student and community needs, and to identify new areas for professional development, graduate and certificate programs, and professional conferences.

Outcomes

- Increase demand for an Adelphi education
- New and revised programs to enhance relevance and distinctiveness and to increase collaboration and interdisciplinary approaches
- Experiential or "hands on" learning to become a signature of an Adelphi education
- Increased retention and graduation rates
- Licensure exam results to exceed state or national average; exhibit continuous improvement
- Prestigious graduate school and employment placements
- A technology-infused environment, integrating academic, administrative, and student activities
- Increased undergraduate alumni participation in Annual Fund

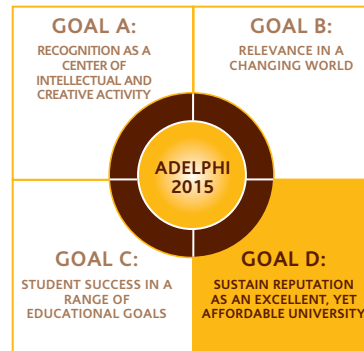
Key Actions

- Enhance coordination of experiential learning programs, including student participation in internships, faculty research, service learning and study abroad
- Establish and implement an "Adelphi Community Fellows Program," to offer University-paid and externally supported internships for AU students to work and train with regional nonprofit organizations
- Infuse themes of leadership, ethics and global awareness throughout the undergraduate, graduate, and professional academic programs and co-curricular experience
- Enhance academic support, advising, and academic standards to improve student success
- Maximize use of off-campus centers to offer programs that capitalize on regional needs and opportunities
- Develop graduate-level certificate and professional development programs in high demand fields
- Addition of campus facilities to meet current and future needs
- Provide more relevant, accessible, and challenging co-curricular programs

Supporting Actions

- Expand signature service projects, including the "Freshman Community Action Program" and "Alternative Spring Break"
- Work with select graduate and professional schools to provide improved information and advising about post-baccalaureate options, and to create more joint degree opportunities
- Continue to strengthen the work of the Center for Career Development and post-graduate advising
- Develop an undergraduate co-curricular transcript to accurately record volunteer and campus service

Goal D: Adelphi will sustain its reputation as an excellent, yet affordable University



It is imperative that Adelphi remain accessible to talented students of all backgrounds. Enhancing the quality of Adelphi's curricular and co-curricular offerings, without ballooning tuition rates, requires that the University continue to be fiscally prudent; value optimal use of assets across space, place, and time, including the recently opened centers for performing arts, and sports and recreation; and develop non-tuition revenue sources. In the next five years, Adelphi will continue to pursue philanthropic opportunities, particularly through the Annual Fund and the *Campaign for Adelphi University*. In addition, Adelphi will seek to increase funding from grants and sponsored research, as well as expanded continuing education offerings, pre-college programs, and camps in the summer and during the academic year.

OPERATE IN A SUSTAINABLE FASHION

Even as it attracts outside funding, Adelphi will deepen its commitment to prudent fiscal management and sustainable operations. Through environmentally sensitive energy use and construction, the University will recognize substantial long-term savings. Thoughtful use of facilities and technology will ensure the most cost-effective use of the University's assets. Adelphi will maximize its investment in signature academic programs and strategic enrollment.

INCREASE ALUMNI INVOLVEMENT

Alumni are Adelphi's primary ambassadors and supporters. Adelphi's increasing success with programs, reputation, career networking, and revenue generation depend on the strength of their support, particularly with their time, talent, and treasure. We will continue to increase opportunities for alumni to interact and engage with students, faculty, and staff, and develop additional targeted events and programs designed to connect alumni to their *alma mater*.

DEVELOP REVENUE-GENERATING CONTINUING EDUCATION

By providing timely and topical continuing education programs, Adelphi can serve advancing professionals and generate increased revenue for its academic programs. The University will develop and promulgate institutional continuing education policies to streamline processing, standardize practices across the units and sites, develop the requisite structure for enhancing offerings at all campus and off-campus locations, and formulate a business plan for increased continuing and professional education.

EXPAND PRE-COLLEGE SUMMER PROGRAMS TO PROMOTE THE UNIVERSITY AND MEET INSTITUTIONAL GOALS

Adelphi is known in the region for offering high-quality pre-college programs in a variety of areas, notably the fine arts, performing arts, liberal arts, and sports. Adelphi will expand its pre-college programs in alignment with enrollment goals and areas of faculty and staff expertise.

INCREASE GRANTS AND SPONSORED RESEARCH

Research grants and sponsorships provide important support for faculty scholarship and student research, and enhance the University's reputation. Adelphi's Office of Research and Sponsored Programs will work even more actively with faculty members and deans to identify and pursue new funding opportunities and strategies, including state and federal support.

INCREASE OVERALL PHILANTHROPIC SUPPORT TO THE UNIVERSITY

Through the ongoing *Campaign for Adelphi University* and other fundraising programs, the University will raise capital for significant institutional initiatives and priorities, including new and upgraded campus facilities, and endowments for student scholarships and faculty support. Greater Annual Fund support will increase non-student revenue for quality enhancements.

Outcomes

- Increase demand for an Adelphi education
- Increased percentage of sections taught by full time (FT) faculty by program
- Support student scholarships from an increased University endowment
- Growth of the endowment
- Increased undergraduate alumni participation in Annual Fund
- Successful completion of the *Campaign for Adelphi University*
- Continued strength of fiscal measures including increase of faculty grants and contracts
- Removal of temporary buildings and the addition of campus facilities to meet current and future needs

Key Actions

- Increase restricted endowment income
- Manage investment portfolio prudently
- Increase occurrence of transformational (seven-figure), major (\$25,000+), and planned giving gifts
- Continue fiscally prudent practices
- Optimize use of assets across space, place, and time
- Increase the percentage of sections taught by full time (FT) faculty in targeted programs
- Develop and implement new and diverse non-tuition revenue streams
- Expand efforts to obtain faculty grants
- Maintain modest debt levels

Supporting Actions

- Review academic programs to ensure quality, relevance, and distinctiveness
- Hire appropriate faculty
- Improve connections with alumni and seek to increase alumni involvement in financial as well as non-financial ways
- Continue to seek major gifts and capital gifts of all sizes
- Operate utilizing sustainable institutional behaviors and practices
- Increase summer program and continuing education revenue
- Continue to operate facilities in environmentally friendly manner and continue commitment to economically sound green solutions and alternatives
- Offer varied programming in Adelphi's Performing Arts Center to expand audience base (such as families) and grow revenue
- Increase interest earnings on cash balances
- Conduct a space needs audit of current and future demands through 2020
- Library renovation and/or expansion to add faculty offices and space for campus priorities

Background and Timeline

BACKGROUND

- Adelphi University is engaged in a campus-wide strategic planning effort that began in the summer of 2008.
- A Strategic Planning Committee was established in May 2008, as a subgroup of the Campus Planning Committee. The Strategic Planning Committee is chaired by Professor Jennifer Fleischner (College of Arts and Sciences, English).
- The University engaged the consulting division of Eduventures, Inc. to help facilitate the initial planning process. The consultants gained preliminary insight into the history of and possible future directions for Adelphi through initial meetings with senior staff, deans, and the Strategic Planning Committee. These first meetings informed the development of a series of strategic and tactical questions which were discussed with a number of University constituents through a series of focus groups.

TIMELINE

2008

JUNE

Eduventures consultants met with Senior Staff, Deans, and the Strategic Planning Committee to identify themes, issues, assumptions; engage in SWOT analysis; discuss campus culture; discuss “benchmark” institutions and programs. Planned fall schedule.

AUGUST

Eduventures consultants interviewed each Dean to ascertain the strategic directions they envisioned for their schools, and met with the academic chairs and program directors (as a group) to ascertain the strengths, weaknesses and opportunities for the University, as well as strategic goals.

SEPTEMBER

Focus groups were conducted to try to ascertain shared themes in terms of the University’s (1) Core Values, (2) Institutional Identity, (3) Challenges and Opportunities, and (4) Priorities. These groups consisted of: two groups of faculty at large; faculty Senate leadership; the International Initiatives Committee; students; community leaders; and alumni.

NOVEMBER

In the beginning of November, the Eduventures consultants held three focus groups with Board of Trustees members to identify the same themes as identified above. As of mid-November, the consultants had met with more than 100 faculty and administrators, and more than 50 members of the Board of Trustees, alumni, and student communities. Eduventures consultants provided an interim report which identified the process to date, findings and observations regarding vision and major themes for more intense analysis, and a tentative timeline. The Senior Staff, Board of Trustees, and Strategic Planning Committee met to discuss the report. Eduventures considered the sources and resources for initiatives, including reallocation, grants, and fundraising (annual and capital).

- More than 200 faculty and staff participated in focus groups. These included sessions with program chairs and directors, the Faculty Senate Executive Committee, the International Initiatives Committee, open campus forums, and large groups of faculty across all units.
- The full Board of Trustees and over a 100 members of the Long Island, alumni, and student communities have participated.
- Using the priority areas identified through cumulative discussions, the Strategic Planning Committee met on four occasions (December, 2008, through February, 2009) to identify Adelphi’s core values, strategic goals, and objectives.

2009

JANUARY

Strategic Planning Committee worked on a draft outline for the University’s Strategic Plan and presented the draft outline for comment at “Town Hall” meetings on campus to accomplish the following: critique assumptions, goals, SWOT analyses, and other issues (discuss with faculty, staff, students, trustees, academic program advisory boards, alumni, campus planning committee, friends, etc.). Moved to translate priorities and identities into a draft of specific goals and actions.

MARCH/APRIL

Strategic Planning Committee leadership met with President and Board of Trustees to discuss draft Strategic Plan.

APRIL/MAY

Strategic Planning Committee refined the Strategic Plan to submit to the President and the Board of Trustees.

JUNE

Senior Staff, in consultation with the Strategic Planning Committee, prepared presentation to Board of Trustees.

SUMMER

On campus work continued with the Deans, Provost, Senior Staff to refine goals and establish indicators and benchmarks.

AUGUST

Senior Staff, Deans, and Strategic Planning Committee faculty representatives met to review progress, refine focus, and establish protocols for fall 2009 work groups.

- In the fall of 2009, the Provost established work groups (Health Initiatives, Leadership and Ethics, Experiential Learning, and Instructional Technology) to leverage existing strengths and to build new collaborative opportunities that add specificity in realizing the four overarching goals of the plan. The groups were charged with consulting with subject matter experts both on campus and from the region, developing specific actions, establishing priorities, and preparing recommendations for senior management and Board of Trustee review.

FALL

Big Idea breakfast to solicit feedback; Big Idea Web site launched to encourage cross-campus dialogue on the plan and the initial steps; plan refined and shared with campus community; Work groups (Health Initiatives, Leadership, and Experiential Learning, and Instructional Technology) convened to review their charges, establish priorities, and consult with subject matter experts both on campus and from the region.

SEPTEMBER

Board of Trustees retreated to review goals, priorities, and objectives; Trustees considered the Plan; implementation and evolution continued; work groups met.

OCTOBER

Preliminary Instructional Technology work group recommendations brought forth; the other work groups continued to meet to prepare their reports expected to be delivered to the Provost and senior management team in December.

DECEMBER

Recommendations from Health Initiatives, Leadership, and Experiential Learning work group and phase two of Instructional Technology work group brought forth; presentation to the Board of Trustees; implementation continues.

2010

JANUARY–MARCH

Review and refine *Adelphi 2015*.

MARCH

Adelphi 2015 adopted by Board of Trustees.

MEMBERS OF THE STRATEGIC PLANNING COMMITTEE

Jennifer Fleischner, Professor, English; Strategic Planning Committee Chair

Richard Baker, Professor, School of Business; Faculty Senate Representative

Lester Baltimore, Associate Provost for Academic Affairs

Audrey Blumberg, Senior Associate Provost for Academic Affairs

Jacqueline Brandwein, Clinical Assistant Professor, School of Nursing

Jack Chen, Chief Information Officer

Jean Lau Chin, Dean, Derner Institute for Advanced Psychological Studies

Deborah Cooperstein, Professor, College of Arts and Sciences, Biology; AAUP President

Richard Garner, Dean, Honors College

Carly Giglia, Graduate Student, School of Social Work

Lori Duggan Gold, Vice President for Communications

Esther Goodcuff, Associate Vice President for Student Services and Enrollment Management

Perry Greene, Associate Dean, Ruth S. Ammon School of Education

Graham Henning, Assistant Professor, School of Business

Lawrence Hobbie, Professor, College of Arts and Sciences; Chair, Biology

Diann Cameron-Kelly, Assistant Professor, School of Social Work

Maggie Lally, Associate Professor, College of Arts and Sciences, Performing Arts

Jacqueline Jones LaMon, Assistant Professor, College of Arts and Sciences, English

James McGowan, Executive Director of Off-Campus Administration

Shawn O'Riley, Executive Director, University College

Katie Quintana, Undergraduate Student; SGA, President (2008-2009)

Christina Sama, Undergraduate Student; SGA, Executive Secretary and 2009-2010 SGA President

Yula Serpanos, Associate Professor, Ruth S. Ammon School of Education

Debbi Smith, Assistant Professor, University Libraries

Lawrence Sullivan, Associate Professor, College of Arts and Sciences, Political Science; immediate past chair, Faculty Senate

Carolyn Springer, Associate Professor, Derner Institute for Advanced Psychological Studies

APPENDIX A

AU2015 Goals: A. Adelphi will be a recognized center of intellectual and creative activities; B. An Adelphi education will offer relevance in a changing world; C. Adelphi students will achieve a broad range of educational goals; and D. Adelphi will sustain its reputation as an excellent, yet affordable, University.

Section	Outcomes	Rationale	Actions	Implications	Measures
I.	Increased demand for an Adelphi education	As 90% of revenue is derived from tuition, strong interest in Adelphi supports long term fiscal stability	Develop new academic programs, especially in areas of strength and priority as well as areas of relevance to the broader world; develop and enhance interdisciplinary programs; develop marketing plans aligned with key goals and use new media to showcase faculty work and research; increase the profile of Leadership and Ethics in thought and action in Adelphi’s curriculum and highlight current faculty research in areas of leadership	Goals A, B, C, and D	% of UG students indicating Adelphi as first choice; Freshman Acceptance Rate; Yield Rate; Increased enrollment in University College (UC)
			Develop new and interdisciplinary degree programs relevant to the changing national and regional health care needs; seek grants and develop programming and practica for professional development; maximize use of off-campus Centers to offer programs that capitalize on regional needs and opportunities; increase support for graduate students		Grad program applications and enrollments
II.	Enhanced recognition for outstanding academic programs and opportunities	A strong reputation positively affects admissions, family willingness to pay, and fundraising	Increased undergraduate alumni participation in Annual Fund; develop marketing plans aligned with key goals and use new media to showcase faculty work and research; hire additional distinguished faculty; recruit and retain highly qualified students in targeted disciplines consistent with enrollment goals	Goal A	<i>U.S. News & World Report</i> ; <i>Princeton Review</i> ; <i>Fiske Guide to Colleges</i>

APPENDIX A

Section	Outcomes	Rationale	Actions	Implications	Measures
III.	New and revised programs to enhance relevance and distinctiveness, and to increase collaboration and interdisciplinary approaches	In today's increasingly competitive global economy, undergraduate and graduate students seek programs characterized by academic rigor and innovation that give them a competitive edge	Explore implementation of a "Center for Health Innovation" with programs in health informatics, public health, and doctorate in physical therapy; develop and coordinate academic programs in health and related fields with internal and external partners; focus on healthcare management in the School of Business; possible new doctorate in education leadership; University College to expand professional development and certification programs and consider emerging opportunities in the hospitality and management field; create a signature undergraduate program; increase the profile of Leadership and Ethics in thought and action in Adelphi's curriculum and highlight current faculty research in areas of leadership	Goals A and C	# of new programs developed; # of curriculum revisions to existing programs; enrollments in new or revised programs
IV.	Experiential or "hands-on" learning to become a signature of an Adelphi education	Improve student experiences and preparation for careers and graduate school; improve and enhance retention and graduation rates; enhance student civil development	Increase undergraduate participation in internships, community service, research, and service learning; establish and implement an "Adelphi Community Fellows Program," to offer University-paid and externally supported internships for AU students to work and train with regional nonprofit organizations; enhance coordination of experiential learning programs, including student participation in internships, faculty research, service learning and study abroad; expand signature service projects, including the "Freshman Community Action Program" and "Alternative Spring Break"; infuse themes of leadership, ethics, and global awareness throughout the undergraduate, graduate, and professional academic programs and co-curricular experience	Goals B and C	Percentage of undergraduate students with career center internship placements; percentage of seniors who participated in community-based projects, community service, and/or volunteer work; number of students participating in the AU Fellows programs
V.	Increased scholarly and creative productivity of the faculty	Faculty scholarship adds and brings distinction and recognition to the University	Support faculty development through Adelphi's Faculty Center for Professional Excellence and internal structures, including increased research support, internal faculty grants, and release time; expand efforts to obtain faculty grants	Goal A	# and value of grants and awards; national and international recognition of faculty accomplishments
VI.	Global learning and awareness promoted through faculty research, study abroad, curricular revision, and strategic partnerships	Prepare Adelphi students for a global society	Increased opportunities for and participation in study abroad programs; create short term and semester-long programs and partnerships; establish new incentives and structures to foster deeper connections to the local and global community; provide incentives to support programs and initiatives that promote and value diversity	Goal B	Number of program opportunities approved; number of students participating

APPENDIX A

Section	Outcomes	Rationale	Actions	Implications	Measures
VII.	Increased retention and graduation rates	Retention reflects student satisfaction and success, and strongly affects the graduation rate	Enhance academic support, advising, and academic standards to improve student success; provide more relevant, accessible, and challenging co-curricular programs	Goal C	Annual retention/ persistence, and 4 and 6 year graduation rates
VIII.	Licensure exam results to exceed state or national average; exhibit continuous improvement	Student success in preparing for licensed professions affects admissions, reputation, and alumni giving	Implement student support and curricular changes to exhibit continuous improvement in licensure exam results	Goals A, B, and C	License exam results by field for Adelphi/State or National Average
IX.	Increased percentage of sections taught by full time (FT) faculty by program	Quality control, program leadership, accreditation standards	Hire additional distinguished faculty; hire appropriate faculty; increase the percentage of sections taught by FT faculty in targeted programs	Goal D	Semi-annual review % of sections taught by FT faculty according to AU standards

APPENDIX A

Section	Outcomes	Rationale	Actions	Implications	Measures
X.	Prestigious graduate school and employment placements	One achievement measure for post-baccalaureate success is graduate school placement. Another is employment in the chosen field	Work with select graduate and professional schools to provide improved information and advising about post-baccalaureate options, and to create more joint degree opportunities; continue to strengthen the work of the Center for Career Development and post-graduate advising; develop an undergraduate co-curricular transcript to accurately record volunteer and campus service	Goals A and C	Number of seniors accepted in graduate programs or securing work in field after graduation, by major; Adelphi recent graduate survey results

APPENDIX A

Section	Outcomes	Rationale	Actions	Implications	Measures
XI.	A technology-infused environment, integrating academic, administrative, and student activities	Today's students expect to learn appropriate applications for the new technologies. They will be expected to use these tools in future work and social settings.	Develop new degree programs in health information technology; expand the use of instructional technology to prepare students for graduate school and professional work; increase distance education and blended instruction where appropriate; reward faculty innovation in instructional technology; expand the use of an electronic course management system (e.g. Moodle) and instructional software; enhance faculty innovation in instructional technology; fund awards for technology innovation and provide incentives for academic units to adopt relevant instructional technology; strengthen the expertise of the Offices of Information Technology Resources and the Faculty Center for Professional Excellence; encourage and increase faculty employment of new instructional technologies, such as live Webcasting for international exchange, podcasting, use of Second Life, etc; continue to infuse facilities with state-of-the-art technology and equipment, and increase training in support of those facilities.	Goals B and C	Percentage of courses actively using Moodle (current electronic course management system); percent of courses offered online or as blended sessions; NSSE survey: The institution contributed to using computing and information technology (very much); the institution emphasized using computers in academic work (very much); faculty technology grants awarded
XII.	Support student scholarships from an increased University endowment	To move increasing assets to strategic priorities	Increase restricted endowment income	Goal D	Decreased reliance on operating revenue
XIII.	Growth of the endowment	Student scholarships: better to derive from endowment than discount rate; stronger endowments support students, programs, and strategic initiatives, including facilities; maintain affordability and free up tuition revenue for quality enhancements.	Manage investment portfolio prudently; increase occurrence of transformational (seven-figure), major (\$25,000+), and planned giving gifts	Goal D	Investment performance

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Section	Outcomes	Rationale	Actions	Implications	Measures
XIV.	Increased undergraduate alumni participation in Annual Fund	A sign of institutional vitality used by rating agencies, college guides, private foundations, and major donors	Improve connections with alumni and seek to increase alumni involvement in financial as well as non-financial ways	Goals A, C, and D	Annual UG alumni giving rate
XV.	Successful completion of the Campaign for Adelphi University	The Campaign supports critical University priorities of student scholarships and faculty support	Continue to seek major gifts and capital gifts of all sizes	Goal D	Complete the Campaign for Adelphi University; Membership in the Million Dollar Roundtable (MDRT); Membership in Adelphi's planned giving society (Harley Society)
XVI.	Continued strength of fiscal measures including increase of faculty grants and contracts	To enhance opportunities for students and faculty, the University must have prudent fiscal management, increased productivity, and improved use of its assets	Continue fiscally prudent practices; optimize use of assets across space, place, and time; hire appropriate faculty; increase the percentage of sections taught by FT faculty in targeted programs; continue to operate facilities in environmentally friendly manner and continue commitment to economically sound green solutions and alternatives	Goal D	Balanced budgets
		To decrease reliance on tuition	Expand efforts to obtain faculty grants; increase interest earnings on cash balances; develop and implement new and diverse non-tuition revenue streams; increase summer program and continuing education revenue; offer varied programming in Adelphi's Performing Arts Center to expand audience base (such as families) and grow revenue	Goal D	% of revenue from non-tuition sources; double faculty grants
		Allows AU to meet other institutional priorities	Maintain modest debt level	Goal D	Manageable debt ratio
		Strong rating reduces borrowing costs	Operate utilizing sustainable institutional behaviors and practices	Goal D	S&P rating

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Section	Outcomes	Rationale	Actions	Implications	Measures
XVII.	Conduct Next Generation Facilities Master Plan Assessment to support academic and student needs. Areas of consideration and current priorities include:				
	1. Removal of temporary buildings	Satisfy Village requirements and provide permanent facilities for faculty offices	Conduct a space needs audit of current and future demands through 2020; Library renovation and or/expansion to add faculty offices and space for campus priorities	Goal D	Establish timelines; meet deadlines
	2. Addition of campus facilities to meet current and future needs.	Continue to focus on reclaiming the property used by The Waldorf School of Garden City; the return of the ten acres for Adelphi-only use will make next steps in the Facilities Master Plan easier to complete. This includes additional classroom and office space, residential and student life space, and recreational-athletic space.	Continue to pursue cancellation of lease	Goals B and D	Land returned for Adelphi-only use

By achieving the goals of *Adelphi 2015*, Adelphi University will be seen as a **university on the rise** and become the college of **choice for students, faculty, donors, employees, and employers in the region**. By 2015, Adelphi University will be the premier private higher education institution on Long Island with nationally recognized programs.

