

# ADELPHI

## UNIVERSITY

NEW YORK

**2018–2019 SELF-STUDY**

**for the Middle States Commission  
on Higher Education**

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# Glossary of Acronyms

## Acronym Glossary

<b>AACSB</b>	Association to Advance Collegiate Schools of Business	<b>HEOA</b>	Higher Education Opportunity Act
<b>AAUP</b>	American Association of University Professors	<b>HERI</b>	Higher Education Research Institute
<b>AGB</b>	Association of Governing Boards	<b>HIPs</b>	High Impact Practices
<b>AOD</b>	Alcohol and Other Drugs	<b>ILCC</b>	International Leadership Coordinating Committee
<b>APA</b>	American Psychological Association	<b>IRB</b>	Institutional Review Board
<b>ASD</b>	Autism Spectrum Disorder	<b>IT</b>	Information Technology
<b>AUI</b>	Adelphi University International	<b>LEED</b>	Leadership in Energy and Environmental Design
<b>AY</b>	Academic Year	<b>LGS</b>	Levermore Global Scholars
<b>CAA</b>	Council on Academic Accreditation in Audiology and Speech-Language Pathology	<b>LLC</b>	Living-Learning Community
<b>CAEP</b>	Council for the Accreditation of Educator Preparation	<b>MSCHE</b>	Middle State Commission on Higher Education
<b>CAS</b>	College of Arts and Sciences	<b>NACAC</b>	National Association for College Admission Counseling
<b>CBA</b>	Collective Bargaining Agreement	<b>NACADA</b>	National Academic Advising Association
<b>CCNE</b>	Commission on Collegiate Nursing Education	<b>NAEYC</b>	National Association for the Education of Young Children
<b>CHI</b>	Center for Health Innovation	<b>NASFAA</b>	National Association of Student Financial Aid Administrators
<b>CHRO</b>	Chief Human Resource Officer	<b>NASP</b>	National Association of School Psychologists
<b>CIRP</b>	Cooperative Institutional Research Program Freshmen Survey	<b>NCATE</b>	National Council for the Accreditation of Teacher Education
<b>CNPH</b>	College of Nursing and Public Health	<b>NPC</b>	Net Price Calculator
<b>CORE</b>	Creating Ongoing Respect and Equity	<b>NPI</b>	Non-Public Information
<b>CSI</b>	Center for Student Involvement	<b>NPRC</b>	New Program Review Committee
<b>CSWE</b>	Council on Social Work Education	<b>NSSE</b>	National Survey of Student Engagement
<b>DACA</b>	Deferred Action for Childhood Arrivals	<b>NYSED</b>	New York State Education Department
<b>DII</b>	International and Immigration Task Force	<b>OASR</b>	Office of Academic Success and Retention
<b>DLE</b>	Diverse Learning Environment Survey	<b>OISS</b>	Office of International Student Services
<b>EAB</b>	Education Advisory Board	<b>ORAP</b>	Office of Research, Assessment and Planning
<b>EHR</b>	Electronic Health Record	<b>PAL</b>	Peer Assist Leader
<b>ELC</b>	Early Learning Center	<b>Psy.D</b>	Doctorate in School Psychology
<b>FCAP</b>	First-Year Community Action Program	<b>PULSE</b>	Partnership for Undergraduate Life Sciences Education
<b>FCPE</b>	Faculty Center for Professional Excellence	<b>RHD</b>	Residence Hall Director
<b>FCRTP</b>	Faculty Committee on Retention, Tenure and Promotion	<b>RSASOE</b>	Ruth S. Ammon School of Education
<b>FERPA</b>	Family Educational Rights and Privacy Act	<b>SAAC</b>	Student-Athlete Advisory Committee
<b>FOrE</b>	Freshmen Orientation Experience	<b>SCC</b>	Student Counseling Center
<b>FSCAA</b>	Faculty Senate Committee on Academic Affairs	<b>SFS</b>	Student Financial Services
<b>FY</b>	Fiscal Year	<b>SGA</b>	Student Government Association
<b>FYS</b>	First-Year Seminar	<b>SSC</b>	Student Success Collaborative
<b>GCTWF</b>	Great Colleges To Work For	<b>UAC</b>	University Assessment Committee
<b>GEC</b>	General Education Committee	<b>UATF</b>	Universal Access Task Force
<b>GLB</b>	Gramm-Leach-Bliley Act	<b>UCOMM</b>	University Communications and Marketing
<b>GSC</b>	Graduate Student Council	<b>UDC</b>	University Diversity Committee

# Executive Summary



## Institutional Overview

Founded in 1896, Adelphi University is a student-centered and socially responsible institution dedicated to educational innovation and inclusiveness. Comprising eight colleges and schools, the University enrolls over 8,100 students in its baccalaureate, master and doctoral programs, as well as post-baccalaureate and post-master certificate programs. Adelphi's main campus is in Garden City, New York, with additional learning centers in Manhattan, Suffolk County, and Hudson Valley, and is identified as a "Doctoral University with Moderate Research Activity" in the Carnegie Classification of Institutions of Higher Education.

Since its last full accreditation review in 2009, Adelphi has been guided by two strategic plans, *AU2015* (2009–2015), developed under Dr. Robert Scott (president of Adelphi from 2000 to 2015), and *Momentum* (2015–2021), developed under current president, Dr. Christine Riordan (2015–present).

## The Self-Study Process

The self-study has been designed as a comprehensive and collaborative assessment of Adelphi's accomplishments over the past 10 years, the current state of the University and the challenges and opportunities facing it in the future, with an emphasis on how Adelphi meets the Middle States accreditation standards. Adelphi carried out its self-study over a two-year period, beginning in fall 2016. Seven working groups of faculty, administrators and students (8–17 people per group) were each assigned one of the Middle States standards, and an eighth working group addressed compliance with federal regulations. A Steering Committee, with at least one member in each working group, provided guidance and oversight to the working groups as they gathered information relevant to the accreditation standards. Each working group summarized its data and findings and passed these to the four-member leadership group of the Steering Committee for evaluation and assembly into a draft self-study. In discussions, the Steering Committee then adopted and/or developed recommendations based on the findings of the working groups. This draft was reviewed by the president and executive leadership, and many of their suggestions were incorporated into a revised draft shared with the University community, including members of the board of trustees. Through a series of town hall meetings and an online site, members of the Adelphi community shared feedback on the self-study draft and, where appropriate, this feedback was incorporated into this final version of the self-study (submitted to the Middle States Commission on Higher Education in early February 2019).

## Standard 1: Mission and Goals

Adelphi's mission is to transform student lives through intellectual and community engagement. The core values expressed in our mission statement were central during the broad process of reflection and discussion, involving hundreds of Adelphi community members, that led to development of the current strategic plan under President Riordan's leadership during 2015–2016. The key transformative goals of this plan, *Momentum*, include the following:

- Creating a world-class academic experience;
- Focusing relentlessly on student success;
- Establishing Adelphi as a model of diversity and inclusion; and
- Developing a more powerfully-connected university.

Efforts by administration, faculty and staff to fulfill the goals of *Momentum* have already led to enhancement and expansion of academic programs (including those with an international focus), strengthening of faculty development, improvements in a number of measures of student success, significant advances in diversity among the faculty and students and a continuing emphasis across the University on forging strong connections, particularly with local and regional organizations.

## **Standard 2: Ethics and Integrity**

Adelphi is deeply committed to ethics and integrity throughout its operations. The University has developed and adheres to clear policies, and it supports programs that actively promote the values of academic and intellectual freedom, honesty, fairness, respect, transparency and inclusivity in all areas and for all members of the community. Examples include a certificate program in leadership and management, as well as one in diversity; the establishment of an Office of Diversity and Inclusion headed by a vice president; numerous multicultural and LGBTQ+ initiatives; and several programs that support students with limited financial resources in summer internships.

## **Standard 3: Design and Delivery of the Student Learning Experience**

Student learning is at the core of Adelphi's mission. Our strengths in promoting this goal include the following:

- Rigorous programs and courses;
- Faculty who are both active scholars and dedicated teachers;
- Regular assessment of programs for quality and currency;
- Meaningful experiential learning opportunities for both undergraduates and graduates;
- Significant faculty development efforts in teaching and scholarship;
- a redesign of General Education, which has begun with the First-Year Seminar; and
- Adelphi University International, a partnership that recruits international students to Adelphi through a pathway admission program.

## **Standard 4: Support of the Student Experience**

As part of its dedication to student success, Adelphi admits students according to appropriate standards and offers them a comprehensive array of academic and non-academic support services. Several recent administrative initiatives, including bringing the Division of Student Affairs under the Office of the Provost and adopting new advising software, have sought to better coordinate student support across the University. Adelphi's broad range of co-curricular and extracurricular activities for students aims to build community, and includes an emphasis on special programs for residential and commuter students. Frequent assessment of student support services is leading to improvements in many areas.

## **Standard 5: Educational Effectiveness Assessment**

The accurate measurement of student learning at all levels is essential to allow Adelphi to demonstrate the success of its educational programs and to identify areas for improvement. The Office of Research, Assessment and Planning oversees a robust program of learning assessment in the accredited professional schools, the College of Arts and Sciences and the General Education program. Results are continuously being used to improve both the education we offer our students and our means of assessment.

## **Standard 6: Planning, Resources, and Institutional Improvement**

Adelphi's extensive educational and research activities are supported by an annual budget of over \$200 million, with income largely derived from tuition revenue. Priorities in institutional planning and resource allocation derive from *Momentum* goals. Faculty have urged that higher priority be given to academic infrastructure, including the upgrading and updating of teaching, research and studio facilities. As part of the *Momentum* goal of greater operational efficiency, studies have identified targeted areas in need of improvement and a number of administrative offices and processes have recently been reorganized.

## Standard 7: Governance, Leadership, and Administration

Policies and procedures are in place to ensure integrity and accountability in governance across all levels of the institution, from the Board of Trustees to student government organizations. New leadership has brought substantial and rapid change to the University, with a number of positive outcomes. Along with other factors, these changes have also resulted in challenges that appear to have negatively affected faculty and staff morale. Addressing the challenges and their underlying causes has emerged as an area of focus for the community.

### Requirements of Affiliation

The following chart maps the fifteen Requirements of Affiliation across the Self-Study Report and Compliance Review. We recognize that many of these Requirements touch upon multiple standards, and thus are addressed in more than one chapter of the Self-Study. Below we identify the chapters that most directly address the requirements.

**Table 1. Requirements of Affiliation**

Requirements of Affiliation		Demonstrate Compliance in:
Requirement 1	Authorization to operate	Compliance review
Requirement 2	Institution is operational	Compliance review
Requirement 3	Graduating one class before accreditation	Compliance review
Requirement 4	Communicating with Commission in English	Compliance review
Requirement 5	Compliance with government policies, regulations and requirements	Compliance review
Requirement 6	Complying with Commission policies	Compliance review
Requirement 7	Mission and goals	Chapter 1
Requirement 8	Systematic evaluation of all programs	Chapters 3, 4, 5, 6; Compliance review
Requirement 9	Student learning programs	Chapters 3, 5
Requirement 10	Institutional planning	Chapters 1, 3, 5, 6
Requirement 11	Financial resources	Chapter 6
Requirement 12	Governance structure	Chapter 7
Requirement 13	Governing board conflicts of interest	Chapters 2, 7
Requirement 14	Governing board providing information	Compliance review
Requirement 15	Faculty	Chapter 3

# Introduction



## Institutional Overview

From its original founding in 1896 as the first liberal arts institution of higher education on Long Island, Adelphi University has been a student-centered, socially responsible institution dedicated to educational innovation and inclusiveness. In addition to being Brooklyn's first college to offer a Bachelor of Arts degree and the first to admit women, Adelphi was the first to introduce the seminar format into undergraduate education.

Today, 122 years after Adelphi opened its doors, the University's over 1,000 full- and part-time faculty serve a student body of more than 8,100 undergraduate and graduate degree candidates on its Garden City campus and in three extension centers in Manhattan, Hauppauge and Poughkeepsie, New York. Adelphi's ongoing growth in response to broader societal needs continues to reaffirm its foundational identity as a forward-thinking, innovative institution devoted to student success.

While the **College of Arts and Sciences** continues to connect the University to its founding identity as an institution of liberal education, each of Adelphi's professional schools has its own story of growth and adaptability in the face of social change. From its origins as the Department of Pedagogics in 1898, the present-day **Ruth S. Ammon School of Education** has a history spanning more than 100 years preparing skilled, qualified educators. **The College of Nursing and Public Health** had its roots in 1944, when, as part of the war effort, First Lady Eleanor Roosevelt inaugurated the first Cadet Nurse Corps School at Adelphi. The **School of Social Work** was founded in 1949, and the graduate program in clinical psychology, founded in 1951, grew to become the **Gordon F. Derner School of Psychology** and the nation's first university-based professional school of psychology in 1972. In 1963, a decade of expansion led to Adelphi's granting of university status by the Board of Regents. In 1964, the School of Business Administration was established as a distinct unit, conferring baccalaureate and master's degrees—today as the **Robert B. Willumstad School of Business**. The Adult Baccalaureate Learning Experience (ABLE), introduced in 1974, was the first program in the region to provide flexible and innovative baccalaureate programs geared to adults (aged 25 and older) who were new or returning to higher education. Now renamed the **College of Professional and Continuing Studies**, in addition to meeting the needs of adult baccalaureate degree seekers, it has added continuing professional education to its portfolio and serves as an incubator for new approaches to undergraduate and graduate study. Finally, in 1995, Adelphi's **Honors College** opened as a selective academic unit for highly talented and motivated students seeking a handcrafted liberal arts education within a close-knit community of students and scholars seeking rigorous academics and engaging research opportunities.

Being a student-centered institution in 2019 means addressing the diverse needs of today's students. To meet this challenge, Adelphi has created a number of pathway and learning community programs to maximize student success. The General Studies Learning Community provides an opportunity for a limited number of high-potential first-year students who have not qualified for regular admission to Adelphi to take an enhanced first-year curriculum featuring mentoring, advising and one-to-one academic support. The Learning Resource Program provides support services to students with learning disabilities. The Bridges to Adelphi Program offers individualized comprehensive academic, social and vocational services to students with autism spectrum and other executive functioning disorders to assist them in the transition to and through college; this program includes the first-ever sensory room in the country designed for this population of students. Levermore Global Scholars, an enriched academic program, provides a small group of Adelphi University students a dynamic educational experience with particular emphasis on global thinking, community involvement, and social justice.

The original Garden City campus of three buildings has expanded to 29 buildings on 75 acres. Centers for fine and performing arts, sports and recreation, and a pre-school and daycare center for faculty, staff and the community, along with one new residence hall, were erected over the past dozen years. Most recently, in fall 2016, a state-of-the-art 100,000-square-foot Nexus Building opened to house the College of Nursing and Public Health, the Center for Health Innovation, the Office of Admissions, a variety of

academic support services, University Advancement and the Office of Diversity and Inclusion, along with meeting and event space for the campus community. Furthermore, Adelphi's Manhattan Center is becoming the locale for globally focused programs for a growing audience of international graduate students.

Since 2009, the number of new full-time faculty has grown by 32 to support teaching and scholarship across the University, while Adelphi has invested millions of dollars in infrastructure, technology and state-of-the-art equipment. Scholars across campus are making significant contributions to their disciplines and finding new inter- and multi-disciplinary connections with colleagues. In recent years, Adelphi faculty members have been recognized as Fulbright and Hartford Scholars, and have received funding from the National Endowment of the Arts, the National Institutes of Health and the National Science Foundation. All of our professional schools are fully accredited, and the University houses the prestigious National Association for the Education of Young Children–accredited Alice Brown Early Learning Center, which serves as a laboratory for our students of early childhood, art and special education, as well as those studying psychology, social work, nursing, audiology and communication sciences and disorders.

As the above overview suggests, Adelphi serves its regional, state and national communities in a number of dynamic and integrated ways: by hiring and supporting an engaged faculty dedicated to research, teaching and practice; by establishing and cultivating ties between the professional schools, learning hubs and centers and institutes and the communities beyond campus; by offering free services such as speech and hearing screenings and literacy instruction; by maintaining an active and distinguished cultural events calendar at its campus and centers; and, most essentially, by offering the next generation of leaders, citizens, professionals and community members a cutting-edge educational experience that prepares each student to thrive in an ever-changing world.

Further, as part of its commitment to civic-minded engagement and thoughtfulness, Adelphi has served as a model of environmental responsibility. It was the first higher education institution in the region, some 20 years ago, to ban pesticide use on its grounds and to exclusively use environmentally friendly cleaning products. The University has invested heavily in sustainable energy on campus, including the use of solar energy, the development of geothermal fields to provide green climate control and a cogeneration heating and cooling plant, which has reduced the University's greenhouse gas emissions by 4,655 tons a year. In addition, there are solar panels on the roof of Swirbul Library, and three campus buildings constructed in the last dozen years have earned Leadership in Energy and Environmental Design (LEED) certifications.

## **Strategic Planning at Adelphi Over the Past Decade: *AU2015* and *Momentum***

### *AU2015: Adelphi's Strategic Plan, 2009–2015*

In 2009, as the University underwent its previous Middle States re-accreditation review and site visit, Adelphi embarked on [AU2015](#), its former strategic plan. The plan was organized around four overarching goals:

- 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.

Through the tactical actions guided by these goals, the University sought to leverage its recognized strengths, such as Adelphi's intimate learning environment and its community ties, while identifying new areas of opportunity. AU2015 emphasized interdisciplinarity, academic rigor, research and creative work, new instructional delivery platforms, and enhanced and innovative partnerships in the region.

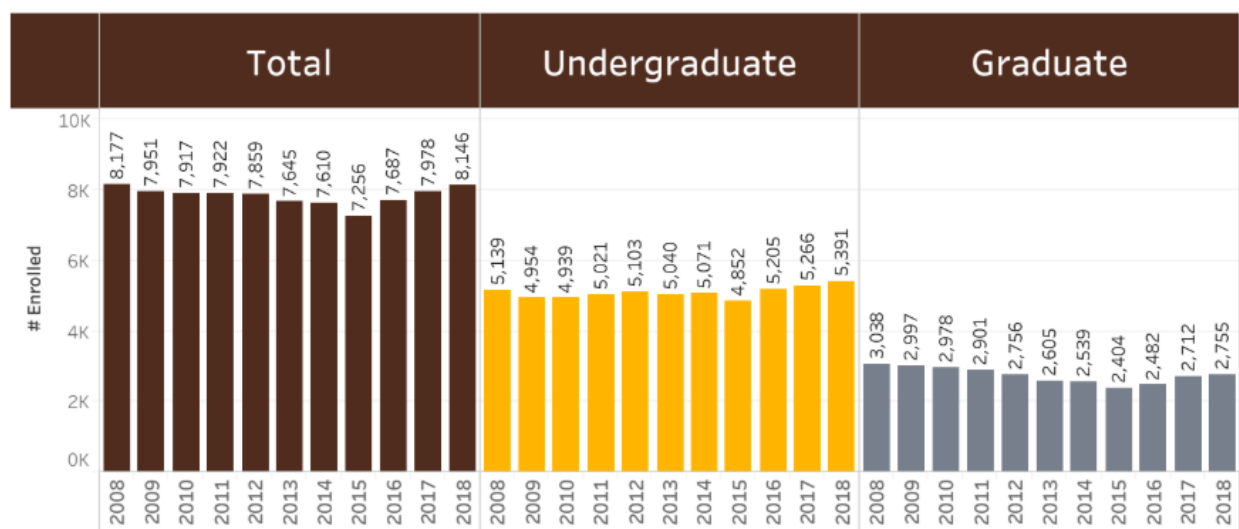
# Introduction

As the University launched AU2015, enrollment in teacher preparation graduate programs was in sharp decline across the region, while undergraduate and graduate nursing and health-related programs showed notable potential for growth. Spurred by the call in AU2015 to focus attention on new and existing health-related programs, by fall 2015 Adelphi had increased its enrollment in nursing and health programs by 23 percent. By fall 2016, plans came to fruition for the relocation of the newly named College of Nursing and Public Health to a new, state-of-the-art building.

In fall 2012, Adelphi introduced three financial aid pilots to increase yield and retention for targeted groups. These strategies, which continued in 2013 and 2014, paid off impressively: Adelphi is now recording historically high graduation rates, above 70 percent, for these student cohorts. These financial aid pilots were discontinued in recruiting the class of 2015 because of concerns with the cumulative costs of the aid.

While many of the objectives outlined in *AU2015* had been achieved by the start of spring 2015, other key objectives proved more elusive. In fall 2015, following the final [progress report](#) and [final scorecard](#) on *AU2015*, new first-year student enrollment dropped by 11 percent. Additionally, transfer and graduate new enrollment dropped. With all three areas experiencing decline, the university faced a significant shortfall in revenue. This decline, which took place in the final year of a decade-long downward trend in graduate enrollment for the university, coincided with the arrival of Dr. Christine M. Riordan as Adelphi's tenth president. Using 2008 as a baseline year, from 2008 to 2015, enrollment at the University declined by 11 percent, moving from 8,177 students to 7,256. Our undergraduate population declined by approximately 6 percent (5,139 in 2008 to 4,852 in 2015). Our graduate population saw an even more significant and alarming decline, dropping 21 percent from 2008 (3,038) to 2015 (2,404).

**Figure 1. Enrollment Trends for 2008-2018**



Source: IPEDS

In response, President Riordan expedited her planning process to ensure that the University could address immediate needs to stabilize enrollment and create and implement strategies for future growth. Over the last three years, enrollment has grown by 12 percent to return to the 2008 level of enrollment at the University.

## ***Momentum: The Strategic Plan for Adelphi, 2015–2021***

To address the short- and long-term enrollment decline, President Riordan immediately formed an enrollment task force that included both staff and faculty in July 2015. This task force met weekly throughout the 2015–2016 academic year and identified 150 action items to improve enrollment. Impressively, over 100 of these items were implemented throughout the year. These actions resulted in the largest entering first-year cohort in recent memory in fall 2016.

Simultaneously, the president initiated an inclusive and expansive one-year planning effort to develop a new and ambitious roadmap for Adelphi’s “next chapter.” The backdrop for discussions on Adelphi’s future position in the context of the changing environment for American higher education remained our core institutional values:

- Academic excellence
- Creativity and innovation
- Community and collaboration
- Global awareness and diversity
- Respect for the individual
- Truth and integrity

President Riordan, along with the then dean of the College of Arts and Sciences, oversaw the University-wide conversation, which included faculty, students, staff, alumni and community members in an extensive exploration of Adelphi’s history, organizational culture, strengths, challenges, and opportunities. The findings from the listening tour were combined with research by the Office of Research, Assessment and Planning. The subsequent [discovery document](#) helped inform the strategic planning process and resulted in the formation of eight planning workgroups, comprising 140 members from all constituencies of the University. These committees explored areas for transformation and impact and made recommendations to a strategic plan steering committee.

The [discussions](#) that ensued from the planning process sparked an appraisal of our existing mission and vision statements to ensure that they were clear, authentic and able to unify the campus in meeting new and ongoing challenges. As a result, Adelphi’s [mission and vision](#) statements were refined to articulate the University’s purpose and ambitions better.

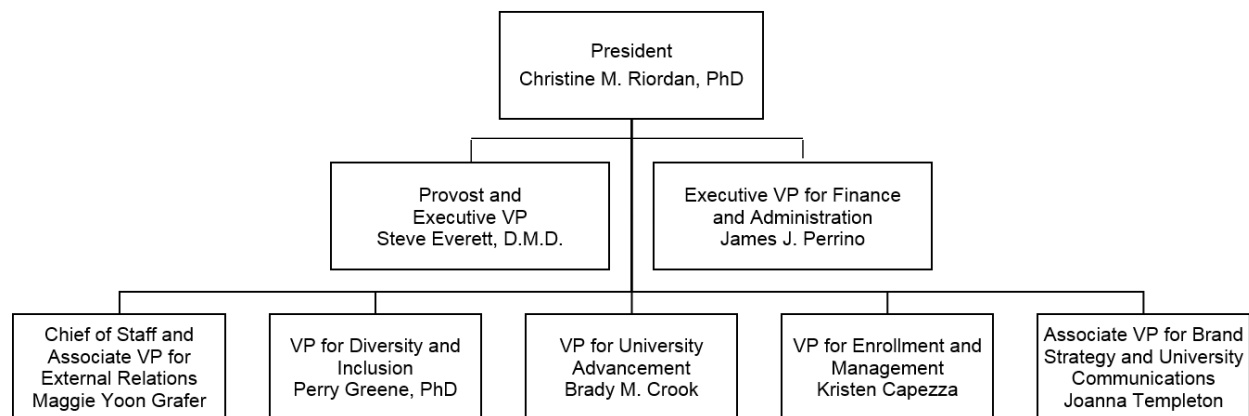
The plan that resulted, titled [Momentum: The Strategic Plan for Adelphi University 2015-2021](#), serves as the guide by which tactical decisions are made, progress is measured and new initiatives are introduced. Our transformative goals are organized around our core purpose, the strengths of our community and our resources and reputation. The goals and initiatives for *Momentum* require that the University is successful in providing a personalized academic experience through accomplished and dedicated faculty members who employ high-impact pedagogical practices, create knowledge and artistic work in which students also may participate and connect the classroom to real-world experiences. Progress is also measured in the co-curricular and extracurricular support we provide so that students will achieve success in a variety of educational and life ambitions. Our community aims to be diverse, but also inclusive and tightly connected, so that undergraduate and graduate students alike will enjoy strong academics as well as a rich student life. Additionally, the University aspires to have contemporary business practices that lead to organizational sustainability and the satisfaction and success of our students and employees. Achieving these objectives will simultaneously elevate the University’s visibility and reputation, so that it will no longer be a “hidden gem” in the larger regional and national higher education communities.

## Adelphi in 2019: Accomplishments, Opportunities and Challenges

We are undertaking this self-study at a time of historically diverse enrollments, continued financial strength and a growing reputation for academic excellence. Furthermore, as we illustrate in chapter three, Adelphi has increased the size and diversity of its faculty over the past decade while adding new programs at both the undergraduate and graduate levels. Perhaps most significantly, our ongoing assessment of student learning, detailed in chapter five, makes clear that Adelphi students are succeeding both in the classroom and beyond. In other words, as we navigate the challenges facing higher education in 2019, Adelphi continues to live its mission as an engaged and innovative university devoted to our students and our region.

The University's recent growth has been led by an administration that has seen transition since President Riordan's arrival. When Dr. Steve Everett, D.M.A., was appointed Adelphi's provost and executive vice president in the summer of 2018, after a comprehensive national search, he replaced Dr. Sam Grogg, Ph.D., who occupied the position of interim provost from July 2016 through June 2018, following the resignation of Dr. Gayle Insler, Ph.D. (who served in that position for eight years). Immediately upon arriving, the new provost began a listening tour across the University. In September 2018, Dr. Everett announced the launch of four simultaneous searches for deans to take over leadership of the College of Arts and Sciences, the Ruth S. Ammon School of Education, the College of Nursing and Public Health, and the Honors College. In November 2018, the dean of the College of Professional and Continuing Studies left the University and a search has not yet been announced. In addition to these changes to the academic leadership at Adelphi, over the past three years new vice presidents or associate vice presidents were brought in to oversee the University's financial operations, enrollment management, brand strategy and communications, and institutional advancement. Along with the President, the Provost and Executive Vice President and the Executive Vice President of Finance and Administration serve as the senior officers of the University.

**Figure 2. Executive Leadership**



This intentional transformation of Adelphi's administration over the past three years is giving rise to exciting developments and opportunities—most notably a number of new academic programs and a renovation of the University Center, which will provide the Adelphi community with a state-of-the-art facility to serve as a campus hub. A common challenge of transformation and growth is to ensure that all stakeholders are empowered in their roles in the University's ongoing evolution, and informed about the practices and policies governing day-to-day operations. While the following chapters highlight how *Momentum* functions across all levels of institutional decision-making as a foundational guide and rubric for the University, we identify a few assessment findings suggesting that communication related to decision-making should be a priority as the University moves forward. In these cases, the self-study chapters include recommendations for addressing such challenges.

## The Self-Study Process

In fall 2016, the interim provost and executive vice president for academic affairs invited Lawrence Hobbie (professor, biology, College of Arts and Sciences), Peter West (then chair of the English Department; now associate dean, College of Arts and Sciences), and Lori Hoeffner (director of assessment) to jointly chair a Middle States 2019 Self-Study Steering Committee. Along with Audrey Blumberg, deputy provost and liaison to the Middle State Commission on Higher Education (MSCHE), this leadership group met to consider membership for a steering committee that would reflect the various constituencies at the University. Faculty members, administrators, students and staff were invited to join the committee. The members agreed to co-chair working groups for collecting and analyzing data and drafting the self-study chapters demonstrating the University's success in meeting the MSCHE standards.

## Self-Study Steering Committee

At its first meeting, in January 2017, the Steering Committee formed eight working groups, one for each of the seven MSCHE standards, and an eighth group for the Verification of Compliance report. Although not formally a working group, several individuals also constituted the communications team. The communications team has been responsible for keeping the University's constituencies informed of the Steering Committee's work throughout the self-study process.

Each working group comprised eight to 15 members selected by the Steering Committee from across the University for their knowledge and experience in the area of the standard and for their ability to represent the diversity of community viewpoints. At least two members of each working group were members of the Steering Committee and served as liaisons between the working group and the steering committee. At least one of these Steering Committee liaisons served as a working group co-chair, coordinating the meetings and work of the group as it researched and prepared its report.

## Intended Outcomes of the Self-Study

As the Steering Committee began its work, it identified intended outcomes for the process that are explicitly interconnected with the transformational goals articulated in *Momentum*. The following outcomes demonstrate the University's commitment to its strategic plan and the congruence of its goals to the Middle States standards:

1. Adelphi will demonstrate its full compliance with the Middle States Standards for Accreditation, resulting in a reaffirmation of its accreditation.
2. The self-study will promote and advance the mission of Adelphi by highlighting the University's distinctive environment of intellectual rigor, research, creativity and deep community engagement, and its coordinated and deep-rooted commitment to transform the lives of all students.
3. The self-study will help the University identify ways in which Adelphi's mission-based operations and growth can be made more integrated and efficient.
4. The self-study process will reinforce and expand the University's dedication to diversity, inclusion and connectedness by bringing together stakeholders from across the Adelphi community to work together with openness and transparency.
5. The self-study process will support Adelphi's financial strength and operational excellence by inviting the community to examine, understand and evaluate the allocation and management of the University's resources.
6. Through the self-study process, Adelphi will become a model of excellence in accreditation while taking an active role in the collaborative culture of Middle States, thereby enhancing our reputation as a well-known and widely recognized university.

The self-study process has offered a valuable opportunity for collective introspection during a period of rapid and extensive institutional change at Adelphi. Following the circulation of a draft of the self-study in December 2018, some members of the Adelphi community talked openly about what they felt had been

unacknowledged or understated in the draft. This community response highlighted conflicting perceptions about the role of shared governance. While Chapter One details the collaborative process that resulted in our current strategic plan, comments revealed that there are members of the faculty who did not connect with the strategic planning process, resulting in some dissatisfaction with *Momentum* along with perceptions of a lack of shared governance. The recommendation (at the conclusion of Chapter Seven) to clarify the nature of shared governance at Adelphi emerged from this important feedback.

The discussions that took place during the self-study process have allowed our University to live up to the objectives we set for ourselves to bring together campus stakeholders “from across the Adelphi community to work together with openness and transparency,” and to “identify ways in which Adelphi’s mission-based operations and growth can be made more integrated and efficient.” The chapters that follow highlight our most significant accomplishments and initiatives, while identifying specific ways for Adelphi to continue to advance as an educational institution dedicated to student success, scholarship and creative work. Like the many achievements described throughout this document, the recommendations that conclude each chapter grew from thoughtful collaboration and meaningful dialogue.

# **Chapter 1:**

## **Mission and Goals**

# Chapter 1 Mission and Goals

This chapter describes the mission and strategic goals that guide Adelphi University's operations and decision-making. We offer a detailed account of the collaborative process by which our most recent strategic plan was designed and approved, and we situate this plan in the broader historical context of Adelphi's long-standing commitment to our region. Also, the chapter outlines the practices in place to ensure that the University's mission informs and inspires the work of our faculty, administration, staff and governing board.

## Adelphi Mission, Vision and Goals

As the introduction to our self-study makes clear, Adelphi University has a long tradition of social responsibility, educational innovation and inclusiveness. When President Riordan initiated the University-wide strategic planning process in fall 2015, she invited the campus community to work together in applying these deep-rooted institutional values to the challenges, priorities and opportunities of the 21st century. This collaborative renewal gave rise to a new articulation of the Adelphi mission, one that embraces a blend of the liberal arts and professions and reinforces the University's dedication to our students and our community.

### *The Mission of Adelphi University:*

*Our University transforms the lives of all students by creating a distinctive environment of intellectual rigor, research, creativity and deep community engagement across four core areas of focus: arts and humanities, STEM and social sciences, the professions, and health and wellness.*

While our mission identifies what we are most passionate about, our vision expresses what we can be the best at, urging and inspiring all members of the University community to bring Adelphi to new prominence and influence.

### *The Adelphi Vision:*

*We will become a nationally respected leader—a standard bearer—for redefining the practical and personal value of education for students, helping them define their success in the classroom, on campus, in careers and communities, and beyond.*

The strategic planning process culminated in a document, [\*Momentum: The Strategic Plan for Adelphi University 2015-2021\*](#), which enables us to live our mission and achieve our vision. At once ambitious and pragmatic, our strategic plan comprises six transformative goals, each of which includes a number of detailed strategic initiatives. These goals—organized around our core, our community and our resources and reputation—offer the language and shaping logic for virtually all tactical decision-making on campus.

### *Adelphi University Goals:*

#### **OUR CORE**

1. Create a World-Class Academic Experience
2. Be Relentlessly Dedicated to Student Success

#### **OUR COMMUNITY**

3. Establish Adelphi as a Model of Diversity and Inclusion
4. Develop a Powerfully Connected University

#### **OUR RESOURCES**

5. Advance Financial Strength and Operational Excellence and Reputation
6. Become a Well-Known and Widely Recognized University

# Chapter 1 Mission and Goals

For our self-study, we prioritize the first four of these transformative goals—those that relate most directly to student learning and educational outcomes—to highlight the varied but integrated institutional practices that allow us to carry out the Adelphi mission every day, and in all aspects of University functioning. Throughout this chapter, and in the chapters that follow, we return time and again to these four foundational goals as we demonstrate our full compliance with the Middle States Standards for Accreditation and our unifying commitment to educational excellence.

## The Process of Building *Momentum*

Upon arriving at Adelphi on July 1, 2015, President Riordan began meeting with students, faculty, staff, alumni, donors, elected officials and business leaders. Separate retreats were conducted for the executive leadership team, deans and faculty senate leaders. Also, in preparation for the strategic planning process, President Riordan launched an online feedback form and announced a [“100-Day Listening Tour”](#) as a mechanism through which the various stakeholders could provide feedback about the University.

The 100-Day Listening Tour commenced on July 20, 2015, and concluded on November 3, 2015. In an effort to obtain insights that achieved both breadth and depth, a multifaceted approach (including both the online feedback form and five dialogue sessions) was used to solicit input from students, faculty, staff, administrators, alumni, and members of the broader community. Close to 300 individuals, including students, faculty, administrators/staff and alumni, attended the dialogue sessions. Over 400 comments were received via the online forms that sought input from Adelphi’s constituents and the broader community. Participants provided honest and thoughtful feedback, and many expressed appreciation for having the opportunity to share their suggestions and insights.

An Input Committee consisting of faculty and staff reviewed internal and external data, including the [Listening Tour results](#), and developed the [Discovery Research Report](#) to serve as the basis for the strategic plan. In November 2015, the committee reviewed all of the data and community feedback to identify trends and consistent themes. These results were presented to the Adelphi University Board of Trustees in December 2015, and the trustees were asked to identify their priorities. There were many similarities in the rankings of priorities across the stakeholder groups, which indicated good consensus on areas of focus for the strategic plan. The Input Committee identified six key drivers and four themes to be considered in the development of the strategic plan. The themes seen on the far-left column in the “Listening Tour Results” [table](#) formed the basis for the strategic plan discussions.

The components of the strategic plan emerged from the President’s Listening Tour and a series of town hall meetings, and resulted in the formation of eight planning work groups, comprising 140 members from all constituencies of the University. Each group focused on a specific area (e.g., diversity and inclusion; modernizing the infrastructure; and undergraduate education: first year and transfer) and was asked to explore opportunities for transformation and impact, to draft tactical initiatives, including action plans and responsible parties, and to provide these recommendations to a strategic plan steering committee made up of key administrators, faculty leaders, students and chairs of the eight work groups. President Riordan chaired the steering committee and members of the community were invited to nominate individuals or self-nominate to participate in the work groups. All of those nominated were included in one of the work groups.

The strategic initiatives put forth were then used to develop the strategic plan, *Momentum*. An initial draft of this plan was made available to the Adelphi community in April 2016, followed by time for the community to comment via an online form and at additional town hall events. In total, ten town hall events were held, including two exclusively for faculty and an additional one hosted by the faculty senate that consisted of faculty only. All feedback was recorded and as appropriate included in the final revision of the strategic plan. *Momentum* was adopted by the board of trustees in June 2016. President Riordan also presented the plan at the [September 12, 2016](#), full faculty meeting.

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More recently, as the campus working group addressing the Mission and Goals standard for our self-study began reaching out to various stakeholders, these conversations brought to light a misunderstanding regarding the official language of the revised Adelphi mission statement. In early 2016, the intent to revise the mission and vision was announced at multiple faculty events, and faculty were invited to provide their input. Additionally, several faculty participated in the actual revision of the mission and vision statements and the revised statements were included in all ten of the town halls for comments.

While this updated version of the University's mission statement emerged out of a collaborative process with faculty participation, including the chair of the Faculty Senate, some senators assumed that this updated language articulated the mission of the strategic planning process. Thus, when the official mission statement of the University was updated following the formal approval of *Momentum*, they were surprised that the University had replaced its earlier mission statement with this updated version. The Faculty Senate discussed this matter in its first two meetings of the 2017–2018 academic year ([Meeting B, 8/28/17](#) and [Meeting C, 9/18/17](#)), with no changes in the mission statement proposed.

### ***Momentum* as the University's Guiding Document**

Since the formal adoption of *Momentum: The Strategic Plan for Adelphi University 2015–2021*, the goals articulated therein have guided the faculty, administration and board in making decisions related to planning, resource allocation and program development. In what follows, we use the four transformative goals at the heart of this self-study to illustrate precisely how our strategic plan informs all of our endeavors, especially those connected to student learning and related outcomes. Associated with *Momentum* is an [implementation plan](#) that tracks key annual initiatives and accomplishments. Institutional priorities are developed by each executive leader and his/her team members each year. Additionally, in 2016 and 2017, the implementation plans were discussed at the faculty senate retreats for input and collaboration.

**Figure 3. Institutional Priorities Developed by *Momentum***



Monthly results on the yearly implementation priorities are tracked and shared quarterly with the board of trustees. The board also reviews the results in depth at year-end. The board will weigh in on key priorities for the University (e.g., increasing retention). Further, board of trustee meeting agenda items identify which of the goals the decision/discussion/information is focused on; all reports published by the Office of Research, Assessment and Planning (ORAP) identify the goals that are being assessed by the research; and new positions and initiatives identify the *Momentum* goal that is being supported.

Additionally, a high-level [scorecard](#) was developed to track institutional metrics gauging progress in meeting objectives. The scorecard, which is updated quarterly, is shared with the board of trustees. Recognizing that a single scorecard cannot capture the depth and breadth of results, each board committee has a more in-depth set of metrics that it reviews in depth with leadership at least once a year.

### Transformative Goal 1: Creating a World-Class Academic Experience

*Snapshot: Supported by a talented faculty who provide exceptional teaching and generate world-class*

## Chapter 1 Mission and Goals

*scholarship, Adelphi will attract a diverse group of students from the United States and abroad. They will benefit from a broad array of pathway and specialized entry options; dual-degree programs; small classes; opportunities for global engagement; and high-impact, experiential programs that leverage the University's prime location near the most professionally connected city in the world. Student enrollment will increase to more than 8,300 undergraduate, graduate and nontraditional students through strategic, smart growth.*

In laying out the University's academic priorities, *Momentum* asserts that Adelphi will “make a concerted investment in developing programs across our Core Four Areas: Arts and Humanities, STEM and Social Sciences, the Professions, and Health and Wellness.” In only the past three years, this investment has led to:

New master's-level (including graduate certificate) programs in:

- Computer Science
- Applied Mathematics and Statistics
- Professional Accounting
- Business Analytics
- Infant Mental Health and Developmental Practice
- Global M.B.A.
- Psychiatric Mental Health Nurse Practitioner
- Certificate program in Autism Spectrum Disorders
- A concentration in Global Mental Health Counseling

New undergraduate and joint programs in:

- Neuroscience
- Statistics
- Environmental Studies
- Business of Science
- Health Sciences

New undergraduate interdisciplinary minors in:

- Criminal Justice
- Food Studies

New doctoral programs in:

- Nurse Practice
- School Psychology

Faculty around campus are exploring new curricular innovations such as a redesigned General Education curriculum (discussed in Chapter Three) and several interdisciplinary initiatives, including the Business of Science joint degree program, which allows students to pursue an undergraduate degree in science combined with a one-year M.B.A.

*Momentum* asserts that in order to nurture and sustain the realization of this goal, the University must “build its academic faculty by supporting scholarship, research, creative work and innovative teaching across all disciplines.” To this end, the president and board of trustees have approved the addition of 22 new full-time faculty lines in the last three years. This strategic investment in full-time faculty is intended to build the strength of our academic core.

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Additionally, the Office of the Provost offers and supports a range of opportunities for faculty, including professional development grants for teaching, scholarship and conference attendance, as well as release time for research and creative work. The [Faculty Center for Professional Excellence](#) offers teaching and technology workshops throughout the fall and spring semesters, and runs summer intensives for faculty on topics such as Writing in the Disciplines and the Yale Mobile Summer Institute on Scientific Teaching. To complement and augment these efforts, the Internal Faculty Development Grants sponsor faculty research, scholarship and creative works with budgets up to \$5,000. Finally, the mission of the [Office of Research and Sponsored Programs \(ORSP\)](#) is to provide faculty and administration with assistance in seeking and obtaining external funding. Other recent investments in faculty support services include the following:

- Beginning an international faculty development grant program in 2016–2017 and now offering four grants per year to support faculty proposals;
- Creating the Viret Faculty Leadership Program, which offers 3 credits of release and a \$5,000 grant to support faculty leadership development;
- Instituting the [Teaching Fellows program](#) through Faculty Center for Professional Excellence, which provides 3 credits of release and a \$1,500 grant to support faculty teaching development;
- Negotiating and agreeing to new contractual language (AAUP CBA Article XXIII, Section 3) around support for scholarship, which establishes a minimum funding level for approved faculty conference support and open access publication charges. We also created an open access publication fee funding policy and application mechanism.

Recently, the faculty approved a [statement of scholarship](#) which provides the guideposts for additional work and support of research, scholarship and creative work.

Moreover, our strategic plan makes it a priority for Adelphi to “build a deeper understanding of global issues through increased international engagement and study abroad programs as well as the creation of programs with more global appeal, expanding our academic presence in our Manhattan Center and maximizing the attraction of our proximity to New York City.” One of the most important recent developments in this area has been the success of the undergraduate and graduate-level programs of [Adelphi University International](#) (AUI), a pathway program for international students combining “credit-bearing courses in the first year with additional support services, instruction tailored to [the student’s] academic and language level and cultural experiences to help ensure ... future success.”

The emergence of AUI as a globalizing force at Adelphi has grown out of the University’s decades-long commitment to helping our students become citizens of the world. This commitment is powerfully reflected in the mission statement of the Levermore Global Scholars (LGS) program, an academic and experiential learning community founded in 2006: “The [Levermore Global Scholars](#) program provides students with an interdisciplinary global perspective allowing them to develop a deep understanding of how their lives and studies are interconnected with local and international communities. The program empowers them to think critically about global challenges and encourages them to take an active role in shaping a better future, as they acquire the knowledge and skills necessary to become emerging leaders in an ever-changing world.”

Just as important to our University’s global-minded approach to student learning is our [Center for International Education](#), whose mission is dedicated to “establishing Adelphi University as a leader in international awareness and activity. Efforts include study abroad, campus internationalization, international faculty development and bilateral cooperation and exchange.” Also, as we will discuss in Chapter Three, since our last reaccreditation, our General Education program was revised to include (among other learning goals) a global learning/civic engagement learning goal requirement, another sign of Adelphi’s thoughtful and integrated approach to helping our students become global thinkers and citizens. More recent programmatic developments, such as a new International Relations major (which is making its way through the approval process in the 2018–2019 academic year), further illustrate the

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University's ongoing dedication to these questions.

In spring 2017, Adelphi's [International Leadership Coordinating Committee](#) (ILCC) initiated an internationalization audit designed to assess the level of the University's comprehensive internationalization (including study abroad programs, curricular offerings, international student recruitment and partnerships/exchanges involving students/faculty/staff). Along with highlighting areas of strength around campus, the [audit](#) concluded with a number of recommendations, including a call for the implementation of deliberate strategies to make progress towards greater internationalization.

In addition to recruiting full-time international faculty across the units of the University, Adelphi partners with NYU Winthrop Hospital to sponsor visiting international scholars to acquire new clinical techniques and methods and collaborate with Adelphi faculty on cutting-edge biomedical research. Over the past few years, we have averaged seven such international scholars annually, as well as a visiting scholar in Levermore Global Scholars. These scholars also work with our students in laboratories and are guest lecturers in classes, workshops and colloquia.

## Transformative Goal 2: A Relentless Focus on Student Success

*Snapshot: Adelphi will have one of the highest student-retention rates among our peer institutions. Our graduates will achieve national recognition for their intellectual curiosity and ability, job skills, civic and social engagement, and readiness to excel as the next generation of professional, academic, and community leaders. Alumni will benefit from exceptional support of their career goals, personal interests and lifelong learning.*

To address the second transformational goal of *Momentum*, the University routinely tracks key measures of student success, such as evidence of student learning, student retention, degree completion and student satisfaction with a range of experiences at Adelphi. We also track leavers through the National Student Clearinghouse to see where they are most likely to transfer.

As we describe in Chapter Four, the Office of the Provost formed a working committee in the fall of 2016 to develop a comprehensive student retention plan with a clearly delineated list of actions and systems to increase the percentage of undergraduate students who complete degrees in a timely fashion. The committee found that the University's overall [retention and graduation rates](#) were comparable to other peer institutions, though there was significant room for improvement among certain subpopulations of students. Based on this initial work of the committee, a comprehensive approach to student success was designed and implemented. Academic Services and Retention and the division of Student Affairs were brought together under the provost's office to realize a vision of a fully integrated academic and student life experience. The goal is to ensure that a diverse array of services and resources align in a network of programming designed to enhance student academic success, well-being and engagement.

In coordination with this realignment, the provost's office developed a new guiding document, [A Plan for Student Success](#), with 12 recommendations to drive this effort. A number of those recommendations are underway at this time, including the establishment of a Student Success Coordinating Committee (with key representatives from student affairs, financial services and academic services, and faculty members from the College of Arts and Sciences); a new advising platform developed in partnership with the Education Advisory Board (EAB); a stronger focus on four-year graduation; and an overhauled approach to first-year academic advising and the first-year experience.

Some of the key recommendations identified in *A Plan for Student Success* include the following:

- Improve advising by providing more predictive analytics on regular student outcomes and implement strategies for intervention, as useful.
- Integrate academic and student affairs to provide consistent and interdependent connections with

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students from enrollment to graduation and beyond.

- Support the first-year experience through engaging orientation and opening weekend programs, as well as through ongoing coordination between student life resources/services and the first-year curriculum.
- Expand Adelphi's living-learning communities.
- Establish an Adelphi Spirit Weekend to help create community among first-year students.
- Continue to serve and attract students from Nassau, Suffolk and the five boroughs (our local feeder areas):
  - Summer Pre-College programs—in 2018, oversight of these programs moved to the Office of Enrollment Management, and three new programs were added: Digital Media, Science/Tech/Art and Business;
  - High school program offerings in many regional high schools (high school classes taken for Adelphi credit);
  - A strong visitor program promoted to local feeder areas with a variety of visitor options including custom tours, information sessions, financial aid 101 sessions and weekend events;
  - Over 40 on-site application/admission events with local high schools;
  - Relationship cultivation with local school counselors, including monthly newsletters and fall professional development workshop; and
  - Establishing relationships with over 30,000 local and targeted out-of-state high school and community college counselors by sending them a monthly "Discover Adelphi" newsletter; adding them to the president's monthly newsletter, *From My Desk*; and creating professional development workshops, like an event last fall on LGBTQ+ student needs.
- Expand weekend and weeknight programming on campus and in the local and metropolitan areas.
- Position the Center for Career and Professional Development as the one-stop clearinghouse for internships and campus employment, as well as other career planning opportunities, available to students throughout their time at the University and after they graduate.
- Emphasize extracurricular and social engagement as a primary method of strengthening the bond between the student and the University and a primary source of motivation to persist to degree completion.

Examples of the recommendations in *A Plan for Student Success* that have been realized are:

- Introduced in summer 2017, and involving over 1,200 students in its first year, Spirit Weekend is a collaboration among the Center for Student Involvement and the offices and departments of alumni relations, performing arts, external affairs, advancement, campus facilities, as well as various academic units and more.
- As of summer 2018, Orientation and Matriculation now offer incoming first-year students an opportunity to learn about academic expectations, services, diversity and resources. Among other initiatives, the Associate Dean of the College of Arts and Sciences developed an orientation program focused on "The Academic First Year," during which all incoming students met with a group of faculty, learned about the Adelphi Community Reads program and discussed academic questions and resources.
- As of fall 2018, there are two [First-Year Living-Learning Communities](#) (The Leadership Community and the Service-Learning Community) as well as The Arts District and the Honors Residential Community for First-Year Students.
- Successful expansion of the Adelphi Mentoring Program, originally designed for students of color, now broadened to include other population groups.

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## Transformative Goal 3: Establishing Adelphi as a Model of Diversity and Inclusion

*Snapshot: Adelphi will garner national recognition as a community that values and includes every person. All students, faculty and staff members will feel safe, engaged and supported. The community's broad spectrum of perspectives and relationships will enhance the lives of everyone who comes to the University.*

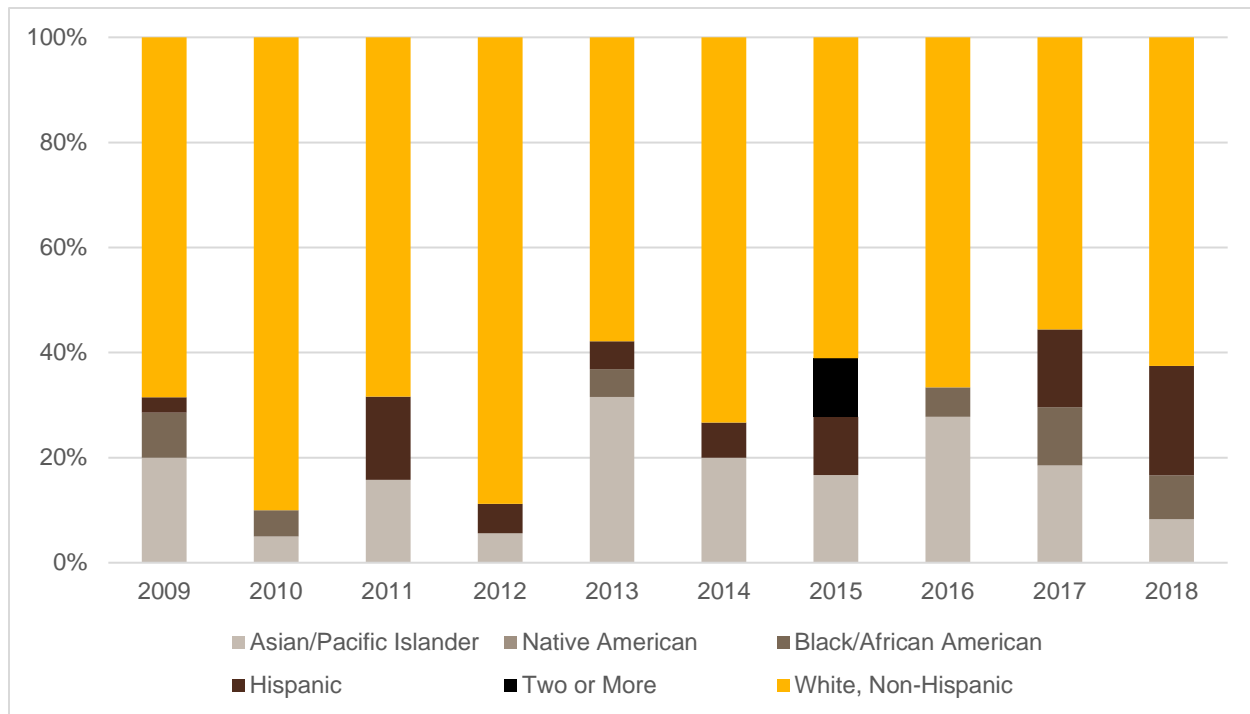
Dating back to its Brooklyn origins, when it was the borough's first college to admit women, Adelphi has historically embraced diversity and inclusion. Today, the University has in place long-standing initiatives aimed, as stated in our [core values statement](#), at “promoting a climate of intercultural awareness and respect; engaging the curriculum to appreciate the depth and breadth of diverse thoughts and perspectives; and actively seeking a diverse student body, faculty and staff in the composition of the University.” In her first year at Adelphi, President Riordan created a new department within the Office of the President, the [Office of Diversity and Inclusion](#), and appointed Dr. Perry Greene to be the Vice President for Diversity and Inclusion. To support the work of this office, the University appointed a faculty member, Professor Carol Ann Daniel, to the role of faculty director for diversity and inclusion. Among other projects, this office has been responsible for developing an affinity space for students of color to promote student success, creating the Faculty of Color Network and organizing an intensive writing collaborative for untenured faculty of color.

The Diversity Committee, founded in 1998 and reporting to the provost, brings together administrators, faculty and students to address diversity-based issues related to “the curriculum, diversity climate, and recruitment and retention throughout the campus.” Among its various roles, the committee fosters campus-wide conversations about diversity-related topics, acts as a resource for curriculum review and design and reviews policies and practices to help Adelphi become a model of diversity and inclusion.

In 2012, the Faculty Senate adopted a [diversity statement](#) on faculty hiring, and in 2014, the University [Diversity Committee](#) introduced the Diversity Certificate Program. This program provides training aimed at promoting a positive, respectful work and learning environment for all of our constituents. The Diversity Certificate courses fill within a few days after the dates are announced each year. As one sign of Adelphi's regional prominence in the area of diversity and inclusion, two local school districts, Sewanhaka and Hempstead, have contracted with the University to train its teachers and administrators through the Diversity Certificate Program. In addition, Adelphi's [Guide to Inclusive Language](#) on the Style Guide and Brand Center site has been downloaded and is being used as a model in other colleges.

In its efforts to [increase diversity](#) and be a model of inclusion, Adelphi hired 87 new full-time faculty members (in new or replacement positions) from fall 2015 to fall 2018, 39 percent of whom are people of color. This reflects a total of 93 full-time faculty of color currently at Adelphi, representing 26 percent of all full-time faculty (compared to 22 percent in fall 2014).

**Figure 4. Trends in Ethnicity of Full-Time New Faculty  
(In new or replacement positions)**



This increase was no accident, as the University has instituted a number of practices to ensure that members of search committees are more intentional in their efforts to increase diversity among the faculty. The Office of Diversity and Inclusion provides an orientation to members of search committees on “best practices for achieving diversity and inclusion in the hiring process, as well as on strategies for effectively finding diverse talent.” This orientation includes the use of the [Harvard Implicit Association Test](#) to become more transparent and self-reflective about how search team members approach the recruitment process.

On the student life side, all incoming freshmen participate in a diversity-related workshop during their orientation to university/campus life, and receive a brochure, titled *Welcome All*, listing diversity resources, clubs, safe spaces and leadership opportunities. Additionally, the Office of Student Affairs organizes various sensitivity training sessions (such as Safe Zone and Creating Ongoing Respect and Equity (CORE) Training) on issues related to homophobia, racism, sexism, classism and other related forms of bias and oppression. In collaboration with various groups on campus, student affairs organizes town halls and other events that address these issues to ensure that students have opportunities to discuss and address difficult topics/events. The University has also responded to the threats posed to students who are undocumented by developing a [DACA Task Force](#), as well as [clarifying its policies](#) regarding these students.

The [Collaboration Project](#), initiated in 2006, works to raise awareness and understanding about issues pertaining to social justice, equality and inclusion. Comprising faculty, staff, administrators and students, the group sponsors social justice-themed events around campus. Recent initiatives include programming related to “the changing nature of war and peace,” “racial justice matters” and “hunger for justice.” Through ORAP, the University participates in the National Survey of Student Engagement (NSSE). Administered biennially at Adelphi, NSSE allows each participating college and university to “assess the extent to which its students engage in a variety of educational practices that are empirically linked to positive learning and developmental outcomes.” In 2017, the University included a module that measures

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“inclusiveness and engagement with diversity” to determine its “progress in achieving its strategic goal to “establish Adelphi as a model of diversity and inclusion.” The [Research Bulletin](#) is one of many published by ORAP to keep the community informed on our progress in meeting tactical goals.

## Transformative Goal 4: Developing a More Powerfully Connected University

*Snapshot: The Adelphi community will benefit from a powerful network of connections among faculty, staff, students, families, alumni and corporate partners, along with local, regional and national institutions and government agencies. We will leverage our proximity to, and presence in, New York City while remaining one of Long Island’s most vital institutions.*

Becoming a truly connected university in the 21st century requires collaboration at every institutional level—and both on campus and beyond. As Adelphi carries out this important work, we have established, nurtured and expanded partnerships with collaborators throughout our region to help our students forge new connections between concepts learned in the classroom and the real-world challenges that define our times. While we do not attempt to offer here a comprehensive list of all of these collaborative programs, in what follows we highlight a few examples of the progress we have made building connections among our students, alumni and community.

Within the College of Arts and Sciences, academic departments are always seeking out new partnerships and student experiences to make Adelphi a locally and globally connected institution. Chemistry Professor Justyna Widera-Kalinowska, for example, runs a research program for students in nanotechnology. The program culminates in a trip to the University of Warsaw in Poland, where students spend the summer experimenting with high-tech equipment alongside top materials scientists from Europe. Other faculty-led travel programs have taken our students to Cuba, Dominican Republic, Great Britain, Australia, Italy and elsewhere. These experiences are designed to connect academic work to real-life experiences in the context of international cultural settings.

In the College of Nursing and Public Health, service-learning programs are led by faculty during the January intersession and spring break. These short-term study abroad programs—including Culture, Health and Healing in Botswana and Transcultural Experience on a Native American Reservation in Arizona—offer students an opportunity to learn from faculty onsite and in the field. Named a Center of Excellence in Nursing Education from 2014 to the present by the National League for Nursing, the College of Nursing and Public Health actively builds relationships with healthcare facilities and staff, partnering with over 200 clinics, medical centers and doctors to provide clinical setting experiences for our students. While embracing the traditional clinical experience in local hospitals, the College also offers more individualized clinical training that allows students to be matched with a single nurse mentor to provide a close mentoring experience.

The University’s thoughtful engagement with our region led to the establishment of the [Center for Health Innovation](#) (CHI) in 2013 as part of the University’s then strategic plan, AU2015. The mission of the center was to be a cutting-edge resource for the region in [health-related programing](#). Most recently, CHI developed a series of “rapid response” programs to bring the most up-to-date science and policy to the larger community on such topics as Ebola, concussions, gun violence and the opioid crisis. The center further addressed the isolation and challenges faced by Long Island nail salon workers—mostly immigrants with limited English—by partnering with the Town of North Hempstead to create information packets in four languages to educate these workers, their families and communities on how to be [prepared in the event of an emergency](#). CHI also obtained a license for [Adelphi TEDx](#) which has mounted three consecutive years of highly rated day-long presentations, including audiences from the University, Long Island and New York City communities, and visitors from Norway who made Adelphi’s program a stop on their tour in the United States.

Adelphi’s connected approach to learning and community outreach also shapes the programs offered in

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the Gordon F. Derner School of Psychology, which has a 50-year tradition of providing high-quality, affordable psychological services through its [Center for Psychological Services](#), [Postgraduate Psychotherapy Center](#) and [Social Training Center](#). The Center for Psychological Services, for example, has clinics at Adelphi's Garden City campus and Manhattan Center, both staffed by therapists studying for a doctoral degree in clinical psychology. In addition to offering psychological testing and treatment plans designed to effect long-lasting change, the center also offers psychoeducational testing to diagnose learning disabilities. These services enhance the education of our students and benefit our neighboring communities and their populations. In addition, the Social Training Center provides therapeutic services to high school- and college-aged individuals and their families, helping them negotiate life adjustments such as social, academic and vocational challenges. In this way, our clinical psychology and school psychology students provide individual and family therapy to the children and teens in the [underserved community of Hempstead](#).

In the Ruth S. Ammon School of Education, Adelphi's university-community partnerships support the needs of our region while also providing our students with vital and unique educational opportunities. One example is the [Alice Brown Early Learning Center](#), an early childhood center that has earned the prestigious [National Association for the Education of Young Children \(NAEYC\)](#) accreditation with distinction. Located on Adelphi's Garden City campus, this center serves as a training site for Adelphi's graduate students in education, as well as those in psychology, speech and communication disorders, social work and nursing. Offering full- and part-time childcare and education for children between the ages of 18 months and five years, the Early Learning Center serves the young children of the University's students, faculty and employees, as well as the local community. It is also an experiential learning site for the academic and research needs of Adelphi faculty members and students.

Also in the Ruth S. Ammon School of Education, the [Hy Weinberg Center for Communication Disorders](#) has a long history, dating back to 1956, of providing high-quality and innovative service to the community in the areas of speech, language and hearing disorders. The center most recently introduced voice training for transgender clients. Further, a long-standing literacy center and service-learning projects reflect the School's commitment to provide services to the larger community.

The University's [Institute for Parenting](#), founded in 2005, recently obtained federal grant funding to develop a graduate program in the nascent field of infant mental health. This master's degree is now educating its third cohort of students. In addition, among other cutting-edge programs in infant mental health, the institute partners with the Nassau County divisions of social services and county courts to help unite criminal offenders and their children after intense therapeutic intervention for all parties. These programs have captured national and international attention, with staff invited as presenters at conferences around the United States and as far away as Italy.

Housed within our School of Social Work, the [Center for Nonprofit Leadership](#) promotes excellence in leadership by providing multifaceted resources that address the needs of the nonprofit sector. The center, operating since 2009, offers programs and services for executive directors, boards of directors and new and emerging leaders and their organizations—especially in underserved communities. Founded ten years ago as a grassroots effort to address leadership transition and development in nonprofit organizations on Long Island, the center has grown to become the go-to organization for a broad range of leadership and capacity-building services for the region. In addition, the [Adelphi NY Statewide Breast Cancer Hotline and Support Program](#), which started as a community project of the School Social Work in 1980, is still maintained in the School.

On campus, the [Office of Student Affairs](#) is tasked with building programs that facilitate connections among students. This office develops programs to engage students around interests, university spirit and personal development with the aim of encouraging students to make their own personal connections. These efforts include creating volunteering opportunities in programs such as the [First-Year Community Action Program](#) (FCAP), which introduces new first-year students to a variety of community services

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projects just before the start of the fall semester.

The Office of Alumni Relations plays a role in ensuring that University alumni remain connected with each other and the University through its various avenues including an online social networking site, [Alumnifire](#). These connections are useful for building and maintaining their social networks as well as their career advancement. Additionally, the office organizes various homecoming events and has set up regional chapters for out-of-state alumni and affinity groups that encompass the diverse identities of our [alumni](#). Similarly, the Office of University Advancement has been at the forefront of the University's giving program, including the annual giving day, which raised more than \$80,000 from alumni, faculty, staff, parents and students in 2017.

The new Strategic Partners Council, which consists of faculty and staff, identified over 500 partnerships that exist across the University during the 2017–2018 academic year. This coming year, the council is focusing on how to continue to develop and leverage these relationships.

Additionally, the president serves on the board of directors for the Long Island Association, which is the economic development organization for Long Island. She also serves on the executive committee for the Long Island Regional Association on Higher Education and serves on the board of the Council for Independent Colleges and Universities for the State of New York. The president also spends time with our state senators and assembly members for all of our districts. In addition to the president's outreach efforts, several staff members serve on various community boards to maintain our strong community connections.

The University's long-standing commitment to our local and regional partners has been noticed in a variety of ways. Since 2010, Adelphi has been recognized as a Carnegie Foundation for Community Engagement institution. Similarly, during President Obama's administration, the University was acknowledged on the National Community Service Honor Roll of Higher Education from 2010 through 2015.

### SELF-STUDY SPOTLIGHT: THE JAGGAR COMMUNITY FELLOWS PROGRAM

In 2010, Adelphi University increased its commitment to community engagement and student experiential learning by connecting with nonprofit organizations in the New York metro area that were affected by the economic downturn. Through this initiative, and in collaboration with the Center for Career and Professional Development at Adelphi, a paid summer internship was created: the Community Fellows Program. Today, this sponsored 10-week internship provides high-achieving and civic-minded students with the opportunity to enhance their professional development skills by working at area nonprofit organizations. Interns get substantive real-world experience, while contributing to communities and nonprofit organizations that need additional assistance. In June 2015, the Community Fellows Program received a generous gift of \$875,000—a combination of expendable and endowed funds—from Adelphi University Trustee Angela M. Jaggar (B.S.'62, M.A. '65, Ph.D.) and the late Scott Jaggar, ensuring future programmatic success. In appreciation of the Jaggar gift, the Community Fellows Program was renamed the Jaggar Community Fellows Program.

In 2018, 70 students from across the University interned at 44 nonprofit organizations around Long Island and New York City. These students maintain an average cumulative GPA of 3.6. Interns and supervisors in the nonprofit organizations complete surveys that evaluate the supervisory relationship, the development of career skills, and program satisfaction and design. Ninety-five percent of the employers reported that students learned skills relevant to future career endeavors, and 100 percent of employers were satisfied with both their student interns and the program. Comments included:

"We were able bring in a student with unique experience to work on a project that had been delayed because there were no internal staff to take it on."

"The student interns that were selected for our program were excellent and fit right into our staff."

"My intern was exceptional, patient, hardworking and extremely professional."

The summer concludes with a year-end celebration at which interns present projects connected to their internship. Members of Adelphi's executive leadership, the board, faculty members, administrators and supervisors from the nonprofit organizations, as well as family members, attend this event. The Jaggar Community Fellows Program represents both the world-class academic experience and the dedication to student success articulated in *Momentum*.

#### Promoting Adelphi's Mission and Goals

To promote the connections of our strategic plan to all University endeavors, the campus community receives updates on the University's progress in achieving its strategic goals in a variety of ways throughout the year. Each fall, President Riordan provides a [State of the University](#) presentation at a full faculty meeting to which administrators and staff are invited. *Momentum* updates are provided through monthly [University Momentum Committee meetings](#) (members include deans, directors, faculty, staff and student leaders) and monthly [full faculty meetings](#). In addition, the campus community is invited to visit the Office of the President to review the executive leadership's Implementation Priorities document, which

## Chapter 1 Mission and Goals

is a dashboard of yearly strategic goals in support of *Momentum*. Executive leaders, deans, directors and the Senate Executive Committee review the Implementation Priorities at twice-yearly retreats, which take place early in the fall and spring semesters. Furthermore, internal and external communication efforts, including a bi-weekly newsletter, the [Adelphi Insider](#), are coordinated by the recently reconfigured University Communications and Marketing office. The office accomplishes this through strategic communications and marketing initiatives that ensure strong and consistent branding throughout all printed, online and media outlets—increasing the University’s visibility and improving recognition of Adelphi’s strategic positioning and signature academic programs.

President Riordan uses her monthly newsletter, [From My Desk](#), to celebrate recent achievements of the University, to provide information regarding forthcoming events, share faculty research and creative accomplishments, and to highlight how members of the Adelphi community contribute to the University mission in their daily work. The monthly electronic newsletter, filled with short articles, photographs and links, aligns recent and upcoming news and events with the six *Momentum* goals.

### Assessing *Momentum*

In addition to the *Momentum* Scorecard, each member of the executive leadership team has operational plans associated with the strategic plan. At the unit level, each dean and division head is responsible for managing the assessment plans and initiatives, and for tracking those initiatives aligned with *Momentum*. (See Chapter Five for more details on assessment.)

ORAP is responsible for overseeing a robust assessment [agenda](#) that provides feedback on all University constituencies (students, faculty, staff, recent graduates, alumni and board of trustees). ORAP makes use of nationally developed surveys—such as the [Higher Education Research Institute’s \(HERI\)](#), Survey of Faculty and [Cooperative Institutional Research Program Freshman Survey \(CIRP\)](#), [NSSE](#), and [Modern Think’s Great Colleges to Work For](#)—that allow us to benchmark Adelphi with peers. In addition, internally developed instruments are used to monitor Adelphi’s results over time (examples include the [Undergraduate Student Experience Survey](#), [Graduate Student Experience Survey](#), [Survey of Newly Enrolled Freshmen](#), [Survey of Newly Enrolled Graduate Students](#), [Recent Graduate Survey](#), an annual survey of the board of trustees and [periodic alumni surveys](#)).

All of ORAP’s survey results are presented in the context of the *Momentum* goals, and Research Bulletins that highlight findings are disseminated to executive leadership, deans, the board of trustees, as well as full-time faculty, administrators and student government leaders. Bulletins are readily available to the entire Adelphi community on the ORAP intranet page in an effort to inform a wider audience and encourage University use of the results in assessment and planning. In addition, many of the items that appear on surveys such as NSSE, the Student Experience Survey, and the Survey of Recent Graduates are included in the *Momentum* Scorecard. In fall 2017, ORAP initiated the [Assessment Spotlight](#) to summarize select findings that are tied to *Momentum*, and demonstrate how results are used to improve programs and services. The Spotlight is distributed to executive leadership, the board of trustees and deans, as well as full-time faculty and administrators; survey-specific Spotlights are shared with students on topics requested by the Student Government Association (e.g., [dining](#) and [campus climate](#)).

The HERI faculty survey is designed to collect data on college and university faculty and includes items pertaining to seven overarching categories: job satisfaction; teaching; professional development; scholarly work; weekly and general activities; perception of institutional climate; and personal goals, beliefs and stress factors. They address four of the *Momentum* goals: to create a world-class academic experience, to establish the University as a model of diversity and inclusion, to develop a powerfully connected university, and to become a well-known and widely recognized university. The findings of this survey are disseminated by ORAP to the institution’s internal stakeholders. (Due to the size of the survey, results were detailed in multiple ORAP Research Bulletins: [February](#), [April](#), and [September](#) 2018.)

## Chapter 1 Mission and Goals

Since 2013, the National Survey of Student Engagement (NSSE) has provided institutions with the opportunity to administer topical modules along with the base Student Engagement survey. Adelphi has taken this opportunity to incorporate topical modules pertaining to [inclusiveness and engagement with diversity](#), [academic advising](#), [learning with technology](#) and [experiences with information literacy](#). ORAP Bulletins detailing student access [to high-impact and experiential-learning opportunities](#) (as identified in NSSE) among graduating seniors offer additional assessment feedback for helping Adelphi evolve as a student-centered and cutting-edge academic institution. Adelphi also collects data from student records on participation in internships, clinical work and fieldwork, and research. Results from the student data are consistent with those for NSSE.

In 2016, ORAP administered HERI's DLE to fulfill the Title IX/Clery Act mandate of assessing the campus climate. In addition, results of the DLE also contribute to *Momentum's* goal to "establish Adelphi as a model of diversity and inclusion," as it provides insights into the perceptions and experiences of students. The [results](#) offer both a snapshot of the current campus climate and a comparison with national peers on correlates related to student satisfaction and success, as well as campus environment. Further, Adelphi's findings are disaggregated by sex, race/ethnicity and sexual orientation in an effort to identify group differences.

During the Spring 2017 semester, Adelphi University participated in the *Chronicle of Higher Education's* [Great Colleges to Work For](#) study to assess workplace quality. This was the third time that Adelphi administered this survey since its inception 10 years ago (previously administered in 2009 and 2012). At Adelphi, the results from this study contribute to *Momentum's* goal to "advance financial strength and operational excellence" and more specifically to the action item "implement best practices" in order to "ensure employee success." The data allow us to benchmark results with peers in our Carnegie classification group and to gauge relative employee satisfaction over time.

In addition to connecting our regular schedule of surveys to the goals of *Momentum*, a new data analytics initiative has ensured that extensive statistical profile information and trends in admissions, student success, advancement and financial data are readily available and updated in data dashboards. For example, deans and program directors receive weekly reports regarding enrollment trends and retention. They also have online access to the dashboards. These dashboards support our ability to make informed, data-driven decisions and to enable a shared understanding for realigning efforts and resources. These instruments continue to grow as new areas for review are identified. This initiative required the addition of three new staff members with data presentation software expertise, specifically Tableau, for the newly created Office of Data Analytics, demonstrating the deep commitment of Adelphi to our strategic priority to "advance operational excellence." Going forward we will need to encourage units to use the dashboards and data for making informed decisions.

As we continue to build data dashboards, we have also created sophisticated predictive models for enrollment and retention. In combination, these statistical tools permit long-term planning and corrective actions, in real time. In this way, the results of Adelphi's expansive efforts to routinely assess and refine our actions and initiatives assure the University community that we can steadfastly live our mission and foster confidence in *Momentum* as a dynamic and achievable strategic plan.

**Reflection:** Adelphi's strategic plan guides decision-making across campus and offers a clear framework for tracking our institutional progress in many areas. As mentioned in the Introduction, the Middle States review process also suggested that despite the high level engagement of many people in designing and now implementing the plan, and the regular communication about the plan and results, there are some stakeholders who have not connected with *Momentum* and the metrics used for decision-making. While some Colleges and Schools have aligned their strategic plans with *Momentum*, others have not engaged in this level of planning. Given that *Momentum* is intended to be a "living" document, one that serves as a guiding framework for yearly implementation priorities and actions, the recommendation that follows is designed to bring more members of the University community into the strategic implementation process.

### Recommendation for Standard 1: Mission and Goals

1. Update and refresh the strategic plan through the following actions:
  - a. Working closely with faculty and in coordination with the Provost, each Dean should develop or update their College/School strategic plans in line with the overarching goals of Momentum, allowing for each area to bring in unique opportunities.
  - b. Working closely with the academic units, the Provost and the VP of Enrollment should update the three-year strategic enrollment plans for undergraduate and graduate programs, including a capacity analysis for each area.
  - c. All leaders should promote discussion and input on Momentum goals and yearly implementation plans, actions and results.
  - d. Working with faculty leadership, the administration should continue to seek ways to communicate, create common understanding, and collaborate on the goals and yearly priorities for the University.
  - e. Reinvigorate the Growth Operations Council (and add new membership) to ensure that we are actively looking at capacity issues across the university. Have the growth operations council extend this university-wide work to the college/school/department level.

# **Chapter 2:**

## **Ethics and Integrity**

## Chapter 2 Ethics and Integrity

This chapter articulates Adelphi University's clear commitment to ethics and integrity at all levels of institutional operations. We begin by addressing the core freedoms central to the mission of higher education—academic freedom, intellectual freedom, freedom of expression and intellectual property rights—and then identify the practices in place at Adelphi to promote, nurture and protect the values of inclusion and respect on campus. Also, the chapter highlights the University's dedication to ethical practices in the areas of employment, grievances, affordability and communications, particularly transparency related to information for prospective and current students.

### The Freedoms Essential to Higher Education

As the Middle States Standard on Ethics and Integrity recognizes, the freedoms most vital to any university's mission include academic freedom, intellectual freedom, freedom of expression and respect for intellectual property rights. Adelphi's [Code of Ethics](#) affirms the commitment of trustees, faculty, administrators, staff and students to these freedoms, and our University policies (which we outline below) provide further codification and details.

The inclusion of the faculty in University governance and support for academic freedom are specified in the [Articles of Governance](#) and the AAUP Collective Bargaining Agreement. The [Copyright Policy](#) and [Patent Policy](#) affirm the University's commitment to academic freedom, intellectual freedom and intellectual property rights. Both of these policies specify the responsibilities and privileges of faculty, staff and students for copyrightable or patentable products that utilize University resources, facilities and funds. The ethical standards aligned with academic freedom in research are further specified in the [Research Misconduct Policy](#). The [Distance Learning Policy](#) reinforces this commitment to intellectual freedom while expanding access to education for those who otherwise could not join a traditional classroom setting because of geographic distance or other limiting factors.

While most of these policies protect principles that are well established in academia, including at Adelphi, some have been developed in response to emergent changes in the broader social and higher education environment. All are subject to periodic review and update. In all cases, formal policies and practices are created and reviewed through wide participation of all relevant constituencies. For example, policies on copyright, patent and distance learning have been developed by committees that include faculty and academic administrators. Each of these has gone through revision recently. The development of policies on student conduct and club requirements involved participation by students, faculty and student affairs administrators.

In 2017, all University policies were reviewed by an external consultant, Baker Tilly Virchow Krause, LLP, to ensure that Adelphi has the array of necessary policies and that they reflect best practices in the field. Encouragingly, Adelphi had important and up-to-date policies in all of the key areas. However, the presentation of these policies varied notably and so a new template was developed and existing policies were reformatted into the template layout.

A [Policy Library](#) was established to provide ready access to all members of the community. Uniform procedures for changing or developing new policies and a Policy Review Committee were established and promoted at this time as well. The Policy Review Committee has representation from administrative units and faculty, and is facilitated by the University's director of risk management. In addition to the Policy Library, a related [website](#) identifies a variety of committees at the University to invite members of the Adelphi community "to participate in furthering the mission of the University and ensuring the success of our students" through the work of these committees and advisory boards.

Examples of new policies are the [Demonstration Policy for Students](#) and the [Speakers Policy](#), developed in response to recent student social activism, and at the request of student leaders, for clarification of the University's commitment to creating an educational environment of expression, dialogue and debate. While this includes the expression of ideas that might be objectionable or controversial, both policies

## Chapter 2 Ethics and Integrity

prohibit events that endanger the safety of others, including any unlawful activity, or violate the University's Anti-Discrimination, Harassment and Retaliation Policy. The [Anti-Discrimination, Harassment and Retaliation Policy](#) defines the relationship between discriminatory or harassing speech and academic freedom. The policy clearly states that when speech rises to the level of discrimination, harassment and/or retaliation, it cannot be protected by academic freedom.

In today's polarized political environment, university leaders have the important responsibility of helping students, their families and our communities appreciate the unique place of higher education in civic life. To this end, the University administration regularly advocates for freedom of speech and expression. In her letter to the Adelphi community on November 2, 2016, [What Diversity and Inclusion Mean at Adelphi](#), President Riordan reminded us that "Freedom of speech is a constitutional right—one that we, as a community of teachers and scholars, proudly uphold." She has also stressed that behavior that is racist or hateful will not be tolerated. In the same letter, she stated that "we also adhere to a code of conduct that calls on us to treat one another with courtesy, consideration and professionalism. Speech that is racist or hateful has no place at Adelphi." Through both policy and practice, Adelphi recognizes and protects the essential freedoms of higher education, embracing the vital role of the University as a place of inquiry and dialogue.

One of the key rights the University seeks to uphold is the student's right to privacy. To that end, Adelphi remains in full compliance with the Family Educational Rights and Privacy Act (FERPA), including disseminating information and doing professional development. The University's FERPA Statement is on the registrar office's website. The Office of Human Resources distributes an informational [pamphlet](#) on FERPA guidelines and protocols, which every employee is required to read and a [statement of compliance](#) that must be signed at point of hire. The registrar office gives ongoing new employee orientations and makes presentations on FERPA to various departments.

### Academic Integrity

Starting with the University's annual Matriculation ceremony, at which the provost presents our incoming class of first-year students with the Adelphi honor code, academic integrity is a salient and sustained focus of academic life at Adelphi. To ensure that students actively engage with the principles at the heart of our honor code, the recent revision of our First-Year Seminar ensured that discussions of academic integrity—including, but not limited to, plagiarism—are integrated into all sections of the course. Clearly addressed on the University's website, the subject is promoted by the University Committee for Academic Honesty through outreach efforts such as [Academic Honesty Awareness Week](#). Comprising faculty, administrators and students, the Committee for Academic Honesty promotes and enforces the University's honor code while working with academic units on various subject-specific initiatives. Suggested statements on academic honesty are provided to faculty for inclusion in course syllabi and included in the Adelphi [Full-time](#) and [Part-time](#) Handbooks. The intention is to encourage faculty members to prevent rather than catch plagiarism and other forms of academic dishonesty.

At the undergraduate level, when [academic integrity](#) has been violated, reports are provided to the provost's office. For egregious or second and subsequent violations, reports are to be shared with the Office of Student Conduct and Community Standards. Together, these measures centralize records and hold students accountable across schools and colleges if a student leaves one school or college and enrolls in another.

Violations by graduate students are handled and documented at the school level, and each program maintains a written policy of what constitutes such violations and procedures for addressing these. To ensure an ethical climate for research, the University requires that all research be reviewed by Adelphi's [Institutional Review Board](#), with representation from each of the colleges/schools and the director of research and sponsored research. Research involving animals must follow the [animal use protocol](#) and is monitored by the [Institutional Animal Care and Rights Committee](#).

## Chapter 2 Ethics and Integrity

### Campus Climate

Inspired by our strategic plan's transformative goal to make Adelphi "a model of diversity and inclusion," the University seeks to build a community of students, faculty, staff and administrators from a range of backgrounds, and to foster a campus climate in which the respect for our differences is recognized as a defining Adelphi value. This commitment requires coordination throughout all levels of University functioning, including initiatives and policies related to research standards, diversity and inclusion, and the ethical treatment of students and employees.

Central to these integrative efforts is the [Office of Student Conduct and Community Standards](#), which enforces the [Code of Conduct](#) to maintain the standards necessary to ensure intellectual integrity and to foster respect for all members of the community. The work of the Office of Student Conduct and Community Standards not only addresses policy violations, but takes a proactive and multifaceted approach to promote community standards for fairness and integrity.

To assess campus climate, the [Office of Research, Assessment and Planning \(ORAP\)](#) administers periodic surveys and gap analyses to students, faculty and other employees. Over the past two years, ORAP has administered several campus climate surveys. Furthermore, regular general surveys also include questions pertaining to environment. In 2016, the Higher Education Research Institute's (HERI) Diverse Learning Environment Survey (DLE) was administered to all undergraduate students. By using the nationally administered DLE survey, Adelphi's results were benchmarked with two comparison groups: public/private universities and private four-year institutions. Adelphi [results](#) were similar to those of both peer groups. Adelphi respondents reported that students are encouraged to have a public voice and share their ideas openly, that the diversity of the student body is accurately reflected in publications, that differences in sexual orientation are appreciated, that cultural differences are appreciated and promoted, and that campus administrators regularly speak about the value of diversity.

The HERI Faculty Survey, including an additional campus climate module, was administered to full-time faculty at Adelphi in fall 2016. The results from that survey were detailed in three separate ORAP Research Bulletins ([February](#), [April](#) and [September](#) 2018). A key reason for choosing to administer the optional Campus Climate Module with the HERI Faculty Survey was that similar questions were asked on the HERI DLE that was administered to undergraduates in 2016. Faculty were more likely to report witnessing discrimination than students (12 percent faculty, 7 percent students) and experiencing sexual discrimination (4 percent for faculty and 1 percent for students). The faculty reported the recruitment of minority students as a "high" or "highest" priority (54%), slightly higher than private universities and eight points higher when compared with all four-year institutions. Similarly, on the question of promoting racial ethnic/diversity in the faculty and administration, Adelphi placed six points higher than private universities, and eight points higher when compared to all four-year institutions, in agreeing that the University has a long-standing commitment to diversity. Students felt more strongly than faculty that Adelphi has a long-standing commitment to diversity (students 77% vs. faculty 57%) and were almost twice as satisfied with the racial/ethnic diversity of faculty (students 50% vs. faculty 28%). Both faculty and student respondents were similar in their rating of the atmosphere for political, religious and sexual orientation differences (faculty ranging from 56 to 63%; students, 53–60%).

Since 2016, much has been done to address inclusion on campus, including (but not limited to):

- Creating a mentoring program for students of color, first-generation students, veterans and members of the LGBTQ community;
- Developing a Diversity and Inclusion Certificate program for staff and faculty;
- Developing an Affinity Space for Students of Color and Their Allies;
- Developing a Faculty of Color Network to support research and mentoring for pre-tenured faculty;
- Enrolling the largest number of diverse first-year students in the institution's history through proactive recruitment; and

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- Hiring the highest percentage of faculty of color in the institution's history.

As a result of these efforts and others, in fall 2018, Adelphi was a recipient of the [Higher Education Excellence in Diversity Award](#).

In 2017, ORAP administered NSSE along with its topical module, inclusiveness and engagement with diversity. [Results](#) of this national survey were benchmarked against the 131 institutions that administered this module in conjunction with NSSE that year (NSSE is administered to first-year students and seniors). Respondents were asked to indicate the extent to which diversity and inclusion were emphasized in their coursework. Adelphi's results on all items in the module were significantly higher than NSSE peers at both levels (first-years and seniors). With the exception of discussing issues of equity or privilege, which were equal, Adelphi seniors reported their coursework emphasized these issues to a greater extent than did Adelphi first-year students. This suggests an "Adelphi impact" on increasing diversity and inclusion throughout the undergraduate years, which is in stark contrast to peer institutions where such progression is not consistent. Asked to indicate the extent to which the institution provides a supportive environment for differences in identity (e.g., race, gender, sexual orientation, etc.), results for first-year students at Adelphi were significantly higher than for peers at other institutions (with the exception of economic background, where results were higher, but not significant). Results for Adelphi seniors were significantly higher than peers at other institutions for the following: gender identity, religious affiliation and disability status. Results on the other items were similar to or higher than NSSE peers. Results on the NSSE topical module differ from those on the main NSSE instrument; we believe this is due to the differences in the reference groups for the two instruments.

### Commitment to Diversity and Inclusion

Since the last Middle States review in 2009, the University has made significant movement in the area of diversity and inclusion. In 2012, the Office of the Provost introduced the first university-wide diversity officer, the associate provost for faculty affairs and institutional diversity. Four years later, responding to the recommendations of the steering committee of the strategic planning process, President Riordan established an Office of Diversity and Inclusion, led by a vice president for [diversity and inclusion](#). In addition, the Diversity Task Force expanded and became the [University Diversity Committee](#) (UDC) to ensure a long-term commitment to diversity and inclusion. The committee is composed of 30 members, including faculty, students, administrators and staff from across the University.

Adelphi has partnered with [Shorelight Education](#) to form [Adelphi University International](#) (AUI), with the goal of recruiting international students to Adelphi and providing them with support services to ensure their success in Adelphi's programs. The total number of international students has been rising: 372 in 2015, 421 in 2016, 604 in 2017, and 713 in 2018. While some of these students are admitted directly into degree programs, most participate in a pathway or accelerator program that assists with their acculturation to the United States. The accelerator program includes instruction in English language, information literacy and research skills, along with a host of social integration programs. Notably, the accelerator orientation course has been lauded at Adelphi and is used as a model at other institutions (e.g., University of Dayton, Louisiana State University, Pacific University) with similar pathway programs for international students. The course, as well as its related cultural events, are impactful for our traditional non-international students as we include them in many of the activities. The vast majority of the AUI students (between 85 and 90 percent) [successfully matriculate](#) into the University's graduate and undergraduate programs.

The Office of Diversity and Inclusion has been instrumental in developing a variety of task forces to address pressing diversity issues at the University, including the LGBTQ Task Force, the Student Veterans Task Force, the DACA, International and Immigration Task Force and the Universal Access Task Force (UATF). The LGBTQ Task Force looks at policy concerns that impact the LGBTQ community on campus. The LGBTQ Task Force has helped raise the University's ranking on the Campus Pride Index and worked with the University to adopt all-gender-access bathrooms. While the University is already a Yellow Ribbon

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University, the Student Veterans Task Force seeks to further enhance services for student veterans. Through its efforts, the Veteran Resource Center has been expanded and liaisons in key departments have been identified. The UATF was created in response to the Campus Diversity Tour, which was initiated by President Riordan. As a result of suggestions by Adelphi community members who took the tour, the UATF was charged with identifying real or potential problems related to access for people with disabilities and proposing solutions.

Examples of notable multicultural initiatives include the following:

- [The Multicultural Social](#), co-sponsored by Black Students United, Latino Student Association and the Center for Student Involvement. This event provides students with the opportunity to interact with the University's seven multicultural organizations, while enjoying food and music.
- [Homeplace](#), the Affinity Space for Students of Color sponsored by the Center for African, Black and Caribbean Studies and open in Alumnae Hall for students to drop in from 8:00 a.m. to 8:00 p.m., Monday through Friday.
- [The Lavender and Multicultural Graduation](#), first held by Adelphi in May 2017. Students who identify as [LGBTQ+ and Allies](#) and underrepresented students can attend this ceremony to honor their accomplishments and contributions to the University.

The University's commitment to diversity is highlighted in its affirmation of the richness of human differences. Adelphi University has added gender identity to its [Affirmative Action/Equal Opportunity Statement](#). In addition, as mentioned above, Adelphi University's [Campus Pride Index](#) rating rose from a 3 in 2016 to a 4.5 out of 5 in 2018. The Adelphi commitment to diversity also embraces neurodiversity, including the [Bridges to Adelphi Program](#), a program that offers students with autism or executive functioning or socialization issues individualized, comprehensive, academic, social and vocational services to make the transition to college easier. This program has achieved national [recognition](#) for its success in personalizing learning experiences for students and its innovation, illustrated most recently with the creation of a [sensory room](#) for students with autism spectrum disorder or with sensory processing disorders.

To ensure the sustainability of Adelphi's diversity initiative, the University has developed and implemented two certificate programs for employees: 1) [The Diversity Certificate Program](#) and 2) [The Leadership and Management Certificate Program](#). Designed to promote a positive, respectful workplace and learning space for all of the University's constituents, the programs address diversity and inclusion holistically, in all of its forms.

In the 2016–2017 academic year, total attendance at Diversity Certificate workshops was 286 (some faculty and staff attended more than one workshop). Nineteen participants completed all of the requirements and received certificates in summer 2017. In the 2017–2018 academic year, total attendance was 256, with 35 faculty and 133 staff members participating in at least one workshop. Since its initiation in fall 2017, 182 managers and potential managers have participated in management workshops, and five have completed the full certificate program.

Like many institutions of higher learning, particularly those that serve diverse populations of students, Adelphi's ongoing commitment to maintaining a respectful campus climate has been challenged in recent years by the political and cultural tensions across the nation. Facing these realities head-on, the University has introduced several initiatives to make the Adelphi campus a place for respectful and meaningful debate. The [demonstration](#) and [speakers](#) policies mentioned earlier in this chapter ensure that students will always have a venue where multiple perspectives and voices may be heard. Furthermore, in response to a nationwide movement regarding college students without federally recognized deferred status, the Trump administration's executive orders in 2017 seeking to rescind the Deferred Action for Childhood Arrivals (DACA) program, and the related efforts to impose a travel ban, the University clarified and enhanced its support of the DACA, immigrant and international communities at

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Adelphi. In immediate response, Adelphi created the [DACA, International and Immigration Task Force](#) (DII) to provide opportunities, initiatives and resources to help vulnerable students and the broader community respond to policy changes and legislation on immigration on the national level. A small number of faculty and Latino students were involved with creating awareness of the need for such a taskforce. DII has held forums to inform the community, while also setting up a program called [Confidential Allies](#) to provide a confidential source of support for vulnerable students. The task force also provides services for students in need. These include (but are not limited to):

- Summer housing and employment to highly vulnerable students;
- Funding support for emergencies;
- Access to an online information library research guide; and
- Access to trained and trusted advisers called “Confidential Allies.”

The board of trustees has shown a keen interest in the role of diversity and inclusion at the University. It is etched into the board’s charter to “Foster Board Diversity,” and one of the responsibilities identified in the bylaws of the Work Life Committee of the board of trustees states that the committee “shall include, but not be limited to, oversight of recruitment policies of University personnel, policies and initiatives around diversity and inclusion as it relates to personnel and in the context of the University student population, compensation and benefits philosophy, maintenance and privacy of employee data, labor and employee relations, training initiatives relative to University personnel. The University’s compliance with federal and state regulations, and policies and procedures that relate to University personnel” (Bylaws, 13).

Although Adelphi University realizes there is still more work to be done in the areas of 1) ensuring a respectful campus climate; 2) providing equitable, transparent and accessible methods and mechanisms to air grievances and lodge complaints; and 3) using the principles of diversity and inclusion to inform decision-making, all of the above accomplishments demonstrate that over the course of the last several years, Adelphi University has made great strides in each of these areas. As described above, in the 2017 NSSE on [Inclusiveness and Engagement with Diversity](#), Adelphi did better than its national peers in nearly every category. With the introduction of new initiatives, forums and venues to bring the campus together over difficult conversations, the University has cultivated a campus spirit of thoughtful engagement and dialogue. These dialogues were designed to address campus anxiety concerning national and international events, such as the 2016 elections, executive orders on immigration, revocation of DACA legislation, and the Black Lives Matter movement. The formats included the following:

- Adelphi Unity and Dialogue and Story Telling Forum (Fall 2016)
- [Immigration Forum](#) (Spring 2017)
- [Immigration Town Hall](#) (Fall 2017)
- [Facing Racism](#) (Fall 2017 and Fall 2018)

### SELF-STUDY SPOTLIGHT: THE ADELPHI MENTORING PROGRAM

The University recognizes that the climate of an institution has a direct influence on retention and recruitment of diverse students, faculty and staff. To help students succeed, the Office of Academic Services and Retention currently oversees a [Mentoring Program](#) for students throughout their undergraduate careers. Open to all students, but ideally within their first year, the program has been designed to serve students of color, LGBTQ+ students, student veterans and first-generation students. The goal of the program is to help these students fulfill their highest potential through academic, social and professional development with one-to-one guidance from a mentor.

The Mentoring Program was created after a review of retention rates revealed that retention of students of color was not on par with that of white students. For instance, the University's 2017 *Data Book* shows that the 2010 first-year cohort (2014 graduates) of black students had a four-year retention rate of 36.7 percent while for white students it was 56.9 percent (the six-year rates were 56 percent and 71 percent, respectively.) The four-year retention rate for the 2013 cohort (2017 graduates) for black students was 50 percent while the four-year rate for white students was 65.8 percent.

During the 2017–2018 academic year, 53 students participated in one-on-one mentoring, while there are 74 enrolled for 2018-2019. The program has shown initial signs of success. For example, students who participated in the mentoring program had higher GPAs than other students of the same racial/ethnic group, and 86 percent reported that their mentor helped them find a job.

#### Grievances

The University embraces its responsibility to ensure a safe environment free of discrimination (including sexual misconduct), bullying, harassment, retaliation and other violations of the University's Code of Conduct. Adelphi makes every effort to ensure that the grievances and complaints of students, faculty and staff are addressed appropriately and equitably. As the University acts to hold individuals accountable for violations of the Code of Conduct, the procedures, policies and protocols that inform this commitment can be found primarily in the following documents:

- [The Code of Conduct](#)
- [The University Anti-Discrimination and Harassment Policy](#)
- [The Protocol for Complaints Against Faculty](#)
- [The Code of Academic Honesty](#)
- Collective Bargaining Agreements (CBA)
- [Hazing Policy](#)

Current grievance policies and procedures are found in the CBAs for faculty (Article 5), plant workers (Article 6), Public Safety Officers (Article 23) and custodial workers (Article 12). Complaints of harassment can also be made [online](#) including anonymously, or through Adelphi University's AU2GO application. The University has also created two new positions based in the Office of Human Resources, the Title IX coordinator/director of equity and compliance (as of May 2014), and a Title IX investigator (as of January 2016), to investigate [complaints made about sexual harassment, discrimination and retaliation](#). Also, there is a "[Title IX and Sexual Respect](#)" section located on the University's human resources website with brochures and publications that further explain grievance procedures, including a [Student Bill of Rights](#). The University also has a hotline that is overseen by the internal audit department. Finally, each semester

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the human resources department summarizes all grievances and reviews them with management and the audit and work-life committees of the board of trustees.

### Employment

Adelphi University is committed to fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees. The University has instituted training workshops through the [Leadership and Management Certificate Program](#), designed to assist managers in the supervision, hiring, promotion, discipline and performance reviews for employees from all backgrounds. Workshop topics include Understanding a Manager's Role and How to Avoid Pitfalls; The Leadership Challenge; Leading and Managing Work Teams; Managing Performance: From Coaching to Discipline; Understanding the Performance Appraisal Process; Interviewing: How to Identify the 'Right' Candidate; Intercultural Leadership; and Handling Crucial Conversations During Difficult Situations.

The Office of Human Resources uses a [Salary Increase and/or Promotion Request Form](#), [Hiring Review Justification](#), a [process for replacement of vacant positions](#), and an [Exit Interview Questionnaire](#) to inform and support the goal of using fair, equity-minded practices.

In 2016, the University revised the [Handbook for Faculty Searches](#) and developed a [Guidebook for Non-Faculty Searches](#) to address the diverse needs of the departments, schools/colleges, and University, while also complying with all collective bargaining agreements. These resources are intended to ensure that University hiring practices are consistent, efficient, equitable and nondiscriminatory in advancing Adelphi's goal of becoming a model for diversity and inclusion. Also, with the hope of increasing diversity in the workforce, Adelphi has entered into an agreement to advertise all of its position openings on the website of *Diverse: Issues in Higher Education* when positions are posted externally. To further advance this important work, both the associate provost for faculty research and advancement and the vice president for diversity and inclusion meet with all faculty search committees. They provide an orientation in best recruitment practices as well as strategies for conducting active searches to diversify the candidate pools. All search committee members are asked to take two series of the Harvard Implicit Bias Test online. Additionally, in 2017, the faculty committee on retention/tenure/promotion (FCRTP), the University-wide peer review body, revised its operating procedures to include anti-bias language. One promising sign that these efforts are paying off is the statistic that the 2017–2018 new cohort of Adelphi faculty included 44 percent faculty of color while dropping slightly to 38 percent for the 2018–2019 new faculty cohort. Over the past three academic years, 34 percent of all [non-faculty hires](#) have been people of color.

### Conflicts of Interest

There are several places across the University where the conflict of interest issue is addressed as it relates to faculty and non-faculty employees, board of trustee members and researchers. The University's commitment can be found in a statement about conflicts of interest in the University's [Code of Ethics](#).

More detailed policies offer further guidelines for University practices. For non-faculty employees, there is a Conflict of Interest Policy, located on the website for the Office of Human Resources ([Conflict of Interest Policy](#)), containing clear examples of conflicts of interest, as well as a downloadable form of acknowledgment ([Conflict of Interest form](#)). All nonunion employees are required to sign the conflict of interest form each year, and "Employees are encouraged to bring to management's attention any situation which raises a potential conflict of interest or the appearance thereof." This same policy can be found on page 45 of the Employee Handbook, as well in the [Financial and Administrative Reference Guide](#) on the Adelphi intranet.

For faculty employees, there is a Conflict of Interest and University Affiliation statement located in the AAUP Collective Bargaining Agreement located on the website of the Office of Human Resources (Article

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XIV, Section 7), listing what represents conflicts of interest to be avoided including involvement with any organization from which the University purchases services and goods.

As part of the bylaws for the board of trustees, there is a Conflict of Interest Policy (Article XII), including activities that might constitute a conflict of interest and clear procedures to take in the event of a conflict. As with the Conflict of Interest Policy for non-faculty employees, there is an Annual Conflict of Interest Declaration that must be signed.

Finally, for faculty and student researchers, the online homepage for the [Institutional Review Board](#) includes the following statement: “All investigators, including students and faculty advisers, need to submit a completed [financial conflict of interest form](#).”

### Transparency in University Communications and Reporting

University Communications and Marketing (UCOMM) has established branding policies that include guidelines for design and identity in visual materials, as well as content and messaging. The latter includes sections on personality, tone, and voice; inclusive language; editorial guidelines; and common language and terms. There is also a document that summarizes best practices and guidelines for using social media for Adelphi.

Materials that are shared with UCOMM to assist with review and/or full production go through a process that involves client review, stakeholder review, copywriter editing and proofreading. These reviews are designed to ensure factual content as well as adherence to Adelphi editorial guidelines and style, tone and formatting. Fact-checking is carried out by several campus partners including but not limited to ORAP, the Office of the Provost and Student Financial Services. Revised materials are looped back to the originating department for final approval. Some communications are also reviewed internally by the executive leadership team and externally by Dick Jones Communications.

Admissions practices are governed by the Statement of Principles and Good Practices, owned by the National Association for College Admission Counseling. This document provides the governing rules by which Adelphi abides. In collaboration with admissions, UCOMM produces many of the admissions recruitment materials using the workflow process described above.

The [Email Policy](#) discusses eligibility and access to email, monitoring of email in accordance with the [Acceptable Use of Information Technology Resources Policy](#), and that derogatory, obscene, defamatory and harassing communication is prohibited. The Acceptable Use of Information Technology Resources Policy ensures an optimal learning and working environment, and those freedoms connected to academic pursuits. The policy also protects the information used by administrators and staff so that it is maintained at the proper levels of availability, confidentiality and integrity.

The [Quick Facts](#) page on the Adelphi University website shows all the pertinent information a student would be looking for when researching the school. The annual Adelphi University [Data Book](#) is an intranet document that is a more detailed annual statistical compendium of information about the University as of the fall semester; it provides a current snapshot of Adelphi’s students, faculty, finances, retention and graduation, financial aid, courses, grades, off-campus locations and library holdings as well as a reflection of trends over time.

Certification and licensure pass rates are disseminated to the board of trustees, executive leadership and the deans. Each unit has developed an action plan in response to exam results. As per the Higher Education Opportunity Act (HEOA Sec. 201 amended HEA Title II, Part A: new HEA Sec. 205-208 [20 U.S.C. 1022d-1022g] HEOA amendment effective August 14, 2008), licensure examination results for teacher preparation programs in the Ruth S. Ammon School of Education appear on its [website](#). Licensure examination results are available to anyone upon request.

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ORAP regularly conducts a number of surveys, some of which are coordinated with other departments. The [results of most surveys](#) are available on the ORAP intranet site. In many cases, results are also provided to the Adelphi community in summary form via email as [Research Bulletins](#). As mandated by New York State, a Title IX Campus Climate survey is conducted every other spring, and results appear on the [Adelphi website](#).

### Accessibility and Affordability

Financial aid is a critical factor for many Adelphi students. Information concerning financial aid and tuition and fees is provided on the [Adelphi website](#). The site is designed to help educate students on the affordability of an Adelphi education and provides general financial aid information as well as information pertinent to specific populations. The website provides information concerning (but not limited to):

- The application process and required forms and worksheets;
- Institutional scholarships and grants and the terms and conditions of maintaining awards;
- Federal and state aid information and external links; and
- Information concerning tuition and fees, billing and refund policies.

For applicants, the University provides a [Net Price Calculator \(NPC\)](#) that is found on the Adelphi Student Financial Services website. (This calculator is intended to estimate net price for individual, first-time, full-time first-year, and may not be relevant for special tuition rate programs and is not relevant for graduate students, part-time students, transfer students, or international students.) The Financial Aid Office also provides accepted students with a [Financial Assistance Plan \(Award Letter\)](#), which lists all awards—grants, loans and scholarships—that are offered to the student for an academic year. It also lists the terms and conditions required for each program and the cost of attendance. Several additional documents are included with this letter, including a payment calculator worksheet, a glossary of terms and a list of useful links and resources.

The Financial Services Policies and Procedures Manual is an internal document for the awarding and distribution of federal, state and institutional aid for all populations (e.g., new first-year students, new transfers, new graduate and undergraduate and graduate continuing students). It includes the [Title IV Code of Conduct](#). Effective in the 2016–2017 academic year, Adelphi began using a financial aid optimization model to increase new first-year and transfer student enrollment. This automated the process of awarding Adelphi University merit-based scholarships and Adelphi need-based grants to students to ensure that aid offers are made earlier and in a more equitable and unbiased manner. The financial aid optimization model, often referred to as the scholarship matrix, allows for academic merit scholarships (Presidential, Deans, Achievement Awards) to be awarded based upon an assigned composite academic rank. This rank is also used to determine the percentage of need-based grant eligibility. Ongoing efforts to [assess](#) and refine the scholarship matrix will maximize affordability for those who demonstrate need.

Since the 2016–2017 academic year, Student Financial Services has emailed the NYS Financial Aid Information Sheet, which is a shopping/information sheet to first-time aid recipients. This standardized form complies with New York state regulations and is designed to help simplify the information that prospective students receive about costs and financial aid so that they can easily compare institutions and make informed decisions about where to attend school. Additionally, a paper award notification is sent along with very detailed information about financial aid awards. A [Financial Aid Guide](#) that details the financial aid process, types of aid, the cost of education, other financial options, contact information, frequently asked questions and tips on reporting investments on the FAFSA is available in a physical version and on the University [website](#). In fall 2018 the Office of Student Financial Services expanded its training by providing a pilot information session on financial aid guidance delivered in Spanish alongside distribution of a newly created Spanish publication.

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In addition to print and electronic resources, Adelphi assists applicants and students through in-person meetings. Representatives from the Office of Student Financial Services attend Financial Aid Nights to help educate students and their families about the financial aid process, the different types of applications and aid, and an in-depth review of the FAFSA. Also, Student Financial Services representatives meet with students at open houses and freshman orientation to provide information about its services and [information on financial literacy](#). The [Student Financial Services Guide](#) is available on the web.

The Office of University Admissions and the Office of Student Financial Services continue to work together to ensure that prospective students are aware of affordability and accessibility. The strong admissions-SFS liaisons, admissions publications, and outreach to students via email/text ensure that students and their families are made aware of the costs of Adelphi as well as the different resources to help make informed decisions. Continual training between the two units will assure that admissions representatives stay up-to-date with the basics of the financial aid process.

### Equity in Co-curricular Activities

Adelphi also works to provide co-curricular and impactful experiential learning opportunities equitably so that students with limited financial resources can participate. For example:

- Since 2010, the Jaggar Community Fellows Program provides a stipend to students who intern with a not-for-profit organization. To date, over 500 students have participated in the program with more than \$1.5 million awarded. Adelphi also offers some scholarships for students interested in studying abroad.
- The McDonell Grant was initiated in 2011, benefitting 46 students in the sciences with \$230,000 awarded to support summer on-campus research opportunities. The students receive a \$4,000 stipend as well as funding to attend conferences for research expenses. There are eight students selected each summer, divided among biology, physics and chemistry.
- The Honors College Summer Research Fellows fund supplies \$40,000 per summer, funding between 10 and 14 students on research fellowships.

Reflection: As part of a campus-wide commitment to ethics and integrity at all levels, the University is dedicated to diversity and inclusion. One common theme of interest to our community was ensuring the support for those students with greatest need and continuing to focus on developing an inclusive community.

### Recommendation for Standard 2: Ethics and Integrity

1. Continue to improve areas of accessibility and inclusion by the following actions:
  - a. The co-curricular programs described in this self-study, particularly those that involve fellowships, internships, and support for experiential learning across the curriculum, should be nurtured and expanded in every unit of the University to identify and address opportunity gaps, thereby providing greater access to high-impact learning for students from underrepresented backgrounds.
  - b. Continue to evaluate the effectiveness of the diversity and inclusion initiatives at the University and work with each College and School to develop unit specific diversity and inclusion initiatives.
  - c. Keep diversity and inclusion at the top of the priority list in terms of support.

# **Chapter 3:**

## **Design and Delivery of the Student Learning Experience**

This chapter offers a detailed overview of Adelphi's academic programs, highlighting the University procedures that ensure all learning experiences are characterized by rigor and coherence. In addition to outlining the processes of new program development and approval, we provide detailed information on the Adelphi faculty and the various resources designed to support the faculty in their work as teacher-scholars. The chapter also describes General Education at Adelphi, highlighting how the program integrates a core set of essential skills while introducing students to new areas of intellectual inquiry. Other areas addressed in this chapter include graduate and professional education, as well as the experiential learning opportunities available at Adelphi for all students.

### Undergraduate, Graduate and Certificate Programs at Adelphi

Adelphi University offers 61 undergraduate programs (58 baccalaureate, two associate degrees, and one certificate), 58 master's-level programs, eight doctoral-level programs, and 37 certificates at the post-baccalaureate or post-master's levels. These programs are organized across seven academic units: the College of Arts and Sciences, the Robert B. Willumstad School of Business, the Ruth S. Ammon School of Education, the Gordon F. Derner School of Psychology, the College of Nursing and Public Health, the School of Social Work, and the College of Professional and Continuing Studies. An eighth unit, the Honors College, does not offer any degree-based programs but includes separate honors courses and a distinct set of academic requirements. Also, the College of Arts and Sciences houses the General Studies pathway program, a one-year academic program designed for motivated first-year students with lower test scores than required for admission, but who demonstrate the potential for academic success.

The Office of the Provost deliberately monitors the fill-rates of course sections to ensure that offerings are delivered efficiently and students have access to the seats they need to graduate on time. Through a prior relationship with Ad Astra, and in consultation with the Educational Advisory Board (EAB), Adelphi has established a benchmark of 85 percent as the capacity measure. In the 2017-2018 academic year, the median course section fill-rate was 87 percent; the Office of the Provost has been communicating with deans' offices and chairs regarding opportunities to increase section offerings so we can continue to serve student needs and help them progress through their degree programs.

### New and Revised Programs

The University follows clear procedures by which programs and courses are designed, reviewed and approved to foster a coherent student learning experience. As the following overview illustrates, unit curriculum committees, faculty governance committees and administration work together to ensure that these programs are at a length appropriate to the objectives of the degree or other credential, present a coherent student learning experience and promote synthesis of learning.

As described in Chapter One, each college/school has developed program objectives that reflect the *Momentum* goals of creating a world-class academic experience and supporting student success. This assures that programs being proposed for development have academic quality and rigor, an active audience and appropriate resources. To this end, several improvements have been made to the process of program review and approval over the past five years. These include the following:

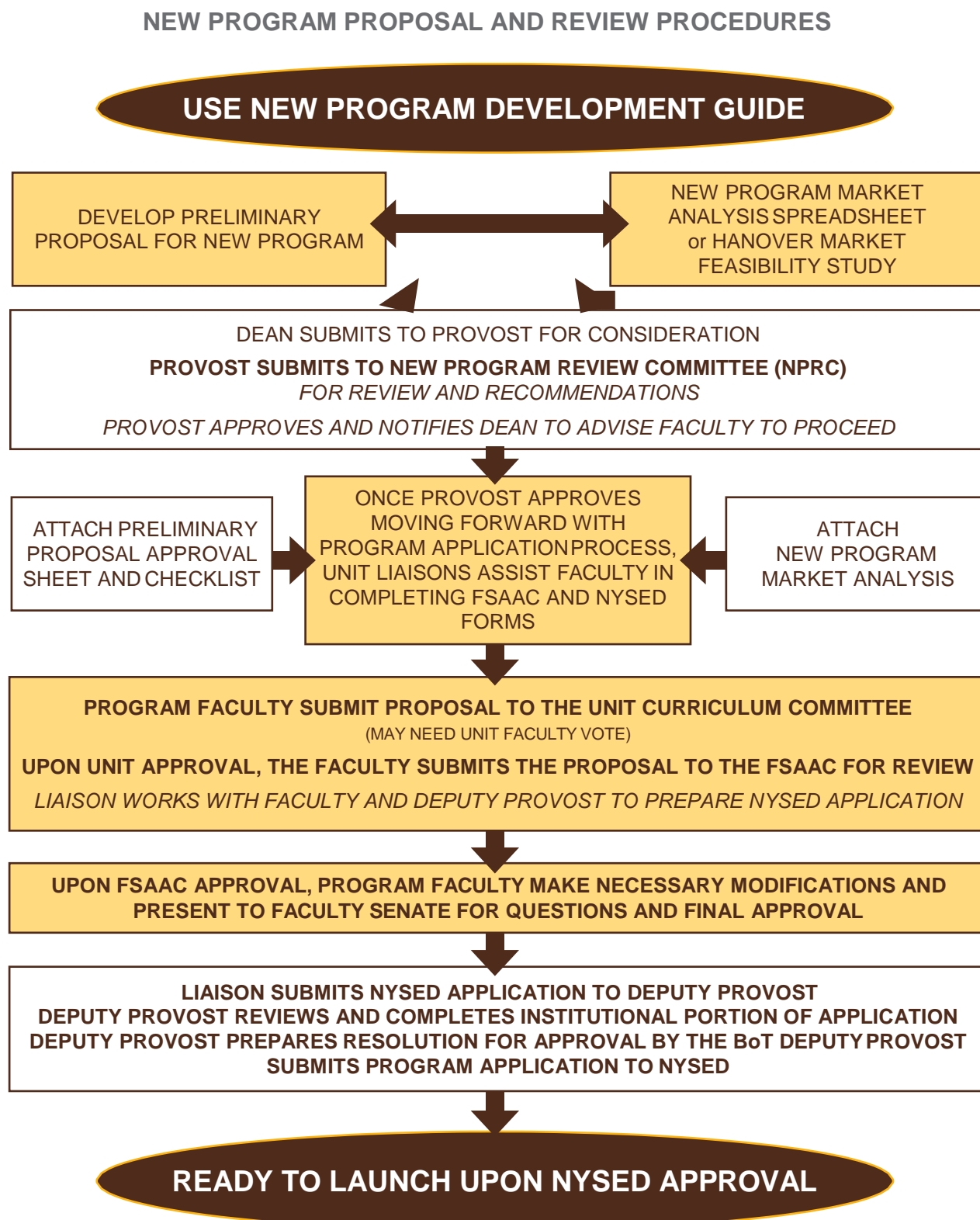
- A required [New Program Market Analysis](#) conducted by the proposers, to accompany the preliminary proposal for a new program when it is submitted to the provost;
- The introduction of a New Program Review Committee (NPRC) to consider the resources (faculty, space, marketing, student financial aid, technology, faculty development, laboratory support, etc.) that would need to be budgeted to launch the program and outline the budget implications to the Provost;
- A contractual relationship with a higher education research association to conduct more detailed market and competitive analyses for programs that are likely to require extensive resources (during the 2016–17 academic year, Adelphi partnered with Eduventures for these studies; during

2017–2018 and 2018–2019, Hanover Research conducted the analyses);

- The assignment of associate deans as academic liaisons for each college/school, coordinated by the deputy provost, to assist faculty in preparing the documentation for new programs and in moving them from the preliminary proposals through the completion of the New York State Education Department (NYSED) applications; and
- The introduction of a [New Program Development Guide](#), which details step-by-step the process for proposing and successfully launching a new academic program.

The figure below depicts the process of developing a new academic program.

**Figure 5. New Program Development Guide**



## Chapter 3 Design and Delivery of the Student Learning Experience

Each school has a Unit Curriculum Review Committee with guidelines for the evaluation of programs, as well as for new courses, majors, minors and any course or program revisions. These guidelines apply, as relevant, to all undergraduate, graduate and certificate programs. Once approved by the unit committee, the proposal is advanced to the Faculty Senate Committee on Academic Affairs (FSCAA). The FSCAA has its own operating procedures for the evaluation of courses and programs, which were codified in written form in 2017 ([FSCAA Operating Procedures](#)). Following review and approval by the FSCAA, new programs, minors and major changes are presented to the full Faculty Senate for discussion and a vote of approval.

Upon approval by the Faculty Senate, new programs are presented to the Adelphi University Board of Trustees for final internal approval. Applications for new programs, changes in program delivery format, major changes or additional concentrations are then submitted to NYSED for final approval and registration. While the multiple steps in the approval of new programs or major revisions are labor-intensive and time-consuming, they serve to assure quality and best practices in curriculum development.

The faculty handbooks ([full-time](#) and [part-time](#)) contain a standard template for syllabi. However, many departments have their own templates that may also meet the requirements of accreditors or school-specific coursework (e.g., those that require internships, clinical work or other practice conventions). These templates follow best practices and include learning goals (course-, program-, and/or Gen Ed-based) and assessment protocols.

As mentioned in Chapter One, in the past three years, Adelphi has introduced new doctoral programs in Nurse Practice (D.N.P.) and in School Psychology (Psy.D.); master's programs in computer science, applied mathematics and statistics; professional accounting; global business management (M.B.A.), psychiatric-mental health, nurse practitioner, infant mental health and developmental practice; and advanced (graduate) certificate programs in autism spectrum disorders, psychiatric mental health nurse practice, and a Global Mental Health Counseling concentration in the Mental Health Counseling program.

See Chapter Seven for further discussion of the Faculty Senate Committee on Academic Affairs.

### Adelphi Faculty

There are over 1,000 [full-time and part-time faculty](#) at Adelphi. The number of [full-time Adelphi faculty positions](#) has increased over the past decade from 324 in 2009 to 356 in 2018, while the [part-time FTEs](#) increased from 317 to 349 during the same period. The [percentages of course sections taught by full-time faculty](#) has been relatively stable since 2014—from 50 percent in 2014 to 54 percent in 2018. The University's strategic plan sets the institutional goal of raising the overall proportion of instruction by full-time faculty to 60 percent by 2021.

Profile data on the faculty can be found in the Adelphi [Data Book](#). A majority (54 percent) of Adelphi instructional faculty are women, higher than the nation (45%). This varies by unit, with women constituting 80 percent of nursing faculty, 69 percent in education, and 31 percent in business at Adelphi. However, 75 percent of Adelphi's instructional faculty are white, non-Hispanic, comparable to 76 percent nationally (according to the National Center for Educational Statistics).

The tenured and tenure-track ranks for instructional faculty approximate a normal curve, with 39 percent at the associate professor level, 26 percent at professor rank and 20 percent tenure-track assistant professors. Awards of tenure for assistant professors automatically carry promotion to associate professor status. Some faculty positions—including lecturer (a new position), as well as clinical and visiting faculty—are governed by ratios established in the Adelphi/AAUP Collective Bargaining Agreement.

Nine out of 10 full-time faculty have a terminal degree, which places Adelphi in the middle of its regional peers (which range from 77 percent at Molloy College to 91 percent at Long Island University and New

## Chapter 3 Design and Delivery of the Student Learning Experience

York University). Notably, Adelphi has among the lowest student/faculty ratio of its regional and national peers, at 10:1; in addition, 52 percent of classes enroll fewer than 20 students, and only 3 percent enroll more than 50 students.

In response to the call in *Momentum* to focus on teaching excellence (Goal 1, Key initiative 2, Action item 1), the past three years have seen the addition of [22 new faculty lines](#). In addition, over the past several years, there has been a renewed interest on the part of the faculty to learn about and implement teaching strategies designed to engage students, particularly those students with diverse learning styles. Key initiatives related to facilitating technology in the classroom, supporting faculty in designing and implementing high-impact teaching and learning practices, and providing service-learning opportunities have combined to foster a climate of inclusiveness.

Course offerings in online learning formats have increased in number (in fall 2010, there were 47 blended/online courses, while in fall 2018 there were 233), and faculty development related to these alternative formats is an increasing need. This is being addressed by diversifying the skills of the instructional designers at the University's Faculty Center for Professional Excellence (FCPE) and employing outside instructional designers as needed.

The results of the Higher Education Research Institute's Faculty Survey in 2016 provide an overview of trends related to faculty perceptions of teaching at Adelphi. Forty-three percent of the full-time faculty responded to the survey. Adelphi faculty were more likely than peers at similar institutions to give at least one assignment that required students to write in the specific format of their discipline and discuss ethical and moral implications of a course of action. Rubric-based assessment was most commonly used to evaluate students (62%), and was comparable to national peers at private universities (65%). Trends reflecting increasing faculty use of experiential and active learning were also evident; in 2016, as compared to 2010, use of experiential learning/field studies, cooperative learning, student presentations, group projects and reflective writing have increased, while extensive lecturing remained lower than peers. Adelphi faculty used technology in the classroom to a greater extent than peers. Use of podcasts and videos, simulations, online homework and discussion boards all exceeded the peer groups that were compared. Finally, 20 percent of faculty reported having employed online pedagogy compared to 8 percent in 2010.

Given Adelphi's goal of promoting academic excellence and recognizing the strong link between scholarship and teaching, the Faculty Senate created a Scholarship Committee charged with crafting a [scholarship statement](#) outlining the role of scholarship at Adelphi. The senate organized a series of town hall meetings in March 2018 to gather wide input from faculty on how scholarship informs and enriches teaching at the University. The full faculty voted to approve the statement in December 2018.

Resources available to support faculty development have continued to expand over the past decade, reflecting the increasing focus and interest surrounding student-centered, high-impact teaching. The FCPE supports faculty with resources to excel in teaching and scholarship. The center works closely with the Office of Information Technology and is available to full- and part-time faculty. The center focus is on creating a culture of innovation and creativity related to new technologies and pedagogies and promoting faculty collaboration. The FCPE also provides support for instructional development of online and blended courses. (For the varied offerings of the FCPE, see its [website](#).)

FCPE-sponsored faculty conferences with invited speakers and faculty presenters on topics related to teaching create an atmosphere that encourages instructional improvement. [Full-day Teaching and Learning Conferences](#) address topics such as high-impact practices, faculty learning communities and best practices for course design to engage students. A two-day, intensive Writing in the Disciplines workshop, offered in the summer, has provided faculty with tools to effectively respond to student writing and develop strong writing assignments to support critical and disciplinary thinking. These are only a few examples of the resources provided to faculty through the FCPE.

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When faculty are having teaching-related challenges in the classroom, efforts are made to support their development through the FCPE and, in some cases, external teaching workshops. Recognizing the profound connectedness of pedagogy, scholarship and creative work, the University endeavors to support faculty in all of these areas to foster a vibrant intellectual environment for our students.

The Office of the Provost sponsors several initiatives that provide support for faculty professional development and recognition of accomplishments. The Summer Professional Development Program provides funding for both teaching and scholarship development. Priority is given to proposals with an interdisciplinary focus, as well as those that show promise to impact student success/scholarly accomplishments. In 2017–2018, the [Adelphi Teaching Fellows program](#) was launched to provide support, resources and a collaborative community for fellows to expand their teaching expertise. Six fellows were selected and each received three credits of release time and a \$1,500 grant to be used to implement a teaching project.

The Faculty Senate Committee on Teaching and Advisement promotes excellence in teaching and advisement and sponsors workshops, teaching tips via email and various events. Recognition of faculty accomplishments in teaching is one way of showcasing innovation and encouraging a culture of outstanding teaching. Teaching Excellence awards annually recognize and celebrate faculty excellence in the area of teaching. Categories include tenured faculty, untenured faculty, and part-time faculty. Additionally, each year an Excellence in Faculty Scholarship and an Excellence in Faculty Service award are presented. A winner of one of the Faculty Excellence in Teaching awards is invited to speak at Commencement, and a winner of one of the other teaching awards is a speaker at the following year's freshman matriculation ceremony, underscoring the value Adelphi places on engaging teaching.

Faculty engagement in disciplinary research/creative activity provides a rich culture of scholarship at Adelphi and enhances the student learning experience. The Faculty Research Symposium, inaugurated in spring 2017 in tandem with the long-standing annual student Adelphi Research Conference, highlights faculty accomplishments. A sampling of these achievements can be found in the [Faculty Academic & Creative Research Magazine](#), and a more complete listing is located in the [faculty profiles](#).

Additional support for faculty research is provided by the following initiatives:

- Research release time;
- Internal grants programs: intramural, international and interdisciplinary;
- Provost's grants to strengthen high-impact teaching and learning practices;
- The Office of Research and Sponsored Programs;
- An Institutional Review Board;
- Support for faculty travel to present papers;
- The Center for Health Innovation, which provides statistical support for grant writing, editorial-writing workshops, and connects faculty with scholarship agendas related to human health from disparate disciplines;
- The Adelphi Digital Commons;
- Financial support for publications; and
- A faculty development fund.

The AAUP Collective Bargaining Agreement (CBA) outlines procedures and standards for appointment, reappointment, tenure and promotion, as well as for grievances, disciplinary action and dismissal. The current CBA is effective through August 2021. The Human Resources department meets regularly with the Work-Life committee of AAUP. Additionally, in December 2018, a new staff member in human resources was hired to be dedicated to the academic areas. This staff member will help the academic units, deans and others with all human resource issues, pulling in other expertise as needed.

The University utilizes a peer review evaluation process at the unit level and the University level,

## Chapter 3 Design and Delivery of the Student Learning Experience

discussed in Chapter Seven under the sections on “Articles of Governance” and the “Faculty Committee on Retention, Tenure and Promotion (FCRTP).” The [operating procedures](#) and guidelines for the [unit peer review](#) committees and the FCRTP are periodically updated (most recently in 2017) and require final approval of the board of trustees.

All untenured faculty meet annually with the dean or the dean’s designee to discuss performance and progress toward tenure and promotion, except in years when they are being reviewed for reappointment, tenure or promotion. Tenured faculty are reviewed every two years. The [Annual Faculty Review form](#) ([see guidelines](#)) is used for the review with the faculty member providing input in advance of the meeting and completion of the review. The self-evaluation form includes the past year’s record of accomplishments and ongoing efforts in teaching, scholarship and service. Faculty members receive their completed reviews, and the deans provide the annual reviews to the provost for inclusion in faculty files. Post-tenure peer classroom observations of tenured faculty have been in place for more than a decade and are conducted every five years, using a [standardized observation form](#). The assessment instrument was developed by a committee including six faculty from across the academic units, a dean, the assistant provost for institutional research, and a member of the provost’s office.

Procedures for review of part-time faculty vary somewhat between individual units. All unit chairs and directors/deans have access to student course evaluations, and these are used to provide guidance for performance improvement. To provide a more structured approach to the evaluation of part-time faculty, the provost recently shared with unit chairs a standardized peer observation form ([see guidelines](#)) to be used specifically for part-time faculty. In response to feedback from part-time faculty about their needs in the College of Nursing and Public Health, full-time faculty proposed several strategies to provide centralized resources and support. Course coordinators for all clinical courses serve as mentors for part-time faculty and share syllabi as well as teaching resources for the course. This has helped to promote consistency in course sections and support new adjuncts. A College adjunct faculty Moodle site was developed that provides information on topics such as academic and curricular resources and teaching with technology.

Feedback from students is obtained through the [course evaluations](#) distributed online toward the end of every course. Students complete questions related to the achievement of course objectives and faculty effectiveness as well as general course attributes and, for undergraduates, articulation with the general undergraduate learning goals. The provost’s office, deans and chairs can view University and departmental summaries as well as results for individual faculty; faculty can view their own results online. The data are also discussed as part of the annual faculty evaluation (discussed above). Students can view results during the course planning sessions online via the course search feature in CLASS, the University’s online registration system.

### Official Publications

Adelphi has a comprehensive listing of all of the undergraduate, graduate and certificate programs in an [online University Bulletin](#). Maintained by the University registrar’s office, this website includes the current year bulletin and archived copies of the official University bulletin dating back to the 2000–2001 academic year. The bulletin website is publicly accessible and does not require any access code or passcode to view and interact with it.

Each currently offered degree program has a bulletin listing that clearly outlines important information for students, including:

- Official degree title
- Total number of credits necessary to complete the degree
  - Total number of credits in the undergraduate major to complete the major requirement for an undergraduate degree

## Chapter 3 Design and Delivery of the Student Learning Experience

- All required and elective course requirements included in the degree
  - Including course titles and number, number of credits assigned to the course and a course listing
- A semester sequence showing the typical path to degree completion for students to graduate on time
- Continuing matriculation and progression requirements for all individual degree programs, specific college or unit requirements and a complete and updated list of faculty and administrators who oversee the individual degree program and its requirements.

The more recent online bulletins also include an [advanced search function](#) that helps students quickly and efficiently find the program and information they are looking for. The digital format bulletin allows the registrar's office to update changes or additions to the program listings during the academic year, as new programs are approved or as changes are made to existing programs.

Adelphi also offers several supporting documents to assist students in understanding the requirements, policies and procedures for successful degree completion. These include:

- [New Student Handbook](#)
- [Guide to Student Life](#)
- [Graduate and Adult Student Handbook](#)
- [International Student Guidebook](#)
- [Adelphi University Code of Conduct](#)

An extensive listing of these and additional handbooks, guidebooks and resources to assist students at all academic levels and across a wide variety of student populations are on the [Adelphi website](#).

The Office of the Registrar offers a web-based degree audit system that allows students and their academic advisers to view and understand real-time, up-to-date progress towards their degree completion. This allows students to understand exactly what they need to complete to successfully graduate from their program; in addition, a "What if?" function allows students to view requirements from other possible majors or programs. More information on Adelphi's degree audit system can be found [here](#).

### General Education at Adelphi

As the Middle States Standard on the Design and Delivery of the Student Learning Experience makes clear, a successful General Education program introduces undergraduate students to new areas of intellectual inquiry and helps them acquire and demonstrate essential learning skills related to oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and information literacy. To best achieve these aims, a university curriculum should draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity and preparing them to make well-reasoned judgments outside as well as within their academic field.

At Adelphi, General Education has evolved over the past 15 years to integrate these dual objectives—the breadth of knowledge and a foundational set of essential learning goals—into a coherent and engaging student learning experience. In 2003, the Adelphi faculty approved a list of student learning goals (communication, information literacy, quantitative reasoning, global citizenship/civic engagement, critical thinking, and artistic understanding and practice) that were established as the foundation of the Adelphi General Education program. In the years that followed, the ongoing assessment of student learning shaped a campus-wide dialogue about how these goals might be more clearly mapped onto the General Education curriculum. Because the 2003 revision to the program retained a distribution-based approach to identifying General Education classes, it was difficult to ensure that all Adelphi students were taking courses addressing all of the learning goals. And, just as significantly, students could go through the

## Chapter 3 Design and Delivery of the Student Learning Experience

General Education program at Adelphi without necessarily recognizing that these learning goals constituted the heart of their Adelphi education.

Assessment-based deliberations on these questions led to a revision of General Education, when the faculty approved a framework for a new General Education program in 2009, and then, a year later, approved an official program revision (following our last Middle States review). Under this new model, the General Education program became more explicitly aligned with Adelphi's University Learning Goals while also maintaining the distribution requirements of the earlier version of the program. Since the faculty approved these significant changes nine years ago, a small number of adjustments to the program have been made in response to the ongoing assessment of student learning and a recent program study (discussed in more detail below).

Today, Adelphi's General Education program comprises two required first-year classes, a collection of distribution and learning goal requirements and a capstone class in the major (see the [University Bulletin](#) for more details), as listed below:

- English 107 (The Art and Craft of Writing) and The First-Year Seminar
- Distribution Courses
  - Humanities
  - Arts
  - Social Sciences
  - Natural Science and Formal Science
- University Learning Goals
  - Critical Thinking
  - Global Awareness/Civic Engagement
  - Communication Written and Communication/Oral
  - Quantitative Reasoning
  - Information Literacy
  - Creative Thinking

[The General Education Committee](#), a standing body with operating procedures ratified by the faculty, is charged with evaluating and assessing its program to determine the extent that students acquire and demonstrate such skills. The committee publishes clear guidelines for submission of courses satisfying General Education requirements ([Gen Ed Guidelines for Submission of Courses](#)). For students, General Education requirements, including distribution areas, learning goals and first-year courses, are clearly outlined on the General Education [webpage](#), which is easily accessible under the "Academics" tab on the Adelphi website. The General Education Committee and subcommittees rely on a syllabus-based model to vet applications for distribution areas and learning goals, and learning goals for approved courses are included on course syllabi and official descriptions.

While the assessment of the General Education program's student learning goals is discussed in more depth in Chapter Five, in what follows we offer an overview of how the program continues to evolve as it addresses the needs of our students and the emergence of innovations in General Education across the country. Chapter Five will illustrate that the 2010 revision of the General Education program led to an improvement in student learning. As encouraging as these findings have been, the 2016 program study—scheduled in the original 2010 program revision plan as an important opportunity to assess the new model after a few years—sparked new conversations around campus about how to make the mission of General Education at Adelphi more coherent and meaningful to our students. At the same time, redesigning General Education to create a signature program at Adelphi was identified as a strategic priority to help the University achieve the academic and reputational goals of *Momentum*.

Two issues brought to light during the program review were addressed by the General Education

## Chapter 3 Design and Delivery of the Student Learning Experience

Committee and then by the full faculty. The artistic understanding and practice learning goal was replaced by Creative Thinking, and the one-credit [Freshman Orientation Experience](#) (FOrE) class was determined to have become nonacademic, and thus outside the purview of the General Education mission. Inspired by the vision of our strategic plan to engage students beginning with their arrival on campus, and to work relentlessly to help them succeed, the General Education Committee saw the proposed elimination of the FOrE class as an opportunity to build a signature, equity-minded innovation into the Adelphi first-year experience. In the Fall 2017 semester, a group of faculty worked with the associate dean of General Education on a pilot four-credit version of the First-Year Seminar designed to engage students in high-impact learning experiences both on and off campus. This new Adelphi First-Year Seminar launched in fall 2018 across all 47 sections of the class.

After the faculty made these important adjustments to the program, the General Education Committee designed a new round of assessments to dig deeper into other findings that emerged out of the program study. While both students (in survey data) and faculty (in their learning goal assessments) agreed that students are making progress across many of the University Learning Goals, the responses collected as part of the program study suggested that too many students see General Education as a hindrance or obstacle unconnected to the work they are doing within their major. In response to these findings, the General Education Committee worked with the Office of Research, Assessment and Planning to add a few follow-up questions to be included on the 2017–2018 Student Experience Survey, with the aim of better understanding the divide between what students are learning in their General Education courses and how well they understand the value and relevance of these classes to their work inside the major.

The 2018 ORAP [General Education Research Bulletin](#), which includes the data from this survey among other assessments, suggests that the 2010 revision of the Adelphi General Education program successfully embedded these learning goals across our curriculum, while also highlighting new areas of opportunity and challenge regarding student learning. Drawing on these and other findings, and in consultation with the new provost, the General Education Committee spent fall 2018 identifying specific learning outcomes to target in the next round of program revision. The committee also established a calendar for a General Education redesign process by which faculty will work collaboratively and methodically to develop a new program structure addressing the needs of our students and supporting the University mission. In [December 2018](#), in their annual presentation of General Education assessment findings, the co-chairs of the General Education Committee highlighted key assessment measures included in the Bulletin and invited faculty to participate in a series of events in the spring (including the [Annual Teaching and Learning Conference](#)) intended to launch a [program redesign](#).

In many ways, the questions about General Education now being asked around campus reflect the great success of the 2010 revision of our program. After all, one important goal of that revision was to more thoroughly and clearly integrate our learning goals into the undergraduate curriculum. As of 2015, 229 courses had at least one General Education learning goal, and 610 courses met a General Education distribution area requirement, with a sum of 712 courses with a [General Education designation](#). Today, having designed and approved hundreds of classes across all of our learning goals, we are faced with a different challenge: With so many classes carrying a learning goal or distribution designation, it has become difficult for students and their advisers to recognize possible connections across General Education classes, or to see these hundreds of classes as an opportunity to select each student's coursework in ways that might help them identify, and ultimately achieve, their academic and professional goals. In the coming years, through faculty-led innovation and the ongoing assessment of student learning, Adelphi's General Education program will renew itself again as we continue to help our students develop the skills and knowledge to succeed in an ever-changing world.

### SELF-STUDY SPOTLIGHT: THE ADELPHI FIRST-YEAR SEMINAR

In spring 2017 the General Education Committee initiated a pilot program to redesign Adelphi's First-Year Seminar (FYS) into a dynamic, high-impact experience focusing on student engagement and support. Leading up to and throughout the Fall 2017 semester, a cohort of 15 faculty worked with the associate dean of General Education to design a 4-credit First-Year Seminar. In the words of our strategic plan, the goal of this pilot was to focus on "high-impact, hands-on teaching and learning for all students" (*Momentum* Goal 1) and to highlight the importance of developing "more ways for students to learn" (*Momentum* Goal 2).

Pilot sections of the seminar offered opportunities for interdisciplinary and "cross-sectional" collaborations. Two social justice-themed classes participated together in student-run Dialogues addressing topics such as racism, and a number of sections included on- and off-campus experiences including service-learning trips, class-based field trips, on-campus "HIP" activities and speaker visits from experts and specialists related to section-specific topics.

Under the guidance of the "Plan for Student Success," and with the extensive assessment findings that emerged out of the pilot, the revised 4-credit model of the [First-Year Seminar](#) was rolled out for all incoming students during the Fall 2018 semester. With [47 classes](#) focused on topics ranging from dinosaurs to Italian film to photography, the new Adelphi FYS embeds into our General Education curriculum the equity-minded, student-focused vision of *Momentum*. In May 2018, First-Year Seminar faculty participated in a full-day retreat where they discussed student learning outcomes, assignment design and ideas for off-campus engagement opportunities.

Building on this collaborative work, and supported by an expanded General Education budget for instructional travel and guest speakers, FYS faculty embedded into their seminars a range of high-impact learning experiences—including trips to **Ellis Island** (a FYS devoted to Film and the Immigrant Experience), the **Whitney Museum** (Finding Life in the Arts), the **Museum of Natural History** (Dinosaurs in the News), **Coney Island** (New Immigrant New York), the **Tenement Museum** (multiple FYS sections on Greenwich Village, 1913), the **Metropolitan Museum of Art** (Where Art Meets Science), the **Brooklyn Museum** (Arts and Social Change), the **International Center of Photography** (The Evidence of Photography), the **United Nations** (the Living-Learning Community FYS classes on Leadership and Service Learning), the **Schomburg Center for Research in Black Culture** (Exploring Black Digital Humanities), the **Joyce Theatre** (Finding Life in the Arts) and other cultural sites around New York City and Long Island.

U.S. News & World Report has recognized Adelphi's first-year experience in its annual list of [best colleges](#).

#### Graduate Education

Students enrolled in Adelphi's graduate and professional program offerings have multiple opportunities to engage in disciplinary-specific activities that foster research, scholarship and independent and analytical thinking. To facilitate the development of graduate-level skills and experience, many of the graduate programs include one or more courses that train students in research methods in their curricula. For example, students in the Ph.D. in Nursing program begin with a 1-credit Elements of Research course, followed by three 1-credit Dissertation Development seminars on problem selection, literature critique and research methods, respectively. Students must also take six credits of qualitative research and 9 credits

of quantitative research, and complete a research thesis with a faculty mentor. Students in the M.A. in Psychology program must take semester-long courses in research methods and in statistics for the behavioral sciences. These students also have the option of completing a research thesis under faculty supervision. Descriptions of the research training offered in each of Adelphi's graduate programs are given [here](#). The University actively supports graduate student participation in faculty-mentored research, internships, high-quality fieldwork and professional conferences.

A limited number of graduate assistantships allow students to assist faculty in teaching and/or research activities, while receiving either tuition remission or a stipend. Assistantships are awarded by each academic department, and are based on academic merit and/or financial need. Samples of possible work assigned to students in the College of Nursing and Public Health can be found [here](#). Graduate students may also apply to the provost's office for funding to support travel to scholarly conferences that have been approved by the faculty.

As a very high proportion of Adelphi faculty hold terminal degrees in their field (see data referenced earlier in this chapter), the faculty have credentials appropriate to graduate-level curricula.

Increasing demand for flexible scheduling and format in graduate studies has underscored the need for select online program delivery. Adelphi is in the process of including its M.S.W. and two master's degrees in education in its [online portfolio](#), which has included four programs since 2007. As Adelphi addresses these student needs, we recognize the importance of assuring high-quality asynchronous experiences. Further, to prepare our students to thrive in a technology-rich work and social environment, it is necessary to step up support and training for faculty. To this end, we have added additional instructional designers to our FCPE. However, creating content-rich and pedagogically innovative courses requires that we continue to add resources for faculty development.

### Undergraduate Capstone Requirement

Every Adelphi University undergraduate is required to participate in a capstone experience to graduate. The capstone experience offers students opportunities to deepen their learning in their discipline, integrate and apply general education learning, and transition to the next stage of their academic or professional careers. Regardless of how the experience is organized, the following elements are incorporated:

1. The capstone experience should be the culmination of the student's undergraduate work and should be meaningful to the discipline.
2. Students should produce a significant piece of intellectual work (referred to as a capstone product), including but not limited to the following: research paper, policy paper, case study analysis, portfolio or exhibition, theatrical or musical performance, or some similar product that demonstrates their learning.
3. Expectations for both the capstone experience and the capstone product should be clearly articulated in writing, for example in course syllabi or in the form of capstone guidelines.
4. The capstone experience should expand students' intellectual horizons as they prepare for graduate education and/or employment.
5. The overarching goal for the capstone is to deepen disciplinary learning and to integrate general education learning.

In this way, particular objectives are for students to be able to demonstrate critical and analytic thinking, effective expression of ideas (written and orally), comprehension of global issues, integration of ideas from a variety of disciplines, evidence-based decision-making, and the acquisition of professional skills. Examples of current capstone experiences at Adelphi are found [here](#).

From the beginning, the Adelphi faculty saw the capstone assignment as a useful vehicle to evaluate

student learning through general undergraduate learning goals. A more detailed examination of the assessment of General Education learning goals through capstone products is found in Chapter Five under General Education. In order to improve communication with capstone faculty as part of the General Education assessment process, the co-chairs of the General Education Committee have increased their [outreach](#) to chairs and faculty.

### Experiential Learning at Adelphi

One example of the way Adelphi shows its commitment to student learning is through support of high-impact educational practices (HIPs) that benefit students with diverse learning styles. An HIP committee collaborates with the FCPE to offer workshops related to high-impact practices. Furthermore, High-Impact Teaching and Learning grants were offered in 2016 to foster faculty incorporation of new practices to engage today's students. Successful proposals fostered interdepartmental collaborations and included a plan for assessment and sustainability. Data from the 2015 National Survey of Student Engagement ([NSSE](#)) indicated that three-quarters of Adelphi seniors reported participating in two or more high-impact learning practices while at Adelphi, which was noticeably higher than at doctoral and national peer institutions. A recent [ORAP Research Bulletin](#) provides a snapshot of student participation in high-impact practices, and attests to the emphasis that Adelphi places on such pedagogy, as well as the tangible results we are seeing.

Started 15 years ago, Adelphi's one-day [Annual Research Conference](#) has grown into an annual event that celebrates student research and creative work, expanding the student learning experience well beyond the classroom (increasing from 158 participants in 2015 to 260 in 2018). All graduate students and undergraduate students are invited to participate; no classes are held on that day to facilitate attendance and faculty are encouraged to bring their classes to the conference. Conference organizers design the day's programming to facilitate the exchange of ideas among undergraduate students, graduate students and faculty members, and to encourage critical thinking, problem-solving and creativity. Faculty reviewers evaluate student work in the form of e-posters, oral presentations and other creative works with rubrics that have been developed by the faculty. Award winners are chosen in several different categories. The conference program includes a keynote address, faculty reviewer luncheon and an awards ceremony. A photo gallery offers an opportunity for students to display their work, with the added goal of inspiring other students to pursue faculty-mentored research and creative projects.

To encourage students to share their work beyond campus, the University supports and promotes student research presentations at both national and regional levels. The Office of Academic Services and Retention sponsors and coordinates undergraduate student researchers to attend conferences such as the National Conference on Undergraduate Research.

Students are provided with opportunities to work collaboratively on faculty research and participate in original research. A 2018 survey on the [Graduate Student Experience](#) indicated that one-quarter of respondents reported working on a research project with Adelphi faculty or staff, and 21 percent indicated doing so on their own or with others not affiliated with Adelphi. Higher proportions of doctoral respondents engaged in various research and publication opportunities.

The [IRB tracking database](#) provides a summary of all proposals submitted to the committee from 2009 to 2015. The professional schools with doctoral programs—Social Work, Education, Nursing and Derner—all provide faculty-mentored original research experiences.

Students in the professional schools participate in required clinical and fieldwork, as determined by their respective accreditation bodies. Faculty credentials for supervision are tracked to ensure compliance with accreditation guidelines. Fieldwork placements in these disciplines are governed by affiliation agreements and supervised by faculty who meet the required professional qualifications. (See Chapter Five for accreditation reports.)

### Third-Party Partners

Adelphi partners with Shorelight Education to offer a pathway admission program for international students into Adelphi undergraduate and graduate degree programs. Starting in 2015, Adelphi established Adelphi University International (AUI) to serve this population of students. Under AUI, international students with appropriate entry credentials, but requiring additional language and cultural support to successfully matriculate into undergraduate and graduate degree programs, participate in an accelerator program for one to three semesters. The program offers these students support services, including noncredit English as a second language instruction and information literacy and acculturation activities to prepare them to be successful upon entering their degree programs. During this time, they may take a limited number of credit-bearing Adelphi courses that meet core requirements for their intended degrees. The number of courses they take increases as they progress to matriculation. To be admitted to the degree programs, they must meet the admission requirements set by the faculty. The decision to admit students to the courses (during and after the noncredit portion of the program), as well as the administration and teaching of the credit classes, lies completely within the oversight of each affiliated academic unit. Two new credit-bearing orientation courses that are part of the AUI program underwent the standard review process by Adelphi faculty committees. AUI conducts regular assessment of the noncredit coursework and conducts regular language assessments to measure language ability. AUI has an academic chair position that is an Adelphi University academic administrator. Additionally, AUI has a faculty advisory committee and regularly reports on enrollment, progression and matriculation of students to the board of trustees, senior administrative leadership and faculty. [Enrollment, progression and retention data](#) for these international students are monitored each semester.

### Periodic Assessment of the Effectiveness of Programs Providing Student Learning Opportunities

Each of Adelphi's professional programs has up-to-date accreditation status for the maximum time period. The accrediting agencies and schedules for site visits can be found on Adelphi's intranet. Extensive self-study is required for these programs, and this serves as documentation (along with the site team and accreditor reports) for periodic review of the currency and quality of the academic offerings.

A periodic academic program review process has been in place at Adelphi since 2000. All programs and departments (as well as the Honors College and the College of Professional and Continuing Studies) that are not accredited undergo rigorous review, including self-study and external evaluation, every six to seven years. The provost's office guided the external program review process between 2000 and 2015. Due to several vacancies in that office more recently, some programs did not undergo review on time between 2015 and 2017. In 2017, the interim provost moved the process to the deans with assistance from ORAP's director of assessment. In 2017–2018, an updated Schedule for Program Review was introduced and [Program Review Guidelines](#) were modified to assure alignment with *Momentum*. Thirty-two programs, primarily in the College of Arts and Sciences, undergo the periodic review process. Please note that an essential part of the program review process is the assessment of student learning, which is covered in detail in Chapter Five.

The review process consists of: (1) a self-study conducted by program faculty, with input from students and alumni; (2) a review of the self-study by school and University administrators; (3) external evaluation of the program and a site visit by two expert consultants working as a team; and (4) the formulation of plans that encompass proposed changes and improvements in the curriculum, delivery of instruction or services and composition of the program. The review focuses on the relationship between the curriculum and the University mission, pedagogy, scholarship and external imperatives; indications of student learning and satisfaction; trends in enrollment; faculty expertise; current curriculum; scholarship; and student outcomes.

**Table 2. External Program Review Schedule**

EXTERNAL PROGRAM REVIEW SCHEDULE														
ACADEMIC YEAR: Septem ber 1 to August 31														
YELLOW = Self-Study, RED = Site Visit														
	Last Review	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31
College of Arts & Sciences														
African, Black and Caribbean Studies	07-08			SS	V						SS	V		
Anthropology	15-16				SS	V						SS	V	
BFA Art and Design Education,* BFA Graphic Design, BFA Studio	07-08	SS	V					SS	V					
Biology (both UG and GR)	16-17					SS	V						SS	V
Chemistry**	05-06	SS	V						SS	V				
Communications	05-06	V						SS	V					
Computer Science/Computer and Management Information Systems	05-06	SS	V						SS	V				
Creative Writing (M.F.A.)	17-18	V										SS	V	
Dance	05-06	SS	V						SS	V				
English (UG)	10-11				SS	V			SS	V				
Environmental Studies (both UG and GR)	05-06						SS	V						SS
History	11-12		SS	V						SS	V			
International Studies					SS	V						SS	V	
Languages, Literature and Culture	07-08		SS	V				SS	V					
Mathematics (both UG and GR)	17-18						SS	V	SS	V				SS
Music (General) and Music Education*	17-18	V						SS	V					
Philosophy	13-14					SS	V						SS	V
Physics	12-13			SS	V						SS	V		
Political Science	17-18						SS	V						SS
Sociology and Criminal Justice	03-04		V					SS	V					
Theatre	06-07		SS	V						SS	V			
General Studies			SS	V						SS	V			
Levermore Global Scholars	10-11		SS	V						SS	V			
Economics	10-11			SS	V						SS	V		
Community Health Promotion								SS	V					
Exercise Science (UG)	-				SS	V						SS	V	
Exercise Science (GR)									SS	V				
Sport Management (UG)	-					SS	V						SS	V
Sport Management (GR)										SS	V			
B.A. Psychology and Neuroscience	14-15						SS	V						
M.A. Psychology	03-04		SS	V						SS	V			
Nursing (PhD)	05-06					SS	V						SS	V
Social Work (PhD)	05-06				SS	V						SS	V	
Honors College	01-02			SS	V						SS	V		
College of Professional and Continuing Studies	11-12	SS	V						SS	V				

\*Education related majors (Art Education and Music Education) are also assessed through the Ruth S. Armon School of Education accreditation process.

\*\*Accredited but participates in the external review process in preparation for accreditation review

Once a program has completed its self-study, been evaluated by two external reviewers through a site visit, prepared action plans and discussed these plans with the dean's and provost's offices, necessary resources are discussed and allocated starting in the next budgeting cycle. Of course, an important component of academic program enhancement is identifying programs of distinction and areas of opportunity. To this end, the results of the program reviews are used to determine the priority for actions and, as appropriate, allocate new resources. Programmatic improvements and additional resources are generally outcomes of the program review process. Additionally, improved and more fine-tuned program assessment is accomplished through the activities associated with both self-examination and external benchmarking. Some examples of recent improvements include:

- Biology:** After identifying their overreliance on indirect methods of assessment, the faculty implemented a requirement that seniors enrolled in the capstone course take the Major Field Test, a standardized test in the field. At the suggestion of external evaluators, the faculty adopted national standards to enhance and assure up-to-date curriculum and pedagogy; the department is now working toward certification from the Partnership for Undergraduate Life Sciences Education (PULSE). The thesis requirement for the master's program is being revised to create a more rigorous intellectual experience.

- M.F.A. in Creative Writing: Significant funding for students in this small, but potentially distinguished, master's degree program is now (following their most recent program review) benchmarked against outstanding programs across the country. In addition, an aggressive fundraising campaign for graduate fellowships is being considered. While the program is not likely to become a major revenue generator, it has the potential to help distinguish Adelphi as an academic and creative center of excellence.
- Mathematics: Based on recommendations from the external reviewers, the department is replacing a visiting line with a tenure-track faculty member in Applied Mathematics/Statistics. Also, in an effort to increase the diversity of both faculty and graduate students in the department, current faculty attended the Field of Dreams Conference, an event geared towards faculty and graduate students from underrepresented populations. In addition, the 2019–2020 academic year will be the reflection year for mathematics as it prepares to graduate the first cohort of the revised B.A. and B.S. in mathematics programs. The programs will be evaluated holistically, including the mission statement and program objectives. The department is also considering a 4+1 program in mathematics and a 4+1 program in statistics during 2020–2021.
- Political Science: The external reviewers agreed that the department needed, at minimum, a tenure-track hire in comparative politics. The department is now in the middle of its search. A new minor in global politics has been approved. The department recently implemented a strategy to more consistently share internship information with students in the major and to encourage students to take internships. In addition, they are considering strategies to build internship partnerships and are deliberating whether to allow students who pursue our minor in public service (which currently requires participation in a Washington Center internship semester in Washington, D.C.) to include local internships. A curricular update will be completed once the new tenure-track hire is in place.

In addition to the direct measures employed to identify program success, the annual Recent Graduate Survey conducted by ORAP is provided to academic units to gauge graduates' employment, graduate and professional school attendance, and self-reported preparation compared to non-Adelphi colleagues in professional organizations. Further, ORAP supports ongoing assessment by routinely providing program-specific data pertaining to admissions, enrollment, faculty, courses, retention/graduation rates, internships and student research experiences.

Reflection: Our assessment revealed our strong commitment to and success in designing and delivering high-quality learning experiences for our students, including student participation in faculty research and creative work. The University is redesigning its general education program based on assessment findings and faculty discussions regarding the changing needs of our students. The recommendations that follow have emerged from the self-study process, which identified some areas for improvement.

### Recommendations for Standard 3: Design and Delivery of the Student Learning Experience

1. Given the value of faculty scholarship and creative work for the intellectual life of the University and for student educational opportunities, we recommend developing a detailed strategic plan that first evaluates all areas associated with faculty scholarship and creative work and then creates a vision for the future and lays out priorities and action plans in areas such as (but not limited to) support for faculty scholarship and creative work, administrative processing, student involvement in research and creative work, and common threads of research/creative work.
2. Improve the new program review process and communication and tracking system for new programs. Conduct yearly reviews of the success of new programs for at least three years following the launch of a new program.

# **Chapter 4:**

# **Support of the Student**

# **Experience**

## Chapter 4 Support of the Student Experience

This chapter demonstrates that Adelphi University recruits and admits students whose interests, abilities, experiences and goals are congruent to our mission and educational offerings. In addition, the chapter outlines the various resources and practices in place to support student retention, persistence, completion and success. Included in this discussion is information describing how the University ensures the security of student information, administers athletics, student life and other extracurricular activities, handles transfer and articulation agreements, and assesses programs supporting the student experience.

### Overview: The Connection Between Academic Success and Student Life

In affirming the University's relentless dedication to student success, *Momentum* states that "Adelphi will continue to set the standard for committing to the individual student—and growing their intellectual curiosity, ability and potential—in order to produce generations of curious, compassionate, successful people." This commitment involves a comprehensive and integrative approach to student support at every stage of the academic journey, from recruitment and admissions to orientation, the first-year experience, graduation and beyond. Of course, focusing on student success also means recognizing and responding to the unique needs of different populations of students, including residential and commuter students, first-generation college students, international students, transfer students and others.

Following the implementation of *Momentum* in 2016, the University undertook a comprehensive student retention assessment effort. During the 2016–2017 academic year, a task force comprised of administrators and a faculty member drafted a document, [A Plan for Student Success](#), that summarized current and proposed actions aimed at improving both undergraduate retention and degree completion.

Three important innovations emerged out of this renewed focus on student success. The first was the creation of a new position, associate provost for student success, to better support students throughout the undergraduate learning experience. Second, the Division of Student Affairs now reports to the provost, thus providing stronger coordination with academic student support. Third, during the 2016–2017 academic year, the University acquired the EAB Student Success Collaborative advising software and began rolling it out to advisers in fall 2017 with the overarching goal of improving the student experience, and ultimately student retention.

These recent developments have reinforced and expanded the University's long-standing commitment to maintaining a coherent and effective student support structure. As the following pages reveal, at the heart of this structure is the careful collaboration among the offices of Admissions, Student Financial Services and Academic Services and Retention. These offices follow the professional standards published by the [National Association for College Admission Counseling](#) (NACAC), the [National Association of Student Financial Aid Administrators](#) (NASFAA), and the [National Academic Advising Association](#) (NACADA), respectively. To ensure that our students understand the extensive resources available to help them succeed, the Adelphi website clearly communicates the various policies, procedures and resources available to help them from the application process through graduation.

### Student Admission and Recruitment

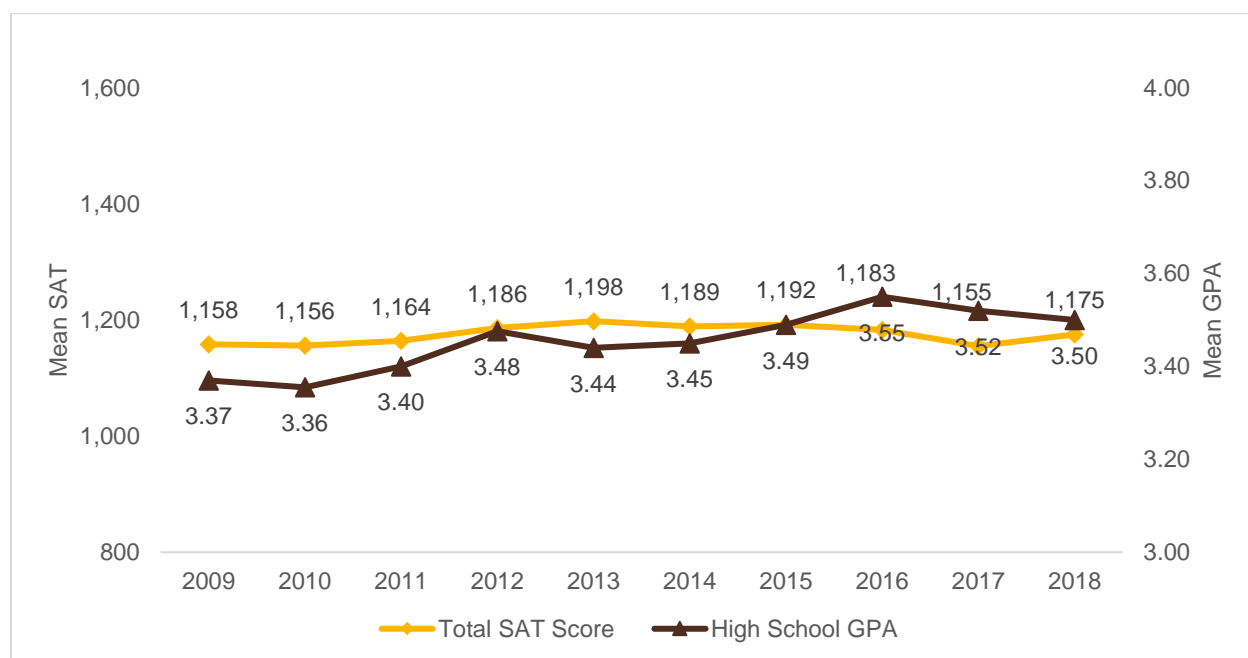
Students apply to Adelphi through a variety of methods, including an online Adelphi application, the Common Application, the Coalition for College or a paper Adelphi application (used for specific populations). Applicants to two graduate programs (the M.S. in Communication Sciences and Disorders and the Ph.D. in Clinical Psychology) must, beginning in 2018, apply through discipline-specific centralized application services. Undergraduate applications are reviewed by admissions counselors who are trained by senior admissions staff. The training includes a "second read" performed by a senior staff member to ensure consistency in the decision-making process. The holistic approach used in deciding admissibility of undergraduates includes a combination of an applicant's standardized test scores (SAT or ACT), high school GPA and course rigor. The process also takes into account essay content and writing

## Chapter 4 Support of the Student Experience

style, trends in high school grades, letters of recommendation, recorded observations of student behavior and achievement (for talent), and any submitted supporting materials (such as portfolios or résumés). The Honors College leadership interviews applicants to the Honors College. Designed to give students the best possible opportunity for success, this holistic approach is considered the gold standard of review, and is supported by our national organization NACAC.

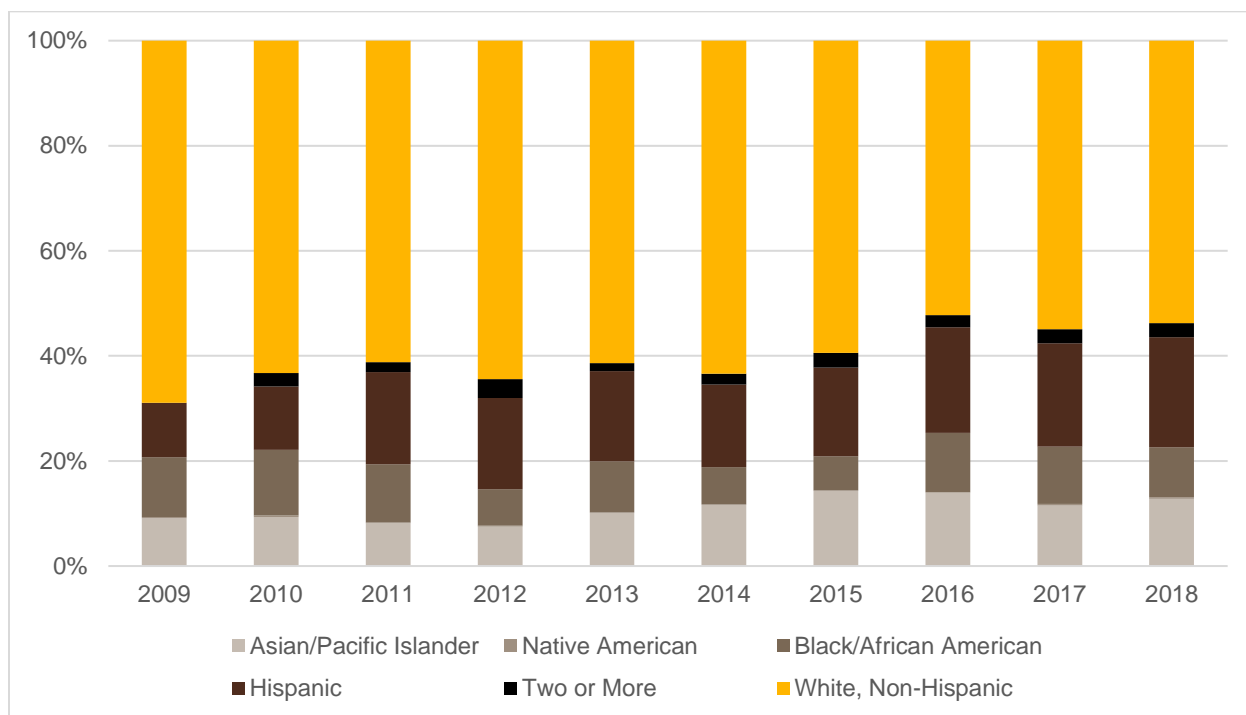
The Office of Enrollment Management works in conjunction with those academic departments that require further refined or unique admissions criteria such as the academic departments, joint degree programs, Honors College, the General Studies Learning Community, the Learning Resource Program and the College of Continuing and Professional Studies. While admissions criteria have remained relatively constant over the last 10 years, there has been some variation in General Studies and nursing criteria. The graph that follows details trends in GPA and SAT scores for first-time, first-year students.

**Figure 6. Trends in High School GPA and SAT Scores**



To support the strategic goal of making Adelphi a model of diversity and inclusion, the Office of Admissions uses territory-specific research to seek out underrepresented students. Areas with diverse populations are purposely included when counselors travel locally, nationally and internationally based on market and behavioral trends. This allows counselors to build deep and reciprocal relationships and partnerships with schools that serve diverse populations. As part of its commitment to creating and maintaining a diverse student body, the office regularly reaches out to community organizations and services that assist diverse audiences. In 2016, the associate vice president for enrollment management collaborated with the vice president for diversity and inclusion to identify existing strategies as well as opportunities for diversifying Adelphi's student population. [Initiatives](#) were directed toward high schools, community colleges and technical schools, as well as organizations with a strong multicultural commitment; events included both on-campus programs and community-based outreach that involved members of the Adelphi community and new and existing external partners. The increasingly diverse student population, particularly with Adelphi's first-year students, evidences the success of these strategies.

**Figure 7. Trends in Ethnicity of First-Year Students**



Some of those undergraduate applicants who do not meet the standard admissions criteria are considered for admission into the [General Studies Learning Community](#), where students receive additional academic support such as individualized tutoring and counseling during their first year. In addition, admissions counselors can refer future student leaders who want to focus on global issues to [Levermore Global Scholars](#). Students interested or qualified in the University's [joint degree](#) programs in medicine, dentistry, engineering and law can apply to [Pre-Professional and Joint Degree Programs](#). For those who have demonstrated high levels of academic success and are prepared for a more rigorous academic curriculum, there is the [Honors College](#). Students with autism spectrum disorder, a nonverbal learning disability, or challenges with executive functioning or socialization who have been accepted to the University join the [Bridges to Adelphi Program](#) if they feel that the services can be helpful. Students with documented learning disabilities can choose to enroll in the [Learning Resource Program](#). Both Bridges and the Learning Resource Program are fee-based services that provide additional resources to further the student's academic experience and success, based on individualized assessments of needs.

The [Office of Student Financial Services](#) (SFS) provides students with accurate and comprehensive information pertaining to expenses and financial aid. SFS sends financial aid packages to newly accepted fall admits beginning in December, while continuing student packages are sent to students beginning in March. Students are mailed a package that includes their [award letter](#), terms and conditions of their financial aid, a [NASFAA glossary of terms](#), key phone numbers and websites, and information on student loans, as well as the requirements for satisfactory academic progress. New students also receive the [New York State Financial Aid Information sheet](#) via email. Individual counseling is available by appointment or on a walk-in basis, and students are encouraged to contact SFS regarding any questions or concerns they may have about financing their education. One marker of Adelphi's success in this area is our exceptionally low student loan default rate of 3.7 percent (last official FY 2015 three-year cohort rate), compared to the National Student Loan Default Rate of 10.8 percent for FY 2015 (as per the U.S. Department of Education).

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### Advising and Mentoring

Academic advisement begins with first-year registration and culminates in graduation. Most students are advised by faculty in their academic departments, and students who enter Adelphi without a declared major are advised either by the Office of Academic Services and Retention or the Office of the Dean of the College of Arts and Sciences. Some departments employ professional advisers to work with students in various stages of their academic careers.

In order to support retention and success, the offices of admissions and the registrar work together to code the student application records of matriculating students using the Student Access and Administrative Services software. This makes it possible to identify and track subpopulations and direct specific support and interventions for student-athletes and international students, as well as students in programs such as Bridges, General Studies, Honors College and Levermore Global Scholars.

Newly admitted and continuing students are counseled by a variety of offices in addition to academic departments, notably the [Office of Academic Services and Retention](#). In addition to academic advising, the Office of Academic Success and Retention (OASR) collaborates on first-year orientation programs, transfer orientation and international student orientation. OASR also monitors academic progress; processes petitions (e.g., appeals pertaining to change of grade, late registration, medical withdrawals); manages probations and dismissals; and refers students for support services. Prior to 2018, students were referred to OASR for support services through the University's Early Alert and Warning System. All faculty were asked to refer any student that appeared to need support due to grades, attendance, lack of class participation or lateness with assignments. However, that system did not provide actionable reports or year-over-year analyses for developing larger strategic initiatives. In 2018, supported by the switch to the EAB Student Success Collaborative (SSC) advising platform, the University is piloting other early warning and alert systems. These systems have a progress report option for the beginning of the semester (first three to four weeks), which still uses the same categories of concern (grades, attendance, lack of class participation or lateness with assignments), and it generates an automated email to the student and the student's adviser. Going forward, the progress reports will be used more strategically as only faculty teaching success marker courses (i.e., courses identified by the academic unit using historical data as key gateway courses for entry and progress in the major) and courses with high failure or withdrawal rates that are typically in the freshman and sophomore course level will be required to submit progress reports. In addition, once the progress reporting time frame ends, staff in OASR evaluate the reports and open cases to actively coordinate with a student's adviser and/or instructor on interventions (such as offering peer tutoring in our Learning Center) to positively impact the student's academic progress. SSC offers an alert system that is available at any time for any instructor to use at any point in the semester that notifies the student and student's adviser about concerns. As of yet, we do not have data as to the efficacy of these systems as they are new to the University.

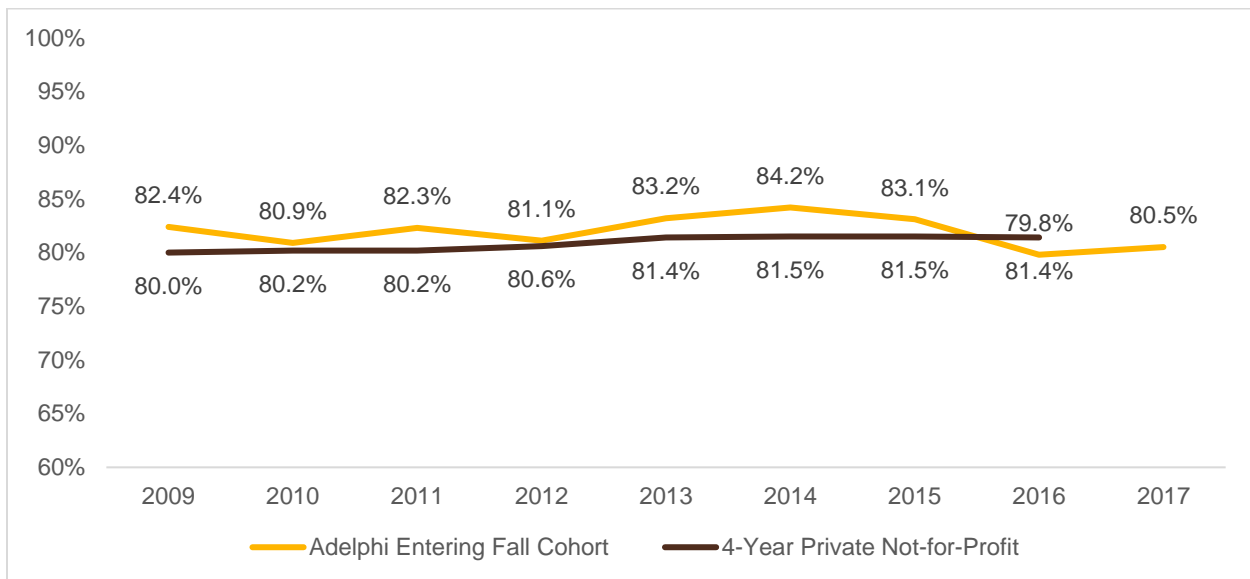
The SSC platform allows advisers to see the full scope of a student's academic and other relevant history, offering a comprehensive overview to support and enrich the advising process. In conjunction with the Degree Audit program, this tool allows each student's adviser(s) to fully evaluate their academic progress, determine a student's predicted risk level based in part on their grades (especially in key courses) and progress towards the degree, and refer students to appropriate resources (such as the Learning and Writing Centers). In the professional schools, advisers are now able to use the SSC program to identify students early in their programs who may be at risk for not succeeding on key outcomes, such as licensing and certification exams. Furthermore, advisers can use the software to contact students through email and/or text and notify their advisees of available times for advising, while students can use the system to make an appointment with their adviser and other support specialists around campus.

As part of the University's commitment to persistence and retention, the OASR also identifies continuing students who have not registered for the following semester and uses this information to initiate personal

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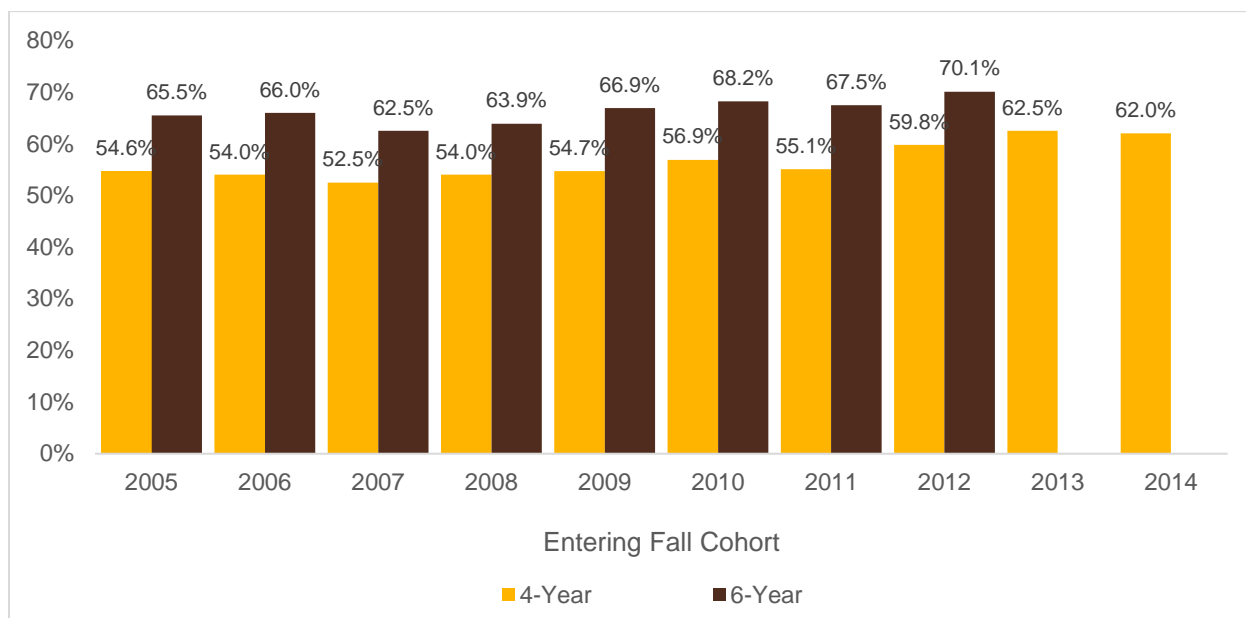
communication with each student in collaboration with academic units. OASR also liaises with other student services (Student Financial Services and Student Account Services) where appropriate to address financial holds that prevent a student from persisting to the next semester. There are designated [outreach](#) representatives in the appropriate academic department for follow-up contact with the student. [Weekly Persistence Reports](#) are shared with deans, chairs and program directors to a predetermined [timetable](#) during December and January and again from June through August of each academic year. In addition, ORAP recently developed a predictive model to determine the proportion of students who will remain after one year. The model, using 2016 data, projected 80.7 percent first-year retention for the 2017 first-year cohort, while actual was 80.5 percent. This suggests that the model is reliable and can be used to predict one-year retention rates.

**Figure 8. Trends in One-Year Retention Rates for All New Full-Time, First-Year Students**



Like other institutions of higher education, at Adelphi the [six-year graduation rate of underrepresented students](#) is below those of white students. A key initiative to improving the graduation rates for underrepresented students is the Adelphi University Mentoring Program, highlighted in Chapter One. This program helps students, particularly those from underrepresented groups, fulfill their highest potential through academic, social and professional development with the guidance of a mentor. Mentees and mentors are carefully matched and paired using an application review process that asks students to identify their hobbies, career/professional development aspirations and character-related goals. Most students self-select for participation in this program, while some are referred by peers. The Mentoring Program has grown from 10 students when the program began in 2014 to 53 in 2017.

**Figure 9. Trends in Four-Year and Six-Year Graduation Rates**



For peer comparison, the fall 2011 cohort's six-year graduation rates for local private institutions are as follows: LIU Post (47%), St. John's (58%), Hofstra (63%), Molloy (72%), Fordham (79%), and New York University (84%). Please note that the 2012 cohort's graduation rate (70%) is the highest in 20 years, and the 2013 cohort is projected to be several percentage points higher.

Following the administrative reorganization described above, the interim associate provost for academic and student life led a redesign of the University's approach to advising and registering incoming first-year students. Previously, first-year students registered for fall classes during New Student Orientation sessions in July, whose primary purpose was to offer a bonding experience for students prior to arrival; registration was carried out during short group sessions squeezed in among other activities. Under the new first-year advising model, which launched in the summer of 2018, students meet with their adviser and register for classes at individually scheduled advising sessions that take place starting in late April. This revised approach is intended to help advisers give more detailed and personalized attention to incoming students and thereby improve the quality of this crucial first student-adviser encounter. In addition, the new process allowed the provost's office to monitor and add more course sections as courses filled, rather than having hundreds of students attempt to register in a single day and have sections close out. This change has also made it possible to add new elements to the New Student Orientation—including faculty-led discussions on the “academic first year”—designed to “encourage student connection to the University and improve persistence with their academic goals.” The effects of the change seem positive, based on the results of a [short survey](#) of incoming first-year students who registered from April to June 2018.

The Peer Assistant Leader (PAL) program assists first-year students in the transition to college life and encourages student involvement. PALs are upper-class students selected through a competitive application process, and each is assigned to a section of the First-Year Seminar. The PAL answers student questions and provides helpful tips about time management, study skills and campus resources. PALs are the main communicator of information outside the classroom, such as navigating open planning and course registration, encouraging campus involvement, and recommending that students seek assistance from the appropriate office when needed (e.g., Health Services Center, Student Counseling Center, Student Access Office). In 2018, there were 55 PALs.

### SELF-STUDY SPOTLIGHT: BRIDGES TO ADELPHI PROGRAM

The Adelphi commitment to diversity also embraces neurodiversity, as evidenced in the Bridges to Adelphi Program. This program, one of the first of its kind, offers students who self-disclose with autism spectrum disorder (ASD) or other neurological conditions individualized and comprehensive, academic, social and vocational services that are designed to help make their college experience successful.

Since 2012, when the program launched in its current form, the number of participating undergraduate students has more than doubled (from 45 to 110). The Bridges office was relocated in 2016 to the lower level of Earle Hall in order to better accommodate students' needs for academic support and social interaction. Students meet with their academic coach twice a week for 30 minutes. The meeting focuses on executive functioning and time management issues. Students also meet at least twice a week for 45 minutes with their learning strategist, who assists with study skills, assignment completion, test preparation and research skills. No two students receive exactly the same services, as they are tailored to the individual student's needs. As such, some students may meet two or four times per week, while other students may have as many as 12 meetings per week. In addition, Bridges offers students many opportunities for socializing with peers both within the program and with other partnering student groups, such as gaming-based clubs and volunteer-based clubs. There is also a peer-mentoring program, which partners volunteer undergraduate students with students enrolled in the Bridges Program. This is designed to help students get more involved in campus life. In 2017–2018, there were 60 volunteer mentors.

In 2017, Bridges received a \$66,000 pilot grant from The FAR Fund to support a new vocational initiative: a full-time vocational specialist to provide vocational assessments and assist students with vocational training and obtaining summer internships. That position has continued beyond the grant, and is now funded by the University. In summer 2018, 17 students enrolled in the Bridges program were placed in paid internships. Of the six that were placed at Northwell Health medical system, one student who graduated in May 2018 was offered a full-time position, and two rising seniors were offered part-time positions during the school year. In 2018, Adelphi was the first institution of higher education to open a sensory room. The sensory room, which is located in the Bridges office, is a comfortable, calming environment that includes a soft, textured floor as well as a sensory wall, a suspended pouch swing, oversized beanbag chairs, low lighting and a bubble wall. The room, built in partnership with KultureCity, an autism support organization in Alabama, is one of the many initiatives undertaken to benefit students with ASD.

In order to support faculty and staff, regular individual and group meetings and training sessions are offered on best practices for working with students with ASD. The graduate staff consists of students studying at Adelphi for their master's degrees in psychology, social work, education, communication disorders, biology, exercise science and creative writing. Of the 60 staff members for the 2018–2019 academic year, 15 are international students. With the assistance of a doctoral student from the Gordon F. Derner School of Psychology, Bridges boasts a strong assessment agenda, including surveys of enrolled students and [graduating students](#) that assess satisfaction with academic, social and vocational services as well as the peer-mentoring program. In addition, [direct outcomes](#) of Bridges students' academic achievements are compared to the overall undergraduate student population; for example, GPA (3.23 Bridges vs. 3.26 overall in spring 2018) and retention rates are monitored by ORAP and appear in the Data Book (e.g., first-year retention rates for Bridges fall 2016 cohort was 79.2 percent vs. 79.8 percent for all first-year students). Bridges also monitors use of services by tracking attendance to academic and vocational meetings throughout the year.

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### Academic and Pre-Professional Support for Students

The Learning and Writing Centers provide support across the curriculum for any student seeking their services. A director oversees four professional staff—Learning Center coordinator, Writing Center coordinator, administrative assistant, and a part-time coordinator of the virtual campus—and between 50 and 60 undergraduate and graduate peer tutors (typically recommended by their professors) who have excelled in the classes in which they assist students. Centrally located on the Garden City campus, the centers also staff a help desk in the main library, meet with students in person at the Manhattan Center library, deliver workshops in person on all campuses by request, and maintain synchronous and asynchronous online tutoring for Adelphi students anywhere. In addition to individual tutoring, the programming includes workshops on such subjects as “Avoiding Plagiarism,” “Introduction to APA Style,” and “Getting Started on a Research Paper” through the Writing Center, and group-study and student skills practica through the Learning Center. Peer tutors from both centers serve in instructional support—as recitation leaders, writing assistants, and pedagogical game preceptors—in collaboration with faculty.

The centers conduct periodic, annual and longer-term assessments in line with the University’s strategic plan. Quantitative assessments include a duplicated and unduplicated headcount of service delivery and client satisfaction based on an end-user survey. Annual assessments include year-over-year comparisons of that data and targeted performance analytics, such as the rate of referral by faculty or departmental use of online services. Longer-term assessments include multiyear tracking of quantitative trend lines and analyses of new program efficacy, such as the percentage of eligible courses utilizing the [Writing Assistance Program](#). In the 2017–2018 academic year (AY), the centers delivered 10,941 (+27% vs. AY 2016–2017) appointments to 2,183 students (+29% vs. AY 2016–2017), with a client satisfaction of 94 percent (+0.02% vs. AY 2016–2017).

The [Student Access Office](#) (known until January 2017 as the Office for Disability Support Services) provides cost-free assistance and services that are tailored to meet the needs of individuals based on their specific, documented disabilities, including, but not limited to, neurodevelopmental, sensory, mental health and physical, while preserving Adelphi’s academic integrity and high standards of academic expectations and performance. The Student Access Office ensures equal access to all of Adelphi University’s programs, services and facilities for students with documented needs. Through assistance, advocacy and reasonable accommodations, the office provides an accessible and supportive campus environment.

Many Adelphi students, both undergraduate and graduate, carry out scholarly research with faculty mentors, and support for such opportunities takes a variety of forms. As per the 2018 Student Experience Survey, 37 percent of undergraduates and 27 percent of graduate students participated in faculty-led research. Some undergraduate majors (such as anthropology, art and art history, biology, communications, languages, political science, music, history, English, international studies, mathematics, computer science, philosophy, sociology, theatre and psychology) require undergraduates to complete a research project, whereas in many other majors, a research project is optional. Honors College requires all of its students to complete a research project in order to graduate from Honors. Financial support for student research is generally provided by the mentor’s department, and in some cases by external or internal grants to the faculty member. Additional support for student research is provided in several ways. Over the past six years, a fellowship has been supported by Adelphi alumnus Horace G. McDonell, B.A. ’52, ’02 (Hon.). McDonell has provided eight science students per year (mostly undergraduates, but some master’s students, selected competitively) with summer stipends to carry out research with an Adelphi faculty mentor. Honors College students can apply for Honors College-administered summer stipends to support faculty-supervised research in any area; this program has been in place for six summers and supports 10-14 students per summer.

Prior to 2018, the Office of Academic Services and Retention supported student travel to research

## Chapter 4 Support of the Student Experience

conferences; as of 2018, student travel is now funded through the academic unit of the student's discipline. Each year, for at least the past 10 years, Adelphi has sent a large group of students (10–25 per year, a total of 180 students over 10 years), accompanied by a faculty mentor, to the [National Conference for Undergraduate Research](#) to present the results of their research in a wide variety of disciplines. Finally, Adelphi supports all its research students with the [Adelphi University Research Conference](#), a one-day conference at which students in all disciplines and at all levels present their research in posters and talks. Prizes for the top posters and presentations, chosen by faculty judges and a distinguished keynote speaker, incentivize student participation; in 2018, 260 students presented at the conference, 40 percent more than in 2015.

Adelphi's professional programs in nursing, social work, teacher preparation, speech disorders and communications sciences, audiology and psychology require students to have in-depth experiences in clinical work and fieldwork. Further, programs in the performing and visual arts require students to engage in original creative work. Thus, the vast majority of Adelphi graduate students and increasing numbers of undergraduates have hands-on experiences or internships in clinics, schools, for- and not-for-profit organizations and/or research experiences in a wide array of settings.

Renamed in 2016, the [Center for Career and Professional Development](#) includes a team of career educators dedicated to the development and implementation of programs and services designed to promote lifelong career management skills for students and alumni. In an effort to increase experiential learning opportunities for students (a key initiative of *Momentum*) and expand the services provided to graduate students and alumni, the number of staff increased from six to seven in 2016. The center runs the Jaggar Community Fellows Program (see “Self-Study Spotlight” in Chapter One), provides individual career counseling to students, conducts résumé reviews online, administers the Strong assessment and TypeFocus exams to students and alumni, administers the First Destination Survey to graduating seniors, and conducts outreach to potential partner organizations (including job fairs, speaker series and major-specific recruitment seminars) in an effort to build networks for experiential learning and employment opportunities. In addition, the center oversees [PREP for Success](#), [Hire a Panther](#), [Panthers with a Purpose](#) (which connects Adelphi students with nonprofits needing interns), the [Internship Preparation Seminar](#) and the [Leadership Certificate program](#). The center's [annual report](#) highlights robust initiatives and activities for 2017–2018. In addition, Adelphi was one of eight New York institutions identified as a [College of Distinction for Career Development](#) in 2018.

### Support for Student Wellness and Health

The University recognizes the need to [support mental health counseling and health services](#) to an increasingly diverse student body consistent with best practices in higher education. The Adelphi Health Services Center provides all aspects of medical care to the student population. The center staff includes nurse practitioners, registered nurses, emergency medical technicians, and ancillary staff. Dedicated to the overall success of the students, the center provides easy access to quality healthcare on site at the University, which helps prevent absences due to illness or injury. The center collaborates with multiple areas across campus to ensure that the health and safety of all students are addressed. A Health Promotion team, comprising a Health Educator and graduate student, assists in training and overseeing the Peer Health and Wellness Educators. These are groups of students, averaging 20–30 per year, who become nationally certified as health educators by examination through the BACCHUS program run by NASPA. These peer educators provide programs related to health prevention and wellness. The Health Promotion Team currently provides a Work-Life Wellness Certificate program to educate students on multiple soft skills outside of academia to assist in becoming well-rounded students, future employees and productive alumni. Through the efforts of multiple on-campus and outside resources, students are provided with education regarding relationships; resiliency; bystander training; and physical, mental and nutritional health. These experiential learning opportunities assist students in presentation skills, public speaking, group work and learning about diverse University populations and their needs. The [2017-2018 year-end report](#) documents the efforts made by the center to provide for the health of Adelphi's students.

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Established in 1999 and staffed by licensed professionals, the [Student Counseling Center](#) (SCC) provides Adelphi students with comprehensive mental health intervention, prevention and educational services in an effort to assist students to define and accomplish personal, academic and career goals. To enhance student learning and growth, and to ensure the delivery of comprehensive and holistic services, the SCC offers programs and services that promote the developmental needs of Adelphi students, including services that encourage positive and realistic self-appraisal, intellectual development, appropriate personal and occupational choices, the ability to relate meaningfully and mutually with others and the capacity to engage in personally satisfying and effective lifestyles. To address influences that may negatively affect Adelphi students, the SCC offers preventative programming that anticipates environmental conditions and developmental processes in the hope of securing students' well-being and initiating interventions that will promote personal adjustment and growth. For example, the SCC has established a robust and comprehensive campus-wide health, wellness and safety approach to suicide prevention. Faculty, staff, students, administrators and community members join together to effectively recognize and refer persons in distress to campus and community resources. Through bystander training, web-based outreach, referral and inter-departmental risk assessment protocols, community members are able to recognize a crisis and the warning signs that someone may be contemplating suicide, and have the skills to act with confidence to make a difference. In addition, the SCC has developed a resilience training program that teaches students about the unique challenges that students face in college, how to recognize mental health challenges and develop resilience and emotional fortitude skills. The workshop utilizes both didactic and experiential learning opportunities through the use of lecture, video and group process. The SCC also provides consulting services to faculty, administration, staff, students and University groups to help foster an environment supportive of the intellectual, emotional, spiritual and physical development of Adelphi students.

The [Alcohol and Other Drugs](#) (AOD) program serves the campus community through a variety of resources, prevention, intervention and awareness campaigns with an educational focus on making healthy choices. Staffed by a licensed professional with advanced training and expertise in addiction treatment and prevention education, the AOD program endeavors to educate students by using a holistic approach in a supportive environment. The program encourages students to explore their personal beliefs and values pertaining to alcohol and other drugs by emphasizing the elimination of illegal substance use and reducing high-risk behaviors and harmful use and by promoting healthy and responsible decision-making. The program also promotes shared ownership of substance use issues by involving all entities of the campus community, including governing boards, administrators, faculty and staff members, students and community leaders.

### Support for Graduate Students

Adelphi has the same commitment to ethical policies and procedures for admission, retention and support of success of its graduate students as for its undergraduates. Graduate students in Adelphi's many and varied graduate programs have access to the same support services described above, but because of the specific needs and priorities of graduate students, the admissions, retention and efforts to support student success are often individualized within each program. Information addressing criterion IV.1 for the various graduate programs is given [here](#).

Within the past two years, we began a graduate student council. This group works closely with the associate dean of student affairs and the Faculty Student Life and Development to advocate for graduate students. Several social and academic events have been held as well as open forums to ensure graduate student voices are heard.

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### International Student Support Services

During the fall of 2018, [Adelphi enrolled 758 F-1](#) students in various degree and nondegree programs. Of the 758 students, 244 (32%) were actively enrolled in programs provided by our partner, Adelphi University International (AUI). The remaining 514 (68%) of the students were matriculated and no longer considered part of the AUI program partnership. Adelphi's Office of International Student Services (OISS) provides support for all F-1 and J-1 status students and scholars. OISS provides services to the entire international student population, including an international peer mentor program and various forms of academic, professional and immigration-related guidance. Additional services include international student orientation, cultural events and employment guidance for governmental regulatory and Adelphi policy compliance.

Students that are enrolled in the AUI pathway programs have access to additional support services beyond the services provided by the University. For instance, AUI provides specialized orientation services, advising, noncredit English as a second language courses, tutoring and [writing assistance](#), and numerous events and activities throughout the year intended to help international students acclimate to the American classroom environment. AUI administers surveys to assess student satisfaction at multiple points in the process. Students who are enrolled in AUI and matriculate at Adelphi transfer into their respective program and are advised alongside other students. Student service responsibility transfers from AUI to the OISS, which offers a broad set of support services, staff and events to assist international students in completing their degrees.

### Support for Students at Off-Campus Locations

Adelphi's off-campus centers in Manhattan, Suffolk County and the Hudson Valley provide students with the opportunity to attend Adelphi at a location closer to their work or home. Student support services vary by the academic program and the [location](#).

### Transfer Students and Articulation Agreements

The Office of Admissions, in consultation with the appropriate academic departments, is responsible for awarding transfer credit. Adelphi's [Transfer Credit Policy](#) website refers students to the [Transfer Evaluation System](#) (CollegeSource) to view course equivalencies and see how they might transfer to Adelphi. Articulation agreements with two-year schools are initiated and maintained by the Office of Admissions. All domestic credit transfer agreements are listed on the website [here](#). International articulation agreements are maintained by the Center for International Education, together with International Student Admissions. [Shorelight Education](#), a Boston-based organization that assists colleges and universities in international student recruiting efforts and initiatives, partnered with Adelphi to create AUI in 2016. AUI provides recruiting and admissions assistance, pathway programs, and student and faculty support services aimed at international students seeking to study in the United States. Adelphi has approved several partnerships forged by the International University Alliance, a division of Shorelight Education that facilitates articulation agreements on behalf of all partner institutions.

All entering students are encouraged to take a [language placement exam](#) even if their intended degree path does not require them to take language courses. There are no other required competency exams at Adelphi. Entering undergraduate students may receive a maximum of 30 credits from AP tests, IB tests, and/or college-level work completed prior to high school graduation. Score requirements are determined by the appropriate academic departments. Score requirements for both exams are listed [here](#).

Nontraditional students in the College of Continuing and Professional Studies earn academic credit for knowledge and experience gained outside of a traditional classroom. An academic adviser and an Adelphi faculty member whose field matches the student's work experience provide verification to earn [life experience credits](#).

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### Summer Pre-College and High School Programs

A variety of programs allow high school students to earn Adelphi course credit that can be used at Adelphi or transferred to another institution. The [High School Program](#) is for high school students taking college-level classes in their schools that have been approved by appropriate faculty for Adelphi credit. The [High School Summer Sessions](#) are for high school juniors and seniors and are held on Adelphi's campus. The [Summer Pre-College Program for High School Students](#) offers both for-credit and non-credit courses. Support for integration to the University is demonstrated through the [number of students](#) who enroll after attending.

For-credit internships and clinical and field placement courses are developed and evaluated by individual departments or programs, with credit determined by the number of hours spent and the academic component in accordance with the University's credit-hour guidelines. New internship programs and any associated courses must be approved through the normal course approval process, which includes the appropriate academic affairs committees, dean and the provost's office. Broad guidelines for internships can be found on Adelphi's Center for Career and Professional Development [website](#).

Adelphi students studying abroad can earn Adelphi course credit for major, minor and elective requirements. The [Center for International Education](#) adheres to the [Standards of Good Practice for Education Abroad](#) published by The Forum on Education Abroad. The Center for International Education works closely with faculty members and advisers to ensure all courses taken while studying abroad are in line with the student's academic plan and have Adelphi course equivalencies, in accordance with the [Study Abroad Credit Transfer Policy](#). Advisers use [Terra Dotta](#), a web-based enrollment and registration system, to facilitate the administrative elements of the study-abroad process, including tracking student progress, documenting course equivalencies and vetting programs.

### Security of Student Information and Records

Adelphi University follows the guidelines set by the Office of Information Technology for record storage and access to Non-Public Information (NPI). NPI includes Social Security numbers, driver's license numbers, credit/debit card information, financial records and [information protected by the Family Educational Rights and Privacy Act](#) (FERPA).

IT access to student record data is granted to new hires based on level of need after approval from both human resources and their department head. Short-term or temporary employees are granted access on an as-needed basis and for a set time period as directed by the department head. The Office of Information Technology runs daily audits on individual use and access is terminated by midnight the day of separation unless special circumstances require a more rapid response. Those situations are handled on a [case-by-case basis](#).

Access from non-University locations is allowed only through secure remote connections. NPI is not permitted to be stored on portable devices without administration and [security approval](#). The Office of Information Technology conducts [workshops](#) on security and privacy awareness, which cover topics such as WiFi security, social networking safety, phishing safety, staying safe in the digital world and understanding adware and spyware. In addition, in order to create greater awareness of phishing emails and email scams, IT staff members send out realistic "test" emails to the community; over time, the click-through rate has ranged from less than 10 percent to a high of 30 percent, depending on the realism of the email. The IT office follows up on selected test emails to raise the community's awareness of phishing.

All of the above can be referenced through the [Adelphi University Policy Library](#).

Maintenance (retention schedule) of student records is dependent on application owners and determined

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by the appropriate governing bodies. For example, all medical records are kept for seven years from the time of the patient's last visit. After this time frame, records are destroyed. The implementation of an Electronic Health Record (EHR) system now reduces the amount of paper records that are collected. As noted in the Adelphi University Policy Library under [Privacy and Release of Student Education Records](#) and [Protected Information Handling Policy](#), each department using paper student records is responsible for the secure storage and maintenance of their individual records that are kept outside of the University administrative systems (governed by the Office of Information Technology). Appropriate storage, release and destruction of records is governed by the regulating bodies of each office. Admissions compliance, for example, is achieved by applying standards and guidelines regarding the safeguarding of records as found in the [Gramm-Leach-Bliley \(GLB\) Act](#), [the Red Flags \(Identify Theft\) Rule](#), and [FERPA rules](#). All student records are kept safe and maintained behind a secure password-protected electronic system. Access is defined by the user role assigned. All application data and materials are received through Secure File Transfer Protocol sites and secure electronic document transfer systems, supporting secure maintenance of data. Audit logs continue to monitor security through transparency of record access and changes. The GLB Act covers admissions, academic services, business office, IT, account services, cashier's, Manhattan Center staff, registrar, public safety and Student Financial Services.

### Student Life and Extracurricular Activities

*Momentum's* goal to be relentlessly dedicated to student success includes a key initiative to offer students a full residential and student life experience. Through a carefully coordinated emphasis on building community, the University approaches the extracurricular aspects of campus life as a means of supporting student success in the classroom. To this end, the University provides resources and support for students to get involved at all stages of their careers in social, physical, spiritual, cultural, civic, career and intellectual endeavors.

The offices that oversee the bulk of our extracurricular aspects of student life at Adelphi—the [Center for Student Involvement \(CSI\)](#), [Residential Life and Housing](#), [Athletics](#) and [Campus Recreation](#)—have clearly articulated mission statements and goals aligned with the University's strategic plan, and policies that meet professional standards such as those of the Council for the Advancement of Standards in Higher Education. The Center for Student Involvement, for example, actively seeks to use campus life to “promote understanding of and interaction with people of one's own culture and other cultures” (*Momentum* Goal 3). Current and past events appear on the multicultural events [webpage](#).

In addition, many campus events aim to increase the community spirit, thereby fostering a connection between students and the University. [Welcome Weekend](#), introduced in 2017, continues this process through activity fairs and interactive workshops that acclimate students to the college experience. Spirit Weekend, held in mid-October, is a four-day event for alumni, students, families, faculty and staff and the larger community. Examples of activities include a casino night, a 5K run/walk, a carnival, pumpkin picking, an NFL game, as well as campus tours, religious services, sporting events and cultural performances held on campus.

Students and student staff across all areas are supported by training and development programs, including two annual student affairs planning and development retreats that now involve units in academic services. There are also comprehensive [mandatory training programs](#) for [student leaders](#), [commuter assistants](#), orientation leaders, resident assistants and recreation staff. These trainings work to support programming development to enrich the student experience such as the [80+ clubs and organizations](#) on campus that include Greek life, sport clubs and CSI-recognized organizations. Support for student subpopulations includes athletic programming for [23 varsity sports](#), [recreation and fitness programming](#) for the student body, [commuter-focused](#) programming, Honors College personalized [co-curricular programming](#), as well as residential focuses including the [First-Year Living-Learning Communities and Gender Inclusive Housing](#). Additional professional staff initiatives include a residential life task force assessing the [quality of services](#), a weekend engagement committee and a student success committee.

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Efforts targeted at the 78 percent of Adelphi undergraduates who commute are designed to engage these students in campus activities, primarily through the [Commuter Assistant Program](#) and the Commuter Student Organization. Commuter Assistants are paired with incoming commuter students and serve as personal resources to answer questions and concerns throughout students' first year at Adelphi. Commuter Assistants encourage students to get involved, and they inform students about leadership opportunities and upcoming events through weekly emails, text messages and face-to-face interaction. Students in the program receive a monthly electronic newsletter that contains articles about Adelphi happenings, tips/tricks for academic success and off-campus recommendations. The Commuter Student Organization provides programs for the commuter student population including events on and off campus (Broadway shows, sporting events) and theme nights. The [Commuter Student Lounge](#), located in the University Center, is staffed by Commuter Assistants, who are available to answer questions and assist students. All students, regardless of residential status, receive communications from the Center for Student Involvement and can access resources such as [MyAULife](#), [University Tickets](#) and the [Adelphi Insider](#) newsletter.

Twenty-two percent of Adelphi's undergraduate student body resides on campus. In 2017–2018, the Office of Residential Life and Housing conducted more than 473 events and programs for these students. The residential experience is formally evaluated every three to four years through the [Quality of Life Survey](#), as well as through the [Student Experience Survey](#), and additional ad-hoc surveys as needed (e.g., laundry facilities and television services). Resident Assistants are required to provide three educational and three social or campus-connection programs each semester. Residence Hall Directors (RHDs) provide information via bulletin boards, emails and one-on-one outreach with students. RHDs have also taken students off campus on excursions to support the student experience outside of the classroom. In 2017–2018, Adelphi started the First-Year Living-Learning Community (LLC). Open to all majors, this program provides students with opportunities to live and learn through a variety of shared experiences. Emphasizing experiential learning, classes are held in the on-floor classroom in Eddy Hall, where students live, and students participate in shared activities throughout Long Island and the five boroughs. [Results](#) of the LLC survey were positive, and feedback contributed to programmatic revisions to the two LLC offered in 2018–2019; additional emphasis is now placed on leadership skill development and leadership training, and programming through the Residential Assistants focuses attention on the social aspects of college life.

One of the challenges to student life at Adelphi has been a relatively limited number of appropriate meeting and event spaces, especially as our student body has grown in recent years (with corresponding increases in the number of student organizations and student events). This challenge has been met in a variety of ways, including through better coordination of space across campus with a single reservation system for all event rooms, including those in the Center for Recreation and Sport that were initially reserved separately. Nonetheless, it can be difficult to find rooms for meetings at peak times. Renovation and expansion of the University Center, planned to begin in May 2019, will exacerbate this difficulty temporarily but should, when completed, [alleviate](#) this problem significantly.

Adelphi fields 23 intercollegiate sports—10 men's and 13 women's—all competing at the Division II level. Adelphi teams have won conference, regional and national honors, including winning the NE10 Conference Presidents' Cup for overall excellence four times within the last five years. The award, established in 1994, recognizes the conference's most outstanding overall athletic program. The Faculty [Senate Committee on Athletics](#) provides oversight for the rules, regulations and policies that govern student-athletes. All athletics department coaches, staff and student-athletes receive Title IX training conducted by the Adelphi University Title IX Office every year. Adelphi University complies with Title IX regulations for equity in athletics participation by following the prong of "History and Continuing Practice" of program expansion for the underrepresented sex. Adelphi has a Title IX Committee that meets twice a year to monitor the University's standing with regard to Title IX compliance and makes recommendations to the University leadership. Additionally, in 2017, Adelphi University had an independent audit of its athletics program regarding Title IX equity in athletics. The results of that audit were reported to the

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University's executive leadership.

The implementation of a [Student-Athlete Advisory Committee](#) (SAAC), Career Services Program and Community Service Program provides Adelphi University student-athletes with opportunities to promote ownership over their academic and athletic experience. These committees are also designed to help grow the student-athlete's career, personal and community responsibilities off the field and outside the classroom. SAAC's primary role is to introduce student-athletes to the obligations of being on a sports team and to help further develop group work and student leaders. It is the only student-managed committee designated to deal with the concerns of Division II student-athletes. To this end, SAAC conveys information to squad representatives on diverse topics that range from Title IX issues to lessons regarding the potential consequences of negative exposure on Internet sites such as Facebook, Twitter and Instagram. The committee also organizes workshops and initiatives on topics such as hazing, drug use and gambling; these workshops are also designed for the success of the student-athlete's future in which alumni are welcome back to mentor student-athletes. Finally, SAAC encourages student-athletes to volunteer their services in a variety of roles—at local hospitals and community centers, through organizations such as the Make-A-Wish Foundation and the American Cancer Society, and in events such as National Reading Month at local schools.

Overall, student-athletes receiving athletic scholarships have a cumulative GPA (3.4) that is slightly higher than the cumulative undergraduate GPA (3.3). Persistence to graduation for athletes (defined as NCAA scholarship recipients) have fluctuated. For the most recent cohort (2012), the rate between athletes and non-athletes is comparable.

**Table 3. Six-Year Graduation Rates of Student-Athletes Receiving Athletic Scholarships**

First-time, Full-time Cohort	2007	2008	2009	2010	2011	2012
Non-athletes	61.9%	63.9%	67.2%	68.1%	68.0%	70.0%
Athletes	71.2%	64.8%	63.1%	69.8%	61.4%	71.2%

Campus Recreation has purposefully involved more commuter students by offering a club sports program in which students can participate on traveling teams and compete against other regional and local colleges and universities.

### Online Programs/Third-Party Vendors

In addition to Shorelight Education (for international student recruiting and discussed separately), Adelphi works with two different third-party providers for specific online programs: [Pearson](#) (for two online programs—M.S. in Sport Management and M.S. in Healthcare Informatics); and All Campus (for the following online programs: M.S. in Emergency Management; A.S. and B.S. in Emergency Services Administration; M.S.W. in Social Work; M.S. in Nutrition M.A. in Educational Technology; M.A. in Art Education; and an Advanced Certificate in Autism); Both Pearson and All Campus provide national marketing services for these programs. For all of these online programs, the student services and support available are the same as those provided to traditional students and are delivered by Adelphi faculty and staff. These services include advising, library access and academic support through the Learning and Writing Centers. Students in the two Pearson-supported programs receive Pearson-provided advising and support in addition to the usual Adelphi faculty advising. We monitor student success in these partner programs by carefully analyzing graduation and retention rates for their students. The [Graduate Student Experience Survey](#) and the [Course Evaluation Report](#) compared survey findings for blended and online students with those enrolled in the traditional classroom settings.

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### Assessment of Services Supporting the Student Experience

ORAP is responsible for institutional-level assessment and maintains an assessment schedule that evaluates student services from orientation to post-graduation. ORAP administers surveys across a wide range of services to various student populations. [The Newly Enrolled First-Year](#) and [New Graduate Student](#) surveys ask students to evaluate Adelphi's admissions process, compare Adelphi to other institutions considered and rate Adelphi on various characteristics and experiences. The [CIRP \(or First-Year Student Survey\)](#) is administered every three years and allows us to monitor changes in first-year students' interests, values and backgrounds and compare our first-year students with those in peer comparison groups. [NSSE \(or National Survey of Student Engagement\)](#) surveys first-year students and seniors and provides opportunities to evaluate students' engagement with courses, programs and faculty, and allows us to benchmark Adelphi's results with various peer groups. Adelphi also administers NSSE topical modules pertaining to [advising](#), [information literacy](#), [learning with technology](#), [inclusiveness and engagement with diversity](#), and global learning (in progress). Resident students receive the [Residential Quality of Life Survey](#), in addition to ad-hoc surveys targeting areas of need (e.g., laundry, technology in the residence halls, television services). ORAP administers the Student Experience Survey to degree-seeking [undergraduate](#) and [graduate](#) students every three to four years. This broad-based survey asks students to provide feedback on their courses, faculty, programs, student service units and facilities as well as other areas of campus life. ORAP generates a report that details overall findings as well as results by various student demographics (e.g., by school, location, resident/commuter status, class level and race/ethnicity for undergraduates and by school, race/ethnicity and location for graduate students). This comprehensive report allows student support service units to see overall ratings as well as results for various subpopulations at Adelphi. Additionally, surveys pertaining to [information technology](#), [library services](#) and [dining](#) are administered to all students. ORAP maps all surveys to *Momentum*, and distributes survey findings in the form of bulletins and reports that are shared with the larger University community. The [ORAP survey schedule](#) is available online.

In addition to the indirect methods of assessment discussed above, retention and graduation rates appear in the [Data Book](#) for various student subpopulations (e.g., Honors College, Bridges to Adelphi, Learning Resource Program, General Studies, Levermore Global Scholars, student-athletes, international students and residential students). Retention and graduation rates in the Data Book are organized by demographic characteristics such as sex and race/ethnicity, by school and by geographic location for first-year, new transfers and new graduate students.

As part of its ongoing assessment initiatives, ORAP obtains data from the National Student Clearinghouse in order to identify the institutions selected by students who were accepted to but did not enroll at Adelphi. This [report](#) provides information such as institution chosen and academic preparation (defined as high school GPA and SAT) for those students who were accepted to Adelphi but chose to enroll elsewhere. In conjunction with the Newly Enrolled First-Year Survey mentioned above, this report provides us with a comprehensive view of the University's competitors. Lists of competing institutions based on the data from the clearinghouse are also created for [new transfers](#) and [new graduate students](#) (by program). The report and lists are shared with executive leadership, deans and the board of trustees.

With assistance and coordination from ORAP, the student services area evaluates its own programs and services as a supplement to the institutional-level assessment conducted by ORAP. While units participated in data gathering using TaskStream and Compliance Assist software in the past, the process of documenting assessment activities and outcomes was interrupted in 2015 due to a growing dissatisfaction with Compliance Assist. In 2018, ORAP took the initiative and implemented a new system of collection, first using Smartsheet, and then Google Forms. To reinforce the importance of assessment in student support services, ORAP conducted a [workshop](#) in spring 2018 that reviewed mission statements, goals, objectives, methods and appropriate measures. Every unit that supports students during their academic careers at Adelphi, from admissions through the Center for Career and Professional Development, attended and submitted three-year assessment plans. Participants rated the

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workshop [favorably](#), and several participants requested a follow-up workshop. Held in [November 2018](#), that workshop emphasized next steps, closing the loop and reporting. To demonstrate the ongoing, systematic state of assessment in student support services, ORAP introduced the Assessment Spotlight in [2017](#). ORAP is working closely with individual departments to create surveys that are unit-specific (e.g., advising, Learning and Writing Centers, Learning Resource Program, Bridges to Adelphi Program, Office of Student Access). These surveys, many of which are being reviewed as part of the most recent assessment planning process, will be administered on a rolling basis and results will be used by departments in annual assessment reports. In addition, the Assessment Spotlight has now become an annual ORAP report that is distributed to the University community ([2018](#)).

While abundant assessment activities are taking place, we recognize the need to include additional evaluation tools for measuring student engagement and identifying student needs (such as two-minute surveys at the conclusion of events and focus groups). Units have been working with ORAP to identify and implement assessment methods that are consistent with best practices. On the academic side, faculty feedback suggests the University should expand student support services and faculty development related to targeted student populations, such as Bridges, Learning Resource Program and international students.

Reflection: The University works to continuously improve student support practices to answer the needs of a changing student population. The incoming associate provost for student success will lead this important work, helping faculty and student support staff utilize resources such as the EAB Student Success Collaborative.

### Recommendations for Standard 4: Support of the Student Experience

1. We should work to strengthen the feedback loop whereby data from our comprehensive assessment processes and tools are used intentionally to develop and guide improvement in flexible support structures (such as program-specific mentoring or academic tutoring) for all students, including those in online and graduate programs, at off-campus centers, students in special programs, and at-risk populations such as first-generation students.
2. Retention should become a more integrated campus-wide priority through the development and implementation of key action items for improving retention at program levels (for both undergraduate and graduate students).

# **Chapter 5: Educational Effectiveness Assessment**

## Chapter 5 Educational Effectiveness Assessment

The purpose of this chapter is to demonstrate how Adelphi ensures that students have accomplished educational goals consistent with their program of study, degree level and the University's mission. The chapter contains four sections: a summary of institutional-level assessment; a description of the processes associated with the assessment of Adelphi's accredited schools and programs; a discussion of the academic program review process undertaken by the College of Arts and Sciences, as well as other departments and units that are not accredited; and a comprehensive review of General Education assessment. In areas where challenges are identified, initiatives to address those shortcomings are discussed.

### Institutional-Level Assessment

Assessment initiatives at Adelphi are led by the Office of Research, Assessment and Planning (ORAP), which consists of four full-time staff members: an assistant provost, director of assessment, manager of institutional reporting, and senior research analyst. The office conducts regularly scheduled surveys pertaining to entering students, enrolled students, recent graduates, alumni, faculty and courses (student course evaluations). Additionally, the office prepares benchmark comparisons and is responsible for regularly scheduled reports, including those sent to federal and state agencies, as well as internal reporting pertaining to admissions, enrollment, faculty hiring, diversity, teaching, courses and national comparisons. A majority of these reports, survey findings and other research are available on the ORAP intranet site and are disseminated to the board of trustees, executive leadership, deans, faculty, staff, students, and pertinent University committees.

A University Assessment Committee (UAC) consists of a cross-representation of faculty and administrators; the committee is co-chaired by a faculty member from the College of Arts and Sciences and the director of assessment. Much of this committee's work has been devoted to assessment of general education, and an update from the General Education Committee is shared at each UAC meeting. One of the committee's goals for 2018–2019 is to more evenly focus discussions on all aspects of assessment at the University.

In 2009, in an effort to reduce survey fatigue among students, the University adopted a survey [registration](#) process that requires units to schedule surveys through ORAP and to provide a copy of the instrument in advance of its administration. This process helped to identify the number of surveys that were going to students, and inspired discussions about the quality of the surveys and the overall usefulness of survey results. As a result of these conversations, units began to seek ORAP's assistance to develop surveys that better meet end-user needs and lead to improved reports that detailed useful, actionable results. In 2017, ORAP launched the [Assessment Spotlight](#) in an effort to disseminate survey findings and demonstrate how results are used to improve programs and services. The spotlight is shared across the constituencies of the University community. Assessment results are also targeted to particular groups, for example data on topics requested by the Student Government Association (e.g., [dining](#) and [campus climate](#)) are provided and discussed with these groups and shared widely. This revised assessment process takes the unit-ORAP collaboration one step further by ensuring that units are receiving the support they require in their efforts to develop ongoing, sustainable, useful assessment practices that can effectively contribute to improved services.

Since Adelphi's previous self-study in 2009, the University adopted two assessment systems for the purposes of organizing and documenting the University's assessment efforts: TaskStream (2009–2013) and Compliance Assist (2013–2015). ORAP was responsible for the adoption, implementation, and ongoing management of the two assessment systems. Reports were generated for the schools/colleges and shared with the provost in 2013–2014 and 2014–15. Not all student support units participated in this process, but the majority did so to some extent. Due to resistance from end-users in both academic units and student support services, between 2015 and 2017 the process of documenting assessment activities lagged in some areas. End-users complained that they did not receive feedback on their submissions, that results "went nowhere," and that the systems were "clunky" and difficult to navigate. In an effort to

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address those concerns, and to correct the inconsistencies in documentation and participation, ORAP took the lead in 2018 and developed an internal system for collecting, organizing, and summarizing assessment activities using Smartsheet (as a pilot for student support services) and Google Forms (for academic programs). At a spring 2018 [workshop](#) for all student support service units, the new internal system was explained and the importance and purpose of assessment reinforced. To further address end-users' concerns, ORAP developed rubrics to help guide units in the development of assessment plans (2018–2021) and yearly assessment updates (due annually on September 15). More than 50 administrators and staff attended the workshop and discussion and engagement was notable.

### Professional School Accreditation

Nationally recognized [professional associations](#) accredit each of the professional schools at Adelphi University. In addition, the [chemistry program](#) and the University's [Early Learning Center](#) are also nationally accredited. Substantive program changes, assessment modalities and data analysis and results are routinely reported to these agencies, as well as to Adelphi's executive leadership and faculty.

#### Robert B. Willumstad School of Business

The mission of the School of Business is to develop ethical, effective leaders in the industry. The strength of the school's faculty and curriculum was recognized in its accreditation by the Association to Advance Collegiate Schools of Business (AACSB International) in August 2007, with [reauthorization of accreditation](#) in fall 2017 ([self-study](#)). All curricula in the School are owned, developed and managed by its faculty. The faculty establishes the learning goals, learning objectives and the benchmark targets for each objective through the Learning Assurance Committee (LAC), which consists of representatives of the full-time and part-time faculty from all departments. The learning goals are tied to the overall mission of the School. Since the last accreditation review, the faculty has created curriculum maps for the learning goals in the undergraduate programs and the M.B.A. programs. Each learning objective is mapped to a series of courses that introduce and build upon the knowledge, skill or ability related to the objective. The LAC includes the chair of the Willumstad School of Business' Curriculum Committee as a member in order to facilitate coordination between the two committees. The LAC conducts assessment every semester. Results are evaluated and discussed with faculty on a regular basis (e.g., at faculty meetings and at the annual Assurance of Learning retreat). LAC takes a leading role in developing the assessment plan, and many additional faculty members are involved as assessors or as assessment coordinators with their students. Examples of changes that have resulted from the assessment activities conducted in the Robert B. Willumstad School of Business are provided [here](#) and demonstrate the comprehensive nature of its assessment initiatives. In addition, the schedule for assessment of the School's learning goals is provided [here](#).

#### Ruth S. Ammon School of Education – Curriculum and Instruction and Communication Sciences and Disorders

The mission of the Ruth S. Ammon School of Education (RSASOE) is to develop effective educators and health professionals who are prepared to serve diverse communities. The strength of the School's faculty and curriculum has been recognized by two separate accrediting bodies. In 2016, the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) [reauthorized the accreditation](#) of the Speech Pathology Program in the RSASOE's Department of Communication Sciences and Disorders. In 2013, the National Council for the Accreditation of Teacher Education (NCATE) [reauthorized the accreditation](#) of the School's teacher education programs. The School will submit its next report to the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body which has replaced NCATE, in February 2019, followed by a site visit in November 2019. Individual teacher education programs are required to submit Specialized Professional Association reports, which are a component of the CAEP accreditation. All 22 teacher education programs that submitted reports have been nationally recognized by their professional associations.

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The Assessment, Standards and Policies Committee, a faculty standing committee, is charged with monitoring the processes and functions of the assessment system to ensure continuous feedback and sound assessment decisions. This committee evaluates the effectiveness of the system's functions, as well as measurement practices and instruments, and ensures data integrity. The committee is supported by the unit's Office of Assessment and Accreditation, which is charged with data collection, merging of data sets, data cleaning, storage and dissemination. Assessment data are analyzed by faculty on a regular basis to ensure continuous improvement. RSASOE holds two faculty retreats each academic year, at which faculty members review assessment data and discuss implications for program improvement. In addition, data are available to faculty electronically through the RSASOE Office of Assessment and Accreditation Moodle page. Key assessment measures for the School of Education are shared publicly on the [RSASOE website](#).

### Gordon F. Derner School of Psychology

The mission of the Gordon F. Derner School of Psychology is to generate and disseminate knowledge about psychological and behavioral aspects of human experience, with an emphasis on knowledge that can be applied to help those who are struggling with psychological difficulties. Its goal is to provide students at all levels with a deeper understanding of both the mind and the brain and to prepare them for a range of professions, including mental health-related professions. The School is dedicated to using science and clinical expertise for the benefit of our students and professionals who will then use those skills to help others. It is an integrative, empirically-informed school of psychology with a long psychoanalytic tradition and commitment to social justice that continues to shape all that it does.

The learning goals and outcomes for all programs are consistent with the established learning goals set forth by the American Psychological Association (APA). Therefore, the learning goals for undergraduate psychology are also based on established learning goals set forth by the APA. The faculty have reviewed these goals and created curriculum maps to show how each learning goal is mapped to a series of courses that introduce and build upon the knowledge, skill or ability related to that goal. The chair and co-chair of the undergraduate department work with the undergraduate faculty to assess all learning goals on a rotating basis. The type of assessment is dependent on the nature of the learning goal, with knowledge-based goals assessed through pre/post surveys, course exams and standardized tests, and skills-based learning goals assessed through e-portfolios and success in capstone courses. Results are evaluated and discussed with faculty on a regular basis (e.g., at faculty meetings), and changes based on assessments are put in place typically at the course level in discussion with faculty.

Since 1957, the Ph.D. program has been accredited by the APA. The program's key goal is to train scholar-practitioners who show competencies in research and evaluation skills, clinical skills, critical inquiry, professional conduct, cultural diversity and individual differences with [reauthorization of accreditation](#) in 2013 ([self-study](#)). At Derner, assessment findings are shared with the dean and program faculty.

Adelphi's M.A. in School Psychology is accredited by the National Association of School Psychologists (NASP). The program provides a unique integration of psychodynamic and cognitive-behavior approaches for working with students across diverse settings. A Doctorate in School Psychology (Psy.D.) was introduced in fall 2018. The mission of these programs is to prepare highly competent, collaborative, ethical and self-reflective school psychologists who can implement the skills taught in the program(s) to understand the individual, group, cultural and systemic challenges encountered in schools and, as a result, to be in a better position to address the needs of children and families. Both the master's and doctoral programs are committed to community engagement and social justice and aim to address the challenges of delivering effective services to children and adolescents within a multicultural context. Program graduates find careers in schools, agencies, hospitals, community-based organizations, and colleges and universities.

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### The College of Nursing and Public Health

The College of Nursing and Public Health's (CNPH) nursing programs are [fully accredited](#) until 2023 by the Commission on Collegiate Nursing Education (CCNE), with a [self-study](#) and site visit completed in 2013. To determine program effectiveness, the faculty in the CNPH assess a variety of data. A Program Evaluation Plan, developed by the faculty, lists both formative and summative data that are assessed as well as the expected outcomes/benchmarks for each course, how often each outcome is assessed, and the committee or person that is responsible for collecting and analyzing the data. The evaluation process is well defined and organized, following this sequence: (1) First, after reviewing the mission and goals of the University, as well as the standards and guidelines from national professional organizations, the faculty develop program goals/outcomes; (2) expected outcomes/benchmarks are identified for each data source; (3) data are gathered by the designated data collectors at specified intervals; (4) data are aggregated and analyzed by faculty on the Evaluation Committee, CNPH Academic Affairs Committee, respective department and/or program; (5) analyses are reported to the full faculty; and (6) most important, a plan for program improvement is developed. As an example of this process, recent changes in professional standards and guidelines for master's in nursing education resulted in changes to core courses offered across all nursing master's programs. [New courses](#) were developed and mapped to the revised professional standards.

The College of Nursing and Public Health continuously reviews its curriculum and programs through various methods such as data collection and analysis from the Evaluation Committee, University student course evaluations, informal meetings with the administration and students and national research. After careful review by the faculty and administration, changes were made to the curriculum and programs at both the undergraduate and graduate levels. Below are examples of how the College uses data to drive curricular and program changes:

- To assist students in first-time passing of the NCLEX licensing exam, [several steps](#) were taken at the undergraduate level. ATI was phased out and Kaplan—which has a strong record both in assisting students with studying and reviewing for NCLEX and in program assistance (by way of exams, quizzes and online resources such as simulations)—was phased in.
- In light of national and internal data indicating that students with a higher GPA have an increased chance of passing NCLEX, the College raised the transfer GPA from 3.0 to 3.3.
- Additionally, findings show that since nursing students do not take nursing courses until their junior year, they are often unprepared for the rigors of the nursing curriculum. With that in mind, the CNPH has recently instituted a Study Skills series, offered through the Learning Center. This series is required for first-year students and strongly advised for all other students within the nursing program. Additionally, increased follow-up with students receiving early warnings to support their engagement with faculty and learning resources was instituted.
- At the graduate level, the nurse practitioner faculty recognized the importance of simulation in the curriculum, developing multiple simulation-based learning experiences. The learning activity was implemented to enable each student to assess, diagnose and treat a simulated patient in the primary-care setting.
- In response to low first-time nurse practitioner certification rates, the nurse practitioner faculty reviewed both HESI and Barkley testing products. Barkley was determined to be the more comprehensive testing supplement, so in fall 2017, Adelphi administered the first of a series of Barkley exams.

### School of Social Work

The core mission of the School of Social Work is to prepare graduates to provide ethical and effective generalist social work practice (at the B.S.W. level) and advanced direct social work practice (at the M.S.W. level) in diverse cultural and social contexts. Through its student-centered and research-informed curricula, scholarship and community-engaged programs, graduates provide leadership to advance

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knowledge, skills, and values for the profession.

The School of Social Work has been continuously accredited since the outset of national accreditations in 1957 and is actively engaged in program assessment responsive to [Council on Social Work Education](#) (CSWE) Educational Policy and Accreditation Standards. The School's accreditation was reaffirmed by CSWE in February 2018, and it is noteworthy that accreditation was granted for a full eight years with no conditions. The School's graduate program is [nationally ranked](#) by *U.S. News & World Report* (No. 38 of 251 ranked programs). Its bachelor's program has been recognized by *USA Today* as a top-10 college for a major in social work as well as being ranked by College Factual in the top 5 percent (No. 10 of 361 ranked programs).

The School's faculty members are fully engaged in curriculum development and renewal, a process that is informed by continuous program assessment. Faculty members engage in assessment of both the explicit and implicit curriculum for the B.S.W. and M.S.W. programs in which they measure student attainment of core competencies and associated practice behaviors that are aligned to learning outcomes at the course level. To assess B.S.W. students' attainment of 10 core competencies, the program measures 41 foundation practice behaviors, using two assessment measures: Field Evaluation of Student Performance and Student Self-Assessment. To assess M.S.W. students' attainment of core competencies, the program measures 41 foundation practice behaviors and 35 advanced practice behaviors, using four assessment measures: Foundation Field Evaluation of Student Performance, Foundation Student Self-Assessment, Advanced Field Evaluation of Student Performance and Advanced Student Self-Assessment.

The SSW Assessment Committee comprises faculty and administration and oversees all assessment activities (e.g., data collection, analysis and dissemination of findings across stakeholder groups). Data are analyzed to determine statistically significant differences between mean scores for each practice behavior, to determine student attainment of core competencies and to calculate the percentage of students that attained the outcome benchmark. The program determines whether attainment percentage of each core competency is larger than the competency benchmark.

The findings are summarized and published on the School's [website](#) and reported to its accreditors. These findings are reviewed at a faculty retreat in the fall and then discussed among various committees and key administrators. Continuous improvement efforts are finalized and reviewed by the whole faculty at the beginning of the spring semester. This process takes place every two years. As a result of discussions with multiple constituencies, faculty and administrators at the School have been implementing a number of program and curricular changes. The results of these changes continue to be monitored. They also review new findings against findings from the prior assessment to consider the impact of these changes.

For example, the B.S.W. and M.S.W. program assessment revealed that students felt less confident in their abilities to engage in research-informed practice and practice-informed research than their field instructors did in evaluating them. In response, program faculty made changes to the curriculum to provide students with additional content in this area. *Social Work Capstone: Applying Strategies to Develop Solutions to Social Issues* was designed to devote a significant portion of the assignment to exploring a social problem and researching strategies to solve a community problem. Students need to use their practice experience to identify the social issue that is informing that scientific inquiry and need to review the research evidence to inform the social issue. M.S.W. practice faculty implemented a review of the syllabi in foundation practice courses, [Foundations of Social Work Practice I and II](#), to identify opportunities for strengthening course content on the integration of research and practice, potentially including the use of additional resources such as articles, teaching strategies, and sample assignments. The School's field department added a list of practice tasks/activities that field instructors can assign to students in their practica to facilitate their integration of research and practice-based research, including: (1) discuss with your field instructor how their practice with students is informed by scientific inquiry; and

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(2) what are some of the evidence-based practices used at the agency in working with clients. (See the [B.S.W. self-study](#), [M.S.W. self-study](#), and [School of Social Work Assessment Plan](#) for more details.)

### Assessment of Student Learning

Chapter Three describes the process by which all majors in the College of Arts and Sciences and non-accredited programs in the other schools/colleges (e.g., economics, baccalaureate-and master's-level psychology, and Ph.D. programs in nursing and social work) participate in academic program review on a [rolling basis](#). Each program completes an [annual student learning summary form](#) detailing mission, student learning outcomes, assessment activities for at least one learning goal and next steps. In the sixth year, programs conduct a yearlong [self-study](#) (also discussed in Chapter Three) that culminates with an external review in the seventh year.

#### *Non-Accredited Programs*

To maintain the ongoing process of evaluating program effectiveness and student learning in between the more comprehensive periodic internal and external reviews, and to ensure that reviews are informed by available data, a Student Learning Summary Report (formerly referred to as the Annual Academic Program Summary by Major) was refined in fall 2017, with the first submission accomplished in fall 2018. All non-accredited programs, as well as Honors College and the College of Professional and Continuing Studies, must submit the annual student learning summary form by September 15 each year. Programs focus on student learning outcomes and report data and other evaluations designed to inform program planning for the coming year. This annual report serves to improve the documentation of assessment and also provides the programs with the data they need for the periodic self-study process, improving the quality of the fuller self-study report. This initiative to document annual assessment processes has so far proven successful in that almost all programs participated; the few programs that did not participate have been contacted and are preparing for next September's submission. Reviews of the annual submissions revealed relatively strong assessment practices and suggest areas where additional efforts might improve the "next steps" section of the process.

As the following examples of department-level student learning assessment reveal, the College of Arts and Sciences (CAS) is committed to creating and maintaining a student-centered, outcome-oriented curriculum that stimulates critical thinking and fosters the creation of new knowledge through experiential and integrative learning techniques as well as traditional methodologies. To achieve its objectives, the College engages in a thorough, comprehensive and systematic process of assessment for each of its programs. Assessment is driven by the faculty, who create curriculum, identify learning goals and measurements, and create appropriate rubrics for the collection of data. It is a results-driven process that ensures continuous improvement of the ways and means of delivery in order to optimize student learning. Results are collected on the Student Learning Summary Report on a yearly basis. Under the guidance of ORAP's assessment director, these are discussed and aggregated. The resulting suggestions are incorporated into each program's assessment plan, and those actions that are implemented are tracked for success. In addition, the newly-formed CAS assessment committee comprises representatives from all departments or programs, including two co-chairs and a member of the dean's office. Its goal is to serve as a structure for guidance and support on assessment processes in the College, to foster best practices, to promote communication across departments and between the College and ORAP, and to create and nourish a culture of assessment.

Examples of department-level student learning assessment include:

- [Biology](#) (undergraduate): The department adopted six learning outcomes as goals for its students; two of them relate to mastery of fundamental knowledge in the field, the scientific method, and experimental techniques, and four relate to key scientific skills of analyzing data and reading, writing and presenting on scientific topics. Assessment includes analysis of student grades in

courses, capstone papers and presentations, and (as of 2017–2018) retention and graduation data and scores on the Major Field Test (a nationally-normed commercial instrument whose adoption was recommended by the department's external reviewers in its most recent review). The results of the course grade analysis show that overall undergraduate biology majors get significant exposure to the core areas of knowledge specified in the learning outcomes, and Major Field Test results show student achievement across biology subdisciplines is generally at about national averages. Analysis of capstone papers and presentations indicates that students overall achieve acceptable mastery of scientific skills, although a subset of students still struggle in particular with writing. Retention and graduation data show an overall four-year graduation rate of about 40 percent (consistent with peer national data), and somewhat lower retention for Hispanic students. As part of preparing to apply for recognition by the national organization Partnership for Undergraduate Life Science Education (PULSE), the department is realigning its learning objectives with PULSE objectives and planning to adopt more detailed rubrics for analysis of the capstone papers. Data from the department's annual assessment plan (in place since 2006–2007) has demonstrated student deficiencies in certain areas (e.g., ecology, botany) that have led to targeted faculty hires in those areas. Departmental analysis of the assessment process has led to changes to capstone courses to facilitate assessment of data analysis skills.

- History: The mission of the department is to promote the study of liberal arts as the “irreplaceable foundation for intellectual growth, personal enrichment, and professional and career development.” Student learning outcomes include critical thinking, problem solving, analyzing primary sources, effective written and oral communication and information literacy (within the context of papers and research in their major). Students also have to demonstrate academic integrity and must prove their discipline-related knowledge by achieving scores that exceed the state average in the New York State Education Department (NYSED) teacher certification examination for social studies. Indirect measures include surveys of sophomores and seniors. Direct measures assess random selection of students' papers with rubrics and include the results of the NYSED teachers certification history exam. The regular assessment of the sophomore seminar provides an opportunity for faculty to discuss how to collectively approach teaching and grading, and the norming sessions reveal that the faculty have gotten closer to agreeing on a common set of standards. A junior year historiography/research component was created as a result of previous assessments that showed a gap between sophomore and senior seminars; this redesign will be assessed in 2018–2019.
- The General Studies Program: As indicated earlier in the self-study, the General Studies Learning Community is an interdisciplinary first-year learning community offering experiential and collaborative learning experiences, academic mentoring, tutoring and counseling resources. The program's learning outcomes are as follows: students will think across cultures, time and discipline; apply learning outside the classroom; and become self-directed learners. Assessment methods include several grading rubrics; detailed midterm grade reports outlining student performance across a wide range of academic areas (created jointly by counselors and faculty); paper assignments; graded experiential and service-learning activities; students reviewing learning goals with faculty mentors; surveys about counseling and mentoring; and class assignments that measure collaborative work and program-solving skills. An unexpectedly large number of students enrolled in the program in 2016–2017 created pressure on the program, and consequently the number of students in 2017–2018 was reduced (and support services increased). Recent retention data show that the 2017–2018 cohort performed better than the 2016–2017 cohort. Although faculty and staff regularly discuss ways to improve the program, there had been no formal data-driven program assessment until recently. The program plans on a capstone assessment to ascertain how many students are achieving competency in specific learning goals and outcomes. The program has low retention compared to other programs at Adelphi, and student surveys show that this retention problem often stems from financial issues and the need for a more flexible curriculum. In response to these findings, the program is

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considering more financial aid options for high-achieving students and is exploring ways of improving curriculum flexibility. In addition, advising on the transition from first to second year has been enhanced, and a program focus on service learning is now in place to help connect faculty with students.

- Psychology (undergraduate; housed in Derner): The co-chairs of the undergraduate faculty department found (from pre- and post-survey assessments of scientific inquiry and critical thinking goals in both statistics and research classes) that students were not retaining the information that they had learned in statistics when taking their research class the following semester. To minimize this, they have revamped the courses to be better aligned with one another in the following ways: (1) by increased communication among professors and encouraged closer alignment of content and activities, so that when students take statistics with one professor and research with another, they are still following a very similar curriculum; and (2) by creating a joint dataset across statistics sections that will grow larger each year and will be used across all statistics sections and all research sections. Specifically, the co-chairs have created an online questionnaire that students from all sections of statistics complete annually, so that each year they have a larger total sample. This dataset is used by all faculty as a learning/teaching tool in their statistics class, and all research professors use the same dataset as a learning/teaching tool in their research sections. This approach creates continuity among different instructors and from the fall semester, when statistics is offered, to the spring semester, when research is offered. Finally, for the professional development goal, the co-chairs determined that students were not receiving sufficient guidance on possible careers in psychology and, in response, implemented a Spring Career Roundtable to ensure that students are better informed.

At Adelphi, the external program review process allows us to clarify and evaluate the connections of each unit's educational goals to one another, and to the mission and strategic goals of the University. As discussed in chapter three, the guidelines for the External Program Review Process were modified to assure alignment with *Momentum*. In addition, the [Application for the Registration of New Graduate and Undergraduate Curricula/Programs](#) – Including Programs to be Offered in Distance Education Format submitted to New York State, requires “*That all educational activities offered as part of this proposed curriculum are aligned with the institutions’ goals and objectives and meet all statutory and regulatory requirements. . .*” and that “*. . . a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.*”

### SELF-STUDY SPOTLIGHT: USING STUDENT-LEARNING ASSESSMENT TO INFORM CURRICULAR CHANGES IN MATHEMATICS/ COMPUTER SCIENCE

In an anticipation of the self-study that was completed in 2017–2018, the faculty in mathematics and computer science undertook an extensive review of the mathematics curriculum; this faculty-driven initiative took a top-down approach that began with the program's mission and progressed to the course level. The work began in summer 2014 with the task of developing a mission for the mathematics program, including student learning outcomes. After completion of the mission statement and program goals in September 2014, the faculty continued with a detailed review of existing courses. That review focused on a few key aspects: learning objectives per course, relevance of the learning objectives in the context of the mission, sequencing of courses and overlap with other courses.

As part of the effort, Salvatore Petrilli, Ed.D., now chair of the Department of Mathematics and Computer Science, conducted a statistical analysis of mathematics majors who entered Adelphi between fall 2000 and fall 2009. The study tracked students' progress through the fall 2011 semester. The purpose of the study was to examine enrollment rates, as well as the influence of the Calculus 1A/1B sequence on the upper-level calculus courses. The report included quantitative and qualitative results.

Various multiple linear regression models were used to analyze student grades in courses across the curriculum. A longitudinal statistical analysis revealed that Calculus 1A and Calculus 1B were not significant contributors to success in Calculus II or Calculus III. The analysis revealed that the traditional Pre-Calculus and Calculus I model was more effective at preparing students for Calculus II and Calculus III. Based on this data, the Department of Mathematics and Computer Science abandoned the Calculus 1A/1B model and returned to the Pre-Calculus and Calculus I model.

As a result of this analysis, a revised course sequence was created in March 2015, including course proposals, learning objectives, weekly activities and required literature in April of that year. The proposals were submitted for review by the academic governance processes in May. The internal governance process was completed in March 2016. New York State approval for the launch of the revised program was received in August 2016, and advising of students into the new program started in the 2016–2017 academic year.

Source: Petrilli, S. (2018). "The Mathematics Major Revision: An Adelphi Case Study." (Submitted to the *Journal of Humanistic Mathematics*.)

#### General Education

Since 2009, the University faculty has used a capstone-based assessment process to evaluate the six University-wide undergraduate learning goals (creative thinking, critical thinking, written/oral communication, information literacy, global learning/civic engagement and quantitative reasoning). These goals were to be assessed using products of student effort in a required senior capstone course or culminating experience. Learning goals, along with the assessment mechanism used and a timetable of assessment can be found [here](#).

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While the capstone assessment process (implemented during the 2008–2009 academic year) yielded, from the beginning, important insights about student learning at Adelphi, there have been a few significant challenges as well. The initial objective was to evaluate each learning goal at the capstone level at least twice between 2009 and 2011. As this capstone-based approach to General Education assessment was rolled out, however, the faculty quickly determined that this timetable was too ambitious, especially for global thinking, artistic understanding (now creative thinking) and quantitative reasoning. The key challenge was that capstone courses at Adelphi simply did not produce enough student artifacts within these learning goals to support meaningful assessment findings. As the faculty continued to assess the other learning goals connected to Adelphi's General Education program, the University Assessment Committee (UAC) and the General Education Committee (GEC) discussed the best approach for resolving the assessment challenges of those goals that could prove difficult to assess through the capstone artifacts.

Working in collaboration, the UAC and GEC considered each of these three learning goals as unique assessment challenges, and developed a distinct strategy for resolving each of these challenges:

- Artistic Understanding: Following the General Education program study, the GEC proposed changing the artistic understanding learning goal to Creative Thinking. Furthermore, in order to ensure that this revision would also address the assessment challenge described above, the GEC piloted an assessment of the newly redesigned learning goal using old capstone artifacts. Adelphi faculty formally approved the change from artistic understanding to creative thinking in 2017, and Creative Thinking was assessed for the first time in 2017–2018.
- Quantitative Reasoning: The challenge of assessing quantitative reasoning at the capstone level stems from the relatively straightforward problem that very few capstone courses at Adelphi require students to produce work that exhibits their quantitative reasoning skills. While the solution to this dilemma would seem to be equally straightforward—moving the assessment of quantitative reasoning from the capstone level to the course level—the assessment model established when the learning goal–based General Education program was approved by faculty in 2010 stipulated that the assessment of all learning goals is to take place at the capstone level. When the UAC and GEC jointly agreed in fall 2013 to move the quantitative reasoning evaluation to the course level (i.e., to those courses in which students can satisfy the quantitative reasoning learning goal requirement), the change required the approval of Adelphi faculty. Following the conclusion of the program study, the faculty formally approved a motion opening up the assessment of the General Education learning goals beyond the capstone level. During the 2017–2018 academic year, the GEC successfully ran a [pilot assessment](#) of quantitative reasoning at the course level, and then officially included a full assessment in the assessment calendar for 2018–2019 (see link above).
- Oral Communication: This learning goal was assessed in the initial year of the capstone assessment process, but the number of capstone courses that contained oral presentations was small. As a result, the mechanism for assessment will shift to the course level, using a modified version of this [rubric](#) able to address the different models of oral communication that fall under the learning goal (as articulated in a motion approved by the faculty in 2016)—so that a performance-based class (in theater, for example) and each presentation-based class (e.g., in business or communications) is assessed appropriately under the broader banner of this learning goal. This modified rubric is currently being developed by faculty.

As the above overview illustrates, the 2016 faculty decision to move away from a strictly capstone-based approach to General Education assessment led to a more flexible model that quickly proved more appropriate and effective. For the learning goals not discussed above, assessment remains at the capstone level. Communication-written, critical thinking, creative thinking, and information literacy have all been assessed successfully by faculty since the adoption of our General Education model in 2009.

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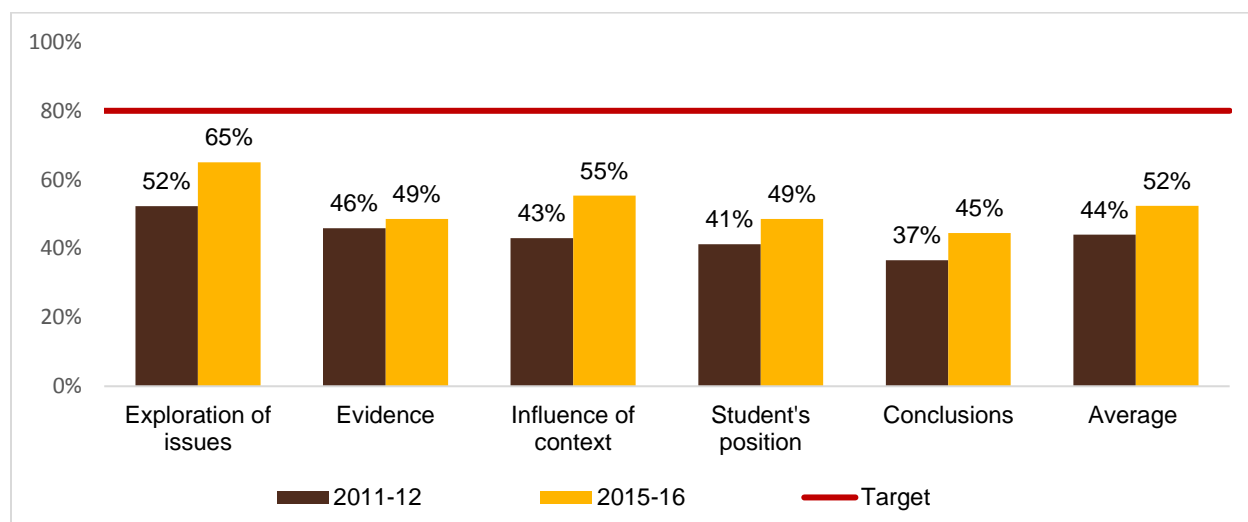
Though the faculty developed rubrics for these learning goals from 2008 to 2010, the UAC preferred the use of the AAC&U rubrics. In an effort to determine which rubric would be most useful and productive, faculty conducting the capstone assessment process in 2010 were asked to evaluate products using both rubrics and then determine which rubric was preferred. AAC&U rubrics rated [slightly higher](#) than Adelphi rubrics. Because of this change, we cannot directly compare results with those prior to 2010. However, the AAC&U rubrics have clearly provided more consistent findings as interpretation of the various criteria has improved.

At the conclusion of each Capstone Assessment Day, faculty raters are asked to evaluate the day's activities, with particular attention given to the process of scoring and the effectiveness of rubrics. Results differ by learning goal but information literacy and critical thinking are viewed as more difficult to rate. We asked those rating information literacy to explain further; many said the difficulty is in trying to determine the process of identifying sources, which cannot be done by reading a statics paper. To address this issue, in 2015 University librarians developed an [information process sheet](#) that students could use to document their process for identifying and retrieving information while completing their capstone assignment. Use of the process sheet is optional, however, and the majority of capstone products still do not include this resource. As for critical thinking, further investigation with faculty raters revealed that the difficulty in evaluating the documents had more to do with the norming session that took place earlier in the day; to address this issue, the associate dean for academic operations and general education now conducts the norming session in an effort to provide consistency in instruction.

Faculty evaluators use the AAC&U rubrics to assess attainment of University learning goals using artifacts (such as term papers) produced in capstone courses. The score assigned ranges from capstone (4) to does not meet the benchmark (0). All scores at the third level (milestone 3) or above (capstone) are considered satisfactory. The University targets, as defined by the UAC, are for 80 percent of students to achieve at least the third level (milestone 3) for each learning goal. Results from the assessment of University learning goals in capstone courses reveal improvements over time.

For critical thinking, results of student products fell below the desired 80 percent threshold rating (averaged across all criteria) as 55 percent of capstone products in 2011–2012 and 65 percent in 2013–2014 were evaluated as milestone 3 or capstone; however, the overall average increased by eight percentage points between 2011–2012 and 2015–2016 (from 44 percent to 52 percent). Results for critical thinking in 2015–2016 were higher on all criteria than in 2011–2012. The most notable improvements pertained to the exploration of issues (+13) and influence of context (+12).

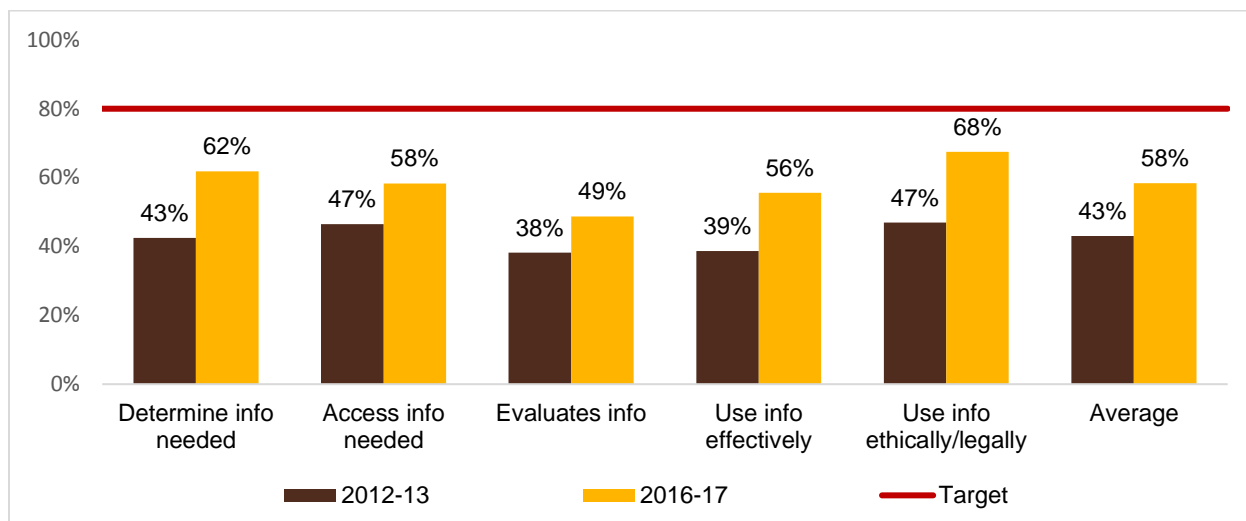
**Figure 10. Capstone Assessment Process: Critical Thinking Trends**



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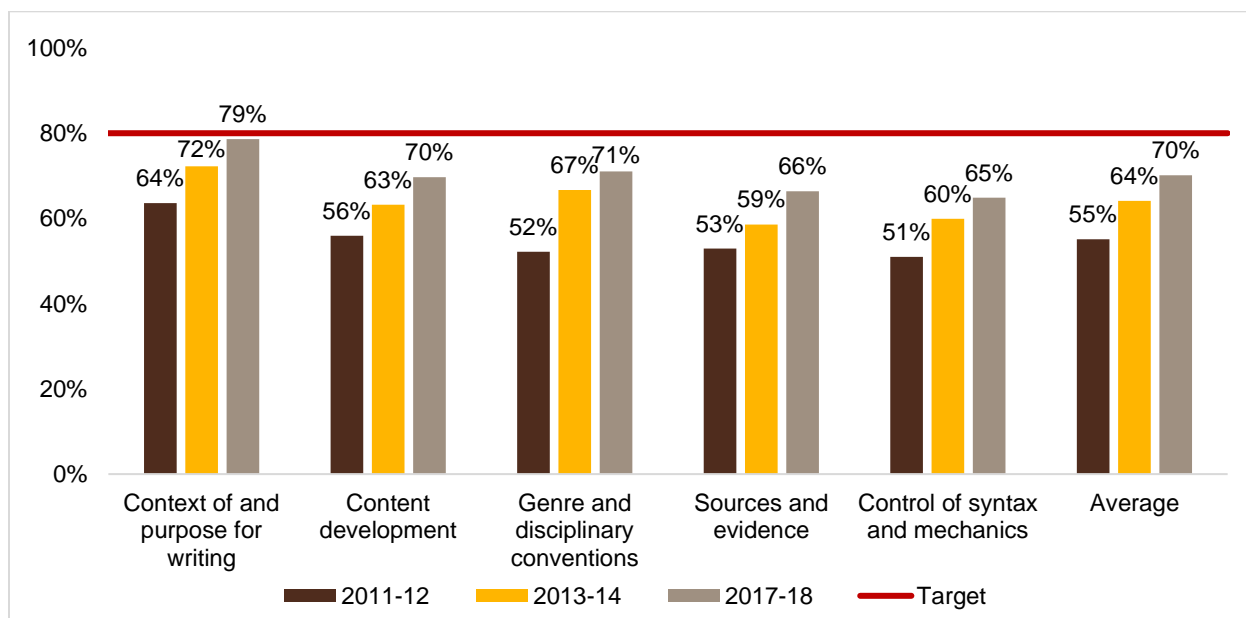
While the results of student products fell below the desired 80 percent threshold rating for information literacy, there was a 15-percentage-point increase between 2012–2013 and 2016–2017 in the overall average. Again, ratings for all criteria increased between the two evaluation periods with the largest increases for accesses and uses information ethically and legally (+21), determines the extent of information needed (+19), and uses information effectively to accomplish a specific purpose (+17).

**Figure 11. Capstone Assessment Process: Information Literacy Trends**



Results of student products fell below the desired 80 percent threshold rating for written communication; there was, however, a steady increase in all categories over the three assessment periods.

**Figure 12. Capstone Assessment Process: Written Communication Trends**



Results of General Education assessment activities have typically been shared at a full faculty meeting in late spring of each year (although for the past two years these presentations have taken place in the fall). In September 2018, the GEC and UAC decided to distribute the findings in the form of an [ORAP](#)

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[Research Bulletin](#) dedicated to the assessment of General Education, which included both direct and indirect measures. One important goal of the Research Bulletin was to spread greater awareness among faculty about the importance of General Education assessment. The co-chairs of the GEC delayed their assessment report until fall 2018 so their presentation would follow the campus-wide distribution of the Research Bulletin. In addition to the direct measures discussed above, ORAP uses the results of surveys to monitor students' self-reported progress in these areas. Findings from these surveys are detailed in reports and bulletins but most recently appeared in a Research Bulletin.

**Reflection:** We have a long and rich history of assessment and consider our engagement in thoughtful and continuous improvement a hallmark of the University. As noted in chapter three, our ongoing conversations about the assessment of student learning have inspired new ideas about how to improve general education. The recommendations below are designed to continue to build on the strength of ongoing assessment initiatives at Adelphi.

### **Recommendations for Standard 5: Educational Effectiveness Assessment**

1. Adelphi should find ways to promote outstanding evaluation practices in faculty-driven, student-oriented educational assessment to further enrich the University's culture of assessment. These might include supporting faculty and administration attendance at assessment conferences and workshops, an annual award for excellence in student learning assessment, and/or small grants for assessment-based program requests.
2. We should finalize the redesign of general education based on assessment findings and survey results as well as benchmarking information and focus on the strategic implementation of the design.

# **Chapter 6:**

## **Planning, Resources, and Institutional Improvement**

## Chapter 6 Planning, Resources, and Institutional Improvement

This chapter illustrates how Adelphi's planning processes, resources and structures are aligned with one another and with the University's mission and goals. In addition, the chapter describes how the University continuously assesses and improves its allocation of resources in the face of opportunities and challenges that arise both internally and externally. Included are detailed overviews of the University's procedures related to budgeting, comprehensive planning and the assessment of practices related to resource allocation.

### Institutional Objectives

Our most significant institutional priorities—the recruitment of exceptional faculty, executive leaders, administrators and staff; the realization of a diverse and inclusive campus; the success of our students—depend on our ability to manage and enhance our resources. As this self-study is being completed, Adelphi is in the midst of the third year of its strategic plan. *Momentum* Goal 5 explicitly states that “Growing stronger means growing smart by incrementally improving existing resources and operations, while integrating new and complementary ones, to form a seamlessly high-functioning, highly regarded enterprise.” With *Momentum* as our guide, Adelphi has undertaken substantial work to update processes, strengthen outcomes assessment and develop and retain human and financial resources. In most areas these actions have resulted in benefits to the community. It is largely through the annual implementation priorities document and the [Momentum scorecard](#) that we appraise the synergy between our planning and resource allocation.

Operationally, achieving the tactical goals set forth in *Momentum* is supported through the implementation priorities document. This matrix is coordinated by the Office of the President and sets forth accountability and timelines for completing each initiative. Each responsible member of the executive leadership team provides monthly updates. The document is available in the Office of the President for any member of the community to review and is presented at leadership retreats and other forums. Progress in meeting each of the strategic goals is reported to the Adelphi University Board of Trustees on a quarterly basis.

Both the operations and capital budgets are built and prioritized starting in January preceding the start of the upcoming academic year (the year to which the budget will apply). The modules that budget planners use allow administrators to update their operating budgets for personnel and non-personnel costs, and allow requests for additional operating and capital funds. Each request is prioritized and aligns the request with a strategic goal. In addition to requesting funds through the normal budget process, each fall (following the 21st day enrollment report), a pool of money is made available for additional allocation for strategic initiatives. Each member of executive leadership solicits requests from their units and the requests for strategic funds are evaluated and distributed in the spring term based upon enrollment results and the projected operating surplus.

Recently, Adelphi has made structural changes to better align offices to support achievement of institutional goals. Most notably, the Office of Information Technology was moved to report to the executive vice president of finance and administration, a move designed to consolidate and allow for better collaboration between administrative infrastructure support operations. At the same time, the finance and administration area created several new positions, including a chief administrative officer and a chief human resources officer. Since arriving at Adelphi in May 2018, the chief human resources officer has worked to move the University to a more proactive and consultative model of HR management. Among other initiatives, her work has focused on developing a new performance management process, integrated with compensation practices, along with manager and employee training. This allows Adelphi to establish measures for performance—both quantitative and qualitative—and to develop evaluation methods that include professional development to address individual and collective skill gaps. Other examples of this broader institutional change include face-to-face [Equal Employment Opportunity](#) and [Title IX training](#) and consultation, as well as greater transparency in compensation standards.

Already, Adelphi has transformed the philosophy around salary increases for non-union staff by providing

a framework for considering equity, performance and current salary grade as factors in determining annual raises. Other structural changes include establishing an Office of Risk Management to ascertain, assess and manage risks at the University level. The goal of enterprise risk management is to identify the risks (strategic, operational, financial, compliance and reputational) inherent in our environment as well as the potential costs and benefits to mitigating these threats. In doing this, the process of managing risk leads to continuous institutional improvement.

Reorganization and administrative turnover resulted in the departure of the two administrators who processed institutional contracts. The Office of Risk Management was created in 2018, at which time a director of risk management and a contract coordinator were hired. The new staff quickly implemented new forms and procedures in the contract management process. Although, in the long term, these changes will result in more rigorous contract review, in the short term significant delays developed in approval of new contracts that affected every area of the University and put at risk some partnerships and student placements. The Office of Finance and Administration is making modifications to the contract review process to ensure integrity and improve turnaround time. The University also added staff in the area and has engaged additional support from external counsel to assist with managing the contract backlog.

Another structural change made in the past year was the movement of the student affairs operations to the provost's area. This is expected to foster collaboration and holistic programming to support student success in academic and non-academic endeavors. This change is detailed in chapters one and four in the discussion of student success.

### Planning and Improvement Processes

Similarly, Adelphi has embarked upon a clear path of process improvement. The [Operational Excellence Council](#), whose members include faculty and staff from across the University, solicits feedback on important procedures that should be improved and then engages a group with relevant expertise and responsibility to develop corrective actions. The council follows a Lean Sigma philosophy and has examined a number of areas, including: the travel and reimbursement policies and procedures, early termination from residence hall agreements, the (800) ADELPHI call-in line, nondegree student applications, and the campus facilities' work order system. Adelphi also offers a [Lean Sigma Academy](#) to provide training in Lean Sigma methodologies so that administrative and academic units have the tools and are empowered to make changes at the unit level.

Adelphi communicates assessment results on a variety of institutional operations to the campus community through Assessment Spotlights, prepared and disseminated by the Office of Research, Assessment and Planning (ORAP). These Spotlights, such as one devoted to [University services](#), demonstrate open engagement and communication, highlight areas of past improvement and identify areas for attention and future enhancement.

As an example of our planning in the area of enrollment and academic program capacities, the Growth Operations Council, with a membership consisting of faculty and staff from across the institution, worked in partnership with Accenture, a strategy consulting organization, during 2016–2017 to define enrollment capacity for Adelphi University in line with Adelphi's mission and goals. The resulting [Accenture Growth Study](#) outlined the barriers to reach that capacity, provided information about staffing levels in key areas to support student enrollments, and made key recommendations on next steps. This study was shared with the Adelphi Board of Trustees and serves as the basis for substantial investment decisions, such as renovating the University Center. In line with the overall enrollment goals outlined in the council's work, the enrollment management office has worked with the academic units to develop undergraduate and graduate strategic enrollment plans. These plans inform resource allocation to best support students.

### Financial Planning and Budgeting

Adelphi has a well-established budgeting process, overseen by the University budget director. Each year, budget planning begins with the distribution of a comprehensive training manual (one for [vice presidents and deans](#), and one for [first-level planners](#)) and workshops for budget planners. Requests for operating budgets and capital budgets begin at the unit level and move through a comprehensive review and approval process. Because Adelphi University's revenue is primarily derived from tuition, predictive enrollment modeling carried out by ORAP, with input from the Office of Enrollment Management, serves as the foundation for revenue projections upon which the budget is built.

Our enrollment strategies have benefited from the assistance of Royall and Hardwick Day, higher education enrollment management consultants, which has introduced more contemporary practices in recruitment tactics and financial aid optimization. While this approach helped reverse the unexpected enrollment downturn experienced in fall 2015, the University now has the opportunity to develop models to “shape” our incoming classes to reflect our values of academic excellence and diversity. Similarly, Adelphi's partnership with EAB for student advising and progression analytics has provided tools that should buttress the progress already being realized in retention and graduation. Investments in these external partnerships are of particular value in supporting our goal to be resolute in our dedication to student success.

The board of trustees is engaged in the budgeting process on an ongoing basis. During the December board meeting, the board reviews operating revenue and expense budgets for the previous academic year, the forecast for the current year and projections for the following fiscal year. At the June board meeting, the board reviews and approves the operating and capital budgets for the upcoming fiscal year. By reviewing multiple years' information, Adelphi's board is able to oversee strategic alignment of the budget with institutional priorities. The “Highlights” for the University's funding commitments document presented to the board of trustees at its December meeting illustrates the intentional coordination of budget allocations with *Momentum*.

During the 2017–2018 academic year, Adelphi engaged Grant Thornton's advisory services to review the University's budgeting procedures, compare our processes to industry best practices and make recommendations to improve them. Grant Thornton's report affirmed our past practices, making only a few suggestions, primarily in formalizing the communication of final budget approval back to the units in a timely manner. To address this, the Office of Finance and Administration changed the timing of the budget preparation last year to conclude the process closer to the June board meeting. This change confused the community, and communication about it was inadequate. Other additional changes were made to the budget preparation tool to improve the process, share the status of budget requests and improve the data collected. For example, the budget planning system launched for the 2018–2019 academic year enabled stakeholders to track approval of budget requests online. It became clear that the underlying challenges experienced with the community following the changes to the budget process in 2018 were related to the effectiveness of our change-management methodology. In the future, greater collaboration and communication in determining the timeline for budget preparation and clear notice about any potential changes in budgeting strategies or procedures will support better planning by the units across the institution.

Like many institutions of higher education, Adelphi is cognizant of key factors related to enrollment and tuition—including decreasing numbers of traditional college-age students in the region, [rising discount rates](#) and increasing international student enrollment at a time of political uncertainty. All of these factors are considered in financial planning.

### Resources and Infrastructure

Adelphi University's physical plant includes a main campus located in Garden City, New York, and three centers, located in New York City, Suffolk County and Hudson Valley. In addition to providing instruction at these locations, Adelphi offers instruction in blended and online formats. The physical facilities are appropriate to support instruction and have benefited from attention in recent years. For example, the opening of the Nexus Building in 2016 added 100,000 square feet of classroom and office space to the Garden City campus. The building also includes student work space, a café and a rooftop for social and event space. The Manhattan Center was renovated during the summer of 2017 to support an institutional objective to expand offerings in New York City with attractive and flexible classroom and event space. Additionally, a fourth floor was added to the Science Building in 2017 to increase office and lab space for the building. Not including the large capital projects such as Nexus (\$70 million), \$5.5 million in additional funds were invested over the last three years in academic and instructional space.

Adelphi is confronting competing demands to address physical infrastructure needs. The [Accenture Growth Study](#) (mentioned above) highlighted a number of constraints that will impact the student experience as enrollment grows: dining, parking, student meeting space and clinical placements, among others. To address the dining and student space concerns, Adelphi is moving forward with a major expansion and renovation of its University Center.

In the 2017–2018 academic year, the Faculty Senate was very active in highlighting areas relating to academic infrastructure for investment. As a result, in 2018–2019, an additional \$300,000 was allocated explicitly to address the highest priority concerns raised by the faculty. In addition, there continue to be investments in modernizing classrooms, including a scheduled update of the entire second floor of the Hagedorn Building in summer 2019, as well as plans to develop an Innovation Center in Swirbul Library. Deferred maintenance projects continue to be challenges, and regular resource allocation will be necessary to address these needs. (See [Capital Budget Summary Analysis](#).)

The last facilities master plan was conducted in 2012 when the University noted a steady decline in graduate enrollment. The master plan did not include any of the satellite centers. In spring of 2019, a comprehensive facilities master plan will be developed using the 2012 plan as initial input along with the Accenture capacity study (which reviewed both the Garden City and Manhattan sites). The new plan will align facilities with academic priorities and initiatives.

During fiscal year 2018, the University engaged Marcum LLP to analyze the University's facility management processes. The study offered a number of recommendations to strengthen the organizational structure, improve business processes, and be more responsive to the needs of the community. The facilities area is currently undergoing a reorganization which will include the addition of a Director of Administration and Quality Assurance to improve the user experience and improve operational performance.

To support high-quality distance education, Adelphi has several partners, including iDesign for one-to-one course design support for faculty, and Pearson and All Campus to assist in marketing fully online programs nationally. Adelphi has further identified the need for dedicated student support staff who are conversant with the particular needs of students engaged in distance learning, including course-taking patterns and scheduling, tutoring opportunities and online interaction with faculty and peers.

Adelphi has paired human resources to institutional goals. Notably, a strong priority for diversity and inclusion has resulted in the creation of the Office of Diversity and Inclusion, headed by a vice president, along with the development of a Diversity Certificate program for staff and faculty. Similarly, a commitment to ensure sustainable professional growth for faculty and staff has resulted in a number of changes, including the recent creation of the position of manager of training and development in the Office of Human Resources, an institutional relationship with Lynda.com, a Leadership Certificate

program, an array of skill acquisition opportunities through human resources and a reorganization of the Office of the Provost to create an associate provost of faculty advancement and research to provide high-level leadership for faculty professional development. However, given the many implementation priorities and routine academic and student affairs oversight tasks assigned to the Office of the Provost, it is currently short-staffed, as leadership in the office consists of the provost, deputy provost and associate provost for faculty development and research. A special assistant to the provost was assigned for 2018–2019 to coordinate the multiple academic administrative searches and respond to other administrative needs as required. A search is now in progress for a new associate provost for student success (see chapter four), who will oversee student academic services and retention, and programs such as Bridges and the Learning Resource Program to help identify and secure the resources necessary for student success.

Since 2003, Adelphi has had four successive information technology plans. The [current plan](#) (2016–2019) was developed concurrently with *Momentum*. A Student Technology Survey was administered to all students in fall 2017 to provide an early assessment of the progress of the 2016–2019 plan. Specifically, the survey's goals were to seek students' feedback on information technology (IT) services, evaluate students' needs and interests in potential new mobile applications and learning technologies and assess both the overall satisfaction with, and importance of, IT at Adelphi. [Results](#) of the survey were very encouraging, and the next steps that were identified from the survey's findings were highlighted in a recent [Assessment Spotlight](#).

### Decision-Making and Accountability

Clear assignment of responsibility and accountability begins with the Adelphi Board of Trustees and flows down to all levels of the University (see “Administration” section in Chapter Seven for details and a link to an [organizational chart](#)). The Articles of Governance establish the framework for shared governance at Adelphi University, including a definition of the faculty, committees, and the assignment of authority for key areas.

At the executive leadership level, assignment of responsibility is indicated through the *Momentum* implementation documents. The implementation document is reviewed quarterly by the board of trustees. Additionally, in 2018–2019, the Faculty Senate aligned its committees with the implementation priorities to help ensure connection to the strategic activities of the University. Chapter Seven discusses the roles of the board, executive leadership, faculty and student government organizations in detail.

Adelphi University is home to five collective bargaining units: American Association of University Professors (AAUP); Adelphi Physical Plant Workers' Labor Union (trade and maintenance workers); Benevolent Association of Security Officers; Local 1102 RWDSU UFCW; and Office and Professional Employees Local 153 (Clerical). Each of the associated collective bargaining agreements clearly outlines the authority of supervisors and decision-making processes in appropriate areas.

### Facilities, Infrastructure and Technology

Facilities, infrastructure and technology planning occurs over two horizons: multiple years at a time to articulate the overall direction and priorities, and then yearly to fund and move forward on the larger plans. Adelphi developed a [Facilities Master Plan](#) in 2012 and its current Information Technology Plan in fall 2016. These plans provide the long-term roadmap for the University. Adelphi has made adjustments to the Facilities Master Plan and now sees the need to update it. The executive leadership is currently in the midst of issuing a request for proposals to update and enhance the University's Facilities Master Plan. Work on the plan will begin in spring 2019.

Adelphi has made substantial commitments to sustainability in its campus and construction. The Center for Recreation and Sports, the Performing Arts Center and the Nexus Building have received [LEED](#)

## Chapter 6 Planning, Resources, and Institutional Improvement

[certification](#). Adelphi also boasts a geothermal heating and cooling system, estimated to reduce Adelphi's fossil energy use by approximately 20 percent.

Where possible, Adelphi seeks funding through entities such as the [New York State Higher Education Capital Matching Grant Program](#) and the [Regional Economic Development Councils](#), both of which have supported significant capital projects at the University.

### Auditing and Financial Viability

Adelphi University undergoes an annual independent audit by Grant Thornton. The financial statements are provided [here](#). Ten years of audited financial statements have given unqualified audit opinions and no significant management comments. Similarly, the University is encouraged by its continued A-/stable bond rating from Standard & Poor's.

### Assessment of Institutional Resources and Planning Effectiveness

Adelphi University is committed to data-informed decision-making. Philosophically, we seek to benchmark against peer and aspirant institutions as one mechanism to identify areas of outperformance and areas of underperformance that merit attention and focused efforts for improvement. While metrics such as graduation rates are accessible through IPEDS, it has historically been difficult to get program-level metrics that can be compared and used to inform improvements. To that end, Adelphi has engaged with Educational Advisory Board's Academic Performance Solutions and Student Success Collaborative products for tools that include both program metrics that are actionable but are also compared to similar data at other institutions. For both relationships, EAB provides a dedicated consultant who prepares "Opportunity Assessments" to identify areas where Adelphi has gaps compared to other institutions and can work to make improvements. For similar reasons, Adelphi partnered with Ad Astra Information Systems' Platinum Analytics to provide course-section planning forecasting to better align the academic schedule with the needs of students to progress through their degrees in a timely fashion. (Please see chapter three for additional information about how Adelphi ensures that we offer sufficient learning opportunities and resources to support our programs of study and students' academic progress.)

An additional investment in professional staff tied to *Momentum's* goal of achieving fiscal and operational strength is the newly formed three-person data analytics team, overseen by an advisory committee consisting of the executive vice president for finance and administration, the vice president for enrollment management, the deputy provost, the assistant provost for institutional research, the director of enterprise information systems, and the manager of database support services. The data analytics team works collaboratively with different units including IT, ORAP, enrollment management, finance, and the Provost's Office to develop an understanding of operational data and utilize visualization tools to build performance dashboards. Thus far, extensive dashboards have been developed in the enrollment management area to track recruiting activity and retention information. The data analytics team has created a series of [Tableau data dashboards](#) that should inform decision-making and planning throughout the enterprise. These dashboards present snapshots and trends that are updated regularly (some on a daily basis) and benchmark Adelphi against higher education sectors and peer institutions. They depict institutional progress in admissions, enrollment, student and faculty profile, finance, advancement and employment initiatives. Dashboards have been shared with a small group within the University (including the Executive Leadership team), but plans are being developed to roll out various dashboards to the community to assist in analyzing operational performance and inform strategic decisions.

Adelphi is putting in place the internal processes to institutionalize assessment of resource utilization. The Operational Excellence Council (mentioned earlier in this chapter) focuses on business process improvement and is a key pillar for effective and efficient practices. Adelphi is also forming a Risk Council to oversee management of enterprise risks. In addition, Adelphi has formed a Risk Management Office, overseen by a director, to oversee the contracts processes, University Policy Library and policy

management, and other institutional compliance areas.

Periodic assessment of resource allocation and associated outcomes is done by both the board of trustees and the administration. Each board committee reviews key metrics on a quarterly basis tied to defined outcomes related to its purview. The full board receives a comprehensive set of metrics for review. There is an established calendar, which governs when the board reviews each area. Executive leadership and the president's cabinet review outcomes and resource allocation at their respective regular meetings.

In addition, there are several assessment processes that occur periodically, most notably institutional and professional program accreditation reviews. Adelphi also employs an external program assessment process that brings outside disciplinary experts to review both academic programs and support operations. Evaluation of the adequacy of resources is a standard part of both accreditation and external program reviews. For example, external reviewers of the biology department in 2016–2017 noted that support staff levels for the department were adequate but that the science facilities were severely outdated.

ORAP benchmarks numerous outcomes and practices with national peer, local competitor and aspirational institutions. These institutions and some of the benchmarks that we routinely track are found in the annual Adelphi Data Book section on [national comparisons](#). Such benchmarking is used for financial indicators, national institutional reputational rankings and student outcome measures. As with all of the research conducted by ORAP, results are disseminated to the constituent groups for which they are most useful, and key takeaways are shared with the larger campus community. In this way, ORAP plays a key role in ensuring that institutional renewal efforts are well-informed and move forward.

**Reflection:** Adelphi works to align practices and decision-making in the areas of institutional resources such as budgeting and facilities with strategic priorities. The following recommendations are designed to improve communications and efficacy related to the implementation of new and revised organizational practices.

### **Recommendations for Standard 6: Planning, Resources and Institutional Improvement**

1. The University should develop a comprehensive multi-year plan for updating and maintaining significant items of infrastructure, equipment and technology that support academic programs and other strategic initiatives. This plan should address academic, student housing, athletic and administrative needs, include all locations of the University, and should include an analysis of deferred maintenance. It is anticipated that this recommendation will be addressed through the upcoming Facilities Master Plan development process.
2. Recently implemented organizational changes related to, for example, budgeting, contract review and compensation caused disruption across the University. To avoid similar outcomes in the future, a disciplined change management process should be implemented to evaluate and support future change initiatives. Such a process should include identifying the right people to lead the change initiative, understanding and documenting the current process, designing a clear vision for the future state and developing an implementation plan that includes clear and timely communication to affected constituents throughout the change process. Adelphi should also be sensitive to the number of change initiatives underway, assess their operational impact and ensure that resources are properly allocated to better manage implementation and timelines.
3. The recommendations of the Operational Excellence Council should be promptly considered, decisions on the recommendations made efficiently and the approved recommendations implemented in a timely fashion. A report should be provided each semester to executive leadership, the President's cabinet and faculty.

# **Chapter 7:**

## **Governance, Leadership, and Administration**

## Chapter 7 Governance, Leadership, and Administration

This chapter illustrates how Adelphi University is governed and administered in a manner that allows it to realize its stated mission and goals. The chapter is organized according to the University's various governance structures—board of trustees, Faculty Senate, administration and student government. It also examines the practices and makeup of the University's board of trustees; offers an overview of the responsibilities of the chief executive officer and the senior administration; and outlines the methods and policies that guide the assessment of the effectiveness of governance, leadership and administration.

### Governance Structure

Adelphi University is a private, nonprofit institution governed by a board of trustees charged with oversight of the fiscal and policy matters of the University. In addition to the board of trustees, the New York State Board of Regents and the Middle States Commission on Higher Education have external authority over Adelphi University. The University operates under a charter originally granted to “Adelphi College” in 1896 by the Board of Regents. Subsequently, a series of amendments authorized Adelphi to confer honorary degrees, restructure the board of trustees, operate and maintain clinics, open a preschool, change the status of Adelphi from “college” to “university” and authorize the conference of new degree categories.

New York State is unique in the authority vested in its Board of Regents in that all academic programs, campuses and centers must be reviewed, approved and registered by the New York State Education Department (NYSED). Adelphi also contributes to the decennial master planning process of NYSED, both directly and through the Council of Independent Colleges and Universities; the University voluntarily submits its planning documents directly to NYSED through the master planning process. Adelphi maintains a clearly articulated and transparent governance structure that outlines roles, responsibilities and accountability for decision-making by each constituency, including its governing body, administration, faculty, staff and students.

### Board of Trustees (Board)

The principal governance document of the board is the [Adelphi University Board of Trustees Bylaws](#), most recently updated in December 2017. The bylaws can only be changed or amended with a two-thirds vote of the full board, and are periodically reviewed by the finance and administration and executive committees of the board.

Adelphi's board is accountable for the academic quality, planning, policies and fiscal well-being of the institution. Additionally, the board is responsible for the strategic direction of the University. The board was closely involved in strategy discussions for the University and participated in the development of *Momentum*. As noted earlier, the trustees actively review progress towards goals, ask relevant questions and make suggestions. The strategy for the University is discussed at each quarterly meeting and all major decisions are anchored in this strategy.

The board consists of no fewer than 18 and no more than 35 members who serve for one-, two- or three-year terms and are eligible for reelection for up to 12 years. Currently, the board comprises 24 members, of whom 86 percent are alumni, 42 percent are women and 33 percent are from underrepresented racial groups. The list of members of the Board of Trustees appears on the University's [website](#).

Each new board member is introduced to his or her role through an orientation with briefings from the executive leadership and discussion of informative materials, including those specific to committees they join. Examples of these materials are:

- *Risk Management*, Association of Governing Boards
- *Good to Great and the Social Sectors*, Jim Collins—leadership and building “greatness”
- *Transforming a College*—strategic planning
- Booklets produced by the Association of Governing Boards (an organization that aims to uphold

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the integrity of governing boards in American higher education), outlining the work and best practices of the committees on which he/she will serve

Additionally, guest speakers are periodically brought in to board meetings to discuss important areas of governance and the role of the trustees. Examples of recent presenters include Dr. Michael Adams, (Association of Governing Boards) on “Strategic Issues for Boards”; Trustee Humera Qazi (managing director at KPMG) and Lois Schlissel (chair of the board of directors at Meyer, Suozzi, English & Klein, P.C.) on “Risk Management”; and Ann Duffield (founder of Ann Duffield & Colleagues) on “Higher Education’s Challenges and Opportunities.”

The bylaws identify the following nine standing committees of the board: Executive Committee; Academic Affairs/Student Life Committee; Advancement and External Relations Committee; Audit Committee; Enrollment and University Marketing Committee; Facilities and Logistics Committee; Finance and Investment Committee; Trustee Affairs Committee; and Work/Life Committee. Each committee is charged with responsibility for particular areas of University operations. The scope of responsibility and membership of the committees are detailed in the [bylaws](#). Both the chair and the president of the University are ex-officio members of all the standing committees except the Audit Committee, where neither the president nor the executive vice president for finance and administration of the University may serve. The full board takes committee recommendations under consideration when making its final decisions.

The Trustee Affairs Committee of the board develops profiles of each trustee to determine interests, areas of expertise and demographic data. This information is recorded and tracked using the [Profile of Board Expertise document](#), and informs how trustees are placed on committees, where much of the work of the board is conducted. (See [Board of Trustees Committee Rosters](#).)

The board committee agendas, as well as those of the full board meetings, demonstrate evidence of a wide range of topics for decision, discussion, information and trustee education. The agendas are designed to be comprehensive, examining all facets of the University.

To ensure the impartiality of the governing body, the board has established a written [Conflict of Interest Policy](#). The policy addresses matters such as payment for services; contractual relationships; employment; and family, financial, political or other interests that could pose, or be perceived as, conflicts of interest. Annually, each board member signs the declaration included in the body of the Conflict of Interest Policy. In addition, the board of trustees affirms that neither the governing body nor its individual members interfere in the day-to-day operations of the institution through the [Statement of Commitment and Responsibilities](#). This new document (replacing a former Statement of Trustee Expectations) was approved by the board in December 2017 and is signed by every board member. The two statements are included in the board’s bylaws, and the signed versions are reviewed by Adelphi’s Office of Internal Audit and by the board’s Audit Committee. Similarly, members of the administration who routinely participate on board committees sign a [Confidentiality Agreement](#).

The board oversees, at the policy level, the quality of teaching and learning, the approval of degree programs, the awarding of degrees, the establishment of personnel policies and procedures, the approval of governance documents and the assurance of strong fiscal management. Examples of guiding documents that the board approves are the [Articles of Governance](#) for shared and collegial governance on campus, and the bylaws of each [academic unit](#). The board relies on the president to ensure that all constituent groups are properly represented in policy deliberations. In addition to the governance documents, the board is a party to the collective bargaining agreements with each of the five unions at the University.

The board of trustees is also charged to ensure integrity and best practices in fiscal management. This includes a yearly review of audited financial statements and other documents that relate to the ongoing

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viability of the institution. The board of trustees must give prior approval for all contracts over designated amounts, depending upon the category (e.g., legal, consulting, architecture or engineering agreements, and retainers over \$250,000; leases, where the total lifetime commitment is greater than \$750,000; and construction contracts greater than \$500,000). Further, change orders greater than \$50,000 require prior approval by a representative from the Facilities and Logistics Committee, and all contracts in excess of \$100,000 executed by the administration are reported quarterly to the Finance and Investment Committee. (See [Contract Review Policy](#).)

The University belongs to the Association of Governing Boards (AGB) and the director of board relations uses AGB forums and reading materials as a resource for ensuring optimal contemporary practices. An example of this is in the language of the recently adopted Statement of Commitment and Responsibilities, which aims to support the chief executive officer in maintaining the autonomy of the institution:

*To fulfill this responsibility, members appoint a President as chief executive officer of the University and regularly assess his/her performance. Members support the President through their work on the board including the committees of the board and through their availability for confidential consultations. Consistent with these responsibilities, members must ensure that the President is fairly and competitively compensated through a process that is centered on objective, criteria-based performance assessments, comparisons to the market, and Adelphi University's financial condition. The level of system or campus board responsibility should be defined and understood by all members.*

Since the last Middle States visit in 2009, the University's net assets have grown from \$199 million to more than \$318 million, and the University's cash and investments have grown from approximately \$111 million to nearly \$231 million. For a summary of the progress the University has made in the past decade, see [here](#). The trustees have been active participants in the recent growth in generating both unrestricted and restricted funds for the University. Averaging approximately \$18,565 per member in giving annually, the board of trustees has contributed about \$445,559 for fiscal year 2018, not including a \$2.6 million anonymous gift. Total board giving as a percentage of total private philanthropy has grown from 9.9 percent in 2009 to 28.9 percent today.

### *Board of Trustees Assessment*

Adelphi's board of trustees meets quarterly, generally in September, December, March and June. The early fall and spring meetings are spread over two days with committee meetings and a working dinner on Sunday, and additional morning committee meetings and an afternoon meeting of the full board on Monday. The two other meetings are one-day meetings with committees convening in the morning and the full board meeting in the afternoon. Committee meetings are attended by administrators assigned to each committee. (See [2018–2019 Board of Trustee Committees Membership](#).) As appropriate, visitors are invited to the committee meetings and/or full board meetings. Faculty are sometimes invited to join the board members at lunch on meeting days, and student leaders from the Student Government Association and the Graduate Student Council are regularly on the agenda and report on and discuss important initiatives and issues at the board's Academic Affairs/Student Life Committee meetings. When there are controversial faculty personnel issues, the University Faculty Committee on Retention, Tenure and Promotion (FCRTP) has the right to meet with the Academic Affairs/Student Life Committee for a discussion of such issues. This option has only been exercised once in recent memory.

The members of the board complete an annual [Trustee Satisfaction Survey](#) to gauge satisfaction with the leadership, committee structure, meetings and effectiveness of the Adelphi University Board of Trustees. The survey is administered by the director of board relations, and the results are tallied electronically through Survey Monkey and reviewed and discussed by the Trustee Affairs Committee and by the full board in executive session.

Examples of recent actions taken on the part of the board of trustees in response to findings from the

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annual evaluation include scheduling more joint meetings between committees; the intentional and purposeful recruitment of trustees from underrepresented groups (resulting in increased diversity on the board from 9 percent in 2010 to 30 percent in 2018); allowing meeting attendance through teleconference under rare circumstances for a trustee who may encounter an unexpected problem attending in person; and expanded contact with students, by including students at two board meeting lunches each year and inviting them as guests to the annual President's Gala. Efforts are made to seat students with board members who have similar work or personal interests or profile (recently resulting in a student gaining employment at IBM, for example).

The Trustee Affairs Committee conducts a process of periodic review of its members. An initial summary is conducted in the first term of each trustee's board service. Assuming more than a year has passed, a follow-up is sent in the final year of a member's current term so that board members (through the Trustee Affairs Committee) can gain a fresh perspective on the experience of individual trustees prior to the reelection process. The survey asks trustees about effectiveness in a number of areas and asks them to list and evaluate their activities and functions on the board. The results are kept confidential but are regularly monitored.

The board also employs an [Evaluation of the President Template](#) in its annual assessment of the president. This instrument consists of 39 items on leadership, governance, management and resource development and redeployment. The chair of the board distributes the instrument to the entire membership for feedback. While the results are confidential, the form appears to be comprehensive and effective.

The board also engages with faculty and students throughout the year. Individual board members are often keynote speakers for student groups (e.g., Marc Strachan recently spoke at the Black Student Union event), they attend programs (e.g., Humera Qazi, Katie Malone, and Lois Schlissel attended the Women's Leadership Conference), and they attend performances and sporting events. Additionally, as a collective group the trustees have lunch at least once a year with students and a lunch with faculty at a different meeting. Additionally, the chair of the board meets at least once a year with faculty representatives. In March 2019, the chairs of the board committees will be meeting with representatives from the Faculty Senate to review key *Momentum* implementation priorities.

### Articles of Governance/Academic Units

The [Articles of Governance of Adelphi University](#) assert that the members of the faculty are uniquely qualified to participate in the governance of the University, particularly with respect to academic matters and related educational policies and procedures. The articles define the faculty as comprising the president, provost, the academic deans, the assistant vice president and dean of student affairs, full-time University distinguished professors, and the full-time professors, associate professors, assistant professors, and instructors of the various colleges and schools. They also assert that the faculty shall be self-governing, subject to the ultimate authority of the board of trustees, including the authority delegated to the president by the board of trustees. The Articles of Governance distinctly detail faculty participation and the role of the Faculty Senate in University governance.

In order to realize the mission and goals of the University and support its primary purpose as an educational institution, the governance and administration of the University is operationalized through bylaws and/or operating procedures that are approved by the board of trustees. All academic units within the University have formal bylaws and operating procedures. These documents clearly describe the purpose of the academic unit and entitlement to membership in the unit, and delineate the responsibilities, membership parameters, recording of minutes, meeting quorum and voting procedures for each standing committee. Each academic unit makes its governance policies and procedures available to faculty through varying means—including at orientation of new faculty joining the academic unit, through a shared drive or Moodle site, by request to the dean's office and on the provost's [intranet site](#). The [College](#)

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[of Professional and Continuing Studies](#) has recently undergone reorganization approved by the board of trustees and is undertaking the development of a new set of bylaws and operating procedures for approval by the board during the 2018–2019 academic year.

Each academic unit has procedures for the review of academic curriculum, peer review of faculty, admissions criteria and academic standards. Other committees are specific to the needs of the individual unit (such as standing accreditation committees, graduate academic affairs, assessment, fieldwork, technology, recruitment, research, etc.).

All but the Robert B. Willumstad School of Business have diversity committees, and these collaborate with the University-wide Diversity Committee (discussed in Chapter Two). The Willumstad School addresses its values of diversity and inclusion through explicit attention to diversity throughout the curriculum, faculty composition, and student body. Its full-time faculty members reflect individuals of a variety of faiths, ethnicities, racial groups and nationalities as well as gender. A large portion of its students are international, and it recently inaugurated a Global M.B.A. In the composition of its various governing committees as well as ad hoc bodies, diversity is evident both intentionally and organically. Through its programming, such as the Practitioner's Perspective Lecture Series, the Willumstad School ensures that a full range of views are presented, and speakers come from diverse backgrounds and perspectives.

### Faculty Senate

The Faculty Senate is the representative governing body of the faculty. The [Articles of Governance](#) identify areas for which the Faculty Senate has primary responsibility, as follows:

1. Standards of admission and retention of students;
2. Requirements for granting degrees offered by the University;
3. Curricula of the University;
4. Instructional and research standards and policies throughout the University;
5. Selection of appropriate faculty for participation in the selection of academic administrative officers;
6. Standards for those aspects of student life which relate to the education process, including student discipline;
7. Policies of any department, division, college or individual professional personnel that conflict with these articles; and
8. Such other matters as may be delegated to the Faculty Senate by the faculty, or by the president, and consistent with the faculty's role.

In addition, the faculty is charged to advise on:

- The creation or abolition of academic administrative offices; and
- Major issues affecting current or projected budget matters.

Faculty representatives are elected annually by each department of each academic unit, school, or the Library in a ratio of one member for every 10 full-time faculty (or fraction thereof). Ten additional members are elected by and from the full-time faculty at large, with five from the College of Arts and Sciences and five from the professional schools and Library. The officers of the Faculty Senate are elected on a yearly basis and include a chairperson, vice chairperson and secretary. The officers are assisted by a parliamentarian.

The full senate meets biweekly and the Senate Executive Committee meets on the alternate weeks. The

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following committees of the Faculty Senate are prescribed by the Articles of Governance to carry out the function and operation of the senate:

1. Executive Committee—responsibilities include calling Faculty Senate meetings; planning the agendas for such meetings and other duties designated by the Senate. The Senate Executive Committee consists of the officers elected and a minimum of four members elected from and by the senators.
2. Credentials and Elections Committee
3. Standing and Ad Hoc Committees

In fall 2017, the Faculty Senate Executive Committee solicited feedback from senators with regard to the status of the standing and ad hoc committees. Some committees were discontinued and some committees were reactivated, based on the needs of the University. The standing and ad hoc committees were reconfigured as follows:

- Committee on Academic Affairs
- Committee on Academic Innovation in Technology
- Committee on Admission and Retention
- Committee for Individuals With Disabilities
- Committee on Scholarship
- Committee on Student Life
- Committee on Teaching and Advisement
- Athletics Committee
- Library Committee

Each committee is listed on the [Faculty Senate website](#), with the mission, goals and membership identified. [Agendas](#), [minutes](#) and [reports](#) from the committees are included in the Faculty Senate Moodle site. Committees report out to the senate annually at the end of the spring term and as needed throughout the year.

By far the most active committee is the Faculty Senate Committee on Academic Affairs (FSCAA). This committee is charged to review all proposed new courses, co- and prerequisites, new and modified programs, undergraduate minors and graduate concentrations or tracks sent forward to the senate by the unit-level curriculum committees. In the case of course reviews and minor changes to programs, the FSCAA has final approval responsibility. Major changes to programs and proposals for new programs require a final vote of approval by the full senate upon recommendation of the FSCAA. The committee also recommends action on proposals that seek to create, merge and/or terminate programs and academic units to the full senate, as well as other appropriate academic affairs issues. The procedures for proposing new courses, programs and any modifications to existing programs are found on Adelphi's intranet site.

In the past five years, the FSCAA ([see activities](#)) has reviewed and approved 13 new graduate and undergraduate programs; 61 major revisions and 107 minor changes to existing programs; 16 new minors, concentrations or specializations; and 422 new courses or changes to existing courses. For a list of these actions by academic year, see [FSCAA annual reports](#).

The president and the provost meet monthly with the officers of the Faculty Senate Executive Committee to discuss any issues and initiatives. The agendas for full faculty meetings are also discussed during these meetings. In addition, at the beginning of each semester the provost organizes a retreat with the Faculty Senate leadership and chairs of all senate committees, as well as non-senate University-wide committees, such as General Education; the Faculty Committee on Retention, Tenure and Promotion;

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and University Assessment. The retreat brings faculty leaders together with the president, provost, deans and members of the executive leadership team to discuss the *Momentum* Implementation Plan and other significant academic and institutional initiatives, in an effort to align senate goals with *Momentum*. (See examples of [agendas for these retreats.](#))

Minutes from full faculty meetings and senate meetings are emailed to the community and also posted on the [Faculty Senate Moodle site](#). The Moodle site is open to all full- and part-time faculty members and academic administrators and is easily accessible on eCampus, the Adelphi portal.

In response to faculty requests for greater transparency and shared governance, the past two years have seen an increase in interactions and conversations between the Faculty Senate and the board of trustees. The chair of the board of trustees attended a Faculty Senate meeting during each of the past two academic years to discuss board activities and answer questions. During the April 2018 meeting that the board chair attended, faculty asked for data on enrollment and University financial trends, as well as more input on institutional initiatives. At the start of the Fall 2018 semester, the president provided extensive data, as requested by the senate, and its committees continue to review this information and meet with executive leadership members for clarification as needed. The senate also requested that the board explore the possibility of having faculty sit on board committees as nonvoting members.

The faculty senators provide feedback on how the practices and involvement of the senate in governance at the University might be better accomplished. Such feedback is most often suggested directly to the Senate Executive Committee as an agenda item for an upcoming meeting emerges in a related discussion during the course of a meeting, or is suggested at a meeting under new business.

In response to complaints about the length of time it was taking reviews of new programs to move through the approval process, the FSCAA recently worked with the deputy provost to (1) better clarify and publish the internal university review requirements, and (2) assign liaison associate deans in each of the colleges and schools to assist faculty in meeting the procedural requirements from the initial preliminary proposal for a new program to the provost and through the unit and senate reviews, and finally to complete the NYSED application and approval requirements. (See [FSCAA's New Program Development Guide](#) and [New Program Procedures Chart](#).)

Further, to help expedite approvals and prevent overload at the end of the academic year, the Senate Executive Committee worked with the FSCAA to streamline the operating procedures and standardize the presentation of new and modified programs. As a result, the following documents were developed and are available on the Faculty Senate Moodle:

- Procedures for Senate Approval of a new program or major change
- New or Major Modification Tracking sheet for Faculty Senate review
- Senate New Program/Major Modification Template for PowerPoint presentation to the Faculty Senate

### Faculty Committee on Retention, Tenure and Promotion (FCRTP)

Adelphi's Articles of Governance identify the Faculty Committee on Retention, Tenure, and Promotion as the body that represents the combined faculties of the University in reviewing and recommending the qualifications of individual faculty for tenure, promotion and sabbatical. The committee consists of a minimum of 14 elected, tenured members of the faculty who are not full-time administrators and are not at the time of their election being considered for promotion in rank or for leave of absence. According to the Articles of Governance, the term of office shall be three years, except for a member who at any time before the expiration of this term finds himself/herself under consideration for promotion in rank or sabbatical leave, at which point the individual shall resign from the committee and his or her place be filled for the duration of the unexpired term by another tenured member of the faculty. No member of the

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committee is eligible to serve concurrently on any other University committee. The FC RTP elects its own chairperson and secretary. The committee may consult with any person, including the chief academic officer and/or other appropriate administrator (e.g., a dean) it considers helpful in its deliberations.

The FC RTP receives reports from the unit peer review committees; chairs or directors, as relevant; deans; and external reviewers to consider during the review process. Upon reaching a determination, the FC RTP advances its recommendation to the provost, who, in turn, reviews the complete file of the faculty member, and is responsible for recommending the appropriate action to the president and ultimately to the board of trustees. The board, in consultation with the president and provost, is charged with the final approval on appointment, tenure, promotion and sabbaticals for faculty. Should the provost disagree with the recommendation of the FC RTP, he meets with the committee to ascertain the evidence for its recommendation. Further, as already noted, if the FC RTP disagrees with the recommendations of the provost and president, it has the option to meet with the Academic Affairs/Student Life Committee of the board to discuss its evaluation.

The general criteria and procedures for tenure and promotion are set out in the Collective Bargaining Agreement between the board of trustees and the Adelphi University Chapter of the American Association of University Professors, and, more specifically, in the Unit Peer Review Committee guidelines of each academic unit. Adelphi is dedicated to assisting its faculty in meeting the criteria for tenure, promotion and standards, while ensuring that its standards focus on quality and rigor. To this end, each new faculty member is assigned an initial mentor and is invited to regular monthly luncheons for new and untenured faculty hosted by the deputy provost. These luncheons have guest speakers and discussions that range from assessing student learning, responding to student writing, developing a scholarship agenda, grant-seeking opportunities, tenure guidelines and best practices and discussions with the FC RTP chair and recently tenured faculty about how to organize faculty portfolios.

Adelphi periodically assesses faculty retention, tenure, promotion and sabbatical requests. In the past five years, we have identified the following actions:

**Table 4. Faculty Retention, Tenure, Promotion and Sabbaticals**

<b>Faculty Information</b>	<b>Fall 13 - Sp 14</b>	<b>Fall 14 - Sp 15</b>	<b>Fall 15 - Sp 16</b>	<b>Fall 16 - Sp 17</b>	<b>Fall 17 - Sp 18</b>
Retained	317	314	310	319	336
Resigned	4	13	14	6	8
Terminated	2	2	5	0	2
Retired/Deceased/Medical	7	5	5	9	3
<b>Total</b>	<b>330</b>	<b>334</b>	<b>334</b>	<b>334</b>	<b>349</b>
<b>Tenure Applications</b>	<b>16</b>	<b>18</b>	<b>10</b>	<b>8</b>	<b>6</b>
Tenure Apps Approved	15	17	10	8	6
Tenure Apps Denied	1	1	0	0	0
<b>Promotion Applications (Includes Clinical)</b>	<b>5</b>	<b>12</b>	<b>15</b>	<b>0</b>	<b>9</b>
Promo Apps Approved	4	9	14	0	7
Promo Apps Denied	1	3	1	0	2
<b>Sabbatical Applications</b>	<b>25</b>	<b>24</b>	<b>32</b>	<b>21</b>	<b>23</b>
Sabbatical Apps Approved	20	21	19	21	20
Sabbatical Apps Denied	5	3	13	0	3
Counts are based on the academic year of the BoT meeting. It goes from the September BoT Meeting to the June BoT Meeting, and then starts again.					
Faculty Retention, Tenure, Promotion And Sabbaticals (%)					
Retained	96.1%	94.0%	92.8%	95.5%	96.3%
Resigned	1.2%	3.9%	4.2%	1.8%	2.3%
Terminated	0.6%	0.6%	1.5%	0.0%	0.6%
Retired/Deceased/Medical	2.1%	1.5%	1.5%	2.7%	0.9%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Tenure Applications</b>	<b>16</b>	<b>18</b>	<b>10</b>	<b>8</b>	<b>6</b>
Tenure Apps Approved	93.8%	94.4%	100.0%	100.0%	100.0%
Tenure Apps Denied	6.3%	5.6%	0.0%	0.0%	0.0%
<b>Promotion Applications (Includes Clinical)</b>	<b>5</b>	<b>12</b>	<b>15</b>	<b>0</b>	<b>9</b>
Promo Apps Approved	80.0%	75.0%	93.3%		77.8%
Promo Apps Denied	20.0%	25.0%	6.7%		22.2%
<b>Sabbatical Applications</b>	<b>25</b>	<b>24</b>	<b>32</b>	<b>21</b>	<b>23</b>
Sabbatical Apps Approved	80.0%	87.5%	59.4%	100.0%	87.0%
Sabbatical Apps Denied	20.0%	12.5%	40.6%	0.0%	13.0%

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### Student Government Associations

Students are held to the same standards regarding transparency of governance structures. The Student Government Association (SGA) and the Graduate Student Council (GSC) each function with a constitution that addresses purpose, membership, meetings, voting procedures and subcommittee duties (available via MyAULife on Adelphi's eCampus portal).

Student senators must sign a responsibilities contract committing to attendance and participation in the activities of the SGA Senate.

The [Student Government Association](#) is responsible for representing and uniting the members of the undergraduate student body of Adelphi University for the purpose of protecting and promoting students' interests, as established through the [Constitution](#) and Committee Charges (page 6 of the Constitution) of the SGA.

A representative from SGA attends and reports at Faculty Senate meetings and monthly University *Momentum* committee meetings. The SGA president meets with the president of the University and works closely with the dean of student affairs. The members of the SGA Executive Cabinet work in conjunction with the Student Senate to plan and implement major initiatives.

The [Graduate Student Council](#) is the representative body of the graduate student population at Adelphi University. The council includes representatives from the various schools and colleges at the University. The mission of the council is to address student concerns and priorities; to disseminate information regarding issues that affect graduate students; to promote university-wide events; and to recommend any measures necessary for the general welfare of the graduate student body. While individual units had graduate student advisory groups, the university-wide council was established in 2016 in response to the recognition that the graduate student body has needs that are distinct from those of undergraduates and would benefit from more collective representation. GSC representatives report to the Faculty Senate and at other venues at their request.

Members of the SGA and the GSC frequently survey their constituents to identify what is working at the University and what is not. They meet regularly with the manager of food services and any other service area brought to their attention by the students they represent. Further, the Office of Research, Assessment and Planning (ORAP) employs and participates in student experience surveys, which are administered every three to four years to [undergraduate](#) and [graduate](#) students separately. The instruments ask students to evaluate administrative services (e.g., student financial services, advising, registrar, etc.), academic experiences, and campus climate. Trends are monitored to evaluate change over time, and results are shared with the campus. These are also used by student government leadership, as well as the University administration, to pinpoint areas for further discussion, attention and improvement.

The National Survey of Student Engagement ([NSSE](#)) offers institutions the opportunity to administer topical modules in conjunction with the general survey questions. In the past, Adelphi has used these topical modules to evaluate administrative areas (information technology, advising and diversity, among others). These modules are administered on a rotating basis and provide the University with benchmark data that are not typically available to institutions, as well as tools to measure the relative success of initiatives undertaken to improve operations.

### President and Executive Leadership Team

The president leads Adelphi University and is the individual with daily responsibilities that include (but are not limited to) oversight of the University's academic programming; student support services; financial resources and expenditure; physical plant; and human capital. The president is appointed and evaluated

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by and reports to the board of trustees. Following a national search, in December 2014 Dr. Christine M. Riordan was appointed the president-designee to succeed Dr. Robert A. Scott, who led the University from August 2000 through June 2015.

Prior to arriving at Adelphi, President Riordan served as the provost of the University of Kentucky from 2013 to 2015 and, earlier, as dean and professor of management of the University of Denver's Daniels College of Business from 2008 to 2013. President Riordan's biographical information is publicly available on the Adelphi [website](#).

President Riordan has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission.

President Riordan has the assistance of qualified administrators, sufficient in number, to enable her to discharge her duties effectively. The President's organization chart, identified in the introduction to this self-study, reveals the leadership structure of the University. Members with their dates of appointment to the executive leadership team are as follows:

- [Maggie Yoon Grafer](#), Chief of Staff and Associate Vice President of External Relations (August 2015–present)
- [Steve Everett](#), Provost and Executive Vice President (July 2018–present)
- [James Perrino](#), Executive Vice President, Finance and Administration (September 2017–present)
- [Brady Crook](#), Vice President, University Advancement (July 2017–present)
- [Perry Greene](#), Vice President, Diversity and Inclusion (July 2016–present)
- [Kristen Capezza](#), Vice President for Enrollment Management (August 2016–present)
- [Joanna Templeton](#), Associate Vice President, Brand Strategy and University Communications (January 2017– present)

The curricula vitae and position descriptions for members of the executive leadership team are available [here](#). While some executive leadership team members have had careers in areas other than higher education, they all bring relevant experience to their positions. Similarly, three members of the leadership team, (Dr. Perry Greene, Kristen Capezza, and Maggie Yoon-Grafer) are long-standing members of the Adelphi community who were promoted to their current positions within the last three years.

As the person responsible for establishing procedures for assessing the organization's efficiency and effectiveness, President Riordan sets goals for the executive leadership members that filter through the operational units of the institution. Virtually all institutional assessment focuses on the goals and objectives of the *Momentum* plan.

As indicated in Chapter One, in 2016 President Riordan established the annual implementation document organized around the six goals of *Momentum*. This document is updated monthly by the members of the executive leadership team and is meant to ensure that the executive leadership team meets annual goals and objectives. While the implementation document is not available for public distribution, it may be reviewed by any member of the campus community in the president's office upon request. At the end of each academic year, President Riordan employs the document for performance evaluations and to create individual goal matrices for each executive leadership member. The vice presidents hold retreats with their teams each summer to discuss *Momentum* results from the prior year, as well as to identify priorities going forward. In this way, President Riordan also assesses organizational effectiveness and, in turn, employs the results to support her annual evaluation by the board.

To inform and guide the president in her leadership, she and the provost meet monthly with members of the Faculty Senate Executive Committee, which includes the senate chair, vice chair and secretary.

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President Riordan convenes the regular full faculty meetings and hosts small groups of faculty members from diverse disciplines for lunch each month. Faculty meetings are open to the entire campus and feature reports of the president, provost and chair of the Faculty Senate. Other presenters are invited periodically to inform the work of the faculty. At these meetings, faculty votes are taken on important academic requirements and policy changes, as well as the annual certification of degree recipients. At the first or second meeting of the year, President Riordan delivers a [State of the University address](#). Additionally, the president and provost host monthly lunches with faculty.

President Riordan also seeks to gain student perspectives on a wide range of issues and hosts a monthly luncheon for up to 10 randomly selected students. The president and provost also meet regularly with the leadership of the Student Government Association to discuss issues and topics of student interest. Additionally, President Riordan routinely writes about the student-related events that she attends in her various University-wide communications.

Perhaps the most significant challenge in a new presidency is making sure that all University stakeholders embrace the priorities and procedures that accompany institutional change. Since President Riordan's arrival, the University has undergone a significant realignment of institutional units, as well as transition at the executive leadership level. Drawing on her academic background in the area of change management, President Riordan has actively coached members of the executive leadership team to address employee morale and professional development.

### Administration

The [organizational charts](#) for the functional areas identify each executive and the departments for which he or she is responsible. The provost's office consists of a deputy provost and the associate provost for faculty advancement and research. Two additional associate provost positions have been vacant since fall 2016. Recently, one position has been temporarily filled by the former Interim provost (as the special assistant to the provost for strategic initiatives).

Academic units are led by deans. Adelphi University has [nine academic deans](#) who oversee individual units, including the University Libraries. Three interim academic deans have been in place for the past two to three years, a fourth dean resigned in November 2018, and a fifth dean will retire in July 2019. The assistant vice president and dean of student affairs announced his planned retirement for August 2019. Soon after the arrival of the new provost in the summer of 2018, following two years with an interim provost, Adelphi launched national searches for four dean positions. As of the writing of this self-study, the University is deeply engaged in the process of hiring qualified and experienced academic leaders to guide the College of Arts and Sciences, the College of Nursing and Public Health, the Honors College and the Ruth S. Ammon School of Education.

The [Leadership and Management Certificate](#), coordinated through the Office of Human Resources, helps to foster internal talent and strength in leadership. Cultivating academic leadership is also a priority for the University, and a faculty leadership development program was launched to support this objective.

### SELF-STUDY SPOTLIGHT: VIRET FAMILY FACULTY LEADERSHIP FELLOWS

Inaugurated in spring 2017, the President's Faculty Leadership Fellows program provides faculty members considering careers in academic leadership with a variety of leadership development opportunities. The program is designed for those aspiring to positions as chairs, deans, provosts or other executive administrative categories in higher education, and each fellowship centers on a consequential project of strategic importance to the University. Leadership talent and skills are developed through hands-on experience and discussions with senior University leaders and peers in the program. The fellows are released from teaching one course for the semester in which they participate. After the first class of fellows, the president and the vice president of advancement received a \$1 million endowed gift to support the program and it was officially renamed the Viret Family Faculty Leadership Fellows.

The faculty leadership program is built around an intensive semester-long experience, with fellows joining high-level administrative meetings and engaging in one-on-one consultations with a leadership mentor, attending professional development seminars and workshops and attending national conferences in their areas of interest. Once selected as a leadership fellow, the faculty member continues to have access to ongoing professional development, even after completing the semester.

Seven faculty and one associate dean participated in the Viret Family Faculty Leadership Fellows program during its first three semesters. Of the faculty, four have since assumed new leadership roles in academic administration, two as department chairs, and two as associate deans in their respective college or school. Two additional fellows completed the program in fall 2018, with a third scheduled for the Spring 2019 semester.

#### Advisory Groups

While not formally part of governance, a number of advisory groups have emerged in an effort to ensure institutional progress in meeting its strategic priorities. These groups support the work of the leadership and the campus community. The most prominent examples of these are:

The **University Momentum Committee**, chaired by the provost and executive vice president of academic affairs, includes faculty, students, administrators, and staff. The committee meets monthly to discuss University policies and projects, as well as progress towards strategic plan goals for enrollment, program improvement, staffing and a balanced budget, among other topics. (See [recent minutes](#) of the University Momentum Committee.)

The **Adelphi University Alumni Advisory Council** is an advisory group to the Office of Alumni Relations whose purpose is to engage Adelphi alumni in the life of the University through educational, cultural, career and social initiatives. The council works to support the efforts of campus partners such as University Advancement, the Center for Career and Professional Development, and enrollment by engaging alumni, donors and volunteers across the country. A notable outcome of this council is the November 2016 launch of [Alumnifire](#), a career-networking platform that establishes relationships among Adelphi alumni, faculty and students, leading to increased internship, postgraduate job placement and long-term career mentorship.

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The **Risk Management Council** is responsible for identifying, evaluating and managing risks that may impact the safety of members of the Adelphi community as well as the assets, operations, reputation and legal interests of the institution. Members of the Risk Management Council represent various constituencies across the University and act as the conduit to campus leaders who manage risks in their areas in terms of strategies and support. The council will also keep the executive leaders apprised of strategic risks to the institution and prepare quarterly status reports for the board of trustees.

The **Operational Excellence Council** was initiated in fall 2017 with a mission to improve systems and functions across the University, leading to enhanced customer experience, workflow and efficiency. Specifically, the council collaborates with units across campus to identify sustainable improvements to procedures and policies and to create a culture of service for all campus constituents. The group meets twice monthly throughout the fall and spring semesters. The Operational Excellence Council welcomes nominations through their page on the Adelphi [website](#).

The **Growth Operations Council** was constituted in fall 2016 to undertake a comprehensive audit of the University's capacity for accommodating growing enrollments. The council worked with Accenture, a management consulting firm, to identify bottlenecks and limitations based upon professional industry benchmarking.

The **Strategic Partners Council**, formed in fall 2017, identifies opportunities to engage with corporate, community and nonprofit partners to expand the University's regional network in support of student and faculty success.

The **President's Advisory Council** meets with President Riordan twice a year to discuss important strategic issues and provide guidance. The [group](#) comprises a strong network of members who support and advance the vision, values, mission and strategic goals of the University. The President's Advisory Council is not involved in operating details, nor does it encompass oversight responsibilities. Offering both an objective and a broad point of view, its effectiveness and value are connected to its independence from routine operations. Members are leaders and specialists who can help identify potential tactical opportunities for the University. Nominated by President Riordan, current group members or executive leadership members are typically alumni or friends of the University who have broad knowledge applicable to University business. Representation by industry, geography, diversity and participation with the University are among the factors weighed for inclusion on the council, and members may be considered for future invitation to the board of trustees.

Together these advisory groups represent an engaged community of faculty, students, alumni, administrators, staff and external community members whose collective input contributes to the implementation, evaluation and advancement of the University's plans.

### Assessment of the Effectiveness of Governance, Leadership and Administration

Since arriving at Adelphi, President Riordan has made communication a goal of her administration. She hosts open office hours once per month, sessions that are open to any member of the campus community upon advance appointment. This includes students, faculty, staff, alumni and other members of the greater community. Open office hours are advertised at full faculty meetings and in the weekly newsletter to campus, [Adelphi Insider](#). In addition, the president shares with the community a monthly email titled [From My Desk](#), which includes updates on the University, faculty, staff, and students. President Riordan includes information on events taking place on campus, topics of current interest and the ways Adelphi is achieving the goals of *Momentum*.

The University has sites on social media (Facebook, Twitter, Instagram, Snapchat, etc.) to regularly interact with faculty, staff, students, alumni and potential students. For each of the social platforms, President Riordan can be found via her handle, [PrezRiordan](#). President Riordan also hosts semiannual

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retreats (fall and spring) in which the members of the president's cabinet (consisting of the executive leadership team, deans, Faculty Senate officers and directors of major institutional operations) spend a day on *Momentum* progress and challenges, as well as other pressing institutional matters. (See [recent agendas](#).) Similarly, as previously noted, the provost hosts a retreat each semester of Faculty Senate leaders and committee chairs, the provost's staff, deans, student affairs directors and executive leadership to discuss agreed-upon topics that impact the academic life at the University. (See [recent agendas](#).)

President Riordan summarizes accomplishments in meeting the University's strategic plan and areas for attention annually during her State of the University address to which the entire campus is invited. These efforts are directed at ensuring transparency and the engagement of the community in the goals, successes and challenges of *Momentum*.

While this commitment to dialogue is a defining feature of University governance, there is some evidence to suggest that morale among faculty and administration has recently declined, indicating that there is work to be done in this area. Findings from Adelphi's participation in the [Chronicle of Higher Education's 2017 Great Colleges To Work For](#) (GCTWF) study point to several areas of concern. While there are areas of strength in the GCTWF numbers, the results suggest that a substantial proportion of Adelphi employees have concerns about internal communications and fairness. In a changing environment, particularly with a relatively new president and an entirely new executive leadership, it is perhaps not surprising that this is the case. Additionally, the university had just completed all five bargaining negotiations prior to the survey administration.

In response to the results of these surveys, the former director of human resources disseminated a [summary of findings](#) to all Adelphi employees in April 2018, and included initial initiatives that had been undertaken to address some of the issues identified. These include increased employer-paid life insurance benefits from \$10,000 to \$20,000 at no cost to employees; a third dental option for a PPO dental plan; consolidation of employee recognition to combine faculty excellence, non-faculty employee excellence and service longevity at the University into a single ceremony/reception to which the entire University community is invited; the introduction of a voluntary management and leadership certificate program; and new justification forms for promotions and salary adjustments and performance appraisals refocused on *Momentum* goals. In addition, salary equity and performance management at the University is being reviewed by the new chief human resources officer (CHRO), and the office has recently been reorganized to provide more cross-training, and to imbed human resource generalists in the administrative and academic units. The CHRO is also working with executive leadership and others to identify additional activities that might improve communication and collaboration throughout the University.

An additional measure of faculty satisfaction is garnered periodically through the Higher Education Research Institute (HERI) [Faculty Survey](#), last administered in fall 2016, four months after the successful completion of the AAUP contract negotiations. Some of the HERI results have already been addressed in Chapter Two, but it is worth noting here that these findings echo the GCTWF data in suggesting that faculty morale has not necessarily kept up with the overall institutional change at the University. Indeed, as of the writing of this self-study, morale, decision-making, and leadership transition have emerged as topics of discussion in the [Faculty Senate](#).

Feedback on an earlier draft of this self-study report suggested that there is a disagreement between some faculty and executive leadership regarding the faculty's role in university decision-making. This tension points to a need for the development of a transparent and well-articulated understanding of shared governance among board members, the president and the faculty. A starting point for such a review should be the University's Articles of Governance and a consideration of current governance practices in higher education.

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These discussions among the senate, leadership, and the board suggest that there is not a common perspective or understanding of shared governance. Additionally, both leadership and the board have been using the faculty senate as the primary point of contact and communication about major issues. Given that some faculty members feel uninformed about important University decisions, this communication gap should be a priority going forward. Such conversations point to a need for a well-articulated understanding of shared governance on campus.

Reflection: The conversations about shared governance have helped the University achieve the outcomes identified by the Middle States Steering Committee as the University embarked on its self-study—most notably those focusing on transparency, engagement and mission-based operations. University leadership continues to address workplace issues and remains dedicated to ensuring a supportive and ethical environment for all employees. Indeed, even in light of the feedback cited above, there is evidence that the Adelphi community deeply values shared governance.

### **Recommendations for Standard 7: University Governance, Leadership and Administration**

1. Exempt professional staff (i.e., those not covered by collective bargaining agreements) constitute a minority of close to 450 professional staff. A representative committee of these staff should be formed to meet with the chief human resources officer and human resources business partners periodically with the aim of improving communications and addressing potential grievances and gaps in the work environment before these develop into serious morale issues.
2. The University should develop a plan for University-wide assessment of campus climate and employee morale on a regular basis as well as continue to develop action plans for addressing areas of concern.
3. Faculty and institutional leadership including the board should reach agreement about the model of shared governance at Adelphi. Through a facilitated discussion, including a review of the existing Articles of Governance, faculty, institutional leadership, and the board should agree upon and articulate the role of the faculty senate, the role of AAUP, options for faculty input into decisions and communication flow among the various groups. Please note that AAUP is not part of the governance structure, but it is important to clarify roles of each group within this process.

# Conclusion and Recommendations



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## Conclusion

This self-study makes clear that by virtually all significant institutional measures—overall enrollment, student learning assessment, financial well-being, academic reputation—the University is successfully living out its mission as an engaged, innovative, student-oriented university with a deep and longstanding dedication to its region. At a time when institutions of higher education are facing unprecedented challenges across the United States, our students are thriving in the classroom, in the laboratory, in the studio, and out in the world.

By clearly demonstrating Adelphi's compliance with the Middle States Standards for Accreditation, the self-study process has allowed the university to achieve the most essential objective we set for ourselves over two years ago. In each of the preceding chapters, we have highlighted the institutional practices and policies that allow our University to continuously improve in each of the areas covered by the Standards. We have identified areas of strength, as well places where we can be more effective. Throughout each chapter, we have described the assessment practices that offer campus leaders the feedback they need to engage in informed and forward-thinking institutional planning.

Thanks to an integrated process of inquiry, reflection, collaboration, and dialogue, we have met our other institutional objectives as well. The preceding chapters not only highlight our distinctive environment of academic excellence, our deep-rooted commitment to diversity, and our dedication to student success; the process of writing them has made us more thoughtful and efficient about the ways in which we live up to these ideals. While not every suggestion or idea that emerged throughout the process made its way into the final version of the self-study, the steering committee ensured that offices across campus received all relevant feedback, so that they could benefit from the time and insights communicated by working groups and those who responded to the drafts shared with the community. Indeed, the process has been such a valuable one for the University that the president has asked the steering committee to remain together for the 2019-20 academic year to oversee the follow-up actions connected to those official recommendations we include at the conclusion of each chapter. In this way, the important work we have done in preparing this document can be carried into the future.

In January 2017, when we officially embarked on the self-study-process, we committed ourselves to becoming a model of excellence in accreditation. The shared work that has taken place during the self-study process has offered a valuable opportunity for the Adelphi community to talk together about the institutional practices that allow us to live our mission from day to day, semester to semester, and year to year. These conversations—which have taken place in town halls and faculty meetings, but also in our offices and over coffee at the University Center—have enriched the campus culture in ways that will allow us to continue to grow and adapt in the years ahead.

# Conclusion and Recommendations

## Recommendations

### Recommendation for Standard 1: Mission and Goals

1. Update and refresh the strategic plan through the following actions:
  - a. Working closely with faculty and in coordination with the Provost, each Dean should develop or update their College/School strategic plans in line with the overarching goals of Momentum, allowing for each area to bring in unique opportunities.
  - b. Working closely with the academic units, the Provost and the VP of Enrollment should update the three-year strategic enrollment plans for undergraduate and graduate programs, including a capacity analysis for each area.
  - c. All leaders should promote discussion and input on Momentum goals and yearly implementation plans, actions and results.
  - d. Working with faculty leadership, the administration should continue to seek ways to communicate, create common understanding, and collaborate on the goals and yearly priorities for the University.
  - e. Reinvigorate the Growth Operations Council (and add new membership) to ensure that we are actively looking at capacity issues across the university. Have the growth operations council extend this university-wide work to the college/school/department level.

### Recommendation for Standard 2: Ethics and Integrity

2. Continue to improve areas of accessibility and inclusion by the following actions:
  - a. The co-curricular programs described in this self-study, particularly those that involve fellowships, internships, and support for experiential learning across the curriculum, should be nurtured and expanded in every unit of the University to identify and address opportunity gaps, thereby providing greater access to high-impact learning for students from underrepresented backgrounds.
  - b. Continue to evaluate the effectiveness of the diversity and inclusion initiatives at the University and work with each College and School to develop unit specific diversity and inclusion initiatives.
  - c. Keep diversity and inclusion at the top of the priority list in terms of support.

### Recommendations for Standard 3: Design and Delivery of the Student Learning Experience

3. Given the value of faculty scholarship and creative work for the intellectual life of the University and for student educational opportunities, we recommend developing a detailed strategic plan that first evaluates all areas associated with faculty scholarship and creative work and then creates a vision for the future and lays out priorities and action plans in areas such as (but not limited to) support for faculty scholarship and creative work, administrative processing, student involvement in research and creative work, and common threads of research/creative work.
4. Improve the new program review process and communication and tracking system for new programs. Conduct yearly reviews of the success of new programs for at least three years following the launch of a new program.

### Recommendations for Standard 4: Support of the Student Experience

5. We should work to strengthen the feedback loop whereby data from our comprehensive assessment processes and tools are used intentionally to develop and guide improvement in flexible support structures (such as program-specific mentoring or academic tutoring) for all students, including those in online and graduate programs, at off-campus centers, students in special programs, and at-risk populations such as first-generation students.
6. Retention should become a more integrated campus-wide priority through the development and implementation of key action items for improving retention at program levels (for both undergraduate

# Conclusion and Recommendations

and graduate students).

## **Recommendations for Standard 5: Educational Effectiveness Assessment**

7. Adelphi should find ways to promote outstanding evaluation practices in faculty-driven, student-oriented educational assessment to further enrich the University's culture of assessment. These might include supporting faculty and administration attendance at assessment conferences and workshops, an annual award for excellence in student learning assessment, and/or small grants for assessment-based program requests.
8. We should finalize the redesign of general education based on assessment findings and survey results as well as benchmarking information and focus on the strategic implementation of the design.

## **Recommendations for Standard 6: Planning, Resources and Institutional Improvement**

9. The University should develop a comprehensive multi-year plan for updating and maintaining significant items of infrastructure, equipment and technology that support academic programs and other strategic initiatives. This plan should address academic, student housing, athletic and administrative needs, include all locations of the University, and should include an analysis of deferred maintenance. It is anticipated that this recommendation will be addressed through the upcoming Facilities Master Plan development process.
10. Recently implemented organizational changes related to, for example, budgeting, contract review and compensation caused disruption across the University. To avoid similar outcomes in the future, a disciplined change management process should be implemented to evaluate and support future change initiatives. Such a process should include identifying the right people to lead the change initiative, understanding and documenting the current process, designing a clear vision for the future state and developing an implementation plan that includes clear and timely communication to affected constituents throughout the change process. Adelphi should also be sensitive to the number of change initiatives underway, assess their operational impact and ensure that resources are properly allocated to better manage implementation and timelines.
11. The recommendations of the Operational Excellence Council should be promptly considered, decisions on the recommendations made efficiently and the approved recommendations implemented in a timely fashion. A report should be provided each semester to executive leadership, the President's cabinet and faculty.

## **Recommendations for Standard 7: University Governance, Leadership and Administration**

12. Exempt professional staff (i.e., those not covered by collective bargaining agreements) constitute a minority of close to 450 professional staff. A representative committee of these staff should be formed to meet with the chief human resources officer and human resources business partners periodically with the aim of improving communications and addressing potential grievances and gaps in the work environment before these develop into serious morale issues.
13. The University should develop a plan for University-wide assessment of campus climate and employee morale on a regular basis as well as continue to develop action plans for addressing areas of concern.
14. Faculty and institutional leadership including the board should reach agreement about the model of shared governance at Adelphi. Through a facilitated discussion, including a review of the existing Articles of Governance, faculty, institutional leadership, and the board should agree upon and articulate the role of the faculty senate, the role of AAUP, options for faculty input into decisions and communication flow among the various groups. Please note that AAUP is not part of the governance structure, but it is important to clarify roles of each group within this process.