



ADLER UNIVERSITY

2015-2020

STRATEGIC PLAN

ADLER UNIVERSITY STRATEGIC PLAN 2015-2020

Approved by the Adler University Board of Trustees
February 12, 2015

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OUR MISSION

Adler University continues the pioneering work of the first community psychologist Alfred Adler by graduating socially responsible practitioners, engaging communities, and advancing social justice.

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EXECUTIVE SUMMARY

On January 5, 2015, the Adler School of Professional Psychology changed its name to Adler University. The process of becoming Adler University, an institution grounded in the principles of Alfred Adler and committed to excellence in the preparation of socially responsible practitioners, continues across its Chicago, Vancouver, and Global campuses and its communities with this Strategic Plan 2015-2020.

The four Key Strategies and related annual goals which appear in this plan were reviewed and approved by the University's Board of Trustees on February 12, 2015. The Key Strategies for 2015-2020 are:

- Advance *Socially Responsible Practice* in the University's activity and reach,
- Diversify the *University's academic offerings* in socially responsible practice,
- Create *Excellence* and innovation in education and community engagement, and
- Ensure *Fiscal Sustainability of the University*

The Strategic Planning Steering Team—comprised of students, alumni, faculty, staff, and trustees—solicited input from across the University and then developed the Key Strategies and 44 annual goals spread across the five years of the plan. These goals will be monitored regularly, evaluated annually by university leadership, and adjusted as needed to accommodate changes in their stepwise implementation, financial feasibility, and attainment. The goals balance the University's commitment to Alfred Adler's principles, responsiveness to social and economic conditions, emergence of shifting student needs in higher education, and dedication to excellence. Goals set the pace for new academic programs that further socially responsible practice: of the 44 goals, 10 goals launch new

academic programs, and 34 goals support those academic programs and the entirety of the University's education and community engagement. Goals also establish the framework for the development of Excellence Plans in ten areas, addressing the wellness of students and the improved support of the learning and work environment.

Achieving these goals will require greater understanding of online learning, nontraditional students, and emerging trends in higher education, while explicating the institution's definitions of university and community. Taken individually, the goals are intended to move the University in attaining its mission of graduating socially responsible practitioners, engaging communities, and advancing social justice. Together, they move the University to become the leading academic institution advancing socially responsible practice, healthy communities, and a more just society.

This document includes a review of the results of the prior strategic plan and a summary of the strengths, weakness, opportunities and threats identified through an institution-wide conversation. An environmental scan of higher education is followed by an iteration of the University's mission documents, the four Key Strategies and 44 goals of the plan, and a brief description of the institution in 2020.

BECOMING ADLER UNIVERSITY

Adler University is in the process of becoming. For 63 years, the institution has adhered to the Adlerian principles upon which it was founded and will continue to do so. As a result of the most recent plan for the institution's work, the Adler community successfully achieved what it set out to do. In the last five years, the institution expanded and aligned its education and community engagement with social responsibility while expanding the University's global involvement and impact. In the last five years, it took strides to achieve excellence in both education and community engagement, and it grew nascent efforts in fundraising into significant success in institutional advancement.

The Strategic Plan 2015-2020 is built on the premise that the promulgation of the vision of Alfred Adler will require an even more robust platform in higher education and in communities. This new plan includes four strategic directions and many annual goals that, taken together, serve to ensure the University has the expertise and resources to accomplish what is needed.

The change of name from the Adler School of Professional Psychology to Adler University marks a point in the expanded enactment of the institution's mission to continue the work of Alfred Adler, the first community psychologist, by graduating socially responsible practitioners. To lead social change, this University will need to further diversify its offerings to more varied participants in higher education while maintaining excellence. In addition to the changed name and continuing mission, vision, and values, the University's three campuses—Chicago, Vancouver, and Global—were givens in the plan's development.

This strategic plan is the result of thousands of hours contributed by scores of students, faculty, staff, alumni, community partners, and trustees who engaged in discussions, input sessions, and surveys from September 2014 through February 2015. While many disparate and sometimes conflicting views were expressed along the way, the community's commitment to Adlerian principles, graduating socially responsible practitioners, and being the leading academic institution in advancing a more just society did not waiver. The involvement of these constituent

groups in community discussions came only months after similar processes were employed to decide on a new name for the institution. Those earlier conversations resulted in an agreement to ask the entire community to together consider present and future trends in higher education to increase the University's effectiveness in promoting Adlerian perspective and vision.

Throughout the development of this plan, a Strategic Planning Steering Team shepherded the process, reviewed its outputs, and considered ways to best incorporate the hopes and aspirations that the University's stakeholders have for the institution, its students and alumni, and its communities. The Steering Team was comprised of:

Jamal Cunningham, Chicago Campus Student
Megan Jespersen, Vancouver Campus Student
Beau River, Alumnus
Josefina Alvarez, Core Faculty, Chicago Campus
Mark Bilkey, Alumnus and Core Faculty, Chicago Campus
Michael Mandrusiak, Core Faculty, Vancouver Campus
Michael Schulz, Core Faculty, Global Campus
Kevin Osten-Garner, Associate Vice President of Academic Affairs
Mark Branson, Associate Vice President of Marketing
and Communications
Shaun Hayes, Senior Help Desk Specialist
Anthony Chimera, Vice President of Institutional Advancement
Jo Beth Cup, Vice President of Administration
Jeff Green, Vice President of Finance and IT
Wendy Paszkiewicz, Vice President of Academic Affairs
Craig Hines, Vice President of Admissions
Elena Quintana, Executive Director, Institute on Public Safety
and Social Justice
Larry Axelrod, Dean of the Vancouver Campus
Mitzi Norton, Director of the Office of the President
Raymond Crossman, President and Trustee
Juan Salgado, Trustee
Victoria Chou, Trustee
David Sinski, Chair, Board of Trustees

To the team and to all those who contributed to this plan, thank you. As the plan is enacted and becomes clearer each year, it is hoped that the team and all who participated in the planning process will reap the benefits of seeing their work become reality.

ACCOMPLISHMENTS

2010-2015

Becoming Adler University has already required years of work. Over the past five years, the institution has grown in Chicago, Vancouver, and online. Excellence Plans were developed and the goals articulated in them were achieved. The institution's strong financial position improved with the successes of the Office of Institutional Advancement. Diligent efforts by many resulted in surpassing enrollment expectations while others in higher education were experiencing the opposite trend. Absent these and many other points of progress, Adler University could not become reality.

The last Strategic Plan was developed by the then Adler School in 2009. Like the present plan, it was developed by a Steering Team comprised of trustees, faculty, staff, students, and alumni from two campuses. Also after a great deal of community input, the voices of hundreds of people were synthesized into a draft that included strategies and goals. Faculty and staff responded to the draft and, after adjustments were made, it was forwarded for approval to the Board in 2010.

The plan for 2015 was successful in many ways. The Adler School of Professional Psychology followed the plan closely, and as a result, it is in many ways a fundamentally different and better institution than in 2010. As an institution of higher education, Adler University is more focused on its mission and has greatly progressed on its vision of being the leading academic institution advancing socially responsible practice.

In 2009, the year before implementing the Strategic Plan, both the Vancouver and Chicago campuses had half the facility space they do today. In the first year of the plan, the Chicago Campus secured a new world-class facility in the heart of the Chicago Loop. Enrollments have grown by 43 percent during the period and the workforce has grown by 93 percent, resulting in a reduction in the student-to-faculty ratio from 16 to 1, to just over 12 to 1. This growth would be extraordinary under most circumstances, but it is truly remarkable because it happened

during a global recession. The Council of Graduate Schools reported declining graduate enrollments during the same period. Many peers in higher education have seen declines or have leveled-off in professional and graduate enrollments.

This growth, critical in becoming Adler University, was predicated in part on changing the institution's mission at the beginning of the plan. In 2009, the mission was to prepare psychologists. By changing its focus to continuing the pioneering work of Alfred Adler, the institution became open to describing a broader vision for leadership in socially responsible practice and to translating its Adlerian heritage into a set of core values that bridged many other fields beyond psychology. In this move, the Adler community set a new course for the institution. The five years of focused action have helped position Adler School of Professional Psychology to become Adler University.

The plan that brought Adler University to this point identified four key strategies with annual goals for each. Those strategies, along with progress made to achieving them are listed here:

2010-2015 KEY STRATEGY ONE

Expand and align education and community engagement with SOCIAL RESPONSIBILITY

In this area, Adler began new academic programs in socially responsible practice:

- Since 2009, the Chicago Campus added its second doctoral program and increased masters programs offered by two-thirds. The campus began ten new programs: Doctorate in Couple and Family Therapy, Master of Arts in Criminology, Master of Arts in Counseling: Sport and Health Psychology, Master of Arts in Public Policy and Administration (Human Rights Concentration and Urban Mental Health Concentration), Master of Arts in Industrial and Organizational Psychology, Master of Arts in Military Psychology, Master of Arts in Nonprofit Management, and Master of Arts in Emergency Management Leadership.

- During the same period, the Vancouver Campus expanded offerings beyond a single degree program. In addition to the original Master of Arts in Counselling Psychology, Vancouver now offers Masters in Counselling Psychology, Organizational Psychology, Community Psychology, and Art Therapy. The Campus also launched the Doctorate in Psychology, the first scholar-practitioner Psy.D. in Canada.

Each of these new programs reflects a different way to advance socially responsible practice. The criterion for selection for each of them was that they provide an Adlerian lens to different forms of professional practice, thus fostering expanded socially responsible practice. Taken together these programs have contributed to over half of growth. This is an important factor because the programs differentiate Adler University in the field, and because the institution is not entirely dependent on any one of them

This alignment with socially responsible practice required the institution to develop more specific understanding of terms. In the first year of the plan, Adler completed a community-wide process to better define socially responsible practice and understand its critical connection to Adlerian thinking. The process ended with development of a widely disseminated white paper that guides all institutional efforts.

2010-2015 KEY STRATEGY TWO

Advance EXCELLENCE in education and community engagement

Because excellence is a common goal in higher education, members of the planning team decided in 2009 to get specific about what is meant by excellence, thus creating an institutional definition with three elements: student success, raising standards, and continuous quality improvement.

Each year since then, the institution defined Excellence Plans in eight operational domains, and achieved all of its stretch goals. In addition:

- Every academic program improved its curriculum since 2009.
- Training experience is more closely monitored in the community.
- The institution earned the prestigious Community

Engagement Classification from the Carnegie Foundation from 2015 to 2025.

- The Student Learning Outcomes Assessment Program (SLOAP) improved the specific outcomes of academic programs through faculty ownership.
- All online courses were built to meet the standards in the Quality Matter Higher Education Rubric, and the institution received approval to use the Quality Matters designation. Formal training for online teaching was implemented and completed by all faculty members teaching online.
- The Institutes and Centers provided experiences and new awareness for faculty and students over the past few years thus improving Adler University's focus on its mission. They have become a signature of Adler to external audiences, and they have helped the University as an educational community think about and do its work with greater focus and more excellence.
- Student satisfaction as measured by the Noel Levitz Survey and employee satisfaction as measured by annual survey improved across three of the past five years.
- Specific diversity conversations and work continue at an advanced level.
- Student completion and alumni employment outcomes are now much better than other graduate and professional school peers (at 91 percent, for both indicators).

2010-2015 KEY STRATEGY THREE

Expand GLOBAL impact and involvement

To succeed in this area, the institution operationalized global in two ways. First, it addressed student competencies to work in a complex, diverse, and global context. Socially responsible practitioners need to think and function in a global/international manner, because today even local practice is influenced by the global context. Second, it used the global or international reality of its two-campus, two-country structure. The synergy of these two became clear—the more the institution could act across national borders, the more students would be able to do so as well.

- Adler sent faculty and students internationally to eight countries: Morocco, Uganda, Costa Rica, El Salvador, Bhutan, India, Dominican Republic, and Romania—a contrast to 2009 when that was to two countries. These visits, through classes, practica, and other projects, served to bring a global perspective for faculty and students.

- Chicago and Vancouver operate together in fundamentally different ways than in 2009. There is more interaction, influence, and learning across the two campuses. Synergies and autonomies for the two campuses have been clarified. The Vancouver Campus Dean formally joined the Leadership Team of the School. Faculty members across the campuses collaborate on development of new programs and in governance. Video conferencing is frequent, and physical visits for staff and faculty across the campuses happen regularly.
- A shared Community Service Project seminar was piloted in which Vancouver and Chicago faculty and students examined a common issue.

2010-2015 KEY STRATEGY FOUR

Ensure FISCAL SUSTAINABILITY and diversify revenue sources

In 2009, the Office for Institutional Advancement was two years old. Today it has six professional staff working with the university community to solicit and secure what is necessary to advance both students and vision. There has been progress on every indicator:

- In 2014, Adler raised \$1.1 million, fourteen times the amount raised in 2009.
- Active records of alumni, friends, foundations, local businesses, corporations, and government agencies to cultivate, solicit, and steward have grown 23-fold since 2009. Now the institution has 11,700 active records.
- Over the past few years, the Adler School of Professional Psychology received its very first awards from major foundations, including Robert Wood Johnson, Kellogg, Kresge, and Chicago Community Trust.
- Adler University is most of the way toward a million dollar goal to secure the name of one of the institution's founders, Dr. Harold Mosak, permanently on the Harold and Birdie Mosak Library.

These successes and many more have led the institution to start its first comprehensive campaign. The Adler Campaign for Social Justice, currently in its Quiet or Leadership Phase, will raise \$10 million for student scholarships, faculty and community initiatives, and the purchase of the Chicago Campus facility and build-out of a new Vancouver Campus facility.

In late 2013, the Board of Trustees decided to rename the institution Adler University following extensive input from all stakeholder groups. This has been widely seen as a logical outcome for the movement in these four strategic areas over the course of the last plan. Following the trustees' decision, work teams discussed and drafted a new organizational structure, with the largest change involving division of the University into three campuses: Chicago Campus, Vancouver Campus, and a new Global Campus which is online. In summer 2014, the Board approved a contractual agreement with the online services partner HotChalk to resource and grow online education of the Global Campus with the highest quality.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS

Community partners, students, alumni, faculty, staff, and trustees contributed their ideas and concerns over a three-month period to develop this Strategic Plan for Adler University for 2015-2020. Their insights—gathered in group input sessions in Chicago and Vancouver and through electronic surveys—were recorded and reviewed by the Strategic Planning Steering Team. These perspectives, those that converged on a few core ideas and those more divergent that brought to light the nuclei of innovations, enriched the plan as it has come together.

Contributors were asked what needed to be preserved, what likely needs to change, where the institution is making a difference, and where Adler University could thrive. They also responded to community presentations on trends in higher education. Their responses are summarized here in the format of a traditional analysis of internal strengths and weaknesses and external opportunities and threats.

STRENGTHS

All stakeholder groups identified the University's mission and Adlerian heritage of social responsibility as its primary strength. Participants knew the institution's mission and spoke eloquently about the many ways it is made real to them as students, faculty, and staff. Though community partners were less likely to name Alfred Adler specifically, those groups were also consistent in naming the centrality of social responsibility in the institution's work as critical to their partnership.

Students and faculty particularly view Adler University's distinctive and relevant programs, such as Military Psychology, as strengths. These programs were seen as part of the practical and pragmatic orientation of the institution that at once holds an internal sense of community and an outward looking mission. The Adler Institutes and Centers were regularly cited as institutional strengths, structures that help the University and its students understand community advocacy and social issues.

The academic community at Adler takes pride in positive student experiences, especially as supported by the personal attention from faculty and staff who are engaged, interactive, and collaborative. They also pointed with pride to high student persistence, completion, and employment levels. They noted that Adler graduates are valued in the workplace for their broad perspectives.

Stakeholders also point to strong leadership, including the Board of Trustees. School leaders are valued for being agile and innovative and are appreciated for being adept at change management. They also commended the University for its continued financial stability and its students for their low loan default rates.

WEAKNESSES

Stakeholder groups also identified internal weaknesses that they thought should be addressed in becoming Adler University, though these were much less consistent within and across groups. Issues of resources, visibility, brand consistency, and affordability were most frequently noted. Students in particular spoke to a need for more student services including a career center, counseling, and expanded library services. They also commented on a need for communication systems that were more aligned to their actual educational experiences. Many relied on other students for their school news; others, on faculty. Some students and faculty noted that the University's limited resources were incongruent with its aspirations.

Some stakeholders in several groups and some respondents to electronic surveys commented on a need for greater visibility and a desire to better articulate the Adler University brand. To this end, they commented on a need to better define social justice, increase name recognition in communities, and better measure outcomes that are related to the University's mission. They point to the institution's current metrics as important but not necessarily clearly relevant to the work of social responsibility. To be truly global, they note that the University will need to increase cooperative ventures between and among

programs and campuses. Staying close to the institution's Adlerian roots and being rigorous in both internal and external opportunities to address social responsibility and social justice were viewed as risks as the institution grows in size and expands its reach. One specific issue named by faculty and staff was the need for improved role induction processes for new hires so that they can better know, apply, and reinforce the University's mission.

Adler University's traditional reliance on student tuition for all institutional expenses has made it less affordable for students. All student input groups and some other stakeholder sessions identified the cost of education as a weakness. Some students noted that licensing requirements, paired with tuition costs, constrained their ability to take the course work they want in addition to the course work they need. Others observed that their future work in socially responsible practice may not lead them into jobs which pay enough to offset student loan requirements.

OPPORTUNITIES

All stakeholder group input sessions were remarkable for their underlying sense of optimism and hopefulness about the future of Adler University. Besides relying on the strengths of the institution and its ability to resolve its weaknesses, group and survey respondents pointed to many external opportunities they view as positive to Adler University's future. Chief among these was the perspective that the University is poised to go both wide and deep. Broadening the program offerings of the institution beyond mental health disciplines is generally agreed to be important. But, the program expansion was seen as most exciting if it closely adheres to Adlerian principles, including leadership that is socially responsible. Stakeholders frequently noted that this expansion, including courses offered through the Global Campus, together with congruent community engagement, could appeal to new students, including nontraditional, marginalized, and diverse student populations. Institutes and Centers were regularly mentioned as possible leads in making these efforts visible.

Expanded research and scholarship for faculty and students, especially applied or community-action research, was identified as means to increase awareness of the University and its work to local, national, and international audiences. Better measuring student outcomes and the impact of Adler University programs in communities would also garner needed attention. There was some agreement that the University's greater visibility and influence will foster greater alumni participation and support, as well as general success in fundraising. The University's emerging three-campus structure has the potential to garner students, faculty, visibility, and support.

THREATS

The pace of global change was a general concern among most participants in the planning process. Some stakeholders urged the University to remain cautious in change, and at the same time, many feared it would become irrelevant should it fail to respond to major social, economic, technological, and demographic trends. Many stakeholders wondered if Adler University could keep up with technology and a host of new institutions of higher education that will compete not only for student enrollments, but also for talented faculty and staff. They expressed concern that these issues of competition in a larger educational marketplace could challenge Adler's ability to maintain financial stability, increase private support, and make available more resources for student scholarship. Competition for students and faculty was also linked to a concern that the University's core identity and its sense of community could be lost.

Stakeholders also expressed a sense that the institution could experience significant challenges in attracting more nontraditional students, measuring and documenting student learning outcomes in social responsibility, and translating effectively its socially responsible practice model to its Global Campus. Some feared that the institution may lack sufficient understanding of what is needed today to serve undergraduate and nontraditional student populations. While there was overall understanding that these ventures are necessary and responsive to changes in higher education and in general, some stakeholders worried that, absent sufficient resources, the burden of growth would fall to faculty and staff currently viewed by them as stretched thin.

ENVIRONMENTAL ASSESSMENT

Adler University developed this strategic plan within a context of turmoil and high expectations for higher education institutions. Students, families, and elected officials are questioning the value of postsecondary education, especially in the USA in light of high tuition and high student debt levels. The need for greater access to postsecondary education—as well as improvement in documented student learning, degree and credential completion, and links to employers and employment—are also at the top of the public agenda. The environmental context outlined here describes some of the many challenges facing higher education. Students, alumni, faculty, staff, and trustees stakeholder groups heard about this context in special sessions that produced thoughtful and lively discussion. In addition, the Strategic Plan Steering Team studied how several benchmark institutions are engaging these trends. A number of mission-aligned opportunities for Adler University are identified as it plans for its future.

POSTSECONDARY ATTAINMENT

According to the Organization for Economic Cooperation and Development (OECD), 43 percent of young Americans age 25 to 34 currently hold an associates degree or higher. Contrast that with South Korea at 66 percent. The USA now ranks 12th among the 37 OECD countries. Canada is performing better in terms of postsecondary attainment among 25 to 34 year olds, ranking 3rd behind Japan and South Korea. Fifty-seven percent of this population has attained an associate degree or higher, largely due to Canada's high rates of vocational college-based attainment rather than academic university attainment.

Data on graduation rates lack precision due to the large number of students who drop-out, stop-out, or transfer. However, the USA national six-year graduation rate for first-time full-time students in 2012 was 59 percent, according to the National Center for Education Statistics.

Contrast these graduation rates with the fact that 65 percent of USA jobs are projected to require some level of postsecondary education by 2020 compared with

28 percent of jobs in 1973. To provide citizens with access to family-sustaining wages and the ability to participate in civic life, the higher education community must develop the means to provide quality education at a larger scale than it has accomplished before. Most USA attainment goals envision 60 percent of the population achieving a postsecondary degree, credential, or certificate by 2025. The Association of Universities and Colleges in Canada also predict a skills gap between postsecondary attainment and projected employment trends, including a great demand for social and community services. Compounding these challenges are a number of social and economic factors driving massive change for higher education institutions.

DEMOGRAPHICS

Diversity has nearly always been a hallmark of North America, but the population of the USA and Canada is becoming even more diverse and on multiple levels. This fact presents educators with multiple challenges and opportunities. Besides ethnic and racial diversity, today's student populations encompass older students, working students, students with family obligations, veterans, students with learning and other disabilities, and students with different learning styles, different levels of preparation, and different goals. Students come to institutions with risk factors that impact their ability to persist and complete degrees, including attending part-time, working, having family obligations, and having attended multiple institutions. First-time full-time students are in the minority in the USA, and most students, roughly 75 percent, are considered "nontraditional" students who have a variety of risk factors. In Canada, undergraduate enrollment growth is still driven by younger, first-time, full-time students, though the proportion of older part-time students is growing as well. Adler's tradition of addressing the needs of nontraditional and marginalized communities, including economic equity, is aligned with expansion of academic programs to more directly serve the educational needs of nontraditional students.

GLOBALIZATION

Students must learn to thrive in a more globally connected world. The development of global and online programs, along with the recruitment of greater numbers of international students to institutions of higher education, have increased the multicultural potential of classrooms and student experiences. Adler's Global Campus positions the institution well to further enhance both its global reach and the thoughtful integration of multiculturalism into programs and services.

TECHNOLOGY AND UBIQUITOUS INFORMATION

Technology is integral to higher education and presents both opportunities and challenges. For example, the ubiquitous nature of information over the internet has changed the student-faculty and student-institutional relationship in fundamental ways. Educators are now curators of information whose function has shifted to helping students analyze, evaluate, and manage the universe of information that surrounds them. This factor provides Adler University with opportunities to educate in different and innovative ways.

CONSUMERISM

Economic forces as well as ready access to information over the internet has fostered an increasingly consumer-oriented culture. Higher education has lived with ranking systems for decades, but when the President of the United States advocated getting "the most bang for your educational buck" in his 2013 State of the Union address, the issues of educational consumerism moved even more front and center. Students have brought their consumerism to campus, consulting ratings and reviews of academic programs and faculty in making choices. Brand is arguably still important for top-tier institutions, but the general trend away from brand superiority, toward real-time participatory peer review and brand differentiation, opens opportunity for a broad range of other institutions competing in the higher education market place.

ACCOUNTABILITY

Consumerism and economic pressures have also increased the level of accountability expected of higher education like never before. Affordability remains a major concern. In this environment, private institutions have limited ability to increase the tuition they charge. The pressure is for higher education to show results for its efforts in terms of student learning, completion, and employment. Adler has traditionally shown strong results in terms of student completion, employment, and a low loan default rate. This record could be made more public and should be maintained as the institution begins to serve student populations with greater academic risk factors.

BIG DATA AND PREDICTIVE ANALYTICS

Interactions in an online environment, particularly the collection of behavioral clickstream data, has fueled a new area of innovation in postsecondary education that holds tremendous promise in helping institutions meet their degree attainment goals. Similar to Amazon and iTunes which are using algorithms to customize product offers based on customers' previous purchases and shopping behaviors, higher education is making progress in understanding more about the factors that influence learning, persistence, and completion. Integrating the thoughtful use of key data as it builds new programs and services is an opportunity for Adler University.

PERSONALIZATION

The optimal goal of big data and predictive analytics is the personalization and customization of education targeted to the individual learner. One can envision a system that will understand a student's learning style, preparation, and specific learning challenges and automatically target content and format to that individual student. Customization could go beyond the course level to providing real-time feedback and reminders to keep them on track toward completion, again customized in terms of frequency and level of detail to the needs of that student. Based on Adler University's tradition of both innovation and strong student learning outcomes, this technology and analysis also present opportunities.

FACULTY ROLE

Changes in the faculty role—particularly the teaching role—are evolving more quickly due in large part to the growth of online education. In the traditional model currently employed by Adler University, faculty are commonly charged with the complete spectrum of teaching—instructional design, content sourcing, delivering the course content, designing assessments, administering assessments, mentoring students, and assigning final grades. An increasing number of institutions have disaggregated these teaching roles and have hired specialists to perform functions like instructional and assessment design. Such changes are not without controversy, but they seem to be taking hold when they demonstrate measurable improvement in educational and attainment goals. Revision of faculty teaching roles might be considered as part of Adler University’s expanded impact.

COMPETENCY-BASED APPROACH

Competency-based education is an educational model that is receiving increased attention because of its great potential to serve the postsecondary education needs of students. It focuses on what students can demonstrate they know or can do rather than on how many discrete classes a student has completed. Competencies are faculty-defined student learning outcomes that can be measured and assessed. A student can progress as quickly or as slowly as they need given their particular life circumstances. Such a system provides the flexibility desired by many nontraditional students who work while attending school or for those students who choose to progress quickly in order to save time and other resources. In addition to showing potential for synergy with the disaggregated roles for faculty, competency-based education also aligns with the current direction of accrediting bodies that now focus on documented student outcomes. As Adler University develops new programs with flexibility to meet the needs of nontraditional students, a competency-based approach could be appropriate.

NEW AND ALTERNATIVE CREDENTIALS

Non-degree credentials, particularly certificate programs, have existed alongside degrees for decades, but mainly as a form of additional continuing education and professional development in certain fields. Certificate programs are now receiving more attention as a valid form of postsecondary education, especially to the extent they can lead to well-paid entry-level jobs and serve as a stepping stone to further education. Such certificates and other stackable credentials, such as “digital badges,” may be well suited to providing additional professional development options to students and alumni as well as providing an academic stepping stone to individuals in some community groups with which Adler University and its Institutes and Centers collaborate.

MISSION, VISION, AND VALUES

The mission documents were unchanged in the institution's process of changing its name and crafting this strategic plan.

MISSION

Adler University continues the pioneering work of the first community psychologist Alfred Adler by graduating socially responsible practitioners, engaging communities, and advancing social justice.

Alfred Adler began community psychology by articulating the constructs of *Gemeinschaftsgefühl* (social interest or the connection between individual and community well-being) and systemic/structural community intervention (such as preventative public health measures). Adler University, as a higher education institution, continues his work today through the production of three outcomes which are specified in the mission:

SOCIALLY RESPONSIBLE PRACTITIONERS: Socially responsible practitioners are educated to be effective personal and social change agents in the pursuit of justice.

COMMUNITY ENGAGEMENT: Community engagement is collaborative partnership that strengthens communities, provides service, and prepares students.

SOCIAL JUSTICE: Social justice refers to equitable distribution of economic, political, civil, cultural, social, and other resources and opportunities in society in order to promote the optimal development of persons and communities.

VISION

The leading academic institution advancing socially responsible practice, healthy communities, and a more just society.

VALUES

Five values guide expectations and behavior at Adler University:

SOCIAL INTEREST: We are part of and invested in community, and we act and collaborate with compassion and social responsibility.

PLURALISM: We respect and celebrate human diversity and difference.

COURAGE: We encourage leadership, innovation, and creativity, act on principle, and challenge the status quo.

EXCELLENCE: We embrace the highest level of quality, rigor, and integrity for education, scholarship, performance, and outcomes.

PRAGMATISM: We are outcome-oriented and evidence-based, and we pursue real-world solutions and measurable results.

The mission, vision, and values were central to the formulation of Key Strategies for this strategic plan.

KEY STRATEGIES

The Strategic Plan Steering Team reviewed all the feedback and research and developed four Key Strategies for 2015-2020.

- 1. Advance SOCIALLY RESPONSIBLE PRACTICE in the University's activity and reach**
- 2. Diversify the UNIVERSITY's academic offerings in socially responsible practice**
- 3. Create EXCELLENCE and innovation in education and community engagement**
- 4. Ensure FISCAL SUSTAINABILITY of the University**

Key Strategies serve as statements of intent or direction that reflect the belief they hold promise in furthering the University's mission in the current planning period. Each Key Strategy serves as a category for which draft goals are developed for each year of the five-year plan. The Board will be asked, on an annual basis, to approve goals for the coming year. Goals adopted each year establish action and initiatives to advance longer-term strategies to fulfill the vision of the University. Goals for Board approval are expected to be drawn from the draft goals articulated within this plan, with modifications and refinements recommended by the University's administration on an annual basis to reflect new situations and opportunities.

Each Key Strategy is broadly described here. A summary table of Key Strategies and draft goals is presented on page 22. As is often the case in strategic planning, the Strategic Plan Steering Team was tempted to place many draft goals early in the five-year period because many initiatives are viewed as important. However, the arrangement and tempo of draft goals as presented here reflects what is viewed to be a palette that is, at the same time, ambitious, developmentally stepwise, financially feasible, and attainable.

KEY STRATEGY ONE

Advance SOCIALLY RESPONSIBLE PRACTICE in the University's activity and reach

All internal and external stakeholders speak to the importance of keeping Adler University Adlerian and of continuing to advance the pioneering work of the first community psychologist Alfred Adler. Stakeholders view socially responsible practice, the institution's unique contemporary formulation of Adlerian practice across disciplines including and beyond psychology, as the most important feature of the University's identity, distinctiveness, and strength. The institution's Adlerian heritage is paramount to preserve the foundation for socially responsible practice. Drift from this mission is identified by many stakeholders as the most important threat to the University over time. This Key Strategy of Socially Responsible Practice preserves and advances the University's most important asset.

In the first year of the plan (2015-2016), the Center for Adlerian Practice and Scholarship, which has existed in prior incarnations since the mid-1970s, will be re-launched as an intellectual center for Adler University—a place to protect and promote Adlerian thinking and scholarship, as well as a mechanism to provide training and guidance to keep all of the University's academic programs across all three campuses grounded in the philosophy and principles of Alfred Adler.

Also in the first year of the plan (2015-2016), to align a university culture of engagement with the philosophy and principles of Alfred Adler, the entire university workforce will participate in specific workplace engagement initiatives within a new model created collectively by the workforce itself to improve six qualities: safety, belonging, authentic connection, shared work, accountability to community, and social justice.

In year two of the plan (2016-2017), a program of incentives will be offered to faculty—such as seed grants, special appointments, and sabbaticals—to complete scholarship and community initiatives that advance socially responsible practice. This “innovation incubator” will focus on becoming a solution-oriented partner with community

groups to address and resolve entrenched social issues.

Three activities are planned for the third year of the plan (2017-2018). First, new metrics will be developed to measure the effectiveness of the University's mission—to better quantify outcomes (for example, alumni accomplishments in terms of social impact and socially responsible practice rather than simply in terms of stories, jobs secured, populations served) and better measure community impact. The search for these metrics will begin in the first two years of the plan (2015-2017), in part through meeting the goals in other strategies of this plan. Such metrics have remained quite elusive for all of higher education, and this major initiative is expected to help the University become more mission-focused and also raise its visibility and reputation. This high value proposition will require staff and faculty resources to be successful.

Second, an Institute for Social Change—the University's mechanism to bring attention to social justice within the institution through stimulating changes in the curricula and through specific didactic and experiential activities for students and faculty, as well as promote social justice beyond the boundaries of the University through engaging communities in a variety of programming—will be launched in Vancouver to join Chicago's two existing, successful Institutes. Third, the SRP Project, the institution's guiding white paper defining socially responsible practice as a core competency and as an education and practice model, will be refined through a university-wide process to deepen understanding and integration. The "refresh" of the SRP Project will position the University to host an international conference on socially responsible practice in the fourth year of the plan (2018-2019).

Also in the fourth year of the plan (2018-2019), the University community, across all three campuses, will commit to an international advocacy effort, on a specific human rights issue, with defined initiatives and outcomes. This is an extension of the current Chicago Adler Action Days and Vancouver Community Service Day.

In year five of the plan (2019-2020), the metrics initiative begun in the third year of the plan will mature with reports of mission effectiveness and community impact. This goal has great potential to launch the University into its next strategic plan and to propel the evolution of its deepening engagement with communities and their previously intractable challenges.

KEY STRATEGY TWO

Diversify the UNIVERSITY's academic offerings in socially responsible practice

To realize a university identity, one that is a uniquely Adlerian university that makes a more just society, beyond the institution's historical identities as the Alfred Adler Institute of Chicago (1952-1990) and the Adler School of Professional Psychology (1991-2014), academic program offerings must be broadened and deepened. For the institution to realize its mission of "continu[ing] the pioneering work of the first community psychologist, Alfred Adler," the University must continue to move beyond psychology and the psychology consultation room, just as Adler and the institution's founder Rudolph Dreikurs wrote. For the institution to realize its vision as "the leading academic institution advancing socially responsible practice," the University must offer academic programs in a range of disciplines and academic programs in socially responsible practice. This Key Strategy of University allows focused and intentional growth through creation of new academic programs in socially responsible practice.

Across the five years of the plan, new academic programs are planned for Chicago, Vancouver, and the new Global Campus, all of which will be focused on social responsibility and socially responsible practice. New programs have been specified for the first year. On the Chicago Campus, the campus' third doctoral program, a Ph.D. in Counselor Education will launch; on the Global Campus, Master of Arts in Criminology, Master of Arts in Industrial and Organizational Psychology, Master of Arts in Military Psychology, Master of Arts in Nonprofit Management, Master of Arts in Emergency Management Leadership, and Master of Arts in Media and Communications for Social Change. For later years of the plan, new academic programs will be developed through a proposal and proof-of-concept process in which potential academic programs are initiated by the faculty and administration and then approved by the Board. Program concepts currently in development through this new process or under consideration include public health, leadership and business, school counseling, public safety, health advocacy, restorative justice, student services administration and leadership, urban planning, and environmental sustainability.

Undergraduate education is essential to realize a university identity. In the second year of the plan (2016-2017), a baccalaureate completion program in psychology is planned for the Global Campus. Given that most experts expect the future of higher education to be increasingly virtual, it is deliberate that this first program, and subsequent undergraduate offerings, perhaps including complete baccalaureate degree programs, will be offered online. This goal also affords students whose trajectory in education has not been completed the first-time or full-time greater access to the University. Bachelor-completed students of the University are expected to feed its graduate programs.

New program growth will be contemplated in the context of existing programs, carefully planned, related to socially responsible practice, aligned with other university strengths, and resourced. Nineteen new programs will be developed for the three campuses across the five years of the plan. Of these nineteen “new” programs, five of the new Global Campus programs already are being delivered on the Chicago Campus, and some new Vancouver Campus programs are likely to be imports from Chicago as well. Growth is planned at an average of 10 percent annually for the Chicago Campus, 13 percent annually for the Vancouver Campus, and 167 percent annually for the Global Campus, for an overall consolidated growth of 13 percent annually, across the five years of the plan. This tempo of growth for Chicago and Vancouver, on pace or slightly less than growth of the past five years (average of 15 percent annually), was selected as the best manageable from a planning and resource perspective and most supportable from a quality perspective. Faster growth for the Global Campus is carefully and specifically yoked to resource and quality markers through a contractual agreement with the online services partner HotChalk.

By Fall 2019, total enrollment is projected to be 4,395 students (1,389 in Chicago, 321 in Vancouver, 2,580 in Global). Resources are planned to grow in a commensurate manner, with expansion of facilities, staff, and faculty. For example, by Fall 2019, 140 core faculty are expected to be employed on the two legacy campuses (105 in Chicago and 35 in Vancouver) and 344 contract faculty employed by the Global Campus. Staff resources will grow at a rate commensurate with student enrollments and faculty expansion.

Following an analysis of financial feasibility for different program delivery strategies (Key Strategy 4, Year 1), in the third year of the plan (2017-2018), the University may launch a non-degree educational experience consistent with emerging trends, such as stacked certificates or badges in continuing education. By the fourth year of the plan (2018-2019), the University will pilot its first degree program that follows the growing trend to depart from the conventional credit hour for nontraditional students, such as competency-based or direct assessment education.

KEY STRATEGY THREE

Create EXCELLENCE and innovation in education and community engagement

The Adler School has paired innovation and commitment to excellence across its history. All stakeholders identify the importance of planning for and resourcing the values of Adler University: Social Interest, Pluralism, Courage, Excellence, and Pragmatism. Voices across the institution want especially to ensure excellence and courage. Excellence and courage—combining quality, innovation, and principled action—requires both the pragmatism of measurable results and resources, as well as pluralism, so that solutions work for all stakeholders. This Key Strategy of Excellence ensures that the University will reach its vision of “the leading academic institution” advancing social responsibility and its concomitants. Excellence to ensure leadership means:

1. Maintaining and raising standards for student competence and student success, as supported by admissions, student affairs, academic affairs, and scholarship;
2. Managing quality growth throughout all planning and execution;
3. Cultivating continuous quality improvement in all university processes.

An important innovation of the last strategic plan was Excellence Plans in eight operational domains. The domains were targeted for annual improvement in capacity, processes, and resources. What was important and successful about these Excellence Plans was the accountability within specific, consistent, and measurable initiatives

and deliverables across the institution. Each year, high-impact stretch goals were achieved. For example, last year (2013-2014), one goal from the Excellence Plan for diversity was to increase the ethnic diversity of leadership by hiring or promoting at least four ethnic minority employees into the level of manager, director, associate vice-president, or vice-president; this goal was exceeded with six such hires. Excellence Plans will be expanded across the five years of the plan in ten operational domains: global learning, community engagement, academic affairs, student services, information technology, educational technology, development, communications/marketing, human resources and workforce development, and diversity. Excellence Plans will address issues identified by stakeholders during the planning process as essential for the University, including the wellness of students, infrastructure of the University, and support of the learning and work environment.

In the first year of the plan (2015-2016), the institution will develop, through a community-wide process, its own definitions of university and community to drive excellence and innovation in its ongoing and specific endeavors. What is meant by a university has been understood and executed in countless ways in the nearly one thousand years since the establishment of the first university in Bologna, Italy. The term is so packed with expectations and variable experiences that it will be useful to define precisely what is meant by calling Adler a university—especially because it is an unconventional university focused on making a more just society. Adler has the opportunity to define itself as a university in a way that aligns with its clear mission, that resonates for constituents still wondering what a university identity means, and that differentiates itself from other comprehensive institutions. Likewise, community is a term so generously applied to varied situations that it often becomes at once rich, complex, and meaningless. Adler University will benefit from understanding the role that, for example, symbols, shared meaning, common purpose, and participation in decision making have in defining community membership and engagement.

Also in this first year (2015-2016), it will be important for faculty, staff, and trustees to continue to understand online learning, nontraditional students, and emerging trends in higher education. This strategic planning process was a primer for many in the University community regarding such issues. Greater comfort and expertise will be required to embrace the future and to ensure the success of endeavors such as the Global Campus and other new activities being contemplated for the three-campus, one-university institution.

In year two of the plan (2016-2017), in addition to ongoing Excellence Plans, three actions are planned. First, career placement services for students will be expanded following careful inventory of current practices across the University, best practices from the field, and student and alumni preferences. Second, the current program of offering significant scholarships for employees of several community partners will be assessed and better aligned to maximize its impact in creating the most skilled workforce for communities in Chicago and Vancouver. Third, research activities across the University will be assessed, and even though the institution is primarily a teaching rather than a research institution, resources will better targeted for research that is of highest value to the mission of the University and to communities. Faculty research and scholarship will be prioritized that enhances teaching, increases the reputation and reach of the University, and adds value for communities.

Goals for the first two years of this Key Strategy (2015-2017) are expected to inform the formulation of new metrics to better measure attainment of the mission of the University (Key Strategy 1, Year 3). The first year (2015-2016) community-wide discussions of university and community, as well as the continued learning opportunities related to online learning, nontraditional students, and trends in higher education will result in efforts to measure their outcomes. The second year (2016-017) addition of actions related to career placement services, scholarships, and research will similarly result in outcome measures. Thus, these goals for years one and two, taken together with the metrics that have already been in place for years—some for decades—are expected to result in robust preparation for the new efforts to better quantify outcomes and measure community impact.

In the third year of the plan (2017-2018), in addition to ongoing Excellence Plans, three actions are planned. First, the Center for Learning and Teaching will be expanded, beyond its current role as a writing and research support for students, to provide more academic support across the University. For example, services for students may include special advising for nontraditional populations, general tutoring, instruction in educational and other technology; services for faculty may include pedagogical support, such as tuning for syllabi, training how to better “flip” the classroom, and assisting with technology tools. Second, a new model will be inaugurated for Global Campus online students to learn about and be engaged in communities, beyond the present model of the Community Engagement Project. The Global Campus is an asset, but truly integrating the institution’s signature community engagement model in an online format presents a challenge and an opportunity. The development of innovative ways for online students to be involved in communities is expected both to align learning and pedagogy across the University and to bring recognition to the University for breaking new ground in online education. Third, in Chicago, Adler Community Health Services will expand high quality training opportunities for students, aligned with the changing USA health care economy, through services newly structured and recognized (for example, accreditation through Commission on Accreditation of Rehabilitation Facilities, status of Community Mental Health Center with Illinois Medicaid). In Vancouver, concomitant activities will be considered and may be pursued.

In the fourth year of the plan (2018-2019), in addition to ongoing Excellence Plans, the University will explore and invest in the optimum faculty model for the University in light of recent trends to disaggregate the faculty role. The current academic model is classroom-based and features a high-touch, low student-to-faculty ratio, with faculty performing all roles such as advising, course development, and course delivery in a traditional manner. This has served the institution well in producing highly qualified mental health practitioners. As the University continues to expand academic programs beyond mental health disciplines and integrates new formats such as online and competency-based programs, it will consider the optimal faculty models to best support student learning outcomes. Through a

shared governance process, assessment of faculty models will include consideration of how faculty can best utilize their skills, interest, and expertise to enhance their role in education, advisement, scholarship, and service.

Also in this year (2018-2019), as a follow up to the prior year’s goal for the Global Campus’ new model for student understanding of and engagement with communities, the Institutes for Social Change will introduce a new range of ways to involve and influence Global Campus curricula, faculty, and students—through such activities as an online Social Exclusion Simulation.

In year five of the plan (2019-2020), in addition to ongoing Excellence Plans, the ambitious act is planned to design and embed an educational experience, such as an academic degree or certificate program, within a marginalized community that traditionally does not have access to the type of higher education provided by Adler University. The notion is to work closely with a community, such as the Englewood community in Chicago, to design a relevant and affordable experience to provide education to support community transformation.

KEY STRATEGY FOUR

Ensure FISCAL SUSTAINABILITY of the University

The University is small and, historically and at present, funded mostly by tuition. The institution has pursued institutional advancement across the past eight years with its eye on the future rather than on immediate returns. Long-term sustainability, engagement of stakeholders, and excellence in higher education require a strong program and culture of institutional advancement. Stakeholders across the institution describe an appetite for the kind of resources and excellence that come with fundraising, especially as they develop understanding and competence in how the entire university community must be organized together to ask for and acquire support. The institution has had some success in securing and cultivating supporters, and at the same time, every existing and new activity of the University must be carefully evaluated for financial performance. This Key Strategy of Fiscal Sustainability includes continued progress in institutional advancement, as well as exploration of new programming which will diversify revenues.

Many activities were contemplated during the present planning process: stackable certificate programs, a program evaluation and assessment service for community partners, various health services for communities or businesses under the USA Affordable Care Act, partnerships with corporations for education of their workforce, and numerous other endeavors. The financial viability of many of these exciting ideas is not clear. In year one of the plan (2015-2016), in-depth projections of financial performance of each of these possibilities and others will be carefully evaluated and then compared to inform decisions about which options to pursue. Anticipated needs for human and material resources to implement and maintain new opportunities will be paired with anticipated financial performance of the options.

The first campaign of the institution, the \$10 million Adler Campaign for Social Justice, is a five-year comprehensive campaign and will be entering its second full year in the first year of the plan (2015-2016). The Adler Campaign is securing support for student scholarships, faculty and community initiatives, and campus facilities in Chicago and Vancouver. During the first and second year of the plan (2015-2017), the Adler Campaign will be in the Quiet or Leadership Phase, and the Board and staff will become ready to pursue major gifts, especially for significant support of Endowed Chairs for the Institutes, Centers, or supervision of students in communities without resources for service and training. The Adler Campaign will enter the Public Phase in the third year of the plan (2017-2018) and is expected to attain its \$10 million goal by the fourth year of the plan (2018-2019). Momentum from the Adler Campaign is expected to bring alumni participation in giving and in volunteering to national benchmarks (10 and 5 percent, respectively). Year five of the plan will bring the start of the next comprehensive campaign, as the University will have the competence and expectation to always pursue the benefits of a campaign.

Early in the prior five-year plan, the Chicago Campus was relocated to an impressive new facility and experienced numerous benefits, exceeding expectations for effects in student learning, student and employee recruiting, and recognition in the city. During year two of the plan (2016 – 2017), the University expects to purchase the Chicago Campus facility, pending final Board approval, to become a permanent asset and home. Significant cost savings are expected from the purchase: expenses will decrease by \$1.4 million annually, which equates to 60 percent savings from current annual rent payments, and these savings will be driven to student scholarships and educational expenses and infrastructure—priorities for stakeholders across the University. In the same year, the Vancouver Campus will relocate to a facility modeled after the Chicago facility, through a lease arrangement with a cost per square foot on par with the current facility. Especially during this second year of the plan (2016-2017), naming opportunities will become available and are expected to be attractive for both campus facilities. Concurrently, the Vancouver Campus will become ready to move forward in institutional advancement with its own dedicated staff.

ADLER UNIVERSITY IN 2020

Across the five years of the plan, Adler University will become more clear, vibrant, and powerful in its work to advance a more just society. This five-year plan is at once ambitious and straight-forward: Adler University will be best realized through pursuing the integral process of becoming more itself, through fidelity to its legacy and to the vision and principles of Alfred Adler.

By 2020, Adler University, in terms of enrollment size, will have moved into, through, and just beyond the Small Institution Category of the Carnegie Classification of Institutions of Higher Education. Baccalaureate, masters, and doctoral level education will be offered in a range of practice-oriented disciplines with academic programs designed to advance community health and social justice. By 2020, the University will be recognized for leadership in socially responsible practice, innovation in measuring its mission and impact, and breaking ground in online pedagogy. A degree or certificate program will be offered within a marginalized community in a radical new format. The University will be entering its second comprehensive campaign.

ALFRED ADLER SAID, IN A LECTURE IN 1929:

“A time of extreme economic crisis with all its misery gives a clearly expressed hint about how much has been neglected in the education of our generation and how much more must be accomplished for future generations.”

THE INSTITUTION’S FOUNDER RUDOLF DREIKURS WROTE, IN HIS BOOK *SOCIAL EQUALITY: THE CHALLENGE OF TODAY* IN 1971:

“We need a new orientation in a scene which has drastically changed, a scene in which a new concept of the universe is emerging.”

THE GRANDDAUGHTER OF ALFRED ADLER AND ACTIVIST MARGOT ADLER SAID, IN A CHICAGO COMMENCEMENT ADDRESS IN 2011:

“You are entering the world at a very strange time, filled with great hopes and fears ... during a time that is both one of the most mean-spirited moments in our [memory], and yet it’s also a moment when people are beginning to realize that we need to search for answers that we don’t have yet.”

Margot Adler was speaking to the graduates, but she could have been speaking to the new University. It is up to Adler University to find answers according to its founders’ entrustment.

SUMMARY OF DRAFT GOALS FOR KEY STRATEGIES

	KEY STRATEGY ONE: Advance SOCIALLY RESPONSIBLE PRACTICE in the University's activity and reach	KEY STRATEGY TWO: Diversify the UNIVERSITY's academic offerings in socially responsible practice	KEY STRATEGY THREE: Create EXCELLENCE and innovation in education and community engagement	KEY STRATEGY FOUR: Ensure FISCAL SUSTAINABILITY of the University
YEAR ONE: 2015-2016	<ul style="list-style-type: none"> • Create Center for Adlerian Practice and Scholarship • Implement campus culture initiative to increase internal community engagement 	<ul style="list-style-type: none"> • Launch one new Chicago Campus academic program • Establish Global Campus with 6 academic programs 	<ul style="list-style-type: none"> • Develop Excellence Plans in 10 domains (global learning, community engagement, academic affairs, student services, IT, educational technology, development, communications/marketing, HR and workforce development, and diversity), including infrastructure and capacity-building • Develop an institutional definition of "university" and "community" that drives the university's actions • Continue education for university community about online learning, nontraditional students, and emerging trends in higher education 	<ul style="list-style-type: none"> • Report on economic feasibility and required resources for a range of university strategies (e.g., certificates, service in Affordable Care Act, corporate partnerships, evaluation service for community partners) to pursue the most feasible strategies • Begin the Major Gifts Phase of the Comprehensive Campaign
YEAR TWO: 2017-2018	<ul style="list-style-type: none"> • Create an innovation incubator for SRP that supports faculty projects that advance SRP (e.g., seed grants and other supports/incentives); Become a solution partner for entrenched social issues 	<ul style="list-style-type: none"> • Launch new academic programs—1 on Chicago Campus and 2 on Vancouver Campus—with focus beyond mental health disciplines (such as public health, international studies, leadership) and leveraging the Institutes and Centers • Launch baccalaureate completion program on Global Campus 	<ul style="list-style-type: none"> • Continue Excellence Plans • Expand career service resources offered to students • Better target scholarships and incentives to community partners to enroll in academic programs and/or earn certificates through Adler University • Align support systems for targeted research efforts following assessment of research activities across the campuses 	<ul style="list-style-type: none"> • Launch an integrated Institutional Advancement function in Vancouver • Secure permanent asset of Chicago Campus facility • Invest in and occupy new Vancouver Campus facility • Create Endowed Chairs for Institutes, Centers, and/or community supervision of students

	KEY STRATEGY ONE: Advance SOCIALLY RESPONSIBLE PRACTICE in the University's activity and reach	KEY STRATEGY TWO: Diversify the UNIVERSITY's academic offerings in socially responsible practice	KEY STRATEGY THREE: Create EXCELLENCE and innovation in education and community engagement	KEY STRATEGY FOUR: Ensure FISCAL SUSTAINABILITY of the University
YEAR THREE: 2017-2018	<ul style="list-style-type: none"> Establish new metrics to measure mission effectiveness, quantify outcomes, measure community impact; raise awareness of impact and reputation of Adler University Establish an Institute for Social Change in Vancouver Host a community-wide contemplation exercise about SRP that deepens community understanding/integration and that supports a subsequent conference 	<ul style="list-style-type: none"> Launch one new Chicago Campus academic program and one new Global Campus academic program—to diversify programs and realize university identity Consider launch of a non-degree continuing education program to include clusters of stacked certificates 	<ul style="list-style-type: none"> Continue Excellence Plans Expand the Center for Learning and Teaching Inaugurate a new model for the Global Campus for online students to learn about and be engaged in communities Secure for Adler Community Health Services CARF-accreditation and Community Mental Health Center status with Illinois Medicaid; Explore potential of similar opportunities in Vancouver 	<ul style="list-style-type: none"> Begin the Public Phase of the Comprehensive Campaign
YEAR FOUR: 2018-2019	<ul style="list-style-type: none"> Host international conference on SRP Commit to a international advocacy effort 	<ul style="list-style-type: none"> Launch one new Chicago Campus program, one new Vancouver Campus academic program, and one new Global Campus academic program—to diversify programs and realize university identity Launch an academic program in a new format (e.g., competency-based, direct assessment) for nontraditional students 	<ul style="list-style-type: none"> Continue Excellence Plans Explore and invest in the optimum faculty model for Adler University (e.g., disaggregation of roles) Implement new range of ways for the Institutes to involve and influence the Global Campus (e.g., online Social Exclusion Simulation) 	<ul style="list-style-type: none"> Complete \$10M Comprehensive Campaign Achieve or exceed benchmark alumni volunteer and giving participation rates
YEAR FIVE: 2019-2020	<ul style="list-style-type: none"> Report mission effectiveness with quantified outcomes and illustration of community impact 	<ul style="list-style-type: none"> Launch one new Chicago Campus program, one new Vancouver Campus academic program, and one new Global Campus academic program—to diversify programs and realize university identity 	<ul style="list-style-type: none"> Continue Excellence Plans Embed a learning experience (e.g., certificate, academic program) within a marginalized community that traditionally does not access higher education 	<ul style="list-style-type: none"> Leverage completed campaign into launch of next Comprehensive Campaign