



ADLER
UNIVERSITY
For a more just society

DIVERSITY RECRUITMENT PLAN

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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

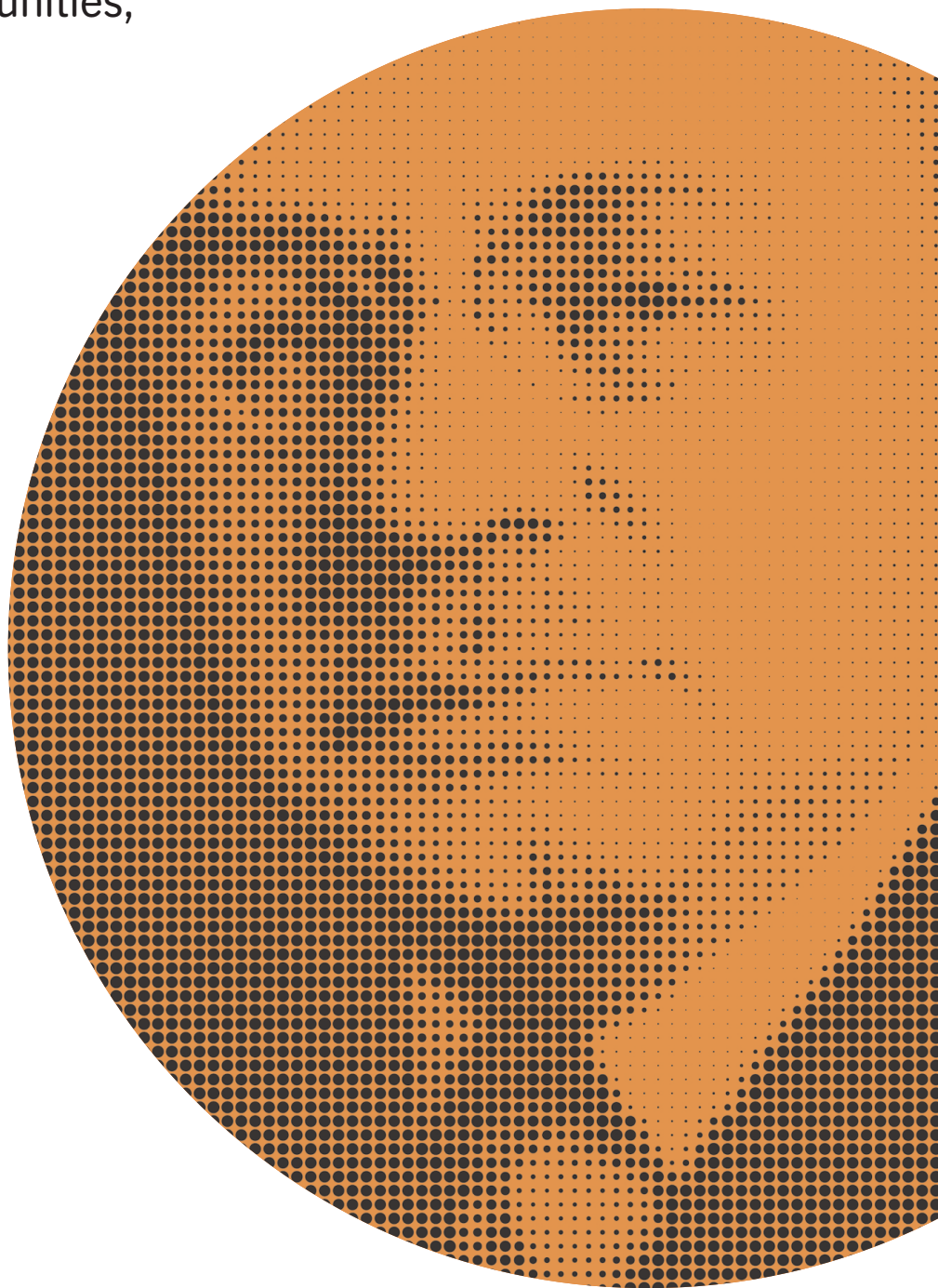
Community engagement is a collaborative partnership that strengthens communities, provides service, and prepares students.

SOCIAL JUSTICE

Social justice refers to the equitable distribution of economic, political, civil, cultural, social, and other resources and opportunities in society 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 this recruitment plan.

SUMMARY & PURPOSE

At Adler University, **we stand for social justice.**

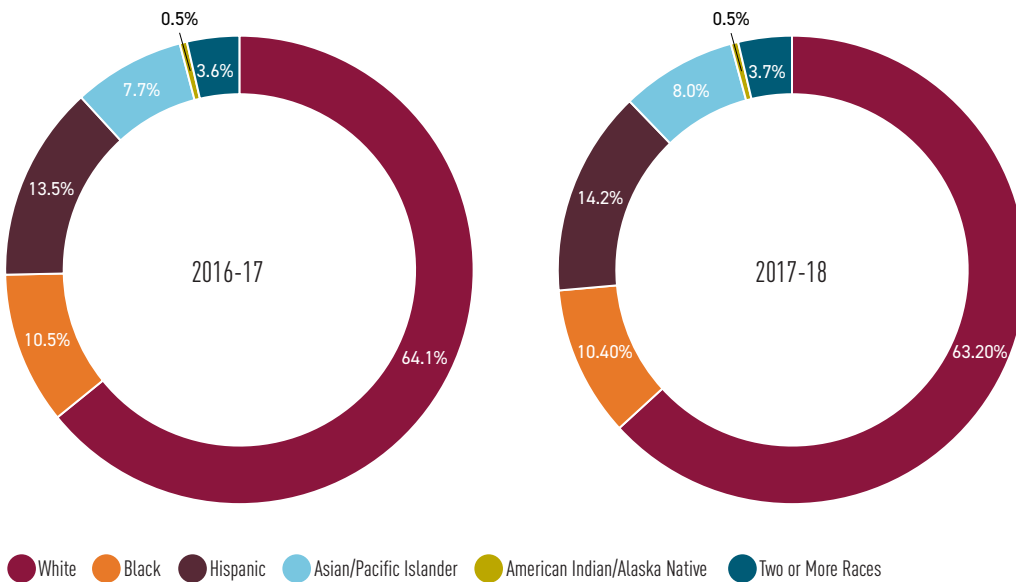
We continually examine what it means to be a social justice institution and hold ourselves accountable for living that mission. For us, that means a renewed commitment to diversity, equity, and inclusion in all aspects of our work.

Listening and reflecting on the demands of the Adler Community, this report serves to showcase the ways that we as a University are dedicated to increase the outreach to prospective Black Students, increase the percentage of Black Student enrollments, and diversify the student body overall across all three campuses. These recruitment strategies are illustrated in a multi-year diversity recruitment plan that aligns with our mission and vision of advancing social justice.



CONFERRED DEGREES FOR UNDERGRADUATE PROGRAMS

According to The Integrated Postsecondary Education Data System (IPEDS), the growth or decline of conferred undergraduate degrees by race/ethnicity varies from 2015 to 2018. While there has been a slight decline in graduates identifying as White or Black, there has conversely been a slight increase in graduates identifying as Hispanic, Asian/Pacific Islander, or Two or more races. Conferred degrees for graduates identifying as American Indian/Alaska Native has neither increased nor decreased in percentage. [Full data.](#)



Similarly, for conferred **Master's degrees by race/ethnicity**, from 2015–2018, IPEDS has reported a slight decline in graduates identifying as White, Black, or American Indian/Alaska Native, and conversely a small increase in graduates identifying as Hispanic, Asian/Pacific Islander, or Two or more races. [Full data.](#)

For conferred **Doctoral degrees by race/ethnicity**, from 2015–2018, IPEDS has reported a slight decline in graduates identifying as White or American Indian/Alaska Native, and conversely a small increase in graduates identifying as Black, Hispanic, Asian/Pacific Islander, or Two or more races. [Full data.](#)

↓
White, Black, or American Indian/Alaska Native
Identifying Graduates

↑
Hispanic & Asian/Pacific Islander or two or more races
Identifying Graduates

COMPARATIVE VIEW

U.S. DATA VS. ADLER CHICAGO CAMPUS

The information below illustrates two data sets: 1) the percentage of U.S. graduates by race/ethnicity in FY18 who have earned a degree within the fields of psychology, public administration, and social service and 2) the student body breakout by race/ethnicity at the Chicago Campus of Adler University over the past three years.

Conferred Psychology, Public Administration, and Social Service Degrees in the U.S.

According to the most recent reporting by The Integrated Postsecondary Education Data System (IPEDS), FY18 graduates within these fields of study are predominantly individuals who have identified as White, with the second-highest percentage identifying as Black for Master's and Doctoral Programs, and Hispanic for Bachelor's Programs. The percentage of conferred Bachelor's degrees by race/ethnicity is significant since Adler University typically draws students from this pool of graduates.

Bachelor's Programs



Master's Programs

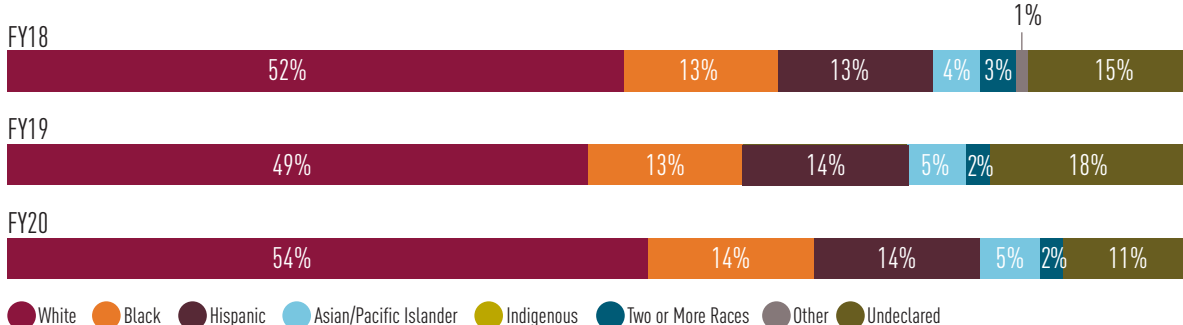


Doctoral Programs



Adler University Chicago Campus Student Body

From FY18 to FY20, the Chicago campus sees a slow but growing trend in students identifying as Black, Hispanic, or Asian/Pacific Islander. When comparing the Chicago campus student body makeup by race/ethnicity to the U.S. data above, Adler is very similar in percentages, particularly in comparison to the Master's Programs data. It's important to note that a significant percentage of Adler students have not identified their race/ethnicity and so are shown here as Undeclared.



COMPARATIVE VIEW

U.S. DATA VS. ADLER ONLINE CAMPUS

The information below illustrates two data sets: 1) the percentage of U.S. graduates by race/ethnicity in FY18 who have earned a degree within the fields of psychology, public administration, and social service and 2) the student body breakout by race/ethnicity for the Online Campus of Adler University over the past three years.

Conferred Psychology, Public Administration, and Social Service Degrees in the U.S.

According to the most recent reporting by The Integrated Postsecondary Education Data System (IPEDS), FY18 graduates within these fields of study are predominantly individuals who have identified as White, with the second-highest percentage identifying as Black for Master's and Doctoral Programs, and Hispanic for Bachelor's Programs. The percentage of conferred Bachelor's degrees by race/ethnicity is significant since Adler University typically draws students from this pool of graduates.

Bachelor's Programs



Master's Programs



Doctoral Programs



● White
 ● Black
 ● Hispanic
 ● Asian/Pacific Islander
 ● American Indian/Alaska Native
 ● Two or More Races
 ● Other

Adler University Online Campus Student Body

From FY18 - FY20, the Online campus has seen a decrease over the past three years, while those identifying as Asian/Pacific Islander have remained the same. Students identifying as Hispanic continues to decrease over the past three years while those identifying as Asian/Pacific Islander has remained the same. Additionally, we saw a slight increase in the number of students identifying as two or more races. It's important to note that a significant percentage of Adler students have not identified their race/ethnicity and so are shown here as Undeclared.

FY18



FY19



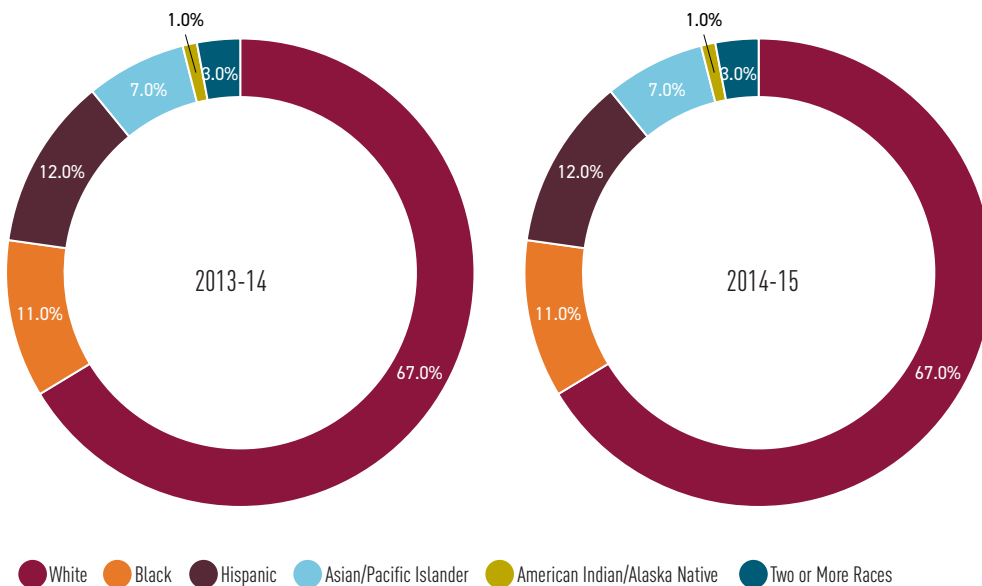
FY20



● White
 ● Black
 ● Hispanic
 ● Asian/Pacific Islander
 ● Indigenous
 ● Two or More Races
 ● Other
 ● Undeclared

CONFERRED DEGREES FOR UNDERGRADUATE PROGRAMS


In Canada, according to the National Center for Education Statistics (NCES), the growth or decline of conferred undergraduate degrees by race/ethnicity varies from 2013 to 2015. The percentage of conferred Bachelor’s degrees for graduates identifying as White has seen a slight decline over this time period. Conversely, there has been a slight increase in graduates identifying as Hispanic. The percentages of graduates identifying as Black, Asian/Pacific Islander, American Indian/Alaska Native, or Two or More Races have remained unchanged. 2013 - 2015. [Full data.](#)

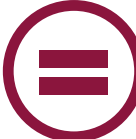


For conferred **Master’s degrees** by race/ethnicity from 2013 - 2015, NCES has reported no change in percentage of graduates identifying as White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, or Two or More Races.

 All Categories **Unchanged**

For conferred **Doctoral degrees** by race/ethnicity from 2013 - 2015, NCES has reported a slight decline in graduates identifying as White. There was no change in the percentage of graduates identifying as Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, or Two or More Races.

 White **Identifying Graduates**

Two or More Races **Identifying Graduates** 

COMPARATIVE VIEW

CANADA DATA VS. ADLER VANCOUVER CAMPUS

The information below illustrates two data sets: 1) the percentage of graduates in Canada by race/ethnicity in FY15 and 2) the student body breakout by race/ethnicity at the Vancouver Campus of Adler University over the past three years.

Conferred Degrees in Canada

According to the most recent reporting by the National Center for Education Statistics (NCES), graduates in FY15 are predominantly individuals who have identified as White, with the second-highest percentage identifying as Black for Master's and Doctoral Programs and Hispanic for Bachelor's Programs. The percentage of conferred Bachelor's degrees by race/ethnicity is significant since Adler University typically draws students from this pool of graduates.

Bachelor's Programs



Master's Programs



Doctoral Programs



● White
 ● Black
 ● Hispanic
 ● Asian/Pacific Islander
 ● American Indian/Alaska Native
 ● Two or More Races
 ● Other

Adler University Vancouver Student Body

From FY18 - FY20, the Vancouver campus has seen an increasing percentage of students who have not identified their race/ethnicity, shown here as Undeclared. The rise in international (non-resident) enrollments is a significant factor in this percentage growth. Additionally, there has been a slight increase in the percentage of students identifying as Two or More Races and a steady rate of students identifying as Black or Hispanic.

FY18



FY19



FY20



● White
 ● Black
 ● Hispanic
 ● Asian/Pacific Islander
 ● Indigenous
 ● Two or More Races
 ● Other
 ● Undeclared

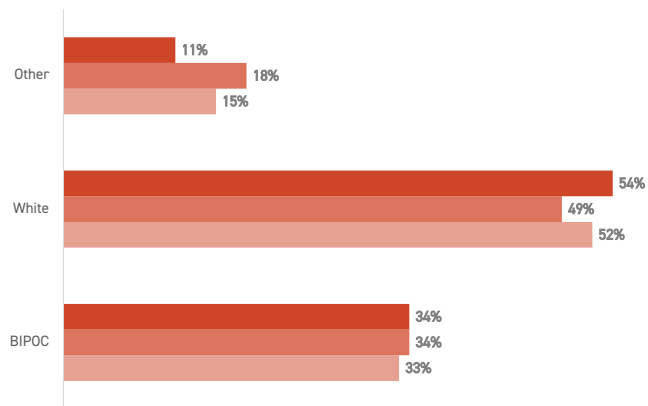
BIPOC STUDENT TRENDS

Adler University has adopted the usage of the term BIPOC - an acronym that stands for Black, Indigenous, and People of Color. The graphs below indicate the breakout of BIPOC students at Adler University versus non-BIPOC. Those included in BIPOC percentages are students who identified as Black/African American, Hispanic/Latinx, Asian, Indigenous, and Two or More Races. The Other category includes students who either selected this as an option or are Undeclared.

Chicago Campus

There was a slight increase in the percentage of BIPOC and White students since 2018. However, the significant decrease in students categorized as Undeclared can be related to the marginal increase in the other two categories.

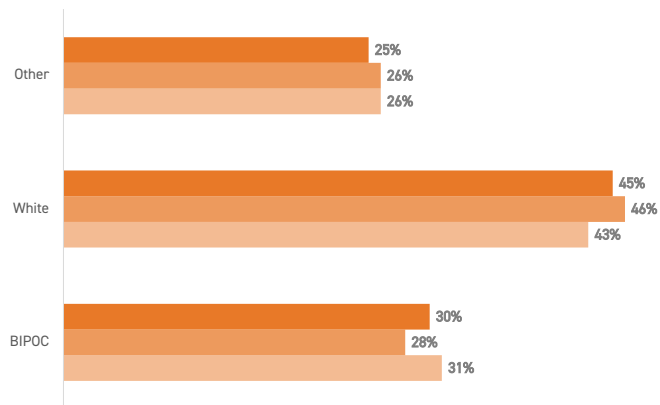
● 2020 ● 2019 ● 2018



Online Campus

From 2018 to 2019, there was a decline in BIPOC students. However, there was a slight increase in 2020. Students identifying as White made up the most significant percentage of the student body, increasing from 2018 to 2019 and decreasing slightly in 2020.

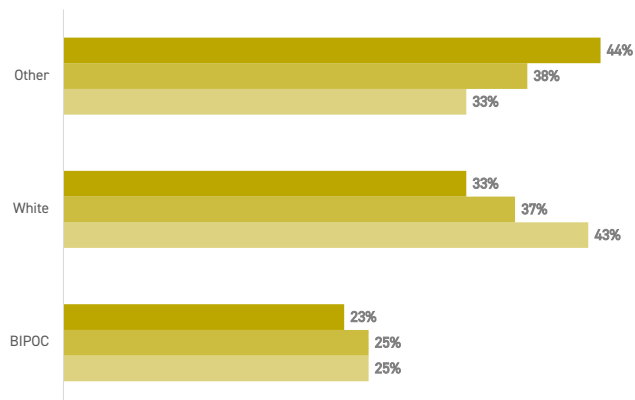
● 2020 ● 2019 ● 2018



Vancouver Campus

From 2018 to 2020, there has been a decline in the percentage of students identifying as White or within the BIPOC category, whereas the Other category has increased. The growth in international (non-resident) enrollments is a significant factor in the increased percentage of students within Other.

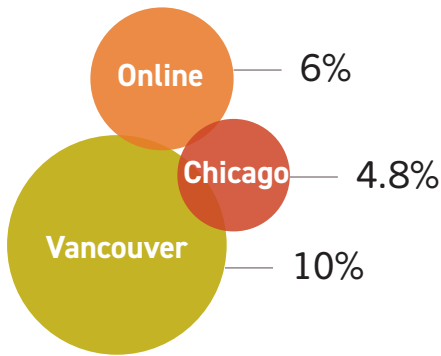
● 2020 ● 2019 ● 2018



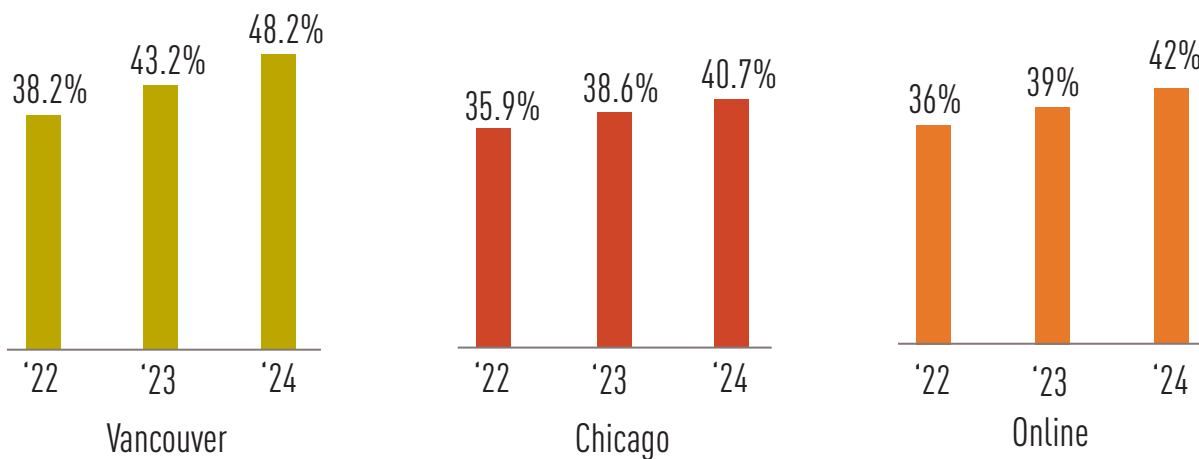
GOALS

Adler University remains committed to diversifying our student body and increasing enrolled students of color despite enrollment concerns across higher education. A Marketing and Admissions Recruitment workgroup was created to focus on diversity recruitment to ensure success in this area.

Increase incoming BIPOC new student enrollment over a three-year period.



PERCENTAGE OF INCOMING BIPOC STUDENTS BY YEAR



STRATEGY #1

Increase awareness of Adler University and its program offerings to attract a diverse population of prospective students better.

Tactics	Timeline
Test new advertising initiatives with media vendors that target predominantly black/minority audiences.	FY21 - FY22
Partner with industry-related, minority-based professional associations on any available marketing opportunities.	FY21 - FY23
Audit existing digital ads and/or create new ads to ensure imagery reflects diversity and inclusion.	FY21 - FY22
Create additional targeting within relevant marketing campaigns – i.e. HBCUs, African American fraternities, minority professional associations, etc.	FY21
Support lead engagement specifically for minority prospective students through the creation of communications that resonate with these segments (i.e. highlight minority students or graduates of Adler).	FY21 - FY23
Create additional content/stories/social media posts that feature minority students, graduates, and faculty.	FY21 - FY23

STRATEGY #2

Create a more robust scholarship program for Black Students starting in the FY22 year. Subsequent years will expand these opportunities for other BIPOC groups.

Tactics	Timeline
Define the selection criteria for each scholarship opportunity offered by the university.	FY23
Creation of a rubric for the scholarship selection process.	FY23
Share recipient submissions with prospective students to demonstrate the accessibility of scholarship dollars.	FY22
Develop and maintain articulation agreements with Undergraduate institutions to assist with the cost of continuing education.	FY23
Create a scholarship dashboard to assist in tracking the enrollment of BIPOC students as a result of scholarship efforts.	FY23

STRATEGY #3

Host and seek out events and information sessions that support the recruitment of BIPOC students.

Tactics	Timeline
<p>Continue to seek out events focused on minority student recruitment, starting with the FY22 season and continuing through the next three years.</p> <ul style="list-style-type: none"> • Events include McNair Scholars Fairs, California Diversity forum, Atlanta Consortium of HMBU Fairs, Fisk Graduate Fair, Idealist Fairs. • Expand classroom visits (PsiChi subchapter associations, clubs, and organizations focused on minority groups). • Increase attendance to professional organizations focused on minority professionals (Past events included Association of Black Psychologists Conference). • Seek out sponsorship opportunities with these organizations. 	<p>FY22 - FY25</p>
<p>Share the Black/African and Indigenous Theorists and Practitioners Adler Seed Grant information with prospective students and applicants by Summer 2022.</p>	<p>FY22</p>
<p>Black History Month Events posted publicly on the Adler website yearly: https://www.adler.edu/black-history-month-events/</p> <ul style="list-style-type: none"> • Formalize inviting all prospective students, applicants, and incoming students to diversity events and Common Hours hosted by the University starting in FY22. 	<p>FY22</p>

STRATEGY #4

Review and remove admissions barriers and propose changes to the process for the FY23 academic year.

Tactics	Timeline
Edit the current Admissions application to expand and better reflect various demographic categories.	FY22
Work with the Office of Institutional Effectiveness and the Office of Information Technology to establish a universal process across the institution to ensure consistency in the collection and maintenance of demographic data.	FY23
Review university documents for racial bias and majoritarianism to reflect a more inclusive institution representation during the FY22 year.	FY23
Review various admissions fees and propose changes for the FY23 academic year.	FY23
Review admissions process (required materials, interview, accept status) and propose changes for the FY23 academic year.	FY23
Attend faculty council meetings with a proposal to update the admissions process and procedures by spring 2022 for the FY23 academic year.	FY22 - FY23
Review required tests to ensure equity within the admissions review process by Spring 2023. Propose changes by Summer 2023 to implement changes for the FY 24 academic year.	FY23 - FY24

STRATEGY #5

Provide a sense of community to incoming and current BIPOC Students.

Tactics	Timeline
Introduce this strategy to campus leaders by Summer 2022.	FY22
Work with campus leaders to identify the appropriate students to engage with for this initiative by Summer 2022. Implementation will happen with FY23.	FY22-FY23
Upon acceptance, inform applicants of the network of current BIPOC faculty/staff/students by Spring 2023.	FY23
Upon deposit, invite incoming students to join student organizations focused on BIPOC.	FY23
Upon deposit, student leaders from the appropriate BIPOC student group will reach out via email with information on their group and an invitation to join for the FY23 year.	FY23

STRATEGY #6

Expand Diversity Programming for Incoming and Current Students.

Tactics	Timeline
Add a Master's level diversity assistantship by 2022.	FY22
Expand the current Diversity Scholars program by moving to a virtual format for the Fall 2021 session to increase participation.	FY22
Invite prospective students and applicants to the various Diversity related events and common hours hosted by the University starting in Fall 2022.	FY22
Survey incoming and current students on resources they feel would be of value by FY23.	FY23



ADLER UNIVERSITY