



2023-2026 STRATEGIC PLAN

BUILDING COMMUNITY FOR SOCIAL JUSTICE



ADLER UNIVERSITY STRATEGIC PLAN 2023-2026

Approved by the Adler University Board of Trustees
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EXECUTIVE SUMMARY

Over the past seven years, through a name change and an ambitious plan, Adler became a university animated by the principles and teachings of Alfred Adler. The development of Adler University, a community committed to excellence in the preparation of socially responsible practitioners, moves forward with courage and purpose in its Chicago, Vancouver, and Online campuses and their stakeholders with this Strategic Plan for 2023-2026.

The four strategies and related annual goals which appear in this plan will be reviewed by the University's Board of Trustees on February 9, 2023.

The strategies for 2023-2026 are:

1. Lead advancement of *SOCIAL JUSTICE* through Adlerian practice
2. Promote and foster *EQUITY AND BELONGING* at the University
3. Inspire and achieve *EXCELLENCE* in the University as a place to learn and work
4. Ensure *SUSTAINABILITY* of the University and its mission

These strategies and their 35 related annual goals staged over the three years of the plan are based on inputs gathered across the University through listening sessions and surveys developed with the guidance of the Strategic Plan Steering Team, which was comprised of students, alums, staff, faculty, and trustees. These goals will be monitored, evaluated, and adjusted as needed over three years to address changes in their implementation, financial feasibility, relationship to emerging external factors, and successful attainment.

The goals position the University's commitment to Alfred Adler's principles as a foundation from which to respond to social and economic conditions in the world, to achieve congruent responses to emerging needs within the institution, and to foster a healthy place to learn and work. Goals also establish the framework for the development of Points of Excellence in 10 domains, addressing the well-being, careers, and performance of students, the improved support of the learning and work environment, and the ability to work together across campuses as one university in advancing Adler's mission.

Achieving these goals will require the University community to continue its journey in leadership, social justice, equity, and excellence. We must lean into one another and understand in new ways the significance of Alfred Adler's recognition of our fundamental need to belong, a need that determines our health and well-being. The recent experiences of the COVID-19 pandemic have highlighted the struggles to remain connected socially and physically. But we must risk connection with the uncomfortable, unknown, and unfamiliar. Today we are challenged to move past naming the struggles of belonging to addressing them creatively.

Taken individually, the goals will move the University in its mission of graduating socially responsible practitioners, engaging communities, and advancing social justice. Together, the goals are a pathway to become the leading academic institution advancing socially responsible practice, healthy communities, and a more just society.

The results of the strategic plan for 2015-2022 are included here, along with a summary of the strengths, weaknesses, opportunities, and threats identified in the current planning process. An environmental scan of higher education is followed by an iteration of the University's mission documents and the four strategies and 35 goals of the plan. Through them, the work of Alfred Adler continues.

ACKNOWLEDGMENTS

This strategic plan is the result of contributions by scores of students, alums, staff, faculty, community partners, and trustees who engaged in discussions, input sessions, and surveys from September 2022 through February 2023. While many disparate and sometimes conflicting views were expressed along the way, the community's commitment to progressing social justice and Adlerian principles, graduating socially responsible practitioners, and being the leading academic institution advancing a more just society did not waver. The involvement of constituent groups came just as stakeholders were re-engaging or newly engaging with the university community following the first years of the pandemic; their effort and resolve to consider the future beyond current crises was remarkable and appreciated.

Throughout the development of this plan, the Strategic Plan Steering Team shepherded the process, reviewed its outputs, and considered ways to best incorporate the hopes and aspirations of stakeholders for the University, its students and alums, and its communities.

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Thank you to the team and to all those who contributed to this plan. 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.

INTRODUCTION: HISTORY, MISSION, VISION, AND VALUES

For 70 years, Adler University has continued the work of physician and philosopher Alfred Adler through the institution founded by his advocates and followers Rudolph Dreikurs, Bernard Shulman, Harold Mosak, Robert Powers, Bina Rosenberg, Sadie Dreikurs, and others. Woven into Adler's work were his beliefs in equality, civil rights, respect, and democracy. Alfred Adler pioneered the application of population health, health promotion, and community life to our understanding of the well-being of individuals in society, stressing the need to nurture a sense of belonging. In 1898, Adler was among the first to write about the social determinants of health, and he utilized family and group counseling, parent education, and teacher training to address these issues. Early in the last century, in the wake of war and the great influenza pandemic, he led community action, including the establishment of child guidance centers, to foster community health and mental health. When Adler died in 1937, his most significant proponent Rudolph Dreikurs emigrated to Chicago, moved into the settlement house and human rights organization Hull House, and began teaching about Adler. Dreikurs' first classes at Hull House and other convenings eventually became our institution. Alfred Adler's values, concepts, and work continue to drive Adler University today.

For the past 20 years, Adler University has ensured a consistent growth trajectory while many in higher education experienced enrollment vicissitudes. Across growth and change, our most successful contemporary endeavors have been those closely linked with our heritage and legacy. Our military psychology programs, the first of their kind, hearken to many of our founders, including Adler, who were military psychologists or physicians. Our highly regarded and recognized prison abolition efforts and our baccalaureate program for incarcerated people are a through-line from our work in prisons that began in the 1960s. Many of our most successfully enrolled academic programs, including

counseling and art therapy, are our oldest and have direct ties to founders. Our curricula answer the call of Alfred Adler and Rudolph Dreikurs for practitioners to go beyond traditional practice to be advocates against inequity, nationalism, and war. Our diversity and inclusion work is an extension of the writings of those founders as well.

Change across the past 20 years has been congruent with an institutional history of great evolution over our 70 years. At our start in 1952, we were primarily a Thursday evening lecture series about Adlerian principles and practice. By 1961, we had joined with University of Chicago faculty to co-author and cross-list the first psychology of women course. Across the 1960s, we began teaching all around the world. Our first accredited degree program was a master's offered in Chicago in 1975, in Vancouver in 1976, and in many other cities across the later 1970s. Our first doctoral program was developed in clinical psychology and began in 1987. From 1991-2009, our mission was to prepare psychologists in the tradition of Adlerian psychology; in 2010, we changed our mission to more broadly continue the revolutionary work of Alfred Adler:

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 articulated 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 were defined through stakeholder conversations and 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.

Our vision also evolved in 2010. As the extension of our Adlerian heritage, the vision calls the institution to be a premier higher education organization addressing socially responsible practice and its concomitants – locally, regionally, and globally – a unique resource that extends relevant practice, effects social justice, interprets policy, initiates advocacy, promotes academic reflection, and produces social action and change.

VISION:

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

Our values were developed through a process initiated by founder Bernard Shulman in 2004 and then revisited in 2010 to translate Alfred Adler's core principles into institutional and actionable values: Social Interest, Pluralism, Courage, Excellence, and Pragmatism.

In 2015, we became Adler University – a final and enduring name for our institution, following 24 years as the Adler School of Professional Psychology and 39 years prior as the Alfred Adler Institute. We augmented our campuses in Vancouver and Chicago with new world-class facilities, and we added the online campus. This transformation supports our mission to continue the work of Alfred Adler, a broader vision for leadership in socially responsible practice, and values based on our Adlerian heritage. The transition to becoming Adler University was remarkably smooth and positively received. Internal and external audiences consistently report that the new name more clearly describes the mission and vision of the institution. An increase in visibility and recognition has been realized as evidenced by increased enrollment leads, website traffic, media interest, foundation awards, and enrollment results. Recognitions and awards have been made possible by the change, such as receiving the Carnegie Community Engagement Classification (2015), being the final recipient of President Obama's Higher Education Community Service Award (2016), and establishing a chair for community mental health through partnership with Fulbright Canada / Foundation for Educational Exchange Between Canada and the United States of America (2022).

BECOMING ADLER UNIVERSITY: OUR 2015-2022 PLAN

When we changed our name in 2015, we detailed a plan for 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 in two countries on three campuses. A strategic plan steering team identified strategies and goals spread across the initial five years of the plan. Enrollment, new academic program, and revenue targets were set for each year. In 2018, the Board of Trustees extended the plan to 2022 to address changes in the enrollment markets in Chicago and online. Goals and targets were re-forecast. In 2021, the Board decided to move our next strategic planning discussion beyond the shadow of the COVID-19 pandemic to fall 2022 for a plan to begin in fall 2023.

Our strategic plan, titled **Becoming Adler University**, supported a broadening of our identity and a blueprint for achievement. We completed the plan in 2022, accomplishing 50 of the 55 envisioned goals of the plan. The transition from a psychology school to a university that prepares social justice practitioners was an evocative paradigm shift for many stakeholders. Our institution was repositioned within the graduate sector with an expanded platform to advance our mission.

WE GREW ENROLLMENTS AND REVENUES.

Since 2015, enrollments grew 56 percent and revenues 44 percent (fall 2014 enrollment 1,257 and revenues \$33.4M; fall 2021 enrollment 1,955 and revenues \$48.1M). Across this growth, significant markers of quality have been monitored and maintained: small class size, close faculty mentoring of students, student diversity, and qualifications of entering students.

Fourteen new graduate programs were started across the plan, including six at the doctoral level. The new Psy.D. program in Vancouver is Western Canada's first, and because it is a scholar-practitioner program, it is the first true Psy.D. in Canada. Last year, we launched our first undergraduate offering – an online baccalaureate completion program in applied psychology offered within Big Muddy River Correctional Center in Ina, Illinois.

We launched our third campus in 2015 with our Online Campus. We had offered online education since 2005 but, given that the future of higher education will be increasingly virtual, we decided to advance the University's readiness, competency, capacity, and excellence in online delivery through a new dedicated campus. Class size is small, courses are designed by a team of instructional designers and faculty, and courses are closely administered and monitored for student participation and faculty performance.

WE RETAINED AND GRADUATED STUDENTS – IN AN EQUITABLE WAY.

Since 2015, students have persisted year-to-year (92.6 to 97.2 percent across these seven years) and graduated (78.7 to 87.8 percent completion across these years). This performance is one to two standard deviations better than the postsecondary graduate sector.

BIPOC students are retained (92.3 to 96.4 percent across these years) and graduate (77.2 to 86 percent across these years) at the same rate as all students. Our sector normally sees one to two standard deviations difference between retention and completion of BIPOC students compared to all students.

WE INCREASED SCHOLARSHIPS, AND WE DECREASED STUDENT COST TO ATTEND.

Through fiscal planning and fundraising, scholarships increased several-fold – from \$938,066 in AY2015 to \$6.3M in AY2021 and \$6.7M in AY2022.

Scholarships grew, and we decreased our annual tuition raises – the result has been to control cost for students in a way that may be unique in our sector in this era. Over the past five years, from AY2017 to AY2022, average cost to attend for students has been held steady or declined (for a total decrease across these five years of 9.4 percent, compared to a 12 percent increase in our sector across this same time period).

WE COMPLETED OUR FIRST CAMPAIGN.

In 2014, we decided to launch the first campaign in our history. The decision followed progress of our first Office of Institutional Advancement which began in 2009, as well as careful studies to support readiness and capacity. The comprehensive campaign – the Adler Campaign for Social Justice – aimed to raise \$10 million for student scholarships, faculty and community initiatives, and capital needs for the three campuses. In 2022, we closed the Campaign with \$10.7 million raised, or 107 percent of goal.

WE ENHANCED SHARED GOVERNANCE.

Beginning in 2015, we crafted a decision matrix to define rules of engagement for participation in decision making for all stakeholders (trustees, president, senior management, staff, faculty, students) in shared governance to align university priorities and responsibilities. Across 2015-2016, faculty and staff across campuses drafted an initial decision matrix, defining inclusion in key institutional decisions. Two subsequent revisions have endeavored to keep the matrix evergreen. In 2018, a 22-member Cabinet – which includes senior management, additional administrators, and elected staff and faculty leaders from the three campuses – was established to augment shared governance.

WE CULTIVATED A CULTURE OF APPRECIATION.

Appreciation declarations are consistently solicited and shared in university meetings and communications. Awards have been established: annual President's Appreciation Awards for Leadership, Service to Students, and Teamwork (since 2016), annual Alfred Adler Social Justice Awards for students, staff, and faculty (since 2017), reworked faculty sabbatical and seed grant awards (since 2017), and annual Excellence in Teaching Awards for all three campuses (since 2019).

WE SUPPORTED IMPROVEMENT IN SUPERVISION OF EMPLOYEES.

In 2016, concern about the quality of supervision was deepened by research from Gallup which found that the quality of employee supervision in university settings is the most important variable in predicting success of alums. In 2017, a supervisor training program began in

cross-campus and cross-functional small groups with shared readings on supervision and management, assigned discussion topics, and an expectation to share managers' celebrations and challenges. The program evolved over the next two years (2018-2019, 2019-2020), went on hiatus during the COVID-19 pandemic (2020-2021), and has been relaunched (2021-2022).

The success of the program is clear. On the Gallup 12 survey item that has consistently been shown by research to be the most sensitive to quality of supervision ("At work, my opinion seems to count"), our baseline positive rating of 41 percent in fall 2017 rose to 74 percent by fall 2019. The item, "My immediate supervisor seems to care about me as a person," rose from 84 percent in fall 2017 to 91 percent in fall 2019.

WE SUPPORTED FIDELITY TO MISSION.

Socially responsible practice (SRP) is Adlerian practice in the contemporary context to advance social change in the pursuit of social justice. Curricular, practica, and extra-curricular elements support students to gain the knowledge, skills, and attitudes to become socially responsible practitioners. The Center for Adlerian Practice and Scholarship was established in 2015 and the Center for Civic Learning and Community Action was established in 2017 to provide infrastructure to support preparation of socially responsible practitioners.

Among activities for stakeholders that focus on and illuminate our unique mission, an annual retreat for all students, staff, and faculty has occurred for the past 11 years. Following the January 2019 retreat, a cross-campus stakeholder group of students, faculty, and staff reviewed inputs including past retreats, trustee deliberations, and other evidence to document why and how we have made Adler University more Adlerian across the past decade in *A Movement for Justice*, published in fall 2019. Recent augmentations to our mission include the expansion of Adler Community Health Service (ACHS) and the Institute on Public Safety and Social Justice (IPSSJ) and the achievement of 96 percent of student learning outcomes in our Student Learning Outcomes Assessment Program (SLOAP).

WE SUCCESSFULLY NAVIGATED THE PANDEMIC.

The COVID-19 pandemic profoundly affected – and continues to dominate – every aspect of our learning and work environment.

Five semesters were delivered remotely from March 2020 to June 2021 for the Chicago and Vancouver campuses, and the Online campus was a model and a training unit for the legacy campuses. Early decisions about delivery supported clear communication with prospective students and allowed resources to be dedicated to the development of high-quality online instruction and services. Planning was detailed and careful across the pandemic.

The collaboration and determination of students, staff, and faculty, as well as the leadership of the Cabinet and the Board, ensured the success of operations across the first two years of the pandemic. Students reported satisfaction with fall 2020 classes and an improvement from reports after the initial transition to remote instruction in March 2020. In 2020-2021, new student entering classes were three times larger than incoming enrollments across the rest of the graduate sector – with an overall 18 percent increase in starts. These enrollments drove the need for new faculty and staff. In a year during which U.S. higher education lost 13 percent of its workforce, we increased our workforce by 18 percent and made significant market and equity adjustments in workforce compensation. Students received 1,210 emergency relief awards in four rounds of funding across the year in the amount of \$1.2 million – supported by fundraising, fiscal planning, and government grants.

In 2022, we worked to navigate the pandemic as an ongoing situation rather than as an emergency, even as alarming signs of increased pandemic distress and fatigue were clearly visible for employees and students. Two of our most significant initiatives were a new flexible and hybrid work philosophy, which we believe will make the University a more progressive and competitive workplace, and an increase in the quality and quantity of mental health supports for students.

To address the pandemic outside the institution, the University expanded its community partnerships. For example, in 2020, Adler Community Health Services (ACHS) expanded its programming with our partner After School Matters to provide free, accessible mental health services to teens. These efforts were recognized with a visit from U.S. Surgeon General in late 2022.

WE SET A COURSE TO MAKE ADLER AN ANTI-RACIST UNIVERSITY.

Our institution was founded in 1952 as a haven from anti-Semitism directed at our mostly Jewish founders, as well as from derision by Freudian and behaviorist practitioners and scholars directed at Adlerians. We have worked since 2003 to build on this legacy by defining learning outcomes in all our curricula related to diversity and justice, launching the Community Service Practicum (now repositioned as the Social Justice Practicum), beginning a Diversity and Inclusion Committee which regularly assessed the institutional climate and led initiatives, starting the Institutes for Social Change (which continue today in our institutes and centers), and initiating routine diversity and inclusion training for employees.

Regular institutional diversity excellence plans increased the diversity of our trustees, employees, and students; realized the BIPOC student persistence and graduation results as cited above; led to mentoring and supportive initiatives for prospective students, students, and employees; increased expectations and competency for teaching and learning in diversity, equity, and inclusion for both students and faculty as measured by the Student Learning Outcome Assessment Program (SLOAP) and by faculty performance evaluations; and supported increased scholarships as cited above. The 2018 call from Black students and faculty for a chief diversity officer was answered by the hire of our inaugural Vice President for Diversity and Inclusion in summer 2019.

In 2020, the murder of George Floyd by the Minneapolis police, the activism it prompted, and President Trump's declaration of war against Black people were felt deeply at Adler. By May 2020, these events contributed to growing acknowledgment of structural racism within the University. Black students, staff, and faculty enumerated concerns that had been raised previously but had not been fully addressed. Concerns included too few people of color on the senior team; microaggressions and aggressions in classes; over reliance on people of color to address racism in our classrooms; experiences of inequity in workload; and non-Black students, staff, and faculty not understanding the trauma and experience of Black people inside and outside of the University. In June 2020, members of the University's Black community brought forward a document titled *Black Community Demands and Expectations* (BCDEs), outlining 48 demands for changes in the workplace and learning environment.

The University, with gratitude, worked to fulfill the BCDEs; all 48 demands are progressing or completed. For example, a Black Caucus was institutionally supported and its Chair seated on the Cabinet, annual staff and faculty performance review was redesigned and enacted to better specify and evaluate concrete performance goals related to diversity and inclusion, and faculty job descriptions and selection processes were revised to better incorporate expectations of faculty competency in diversity and inclusion.

In addition to work to address the BCDEs, significant efforts are occurring to advance diversity, equity, and inclusion: a multi-year curricular transformation initiative that will rework all academic programs, classes, pedagogy, and learning outcomes; an indigenous readiness assessment on the Vancouver campus that has generated recommendations for partnerships, programs, curricula, student placement, and social and physical infrastructure; a multi-year diversity student recruitment plan; an Anti-Racism and Inclusion Committee established within the Board of Trustees following input from stakeholders across the University; changes in human resources policy and procedures for internal and external posting of positions, new in-house and external resources devoted to candidate sourcing, and ongoing revisions in how candidates are engaged, screened, and interviewed.

WE IMPROVED OUR CAMPUS FACILITIES.

In Chicago, we exercised the purchase option that we established when we built, leased, and occupied our award-winning 100,796 square-foot central-Loop facility in 2010. We closed on the \$25M purchase in 2016 – owning our campus for the first time in our history, securing a long-term asset, and resulting in annual savings of \$1.6M.

In Vancouver, we designed a world-class urban-loft campus to match our Chicago facility. Since 1976, Vancouver classes had been delivered in leased office space not designed as educational space. In 2017, we occupied our new campus through a \$3.1M investment by the University. The new Vancouver facility communicates our values and supports our work. The campus is in the downtown Education District in 30,500 square feet across five contiguous floors with a street-level lobby and signage. Classrooms, faculty and staff offices, and common spaces are placed in a non-hierarchical design to support both collaborative learning and private study. The facility's proximity to the Downtown Eastside neighborhood affords the campus community the opportunity to be an authentically engaged neighbor to the challenged local community.

In Chicago and Vancouver, in 2021 as we returned to in-person learning and work, we replaced all technology infrastructure and all classroom technology in both facilities.

The significant achievements of the past seven years are remarkable for their breadth and depth. They illustrate the commitment of students, staff, faculty, and trustees to respond to needs made evident when the last strategic plan was developed and to meet emerging needs along the way. These accomplishments were responsive overall to context, and many also pointed to what is possible in moving for social justice. The environment for graduate education in 2023, however, is different and will require new approaches, while we stay the course for social justice.

ENVIRONMENTAL ASSESSMENT

Higher education in 2023 remains enormously impacted by the COVID-19 pandemic and its ongoing effects. Many of the trends affecting higher education today and into the near-term future are also directly related to or influenced by the pandemic response. The nine trends enumerated here for people, programs, and performance of educational institutions are among the environmental issues reviewed in discussions with stakeholders.

DEMOGRAPHIC TRENDS IMPACTING ENROLLMENT.

Demographic trends vary widely across North America and the online context.

In Canada, enrollment in higher education consistently grew since 2000. Total enrollment in [both universities and colleges](#) reached nearly 2.2 million in 2019-20, driven significantly by increased international student matriculation.

In the United States, enrollment dropped precipitously during the pandemic, a total decline of 7.4 percent or 1.3 million students since spring 2020. Most of this decline is among undergraduate student enrollment; graduate student enrollment dropped .8 percent in spring 2022 compared to spring 2021.

Online education benefited enormously from the COVID-19 pandemic as it provided a platform for students and faculty to continue their work together despite institutional shutdowns. Greater familiarity and experience with online education helped alleviate concerns about quality. In the U.S. alone, full-time, online enrollment at the graduate level increased by 1 million students between 2019 and 2020, a remarkable jump compared to the 400,000-student increase between 2012 and 2019.

STUDENT EXPECTATIONS.

COVID-19 experiences shifted student expectations in significant ways. Students are more discerning, skeptical, and vocal. Often, specificity in students' career goals has sharpened, and when those goals align with

or require higher education, they expect programs that are affordable and flexible, connect directly to their career goals, and promise them the shortest possible time to degree to reduce cost and debt load.

Additionally, currently enrolled students expect that their institutions will consistently make significant progress in larger systemic issues such as diversity, equity, inclusion, and other social justice issues. Students do not perceive the pandemic as a sufficient reason for stalled progress on these issues, and they are prepared and organized to hold their institutions publicly accountable when they fall short of desired outcomes. Students are comfortable publicly challenging institutional leadership and are savvy about using digital and social media to bring pressure and attention to their causes.

HIGHER EDUCATION WORKFORCE.

The upending of the workforce is among the most remarked-upon impacts of COVID-19 on higher education. There are differences between impacts in Canada and the U.S. Broadly speaking, the "great resignation" that continues to generate conversations and media coverage in the U.S. [never materialized](#) in Canada. Budgets for non-academic university staff decreased 1.6 percent across Canada, while instructional staff salaries declined 0.2 percent. These small decreases indicate layoffs and non-renewals of contracts, but employment data across industries shows low rates of quitting and significantly less churn than occurred in the U.S.

In the U.S., after shedding more than half a million jobs, college and university leadership is finding it difficult to retain current staff and recruit new hires in what the College and University Professional Association for Human Resources (CUPA-HR) is calling a "talent crisis." A May 2022 [survey](#) of current employees at 950 institutions highlighted retention issues. More than 57 percent of respondents indicated they were likely to leave their jobs in the next 12 months.

DIVERSITY, EQUITY, INCLUSION, AND BELONGING.

In summer 2020, work within higher education accelerated regarding diversity, equity, and inclusion – with a particular focus on the impact of systemic racism on Black students, faculty, and staff. Both [U.S.](#) and [Canadian](#) institutions made bold commitments to advancing anti-racist policies and community standards.

Institutions are increasingly focusing on inclusion and belonging, turning to survey work to attempt to establish baseline data for how connected students, faculty, and staff from historically marginalized groups feel toward their institutions. In turn, the surveys are being used to help in creating actionable plans with built-in accountability measures to demonstrate their commitment to advance this ongoing work.

At the same time, Canadian institutions continue their work to recognize and address barriers to higher education for indigenous people, driven by the Truth and Reconciliation Commission's 2015 report, which contained 93 recommendations, many of which focused on postsecondary institutions. Professional organizations are also working to address disparate treatment of indigenous people in health care through revised standards of care and practice.

MARKET SHIFTS IN GRADUATE EDUCATION.

As Canadian higher education continues its recovery post-COVID-19, recapturing the country's destination-of-choice standing with international students is imperative. Expansion of online graduate programs will spur additional competition to entice international students to commit to institutions in Canada, as will improving and expanding student services and supports.

In the United States, enrollment in online graduate education increased 63 percent in 2019 and 2020, while enrollment in hybrid programs increased 102 percent and face-to-face enrollment was cut in half. The market for graduate education continues to be extremely competitive, due to both a small number of large online institutions winning online market share and a remarkable increase in master's degree programs across the country over the last decade. [U.S. Department of Education data show](#) that between 2011-2012 and 2021-2022, institutions added more than 9,000 master's degree programs.

Ways in which institutions are seeking to compete for enrollment include compressing courses of study to one year and offering certificates and other short-term credentials, seeking to appeal to students who are concerned about cost and debt, as well as the extent to which graduate study might disrupt their career path and earnings.

FOCUS ON WORKFORCE OUTCOMES.

In recent years, corporate and foundation interest in higher education has diversified from an access and success agenda to a concerted effort to push higher education to better meet workforce needs. Many see this movement as a natural outgrowth of a broad societal shift from seeing higher education as a public good to seeing it as primarily a platform to launch students into careers, preferably high-paying ones that will continue to drive state, local, regional, and national economies. However, [recent research](#) may indicate a some shift in American public opinion back toward higher education as a public good.

SHARED GOVERNANCE.

The state of shared or collegial governance in higher education remains controversial, both in Canada and the U.S. The significant demands of the pandemic on higher education led administrators on some campuses to move more unilaterally than their faculty may have hoped or expected, and some faculty see these moves as potentially precedent setting. Meanwhile, administrators feel pressure to quickly address institutional-level issues that can threaten the very existence of the institution and can perceive extensive faculty consultation as slowing necessary public health and economic decisions.

Non-teaching staff are also advocating for an increased role in institutional governance following the pandemic, as some have sustained pandemic-driven financial cuts, including layoffs and benefits reductions, in order to preserve the academic endeavor of institutions, most often without access to the rights and responsibilities of shared governance afforded to faculty. Students continue to seek a larger, formal role in institutional governance beyond traditional student government structures.

[The Edelman 2022 Trust Barometer](#) underscores that trust in institutions of all types continues to decline – nearly six in 10 respondents say their default is to distrust until they are given a reason to trust. This lack of trust is contributing to faculty, staff, and student dissatisfaction and calls for increased representation and agency.

FINANCIAL SUSTAINABILITY.

Viability of our business model and finances remains the most pressing issue facing higher education, regardless of location or modality.

In the United States, at least 80 public and private non-profit private colleges in the U.S. have [closed or merged](#)—or announced plans to do so—since 2016. This is less common in Canada but a threat nonetheless. In February 2021, Laurentian University in Sudbury, Ontario, declared financial insolvency due to several factors, including declining enrollment. Following an 18-month process, Laurentian is [preparing to exit insolvency](#) after reaching an agreement with creditors and following the reduction of programs at the undergraduate and graduate levels, along with a major sale of assets to the province of Ontario.

To avoid more drastic consequences, many colleges and universities are seeking various forms of partnership in the hopes of bolstering finances. Among the approaches considered are [course sharing](#), programmatic partnerships, consolidation of back-office functions, the creation of new university networks, and mergers or acquisitions.

ACCOUNTABILITY.

Consumers are holding colleges and universities to high standards as they continue to question the value of higher education. This outgrowth of consumerism continues to pose an enormous challenge to higher education as it asks prospective students to invest time and resources to pursue a degree that promises its value will become evident post-graduation.

Policymakers also continue to pursue an accountability agenda. The conversation about the perceived inability of higher education to address spiraling costs charged to students and families has reignited. Institutions should expect significant legislative action around cost, as well as increased state legislative action targeting public institutions.

As higher education and society continue their recovery from the public health and economic emergency of COVID-19, additional trends will come to the fore, as will their accompanying challenges. The increased access to and influence of artificial intelligence is emerging as an issue to be addressed. Similarly, the increasing and destabilizing effects of climate change on equity, international study, careers, and program delivery are only recently gaining attention in the academy. Innovation, flexibility, and attention to these and coming trends are necessary for any institution to be socially responsible and fiscally sustainable.

INTERNAL ASSESSMENT AND DEVELOPMENT OF THE PLAN

Feedback from student, alums, staff, faculty, community partner, and trustee sessions and surveys illustrated how many facets of the environmental assessment resonate with our stakeholders. Comments reflect attenuated trust in institutions and leaders and an overall sense of a less secure future. Comments also suggest disappointment among respondents that structural changes alone have not created a more secure environment. The tone suggests fatigue, wariness, and deep concern about the environment for higher education. The ongoing social backdrop of economic issues, racism, social injustice, and the pandemic were also woven into respondents' comments.

Adler University's Strategic Plan for 2023-2026 covers three years in contrast to its predecessors which were five-year plans. The decision to shorten the period for this plan acknowledges the uncertainties in higher education that are highlighted in the environmental scan.

Over the last four months of 2022, students, alums, staff, faculty, and community partners contributed to the development of the plan. Following an open call, more than 120 individuals participated in 14 input sessions held across the three campuses, most in person. The comments collected during these sessions identified various strengths, weaknesses, opportunities, and threats to the University, while also reflecting on environmental trends in higher education. The Board of Trustees also reviewed the content of the environmental scan, considered the themes emerging from the overall input process, and offered perspective and input. Stakeholder feedback reflected five areas of interest for the Adler University community:

- Social justice as the focus of the mission of the institution,
- Student experience both while attending and following graduation,
- Excellence in how the school operates,
- Continuing the process of becoming one university, and
- Sustainability of the institution.

After validation by the Strategic Plan Steering Team, these areas of interest were endorsed and expanded upon in surveys sent to all students, alums, staff, and faculty. Like those participating in the input sessions, survey respondents made observations about the environment for higher education and offered their views on the University's strengths, weaknesses, opportunities, and threats. In all, the surveys strongly endorsed the areas of interest named in input groups, generating an additional 780 comments to the 750 collected in person, thus further explicating those themes.

STRENGTHS.

All stakeholder groups identified the University's mission and Adlerian heritage of social responsibility as its most important strength. Participants knew the institution's mission and spoke eloquently about the many ways that the mission, vision, and values are critical to them in their learning and work. Community partners and alums were consistent in identifying social responsibility in the institution's work as significant to them. Students and faculty also reported that they view community partnerships as a particular strength of the institution.

Students and faculty also spoke with pride about application of Adlerian content in programs, specializations within mental health, and quality of education. Community partners spoke about the quality of students and alums. Many internal stakeholders shared that the modern campus facilities, accreditations, reputation, and passionate student body attracted them to the University.

WEAKNESSES.

Stakeholder groups identified internal weaknesses – many operational in nature, such as difficulties lingering from pandemic remote working and learning, or administration of the Social Justice Practicum – that they want resolved in the current plan. Many of these issues are being addressed in efforts already designed and set to launch in the plan's first year. Issues of resources and affordability were frequently noted. Students spoke to a need for services, including additional career services. They also commented on a need for communication approaches that acknowledged the disruptive effects of the pandemic on their educational experiences and that resembled their social media use. Some students and faculty noted that the University's limited resources made attainment of social justice outcomes difficult.

Some stakeholders in groups and surveys commented on a need to better define social justice and better measure outcomes related to the University's mission. Many would like to see us operate with fewer silos and as one university. To accrue the benefits of being a university, they note that we will need to increase cooperative ventures and resources among programs and campuses.

Adler University's reliance on student tuition have contributed to making it less affordable for students. All student input groups and some other stakeholder sessions spoke to the cost of education as a weakness. Many students observed that their future work in socially responsible practice, particularly in mental health work, may not lead them into adequately compensated jobs to repay student debt from undergraduate and graduate education.

OPPORTUNITIES.

Centering the work of anti-racism and indigenization was regularly viewed by stakeholders as critical to the ongoing success of Adler University. Stakeholders expressed interest in partnering with others in this work and facilitating corporate and academic partnerships with organizations that share these commitments.

Survey respondents pointed to external opportunities to support the University's future, and chief among these was the perspective that we are well positioned to expand partnerships and engage alums. Continuing to broaden program offerings of the institution beyond mental health disciplines is generally agreed to be important, and identifying additional certificates and micro-programs available to current and past students was widely endorsed. Advancing leadership that is socially responsible in corporate, non-profit, and higher education settings was viewed as a positive prospect.

THREATS.

All stakeholder group input sessions were remarkable for their continued sense of hopefulness about the future of Adler University. The pace of global change and reverberations from international authoritarianism was a general concern among many participants in the planning process. Stakeholders urged the University to respond to major social, economic, technological, and demographic trends. They expressed concern about the reliance on tuition in an educational marketplace with heightened competition for quality candidates. This competition for students and faculty was also linked to a concern that the University's core identity, its ongoing development as a force for social justice, and its sense of community could be lost.

In addition to these observations, across all input sessions and surveys, a total of 348 goal statements were drafted by those participating.

REVISION OF MISSION AND VALUES

The scope of this planning process did not include explicit reconsideration of our mission documents, but stakeholder feedback led to two revisions.

The mission statement currently identifies Alfred Adler as “the first community psychologist.” This characterization of our sage no longer holds utility. When the mission was authored in 2010, the institution was still a school of professional psychology. While Adler was and is vital to the development, current, and ongoing practice of psychology, the discipline itself did not exist as a profession during most of his lifetime. Adler was educated as a physician and is important as a philosopher, activist, and source for inspiration across disciplines. The mission statement will lose the “first community psychologist” nomenclature and allow the university community to continue to interpret and augment the work of Alfred Adler over time.

MISSION:

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

Of our five values, the value of Pluralism was found lacking by stakeholders in its name and definition. In 2010, the term pluralism was chosen as it was a preferred label for diversity and equity work in Canada. Since then, the term has lost value, and the definition that was then authored – “We respect and celebrate human diversity and difference.” – is incomplete. Equity replaces the term pluralism with an enhanced definition within our value statements.

SOCIAL INTEREST:

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

EQUITY:

We respect and celebrate human diversity and difference, and we actively enact anti-racism, indigenization, equity, inclusion, and belonging inside and outside the University.

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.

STRATEGIES AND GOALS

Review of the environmental scan and stakeholder input led to identification of four strategies for 2023-2026.

1. *Lead advancement of SOCIAL JUSTICE through Adlerian practice*
2. *Promote and foster EQUITY AND BELONGING at the University*
3. *Inspire and achieve EXCELLENCE in the University as a place to learn and work*
4. *Ensure SUSTAINABILITY of the University and its mission*

Strategies serve as statements of intent or direction to further the University's mission in the current planning period. Each strategy serves as a category for which draft goals are developed for each year of the three-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 the 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 strategy is broadly described here. A summary table of strategies and draft goals is presented on pages 25-27; enrollment results and resource requirements are forecast on page 28. The arrangement and tempo of draft goals is ambitious, developmentally stepwise, financially feasible, and attainable.

STRATEGY ONE:

Lead advancement of SOCIAL JUSTICE through Adlerian practice

All stakeholders describe the most important defining feature of the University's identity, distinctiveness, and strength as the centrality of social justice within the University's mission. Our Adlerian heritage and practice

across 70 years led directly to this declaration in our mission and to our focus on preparing socially responsible practitioners, our unique contemporary formulation of Adlerian graduates across disciplines including and beyond psychology. This strategy supports the university's vision to be "the leading academic institution advancing socially responsible practice, healthy communities, and a more just society." The strategy also supports our founders' dream and current stakeholders' desire for social justice to be realized in every aspect of our organization and its outcomes. The prior strategic plan established three campuses pursuing socially responsible practice; this strategy unifies one university committed to social justice.

In the first year of the plan (2023-2024), a university-wide process will craft a shared understanding of what social justice means for shared governance and operations. A finding of the Comprehensive Assessment of the President in 2022 was that stakeholders had widely divergent understandings of what social justice should mean for shared governance at Adler, and indeed even about what shared governance is. A major recommendation of the Comprehensive Assessment was community alignment of what social justice and shared governance mean for operations, policies, decision making, and communications. Stakeholder input confirmed a universal pride and enthusiasm for commitment to social justice, as well as this need for a shared understanding of participation at the University. Some stakeholders spoke for consensus or voting for all or most institutional decision making; others described siloing or fractures in culture as a result of misaligned expectations; others experienced intolerance for differences in beliefs or skills within and across levels of the University, as well as between campuses. The year-long process will utilize the power analysis that will be completed by summer 2023, the guiding document *A Movement of Justice*, and facilitated discussion across students, staff, faculty, and trustees. The process is expected to clarify expectations, definitions, and roles; increase the community's sense of belonging; reinforce the campuses as one university; and foster empathy, curiosity, and understanding.

Stakeholders also expressed a strong desire for the community to come together as one university to address social justice issues, such as climate emergency, beyond the work that is currently completed through classes, practica, partnerships, and centers and institutes. In past years, Adler Action Days have been a way for each campus to define student and employee action – such as a protest, a letter-writing campaign, fundraising for a grass-roots organization, or a lobbying visit to legislators. Year one of the plan (2023-2024) elevates Adler Action Days as a way for students, alums, staff, and faculty to together identify an issue and ensuing action on an annual or more frequent basis. Across the plan, we will explore how to coordinate unified action across other structures and initiatives (such as across student organizations, Common Book program, and annual Social Justice Summit) around a central justice issue or theme selected by the community on an annual basis.

In the second year of the plan (2024-2025), we will leverage past and current successful community mental health promotion initiatives, such as our partnership in Chicago with After School Matters for teen wellness, to identify and launch a response to the ongoing mental health crisis in the wake of the pandemic. A new center, institute, or other initiative will enable us to realize our unique position and responsibility to address this major global challenge for our generation.

We will also, in the second year of the plan (2024-2025), reinforce Adler's leadership position as a resource for social justice in higher education and beyond by establishing a consortium or association for universities and colleges focused on social justice, similar to the type of affiliation universities create through athletic conferences. The association will be a resource to realize synergies between universities whose mission and work focuses explicitly on social justice – beyond a mission which includes diversity, equity, and inclusion. Institutions that would be invited might include the New School of Social Research or the New School, Antioch University, and Naropa University. The consortium will have its first meeting in the third year of the plan (2024-2025).

Year two of the plan (2024-2025) will also be a time to deepen understanding of our Adlerian heritage through continuation of the social justice stakeholder conversation from the prior year, revision of our employee and student orientation processes, wider promotion of A Movement for Justice, and other initiatives. These endeavors should not try to educate all stakeholders about Adlerian psychology as we have attempted in the past; rather, they should level-set regarding an Adlerian worldview and Alfred Adler's broader philosophy – our most important intellectual capital. In parallel, to edify curricular focus on social justice, community and employer advisory groups or committees will be appointed for academic programs, departments, campuses, or other structures.

In year three of the plan (2025-2026), new metrics will be published to measure the effectiveness of the University's mission – to better quantify outcomes (for example, alum accomplishments in terms of social impact and socially responsible practice rather than simply in terms of stories, jobs secured, populations served, employer reviews) and better measure community impact. The search for and establishment of these metrics will begin in the first two years of the plan (2023-2025). Such metrics have remained quite elusive for all higher education, and indeed were the only initiative proposed and not achieved from our prior strategic plan. This major initiative is expected to help the University become more mission-focused and raise its visibility and reputation. This high-value proposition will require significant staff and faculty resources to be successful.

Stakeholders expressed a desire to influence and be useful to the business or corporate sector. In year three of the plan (2025-2026), we will define, develop, and market an initiative to partner with that sector to better meet social responsibility and justice objectives.

STRATEGY TWO:

Promote and foster EQUITY AND BELONGING at the University

The imperative of diversity, equity, and inclusion work follows clearly from our mission, vision, and values; its paramount importance is understood and expected by all stakeholders. The university community has learned, with gratitude, especially from Black stakeholders, that the University's classrooms and offices have not consistently centered the talents and needs of diverse students, staff, and faculty. Review of outcomes, stakeholder feedback, and the external scan demonstrate that the University has been more successful in equity of outcomes (such as recruitment of diverse students and leaders, retention and completion of BIPOC students) than inclusion and a sense of belonging. Decades of concerted attention and the promise of more recent efforts – such as progress on the Black Community Demands and Expectations and establishment of the Board of Trustees' Anti-Racism and Inclusion Committee – will advance in measurable ways across the course of the three-year plan. This strategy provides a focus for this work – and at the same time, diversity, equity, and inclusion will be infused across the other strategies of the plan, rather than constrained within a single strategy. Central to this strategy is that this work is an active and ongoing journey – mistakes are inevitable, accountability is essential, and growth and progress are required to achieve systemic equity for all people. Many stakeholders conflate social justice with diversity, equity, and inclusion – establishing this strategy clarifies that these are related but separate constructs and pursuits.

The University Anti-Racism and Inclusion Plan was approved by the Board of Trustees in August 2021 and work was completed and outcomes achieved over the two years that followed. In year one of the plan (2023-2024), we will declare successes and shortcomings for outcomes defined for the current plan. We will formulate a new University Anti-Racism, Indigenization, and Inclusion Plan with robust participation of students, staff, and faculty to address problems identified by stakeholders in the current plan. Feedback relevant for revision of the plan includes reports that many do not see themselves in the plan, the language and some of the anti-racism goals are USA-centric, capacity for restorative justice work for student and employee conduct or injury has not been

fully realized, and many would like to see more of a focus on belonging. We will also make use of any feedback that arises from the power analysis that will be completed in summer 2023. The new Anti-Racism, Indigenization, and Inclusion Plan will continue pursuit of measurable outcomes in the second and third years of the plan (2024-2026).

The most recent diversity climate and belonging survey was administered in May 2021. We followed up the survey results with actions (such as revision of reporting mechanisms for claims of discrimination), but many of the results were difficult to interpret because the instrument was not a standardized one and had unknown psychometric properties. In year one of the plan (2023-2024), we will administer one of the many available well-established instruments to investigate campus climate and belonging. We will share results and follow up with initiatives. We will consider the possibility of using different instruments in Chicago and Vancouver, as there are differences in how the U.S. and Canada conceptualize diversity. The instrument(s) will be readministered in the third year of the plan (2025-2026) to assess results of our ongoing efforts.

We will also, in the first year of the plan (2023-2024), support alum belonging – to move them to become more of an engaged and sustaining community for the University. Alum engagement is more elusive for graduate institutions and has waxed and waned over the years at Adler. The newly established alum organization will be supported by an Alum Office to communicate, learn about their needs and aspirations, stage events, offer opportunities to be ambassadors and mentors, and establish or re-establish other practices.

Stakeholders consistently asked for ways to express institutional pride and belonging. In year two of the plan (2024-2025), an initiative or campaign will be designed to offer opportunities for students, alums, staff, and faculty to speak to the Adler University community of shared purpose and identity, care, and belonging. In addition, the supports and structure for affinity groups, student organizations, and employee resource groups will be re-imagined and enhanced – to include groups defined both by identity (such as race / ethnicity, faith / religious heritage, disability) as well as by societal concerns (such as scholarship and practice regarding climate emergency).

In year two of the plan (2024-2025), the University Anti-Racism, Indigenization, and Inclusion Plan will be complemented with congruent local and specific plans for every department or office in the University. This effort will benefit from the groundwork laid in the prior year through assessment of earlier efforts and the administration of the standardized diversity climate survey.

The Transforming the Curriculum Initiative was launched in 2022 and is altering the University's educational environment to address the narrowness of a traditional, white-centered approach and to promote racial justice and inclusion. In year three of the plan (2025-2026), the first major cycle of the ongoing Transforming the Curriculum will be completed: all coursework within all academic programs will have been revised, and pedagogy training and evaluation will be established.

Finally in the third year of the plan (2025-2026), a community-wide contemplation exercise regarding our Adlerian mission will be completed to refresh *A Movement for Justice*, the paper that was authored by the community in 2019 to document why and how we have made Adler University more Adlerian over time. The exercise will be designed to promote belonging, consistent with this strategy, but is also supportive of the social justice strategy as well as the development of the next strategic plan.

STRATEGY THREE:

Inspire and achieve EXCELLENCE in the University as a place to learn and work

For 70 years, the institution has paired innovation and commitment to excellence. All stakeholders identify the importance of planning for and resourcing the values of Adler University: Social Interest, Equity, Courage, Excellence, and Pragmatism. Individuals across the institution want especially to ensure excellence, courage, and equity. Excellence and courage – combining quality, innovation, and principled action – requires both the pragmatism of measurable results and resources, as well as equity, so that solutions work for all stakeholders. This strategy ensures that the University will reach its vision of “the leading academic institution” advancing social responsibility and its concomitants. Excellence to ensure that leadership means:

- Focusing on student experience and success;
- Ensuring operational intelligence and efficacy in all execution;

- Acting as One University;
- Strengthening current and future endeavors with resources, planning, and discipline;
- Supporting staff and faculty to engage and grow professionally; and
- Cultivating continuous quality improvement in all university processes.

An important innovation of the last two strategic plans (2010-2022) was Excellence Plans in several 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 (2021-2022), Excellence Plans outcomes included upgrading all classroom technology, increasing services for student mental health, and launching new career service offerings for all students.

For this three-year plan, Points of Excellence will be established annually in 10 operational domains: academic affairs; student services; community engagement; technology; educational technology; institutional advancement; communications / marketing; people and culture; diversity, equity, and inclusion; and global learning. Stakeholders requested more input in the development and tracking of these Points of Excellence.

For the first year of the plan (2023-2024), stakeholders defined issues to address through Points of Excellence:

- Operational excellence, including systems improvements, central calendaring, workflows, technology to create efficiencies
- Support for adjunct faculty
- Support for students with disabilities
- Career services
- Compensation and benefits
- One University, including cross listing courses, sharing resources, creating efficiencies, articulating between campuses
- Support for international students
- Student mental health
- Assessment of student learning

Interest has been expressed in developing a “service promise” or a set of “leadership principles.” This will also be explored in the Points of Excellence process for this first year.

For the second year of the plan (2024-2025), stakeholders defined issues to address through Points of Excellence, and additional input will be sought:

- Student associations
- Succession planning
- Student debt advisement
- Space utilization

For the third year of the plan (2025-2026), stakeholders will define issues to be addressed through Points of Excellence.

Three additional areas have been targeted in this strategy for the first year of the plan (2023-2024). First, stakeholders identified many concerns about the administration of the University’s signature learning experience, the Social Justice Practicum. The experience is currently being audited; revisions and standardization of the learning experience will be implemented in fall 2023. Second, following approval of this strategic plan, employee performance and department / office plans and outcomes will be aligned with the strategies of this three-year plan. Opportunities will be defined to communicate and develop engagement with the plan. Third, the trustee dashboard, which describes outcomes related to the prior strategic plan, will be reconsidered in light of the new plan. We may consider a balanced scorecard approach beyond the trustee dashboard.

STRATEGY FOUR:

Ensure SUSTAINABILITY of the University and its mission

The University grew considerably across the course of the prior strategic plan, and enrollments and revenues doubled across the past decade. Scale brings sustainability, and continued enrollment growth is key to viability and stability for the future. The institution has also pursued institutional advancement since 2009 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 to ask for and acquire support. The institution has had some success in securing and cultivating supporters, and at the same time, existing and new activity of the University must be carefully evaluated for financial performance. This strategy includes continued progress in institutional advancement, as well as exploration of new programming which will diversify revenues.

In August 2022, the Board of Trustees approved the start of the Quiet or Leadership Phases of the new Comprehensive Campaign to follow the successful completion of the institution’s first campaign in the prior year. The five-year campaign has a working goal of \$15 million to support scholarships, community engagement, and curricular and cultural transformation initiatives. We have set minimum goal thresholds of \$5 million for each of three campaign priorities, leveraged the campaign as an opportunity to deepen relationships with current and future donors, and engaged both internal and external stakeholders as early champions for the campaign. The Quiet or Leadership Phase will be September 2022-August 2025, and the Community or Public Phase September 2025-August 2027. Anniversary celebrations – 75 years in Chicago and 50 years in Vancouver – will support the launch of the Community Phase of the Campaign in the third year of the plan (2025-2026).

The Campaign brings impetus for an institutional culture of philanthropy, implementation of a new staffing pattern for institutional advancement, and new relationships and momentum. We expect to more than double annual fundraising by the end of this three-year plan.

We have experienced recent and notable success in foundation funding, federal funding, and partnerships. Stakeholders have declared their interest further gains in this area. In the second year of the plan (2024-2025), we will leverage recent gains in grant funding and partnerships through establishing an office or other resources to formalize and reinforce pursuit of service and partnership grants.

Enrollment will also be a focus for this strategy. In the first year of the plan (2023-2024), we will author a Strategic Enrollment Plan. This plan will be informed by a comprehensive review of Adler's current academic portfolio that will identify programs for growth, maintenance, transformation, or sunsetting. The plan will also identify new academic programs / certificates for launch across the three years of the plan and beyond. Based on market research and mission centrality, candidates for new academic or certificate programs include but are not limited to the following:

- Public health
- Human services
- Social work
- Applied psychology (Ph.D.)
- School psychology
- School counseling
- Applied behavior analysis
- Gender studies
- Global affairs
- Clinical psychology (M.A.)
- Education/Special education
- Consumer (personality) psychology
- Political/social psychology
- Diversity, equity, and inclusion
- Climate emergency

Our new partnership with the Fulbright Canada / Foundation for Educational Exchange between Canada and the United States has led to new endeavors, including the establishment of a new institute to deliver executive leadership education, to begin late in the first year of the plan (2023 – 2024).

Our Baccalaureate Completion Program began in summer 2021, following our long-standing commitment to work in prisons since 1964 and the great need for incarcerated people to have access to higher education. In the second year of the plan (2024 – 2025), we plan to expand into additional Illinois prisons.

Many activities were contemplated during the present planning process: stackable certificate programs, partnerships with other postsecondary institutions (such as historically Black colleges and universities and international universities), partnerships with corporations for education of their workforce, a program evaluation and assessment service for community partners, various health services for communities or businesses, and numerous other endeavors. The financial viability of many of these exciting ideas is not clear. In the first year of the plan (2023 – 2024), 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.

We will continue our progress of past years in realizing fiscal efficiencies and decreasing student costs. At the same time, we cannot achieve affordability solely through fundraising or cutting costs, and we have put extraordinary pressure on our budget as we have decreased student tuition and fees – as growth in enrollments has outpaced growth in revenues. In the second year of the plan (2024 – 2025), we will appoint a Tuition Task Force to explore new scholarship, discounting, revenue diversification, alternative business models, and other strategies.

CONCLUSION: BUILDING COMMUNITY FOR SOCIAL JUSTICE

Woven throughout this strategic plan is the sense of, appreciation for, and concern about community. The Strategic Plan Steering Team who shepherded the development of this project came together as a learning and development community, contributing their best thinking for the well-being of the larger community of students, alums, staff, faculty, and partners. They reached out to these same groups and participated in the same input sessions – in short, they brought to life in this planning project social interest in service of community well-being.

They are Adlerians.

The contributors to this plan brought their best thinking to the effort as well. Participants suggested, endorsed, and challenged the institution to be even more true to itself, more Adlerian, more just, and more of a community with its partners, students, alums, staff, faculty, and other institutions of higher education.

Over the three years of this plan, Adler University proposes to nurture within itself a community committed to social justice and outside its walls a broader community for social justice through its alums, partnerships, and influence. As the University and its graduates bring to life the work of Alfred Adler, they propose to be part of something larger than the sum of their individual efforts through a long-term commitment to the well-being of society.

Past plans for Adler University have shown the remarkable strength of the institution's commitments. We do what we set out to do. We correct course when we are in error. We depend on one another. We strive for mutuality. We build together.

SUMMARY OF DRAFT STRATEGIES AND GOALS FOR 2023-2026

	STRATEGY 1: Lead advancement of SOCIAL JUSTICE through Adlerian Practice	STRATEGY 2: Promote and foster EQUITY AND BELONGING at the University	STRATEGY 3: Inspire and achieve EXCELLENCE in the University as a place to learn and work	STRATEGY 4: Ensure SUSTAINABILITY of the University and its mission
YEAR 1 2023-2024	<ul style="list-style-type: none"> • Develop a community-wide shared understanding of what social justice means for our shared governance and organization • Elevate Adler Action Days across the University as a way to unify stakeholder work on social justice issues and to fortify belonging 	<ul style="list-style-type: none"> • Enlist stakeholders in creating university Anti-Racism, Indigenization, and Inclusion Plan for 2024-2025 and 2025-2026. • Address community needs through administering a standardized diversity climate survey and developing actions in response • Enlist new alum organization and Alum Office to move alums to become a sustaining community for the University through communication, events, and other engagement practices 	<ul style="list-style-type: none"> • Develop Points of Excellence in 10 domains (academic affairs, student services, community engagement, technology, educational technology, institutional advancement, communications / marketing, people and culture, diversity equity and inclusion, global learning), including operational excellence and infrastructure, in issues defined by the university community • Launch revised Social Justice Practicum • Align employee performance and departmental / office plans and outcomes with this strategic plan • Revise trustee dashboard to measure this strategic plan 	<ul style="list-style-type: none"> • Continue the Leadership / Quiet Phase of the Comprehensive Campaign • Create Strategic Enrollment Plan to complete portfolio review for current academic programs and to identify new academic programs / certificates for launch across the three years of this plan and beyond • Launch Adler / Fulbright Executive Leadership Institute • Assess economic feasibility and required resources for a range of university strategies (including certificates, articulation and feeder agreements, corporate partnerships, evaluation services for community partners) to pursue the most feasible strategies

	STRATEGY 1: Lead advancement of SOCIAL JUSTICE through Adlerian Practice	STRATEGY 2: Promote and foster EQUITY AND BELONGING at the University	STRATEGY 3: Inspire and achieve EXCELLENCE in the University as a place to learn and work	STRATEGY 4: Ensure SUSTAINABILITY of the University and its mission
YEAR 2 2024-2025	<ul style="list-style-type: none"> • Develop a response (Center, Institute, other actions) to the ongoing mental health crisis in the wake of the pandemic • Establish social justice consortium or association of universities and colleges • Continue to level-set understanding of Adlerian and social justice heritage through an initiative(s) which leverages prior-year social justice stakeholder process, Transforming the Curriculum Initiative, <i>A Movement for Justice</i> • Appoint community and employer advisory committees for academic programs (or campuses or departments or colleges) to edify curricular focus on social justice 	<ul style="list-style-type: none"> • Launch initiative / campaign about shared purpose and identity, care, and belonging • Enhance supports and structure for affinity groups, student organizations, and employee resource groups – to include groups defined both by identity (e.g., ethnicity, faith, disability) as well as by societal concerns (e.g., scholarship and practice regarding climate emergency) • Implement local Anti-Racism, Indigenization, and Inclusion Plans, congruent with the university plan, in every department and office 	<ul style="list-style-type: none"> • Develop new annual Points of Excellence in 10 domains 	<ul style="list-style-type: none"> • Continue the Leadership / Quiet Phase of the Comprehensive Campaign • Appoint Tuition Task Force to investigate new scholarship, discounting, and other strategies • Formalize and reinforce ability to pursue service and partnership grants • Follow up results of Strategic Enrollment Plan with revision of academic programs and launch of new programs / certificates • Expand Baccalaureate Program in prisons

	STRATEGY 1: Lead advancement of SOCIAL JUSTICE through Adlerian Practice	STRATEGY 2: Promote and foster EQUITY AND BELONGING at the University	STRATEGY 3: Inspire and achieve EXCELLENCE in the University as a place to learn and work	STRATEGY 4: Ensure SUSTAINABILITY of the University and its mission
YEAR 3 2025-2026	<ul style="list-style-type: none"> • Host first meeting of social justice consortium of universities and colleges • Publish new metrics to measure mission effectiveness, quantify outcomes, measure community impact; raise awareness of impact and reputation of the University • Define, develop, and market an initiative to assist business sector to better meet social responsibility and justice objectives 	<ul style="list-style-type: none"> • Complete the first major curricular and pedagogy revision for the ongoing Transforming the Curriculum Initiative • Complete a community-wide contemplation exercise to revise <i>A Movement for Justice</i> 	<ul style="list-style-type: none"> • Develop new annual Points of Excellence in 10 domains 	<ul style="list-style-type: none"> • Begin the Community / Public Phase of the Comprehensive Campaign • Build and begin 75th Chicago and 50th Vancouver anniversary celebrations • Follow up results of Strategic Enrollment Plan with revision of academic programs and launch of new programs / certificates

ENROLLMENT AND FISCAL PROJECTIONS FOR 2023-2026

CHICAGO	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026
New academic programs	4	0	0	1	0	1
Student enrollment	1,000	1,073	1,062	1,017	1,108	1,190
Total Chicago Revenue	\$36.8 M	\$34.7 M	\$32.4 M	\$34.7 M	\$37.1 M	\$40.1 M
% Growth in Revenues	23%	-6%	-7%	7%	7%	8%
Expenses	\$33.6 M	\$35.5 M	\$32.8 M	\$35.7 M	\$38.2 M	\$40.2 M
Change in Net Assets	\$3.2 M	-\$0.8 M	-\$0.4 M	-\$1.0 M	-\$1.2 M	-\$0.1 M
Net Margin	9%	-2%	-1%	-3%	-3%	0%

VANCOUVER (IN USD)	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026
New academic programs	0	1	0	0	0	1
Student enrollment	430	472	483	625	668	673
Total Vancouver Revenue	\$7.6 M	\$8.2 M	\$8.4 M	\$9.7 M	\$10.4 M	\$11.4 M
% Growth in Revenues	18%	7%	3%	16%	7%	9%
Expenses	\$7.5 M	\$7.8 M	\$7.0 M	\$8.9 M	\$9.6 M	\$10.5 M
Change in Net Assets	\$0.2 M	\$0.4 M	\$0.5 M	\$0.8 M	\$0.8 M	\$0.8 M
Net Margin	2%	4%	6%	8%	8%	7%

ONLINE	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026
New academic programs	2	0	0	0	2	1
Student FTEs	384	410	412	439	586	684
Total Online Revenue	\$5.4 M	\$5.8 M	\$6.3 M	\$9.1 M	\$12.5 M	\$15.1 M
% Growth in Revenues	26%	8%	8%	43%	38%	20%
Expenses	\$3.8 M	\$4.1 M	\$5.1 M	\$7.5 M	\$9.7 M	\$12.3 M
Change in Net Assets	\$1.7 M	\$1.7 M	\$1.2 M	\$1.6 M	\$2.8 M	\$2.8 M
Net Margin	31%	30%	20%	17%	22%	18%

ADLER UNIVERSITY	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026
New academic programs	6	1	0	1	2	3
Student enrollment	1,814	1,955	1,957	2,081	2,362	2,548
Total Revenue	\$49.8 M	\$48.7 M	\$47.1 M	\$53.4 M	\$60.0 M	\$66.5 M
% Growth in Revenues	23%	-2%	-3%	13%	12%	11%
Expenses	\$44.8 M	\$47.4 M	\$45.8 M	\$52.1 M	\$57.6 M	\$63.0 M
Change in Net Assets	\$5.0 M	\$1.3 M	\$1.3 M	\$1.3 M	\$2.4 M	\$3.5 M
Net Margin	10%	3%	3%	2.4%	4.0%	5.2%



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