A. Background and Vision

As “the leader in global education,” Fairleigh Dickinson University features a constellation of learning environments, a wide range of academic programs, and a rich diversity of faculty and staff, all united under a common purpose and vision.

The University’s vision was first articulated and embodied by University founder Dr. Peter Sammartino, who sought to build an institution “of and for the world.” An education must be good and it must be good for something, Sammartino believed. Supported by a devoted cadre of creative thinkers and talented individuals, the University has grown beyond borders, has transcended boundaries, and has provided unique multidisciplinary and multidimensional learning experiences to more than 125,000 graduates since 1942.

Above all, Fairleigh Dickinson University is dedicated to bringing the world to its students, and preparing students to venture into that world and make a difference. The University fulfills that vision in many extraordinary ways: from its wide range of baccalaureate, master’s, and doctoral degree programs to its globally oriented University Core program; from its special programs with global institutions like the United Nations to its international campuses in Canada and the United Kingdom. In addition, the University’s unique position as a global university not only provides students with a broader academic experience, but also with the knowledge and interpersonal skills necessary to become productive and responsible citizens of the world.

With programs around the globe, and people from all walks of life, today Fairleigh Dickinson University is a microcosm of the interconnected global village in which we live. Our diversity unites us and we come together as one university to provide a distinctive educational experience. Moreover, as members of a truly global university, we are united in inspiring our students to discover their passion, to achieve the extraordinary, and to transform their lives.

As we embark on the next strategic planning process, arguably the most important strategic planning process in the University’s history, we will need to consistently provide an education that is accessible and affordable to all qualified students, and an education that provides value that meets or exceeds the investment made by students and their families. If we fail to meet these challenges, then we are likely to face enrollment declines, increasing pressure on our resources, and perhaps even threats to our continued viability. With this in mind, our path forward must focus primarily on strengthening our core enterprise, while continuing to distinguish the University through innovative programming.
that meets the imperatives of the 21st century workforce in fields such as business, education, engineering, healthcare, hospitality, public service, science, technology, and the visual and performing arts, to mention a few. Indeed the challenges that lie ahead will be significant; however, working together we will meet those challenges, and the University will emerge as a stronger and better university.

B. Mission

Fairleigh Dickinson University’s mission statement, noted below, was formally articulated in 2000 and approved at that time by the University’s Board of Trustees. However, its origin dates back much further and it reflects the rich history, innovation, and responsiveness to real-world concerns that have come to define a Fairleigh Dickinson University education.

“Fairleigh Dickinson University is a center of academic excellence dedicated to the preparation of world citizens through global education. The University strives to provide students with the multi-disciplinary, intercultural, and ethical understandings necessary to participate, lead, and prosper in the global marketplace of ideas, commerce, and culture.”

Both the University’s vision and mission are rooted in the beliefs of its founder, in the traditions and legacies forged by generations of faculty and students, in the opportunities and challenges of today’s interconnected world, and in the values expressed consistently by a collaborative and caring community.

The University’s vision, mission, and values have permeated each strategic plan in its more than 70 year history, and will again provide the foundation for the next stage of its development.

C. Preamble to Strategic Imperatives and Themes

We have accomplished a great deal since the last strategic plan was crafted, including, but certainly not limited to, a new campus in Vancouver, Canada, and a strong foundation in the health sciences and health professions upon which the University should continue to build.

In addition, we have delivered on the financial imperatives of the University in some of the most challenging times since the Great Depression. While we can truly be proud of these and other accomplishments, we must prepare for a future of new and challenging realities. Most notably, we must now respond to the most pressing challenge to higher education in quite some time: the perceived and perhaps real decline in the “value” of a college degree, while continuing to provide an education that is accessible and affordable to qualified students from around the globe.
In preparing for the next strategic planning cycle, we have identified six (6) strategic imperatives:

1. **Ensure the achievement of demonstrable improvements in the value and affordability of a Fairleigh Dickinson University degree.**

2. **Identify appropriate academic, institutional, and employment-related measures that mark the University’s progress and favorable position among peer institutions.**

3. **Demonstrate academic excellence and institutional effectiveness through a culture of outcomes assessment and continuous improvement.**

4. **Create sufficient financial flexibility to support the growth of new programs and initiatives while continuing to strengthen the University’s core educational activities.**

5. **Develop new educational models to reach new student markets, improve operational efficiency, and generate new revenue streams.**

6. **Reduce the University’s dependence on tuition as a primary source of operating revenue.**

These strategic imperatives not only provide continuity with our current strategic plan, but also serve as guideposts to help focus our strategic planning process and next strategic plan.

In addition, we have identified five (5) strategic themes or conceptual constructs to help categorize strategic initiatives, examples of which are provided. The five strategic themes are: **Re-affirmation, Renewal, Re-evaluation, Readiness, and Revenue**. The resources, performance metrics, and timelines for all strategic initiatives must be noted and agreed upon when finalizing the University’s 2014-2017 strategic plan.

**D. Strategic Themes and Initiatives**

1. **Re-affirmation (Build upon our recent momentum and what we do well).**
   - Continue to demonstrate academic excellence and continuous improvement as an accredited member institution of the Middle States Association of Colleges and Schools, while advancing FDU as a “Best Practice” institution through continued documentation of excellence in student and institutional outcomes assessment.
Continue to grow retention and graduation rates as the most concrete demonstration of undergraduate learning, development, and success.

- Create and utilize data-based approaches and measurements to make more informed decisions concerning student retention, graduation rates, and other outcomes.

- Re-institute a faculty-student mentorship program for all majors at the University (full-time faculty need to play a more integral role in the retention of freshmen at the University).

- Integrate experiential learning (e.g., service learning, internships, co-ops, research, and study abroad) and career planning into the academic experience for all undergraduate majors at the University, and develop strategies to ensure that all FDU graduates are career-ready.

- Establish a global option in all undergraduate majors at the University.

- Build upon a positive institutional reputation to implement a robust marketing campaign and brand image for FDU.

- Develop initiatives (including more external support for scholarship programs) that will make an FDU degree affordable to more students.

- Introduce additional enhancements to the School of Pharmacy (e.g., a Center for Healthcare Innovation and Technology with a sterile compounding laboratory) to enhance the reputation and external recognition of the School and University.

- Expand the School of Pharmacy to include new programming at the graduate level—a Master of Health Science (MHS) with tracks in clinical research administration, regulatory science, and health informatics; and eventually a Master of Science (MS) in Health Science for Physician Assistants—to build upon the University’s growing recognition for programming in the health sciences and health professions. This could eventually lead to the establishment of a new school—a School of Health
Sciences, a fifth college—a College of Health Professions, and perhaps one day a Health Science Center.

- Introduce new programming at the Vancouver campus (e.g., MS in Hospitality Management Studies, MFA or MA in Creative Writing for educators, MS in Computer Science or Cybersecurity, and MBA) with the goal of increasing total enrollment at the Vancouver campus to 1,000 students.

- Develop a network development plan to ingrain the Vancouver campus into the Vancouver business community.

- Determine the long-term strategy for the Vancouver campus – 1,000/2,000/5,000 students?

- Begin to explore avenues for the University’s next international campus.

2. Renewal (Identify key strategic initiatives and investments for the next strategic plan).

- Silberman College of Business:
  - Re-establish the College of Business as a leading provider of business education in the region (with a specific focus on addressing the millennium generation, which seeks a less structured business education).
  - Focus on rebuilding a strong Accounting major and undergraduate enrollment across all departments in the College.
  - Re-establish the MBA with an emphasis on healthcare management and/or management for health sciences to complement our growing recognition in these fields.
  - Build alliances with key industries and companies in the region using existing and new programming like the MS in Supply Chain Management.
  - Better integrate the Rothman Institute for Entrepreneurship into the life of the College to bolster our recognition for programming in this area.
International School of Hospitality and Tourism Management:

- Better position the School as a nationally (internationally) recognized provider of programs in hospitality and tourism management through building strong alliances with the hospitality and tourism industries in the NY metropolitan region and beyond.

- Expand offerings to the Vancouver campus and beyond. The International School of Hospitality and Tourism Management may very well take the lead in launching our next international campus.

School of Public and International Affairs:

- Merge Criminal Justice, Political Science, International Studies, and the Public Administration Institute (PAI) to create a new school, and explore a formal link with PublicMind to facilitate the School's national recognition and reach.

- Consider new programming within the new School to expand its focus and recognition (like a Master of Public Policy (MPP) and new specializations in Counterterrorism and Humanitarian and Refugee Affairs within the MPA program).

- Seek national accreditation (NASPPA) for the MPA and MPP programs.

3. Re-evaluation (Critically examine our current portfolio and determine the appropriate path forward).

- Restructure/consolidate central and campus administrative positions and functions to improve institutional efficiency.

- Create and utilize data-based approaches and measurements to determine which schools, departments, and/or programs we want to commit new/additional resources to because we are good at them; and determine which schools, departments, and/or programs should be consolidated to improve efficiency and free up resources for new projects and initiatives.

Some examples of schools, departments, and/or programs to which we should provide additional resources:
✓ B.A. in Criminology and B.A. in Theater Arts (more resources needed to support a growing number of majors in areas that are becoming strengths for the University).

✓ School of Education (must strengthen programs, resources, and price points to rebuild enrollments on both NJ campuses).

✓ School of Computer Sciences and Engineering (establish new engineering majors and undergraduate and graduate programs in Cybersecurity using the newly established Center for Cybersecurity and Information Assurance as a platform).

✓ School of Nursing and School of Psychology (consider new alliances to strengthen our recognition in the health sciences and programming for health professions).

Some examples of schools, departments, and/or programs (academic and otherwise) which should be consolidated to improve efficiency and free up resources for new projects and initiatives:

✓ Update the University Core program to include a comprehensive assessment plan for general education learning outcomes, as well as integration of career planning into the academic experience.

✓ Consolidate Programs in Language, Culture, and Professional Advancement (PLCPA) into the School of English, Philosophy, History, and Foreign Languages, and explore the possibility of a single humanities school or department to serve both NJ campuses.

✓ Establish a single foreign languages department at the University to provide foreign language majors and courses on both NJ campuses.

✓ Establish alliances with other institutions and/or organizations to improve efficiencies in delivering services and programs to FDU faculty, staff, and students (e.g., a consolidated healthcare plan, shared
library services, and a shared biosafety officer or committee).

4. Readiness (Develop new innovative initiatives to remain competitive in an increasingly competitive environment).

   ➢ Some examples/ideas:

   ✓ Explore alternative models for program delivery at the undergraduate and graduate levels (models which emphasize technology, innovation, hybridization, and/or customization of courses and programs to reach new student markets and remain relevant and competitive). Select a few programs on each campus to pilot new delivery models (emulating, for example, the Postdoctoral MS in Clinical Psychopharmacology, the low-residency MFA in Creative Writing, and the Saturday MBA).

   ✓ Seek more corporate alliances and develop programs for corporate partners that can be delivered at their locations and/or using advanced technology (e.g., partnership with Paychex to deliver the BAIS and MBA).

   ✓ Standardize the general education requirements in each college (or even across colleges) with the goal of establishing 120 credit degree programs that are transfer-friendly to graduates of two-year colleges.

   ✓ Develop three-year accelerated B.A. and B.S. programs in select majors to determine the attractiveness of such programs to prospective student markets. In doing so, unbundle the curriculum to allow students to earn credits through independent study (using established MOOCs for example) and experiential learning through alliances established with industries and companies within those industries.

   ✓ Improve the residential experience on both NJ campuses through establishing more living-learning communities (e.g., for pharmacy and other students).
5. **Revenue** (Develop an ambitious fundraising plan for the University to support strategic initiatives, capital projects, and the affordability of an FDU degree).

- Increase non-tuition revenue at the University (i.e., gifts) to 5% of the University’s total annual operating budget (~$10 million per year).

- Implement a new capital campaign for student scholarships.

- Increase the University’s alumni giving rate from 4% to 8%.

- Develop a fund or strategy to support capital projects on the University’s campuses (e.g., improvement or replacement of dormitories and deferred maintenance in other buildings).

- Identify donors for new and important initiatives (e.g., Center for Healthcare Innovation and Technology, School of Pharmacy, SCB Finance and Operations Labs, new School of Public and International Affairs, new Science building on the Florham campus, and new Student Center on the Metropolitan Campus).