

Fairleigh Dickinson University

Strategic Plan

2015-2020



Introduction

As with previous strategic plans, the foundational elements of the 2015-2020 Strategic Plan are the mission, vision, and core values of the University, followed by its strategic and operational objectives.

The objectives outlined in the 2015-2020 strategic plan provide continuity with the University's current strategic plan and serve as guideposts to help focus the University community in implementing the new plan. Moreover, many of the strategic and operational objectives outlined in the new plan have the potential to fundamentally transform the direction, visibility, and recognition of the University as a leading institution of higher education in New Jersey and abroad.

In addition, the 2015-2020 strategic plan calls for a paradigm shift toward 21st century higher education—higher education that emphasizes contemporary teaching methodologies (faculty driven, student-centered instruction with students taking ownership of their learning and faculty emphasizing real, practical material), transformative learning (where students change the way they interpret their experiences and their interactions with the world), and student learning outcomes (including career preparedness and competencies that lead to successful job placement). A shift toward 21st century higher education and successful job placement is, without question, the overarching imperative of the University's 2015-2020 strategic plan, as is increasing the value of a Fairleigh Dickinson University degree.

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 society 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. 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.

University 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 mission, vision, and core 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.

University Vision and Values

“Fairleigh Dickinson University strives to be a leading institution of higher education dedicated to empowering its faculty and staff to provide innovative programming, respond with integrity and agility to emerging challenges, cultivate student success, and prepare graduates to fulfill their potential, transform their lives, and become competent and responsible citizens of the world.”

In addition, Fairleigh Dickinson aspires to international distinction by providing outstanding global learning opportunities for an increasingly diverse student body. The University’s foundation is based on a set of historically evolved core values, which have come to characterize the spirit and identity of Fairleigh Dickinson University. Moreover, members of the University community are accountable to each other and to the students they serve, and are determined to demonstrate their commitment to the following core values on an ongoing basis.

Fairleigh Dickinson is a community of teachers, learners, scholars, and professionals committed to sustaining and advancing an educational environment of the highest quality through shared concern for the welfare of students, faculty development, research and original thought, collegiality, mutual respect for one another, and the highest standards of professional behavior.

The University was founded and has flourished over the years through the vision, sacrifices, and efforts of the special people — faculty, staff, students, alumni, and benefactors — who have been members of our community. Over the years, we have met many challenges and overcome many obstacles. The efforts and sacrifices of the special individuals who have been (and continue to be) significant members of the University community have made this possible. Generations of those individuals have built a special place to work, study, and learn, and thousands of students have achieved a better quality of life because of their hard work. Mutual respect, faithful integrity, and genuine appreciation for each other are foundational values of our University community.

Fairleigh Dickinson has an original and long-standing commitment to access and opportunity for diverse populations.

Fairleigh Dickinson University has earned a well-deserved reputation for providing “access” as a critical core value—access to high quality global

learning opportunities for students from varied economic, ethnic, racial, and religious backgrounds, as well as diverse geographic areas. We not only believe that “access” is a social obligation, but also that diversity is an academic value that enriches the learning environment for all students. In addition, we believe that comparable and analogous diversity in the faculty, administration, and staff helps provide effective role models and demonstrates that we believe in the values we teach.

With the advent of new technologies, the University now has the ability to increase its reach to new population centers and is no longer constrained to address simply those people who are within reasonable commuting distances from its physical campuses. Learning without boundaries allows Fairleigh Dickinson University to reinforce its commitment to aspiring learners, wherever they are, to enhance and invigorate the learning environment, and to expand its presence, reputation, and program accessibility around the world.

Keeping faith with the international vision of its founder, Fairleigh Dickinson strives to impress every student with the power and value of world citizenship.

Today, more than ever, the necessity of coping with the global realities of commerce, finance, political change, communication, national and local security, and environmental hazards requires an education that both sensitizes and empowers the graduate as an international citizen. Our students must acquire skills that enable them to succeed in an increasingly connected world. The undergraduate experience is meant to be life-shaping, providing the foundations for personal growth, maturity of character, and responsible citizenship. The diverse cultural outlook that permeates the academic and campus life experiences of our students prepares them to extend their horizons from the neighborhood to the world.

Fairleigh Dickinson believes that the liberal arts and sciences contribute directly to professional education while providing graduates with life-long skills to respond to unimagined and unpredicted changes in the marketplace.

A Fairleigh Dickinson University education creates an effective balance of liberal arts and career skills along with a set of high ethical standards and expectations for practice. A thorough grounding in traditional liberal arts disciplines is provided along with the professional skills graduates need to succeed through the changing career environments they will experience in their lifetime. The Fairleigh Dickinson undergraduate liberal arts offerings also serve as a solid foundation for students who choose graduate and professional schools, while our own graduate programs deliver the highest quality, accredited disciplinary and professional training to both

full-time and working students. Furthermore, our commitment to lifelong learning is illustrated in the wide variety of acclaimed continuing education programs that are available to students of all ages and from all walks of life.

Fairleigh Dickinson is committed to currency in the disciplines it teaches, in the scholarship of its faculty, and in the careers it promotes.

At Fairleigh Dickinson University, we have a strong commitment to assuring that our academic offerings prepare students for the world of today and tomorrow. Our faculty are well prepared and current in their subject matter and disciplines; in many cases they are among the regional and national leaders in their fields. We encourage professional and personal growth in our faculty and staff and continuously monitor emerging trends to ensure that everyone has the best available academic and professional preparation, and that all programs are responsive to the latest developments outside our walls. We are committed to assuring that our classroom teaching methodologies reflect current “best practices,” utilizing a wide variety of presentation modalities from traditional classroom lectures to fully online formats, and we continuously engage in a process of self-improvement through on-going efforts to assess student learning outcomes.

Fairleigh Dickinson respects and practices partnership and civic responsibility.

In the current market environment, a private university needs to build effective partnerships to continue to be sustainable and to thrive. Strategic partnerships with other institutions of higher learning, area businesses, and foundations through our alumni, our neighbors, and others not only help to fund our educational endeavors, they also contribute to a diversity of perspectives, experiences, and opportunities that contribute to a more powerful learning environment.

Fairleigh Dickinson University endorses and embraces a commitment to civic engagement. Inherent in civic engagement is a commitment to community service, with service learning being part of a mosaic of academic pathways, and a commitment to sustainability, in both attitude and action.

Fairleigh Dickinson prizes and encourages agility in its people and programs.

Since its birth, Fairleigh Dickinson University has developed a reputation for agility—the ability to recognize an opportunity, need, or problem and then move rapidly to action as part of the solution. This entrepreneurial

spirit is deeply engrained in the history of the University, and Fairleigh Dickinson remains committed to responding with creativity, flexibility, and innovation to emerging challenges and student needs. Moreover, this trait, which is rare among higher education institutions, has and will continue to give Fairleigh Dickinson a competitive advantage within the higher education landscape.

Strategic Plan Overview

In preparing for the next strategic planning cycle, we have identified six (6) strategic objectives that are critical to the University's continued viability as a regional and global university:

- 1. Ensure demonstrable improvements in the value and affordability of a Fairleigh Dickinson University degree.**
- 2. Develop and expand key programs and initiatives by leveraging resources, maximizing efficiency, and enhancing academic offerings.**
- 3. Continue demonstrating academic excellence and institutional effectiveness through a culture of outcomes assessment and continuous improvement.**
- 4. Critically examine the University's portfolio of academic and non-academic programs and services, and determine the appropriate path forward.**
- 5. Develop new delivery models to reach new student markets and generate new revenue streams.**
- 6. Increase public and private sources of revenue to support the University's goals and initiatives.**

These strategic objectives not only provide continuity with our current strategic plan, but also serve as guideposts to help focus the implementation of our next strategic plan. Moreover, these strategic objectives have the potential to significantly enhance the reputation of the University.

Each strategic objective is followed by operational objectives that are intended to be directional in nature. The operational objectives represent tactical steps that will help direct and define our progress and contribute to the successful achievement of the broader strategic objectives.

Oversight and direction of the strategic plan and strategic and operational objectives fall largely to the University's senior administration, with the time

frame and indicators of success for each operational objective noted in the strategic plan itself.

Strategic Objective 1: Ensure demonstrable improvements in the value and affordability of a Fairleigh Dickinson University degree.

Operational Objectives:

OO1.1 Establish a process and metrics for demonstrating improvements in the value and affordability of a Fairleigh Dickinson University degree.

Time Frame: Metrics to be finalized by December 2015.
Indicators of Success: Improvement in established metrics.

OO1.2 Implement a robust brand and marketing campaign for the University.

Time Frame: Confirm plan by December 2016 and begin phase-in thereafter.
Indicators of Success: Two or three key messaging themes will be monitored regularly for feedback from regional and national audiences.

OO1.3 Develop initiatives that will increase the value of a Fairleigh Dickinson University degree.

Time Frame: 2015-2020 and beyond.
Indicators of Success: Increase in enrollment, retention rates, graduation rates, net tuition revenue, internship and job placement rates, and the University's ranking.

OO1.4 Develop initiatives that will make a Fairleigh Dickinson University degree more affordable.

Time Frame: Complete incrementally by June 30, 2020.
Indicators of Success: Increase in enrollment and net tuition revenue.

Strategic Objective 2: Develop and expand key programs and initiatives by leveraging resources, maximizing efficiency, and enhancing academic offerings.

Operational Objectives:

OO2.1 Enhance the University's recognition for programming in the health sciences and health professions.

Time Frame: 2015-2020.

Indicators of Success: Establishment of new programs and initiatives, and continued increases in enrollment and net revenue.

OO2.2 Introduce new programming at the Vancouver Campus, with the goal of increasing total enrollment to 1,000 students.

Time Frame: 2015-2020.

Indicators of Success: Steady increase in enrollment and net revenue over the next five years.

OO2.3 Define and brand the Silberman College of Business.

Time Frame: Analysis and business plan developed by December 2015. Rollout of approved plan, including marketing elements, between 2016 and 2020.

Indicators of Success: Increased enrollment (to as many as 1,200 undergraduate students and 750 graduate students) and increased contribution to central and campus overhead and operating margins.

OO2.4 Expand enrollment and the global reach of the International School of Hospitality and Tourism Management.

Time Frame: Confirm plan by December 2015 and begin phase-in thereafter.

Indicators of Success: New facilities, increase in enrollment (including international student enrollment),

national accreditation, and continued high rankings.

OO2.5 Establish a School of Public and International Affairs, drawing resources from both traditional and non-traditional colleges and offering programs on both New Jersey campuses and in Vancouver.

Time Frame: September 2018.
 Indicators of Success: Increase in enrollment and net revenue on one or both New Jersey campuses following creation of the new school; a major gift for naming the new school.

OO2.6 Enhance the student educational experience at FDU to better align with market/student expectations for a private university education.

Time Frame: Complete incrementally by June 30, 2020.
 Indicators of Success: Increase in enrollment and tuition revenue.

OO2.7 Become the preferred destination for graduates of community colleges who wish to continue their education at the baccalaureate and/or graduate level(s).

Time Frame: Immediate and ongoing.
 Indicators of Success: Additional partnership agreements; increase in transfer enrollment from community colleges.

Strategic Objective 3: Continue demonstrating academic excellence and institutional effectiveness through a culture of outcomes assessment and continuous improvement.

Operational Objectives:

OO3.1 Advance a University-wide emphasis on student quality, learning, and program improvement through learning outcomes assessment.

Time Frame: Ongoing.
 Indicators of Success: 1) Successful accreditation reviews and student retention.
 2) Results of assessments of student learning for general education and academic programs.
 3) Successful Middle States reviews.

OO3.2 Develop a system of student learning outcomes assessment for off-campus and online programs that parallels the system developed for on-campus programs.

Time Frame: Ongoing.
 Indicators of Success: The establishment of assessment instruments and 'best practices' for off-campus programs.

OO3.3 Develop and advance a University-wide emphasis on institutional effectiveness through assessment of non-academic and academic support units of the University.

Time Frame: Ongoing.
 Indicators of Success: 1) Re-accreditation by Middle States without follow-up action on Standard 7.
 2) Reports to the Finance, Audit, and Budget Committee of the Board of Trustees.

OO3.4 Expand periodic internal and external reviews of academic programs and academic and student support areas.

Time Frame: Ongoing.
 Indicators of Success: Completed peer review reports.

OO3.5 Promote the recruitment and retention of research-oriented faculty, encourage a stronger research-rich environment at the University, and recruit more students seeking research opportunities as part of their educational experience.

Time Frame: Ongoing.
 Indicators of Success: Increase in faculty and student publications in scholarly venues, and increase in public and private grant revenue at the University.

OO3.6 Establish a culture focused on student services and connecting students to a successful future.

Time Frame: Ongoing.
 Indicators of Success: Improvement in recruitment, retention, and graduation rates, and in job and graduate school attainment rates.

Strategic Objective 4: Critically examine the University’s portfolio of academic and non-academic programs and services, and determine the appropriate path forward.

Operational Objectives:

OO4.1 Create and utilize data-based approaches and measurements to determine which schools, departments, or programs we want to commit new/additional resources to, and which schools, departments, or programs should be consolidated to improve efficiency and free up resources for new projects and initiatives.

Time Frame: Ongoing.
 Indicators of Success: Improvement in net revenue and contribution margins of all programs at the University; operational and administrative savings; lower cost/better class efficiencies; consistent faculty class loads; higher enrollment in and wider offering of upper-level UG courses; increased enrollment in graduate programs and more opportunity for accomplished faculty to teach graduate courses.

OO4.2 Standardize the general education requirements for similar degrees across colleges, with the goal of establishing 120 credit degree programs that are transfer-friendly to graduates of two-year colleges and the Middle College Program.

Time Frame: Bring plan to Faculty Senate and University Provost for consideration by December 2016; implement plan in fall 2017.
 Indicators of Success: Increase in retention and graduation rates; increase in enrollment.

OO4.3 Consolidate and modernize the Freshman Seminar and University Core programs to streamline the assessment of general education learning outcomes and facilitate the career readiness of all FDU graduates.

Time Frame: Bring plan to Faculty Senate and University Provost for review and approval by early fall 2015. Complete new curriculum design by June 2016. Begin implementing new curriculum by fall 2016.

Indicators of Success: Improved retention and graduation rates.

OO4.4 Consider establishing a School of the Arts, drawing resources from successful disciplines and programs in the arts and in business, and offering programs on both New Jersey campuses and in Vancouver.

Time Frame: Design proposal provided by June 2016. Rollout of an approved proposal would take place through 2020.

Indicators of Success: Increase in enrollment and net revenue; increase in graduation rates and post-graduate success, both in employment and further education.

OO4.5 Participate in the United Nations Global Compact Program in order to strengthen the University's commitment to global citizenship at the institutional level.

Time Frame: Immediate and ongoing.

Indicators of Success: Compliance with the Ten Principles of the UN Global Compact.

OO4.6 Begin to explore avenues for the University's next international campus.

Time Frame: 2015-2020.

Indicators of Success: Identification of prospective sites and business models.

Strategic Objective 5: Develop new delivery models to reach new student markets and generate new revenue streams.

Operational Objectives:

OO5.1 Explore alternative models for program delivery at the undergraduate and graduate levels to reach new student markets and remain relevant and competitive (models which enhance teaching effectiveness through utilization of technology, innovation, hybridization, and/or customization of courses and programs).

Time Frame: Confirm plan by December 2016 and begin pilot thereafter.

Indicators of Success: Creation of new non-traditional delivery models in select programs and concurrent increases in enrollment.

OO5.2 Seek more corporate alliances and develop programs for corporate partners that can be delivered at their locations and/or using technology (e.g., partnership with Paychex to deliver the BAIS and MBA programs).

Time Frame: Confirm plan by December 2016 and begin phase-in thereafter, with initial program delivery beginning in fall 2017.

Indicators of Success: Number of corporate programs initiated; number of additional enrollments; new net revenue.

OO5.3 Offer three-year accelerated B.A. and/or B.S. programs in select fields.

Time Frame: Bring plan to Faculty Senate and University Provost by December 2017. Begin implementing new programming as early as fall 2018.

Indicators of Success: Increased undergraduate and graduate enrollment.

Strategic Objective 6: Increase public and private sources of revenue to support the University's goals and initiatives.

Operational Objectives:

006.1 Increase public funding (government grants and sponsored projects) to the University.

Time Frame: 2015-2020.

Indicators of Success: Increase in government grant submissions, government grant funding, and funded research training opportunities for students.

006.2 Continue to stress the institutional imperative for greater support of graduate and undergraduate students through private and endowed scholarships.

Time Frame: 2015-2020.

Indicators of Success: Increase in private and endowed scholarship funding by \$300,000 each year over five years.

006.3 Significantly increase all private giving to the University, from individual donors, corporations, and foundations.

Time Frame: 2015-2020.

Indicators of Success: Increase in non-student-generated revenue by approximately 40% over the next five years—from \$7 million to \$10 million annually.

006.4 Increase the number of alumni contributing to The Fund for FDU.

Time Frame: 2015-2020.

Indicators of Success: Increase in the number of alumni donors to The Fund for FDU by 10% annually, from 3,800 to approximately 5,500 over five years.

006.5 Initiate a comprehensive capital campaign to support new initiatives and projects on the University's campuses and to build the University's endowment through endowed chairs, building funds, student assistantships, and scholarships.

Time Frame: 2015-2020.
Indicators of Success: Completion of capital campaign.

OO6.6 Evaluate alternative models of fundraising.

Time Frame: 2015-2018.
Indicators of Success: A decrease in the ratio of expenses to non-student-generated revenue at the University.