

Drexel University's

Plan for a Time of Transforming Opportunity

The University's Strategic Plan Through June 2009

Introduction

*D*rexel University is beginning a *time of transforming opportunity*. At no other period in its history has its array of programs been as relevant and academically challenging, its faculty as strong, and its student body as diverse, informed, gifted, and eager to succeed.

The emphasis during the next strategic period through 2009 will be on quality. We will strive to be better in all that we do. We will teach better, increase our scholarly output and funded research base, contribute strongly in the creative and applied arts, and help lives through our health sciences and clinical programs. We will move even higher in the rankings as we reach towards the full potential of excellence envisioned by our founders and demanded by our stakeholders.

We have reached this point of opportunity in large part through a strong tradition of commitment to quality undergraduate instruction. In recent years, aggressive vision and good management repositioned the university and significantly improved its reputation; but more will be required for Drexel to move into the rank of America's best universities. The entire institution – especially the faculty – must be fully engaged because the best universities derive their reputations from the quality of the students' educational experience and the scholarship of the faculty.

The profile of Drexel completely changed when it merged with MCP Hahnemann University in 2002. More importantly the merger created a platform for academic integration. The merger was the product of extraordinary vision and hard work, and was the most important event in the history of Drexel University. Now, the full potential of the merger with the health sciences can be fully realized through *visioned discipline* as we execute the goals of this plan.

The plan posits that the potential of our position can only be realized as the two previously independent institutions become one, as we continue to build quality within the colleges, but also as we *integrate assets across the colleges*. The plan orchestrates our commitment to quality.

The university that will emerge in 2009 must be one that is designed for the times, the students, and scholarship. As Drexel embraces excellence and integration, it can move well into the top 100 American universities.

Assessment of Position

The Original Mission

Drexel was founded as the Drexel Institute of Art, Science and Industry more than one hundred and twelve years ago during the boom of the industrial age. Mr. Drexel declared that his Institute would serve the needs of industry through its graduates who would be industry's workforce and that the Institute's curriculum would *value the practical*. He described what he termed the "*object of the Institute*" in a prospectus that was published one year prior to the official opening: "The chief object of the Institute is the extension and improvement of industrial education as a means of opening better and wider avenues of employment to young men and women. It is the founder's desire, however, that the plan of organization should be comprehensive, providing liberal means of culture for the masses by means of lectures, evening classes, library and museum."

In many ways, the chief object remains the same; but, as Mr. Drexel encouraged change, the mission of his Institute has evolved to fit the time. Mr. Drexel said: "I know that the world is going to change; and, therefore, the Institute must change with it."

Repositioning

The primary industries in Philadelphia in 1892 were the manufacture of textiles and industrial parts from grown, mined or preformed feedstock. In both cases, the labor costs were cheap. The industries of today, in Philadelphia and across the nation, are fundamentally different. They are information-dependent and increasingly linked to healthcare and high-technology. They do not rely on large supplies of mined or manufactured products, and the cost of labor is high. These changes have had a profound effect on Philadelphia, the nation – and especially on higher education.

The drivers of 21st century industry and society are information, biology and healthcare, nanotechnology, and entertainment. These drivers define the new academic directions that will shape our future. They demand a global perspective and emphasize

business. They are rapidly becoming the drivers of everyday living and peace-time and homeland defense initiatives. They enable physicians and nurses to be more effective healers so that we can live longer and enjoy life. They are redefining how we engage in recreation and how recreation is merging with our work. They are fundamentally changing how we teach -- they are taking away the blackboard, the chalk, the room, and even the clock. These drivers will be highlighted as key elements of our strategic plan.

Today, Drexel is at an exciting critical-point in its history after a protracted re-establishment of presidential leadership and following the decision 30 years ago to abandon a restricted mission as a technology institute to become a comprehensive university. It is now prepared to excel as a university and be one that strongly competes in the new technology-driven economy where many universities will struggle to adjust.

A succession of two presidents from 1985 to 1994 attempted unsuccessfully to lead the change; and it was with the third president that the much needed leadership was found and the mission reframed to meet the demands of the era. In 2002 the institution was repositioned, ironically, by seizing opportunity from the chance bankruptcy of a local university for the health sciences in 1998. So, the rationale for both the founding and the repositioning of the University was driven by the demands and opportunities of the marketplace.

Drexel now has a new mission and a new profile. The new mission is:

To serve its students and society through comprehensive, integrated academic offerings enhanced by technology, cooperative education and clinical practice in an urban setting.

The new profile is that of a large, private, urban, comprehensive university. Drexel has more than 9,000 full-time undergraduate students. They, along with the graduate and part-time students, create a learning community of 17,000 students educated and mentored by more than 1,000 faculty. Drexel is now the 20th largest private university in the nation.

Drexel's primary strengths are its applied and empirical focus, its use of technology within and across disciplines, its reputation as a provider of quality undergraduate and graduate education, cooperative education, and its location in Philadelphia. The majority of its students still cite cooperative education as their primary reason for coming to Drexel -- co-op is emblematic of Drexel and is our strongest differentiating asset.

Drexel's funded research programs have flourished and experience rapid growth. In just five years, externally-funded research expenditures increased about six-fold, from \$14 million in 1997 to more than \$80 million in FY2003. Our Federal research last year ranked us among the top 85 universities in the nation. Research and graduate education go hand-in-hand, and in 2003 the University enrolled 3,500 full-time and part-time graduate students and awarded 108 Ph.D. degrees. Were the Carnegie Foundation for the Advancement of Teaching to rank universities today on the basis of the

criteria it used three years ago, Drexel would be classified as a Carnegie Doctoral/Research-Extensive University, its highest and most prestigious rank. We will officially achieve that status during the strategic period of this plan.

In the fundraising arena, Drexel I 2002 concluded ahead of schedule a \$200 million campaign, and invested \$140 million over five years in the campus infrastructure while successfully building-up its endowment from \$90 million in 1995 to \$400 million today.

Finally, for many years there has been a goal to move Drexel into the top tier of universities as ranked by the U. S. News and World Report. Progress has been slow and challenging, however, because upward movement requires the displacement of other schools. But in September 2003 our situation changed – the U.S. News and World Report ranked Drexel as one of the "Best National Universities - Doctoral". That ranking better represents who we are and also sets a new goal for what we can be – among the top 100.

Challenges

A strategic plan must inspire and must challenge. It must inspire the university to do new and exciting things and it must identify priorities and those areas that require improvement in order that dreams might be realized.

It is important that we work hard to reduce unwarranted costs, redirect resources according to our priorities, and invest our new revenues wisely into those programs that will yield rapid returns but also into some programs that are slower to yield but vital to our excellence.

The most important area for improvement is student retention. We will achieve it by improvements in five areas: coordination between enrollment management and academic affairs, improved operations in financial aid and in the aid policy, better mentoring and advising, better management of the curriculum and course offerings, and enhanced student life.

We must continue to hire appropriate numbers of faculty while we promote and tenure only those of the highest quality. It is also time to look seriously at post-tenure review as we commit to a more extensive program of faculty development.

Our academic programs have not been systematically reviewed except for those that have recently sought accreditation or renewal of accreditation. We must develop a process that will enable the expeditious elimination of outmoded programs and programs that fail to meet our new standard of excellence.

Cooperative education is strong and nationally recognized, but must become even stronger. We aim for it to be the best in the nation. We will achieve this through technology that will connect the student and the company to the university, and by creating

a stronger link between the academic programs of the university and the cooperative experience.

The greatest opportunities for Drexel are in the synergies between our colleges including those in the health sciences and health professions. Synergies were seen to be one of the strategic justifications of the merger with MCP Hahnemann University. We must now work to make them a reality as we do the same between the traditional Drexel colleges and schools.

Finally, Drexel must enhance its use of e-learning. There are opportunities for e-learning in every college, co-op, and in healthcare practice where we now have an ability to participate and offer both the traditional and new strengths of Drexel. We must also develop the policies and mechanisms that will enable our residential students to take courses online. As we do that, we can significantly decrease the cost of resident instruction and allow a redirection of resources so that we can build further quality.

The Academic Colleges and Schools

Drexel's College of Engineering has the largest undergraduate enrollment of any private engineering college in the nation. The College continues to enjoy a national reputation for the quality of its undergraduate offerings and is also developing a strong reputation for its graduate programs. The emphasis on research competitiveness is recent but the strides are significant. The College aims to become one of the major research centers in engineering, not only in terms of external funding and research productivity but also in the production of graduates who assume faculty positions at other universities. The continued success of the College will depend on its ability to hire outstanding faculty and to attract the best talent to its graduate programs. The SuperNOVA initiative, which brings to campus some of the nation's brightest high school students for an in-depth research experience, along with national graduate fellowship programs should contribute to building excellence in the College.

The School of Biomedical Engineering, Science and Health Systems complements the academic strengths of the Colleges of Engineering, Arts and Sciences, and Medicine. It also plays a vital role as the University begins to realize the potential of the merger with the health sciences and as biomedical research reshapes the University's graduate programs. The value of this School is in its outstanding research portfolio, high-quality and innovative undergraduate program, and in its independence to pursue growth and collaborations in various disciplines. As an independent school, it bridges the traditional organizational structures in the sciences, medicine, and engineering. In many ways, Biomed is Drexel's prototype of academic integration.

Drexel is also known for its College of Information Science and Technology. It was created from the nation's 2nd oldest library science program and is ranked among the leading programs in the country. It achieved its national ranking based, in part, on scholarship. The College of Information Science and Technology was also the first to offer a completely on-line masters degree in information systems in 1996, and added

another program in information science in year 2000. The College, in recent years, has enhanced its research capacity and has been successful in securing increasingly higher levels of external funding. This next strategic period should be one in which the College, while preserving the quality of the existing educational programs, aggressively builds an expanded, competitive, and externally funded research portfolio.

The LeBow College of Business is gaining international reputation for its executive MBA program which was recently ranked by Financial Times among the top 30 in the country. The next strategic period will be one where professional graduate programs continue to be emphasized but where there is an equally strong commitment to developing a nationally recognized research agenda. The LeBow College is in many ways the key link between the new areas of growth in the university as it provides the *rationale of the marketplace*. This strategic period calls for the LeBow College to lead Drexel's efforts in technology commercialization and business development as discovery and innovation in the engineering, the sciences, and medicine are merged. The Baiada Center for Entrepreneurship in Technology and other focused centers will become primary outreach arms of the College.

In response to market trends in health care, the College of Nursing and Health Professions is in a rapid growth phase. The College has aggressively adopted the Drexel traditions of cooperative education and technology enhanced learning through the use of personal digital assistants (PDAs) at the point of care, the web enhancement of education in all courses, and a strong presence in the e-learning market. The College's Urban Health Center located in the 11th Street Corridor of downtown Philadelphia is a national model of care for the underserved and is increasingly a focus for initiating new educational and research programs.

Drexel's College of Arts and Sciences is an increasingly popular choice for undergraduate students. It offers seven majors in the sciences and eight in the humanities. Its research productivity is expected to increase significantly with the recruitment of a new dean, enhancement of grant opportunities in the area of biological sciences, and the prospect for improved collaboration with the colleges in the health sciences. Departments of psychology existed at both Drexel and at MCP Hahnemann University, but in 2002, they were officially merged into a single entity in the College of Arts and Sciences. There exists significant opportunity for growth in this area as it becomes part of a major new initiative on brain, cognitive, and behavioral studies. Finally, all educated individuals must learn to communicate well and with diverse populations. In that context, the writing and cultural programs in the College are important and need to be supported.

The College of Media Arts and Design, CoMAD, is currently the fastest growing college both in its total percentage growth as well as in the number of students. The popularity of the College and its ten majors is partly due to an ingenious and aggressive leadership, but also due to clear and deliberate strategy as the applied arts emerge (particularly in the entertainment industry) as a major force in modern society. Central to the growth of the entertainment industry is technology. By combining technology with

creativity and business, the College has defined a unique nexus. CoMAD has re-invented the arts for Drexel.

The venerable Evening School, now the Goodwin College of Professional Studies, has provided an opportunity for working adults for over a century to further their educational aspirations. It boasts many of the University's most successful alumni, and is also being transformed. It offers a wide range of professional degree and certificate programs that are well-tuned to today's professional and commercial needs. It is articulating protocols of interaction with the traditional colleges that will enable it to continue the role of coordinator of evening instruction for those colleges while they maintain responsibility for the quality of the academic program and accreditation.

The School of Education was created in 1997 and was given independent status in year 2002. The School has a very large graduate program; and, appropriate to Drexel, an emerging strength in education in K-12 math, science, and technology. A committee has been formed to lead a national search for a new dean. The School is defining a mission in teacher preparation that is distinct and differentiated from its competitors and one that emphasizes and embraces quality.

The School of Public Health has the distinct advantage of being one of only two public health schools in the Commonwealth of Pennsylvania, and the only one in Philadelphia. It has strong leadership, continues to grow its enrollment and research programs and is seeking full accreditation. It has the promise of becoming a major asset of the University in the areas of education, service, and research. At a recent public event, former Surgeon General David Satcher noted the potential of the school as a player in addressing the public health challenges of the city...We agree.

Drexel's College of Medicine is the largest private medical school in the nation and the 4th largest among all medical schools. The basic medical education program is quite strong and continues to be lauded nationally for its innovation and its use of technology. There is a major effort to build its clinical and basic medical science research, especially in the areas of neurosciences, microbiology, and virology that enjoy considerable national reputation. There is a very strong emphasis on clinical trials and translational research in selected fields such as pediatrics, obstetrics and gynecology, and the neurosciences. Collaboration with Drexel researchers in engineering and the sciences continues to grow.

Finally, the Pennoni Honors College attracts the brightest undergraduate students in the University by offering them dual enrollment in a traditional college as well as the Pennoni Honors College. It distinguishes itself from other honors colleges in the nation in the breadth of its programs that enable its students to explore their interests, links them with the broad range of activities and curricula in the University, and exposes them to the strong cultural dimensions of the City of Philadelphia. The Pennoni Honors College is a primary asset of excellence at Drexel.

Our major teaching and research assets respond to the changing needs of society, education, and research. We benefit from our longstanding strength in library sciences and the materials and engineering sciences, disciplines from which modern information science and technology and nanotechnology have emerged. We founded the Biomedical Institute in 1959 – long before most universities thought of the (now obvious) union between engineering and medicine. That action in many ways foretold of our merger with the medical sciences.

Many years ago Drexel's College of Business saw a connection with technology and created the still popular Commerce and Engineering curriculum. In recent years this college offered the nation's first on-line technology based MBA Program. The College continues to excel as it moves into the ranks of the most reputable MBA schools in the nation with its executive and boutique programs that respond to the real needs of the business community.

During the last strategic period, Drexel began to respond to social indicators and market opportunities that told of growth in the importance of the entertainment industry. The applied arts at Drexel were ahead of most schools in developing these programs and daring to blur the traditionally distinct delineation between the arts and business. After all, today we see the tools of the art and entertainment industries shaping the way business is conducted. Business and the entertainment media are more one than not. Case in point – the marketing campaign that introduced the Macintosh computer during the Super Bowl commercial in 1984 changed the worlds of business, technology, the arts, and entertainment forever. Drexel responded.

Drexel is strategically positioned in its spectrum of academic and research strengths and in its commitment to a practical education to lead American universities during the era where technology is a part of life and living. The challenge will be to continue to build quality within our schools and colleges as we integrate the academic and research assets that are necessary to respond to the change ahead.

Strategic Priorities

Drexel's plan consists of five strategic priorities developed following many thoughtful conversations, debate, and reflection with participants across the institution. Under each priority are goals and metrics. Taken together, the priorities articulate the broad directions we must take to build the next level of excellence within the context of the merger and integrated academic assets. The goals are more specific and the associated metrics will force the discipline that is required for the plan to succeed.

Priority 1: Integrate the academic assets of programs and departments with and across colleges and schools to create nationally competitive programs in research and education.

Strategic plans often focus the greatest attention on the deployment of new resources towards accomplishment of new goals. This plan not only accepts the responsibility of planning how it will invest new monies, but it also recognizes the strategic advantage of redirecting existing assets. Furthermore, the transforming opportunity of this strategic period is founded on the union between two existing faculties, student bodies, curricula, and traditions of scholarship and research.

Drexel must strengthen its commitment to the development of research and educational programs that cut across disciplines and existing academic structures to maximize our competitive advantage over other universities and to augment our chances for rapid successes. As we work to integrate the health sciences faculty into the rest of the university, we will enhance our position and distinctiveness by examining and reorienting how we operate as an academic body. We will invest our new resources only in areas that aspire to high standards of excellence and augment integration and simultaneously enhance the reputation of the colleges and the university.

In 2002, the University established A. J. Drexel Institutes as intercollegiate research entities that address fundable and nationally significant areas of research that merged the academic and intellectual assets of the historical Drexel colleges with the new colleges of the health sciences. The two institutes founded in 2002 were: the A. J. Drexel Institute for Basic and Applied Protein Science and the A. J. Drexel Institute for Nanotechnology. These institutes will continue to receive support during the next strategic period. Four new Institutes will be created – the A. J. Drexel Institute for Informatics in Biology and Medicine, the A. J. Drexel Institute for Applied Brain, Cognitive and Behavioral Sciences, the A. J. Drexel Institute for Strategic Change, and the A. J. Drexel Institute in Information Systems and Assurance.

The arts, humanities, and programs that demonstrate commitment to community will also be emphasized. The nationally acclaimed 11th Street Family Health Services will continue and two new projects will be added: the Entertainment Industry and Technology Center, and the Global Classroom Initiative. Additionally, the existing Institute for Women's Health and Leadership will be enhanced.

Great universities foster formidable projects, initiatives, and research centers, but they also have impressive academic departments. The departments provide the stable learning framework through which we grant degrees. Four academic units in the University are currently positioned to move into the top quartile of the National Research Council doctoral granting degree programs. They are the Department of Materials Sci-

ence and Engineering, the Department of Psychology, the Department of Microbiology and Immunology, and the School of Biomedical Engineering, Science and Health Systems. During the next strategic period we will continue to invest in these academic units to improve their quality and national ranking among their peers. Finally, we will continue our commitment to achieving full accreditation status for the School of Public Health.

We will also commit to our students that we will accept *no boundaries* to inquiry or education. Often it is difficult for a Drexel student to cross curricular boundaries. Our colleges should not operate as closed administrative structures thereby stifling the importance of the openness of inquiry and freedom of thought that underpins the genesis of original concepts and learning in a great university.

Goal 1.1. *No Boundaries to Education.* Integration of programs within a college will be the responsibility of the college dean. The Pennoni Honors College will take the lead in providing new opportunities for Drexel's undergraduates by amalgamating those that exist at various colleges thus enhancing the breadth and the quality of their education. It will work with the other colleges and schools to achieve this goal. This initiative is prompted by broad change in our culture that requires us to break down insularity while continuing to preserve rigor. It will be done by initiating conversations among academic leaders, so that the immediate result is a healthy re-examination, in light of this strategic plan, of the kinds of flexibility and options a top-notch undergraduate curriculum should offer to the excellent students that we are poised to attract. Changes resulting from these conversations will include, true interdisciplinary offerings tailored to various majors; enhanced opportunities for independent study and undergraduate research; enhanced academic co-curricular opportunities; summer enrichment programs; the development of connections between cooperative education and academic work; and, seamless integration of study and cooperative opportunities abroad, consonant with the goals of a variety of majors.

Metric 1.1.1. Develop the "no boundaries strategy" for each undergraduate major in the university.

Goal 1.2. *Integrating Biology, Technology and Medicine.* Develop an integrated educational and research program with a primary site at the Queen Lane Campus.

Metric 1.2.1. Build a new bioscience and engineering research facility at Queen Lane campus while clearly identifying, establishing, and monitoring steps to assure that the vital linkages of the clinical sciences and practices with the basic sciences are enhanced and that medical instruction and practice take full advantage of technology.

Metric 1.2.2. Design and implement an integrated, technology-enhanced curriculum and instructional delivery system.

Goal 1.3. Continuing the Founders Vision of Excellence through the A. J. Drexel Institutes. Continue to support the existing *A. J. Drexel Institute for Basic and Applied Protein Science* and the *A. J. Drexel Institute for Nanotechnology*; and develop four new institutes, the *A. J. Drexel Institute for Applied Brain, Cognitive and Behavioral Sciences*, the *A. J. Drexel Institute for Informatics in Biology and Medicine*, the *A. J. Drexel Institute for Strategic Change*, and the *A. J. Drexel Institute for Information Systems and Assurance*; establish institutional level oversight that will monitor progress of the Institutes and assure that they do not become the research domains of any one college but instead demonstrate commitment and success in cross-disciplinary and cross-collegiate research.

Metric 1.3.1. Create four new institutes.

Metric 1.3.2. Review the existing institutes.

Metric 1.3.3. Realize a total of \$25 million over the next five years in research grant expenditures for the 6 institutes.

Metric 1.3.4. Recruit a leader for each of the four new institutes.

Metric 1.3.5. Recruit a total of ten Star Professorships during the strategic period with the expectation that each Star Professor will bring funding that exceeds \$1,000,000 in direct (and sustainable) expenditures per year.

Goal 1.4. *Excelling in the Arts, Humanities and Drexel's Commitment to Community Services.* Continue to support the *Philadelphia 11th Street Family Health Services and programs with community colleges and local schools*; develop two new initiatives *the Global Classroom Initiative* and the *Entertainment and Technology Center*; expand the *Institute for Women's Health and Leadership* to include stronger participation from the social sciences as they support issues of women, gender and the family, the *Center for Civic Engagement* as it builds and instills citizenship as a lasting value and commitment among Drexel's students.

Metric 1.4.1. External funding support of \$5 million over the next five years.

Goal 1.5. *The Quality Doctorate.* Support the development of the doctoral programs in the School of Biomedical Engineering, Science and Health Systems and Departments of Materials Science and Engineering, Psychology, and Microbiology and Immunology with the aim of moving them into the ranks of the top quartile of doctoral degree granting academic programs.

Metric 1.5.1. Training grants and fellowship aid from the federal government totaling \$5 million per year.

Goal 1.6. *Review, Improve and Retain the Best.* Institute a program of rigorous internal and external review of all academic programs and use this mechanism to identify, retain, and improve good quality programs and to eliminated programs that do not meet national standards.

Metric 1.6.1. Review 10 programs per year; add new programs

that respond to new market demands, such as the law and healthcare, and for which quality cost effective programs can be developed and sustained.

Metric 1.6.2. Reduce the total number of programs by 15% with a corresponding decrease in the cost associated with their delivery of the program.

Priority 2: Strengthen the connection between cooperative education, academics, the world of work, and the career trajectories of future graduates.

Cooperative education is the defining attribute of undergraduate education at Drexel University. Co-op allows our undergraduates to test early-on their chosen profession. It improves the quality of learning in our classrooms when students come back to school from their co-op assignments and provides them with an advantage as they enter the marketplace. It is also the most common reason given by many students who choose Drexel over other universities.

U.S. News & World Report ranks Drexel in the top ten among universities offering cooperative education. During this strategic period, Drexel will strive to become #1. Success will require closer linkages between the cooperative and the academic programs. We also intend to enhance the connectivity of the student with the University while they are on co-op assignment and with the potential employer while they are pursuing their education at the University.

Goal 2.1. The Drexel Classroom: Preparing Men and Women for Work and Study in the New Economy – Moving to #1 in Co-op. Develop and implement new and better ways to prepare students for their co-op experience.

Metric 2.1.1. Involve 30% of the faculty in cooperative education by creating faculty liaisons with each co-op employer.

Metric 2.1.2. Develop cooperative education learning outcomes data for each major being offered, acquire information about

employer satisfaction and student quality, and research the value and impact of co-op on a student's academic and professional career. Seek corporate donors to fund this research.

Goal 2.2. Drexel Connect: Class-to-Co-op. Create an electronic community connecting the co-op student with the campus and the classroom.

Metric 2.2.1. Establish a web-based link between each co-op employer, employee and the University.

Metric 2.2.2. Introduce on-line course modules to be taken during a student's co-op assignment to keep them connected with the university.

Priority 3: Build and develop the Drexel faculty as a community of scholars and a larger University community of faculty and staff that takes pride in its process and product.

Faculty is the core and the life-blood of the University and our success in the this strategic period will be largely a reflection of their hard work and perseverance. The faculty must be engaged and committed to the new strategic vision.

We must grow the faculty, support their professional and intellectual development, establish clear and consistent expectations for performance and productivity, be unyielding in accepting only national standards of quality in their scholarship and effectiveness in instruction, and value and reward their contributions. At the staff level, we must recognize the extraordinary contributions of many staff that work tirelessly on behalf of our students and are largely responsible for setting the tone about the students' perceptions of the University as a whole.

Goal 3.1. Hiring the Best. Hire sufficient faculty, always of the highest caliber and potential, to support instruction and research commensurate with the size of the student body and the goal of being a top-tier research university.

Metric 3.1.1. Implement and monitor a hiring process that links faculty size to enrollment trends, research volume and the strategic priorities of the university.

Metric 3.1.2. Raise the funds from gifts to endow five new chairs during this next strategic period.

Metric 3.1.3. Create the Trustees Chair program with ten Trustees Chairs during the next strategic period. Each Chair will be funded at \$100,000 annually. Trustees Chair holders must be persons who have already shown excellence in both teaching and research as judged by national standards.

Goal 3.2. Create the Drexel Advantage. Give staff members a greater sense of participation in and responsibility for the University enterprise by improving mechanisms for valuing and recognizing staff contributions

Metric 3.2.1. Increased student satisfaction and retention, better graduation rates, improved enrollment, greater alumni satisfaction, and less staff turnover.

Goal 3.3. Keeping the Best Teachers and Scholars. Only retain or tenure faculty who demonstrate success as evaluated by national standards in their appropriate disciplines which emulate some of the best programs in the nation.

Metric 3.2.1. Rigorously implement the requirement for an annual performance review of all tenure-track and tenured faculty with deans annually reporting reviews to the Provost.

Metric 3.2.2. Progressively increase the standard of performance, and assure alignment with the standards adopted by the best universities by reporting these metrics annually to the Provost.

Goal 3.4. Portfolios of Excellence. Each member of the faculty maintains a research and teaching e-portfolio that records performance, provides a basis for professional development, and demonstrates pride in performance. Develops the necessary technology support systems.

Metric 3.4.1. Maintain public and password-protected web sites that present performance and development portfolios of each and every faculty.

Goal 3.5. Reward for Performance. Develop a compensation structure that balances teaching load and proven research record according to national productivity standards, that reflects clear goals and performance expectations, and that rewards excellence through a transparent and consistent evaluation process.

Metric 3.5.1. Provide metrics that show a strong correlation between compensation increases and improvements in performance.

Priority 4: Recruit, support and retain an excellent student body.

The students are the *raison d'être* for the university. The goal of the Strategic Plan is to dramatically improve the quality of the student experience at Drexel, and in doing so improve the competitiveness of the University in the marketplace. The measures of success in this goal will be the level and quality of student demand, and the level of student persistence and graduation rates.

Goal 4.1. *Recruit, Retain and Graduate the Best.* Increase the size and quality of the undergraduate and graduate student bodies.

Metric 4.1.1. Increase freshman applications to 18,000 per year.

Metric 4.1.2. Increase freshman enrollment to 2,600, new transfer students to 700, and total undergraduate enrollment to 12,000.

Metric 4.1.3. Increase the number of doctoral degrees awarded each year to 200.

Metric 4.1.4. Increase the number of master's degree students to 3,100 and the number of master degree recipients to 1,200 per year.

Metric 4.1.5. Improve the retention of freshmen to 90% and graduation rate to 65%.

Metric 4.1.6. Increase the average SAT score to 1260 and the percent of freshmen in the top 10% of their senior class to 45%.

Goal 4.2. *Drexel STARS: Undergraduates in Laboratories and Studios.* Promote undergraduate student participation in research.

Metric 4.2.1. Increase the fraction of entering freshmen who participate in undergraduate research programs to 5%.

Goal 4.3. *Best Prof! Best Class!* Increase the proportion of courses taught by full-time faculty.

Metric 4.3.1. Expand the Provost's course offering management project to include an audit of all courses, and optimize the fraction

of total course and specific courses offered with accreditation standards and associated financial obligations.

Goal 4.4. Drexel Serving Its Students. Enhance and improve academic advisement, financial aid, the concept of one-stop shopping and other administrative services.

Metric 4.4.1. Improvement in student services will be monitored through surveys and opinion sampling.

Metric 4.4.2. Strategically target our endowed scholarship dollars to assist continuing students from low to middle income families who show strong academic potential.

Metric 4.4.3. Move Drexel to the top 100 financial aid offices in the country as ranked by Princeton Review.

Goal 4.5. Mentors. Establish a program that associates each undergraduate student with a life-long faculty mentor.

Metric 4.5.1. Establish a mentor effectiveness monitoring system that supports the retention goals of the University and also documents the extent to which the mentoring is supported by both faculty and student participation.

Priority 5: Use technology to establish Drexel as the integrator of educational service through the entire life of its students and alumni.

Technology has only begun to fulfill its potential as a tool for enhanced learning. Technology must be a competitive advantage for Drexel University at several levels. Technology as a field of study and expertise is a traditional aspect of the University that crosses all schools and colleges, whether it is engineering, bio-sciences, business, media

arts, or education. Furthermore, Drexel has a history of leadership in the integration of technology into its academic infrastructure. Drexel must continue to lead and innovate in the application of technology to pedagogy, in the application of technology in the classroom, and in the integration of virtual learning into the core academic programs. Technology must provide the bridge between the students' academic and work experience, and through technology, Drexel must strive to remain central to the life-long learning needs and interests of every student subsequent to their graduation.

Goal 5.1. Drexel: Putting the e on the blackboard!

Integrate e-learning as a complete option in all degree and non-degree programs.

Metric 4.5.1. Increase the fraction of net tuition revenue generated from e-learning to 10% of the total.

Metric 4.5.2. Permit courses from resident students to be delivered through e-learning technology and achieve an extent of use equal to 10% of the courses taken by each resident student.

Goal 5.2. Drexel Connect: From to the Students to the Alumni. Provide each student with a lifelong educational and career e-portfolio.

Metric 4.5.1. Assure that every student, full-time and part-time, enrolled in the university has a Drexel Connect Portfolio.

Benchmark Institutions

National:

Case Western Reserve University
Tufts University
New York University
George Washington University
Boston University
Northeastern University

Local:

University of Delaware
Rutgers University
University of Pittsburgh
Lehigh University
Carnegie Mellon University

