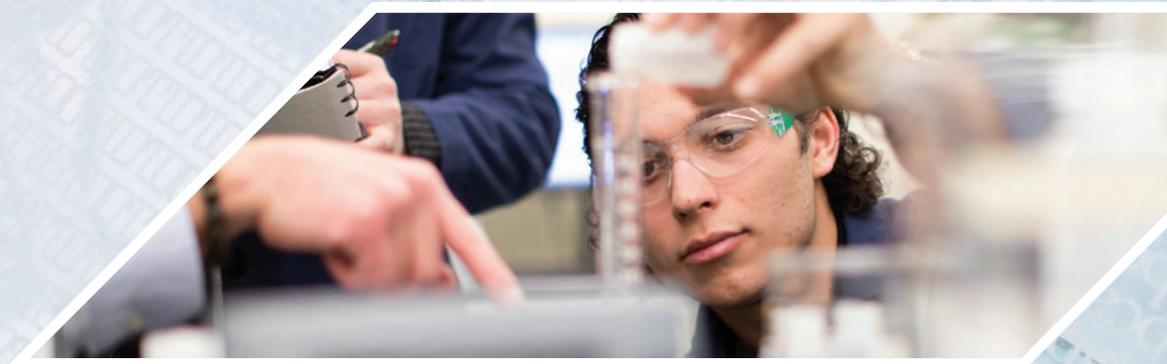


THE UNIVERSITY *of the* FUTURE

Strategic Plan | May 2019



Quinnipiac
UNIVERSITY



Contents

Preamble	4
Goals	6
Build an institution-wide mindset that prepares graduates for 21st-century careers and citizenship	8
Create an inclusive, excellence-driven community	12
Nurture and positively impact internal, local and global communities	16
Foster lifelong connections and success	20
Implementing the plan	24
Metrics of success	26
Role of fundraising	27

Preamble

The world that shaped Quinnipiac is changing; we must change to become a university that shapes the world.

Imagine the University of the Future: A kaleidoscope of individuals of all ages and backgrounds reflecting a diverse global community united by technology. Some students live on campus, many do not—and many more participate virtually. Learning takes place on campuses, in homes, at work, at partner educational, business or community institutions, or while commuting in driverless cars. The students of this university acquire and share knowledge in ways that work best for them—in-person and via digital channels, through a range of pedagogical approaches and tools, simulations and games in reality and augmented reality, supported by faculty, staff, business mentors and virtual coaches. The university experience begins while still in high school and continues through old age. Many students acquire a standard degree, while others earn short certificates, badges of learning, or just the satisfaction of byte-size new knowledge to impart career and personal skills that are critical to success in 21st-century organizations and societies, preparing for countless professional roles—some that don't yet exist. The center of this is a vibrant hub of knowledge and understanding.

Quinnipiac will be this University of the Future, with faculty and staff who are themselves lifelong learners, staying current with, bringing advances to, and creating readiness for the dizzying disruptions in technology, industry structures and drivers of societal changes around the world.

Quinnipiac, as the University of the Future, is continuously adaptive to the diverse needs of its students and the evolving requirements of employers hungry for advanced technical skills, systems thinking and societal leadership. It is part of a collaborative ecosystem of universities, employers, community colleges and high schools that partners across boundaries to transfer intellectual property and technological advances, and to offer applied learning opportunities powered by data analytics that provide in-person and virtual tools for personalization of offerings, learning mapping, student advising and retention, and lifelong career pathways. And it is a university with conscience. It celebrates differences in its populations of students, staff and faculty as a source of strength, uses its intellectual resources to lift communities in need, nurtures its own resources—human and financial—for success, and champions its responsibility to the planet.

That is the purpose of this strategic plan—to continue Quinnipiac's evolution into the University of the Future.

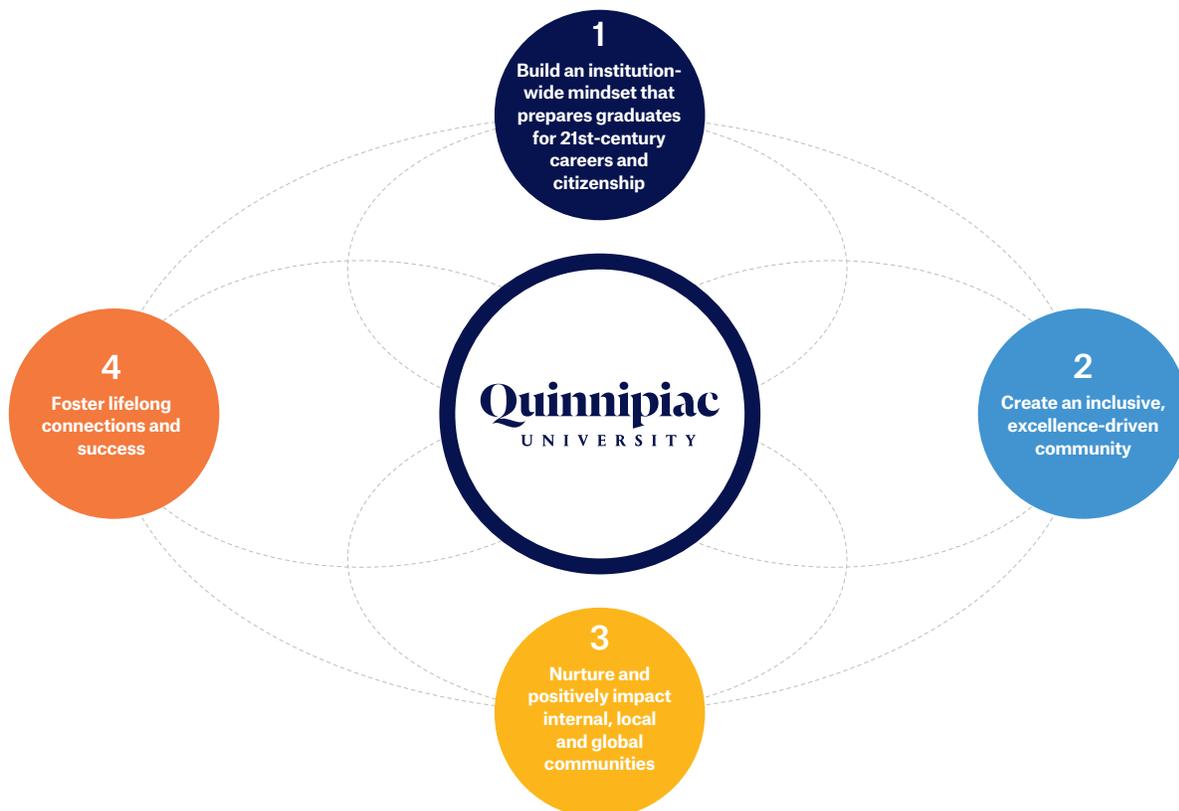
Quinnipiac University is ideally positioned to achieve that future vision. It has distinguished itself as a comprehensive university, with an unparalleled trajectory of growth in higher education. Its graduates are grounded in the liberal arts and sciences, and they are making notable contributions across many fields, including the health sciences, nursing, education, business, communications, law and, more recently, medicine and engineering. And it is agile and adaptive like few other institutions of learning. It has a bias toward action, dynamically restructuring its offerings and pedagogy around the evolving requirements of markets and professions, and partnering closely with employers who shape those requirements.

Against that legacy of delivered promise, however, we must be honest. In the face of unprecedented disruptions in technologies, markets and societies, no one can promise college students today that they will graduate knowing what they will need to know in the future. Students today must “graduate” into a life of continuing learning with the curiosity to ask thoughtful questions, the analytical skills to exploit the power of data in every aspect of their lives, the intellectual dexterity and emotional resilience to adapt to new realities.

Our institutional goal is to position students of all ages, careers and life stages to excel amidst the uncertainty and hypervelocity of 21st-century transformation in technologies, market structures and career pathways. As importantly, Quinnipiac will develop our students to become enlightened citizens who lift communities and embrace inclusive excellence with a mindset that is adaptive, curious and eager to learn more.

This five-year strategic plan for Quinnipiac University outlines our priorities to continue our evolution into the University of the Future, achieving the educational vision and community life to which we aspire. It is the culmination of an inclusive process of introspection and debate about our future, considering forecasted developments in technologies and the marketplace, societal trends and challenges, and our long-held values centered on education, scholarship and community.

To evolve into the University of the Future, this plan has four goals:





Goals



The image features a dark blue background with several light blue, curved, overlapping shapes that resemble stylized waves or petals. These shapes are arranged in a way that creates a sense of depth and movement. In the center of the image, the words "GOAL 1" are written in a clean, white, sans-serif font. The letters are spaced out evenly, and the number "1" is slightly smaller than the letters. The overall composition is minimalist and modern.

GOAL 1

Build an institution-wide mindset that prepares graduates for 21st-century careers and citizenship

The 21st century presents political uncertainty, global market volatility and technical complexity rivaling the upheavals that accompanied the Industrial Revolution. A 2018 World Economic Forum report projects that by 2022, no less than 54% of all employees will require significant re- and upskilling; another popular prediction suggests that 65% of children entering grade school today will end up working in jobs that haven't yet been invented (McLeod and Fisch, 2010). The volume of information available is growing explosively—projections are that global data will increase to 44 zettabytes, or 44 trillion gigabytes, by the end of this decade—offering unparalleled opportunities to those who understand and are equipped to use the data. And yet, few employers are satisfied with the talent readiness of recent college graduates. Only 50% of hiring managers view recent graduates as prepared for their jobs, and 60% assert that new graduates lack critical thinking skills (PayScale survey, 2016).

A mindset oriented toward continuous learning is necessary to thrive as successful professionals and enlightened citizens in this challenging and dynamically changing environment. Tectonic shifts in ways of living, building thriving communities and conducting business require that universities transform themselves into universities of the future—in what they study and teach, in how they teach and to whom.

Quinnipiac has been adept at identifying and responding rapidly to market needs, but in building the University of the Future, Quinnipiac must exploit our extant distinctions and evolve further. Our ambition is to offer learning opportunities that anticipate technical, behavioral and strategic skills for 21st-century careers and citizenship.

Employers covet team members who can communicate across disciplines and whose critical thinking skills contribute to complex problem solving and a generation of new ideas. Development of these skills is advanced by an educational journey rich with high-impact practices, including the following:

Quinnipiac must ensure an educational experience that is rich with experiential and applied learning, service learning and volunteer engagement, co-curricular connections, and interdisciplinary approaches. [To extend our excellence in this approach, we will form the Quinnipiac Center for High-Impact Practices \(Q CHIP\), which will provide cross-disciplinary, innovative and pervasive experiential and immersive opportunities across all fields of study.](#)

Q CHIP unites and formalizes a learning approach with many

examples already embedded in the fabric of QU's offerings. It fosters applications and practice in the knowledge and skills needed for 21st-century careers as well as community living. These high-impact learning practices—whether current or aspirational for QU—include rich health science simulations; legal or entrepreneurship outreach clinics in communities; direct engagement with faculty on applied research projects; learning organized around societal grand challenges; development of digital games to address a wide range of educational, scientific and social needs; hackathons in partnership with business or community organizations to challenge students to develop solutions to a significant problem; practicums and volunteer engagement in domestic and global community-based organizations serving populations in need; or in-prison courses that immerse learners in the challenges of the correctional system. As evidence of student achievements, we will develop an “experiential e-portfolio” that documents experiential learning credits, service and co-curricular activities.

Q CHIP also will offer development opportunities and co-design support structures for faculty and staff in educational approaches to systems thinking, curricular reform, pedagogies grounded in high-engagement learning practices, cross-disciplinary design, co-curricular connections, and the integration of digital technologies in high-impact learning and teaching. Employers will be engaged to co-design immersive learning opportunities around their emergent requirements, and as partners in offering their own sites as practice and application settings.

QCHIP will become a pervasive approach to learning, built around the actual requirements of 21st-century professional pathways and community needs. The result will be a skillset that includes current and forward-looking technical competencies, cognitive skills (e.g., problem solving and creativity), interpersonal skills (e.g., communication, storytelling, teamwork and leadership) and intrapersonal skills (e.g., adaptability and resiliency). It also will result in social and community awareness that prepares individuals to engage as informed and enlightened citizens.

Quinnipiac also will need to expand the fields and learning formats in which it is distinguished, in alignment with what the future demands. Leveraging the university's existing strengths, we see development of new specializations and credentialing in the health sciences and engineering (e.g., speech pathology or biomedical engineering), applications of software and artificial intelligence (e.g., adding opportunities for cybersecurity, data science and data translation credentials), and creating interdisciplinary connections in important specializations (e.g., environmental sciences). The needs of various learner populations also must be addressed—offering personalized approaches for acquiring credentials or learning badges at all career phases, from traditional in-residence undergraduate and graduate programs, and expanded honors programs, to accelerated learning formats (3+1 or 4+1 programs), to short-focused learning badges at the later stages of individuals' careers through whatever medium suits the learner.

The power of AI should be used, also, in the personalization of learning pathways and support. By accessing and analyzing individual and market data, academic and career pathways will be developed to provide support that is tailored to the academic needs and aspirations of each individual. The integration of labor market data will ensure that learning outcomes are connected to employer skill demands. This level of personalization will require integrated planning, advising and mentoring using both technology-enhanced tools, along with high-touch advising support services.

AI tools offer the opportunity for individual planning, ongoing advising and support for performance, and monitoring of achievement of learning outcomes to ensure that every learner is progressing according to their desired academic and career pathway. To realize this vision, we will develop the Quinnipiac Academic and Career Advising Center (QACAC), an integrated, comprehensive advising center that spans academic advising toward traditional degrees, professional advising targeting the first job, and then lifelong career advising and credentialing for the duration of the graduate's professional and personal life. QACAC will use a personalized approach drawing on AI tools, personal and virtual advisers, and will follow a hybrid structure, reflecting the skillsets and expertise of various academic and professional specialties, as well as shared tools and networks across QU.

These innovations require a culture of innovation that is agile, gutsy and resilient, with the capacity to adapt as change occurs and challenges arise. Faculty and staff are the essential drivers of this mindset, and determine whether we will realize this vision of Quinnipiac as the University of the Future. As such, we must support a vibrant intellectual community and invest in the scholarship and lifelong learning needs of faculty and staff. Faculty and staff must be empowered, incentivized and rewarded for intellectual agility, risk taking and bold innovations. We also must invest in innovative capacity across the university (e.g., in seed grant programs, research infrastructure, faculty and staff development, faculty-student research collaborations, and pedagogical experiments) to test different learning approaches and formats.

All of this requires space in an already constrained physical environment. New and expanded/renovated academic facilities are critical to accommodate the scholarship and learning programs already on campus, and to house the innovations proposed above—new academic programs and associated faculty, new classrooms and pedagogical technologies, as well as spaces for QCHIP and QACAC. Accordingly, in addition to renovation and expansion of extant academic facilities, a new academic building that incorporates classrooms, faculty space and dedicated areas for QCHIP and QACAC is proposed.

The goal of an institutional mindset that prepares graduates for citizenship and 21st-century careers will be achieved through high-impact learner preparation, investment in 21st-century market-driven fields, integrated advising throughout a student's life, faculty/staff support for intellectual agility, and facilities that house these initiatives.





A large, stylized graphic of a globe is centered in the background. The globe is composed of several overlapping, semi-transparent blue bands that create a sense of depth and movement. The bands are arranged in a way that suggests the curvature of the Earth, with some bands appearing to wrap around the globe. The overall effect is a clean, modern, and abstract representation of a globe.

GOAL 2

Create an inclusive, excellence-driven community

As the University of the Future, we view inclusive excellence as an essential value and distinction of who we are. It celebrates differences as a source of strength and is reinforced by a diverse set of policies and practices. Inclusivity and diversity are critical features of a nimble, competitive and creative workforce, an enlightened global citizenry, and thus to our aspirations for the QU community.

We aspire to become a community that enables people to bring their whole selves to school, to work and to their studies and occupations; one that holds each person accountable for inclusive behavior and encourages courageous action; one that is built on trust, openness and civility and allows for honest conversations about difficult subjects; one that cares for, and helps marginalized members of society; and one that prepares and enlightens for the future of global societies.

At QU we recognize that complex problems and effective solutions are best approached by teams with a variety of perspectives. This is evident in the entrepreneurial fabric that makes up our history, and in the diverse programs and traditions that have been shaped by this community over the years. But we are not yet where we need to be as an inclusively excellent institution—not in faculty or staff, not in students or alumni, not in programming. We aspire to be more.

We will strengthen our actions to build inclusive excellence—first by [developing stronger pipeline programs and attraction points for diverse students to QU](#). Graduates of the University of the Future must reflect the growing diversity of our towns, cities, nation and planet. Our pipeline programs will be designed to increase diversity by exposing interested students from historically marginalized backgrounds to the learning and growth opportunities at QU.

The Q Entrance Assistance Program (QEAP) is designed as a high-touch admissions program for first-generation students, high school students from economically disadvantaged schools, students with English as a second language, community college transfers, veterans who are beginning or returning to school, or other prospective students who could benefit from transition support as they consider attending QU. Analytics will be used to proactively identify potential student populations who might not otherwise be aware of the advantages of QEAP, and to attract them into this program. QEAP students will receive individual support in key areas to amplify their odds of admission, e.g., in completing their QU college application, navigating the financial aid process, transferring credits (e.g., from community colleges, or veterans with military credits) or understanding the learning opportunities available at QU.

Students admitted through QEAP, and others, will be invited to Quinnipiac's Transition (Q-T) summer bridge program. Q-T will welcome a globally diverse community of entering undergraduates to participate in a comprehensive preparatory academic program. During this intensive program, students are welcomed to the QU community, provided with tools and resources essential to first-year students, get a jump start on introductory classes, and are offered opportunities to create meaningful academic and social connections. Effective study and social engagement practices are shared, and students are assisted in becoming stewards of their educational journey.

Beyond the transition from high school to college, four-year retention rates among underrepresented populations are of particular concern. Other parts of this plan aim to support the well-being of all students (e.g., the QU Health and Wellness Center, and access to outstanding academic and career advising—QACAC). Additional support for students of nontraditional backgrounds will be centered on [professional academic advisers with expertise in guiding students to long-term success at Quinnipiac, and beyond](#). The challenges are often as much social and financial, as they are academic. Hence, the goals of QEAP, Q-T and targeted advising are to provide scaffolding from the start of the admissions process to acceptance, and then through the retention challenge in the interest of building and retaining a more robust pipeline of diverse students at QU.

General summer programs—Q-T and other—should be expanded to facilitate students’ transition into the university, acceleration of their progress to degree, retention of students and attraction of diverse learning populations (young and older) to expose them to an array of stimulating courses. Summer programming will require dedicated personnel, as well as facilities renewal to accommodate learner populations during the hot summer months.

Financial assistance is indispensable in attracting a diverse group of academically excellent students. This includes assistance for individuals from marginalized and economically disadvantaged communities, for those transferring from community college programs, for veterans, or those experiencing challenging life transitions. Because many of these outstanding future learners have limited resources, raising scholarship aid is essential in bringing inclusive excellence to QU. Community-based organizations that share an interest in building more diverse pipelines into their workforces and communities are promising partners for this fundraising priority.

Students from nontraditional backgrounds (e.g., first-generation students, students with disabilities, underrepresented minorities, LGBTQ students, veterans and active-duty military, students from varying socioeconomic backgrounds and others) face additional challenges including development of a sense of belonging despite feeling “different.” It is incumbent upon us to create a culture in which such feelings of difference are a source of strength, and connections within our community that unify individuals around a shared purpose, rather than a feature that creates distance or isolation in communities.

Culture is not built on any single program or initiative—it is derived from many ingredients, large and small. Important drivers of culture are the role models and symbols in the culture. **We will reflect inclusive excellence among our leadership, faculty and staff, as well as in the signals and practices of our culture.** Recruitment and hiring for all faculty and staff positions will be conducted with mindfulness for the unequivocal commitment to inclusive excellence in the QU community. All students need role models to whom they can relate.

Other cultural signals include events, speakers and topics of discussion that address inclusive excellence and provoke deep examination of the issues. Signals also include representation in our marketing materials and social media, in vendor relationships, and in priorities for community outreach. To determine where opportunities exist for enhancing a thriving culture of inclusive excellence, we will conduct a Campus Climate Survey to address broad institutional climate issues (e.g., inclusion, professional and career support, management effectiveness and work-life issues). The data derived from this baseline survey, as well as repeated administrations of the survey, will inform on opportunities and gaps in the culture, and will guide improvement efforts and accountabilities.

A critical ingredient of a culture of excellence at a university is scholarly practice. The tone is set by senior faculty and rising stars who demonstrate rigor, curiosity and creativity in their research activities. We must recognize and **celebrate these research role models through the support of endowed chairs—permanent and rotating—and with programs attracting visiting luminary scholars and speakers.**

The scholarly and teaching activities of faculty can encourage broader perspectives on social issues, such as case studies in the business or communications programs, arts and theater elements that provoke re-examination of traditions, or controversial legal cases in the law school curriculum. These too will reflect a broader definition of inclusivity. Multicultural intelligence is advanced through ethnic studies majors and minors that encourage scholarship and learning about diverse cultural histories and traditions. **We will explore development of ethnic studies courses,** to expand knowledge and understanding of the roots of diverse cultural traditions across global societies, and encourage scholarship in these fields. These will add to the rich canopy of learning opportunities and scholarship at QU, and will support our goal of preparing enlightened global citizens.

As the University of the Future, Quinnipiac will advance its commitment to inclusive excellence through targeted efforts in strengthening diverse pipelines into QU, in transitioning and retaining nontraditional students and in financial support for these students. Inclusivity and excellence will be enhanced through our curricula, and through the recruitment and recognition of outstanding faculty who advance distinctive scholarship and serve as role models for inclusivity in our community.





A large, stylized graphic of a leaf or feather, rendered in a lighter shade of yellow than the background. It is positioned behind the text, with its base at the bottom and its tip pointing towards the top left. The graphic consists of several curved, overlapping segments that create a sense of movement and depth.

GOAL 3

Nurture and positively impact internal, local and global communities

As the University of the Future, Quinnipiac understands that in addition to nurturing its own faculty, staff and students, it must also apply its intellectual, technical and community assets to support the needs of local and global communities.

That commitment begins with the well-being of our campus communities, where every member is positioned to thrive personally and professionally. Indeed, there is a persuasive link between physical and mental well-being, and the determinants of success in academic settings (Bailey, Armour, Kirk, Jess, Pickup & Sandford, 2009; American College Health Association, 2015). And yet, on the face of it, students across the country face increasing challenges to achieving and maintaining physical and mental wellness.

The American Psychological Association reports that 41.6% of college students nationally suffer from anxiety, 36.4% from depression and 35.8% from relationship problems. Mental health issues can be exacerbated among students as they transition into college. They struggle with managing their increased freedoms, the challenges of learning to live independently, difficulties with finding a way to connect in a new community, and determining appropriate balance between the academic and social aspects of college life. Untreated mental health issues impact learning, relationships and lifestyle choices and can lead to substance abuse and destructive behavior. While the ballooning scale of the problem is widely acknowledged, few colleges and universities are equipped to appropriately support student physical and mental wellness needs.

Quinnipiac will be exemplary in its support and care for the physical and mental well-being of our students to position them for academic and life success. To that end, [Quinnipiac will build a state-of-the-art Health and Wellness Center with activities and programming that support student health, physical fitness, counseling and ongoing wellness and prevention education](#). Programming will emphasize the physical, emotional, social, cognitive, spiritual, lifestyle and nutritional elements of healthy living, and will personalize the approach to student well-being through various high-touch approaches, as well as data analytic tools. The benefits of attention to student physical and mental wellness will extend beyond their academic and student life experiences; they will form a foundation for sustainable healthy life habits.

In order to effectively serve and support all constituents as a nurturing community, Quinnipiac must resolve various challenges and constraints to student learning and development, and to faculty/staff intellectual and social climate. These include space constraints, time constraints, limitations in accessing extra-

co-curricular and various social activities. To address these constraints, [Quinnipiac will expand available academic and co-curricular spaces through a facilities master planning and execution process that is responsive to critical community priorities](#). This includes design and renovation of residence halls to create community (lounge spaces, as well as redesigned living spaces); extracurricular meeting spaces for clubs, leadership development and service activities; expansion and update of auditorium and classroom spaces; expanded meeting spaces for faculty/staff community building; appropriate research and workspaces for faculty and staff; and parking solutions that better optimize the needs of multiple constituents, including students who commute rather than live on campus.

The consequences of space constraints are felt in the intellectual vibrancy of university life, limiting formal and informal scholarly exchanges, student engagement in academic, intellectual and service activities, and community vibrancy and spontaneity. With classes extending into the evening, there isn't time to "just hang out," or attend a fascinating talk that might change one's thinking. Added space mitigates these constraints. Adding well-equipped classrooms advances distinctive academic programming, and also enables the university to deliver programs during "normal" day schedules without having to spread class delivery into evenings.

Spaces for student club meetings, faculty and staff interest groups, and events add to the richness of academic and community life. Accordingly, [Quinnipiac will expand its community hub to address expanded dining needs, add meeting spaces for student clubs, faculty and staff, and a 600-person auditorium](#). Concurrently, [we will create free blocks of time for students to engage as students](#), by compressing classes mostly to daytime, given available space, and by carving out a common hour to support opportunities for intellectual, professional and club engagement.

QU must conduct itself as an enlightened institution by effectively managing, allocating and monitoring resources crucial to fulfilling its academic mission as well as its role in supporting local and global communities. Accordingly, [Quinnipiac will serve as a model steward of our own resources](#). And our most important resource is human—the faculty and staff who embody QU’s singular commitment to student learning and development. Our faculty and staff will have the opportunity to participate in advancing their own physical and mental well-being through the wellness program initiatives described earlier. In addition, to hear the voice of faculty and staff and to become the thriving University of the Future to which we aspire, we will conduct the (previously mentioned) climate survey to identify needs and opportunities in managing the people who embody and perpetuate the values of Quinnipiac. Progress will be measured against baseline results as we invest in our own community members to enable them to flourish in supporting the campus mission. Human resource investments include support for research, professional advancement, pedagogical and curricular innovations as well as initiatives that support lifestyle choices, inclusivity and family health.

We also will ensure that financial and physical resources are managed with care and transparency, protecting the university’s fiscal health and advancing the priorities of the institution and its academic/administrative units. [A budget plan will accompany this strategic plan to demonstrate the pathway to fiscal realization of these goals](#). This will include extraction of resources from reallocated priorities, and generation of new resources to realize the priorities of the strategic plan.

As the University of the Future, Quinnipiac will advance environmental sustainability by being a model steward of our own natural resources, and by partnering with local and regional communities in achieving outcomes that support the long-term sustainability of our planet. [A campus sustainability plan and execution structure will be developed to advance the responsible stewardship of environmental resources on campus, and to model in our behavior the ideals for others](#). In addition, environmental sciences will be explored as an expanded field of study at Quinnipiac.

[Quinnipiac will extend its impact to external communities and will become more deeply engaged in regional and global ecosystems](#). This is an opportunity, as well as an obligation to the public good. Initiatives will include collaborative learning and research across businesses, universities, community colleges, government and community-based organizations, and high school partners. The Partnership Engagement Council mentioned below is an important governing structure to manage university-wide relationships across parts of these ecosystems.

Well-functioning ecosystems will facilitate knowledge transfer in multiple directions, joint assignments, co-design of learning opportunities, job shadowing, externships and internships across

institutions, and pipelines of students and employees crossing back and forth between companies and universities for learning and mentorship. This advances student preparation for 21st-century careers through high-impact learning practices (Q CHIP), service learning, co-ops, community-based internships, projects in professional fields, arts, education and health initiatives. It also enables upskilling among current employees through convenient (often digital) access to targeted reskilling programs, engages employers in defining demand requirements and shaping learning models, and creates public good by providing knowledge-based solutions and skilled individuals experienced in what it means to be an engaged citizen.

An extension of the public good derived from regional ecosystems is a certification or badging program, where online skills-based training would be developed in partnership with community colleges and regional employers to focus specifically on depressed labor markets in Connecticut. By upskilling and credentialing underutilized and depressed labor markets around specific employer talent needs, QU will contribute to the economic outlook of the citizens and employers of Connecticut.

The goal of lifting internal, regional and global communities will be advanced by nurturing the physical and mental wellness of the QU community, enriching the intellectual and social life of the university through investment in facilities and associated programming, serving as a model steward of our human, financial and natural resources, and becoming a true partner in the regional and global ecosystem for the reciprocal advantages of knowledge transfer, mutual learning opportunities, labor force development and engaged citizenry.





The background is a solid orange color with several large, overlapping, semi-transparent shapes that resemble stylized leaves or petals. These shapes are arranged in a circular pattern around the center, creating a sense of depth and movement. The text 'GOAL 4' is centered in the middle of the page.

GOAL 4

Foster lifelong connections and success

In an environment in which disruptive business models and technological innovations are the norm, 60% of employers report that they are struggling to keep workforce skills current (IBM Report “Facing the Storm,” 2016). Employers looking to address Industry 4.0 challenges recognize that their survival, let alone prosperity, depends on the upskilling and reskilling of much of their workforce. Yet requisite investments in training by the private and public sectors have lagged behind the demands imposed by change. Employers also have been critical of college graduates’ preparation for current jobs, and of their lifelong disposition to learning and skills development (IBM “Facing the Storm,” 2016).

Students, both past and present, are similarly disparaging of universities for insufficient career services and faculty engagement in their professional development. In a January 2018 Strada-Gallup Student Survey, 28% of students report that academic advisers are “very helpful” in identifying career options, while just 16% of students who visited career services found their experience to be “very helpful.”

These disconnects can have a lasting impact on alumni attachment to the institution, their interest in returning as lifelong learners, or their willingness to support their alma mater. Indeed, higher education philanthropic participation rates demonstrate modest decline over the past several years (donorCentrics® Annual Report on Higher Education Alumni Giving, 2017). From both employers’ and graduates’ perspectives, change is clearly warranted to address the skills gap, and to connect alumni to their alma mater as a source of lifelong reskilling, and as an object of pride and support.

The University of the Future forges rich employer partnerships to ensure alignment between the skills employers seek, and what students learn; where ongoing collaboration between employers, faculty and staff fosters deep dialog that translates into new curricula and programs that keep pace with evolving employer skill needs; where career advising—at any life stage from the first to the last job—is informed by employer requirements and implemented through state-of-the-art guidance models and virtual tools; where alumni are drawn to the institution because of the availability of convenient, stimulating and cutting-edge learning tools responsive to a variety of career needs and stages; where the many touchpoints between alumni and their alma mater reinforce lifelong friendships, sources of pride and enjoyment, and participation in volunteer activities and philanthropy at the institution; and where corporate learners are drawn to the institution because of the unique learning possibilities that employers seek. Quite simply, we will be a university with enormous “draw” because of our extraordinary proficiency in developing skills that represent the future, and the emotional ties that form a bond around it.

Quinnipiac will develop a rich Alumni Program, with multiple touchpoints between alumni and their alma mater to fuel lifelong connections, networks, emotional ties and a desire to support the institution. Alumni career and personal needs change over their lifetimes; hence, our outreach and engagement programs must be responsive to these varying needs. Lifelong alumni engagement begins by creating positive participation experiences for students before they leave campus. Students from Day One will hear the narrative of being a “Bobcat for Life,” and will be exposed to alumni who exude pride in their alma mater and gratitude for all they have achieved through their affiliation. Beyond stellar learning, academic advising and social experiences on campus, and activities that fuel team spirit, such as athletic programs and service days, the narrative will build to a Senior Giving Campaign. The Senior Giving Campaign will help form enduring relationships by focusing on high-impact causes that matter to graduating students. Seniors can then rally behind and establish a connection that is meaningful to them, that elicits multi-year engagement to the institution. Similarly, effective career advising that positions graduating students for initial success in their chosen fields is vital as a foundation for positive affect to the institution, and reinforces the earlier mentioned priority on Quinnipiac’s Academic and Career Advising Center (QACAC).

After graduation, data on young alumni professional and personal interests and passions can inform outreach efforts, inviting alumni to invest their precious time and talent to support key institutional priorities. Engagement opportunities include student recruitment, internship offerings, championing corporate partnerships, community service events, speaker programming,

curricular and programming input, or involvement in athletic events. Alumni can be mentors and sponsors, or enable job shadowing to continue the cycle of opportunities that played an important role in their own early development. Deploying also digital touchpoints will accommodate the desire of alumni to engage with students, faculty and staff via digital channels that fit better into their busy schedules.

With many adult learners achieving an array of degrees, certificates or badges, new alumni will be welcomed at any stage in life. Over the arc of their lives, programming and outreach will be adaptive to diverse alumni needs at various phases of their lives—as they seek upskilling in place, promotions, face replacement, return to the workforce, prepare for executive roles, plan for retirement, or exercise their passion for travel or golf. Finally, the creation of signature branding events in major cities (e.g., featuring high-profile speakers or major athletic competitions) will reconnect alumni to their alma mater regardless of geography, and will build pride in the brand.

The intensive, lifelong engagement of alumni in their alma mater requires two targeted initiatives. The first is [the Quinnipiac Advantage Program \(QAP\) to equip alumni with the tools, knowledge and networks needed for career success at each stage of their professional lives](#). QAP will create a diverse portfolio of programs, in consultation with employers that are responsive to the skills and credentials required in different phases of one’s professional career and personal life. These include courses through QU Online or the QU Alumni site that result in a digital badge or certificate; professional development programs in technical or leadership skills that are aligned with employer needs (see below); CEU certification for certain professional fields; financial or retirement planning courses; or wellness and lifestyle programming through the wellness center (see p. 17).

QAP also will facilitate social networking among alumni. These can provide career advantages. Other resources offered through QAP will include career webinars, referral to career coaching, and access to job opportunities through the enhanced network of corporate partners (see below).

The second requisite for a lifelong, productive relationship with alumni is a structure that develops and manages the relationship with partner employers. [To that end, Quinnipiac will create the Partnership Engagement Council, a comprehensive, integrated, corporate partner governance process that engages the broad university community in developing and managing a diverse range of corporate partners](#). These partner relationships are critical in aligning professional career needs and opportunities for graduates and alumni, with evolving 21st-century career requirements.

Through the work of the council, Quinnipiac will develop a deep, nuanced understanding of the breadth of employer needs resulting from employer feedback and needs analysis, advisory boards and collaborative efforts to define distinct, sector-specific

talent challenges and solutions. The council also will assure coherence and focus across the multiple touchpoints of those engaged at the university with a partner, and the various divisions and interests of a corporation.

This comprehensive and integrated employer partnership process will help focus the career support services of QAP. It also will be vital in enhancing opportunities for experiential learning, co-ops, internships and career advising services (see Q CHIP). Regional ecosystems mentioned earlier go hand in hand with this objective.

These partner relationships will bring reciprocal advantages, enhancing alignment between employer needs and learning offerings, broadening the high-impact learning opportunities available to current students, facilitating recruitment pipelines of talent responsive to the evolving needs of employers, opening doors to joint research collaborations, connecting alumni to promotional opportunities across a range of employers, and developing targeted upskilling and reskilling programs for alumni and current employees (i.e., future alumni) addressing emergent employer needs. Thus, the Partnership Engagement Council is an essential mechanism for building lifelong engagement with alumni, and for guiding the substance of the QAPs.

To build lifelong connections and success, QU will develop a comprehensive alumni program with multiple touchpoints enhancing lifelong engagement opportunities, networks, emotional ties and career advantages. Lifelong professional and personal development will be supported by the Quinnipiac Advantage Program, and the Partnership Engagement Council will facilitate collaboration and connection across a far-reaching network of partners. These initiatives will support thriving professionals, through the arc of their careers, who have enduring pride in, and gratitude for, their alma mater.





ECAC
HOCKEY

QUINNIPIAC



QUINNIPIAC



CCM



A photograph of a person walking away from the camera on a brick-paved path at night. The path is illuminated by streetlights. To the right is a building with large, multi-paned windows that are lit from within, showing interior details. In the background, other people are visible walking on the path, and a brick building is visible on the left. The sky is dark blue.

Implementing
the plan

Metrics of success

To focus our energy in the pursuit of our aspirations as the University of the Future, and to create common meaning of “success,” we will identify shared metrics that reflect quantitative and qualitative measurements of our achievements. The metrics noted below reflect university-wide achievements; schools and units may add aspirations and metrics specific to the goals they establish in relation to QU’s overarching plan.

Key university-wide metrics that reflect successful achievement of our strategic goals and will be tracked over time for improvement trends are:

- I. Student quality—through attraction of students for whom QU represents their first choice of distinctive learning opportunities for their future
- II. Student retention—through improved program offerings, academic and career advising, and wellness initiatives
- III. Student employment—developed through high-impact learning opportunities and deeper partnerships with employers
- IV. Faculty and staff attraction and retention—because of enhanced support for faculty scholarship, development, continuous learning, and investment in fields of the future
- V. Student, faculty and staff diversity—through enriched pipeline initiatives, support for nontraditional groups, and an enhanced culture of inclusivity
- VI. Student, faculty and staff well-being—measured through climate surveys and satisfaction, wellness indicators, community engagement and sustainability metrics
- VII. Philanthropy—because alumni and friends are energized by the vision and priorities of the strategic plan

These metrics will be revisited on an annual basis to gauge success of the strategic plan and to address any adjustments needed to the plan, recognizing that a five-year plan is a living blueprint for the future that must adapt dynamically with changing conditions.



The role of fundraising

Realization of the plan for the University of the Future requires substantial resources and cannot rely singularly on current tuition dollars. Some will be extracted through internal reallocation among existing expenditures to the extent that these expenditures no longer align with QU's future vision of distinctive academic programs, inclusive excellence, a thriving and engaged community and lifelong relationships built on professional and personal development. Other resources will be garnered by mitigating inefficiencies in our processes, prudent fiscal and resource management and from returns on the endowment.

However, our ambitious vision cannot be achieved through these resources alone. We must turn to generous donors who are energized and impassioned by the vision of the University of the Future. Donors are motivated to be philanthropic when strategic goals reflect big ideas, and when they see their philanthropy leading to meaningful impact on the future of learning, scholarship and communities—on the University of the Future.

The strategic plan will drive development of a Campaign Statement for Quinnipiac as the University of the Future, reflecting the priorities of the plan to realize our collective vision. Building a culture of philanthropy is essential to our future. We also believe that donors who engage philanthropically in these stimulating priorities will themselves derive tremendous satisfaction and fulfillment from their impact on future lives and leaders, by supporting distinctive and dynamic learning and scholarship opportunities that create 21st-century readiness.

Our promise for the future

QU's vision is ambitious, exciting and frankly crucial to serve our purpose as a learning institution for the 21st century. We cannot remain stationary, or continue all that we do, while staying abreast of the accelerating technical, business, societal and environmental changes of the 21st century. QU will excel as a learning institution for the 21st century through its agility, hunger for continuous learning, and a commitment to the values that have propelled our university throughout our history and well into the future.

Works Cited:

American College Health Association. *Spring 2015 Reference Group Data Report*, 2015. Accessed at https://www.acha.org/documents/ncha/NCHA-II%20WEB_SPRING_2015_REFERENCE_GROUP_DATA_REPORT.pdf

Bailey, Richard, Kathleen Armour, David Kirk, Mike Jess, Ian Pickup, Rachel Sandford and BERA Physical Education and Sport Pedagogy Special Interest Group. *The educational benefits claimed for physical education and school sport: an academic review*, 2009. *Research Papers in Education*, 24:1,1-27, DOI: <https://www.tandfonline.com/doi/abs/10.1080/02671520701809817>

donorCentrics. *Annual Report on Higher Education Alumni Giving*, 2017. Accessed at <https://institute.blackbaud.com/asset/2017-donorcentrics-annual-report-on-higher-education-alumni-giving/>

IBM, *Facing the Storm: Navigating the global skills crisis*. Accessed at <https://www.ibm.com/downloads/cas/LBMPLMLJ>

Leopold, Till Alexander, Vesselina Ratcheva and Saadia Zahidi. *The Future of Jobs*, 2016. Accessed at http://www3.weforum.org/docs/WEF_Future_of_Jobs.pdf

McLeod, Scott, and Karl Fisch, "Shift Happens," 2010. Accessed at <https://shifthappens.wikispaces.com>

PayScale. "Leveling Up: How to Win in the Skills Economy," Workforce-Skills Preparedness Report, 2016. Accessed at <https://www.payscale.com/about/press-releases/payscale-and-future-workplace-release-2016-workforce-skills-preparedness-report>

