

2026-2030 AGS Strategic Plan

AGS's Strategic Plan for 2022-26 focused primarily on internal growth (strengthening programs, fully implementing a shared-leadership model and developing a horizontally functioning organizational structure, and developing and implementing efficient administrative practices that support institutional sustainability). The strategic plan for 2026-2030 aims at promoting outward-focused growth while maintaining and expanding the processes developed in the last four years, with the overarching goal of increasing the impact AGS has on our communities and on the mental health field in general. Within this overarching goal, the plan includes enhancing the application of Adlerian principles (holism, encouragement, social interest, and belonging) in our internal community and in the intersection between AGS and external communities, as well as a renewed commitment to continuous improvement of the education we provide, to social justice, and to long-term institutional sustainability. With this in mind, at the 2025 strategic planning retreat our constituents made slight revisions to our mission, vision, and core values statements.

Updated mission statement: Preparing exemplary mental health professionals with a strong Adlerian foundation to foster encouragement, collaboration, and a sense of belonging in the culturally diverse communities they serve.

Updated vision statement: Adler Graduate School will be a leader in empowering and developing mental health professionals to transform society through social interest in action.

Core values were also updated, to better reflect our commitment to accessibility, equity, and inclusion. These core values serve as a scaffold to our mission, vision, and strategic planning:

- Quality education
- Adlerian principles
- Social justice
- Institutional sustainability

Operational definition of social justice: To actively remove barriers and ensure access to opportunities, to promote equity, inclusion, and accessibility in counselor education and mental health services.

Although we have identified one leading value for each strategic goal, it is important to keep in mind that these four values are interrelated and synergistic.

Goal 1: To improve quality of education by integrating service learning into curriculum	
Leading value: Quality Education	
Specific	Map existing courses where assignments can be reframed to include community-engaged learning. Develop service-learning manual and rubric, with reflection prompts grounded in Adlerian principles of belonging and contribution. Collect qualitative and quantitative data to measure impact on student learning, civic engagement, and social interest development.
Measurable	Embed structured service-learning components in at least 40% of graduate courses by FY 2027. Each program area (CMHC, MCFC, CODAC) will identify one pilot course for implementation in 2026-27.
Achievable	Will utilize faculty expertise in community practice and existing relationships. Will conduct incremental evaluations for need and assign a service learning coordinator (.25 FTE) to oversee management and maintenance.
Relevant	Directly advances application of Adlerian principles (social interest, contribution, encouragement) and theory and is consistent with CACREP standards for applied learning and multicultural competence. Corresponds to goal 4.2 of AGS's HLC quality initiative.
Time-Bound	Curriculum design FY 2025 (Q3-Q4); pilot launch in 2026-27; full integration 2027-28.
Inclusive	Prioritize placements in underserved communities and allow virtual service-learning options for online learners and students with accessibility and/or transportation barriers.
Equitable	Activities are completed within the student's community; no cost activities.

Goal 2: To expand Community Partnerships and Funding Opportunities to Enhance Student Learning and Professional Development.	
Leading value: Quality Education	
Specific	Develop partnerships with community organizations, grant-making foundations, and alumni networks to increase student learning opportunities (e.g., internships, practicum sites, project-based learning, and paid placements). Establish an internal process for identifying and submitting institutional and student-led grants that align with AGS's mission and Adlerian values.

Measurable	<p>Develop a community partnership and grant tracking log by Spring 2026.</p> <p>Secure at least one new community collaborations or grant-funded student opportunity within the first year.</p> <p>Track student participation in community-based and grant-supported experiences.</p>
Achievable	Led by the Vice President of Institutional Effectiveness, in collaboration with the Dean of Student Affairs, faculty, alumni, and collaboration across all AGS departments.
Relevant	Advances AGS's mission to foster belonging and community impact while providing students real-world experiences that align with Adlerian principles of social interest and contribution.
Time-Bound	Begin partnership mapping and grant identification process by Spring 2026; first grant submission and partnership pilot by Fall 2026.
Inclusive	Ensures all students have equal access to community-engaged learning and grant-supported opportunities regardless of financial or logistical barriers.
Equitable	Prioritizes partnerships and funding that expand access for all students and support inclusive pathways into the counseling and creative arts therapy professions.

Goal 3: To expand career services and resources available to current AGS students and alumni.

Leading Value: Quality Education

Specific	Support AGS students and alumni in achieving their career goals through résumé and cover letter development, interview preparation, and job search strategies, while fostering professional growth through guidance on social media presence, networking, and effective communication.
Measurable	Create and publish Career Service Canvas page. Offer ongoing training and workshops. Track usage of Canvas page and attendance at training.

Achievable	Utilizes existing Accessibility and Career Services Coordinator, with support from faculty, the Field Experience Coordinator, alumni, and Dean of Student Affairs.
Relevant	Supports students in developing strong professional skills and pursuing employment opportunities in mental health counseling and related fields. Advances Social Justice.
Time-Bound	Publish Career Service Resources page on Canvas by Spring 2026 with ongoing training and workshops.
Inclusive	Supports the career and professional development needs of all students and alumni, honoring the diversity of identities and experiences within the AGS community.
Equitable	Services are designed and implemented to support the career seeking and professional development needs of all AGS students and alumni.

Goal 4: To ensure quality online teaching, with a strong Adlerian foundation.

Leading value: Quality Education

Specific	Reinstate mandatory annual faculty training in 1) online teaching and instructional design, and 2) clinical applications of Adlerian theory. Offer training in multiple formats: asynchronous modules, live online sessions, and self-paced online manual.
Measurable	100% of full-time and adjunct faculty complete the annual educational series by end of 2026 and each year thereafter; completion tracked by HR and certificate of completion included in the HR faculty file.
Achievable	Build on previous AGS faculty development history. Use internal instructional designers and Adlerian scholars as facilitators. Include funds in annual budget for contracting with external consultants and stipends for external Adlerian scholars.
Relevant	Ensures consistent instructional quality, reinforces AGS's Adlerian identity, and fulfills CACREP standards for faculty qualifications and professional development. Corresponds to specific goal 1.1 and supports goal 1.4 of AGS's HLC quality initiative.
Time-Bound	2026-27 budget to include \$2,500 for engaging external experts; two trainings offered annually, starting 2026-27, one in each of the two identified areas.

Inclusive	Provide all content in accessible, captioned, mobile-friendly format.
Equitable	CEU credits will be provided for full-time and adjunct faculty.

Goal 5: To increase Alumni Engagement and Support.

Leading Value: Adlerian Principles

Specific	<p>Connect with AGS alumni by providing them with targeted support (e.g., career services, professional networking, continuing education) and opportunities for engagement and contribution.</p> <p>Develop alumni community relationships to support AGS (e.g., presentations or events, mentoring, development).</p>
Measurable	<p>Track alumni events and participation; track metrics for alumni communication sent through Constant Contact or other means; track alumni participation in continuing education.</p> <p>Once we have a suite of available offerings, develop and administer an alumni survey.</p>
Achievable	Led by Dean of Student Affairs with support from Accessibility and Career Services Coordinator, in collaboration with coordinator of continuing education and other staff/faculty as warranted.
Relevant	Directly supports AGS's mission to foster belonging and collaboration and aligns with the 2026–2030 strategic vision of strengthening community impact. Increases community engagement and alumni relationship building. Promotes positive feelings toward AGS (good for word-of-mouth admissions prospects).
Time-Bound	<ul style="list-style-type: none"> • Alumni board established and active by December 2025. • Alumni identified to support NASAP conference, in collaboration with Dr. Antwan Player - Winter 2026. • Alumni career posting list updated – Winter 2026. • Work with Accessibility and Career Services Coordinator on ongoing career support (e.g., resume and cover letter review, workshops) – Spring 2026. <p>Alumni page of AGS website developed with relevant links (e.g., continuing education, alumni board, career services, ongoing communication [newsletter]) - Spring 2026.</p>
Inclusive	Engages alumni across the country and locally; alumni board representative of AGS's diverse identities.

Equitable	Supports and engages alumni and Adler students/community.
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Goal 6: To increase frequency and quality of interactions between faculty and students and among students, to promote a sense of belonging.

Leading Value: Adlerian Principles

Specific	<ul style="list-style-type: none"> • Increase advisors support to advisees’ portfolio development • Increase the number and quality of student touchpoints with faculty and student support staff • Create opportunities that include all constituent groups for strengthening relationships, celebrating achievements, and building a sense of community
Measurable	<ul style="list-style-type: none"> • Each term, each advisor will lead the portfolio completion course (604) for all their advisees. • Students will participate in two residencies during their program. Residencies will be facilitated by faculty and students will have the opportunity to interact with student support staff. • Each residency will include social activities and celebration of achievements.
Achievable	Residencies are under development and will be included in the programs starting in 2027.
Relevant	Directly supports AGS's mission to foster belonging and collaboration and aligns with the 2026–2030 strategic vision of strengthening community impact. Incorporates goals 1.2 and 1.3 of AGS’s HLC quality initiative.
Time-Bound	<ul style="list-style-type: none"> • Advisors to start leading 604 for their advisees in Winter 2026 • First residency will take place in 2027, for students admitted in Fall 2026. After that, students will participate in residencies at the end of term 3 and immediately before internship.
Inclusive	All AGS students will participate in two residencies.
Equitable	All efforts will be made to keep costs as low as possible for students. Residencies will carry a credit load to allow students to apply financial aid.

Goal 7: To promote belonging and inclusion by offering regular opportunities for direct communication between board of directors, faculty, and staff.

Leading Value: Adlerian Principles

Specific	<ul style="list-style-type: none"> • Promote transparency in board oversight. • Ensure alignment among all stakeholder groups around AGS’s mission, vision, and core values. • Allow the board to keep pulse of faculty and staff morale. • Provide opportunities for regular exchange of ideas among board members, staff, and faculty. • Any actionable items rising from these meetings will be discussed in subsequent board meetings and reported back to staff and faculty as appropriate.
Measurable	<ul style="list-style-type: none"> • Board members will hold 2 listening sessions (via zoom) a year, once in the Spring and once in the Fall. • Board will continue to survey staff and faculty when conducting the annual president’s performance evaluation.
Achievable	Not all board members need to participate in all listening sessions. By taking turns (2-3 board members each time) this will only consume 1 extra hour of each board member’s time a year.
Relevant	Reenforces AGS’ commitment to horizontal functioning. Addresses goal 1.5 of AGS’s HLC quality initiative.
Time-Bound	<ul style="list-style-type: none"> • First listening session in Spring 2026 and each subsequent Fall and Spring. • President evaluation survey sent out each Fall.
Inclusive	Offers opportunity to all staff and faculty to share ideas and ask questions.
Equitable	Removes barriers regarding access to the board of directors.

Goal 8: To demonstrate social interest in action while helping students develop leadership skills.

Leading Value: Adlerian Principles

Specific	AGS will have an active chapter of Chi Sigma Iota International (counseling honor society). The chapter will promote application of Adlerian principles through student-led service activities to the community and by mentoring new students during their first term at AGS. Faculty advisor will mentor chapter Board for development of leadership skills.
Measurable	<ul style="list-style-type: none"> • Chapter will be created and service agenda published in newsletter and website. • Each board member will be paired with a group of new students each term. • Chapter will lead at least 2 service projects that demonstrate Adlerian principles each year.
Achievable	Faculty members have been or still are members of CSI and understand the foundations of the honor society. Some faculty members have been part of chapter boards and/or faculty advisors for other chapters. Residencies will provide opportunity to all students to participate in chapter activities.
Relevant	Directly supports AGS's mission to foster belonging and collaboration and aligns with the 2026–2030 strategic vision of strengthening community impact through application of Adlerian principles. Supports goal 1.4 of AGS's HLC quality initiative.
Time-Bound	<ul style="list-style-type: none"> • Faculty advisor to be appointed by the VP for Academic Affairs in Winter 2026 • Faculty advisor to contact CSI national to determine when a chapter can be created, in Winter 2026 • Chapter to be created and Board elected no later than Fall 2027 (earlier if allowed by CSI national) • Service agenda for year one to be developed and implemented by Winter 2028
Inclusive	All eligible students will be invited to join the chapter. Service activities will be conducted during or immediately before/after residencies to allow all students to join. Participation in service activities will be available to all students, not only Chapter members. Election of chapter board members will be open to all chapter members.
Equitable	Service activities will focus on meeting community needs. Chapter activities will be at no cost to students.

Goal 9: To provide conditions for improvement of mental health services to communities at need by providing mission-driven scholarships to students that can better serve these communities.

Leading Value: Social Justice

Specific	Increase the amount of funds dedicated to the mission-based scholarship by leveraging funds raised through service grants and enrollment in continuing education programs raised by the Adler Institute.
Measurable	Net proceeds from service grants and Adler Institute events will be identified, qualified, and assigned to the mission driven scholarship during budget development for the following year.
Achievable	The Institute currently provides a small profit (net income) that is included in the general operational budget. Goal 10 of this plan focuses on increasing enrollment in Institute offerings, and is expected to result in additional net proceeds. Goal 3 of this plan is expected to result in grants that can result in net profits that can support this goal.
Relevant	Directly related to AGS's mission. Corresponds to goal 4.1 of AGS's quality initiative approved by the HLC.
Time-Bound	Adler Institute 2025-26 net proceedings will be included in 2026-27 as additional funding for the mission-driven scholarship. AGS will apply to at least one service grant each year and grant net proceedings will be dedicated to the mission-driven scholarship.
Inclusive	This scholarship will be available to all entering students who fit characteristics needed to better serve communities in need.
Equitable	Promotes equity and fairness in counselor education and mental health services.

Goal 10: To ensure an accessible learning environment for all students (Accessibility Services).

Leading Value: Social Justice

Specific	Develop and continuously improve Adler Graduate School's accessibility intake procedures and interactive process to identify access barriers and implement effective accommodations for disabled students; create accessibility tools for all students; provide accessibility training to faculty.
Measurable	90% of accommodated students report satisfaction with the Accommodation Agreement process and implementation. Track usage of Canvas Accessibility page (available to all students). Meet with faculty twice a year to update them on accessibility best practices.

Achievable	Accessibility and Career Services Coordinator with support from Dean of Student Affairs and Information Technology Manager. Funding for this position was identified as goal 3.4 of AGS's HLC quality initiative (goal completed Fall 2025).
Relevant	Directly supports AGS's mission to foster belonging and collaboration and aligns with the 2026–2030 strategic vision of strengthening community impact. Aligns with AGS's HLC quality initiative goals 3.1, 3.2, and 3.3.
Time-Bound	Begins Winter 25-26 (e.g. update website, review current documents, review past data); ongoing. <ul style="list-style-type: none"> • Update/Create Student ADA Accommodations Resource • Create Suite of Accessibility Tools • Attend faculty meeting in Fall 2025 and each Spring and Fall terms thereafter.
Inclusive	Designed to meet accessibility needs for all AGS students.
Equitable	The accessibility intake procedures and interactive process programs ensure students who may face additional barriers receive fair access to the same quality of academic opportunity as their peers. Accessibility resources ensure all students have options to meet diverse learning styles.

Goal 11: To expand Partnerships with undergraduate institutions to promote inclusion and accessibility in the counseling profession and AGS's sustainability.

Leading Value: Institutional Sustainability

Specific	Partner with liberal arts or private colleges (especially MSIs, HBCUs, Tribal, and Hispanic-serving institutions) that offer undergraduate programs in psychology, human services, social work, or education and do not offer a graduate counseling program.
Measurable	Secure 8-10 partnerships by end of year 3. Target 5-8 referred applicants and 3-4 enrolled students per institution per year.
Achievable	Faculty will take responsibility for establishing referral and pre-graduate pathways. VP for Academic Affairs will develop 1-2 formal partnership agreements each year per region (Midwest, South, East, West) with small private or liberal arts colleges.

Relevant	Aligned with AGS’s mission to educate exemplary counselors to serve diverse communities. Builds on AGS’s tradition of educating socially responsible practioners and deepens its national reach without overreliance on traditional marketing spend. Advances Social Justice.
Time-Bound	Begin outreach and MOUs in Q2 of FY 26-27, with expectation of securing at least 2 formal partnerships by Q4 of FY 26-27. Expand to 4-6 total partnerships total in Year 2 and 8-10 by end of year 3.
Inclusive	AGS will prioritize partnerships with minority-serving institutions (MSIs), ensuring transition and articulation processes remove barriers to access (financial, technological, and geographical).
Equitable	Same as above.

Goal 12: To increase enrollment in the Adler Institute’s continuing education programs.

Leading value: Institutional sustainability

Specific	Develop a three-tiered model for the Institute, to include short workshops (2-8 hours), intermediate programs (6-12 contact hours), and microcredentials. Identify high-demand topics and determine the best tier to offer each topic. Secure corporate or human-service organizational contracts for employee development. Launch marketing outreach to alumni, human service agencies, and other employers. Obtain NAADC approved provider status.
Measurable	Increase enrollment in continuing education offerings by 25% year-over-year using FY 2025-26 as baseline.
Achievable	Builds on existing NBBC approved provider status. Will be led by Adler Institute Coordinator and utilize AGS faculty in their areas of expertise. Funds required for application to NAADAC provider status are included in 2025-26 budget.
Relevant	Diversifies revenue beyond tuition, Diversifies AGS’s base beyond degree - seeking students; aligns with value of Institutional Sustainability. Organizational training expands market, builds brand, furthers social - justice mission by upskilling workforce.
Time-Bound	Launch in 2025-26 Q4 with baseline metrics; monitor each quarter.

Inclusive	Ensure access via asynchronous modules; provide closed - captioning and mobile compatible delivery.
Equitable	Target under-resourced organizations (community mental health centers, rural schools) offering sliding pricing or included seats. Offer scholarship spots for practitioners serving underserved populations; deliver asynchronous/mobile access; flexible pricing options (sliding scale).

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