

Progress Along Our Path to Prominence

Our strategic conversation does not stop once the plan is committed to paper; it is, in fact, just beginning. As the planning and implementation process now rolls out across the University at the college, school, department and unit level, this dialogue will guide our steps, offering fresh ideas and approaches. While this dialogue will shape our steps, our overall path and destination remain constant: to fulfill the mission of the University and to be recognized around the world as one of the great public institutions of higher education in America.

*Patrick T. Harker
President, University of Delaware
May 2008*

Aspirations and Accomplishments

The University of Delaware's strategic plan, the Path to Prominence™, was adopted in May 2008. Since that time, it has focused the energies of our faculty and staff, improved the experience of our students and reengaged our alumni and friends in the mission of the University. The Path to Prominence is a living document that dares us to articulate our goals as a shared vision of excellence.

Our aspirations are great and, in many ways, our work is just underway. As the Strategic Planning Committee met with more than 100 constituent groups when formulating the strategic plan, so did the Path to Prominence Review Committee meet with the University's students, faculty, staff, alumni and friends to evaluate the plan's implementation.

We need continuing information about the progress of the strategic plan and an ongoing dialogue about the values and priorities that characterize the University of Delaware—from its historical and sustained commitment to exceptional undergraduate education to new opportunities for campus enrichment and innovation and an expanded research agenda that effectively engages the arts, humanities and social and natural sciences. As Delaware's flagship university, we aim to promote greater interdisciplinary research, education, public engagement and outreach that resonate within the UD community and beyond it.

We are noticeably advancing the University's mission. Our focus on strengthening research and graduate and professional education coincides with UD's emergence as a top 100 university in federal research funding. New institutes in energy and the environment enhance our interdisciplinary approach to research and instruction and position us for leadership in solving some of the world's most urgent problems. Redevelopment of the former Chrysler Newark Assembly Plant will provide urgently needed space for growth in University- and partnership-based research and development.

Strategic global partnerships, including unique collaborations in Iraq and China; new academic centers in such areas as political communication and interdisciplinary humanities; and strong and innovative arts programming, including an acclaimed resident ensemble theatrical company, enrich the University and our community. Beyond these notable efforts, there are

scores of new and exciting ideas, programs and collaborations that are propelling us toward the six milestones identified in our strategic plan.

This summary report includes key indicators—to be updated regularly—for assessing our progress. Like the plan itself, this report is meant to promote discussion and identify opportunities for continuous improvement. The Path to Prominence articulates our aspirations, but much of the work to realize them still lies ahead.

Guiding Principles

The Path to Prominence identified five guiding principles or core values. Significant initiatives and future plans for each are highlighted here.

Delaware First

In fall 2009, to ensure Delaware residents' access to a high-quality education, the University enhanced its Commitment to Delawareans. The program, launched in November 2006, was expanded to meet the financial need of all entering in-state students. From fall 2008 to fall 2010, the percentage of Delawareans in UD's freshman class increased from 27 to 35 percent.

Our Associate in Arts program, designed to increase the higher educational opportunities of resident Delawareans, has also grown in enrollment and in the number of students who continue their study at the Newark campus and earn a bachelor's degree.

We continue to track the application, admission and acceptance rates of Delaware high school students, as well as the retention and graduation rates of Delaware residents. We will provide freshman performance data in key academic courses to Delaware high schools so they may better prepare their students for college.

Diversity

Immediately following the unveiling of the Path to Prominence, President Harker appointed a Diversity Task Force, which recommended numerous initiatives to enhance diversity, equity and inclusion at UD. A Diversity Action Council was then appointed to begin implementation. The Office of Equity and Inclusion was subsequently created, and two equity commissions merged to create the Diversity and Equity Commission, which began its work on diversity issues in September 2010. Results of UD's Campus Climate Survey, to be released by the Commission in spring 2011, will benchmark indicators of progress on various dimensions of diversity identified in the Diversity Task Force report.

Additional staffing in the Center for Black Culture, the Office for International Students and Scholars, the Office of Disability Support Services and Student Services for Athletes should strengthen our efforts to ensure diversity in our student body. Plans are also underway to establish a Center for Diversity Studies and to initiate a faculty cluster hire in this area.

Partnership

UD's partnerships extend from the local to the global, and their number and impact are growing. Our partnership with the City of Newark has been strengthened by the University's Capacity Plan, which acknowledges the pressing need to constrain growth and preserve city neighborhoods. Collaborations with area non-profits are enriching the local community, and partnerships with state agencies and businesses are extending and leveraging the impact of our research, service and educational activities. We have established significant new partnerships with federal agencies and national laboratories in advanced materials and energy; with international universities in material culture studies, coastal research and management, business and economics; and with commercial enterprises in sustainable products and technology transfer.

The Delaware Health Sciences Alliance—a partnership among UD, Christiana Health Care System, Alfred I. duPont Hospital for Children/Nemours and Thomas Jefferson University—was formed to improve Delawareans' health and health services by promoting collaborative health sciences education and interdisciplinary clinical and translational research. Additionally, our Partnership in Healthcare Education with Thomas Jefferson University provides UD's health sciences students significant education, research and patient care opportunities.

Through the Office of Economic Innovation and Partnerships, the Institute for Global Studies and a strong portfolio of college and institute/center initiatives, we aim to strengthen the visibility and impact of our knowledge-based partnerships. For instance, a Cooperative Research and Development Agreement has initiated new research partnerships with the U.S. Army at Aberdeen Proving Ground (APG). Several statements of work are now signed or in development, creating substantial opportunities not just for joint science and engineering research, but for the delivery of science, engineering, administrative and business education programming to military and civilian personnel stationed at APG, and the increased placement of our students in civilian employment.

Across the University, cooperative agreements with private-sector companies are increasing collaborative R&D, professional education and student internships and employment.

Engagement

Engagement includes students, faculty, staff and alumni in the most compelling social, civic, cultural, artistic and scientific challenges of our age. Environmental sustainability, social justice and alleviation of human suffering are core themes of this goal.

The First-Year Experience program—launched in fall 2009 and led by Academic Affairs, Student Life and 80 distinguished faculty—involves students in campus life and helps them transition to college. A new campus-wide lecture series, UD Speaks, features prominent speakers whose messages are meant to engage the campus community with one another and with the issues of the day.

UD's Alumni Weekend reconnects alumni with their University and showcases various global and local engagement initiatives, such as international projects undertaken by UD's chapter of Engineers Without Borders and students' work with the Newark Black Heritage Community to preserve historic sites and residents' memories.

Impact

The Path to Prominence committed the University to making our accomplishments widely known. To facilitate a consistent, relevant message to internal and external stakeholders, UD completed a brand identity study and is implementing a re-branding of the University based on six of our most compelling attributes: Talent Magnet, Idea Leadership, Discovery Learning, East Coast Classic, Smart Money and Citizen University.

Additionally, the University is supporting better internal communication through improved website navigation, increased electronic communication and implementation of a campus-wide digital signage system. By enlarging UD's digital presence—enhancing our websites, employing search-engine optimization strategies and leveraging social media—the University has posted a one-year, 21-percent increase in unique e-visitors.

New publications have been launched to publicize UD's work locally, nationally and internationally, including the *UD Diamond Report* (quantifying UD's economic value to the state and region), *UD Research* magazine and *Southern Delaware* magazine. *UD Global*, a special-topics magazine showcasing the University's international initiatives, will be published in fall 2010.

Strategic Milestones: Progress and Perspectives

A Diverse and Stimulating Undergraduate Academic Environment

A University of Delaware education will ensure that intellectual curiosity and a passion for learning become habits of mind.

Implementation Efforts

Creating a diverse and stimulating undergraduate environment begins with enrolling talented and diverse students. The University experience should cultivate student engagement, prepare graduates for the world they will enter and build a lifelong commitment to learning. To support students' intellectual and social development, we are working to ensure excellent classroom instruction while also enhancing out-of-classroom experiences that contribute to student success, including undergraduate research, service learning and honors programming.

The University is focused on improving incoming students' qualifications. While we do not plan to increase the number of undergraduates on campus, we do want incoming classes to be more diverse—ethnically, culturally, regionally, internationally and intellectually. All aspects of the admissions process are being evaluated for their effectiveness in this regard.

Current Initiatives

To the extent that improving quality is measurable by admissions data, we are making progress and, by some measures, we *are* becoming more diverse. UD enrolled a higher percentage of high-achieving students in fall 2010 than in fall 2009 (as measured by high school GPAs and SATs). The freshman class includes more Asian-American and international students than last year's entering class. However, the number of African-American and Latino freshmen has declined. This is cause for concern and requires an action plan.

As with other students, the academic preparation of entering African-American and Latino students has improved. We have also seen a modest increase in the number of in-state applicants who meet the academic requirements outlined in our Commitment to Delawareans. Additional programs and initiatives—such as the Confucius Institute, the Arts and Humanities Summer Institute, Upward Bound and Upward Bound Math and Science—are critical to diversifying our student body.

But admissions is only the first step. Since embarking on the Path to Prominence, UD has made student life issues a priority. The University has launched a First-Year Experience program, refined our New Student Orientation programs and enhanced areas such as study abroad, undergraduate research, internships and service learning. We have initiated an Academic Program Review of the University Honors Program, and a new program director and program enhancements will soon begin.

Staff support has been increased in key related programs, including the Center for Black Culture, Student Services for Athletes, Disabilities Support Services and the Office for International

Students and Scholars. Staffing has also increased in programs that guide underrepresented students to graduate education, such as NUCLEUS, the McNair Scholars Program and ArtsBridge.

To engage students in the most important issues of the day, we have sponsored prominent national speakers through UD Speaks and through the Center for Political Communication. And to help students nurture their bodies as well as their minds, the Division of Student Health Services has launched Healthy Hens, a student lifestyle program that offers health-risk assessments, consulting services and educational programs.

Future Directions and Challenges

Through the Office of Undergraduate Research, the Office of Service Learning and the University Honors Program, among others, we will continue to emphasize, refine and expand enrichment activities that complement students' academic experience.

For instance, we must strengthen the classroom experience through an increased emphasis on writing and oral communication, particularly writing in the disciplines, and new introductory science courses that stimulate higher-order thinking skills through problem- and team-based learning. Meanwhile, we hope to strengthen the out-of-classroom experience by involving students in the development of a recreational services facility plan aimed at improving recreational space and activities on the Newark campus. Several new and engaging programs, including "Alternative Spring Break" options, are under development.

To meet our diversity goals, we will need a concerted effort to attract and retain more African-American and Latino students, while also increasing the proportion of Asian-American and international students. To meet our campus climate goals, we must promote a culture that values the integration of academic initiatives with student life activities; advocate for the assessment and enhancement of current programs and services; and support best practices that bolster student engagement and retention.

Improving undergraduate advisement will help ensure that students are exploring new curricular experiences that promote lifelong learning, encourage civic engagement and prepare them for a challenging job market. We must also assess whether our current general-education requirements meet our objectives. For example, building a more diverse student body is one objective. But ensuring that all students understand the importance of diversity is an even greater one.

Progress Indicators

It is relatively easy to track progress in admitting talented and diverse undergraduate students, and we will continue to do that. More challenging will be establishing measures of student engagement, experience and appreciation of diversity.

At the admissions level, we have begun tracking students who were student leaders or team captains in high school; made considerable contributions in the visual or performing arts or in creative writing; won state or national recognition for their accomplishments; are residents outside the mid-Atlantic region; were engaged in significant community service; or come from first-generation, low-income households. However, we need additional measures to assess students' development once they are enrolled at UD.

Increase student diversity.

- Freshman-to-sophomore retention rate for all students and for African-American, Latino/a and international students
- Sophomore-to-junior retention rate for all students and for African-American, Latino/a and international students
- Four-, five- and six-year graduation rates for all students and for African-American, Latino/a and international students
- Percentage of undergraduates who are African American, Latino/a and international students
- Percentage of students enrolled in STEM majors who are women, African American and Latino/a

Enhance student engagement and achievement.

- Responses to the *National Survey of Student Engagement*, especially items that are tracked on the Voluntary System of Assessment and the UD Campus Climate Survey
- The percentage of graduating seniors who have participated in (a) study abroad, (b) undergraduate research and (c) service learning
- Number of competitive awards to undergraduates (e.g., Rhodes, Marshall and Truman awards)
- Number of honors degrees and honors degrees with distinction awarded
- Percentage of graduating students pursuing post-graduate work
- Percentage of graduating students employed

A Premier Research and Graduate University

We will achieve levels of excellence, intensity and breadth of research and of graduate and post-doctoral education never before seen at the University of Delaware.

Implementation Efforts

The University has developed organizational and support structures to significantly advance our graduate and postdoctoral education and our research enterprise. The position of Vice Provost for Graduate and Professional Education was created to elevate post-baccalaureate education and research through better recruitment, retention and professional development of graduate students. Additionally, new degrees have been created to provide students opportunities for interdisciplinary scholarship. For example, we recently began offering doctoral degrees in economics education and applied physiology.

Graduate applications rose 15 percent in 2010, to a record 8,330, resulting in a marked increase in selectivity; 31 percent of graduate applicants were offered admission this year. UD's graduate students are increasingly competitive for external fellowships, in part because new programs are in place to support their dissertation- and grant-writing skills, and professional development is being delivered to prepare them for an array of career paths.

At the end of 2009, UD joined the top 100 U.S. institutions in federal science and engineering obligations. While the majority of federally sponsored research is carried out in the College of Engineering and the College of Arts and Sciences, the last two years have seen the level of funded research activity increase in every college. UD has competed very successfully for federal research dollars available through the American Recovery and Reinvestment Act, winning awards totaling more than \$64 million. These awards support a full spectrum of efforts, including work in early childhood education, advanced magnetic materials, professional development for Delaware's teachers and the catalytic conversion of biomass to fuels.

New research centers and institutes have been seeded across campus, some in collaboration with longstanding and prospective partner institutions. New research centers include the Center for Political Communication, the UD Energy Institute, the Delaware Environmental Institute, the Delaware Health Sciences Alliance, the Delaware Rehabilitation Institute, the Delaware Design Institute and the Interdisciplinary Humanities Research Center.

Increased funding is critical to building the research infrastructure needed to support the quality and quantity of scholarly discovery that define a premiere research university. As graduate education grows, resources—including staff to support these ventures—need to scale in a sustainable way.

Current Initiatives

The Interdisciplinary Science and Engineering Laboratory, scheduled to open in 2013, will house state-of-the-art, interdisciplinary teaching and research labs as well as institutes in energy and environment. Biomedical research needs are being supported through expansion of the McKinly Animal Care Facility, funded in part through an \$8 million NIH grant. A \$10 million grant from

the Institute of Education Sciences will support a five-year research and development center aimed at understanding students' difficulties in math.

Faculty hiring commitments include the UNIDEL Foundation's endowment of new chairs in energy, environment and health sciences. Several new faculty cluster searches are underway, designed to enhance multidisciplinary research and education in such areas as computational biology, energy and environmental science. Additional cluster hires are being considered in diversity science (to support the planned Center for Diversity Studies) and in social sciences (to support the Center for Political Communication).

The University is building on the success of programs such as NUCLEUS and the McNair Scholars Program—which support underrepresented undergraduates committed to graduate education—by supplementing them with intensive summer programs of study, such as the Arts and Humanities Summer Institute, which has strengthened recruitment in the humanities and social sciences.

Newly established global research grants, grant-writing workshops and public engagement training, as well as increased professional development funding, are enhancing graduate students' professional growth. New collaborations with the community, with local industry and with other institutional partners will expand and strengthen the University's graduate student pipeline and broaden our program impact. The synergy we have created between graduate education and research provides a dynamic environment in which to educate future leaders who will serve a global society.

Future Directions and Challenges

Attracting and retaining excellent faculty and students is central to the University's aspirations to rank among the U.S.'s premiere graduate research institutions. We must comprehensively address the core facilities needed to support research and education, including libraries and research computing facilities. This infrastructure—including state-of-the-art instrumentation and professional staff—is vital to success in a competitive extramural funding environment.

We must foster initiatives that integrate science and engineering research with social and behavioral sciences, economics, public policy and the humanities to enhance statistical and methodological expertise. And we should use our location in one of the first two states awarded federal Race to the Top funding to lead the national conversation about research-based school reform.

To continue improving graduate education at UD, we must commit to several things:

- Increased/competitive funding of graduate student stipends, including 12-month support and multi-year commitments; this is essential to attracting the best students
- An emphasis on training and development grant opportunities and competitive TA teaching loads
- A support structure for international students
- Robust mentoring of and by graduate students and postdoctoral associates
- Expanded opportunities for underrepresented minority students to transition from undergraduate to graduate programs
- Common spaces for graduate students to work, gather and interact
- Systematic tracking of graduates once they enter the workforce.

Progress Indicators

Increase the footprint and impact of UD reSearch and researchers.

- Number of faculty who hold nationally recognized honorary memberships; who have been awarded prestigious fellowships (e.g., Fulbright, Humboldt); who have served as journal editors; whose expertise is sought on national-level policy issues
- Number of publications: total and per FTE tenured/tenure-eligible faculty
- Number of citations: total and per FTE tenured/tenure-eligible faculty
- Number of grant proposals
- Sponsored research expenditures: total and per FTE tenured/tenure-eligible faculty

Increase research capacity and capability.

- Number of multi-investigator, multidisciplinary research grants
- Extent of core facilities for research instrumentation, computing, etc.
- Breadth of foundation-supported activities

Improve the quality, diversity and immediate and long-term success of our students.

- Selectivity and yield of graduate admissions
- Percentage of graduate students who are members of groups underrepresented in their disciplines
- Number of graduate students holding competitive external fellowships and other prestigious awards
- Percentage of entering full-time doctoral students who complete their degree; time-to-degree rates
- Percentage of graduate students placed in prominent positions, including academia, industry and policy think tanks

Excellence in Professional Education

In an age of specialization, advanced professional expertise is increasingly important. We will expand existing programs and build new ones to meet the needs of a world where a bachelor's degree is no longer enough.

Implementation Efforts

All colleges have included new professional education initiatives in their strategic plans. Several new professional programs have been developed, including two Professional Science Master's programs (one in biotechnology and one in bioinformatics) and four master's programs—in teaching; software engineering; historic preservation; and economics and entrepreneurship for educators. Several new dual-degree programs have been created with the MBA, including a dual MD/MBA degree offered in collaboration with Thomas Jefferson University. Eight new graduate certificate programs and four new 4+1 programs have been approved.

The U.S. military's Base Realignment and Closure is driving substantial growth at Aberdeen Proving Ground in Maryland, providing UD opportunities to deliver professional education in the STEM, administrative and business disciplines. Efforts are underway to deliver courses and degree programs to Aberdeen personnel. Additionally, UD is applying to become a Defense Acquisition University Equivalent Provider, which will facilitate the delivery of educational programs to military enlisted and civilian personnel.

Current Initiatives

The Office of Graduate and Professional Education has initiated several activities to support professional education—largely by integrating Professional and Continuing Studies into the office. Efforts to improve student recruitment include implementing a prospect management system and a new application management system; supplying support and advising to prospective students prior to their engagement in specific programs; enhancing local and regional advertising; and improving industry outreach for program development, recruiting and internships.

University-wide open houses, planned in collaboration with the Graduate Student Senate, will increase access to professional programs, and a proposed *Professional Education Communicator* newsletter will increase their visibility. Additionally, Professional and Continuing Studies has begun online initiatives aimed at making graduate certificates and degrees obtainable around the world. The Associate Provost for Professional Education—a new position within the Office of Graduate and Professional Education—leads these efforts.

Future Directions & Challenges

Efforts are underway to develop and deliver additional professional graduate programs. We are, for example, working with Thomas Jefferson University to offer a joint degree in clinical translational sciences. As UD continues to develop expertise in energy and environmental sciences, we will evaluate the demand for (and our capability to deliver) education for energy and environmental science and policy professionals. We will work with the Council of Graduate Schools to explore new national opportunities to initiate, expand and enrich professional programs in the arts, humanities and social sciences. And we will improve training in writing and communication in all professional programs.

Many of our professional programs are accredited by the most prestigious accrediting bodies within their disciplines. Nevertheless, UD must identify indicators that more specifically assess program quality and impact. We must track professional graduate student placement and regularly survey program alumni to collect career progression data.

Developing professional graduate programs creates significant demands on the University and requires enhancements in key areas, including recruiting; financial aid; internship and field experience coordination and support; career services for students and alumni; and marketing.

Progress Indicators

Increase the size, quality and impact of professional programs.

- Number of students enrolled in professional programs
- Number and percentage of students completing professional programs
- Accreditation and recognition of professional programs by top accrediting agencies (e.g., ABET, AACSB, NCATE, NASPAA, Council of Graduate Schools)
- Rankings of professional programs in relevant venues

Initiative for the Planet

Our overarching objective is to make the University of Delaware a national and international resource for environmental research, technology, education and policy—today and into the future.

Implementation Efforts

New University-wide institutes in energy (University of Delaware Energy Institute) and the environment (Delaware Environmental Institute) have been launched, supported in part by new chairs endowed by the UNIDEL Foundation. Both institutes have already attracted significant federal funding and are actively engaged in building partnerships with industry, national laboratories and other academic institutions. Additional faculty in both fields will be hired over the next several years; we are initiating a cluster hiring plan to attract 6–8 new faculty whose work will focus on environmental problems.

Furthermore, the University has begun implementing one of the most ambitious climate action plans of any institution, pledging to cut University emissions 20 percent by 2020. University-wide sustainability initiatives include an extensive recycling network, sustainable landscaping, enhanced storm-water management and a 2,000-panel solar installation on three campus rooftops slated for completion in fall 2010. With these actions and the signing of the American College and University Presidents' Climate Commitment, we join other leading educational institutions in becoming a model to our students, our state and our nation.

Current Initiatives

In summer 2010, the University and Gamesa Technology Corporation installed a utility-scale, 2-megawatt wind turbine on UD's campus in Lewes. The onshore turbine meets the energy needs of the Lewes campus and will be a catalyst for additional research in offshore wind energy potential. UD and the U.S. Department of Energy's National Renewable Energy Laboratory are collaborating on offshore wind research and facilitating the testing of commercial wind turbines off the Delaware coast.

UD WATER (Watershed Action Team for Ecological Restoration) is designing and implementing practices to protect White Clay Creek, a wild and scenic river that runs through the Newark campus. Wetlands, stream corridors and habitats are being enhanced along the river's tributaries that pass through the farm operated by the College of Agriculture and Natural Resources.

A new Interdisciplinary Science and Engineering Laboratory will catalyze interdisciplinary research and education in energy and the environment. The UD Energy Institute, the Delaware Environmental Institute, the Center for Energy and Environmental Policy and the Catalysis Center for Energy Innovation will be housed in the new facility, along with multi-college research groups studying energy and the environment.

New undergraduate majors have been established in environmental studies and energy and environmental policy. The existing environmental science major has been revised, and new interdisciplinary graduate programs in biogeochemistry and water science and policy are being developed. The College of Education and Human Development and the College of Earth, Ocean,

and Environment are focused on improving K–12 STEM education in order to develop a strong pipeline of climate change scientists. And a new environmental web portal provides a central location for students, faculty, staff and the public to learn more about UD’s environmental programs.

Future Directions and Challenges

The University is playing a leading role in the development of alternative energy technologies and in the development of policies for deploying these technologies at a significant scale. We are committed to accelerating this work through new external partnerships and collaborations. Combined with focused efforts to reach decision-makers through workshops, briefings and public testimony, partnerships are essential to achieving national and international impact.

We must also act locally. The campus’s physical transformation, including the acquisition of the former Chrysler Newark Assembly Plant, represents an opportunity and a challenge to improve our sustainability and reduce our environmental footprint. Technology—building greener buildings and deploying solar and wind devices to generate carbon-free power—is only part of the solution, and in many ways it is the easier part. Altering human behavior is harder. Future University planning, policies and practices should serve to reduce the campus community’s environmental footprint. Foremost among our priorities will be reducing vehicular traffic to and from campus, as recommended in UD’s Climate Action Plan.

UD’s Sustainability Task Force continues to engage and educate the community on environmental sustainability issues that are aligned with our Climate Action Plan. Base metrics for a *UD Environmental Report* will be published in spring 2011.

Progress Indicators

Increase the impact of UD scholarship on environmental science, technology and policy and their integration.

- External funding of research in energy, the environment and sustainability, especially through University institutes and centers and as multi-investigator, multidisciplinary grants
- Growth in interdisciplinary graduate programs in energy and the environment
- Number of doctoral students in energy and the environment
- Number of new faculty hires in energy and the environment—in the natural, social and behavioral sciences and in engineering; the number of cluster hires in these areas; the number of hires that involve searches across colleges
- Number of partnerships with public and private entities that advance energy and environmental sustainability
- Number of University lectures/roundtables in energy and the environment that engage the academic and external communities

Reduce the environmental footprint of the University and its community.

- Achievement of the milestones in UD’s Climate Action Plan

The Global Initiative

We will foster knowledge and awareness of the economic, environmental, political, cultural and social issues that face the world—and the skills to address them.

Implementation Efforts

The University of Delaware established the Institute for Global Studies (IGS) as the centerpiece of its global initiative, and a new process for forming global partnerships with institutions, organizations and governments has been implemented under IGS. The first major partnership to be inaugurated under IGS is the Confucius Institute, undertaken with Xiamen University and the Confucius Institute Central Headquarters/Hanban. The institute will promote instruction in Chinese language and culture and strengthen educational, research and cultural collaborations with China's universities, government agencies, NGOs and private industry.

Of course, we must expand the “global experience” on our own campus, and create an actively welcoming environment that fosters positive interactions between international students and domestic students, faculty and staff. The Global Undergraduate Recruiting Committee was formed to advance these efforts. Its report, *Creating a More Welcoming and Supportive Campus for International Students*, precipitated significant improvements in the New Student Orientation Program for International Students and a more streamlined process for admitting and welcoming exchange students.

Meanwhile, the English Language Institute (ELI) has expanded its conditional admission program, admitting 305 undergraduate and 65 graduate students last year. Approximately 93 percent of students conditionally admitted through the ELI program meet the program requirements and matriculate at UD or at one of our partner institutions. Total ELI enrollment now surpasses 2,000 students.

Current Initiatives

The University of Delaware has been widely recognized as a leader in study abroad, with UD consistently ranking among the top institutions nationally for study-abroad participation (46 percent of graduates); total number of students who study abroad (1,681); and number of short-term study abroad programs (ranked 3rd by the Institute of International Education). The University revised its study-abroad policies to adopt applicable best practices consistent with national standards. Scholarship support for study abroad (both need- and merit-based) increased in 2010, exceeding \$600,000, and this continues to be a development priority.

While international students account for 41 percent of UD's graduate student population, only 1.3 percent of our undergraduates are international students—well below our peers' 5-percent average. Initiatives to increase the number of international students include new exchange programs, dual-degree programs, the ELI conditional admission and bridge programs and implementation of new student support and transitioning systems.

International travel among graduate students is being fueled by a competitive grant program subsidizing research travel that enhances scholarship opportunities and/or provides important venues for creative work. More than \$200,000 in grants has been awarded since 2008. UD's partnership with China's Xiamen University has yielded the Joint Institute for Coastal Research and Management (in partnership with the College of Earth, Ocean, and Environment) and the Confucius Institute. Additionally, the School of Urban Affairs and Public Policy has implemented a semester-abroad program for graduate students at Beijing Normal University.

UD's global outreach has been expanded through a number of competitive externally funded programs, including the U.S. Department of State's Institute on U.S. National Security, the Middle Eastern Partnership Institute for Student Leaders and the International Coaching Enrichment Program.

Future Directions and Challenges

There are many new global education efforts underway. We are creating partnerships for new semester-long programs in London, Rome and Buenos Aires. The new Global at Home alternative semester is a multidisciplinary immersion program that combines coursework in Spanish with direct engagement—for example, mentoring in organizations serving Delaware's Latino community. And the Office of Service Learning is partnering with Break Away to offer students alternative global spring break programs.

ELI will launch a First-Year Experience seminar in spring 2011, while IGS will this fall launch a new website. Across campus, colleges are developing academic partnerships that include joint conferences, performances, research centers, study-abroad programs, dual degrees and exchange programs for faculty and students. The Area Studies Programs and IGS are working together to secure funding to support the development of National Resource Centers and other multidisciplinary educational programs.

While enormous progress has been made, there remain significant infrastructure weaknesses and obstacles at different levels across the University. These include deficiencies in staffing, professional development and cross-cultural training, advising and IT (SEVIS). Prior to the current economic crisis, UD's study-abroad program experienced 10 years of significant growth—a 120-percent climb in the number of students participating. With changes in the University's budget system, it will be important to ensure that resources are available to maintain program flexibility and to invest in new program development.

Progress Indicators

Educate engaged global citizens.

- Percentage of undergraduates participating in global studies programs
 - Study abroad
 - Global service learning
 - Global undergraduate research
- Number and impact of global studies programs
- Number of students enrolled in courses emphasizing international content

Extend our geographic reach.

- Number of international students matriculating at UD
- Enrollment in ELI programs
- Number of externally funded global education and research programs

Develop strategic and active global partnerships.

- Number of global partnerships
- Number of exchange students and visiting faculty
- Number of joint academic programs

The Engaged University

The University of Delaware will promote public service, valuing engagement with our local communities in Delaware and with the world.

Implementation Efforts

Each college engages in discovery learning, which brings faculty and students into close contact with practitioners—their experience and expertise and the challenges they face. The University is a destination for active learning both inside and outside the classroom, and our alumni enjoy lifelong involvement with UD.

Competitive summer internships in cultural institutions across the state advance skills and knowledge in the arts, humanities and non-profit management. Those skills and knowledge are then shared with the Delaware public. For instance, graduate students in material culture studies regularly discuss their research with members of the Osher Lifelong Learning Institutes.

Numerous units on campus are engaged in partnerships and outreach efforts to improve the social, economic, educational and cultural climate of the state and region. *How Delaware Compares*—a report jointly prepared by UD’s Institute for Public Administration, the Delaware Public Policy Institute and the Delaware State Chamber of Commerce—presents data and commentary from UD faculty regarding the state’s standing on key quality-of-life and economic indicators. In fact, a recent assessment of UD’s economic impact concluded that the University contributes \$608 million annually to the regional economy, with an additional \$1.5 billion contributed by alumni who live and work in the area.

Current Initiatives

UD’s colleges and administrative departments have initiated activities and partnerships with state, county and local governments, businesses and nonprofit organizations.

For example, the College of Agriculture and Natural Resources and Cooperative Extension have partnered with the Delaware Food Bank to serve Delawareans through food collection drives, community gardens, gleaning programs and the “Plant a Row for the Hungry” campaign. Through workshops co-sponsored by local and national groups, the College of Earth, Ocean, and Environment is educating policymakers, community and business leaders and other stakeholders about coastal hazards and resiliency issues facing Delaware coastal communities.

The College of Education and Human Development partners with early care providers to enhance young children’s literacy and school readiness. The Lerner College of Business and Economics partners with the business community through its Faculty-in-Industry Residence Program, matching faculty experts with specific project needs. Lerner’s graduate and undergraduate programs conduct field projects with several businesses and non-profits. The College of Health Sciences, in partnership with Christiana Care, has opened a Nurse-Managed Health Center, focused on wellness and disease prevention, and educating the next generation of healthcare professionals.

The College of Arts and Sciences brings the work of UD artists to satellite galleries in Wilmington and Philadelphia. And students and faculty from a number of disciplines are participating in the Delaware Humanities Forum's Delaware Industrial Heritage Initiative, which documents the state's industrial experience.

Professional graduate programs engage industry through advisory groups to assure that programs are meeting employment needs and providing students access to projects, internships and jobs. And the Office of Development and Alumni Relations engages alumni in events and programs on campus and off, sponsoring an annual Alumni Weekend; launching UDconnection.com; hosting New Student Welcome Picnics in partnership with alumni clubs; organizing alumni events across the nation and around the world; and formalizing a Young Alumni Program.

Future Directions and Challenges

The University must continue to promote intellectual and civic engagement among its students, build relationships with its alumni and fulfill its mission of service to the state.

UD will enhance student engagement by expanding New Student Orientation and First-Year Experience activities; this year, for instance, we launched a Fall Semester Welcome Week program series. Student Life leaders are involving more staff and students, especially the Council of Student Leaders, in student engagement initiatives and leadership development activities, and in setting priorities for in- and out-of-classroom learning opportunities. In addition to formal programs, UD aims to increase opportunities for informal interaction and engagement among students, faculty and staff.

The University will play a leading role in improving public education in Delaware. The state's \$119 million Race to the Top award provides new opportunities for engagement with Delaware's K-12 public school system. Educators will look to UD's College of Education and Human Development for professional development and technical assistance in this critical reform effort, and the college's new field-intensive teacher education program—supported by Race to the Top funds—will supply the state with high-quality STEM teachers. In fall 2011, the College of Arts and Sciences, in cooperation with five local school districts, will launch the Delaware Teacher's Initiative in New Castle County to cultivate content knowledge, leadership skills and collaboration among teachers in high-need public schools.

The establishment this fall of an Osher Lifelong Learning Institute in Dover advances a key University goal: better engagement with the citizens of Southern Delaware.

UD's alumni are valued as potential donors to the University—donors who contribute not just their money but their talent and expertise. Alumni serve as career mentors, internship providers, guest speakers and adjunct instructors. The University is building a robust database of alumni information that will be easily accessible to colleges, departments and other academic units, so that we can better engage our alumni in UD's mission.

Progress Indicators

Increase access to and participation in UD programs in the state and in the region.

- Enrollment of in-state students
- Percentage of in-state students with college loans totaling less than 25 percent of the cost of a four-year education at UD
- Student enrollment in cooperative programs with outside organizations and businesses
- Number of UD lectures, performances and exhibitions beyond the campus—e.g., Southern Delaware, Philadelphia, New York City, Washington, DC

Increase student engagement on and off campus.

- Participation in service-learning experiences
- Participation in RSOs, academic clubs, Greek life and intercollegiate, club and intramural sports
- Participation in internships and field practicums

Increase alumni engagement.

- Annual giving participation
- Alumni event participation
- Number of alumni involved in mentoring students
- Number of alumni involved in public service

Becoming the University of Our Aspirations

In the Path to Prominence, we articulated eight key capabilities we need in order to succeed:

- Faculty Excellence
- Staff Excellence
- Outstanding Facilities
- Continually Advancing IT Infrastructure
- Exemplary Management Practices
- Leadership-Level Financial Resources
- Excellence in All We Do
- Readiness to Embrace Change

We consider here the progress and challenges in building these capabilities, which do have tangible measures. Our success in the first six will reflect—and be reflected in—our success in the last two: embracing change and achieving excellence.

I. Faculty Excellence

Progress toward prominence will be paced by faculty excellence in scholarship, teaching and public, professional and community service. Investment in and cultivation of an exceptionally talented, dedicated and diverse faculty are vital to the University's success.

In fall 2010, Richard F. Heck, the University's Willis F. Harrington Professor Emeritus, was awarded the Nobel Prize in Chemistry. It is a striking example of the University's strong tradition of faculty excellence.

Against a backdrop of significant budget cuts, hiring freezes, salary reductions and furloughs across U.S. higher education over the last two years, the University of Delaware has moved aggressively within the limits of its resources to hire and retain strong faculty. New faculty hires have numbered approximately 40 in each of the last two years, and those hired represent a significant increase in first-choice candidates, reflecting the University's growing stature in the overall market.

We have begun to conduct cluster searches and make cluster hires in areas of strategic importance identified in the Path to Prominence. We anticipate that targeted, cross-disciplinary recruiting will continue to increase substantially. With the greater breadth of such searches, it is essential that we recognize our opportunity and commit to making tangible progress with respect to faculty diversity.

The University has continued to provide merit-based salary increases to faculty and staff over the past two years and has committed to additional increases over the next two years through the Collective Bargaining Agreement with AAUP.

As noted in the Path to Prominence, continuing progress in building faculty excellence and recruiting and retaining interdisciplinary hires will require not only the kinds of changes in

faculty recruiting that we have begun, but the alignment of workload policies and promotion and tenure processes, and the creation of significant faculty development programs to foster new faculty's success. Strategic increases in faculty hiring will not only bring about a desirable decrease in the student/faculty ratio, but will enable us to address the critical knowledge needs of the 21st Century.

II. Staff Excellence

The University will advance only to the degree that we can attract, retain and develop staff who bring the expertise and commitment to meet the challenges of a great university. For our staff and professionals, the University will make ongoing professional development part of the University culture.

As noted, both faculty and staff salaries have been increased in each of the last two years, in contrast to pervasive trends elsewhere. Although total employment has been roughly constant, we have made excellent additions to the professional staff. An assessment of salary and classification structures has been initiated, and it is critical that this be followed through to create a system that is competitive and fair, that fosters staff development and advancement and that is less cumbersome at all points from recruiting onward. Other Human Resources initiatives, including a new "recruitment toolkit" for search committees and chairs, should help us continue to improve diversity in hiring.

New internal training programs for staff have been created, and more are in progress. We have also employed external offerings and certification programs to help staff become the best in their fields. The annual evaluation process has been improved, and has been implemented across the University.

We must ensure that policies and procedures for staff recruitment, retention and advancement are well aligned with our goals of excellence. The University of Delaware has been recognized by publications as varied as the *Chronicle of Higher Education*, *The Scientist*, and the *News Journal* as a great place to work, and we will continue to build both that reputation and the reality behind it.

III. Outstanding Facilities

State-of-the-art facilities—including classrooms, laboratories of all kinds, library and information technology resources, residence halls, faculty workplaces and recreational spaces—are crucial to achieving our ambitions for the University of Delaware.

As noted elsewhere in this report, major facilities projects are underway. The site has been cleared for the Interdisciplinary Science and Engineering Laboratory, and we have begun decommissioning and demolition at the former Chrysler Newark Assembly Plant, which will be redeveloped into a science and technology campus.

Several projects of lesser scale are underway as well. Relocating UD's bookstore to Main Street is a tangible example of our strong connection to a vibrant downtown Newark and our commitment to projects that contribute to the quality of life in our surrounding communities. A master plan for the campus—including academic, residential, athletic and transportation

facilities—was undertaken in conjunction with the Path to Prominence, and both plans continue to be refined as needs and opportunities evolve.

The University faces significant near-term facilities challenges. Classroom and research space on campus, as well as library and academic support space, is extremely tight, and it is difficult to meet the space requirements that aggressive faculty hiring and growth in research and scholarship will create. In addition, the quality of many University facilities constructed in the 1970s and 80s is not adequate for the demands placed on them today, and the maintenance and operation of these remain a challenge at all University locations. Surge and swing space to accommodate activities and units displaced by renovation and new construction is also needed. The recently formed University Space Committee will improve UD's space management.

Finally, as we consider both renovation and new construction, it is important that our plans recognize the human activities they support and that they advance our commitment to sustainability in measurable ways.

IV. Continually Advancing IT Infrastructure

Information technology, in particular, must be continually improved to remain state of the art. Our IT infrastructure will both support and encourage the scope and quality of research, collaboration and engagement that will take place across the University.

Perhaps nothing changes faster today than information technology. The challenge is to make investments in hardware, software and management and information systems that anticipate future needs and allow new technologies to be incorporated. More than any other challenge, this one is destined to always be a work in progress.

Several areas of emphasis have emerged in the past year. It is apparent that the University's information systems need to be able to share information much more seamlessly and effectively than they do now, and increasing efforts are being devoted to this challenge. The Research Computing Task Force will determine the needs of the rapidly growing community of researchers who use high-performance computing in their work, and a review of growing academic and classroom computing demands and directions is a priority. We have begun exploring opportunities to outsource and distribute computing needs, and have recently shifted student e-mail to Google (gmail).

Continuing emphasis on a strategic and proactive approach to meeting the University's information technology needs—including backup, redundancy and security—will be essential in the years ahead.

V. Exemplary Management Practices

Effective and innovative management practices will be crucial, from strategic planning and implementation to developing our human capital to making smart and judicious use of our financial resources. Organizational structures will promote interdisciplinary and collaborative efforts.

Transition to the Responsibility-Based Budget System (RBB) was made during the past year, and FY 2011 represents the first year of full implementation. Such a major transition is bound to be disruptive under the best of circumstances, and the combination of budget cuts and information systems that were not adequate to the task created significant uncertainty and anxiety across academic and administrative units. The need for timely and accurate information will continue to be critical, both for operation and strategic improvement of the system.

Beyond recovery from the birth pangs of RBB, there is a critical need for assessment and resolution of any misalignments with the University's priorities and strategic goals. The coincidence of the launch of the Path to Prominence and the implementation of RBB has caused some confusion and conflation of these within the University community, and there remains a need to distinguish them clearly in the public mind.

Further, while we continue to emphasize interdisciplinary and collaborative scholarship and have launched a number of University-wide institutes since embarking on the Path to Prominence, the distribution of resources and responsibilities to colleges does not automatically support such efforts, nor other critical University-wide priorities, services and academic support programs. Workable and sustainable financial models for these institutes and for centralized and cross-cutting functions remain a critical need.

Working toward the University's broad goals while exercising financial responsibility at the unit level represents an important leadership challenge. As with faculty and staff development, development of a diverse array of current and potential University leaders will be critical to meeting these challenges now and in the future.

VI. Leadership-Level Financial Resources

Significantly enhanced financial resources are essential.

The Office of University Development has been expanded substantially over the past two years. Gifts to the University have continued to grow, even as the economy contracted, and plans are being made for the University's next capital campaign. Development officers are now in place for all colleges, and similar assignments for University-wide institutes, the UD Library and other units should be considered.

As noted elsewhere in this report, research activities and expenditures continue to grow impressively, and University researchers were particularly successful in winning ARRA funding. The Office of Research Development has been created within the Research Office to support the expansion of proposal activities, particularly large multidisciplinary proposals and partnerships with other institutions. As with the major construction and renovation needs already discussed, it is important to plan, manage and budget for the capital needs of core research instrumentation and computing facilities.

VII. Excellence in All We Do

All programs must meet the highest national and international standards, creatively engage faculty and students in the active pursuit of learning and scholarship and have a meaningful impact on the lifelong opportunities of our graduates.

While excellence must come from within, external recognition can provide important illumination and validation of our progress in its pursuit. We have noted several institutional accomplishments over the past two years that are garnering new recognition for the University. Not surprisingly, UD's prominence in national and international rankings is rising. U.S. News placed UD among the nation's top 10 "up-and-coming universities."

Our institutional stature is built on student, faculty and staff accomplishments too numerous to list here. We note among these several first-time recognitions, including the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring; the Council of Graduate Schools/UMI Distinguished Dissertation Award in the Humanities and Fine Arts; and the Powe Junior Faculty Enhancement Award of Oak Ridge Associated Universities.

The caliber of the University's faculty was also acknowledged by first-time invitations from the Searle Foundation and the Pew Foundation to nominate faculty for each organization's young scholars programs. However, there remain a number of foundation-sponsored programs for which UD is not eligible to nominate faculty and students, and it is important to gain recognition from these as the University takes its place among the nation's most outstanding public institutions of higher education.

VIII. Readiness to Embrace Change

To realize our aspirations, the University will become a more nimble and dynamic institution.

Few would argue that the pace of change at the University since the launch of the Path to Prominence has been anything less than dizzying! In addition to the scholarly initiatives, construction projects, and financial transition discussed, we have embarked on significant efforts to realign and reorganize academic and administrative units to more efficiently reach our goals. For instance, we have relocated academic departments among six of the University's seven colleges and renamed three of those colleges to better represent their missions. We have launched three new University-wide research institutes in the past two years and have recruited new directors for each (and for two existing institutes).

Significant reorganizations of central administrative and support functions have also been initiated, including those in Human Resources, Research, Facilities, Finance and Public Safety. We anticipate that this process will continue as we work to create responsive organizations designed to meet the University's current needs and future aspirations.

We have launched new outreach efforts at all levels, hiring a Director of Federal Relations, launching new publications, undertaking a University-wide branding campaign and initiating new web and print communications from colleges and departments.

Onward!

The University of Delaware is a great university poised to become a national and international leader in many traditional and emerging fields. We have a strong global presence; we are the flagship research university in a state that can be an incubator for innovation and change; and we have a long tradition of teaching excellence and public engagement.

The strategic goals articulated in the Path to Prominence are designed to retain the best of our past while challenging us to an even better future. They aim to extend the University's reach and influence in Delaware and around the globe. Assessing our progress, as this document does, is an essential part of realizing these shared goals as we embrace both the hard work and the exciting opportunities before us.