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In July of 2007, the Strategic Planning Committee was appointed by President Patrick Harker to examine the current capabilities of the University of Delaware and to define its priorities for the future. The goal was to engage the University's stakeholders, including faculty, students, staff, alumni, community members, and state leadership, in a discussion about where the University should be headed in relation to its core mission areas: undergraduate education, graduate education, scholarship and research, and public, professional, and community service. The Committee was asked to consider any and all ideas and to consolidate them into a set of recommendations that would enable the University to move rapidly ahead.

The Strategic Planning Committee believes this report – which reflects six months of thoughtful conversations and on-line dialogue with a significantly large and diverse cross-section of the University community – synthesizes the most important ideas and aspirations. We hope that this document will be useful in setting goals, establishing benchmarks, and expressing a collective vision for our path to prominence.

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# STRATEGIC PLANNING REPORT FOR THE UNIVERSITY OF DELAWARE

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*Today, the University of Delaware has the most talented faculty and students in its history. Building on the strengths of our heritage, we are poised to embrace the challenges and opportunities of the new century.*

A seat of learning for more than 250 years, the University of Delaware has a tradition of promoting research that enriches the lives of its students and improves the world around it. Today, the University has the most talented faculty and students in its history. Building on the strengths of our heritage, we are poised to embrace the challenges and opportunities of the new century.

Through implementation of the initiatives described in this document, the University will become recognized as one of the world's great universities – the exemplar of an engaged university that cultivates learning, develops knowledge, and educates global scholars and citizens to the highest standards of achievement. The University of Delaware will advance science, technology, society, culture, and the arts. It will have an impact on every continent, and it will attract exceptional individuals from all corners of the world. University graduates will contribute to society as leaders, scholars, and citizens who exemplify creativity, integrity, and dedication to service. The University will bring honor to the State of Delaware as its flagship institution for higher education, and its contributions will reverberate far beyond the boundaries of our campus and community.

## COMMITMENTS

The commitments below represent the essential foundation for the strategic initiatives that will propel the University of Delaware to prominence.

- **Diversity.** The University of Delaware will foster a robust educational environment in which all people are welcome and feel welcome – one that supports critical thinking, free inquiry, and respect for diverse views and values. The University will embrace diversity as an integral and vital part of everyday life. It will enliven the campus community with visible symbols, activities, and other reminders that diversity is a cornerstone value of our University and, indeed, of the human experience.
- **Partnership.** The University of Delaware will create knowledge and promote ideas that serve the critical needs of the state, the nation, and the world. The University will demonstrate how an educational institution can create successful and innovative partnerships for economic and community development.
- **Engagement.** The University of Delaware will engage students, faculty, staff, and alumni in the most compelling social, cultural, artistic, and scientific challenges of our age. It will place itself among the world's leading universities by addressing such

important matters as environmental sustainability, social justice, and alleviation of human suffering. By bringing together the many academic disciplines represented among its exceptional faculty, it will contribute to the elevation of the human condition.

- **Visibility.** The University of Delaware will achieve professional and public recognition through an active communication plan that engages all members of the University community and is addressed to a broad audience. These actions will assure that the University's innovation, excitement, and accomplishments are publicly known throughout Delaware, academia, and across the nation and the world.

## STRATEGIC INITIATIVES

We propose six strategic initiatives to advance the University of Delaware on its path to national and international prominence. These initiatives embody our effort to capture the rich resources and the spirit of dedication to the University evident in the many inspired ideas that were contributed to this planning effort. They define the University of Delaware of the future – the identity, values, goals, and aspirations that attract present and future generations to an ever greater university. These six strategic initiatives, described in the following sections, are:

- The 21<sup>st</sup>-Century Research and Graduate Studies Initiative
- The Initiative for Student Engagement and Learning
- The Initiative for the Planet
- The Global Initiative
- The Initiative for Arts, Culture, and Community Partnerships
- The Professional Education Initiative

Underlying the six strategic initiatives are fundamental actions required to become the university to which we aspire. These actions are also outlined in this report.

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*The University will become recognized as one of the world's great universities – the exemplar of an engaged university that cultivates learning, develops knowledge, and educates global scholars and citizens to the highest standards of achievement.*

## STRATEGIC INITIATIVES

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### The 21<sup>st</sup>-Century Research and Graduate Studies Initiative

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

As a major research university, the University of Delaware seeks not only to contribute to the advancement of knowledge, but also to marshal that knowledge for the benefit of humanity and to develop intellectual leaders. Creation of well-resourced multidisciplinary research centers and degree programs is crucial to this end.

The most important aspect of this initiative is the commitment to achieve levels of excellence, intensity, and breadth of research and of graduate and post-doctoral education never before seen at the University of Delaware. Our challenge is to create new signature academic assets that bring together the resources – intellectual, physical, financial, and human – that are fundamental to discovery and innovation.

Embark on high-profile research initiatives.

Great opportunities exist to build leading-edge research programs from the unique strengths of the University of Delaware, and to develop new strengths that will enhance the University's impact on critical challenges and opportunities. To that end, there is no more important investment than in the excellence of our faculty. This will require new commitments to increase the stature and number of faculty, including hiring in strategic research clusters.

The University must be a leader in the scientific and technological revolutions of the 21<sup>st</sup> century. Advances in the life sciences, energy, advanced materials, informatics, communication, and other discoveries yet to be imagined will transform our world. Progress will require collaborative partnerships among disciplines, bringing together life scientists and engineers, physical and computational scientists. We must reach beyond science and engineering and distinguish our scholarship by engaging faculty and students from the social sciences, humanities, and the broader community in understanding and guiding technology's impact on society. Indeed, such integration should be the hallmark of major research initiatives at the University of Delaware, becoming a high-visibility, distinguishing characteristic of the Delaware experience.

The University of Delaware must cultivate excellence within traditional academic disciplines and foster multidisciplinary collaborations. In launching new research initiatives, emphasis should be placed on quality and impact, as well as on competitive advantages and leadership opportunities. Transparent assessment criteria and processes must be clearly articulated with the full involvement of faculty leadership. We must also strengthen relationships with other universities, national laboratories, and industrial enterprises. Moving forward, it is essential

that the University be a willing and active partner for public and private sector strategic alliances to ensure societal impact and to help recruit and retain the highest quality faculty.

Commit to the full support of graduate students.

To attract and maximize the development of talented graduate students, we must commit to offer all funded Ph.D. and, as appropriate, Master's degree students, continuous (12-month) stipend and tuition support for the expected duration of their studies. This dramatic move to provide year-round support will symbolize the University's commitment to research and graduate studies, and it will improve our ability to compete with other leading research universities for the best students. It will also improve research productivity and shorten significantly time to degree. The University of Delaware should develop resources to support fieldwork, internships, and international and other opportunities for extramural engagement that will enrich the graduate experience, especially in areas where significant external research funding is not the norm.

Build a research structure and infrastructure with the agility needed to pursue the highest caliber research in the 21<sup>st</sup> century.

To grow graduate programs and to foster interdisciplinary initiatives, including research centers, a significant increase in high-quality research space is required. Research computing and core facilities, and the staff to support them, must be upgraded significantly. Enhancements to the administration and support of research and graduate studies are required to advance these expanding research programs. These enhancements include support for grant writing and multi-investigator submissions, bridge and seed funding, and sound intellectual property and technology transfer practices.

Raise the profile of graduate study on campus and create the necessary environment for growth.

The position of Vice Provost for Graduate Studies should be created to serve as a visible champion for graduate and post-doctoral studies, to provide support, oversight, and vision, and to eliminate administrative barriers to multidisciplinary education and research. The Vice Provost for Graduate Studies will work in collaboration with the Vice Provost for Research to foster robust programs of graduate research and education in disciplines where the University of Delaware can achieve international prominence.

Discovery research is an essential component of graduate study, especially at the Ph.D. level. The creation of strong advocates for research and graduate education will strengthen the visibility and collaboration of faculty and graduate students across disciplines. It will ensure that universal elements of research-based education, including research methodology and ethics, are imparted to all graduate students.

The University of Delaware must create new graduate programs – and foster the growth of current graduate programs – with the dynamism to respond to needs and opportunities from the local to the global scale. We must become more proactive and flexible in administering our graduate programs in order to unleash the talents of our faculty and our graduate and post-doctoral researchers, allowing them to focus on generating knowledge that impacts the world.

## The Initiative for Student Engagement and Learning

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

The University of Delaware must attract students who bring brilliance, talent, life experiences, and diversity – ethnic, geographic, and socioeconomic – that are characteristic of great universities. A University of Delaware education should ensure that intellectual curiosity and a passion for learning become habits of mind. Our students must have opportunities for innovation, entrepreneurship, and creativity. We must also enrich our students beyond the classroom with shared experiences and traditions that bind them to the University and to each other and create pride in their alma mater.

Attract and support students from diverse backgrounds.

The University of Delaware will become a richer learning environment by increasing its outreach to students in underrepresented groups. This includes reaching out to students in parts of the country and the world in which we have not traditionally recruited. We must ensure that support and retention programs, such as the Center for Black Culture, NUCLEUS, RISE, ASPIRE, and the McNair Program, are available to all underrepresented students and in all colleges.

We must build partnerships with historically black colleges and universities and other institutions serving underrepresented populations to develop summer institutes and other special programs for students and faculty. Within Delaware, we must reach out to middle-school students and their families, especially low-income, first-generation college families, to ensure that students are prepared for college. We should ensure that a University of Delaware education is affordable for every Delawarean.

Give students greater freedom to explore majors and opportunities for enrichment beyond the classroom.

The University of Delaware should work toward University-wide General Education requirements that will enable students to move more freely among majors and colleges. This will convey a vision of the shared elements of a University of Delaware education and facilitate assessment of its success. More opportunities should be created and greater funding secured for discovery learning, internships, fieldwork, and service-learning both in the United States and abroad. The University should explore making Winter Session a part of the regular academic year. This will give students the flexibility to pursue multiple majors and minors, to work at the interfaces between established disciplines, and to experience a broader selection of electives.

We will encourage educational initiatives that are interdisciplinary, creative, and/or entrepreneurial. We should also expand the range of multicultural course offerings, course content, events, and opportunities, while improving quality. Public forums should be organized and promoted to bring together researchers, policy makers, students, and leaders to address our world's pressing social, economic, cultural, artistic, and scientific problems.

Create a University of Delaware First-Year Experience that bonds our first-year students to the University, to the faculty, and to each other.

The University of Delaware is committed to creating an imaginative and intellectually stimulating First-Year Experience (FYE) for students that is fully aligned with the University's General Education goals. This program will establish strong academic and social bonds between students and the University and will encourage and reward faculty for active mentoring. The FYE will acquaint students with the broad array of University offerings on campus and across the globe and will encourage their involvement in programs and organizations that enhance personal development and promote learning.

Enhance offerings for the recruitment and development of highly talented undergraduates.

The University of Delaware's Honors Program should become more innovative, provocative, and selective, staffed with a full-time director with experience in designing Honors curricula and mentoring academically gifted students in a residential setting. We should develop new interdisciplinary Honors degrees, as well as departmentally based ones. Resourcing for the Honors Program must go beyond student scholarships to include strengthening administrative and departmental support for faculty who teach Honors courses to encourage a richer program.

The University should increase the number of distinguished scholarships available to qualified candidates. We can attract talented students by offering theme-based scholarships and scholars' programs to high-ability students who also have outstanding out-of-class accomplishments (for example, Environmental Scholars, Leadership Scholars, or Performing Arts Scholars). We will mentor all scholars, starting from the time they matriculate, so that they become strong candidates for Rhodes, Marshall, and other internationally recognized scholarships and fellowships.

Create an extracurricular environment to engage students and promote learning.

The University of Delaware should build a new University Center to serve as the heart of campus life. Existing facilities on campus are neither sited nor sized to accomplish this mission, and should be reprogrammed or replaced. The new University Center's location, accessibility, function, facilities, and programming should create a central campus attraction that will gather all members of the University community, from students to retirees. High-quality recreational and athletic facilities are also needed. In addition to being state-of-the-art, these new architecturally significant facilities will also reflect our institution's values, including our support for environmental sustainability.

We should take full advantage of the residential character of our University. Because so much learning flows from student interactions, our campus needs "living rooms" – convenient and commodious spaces where students, faculty, and professional staff can meet informally and learn from each other.

In addition to outstanding classroom experiences, students need the freedom to be creative outside the classroom. We should provide more out-of-class opportunities for students to be

entrepreneurs, experiment and invent, write a play or a novel, compose music, lead a club or intercollegiate sport, create and broadcast multimedia productions, discuss and engage in world media and events.

Shared experiences bind students to their university and produce alumni who stay engaged with their alma mater. We must create significant campus-wide events, campaigns, and celebrations that will live as indelible parts of our students' University of Delaware experiences and memories.



## The Initiative for the Planet

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*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.*

In the opening decade of the 21<sup>st</sup> century, the constraints imposed by a common planet have come to the forefront. Issues from finite natural resources to the capacity to absorb the consequences of human activity have emerged in the public consciousness. It is incumbent upon us to develop solutions – technological, social, political, and cultural – to these challenges. We must demonstrate exemplary and farsighted stewardship of our resources to our students, our community, and the world. As a cornerstone of this commitment, the University of Delaware should undertake to become carbon-neutral.

The goals of this initiative are to promote sustainable practices and to support multidisciplinary efforts in research and education needed to develop solutions to significant, time-critical issues in energy, the environment, and resource sustainability. 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.

Enable and support research for the future of the earth and society.

The central feature of this proposed initiative is the creation of research institutes for energy and environmental studies, including the construction of state-of-the-art facilities. Potential areas of research focus include alternative energy, renewable resources, land use, non-invasive manufacturing and production techniques, environmentally responsible agriculture, ocean and water resources, impacts of nanotechnology, development and demonstration of effective bioremediation, effective disaster research using tools of social science, the impacts of climate change and responses, including engineered solutions, as well as many others. Critical to success is the integration of science and engineering with global social science, policy, and economics, as well as partnerships with the public and private sectors.

Become the Green University.

The University should conduct a comprehensive assessment of resource utilization and should implement practices to reduce its resource and environmental footprint. We should commit to becoming carbon-neutral. This activity will require the participation of the entire University community. We must demonstrate ecologically responsible energy acquisition, distribution, and conservation. Best recycling practices and conversion to energy-efficient lighting should also be included. We should lead the way in setting policy standards for future capital investment in new construction and commit future buildings to be models of energy efficiency. Transportation plans should be developed and implemented for dedicated bike paths, car pools, mass transit routes, high-efficiency fleet vehicles, and reduction of automobiles on campus. Other opportunities to reduce the environmental footprint of the University and its large residential community should be explored, including water utilization/conservation and increasing our use of food supplied from local sources. Landscaping should demonstrate the use of native species and conservation corridors that

enhance biodiversity. The University of Delaware will exemplify sustainability awareness and practice for the City of Newark, New Castle County, and throughout the state, including the importance of preserving green and open space in both urban and suburban settings.

Develop and demonstrate alternative energy technologies.

The University of Delaware has long been a leader in new energy technologies – from the design and construction of a model solar house and solar demonstration partnerships with the private sector to the operation of a fuel cell bus and the development of bio-fuels and bio-based materials. The range of University facilities and locations around the state provides an opportunity to demonstrate distributed power generation, management, and storage that can make meaningful contributions to supplying energy needs. Examples include photovoltaic and wind power installations, as well as fuel cell installations for emergency power. Larger-scale projects could include construction of a power plant that would be a model for advanced power generation and distribution technologies. Beyond positive environmental, educational, and visibility impacts, such investments could provide a wealth of opportunities for research and scholarship, including life-cycle assessment, systems approaches for integrating distributed energy generation, and test-beds for new energy technologies.

Integrate environmental programs within the curriculum.

The University should strive to make environmental awareness and stewardship an integral part of every student's educational experience. Defined degree tracks and concentrations should be created as well as opportunities for self-designed programs. Environmental degree programs should promote cross-fertilization of science and policy. Environmentally focused study abroad programs, both in countries where sustainable practices are already well advanced and in those where such practices will be critical to future economic and human development, will advance a global perspective. Our emphasis on interdisciplinary graduate programs is well aligned with the multifaceted nature of environmental studies. Science and engineering will interact with emerging business, social, and cultural issues of an environmentally aware world. Students and scholars of technology and policy should cultivate awareness of impacts on less-developed nations so that global environmental burdens are shared, not merely shifted.

## The Global Initiative

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*The University of Delaware community must foster knowledge and awareness of the economic, environmental, political, cultural, and social issues that face the world – and the skills to address them.*

In our global society, prominent educational institutions can play a crucial role in preparing, and being, contributing citizens of the world. The University of Delaware community must foster knowledge and awareness of the economic, environmental, political, cultural, and social issues that face the world – and the skills to address them. Facilitating communication, through language study, the use of technology, and sharing of the human experience with members of other cultures, is central to achieving understanding. Therefore, global experience, both on our campus and beyond, is critical to our success.

Establish the Institute for Global Studies.

The centerpiece of the proposed global initiative is the establishment of the University of Delaware Institute for Global Studies led by a senior administrative officer responsible for internationalization. This institute will expand the University's Center for International Studies and serve as the central administrative unit for international activities, extending the global role, leadership, geographic presence, and visibility of the University of Delaware. It will promote the integration and synthesis of multidisciplinary, international campus-based programs and will advance opportunities for immediate programmatic enrichment and the creation of research consortia and signature programs with strategic partners in the United States and abroad. The Institute will be a destination for students and researchers of international issues, through the development of resources for scholarly and cultural activities and forums on public affairs. It will also foster global connections and collaborations and be a leading resource for citizens and organizations in the community, state, and region. The Institute should produce and host regular programs and events on campus designed to encourage active discussion of world affairs.

Educate engaged, global citizens.

Every student should have the opportunity for a global experience, regardless of major or financial status. The University of Delaware has the oldest and one of the largest study abroad programs in the country; however, expansion must continue to include new semester-long study abroad and exchange programs, programs with partner institutions, graduate student programs, and research programs. This will require increased scholarship support, the expansion of language and related academic programs, and curriculum changes to reflect increasing global perspectives.

The advancement of campus-wide, high-profile activities addressing global issues, including seminar series, distinguished lectureships, visiting faculty, ambassador forums, and cultural events, should be a priority. Integration of international experiences into the curriculum and enhancement of multidisciplinary global academic programs through strategic international partnerships and targeted faculty hires are essential. Students, faculty, and staff should recognize and expect that international awareness and experiences are an integral part of

University of Delaware life – from classrooms and laboratories to residence halls, dining halls, media, and student activities.

Extend our geographic reach.

In addition to experiences abroad, the University of Delaware must increase the number of international students and scholars on campus. The administrative functions that support these students and scholars should be expanded and coordinated. Policies and procedures that encourage invitation of international scholars, speakers, performers, and other practitioners to our campus should be implemented. New and better programs for international student recruitment, orientation, and advisement are critical for success, and targeted scholarship funding should be secured.

International students at both the undergraduate and graduate level should be welcomed and nurtured, and included in all campus activities. A central gathering place in the proposed University Center will encourage domestic students to meet, interact with, and learn about the cultures and traditions of international students and visiting scholars. The University's well-established English Language Institute should be more fully integrated into the campus community.

The University's presence abroad should be enhanced by select partnerships with international institutions of higher education. These strategic partnerships should focus on educational, research, and service initiatives that benefit communities in the host regions and advance the University of Delaware's impact and visibility.

Develop strategic and active global partnerships.

To become a truly global university, we must increase opportunities for students and faculty to engage in international research and scholarship through programs that provide support for research travel and sabbaticals abroad. We should seek opportunities for unique international partnerships and institutional agreements with universities, governments, industries, and non-governmental organizations that make the University a vital presence and destination.

For undergraduates, the development of a global scholars certificate or dual-degree option and other shared programs with strategic international partner institutions will present opportunities for a truly global education. Models include those that award undergraduate degrees from both partner institutions and five-year programs in which one degree may be a graduate degree.

University of Delaware faculty have a long history of participation in the Salzburg Global Seminar and should be encouraged and supported to participate in other leading global programs. Likewise, the University should develop and sponsor similar programs that bring international scholars together on campus for shared research on global issues and in-depth leadership development and networking.

## The Initiative for Arts, Culture, and Community Partnerships

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*The University of Delaware will build and promote dynamic programs of world-class distinction and enhance its rich heritage by reaching out to local and regional constituents – and far beyond – to bridge academic resources to address challenges that face the world.*

Among the University of Delaware's greatest strengths are its faculty, programs, and traditions of excellence in the arts, humanities, and social sciences, including unique programs such as the Professional Theatre Training Program and graduate programs in the study and preservation of material culture. Advanced programs in fields such as global governance, disaster research, criminology, race and gender studies, and communication transcend departmental barriers to inform and connect with local, national, and international communities. We must continue to build and promote dynamic programs of world-class distinction in these areas. Teaching of the arts and the scholarship of societal, cultural, historical, political, and artistic human endeavors need to be strengthened and promoted. The performing and visual arts should be central to the lives of our students and the community.

The University of Delaware will enhance its rich heritage as a land-grant, sea-grant, urban-grant, and space-grant university by building a stronger sense of community within and by reaching out to local and regional constituents – and far beyond – to bridge academic resources to address challenges that face the world. Engagement in community service should be a priority for all University of Delaware students.

Become the premier destination for exploring arts and humanities and public affairs.

The University of Delaware should be a premier destination for arts and humanities programming and a forum for public affairs. Regularly scheduled plays, concerts, exhibitions, and lectures featuring our students, faculty, alumni, and distinguished guest performers/speakers will attract audiences from throughout the mid-Atlantic region. We should endow a vigorous visiting artists and scholars program that will bring to campus eminent performers, artists, musicians, writers, diplomats, journalists, and other practitioners, as well as outstanding exhibitions. Thematic festivals in the arts and humanities at the beginning of each academic year can introduce incoming students to the cultural richness of the campus. We should encourage students to create and present their own work by making facilities and mentorship easily available and affordable. Arts events and national competitions at the University of Delaware, and campus-community partnerships with neighboring cultural and research institutions, should be encouraged and sponsored. Partnership with the City of Newark is essential to showcase a rich variety of cultural events and activities.

The University of Delaware should facilitate research and innovation in the teaching of the arts, humanities, and social sciences, and it should organize scholarly research programs,

institutes, and activities, taking advantage of special collections such as the Ishmael Reed papers and the Paul R. Jones Collection of African American Art. Design programs should be developed and strengthened with linkages to programs in engineering, agriculture, and business.

The University of Delaware should construct facilities that showcase permanent collections, protect and preserve irreplaceable library and research acquisitions, and feature the creative work of our faculty, students, alumni, and the community. Possible examples include an accredited University museum, a large performance hall (1000-seat), and new display and storage facilities for the Library's Special Collections. Such facilities will connect scholarship and educational experiences with the arts and public engagement.

Support national and international educational and performance opportunities.

The University of Delaware should support educational, exhibition, and performance opportunities for our students and faculty across the United States and throughout the world. Satellite venues can showcase the accomplishments and talents of our faculty, students, and alumni, strengthen student success and national visibility, and enhance recruitment and fundraising efforts. A Washington, D.C. site with staff, facilities, and programs, for example, would provide outstanding internship and research opportunities for students and faculty in public policy, political science and international relations, history, communication, legal studies, and other disciplines. This site would also facilitate vital connections to federal agencies and non-governmental organizations.

Funds for international field-based research would facilitate student and faculty access to collections, archives, and research sites around the globe, while also enabling student and faculty performers and artists to participate in artist residency programs and perform in premier international venues.

We should maintain international leadership in the multidisciplinary, field-based study and preservation of material culture and ensure that our cultural heritage is available for the education and enrichment of future generations. In doing so, unique partnerships with cultural institutions internationally will be enhanced and our faculty and students will significantly strengthen research and public programming in the arts and humanities by engaging new audiences in their scholarship.

Strengthen the public education system of Delaware and beyond.

We must invest in research that enables us to better prepare our youth for a bright future and build effective knowledge-based partnerships with educators throughout the state. For example, we should develop partnership schools that are vibrant learning communities for children, teachers, student interns, and researchers – sites where robust research-practice connections flourish. Through such initiatives, we will build capacity within the University to conduct and disseminate relevant research and to work closely with educational leaders in Delaware in a way that is consistent with our mission as a research university, yet also supports state and local school improvement efforts. In addition to building strength in

existing education units, collaboration with related units, including public policy, public finance, economics, sociology, psychology, and others, should be supported.

Become the nucleus for economic development, entrepreneurship, and community leadership.

As a small state, Delaware can be a laboratory for innovation and the generation of knowledge that has both local impact and national visibility. Existing and future University research and service centers should fully integrate faculty, advance scholarship, and connect the public and business community to the University.

Partnerships with both large and small businesses should be fostered, and the University of Delaware can provide sound leadership and insight into economic development opportunities. The University's new Office of Economic Innovation and Partnership will promote knowledge-based partnerships with industry. The University should engage in research to inform and advance commerce, entrepreneurship, and business development in the region, nation, and the world. The University should become a knowledge resource for improving business practices. Faculty and professionals must be empowered to participate in economic development initiatives stemming from their scholarship.

The University of Delaware should be a leader in addressing issues in healthcare, healthcare delivery, and the training of a highly educated and competent workforce in healthcare professions. Areas of vital emphasis include translational medicine, cognitive disabilities, geriatrics, nutrition and food safety, obesity, child health, and other health initiatives.

Likewise, the University of Delaware should conduct research and provide unbiased information and resources that help communities as they adapt to rapidly changing landscapes and demographics. Areas of emphasis include land-use planning, preservation of biodiversity, management of water resources, protection of coastal communities, preservation of agriculture, disaster preparedness, rural and urban development, and planning at the state, city, county, and township levels. The University of Delaware should become a leader in providing knowledge and intellectual resources to non-profit organizations, including museums, foundations, and charitable and community-based organizations. These actions will advance community engagement and collaboration and foster an atmosphere that welcomes diverse groups and supports an inclusive research agenda with a strong intellectual foundation.

Explore creating a University of Delaware College in Sussex County.

The University should explore establishing a distinctive, residential, four-year University of Delaware College in Sussex County. By expanding its contributions in southern Delaware, the University would offer Delawareans enhanced access to top-quality higher education programs, research, and service. This new college, built as a model green campus, should offer programs designed to take advantage of its location, and to capitalize on the University's rich academic resources. A Sussex County campus would also offer opportunities for the University to connect with new constituents, including those who are developing second careers and the culturally active retirement community in southern Delaware.

## The Professional Education Initiative

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*Our greatest impact can be achieved by educating and training the professionals and leaders who serve society in essential roles, and by closer integration of public service with research and education.*

The University of Delaware regards service as an integral part of its mission. Our greatest impact can be achieved by educating and training the professionals and leaders who serve society in essential roles, and by closer integration of public service with research and education. We seek both to extend the reach and impact of our professional programs beyond the region and to reap the benefits for all our students and faculty of closer engagement with our society, its needs, and its problem-solvers. Investing in leadership development with our international students will enhance our global impact.

Commitment to enhance professional post-baccalaureate programs will require not only initial investment of resources, but also adaptations that recognize the differences between the characteristics, needs, and incentives for students and faculty in these programs and those of research-based graduate programs. Faculty in many professional programs must maintain both academic and professional qualifications. Support is needed to facilitate this unique faculty mission and to maintain the highest professional standards.

Expand professional degree and training programs.

The University's portfolio of professional programs includes health, business, and education, as well as many other specialty programs. The University of Delaware must invest in professional programs that provide excellence, uniqueness, impact, and response to societal needs. Additional opportunities may include partnership with other institutions of higher education, and with the public and private sectors.

The University of Delaware should explore ways to enhance and develop legal scholarship and expertise and capitalize on our exemplary programs in corporate governance, environmental studies, and intellectual property. These initiatives will enhance undergraduate, graduate, and professional education in legal studies and related disciplines. We should investigate the full range of opportunities, from creating Delaware's first public law school to providing interdisciplinary degree programs and post-degree specialized coursework and training.

In the health field, the University already has significant assets in Nursing and Physical Therapy, as well as in translational research partnerships with healthcare deliverers. By developing further its partnerships within the State of Delaware and with premier regional medical schools such as Philadelphia's Thomas Jefferson University, the University of Delaware can expand its programs across a wide spectrum of rising health concerns, including aging, early childhood development, physical and cognitive disabilities, and environmental health.

Significant professional career business programs also exist at the University of Delaware. New specialty programs could be created as opportunity and potential for impact are



identified. Closer alignment of the Delaware Small Business Development Center with degree and non-degree academic programs could provide significant synergies to enhance professional development, prepare students for professional careers, strengthen public service, and support development of high-growth industries. The University's Professional and Continuing Studies division also provides a number of non-degree and professional certificate programs. These offerings should be broadly publicized and coordinated with related degree programs or expanded into degree programs where needs and opportunities exist. The John L. Weinberg Center for Corporate Governance provides a rich source of knowledge and development programs to the corporate community. An expanded role for entrepreneurial studies in both degree and non-degree programs should be considered.

The University of Delaware is committed to teacher education, through degree and certificate programs from various departments and colleges across campus, and a variety of clinical and field-based programs. We should also focus on the education and training of the leaders in preschool through higher education in the state and the region, and recruitment of this group to the University of Delaware should be a priority.

## BECOMING THE UNIVERSITY OF OUR ASPIRATIONS

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Underlying our strategic initiatives are fundamental actions to strengthen the University of Delaware, focusing on imagination and impact through teaching, research, and service that address the needs of the state, the nation, and the world. We must establish a culture of commitment to our mission at all levels of the University by engagement among faculty, staff, students, and alumni.

To realize our aspirations, the University must become a more nimble and dynamic institution. The world changes quickly, and while we must not stray from our core commitments and values, we must learn to embrace change. We must adapt organizational structures and policies to meet contemporary challenges and rise to new opportunities. We must:

- Develop, attract, and retain the finest faculty and staff, and support their essential contributions to fulfilling our mission.

Faculty are the driving force of the academic enterprise. Investment in and cultivation of an exceptionally talented, dedicated, and diverse faculty and staff are vital to the University's success. Progress toward prominence will be paced by faculty excellence in scholarship, teaching, and public, professional, and community service. These initiatives demand a substantial increase in the number of faculty to reduce the student/faculty ratio. Beyond individual or disciplinary excellence, the University must support the configuration of the faculty in innovative interdisciplinary constellations that address critical knowledge needs of the 21<sup>st</sup> century.

Faculty leadership in their areas of expertise should be supported and valued. Workload policies, promotion and tenure processes, the use of sabbaticals, and the encouragement of faculty participation in external fellowship programs should be evaluated against these objectives. Excellence must be recognized and rewarded.

Staff support should also be expanded. For our staff and professionals, the University should make ongoing professional development part of the University culture. A structured career development program is essential to recruit and retain the finest staff and to nurture their leadership talents. All members of the University of Delaware community should have clearly defined pathways to advance and expand their careers.

- Attract students of high ability and passion, develop their intellect and character, and cultivate a community of leaders with lifelong attachment to, and sustained involvement with, the University.

The University will measure its success, first and foremost, by the success of its students. The University's talented and diverse students must receive the guidance and academic support for their highest possible achievement and for their intellectual, cultural, and ethical development as global citizens, scholars, and professionals. University of Delaware graduates should be known for their integrity and creativity as well as for their ability and determination to have a positive impact on their communities.

The network of University of Delaware alumni is one of our greatest institutional assets. Alumni who hold positions of influence in public agencies and businesses world-wide should be engaged to share and extend the University's impact. Alumni who remain actively connected to the University throughout their lives, recruit and mentor students, support programs and partnerships, and provide vital financial resources are the foundation for the future of this institution.

- Require high-quality performance in all academic programs and develop signature strengths in undergraduate, graduate, and professional education.

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. The allocation of resources should be related to priorities, performance, and impact. Academic units should be encouraged to diversify funding sources. For cross-disciplinary initiatives, funding from both internal and external sources is critical. New programs should be developed where there is a clear need and/or comparative advantage and where the potential exists for such programs to achieve prominence in a reasonable timeframe. Programs that do not meet these standards should not be sustained.

- Advance research, scholarship, and creative expression to enlighten and influence the world by effective dissemination to practitioners and scholars, as well as to a wider public audience.

Scholarship, research, and other activities must address the pressing issues of our time, while elevating creativity in the arts and in cultural and humanistic understanding. We must create new knowledge and new and effective ways to communicate that knowledge to all who may benefit. Faculty must be enabled to work across disciplines. Organizational structures should promote interdisciplinary and collaborative efforts. Administrative and other impediments to such efforts must be minimized to take advantage of University-wide strengths and increase the value of our research and service. In many cases, efforts will include groups and individuals from disparate locations, and we must find ways to minimize and navigate geographical distances. The breadth of the University's mission requires a dynamic combination of tenure track faculty, non-tenure track faculty, and professionals, as well as optimization of the use of joint appointments. The University should involve retirees and emeritus faculty in creative and effective ways as it seeks to expand its alumni and professional partnerships in the community.

- Demonstrate leadership in higher education innovation and in the development of knowledge-based partnerships in the state and beyond.

The University must be an innovative leader among higher education institutions. All stakeholders – Delawareans, alumni, donors and friends, current and potential students, academic colleagues – must better recognize where we are headed, what has been accomplished, what remains to be done, and what is required for continued success. As the exemplar of an engaged public university, we must create a global network of governmental, business, community, and higher education partners. New models of partnering must be

cultivated to support the education of our students and to create knowledge and apply it to critical societal needs.

- Strengthen the infrastructure and financial base needed to propel and sustain progress on the path to prominence.

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. We must find ways to renovate existing facilities and fund new facilities at an aggressive pace. Information technology, in particular, must be continually improved to remain state-of-the-art. In design and operation, facilities should reflect our commitments to quality, environmental sustainability, healthy lifestyles, creativity, and diversity. Priorities for facilities resource allocation should reflect our greatest needs and opportunities.

Significantly enhanced financial resources are essential. The price of a University of Delaware education must more fully reflect its cost and high value, even as we ensure that all admitted Delaware residents receive the financial assistance they need. To support our strategic initiatives, income must grow from endowment, annual giving, research grants and contracts, and professional and public services. We must strengthen financial partnerships with the State of Delaware and with other organizations that recognize the value of a stellar university to achieving their goals.

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*To realize our aspirations, the University must become a more nimble and dynamic institution. The world changes quickly, and while we must not stray from our core commitments and values, we must learn to embrace change.*

## ACKNOWLEDGMENTS

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The Strategic Planning Committee is grateful for the many meritorious ideas and concrete proposals, great and small, contributed by students, staff, faculty, alumni, parents, friends, and community members. Suggestions for new research centers and areas of focus, academic programs, campus life and operational improvements, community partnerships, and outreach opportunities will be shared with responsible individuals and units within the University. Others will inform separate evaluations of the University financial system and the campus master plan that were outside the purview of this committee.

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Constituent groups consulted during more than 100 meetings held in the preparation of this plan include:

Board of Trustees  
Senior University of Delaware Administration  
Provost's Executive Council  
Assistant and Associate Deans  
Chairs and Directors of departments, programs, and centers from all colleges  
Faculty at all ranks and across all colleges  
Professional and Salaried Staff and advisory councils  
Current Students, both undergraduate and graduate  
Emeritus Faculty  
University Alumni and Parents

AAUP Executive Committee  
Academy of Lifelong Learning  
African Heritage Faculty and Staff Organization  
Alcohol Policy and Educational Council  
Alumni Association Board  
Arts and Sciences Faculty Senate  
Arts and Sciences Research Centers  
Assessment Fellows  
Associate in Arts Program  
Black Student Union  
Blue Hen Ambassadors and Delaworld Leaders  
Building Responsibility Coalition  
Cabinet of Student Leaders  
Campus Alliance de la Raza  
Center for International Studies  
Center for Material Culture Studies  
Chairs Caucus  
CHEP Research and Public Service Centers  
Commission on the Status of Women, Executive Committee

Commission to Promote Racial and Cultural Diversity  
Continuing and Distance Education  
Cooperative Extension  
Delaware Association of State Administrators  
Delaware Biotechnology Institute  
Delaware Chief School Officers Association  
Delaware Department of Agriculture  
Delaware Department of Natural Resources and Environmental Control  
Delaware P-20 Council  
Delaware Parent Teacher Association  
Delaware State Chamber of Commerce, President  
Delmarva Poultry Industry Board  
Endowed Chair and Named Professor Faculty  
Engineering Alumni  
Engineering Research Centers  
English Language Institute  
Francis Alison Society

Georgetown Campus  
Graduate Program Directors  
Graduate Student Senate  
Greek Council, Interfraternity Council,  
National Panhellenic Conference, and  
National Pan-Hellenic Council  
High School Counselors – New Castle,  
Kent, and Sussex Counties  
Information Technology Groups  
Kappa Delta Pi  
Lerner College Alumni Board  
Lerner College Corporate Advisory Board  
Lerner College Undergraduate and  
Graduate Student Advisory Boards  
Library Associates  
Library Executive Council  
Life Peer Mentors  
NUCLEUS Coordinators  
Office of Institutional Assessment  
Peer Mentors – LIFE  
Perdue Farms, Directors  
Professional Advisory Council  
Resident Student Association  
Resident Student Association Arts  
Committee

Salaried Staff Advisory Council  
Small Business Development Center  
Southern University Delaware Programs,  
Directors and Coordinators  
Student Life Professional and Graduate  
Assistant Staff  
Undergraduate Multicultural Focus Group  
Undergraduate Student Government  
University Athletics and Recreation  
University Faculty Senate – Executive  
Committee and Committees for  
Academic Priorities Review, Diversity  
and Affirmative Action, General  
Education, Graduate Studies,  
Instructional Computing and Research  
Support, International Studies,  
Undergraduate Studies, and Welfare  
and Privileges  
University Museums  
University Undergraduate Honors  
Program Students  
UD Association of Retired Faculty  
UD Parents' Advisory Board  
UD Press  
Vision 2015 Implementation Team