Agenda

• Overview of Project Requirements and Approach

• Focus Group Design and Results

• Survey Design and Results
Understanding the Progress of Path to Prominence

• In May 2008, President Harker announced the strategic vision for the University of Delaware, known as the Path to Prominence (http://www.udel.edu/prominence/).
• Path to Prominence assumes 5 guiding principles:
  • Delaware First
  • Diversity
  • Partnership
  • Engagement
  • Impact
• 6 strategic milestones would measure progress toward achieving the Path to Prominence:
  • A diverse and stimulating undergraduate academic environment
  • A premier research and graduate university
  • Excellence in professional education
  • The initiative for the planet
  • The global initiative
  • The engaged university
Understanding the Progress of Path to Prominence

• The “Sustaining and Accelerating the Advance” Working Group was created to understand which aspects of the plan have been accomplished, which aspects should be abandoned and which should be prioritized in the next strategic plan.

• A combined qualitative and quantitative approach was developed to gain insights from key stakeholders regarding the progress toward Path to Prominence.
Data Gathering

• Focus groups were held with the following key stakeholders (90-minute sessions)
  – Faculty
  – Staff
  – Students
  – Alumni

• The survey was executed through Qualtrics
  – Developed as a result of thoughts gathered from the focus groups
  – Sent to faculty, staff, students and alumni
Focus Group Overview and Findings
Focus Group Overview

• **Primary Goal:** Assemble key stakeholders to gather perceptions, insights and attitudes toward Path to Prominence and Guiding Principles.
• Results are **not** meant to be representative of the population of UD stakeholders.
• 4 focus groups were organized:
  – Staff
  – Students
  – Alumni
  – Faculty (did not occur due to low availability)
• Approximately 8–14 people per focus group for about 90 min.
• Conducted by moderator
• Used open-ended questions to promote discussion
• Obtained qualitative data to finalize survey questions
Executive Summary of Focus Group Findings

- Many UD stakeholders are not familiar with the particular milestones of the Path to Prominence.
- UD needs to figure out its identity and then build on it.
- There is a need to focus on core competencies and promote and strengthen them—UD can’t be all things to all people.
- Conflict/tension between focus on graduate education and research versus historical strength in undergraduate education.
- Budget model seems to arise in all discussions; it is unclear if that is being taken into consideration with respect to the implementation of various initiatives of the strategic plan.
- Faculty interests are pulled in various directions and thus do not always focus on activities that benefit students (e.g., research with students, advising).
- Low morale among staff due to increased workload and feeling undervalued; this may represent some faculty sentiment as well.
Milestone 1: A Diverse and Stimulating Undergraduate Academic Environment
Focus Group Findings Summary—Staff Feedback

**Milestone 1: A Diverse and Stimulating Undergraduate Academic Environment**

- McNair Scholars Program is excellent
- NUCLEUS Program needs development
- UD is not effective in attracting diverse students
  - Offer competitive scholarship comparable with tri-state universities and colleges
  - Develop mentoring program for diverse students
- UD is deficient in bringing students together from diverse cultures
- Faculty diversity is low
- Diversity among staff is low
Focus Group Findings Summary—Student Feedback

Milestone 1: A Diverse and Stimulating Undergraduate Academic Environment

- Initiate support for LGBT students
- Expand support diverse religions
- Cultivate and sustain interaction between diverse cultures
- Currently, there are no incentives for domestic students to interact with international students
- Indifferent campus/student body—who is accountable, UD or students?
- Minorities are burdened with responsibility to integrate with population
- University needs an ambassador to welcome diverse students
- Student mentees may not be motivated to participate in campus events
- Quote: “Anthropology class taken last year…it was awkward at first … half Chinese international students. But by the end got to know all the people and learned a lot. Could require this type of class for all freshmen?”
- Facilitate involvement of larger NSOs and sororities
- Centralized support for international students is needed
- UD has done a good job to target international students and students from more distant states
Focus Group Findings Summary — *Alumni* Feedback

**Milestone 1: A Diverse and Stimulating Undergraduate Academic Environment**

- Noticeable increase in the population of Asian students
  - Deficient in increasing population among African Americans and diverse religions
- Strong alumni presence influences students from adjacent states to attend UD
  - UD needs to be more creative about how we reach a broader student population without neglecting diverse local applicants
- Native Delawarean students may have a negative picture of UD due to its close proximity
  - Local students call UD “13th” grade... perception is that of high school... don’t want to be in their own backyard
- Market UD using billboards in southern Delaware
  - Utilization of the news press
  - Use student teaching in southern Delaware
- Study abroad program is excellent; minority populations need to be encouraged and supported for more participation
- UD needs to broaden marketing efforts across geographic areas
- In the ‘80s, some alumni believed that UD did not prepare students well for diverse working environments, but they think it has improved
- Student teaching is done in northern DE
- Currently, there are two campuses in Sussex county; recommend adding campus in central Delaware
Milestone 2: A Premier Research and Graduate University
Focus Group Findings Summary — *Staff* Feedback

**Milestone 2: A Premier Research and Graduate University**

- Tremendous support for ISE Lab
- Physical therapy research grants funding increased
- Important partnerships with Aberdeen Proving Grounds rehabilitation and Boeing Department of Defense
- Funds are predominantly received via government versus corporate funding
- Arts and Sciences graduate programs receive inadequate grant funding
Focus Group Findings Summary — Student Feedback

Milestone 2: A Premier Research and Graduate University

- Student access to research depends on college
- Absence of research opportunities for women and Black Americans
- Better communication of undergrad research opportunities needed
- Professors should talk about their research topics in class to inform students who may be interested in participating
- Need professors who are doing groundbreaking research come in to FYE classes
- Students may not understand what research is or how it is done
- The Honors Program is a good example of a mentor program that links freshmen with upperclassmen to help them find their way
- Opportunities available to honors students should be expanded
- In Lerner, students get lots of information about internships but not much about research opportunities
- Professors may be intimidating in reference to research opportunities
Focus Group Findings Summary – Alumni Feedback
Milestone 2: A Premier Research and Graduate University

- Research and graduate programs are making strides
- Representing Delaware at northern New Jersey career fair … lots of talk about engineering and science
- Programs such as the ISE Lab and STAR Campus … one student looked at 25 colleges and nothing compared to what UD has
- In the past, chemical engineering foundation was influenced by corporations such as DuPont, Hercules … since then engineering has done a great job in expanding into other engineering areas
- Study abroad programs are good opportunities
- Students believe that research opportunities (at Bucknell etc.) are far superior but parents know that UD has just as good if not better opportunities
- Information is shared about current research; however, students may not receive it
- Students underappreciate their home state
- Alumnus quotes “If we are going to say “we are premier in graduate research university” then double down and put everything behind it. Most other schools have already solved this … but UD is still discussing/trying to figure out. For example, people don’t question MIT’s focus.”
- Engineering was a big focus in the ‘80s but things have evolved to physical therapy, STAR program … UD does not have its niche yet but is currently in a struggle to evolve
- UD needs to figure out its identity and drive it.
- Focusing on excellence in engineering and health sciences will help attract great students
Milestone 3: Excellence in Professional Education
Focus Group Findings Summary — *Staff* Feedback

**Milestone 3: Excellence in Professional Education**

- The inauguration of STAR Campus
  - Accomplished opening of Nurse Managed Health Center
  - Availability of doctors is good for the University
- Business programs are thriving.
Focus Group Findings Summary—Student Feedback
Milestone #3: Excellence in Professional Education

• Fostering professionals
• Blue Hen Leadership is a remarkable program
  – Nationally recognized program
  – It needs more funding/support
• Investment Club is a great example of developing professional experience
  – Students use tools and academic classes to manage portfolios
• University Health Initiative needs more promotion
  – Wounded warrior clinic is an example
Focus Group Findings Summary — Alumni Feedback
Milestone 3: Excellence in Professional Education

- Art conservation is earning a lot of attention and its students are attaining global exposure
- This particular milestone is unfamiliar to alumni and needs additional communication; there is no communication about where we are with this milestone
- UD’s partnership with Jefferson is recognized amongst alumni
Milestone 4: The Initiative for the Planet
Focus Group Findings Summary—Staff Feedback
Milestone 4: The Initiative for the Planet

- UD initiative to support green efforts seems to fade
  - Where are these now?
    - Electric cars
    - Groundwater research for contamination
- Picked-up goods for recycling often get mixed with debris
- Students are interested in going green, e.g., organic eggs
- Recommendation for improvement
  - Consequences for not being green
  - Advance staff education and training on green initiative
  - Fund more projects to brand green efforts:
    - Automatic light switches
- Promote tobacco-free campus
Focus Group Findings Summary — Student Feedback

Milestone 4: The Initiative for the Planet

• Students recognize some of the green initiatives
  – Photovoltaic research
  – Solar panels

• Form an Office of Sustainability

• Student quote: “There are so many resources that are not connected. If they were connected efficiently it would grow exponentially.”

• Administration support for green sustainability needs to be intensified

• Green teams are established in each dorm but participation in green activity among student residents is insignificant

• Involve freshman students in green initiatives
Focus Group Findings Summary — Alumni Feedback

Milestone 4: The Initiative for the Planet

• Alumni consider UD to be on the right track with green efforts
• Alumnus quote: “In Sussex County UD is doing a good job…." 
• Alumni want to increase communication of green efforts through newsletter
• Recommendations to increase green efforts:
  – Students in green shirts around campus
  – Students collect recyclables or recycle bins
  – Students demonstrate green activities at stadium events
• Green efforts need to be more distinguishable in comparison to other universities and colleges
Milestone 5: The Global Initiative
Focus Group Findings Summary – Staff Feedback
Milestone #5 – The Global Initiative

- Excellent global efforts
  - Partnerships – Chile, Brazil, China
  - Institute for Global Studies
- Success in attracting international students—English Language Institute is a big part of UD’s success.
- Recommendations for improvement:
  - Assimilation of international students into UD culture needs more development
  - Advance recruitment and partnerships in India
  - Develop multicultural center
  - Construct central services for support of international students
  - Develop more marketing tools to promote campus cultural events
  - International food picnic
- Traditional classroom structure does not inspire interaction
- Experiment with new teaching methods to better integrate international students
Focus Group Findings Summary – Student Feedback
Milestone 5: The Global Initiative

• Global engagement – great study abroad programs
Focus Group Findings Summary — *Alumni* Feedback

**Milestone 5: The Global Initiative**

- Study abroad program has been explosive and is a great marketing tool for recruiting students
- Alumnus quote: “Whoever is running the fundraising for UD over the past few years has done a great job.”
- UD needs to do a better job of interacting with the press/news media to increase brand awareness
Milestone 6: The Engaged University
Focus Group Findings Summary — **Staff** Feedback

**Milestone 6: The Engaged University**

- Consider designing advisory council which consists of alumni
- Alumni weekend is good for maintaining alumni relations.
- Expand alumni reach across the country.
- Change the historical perception of tension between UD and the community.
- UD alerts may create the perception of a crime increase on campus
- Improve branding efforts in southern Delaware
  - Coast day on Lewes campus
  - State fair
  - Increase recruitment of undergraduates from southern Delaware
  - Recruit distinctive demographics such as more mature students
- Promote online courses to southern Delawareans
Focus Group Findings Summary — *Student* Feedback

Milestone 6: The Engaged University

- Engagement for freshmen is heavily influenced by dormitory RA.
- Relationship between the City of Newark and Greek life is not healthy.
- Administration needs to employ Greek members to aid in improving engagement.
Focus Group Findings Summary — Alumni Feedback
Milestone 6: The Engaged University

- Faculty members should be encouraged to get involved with the community
- Alumni feels that only engagement from UD is when its time to raise funds via phone campaigns
- Alumni relations are doing a good job engaging freshman classes
- Increase online classes for teachers in southern New Jersey
- Communication between Newark mayor and UD used to be better
- UD is not accommodating to graduate students’ schedules
- UD has taken more sports to Kent/Sussex county but need to do more
- UD needs to raise awareness of activities in southern Delaware; no one is aware of the marine program or the UD clean ocean initiative at Rehoboth
Focus Group Findings Summary — *Staff* Feedback

Additional Information and Comments

- Service of focus group participants ranges from 7–25 years
- Awareness of milestones not efficiently communicated downward
- Staff feel undervalued
  - “Cafeterias are closed during breaks even while staff members are working”
  - “Underpaid and understaffed”
  - “Support staff down while university continues to grow”
  - “Consider hiring from within even when they don’t have a bachelor’s degree”
  - “Need to engage more staff with school initiatives”
- Faculty feels ill-prepared and overloaded to support students
  - Faculty needs more training to advise students
  - Some colleges have professional advising
  - Standardized approach to advisement would be a good approach
- Looking for consistency
  - Direction seems to change every year
  - UD is known for providing great undergrad education
  - What is the relative importance of undergraduate vs. graduate education?
  - What is the desired message: “Great research school” or “great education for undergrad students?”
Survey Design and Findings
Survey Purpose

• A survey of the University of Delaware’s progress on the *Path to Prominence* (the strategic plan that rolled out in 2008) was administered online in November 2014. It was designed to gather the UD community’s impressions about which areas should be of highest priority in UD’s new strategic plan, called “Delaware Will Shine.” The following are the preliminary survey results.
Executive Summary of Survey Findings

• Students, faculty, staff and alumni generally agree that all six milestones of the *Path to Prominence* strategic plan are *important*.

• Respondents generally view UD’s *progress* toward the *Path to Prominence* milestones positively, although there is room for improvement on each milestone.

• Respondent groups differ somewhat regarding UD’s *progress* toward the milestones.
  – *Students* tend to rate UD’s progress most highly.
  – *Faculty* tend to agree least strongly that UD is making progress toward the milestones.
  – *Staff and alumni* tend to be more moderate in their responses compared to the other groups.
Survey Design

• The survey was designed to assess UD’s progress toward the six milestones of the *Path to Prominence* strategic plan.
• It was administered to all UD students, faculty and staff.
• Respondents were asked to rate the importance of various elements of each milestone, as well as their perceptions of UD’s performance on each element. Below is an example:

Please indicate the extent to which you agree or disagree with the following aspects related to **energy and the environment** at the University of Delaware.

<table>
<thead>
<tr>
<th>It is IMPORTANT that the University of Delaware...</th>
<th>The University of Delaware has PERFORMED WELL in its efforts to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>Be a “green” university</td>
<td><img src="selections_beagreenuniversity.png" alt="Selections" /></td>
</tr>
<tr>
<td>Lead path-breaking environmental research</td>
<td><img src="selections_leadpathbreaking.png" alt="Selections" /></td>
</tr>
<tr>
<td>Develop and demonstrate alternative energy technologies</td>
<td><img src="selections_developenergy.png" alt="Selections" /></td>
</tr>
<tr>
<td>Integrate environmental programs across the university curriculum</td>
<td><img src="selections_integrateenv.png" alt="Selections" /></td>
</tr>
<tr>
<td>Develop innovations that improve the sustainability of the local community and beyond</td>
<td><img src="selections_developinnovations.png" alt="Selections" /></td>
</tr>
</tbody>
</table>
Key Demographics*

Surveys Completed: 2,441

*Percentages represent portion of survey takers from each demographic group; i.e. of the 2,441 surveys completed, 15% were completed by faculty members.
Key Demographics — Gender

Key Observations:
• Majority of responses from females, except in the faculty category
Key Demographics — Faculty

Key Observations:
• Large number of responses (>40%) from faculty with service of 10 years or less
Key Demographics — Students

Year of Study

- Freshman: 25%
- Sophomore: 17%
- Junior: 17%
- Senior: 21%
- Masters': 9%
- Other: 2%

College

- Arts & Sciences: 36%
- Business & Economics: 13%
- Engineering: 15%
- Health Sciences: 12%
- Education & Human Development: 7%
- Earth, Ocean, & Environment: 4%
- Double Major: 3%

Key Observations:
• Responses relatively evenly split across freshmen through seniors
Key Observations:
- Majority of responses from domestic students
- Delaware was the most common home state and China the most common home country of international respondents
Key Demographics — Professionals/Staff

Key Observations:
• Majority of responses from employees with 10 or fewer years of service
Key Demographics — Alumni & Other

• Additional demographics for alumni and other responders not included due to the very small number of responses
### Overall Results—All Respondents*

**Key Observations:**
- Professional Education and Undergraduate Experience received the highest scores for importance.
- Responders rated performance lowest in the Engaged University and Initiative for the Planet.

*Ranked in order of importance*

<table>
<thead>
<tr>
<th>Professional Education</th>
<th>Undergraduate Experience</th>
<th>Engaged University</th>
<th>Graduate/Research</th>
<th>Initiative for the Planet</th>
<th>Global Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important</td>
<td>Important</td>
<td>Important</td>
<td>Important</td>
<td>Important</td>
<td>Important</td>
</tr>
<tr>
<td>Performed Well</td>
<td>Performed Well</td>
<td>Performed Well</td>
<td>Performed Well</td>
<td>Performed Well</td>
<td>Performed Well</td>
</tr>
</tbody>
</table>

**Rating Scale**
- 1 – Strongly Agree
- 2 – Agree
- 3 – Neutral
- 4 – Disagree
- 5 – Strongly Disagree

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*Universities*

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*Ranked in order of importance*
Overall Results—by Respondent Type* (cont.)

Key Observations:
• Students tended to rate UD’s performance most positively.
• Faculty tended to agree less strongly that UD is making progress toward the Path to Prominence milestones.

*Ranked in order of importance
Milestone 1 - A Diverse and Stimulating Undergraduate Academic Environment

<table>
<thead>
<tr>
<th>Items Used to Characterize Milestone 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attract in-state (Delaware) students</td>
</tr>
<tr>
<td>Demonstrate a commitment to in-state (Delaware) students</td>
</tr>
<tr>
<td>Attract students from diverse ethnic and racial backgrounds</td>
</tr>
<tr>
<td>Attract a gender-diverse undergraduate student body</td>
</tr>
<tr>
<td>Attract highly talented students</td>
</tr>
<tr>
<td>Attract faculty who are from diverse backgrounds</td>
</tr>
<tr>
<td>Develop programs to support students from diverse backgrounds</td>
</tr>
<tr>
<td>Offer students the flexibility to explore intellectually</td>
</tr>
<tr>
<td>Offer students opportunities to learn outside the classroom in real-world settings</td>
</tr>
<tr>
<td>Offer first-year students opportunities to become more engaged with the campus community</td>
</tr>
</tbody>
</table>
Milestone 1 - A Diverse and Stimulating Undergraduate Academic Environment

Very Important, Neutral Performance

Strongly Agree

Neutral Performance

Very Important, Good Performance

Less Important, Neutral Performance

Less Important, Good Performance

Neutral Performance
Milestone 1 - A Diverse and Stimulating Undergraduate Academic Environment

Preliminary Results

Rating Scale
1 – Strongly Agree
2 – Agree
3 – Neutral
4 – Disagree
5 – Strongly Disagree
## Milestone 2: A Premier Research and Graduate University

<table>
<thead>
<tr>
<th>Items Used to Characterize Milestone 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be a premier research university</td>
</tr>
<tr>
<td>Be known nationally and internationally as a high-level research institution</td>
</tr>
<tr>
<td>Be recognized as a leading university for research on topics important to society</td>
</tr>
<tr>
<td>Develop innovations that contribute to societal well-being</td>
</tr>
<tr>
<td>Increase the growth of graduate studies</td>
</tr>
<tr>
<td>Recruit a highly talented graduate student body</td>
</tr>
<tr>
<td>Attract graduate students from diverse backgrounds</td>
</tr>
<tr>
<td>Develop new academic programs that train graduates to help solve current problems facing society</td>
</tr>
</tbody>
</table>
Milestone 2: A Premier Research and Graduate University

Very Important,
Neutral Performance

Less Important,
Neutral Performance

Less Important,
Good Performance

Very Important,
Good Performance
<table>
<thead>
<tr>
<th>Item Used to Characterize Milestone 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer a comprehensive selection of academic programs to train professionals for business, education, healthcare and other fields</td>
</tr>
</tbody>
</table>
Milestone 3: Excellence in Professional Education

PRELIMINARY RESULTS

Rating Scale
1 – Strongly Agree
2 – Agree
3 – Neutral
4 – Disagree
5 – Strongly Disagree
Milestone 4: The Initiative for the Planet

<table>
<thead>
<tr>
<th>Items Used to Characterize Milestone 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be a “green” university</td>
</tr>
<tr>
<td>Lead path-breaking environmental research</td>
</tr>
<tr>
<td>Develop and demonstrate alternative energy technologies</td>
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<td>Integrate environmental programs across the university curriculum</td>
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<td>Develop innovations that improve the sustainability of the local community and beyond</td>
</tr>
</tbody>
</table>
Milestone 4: The Initiative for the Planet

Very Important, Neutral Performance

Very Important, Good Performance

Less Important, Neutral Performance

Less Important, Good Performance
Milestone 4: The Initiative for the Planet

Rating Scale
1 – Strongly Agree
2 – Agree
3 – Neutral
4 – Disagree
5 – Strongly Disagree
Milestone 5: The Global Initiative

<table>
<thead>
<tr>
<th>Items Used to Characterize Milestone 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educate and engage global citizens</td>
</tr>
<tr>
<td>Extend its geographic reach across continents</td>
</tr>
<tr>
<td>Attract and recruit international students to study at the UD campus</td>
</tr>
<tr>
<td>Create a highly diversified international student body</td>
</tr>
<tr>
<td>Develop programs to support international students studying at the UD campus</td>
</tr>
<tr>
<td>Develop strategic partnerships with international universities</td>
</tr>
<tr>
<td>Offer opportunities for international and domestic students to become more integrated into one campus community</td>
</tr>
</tbody>
</table>
Milestone 5: The Global Initiative

**Preliminary Results**

- **Strongly Agree**
- **Very Important, Neutral Performance**
- **Very Important, Good Performance**

- **Strongly Agree**
- **Very Important, Neutral Performance**

- **Neutral**
- **Less Important, Neutral Performance**

- **Less Important, Good Performance**

**Topic (group):**
- Educate and engage global citizens
- Develop strategic partnerships with international universities
- Offer opportunities for international and domestic students to become more integrated into one campus community
- Create a highly diversified international student body
- Develop programs to support international students studying at the UD campus
- Extend its geographic reach across continents
- Attract and recruit international students to study at the UD campus
Milestone 5: The Global Initiative

PRELIMINARY RESULTS

Rating Scale
1 – Strongly Agree
2 – Agree
3 – Neutral
4 – Disagree
5 – Strongly Disagree

Count of Responses
- 25
- 500
- 1,000
- 1,363

Graph showing the average response for different groups and categories.
## Milestone 6: The Engaged University

<table>
<thead>
<tr>
<th>Items Used to Characterize Milestone 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspire an engaged student body</td>
</tr>
<tr>
<td>Support lifelong learning with alumni</td>
</tr>
<tr>
<td>Create a culturally and socially engaged university</td>
</tr>
<tr>
<td>Engage the community as a resource for innovation</td>
</tr>
<tr>
<td>Partner with the City of Newark</td>
</tr>
<tr>
<td>Increase UD’s presence and engagement in southern Delaware</td>
</tr>
</tbody>
</table>
Milestone 6: The Engaged University

PRELIMINARY RESULTS

Neutral

Strongly Agree

Very Important, Neutral Performance

Very Important, Good Performance

Strongly Agree

Less Important, Neutral Performance

Less Important, Good Performance

Neural
Milestone 6: The Engaged University

PRELIMINARY RESULTS

Rating Scale
1 – Strongly Agree
2 – Agree
3 – Neutral
4 – Disagree
5 – Strongly Disagree
Survey Verbatim Summary
Staff Primary Concerns

- Can’t be all things to everyone
- Additional research opportunities will attract top students and faculty
- Diversity = not just international students, or East coast students but students from all 50 states. Also need to know how to interact with diverse students
- Should be more focused on learning than branding/marketing and making money.
- Engage/include/communicate staff on future plans
- Students should be encouraged to be more engaged with the City of Newark – volunteer and/or intern
Survey Verbatim Summary
Faculty Primary Concerns

- Arts and Sciences/Humanities have been neglected especially in the area of research
- Quality of teaching has diminished
- Overextending resources, not focusing on teaching and learning
- Need to attract higher-caliber students in and out of state
- Low morale
- Too focused on business model, not learning
- Faculty feels underappreciated and has lack of recognition
- Both Path to Prominence and Delaware Will Shine need identifiable and measurable goals
Survey Verbatim Summary
Student Primary Concerns

- On and off campus safety of students.
- Diversity is not only international but domestic
- UD is not very “green.”
- UD should do a better job of encouraging and educating high school students about the benefits of attending UD
- Students are apathetic and don’t participate in activities
A Closer Look at Diversity and Commitment to Delaware
A Closer Look at Diversity

• Relevant items from the survey were grouped to take a closer look at diversity at UD

• Items included in this analysis:
  – Attract a gender-diverse undergraduate student body
  – Attract and recruit international students to study at the UD campus
  – Attract faculty who are from diverse backgrounds
  – Attract graduate students from diverse backgrounds
  – Attract students from diverse ethnic and racial backgrounds
  – Create a highly diversified international student body
A Closer Look at Diversity

Rating Scale
1 – Strongly Agree
2 – Agree
3 – Neutral
4 – Disagree
5 – Strongly Disagree
A Closer Look at Diversity

Key Observations:
- Faculty rated the performance of UD much lower on some items that did other stakeholder groups.

Rating Scale
1 – Strongly Agree
2 – Agree
3 – Neutral
4 – Disagree
5 – Strongly Disagree
A Closer Look at the Commitment to Delaware

• Relevant items from the survey were grouped to take a closer look at UD’s commitment to the State of Delaware.

• Items included in this analysis:
  – Attract in-state (Delaware) students
  – Demonstrate a commitment to in-state (Delaware) students
  – Increase UD’s presence and engagement in southern Delaware
A Closer Look at the Commitment to Delaware

Key Observations:
- Performance was perceived as particularly poor on increasing UD’s presence in southern Delaware.
A Closer Look at the Commitment to Delaware

<table>
<thead>
<tr>
<th>Attract in-state (Delaware) students</th>
<th>Demonstrate a commitment to in-state (Delaware) students</th>
<th>Increase UD’s presence and engagement in southern Delaware</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important</td>
<td>Important</td>
<td>Important</td>
<td>39</td>
</tr>
<tr>
<td>Performed Well</td>
<td>Performed Well</td>
<td>Performed Well</td>
<td>1,000</td>
</tr>
<tr>
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**Rating Scale**
1 – Strongly Agree
2 – Agree
3 – Neutral
4 – Disagree
5 – Strongly Disagree
APPENDIX
Milestone 1: A Diverse and Stimulating Undergraduate Academic Environment*

PRELIMINARY RESULTS

Rating Scale
1 – Strongly Agree
2 – Agree
3 – Neutral
4 – Disagree
5 – Strongly Disagree

*Ranked in order of importance
Milestone 2: A Premier Research and Graduate University*

*Ranked in order of importance

Rating Scale
1 – Strongly Agree
2 – Agree
3 – Neutral
4 – Disagree
5 – Strongly Disagree

*Strongly Agree

*Strongly Disagree

*Important

*Performed Well
Milestone 4: The Initiative for the Planet*

PRELIMINARY RESULTS

Rating Scale
1 – Strongly Agree
2 – Agree
3 – Neutral
4 – Disagree
5 – Strongly Disagree

*Ranked in order of importance
Milestone 4: The Initiative for the Planet*

PRELIMINARY RESULTS

Rating Scale
1 – Strongly Agree
2 – Agree
3 – Neutral
4 – Disagree
5 – Strongly Disagree

*Ranked in order of importance
Milestone 5: The Global Initiative*

*Ranked in order of importance

**PRELIMINARY RESULTS**

Rating Scale

1 – Strongly Agree
2 – Agree
3 – Neutral
4 – Disagree
5 – Strongly Disagree
Milestone 6: The Engaged University*

*Ranked in order of importance

Rating Scale
1 – Strongly Agree
2 – Agree
3 – Neutral
4 – Disagree
5 – Strongly Disagree