**Delaware Will Shine Concept Papers**

**Models of the New American Research University**

**Resource Analysis**

**Opportunities**

**INTRODUCTION AND BACKGROUND**

The “Models for the New American Research University” working group, and specifically the sub-group on “Resource Analysis” was charged with developing recommendations for improving our existing resources, broadly defined, and identifying new resources by examining curriculum delivery, the research enterprise, and external engagement.

Through our engagement with the internal and external constituents a wide array of themes emerged as areas of focus. This paper will serve to address the specific opportunities that emerged from conversations with UD constituents and will provide suggestions for how UD might move forward to implement a cooperative and collegial effort to develop and grow our resources.

**LESSONS LEARNED**

In recent years, UD has benefited greatly from expanding its outreach efforts to constituents. By engaging alumni, parents, industry partners, public policy makers and other friends, UD has seen an increase in resources available. Corporate partnerships, like JPMC, have flourished and provided unprecedented faculty and student opportunities. UD’s growth in research has positioned UD as a top 100 University in federal research funding, despite not having a medical school.

**NATIONAL and GLOBAL TRENDS**

In the last decade we have seen significant changes in traditional funding sources in higher education. Across the country, state support for education is dwindling. UD is part of this same trend and this, coupled with the departure of generous companies, has impacted our bottom line. UD has maximized tuition increases and cannot continue to raise tuition and remain competitive. Another national trend is that a greater portion of the dollars is coming from a smaller portion of donors. Alumni participation is declining and so are donor numbers nationwide. In recent years, UD has focused on growing research dollars and enhancing development activities designed to raise money from alumni, parents, friends, faculty, and staff.

**STRATEGIC THEMES**

Four strategic themes emerged from our committee subgroup:

1. Develop a cohesive regional, national & international engagement strategy creating the “Blue Hen Nation” from a prospective student, current student, alumnus/a, employer and lifelong learner perspective.
2. Improve and expand upon UD Development efforts at the university level, as well as the college and department level.
3. Provide support for research including bridge funding, seed grants, core facilities, proposal preparation, technology support, mentoring, and external partnerships.
4. Create more opportunities for adult learners, non-traditional students and returning veterans.

**STRATEGIC THEMES AND RECOMMENDATIONS:**

1. **Develop a cohesive regional, national & international engagement strategy creating the “Blue Hen Nation” from a prospective student, current student, alumnus/a, employer and lifelong learner perspective.**

A consistent theme in the conversations was the idea of focusing on an engagement strategy and identifying the roles of each on- and off- campus entity in executing the strategy. There is a tremendous amount of overlap in communication to the constituents listed above. UD will benefit from a focused strategic coordination of our outreach efforts aligned with the overall Delaware Will Shine strategic plan.

**SHORT-TERM TASKS:**

* 1. Define our core values. Utilize the data and feedback gathered throughout the strategic planning process to determine what it means to be a Blue Hen. Once the core values are created, work with the Office of Communications and Public Affairs to create a tool kit that reinforces our values. The Toolkit could consist of memorabilia, signage, graphics, social media, etc. The Toolkit would be shared with employees, alumni, parents and friends to promote UD in their homes, offices and their communities.
	2. Gather metrics that demonstrate the return on the UD investment and promote to students, alumni, parents and employers. Consider each constituency and customize the metrics to the audience. Employ these metrics as part of a marketing campaign to promote engagement and continued involvement with UD. This would serve to show our constituents what is in it for them.
	3. Create a University-wide task force to assess what is taking place regionally and globally. Identify and prioritize key regions based on prospective students, alumni and employers. There are faculty working in different parts of the world and UD should take advantage of the outreach and coordinate activities to engage alumni, parents and friends. Create a University-wide travel calendar where faculty can post where they will be. Create alumni and prospective student programming around faculty travel. Engage alumni living abroad in study abroad trips.

**LONG-TERM TASKS:**

1. Develop closer partnerships with alumni and industry to connect them with students as mentors and potential employers and to advise the university. Consider a new metric-driven model for coordinated management of corporate partners like that envisioned by the Network of Academic Corporate Relations Officer (NACRO) <http://www.nacroonline.org/assets/metrics%20whitepaper%202012%20final.pdf>
2. Create a mandatory mentoring program where every student is paired with an alumni mentor. Begin with the freshman year and roll out over a four year period. Look at successful models that already exist at UD and bring this University-wide.
3. **Improve and expand upon UD Development efforts at the university level, as well as the college and department level.** In 2007, UD’s development efforts endured a major shift in focus towards building a broad base of support by engaging UD’s 145,000+ alumni. After the creation of the Path to Prominence™ a plan was developed to launch the University’s next comprehensive campaign. As part of the planning effort, the Provost, Deans and Athletics Director outlined their funding priorities. These priorities center around the key areas of student financial aid, faculty support, research, program and capital needs. The University is in the silent phase of the campaign with a launch planned for fiscal year 2016.

**SHORT-TERM TASKS:**

* 1. Continue to review the funding priorities by unit and determine additional staffing needs.
	2. Continue to fund the growth of staff engaged with these efforts.
	3. Encourage and incentivize faculty to engage regularly with their former students in order to solidify their affinity and relationship with UD.
	4. Plan and execute a successful launch that both recognizes the many significant donors to date and promotes engagement with UD by the broader community.

**LONG-TERM TASKS:**

* 1. Create a Development training program as part of Human Resource offerings. Focus on how faculty and staff can engage students in a meaningful way to create involved and happy alumni. Offer a wide array of development topics that one may progress through as they become more and more comfortable with the process.
	2. Include alumni outreach and engagement in the performance review process University-wide.
1. **Provide support for research including bridge funding, seed grants, core facilities, proposal preparation, technology support, mentoring, and external partnerships.**

Critical discovery is happening through university research and this discovery creates a tremendous impact on society. Seed funding and bridge funding are critical to maintaining research productivity at UD and often lead to substantial external funding support. Although programs exist, the availability of University-wide seed and bridge funding is severely limited and could be better coordinated. Additionally, partnerships with industry can support innovation at UD and has the potential to generate new and substantial long-term resources and capacity at UD.

**SHORT-TERM TASKS:**

* 1. Improve coordination and funding levels of seed and bridge funding across the university in order to improve efficiency and effective allocation of funds.
	2. Conduct benchmarking to gain an understanding of how UD stands relative to our peer and aspirant institutions.
	3. Assess administrative support for PIs and work to correct inconsistency across colleges and departments.
	4. Provide centralized support for grant proposal production beyond budgeting and submission of required forms. Having campus-wide resources to support polishing and professionalization (e.g., editing/design/layout) of grant proposals to improve success rates on larger grants in which UD competes with corporations for federal funds.

**LONG-TERM TASKS:**

1. Diversified identification of funding opportunities (e.g., federal, state, foundations) and better determination of the most promising opportunities is needed.
2. Through work of UD’s Office of Economic Innovation and Partnerships (OEIP):
	1. Build and sustain strategic partnerships with public policy makers and industry in order to create opportunities and make investments that will yield both monetary and non-monetary returns to UD over many years.
	2. Move the culture of research and innovation among faculty, staff, and students at UD toward an entrepreneurial eco-system that will drive economic development in the area.
3. **Create more opportunities for adult learners, non-traditional students and veterans.**

An area of opportunity for UD is to provide flexible educational options for the non-traditional student or adult learner. Technological advances, an aging population and changing needs of the workplace have contributed to an increase in adults seeking further education. Providing access to higher education for non-traditional students is critical to elevating earning power and contributes to personal and professional satisfaction which then positively impacts society.

**SHORT-TERM TASKS:**

1. Create a task force of experts in this area at UD, engaging with the Office of Professional and Continuing Studies.
2. Review how the Office of Professional and Continuing Studies collaborates across UD.
3. Review the data on the number and trends of adult learners, non-traditional students and veterans currently enrolled at UD. Identify and begin to promote our success stories.
4. Create an assessment tool or survey to determine the market for adult learners, non-traditional students and veterans in Delaware and the region.

**LONG-TERM TASKS:**

1. Benchmark what other research institutions are offering for this constituency and employ recommendations.
2. Determine what differentiates these students and what unique support needs they have.