



PRIDE 2020

The Strategic Plan for Delaware State University
PRIDE 2020: Personal Responsibility in Delivering Excellence

Statement from the President

It is with tremendous pride and pleasure that I present to you the Strategic Plan for Delaware State University – Personal Responsibility in Delivering Excellence – or PRIDE 2020.

Delaware State University is a public, comprehensive 1890 land-grant university established by the Delaware General Assembly on May 15, 1891. In these 123 years, DSU has gone from being a State College offering five courses of study in agriculture, chemistry, the classics, engineering and science to a University offering its 4,505 students 52 baccalaureate, 25 master's and five doctoral degree programs through 21 academic departments. The University has an Honors Program and a number of strategic international partnerships. In addition to its 356-acre main campus with 50 buildings, DSU also has two farm properties, locations in Wilmington and Georgetown, and a fleet of planes for the Aviation Program with a base of operations at the Delaware Air Park in Cheswold.

It has been quite a journey from our humble beginnings. DSU has made significant strides along the way to the year 2014. But that was then, and this is now. PRIDE 2020 outlines for you the steps we will collectively take as we begin our journey toward the next decade – a journey that insures we are a University that prepares tomorrow's leaders, invests in the community's well-being and meets global challenges.

I charged the University Strategic Planning Council with delivering a plan that was comprehensive, challenging and concise. That committee, under the leadership of Provost Alton Thompson, spent two years meeting with members of our Board of Trustees; faculty, staff and students; community members; University supporters; and local, state and national leaders. They listened to all of your thoughts and ideas; they picked the best you had to offer and paired it with state and national priorities and best practices in higher education. PRIDE 2020 will become the launching pad for what Delaware State University is to become.

I thank the committee and you for all of your work. However, that was the easy part. Now it is time for implementation.

There is a lot of work to do, and we intend to reach and stretch so that we offer what the state, country and world needs, demonstrate that we are part of the economic engine that will grow this community and state, and prepare students to participate in this globalized economy. In our current economic environment, things will be challenging, but it's our challenge to make sure that Delaware State University lives up to its vision as one of America's most highly respected, historically black colleges and universities that has a standard of academic excellence that prepares our graduates to become the first choice of employers in a global market and invigorates the economy and culture of Delaware and the Mid-Atlantic Region.

Will it be hard? We hope so. Will it require more of us? I want it to. But does it specify what we need as we all do our part to build Delaware State University? Yes, it does. PRIDE 2020 lays out the plan, and I now encourage all of us to join in as we begin the journey of moving Delaware State University to the next level.

I take pride in presenting to you PRIDE 2020.

The Context

Delaware State University has a legislative responsibility as a land-grant university to offer broad curricula with a blend of liberal and practical education, to conduct basic and applied research for the public interest, and to disseminate scientific and practical knowledge through Cooperative Extension and other outreach and engagement activities. When the State College for Colored Students first opened its doors in May 1891, the academic roots of what would later become Delaware State University were already forming. We “honor” our history, but we cannot “stay” in our history. Today, more than 12 decades later, we still adhere to our land-grant roots of teaching, research and outreach while we are concurrently transforming into a comprehensive University that offers access and opportunity to diverse populations by purposefully integrating the highest standards of excellence in teaching, research, and service in our baccalaureate, master’s and doctoral programs.

Like all other public entities and agencies, nearly every aspect of higher education is impacted by this country’s current depressed economy. As such, questions about the value of a college education are accompanied by intense scrutiny and greater accountability. In many ways, the current economic condition has brought into sharper focus the host of challenges facing Delaware State University. Shifting demographics; rising operational costs; a challenging competitive landscape; shrinking federal and state appropriations; greater accountability regarding student learning, retention and graduation; and declining confidence in higher education characterize the environment in which Delaware State University currently operates. These pressures will clearly necessitate changes. The University must engage in business process re-engineering and find new ways to improve teaching and learning, advance research and scholarship, and serve our many constituents while becoming more efficient and effective.

Despite the obvious challenges, these are also times of enormous opportunity and we must move forward strategically, recognizing that we will always have finite resources. We must innovate. We must focus. We must continue to think boldly. We must think holistically. Not only can DSU meet the current challenges, it can emerge as an even stronger institution that is highly competitive among its peers.

In light of the preceding, in 2010, President Harry L. Williams appointed a 14-member Blue Ribbon Commission to craft “a new visionary roadmap” for the University, along with a set of core values that will define the next generation of excellence for Delaware State University. Using a well-defined methodology including facilitated focus groups and public forums in all three of the state’s counties, the commission sought input from all of the University’s key constituencies, including legislators, governmental officials, educators, the faith community, business representatives, citizens, faculty, staff, alumni, parents and students. Interested persons could also respond online. Constituencies were asked to respond specifically to questions related to educational opportunities and challenges in higher education, the unique strengths of and challenges facing Delaware State as it prepares its graduates to be highly competitive in the job market, and the core values that DSU needs to embody as the University becomes a state and regional leader in teaching, research and community service by 2020. A SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis was also part of the commission’s activity.

According to President Williams, the extraordinary work and forward-thinking ideas of the Blue Ribbon Commission will form the blueprint – or new Strategic Plan – complete with goals and objectives that will actualize the new vision. The promise of this new vision will strengthen our connections to the economy, learning and the well-being of Delawareans.

In this Strategic Plan, PRIDE 2020, the dominant theme is finding ways to enable the University to continue on its trajectory of excellence while operating in a dramatically different environment. This “new normal” is permanent, and we must realign our University to adjust to this new reality. Some of the key action strategies are cost saving in nature and some are cost neutral, while others require new sources of funding – funding that will obviously be in short supply during the next five to seven years. The resources to fund targeted priorities, i.e. STEM, health and wellness, international partnerships, and retention, graduation and job placement, must be made available by doing less of some things, or

doing these things more efficiently and effectively. We also must be positioned to take advantage of opportunities to leverage University resources. The world today is knowledge-based and constantly changing. We know these are tough times, but we must balance current fiscal realities with continued optimism and our preferred vision for the future.

By being focused, Delaware State University can be renowned for a standard of academic excellence that prepares its graduates to become the first choice of employers in a global market and invigorates the economy and culture of Delaware and the Mid-Atlantic Region. Delaware State University is a creation of the state, and its origin was designed to prepare students to contribute to the state's development. This fundamental mission, born out of the land-grant heritage of service, remains today.

The Process

In 2011, President Harry L. Williams appointed a University Strategic Planning Council (USPC), chaired by Provost Alton Thompson, to provide scholarly and thoughtful advice to him with respect to planning and resource allocation. Specifically, the USPC was charged to think boldly; ensure campus-wide participation; study the facts/data; recommend membership of research groups and work groups; oversee goal setting, priority setting and implementation; and maintain a campus-wide perspective. Although the 20-member USPC was representative of many of the University's constituents, the president and the provost encouraged the USPC to seek additional input from faculty, staff, students, trustees, alumni and others who care about, and contribute to, conceptualizing and operationalizing the mission and vision (as defined by the Blue Ribbon Commission) of the University's preferred future.

The USPC, assisted by the offices of Institutional Research & Analysis and Assessment, began meeting in February 2011. Using elements of the 2007 Strategic Plan as a launching pad and undergirded by the land-grant mission, vision and core values, the USPC offered six goals for the University community to consider – institutional climate and culture, student success, research and scholarship, outreach and engagement, sustainability, and institutional and operational effectiveness. Thirteen work groups, consisting of approximately 100 faculty, staff and students, were formed to vet these goals and develop action strategies and performance indicators. A list of these work groups is listed later in this document.

Looking ahead to the next five years and beyond, the USPC, the work groups, faculty, staff, students, administrators and trustees, have engaged in a planning and strategic visioning process through which they have deliberated about short- and long-term issues. They have drawn extensively on the University's 2011-12 self-study. They have also brought experiences and proficiencies to bear upon the information about the external environment gathered by the University's Blue Ribbon Commission and a wealth of data and reports based on the University's internal analyses and metrics. In addition, six concurrent faculty planning sessions, two University forums and six town hall meetings were held to capture input from faculty and staff. Draft versions were posted on the website to allow for comments and suggestions. Thus, the planning process was open, transparent and inclusive.

Mission

Delaware State University is a public, comprehensive, 1890 land-grant institution that offers access and opportunity to diverse populations from Delaware, the nation, and the world. Building on its heritage as a historically black college, the University purposefully integrates the highest standards of excellence in teaching, research, and service in its baccalaureate, master's and doctoral programs. Its commitment to advance science, technology, liberal arts, and the professions produces capable and productive leaders who contribute to the sustainability and economic development of the global community.

Vision

As one of America's most highly respected historically black colleges and universities, Delaware State University will be renowned for a standard of academic excellence that prepares our graduates to become the first choice of employers in a global market and invigorates the economy and culture of Delaware and the Mid-Atlantic Region.

Core Values

"We must heed the call to be more engaged with Delaware and the nation, demonstrating our capacity to be ever more useful and relevant. Our adherence to the core values that we've established is critical for us to actualize our vision."

Dr. Harry L. Williams, Inaugural Address, September 17, 2010

Outreach – We are committed to living out the history and tradition of the land-grant university – openness, accessibility and service to people.

Community – We are a caring community, a place where we support one another and provide our members with a sense of belonging. We respect the rights and dignity of our students, faculty, staff and visitors. We are an educationally purposeful community.

Scholarship – We are committed to providing the highest quality in teaching and research that extends beyond the classroom. As an institution of higher education, we are, by definition, a place for learning. We are a community of scholars.

Diversity – We are an inclusive community that celebrates educational excellence achieved through diversity in all of its forms. We believe our diversity enriches and expands our students' educational experience. We are committed to maintaining a diverse learning environment that prepares our graduates for success in a global society.

Integrity – We honor our heritage by being honest and ethical in all our efforts. We do what we say we are going to do. We are trustworthy, reliable and accountable to ourselves and to our community.

PRIDE 2020 Focus Areas

As Delaware State University implements PRIDE 2020, it does so keeping these four strategic focus areas at the forefront:

- **Preparing DSU for the Future with a Focus on Science, Technology, Engineering and Mathematics (STEM)**

An April 2012 report from the United States Congress Joint Economic Committee noted that there is a growing need for workers with STEM knowledge, skills and abilities to fill the jobs of the present and future. While the number of STEM jobs is increasing, the number of college graduates in STEM areas is failing to keep pace with the demand. As the United States and its college-age population continue to become more diverse, increasing the number of women and African-American and Latino students graduating with degrees in STEM will be vital to meeting our nation's workforce needs and maintaining our competitiveness in the global market. Delaware State University is ready to heed this call for action. Recognizing its traditional mission, its desire to prepare graduates for the global marketplace and its intention to enhance and invigorate the economy and culture, DSU clearly understands the leadership role it must take in making STEM knowledge, skills and abilities a priority across all areas of the University.

DSU STEM is a research-driven, evidence-based initiative designed to increase access to and enhance the quality of STEM undergraduate and graduate education. DSU seeks to develop curricula and approaches that improve and sustain STEM teaching and learning, and support scholarly undergraduate and graduate research, while recognizing the value and importance of student support services, academic enrichment activities, technology, and partnerships and collaborations with other institutions or STEM programs.

- **Establishing DSU's Expertise to Strengthen the Community's Health and Wellness**

The value of a healthy lifestyle, which includes maintaining good health and preventing chronic disease, has been well established. The DSU Health and Wellness Initiative is designed to positively impact the health of Delawareans by promoting the habits of a healthy lifestyle. As the host institution for the Delaware Center for Health Promotion, Delaware State University will strategically partner with state agencies, nonprofit organizations, educational institutions and private companies to develop innovative prevention strategies and solutions through instruction, research, scholarship and outreach. While the diversity of our population is one of our nation's greatest assets, one of its greatest challenges is reducing the profound disparity in the health status of our racial and ethnic minorities. DSU seeks to develop a health research capacity that addresses the current and emerging health needs of racial and ethnic minorities and is aimed at identifying potential risk factors for disparate health outcomes. Collectively, we will bring about the critical change that needs to happen to make Delaware a healthier place to live.

- **Moving Forward by Strengthening International Partnerships**

Strategic partnerships across the country and the world are becoming a powerful force in Delaware State University's quest to strengthen its core mission of high-quality higher education, civic engagement and economic development. Making sure that students have access to robust opportunities for study abroad is a given in today's global world. Study abroad programs are considered high-impact practices that have positive effects on learning and retention. DSU is solidifying its role as a key player in the global marketplace, maximizing opportunities for students, faculty and staff through forward-thinking and mutually beneficial partnerships that are appropriate to the University's mission and strategic goals. The DSU network includes partnerships in Brazil, China, Cuba, Egypt, France, Ghana, Japan, Malaysia, Mexico, Nigeria and South Korea. DSU views these partnerships as opportunities for knowledge creation and information/technology transfer, whether it be through educational activities, lifelong learning, or cultural and community development.

- **Retention, Graduation and Job Placement**

Delaware State University exists fundamentally to educate and serve its students – a commitment it must always embrace. Part of that commitment – and a public expectation – is that students will attain a degree, enter graduate or professional school, or gain meaningful employment. As DSU works to enhance student success, it looks to monitor key indicators, including retention and graduation rates which are monitored nationally. Advancing students through the college experience per its mission and vision, DSU strives to continually raise its retention and overall completion/graduation rates through a holistic approach. From removing barriers to student success, to monitoring student satisfaction to prioritizing resources, the University will target a series of strategies that ultimately realize marked improvements in college completion and graduation.

Strategic Goals

1. Create an exceptional learning environment that promotes challenging, high-quality curricular and co-curricular programs, engaged student learning, and local and global citizenship.
2. Recruit, develop, retain, graduate and place outstanding students.
3. Increase and sustain excellence in scholarly and creative research that addresses significant state, regional, national and global challenges.
4. Strengthen and expand our outreach, engagement and economic development programs to benefit the people of Delaware, the nation and the world.
5. Enhance and extend the University's environmental stewardship through education, research, outreach, conservation and innovation.
6. Enhance, leverage and diversify our resources to fulfill the University's mission.

These six strategic goals are the high-level, key areas of focus that are necessary to achieve Delaware State University's vision of academic excellence, producing and placing outstanding graduates, and effectively serving the citizens of Delaware and beyond. Within each goal, we have identified key action strategies – how we will achieve each goal – and key performance indicators – how we will measure progress.

PRIDE 2020 is a living document and reflects the reality that Delaware State University must be positioned to respond rapidly and effectively to emerging issues that Delaware, the nation and the world will face now and in the years ahead. As such, Delaware State's growth strategy will be to maintain current strengths while expanding into new strategic areas.

Goals and Action Strategies

GOAL 1: INTELLECTUAL CLIMATE AND CULTURE

Create an exceptional learning environment that promotes challenging, high-quality curricular and co-curricular programs, engaged student learning, and local and global citizenship

Academic excellence and a stimulating intellectual environment populated by talented faculty and students are the essential attributes of a comprehensive, first-rate university. The recruitment and retention of outstanding faculty, staff and students will continue to be a high priority. Excellent teaching supported by high-quality faculty who are experts in their disciplines ensures an intellectually challenging education central to our land-grant mission in undergraduate, graduate and professional programs. Educating students to be global citizens is a defining characteristic of DSU and is vital to achieving our objective of providing a high-quality education that equips students with the knowledge and skills to be leaders in their chosen professions. We foster a concern for social justice and the capability to advocate it.

We will increase our focus on research, but we will not lose sight of teaching excellence. Delaware State is committed to being an excellent teaching institution, and we believe student success is increased when faculty make teaching a priority on par with research. A DSU education is hands-on, thrives through collaboration, is project-based, active, and stresses critical thinking, teamwork and the lively exchange of ideas. The ideal we relentlessly pursue is that higher education at DSU must be a seamless web uniting teaching, research/creative activity, and the extension and application of knowledge to serve and improve society.

- **OBJECTIVE 1.1: Ensure all students are provided high-quality programs that are recognized nationally and internationally**

Key Action Strategies:

- Create and sustain a culture that supports teaching excellence across all academic areas.
- Validate, revise and initiate programs that meet the needs of diverse populations and employer requirements.
- Review academic programs to identify those that have low productivity or low priority, or are unnecessarily redundant.
- Maintain and seek appropriate accreditations, if applicable, and approvals and certifications.
- Continually improve DSU's comprehensive and integrated student learning outcomes, assessment of the General Education program, the capstone experiences and the degree programs.
- Foster an educational environment to support student learning.
- Establish new and strengthen existing partnerships with international universities through jointly offered instructional degree programs, collaborative research and entrepreneurial opportunities.

- **OBJECTIVE 1.2: Facilitate student learning as evidenced by increasing 21st Century Skills and Habits of Mind that enable students to become productive citizens and lifelong learners as measured by well-defined rubrics**

Key Action Strategies

- Increase active learning, performance-based classroom activities and instructional methods that challenge students' attitudes and assumptions.
- Formally define 21st Century Skills and Habits of Mind.

- Increase the number of students rated in the “Proficient” and “Advanced” category in each University-wide rubric and program-specific capstone rubrics that reflect 21st Century Skills and Habits of Mind goals identified as General Education learning outcomes.
- Implement the Learning Communities Initiative.
- Continue the One Book, One Campus Program.

- **OBJECTIVE 1.3: Build opportunities for students to gain global perspectives, participate in experiential learning and further social justice**

Key Action Strategies

- Engage all undergraduate students in experiential learning early in their careers at DSU through involvement in research, study-abroad programs, service learning, internships, leadership programs and other hands-on experiences appropriate to their curricula or the co-curricula.
- Continue to build a culture of global awareness through internationalization of the curriculum and co-curricular activities, including a Cultural Events Series (CES).
- Develop an English Language Institute.
- Continue to evaluate and strengthen agreements (exchange, enrichment, joint academic programs, memoranda of understanding, etc.) with other countries to ensure reciprocity and meaningful outcomes.
- Encourage seniors to participate in a research project or produce a senior thesis with a faculty member outside of – or over and above – a class requirement.

- **OBJECTIVE 1.4: Improve faculty and student scholarship through integration of teaching, research, creative activity and engagement**

Key Action Strategies

- Identify and support opportunities to integrate teaching, research and scholarship within University programs.
- Conduct an assessment of the integration of teaching, research and scholarship within the University.
- Increase professional development and academic enrichment support activities for faculty and professional staff.
- Include a student research component in the majority of undergraduate programs.
- Encourage innovative teaching and research/creative activities within faculty groupings.
- Seek development of new areas of collaboration in undergraduate and graduate training.

- **OBJECTIVE 1.5: Recruit and retain outstanding and engaged faculty**

Key Action Strategies

- Establish discipline-appropriate start-up packages (including equipment/supplies and travel funds, research time release, teaching/research assistant support, etc.) to attract and retain new faculty.
- Require faculty candidates to demonstrate program-appropriate teaching skills in a simulated classroom environment and develop a rubric to evaluate those skills.
- Evaluate faculty based on education, relevant experience and pedagogical expertise in order to maintain highly qualified regular and contingent faculty in each program.
- Develop and fund professional development mentoring programs to ensure faculty excellence.
- Increase the number of faculty development sessions in the Center for Teaching and Learning.
- Plan and carry out strategic cluster hires to bring new and future research leaders to campus.

GOAL 2: STUDENT SUCCESS

Recruit, develop, retain, graduate and place outstanding students

DSU's commitment to students is at the core of the University's vision and mission, and our institutional structure, policies, programs and practices must enhance and facilitate student success. We will continue to take concrete steps to meet today's students where they are and provide them with an exceptional education for professional and personal success. Strategies to enhance student success include: expanding learning outcomes assessment and reviewing general education; increasing and promoting opportunities to engage in research and active learning; increasing participation in professional internships and co-op experiences, service learning and study abroad programs, and research; improving key student transition experiences such as first- and second-year programs, entering a major, enhanced advisement and academic enrichment opportunities; supporting high-quality graduate education; and assisting students to develop 21st Century Skills and Habits of Mind that will enable them to become productive leaders and lifelong learners in an increasingly global community.

- **OBJECTIVE 2.1: Increase retention and graduation rates by at least two percent annually for the next five years**

Key Action Strategies:

- Annually monitor and improve the retention and graduation rates.
- Conduct a semester to semester degree program audit on credits attempted versus credits earned to increase the four and six year graduation rates.
- Develop and implement programs and opportunities to attract, enroll and retain highly prepared students, both undergraduate and graduate.
- Invest in and support first- and second-year intellectual experiences.
- Increase the number of merit-based and need-based scholarships available to eligible returning students.
- Develop and implement a revised student retention plan.
- Empower students, through superb academic and career advising, to develop and implement sound educational plans that are consistent with their personal values, goals and career plans.

- **OBJECTIVE 2.2: Use enrollment management best practices to increase overall enrollment to 5,000 students**

Key Action Strategies:

- Develop and implement enrollment management best practices to increase undergraduate and graduate enrollment.
- Update and reinvigorate all admissions materials to reflect University priorities.
- Develop and implement plans to increase the enrollment of transfer students (particularly those in articulated programs), and distance education, adult and continuing education students.
- Improve and increase DSU's transfer initiatives and efforts to recruit and retain commuter students.
- Enhance competitiveness in graduate student recruitment and graduate student support with stipends, fellowships and benefits to recruit and retain talented graduate students.
- Develop a graduate student support center that addresses their unique needs, and institutional and student life issues.
- Increase student financial aid in both need-based and merit-based programs.

- **OBJECTIVE 2.3: Expand and enhance quality programs, services and activities to enrich the student experience**

Key Action Strategies:

- Provide quality, student-centered programs and activities that align with DSU's five core values.
- Increase student participation in honors and study abroad programs, and cultural and co-curricular activities.
- Establish student-centered programs in the residential halls to create a vibrant living-learning environment.
- Strengthen student support services.
- Develop strategies to enable commuter students to become more engaged in nonacademic activities.
- Strengthen the University's competitive edge in intramural and extramural activities.

- **OBJECTIVE 2.4: Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community**

Key Action Strategies:

- Promote student participation in value-added certificate programs and other activities.
- Provide more inquiry-based, problem-based, interdisciplinary and experiential learning opportunities.
- Prepare students with opportunities to apply knowledge to the solutions of real-world problems and be of service to their communities.
- By 2014, develop a baseline of the percent of graduates who obtain gainful employment and who enter graduate or professional schools.
- Develop a tracking mechanism to maintain data on students following graduation.
- Develop strong networking systems with companies/organizations and alumni to increase internship opportunities.

GOAL 3: RESEARCH AND SCHOLARSHIP

Increase and sustain excellence in scholarly and creative research that addresses significant state, regional, national and global challenges

Research and scholarship are central to the University's land-grant mission and are significantly relevant to advancing knowledge, improving the quality of life in our state and nation, and improving the state's economy and global competitiveness. While increasing our focus on research, we believe that student success is increased when our instructional faculty is actively engaged in research, scholarship and artistic endeavors. In short, we will continue to offer a high quality undergraduate education with targeted areas of excellence in research and graduate education.

Our research or discovery enterprise is intentionally interdisciplinary and innovative. This enterprise includes such critical areas as biomedical research, neuroscience, optics, renewable energy, water quality, health disparities and research in the social and behavioral sciences. DSU faculty and student researchers work in laboratories, in communities, on the campus, across the state and around the world to find solutions to the complex problems and issues that adversely affect our life quality. Going forward, we will conceptually and operationally define a succinct set of research clusters that will make significant advances and important discoveries, push the boundaries of knowledge, and create technologies that can benefit the lives of Delawareans, the nation and the world. These research clusters will be highly correlated with our academic mission areas and will guide resource allocation.

- **OBJECTIVE 3.1: Increase research productivity in grants, scholarly publications, creative activities, innovation and patents by 50 percent in five years**

Key Action Strategies:

- Conduct an assessment of existing research activities to include funding, and patent and intellectual property.
- Develop a University-wide research plan that is interdisciplinary and collaborative and includes the development of research clusters and niche areas.
- Develop incentives for faculty to seek external support for research and reward collaboration and partnership successes.
- Increase the number of inventions, disclosures, patents and technology commercialization.

- **OBJECTIVE 3.2: Increase, strengthen and sustain the support systems and infrastructure to assist faculty, staff and students in all aspects of their research endeavors**

Key Action Strategies:

- Build a world class research facility dedicated to the field of optics.
- Create incubators and incubator space for targeted research.
- Create a Research Facilities Task Force to analyze and report on existing facilities, equipment and instrumentation and to develop an improvement plan to upgrade and optimize our inventory.
- Develop an online database of all existing physical infrastructure components so that researchers know what is available, where it exists, and if/how it is available for use.
- Hire a full-time grants/research officer to assist in grant searches and prepare the administrative and budget components of the grant applications.
- Develop a faculty mentor program, especially with non-tenured faculty, to encourage and support research.
- Enhance technology (hardware and software) to support the research enterprise.
- Strengthen relationships with federal research agencies and work aggressively to influence them to support DSU proposals.

- **OBJECTIVE 3.3: Provide opportunities for undergraduate students to participate in research**

Key Action Strategies:

- Involve undergraduate students in research programs and activities starting in the freshman year.
- Become a member of the Council on Undergraduate Research.
- Ensure student participation in local, regional and national conferences.
- Seek external support for expanded undergraduate research.
- Improve the integration of undergraduate and graduate education.

- **OBJECTIVE 3.4: Maintain the highest standards of ethics and integrity in research and management of the research enterprise**

Key Action Strategies:

- Develop a University-wide code of ethics to govern all research activities.
- Incorporate research integrity training within the Office of Sponsored Programs.
- Provide ethical research training to all faculties, staff and students involved in the research process.

GOAL 4: OUTREACH AND ENGAGEMENT (*Service Beyond Self*)

Strengthen and expand our outreach, engagement and economic development programs to benefit the people of Delaware, the nation and the world

As part of its land-grant mission, DSU serves the people of Delaware in a role that is far larger than simply educating its citizens in the classroom. That role has been historically fulfilled through Cooperative Extension, which has an emphasis on research, education and service to support the food and fiber sectors. The University will continue to honor and support this commitment. Extension at DSU, as it is across the land-grant community, has been broadened to include outreach and engagement in other academic programs, research and service, continuing and online education. These outreach and engagement programs and activities link the intellectual and technical resources of the University to the community. This mission area is central to the University because: (1) the problems and issues affecting our citizens are becoming increasingly complex and interdisciplinary; (2) the needs of underrepresented populations and persons living in underserved communities continue to grow and deepen; and (3) of the economic downturn.

The University will continue to selectively pursue advanced delivery technologies and strategic alliances among multiple units and programs. These strategies will include:

- using the campuses as key delivery nodes,
- sharing faculty, staff and programs, service learning, civic engagement and volunteerism, expanding programming for nontraditional students and our citizens,
- taking a more entrepreneurial approach to service delivery, and
- developing a more internationally oriented concept of service.

In so doing, we will use University's expertise and marshal its resources to grow the state's economy and ensure that communities are well served by their resources.

- **OBJECTIVE 4.1: Strengthen and expand DSU's outreach, Extension, engagement, entrepreneurship and economic development programs to benefit the people of Delaware, the nation and the world**

Key Action Strategies:

- Identify areas where DSU has comparative advantages relative to the market, and target development of new or expanded continuing education programs to meet those needs.
- Produce and implement a comprehensive plan of outreach and engagement activities.
- Pursue a research-based economic development agenda that stems from DSU's strength and focuses on areas with the greatest impact to Delaware, the nation and the world, with particular attention to STEM and life/health sciences.
- Develop training and certification programs in partnership with local nonprofit and for-profit organizations, and government and public agencies.
- Strengthen and expand the academic programs and introduce approved certificate programs at the University's additional locations.
- Strategically expand online courses and programs and also develop the necessary infrastructure to support the growing demand for online learning.
- Submit a "Community Engagement Classification" application to the Carnegie Foundation for the Advancement of Teaching.

- **OBJECTIVE 4.2: Collaboratively develop and enhance programs for underrepresented groups and underserved communities**

Key Action Strategies

- Increase the number of historically underrepresented pre-college students in University-sponsored youth development programs and activities, to include 4-H, summer and after-school enrichment programs and activities.
- Promote academic achievement and growth among pre-college students from historically underrepresented populations.
- Develop and expand innovative recruitment and retention programs and activities with historically underrepresented populations, placing special emphasis on those majoring in STEM fields.
- Continue plans to open the first Early College High School in Delaware
- Develop and enhance relationships with professional historically underrepresented representatives from STEM and health science fields and encourage them to mentor undergraduate and graduate students.
- Engage underrepresented community groups in University sponsored and supported activities.

GOAL 5: SUSTAINABILITY

Enhance and extend the University's environmental stewardship through education, research, outreach, conservation and innovation

DSU is aptly focused on improving its sustainability and reducing its environmental impact. As articulated very succinctly by President Harry L. Williams, "higher education should play a meaningful role in modeling best practices ... and shall be an environmental leader in reducing its carbon footprint."

DSU's commitment to be an institutional leader in environmental stewardship has moved to a new level as it has become the first state entity in President Barack Obama's Better Building Challenge, which calls for commercial and industrial building energy upgrades to make America's buildings 20 percent more efficient over the next decade and outlines plans to reduce energy costs across the country by nearly \$40 billion. DSU was invited to be a part of this initiative as the result of receiving the 2011 Climate Leadership Award from the American College & University Presidents' Climate Commitment. The award recognized DSU for its campus "Go Green" initiative. Of the 10 participating universities, DSU is the only HBCU selected. DSU is developing a comprehensive, integrated and interdisciplinary approach to institutionalize sustainability and make the University a well-known green and sustainable campus.

- **OBJECTIVE 5.1: Develop transformational learning opportunities that prepare faculty, staff and students to live, contribute and work in a sustainable society**

Key Action Strategies:

- Implement sustainability-focused memoranda of understanding with agencies such as the U.S. Environmental Protection Agency.
- Develop and implement courses, course modules and sustainability across the curriculum.
- Promote participation in on- and off-campus sustainability conferences, forums and activities.
- Coordinate campus-wide stewardship and sustainability practices in the University's educational programs, management and operational functions.
- Prepare students by providing interdisciplinary, inquiry-based, project-based and problem solving opportunities to apply knowledge to develop real-world solutions in their communities both on and off campus.

- **OBJECTIVE 5.2: Expand interdisciplinary research and scholarship in advancing knowledge and innovations for sustainable energy, materials and technology**

Key Action Strategies

- Build a world class research facility dedicated to the field of optics.
- Encourage and promote faculty to conduct sustainability research through funded grants.
- Develop research and outreach partnerships with federal and state agencies.
- Increase sustainability publications and presentations by faculty and students.
- Create opportunities for faculty, staff and students to commercialize innovation through technology transfer.
- Encourage the adoption of sustainability best management practices.

- **OBJECTIVE 5.3: Implement campus-wide sustainable environmental practices and policies that include carbon neutral conservation measures**

Key Action Strategies:

- Create a DSU Sustainability Council.
- Develop campus energy saving, recycling and sustainability initiatives such as installing recycling bins and water bottle refilling stations in campus buildings.
- Enhance support of the Green Ambassador student organization.
- Maintain a comprehensive sustainability website and social media outreach to share and promote the adoption of sustainable practices.
- Develop an award system for faculty, staff and student innovation in campus sustainability practices.
- Engage students in sustainable practices such as community gardens and wetlands conservation.

- **OBJECTIVE 5.4: Engage the external community through partnerships to promote environmental sustainability practices**

Key Action Strategies

- Develop and implement Cooperative Extension and outreach programs that disseminate research results and capture the economic and societal benefits of the research.
- Create mutually beneficial partnerships and strategic alliances with agencies included in Delaware's Science and Technology Plan.
- Develop memoranda of understanding with the major employers statewide to collaborate on a joint climate action plan.
- Implement a new campus master facilities plan that is in concert with the strategic plan and the local community.
- Develop sustainability initiatives for the campus in coordination with local, state and regional entities, reinvesting a portion of the resulting savings into new or existing initiatives.

GOAL 6: INSTITUTIONAL AND OPERATIONAL EFFECTIVENESS

Enhance, leverage and diversify our resources to fulfill the University's mission

Declining resources from state and federal governments will not affect DSU's commitment to maintaining high standards, nor will it affect our commitment to offer quality service and excellence. In fact, more than ever, we are committed to making the most effective use of all resources, including our most treasured resource – our people. We will be creative, innovative and flexible as we seek ways to improve the teaching and learning environment, demonstrate that students learn, make better and more effective use of our instructional and research facilities, create more efficient business practices, continue to function in a more sustainable fashion, develop a framework for budget and staffing flexibility, and reward innovation. Our task now is to be good stewards of all our resources while we move toward greater excellence.

- **OBJECTIVE 6.1: Enhance the University's revenues by three percent annually for the next five years**

Key Action Strategies:

- Implement a five-year enrollment and retention action plan, based on predictive modeling, to increase and retain the undergraduate and graduate populations on the Dover campus and at our additional locations.
- Develop a five-year recruitment action plan to increase the number of international students.
- Implement a best practice, comprehensive fundraising campaign over a five-year period, reaching or exceeding set goals as determined by the feasibility study and campaign steering committee.
- Increase the number of funded federal, state and local grants.
- Grow the University's endowment per strategies implemented by the investment advisor.
- Increase the "bottom line" revenue for auxiliary units.
- Develop a new paradigm and funding model to grow distance education, adult education and certification programs, especially to impact Wilmington, Georgetown and summer college enrollments.
- Continue energy cost savings strategies.
- Increase the number of faculty technology transfers and patents commercialized.
- Increase the number of strategic University partnerships developed to grow and produce revenue.

- **OBJECTIVE 6.2: Achieve excellence in administrative operational effectiveness and efficiency**

Key Action Strategies:

- Implement and use a two-year budgeting process that allocates resources based on strategic priorities and goals.
- Improve efficiency of distance education course delivery.
- Develop and implement strategies to acquire and upgrade the core IT network and the quality of service components, including redundancy and stability.
- Continue business process re-engineering to improve or reduce administrative tasks.
- Employ standard operating procedures for routine business practices.
- Continue to identify means to maximize use of existing space through efficient class scheduling.
- Integrate data assessment, evaluation, planning and resource allocations tied to the strategic plan across the board to improve institutional effectiveness.
- Identify rules, procedures and processes that need to be changed to maximize resource availability and identify and reward change champions.
- Support internal audit and compliance functions.
- Develop and annually analyze performance dashboards to continuously monitor PRIDE 2020 metrics.
- Install a planning and assessment management system to support collaboration among various units.

- **OBJECTIVE 6.3: Continue to support, use and enhance comprehensive assessment processes throughout all divisions in order to inform decision making**

Key Action Strategies:

- Continue academic program reviews and expand to all programs within Academic Affairs.
- Clearly state the expected student learning outcomes in all academic programs.
- Expand formal assessment processes in all colleges and divisions and record findings in the University's planning and assessment system.
- Continue to periodically review the effectiveness and comprehensiveness of the University's assessment processes.
- Continue to evaluate the extent to which programs and initiatives support the University's mission, vision, goals and objectives.
- Identify professional development opportunities and resources for faculty and staff to learn how to assess institutional effectiveness and how to use the results.

- **OBJECTIVE 6.4: Implement a comprehensive enterprise risk management plan, ensuring that the University community becomes aware of its responsibilities for minimizing exposure to ongoing risks and threats**

Key Action Strategies:

- Establish an Office of Enterprise Risk Management that will identify, review and analyze campus risk and offer plans to eliminate or minimize risk.
- Ensure each unit on campus is accountable for minimizing exposure to risks and threats as identified by the Office of Enterprise Risk Management.

- **OBJECTIVE 6.5: Develop and update annually a comprehensive master facilities plan that addresses the University's strategic needs, implementing it as funding allows**

Key Action Strategies:

- Complete construction of a world class research facility dedicated to the field of optics.
- Fully develop the Living and Learning Commons as a residential life and academic facility.
- Complete the DSU Master Plan by 2014, which includes a phased approach based on projected revenues and makes the most efficient use of all campus facilities.
- Ensure the master facilities plan is aligned with University's Strategic Plan.
- Complete the University's broadband wireless network.
- Develop and implement a campus landscaping plan.
- Identify, prioritize and address preventative and deferred maintenance needs.

- **OBJECTIVE 6.6: Create a culture of accountability, high performance and service excellence**

Key Action Strategies

- Identify opportunities to contain costs and improve efficiencies.
- Encourage and adopt innovative technological solutions in pedagogy, student services, administrative operations and research enterprises.
- Assign all new key hires a mentor/advisor.
- Provide employees annual performance reviews and identify development plans for growth as a means to instill a culture of assessment and continuous improvement.
- Design a comprehensive reward and recognition system for staff that will also attract top talent.
- Establish a means to integrate accountability and transparency as core fundamental principles across the University.
- Periodically administer the National Student Satisfaction Inventory to track student satisfaction with University services.
- Create and promote a University-wide organizational culture that defines and values high performance in all areas.
- Establish University-wide customer service standards.
- Establish periodic leadership and management training for department and unit heads.

- **OBJECTIVE 6.7: Build brand awareness and strengthen customer engagement through targeted integrated marketing initiatives**

Key Action Strategies:

- Align integrated marketing strategies to complement key University goals and objectives, particularly to assist in generating revenue and to recruit and retain students.
- Increase the capacity of the integrated marketing unit.
- Increase the positive perception of DSU in the state and region.
- Strengthen customer engagement and interaction.

Key Performance Indicators

An important component of the Strategic Plan involves the development of key performance indicators to measure and enable monitoring of our progress. Opportunities to refine and/or expand these measures will be given to the various colleges, divisions and units during the course of planning and implementation. To enhance ownership at all levels of the University, the academic deans and division vice presidents will be accountable for developing the plans that link to the goals of the University. Progress updates to the Board of Trustees, University community and other key stakeholders will occur on a regular basis.

Our path forward will be to redefine how we measure and track achievement of goals and objectives. Choosing metrics and developing rubrics to express PRIDE 2020 establishes the framework to align the goals and objectives with the University's action strategies. Translating the Strategic Plan into action requires close monitoring and commitment to ensure sustained growth throughout the University. The measures and key performance indicators in the dashboard provided below capture primary areas of measurement that constitute our definition of success in reaching our six University-level goals by 2020. The most strategic elements, as described in the plan, will dictate how we liberate and prioritize resources to address operational and emerging needs.

Primary Key Performance Indicators

	2014 – Actual	HBCU Peers Mean	Aspirational Peers – Mean	Competitor Institutions – Mean	2020 – Goal	Board Committee(s)
Goal 1: Intellectual Climate and Culture						
KPI #1: Undergraduate Student Participation Rate in Research, Study Abroad, Service Learning, Experiential Learning and Leadership Programs	23%	-	-		45%	Educational Policy Student Affairs
	2013 – Actual	HBCU Peers Mean	Aspirational Peers – Mean	Competitor Institutions – Mean	2020 – Goal	Board Committee(s)
Goal 2: Student Success						
KPI #2: Percent of Students Obtaining Gainful Employment in 12 months	59%	-	-		80%	Educational Policy Student Affairs
KPI #3: Four-Year Graduation Rate	19%	32%	48%	37%	38%	Student Affairs Educational Policy Development and Investment
KPI #4: First-Year Retention Rate	65%	77%	84%	79%	80%	Student Affairs Educational Policy Development and Investment
KPI #5: New Freshman Average SAT/GPA <i>Peer comparisons for SATRM are based on group mean scores for 75th percentile mean scores. DSU score is 970.</i>	898/2.99	1115/3.28	1200/3.43	1059/3.24	950/3.10	Student Affairs Educational Policy

Primary Key Performance Indicators

	2013 – Actual	HBCU Peers Mean	Aspirational Peers – Mean	Competitor Institutions – Mean	2020 – Goal	Board Committee(s)
Goal 3: Research and Scholarship						
KPI#6: Contracts and Grants Awarded (dollars in millions)	\$19.5	\$27.0	\$9.0	\$97.9	\$30.0	Educational Policy Finance and Facilities
	2013 – Actual	HBCU Peers Mean	Aspirational Peers – Mean	Competitor Institutions – Mean	2020 – Goal	Board Committee(s)
Goal 4: Outreach and Engagement (Service Beyond Self)						
KPI#7: Number of Students in the “STEM” Early College High School	132	-	-	-	400	Educational Policy Finance and Facilities
KPI#8: Number of Online Courses and Programs	27 courses 1 program	-	-	-	62 courses 15 programs	Educational Policy
KPI#9: Number of Certificate Programs	0	-	-	-	14	Educational Policy
	2013 – Actual	HBCU Peers Mean	Aspirational Peers – Mean	Competitor Institutions – Mean	2020 – Goal	Board Committee(s)
Goal 5: Sustainability						
KPI#10: Undergraduate Student Participation Rate in Sustainability Courses and Activities	21%	-	-	-	58%	Educational Policy
KPI#11: Guaranteed Energy Savings	n/a	-	-	-	\$1.8 million	Finance and Facilities

Primary Key Performance Indicators

	2013 – Actual	HBCU Peers Mean	Aspirational Peers – Mean	Competitor Institutions – Mean	2020 – Goal	Board Committee(s)
Goal 6: Institutional and Operational Effectiveness						
KPI#12: Strategic Enrollment Increase <ul style="list-style-type: none"> • Graduate Students • Online Students • International Students • STEM Students • Undergraduate Students • Transfer Students • Other Total Students (Headcount)	4,425	4,949	7,175	18,255	5,000	Student Affairs Educational Policy Finance and Facilities
KPI#13: Increase Overall University Funding (dollars in millions) <ul style="list-style-type: none"> • Tuition and Fees • Contracts and Grants • Auxiliary Revenue • Endowment Income Total University Funding	\$118	\$230.6	\$144.0	\$957.7	\$136	Student Affairs Educational Policy Finance and Facilities Development and Investment
KPI#14: Alumni Giving Rate	7%	21%	9%	9%	15%	Development and Investment
KPI#15: Instruction Expense per FTE Student	\$11,159	\$11,408	\$8,746	\$16,264	\$10,698*	Finance and Facilities <i>*FY 1415 goal. The 2020 goal will be established from findings from the Business Transformation Project Team.</i>

Note:

- *HBCU Peers (aspirational) are the ten HBCUs that have a higher rank than or are tied with Delaware State University based on 2011 data collected and analyzed by U.S. News & World Report (Spelman College, Morehouse College, Howard University, Fisk University, Tuskegee University, Xavier University of Louisiana, Claflin University, North Carolina A&T State University, Clark Atlanta University (tied) and Florida A&M University (tied)).*
- *The Aspirational Peers were selected using a methodological technique endorsed by the Association for Institutional Research that combines data, statistics and judgment in a multi-step approach. Twelve high-performing institutions that had a significantly higher proximity/similarity score than Delaware State University were selected as aspirational: Bloomsburg University of Pennsylvania, Longwood University, Ramapo College of New Jersey, Salisbury University, SUNY at New Paltz, SUNY at Fredonia, SUNY College at Brockport, SUNY College at Cortland, The College of New Jersey, Truman State University, University of Mary Washington and the University of Wisconsin-Stevens Point.*
- *The Competitor Institutions are the 2012-2013 overlap institutions identified by the College Board: Bowie State University, Hampton University, Howard University, Lincoln University of Pennsylvania, Morgan State University, North Carolina A&T State University, Pennsylvania State University – Main Campus, Rutgers University – New Brunswick, Temple University, Towson University, University of Delaware, University of Maryland Eastern Shore, University of Maryland College Park and Virginia State University.*

The Path Forward

Imagine a Delaware State University that:

- Attracts talented students, faculty and staff from diverse backgrounds
- Is distinguished in teaching and research and is known for its innovation and entrepreneurship
- Is a place that is citadel of thought leaders and experts in science, technology, engineering and mathematics
- Leverages its resources to grow the state's economy
- Continually strives for excellence
- Is known globally as one of the nation's best given its size and Carnegie classification
- Has a sustainable business model to stay ahead of change and innovate for growth

That is the Delaware State University of the future, the Delaware State University we will take PRIDE to create.

Implementing the Plan and Measuring Progress

President Harry L. Williams charged the University Strategic Planning Council (USPC) under the leadership of the provost with developing and implementing DSU's Strategic Plan, PRIDE 2020. The responsibilities of the president, provost, USPC and other administrators are described below.

The Board of Trustees is responsible for:

- Reviewing the Strategic Plan and monitoring progress toward its goals and objectives.

The president is responsible for:

- Ensuring that the University Strategic Plan and its goals and objectives are implemented in an efficient and timely manner and with keeping the Board of Trustees well-informed about the progress being made in this regard.

The provost is responsible for:

- Reinforcing a climate of accountability for the pursuit of the plans and achievement of priorities and goals.
- Ensuring that resources are allocated to institutional strategic priorities.
- Communicating regularly with the campus community concerning the progress of the University toward achieving the goals contained in the Strategic Plan.

The vice president for finance is responsible for:

- Developing pro forma financial statements for each strategic priority, new capital investment, acquisition or change in capital structure.
- Providing planning and institutional analysis to campus leadership in support of strategic planning.
- Ensuring that the resource allocation corresponds with the strategic priorities and/or emerging needs.

The USPC is responsible for:

- Developing a Strategic Plan implementation matrix identifying the prospective leaders responsible for pursuing the actions required to implement the strategies associated with each goal and objective and selected measures of performance.
- Designing and overseeing the annual processes by which every academic, administrative and support unit develops and updates its own plan incorporating goals and objectives and performance metrics.

The vice presidents, deans, chairs, directors, etc., are responsible for:

- Ensuring that unit plans are developed, implemented and updated consistent with the University Strategic Plan. The expectation is that the Strategic Plan will influence and shape decisions at all levels of the University and that every member of the University community plays an integral role in the successful completion of the Strategic Plan and the accomplishment of the goals.

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University Strategic Planning Research/Work Group Membership

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