Periodic Review Report

Presented by:

The University of Delaware

Newark, Delaware

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Nancy M. Targett, Acting President

Date of the most recent decennial evaluation team's visit:

April 3-6, 2011

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Section One
Executive Summary

The University of Delaware has a great tradition of excellence, from roots extending back to a small private academy started in 1743, to the research-intensive, technologically advanced institution of today.

The University received its charter from the State of Delaware in 1833 and was designated one of the nation's historic Land Grant colleges in 1867. Today, the University is a Land Grant, Sea Grant and Space Grant institution. The Carnegie Foundation for the Advancement of Teaching classifies the institution as a Doctoral University: Highest Research Activity—a designation accorded less than 3 percent of U.S. colleges and universities. The University of Delaware ranks among the nation's top 100 universities in federal research and development support for science and engineering.

A state-assisted, privately governed institution, the University of Delaware offers a broad range of degree programs: three associate programs, 139 bachelor's programs, 126 master's programs (with 15 joint degrees offered within) and 61 doctoral programs through our seven colleges. Our student body encompasses more than 18,000 undergraduates, more than 3,700 graduate students and more than 700 students in continuing studies from across the country and around the globe.

Our distinguished faculty includes internationally known authors, scientists and artists, among them a Nobel laureate, Guggenheim and Fulbright fellows, and members of the National Academy of Sciences, National Academy of Engineering and the American Association for the Advancement of Science.

In addition to our Georgian-inspired main campus in Newark, Delaware, the University has locations across the state–in Wilmington, Dover, Georgetown and Lewes. A thriving study-abroad program and expanding international partnerships further enhance our students' education as global citizens.

The University is in strong financial condition, with an endowment in excess of $1 billion and tuition and fees that consistently lead to the University's designation as a best buy in higher education. With a budget supported by diverse revenue sources, the University is more self-reliant than most state universities.

I. The University's approach to the preparation of the PRR

Oversight of the development of this Periodic Review Report rested with a broadly representative University-wide Steering Committee with administrative support provided by the Office of the Provost. The steering committee was composed of representatives from academic and administrative units. Members of the steering committee were tasked with compiling basic information including reports and summaries created by various working groups and task forces over the duration of the five year review period. Members of the steering committee then wrote sections of the report based on their expertise.

A draft of this Periodic Review Report was then reviewed by all members of the steering committee and was circulated to academic and operational leadership institution wide. Comment and feedback were collected and the final draft was composed integrating all input. Final review was conducted by the Provost, President and Chairperson of the Board of Trustees.

II. Major institutional changes and developments

Perhaps the biggest change to the University since the decennial evaluation has been in the area of institutional leadership.

In June 2015, President Patrick T. Harker stepped down to become president of the Federal Reserve Bank of Philadelphia. Nancy Targett who was dean of the College of Earth, Ocean and Environment was named acting president. In November 2015, the Board of Trustees named Dennis Assanis, provost and senior vice president for academic affairs at Stony Brook University, as the president-elect of the University of Delaware, and he will take the helm June 6, 2016.

As often comes with a transition in the presidency, the University now has interim appointments in key leadership positions: executive vice president and treasurer, vice president for communications and public affairs, vice president for information technologies, vice president for facilities, real estate and auxiliary services, dean of the College of Earth, Ocean and Environment, dean of the College of Education and Human Development, vice-provost and director of libraries, and director of athletics and recreation services.

Managing through this organizational change and transition in leadership will be one of the biggest challenges facing the University in the next few years. A successful presidential transition and the hiring of key senior leaders are crucial for the University to achieve its strategic goals

The University's strategic plan, *Delaware Will Shine*, completed and endorsed by the Board of Trustees in spring 2015, is the collective effort of the entire University of Delaware community. The planning process commenced with the organization of an Executive Committee and three working groups, the latter charged with (1) assessing the progress of the 2008 strategic plan, *Path to Prominence*, (2) identifying the grand challenges, great debates and big ideas facing society wherein UD could have significant, positive impact through scholarship, education and public engagement and (3) identifying best practices and emerging opportunities to more effectively design and deliver curriculum, consider innovative institutional organization and infrastructure to enhance the University while containing costs.

The plan, designed to serve as a blueprint for a pre-eminent learner-centered research university, is grounded in the University's five guiding principles first articulated together in the *Path to Prominence*. These are Delaware first, diversity, partnerships, engagement and impact.

The work ahead is organized into five strategic initiatives: 1. A Welcoming and Collaborative Campus Community; 2. Innovative Education Design; 3. Multidisciplinary Research and Scholarship; 4. Campus Safety and Wellness; and 5. Community Engagement.

The other major change since the evaluation team's site visit in 2011 has been the continuing evolution of the University's implementation of a responsibility centered budget model. In

2013, in preparation for a new provost and the development of a new strategic plan, the deans of all seven colleges as well as the Faculty Senate began discussions and reviews of the model's effectiveness.

After much discussion and reviews of the existing model by internal and external task forces, the Provost and the budget office began working with the colleges to develop a new budget model that would use responsibility centered management principles while achieving the following goals: 1) keep the model simple, predictable and transparent; (2) assign revenues and costs to units in a fair and predictable manner; (3) provide a sufficient pool of resources centrally to support University-wide strategic initiatives; (4) encourage all units to increase revenues and reduce expenses while holding excellence paramount; and (5) phase in any changes to the budget model in a way that minimizes disruptions.

During fiscal year 2015, the Provost and the college deans agreed to a new all-funds budget model. The University is running the all-funds budget model "in the background" for FY2016 and FY2017 to determine if there are any unforeseen negative impacts to implementing this new model. During these two years, deans will be able to use the new all-funds budget model to inform their decision-making.

III. The Periodic Review Report

The 2011 Middle States Evaluation Team Final Report cited no areas of concern, and the University was found in full compliance with all fourteen standards for accreditation that were then in force as outlined in Characteristics of Excellence in Higher Education. That report did however contain recommendations requiring follow-up actions regarding Standard 1: Mission and Goals; Standard 2: Planning, Resource Allocation, and Institutional Renewal; Standard 3: Institutional Resources; Standard 8: Student Admissions and Retention; and Standard 10: Faculty. Additionally, the report contained several constructive suggestions. This Periodic Review Report was developed in response to the 2011 Middle States Evaluation Team Final Report. Section Two below documents the efforts that have been made over the five years subsequent to the 2011 report to address these recommendations and suggestions.

Section Three provides an overview of the major challenges and opportunities facing the University over the next five years, including: changes in institutional leadership, the implementation of the strategic plan *Delaware Will Shine*, the continued development of facilities including the Science, Technology and Advanced Research Campus (STAR Campus), efforts in diversifying our campus, and updates to the University's general education requirements. The section focuses on challenges and opportunities as they relate to the following standards: Standard 1: Mission and Goals; Standard 2: Planning, Resource Allocation, and Institutional Renewal; Standard 5: Administration; Standard 8: Student Admissions and Retention; Standard 9: Student Support Services; Standard 10: Faculty; and Standard 12: General Education.

Section Four provides an analysis of enrollment and financial projections at the University, as well as the assumptions upon which the projections were constructed. The University is in a stable position with respect to both finances and enrollment. All factors indicate that this positive condition will persist for the foreseeable future. The University of Delaware's fall 2015 total student enrollment was 22,852; 20,562 full-time and 2,290 part-time. This number has

grown over 12% since fall 2006. The University of Delaware projects marginal growth in its financial position through fiscal year 2019. The long-range financial plan is directly aligned with the strategic initiatives set forth in the University's strategic plan, *Delaware Will Shine*. The budget and projections are developed taking into account the pressures that exist on the University's revenue sources as well as the challenges facing the University and other institutions of higher education today.

Section Five reviews the University's well-established, extensive and active program of assessment directed at evaluating institutional effectiveness, academic program effectiveness and student learning. This section summarizes how the University of Delaware implements Standard 7: Institutional Assessment and Standard 14: Assessment of Student Learning, as well as providing a summary and plans for ongoing assessments.

Finally, Section Six describes the University's strategic planning and budgeting process which enables the institution to leverage resources efficiently and effectively. This process is deliberately crafted to empower the University to continue to deliver high quality instruction, public service and research, within an increasingly competitive marketplace that has internal and external political factors. This section also provides some context on the evolution of the Responsibility Centered Management (RCM) inspired planning and budgeting model that the University employs.

Middle States Commission on Higher Education
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Certification Statement:
Compliance with MSCHE Requirements of Affiliation
[For use by institutions addressing the Accreditation Standards in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)*]
Effective August 1, 2015

University of Delaware
(Name of Institution)

is seeking *(Check one)*:

___ Initial Accreditation
___ Reaffirmation of Accreditation through Self Study
_X_ Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006).*

If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

___ Exceptions are noted in the attached memorandum *(Check if applicable)*

Nancy M. Cozzens — 12 MAY 2016
(Chief Executive Officer) (Date)

John R Cochran — 17 MAY 2016.
(Chair, Board of Trustees or Directors) (Date)

Section Two
Response to the 2011 Evaluation Team Report

The 2011 Middle States Evaluation Team Final Report cited no areas of concern, and the University was found in full compliance with all fourteen standards for accreditation that were then in force as outlined in *Characteristics of Excellence in Higher Education*. That report did however contain recommendations requiring follow-up actions regarding Standard 1: Mission and Goals; Standard 2: Planning, Resource Allocation, and Institutional Renewal; Standard 3: Institutional Resources; Standard 8: Student Admissions and Retention; and Standard 10: Faculty.

Additionally, that report contained several constructive suggestions. Those suggestions fell into five general categories: non-tenure track teaching faculty; implementation and execution of the *Path to Prominence* strategic plan; programmatic development; metrics and dimensions of quality and value of professional education; and intellectual diversity through the humanities, social sciences and arts.

This section documents the efforts that have been made over the five years subsequent to the 2011 report to address these recommendations and suggestions. The Evaluation Team's specific recommendations and suggestions are italicized, and each one is followed by the University's response.

I. Recommendations regarding the University of Delaware's Budget Model (including Standard 2: Planning, Resource Allocation, and Institutional Renewal and Standard 3: Institutional Resources)

The cultural change afoot and the implementation of Revenue Based Budgeting have led some to wonder if the administration is moving away from UD's commitment to teaching and public service. A clear and visible commitment to quality outcomes—in all that UD does—and clarity of expectations of faculty will greatly build confidence in the value of the cultural shift and help all constituencies find their place in the plan. [Middle States Review, 2010]

In fiscal year (FY) 2010, the year prior to our last Middle States review, the University of Delaware implemented a responsibility centered management model called the Revenue Based Budget model. This responsibility centered management approach was a decentralized model of financial management that attempted to couple academic authority to financial responsibility. The approach was designed to decentralize decision-making to the college level and align authority, responsibility and accountability for revenues and expenditures.

In responsibility centered management, the budget model itself does *not* drive institutional priorities. In and of itself, responsibility centered management models are not intended to incentivize specific priorities. The budget model does make clear to colleges that they should maximize their revenues and operate efficiently, and in this way, responsibility centered management rewards sound management. Responsibility centered management is intended to empower decision-makers in ways that traditional block budgeting cannot; the colleges are able to decide how best to allocate their funds to support their priorities.

After the launch of UD's Revenue Based Budget model, much discussion on the impact, effectiveness and fairness of the model ensued. In 2013 in preparation for a new provost and the development of a new strategic plan, the deans renewed discussions concerning the model's effectiveness. In addition, the University Faculty Senate conducted its own review of the Revenue Based Budget model.

At the beginning of Provost Domenico Grasso's first year, he commissioned a task force including representatives from among the deans, department chairs, the University Faculty Senate, central administration, and faculty leaders to examine the current model and recommend areas for change (see Appendix 1 for Task Force report). As part of the Provost's Revenue Based Budget Task Force's work, an external review team was convened to provide an outside perspective on the University's Revenue Based Budget model. The work of these groups revealed (1) a number of misconceptions about how responsibility centered management works in general; (2) misunderstandings about the Revenue Based Budget model, in particular, were widespread; (3) the algorithms were overly complex; and (4) the model was more opaque than transparent.

In the fall of 2014, the Provost along with the Chief Budget Officer, began a yearlong conversation with the college deans to build a new budget model using responsibility centered management principles. The goals, as developed by the Provost's Revenue Based Budget Task Force, were to (1) keep the model simple, predictable and transparent; (2) assign revenues and costs to units in a fair and predictable manner; (3) provide a sufficient pool of resources centrally to support University-wide strategic initiatives; (4) encourage all units to increase revenues and reduce expenses while holding excellence paramount; and (5) phase in any changes to the budget model in a way that minimizes disruptions.

On September 20, 2015, the Provost and the deans of all seven colleges agreed to a new all-funds budget model built using actual data from FY2014 and FY2015. The University is running the all-funds budget model "in the background" for FY2016 and FY2017 to determine if there are any unforeseen negative impacts to implementing this new model. During these two years, deans will be able to use the all-funds budget model to inform their decision-making.

The all-funds budget model features:

- simplicity, transparency and predictability;
- clarity in reporting;
- allocation of each revenue source separately and in a manner consistent with how each revenue source was generated;
- allocation of utilities, facilities and capital maintenance expenses to all units, including central units;
- utilization of a tax ("General Services Allocation") for the majority of central expenditure recovery; and
- timing that allows the model to be run as a parallel shadow system for two years to identify any unintended consequences prior to implementation in FY2018.

Appendix 2 provides further detail about the new all-funds budget model.

The Chief Budget Officer presented the new model to the University community at a town hall meeting in October 2015. Since then, she has met with various groups to help the University

community better understand how the new model works. In particular, the institution is working to ensure that faculty and staff understand that the model itself does not dictate University priorities. The model is simply a mechanism for distributing revenue and allocating expenses.

I.a. *We recommend that the University, especially through the Office of the Provost, ensure that the new budget system's metrics are leavened with judgments about educational quality. [Middle States Review, 2010]*

The all-funds budget model is designed to distribute revenues to the colleges and collect a tax to support central University operations in a fair and transparent way. It does *not* dictate how funds are spent at the college or university level. College and central University leadership are expected to exercise judgment about how funds are used and ensure the quality of the programs that are offered.

I.b. *We recommend that the UD leadership institutionalize broad-based understanding that a portion of revenues is necessary to fund general University operations. This should include funds controlled by the Provost's Office for University-wide initiatives, such as key interdisciplinary institutes. [Middle States Review, 2010]*

With respect to recommendation I.b. above, colleges are taxed to cover general University operations. The tax includes funds for the Provost's Office to support University-wide initiatives, including the interdisciplinary research institutes that are funded through the Research Office.

I.c. *We also recommend that UD invest as necessary to build a first-rate development and alumni relations infrastructure. It should work to raise the sights of its alumni when it comes to giving back to the University. The opportunities for increased fundraising are substantial, but it will take many years to realize the potential.* [Middle States Review, 2010]

The University has worked strategically to build a high-functioning Office of Development and Alumni Relations (Development Office). The primary goal of the Development Office is to engage donors, alumni, friends, parents, faculty, staff, and students in a lifelong relationship with the University and to foster a tradition of philanthropy to strengthen the University's legacy as one of the great public institutions of higher education in America.

Over the past several years, the University has increased the staffing and budget for the Development Office, remodeling its organizational structure to match the scope and size of the University's prospect pool. The University has increased the number of gift officers from 5 to 30 and has created a principal gifts office to focus on gifts of $1M and greater.

The Development Office has significantly improved its systems and operations to support strategic goals. They have built robust software applications to support efforts across the department and have implemented a best-practice prospect management system. To improve the cultivation, solicitation and stewardship of donors, the

Development Office has strengthened the relationships between gift officers and the research and donor relations teams.

Over the past several years, the investment in the Development Office has realized significant accomplishments for the University. Fundraising (new gifts and new commitments) has increased from $19.3M in 2008 to $54.3M in 2015 with the highest level of giving $63.9M raised in 2014. Gifts of cash (new gifts and pledge payments) have grown from $21.1M in 2008 to $48.6M in 2015. The number of individuals making gifts of $25,000 or greater has increased each year. Through the development of a Parents Fund program, the University realized a 17% increase in gifts from parents between 2012 and 2015.

The University is in the silent phase of a comprehensive campaign. The Development Office has hired a consulting firm to provide guidance and direction with campaign planning, conducted leadership briefings across the country, completed a campaign feasibility study, recruited campaign volunteer leadership, and developed a campaign volunteer structure. The Development Office is preparing for a campaign launch in FY2017 following the arrival of Dennis Assanis, the next president of the University.

Primarily through the efforts of the Development Office, the University has also increased alumni engagement through strategic regional and on-campus programming. Alumni Weekend, created in 2009, has realized a 255% growth in attendance since its inception. In addition, the Development Office increased the number of regional, affinity and international alumni clubs, hired staff to manage these regional volunteer groups, enhanced the breadth and scope of our student philanthropy and engagement program, and are building a young alumni program. The results of the alumni attitude survey may be found in Appendix 3.

II. Recommendations regarding Diversity and Inclusive Excellence (including Standards 1: Mission and Goals; Standard 8: Student Admissions and Retention; and Standard 10: Faculty)

II.a. *We recommend that the institution should commit itself forcefully and visibly to improving the diversity of its whole community—students, faculty, and staff. The leaders of the University—deans and chairs, as well as the president and vice presidents—have a particularly important role to play. [Middle States Review, 2010]*

Since the Middle States Review in 2010, the University of Delaware has taken a number of steps to improve diversity and inclusive excellence. Highlights of these steps are grouped below by the following areas: Vice Provost for Diversity, Admissions Office, College initiatives, Office of Graduate and Professional Education, and Student Life.

In 2010, then-President Patrick T. Harker charged the Diversity and Equity Commission to study the results of the 2009 Campus Climate Survey and make appropriate recommendations to address the concerns it revealed. In 2011, as part of the response to the Commission's recommendations, the University created the President's Diversity Initiative to stimulate, support and recognize efforts to increase inclusive excellence. The Diversity Initiative facilitates efforts to increase the pipeline for reruiting more diverse undergraduate and graduate student

cohorts, to recruit a more diverse faculty, and to bring scholars and artists from underrepresented groups to campus to present their work and interact with students.

Vice Provost for Diversity. The Diversity Initiative was placed under the Office of the Provost, which established the position of Vice Provost for Diversity in order to provide leadership and coordination to campus efforts to achieve inclusive excellence.

The Vice Provost for Diversity has been instrumental in leading the University's efforts to create the *Inclusive Excellence Diversity Action Plan* (see Appendix 4). The plan was developed based on information from the 2009 Diversity Task Force Report, the 2011 Diversity and Equity Commission Report, the Executive Council for Diversity Advisory Board (2014-2015), and conversations with various University and community stakeholders from 2014-2015. In addition, the *Inclusive Excellence Diversity Action Plan* reflects the goals of the University's new strategic plan *Delaware Will Shine* (see Appendix 5, discussed in section 3), the best practices reported in research on the topic, and best practices found in higher education.

In August 2015, the Vice Provost for Diversity, the Director of the Office of Equity and Inclusion and the Director of the Center for the Study of Diversity held a 2-day diversity summit to discuss the evolving structure of diversity at the University of Delaware, the mission of each unit, and the roles each would play in advancing diversity practices. The importance of this infrastructure is key to ensuring that the values of diversity, and more specifically, the objectives of *Delaware Will Shine* and the *Inclusive Excellence Diversity Action Plan* are implemented in a coordinated and impactful way. The mission and role of each unit are outlined below:

- *The Vice Provost for Diversity* serves as the senior advisor to the Provost regarding all matters of diversity including issues related to hiring, promotion and tenure, community outreach, and campus climate. The Vice Provost for Diversity leads the implementation of the *Inclusive Excellence Diversity Action Plan*; assists institutional leaders in developing plans for shared responsibility and accountability; and partners with campus units and other institutions to create activities that promote diversity through teaching and mentoring, research and scholarship, service, and community outreach and engagement.

- *The Office of Equity and Inclusion* provides leadership and support in creating an equitable, diverse and inclusive working and learning environment for the entire campus. The Office is responsible for Title IX, non-discrimination, affirmative action policies and compliance, University diversity initiatives, and on-going education to the campus community in all of these areas. It also provides support and resources for complainants during grievance procedures and assists with informal mediation and problem-solving issues.

- *The Center for the Study of Diversity* generates scholarship about specific diversity-related issues both at UD and beyond, funds faculty and graduate student research related to diversity, and brings outstanding researchers and scholars of diversity to campus to share their expertise. The Center has also developed a principle of "diversity competency" that reflects diversity learning goals and outcomes. Based on the Association of American Colleges and Universities Global Learning VALUE Rubric, the

Diversity Learning Rubric consists of six skills which we call the DC6: diversity self-awareness, perspective taking, cultural intelligence, personal and social responsibility, understanding global systems, and knowledge application (see Appendix 6).

Faculty and staff are involved in the leadership of diversity and inclusive excellence activities through a number of venues.

- *Executive Council for Diversity.* This council advises the Vice Provost for Diversity and advances diversity as an institutional value and academic priority. The charge of the Council is to: help to develop short and long term goals and objectives concerning diversity; assign priorities and help to develop templates for gauging performance against benchmarks and best practices; create diversity networks on campus that will help to encourage the practice of diversity principles at various levels of academic life; suggest ways to communicate these diversity strategies effectively to the larger University community.

- *Diversity Caucuses*. Nine caucuses exist specifically for faculty and staff to gather with like-minded/like-identified individuals. The director of the Office of Equity and Inclusion and the Vice Provost for Diversity meet monthly with the caucuses to assess concerns, create opportunities for learning and development for the co-chairs and their constituency groups, to encourage active participation in measuring and achieving institutional and caucus specific action goals, and to encourage leadership of each caucus to connect with their prospective members in order to build more effective alliance across the campus.

- *Chief Diversity Advocates.* Each college has appointed a Chief Diversity Advocate who serves on the Executive Council for Diversity and coordinates diversity efforts in their respective colleges. Chief Diversity Advocates help to facilitate the process of assessing the diversity plans and progress of their college, as well as create opportunities for education and discussion around issues of diversity. The ultimate goal is to develop steering committees in each college that will focus on each of the target areas: faculty, staff, undergraduate, and graduate.

- *Faculty Senate's Diversity and Inclusion Committee*. This committee was reconstituted in spring 2015 with a realigned mission focusing on University policies and practices pertaining to the recruitment and retention of students and faculty. It will present to the faculty senate for consideration a statement of goals and practices that contribute to an inclusive dynamic campus community where underrepresented populations are welcomed, represented and engaged; and encourages faculty research that further knowledge of diversity in its many forms.

- *Center for Teaching and Assessment of Learning*. This center will work with the Vice Provost for Diversity to develop opportunities for faculty to understand and possibly adopt culturally responsive, equitable, and engaging teaching practices.

Finally, in upcoming months, the Vice Provost for Diversity along with representatives from the colleges and Student Life will partner with undergraduate and graduate student leaders to

create a network of *Students for Diversity and Inclusion* that will facilitate student participation in University efforts to achieve inclusive excellence.

Admissions Office.

The Admissions Office also partnered with the State of Delaware and the Christina School District to create the College Readiness Scholars Institute. Since 2013, the Institute has provided high school juniors and seniors with a rigorous and immersive academic experience on the University's campus. Students attend academic courses, study sessions, and events that highlight resources available to them in a collegiate environment, such as the Center for Black Culture, the McNair Scholars program, and the Office of Student Services. In addition, students participate in small group activities designed to reflect and share their experiences with one another. The Institute has successfully served 71 Christina School District students, who have an 81.3% college matriculation rate and a 44% attendance rate at the University of Delaware. The University hopes to expand the College Readiness Scholars Institute to more school districts in the future.

A special outreach team of currently enrolled students of color, known as the Diversity Enrichment Leaders, serves as admissions ambassadors to prospective students and families. Special events target admitted students of color and their families, and the number of events has increased this year. There has been a successful effort to diversify the professional staff as well as the student staff in the office of Admissions, creating a concrete affirmation of our intention to welcome and support diversity among those we serve.

In addition, under the Vice-President for Enrollment Management, the University continuously monitors and manages financial aid awards and policies to increase the enrollment of diverse students, balanced against other institutional goals.

College initiatives. In conjunction with University-wide efforts, the colleges have launched programs to support diversity and inclusive excellence. For example, the College of Arts and Sciences created the Center for the Study of Diversity as outlined above.

The College of Agriculture and Natural Resources launched the AGcelerate Enrichment Program which fosters a sense of community among students, prepares students for academic success by giving them peer and faculty mentors, provides tutoring in key math and chemistry courses, helps students secure internships, and promotes career development.

The College of Engineering established a new associate dean for diversity position to coordinate and expand the College's efforts to enhance the gender, racial and ethnic diversity of its students and faculty.

The College of Education and Human Development along with the Admissions Office, the Department of Mathematical Sciences, and the English Department created the UD Scholars program for Delaware students who are first-generation students or from underrepresented minority groups or low-income families. During a two-week extended orientation just prior to the fall semester, students engage with the academic and social support networks critical to student success. Following the two-week program, students experience their first year as part

of a Living/Learning Community. They share a common living space, have several courses in common, and receive support from a dedicated advisor.

Admissions Office. Over the past four years, the Admissions Office has enacted strategies to attract and enroll a more diverse student population. To increase the numbers of first-generation students, students from low-income families, and students from historically underrepresented groups, the Admissions Office has used targeted mailings, appropriate messaging, and visits to schools with significant numbers of students from these groups. The Admissions Office partnered with community based organizations including the Give Something Back Foundation, the Urban League, CollegeBound, Delaware Futures, and the Boys and Girls Clubs to provide programming and mentoring.

Office of Graduate and Professional Education. The Office of Graduate and Professional Education (Graduate Office) has undertaken a number of specific activities over the past 5 years to enhance enrollment and success of minority students. Following an external review in 2011, the Graduate Office established a new professional staff position – Director of Recruitment and Diversity. The director works collaboratively with graduate programs in all seven colleges to both ensure best practices in the recruitment of graduate students aimed to enhance the quality, academic success and diversity of the graduate student population and provide oversight for student success towards degree completion, identifying problems and implementing interventions. With other central offices, the Director coordinates professional development programs targeted at but not limited to matriculated students from underrepresented minority groups. She also assists departments in the coordination of University representation at national recruitment fairs for students from underrepresented minority groups and helps academic departments host on-campus recruitment events. Additionally, the Director provides financial support and advisory services to graduate student organizations serving students from underrepresented minority groups.

Student Life. This past year, the University launched the Late Night Weekend program. Initially created to counter under-age binge drinking on campus, the Late Night Weekend Program has had the added benefit of bringing together students from all sectors of the student body. According to ID card scanners and survey data, at least 2,895 students attended at least one Late Night Weekend Program event. (Because students were not required to scan their ID cards upon entry at programs, this number does not represent all of the students who participated in one of the 20 programs offered during the fall semester. Between 500 and 800 students attended the programs each night.)

Event attendees were surveyed and data showed that 84% of respondents felt like they were a part of the UD campus community; 69% had conversations with people from cultural backgrounds different from their own; and 58% created friendships with new people at the events. One-third of the participants were from underrepresented ethnic groups: Black/African American, Multi-ethnic, Asian American, Hispanic/Latino, American Indian, or Pacific Islander.

In the upcoming months, the division of Student Life plans to hire an Assistant Vice President for Multicultural Affairs, a new position developed to provide the vision and leadership for student diversity programs and services, including the future direction for student-centered cultural and resource centers.

II.b. *We recommend that the University study the reasons for the significantly lower graduation rate for students from underrepresented minorities, especially African American students, and develop concrete steps for improvement. [Middle States Review, 2010]*

Several studies were conducted over the past five years. The most comprehensive studies included one conducted internally by the Office of Institutional Research and Effectiveness (Institutional Research) in 2014 and one conducted by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) in 2015. The 2014 study investigated the retention and graduation of students in the University's 2007 freshman cohort. Both of these studies showed that gap in retention rates between African American and white students was in the range of 2% to 4% in the first year and widens increasingly over the years such that the gap is 6% - 9% by the 4th year. This gap parallels the gap for first-generation, low-income, and Pell Grant recipients.

Evidence from the National Survey of Student Engagement and anecdotal comments by students suggest that the early retention gap may be accounted for by poor transition to college and by social factors. The University piloted the use of the Beginning College Survey of Student Engagement (Student Engagement survey), and began using that survey in 2015 to enhance advising of incoming students. (See section 5 of this report for details about these surveys.) It is expected that the use of the Student Engagement survey will be fully implemented for advising of incoming students by summer of 2016.

Additionally, efforts are being made across campus to create a more welcoming and inclusive climate as noted in the above section on diversity. The University is currently conducting the Cooperative Institutional Research Program Diverse Learning Environments Survey as administered by UCLA's Higher Education Research Institute (HERI-CIRP Diverse Learning Environments Survey). The results of that survey will be used to help guide efforts to improve the climate for diversity on campus.

Ongoing efforts are being made in the Office of Enrollment Management and the Office of Financial Services to address financial pressures for low-income students. Financial pressures may be exacerbated by performance deficits because students risk losing scholarships as their academic performance deteriorates.

The Institutional Research study of the 2007 freshman cohort showed that among all students who eventually did not graduate by year seven, and particularly among African American students, withdrawal was preceded by progressively declining academic performance. Additionally, a portion of the students who did not graduate by year 6 had earned enough credits (>124) and had an adequate GPA (>2.0) to graduate, but had not met the requirements to graduate, due to missing required courses for a major, or inadequate grades in required courses. This evidence points to the need for enhanced remediation and advising. However, to provide remediation and necessary advising, the University must identify at risk students and provide them with enhanced services. For this reason, in the fall of 2015 the University contracted with the Education Advisory Board to implement the Student Success Collaborative. Preparation is underway during the spring of 2016 with pilot implementation planned for fall 2016.

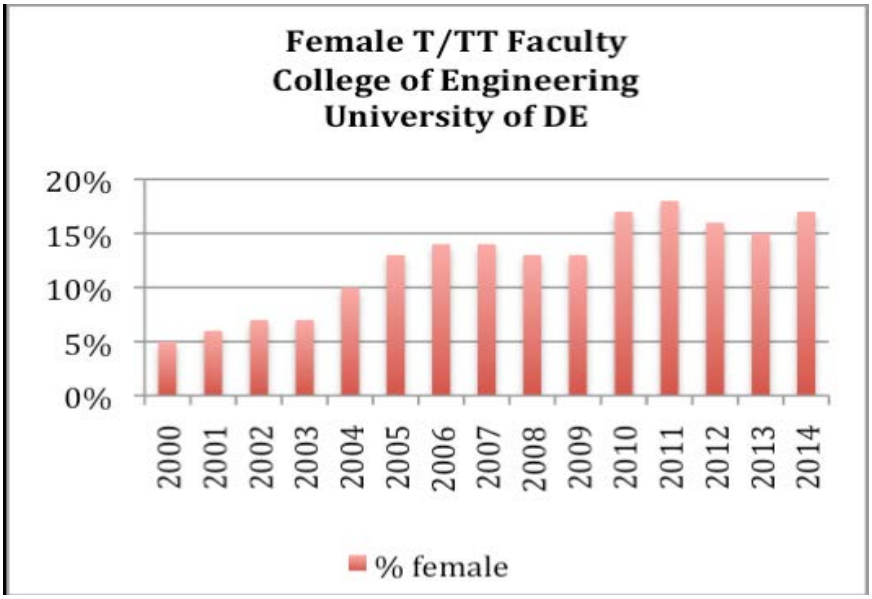
II.c. *We recommend that a coherent plan be developed to further enhance gender diversity among the science and engineering faculty and to make what appears to be even more important progress in racial diversity among the entire faculty. [Middle States Review, 2010]*

The University was awarded a National Science Foundation (NSF) ADVANCE PAID grant (PAID grant) in 2008. That four-year grant focused on creating localized change in targeted departments in the College of Engineering and the Natural Sciences portfolio of the College of Arts and Sciences. A key focus of the PAID grant was educating STEM faculty and administrators on best practices for faculty recruitment and mentoring, so that unconscious bias was addressed in the hiring process, and mentoring support was given to new faculty.

Under the grant a group of faculty from Engineering and Arts and Sciences worked together to adapt workshops on faculty recruitment and faculty mentoring developed by ADVANCE IT groups at the University of Michigan-Ann Arbor and the University of Wisconsin-Madison for use at the University of Delaware. Both workshops included a module on unconscious bias and its impact on academic careers. This dual focus on recruitment and retention led to success, with outcomes such as increased retention rates, high promotion rates, and an increase in the percent of women faculty in the participating departments.

Figure 1 shows the percent of female tenured/tenure-track faculty in Engineering between 2000-2014. The increase in percent between 2004 -2007 occurred during a time when the then-Dean placed great importance on hiring women faculty, going so far as to reject faculty short lists that did not include enough women. During this time he also created the position of Associate Dean for Women and Faculty. When the dean considered the problem solved in 2007, progress stalled. Due in part to the PAID grant and with the support of the subsequent deans and other faculty members, the number again increased.

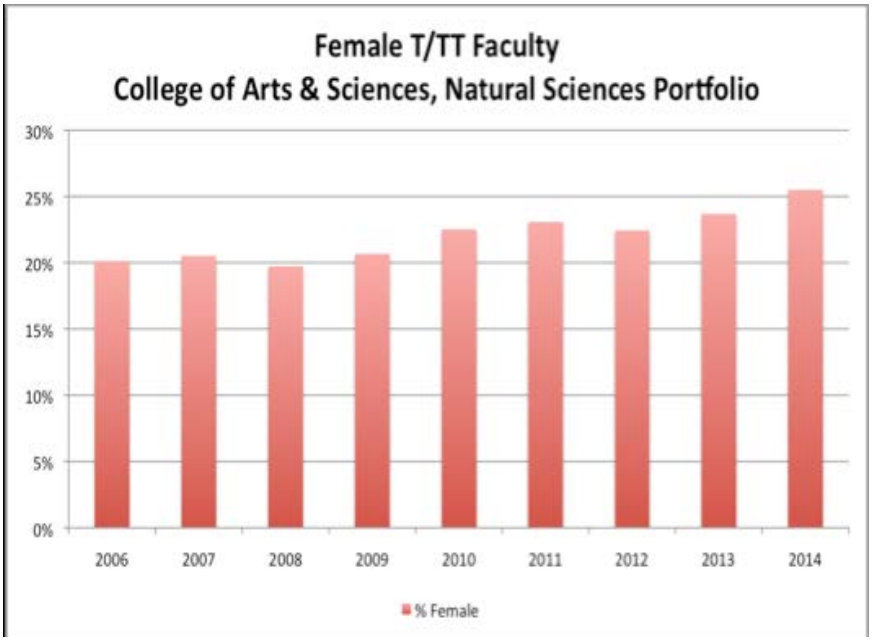
Figure 1. Female Tenured and Tenure Track Faculty in the College of Engineering, 2000-2014



Source: UD Institutional Research and Effectiveness

Figure 2 shows that the percentage of women among the tenured/tenure-track faculty in the Natural Sciences Portfolio of Arts and Sciences has also increased over the last ten years, from 20% to just over 25%. The University is moving toward training for all search committees to enable them to engage in best practices for creating application pools that are as diverse as possible for every position at the University.

Figure 2. Female Tenured and Tenure Track Faculty in the in the College of Arts & Sciences, Natural Science Portfolio, 2000-2014



Source: UD Institutional Research and Effectiveness

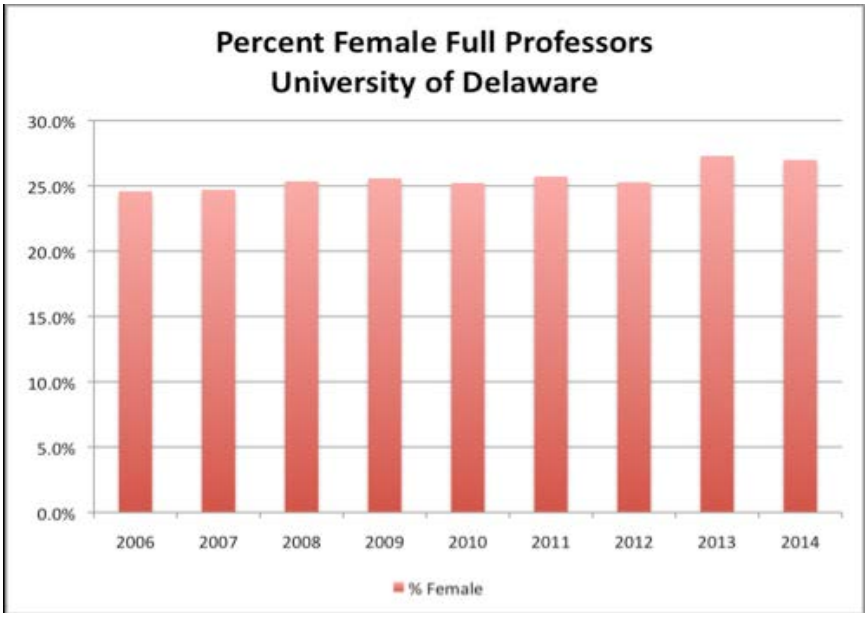
The PAID grant confirmed that effort must constantly be applied to ensure that women are being hired and retained at high levels. These successes through the PAID grant enabled the Women in Engineering program, together with the support of the dean, the college and the University, to secure two named Chair positions for women faculty, and a substantial endowment from a prominent alumnus.

In 2014, UD was one of only four institutions to receive the prestigious five-year $3.3 million ADVANCE Institutional Transformation (ADVANCE-IT) grant from NSF. The ADVANCE-IT grant is designed to enhance the representation and advancement of women faculty in STEM fields and women faculty of color in all fields. The program will bring awareness at all levels – from the upper administration to the faculty -- of the impact of unconscious bias in recruitment, hiring and advancement practices. It will thereby create a more equitable path forward for all faculty and lead to a climate that ensures success for women faculty of all fields.

The ADVANCE-IT grant has a particular emphasis on advancing women faculty into academic leadership, including the promotion from associate professor to full professor. Figure 3 shows that the percent of women among the University's full professors has remained close to constant (around 25%) over the last decade. For comparison, the percent of women among all tenured/tenure-track faculty in 2014 was 36.1 percent. ADVANCE IT initiatives are geared

toward increasing the retention and promotion of tenured women into the full professor ranks and beyond (e.g., department chair, associate dean, vice-provost). An overview of grant objectives and key activities is provided separately (see Appendix 7).

Figure 3. Percent of University of Delaware full professors who are women, 2006-2012



Source: UD Institutional Research and Effectiveness

III. Recommendation regarding Faculty Development (Standard 10: Faculty)

III.a. *It will be important in recruiting faculty, especially junior faculty, that the language in tenure and promotion documents be consistent with the expectations that are set for them; this will also help deans and the provost in encouraging senior faculty to understand the changes in the landscape that strong interdisciplinary research brings. We understand that discussion of this matter has begun in the colleges and in the Faculty Senate, and we recommend that this be carefully tracked and completed as soon as possible.*

Since 2011, the University of Delaware has made great strides in clarifying the promotion and tenure expectations for all faculty, tenure-track and non-tenure track. The Faculty Senate debated proposed changes to the Faculty Handbook statement on Promotion and Tenure in 2011. With the arrival of Provost Grasso in 2013, the deans of the seven colleges have developed amplification statements on their college promotion and tenure documents, offering guidance to the departments on the dean's interpretation of the promotion and tenure standards, especially in light of increasing expectations for interdisciplinary research and publicly engaged research and service activities.

In the 2015-16 academic year, all colleges, departments and schools are engaged in revising their promotion and tenure documents. An important part of this revision effort is to provide a clear path to promotion for non-tenure-track faculty. This has included a

robust discussion in the Faculty Senate and, indeed, across the campus, regarding the appropriate criteria for promotion and tenure, especially in regards to teaching and scholarship.

III.b. Although not a recommendation, the Middle States Review team report identified *"concerns about non-tenure track teaching faculty and the criteria for promotion."*

The University of Delaware has made significant progress on resolving concerns about non-tenure-track teaching faculty and the criteria for promotion. In May 2014, Provost Grasso, working in cooperation with the Faculty Senate, established the Provost's Commission on Continuing Non-Tenure-Track Faculty. The commission was charged with reviewing all University policies regarding continuing non-tenure-track faculty. Specifically, the commission was charged with the following tasks:

- To define more completely and explicitly the purposes and roles of continuing non-tenure-track faculty members as part of our overall faculty portfolio.
- To consider potential changes to classification and titles of continuing non-tenure-track faculty to be fair, representative, appropriate for the University, and transparent.
- To create a system for rank progression and corresponding titles for non- terminal degree faculty.
- To recommend guidelines for hiring and promotion of continuing non-tenure-track faculty, with clear expectations in job descriptions and clear and appropriate promotion criteria stated in the Faculty Handbook.
- To develop actionable items (*e.g.,* resolutions) for consideration by the Faculty Senate for matters involving responsibilities of the Senate (*e.g.,* promotion criteria and recommendations for changes to the Faculty Handbook).

Composed of eight faculty members (four tenured/tenure-track and four continuing non-tenure-track), the commission was chaired by the Dean of the College of Arts & Sciences. The Vice Provost for Faculty Affairs served as an ex officio representative from the Office of the Provost.

The commission began its work with a review of all University policy statements regarding continuing non-tenure-track faculty and with a comprehensive survey of faculty attitudes regarding a number of issues relating to continuing non-tenure-track faculty. This was followed by two months of meetings with various constituent groups on campus, eliciting input on every aspect of the commission's charge. The commission also looked at policies and models for non-tenure faculty at other institutions of higher learning.

After this period of gathering information and opinions, the commission developed its set of recommendations in the form of a report to the Provost (see Appendix 8). It is important to note that the members of the commission were unanimous in their support of the recommendations. The Provost received the report in April, 2015. The Provost endorsed the recommendations, as did the faculty union and the Continuing Non-Tenure-Track Faculty Caucus. The Faculty Senate affirmed the recommendations*, in toto*, in May 2015.

In the 2015-2016 academic year, all departments, schools, and colleges are revising their promotion and tenure documents in alignment with the commission's recommendations. This

will establish a clear path to promotion for all continuing non-tenure-track faculty, distinct from the requirements for research-intensive tenure-track faculty.

The University's 2011 Self-Study Report contained a number of recommendations. An appraisal of actions taken and decisions made regarding these recommendations may be found in Appendix 9 A. The Middle States 14 Standards are mapped to the contents of this Periodic Review Report in Appendix 9 B.

Section Three
Major Challenges and Opportunities

This section provides an overview of the major challenges and opportunities facing the University over the next five years, including the transition to the new President of the University of Delaware, Dennis Assanis during the summer of 2016.

The overview focuses on challenges and opportunities as they relate to the following standards: Standard 1: Mission and Goals; Standard 2: Planning, Resource Allocation, and Institutional Renewal; Standard 5: Administration; Standard 8: Student Admissions and Retention; Standard 9: Student Support Services; Standard 10: Faculty; and Standard 12: General Education.

I. Standard 1: Mission and Goals

Strategic planning. The University's strategic plan, *Delaware Will Shine*, completed and endorsed by the Board of Trustees in spring 2015, is the collective effort of the University of Delaware community. The strategic plan is the product of a yearlong planning exercise initiated by Provost Grasso to encourage campus and statewide discussion of the current status of the University, our future aspirations and challenges with the goal of positioning the University to further enhance its position as a leading research university with a global reach. The planning process commenced with the organization of an Executive Committee and three working groups, the latter charged with (1) assessing the progress of the 2008 strategic plan, *Path to Prominence*, (2) identifying the grand challenges, great debates and big ideas facing society wherein the University could have significant, positive impact through scholarship, education and public engagement and (3) identifying best practices and emerging opportunities to more effectively design and deliver curriculum, consider innovative institutional organization and infrastructure to enhance the University while containing costs.

Approximately 100 individuals – faculty, students, staff and alumni – were members of these working groups. Their collaborative planning exercise included more than 100 gatherings on campus and throughout the state, including constituent meetings, town halls, community forums and thought leader talks, as well as dozens of blog posts and email exchanges via the dynamic *Delaware Will Shine* website.

The plan, designed to serve as a blueprint for a pre-eminent learner-centered research university is grounded in the University's five guiding principles first articulated together in the *Path to Prominence*. These are: Delaware first, diversity, partnerships, engagement and impact.

The work ahead is organized into five strategic initiatives:

1. A Welcoming and Collaborative Campus Community
2. Innovative Education Design
3. Multidisciplinary Research and Scholarship
4. Campus Safety and Wellness
5. Community Engagement

Each initiative includes priorities, recommendations, and measures of progress and assessment. For example, the University intends to build on the momentum it has accrued in local and global

engagement, which was recognized in 2015 when the University received the Community Engagement classification from the Carnegie Foundation for the Advancement of Teaching and the Senator Paul Simon Award for Comprehensive Internationalization from the National Association of International Educators. To be selected for the Carnegie Community Engagement classification, the University had to provide descriptions and examples of institutionalized practices of community engagement that showed alignment among mission, culture, leadership, resources and practices. Community-based experiences are woven into UD's teaching, research and service activities. They are critical to the education of our students as civic-minded, engaged citizens. Under the leadership of Lynnette Overby, a task force including faculty, staff, students and community representatives researched and assembled information on the many ways in which the University is partnering with the community. The task force's efforts not only led to the Carnegie recognition but also to the establishment of the Engagement Initiative by Provost Grasso to provide formal structure to our engagement activities. The Paul Simon Award recognizes the University for "making significant, well-planned, well-executed, and well-documented progress toward comprehensive internationalization – especially those using innovative and creative approaches." The University established the Institute for Global Studies in 2009, reorganized and expanded the Office of International Students and Scholars, established the Wright House as a campus hub for international activities, and created innovative programs such as the UD World Scholars Program, Delaware Diplomats, Global Exchange Fund, and UD Africa to expand opportunities for student and faculty engagement around the world.

Delaware Will Shine (Appendix 5) includes an overarching plan for implementation and continued renewal that will commence once President-elect Assanis arrives in summer 2016.

II. Standard 2: Planning, Resource Allocation, and Institutional Renewal

In addition to the strategic planning mentioned above, the University is leveraging opportunities created by the expanding amount of research and sponsored activities and the additional development of facilities and new sections of campus.

Research. The University's sponsored research expenditures in FY 2015 totaled $137.4 million. Total sponsored activities, which include research, public service, and instruction, reached $201.5 million, surpassing $200 million for the third consecutive year. Despite very tight federal research and development (R&D) budgets, these totals represent increases of 13% and 11%, respectively in the past four years. During this time frame, the federal R&D budget *decreased* by 16%.[1] The University of Delaware ranks 111th among 643 universities in R&D expenditures and 95th in federally-financed R&D expenditures.[2]

Research expenditures derive from a variety of sponsors, continuing to reflect a diverse portfolio of funding from federal sources, from which the University derives more than 80% of its research expenditures. The National Institutes of Health and National Science Foundation account for approximately 19% each. The University of Delaware ranks among the top universities in expenditures from the Department of Energy (29th), Department of Agriculture (43rd), Department of Defense (48th), and National Science Foundation (55th).

[1] AAAS. http://www.aaas.org/page/historical-trends-federal-rd

[2] 2013 NSF Higher Education Research and Development Report.

Faculty members continue to receive national awards at an impressive clip including National Science Foundation Faculty Early Career Development awards, Presidential Early Career Awards for Scientists and Engineers, Sloan Research Fellows, Cottrell Scholars, Pew, Dreyfus, Keck, Guggenheim and Fulbright awards. Active multidisciplinary center and program project awards from the National Institutes of Health, National Science Foundation, Department of Energy and Department of Defense total more than $130M to address problems, in renewable energy, environment, wounded warrior rehabilitation, biomedical research and infrastructure, and clinical and translational human health research. In 2013, the University was one of four institutions to receive a five-year $3.3M NSF ADVANCE-IT grant to support recruitment, retention and career advancement of women faculty in the STEM fields and women faculty of color throughout the campus.

Facilities. As detailed in the University Facilities Master Plan (Appendix 10 A) new facilities were constructed and core centers launched to support research excellence. In 2013, the University opened the 196,000 sq. ft. Interdisciplinary Science and Engineering Lab, the first new laboratory building on campus in 20 years. Renamed the Patrick T. Harker Interdisciplinary Science and Engineering Lab (Harker ISE Lab) in 2015, the facility contains state-of-the-art problem-based learning classrooms and teaching laboratories, which have helped drive curriculum changes in some physical sciences instructional laboratories. Research laboratories house faculty, staff and students from four different colleges in open floor plan settings organized around two broad research themes – energy and the environment. Three core research centers housed in the Harker ISE Lab to support research agendas in energy and the environment are advanced materials characterization, microscopy and a newly opened nanofabrication cleanroom.

The state's first functional MRI Facility (fMRI), a 12,000 sq. ft. addition to the Life Sciences Research Facility opened in March 2016. The University recently completed the search for the fMRI Facility's founding director. In the areas of both nanofabrication and MRI, ongoing faculty cluster hires are designed to leverage these capital investments to ensure research prominence.

Science, Technology and Advanced Research Campus. (STAR Campus) Originally a Chrysler assembly plant, the University's STAR Campus is a 272-acre property acquired in 2009. Located across the street from the College of Agriculture & Natural Resources and adjacent to the Newark Train station which offers regional commuter and AMTRAK service, the STAR Campus affords a once in a generation opportunity for the University to re-envision the model of a 21st century research university. The space is being designed to co-locate research, education, entrepreneurship, and the private sector in ways to promote and accelerate the impact of our knowledge-based assets for the betterment of society. Through partnerships with private businesses and government agencies, the University will provide educational and professional opportunities for students while igniting job creation and economic growth within the state.

The STAR Campus is currently home to the University's Health Sciences Complex, the Electric Vehicle-to-Grid integration project, a hydrogen fuel cell bus program and California-based Bloom Energy's East Coast fuel cell manufacturing center.

The Health Sciences Complex houses core labs for use by teams of clinical and academic researchers. These shared spaces encourage basic scientists, clinicians, physician scholars, and

students to work together conducting interdisciplinary and translational research. Research programs in the Complex include a Department of Defense funded project for new prosthetics and orthotics for wounded warriors and a project to increase the cognitive, social, and emotional development of infants and young children with disabilities through movement. Clinics for physical therapy, speech-language-hearing and a nurse-managed health center service are open to the public and provide rich experiential educational space for students, faculty and staff.

Through funding from multiple sources, including a $10M competitive grant from the U.S. Department of Transportation, the Newark Train Station will be significantly upgraded and enhanced by 2018 to afford additional public transportation access to the STAR Campus. These infrastructure enhancements will accelerate efforts to bring other businesses to the site.

Guided by a master plan (see Appendix 10 B) the Star Campus is designed to create high-density space for mixed use buildings and facilities. The University has targeted three areas of research and educational excellence in the development of the STAR Campus– human health and life sciences, energy and the environment, and defense and national security. The future development of the STAR Campus will establish it as a center of innovation, entrepreneurship and collaboration.

III. Standard 5: Administration

Since the last Middle States review, the University of Delaware has made important changes to its administrative structure to better foster inclusive excellence. Chief among these changes have been the creation of three new senior leadership roles: Vice Provost for Faculty Affairs, Vice Provost for Diversity, and Vice President for Enrollment Management. Additionally, the role of Vice Provost for Research has been reconfigured as Deputy Provost for Research and Scholarship.

One of the challenges that the University has faced and continues to face is managing smooth transitions as we undergo changes in senior leadership. In spring 2012, Provost Tom Apple stepped down to become Chancellor at the University of Hawaii at Manoa. Then Deputy Provost Nancy Brickhouse was named interim provost for FY 2013. Domenico Grasso took over as provost in August 2013. Deputy Provost Brickhouse left to become Provost at St. Louis University in 2015, and then Dean of the College of Education and Human Development Lynn Okagaki took over the deputy provost role. Similar transitions have occurred in other senior administrative positions. The biggest change, however, was triggered when President Patrick T. Harker stepped down to become president of the Federal Reserve Bank of Philadelphia in June 2015. In November 2015, the Board of Trustees named Dennis Assanis as the president-elect, and he will take the helm June 6, 2016. For the interim period, the Board appointed Nancy Targett, then Dean of the College of Earth, Ocean and Environment, to be the Acting President. As often comes with a transition in the presidency, we now have interim appointments in key leadership positions: executive vice president and treasurer, vice president for communications and public affairs, vice president for information technologies, vice president for facilities, real estate and auxiliary services, dean of the College of Earth, Ocean and Environment, dean of the College of Education and Human Development, vice-provost and director of libraries, and director of athletics and recreation services.

Over the next several months, the University will conduct national searches for these positions. In the meantime, strong interim appointees are leading units. In addition, President-elect Assanis is beginning to meet on a monthly basis with University leadership so that his input is obtained for key decisions shaping the University.

IV. Standard 8: Student Admissions and Retention

Under the leadership of the Vice-President for Enrollment Management and with the collaboration of the seven colleges and the Institute of Global Studies, the University has launched a number of strategies to strengthen undergraduate enrollment and retention. At a time when many colleges and universities are seeing declining enrollments, the University of Delaware has exceeded its enrollment targets over the past two years. The University has designed new programs to attract talented students, such as the World Scholars program and the Delaware Innovation Fellows. For further information, see Section Four, Enrollment Trends and Projections.

One of the challenges that UD faces, however, is the need to increase enrollment and success of students from historically underrepresented groups, first generation students and students from low-income families. To meet this challenge, the University is pursuing three enrollment management strategies: (1) expanding the pipeline of students that are interested in the University and prepared academically and socially for success in college; (2) facilitating their admission; and (3) ensuring their success as students and guiding them to graduation in four years.

Expand the pipeline. There are two components to expanding the pipeline of students. First, the University is reaching out to potential students and their families through a number of venues and providing academic support and guidance. The University is expanding partnerships with community-based organizations oriented at precollege preparation. Currently, the University has partnerships with organizations that work with high school students who reside in Delaware, such as TeenSharp, the Give Something Back Foundation, and the Boys and Girls Clubs. The Enrollment Management team is seeking relationships with community-based organizations outside of Delaware to enhance the diversity of the undergraduate student body. In addition, the University is exploring the possibility of running its own program to provide holistic support to traditionally underserved students as they progress through middle school and high school. Rutgers University's Future Scholars Program is an example of the type of program the University is interested in launching.

Admissions and Financial Aid. On February 8, 2016, the Faculty Senate approved a resolution for the Admissions Office to pilot a program that allows Delaware residents to apply for admissions without submitting SAT scores. Research suggests that test optional admissions programs may increase the number of applications from students from historically underrepresented groups. The University will run a four-year pilot and assess the impact of the test optional policy on the applications, enrollment, retention and graduation rates.

Student Success. The next section (V. Standard 9, Student Support Services) includes a discussion of strategies the University of Delaware has or will implement to improve academic and social support for students.

V. Standard 9: Student Support Services

As the University seeks to enroll more students from underrepresented groups, first-generation students, and students from low income Delaware families, the University is committed to providing support services to enable all enrolled students to be successful and graduate in a timely manner. Support services for undergraduate and graduate students are spread across the University – some services, such as the Academic Enrichment Center, are provided by central units, and others, such as the Writing Center, are provided by college units.

As part of the commitment to establish a warm and welcoming campus, the Deputy Provost for Academic Affairs and the Vice-President for Enrollment Management are developing plans to better coordinate services across central and college units. Critical to these plans is the University's investment in and implementation of the Education Advisory Board's Student Success Collaborative. The Student Success Collaborative analyzes student data to identify: (1) students who are in need of additional support, (2) critical courses for students' overall success and graduation, and (3) course-taking patterns or grade patterns that may indicate students are beginning to struggle and go off-course for timely graduation.

The Student Success Collaborative incorporates: (a) a software system that enables administrators to use student data to improve the overall academic support and advising system; advisers to track students' progress; and students to make appointments with their advisor and track their progress; (b) access to research on best practices; and (c) regular consulting on strategies the institution can implement to better support students. The Student Success Collaborative will allow advisers and academic enrichment staff to enter notes into the same system and better coordinate the support students receive. Because the Deputy Provost for Academic Affairs and the Vice-President for Enrollment Management recognize that a tool is only as good as its implementation, they have prioritized devoting time and resources into a strong implementation of the Student Success Collaborative.

The University is also working on improving key introductory courses. The Department of Mathematical Sciences has targeted improvement of foundational mathematics courses – Math 010: Intermediate Algebra, Math 115: Pre-Calculus, and Math 117: Pre-Calculus for Scientists and Engineers. For many years, these courses have been a roadblock for students who want to pursue STEM majors but are underprepared in mathematics. These courses have had high rates of students receiving grades of D or F or withdrawing from the course, which are associated with attrition from STEM majors. To improve instruction in these courses, Mathematical Sciences faculty established the Mathematical Sciences Learning Laboratory (Math Lab).

In the Math Lab, students are actively engaged in learning mathematics. Working in small groups, students discuss and solve problems. The discussion requires students to explain math concepts and why their proposed solution is correct. The Math Lab also takes advantage of an adaptive, computer-based, individualized learning program named Assessment and Learning in Knowledge Spaces (ALEKS) to provide students with opportunities to practice their math skills. Mathematics requires conceptual knowledge, procedural knowledge, and procedural fluency. Whereas class time focuses on developing students' conceptual understanding of mathematics and procedural knowledge, working on ALEKS gives students the opportunity to develop procedural fluency. ALEKS also gives students access to additional resources intended to help them better understand concepts. The Math Lab marries the best of active learning strategies

in class with computer aided instruction to create an outstanding educational experience for students – and one that is provided to hundreds of students each semester.

Finally, the Math Lab faculty use data-driven evaluations to continuously improve their courses. Across the two semesters of implementation, the number of students receiving grades of D or F or withdrawing from the MATH 115 course decreased. For MATH 010, the spring 2015 data showed a decrease in the number of students receiving grades of D or F or withdrawing compared to the prior 5 springs. However, the fall 2016 data did not show a decrease, and the team is developing hypotheses for the lack of improvement and considering potential changes. In addition, they are using survey data to better understand students' perceptions of various aspects of the Math Lab. The team recognizes the need to continually evaluate what they are doing in order to improve learning outcomes for their students.

The University is also working on improving instruction in the introductory biology and chemistry courses. With the opening of the Harker ISE Lab in 2013, the University has a space for problem-based learning instructional laboratories which feature lab spaces adjoining classrooms so students can discuss a problem and then immediately test a solution. Faculty have designed curricula to optimally utilize these rooms. The building's eight general instruction classrooms and laboratories all include the latest in educational technology and mobile furniture, allowing for flexibility of seating arrangements to suit group or individual work. Moreover, students in need of supplemental instruction in math and science courses can find assistance in the Learning Community Center located on the second floor. Here again, the idea is to provide centers of learning where students have classes and can find extra assistance to support their learning.

VI. Standard 10: Faculty

The creation of the role of Vice Provost for Faculty Affairs signals an institutional commitment to promoting best practices for the recruitment, retention, and support of faculty. The Provost's Office has been working with the deans of the seven colleges and the NSF-funded ADVANCE-IT team to improve faculty hiring practices—especially to promote the recruitment of women, minorities, and other underrepresented groups.

The Provost's Office is working with the Faculty Senate to guide the campus through a wholesale revision of promotion and tenure guidelines. The goal of this is both to improve standards and to specify a path to promotion for the growing number of full-time, continuing non-tenure-track faculty. The University is also currently implementing "Faculty 180," an online faculty activity management system that will improve our performance appraisal practices and will facilitate the process of identifying interdisciplinary teaching and research opportunities, as well as institutional reporting and planning.

VII. Standard 12: General Education

In early 2014, the Deputy Provost for Academic Affairs appointed a task force to revise the University of Delaware's program of general education. The task force divided its work into two components. In the first phase, the task force synthesized past work and engaged the University community in the development of a new set of purposes and objectives for general education at the University of Delaware. These new purposes and objectives were formally adopted by the Faculty Senate on November 3, 2014. Under the new objectives, UD faculty committed to preparing students to: (1) read critically, analyze arguments and information, and

engage in constructive ideation; (2) communicate effectively in writing, orally, and through creative expression; (3) work collaboratively and independently within and across a variety of cultural contexts and a spectrum of differences; (4) critically evaluate the ethical implications of what they say and do; and (5) reason quantitatively, computationally, and scientifically (see Appendix 11).

In the second phase of their work, the task force sought to design an implementation plan to ensure that all students are able to meet these new objectives. On May 11, 2015, the Faculty Senate passed four of the five resolutions proposed by the General Education Task Force. This vote resulted in general education requirements including: (1) English 110, 3 credits; (2) First Year Seminar, 1 credit; (3) discovery learning experience, 3 credits; (4) University breadth courses, 12 credits; (5) multicultural course, 3 credits; and (5) capstone experience, 3 credits. In addition, the Faculty Senate approved piloting a core course for sophomores that addresses grand challenges.

To enact the general education requirements, the Faculty Senate is working on revising the First Year Seminar so that it will be more uniform across the University and include information on a number of topics that the faculty deemed important for all first year students. Those topics include sexual misconduct awareness and prevention, drug and alcohol use education and abuse prevention, diversity competency, ethics and academic honesty.

The Faculty Senate developed criteria for the multicultural course this year and will be implementing a process for certifying courses that departments want recognized as meeting the multicultural course requirement next year (see Appendix 12).

The Faculty Senate Undergraduate Studies Committee developed a process for approving capstone experiences for all undergraduate programs and will enact a process for reviewing all proposed capstone experiences next year.

The Faculty Senate General Education Committee developed a curriculum mapping process for all undergraduate programs to use to demonstrate that their students are provided with opportunities to develop all of the competences identified under the new general education objectives. Academic departments are currently completing the curriculum mapping process. Finally, a Faculty Senate ad hoc committee has issued a call for proposals for courses to be piloted as potential core courses addressing grand challenges and great debates. The General Education objectives of (2) communicate effectively in writing, (3) work collaboratively and independently within and across a variety of cultural contexts and a spectrum of differences; and (4) critically evaluate the ethical implications of what they say and do are significant parts of the core pilots.

The revision of the general education objectives and the redesign of the general education curriculum have evoked spirited debate among the faculty. Implementing these changes will be challenging. For example, all undergraduate programs must complete the curriculum mapping exercise to identify the courses through which students have the opportunity to develop specific skills. The Center for Teaching and Assessment of Learning, a small unit, is tasked with providing support for departments as they seek to complete this project. Another challenge is the implementation of new criteria for the multicultural course. The purpose of the multicultural requirement is to provide students with awareness of and sensitivity to cultural pluralism, an

increasing necessity for educated persons in a diverse world. Although the University has had a multicultural requirement for a number of years, there has not been a rigorous review of courses identified as meeting the requirement. Gaining acceptance for a new rubric for evaluating multicultural courses and conducting the review of proposed courses will require substantial work. Similarly, a number of departments do not have capstone experiences that fit the new capstone definition provided by the Faculty Senate and will need to develop or appropriate capstone experiences for their majors. Finally, if the Faculty Senate deems the pilot of the core course on grand challenges to be a success, the University will need to determine how best to implement the core course(s) at scale to serve approximately 4300 sophomores each year.

Section Four
Enrollment and Finance Trends and Projections

This section provides an analysis of enrollment and financial projections at the University of Delaware, as well as the assumptions upon which the projections were constructed. The University is in a stable position with respect to both finances and enrollment, as indicated by the data. All factors indicate that this positive condition will persist for the foreseeable future.

I. Enrollment Trends and Projections

The University of Delaware's fall 2015 total student enrollment was 22,852; 20,562 full-time and 2,290 part-time. Total enrollment has grown over 12% since fall 2006. Full-time enrollments at both the undergraduate and graduate level have increased during this period, by over 17% and 9% respectively. Part-time undergraduate and graduate enrollments have decreased during this period. Non-credit professional studies enrollments have increased overall, while part-time enrollment in for-credit courses offered through the Division of Professional and Continuing Studies have decreased (see p. 35 for further detail). The data in Table 1 shows the total enrollment by level for the period of fall 2006 through fall 2015.

Table 1. Total Enrollment Level Fall 2006 – Fall 2015

Actual Enrollment Headcount

		Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Grand Total		20,380	20,342	20,500	20,138	21,177	21,489	21,856	22,166	22,680	22,852
	Full-Time	17,546	17,679	17,881	18,469	18,621	19,022	19,458	19,685	20,389	20,562
	Part-Time	2,834	2,663	2,619	1,669	2,556	2,467	2,398	2,481	2,291	2,290
Undergraduate											
Total		15,849	15,983	16,075	16,521	16,661	17,092	17,484	17,729	18,222	18,353
	Full-Time	14,992	15,152	15,287	15,786	15,888	16,262	16,639	16,846	17,458	17,533
	Part-Time	857	831	788	735	773	830	845	883	764	820
Graduate											
Total		3,446	3,405	3,448	3,634	3,669	3,617	3,654	3,679	3,729	3,752
	Full-Time	2,540	2,514	2,584	2,671	2,726	2,750	2,816	2,833	2,922	3,006
	Part-Time	906	891	864	963	943	867	838	846	807	746
Professional & Continuing Studies (Credit)											
Total		1,085	954	977	983	846	780	718	758	729	747
	Full-Time	14	13	10	12	6	10	3	6	9	23
	Part-Time	1,071	941	967	971	840	770	715	752	720	724
Professional & Continuing Studies (Noncredit)[1]											
Total		5,830	5,718	5,924	5,334	7,889	5,248	7,844	5,747	6,089	6,430
	Undergraduate	5,520	5,210	5,391	4,802	7,232	4,713	6,843	5,062	5,481	5,708
	Graduate	107	241	249	247	378	378	823	553	478	590
	Avocational	203	267	284	285	279	157	178	132	130	132

[1]RBB implemented in FY10 (2009-10). Increase in PCS noncredit undergraduate level in fall 2010 is due to the inclusion of registrants in the three Osher Lifelong Learning Institutes for the first time.

Given the uncertain economic times and the highly competitive environment, the University is projecting conservative increases in undergraduate enrollments. However, given strategies already in place, enrollments are anticipated to range between 18,600 and 18,900 over the next three fiscal years, as shown in Table 2.

The graduate enrollment projections in Table 2 are based on a linear trend using a 3 year rolling average (see Table 1 for the 3 years leading up to 2016). They assume a steady trend rather than reflecting strategic goals. The Delaware Will Shine strategic plan calls for increasing

graduate enrollment, particularly in full-time doctoral study. Enrollment projections for graduate study will need to be revised as the strategic planning process continues to unfold.

Table 2. Projected Enrollment Level Fall 2016 – Fall 2019

Projected Enrollment Headcount

		Fall 2016	Fall 2017	Fall 2018	Fall 2019
Grand Total		22,994	23,159	23,303	23,447
	Full-Time	20,623	20,819	20,947	21,081
	Part-Time	2,371	2,340	2,356	2,366
Undergraduate					
	Total	18,529	18,685	18,824	18,974
	Full-Time	17,690	17,855	17,972	18,123
	Part-Time	839	830	852	851
Graduate					
	Total	3,720	3,734	3,735	3,730
	Full-Time	2,920	2,949	2,959	2,943
	Part-Time	800	784	777	787
Professional & Continuing Studies (Credit)					
	Total	745	740	744	743
	Full-Time	13	15	17	15
	Part-Time	732	725	727	728
Professional & Continuing Studies (Noncredit)[1]					
	Total	6,560	6,888	7,000	7,350

[1] Trend data less predictable than degree credit enrollment as enrollment period can be as brief as a one-week institute to a year-long program like Osher Lifelong Learning.

I.a. Undergraduate enrollment

In recent years, the University has met and several times exceeded enrollment goals. However, in response to the volatility and competitiveness of the undergraduate admissions market, the University does not want to risk complacency and has initiated several strategic enrollment initiatives.

The University increased recruiting in new domestic markets, including California, Georgia, North Carolina, Illinois, and Colorado and expanded international student recruiting.
The University created the World Scholars program. World Scholars is a distinctive four-year program where first year students in select majors study abroad their first semester. The students are matriculated students, making them eligible for institutional, State and Federal financial aid. Currently there are two sites, Rome and Madrid, and the University will add three more sites over the next three to four years, and ideally open it up to students in any major.

Consistent with creating an environment of innovation and creativity, the University offered students in any major admitted for the Fall '16 semester an opportunity to be a Delaware Innovation Fellow. The Delaware Innovation Fellows is a distinctive four year program where students are immersed in the design and development of new solutions to important societal,

environmental and business problems and engaged with a like-minded community that includes successful inventors, educators, entrepreneurs, business executives and community leaders. The University is also considering adding a Cybersecurity Scholar program for the Fall '17 entering class.

Finally, the University developed the Delaware in D.C. program where newly admitted students in specific academic majors begin their undergraduate studies in the fall semester at American University in Washington, D.C. and matriculate at the University of Delaware in the spring semester.

I.b. Graduate Enrollment

Total graduate enrollment at the University grew modestly between Fall 2010 and Fall 2015 as colleges responded and adapted to changes in local markets for graduate-level training as well as the rapidly evolving global market for post-baccalaureate education. In addition, colleges managed through major changes in internal University policies related to graduate tuition rates implemented within the last decade. Table 3 shows graduate enrollment and Table 4 shows degrees awarded over the past five years.

Table 3. Total Graduate Student Enrollment 2011 – 2015

	2011	2012	2013	2014	2015
Total Graduate Enrollment	3,618	3,654	3,679	3,729	3,752
Non-Resident Domestic	1,610	1,643	1,635	1,629	1,602
Delawareans	929	856	847	819	802
Non-resident International	1,083	1,158	1,203	1,285	1,352
Full-time Status	2,750	2,816	2,833	2,922	3,006
Percent (%) Full-time	76.0%	77.1%	77.0%	78.4%	80.1%

Note: Includes students enrolled in doctoral, master's, graduate certificate, and non-degree graduate programs; does not include students on leave of absence or in the MBA Online program.

Table 4. Graduate Degrees Awarded 2011 – 2015

	2011	2012	2013	2014	2015
Doctoral Degrees Awarded	261	267	231	244	275
Master's Degrees Awarded*	893	848	750	797	900
Graduate Certificates Awarded	61	53	65	74	63

*Educational Specialist degrees are included in the count of Master's degrees.

Correlating with national trends, master's-level degree enrollment remains strong. Colleges designed and implemented new programs such as: 4+1 degrees, certificates, one-year master's, professional master's and fully online programs (see Appendix 13 for Faculty Senate program approval actions 2010-2016).

The University increased its graduate level international enrollment substantially. This too correlates well with national trends, while also reflecting the University's development of strategic inter-institutional partnerships, exchange agreements and participation in graduate pipeline consortia such as PRONABEC, a state-funded agricultural workforce development

initiative in Peru that brings students to the US for graduate training, on full scholarship. We anticipate that international graduate enrollment will continue to be robust throughout the planning period. The colleges do not, however, project or set targets for international student recruitment and enrollment.

Doctoral-level enrollment at the University has fluctuated. The College of Health Sciences doubled the cohort size in its top ranked[3] doctoral degree program in physical therapy during this period; they now admit 60 students per year, most of whom are self-funded. On the other hand, the doctoral degree program in education sustained losses as state funding for teachers to earn graduate degrees was eliminated.

In January 2016, faculty member Ann Ardis was named Senior Vice-Provost for Graduate and Professional Education. One of her priorities is the examination of PhD recruitment and enrollment trends across our graduate programs. The University is STEM-intensive in graduate education, especially at the PhD-level. As noted in the National Science Foundation's 2014 Survey of Earned Doctorates (Appendix 14), 89% (173 of 194) of the University's PhD graduates were in the life sciences, physical sciences, social sciences and engineering. Given the extent to which PhD enrollment at the University is STEM-intensive, and given how closely PhD enrollment in STEM fields is tied to external research funding, we anticipate continued fluctuations in PhD enrollment. In the context of strategic planning, however, we also anticipate that all seven colleges will continue to prioritize and incentivize grant-funded research; they may also consider devoting a higher percentage of internal resources to doctoral rather than master's level education.

The National Science Foundation's Survey of Earned Doctorates now offers students an opportunity to self-report on whether their dissertation research is interdisciplinary. The Senior Vice-Provost for Graduate and Professional Studies is examining this trend in relation to the development of new interdisciplinary/inter-college PhD programs as well as to students' opportunities to pursue interdisciplinary dissertation research topics under the auspices of externally-funded, faculty-lead, collaborative, multi-disciplinary research grants.

In terms of the diversity of the graduate student body, although the numbers continue to be small, African American enrollment as a percent of the University's total US graduate student population has remained stable during this period, while Hispanic and multi-ethnic enrollment has increased modestly (see Table 5).

[3] The University of Delaware's graduate physical therapy program has been ranked No. 1 in the nation in the 2017 edition of *U.S. News and World Report's Best Graduate Schools.*

Table 5. Graduate Enrollment by Race/Ethnicity 2011 – 2015

	2011	2012	2013	2014	2015	5 year % change
Native American or Alaskan Native	6	4	4	2	4	-33%
Asian American	158	169	192	158	141	-11%
Black/African American	174	168	164	169	168	-3%
Hispanic/Latino	92	92	4	108	124	35%
Multi-ethnic	21	42	43	48	48	129%
Native Hawaiian or Pacific Islander	3				1	-67%
Unknown	128	61	35	105	91	-29%
White	1953	1960	1944	1854	1823	-7%
Non-resident International	1083	1158	1203	1285	1352	25%

Note: Includes students enrolled in doctoral, master's, graduate certificate, and non-degree graduate programs; does not include students on leave of absence or in the MBA Online program.

The University will need to be even more intentional and proactive to increase recruitment and retention of students from historically underrepresented groups, especially at the doctoral level. Three initiatives this year are steps in this direction:

First, the Greater Philadelphia Region Louis Stokes Alliance for Minority Participation has applied for National Science Foundation funding for its "Bridge to the Doctorate Cohort XIV project," which is designed to expand and intensify the consortium's on-going efforts to substantially increase the number of qualified African American, Hispanic, and Native American students who enter graduate study in STEM fields, attain doctoral degrees, and move into the professoriate. The Alliance involves nine institutions in the mid-Atlantic, which are a mix of public and private, 2- and 4-year, research and non-research, Historically Black Colleges and Universities (HBCUs) and predominantly white institutions. The University of Delaware was selected by the Alliance to host the Bridge to the Doctorate Cohort XIV activities.

Second, the University is applying to the National Endowment for the Humanities for "Next Generation PhD" funding to develop interdisciplinary doctoral-level programming in African American studies and public humanities training in our PhD programs in Art History, English, and History. The goal of the interdisciplinary humanities initiative is to enhance recruitment of students from historically underrepresented groups while preparing doctoral candidates for a broad range of careers within and beyond the academy. Through both new and longstanding inter-institutional partnerships with regional and national cultural heritage institutions such as Winterthur, the Delaware Historical Society, the Library Company of Philadelphia, the New York Public Library's Schomburg Center for Research in Black Culture, and the Southern Library/HBCU network, PhD candidates will pursue internships in libraries, archives, museums, and galleries off campus. They will have opportunities to participate in off-campus training opportunities with digital research and teaching technologies, such as the University of Victoria's Digital Humanities Summer Institute, the University of Wisconsin's Digital Pedagogy Lab, and George Mason's "One Week, One Tool" program.

Finally, the University is also developing a Summer 2016 pilot project with the McNair Scholars Program involving 3-4 McNair Visiting Scholars. These students, recruited from McNair Scholars Programs in the mid-Atlantic, will live on-campus for 10 weeks with the University of Delaware's McNair Scholars, participate in all of the community-building and graduate application prep activities and present their research at an August undergraduate research symposium hosted by the Office of Undergraduate Research and Experiential Learning. Additionally, as a cohort of McNair Visiting Scholars, they will participate in a set of activities showcasing the University's graduate programs and faculty research strengths. The objective of the summer pilot project is to begin to build, through McNair, an inter-institutional alliance that functions as a graduate recruitment pipeline.

I.c. Online graduate education

In partnership with Wiley Education Solutions, a leader in the online services market, the University is launching three fully-online graduate programs in spring 2016: Public Administration, Electrical and Computer Engineering, and Cybersecurity. The online Teacher Leadership program, which began in fall 2014, and the Online MBA program which began in 2013 also came under the partnership with Wiley in spring 2016.

The "UD Online" portal has been updated this year to serve as the portal for *all* online programs at the University whether they are supported through the UD/Wiley partnership or internal resources such as Professional and Continuing Studies and UD IT Academic Technology Services.

Enrollment projections for the UD/Wiley initiative were developed during negotiations with Wiley in spring 2015 and are being revised currently as implementation continues.

Departments and colleges will continue to have opportunities to develop on-line courses and programs through internal partnerships with Professional and Continuing Studies and IT-Academic Technology Services' instructional design teams, though capacity in this regard in both units is limited currently.

I.d. Professional and Continuing Studies

Students who do not matriculate in an undergraduate or graduate degree program enroll at the University through the Division of Professional & Continuing Studies. The division also provides academic support including testing for both undergraduate and graduate students enrolled in online and digital learning, and coordinates the University's dual enrollment offerings and the Governor's School summer programming for pre-college students.

Currently, continuing education non-degree students have enrollment access in a course only after all matriculated students have enrolled. Given the high demand from matriculated students, many courses are closed to non-degree enrollment, so the trend line for this enrollment category has been flat, with a slight decline since 2010.

In response to changes in the University's budget model and the enrollment trend for continuing education and non-degree students, the Division of Professional & Continuing Studies repositioned its strategy in the mid 2000s to expand growth in noncredit and professional development enrollment such as certificate programs, continuing professional

education, customized learning and its Osher Lifelong Learning Institutes, which serve adults age 50 and above. Noncredit and professional development enrollments continue to grow.

II. Financial Trends and Projections

The University of Delaware's financial position remains stable, with marginal growth projected through FY 2020. The long-range financial plan is directly aligned with the strategic initiatives set forth in the University's strategic plan, *Delaware Will Shine*. The budget and projections are developed taking into account the pressures that exist on the University's revenue sources as well as the challenges facing the University and other institutions of higher education today.

The University's operating budget revenues total $1.11 billion for FY 2016. As shown in Figure 4 below, tuition and fees are projected to be almost 50 percent of the budgeted revenues, up from 49.2% in FY 2015. Sponsored revenues are projected to be 15.7% of the total budget. Appropriations from the State of Delaware and the federal government have dropped to 10.7% of FY 2016 revenues which is down significantly over the last several years as shown in Figure 5 below. Gifts and investment revenue account for 9.6% of the budget with auxiliary revenues representing another 9.5%. The remaining 4.6% of revenues consists of revenue generated from miscellaneous activities.

Figure 4. FY2016 Revenue Sources

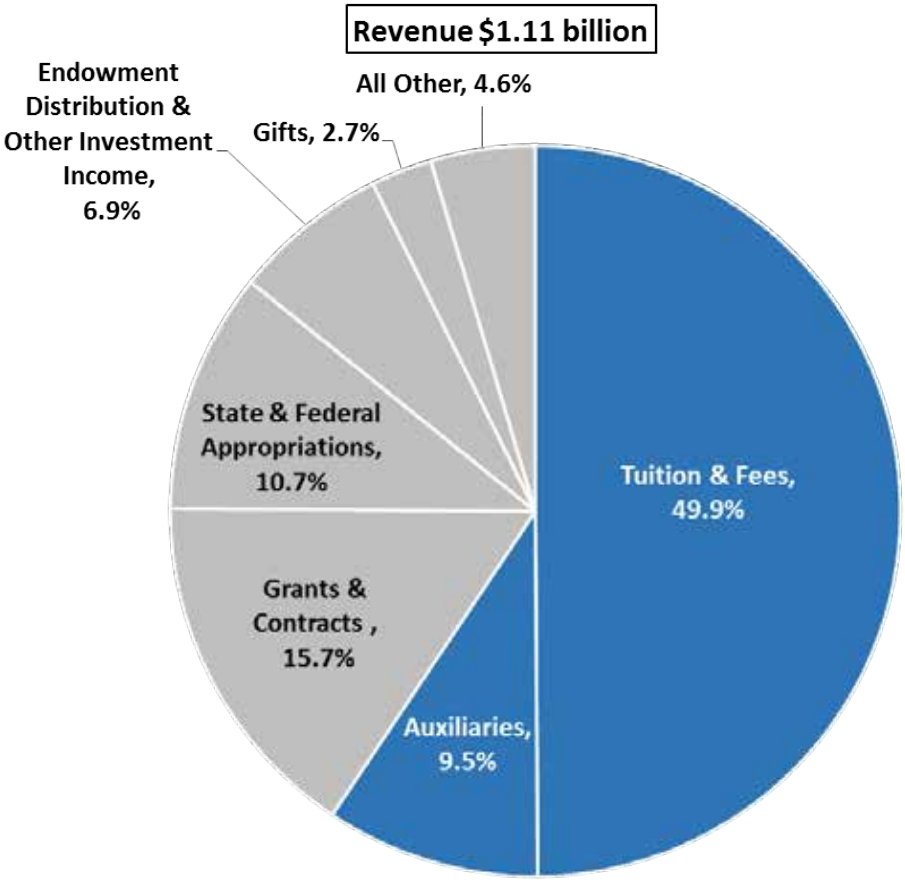
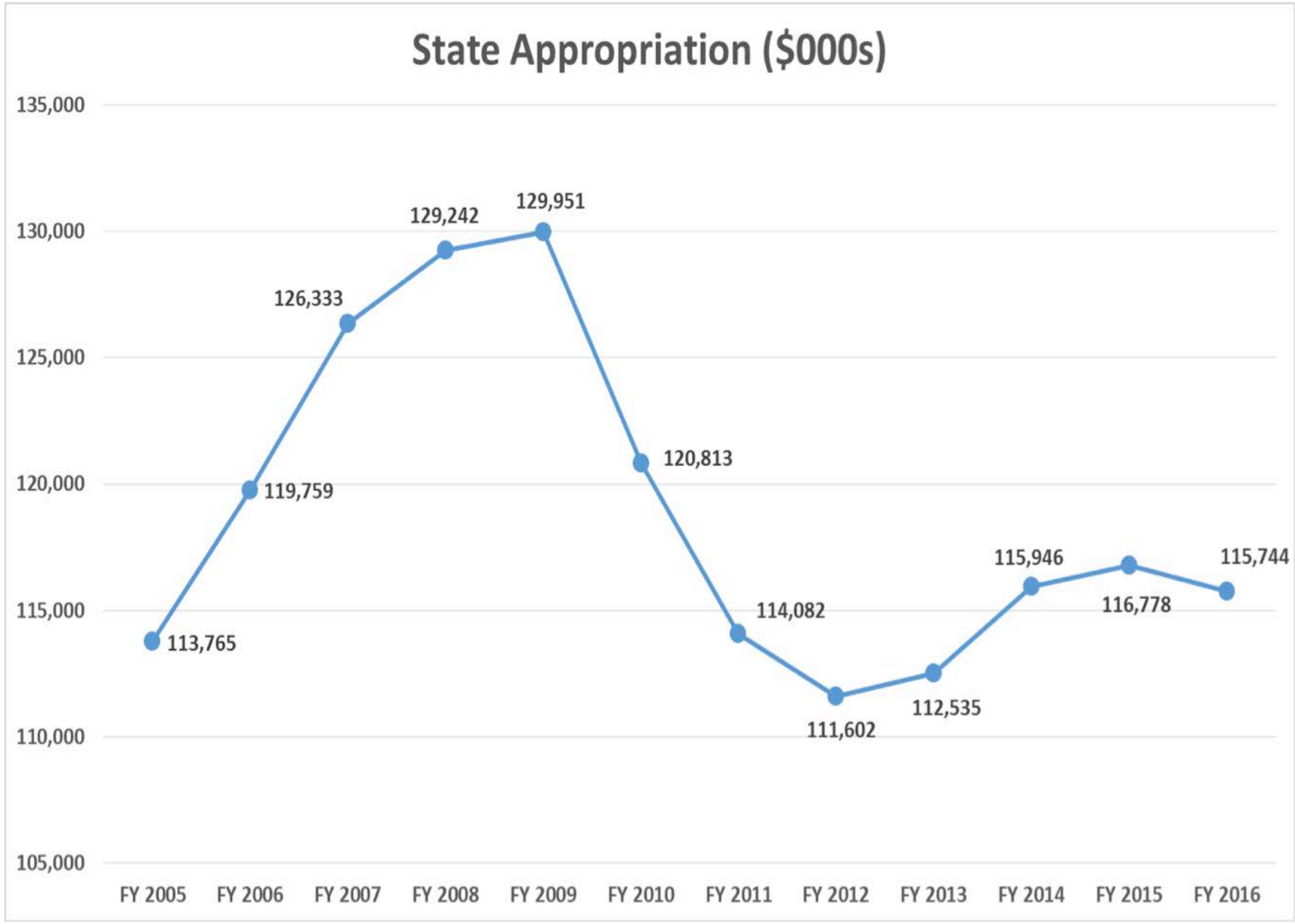


Figure 5. State Appropriation FY2005 – FY2016



The University's current four-year budget and plan is built on conservative projections and assumptions related to revenue and expense as outlined in Table 6 below. Modest increases in tuition rates are assumed, with only marginal increases in undergraduate enrollment.

Table 6. Assumptions Related to Expense and Revenue

	Actual		Budget	Projected		
	FY 14	FY 15	FY 16	FY 17	FY 18	FY 19
Nonresident Tuition Rates	28,400	29,250	30,130	30,960	31,810	32,680
increase over prior year	*4.26%*	*3.0%*	*3.0%*	*2.75%*	*2.75%*	*2.75%*
Resident Tuition Rates	10,580	10,900	11,230	11,540	11,860	12,190
increase over prior year	*4.24%*	*3.0%*	*3.0%*	*2.75%*	*2.75%*	*2.75%*
Mandatory Fees						
Student Center Fee	238	238	238	238	238	238
increase over prior year	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*0.0%*
Student Health Services	504	454	454	454	454	454
increase over prior year	*0.0%*	*(9.9%)*	*0.0%*	*0.0%*	*0.0%*	*0.0%*
Comprehensive Fee	790	750	598	598	598	598
increase over prior year	*0.0%*	*(5.1%)*	*(20.3%)*	*0.0%*	*0.0%*	*0.0%*
State Appropriation ($000s)	$ 117,044	$ 116,830	$ 115,744	$ 115,744	$ 115,744	$ 115,744
increase over prior year	*1.7%*	*(0.2%)*	*(0.9%)*	*0.0%*	*0.0%*	*0.0%*
Endowment Payout (per unit)	$ 3.62	$ 3.70	$ 3.90	$ 3.90	$ 3.90	$ 3.90
increase over prior year	*1.7%*	*2.2%*	*5.4%*	*0.0%*	*0.0%*	*0.0%*
Salary Merit Increase Over Prior Year	1.0%	1.0%	1.0%	2.0%	2.0%	2.0%
Fringe Benefit Rates						
Faculty/Professional	36.2%	35.8%	39.3%	41.4%	43.7%	46.3%
Staff	63.9%	64.9%	67.2%	71.2%	75.5%	80.2%
UG Financial Aid-Basic Budget ($000s)	54,386	69,260	74,064	82,278	90,417	94,448
increase over prior year	*17.3%*	*27.3%*	*6.9%*	*11.1%*	*9.9%*	*4.5%*
Incoming Freshman Class	3,796	4,169	3,800	3,800	3,800	3,800
increase over prior year	*-0.3%*	*9.8%*	*-8.9%*	*0.0%*	*0.0%*	*0.0%*
Total UG Population by residency	15,536	16,222	16,276	16,355	16,404	16,416
increase over prior year	*1.0%*	*4.4%*	*0.3%*	*0.5%*	*0.3%*	*0.1%*

Revenue projections, as shown in Table 7, assume no increase in state or federal appropriations and an average annual increase of 1.9% in research related revenues. Auxiliary revenues assume a steady state growth of 1.9% annually, consistent with housing and dining rate assumptions. The additive growth in FY 2018 is a result of a new 517 bed residence hall coming online, increasing our overall housing capacity. All other revenue sources are projected to grow 2.5% annually throughout the length of the plan.

Table 7. Revenue Projections ($000s)

Total University Trustee View in (000s)	Actual		Budget		Projected					
	FY 2014	FY 2015	FY 2016	% vs. PFY 2015	FY 2017	% Change	FY 2018	% Change	FY 2019	% Change
Undergraduate Tuition & Fees	383,871	411,472	424,491	3.2%	436,621	2.9%	448,712	2.8%	460,311	2.6%
Graduate Tuition & Fees	85,738	89,677	85,384	(4.8%)	88,585	3.7%	91,907	3.7%	95,354	3.7%
Other Tuition & Fees	45,773	40,530	45,929	13.3%	45,929	0.0%	45,929	0.0%	45,929	0.0%
Total Tuition & Fees	**515,382**	**541,679**	**555,804**	**2.6%**	**571,135**	**2.8%**	**586,548**	**2.7%**	**601,594**	**2.6%**
State Appropriation	117,041	117,005	115,744	(1.1%)	115,744	0.0%	115,744	0.0%	115,744	0.0%
Federal Appropriation	2,987	3,340	3,154	(5.6%)	3,154	0.0%	3,154	0.0%	3,154	0.0%
Contracts & Grants Federal, State, & Other	132,117	134,263	140,161	4.4%	145,097	3.5%	148,234	2.2%	151,593	2.3%
F&A Cost Recoveries	34,102	33,976	34,860	2.6%	35,209	1.0%	35,561	1.0%	35,916	1.0%
Gifts	27,900	33,424	30,191	(9.7%)	31,097	3.0%	32,030	3.0%	32,991	3.0%
Endowment Payout & TII	64,916	61,542	76,709	24.6%	77,476	1.0%	78,251	1.0%	79,033	1.0%
Other Sources Revenue	16,922	20,366	16,577	(18.6%)	16,900	1.9%	17,233	2.0%	17,573	2.0%
Activities of Educational Departments	29,716	32,982	34,874	5.7%	35,559	2.0%	36,264	2.0%	36,984	2.0%
Auxiliaries	105,481	121,517	105,831	(12.9%)	107,816	1.9%	112,337	4.2%	114,443	1.9%
Total Revenue	***1,046,563***	***1,100,094***	***1,113,905***	***1.3%***	***1,139,186***	***2.3%***	***1,165,355***	***2.3%***	***1,189,026***	***2.0%***

Total budgeted operating expenditures are budgeted at $1.04 billion in FY 2016. As displayed in Figure 6 below, 57.4% of budgeted expenditures is compensation costs. Current budgets for salary increases assume a 1% increase for all continuing faculty and staff, exclusive of promotions and equity adjustments. Furthermore, the numbers presented include additional hires for new programs.

Figure 6. Budgeted expenditures

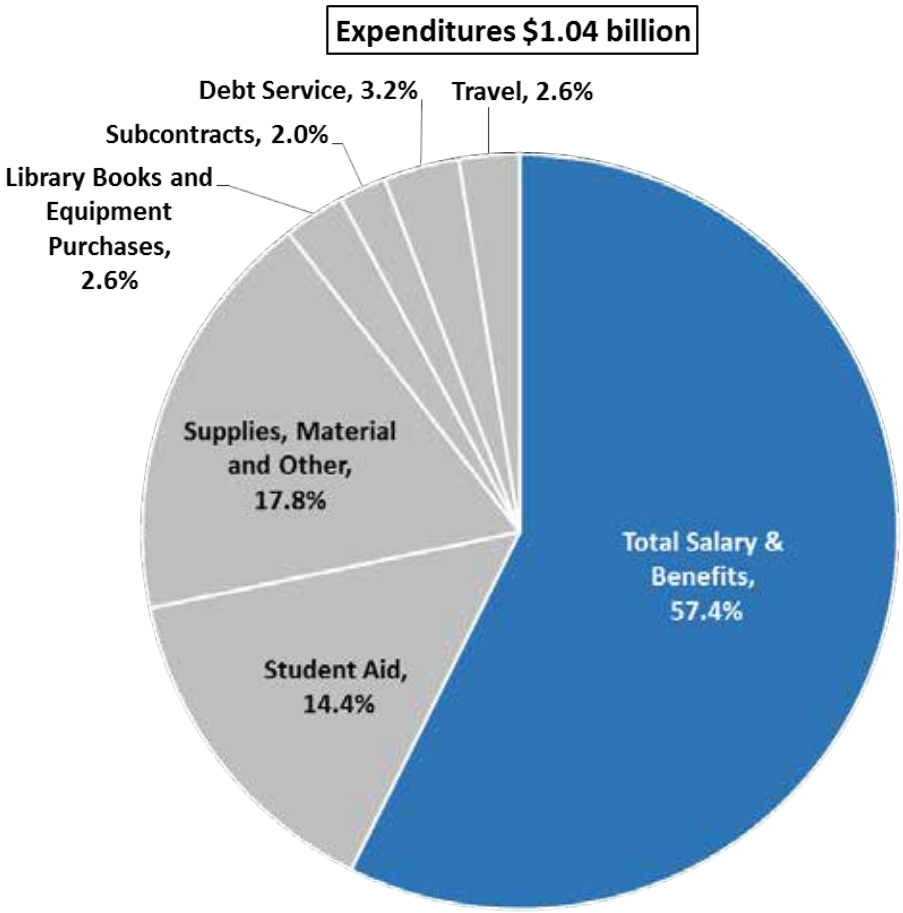


Table 8 below shows expense projections for the 2016 budget, as well as expense projections throughout the four-year plan. Expense projections are based on key drivers impacting costs such as utility rates, salary and benefit assumptions, taking into account the different drivers in each of the colleges. The University considers all the factors impacting the colleges when creating the long-term plan. Throughout the plan, the University intends to continue to invest heavily in financial aid for both undergraduate and graduate students. Additionally, each year the University sets salary guidelines based on the increases negotiated during each of our collective bargaining unit negotiations. Traditionally, the increases negotiated with the American Association of University Professors are used as a proxy for professional and staff increases. The University is currently engaged in those negotiations. Current FY 2017 -2019 projections are based on a salary increase assumption of 2%. Furthermore, the University is making conservative projections for healthcare and other benefits based on the current climate.

Table 8. Expense Projections ($000s)

Total University Trustee View in (000s)	Actual		Budget		Projected					
	FY 2014	FY 2015	FY 2016	% vs. PFY 2015	FY 2017	% Change	FY 2018	% Change	FY 2019	% Change
Professional Salaries	129,906	136,378	151,084	10.8%	154,484	2.2%	157,960	2.2%	161,514	2.2%
Faculty Salaries	142,878	145,768	150,382	3.2%	154,518	2.7%	157,994	2.3%	161,549	2.3%
All Other Salaries	134,975	135,130	137,167	1.5%	140,291	2.3%	143,448	2.2%	146,675	2.2%
Fringe Benefits	134,583	137,400	156,608	14.0%	171,206	9.3%	184,639	7.8%	199,780	8.2%
Total Compensation	**542,343**	**554,676**	**595,241**	**7.3%**	**620,498**	**4.2%**	**644,041**	**3.8%**	**669,519**	**4.0%**
Travel	23,992	26,081	26,908	3.2%	26,908	0.0%	26,908	0.0%	26,908	0.0%
Supplies and Expense and Other	106,490	110,098	114,371	3.9%	114,371	0.0%	114,371	0.0%	114,371	0.0%
Graduate Tuition Expense	61,017	61,591	55,179	(10.4%)	57,248	3.7%	59,395	3.7%	61,622	3.7%
Student Aid	74,034	86,096	94,064	9.3%	102,557	9.0%	110,982	8.2%	115,307	3.9%
Plant O & M	63,548	66,074	69,876	5.8%	69,876	0.0%	69,876	0.0%	69,876	0.0%
Sub-Contracts	21,300	22,882	20,885	(8.7%)	20,885	0.0%	20,885	0.0%	20,885	0.0%
Capital	30,291	29,328	27,363	(6.7%)	27,363	0.0%	27,363	0.0%	27,363	0.0%
Debt Service	31,409	35,930	33,454	(6.9%)	33,454	0.0%	33,454	0.0%	33,454	0.0%
Total Expenditures	***954,425***	***992,757***	***1,037,341***	***4.5%***	***1,073,160***	***3.5%***	***1,107,274***	***3.2%***	***1,139,304***	***2.9%***
Endowment Transfers	(1,443)	(4,412)	(3,289)	(25.4%)	(2,515)	(23.5%)	(2,515)	0.0%	(2,515)	0.0%
Operating Surplus (Deficit)before Capital	***90,695***	***102,926***	***73,276***	***(28.8%)***	***63,512***	***(13.3%)***	***55,566***	***(12.5%)***	***47,207***	***(15.0%)***
Margin	*8.7%*	*9.4%*	*6.6%*		*5.6%*		*4.8%*		*4.0%*	

Table 9. Capital Table ($000s)

Total University Trustee View in (000s)	Actual		Budget		Projected					
	FY 2014	FY 2015	FY 2016	% vs. PFY 2015	FY 2017	% Change	FY 2018	% Change	FY 2019	% Change
Operating Surplus (Deficit)before Capital	***90,695***	***102,926***	***73,276***	***(28.8%)***	***63,512***	***(13.3%)***	***55,566***	***(12.5%)***	***47,207***	***(15.0%)***
Margin	*8.7%*	*9.4%*	*6.6%*		*5.6%*		*4.8%*		*4.0%*	
Major Capital										
Gifts for Capital	2,353	1,672	2,225	0.0%	2,391	0.0%	2,851	19.2%	2,851	0.0%
Bond Proceeds / Deposit with Bond Trustee	500	58,963	19,409	0.0%	33,918	74.8%	3,454	(89.8%)	0	0.0%
State Bond Bill Appropriation	7,244	3,251	7,000	(4.1%)	3,000	(57.1%)	3,000	0.0%	3,000	0.0%
Other Capital Funding	201	221	-	0.0%	0	0.0%	0	0.0%	0	0.0%
Capital Expenditures	(102,508)	(102,588)	(71,324)	(40.3%)	(78,563)	10.1%	(54,322)	(30.9%)	(51,835)	(4.6%)
Surplus (Deficit) after Capital	***(1,515)***	***64,444***	***30,586***		***24,258***		***10,549***		***1,223***	

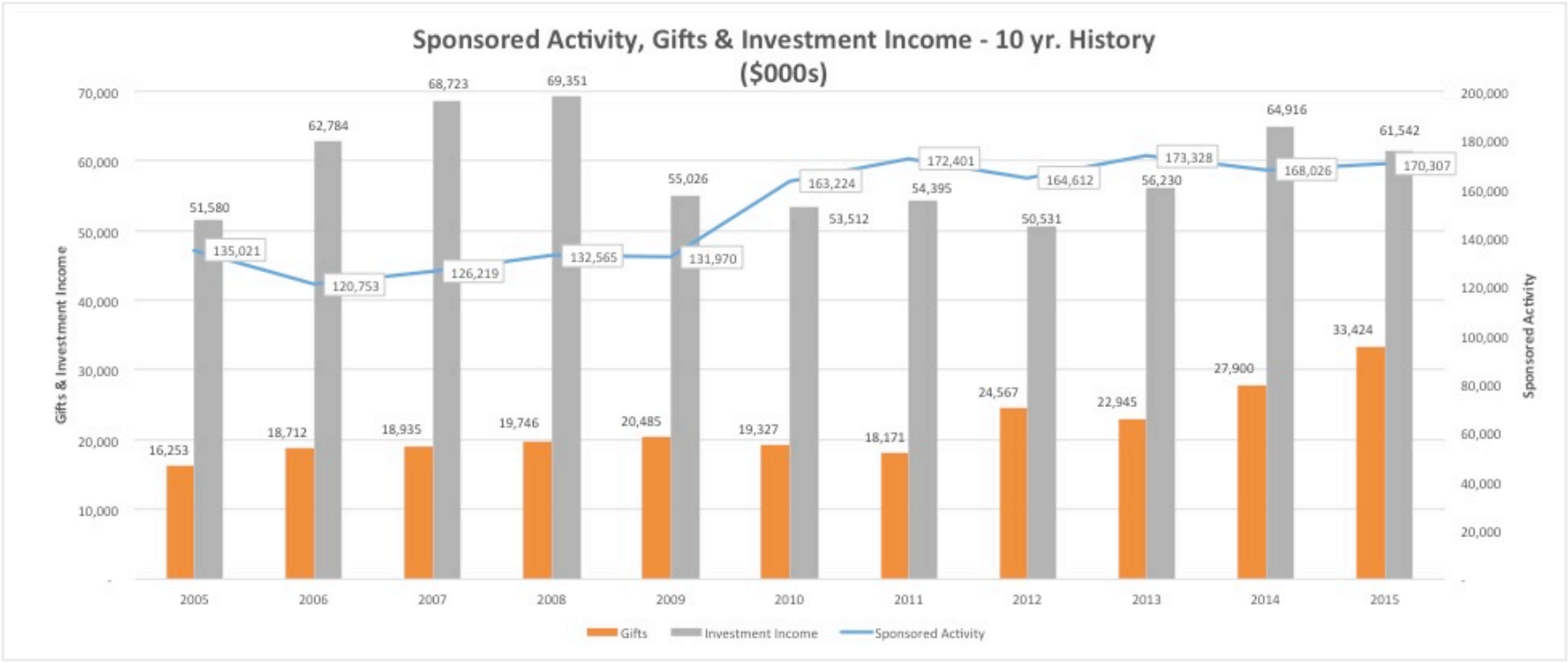
The Capital Plan anticipates spending an average of $64 million annually from FY 2016-2019, strategically investing in new facilities as well as funding deferred maintenance projects. Support for capital is generated primarily by operations, with housing and dining projects funded by revenue bonds. Each year the State of Delaware provides a capital appropriation through its bond bill. In fiscal year 2016 the appropriation was finalized at $7 million. For FY 2017-2019, the University anticipates receiving $3 million per year.

Most recently the University has focused on upgrading residence hall and dining facilities. Currently, the University is in the process of completing the third phase of a three-phase housing and dining upgrade plan. Throughout the current plan, the focus will shift from new facilities to the renewal and renovation of existing facilities. One of the top priorities is the upgrading of laboratory facilities as well as ensuring the quality of instructional space.

The stagnant level and uncertainty of funding from the State of Delaware puts real pressure on other revenue sources, particularly funds generated by tuition. The University is challenged with balancing the need to keep the cost of higher education affordable, making a University education accessible for students and having the resources necessary to provide an excellent education to those students. Recently, the University has committed to modest tuition increases. Table 7 above displays tuition and mandatory fees at the University for both resident and non-resident students and annual percentage increases or decreases over the last four years. The uncertainty of the state appropriation coupled with the pressures on tuition revenue has made it necessary for the University to further diversify its sources of revenue.

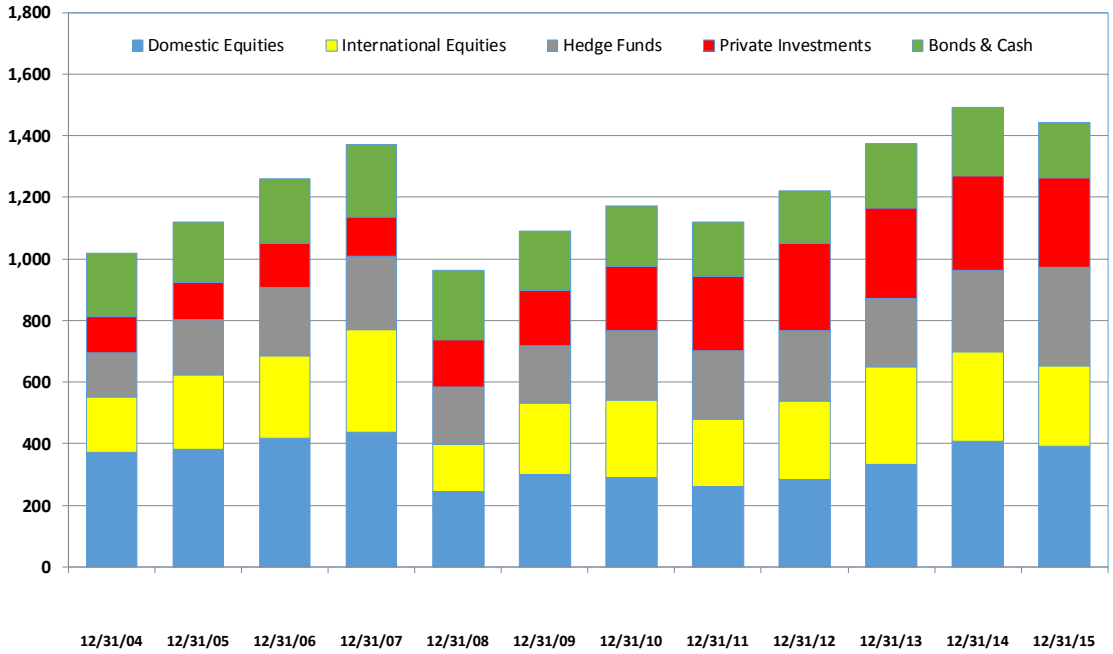
Research is an important activity at the University and provides a significant amount of revenue annually, with each college and several institutes generating that revenue. As seen in Figure 7 below, research revenue has grown 26 percent over the last ten years. However, similar to tuition, the revenues generated by research are not enough to cover the expenses related to the activity. Therefore, philanthropy and investments are critical for the University's fiscal health. Each year, gifts and contributions support approximately 3% of the budget, while endowment payout and other investment income provide close to 6% of the operating budget.

Figure 7. Sponsored Activity, Gifts & Investment Income 10 yr. History



The University's fiscal health is also reflected in the growth of its endowment. In addition to funds received for both restricted and unrestricted endowments, a diversified investment strategy is developed by the University's chief investment officer and is overseen by the Investment Visiting Committee of the University's Board of Trustees. The University's endowment currently has investments of approaching $1.5 billion, growing from $1.17 just five years ago as seen in Figure 8 below.

Figure 8. Endowment growth and diversification ($000s)



The IPEDS finance information (Appendix 15) as well as the audited financial statement (Appendix 16 A) with accompanying management letters (Appendix 16 B & C) is provided.

Section Five
Organized and Sustained Process to Assess Intuitional Effectiveness and Student Learning

The University of Delaware has a well-established, extensive and active program of assessment directed at evaluating institutional effectiveness, academic program effectiveness and student learning. The Office of Institutional Research and Effectiveness and the Center for Teaching and the Assessment of Learning report to the Deputy Provost for Academic Affairs, and implement the Provost's responsibility for assessment of institutional effectiveness and student learning. This description summarizes how the University of Delaware implements Standard 7: Institutional Assessment and Standard 14: Assessment of Student Learning.

I. Standard 7: Institutional Assessment

The University of Delaware maintains an ongoing, comprehensive and systematic program of data collection, analysis and institutional research to support and inform institutional planning and ongoing renewal. The Business Intelligence team, part of the Office of Institutional Research and Effectiveness, operates the University of Delaware Enterprise Warehouse which compiles a number of Data Marts used to track, analyze and report on key strategic and operational indicators. The Business Intelligence team maintains multiple platforms for access to information including active online reports, dashboards, and data searching and reporting tools. They support business decisions by analyzing and modeling historical data to predict trends and enable informed decision-making. The following are key institutional assessment and planning elements provided by the Business Intelligence team.

- Enrollment Projections – projections for out-year numbers of undergraduate and graduate students by residency and academic load.
- Enrollment data – headcounts of students by college, sex, campus, IPEDS ethnicity, residency, student type, level and load.
- Student Diversity – headcounts and percentages of students by IPEDS ethnicity, primary ethnicity, and sex.
- Human Resources – headcounts of employees by college, sex, time status, primary and IPEDS ethnicity, and employee category.
- Faculty - headcounts of faculty members by college, discipline classification, sex, faculty category, IPEDS ethnicity, time status, academic rank and tenure status.

The Business Intelligence team maintains an array of Data Marts to maintain official records and make data readily available to analysts and decision makers:

- Student Enrollment Data Mart – enrollment data on students, including historical data on program/plans, courses, demographic data, and degrees.
- UDSIS Official Term extract – census data taken three times per term, first day of classes, census date and last date of classes.
- Degree Data Mart – degree and demographic data
- UDSIS Persister – retention and time to degree for freshmen cohorts.
- Financial Aid Data Mart – student financial aid
- Student Financial – student billing data
- SOC Data Mart – schedule of class data
- Admission Data Mart – student admission data for all applicants back to fall 2006.
- Student Login – last time a student logged into UDSIS
- Web Forms (e.g., change of major, financial access, credit card audit)

- ICOR data Mart – Instructor College of Record combines UDSIS enrollment data, human resources data and supplemental contract data.
- Financial Data Mart – Financial data including contract and grants, all financial transactions, and procurement.
- Human Resources Official extract – snapshot of employee data take three times a year, October 1, February 1 and June 30th.
- Human Resources LAM Data Mart – Labor allocation data

Institutional Research engages in research and analysis to assess institutional effectiveness, inform decision-making, and facilitate policies and practices at the University. It is the primary source for benchmarking data from national databases and targeted institutional surveys of peer institutions. The office helps to ensure the University is in compliance with government regulations and accreditation standards. Through these activities Institutional Research identifies emerging issues, initiates innovative research and fosters institutional learning in collaboration with the University community to achieve strategic milestones and build institutional memory. The University's Institutional Effectiveness Assessment Framework (see Appendix 17) details the major surveys, studies and projects carried out by Institutional Research. The complete list of annual activities may be found in Appendix 18. Below are examples of key efforts by the office.

I.a. Strategic Plan Assessment

A "Sustaining and Accelerating the Advance" Working Group was created to understand which aspects of the *Path to Prominence* strategic 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*. The work and results of the efforts of the working group are detailed in the *Path-to-Prominence* Progress Report (see Appendix 19).

Institutional Research developed a *Path to Prominence* Benchmark Report, which includes metrics to help assess the progress of implementing each of the six milestones and compares the University with AAU Public and Big 10 institutions. These metrics include, but are not limited to degrees granted, retention and graduation rates, enrollment for underrepresented groups, international students, STEM, and research expenditures (see Appendix 20).

I.b. Student, Faculty and Staff Climate Surveys

Beginning College Survey of Student Engagement (BCSSE) collects data about our entering students' high school academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during their first year at the University. BCSSE results inform the design of pre-college orientation programs, student service initiatives, and other programmatic efforts aimed at improving student learning and engagement during the first year of college. A benefit of BCSSE is that an advising report is created for each student that completes the BCSSE survey. Institutional Research worked with the Registrar's Office and Information Technology to upload these advising reports into our UDSIS Advisor Notes so this information can be readily available to advisors.

National Survey of Student Engagement (NSSE) is a national data collection conducted annually by the Indiana University Center for Postsecondary Research. The benchmark study measures the extent to which students are engaged with faculty, each other, and their studies. It

examines the extent to which they read and write, make use of technology, and engage in a broad range of learning activities. NSSE's guiding premise is that student participation in these activities at reasonable levels is a meaningful proxy for collegiate quality. The NSSE reports include mean scores for each variable for freshman and senior respondents at the University of Delaware. The NSSE reports also provide results for comparison groups of institutions, with details available within each report. The NSSE results are used to identify aspects of the undergraduate curricular and co-curricular experience where the University excels, as well as those aspects that can be improved through changes in University policies and practices.

Post-Graduation (Career Plans) is an annual survey effort that provides information for a key student outcome metric - the employment status (where students are employed, as well as average salaries by college, major and degree received) and educational pursuits of students who completed their degree requirements within the past year. In 2014, Institutional Research adopted the National Association of Colleges and Employers' practices and standards for the College Outcomes Survey.

HERI-CIRP- Diverse Learning Environments Survey is being administered in spring 2016 to examine our campus climate and the degree to which the University integrates diversity in our campus environment to achieve key student learning outcomes. The results will be used to better understand the student experience and to help improve the campus environment. The results of the Diverse Learning Environments Survey will be used to promote *Inclusive Excellence: An Action Plan for Diversity at UD*. In addition, the survey will assess the prevalence of unwanted sexual contact and sexual assault at UD, including questions related to reporting of incidents and satisfaction with our institutional response.

ADVANCE-IT Faculty Development and Climate Survey was developed for the ADVANCE-IT initiative on campus. The initial survey of all faculty conducted in fall 2014 established the foundation for the ADVANCE-IT initiative. Follow-up surveys will be conducted in spring 2016 and spring 2018 to capture the effects of the ADVANCE-IT efforts. The faculty climate survey will then be institutionalized and repeated every 2-3 years.

Great Colleges to Work for Survey administered by ModernThink LLC and *The Chronicle of Higher Education* assesses vital aspects of the workplace, such as senior leadership and job satisfaction. The University participated in the Great Colleges to Work survey in 2012 and will participate again in 2016 and use the information gathered to better understand the level of job satisfaction for faculty and staff members and to shape University policies and practices that will promote high levels of job satisfaction.

I.c. Program and Academic Benchmarking

Consortium for Student Retention and Data Exchange (CSRDE) provides national benchmark information to monitor graduation and retention rates. Each year's report contains a University overall summary, as well as separate tables for men, women, African-Americans, Whites, Hispanics, Asians, and Delaware residents and non-residents.

National Study of Instructional Costs and Productivity (the Delaware Study) is conducted by the Higher Education Consortia (HEC), a unit within the Office of Institutional Research and Effectiveness. The Delaware Study allows the University to benchmark teaching workloads, instructional costs and productivity, by academic discipline and provides insights into the

changing environment of instructional costs, productivity, and scholarly activity. The benchmarks are presented by Carnegie Classification, highest degree awarded in the discipline, and undergraduate/graduate program mix in the discipline. Information on the Delaware Study may be found in Appendix 21.

UDAcademe is the campus implementation of Faculty180, a software service product of Data180. UDAcademe integrates all faculty scholarly, teaching and service activities in one place for enhanced annual performance appraisal and faculty evaluations including contract renewal, promotion and tenure, and post-tenure review. The system supports advanced reporting for accreditation, grant proposals and review, and public relations such as UDExperts and Department and College websites.

Academic Analytics provides comprehensive faculty scholarly productivity data, as well as national benchmarks and peer comparisons. Because the Delaware Study focuses only on externally funded activity as contextual information when examining teaching loads and instructional costs, the University began using Academic Analytics in 2009. The Faculty Scholarly Productivity Index examines publications, citations, research proposal activity, patents, honors, and awards for faculty in all Ph.D.-granting programs in the country. Academic Analytics metrics are included in the standardized set of key evaluation metrics and reports for Academic Program Review.

I.d. Academic Program Assessment

Academic Program Review (APR) is designed to evaluate the quality, productivity and role of each academic unit in the fulfillment of the University's mission and strategic goals. (The term "unit" herein refers to an academic department, a college, or a program.) The review begins with the unit's self-study and encourages units to reflect on their progress and to plan for their future, ensures comparability among review reports, and strengthens the linkages connecting the planning agendas and practices of individual units with those of their colleges and of the University as a whole. Institutional Research supports this process by providing department-specific information related to students, faculty, and resources (Appendix 22). The process culminates in a site visit and report by an external review team. It is expected that all programs provide assessment results for the undergraduate as well as graduate majors. Academic units are typically reviewed on a seven-year cycle. The Senate Academic Priorities Review Committee can also suggest programs or programmatic areas for review. The Deputy Provost for Academic Affairs coordinates all reviews by working with the unit under review and with the review panel to ensure that the process is fair, efficient, and effective.

Permanent Status Review is required for programs to gain permanent status at the University. An academic unit undergoing permanent status review is required to prepare a Permanent Status Program Review self-study report. A sample outline for the evaluation report may be found in Appendix 23. The academic unit must include student information such as application and enrollment history, retention and graduation rates, degrees granted, and annotated placement for students who have graduated. The process for final approval includes a recommendation from the Faculty Senate, a resolution from the Board of Trustees Academic Affairs Committee and a final decision from the Board of Trustees Executive Committee leading at a Board of Trustees Resolution. The flowchart of the permanent status review process for can be found in Appendix 24.

II. Standard 14: Assessment of Student Learning

The University is committed to assisting faculty in using best practices to describe and measure student learning. To that end, the Center for Teaching and Assessment of Learning works with faculty members to improve assessment of student learning. The Center helps faculty members design learning-centered syllabi that include specific learning outcomes; provides teaching and assessment consulting services for colleges, departments, and individual faculty; and funds grants for instructional improvement that include the requirement to assess student learning and using assessment results for curricular improvements. The Center also encourages program enhancements through the implementation of systematic assessment of student learning.

II.a. Assessment of General Education: Critical Thinking

As described earlier in this report in Section 3 VI, last year the University adopted new general education goals, including critical thinking. To facilitate assessment of general education and critical thinking goals, the University participates in standardized tests that purport to measure critical thinking and communication competencies – ETS Educational Proficiency Profile, Collegiate Learning Assessment Plus, and Critical Thinking Assessment.

ETS Educational Proficiency Profile. The University regularly administers the ETS Educational Proficiency Profile. The ETS Educational Proficiency Profile short form was administered to first-year and senior students in 2010 and then again during the 2013-2014 academic year to examine their general education skills and knowledge. The short form is a 40-minute multiple choice test that includes questions about critical thinking, reading, writing, and mathematics. Of the 657 University of Delaware students who have taken the Educational Proficiency Profile, 307 students completed more than 75% of the test in 2010 and 329 completed more than 75% in 2013-2014. Overall, we have some confidence that these two samples are relatively representative of the populations from which they were drawn based on their demographics, particularly their gender and race/ethnicity.

The results of these tests are generally positive. In general, students from the University who took the Educational Proficiency Profile performed better than students at other institutions who have taken the Educational Proficiency Profile. More importantly, students made statistically significant gains in every area tested by the Educational Proficiency Profile when comparing average results from first-year students to senior students in the same cohort indicating that students are acquiring general education skills and knowledge during their time at the University. Test results also indicate that undergraduate education has remained broadly consistent during the past four years as both groups of senior students performed similarly despite performing differently as first-year students (see Appendix 25 for a report on the results of these assessments).

Collegiate Learning Assessment Plus: The University administered the Collegiate Learning Assessment Plus, a test that provides students with direct, formative feedback they can use to evaluate and reflect on their personal development, to 74 freshmen students in fall 2014. The University chose to implement this study to see if the data provided would be richer than the data received from ETS for the Educational Proficiency Profile. Freshmen students in all of the First Year Seminars were invited to participate. As with the Educational Proficiency Profile, results from the Collegiate Learning Assessment Plus were largely positive with averages above the national averages.

Critical Thinking Assessment Test: We implemented the Critical Thinking Assessment Test from the Tennessee Technical Institute during the spring 2015 semester in senior capstone courses. The instrument was designed with considerable faculty input to assess skills that faculty think are important components of critical thinking and the instrument has undergone many validity and reliability studies.

Eighty students, mostly in the social sciences, completed the Critical Thinking Assessment in the spring of 2015. Their tests were scored by a dozen University of Delaware faculty from a broad range of disciplines. As with the Educational Proficiency Profile and Collegiate Learning Assessment Plus, the overall average score was higher than the national mean. In the specific areas on which the Critical Thinking Assessment focuses, the University average was higher than the national average in 6 of the 15 areas. In only one area, "Identify additional information needed to evaluate a hypothesis," was the University average significantly lower than the national average.

Additionally, the University assessed critical thinking skills of first year students through an examination of students' writing in English 110 using an adapted AACU VALUE rubric in 2009 and 2015. Across this period, examiners observed lower scores with the students' writing (see Table 10 below).

Table 10. Critical Thinking VALUE Rubric Assessment Data

Trait	2009-2010 (n=333)	2015 (n=100)
Explanation of Issues	2.68	2.41
Evidence	2.45	1.65
Influence of Context/ Assumptions	2.09	1.10
Students' Position	2.23	1.79
Conclusion and Related Outcomes	2.15	1.85

As these rubrics were not developed to examine first-year writing outcomes or course goals, the contribution of the data is not to program revision but to institution-wide assessment. Based on the data, the Center for Teaching and Assessment of Learning will offer more programming for faculty who are addressing critical thinking skills in their courses with a goal of enabling faculty to infuse more applied critical thinking into their courses.

II.b. Assessment of General Education: Writing

As noted in Section 3.VI, English 110 is part of the University's general education requirements. The 2011 self-study indicated the University's intent to develop a plan for enhancing undergraduate writing skills beyond English 110. In 2009 and 2015, assessments of writing by first-year students and seniors were conducted. The first-year students were from English 110 courses; seniors were from "second-writing" courses that are offered to all majors and mostly taken by seniors (English 301 and 302). While student achievement in English 110 aligns well with University goals and expectations, evaluation of senior writing in both years suggested that students may not retain this level of achievement. In both studies, student achievement levels in second writing were lower than in first-year writing. One explanation for this finding is that, because raters knew which essays were from 300-level courses, they may have inadvertently scored these papers more stringently than the English 110 essays, despite the norming

activities. Alternatively, because of the limited number of second-writing courses meeting the study criteria in 2014-2015, the sample of senior writing is less representative of the student body relative to the sample of first-year writing. Nevertheless, writing achievement of seniors warrants further investigation and is a potential area for improvement.

II.c. Assessment of General Education: Oral Communication

In 2009 writing faculty applied the AACU oral communication rubric to video files of student presentations in English 110. Based on the scores (see Table 11 below), the University increased opportunities for professional development in instruction for oral communication. In 2015, the study was repeated with data showing improvement in students' oral presentation skills.

Table 11. Oral Communication VALUE Rubric Data

Trait	2009-10 (n=105)	2015 (n=129)
Organization	2.71	3.00
Language	2.66	3.01
Delivery	2.51	2.77
Supporting Material	2.38	2.97
Central Message	2.48	3.14

II.d. Assessment of General Education: First Year Seminar

Ongoing student satisfaction surveys have been conducted to monitor the required First Year Seminar. As noted in Section 3.VI, the Faculty Senate has worked this year to revise the First Year Seminar to insure that critical topics (e.g., drug and alcohol use education) are covered in all sections of the seminar. In addition, the program will establish strong academic and social bonds among students and enhance their identity with the University as a community. Reports of the First Year Seminar student, faculty and peer mentor surveys may be found in Appendix 26.

II.e. Assessment of General Education: Discovery Learning Experience

Since 2005, all entering undergraduate students have been required to take at least 3 credits of Discovery Learning. All Discovery Learning courses must incorporate the following two student learning goals:

1. Students will apply critical thinking skills and academic knowledge/concepts to develop effective responses to, and make informed decisions about, problems or situations encountered in the course of the learning experience.
2. Students will engage in reflection, which incorporates self-assessment and analysis of the learning that has occurred as a result of their participation in the Discovery Learning Experience. At a minimum, students will be expected to examine and demonstrate what they have learned as a result of the Discovery Learning Experience, how they have learned it, the impact of their learning on their personal and professional growth, and how to apply that learning in other situations or contexts.

Typical Discovery Learning courses include community engagement and are built around real-world problems and situations that are complex and lack clear definition. These contexts are primarily outside of the classroom and include internships, service learning, independent study, undergraduate research, and study abroad. To date, assessments of Discovery Learning courses have occurred within Study Abroad experiences, Service Learning Experiences, and within the courses of individual programs. University-wide, self-reported measures such as end of course evaluations and surveys, are also captured. The University requires end of course evaluations. Annual reviews of students' open ended comments on these evaluations demonstrate that students self-report that they are achieving the General Education goals.

The National Survey of Student Engagement (NSSE) is an additional University-wide assessment conducted every three years. Responses to the NSSE questions help create a picture for the University about how well students are achieving general education goals related to service learning. These responses are also analyzed to determine patterns of participation in service learning experiences.

II.f. Assessment of General Education: Multicultural Course

The purpose of the multicultural requirement is to provide students with awareness of and sensitivity to cultural pluralism, an increasing necessity for educated persons in a diverse world. Between 2011 and 2015, the Center for Teaching and Assessment of Learning conducted two studies to examine the effectiveness of this requirement. These studies indicated a lack of rigorous certification of multicultural courses and the need for common assessments. As noted in Section 3.VI, the Faculty Senate has developed new criteria for multicultural courses and next year all courses intended to meet this requirement will need to be reviewed and certified by the Undergraduate Studies Committee.

III. Assessment of Student Learning in Graduate Programs

Each graduate degree program is required to state in their program policy document the way in which students will demonstrate attainment of the learning outcomes identified for that program (e.g., advanced knowledge of the subject area; the ability to conduct original research; ability to use experimental, statistical and computational methods). The program is expected to provide a table of Curricular Components and Learning Outcomes for each of the core components of the program. In addition, for each goal, graduate degree programs identify activities, measures, and outputs and outcomes. The results of the assessment measures will be shared in academic program reviews and with the Faculty Senate Graduate Studies Committee, which is charged with the responsibility of periodically reviewing individual graduate programs. Program improvement and assessment is an ongoing process and the Graduate Studies Committee reviews and approves all program changes.

Because graduate and professional education is highly de-centralized at the University, the Office of Graduate and Professional Education (Graduate and Professional Education) is involved in high-level program approval and periodic assessment processes and departments are responsible for on-going assessment activities.

Proposals for new graduate programs must be approved by all of the appropriate college and University Faculty Senate committees. The Senior Vice Provost for Graduate and Professional Education is a voting member of the University Faculty Senate Graduate Studies Committee. The Associate Vice Provost for Graduate and Professional Education works very closely with

departments as well as the chair of the Graduate Studies Committee on the preparation of program proposals prior to their submission to the full committee for review, ensuring that all required documentation is in place (including documentation of assessment processes and protocols). Although the Graduate Studies Committee does not play a role in the academic program review process or external accreditation reviews, their review of program proposals includes attention to assessment issues. New programs are provisionally approved for 5 years. Review for permanent status is coordinated through college and University Faculty Senate through the same committee structures and approval process. Graduate and Professional Education works closely with Institutional Research on the verification of data sets submitted in the review for permanent status process.

Graduate and Professional Education participates annually in all of the Council of Graduate Studies' surveys as well as the National Science Foundation's annual Survey of Earned Doctorates. The University is in the process this year of developing a schedule and dashboard system for sharing these annual surveys with internal constituents in order to amplify the impact of internal assessment processes through greater attention to national benchmarking and best practices.

III.a. Evaluation Plan for UD/Wiley On-Line Programs

Together, the University of Delaware and Wiley have established clear protocols and criteria for evaluating the effectiveness of courses, the effectiveness of program design, and the quality of facilitation. The purpose of these evaluations is to provide direction toward improving course and program design and facilitation practices. Our evaluation plan measures quality based on two online quality frameworks, The Online Learning Consortium (OLC) 5 Pillars (formerly Sloan-C 5 Pillars) and the Quality Matters™ Course Quality Framework. Two of the five Pillars in the OLC Framework focus on the satisfaction of students and faculty with their experience in their online course.

Student Satisfaction Surveys. The University of Delaware uses the Quality Matters™ (QM) online course evaluation process to assess student satisfaction of all aspects of the online programs. Quality Matters™ is a peer-review process based on an evidence-based rubric to evaluate the quality of online and blended courses. The QM standards serve to inform Wiley online course development. To measure how well this framework is applied, we will use the rubric standards to evaluate the student perception of the course design through a survey instrument in Week 5 or 6 of the 7-week course. The proposed student perception of course survey instrument is located in Appendix 27.

The rubric measures course quality on eight general standards: (a) course overview and introduction; (b) learning objectives; (c) assessment and measurement; (d) instructional materials; (e) course activities and learner interaction; (f) course technology; (g) learner support; and (h) accessibility and usability. We understand that student satisfaction of courses (including facilitation) is currently measured at the end of the course in a voluntary end of course survey. The survey instruments are developed for use in all programs institution-wide, though variations occur depending on program needs.

Faculty perception of teaching online. According to the Online Learning Consortium, measuring faculty perceptions and satisfaction with their online teaching experience can provide information to improve courses, program design, and faculty support resources.

University of Delaware will conduct and analyze faculty surveys. Data from the surveys will be available to Program Chairs and faculty (for their individual courses) to encourage Continuous Quality Improvement. Wiley will receive the survey data on a timely basis after each survey is run. Data measuring faculty performance of facilitation will be excluded from Wiley personnel. Faculty surveys will be administered after the first time the instructor teaches the course and then once each year.

III.b. Assessment of Professional and Continuing Studies (non-credit) Programs

The Office of Professional and Continuing Studies serves adult and non-traditional learners across the age spectrum. Each of the colleges assesses its degree credit courses. Templates for Professional and Continuing Studies' assessment of other offerings are included in Appendix 28.

All non-credit certificate programs are approved by the University Faculty Senate using a process informed by the Middle States standards. Each certificate includes a learning goal; learning assessment; assessment results; and an improvement plan based on results. Professional and Continuing Studies also offers a range of continuing professional education opportunities delivered in modes other than a certificate. Customized learning is offered to organizations throughout Delaware and the Delaware Valley. Each distinct program is assessed and results are incorporated into future planning. Several institutes are offered on annual basis, so evidence- based assessment information promotes continuous improvement.

Section Six
Institutional Planning and Budgeting

To fulfill its mission, achieve institutional goals and maintain a strong financial position, the University of Delaware follows a strategic planning and budgeting process to leverage resources efficiently and effectively. This process is deliberately crafted to empower the University to continue to deliver high quality instruction, public service and research. In its effort to fulfill these pursuits, the University must navigate in an increasingly competitive marketplace that has internal and external political factors and demands continual introspective thinking on how the status quo can be challenged to streamline service delivery.

Before going into a detailed overview and analysis of the University's planning and budgeting process, it is important to provide some context on the evolution of the Responsibility Centered Management (RCM) inspired planning and budgeting model that the University employs.

I. Budget Model Evolution

As described in Section 2.I, the University's budget model has evolved from budgeting in the traditional centrally controlled, incremental manner, to a decentralized model coined Responsibility Based Budgeting in FY 2010, to a revised All Funds model. The All Funds model is running in the background for FY 2016 and FY 2017 so that the deans and central administration have the opportunity to identify any unintended consequences. In general, the University is excited about the opportunities and incentives that this new decentralized model will foster.

II. Budget and Planning Process

The framework for defining what the University strives to accomplish can be found in our mission statement, and further defined by the pursuits detailed in our strategic planning documents. There is no question among any trustee, administrator, faculty member, or staff person that we are all here to pursue efforts related to these documents. It is the job of the entire administration – academic and administrative leaders – with oversight from the University's Board of Trustees (Board), to define the programmatic activities and tasks that fall within these guiding documents. The process of establishing these definitions and ensuring that they are resourced properly is the ultimate goal of the University's planning and budgeting process.

As with most planning and budgeting processes, the University's is cyclical in nature. We follow a fiscal year that begins on July 1 and ends on June 31st and all of the critical events associated with generating the financial plan for the upcoming fiscal year, which requires oversight approval from our Board, are planned in a logical manner.

III. Board of Trustees Meetings

At its core, the planning cycle is structured around two major Board meetings, one in the fall and one in the spring. Subcommittee meetings and executive committee meetings precede each of these meetings of the entire Board. The executive committee includes the chairperson from each subcommittee in addition to the chairperson of the Board.

The fall meetings serve a three-fold purpose. The first is to brief the Board on the University's performance in the previous fiscal year. As far as planning and budgeting efforts are

concerned, this consists of primarily financial performance. It is of the utmost importance that prior to entering into budget planning deliberations for the next fiscal year(s), that the administration briefs the appropriate Board representation on past performance to help them calibrate their thinking regarding how the next year should be approached. The second major purpose of the fall meeting is to allow the administration to lay out the underpinnings and major tenants of the challenges, strategic opportunities, and fiscal constraints that the upcoming year(s) may hold. Finally, the third major purpose of the fall meeting is to engage in initial discussions on the approach that should be taken in the future in terms of a number of strategic decisions. Examples of some of these strategic decisions, many of which are interrelated, are:

- **Determining a target for appropriate incoming class size**. There are many dynamics to consider when determining this target, such as the University's overall capacity for students; teaching capacity within and across majors; potential impact on student services, housing and dining operations; the University's preferred student academic profile; goals for fostering campus diversity; and the balance of resident versus non resident students.

- **Determining what should be a target for tuition policy**. Given that tuition revenue constitutes almost 50% of our operating revenues, setting the tuition policy typically becomes one of the larger decisions in the budget planning process. The University is always very concerned with determining a policy that will strike the balance between supporting the cost associated with delivering a world class education while insuring that the institution remains a great value in an increasingly competitive market.

- **Determining an approach to address changes in the rates for mandatory and non-mandatory fees**. As prospective students become increasingly better informed customers, they understand that comparing the sticker price of tuition does not always paint the complete picture of the total cost of attendance including mandatory and non-mandatory fees. University leadership understands that as these costs are viewed as part of the value equation, the institution must make every effort to meet student expectations for the dining, housing and student services funded by these fees in a financially prudent way.

- **Determining how we should approach our endowment payout policy.** The University is very fortunate to have an endowment principal balance in excess of $1.5 billion. As with other institutions, the University is able to use a portion of the income generated from the investment of this principal to fund operational expenses. The decision point in the early stages of the planning process is determining the correct payout rate that allows funding operational activity in a meaningful way while building principal balances that will provide an even greater earnings potential for the University to prosper well into the future.

- **Determining how to approach pending collective bargaining agreements.** The University works with four bargaining units on campus that are represented by three unions. The faculty are represented by the American Association University Professors (AAUP); two of the skilled trades groups are represented by the American

Federation of State, County and Municipal Employees (AFSCME); and the police force is represented by the Fraternal Order of Police (FOP). Although the Board has no direct management or involvement in these negotiations, they are briefed on the strategy that management will pursue to bargain in good faith and in a fair and financially prudent manner.

The spring Board meetings serve as a follow-up to the fall meetings and the primary purpose of these meetings from the planning and budgeting lens is to give the administration the opportunity to submit its final proposed long range financial plan for Board approval. In addition to reviewing, vetting and approving the financial plan, the Board and senior leadership will deliberate, discuss and take actions on financial oversight activities.

IV. Central Budgeting Decisions in a Decentralized Environment

IV.a. Projecting Major Planning Revenue/Expense Assumptions

Once senior leadership has engaged the Board in the deliberations leading up to their fall meeting, a large part of the foundation for the next year's financial plan is set. It is then up to the president and the senior leadership team to consider how to approach assembling the specifics of the financial plan.

The first part of this process is to determine the University-wide planning assumptions that should be used to forecast revenues and expenditures. Some of the primary strategic planning assumptions will be dictated through deliberation as part of the fall Board meeting, others such as the following will already be determined internally by University leadership:

- Salary policies for collectively bargained contracts
- Lease Payments for occupancy of un-owned property
- The maximum Facilities and Administration (F&A) rate negotiated with the Office of Naval Research (ONR)
- Contractually negotiated electricity rates
- Negotiated support paid to the City of Newark

The final piece of the planning assumptions that are required before the financial planning and strategic resourcing decisions can begin, include the following:

- **Projecting tuition revenue yield**. The Budget Office works with Institutional Research and the Vice President for Enrollment Management to apply the proposed tuition rates to the undergraduate student enrollment yield projected. This projection is continually refined and updated throughout the planning cycle as critical events such as applications received and deposits received occur. These central offices largely rely on the seven colleges to provide estimates on graduate tuition revenue projections as they are much more involved with the recruitment and admissions efforts associated with these students and additionally, unlike undergraduate students, colleges are able to offer differential tuition rates for graduate programs to stay market competitive.

- **Projecting financial aid spend.** The Budget Office also works with the Office of Institutional Research and the Vice President for Enrollment Management to

determine expense associated with undergraduate financial aid spend. The main factors that impact this aid projection are the enrollment forecast of continuing students receiving aid, and a projection on the mix of the targeted incoming freshman class in terms of academic profile, residency status, ethnicity, and financial need. There are many unknowns on what this mix will be when an institution offers admission to close to 15,400 students and targets enrolling only 3,900 students. Depending on how many students accept admission and what type of students they are, there is always an opportunity for a margin of error of millions of dollars. The University has established a reserve specifically to address potential overages in this expenditure category which enables us to be much more aggressive in attempting to achieve accuracy.

- **Projecting fringe benefit expenses and corresponding rates**. Although the University pays for all fringe benefits totaling close to $150M centrally, it charges a fringe benefit rate to all college/units salary and wage transactions associated with benefited employees. The Budget Office in conjunction with the Office of Human Resources makes projections of what the rates will need to be in the coming years based on the expenses projected and estimation of salary and wage activity. The primary drivers of the University's fringe benefit expenses are associated with healthcare and retirement support. Surpluses or deficits associated with the recovery of fringe benefit allocations from colleges or units compared to the expenses of the actual fringe benefits are rolled into the formulation of the rates for the next fiscal year.

- **Projecting appropriations from the State of Delaware**. As a privately chartered, publically supported university, we receive approximately $116M from the state to support our operations; this equates to approximately 10.4% of our operating revenue portfolio. The Budget Office in cooperation with the Office of Government Relations constantly monitors the state's economic condition and advocates for further investments as studies have shown that state investments in the University have significant economic multiplying impacts. Throughout the planning year there are two significant events that give us a window into what our appropriation may look like in the next fiscal year. First the governor releases a recommended budget in late January, and then after legislative deliberation on the budget, the University's final state appropriation is determined in late June.

- **Projections of Philanthropy Yield.** Approximately 9.4% of our operations are funded through philanthropic means. The Budget Office works very closely with the Development Office and the colleges to identify probable gifts and make projections on those that will be available to spend in the future fiscal years.

IV.b. Incorporating Strategic Investments that Support Institutional Goals into the Plan

After all of the planning assumptions are made, the Budget Office develops a general idea of the University's capacity to fund the strategic investments that leadership would like to make in future years. The first indication of available capacity is revealed after looking at status quo operations with cost and revenue drivers, but that is never where the final financial plan ends. The status quo is continually challenged to streamline operations, achieve efficiencies and

reprioritize investments to every extent possible, without sacrificing quality, to ensure that we have allocated all our finite resources to deliver quality services consistent with the goals laid out in our Strategic Plan. Here are some of the past investments that have been made to increase the quality of the University of Delaware experience:

- Bolstering our cyber security infrastructure
- Diversity enhancement
- Development investments
- Investments in campus security
- Investments in capital maintenance
- Investments in supporting the research enterprise (Research Office budget increases)

IV.c. College Budgeting

As mentioned earlier, the University employs a decentralized budgeting model in which the seven colleges are their own revenue/cost centers. By utilizing a decentralized model, we are able to support achievement of the highest academic priorities, decentralize decision-making, and better align authority, responsibility and accountability for revenues and expenditures. In the University's take on decentralized operational budgeting and planning, resource planning can be impacted by: direct and indirect revenue earned, direct expenditures made, the allocation of indirect expenditures, and a resource redistribution mechanism managed by the Provost.

Before each of these categories is presented in detail below, it is important to know that as the University is transitioning to a revised decentralized model, there are differences in how these categories are treated in the new model relative to the old model. However, there are many similarities between the two models in terms of which revenues and expenses are centrally allocated. The category descriptions explain how all revenues and expenditures impacting the colleges are treated in our revised model. For a visual description of the University's revised budget model see Appendix 29.

- **Direct Revenues**. Colleges directly earn revenues associated with graduate tuition, indirect cost recovery, gifts, endowment income, sponsored activity, state restricted appropriations, and college specific activity. One of the paramount philosophies behind a decentralized model is to allow colleges to earn these revenues without any central intervention. In this arrangement colleges can be more strategic and entrepreneurial to find ways to grow these revenue bases.

- **Indirect Revenues.** Based on activities of undergraduate teaching and numbers of undergraduate majors registered in each college, the colleges are allocated portions of University-wide earned undergraduate tuition and the state unrestricted appropriation.

- **Direct Expenditures.** Colleges directly make all expenditures associated with running the direct operations of their college. This includes expenses such as salaries and wages, fringe benefits allocations, travel, supplies and materials, and debt service.

- **Indirect Expenditures.** Based on activities of teaching, numbers of students registered in each college, square footage occupancy, and volume of direct expenses,

colleges are allocated expenses that support central administrative operating expenses, capital maintenance, and strategic University investments.

- **Resource Redistribution.** All parts of the University benefit from and rely upon our strength as a University with many and varied programs. Our revenue redistribution mechanism referred to as One University Support, recognizes that programs have differential costs of delivery, that infrastructure needs vary across programs and that our success as a whole is dependent upon appropriate support across colleges. It is up to the Provost to make redistribution decisions among the colleges to ensure that the entire University can thrive in a model that would not allow them to financially stand-alone without assistance.

The college financial planning process begins with the Budget Office and the Provost's office providing four-year estimates of indirect revenues and expenditures as well as the One University Support redistribution figures. The colleges then make four-year projections of direct revenues and expenditures to determine an early indication of structural capacity or lack thereof. This gives the deans as well as central administration some important perspective as we move through the planning cycle.

IV.d. Determining Resourcing Opportunities or Constraints

After colleges have submitted 4 year financial planning projections, the Budget Office will assemble the projections together with central administrative and academic support unit projections. This first look frames the financial discussion in which strategic decisions will need to be made by senior leadership. As the colleges are the major strategic centers of the University, the first review will be whether the confines of the model are providing sufficient net resources for them to be able to accomplish the goals in the University's and the colleges' respective strategic plans. If sufficient resources are not available within the colleges, the senior leadership may determine to reduce the indirect expenditure base, which means reducing expenses of central administration and central strategic investments or, the senior leadership may determine that colleges must naturally reduce expenditures and seek internal efficiencies to ensure that sufficient net resources are available.

If central administration is projected to recover sufficient resources from the indirect expenses levied on the colleges, it provides opportunities to invest more in University strategic endeavors. Examples of these investments could be items such as increased physical plant maintenance investments, increased investments in diversity enhancement efforts, or any other investments that would allow us to make progress towards accomplishing our goals as set forth in the strategic plan.

IV.e. Central Administrative and Academic Support Unit Budget

After the initial framework of the future four-year financial plan has been built, central administration is able to identify structural capacity and deficit occurrences. This helps to identify whether budget reductions are needed, whether we have capacity to allow for administrative growth to provide more high-quality and robust services, or whether there are opportunities to reallocate resources to fund areas of strategic need without impacting service delivery. During the FY 2016 budget development process, central administration embarked on an exercise to zero base administrative operations to allow for some of these strategic investments. The outcome of this exercise resulted in resource realignment to invest in

strategic areas and to shift resources to avoid additional budget growth. Moving forward the University plans to engage in these exercises annually.

After carefully reviewing how resources should be allocated to administrative and academic support units and at what level, the University then works through a Budget Turnaround process for the upcoming fiscal year. During this process vice-presidents and unit managers are given the opportunity to realign budgeted expenses within their base target to adequately address the compensation and support needs of the unit in the upcoming fiscal year.

IV.f. Capital Planning and Budgeting

Capital budgeting and planning is administered centrally at the University but is heavily influenced by continually surveying the administrative and academic needs of the campus. Capital planning at the University can be divided into three categories: deferred capital maintenance, capital improvements and capital construction. Capital expenditures fluctuate significantly year-over-year based on building needs, available institutional and external funding, and internal or external capacity to complete projects.

- **Deferred Capital Maintenance**. To address the deferred capital maintenance need of the existing physical plant, the University maintains a centrally controlled budget, paid for indirectly from college cost allocations. This budget is utilized to fund projects on a prioritized list, which takes into account many factors including the cost of the project and future cost avoidance opportunities. This fund is intended to support routine, deferred, and ongoing repair and replacement work of a capital nature. The pool of capital maintenance funds is intended to provide replacement or current industry standard of building systems and structures and includes such things as: building envelope and structural repairs, elevators, roofs, generators, heating and air conditioning, underground steam, condensate and chilled water services. The University has strategically increased the funding available to address these projects over recent years because the institution recognizes that the cost of not doing so now becomes increasingly more expensive in the future.

- **Capital Improvements**. Over time some buildings on campus are deemed unfit to suit the needs of current operations either due to an array of factors such as functional design, aging or antiquated infrastructure, or aesthetic fit. Capital Improvements improve, enhance or update existing building structures or systems, such as an upgrade to an existing laboratory facility or enhanced capabilities beyond the original design of existing systems.

- **Capital Construction**. In cases where the current physical plant is not able to adequately accommodate the current or aspirational activities associated with the University's operations, new buildings or additions are constructed. A great example of engaging capital construction to address a University need is the recent building of the Patrick T. Harker Interdisciplinary Science and Engineering Laboratory. This 194,000-square-foot facility brings together students and faculty from various disciplines to teach, learn and conduct research in a collaborative environment.

RBB Task Force Interim Report
April 2014

Charge of the RBB Task Force

In September 2013, University of Delaware Provost Domenico Grasso appointed a task force to review the Responsibility Based Budget (RBB) process, which went into effect at UD in 2009. He charged the task force to

- Examine how the current budget model allocates revenue and expenses, in light of UD's strategic priorities;
- Assess how the current budget model meets (or fails to meet) stated principles and objectives; and
- Recommend how the current budget model could better align outcomes with principles and objectives.

Principles and Objectives

Guiding the RBB Task Force's work is the principle that resource and cost allocations should be driven by core academic priorities including the pursuit of academic excellence and research prominence throughout the University. At the same time, revenue flows and cross-college subsidies should be transparent to encourage trust and collegiality. RBB should:

- Assign revenues and costs to units in a fair and predictable manner;
- Incentivize all units to increase revenues and reduce costs while holding excellence paramount;
- Encourage and reward innovation and efficiency;
- Be as simple as possible;
- Provide academic leadership with the financial capacity to lead effectively;
- Allow any changes to be phased in to minimize major disruptions; and
- Provide for a sufficient pool of resources to support University-wide strategic initiatives.

Recommendations of the RBB Task Force

After reviewing the reports of an External Review Committee (see Appendix), a University Faculty Senate RBB Committee and other relevant documents, and holding multiple meetings, the RBB Task Force formulated a set of recommendations that are intended to guide the development of the new RBB model. These recommendations address the distribution of revenue, the use of centrally allocated funds, and support for central administrative units. For most of the recommendations we list current practices as well as the justification for any changes.

The RBB Task Force recommends:

1. Increasing communication and transparency so all members of the university are aware of how RBB is used to support academic excellence.
2. Ensuring academic excellence through the regular conduct of academic program reviews that include assessments of both quality and costs.

3. Distributing undergraduate tuition and 50 percent of the unrestricted state allocation to colleges based on the percentage of student credit hours taught and student headcount (majors).
4. Continuing to give colleges 100 percent of the graduate tuition and other revenues that they generate.
5. Setting aside 1 percent of indirect cost recovery (ICR) for unemployment, 0.5 percent for Environmental Health and Safety (EHS) and giving 98.5 percent of ICR to the college(s) that generated the grant.
6. Allocating centrally managed financial aid in fixed percentages to each college in proportion to their undergraduate tuition revenues (i.e., a common discount rate for all colleges) and allowing gifts and endowment revenues raised by deans for undergraduate scholarships to show as revenues off-setting the central allocation of financial aid.

7. Creating the provost's subvention fund from the remaining 50 percent of the unrestricted state allocation and from unrestricted endowment income and other unrestricted university revenue.
8. Using the provost's subvention fund to support excellent programs that are essential to the core mission of the university and to support strategic initiatives.
9. Distributing some portion of the provost's subvention fund based on sponsored activity.
10. Creating an advisory committee to advise the provost on strategic initiatives.

11. Funding most central administrative costs via a flat tax on college revenues.
12. Creating an advisory committee to review the budgets and performance of cost centers.
13. Funding the Research Office and the Development Office on the basis of metrics of usage.
14. Allocating capital maintenance to all units, including central administrative units, based on total amount of space used.
15. Allocating university major capital support based on the size of each college's operation.

Justification of Recommendations:

Recommendations 3-6: Revenue Distribution

3. Distributing undergraduate tuition and 50 percent of the unrestricted state allocation to colleges based on the percentage of student credit hours taught and student headcount (majors).

4. Continuing to give colleges 100 percent of the graduate tuition and other revenues that they generate.

5. Setting aside 1 percent of indirect cost recovery (ICR) for unemployment, 0.5 percent for Environmental Health and Safety (EHS) and giving 98.5 percent of ICR to the college(s) that generated the grant.

6. Allocating centrally managed financial aid in fixed percentages to each college in proportion to their undergraduate tuition revenues (i.e., a common discount rate for all colleges) and allowing gifts and endowment revenues raised by deans for undergraduate scholarships to show as revenues off-setting the central allocation of financial aid.

Currently, three sources of revenue—net undergraduate tuition, unrestricted state allocation and unrestricted endowment funds and other income—are pooled together and distributed to colleges based on percentage of credit hours taught, student head count and percentage contributed to sponsored activity.

- We recommend distributing undergraduate tuition on the basis of student credit hours and student headcount (majors) only. Undergraduate tuition will be distributed to colleges, with 75 percent based on the percentage of student credit hours taught and 25 percent based on student headcount. This split rewards numbers of majors and class enrollments and directs undergraduate tuition to support undergraduate education.
- Fifty percent of the unrestricted state allocation is also distributed to colleges on the basis of student credit hours and student headcount. The other 50 percent of the unrestricted state allocation and unrestricted endowment funds and other income will be used to create the provost's subvention fund, which is discussed in the next section.

Currently, ICR revenue is distributed with 1 percent set aside for unemployment, 2.5 percent for the Research Office operating budget, 0.5 percent for Environmental Health and Safety (EHS) and 96 percent for the college(s) generating the revenue.

- As described below, funding for the Research Office will be based on sponsored activity expenditures. Hence, we recommend distributing Indirect Cost Recovery revenue as detailed in Recommendation 5.

Recommendations 7-10: Provost's Subvention Fund

7. Creating the provost's subvention fund from the remaining 50 percent of the unrestricted state allocation and from unrestricted endowment income and other unrestricted university revenue.

8. Using the provost's subvention fund to support excellent programs that are essential to the core mission of the university and to support strategic initiatives.

9. Distributing some portion of the provost's subvention fund based on sponsored activity.

10. Creating an advisory committee to advise the provost on strategic initiatives.

Currently, funds for strategic initiatives are taken "off the top" of revenue from undergraduate tuition, unrestricted state appropriations, unrestricted gifts and endowment income. These funds (approximately $9 million) are allocated annually to the President, Provost and Executive Vice President for "one-time" use each year. In addition, $50 million flows to colleges to balance budgets. Although the Provost has the authority to reallocate these funds among the colleges, these funds have not been used to fund strategic priorities, and colleges have come to view this funding as a source to meet basic operating needs. Reductions in these funds are viewed as budget cuts.

- We recommend creating a provost's subvention fund from 50 percent of the unrestricted state allocation, and the unrestricted endowment income and other unrestricted university revenue, and *not* including undergraduate tuition. We recommend (a) that the provost's subvention fund be divided into support for the core mission of the university and for strategic initiatives and (b) that some portion of the subvention fund be distributed based on sponsored activity. In making this recommendation we acknowledge that some university endeavors are inherently high cost but are also highly valued and worthy of support.

Recommendations 11-15: Central Administrative Costs

11. Funding most central administrative costs via a flat tax on college revenues.

12. Creating an advisory committee to review the budgets and performance of cost centers (i.e., university-wide units that do not generate revenue, such as Human Resources and the Budget Office, as well as university-wide units that generate some revenue but not enough to cover their costs).

13. Funding the Research Office and the Development Office on the basis of metrics of usage.

14. Allocating capital maintenance to all units, including central administrative units, based on total amount of space used.

15. Allocating university major capital support based on the size of each college's operation.

Currently central administrative costs are funded through algorithms based on student, faculty and staff FTE, space, and total expenditures. In addition, only central administration knows how the budgets for central administrative costs are set.

- We recommend implementing a flat tax on expenditures to fund central administrative units. To set the initial level, the Budget Office should examine historical data and investigate models at other institutions. A flat tax as opposed to an allocation of funds allows the budgets of central administrative units to increase as college revenues increase or decrease as college revenues decrease. In addition, we recommend that the budgets of non-college revenue-generating/self-supporting units should be reviewed and, *where appropriate*, these non-college revenue-generating/self-supporting units (also known as non-college two-book operations; e.g., parking, housing) should be taxed to help defray the costs of central administrative units. These non-college two-book operations may be taxed at a lower rate than the colleges are. We recommend that funding for the Research Office and the Development Office and charges for space usage should be separate from the flat tax, as discussed below.

- We envision a review process whereby each year, select central administrative units would present their budget requests along with descriptions of the services they provide, with every unit going through the process every three to five years. The review committee would include representatives from the deans, vice presidents/vice provosts of central administrative units and the faculty, with rotating membership. This review would provide central administrative units with the opportunity to include or eliminate services and to receive feedback from their customers on the quality of their services. Recommendations would be presented to the Provost and the Executive Vice President.

Currently, Research Office operating expenses are allocated to the colleges based on percentage of Total Sponsored Activity Expenses by College (3-year simple average weighted 3-1-1 for Research, Instruction, and Public Service).

- We recommend that funding for the Research Office should be an allocation of costs based on sponsored activity expenditures. Units that use the services of the Research Office will pay in proportion to their usage, and revenue-generating units will know how much their costs will be for the Research Office. Research Office funding would come fully from this allocation and not include a percentage of Indirect Cost Recovery Revenue.

Currently, Development Office funding is combined with other non-academic units and not clearly tied to development activities.

- We recommend that funding for the Development Office should be a based on 5 percent "gift tax" and on the amount of dollars raised and number of alumni. Such "gift taxes"—or development fees—are standard practice at other higher education institutions. Under the new model, units will pay for Development services in proportion to their use of the office.

Currently, all facilities, utilities and capital maintenance expenses are charged to the colleges

based primarily on their proportion of the total space used by the colleges, and secondarily based on student counts. Under this system, there is no built-in incentive for central administrative units to use their space efficiently. Charging central administrative cost units for space provides cost units with an incentive for using their space more efficiently. In addition, it is generally accepted that UD is underfunded for the age of its facilities and the amount of maintenance needed on buildings and infrastructure. We recommend that this cost be built realistically into the budget model.

- We recommend that space charges should be calculated as total costs divided by total usable square feet, and central administrative units should be charged for their space usage. This would base charges on actual space rather than on the college's percentage of total college space. Space charges cover facilities, utilities and capital maintenance. Charging all units for space based on actual space used should reduce the cost of space and make it more attractive for units to seek space on campus rather than renting space off-campus.

Currently, major capital expenses come "off the top."

- We recommend that a major capital allocation, an amount to be determined annually in collaboration with the Provost and Deans, with advisement from the Vice President of Facilities, Real Estate and Auxiliary Services, will be allocated based on the size of each college's operation. The size of the operation can be determined by the amount of annual expenditures or revenues.

Path Forward

This interim report is intended to be the first step in achieving greater transparency and clearer communication regarding how budgetary decisions are made to advance excellence in academic and scholarly activity at the University of Delaware.

It is critical that the University community—at all levels—understands the principles shaping responsibility based budgeting and how this system supports the academic goals and mission of the institution.

To ensure this outcome, members of the RBB Task Force will be speaking with the University Faculty Senate, with senior leadership, and with academic chairs and directors. This report, and the External Review Committee's report, also will be made available publicly on the Provost's website.

In submitting these recommendations, the task force recognizes that this is only the first step in a series of steps to develop a revised budget model. The task force's charge was to make broad policy-level recommendations to ensure that the budget model supports excellence in undergraduate and graduate programs and research. There are many different models that could be created that would be consistent with these recommendations.

At this point, the Budget Office will generate and test models consistent with these recommendations, using historical data to assure that the model is robust and that unintended consequences resulting from these changes are minimized. Furthermore, since only about half of the University's revenue is distributed through RBB, the Budget Office will need to review all

funds in the colleges and other units, as well as some cost-cutting measures, before producing new budget and model options for the University.

This is a significant project that is expected to be completed by February 1, 2015. After this work has been completed, the proposed model will be brought to the RBB Task Force for feedback regarding how it meets the task force's expectations and objectives.

Members of the Task Force

Co-chairs:
Nancy Brickhouse, Deputy Provost and Professor in the School of Education
Donald L. Sparks, S. Hallock du Pont Chair in Plant and Soil Sciences and Director of the Delaware Environmental Institute.

Members:
Ann Ardis, Deputy Dean of the College of Arts and Science and Professor of English
Titus Awokuse, Professor and Chair of the Department of Applied Economics and Statistics
Mohsen Badiey, Deputy Dean of the College of Earth, Ocean, and Environment and Professor of Physical Ocean Science and Engineering
Kenneth Barner, Professor and Chair of the Department of Computer and Electrical Engineering
Gretchen Bauer, Professor and Chair of the Department of Political Science and International Relations
Prasad Dhurjati, Professor of Chemical and Biomolecular Engineering and a member of the Faculty Senate Executive Committee and the AAUP Executive Council
Lynn Okagaki, Dean of the College of Education and Human Development and Professor of Human Development and Family Studies
Lynnette Overby, Professor of Theatre
Anna Papafragou, Associate Professor of Psychology
Charles Riordan, Vice Provost for Research and Professor of Chemistry and Biochemistry
Lynn Snyder-Mackler, Alumni Distinguished Professor of Physical Therapy
Gerry Turkel, Professor of Sociology and Legal Studies and AAUP Contract Maintenance Officer
Bruce Weber, Dean of the Alfred Lerner College of Business and Economics and Professor of Business Administration

Resource persons:
Peggy Bottorff, Associate Provost for Administration and Enrollment Services
Kathy Dettloff, Chief Budget Officer
John Sawyer, Associate Provost for Institutional Research and Evaluation

Appendix
Recommendations of the External Review Committee

To gain additional perspective on RBB, the task force engaged a distinguished External Review Committee consisting of **John R. Curry**, Managing Director, the Huron Consulting Group; **Aimee Heeter**, Associate Vice Provost and Budget Director, Indiana University; **Richard Stanley**, Senior Vice President and University Planner, Arizona State University; **Julie Tonneson**, Budget Director, University of Minnesota; and **Robert Zemsky**, chair of The Learning Alliance, University of Pennsylvania.

The members of the External Review Committee visited UD on January 15, 2014, to advise the task force on the strengths and weaknesses in the current RBB model and to recommend changes that would improve the alignment of the budget model with the University's goals and objectives. The committee met with President Patrick Harker, Provost Domenico Grasso, Executive Vice President and Treasurer Scott Douglass, college deans, the RBB Task Force, and the University Faculty Senate RBB Committee.

The External Review Committee made five overarching recommendations:

1) Allocate undergraduate tuition, state appropriation, and unrestricted gifts and endowments separately. In particular, allocate undergraduate tuition in proportion to (teaching) student credit hours.

2) Incentivize research growth through subvention allocations. Because the units that obtain grants retain nearly all of the Indirect Cost Recovery revenue, an incentive for sponsored activities already exists within the model. Rather than giving units an additional reward for their sponsored activities, the University could reward *growth* in sponsored activities through subvention.

3) Form a budget advisory committee comprised of stakeholders who could review and advise on the primary planning parameters.

4) Appoint a costs and services committee to review the efficiency and effectiveness of administrative services.

5) Greatly enhance communication and transparency, to include:

a) A campus discussion on the philosophy underlying RBB and the kinds of behaviors RBB should incentivize. “The President, Provost, and Executive VP should broadly and collectively address the campus community each fall as to the goals the university needs to achieve through its annual budget process.”
b) Assure that data are readily available to support budget decisions, and perhaps even more important, to address academic quality issues. Institutional Research and Effectiveness should play a major role here.

All Funds Budget Model

Introduction

Below is the description of the budget model announced by the Provost in September 2015. This model will go into effect July 1, 2017 (Fiscal Year 2018).

This model features:

- Simplicity, transparency and predictability;
- Clarity in reporting;
- Allocation of each revenue source separately and consistent with how each was generated;
- Allocation of utilities, facilities and capital maintenance expenses to all units, including central units;
- Utilization of a tax ("General Services Allocation") for the majority of central expenditure recovery; and
- Timing that allows model to be run as a parallel shadow system in FY 2016 and FY 2017 to identify any unintended consequences prior to implementation in FY 2018.

Detailed Information

Total University Budget: ~$1.2 Billion

Total Revenue

- **Undergraduate Tuition and Fees** (gross) are allocated to colleges based on 75% credits taught using instructors' college of record (ICOR) and 25% based on students' Home School
- **Graduate Tuition and Fees** go directly to the colleges that generate them
- **Other Tuition and Fees** go directly to the colleges that generate them
- **State Restricted Appropriations** go directly to the colleges identified in state budget language
- **Federal Appropriation** (currently only College of Agriculture and Natural Resources) goes directly to the college identified by the federal government
- **Contract & Grants-Federal, State & Other** go directly to the colleges that generate them
- **Facilities & Administrative Cost Recoveries** go directly and entirely (100%) to the colleges or central units that generate them
- **Gifts** go directly to the colleges that generate them
- **Endowment Payout** goes directly to the colleges that generate it
- **Temporary Investment Income** goes directly to the colleges that generate it
- **Other Sources Revenue** goes directly to the colleges that generate it

- **Activities of Educational Departments** go directly to the colleges that generate them
- **Auxiliaries** go directly to the colleges that generate them

Total Expenditures and Transfers

- Direct, all funds expenses within each college (compensation, benefits, travel, supplies and expense, graduate tuition expense, plant O&M, sub-contracts, capital expenses, interdepartmental expenses), as well as transfers, are attributed to the colleges in which they are incurred.

Allocation of Revenue and Expenses

- **State Appropriation** revenue (unrestricted) is allocated based on an adjusted expenditure base as a proxy for the activity of the college:
    - Total All Funds Expenses
      Less: 90% of subcontract expenditures
      Less: graduate tuition expense
      Equals: Adjusted Expenditure Base for State Appropriation
- **Utilities** expenses are allocated by square footage with a lab factor of 35%
- **Facilities** expenses are allocated by square footage
- **Capital Maintenance** expenses are allocated by square footage
- **Financial Aid** expenses are allocated to colleges based on 75% ICOR and 25% Home School
- **General Services Allocation** (supplemented by central revenues) supports all other central (non-college) operating expenditures. This is a tax assessed on an adjusted expenditure base of each college:
    - Total All Funds Expenses
      Less: state restricted expenditures (defined by fund)
      Less: federal restricted expenditures (defined by fund)
      Less: contracts & grants expenditures (defined by fund)
      Less: graduate tuition expense
      Equals: Adjusted Expenditure Base for General Services Allocation

One University Support

All parts of the University benefit from and rely upon our strength as a collective with many and varied fields. **One University Support** is a redistribution of funds that accommodates the understanding that different programs have differential costs of delivery and infrastructure needs.

University of Delaware

2014 Report Summary

Alumni Attitude Study©

ABSTRACT

The following is a summary highlighting the key results from University of Delaware's 2014 Alumni Attitude Study and is to be used in conjunction with the final results PowerPoint presentation to reference the slides indicated.

Overview of the Alumni Attitude Study©

The Alumni Attitude Study© (AAS) is a national, multi-college research study that analyzes former and current students' perceptions, attitudes, experiences, and opinions of their alma mater. Over 200 universities and colleges have used the AAS process with their alumni providing a rich database of comparable data to assist University of Delaware in the development of a deeper understanding of its survey findings.

There are four underlying design principles: actionable results, prioritized improvement opportunities, enhanced brand recognition, and alumni partnership.

Actionable Results

Actionable results begin with meticulous question wording, construction, and order. Results can and should guide UD toward those improvement opportunities that would have the most impact.

Prioritized Improvement Opportunities

The true measure of a survey's efficacy is in the extraction of action items that can be implemented to enhance alumni engagement. Properly structured survey research will assist UD in identifying improvement opportunities and understanding the implications of their implementation.

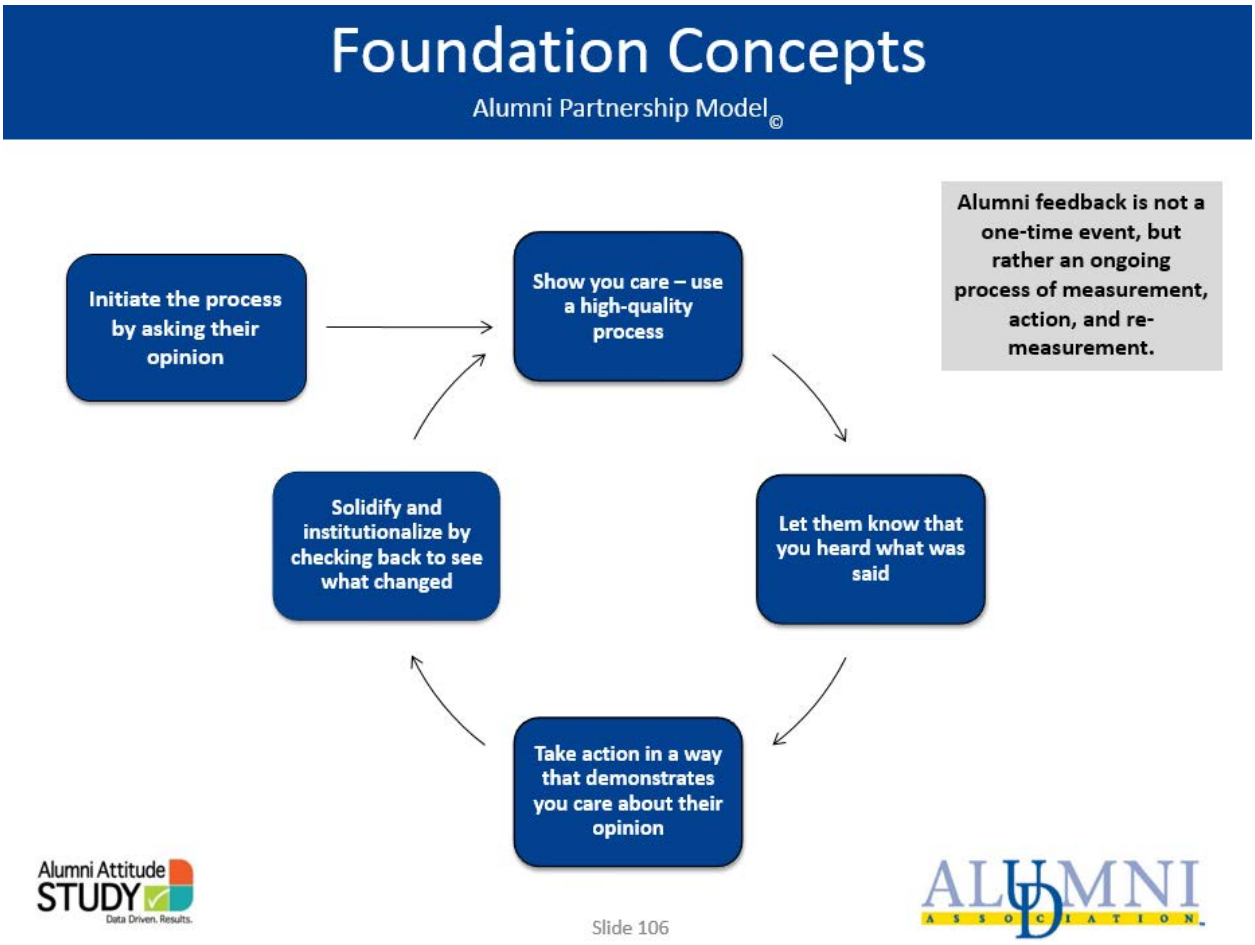
Enhanced Brand Recognition

All communications represent opportunities to increase brand awareness and goodwill among the alumni population. With this in mind, it is very important to brand each survey, email, etc. as an institutional communications piece. Each specific element (logos, colors, pictures, etc.) create powerful opportunities for an institution to introduce and reinforce their brand. It is significant to note that even among those who choose not to complete the survey, the branding benefits still increase. To better foster the partnership between University of Delaware and its alumni, the AAS used University of Delaware's logos, colors, and other characteristics that are already recognizable by the alumni in the email invitations and throughout the survey instrument.

Alumni Partnership

By directly asking for their input in a professional, deliberate way, UD demonstrates to alumni that their opinions are important.

The institution reinforces its relationship with the alumni by demonstrating to alumni that their input is highly valued. Implementing all elements of the Alumni Partnership Model© (pictured below) will further enhance this relationship.



University of Delaware 2014 AAS Findings

In 2014 University of Delaware, (UD), engaged their alumni in the Alumni Attitude Survey process. This is the second project AAS project completed by UD.

The following results are compiled from a total of 3,512 respondents to that survey out of the 73,473 alumni presumed to have received the survey via email. This generated a 4.78% response rate. This overall response rate is consistent with the national averages, but the 3,512 responses represent a more than sufficient margin of error on all of the questions to comfortably extrapolate these findings to the broader population of alumni. University of Delaware should be able to bolster this response rate substantially in its next AAS project by making it clear to alumni that their feedback is heard and actions are taken as a result.

Comparison Group

University of Delaware's AAS results are compared to an all school average, consisting of 84 universities and colleges who have conducted this study over the last four years, as well as a group of ten comparable institutions:

- Boston University
- Drexel University
- Georgia Tech
- Lehigh University
- Oregon State University
- State University of New York, Buffalo
- University of Massachusetts, Amherst
- University of Connecticut
- University of Cincinnati

- University of Pittsburgh

Demographics of Respondents

The first question we need to answer in our understanding of this response set is whether or not it resembles the overall population of alumni. Specifically, by era (See addendum 1), the responses ranged from the high number of 778 participant responses in the Post Great Recession to 347 responses in the Electronic Revolution\Dot-Com (reference slide 09). In addition, the Woodstock\Vietnam era exhibited a higher number of responses (7%), when compared to the all school average (20%) for that specific Era. (reference slide 11). It is significant to note that response by Donor Status indicate that 35% of alumni are current donors (reference slide 12). 80% of respondents obtained an undergraduate degree from University of Delaware and 11% of respondents obtained a graduate degree. Additionally, 9% obtained both an undergraduate and graduate degree from University of Delaware (reference slide 13).

The split between alumni that currently reside in-state is lower than those that reside out-of-state. The data affirms 25% of alumni reside in-state and 74% reside out-of-state (reference slide 15). That being said, 32% of alumni live within 50 miles of the university and 27% live over 250 miles away, but within the United States. University of Delaware has a marginally higher number of female respondents (57%) compared to male alumni respondents (43%) (reference slide 17), which is consistent with the alumni base in that 62% of the post WWII alumni are male and 68% of the Generation Y alumni are women.

We presented the initial presentation, including the demographics described above, to the University of Delaware survey team members on 3/31/15 and confirmed with them that the demographic distributions above are similar to the population of all alumni. Also, we compared the response demographics with the distribution demographics and determined that they are similar. Based on this, we believe that this response database resembles the overall population and represents a good sample set from which to extrapolate findings to the broader population of alumni.

General Findings

- Alumni want to know that the value of their degree is greater to them today than the day they graduated and they want to understand what the university is doing to increase that value.
- Alumni are focused on how their degree helped them in their lives and particularly how the degree is an enhancement to their career.
- There is a real opportunity to brand specific alumni and the alumni association better and more frequently on campus. Alumni want to know that other alumni and their alumni association are playing an important role in improving the student experience. Students seeing alumni making a difference in the student experience helps lay a foundation of lifelong support.
- The survey creates specific opportunities to create better editorial boards for all campus communications. This includes a better understanding of high value talking points as well as the most impactful topics for articles. These topics and included talking points are also slightly different for different eras.
- Events offer an interesting dilemma for University of Delaware. We know that if alumni attend events, there is a greater likelihood that they will give. We also know that most alumni will never attend an event. Even though most will not attend an event, the survey illuminates that they still want to know that their association is having events and that important things are happening at that event. Therefore, communications about successful outcomes of events can be an important gage of the success of an event, possibly more so than the number of attendants.

Loyalty & Giving

UD alumni believe strongly that the education received from University of Delaware prepared them most for "Further graduate education" and "Commitment to continuous learning," which is consistent with the alumni base (reference slide 62). The alumni from the Woodstock\Vietnam era distinguish that University of Delaware prepared them for "Getting a job/graduate program I wanted soon after I graduated," while the younger alumni, (Post 9/11 & Post Great Recession), identify they gained a deeper "Understanding and commitment to

personal development" from University of Delaware (reference slide 63). Current alumni donors elucidate that UD did a good job of preparing them to "Further graduate education" and "Getting a job/graduate program I wanted soon after I graduated" soon after graduation (reference slide 64).

The majority of respondents have a positive opinion of University of Delaware. In fact, 96% of respondents rate their decision to attend University of Delaware as a good to great decision (reference slide 24) and 95% of respondents describe their experience as a student as good to excellent (reference slide 27). In addition, 63% of respondents say they promote University of Delaware 'regularly' or 'all the time' (reference slide 30). Furthermore, approximately 93% of alumni highly regard their overall current opinion of UD as good to excellent (reference slide 33).

More specifically, respondents rate the extent of their loyalty to "UD in general" and "My major or academic area of study" as high (reference slide 39). The extent of their loyalty for "UD in general," "My major or academic area of study," and "A student organization or activity I was associated with" remains higher for younger alumni (reference slide 40). Furthermore, the data suggests that current alumni donors indicate a moderately high loyalty to "UD in general" and the lowest loyalty for "UD athletics" (reference slide 41).

When asked, "how much do you agree/disagree that the following describes people who currently give to UD?," the top three responses were "Wealthy alumni," "People who want to give back to the University" and "Older alumni" (reference slide 45). Younger alumni feel that "Wealthy alumni" is the most accurate description of a donor, while older era alumni believe that "People who are loyal to UD" fits the best (reference slide 46). Current donors most agree that giving are "People who are loyal to UD," in contrast, current donors least agree that givers are "People who want discounts" (reference slide 47).

UD alumni were asked "how valuable would each of the following be to you in making a decision to give to UD?" The top three items of value were "Knowing how gifts are used," "Scholarships" and "Employment services for new graduates and alumni" (reference slide 48). Two items in particular hold the most variation between younger and older alumni, when deciding to give to UD. Younger generations believe that "More exclusive benefits for alumni" is 15% more influential when deciding to donate, compared to older alumni. Older generations

place 11% more value on "It's the right thing to do" than the younger generations (reference slide 49). Current donors place a significant higher value to "It's the right thing to do," "To increase the quality of the academics" and "Nicer facilities" when deciding the matters of giving to UD, compared to Lapsed and Never donors (reference slide 50).

Communication

To identify talking points, we look to items that have a high impact on alumni opinion of University of Delaware. The item of highest impact on alumni opinion of University of Delaware is "Value and respect for degree" or equity of degree (reference slide 52). Alumni want to know that the value/equity of their degree is improving over time. Their degree is the most expensive item in terms of money and time that they will ever purchase and cannot be sold back to someone else. This suggests why 89% of the University of Delaware alumni say that "value and respect for degree" has significant or critical impact on their opinion of their alma mater (reference slide 52). This is followed or further defined by:

- Campus aesthetics
- Accomplishments of students
- Providing scholarships
- School rankings (e.g. U.S. News & World Report)

Equity of degree lives in current time. All four of these items are about what is going on at the campus now. Alumni understand that the value of a University of Delaware degree from the '80s or '70s is judged on a perception of the university, as it exists today.

To better understand what alumni would like to see improved we ask them, "How important was each of the following to your experience as a student, and how well did University of Delaware do at providing them?" Since equity of degree is in large part defined by what is currently occurring on campus, the areas of high importance and lower performance to these questions should be areas where alumni want to know how things have improved over time. They also want to know what UD has planned, in these areas, for improvement in the future. These are good topics for articles in the newsletter and magazine that address how

things are better now in the identified area than in prior years. For UD, the highest valued topics are (reference slide 56):

- Academics and classes
- Skills and training for career
- Relationship with other students
- Exposure to new things
- Relationship with the faculty

Another way to determine high value talking points and topics is to see what items have a high correlation to loyalty. For purposes of this study we define loyalty by how alumni responded to the following four questions:

- How would you rate your decision to attend UD?
- How often do you promote UD to others?
- Which of the following best describes your experiences as an alumnus/a?
- Which of the following describes your overall current opinion of UD?

Based on this index the items that had the highest correlation to loyalty were those based on how well the alumnus/a believes they were prepared for life, with the highest correlation being:

- The extent of your loyalty to "UD in general"
- How well University of Delaware prepared them for "Responding to new career opportunities" and
- How well University of Delaware prepared them for "Deepening my understanding and commitment to personal development"
  (reference slide 61).

The most frequently used modes of communication are E-mail, The alumni magazine and University web site (reference slide 65). When asked about effectiveness as compared to importance, older alumni found every form of communication's effectiveness to exceed

importance. This was not true for younger alumni where the effectiveness is not holding up to importance for "Communication regarding your services or benefits," "Invitations to university activities," "Invitations to alumni activities," and "E-mail" (reference slide 67). Taking this in combination with their behavior, young alumni are, in effect, saying, "Please disregard the fact that I am going to attend your event, please invite me anyway!" It is significant to note that when asked about effectiveness as compared to importance current donors found University of Delaware's performance remarkably effective in all highlighted areas such as, "Viral videos/You Tube," "Social media/online Community," "Reunion mailings" and the "Alumni magazine" (reference slide 68).

When asked about what they want more or less of in communications, just under 33% said they would welcome more or do not get nearly enough of "Invitations to alumni activities" and "Presence on social media sites (Facebook, LinkedIn, etc.)." Also, about 52% of alumni said they receive way too much or a little too much about "Solicitations for donations (annual fund, support for athletics, etc.)" and "Information regarding programs such as credit cards, insurance services, etc." (reference slide 73). Current donors indicate that the frequency of "Invitations to alumni activities," "Presence on social media sites (Facebook, LinkedIn, etc.)," "Printed materials from UD (magazines, newsletters, etc.)" and "Email correspondence from UD (newsletters, news flashes, etc.)" remain at an appropriate level *(*reference slide 75*)*.

Current and Future Alumni Programs

The University of Delaware Alumni Association asked its alumni "how important is it for you and alumni in general to do" various activities and "how well does University of Delaware support alumni in doing those things?" The results show that "Identifying job opportunities for graduates," "Providing feedback to UD about how it is perceived" and "Serving as ambassadors promoting UD to others" are the top three activities of importance (reference slide 77). The areas of highest motivation for alumni, as defined by areas with the highest gap between importance and University of Delaware support, are (reference slide 78):

- Identifying job opportunities for graduates
- Mentoring students

- Providing feedback to UD about how it is perceived
- Serving as ambassadors promoting UD to others

Younger alumni are more concerned with the activities of "Identifying job opportunities for graduates," "Networking with other alumni" and "Mentoring students," compared to the Woodstock\Vietnam and Post Watergate eras (reference slide 79). It is interesting to note, approximately half of the never donors expressed an interest in supporting the university through "Attending general alumni and university events" (reference slide 80). Thus, even though they are not able to support the university through donations, their inability to give does not waver their interest in attending alumni events and desire to support their alma mater.

Additionally, respondents identified "Time," "Family or job commitments" and "Geographical distance" as the largest barriers to their participation in alumni activities (reference slide 90). Furthermore, respondents from comparable University of Delaware institutions indicated the same barriers to participating in alumni activities (reference slide 90). It is evident from the data that one of the largest barriers for alumni participation in alumni activities is geographic distance (reference slides 90, 91, 92 & 93). Given this difference, we recommend that the association take greater advantage of the Internet to allow alumni that live farther from campus the opportunity to participate in virtual events. A good example is this survey where over 73,000 alumni were invited to participate in the event – Alumni Attitude Survey. They filled out a lengthy survey because their alma mater reached out for their opinion. They are now waiting to hear what was heard and what will be done with this information. All of this can be seen as an extended process or event. Another example would be utilizing social media sites such as, Facebook and LinkedIn to represent an "event."

When asked which organizations/activities they participated as a student, "Professional or career related organizations," "Intramural athletics," and "Community service," have a high importance rating among alumni (reference slide 94). Younger alumni from the Post-Great Recession era and Post 9/11 era indicated "Professional or career related organizations" as the top activity they partcipated in as a student (reference slide 95). Conversely, "Intramural athletics" and "Fraternity/Sorority" have a higher importance rating among older alumni (reference slide 95). This is important for the association in determining where to best put its

brand on campus and to make sure alumni on campus are carrying a brand identifying them as alumni. Towards the top of this list for actionable items is the fact that alumni in general and young alumni in particular, want to know that University of Delaware is taking action to improve skills and training for Career. Since "professional and career related services" are one of the main things alumni remember doing while they were students, this is a beneficial area for the alumni association and alumni to get involved.

Opportunity

The University of Delaware Alumni Association has asked their alumni for their time and opinions, which, in turn, produces an expectation and hope by the alumni that UD will listen to their responses and take appropriate action. At the end of the day, the responders will know their opinions matter when they see visible signs of positive change in their alma mater.

When individuals are asked for and provide an opinion they are engaged in a conversation; a partnership of sorts. The University of Delaware Alumni Association has touched numerous alumni through this process. Many alumni responded and provided a great deal of positive feedback. These are encouraging signs. There are also indications that several issues offer an opportunity for improvement that will have a strong and positive impact on alumni attitudes.

Institutions that demonstrate they are listening to the responses from their core stakeholders and take action on the results are the ones that get the most value and most enhanced relationships with their core constituents. To the extent there are already planned programs consistent with these findings or other programs that are initiated as a result, acknowledge that these initiatives are in part tied to alumni feedback. This is a real opportunity to enhance that relationship; to make alumni feel they are part of an interactive relationship. A key metric in survey work is response rate. Time after time the evidence presents itself: when people believe that their opinion matters, they participate in increasing numbers over time.

Action Items

- *Feedback to the alumni*

- *Print*
- *Email,*
- *Social media*
- *Progress since prior survey*

❖ *Focus on the future*

- *Increase brand of Alumni Association and Alumni on campus*
  - *Residence halls*
  - *Professional and career related programs*
  - *Community service*
  - *Intramurals*
  - *Honor society and academic clubs*

❖ *Increase understanding of the benefits of being an alumnus/a*

❖ *Targeted communications focusing on successful outcomes from events*

❖ *Focus communications (talking points and topics)*

- *How well degree prepares and prepared graduates for life*
- *Equity of degree*
  - *Campus aesthetics*
  - *Accomplishments of students*
  - *Scholarships*
  - *School rank*
  - *History and tradition*
- *Where alumni want to see improvements over time*
  - *Skills and training for career*
  - *Lessons about life and exposure to new things*
  - *Academics and classes*
  - *Relationship with students*
  - *Opportunities to interact with alumni*

❖ *Build campus coalitions around alumni by sharing and discussing data*

Addendum 1 – Explanation of Era's

Alumni Segmentation Model©

Student experiences differ widely from campus to campus and over time. It is vitally important to understand these differences when communicating with or trying to engage alumni. Traditional research looks at generational differences to provide insights on segmentation. In alumni relations, however, generational differences only tell part of the story.

The relationship between an alumnus and his/her alma mater is largely defined by an event, the four to eight years that a person spent at their college or university. This event includes the generational characteristics of the student, the environmental characteristics of the institution, and the cultural characteristics that drive the political and economic climate in which the event occurred. To account for each unique context, and in response to what the data from over 100,000 respondents to the Alumni Attitude Study© (AAS) told us, the AAS research team has developed a new segmentation model for use in alumni relations based on *Era of Graduation*. Below are some defining characteristics of each unique alumni segment within this model.

Eras of Graduation

Woodstock/Vietnam and Prior (1973 and prior) This Era is primarily populated by 'early' baby boomers who functioned in a more economically-safe world than did their parents. They were in school during an unpopular war and believed that they could change their country's involvement in that war. They participated in or were influenced by the civil rights movement, watched a war on TV, believed that man could and would go to the moon, and did not necessarily see college as the way to get started on a career and family. Liberal Arts became a more central part of the campus than ever before; their heroes were more likely to be e. e. Cummings or Hermann Hesse rather than Douglas MacArthur.

Post-Watergate (1974 – 1980) Alumni of this era are a more pessimistic version of their predecessors. These students were close in age to their older brothers and sisters but were not satisfied with merely following in their footsteps. Their student experience was framed by a

more cynical climate, both politically and economically. In many ways this group is characterized by being between the heady days of the 60's and the economic boom of the Reagan 80's.

Yuppie/End Cold War (1981 – 1993) This is an era of economic growth and prosperity. For the first time in many years the hottest place on campus is the business school and the MBA is a power degree. These are the Reagan years of economic prosperity and belief in the marketplace. The Cold War is less of a perceived threat; there is an increased feeling of optimism and national pride, and a renewed sense of accomplishment concurrent with the collapse of the Soviet Union.

Electronic Revolution/Dot-Com (1994 – 2001) This era is defined by two things; the end of the Cold War (along with the prosperity and peace that its end seemed to manifest), and the emergence of the computer (and more importantly the internet). This created the "new economy" where young college graduates could become unbelievably wealthy starting companies that did not have to sell anything. IT, Computer Science, and Business were go-to parts of the campus and geeks ruled. Recent, inexperienced college graduates would run all companies and no one would wear a tie in the workplace again. We were spending the peace dividend and writing entirely new economic models that did not include supply, demand, or productivity restrictions.

Post - 9/11 (2001 - 2008) At almost the same time the "new economy" and our belief in "Peace Forever" ended. Economically, the party was over. Dot-Com companies were falling apart everywhere and business was reverting back to its old ways. Bosses were old and companies were conservative. A college IT degree and a Microsoft Certification was no longer a ticket to guaranteed wealth possibly or even a ticket to full time employment. We went from spending the peace dividend to fighting a world war against an enemy we did not understand and that we could not fight in a way we understood. College students and their friends enlisted to fight this new enemy. The country at first rallied and then divided on how to best fight this new war; the political environment is more polarized than it has ever been.

Post – Great Recession (2009 – Current) In late 2008, the stock market experienced the greatest collapse since the depression and the job market dried up for recent graduates. The

bottom fell out of the market and with it the job market. Hardest hit were entry-level jobs. Many graduates, facing the prospect of no job, continued in school in pursuit of a graduate degree in hopes that the recession would be short lived. Since the job market continues to be week through 2014, the decision for additional education has mostly resulted in higher student loans. Along with the economic chaos of the recession, the government passed the Affordable Care Act redefining the role of government in health care.

Inclusive Excellence
An Action Plan for Diversity at UD

from the Preamble

We

…must reaffirm what diversity really means at UD—both as a guiding principle and a practice.

…must demonstrate the ways diversity is important to all students in what we teach, how we teach, what we learn and how we learn.

…must consider what it means for each of us to live and embody the values of acceptance, respect and common good as members of a thriving, dynamic and diverse campus community. Research shows that campus communities with meaningful diversity practices significantly increase the quality and value of education for all students.

…must consider our successes and missteps as an opportunity to re-engineer and enhance our educational practices.

…must continue to assess our diversity performance as an institution, as faculty, staff and administrators, and to develop and measure the cultural competencies of our students at both the undergraduate and graduate levels.

Our Common Ground Values for Diversity and Inclusion

Diversity is a core value and guiding principle for the University of Delaware's educational mission to prepare students to live in an increasingly interconnected and diverse world. Diversity at UD means both the recognition and appreciation of all human differences, based upon, but not limited to, age, race, ethnicity, national origin, sex, class, gender identity, disability, sexual orientation, culture, ideology, politics, religion, citizenship, marital status, job classification, veteran status, and income and socioeconomic status. We are committed to building an inclusive educational community, one whose excellence is based not only on stellar disciplinary achievement, but also on understanding people from different backgrounds and circumstances, with different needs, perspectives and ways of thinking. We want to make all people who are part of the University feel welcome and valued in campus life."

Guiding Principles for Action

1. Recruit, develop, retain and promote a diverse faculty and staff.

2. Continue to create and retain a diverse student body.

3. Transform curricular and co-curricular goals.

4. Create opportunities for educational/professional development and training.

5. Build community and improve campus climate within UD.

6. Strengthen community outreach and engagement.

Our Goals

Diversifying UD's Academic Campus

Goal 1: *We will utilize best practices for recruiting and hiring diverse faculty in all disciplinary fields. Most importantly, we will increase the representation of historically underrepresented and underserved groups, first generation, low-income, and other diverse groups and women at all faculty ranks.*
Accountability Partners: President, Provost, Vice Provost for Diversity, Vice Provost for Faculty Affairs, Deans, Deputy Deans, and Department Chairs, Department Faculty and Staff, Faculty Senate, ADVANCE –IT, Human Resources.

Goal 2: *Our student body must reflect the world we inhabit in an effort to prepare our students to live and work in an increasing diverse world.*
Accountability Partners: President, Provost, Deputy Provost for Academic Affairs, Faculty Senate, Center for Teaching and Assessment of Learning, Vice President of Enrollment Management, Deans, Assistant Deans, Chairs, Associate Chairs, Faculty, and Academic Advisors.

Goal 3: *We will be intentional in our attempts to recruit, retain, mentor, and professionally develop graduate, professional, and continuing studies students from historically underrepresented and underserved groups, first generation, and low-income students who are essential to building the pool of candidates in the academic pipeline.*
Accountability Partners: President, Provost, Senior Vice Provost for Graduate and Professional Education, Associate Vice Provost for Professional and Continuing Studies, Deans, Assistant Deans, Director for Graduate Recruiting and Diversity, Graduate Directors, and all Chairs, Associate Chairs, and Faculty.

Goal 4: *Our professional, exempt, non-exempt, salaried and hourly staff should reflect the diverse world in which we live.*
Accountability Partners: President, Provost, Executive Vice President, and all Vice Presidents, Vice Provosts, Managers, Directors, Deans, Assistant Deans, and Chairs, Human Resources, Office of Equity and Inclusion.

Educating the Academic Community about Institutional Diversity Goals and Objectives

Goal 5: *Through campus-wide conversations about diversity, equity and inclusion, with the purpose of engaging students, faculty and staff in dialogues about the necessity of valuing and respecting human differences in all of its forms, the University of Delaware community reaffirms that diversity is a cornerstone of institutional and academic excellence.*
Accountability Partners: President, Provost, Executive Vice President, and all Vice Presidents, Vice Provosts, Managers, Directors, Deans, Assistant Deans, and Chairs, and all faculty and staff.

Improving Campus Climate within UD

Goal 6: *We will work to create a more welcoming and inclusive campus community that respects and appreciates all human difference. We will accomplish this goal through education and awareness, policy development, advocacy relationships with the diversity caucuses, faculty, staff and student groups while maintaining transparency in our processes.*
Accountability Partners: President, Provost, Executive Vice President, and all Vice Presidents, Vice Provosts, Managers, Directors, Deans, Assistant Deans, Chairs, faculty, students, and staff.

Develop an Accountability System for Achieving Institutional Diversity Goals

Goal 7: *Create accountability processes that encourage leadership and the campus community at large to achieve diversity goals and objectives for their academic units and/or offices.*
Accountability Partners: President, Provost, Executive Vice President, and all Vice Presidents, Vice Provosts, Managers, Directors, Deans, Assistant Deans, and Chairs, Associate Chairs, and all others in leadership positions.

Develop and Expand Public Engagement Partnerships with External Community

Goal 8: *Build stronger alliances and collaborative partnerships with external community groups and local and regional civil, social and educational institutions to demonstrate UD's commitment to diversity.*
Accountability Partners: President, Provost, Executive Vice President, and all Vice Presidents, Vice Provosts, Managers, Directors, Deans, Assistant Deans, and Chairs, Associate Chairs, faculty, staff, and all others in leadership positions, as well as alumni groups, external community advocates and community groups.

We are in this together

Inclusive Excellence: An Action Plan for Diversity at UD is a shared goal for the University of Delaware community. We are all significant participants in advancing the educational mission of transformative learning experiences that prepare our students to live in an increasingly diverse and global world. Our commitment to institutional excellence builds on this guiding principle that inclusion and diversity are essential for educating global citizens who will create knowledge that has societal impact. Our exceptional position as a world leader in research, scholarship, and engagement means that we are uniquely equipped for the task. In advancing cultural understanding and creative expression, bridging opportunity divides, and fostering educational opportunities that allow our students to connect their knowledge and skills to addressing the grand challenges and great debates of our time, **we strengthen the University of Delaware's commitment to provide a rich educational experience that impacts diverse communities and humanity globally.**

Priorities for Achieving Inclusive Excellence: 2016-20121

To recruit, develop, retain and promote a more diverse faculty and staff, we will:
For Faculty:
• Develop an Inclusive Excellence Cluster Hire Initiative in areas that build upon grand challenges, great

debates (i.e., health care equity, environmental justice, education, STEM, public digital humanities).
• Strengthen formal and informal faculty mentoring apparatuses centrally and at the college and department levels for new and mid-level faculty of color
• Strengthen promotion and tenure metrics
For Staff:
• Promote career ladder development for diverse staff
• Strengthen recruitment and retention pipeline for staff
• Develop Sick Bank Initiative

To continue to create and retain a diverse student body, we will:
Undergraduate:
• Expand pipeline programs
• Evaluate and strengthen tutoring, advising, mentoring and academic development across departments, colleges, and our institution to improve student success
• Strengthen scholarship/merit awards for diverse students
• Improve four- and six-year graduation rates for historically underrepresented and underserved students, first generation, low-income, international and other diverse students
Graduate:
• Strength recruitment and pipeline practices for diversifying graduate student populations
• Develop competitive graduate packages that include 12-month funding (i.e., Graduate Fellows Program)
• Expand pipeline programs for pre-graduate summer programs
• Improve graduation rates and time of completion to MA and PHD

For educational/professional development and training, we will:
• Operationalize diversity education and awareness, cultural competencies training and professional development for all university employees
• Require search committee training for all university searches

To further curricular and co-curricular transformation, we will:
• Strengthen co-curricular programming that promotes the values of respect, civility and appreciation of human and cultural difference in all its forms (i.e., Passport System)
• Strengthen the multicultural requirement
• Strengthen FYE/FYS experience

To build community and improve campus climate within UD, we will:
• Clarify and strengthen bias/harassment reporting processes
• Cultivate a campus climate that encourages intercultural dialogues about the importance of inclusion, diversity, and equity in theory and practice
• Develop an accountability system that is transparent in measuring our progress towards achieving our diversity goals

To strengthen our accountability, we will:
• Provide yearly updates on our institutional progress towards achieving our diversity goals in all areas listed above
• Assess and evaluate diversity activities and programming
• Create diversity and inclusion blueprints and action plans for all colleges
• Have academic units, colleges and other administrative utilize the performance appraisal process to

create SMART goals for inclusion and diversity, and to measure unit climate
• Make campus climate survey results available and provide a list of recommendations and actions where appropriate, for improving university goals and processes towards achieving equity, inclusion, and diversity.

To measure our progress, we will:
• Create an equity scorecard that will help us track institutional change and the outcomes of our inclusion and diversity activities, programming, and recruitment, retention and mentoring practices, and make those results available publically.
• Utilize the Ethnic Diversity Index (or the Index of Qualitative Variation—IQV) to measure our progress in meeting our diversity goals as compared to our institutional peers.
• Have an external assessment of our inclusion and diversity practices in 2021 to evaluate our diversity infrastructure, strategic leadership, accountability, strategic vision, and the outcomes of our diversity outcomes.

Our true success will be measured by:
• Improved diversity in the compositional representation of our staff, faculty, undergraduate and graduate student populations;
• Clarity in career development and advancement for women and historically underrepresented and underserved groups staff populations
• An increase in the promotion and tenure success of historically underrepresented and underserved and diverse populations utilizing improved P & T metrics;
• Improved graduation rates for historically underrepresented and underserved undergraduate students, low-income, first generation and other diverse groups;
• Improved graduation rates (and time of completion to MA and PHD) for historically underrepresented and underserved groups, first generation, low-income and other diverse groups;
• Improved hiring practices at all levels of the institutions;
• Decrease in discrimination and grievance complaints;
• Improved campus climates in classrooms, departments, campus offices and other institutional spaces

Approved by the
UD Board of Trustees
May 12, 2015

DELAWARE WILL SHINE

A Blueprint for a Pre-Eminent Learner-Centered Research University

"Scientia sol mentis est"—Knowledge Is the Light of the Mind

The University of Delaware, one of the nation's oldest institutions of higher education, traces its heritage to an academy established in 1743 by the distinguished scholar-schoolmaster Francis Alison. This academy made its mark on the world; indeed, its first students played key roles in the founding of the United States of America.

Today, **the University of Delaware continues its commitment to excellence and consequentiality**. We seek to discover knowledge critical to addressing the grand challenges and great debates of our time, preparing our students as foremost leaders and problem solvers in a global society. The Carnegie Foundation for the Advancement of Teaching classifies the University of Delaware as a research university with very high research activity, placing UD among only three percent of academic institutions in the United States. In 2015, the Carnegie Foundation selected UD to receive the distinguished Community Engagement classification for our scholarly work with community partners to address complex societal issues.

UD has made important strides forward guided by the 2008 Path to Prominence strategic plan. Now, through the campus-driven Delaware Will Shine planning process, we aim to build on our progress and be a model of distinction in higher education with firm commitments to student success, affordability and access. Our goal is to be a pre-eminent *learner-centered* research university led by exceptional faculty and staff dedicated to excellence. Faculty effort, long defined in terms of teaching, research and service, will emphasize *learning, scholarship* and *engagement*, reaffirming that our work must have a meaningful impact for our students and the world.

The University of Delaware's future is firmly predicated on our steadfast commitment to diversity, equity and inclusion. We must strive to be a more open, inclusive community that encourages and supports diversity as a cornerstone of excellence, that harbors a safe and welcoming environment, and that reflects the hopes and dreams of society as a whole. Going forward, the University will be characterized by a spirit of unity and the highest levels of transparent and inclusive decision-making. We will be nimble, collaborative and connected to each other and to our collective aspirations.

This strategic planning process owes its strength to the Blue Hen community—the many talented faculty, staff, students, alumni and community partners who have provided valuable input and who will be essential to our plan's success and its continuing evolution. Delaware Will Shine is designed to serve as a *living document*, launching strategic planning as an ongoing activity across campus, giving the University greater flexibility to adjust our trajectory to pursue emerging opportunities.

We are confident and enthusiastic about our future. Successfully pursuing the University of Delaware's vision as a pre-eminent learner-centered research university will require the engagement and support of the entire UD community, as well as our partners locally, nationally and internationally. Our task now is to understand our collective mission and where each of us can contribute; to align our resources and actions with our goals; to celebrate excellence wherever we find it; and to continue to instill a seriousness of purpose and lifelong love of learning in our students as they, like Francis Alison's first scholars, prepare to change the world.

WHAT WE VALUE

Our Guiding Principles

Five principles, identified during the 2008 Path to Prominence strategic planning process, continue to guide our progress. They are at the core of the University's mission and inspire a commitment to addressing the grand challenges of our time. All members of the University community align their efforts and contextualize their work to support our guiding principles.

- **Delaware First**. The University of Delaware affirms our commitment to the citizens of Delaware. UD's excellence will be a continuing source of pride for the state and its citizens. We will remain a top, affordable higher education destination for Delawareans; we will be outstanding partners on mutually beneficial projects with communities across the state; and our scholarship, innovation and entrepreneurial spirit will drive economic prosperity.

- **Diversity.** The University of Delaware seeks, respects, values and embraces diverse backgrounds, experiences and perspectives. This culture is crucial from the perspective of equity and justice, and it is essential for educating global citizens, improving learning outcomes, developing knowledge and enhancing societal impacts.

- **Partnership.** The University of Delaware creates and capitalizes on innovative partnerships for economic and community development that enrich scholarship, research and creative activity, enhance curriculum, teaching and learning, and ultimately contribute to the public good.

- **Engagement.** The University of Delaware engages students, faculty, staff and alumni in the most compelling social, cultural, artistic, and scientific challenges of our age that transcend traditional disciplinary boundaries, requiring a focus on creativity and discovery, and the collaboration of experts from multiple fields.

- **Impact.** The University of Delaware ensures that our ideas, our expertise and our students will make a significant difference in the world and that the University's innovation, excitement and accomplishments are known throughout Delaware, academia and around the globe.

WHAT WE WILL DO

A Pre-Eminent Learner-Centered Research University

The landscape of higher education in the United States has changed dramatically over the past decade. Shifting demographics, rapid technological advances and increasing financial pressures require a reassessment of the mission of the contemporary American research university.

The University of Delaware is in an exceptional position to address these concerns. We have a strong, engaged Board of Trustees and a close working relationship with state and local governments. Most significantly, we have an enormously talented University community eager to advance and improve the excellence, quality and impact of our institution while containing costs.

The University of Delaware will align our strengths in research, scholarship and engagement to be a pre-eminent *learner-centered* research university on an even more welcoming and diverse campus. We will emphasize *learning,*

scholarship and engagement. In doing so, we will expand the breadth and impact of our active learning approaches beyond traditional classrooms, laboratories and fieldwork to include transformative co-curricular activities, experiential studies and community partnerships. Toward these goals, we will develop practices and programs that increase affordability, access and degree attainment while holding excellence and engaging student experiences paramount.

Progress under the Path to Prominence advanced the University in many dimensions. To focus and prioritize our aspiration to be counted among the world's premier research universities, the University of Delaware sets the goal of achieving scholarly productivity, breadth and impact on a per capita basis that will be on par with the top half of the Association of American Universities (AAU) public universities by 2025.

At UD, deeper bonds will be forged between faculty and students, as our students unleash their knowledge and skills, take intellectual risks, and benefit from the guidance of our faculty. In the process of generating new knowledge and solving real problems, our students will uncover and intensify their individual strengths and purpose. In serving others, they will find the passion that powers their lifework.

This direction underscores the University of Delaware's primary approach to develop critical thinkers who value diverse perspectives—responsible and ethical leaders and problem solvers, who are civically engaged, global citizens. It is a direction in which the University has been steadily innovating:

- UD has been a pioneer in problem-based learning (PBL), in which students explore a complex problem and work collaboratively toward a resolution. The Interdisciplinary Science and Engineering Laboratory (ISE Lab) is an example of an active classroom initiative, where students in small groups are guided through problems drawn from real-world examples.
- The Horn Program in Entrepreneurship at the Venture Development Center delivers educational programs built on a foundation of experiential learning, faculty guidance and active engagement with business owners, thought leaders and the broader entrepreneurial ecosystem. Increasingly, students, faculty and staff members, as well as alumni and community residents, participate in its activities.
- The Interdisciplinary Humanities Research Center is distinguishing itself nationally by exclusively supporting collaborative research and creative activity and its integration into the curriculum. The center has seeded popular interdisciplinary minors in areas of signature strength at UD, such as political communication and environmental humanities, and is opening a new chapter of integrative research, instruction and scholarly communication practices in the digital humanities.
- UD's Science, Technology and Advanced Research (STAR) Campus is taking shape as an innovation center, providing educational opportunities for students while igniting economic growth. Tenant partners will offer internships for our students, as well as collaborative research opportunities. Already at STAR Campus, UD researchers and students and community and industry partners are co-inventing solutions to infant mobility issues and developing electric vehicle-to-grid technology for stabilizing the power grid.
- In 2015, UD has received the Carnegie Community Engagement classification, recognizing the extension and impact of our scholarship to society through work with more than 300 community partners in dozens of locales, from Delaware to Cameroon. UD also has won a coveted NAFSA Senator Paul Simon Award for Comprehensive Internationalization in recognition of our excellence in integrating international education across all aspects of the University.

The University's recently adopted general education goals will provide a framework for achieving our learner-centered objectives. Systematic and institutional innovations in curriculum and delivery will focus on how students—all students—learn. Units such as Professional and Continuing Studies, Cooperative Extension and

Delaware Sea Grant will improve the University's outreach by applying researched principles of adult education to the design of lifelong learning environments.

In this transformative environment, a renewed focus on the *learner*—students, faculty, staff and alumni—will connect our campus community broadly and will offer our students distinct educational and career advantages.

WHERE WE WILL FOCUS

Addressing the Grand Challenges

Inspired by our guiding principles, the University of Delaware will accelerate the integration of our teaching, research, scholarship and engagement into a unique and exciting learner-centered environment focused on addressing the following seven grand challenges of state, national and global significance. Identified through extensive dialogue with internal and external constituents, these challenges represent those areas where the University is best positioned to harness our significant and emerging strengths to solve society's most pressing issues.

Every member of our campus community—faculty, staff and students—should envision where they connect with these grand challenges and how their knowledge, skills, attitudes and efforts can be applied to make a difference. In doing so, we will engage in the great debates and big ideas that will help transform our future.

As a premier global research university, and working with partners around the world, we are poised to align resources and make an impact across these seven themes:

Educating the Global Citizen. The need for an educated citizenry capable of navigating our rapidly changing world has never been greater. The University of Delaware will prepare global citizens—individuals who value peace, respect, equity and human rights and who have an understanding of civics, world cultures, the arts, ecology, science, economics and politics. The foundation already has been set: UD's historic strengths in study abroad, including opportunities for students to learn overseas, as well as the development of U.S.-sponsored programs at UD for international students, position us for even greater leadership in transforming global education and scholarship. Increasing the UD community's awareness and integration of our international students and visiting scholars will enrich and strengthen our campus and surrounding community. Internationally active faculty members, student groups and service learning programs will provide even greater global experiences at home and abroad, and strategic agreements with international universities will catalyze innovative educational initiatives for the world.

Advancing Cultural Understanding and Creative Expression. Greater understanding of the human experience is crucial to bridging societal divides, just as artistic and cultural expression is essential for stimulating the imagination and renewing the human spirit. The University of Delaware is committed to strengthening local, national and international partnerships through research and engagement efforts that look beyond traditional academic boundaries to more fully integrate the arts, humanities, social sciences, and science, technology, engineering and mathematics (STEM). In collaboration with community, government and industry partners, we will introduce scholars and artists from around the world into our campus life, connecting people of different backgrounds. Through outstanding performing arts, creative work and research we will engage with new ideas and perspectives that sustain and enrich diverse societies and humanity globally.

Bridging Opportunity Divides. The University of Delaware and the local, national and global communities in which UD exists include people from all economic, cultural, racial, ethnic and religious backgrounds, with diverse physical and developmental abilities. The University views diversity as critical to our pursuit of excellence, critical to our future, and critical to our students and their success as we prepare them for future careers and lifelong civic engagement. UD is committed to ensuring that all members of our community have the opportunity to participate fully and realize their whole potential regardless of their identity, background, physical ability or institutional position. Every member of our community will engage meaningfully in institutional life and contribute to the flourishing of others. The University of Delaware will continually strive to ensure that our campus is physically accessible and safe, with zero tolerance for bigotry and harassment. UD will engage in high-impact research and outreach efforts in local and global communities to provide evidence-based perspectives that support fundamental rights, broaden opportunities, increase access to higher education and embrace diversity of all kinds.

Building a Sustainable Economy. Developing a flexible, innovative and entrepreneurial culture for business and economic development is critical to supporting a sustainable global economy. Proactively addressing the tension between fiscal goals, available and renewable natural resources, and broad social well-being will help us find new ways of creating and sustaining prosperity for all. The University of Delaware will ensure that our graduates are entrepreneurial and fully understand the local and global impacts of their decisions, and are able to apply their knowledge and skills to sustainable economic challenges. UD research, scholarship and creative endeavors, conducted through strong public and private sector partnerships locally and globally, will play an essential role in creating new knowledge and applied solutions that reimagine business and industry for the betterment of society.

Improving Health and Wellness. As individuals, families and communities look to embark on the road to a healthier and happier life, they face a multitude of social, economic and environmental hurdles. Fundamental advances in science and engineering provide paradigm-shifting discoveries that transform the treatment, detection and prevention of human disease. Through multidisciplinary, collaborative biomedical research, the University of Delaware will promote the translation of these discoveries into innovations. UD will holistically engage in public and private partnerships to address issues such as health literacy, chronic disease prevention and management, age-related health challenges, mental health, health equity, food systems, nutrition and agriculture, and health policy education. These efforts will build on a solid research foundation across disciplines to design solutions such as new diagnostics, devices, treatment plans, data analytics and care delivery systems. UD will train students to be the health care professionals, research scientists and engineers of the future who will discover creative methods and treatments and shape policies that result in improved health and wellness.

Innovating Energy and Environmental Solutions. The growing human population is impacting food and freshwater resources, compromising natural ecosystems, accelerating declines of plant and animal populations, changing climate and putting pressure on communities at risk across the planet. The University of Delaware is well-positioned to address these complex challenges through cross-boundary approaches that interweave economic, policy, ethical, aesthetic, historical, literary, social, scientific and technological innovations; and through strong partnerships with communities, business leaders and governments searching for sustainable solutions. UD contributes to the global discussion on energy and environmental issues, using local systems and outcomes as models. Emerging fields such as the environmental humanities expand experiential learning beyond STEM and provide more students with the opportunity to engage in fieldwork. As UD leverages its expertise and partnerships, and builds new strengths across and between

disciplines, we are committed to finding energy and environmental solutions that are both sustainable and equitable.

Ensuring Safety and Security. Natural and human forces, from rising seas to cybercriminals, pose challenges for the safety and security of people and their identities, global economies, food, water and energy supplies, and infrastructure ranging from mass transit to financial systems. The University of Delaware will address these challenges and provide new and innovative solutions and policies. This work also will encompass our own campus community, where UD must be ever-vigilant in ensuring the safety and well-being of all. Addressing this grand challenge will require the integration of scientific, technical, cultural, historic, political and economic expertise. This integrated approach will improve understanding of human behavior and develop technologies, policies and best practices to bolster security and safeguard society. These efforts will lead to advances in areas that are currently only in their infancy, yet promise to take on greater importance in our future.

These seven grand challenges provide the framework within which the University of Delaware will align our mission and goals to positively impact the world. Resource allocations and investments will be prioritized primarily in accord with the goals of our grand challenges.

HOW WE WILL IMPACT THE WORLD

Advancing Our Commitment to Excellence through Five Strategic Initiatives

The University of Delaware sets five strategic initiatives through which UD will address these grand challenges: (1) to foster an open and accepting campus culture; (2) to develop innovative academic programs; (3) to strengthen our world-class research and scholarship; (4) to advance a safe and healthy campus; and (5) to enhance our collaborations with community partners.

These initiatives require the engagement and participation of the entire University community to achieve our goals and attain new levels of excellence. Each initiative contains a series of recommendations coalesced from input from the University community, as well as suggested measures for evaluating our success.

Strategic Initiative 1: A Welcoming and Collaborative Campus Community

Diversity, defined to include all aspects of human difference, is both a social responsibility and an intellectual commitment. It is required to achieve excellence through learning, teaching, scholarship, student development, institutional functioning and engagement in local and global communities.

Diversity also can be considered in light of learning styles and learning experiences. It encompasses access and intellectual inclusion in curriculum, research and scholarship, service and holistic integration into the academic culture for all members of the University community.

The University of Delaware has made diversity a guiding principle, yet by many measures, we are still striving to meet the expectations this principle implies. Going forward, the University of Delaware will put diversity efforts at the forefront of every undertaking. We will address issues of campus culture and community through open dialogue, inclusive decision-making, clear communication and accountability.

The following are areas where the University community sees both the greatest immediate need and the greatest potential for success.

Priority Recommendations

1. Vigorously foster an inclusive and culturally rich campus united in a spirit of welcome, support and respect and empowered to challenge issues of social injustice. As a model for zero tolerance for bigotry, hate speech and harassment, our diverse campus, will, in turn, enrich and strengthen the surrounding community.
2. Make diversity a cornerstone of the curriculum, one that supports critical thinking, free inquiry and a diverse view of values as skills that students must demonstrate to be successful as global citizens.
3. Set strategic priorities for the recruitment, support and success of faculty members, students and staff members of color, as well as other underrepresented groups and share the best practices of units that are successful in recruiting and retaining students through graduation, particularly students from underrepresented and underserved populations.
4. Continue to recruit, mentor and engage international students, faculty and staff members in our classrooms, across our campus and within our community.
5. Increase opportunities for staff development and appreciation by expanding best practices in Human Resources including the development of career ladders and progression opportunities, supervisor training and accountability, and consideration of recognition and rewards for staff.
6. Increase strategic support for the Associate in Arts Program (AAP), including through the development of STEM field curricula; strengthen the UD identity of AAP faculty, staff and students. Consider the best administrative structure and location for AAP to flourish.

Measuring Our Progress

1. Conduct an annual climate survey and share the results with the University community. Additionally, perform exit interviews to determine why applicants from underrepresented groups for faculty, student and staff positions did not choose UD, or why, as employees, they left the University.
2. Assess the impact of NSF ADVANCE programming on the recruitment, retention and career progression of women faculty and women faculty of color.
3. Utilize the Diversity Index (also known as the Index of Qualitative Variation–IQV) to measure UD's progress on this commitment. Distribute the results online, including data on the academic success of underrepresented students and how UD compares to other institutions.
4. Survey AAP students annually regarding the effectiveness of the program and monitor the number and success of students who progress through AAP to STEM and other fields at UD.

Strategic Initiative 2: Innovative Education Design

Recognized as a national leader in teaching innovation, the University of Delaware provides undergraduate and graduate students with exciting and effective courses and programs. We also constantly evaluate the needs of our students in light of the futures these rich educational experiences will shape.

Accordingly, the University Faculty Senate recently adopted new goals in undergraduate education to prepare students who are:

- Engaged citizens, involved in the world around them and who understand the major challenges and debates of the day;
- Aware of their intellectual strengths and interests and of their ethical values and commitments;
- Capable of interpreting the arts and culture of contemporary and past societies; and
- Equipped with the essential skills necessary to thrive in a rapidly evolving world including the ability to be a lifelong learner, creator and innovator.

UD's educational objectives as affirmed by the Faculty Senate are to produce students who have the ability to read critically, analyze arguments and information, and engage in constructive ideation; communicate effectively in writing, orally and through creative expression; work collaboratively and independently across a variety of cultural contexts and a spectrum of differences; critically evaluate the ethical implications of what they say and do; and reason quantitatively, computationally and scientifically.

For these goals to have the desired impact on undergraduate learning, UD must develop new courses and curricula and support innovative, interdisciplinary instruction more effectively. Faculty designing premier courses will be recognized and rewarded, and their coursework will serve as inspirational models, catalyzing continuous improvement of our instructional programs.

Simultaneously, an investment in fieldwork, internships, and global and other opportunities for extramural engagement will enrich the graduate experience, preparing students for careers within and outside the academy.

Students enrolled in UD's extensive array of non-degree, certificate and online programs also will benefit from innovations in curriculum and delivery, as well as lifelong learners at the Osher Institute. These learners, too, will engage in the grand challenges, great debates and big ideas of the past, present and future.

Priority Recommendations

1. Incubate innovative educational experiences and new interdisciplinary fields of study by bringing together creative thinkers from across UD in a new academic structure, for example, an experimental academy. This structure will support students who want to design their own degree programs guided by faculty advisers and advance scholarship on learning and scalable curriculum delivery.
2. Review and revise Promotion and Tenure (P&T) policies to align with the faculty activities of a pre-eminent learner-centered research university.
3. Consider new approaches to academic majors and instruction, including admitting students into broader areas of inquiry rather than specific majors. Strengthen faculty mentoring and advising for all students and engage every student in greater ownership of their education, guided by their advisers.
4. Identify and address administrative and policy barriers to cross-disciplinary and cross-college collaborations in educational design and delivery.
5. Reward innovative practices and programs that enhance the student experience and educational quality and that optimize the use of resources.
6. Evaluate how to fully leverage the rich cultural programming of the performing arts and special collections of the University Library, UD Museums, University Archives and other significant campus holdings and integrate them into the educational experiences we offer students, including their learning, scholarship and engagement.
7. Integrate engaged scholarship, leadership development and entrepreneurship more widely into academic programs.
8. Develop self-sustaining professional education programs that meet the needs of professionals and that include a dedicated online component. Create robust online certificate and degree programs to support the education of lifelong learners.

Measuring Our Progress

1. Assess the enrollment numbers, academic success, retention and graduation rates of all students, including those in more flexible degree programs compared with those in traditional majors.
2. Assess the impact of admitting students directly to colleges or to University Studies versus directly to majors.

3. Monitor the expansion of entrepreneurship into academic programs. Track the number of faculty teaching entrepreneurial courses, as well as the placement of students in entrepreneurial careers.
4. Track the number of courses and student theses and dissertations that utilize primary research materials from the University's special collections and museums.
5. Survey graduates of UD's professional education programs to assess program impact on career success and advancement.

Strategic Initiative 3: Multidisciplinary Research and Scholarship

A research university's fundamental goal is to promote discovery, creativity and scholarly achievement. Thus, the research enterprise affects the entire UD community, and support for research infrastructure is essential given all of the constituencies and stakeholders involved. Over the past several years, thanks to the productivity of our faculty, staff and students, sponsored research activities have grown considerably at UD, and major achievements also have been made in artistic and humanistic endeavors. But much more opportunity lies ahead.

A stronger investment in graduate education is key to advancing the University's research and scholarly excellence. While several of our graduate programs are nationally recognized, the levels of achievement in graduate education imagined in the Path to Prominence have not yet been realized. Indeed, funding and growth have been stagnant across many graduate programs. Substantial opportunities remain to develop a University-level approach that would expand the graduate educational experience and yield students with a unique set of skills relevant to the global economy, well-prepared for careers within and outside the academy.

Further developing a culture of multidisciplinary research will significantly expand high-profile research and educational initiatives, build and maintain an excellent research infrastructure, and increase the University's research stature. The success of programs that cross disciplines is evident in the recent growth of collaborative research projects, including those that are federally funded. Institutes and programs that foster multidisciplinary thinking often are limited by administrative barriers and by the lack of financial, physical and administrative resources for research and training. Faculty members may be faced with a conflicting sense of responsibility, which inhibits collaboration. We must remove these obstacles for the benefit of our students and faculty.

Priority Recommendations

1. Provide strategic and operational leadership in graduate education through the establishment of a Graduate College that models national best practices and keys on strengthening the University's doctoral programs. Through rigorous review and evaluation, ensure that our graduate programs are the right size and have the stable, multi-year funding necessary to support student progress and success.
2. Faculty members are expected to contextualize their academic work in the grand challenges, great debates and big ideas that define our times.
3. In ten years, double the number of nationally recognized doctoral programs. Also double the number of doctoral students per faculty member in STEM and other targeted fields.
4. Increase the number of prestigious awards received by our faculty (e.g., National Academy of Sciences, National Academy of Engineering, Fulbright, Guggenheim, MacArthur Fellowship).
5. Strengthen UD's multidisciplinary education, research, scholarship, creative and artistic activities by aligning resources and policies, including in faculty P&T and annual appraisals, to facilitate and reward a culture of collaboration and research successes that have consequential impacts on the grand challenges.
6. Strengthen support for research core facilities as well as affiliated laboratories, research development including proposal development, and research communications and outreach. Recognize the critical importance of the University Library, including its special collections, as a core resource for scholarship.

7. Create, expand, consolidate or close programs, centers and institutes based on alignment with the University's mission, resources and excellence, and renovate associated infrastructure accordingly.
8. Significantly enhance Information Technology infrastructure to position UD as an IT leader in supporting student success to graduation, instructional delivery, research support, business practices and cybersecurity.
9. Increase the number of students involved in undergraduate research across campus, through the Office of Undergraduate Research and Experiential Learning, NUCLEUS, McNair and other programs.
10. Cultivate our own future faculty leaders on campus, through mentoring and participation in leadership programs and professional development conferences. Better connect and coordinate leadership programs across campus, perhaps in a virtual institute.

Measuring Our Progress

1. Assess the career placement of UD graduate students through an annual survey of graduating students.
2. Monitor the number of nationally recognized, multidisciplinary doctoral programs and the number of doctoral students per faculty member.
3. Track the number of prestigious awards received by our faculty (e.g., National Academy of Sciences, National Academy of Engineering, Fulbright, Guggenheim, MacArthur Fellowship).
4. Benchmark where UD stands relative to our competitor institutions, including Association of American Universities (AAU) members, in areas from faculty performance to research infrastructure support.
5. Annually measure the number of UD graduate student applications and awards for graduate study from federal and private sources (e.g., NSF Graduate Research Fellowship, NSF National Research Traineeship, U.S. Dept. of Education Graduate Assistance in Areas of National Need).
6. Analyze the number of proposals submitted and awards received for multidisciplinary projects and externally funded center grants.
7. Monitor the number of multidisciplinary degrees and courses offered across campus.
8. Evaluate the effectiveness of our central core facilities, including the University Library, through a program with robust oversight.
9. Track the number of students involved in undergraduate research.
10. Assess succession plans for leadership positions across campus.

Strategic Initiative 4: Campus Safety and Wellness

The University of Delaware works tirelessly to create an environment where people can feel safe to learn, work, live and visit. Every member of our community plays a critical role in campus safety and wellness efforts by practicing good personal safety habits, by promptly reporting suspicious activity and by discouraging careless practices and behavior. Collectively, we will distinguish UD through our commitment to the highest standards of conduct, from the classroom to the playing field, from the residence halls to the town.

To address the serious issue of sexual misconduct, the University has appointed a Title IX coordinator who is leading a wide-ranging effort to improve our victim support services, policies, prevention and education programs. Simultaneously, a Faculty Senate Commission on Sexual Harassment and Assault is charged with making recommendations for the implementation of best practices for preventing sexual misconduct and for addressing sexual harassment and assault allegations on campus.

High-risk student behaviors such as binge drinking pose serious threats to student safety, wellness and academic success. The University of Delaware Campus Coalition for Alcohol and Other Drug Abuse Prevention has been established to explore creative and more holistic solutions to this challenge. Coalition members include students, staff, faculty, bar and restaurant owners, City of Newark officials, and law enforcement.

UD provides numerous opportunities for students, staff and faculty to achieve greater wellness. First-rate fitness facilities, numerous club sports, and programs offering yoga instruction to nutrition counseling enhance the connection between a healthy body and a healthy mind.

Priority Recommendations

1. Develop innovative Student Life programming to offer all UD students rich co-curricular experiences that foster safe and healthy behaviors.
2. Develop and implement best practices in addressing sexual harassment and sexual assault and providing support to victims. Centralize educational and support activities related to gender equity and sexual misconduct.
3. Become a national model for involving parents, alumni and students in reducing binge drinking and other high-risk behaviors.
4. Strengthen and enhance awareness of student, staff and faculty policies and programs pertaining to campus safety, security and wellness. Continually evaluate technologies for crime alerts and emergency notifications and response.
5. Meet regularly with the greater Newark community to discuss initiatives, to assure safety and to foster a mutually enriching relationship between UD students and the community.
6. Engage students from orientation through graduation in a purposeful, serious commitment to academics and co-curricular experiences aligned with future career success.
7. Establish a University coalition focused on student mental health and wellness.
8. Continue to promote UD's first-rate athletics facilities and increase the participation of students, staff and faculty in fitness and wellness programs.

Measuring Our Progress

1. Measure trends in student participation in Student Life programming and co-curricular activities and document the competencies that students develop from such participation.
2. Augment the monitoring of public safety statistics for Clery Act reporting by periodically surveying the campus community about safety and security, making the results public, and engaging in campus- and community-wide discussions of the results.
3. Utilize the Blue Hen Poll, the College Risk Behavior Survey and the National Survey of Student Engagement to measure progress on reducing high-risk behavior among our students.

Strategic Initiative 5: Community Engagement

The University of Delaware is poised to expand its status as a Carnegie engaged university in both character and scope. We will offer students, faculty and staff members increased opportunities to become engaged leaders and global citizens through cultural programming, research-based projects and volunteer opportunities at home and abroad. Working with community partners, we will strive to solve the inequities that confront people locally and around the globe, from economic instability to population growth.

As a Land Grant, Sea Grant and Space Grant university, UD has a long history of community collaborations that are a hallmark of scholarly excellence and real-world applicability. Signature initiatives thrive in a strong partnership model, such as the College of Agriculture and Natural Resources' partnership for avian health with the Delmarva poultry industry—a major economic driver in the region, Delaware Sea Grant's model work with coastal communities to prepare climate action plans in the face of sea level rise, the joint Winterthur programs in American Material Culture and Art Conservation, and the College of Education and Human Development's Delaware Center for Teacher Education. Internationally, UD is working with universities, think tanks and communities in Africa to China to address issues ranging from access to clean drinking water to the preservation of endangered languages.

We must leverage our historic excellence in public outreach, service learning and study abroad achieved by such units as Cooperative Extension, the Center for Community Research and Service, and the Institute for Global Studies. Drawing on these resources and working with our community partners, we have the ability to develop a distinctive model of engagement that will marshal our collective knowledge and experience to address problems faced by communities in Delaware and beyond.

Priority Recommendations

1. Establish an Institute for Public Scholarship and Community Engagement, with empowered leadership and coordinated communications and outreach activities, to develop, amplify and sustain fruitful and reciprocal relationships with community partners in Delaware and beyond. The institute will also serve as the nexus for best practices in externally focused teaching and research, providing a highly visible space where students, faculty, staff, alumni and community members will experience and foster the mutually beneficial tenets of engaged scholarship.
2. Establish an Office of Sustainability to centralize coordination of sustainability efforts across campus and to engage students, faculty, staff and the larger community on issues such as mitigating climate change, transforming our sources and use of energy, and addressing economic and social inequalities.
3. Better integrate globalization across campus and designate the Institute for Global Studies as the coordinating unit for international education programs, policies and outreach programming, reporting directly to the provost. Continue to establish critical international partnerships.
4. Engage more Delaware pre-K–12 teachers and their classrooms in UD research/outreach programs, the traditional and performing arts, teacher professional development and innovative curricula at the School of Education to ISE Lab to the Hugh R. Sharp Campus in Lewes.

Measuring Our Progress

1. Survey the UD campus community annually to assess the participation of faculty, staff and students in community engagement activities and how much UD contributes to the community. Evaluate the impact of these experiences, particularly on our students and partners.
2. Update the UD Climate Action Plan and continue to track annual progress towards its goal to reduce campus-wide carbon emissions by 20 percent by 2020.
3. Annually measure the number of external partners involved in research, scholarship and engagement projects, proposals, research centers and institutes and assess the impact of such partnerships.
4. Annually measure and reward the number and impact of community engagement activities documented in Promotion and Tenure (P&T) cases and in annual appraisals.

HOW WE SHALL SUSTAIN OUR PROGRESS

Implementation Today and Tomorrow

As a campus community, we have identified new opportunities to create a safe, inclusive, learner-centered environment and to boost multidisciplinary scholarship, collaboration and efficiency. Increasing our engagement as a community, locally and globally, also will contribute positively to our campus environment and to our students' future careers.

Establishing and maintaining excellence requires making choices and prioritizing and aligning our resources accordingly. The allocation of resources and infrastructure support should be driven by core academic priorities, namely the pursuit of academic excellence and research prominence based upon our institutional strengths, our inter-institutional relationships, our location, and our Land Grant, Sea Grant and Space Grant missions.
To implement this plan, we will do the following:

- Appoint an Implementation Committee, working in partnership with five Action Teams aligned with the strategic initiatives. These groups will report to the provost and collectively will be responsible for timely implementation of recommendations, to monitor progress, and to identify and respond to unanticipated challenges and opportunities as they emerge;
- Provide units across campus with guidance, establish a timeline for action and develop an accountability process working together;
- Communicate the University's progress and priority setting, including multi-year budgetary planning, through an annual "State of the University" presentation by senior administration, in addition to town halls, forums, other events, electronic communications, dashboards and tools;
- Assess progress, based on clearly defined metrics, on an annual basis;
- Enhance our commitment to excellence, innovation and efficiency by all administrative units, providing managers and supervisors with effective leadership training and stakeholders with exemplary service and solutions;
- Recognize, reward and provide career advancement opportunities for staff members;
- Encourage faculty, staff, students and alumni to identify and propose innovative solutions to existing problems through a "Bright Ideas" blog on the Delaware Will Shine website and other avenues; and
- Publicize and celebrate our excellence and accomplishments broadly as a community to continue to elevate UD's visibility and prominence.

As Delaware Will Shine is designed to be an ongoing plan, the many ideas generated through this process will continue to be evaluated as implementation proceeds and priorities are addressed. These ideas will be shared with the University community in the future as online tools for monitoring and tracking progress are completed.

MOVING FORWARD TOGETHER

Delaware Will Shine: A Shared Vision

Delaware Will Shine is the collective effort of the University of Delaware community. We thank the many individuals across campus and beyond who have contributed their hard work, ideas, energy and enthusiasm to this strategic plan's development during more than 100 gatherings, including constituent meetings, town halls,

community forums and thought leader talks, as well as dozens of blog posts on the Delaware Will Shine website and emails.

Each of us plays a significant role in the future of this institution—in the success of our students, who entrust us with their education and well-being; in our commitment to civic engagement, which has characterized this University since our first daring scholars helped found the United States; and through the critical contributions each of us makes in learning, scholarship and engagement.

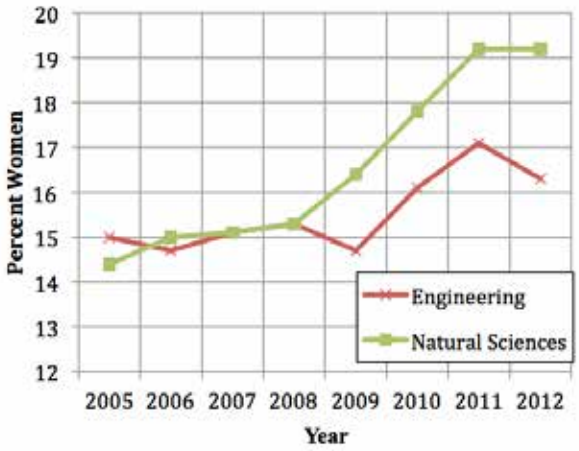
Together, we will advance the University of Delaware's reputation as one of the world's finest universities, where students gain new knowledge and learn how to use their unique strengths in service to others. Together, we will build loyalty and pride, and enhance our tradition of excellence to inspire desired change and a bright future at the University of Delaware.

"With a Daring Spirit Bold, Delaware Will Shine!"

Elements	Capstone 4	Milestones 3	2	Benchmark 1
Diversity Self-Awareness	Can effectively articulate self-identity and personal relationships in the context of significant human differences.	Ability to evaluate the effect of relationships and positioning of the individual self and others in diverse environments.	Ability to identify and understand/analyze how position and identity of self and others enables and impacts relationships in diverse environments.	Ability to identify some connections between personal positioning and decision making in diverse environments.
Perspective Taking	Evaluates and applies a range of perspectives to complex subjects within natural and human systems in the face of multiple or conflicting positions (e.g., cultural, disciplinary, ethical).	Synthesizes other perspectives (e.g., cultural, disciplinary, ethical) when studying subjects within natural and human systems.	Identifies and explains multiple perspectives (e.g., cultural, disciplinary, ethical) when studying subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (e.g., cultural, disciplinary, ethical).
Cultural Intelligence and Communication	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures. Initiates meaningful interactions with various groups to address significant issues.	Analyzes substantial connections between worldviews, power structures, and experiences of multiple groups historically or in contemporary contexts. Openly engages in respectful interactions with other groups.	Can give a historical or contemporary telling of multiple groups' experiences and how they relate; somewhat acknowledging power structures. Respectfully interacts with other groups, backgrounds, and worldviews	Can provide a one-sided retelling of a group's experience in a historical or contemporary context. Demonstrates some openness to differing groups' backgrounds, or worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address significant ethical, social and environmental challenges in institutions and communities and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences facing institutions and communities and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions for various institutions and communities.	Identifies basic ethical dimensions of some local or national decisions that have consequences for institutions and/or communities.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on various communities, groups, and institutions in order to develop and advocate for informed, appropriate action to solve complex problems.	Analyzes major elements of human organizations and actions historically and in the contemporary world to pose elementary solutions to complex problems.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions.	Identifies the basic role of some global and local institutions, ideas, and processes involving human organizations and actions.
Applying Knowledge to Contemporary Situations	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address diversity-related issues using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to diversity-related issues that are appropriate to their contexts using multiple disciplinary perspectives (e.g., cultural, historical, scientific).	Formulates practical yet elementary solutions to diversity-related issues that use at least two disciplinary perspectives (e.g., cultural, historical, and scientific).	Defines diversity-related issues in basic ways, including a limited number of perspectives and solutions.

The 2011 Middle States Report cited UD ADVANCE as an effort on campus that has begun to make progress toward increasing the percentage of women faculty in STEM (p. 14). At the time of this report, UD ADVANCE was funded by an NSF ADVANCE PAID grant. Under this grant, a team of faculty from the College of Engineering (COE) and the College of Arts and Sciences (CAS) developed two workshops for STEM (science, technology, engineering, math) faculty and administrators based. One workshop was on exemplary practices for recruitment of faculty and the other on faculty mentoring, with a focus on pre-tenure assistant professors. The PAID grant was a relatively small grant and the work focused exclusively on the COE and the natural sciences portfolio of CAS. Close to 100 faculty and administrators attended one or both of these workshops during the five grant years. During these years the COE and the targeted natural sciences departments experienced an increase in the percentage of tenured/tenure-track female faculty (see Fig. 1). Materials developed under the PAID grant can be accessed here: http://sites.udel.edu/advance/ud-advance-paid/.

Figure 1. Increase in t/tt Women Faculty in targeted UD STEM Departments, '05-'12



In 2014 the University of Delaware received a five-year, $3.3 million NSF ADVANCE Institutional Transformation (IT) grant. This grant allowed the creation of the UD ADVANCE Institute, led by four faculty co-PIs and staffed by a director, an administrative assistant, and a data analyst. The UD ADVANCE team of faculty and staff works closely with the Provost's office to improve the climate for all faculty, with a special focus on propelling women faculty – especially in STEM – to leadership. For details visit www.udel.edu/advance.

The work of the UD ADVANCE Institute takes place on multiple fronts, including:

- Education of administration (provosts, deans, and chairs) on implicit bias, fair evaluation, and policies and practices that foster inclusion.
- Professional development and mentoring for faculty, especially tenured women faculty and faculty of color.
- Review of policies and procedures for fairness and clarity.
- Data collection and dissemination, including detailed faculty demographic data and a faculty climate survey every two years.
- Hosting a national research conference in spring 2016 on the UD Campus entitled "Women of Color in the Academy: What's Next?"
- Engaging in scholarly research on factors that contribute to women's academic career satisfaction.

Report of the Provost's Commission on Continuing Non-Tenure-Track Faculty

31 March 2015

For the past decade, the University of Delaware has developed a high-quality continuing non-tenure-track professoriate. We are distinctive in offering appointments that both carry professorial rank and provide parity in benefits and base pay at each professorial rank. These practices are expressions of our institutional values and serve as a national model for research universities striving to fulfill their complex and varied missions in our economically challenging environment. By our practice, UD has demonstrated that a diversified professoriate does not have to be a divided one. Rather than rely on large numbers of temporary teaching contracts, UD is committed to developing an excellent, engaged, full-time faculty to meet our teaching mission.

At UD, academic appointments outside the tenure track have grown substantially in the last several decades. In 2015, about one-fifth of all full-time faculty hold continuing non-tenure-track (known as CNTT, but hereafter abbreviated as CT) appointments. The growth in CT faculty numbers reflects a change in the nature of academic employment as well as in the academic enterprise as a whole.

In May 2014, the faculty senate passed a resolution in response to administrative actions regarding new CT appointments. In response, Provost Grasso established a Commission to address a number of issues relating to the development of our CT faculty, which included the important issues of titling and promotion process. The deans of the seven colleges voluntarily declared a moratorium on new CT appointments while the Commission considered these issues. The Provost appointed a chair for the Commission and nominations for membership were submitted by the Provost and Faculty Senate leadership; the chair invited eight members to serve from the joint list of names, and the Vice Provost for Faculty Affairs was added *ex officio*. The Provost charged the Commission on 31 July and it began its work, concluding in this report and the accompanying draft resolutions. By appropriately addressing the issues considered by the Commission and establishing best practices, we will position UD as a national leader in developing and supporting CT faculty.

During the fall of 2014, the Commission gathered perspectives from faculty and administration in a series of focused meetings of administrators (department chairs, deans, deputy and associate deans, deputy and vice provosts), special meetings of faculty stakeholders (faculty senate, AAUP, several academic units with large representation of CT faculty members) open listening sessions, and an online survey. Faculty members and administrators discussed their expectations and concerns about CT appointments and how they should be handled in the future. The survey was designed by the Commission and launched on 11 Nov 2014 and closed on 26 Nov. In total, there were 602

respondents, 52% men, 46% women. The respondents represented all colleges, with 59% CAS, 11% COE, 10% CHS and others less than 10%. The academic ranks of those responding were distributed as follows: 35% Professor, 27% Associate Professor, 27% Assistant Professor, 10% Instructor. 68% of the respondents were tenure-track, 28% continuing-track, and 4% temporary non-tenure-track NTT.

The Commission reviewed CT faculty roles, titles, and promotion practices at the University of Delaware and other research universities in the United States. We found that CT faculty members at the University of Delaware are outstanding educators and researchers, most with terminal degrees. We also found that criteria and processes for professional advancement were often not well-understood. In some academic units, documents for promotion of CT faculty do not exist or are unclear. This situation creates several problems including unequal treatment and lack of opportunities, whether perceived or actual. Such problems undermine faculty morale and pose an obstacle to achieving UD's full potential as a model for other major research universities.

We chose the following principles to guide our work:

- Minimal disruption to existing CT faculty members
- Fairness and consistency
- Transparency
- Appropriateness for the University of Delaware
- Flexibility for administrative and fiscal decisions

Based on the above principles, the Commission makes recommendations on the following elements of its charge:

1. To define more completely and explicitly the purposes and roles of CT faculty members as part of our overall faculty portfolio.
2. To consider potential changes to classification and titles of CT faculty to be fair, representative, appropriate for UD, and transparent.
3. To recommend guidelines for hiring and promotion of CT faculty, with clear expectations in job descriptions and clear and appropriate promotion criteria stated in the UD Faculty Handbook.
4. To create a system for rank progression and corresponding titles for non-terminal degree faculty.
5. To develop actionable items (*e.g.*, resolutions) for consideration by the Faculty Senate for matters involving responsibilities of the Senate (*e.g.*, promotion criteria and recommendations for changes to the UD Faculty Handbook).

In addressing the charge, we consistently confronted a specific difficulty to which we draw particular attention: schools and colleges have their own needs and cultures, but an

integrated view of the University is needed for achieving interdisciplinary cooperation and transparent decision-making. There is an inherent tension between proposing University-wide solutions and allowing different units reasonable latitude to chart the path that makes sense to them. We have tried to steer a middle course, formulating principles that are applicable across the University while providing flexibility for individual colleges.

We summarize our recommendations below, organized by elements of the charge to the Commission, followed by elaboration of how our recommendations were developed.

Charge Element 1. Define more completely and explicitly the purposes and roles of CT faculty members as part of our overall faculty portfolio.

1. The classification Continuing Non-Tenure Track (CNTT) should be changed hereafter to Continuing-Track (CT).

2. New CT faculty appointments should meet demonstrated needs of a department or program, including scholarship, teaching, and service roles.

3. For new appointments, CT faculty members should have service and, for those with professorial ranks, scholarship (broadly defined) in their assigned workloads.

4. For new appointments, CT faculty members should have assigned workloads that differ substantially from TT faculty within a department or school.

The title of CNTT has been problematic because it defines those faculty members by what they are not rather than by defining them in affirmative terms. In other words, the "N" in CNTT has tended to eclipse the "C." This emphasis is unfortunate because the "C" is what really matters: these are *continuing permanent* faculty, not temporary ones. Therefore, we propose that Continuing Track (CT) replace CNTT as the classification. This makes the name an affirmative statement instead of a negative one, and ensures that there is an appropriate parallelism between CT and TT as our faculty classifications.

Faculty members, TT and CT, are the long-term stakeholders and stewards of the University. Service commitments are one of the ways that faculty members show their investment in the University. Service distinguishes CT faculty members from temporary faculty members and involves them in contributions to self-governance and other work of the academic unit. Therefore, service should be part of all CT faculty members' workloads.

The Commission believes that engagement in scholarship (broadly defined[1]) is a fundamental role of a faculty member at the professorial ranks at the University of Delaware; this common activity defines and unifies all professors at the University. Thus, scholarship should be a part of the CT faculty members' workload at the Assistant Professor rank and higher. Two-thirds of the CT faculty members who completed the survey support the inclusion of scholarship (broadly defined) in their workload. Nearly half of the TT faculty members responding to the survey agreed or strongly agreed with including scholarship in CT faculty workloads. Full-time, non-temporary faculty members at the professorial ranks are expected to be a part of the intellectual life of the university and contribute to its mission of scholarship. Accomplishments in scholarship—at a level appropriate for one's workload and in an area relevant to one's work—would then also be expected for promotion to the senior ranks of Associate and Full Professor.

For new appointments, CT faculty members should have workloads that differ substantially from typical TT workloads within a department or school, as represented in the unit's workload document. While workloads may change over time, CT faculty members should be hired to serve a clear need in the area of teaching, research, or service and should therefore have a workload that matches that need.

Charge Element 2. Consider potential changes to classification and titles of CT faculty to be fair, representative, appropriate for UD, and transparent.

5. CT faculty appointments at the professorial rank will carry the standard professorial titles (Assistant, Associate, or Full Professor) or, in certain cases, one of two modified titles: Clinical Assistant (Associate or Full) Professor, or Assistant (Associate, or Full) Professor of Practice. As appointments with modified titles fall outside of the roles and responsibilities of typical faculty, they must meet special conditions and be assiduously maintained:

    a. For Clinical faculty, the faculty candidate must educate students in a clinical setting by means of significant contact with patients, as a central part of his or her professional role.

    b. For faculty of Practice, the faculty candidate must have prior professional practice in industry, business, or public service essential for the faculty role.

[1] *Scholarship broadly defined* includes the scholarship of teaching and service. The scholarship of teaching may include giving professional presentations, publishing articles in journals of pedagogy of the field, writing of textbooks, developing innovative ways of teaching, introducing of new technology in teaching, etc. The scholarship of service could include creative and innovative advisement, scholarly articles on service, or developing innovation in service.

We recommend the modified titles of "Clinical" and "Practice" because each conveys something specific and important about the faculty described by these titles. In the case of Clinical faculty, the modifier describes the special nature of their teaching including where their teaching takes place (hospitals and clinics) and the type of instruction (involving interaction with actual patients). In the case of professors of Practice, the modifier describes the special nature of their preparation to teach at the college level with professorial rank. Rather than traditional academic preparation, Professors of Practice are qualified to teach due to their professional experience, often in business and engineering fields.

6. All classifications of faculty should be clearly denoted on faculty rosters presented on department/school/college websites and the central UD HR personnel directory On website rosters, all CT and TT faculty members should be listed together alphabetically in a unified manner, with classification identified CT or TT for each faculty member, rather than by way of divided sections of the roster or other denotations.

The presentation of website rosters and directories with identification of faculty classifications was repeatedly heard as an important administrative consideration to indicate the diversity of faculty roles at UD. We recommend that a standard and consistent approach be adopted. Classification is made clear in the initial appointment letter of each faculty member and its presentation on rosters and directories is a reasonable administrative expectation.

7. Temporary non-tenure track faculty on one-year contracts can have the following modified titles: Research (Assistant, Associate, or Full) Professor, (Assistant, Associate, or Full) Professor of Instruction.

Charge Element 3. Recommend guidelines for hiring and promotion of CT faculty, with clear expectations in job descriptions and clear and appropriate promotion criteria stated in the UD Faculty Handbook.

8. Two-year and four-year peer reviews should be required for contract renewal.

9. Units with CT appointments must have clearly defined promotion criteria at all ranks for CT faculty as part of their units' approved P&T document. In addition, clear criteria for CT faculty promotion must be included in all college and University P&T documents.

10. Promotion of CT faculty is to be based on excellence in one role, aligned with preponderance of assigned workload. CT faculty would need to demonstrate high

quality performance in other roles represented in their workloads (*e.g.*, excellence in teaching and high quality in service and scholarship).

11. CT faculty should be externally evaluated for promotion to Associate or Full Professor. When the predominant role in the workload is teaching or service, appropriate *external* evaluations can be performed locally, but should be *external* to the academic unit. When scholarship is the predominant role in the workload, the *external* evaluation should be performed by individuals outside the University community, as is the case with TT faculty appointments.

12. Units, colleges, and the University should provide mentoring for CT faculty that supports and guides them in the contract renewal and promotion processes.

13. A senior (Associate or Full Professor) CT faculty member should be appointed to the University P&T committee for reviewing CT faculty promotion dossiers.

Currently, CT faculty members are reviewed by the chair of their unit at the two-year and four-year contract renewal reviews. Having peer reviews instead of chair reviews would provide CT faculty members with the feedback needed to prepare them for their six-year contract renewal, which is already a peer review process.

CT faculty members communicated in the special meetings, listening sessions, and survey that they are not clear about promotion criteria at the department, college, and University levels. Specifically, promotion criteria remain unclear at college and University levels to the majority of CT faculty.

We recommend that promotion of CT faculty members be based on excellence in their predominant role in their workload. It is important to note that if the workload for teaching and service is higher than scholarship, then excellence in scholarship should not be expected in order to be successfully promoted, and that this expectation should be reflected in the appropriate P&T documents. There was broad agreement among CT and TT faculty members who completed the survey, who do not believe that CT faculty must meet the same criteria for promotion as TT faculty; rather, in the focus groups and listening sessions it was felt that promotion should be based on workload, which is consistent with the Collective Bargaining Agreement (11.4). Nearly half of CT and TT faculty members (40% and 46%, respectively) agreed on the survey that CT faculty members should have external evaluations (letters) as part of the promotion procedure, but should not have to demonstrate a national reputation as part of the CT promotion procedure.

When the predominant role in the workload is teaching or service, external evaluations can be performed by local instead of national reviewers. However, the evaluations

(letters) should be *external* to the unit. For example, UD faculty members outside of the unit may be qualified to assess the performance of CT faculty members, especially if they are CT faculty members who have a similar workload in another unit. These evaluations outside of the unit enable independent reviews of the CT faculty members' performance.

When scholarship is the predominant role in the workload, the *external* evaluation should be performed by individuals outside the University community. CT and TT faculty should be reviewed on their scholarship in a similar manner to maintain consistent standards across the University. However, the promotion criteria and expectations for scholarship should be aligned with workload. For example, CT faculty with a 5% workload in scholarship would not have the same expectations of scholarly productivity as TT faculty with a 50% workload in scholarship.

Units, colleges, and the University should provide mentoring for CT faculty that supports and guides them in the contract renewal and promotion processes. TT faculty receive support and guidance for their promotion at these three levels, and CT faculty would benefit from this same assistance with the development of P&T criteria at all three levels. CT faculty members also need to be informed about the expectations for contract renewal and associated benefits of their position. For example, 20% of the CT faculty who completed the survey were not aware that they are eligible for a sabbatical.

Having a CT senior faculty member on the University of Delaware's Faculty Senate Committee on Promotion and Tenure would provide a voice from the perspective of CT faculty, which will be helpful in gaining a better understanding of the CT faculty members' workload. The member would be selected in accordance with the University P&T guidelines (e.g., the CT faculty member could not vote on a candidate from the same department). The vast majority of the CT faculty (97%) and TT faculty (76%) indicated on the survey that a CT faculty member should be on the University P&T committee when a CT promotion case is being discussed.

Charge Element 4. Create a system for rank progression and corresponding titles for non-terminal degree faculty.

14. Upon successful peer review at the end of the third two-year contract, Instructors will be promoted to the rank of Senior Instructor. Upon successful peer review at the thirteenth-year review, Senior Instructors will be promoted to the rank of Master Instructor entering onto the rolling five-year contract.

Currently, appointments of CT faculty who lack the terminal degree in their field are at the title of Instructor. These faculty members currently work with no explicit path for progression, and should be recognized with title advancements reflecting the quality of their contributions and commitment to UD.

In conclusion, the members of the Commission are pleased to have had an opportunity to consider the important issues of CT appointments that were raised over the past few years. Our recommendations and draft resolutions are offered in the spirit of advancing the University of Delaware and developing a strong united faculty. Our resolutions will require significant changes to the Faculty Handbook; these changes will be best handled by an additional set of resolutions. Following adoption of our first four resolutions, the Commission stands ready to draft the necessary changes to the handbook for consideration by the Provost and Faculty Senate.

Report and draft resolutions respectfully submitted by:

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Asst. Prof. (CT)
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Appendix – Four Draft Resolutions

Resolution 1.

WHEREAS faculty members employed on continuing contracts, but not on the tenure-track, are currently known as Continuing Non-Tenure Track (CNTT) faculty members, and

WHEREAS it is better to describe these faculty classifications by what they are rather than by what they are not, therefore be it

RESOLVED that these faculty members of the University of Delaware employed on continuing renewable contracts be known as Continuing-Track (CT) faculty members.

Resolution 2.

WHEREAS most CT faculty members at the professorial rank fulfill typical academic roles of the professoriate, namely, a combination of scholarship, teaching, and service; and

WHEREAS some current and some future CT faculty members may fulfill special roles in a clinical setting, namely, where they educate students by means of significant contact with patients; and

WHEREAS some current and some future CT faculty members may have prior professional practice in industry, business, or public service essential for the faculty role; therefore be it

RESOLVED that CT faculty members may continue to be appointed to all professorial ranks with the typical unmodified designations “Assistant [Associate, Full] Professor;” and be it further

RESOLVED that CT faculty members who fulfill a special role in a clinical setting where they educate students by means of significant contact with patients may carry the modified title “Clinical Assistant [Associate, Full] Professor;” and be it further

RESOLVED that CT faculty members who have prior professional practice in industry, business, or public service essential for the faculty role, may carry the modified title “Assistant [Associate, Full] Professor of Practice;” and be it further

RESOLVED that the aforementioned criteria for assigning the two modified titles “Clinical” and “of Practice” must be assiduously maintained.

Resolution 3.

WHEREAS CT faculty members should have a clear and appropriate path to promotion, and

WHEREAS an appropriate review of any CT faculty member for promotion should include a specific understanding of CT roles and accomplishments; therefore be it

RESOLVED that one senior (Associate or Full Professor) CT faculty member should be appointed to the University Promotion and Tenure Committee for review of CT faculty promotion dossiers, and be it further

RESOLVED that two- and four-year peer reviews should be required for contract renewal of newly-hired CT faculty members, and be it further

RESOLVED that units with CT faculty members must have clearly defined promotion criteria at all ranks for CT faculty as part of their unit's approved Promotion and Tenure document, and be it further

RESOLVED that clear criteria for CT faculty promotion must be included in all college and University Promotion and Tenure documents, and be it further

RESOLVED that promotion of CT faculty members is to be based on excellence in one role, aligned with the preponderance of workload during the period at current rank. For promotion, CT faculty members will need to demonstrate at least high quality performance in other areas presented in their workload, and be it further

RESOLVED that CT faculty members be externally evaluated for promotion to Associate or Full Professor. When the predominant role is teaching or service, appropriate external evaluations can be performed locally, but should be external to the academic unit.

Resolution 4.

WHEREAS some CT faculty members are hired without terminal degrees, and

WHEREAS these faculty members are titled as Instructors, and

WHEREAS these faculty members currently work with no explicit path for progression, and

WHEREAS these faculty members should be recognized with title advancements reflecting the quality of their contributions and commitment, therefore be it

RESOLVED that upon successful peer review and contract renewal at the end of the third two-year contract, an Instructor will be promoted to the rank of Senior Instructor. Be it further

RESOLVED that upon successful peer review and contract renewal following the thirteenth-year review, a Senior Instructor will be promoted to the rank of Master Instructor upon beginning the rolling five-year contract.

2011 UD Self Study Chapter	
Recommendation	**Page(s) in PRR**
Actions Taken/Decisions Made	
A Diverse and Stimulating Undergraduate Experience	
The First Year Experience	
Design FYS around common learning goals that are clearly tied to the university's General Education Competencies and are assessed using appropriate measures and rubrics.	28, 51, 53 Appendix 26
An Ad Hoc Committee on the First Year Seminar (FYS) was formed by the Faculty Senate in May 2015. Their charge is to establish clear, detailed guidelines, which must be followed by any course designated as a "First Year Seminar," effective September 1, 2016. The FYS Committee was appointed by the President of the Faculty Senate and consists of a faculty representative from each college, one representative from the Office of the Provost, an undergraduate student, and four representatives from the Division of Student Life, and a member of the Office of Educational Assessment. Their charge is to: (1) Define a clear set of guidelines detailing all required components to be satisfied by any course designated as a "First Year Seminar." (2) Diversity competency, sexual misconduct awareness and prevention, drug and alcohol use education and abuse prevention, responsible use of the internet and other social media, and ethics and academic honesty should be components within all First Year Seminars. (3) Make a recommendation to the Faculty Senate by September 1, 2016 as to a periodic review process designed to ensure that all "FYS" designated courses meet established guidelines. (4) Partner with the Office of Educational Assessment of the Center for Teaching and Assessment of Learning to develop an assessment plan for all FYS courses and a process for regular course assessment.	
The Center for Teaching Effectiveness should provide outreach, resources, team-building and training opportunities for all faculty overseeing FYS course section, including development of an FYS Instructional Manual that can be utilized by FYS faculty and Peer Mentors.	28
The First-Year Seminar program is under the auspices of the First-Year Seminar Office with a faculty director and other full-time staff who provide these resources. Like other aspects of general education, the FYS is under review by the Faculty Senate. The ad hoc FYS committee is explicitly charged with developing updated plans for assessment and evaluation in collaboration with the Center for Teaching & Assessment of Learning. Through the First-Year Seminar Office, faculty of the first year seminars are invited to meet during the spring semester with the staff of the FYS office to discuss issues including but not limited the development of their syllabus, including meeting the stated outcomes for the FYS, the role of the peer mentor and the use of the common reader. All faculty are invited to an orientation session held just prior to the start of the Fall semester which includes lunch with their peer mentor and a session discussing the seminar with specific emphasis on the implementation strategy for meeting the outcome related to safety and wellness. All faculty teaching the FYS are given access to a dedicated SAKAI site that acts as a resource and includes material that can be used by the faculty to help meet the stated outcomes of the FYS (e.g., academic policies and procedures, the common reader).	

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The Office of Institutional Research, in collaboration with the Provost's Office, should develop a data collection strategy that clearly defines significant issues with regard to undergraduate academic advising as an information base for creation of policies and procedures that will make academic advising at the University of Delaware an exemplar for other institutions of higher education.	47
The Business Intelligence / Data Warehouse unit of Institutional Research and Effectiveness created the "Persisters Datamart" for the purpose of better tracking, reporting and projecting student success and retention. The datamart and related projection model provides a forecasted likelihood that each student will be enrolled in the subsequent semester based on accumulate and current performance and other risk factors. Institutional Research and the Office of Enrollment Management determined that University information technology resources were inadequate to develop systems to effectively alert advisors of students at risk. Thus, the University is now implementing the Student Success Collaborative, as service of the Educational Advisory Board, to provide student risk alerting and management to advisors campus wide.	
Acquisition of specific skills in oral and written communication, quantitative reasoning and information literacy	
Develop a plan for enhancing undergraduate writing skills. This is a current priority of the University provost.	26, 28, 51-53
One of the five general education objectives addresses writing: communicate effectively in writing, orally, and through creative expression. Under the direction of the Faculty Senate General Education Committee, all departments and schools must conduct a curriculum mapping exercise to document where students have opportunities to develop the skills identified in the general education objectives. When the mapping exercise is completed, faculty will review their programs to identify any gaps in learning opportunities and may revise their curriculum to address the gaps.	
There should be a renewed focus on students' ability to analyze, interpret and effectively use quantitative data. The University should ensure that students develop skills that include creating, reading and interpreting graphs, completing basic mathematical computations and problem solving. These competencies should not be limited to mathematics courses. Departments across the colleges should be encouraged to highlight within their curricula opportunities for students to develop their quantitative reasoning skills.	27-29
One of the five general education objectives addresses students' ability to analyze, interpret and effectively use quantitative data: reason quantitatively, computationally, and scientifically. Under the direction of the Faculty Senate General Education Committee, all departments and schools must conduct a curriculum mapping exercise to document where students have opportunities to develop the skills identified in the general education objectives. When the mapping exercise is completed, faculty will review their programs to identify any gaps in learning opportunities and may revise their curriculum to address the gaps	

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All students should demonstrate the ability to locate, evaluate, manage and use information from a range of sources, including print and electronic media. The appropriate and ethical use of information should be included in all majors/programs, and University-wide and departmental requirements should reflect this emphasis.	27-29
Each of the five general education objectives addresses aspects of students' ability to "locate, evaluate, manage and use information from a range of sources…[and] appropriate and ethical use of information." The objectives are: (1) read critically, analyze arguments and information, and engage in constructive ideation; (2) communicate effectively in writing, orally, and through creative expression; (3) work collaboratively and independently within and across a variety of cultural contexts and a spectrum of differences; (4) critically evaluate the ethical implications of what they say and do; and (5) reason quantitatively, computationally, and scientifically. Under the direction of the Faculty Senate General Education Committee, all departments and schools must conduct a curriculum mapping exercise to document where students have opportunities to develop the skills identified in the general education objectives. When the mapping exercise is completed, faculty will review their programs to identify any gaps in learning opportunities and may revise their curriculum to address the gaps.	
The practice of general assessment by the Office of Educational Assessment of critical thinking and quantitative reasoning should be done on an annual basis. Assuming there is reasonable correlation between results from the Proficiency Profile and those from the VALUE rubrics, the assessment methodology should be alternated from year to year.	51-52
UD continues to use multiple assessments such as the ETS Educational Proficiency Profile, (implemented in 2014) the Collegiate Learning Assessment (implemented to freshman in 2014), and the Critical Thinking Assessment Test sponsored by the NSF (implementing spring 2016). The Center for Teaching and Assessment of Learning has also funded additional studies of the freshman and senior writing using the AACU VALUE rubric and the multicultural rubric. Further, the Faculty Senate's General Education committee is currently revising AACU VALUE rubrics so that they best meet the new objectives and will be used to examine students' work artifacts as part of the ongoing General Education reform effort. See Section 5.II Assessment of Study Learning for more detail.	
The original study done by the director of the University Writing Center tracking writing skills proficiency from the freshman year to the junior or senior year should be reviewed to determine if future funding and replication is appropriate, or if a different strategy is more appropriate.	52-53
See Section 5.II.b Assessment of General Education: Writing	

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University Honors Program	
In consultation with deans, department chairs and faculty, reconsider what is required for an Honors degree. This is with the understanding that what constitutes an Honors experience may vary depending on a student's major. However, experiences such as undergraduate research service, discovery-based learning and capstone courses can be an important part of the Honors experience, even though emphasis on one or the other may vary across majors.	Appendix 11
Discussions have been held with Deans, several department chairs and an Honors Program faculty advisory group. While there is interest in reevaluating Honors Degree requirements, initial feedback from faculty senate representatives was not supportive of utilizing non-course based experiences to satisfy degree requirements. Additional possibilities for Honors Degree requirements were slated to be explored through an external Academic Program Review (APR) of the Honors Program, but changes in senior administration have delayed the APR until fall of 2016.	
Work with departments to reduce the number of "add-on" courses that are currently taught for Honors students, including reviewing greater efficiency with faculty resources currently being used to mount a large number of such opportunities.	Appendix 11
Several departments (e.g., Math, Economics and Political Science) have updated their Honors curriculum with a focus on providing free-standing courses. However, both the total number of free-standing courses and the mix of free-standing versus add-on courses have remained relatively constant over the past five years.	
Consideration should be given to requiring all Honors Program graduating seniors to complete at least one of three culminating experiences: Undergraduate Research, a Senior Thesis with Oral Defense or a Capstone Course.	Appendix 11
A senior Honors Capstone course or Senior Thesis is required for all students who earn an Honors Degree. Over the past five years 15 new Honors Capstone Courses have been created to help students meet this requirement.	
Discovery Learning Experience (DLE)	
While academic departments are currently required to specify expected student learning outcomes related to critical thinking, student reflection and self-assessment, departments should be required to specify the assessment strategies that measure the extent to which students have mastered these expected learning outcomes.	53-54
See Section 5.II.e Assessment of General Education: Discovery Learning Experience	

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Study Abroad, Undergraduate Research Program and Office of Service Learning	
While the recommendations for the First Year Experience include emphasis on these programs as opportunities for enhancing the undergraduate experience, deans, faculty and academic advisors should reinforce the value of undergraduate research and service learning as essential components of an enriched undergraduate education.	53-54
The Office of Undergraduate Research and Experiential Learning (UREL) has worked to promote the value of undergraduate research and service learning. UREL has increased the number of applications to the Summer Scholars and Summer Fellows Programs and strengthened financial support for student researchers by working more closely with the colleges and academic programs. The office has also established a new spring campus celebration of undergraduate research and creative activity and is currently developing an apprentice researcher program for early-career students, based upon successful models at peer and aspirational institutions. The Office of Service Learning (OSL) served as a leader in the university-wide year-long self-study which resulted in the Elective Community Engagement classification from the Carnegie Foundation and the creation of the Community Engagement Initiative. OSL has sought to expand curricular offerings and increased faculty participation through a service-learning track in the Summer Faculty Institute and individual advisement. OSL has sought to provide students with opportunities to integrate service and academics through co-curricular partnerships with Residence Life and Student Life.	
Capstone Experience	
A capstone experience is an essential tool for assessing the extent to which students have mastered multiple general education competencies. Given that, the Faculty Senate should consider making the capstone a mandatory requirement for graduation.	27-29
As part of the larger General Education reforms of 2014 and 2015, the Faculty Senate endorsed a resolution making a Capstone Experience mandatory for all undergraduate students.	
In addition to defining general education goals and methods of assessment for all capstone courses, Faculty Senate approval should be contingent upon presentation of a strategy for systematically analyzing outcomes data and using the information for continuous improvement of the capstone experience.	28
Capstone courses are now required for all majors matriculating in 2017 and the assessment plan for these courses is being worked out in committee during spring 2016.	
Other Issues: Mobility Across Majors and Exploration	
While the Division of Student Life is to be commended for the serious approach that it is taking in creating opportunities for student engagement and assessing the effectiveness of those initiatives, it is important to also engage in assessments that tie those initiatives to specific University General Education goals.	27-28, 49
The Division developed a focused, assessable set of student learning outcomes that encompassed the broad range of developmental opportunities, services, and priorities of the Division and the University General Education goals. As part of developing a culture of assessment within the Division, an assessment plan that measured student learning as a result of participation in Division's initiatives was executed.	

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To the greatest extent possible, assessment efforts should be coordinated with those of the Office of Education Assessment to avoid unnecessary duplication and to ensure appropriate triangulation of information related to mastery of General Education competencies.	51-54
A member of the Center for Teaching and Assessment of Learning sits on the Faculty Senate's standing General Education Committee and continues to work in concert with the Faculty Senate. New General Education objectives were passed in 2014 and resolutions for implementation were passed in May 2015 with work ongoing throughout 2016. See PRR section II.	
A Premier Research and Graduate University	
Faculty Excellence	
A systematic approach should be developed to identify and prioritize areas for multidisciplinary searches, including a mechanism for groups of faculty and institute or center leadership to propose non-departmental searches.	18, 27, 35
Since the last review, the Provost's Office has engaged the deans and center directors in a process of identifying priority areas for multidisciplinary searches. As a result, searches are currently underway in Environmental Engineering and in Energy and Environmental Policy.	
A common framework for center and institute budgets should be developed, establishing some expectations for the amount of institutional funding (perhaps in the form of returned overhead from grants or recurring funds) that will be available for support. This is especially important when funding will come from multiple colleges.	7-9
Research centers report to Colleges, whereas research institutes are university-spanning entities. For existing institutes, baseline institutional funding has been established. Given the diversity of institutes, i.e. some are virtual others have space and facilities to pay for, there is a comparable range of base funding. A portion of revenue, benchmarked against a percentage of F&A generation, is available and serves to incentivize grant and contract activity. College level policies for center funding and F&A return have been established in several, yet not all colleges.	
Criteria for establishing centers should be established and periodic review undertaken to determine whether their programs are advancing their mission, meeting the needs of participating faculty and raising the overall excellence of research and education at the University level.	9, 48, 49-50
Research institutes are reviewed yearly by advisory councils, members consisting of the provost, deputy provost for research & scholarship and deans of the participating colleges. One dean serves as the council chair. The College of Arts & Sciences has developed and implemented a policy for the establishment, review and sunsetting of centers. The policy has been shared with other college(s), which are developing similar documents.	
Increase excellence of younger faculty in teaching and research by enhancing mentoring practices, supporting initiatives within the Center for Teaching Excellence and providing grant writing and proposal support.	11, 16
The Vice Provost for Faculty Affairs is developing a new university-wide orientation and mentoring process. This is being coordinated with the deans, the Center for Teaching and Assessment of Learning, and the ADVANCE-IT grant team.	

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The Challenge of Responsibility-Based Budgeting	
Through careful yearly reviews by lead administrators, ensure that the new budget model (RBB) enhances, and does not detract from, interdisciplinary research, interdisciplinary degree programs and the research institutes that we have launched to promote them, as well as making sure that graduate tuition policies are appropriate and consistent across campus.	7-10
See Section 2.I Recommendations regarding the University of Delaware's Budget Model and Section 2.I.b (regarding funding of research institutes).	
Advancing Interdisciplinary and Multidisciplinary Scholarship and Graduate Education and Enhancing Public Outreach Training for Graduate Students.	
New interdisciplinary graduate programs should be considered in areas where there is a strong and broad base of faculty expertise, e.g., in institutes and centers. Likely candidates include programs in biogeochemistry, hydrology and computational science, environmental science or alternative energy areas. New programs of this type may need to be coordinated with new faculty. New graduate programs aligned with institutes and centers should be considered, such as Ph.D. programs in environmental science or alternative energy areas.	34-35
Interdisciplinary graduate programs in signature areas of research strength at UD—such as environmental science and engineering, cybersecurity, computational social science, rehabilitation science, and American material culture studies—are under consideration currently, in development, or have already been established.	
Researchers should be encouraged to work with State and Federal government agencies to develop interfaces between research and policy. Examples include policies to address the impact of sea level rise or developing incentives to use alternative energy sources.	22-24
The Delaware Environmental Institute (DENIN) has worked actively and effectively with state government including the Departments of Agriculture and Natural Resources and Environmental Control on a variety of research, policy and STEM education initiatives. For example, in 2013 the Governor signed into law a bill based on the work of a DENIN intern. The law eliminated liability caps on oil spills off of Delaware's coast serving to significantly protect the local environment.	
Research opportunities should be fostered in community-based participatory research, translational medicine and other areas that can take advantage of the population available in the State.	22-24
In 2013, Delaware ACCEL was launched. An NIH-funded program in clinical and translational medicine, the program is building an infrastructure in the state for medical research from the bench to the bedside. A significant component of ACCEL entails community engagement. In 2015, following an extensive review and assessment of community-based activities, UD received designation as an engaged university by the Carnegie Foundation. Many community and state-based research projects are ongoing.	

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Interdisciplinary efforts within the humanities and social sciences offer new opportunities for research and education that should be supported. Examples include the Interdisciplinary Humanities Research Center, the Design Institute, the Center for Political Communication and the Material Culture program.	33-36

The **Center for Political Communication** remains a core research and curricular unit within the social sciences at the University of Delaware. The minor in political communication has grown from 8 in 2010, to over 60 in 2015. And, the National Agenda Series is among the most active public engagement programs on campus. The CPC has 17 affiliated faculty and staff serving in leadership, coordinator, and researcher roles. In the past 5 years, CPC funded research has produced 17 publications.

Since its establishment in 2009, the College of Arts and Sciences' **Interdisciplinary Humanities Research Center (IHRC)** has distinguished itself in the larger universe of humanities research centers and institutes by only supporting collaborative multi-disciplinary research and curriculum development projects and requiring a commitment to public engagement. Research grants supporting national and international conferences have borne fruit in edited collections and journal special issues. Instructional grants have seeded the establishment of innovative interdisciplinary minors in areas of signature strength at UD, such as political communication and environmental humanities. IHRC Grants have also supported cross-college research-and-teaching collaborations in emerging interdisciplinary fields, such as game studies and disability studies, as well as inter-arts performance projects, such as "Dave the Potter," "Campus Chatter," and "Same Story, Different Countries," that either have a significant footprint in arts-based K12 education or have successfully travelled off campus. The significance and impact of these projects is tangible. As more and more of these projects harness inter-institutional and community-based partnerships, the scope, scale and ambition of the work undertaken continues to expand. While the IHRC was not originally conceptualized as a digital humanities center, many of the projects we are supporting currently also include a strong focus on digital platforms for the dissemination of, and public engagement with, research. And our three-year partnership with the UD Library, College of Arts and Sciences and English Department on a "Perspectives on Digital Humanities" lecture and workshop series has facilitated campus-wide conversations about the transformations in scholarly communication practices underway in 21st-century humanities research, teaching and learning environments while also opening up exciting opportunities for regional, national and international partnerships.

The **Center for Material Culture Studies** at the University of Delaware helps to integrate and enhance the University's rich resources for the creation, study, and conservation of material culture. It promotes the learning from and the teaching about all things people make and the ways people have acted upon the physical and visible world. To realize these goals the Center sponsors interdisciplinary courses in material culture studies at the undergraduate and graduate levels. It also sponsors symposia, workshops, and conferences Faculty supporting the Center's programming represent a spectrum of departments, programs, and research centers from across the University.

The **Delaware Design Institute** is a hub for design innovation and education on the University of Delaware campus and the broader region. It pulls together scholars, students, thinkers, and tinkerers in the community to share brain power and resources to develop creative solutions. The Design Institute exists to facilitate collaboration across disciplines through design thinking to find innovative, human-centered solutions to complex problems. The Delaware Design Institute core values provide a focused lens through which activities, partnerships, and aspirations are formed. These core values are: Design thinking to create a positive difference, User-centered context and interaction, Interdisciplinary collaboration, Sustainable processes and outcomes.

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Initiatives should be fostered that integrate science and engineering research with social and behavioral sciences, economics, public policy and the humanities. Examples include translational medicine, behavior change, environmental economics, behavioral economics and ethics.		22-24
	New initiatives include the aforementioned Delaware ACCEL in clinical and translational research, the Center for Behavioral and Experimental Agri-Environmental Research applying behavioral science to agriculture and the environment, opening of the state's first functional MRI facility to advance behavioral and psychological research in Delaware, and a cross-disciplinary graduate program in water science and policy, launched five years ago continues to flourish.	
Outreach to local K-12 schools should be encouraged. Such efforts as our student teaching program, the NSF-supported GK-12 program and the 4-H youth development programs have established connections to local educators. These can be used as a foundation for more extensive outreach programs.		13, 25
	The Professional Development Center for Educators continues to work with educators (teachers, principals, district office staff and superintendents). For example, in 2015-2016, content experts in math, science English language arts, social studies, and experts in educational leadership worked in 176 schools in Delaware, providing professional development on a wide range of topics aimed at improving students' academic and social-emotional achievement. 4-H continues to work with schools in a number of ways. For example with are reaching 7908 youth that are participating in school enrichment programs (embryology and compositing 4-H projects in the classroom) and 377 youth members participate in 10 organized 4-H after school clubs.	
Collaborations with other local research and development organizations should be developed. Interactions with researchers at Aberdeen should be expanded, and the newly acquired Chrysler site should be utilized to foster new relationships. Inter-institutional partnerships should be expanded significantly; partnerships with regional cultural organizations and other governmental and nongovernmental organizations should be strengthened. Global partnerships should be pursued.		24
	Collaborations with local research and development organizations include master research agreements (or similar types of agreements) with DuPont, Dow and JPMorgan Chase. Importantly, UD has revised its approach to research agreements with industry making the IP terms more attractive to industry partners and more conducive to getting technology to market, i.e. via licensing. Via the STAR Campus, UD has brought a number of key private sector partners to the University. Among them are Bloom Energy, SevOne, Glasgow Medical Aid Unit and NRG Energy.	

Excellence in Professional Education	
UD Administrative practices and policies that impact professional education	
The Career Services Center in collaboration with the colleges and the Office of Graduate and Professional Education should work to identify unique services to support career development for professional program students and their alumni, including but not limited to support for academic industry collaboration for internships and professional development experiences.	7, 23, 33-34, 36
The Career Services Center (CSC) partners with graduate programs and graduate student organizations to provide career preparation support through programs and individual career counseling to students pursuing work or further education. Additionally, the employer relations team in the CSC promotes UD's graduate student population when communicating with employers, which creates new job and internship opportunities for students.	
University Student Services should pursue the development of a Graduate Commons to support the extracurricular and social needs of graduate and professional students.	--
In 2015-16, Morris Library is renovating a space that will serve as a Graduate Research Commons. Spaces in 44 Kent Way (a faculty club that was renovated in 2013 to serve as a an International and Graduate House) now serve as a Graduate Welcome Center and a student lounge area, where professional development workshops, on-campus recruitment activities, and departmental graduate studies meetings are hosted during the day and informal "game nights" and dissertation defense celebrations are hosted on weekday evenings.	
Programs offering part-time educational programs must assure that needed courses are provided at times employed students can attend and the University needs to assure that campus facilities (including parking) are accessible after business hours for part-time students.	--
Colleges and departments are sensitive to the scheduling needs of mid-career professionals who are either part-time graduate students or are pursuing noncredit professional certificates or other kinds of "just in time training." The University of Delaware is somewhat unusual in having continuing studies report through the office of graduate and professional education to the provost. This actually offers the Office of Graduate and Professional Education an opportunity to be a major revenue generator as well as to help the university community conceptualize pre-college, undergraduate, graduate, professional and continuing studies as a continuum, and to work with the colleges to develop and manage strategically diverse portfolios of academic programs serving learners regionally, nationally and globally through face-to-face, blended/hybrid and fully online modalities.	
Programs that require internships or field learning experiences need to consider the workload implications for faculty supervising such experiences.	--
This issue was discussed during the previous collective bargaining process with the faculty union and guidance is provided to academic units in the current contract.	
The University should establish a coherent and consistent policy for administering Graduate Financial Aid across the colleges and disciplines that ensures that such aid is accessible and that stipends are competitive with those at other comparable institutions.	13, 25, 32, 41, 47, 59-60
The Budget Office again works with the Office of Institutional Research and the VP for Enrollment Management to determine expense associated with undergraduate financial aid spend.	

Evaluating current professional programs		
Strengthen the gathering of metrics to support the assessment of all graduate professional programs.		54-56
	The Office of Institutional Research & Effectiveness has standardized data collection for the academic program review process, and is also partnering with the Office of Graduate and Professional Education on external as well as internal survey reporting to assist with program assessment.	
Seek ABET accreditation for select master's programs in engineering and enhance the professional orientation of select master's engineering programs to serve target audiences such as Aberdeen Proving Ground.		36, 60-61
	ABET accreditation for master's programs in engineering was not pursued, as there was no apparent need for such accreditation based on review of comparator master's programs and the interests/needs of the professionals at Aberdeen Proving Ground. Steady efforts have continued in engineering to enhance the professional orientation of select master's programs both for the APG audience and other professionals in the region. Expansion of UDCapture capabilities throughout campus, as well as expanded support from the Faculty Commons and Academic Technology Services (IT-ATS), has enabled the recording of an increased number of COE classes to supplement professionally convenient scheduling of on-campus courses whenever possible. Working through COE's Professional Engineering Outreach (PEO), approximately 100 graduate registrations are made each semester, and more than half of the students who take these courses as part-time graduate students either already hold an advanced degree and thus remain in graduate/non-degree status, or they matriculate into graduate certificate and/or degree programs. (In Spring'16 for example, of the 91 part-time graduate students enrolled in 101 courses through PEO, 46 were matriculated in part-time degree programs, with an additional 24 in graduate certificate programs.) New programs that are attracting significant interest/matriculations include a blended delivery Master of Engineering in Particle Technology, graduate certificate programs in Railroad Engineering and Renewable Energy Engineering & Policy, along with our long-standing graduate certificate in Composite Materials. Additionally, a Graduate Certificate in Cybersecurity has enrolled a first cohort of 22 students in live classes taught in Aberdeen (Army personnel and subcontractors), and major effort has gone into the creation of 7-week graduate courses that comprise a fully on-line MSECE, MS in Cybersecurity, and soon a graduate certificate (online) in cybersecurity. These cybersecurity classes/programs are attracting attention from not only military units, but also from the financial industry and beyond. Meanwhile, we continue to offer graduate electrical/computer engineering courses on-post at Aberdeen Proving Ground, which, together with on-line options, bundle for APG personnel to complete the MSECE.	

The University should capitalize on the Delaware Health Sciences Alliance as a vehicle for introducing a broad spectrum of collaborative degree programs that position the alliance and its component members as national leaders in health care delivery systems.		23-24
	We have transformed the Delaware Health Sciences Alliance (DHSA) from an MOU to an LLC, 501(c)3 in August. We are in the stages of formalizing the infrastructure and board structure for launch in the coming year. We are revising the DHSA strategic plan, and are anticipating a Clinical Translational Science Award application in 2018. Work continues to grow Health Sciences. College of Health Sciences started a Psychiatric NP program this year, launches the new Speech Pathology program in the fall, and has received their preliminary accreditation approval. CHS will start a new Clinical Exercise Physiology MS in the fall. CHS just had approved a new DNP program. The Physical Therapy program is now recognized as Number 1 in the country.	
Expand facilities for health science professional programs (e.g., the DPT program) through capitalizing on the Delaware Health Sciences Alliance.		23-24
	Science, Technology and Advanced Research (STAR) Campus, on the site of the old Chryseler assembly plant has become the home of the Health Sciences Complex. This building houses core labs for use by teams of clinical and academic researchers. These shared spaces encourage basic scientists, clinicians, physician scholars, and students to work together conducting interdisciplinary and translational research that changes people's lives. The Nurse Managed Primary Care Center delivers primary care tagged to health and wellness through a team of professionals, creating a signature for interprofessional healthcare delivery. Our Physical Therapy Clinic includes certified specialists in the areas of sports, orthopedics, geriatric and neurologic PT. Ranked first in the nation, our DPT program is a model for interconnected clinical, research, and academic activities. Members of the community participate in cutting-edge, patient-centered research conducted by our expert faculty and top-notch graduate students, and the results of that research are fed back into clinical practice as well as into our academic curricula. The STAR Health Sciences Complex enabled us to double the number of students in our DPT program so that we can become even more responsive to needs in the community. Meeting the needs of Delaware, we've added a new Speech-Language-Hearing Clinic on the STAR Campus. The University of Delaware Speech-Language-Hearing (SLH) Clinic evaluates and treats children and adults having communication disorders, including articulation, voice, motor speech, swallowing, cognitive-communication, and oral and written language disorders. Also housed at STAR, the BADER Consortium, which focuses on rehabilitation of wounded warriors; the Delaware Rehabilitation Institute, which brings together clinicians, scientists, engineers, and policy-makers to improve the state of the art in rehabilitation medicine; and exciting translational research like GoBabyGo!, which is aimed at increasing cognitive, social, and emotional development in infants and young children with disabilities through movement.	

The University, in launching an Educational Leadership Initiative, should ensure that the Education Leadership Program within the School of Education, and its component master's and doctoral degree programs, are sufficiently resourced, particularly with respect to a critical mass of full-time faculty to deliver program content of the highest academic quality and rigor.	--
	Due to continuing low enrollments, the School of Education has disestablished the master's program in school leadership and substituted it with an alternative routes program that leads to principal certification. The School of Education hired a full-time faculty member who will begin in the fall of 2016 for the Education Leadership program. All core courses are staffed by School of Education full-time faculty.
The University should foster collaboration between and among the Weinberg Center for Corporate Governance, the Venture Development Center and the Graduate Program in Legal Studies to form the preeminent resource to the corporate and economic development initiatives in Delaware and the Mid- Atlantic region.	23
	The Weinberg Center for Corporate Governance continues to enjoy an excellent reputation in the corporate legal community and is very influential in corporate governance board thinking. However collaboration with other units and with other faculty members is a shortcoming of the Weinberg Center and there is no evidence of progress. The Venture Development Center has obtained a substantial endowment and is now named the Horn Program in Entrepreneurship. The Horn program has a number of collaborations across campus and in the local community including the NSF I-Corps site. After the decision not to pursue a law school development the Legal Studies graduate certificate program did not materialize. While the program is still available there are no current students or recent certificates granted.
The University should continue to build the organizational infrastructure to position itself as a national leader in academic program offerings in environmental sustainability, alternative energy and environmental policy.	23-24
	The continued growth and development of administrative units to foster multidisciplinary research, education and outreach in these sectors include UD's environmental institute (DENIN) and energy institute (UDEI). Both are now located in the Gore Research wing of the Harker ISE Lab. Core research facilities in advanced materials characterization, nanofabrication and microscopy are operational within ISE Lab serving a wide range of on-campus and external researchers. Faculty cluster hires in environmentally related areas have brought new thought leaders to campus.

Summary and conclusions	
The University must carefully reexamine and recalibrate the balance between undergraduate and graduate education at the institution, and similarly, the balance between and among teaching, research, and service within the institutional mission.	31-36
With the appointment of Ann Ardis as Senior Vice Provost for Graduate and Professional Studies, the Provost has asked her to work with the deans and deputy provosts to alter student demographics and build a stronger graduate presence on campus, particularly in doctoral programs; one that would reflect a balance similar to AAU institutions. Similarly, as we develop a new RCM budget model, the Provost has asked all deans to review the balance of research, teaching, and service in their colleges to ensure efficient use of resources in achieving the University mission. Data derived from the Delaware Study is helping to guide these analyses.	
As an institution that has long prided itself on delivery of high quality undergraduate instruction, the University must acknowledge a shift within its admissions market toward more academically highly prepared students, examine the extent to which it is effectively engaging those students, as well as exploring more effective learning strategies to ensure that effective engagement does occur.	26, 48-49
The University participates in the National Survey of Student Engagement on a 3 year cycle. The survey allows us to track engagement comparing freshman and senior students and to generate trends over time. Survey results support continued engagement of students over a period of increasing applicant qualifications. The university has developed a number of new ways to engage students through the World Scholars program which allows especially gifted students to begin their studies in Rome and Madrid, then transition to the Newark campus in the spring; the UD in DC program which allows students to begin studies in the nation's capital then transition to campus; the UD Scholars program which allows first generation and underrepresented students, and students from low income families to get a head start prior to entering in the fall. The University has recently contracted with the Student Success Collaborative to better model student retention and success and to aid advising efforts as we continue to maintain our first year retention near 90% and improve four and six year graduation rates, especially among underrepresented, first generation, and low income students.	

The University must determine the extent to which it wishes to be an incubator the generation of new knowledge and best practice through pure and applied research. And inasmuch as research and graduate education are inextricably interlocked, the University must determine the scope of a graduate program that it can effectively support within the context of its recalibrated institutional mission.		33-36
	Linkages between faculty research, scholarship and creative activity and graduate education and research training are essential. Graduate students make significant contributions to the University's objectives of creating new knowledge and cultivating new and emerging fields of research, scholarship and artistic expression. External research grants fund academic-year stipends, summer research support, and partial tuition scholarship support for 20% of the graduate students. Graduate students also benefit from the inter-institutional networking opportunities, and opportunities to be part of cutting-edge collaborative, multi-disciplinary research initiatives, that our faculty's research grants increasingly entail. What makes UD somewhat unusual as a research university with very high research activity, however, is that the "intellectual density"—that is, the ratio of doctoral candidates to undergraduates—is relatively low, while the number of master's and doctoral candidates has been fairly equal historically. At most AAU institutions, ~25% of the total student enrollment is at the graduate level, whereas ~17% of UD's overall enrollment has been at the graduate level historically. Changing UD's intellectual density would require: re-thinking internal funding allocations (currently, we fund some master's level as well as doctoral students internally, while many AAU's fund only PhD candidates internally); and enhancing both development activities for graduate education and external grant-activity related to graduate education and research training.	
With an emphasis on excellence in professional education as a strategic priority, the prospect of opening a Law School as the University's first stand-alone professional school has profound implications for raising the institution's stature, not only in the area of legal education, but in other professional programs across the curriculum. However, the costs associated with the establishment of a Law School are significant, and choices will have to be made with respect to the priority order in which this, and other initiatives move forward.		--
	After extensive study, the proposal to develop a Law School at the University of Delaware was dropped.	
Continued expansion and refinement of the outcomes assessment strategies used to assess student engagement. This is particularly important at the undergraduate level, where we have emphasized a more stimulating academic experience. The University must follow through on the call for a more integrated and comprehensive approach to measuring general education competencies, beginning almost immediately in the freshman year through the First Year Experience, and continuing through the entire undergraduate career, culminating in a required capstone experience.		51-55
	See Section 5.II Assessment of Student Learning	

A strong institutional commitment to elevating the scope and volume of pure and applied research done at the University, as well as a commitment to a vibrant graduate education program within both the research but where external funds are not readily available. These commitments include recruitment and retention of faculty who already hold or are capable of developing strong research portfolios. Similarly, the commitments entail recruitment of strong graduate students through competitive funding and appropriate opportunities to engage in scholarly activity with faculty mentors. And to be successful in recruiting the best and brightest faculty and students, the University must commit itself to state-of-the-art research facilities disciplines, and those academic disciplines where the University enjoys a distinctive reputation.		23-24
	As a research university classified by the Carnegie Foundation as very high research activity, UD is committed to the generation and dissemination of research and scholarship for the betterment of society. Visible, recent investments in facilities include, but are not limited to, acquisition of the Chrysler site and launching of the STAR Campus, construction of the $132MM Harker ISE Lab, including the launching of two new core research facilities, nanofabrication and advanced materials characterization, and construction of the new Center for Biomedical and Brain Imaging, a ~$10MM capital investment bringing the first functional MRI capability to the state. Additional examples including launching financial services analytics doctoral program, cybersecurity initiative, new faculty hires in MR imaging, nanofabrication and the study of diversity. Competitive academic-year stipend support, the availability of summer research funding as well as professional development funding for conference travel and off-site training opportunities, and multi-year funding commitments remain important drivers in recruitment and retaining excellent graduate students, especially at the PhD level.	
A strong and vital professional education curriculum has been tied to the establishment of a Law School at the University. The institution must follow through on its commitments that a University of Delaware Law School rapidly emerge as one of the top 50 law schools in the country, and in so doing, through interdisciplinary programs and faculty collaboration, strengthen professional education in other disciplines at the University such as business, education, public policy, health policy, and environmental policy, among others.		--
	After extensive study, the proposal to develop a law school at the University of Delaware was dropped.	
Amidst all of these initiatives, the University must ensure that its academic and administrative infrastructure is nimble and responsive to both intended and unintended consequences of the policies and procedures growing out of these initiatives. This is particularly true for the Responsibility Based Budgeting model that has been adopted in support of the Path to Prominence, and which is still evolving in its nascent stages.		7-10
	See Section 2.I Recommendations regarding the University of Delaware's Budget Model	

Characteristics of Excellence in Higher Education **(2011)**	
Institutional Context	
Standard 1: Mission and Goals	**Page(s) in PRR**
The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.	7, 10, 21
Standard 2: Planning, Resource Allocation, and Institutional Renewal	
An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.	3, 7, 21, 22, 55-61
Standard 3: Institutional Resources	
The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.	1, 55-61
Standard 4: Leadership and Governance:	
The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.	8, 23 Board – 17, 21, 24, 43, 48, 55-56 RBB – 8, 55-57 Faculty Senate – 3, 12, 14, 18-20, 25-28, 48, 51-54, 60
Standard 5: Administration	
The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.	3, 16 ADVANCE IT – 22-23, 26, 47, 55, 60
Standard 6: Integrity	
In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.	27

Standard 7: Institutional Assessment	
The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.	4, 45
Educational Effectiveness	
Standard 8: Student Admissions and Retention	
The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.	3, 7, 10, 12, 15-18, 24, 33, 45, 47-48
Standard 9: Student Support Services	
The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.	3, 21, 25
Standard 10: Faculty	
The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.	3, 7, 10, 18, 21, 26, and throughout rest of PRR
Standard 11: Educational Offerings	
The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.	3, 12, 23, 26, 51-54
Standard 12: General Education	
The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.	3, 21, 27-28, 49-52
Standard 13: Related Educational Activities	
The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.	32-34, 53
Standard 14: Assessment of Student Learning	
Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.	4, 45, 49

University Campus master plan

2008 Campus Capacity Study

http://www.udel.edu/capacity/

STAR Campus

MASTER PLAN GUIDELINES

UNIVERSITY *of* DELAWARE

ELKUS | MANFREDI
ARCHITECTS

SASAKI

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WORK

LEARN

LIVE

The University of Delaware's Science, Technology and Advanced Research **(STAR) Campus** has the unique opportunity to be a center of innovation, leading cutting-edge research in areas such as health science, cyber security, engineering and alternative energy. STAR's direct proximity to Delaware's flagship university allows the research campus to maximize UD's unique resources and partnerships with government agencies and private businesses. In addition to providing priceless educational and professional opportunities for students, STAR campus will ignite job and economic growth in Delaware for years to come.

HISTORY

Delaware, the University of Delaware and STAR Campus site in particular, are steeped in history. From the formation of a school in 1743 emerged Newark College, one of a select number of land grant colleges, and eventually became the University of Delaware. Its former students include signatories to the Declaration of Independence and the U.S. Constitution, as well as U.S. Senators and the current Vice President of the United States.

Delaware is also home to the Delaware Court of Chancery, which since its founding in 1792 has been the preeminent jurisdiction for fiduciary adjudication of the law. As a result, many financial institutions and corporations have established a presence in Delaware.

STAR Campus site has a rich history in its own right. In the early 1950's, Chrysler established an assembly plant that would produce well over 1,000 Patton 48 tanks. Later that decade, Chrysler would shift production to vehicles including the Dodge Dart, Durango and Intrepid, and the Chrysler LeBaron and Concorde, among others. Several million vehicles were produced at the Chrysler Assembly Plant, employing over two thousand people at the height of production in 2007.

1694
Newark is founded by Scottish, Irish and Welsh settlers

1743
Rev. Dr. Francis Alison opens school in New London

1758
Newark receives a Charter from King George II

1765
Alison's school moves to Newark

1769
Academy of Newark is chartered

1787
Delaware is 1st state to ratify the Constitution

1792
Delaware Court of Chancery is established

1834
Newark College opens as a degree granting institution

1837
Philadelphia, Wilmington and Baltimore railroad links Newark to the region

1843
Newark College renamed Delaware College

1914
Women's College opens in Newark

1917
Harter and Wolf Hall mark the first buildings on what will become The Green.

1921
Women's College and Newark College join to become the University of Delaware

1951
Chrysler Assembly plant built for tank production

1957
Automobile production begins

2008
Chrysler Assembly plant closes

2009
UD acquires 272 acres former Chrysler Assembly plant

2011
First Master Plan is developed for the entire 272 acres

2014
College of Health Sciences is completed in the former Chrysler Administrative offices

BACKGROUND

Having acquired the former Chrysler assembly plant site in 2009, UD set out to create the STAR Campus, leveraging the proximity to its main campus, northeast regional transit networks, and Delaware's pioneering business environment.

In the spring of 2014, the University completed the construction of the College of Health Sciences, establishing the first presence of research at STAR. A second phase of construction will complete the southern portion of the building, which will insert clinical research in addition to the introduction of retail tenants, laying the foundation of a diverse mixed-use environment.

Aerial: Tank production and test track.

2005

Aerial: Chrysler assembly plant during production.

2013

Aerial: Post demolition. 325 tons of concrete, 140 million lbs of steel, 1.6 million lbs of copper, and 40,000 lightbulbs recycled.

Northeast Corridor
Interstate 95
NEW YORK CITY
Distance to Newark: 131 miles
Train time to Newark: 2 hrs
Population: 19.9 million
LGA AIRPORT
EWR AIRPORT
JKF AIRPORT
PHILADELPHIA
Distance to Newark: 35 miles
Train time to Newark: 32 mins
Population: 4 million
PHL AIRPORT
NEWARK
STAR CAMPUS
WILMINGTON
Distance to Newark: 14 miles
Train time to Newark: 17 mins
Population: 71,292
ILG AIRPORT
ABERDEEN PROVING GROUND
1 HOUR DRIVE TIME
BALTIMORE
Distance to Newark: 60 miles
Train time to Newark: 40 mins
Population: 2.7 million
BWI AIRPORT
DOVER AFB
IAD AIRPORT
WASHINGTON, D.C.
Distance to Newark: 96 miles
Train time to Newark: 1 hr 34 mins
Population: 5.8 million
DCA AIRPORT
2 HOUR DRIVE TIME
N

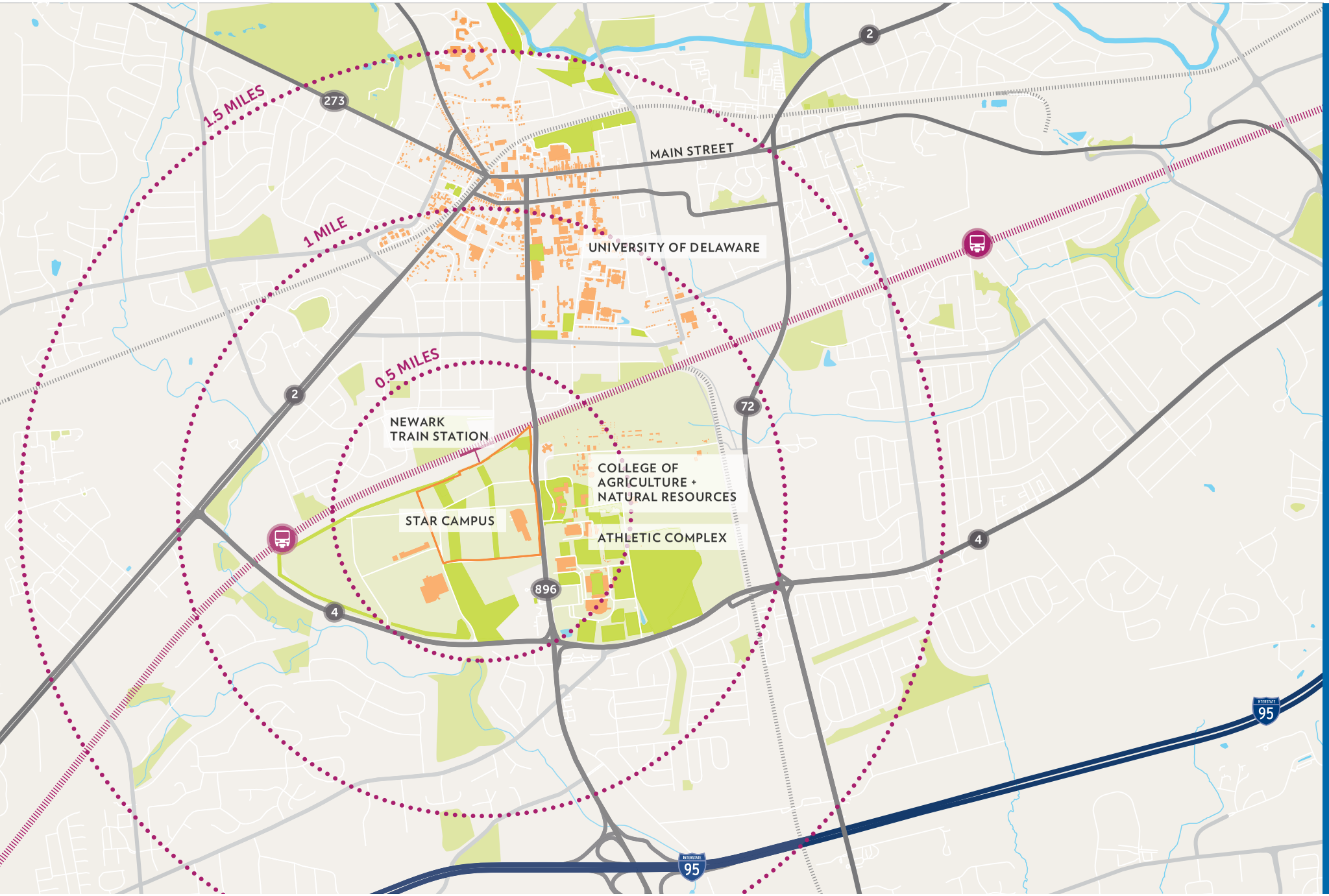
REGION

STAR Campus benefits from being at the midway point between the nation's political center in Washington DC and its economic center in New York. In addition, Philadelphia, Baltimore and Wilmington all contribute to make this one of the most vital regions in the country. In the midst of this northeast corridor lies the STAR Campus, which provides the fertile environment to focus and synthesize the wealth of ideas, which flow through the region.

Aberdeen Proving Ground and Dover Air Force Base ensure that a significant presence from the nation's defense community is in close proximity.

CONTEXT

STAR Campus is uniquely situated between the two major transportation corridors that serve the east coast, the northeast regional rail corridor which forms its northern boundary and Interstate 95 one mile to the south. With the City of Newark's Main Street less than a mile away, and the University of Delaware's Main campus even closer, STAR Campus sits directly to the west of the University of Delaware's College of Agriculture and Natural Resources and its Athletic Complex.

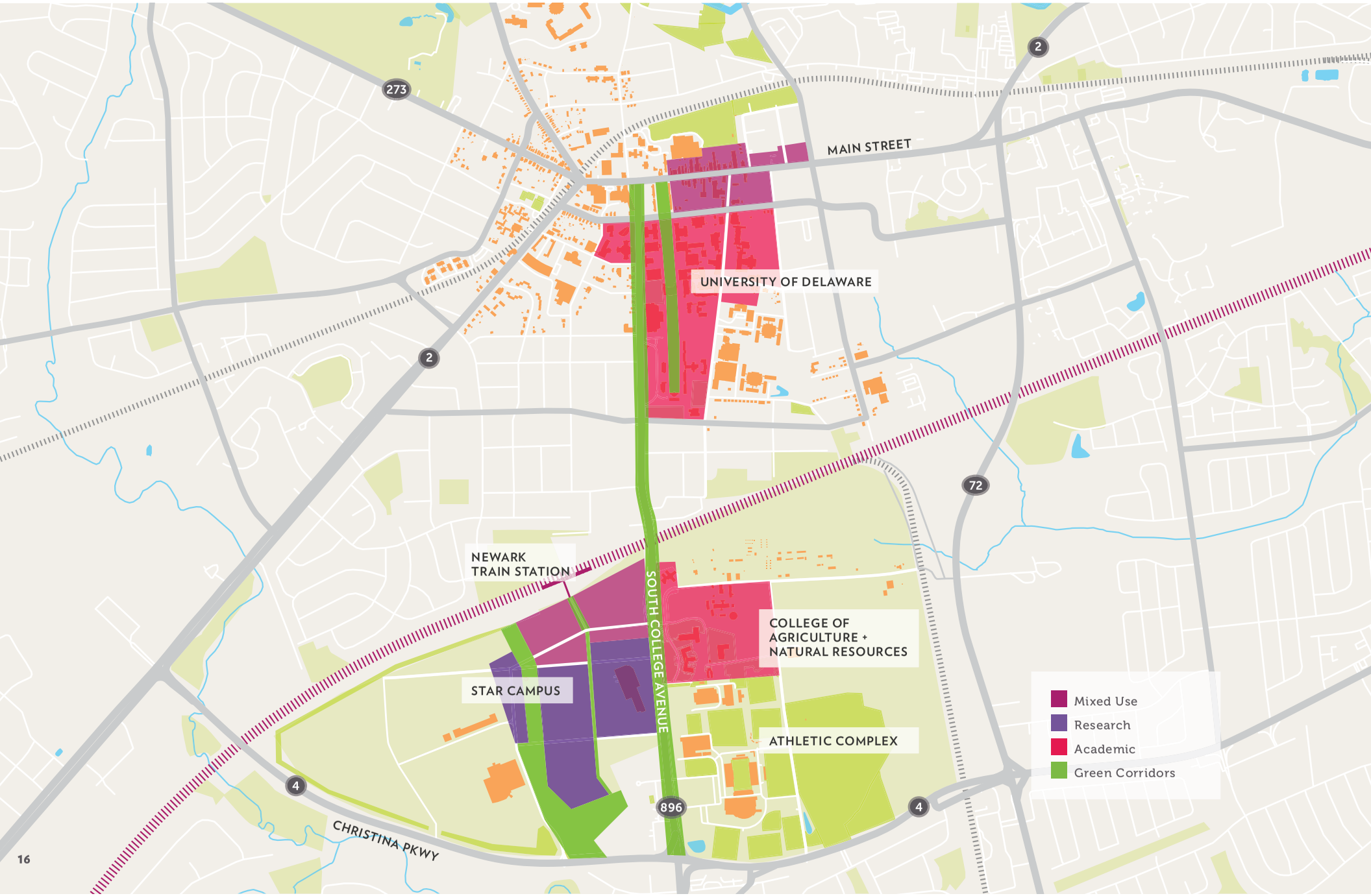

1.5 MILES
1 MILE
0.5 MILES
MAIN STREET
UNIVERSITY OF DELAWARE
NEWARK
TRAIN STATION
STAR CAMPUS
COLLEGE OF
AGRICULTURE +
NATURAL RESOURCES
ATHLETIC COMPLEX
273
2
72
4
896
95

10
усадьба
Jazz

FRAMEWORK

17 Planning Principles/Planning Strategies
19 A Mix of Uses
21 Street Hierarchy
23 Street Sections
27 Framework Planning Principles

The overall framework for STAR Campus derives from a series of north-south green corridors that provide spatial organization and diversity of open space, while building parallels to the success and spirit of the University's historic quad. The Newark Train Station and the College of Health Sciences act as anchors on the site, between which a diverse mix of uses is planned, bringing a vibrancy to this place at all times of the day. A hierarchy of streets creates prominent addresses built around open space, devoting secondary and tertiary streets to provide convenient serviceability. Parcel dimensions are such that they can flexibly accommodate a range of uses, depending on changing needs and market conditions. Development at STAR Campus must conform to the City of Newark zoning Code, and section 32-23.1 related to the STC *(science and technology campus)* district.


273
2
MAIN STREET
UNIVERSITY OF DELAWARE
2
72
NEWARK
TRAIN STATION
SOUTH COLLEGE AVENUE
COLLEGE OF
AGRICULTURE +
NATURAL RESOURCES
STAR CAMPUS
ATHLETIC COMPLEX
4
896
4
CHRISTINA PKWY
Mixed Use
Research
Academic
Green Corridors
16

PLANNING PRINCIPLES

- Promote a mix of uses and users
- Plan an "urban" streetscape with active edges that engage pedestrians
- Build upon existing infrastructure
- Use the College of Health Sciences and the train station as anchors
- Plan for change
- Design for sustainability, durability, and flexibility

PLANNING STRATEGIES

- Define a hierarchy of streets
- Plan north-south green corridors
- Make stormwater management a feature and amenity of the site

A MIX OF USES

In order to ensure a vibrant street life, a mix of uses is key. Restaurants and cafés spill onto the sidewalk, featuring everything from a quick sandwich for those on the go, to relaxed farm-to-table fare. Shops offer the essentials in the form of grocery and pharmacy, as well as destination retail. A range of residential unit types cater to graduate students and researchers, and provide market-rate housing for easy regional commuting. The hotel offers superb accommodations for campus guests and a conference center that attracts visitors, providing the regional go-to facility for the exchange of ideas. Research, at the intersection of the diverse fields of health science, cyber security, engineering, and alternative energy, is reinvented and ever-changing.

Opportunities for recreation are abundant at STAR. A network of varied open spaces and parks enables the casual soccer game or throwing of frisbees, while bicycle and pedestrian paths meander through and around the campus. The Athletic Complex to the east is home to the beloved Fightin' Blue Hens while also acting as host to year round cultural events. Concerts and performances are held regularly at the Bob Carpenter Sports/Convocation Center.

**Street names are working names only, with the exception of Discovery Boulevard and Healthy Way which has been approved by the City of Newark and USPS*

NEWARK
TRAIN STATION
STATION BLVD
HEALTHY WAY
SOUTH COLLEGE AVENUE
WATERTOWER STREET
SCIENCE BLVD
AVENUE 1743
COLLEGE OF HEALTH SCIENCES
RESEARCH BLVD
DISCOVERY BLVD
FUTURE DEVELOPMENT
BLOOM ENERGY
FUTURE DEVELOPMENT
CHRISTINA PARKWAY
Research
Residential
Restaurant
Retail
Hotel
Conference
Grocery
Parking
Train Station
Green Space
Existing UD Buildings
N
0 125 250 500

STREET HIERARCHY

A hierarchy of streets combined with a framework of three north-south green corridors provide structure for a diversity of uses, while generating parcel dimensions that have the flexibility for the changing needs of research.

South College Avenue acts as the primary north-south green corridor connecting STAR to the UD Main campus and downtown Newark to the north and I-95 and the region to the south.

Leading south from the station is Avenue 1743, the second north-south green corridor, which provides a primary address for shops, dining and residential uses to the north, and research buildings to the south. A wide street near the station provides a dedicated pedestrian promenade and a welcoming open space for those arriving and departing Newark train station.

Watertower Street, the third north-south green corridor, returns the site to an ecological corridor, offering a refuge for residents and workers alike, while providing a habitat for wildlife and acting as primary component in the stormwater management plan.

Three streets lead west into the site—Station Boulevard, Healthy Way and Discovery Boulevard —offering a generous street width geared toward retail and dining on the ground floor, while accommodating a mix of uses above.

Tertiary streets, provide a necessary means for loading and servicing of buildings.

**Street names are working names only, with the exception of Discovery Boulevard and Healthy Way which has been approved by the City of Newark and USPS*

STATION BLVD
HEALTHY WAY
SOUTH COLLEGE AVENUE
AVENUE 1743
WATERTOWER ST
SCIENCE BLVD
RESEARCH BLVD
DISCOVERY BLVD
CHRISTINA PARKWAY
South College Avenue
Avenue 1743
Station Blvd/Healthy Way/Discovery Blvd
Secondary Street
Tertiary Alley
Promenade
N
0 125 250 500

SOUTH COLLEGE AVENUE

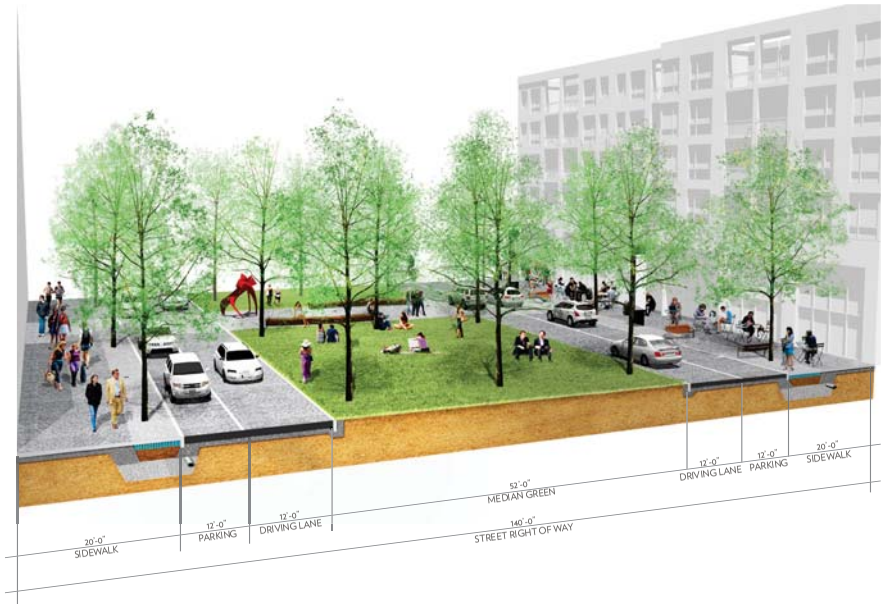
South College connects STAR Campus to downtown Newark, the UD Main Campus and the region. It offers the opportunity to announce the University of Delaware and STAR Campus through signage and landscape.

STATION BOULEVARD

Station Boulevard will serve as the primary means for access to the train station. It is also the primary commercial street at STAR Campus and features sidewalks that can accommodate outdoor seating. A dedicated bike lane is also a feature.

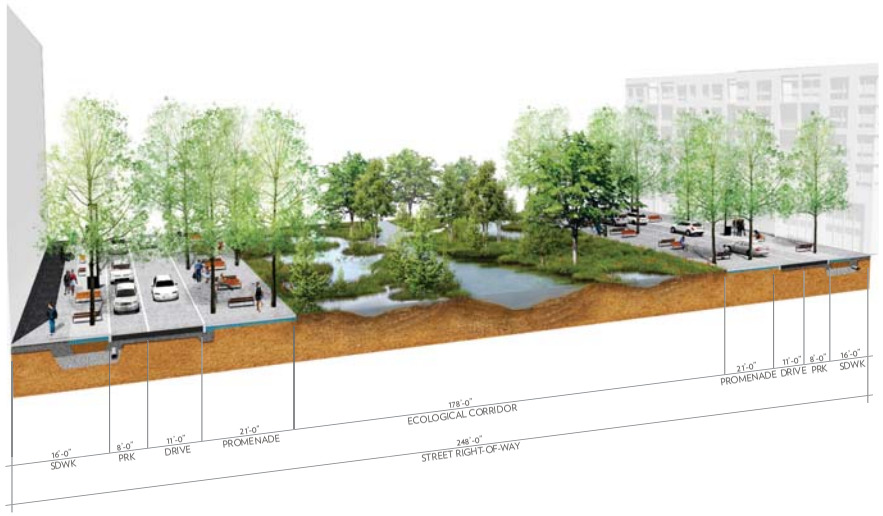
HEALTHY WAY

Healthy Way provides another access route to the site and is in proximity to the College of Health Sciences. It offers the opportunity for commercial space on the ground floor in the long term. Healthy Way also features a dedicated bike lane.



AVENUE 1743 (NORTH)

The northern portion of Avenue 1743 features a wide promenade that serves as the arrival point to STAR Campus and is dedicated to the pedestrian. Either side of the street features commercial space on the ground floor, with residential or research uses above. Sidewalk widths are generous to accommodate outdoor café seating.



WATERTOWER STREET

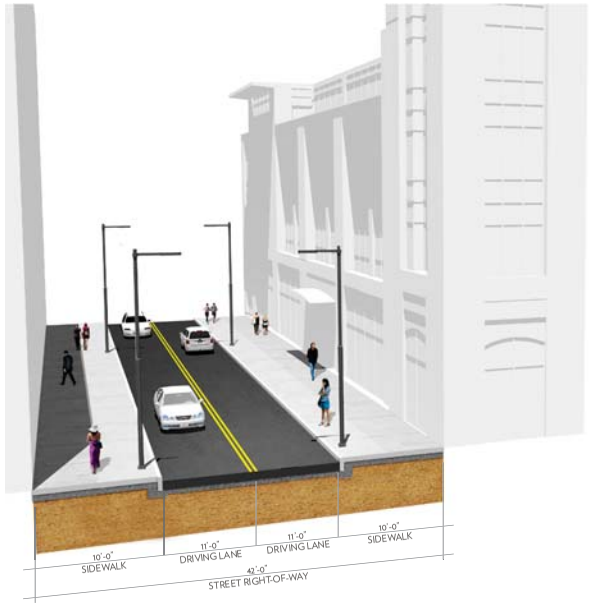
The third north-south green corridor, a greenway that combines pedestrian and bicycle pathways amongst a rich ecology, is central to the overall stormwater strategy for the site. It creates a prominent address in featuring the iconic and historic watertower.

AVENUE 1743 (SOUTH)

The southern portion of Avenue 1743 is geared toward creating a prominent address for research institutions. The eastern sidewalk is wider to devote more space to the pedestrian, while also accommodating sidewalk seating and offering afternoon sunlight.

MIDDLE STREET

This street type is geared to providing the service needs of diverse research. It offers limited on-street parking, and sidewalks featuring street trees and lighting.

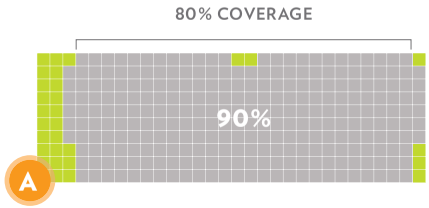


ALLEY

The east-west alley is dedicated to service. Pedestrian access is limited. Primary utility service rooms are located here.

FRAMEWORK PLANNING PRINCIPLES

To promote groundbreaking research, the buildings at STAR Campus must inspire. The intent is for architects and designers to build on the principles herein and not to be limited by them. However, several principles outlined here should be embraced.

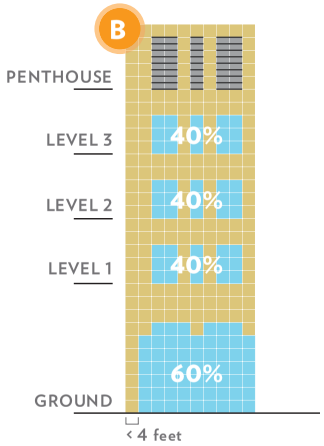


A. *90-Percent Parcel Coverage*

In addition to specific open spaces that are part of the framework of STAR Campus, by defining a maximum limit of 90-percent parcel coverage an additional layer of open space is developed.

A. *Holding the Street Wall*

To provide a strong sense of urban placemaking, a consistent street wall is important. Edges of parcels on primary streets should maintain at least 80-percent coverage on the parcel line.



B. *Ground-Level Transparency*

To promote an open research environment and conditions for active retail and dining facilities, transparency on the ground level along primary streets should be at least 60-percent.

B. *Upper-Level Transparency*

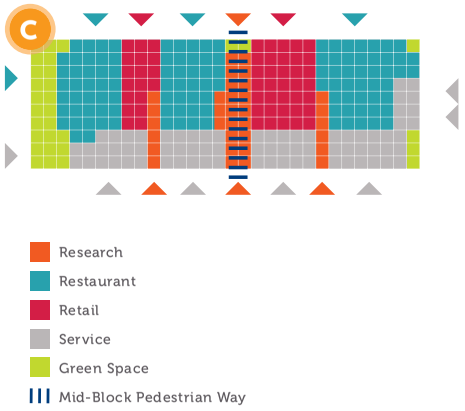
To reveal uses on the upper levels and for daylighting, transparency on the upper levels should be 40-percent or greater.

B. *Screened Mechanical Penthouses*

The screening of mechanical equipment should be integral to the architecture and vertically conceal equipment from view.

B. *Retail*

Neutral piers, and/or solid areas along the parcel line, should be no wider than four feet. Glazing should be of clear non-reflective glass to maximize transparency.



C. Entries

Primary entrances to buildings should be along primary streets and be prominent and visually recognizable, while providing modest cover from the elements.

C. *Mid-block Pedestrian ways*

For additional means of circulation, the framework relies on a layer of interior or exterior mid-block pedestrian ways as illustrated in the Development Metrics.

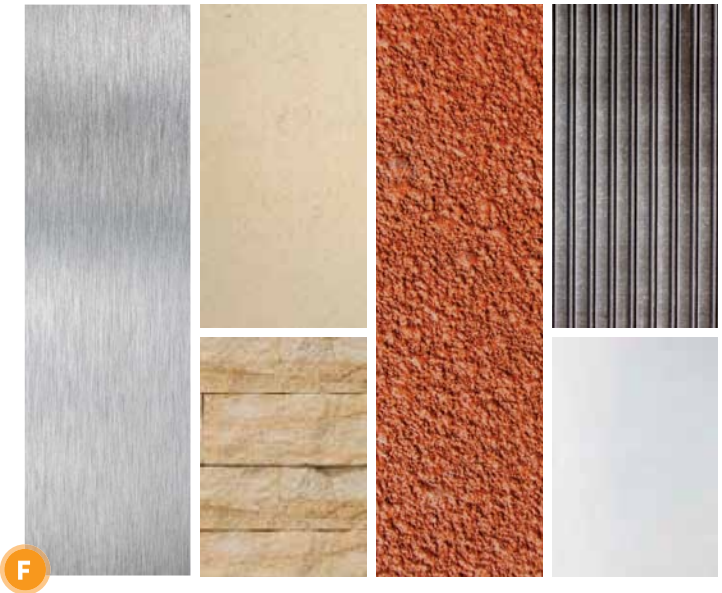
C. *Service*

Location of loading docks and service entries is restricted to secondary and tertiary streets.

D

D. *Sustainability*

Sustainability is a defining character of STAR Campus. From the urban scale down to the research lab, at all levels, an approach that considers the short and long term environmental impact of development must inform the design. Such a holistic approach will set STAR Campus apart from other research campuses. In addition, harnessing current UD research during the design process offers the opportunity for STAR Campus itself to be a living and evolving example of sustainable research.



F

E. *Materials*

Building for the long term will require the use of durable and innovative materials that evoke quality and enhance a building's performance. Materials play an important role in defining the sensibility of overall the campus while also defining individual neighborhoods.

SITE ACCESS

31 Rail
33 Shuttle/Buses
35 Vehicular Circulation + Car Sharing
37 Pedestrian Circulation
39 Bicycle Circulation
41 Loading + Service

STAR Campus is fortunate to be served by layers of transportation networks that connect it to the region and beyond. Rail lines and I-95 place it within an hour of Baltimore and Philadelphia and its airports, while Washington and New York can be reached in two hours. A number of local buses and shuttles provide local connections.

STAR Campus is walkable, with wide sidewalks and paths, and the campus can be traversed from north to south in 15 minutes. The campus is also a short walk and bike ride to the UD Main Campus, while also connecting to regional and national trails.

RAIL

Amtrak Northeast Regional

Amtrak currently offers two weekday southbound and northbound trains, with three on the weekend.

WEEKDAY SOUTHBOUND (3:01PM & 7:40PM)
WEEKEND SOUTHBOUND (8:46AM, 5:05PM & 8:05PM)

- **BALTIMORE** 44 MIN
- **BWI** 57 MIN
- **WASHINGTON** 1 HR 30 MIN

WEEKDAY NORTHBOUND (2:24PM & 4:47PM)
WEEKEND NORTHBOUND (9:32AM, 3:44PM & 8:42PM)

- **WILMINGTON** 15 MIN
- **PHILADELPHIA** 32 MIN
- **NYC** 2 HRS

SEPTA

SEPTA currently connects Newark to downtown Philadelphia's Market Street Station, with 10 northbound and 9 southbound trains each weekday.

WEEKDAY SOUTHBOUND (ARRIVAL TIME) (6:26, 6:51, 7:46, 8:41, 1:05, 4:30, 5:24, 6:21, 6:55, 7:53)
WEEKDAY NORTHBOUND (6:22AM, 6:46AM, 7:40, 8:28, 8:58, 11:50, 4:46, 5:43, 6:46, 7:13, 8:11)

- **WILMINGTON** 19 MIN
- **PHILADELPHIA** 1 HR 21 MIN

MARC

With the building of the Newark Train Station, MARC is expected to connect to Newark with 9 northbound and 9 southbound trains each weekday.

STATION BLVD
HEALTHY WAY
SOUTH COLLEGE AVENUE
AVENUE 1743
WATERTOWER STREET
SCIENCE BLVD
RESEARCH BLVD
DISCOVERY BLVD
CHRISTINA PARKWAY
Amtrak
MARC
SEPTA
Norfolk Southern
N
0 125 250 500

SHUTTLES + BUSES

UD Shuttle

The University of Delaware operates frequent shuttles, connecting all parts of the university.

Newark Unicity

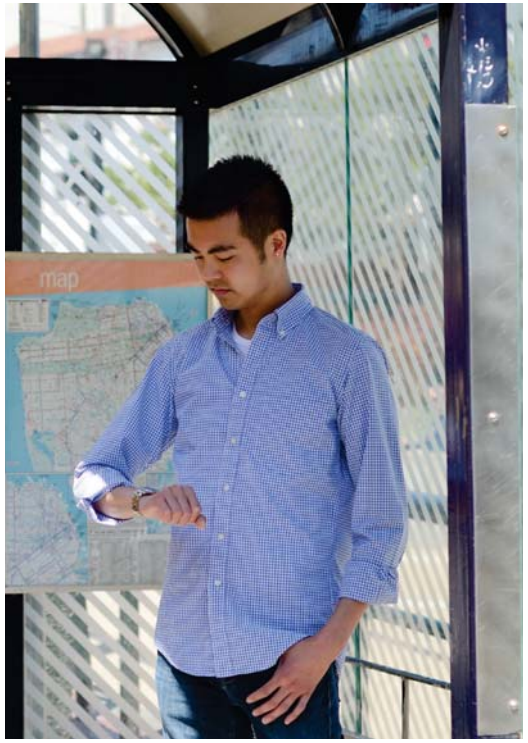
The City of Newark and UD Transit operate three bus lines **N-1, N-2** & **N-3** connecting greater Newark.

DART

DelDOT operates numerous bus lines connecting to downtown Newark and Wilmington. Bus lines **16, 33, 39, 55, 59** and **65** service the site.

Megabus

Megabus currently makes two stops each day north and southbound, from the UD–Laird Campus connecting to New York, Philadelphia, Baltimore and Washington DC.



STATION BLVD
HEALTHY WAY
WATERTOWER STREET
SCIENCE BLVD
AVENUE 1743
RESEARCH BLVD
DISCOVERY BLVD
16
33
39
55
65
896
4
UD Shuttle
DART Bus/Newark UniCity
N
0 125 250 500

VEHICULAR CIRCULATION

The site is accessed via three southbound and two northbound intersections along South College Avenue (Delaware Route 896), and one intersection from the south on Christina Parkway (Delaware Route 4), with an additional second westerly access point to follow in the future.

On-Street Parking

On-street parking can consistently be found on primary streets to enable convenient parking options, while also acting to define the pedestrian realm. Approximately 650 parking spaces can be accommodated with on-street parking.

Surface Parking

In its early phases, STAR Campus will make use of surface parking to accommodate parking needs.

Structured Parking

As parking demand increases over time, each neighborhood has a dedicated, centrally-located parking structure for easy access. The largest structures are located near the Newark Train Station to take on additional demand for station access.

Car Sharing

With car sharing already taking place at UD and in Newark STAR Campus will be a natural location for the growing car sharing community.

Capacity of the garages depending on structure height is as follows:

STRUCTURE	AREA (SF)/LEVEL	L1	L2	L3	L4	L5	L6
A5	103,625	314	628	942	1,256	1,570	1,884
D5	149,985	455	909	1,364	1,818	2,273	2,727
E5	34,800	105	211	316	422	527	633
F5	69,600	211	422	633	844	1,055	1,265
		1,085	2,170	3,255	4,340	5,424	6,509

A5
D5
F5
E5
SOUTH COLLEGE AVENUE
CHRISTINA PARKWAY
Structured Parking
Vehicular Inbound Access Points
Vehicular Outbound Access Points
On-Street Parking
Signalized Intersection
N
0 125 250 500

PEDESTRIAN CIRCULATION

The pedestrian realm is a priority at STAR Campus. With wide sidewalks and boulevards, a variety of open spaces and parks, dedicated pedestrian passages and an extensive greenway, the pedestrian can traverse the site with limited vehicular interaction. From the train station, the entirety of STAR Campus is within a 10 minute walk, and the UD Main Campus can be reached in about 10 minutes.

STATION BLVD
HEALTHY WAY
AVENUE 1743
SCIENCE BLVD
SOUTH COLLEGE AVENUE
RESEARCH BLVD
DISCOVERY BLVD
CHRISTINA PARKWAY
Pedestrian Paths
Sidewalks
N
0 125 250 500

BICYCLE CIRCULATION

STAR Campus will integrate and promote bicycle use on its network of bike paths. Through dedicated and protected bike lanes on primary streets to bike paths along the greenway, the STAR Campus is accessible by bike. These networks connect into existing local and regional bike paths, leading to the UD Main Campus, the City of Newark, and the region. The northern portion of the site, via the Hall Trail, lies on the extensive East Coast Greenway, a 2,900 mile bike trail connecting Florida to Maine.

HALL TRAIL
STATION BLVD
HEALTHY WAY
SOUTH COLLEGE AVENUE
WATERTOWER STREET
SCIENCE BLVD
AVENUE 1743
RESEARCH BLVD
DISCOVERY BLVD
CHRISTINA PARKWAY
Bike Paths
Dedicated Bike Lanes
Hall Train - East Coast Greenway
N
0 125 250 500

LOADING + SERVICE

Convenient loading and service are critical to providing flexibility for diverse uses and the changing needs of research. Using secondary and tertiary street networks, all service is located at the side or rear of buildings. Shipping and receiving of goods, and the removal of waste and recycling are afforded dedicated routes while keeping primary streets free.

STATION BLVD
HEALTHY WAY
SOUTH COLLEGE AVENUE
WATERTOWER STREET
AVENUE 1743
RESEARCH BLVD
DISCOVERY BLVD
SCIENCE BLVD
CHRISTINA PARKWAY
Loading Docks
Service Streets
N
0 125 250 500

NEIGHBORHOODS

45 Open Space
- Mixed-Use Green
- Promenade
- Triangle Park

53 Landscape

55 Lighting

The creation of distinct neighborhoods at STAR Campus serves to attract diverse constituents. A mix of uses, a variety of open space, the quality of landscape and lighting each have an important role to play in defining a neighborhood. To the north, the neighborhoods are mixed-use in nature, while those to the south are geared toward research. Each neighborhood has a primary open space, supported by secondary open space that reinforce the identity. Throughout STAR Campus, common landscape and lighting elements give a consistency to the campus, while each neighborhood incorporates a unique approach.

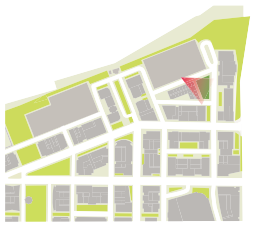
OPEN SPACE

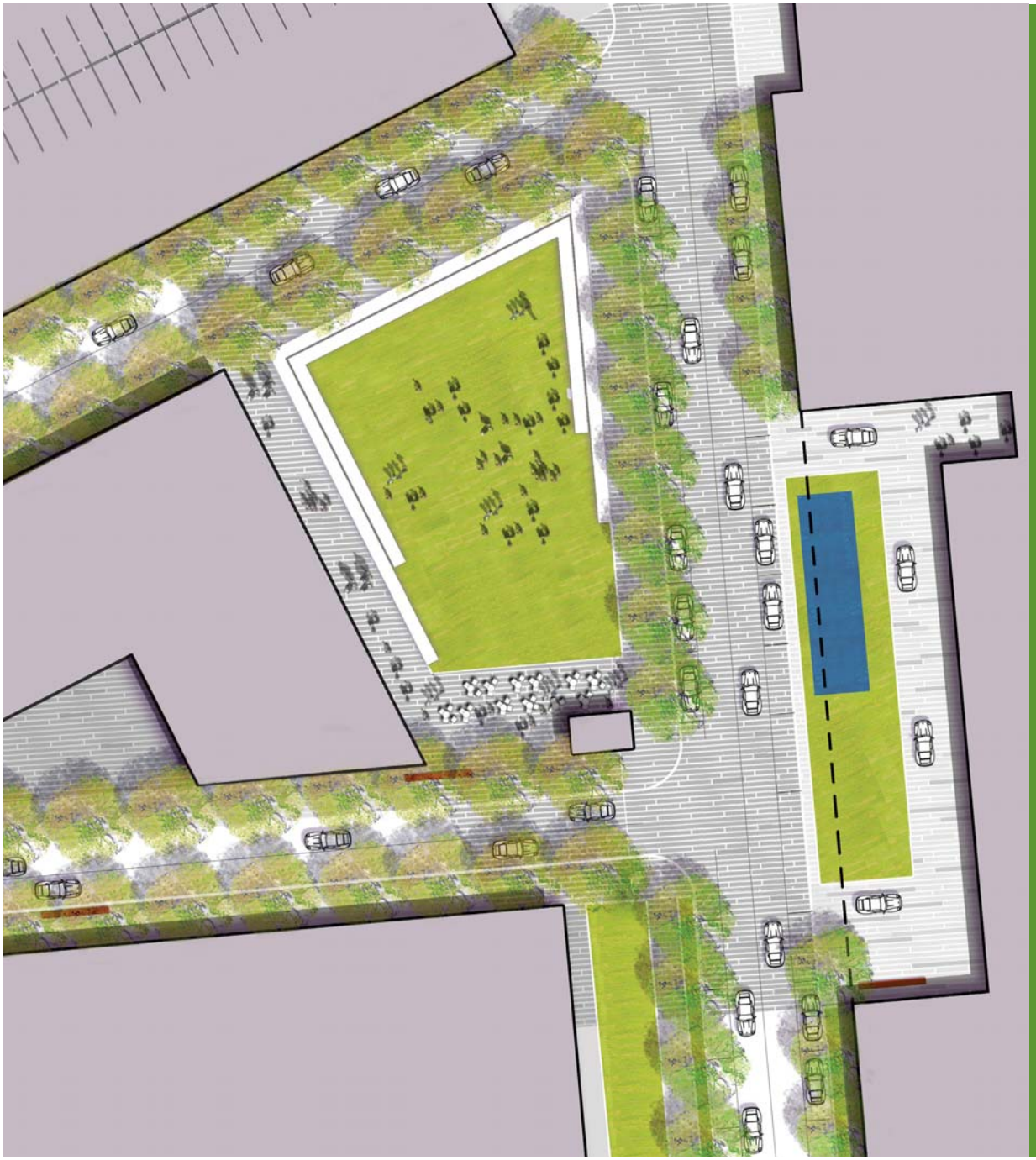
A primary open space anchors and defines each of the five neighborhoods at STAR Campus, consisting of the Mixed-Use Green, Promenade, Triangle Park, Health Science Park and Research Center Green. The character of each neighborhood should be unique, it's corresponding open space setting the tone. These include a lawn, a boulevard, an urban park, healing garden and formal green. Each primary open space is central to its neighborhood and within a 5-minute walk from the next.

Promenade
Mixed-Use Green
Triangle Park
Greenway
Health
Science Park
5 MIN WALK
Research
Center Green
CHRISTINA PARKWAY
N
0 125 250 500

Mixed-Use Green

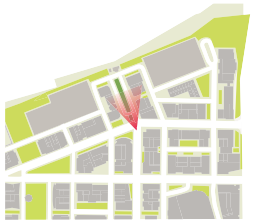
Nestled into the northern portion of the site is a green accessible by a mix of uses. The hotel and conference center, a research and residential building, all share frontage on this park. The park features a great lawn, large enough to host events under a tent or for setting up a stage, as well as pick-up soccer game or game of frisbee. A playground might also find a home here.

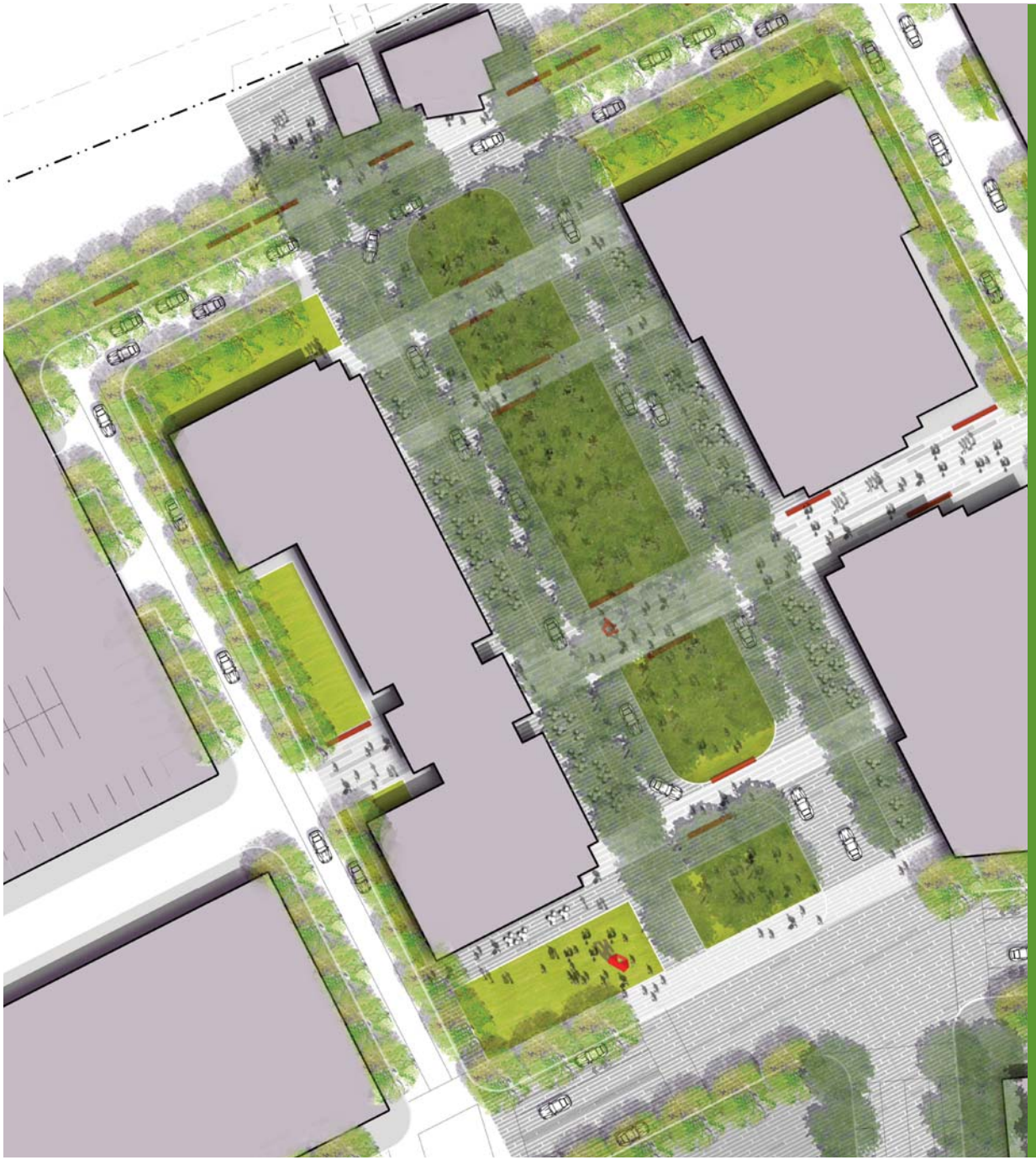




Promenade

A dedicated tree-lined pedestrian promenade greets those arriving at Newark Train Station. The promenade is wide, a central sidewalk leads visitors into the heart of STAR Campus. Lined with benches, water features and public art, the promenade is also a convenient loop for those getting dropped off by car or bus to catch a train. Sidewalk cafés and restaurants line both sides of the street, giving this neighborhood a distinctly urban feel. The promenade arrives at a small green along Station Boulevard, on its lawn, a variety of gatherings take place, including a weekly farmer's market. At the center of the promenade a pedestrian passage leads east to connect to the Mixed-Use Green neighborhood.

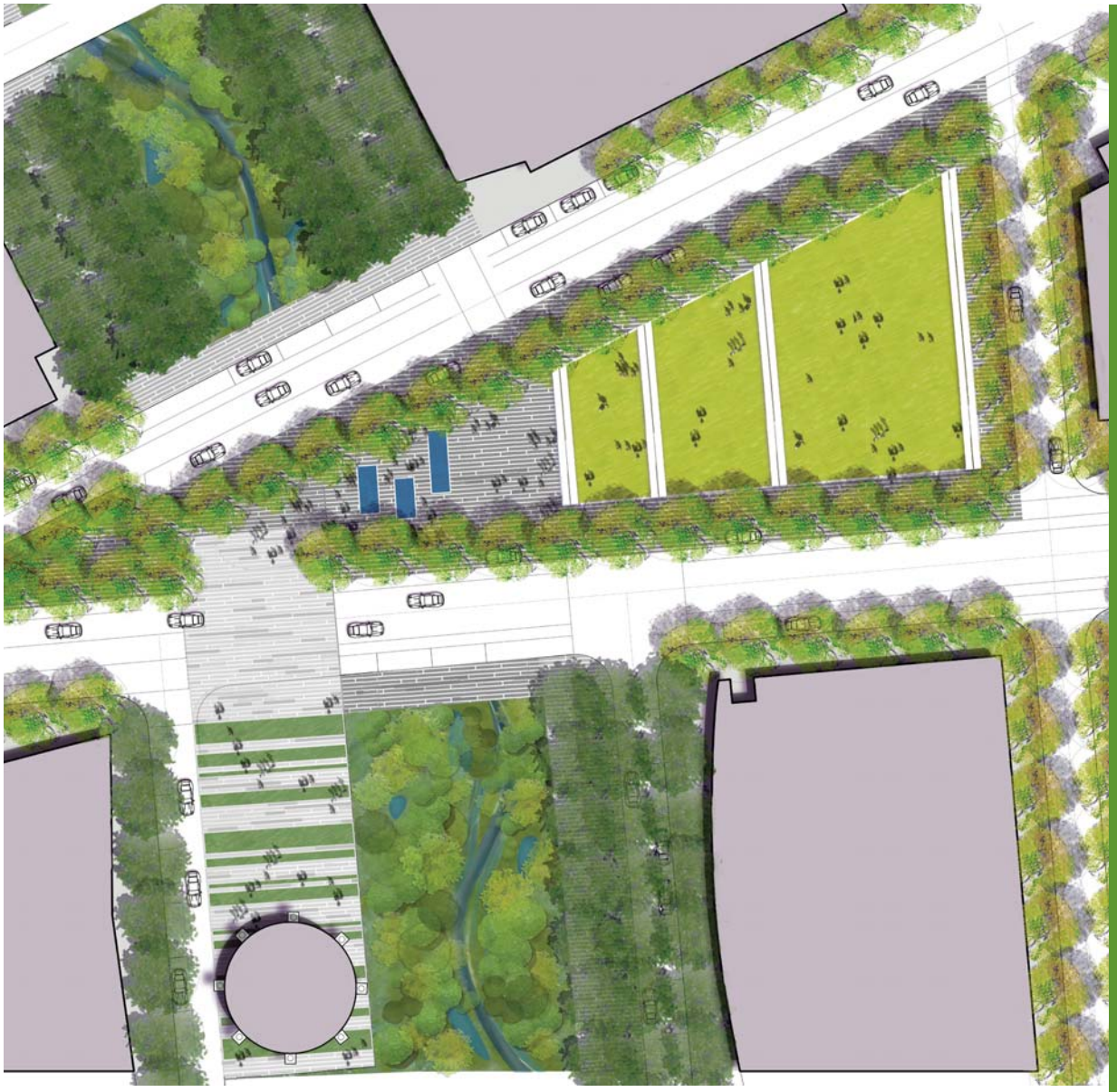




DELAWARE

Triangle park

At the confluence of Healthy Way, Station Boulevard, and Watertower Street lies Triangle Park. This urban park features a terraced landscape and water feature, ideal for a lunch break or casual meeting place among colleagues. Its eastern edge connects to the Promenade neighborhood, while its western edge intersects the Greenway, the most extensive open space on STAR Campus. The Greenway is the ecological corridor which runs the length of the site from north to south, and is home to the historic Watertower. Pedestrian and bicycle paths meander, accompanying a waterway.



LANDSCAPE

Landscape at STAR Campus plays a vital role in defining neighborhood identity, while maintaining the overall framework of north-south corridors that organize the campus as a whole. The quality of walking surfaces, variety of trees and plantings, and careful consideration of street furniture, signage and lighting reinforce the character of a particular neighborhood .

High quality pavers can be found along the promenade and primary streets, colored concrete sidewalks are found on secondary streets, while gravel paths wind through the ecological corridor providing a variety of textures throughout the campus. A bold palette of tree species gives identity to individual streets and open spaces, while the nature of plantings varies from one neighborhood to another.

A
B
C
A Triangle Park
B Promenade
C Mixed-Use Green

LIGHTING

Lighting represents an additional opportunity to define STAR Campus as a whole, while lending each neighborhood its own personality. A typical streetlight fixture on all streets will serve to unify the entire campus. Secondary light fixtures specific to each neighborhood can address its varied functional needs. Energy efficient luminaires and fixtures, that do not contribute to night sky pollution, are hallmark lighting features at STAR Campus.

DEVELOPMENT METRICS

59 A + B Parcels
61 C + D Parcels
63 E Parcels
65 F Parcels

The STAR Campus Master Plan provides parcels which are flexible for a range of uses. With parcel depth generally between 116 and 145 feet, residential, research, or office uses can be accommodated, depending on market conditions and development interest. This section illustrates the individual parcel metrics while also highlighting the qualitative aspects of a given neighborhood.

A maximum lot coverage of 90 percent is prescribed to ensure additional open space. With a desire to make STAR Campus a dense urban research campus, building heights have been suggested accordingly to illustrate the capacity of the site and serve as a benchmark. Zoning limits the maximum building height to 150 feet.

NEWARK
TRAIN STATION
A5
240
432
A6
204
209
129
A3
115
330
376
124
A4
299
146
Mixed-Use
Green
Promenade
A2
376
125
116
330
A1
261
120
SOUTH COLLEGE AVENUE
STATION BLVD
B3
336
130
B2
130
316
B4
156
316
120
180
B1
336
156
170
HEALTHY WAY
58
A3 Parcel Designation
124 Parcel Dimension (feet)
Mid-Block Pedestrian Way
N
0 40 80 160

A + B PARCELS

These parcels offer the greatest diversity of uses at STAR Campus, building upon ground floor retail and dining along Station Boulevard and Avenue 1743, that leads to the Newark Train Station. A mix of residential, hotel, research and conference center uses can be found here. Taking advantage of infrastructure investments already in place, these parcels lend themselves to development in the early phase.

Visibility from South College Avenue and proximity to the College of Health Sciences (CHS) are notable assets for these parcels. Station Boulevard is projected to carry the greatest amount of traffic leading to the site. Opportunities for ground floor retail and dining exist along Healthy Way to the south. Avenue 1743, with its generous sidewalks, marks the western edge leading to the Train Station. An open space, the Mixed-Use Green, centered within the A parcels creates a focal point for the neighborhood. Parking is located along the northern edge to minimize distances to the station.

PARCEL	(AVE) LENGTH	(AVE) WIDTH	PARCEL AREA (SF)	90% COVERAGE	HEIGHT	BUILD-OUT (SF)	FAR	RESIDENTIAL	RESEARCH/OFFICE	RETAIL/DINING	GROCERY	HOTEL	CONFERENCE	STRUCTURED PARKING
A1	261'	120'	31,533	28,380	8	227,038	7.2	*	*	*	*	*		
A2	350'	116'	40,960	36,864	5	184,320	4.5	*	*	*	*			
A3	353'	115'	40,750	36,675	5	183,375	4.5	*	*	*	*			
A4	299'	73'	25,777	23,199	5	115,997	4.5	*						
A5	432'	240'	103,625	N/A	6	621,750	6.0							*
A6	208'	429'	86,992	78,293	1	78,293	0.9	*					*	
B1	336'	145'	48,120	43,308	5	216,540	4.5	*	*	*		*		
B2	316'	130'	41,079	36,971	5	184,856	4.5	*	*	*				
B3	336'	130'	43,680	39,312	6	235,872	5.4	*	*	*				
B4	316'	156'	49,296	44,366	4	177,466	3.6	*	*	*				
			511,812	**TOTAL PARCEL AREA** (SF)		**2,225,505**	**TOTAL AREA WITH PARKING**							
			11.75	**TOTAL PARCEL AREA** (ACRES)		**1,603,755**	**TOTAL AREA WITHOUT PARKING**							

NEWARK
TRAIN STATION
D5
240
180
533
D1
266
89
Promenade
Green
Greenway
SUBSTATION
D2
120
263
D3
120
210
D4
300
120
166
126
Triangle Park
C2
126
223
240
C1
297
243
134
AVENUE 1743
HEALTHY WAY
D5 Parcel Designation
180 Parcel Dimension (feet)
Mid-Block Pedestrian Way
N
0 40 80 160
60

C + D PARCELS

With proximity to the Newark Train Station and an eastern edge along Avenue 1743, these parcels offer opportunities for a mix of uses with an emphasis on research. Parcel D1 enjoys access to the pedestrian promenade leading to the station, and a diversity of open spaces that lead all the way to the greenway. Healthy Way provides direct right-in access from South College and eventually leads to western portions of the site. Around Triangle Park, parcels C2, D2, D3 and D4 all have views of the watertower.

PARCEL	(AVE) LENGTH	(AVE) WIDTH	PARCEL AREA (SF)	90% COVERAGE	HEIGHT	BUILD-OUT (SF)	FAR	RESIDENTIAL	RESEARCH/OFFICE	RETAIL/DINING	GROCERY	HOTEL	CONFERENCE	STRUCTURED PARKING
C1	270'	134'	36,164	32,548	6	195,286	5.4	*	*	*				
C2	175'	240'	41,888	37,699	4	150,797	3.6	*	*	*				
D1	266'	89'	23,274	20,947	5	104,733	4.5	*		*				
D2	263'	120'	31,510	28,359	5	141,795	4.5	*	*	*	*			
D3	210'	120'	25,200	22,680	4	90,720	3.6	*	*					
D4	300'	120'	37,087	33,378	3	100,135	2.7	*	*					
D5	533'	210'	149,985	N/A	6	899,910	6.0							*
			345,108	TOTAL PARCEL AREA (SF)		1,683,375	TOTAL AREA WITH PARKING							
			7.92	TOTAL PARCEL AREA (ACRES)		783,465	TOTAL AREA WITHOUT PARKING							

HEALTHY WAY
AVENUE 1743
SOUTH COLLEGE AVENUE
RESEARCH BLVD
DISCOVERY BLVD
COLLEGE OF HEALTH SCIENCES
Health Science Park
E1
170
272
116
E2
65
286
153
E3
198
130
E4
290
130
E5
180
120
E6
325
130
E7
140
246
E8
250
140
220
E3 Parcel Designation
130 Parcel Dimension (feet)
Mid-Block Pedestrian Way
N
0 40 80 160

E PARCELS

Parcels in this neighborhood have the College of Health Sciences as an already established anchor. With frontage along South College Avenue, these parcels enjoy high visibility and easy access to the rest of the university and to I-95. Discovery Boulevard offers the opportunity for ground level retail and dining that could take advantage of visitors to the athletic facilities and events there, across South College to the east. Its western edge along prominent Avenue 1743 has parcel depths of 130 feet, well-suited for office or research uses. A range of open spaces of varied scales encompass this neighborhood, with a dedicated pedestrian pathway leading west toward the Greenway in its northwest corner. Parking is located central to this neighborhood for easy access.

PARCEL	(AVE) LENGTH	(AVE) WIDTH	PARCEL AREA (SF)	90% COVERAGE	HEIGHT	BUILD-OUT (SF)	FAR	RESIDENTIAL	RESEARCH/OFFICE	RETAIL/DINING	GROCERY	HOTEL	CONFERENCE	STRUCTURED PARKING
E1	272'	143'	44,221	39,799	4	159,196	3.6		*	*				
E2	286'	109'	32,617	29,355	2	58,711	1.8		*					
E3	198'	130'	25,740	23,166	7	162,162	6.3	*	*	*				
E4	290'	130'	37,700	33,930	5	169,650	4.5	*	*					
E5	290'	120'	34,800	N/A	6	208,800	6.0							*
E6	325'	130'	42,325	38,093	5	190,463	4.5	*	*					
E7	246'	140'	34,440	30,996	3	92,988	2.7	*	*	*				
E8	247'	140'	34,550	31,095	4	124,380	3.6	*	*	*		*		*
			286,393	**TOTAL PARCEL AREA** (SF)		**1,166,349**	**TOTAL AREA WITH PARKING**							
			6.57	**TOTAL PARCEL AREA** (ACRES)		**957,549**	**TOTAL AREA WITHOUT PARKING**							

STATION BLVD
Triangle Park
HEALTHY WAY
F10
198
116
F11
290
116
SCIENCE BLVD
W. WATERTOWER STREET
Greenway
E. WATERTOWER STREET
F7
198
130
F8
290
130
F4
145
240
F5
290
240
F1
198
134
F2
290
134
AVENUE 1743
RESEARCH BLVD
116
F12
312
301
111
F9
300
314
130
F6
140
240
Research
Center Green
F3
325
134
DISCOVERY BLVD
F7 Parcel Designation
130 Parcel Dimension (feet)
Mid-Block Pedestrian Way
N
0 40 80 160
64

F PARCELS

This neighborhood of parcels is in the heart of STAR Campus. Healthy Way to the north and Discovery Boulevard to the south provide quick access to South College Avenue. Science Boulevard to the west provides additional access south to Route 4 and lends itself to heavier truck traffic. The Greenway's ecological corridor provides respite and inspiration for the entire Campus and features the historic watertower.

Research Center Park along Discovery Boulevard provides additional open space to the south providing a focal oint for research buildings. A dedicated pedestrian path runs east-west to the north and leads to the Greenway. Mid-block pedestrian-ways are encouraged throughout to provide additional porosity through buildings.

PARCEL	(AVE) LENGTH	(AVE) WIDTH	PARCEL AREA (SF)	90% COVERAGE	HEIGHT	BUILD-OUT (SF)	FAR	RESIDENTIAL	RESEARCH/OFFICE	RETAIL/DINING	GROCERY	HOTEL	CONFERENCE	STRUCTURED PARKING
F1	198'	134'	26,532	23,879	5	119,394	4.5	*	*	*				
F2	290'	134'	38,860	34,974	6	209,844	5.4	*	*	*				
F3	325'	134'	43,628	39,265	4	157,061	3.6	*	*	*				
F4	240'	145'	34,800	31,320	4	125,280	3.6	*	*	*				
F5	290'	240'	69,600	N/A	6	417,600								*
F6	240'	140'	33,499	30,149	8	241,193	7.2	*	*					
F7	198'	130'	25,740	23,166	6	138,996	5.4		*					
F8	290'	130'	37,700	33,930	5	169,650	4.5		*					
F9	307'	130'	39,938	35,944	4	143,777	3.6		*					
F10	198'	116'	22,968	20,671	3	62,014	2.7		*					
F11	290'	116'	33,640	30,276	4	121,104	3.6		*					
F12	312'	116'	35,434	31,891	3	95,672	2.7		*					
			442,339	**TOTAL PARCEL AREA** (SF)		**2,001,584**	**TOTAL AREA WITH PARKING**							
			10.15	**TOTAL PARCEL AREA** (ACRES)		**1,583,984**	**TOTAL AREA WITHOUT PARKING**							

UTILITIES

69 Stormwater
71 Water Supply + Sanitary Sewer
73 Power + Tel/Data
75 Gas

STAR Campus benefits from already having a substantial utility infrastructure in place through recent investments. The framework builds off these existing utilities while directing future services through the tertiary street network, to allow the fronts of buildings along primary streets to be transparent and flexible.

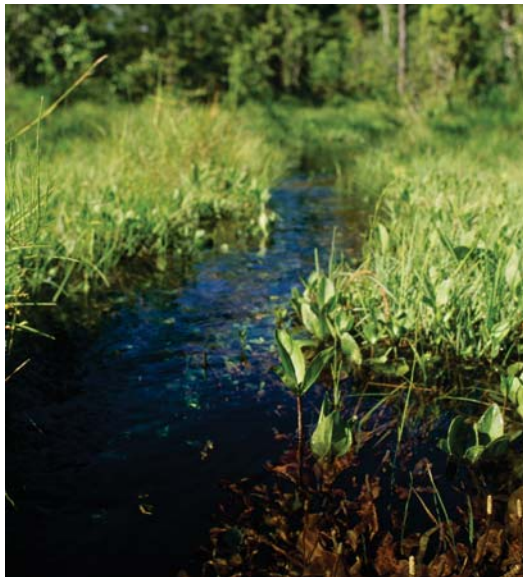
STORMWATER

In building the Chrysler Assembly plant, an 84 inch stormwater pipe was installed from north to south. The framework plan intends to keep this pipe in place. Two perpendicular east-west stormwater pipes run down Station Boulevard and Discovery Boulevard. Along Avenue 1743, an urban street integrates as much pervious area as possible in sidewalks and open spaces, collecting all stormwater eastward and one block west.

The Greenway integrates bioretention areas with pervious paths that address substantial stormwater requirements in a pleasant and active manner, which eventually seamlessly tie into the natural existing parkland to the south.

Larger stormwater management areas have been designed to the west of Science Boulevard. An existing underslab storm sewer runs roughly west from the College of Health Sciences to intercept the 84 inch storm culvert.

The use of Green Roofs is an added component in the overall stormwater strategy. Green roofs on lower level roofscapes create an aesthetic backdrop to surrounding taller buildings. Combined with rainwater harvesting, the management of stormwater at STAR Campus exudes innovation.



SCIENCE BLVD
SOUTH COLLEGE AVENUE
CHRISTINA PARKWAY
Existing Stormwater Lines
Proposed Stormwater Lines
Stormwater Management Area
N
0 125 250 500

WATER SUPPLY + SANITARY SEWER

Water Supply

The site has the unique condition of being supplied by two water companies. The northern portion of the site is supplied by the City of Newark. From the south and from the north along the Greenway, United Water Supply has existing supply lines and meter buildings. From there 1743 Holdings distributes water to the site. Infrastructure around the College of Health Sciences should be integrated into the framework.

Sanitary Sewer

Sanitary lines are in place along Science Boulevard and Discovery Boulevard. Future sanitary lines should favor the tertiary streets. A Newcastle County sanitary interceptor crosses the site diagonally along the southern edge and must be considered in future planning to the south.

EXISTING UNITED WATER METER
SOUTH COLLEGE AVENUE
NEWCASTLE SANITARY INTERCEPTOR
CHRISTINA PARKWAY
EXISTING UNITED WATER METER
City of Newark Water Supply
City of Newark Water Connection
United Water Supply
United Water Connection
Sanitary Sewer Line
Sanitary Sewer Connection
N
0 125 250 500

POWER + TEL/DATA

Power

An existing substation on-site, which will be decommissioned in lieu of a new substation at the northern edge of the site and to the west of the Greenway. The size of the substation has been estimated to require approximately three acres. In addition to supplying power to STAR Campus, the substation has three supply feeders that leave the site.

Tel/Data

A tel/data loop has been installed from South College Avenue, down Healthy Way, to Science and Research Boulevards. Along Discovery Boulevard the loop is nearing completion. An additional loop will be required to the north to reach the train station. In later phases, an extension eastward along Research Boulevard is required.

POWER LINE EASEMENT
SUBSTATION
SOUTH COLLEGE AVENUE
CHRISTINA PARKWAY
Proposed Power Routing
Power Connection
Proposed Tel/Data Routing
Tel/Data Connection
Off-Campus Power Distribution
N
0 125 250 500

GAS

Natural gas lines have been installed from South College Avenue, down Healthy Way, to Science and Research Boulevards, and are nearing completion along Discovery Boulevard. A gas regulator is currently in place at the intersection of South College Avenue and Station Boulevard. Given that this intersection is projected to be the busiest, this framework recommends relocating the regulator to the northeast corner of the site, tying into the existing gas line along the west side of South College Avenue. The relocated regulator should be integrated into the ample parkland in the northernmost portion of the site.

PROPOSED
RELOCATED GAS
REGULATOR
EXISTING GAS
REGULATOR
SOUTH COLLEGE AVENUE
RESEARCH BLVD
CHRISTINA PARKWAY
Existing Gas Routing
Proposed Gasline Routing
Proposed Gas Connections
N
0 125 250 500

16
VOULEZ-VOUS

PHASING

79 Early Phases
81 Middle Phases
83 Later Phases
85 Completed

The full development of STAR Campus is expected to occur in phases, while the essence of a preeminent research campus that fosters collaboration between university and private research partners is already in place. In each phase, critical investments in infrastructure and open space will be required. These must enable the development of subsequent phases while leveraging established assets and contributing to the overall vibrancy of the campus.

EARLY PHASES

In the early phase, STAR Campus relies on the College of Health Sciences, the Newark Train Station and its initial infrastructure investment as foundations for the campus. As a result, development around CHS and the station are anticipated first, as well as an initial influx of a mix of uses, of which retail, dining and residential uses are critical.

The network of primary streets is established in the form of Healthy Way, Station Boulevard, Avenue 1743, Discovery Boulevard and Science Boulevard. Surface parking satisfies the initial parking needs of the site, with limited on-street parking.

Important in the early phase is additional investment in landscape. The initial planting of trees to serve as nurseries for future parks and landscaping establish an immediate green space for current occupants.

TOTAL GSF BY USE (EARLY PHASES)

Research/Office	**541k** GSF
Dining/Retail	**54k** GSF
Residential	(116 UNITS) **140k** GSF
TOTAL	**735k** GSF

STATION BLVD
HEALTHY WAY
SOUTH COLLEGE AVENUE
AVENUE 1743
SCIENCE BLVD
DISCOVERY BLVD
CHRISTINA PARKWAY
Research
Residential
Restaurant
Retail
Hotel
Conference
Grocery
Parking
Train Station
Green Space
Existing UD Buildings
N
0 125 250 500

MIDDLE PHASES

The middle phases complete the establishment of Station Boulevard as the primary commercial street, while also developing both sides of Avenue 1743 as it meets the station, shaping the two primary arrival experiences to STAR Campus. A critical mix of uses is in place, with the addition of a grocery and hotel, and a critical mass of research buildings is forming around the College of Health Sciences.

The greenway, from the northern edge south to Research Boulevard. Trees from the earlier nursery, including the pedestrian promenade, the Mixed-Use Green and Triangle Park, have been transferred to other open spaces, which now take on a more mature nature.

Secondary streets are built and surface parking is provided on future structured parking sites and on empty parcels.

TOTAL GSF BY USE (MIDDLE PHASES)

Research/Office	**1,405k** GSF
Hotel/Conf.	**125k** GSF
Dining/Retail	**124k** GSF
Grocery	**15k** GSF
Residential	(308 UNITS) **345k** GSF
TOTAL	**2,014k** GSF

STATION BLVD
HEALTHY WAY
SOUTH COLLEGE AVENUE
AVENUE 1743
SCIENCE BLVD
DISCOVERY BLVD
CHRISTINA PARKWAY
Research
Residential
Restaurant
Retail
Hotel
Conference
Grocery
Parking
Train Station
Green Space
Existing UD Buildings
N
0 125 250 500

LATER PHASES

At this point, the framework is complete, streets and infrastructure have been developed, and the network of open spaces is in place. From South College Avenue and arriving at the station, a lively street life is present at all times of day.

The greenway is now fully established and connects at the south to the existing wetlands. Pedestrian and bike paths are in place around the perimeter of the entire 272 acres, a nearly three mile loop.

The first parking structures are built to accommodate greater parking demand.

TOTAL GSF BY USE (LATER PHASES)

Research/Office	**1,950k** GSF
Hotel/Conf.	**175k** GSF
Dining/Retail	**135k** GSF
Grocery	**15k** GSF
Residential	(558 UNITS) **590k** GSF
TOTAL	**2,865k** GSF

STATION BLVD
HEALTHY WAY
SOUTH COLLEGE AVENUE
AVENUE 1743
SCIENCE BLVD
RESEARCH BLVD
DISCOVERY BLVD
CHRISTINA PARKWAY
Research
Residential
Restaurant
Retail
Hotel
Conference
Grocery
Parking
Train Station
Green Space
Existing UD Buildings
N
0 125 250 500

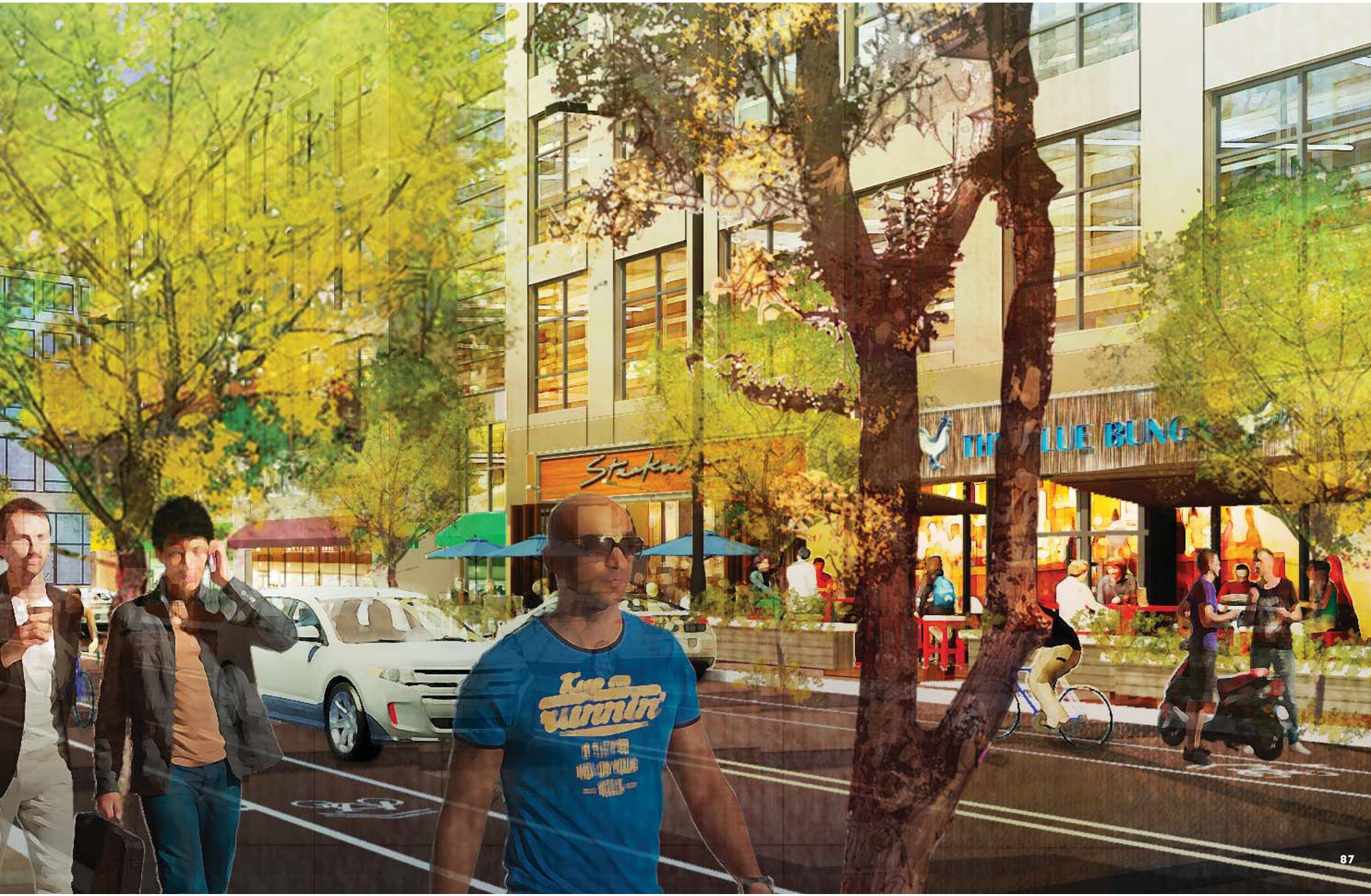
COMPLETED

The STAR Campus is complete, all parcels have been fully developed, and open spaces are maturing. Buildings from the early phase may no longer provide the desired density and may start seeing redevelopment. All parking structures are now in place.

TOTAL GSF BY USE (COMPLETED)

Research/Office	**2,605k** GSF
Hotel/Conf.	**175k** GSF
Dining/Retail	**135k** GSF
Grocery	**15k** GSF
Residential	(558 UNITS) **590k** GSF
TOTAL	**3,520k** GSF

STATION BLVD
HEALTHY WAY
SOUTH COLLEGE AVENUE
AVENUE 1743
SCIENCE BLVD
RESEARCH BLVD
DISCOVERY BLVD
CHRISTINA PARKWAY
Research
Residential
Restaurant
Retail
Hotel
Conference
Grocery
Parking
Train Station
Green Space
Existing UD Buildings
N
0
125
250
500


Steakout
LUE BUNG
87

[USEFUL LINKS]

University of Delaware	*www.udel.edu*
STAR Campus	*www.udel.edu/star*
UD Path to Prominence	*www.udel.edu/prominence*
UD Sustainability	*www.udel.edu/sustainability*
UD College of Health Sciences	*www.udel.edu/chs*
UD Athletics	*www.bluehens.com*
City of Newark Zoning	*www.cityofnewarkde.us/index.aspx?nid=59*
Court of Chancery	*courts.delaware.gov/chancery*
Amtrak	*www.amtrak.com*
SEPTA	*www.septa.org*
MARC	*mta.maryland.gov/marc-train*
Norfolk Southern	*www.nscorp.com*
UD Shuttle	*www.udshuttle.com*
Newark Unicity	*www.cityofnewarkde.us/index.aspx?NID=78*
DART Bus	*www.dartfirststate.com*
Megabus	*www.megabus.com*
Zipcar	*www.zipcar.com*
East Coast Greenway	*www.greenway.org*
United Water	*www.unitedwater.com/delaware*
Delmarva	*www.delmarva.com*
State of Delaware DNR	*www.dnrec.delaware.gov/swc*

[CREDITS]

This document is a summary of a collaborative design process between the University of Delaware, Elkus Manfredi Architects, Sasaki Associates and Duffield Associates in 2014. Through interviews with University leadership, research in the University's archives, and insight from 1743 Holdings experience with current conditions of the site, the team developed the Master Plan put forth here.

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UNIVERSITY *of* DELAWARE

Final Report of the Task Force on General Education

Task Force on General Education, 4/15/15

Overview

In 2011, the University of Delaware completed its periodic reaccreditation process. This required that a self-study be completed and submitted and that an evaluation team representing the Middle States Commission on Higher Education support a report to the faculty, administration, trustees, and students of the university. Both the self-study and the report of the evaluation team called for a re-envisioning of general education at the University of Delaware. This was to include a rethinking of the goals of general education and a rethinking of the implementation of general education. Subsequent to this, the Faculty Senate General Education Committee conducted an extensive review of aspirational programs, peer programs, the literature on general educations, guidelines offered by the AAC&U, and assessment of current activities. In 2014, the Deputy Provost of the University of Delaware assembled and charged the "Core Working Group of the General Education Task Force" to move this process from the review stage to the recommendation stage. A "Steering Committee" was added to the task force to ensure broad faculty representation and the Faculty Senate General Education Committee was brought in as a close partner in this work.

In the first phase of the work of the Task Force, the focus was on a revision of the goals of general education. The Task Force held focused meetings with department chairs, deans, assistant deans, and various college-level committees engaged in managing educational affairs. The Task Force coordinated efforts with an ongoing strategic planning effort and leveraged the engagement of this group with faculty, staff, and students across campus. This first set of meetings culminated with an open hearing held by the Faculty Senate. The Faculty Senate Committee on General Education then brought forth a resolution based on the work of the Task Force and on November 3, 2014, the Faculty Senate of the University of Delaware adopted a new set of *purposes* and *objectives* for general education at the University of Delaware. Subsequent to this, the Task Force on General Education turned its attention to the design of a general education program that will ensure that all students at the University of Delaware meet the core educational objectives defined by our faculty.

In this second phase of the work of the Task Force, the group again held focused meetings, visited multiple departments, and coordinated with an ongoing strategic planning effort. In January of 2015, the Task Force held a set of retreats including faculty, staff, and students from the Task Force and the Faculty Senate Committee on General Education. The Task Force also worked with the Faculty Senate to hold two open hearings for discussion of recommendations on an implementation plan.

During this process, the Task Force noted that the design of a program of general education is constrained by the competing and often conflicting needs and interests of members of the university community. In light of these constraints and to promote the thoughtful development of a program of general education, we began the design process by attempting to articulate and achieve consensus on the *principles* we would uphold as we designed a program and the *characteristics* we would require of any program we might design. In this document, we review the adopted purposes and objectives, explain our working definition of what constitutes our current program of general education, state the principles and characteristics used by the group, and present our recommendations for an implementation plan. We note

that these are advisory to the Faculty Senate and we note our willingness and availability to assist the Faculty Senate Committee on General Education and the Undergraduate Studies Committee of the Faculty Senate in developing resolutions and the necessary details for successful implementation. Here, we include several appendices designed to offer guidance to the Faculty Senate on details regarding the recommendations in this report.

Review of Purposes and Objectives

On November 3, 2014, the Faculty Senate of the University of Delaware passed the following resolution on general education. We note that the addendum to the resolution more fully describing the purposes and objectives and the components of the resolution detailing a timeline for Phase Two are not included here.

University of Delaware Faculty Senate

Resolution on General Education

WHEREAS, the University of Delaware exists to cultivate learning, develop knowledge, and foster the free exchange of ideas, and

WHEREAS, a robust program of general education is an essential component of the cultivation of learning, the development of knowledge, and the fostering of a free exchange of ideas, and

WHEREAS, the overarching goal of general education at the University of Delaware is to set students along the path of possessing the characteristics of one who is both broadly and deeply educated, and

WHEREAS, in our April 2011 self-study prepared for the Middle States Commission on Higher Education, we noted that the current undergraduate general education goals, requirements, and assessment activities are under review with an eye toward streamlining the list of goals and taking action steps between now and 2015 to establish a coherent and integrative program of undergraduate education and university requirements, and

WHEREAS, this review has proceeded and culminated in the recommendations below, therefore, be it

RESOLVED, that the Faculty Senate adopts the following statement of purposes for the University of Delaware's general education program:

We seek to prepare students who are:

- Engaged citizens, involved in the world around them, and who understand the major challenges and debates of the day;
- Aware of their intellectual strengths and interests and of their ethical values and commitments;
- Capable of interpreting the arts and culture of contemporary and past societies; and,
- Equipped with the essential skills necessary to thrive in a rapidly evolving world including the ability to be a lifelong learner, creator, and innovator.

And be it further

RESOLVED, that to meet these purposes, the Faculty Senate adopts for all students the five objectives of general education set forth as follows:

General education at the University of Delaware prepares students who are able to:

(1) Read critically, analyze arguments and information, and engage in constructive ideation.

(2) Communicate effectively in writing, orally, and through creative expression.

(3) Work collaboratively and independently within and across a variety of cultural contexts and a spectrum of differences.

(4) Critically evaluate the ethical implications of what they say and do.

(5) Reason quantitatively, computationally, and scientifically.

Working Definition of General Education

To aid in the discussion it is useful to define our current program of general education clearly. We define the current general education program as all requirements at the *university level* for undergraduate students. Note that *college level* requirements aimed at general education are neither considered nor addressed here. The task force assumes that colleges will continue to construct their own, perhaps modified, requirements. Indeed, we see college and major requirements as complementary and necessary to achieving the purposes and objectives of general education. The components of the current program considered here are then:

1. First Year Seminar (FYS)
2. English 110
3. Discovery Learning Experience (DLE)
4. Multicultural Requirement
5. University Breadth Requirement

Note that the "Capstone Experience" is not included in this definition as there is no formal capstone requirement passed by the Faculty Senate. At the same time, we note that the senate did endorse *in principle*, the notion of a capstone experience and that many units have instituted such an experience as a required component of their degree programs. Hence, the notion of a capstone requirement was also part of the discussions of the group.

Principles for Design of a Program of General Education

As noted above, competing and conflicting interests can make the design of a program of general education tricky to navigate. In order to mitigate these effects and attempt to bring some clarity to the decision making process when weighing competing or conflicting interests, the task force developed a set of principles to be applied during the design process. These are summarized in the following table.

As we design a new program of general education, we will…	**Our new program will…**
…prioritize student learning in all decisions.	…be interwoven throughout a student's four years of study.
…carefully evaluate all current requirements, reconsidering each one from scratch.	…be engaging for both faculty and students.
…work to construct an integrated, combined course and experiential program.	…be coupled to strong advising, enhancing coherence and integration of the student experience.
…develop mechanisms to ensure that appropriate content is included, evidence-based, high-impact educational practices are incorporated, and regular	…be an integrated, combined course and experiential program for all students.

review and assessment of all general educational requirements are institutionalized.	

Recommendations for Implementation

In broad strokes, the recommendations presented here are intended to lead to a developmental program of general education that builds on a common intellectual experience of core courses, guides the student through an intentionally developed experience of exploration, and culminates in a major-specific capstone experience. These recommendations also attempt to address concerns raised during the Middle States reaccreditation process and concerns raised by the university community during the work of the Task Force.

The initial charge of the task force included a mandate to examine the FYE/FYS for the University of Delaware to be responsive to our last Middle States accreditation report. This analysis resulted in the following recommendation:

Recommendation #1 – Recognize the FYE/FYS as an important experience for students with clearly articulated content aligned with best-practices in helping students through the transition from high school to college. Charge the Faculty Senate, in concert with the Division of Student Life, to develop a common minimal syllabus while allowing departments and colleges the flexibility to include material focusing on an introduction to specific majors. As this serves as the first introduction to the University of Delaware, the task force recommends that diversity competency, sexual misconduct awareness and prevention, drug and alcohol use education and abuse prevention, and ethics and academic honesty be components of this minimal syllabus.

As the task force evaluated the current FYE/FYS requirement, it became clear that while providing a valuable experience, the FYE/FYS was not designed to support the purposes and objectives of general education but played a key role in helping students transition to college. The task force also noted that many units had expanded the mission of the FYE/FYS to include an introduction to specific majors. The task force fully recognized the value of both of these roles and recommends that they be preserved. At the same time, an unevenness in the implementation of the FYE/FYS was noted both by the task force and by the most recent Middle States review committee. The task force recommends that the Faculty Senate, in concert with the Division of Student Life clearly specifies a common "minimal syllabus" for all FYS courses.

As outlined above, the initial efforts of the task force led to the Faculty Senate adoption of a new set of "General Education Goals," newly framed in terms of the purposes and objectives presented earlier. Since these purposes and objectives represent a significant revision of past goals, and since these purposes and objectives include clearly defined, measurable skills, the task force recognizes that a review of all programs is called for and makes the following recommendation:

Recommendation #2 – Review all undergraduate degree programs to ensure alignment with and support of the new purposes and objectives of general education.

As the task force engaged with the campus community and with the current strategic planning committee for the University, several clear, repeated themes emerged with regards to the design of a new implementation plan for general education. Recognizing the current set of requirements as leading to a "check-the-box" mentality among students, faculty repeatedly called for more intention and coherence in a new program. Also recognizing that the current set of requirements is fully student choice driven, leaving no room for a meaningful common intellectual experience, faculty called for an implementation

plan balanced between student choice and common requirements. Noting the importance of diversity-learning and expressing little faith that this was accomplished through current requirements, faculty called for these competencies to be woven throughout a new plan of general education. Finally, recognizing that the current choice-driven model has led to a dizzying array of choices for students with little assurance that current options are aligned with general education objectives, faculty called for a clear system that ensured new requirements are aligned with general education objectives and that they remain that way over time.

In discussions about the nature of the requirements that would best achieve the new purposes and goals, several consistent themes again emerged. Faculty expressed a desire to see a core requirement that would provide an academically-focused, intellectually rigorous common intellectual experience for all students. Additionally, faculty called for a plan that spread general education over all four years of a students' experience and often suggested a formal capstone requirement as a mechanism to ensure this. Faculty repeatedly recognized the importance of and the learning-opportunity presented by "co-curricular" activities, and expressed a desire to see experiences beyond the classroom as part of general education. Finally, a persistent desire to preserve some level of student choice was expressed.

Merging these many calls-to-action and attempting to balance the competing interests of major degree requirements and those of general education, the task force recommends a revised set of requirements summarized in the next table and explained in the recommendations below.

Current Gen Ed Requirements	Revised Gen Ed Requirement
English 110 – 3 credits	English 110 – 3 credits
First Year Experience – 1 credit	First Year Experience – 1 credit (or FYE within major)
Discovery Learning Experience – 3 credits	CORE 120, 220 – 6 credits
Multicultural Requirement – 3 credits	Engagement and Exploration Requirement – 6 credits minimum, 12 credits maximum
University Breadth Requirement – 12 credits	Capstone Requirement – 3 credits
Total credits – 22 credits	Total Credits – 19 to 25 credits

Recommendation #3 – Create a new set of core courses, tentatively labeled "CORE 120" and "CORE 220" required of all students. Additionally, reaffirm the importance of English 110 as a key component of the general education of all students.

At the heart of the recommended revised program of general education lies the firm commitment to provide a high-quality, academically-focused, common intellectual experience for all UD students that actualizes the newly approved purposes of general education. The intent is to do this through two courses, required for all students. By successfully completing the core, each student will have obtained a foundational level of competency in *all* of the objectives of general education. Recognizing the difficulties inherent in switching to a core model from a broad distribution model, the Task Force recommends a pilot phase for the core, where courses are developed, assessed, and issues of scalability are resolved. Both courses offer opportunities to engage and infuse faculty expertise from across the University into the general education framework.

Briefly described, the core courses are:

CORE 120 – "The Grand Challenges, Great Debates, and Big Ideas of the Past." This course provides the intellectual foundation necessary for a liberal education. Through the lenses of arts and culture, the

humanities, the social sciences, and the sciences, it explores the perennial issues that have characterized human experience, including issues of diversity, and the analytical perspectives that developed to solve complex problems.

CORE 220 – "The Grand Challenges, Great Debates, and Big Ideas of the Future." This course explores the Grand Challenges, Great Debates, and Big Ideas facing modern society. Building on the analytical perspectives and habits of mind developed in CORE 120, this course provides a basis for student exploration of modern big problems throughout their academic career.

More specific guidance on this recommendation is offered for the Faculty Senate in Appendix A.

Recommendation #4 – Institute a university-wide capstone requirement for all degree programs.

In 2000, the Faculty Senate of the University of Delaware approved a resolution endorsing in principle the inclusion of a capstone experience as a degree requirement. In 2006, the University of Delaware's Periodic Review Report to the Middle States Association stated that "Capstone experiences will be part of the education of all UD undergraduates by 2008." With the majority of degree programs on campus now hosting a capstone experience, the task force recommends instituting a capstone experience as a formal requirement for all degree programs. At the same time, the task force recommends that the Faculty Senate undertake a full review and re-certification of all currently approved capstone experiences. We note that in general, capstone experiences will be the responsibility of departments, but the task force also recommends the creation of interdisciplinary capstone courses to be made available for students whose department does not have the resources to create such an experience or for students seeking to integrate the various academic and experiential components of their undergraduate education.

More specific guidance on this recommendation is offered for the Faculty Senate in Appendix B.

Recommendation #5 – Institute a university-wide "Engagement and Exploration" requirement for all degree programs. Require that a strengthened "Multicultural Component" be part of every student's plan of "Engagement and Exploration."

As mentioned above, throughout this process the Task Force heard repeated calls to "end the check-the-box" mentality that pervades our current program of general education. We argue that this mentality is a direct consequence of the structure of our current requirements, in particular, our current University Breadth Requirement and current Multicultural Requirement. As formulated, these requirements offer little to no academic guidance to students or faculty in terms of choosing courses most appropriate for a given student. As such, decisions as to which courses to take are often based on non-academic reasoning. The Task Force recommends that the current University Breadth Requirement be reformulated, with the separate lists being combined into a single "EE List" where the catalog description of each course on this new list clearly indicates which aspects of the objectives of general education are supported. The Task Force also recommends that the current list of courses satisfying the Multicultural Requirement be reviewed in light of the 2009 Report of the Diversity Task Force. We recommend that the Multicultural Requirement be incorporated into the Engagement and Exploration Requirement and that students be given stronger, direct advice on choices within that list.

Finally, the task force recognizes that often the most valuable "breadth experiences" are those that take place outside of the classroom and recommends that the "Engagement and Exploration" requirement include the option to be partially satisfied through co-curricular, perhaps non-credit bearing, activities for

students that choose such an option. Indeed, one of the distinguishing factors of a UD education (versus on-line or other types of higher education institutions) is that we are a residential campus and significant learning is achieved through interactions with faculty, peers, and the community. By formally recognizing these experiences as part of our general education program, UD will affirm its commitment to an on-campus experience distinguish itself from others.

More specific guidance on this recommendation is offered for the Faculty Senate in Appendix C.

Recommendation #6 – Incorporate the intent of the current Discovery Learning Requirement into the Engagement and Exploration Requirement and the capstone requirement, and incorporate the current Multicultural Requirement into the Engagement and Exploration Requirement for all degree programs.

The revision of the current set of general education requirements implies that existing requirements must either be modified or removed. The Task Force recommends removing the Discovery Learning Requirement. The integrated, developmental approach to General Education proposed here encourages and facilitates the inclusion of meaningful experiential learning throughout a student's undergraduate career, particularly through the capstone requirement and the Engagement and Exploration Requirement. Similarly, the Task Force recommends that the current Multicultural Requirement become a required Multicultural Component of the Engagement and Exploration Requirement, and that diversity components be included in the FYS and the CORE requirements.

Appendix A – Details on Core Courses and Implementation

The Call for a UD Core

The objectives for a program of general education approved by the Faculty Senate of the University of Delaware are *trans-disciplinary*. That is, they embody those skills and habits of mind that may have arisen in a particular discipline, but have been found of such wide applicability and usefulness, that they have transcended their original disciplinary home and now are essential components of every educated person's toolkit. The purposes of general education approved by the Faculty Senate also transcend disciplines. In this case, they speak to the characteristics of individuals the faculty of the University of Delaware aspires to produce in their graduates. Given this common cause, in both purposes and objectives, calls for the creation of a UD core that lays the foundation for this essential learning for all University of Delaware students and the recognition that just as this foundation is itself trans-disciplinary, the effort to build this foundation must also include the efforts of faculty from across the entire University.

The Requirement

All students are required to pass, with a grade of C- or better, English 110, CORE 120, and CORE 220. Typically, English 110 and CORE 120 will be taken during a student's freshman year while CORE 220 will be taken during a student's sophomore year. Departments may develop recommended curricula that delay CORE 220 until a student's junior year, but no later.

Core Course Details

Each of the core courses will count for three credits and may not be taken pass/fail. Here, we review the basic course descriptions for each course and provide additional detail as appropriate.

CORE 120

CORE 120 focuses on intellectual traditions. A draft catalog description is as follows:

CORE 120 – "The Grand Challenges, Great Debates, and Big Ideas of the Past." This course provides the intellectual foundation necessary for a liberal education. Through the lenses of arts and culture, the humanities, the social sciences, and the sciences, it explores the Grand Challenges, Great Debates, and Big Ideas of the past.

The goal of CORE 120 is to offer students a sense of the intellectual traditions that have helped shape our present global culture. The method of this course is historical, comparative, and problem-based. Utilizing the skills of research and analysis acquired in CORE 120, students will critically examine the interplay between the grand challenges, great debates, and big ideas of the past and the development of western culture. They will analyze the impact of these challenges, debates, and ideas on a spectrum of cultures, and in doing so build awareness of their own intellectual strengths and interests and ethical values and commitments.

CORE 220

CORE 120 focuses on the grand challenges, great debates, and big ideas of contemporary society. A draft catalog description is as follows:

CORE 220 – "The Grand Challenges, Great Debates, and Big Ideas of the Future." This course, aligned with University of Delaware strategic initiatives, explores the Grand Challenges, Great Debates, and Big Ideas facing modern society. This course provides a basis for student exploration of modern big problems

throughout their academic career. It specifically develops skills in research, data analysis and interpretation, and the use of the scientific method.

CORE 220 has a particular focus on developing student skills in research and analysis through engagement with a contemporary grand challenge. Note that this is not a survey course, but is rather an in-depth encounter with a particular challenge or issue from diverse viewpoints.

Who will teach these courses?

While major degree requirements are of obvious importance, throughout the work of this task force, the message from the faculty has been clear – general education is a crucial component of the student experience and its status and importance must be elevated at the University of Delaware. Toward this end, there has been a strong desire expressed to ensure that a student's earliest experiences, i.e. those taking place in this core, are supported by our most capable faculty. The task force also recognizes that the core is inherently cross-disciplinary and that the effective implementation of a core will require the participation of faculty from numerous disciplines. These desires put this implementation on the boundary of shared governance between the faculty and the administration of the University of Delaware. Here the task force calls upon the administration to provide the necessary resources for managing these courses so that they can be required of and offered to all students. We recommend that pilot versions of CORE 120 and CORE 220 be instituted in spring of 2016. We recommend that the Faculty Senate General Education Committee regularly reviews the selection of the faculty leaders developing and teaching these courses. Furthermore, we expect that the faculty working together to develop these course curricula will more broadly represent the intellectual and cultural diversity across our campus.

The Core and the Objectives of General Education

The core is intended to provide a foundational layer of skills across the general education objectives. Yet, we must realize that not all objectives can be fully met nor deeply realized within three courses. At the same time, the core is also aimed at the *purposes* of general education and should serve as a foundation for producing students aligned with these purposes.

The Core and Diversity Competency

Our commitment to diversity is enacted in the CORE courses in three primary ways. First, the content of all CORE courses is drawn from a variety of cultural contexts. CORE 120 focuses on contemporary solutions to a global problem; CORE 220 centers on past responses to similar global crises and innovations. The contributions of diverse cultures and the variable impacts on diverse populations will be included. Second, the faculty developing and teaching the CORE curricula will be selected from an intellectually and culturally diverse pool. Third, the method of both CORE courses emphasizes working collaboratively with other students—through group-based learning, peer response to writing, and small-group discussion. Course sections will not be by major, but rather students will interact with a diverse group of students drawn from different majors and colleges. Both courses push students to reflect on their own values and commitments by requiring them not only to read and view texts from other cultures but to work closely with students from other cultures.

How will this requirement impact degree programs?

Requirements within degree programs will need to be changed in order to incorporate the core. At first glance, this requires degree programs to incorporate six additional credits of study.

We note however that the removal of the Discovery Learning Experience and the transition from University Breadth to Engagement and Exploration will provide degree programs with the flexibility to incorporate the core without needing to alter credits required for the major.

Assessment of the Core

Courses in the core will support the development of student competencies in all the objectives of general education. Content will be aligned with the purposes of general education. Assessment of student learning in the objectives will be carried out using modified versions of the AAC&U VALUE Rubrics. The Center for the Teaching and Assessment of Learning (CTAL), continues to work with the Faculty Senate Committee on General Education in developing these rubrics. For the core, since all objectives are being assessed, multiple rubrics are relevant. Final rubrics for the core will be developed in consultation with the initial group of faculty teaching the core. To understand the nature of these rubrics, the reader should examine the AAC&U VALUE Rubrics.

Appendix B – Details on the Capstone Requirement

Formalizing the UD Capstone Experience

A Capstone Experience (CE) can serve as a critical part of a student's academic and professional formation and education. In its March 13, 2000 meeting, the University of Delaware Faculty Senate approved a resolution indicating that it "endorses in principle…major components of the GEP" (General Education Program), including a "Capstone Experience (CE) which integrates the undergraduate experience such as a senior seminar, group project or similar experience." The Faculty Senate also resolved that "each department or program responsible for administering undergraduate majors is encouraged to direct its students to acquire basic skills, avail themselves of discovery learning, and participate in a capstone experience." The University of Delaware's Periodic Review Report (PRR) (2006:41) to the Middle States Association indicates that "Capstone experiences will be part of the education of all UD undergraduates by 2008." In making this commitment, it is anticipated that the majority, if not all, of the academic departments and programs will be able to satisfy the CE without the creation of new courses and without increasing the number of credits required for graduation. As it currently stands, a capstone experience is not a required component of the university's general education requirements, but can be viewed as a suggestion.

What defines a Capstone Experience?

A Capstone Experience synthesizes, integrates, and expands the knowledge that students have developed throughout their undergraduate academic careers. It allows students to connect and bring together the knowledge experiences that they obtained through the courses they have taken to satisfy the requirements for their major. In its 2002 report (*Characteristics of Excellence in Higher Education*), the Middle States Commission on Higher Education indicates that a CE is a mechanism that can be used to assess learning outcomes as it provides for the "synthesis or aggregation" of information. Wagenaar (1993) defines a CE as follows: "a culminating experience in which students are expected to integrate special studies with the major and extend, critique, and apply knowledge gained in their major." When defining the Capstone Experience, the Boyer Commission (*Reinventing Undergraduate Education*, 1998) indicates: "All the skills of research developed in earlier work should be marshaled in a project that demands the framing of a significant question or set of questions, the research or creative exploration to find answers, and the communication of skills to convey the results to audiences both expert and uninitiated in the subject matter." Palomba and Banta (1999:125) point out that the CE is a "well-thought-out project that is comprehensive in nature and allows students to demonstrate a range of abilities." John Gardner (About Campus, 2000) argues that "Capstone experiences are created by institutions that recognize that they must provide the most empowering, introspective, reflective, intellectual experiences for their departing students or they are not going to think much of the institution as they walk out the door." The specific CE is likely to be unique to a given discipline yet can serve as a common intellectual experience for all UD students in the future.

Generally, CEs will require students to engage in explorations in which the outcomes are unknown, and/or to engage in self-assessment, reflection and analysis that prepares them for future success. These experiences should occur during the senior year or near the end of the program of study, and must have a set of learning goals that are well-communicated to students and directly related to a program's goals. Students can develop their own individual project, participate in group projects, or work with faculty on an ongoing project. These "experiences" should have a set of requirements that show the depth and breadth of the major or discipline, and will allow students to synthesize and integrate their knowledge into

an academic or research experience. Faculty supervision and mentorship is critical to ensure a successful Capstone Experience.

Capstone Experiences may occur in the context of an Honors Thesis, independent research experiences, in an appropriate capstone course, or appropriate senior seminar style course. Other possible capstone experiences may involve field work, a practicum, study abroad, service learning projects that include both service and academic components, or internships. Generally, students will be expected to develop and present a final product that is graded and synthesizes and expands knowledge in their field of study such as through a research paper, thesis, report, exhibit, portfolio, performance, or oral presentation.

A key characteristic of a capstone experience is the extension of scholarly knowledge in the discipline through creation or design, rather than simply synthesizing existing knowledge. When efforts are undertaken in groups, the capstone experience may offer students an experience working with individuals with different backgrounds - something especially likely if teams involve students from multiple disciplines.

What is the requirement?

Students will be required to complete a 3 credit Capstone Experience that is performed either independently, in small teams of students, or in a seminar setting. Eligible capstones will be identified by departments but must be characterized by a synthesis or application of existing knowledge in a discipline.In some programs, students can complete this requirement by successfully completing a course rather than an independent project. . Faculty are encouraged to develop multidisciplinary capstone seminars and experiences that departments and units may choose to accept in lieu of a capstone based in the major. Such courses must be approved by the Faculty Senate Committee on General Education.

The Capstone Experience and the Objectives of General Education

The capstone experience will enhance and expand students' knowledge in their respective disciplines, will prepare them to enter graduate school or the workforce, and will promote lifelong learning. Moreover, it directly addresses many of the purposes and objectives of general education as articulated by the Faculty Senate. Namely most CE's will require students to read critically, analyze arguments and information, and engage in constructive ideation. For those efforts that involve teams, the project will help students learn to work collaboratively within and across a spectrum of differences. The scholarly outputs of the CE must be communicated in an appropriate manner. As such, students completing the CE will be more likely to be engaged citizens who understand challenges and debates relevant to their discipline. They will better understand the skills necessary to be a lifelong learner, creator, and innovator.

The Capstone Experience and Diversity Competency

The pursuit of scholarly activities which is a hallmark attribute of many faculty in higher education, offers many opportunities for students to gain diversity competency. Whether through modern scientific research that is inherently multidisciplinary in today's world, through the development of unique works of aesthetic expression that are discussed and debated by people who have different life experience and backgrounds, to projects that study the role and response of specific social groups in different contexts, diversity of background, thought, and expression, are highly likely to emerge in all CE's.

How will this requirement impact degree programs?

For programs in which students already have an opportunity, or similar requirement, the CE requirement will not pose an additional burden on students in terms of credit hours. However, the nature of this requirement does require additional faculty effort to mentor and guide students. Departments that have a large student to faculty ratio may opt for students to participate in a senior seminar course as a substitute

for the CE requirement for those students that cannot be mentored directly by a faculty member. This substitution may also be appropriate for students that spend a significant portion of their time off site immersed in a practical experience.

Assessment of the Capstone Experience

The Capstone Experience will usually be discipline specific and hence each will support a different range of general education objectives. Assessment of student learning in the objectives will be carried out using modified versions of the AAC&U VALUE Rubrics. The Center for the Teaching and Assessment of Learning (CTAL), continues to work with the Faculty Senate Committee on General Education in developing these rubrics. Departments should work with CTAL to define an appropriate set of rubrics for assessing their CE.

References

About Campus (May 21, 2000). John Gardner interview conducted by Charles Schroeder as reproduced by Jean Henscheid, "Capstone Experience," presentation to the University of Delaware faculty, June 6, 2006.

The Boyer Commission on Educating Undergraduates in the Research University. (1998). ***Reinventing Undergraduate Education: A Blueprint for America's Research Universities***, State University of New York: Stony Brook.

Middle States Commission on Higher Education. (2002). ***Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation.*** Philadelphia: Middle States Commission on Higher Education.

Palomba, C. and Banta, T. (1999). ***Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education***. San Francisco: Jossey Bass.

Appendix C – Details on the Engagement and Exploration Requirement

Engagement and Exploration at UD

The Engagement and Exploration Requirement (EE) is designed to allow students and their major advisors the opportunity to design an *intentional*, *personalized* learning experience that takes the student beyond the typical domain of their major and in ideal cases, beyond the classroom. Because, if in fact we are preparing students to be "engaged citizens, involved in the world around them, and who understand the major challenges and debates of the day" we must allow them to practice this engagement outside the bounds of classroom walls.

Note that the EE requirement is not a simple replacement of the previous Discovery Learning Experience (DLE) requirement. Rather, the EE requirement combines features of the DLE, provides for an intentional approach to breadth, and attempts to capture important student experiences that take place outside of the classroom, insofar as they relate to the purposes and objectives of general education.

Responsibility and authority for developing Engagement and Exploration Plans for students in a given degree program lies with the unit administering that program, most typically the academic department. As it is at the unit level that teaching and service workload assignments and performance appraisals are performed, each such unit can thus best decide its methods for advising students and developing student plans. An approved list of "EE" classes with specified levels of achievement in the General Education Objectives and a similar list of approved co-curricular activities will be available and constantly updated for use by in developing EE plans. Representatives from each college on the Faculty Senate General Education Committee will have the responsibility to assist departments in their college to develop approved plans. This member of the Faculty Senate General Education committee will coordinate with their counterpart on the Faculty Senate Undergraduate Studies Committee concerning changes to curricula that involve general education requirements.

The requirement is designed to allow units administering degree programs to create individual students EE plans to do the following:

- Fill in gaps in their students' mastery of the general education purposes and goals;
- Allow their students to take advantage of a wide range of learning experiences that go beyond the classroom; and
- Help students systematically explore interests outside of their major.

What is the requirement?

All students, in conjunction with their academic advisor, must have an "EE Plan" approved by their department by the time they have accrued 60 credits taken at the University of Delaware.Departments or other units administering degree programs are responsible for creating their own internal process for creation and review of EE plans. Every EE plan must include a Multicultural Component consisting of a 3 credit course selected from an approved list of courses. Final approval of these plans is at the discretion of the Department Chair, Program Director, or their designee. An approved plan will look unique for each student and can be constructed in any one of three different ways:

Three Ways to Build an EE Plan		
	Credit Bearing EEs	*Non-Credit Bearing EEs*
A	3 credits of EE classes, 3 Credit Multicultural Component	Approved EE Experience(s)
B	6 credits of EE classes, 3 credit Multicultural Component	Approved EE Experience(s)
C	9 credits of EE classes. 3 credit Multicultural Component	NA

- Each EE plan must include at least 6 credits of courses with an EE designation that are not in the student's major department.
- Each EE plan must include at least 3 credits of courses with an MC designation.
- An approved plan can consist solely of courses in which case 9 credits of courses with an EE designation that are not in the student's major department and 3 credits of courses with an MC designation are required. A portion of these credits may include credit bearing out of the classroom experiences such as undergraduate research, study abroad, internships, or service learning. These non-course based credits may be related to the students' major. For example, undergraduate research within one's discipline may be allowed as may honors research, UNIV 401/402.
- Departments are encouraged to work with their students to devise EE plans of 6 or 9 credits that include approved educational opportunities that take place outside of a traditional classroom.
- Also included in the plan, may be educational opportunities that take place outside of a traditional classroom which are not credit bearing such as student leadership roles, undergraduate research, internships, volunteer work, and athletics and recreational sports. Non-credit bearing experiences should be significant, must be assessed, and student involvement verified by an advisor.

Note that in cases where out-of-the classroom educational opportunities are part of the plan, there is no "non-major" restriction. Undergraduate research in one's discipline may be allowed, for example.

If a student with an approved EE plan changes majors, their plan, or a revised version of the plan, must be approved by their new major department. The first six credits of approved EE classes are guaranteed to count toward meeting the EE requirement for students changing majors with the exception of courses that are major requirements for the new major. Credits counting toward the MC component are also guaranteed to count toward any new EE plan. A student with multiple majors has the right to select with which department they will develop their EE plan. In this instance, in order to facilitate dual majors, all EE courses that lie outside the major approving the EE plan are admissible.

The Faculty Senate General Education Committee will be charged with the following:

- The committee will provide departments with general guidelines for the creation of EE plans, including a selection of sample plans.
- So that Departments and students can carefully think through, develop, and assess non-credit bearing components of an EE plan, the committee will work with units on campus that provide out-of-classroom educational opportunities to students, to develop and maintain an EE registry. This on-line registry should include a description of the opportunity with associated learning outcomes and their relationship to the general education purposes and objectives; an articulation of time involved; and the name of a validating advisor. Units such as Admissions, the Division of Student Life, and the Institute for Global Studies among others will contribute and annually update this information.
- The committee will periodically review approved EE plans from departments. If in the committee's judgment, a department's plans are not satisfactory, the committee will assume the role of final approver for all plans for that department until in the committee's judgment the department is ready to reassume the role of final approver.

What counts as an "EE" course?

The Faculty Senate of the University of Delaware will maintain a list of approved EE courses that clearly indicates the general education objectives they have been certified to support. EE courses must be open to all students and must significantly support the development of student learning of at least one general education objective. While EE courses may have pre-requisites, they should be accessible and inviting to non-majors. Departments and Colleges are encouraged to work together to create "EE Clusters" that coherently support multiple objectives or the study of a particular topic. Note that such clusters should be more focused than minors and are not intended to provide a "certification" in a discipline, but rather to support inquiry or the development of modes of inquiry into a particular topic.

How will "EE" courses be approved?

The faculty senate will establish an ad hoc EE committee to develop an approval process in conjunction with the Faculty Senate General Education Committee according to the timeline in Appendix E. The ad hoc EE committee will work to approve the initial list of EE courses across the campus, and work with the General Education Committee, colleges and departments, and the faculty teaching the CORE classes, to identify areas of need and opportunities for development of new EE courses or approval of existing courses as EE courses.

What do non-course Engagement and Exploration activities look like?

The flexibility of including non-course based activities in the EE requirement is designed to allow students, faculty, and departments to capitalize on a wide range of learning opportunities that take place outside of the traditional confines of the classroom. There is no a-priori restriction on the nature of these activities. They may include, for example, undergraduate research, service learning, leadership of student organizations, or study abroad experiences. Departments are encouraged to consult reference [1] and related references examining the power of experiential learning in the co-curriculum.

Engagement and Exploration and the Objectives of General Education

In addition to allowing departments to capitalize on learning that happens outside the classroom, the EE requirement also gives departments the ability to fill-in gaps in their majors' mastery of the objectives of general education. As part of a full curriculum review (Recommendation #2), Departments are encouraged to set their own internal guidelines for the development of EE plans to ensure full mastery of all general education objectives.

Engagement and Exploration and Diversity Competency

All EE plans are required to contain an "MC Component" consisting of a course selected from the MC list of approved "Multicultural Courses." The Faculty Senate General Education Committee will conduct a review and approval of courses for this list in line with the notion of diversity competency as explored in Appendix D.

How will this requirement impact degree programs?

This requirement replaces the current University Breadth Requirement and provides departments the opportunity to craft intentional, personalized learning experiences for their students. This replacement will allow even highly constrained degree programs to craft such experiences without the introduction of additional burdens.

Assessment of the Engagement and Exploration Requirement

Each Engagement and Exploration Plan is highly student specific and hence each will support a different range of general education objectives. Assessment of student learning in the objectives will be carried out

using modified versions of the AAC&U VALUE Rubrics. The Center for the Teaching and Assessment of Learning (CTAL), continues to work with the Faculty Senate Committee on General Education in developing these rubrics. Departments should work with CTAL to define an appropriate set of rubrics for assessing the overall effectiveness of their Engagement and Exploration Plans.

References

[1] "Disrupting Ourselves: The Problem of Learning in Higher Education," R. Bass, Educause Review, March/April 2012, pp. 23 – 33.

[2] "High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter" G. Kuh, AAC&U, 2008

Appendix D – Diversity Learning

The material in this appendix was provided by the Center for the Study of Diversity. This appendix explains the notion of "diversity learning" and provides a rubric to assess diversity learning on a programmatic level. We re-emphasize that in recommending the removal of the current multicultural requirement, the task force is recommending the integration of the competencies described below across all new requirements and that these competencies be embedded fully within degree programs as part of the assessment plan for Objective #3. The material provided in this appendix, especially the assessment rubric, should form an integral part of each unit's assessment plan for the extent to which their student's achieve the objectives of general education.

Diversity LEARNING VALUE RUBRIC
Adapted by the Center for the Study of Diversity
(Based on the "Global Learning VALUE Rubric" developed by the AAC&U—
https://www.aacu.org/value/rubrics/global-learning)

Definition

Diversity learning is a critical analysis of and an engagement with complexities and challenges that arise when people with different experiences, backgrounds, goals and perspectives interact, and their implications for understanding and benefitting from the diversity that describes our institutions, organizations and societies. Through diversity learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect the quality of interactions and relationships among diverse people, and 3) address the interpersonal and intergroup, institutional, national and global issues collaboratively and equitably.

Framing Language

Effective and transformative diversity learning offers students meaningful opportunities to analyze and explore complex social, interpersonal and intergroup challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary diversity contexts, and evaluate the goals, methods, and consequences of that action. Diversity learning should enhance students' sense of identity, community, ethics, and perspective taking. Diversity learning is based on the principle that the world is a collection of interdependent yet inequitable systems, societies and social groups and cultures, and that higher education has a vital role in expanding knowledge of these systems and their dynamic interactions including privilege and stratification, personal and collective identity, and to foster individuals' ability to understand and interact with people who are different. Diversity learning cannot be achieved in a single course or a single experience but is acquired cumulatively across students' entire college career through an institution's curricular and co-curricular programming. ***As this rubric is designed to assess diversity learning on a programmatic level across time, the benchmarks (levels 1-4) may not be directly applicable to a singular experience, course, or assignment. Depending on the context, there may be development within one level rather than growth from level to level***.

Glossary

Diversity Self-Awareness: an understanding of the interrelationships among the self and others who belong to diverse social groups

Perspective Taking: the ability to engage and learn from perspectives and experiences different from your own

Cultural Intelligence and Communication: the ability to recognize the influences of one's own cultural heritage, to learn about the cultural diversity of other people, and to communicate across cultural differences.

Personal and Social Responsibility: the ability to recognize one's responsibilities to society, and to develop a perspective on ethical and power relations between and among various social status groups within society, organizations and institutions.

Understanding Global Systems: the ability to understand the historic and contemporary roles of human organizations, how they influence how life is lived worldwide, and the options available to people in different strata and societies.

Knowledge Application: An ability to apply knowledge and skills gained through higher education to real-life problem-solving both alone and with others.

	Capstone	**Milestones**		**Benchmark**
	4	**3**	**2**	**1**
Diversity Self-Awareness	Effectively addresses significant human differences based on articulating one's identity and relationships within diverse environments.	Evaluates the impact of one's own and others' specific relations and positions within various diverse environments.	Analyzes ways that different self- and other-identifications enable relationships and positions within various diverse environments.	Identifies some connections between an individual's personal decision-making and his/her positioning within various diverse environments.
Perspective Taking	Evaluates and applies a range of perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (e.g., cultural, disciplinary, ethical).	Synthesizes other perspectives (e.g., cultural, disciplinary, ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (e.g., cultural, disciplinary, ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (e.g., cultural, disciplinary, ethical).
Cultural Intelligence and Communication	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful	Analyzes substantial connections between worldviews, power structures, and experiences of multiple	Explains and connects two or more groups historically or in contemporary contexts with some acknowledgement of power	Describes the experiences of others historically or in contemporary contexts primarily through one perspective, demonstrating some openness to varied

	interactions with various groups to address significant issues.	groups historically or in contemporary contexts, incorporating respectful interactions with various groups.	structures, demonstrating respectful interaction with various groups and worldviews.	groups and backgrounds/worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address significant ethical, social and environmental challenges in institutions and communities and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences facing institutions and communities and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions for various institutions and communities.	Identifies basic ethical dimensions of some local or national decisions that have consequences for institutions and/or communities.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on various communities, groups, and institutions in order to develop and advocate for informed, appropriate action to solve complex problems.	Analyzes major elements of human organizations and actions historically and in the contemporary world to pose elementary solutions to complex problems.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions.	Identifies the basic role of some global and local institutions, ideas, and processes involving human organizations and actions.
Applying Knowledge to Contemporary Situations	Applies knowledge and skills to implement	Plans and evaluates more complex solutions to	Formulates practical yet elementary solutions to	Defines diversity-related issues in basic ways, including a limited

	sophisticated, appropriate, and workable solutions to address diversity-related issues using interdisciplinary perspectives independently or with others.	diversity-related issues that are appropriate to their contexts using multiple disciplinary perspectives (e.g., cultural, historical, scientific).	diversity-related issues that use at least two disciplinary perspectives (e.g., cultural, historical, and scientific).	number of perspectives and solutions.

Appendix E – Frequently Asked Questions

During the discussion of this plan with constituents from across the university many questions, concerns, and suggestions have been raised. In many cases, these have been addressed by modification of this document. However, there are important questions for which a detailed answer is warranted, but not easily included above. In this appendix, we collect and answer the most frequently asked of these questions. These are categorized for clarity.

Advising and the EE Requirement

How will this change the role of faculty in terms of advising?

The EE requirement does require faculty to have a different discussion with students than does the University Breadth Requirement. This is an intentional response to the oft-heard complaint concerning a "check the box" or "get your gen eds out of the way" mentality among both students and advisors. The EE requirement is intended to encourage the type of thoughtful discussion between students and advisors that leads to increased student agency, self-direction, and responsibility for learning.

But what about departments with large numbers of majors?

The challenge of individually advising a cohort of several hundred majors is daunting and for some departments, insurmountable. This is why the responsibility for how EE plans are designed and how advising occurs is left with each department. We imagine, that in departments with large numbers of majors, a limited menu of EE plans might be designed and students directed to choose from among this menu. However, we hope that a selection of such plans will still be a step toward a more intentional, thoughtful selection of courses for students.

Can current breadth courses become EE courses?

Certainly, but not automatically. The "EE list" will differ in one important aspect from the "Breadth list." In particular, the EE list will not simply list courses, it will include information that explains which general education objectives the given course develops and to what extent. We hope this list will be a valuable tool for faculty and departments as they help students develop their plans.

How will EE courses be assessed? Won't this list drift over time?

In order for this list to remain useful, it is important that faculty are confident that given courses do indeed strengthen student skills in given general education objectives. In order for courses to be certified as EE courses, departments will be required to agree to add a selection of questions to student course evaluations. These questions will be aimed at gauging the extent to which students see the relevance of the course for their progress toward mastery of general education objectives. This data will be shared with the Faculty Senate General Education Committee and will allow the Faculty Senate to maintain oversight over these courses.

Why is this requirement better than what we do now?

The "a la carte menu" approach to general education is widely recognized as ineffective in promoting student learning and as leading to the "check the box" mentality mentioned above. As stated by the AAC&U in their recent document *General Education, Maps & Markers*, "Instead of developing big-picture understanding of the wider world through a purposeful immersion in the liberal arts and sciences, students too often find that their broad or general learning is fragmented, incoherent, and frustrating…This is hardly an invitation to powerful learning." We hope that by encouraging faculty and

departments to work more closely with students in the development of an EE plan, that we will be able to more effectively leverage the time spent in courses outside of the major for powerful learning.

What happens if a student changes majors?

All students are guaranteed that the first six course credits of any EE plan are fully transferrable to a new major except in the case when those courses are requirements of the new major. They are also guaranteed that any MC courses are fully transferrable. In those cases, students will develop a new EE plan within their new department. In cases where the courses are transferred, departments will work with students to develop the second part of their EE plan. It is important to remember that EE plans are also a tool for departments to use in helping their students achieve competency in all objectives of general education. We believe this balance between transferability and input from the new major will allow department to effectively use this tool while preserving the prior work of students as credits toward a degree.

Why is the out-of-classroom experience optional? Shouldn't it be required for all students?

Ideally, all students would have an out-of-classroom experience. However, there are many degree programs that are tightly constrained and where this would be an unreasonable additional burden. In deference to those programs, the requirement is constructed to provide flexibility. We do hope that departments with flexibility will work to take advantage of this new opportunity to impact student learning.

The CORE

Who will teach the core?

A core set of courses required for every student in the university should be taught by our best faculty, with input from all faculty, and a place for continual innovation and improvement. The plan is structured so that the Faculty Senate General Education Committee oversees the selection of faculty who will teach in the core. We envision these faculty being released from other duties and having an "in-house sabbatical" of one to two years so that they may devote their time and attention to these courses. We suggest that this be a privileged position and these faculty be designated as "University of Delaware Core Fellows" during their term of service. We envision that such administered workloads will be between 50 to 100% of the faculty member's effort and be typically for two to three years in duration.

But, don't we need many faculty to teach the core?

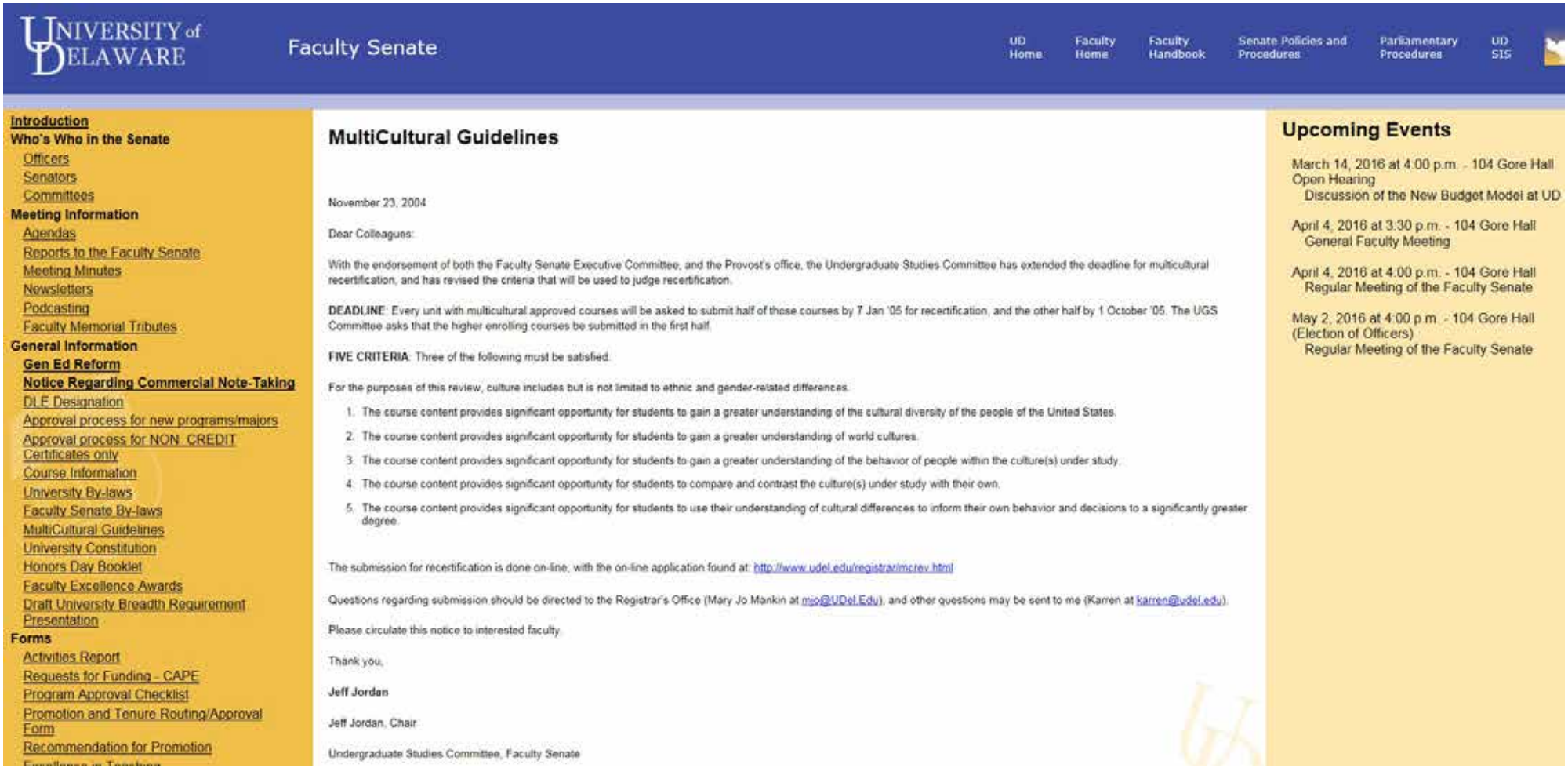
We estimate that to staff CORE 120 and CORE 220 will require the efforts of approximately 30 faculty teaching two courses per semester each semester during their time as Core Fellows. While this seems like a large number, remember that the University of Delaware currently employees more than 1200 full time faculty members. If every faculty member on campus spent only a single year teaching in the core, we would need more than 40 years to rotate through our entire faculty.

What other budget implications are there?

The creation and staffing of CORE 120 and CORE 220 will have budget implications. We envision responsibility and resources for these course residing with the Provost's Office. At the department level, when faculty are selected as a Core Fellow, the department would receive full compensation for that faculty member's time. Selection as a Core Fellow would require the support of the Department Chair of the faculty member's department.

Will each section of each core course be different?

Not terribly. The intention is for CORE 120 and CORE 220 to be team-designed and team-taught. These courses are by their nature interdisciplinary and integrative. This requires a team-based collaborative approach to both design and teaching in turn leading to a common intellectual experience across all sections of a given core course. Leveraging technology to scale-up aspects of the course that are common across all sections will be encouraged. Cohorts of Core Fellows will be structured so as to include faculty from across the University, ensuring that intellectually diverse perspectives are seen by all students.



UNIVERSITY of DELAWARE

Faculty Senate

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MultiCultural Guidelines

November 23, 2004

Dear Colleagues:

With the endorsement of both the Faculty Senate Executive Committee, and the Provost's office, the Undergraduate Studies Committee has extended the deadline for multicultural recertification, and has revised the criteria that will be used to judge recertification.

DEADLINE: Every unit with multicultural approved courses will be asked to submit half of those courses by 7 Jan '05 for recertification, and the other half by 1 October '05. The UGS Committee asks that the higher enrolling courses be submitted in the first half.

FIVE CRITERIA: Three of the following must be satisfied.

For the purposes of this review, culture includes but is not limited to ethnic and gender-related differences.

1. The course content provides significant opportunity for students to gain a greater understanding of the cultural diversity of the people of the United States.
2. The course content provides significant opportunity for students to gain a greater understanding of world cultures.
3. The course content provides significant opportunity for students to gain a greater understanding of the behavior of people within the culture(s) under study.
4. The course content provides significant opportunity for students to compare and contrast the culture(s) under study with their own.
5. The course content provides significant opportunity for students to use their understanding of cultural differences to inform their own behavior and decisions to a significantly greater degree.

The submission for recertification is done on-line, with the on-line application found at: http://www.udel.edu/registrar/mcrev.html

Questions regarding submission should be directed to the Registrar's Office (Mary Jo Mankin at mjo@UDel.Edu), and other questions may be sent to me (Karren at karren@udel.edu).

Please circulate this notice to interested faculty.

Thank you,

Jeff Jordan

Jeff Jordan, Chair

Undergraduate Studies Committee, Faculty Senate

Upcoming Events

March 14, 2016 at 4:00 p.m. - 104 Gore Hall
Open Hearing
Discussion of the New Budget Model at UD

April 4, 2016 at 3:30 p.m. - 104 Gore Hall
General Faculty Meeting

April 4, 2016 at 4:00 p.m. - 104 Gore Hall
Regular Meeting of the Faculty Senate

May 2, 2016 at 4:00 p.m. - 104 Gore Hall
(Election of Officers)
Regular Meeting of the Faculty Senate

College	Program	Year	Month	Description
AS	New Certificate Program	2010-2011	March	New graduate certificate program in Cognitive Science
AS	New concentration	2010-2011	March	Art History
AS	New degree and major	2010-2011	March	New MS in Neuroscience
AG	New MS degree	2010-2011	April	MS in Water Science and Policy
AG	New PHD degree	2010-2011	April	PHD in Water Science and Policy
AS	New combined degree	2010-2011	April	Neuroscience
AS	New combined degree	2010-2011	April	4 + 1 in BS/MS Mathematical Sciences
AS	New combined degree	2010-2011	April	4 + 1 in BS/MS Applied Mathematics
AG	New Certificate Program	2010-2011	May	Graduate Certificate in Statistics
AS	4+1 BA/MA in Linguistics	2010-2011	May	4+1 Program leading to degrees of BA in Linguistics and MA in Linguistics and Cognitive
EG	4+1 BCpE/MSECE graduate degree options in Electrical Computer Engineering	2010-2011	May	Establishment of a 4+1 BCpE/ MSECE options
AS	PhD in Bioinformatics and Systems Biology	2011-2012	March	Biology
HN	Certificate in Health Coaching	2011-2012	March	Approval of new Certificate in Health Coaching
HN	PhD in Medical Sciences	2011-2012	March	Approval of new PhD in Medical Sciences
BE	Certificate in Entrepreneurship & Technology Innovation	2012-2013	February	Approval of new graduate certificate in Entrepreneurship & Technology Innovation
AS	MA in Social Studies in World History	2012-2013	April	Approval of new program name from MA in Social Studies in World History
BE	MS-HBM/MBA	2012-2013	April	Approval of new dual-degree program MS-HBM/ MBA in department HRIM
EH	MEd in Teaching Leadership	2012-2013	April	Approval of new program name from Med in Teacher Leadership
AG	4+1 MS - Statistics	2012-2013	May	Adding 4+1 program to MS- Statistics
HN	New MA in Communication Sciences and Disorders	2012-2013	October	Provisional approval for five years following program launch of the establishment of the new MA in Speech Language Pathology
BE	PhD in Financial Services Analytics	2012-2013	December	Provisional 7-years of new program leading to PhD in Financial Services Analytics.

College	Program	Year	Month	Description
HN	MS in Physical Therapy Anatomy and Clinical Health Science	2012-2013	December	Provision 5-years of MS in Anatomy and Clinical Health Science
EG	Master of Engineering in Particle Technology	2013-2014	February	Provision 5-years of Master's of Engineering in Particle Technology
MS	PhD in Climatology	2013-2014	March	Provisional seven years of the establishment of a new PhD in Climatology
AS	MA in Childhood Foreign Language Education	2013-2014	April	Add a MA in Childhood Foreign Language, approved provisionally for five years
AS	MA in Childhood Foreign Language Education, 4+1	2013-2014	April	childhood education/ MA in Childhood Foreign Language Education
AS	MA in Childhood Foreign Language Education, 4+1	2013-2014	April	Provisionally five years establish 4+1 BSEd in Elementary Teacher Education/ MA in Childhood Foreign Language Education
BE	4+1 BS/MA Economics	2013-2014	April	Recommends approval of establishment of a new 4+1 BS/MA Economics
BE	4+1 BS/MS Economics	2013-2014	April	Recommends approval of establishment of a new 4+1 BS/MS Economics
BE	Add MS degree in Entrepreneurship and Design in Horn Program in Entrepreneurship	2013-2014	May	Provisionally for five years approval of the establishment of MS degree in Entrepreneurship and Design in Horn Program in Entrepreneurship
EG	Add Certificate in Wind Power Science, Engineering and Policy from Center for Carbon-free Power Integration	2013-2014	May	Add Graduate Certificate in Wind Power Sciences, Engineering and Policy
EG	Renewable Energy Engineering and Policy for Materials Science	2013-2014	May	Certificate Program: Renewable Energy Engineering and Policy Certificate
EG	New Graduate Certificate Program in Railroad Engineering from Civil & Environmental Eng	2013-2014	May	Request of Approval of a New Graduate Certificate in Railroad Engineering
EG	New MS degree in Cyber Security	2014-2015	January	New MS degree
EH	Speech Language Pathology	2014-2015	March	Change program name to Communication Sciences and Disorders

College	Program	Year	Month	Description
AS	create 4+1 Program: BS in Organizational and Community Leadership and M.P.A. Master of Public Administration	2015-2016	February	New 4+1 With MPA
EG	add a Graduate Certificate in Particle Technology	2015-2016	February	New certificate program
EG	create a 4 + 1 in Particle Technology	2015-2016	February	New 4+1 with Particle Technology
AS	Establish MA in Interaction Design (MA lxD)	2015-2016	March	New program in 2016 Fall
AS	Establish MA in Italian Studies	2015-2016	March	New program in 2016 Fall
HN	Establish DNP new degree---Doctor of Nurse Practice	2015-216	March	New DNP Nurse Practitioner doctoral program
EG	add a Graduate Certificate in Cyber Security	2015-2016	December	Create Certificate in Cyber

Institution Profile from the Survey of Earned Doctorates, 2014
Results for: Univ. of Delaware

Section I. A comparison of research doctorates at your institution with research doctorates from Research Universities with very high research activity, and all doctorate institutions

	Your Institution		Very High Research Institutions†		All Institutions	
	Number	Percent	Number	Percent	Number	Percent
Total of research doctorate recipients	194	100.0	38,942	100.0	54,070	100.0
Demographics						
Sex						
Male	99	51.0	21,696	55.7	29,049	53.7
Female	95	49.0	17,139	44.0	24,857	46.0
Unknown	0	0.0	107	0.3	164	0.3
Citizenship						
U.S. citizen or permanent visa	106	54.9	24,100	66.4	34,005	68.2
Temporary visa	87	45.1	12,216	33.6	15,852	31.8
Ethnicity and race (U.S. citizens and permanent residents)[a]						
Hispanic or Latino	6	5.7	1,530	6.3	2,196	6.5
Not Hispanic or Latino						
American Indian or Alaska Native	0	0.0	65	0.3	103	0.3
Asian	6	5.7	2,220	9.2	2,883	8.5
Black or African American	5	4.7	1,143	4.7	2,167	6.4
White	87	82.1	17,856	74.1	24,824	73.0
Two or more races	0	0.0	661	2.7	876	2.6
Other race or race not reported	0	0.0	195	0.8	272	0.8
Ethnicity not reported	2	1.9	430	1.8	684	2.0
Education						
Doctoral field of study						
Life sciences	34	17.5	8,859	22.7	12,504	23.1
Physical sciences	40	20.6	7,793	20.0	9,859	18.2
Social sciences	36	18.6	5,581	14.3	8,657	16.0
Engineering	63	32.5	7,695	19.8	9,568	17.7
Education	7	3.6	2,668	6.9	4,793	8.9
Humanities	14	7.2	4,330	11.1	5,486	10.1
Other fields	0	0.0	2,016	5.2	3,203	5.9
Graduate and undergraduate total debt level						
None	125	65.1	19,635	55.2	25,426	52.3
$30,000 or less	37	19.3	8,311	23.4	11,018	22.7
More than $30,000	30	15.6	7,647	21.5	12,162	25.0

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	Your Institution		Very High Research Institutions†		All Institutions	
	Number	Percent	Number	Percent	Number	Percent
Education (cont.)						
Doctorates reporting interdisciplinary dissertation research[b]						
Life sciences	14	22.2	3,651	26.6	5,056	27.2
Physical sciences	11	17.5	2,150	15.7	2,769	14.9
Social sciences	13	20.6	1,718	12.5	2,508	13.5
Engineering	16	25.4	2,719	19.8	3,422	18.4
Education	2	3.2	802	5.9	1,354	7.3
Humanities	6	9.5	1,968	14.4	2,405	12.9
Other fields	1	1.6	698	5.1	1,082	5.8
Master's degree institution						
Same institution as doctorate	58	34.5	14,017	39.7	18,413	38.3
Different institution from doctorate	65	38.7	12,401	35.1	18,562	38.6
No master's degree earned	45	26.8	8,865	25.1	11,123	23.1
	Number	Median	Number	Median	Number	Median
Median time to degree (Number of doctorates reporting and median number of years)						
Since baccalaureate	185	8.0	35,560	8.3	48,757	8.8
Since starting graduate school	190	6.8	35,683	7.1	48,728	7.3
Since start of doctoral program[c]	187	5.7	35,005	5.7	47,713	5.7
	Number	Percent	Number	Percent	Number	Percent
Postgraduation Plans						
Postgraduation status (Immediate status following award of degree)						
Definite postgraduation study	50	26.5	8,530	25.4	10,697	23.4
Definite employment	82	43.4	11,795	35.1	16,442	35.9
Seeking employment or study	56	29.6	11,718	34.9	16,413	35.9
Other	1	0.5	1,579	4.7	2,213	4.8
Postgraduation plans (Type of employment immediately following doctorate)						
Postdoc fellowship	26	19.7	4,427	21.8	5,709	21.0
Postdoc research associateship	23	17.4	3,908	19.2	4,714	17.4
Other study	1	0.8	195	1.0	274	1.0
Employment (other than postdoc)	82	62.1	11,795	58.0	16,442	60.6
Postgraduation employment (Excluding postdoctoral fellowships, associateships, traineeships)						
Academe	31	37.8	5,916	50.2	8,328	50.7
Government	3	3.7	851	7.2	1,288	7.8
Industry or business	40	48.8	4,051	34.3	5,079	30.9
Nonprofit	4	4.9	492	4.2	851	5.2
Other or unknown	4	4.9	485	4.1	896	5.4

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	Your Institution		Very High Research Institutions†		All Institutions	
	Number	Percent	Number	Percent	Number	Percent
Postgraduation Plans (cont.)						
Primary work activity (Excluding postdoctoral fellowships, associateships, traineeships)						
R&D	42	54.5	5,505	48.6	6,664	42.4
Teaching	25	32.5	3,718	32.8	5,442	34.7
Management or administration	4	5.2	896	7.9	1,698	10.8
Professional services	5	6.5	978	8.6	1,574	10.0
Other	1	1.3	230	2.0	323	2.1
Secondary work activity (Excluding postdoctoral fellowships, associateships, traineeships)						
R&D	22	28.6	3,180	28.1	4,545	28.9
Teaching	10	13.0	1,743	15.4	2,383	15.2
Management or administration	13	16.9	1,379	12.2	1,933	12.3
Professional services	3	3.9	781	6.9	1,163	7.4
Other	2	2.6	207	1.8	292	1.9
No secondary activity	27	35.1	4,037	35.6	5,385	34.3
Postdoctoral study support						
U.S. government	20	40.0	2,625	30.8	3,343	31.3
College or university	17	34.0	3,798	44.5	4,649	43.5
Private foundation	0	0.0	437	5.1	537	5.0
Nonprofit, other than private	3	6.0	263	3.1	360	3.4
Other	8	16.0	813	9.5	1,035	9.7
Unknown	2	4.0	594	7.0	773	7.2
Postgraduation location (In comparison to doctoral institution location)						
Same U.S. region	57	29.8	17,042	48.2	24,123	49.7
Different U.S. region	110	57.6	14,129	39.9	19,110	39.3
Abroad	24	12.6	4,201	11.9	5,335	11.0

	Your Institution		Very High Research Institutions†		All Institutions	
	S&E	Non S&E	S&E	Non S&E	S&E	Non S&E
Salary						
$40,000 or less	24	3	3,745	845	5,097	1,133
$40,001-$60,000	31	5	5,164	1,656	6,734	2,326
$60,001-$80,000	21	4	2,412	977	3,175	1,400
$80,001 or above	40	0	4,077	822	5,021	1,388

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Section II. **A comparison of science and engineering doctorates with doctorates in other fields at:**
Univ. of Delaware

	All		S&E		Non S&E	
	Number	Percent	Number	Percent	Number	Percent
Total of research doctorate recipients	194	100.0	173	89.2	21	10.8
Demographics						
Citizenship						
U.S. citizen or permanent visa	106	100.0	87	82.1	19	17.9
Temporary visa	87	100.0	85	97.7	2	2.3
Education						
Graduate and undergraduate total debt level						
None	125	100.0	115	92.0	10	8.0
$30,000 or less	37	100.0	30	81.1	7	18.9
More than $30,000	30	100.0	26	86.7	4	13.3
Primary source of support during graduate school						
Teaching assistantships	42	100.0	36	85.7	6	14.3
Research or other assistantships/traineeships	92	100.0	88	95.7	4	4.3
Fellowships/grants	39	100.0	31	79.5	8	20.5
Own resources	9	100.0	6	66.7	3	33.3
Employer	4	100.0	4	100.0	0	0.0
Other	3	100.0	3	100.0	0	0.0

	Number	Median	Number	Median	Number	Median
Median time to degree (Number of doctorates reporting and median number of years)						
Since baccalaureate	185	8.0	164	7.7	21	12.0
Since starting graduate school	190	6.8	169	6.4	21	10.0
Since start of doctoral program[b]	187	5.7	166	5.7	21	7.4

	Number	Percent	Number	Percent	Number	Percent
Postgraduation Plans						
Postgraduation status (Immediate status following award of degree)						
Definite postgraduation study	50	100.0	48	96.0	2	4.0
Definite employment	82	100.0	73	89.0	9	11.0
Seeking employment or study	56	100.0	47	83.9	9	16.1
Other	1	100.0	1	100.0	0	0.0
Postgraduation plans (Type of employment immediately following doctorate)						
Postdoc fellowship	26	100.0	25	96.2	1	3.8
Postdoc research associateship	23	100.0	22	95.7	1	4.3
Other study	1	100.0	1	100.0	0	0.0
Employment (other than postdoc)	82	100.0	73	89.0	9	11.0
Postgraduation employment (Excluding postdoctoral fellowships, associateships, traineeships)						
Academe	31	100.0	24	77.4	7	22.6
Government	3	100.0	3	100.0	0	0.0
Industry or business	40	100.0	39	97.5	1	2.5
Nonprofit	4	100.0	3	75.0	1	25.0
Other or unknown	4	100.0	4	100.0	0	0.0

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Note: A total of 100 percent of your institution's doctorate recipients responded to the Survey of Earned Doctorates in 2014; nationwide, 90.5 percent of doctorate recipients responded to the SED.

S&E = science and engineering; -- = data not available; † = See http://classifications.carnegiefoundation.org/ for information about 2010 Carnegie classifications.

[a] American Indian or Alaska Native, Asian, black or African American, and white are single race who are not Hispanic; Hispanic or Latino may be of any race. Other race or race not reported category includes Native Hawaiian or Other Pacific Islander, and doctorate recipients who are not Hispanic or Latino and did not indicate their race.

[b] Interdisciplinary dissertation research is captured by response to primary and secondary dissertation research field items. Respondents reporting a secondary dissertation research field are considered interdisciplinary and counted under the broad field of their first reported dissertation research field.

[c] Captured by TTDDOC, which measures time between entry to either the doctoral program or to a related (in same field of study at same institution) or required master's program and the doctoral award.

NOTES: S&E includes physical science/mathematics, engineering, life sciences, and social sciences. Non S&E includes humanities, education and other professional fields. Salary ranges include only doctorate recipients reporting definite postgraduation plans who responded to salary. Research assistantships funded by the federal government are counted as university support. Except for those reported for the sex variable, all percentages are based on total responses with missing data excluded. Percentage totals may not sum to 100 because of rounding. Percents calculated based on a small number of cases should be interpreted with caution.

SOURCE: NSF, NIH, ED, USDA, NEH, NASA, Survey of Earned Doctorates, 2014.

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Institution: University of Delaware (130943)
User ID: P1309431

Overview

Finance Overview
Purpose
The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.
There are a few new changes to the 2015-16 Finance data collection. A new FAQ clarifying how to report VA education benefits has been added for all institutions. For GASB institutions, a new pension screen (Part M) has been added to accommodate the implementation of GASB Statement 68. Please review the new screen and survey materials carefully. Additionally, instructions for parts J,K,L have been slightly modified and FAQs have been added for clarity.
Resources:
To download the survey materials for this component: Survey Materials
To access your prior year data submission for this component: Reported Data

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Institution: University of Delaware (130943)
User ID: P1309431

Finance - Public institutions

Reporting Standard	
Please indicate which reporting standards are used to prepare your financial statements:	
○	GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
⊙	FASB (Financial Accounting Standards Board)
Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.	

Institution: University of Delaware (130943)
User ID: P1309431

Finance - Private not-for-profit institutions and Public institutions using FASB standards

FASB-Reporting Institutions
General Information - Fiscal Year and Audit

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2015.)

Beginning: month/year (MMYYYY)	Month: 7	Year: 2014
And ending: month/year (MMYYYY)	Month: 6	Year: 2015

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

- (●) Unqualified
- ( ) Qualified (Explain in box below)
- ( ) Don't know (Explain in box below)

3. Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

- ( ) No
- (●) Yes (report endowment assets)

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

- ( ) Auxiliary enterprises
- ( ) Student services
- ( ) Does not participate in intercollegiate athletics
- (●) Other (specify in box below)

5. Does your institution account for Pell grants as pass through transactions (a simple payment on the student's account) or as federal grant revenues to the institution?

- (●) Pass through (agency)
- ( ) Federal grant revenue
- ( ) Does not award Pell grants

You may use the space below to provide context for the data you've reported above.

Expense for intercollegiate athletics are reported under "Instruction and Departmental Research".

Institution: University of Delaware (130943)
User ID: P1309431

Part A - Statement of Financial Position, Page 1

Fiscal Year: July 1, 2014 - June 30, 2015

If your institution is a parent institution then the amounts reported in Parts A and B should include ALL of your child institutions

Line No.	Assets, Liabilities, and Net Assets	Current year amount	Prior year amount
	Assets		
01	Long-term investments	1,782,506,452	438,971,116
19	Property, plant, and equipment, net of accumulated depreciation	1,476,154,700	1,393,097,158
20	Intangible assets, net of accumulated amortization	0	0
02	Total assets	3,538,242,533	3,366,023,741
	Liabilities		
03	Total liabilities	1,163,843,383	959,725,874
	03a Debt related to Property, Plant, and Equipment	555,882,650	477,821,232
	Net assets		
04	Unrestricted net assets	1,319,205,710	1,358,232,040
05	Total restricted net assets	1,055,193,440	1,048,065,827
	05a Permanently restricted net assets	391,887,626	368,992,535
	05b Temporarily restricted net assets	663,305,814	679,073,292
06	Total net assets (CV=A04+A05)	2,374,399,150	2,406,297,867

You may use the space below to provide context for the data you've reported above.

Note for item 01: Long-term investments per 2015 Statement of Financial Position. Previous years excluded endowment fund assets, Long-term investments per 2014 Statement of Financial Position $1,704,343.

Institution: University of Delaware (130943)
User ID: P1309431

Part A - Statement of Financial Position, Page 2

Fiscal Year: July 1, 2014 - June 30, 2015			
Line No.	**Plant, Property and Equipment**	**Ending balance**	**Prior year Ending balance**
11	Land and land improvements	120,108,513	**118,788,839**
12	Buildings	1,679,805,896	**1,622,224,590**
13	Equipment, including art and library collections	493,141,895	**467,669,769**
15	Construction in Progress	130,956,159	**66,651,087**
16	Other	0	**0**
17	Total Plant, Property, and Equipment **CV**=[(A11+...A16)]	2,424,012,463	**2,275,334,285**
18	Accumulated depreciation	947,857,763	**882,237,127**
19	Property, Plant, and Equipment, net of accumulated depreciation **(from A19)**	1,476,154,700	**1,393,097,158**

You may use the space below to provide context for the data you've reported above.

Institution: University of Delaware (130943)
User ID: P1309431

Part B - Summary of Changes in Net Assets

Fiscal Year: July 1, 2014 - June 30, 2015			
Line No.	**Revenues, Expenses, Gains and Losses**	**Current year amount**	**Prior year amount**
01	Total revenues and investment return	983,188,926	**1,088,688,477**
02	Total expenses	907,536,883	**864,888,427**
03	**Other specific changes in net assets** **CV**=[B04-(B01-B02)]	-107,550,760	**1,873,030**
04	Change in net assets	-31,898,717	**225,673,080**
05	Net assets, beginning of year	2,406,297,867	**2,180,624,787**
06	**Adjustments to beginning of year net assets** **CV**=[B07-(B04+B05)]	0	**0**
07	**Net assets, end of year (from A06)**	2,374,399,150	**2,406,297,867**

You may use the space below to provide context for the data you've reported above.

Part C - Scholarships and Fellowships

Fiscal Year: July 1, 2014 - June 30, 2015
DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION

Line No.	Scholarships and Fellowships	Current year amount	Prior year amount
01	Pell grants (federal)	10,659,041	9,888,447
02	Other federal grants Do NOT include FDSL amounts	842,970	3,240,594
03	Grants by state government	11,135,882	11,359,720
04	Grants by local government	0	0
05	Institutional grants (funded)	2,329,209	8,857,819
06	Institutional grants (unfunded)	130,781,939	112,967,827
07	**Total scholarships and fellowships** **CV**=[C01+...+C06]	155,749,041	146,314,407
08	Discounts and Allowances applied to tuition and fees	143,803,691	131,009,449
09	Discounts and Allowances applied to auxiliary enterprise revenues	1,655,316	2,114,415

You may use the space below to provide context for the data you've reported above.

Institution: University of Delaware (130943)
User ID: P1309431

Part D - Revenues by Source

Fiscal Year: July 1, 2014 - June 30, 2015						
Line No.	Source of Funds	Total Amount	Unrestricted	Temporarily restricted	Permanently restricted	Prior Year Total Amount
01	Tuition and fees (net of allowance reported in Part C, line 08)	406,304,570	406,304,570	0	0	381,514,713
	Government Appropriations					
02	Federal appropriations	3,340,426	3,340,426	0	0	2,987,449
03	State appropriations	120,255,124	120,255,124	0	0	124,287,972
04	Local appropriations	0	0	0	0	0
	Government Grants and Contracts					
05	Federal grants and contracts (Do not include FDSL)	105,962,880	105,962,880	0	0	109,259,759
06	State grants and contracts	32,305,972	32,305,972	0	0	30,420,868
07	Local government grants and contracts	0	0	0	0	0
	Private Gifts, Grants and Contracts					
08	Private gifts, grants and contracts	59,385,375	45,938,872	6,715,983	6,730,520	71,182,461
	08a Private gifts	28,916,444	15,469,941	6,715,983	6,730,520	42,902,738
	08b Private grants and contracts	30,468,931	30,468,931	0	0	28,279,723
09	Contributions from affiliated entities	9,577,164	9,077,164	0	500,000	10,097,882
	Other Revenue					
10	Investment return	76,421,392	63,100,510	9,278,383	4,042,499	199,840,058
11	Sales and services of educational activities	19,841,678	19,841,678			17,486,048
12	Sales and services of auxiliary enterprises (net of allowance reported in Part C, line 09)	128,116,568	128,116,568			121,690,036
13	Hospital revenue	0	0			0
14	Independent operations revenue	1,227,515	1,227,515	0	0	1,125,420
15	**Other revenue CV**=[D16-(D01+...+D14)]	20,450,262	19,050,219	868,538	531,505	18,795,811
16	**Total revenues and investment return (from B01)**	983,188,926	954,521,498	16,862,904	11,804,524	1,088,688,477
17	Net assets released from restriction	0	25,754,622	-25,754,622	0	
18	Net total revenues, after assets released from restriction	983,188,926	980,276,120	-8,891,718	11,804,524	1,088,688,477
19	**12-month Student FTE from E12**	22,961				21,388
20	Total revenues and investment return per student FTE **CV**=[D16/D19]	42,820				50,902

You may use the space below to provide context for the data you've reported above.

Part E - Expenses by Functional and Natural Classification

Fiscal Year: July 1, 2014 - June 30, 2015
Report Total Operating AND Nonoperating Expenses in this section

		Expense Natural Classifications							
		1	2	3	4	5	6	7	8
Line No.	Expense Functional Classifications	Total amount	Salaries and wages	Employee fringe benefits	Operation and maintenance of plant	Depreciation	Interest	All other	PY Total Amount
01	Instruction	392,240,794	204,927,076	82,266,667	26,411,560	17,853,982	3,198,272	57,583,237	**372,045,250**
02	Research	137,175,555	60,630,622	17,190,130	7,772,440	8,851,311	434,631	42,296,421	**135,142,634**
03	Public service	50,122,935	23,808,425	8,114,768	2,970,843	2,019,049	6,399	13,203,451	**49,907,406**
04	Academic support	72,367,798	31,799,449	14,004,044	5,836,606	12,602,267	216,713	7,908,719	**65,630,453**
05	Student services	33,263,604	14,968,929	5,214,276	1,182,242	675,196	171,874	11,051,087	**31,886,171**
06	Institutional support	98,982,717	42,996,832	19,287,229	12,798,884	11,304,234	326,274	12,269,264	**95,285,092**
07	Auxiliary enterprises	109,639,659	8,432,613	3,284,502	0	11,484,314	16,425,643	70,012,587	**104,960,979**
08	Net grant aid to students (net of allowances for tuition & fee and auxiliary enterprises)	6,040,846						6,040,846	**6,044,429**
09	Hospital services	0	0	0	0	0	0	0	**0**
10	Independent operations	3,396,738	0	0	110,806	1,137,741	0	2,148,191	**606,388**
11	Operation and maintenance of plant (see instructions)	0	25,830,040	15,070,283	-57,083,381	1,940,068	0	14,242,990	**0**
12	Other expenses **CV**=[E13-(E01+...+E11)]	4,306,237	0	0	0	0	0	4,306,237	**3,379,625**
13	**Total expenses (from B02)**	907,536,883	413,393,986	164,431,899	0	67,868,162	20,779,806	241,063,030	**864,888,427**
	Prior year total expenses	**864,888,427**	**404,925,668**	**148,811,766**		**64,314,299**	**22,108,868**	**224,727,826**	
14	**12-month Student FTE from E12**	22,961							**21,388**
15	**Total expenses per student FTE CV=[E13/E14]**	39,525							**40,438**

You may use the space below to provide context for the data you've reported above.

Note for item 08: as reported on University of Delaware Consolidated Statement of Functional Expenses: Salary & Wages $3.4M, Student Aid $2.2M.

Part H - Value of Endowment Assets

Fiscal Year: July 1, 2014 - June 30, 2015			
Line No.	**Value of Endowment Assets**	**Market Value**	**Prior Year Amounts**
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of endowment assets at the beginning of the fiscal year	1,310,133,033	**1,171,166,215**
02	Value of endowment assets at the end of the fiscal year	1,341,372,684	**1,310,133,033**

You may use the space below to provide context for the data you've reported above.

Summary

Finance Survey Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the Data Center and sent to your institution's CEO in November 2016.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	$406,304,570	48%	$17,695
Government grants and contracts	$138,268,852	16%	$6,022
Private gifts, grants, and contracts	$68,962,539	8%	$3,003
Investment return	$76,421,392	9%	$3,328
Other core revenues	$163,887,490	19%	$7,138
Total core revenues	$853,844,843	100%	$37,187
Total revenues	$983,188,926		$42,820

Other core revenues include government appropriations (federal, state, and local), sales and services of educational activities; and other sources. Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core revenues per FTE enrollment amounts will not be allocated to child institutions.

Core Expenses

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	$392,240,794	49%	$17,083
Research	$137,175,555	17%	$5,974
Public service	$50,122,935	6%	$2,183
Academic support	$72,367,798	9%	$3,152
Institutional support	$98,982,717	12%	$4,311
Student services	$33,263,604	4%	$1,449
Other core expenses	$10,347,083	1%	$451
Total core expenses	$794,500,486	100%	$34,602
Total expenses	$907,536,883		$39,525

Other core expenses include net grant aid to students, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core expenses per FTE enrollment amounts will not be allocated to child institutions.

	Calculated value
FTE enrollment	22,961

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Edit Report

Finance

University of Delaware (130943)

Source	Description	Severity	Resolved	Options
Screen: Changes in net assets				
Screen Entry	The value of this field is expected to be greater than zero. Please confirm that the data reported are correct. (Error #5147)	Confirmation	Yes	

Finance 2014-15

Institution: University of Delaware (130943)
User ID: P1309431

Overview

Finance Overview
Purpose
The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.
There are changes made to the 2014-15 Finance data collection from the 2013-14 collection. The finance form for private for-profit schools have been revised to make it more comparable with the finance public and private not-for-profit forms.
Resources: To download the survey materials for this component: Survey Materials To access your prior year data submission for this component: Reported Data

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Institution: University of Delaware (130943)
User ID: P1309431

Finance - Public institutions

Reporting Standard	
Please indicate which reporting standards are used to prepare your financial statements:	
○	GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
⊙	FASB (Financial Accounting Standards Board)
Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.	

Institution: University of Delaware (130943)
User ID: P1309431

Finance - Private not-for-profit institutions and Public institutions using FASB standards

FASB-Reporting Institutions
General Information - Fiscal Year and Audit

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2014.)

Beginning: month/year (MMYYYY)	Month:	7	Year:	2013
And ending: month/year (MMYYYY)	Month:	6	Year:	2014

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

- (●) Unqualified
- ( ) Qualified (Explain in box below)
- ( ) Don't know (Explain in box below)

3. Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

- (●) Yes (report endowment assets)
- ( ) No

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

- ( ) Auxiliary enterprises
- ( ) Student services
- ( ) Does not participate in intercollegiate athletics
- (●) Other (specify in box below)

5. Does your institution account for Pell grants as pass through transactions (a simple payment on the student's account) or as federal grant revenues to the institution?

- (●) Pass through (agency)
- ( ) Federal grant revenue
- ( ) Does not award Pell grants

You may use the space below to provide context for the data you've reported above.

Expense for intercollegiate athletics are reported under "Instruction and Departmental Research".

Institution: University of Delaware (130943)
User ID: P1309431

Part A - Statement of Financial Position, Page 1

Fiscal Year: July 1, 2013 - June 30, 2014

If your institution is a parent institution then the amounts reported in Parts A and B should include ALL of your child institutions

Line No.	Assets, Liabilities, and Net Assets	Current year amount	Prior year amount
	Assets		
01	Long-term investments	438,971,116	**337,489,069**
19	Property, plant, and equipment, net of accumulated depreciation	1,393,097,158	**1,321,631,481**
20	Intangible assets, net of accumulated amortization	0	**0**
02	Total assets	3,366,023,741	**3,130,734,591**
	Liabilities		
03	Total liabilities	959,725,874	**950,109,804**
	03a Debt related to Property, Plant, and Equipment	477,821,232	**489,049,058**
	Net assets		
04	Unrestricted net assets	1,358,232,040	**1,250,135,387**
05	Total restricted net assets	1,048,065,827	**930,489,400**
	05a Permanently restricted net assets	368,992,535	**343,183,645**
	05b Temporarily restricted net assets	679,073,292	**587,305,755**
06	Total net assets (CV=A04+A05)	2,406,297,867	**2,180,624,787**

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position, Page 2

Fiscal Year: July 1, 2013 - June 30, 2014			
Line No.	**Plant, Property and Equipment**	**Ending balance**	**Prior year Ending balance**
11	Land and land improvements	118,788,839	**101,490,861**
12	Buildings	1,622,224,590	**1,431,023,957**
13	Equipment, including art and library collections	467,669,769	**452,011,349**
15	Construction in Progress	66,651,087	**164,359,334**
16	Other	0	**0**
17	Total Plant, Property, and Equipment **CV**=[(A11+...A16)]	2,275,334,285	**2,148,885,501**
18	Accumulated depreciation	882,237,127	**827,254,020**
19	Property, Plant, and Equipment, net of accumulated depreciation **(from A19)**	1,393,097,158	**1,321,631,481**

You may use the space below to provide context for the data you've reported above.

Institution: University of Delaware (130943)
User ID: P1309431

Part B - Summary of Changes in Net Assets

Fiscal Year: July 1, 2013 - June 30, 2014			
Line No.	**Revenues, Expenses, Gains and Losses**	**Current year amount**	**Prior year amount**
01	Total revenues and investment return	1,088,688,477	**1,033,992,931**
02	Total expenses	864,888,427	**843,381,692**
03	**Other specific changes in net assets** **CV**=[B04-(B01-B02)]	1,873,030	**38,123,057**
04	Change in net assets	225,673,080	**228,734,296**
05	Net assets, beginning of year	2,180,624,787	**1,951,890,491**
06	**Adjustments to beginning of year net assets** **CV**=[B07-(B04+B05)]	0	**0**
07	**Net assets, end of year (from A06)**	2,406,297,867	**2,180,624,787**

You may use the space below to provide context for the data you've reported above.

Institution: University of Delaware (130943)
User ID: P1309431

Part C - Scholarships and Fellowships

Fiscal Year: July 1, 2013 - June 30, 2014
DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION

Line No.	Scholarships and Fellowships	Current year amount	Prior year amount
01	Pell grants (federal)	9,888,447	8,944,009
02	Other federal grants Do NOT include FDSL amounts	3,240,594	1,758,418
03	State grants	11,359,720	9,838,211
04	Local grants (government)	0	0
05	Institutional grants (funded)	8,857,819	10,443,662
06	Institutional grants (unfunded)	112,967,827	101,950,240
07	**Total scholarships and fellowships** **CV**=[C01+...+C06]	146,314,407	132,934,540
08	Allowances (scholarships) applied to tuition and fees	131,009,449	117,508,622
09	Allowances (scholarships) applied to auxiliary enterprise revenues	2,114,415	1,930,151

You may use the space below to provide context for the data you've reported above.

Part D - Revenues and Investment Return

Fiscal Year: July 1, 2013 - June 30, 2014						
Line No.	Source of Funds	Total Amount	Unrestricted	Temporarily restricted	Permanently restricted	Prior Year Total Amount
01	Tuition and fees (net of allowance reported in Part C, line 08)	381,514,713	381,514,713			370,912,162
	Government Appropriations					
02	Federal appropriations	2,987,449	2,987,449			4,973,613
03	State appropriations	124,287,972	124,287,972			129,451,818
04	Local appropriations	0	0			0
	Government Grants and Contracts					
05	Federal grants and contracts (Do not include FDSL)	109,259,759	109,259,759	0	0	111,301,529
06	State grants and contracts	30,420,868	30,420,868			28,618,550
07	Local government grants and contracts	0	0			0
	Private Gifts, Grants and Contracts					
08	Private gifts, grants and contracts	71,182,461	50,553,212	6,494,627	14,134,622	62,395,119
	08a Private gifts	42,902,738	22,273,489	6,494,627	14,134,622	34,564,144
	08b Private grants and contracts	28,279,723	28,279,723	0	0	27,830,975
09	Contributions from affiliated entities	10,097,882	7,097,882	0	3,000,000	15,744,039
	Other Revenue					
10	Investment return	199,840,058	66,018,605	123,857,285	9,964,168	156,676,018
11	Sales and services of educational activities	17,486,048	17,486,048			16,466,130
12	Sales and services of auxiliary enterprises (net of allowance reported in Part C, line 09)	121,690,036	121,690,036			116,731,484
13	Hospital revenue	0	0			0
14	Independent operations revenue	1,125,420	1,125,420			4,008,064
15	**Other revenue CV**=[D16-(D01+...+D14)]	18,795,811	16,296,241	1,793,464	706,106	16,714,405
16	**Total revenues and investment return (from B01)**	1,088,688,477	928,738,205	132,145,376	27,804,896	1,033,992,931
17	Net assets released from restriction	0	40,377,839	-40,377,839		
18	Net total revenues, after assets released from restriction	1,088,688,477	969,116,044	91,767,537	27,804,896	1,033,992,931
19	**12-month Student FTE from E12**	21,388				20,927
20	Total revenues and investment return per student FTE **CV**=[D16/D19]	50,902				49,410

You may use the space below to provide context for the data you've reported above.

Part E - Expenses by Functional and Natural Classification

Fiscal Year: July 1, 2013 - June 30, 2014
Report Total Operating AND Non-Operating Expenses in this section

Line No.	Expenses by Functional Classification	(1) Total amount	(2) Salaries and wages	(3) Benefits	(4) Operation and maintenance of plant	(5) Depreciation	(6) Interest	(7) All other	(8) PY Total Amount
01	Instruction	372,045,250	201,116,790	70,293,544	26,895,173	17,198,541	3,276,765	53,264,437	359,645,166
02	Research	135,142,634	61,244,257	16,686,068	8,182,575	8,615,665	349,712	40,064,357	139,472,522
03	Public service	49,907,406	24,094,887	8,266,574	2,976,075	1,913,892	6,559	12,649,419	47,905,382
04	Academic support	65,630,453	27,935,255	12,208,752	6,001,685	12,111,305	120,038	7,253,418	65,316,490
05	Student services	31,886,171	14,766,060	4,944,445	1,408,578	701,236	219,451	9,846,401	30,540,662
06	Institutional support	95,285,092	41,033,816	18,259,206	13,105,986	10,630,487	192,547	12,063,050	90,260,230
07	Auxiliary enterprises	104,960,979	8,333,486	3,152,026	0	10,921,389	17,943,796	64,610,282	100,209,390
08	Net grant aid to students (net of allowances for tuition & fee and auxiliary enterprises)	6,044,429						6,044,429	6,520,553
09	Hospital services	0						0	0
10	Independent operations	606,388	0	0	142,298	208,898	0	255,192	883,540
11	Operation and maintenance of plant (see instructions)	0	26,401,117	15,001,151	-58,712,370	2,012,886		15,297,216	0
12	Other expenses **CV**=[E13-(E01+...+E11)]	3,379,625	0	0	0	0	0	3,379,625	2,627,757
13	**Total expenses (from B02)**	864,888,427	404,925,668	148,811,766	0	64,314,299	22,108,868	224,727,826	843,381,692
	Prior year total expenses	843,381,692	379,901,636	135,062,991		54,114,257	17,425,162	256,877,646	
14	**12-month Student FTE from E12**	21,388							20,927
15	**Total expenses per student FTE CV=[E13/E14]**	40,438							40,301

You may use the space below to provide context for the data you've reported above.

Part H - Value of Endowment Assets

Fiscal Year: July 1, 2013 - June 30, 2014			
Line No.	**Value of Endowment Assets**	**Market Value**	**Prior Year Amounts**
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of endowment assets at the beginning of the fiscal year	1,171,166,215	**1,087,872,822**
02	Value of endowment assets at the end of the fiscal year	1,310,133,033	**1,171,166,215**

You may use the space below to provide context for the data you've reported above.

Institution: University of Delaware (130943)
User ID: P1309431

Prepared by

This survey component was prepared by:

○	Keyholder	○	SFA Contact	○	HR Contact
◉	Finance Contact	○	Academic Library Contact	○	Other

Name: Lisa Kelly
Email: lmarra@udel.edu

How long did it take to prepare this survey component?	25	hours		minutes

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

Summary

Finance Survey Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the Data Center and sent to your institution's CEO in November 2015.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	$381,514,713	39%	$17,838
Government grants and contracts	$139,680,627	14%	$6,531
Private gifts, grants, and contracts	$71,182,461	7%	$3,328
Investment return	$199,840,058	21%	$9,344
Other core revenues	$173,655,162	18%	$8,119
Total core revenues	$965,873,021	100%	$45,160
Total revenues	$1,088,688,477		$50,902

Other core revenues include government appropriations (federal, state, and local), contributions from affiliated entities; sales and services of educational activities; and other sources. Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

Core Expenses

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	$372,045,250	49%	$17,395
Research	$135,142,634	18%	$6,319
Public service	$49,907,406	7%	$2,333
Academic support	$65,630,453	9%	$3,069
Institutional support	$95,285,092	13%	$4,455
Student services	$31,886,171	4%	$1,491
Other core expenses	$9,424,054	1%	$441
Total core expenses	$759,321,060	100%	$35,502
Total expenses	$864,888,427		$40,438

Other core expenses include net grant aid to students, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

	Calculated value
FTE enrollment	21,388

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Edit Report

Finance

University of Delaware (130943)

There are no errors for the selected survey and institution.

Finance 2013-14

Institution: University of Delaware (130943)
User ID: P1309431

Overview

Finance Overview
Purpose
The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.
There have been no changes to the 2013-14 Finance data collection from the 2012-13 collection.
Resources:
To download the survey materials for this component: Survey Materials
To access your prior year data submission for this component: Reported Data

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Institution: University of Delaware (130943)
User ID: P1309431

Finance - Public institutions

Reporting Standard	
Please indicate which reporting standards are used to prepare your financial statements:	
○	GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
◉	FASB (Financial Accounting Standards Board)
Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.	

Institution: University of Delaware (130943)
User ID: P1309431

Finance - Private not-for-profit institutions and Public institutions using FASB standards

FASB-Reporting Institutions
General Information - Fiscal Year and Audit

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2013.)

Beginning: month/year (MMYYYY)	Month:	7	Year:	2012
And ending: month/year (MMYYYY)	Month:	6	Year:	2013

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

- (•) Unqualified
- ( ) Qualified (Explain in box below)
- ( ) Don't know (Explain in box below)

3. Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

- (•) Yes (report endowment assets)
- ( ) No

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

- ( ) Auxiliary enterprises
- ( ) Student services
- ( ) Does not participate in intercollegiate athletics
- (•) Other (specify in box below)

5. Does your institution account for Pell grants as pass through transactions (a simple payment on the student's account) or as federal grant revenues to the institution?

- (•) Pass through (agency)
- ( ) Federal grant revenue
- ( ) Does not award Pell grants

You may use the space below to provide context for the data you've reported above.

Expense for intercollegiate athletics are reported under "Instruction and Departmental Research".

Institution: University of Delaware (130943)
User ID: P1309431

Part A - Statement of Financial Position, Page 1

Fiscal Year: July 1, 2012 - June 30, 2013
If your institution is a parent institution then the amounts reported in Parts A and B should include ALL of your child institutions

Line No.	Assets, Liabilities, and Net Assets	Current year amount	Prior year amount
	Assets		
01	Long-term investments	337,489,069	273,359,535
19	Property, plant, and equipment, net of accumulated depreciation	1,321,631,481	1,195,829,975
20	Intangible assets, net of accumulated amortization		0
02	Total assets	3,130,734,591	2,777,532,647
	Liabilities		
03	Total liabilities	950,109,804	825,642,156
	03a Debt related to Property, Plant, and Equipment	489,049,058	353,993,290
	Net assets		
04	Unrestricted net assets	1,250,135,387	1,086,775,479
05	Total restricted net assets	930,489,400	865,115,012
	05a Permanently restricted net assets	343,183,645	331,444,227
	05b Temporarily restricted net assets	587,305,755	533,670,785
06	Total net assets (CV=A04+A05)	2,180,624,787	1,951,890,491

You may use the space below to provide context for the data you've reported above.

Institution: University of Delaware (130943)
User ID: P1309431

Part A - Statement of Financial Position, Page 2

Fiscal Year: July 1, 2012 - June 30, 2013

Line No.	Plant, Property and Equipment	Ending balance	Prior year Ending balance
11	Land and land improvements	101,490,861	101,346,343
12	Buildings	1,431,023,957	1,238,428,637
13	Equipment, including art and library collections	452,011,349	431,887,772
15	Construction in Progress	164,359,334	203,740,308
16	Other		0
17	Total Plant, Property, and Equipment **CV**=[(A11+...A16)]	2,148,885,501	1,975,403,060
18	Accumulated depreciation	827,254,020	779,573,085
19	Property, Plant, and Equipment, net of accumulated depreciation **(from A19)**	1,321,631,481	1,195,829,975

You may use the space below to provide context for the data you've reported above.

Institution: University of Delaware (130943)
User ID: P1309431

Part B - Summary of Changes in Net Assets

Fiscal Year: July 1, 2012 - June 30, 2013			
Line No.	**Revenues, Expenses, Gains and Losses**	**Current year amount**	**Prior year amount**
01	Total revenues and investment return	1,033,992,931	812,331,127
02	Total expenses	843,381,692	863,422,923
03	**Other specific changes in net assets** **CV=**[B04-(B01-B02)]	38,123,057	0
04	Change in net assets	228,734,296	-51,091,796
05	Net assets, beginning of year	1,951,890,491	2,002,982,287
06	**Adjustments to beginning of year net assets** **CV=**[B07-(B04+B05)]	0	0
07	**Net assets, end of year (from A06)**	2,180,624,787	1,951,890,491

You may use the space below to provide context for the data you've reported above.

Fiscal year 2012-2013 change in presentation of Post Retirement $38,387,477 and Loss on Extinguishment of Debt ($264,419).

Institution: University of Delaware (130943)
User ID: P1309431

Part C - Scholarships and Fellowships

Fiscal Year: July 1, 2012 - June 30, 2013
DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION

Line No.	Scholarships and Fellowships	Current year amount	Prior year amount
01	Pell grants (federal)	8,944,009	8,534,249
02	Other federal grants Do NOT include FDSL amounts	1,758,418	1,594,921
03	State grants	9,838,211	9,779,065
04	Local grants (government)		0
05	Institutional grants (funded)	10,443,662	9,723,099
06	Institutional grants (unfunded)	101,950,240	90,176,266
07	**Total scholarships and fellowships CV**=[C01+...+C06]	132,934,540	119,807,600
08	Allowances (scholarships) applied to tuition and fees	117,508,622	106,185,988
09	Allowances (scholarships) applied to auxiliary enterprise revenues	1,930,151	1,112,629

You may use the space below to provide context for the data you've reported above.

Institution: University of Delaware (130943)
User ID: P1309431

Part D - Revenues and Investment Return

Fiscal Year: July 1, 2012 - June 30, 2013

Line No.	Source of Funds	Total Amount	Unrestricted	Temporarily restricted	Permanently restricted	Prior Year Total Amount
01	Tuition and fees (net of allowance reported in Part C, line 08)	370,912,162	370,912,162			354,844,204
	Government Appropriations					
02	Federal appropriations	4,973,613	4,973,613			2,529,607
03	State appropriations	129,451,818	129,451,818			116,316,304
04	Local appropriations	0				0
	Government Grants and Contracts					
05	Federal grants and contracts (Do not include FDSL)	111,301,529	111,301,529	0	0	114,139,414
06	State grants and contracts	28,618,550	28,618,550			24,119,099
07	Local government grants and contracts	0				0
	Private Gifts, Grants and Contracts					
08	Private gifts, grants and contracts	62,395,119	45,425,700	10,280,921	6,688,498	81,866,932
	08a Private gifts	34,564,144	17,594,725	10,280,921	6,688,498	56,962,992
	08b Private grants and contracts	27,830,975	27,830,975	0	0	24,903,940
09	Contributions from affiliated entities	15,744,039	15,744,039			6,826,676
	Other Revenue					
10	Investment return	156,676,018	68,489,668	83,459,776	4,726,574	-39,302,379
11	Sales and services of educational activities	16,466,130	16,466,130			13,918,589
12	Sales and services of auxiliary enterprises (net of allowance reported in Part C, line 09)	116,731,484	116,731,484			110,657,191
13	Hospital revenue	0				0
14	Independent operations revenue	4,008,064	4,008,064			7,065,718
15	**Other revenue CV**=[D16-(D01+...+D14)]	16,714,405	14,940,073	3,135,796	-1,361,464	19,349,772
16	**Total revenues and investment return (from B01)**	1,033,992,931	927,062,830	96,876,493	10,053,608	812,331,127

17	Net assets released from restriction	0	49,041,523	-49,041,523		
18	Net total revenues, after assets released from restriction	1,033,992,931	976,104,353	47,834,970	10,053,608	812,331,127
19	**12-month Student FTE from E12**	20,927				21,654
20	Total revenues and investment return per student FTE **CV**=[D16/D19]	49,410				37,514

You may use the space below to provide context for the data you've reported above.

Negative amount of $(1,361,464) represents primarily reclassification of funds out of Permanently Restricted category per the Statement of Activities.

Institution: University of Delaware (130943)
User ID: P1309431

Part E - Expenses by Functional and Natural Classification

Fiscal Year: July 1, 2012 - June 30, 2013
Report Total Operating AND Non-Operating Expenses in this section

Line No.	Expenses by Functional Classification	(1) Total amount	(2) Salaries and wages	(3) Benefits	(4) Operation and maintenance of plant	(5) Depreciation	(6) Interest	(7) All other	(8) PY Total Amount
01	Instruction	359,645,166	200,548,196	70,880,980	24,609,279	13,442,617	2,645,141	47,518,953	346,420,249
02	Research	139,472,522	64,046,231	17,699,100	7,318,806	9,189,068	516,770	40,702,547	135,078,512
03	Public service	47,905,382	23,483,036	8,170,874	2,847,924	2,212,756		11,190,792	46,780,090
04	Academic support	65,316,490	28,366,302	12,647,296	5,359,944	10,490,143		8,452,805	58,565,763
05	Student services	30,540,662	14,118,914	4,864,887	1,289,999	578,816	250,855	9,437,191	28,820,588
06	Institutional support	90,260,230	40,965,287	17,576,534	10,053,221	7,237,763	37,457	14,389,968	82,114,023
07	Auxiliary enterprises	100,209,390	8,373,670	3,223,320		10,960,293	13,974,939	63,677,168	95,632,605
08	Net grant aid to students (net of allowances for tuition & fee and auxiliary enterprises)	6,520,553						6,520,553	5,883,718
09	Hospital services							0	0
10	Independent operations	883,540			329,691	2,801		551,048	679,080
11	Operation and maintenance of plant (see instructions)	0			-51,808,864			51,808,864	0
12	Other expenses **CV**=[E13-(E01+...+E11)]	2,627,757	0	0	0	0	0	2,627,757	63,448,295
13	**Total expenses (from B02)**	843,381,692	379,901,636	135,062,991	0	54,114,257	17,425,162	256,877,646	863,422,923
	Prior year total expenses	863,422,923	362,233,233	127,340,680		53,014,630	16,552,280	304,282,100	
14	**12-month Student FTE from E12**	20,927							21,654
15	**Total expenses per student FTE CV=[E13/E14]**	40,301							39,874

You may use the space below to provide context for the data you've reported above.

On Part E, Column4,Line 11 total of $51,808,864 includes salaries and wages of $24,746,448, fringe benefits of $13,501,824, employee postretirement benefits of $455,224 and depreciation expense for plant facilities of $1,043,318 during 2013.

Institution: University of Delaware (130943)
User ID: P1309431

Part H - Value of Endowment Assets

Fiscal Year: July 1, 2012 - June 30, 2013			
Line No.	**Value of Endowment Assets**	**Market Value**	**Prior Year Amounts**
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of endowment assets at the beginning of the fiscal year	1,087,872,822	1,138,203,403
02	Value of endowment assets at the end of the fiscal year	1,171,166,215	1,087,872,822

You may use the space below to provide context for the data you've reported above.

Institution: University of Delaware (130943) User ID: P1309431

Summary

Finance Survey Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the Data Center and sent to your institution's CEO in November 2014.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	$370,912,162	41%	$17,724
Government appropriations	$134,425,431	15%	$6,424
Government grants and contracts	$139,920,079	15%	$6,686
Private gifts, grants, and contracts	$78,139,158	9%	$3,734
Investment return	$156,676,018	17%	$7,487
Other core revenues	$33,180,535	4%	$1,586
Total core revenues	$913,253,383	100%	$43,640
Total revenues	$1,033,992,931		$49,410

Core revenues include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment return; sales and services of educational activities; and other sources. Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

Core Expenses

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	$359,645,166	48%	$17,186
Research	$139,472,522	19%	$6,665
Public service	$47,905,382	6%	$2,289
Academic support	$65,316,490	9%	$3,122

Core Expenses			
Institutional support	$90,260,230	12%	$4,313
Student services	$30,540,662	4%	$1,459
Other core expenses	$9,148,310	1%	$437
Total core expenses	$742,288,762	100%	$35,470
Total expenses	$843,381,692		$40,301

Core expenses include expenses for instruction, research, public service, academic support, student services, institutional support, net grant aid to students, and other expenses. Core expenses exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

	Calculated value
FTE enrollment	20,927

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Institution: University of Delaware (130943) User ID: P1309431

Edit Report

Finance

University of Delaware (130943)

Source	Description	Severity	Resolved	Options
Screen: Revenues and investment return				
Screen Entry	The calculated amount of other revenue for this category should not be negative. This occurs when the value of total revenues and investment return (line 16) is less than the sum of the detail items above. Please correct your data or explain. (Error #5102)	Explanation	Yes	
Reason:	Negative amount of $(1,361,464) represents primarily reclassification of funds out of Permanently Restricted category per the Statement of Activities.			

UNIVERSITY OF DELAWARE

Consolidated Financial Statements

June 30, 2015
(with Summarized Comparable Information for June 30, 2014)

(With Independent Auditors' Report Thereon)

KPMG LLP
1601 Market Street
Philadelphia, PA 19103-2499

Independent Auditors' Report

The Board of Trustees
University of Delaware:

We have audited the accompanying consolidated financial statements of the University of Delaware and subsidiaries, which comprise the consolidated balance sheet as of June 30, 2015, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the consolidated financial position of the University of Delaware and its subsidiaries as of June 30, 2015, and the changes in their net assets, functional expenses, and their cash flows for the year then ended, in accordance with U.S. generally accepted accounting principles.

KPMG LLP is a Delaware limited liability partnership, the U.S. member firm of KPMG International Cooperative ("KPMG International"), a Swiss entity.

Report on Summarized Comparative Information

We have previously audited the University of Delaware's 2014 consolidated financial statements, and we expressed an unmodified audit opinion on those consolidated financial statements in our report dated October 15, 2014. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014 is consistent, in all material respects, with the audited consolidated financial statements from which it has been derived.

KPMG LLP

October 22, 2015

UNIVERSITY OF DELAWARE

Consolidated Balance Sheets

June 30, 2015 and 2014

(Dollars in thousands)

Assets		2015	2014
Cash and cash equivalents	$	39,658	22,879
Accounts and notes receivable, net		28,218	27,629
Prepaid expenses and inventories		5,817	5,062
Contributions receivable, net		30,945	39,171
Restricted deposits		94,862	92,352
Student loan receivables, net		13,401	13,623
Investments		1,782,506	1,704,343
Funds held in trust by others		66,681	67,867
Property, plant, and equipment, net		1,476,155	1,393,097
Total assets	$	3,538,243	3,366,023
Liabilities and Net Assets			
Accounts payable and accrued liabilities	$	101,819	99,019
Deferred revenues and student deposits		12,133	5,392
Long-term debt and capital leases		555,883	513,431
Post-employment benefit obligations		426,857	277,120
Other liabilities		67,152	64,763
Total liabilities		1,163,844	959,725
Unrestricted		1,319,205	1,358,232
Temporarily restricted		663,306	679,073
Permanently restricted		391,888	368,993
Total net assets		2,374,399	2,406,298
Total liabilities and net assets	$	3,538,243	3,366,023

See accompanying notes to consolidated financial statements.

UNIVERSITY OF DELAWARE

Consolidated Statement of Activities

Year ended June 30, 2015
(with summarized financial information for the year ended June 30, 2014)

(Dollars in thousands)

	2015				2014
	Unrestricted	Temporarily restricted	Permanently restricted	Total	Total
Operating revenues:					
Tuition and fees	$ 550,108	—	—	550,108	512,525
Less scholarships and fellowships	(143,804)	—	—	(143,804)	(131,010)
Net tuition and fees	406,304	—	—	406,304	381,515
Sales and services of auxiliary enterprises, net	128,117	—	—	128,117	121,734
Grants, contracts, and other exchange transactions	172,078	—	—	172,078	170,948
State operating appropriations	117,005	—	—	117,005	117,044
Contributions	24,547	7,185	—	31,732	28,873
Endowment distributions	48,143	2,009	—	50,152	48,187
Other investments income	11,343	47	—	11,390	6,357
Other revenue	36,664	—	—	36,664	33,450
Net assets released from restrictions	5,159	(5,159)	—	—	—
Total operating revenues	949,360	4,082	—	953,442	908,108
Operating expenses:					
Salaries and wages	416,815	—	—	416,815	408,053
Benefits	164,441	—	—	164,441	148,812
Supplies and general	207,858	—	—	207,858	193,912
Travel	26,080	—	—	26,080	23,965
Depreciation, amortization and loss on disposals	67,257	—	—	67,257	64,658
Interest	20,780	—	—	20,780	22,109
Total operating expenses	903,231	—	—	903,231	861,509
Change in net assets from operating activities	46,129	4,082	—	50,211	46,599
Nonoperating activities:					
Investment return in excess of endowment distributions	3,614	7,223	4,042	14,879	145,252
Contributions restricted for endowment and capital	—	(469)	7,231	6,762	24,127
State capital appropriations	3,251	—	—	3,251	7,244
Change in post-employment benefit obligations	(123,858)	—	—	(123,858)	1,873
Other, net	11,241	(6,007)	11,622	16,856	578
Net assets released from restrictions	20,596	(20,596)	—	—	—
Change in net assets	(39,027)	(15,767)	22,895	(31,899)	225,673
Net assets at beginning of year	1,358,232	679,073	368,993	2,406,298	2,180,625
Net assets at end of year	$ 1,319,205	663,306	391,888	2,374,399	2,406,298

See accompanying notes to consolidated financial statements.

UNIVERSITY OF DELAWARE

Consolidated Statement of Functional Expenses

Years ended June 30, 2015

(Dollars in thousands)

	2015									
	Instruction and departmental research	Sponsored research	Extension and public service	Academic support	Student services	General institutional support	Student aid	Auxiliary enterprises	Independent operations	Total
Operating expenses:										
Expenses:										
Salaries and wages	$ 216,878	64,148	25,152	34,440	15,504	48,789	3,421	8,433	50	416,815
Benefits	67,307	15,895	7,493	13,369	4,818	19,889	9	2,800	28	131,608
Post-employment benefits	21,933	3,348	1,406	2,175	708	2,777	—	485	1	32,833
Benefits	89,240	19,243	8,899	15,544	5,526	22,666	9	3,285	29	164,441
Supplies and general	50,204	40,802	12,505	8,729	8,456	24,970	330	71,860	2,176	220,032
Information processing	7	—	—	—	2,618	10,331	—	—	—	12,956
Scholarships, fellowships and awards	—	—	—	—	—	—	2,220	1	—	2,221
Internal service (credits) charges	(3,444)	(18)	(23)	(722)	(984)	(20,924)		(1,236)	—	(27,351)
Supplies and general	46,767	40,784	12,482	8,007	10,090	14,377	2,550	70,625	2,176	207,858
Travel	17,333	3,345	1,458	1,358	1,322	1,075	60	129	—	26,080
Depreciation and accretion	18,752	9,115	2,120	12,800	715	11,740	—	11,484	1,142	67,868
Loss on disposals	70	83	5	2	1	11	—	—	—	172
Amortization of bond discount (premium)	3	23	—	—	(67)	—	—	(742)	—	(783)
Depreciation, amortization and loss on disposals	18,825	9,221	2,125	12,802	649	11,751	—	10,742	1,142	67,257
Interest expense	3,198	435	6	217	172	326	—	16,426	—	20,780
Total operating expenses	$ 392,241	137,176	50,122	72,368	33,263	98,984	6,040	109,640	3,397	903,231

See accompanying notes to consolidated financial statements.

UNIVERSITY OF DELAWARE

Consolidated Statements of Cash Flows

Years ended June 30, 2015 and 2014

(Dollars in thousands)

	2015	2014
Cash flows from operating activities:		
Change in net assets	$ (31,899)	225,673
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation, amortization, and loss on disposals	67,966	65,315
Change in post-employment benefit obligations and other nonoperating activities	107,002	—
Net realized and unrealized gains	(58,071)	(178,876)
Gifts of equipment	(264)	(974)
State capital appropriations	(3,251)	(7,244)
Contributions restricted for endowment and capital	(6,762)	(19,727)
Endowment income restricted for reinvestment	(274)	(636)
Changes in operating assets and liabilities:		
Accounts and notes receivable, net	(589)	11,008
Prepaid expenses and inventories	(755)	(438)
Contributions receivable, net	1,690	(4,400)
Accounts payable and accrued liabilities	4,115	7,037
Deferred revenues and students deposits	6,741	(3,551)
Other liabilities	363	(1,717)
Post-employment benefit obligations	25,879	12,815
Net cash provided by operating activities	111,891	104,285
Cash flows from investing activities:		
Proceeds from sales and maturities of investments	1,165,998	1,702,888
Purchases of investments	(1,184,904)	(1,766,606)
Acquisitions of property, plant, and equipment	(134,084)	(129,281)
Disbursements of loans to students	(2,286)	(2,530)
Repayments of loans by students	2,508	2,193
Net cash used in investing activities	(152,768)	(193,336)
Cash flows from financing activities:		
Repayments of principal on long-term debt and capital leases	(15,476)	(11,638)
Net proceeds from issuance of long-term debt	58,701	—
State capital appropriations	3,251	7,244
Endowment income restricted for reinvestment	274	636
Contributions restricted for endowment and capital	13,298	19,727
Advances from federal government for student loans	118	144
Change in restricted deposits	(2,510)	54,100
Net cash provided by financing activities	57,656	70,213
Net increase (decrease) in cash and cash equivalents	16,779	(18,838)
Cash and cash equivalents, beginning of year	22,879	41,717
Cash and cash equivalents, end of year	$ 39,658	22,879
Supplemental disclosure of cash flow information:		
Interest paid	$ 22,074	22,159

See accompanying notes to consolidated financial statements.

(1) Summary of Significant Accounting Policies

(a) Description of Operations

The University of Delaware (the University), a privately chartered university with public support, is a Doctoral/Research Institution-Extensive, land-grant, sea-grant, space-grant, and urban-grant institution. The University, with origins in 1743, was chartered by the State of Delaware (the State) in 1833. A Women's College was opened in 1914, and in 1945, the University became permanently coeducational. The main campus is located in Newark, Delaware, a suburban community of 32,500, situated midway between Philadelphia and Baltimore. Courses are also offered at other locations throughout the State, including Wilmington, Lewes, Dover, Milford, and Georgetown.

The significant accounting principles and practices followed by the University are presented below to assist the reader in analyzing the consolidated financial statements and accompanying notes.

(b) Basis of Presentation and Consolidation

The consolidated financial statements include the accounts of the various academic and support divisions and other affiliated entities controlled by the University. All significant inter-entity activities and balances are eliminated for financial reporting purposes.

The consolidated statement of activities for the year ended June 30, 2015 is presented with certain summarized comparative information for the year ended June 30, 2014 in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with U.S. generally accepted accounting principles. Accordingly, such information should be read in conjunction with the University's consolidated financial statements for the year ended June 30, 2014 from which the summarized information was derived.

Net assets and revenue, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Restricted gifts, which may be expended only for the purpose indicated by the donor/grantor, are maintained in separate accounts in the University's system. Accordingly, net assets of the University and changes therein are classified and reported as follows:

- Unrestricted net assets – Net assets that are not subject to donor-imposed stipulations.
- Temporarily restricted net assets – Net assets subject to donor-imposed stipulations that may or will be met by actions of the University and/or the passage of time.
- Permanently restricted net assets – Net assets subject to donor-imposed stipulations that are maintained permanently by the University. Generally, the donors of these assets permit the University to use all of, or part of, the total investment return on related investments for general or specific purposes.

In addition to the three primary financial statements presented under U.S. GAAP for not-for-profit organizations, the statement of functional expenses presents expenses by natural classification within functional categories. Operation and maintenance of plant, depreciation and accretion expense, and disposals are allocated based on square footage. Post-employment and fringe benefit expenses are allocated based on salaries and wages. Interest expense and amortization of bond discount are allocated to the functional classification that benefited from the use of the proceeds of the debt. Operation and

maintenance of plant costs were approximately $57,083,000 and $58,713,000 and fund-raising costs were approximately $13,937,000 and $12,888,000 for the years ended June 30, 2015 and June 30, 2014, respectively.

Revenues are reported as increases in unrestricted net assets unless their use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets. Gains and losses on investments and other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law. Expirations of temporary restrictions on net assets (i.e., the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as net assets released from restrictions, which reflect reclassifications from temporarily restricted net assets to unrestricted net assets. Releases from restrictions are presented as either operating or nonoperating. Nonoperating releases represent utilization of capital gifts, and operating releases represent utilization of restricted gifts for program and operating purposes and pledge payments.

(c) Cash and Cash Equivalents

Cash equivalents include all highly liquid interest-bearing deposits and short-term investments with maturities of three months or less at time of purchase, excluding amounts held for long-term investments as disclosed in note 4.

(d) Contributions

Contributions, including unconditional promises to give, are recognized as revenue in the period received. Unconditional promises to give are recognized initially at fair value giving consideration to anticipated future cash receipts and discounting such amounts at a risk-adjusted rate. These inputs to the fair value estimate are considered Level 3 in the fair value hierarchy. Amortization of the discount is included in contributions revenue. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met. Contributions of assets other than cash are recorded at their estimated fair value.

Allowance is made, if necessary, for uncollectible contributions receivable based upon management's judgment and analysis of the creditworthiness of the donors, past collection experience, and other relevant factors.

Contributions received with donor-imposed restrictions that are met in the same year as received are reported as revenue in unrestricted net assets. Income and realized and unrealized net gains on investments of donor-restricted endowment and similar funds are reported as follows:

- as increases in permanently restricted net assets if the terms of the gift or the University's interpretation of relevant state law require that they be added to the principal of a permanent endowment fund.
- as increases in temporarily restricted net assets if the terms of the gift impose restrictions on the use of the income or the income is not available to be used until appropriated by the University under state law.

(e) Tuition and Fees and Student Financial Aid

Tuition and fees are recorded as revenue during the year the related academic services are rendered. Tuition and fees received in advance of services are recorded as deferred revenue and student deposits. The University provides financial aid to eligible students, generally in an "aid package" that includes loans, compensation under work-study programs, and/or grant and scholarship awards. The loans are provided primarily through programs of the U.S. government (including direct and guaranteed loan programs) under which the University is responsible only for certain administrative duties. The grants and scholarships include awards provided from gifts and grants from private donors, income earned on endowment funds restricted for student aid, and University funds.

(f) Auxiliary Enterprises

The operation of auxiliaries is supplementary to the primary educational function of the University. Revenue of auxiliary enterprises, which is recognized as services are rendered, provide for debt service, and renewal and replacement of equipment. Auxiliary operations primarily include the residence and dining halls, the bookstore, and student health services.

(g) Grants and Contracts

Revenue under grants and contracts with sponsors is recognized as expenditures are incurred. This revenue includes recoveries of facilities and administrative costs, which are generally determined as a negotiated or agreed-upon percentage of direct costs, with certain exclusions.

(h) Restricted Deposits

Restricted deposits as of June 30, 2015 and 2014 consisted of the following (in thousands):

		2015	2014
Unexpended bond proceeds	$	70,778	69,952
Debt service reserve funds		19,512	18,689
Other deposits		4,572	3,711
	$	94,862	92,352

Unexpended bond proceeds represent the amount of unspent bond proceeds that remain on deposit with the trustee. Under terms of the trust agreement, proceeds are not released to the University until expenditures related to the specific purpose of the bond indenture have occurred. These amounts are generally invested in cash equivalents and short-term U.S. government or commercial securities with maturities that support the anticipated cash flow of the underlying construction projects.

Debt service reserve funds are also held with the trustee. The University transfers funds to the trustee in accordance with bond covenant agreements to meet future bond payments. These funds remain on deposit until scheduled interest payments and scheduled or optional redemption principal payments are made, as disclosed in note 9. These funds are generally invested in cash equivalents.

Other deposits are under the control of the University but are restricted in their use and include funds held for federal loan programs or for the benefit of or under regulations promulgated by the federal government. These funds are generally invested in cash equivalents.

(i) Investments

Investments are stated at fair value or estimated fair value, using net asset value as a practical expedient, as described in notes 4 and 5.

(j) Property, Plant, and Equipment

Property, plant, and equipment are stated at cost, if purchased or at estimated fair value at the date of gift, if donated, less accumulated depreciation and amortization. Depreciation is computed using the straight-line method over the estimated useful lives of the assets. Land, including land deeded by the Board of Trustees of Delaware College to the State in the early 1900s and thereafter used by the University is not depreciated. Costs of major renovations to buildings are capitalized. Costs of equipment in excess of $5,000 with a useful life expectancy of more than one year are also capitalized. Repairs and maintenance costs are expensed as incurred. Costs relating to retirement, disposal, or abandonment of assets where the University had a legal obligation to perform activities are accrued using site-specific information.

Interest on borrowings is capitalized from the date of the borrowing until the specified qualifying assets acquired with those borrowings are ready for their intended use or the borrowing is retired, whichever occurs first. Capitalized interest is amortized over the useful life of the qualifying asset.

(k) Nonoperating Activities

Nonoperating activities include investment gains, net of endowment distributions for operations; contributions and appropriations for endowment and plant purposes; the operations of subsidiaries ancillary to the University's mission; changes in post-employment benefit and asset retirement obligations; and nonrecurring or unusual transactions.

(l) Income Taxes

The University has been recognized by the Internal Revenue Service (IRS) as exempt from federal income tax under Section 501(c)(3) of the U.S. Internal Revenue Code, except for taxes on income from activities unrelated to its exempt purpose. Accordingly, no provisions for income taxes have been made in the accompanying consolidated financial statements. U.S. GAAP requires management to evaluate tax positions taken by the University and recognize a tax liability (or asset) if the University has taken an uncertain tax position that more likely than not would not be sustained upon examination by the IRS. Management has analyzed the tax positions taken by the University, and has concluded that as of June 30, 2015 and 2014, there are no uncertain positions. The University is subject to routine audits by taxing jurisdictions; however, there are currently no audits for any tax periods in progress.

(m) Estimates

The preparation of consolidated financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the consolidated financial

statements. Estimates also affect the reported amount of revenue and expenses during the reporting period. The University's most significant estimates include the fair value of investments, allowances for uncollectible accounts and contributions receivable, and the actuarial assumptions used to determine post-employment benefit obligations. Actual results could differ from these estimates.

(n) Refundable Advances from the U.S. Government

Student loan programs provided primarily by the U.S. government under the Federal Perkins and Nursing Student Loan program are loaned to qualified students, administered by the University, and may be reloaned after collections. These funds, which are ultimately refundable to the government and are included in other liabilities, aggregated $15,356,000 and $15,238,000 as of June 30, 2015 and 2014, respectively.

(o) Derivative Financial Instruments

The University uses interest rate swap agreements to manage interest rate risk associated with certain variable rate debt or to adjust its debt structure. Derivative financial instruments are measured at fair value and recognized in the balance sheet as assets or liabilities, with changes in fair value recognized in the consolidated statement of activities.

(p) Impact of Recent Accounting Pronouncements

In May 2015, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update No. 2015-07 (ASU 2015-07), *Disclosures for Investments in Certain Entities that Calculate Net Asset Value per share (or its Equivalent)*. ASU 2015-07 removes the requirement to categorize within the fair value hierarchy all investments for which fair value is measured using the net asset value (NAV) per share as a practical expedient. It also removes the requirement to make certain disclosures for all investments valued using NAV as a practical expedient. The University has elected to early adopt ASU 2015-07 as permitted, and the presentation in note 5 has been applied retrospectively.

(2) Subsidiary Operations

In December 2008, 1743 Holdings, LLC was created as a wholly owned subsidiary of the University for the purpose of purchasing and managing a 272-acre site, which is contiguous to the University's 968-acre Newark campus. That property was acquired during fiscal 2010 for a purchase price of $24,250,000 and is known as the Science, Technology and Advanced Research (STAR) campus.

In October 2009, Blue Hen Wind, Inc. was created as a wholly owned, for-profit, subsidiary of the University. Simultaneously, Blue Hen Wind, Inc. entered into a Limited Liability Company Agreement with Gamesa Technology Corporation, Inc. and formed First State Marine Wind, LLC for the purpose of constructing and operating a wind turbine adjacent to the University's Hugh R. Sharp campus in Lewes. At inception, Blue Hen Wind, Inc. had a 49% ownership interest in First State Marine Wind, LLC. Blue Hen Wind, Inc.'s ownership interest has subsequently increased to approximately 98% at June 30, 2015.

The University is the sole owner of Blue Hen Hotel, LLC, and therefore, the operations of Blue Hen Hotel, LLC are consolidated into the University's financial statements. A hotel management company manages the hotel under a management contract that provides for a management fee of 3% of gross operating revenues of the LLC.

(3) Contributions Receivable

Contributions receivable at June 30, 2015 and 2014 are summarized as follows (in thousands):

		2015	2014
Unconditional promises expected to be collected in:			
Less than one year	$	13,443	10,950
One year to five years		17,502	28,221
	$	30,945	39,171

The unamortized discount for contributions to be received after one year amounted to $715,000 and $1,307,000 in 2015 and 2014, respectively. Contributions to be received after one year are discounted at discount rates ranging from 1.5% to 3.4% for the years ended June 30, 2015 and 2014, respectively.

(4) Investments

Investments are recorded at fair value, or estimated fair value as a practical expedient, as described in note 5. The market value by investment class at June 30, 2015 and 2014 was as follows (in thousands):

		2015	2014
Money market and other liquid funds	$	50,652	46,606
U.S. government obligations		110,237	87,908
Corporate obligations		231,125	231,113
Stock and convertible securities		383,341	362,858
International equity investments		3,281	3,342
Limited partnerships and LLCs		998,971	965,744
Real estate investment trust		—	1,242
Other		4,899	5,530
Total	$	1,782,506	1,704,343

Included in the investments table above are $8,965,000 and $9,206,000 of annuity and life income funds, at June 30, 2015 and 2014, respectively.

The asset allocation of the University's investments involves exposure to a diverse set of markets. The investments within these markets involve various risks such as interest rate, market, sovereign, and credit risks. The University anticipates that the value of its investments may, from time to time, fluctuate substantially as a result of these risks.

Net Asset Value, as a Practical Expedient for Fair Value

The following table presents the attributes of the University's alternative investments, which are stated at net asset value as a practical expedient for fair value, as reported by the funds (in thousands):

	2015	2014	Estimated remaining lives	2015 Unfunded commitments [1]	Redemption frequency	Redemption notice frequency
Real estate investment trust	$ —	1,242		$ —	Quarterly	15 days
Limited partnerships and LLCs:						
U.S. corporate debt funds	74,394	72,585		—	Monthly	45 days
International equity funds	305,652	310,947		—	Monthly	10 days
Multi-strategy hedge funds	78,704	193,676		—	Annually	100 days
Long-short hedge funds	222,357	79,918		—	Annually	90 days
Private equity	55,535	47,106	1–8 years	14,220	Not eligible	N/A
Venture capital	60,909	48,947	2–8 years	6,963	Not eligible	N/A
Hybrid fund of funds	36,131	46,939	1–7 years	13,142	Not eligible	N/A
Distressed securities	14,737	17,508	1–5 years	6,376	Not eligible	N/A
Real estate	59,957	61,314	1–11 years	26,344	Not eligible	N/A
Natural resources	33,881	38,551	2–15 years	9,326	Not eligible	N/A
Oil and gas	56,714	48,253	1–11 years	48,512	Not eligible	N/A
	998,971	965,744		124,883		
	$ 998,971	966,986		$ 124,883		

[1] Unfunded commitments at June 30, 2015 exclude $70,000 of commitments that have not completed the first capital call.

(a) Real Estate Investment Trust

This category is an investment in a common trust fund that invests primarily in securities of entities with activities in or related to the development, operation, and/or ownership of real estate, including real estate investment trusts. The fund may also invest in real estate service companies and non-U.S. companies.

(b) U.S. Corporate Debt Funds and International Equity Funds

These categories are investments in commingled funds that invest primarily in public debt and equity securities.

(c) Multi-Strategy Hedge Funds

This category includes investments in hedge funds that pursue multiple strategies to diversify risks and reduce volatility. The hedge funds that make up these funds invest in a variety of marketable securities, including stocks, bonds, credit-oriented securities, and arbitrage investments. The managers have the ability to shift investments between strategies and between net long and net short positions.

(d) Long-Short Hedge Funds

This category includes investments, both long and short, in U.S. and non-U.S. stocks, and other marketable assets.

All of the following University partnerships and Limited Liability Corporations, items (e), (f), and (g), receive distributions through the liquidation of the underlying assets of the funds. These investments can never be redeemed. Distributions from each fund will be received as the underlying investments of the funds are liquidated.

The University is obligated, under certain limited partnership agreements, to make additional capital contributions up to contractual levels (unfunded commitments). The timing and amounts of the contributions will be determined by the general partner of the respective limited partnership.

(e) Private Equity, Venture Capital, Hybrid Fund of Funds, and Distressed Securities

These categories include illiquid investments in buyout, mezzanine, venture capital, growth equity, and distressed debt held in commingled limited partnership funds.

(f) Real Estate

This category includes illiquid investments in residential and commercial real estate assets, projects, or land held in commingled limited partnership funds.

(g) Natural Resources and Oil and Gas

These categories include illiquid assets in timber, oil and gas production, mining, energy, and related businesses held in commingled limited partnership funds.

Investment return for fiscal 2015 and 2014 was as follows (in thousands):

		2015	2014
Dividend and interest income	$	22,184	12,885
Net realized and unrealized gains		58,071	190,844
External investment management fees and expenses		(3,834)	(4,007)
Investment return	$	76,421	199,722

Investment return is classified on the consolidated statement of activities as follows (in thousands):

		2015	2014
Other investments income	$	11,390	6,357
Endowment distributions		50,152	48,187
Investment return in excess of endowment distributions		14,879	145,133
Sales and services of auxiliary enterprises, net		—	45
Investment return	$	76,421	199,722

(5) Fair Value Measurements

Fair value is the price that would be received to sell an asset or paid to transfer a liability (exit price) in the principal or most advantageous market in an orderly transaction between participants at the measurement date and establishes a framework for measuring fair value.

The three levels of the fair value hierarchy are defined as follows:

Level 1: Quoted prices in active markets for identical assets or liabilities.

Level 2: Observable inputs other than Level 1 prices such as quoted prices for similar assets and liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities.

Level 3: Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities. Level 3 assets and liabilities include financial instruments whose value is determined using pricing models, discounted cash flow methodologies, or similar techniques, as well as instruments for which the determination of fair value requires significant management judgment or estimation.

A financial instrument's categorization within the valuation hierarchy is based upon the lowest level of input that is significant to the fair value measurement.

The carrying amount of cash and cash equivalents, accounts receivable, accounts payable, and accrued liabilities approximate fair value because of the short-term maturity of these financial instruments. The University measures its investments, liabilities related to annuity and life-income funds, interest rate swaps related to its debt, and contributions receivable at inception at fair value in accordance with other accounting pronouncements. Additionally, the University discloses the fair value of its outstanding debt. The valuation methodology for each of these items is described below:

(a) Investments

Investments are recorded at fair value as described above. Additional considerations used to categorize investments include:

Money market and other liquid funds, certain U.S. government obligations, stock and convertible securities, and international investments held directly by the University are classified as Level 1 since quoted prices in active markets are available. Corporate obligations and certain U.S. government obligations are classified as Level 2 as they are not traded in an active market but are valued using third-party vendor pricing services by custodian banks, for similar securities. Certain stock and convertible securities and international investments are classified as Level 2 because the underlying investments are held in Annuity and Life Income Funds in (b) below.

Valuations for limited partnerships, LLC, and inflation sensitive assets are based on net asset value or the equivalent, as reported by investment managers, as a practical expedient to estimate fair value without further adjustment. If the manager's reporting date is for a date prior to June 30, the University adjusts the net asset value for any capital contributions or distributions during the period from the investment manager measurement date to June 30.

Investments measured at net asset value, as a practical expedient for fair value, include the University's interests in limited partnerships and LLCs, are reported by investment managers, unless it is probable that all or a portion of the investment will be sold for an amount different from net asset value. As of June 30, 2015, the University had no plans or intentions to sell investments at amounts different from net asset value. The estimated fair values are reported by the general partners or fund managers and are reviewed and evaluated by the University. These estimated fair values may differ from the values that would have been used had a ready market existed for these investments and the differences could be significant.

Other investment classes classified as Level 2 consist primarily of municipal obligations held in commingled funds, while those classified as Level 3 consist primarily of collateralized mortgage obligations and restricted real estate.

(b) Annuity and Life Income Funds

The annuity and life income funds asset represents the fair value of assets held in charitable gift annuities, charitable remainder annuity trusts, and charitable remainder unitrusts. These assets consist primarily of corporate obligations, stock and convertible securities, and international investments and have been classified as Level 2 using the same methodology described above for similar types of underlying assets.

The annuity and life income funds payable represents the present value of future annuity payments due under these agreements, as calculated for each annuity using discount rates and actuarial assumptions consistent with American Counsel of Gift Annuities standards. These liabilities have been classified as Level 3 as the fair value is determined based upon a discounted cash flow methodology, which required significant judgment and estimation.

(c) Funds Held in Trust by Others

Funds held in trust by others represent amounts held by third parties where the University receives an income stream in perpetuity, but the assets are required to be held by a trustee. The University does not own the underlying assets, but rather has a beneficial interest in the trust. These trusts are invested in a combination of readily marketable assets, limited partnerships and land and have been classified as Level 3 since the University will never be able to redeem these assets.

(d) Debt Interest Rate Swap Agreements

The fair value of the University's debt is presented in note 9. The fair value of variable rate long-term debt approximates the carrying value because these financial instruments bear interest rates, which approximate current market rates for loans with similar maturities and credit quality. The fair value of the University's fixed rate long-term debt is based upon a discounted cash flow model.

The fair value of the University's interest rate swaps is based on a third-party valuation independent of the counterparty. Although a number of observable inputs are utilized in determining the fair value of its swaps, the University has classified this liability as Level 3 as the fair value was determined using a pricing model involving significant judgment and estimation.

The following tables present the University's fair value hierarchy for financial instruments that are measured at fair value on a recurring basis as shown on the June 30, 2015 and 2014 consolidated balance sheets (in thousands):

	June 30, 2015			
	Fair value	**Level 1**	**Level 2**	**Level 3**
Financial assets:				
Investments:				
Money market and other liquid funds	$ 50,652	50,246	406	—
U.S. government obligations:				
Mortgage-backed securities	51,644	5,007	46,637	—
Treasury obligations	27,259	23,698	3,561	—
Other	31,334	6,910	24,424	—
	110,237	35,615	74,622	—
Corporate obligations	231,125	—	231,125	—
Stock and convertible securities	383,341	380,607	2,734	—
International investments	3,281	54	3,227	—
Other	4,899	1,061	647	3,191
Investments measured at net asset value[1]	998,971	—	—	—
	1,782,506	467,583	312,761	3,191
Funds held in trust by others	66,681	—	—	66,681
Total	$ 1,849,187	467,583	312,761	69,872
Financial liabilities:				
Annuity and life income funds payable	$ 4,521	—	—	4,521
Interest rate swaps	26,805	—	—	26,805
Total	$ 31,326	—	—	31,326

[1] Investments in limited partnerships and LLCs that are measured at fair value using the net asset value per share (or its equivalent) practical expedient have not been categorized in the fair value hierarchy. The fair value amounts presented in this table are intended to permit reconciliation of the fair value hierarchy to the amounts presented in the consolidated balance sheet. See note 4 for detail of investments measured at net asset value.

	June 30, 2014			
	Fair value	**Level 1**	**Level 2**	**Level 3**
Financial assets:				
Investments:				
Money market and other liquid funds	$ 46,606	46,263	343	—
U.S. government obligations:				
Mortgage-backed securities	50,213	5,411	44,802	—
Treasury obligations	30,159	26,674	3,485	—
Other	7,536	6,536	1,000	—
	87,908	38,621	49,287	—
Corporate obligations	231,113	—	231,113	—
Stock and convertible securities	362,858	135,479	227,379	—
International investments	3,342	55	3,287	—
Other	5,530	—	1,692	3,838
Investments measured at net asset value[1]	966,986	—	—	—
	1,704,343	220,418	513,101	3,838
Funds held in trust by others	67,867	—	—	67,867
Total	$ 1,772,210	220,418	513,101	71,705
Financial liabilities:				
Annuity and life income funds payable	$ 4,625	—	—	4,625
Interest rate swaps	24,359	—	—	24,359
Total	$ 28,984	—	—	28,984

[1] Investments in limited partnerships and LLCs and in a real estate investment trust that are measured at fair value using the net asset value per share (or its equivalent) practical expedient have not been categorized in the fair value hierarchy. The fair value amounts presented in this table are intended to permit reconciliation of the fair value hierarchy to the amounts presented in the consolidated balance sheet. See note 4 for detail of investments measured at net asset value.

The following tables present a reconciliation of the consolidated balance sheet amounts for financial instruments measured at fair value on a recurring basis using significant unobservable inputs (Level 3) for the years ended June 30, 2015 and 2014 (in thousands):

		Funds held in trust by others	Other	Total
Financial assets:				
Balance at June 30, 2013	$	60,653	4,767	65,420
Net realized and unrealized gains		10,197	—	10,197
Purchases		24,148	212	24,360
Sales		(27,131)	(1,141)	(28,272)
Total at June 30, 2014		67,867	3,838	71,705
Net realized and unrealized gains		743	—	743
Purchases		19,340	119	19,459
Sales		(21,269)	(766)	(22,035)
Total at June 30, 2015	$	66,681	3,191	69,872
Change in unrealized losses related to financial instruments still held at June 30, 2015	$	(2,385)	—	(2,385)

		Interest rate swaps	Annuity and life income funds payable	Total
Financial assets:				
Balance at June 30, 2013	$	24,478	4,986	29,464
Net realized and unrealized gains		(119)	(222)	(341)
Accretion		—	126	126
Distributions		—	(265)	(265)
Total at June 30, 2014		24,359	4,625	28,984
Net realized and unrealized losses		2,446	10	2,456
Accretion		—	157	157
Distributions		—	(271)	(271)
Total at June 30, 2015	$	26,805	4,521	31,326
Change in unrealized losses related to financial instruments still held at June 30, 2015	$	2,446	—	2,446

Transfers between leveled assets are based upon beginning of year value of the asset. During the years ended June 30, 2015 and 2014, there were no transfers between levels.

(6) Annuity and Life-Income Funds

The University held $8,965,000 and $9,206,000 in investments related to annuity and life-income funds as of June 30, 2015 and 2014, respectively. A related liability of $4,521,000 and $4,625,000 as of June 30, 2015 and 2014, respectively, represents the present value of future annuity payments due under these agreements, and was calculated for each annuity using discount rates and actuarial assumptions consistent with the terms of the gift.

The University is required by the laws of certain states to maintain reserves against charitable gift annuities. Such reserves amounted to $2,330,000 and $2,302,000 as of June 30, 2015 and 2014, respectively.

(7) Property, Plant, and Equipment

Property, plant, and equipment as of June 30, 2015 and 2014 consisted of the following (in thousands):

	2015	2014	Range of useful lives (years)
Land	$ 54,366	53,703	n/a
Land improvements	65,743	65,086	15
Buildings	1,634,896	1,578,359	40
Equipment, furnishings, and library	484,385	458,914	2–20
Capital leasehold	44,910	46,525	29.5–40
Collections and works of art	8,756	8,756	n/a
Construction in progress	130,957	63,992	n/a
	2,424,013	2,275,335	
Less accumulated depreciation	(947,858)	(882,238)	
	$ 1,476,155	1,393,097	

At June 30, 2015, the University had outstanding contractual commitments of $43,722,000 for building and renovation projects.

(8) Asset Retirement Obligations

The University has asset retirement obligations arising from regulatory requirements to perform certain asset retirement activities. When an asset retirement obligation is identified, the University records the fair value of the obligation as a liability. The liability is accreted to its present value and accretion expense is recognized. The corresponding asset retirement costs are capitalized as part of the carrying amount of the related long-lived asset and depreciated over the period of expected remediation.

The University had asset retirement obligations of $20,472,000 and $20,541,000 as of June 30, 2015 and 2014, respectively. The following table reconciles the obligation as of June 30, 2015 and 2014 (in thousands):

		2015	2014
Balance at beginning of year	$	20,541	22,112
Additional obligations incurred		7	22
Obligations settled in current period		(380)	(732)
Changes in estimates, including timing		(262)	(1,422)
Accretion expense		566	561
Balance at end of year	$	20,472	20,541

(9) Long-Term Debt and Capital Leases

Indebtedness at June 30, 2015 and 2014 consisted of the following (in thousands):

	Fiscal year of maturity	Interest rate(s)%		Outstanding principal 2015	Outstanding principal 2014
Variable-rate debt:					
Series 2004B	2035	3	$	32,185	32,185
Series 2005	2036	4		32,925	32,925
Series 2013C	2038	4		57,475	57,475
Blue Hen Hotel LLC Bonds	2028	6		7,925	8,325
Variable-rate debt				130,510	130,910
Fixed-rate bonds:					
Series 2009B	2027	2.0–4.0		37,435	43,495
Series 2010A Taxable	2041	4		119,580	119,580
Series 2010B	2020	0.65–3.796		11,080	11,080
Series 2013A	2034	3.0–5.0		85,605	91,385
	2044	5.0		27,825	27,825
Series 2013B Taxable	2027	0.488–2.997		8,765	9,430
	2034	4		6,770	6,770
	2044	4		13,555	13,555
Series 2015	2036	4.0–5.0		25,060	—
	2041	5		11,385	—
	2046	5		14,625	—
Fixed-rate debt				361,685	323,120
Capital leases				34,553	35,771
Line of credit				—	1,352
				526,748	491,153
Premium on long-term debt, net				29,135	22,278
Long-term debt and capital leases			$	555,883	513,431

The bonds in the preceding table were primarily issued to finance capital projects associated with auxiliary services and are secured by a pledge of gross revenue received by the University from the operations of all project facilities including housing, dining, parking, and other revenue producing facilities and mandatory student fees.

The 2004B and 2005 bonds initially bear interest at a daily rate and can be converted to bear interest at a weekly, flexible, term, or fixed rate to maturity.

The Series 2010A Taxable Revenue Bonds are Build America bonds and the University receives payments from the U.S. Treasury equal to 35% of the corresponding interest payable on the bonds (the Subsidy Payments). For the year ended June 30, 2015, the University received Subsidy Payments of $2,283,000, which are included in other revenue. The bonds are subject to mandatory redemption from November 1, 2028 through November 1, 2040, but are subject to optional redemption and tender for purchase prior to maturity.

The 2013C bonds have a mandatory remarketing date of May 1, 2016, at which time the bonds can be converted to bear interest at a daily, weekly, flexible, or fixed rate to maturity.

The Blue Hen Hotel, LLC bonds, which are guaranteed by the University, will initially bear interest at a weekly rate (0.35% at June 30, 2015) and can be converted to bear interest at a daily, flexible, term, or fixed rate to maturity.

The University's debt agreements require that the University meet certain financial and other covenants. The University was in compliance with these covenants at June 30, 2015 and 2014.

The carrying amount of variable rate long-term debt approximates fair value because these financial instruments bear interest at rates that approximate current market rates for loans with similar maturities and credit quality. The fair value of fixed and variable rate revenue bonds (par amount of $484,270,000) approximates $532,915,000. Such amount has been estimated by discounting the future cash outflows associated with such debt by current market rates for loans with similar maturities and credit quality.

The University has obligations under capital leases with annual lease payments ranging from $900,000 to $1,998,000. As of June 30, 2015, the gross amount of assets and accumulated depreciation thereon accounted for as capital leases amounted to $44,910,000 and $6,772,000, respectively.

The aggregate amount of principal payments on the University's long-term debt and capital leases are due as follows (in thousands):

2016	$	14,262
2017		14,791
2018		15,991
2019		13,173
2020		11,405
Thereafter		457,126
	$	526,748

The University has Standby Bond Purchase Agreements (SBPA) for the Series 2004B and 2005 variable rate demand bonds to provide liquidity for the purchase of the bonds should the remarketing agent be unable to sell the bonds on the open market. The SBPAs provide for the banks to purchase any outstanding bonds not remarketed for a period of up to 90 days at variable interest rates as defined in the SBPAs. The SBPAs for the Series 2004B and 2005 bonds expire on April 5, 2018 and May 31, 2016, respectively. An SBPA also exists for the Blue Hen Hotel LLC bonds and expires on December 31, 2016.

(10) Interest Rate Swap Agreements

The University has interest rate swap agreements for notional amounts of approximately $135,635,000 as of June 30, 2015 (in thousands):

	Balance sheet location	Location of gain (loss)	Fair value 2015	Fair value 2014	Amount of gain (loss) 2015	Amount of gain (loss) 2014
Interest rate swap agreements	Other liabilities	Other, net	$ 26,805	24,359	(2,446)	119

A portion of the total interest rate swap liabilities reported on the consolidated balance sheet, $25,042,000 at June 30, 2015, contains provisions that require the University's debt and the counterparty to maintain an investment grade credit rating from one or both of the major credit rating agencies. A downgrade of the University or the counterparty's rating may require that party to provide collateralization above a predetermined threshold on all rate swaps in net liability positions. To date, the University has not posted collateral.

(11) Employee Benefit Plans

(a) University Pension Plans – Defined Contribution

The University's 403(b) Retirement Annuity Program is available to substantially all faculty and professional employees. The University's contribution for this program is fixed at 11% of annual base salary for eligible employees who contribute a minimum of four percent of their annual salary. The policy of the University is to pay its share of the cost accrued in connection with the University Retirement Annuity Program. As a result, there are no unfunded benefits. Pension plan expense for the University's 403(b) Retirement Annuity Program was $28,751,000 in 2015 and $28,085,000 in 2014.

In addition, the University also offers two additional voluntary retirement benefit plans:

The Voluntary 403(b) Retirement Plan is available to all eligible full-time and part-time employees who wish to make additional contributions to their retirement savings. Participation is voluntary and does not require a minimum contribution. The University makes no contributions to this plan, incurs no expense for the operation of this plan and has no unfunded liability.

The Voluntary 457(b) Deferred Compensation Plan is available to all eligible full-time and part-time employees who are already making the maximum allowable contribution to the

Voluntary 403(b) Retirement Plan and wish to make additional contributions to their retirement savings. The University makes no contributions to this plan, incurs no expense for the operation of this plan and has no unfunded liability.

(b) Faculty Retirement

Faculty members subject to the collective bargaining agreement who qualify for retirement can elect certain additional benefits upon notice of retirement from the University. These benefits include a combination of retirement leave or phased retirement, and a lump-sum payment based upon years of service and salary level, and are funded by the University on a pay-as-you-go basis.

For the years ended June 30, 2015 and 2014, the University recognized expense related to this plan of $8,281,000 and $1,811,000, respectively. The University's estimated unfunded obligation related to this plan is $83,637,000 and is included in post-employment benefit obligations on the consolidated balance sheet as of June 30, 2015. A change in unfunded post-employment benefit obligations of $76,517,000 was recognized in fiscal 2015 within nonoperating activities.

The benefit obligation was determined using a discount rate of 4.70%, and a rate of compensation increase of 2.00%. As of June 30, 2015, the University's expected future benefit payments for fiscal years 2016 through 2020 are $7,773,000, $8,664,000, $8,169,000, $8,155,000, and $8,416,000 respectively.

(c) Post-employment

The University also provides post-employment benefits primarily for medical insurance to retired employees who are not eligible under the State Plan, as described below. The University recognizes the funded status (i.e., the difference between the fair value of plan assets and the accumulated post-employment benefit obligation) of its post-employment benefit plan in the consolidated balance sheets. Also, the University measures the fair value of plan assets and benefit obligations as of the date of the fiscal year-end consolidated balance sheets. As of June 30, 2015, the University has not funded these benefits.

Net periodic post-employment benefit cost for 2015 and 2014 includes the following components (in thousands):

		2015	2014
Service cost	$	10,353	7,674
Interest cost		13,292	11,882
Amortization of unrecognized loss		906	—
Net periodic post-employment benefit cost	$	24,551	19,556

The accumulated post-employment benefit obligation recognized in the consolidated balance sheets at June 30, 2015 and 2014 is as follows (in thousands):

		2015	2014
Accrued post-employment liability	$	263,210	244,450
Unrecognized net loss		80,010	32,670
Accumulated post-employment benefit obligation	$	343,220	277,120

Changes in the accumulated post-employment plan benefit obligation and funding status for 2015 and 2014 are as follows (in thousands):

		2015	2014
Benefit obligation at beginning of year	$	277,120	264,738
Service cost		10,353	7,674
Interest cost		13,292	11,882
Amortization of unrecognized loss		906	—
Actuarial loss (gain)		47,340	(1,873)
Disbursements		(5,791)	(5,301)
Benefit obligation at end of year		343,220	277,120
Fair value of plan assets at beginning of year		—	—
Employer contributions		5,791	5,301
Benefits paid		(5,791)	(5,301)
Fair value of plan assets at end of year		—	—
Funded status at end of year - liability included in other post-employment benefit obligations on the consolidated balance sheets	$	343,220	277,120

The University expects to contribute $7,739,000 to the plan for the year ending June 30, 2016.

The accumulated post-employment benefit obligation was determined using a discount rate of 4.95% and 4.70% in 2015 and 2014, respectively. The healthcare cost trend rates used reflect the differences between pre-65 and post-65 claims were 7.00% and 7.50%, respectively, in 2015, and 7.20% and 6.00%, respectively, in 2014. This rate gradually decreases to 5.00% by the year 2022 for pre-65 and by the year 2023 for post-65 claims.

The effect of federal subsidies enacted by the Medicare Prescription Drug Improvement and Modernization Act of 2003 has been reflected in the measurement of the accumulated post-employment benefit obligation or net periodic post-employment benefit cost.

In October 2014, the Society of Actuaries released new data regarding observed mortality rate improvements since 2000 (the RP-2014 Mortality Tables and the MP-2014 Mortality Improvement Scale). The updated

mortality tables were adopted as of June 30, 2015. Implementation of the new mortality tables increased the projected benefit obligation of the plan by $50,345,000.

The impact of a one-percentage-point change in the assumed healthcare cost trend rate, while holding all other assumptions constant, would be as follows (in thousands):

	Increase	Decrease
Effect on service cost and interest cost components of net periodic post-employment benefit cost	$ 5,748	(4,361)
Effect on benefit obligation as of June 30, 2015	74,064	(57,089)

At June 30, 2015, the University's expected future benefit payments for future service are as follows (in thousands):

Year ending June 30:	
2016	$ 7,739
2017	8,593
2018	9,521
2019	10,397
2020	11,360
2021 through 2025	73,211

(d) Participation in State Retirement Plans

Salaried and hourly staff employees participate in the Delaware State Employees' Pension Plan (the State Plan), a cost sharing defined-benefit plan. The State Plan (established in 1970), is one of nine plans encompassed within the Delaware Public Employees' Retirement System (http://www.delawarepensions.com/FinancialReports/AnnualFinancialReports.shtml). Under the state pension statute, a mandatory pretax contribution of five percent of salary (or three percent if pension-creditable service began prior to January 1, 2012) in excess of $6,000 per year plus five percent of salary in excess of the social security wage base is required, by the employee (pension). In addition to these retirement benefits, salaried and hourly staff employees also receive post-employment healthcare benefits through the State Plan, which are funded by the State on a pay-as-you-go basis (OPEB).

The University is required to pay its share of the annual premium accrued in connection with the State Plan (inclusive of Pension and OPEB), which is based upon a percentage of covered payroll. The percentage of covered payroll was 20.66% in 2015 and 21.02% in 2014. Expense recognized for the State Plan was $11,999,000 and $12,060,000 in 2015 and 2014, respectively.

The State Plan for Pension financial statements and actuarial reports for June 30, 2014 (most recent available) indicate the following:

- The University has 1,348 active participants in the State Plan for Pension. The State Plan for Pension, in total, has 64,207 participants, 35,825 of which are active participants.

- The University's contribution to the State Plan for pension in fiscal year June 30, 2014 of $5,578,000 was approximately 3.19% of the $174,863,000 total annual required plan employer contributions to the plan.
- At June 30, 2014, the State Plan for Pension had a 92.3% funded ratio of the actuarial accrued liability.
- The funding objective of the State Plan for Pension is to establish contribution rates that, over time, will remain level as a percent of payroll. The contribution rate was developed to provide for current cost (i.e., normal cost expressed as a level percent of payroll) plus level percent of payroll amortizations of each layer of the unfunded liability over a specified period. The participant organizations to the State Plan for Pension have consistently funded the full amounts required based on the actuarial valuations and specific statutory provisions.

As disclosed in the State of Delaware's Consolidated Annual Financial Report for the year ended June 30, 2014 (most recent available), the State Plan for OPEB as of June 30, 2014 indicated the State had an unfunded actuarial accrued liability of $5,656,000,000. The University's contribution to the State Plan for OPEB in fiscal year June 30, 2014 of $5,743,000 was approximately 2.8% of the $203,900,000 total annual required employer contributions to the plan.

(e) Participation in Other State Benefits

The University maintains health insurance benefits for its employee base through the State of Delaware. Premiums are established annually by the State, based upon employee elections for coverages. The University remits premiums monthly to the State. Depending on the plan selected by the employee, premiums are funded 86.75% to 96.00% by the University and 4.00% to 13.25% by employee contributions. Medical insurance expense for 2015 and 2014 was $45,783,000 and $45,005,000, respectively.

(12) Net Assets

Temporarily restricted net assets include the following at June 30, 2015 and 2014 (in thousands):

		2015	2014
Contributions receivable	$	21,917	39,171
Contributions restricted for buildings		7,999	—
Annuity and life income funds		903	989
Accumulated gains on permanent endowment funds		622,899	615,636
Other time and purpose restrictions		9,588	23,277
	$	663,306	679,073

Generally, the donors of these assets permit the University to use all or part of the income earned and net appreciation on related investments for general or specific purposes, such as scholarships, faculty salaries, or other operational support.

Permanently restricted net assets include the following at June 30, 2015 and 2014 (in thousands):

	2015	2014
Contributions receivable	$ 9,028	—
Permanent loan funds	344	333
Annuity and life income funds	3,542	3,592
Funds held in trust by others	66,681	67,867
Permanent endowment funds	312,293	297,201
	$ 391,888	368,993

(13) Endowment

The University endowment consists of approximately 1,023 individual funds established for a variety of purposes. The endowment funds are subdivided into appropriate net asset classifications. The permanently restricted endowment funds represent gifts with a stipulation by the donor that the principal not be expended. Board-designated temporarily restricted and unrestricted endowment funds represent funds where there is no requirement to maintain the principal.

(a) Interpretation of Relevant Law

Based upon its interpretation of the provisions of Delaware's enacted version of the Uniform Prudent Management of Institutional Funds Act (UPMIFA), the University classifies the portion of donor-restricted endowment funds that is not classified as permanently restricted net assets as temporarily restricted net assets, unless it has previously been appropriated for use by the University in a manner consistent with the standard of prudence prescribed by UPMIFA. At the time of appropriation by the University, and providing there are no additional purpose restrictions in place, the temporarily restricted net assets will be reclassified to unrestricted net assets. The University classifies as permanently restricted net assets the historical cost value of the original donor-restricted endowment.

(b) Return Objectives and Risk Parameters

The University has adopted investment and spending policies for endowment funds that attempt to provide in perpetuity financial support of the University's educational goals. Toward that end, the University's Board of Trustees, Investment Visiting Committee, and administration have a shared mission to maximize the endowment fund's total return consistent with the University's prudent investment risk constraints. Endowment funds include those assets of donor-restricted funds that the organization must hold in perpetuity or for a donor-specified period, as well as board-designated funds. Under this policy approved by the Board of Trustees, the endowment funds are invested in a manner that is intended to achieve an average annual real return of at least 5% over time while assuming an acceptable level of investment risk. Actual returns in any year may vary from that amount. To monitor the effectiveness of the investment strategy of endowment funds, performance goals are established and monitored related to benchmark indices and returns earned by comparable endowment funds.

(c) Investment Strategy

To satisfy its long-term rate of return objectives, the University employs a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current income (interest and dividends). The University's investment policy includes a target asset allocation, well diversified among suitable asset classes, that is expected to generate, on average, the level of expected return necessary to meet endowment objectives while assuming a level of risk (volatility) consistent with achieving that return.

(d) Spending Policy

In accordance with Delaware's enacted version of UPMIFA, the University considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds: (1) the duration and preservation of the fund; (2) the purposes of the University and the donor-restricted endowment fund; (3) general economic conditions; (4) the possible effect of inflation and deflation; (5) the expected total return from income and the appreciation of investments; (6) other resources of the University; and (7) the investment policies of the University.

The University endowment spending policy guidelines target an annual distribution in the range of 4.0% to 5.0% of the endowment pooled portfolio average market value over the 12 trailing quarters through December 31 of the year prior to the new fiscal year. The actual rate is set annually by the Board of Trustees, and was 4.29% and 4.39% at June 30, 2015 and 2014, respectively.

In establishing this policy, the University considered the long-term expected return on its funds. Accordingly, over the long-term, the University expects the current spending policy to allow its endowment to grow at a rate in excess of inflation. This is consistent with the University's objective to maintain the purchasing power of the endowment funds held in perpetuity or for a specified term as well as to provide additional real growth through new gifts and investment return.

(e) Funds with Deficiencies

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the original gift amount maintained as permanently restricted net assets. There were no significant deficiencies of this nature as of June 30, 2015 and 2014. Such deficiencies are recorded in unrestricted net assets. These deficiencies resulted from unfavorable market fluctuations that occurred shortly after the investment of new permanently restricted contributions. Subsequent gains that restore the fair value of the assets of the endowment fund to the required level will be classified as an increase in unrestricted net assets.

(f) Net Asset Classification of Endowment Funds

Net asset composition by type of fund consists of the following as of June 30, 2015 (in thousands):

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Donor-restricted endowment funds	$ —	613,702	312,293	925,995
Board-designated endowment funds	339,500	9,197	—	348,697
	$ 339,500	622,899	312,293	1,274,692

Net asset composition by type of fund consists of the following as of June 30, 2014 (in thousands):

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Donor-restricted endowment funds	$ —	606,508	297,201	903,709
Board-designated endowment funds	329,429	9,128	—	338,557
	$ 329,429	615,636	297,201	1,242,266

Board-designated temporarily restricted net assets represent the income on non-endowed purpose restricted gifts to the University that the Board of Trustees has designated as endowment, but which cannot reasonably be expended within a year. As of June 30, 2015 and 2014, the amount of temporarily restricted endowment net assets, which may be used for purposes of the University as determined by the Board of Trustees, was $415,089,000 and $424,789,000, respectively. Additionally, $198,613,000 and $181,719,000 as of June 30, 2015 and 2014, respectively, are determined to be with purpose restrictions as set forth by the donors.

Changes in endowment net assets for the year ended June 30, 2015 (in thousands):

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Endowment net assets, beginning of year	$ 329,429	615,636	297,201	1,242,266
Investment return:				
Investment income	18,053	7	245	18,305
Net appreciation (depreciation) – realized and unrealized	1,115	44,545	3,109	48,769
Total investment return	19,168	44,552	3,354	67,074
Contributions	—	—	11,388	11,388
Endowment spending distribution	(12,763)	(37,389)	—	(50,152)
Other changes	3,666	100	350	4,116
	$ 339,500	622,899	312,293	1,274,692

Changes in endowment net assets for the year ended June 30, 2014 (in thousands):

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Endowment net assets, beginning of year	$ 299,608	531,471	279,434	1,110,513
Investment return:				
Investment income	1,899	8,306	636	10,841
Net appreciation (depreciation) – realized and unrealized	40,148	111,575	(4)	151,719
Total investment return	42,047	119,881	632	162,560
Contributions	—	86	17,135	17,221
Endowment spending distribution	(12,385)	(35,802)	—	(48,187)
Other changes	159	—	—	159
	$ 329,429	615,636	297,201	1,242,266

(14) Ground Leases and Rental Income

The University has entered into a series of leasing transactions related to the redevelopment of the University's 272-acre STAR campus.

The future minimum rental payments to be received under the ground leases noted above and can reasonably be estimated are as follows (in thousands):

Year ending June 30:		
2016	$	140
2017		140
2018		152
2019		154
2020		154
Thereafter		10,343
	$	11,083

(15) Scholarship Allowance

The University provides financial assistance to eligible students to partially offset the direct costs of tuition, on-campus housing, and meal contracts. These scholarship allowances are presented as a reduction of tuition and fees and sales and services of auxiliary enterprises.

Scholarships are funded from unrestricted resources, as well as funds from donors, federal and state governments, and endowment income restricted to use for student financial assistance.

The table below identifies this financial assistance by source and by student classification for the years ended June 30, 2015 and 2014 (in thousands):

	2015			2014		
	Undergraduate	Graduate	Total	Undergraduate	Graduate	Total
Unrestricted	$ 65,595	59,674	125,269	53,385	59,553	112,938
Federal grants	747	1,119	1,866	691	1,093	1,784
State grants	10,971	71	11,042	10,912	54	10,966
Private gifts	2,840	623	3,463	3,157	537	3,694
Endowment	3,723	96	3,819	3,657	85	3,742
Total	$ 83,876	61,583	145,459	71,802	61,322	133,124

An additional $6,040,000 and $6,044,000 of University-provided financial assistance was utilized by students for books, supplies, and off-campus living expenses for the years ended June 30, 2015 and 2014, respectively.

(16) Related-Party Transactions

The University may, from time to time, do business with companies that may be associated, either directly or indirectly, with members of the University's Board of Trustees or senior management. Although not material, the University believes that these transactions are executed on terms comparable to those available from unrelated parties and are in the best interest of the University.

(17) Contingencies

The University is party to certain claims and litigation arising in the ordinary course of business. In the opinion of management, the resolution of such claims and litigation will not materially affect the University's financial position, statement of activities, or cash flows.

On February 4, 2015, a complaint was filed in the Superior Court of the State of Delaware by The Data Centers, LLC against the University and 1743 Holdings, LLC, a Delaware limited liability company wholly owned by the University. The complaint alleges that the University breached a long-term ground lease for the property on which the plaintiff intended to build a data center and electric generating plant. The plaintiff estimates its damages are at least $200 million. The case is still in its infancy. While the University has meritorious defenses to the plaintiff's claims, the University is not yet able to determine the likelihood of any particular outcome or range of loss.

(18) Subsequent Events

In connection with the preparation of the consolidated financial statements, the University evaluated subsequent events after the balance sheet date of June 30, 2015 through October 22, 2015, which was the date the consolidated financial statements were issued.

UNIVERSITY OF DELAWARE

Consolidated Financial Statements

June 30, 2014

(With Independent Auditors' Report Thereon)

UNIVERSITY OF DELAWARE

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Notes to Consolidated Financial Statements

KPMG LLP
1601 Market Street
Philadelphia, PA 19103-2499

Independent Auditors' Report

The Board of Trustees
University of Delaware:

We have audited the accompanying consolidated financial statements of the University of Delaware and subsidiaries (the University), which comprise the consolidated statement of financial position as of June 30, 2014, and the related consolidated statements of activities, expenses by natural classification, and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the consolidated financial position of the University of Delaware and its subsidiaries as of June 30, 2014, and the changes in their net assets and their cash flows for the year then ended in accordance with U.S. generally accepted accounting principles.

KPMG LLP is a Delaware limited liability partnership, the U.S. member firm of KPMG International Cooperative ("KPMG International"), a Swiss entity.

Report on Summarized Comparative Information

We have previously audited the University's 2013 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 28, 2013. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013 is consistent, in all material respects, with the audited financial statements from which it has been derived.

KPMG LLP

Philadelphia, Pennsylvania
October 15, 2014

UNIVERSITY OF DELAWARE

Consolidated Statement of Financial Position

June 30, 2014
(with summarized financial information as of June 30, 2013)

(In thousands)

Assets		2014	2013
Cash and cash equivalents	$	22,879	41,717
Accounts and notes receivable		27,629	38,637
Prepaid expenses and inventories		5,062	4,624
Restricted deposits		92,352	146,452
Contributions receivable		39,171	34,771
Student loan receivables		13,623	13,286
Endowment funds and other investments		1,695,137	1,460,586
Annuity and life income funds		9,206	8,377
Funds held in trust by others		67,867	60,653
Property, plant, and equipment, net of depreciation		1,393,097	1,321,631
Total assets	$	3,366,023	3,130,734
Liabilities and Net Assets			
Accounts payable and accrued liabilities	$	84,682	88,820
Deferred revenues and student deposits		5,392	8,943
Financing obligations		35,610	17,985
Notes and bonds payable		477,821	489,049
Interest rate swap liabilities		24,359	24,478
Annuity and life income funds payable		4,625	4,986
Compensated absences payable		14,337	13,904
Postretirement benefit obligation		277,120	264,738
Advances from federal government for student loans		15,238	15,094
Asset retirement obligation		20,541	22,112
Total liabilities		959,725	950,109
Unrestricted		1,356,991	1,248,794
Unrestricted – noncontrolling interest in First State Marine Wind, LLC		1,241	1,341
Temporarily restricted		679,073	587,306
Permanently restricted		368,993	343,184
Total net assets		2,406,298	2,180,625
Total liabilities and net assets	$	3,366,023	3,130,734

See accompanying notes to consolidated financial statements.

UNIVERSITY OF DELAWARE

Consolidated Statement of Activities

Year ended June 30, 2014
(with summarized financial information for the year ended June 30, 2013)

(In thousands)

	2014				2013
	Unrestricted	Temporarily restricted	Permanently restricted	Total	Total
Operating revenue:					
Tuition and fees (less scholarships and fellowships of $131,010 during 2014, $117,508 during 2013)	$ 381,515	—	—	381,515	370,912
Contributions	24,971	3,902	—	28,873	23,483
Contracts and other exchange transactions	170,948	—	—	170,948	172,725
State operating appropriations	117,044	—	—	117,044	115,072
Endowment spending payout	48,187	—	—	48,187	46,557
Other investments payout (includes net realized gain of $4,357 during 2014, $4,141 during 2013)	6,307	50	—	6,357	6,110
Activities of educational departments	17,486	—	—	17,486	16,466
Sales and services of auxiliary enterprises (less scholarships and fellowships of $2,114 during 2014, $1,930 during 2013)	121,734	—	—	121,734	116,795
Other revenue	15,964	—	—	15,964	16,300
Total operating revenue	904,156	3,952	—	908,108	884,420
Operating expenses:					
Educational and general:					
Instruction and departmental research	372,045	—	—	372,045	359,645
Sponsored research	135,143	—	—	135,143	139,473
Extension and public service	49,907	—	—	49,907	47,905
Academic support	65,631	—	—	65,631	65,316
Student services	31,886	—	—	31,886	30,541
General institutional support	95,286	—	—	95,286	90,260
Student aid	6,044	—	—	6,044	6,521
Total educational and general expenses	755,942	—	—	755,942	739,661
Auxiliary enterprises	104,961	—	—	104,961	100,209
Independent operations	606	—	—	606	884
Total operating expenses	861,509	—	—	861,509	840,754
Change in net assets from operating activities	42,647	3,952	—	46,599	43,666
Nonoperating activities:					
Net realized and unrealized gains	57,769	115,501	9,328	182,598	139,489
Decrease in postretirement benefit obligation	1,873	—	—	1,873	38,387
Endowment income	1,899	8,306	636	10,841	11,613
Endowment spending payout	(48,187)	—	—	(48,187)	(46,557)
Contributions for endowment and life income funds	—	239	17,135	17,374	9,823
Contributions for buildings and program activities	4,400	2,353	—	6,753	17,001
State capital appropriations	7,244	—	—	7,244	14,380
Hotel operations – net	233	—	—	233	49
Wind turbine operations – net	(300)	—	—	(300)	(380)
Net change in asset retirement obligation liability	2,159	—	—	2,159	(425)
Other	28	195	(1,737)	(1,514)	1,689
Reclassifications of funds	(2,046)	1,599	447	—	—
Net assets released from restrictions	40,378	(40,378)	—	—	—
Change in net assets	108,097	91,767	25,809	225,673	228,735
Net assets at beginning of year	1,250,135	587,306	343,184	2,180,625	1,951,890
Net assets at end of year	$ 1,358,232	679,073	368,993	2,406,298	2,180,625

See accompanying notes to consolidated financial statements.

UNIVERSITY OF DELAWARE

Consolidated Statement of Expenses by Natural Classification

Year ended June 30, 2014
(with summarized financial information for the year ended June 30, 2013)

(In thousands)

	2014										2013
	Instruction and departmental research	Sponsored research	Extension and public service	Academic support	Student services	General institutional support	Student aid	Auxiliary enterprises	Independent operations	Total	Total
Operating expenses:											
Expenses:											
Salaries and wages	$ 201,117	61,244	24,095	27,936	14,766	41,034	3,127	8,333	—	381,652	383,320
Employee fringe benefits	57,187	14,739	7,392	11,123	4,545	16,747	—	2,875	—	114,608	110,711
Employee postretirement benefits	13,106	1,947	874	1,086	400	1,512	—	277	—	19,202	24,351
Supplies and general	40,869	37,588	11,265	7,073	7,048	22,601	929	66,208	240	193,821	189,515
Travel	16,451	3,126	1,230	1,082	1,048	848	69	109	2	23,965	21,976
Operation and maintenance of plant	26,895	8,183	2,976	6,002	1,409	13,106	—	—	142	58,713 (a)	51,809 (b)
Information processing	91	—	—	(1)	2,804	9,094	—	—	—	11,988	11,437
Interest expense	3,277	350	6	120	219	193	—	17,944	—	22,109	17,425
Scholarships, fellowships and awards	—	—	—	—	—	—	132,301	—	—	132,301	119,613
Depreciation and accretion	17,199	8,616	1,914	12,111	701	10,630	—	10,921	209	62,301	54,115
Loss on disposals	303	223	148	7	7	106	—	12	13	819	1,187
Amortization of bond discount (premium)	20	23	—	—	(63)	—	—	(455)	—	(475)	(293)
Internal service (credits) charges	(2,659)	(66)	42	(858)	(993)	(20,574)	—	(1,263)	—	(26,371)	(24,974)
Expense before scholarship allowance	373,856	135,973	49,942	65,681	31,891	95,297	136,426	104,961	606	994,633	960,192
Reconciliation to statement of activities:											
Scholarship allowance	(1,811)	(830)	(35)	(50)	(5)	(11)	(130,382)	—	—	(133,124)	(119,438)
Total operating expenses	$ 372,045	135,143	49,907	65,631	31,886	95,286	6,044	104,961	606	861,509	840,754

Notes:
(a) Includes salaries and wages of $26,401, fringe benefits of $14,648, employee postretirement benefits of $354, and depreciation expense for plant facilities of $2,013 during 2014.
(b) Includes salaries and wages of $24,746, fringe benefits of $13,502, employee postretirement benefits of $455, and depreciation expense for plant facilities of $1,043 during 2013.

See accompanying notes to consolidated financial statements.

UNIVERSITY OF DELAWARE

Consolidated Statement of Cash Flows

Year ended June 30, 2014
(with summarized financial information for the year ended June 30, 2013)

(In thousands)

		2014	2013
Cash flows from operating activities:			
Change in net assets	$	225,673	228,735
Adjustments to reconcile change in net assets to net cash provided by operating activities:			
Depreciation		64,961	55,720
Loss on disposals		819	1,187
Amortization of discounts and premiums on notes and bonds payable and capital lease obligations		(465)	(283)
Net realized and unrealized gains		(178,876)	(122,072)
Gifts of land, building, and equipment		(974)	(473)
State capital appropriations		(7,244)	(14,380)
Contributions for endowment		(17,374)	(9,823)
Contributions for buildings		(2,353)	(14,503)
Endowment income restricted for reinvestment		(636)	(718)
Changes in assets and liabilities:			
Accounts and notes receivable		11,008	6,631
Prepaid expenses and inventories		(438)	1,189
Contributions receivable		(4,400)	(2,498)
Accounts payable, accrued liabilities, and annuity and life income funds payable		7,037	11,278
Deferred revenues and students deposits		(3,551)	614
Interest rate swap liability		(119)	(15,038)
Asset retirement obligation		(1,598)	944
Compensated absences payable and postretirement benefit obligation		12,815	(18,513)
Net cash provided by operating activities		104,285	107,997
Cash flows from investing activities:			
Proceeds from sales and maturities of investments		1,702,888	1,665,970
Purchases of investments		(1,766,606)	(1,693,039)
Acquisitions of property, plant, and equipment		(129,281)	(170,169)
Disbursements of loans to students		(2,530)	(1,594)
Repayments of loans		2,193	2,431
Net cash used in investing activities		(193,336)	(196,401)
Cash flows from financing activities:			
Repayments of principal of notes and bonds payable		(10,740)	(13,139)
Net proceeds from issuance of notes and bonds payable		—	148,501
Reduction in principal of capital leases		(898)	(595)
Termination of interest rate swap agreements		—	(1,971)
Increase in financing obligations		—	500
State capital appropriations		7,244	14,380
Endowment income restricted for reinvestment		636	718
Contributions for endowment		17,374	9,823
Contributions for buildings		2,353	14,503
Advances from federal government for student loans		144	99
Decrease (increase) in restricted deposits		54,100	(88,131)
Net cash provided by financing activities		70,213	84,688
Net decrease in cash and cash equivalents		(18,838)	(3,716)
Cash and cash equivalents, beginning of year		41,717	45,433
Cash and cash equivalents, end of year	$	22,879	41,717
Supplemental disclosure of cash flow information:			
Interest paid	$	22,159	17,425

See accompanying notes to consolidated financial statements.

(1) Summary of Significant Accounting Policies

(a) Description of Operations

The University of Delaware (the University), a privately chartered university with public support, is a Doctoral/Research Institution-Extensive, land-grant, sea-grant, space-grant, and urban-grant institution. The University, with origins in 1743, was chartered by the State of Delaware (the State) in 1833. A Women's College was opened in 1914, and in 1945, the University became permanently co-educational. The main campus is located in Newark, Delaware, a suburban community of 30,000, situated midway between Philadelphia and Baltimore. Courses are also offered at other locations throughout the State, including Wilmington, Lewes, Dover, Milford, and Georgetown.

The significant accounting principles and practices followed by the University are presented below to assist the reader in analyzing the consolidated financial statements and accompanying notes.

(b) Basis of Presentation

The consolidated financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with U.S. generally accepted accounting principles (U.S. GAAP). Accordingly, such information should be read in conjunction with the University's consolidated financial statements for the year ended June 30, 2013, from which the summarized information was derived.

Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Restricted gifts, which may be expended only for the purpose indicated by the donor/grantor, are maintained in separate accounts in the University's system. Accordingly, net assets of the University and changes therein are classified and reported as follows:

- Unrestricted net assets – Net assets that are not subject to donor-imposed stipulations.
- Temporarily restricted net assets – Net assets subject to donor-imposed stipulations that may or will be met by actions of the University and/or the passage of time.
- Permanently restricted net assets – Net assets subject to donor-imposed stipulations that they be maintained permanently by the University. Generally, the donors of these assets permit the University to use all of, or part of, the total investment return on related investments for general or specific purposes.

There are three financial statements presented under U.S. GAAP for not-for-profit organizations:

Statement of Financial Position – is a listing of the total assets, total liabilities, and net assets as of the end of a fiscal year.

Statement of Activities – is a summary of the financial activity during a fiscal year and reports the amounts of the changes in unrestricted net assets, temporarily restricted net assets, permanently restricted net assets, and total net assets.

Statement of Cash Flows – is a summary of the cash receipts and cash payments during a fiscal year.

The statement of expenses by natural classification presents expenses by natural classification within functional categories. Operation and maintenance of plant, depreciation and accretion expense, and disposals are allocated based on square footage. Postretirement benefit obligation expense and fringe benefit expense are allocated based on salaries and wages. Interest expense and amortization of bond discount are allocated to the functional classification that benefited from the use of the proceeds of the debt.

Revenues are reported as increases in unrestricted net assets unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets. Gains and losses on investments and other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law. Expirations of temporary restrictions on net assets (i.e., the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as released from restrictions between the applicable classes of net assets.

Contributions, including unconditional promises to give, are recognized as revenues in the period received. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met. Contributions of assets other than cash are recorded at their estimated fair value.

Contributions received with donor-imposed restrictions that are met in the same year as received are reported as revenues of the unrestricted net asset class. Income and realized and unrealized net gains on investments of endowment and similar funds are reported as follows:

- as increases in permanently restricted net assets if the terms of the gift or the University's interpretation of relevant state law require that they be added to the principal of a permanent endowment fund.
- as increases in temporarily restricted net assets if the terms of the gift impose restrictions on the use of the income or the income is not available to be used until appropriated by the University under state law.

(c) Reclassifications of Funds

The reclassification of funds includes transfers of operating funds designated by the University for investment in endowment or in plant, and financial transactions between net asset classes.

(d) Auxiliary Operations

The operation of auxiliaries is supplementary to the primary educational function of the University. Accordingly, revenues of auxiliary enterprises provide for debt service, and renewal and replacement of equipment. Auxiliary operations primarily include the residence and dining halls, the bookstore, and student health service.

(e) Cash and Cash Equivalents

Cash equivalents include all highly liquid interest-bearing deposits and short-term investments with maturities of three months or less at time of purchase, excluding amounts held for long-term investments as disclosed in note 6.

(f) Restricted Deposits

Restricted deposits as of June 30, 2014 and 2013 consisted of the following (in thousands):

		2014	2013
Unexpended bond proceeds	$	69,952	125,467
Debt service reserve funds		18,689	16,861
Other deposits		3,711	4,124
	$	92,352	146,452

Unexpended bond proceeds represent the amount of unspent revenue bond proceeds that remain on deposit with the trustee. Under terms of the trust agreement, proceeds are not released to the University until expenditures related to the specific purpose of the bond indenture have occurred. These amounts are generally invested in cash equivalents and short-term U.S. government or commercial securities with maturities that support the anticipated cash flow of the underlying construction projects.

Debt service reserve funds are also held with the trustee. The University transfers funds to the trustee in accordance with bond covenant agreements to meet future bond payments. These funds remain on deposit until scheduled interest payments and scheduled or optional redemption principal payments are made, as disclosed in note 11. These funds are generally invested in cash equivalents.

Other deposits are under the control of the University but are restricted in their use. These funds may be held for federal loan programs or for the benefit of or under regulations promulgated by the federal government. These funds are generally invested in cash equivalents.

(g) Endowment Funds and Other Investments

Investments are stated at estimated fair value, as described in note 3.

(h) Compensated Absences Payable

Compensated absences payable represents vacation time earned by full-time professional and salaried staff employees, but not yet taken as of fiscal year-end. An employee is entitled to receive pay in lieu of vacation upon separation from the University. Employees may accrue a maximum of 25 days to 40 days based upon years of service.

(i) Nonoperating Activities

Nonoperating activities include investment gains, net of endowment distributions for operations; contributions and appropriations for endowment and plant purposes; the operations of subsidiaries ancillary to the University's mission; changes in postretirement benefit and asset retirement obligations; and nonrecurring or unusual transactions.

(j) Income Taxes

The University has been recognized by the Internal Revenue Service (IRS) as exempt from federal income tax under Section 501(c)(3) of the U.S. Internal Revenue Code, except for taxes on income from activities unrelated to its exempt purpose. Accordingly, no provisions for income taxes have been made in the accompanying consolidated financial statements. U.S. GAAP require management to evaluate tax positions taken by the University and recognize a tax liability (or asset) if the University has taken an uncertain tax position that more likely than not would not be sustained upon examination by the IRS. Management has analyzed the tax positions taken by the University, and has concluded that as of June 30, 2014, there are no uncertain positions taken or expected to be taken that would require recognition of a liability (or asset) or disclosure in the consolidated financial statements. The University is subject to routine audits by taxing jurisdictions; however, there are currently no audits for any tax periods in progress.

(k) Estimates

The preparation of consolidated financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the consolidated financial statements. Estimates also affect the reported amount of revenue and expenses during the reporting period. Actual results could differ from these estimates.

(l) Impact of Recent Accounting Pronouncements

In December 2011, the Financial Accounting Standards Board (FASB) issued ASU 2011-11, *Balance Sheet (Topic 210) Disclosure about Offsetting Assets and Liabilities* (ASU 2011-11). The amendments enhance disclosures about financial instruments and derivative instruments that are either offset in accordance with U.S. GAAP or are subject to an enforceable master netting arrangement or similar agreement. The disclosure provisions of ASU 2011-11 were effective for annual reporting periods beginning on or after January 1, 2013. In January 2012, the FASB issued ASU 2013-01, *Balance Sheet (Topic 210) Clarifying the Scope of Disclosures about Offsetting Assets and Liabilities* (ASU 2013-01), which clarifies that the scope of ASU 2011-11 applies to derivatives accounted for in accordance with Topic 815, *Derivatives and Hedging. Entities* with other types of financial assets and financial liabilities subject to a master netting arrangement, or similar agreement, also were affected because the amendments made them no longer subject to the disclosure requirements in ASU 2011-11. The adoption of ASU 2011-11 and ASU 2013-01 did not have a material impact on the consolidated financial statements.

In October 2012, the FASB issued ASU 2012-05, *Statement of Cash Flows (Topic 230) Not-for-Profit Entities: Classification of the Sale Proceeds of Donated Financial Assets in the Statement of Cash Flows*, (ASU 2012-05), which requires a Not-for-Profit (NFP) to classify cash receipts from the sale of donated financial assets consistently with cash donations received in the statement of cash flows if those cash receipts were from the sale of donated financial assets that upon receipt were directed without any NFP-imposed limitations for sale and were converted nearly immediately into cash. Accordingly, the cash receipts from the sale of those financial assets should be classified as cash inflows from operating activities, unless the donor restricted the use of the contributed resources to long-term purposes, in which case those cash receipts should be classified as cash flows from financing activities. Otherwise, cash receipts from the sale of donated financial assets should be classified as cash flows from investing activities by the NFP. ASU 2012-05 was effective prospectively for fiscal years, and interim periods within those years, beginning after June 15, 2013. Retrospective application to all prior periods presented upon the date of adoption was permitted, as was early adoption from the beginning of the fiscal year of adoption. The adoption of this ASU did not have a material impact on its consolidated financial statements.

In February 2013, the FASB issued ASU 2013-04, *Liabilities (Topic 405) Obligations Resulting from Joint and Several Liability Arrangements for Which the Total Amount of the Obligation is Fixed at the Reporting Date* (ASU 2013-04). This ASU applies to all entities that have obligations resulting from joint and several liability arrangements for which the total amount of the obligation within this guidance is fixed at the reporting date and for which no specific guidance exists. It specifies that the obligation be measured at the reporting date as the sum of the amount the reporting entity agreed to pay on the basis of its arrangement amount its co-obligors, plus any additional amount the reporting entity expects to pay on behalf of its co-obligors. The ASU also requires an entity to disclose the nature, amount and other specified information about the obligation. ASU 2013-04 is effective for fiscal years, and interim periods within those years, beginning after December 15, 2013. The University does not expect the adoption of this ASU to have a material impact on its consolidated financial statements.

In April 2013, the FASB issued ASU 2013-06, *Not-for-Profit Entities (Topic 958), Services Received from Personnel of an Affiliate* (ASU 2013-06), which require a recipient NFP entity to recognize all services received from personnel of an affiliate that directly benefit the recipient not-for-profit entity. The ASU is effective prospectively for fiscal years beginning after June 15, 2014, and interim and annual periods thereafter, but allows a recipient NFP entity to apply the amendments using a modified retrospective approach under which all periods presented upon the date of adoption should be adjusted, but no adjustment should be made to the beginning balance of net assets of the earliest period presented. Early adoption is permitted. The University does not expect the adoption of ASU 2013-06 to have a material impact on its consolidated financial statements.

In May 2014, the FASB issued ASU 2014-09, *Revenue from Contracts with Customers (Topic 606)*. The core principle of this ASU is that an entity should recognize revenue to depict the transfer of promised goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. To achieve that core principle, a five step process is prescribed: identify the contract with a customer; identify the performance obligations in the contracts; determine the transaction price; allocate the transaction price to the performance obligations in the contract; and recognize revenue when (or as) the entity satisfies a performance obligation. For public entities, the ASU is effective for annual reporting periods beginning after December 15, 2016. Early application is not permitted. The University is currently evaluating the impact of this ASU on its consolidated financial statements.

(m) Reclassifications

Certain prior year financial information has been reclassified to conform to the current year presentation.

(2) Subsidiary Operations

In October 2009, Blue Hen Wind, Inc. was created as a wholly owned, for-profit, subsidiary of the University. Simultaneously, Blue Hen Wind, Inc. entered into a Limited Liability Company Agreement with Gamesa Technology Corporation, Inc. and formed First State Marine Wind, LLC for the purpose of constructing and operating a wind turbine adjacent to the University's Hugh R. Sharp campus in Lewes. At inception, Blue Hen Wind, Inc. had a 49% ownership interest in First State Marine Wind, LLC. Blue Hen Wind, Inc.'s ownership interest has subsequently increased to approximately 69% at June 30, 2014.

The operations of Blue Hen Wind, Inc. are consolidated into the University's financial statements. Operations for the year ended June 30, 2014, resulted in revenues from third parties of $70,000 and expenses of $370,000 being recognized. Operations for the year ended June 30, 2013, resulted in revenues from third parties of $29,000 and expenses of $409,000 being recognized. Gamesa Technology Corporation, Inc.'s noncontrolling interest in First State Marine Wind, LLC is presented as a separate component of net assets in the consolidated statement of financial position.

In December 2008, 1743 Holdings, LLC was created as a wholly owned subsidiary of the University for the purpose of purchasing and managing a 272-acre site that was formerly occupied by a Chrysler Corporation automobile assembly plant, which is contiguous to the University's 968-acre Newark campus. That property was acquired during fiscal 2010 for a purchase price of $24,250,000 and is known as the Science, Technology and Advanced Research (STAR) campus.

The operations of 1743 Holdings, LLC are consolidated into the University's financial statements. Operations for the year ended June 30, 2014 resulted in operating expenses of $606,000, nonoperating expenses of $1,714,000 and nonoperating revenue – other of $1,125,000, which are presented in independent operations and nonoperating activities in the consolidated statement of activities. Operations for the year ended June 30, 2013 resulted in operating expenses of $884,000, nonoperating expenses of $496,000 and nonoperating revenue – other of $4,008,000, which are presented in independent operations and nonoperating activities in the consolidated statement of activities.

The University is the sole owner of Blue Hen Hotel, LLC and therefore the operations of Blue Hen Hotel, LLC are consolidated into the University's financial statements. Shaner Hotel Group Limited Partnership manages the hotel under a management contract that provides for a management fee of 3% of gross operating revenues of the LLC.

Operations of Blue Hen Hotel, LLC are reported as nonoperating activities and for the years ended June 30, 2014 and 2013 resulted in total revenues of $5,674,000 and $5,480,000, respectively, and a net gain of $358,000 and $912,000, respectively. See note 11 for the impact of a related interest rate swap.

(3) Fair Value Measurements

Fair value is the price that would be received to sell an asset or paid to transfer a liability (exit price) in the principal or most advantageous market in an orderly transaction between participants at the measurement date and establishes a framework for measuring fair value.

The three levels of the fair value hierarchy are defined as follows:

Level 1: Quoted prices in active markets for identical assets or liabilities. Level 1 assets and liabilities include debt and equity securities that are traded in an active exchange market, as well as U.S. Treasury securities.

Level 2: Observable inputs other than Level 1 prices such as quoted prices for similar assets and liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities. Level 2 assets and liabilities include debt securities with quoted market prices that are traded less frequently than exchange-traded instruments. This category generally includes certain U.S. government and agency mortgage backed securities, corporate-debt securities certain private debt and equity funds, and certain alternative investments.

Level 3: Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities. Level 3 assets and liabilities include financial instruments whose value is determined using pricing models, discounted cash flow methodologies, or similar techniques, as well as instruments for which the determination of fair value requires significant management judgment or estimation. This category generally includes certain private debt and equity funds and certain other alternative investments.

A financial instrument's categorization within the valuation hierarchy is based upon the lowest level of input that is significant to the fair value measurement.

The carrying amount of cash and cash equivalents, accounts receivable, accounts payable, and accrued liabilities approximate fair value because of the short-term maturity of these financial instruments. The University measures its investments, liabilities related to annuity and life-income funds, interest rate swaps related to its debt, and contributions receivable at inception at fair value in accordance with other accounting pronouncements. Additionally, the University discloses the fair value of its outstanding debt. The valuation methodology for each of these items is described below:

(a) Investments

Investments are recorded at fair value as described above. Additional considerations used to categorize investments include:

U.S. government obligations, stock and convertible securities, international investments, and stock futures held directly by the University are classified as Level 1 since quoted prices in active markets are available. When these types of investments are held as part of commingled funds, they are classified as Level 2; although the commingled fund net asset value is available, these funds are not traded in active public markets. Investments in commingled funds can be redeemed at net asset value on at least a monthly basis. Corporate obligations and obligations of agencies of the U.S. government are classified as Level 2 as they are not traded in an active market but are valued using third-party vendor pricing services by custodian banks.

Valuations for limited partnerships, Limited Liability Companies (LLC), and inflation sensitive assets are based on valuations provided by external investment managers or on audited financial statements when available. The University generally uses net asset value as reported by investment managers as a practical expedient to estimate fair value without further adjustment. If the manager's reporting date is for a date prior to June 30, the University adjusts the net asset value for any capital contributions or distributions during the period from the investment manager measurement date to June 30. The University has classified those investments that can be redeemed at net asset value at or near the date (within 90 days) of the consolidated statement of financial position as Level 2. The remaining investments contain illiquid underlying assets, which are not publicly traded and for which pricing inputs are unobservable, which may include situations where there is little, if any, market activity for the asset, and require significant judgment or estimation and, therefore, have been classified as Level 3. While manager estimates of net asset value are obtained, the University cannot redeem in the near term its investments at these estimates for Level 3 assets. The stated lives of the investments vary and they may offer no liquidity until the underlying assets are sold.

Other assets classified as Level 2 consist primarily of municipal obligations held in commingled funds, while those classified as Level 3 consist primarily of collateralized mortgage obligations and restricted real estate.

(b) Annuity and Life Income Funds

The annuity and life income funds asset represents the fair value of assets held in charitable gift annuities, charitable remainder annuity trusts, and charitable remainder unitrusts. These assets consist primarily of corporate obligations, stock and convertible securities, and international investments and have been classified as Level 2 using the same methodology described above for similar types of underlying assets.

The annuity and life income funds payable represents the present value of future annuity payments due under these agreements, as calculated for each annuity using discount rates and actuarial assumptions consistent with American Counsel of Gift Annuities standards. These liabilities have been classified as Level 3 as the fair value is determined based upon a discounted cash flow methodology, which required significant judgment and estimation.

(c) Funds Held in Trust by Others

Funds held in trust by others represent amounts held by third parties where the University receives an income stream in perpetuity, but the assets are required to be held by a trustee. The University does not own the underlying assets, but rather has a beneficial interest in the trust. These trusts are invested in a combination of readily marketable assets, limited partnerships and land and have been classified as Level 3 since the University will never be able to redeem these assets.

(d) Debt and Related Interest Rate Swaps

The fair value of the University's debt is presented in note 11. The fair value of variable rate long-term debt approximates the carrying value because these financial instruments bear interest rates, which approximate current market rates for loans with similar maturities and credit quality. The fair value of the University's fixed rate long-term debt is based upon a discounted cash flow model.

The fair value of the University's interest rate swaps related to its debt obligation is based on a third-party valuation independent of the counterparty. Although a number of observable inputs are utilized in determining the fair value of its swaps, the University has classified this liability as Level 3 as the fair value was determined using a pricing model involving significant judgment and estimation.

(e) Contributions Receivable

The University values contributions receivable using the present value of future cash flows as described in note 4. Contributions receivable are not measured at fair value subsequent to this initial measurement because the discount rate selected is to remain constant over time rather than adjusted to reflect changing financial conditions.

(f) Student Loan Programs

An estimate of the fair value of loans receivable from students under government loan programs cannot be made because the notes are not marketable and can only be assigned to the U.S. government or its designees.

(g) Other Financial Instruments

The fair value of cash and cash equivalents, student and other accounts receivable, prepaid expenses, accounts payable and accrued liabilities approximate their respective carrying amounts because of the short-term maturity of these financial instruments.

The following tables present the University's fair value hierarchy for financial instruments that are measured at fair value on a recurring basis as shown on the June 30, 2014 and 2013 consolidated statements of financial position (in thousands):

	June 30, 2014			
	Fair value	**Level 1**	**Level 2**	**Level 3**
Financial assets:				
Investments:				
Money market and other liquid funds	$ 46,606	46,263	343	—
U.S. government obligations:				
Mortgage-backed securities	50,213	5,411	44,802	—
Treasury obligations	30,159	26,674	3,485	—
Other	7,536	6,536	1,000	—
	87,908	38,621	49,287	—
Corporate obligations	231,113	—	231,113	—
Stock and convertible securities	362,858	135,479	227,379	—
International investments	3,342	55	3,287	—
Limited partnerships and LLCs	965,744	—	383,532	582,212
Real estate investment trust	1,242	—	1,242	—
Other	5,530	—	1,692	3,838
Funds held in trust by others	67,867	—	—	67,867
Total	$ 1,772,210	220,418	897,875	653,917
Financial liabilities:				
Annuity and life income funds payable	$ 4,625	—	—	4,625
Interest rate swaps	24,359	—	—	24,359
Total	$ 28,984	—	—	28,984

	June 30, 2013			
	Fair value	Level 1	Level 2	Level 3
Financial assets:				
Investments:				
Money market and other liquid funds	$ 16,986	16,637	349	—
U.S. government obligations:				
Mortgage-backed securities	42,513	5,539	36,974	—
Treasury obligations	48,250	44,724	3,526	—
Other	14,373	7,149	7,224	—
	105,136	57,412	47,724	—
Corporate obligations	221,064	—	221,064	—
Stock and convertible securities	162,911	159,761	3,150	—
International investments	28,179	45	28,134	—
Limited partnerships and LLCs	840,149	—	324,815	515,334
Inflation sensitive asset fund	29,520	—	29,520	—
Stock futures fund	35,972	—	35,972	—
Real estate investment trust	22,807	—	22,807	—
Other	6,239	—	1,472	4,767
Funds held in trust by others	60,653	—	—	60,653
Total	$ 1,529,616	233,855	715,007	580,754
Financial liabilities:				
Annuity and life income funds payable	$ 4,986	—	—	4,986
Interest rate swaps	24,478	—	—	24,478
Total	$ 29,464	—	—	29,464

The following tables present a reconciliation of the consolidated statements of financial position amounts for financial instruments measured at fair value on a recurring basis using significant unobservable inputs (Level 3) for the years ended June 30, 2014 and 2013 (in thousands):

	Limited Partnerships and LLCs	Funds held in trust by others	Other	Total
Financial assets:				
Balance at June 30, 2013	$ 515,334	60,653	4,767	580,754
Net realized and unrealized gains	55,877	10,197	—	66,074
Purchases	82,710	24,148	212	107,070
Sales	(71,709)	(27,131)	(1,141)	(99,981)
Total at June 30, 2014	$ 582,212	67,867	3,838	653,917
Change in unrealized gains related to financial instruments still held at June 30, 2014	$ 54,384	6,520	—	60,904

	Interest rate swaps	Annuity and life income funds payable	Total
Financial liabilities:			
Balance at June 30, 2013	$ 24,478	4,986	29,464
Net realized and unrealized (gains)	(119)	(222)	(341)
Purchases	—	126	126
Sales	—	(265)	(265)
Total at June 30, 2014	$ 24,359	4,625	28,984
Change in unrealized (gains) losses related to financial instruments still held at June 30, 2014	$ (119)	(222)	(341)

	Limited Partnerships and LLCs	Funds held in trust by others	Other	Total
Financial assets:				
Balance at June 30, 2012	$ 492,891	58,209	5,706	556,806
Net realized and unrealized gains	42,597	6,363	—	48,960
Purchases	35,166	28,945	217	64,328
Sales	(55,320)	(32,864)	(1,156)	(89,340)
Total at June 30, 2013	$ 515,334	60,653	4,767	580,754
Change in unrealized gains related to financial instruments still held at June 30, 2013	$ 31,414	4,662	—	36,076

	Interest rate swaps	Annuity and life income funds payable	Total
Financial liabilities:			
Balance at June 30, 2012	$ 41,487	4,785	46,272
Net realized and unrealized (gains) losses	(17,009)	147	(16,862)
Purchases	—	680	680
Sales	—	(626)	(626)
Total at June 30, 2013	$ 24,478	4,986	29,464
Change in unrealized (gains) losses related to financial instruments still held at June 30, 2013	$ (15,038)	147	(14,891)

Transfers between leveled assets are based upon beginning of year value of the asset. As of June 30, 2014 and 2013 there were no transfers between Levels.

(4) Contributions Receivable and Conditional Promises

Contributions receivable at June 30, 2014 and 2013 are summarized as follows (in thousands):

		2014	2013
Unconditional promises expected to be collected in:			
Less than one year	$	10,950	10,015
One year to five years		28,221	24,756
	$	39,171	34,771

The unamortized discount for contributions to be received after one year amounted to $1,307,000 and $1,288,000 in 2014 and 2013, respectively. Contributions to be received after one year are discounted at discount rates ranging from 1.5% to 3.4% and 1.5% to 5.0% for the years ended June 30, 2014 and 2013, respectively.

(5) Student Loan Programs

The student loan programs consist primarily of the Perkins Loan and Nursing Student Loan Programs. The U.S. government provides 75% of the funds for the Perkins loans and 90% for Nursing Student loans. The University provides 25% and 10% of the funds, respectively, to support these programs. The portion of the loan program funds that are returnable to the federal government in event of termination of the programs is reflected as advances from federal government for student loans on the consolidated statement of financial position.

(6) Investments

Investments are recorded at fair value as described below and in note 3. Included in investments are endowment funds and other investments. The cost and market value at June 30, 2014 and 2013 were as follows (in thousands):

		2014		2013	
		Cost	Fair value	Cost	Fair value
Money market and other liquid funds	$	46,563	46,606	16,972	16,986
U.S. government obligations		86,547	87,908	104,767	105,136
Corporate obligations		225,806	231,113	219,194	221,064
Stock and convertible securities		319,859	362,858	126,032	162,911
International equity investments		2,945	3,342	34,908	28,179
Limited partnerships and LLCs		645,898	965,744	606,540	840,149
Inflation sensitive asset fund		—	—	30,823	29,520
Stock futures fund		—	—	30,614	35,972
Real estate investment trust		—	1,242	19,999	22,807
Other		5,425	5,530	6,239	6,239
Total	$	1,333,043	1,704,343	1,196,088	1,468,963

Included in the investments table above are $9,206,000 and $8,377,000 of annuity and life income funds, which are shown separately on the consolidated statement of financial position at June 30, 2014 and 2013, respectively. Additionally, the University has $67,867,000 and $60,653,000 of funds held in trust by others that are shown separately on the consolidated statement of financial position at June 30, 2014 and 2013, respectively, and which are not included in the above table of investments.

The asset allocation of the University's investments involves exposure to a diverse set of markets. The investments within these markets involve various risks such as interest rate, market, sovereign, and credit risks. The University anticipates that the value of its investments may, from time to time, fluctuate substantially as a result of these risks.

The following table presents at June 30, 2014, the attributes of the University's investments in alternative assets that estimate fair value using the net asset value reported by the funds (in thousands):

	Fair value	Estimated remaining lives	Unfunded commitments	Redemption frequency	Redemption notice frequency
Real estate investment trust	$ 1,242	N/A	$ N/A	Quarterly	15 days
Limited partnerships and LLCs:					
U.S. corporate debt funds	72,585	N/A	N/A	Monthly	45 days
International equity funds	310,947	N/A	N/A	Monthly	10 days
Multi-strategy fund of funds	193,676	N/A	N/A	Annually	100 days
Long-short hedge fund	79,918	N/A	N/A	Annually	90 days
Private equity	47,106	1 – 9 years	21,342	Not eligible	N/A
Venture capital	48,947	3 – 9 years	10,325	Not eligible	N/A
Hybrid fund of funds	46,939	1 – 8 years	12,441	Not eligible	N/A
Distressed securities	17,508	1 – 6 years	8,875	Not eligible	N/A
Real estate	61,314	1 – 10 years	20,862	Not eligible	N/A
Natural resources	38,551	3 – 16 years	11,640	Not eligible	N/A
Oil and gas	48,253	1 – 10 years	34,434	Not eligible	N/A
	965,744		119,919		
	$ 966,986		$ 119,919		

The following table presents at June 30, 2013, the attributes of the University's investments in alternative assets that estimate fair value using the net asset value reported by the funds (in thousands):

	Fair value	Estimated remaining lives	Unfunded commitments	Redemption frequency	Redemption notice frequency
Inflation sensitive asset fund	$ 29,520	N/A	$ N/A	Monthly	15 days
Stock futures fund	35,972	N/A	N/A	Monthly	30 days
Real estate investment trust	22,807	N/A	N/A	Quarterly	15 days
Limited partnerships and LLCs:					
U.S. corporate debt funds	41,211	N/A	N/A	Monthly	45 days
U.S. equity funds	33,337	N/A	N/A	Monthly	30 days
International equity funds	250,267	N/A	N/A	Monthly	10 days
Multi-strategy fund of funds	197,213	N/A	N/A	Annually	100 days
Long-short hedge fund	29,922	N/A	N/A	Annually	90 days
Private equity	45,502	2 – 8 years	24,795	Not eligible	N/A
Venture capital	37,099	4 – 10 years	9,782	Not eligible	N/A
Hybrid fund of funds	49,283	2 – 8 years	23,445	Not eligible	N/A
Distressed securities	14,507	2 – 9 years	18,745	Not eligible	N/A
Real estate	64,502	1 – 12 years	21,568	Not eligible	N/A
Natural resources	37,454	5 – 11 years	18,445	Not eligible	N/A
Oil and gas	39,852	4 – 8 years	30,302	Not eligible	N/A
	840,149		147,082		
	$ 928,448		$ 147,082		

The above assets are classified as either level 2 or level 3 in the fair value hierarchy tables in note 3 based on their redemption provisions. Assets redeemable at net asset value at or near (within 90 days) the date of the statement of financial position are classified as level 2.

Inflation Sensitive Asset Fund

Inflation sensitive assets include liquid investments in assets that are viewed as positively correlated with inflation, including common stocks in energy and other extractive industries, commodities and inflation linked bonds and are classified as level 2 assets. The investment is made through a commingled fund vehicle. The University exited this fund in 2014.

Stock Futures Fund

The stock futures fund is a pooled fund that uses stock index futures and options in combination with short-term and other liquid debt instruments to approximate the total return of the Standard & Poor's 500 Index. The derivatives are not used to leverage the underlying cash position of this investment, but rather to meet the endowment asset allocation and spending policy targets. The futures contracts and options are stated at fair market value based on their quoted daily settlement prices and are classified as level 2 assets. The University exited this fund in 2014.

Real Estate Investment Trust

This category is an investment in a common trust fund that invests primarily in securities of entities with activities in or related to the development, operation, and/or ownership of real estate, including real estate investment trusts. The fund may also invest in real estate service companies and non-U.S. companies. The investments in this category are classified as level 2 assets.

U.S. Corporate Debt Funds, U.S. Equity Funds, International Equity Funds

These categories are investments that can be redeemed at net asset value at or near the date of the statement of financial position and therefore classified as level 2 assets.

Multi-Strategy Fund of Funds

This category includes investments in funds of funds that pursue multiple strategies to diversify risks and reduce volatility. The hedge funds that make up these funds of funds invest in a variety of marketable securities, including stocks, bonds, credit-oriented securities, and arbitrage investments. The managers have the ability to shift investments between strategies and between net long and net short positions. The investments in this category are classified as level 3 assets.

Long-Short Hedge Fund

This category includes investments both long and short in U.S. and non-U.S. stocks and other marketable assets. The investment is made through a commingled fund vehicle. The fund is redeemable annually at December 31, and therefore classified as a level 3 asset.

All of the following University partnerships and LLCs receive distributions through the liquidation of the underlying assets of the fund. These investments can never be redeemed with the funds. Distributions from each fund will be received as the underlying investments of the funds are liquidated.

The University is obligated, under certain limited partnership agreements, to make additional capital contributions up to contractual levels. The timing and amounts of the contributions will be determined by the general partner of the respective limited partnership.

Private Equity, Venture Capital, Hybrid Fund of Funds, and Distressed Securities

These categories include illiquid investments in buyout, mezzanine, venture capital, growth equity, and distressed debt held in commingled limited partnership funds and are classified as level 3 assets.

Real Estate

This category includes illiquid investments in residential and commercial real estate assets, projects, or land held in commingled limited partnership funds. The investments in this category are classified as level 3 assets.

Natural Resources and Oil and Gas

These categories include illiquid assets in timber, oil and gas production, mining, energy, and related businesses held in commingled limited partnership funds and are classified as level 3 assets.

Return on investments during the periods was as follows (in thousands):

		2014	2013
Interest and dividends	$	12,885	13,646
Net realized and unrealized gains		186,837	128,855
Return on investments	$	199,722	142,501

Return on investments is classified on the consolidated statement of activities as follows (in thousands):

		2014	2013
Other investments payout	$	6,357	6,110
Sales and services of auxiliary enterprises		45	64
Net realized and unrealized gains		182,479	124,714
Endowment income		10,841	11,613
Return on investments	$	199,722	142,501

(7) Endowment Funds

The University endowment consists of approximately 977 individual funds established for a variety of purposes. The endowment funds are subdivided into appropriate net asset classifications. The permanently restricted endowment funds, primarily consisting of funds whose return is unrestricted, represent gifts received under circumstances indicating a stipulation of the donor that principal is not to be expended. Temporarily restricted and unrestricted endowment funds represent funds where there is no requirement to maintain the principal.

(a) Interpretation of Relevant Law

Based upon its interpretation of the provisions of Delaware's enacted version of the Uniform Prudent Management of Institutional Funds Act (UPMIFA), the University classifies the portion of donor-restricted endowment funds that is not classified as permanently restricted net assets as temporarily restricted net assets, unless it has previously been appropriated for use by the University in a manner consistent with the standard of prudence prescribed by UPMIFA. At the time of appropriation by the University, and providing there are no additional purpose restrictions in place, the temporarily restricted net assets will be reclassified to unrestricted net assets. As of June 30, 2014 and 2013, the amount of temporarily restricted endowment funds having no purpose restriction was $424,789,000 and $370,457,000, respectively. The University classifies as permanently restricted net assets the historical cost value of the original donor-restricted endowment.

(b) Return Objectives and Risk Parameters

The University has adopted investment and spending policies for endowment assets that attempt to provide in perpetuity financial support of the University's educational goals. Toward that end, the University's Board of Trustees, Investment Visiting Committee, and administration have a shared mission to maximize the endowment fund's total return consistent with the University's prudent investment risk constraints. Endowment assets include those assets of donor-restricted funds that the organization must hold in perpetuity or for a donor-specified period, as well as board-designated funds. Under this policy approved by the Board of Trustees, the endowment assets are invested in a manner that is intended to achieve an average annual real return after inflation of at least 5% over time while assuming an acceptable level of investment risk. Actual returns in any year may vary from that amount. To monitor the effectiveness of the investment strategy of endowment funds, performance goals are established and monitored related to benchmark indices and returns earned by comparable endowment funds.

(c) Strategies Employed for Achieving Objectives

To satisfy its long-term rate of return objectives, the University employs a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current income (interest and dividends). The University's investment policy includes a target asset allocation, well diversified among suitable asset classes, that is expected to generate, on average, the level of expected return necessary to meet endowment objectives while assuming a level of risk (volatility) consistent with achieving that return.

(d) Spending Policy and How the Investment Objectives Relate to Spending Policy

In accordance with Delaware's enacted version of UPMIFA, the University considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds: (1) the duration and preservation of the fund; (2) the purposes of the University and the donor-restricted endowment fund; (3) general economic conditions; (4) the possible effect of inflation and deflation; (5) the expected total return from income and the appreciation of investments; (6) other resources of the University; and (7) the investment policies of the University.

The University endowment spending policy guidelines target an annual distribution in the range of 4.0% to 5.0% of the endowment pooled portfolio average market value over the 12 trailing quarters through December 31 of the year prior to the new fiscal year. The actual rate is set annually by the Board of Trustees, and was 4.29% and 4.50% at June 30, 2014 and 2013, respectively.

In establishing this policy, the University considered the long-term expected return on its funds. Accordingly, over the long term, the University expects the current spending policy to allow its endowment to grow at a rate in excess of inflation. This is consistent with the University's objective to maintain the purchasing power of the endowment assets held in perpetuity or for a specified term as well as to provide additional real growth through new gifts and investment return.

(e) Funds with Deficiencies

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the original gift amount maintained as permanently restricted net assets. There were no deficiencies of this nature for the year ending June 30, 2014 and approximately $9,000 as of June 30, 2013. Such deficiencies are recorded in unrestricted net assets. These deficiencies resulted from unfavorable market fluctuations that occurred shortly after the investment of new permanently restricted contributions. Subsequent gains that restore the fair value of the assets of the endowment fund to the required level will be classified as an increase in unrestricted net assets.

(f) Net Asset Classification of Endowment Funds

Net asset composition by type of fund consists of the following as of June 30, 2014 (in thousands):

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Donor-restricted endowment funds	$ —	606,508	297,201	903,709
Board-designated endowment funds	329,429	9,128	—	338,557
	$ 329,429	615,636	297,201	1,242,266

Net asset composition by type of fund consists of the following as of June 30, 2013 (in thousands):

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Donor-restricted endowment funds	$ (9)	523,056	279,434	802,481
Board-designated endowment funds	299,617	8,415	—	308,032
	$ 299,608	531,471	279,434	1,110,513

Board-designated temporarily restricted funds represent the income on nonendowed purpose restricted gifts to the University that the Board of Trustees has designated as endowment, but which cannot reasonably be expended within a year.

Changes in endowment net assets for the year ended June 30, 2014 (in thousands):

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Endowment net assets, beginning of year	$ 299,608	531,471	279,434	1,110,513
Investment return:				
Investment income	1,899	8,306	636	10,841
Net appreciation (depreciation) – realized and unrealized	40,148	111,575	(4)	151,719
Total investment return	341,655	651,352	280,066	1,273,073
Contributions	—	86	17,135	17,221
Endowment spending payout	(12,385)	(35,802)	—	(48,187)
Other changes	159	—	—	159
	$ 329,429	615,636	297,201	1,242,266

Changes in endowment net assets for the year ended June 30, 2013 (in thousands):

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Endowment net assets, beginning of year	$ 277,910	480,942	270,809	1,029,661
Investment return:				
Investment income	2,869	8,026	718	11,613
Net (depreciation) appreciation – realized and unrealized	33,076	74,556	(2,055)	105,577
Total investment return	313,855	563,524	269,472	1,146,851
Contributions	—	7	8,776	8,783
Endowment spending payout	(12,099)	(34,458)	—	(46,557)
Other changes	(2,148)	2,398	1,186	1,436
	$ 299,608	531,471	279,434	1,110,513

(8) Annuity and Life-Income Funds

The University held $9,206,000 and $8,377,000 in investments related to annuity and life-income funds as of June 30, 2014 and 2013, respectively. A related liability of $4,625,000 and $4,986,000 as of June 30, 2014 and 2013, respectively, represents the present value of future annuity payments due under these agreements, and was calculated for each annuity using discount rates and actuarial assumptions consistent with the terms of the gift.

The University's annuity and life income funds include charitable gift annuities, charitable remainder annuity trusts, and charitable remainder unitrusts.

The University is required by the laws of certain states to maintain reserves against charitable gift annuities. Such reserves amounted to $2,302,000 and $2,282,000 as of June 30, 2014 and 2013, respectively.

(9) Property, Plant, and Equipment

Land is recorded at cost or appraised value at time of receipt if contributed, including land deeded by the Board of Trustees of Delaware College to the State in the early 1900s and thereafter used by the University, as successor, for the purposes of the University.

Buildings are recorded at cost of initial construction, including buildings on land deeded to the State and thereafter used for the purposes of the University. Costs of major renovations to buildings are capitalized. Costs of equipment in excess of $5,000 with a useful life expectancy of two or more years are also capitalized.

The University uses the straight-line method of depreciation for its plant assets based on the following estimated useful lives:

	Estimated lives (years)
Land improvements	15
Buildings	29.5 – 40
Equipment and furnishings	2 – 20

Property, plant, and equipment as of June 30, 2014 and 2013 consisted of the following (in thousands):

		2014	2013
Land and improvements	$	118,789	101,499
Buildings		1,609,649	1,415,789
Equipment and furnishings		458,914	443,247
Collections and works of art		8,756	8,756
Capital leasehold		15,235	15,235
Construction in progress		63,992	164,359
Total property, plant, and equipment		2,275,335	2,148,885
Less accumulated depreciation		(882,238)	(827,254)
Total property, plant, and equipment, net	$	1,393,097	1,321,631

The University has two major building and renovation projects as of June 30, 2014 budgeted to cost $109,000,000. At year-end, $33,903,000 has been disbursed with $75,097,000 committed to complete these projects.

(10) Financing Obligations

The University has obligations under capital leases that amounted to $5,379,000 and $5,985,000 as of June 30, 2014 and 2013, respectively. The University's obligation at June 30, 2014 includes a building lease with Delaware Technology Park for the Delaware Biotechnology Institute, a unit of the University. The lease consists of annual lease payments ranging from $345,000 to $900,000 to be paid over a 20-year term.

The aggregate amount of principal and interest payments on the University's obligation under capital leases is due as follows (in thousands):

		Principal	Interest	Total
2015	$	642	254	896
2016		682	214	896
2017		717	177	894
2018		762	154	916
2019		807	105	912
Thereafter		1,769	32	1,801
	$	5,379	936	6,315

In August 2012, 1743 Holdings, LLC entered into a ground lease with a third-party for approximately six acres of land, and the structures thereon, for the purpose of renovating and expanding the existing structures and then leasing the space in the renovated unit to the University for use primarily by the College of Health Sciences. The ground lease has an initial term of 75 years, with a nominal rent while the

University is occupying the unit. Rent reverts to a market-based rent at the time the University ceases to lease the unit. The space lease was entered into simultaneously with the ground lease and has an initial term of 29 ½ years, with the option of twelve additional 5-year extensions. Construction of the unit has been completed at a cost of $30,500,000.

These transactions were structured to create the same economic effect as if the University built and owned the building, and as such, at the time of occupancy, the University reflected the costs associated with the renovation of the unit as property, plant, and equipment in the consolidated statement of financial position, and also recorded a corresponding financing obligation.

The University commenced occupancy of the unit in January 2014. Base rental and additional rental payments for the year ended June 30, 2014, were $999,000 and $193,000, respectively. The estimated future minimum rental payments are as follows (in thousands):

2015	$	1,998
2016		1,998
2017		1,998
2018		1,998
2019		1,998
Thereafter		47,960
	$	57,950

(11) Notes and Bonds Payable

Indebtedness at June 30, 2014 and 2013 consisted of the following (in thousands):

		2014	2013
Series 2004B Revenue Bonds (a)	$	32,185	33,375
Series 2005 Revenue Bonds (b)		32,925	34,615
Series 2009B Revenue Bonds (c)		43,495	49,305
Series 2010A Revenue Bonds(d)		119,580	119,580
Series 2010B Revenue Bonds (e)		11,080	11,080
Series 2013A Revenue Bonds (f)		119,210	119,210
Series 2013B Revenue Bonds (g)		29,755	29,755
Series 2013C Revenue Bonds (h)		57,475	57,475
Blue Hen Hotel LLC Bonds (i)		8,325	8,700
University Early Learning Center Line of Credit (j)		1,352	3,027
		455,382	466,122
Premiums on notes and bonds payable		22,439	22,927
Notes and bonds payable	$	477,821	489,049

(a) Series 2004B Revenue Bonds

In April 2004, the University issued $40,835,000 of Series 2004B Variable Rate Demand Revenue Bonds. The Series 2004B Bonds were used to construct a parking garage, to demolish existing University dormitories, to construct three new dormitory buildings, and for other capital improvements.

The Series 2004B Bonds initially bear interest at a Daily Rate (0.07% at June 30, 2014) and will continue to bear interest at a Daily Rate until converted to bear interest at a Weekly, Flexible, Term, or Fixed Rate to maturity. The interest rate to be in effect for a particular period of time will be reset by the Remarketing Agent and will never exceed 12% per annum. A 3.25% interest cost through fiscal year 2035 is anticipated based on an existing interest rate exchange agreement, with additional costs of remarketing and a Standby Bond Purchase Agreement (SBPA) with a scheduled termination date of April 5, 2015. The University plans to renew the agreement prior to its expiration. The Bonds are secured by a pledge of gross revenues received by the University from the operations of all project facilities including housing, dining, parking, and other revenue producing facilities. The Series 2004B Bonds mature on November 1, 2034, but are subject to optional redemption and tender for purchase prior to maturity. On May 1, 2013, $5,195,000 from 2013A Bonds was used to refund a portion of the Series 2004B Bonds.

(b) Series 2005 Revenue Bonds

In July 2005, the University issued $49,945,000 of Series 2005 Variable Rate Demand Revenue Bonds. $37,880,000 of the Series 2005 Bonds were used to complete the construction of three new dormitory buildings, the demolition of some existing University dormitories, and other capital improvements started with proceeds of the Series 2004B Revenue Bonds. In addition, $12,065,000 was used to advance refund a portion of the Series 1997 Bonds.

The Series 2005 Bonds initially bear interest at a Daily Rate (0.06% at June 30, 2014) and will continue to bear interest at a Daily Rate until converted to bear interest at a Weekly, Flexible, Term, or Fixed Rate to maturity. The interest rate to be in effect for a particular period of time will be reset by the Remarketing Agent and will never exceed 12% per annum. A 3.87% interest cost through fiscal year 2036 is anticipated on the $37,880,000 of project funds and 3.75% interest cost through fiscal year 2022 on the $12,065,000, both based on existing interest rate exchange agreements, with additional costs of remarketing and a SBPA with scheduled termination date of May 31, 2016 at which time it may be terminated, extended or replaced. The Bonds are secured by a pledge of gross revenues received by the University from the operations of all project facilities including housing, dining, parking, and other revenue producing facilities. The Series 2005 Bonds mature on November 1, 2035, but are subject to optional redemption and tender for purchase prior to maturity. On May 1, 2013, $7,505,000 from 2013A Bonds was used to refund a portion of the Series 2005 Bonds.

(c) Series 2009B Revenue Bonds

In December 2009, the University issued $64,000,000 of Series 2009B Revenue Bonds in fixed rate mode with the sole purpose of refunding the Series 1998, 2001A, and 2001B Variable Rate Demand Bonds and terminating related interest rate exchange agreements as discussed above.

The Series 2009B Bonds will bear interest rates ranging from 2% to 4%, maturing over various dates through November 2026, and are secured by a pledge of gross revenues received by the University from the operations of all project facilities including housing, dining, parking, and other revenue producing facilities.

(d) Series 2010A Revenue Bonds

In November 2010, the University issued $119,580,000 of Series 2010A Revenue Bonds in fixed rate mode with the purposes of providing funds for certain project facilities. The American Recovery and Reinvestment Act of 2009 (ARRA) permitted the University to issue the 2010A Bonds as "Build America Bonds" to finance capital expenditures for the purposes for which it could have issued tax-exempt bonds and to elect to receive payments from U.S. Treasury equal to 35% of the corresponding interest payable on 2010A Bonds (the Subsidy Payments). For the year ended June 30, 2014, the University received Subsidy Payments of $2,278,300, which are included in other operating revenue on the consolidated statement of activities. Interest income on these bonds is taxable to the bond holder. The Series 2010A Bonds are subject to mandatory redemption from November 1, 2028 through November 1, 2040, but are subject to optional redemption and tender for purchase prior to maturity.

The Series 2010A Bonds will bear the fixed interest rate of 5.866% (3.8129% after Subsidy Payments are received) and are secured by a pledge of gross revenues received by the University from the operations of all project facilities including housing and other revenue producing facilities.

(e) Series 2010B Revenue Bonds

In November 2010, the University issued $12,080,000 of Series 2010B Revenue Bonds in fixed rate mode with the purpose of providing funds for certain project facilities.

The Series 2010B Bonds will bear interest rates ranging from 0.65% to 3.796%, maturing on November 1 from 2012 to 2019. Interest income on these bonds is taxable to the bond holder. The Bonds are subject to optional redemption and tender for purchase prior to maturity.

(f) Series 2013A Revenue Bonds

In March 2013, the University issued $119,210,000 of Series 2013A Revenue Bonds in fixed rate mode to fund certain capital projects, refund portions of the 2004B, 2005, and 2009A issues, and terminate the maturities of interest rate swap agreements related to the refunded bonds.

The Series 2013A Bonds will bear interest rates ranging from 3.00% to 5.00%, maturing on November 1, from 2014 to 2033. In addition there is a 5.00% term bond maturity in the amount of $27,825,000 on November 1, 2043. The Bonds are subject to optional redemption and tender for purchase prior to maturity.

(g) Series 2013B Revenue Bonds

In March 2013, the University issued $29,755,000 of Series 2013B Federally Taxable Revenue Bonds in fixed rate mode to fund certain capital projects.

The Series 2013B Bonds will bear interest rates ranging from 0.488% to 2.997%, maturing from 2014 to 2026. In addition there is a 3.831% term bond in the amount of $6,770,000 maturing on November 1, 2033 and a 3.981% Term Bond in the amount of $13,555,000 maturing on November 1, 2043. The Bonds are subject to optional redemption and tender for purchase prior to maturity.

(h) Series 2013C Revenue Bonds

In March 2013, the University issued $57,475,000 of Series 2013C Variable Rate Revenue Bonds with a mandatory remarketing date of May 1, 2016, at which time the Bonds will be converted to any mode consistent with and as permitted by the Supplemental Agreement to the Trust Agreement for the 2013C Bonds. The bond proceeds together with a University Equity contribution of approximately $4,295,500 was used to refund the remaining Series 2009A that were not refunded by the Series 2013A Bonds described above.

The Series 2013C Bonds will initially bear interest at a Term Rate of 0.70% and will continue to bear interest at a term rate until converted to bear interest at a Daily, Weekly, Flexible, or Fixed Rate to maturity. The interest rate to be in effect for a particular Interest Period when the Term Rate is in effect, will be set by the Remarketing Agent as the minimum per annum rate of interest that is necessary to market the Series 2013C Bonds at a price equal to 100% of their principal amount plus accrued interest. The initial period extends until May 1, 2016 with interest payments on each May 1 and November 1.

(i) Blue Hen Hotel LLC Bonds

In September 2001, the Blue Hen Hotel, LLC, a Company wholly owned (note 2) by the University and consolidated into the University's financial statements, issued $11,500,000 of Blue Hen Hotel, LLC Variable Rate Demand Bonds, Series 2001 (Series 2001 Bonds), which were also guaranteed by the University. The Series 2001 Bonds funded the design, construction, and start-up operating costs of the hotel.

The Series 2001 Bonds will initially bear interest at a Weekly Rate (0.15% at June 30, 2014) and will continue to bear interest at a Weekly Rate until converted to bear interest at a Daily, Flexible, Term, or Fixed Rate to maturity. The interest rate to be in effect for a particular period of time will be reset by the Remarketing Agent and will never exceed 18% per annum. A 5.50% interest cost through September 1, 2027 is anticipated based on an existing interest rate exchange agreement, with additional costs of remarketing and a SBPA that was renewed on November 15, 2012 with a

scheduled termination date of December 12, 2014. The swap agreement counterparty has the right to terminate the agreement under certain market conditions in which the daily weighted average of the one-month LIBOR equals or exceeds 9.00% for the previous six-month period. If such right is exercised, the bond interest would revert to the market rate for weekly traded variable rate demand bonds.

The Series 2001 Bonds mature on September 1, 2027, but are subject to optional redemption and tender for purchase prior to maturity.

(j) Early Learning Center Line of Credit

In December 2013, the University obtained a five-year extension to the $5,000,000 line of credit that was originally opened in December 2003 to renovate the University Early Learning Center facility. The interest rate is a variable rate of 65% of the Wall Street Journal Prime Rate (calculated to be 2.115% at June 30, 2014) and there is an outstanding balance of $1,352,000 at June 30, 2014.

The University has entered into SBPAs for the variable rate demand bonds of the Series 2004B and 2005 Bonds with Bank of America and TD Bank respectively to provide liquidity for the purchase of the bonds should the remarketing agent be unable to sell the bonds on the open market. The SBPAs provide for the banks to purchase any outstanding bonds not remarketed for a period of up to 90 days at variable interest rates as defined in the SBPAs. Remarketing efforts on the open market would continue during the 90-day period. Should efforts to remarket any or all of the bonds be unsuccessful throughout the 90-day period, the University would be required to use available cash resources to redeem the bonds from the SBPA provider.

The University's debt agreements require that the University meet certain financial, and other, covenants. The University was in compliance with these covenants at June 30, 2014 and 2013.

The carrying amount of variable rate long-term debt approximates fair value because these financial instruments bear interest at rates that approximate current market rates for loans with similar maturities and credit quality. The fair value of fixed and variable rate Revenue Bonds (par amount of $445,705,000) approximates $490,076,000. Such amount has been estimated by discounting the future cash outflows associated with such debt by current market rates for loans with similar maturities and credit quality.

Certain long-term debt obligations expose the University to cash flow risk related to changes in interest rates. Management believes it is prudent and cost effective to hedge some of its exposure to interest rate risk. To achieve this objective, management has interest rate swap agreements for notional amounts of approximately $133,243,000 (including $8,325,000 related to the Blue Hen Hotel, LLC, note 2) of long-term debt obligations as of June 30, 2014. In accordance with FASB standards, not-for-profit organizations recognize the gain or loss on a hedging instrument as a change in net assets in the period of change. Accordingly, for the year ended June 30, 2014, the University has recognized an unrealized gain of $119,000 (including a gain of $125,000 related to the Blue Hen Hotel, LLC) in the consolidated statement of activities for the increase in fair value of its interest rate swaps and a corresponding decrease in the fair value of its interest rate swap liability in the consolidated statement of financial position.

The aggregate amount of principal payments on the University's notes and bonds payable are due as follows (in thousands):

2015	$ 12,602
2016	10,987
2017	11,402
2018	11,647
2019	10,732
Thereafter	398,012
	$ 455,382

(12) Derivative Instruments

The University employs derivatives in the form of interest rate swap agreements to manage market risk associated with outstanding debt (in thousands).

	Statement of financial position location	Location of gain (loss)	Fair value 2014	Fair value 2013	Amount of gain (loss) 2014	Amount of gain (loss) 2013
Interest rate swap agreements	Interest rate swap liabilities	Net realized and unrealized gains	$ 24,359	24,478	119	15,038

A portion of the total interest rate swap liabilities reported on the consolidated statement of financial position, $22,501,000 at June 30, 2014, contains provisions that require the University's debt and the counterparty to maintain an investment grade credit rating from one or both of the major credit rating agencies. A downgrade of the University or the counterparty's rating may require that party to provide collateralization above a predetermined threshold on all rate swaps in net liability positions. The University's current rating of AA+ by Standard & Poor's would have to drop five levels or more to a rating of A – or below, at which time the University might be required to post collateral. To date, the University has not posted collateral for any rate swap agreements.

(13) Employee Benefit Plans

The University's 403(b) Retirement Annuity Program is available to substantially all faculty and professional employees. This plan is administered through Fidelity Investments (Fidelity) and Teachers Insurance and Annuity Association (TIAA) – College Retirement Equities Fund (CREF). The University's contribution for this program is fixed at 11% of annual base salary for eligible employees who contribute a minimum of four percent of their annual salary. The policy of the University is to pay its share of the annual premium accrued in connection with the University Retirement Annuity Program. As a result, there are no unfunded benefits. Pension plan expense for the University's 403(b) Retirement Annuity Program was $28,085,000 in 2014 and $27,542,000 in 2013.

Salaried and hourly staff employees participate in the Delaware State Employees' Pension Plan (the State Plan), a cost sharing defined benefit plan. The State Plan (established in 1970), is one of nine plans encompassed within the Delaware Public Employees' Retirement System (http://www.delawarepensions.com/FinancialReports/actuarial_valuation_reports_2013.shtml). Under the state pension statute, a mandatory pre-tax contribution of three percent of salary in excess of $6,000 per year plus five percent of salary in excess of the social security wage base is required. The policy of the University is to pay its share of the annual premium accrued in connection with the State Plan. Pension plan expense for the State Plan was $12,060,000 and $11,419,000 in 2014 and 2013, respectively.

The State Plan financial statements and actuarial reports for June 30, 2013 (most recent available) do not include separate reportable information for each participant organization in the plan. However, the following information was derived from the data available:

- The University has 1,446 active participants in the State Plan. The State Plan, in total, has 62,955 participants, 35,571 of which are active participants.
- The University's contribution to the State Plan in fiscal year June 30, 2013 of $11,419,000 was approximately 7.1% of the $160,612,000 total annual required plan employer contributions to the plan.
- At June 30, 2013, the State Plan had a 91.1% funded ratio of the actuarial accrued liability.
- The funding objective of the State Plan is to establish contribution rates that, over time, will remain level as a percent of payroll. The contribution rate was developed to provide for current cost (i.e., normal cost expressed as a level percent of payroll) plus level percent of payroll amortizations of each layer of the unfunded liability over a specified period. The participant organizations to the State Plan have consistently funded the full amounts required based on the actuarial valuations and specific statutory provisions.

In addition, the University also offers two additional voluntary retirement benefit plans:

The Voluntary 403(b) Retirement Plan, administered through Fidelity and TIAA-CREF, is available to all eligible full and part-time employees who wish to make additional contributions to their retirement savings. Participation is voluntary and does not require a minimum contribution. The University makes no contributions to this plan, incurs no expense for the operation of this plan and has no unfunded liability.

The Voluntary 457(b) Deferred Compensation Plan, administered through Fidelity and TIAA-CREF, is available to all eligible full and part-time employees who are already making the maximum allowable contribution to the Voluntary 403(b) Retirement Plan and wish to make additional contributions to their retirement savings. The University makes no contributions to this plan, incurs no expense for the operation of this plan and has no unfunded liability.

In addition to retirement benefits, salaried and hourly staff employees also receive postretirement health care benefits through the State Plan, which are funded by the State on a pay-as-you-go basis. The University also provides postretirement benefits primarily for medical insurance to retired employees who are not eligible under the State Plan. The University recognizes the funded status (i.e., the difference between the fair value of plan assets and the accumulated postretirement benefit obligation) of its

postretirement benefit plan in the consolidated statement of financial position. Also, the University measures the fair value of plan assets and benefit obligations as of the date of the fiscal year-end consolidated statement of financial position. As of June 30, 2014, the University has not funded these benefits.

Net periodic postretirement benefit cost for 2014 and 2013 includes the following components (in thousands):

		2014	2013
Service cost	$	7,674	9,588
Interest cost		11,882	13,050
Amortization of unrecognized loss		—	2,157
Net periodic postretirement benefit cost	$	19,556	24,795

The accumulated postretirement benefit obligation recognized in the consolidated statement of financial position at June 30, 2014 and 2013 is as follows (in thousands):

		2014	2013
Accrued postretirement liability	$	244,450	230,195
Unrecognized net loss		32,670	34,543
Accumulated postretirement benefit obligation	$	277,120	264,738

Changes in the accumulated postretirement plan benefit obligation and funding status for 2014 and 2013 are as follows (in thousands):

		2014	2013
Benefit obligation at beginning of year	$	264,738	283,690
Service cost		7,674	9,588
Interest cost		11,882	13,050
Amortization of unrecognized loss		—	2,157
Actuarial (gain) or loss		(1,873)	(38,387)
Disbursements		(5,301)	(5,360)
Benefit obligation at end of year		277,120	264,738
Fair value of plan assets at beginning of year		—	—
Employer contributions		5,301	5,360
Benefits paid		(5,301)	(5,360)
Fair value of plan assets at end of year		—	—
Funded status at end of year	$	277,120	264,738

The University expects to contribute $7,038,000 to the plan for the year ending June 30, 2015.

The accumulated postretirement benefit obligation was determined using a discount rate of 4.70% and 5.40% in 2014 and 2013, respectively. The health care cost trend rates used reflect the differences between pre-65 and post-65 claims were 7.20% and 6.00%, respectively, in 2014, and 7.60% and 5.00%, respectively, in 2013. This rate gradually decreases to 5.00% by the year 2020 for both pre-65 and post-65 claims.

The impact of a one-percentage-point change in the assumed healthcare cost trend rate, while holding all other assumptions constant, would be as follows (in thousands):

	Increase	Decrease
Effect on service cost and interest cost components of net periodic postretirement benefit cost	$ 4,478	(3,442)
Effect on benefit obligation as of June 30, 2014	55,219	(43,450)

At June 30, 2014, the University's expected future benefit payments for future service are as follows (in thousands):

Year ended June 30:	
2015	$ 7,038
2016	7,746
2017	8,524
2018	9,335
2019	10,071
2020 through 2024	63,343

The effect of federal subsidies enacted by the Medicare Prescription Drug Improvement and Modernization Act of 2003 has been reflected in the measurement of the accumulated postretirement benefit obligation or net periodic postretirement benefit cost.

(14) Asset Retirement Obligations

The University has asset retirement obligations arising from regulatory requirements to perform certain asset retirement activities. When an asset retirement obligation is identified, the University records the fair value of the obligation as a liability. The liability is accreted to its present value and accretion expense is recognized. The corresponding asset retirement costs are capitalized as part of the carrying amount of the related long-lived asset and depreciated over the period of expected remediation.

The University had asset retirement obligations of $20,541,000 and $22,112,000 as of June 30, 2014 and 2013, respectively. The following table reconciles the obligation as of June 30, 2014 and 2013 (in thousands):

		2014	2013
Balance at beginning of year	$	22,112	20,889
Additional obligations incurred		22	1,154
Obligations settled in current period		(732)	(694)
Changes in estimates, including timing		(1,422)	221
Accretion expense		561	542
Balance at end of year	$	20,541	22,112

(15) Operating Leases

The University has entered into a series of leasing transactions related to the redevelopment of the University's 272 acre STAR campus. The property which comprises the STAR campus was acquired in November 2009 for the purpose of expanding the University's overall campus and to provide a site for, among other things, high technology, medical, and educational partnerships between the University, federal and state government, and leaders in various technology, medical and educational fields.

In March 2012, 1743 Holdings, LLC entered into a ground lease with a third-party for approximately 50 acres of unimproved land on the southern portion of the STAR campus. The lease has an initial term of 25 years and may be extended for up to 4 consecutive additional terms of 5 years each. Base rent for the initial term of the lease is nominal, and was paid upon execution of the lease. In a related transaction, the University entered into a grant agreement with the Delaware Economic Development Authority to offset certain costs affiliated with infrastructure and other related costs on the STAR campus. As of June 30, 2014, $2,981,000 has been drawn against the grant.

In August 2012, 1743 Holdings, LLC entered into an additional ground lease with a third-party for an additional nine acres of land, and the structures thereon, adjacent to the unit to be occupied by the College of Health Sciences. The lease was entered into for the purpose of renovating and expanding the existing structures and leasing the units to entities external to the University, and to the extent possible, entities that are related to health sciences. This ground lease has an initial term of 75 years. Rent is based upon formulas contained within the lease, considers factors such as gross rentable square footage of improvements, and approximate market rent. As only construction of the first phase of these units is nearing completion, it is not currently possible to reasonably estimate the future minimum rental income from this lease.

As of June 30, 2014, the land and structures subject to the ground lease noted above are included in the consolidated statement of financial position at $1,137,000, and $1,417,000 (net of accumulated depreciation of $24,000), respectively.

The future minimum rental payments to be received under the ground leases noted above and can reasonably be estimated are as follows (in thousands):

Year ended June 30:		
2015	$	—
2016		140
2017		140
2018		152
2019		154
Thereafter		10,497
	$	11,083

In December 2012, 1743 Holdings, LLC entered into a ground lease with a third-party for approximately 43 acres of unimproved land on the north-west portion of the STAR campus. The lease had an initial term of 75 years which could have been extended for up to 4 consecutive additional terms of 5 years each. Rent was to be based upon formulas contained within the lease, considering factors such as gross building square footage of constructed improvements, and approximate market rent.

In July 2014, 1743 Holdings, LLC gave the third-party written notice that the University was terminating the lease based upon the third-party's noncompliance with specified sections of the lease agreement. One of the grounds for termination listed in the termination notice allowed for a 60 day period to remedy the instance of noncompliance. That time period has expired.

(16) Net Assets

Temporarily restricted net assets include the following at June 30, 2014 and 2013 (in thousands):

		2014	2013
Contributions receivable	$	39,171	34,771
Annuity and life income funds		989	617
Accumulated gains on permanent endowment funds		615,636	531,471
Other time and purpose restrictions		23,277	20,447
	$	679,073	587,306

Generally, the donors of these assets permit the University to use all or part of the income earned and net appreciation on related investments for general or specific purposes, such as scholarships, faculty salaries, or other operational support.

Permanently restricted net assets include the following at June 30, 2014 and 2013 (in thousands):

		2014	2013
Permanent loan funds	$	333	323
Annuity and life income funds		3,592	2,774
Funds held in trust by others		67,867	60,653
Permanent endowment funds		297,201	279,434
	$	368,993	343,184

(17) Scholarship Allowance

The University provides financial assistance to eligible students to partially offset the direct costs of tuition, on-campus housing, and meal contracts. These scholarship allowances are presented as a reduction of tuition and fees and sales and services of auxiliary enterprises.

Scholarships are funded from unrestricted resources, as well as funds from donors, federal and state governments, and endowment income restricted to use for student financial assistance.

The table below identifies this financial assistance by source and by student classification for the year ended June 30, 2014 (in thousands):

		Undergraduate	Graduate	Total
Unrestricted	$	53,385	59,553	112,938
Federal grants		691	1,093	1,784
State grants		10,912	54	10,966
Private gifts		3,157	537	3,694
Endowment		3,657	85	3,742
Total	$	71,802	61,322	133,124

An additional $6,044,000 of University-provided financial assistance was utilized by students for books, supplies, and off-campus living expenses.

(18) Fundraising Costs

Fundraising costs were approximately $12,888,000 and $11,531,000 for the years ended June 30, 2014 and 2013, respectively.

(19) Related Party Transactions

The University may, from time to time, do business with companies that may be associated, either directly or indirectly, with members of the University's Board of Trustees or senior management. Although not material, the University believes that these transactions are executed on terms comparable to those available from unrelated parties and are in the best interest of the University.

(20) Contingencies

The University is party to certain claims and litigation arising in the ordinary course of business. In the opinion of management, the resolution of such claims and litigation will not materially affect the University's financial position, statement of activities, or cash flows.

(21) Subsequent Events

In connection with the preparation of the consolidated financial statements, the University evaluated subsequent events after the statement of financial position date of June 30, 2014 through October 15, 2014, which was the date the consolidated financial statements were issued, and noted no matters requiring additional disclosure.

UNIVERSITY OF DELAWARE

Consolidated Financial Statements

June 30, 2013

(With Independent Auditors' Report Thereon)

UNIVERSITY OF DELAWARE

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KPMG LLP
1601 Market Street
Philadelphia, PA 19103-2499

Independent Auditors' Report

The Board of Trustees
University of Delaware:

We have audited the accompanying consolidated financial statements of the University of Delaware and subsidiaries (the University), which comprise the consolidated statement of financial position as of June 30, 2013, and the related consolidated statements of activities, expenses by natural classification, and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the consolidated financial position of the University of Delaware and its subsidiaries as of June 30, 2013, and the changes in their net assets and their cash flows for the year then ended in accordance with U.S. generally accepted accounting principles.

KPMG LLP is a Delaware limited liability partnership, the U.S. member firm of KPMG International Cooperative ("KPMG International"), a Swiss entity.

Report on Summarized Comparative Information

We have previously audited the University's 2012 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated November 7, 2012. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2012 is consistent, in all material respects, with the audited financial statements from which it has been derived.

KPMG LLP

Philadelphia, Pennsylvania
October 28, 2013

UNIVERSITY OF DELAWARE

Consolidated Statement of Financial Position

June 30, 2013
(with summarized financial information as of June 30, 2012)

(In thousands)

Assets		**2013**	**2012**
Cash and cash equivalents	$	41,717	45,433
Accounts and notes receivable		38,637	45,268
Prepaid expenses and inventories		4,624	5,813
Restricted deposits		146,452	58,321
Contributions receivable		34,771	32,273
Student loan receivables		13,286	14,123
Endowment funds and other investments		1,460,586	1,314,530
Annuity and life income funds		8,377	7,731
Funds held in trust by others		60,653	58,209
Property, plant, and equipment, net of depreciation		1,321,631	1,195,830
Total assets	$	3,130,734	2,777,531
Liabilities and Net Assets			
Accounts payable and accrued liabilities	$	88,820	77,451
Deferred revenues and student deposits		8,943	8,329
Financing obligations		17,985	6,557
Notes and bonds payable		489,049	353,993
Interest rate swap liabilities		24,478	41,487
Annuity and life income funds payable		4,986	4,785
Compensated absences payable		13,904	13,465
Postretirement benefit obligation		264,738	283,690
Advances from federal government for student loans		15,094	14,995
Asset retirement obligation		22,112	20,889
Total liabilities		950,109	825,641
Unrestricted		1,248,794	1,085,224
Unrestricted – noncontrolling interest in First State Marine Wind, LLC		1,341	1,551
Temporarily restricted		587,306	533,671
Permanently restricted		343,184	331,444
Total net assets		2,180,625	1,951,890
Total liabilities and net assets	$	3,130,734	2,777,531

See accompanying notes to consolidated financial statements.

UNIVERSITY OF DELAWARE

Consolidated Statement of Activities

Year ended June 30, 2013
(with summarized financial information for the year ended June 30, 2012)

(In thousands)

	2013				2012
	Unrestricted	Temporarily restricted	Permanently restricted	Total	Total
Operating revenue:					
Tuition and fees (less scholarships and fellowships of $117,508 during 2013, $106,186 during 2012)	$ 370,912	—	—	370,912	354,844
Contributions	22,040	1,443	—	23,483	25,048
Contracts and other exchange transactions	172,725	—	—	172,725	165,692
State operating appropriations	115,072	—	—	115,072	112,427
Endowment spending payout	46,557	—	—	46,557	44,603
Other investments payout (includes net realized gain of $4,141 during 2013 and $3,473 during 2012)	6,056	54	—	6,110	6,294
Activities of educational departments	16,466	—	—	16,466	13,919
Sales and services of auxiliary enterprises (less scholarships and fellowships of $1,930 during 2013, $1,113 during 2012)	116,795	—	—	116,795	110,657
Other revenue	16,300	—	—	16,300	17,501
Total operating revenue	882,923	1,497	—	884,420	850,985
Operating expenses:					
Educational and general:					
Instruction and departmental research	359,645	—	—	359,645	346,420
Sponsored research	139,473	—	—	139,473	135,079
Extension and public service	47,905	—	—	47,905	46,780
Academic support	65,316	—	—	65,316	58,566
Student services	30,541	—	—	30,541	28,821
General institutional support	90,260	—	—	90,260	82,114
Student aid	6,521	—	—	6,521	5,884
Total educational and general expenses	739,661	—	—	739,661	703,664
Auxiliary enterprises	100,209	—	—	100,209	95,633
Independent operations	884	—	—	884	679
Total operating expenses	840,754	—	—	840,754	799,976
Change in net assets from operating activities	42,169	1,497	—	43,666	51,009
Nonoperating activities:					
Net realized and unrealized gains (losses)	59,237	75,380	4,009	138,626	(61,428)
Decrease (increase) in postretirement benefit obligation	38,387	—	—	38,387	(59,476)
Endowment income	2,869	8,026	718	11,613	15,832
Endowment spending payout	(46,557)	—	—	(46,557)	(44,603)
Contributions for endowment and life income funds	—	135	9,688	9,823	13,033
Contributions for buildings and program activities	2,498	14,503	—	17,001	25,707
State capital appropriations	14,380	—	—	14,380	3,889
Hotel operations – net	912	—	—	912	(1,370)
Wind turbine operations – net	(380)	—	—	(380)	(194)
Net change in asset retirement obligation liability	(425)	—	—	(425)	38
Other	2,595	397	(1,303)	1,689	6,471
Reclassifications of funds	(1,367)	2,739	(1,372)	—	—
Net assets released from restrictions	49,042	(49,042)	—	—	—
Change in net assets	163,360	53,635	11,740	228,735	(51,092)
Net assets at beginning of year	1,086,775	533,671	331,444	1,951,890	2,002,982
Net assets at end of year	$ 1,250,135	587,306	343,184	2,180,625	1,951,890

See accompanying notes to consolidated financial statements.

UNIVERSITY OF DELAWARE

Consolidated Statement of Expenses by Natural Classification

Year ended June 30, 2013
(with summarized financial information for the year ended June 30, 2012)

(In thousands)

	2013										2012
	Instruction and departmental research	Sponsored research	Extension and public service	Academic support	Student services	General institutional support	Student aid	Auxiliary enterprises	Independent operations	Total	Total
Operating expenses:											
Expenses:											
Salaries and wages	$ 200,548	64,046	23,483	28,366	14,119	40,965	3,419	8,374	—	383,320	365,067
Employee fringe benefits	54,878	14,878	6,988	11,184	4,342	15,589	—	2,852	—	110,711	107,598
Employee postretirement benefits	16,003	2,821	1,182	1,463	523	1,988	—	371	—	24,351	19,742
Supplies and general	36,387	37,584	9,990	8,381	6,697	24,338	834	64,755	549	189,515	177,201
Travel	14,983	3,248	1,265	777	850	582	125	144	2	21,976	21,473
Operation and maintenance of plant	24,609	7,319	2,848	5,360	1,290	10,053	—	—	330	51,809 (a)	49,877 (b)
Information processing	60	7	1	(30)	2,939	8,460	—	—	—	11,437	11,819
Interest expense	2,645	517	—	—	251	37	—	13,975	—	17,425	16,551
Scholarships, fellowships and awards	—	—	—	—	—	—	119,613	—	—	119,613	107,375
Depreciation and accretion	13,443	9,189	2,213	10,490	579	7,238	—	10,960	3	54,115	53,014
Loss on disposals	248	389	26	16	2	272	—	234	—	1,187	4,640
Amortization of bond discount (premium)	24	23	—	—	(45)	—	—	(295)	—	(293)	(169)
Internal service (credits) charges	(2,856)	(62)	30	(672)	(991)	(19,262)	—	(1,161)	—	(24,974)	(26,914)
Expense before scholarship allowance	360,972	139,959	48,026	65,335	30,556	90,260	123,991	100,209	884	960,192	907,274
Reconciliation to statement of activities:											
Scholarship allowance	(1,327)	(486)	(121)	(19)	(15)	—	(117,470)	—	—	(119,438)	(107,298)
Total operating expenses	$ 359,645	139,473	47,905	65,316	30,541	90,260	6,521	100,209	884	840,754	799,976

Notes:
(a) Includes salaries and wages of $24,746, fringe benefits of $13,502, employee postretirement benefits of $455, and depreciation expense for plant facilities of $1,043 during 2013.
(b) Includes salaries and wages of $24,613, fringe benefits of $13,555, employee postretirement benefits of $344, and depreciation expense for plant facilities of $955 during 2012.

See accompanying notes to consolidated financial statements.

UNIVERSITY OF DELAWARE

Consolidated Statement of Cash Flows

Year ended June 30, 2013
(with summarized financial information for the year ended June 30, 2012)

(In thousands)

		2013	2012
Cash flows from operating activities:			
Change in net assets	$	228,735	(51,092)
Adjustments to reconcile change in net assets to net cash provided by operating activities:			
Depreciation		55,720	54,487
Loss on disposals		1,187	4,640
Amortization of discounts and premiums on notes and bonds payable and capital lease obligations		(283)	(158)
Net realized and unrealized (gains) losses		(122,072)	38,996
Gifts of land, building, and equipment		(473)	(393)
State capital appropriations		(14,380)	(3,889)
Contributions for endowment		(9,823)	(13,033)
Contributions for buildings		(14,503)	(15,476)
Endowment income restricted for reinvestment		(718)	(633)
Changes in assets and liabilities:			
Accounts and notes receivable		6,631	4,645
Prepaid expenses and inventories		1,189	(1,105)
Contributions receivable		(2,498)	(10,232)
Accounts payable, accrued liabilities, and annuity and life income funds payable		11,278	(1,080)
Deferred revenues and students deposits		614	(770)
Interest rate swap liability		(15,038)	20,053
Asset retirement obligation		944	485
Compensated absences payable and postretirement benefit obligation		(18,513)	74,230
Net cash provided by operating activities		107,997	99,675
Cash flows from investing activities:			
Proceeds from sales and maturities of investments		1,665,970	1,201,224
Purchases of investments		(1,693,039)	(1,193,499)
Acquisitions of property, plant, and equipment		(170,169)	(179,688)
Disbursements of loans to students		(1,594)	(1,633)
Repayments of loans		2,431	2,229
Net cash used in investing activities		(196,401)	(171,367)
Cash flows from financing activities:			
Repayments of principal of notes and bonds payable		(13,139)	(9,773)
Net proceeds from issuance of notes and bonds payable		148,501	—
Reduction in principal of capital leases		(595)	(565)
Termination of interest rate swap agreements		(1,971)	—
Increase in financing obligations		500	—
State capital appropriations		14,380	3,889
Endowment income restricted for reinvestment		718	633
Contributions for endowment		9,823	13,033
Contributions for buildings		14,503	15,476
Advances from federal government for student loans		99	92
(Increase) decrease in restricted deposits		(88,131)	53,663
Net cash provided by financing activities		84,688	76,448
Net (decrease) increase in cash and cash equivalents		(3,716)	4,756
Cash and cash equivalents, beginning of year		45,433	40,677
Cash and cash equivalents, end of year	$	41,717	45,433
Supplemental disclosure of cash flow information:			
Interest paid	$	17,425	16,865

See accompanying notes to consolidated financial statements.

(1) Summary of Significant Accounting Policies

(a) Description of Operations

The University of Delaware (the University), a privately chartered university with public support, is a Doctoral/Research Institution-Extensive, land-grant, sea-grant, space-grant, and urban-grant institution. The University, with origins in 1743, was chartered by the State of Delaware (the State) in 1833. A Women's College was opened in 1914, and in 1945, the University became permanently co-educational. The main campus is located in Newark, Delaware, a suburban community of 30,000, situated midway between Philadelphia and Baltimore. Also, courses are offered at other locations throughout the State, including Wilmington, Lewes, Dover, Milford, and Georgetown.

The significant accounting principles and practices followed by the University are presented below to assist the reader in analyzing the consolidated financial statements and accompanying notes.

(b) Basis of Presentation

The consolidated financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with U.S. generally accepted accounting principles (U.S. GAAP). Accordingly, such information should be read in conjunction with the University's consolidated financial statements for the year ended June 30, 2012, from which the summarized information was derived.

Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Restricted gifts, which may be expended only for the purpose indicated by the donor/grantor, are maintained in separate accounts in the University's system. Accordingly, net assets of the University and changes therein are classified and reported as follows:

- Unrestricted net assets – Net assets that are not subject to donor-imposed stipulations.
- Temporarily restricted net assets – Net assets subject to donor-imposed stipulations that may or will be met by actions of the University and/or the passage of time.
- Permanently restricted net assets – Net assets subject to donor-imposed stipulations that they be maintained permanently by the University. Generally, the donors of these assets permit the University to use all of, or part of, the total investment return on related investments for general or specific purposes.

There are three financial statements presented under U.S. GAAP for not-for-profit organizations:

Statement of Financial Position – is a listing of the total assets, total liabilities, and net assets as of the end of a fiscal year.

Statement of Activities – is a summary of the financial activity during a fiscal year and reports the amounts of the changes in unrestricted net assets, temporarily restricted net assets, permanently restricted net assets, and total net assets.

Statement of Cash Flows – is a summary of the cash receipts and cash payments during a fiscal year.

As a supplement to the financial statements, the statement of expenses by natural classification presents expenses by natural classification within functional categories. Operation and maintenance of plant, depreciation and accretion expense, and disposals are allocated based on square footage. Postretirement benefit obligation expense and fringe benefit expense are allocated based on salaries and wages. Interest expense and amortization of bond discount are allocated to the functional classification that benefited from the use of the proceeds of the debt.

Revenues are reported as increases in unrestricted net assets unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets. Gains and losses on investments and other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law. Expirations of temporary restrictions on net assets (i.e., the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as released from restrictions between the applicable classes of net assets.

Contributions, including unconditional promises to give, are recognized as revenues in the period received. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met. Contributions of assets other than cash are recorded at their estimated fair value.

Contributions received with donor-imposed restrictions that are met in the same year as received are reported as revenues of the unrestricted net asset class. Income and realized and unrealized net gains on investments of endowment and similar funds are reported as follows:

- as increases in permanently restricted net assets if the terms of the gift or the University's interpretation of relevant state law require that they be added to the principal of a permanent endowment fund.
- as increases in temporarily restricted net assets if the terms of the gift impose restrictions on the use of the income or the income is not available to be used until appropriated by the University under state law.

(c) Reclassifications of Funds

The reclassification of funds includes transfers of operating funds designated by the University for investment in endowment or in plant, and financial transactions between net asset classes.

(d) Auxiliary Operations

The operation of auxiliaries is supplementary to the primary educational function of the University. Accordingly, revenues of auxiliary enterprises provide for debt service, and renewal and replacement of equipment. Auxiliary operations primarily include the residence and dining halls, the bookstore, and student health service.

(e) Cash and Cash Equivalents

Cash equivalents include all highly liquid interest-bearing deposits and short-term investments with maturities of three months or less at time of purchase, excluding amounts held for long-term investments as disclosed in note 6.

(f) Restricted Deposits

Restricted deposits as of June 30, 2013 and 2012 consisted of the following (in thousands):

		2013	2012
Unexpended bond proceeds	$	125,467	41,333
Debt service reserve funds		16,861	14,008
Other deposits		4,124	2,980
	$	146,452	58,321

Unexpended bond proceeds represent the amount of unspent revenue bond proceeds that remain on deposit with the trustee. Under terms of the trust agreement, proceeds are not released to the University until expenditures related to the specific purpose of the bond indenture have occurred. These amounts are generally invested in cash equivalents and short-term U.S. government or commercial securities with maturities that support the anticipated cash flow of the underlying construction projects.

Debt service reserve funds are also held with the trustee. The University transfers funds to the trustee in accordance with bond covenant agreements to meet future bond payments. These funds remain on deposit until scheduled interest payments and scheduled or optional redemption principal payments are made, as disclosed in note 11. These funds are generally invested in cash equivalents.

Other deposits are under the control of the University but are restricted in their use. These funds may be held for federal loan programs or for the benefit of or under regulations promulgated by the federal government. These funds are generally invested in cash equivalents.

(g) Endowment Funds and Other Investments

Investments are stated at estimated fair value, as described in note 3.

(h) Compensated Absences Payable

Compensated absences payable represents vacation time earned by full-time professional and salaried staff employees, but not yet taken as of fiscal year-end. An employee is entitled to receive pay in lieu of vacation upon separation from the University. Employees may accrue a maximum of 25 days to 40 days based upon years of service.

(i) Operating Versus Nonoperating

Operating activities consist principally of revenues and expenses related to the University's ongoing educational, research and public service mission, including endowment and other investment income appropriated by the University to support these programs.

(j) Income Taxes

The University has been recognized by the Internal Revenue Service (IRS) as exempt from federal income tax under Section 501(c)(3) of the U.S. Internal Revenue Code, except for taxes on income from activities unrelated to its exempt purpose. Accordingly, no provisions for income taxes have been made in the accompanying consolidated financial statements. U.S. GAAP require management to evaluate tax positions taken by the University and recognize a tax liability (or asset) if the University has taken an uncertain tax position that more likely than not would not be sustained upon examination by the IRS. Management has analyzed the tax positions taken by the University, and has concluded that as of June 30, 2013, there are no uncertain positions taken or expected to be taken that would require recognition of a liability (or asset) or disclosure in the consolidated financial statements. The University is subject to routine audits by taxing jurisdictions; however, there are currently no audits for any tax periods in progress.

(k) Estimates

The preparation of consolidated financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the consolidated financial statements. Estimates also affect the reported amount of revenue and expenses during the reporting period. Actual results could differ from these estimates.

(l) Impact of Recent Accounting Pronouncements

In May 2011, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) 2011-04, *Fair Value Measurement (Topic 820): Amendments to Achieve Common Fair Value Measurement and Disclosure Requirements in U.S. GAAP and IFRSs* (ASU 2011-04), which does not extend the use of fair value, but rather provides guidance about how fair value should be determined where it is already required or permitted under International Financial Reporting Standards (IFRS) or U.S. GAAP. For U.S. GAAP, most of the changes are clarifications of existing guidance or wording changes to align with IFRS. For public entities, the ASU was effective for periods beginning after December 15, 2011. The adoption of ASU 2011-04 only required additional disclosures and did not have a material impact on the consolidated financial statements.

In December 2011, the FASB issued ASU 2011-11, *Balance Sheet (Topic 210) Disclosure about Offsetting Assets and Liabilities* (ASU 2011-11). The amendments enhance disclosures about financial instruments and derivative instruments that are either offset in accordance with U.S. GAAP or are subject to an enforceable master netting arrangement or similar agreement. The disclosure provisions of ASU 2011-11 are effective for annual reporting periods beginning on or after January 1, 2013, and should be applied retrospectively for all comparative periods presented. In January 2012, the FASB issued ASU 2013-01, *Balance Sheet (Topic 210) Clarifying the Scope of*

Disclosures about Offsetting Assets and Liabilities (ASU 2013-01), which clarifies that the scope of ASU 2011-11 applies to derivatives accounted for in accordance with *Topic 815, Derivatives and Hedging*. Entities with other types of financial assets and financial liabilities subject to a master netting arrangement, or similar agreement, also are affected because the amendments make them no longer subject to the disclosure requirements in ASU 2011-11. The adoption of ASU 2011-11 and ASU 2013-01 will not have a material impact on the consolidated financial statements.

In October 2012, the FASB issued ASU 2012-05, *Statement of Cash Flows (Topic 230) Not-for-Profit Entities: Classification of the Sale Proceeds of Donated Financial Assets in the Statement of Cash Flows*, (ASU 2012-05), which requires a Not-for-Profit (NFP) to classify cash receipts from the sale of donated financial assets consistently with cash donations received in the statement of cash flows if those cash receipts were from the sale of donated financial assets that upon receipt were directed without any NFP-imposed limitations for sale and were converted nearly immediately into cash. Accordingly, the cash receipts from the sale of those financial assets should be classified as cash inflows from operating activities, unless the donor restricted the e use of the contributed resources to long-term purposes, in which case those cash receipts should be classifies as cash flows from financing activities. Otherwise, cash receipts from the sale of donated financial assets should be classifies as cash flows from investing activities by the NFP. ASU 2012-05 is effective prospectively for fiscal years, and interim periods within those years, beginning after June 15, 2013. Retrospective application to all prior periods presented upon the date of adoption is permitted, as is early adoption from the beginning of the fiscal year of adoption. The University does not expect the adoption of this ASU to have a material impact on its consolidated financial statements.

In February 2013, the FASB issued ASU 2013-04, *Liabilities (Topic 405) Obligations Resulting from Joint and Several Liability Arrangements for Which the Total Amount of the Obligation is Fixed at the Reporting Date* (ASU 2013-04). This ASU applies to all entities that have obligations resulting from joint and several liability arrangements for which the total amount of the obligation within this guidance is fixed at the reporting date and for which no specific guidance exists. It specifies that the obligation be measured at the reporting date as the sum of the amount the reporting entity agreed to pay on the basis of its arrangement amount its co-obligors, plus any additional amount the reporting entity expects to pay on behalf of its co-obligors. The ASU also requires an entity to disclose the nature, amount and other specified information about the obligation. ASU 2013-04 is effective for fiscal years, and interim periods within those years, beginning after December 15, 2013. The University does not expect the adoption of this ASU to have a material impact on its consolidated financial statements.

In April 2013, the FASB issued ASU 2013-06, *Not-for-Profit Entities (Topic 958), Services Received from Personnel of an Affiliate* (ASU 2013-06), which require a recipient NFP entity to recognize all services received from personnel of an affiliate that directly benefit the recipient not-for-profit entity. The ASU is effective prospectively for fiscal years beginning after June 15, 2014, and interim and annual periods thereafter, but allows a recipient NFP entity to apply the amendments using a modified retrospective approach under which all periods presented upon the date of adoption should be adjusted, but no adjustment should be made to the beginning balance of net assets of the earliest period presented. Early adoption is permitted. The University does not expect the adoption of ASU 2013-06 to have a material impact on its consolidated financial statements.

(m) Reclassifications

Certain prior year financial information has been reclassified to conform to the current year presentation.

(2) Subsidiary Operations

In October 2009, Blue Hen Wind, Inc. was created as a wholly owned, for-profit, subsidiary of the University. Simultaneously, Blue Hen Wind, Inc. entered into a Limited Liability Company Agreement with Gamesa Technology Corporation, Inc. and formed First State Marine Wind, LLC for the purpose of constructing and operating a wind turbine adjacent to the University's Hugh R. Sharp campus in Lewes. At inception, Blue Hen Wind, Inc. had a 49% ownership interest in First State Marine Wind, LLC. Blue Hen Wind, Inc.'s ownership interest has subsequently increased to approximately 67% at June 30, 2013.

The operations of Blue Hen Wind, Inc. are consolidated into the University's financial statements. Operations for the year ended June 30, 2013, resulted in revenues from third parties of $29,000 and expenses of $409,000 being recognized. Operations for the year ended June 30, 2012, resulted in revenues from third parties of $56,000 and expenses of $250,000 being recognized. Gamesa Technology Corporation, Inc.'s noncontrolling interest in First State Marine Wind, LLC is presented as a separate component of net assets in the consolidated statement of financial position.

In December 2008, 1743 Holdings, LLC was created as a wholly owned subsidiary of the University for the purpose of purchasing and managing a 272-acre site that was formerly occupied by a Chrysler Corporation automobile assembly plant, which is contiguous to the University's 968-acre Newark campus. That property was acquired during fiscal 2010 for a purchase price of $24,250,000 and is known as the Science, Technology and Advanced Research (STAR) campus.

The operations of 1743 Holdings, LLC are consolidated into the University's financial statements. Operations for the year ended June 30, 2013 resulted in operating expenses of $884,000, nonoperating expenses of $496,000 and nonoperating revenue – other of $4,008,000, which are presented in independent operations and nonoperating activities in the consolidated statement of activities. Operations for the year ended June 30, 2012 resulted in operating expenses of $679,000 and nonoperating revenue – other of $6,786,000, which are presented in independent operations and nonoperating activities, respectively, in the consolidated statement of activities.

The University is the sole owner of Blue Hen Hotel, LLC and therefore the operations of Blue Hen Hotel, LLC are consolidated into the University's financial statements. Shaner Hotel Group Limited Partnership manages the hotel under a management contract that provides for a management fee of 3% of gross operating revenues of the LLC.

Operations of Blue Hen Hotel, LLC are reported as nonoperating activities and for the years ended June 30, 2013 and 2012 resulted in total revenues of $5,480,000 and $4,996,000, respectively, and gain of $912,000 and loss of $1,370,000, respectively. See note 11 for the impact of a related interest rate swap.

(3) Fair Value Measurements

Fair value is the price that would be received to sell an asset or paid to transfer a liability (exit price) in the principal or most advantageous market in an orderly transaction between participants at the measurement date and establishes a framework for measuring fair value.

The three levels of the fair value hierarchy are defined as follows:

Level 1: Quoted prices in active markets for identical assets or liabilities. Level 1 assets and liabilities include debt and equity securities that are traded in an active exchange market, as well as U.S. Treasury securities.

Level 2: Observable inputs other than Level 1 prices such as quoted prices for similar assets and liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities. Level 2 assets and liabilities include debt securities with quoted market prices that are traded less frequently than exchange-traded instruments. This category generally includes certain U.S. government and agency mortgage backed securities, corporate-debt securities certain private debt and equity funds, and certain alternative investments.

Level 3: Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities. Level 3 assets and liabilities include financial instruments whose value is determined using pricing models, discounted cash flow methodologies, or similar techniques, as well as instruments for which the determination of fair value requires significant management judgment or estimation. This category generally includes certain private debt and equity funds and certain other alternative investments.

A financial instrument's categorization within the valuation hierarchy is based upon the lowest level of input that is significant to the fair value measurement.

The above methodology applies in instances in which other accounting pronouncements require or permit fair value measurements; it does not require any new fair value measurements. The carrying amount of cash and cash equivalents, accounts receivable, accounts payable, and accrued liabilities approximate fair value because of the short-term maturity of these financial instruments. The University measures its investments, liabilities related to annuity and life-income funds, interest rate swaps related to its debt, and contributions receivable at inception at fair value in accordance with other accounting pronouncements. Additionally, the University discloses the fair value of its outstanding debt. The valuation methodology for each of these items is described below:

(a) Investments

Investments are recorded at fair value as described above. Additional considerations used to categorize investments include:

U.S. government obligations, stock and convertible securities, international investments, and stock futures held directly by the University are classified as Level 1 since quoted prices in active markets are available. When these types of investments are held as part of commingled funds, they are classified as Level 2; although the commingled fund net asset value is available, these funds are not traded in active public markets. Investments in commingled funds can be redeemed at net asset value on at least a monthly basis. Corporate obligations and obligations of agencies of the U.S. government are classified as Level 2 as they are not traded in an active market but are valued using third-party vendor pricing services by custodian banks.

Valuations for limited partnerships, Limited Liability Companies (LLC), and inflation sensitive assets are based on valuations provided by external investment managers or on audited financial statements when available. The University generally uses valuations as reported by investment managers as a practical expedient to estimate fair value without further adjustment. If the manager's reporting date is for a date prior to June 30, the University adjusts the net asset value for any capital contributions or distributions during the period from the investment manager measurement date to June 30. The University has classified those investments that can be redeemed at net asset value at or near the date (within 90 days) of the consolidated statement of financial position as Level 2. The remaining investments contain illiquid underlying assets, which are not publicly traded and for which pricing inputs are unobservable, which may include situations where there is little, if any, market activity for the asset, and require significant judgment or estimation and, therefore, have been classified as Level 3. While manager estimates of fair value are obtained, the University cannot redeem its investments at these estimates for Level 3 assets. The stated lives of the investments vary and they offer no liquidity until the underlying assets are sold.

Other assets classified as Level 2 consist primarily of municipal obligations held in commingled funds, while those classified as Level 3 consist primarily of collateralized mortgage obligations and restricted real estate.

(b) Annuity and Life Income Funds

The annuity and life income funds asset represents the fair value of assets held in charitable gift annuities, charitable remainder annuity trusts, and charitable remainder unitrusts. These assets consist primarily of corporate obligations, stock and convertible securities, and international investments and have been classified as Level 2 using the same methodology described above for similar types of underlying assets.

The annuity and life income funds payable represents the present value of future annuity payments due under these agreements, as calculated for each annuity using discount rates and actuarial assumptions consistent with American Counsel of Gift Annuities standards. These liabilities have been classified as Level 3 as the fair value is determined based upon a discounted cash flow methodology, which required significant judgment and estimation.

(c) Funds Held in Trust by Others

Funds held in trust by others represent amounts held by third parties where the University receives an income stream in perpetuity, but the assets are required to be held by a trustee. The University does not own the underlying assets, but rather has a beneficial interest in the trust. These trusts are invested in a combination of readily marketable assets, limited partnerships and land and have been classified as Level 3 since the University will never be able to redeem these assets.

(d) Debt and Related Interest Rate Swaps

The fair value of the University's debt is presented in note 11. The fair value of variable rate long-term debt approximates the carrying value because these financial instruments bear interest rates, which approximate current market rates for loans with similar maturities and credit quality. The fair value of the University's fixed rate long-term debt is based upon a discounted cash flow model.

The fair value of the University's interest rate swaps related to its debt obligation is based on a third-party valuation independent of the counterparty. Although a number of observable inputs are utilized in determining the fair value of its swaps, the University has classified this liability as Level 3 as the fair value was determined using a pricing model involving significant judgment and estimation.

(e) Contributions Receivable

The University values contributions receivable using the present value of future cash flows as described in note 4. Contributions receivable are not measured at fair value subsequent to this initial measurement because the discount rate selected is to remain constant over time rather than adjusted to reflect changing financial conditions.

(f) Student Loan Programs

An estimate of the fair value of loans receivable from students under government loan programs cannot be made because the notes are not marketable and can only be assigned to the U.S. government or its designees.

The following tables present the University's fair value hierarchy for financial instruments that are measured at fair value on a recurring basis as shown on the June 30, 2013 and 2012 consolidated statements of financial position (in thousands):

	June 30, 2013			
	Fair value	**Level 1**	**Level 2**	**Level 3**
Financial assets:				
Investments:				
Money market and other liquid funds	$ 16,986	16,637	349	—
U.S. government obligations:				
Mortgage-backed securities	42,513	5,539	36,974	—
Treasury obligations	48,250	44,724	3,526	—
Other	14,373	7,149	7,224	—
	105,136	57,412	47,724	—
Corporate obligations	221,064	—	221,064	—
Stock and convertible securities	162,911	159,761	3,150	—
International investments	28,179	45	28,134	—
Limited partnerships and LLCs	840,149	—	324,815	515,334
Inflation sensitive asset fund	29,520	—	29,520	—
Stock futures fund	35,972	—	35,972	—
Real estate investment trust	22,807	—	22,807	—
Other	6,239	—	1,472	4,767
Funds held in trust by others	60,653	—	—	60,653
Total	$ 1,529,616	233,855	715,007	580,754
Financial liabilities:				
Annuity and life income funds payable	$ 4,986	—	—	4,986
Interest rate swaps	24,478	—	—	24,478
Total	$ 29,464	—	—	29,464

	June 30, 2012			
	Fair value	**Level 1**	**Level 2**	**Level 3**
Financial assets:				
Investments:				
Money market and other liquid funds	$ 17,614	17,313	301	—
U.S. government obligations:				
Mortgage-backed securities	40,650	9,316	31,334	—
Treasury obligations	51,327	48,014	3,313	—
Other	5,298	2,757	2,541	—
	97,275	60,087	37,188	—
Corporate obligations	167,715	—	167,715	—
Stock and convertible securities	177,518	174,901	2,617	—
International investments	83,759	81,747	2,012	—
Limited partnerships and LLCs	666,617	—	173,726	492,891
Inflation sensitive asset fund	45,614	—	45,614	—
Stock futures fund	33,117	—	33,117	—
Real estate investment trust	25,568	—	25,568	—
Other	7,464	—	1,758	5,706
Funds held in trust by others	58,209	—	—	58,209
Total	$ 1,380,470	334,048	489,616	556,806
Financial liabilities:				
Annuity and life income funds payable	$ 4,785	—	—	4,785
Interest rate swaps	41,487	—	—	41,487
Total	$ 46,272	—	—	46,272

The following tables present a reconciliation of the consolidated statements of financial position amounts for financial instruments measured at fair value on a recurring basis using significant unobservable inputs (Level 3) for the years ended June 30, 2013 and 2012 (in thousands):

	Limited Partnerships and LLCs	Funds held in trust by others	Other	Total
Financial assets:				
Balance at June 30, 2012	$ 492,891	58,209	5,706	556,806
Net realized and unrealized gains	42,597	6,363	—	48,960
Purchases	35,166	28,945	217	64,328
Sales	(55,320)	(32,864)	(1,156)	(89,340)
Total at June 30, 2013	$ 515,334	60,653	4,767	580,754
Change in unrealized gains related to financial instruments still held at June 30, 2013	$ 31,414	4,662	—	36,076

	Interest rate swaps	Annuity and life income funds payable	Total
Financial liabilities:			
Balance at June 30, 2012	$ 41,487	4,785	46,272
Net realized and unrealized (gains) losses	(17,009)	147	(16,862)
Purchases	—	680	680
Sales	—	(626)	(626)
Total at June 30, 2013	$ 24,478	4,986	29,464
Change in unrealized (gains) losses related to financial instruments still held at June 30, 2013	$ (15,038)	147	(14,891)

		Limited Partnerships and LLCs	Funds held in trust by others	Other	Total
Financial assets:					
Balance at June 30, 2011	$	460,889	60,566	7,135	528,590
Net realized and unrealized gains (losses)		18,904	(753)	—	18,151
Purchases		61,598	26,925	282	88,805
Sales		(48,500)	(28,529)	(1,711)	(78,740)
Total at June 30, 2012	$	492,891	58,209	5,706	556,806
Change in unrealized gains (losses) related to financial instruments still held at June 30, 2012	$	10,606	(3,642)	—	6,964

		Interest rate swaps	Annuity and life income funds payable	Total
Financial liabilities:				
Balance at June 30, 2011	$	21,434	4,721	26,155
Net realized and unrealized (gains) losses		20,053	(31)	20,022
Purchases		—	698	698
Sales		—	(603)	(603)
Total at June 30, 2012	$	41,487	4,785	46,272
Change in unrealized (gains) losses related to financial instruments still held at June 30, 2012	$	20,053	(31)	20,022

Transfers between leveled assets are based upon beginning of year value of the asset. As of June 30, 2013 and 2012 there were no transfers between Levels.

(4) Contributions Receivable and Conditional Promises

Contributions receivable at June 30, 2013 and 2012 are summarized as follows (in thousands):

		2013	2012
Unconditional promises expected to be collected in:			
Less than one year	$	10,015	13,869
One year to five years		24,756	18,404
	$	34,771	32,273

The unamortized discount for contributions to be received after one year amounted to $1,288,000 and $1,163,000 in 2013 and 2012, respectively. Contributions to be received after one year are discounted at discount rates ranging from 1.5% to 5.0% for the years ended June 30, 2013 and 2012, respectively.

(5) Student Loan Programs

The student loan programs consist primarily of the Perkins Loan and Nursing Student Loan Programs. The U.S. government provides 75% of the funds for the Perkins loans and 90% for Nursing Student loans. The University provides 25% and 10% of the funds, respectively, to support these programs. The portion of the loan program funds that are returnable to the federal government in event of termination of the programs is reflected as advances from federal government for student loans on the consolidated statement of financial position.

(6) Investments

Investments are recorded at fair value as described below and in note 3. Included in investments are endowment funds and other investments. The cost and market value at June 30, 2013 and 2012 were as follows (in thousands):

		2013		2012	
		Cost	Fair value	Cost	Fair value
Money market and other liquid funds	$	16,972	16,986	17,614	17,614
U.S. government obligations		104,767	105,136	93,740	97,275
Corporate obligations		219,194	221,064	164,897	167,715
Stock and convertible securities		126,032	162,911	156,686	177,518
International equity investments		34,908	28,179	97,430	83,759
Limited partnerships and LLCs		606,540	840,149	496,909	666,617
Inflation sensitive asset fund		30,823	29,520	44,413	45,614
Stock futures fund		30,614	35,972	33,892	33,117
Real estate investment trust		19,999	22,807	24,380	25,568
Other		6,239	6,239	7,464	7,464
Total	$	1,196,088	1,468,963	1,137,425	1,322,261

Included in the investments table above are $8,377,000 and $7,731,000 of annuity and life income funds, which are shown separately on the consolidated statement of financial position at June 30, 2013 and 2012, respectively. Additionally, the University has $60,653,000 and $58,209,000 of funds held in trust by others that are shown separately on the consolidated statement of financial position at June 30, 2013 and 2012, respectively, and which are not included in the above table of investments.

The asset allocation of the University's investments involves exposure to a diverse set of markets. The investments within these markets involve various risks such as interest rate, market, sovereign, and credit risks. The University anticipates that the value of its investments may, from time to time, fluctuate substantially as a result of these risks.

The following table presents at June 30, 2013, the attributes of the University's investments in alternative assets that estimate fair value using the net asset value reported by the funds (in thousands):

	Fair value	Estimated remaining lives	Unfunded commitments	Redemption frequency	Redemption notice frequency
Inflation sensitive asset fund	$ 29,520	N/A	$ N/A	Monthly	15 days
Stock futures fund	35,972	N/A	N/A	Monthly	30 days
Real estate investment trust	22,807	N/A	N/A	Quarterly	15 days
Limited partnerships and LLCs:					
U.S. corporate debt funds	41,211	N/A	N/A	Monthly	45 days
U.S. equity funds	33,337	N/A	N/A	Monthly	30 days
International equity funds	250,267	N/A	N/A	Monthly	10 days
Multi-strategy fund of funds	197,213	N/A	N/A	Annually	100 days
Long-short hedge fund	29,922	N/A	N/A	Annually	90 days
Private equity	45,502	2 – 8 years	24,795	Not eligible	N/A
Venture capital	37,099	4 – 10 years	9,782	Not eligible	N/A
Hybrid fund of funds	49,283	2 – 8 years	23,445	Not eligible	N/A
Distressed securities	14,507	2 – 9 years	18,745	Not eligible	N/A
Real estate	64,502	1 – 12 years	21,568	Not eligible	N/A
Natural resources	37,454	5 – 11 years	18,445	Not eligible	N/A
Oil and gas	39,852	4 – 8 years	30,302	Not eligible	N/A
	840,149		147,082		
	$ 928,448		$ 147,082		

The following table presents at June 30, 2012, the attributes of the University's investments in alternative assets that estimate fair value using the net asset value reported by the funds (in thousands):

	Fair value	Estimated remaining lives	Unfunded commitments	Redemption frequency	Redemption notice frequency
Inflation sensitive asset fund	$ 45,614	N/A	$ N/A	Monthly	15 days
Stock futures fund	33,117	N/A	N/A	Monthly	30 days
Real estate investment trust	25,568	N/A	N/A	Quarterly	15 days
Limited partnerships and LLCs:					
U.S. corporate debt funds	23,640	N/A	N/A	Monthly	45 days
U.S. equity funds	6,469	N/A	N/A	Monthly	30 days
International equity funds	143,617	N/A	N/A	Monthly	10 days
Multi-strategy fund of funds	187,278	N/A	N/A	Annually	100 days
Long-short hedge fund	28,672	N/A	N/A	Annually	90 days
Private equity	45,025	2 – 8 years	29,395	Not eligible	N/A
Venture capital	35,015	4 – 10 years	13,136	Not eligible	N/A
Hybrid fund of funds	53,181	2 – 8 years	6,180	Not eligible	N/A
Distressed securities	23,290	2 – 9 years	17,333	Not eligible	N/A
Real estate	49,159	1 – 12 years	18,626	Not eligible	N/A
Natural resources	37,560	5 – 11 years	13,513	Not eligible	N/A
Oil and gas	33,711	4 – 8 years	11,790	Not eligible	N/A
	666,617		109,973		
	$ 770,916		$ 109,973		

Inflation Sensitive Asset Fund

Inflation sensitive assets include liquid investments in assets that are viewed as positively correlated with inflation, including common stocks in energy and other extractive industries, commodities and inflation linked bonds. The investment is made through a commingled fund vehicle.

Stock Futures Fund

The stock futures fund is a pooled fund that uses stock index futures and options in combination with short-term and other liquid debt instruments to approximate the total return of the Standard & Poor's 500 Index. The derivatives are not used to leverage the underlying cash position of this investment, but rather to meet the endowment asset allocation and spending policy targets. The futures contracts and options are stated at fair market value based on their quoted daily settlement prices.

Real Estate Investment Trust

This category is an investment in a common trust fund that invests primarily in securities of entities with activities in or related to the development, operation, and/or ownership of real estate, including real estate investment trusts. The fund may also invest in real estate service companies and non-U.S. companies.

U.S. Corporate Debt Funds, U.S. Equity Funds, International Equity Funds

These categories are investments that can be redeemed at net asset value at or near the date of the statement of financial position and therefore classified as level 2 assets in the fair value hierarchy tables in note 3.

Multi-Strategy Fund of Funds

This category includes investments in funds of funds that pursue multiple strategies to diversify risks and reduce volatility. The hedge funds that make up these funds of funds invest in a variety of marketable securities, including stocks, bonds, credit-oriented securities, and arbitrage investments. The managers have the ability to shift investments between strategies and between net long and net short positions. The investments in this category are classified as level 3 assets.

Long-Short Hedge Fund

This category includes investments both long and short in U.S. and non-U.S. stocks and other marketable assets. The investment is made through a commingled fund vehicle. The fund is redeemable annually at December 31, and therefore classified as a level 3 asset.

All of the following University partnerships and LLCs receive distributions through the liquidation of the underlying assets of the fund. These investments can never be redeemed with the funds. Distributions from each fund will be received as the underlying investments of the funds are liquidated.

The University is obligated, under certain limited partnership agreements, to make additional capital contributions up to contractual levels. The timing and amounts of the contributions will be determined by the general partner of the respective limited partnership.

Private Equity, Venture Capital, Hybrid Fund of Funds, and Distressed Securities

These categories include illiquid investments in buyout, mezzanine, venture capital, growth equity, and distressed debt held in commingled limited partnership funds and are classified as level 3 assets in the fair value hierarchy tables in note 3.

Real Estate

This category includes illiquid investments in residential and commercial real estate assets, projects, or land held in commingled limited partnership funds. The investments in this category are classified as level 3 assets.

Natural Resources and Oil and Gas

These categories include illiquid assets in timber, oil and gas production, mining, energy, and related businesses held in commingled limited partnership funds and are classified as level 3 assets in the fair value hierarchy tables in note 3.

Return on investments during the periods was as follows (in thousands):

		2013	2012
Interest and dividends	$	13,646	18,725
Net realized and unrealized gains (losses)		128,855	(38,986)
Return (loss) on investments	$	142,501	(20,261)

Return on investments is classified on the consolidated statement of activities as follows (in thousands):

		2013	2012
Other investments payout	$	6,110	6,294
Sales and services of auxiliary enterprises		64	72
Net realized and unrealized gains (losses)		124,714	(42,459)
Endowment income		11,613	15,832
Return (loss) on investments	$	142,501	(20,261)

(7) Endowment Funds

The University endowment consists of approximately 932 individual funds established for a variety of purposes. The endowment funds are subdivided into appropriate net asset classifications. The permanently restricted endowment funds, primarily consisting of funds whose return is unrestricted, represent gifts received under circumstances indicating a stipulation of the donor that principal is not to be expended. Temporarily restricted and unrestricted endowment funds represent funds where there is no requirement to maintain the principal.

(a) Interpretation of Relevant Law

Based upon its interpretation of the provisions of Delaware's enacted version of the Uniform Prudent Management of Institutional Funds Act (UPMIFA), the University classifies the portion of donor-restricted endowment funds that is not classified as permanently restricted net assets as temporarily restricted net assets, unless it has previously been appropriated for use by the University in a manner consistent with the standard of prudence prescribed by UPMIFA. At the time of appropriation by the University, and providing there are no additional purpose restrictions in place, the temporarily restricted net assets will be reclassified to unrestricted net assets. As of June 30, 2013 and 2012, the amount of temporarily restricted endowment funds having no purpose restriction was $370,457,000 and $342,664,000, respectively. The University classifies as permanently restricted net assets the historical cost value of the original donor-restricted endowment.

(b) Return Objectives and Risk Parameters

The University has adopted investment and spending policies for endowment assets that attempt to provide in perpetuity financial support of the University's educational goals. Toward that end, the University's Board of Trustees, Investment Visiting Committee, and administration have a shared

mission to maximize the endowment fund's total return consistent with the University's prudent investment risk constraints. Endowment assets include those assets of donor-restricted funds that the organization must hold in perpetuity or for a donor-specified period, as well as board-designated funds. Under this policy approved by the Board of Trustees, the endowment assets are invested in a manner that is intended to achieve an average annual real return of at least 5% over time while assuming an acceptable level of investment risk. Actual returns in any year may vary from that amount. To monitor the effectiveness of the investment strategy of endowment funds, performance goals are established and monitored related to benchmark indices and returns earned by comparable endowment funds.

(c) Strategies Employed for Achieving Objectives

To satisfy its long-term rate of return objectives, the University employs a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current income (interest and dividends). The University's investment policy includes a target asset allocation, well diversified among suitable asset classes, that is expected to generate, on average, the level of expected return necessary to meet endowment objectives while assuming a level of risk (volatility) consistent with achieving that return.

(d) Spending Policy and How the Investment Objectives Relate to Spending Policy

In accordance with Delaware's enacted version of UPMIFA, the University considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds: (1) the duration and preservation of the fund; (2) the purposes of the organization and the donor-restricted endowment fund; (3) general economic conditions; (4) the possible effect of inflation and deflation; (5) the expected total return from income and the appreciation of investments; (6) other resources of the organization; and (7) the investment policies of the organization.

The University endowment spending policy guidelines target an annual distribution in the range of 4.0% to 5.0% of the endowment pooled portfolio average market value over the 12 trailing quarters through December 31 of the year prior to the new fiscal year. The actual rate is set annually by the Board of Trustees, and was 4.5% and 4.2% at June 30, 2013 and 2012, respectively.

In establishing this policy, the University considered the long-term expected return on its funds. Accordingly, over the long term, the University expects the current spending policy to allow its endowment to grow at a rate in excess of inflation. This is consistent with the University's objective to maintain the purchasing power of the endowment assets held in perpetuity or for a specified term as well as to provide additional real growth through new gifts and investment return.

(e) Funds with Deficiencies

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the original gift amount maintained as permanently restricted net assets. Deficiencies of this nature were approximately $9,000 and $563,000 as of June 30, 2013 and June 30, 2012, respectively. Such deficiencies are recorded in unrestricted net assets. These

deficiencies resulted from unfavorable market fluctuations that occurred shortly after the investment of new permanently restricted contributions. Subsequent gains that restore the fair value of the assets of the endowment fund to the required level will be classified as an increase in unrestricted net assets.

(f) Net Asset Classification of Endowment Funds

Net asset composition by type of fund consists of the following as of June 30, 2013 (in thousands):

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Donor-restricted endowment funds	$ (9)	523,056	279,434	802,481
Board-designated endowment funds	299,617	8,415	—	308,032
	$ 299,608	531,471	279,434	1,110,513

Net asset composition by type of fund consists of the following as of June 30, 2012 (in thousands):

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Donor-restricted endowment funds	$ (563)	473,394	270,809	743,640
Board-designated endowment funds	278,473	7,548	—	286,021
	$ 277,910	480,942	270,809	1,029,661

Board-designated temporarily restricted funds represent the income on nonendowed purpose restricted gifts to the University that the Board of Trustees has designated as endowment, but which cannot reasonably be expended within a year.

Changes in endowment net assets for the year ended June 30, 2013 (in thousands):

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Endowment net assets, beginning of year	$ 277,910	480,942	270,809	1,029,661
Investment return:				
Investment income	2,869	8,026	718	11,613
Net (depreciation) appreciation – realized and unrealized	33,076	74,556	(2,055)	105,577
Total investment return	313,855	563,524	269,472	1,146,851
Contributions	—	7	8,776	8,783
Endowment spending payout	(12,099)	(34,458)	—	(46,557)
Other changes	(2,148)	2,398	1,186	1,436
	$ 299,608	531,471	279,434	1,110,513

Changes in endowment net assets for the year ended June 30, 2012 (in thousands):

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Endowment net assets, beginning of year	$ 295,189	526,079	256,369	1,077,637
Investment return:				
Investment income	7,715	7,484	633	15,832
Net (depreciation) appreciation – realized and unrealized	(15,068)	(19,685)	1,107	(33,646)
Total investment return	287,836	513,878	258,109	1,059,823
Contributions	—	171	12,700	12,871
Endowment spending payout	(11,496)	(33,107)	—	(44,603)
Other changes	1,570	—	—	1,570
	$ 277,910	480,942	270,809	1,029,661

(8) Annuity and Life-Income Funds

The University held $8,377,000 and $7,731,000 in investments related to annuity and life-income funds as of June 30, 2013 and 2012, respectively. A related liability of $4,986,000 and $4,785,000 as of June 30, 2013 and 2012, respectively, represents the present value of future annuity payments due under these agreements, and was calculated for each annuity using discount rates and actuarial assumptions consistent with the terms of the gift.

The University's annuity and life income funds include charitable gift annuities, charitable remainder annuity trusts, and charitable remainder unitrusts.

The University is required by the laws of certain states to maintain reserves against charitable gift annuities. Such reserves amounted to $151,000 as of June 30, 2013 and 2012.

(9) Property, Plant, and Equipment

Land is recorded at cost or appraised value at time of receipt if contributed, including land deeded by the Board of Trustees of Delaware College to the State in the early 1900s and thereafter used by the University, as successor, for the purposes of the University.

Buildings are recorded at cost of initial construction, including buildings on land deeded to the State and thereafter used for the purposes of the University. Costs of major renovations to buildings are capitalized. Costs of equipment in excess of $5,000 with a useful life expectancy of two or more years are also capitalized.

The University uses the straight-line method of depreciation for its plant assets based on the following estimated useful lives:

	Estimated lives (years)
Land improvements	15
Buildings	40
Equipment and furnishings	2 – 20

Property, plant, and equipment as of June 30, 2013 and 2012 consisted of the following (in thousands):

		2013	2012
Land and improvements	$	93,999	101,346
Buildings		1,415,789	1,223,193
Equipment and furnishings		450,747	423,016
Collections and works of art		8,756	8,872
Capital leasehold		15,235	15,235
Construction in progress		164,359	203,740
Total property, plant, and equipment		2,148,885	1,975,402
Less accumulated depreciation		(827,254)	(779,572)
Total property, plant, and equipment, net	$	1,321,631	1,195,830

The University has three major building and renovation projects as of June 30, 2013 budgeted to cost $126,800,000. At year-end, $109,456,000 has been disbursed with $17,344,000 committed to complete these projects.

(10) Financing Obligations

The University has obligations under capital leases that amounted to $5,985,000 and $6,557,000 as of June 30, 2013 and 2012, respectively. The University's obligation at June 30, 2013 includes a building lease with Delaware Technology Park for the Delaware Biotechnology Institute, a unit of the University. The lease consists of annual lease payments ranging from $345,000 to $900,000 to be paid over a 20-year term.

The aggregate amount of principal and interest payments on the University's obligation under capital leases is due as follows (in thousands):

		Principal	Interest	Total
2014	$	607	287	894
2015		642	254	896
2016		682	214	896
2017		717	177	894
2018		761	154	915
Thereafter		2,576	138	2,714
	$	5,985	1,224	7,209

In August 2012, 1743 Holdings, LLC entered into a ground lease with a third-party for approximately six acres of land, and the structures thereon, for the purpose of renovating and expanding the existing structures and then leasing the space in the renovated unit to the University for use primarily by the College of Health Sciences. The ground lease has an initial term of 75 years, with a nominal rent while the

University is occupying the unit. Rent reverts to a market-based rent at the time the University ceases to lease the unit. The space lease was entered into simultaneously with the ground lease and has an initial term of 29 ½ years, with the option of twelve additional 5-year extensions. Construction of the unit is underway, and the University anticipates the renovations to cost approximately $30,500,000.

These transactions were structured to create the same economic effect as if the University built and owned the building, and as such, the University has reflected the costs associated with the renovation of the unit as construction in progress in the consolidated statement of financial position, and also recorded a corresponding financing obligation of $12,000,000 at June 30, 2013.

Occupying the unit is expected to begin in January 2014, at that time rent payments are to begin. The estimated future minimum rental payments are as follows (in thousands):

2014	$	999
2015		1,998
2016		1,998
2017		1,998
2018		1,998
Thereafter		49,959
	$	58,950

(11) Notes and Bonds Payable

Indebtedness at June 30, 2013 and 2012 consisted of the following (in thousands):

		2013	2012
Series 2004B Revenue Bonds (a)	$	33,375	39,720
Series 2005 Revenue Bonds (b)		34,615	43,750
Series 2009A Revenue Bonds (c)		—	68,600
Series 2009B Revenue Bonds (d)		49,305	55,085
Series 2010A Revenue Bonds(e)		119,580	119,580
Series 2010B Revenue Bonds (f)		11,080	11,080
Series 2013A Revenue Bonds (g)		119,210	—
Series 2013B Revenue Bonds (h)		29,755	—
Series 2013C Revenue Bonds (i)		57,475	—
Blue Hen Hotel LLC Bonds (j)		8,700	9,055
University Early Learning Center Line of Credit (k)		3,027	3,251
		466,122	350,121
Premiums on notes and bonds payable		22,927	3,872
Notes and bonds payable	$	489,049	353,993

(a) Series 2004B Revenue Bonds

In April 2004, the University issued $40,835,000 of Series 2004B Variable Rate Demand Revenue Bonds. The Series 2004B Bonds were used to construct a parking garage, to demolish existing University dormitories, to construct three new dormitory buildings, and for other capital improvements.

The Series 2004B Bonds initially bear interest at a Daily Rate (0.07% at June 30, 2013) and will continue to bear interest at a Daily Rate until converted to bear interest at a Weekly, Flexible, Term, or Fixed Rate to maturity. The interest rate to be in effect for a particular period of time will be reset by the Remarketing Agent and will never exceed 12% per annum. A 3.25% interest cost through fiscal year 2035 is anticipated based on an existing interest rate exchange agreement, with additional costs of remarketing and a Standby Bond Purchase Agreement (SBPA) with a scheduled termination date of April 5, 2015. The Bonds are secured by a pledge of gross revenues received by the University from the operations of all project facilities including housing, dining, parking, and other revenue producing facilities. The Series 2004B Bonds mature on November 1, 2034, but are subject to optional redemption and tender for purchase prior to maturity. On May 1, 2013, $5,195,000 from 2013A Bonds was used to refund a portion of the Series 2004B Bonds.

(b) Series 2005 Revenue Bonds

In July 2005, the University issued $49,945,000 of Series 2005 Variable Rate Demand Revenue Bonds. $37,880,000 of the Series 2005 Bonds were used to complete the construction of three new dormitory buildings, the demolition of some existing University dormitories, and other capital improvements started with proceeds of the Series 2004B Revenue Bonds. In addition, $12,065,000 was used to advance refund a portion of the Series 1997 Bonds.

The Series 2005 Bonds initially bear interest at a Daily Rate (0.05% at June 30, 2013) and will continue to bear interest at a Daily Rate until converted to bear interest at a Weekly, Flexible, Term, or Fixed Rate to maturity. The interest rate to be in effect for a particular period of time will be reset by the Remarketing Agent and will never exceed 12% per annum. A 3.87% interest cost through fiscal year 2036 is anticipated on the $37,880,000 of project funds and 3.75% interest cost through fiscal year 2022 on the $12,065,000, both based on existing interest rate exchange agreements, with additional costs of remarketing and a SBPA with scheduled termination date of May 31, 2016 at which time it may be terminated, extended or replaced. The Bonds are secured by a pledge of gross revenues received by the University from the operations of all project facilities including housing, dining, parking, and other revenue producing facilities. The Series 2005 Bonds mature on November 1, 2035, but are subject to optional redemption and tender for purchase prior to maturity. On May 1, 2013, $7,505,000 from 2013A Bonds was used to refund a portion of the Series 2005 Bonds.

(c) Series 2009A Revenue Bonds

In March 2009, the University issued $71,310,000 of Series 2009A Variable Rate Revenue Bonds in term mode with a termination date of May 31, 2011. On June 1, 2011, replacement term mode bonds were issued for $68,600,000 with a mandatory remarketing date of June 4, 2013, at which time, the

bonds could be converted to any mode consistent with and as permitted by the Supplemental Agreement to the Trust Agreement for the 2009A bonds. These bonds were issued for the purpose of refinancing a taxable bank demand note, which was entered into on July 10, 2008, the proceeds of which the University used to redeem its Auction Rate Revenue Bonds Series 2007.

The Series 2009A Bonds issued June 1, 2011 initially bear interest at a Term Rate of 0.85% and will continue to bear interest at a Term Rate until converted to bear interest at a Daily, Weekly, Flexible, or Fixed Rate to maturity. The interest rate to be in effect for a particular Interest Period when the Term Rate is in effect, will be set by the Remarketing Agent as the minimum per annum rate of interest that is necessary to market the Series 2009A Bonds at a price equal to 100% of their principal amount plus accrued interest. The initial interest period extended until June 4, 2013 with interest payments on each June 1 and December 1. On June 4, 2013, the University refunded all 2009A bonds outstanding.

(d) Series 2009B Revenue Bonds

In December 2009, the University issued $64,000,000 of Series 2009B Revenue Bonds in fixed rate mode with the sole purpose of refunding the Series 1998, 2001A, and 2001B Variable Rate Demand Bonds and terminating related interest rate exchange agreements as discussed above.

The Series 2009B Bonds will bear interest rates ranging from 2% to 4%, maturing over various dates through November 2026, and are secured by a pledge of gross revenues received by the University from the operations of all project facilities including housing, dining, parking, and other revenue producing facilities.

(e) Series 2010A Revenue Bonds

In November 2010, the University issued $119,580,000 of Series 2010A Revenue Bonds in fixed rate mode with the purposes of providing funds for certain project facilities. The American Recovery and Reinvestment Act of 2009 (ARRA) permitted the University to issue the 2010A Bonds as "Build America Bonds" to finance capital expenditures for the purposes for which it could have issued tax-exempt bonds and to elect to receive payments from U.S. Treasury equal to 35% of the corresponding interest payable on 2010A Bonds (the Subsidy Payments). For the year ended June 30, 2013, the University received Subsidy Payments of $2,348,000, which are included in other operating revenue on the consolidated statement of activities. Interest income on these bonds is taxable to the bond holder. The Series 2010A Bonds are subject to mandatory redemption from November 1, 2028 through November 1, 2040, but are subject to optional redemption and tender for purchase prior to maturity.

The Series 2010A Bonds will bear the fixed interest rate of 5.866% (3.8129% after Subsidy Payments are received) and are secured by a pledge of gross revenues received by the University from the operations of all project facilities including housing and other revenue producing facilities.

(f) Series 2010B Revenue Bonds

In November 2010, the University issued $12,080,000 of Series 2010B Revenue Bonds in fixed rate mode with the purpose of providing funds for certain project facilities.

The Series 2010B Bonds will bear interest rates ranging from 0.65% to 3.796%, maturing on November 1 from 2012 to 2019. Interest income on these bonds is taxable to the bond holder. The Bonds are subject to optional redemption and tender for purchase prior to maturity.

(g) Series 2013A Revenue Bonds

In March 2013 (settlement in April) the University issued $119,210,000 of Series 2013A Revenue Bonds in fixed rate mode to fund certain capital projects, refund portions of the 2004B, 2005, and 2009A issues, and terminate the maturities of interest rate swap agreements related to the refunded bonds.

The Series 2013A Bonds will bear interest rates ranging from 3.00% to 5.00%, maturing on November 1, from 2014 to 2033. In addition there is a 5.00% term bond maturity in the amount of $27,825,000 on November 1, 2043. The Bonds are subject to optional redemption and tender for purchase prior to maturity.

(h) Series 2013B Revenue Bonds

In March 2013 (settlement in April) the University issued $29,755,000 of Series 2013B Federally Taxable Revenue Bonds in fixed rate mode to fund certain capital projects.

The Series 2013B Bonds will bear interest rates ranging from 0.488% to 2.997%, maturing from 2014 to 2026. In addition there is a 3.831% term bond in the amount of $6,770,000 maturing on November 1, 2033 and a 3.981% Term Bond in the amount of $13,555,000 maturing on November 1, 2043. The Bonds are subject to optional redemption and tender for purchase prior to maturity.

(i) Series 2013C Revenue Bonds

In March 2013 (settlement in April) the University issued $57,475,000 of Series 2013C Variable Rate Revenue Bonds with a mandatory remarketing date of May 1, 2016, at which time the Bonds will be converted to any mode consistent with and as permitted by the Supplemental Agreement to the Trust Agreement for the 2013C Bonds. The bond proceeds together with a University Equity contribution of approximately $4,295,500 was used to refund the remaining Series 2009A that were not refunded by the Series 2013A Bonds described above.

The Series 2013C Bonds will initially bear interest at a Term Rate of 0.70% and will continue to bear interest at a term rate until converted to bear interest at a Daily, Weekly, Flexible, or Fixed Rate to maturity. The interest rate to be in effect for a particular Interest Period when the Term Rate is in effect, will be set by the Remarketing Agent as the minimum per annum rate of interest that is necessary to market the Series 2013C Bonds at a price equal to 100% of their principal amount plus accrued interest. The initial period extends until May 1, 2016 with interest payments on each May 1 and November 1.

(j) Blue Hen Hotel LLC Bonds

In September 2001, the Blue Hen Hotel, LLC, a Company wholly owned (note 2) by the University and consolidated into the University's financial statements, issued $11,500,000 of Blue Hen Hotel, LLC Variable Rate Demand Bonds, Series 2001 (Series 2001 Bonds), which were also guaranteed by the University. The Series 2001 Bonds funded the design, construction, and start-up operating costs of the hotel.

The Series 2001 Bonds will initially bear interest at a Weekly Rate (0.23% at June 30, 2013) and will continue to bear interest at a Weekly Rate until converted to bear interest at a Daily, Flexible, Term, or Fixed Rate to maturity. The interest rate to be in effect for a particular period of time will be reset by the Remarketing Agent and will never exceed 18% per annum. A 5.50% interest cost through September 1, 2027 is anticipated based on an existing interest rate exchange agreement, with additional costs of remarketing and a SBPA that was renewed on November 15, 2012 with a scheduled termination date of December 12, 2014. The swap agreement counterparty has the right to terminate the agreement under certain market conditions in which the daily weighted average of the one-month LIBOR equals or exceeds 9.00% for the previous six-month period. If such right is exercised, the bond interest would revert to the market rate for weekly traded variable rate demand bonds.

The Series 2001 Bonds mature on September 1, 2027, but are subject to optional redemption and tender for purchase prior to maturity.

(k) Early Learning Center Line of Credit

In December 2008, the University obtained a five-year extension to the $5,000,000 line of credit that was originally opened in December 2003 to renovate the University Early Learning Center facility. The interest rate is a variable rate of 65% of the Bank's National Commercial Rate (calculated to be 2.60% at June 30, 2013) and there is an outstanding balance of $3,027,000 at June 30, 2013.

The University has entered into SBPAs for the variable rate demand bonds of the Series 2004B and 2005 Bonds with Bank of America and TD Bank respectively to provide liquidity for the purchase of the bonds should the remarketing agent be unable to sell the bonds on the open market. The SBPAs provide for the banks to purchase any outstanding bonds not remarketed for a period of up to 90 days at variable interest rates as defined in the SBPAs. Remarketing efforts on the open market would continue during the 90-day period. Should efforts to remarket any or all of the bonds be unsuccessful throughout the 90-day period, the University would be required to use available cash resources to redeem the bonds from the SBPA provider.

The University's debt agreements require that the University meet certain financial, and other, covenants. The University was in compliance with these covenants at June 30, 2013 and 2012.

The carrying amount of variable rate long-term debt approximates fair value because these financial instruments bear interest at rates, which approximate current market rates for loans with similar maturities and credit quality. The fair value of fixed and variable rate Revenue Bonds (par amount of $454,395,000) approximates $482,983,000. Such amount has been estimated by discounting the future cash outflows associated with such debt by current market rates for loans with similar maturities and credit quality.

Certain long-term debt obligations expose the University to cash flow risk related to changes in interest rates. Management believes it is prudent and cost effective to hedge some of its exposure to interest rate risk. To achieve this objective, management has interest rate swap agreements for approximately $142,340,000 (including $8,700,000 related to the Blue Hen Hotel, LLC, note 2) of long-term debt obligations as of June 30, 2013. In accordance with FASB standards, not-for-profit organizations recognize the gain or loss on a hedging instrument as a change in net assets in the period of change. Accordingly, for the year ended June 30, 2013, the University has recognized an unrealized gain of $15,038,000 (including a gain of $863,000 related to the Blue Hen Hotel, LLC) in the consolidated statement of activities for the increase in fair value of its interest rate swaps and a corresponding decrease in the fair value of its interest rate swap liability in the consolidated statement of financial position.

The aggregate amount of principal payments on the University's notes and bonds payable are due as follows (in thousands):

2014	$ 6,014
2015	12,709
2016	11,094
2017	11,509
2018	11,754
Thereafter	413,042
	$ 466,122

(12) Derivative Instruments

The University employs derivatives in the form of interest rate swap agreements to manage market risk associated with outstanding debt (in thousands).

	Statement of financial position location	Location of gain (loss)	Fair value 2013	Fair value 2012	Amount of gain (loss) 2013	Amount of gain (loss) 2012
Interest rate swap agreements	Interest rate swap liabilities	Net realized and unrealized gains	$ 24,478	41,487	15,038	(20,053)

Interest rate swaps with a fair value of $1,971,000 were terminated on March 19, 2013. The termination along with the gain reported in the table above resulted in a net decrease in the liability of $17,009,000 as of June 30, 2013.

A portion of the total interest rate swap liabilities reported on the consolidated statement of financial position, $22,495,000 at June 30, 2013, contains provisions that require the University's debt and the counterparty to maintain an investment grade credit rating from one or both of the major credit rating agencies. A downgrade of the University or the counterparty's rating may require that party to provide collateralization above a predetermined threshold on all rate swaps in net liability positions. The University's current rating of AA+ by Standard & Poor's would have to drop five levels or more to a rating

of A – or below, at which time the University might be required to post collateral. To date, the University has not posted collateral for any rate swap agreements.

(13) Employee Benefit Plans

The University's 403(b) Retirement Annuity Program is available to substantially all faculty and professional employees. This plan is administered through Fidelity Investments (Fidelity) and Teachers Insurance and Annuity Association (TIAA) – College Retirement Equities Fund (CREF). The University's contribution for this program is fixed at 11 percent of annual base salary for eligible employees who contribute a minimum of four percent of their annual salary. The policy of the University is to pay its share of the annual premium accrued in connection with the University Retirement Annuity Program. As a result, there are no unfunded benefits. Pension plan expense for the University's 403(b) Retirement Annuity Program was $27,542,000 in 2013 and $26,330,000 in 2012.

Salaried and hourly staff employees participate in the Delaware State Employees' Pension Plan (the State Plan), a cost sharing defined benefit plan. The State Plan (established in 1970), is one of nine plans encompassed within the Delaware Public Employees' Retirement System (http://www.delawarepensions.com/financials.shtml). Under the state pension statute, a mandatory pre-tax contribution of three percent of salary in excess of $6,000 per year plus five percent of salary in excess of the social security wage base is required. The policy of the University is to pay its share of the annual premium accrued in connection with the State Plan. As a result, there are no unfunded benefits. Pension plan expense for the State Plan was $11,419,000 and $10,520,000 in 2013 and 2012, respectively.

The State Plan financial statements and actuarial reports for June 30, 2012 (most recent available) do not include separate reportable information for each participant organization in the plan. However, the following information was derived from the data available:

- The University has 1,346 active participants in the State Plan. The State Plan, in total, has 61,820 participants, 35,427 of which are active participants.
- The University's contribution to the State Plan in fiscal year June 30, 2012 of $10,520,000 was approximately 7.14% of the $147,454,000 total annual required plan employer contributions to the plan.
- At June 30, 2012, the State Plan had a 91.5% funded ratio of the actuarial accrued liability, and the accrued benefit funding ratio was 100.2% at this same point in time.
- The funding objective of the State Plan is to establish contribution rates that, over time, will remain level as a percent of payroll. The contribution rate was developed to provide for current cost (i.e., normal cost expressed as a level percent of payroll) plus level percent of payroll amortizations of each layer of the unfunded liability over a specified period. The participant organizations to the State Plan have consistently funded the full amounts required based on the actuarial valuations and specific statutory provisions.

In addition, the University also offers two additional voluntary retirement benefit plans:

The Voluntary 403(b) Retirement Plan, administered through Fidelity and TIAA-CREF, is available to all eligible full and part-time employees who wish to make additional contributions to their retirement savings. Participation is voluntary and does not require a minimum contribution. The University makes no contributions to this plan, incurs no expense for the operation of this plan and has no unfunded liability.

The Voluntary 457(b) Deferred Compensation Plan, administered through Fidelity TIAA-CREF, is available to all eligible full and part-time employees who are already making the maximum allowable contribution to the Voluntary 403(b) Retirement Plan and wish to make additional contributions to their retirement savings. The University makes no contributions to this plan, incurs no expense for the operation of this plan and has no unfunded liability.

In addition to retirement benefits, the University also provides postretirement benefits primarily for medical insurance to retired employees who are not eligible under the State Plan. The University recognizes the funded status (i.e., the difference between the fair value of plan assets and the accumulated postretirement benefit obligation) of its postretirement benefit plan in the consolidated statement of financial position. Also, the University measures the fair value of plan assets and benefit obligations as of the date of the fiscal year-end consolidated statement of financial position. As of June 30, 2013, the University has not funded these benefits.

Net periodic postretirement benefit cost for 2013 and 2012 includes the following components (in thousands):

		2013	2012
Service cost	$	9,588	7,513
Interest cost		13,050	12,573
Amortization of unrecognized loss		2,157	—
Net periodic postretirement benefit cost	$	24,795	20,086

The accumulated postretirement benefit obligation recognized in the consolidated statement of financial position at June 30, 2013 and 2012 is as follows (in thousands):

		2013	2012
Accrued postretirement liability	$	230,195	210,759
Unrecognized net loss		34,543	72,931
Accumulated postretirement benefit obligation	$	264,738	283,690

Changes in the accumulated postretirement plan benefit obligation and funding status for 2013 and 2012 are as follows (in thousands):

		2013	2012
Benefit obligation at beginning of year	$	283,690	209,491
Service cost		9,588	7,513
Interest cost		13,050	12,573
Amortization of unrecognized loss		2,157	—
Actuarial (gain) or loss		(38,387)	59,466
Disbursements		(5,360)	(5,353)
Benefit obligation at end of year		264,738	283,690
Fair value of plan assets at beginning of year		—	—
Employer contributions		5,360	5,353
Benefits paid		(5,360)	(5,353)
Fair value of plan assets at end of year		—	—
Funded status at end of year	$	264,738	283,690

The University expects to contribute $7,317,000 to the plan for the year ended June 30, 2014.

The accumulated postretirement benefit obligation was determined using a discount rate of 5.40% and 4.90% in 2013 and 2012, respectively. The health care cost trend rates used reflect the differences between pre-65 and post-65 claims were 7.60% and 5.00%, respectively, in 2013, and 8.00% and 6.50%, respectively, in 2012. This rate gradually decreases to 5.00% by the year 2019 for pre-65 claims and remains constant at 5.00% for post-65 claims.

The impact of a one-percentage-point change in the assumed healthcare cost trend rate, while holding all other assumptions constant, would be as follows (in thousands):

		Increase	Decrease
Effect on service cost and interest cost components of net periodic postretirement benefit cost	$	5,577	(4,237)
Effect on benefit obligation as of June 30, 2013		50,814	(40,264)

At June 30, 2013, the University's expected future benefit payments for future service are as follows (in thousands):

Year ended June 30:	
2014	$ 7,317
2015	8,054
2016	8,760
2017	9,603
2018	10,397
2019 through 2023	65,628

The effect of federal subsidies enacted by the Medicare Prescription Drug Improvement and Modernization Act of 2003 has been reflected in the measurement of the accumulated postretirement benefit obligation or net periodic postretirement benefit cost.

(14) Asset Retirement Obligations

The University has asset retirement obligations arising from regulatory requirements to perform certain asset retirement activities. When an asset retirement obligation is identified, the University records the fair value of the obligation as a liability. The liability is accreted to its present value and accretion expense is recognized. The corresponding asset retirement costs are capitalized as part of the carrying amount of the related long-lived asset and depreciated over the period of expected remediation.

The University had asset retirement obligations of $22,111,000 and $20,889,000 as of June 30, 2013 and 2012, respectively. The following table reconciles the obligation as of June 30, 2013 and 2012 (in thousands):

	2013	2012
Balance at beginning of year	$ 20,889	20,185
Additional obligations incurred	1,154	1,365
Obligations settled in current period	(694)	(1,316)
Changes in estimates, including timing	221	131
Accretion expense	542	524
Balance at end of year	$ 22,112	20,889

(15) Operating Leases

The University has entered into a series of leasing transactions related to the redevelopment of the University's 272 acre STAR campus. The property which comprises the STAR campus was acquired in November 2009 for the purpose of expanding the University's overall campus and to provide a site for, among other things, high technology, medical, and educational partnerships between the University, federal and state government, and leaders in various technology, medical and educational fields.

In March 2012, 1743 Holdings, LLC entered into a ground lease with a third-party for approximately 50 acres of unimproved land on the southern portion of the STAR campus. The lease has an initial term of 25 years and may be extended for up to 4 consecutive additional terms of 5 years each. Base rent for the initial term of the lease is nominal, and was paid upon execution of the lease. In a related transaction, the University entered into a grant agreement with the Delaware Economic Development Authority to offset certain costs affiliated with infrastructure and other related costs on the STAR campus. As of June 30, 2013, $2,981,000 has been drawn against the grant.

In August 2012, 1743 Holdings, LLC entered into an additional ground lease with a third-party for an additional nine acres of land, and the structures thereon, adjacent to the unit to be occupied by the College of Health Sciences. The lease was entered into for the purpose of renovating and expanding the existing structures and leasing the units to entities external to the University, and to the extent possible, entities that are related to health sciences. This ground lease has an initial term of 75 years. Rent is based upon formulas contained within the lease, considers factors such as gross rentable square footage of improvements, and approximate market rent. As it is early in the construction phase of these units, it is not currently possible to reasonably estimate the future minimum rental income from this lease.

In December 2012, 1743 Holdings, LLC entered into a ground lease with a third-party for approximately 43 acres of unimproved land on the north-west portion of the STAR campus. The lease has an initial term of 75 years and may be extended for up to 4 consecutive additional terms of 5 years each. Rent is based upon formulas contained within the lease, considers factors such as gross building square footage of constructed improvements, and approximate market rent.

The land and structures subject to the ground leases noted above are included in the consolidated statement of financial position at $12,887,000 and $1,824,000, respectively.

The future minimum rental payments to be received under the ground leases noted above and can reasonably be estimated are as follows (in thousands):

Year ended June 30:	
2014	$ —
2015	—
2016	600
2017	600
2018	600
Thereafter	233,222

(16) Net Assets

Temporarily restricted net assets include the following at June 30, 2013 and 2012 (in thousands):

		2013	2012
Contributions receivable	$	34,771	32,273
Annuity and life income funds		617	832
Accumulated gains on permanent endowment funds		531,471	480,942
Other time and purpose restrictions		20,447	19,624
	$	587,306	533,671

Generally, the donors of these assets permit the University to use all or part of the income earned and net appreciation on related investments for general or specific purposes, such as scholarships, faculty salaries, or other operational support.

Permanently restricted net assets include the following at June 30, 2013 and 2012 (in thousands):

		2013	2012
Permanent loan funds	$	323	311
Annuity and life income funds		2,774	2,115
Funds held in trust by others		60,653	58,209
Permanent endowment funds		279,434	270,809
	$	343,184	331,444

(17) Scholarship Allowance

The University provides financial assistance to eligible students to partially offset the direct costs of tuition, on-campus housing, and meal contracts. These scholarship allowances are presented as a reduction of tuition and fees and sales and services of auxiliary enterprises.

Scholarships are funded from unrestricted resources, as well as funds from donors, federal and state governments, and endowment income restricted to use for student financial assistance.

The table below identifies this financial assistance by source and by student classification for the year ended June 30, 2013 (in thousands):

		Undergraduate	Graduate	Total
Unrestricted	$	45,355	54,950	100,305
Federal grants		665	1,017	1,682
State grants		10,517	46	10,563
Private gifts		2,751	486	3,237
Endowment		3,605	46	3,651
Total	$	62,893	56,545	119,438

An additional $6,521,000 of University-provided financial assistance was utilized by students for books, supplies, and off-campus living expenses.

(18) Fundraising Costs

Fundraising costs were approximately $11,531,000 and $10,844,000 for the years ended June 30, 2013 and 2012, respectively.

(19) Related Party Transactions

The University may, from time to time, do business with companies that may be associated, either directly or indirectly, with members of the University's Board of Trustees or senior management. Although not material, the University believes that these transactions are executed on terms comparable to those available from unrelated parties and are in the best interest of the University.

(20) Contingencies

The University is party to certain claims and litigation arising in the ordinary course of business. In the opinion of management, the resolution of such claims and litigation will not materially affect the University's financial position, statement of activities, or cash flows.

(21) Subsequent Events

In connection with the preparation of the consolidated financial statements, the University evaluated subsequent events after the statement of financial position date of June 30, 2013 through October 28, 2013, which was the date the consolidated financial statements were issued.

IMPLEMENTATION SCHEDULE FOR FRAMEWORK TO ASSESS INSTITUTIONAL EFFECTIVENESS

2013-14	2014-15	2015-16	2016-17	2017-18
Delaware Cost Study Benchmarks	Delaware Cost Study Benchmarks	Delaware Cost Study Benchmarks	Delaware Cost Study Benchmarks	Delaware Cost Study Benchmarks
Academic Analytics Faculty Scholarly Productivity Index	Academic Analytics Faculty Scholarly Productivity Index	Academic Analytics Faculty Scholarly Productivity Index	Academic Analytics Faculty Scholarly Productivity Index	Academic Analytics Faculty Scholarly Productivity Index
Enrollment Projection Model	Enrollment Projection Model	Faculty 180	Faculty 180	Faculty 180
VSA College Portrait/SAM	VSA College Portrait/SAM	Enrollment Projection Model	Enrollment Projection Model	Enrollment Projection Model
Post-Graduation Plans Survey	Student Learning Outcomes ETS Proficiency Profile - Fall 2014 (2010:CFEE)	VSA College Portrait/SAM	VSA College Portrait/SAM	VSA College Portrait/SAM
Winter Session Survey	Sexual Misconduct Survey Spring 2015	Post-Graduation Plans Survey	Post-Graduation Plans Survey	Post-Graduation Plans Survey
Student Success and Retention Study	Post-Graduation Plans Survey	Winter Session Survey	CSRDE	CSRDE
CSRDE	Winter Session Survey	CSRDE	NSSE Spring 2017 (2014)	ASQ Spring 2018 (2017)
NSSE Spring 2014 (2011)	CSRDE	ASQ Spring 2016 (2015)	ASQ Spring 2017 (2016)	BCSSE Fall 2017 (2016)
FSSE-G Spring 2014	ASQ Spring 2015 (2013)	BCSSE Fall 2015 (2014)	BCSSE Fall 2016 (2015)	KPI Dashboards for Comparator Institutions
IT-Advance Faculty Development and Satisfaction Survey	BCSSE Fall 2014	HERI-CIRP DLE Campus Climate Survey (Spring 2010)	KPI Dashboards for Comparator Institutions	DE Will Shine Dashboard
KPI Dashboards for Comparator Institutions	KPI Dashboards for Comparator Institutions	IT-Advance Faculty Development and Satisfaction Survey (2014)	DE Will Shine Dashboard	Academic Program Review
P2P Dashboard	P2P Dashboard	KPI Dashboards for Comparator Institutions	Academic Program Review	Permanent Status Review
Academic Program Review	Academic Program Review	DE Will Shine Dashboard	Permanent Status Review	UDEW/Cognos Reports i.e., Grade Distribution, Persisters Report, Student Tracking Report, etc.
UDEW/Cognos Reports i.e., Grade Distribution, Persisters Report, Student Tracking Report, etc.	UDEW/Cognos Reports i.e., Grade Distribution, Persisters Report, Student Tracking Report, etc.	Academic Program Review	UDEW/Cognos Reports i.e., Grade Distribution, Persisters Report, Student Tracking Report, etc.	UDEW/Cognos Custom Reports
UDEW/Cognos Custom Reports	UDEW/Cognos Custom Reports	Permanent Status Review	UDEW/Cognos Custom Reports	
		UDEW/Cognos Reports i.e., Grade Distribution, Persisters Report, Student Tracking Report, etc.		
		UDEW/Cognos Custom Reports		

As of January 15, 2016

IR Annual Activities

Publications	Target Date
Common Data Set	30-Jan
Facts & Figures	30-Jan
-Students	30-Nov
-Personnel	15-Dec
-Finances	30-Nov
-Facilities	30-Nov
-Print Publication	1-Feb
Fall Enrollment Comparison	15-Sep
Grade Distributions	1-Apr
Post-Graduation Survey (Career Plans)	1-May
Quick Facts	1-Dec
Compliance & Reporting	**Target Date**
IPEDS	15-Oct;11-Feb;9-Apr
HEOA Consumer Information (Your Right to Know)	1-Jul
NCAA Graduation Success Rate	1-Jun
U.S. News & All Other Guidebooks	1-Dec – 31-May
VSA College Portrait & Student Achievement Measure (SAM)	15-Apr
UD Academic/Institutional Support	**Target Date**
Academic Analytics	15-Sep
APR Data	15-Oct;15-Mar
Enrollment Projections	15-Sep;2-Mar
Faculty Overload Compensation Schedule	20-Jan
Full Cost of Instruction Model	12-Dec
Institutional Data on Diversity	15-Mar
Surveys	**Administer/Results**
ASQ	1-May/15-Oct
BCSSE	20-Jun/1-Sep
CSRDE Section I	5-Mar/30-Jun
CSRDE STEM	2-May/15-Sep
NSF Grad Post-Docs	10-Nov/28-Feb
NSSE (three year cycle)	10-Mar/15-Nov
Tuition & Fees	10-Jul/30-Sep

Path to Prominence Progress Report

January 2015

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.

	It is IMPORTANT that the University of Delaware...						The University of Delaware has PERFORMED WELL in its efforts to...					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
Be a "green" university	○	○	○	○	○	○	○	○	○	○	○	○
Lead path-breaking environmental research	○	○	○	○	○	○	○	○	○	○	○	○
Develop and demonstrate alternative energy technologies	○	○	○	○	○	○	○	○	○	○	○	○
Integrate environmental programs across the university curriculum	○	○	○	○	○	○	○	○	○	○	○	○
Develop innovations that improve the sustainability of the local community and beyond	○	○	○	○	○	○	○	○	○	○	○	○

Key Demographics*

Surveys Completed: 2,441

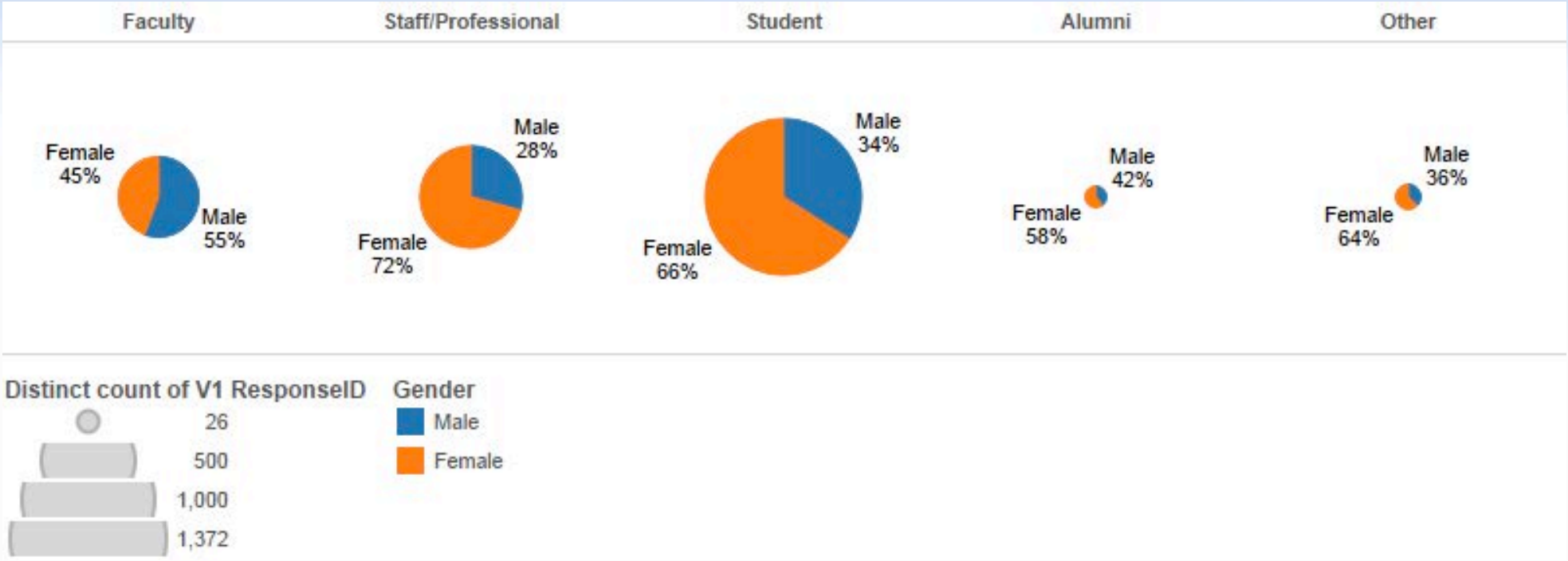
#	Answer		%
1	Faculty		15%
2	Professional/Staff		25%
3	Student		57%
4	Alumni		1%
5	Other (please specify)		2%
	Total		100%

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

#	Answer		%
1	American Indian or Alaska Native		1%
2	Asian		8%
3	Black or African American		6%
4	Hispanic or Latino		4%
5	Native Hawaiian		0%
6	Pacific Islander		0%
7	White		83%
8	Other (please specify)		3%

#	Answer		%
1	Male		36%
2	Female		64%
	Total		100%

Key Demographics — Gender

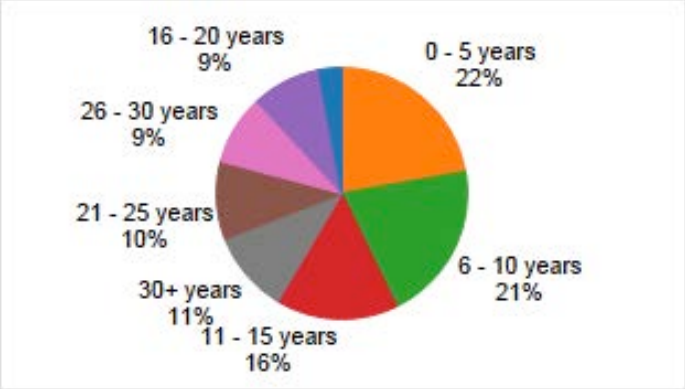


Key Observations:

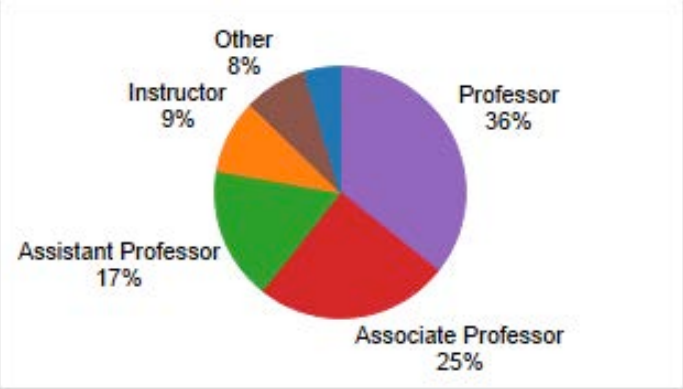
•Majority of responses from females, except in the faculty category

Key Demographics — Faculty

Years of Service



Rank

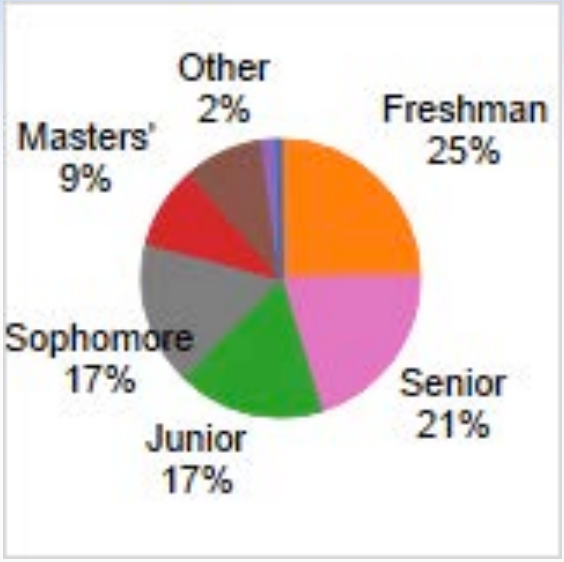


Key Observations:

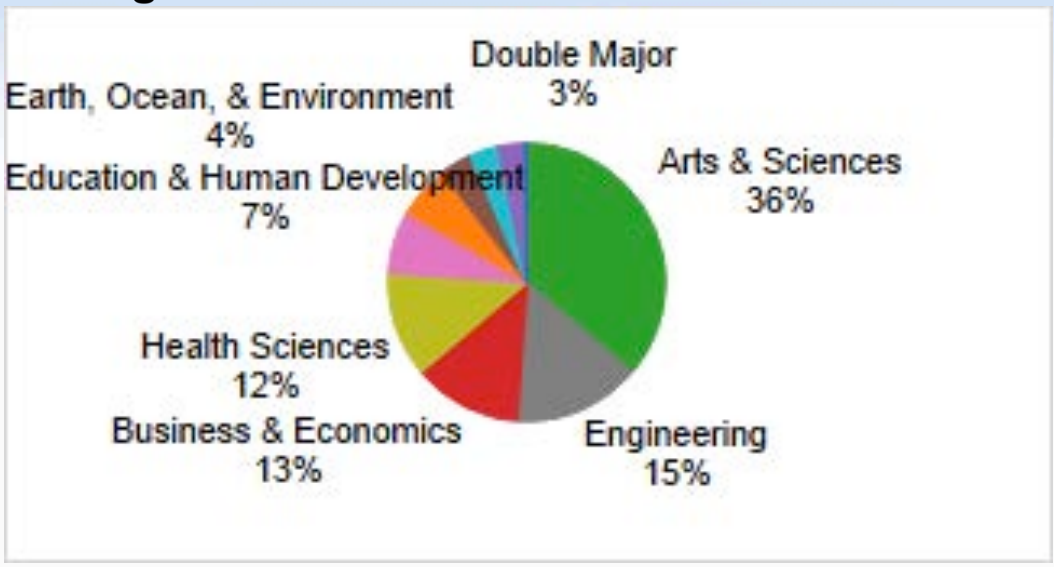
•Large number of responses (>40%) from faculty with service of 10 years or less

Key Demographics — Students

Year of Study



College



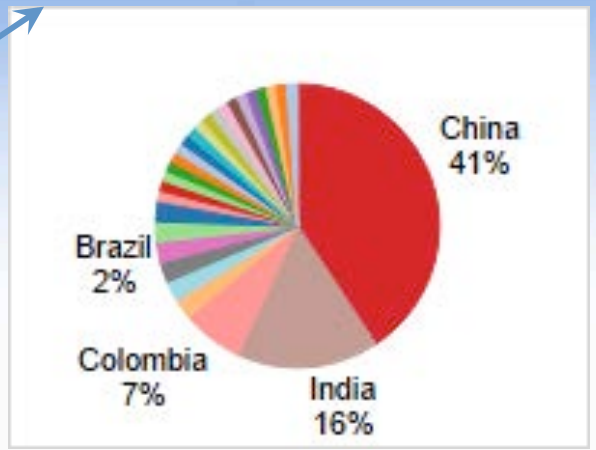
Key Observations:

•Responses relatively evenly split across freshmen through seniors

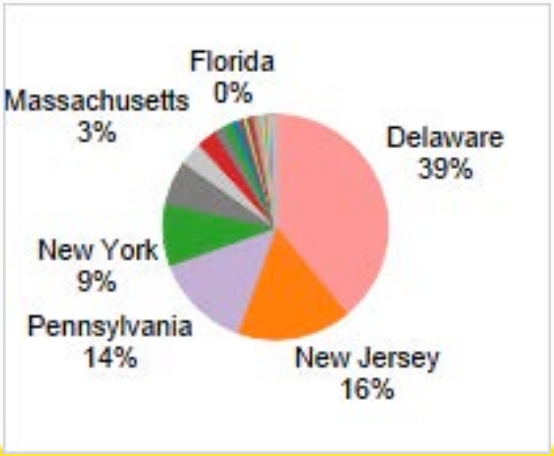
Key Demographics — Students (cont.)

International Student?

Home Country



Home State



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

Years of Service

Key Observations:

•Majority of responses from employees with 10 or fewer years of service

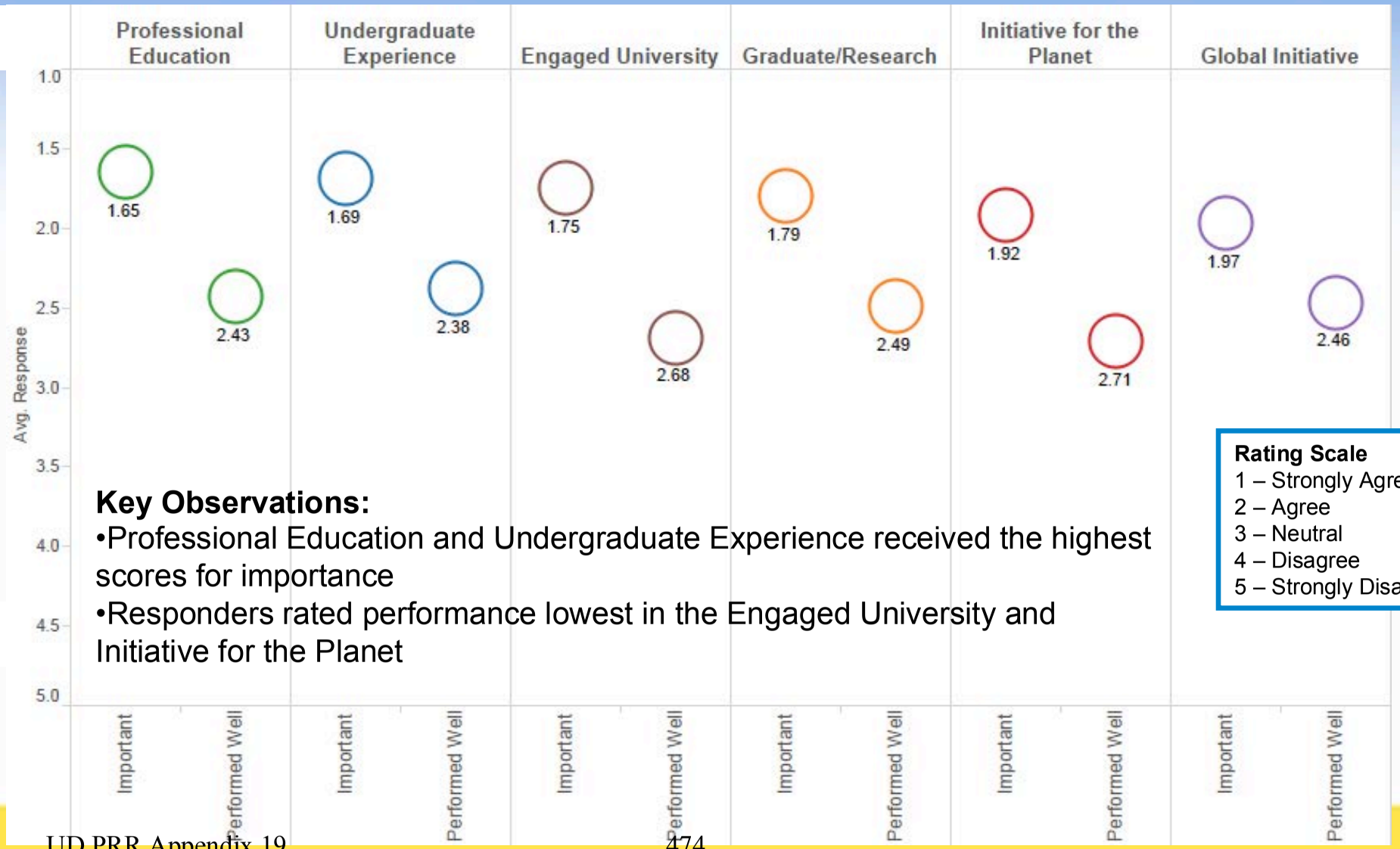
PRELIMINARY RESULTS

Key Demographics — Alumni & Other

- Additional demographics for alumni and other responders not included due to the very small number of responses

PRELIMINARY RESULTS

Overall Results—All Respondents*



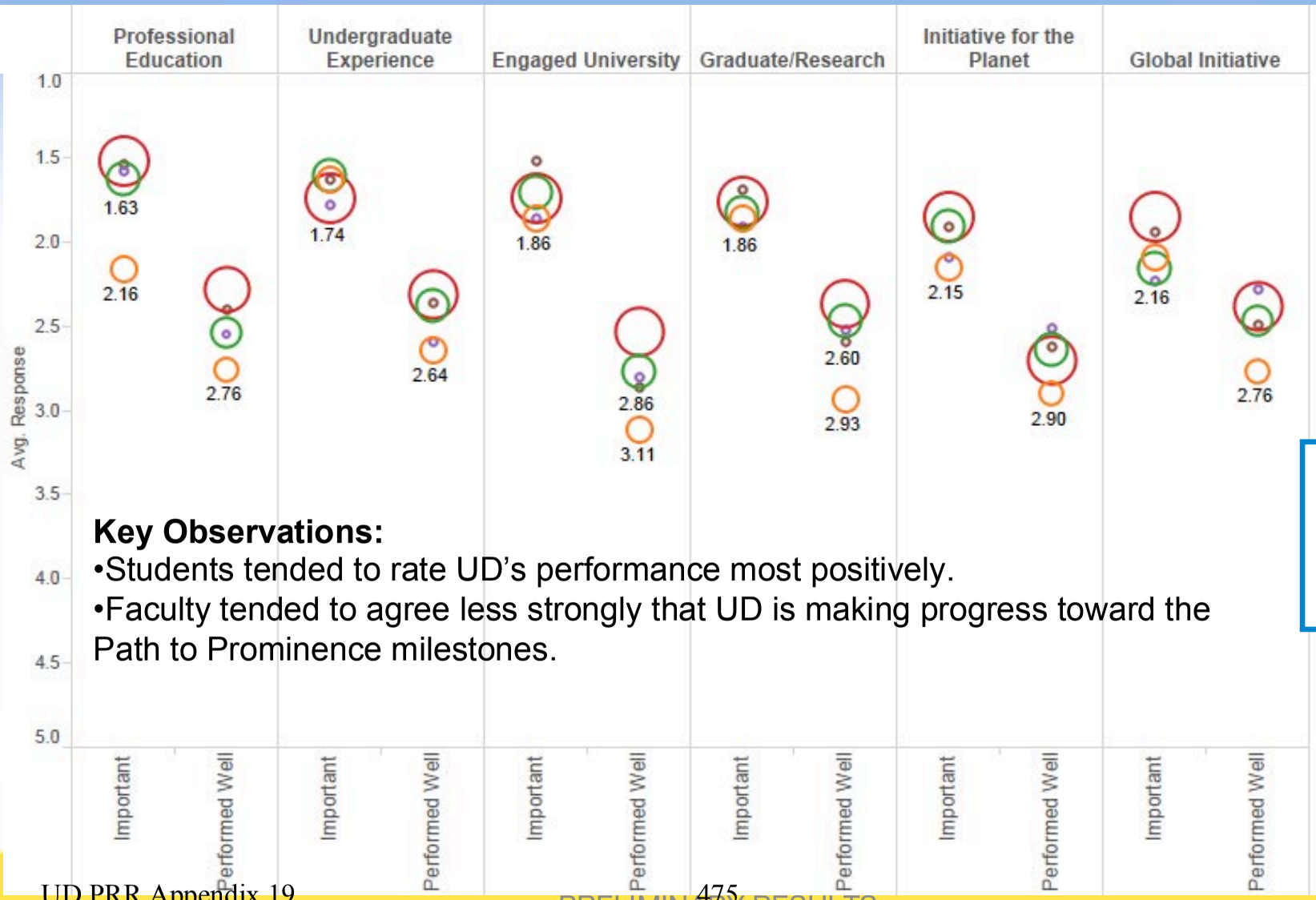
Key Observations:

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

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

*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.

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

PRELIMINARY RESULTS

*Ranked in order of importance

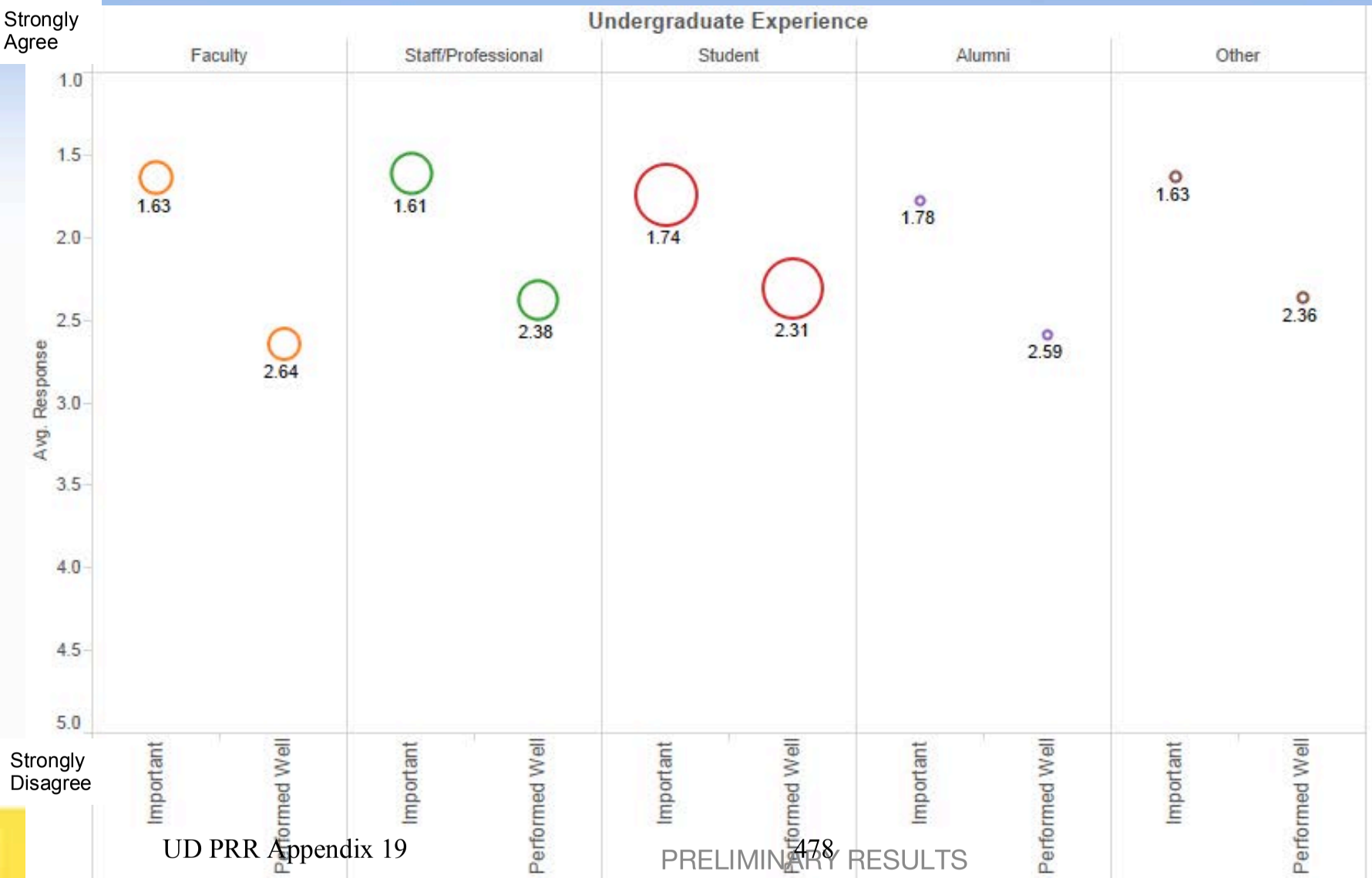
Milestone 1 - A Diverse and Stimulating Undergraduate Academic Environment

Items Used to Characterize Milestone 1
Attract in-state (Delaware) students
Demonstrate a commitment to in-state (Delaware) students
Attract students from diverse ethnic and racial backgrounds
Attract a gender-diverse undergraduate student body
Attract highly talented students
Attract faculty who are from diverse backgrounds
Develop programs to support students from diverse backgrounds
Offer students the flexibility to explore intellectually
Offer students opportunities to learn outside the classroom in real-world settings
Offer first-year students opportunities to become more engaged with the campus community

PRELIMINARY RESULTS

Milestone 1 - A Diverse and Stimulating Undergraduate Academic Environment

Milestone 1 - A Diverse and Stimulating Undergraduate Academic Environment



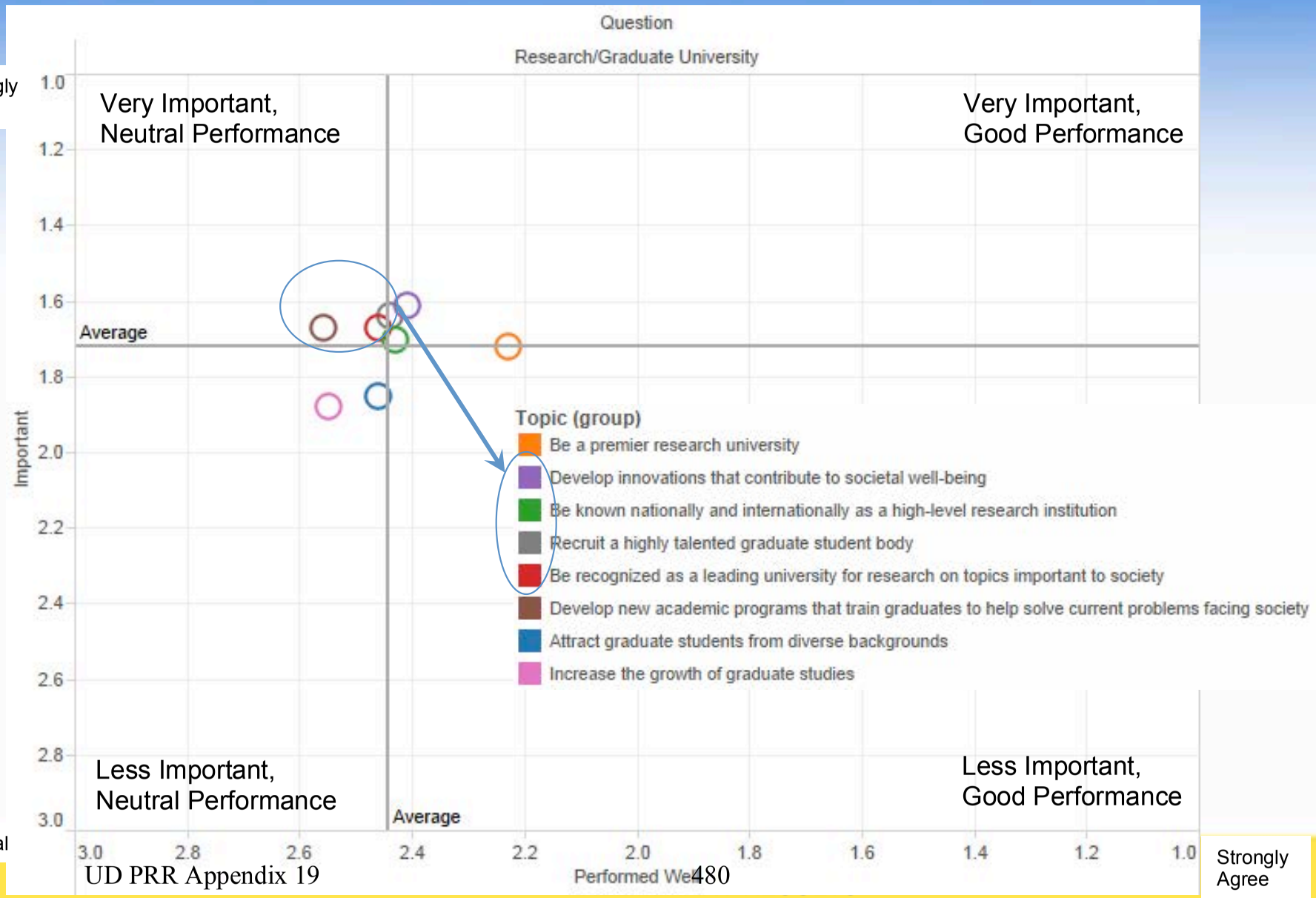
PRELIMINARY RESULTS

Milestone 2: A Premier Research and Graduate University

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

PRELIMINARY RESULTS

Milestone 2: A Premier Research and Graduate University



Milestone 2: A Premier Research and Graduate University

Strongly Agree

Strongly Disagree

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

PRELIMINARY RESULTS

Milestone 3: Excellence in Professional Education

Item Used to Characterize Milestone 3
Offer a comprehensive selection of academic programs to train professionals for business, education, healthcare and other fields

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

PRELIMINARY RESULTS

Milestone 3: Excellence in Professional Education

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

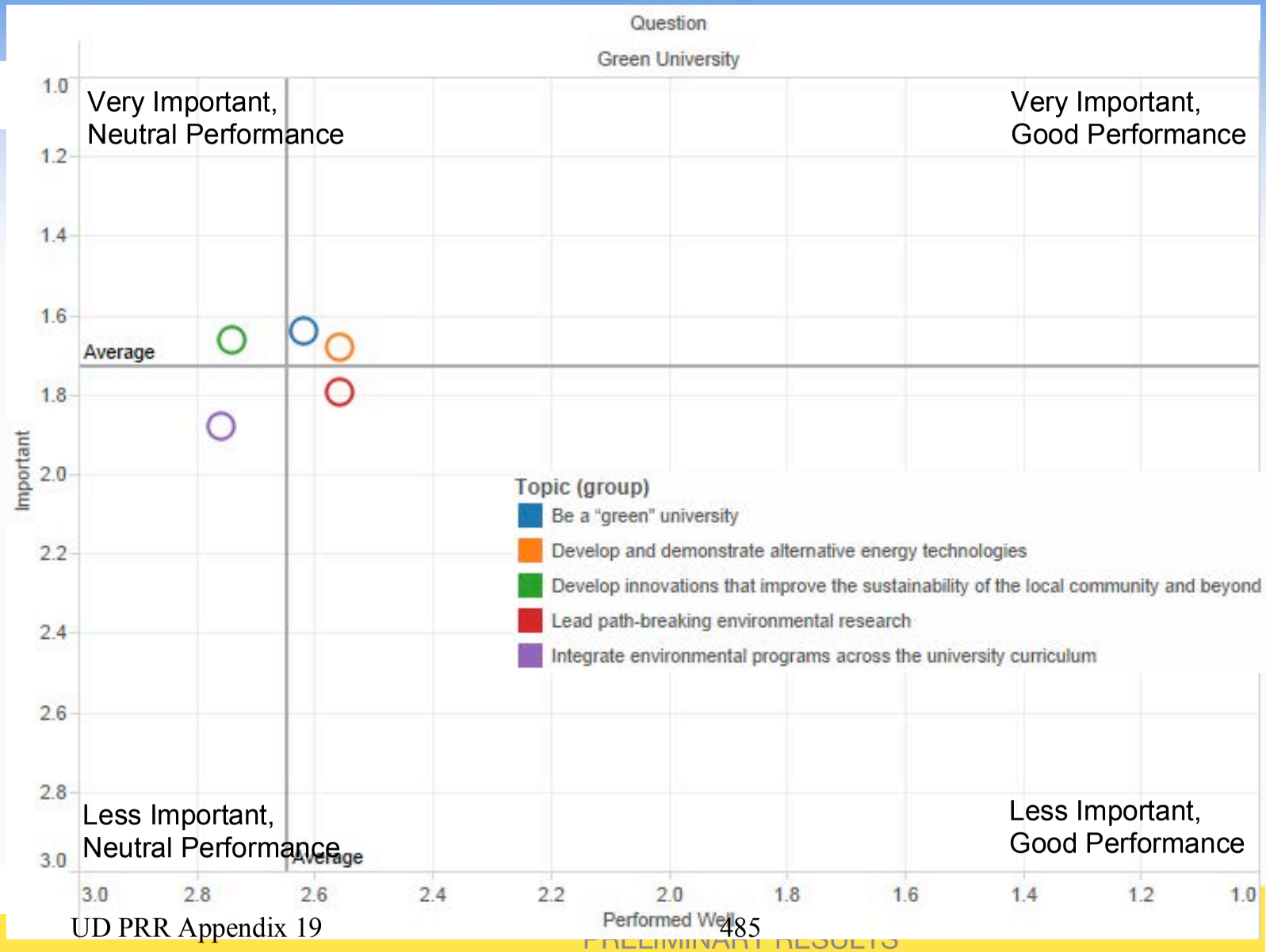
PRELIMINARY RESULTS

Milestone 4: The Initiative for the Planet

Items Used to Characterize Milestone 4
Be a “green” university
Lead path-breaking environmental research
Develop and demonstrate alternative energy technologies
Integrate environmental programs across the university curriculum
Develop innovations that improve the sustainability of the local community and beyond

PRELIMINARY RESULTS

Milestone 4: The Initiative for the Planet



PRELIMINARY RESULTS

Milestone 4: The Initiative for the Planet

Strongly Agree

Strongly Disagree

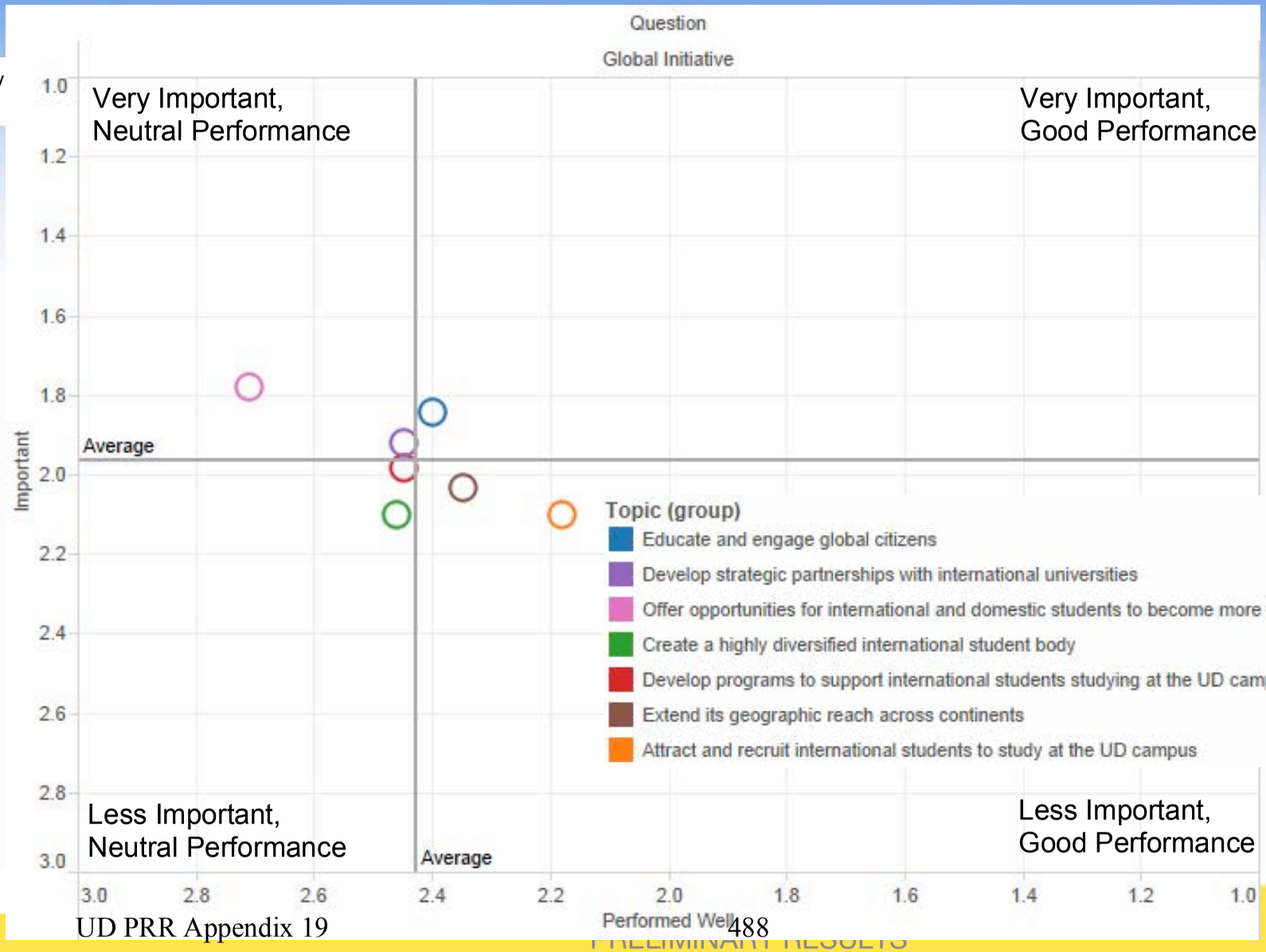
Rating Scale
1 – Strongly Agree
2 – Agree
3 – Neutral
4 – Disagree
5 – Strongly Disagree

PRELIMINARY RESULTS

Milestone 5: The Global Initiative

Items Used to Characterize Milestone 5
Educate and engage global citizens
Extend its geographic reach across continents
Attract and recruit international students to study at the UD campus
Create a highly diversified international student body
Develop programs to support international students studying at the UD campus
Develop strategic partnerships with international universities
Offer opportunities for international and domestic students to become more integrated into one campus community

Milestone 5: The Global Initiative



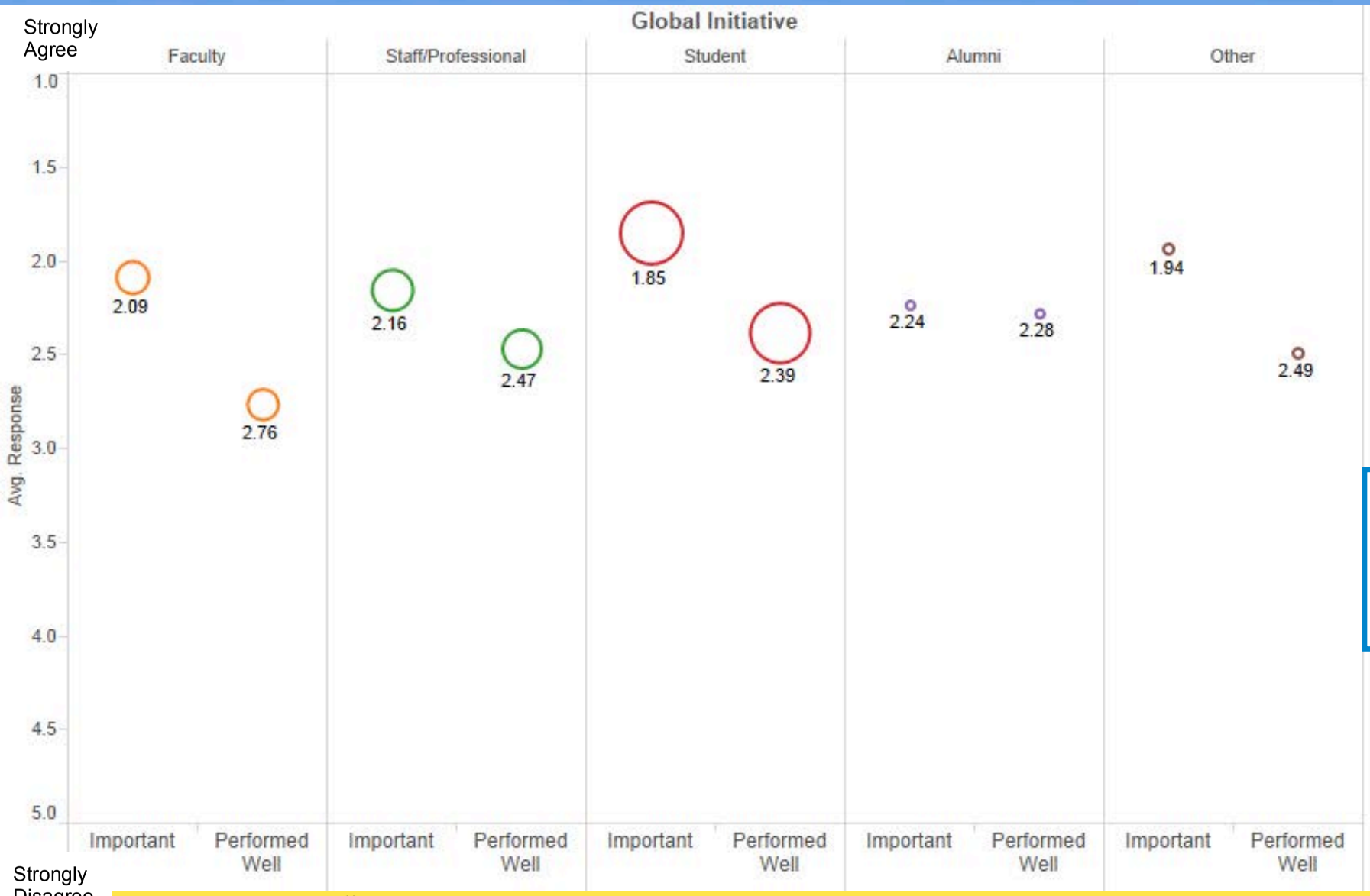
Strongly Agree

Neutral

Strongly Agree

PRELIMINARY RESULTS

Milestone 5: The Global Initiative

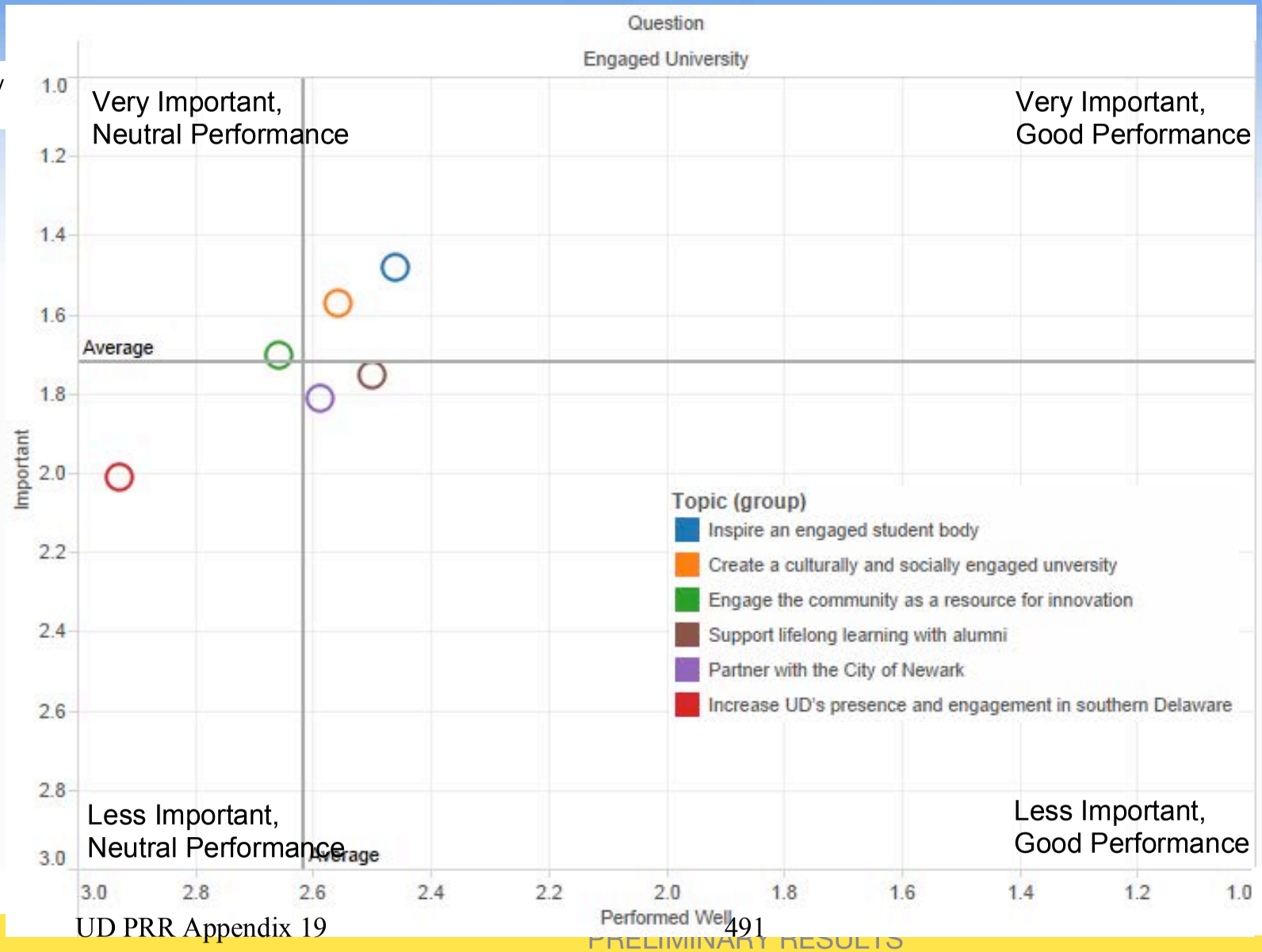


Rating Scale
1 – Strongly Agree
2 – Agree
3 – Neutral
4 – Disagree
5 – Strongly Disagree

Milestone 6: The Engaged University

Items Used to Characterize Milestone 6
Inspire an engaged student body
Support lifelong learning with alumni
Create a culturally and socially engaged university
Engage the community as a resource for innovation
Partner with the City of Newark
Increase UD's presence and engagement in southern Delaware

Milestone 6: The Engaged University



PRELIMINARY RESULTS

Milestone 6: The Engaged University

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

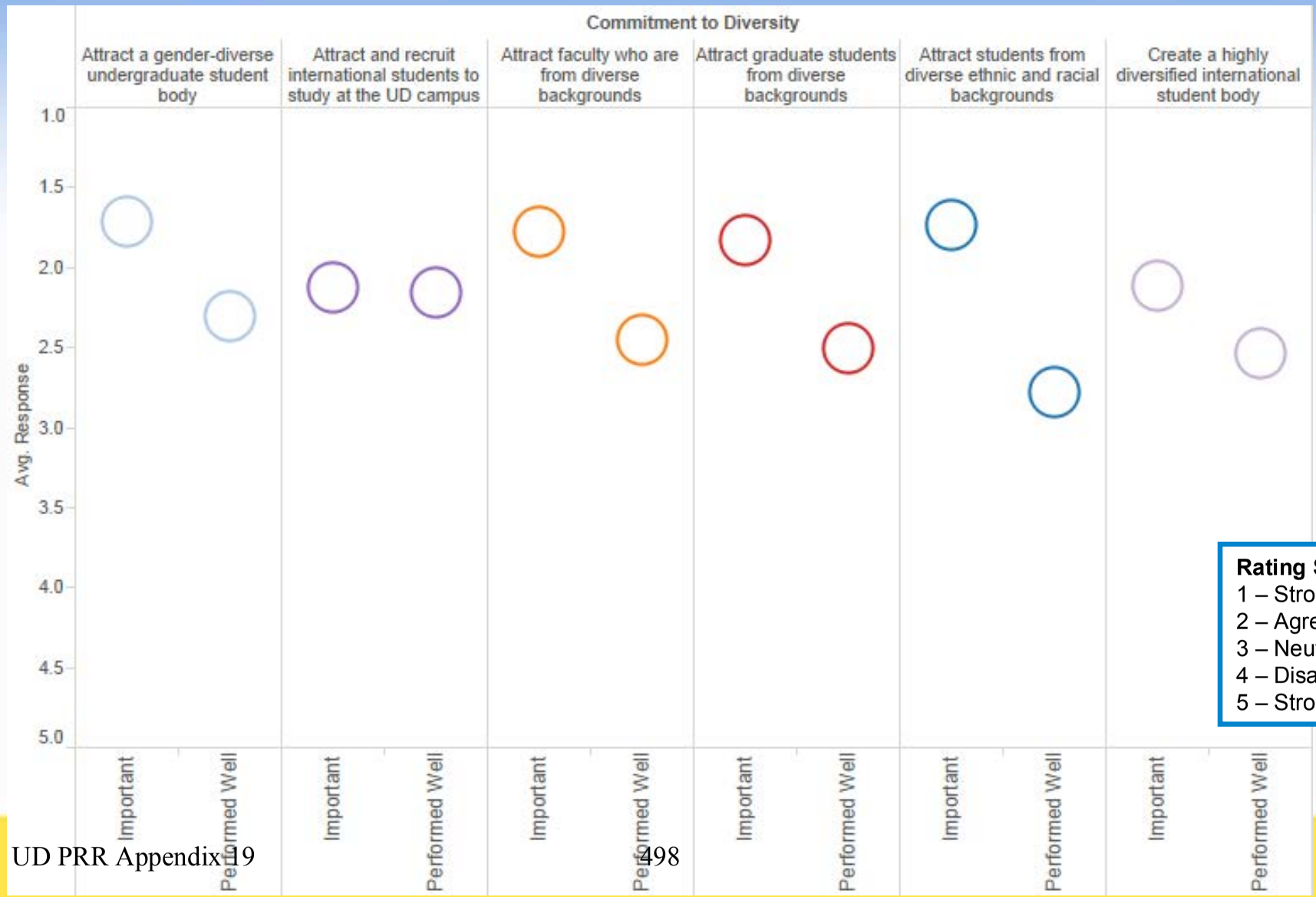
- On and off campus safety of students.
- Diversity is not only international but domestic
- UD is not very “green.”
- UD should do a better job of encouraging and educating high school students about the benefits of attending UD
- Students are apathetic and don’t participate in activities

A Closer Look at Diversity and Commitment to Delaware

A Closer Look at Diversity

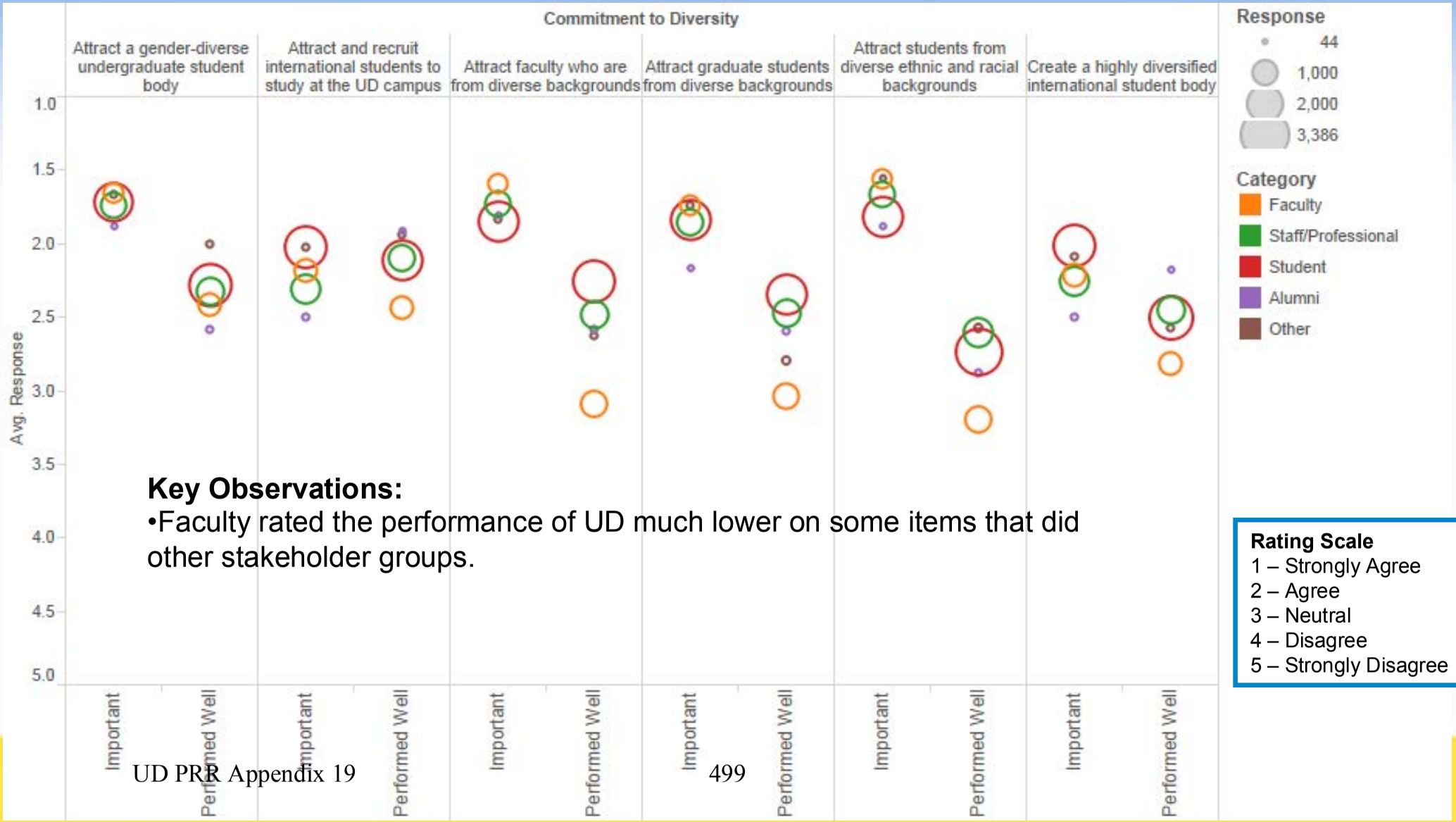
- Relevant items from the survey were grouped to take a closer look at diversity at UD
- Items included in this analysis:
  - Attract a gender-diverse undergraduate student body
  - Attract and recruit international students to study at the UD campus
  - Attract faculty who are from diverse backgrounds
  - 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:

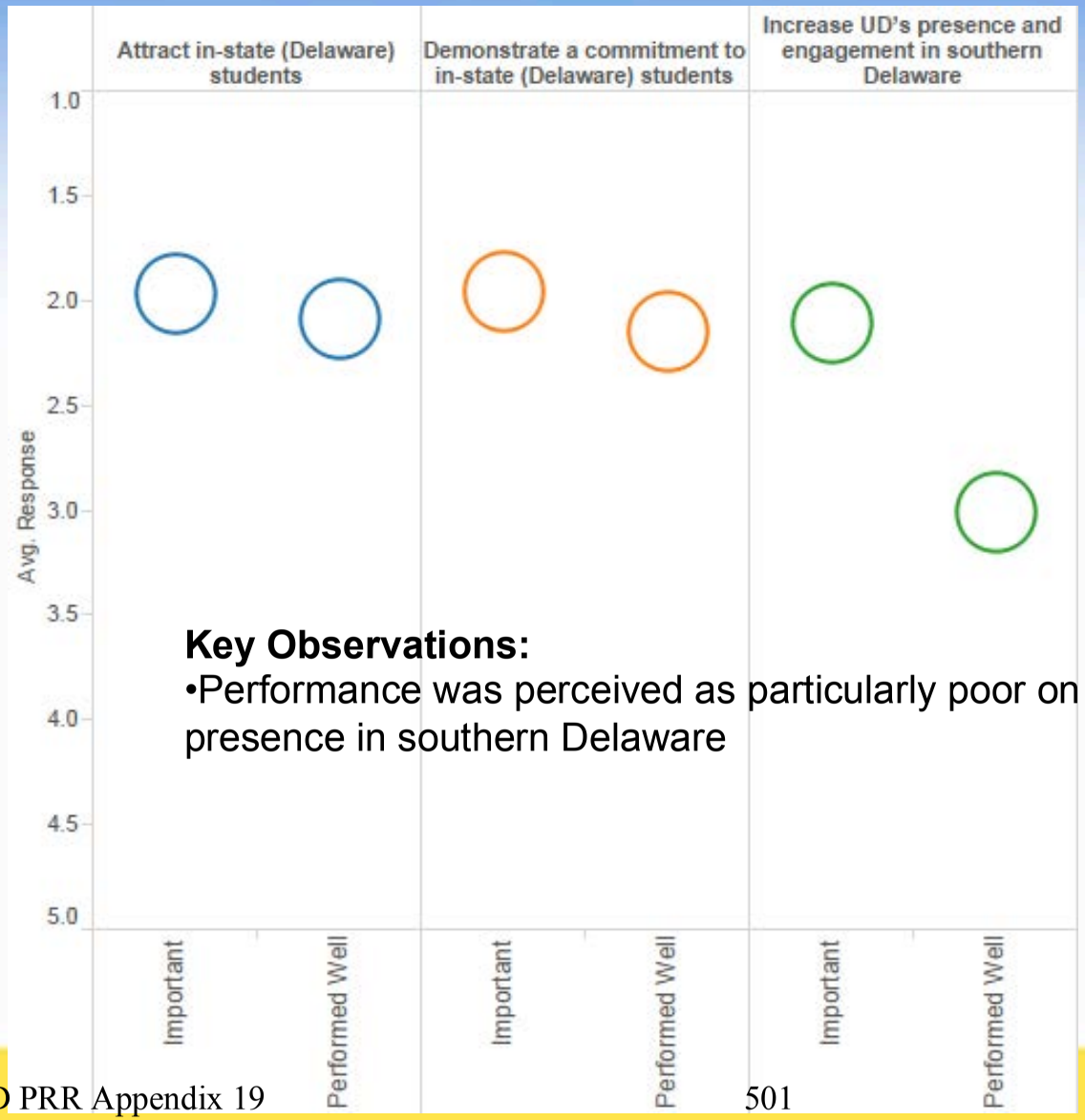
•Faculty rated the performance of UD much lower on some items that did other stakeholder groups.

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

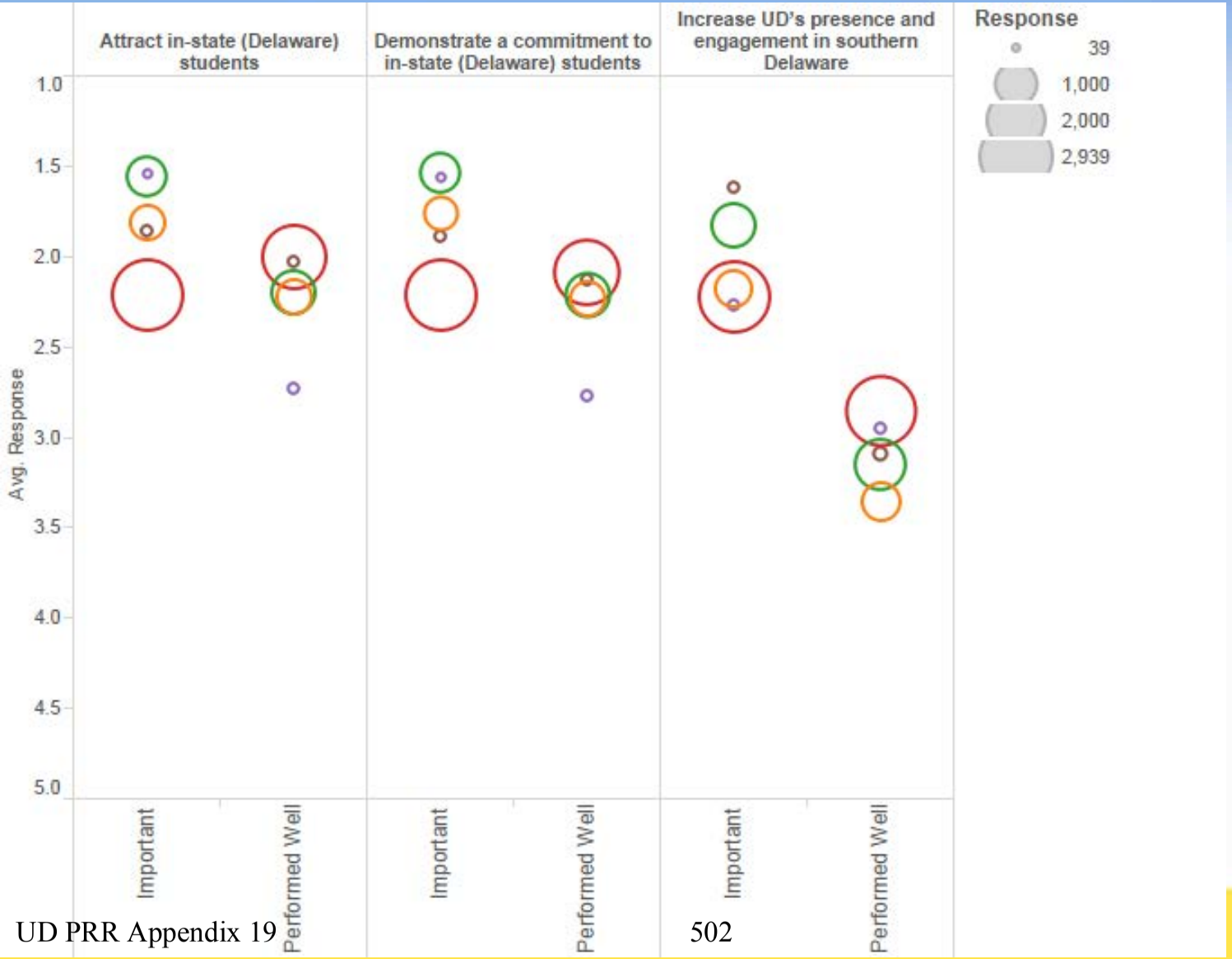


Key Observations:

•Performance was perceived as particularly poor on increasing UD's presence in southern Delaware

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

A Closer Look at the Commitment to Delaware

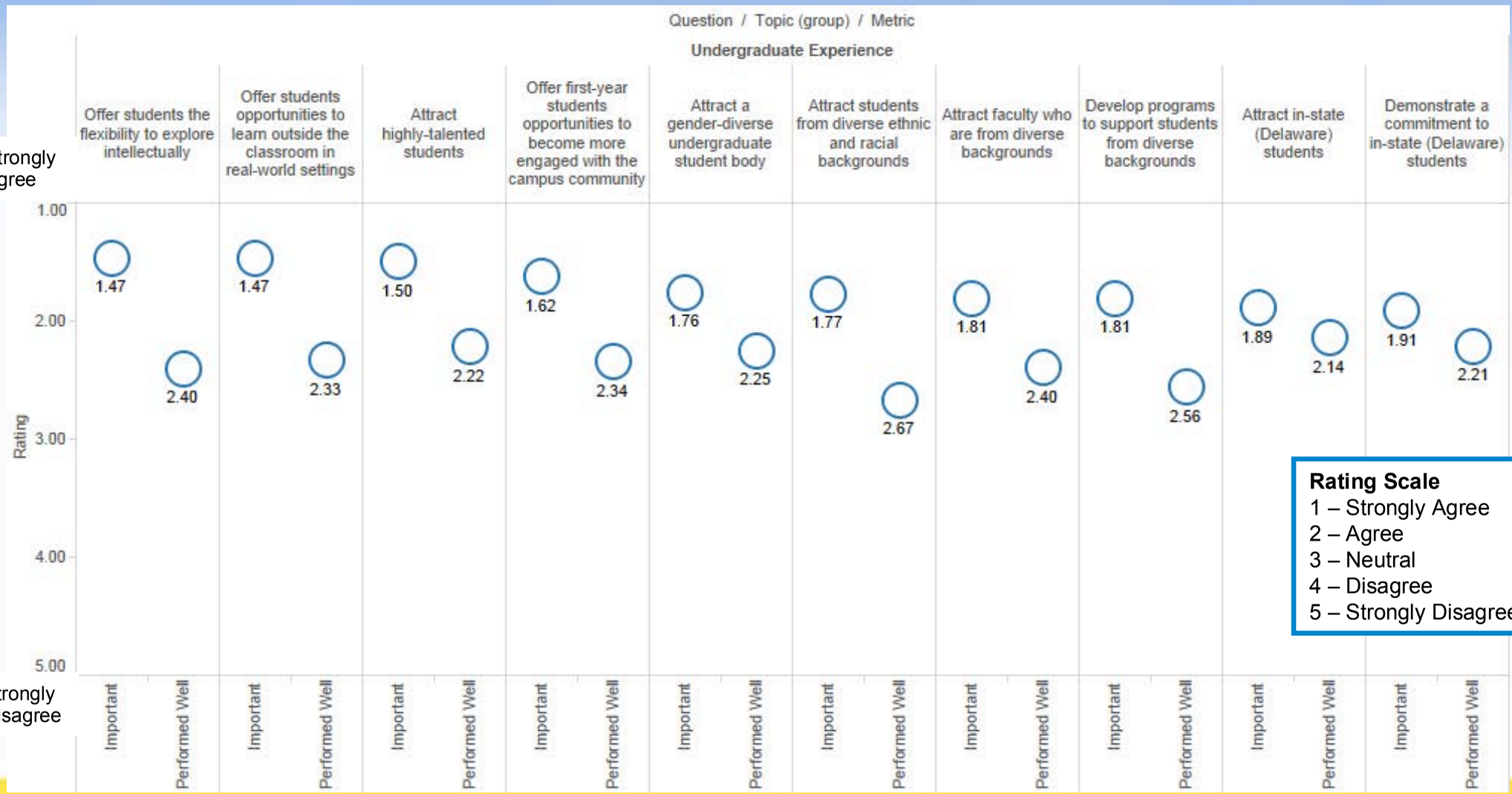


Rating Scale
1 – Strongly Agree
2 – Agree
3 – Neutral
4 – Disagree
5 – Strongly Disagree

APPENDIX

PRELIMINARY RESULTS

Milestone 1: A Diverse and Stimulating Undergraduate Academic Environment*

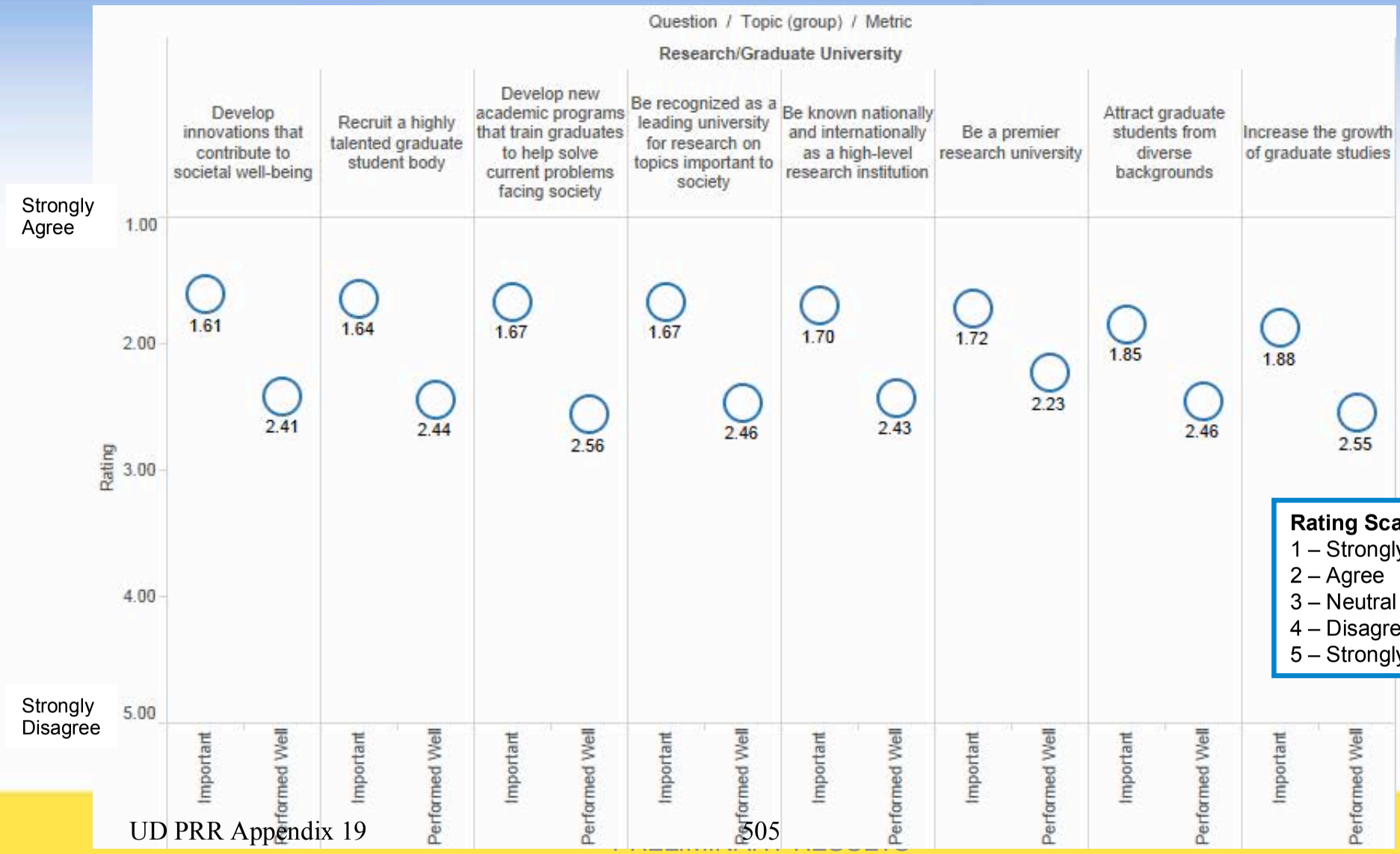


UD PRR Appendix 19

*Ranked in order of importance

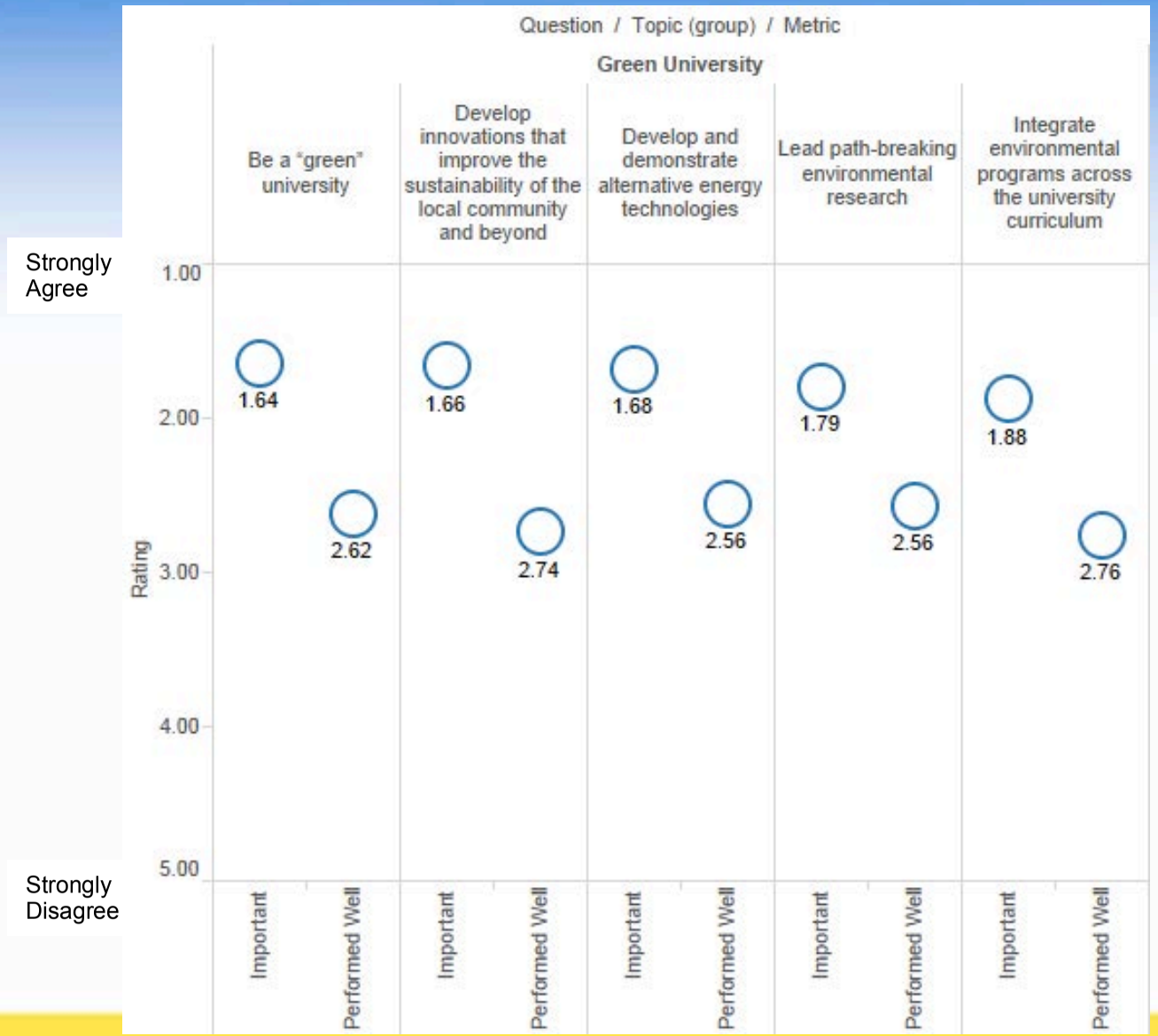
PRELIMINARY RESULTS

Milestone 2: A Premier Research and Graduate University*



*Ranked in order of importance

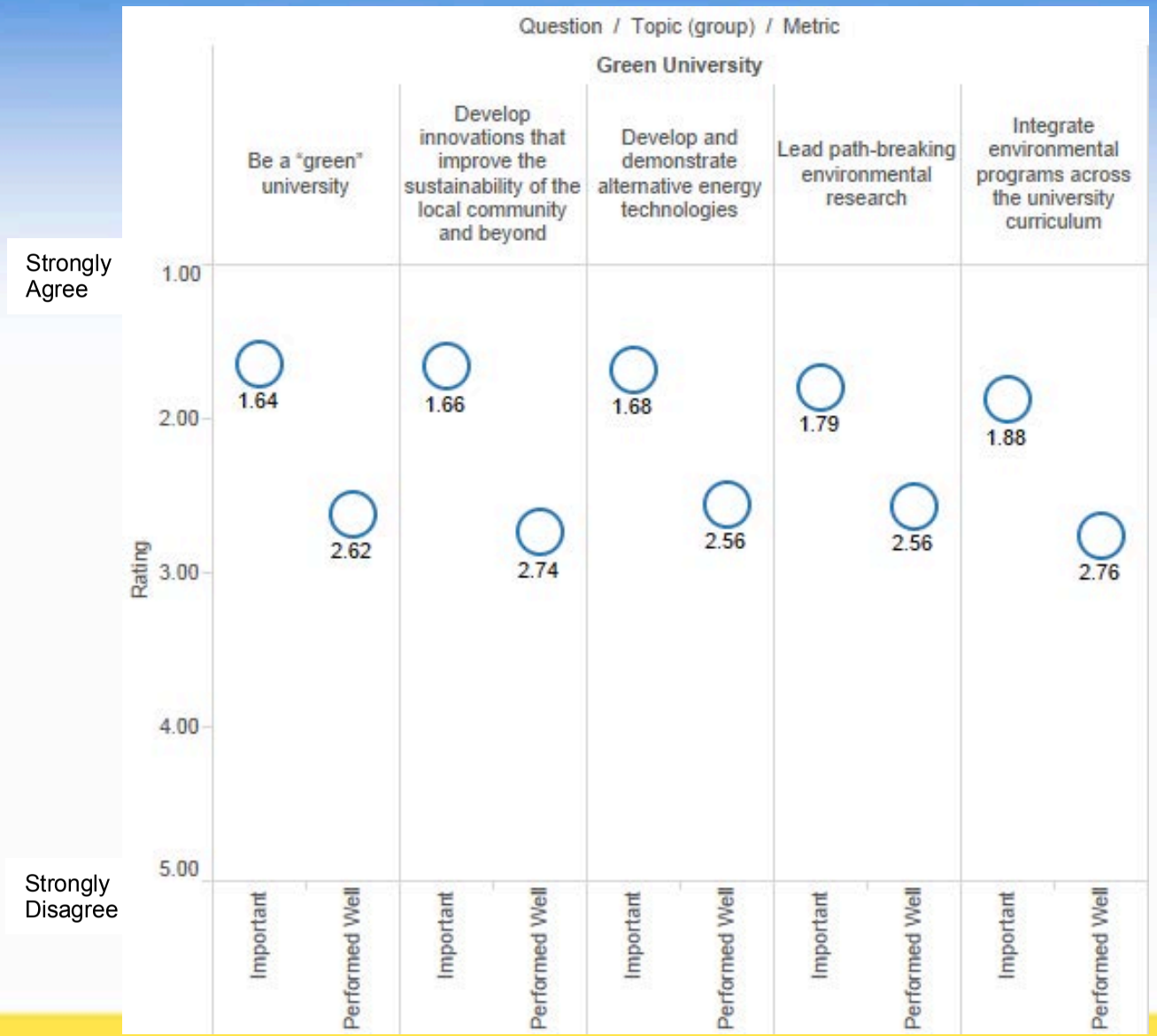
Milestone 4: The Initiative for the Planet*



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

*Ranked in order of importance

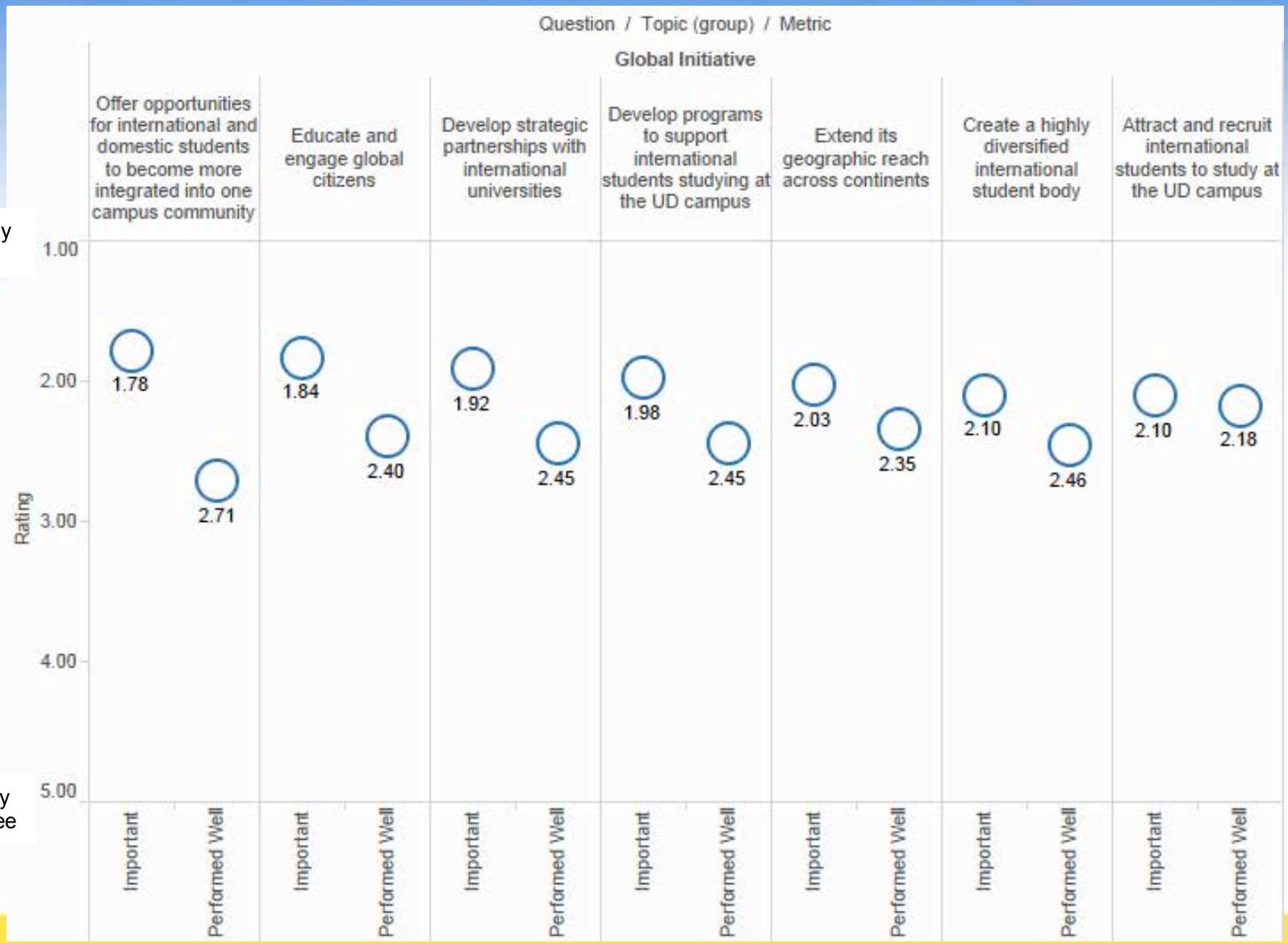
Milestone 4: The Initiative for the Planet*



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

*Ranked in order of importance

Milestone 5: The Global Initiative*

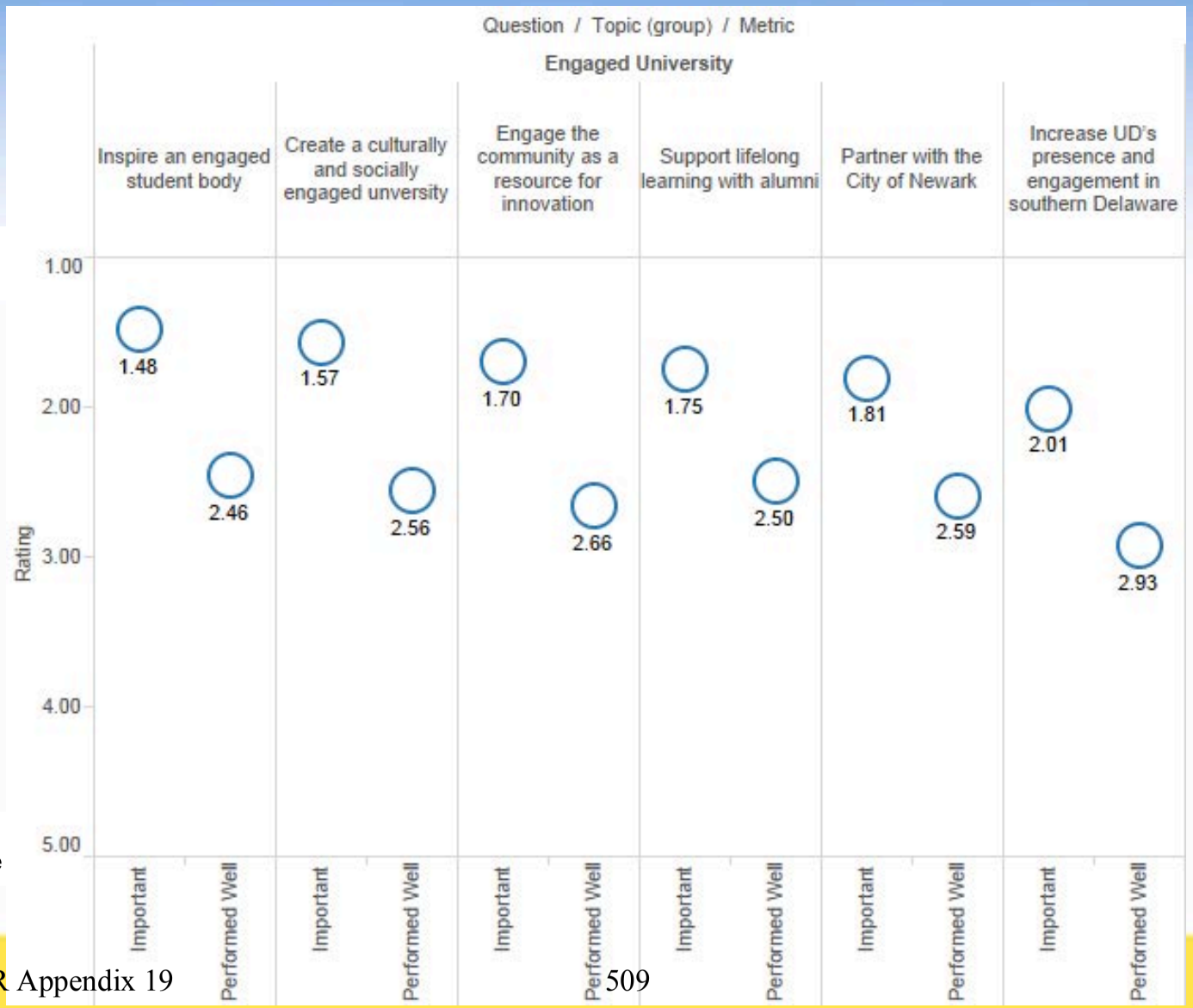


Rating Scale
1 – Strongly Agree
2 – Agree
3 – Neutral
4 – Disagree
5 – Strongly Disagree

PRELIMINARY RESULTS

*Ranked in order of importance

Milestone 6: The Engaged University*



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

*Ranked in order of importance

Path-to-Prominence Milestones

Milestone 1: A Diverse and Stimulating Undergraduate Academic Environment

- Freshman to Sophomore Retention – comparators and trend (2003, 2006, 2009, 2012)
- 4 yr graduation rates - comparators and trend
- 6 yr graduation rates – comparators and trend
- 6 yr graduation rates by African American, Hispanic, International – comparators and trend
- STEM % African American, Hispanic, Female - trend

Milestone 2: A Premier Research and Graduate University

- Number of doctoral degrees granted – comparators and trend
- Percent of URM graduate students – comparators and trend
- Research expenditures per FTE faculty – comparators and trend
- Total research expenditures – comparators and trend

Milestone 3: Excellence in Professional Education

- Percent professional programs UD – trend
- Number of master's degrees granted – comparators and trend

Milestone 4: Initiative for the Planet

- Number of doctoral degrees granted in Environmental and Energy areas – comparators & trend

Milestone 5: Global Initiative

- Percent of international undergrad – comparators and trend
- Percent of international graduate students – comparators and trend

Milestone 6: Engaged University

- Percent residency: undergraduate, graduate, CE
- Endowment Assets 2012 & Trend

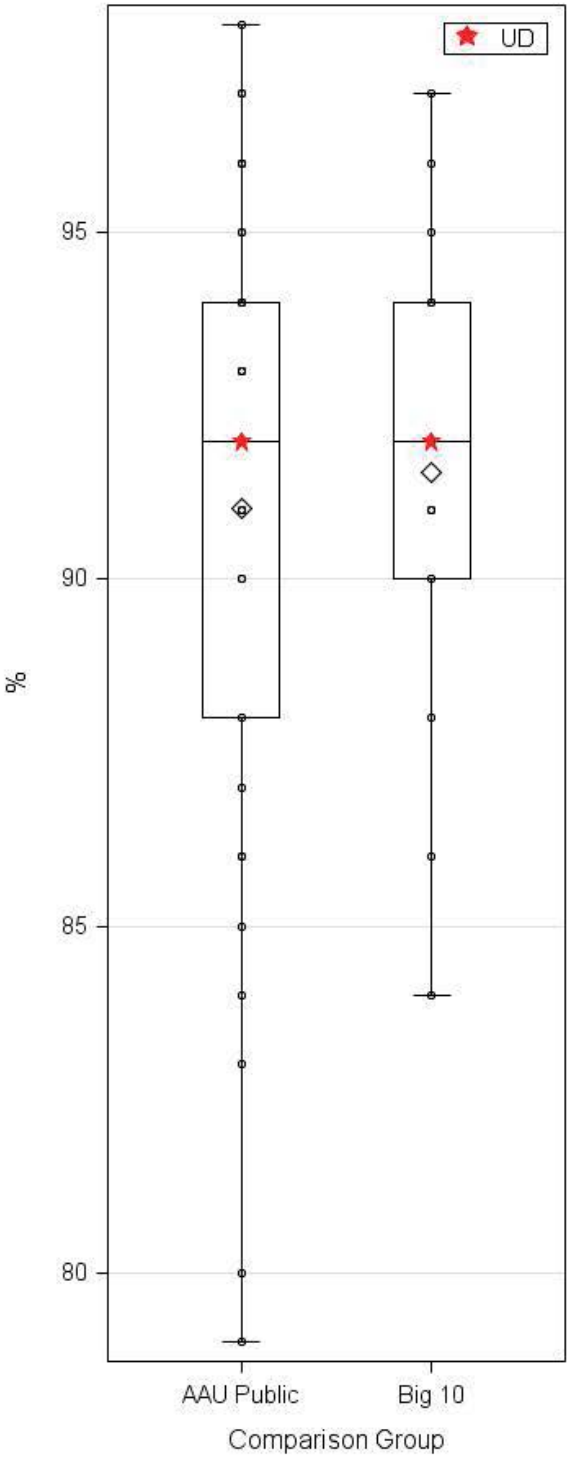
Path-to-Prominence

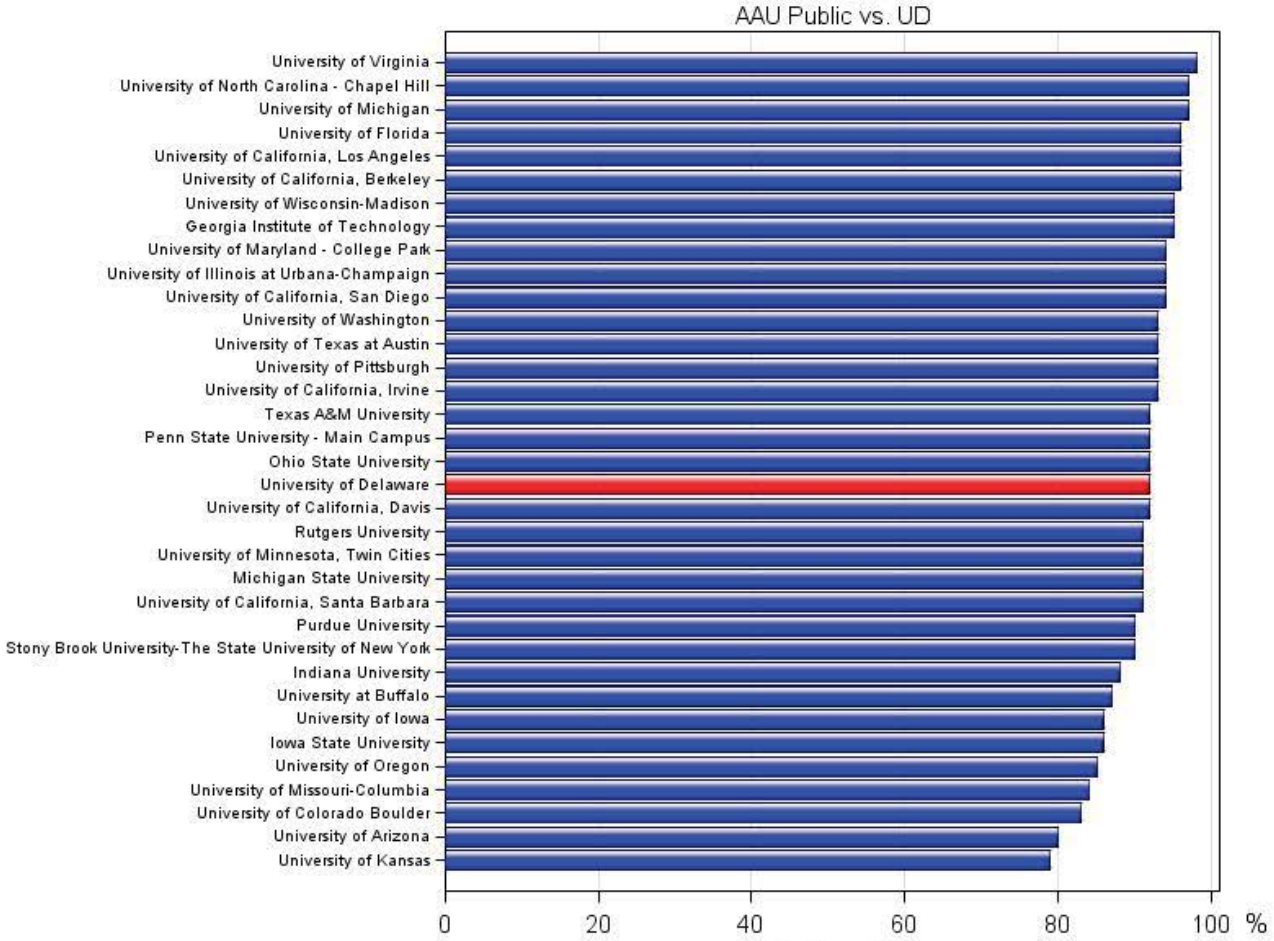
Milestone 1:

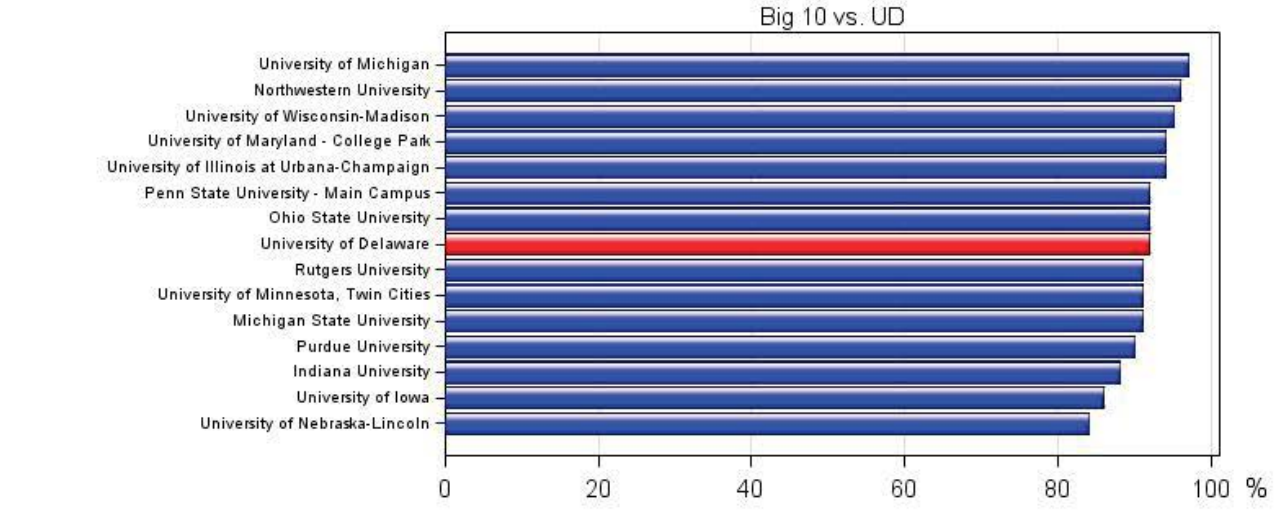
A Diverse and Stimulating Undergraduate Academic Environment

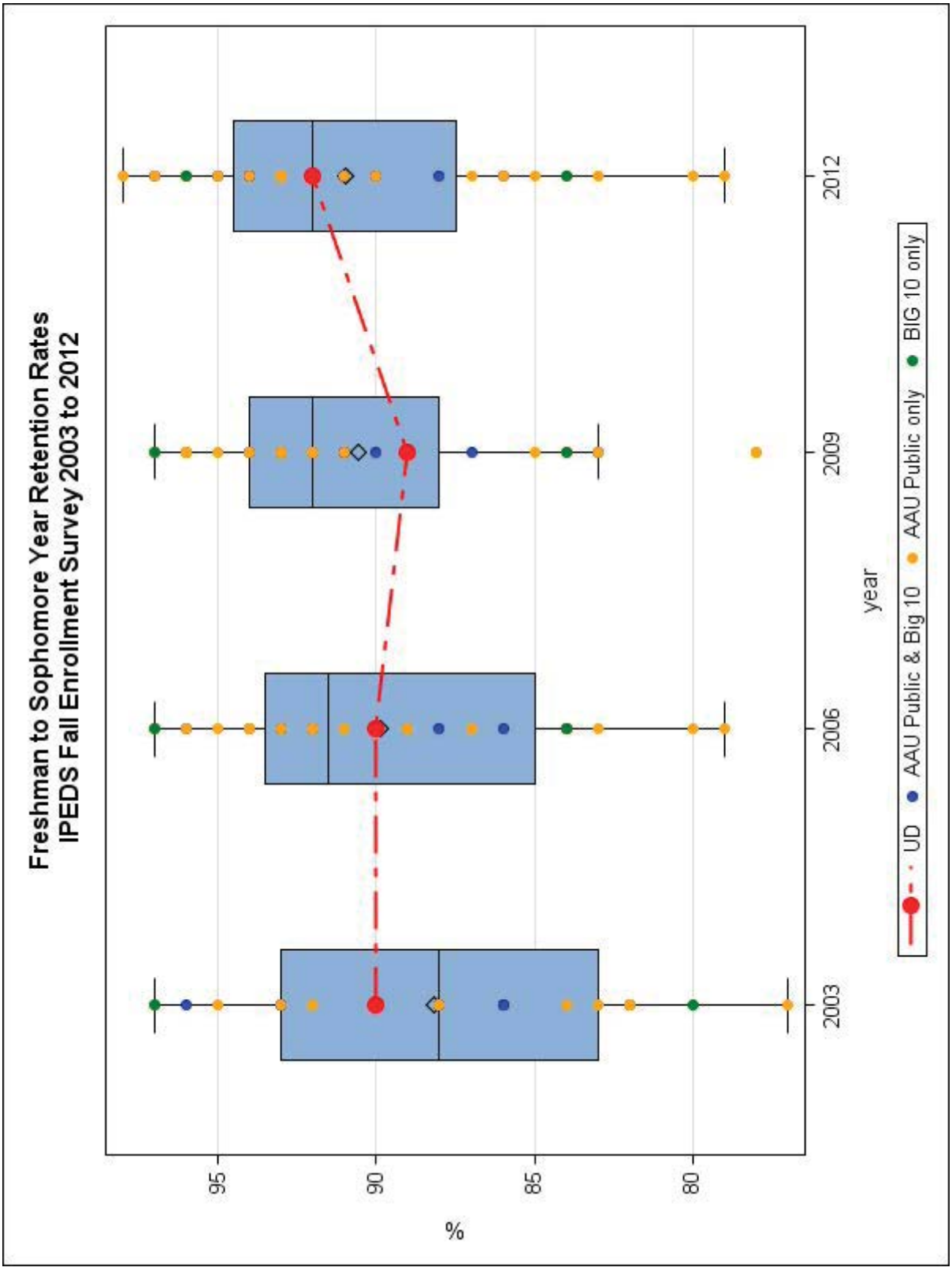
- Freshman to Sophomore Retention – comparators and trend (2003, 2006, 2009, 2012)
- 4 yr graduation rates - comparators and trend
- 6 yr graduation rates – comparators and trend
- 6 yr graduation rates by African American, Hispanic, International – comparators and trend
- STEM % African American, Hispanic, Female - trend

Freshman to Sophomore Year Retention Rates
IPEDS Fall Enrollment Survey 2012

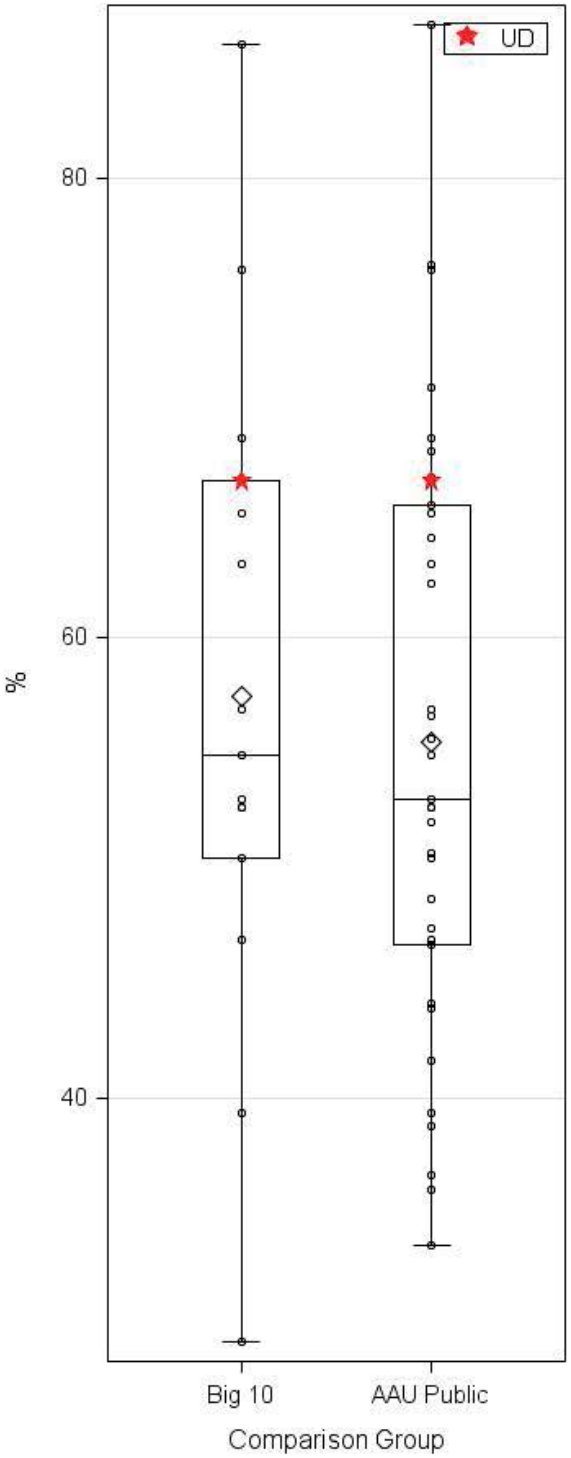


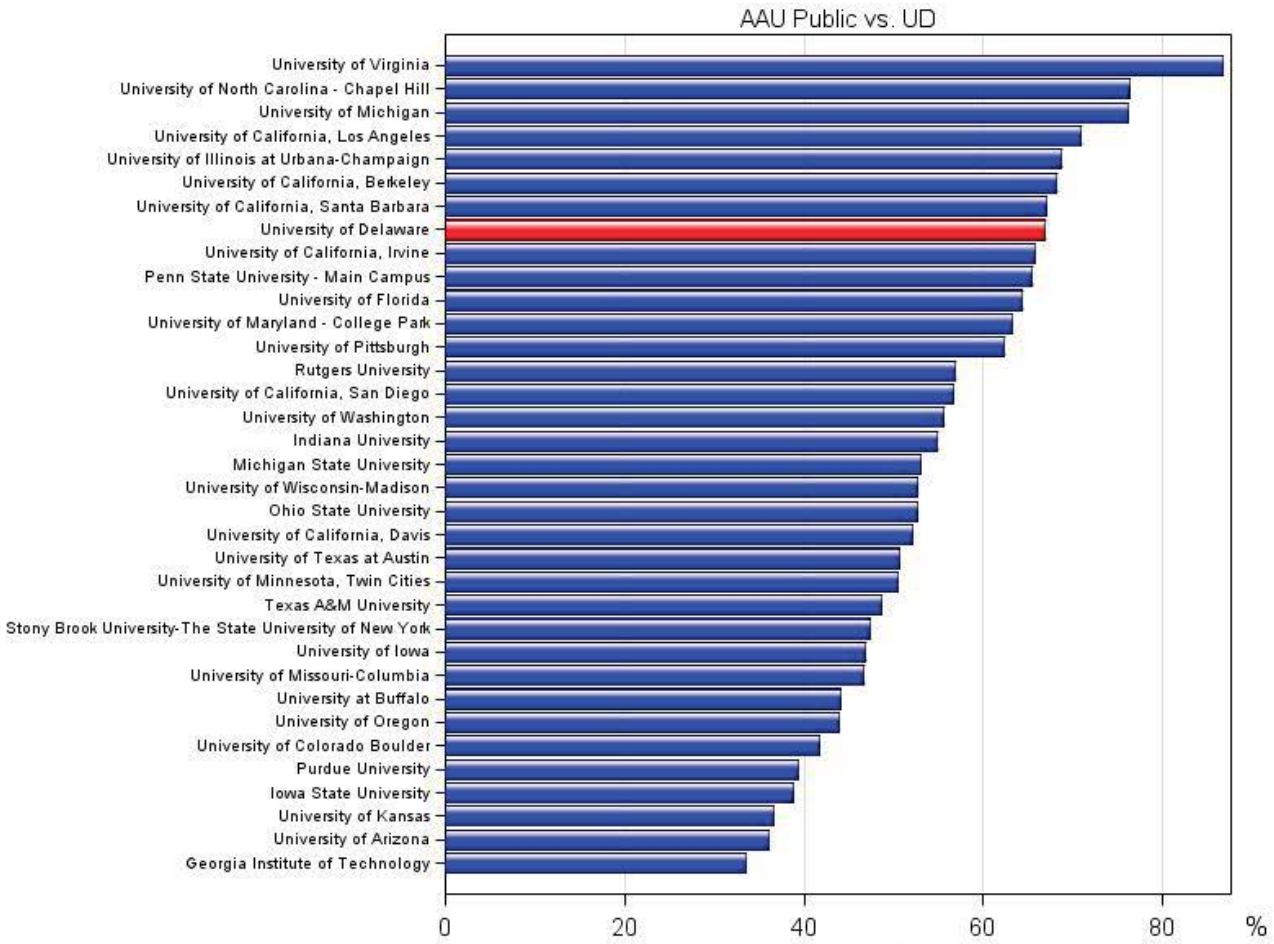


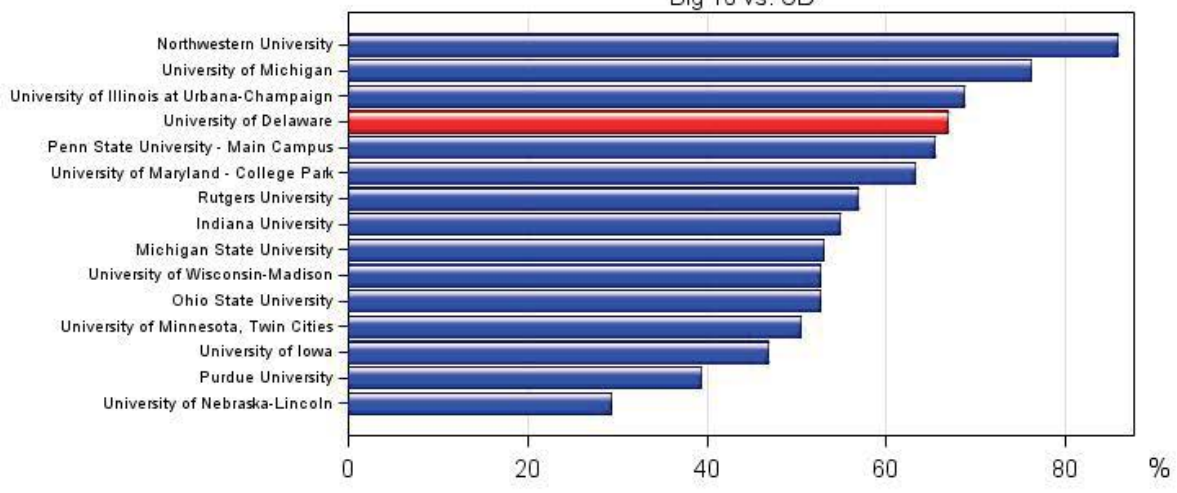


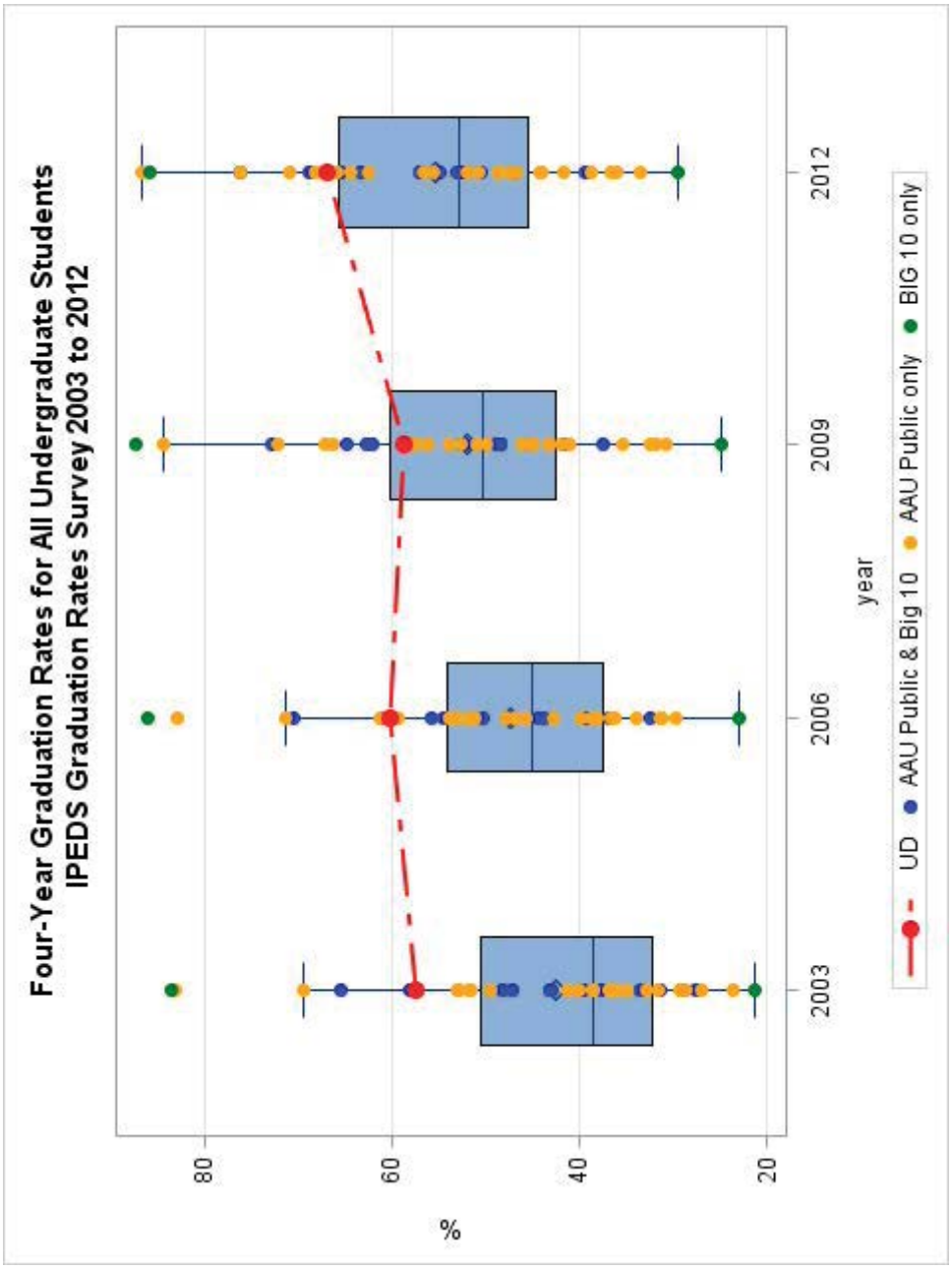

Freshman to Sophomore Year Retention Rates
IPEDS Fall Enrollment Survey 2003 to 2012
95
90
85
80
%
2003
2006
2009
2012
year
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

Four-Year Graduation Rates for All Undergraduate Students
IPEDS Graduation Rates Survey 2012

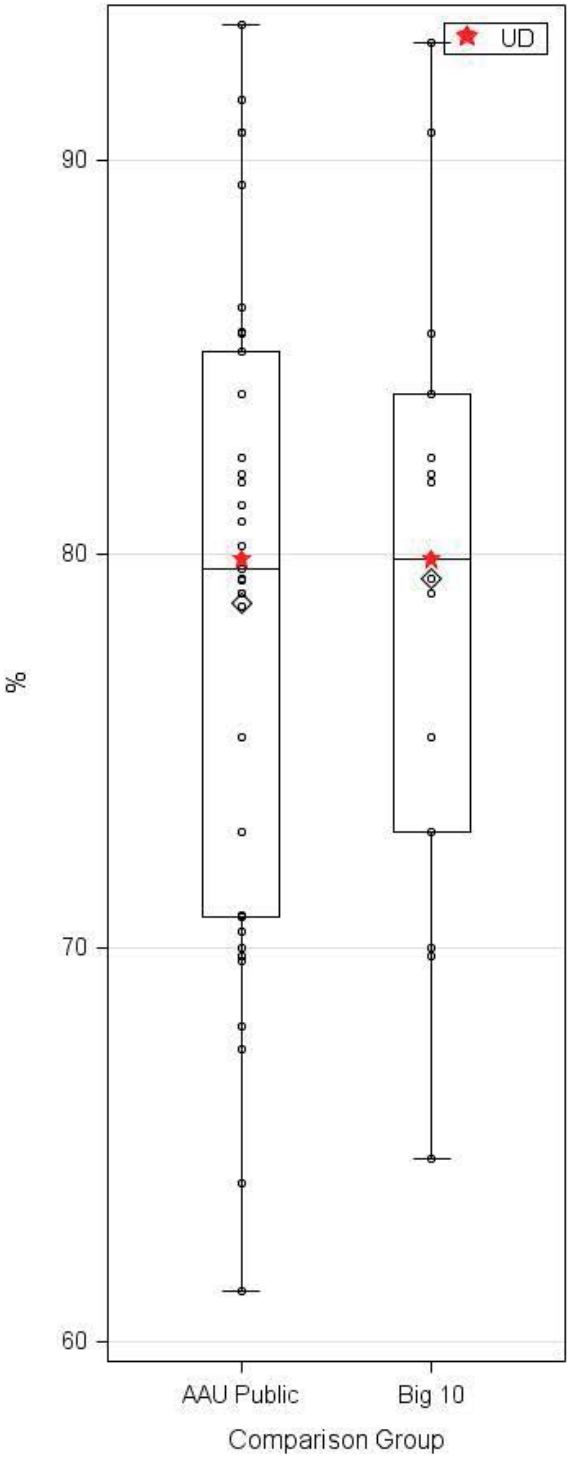


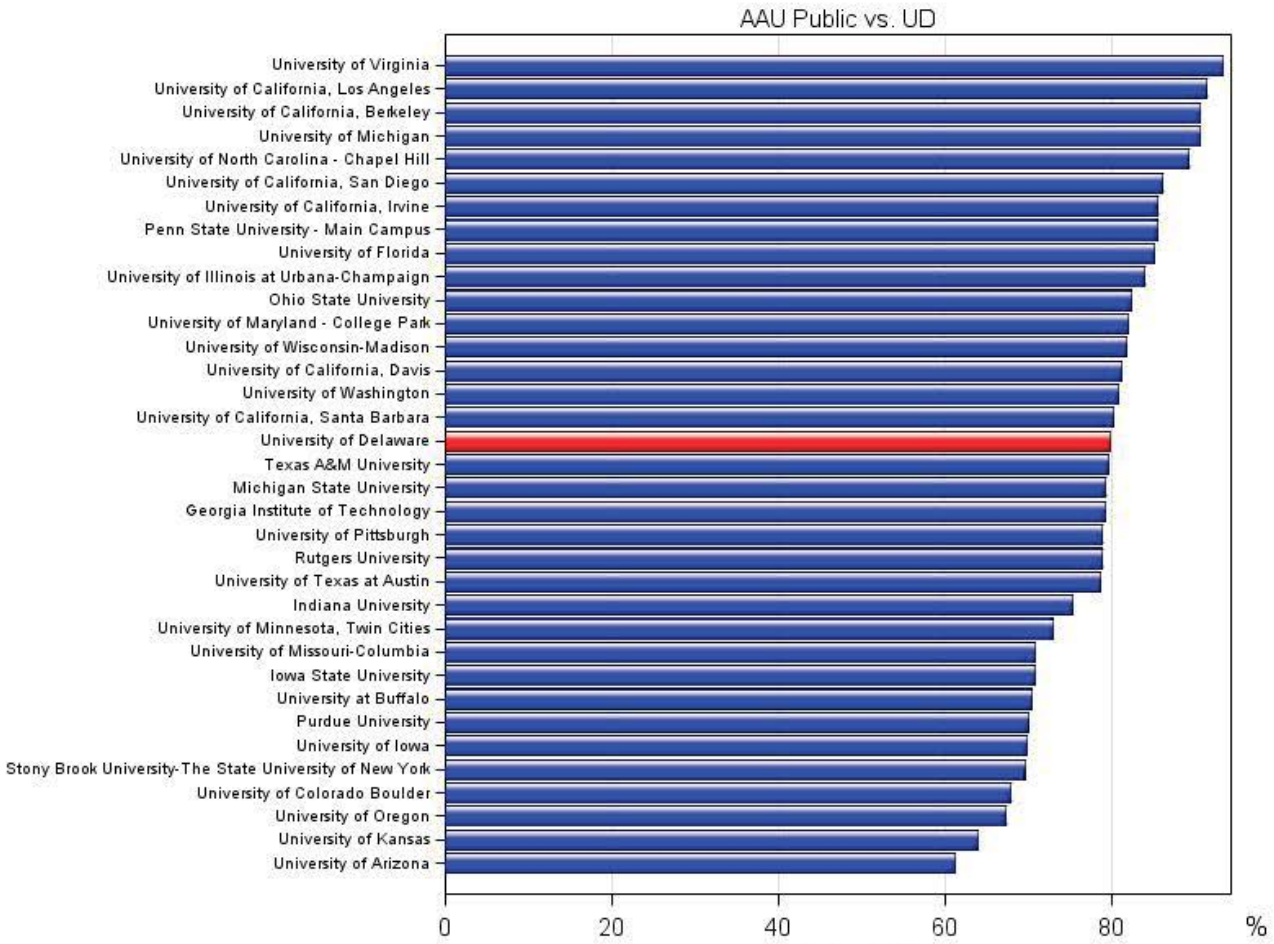


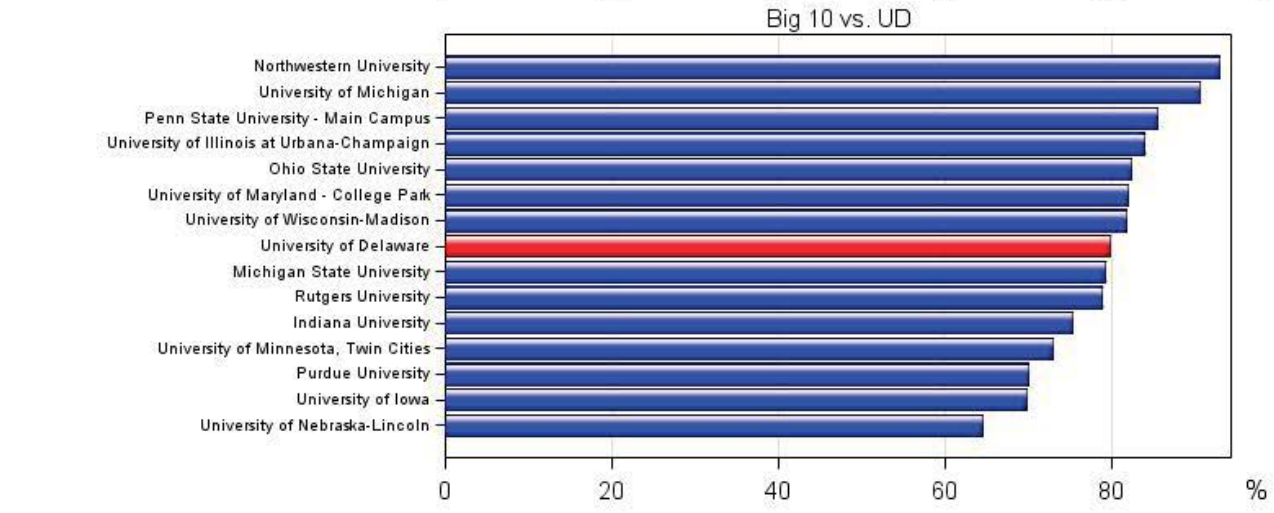


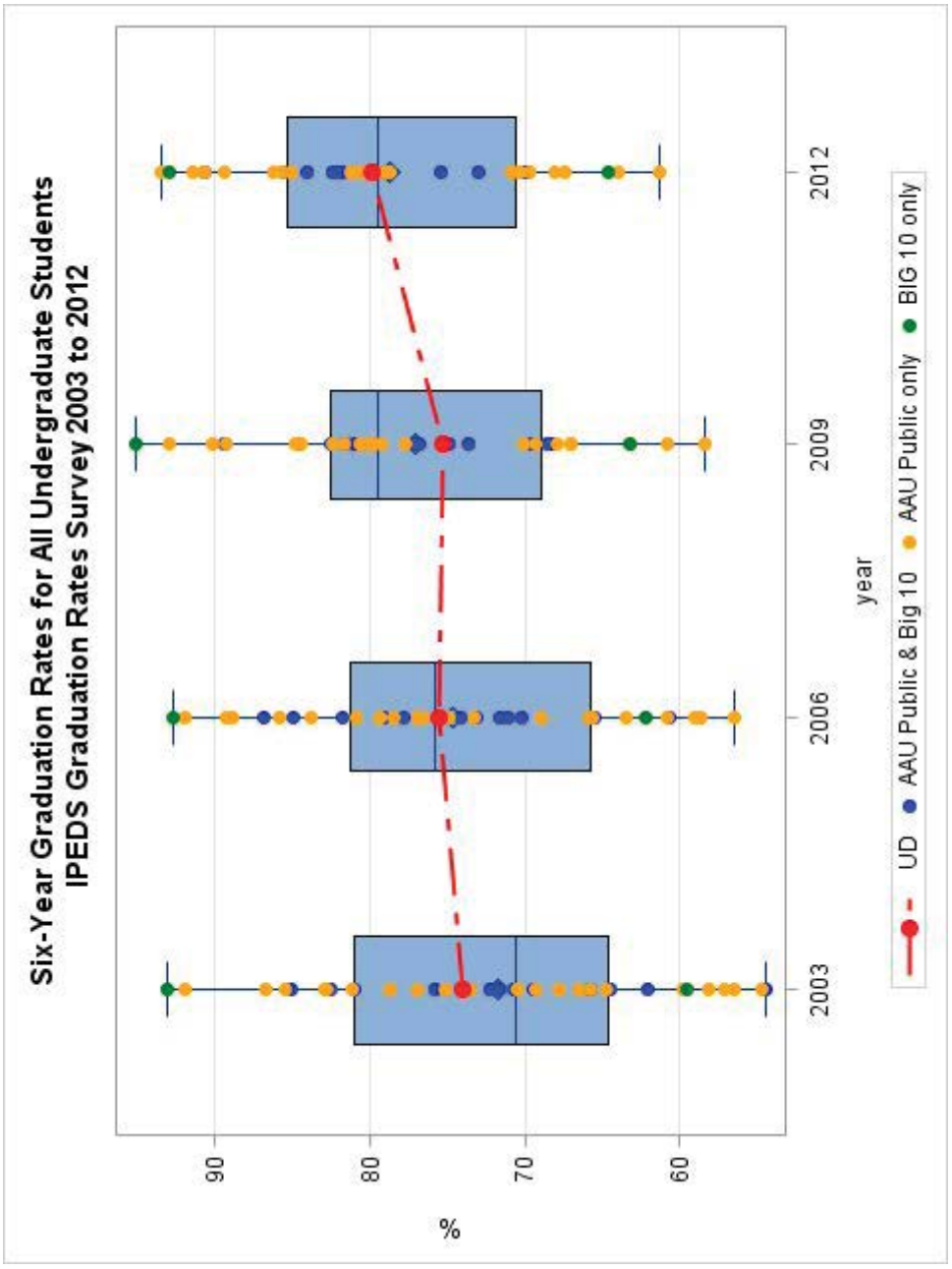

Four-Year Graduation Rates for All Undergraduate Students
IPEDS Graduation Rates Survey 2003 to 2012
80
60
40
20
%
2003
2006
2009
2012
year
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

Six-Year Graduation Rates for All Undergraduate Students
IPEDS Graduation Rates Survey 2012

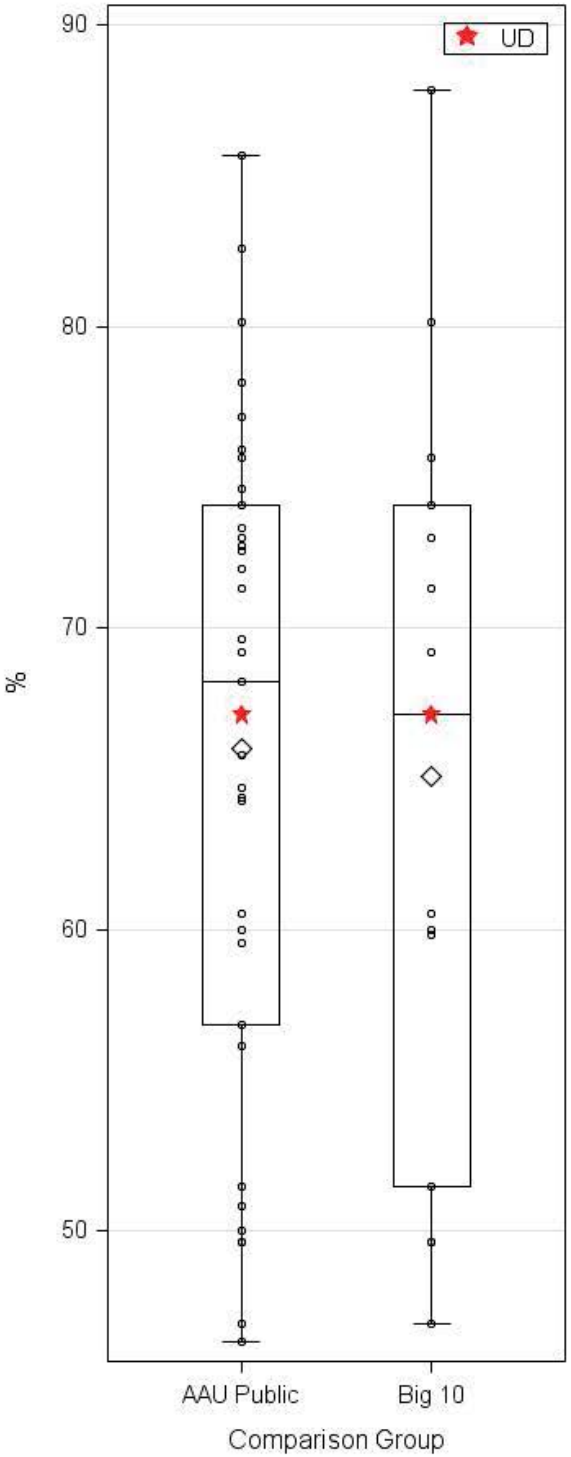


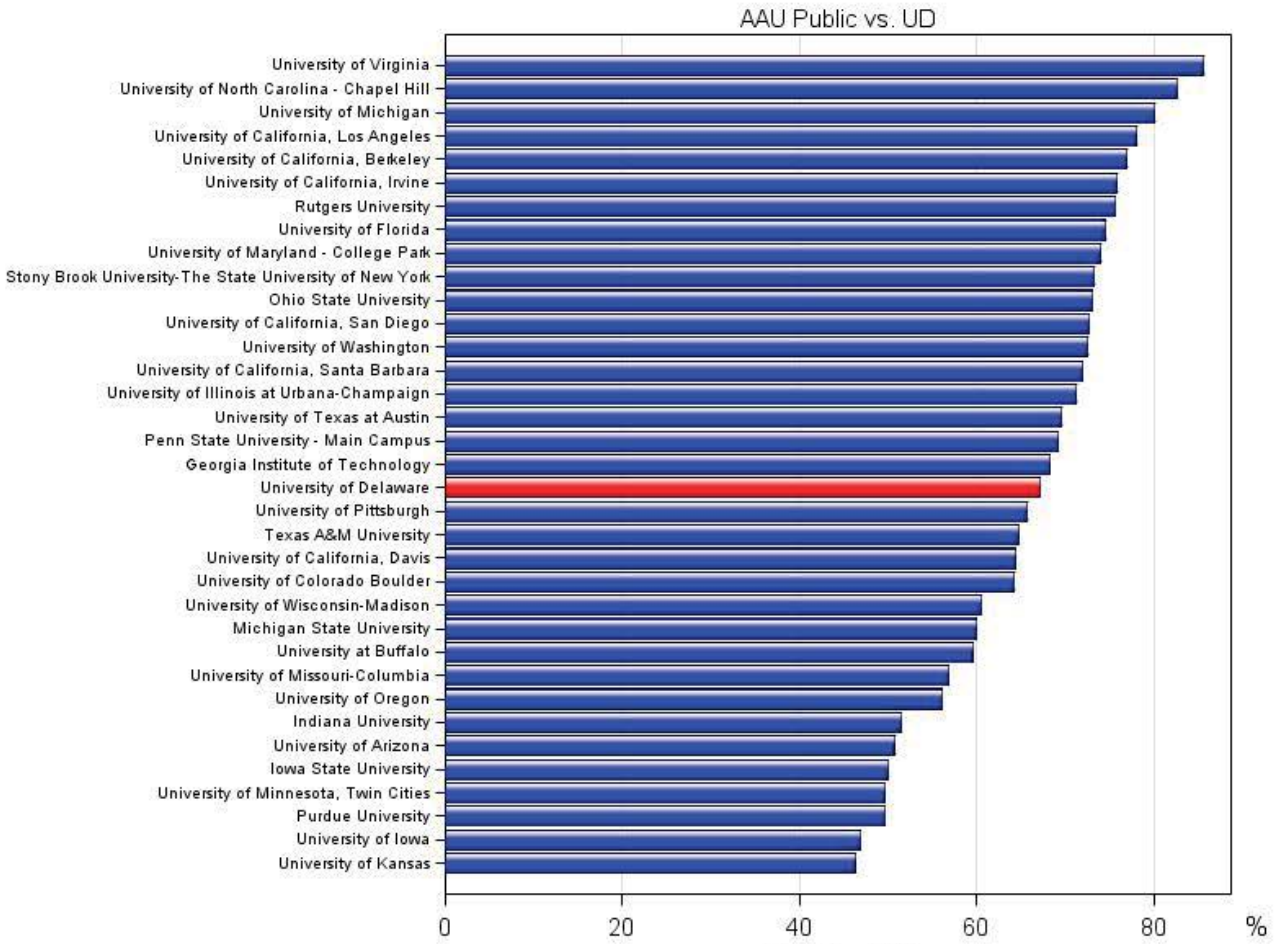


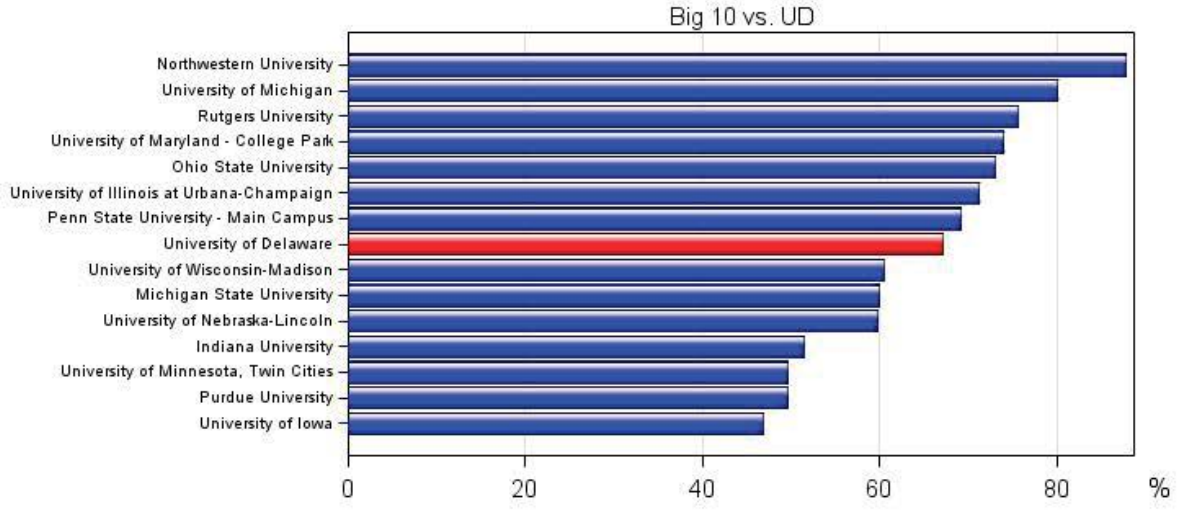


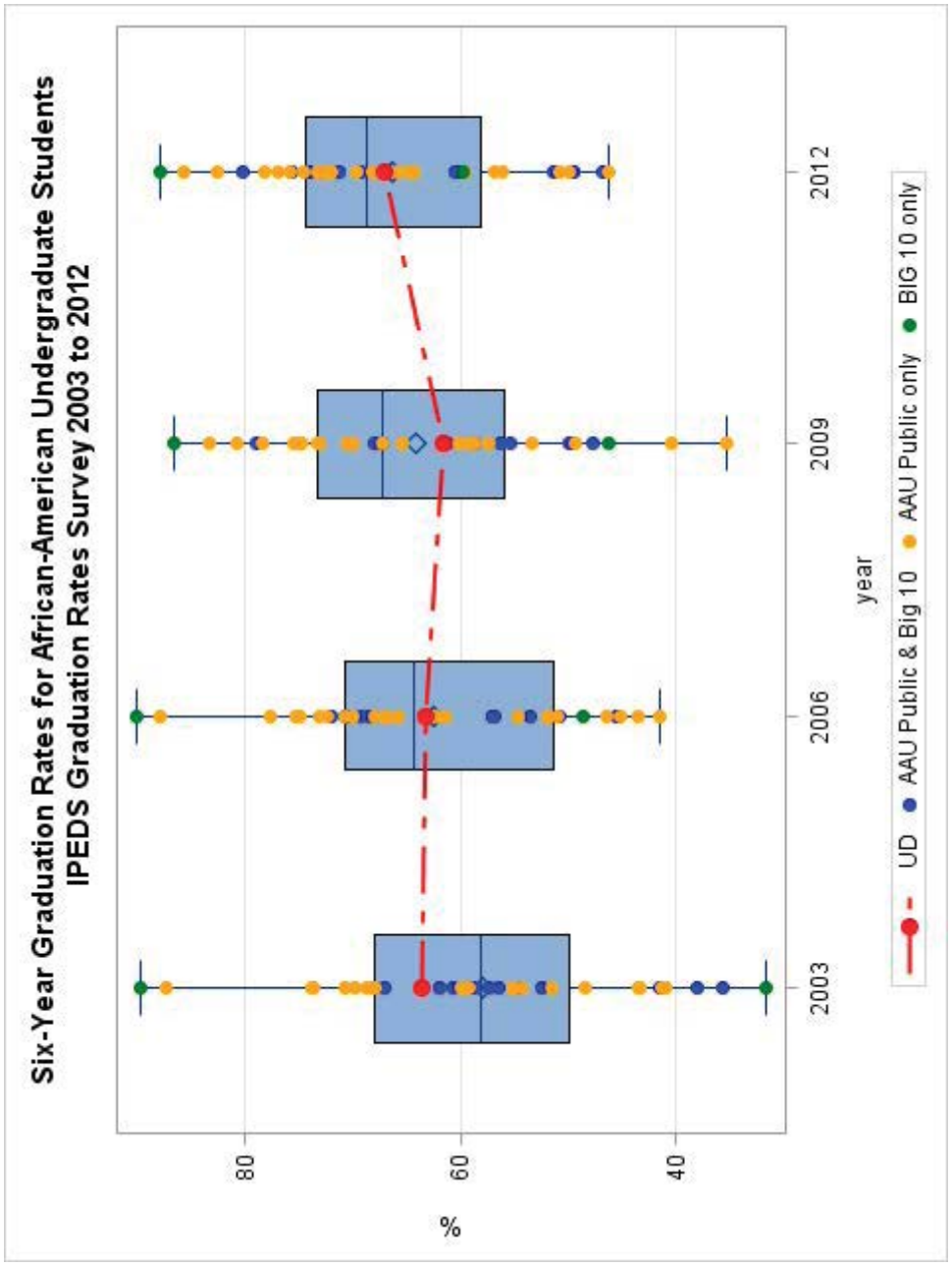

Six-Year Graduation Rates for All Undergraduate Students
IPEDS Graduation Rates Survey 2003 to 2012
90
80
70
60
%
2003
2006
2009
2012
year
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

Six-Year Graduation Rates for African-American Undergraduate Students
IPEDS Graduation Rates Survey 2012

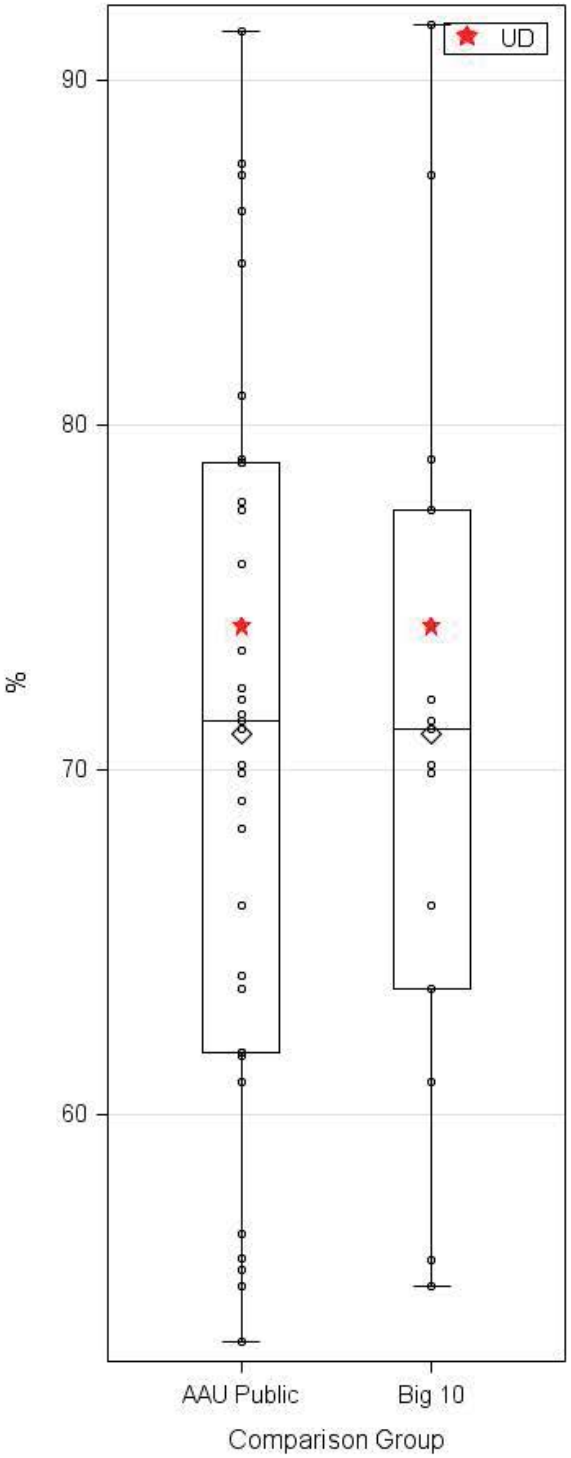


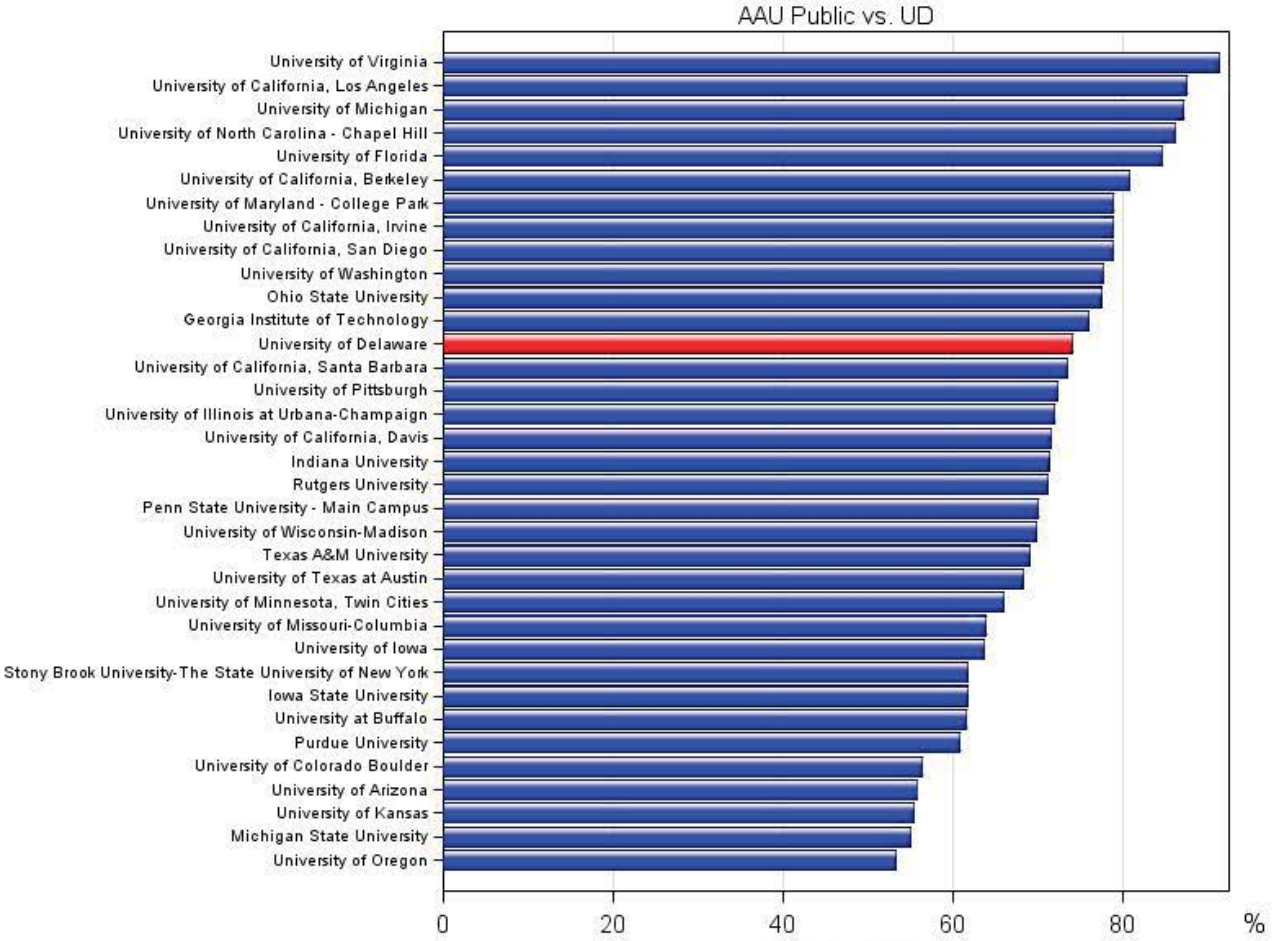


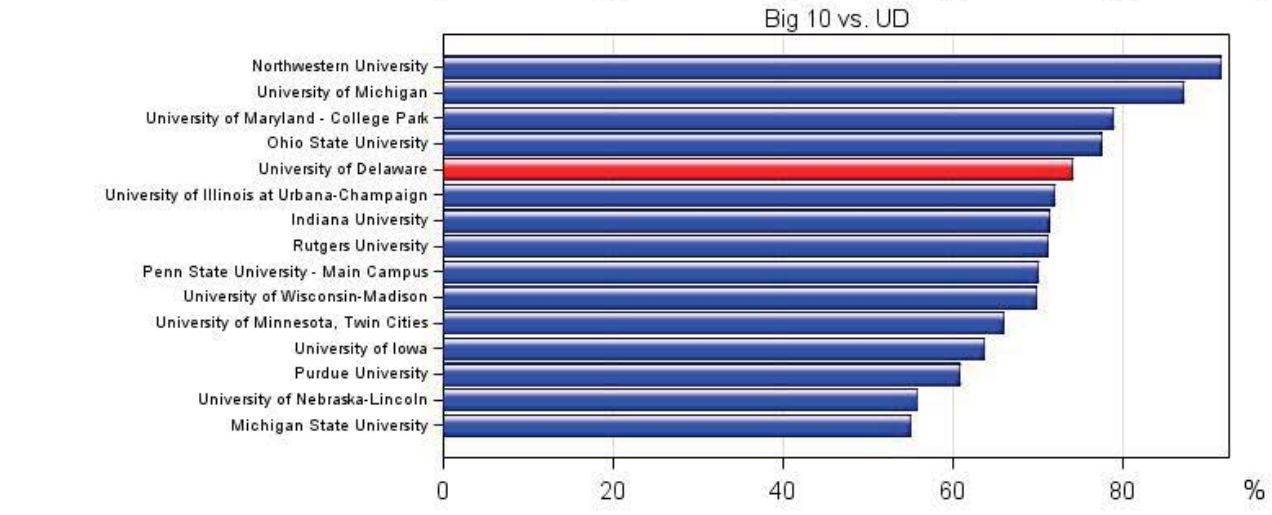


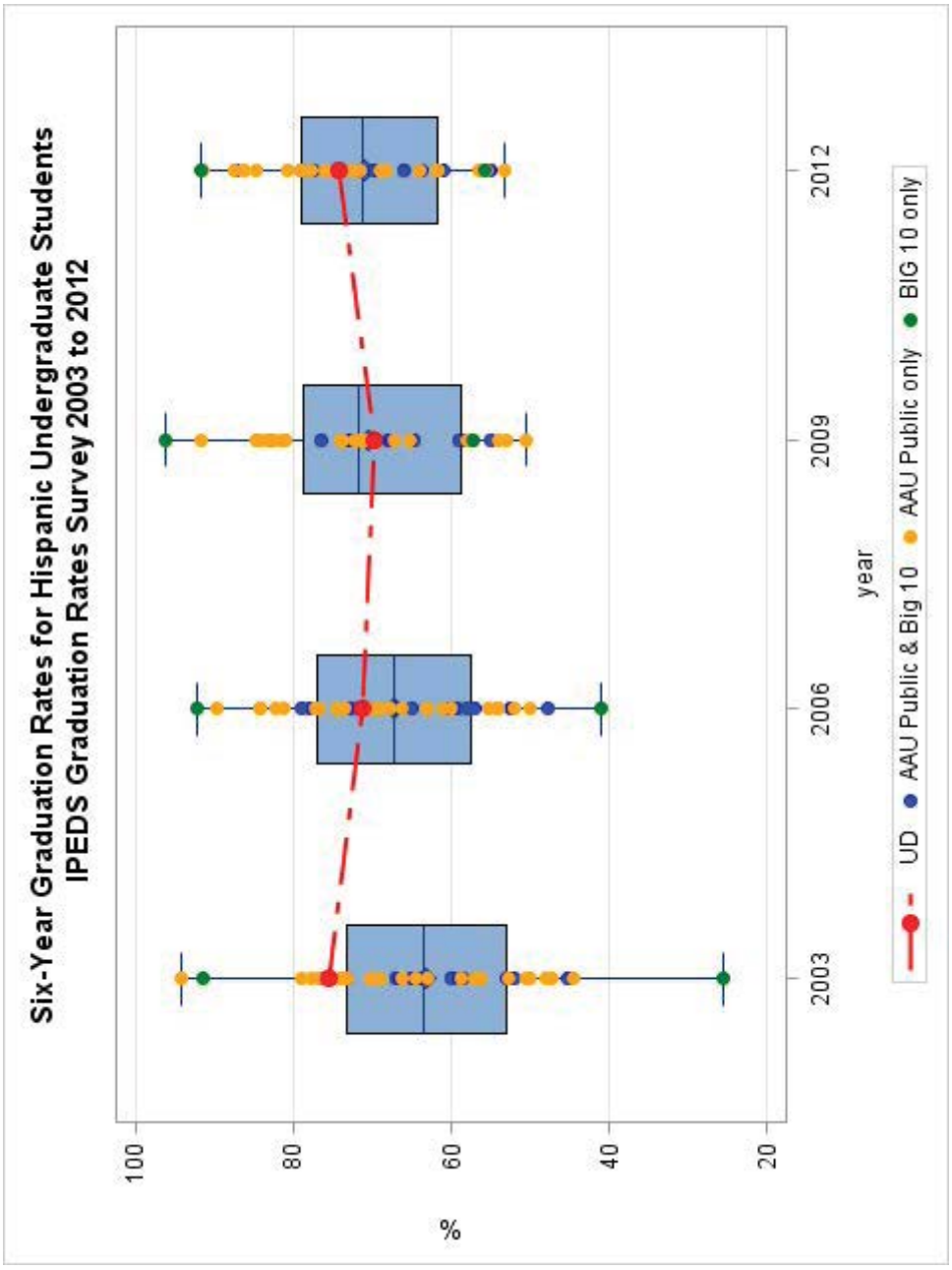

Six-Year Graduation Rates for African-American Undergraduate Students
IPEDS Graduation Rates Survey 2003 to 2012
80
60
40
%
2003
2006
2009
2012
year
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

Six-Year Graduation Rates for Hispanic Undergraduate Students
IPEDS Graduation Rates Survey 2012

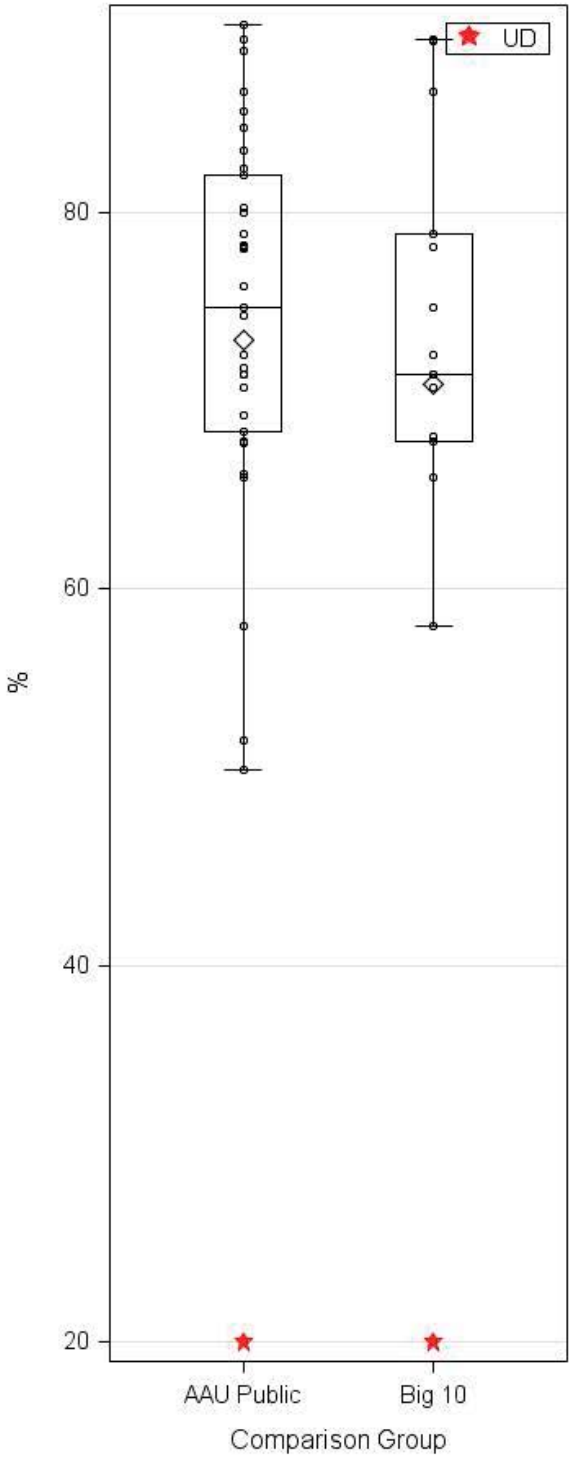


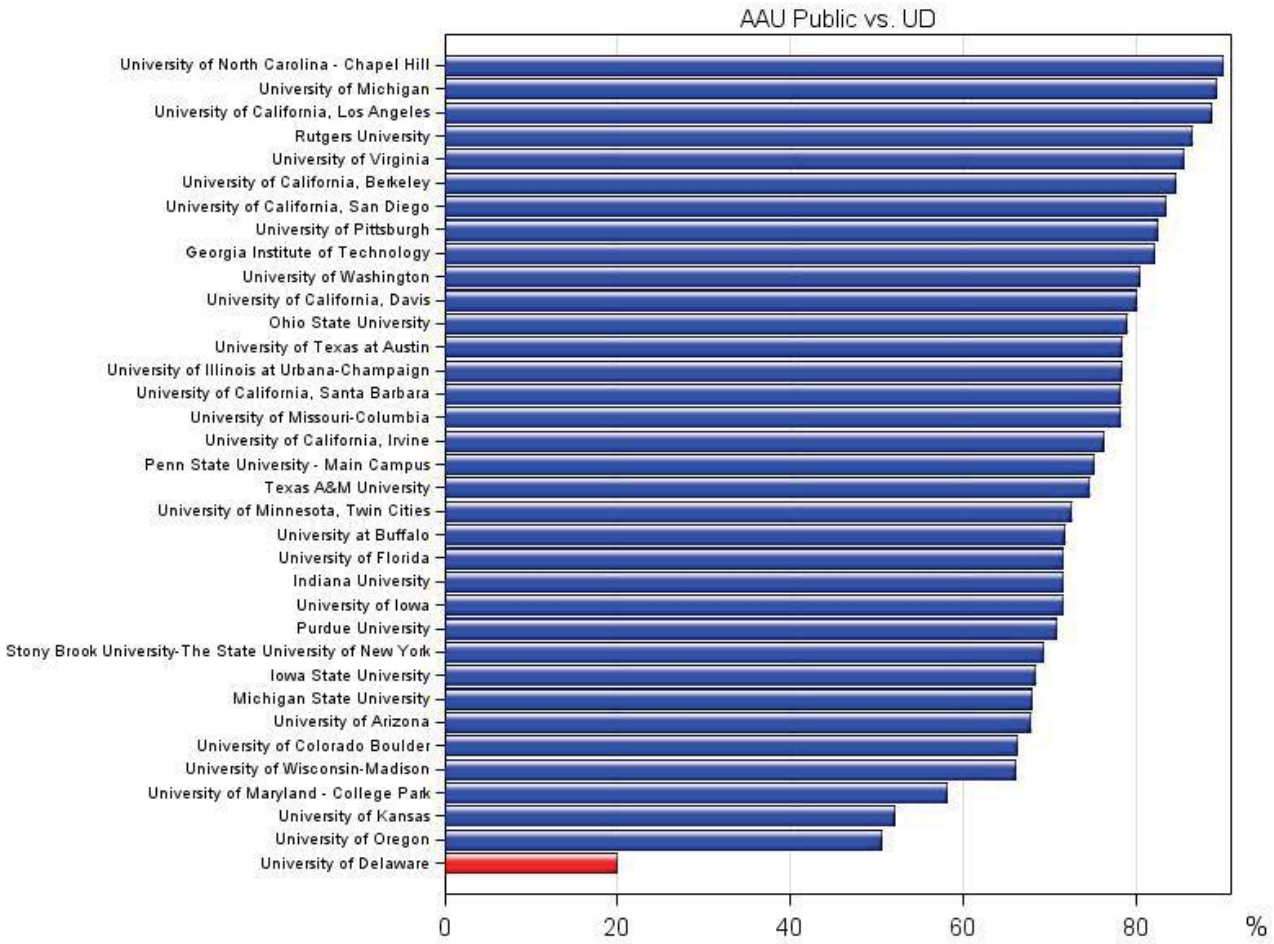


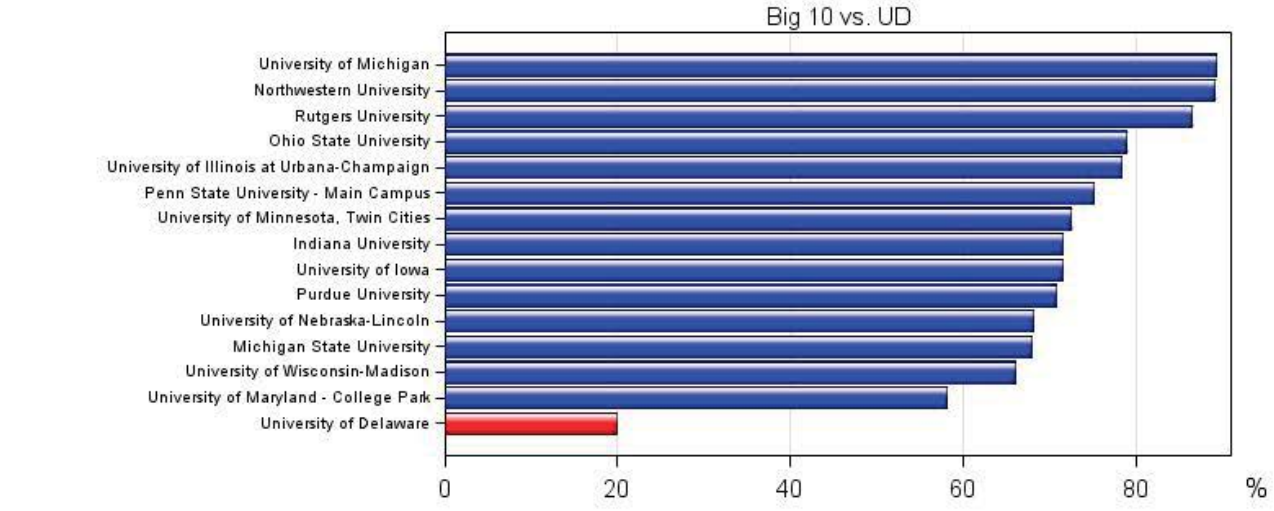


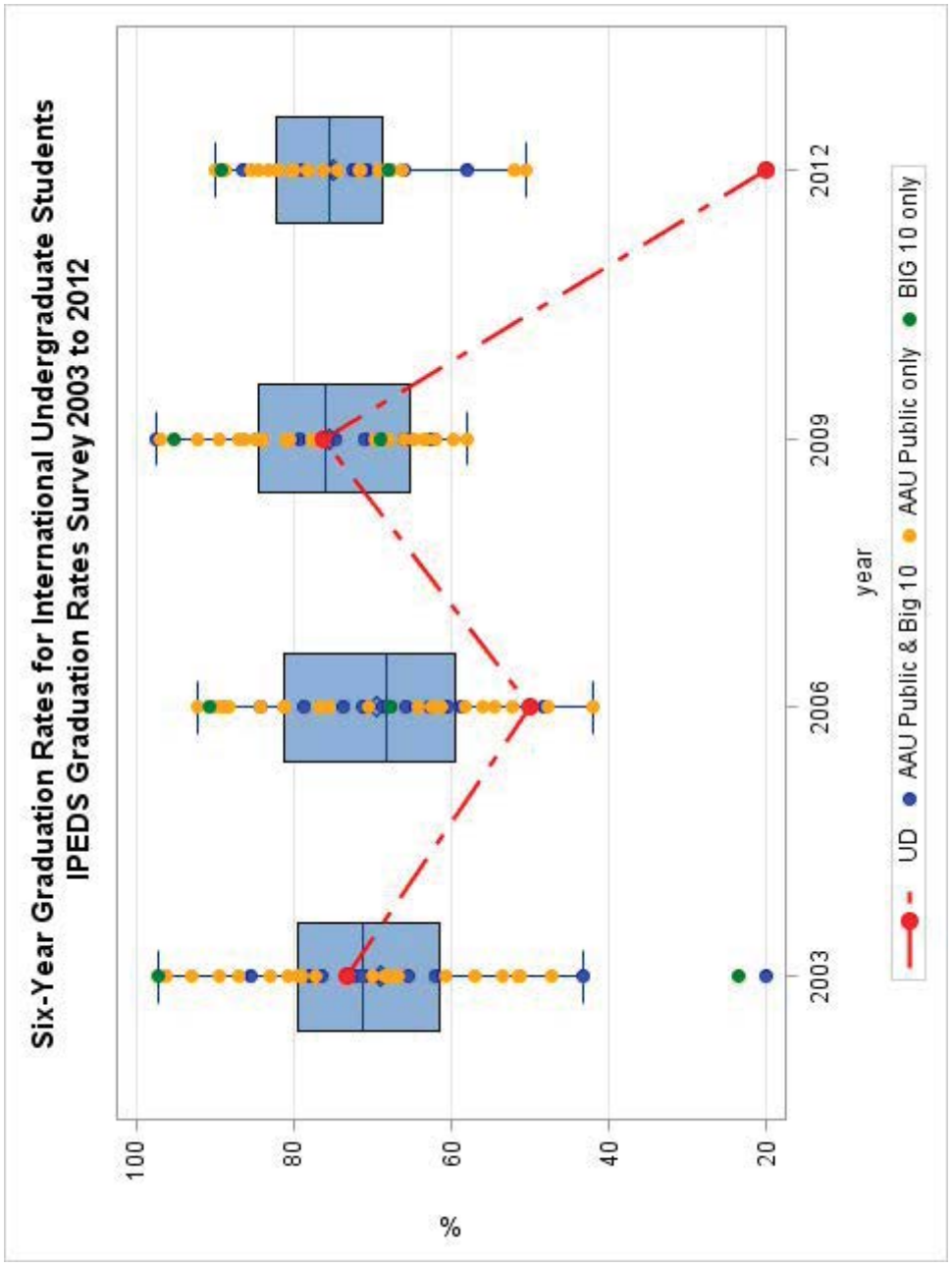

Six-Year Graduation Rates for Hispanic Undergraduate Students
IPEDS Graduation Rates Survey 2003 to 2012
100
80
60
40
20
%
2003
2006
2009
2012
year
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

Six-Year Graduation Rates for International Undergraduate Students
IPEDS Graduation Rates Survey 2012

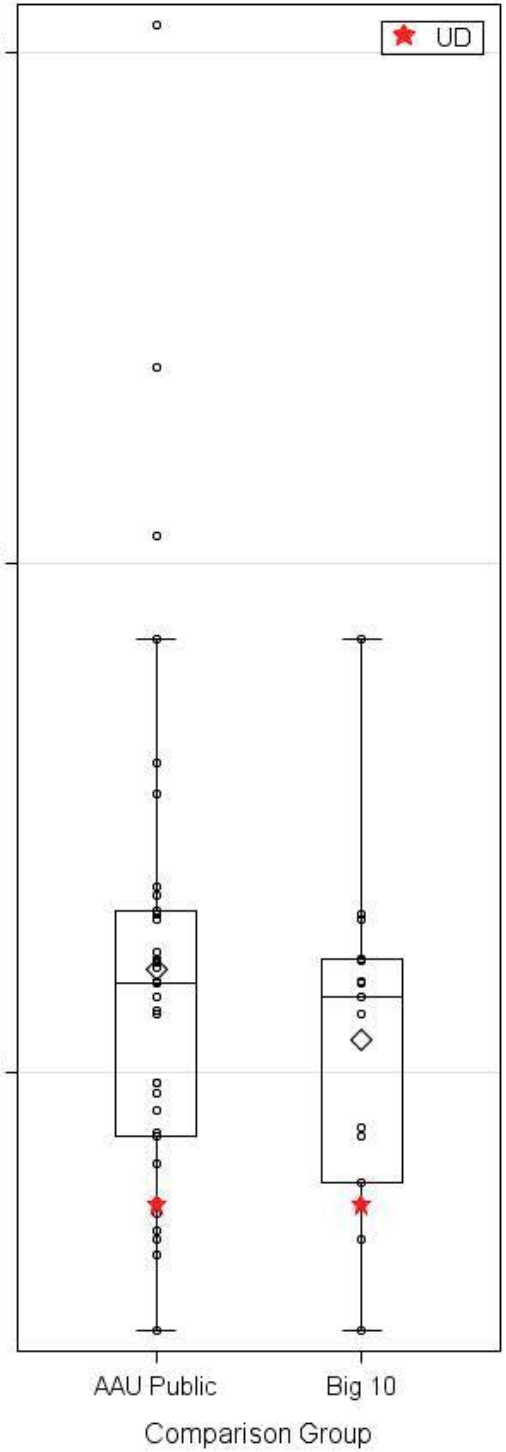


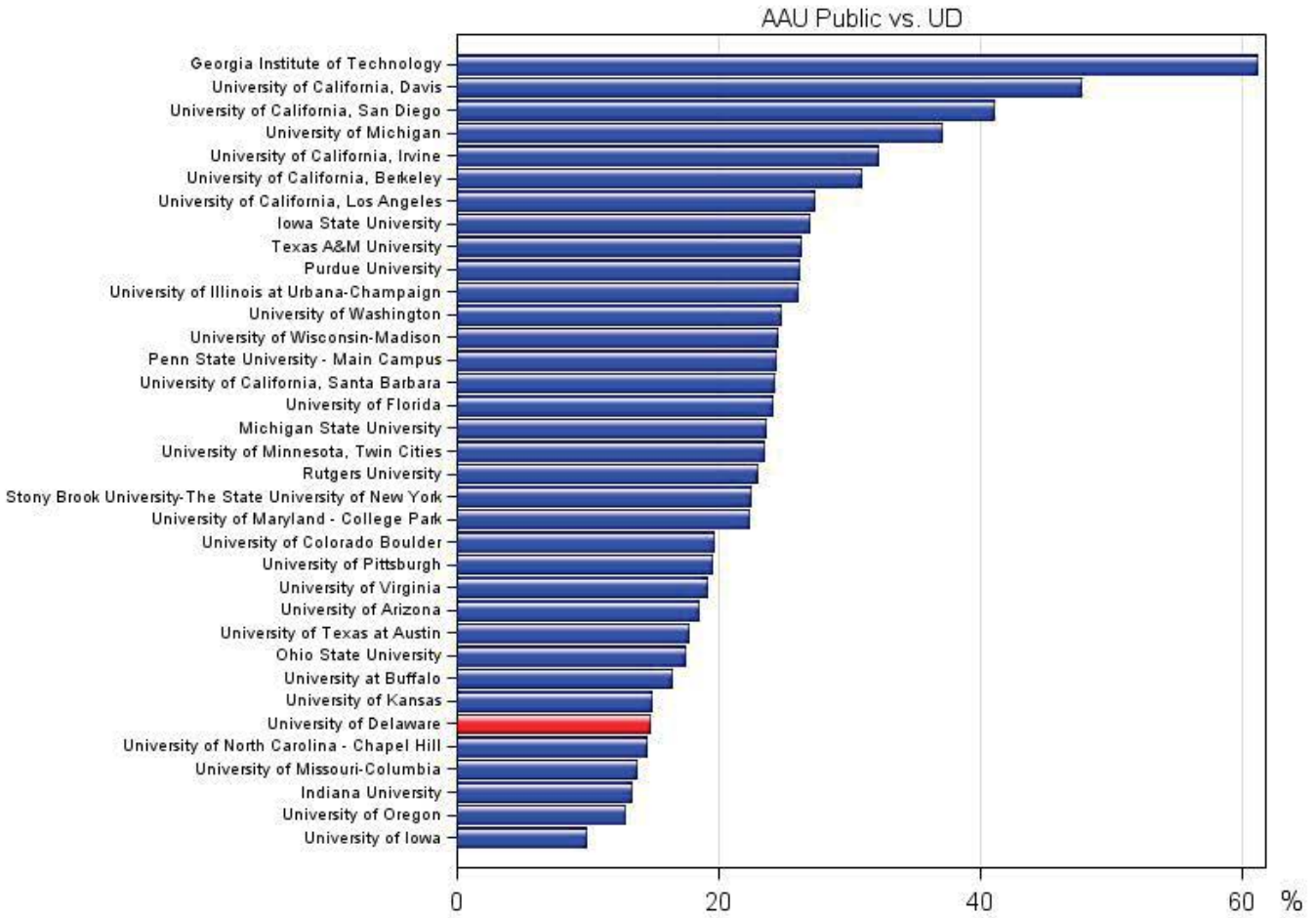


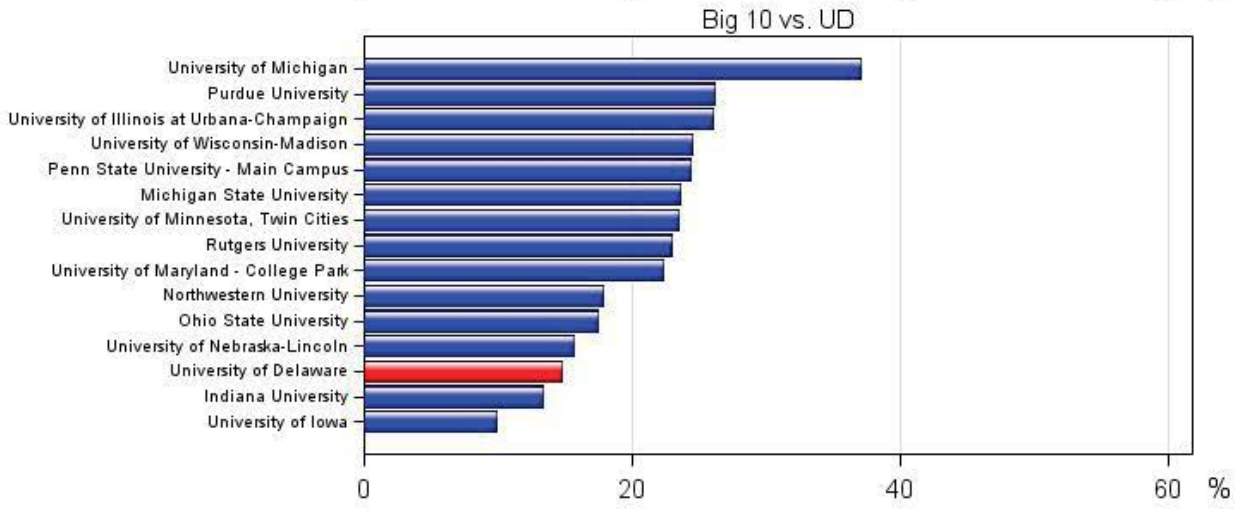


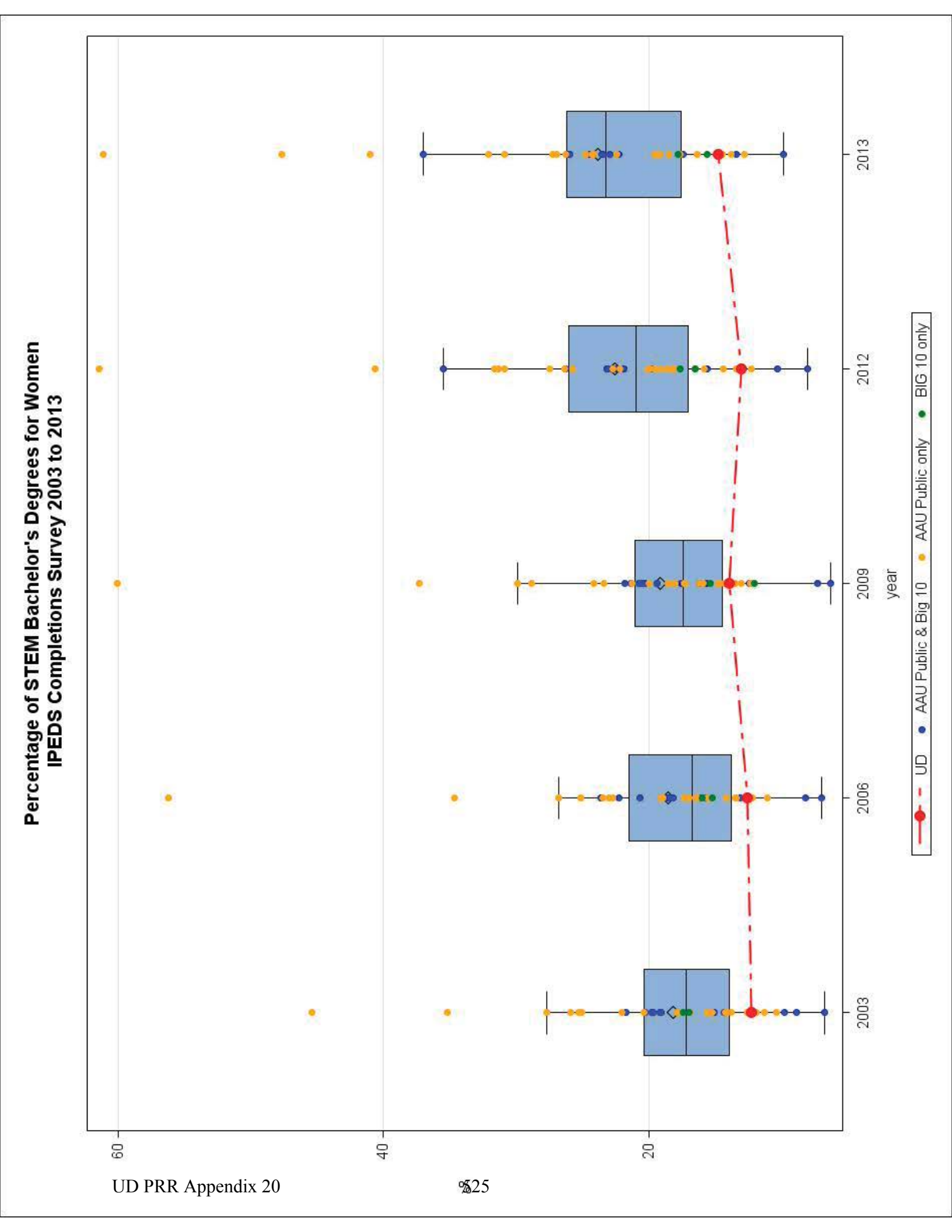

Six-Year Graduation Rates for International Undergraduate Students
IPEDS Graduation Rates Survey 2003 to 2012
100
80
60
40
20
%
2003
2006
2009
2012
year
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

Percentage of STEM Bachelor's Degrees for Women
IPEDS Completions Survey 2013

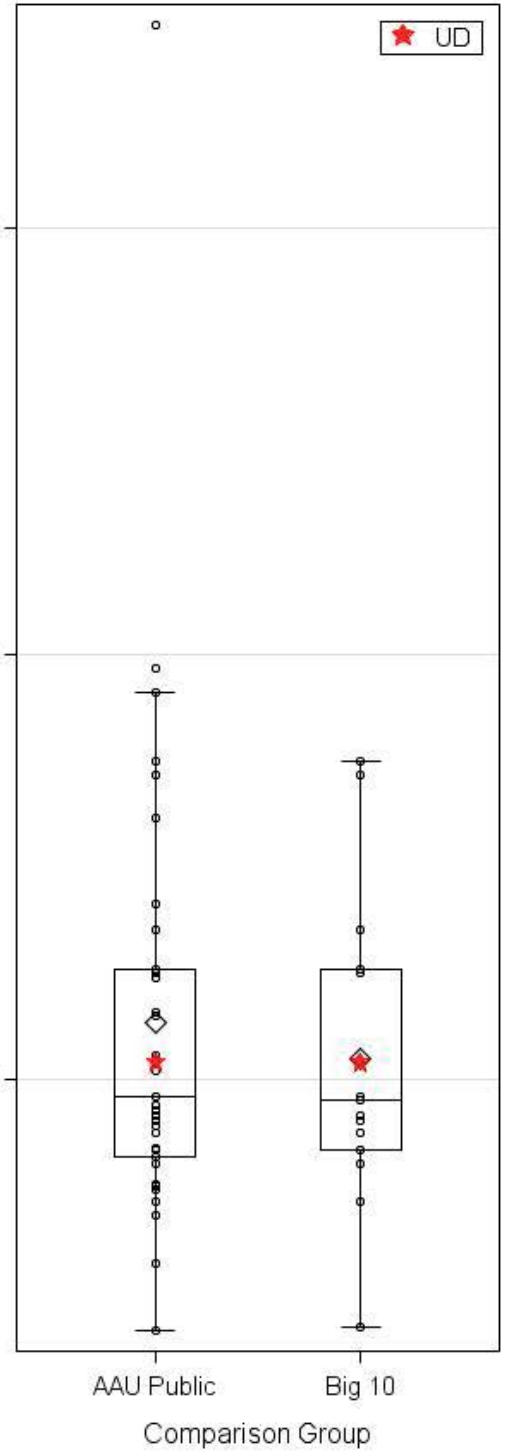


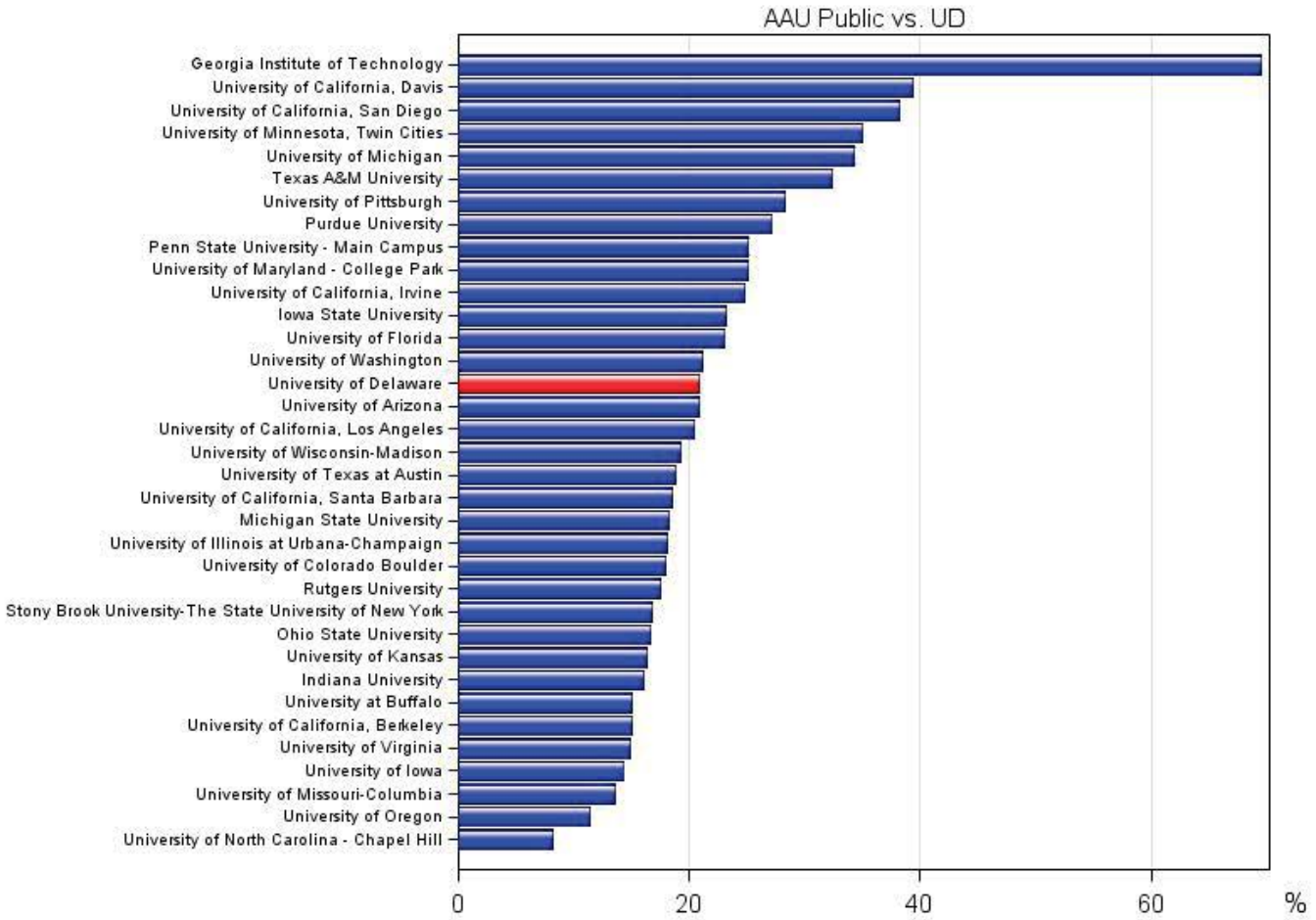


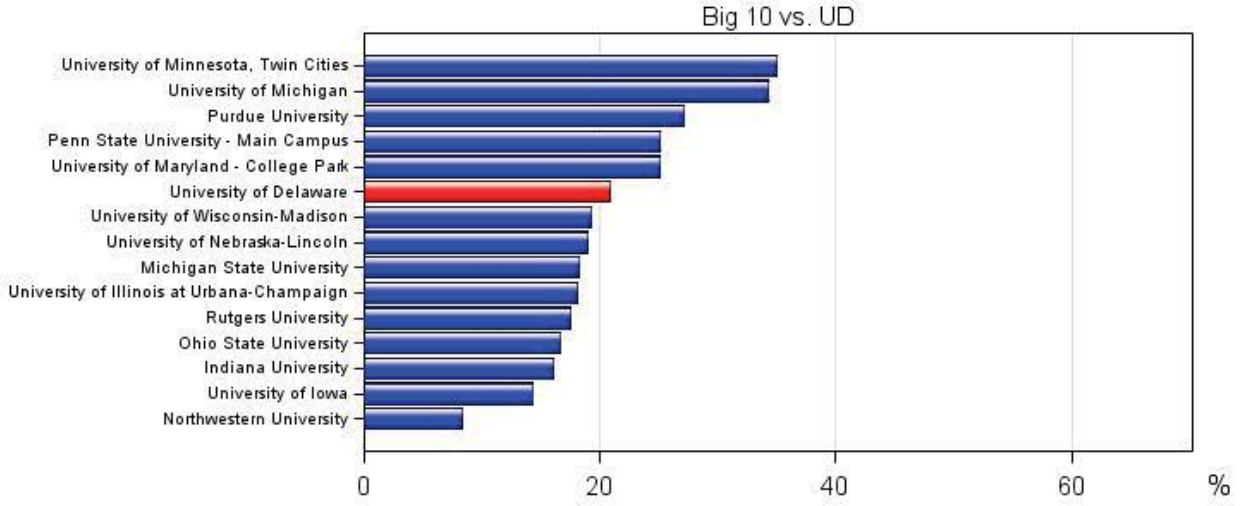


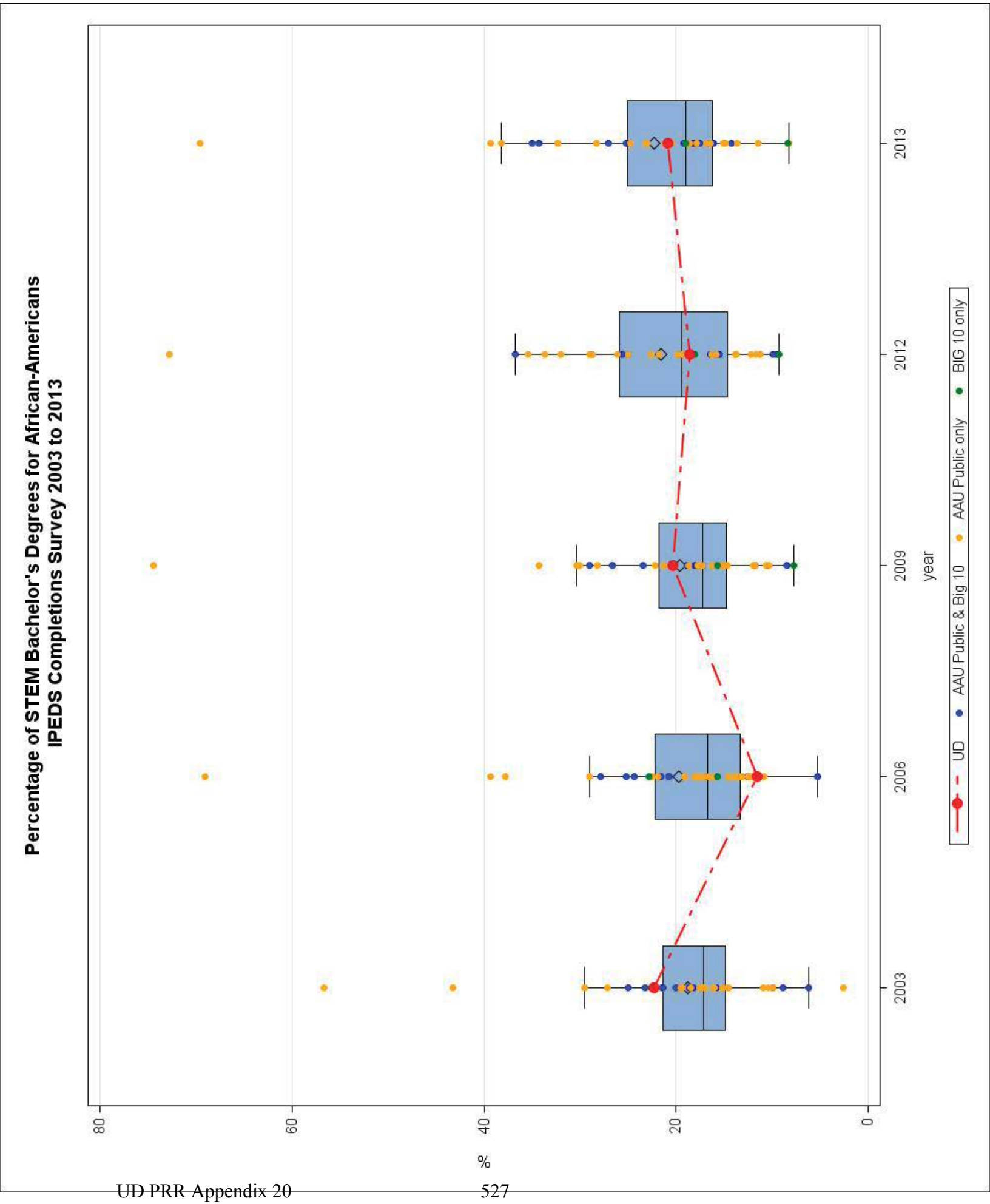

Percentage of STEM Bachelor's Degrees for Women
IPEDS Completions Survey 2003 to 2013
60
40
20
2003
2006
2009
2012
2013
year
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

Percentage of STEM Bachelor's Degrees for African-Americans
IPEDS Completions Survey 2013

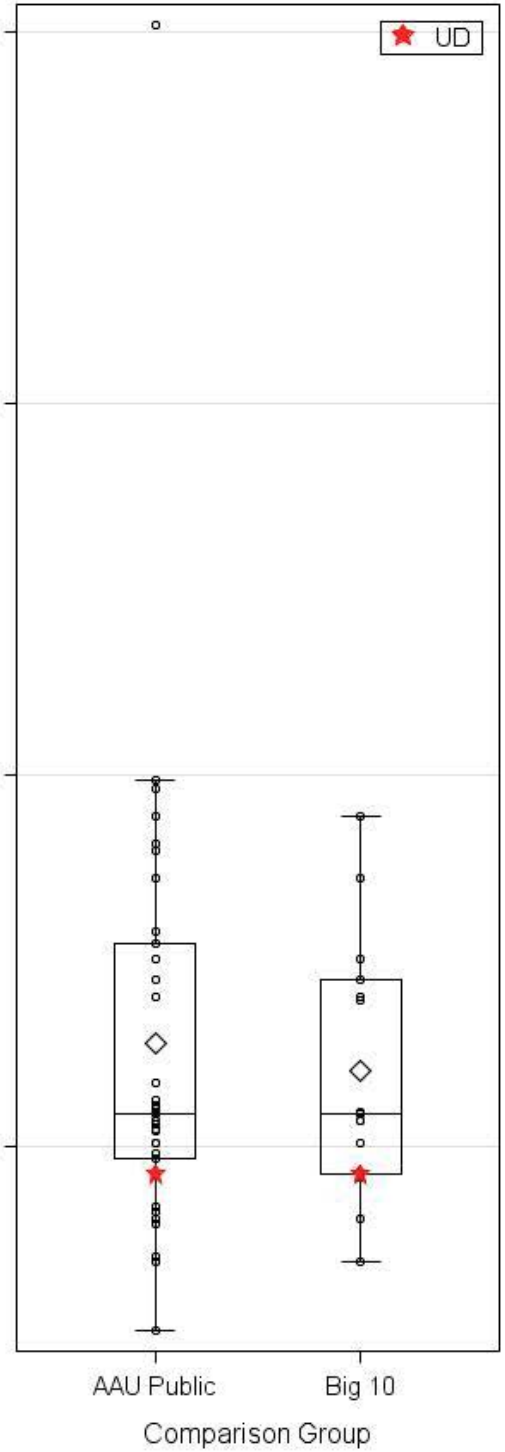


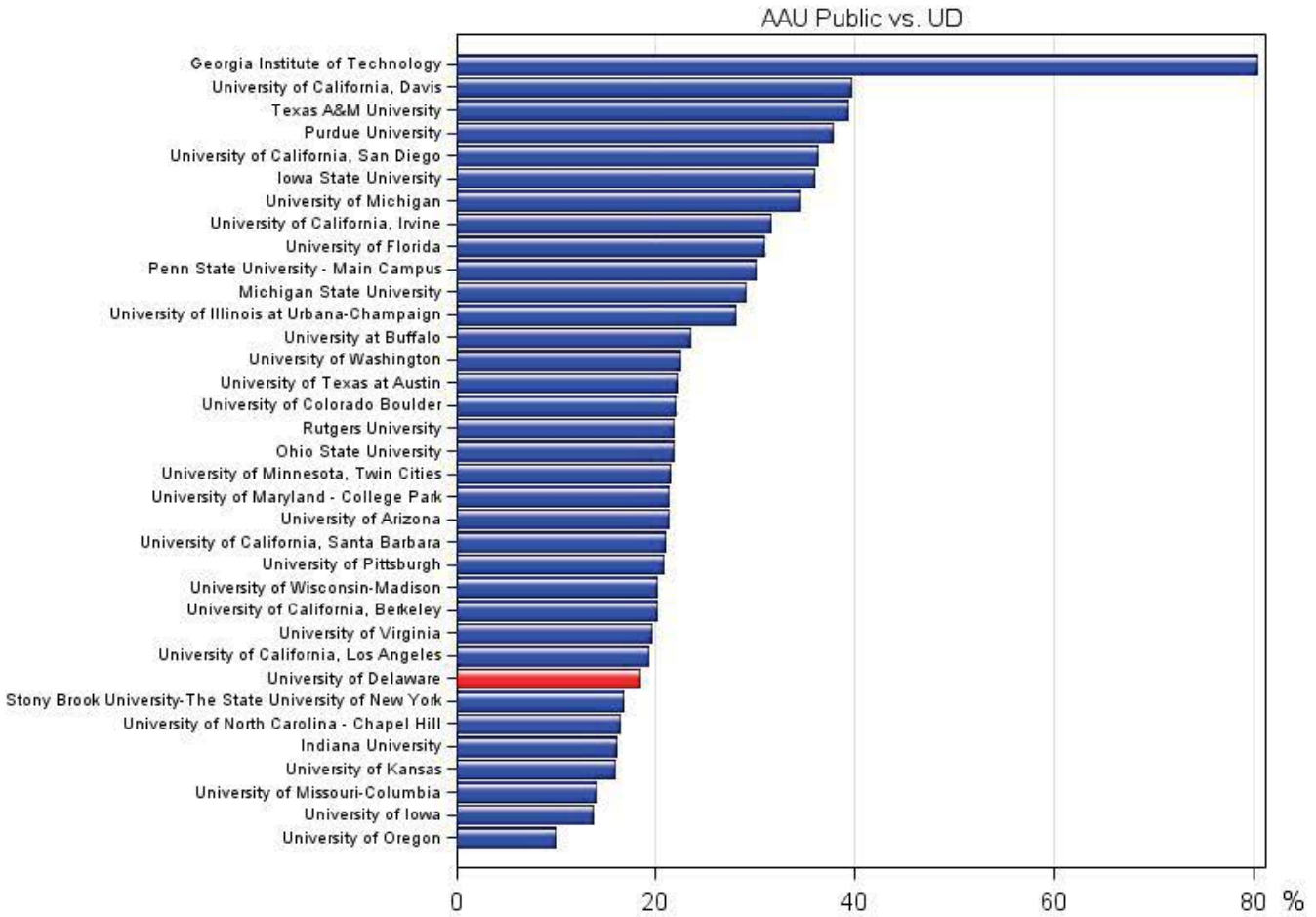


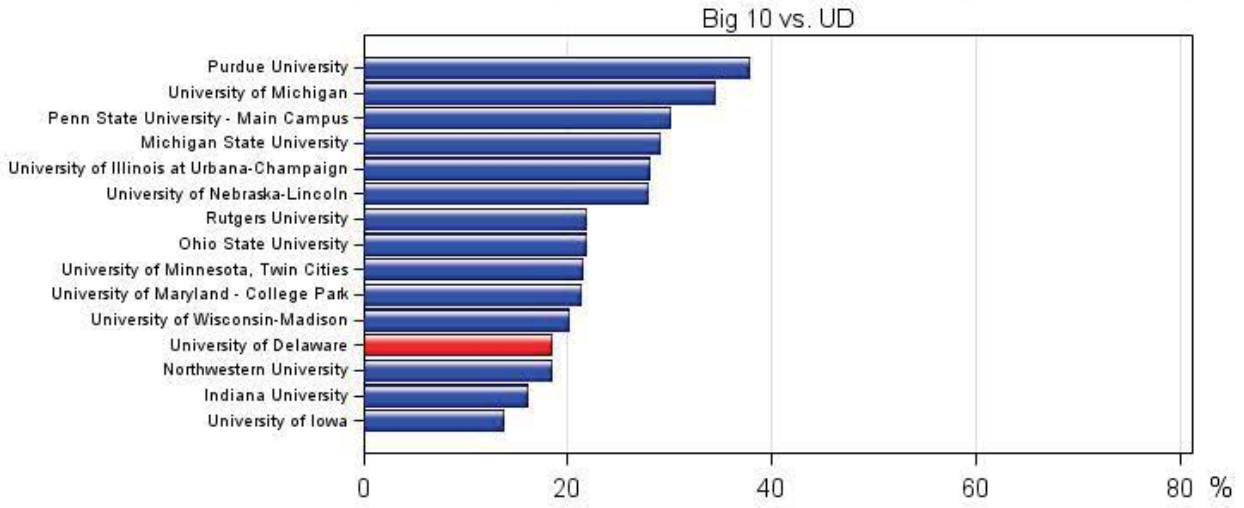


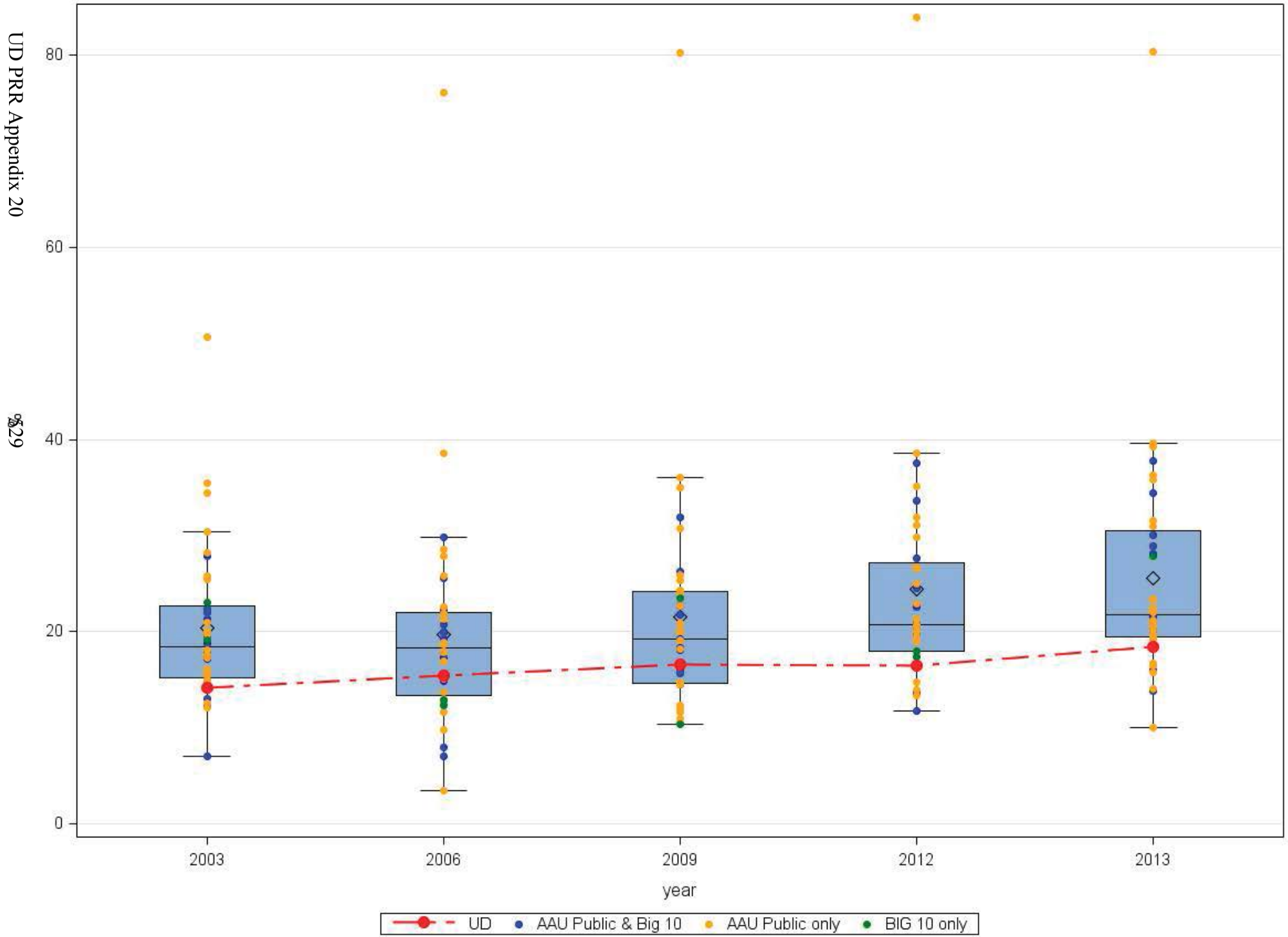

Percentage of STEM Bachelor's Degrees for African-Americans
IPEDS Completions Survey 2003 to 2013
80
60
40
20
0
%
2003
2006
2009
2012
2013
year
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

Percentage of STEM Bachelor's Degrees for Hispanics
IPEDS Completions Survey 2013








Percentage of STEM Bachelor's Degrees for Hispanics
IPEDS Completions Survey 2003 to 2013
80
60
40
20
0
2003
2006
2009
2012
2013
year
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

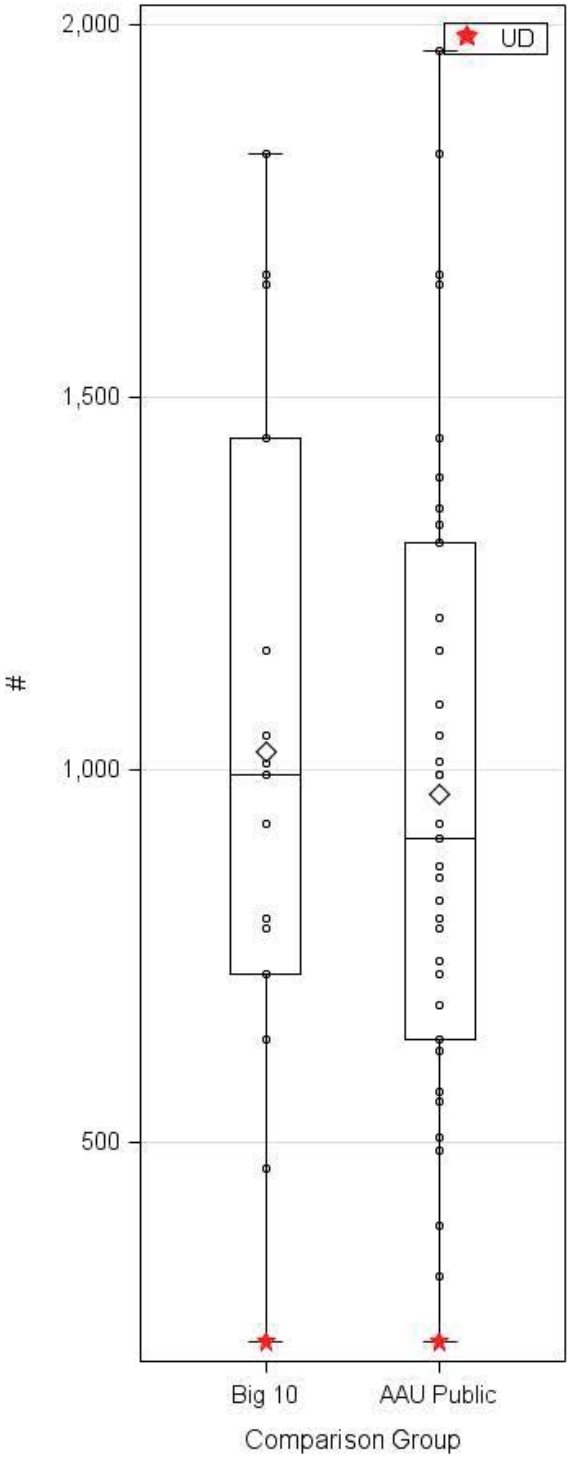
Path-to-Prominence

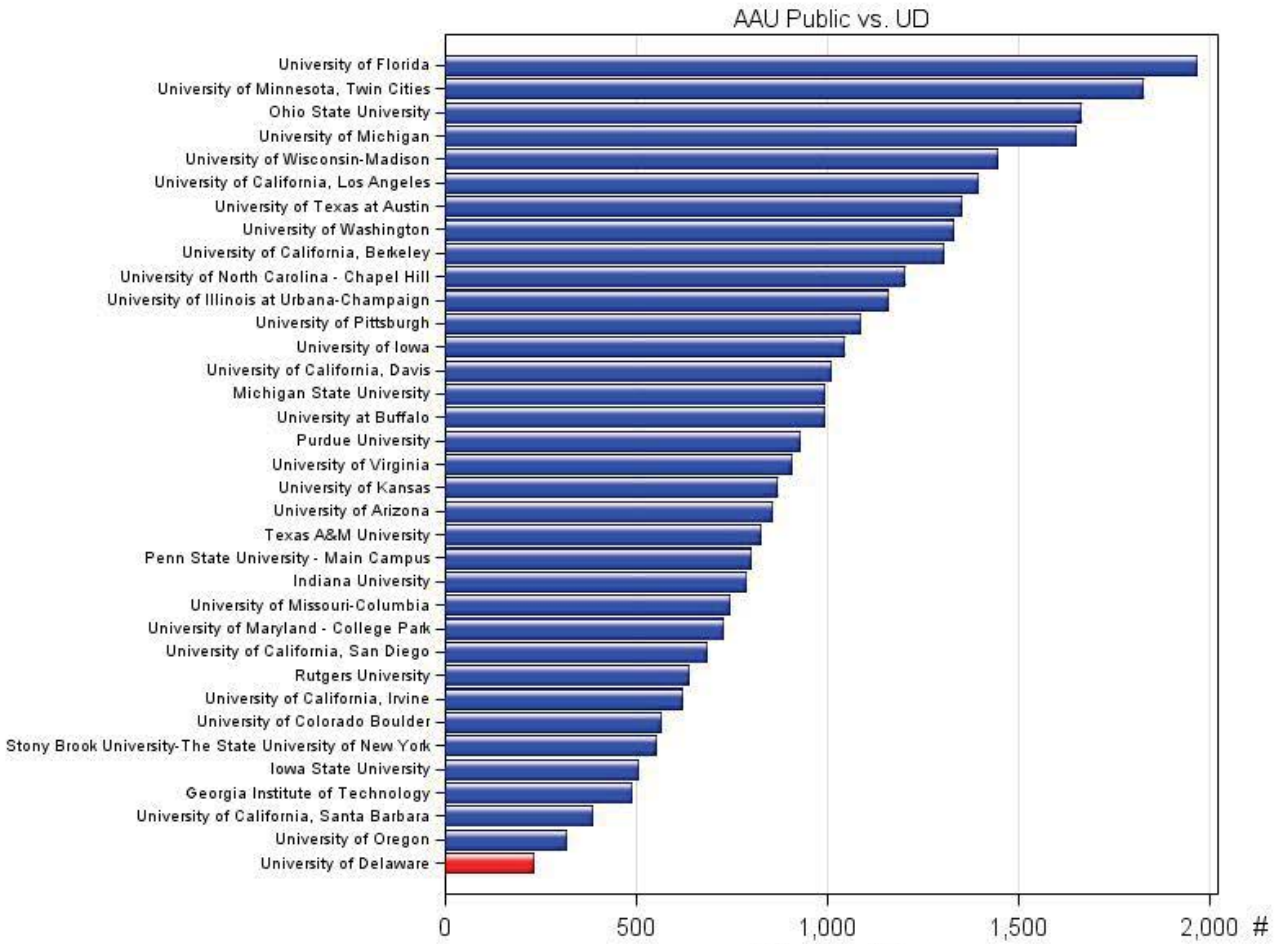
Milestone 2:

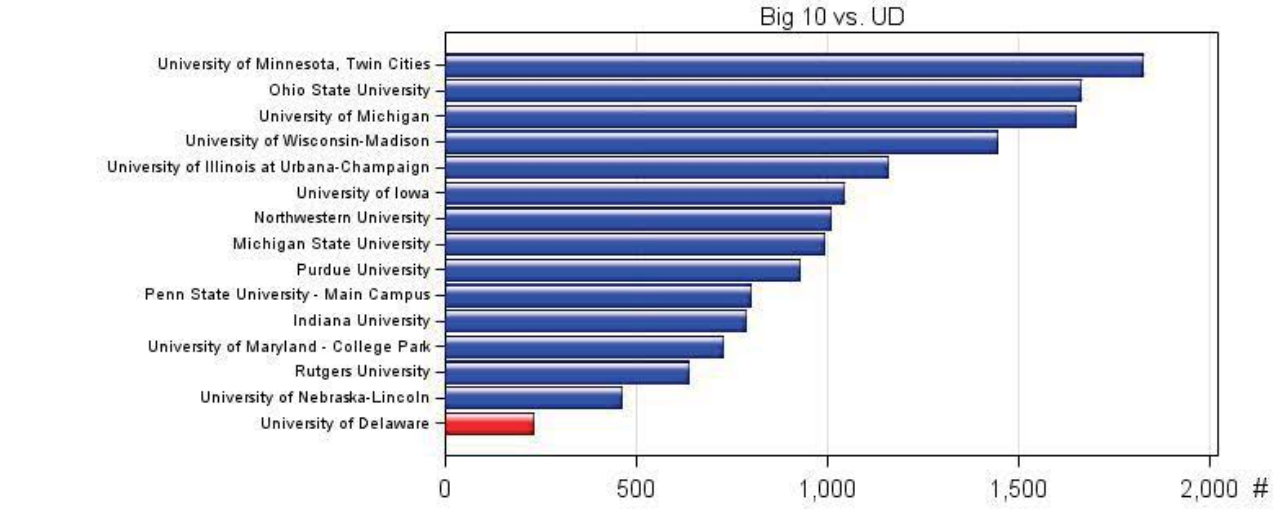
A Premier Research and Graduate University

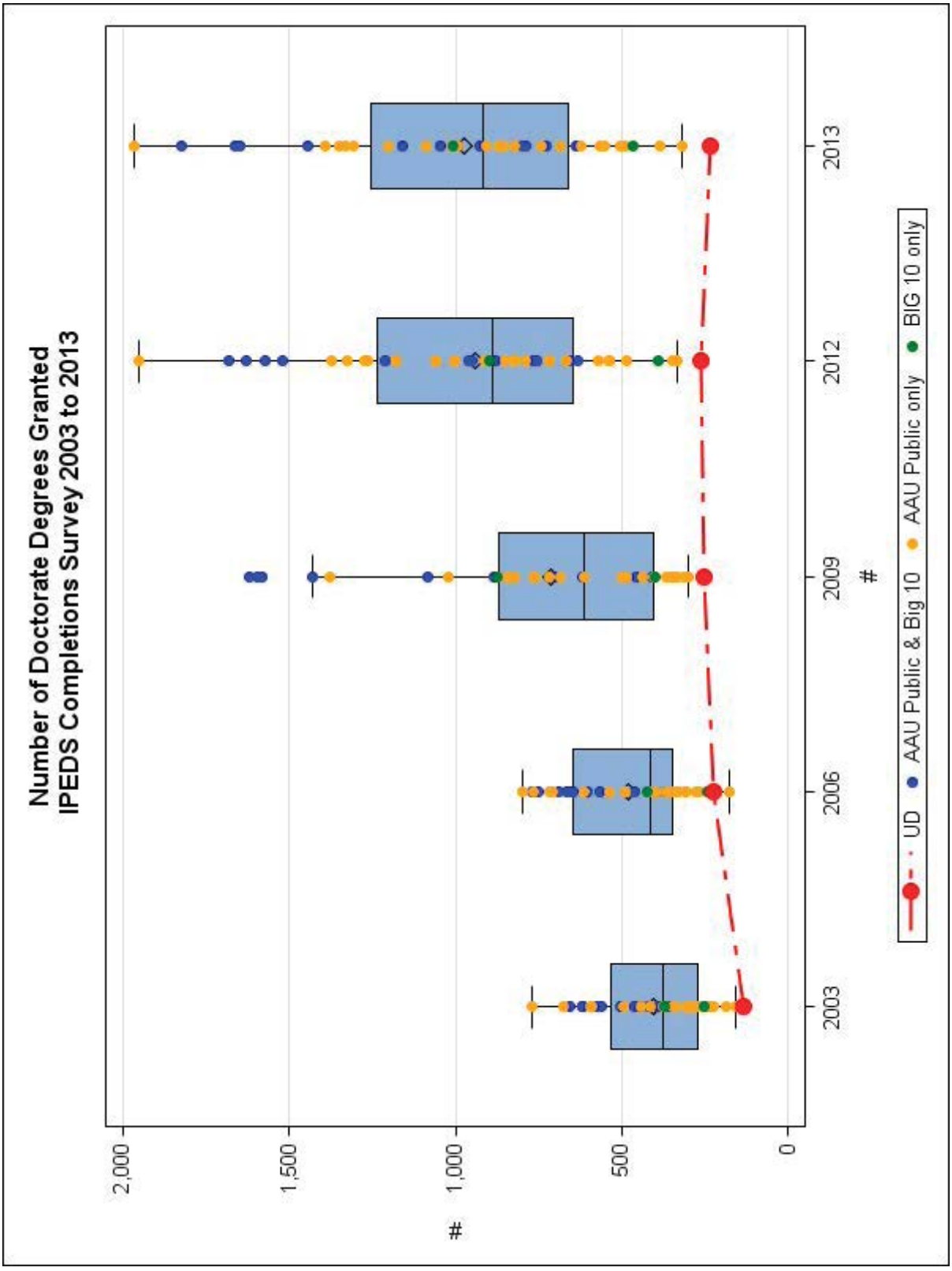
- Number of doctoral degrees granted – comparators and trend
- Percent of URM graduate students – comparators and trend
- Research expenditures per FTE faculty – comparators and trend
- Total research expenditures – comparators and trend

Number of Doctorate Degrees Granted
IPEDS Completions Survey 2013

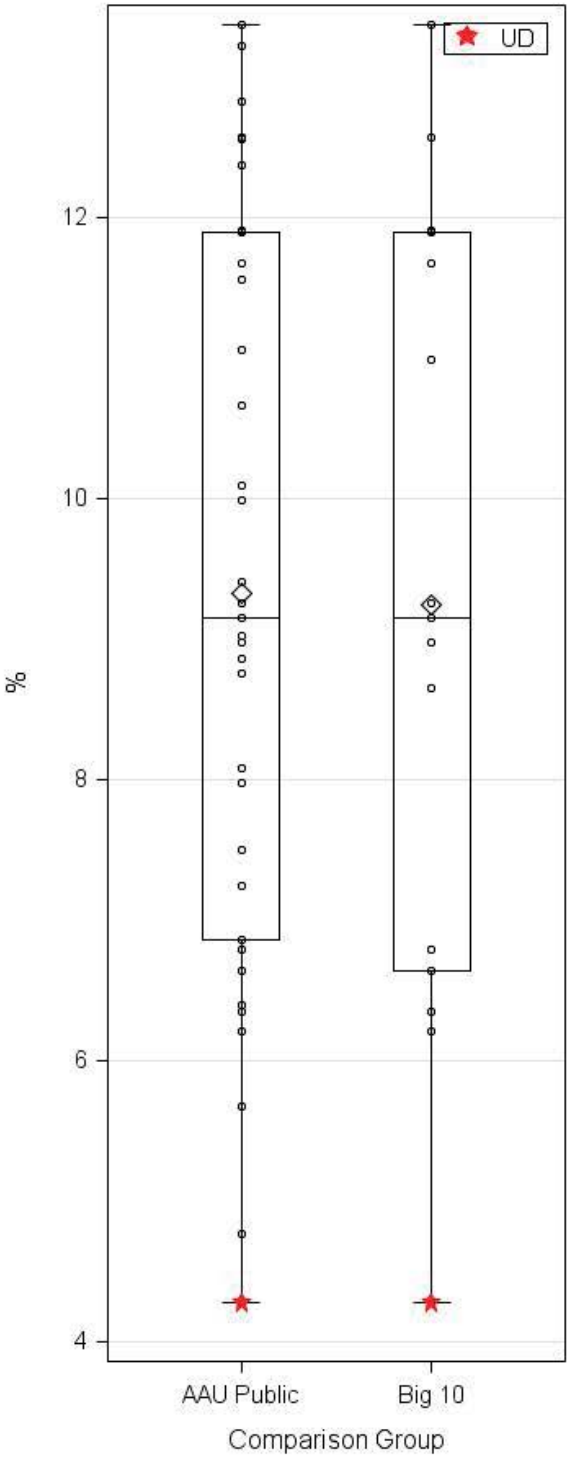


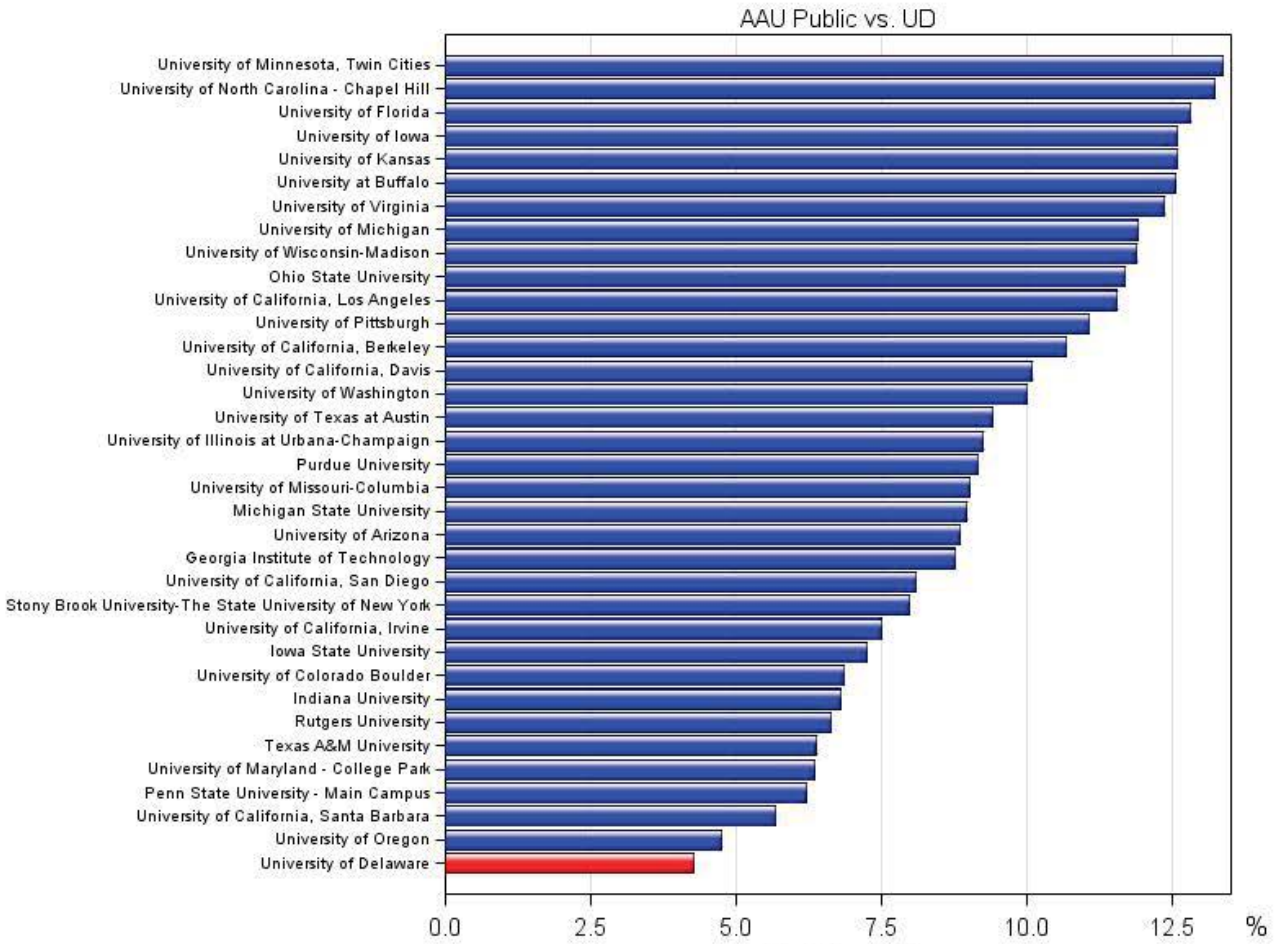


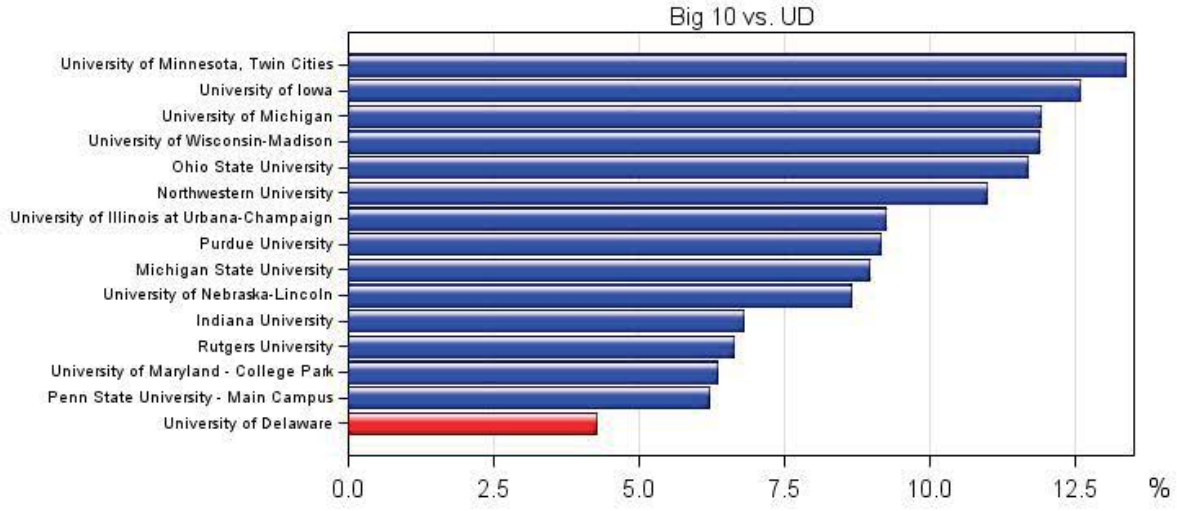


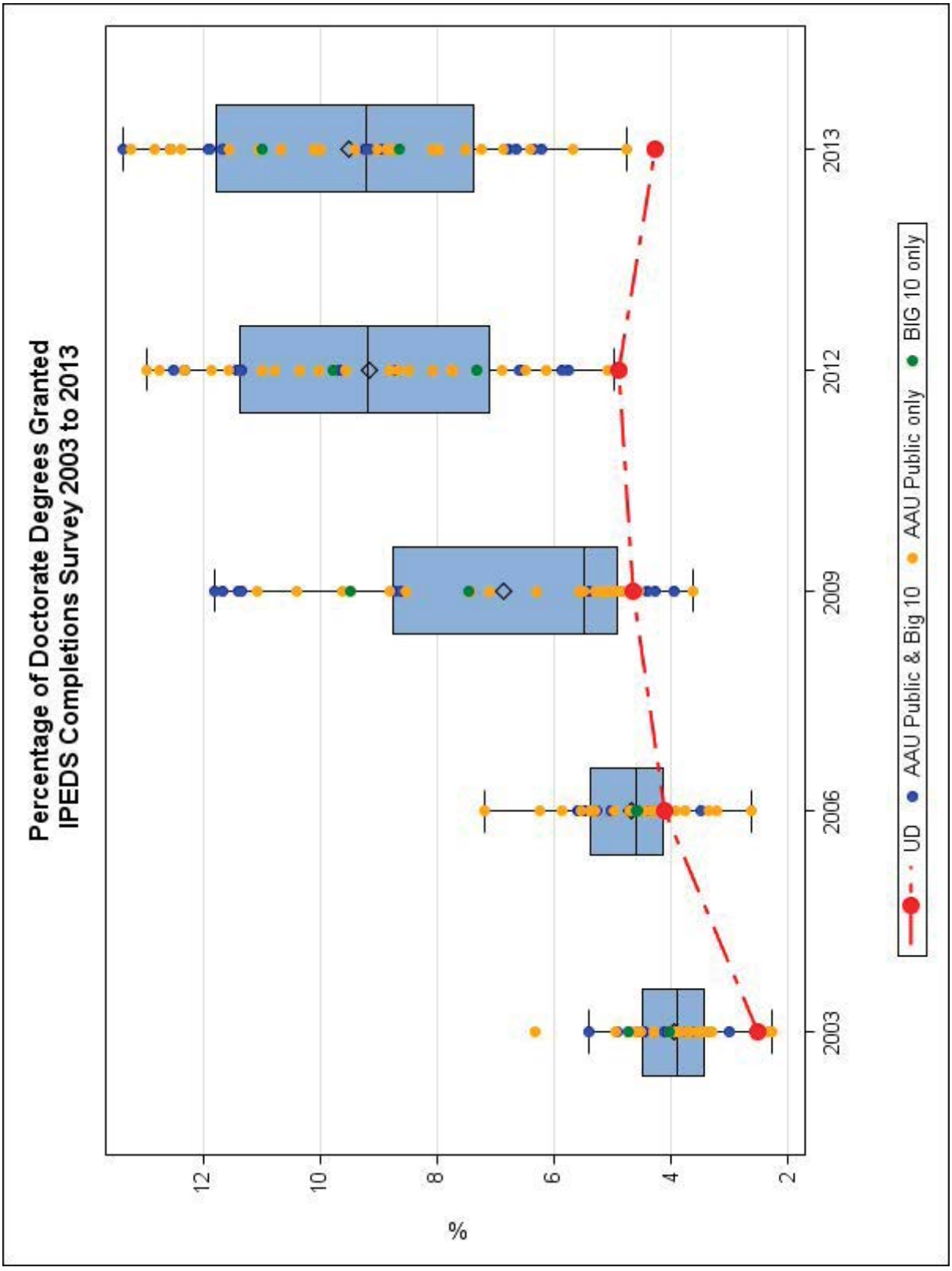

Number of Doctorate Degrees Granted
IPEDS Completions Survey 2003 to 2013
2,000
1,500
1,000
500
0
#
2003
2006
2009
2012
2013
#
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

Percentage of Doctorate Degrees Granted
IPEDS Completions Survey 2013

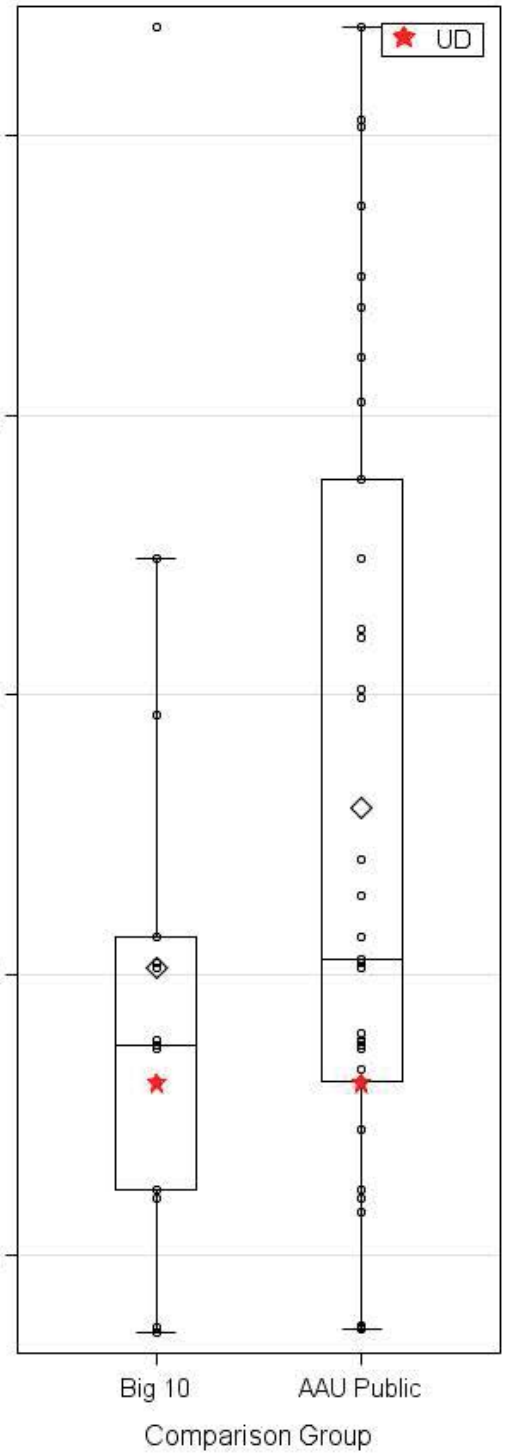


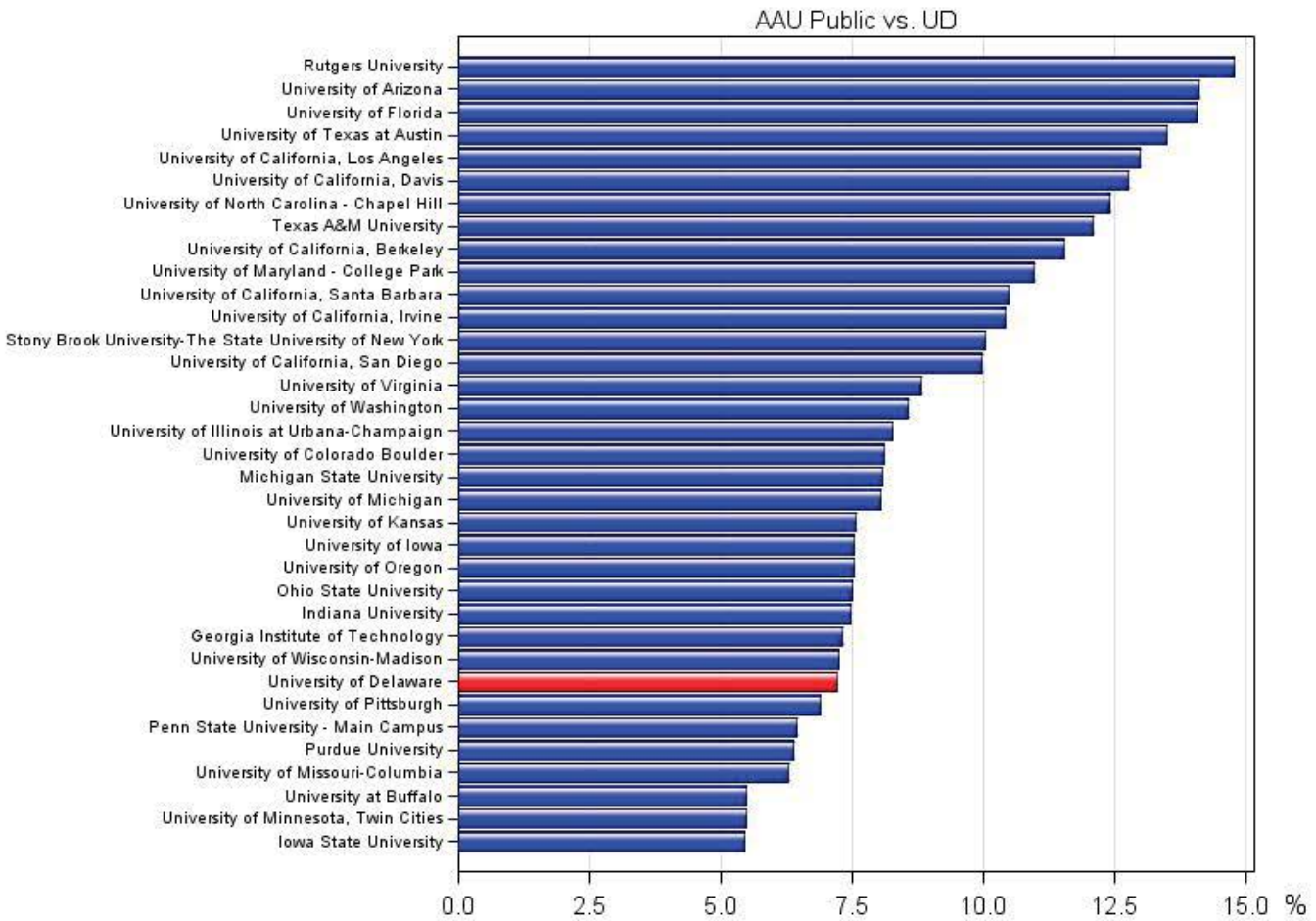


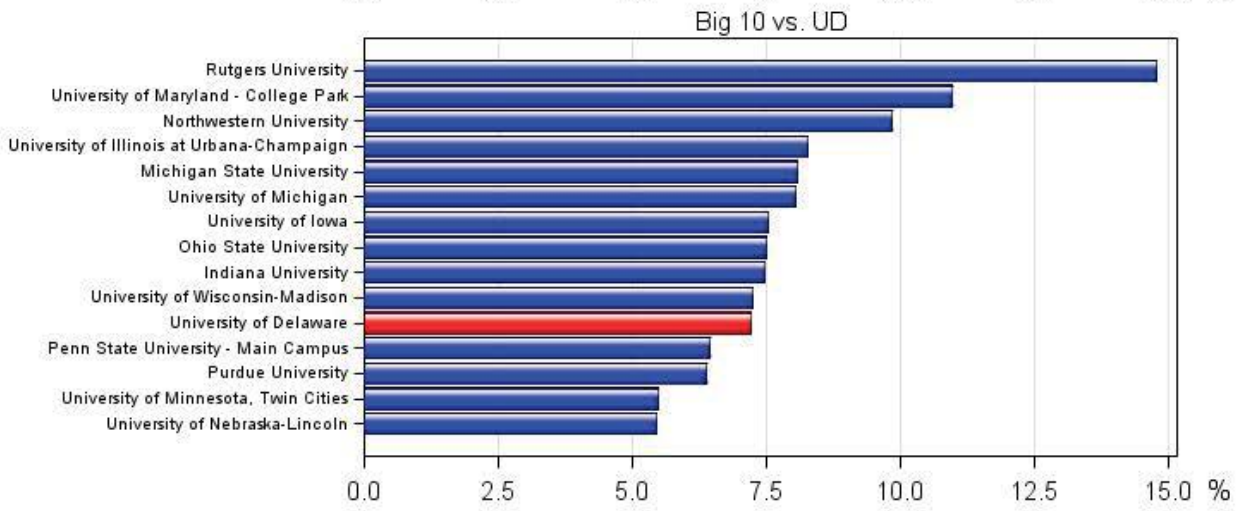


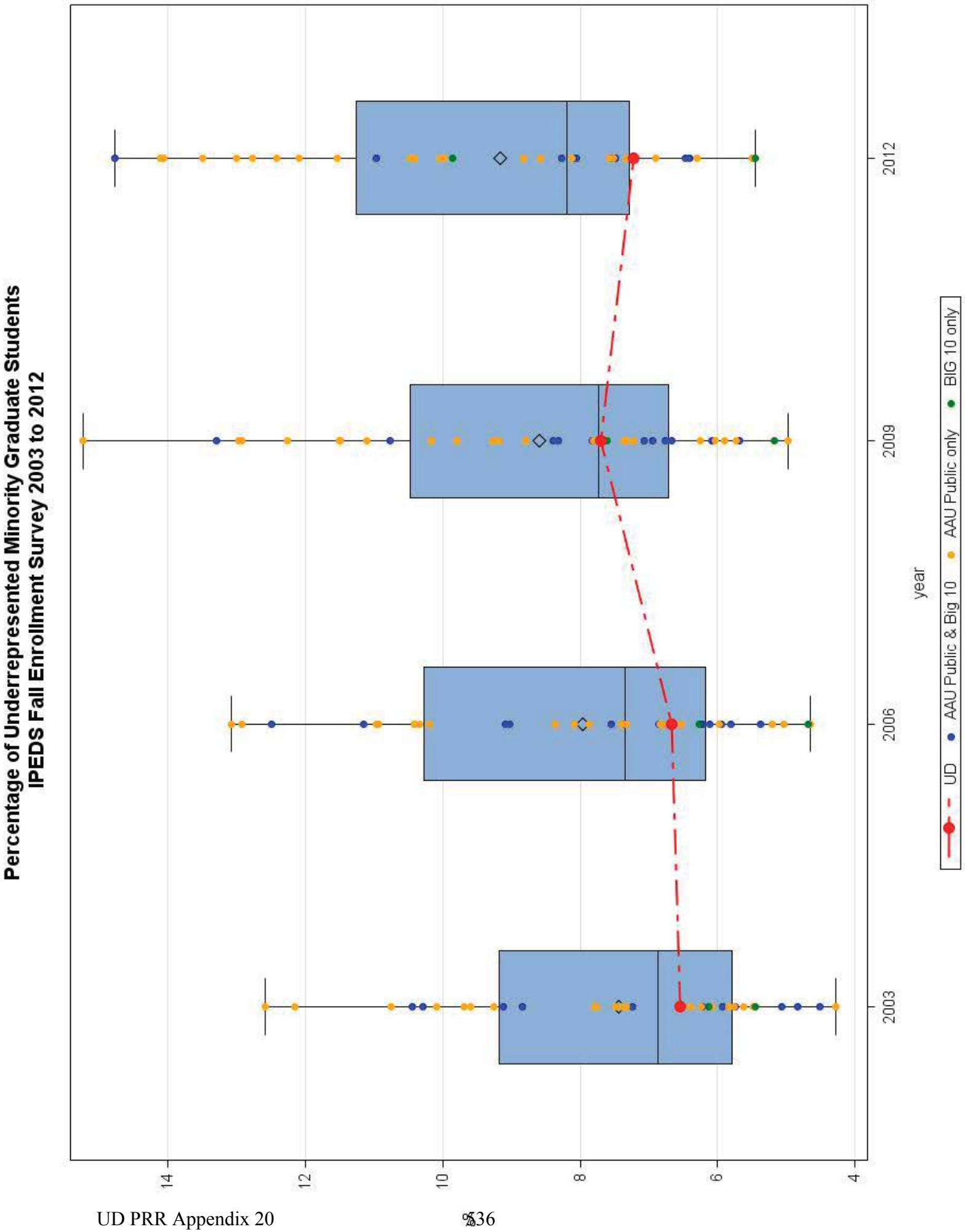

Percentage of Doctorate Degrees Granted
IPEDS Completions Survey 2003 to 2013
%
2
4
6
8
10
12
2003
2006
2009
2012
2013
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

Percentage of Underrepresented Minority Graduate Students
IPEDS Fall Enrollment Survey 2012

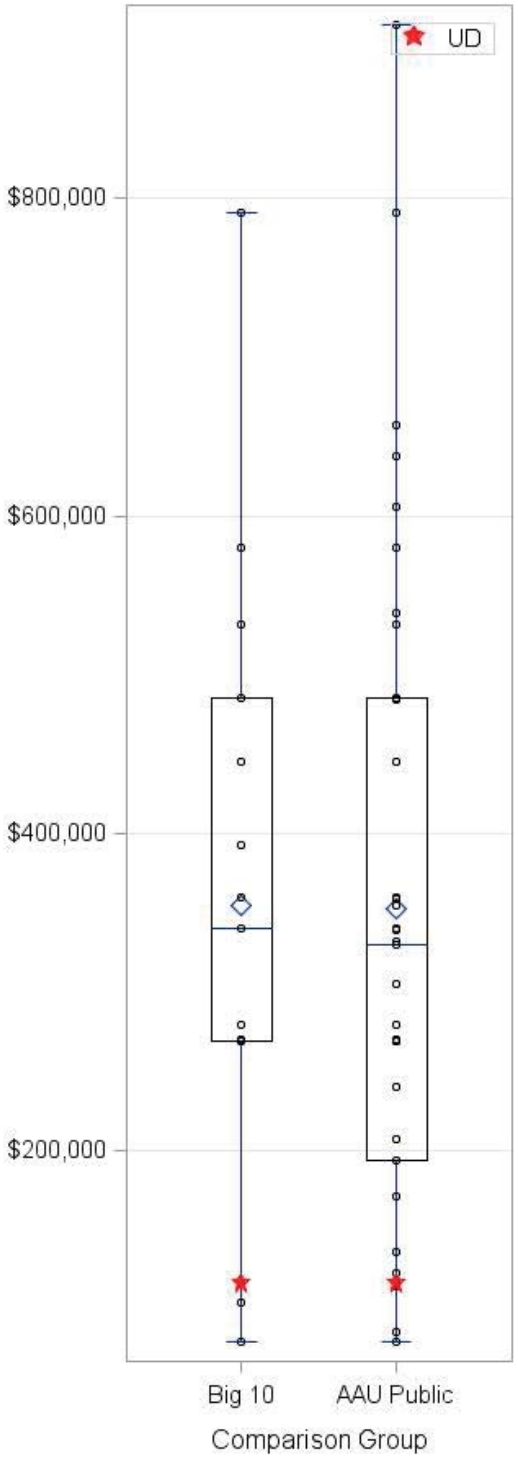


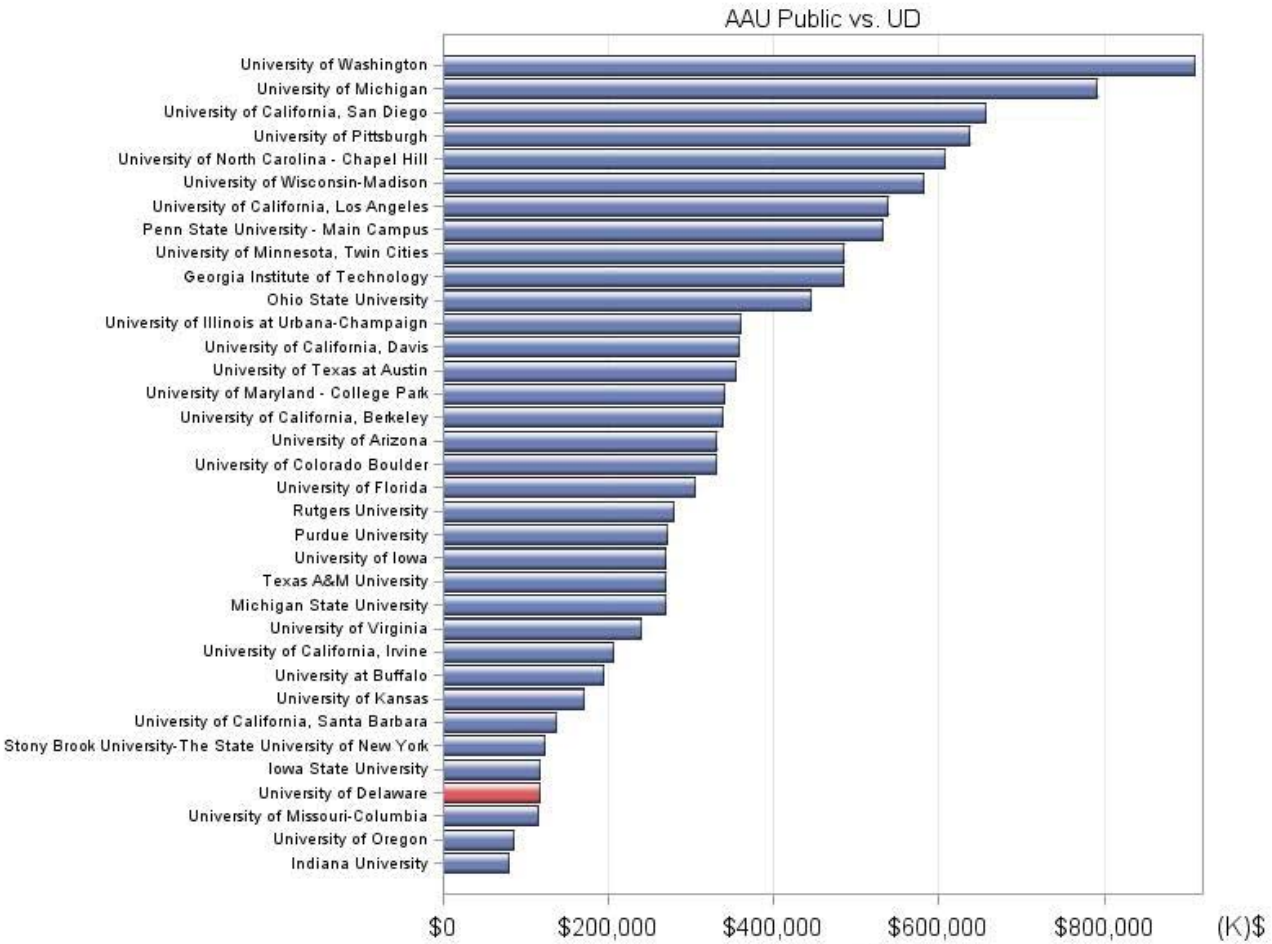


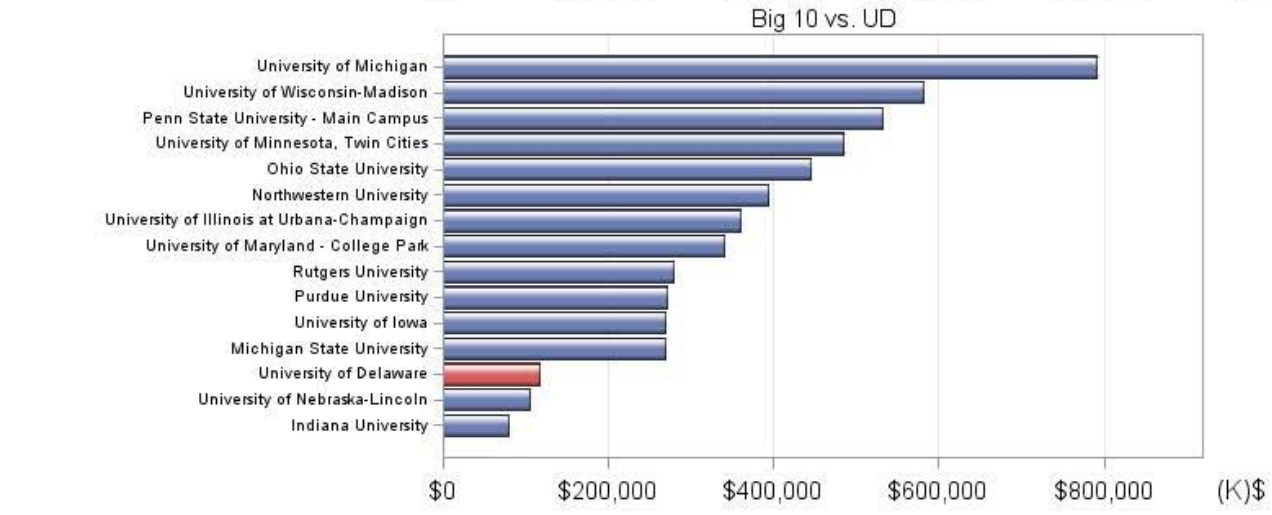


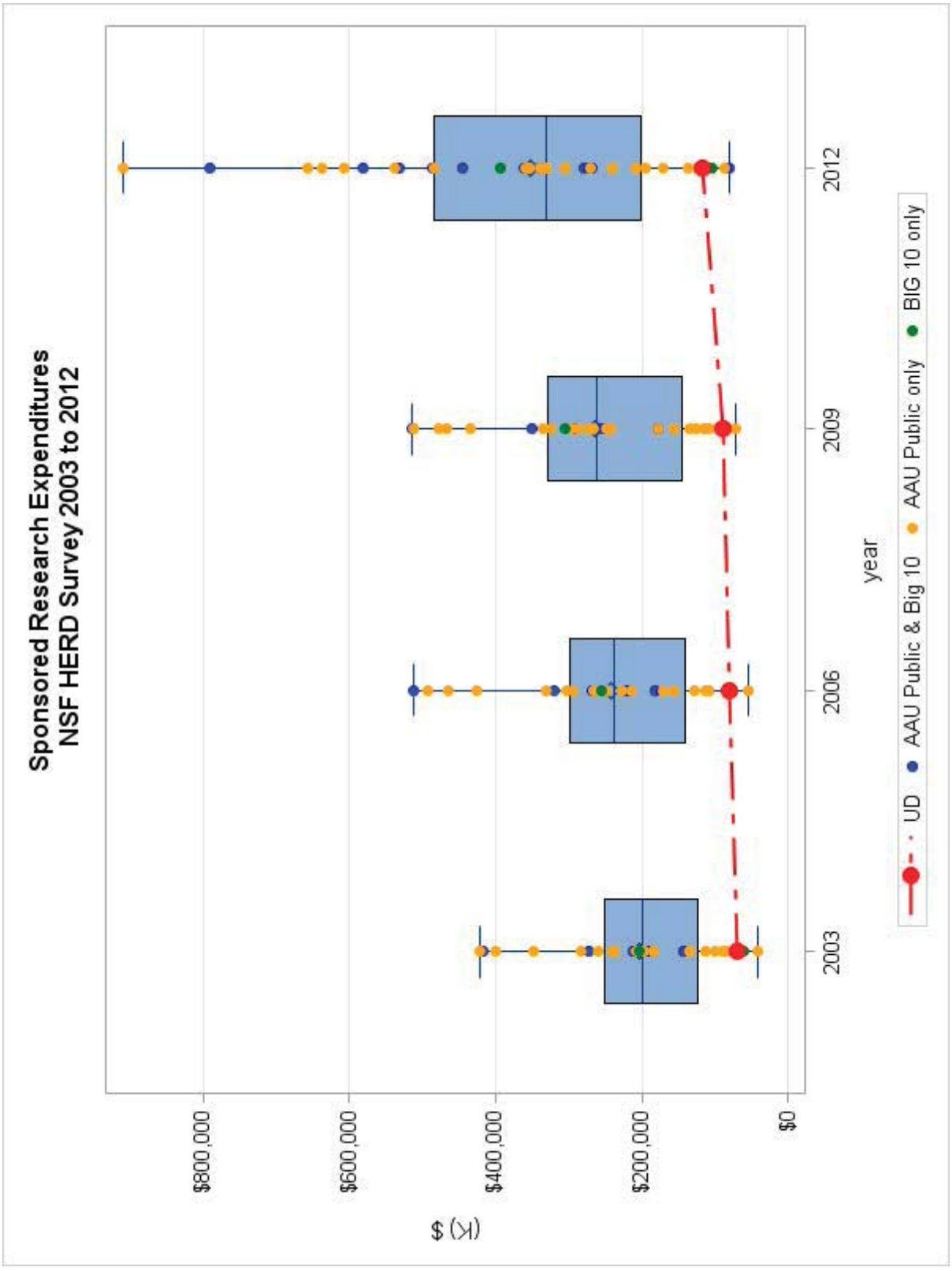

Percentage of Underrepresented Minority Graduate Students
IPEDS Fall Enrollment Survey 2003 to 2012
14
12
10
8
6
4
2003
2006
2009
2012
year
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

Sponsored Research Expenditure
NSF Higher Education Research and Development (HERD) Survey 2012

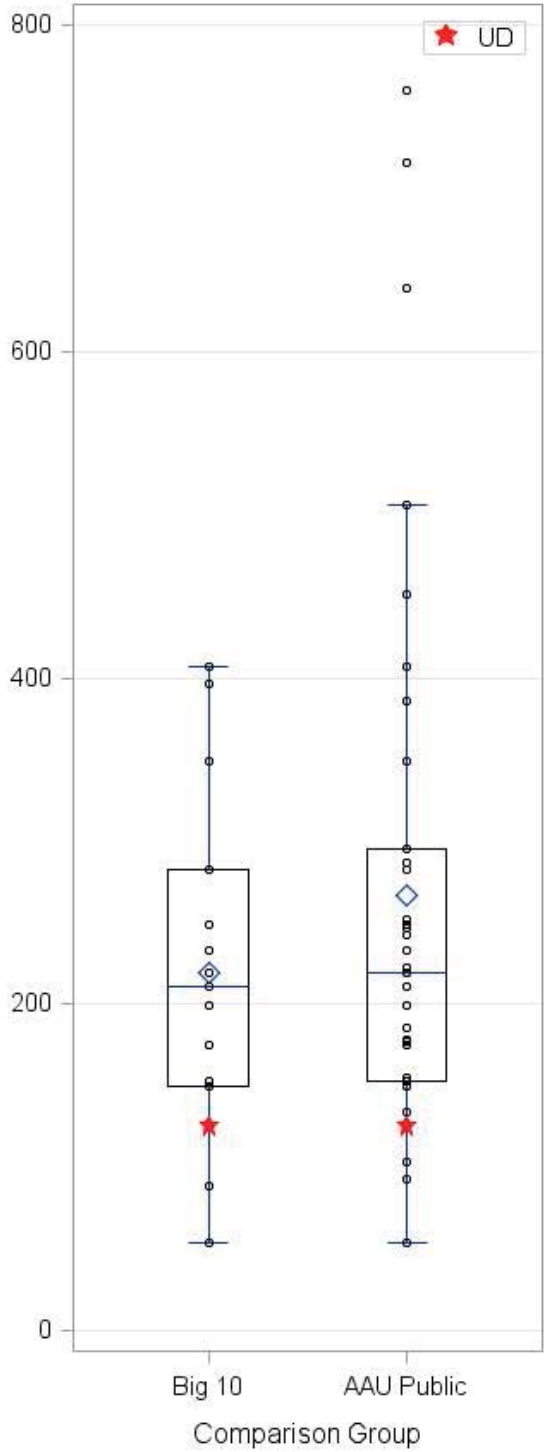


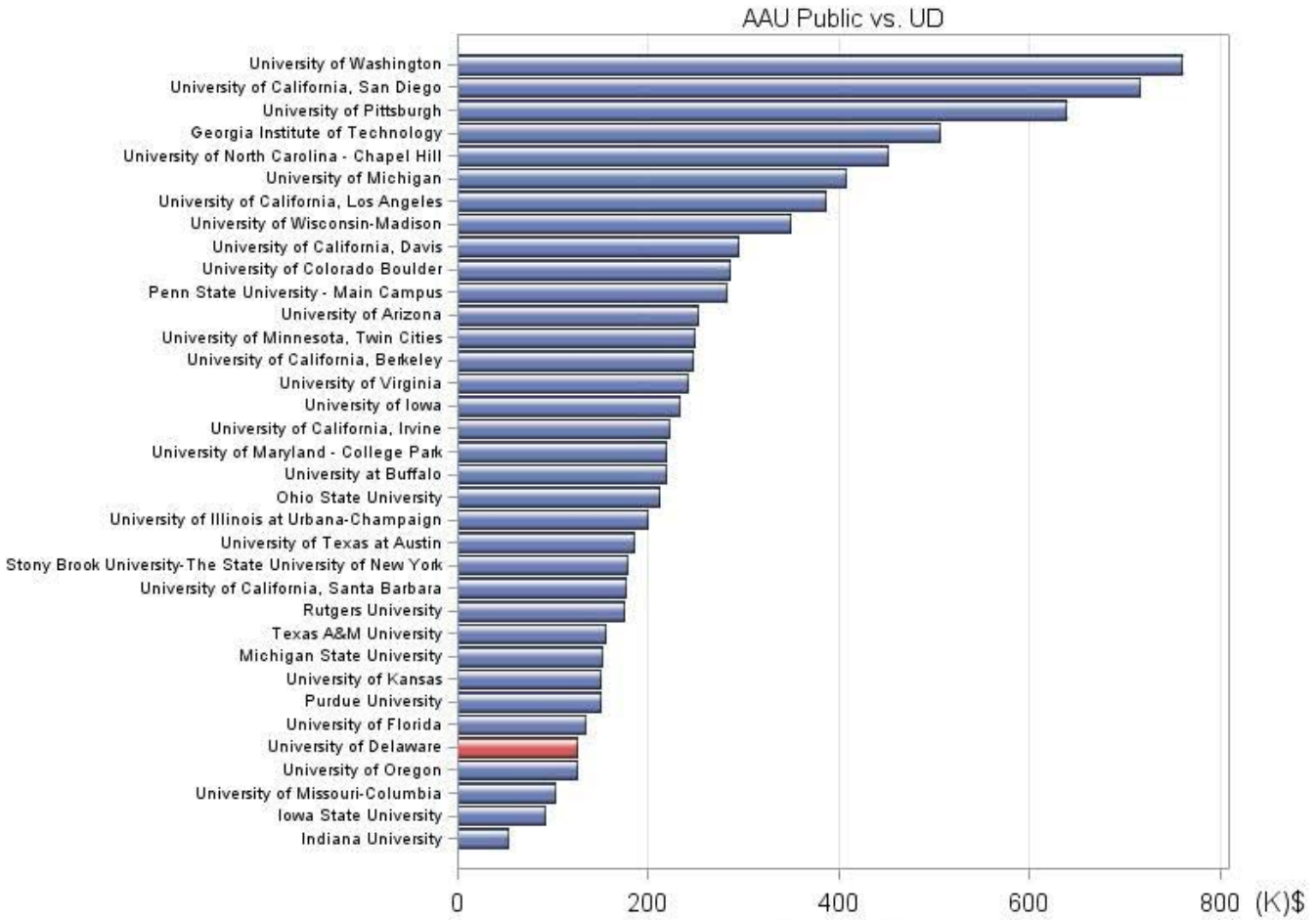


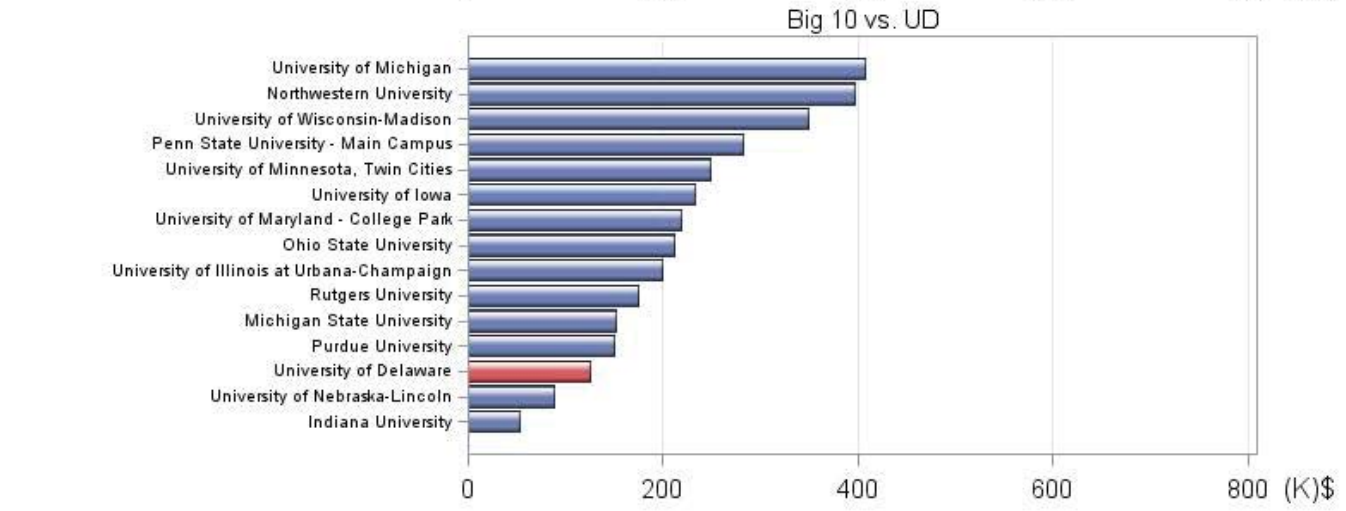


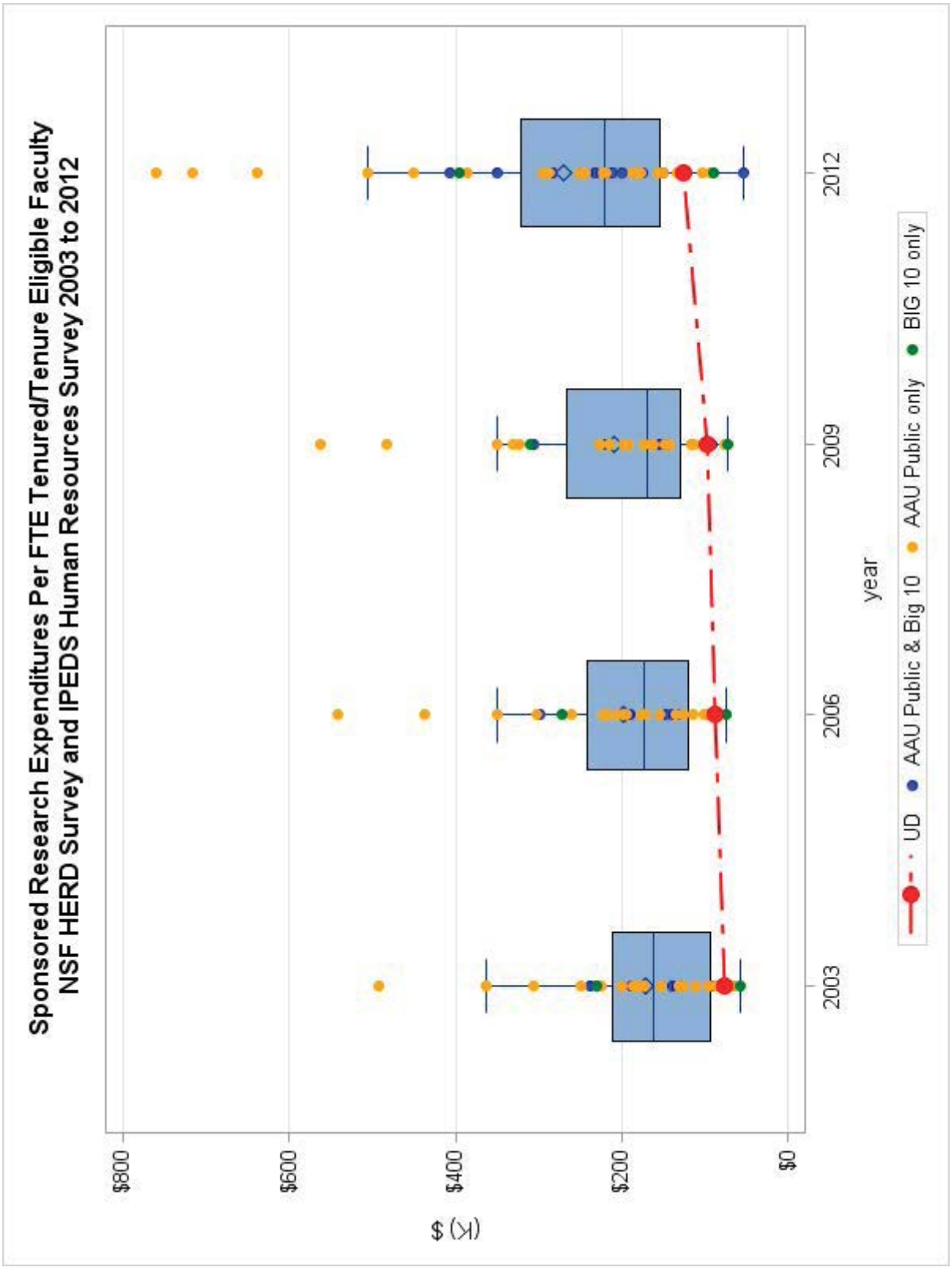

Sponsored Research Expenditures
NSF HERD Survey 2003 to 2012
$ (K)
$800,000
$600,000
$400,000
$200,000
$0
2003
2006
2009
2012
year
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

Sponsored Research Expenditures Per FTE Tenured/Tenure Eligible Faculty
NSF HERD Survey and IPEDS Human Resources Survey 2012








Sponsored Research Expenditures Per FTE Tenured/Tenure Eligible Faculty
NSF HERD Survey and IPEDS Human Resources Survey 2003 to 2012
$800
$600
$400
$200
$0
$ (K)
2003
2006
2009
2012
year
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

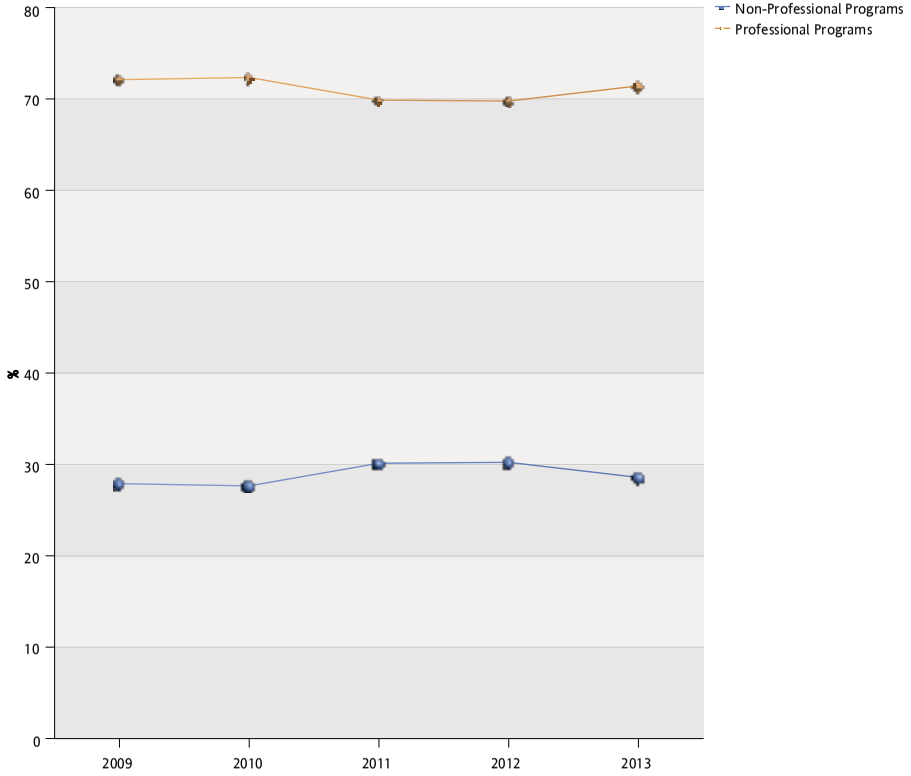
Path-to-Prominence

Milestone 3:

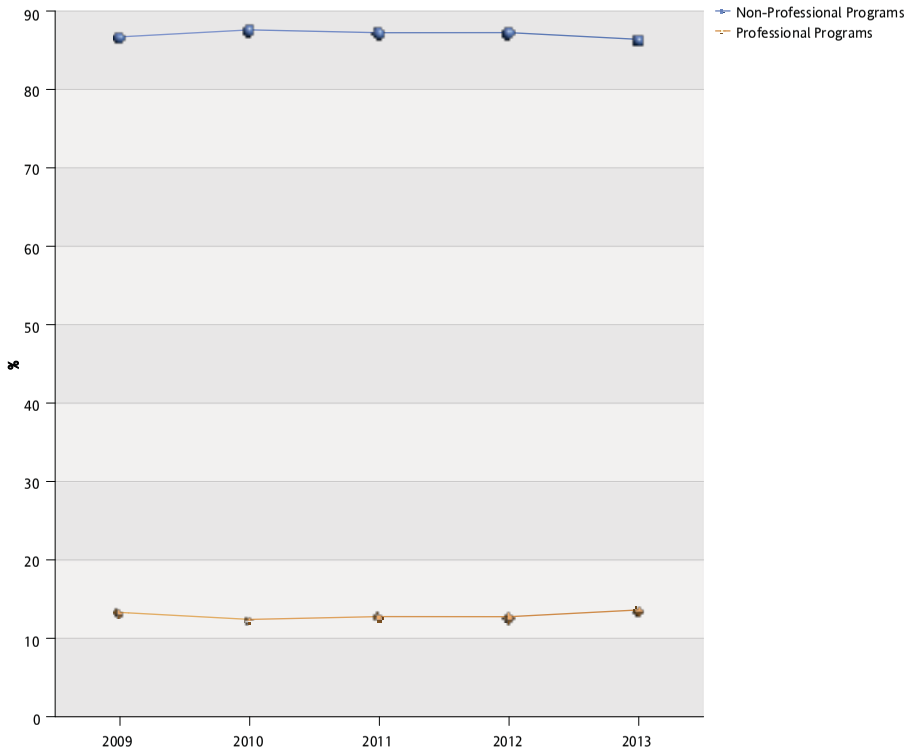
Excellence in Professional Education

- Percent professional programs UD – trend
- Number of master's degrees granted – comparators and trend

Percentage of Masters Degree Enrollment in Professional Programs 2009 to 2013

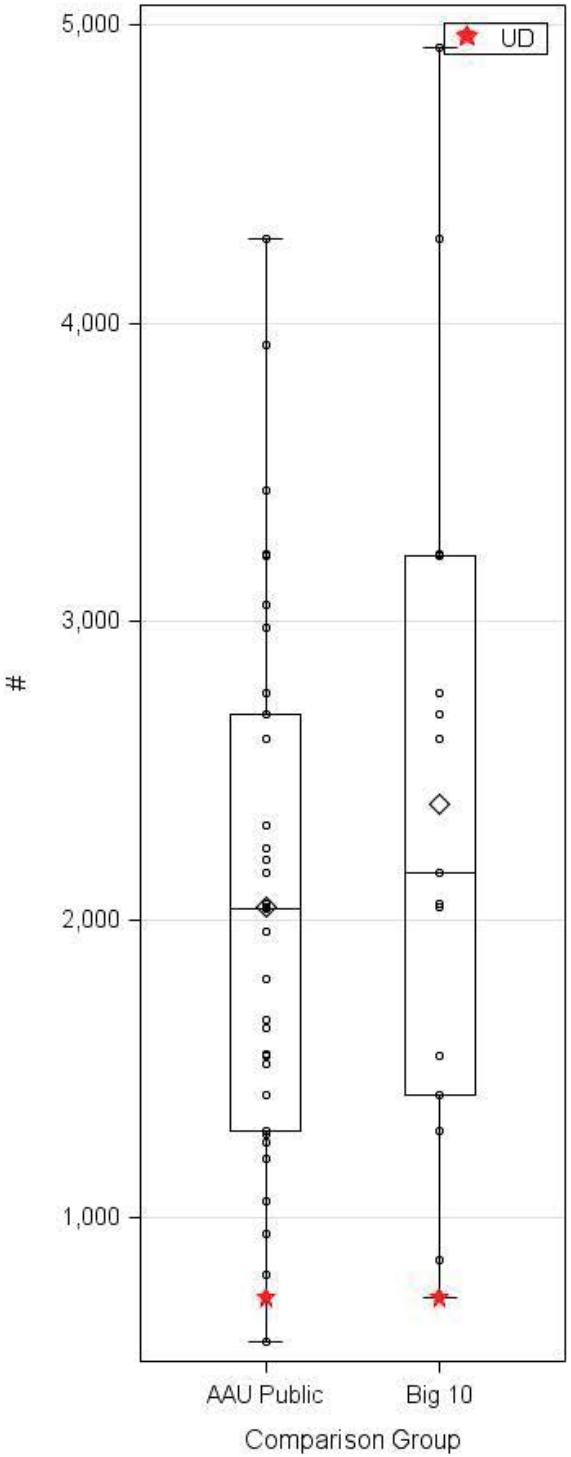


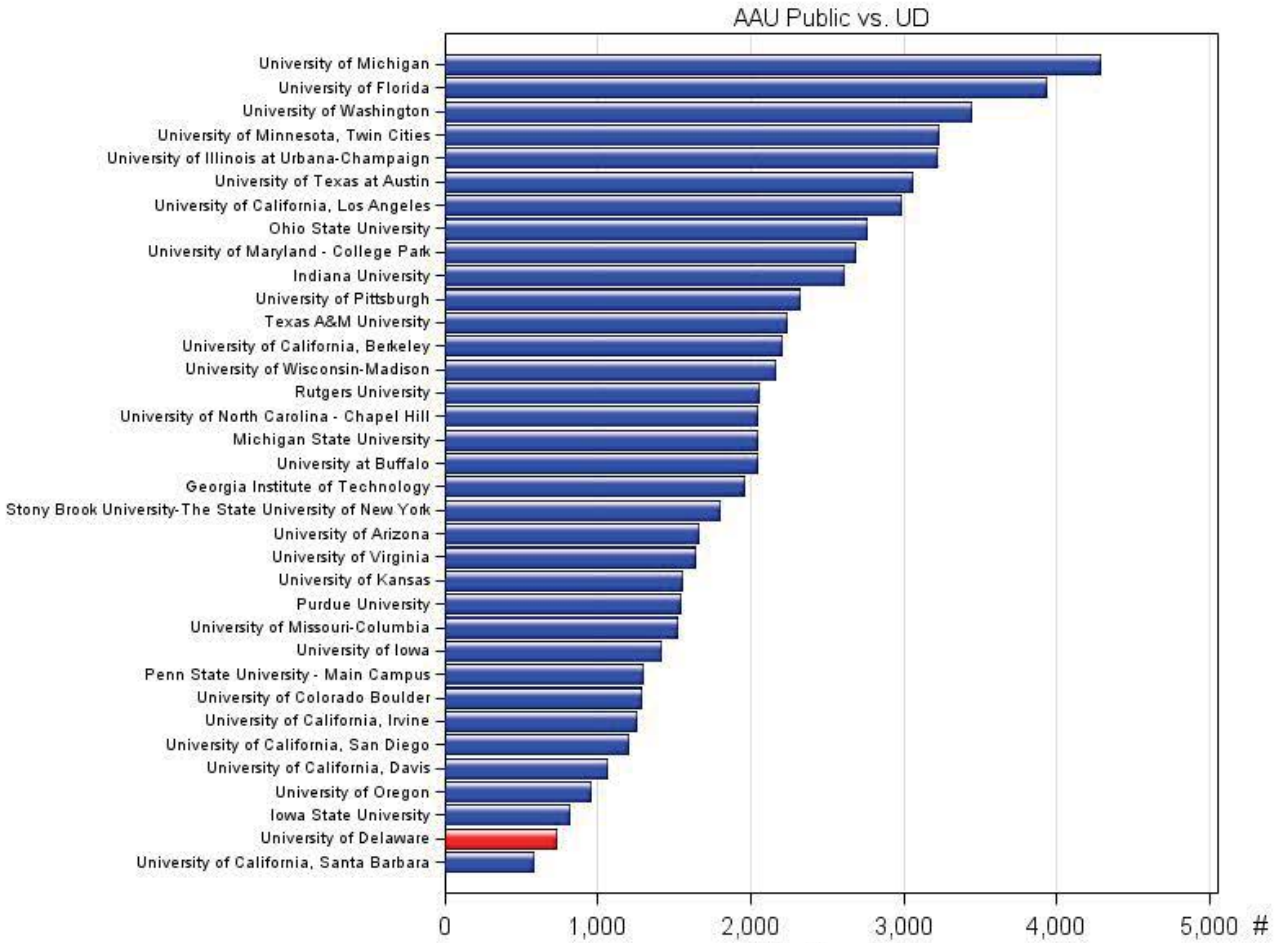
Percentage of Doctorate Degrees Enrollment in Professional Programs 2009 to 2013

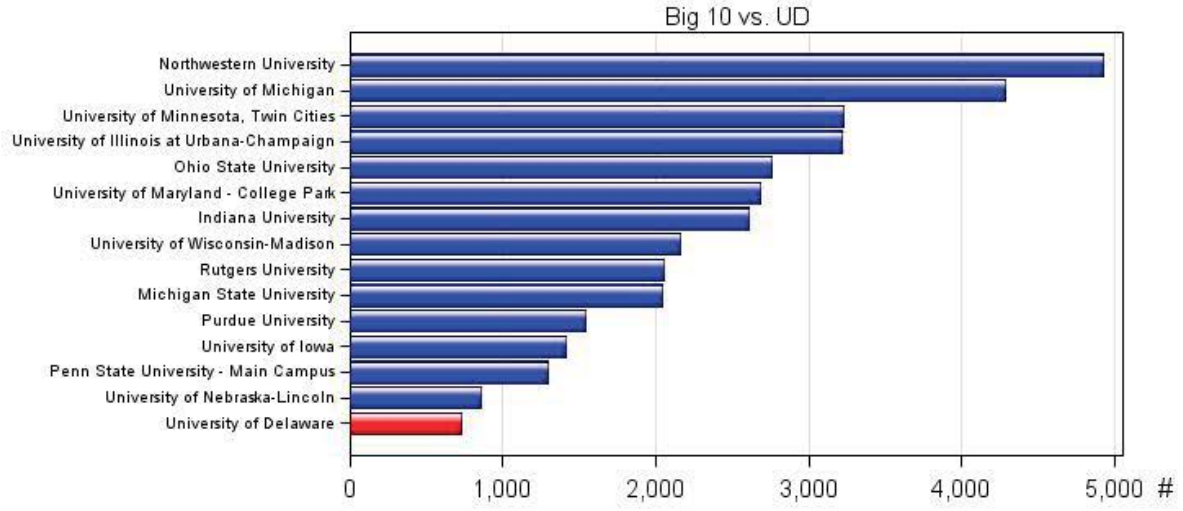


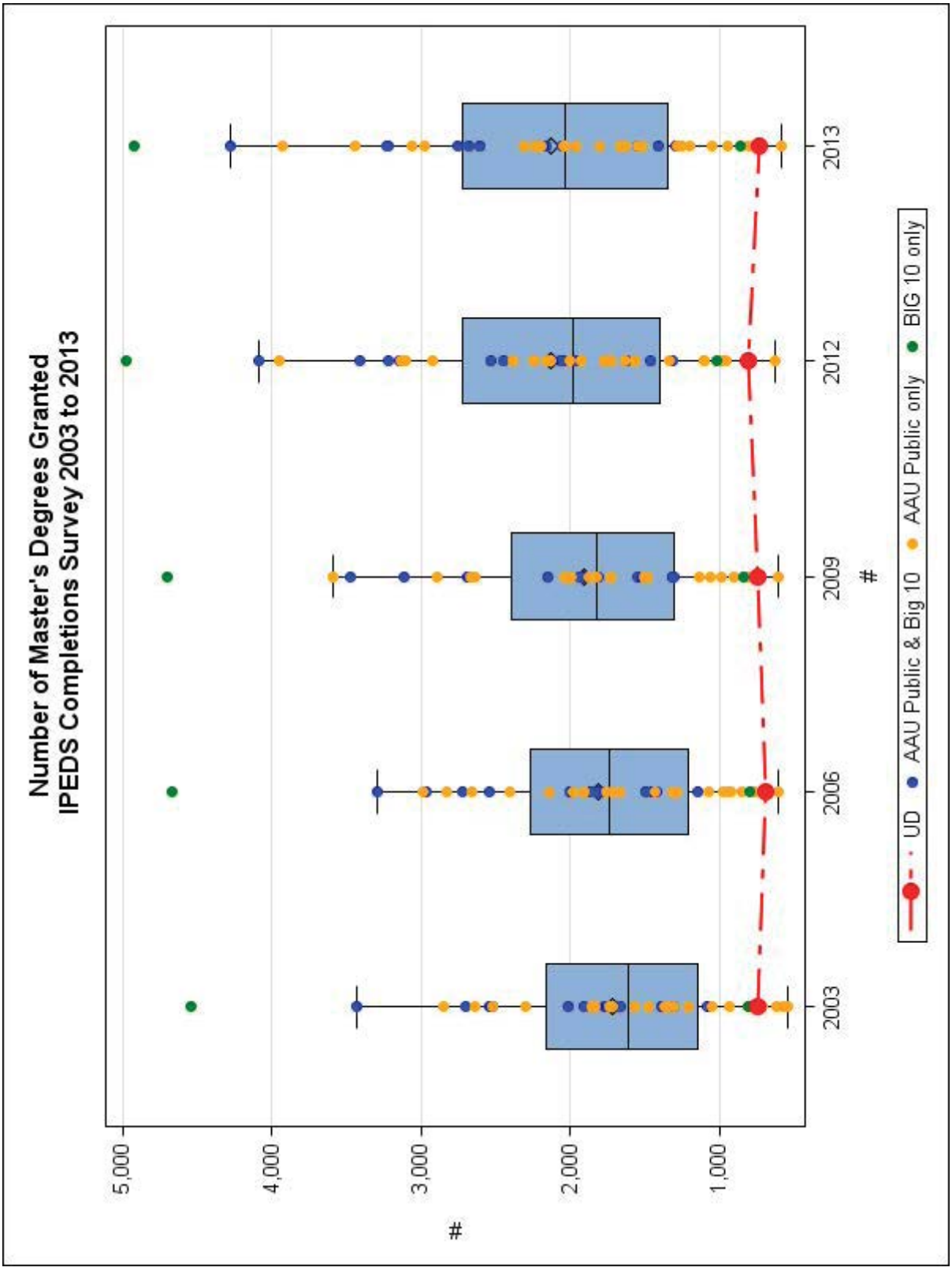
Data Source: UDSIS Official Extract

Number of Master's Degrees Granted
IPEDS Completions Survey 2013

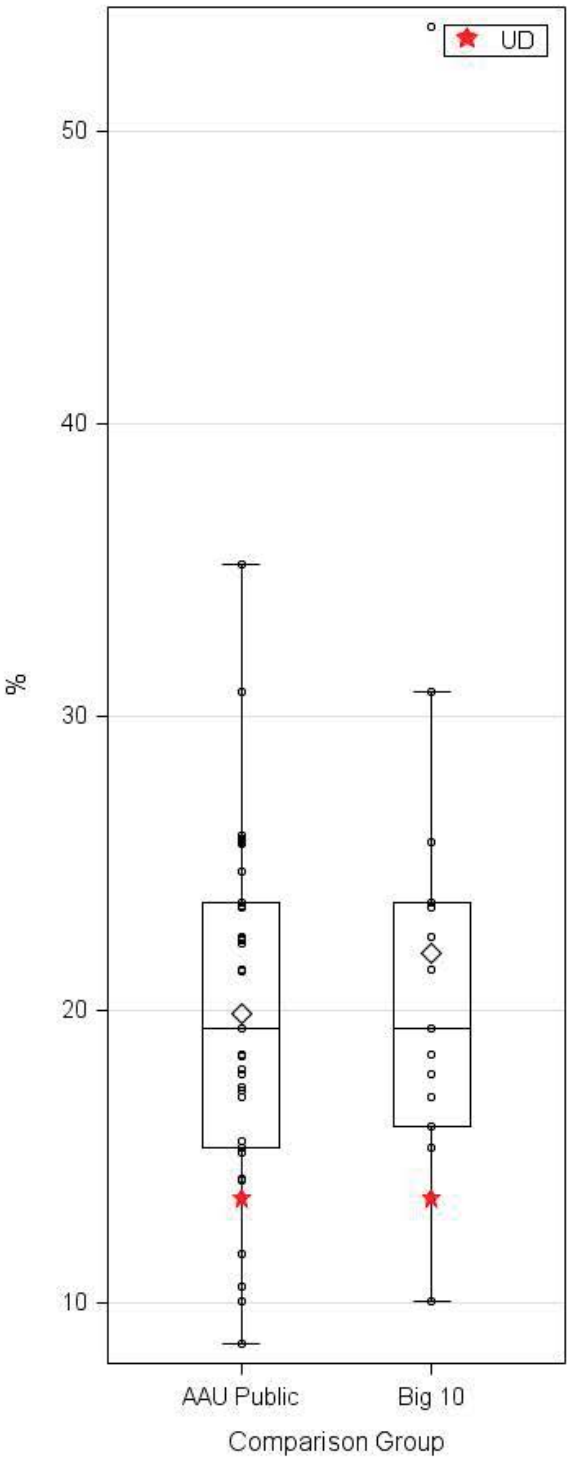


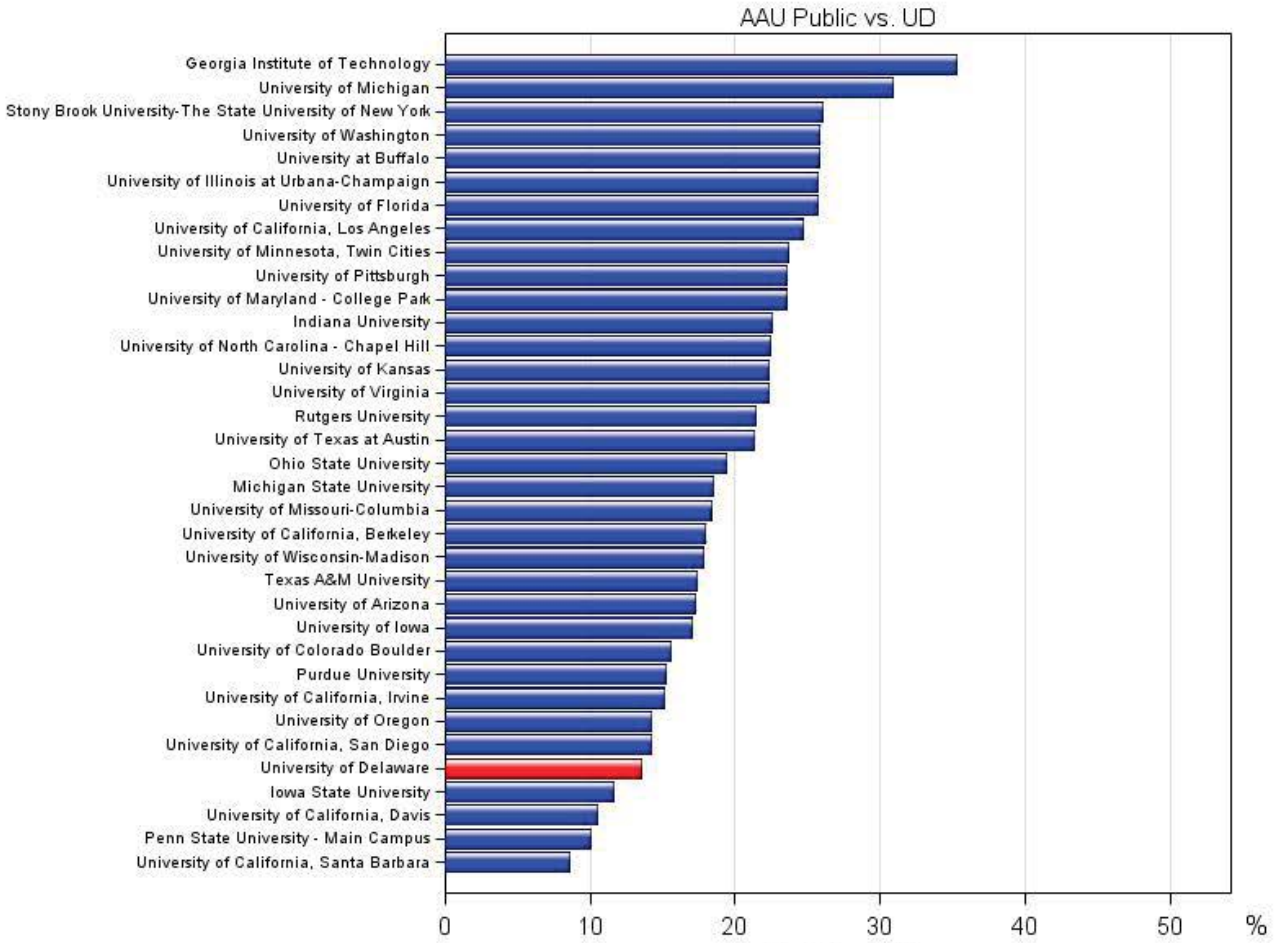


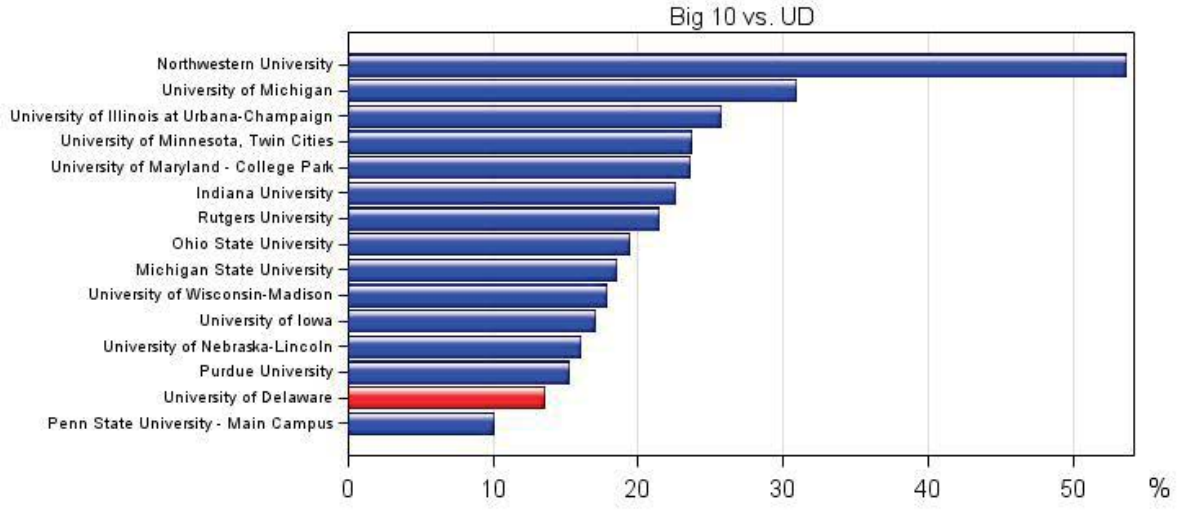


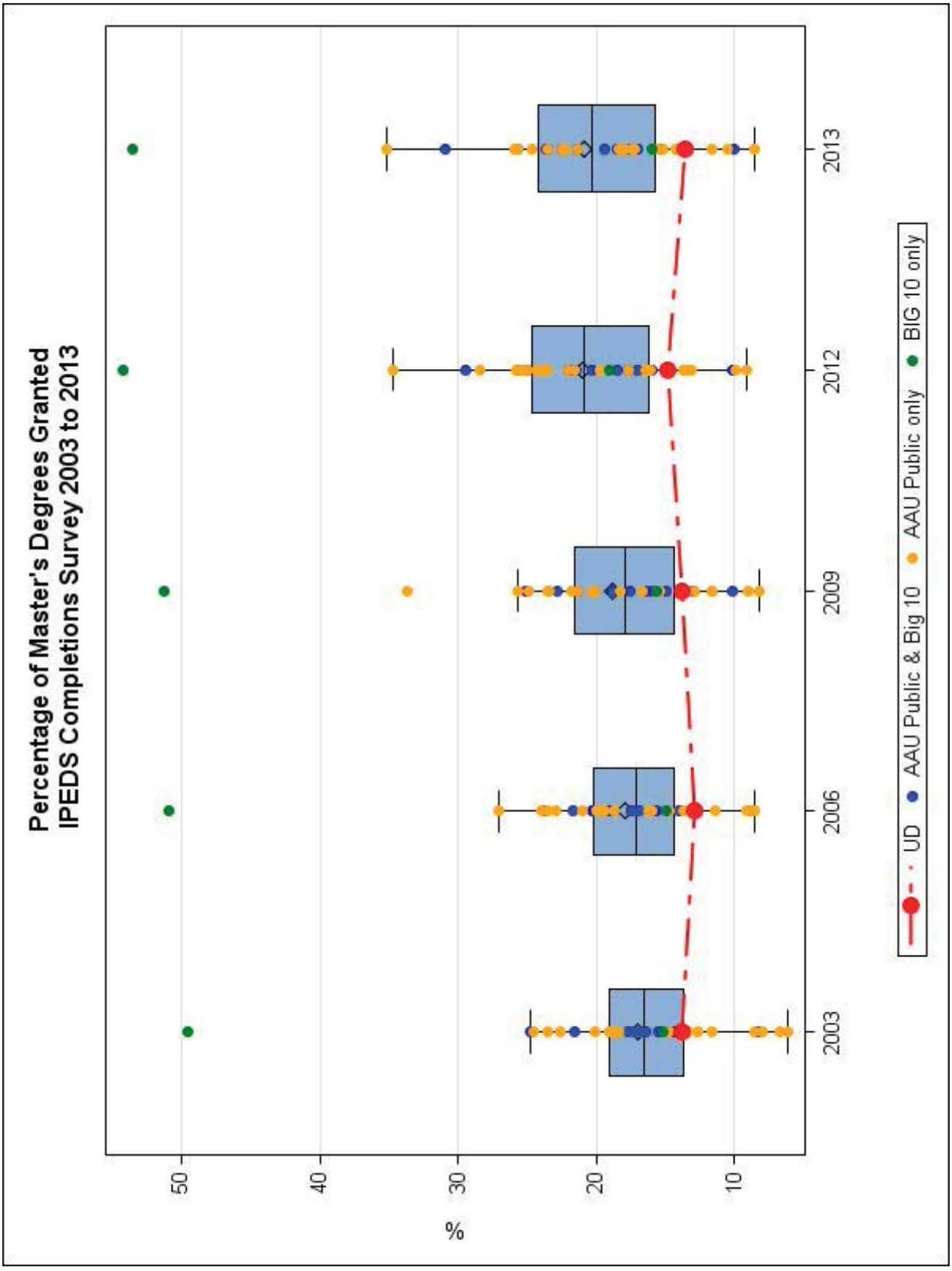

Number of Master's Degrees Granted
IPEDS Completions Survey 2003 to 2013
5,000
4,000
3,000
2,000
1,000
#
2003
2006
2009
2012
2013
#
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

Percentage of Master's Degrees Granted
IPEDS Completions Survey 2013








Percentage of Master's Degrees Granted
IPEDS Completions Survey 2003 to 2013
%
50
40
30
20
10
2003
2006
2009
2012
2013
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

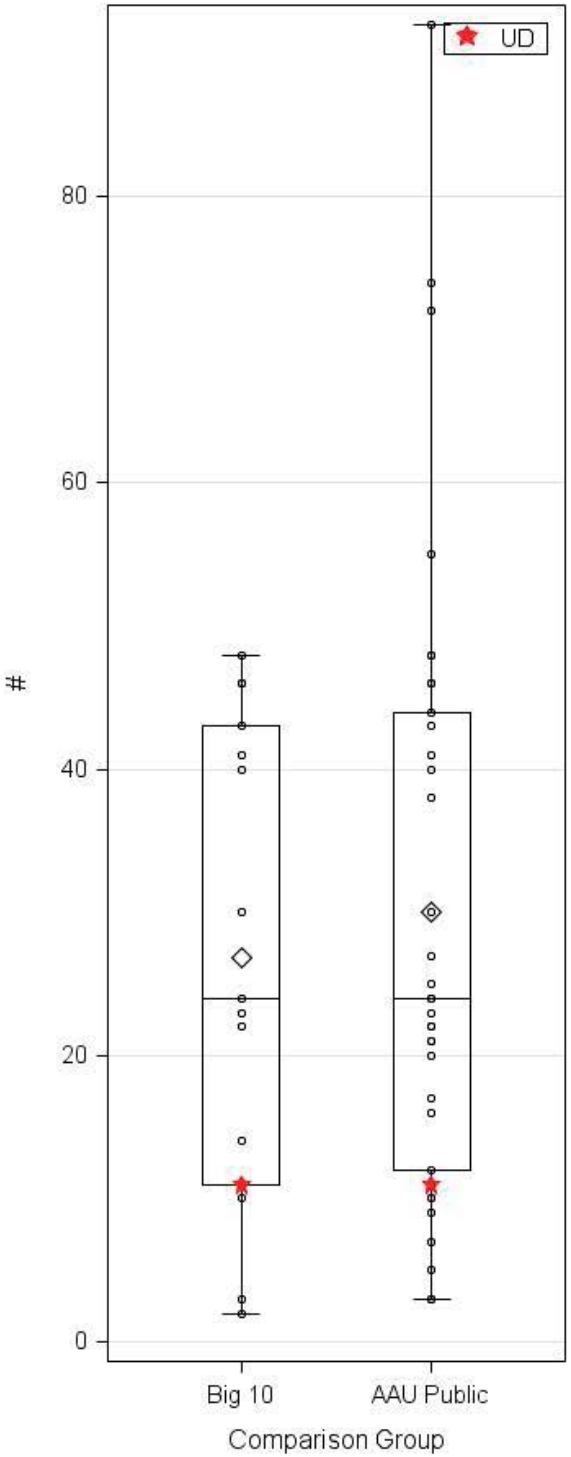
Path-to-Prominence

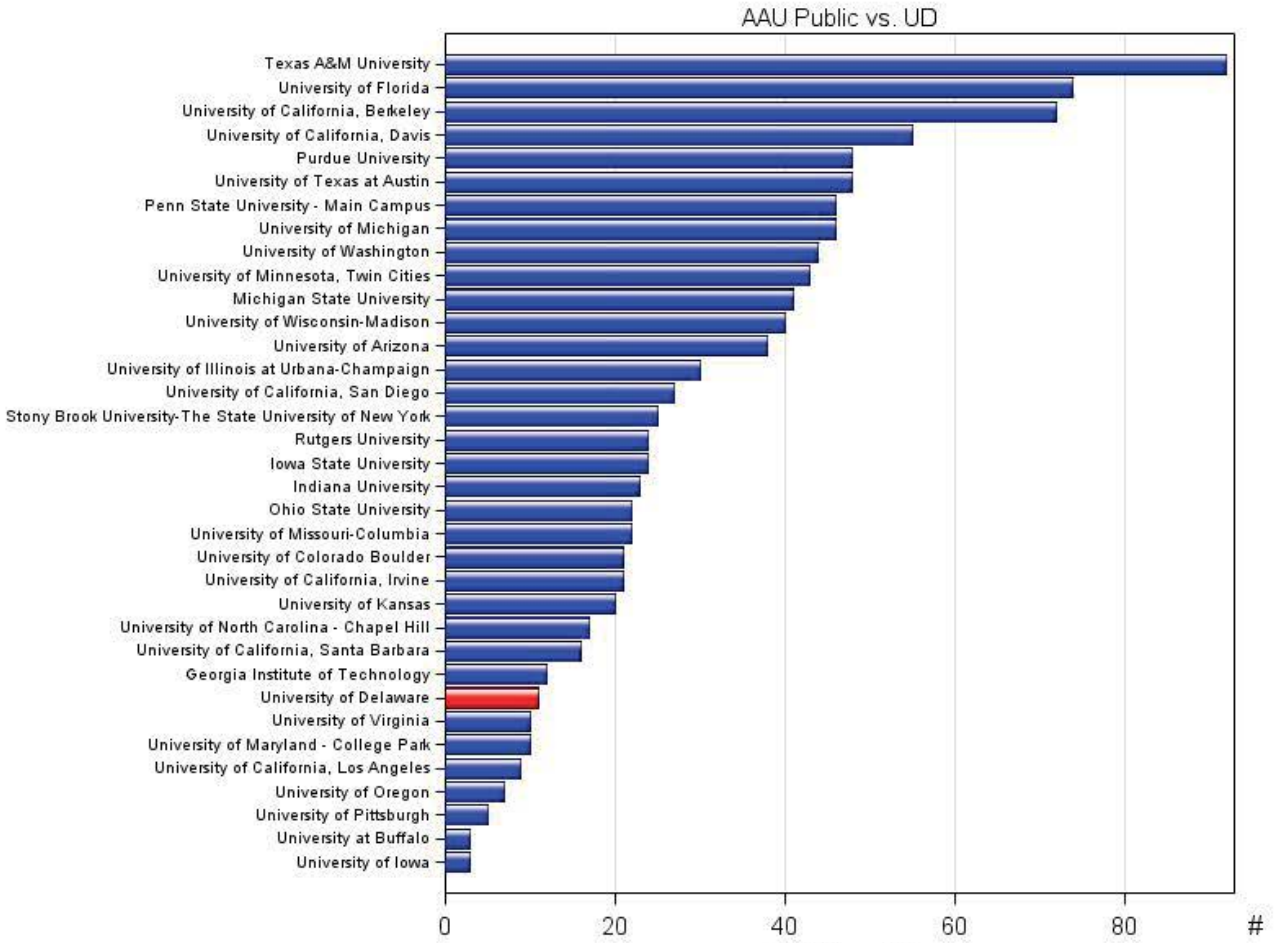
Milestone 4:

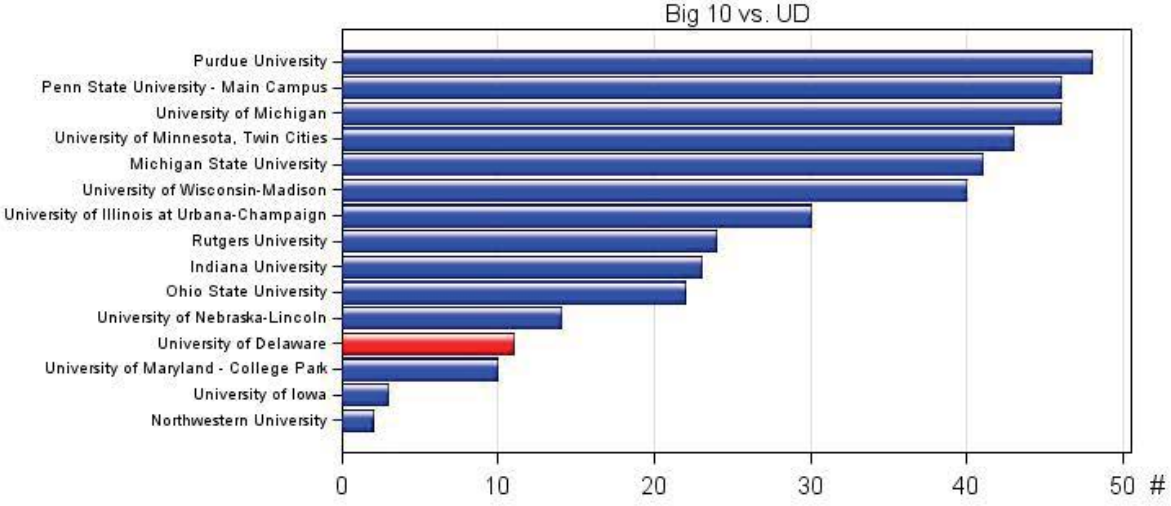
Initiative for the Planet

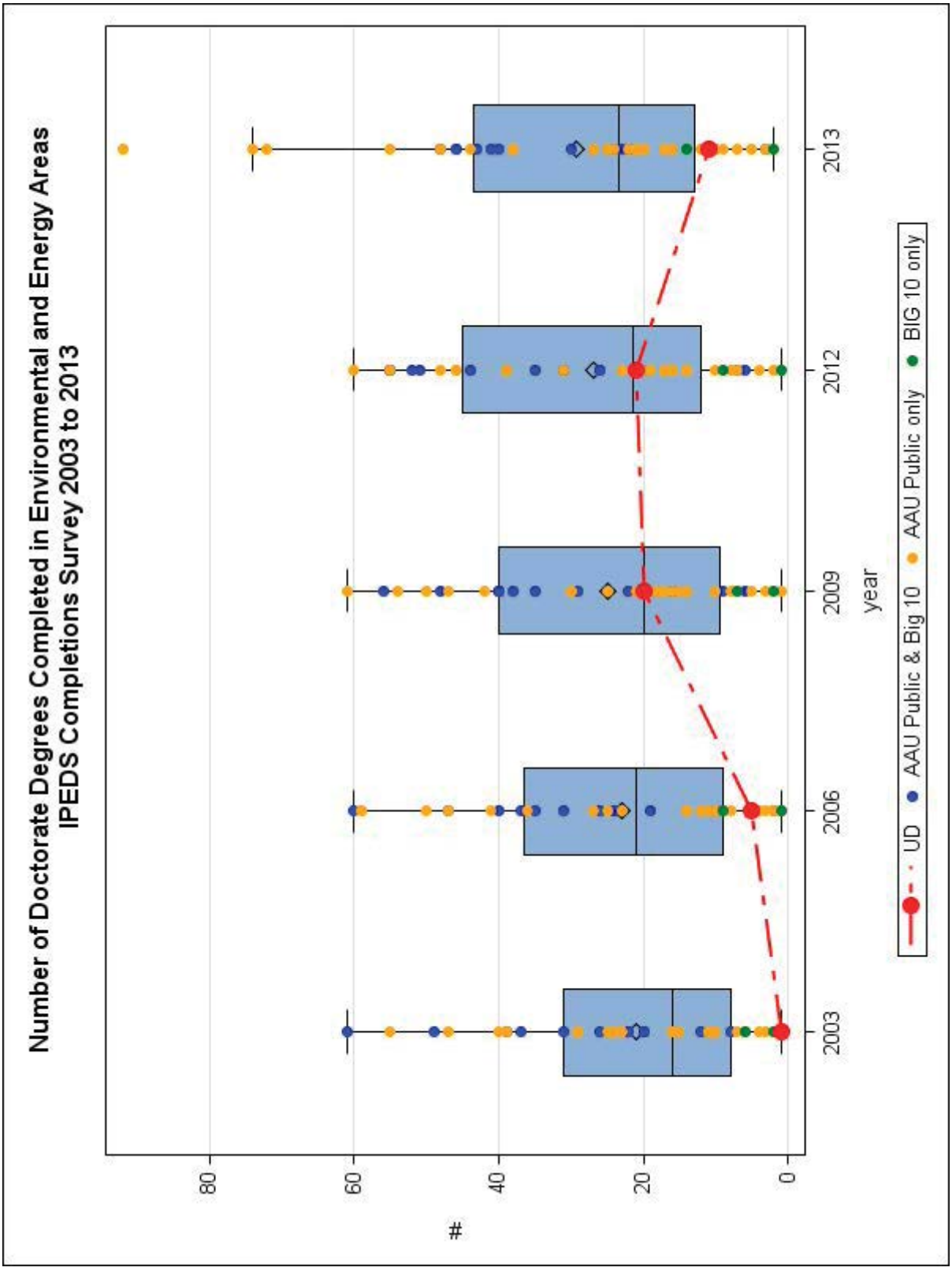
- Number of doctoral degrees granted in Environmental and Energy areas – comparators & trend

Number of Doctorate Degrees Completed in Environmental and Energy Areas
IPEDS Completions Survey 2013








Number of Doctorate Degrees Completed in Environmental and Energy Areas
IPEDS Completions Survey 2003 to 2013
#
0
20
40
60
80
2003
2006
2009
2012
2013
year
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

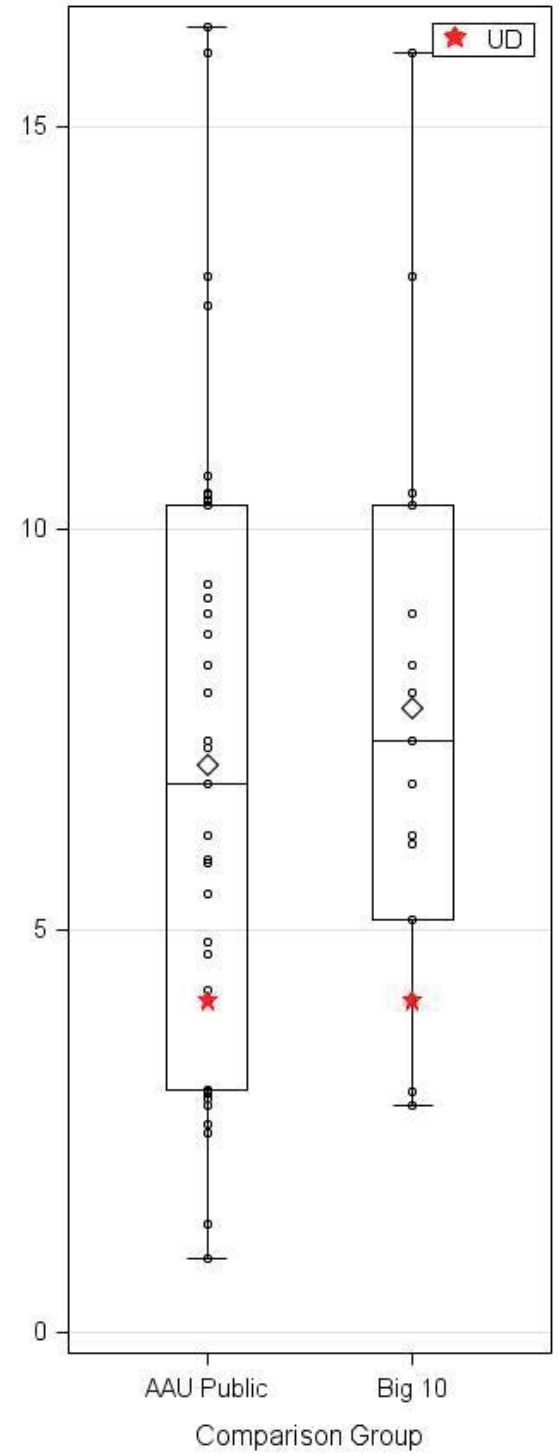
Path-to-Prominence

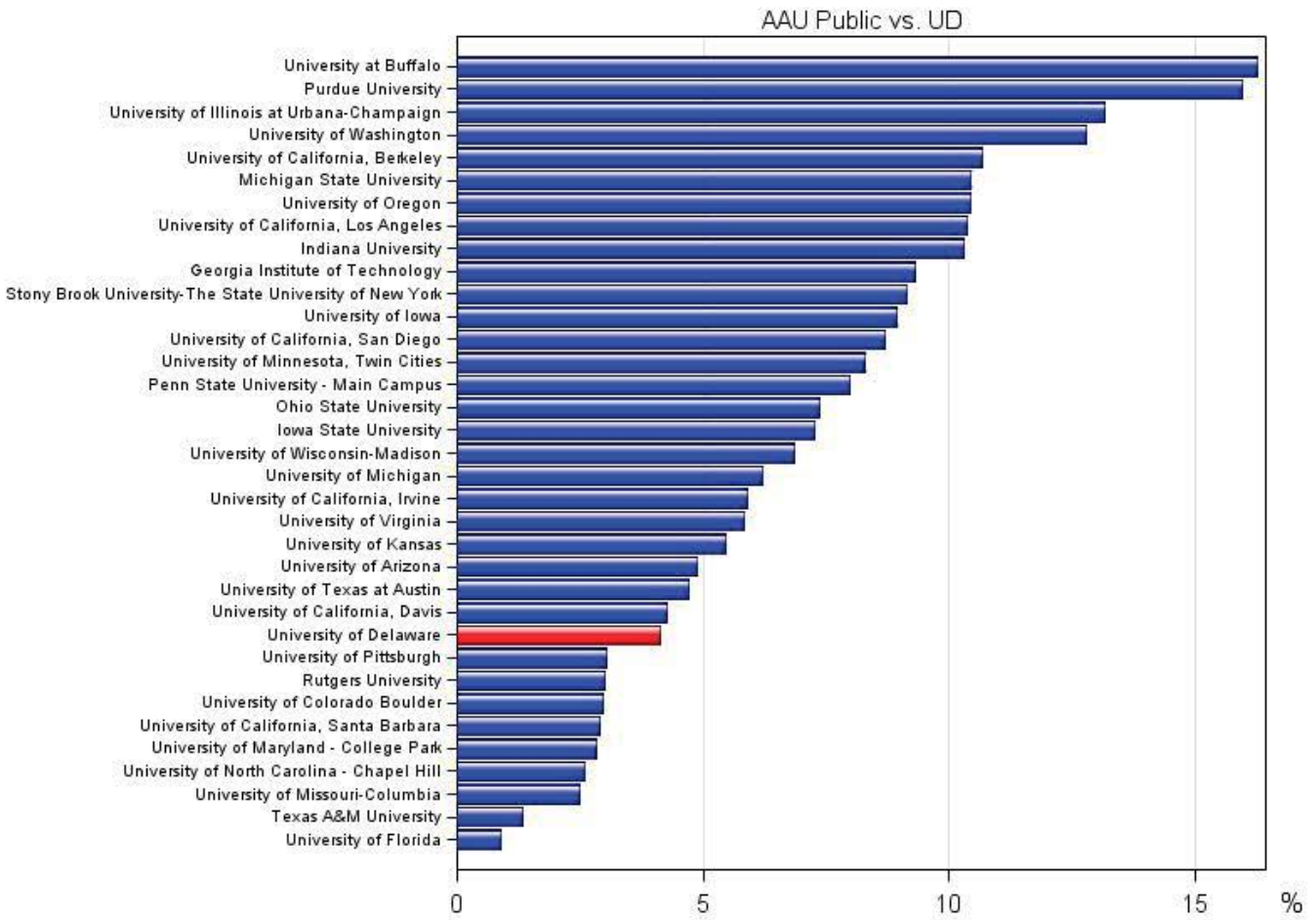
Milestone 5:

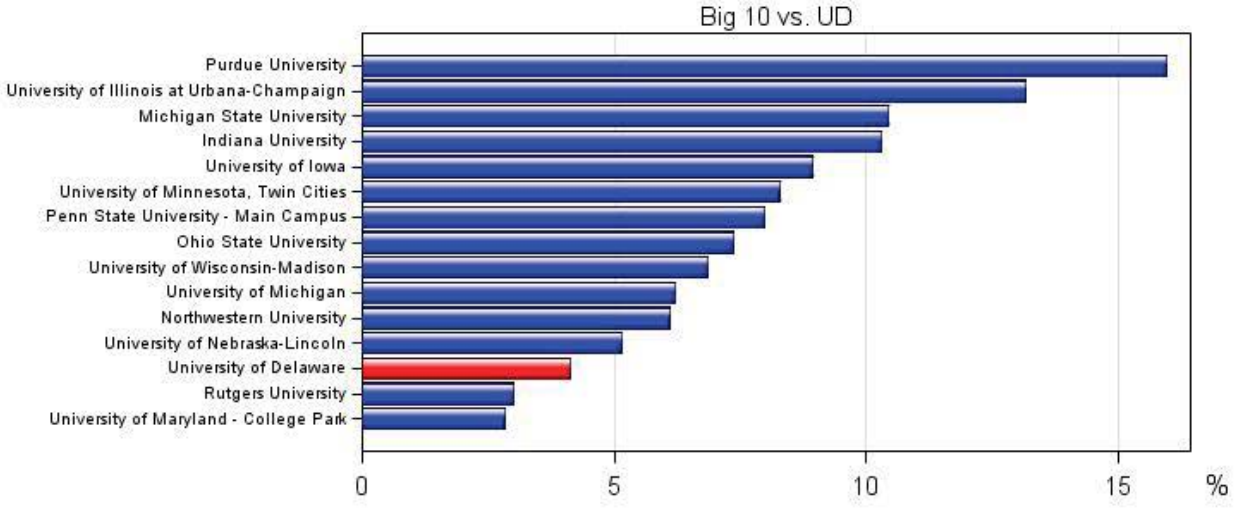
Global Initiative

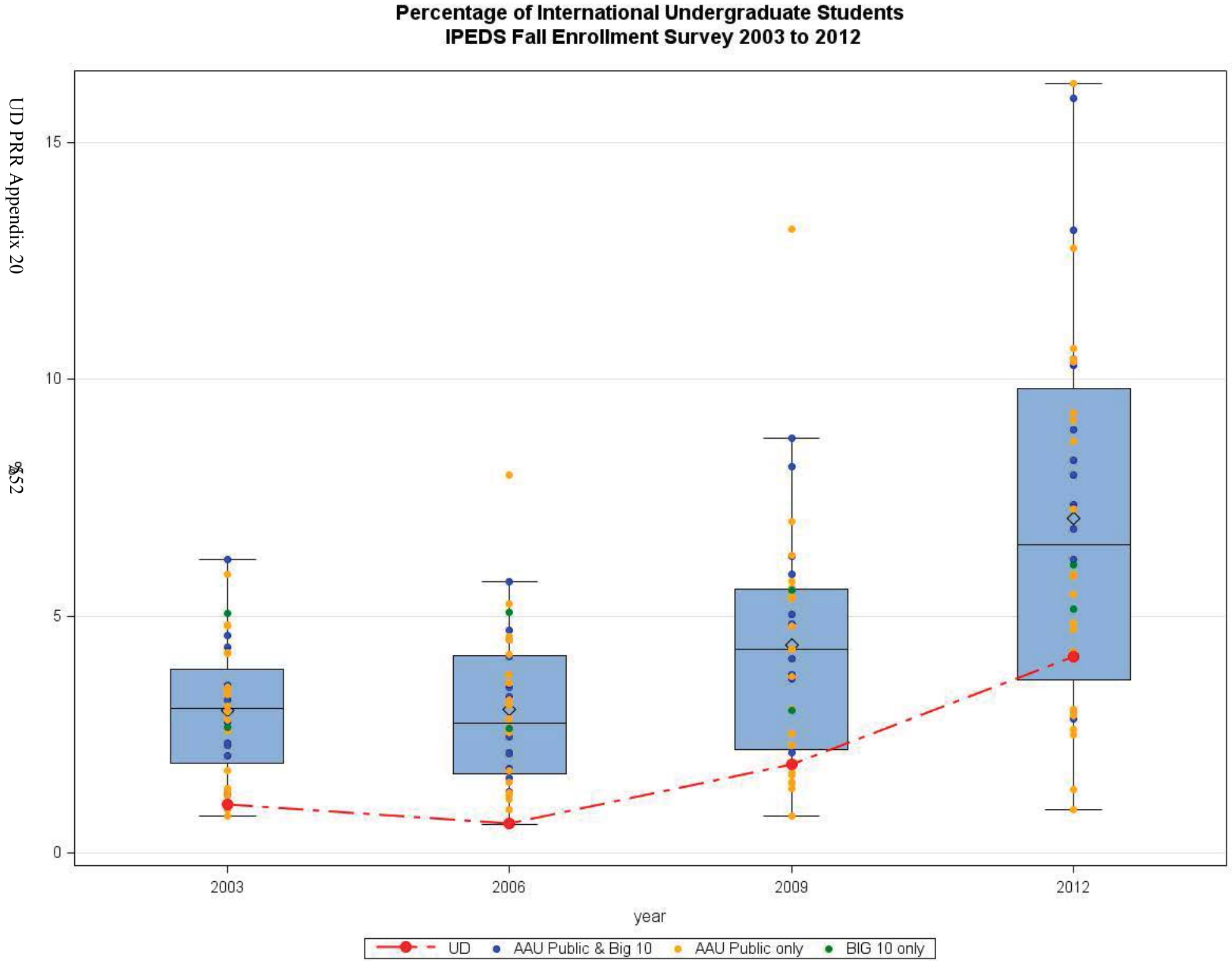
- Percent of international undergrad – comparators and trend
- Percent of international graduate students – comparators and trend

Percentage of International Undergraduate Students
IPEDS Fall Enrollment Survey 2012

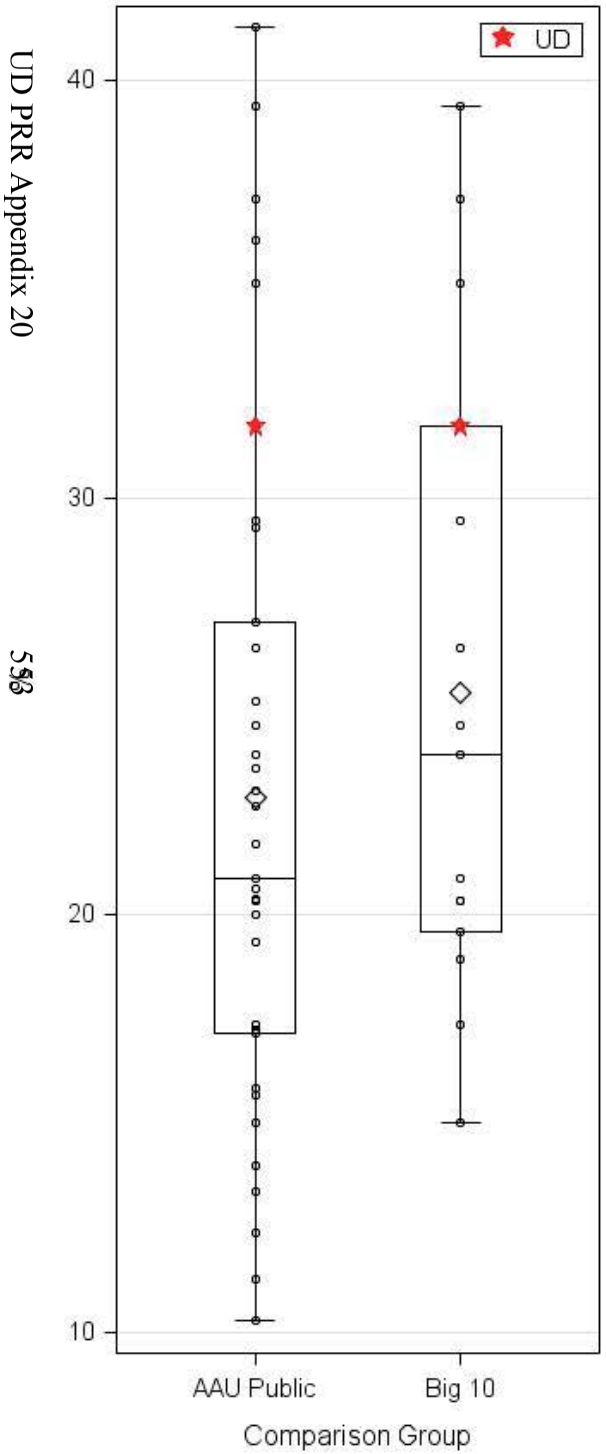


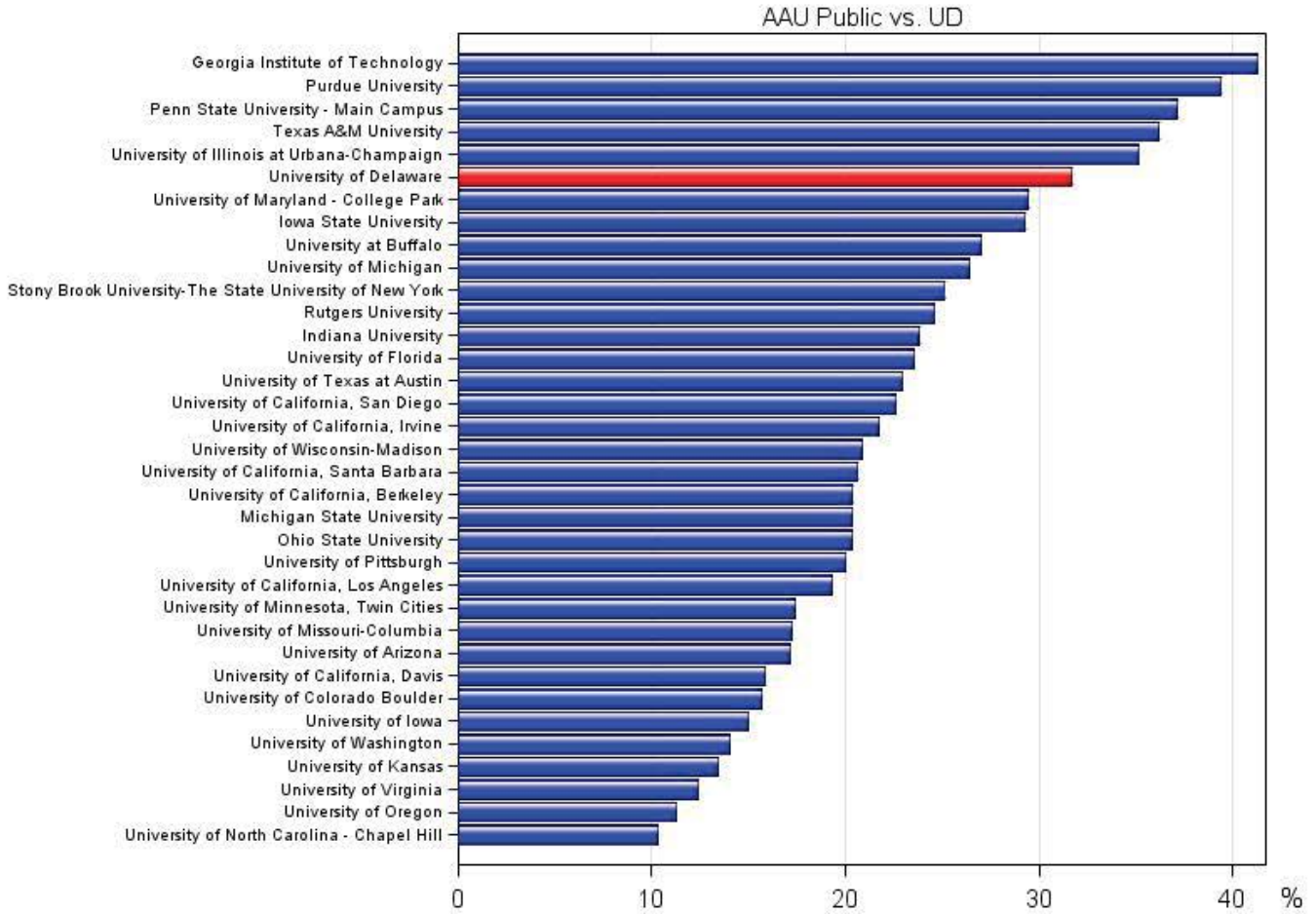


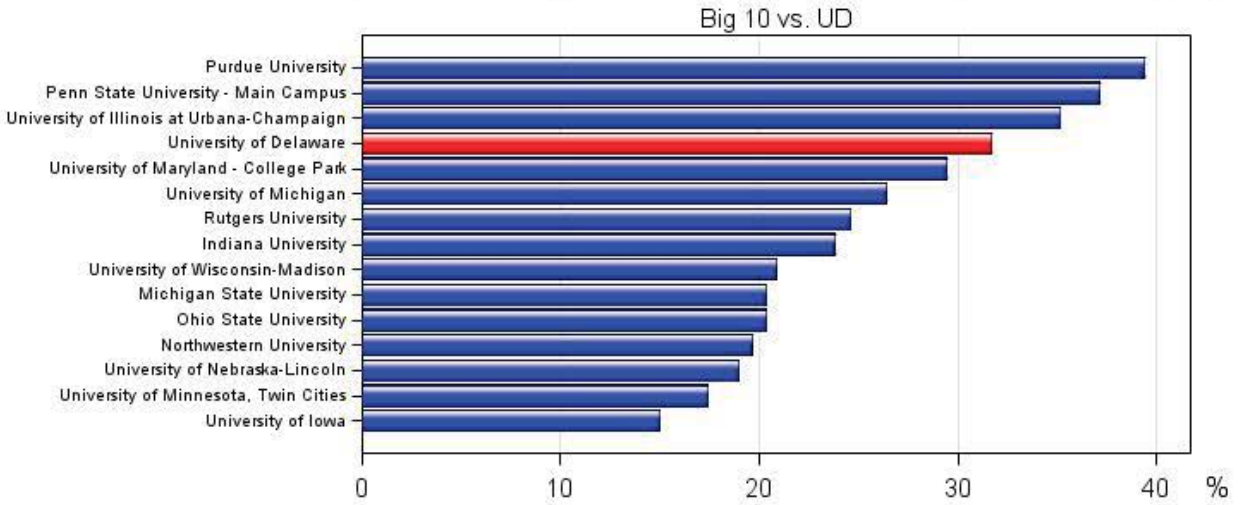


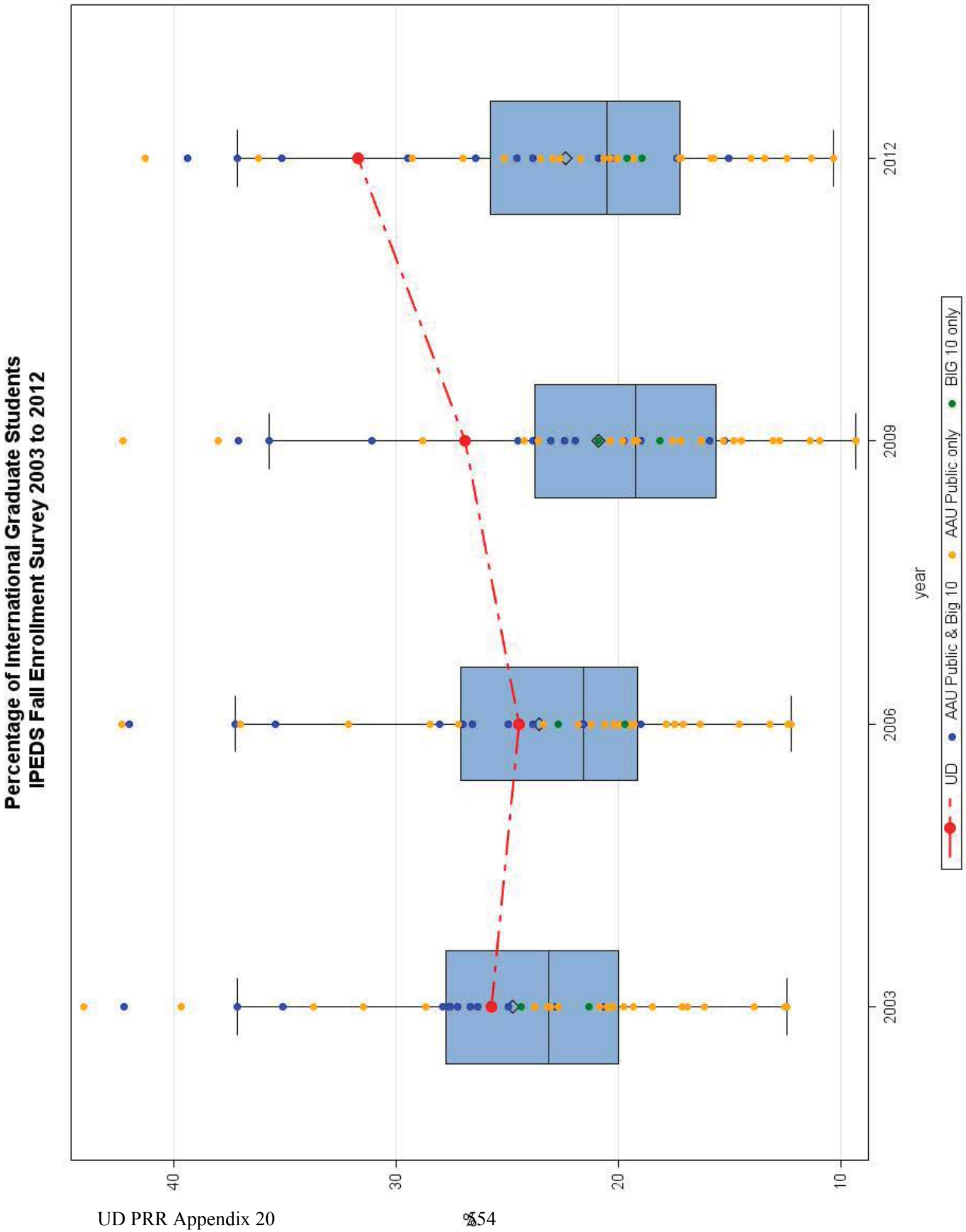

Percentage of International Undergraduate Students
IPEDS Fall Enrollment Survey 2003 to 2012
15
10
5
0
2003
2006
2009
2012
year
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

Percentage of International Graduate Students
IPEDS Fall Enrollment Survey 2012








Percentage of International Graduate Students
IPEDS Fall Enrollment Survey 2003 to 2012
40
30
20
10
2012
2009
2006
2003
year
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

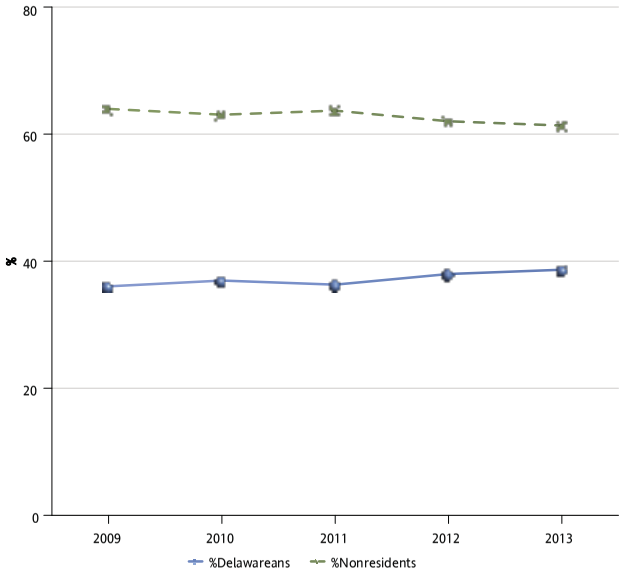
Path-to-Prominence

Milestone 6:

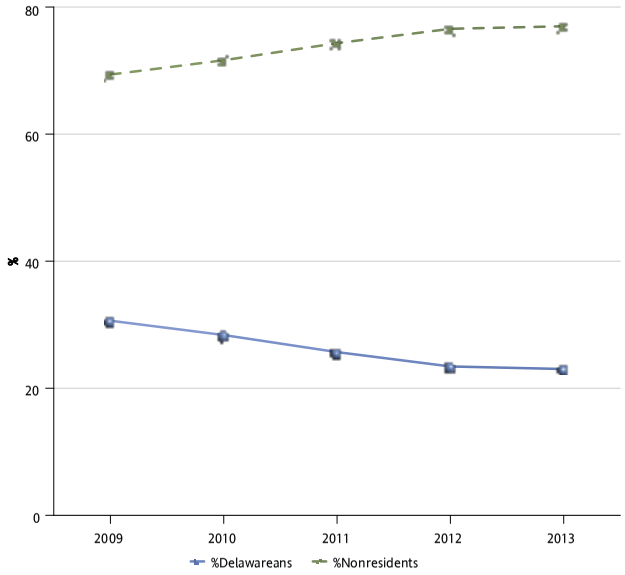
Engaged University

- Percent residency: undergraduate, graduate, CE
- Endowment Assets 2012 & Trend

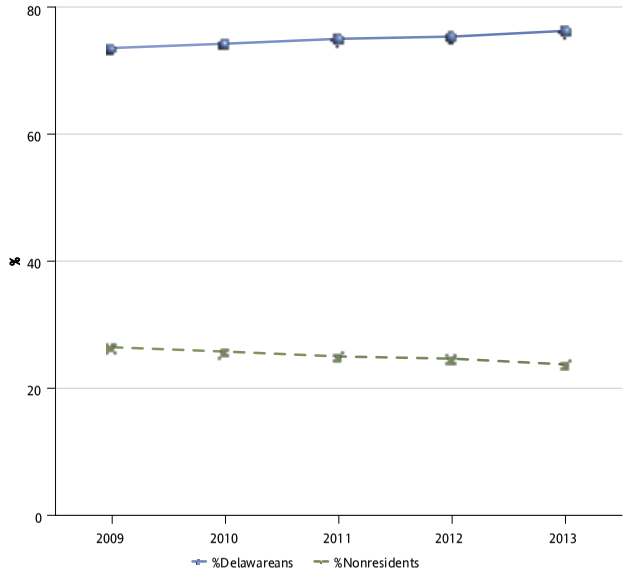
Percentage of Newark Undergraduates by Residency 2009 to 2013



Percentage of Graduate Students by Residency 2009 to 2013

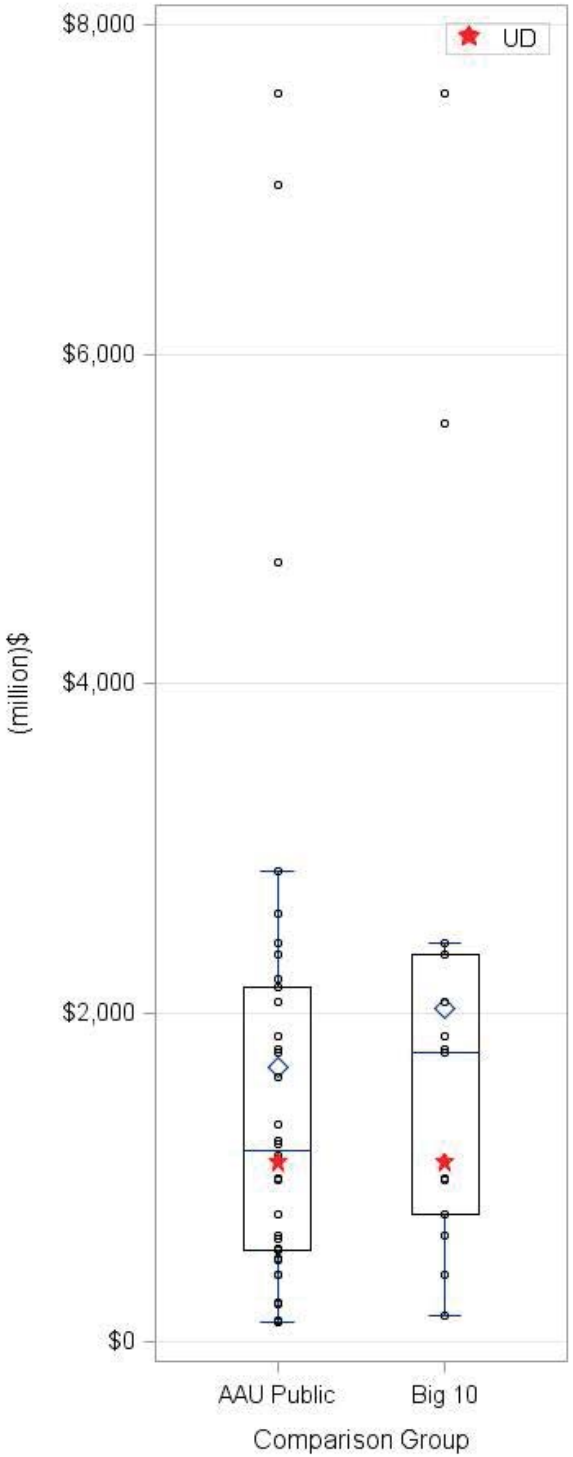


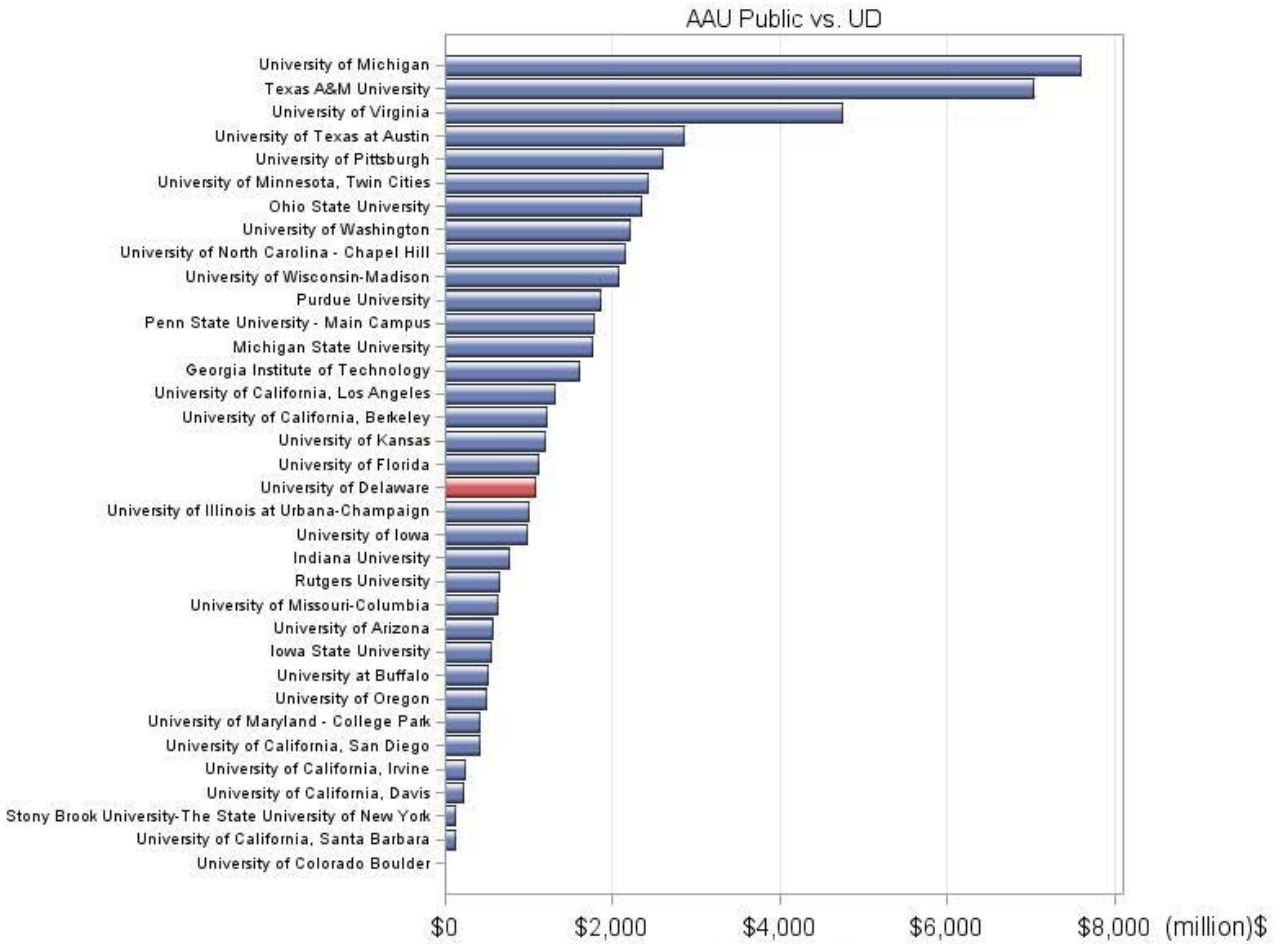
Percentage of Professional and Continuing Studies Students by Residency 2009 to 2013

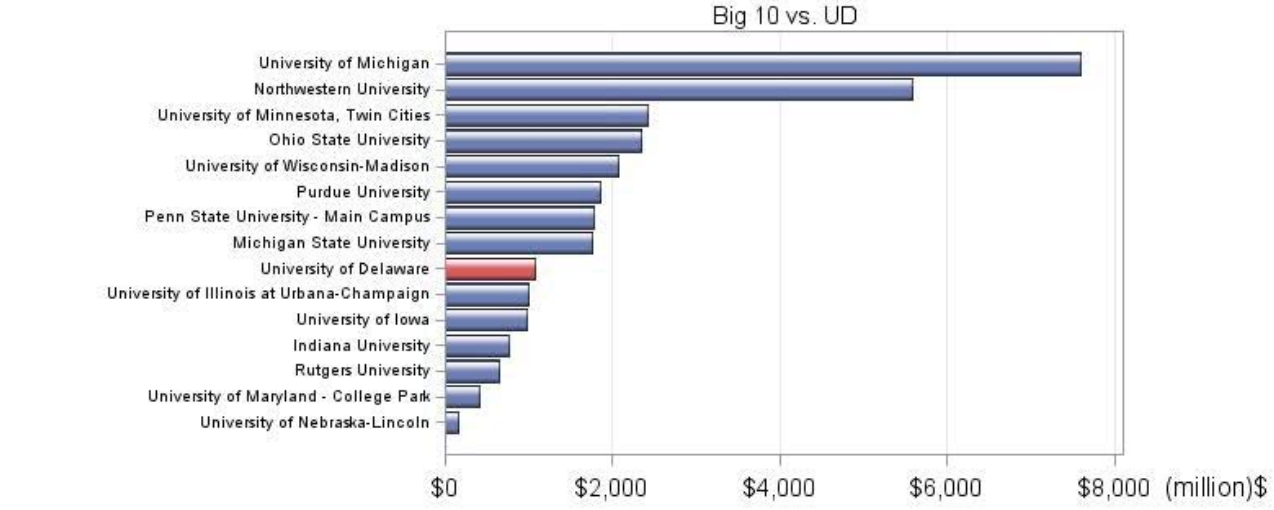


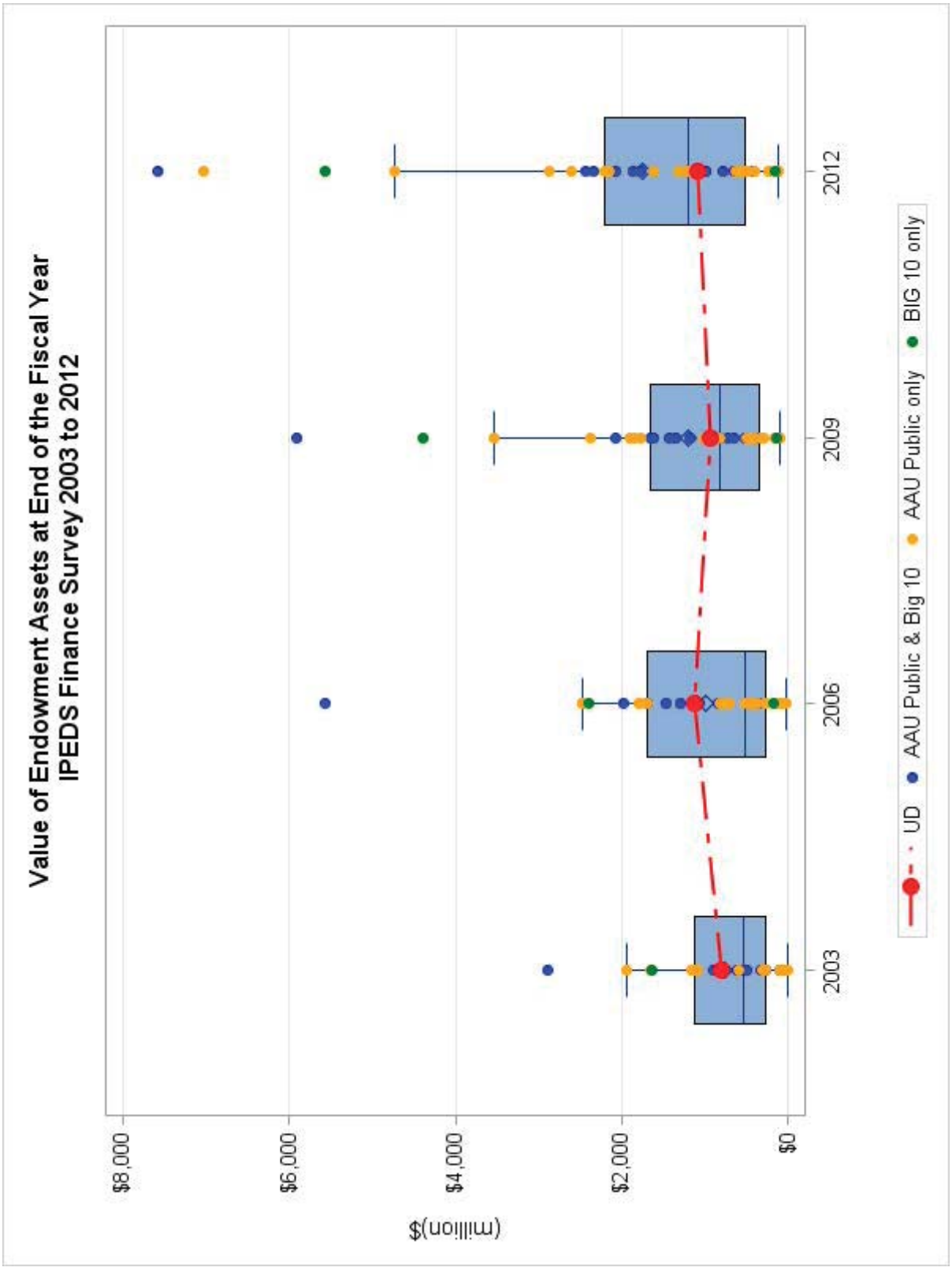
Data Source: UDSIS Official Extract

Value of Endowment Assets at End of the Fiscal Year
IPEDS Finance Survey 2012








Value of Endowment Assets at End of the Fiscal Year
IPEDS Finance Survey 2003 to 2012
($million)
$8,000
$6,000
$4,000
$2,000
$0
2003
2006
2009
2012
UD
AAU Public & Big 10
AAU Public only
BIG 10 only

Cost Benchmarking Challenges in Higher Education

Tom Eleuterio
Program Manager
Higher Education Consortia
tommyu@udel.edu

Presentation Overview

- Disruption & Higher Education
- Benchmarking and disruption
- Responding to challenges

Questions & Comments

What does disruption in higher education mean in the context of the Delaware Cost Study ?

D - data definitions that may only provide limited clarity

I – innovation in multi-disciplinary, interdisciplinary "CIP defying" programs

S – service to students, the institution, to the discipline and to the community

R – rankings with their questionable fundamentals but unquestionable impact

U – utility of the metrics to decision makers

P – Performance funding driving decision making from outside the institution

T – transparency in sources and methods

I – interpretation of metrics in context of national results

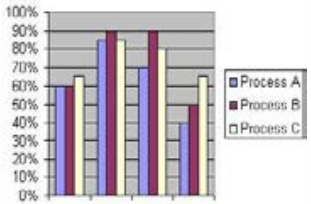
O – on-line learning and its variable impact

N – Networks that are dynamic and unpredictable

Continuous Improvement: Why Benchmark?

- The most integrated data system offers only clear insights into your institution (Case Study).

- Highly effective institutions engage in comprehensive benchmarking processes.



- *Internal benchmarking* refers to measuring similar operations, functions, or activities *within* the same unit or organization.

- *External benchmarking* refers to measuring similar operations, functions, or activities *outside* the same unit or organization.

What is the Delaware Cost Study?

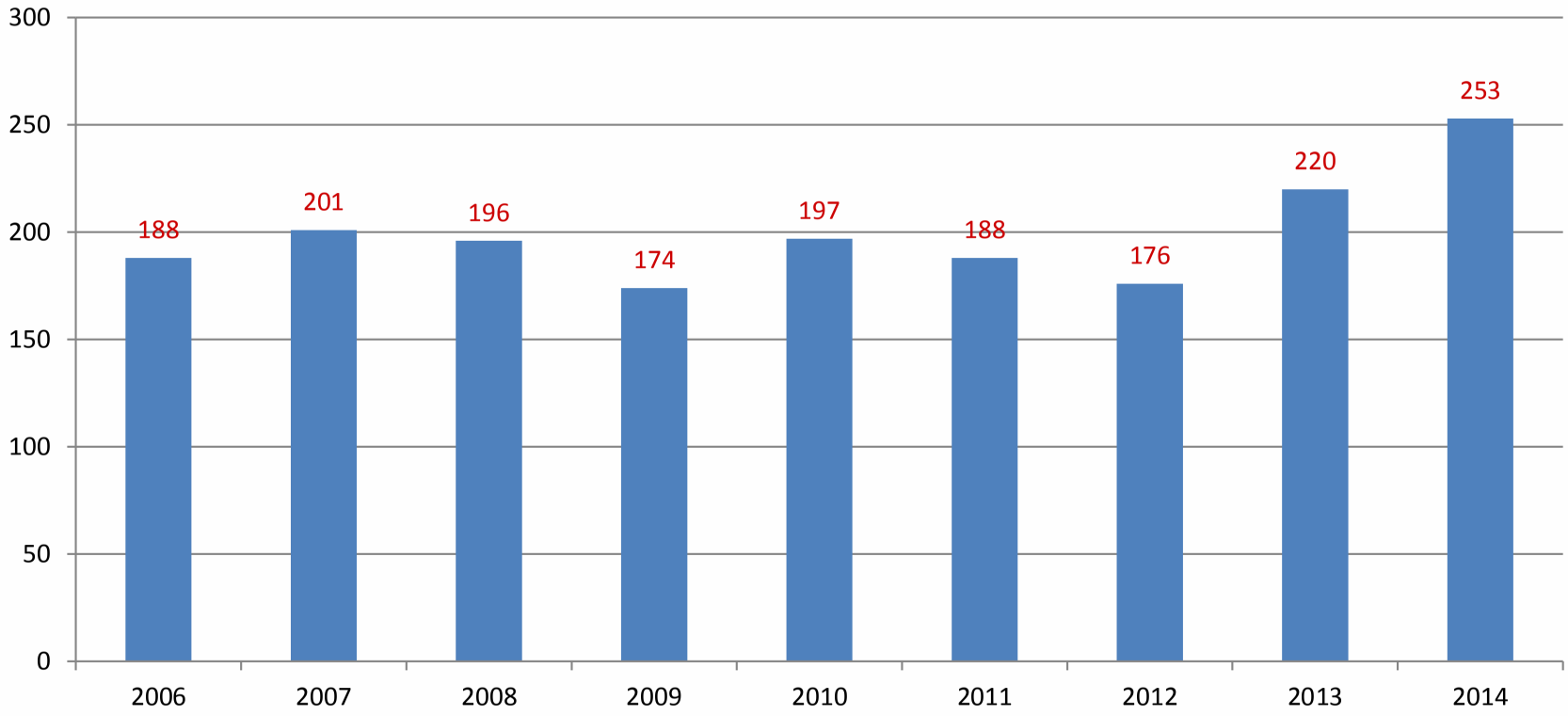
- The *National Study of Instructional Costs and Productivity (Delaware Cost Study)* is a benchmarking project and data sharing consortia among four-year colleges and universities with over 200 institutions participating annually.

- Since 1996, over 660 institutions have participated, and over the past two decades, the Delaware Cost Study has become the "tool of choice" for comparative analysis of *faculty teaching loads, direct instructional costs*, and *separately budgeted scholarly activity, **within academic disciplines***.

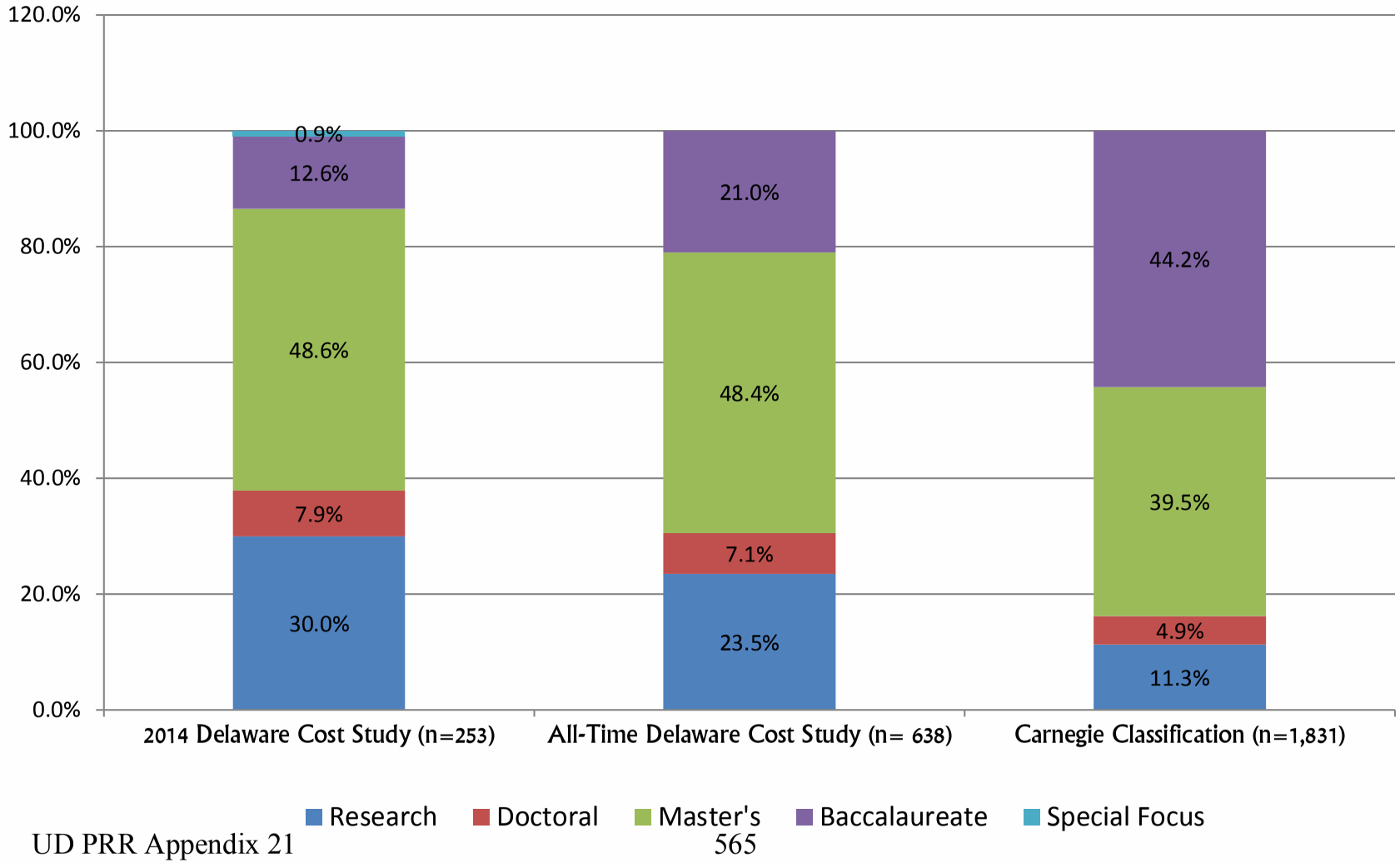
- Currently, the Cost Study is used major data and state agencies including:
  - Association of American Universities Data Exchange (AAUDE)
  - Southern Universities Group (SUG)
  - University of North Carolina (UNC) System
  - Pennsylvania State System of Higher Education (PaSSHE)
  - University of Missouri Syste
  - City University of New York (CUNY) System

Growing the Delaware Cost Study

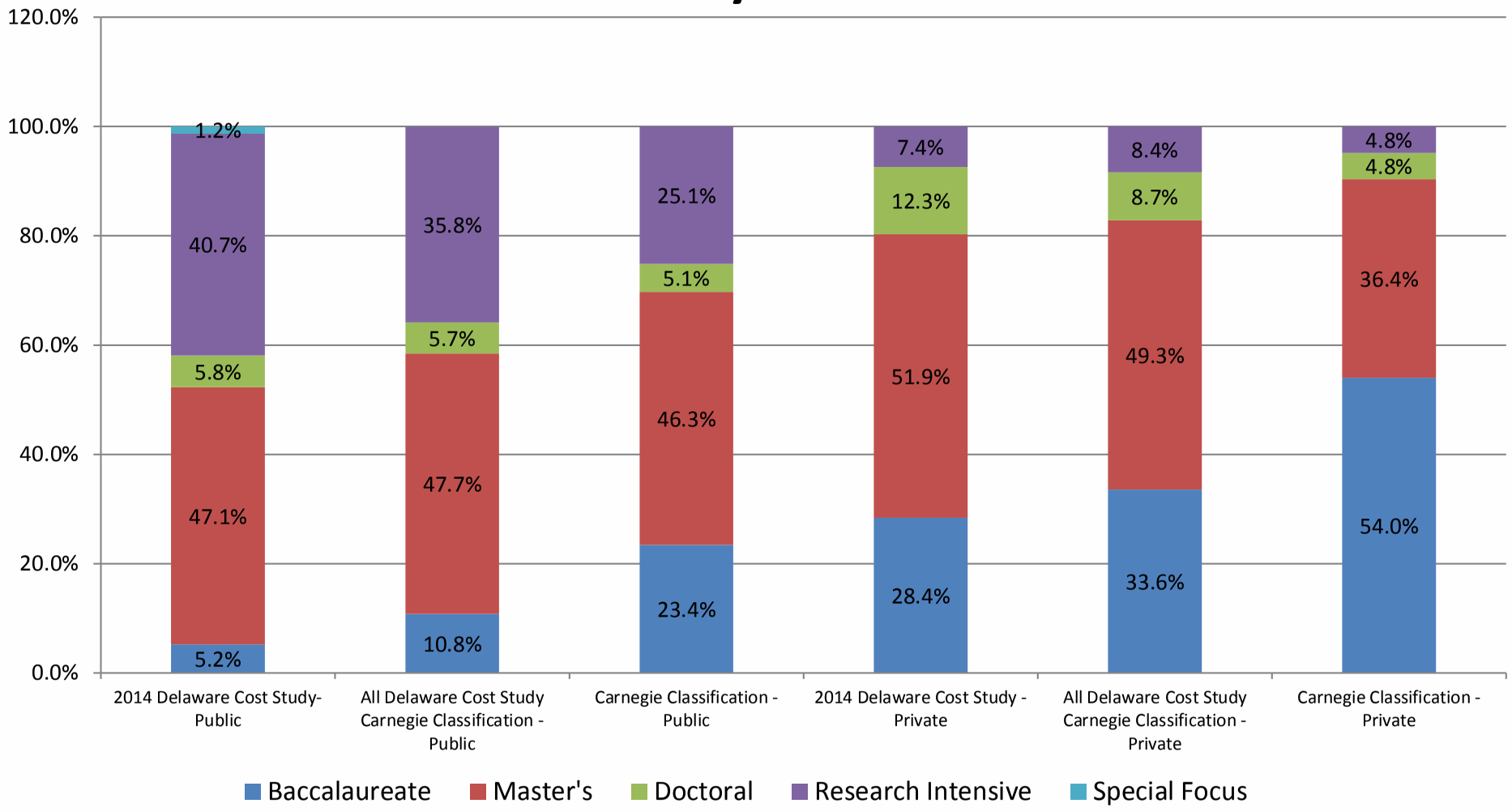
Institutional Participation, 2006 - 2014



Delaware Cost Study Participation by Carnegie Classification Relative to Carnegie Classification



Delaware Cost Study Participation and Carnegie Classification by Institutional Control



Historical Objective of the Delaware Cost Study

Answering the questions:

Who is teaching what to whom and at what cost?

What are the expenditures made for sponsored research and service?

Delaware Cost Study – Strengths and Limitations

- Strengths
  - Ideal tool for benchmarking instructional costs, research, and public service expenditures at the academic discipline level
  - Most systematic and rigorous conceptualization based on CIP levels
  - Assists institutional data and unit alignment
  - Assists in identifying cost distortions
  - Ideal for program reviews and accreditation
  - Ideal for establishing new program or department projections
  - Higher Education Consortia is a useful intermediary partner

- Limitations
  - Not a "whole cost" benchmarking tool for expenditure or tuition
  - Not a perfect 1:1 Program/Department/Academic Budget Unit match
  - Not a tool for performance funding

NCES
National Center for Education Statistics

U.S. Department of Education
Institute of Education Sciences
NCES 2003-161

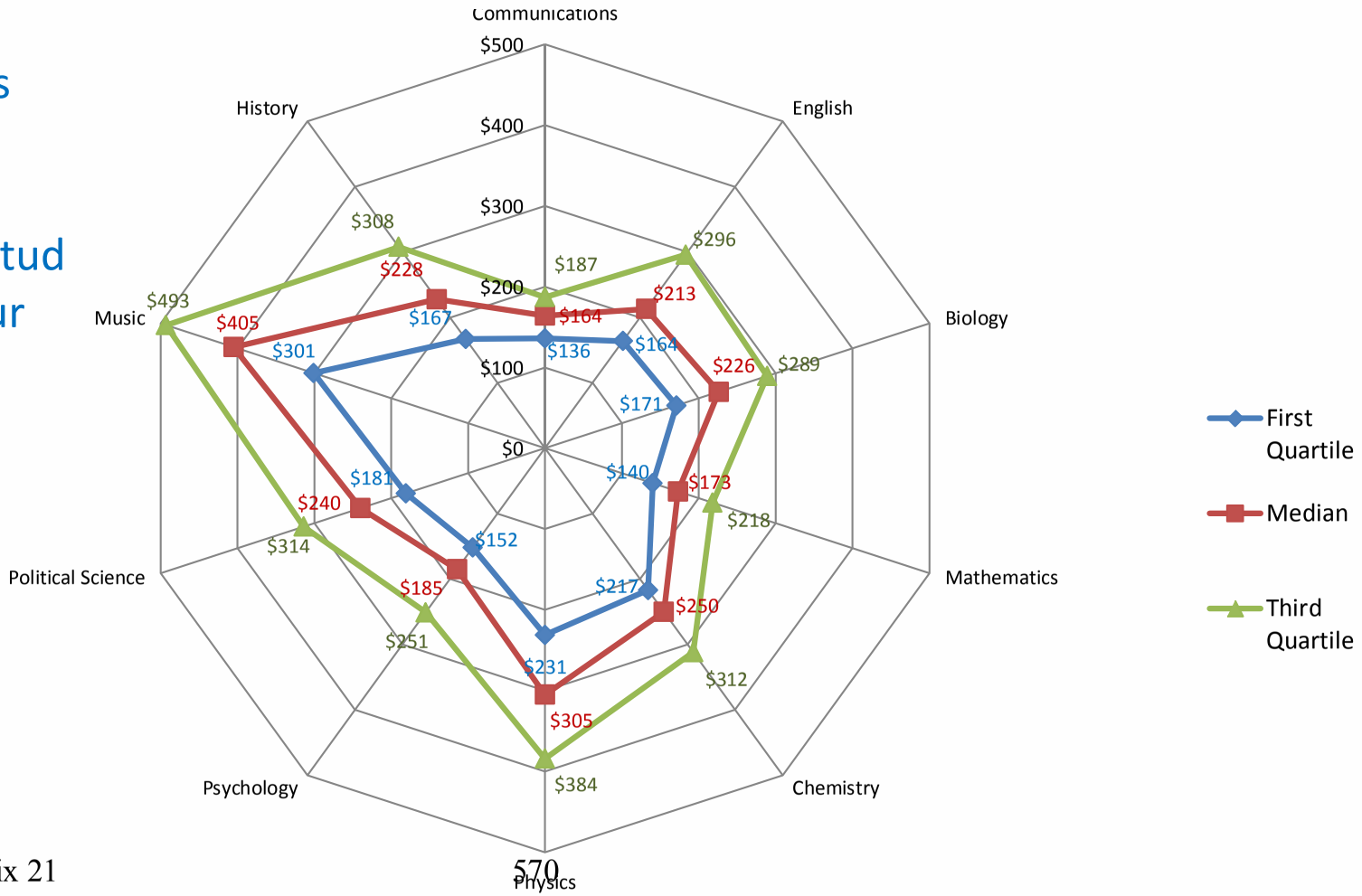
A Study of Higher Education Instructional Expenditures: The Delaware Study of Instructional Costs and Productivity

Research and Development Report

Why do institutions participate in the Delaware Cost Study?

- According to the National Center for Education Statistics, 76 – 82 percent of the variation in cost is located at the academic disciplinary level.

Quartile Bands for Direct Instructional Expenditure/Student Credit Hour by Ten Most Frequently Reported



Benchmark basis:
"Who is teaching what to whom and at what cost?"

Who – what faculty rank as defined as FTE in HR data

What - Discipline defined by CIP by NCES definitions

To Whom - defined by undergraduate class level, graduate or individual instruction

What Cost – Expense on direct instructional activities: salary, benefits, other expenses in support of instruction

Data Checklist for the Delaware Cost Study

"Who is teaching what to whom, and at what cost?"

Unit of Analysis: *Academic Budget Units* as identified by Classification of Instructional Programs (CIP) Code.

Method: Origin of Instructor - Instructional activity stays with the FTE instructor within unit where they are funded (*"follow the money"*).

Degree Data	HR Data	Course Data - by Course Section/Component	Finance Data
- Average of Three Prior Years	*- Fall Census Data*	*- Detailed Analysis for Fall Term* *- Aggregate SCH by Level (UG/GR) for Other Terms*	*- Fiscal Year data*
Academic Budget Unit ID	Academic Budget Unit ID Funding Instructor	Academic Budget Unit ID	Academic Budget Unit ID
Completion Term or Date	Date (to be able to match to the Course Data Term)	Term Date	Fiscal Year
	(WHO	IS TEACHING WHAT TO WHOM	AND AT WHAT COST?)
Degree Major	Instructor Name/Identification	Instructor of Record Name/Identification	Accounting Period
Degree Type (i.e. Major,	Total FTE	Workload for Course	Funding Source (i.e. Account)
Minor, Certificate)	Instructional FTE	Course Name/Number	Direct Instructional Expenditures (Includes Unit Research)
Degree Level:	Separately Budgeted FTE	Course Level (Lower UG, Upper UG, Graduate)	- Salaries
Bachelor's	Tenure Status	Course Component(s)/Type (Lec/Lab/Indiv Instrcution)	- Benefits
Master's	Personnel Classification (Faculty, Director, TA)	Day/Time of Meeting	- Other than Personnel Expenditures
Doctorate	Other Contract type (Supplemental)	Credit Value of Course	Direct Expenditures for Separately Budgeted Research
Professional	Funding Source (i.e. Account)	Number of Students Enrolled	Direct Expenditures for Separately Budgeted Public Service
	Funding Source Academic Budget Unit ID (If different from regular funding).	Meeting Location (i.e. Campus, Study Abroad)	
	Instructor Status (i.e. Active, Leave with Pay)	Student Enroll Status (i.e Enrolled, Withdrawn, Audit)	
		Instructor Mode (i.e. In Person, Virtual)	

Institution:

Department/Discipline:

Associated CIP Identifier:

Please indicate the average number of degrees awarded in this discipline at each degree level over the three year period from 1998-99 through 2000-01.

Bachelor's:
Master's:
Doctorate:
Pre-Professional:

Place an 'X' in the box below if this discipline is non-degree granting.

Place an "X" in the box below that describes your academic calendar:

Semester
Quarter

A. INSTRUCTIONAL COURSELOAD: FALL SEMESTER, 2001

Please complete the following matrix, displaying student credit hours and organized class sections taught, by type of faculty, and by level of instruction. Be sure to consult definitions before proceeding. Do not input data in shaded cells except for those mentioned in the important note below that pertains to (G) and (J).

Faculty			Student Credit Hours								Organized Class Sections				
Classification	FTE Faculty (A) Total	FTE Faculty (B) Separately Budgeted	(C) Instruction Only	(D) Lower Div. (00-29)	(E) Upper Div. (30-)	(F) Undergrad Instr.	(G) Total Undergrad SCH	(H) Grad. (00-)	(I) Graduate Instr.	(J) Total Graduate SCH	(K) Total Student Credit Hours	(L) Lec/Disc Sec.	Other Section Types (Lab/Clinic, Seminar, etc.) (M) Lower Div.	(N) Upper Div.	(O) Graduate	(P) Total
Regular faculty: Tenured/Tenure Eligible																
- Other Regular Faculty																
Supplemental Faculty		NA														
Teaching Assistants: - Credit Bearing Courses		NA														
- Non-Credit Bearing Activity		NA		NA	NA	NA	NA	NA	NA	NA	NA					
TOTAL																

B. COST DATA: ACADEMIC AND FISCAL YEAR 2001-02

1. In the boxes below, enter the total number of student credit hours that were generated during Academic Year 2001-02 during terms that were supported by the department's instructional budget. (NOTE: Semester calendar institutions will typically report fall and spring student credit hours; quarter calendar institutions will usually report fall, winter, and spring student credit hours.)

A. Undergraduate
B. Graduate

2. In the boxes below, enter total ***direct*** expenditures for instruction in FY 2001-02

A. Salaries — Are the benefits included in the number reported for salaries (Y/N)?
B. Benefits — If the dollar value is not available, what percent of salary do benefits constitute at your institution?
C. Other than personnel expenditures
D. Total

3. In the box below, enter total ***direct*** expenditures for separately budgeted research activity in FY 2001-02

4. In the box below, enter total ***direct*** expenditures for separately budgeted public service activity in FY 2001-02

OC = organized classes

2015 National Study of Instructional Costs and Productivity (Delaware Cost Study)

(Office use only)

Institution:

Department/Discipline:

Associated CIP Identifier:

CIP Verified?

Please indicate the average number of degrees awarded in this discipline at each degree level over the period from 2011-2012 through 2013-2014. If a degree level is not offered, leave as zero.
If data are not available, please enter 'm' in the boxes.

			All Majors
Bachelor's:	0.0	Bachelor's	0.0
Master's :	0.0	Master's	0.0
Doctorate:	0.0	Doctorate	0.0
Professional:	0.0	Professional	0.0

Place an 'X' in the box below if this discipline is non-degree granting.

0.0
0.0
0.0
0.0

A. INSTRUCTIONAL COURSELOAD: FALL SEMESTER, 2014

Please complete the following matrix. Be sure to consult definitions before proceeding. Do not input data in shaded cells except for those mentioned in the important note below that pertains to (G) and (J

Important note: If you cannot differentiate between "Organized Class" and "Individualized Instruction" student credit hours, assign all credit hours to the appropriate Organized Class column. Similarly, if you cannot differentiate between "Lower Division" and "Upper Division" undergraduate student credit hours, report all those hours under "Total Undergraduate SCH."

Classification	Faculty: FTE Faculty (A) Total	(B) Sep. Budg.	(C) Instructional	Student Credit Hours: (D) Lower Div. OC*	(E) Upper Div. OC*	(F) Undergrad Indiv. Instruct.	(G) Total Undergrad SCH	(H) Grad OC*	(I) Graduate Indiv. Instruct.	(J) Total Graduate SCH	(K) Total Student Credit Hours	Organized Class Sections: (L) Lab/Dscl/Rec. Sections	Other Section Types (Lecture, Seminar, etc.): (M) Lower Div.	(N) Upper Div.	(O) Graduate	(P) Total
Regular faculty: - Tenured/Tenure Eligible	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0
- Other Regular Faculty	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0
Supplemental Faculty	0.00	NA	0.00	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0
Teaching Assistants: - Credit Bearing Courses	0.00	NA	0.00	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0
- Non-Credit Bearing Activity	0.00	NA	0.00	NA	NA	NA	NA	NA	NA	NA	NA	0.0	0.0	0.0	0.0	0.0
TOTAL	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0

* OC = Organized Class NA = Not applicable

In the box to the right, indicate the number of individualized instruction student credit hours from the total that are devoted to supervised doctoral dissertation. 0

Mark with 'X' the box that indicates your academic calenda
Semester: Quarter:

Reminder: Use Fall 2014 semester data as of your official census date.

Please supply the total number of online SCH for the Fall 2014 Undergraduate 0 Graduate 0

If your institution does not offer online courses leave the ZERO in the box. If you are unable to supply the online SCH offered at your institution please mark the box "m" for missing

B. COST DATA: ACADEMIC AND FISCAL YEAR 2014-2015

1. Total student credit hours generated during Academic Year 2014-2015, that were supported by the department/discipline instructional budget. (NOTE: Semester calendar institutions will typically report fall and spring student credit hours; quarter calendar institutions will report fall, winter, and spring student credit hours.)

What does disruption in higher education mean in the context of the Delaware Cost Study ?

D - data definitions that may only provide limited clarity

I – innovation in multi-disciplinary, interdisciplinary "CIP defying" programs

S – service to students, the institution, to the discipline and to the community

R – rankings with their questionable fundamentals but unquestionable impact

U – utility of the metrics to decision makers

P – Performance funding driving decision making from outside the institution

T – transparency in sources and methods

I – interpretation of metrics in context of national results

O – on-line learning and its variable impact

N – Networks that are dynamic and unpredictable

Data Definitions and the Delaware Cost Study

Answering the questions:

What cost differences are there in STEM versus non-STEM disciplines?

What definition of STEM is being used and what disciplines are included or excluded?

Which of the following are STEM disciplines ?

Social psychology

International Relations

Philosophy of Science

Cultural Anthropology

Urban and Regional Planning

Innovative programs and the Delaware Cost Study
Defining and defending the cyber-landscape

What does the NCES say about cybersecurity ?

Detail for CIP Code 52.2101

Print

Title: Telecommunications Management.

Definition: A program that prepares individuals to apply business skills to design, implement, and manage the voice, video, and data networking systems of organizations. Includes instruction in telecommunications concepts and technologies, network operations and management, wireless communications and mobile computing, cybersecurity, regulation and public policy, business practices and management, and written and oral communications.

Searching for the program using "computer security"

13 records found. Viewing page 1 of 1

Print Export

Text Changed	Title & Definition	Action	CIP Code	Moved To / Report Under (2010)	Moved From (2000)
	Command & Control (C3, C4I) Systems and Operations. A program that focuses on the theory, technology and operational use of information and decision systems in support of battlefield, theatre, and global strategic operations. Includes instruction in applied mathematics and statistics, **computer** systems, real-time analysis and decision systems, surveillance and navigation systems, information and communications technology, information **security**, situational awareness, system integration, joint operations and applications to specific command problems and services.	★	29.0204		
✓	**Computer** and Information Systems **Security**/Information Assurance. A program that prepares individuals to assess the **security** needs of **computer** and network systems, recommend safeguard solutions, and manage the implementation and maintenance of **security** devices, systems, and procedures. Includes instruction in **computer** architecture, programming, and systems analysis; networking; telecommunications; cryptography; **security** system design; applicable law and regulations; risk assessment and policy analysis; contingency planning; user access issues; investigation techniques; and troubleshooting. *Examples: [Information Assurance], [IT **Security**], [Internet **Security**], [Network **Security**], [Information Systems **Security**]* *See also: 43.0116 - Cyber/**Computer** Forensics and Counterterrorism.*	-	11.1003		
	Computer Software Technology/Technician.	-	15.1204		

Service and the Delaware Cost Study

Answering the question what type of service and to what constituent group:

Service to the institution? General education requirements; service in behalf of a discipline.

Service to the community? How to measure this in a standard metric?

What are the expenditures made for sponsored research and service?

Benchmarking Unit Activity by Carnegie Classification

				FTE STUDENTS TAUGHT PER FTE INSTRUCTIONAL FACULTY			INSTRUCTIONAL EXPENDITURES PER FTE STUDENT					
University College + Discipline	CIP	Degrees Awarded	University Total FTE Faculty	University	University as Pct of Peer Avg	Peer Avg	University	University as Pct of Peer Avg	Peer Avg	Peer 25th Percentile	Peer 50th Percentile	Peer 75th Percentile
A&S Ethnic, Cultural Minority, Gender, and Group Studies	5.02	BM	22.3	12.6	85%	14.9	$ 7,113	98%	$ 7,247	$ 5,416	$ 7,771	$ 8,158
A&S Communication and Media Studies	9.01	BM	43.5	15.7	91%	17.2	$ 4,745	99%	$ 4,797	$ 3,891	$ 5,085	$ 5,504
A&S Linguistic, Comparative, and Related Language Studies and Se	16.01	BMD	72.3	15.1	110%	13.7	$ 4,394	82%	$ 5,382	$ 4,272	$ 5,181	$ 7,133
A&S Classics and Classical Languages, Literatures, and Linguisti	16.12	BMD	18.9	14.8	86%	17.3	$ 13,918	211%	$ 6,614	$ 3,541	$ 5,781	$ 8,574
A&S Rhetoric and Composition/Writing Studies	23.01	BMD	105.4	13	98%	13.2	$ 6,526	108%	$ 6,017	$ 4,490	$ 5,703	$ 7,527
A&S Biology, General	26.01	BMD	54.0	20.2	109%	18.6	$ 5,686	93%	$ 6,107	$ 4,792	$ 5,992	$ 7,551
A&S Mathematics	27.01	BMD	79.2	20.6	102%	20.1	$ 4,473	92%	$ 4,872	$ 3,951	$ 4,639	$ 5,784
A&S Philosophy	38.01	BMD	23.3	12.7	73%	17.4	$ 6,475	122%	$ 5,309	$ 3,896	$ 5,244	$ 6,250
A&S Chemistry	40.05	BMD	59.3	18.5	99%	18.7	$ 6,664	93%	$ 7,134	$ 5,948	$ 7,025	$ 8,305
A&S Geological and Earth Sciences/Geosciences	40.06	BMD	19.7	11.8	90%	13.1	$ 10,593	113%	$ 9,333	$ 6,647	$ 8,245	$ 11,755
A&S Physics	40.08	BMD	46.5	12.7	93%	13.7	$ 8,724	102%	$ 8,558	$ 6,991	$ 8,204	$ 10,594
A&S Psychology, General	42.01	BMD	49.6	18.6	88%	21.2	$ 5,052	101%	$ 5,008	$ 3,947	$ 4,859	$ 5,770
A&S Anthropology	45.02	BM	14.9	15.6	97%	16.1	$ 5,387	108%	$ 4,969	$ 4,159	$ 5,062	$ 5,659
A&S Geography and Cartography	45.07	BMD	18.0	18.2	111%	16.4	$ 6,244	100%	$ 6,216	$ 4,872	$ 6,092	$ 7,383
A&S Political Science and Government	45.10	BMD	13.8	18.9	106%	17.9	$ 5,113	91%	$ 5,640	$ 4,022	$ 5,373	$ 7,027
A&S Sociology	45.11	BMD	18.5	25	124%	20.1	$ 4,815	106%	$ 4,543	$ 3,422	$ 3,938	$ 5,731
A&S History	54.01	BMD	39.5	15.3	90%	17	$ 4,862	94%	$ 5,167	$ 4,119	$ 4,966	$ 6,111

University College + Discipline	CIP	Degrees Awarded	University Total FTE Faculty	RESEARCH & PUBLIC SERVICE EXPENDITURES PER T/TT FACULTY						# RVH Inst.
				University	University as Pct of Peer Avg	Peer Avg	Peer 25th Percentile	Peer 50th Percentile	Peer 75th Percentile	
A&S Ethnic, Cultural Minority, Gender, and Group Studies	5.02	BM	22.3	$ -	0%	$ 2,782	$ 90	$ 786	$ 4,720	14
A&S Communication and Media Studies	9.01	BM	43.5	$ 1,986	17%	$ 12,036	$ 1,996	$ 5,725	$ 16,413	23
A&S Linguistic, Comparative, and Related Language Studies and Se	16.01	BMD	72.3	$ 561	7%	$ 7,602	$ 226	$ 1,034	$ 6,259	23
A&S Classics and Classical Languages, Literatures, and Linguisti	16.12	BMD	18.9	$ 142,168	6539%	$ 2,174	$ 128	$ 1,429	$ 2,043	9
A&S Rhetoric and Composition/Writing Studies	23.01	BMD	105.4	$ 47	2%	$ 2,695	$ 627	$ 1,854	$ 4,068	27
A&S Biology, General	26.01	BMD	54.0	$ 78,301	49%	$ 158,441	$ 99,247	$152,983	$181,447	21
A&S Mathematics	27.01	BMD	79.2	$ 13,161	33%	$ 40,359	$ 16,838	$ 41,027	$ 60,606	28
A&S Philosophy	38.01	BMD	23.3	$ -	0%	$ 1,388	$ -	$ 337	$ 2,306	27
A&S Chemistry	40.05	BMD	59.3	$ 183,946	74%	$ 249,016	$ 182,548	$ 252,387	$ 297,140	27
A&S Geological and Earth Sciences/Geosciences	40.06	BMD	19.7	$ 67,170	40%	$ 167,126	$ 93,968	$ 151,718	$ 243,607	22
A&S Physics	40.08	BMD	46.5	$ 98,094	36%	$ 265,708	$ 143,085	$ 246,230	$ 359,760	28
A&S Psychology, General	42.01	BMD	49.6	$ 80,018	73%	$ 109,702	$ 41,405	$ 76,091	$ 163,910	28
A&S Anthropology	45.02	BM	14.9	$ 122,056	377%	$ 32,351	$ 5,451	$ 19,866	$ 63,444	21
A&S Geography and Cartography	45.07	BMD	18.0	$ 102,742	116%	$ 88,753	$ 40,565	$ 92,921	$ 117,482	18
A&S Political Science and Government	45.10	BMD	13.8	$ -	0%	$ 8,944	$ 2,709	$ 6,758	$ 13,971	25
A&S Sociology	45.11	BMD	18.5	$ 6,314	35%	$ 18,113	$ 5,272	$ 15,066	$ 29,959	27
A&S History	54.01	BMD	39.5	$ -	0%	$ 3,481	$ 889	$ 2,851	$ 4,431	28

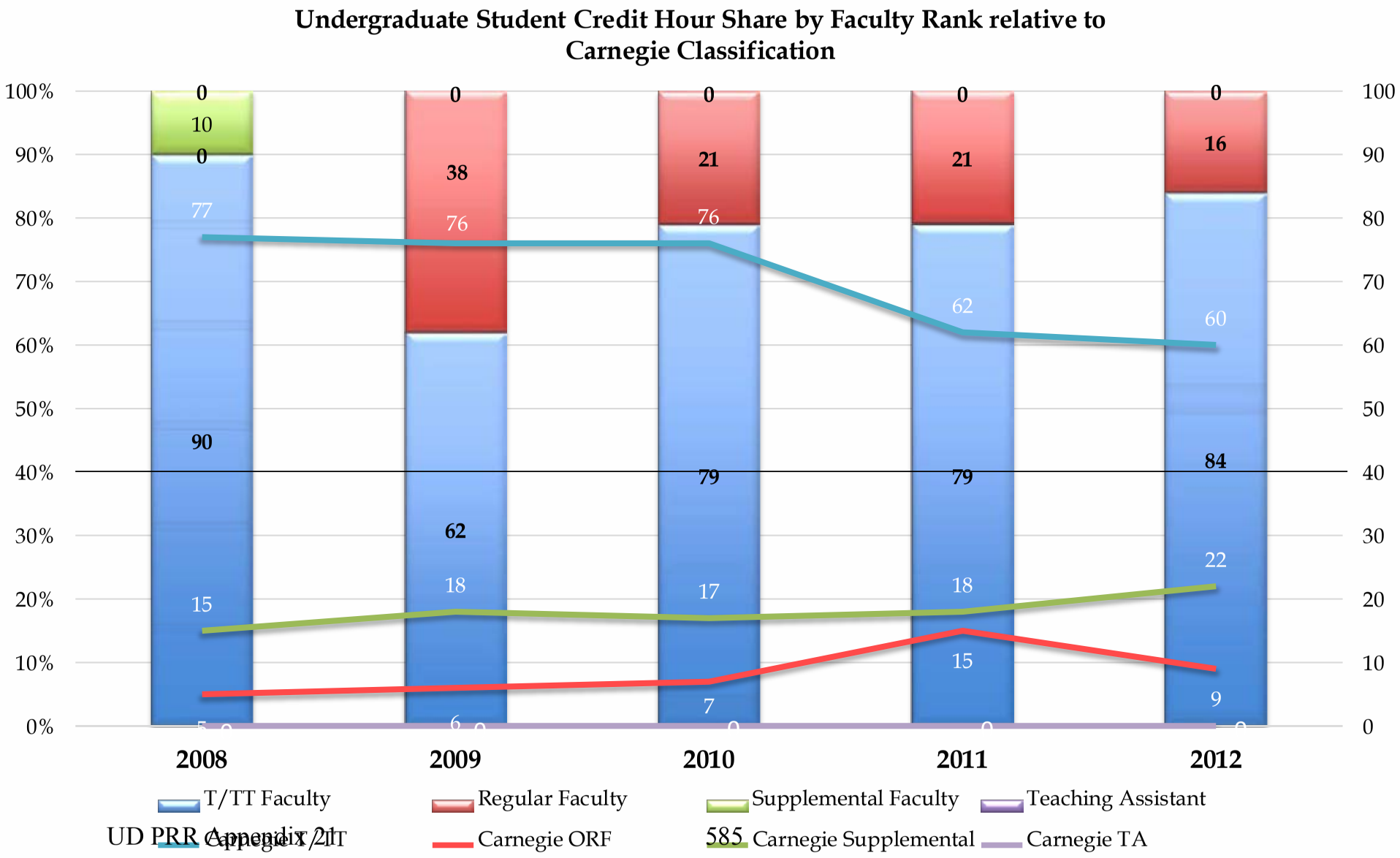
Rankings and the Delaware Cost Study

Answering the questions:

How do we compare to our current and aspirational peers?

What do the national norms illuminate about the student experience in a program?

Benchmarking Instructional Activity – Psychology



Utility of the results of the Delaware Cost Study

Answering the questions:

What variability in cost can be expected from year to year across categories of disciplines?

What are the likely impacts on cost cutting measures?

Delaware Cost Study Data Uses

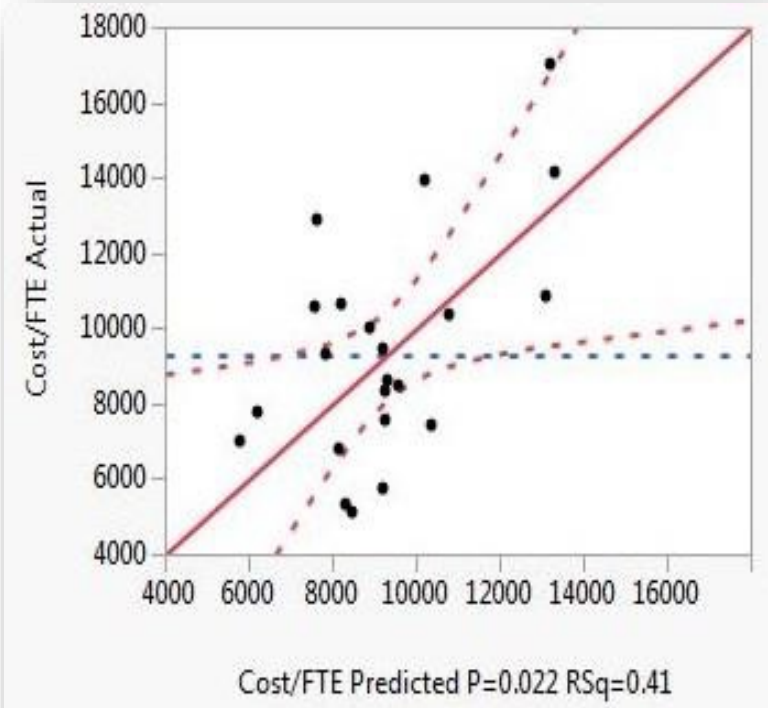
- Academic/Accreditation Program Review
- Faculty Hiring/Disparity
- Chair Key Performance Indicators
- Deans Dashboard
- Senior Budgeting/President/Provost Planning/Projections
- Identifying Cost Distortions in Budgeting Formulas
- Developing New Programs/Departments Grants
- and Research Expenditure Benchmarking
- External Audit/System Review Tool
- Student/Faculty Recruitment/Retention Tool
- General Unit and Institutional Improvement

Advanced Modeling Techniques Utilizing Delaware Cost Study Data

- An Ordinary Least Squares (OLS) Regression model allows for the researcher to predict DIE/FTE Student for RVH Physics. (Weighting for Percent Undergraduate Degree)

- Findings indicate for every *one percent increase* in personnel cost as a percentage of total departmental expenditure is associated with a $142.84 *decrease* in DIE/FTE Student (p=.01).

- For every one dollar *increase* in research expenditure per T/TT FTE faculty is associated with a $0.007 *increase* in DIE/FTE Student (p=.03).



Summary of Fit

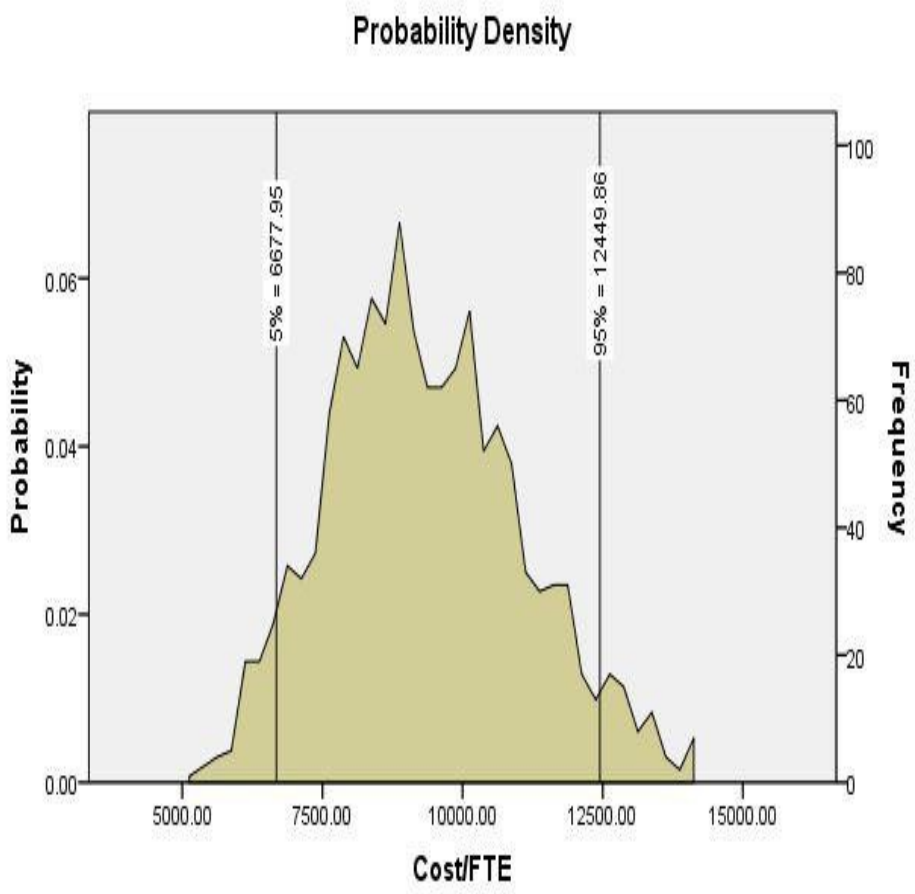
Analysis of Variance

Parameter Estimates

Term	Estimate	Std Error	t Ratio	Prob>|t|	VIF
Intercept	19379.504	5076.999	3.82	0.0013*	.
Per cost as	-142.8397	55.14012	-2.59	0.0185*	1.0126411
Res $ /	0.0074215	0.00315	2.36	0.0300*	1.092216
Total FTE	15.798938	30.99463	0.51	0.6164	1.0831839

Advanced Modeling Techniques Utilizing Delaware Cost Study Data

- Monte Carlo methods allow for the simulation of estimated future costs. When simulating the DIE/FTE Student, 1,000,0000 times, a 90 percent confidence interval can be estimated.
- For RVH Physics, the average DIE/FTE Student is $9,340.
- For RVH Physics departments, there is a 5% chance a department's DIE/FTE Student cost will be above $12,450. For RVH Physics, there is a 5% chance a department's DIE/FTE Student cost will be below $6,680.
- Monte Carlo sensitivity analyses allow for the researcher to manipulate variables to influence projections.



< 6677.95	6677.95 - 12449.86	> 12449.86
5%	90%	5%

Politics and the impact of the Delaware Cost Study

Answering the questions:

Are faculty meeting legislated productivity standards measured by student credit hours and organized class sections taught?

What are the comparative expenditures made for instructional activity, sponsored research and service relative to national norms?

How Many Student Credit Hours by Discipline, Course Level and Type are Required to Generate the Need for One Instruction Full-Time Equivalent Person?

Assessing Student Credit Hour Production and Direct Instructional Expenditure

	Direct Instructional Expenditure per FTE Student as Percentage of Carnegie Classification			
Student Credit Hours per FTE Faculty as Percentage of Carnegie Classification		Low	Moderate	High
	Low		Theater	Physics, Chemical Engineering
	Moderate	Criminal Justice, Political Science	Biology, Music	Chemistry
	High	Communication, English, History, Psychology, Sociology	Mathematics	

Transparency and the Delaware Cost Study

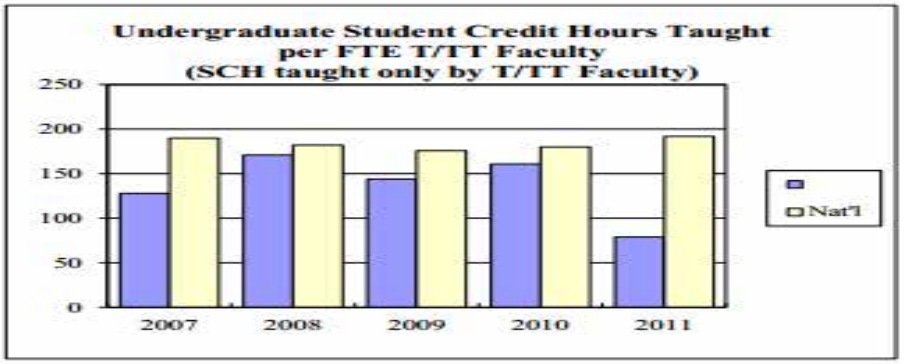
Answering the questions:

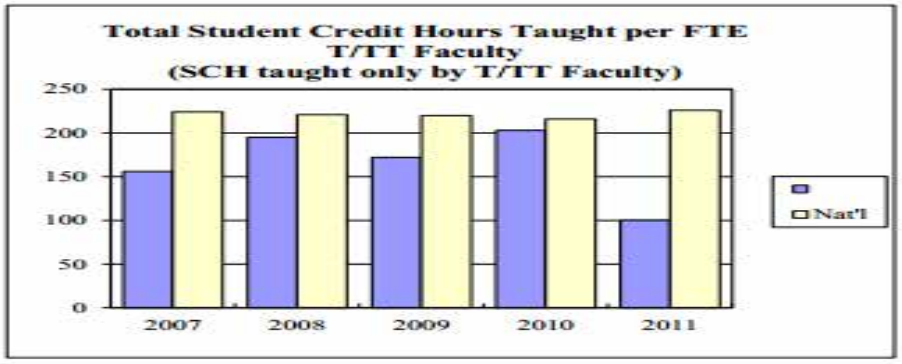
How does our program compare with respect to the cost of others in our institution and with similar programs at other comparable institutions?

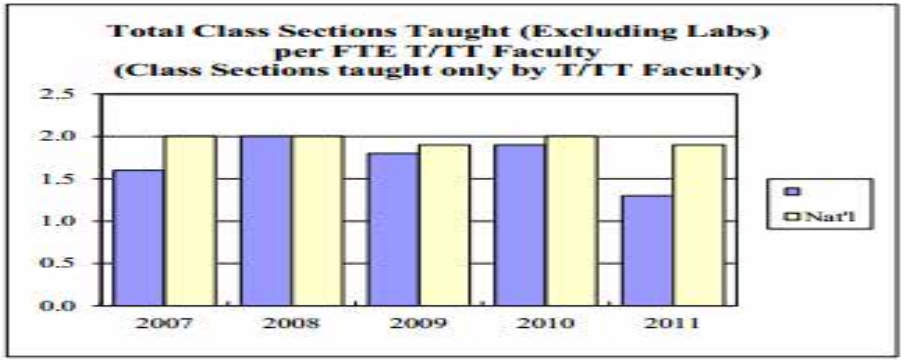
What are the normative expectations for expenditures made for sponsored research and service?

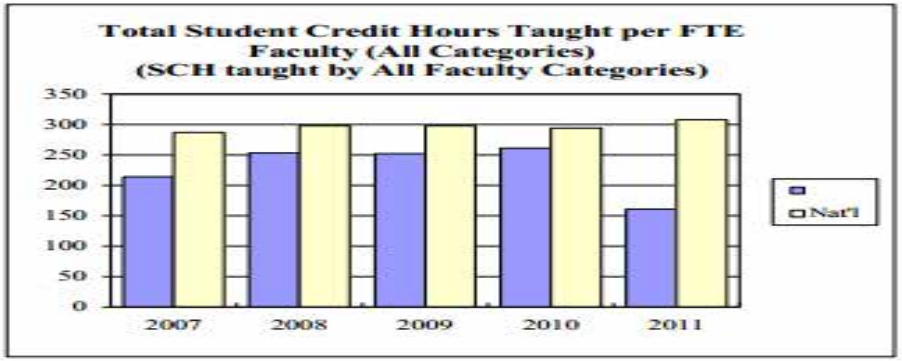
Academic Program Review - National Carnegie Comparison

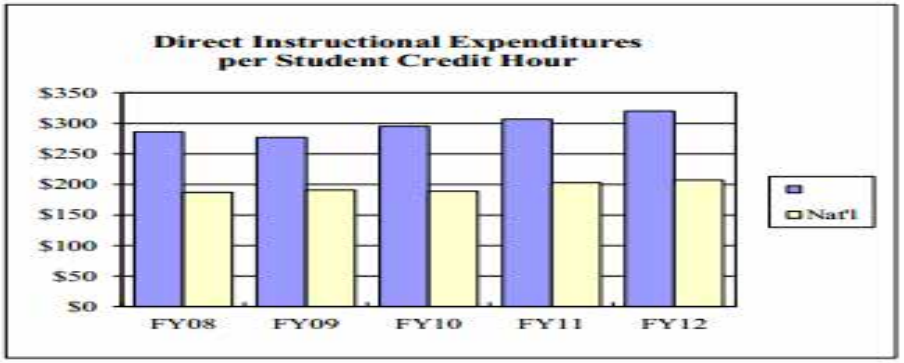
-

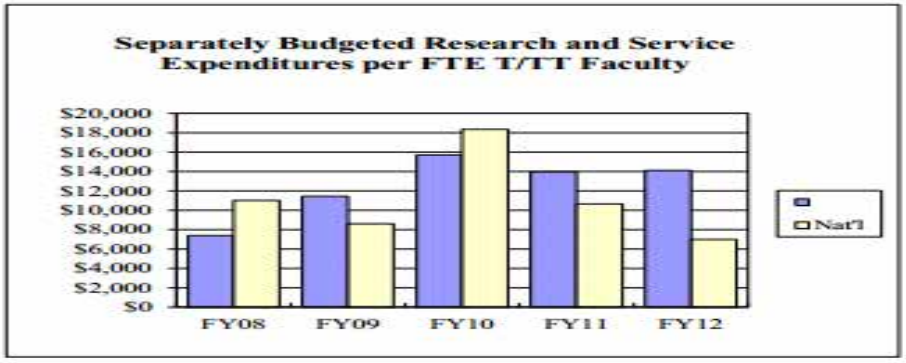












Interpretation of the Delaware Cost Study results

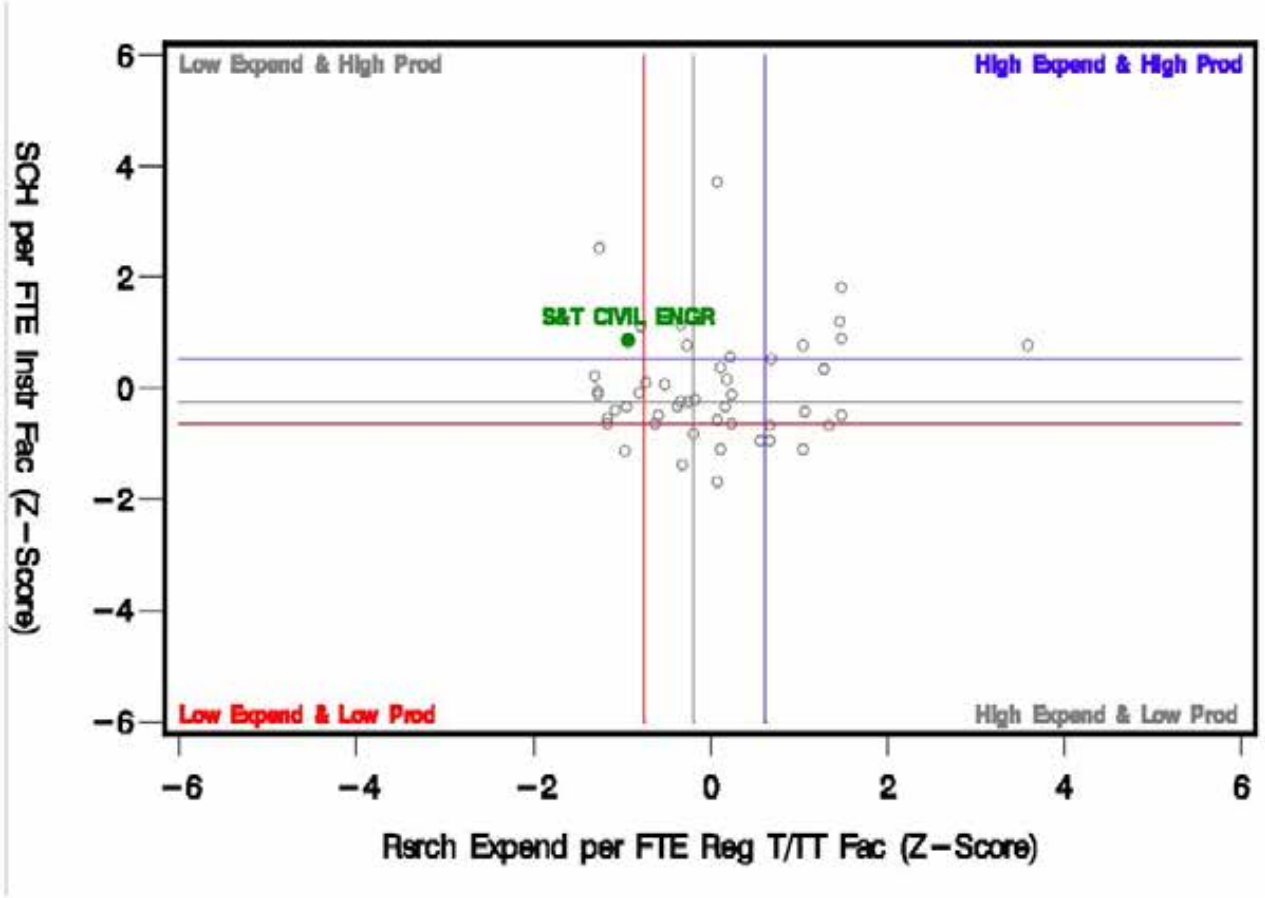
Answering the questions:

Who is teaching what to whom and at what cost?

What are the expenditures made for sponsored research and service?

Normalized Research Expenditure vs. Normalized Instructional Productivity

Carnegie Classification: Research Universities (NSICP – Delaware Study)



On-line Learning and the Delaware Cost Study

Answering the questions:

What have we been missing in answering "Who is teaching what to whom and at what cost"?

What is the impact of digital learning on the effectiveness and cost of instruction?

PEARSON
BABSON Survey Research Group
ONLINE LEARNING CONSORTIUM
FORMERLY THE SLOAN CONSORTIUM
Tyton PARTNERS

February 2015 GRADE LEVEL
TRACKING ONLINE EDUCATION IN THE UNITED STATES

Background: While the number of students taking distance courses has grown by the millions over the past decade, it has not come without considerable concerns. **Faculty acceptance has lagged, concerns about student retention linger, and leaders continue to worry that online courses require more faculty effort than face-to-face instruction.**

Evidence: **Chief academic officers report no major improvements for any of these areas of concern.**

February 2015 GRADE LEVEL
TRACKING ONLINE EDUCATION IN THE UNITED STATES

Only 28.0% of chief academic officers say that their faculty members accept the "value and legitimacy of online education," a rate substantially the same as it was in 2003.

Most academic leaders (68.3%) continue to believe that "Students need more discipline to succeed in an online course than in a face-to-face course."

Increasing numbers of academic leaders think that **retaining students is a greater problem for online courses than for face-to-face courses (44.6% in 2014 versus 40.6% in 2013, 28.4% in 2009, and 27.2% in 2004).**

Additional effort required to deliver an online course represents a barrier for online instruction for 78.0% of academic leaders.

Networks and the Delaware Cost Study

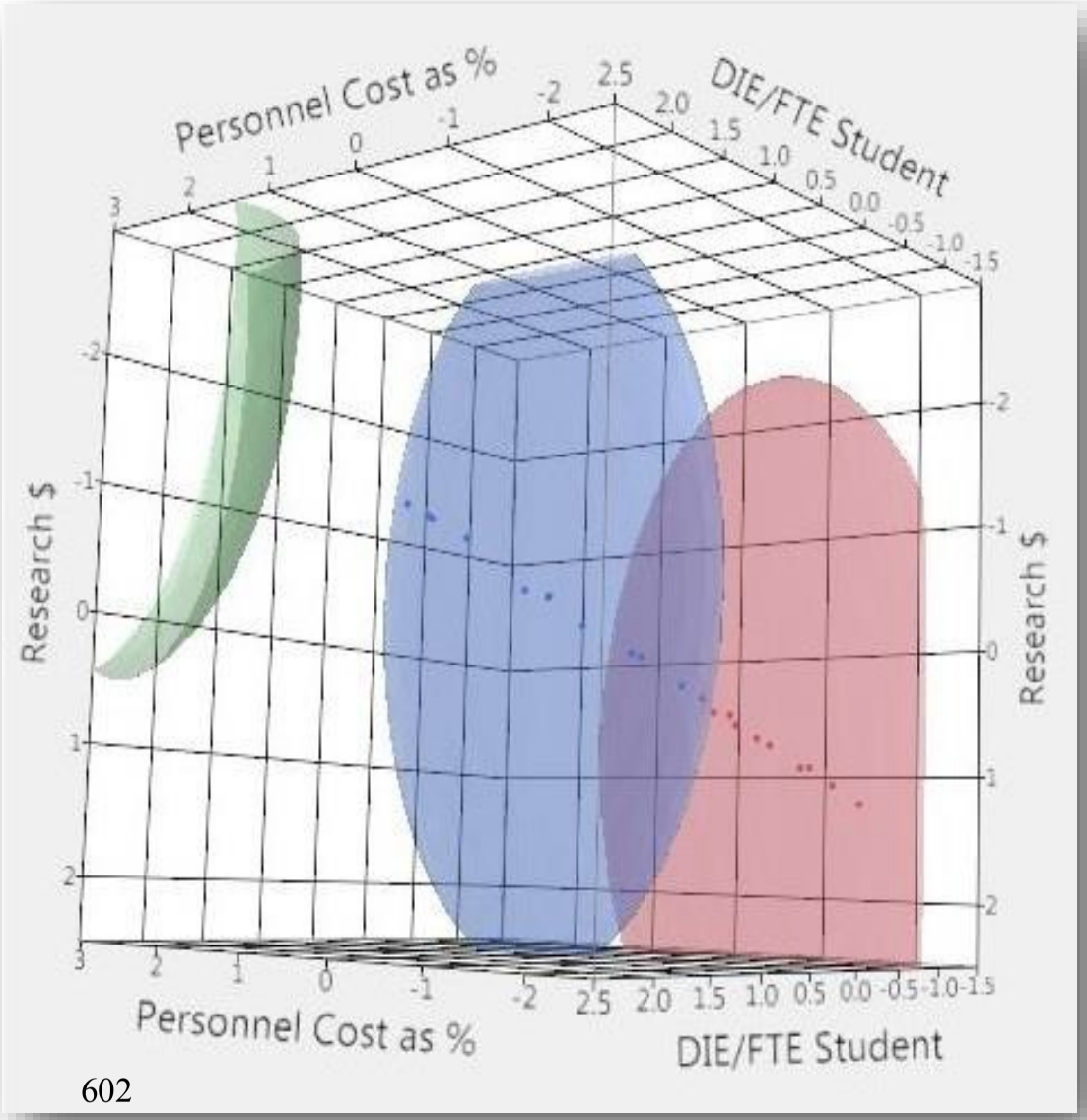
Answering the questions:

What are the important social networks that are driving change in higher education?

What is the evidence that administrative decisions are in-tune with social realities?

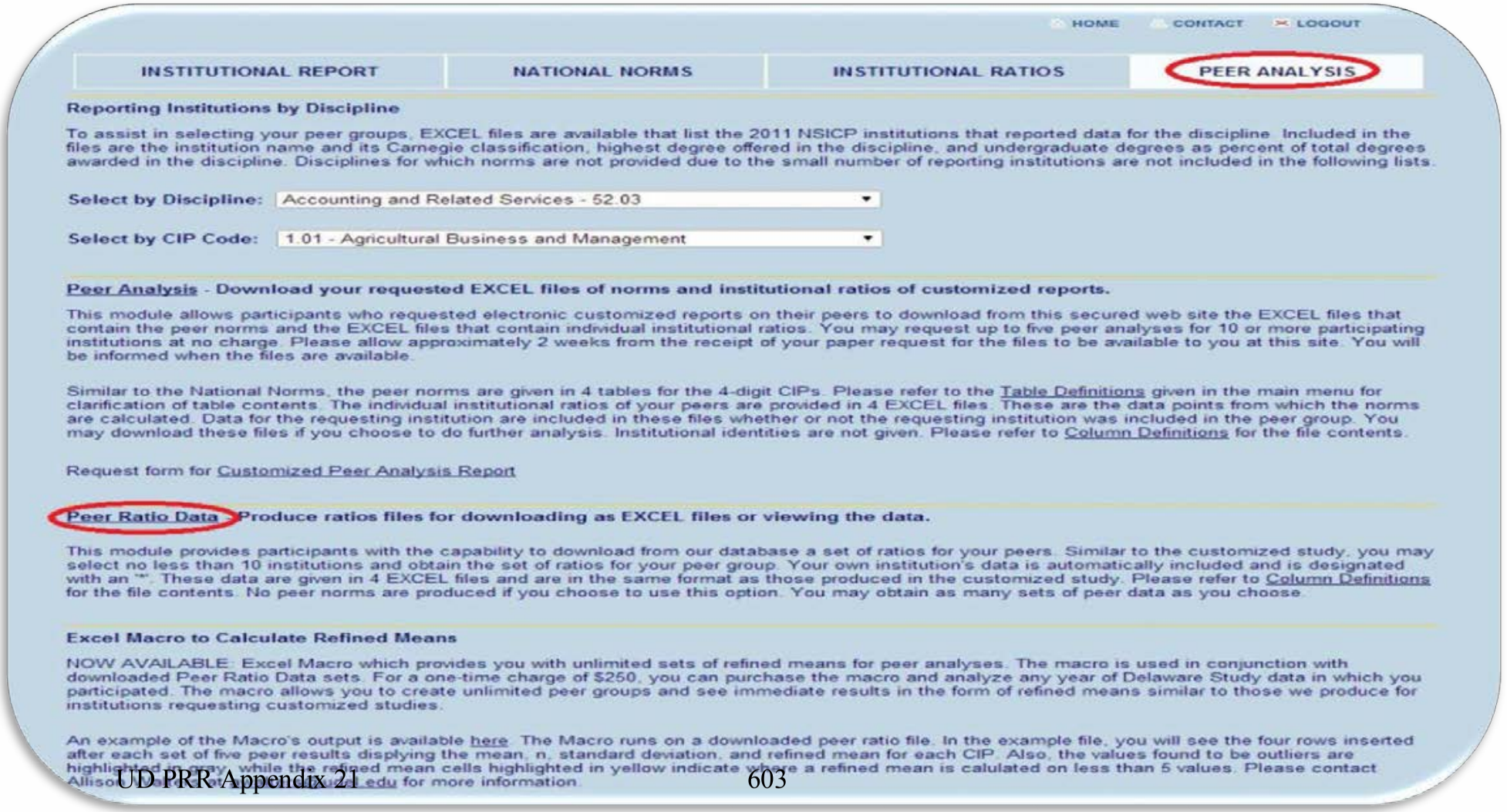
Advanced Modeling Techniques Utilizing Cost Study Peer Ratio Tool

- Physics is a discipline with relatively high costs and high variability, even among comparable Research Very High (RVH) institutions.
- Conducting RVH cluster analyses with Cost Study data enables the researcher to explore the relationship between key variables related to Direct Instructional Expenditure (DIE)/Full-Time Equivalent (FTE) Student.
- High research expenditures is associated with lower personnel costs as a percentage of total expenditure as units are spending more on other than personnel costs.



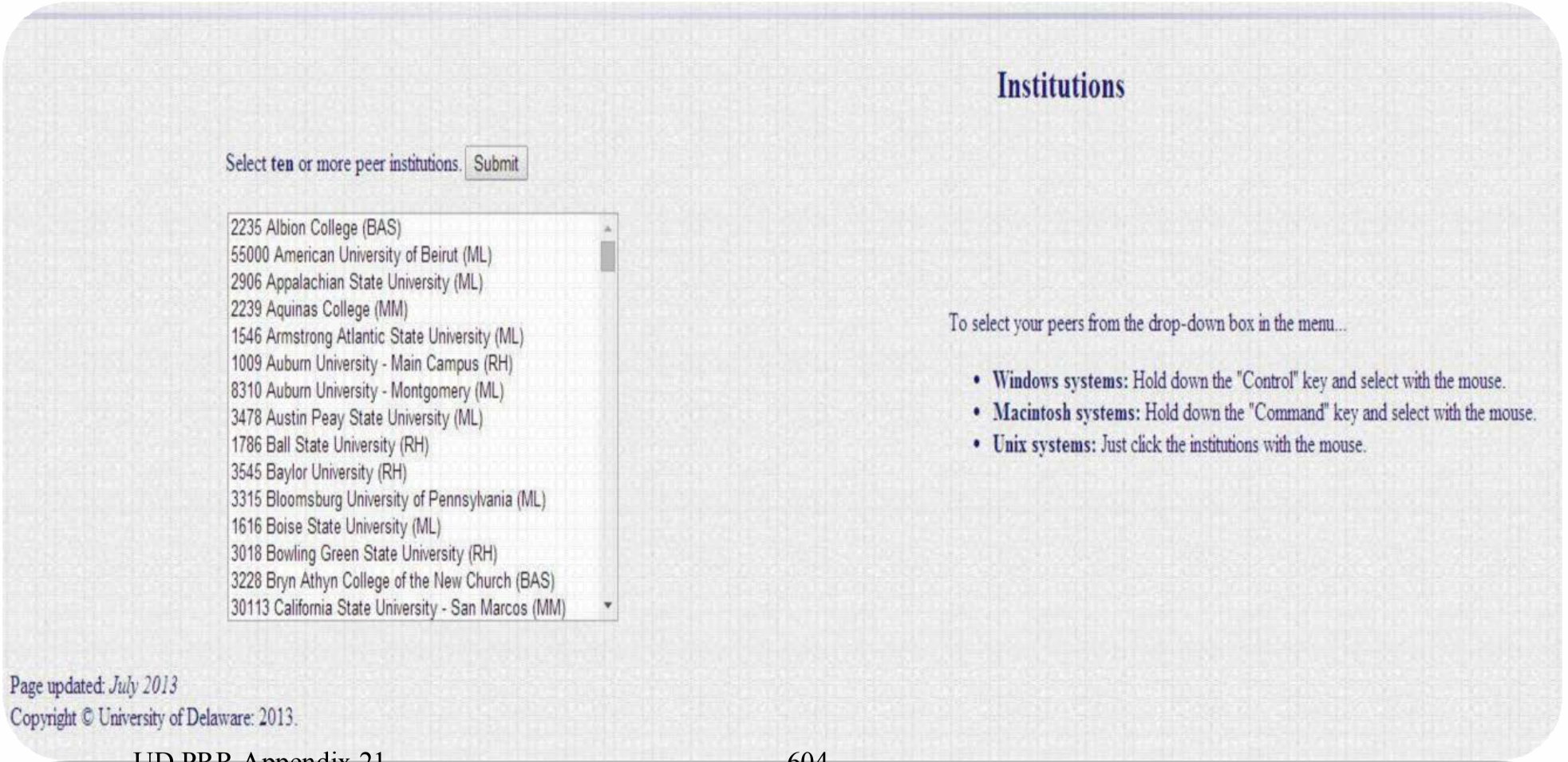
Peer Ratio Access – Institutional Login

- Once you have logged institutionally, click on "Peer Analysis" and then "Peer Ratio Data."



Peer Ratio Access – Institutional Login

- Once you have selected "Peer Ratio Data," select ten or more institutions, the results will be generated in a manner that can be viewed and/or downloaded into Microsoft Excel. Additional instruction are on the right of the page.



Disruption and the Delaware Cost Study

Answering the questions:

How do we facilitate good decision-making when the major constant to expect is change?

What short-term decisions are prudent in the context of their long-term consequences?

What does disruption in higher education mean in the context of the Delaware Cost Study ?

D - data definitions that may only provide limited clarity

I – innovation in multi-disciplinary, interdisciplinary "CIP" defying programs

S – service to students, the institution, to the discipline and to the community

R – rankings with their questionable fundamentals but unquestionable impact

U – utility of the metrics to decision makers

P – Performance funding driving decision making from outside the institution

T – transparency in sources and methods

I – interpretation of metrics in context of national results

O – on-line learning and its variable impact

N – Networks that are dynamic and unpredictable

Future Directions: Higher Education Consortia

- Over the past two years, the Higher Education Consortia has worked with four-year colleges, universities, and systems to facilitate unit and institutional improvement on a limited basis.

- Data Alignment
- Statistical Solutions (OLS, HLM, SEM, Survival – time to event)

- Academic Program Review
- Internal and External Benchmarking

- Special Projects

Addressing Your Questions and Comments

- What questions do you have at this time?

Delaware Cost Study Data enhancement questionnaire : Please circle the number that corresponds to your opinion. 1 = Strongly disagree 5= Strongly agree

1. My institution regularly participates in the Delaware Cost Study

   1 2 3 4 5

2. I have a good understanding of all productivity and cost metrics in the study

   1 2 3 4 5

3. My institution would benefit from information about on-line student credit productivity currently unavailable in the study

   1 2 3 4 5

4. My institution would benefit from information at the 6-digit CIP level

   1 2 3 4 5

5. My institution would benefit from information about all degrees awarded beyond first major

   1 2 3 4 5

6. My institution would utilize advanced modeling consultation from the Higher Education Consortia

   1 2 3 4 5

7. My institution would support unit record level data sharing within the Higher Education Consortia with appropriate confidentiality safeguards

   1 2 3 4 5

8. My institution would support unit record level data sharing scholarship outside the Higher education Consortia with appropriate confidentiality safeguards

   1 2 3 4 5

Comments:

Moving Forward: Implementation and Support

- Online Data Collection Walkthrough
- Web Portal Access for Data Submission
- Relational Database Historical Data
- Personal Support/Consultation
- First Year Conference Call
- Prospective Conferences/Workshops (NEAIR, SCUP)

What academic level is being taught…(as a percent of instruction)?

2025 National Study of Instructional Costs and Productivity

Institutional Report for NEAIR University

Table 2A

Percent student credit hours (SCH) and organized class (OC) sections by course level within faculty category, Fall 2024

Faculty category: **Tenured & tenure-track faculty**

Column definitions:

1: Total instructional FTE faculty
2: Instructional FTE faculty for category
3: % Lower div SCH from organized classes
4: % Upper div SCH from organized classes
5: % Total undergraduate SCH (OC + Indiv. Instruction)
6: % Total graduate SCH (OC + Indiv. Instruction)
7: % Lab/Discussion sections
8: % Lower div lecture sections
9: % Upper div lecture sections
10: % Total undergraduate lecture sections
11: % Graduate lecture sections

CIP	Discipline	Degrees awarded	% UG degree	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
04.03	City/Urban, Community and Regional Planning	MD	0	14.57	9.57	0	3	3	97	11	0	26	26	62
09.01	Communication and Media Studies	BMD	75	37.01	16.98	15	53	73	27	11	3	46	49	40
11.01	Computer and Information Sciences, General	BMD	53	20.46	12.67	0	52	52	48	0	0	46	46	54
11.04	Information Science/Studies	BMD	29	32.33	15.98	0	24	24	76	0	0	22	22	79
13.04	Educational Administration and Supervision	MD	0	35.59	15.52	3	3	6	94	0	5	6	11	89
13.11	Student Counseling and Personnel Services	BMD	14	17.87	5.55	0	0	0	100	9	0	0	0	91

Who is teaching what to whom…(as a percent of instruction)?

2025 National Study of Instructional Costs and Productivity

Institutional Report for NEAIR University

Table 1A

Percent student credit hours (SCH) and organized class (OC) sections by faculty category within course level , Fall 2024

Faculty category: **Tenured & tenure-track faculty**

Column definitions:

1: Total instructional FTE faculty
2: Instructional FTE faculty for category
3: % Lower div SCH from organized classes
4: % Upper div SCH from organized classes
5: % Total undergraduate SCH (OC + Indiv. Instruction)
6: % Total graduate SCH (OC + Indiv. Instruction)
7: % Lab/Discussion sections
8: % Lower div lecture sections
9: % Upper div lecture sections
10: % Total undergraduate lecture sections
11: % Graduate lecture sections

CIP	Discipline	Degrees awarded	% UG degree	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
04.03	City/Urban, Community and Regional Planning	MD	0	14.57	9.57	0	5	3	89	75	0	44	41	77
09.01	Communication and Media Studies	BMD	75	37.01	16.98	15	23	21	64	29	3	24	16	47
11.01	Computer and Information Sciences, General	BMD	53	20.46	12.67	0	32	15	92	0	0	20	17	78
11.04	Information Science/Studies	BMD	29	32.33	15.96	0	24	16	49	0	0	29	22	48
13.04	Educational Administration and Supervision	MD	0	35.59	15.52	9	8	8	70	0	9	12	10	51
13.11	Student Counseling and Personnel Services	BMD	14	17.87	6.55	0	0	0	73	25	0	0	0	66

How many student credit hours and FTE students…?

2025 National Study of Instructional Costs and Productivity

Institutional Report for NEAIR University

Table 3A

Student credit hours (SCH), organized class sections (OCS), and FTE students taught per term per FTE instructional faculty, Fall 2024

Faculty category: **Tenured & tenure-track faculty**

Column definitions:

1: FTE instructional faculty for category
2: Undergrad SCH/FTE faculty
3: Undergrad OCS/FTE faculty (excl. lab)
4: Graduate SCH/FTE faculty
5: Graduate OCS/FTE faculty (excl. lab)
6: Total SCH/FTE faculty
7: Total OCS/FTE faculty (excl. lab)
8: Total OCS/FTE faculty (incl. lab)
9: FTE students taught/FTE faculty

CIP	Discipline	Degrees awarded	% UG degree	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
04.03	City/Urban, Community and Regional Planning	MD	0	9.57	3	0.7	120	1.7	123	2.5	2.8	13.6
09.01	Communication and Media Studies	BMD	75	16.98	159	1.0	58	0.8	217	1.8	2.1	17.1
11.01	Computer and Information Sciences, General	BMD	53	12.67	98	0.7	89	0.8	187	1.5	1.5	16.4
11.04	Information Science/Studies	BMD	29	15.96	28	0.3	90	1.1	117	1.5	1.5	11.8
13.04	Educational Administration and Supervision	MD	0	15.52	8	0.1	121	1.2	128	1.3	1.3	13.9
13.11	Student Counseling and Personnel Services	BMD	14	5.55	0	0.0	425	5.4	425	5.4	6.0	47.2

What level of expenditure for instruction, research and service…?

2025 National Study of Instructional Costs and Productivity

Institutional Report for NEAIR University

Table 4

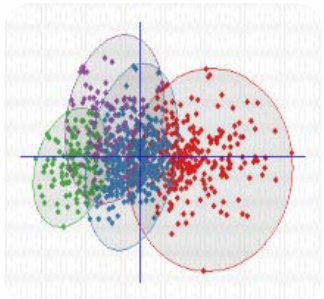
Instructional unit costs, research and public service expenditures, FY 2024-25

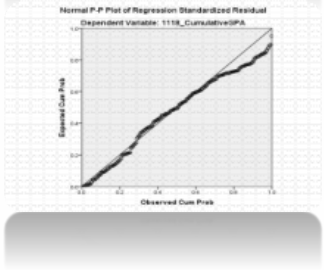
Column definitions:

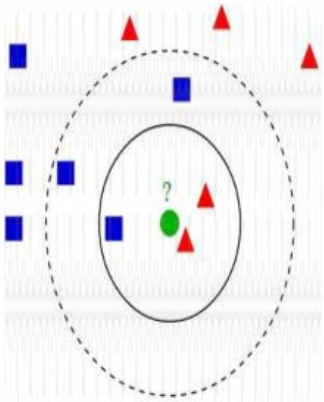
1: Total FTE faculty
2: Tenured/tenure-track fac as % of total
3: Total FTE instructional faculty
4: Direct instructional exp/SCH ($)
5: Direct instructional cost/FTE student ($)
6: Personnel cost as % of direct instr'l exp
7: Research exp /FTE tenured & tenure-track faculty ($)
8: Public serv exp /FTE tenured & tenure-track faculty ($)
9: Research & public serv exp /FTE tenured & tenure-track faculty ($)

CIP	Discipline	Degrees awarded	% UG degree	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
04.03	City/Urban, Community and Regional Planning	MD	0	15.07	64	14.57	347	7,606	96	42,236	0	42,236
09.01	Communication and Media Studies	BMD	75	37.01	46	37.01	134	3,761	94	30,934	0	30,934
11.01	Computer and Information Sciences, General	BMD	53	21.55	64	20.46	190	5,223	97	81,979	0	81,979
11.04	Information Science/Studies	BMD	29	33.65	51	32.33	282	6,364	97	6,473	0	6,473
13.04	Educational Administration and Supervision	MD	0	36.09	43	35.59	308	8,432	85	1,096	0	1,096
13.11	Student Counseling and Personnel Services	BMD	14	17.87	31	17.87	376	7,600	97	3,792	0	3,792

Advanced Modeling Techniques Utilizing Cost Study Peer Ratio Tool





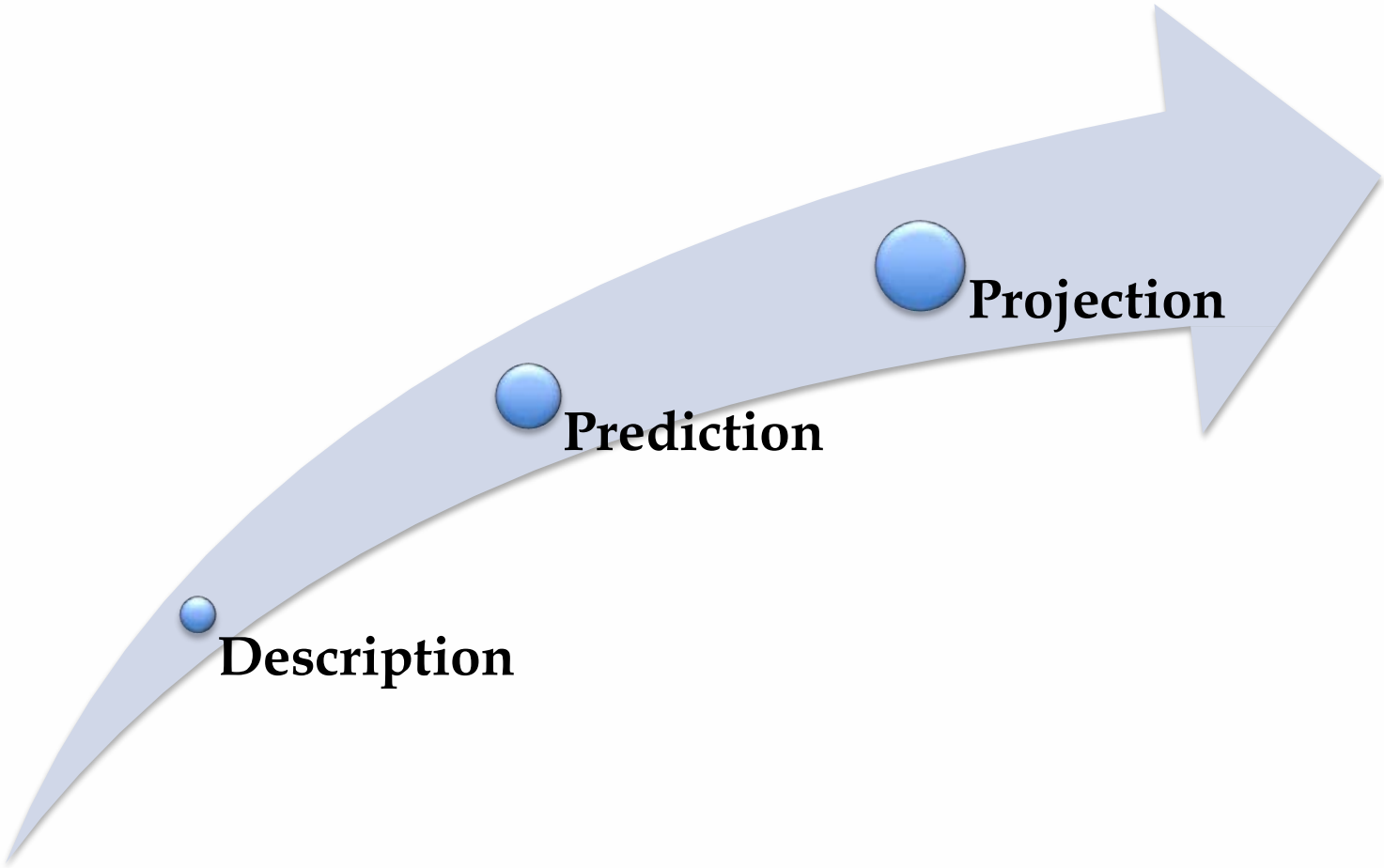


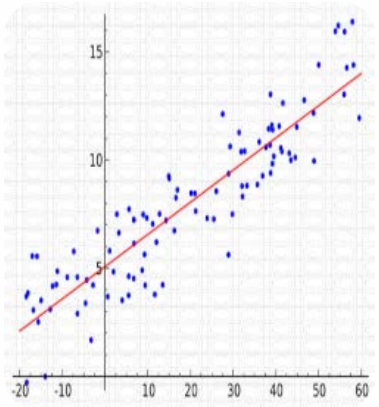
- *Cluster analysis* is a series of statistical techniques designed to identify how similar (or different) some observations are from one another.

- Cluster analysis is a data classification technique rather than a test for statistical significance.

- The next-nearest-neighbor is a cluster analysis approach designed to assess how close data points are to a specific point based upon majority. If k=3, red triangle. If k=5, blue square.

Getting the Most from Delaware Cost Study Data





Regression: Best Fit Lines

- A *regression* is a best-fit line that lies closer to the data points than any other possible line according to a least squares standard statistical measure of closeness.

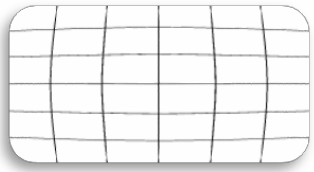
- Ordinary Least Squares (OLS) regression is a statistical improvement bivariate statistical analyses because they allow the researcher to "control for" or "separate" certain aspects of independent variables on a dependent variable.

- Regression analysis is like a mosaic of real life experiences that allow complicated patterns of interaction to be disentangled on a statistical level.

Take Away: The Delaware Cost Study is a resource.

- The Delaware Cost Study is a useful tool for providing comparative analysis of *faculty teaching loads, direct instructional costs,* and *separately budgeted scholarly activity,* all within academic disciplines.

- Delaware Cost Study is useful for data alignment, system integration, unit improvement, and institutional effectiveness.



- A failure to monitor these variables may lead to expenditure distortion in planning and budget models (ABB, RCM, PBB, ZBB).

- Cost Study data (courses taught, research and public service expenditures) may be useful for Academic Program Reviews (APR).

- Cost Study data may be useful for proposing, planning and developing new departmental programs.

APR Resources: The Office of Institutional Research and Effectiveness (IRE) supports departmental Academic Program Review by providing department-specific information related to its students, faculty and resources. This information will assist the department in addressing specific criteria within two Middle States Standards:

1) Standard III: Design and Delivery of the Student Learning Experience
2) Standard V: Educational Effectiveness Assessment

Unless otherwise noted, IRE will provide a set of standard summary tables and charts displaying seven-year trends for information listed below. Excel files will also be provided to the department for any customization necessary. It is noted below where the information provided relates to a Middle States Standard.

Student Information –

- Entering freshmen by major, with average high school GPA, rank, and SAT
- Student enrollment data *(Standard III, 1.)*
    - Majors and minors by gender and ethnicity
    - Majors by residency
    - Undergraduate and graduate student credit hours
- Undergraduate retention and 4-, 5-, and 6-year graduation rate data for first-time full-time freshmen by first academic plan or last academic plan in the department (2007 cohort through the cohort with a 2nd fall retention rate or a four-year graduation rate) *(Standard V, 3.g.)*
- 4-, 5-, and 6-year graduation rates for first-time full-time freshmen by major, comparing department to college and university cohorts (2007 cohort through the cohort with a four-year graduation rate) *(Standard V, 3.g.)*
- Degrees granted by ethnicity and major based on IPEDS Completions Report *(Standard V, 3.g.)*
- Post-graduation activities based on the results of the annual Career Plans Survey *(Standard V, 2.b. and Standard V, 3.g.)*
- Student quality (ie. undergraduate GPA, GRE), application trends, admission trends, enrollment trends, graduation rates, and time to degree for all graduate programs in the unit. *(Standard III, 1. and Standard V, 3.g.)*

Human and Fiscal Resource Information –

- Faculty by tenure status, rank, gender and ethnicity *(Standard III, 2.c.)*
- Instructional costs and productivity data based on the Delaware Study, comparing department data to UD college and University results and national benchmarks (five-year trends provided) *(Standard V, 3.e.)*
- Faculty Scholarly Productivity data from Academic Analytics© [http://www.academicanalytics.com/] (using the most recent database coverage years) A standard report comparing the department to AAU Public institutions will be provided. Department chairs, however can be credentialed to have access to the Academic Analytics web portal to view and download additional detail level data on their faculty scholarly and research activity, as well as additional data visualizations. *(Standard III, 2.b. and Standard III, 6.)*

Permanent Status Program Review

Sample Outline for Evaluation Report

Based on the self-study report, the review team is requested to evaluate and comment on the specific areas enumerated below, if applicable, in making its assessment of the viability of the major or program being considered for permanent status. These guidelines should not be used by academic units to organize their self-study report. However, units are encouraged to try to address as many of these questions, where appropriate, in their self-study report.

Objectives, Strengths, and Weaknesses

1. Does the major/program meet its originally stated goals and objectives?
2. Is the major/program compatible with the Academic Priorities of the University?
3. What are the strengths and weaknesses of this major/program?

Impact and Demand

1. Describe any significant impact the proposed curricula might have on other instructional, research, or service programs of the University.
2. Are the admissions requirements for this major/program clearly stated and fairly implemented?
3. Is there sufficient demand for this major/program to warrant granting it permanent status? Are enrollments strong?
4. Do the students in the major/program receive appropriate advising and mentoring?
5. Does the major/program require additional student expenses beyond the traditional books and supplies, such that additional need for financial aid can be expected?
6. Does the program have the support of departmental and affiliated faculty?
7. Are resources available to support and maintain the program/major?

Evaluation

1. Does the major/program address any of the ten goals of General Education at the University (question for undergraduate programs only)?
2. Has the major/program clearly delineated the knowledge, values, skills, and other learning outcomes that their graduates will be expected to have acquired?
3. Has the major/program implemented a plan to evaluate and assess the learning outcomes of its students?
4. Please comment on completion and job placement of students who completed the program/major.

Additional Comments

Please add any observations or comments you may have about this major/program.

Flow Chart For Permanent Status Program Review

The Faculty Senate will inform the Office of the Provost that a program needs to be reviewed the following academic year

↓

The Office of the Provost will notify to the appropriate dean, with a cc to the department chair/school director with a cc to the Faculty Senate

↓

The department or program will conduct a self-study report and submit this to the Office of the Provost with copy to the Dean's Office and Faculty Senate

↓

The Office of the Provost, in consultation with the Dean and Faculty Senate, will decide on either an internal or external review.

↓

The Office of the Provost will send the self-study report to the reviewers

↓

The reviewers will submit their report to the Office of the Provost. (See sample outline report).

↓

The Office of the Provost will send a copy of the reviewers' report to the appropriate dean, department chair, and program director. The department or program will then be requested to write a formal response to the reviewers' report.

↓

The Dean's Office will then submit the self-study report and reviewers' report to the appropriate college curriculum committees for review and action.

↓

The college Committees will submit the final package to the Faculty Senate for committee review.

REPORT ON ETS EPP TEST OF GENERAL EDUCATION SKILLS AND KNOWLEDGE

Fall 2013 – Spring 2014

Prepared by The Center for Teaching & Assessment of Learning

Kevin R. Guidry, Ph.D.

Senior Research Analyst

Kathleen Langan Pusecker, M.S.

Director of Educational Assessment

Prepared: August 2014

Executive Summary

At the direction of the Office of the Provost, the Center for Teaching & Assessment of Learning administered the short form of the ETS Educational Proficiency Profile (EPP) to first-year and senior students at UD in the 2013-2014 academic year to examine their general education skills and knowledge. The short form of the EPP is a 40-minute multiple choice test that includes questions about critical thinking, reading, writing, and mathematics. Of the 657 UD students who have taken the EPP, 307 students who completed more than 75% the test in 2010 and 329 completed more than 75% in 2013-2014. Overall, we have some confidence that these two samples are relatively representative of the populations from which they were drawn based on their demographics, particularly their gender and race/ethnicity.

The results of these tests are generally positive. In general, UD students who took the EPP performed better than students at other institutions who have taken the EPP. More importantly, UD students made statistically significant gains in every area tested by the EPP when comparing average results from first-year students to senior students in the same cohort indicating that students are learning general education skills and knowledge during their time at UD. EPP results also confirm that students who began in 2013 were more academically qualified than those who began in 2010. Test results also indicate that the UD undergraduate education has remained broadly consistent during the past four years as both groups of senior students performed similarly despite performing differently as first-year students.

Based on these test results, our experience administering the EPP for a second time, experience with general education at the University of Delaware, and our broader knowledge of U.S. higher education, we recommend that UD:

1. Adopts a cross-college, cross-discipline method of assessing general education skills and knowledge that is more actionable. EPP scores are not actionable given their vagueness and opacity. Smaller, more targeted assessments grounded in coursework or disciplinary work may be more appropriate and useful. Similarly, electronic portfolios or expanded transcripts where students are required to upload work that they feel indicates mastery of the general education goals to be assessed by UD faculty (e.g., CTAL Assessment Scholars using AAC&U rubrics) may be more viable, actionable, and accepted by UD constituents.
2. Places a greater emphasis on assessing samples of students that reflect UD priorities and needs. For example, if we are particularly interested in large-scale, longitudinal work then we should ensure we are assessing representative samples that are ideally the same ones at different points in time e.g., assess the same group of students as first-year students and as seniors. This could also include targeted assessments of specific groups of students e.g., quantitative reasoning skills of non-STEM students. This work would be greatly enabled if UD were to adopt a regular, scheduled time for the structured collection of assessment data and reflection on how it can improve university practices like the "Assessment Day" held twice annually at James Madison University.

Introduction

At the direction of the Office of the Provost, the Center for Teaching & Assessment of Learning administered the short form of the ETS Educational Proficiency Profile (EPP) to first-year and senior students at UD in the 2013-2014 academic year to examine their general education skills and knowledge. The short form of the EPP is a 40-minute multiple choice test that includes questions about critical thinking, reading, writing, and mathematics. We also administered the EPP in 2010 so we are able to compare responses from first-year students and senior students in the same cohort.

Study Sample and Representativeness

In total, 657 UD students have completed the EPP. Once we remove the students who completed less than 75% of the test questions[1] we have 307 students who completed the test in 2010 and 329 who completed it in 2013-2014 as summarized in Table 1. Overall, we have some confidence that these two samples are relatively representative of the populations from which they were drawn based on their demographics, particularly their gender and race/ethnicity.

Table 1: UD EPP Sample

		2010	2013-2014
First-year students	Entering first-year students (0 credits)	149	127
	First-year students with more than zero but less than 30 credits	36	59
Senior students		92	136
Other		30	7
Total		307	329

[1] This removes only 21 (3%) of the students from the analysis, 10 (3%) from 2010 and 11 (3%) from 2013-2014.

In terms of gender and race/ethnicity, the students who have taken the EPP are roughly comparable to the broader UD student population. Table 2 displays the gender of UD students and EPP test-takers with Table 3 displaying their race/ethnicity. The percentages of students in each of these categories are comparable and were improved in the 2013-2014 administration. Some of the differences in the race/ethnicity numbers, particularly the overrepresentation of Asian students, are likely due to differences in how these data are collected for the EPP and for other UD purposes especially since the EPP does not distinguish between U.S. citizens and international students.

Table 2: Gender of UD Undergraduate Population and EPP Sample

		2011		2014	
		n	Percentage	n	Percentage
Female	UD	9,067	57%	9,081	58%
	EPP	190	62%	197	60%
Male	UD	6,820	43%	6,676	42%
	EPP	106	35%	131	40%
Unknown	UD	n/a	n/a	n/a	n/a
	EPP	11	4%	1	< 1%

Table 3: Race/ethnicity of UD Undergraduate Population and EPP Sample

		2011		2014	
		n	Percentage	n	Percentage
White	UD	12,322	78%	12,789	76%
	EPP	240	78%	253	77%
African-American	UD	797	5%	834	5%
	EPP	6	2%	14	4%
Hispanic	UD	891	6%	1,144	7%
	EPP	11	3%	19	6%
Asian[2]	UD	648	4%	718	4%
	EPP	22	7%	26	8%
Native American	UD	21	< 1%	13	< 1%
	EPP	1	< 1%	1	< 1%
International[2]	UD	524	3%	723	4%
	EPP	n/a	n/a	n/a	n/a
Other[2]	UD	684	4%	650	4%
	EPP	27	9%	16	5%

In both 2010 and 2013-2014, we recruited first-year and senior students to take the EPP. For first-year students in both rounds of testing, we asked faculty teaching First-Year Seminar (FYS) courses if we could administer the test during one of their class sessions in the fall. We targeted faculty teaching a diverse set of FYS courses including some that were largely aimed at students with particular declared majors and those with a high percentage of University Studies students. When recruiting senior students in 2010, we relied largely on open recruitment of UD students via posters. In 2013-2014, we changed this procedure to be similar to our first-year student process except we focused on capstone classes instead of FYS classes. As shown in Table 4, we were not entirely successful in completely representing the student body in terms of the UD college in which they have a declared major. However, this is a flawed and difficult comparison because the EPP has a limited selection of majors that a student can choose and the

[2] These categories are not directly comparable between the UD population and EPP sample because of different categorizations and questions.

data files do not include the written "Other:" responses from the students. Therefore, it is possible that much of the discrepancy between the study sample and the population is hidden in the nearly one-third of students who selected that option. For example, one of the senior capstone classes to whom we administered the EPP was a sports management course, a major in the Alfred Lerner College of Business & Economics but one not listed in the EPP for students to select.

Table 4: College of UD Undergraduate Population and EPP Sample

	2010		2013-2014	
	EPP	UD	EPP	UD
College of Agriculture & Natural Resources	1%	4%	2%	4%
Alfred Lerner College of Business & Economics	6%	18%	0%	17%
College of Arts & Sciences	24%	39%	33%	37%
College of Education & Human Development	5%	6%	2%	6%
College of Engineering	5%	11%	15%	14%
College of Earth, Ocean, & Environment	6%	1%	1%	2%
College of Health Sciences	3%	12%	9%	14%
No answer/other	30%	n/a	31%	n/a
Office of University Studies	21%	7%	9%	7%

Test Results

There are two groups of results that are returned to institutions whose students participate in the Educational Proficiency Profile. First, norm-referenced scaled numeric scores for each skill area are included in the data files. These scores range from 100 to 130 and are not comparable to one another but are intended to be compared with the scores of other students. Second, criterion-referenced proficiency levels for each skill area are included in the data files. Students are rated using these proficiency levels as proficient, marginal, or not proficient at each

level of each skill area. More detailed information on the construction of these proficiency levels can be found on ETS's website at http://www.ets.org/proficiencyprofile/scores/proficiency_classifications/.

One minor methodological note about student class level is necessary. In the EPP, students were asked to identify how many course hours they had completed: None entering freshman, Fewer than 30 semester hours or fewer than 45 quarter hours, 30 - 60 semester hours or 45 - 90 quarter hours, 61 - 90 semester hours or 91 - 145 quarter hours, or More than 90 semester hours or more than 145 quarter hours. ETS reports only allow us to select all students or students who selected only one of those response options so between-university comparisons are somewhat stilted. However, for within-university comparisons we are able to use raw data and create a derived class variable that combines the first two response options into a more representative "first-year" response category and retain the final response option as the "senior" response category. We omit students who selected the remaining response options as they were mistakenly included in the study sample, an artifact of how we recruited senior student participants by focusing on capstone classes in which a handful of junior students were also enrolled.

Between-university comparisons. The reporting tools offered by ETS permit us to select peer comparison groups and receive summary statistics for those groups. We can make these comparisons at the student and the institution level. However, this tool is limited in several ways. First, the group of institutions that can be included in our selection is somewhat limited as the EPP is only one of many ways to assess general education goals and other institutions are free to employ other methods e.g., the Collegiate Learning Assessment, electronic portfolios. Second, we are constrained by how we can select the student groups to be compared in that we

can only choose to compare all of our students (who have taken the test) to all of the students at our peer institutions (who have taken the test) or we can select one particular (limited) class level as described above.

In this report, we compare UD students to two other groups of students. First, we compare UD students to students at four-year colleges and universities who have taken the EPP since July 2009. Second, we compare UD students to students at universities that are somewhat comparable to UD.

All four-year institutions. As shown in Table 5, students at several hundred colleges and universities have participated in the EPP since 2009. Although this group of colleges and universities may not be completely representative of the entire population of four-year colleges and universities in the United States, there are enough of them to make a comparison between these groups of students and UD students a useful one. The entire listing of these institutions is included as Appendix B.

Table 5: EPP Four-year Colleges and Universities

	Entering first-year student with 0 credits	Less than 30 credits but more than 0 credits	Senior students
Number of institutions	237	208	316
Total number of students	167,916	51,783	179,711

As shown in the following tables, UD students fare well in all areas included in the EPP when compared against students at all of the four-year colleges and universities who have administered the EPP. We caution, however, that this may not be a very meaningful comparison since we do not know anything about the methods by which students at other institutions were selected to participate nor do we know the purposes for which these institutions administered the

EPP. For those reasons, we only supply basic descriptive statistics in these three tables and the difference between the student-level averages without any statistical analysis that may lead readers to lend more weight to these comparisons than is appropriate. Additional tables list the percentages of students who were classified in each of ETS's proficiency levels.

Table 6: Entering First-Year Student Score Comparisons With All EPP Four-Year Institutions

	University of Delaware (n=276)		All four-year institutions (n=137,875[3])		
	Mean	Standard Deviation	Mean	Standard Deviation	Difference
Critical Thinking	111.9	6.2	109.6	5.8	2.3
Reading	118.3	6.3	115.3	7.0	3.0
Writing	115.8	4.5	112.8	5.1	3.0
Math	114.8	5.8	111.7	5.7	3.1
Humanities	114.7	6.5	112.9	6.1	1.8
Social Sciences	114.0	6.0	111.5	5.9	2.5
Natural Sciences	115.4	5.3	113.3	5.8	2.1
Total	447.9	17.9	436.5	18.3	11.4

[3] This is a weighted total that corrects for institutional size so institutions with very large samples are not disproportionately represented in the reported statistics.

Table 7: Entering First-Year Student Proficiency Comparisons With All EPP Four-Year Institutions

	University of Delaware (n=276)			All four-year institutions (n=137,875)		
	Not Proficient	Marginal	Proficient	Not Proficient	Marginal	Proficient
Critical Thinking	80%	16%	4%	88%	10%	2%
Reading, Level 2	42%	26%	32%	61%	17%	21%
Reading, Level 1	11%	21%	68%	29%	23%	48%
Writing, Level 3	56%	32%	12%	78%	17%	5%
Writing, Level 2	34%	37%	28%	58%	29%	12%
Writing, Level 1	4%	26%	71%	19%	32%	49%
Mathematics, Level 3	69%	23%	8%	85%	11%	4%
Mathematics, Level 2	36%	27%	37%	58%	23%	19%
Mathematics, Level 1	14%	20%	66%	31%	27%	41%

Table 8: First-Year Students With Some Credits Score Comparisons With All EPP Four-Year Institutions

	University of Delaware (n=95)		All four-year institutions (n=37,915[3])		
	Mean	Standard Deviation	Mean	Standard Deviation	Difference
Critical Thinking	111.3	6.0	109.9	6.1	1.4
Reading	117.6	6.8	115.6	7.3	2.0
Writing	115.8	5.4	112.8	5.3	3.0
Math	114.6	5.5	111.8	6.0	2.8
Humanities	114.3	6.6	113.3	6.4	1.0
Social Sciences	113.2	5.7	111.8	6.2	1.4
Natural Sciences	115.0	5.4	113.5	6.0	1.5
Total	446.4	19.3	437.1	19.5	9.3

Table 9: First-Year Students With Some Credits Proficiency Comparisons With All EPP Four-Year Institutions

	University of Delaware (n=276)			All four-year institutions (n=137,875)		
	Not Proficient	Marginal	Proficient	Not Proficient	Marginal	Proficient
Critical Thinking	80%	16%	4%	86%	11%	3%
Reading, Level 2	48%	22%	29%	60%	17%	24%
Reading, Level 1	14%	23%	63%	29%	22%	49%
Writing, Level 3	57%	26%	17%	77%	18%	5%
Writing, Level 2	33%	37%	31%	58%	29%	13%
Writing, Level 1	8%	21%	71%	21%	31%	48%
Mathematics, Level 3	74%	20%	6%	84%	11%	5%
Mathematics, Level 2	34%	35%	32%	58%	22%	20%
Mathematics, Level 1	14%	22%	64%	34%	25%	41%

Table 10: Senior Student Score Comparisons With All EPP Four-Year Institutions

	University of Delaware (n=228)		All four-year institutions (n=134,871[3])		
	Mean	Standard Deviation	Mean	Standard Deviation	Difference
Critical Thinking	115.6	6.6	112.4	6.6	3.1
Reading	121.4	6.5	118.6	7.1	2.8
Writing	117.3	4.6	114.7	5.1	2.6
Math	118.3	6.1	113.9	6.3	4.3
Humanities	116.9	7.1	115.6	6.6	1.3
Social Sciences	116.9	6.0	114.1	6.4	2.8
Natural Sciences	118.4	5.2	115.8	6.0	2.6
Total	460.7	20.2	446.4	20.6	14.3

Table 11: Senior Student Proficiency Comparisons With All EPP Four-Year Institutions

	University of Delaware (n=276)			All four-year institutions (n=137,875)		
	Not Proficient	Marginal	Proficient	Not Proficient	Marginal	Proficient
Critical Thinking	54%	30%	17%	74%	19%	7%
Reading, Level 2	25%	19%	57%	42%	19%	39%
Reading, Level 1	7%	10%	82%	17%	17%	66%
Writing, Level 3	45%	32%	23%	65%	26%	9%
Writing, Level 2	18%	43%	39%	43%	36%	22%
Writing, Level 1	3%	12%	85%	12%	25%	63%
Mathematics, Level 3	47%	30%	23%	74%	17%	9%
Mathematics, Level 2	18%	21%	61%	45%	25%	31%
Mathematics, Level 1	4%	14%	82%	22%	23%	55%

Public research universities. Although a comparison of UD students against all students at four-year institutions is a reasonable starting point, a more useful comparison is one made against students at peer institutions. Although we tried to use preexisting lists of peer and comparison groups constructed by the Office of the Provost, the number of institutions that have participated in the EPP and the ETS-imposed requirement that comparison groups to be of a minimum size of ten required us to expand our selections to include all public institutions with the same Basic Carnegie Classification of RU/VH: Research Universities (very high research activity); these institutions and the number of students who participated in the EPP are listed in Table 12.

Table 12: EPP Peer Institutions

	Entering first-year student with 0 credits	Less than 30 credits but more than 0 credits	Senior students
Arizona State University - Tempe, AZ	788	226	0
Clemson University, SC	5,258	1,490	1,771
Mississippi State University, MS	2,135	0	0
Indiana University - Bloomington, IN	0	0	102
Montana State University, MT	176	0	0
Mississippi State University, MS	0	194	3,840
Montana State University, MT	0	0	224
North Carolina State University, NC	0	536	325
Purdue University - West Lafayette, IN	0	110	130
University of Alabama at Birmingham, AL	2,039	681	239
University of Alabama in Huntsville, AL	0	0	605
University of Cincinnati, OH	129	40	152
University of Georgia, GA	0	141	434
University of Illinois, IL	40	131	0
University of Missouri - Columbia, MO	180	67	1,133
University of South Carolina - Columbia, SC	52	0	212
University of South Florida - Tampa, FL	76	39	76
University of Tennessee - Knoxville, TN	812	108	67
Wayne State University, MI	195	57	323
Total	11,880	3,820	9,633

The next set of tables compares the scores and proficiency levels of UD students against the average scores and proficiency levels of students at all of the four-year public research universities that have participated in the EPP. As before, UD students fare well in all areas included in the EPP. We again caution, however, that this may not be a very meaningful comparison since we do not know anything about the methods by which students at other institutions were selected to participate nor do we know the purposes for which these institutions administered the EPP.

Table 13: Entering First-Year Student Score Comparisons With EPP Public Research Universities

	University of Delaware (n=276)		EPP Peers (n=9,622[4])		
	Mean	Standard Deviation	Mean	Standard Deviation	Difference
Critical Thinking	111.9	6.2	109.6	6.2	2.3
Reading	118.3	6.3	115.3	6.6	3.0
Writing	115.8	4.5	112.8	4.6	3.0
Math	114.8	5.8	111.7	6.0	3.1
Humanities	114.7	6.5	112.9	6.4	1.8
Social Sciences	114.0	6.0	111.5	6.0	2.5
Natural Sciences	115.4	5.3	113.3	5.6	2.1
Total	447.9	17.9	436.5	18.8	11.4

Table 14: Entering First-Year Student Proficiency Comparisons With EPP Public Research Universities

	University of Delaware (n=276)			EPP Peers (n=9,622)		
	Not Proficient	Marginal	Proficient	Not Proficient	Marginal	Proficient
Critical Thinking	80%	16%	4%	76%	19%	5%
Reading, Level 2	42%	26%	32%	40%	22%	38%
Reading, Level 1	11%	21%	68%	13%	17%	70%
Writing, Level 3	56%	32%	12%	60%	29%	11%
Writing, Level 2	34%	37%	28%	37%	40%	24%
Writing, Level 1	4%	26%	71%	6%	23%	70%
Mathematics, Level 3	69%	23%	8%	70%	20%	10%
Mathematics, Level 2	36%	27%	37%	36%	27%	37%
Mathematics, Level 1	14%	20%	66%	14%	21%	64%

[4] This is a weighted total that corrects for institutional size so institutions with very large samples are not disproportionately represented in the reported statistics.

Table 15: First-Year Students With Some Credits Score Comparisons With EPP Public Research Universities

	University of Delaware (n=95)		EPP Peers (n=3,230[4])		
	Mean	Standard Deviation	Mean	Standard Deviation	Difference
Critical Thinking	111.3	6.0	113.1	6.4	-1.8
Reading	117.6	6.8	119.6	6.7	-2.0
Writing	115.8	5.4	116.0	4.7	-0.2
Math	114.6	5.5	116.5	6.1	-1.9
Humanities	114.3	6.6	115.9	6.5	-1.7
Social Sciences	113.2	5.7	114.6	6.1	-1.4
Natural Sciences	115.0	5.4	116.6	5.6	-1.6
Total	446.4	19.3	452.5	19.4	-6.1

Table 16: First-Year Students With Some Credits Proficiency Comparisons With EPP Public Research Universities

	University of Delaware (n=276)			EPP Peers (n=3,230)		
	Not Proficient	Marginal	Proficient	Not Proficient	Marginal	Proficient
Critical Thinking	80%	16%	4%	70%	23%	6%
Reading, Level 2	48%	22%	29%	35%	21%	44%
Reading, Level 1	14%	23%	63%	11%	16%	73%
Writing, Level 3	57%	26%	17%	56%	31%	13%
Writing, Level 2	33%	37%	31%	30%	42%	28%
Writing, Level 1	8%	21%	71%	6%	20%	75%
Mathematics, Level 3	74%	20%	6%	60%	25%	14%
Mathematics, Level 2	34%	35%	32%	25%	27%	48%
Mathematics, Level 1	14%	22%	64%	11%	14%	76%

Table 17: Senior Student Score Comparisons With EPP Public Research Universities

	University of Delaware (n=228)		EPP Peers (n=7,793[4])		
	Mean	Standard Deviation	Mean	Standard Deviation	Difference
Critical Thinking	115.6	6.6	114.6	6.7	1.0
Reading	121.4	6.5	121.0	6.5	0.3
Writing	117.3	4.6	116.5	4.6	0.8
Math	118.3	6.1	117.5	6.4	0.8
Humanities	116.9	7.1	117.2	6.7	-0.3
Social Sciences	116.9	6.0	115.9	6.3	1.0
Natural Sciences	118.4	5.2	117.7	5.5	0.7
Total	460.7	20.2	457.2	20.3	3.5

Table 18: Senior Student Proficiency Comparisons With EPP Public Research Universities

	University of Delaware (n=276)			EPP Peers (n=7,793)		
	Not Proficient	Marginal	Proficient	Not Proficient	Marginal	Proficient
Critical Thinking	54%	30%	17%	60%	27%	13%
Reading, Level 2	25%	19%	57%	27%	19%	53%
Reading, Level 1	7%	10%	82%	8%	13%	79%
Writing, Level 3	45%	32%	23%	52%	33%	16%
Writing, Level 2	18%	43%	39%	27%	41%	32%
Writing, Level 1	3%	12%	85%	4%	18%	78%
Mathematics, Level 3	47%	30%	23%	53%	26%	21%
Mathematics, Level 2	18%	21%	61%	23%	24%	54%
Mathematics, Level 1	4%	14%	82%	8%	15%	77%

Within-university comparisons. ETS also supplies us with the ability to create reports that compare groups of UD students to other groups of UD students. There are essentially four groups of UD students who have taken the EPP: first-year[5] and senior students in 2010 and first-year[5] and senior students in 2013-2014. Comparing first-year and senior students who took the

[5] For purposes of these within-university comparisons, "first-year students" are those who indicated on the EPP that they had either no credit hours or fewer than 30 semester hours, two different response options combined into category for these analyses.

test in the same year is a comparison that yields little actionable, useful information because those are different groups of students who were admitted in different years under different conditions and have had different experiences at UD. However, the other three comparisons may yield useful information.

First-year-2010-cohort-to-senior-2013-cohort. The most meaningful comparison we can make with these data is to compare the scores of first-year students with those of senior students who are in the same class. Only three students who took the test in 2010 and 2013-2014 but this remains a meaningful comparison since the sizes of the sample and the sampling methods make us relatively confident in our ability to generalize these scores to the entire class. Table 19, illustrated in Figure 1, shows that this cohort of UD students made significant gains in areas tested by the EPP with nearly all areas showing a large effect size. Table 20, illustrated in Figure 2, shows similar information using the ETS proficiency scores.

Table 19: First-year-2010-cohort-to-senior-2013-cohort Score Comparisons

	2010 (n=185)		2013-2014 (n=136)				
	Mean	Standard Deviation	Mean	Standard Deviation	Difference	*p*	Effect size
Critical Thinking	110.4	5.7	115.4	6.6	5.0	< .01	0.83
Reading	116.8	5.8	121.5	6.5	4.7	< .01	0.77
Writing	114.7	4.7	117.6	4.7	2.8	< .01	0.61
Math	112.9	5.1	119.3	5.5	6.5	< .01	1.23
Humanities	113.8	6.1	116.5	7.4	2.7	0.01	0.41
Social Sciences	112.7	5.6	116.9	6.3	4.2	< .01	0.72
Natural Sciences	114.2	5.0	118.5	5.0	4.3	< .01	0.87
Total	441.0	14.6	461.9	18.8	20.9	< .01	1.27

Table 20: First-year-2010-cohort-to-senior-2013-cohort Proficiency Comparisons

	2010 (n=185)	2013-2014 (n=136)

	Not Proficient	Marginal	Proficient	Not Proficient	Marginal	Proficient
Critical Thinking	88%	10%	2%	56%	30%	14%
Reading, Level 2	54%	22%	24%	24%	22%	54%
Reading, Level 1	15%	25%	60%	7%	10%	82%
Writing, Level 3	60%	32%	8%	43%	31%	26%
Writing, Level 2	42%	35%	23%	20%	43%	37%
Writing, Level 1	8%	27%	65%	4%	13%	83%
Mathematics, Level 3	81%	16%	4%	43%	34%	23%
Mathematics, Level 2	45%	30%	25%	13%	19%	68%
Mathematics, Level 1	22%	24%	55%	1%	11%	88%

Figure 1: First-year-2010-cohort-to-senior-2013-cohort Score Comparisons

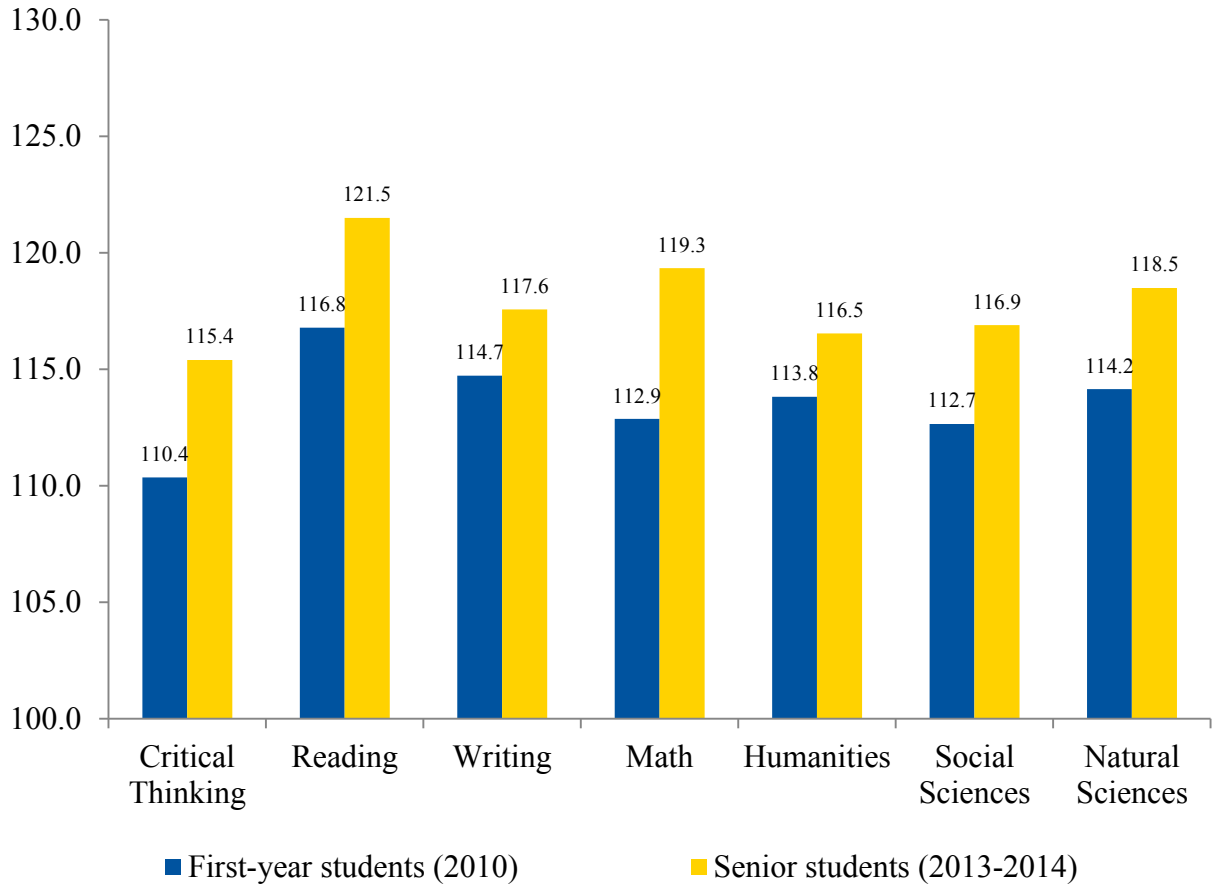
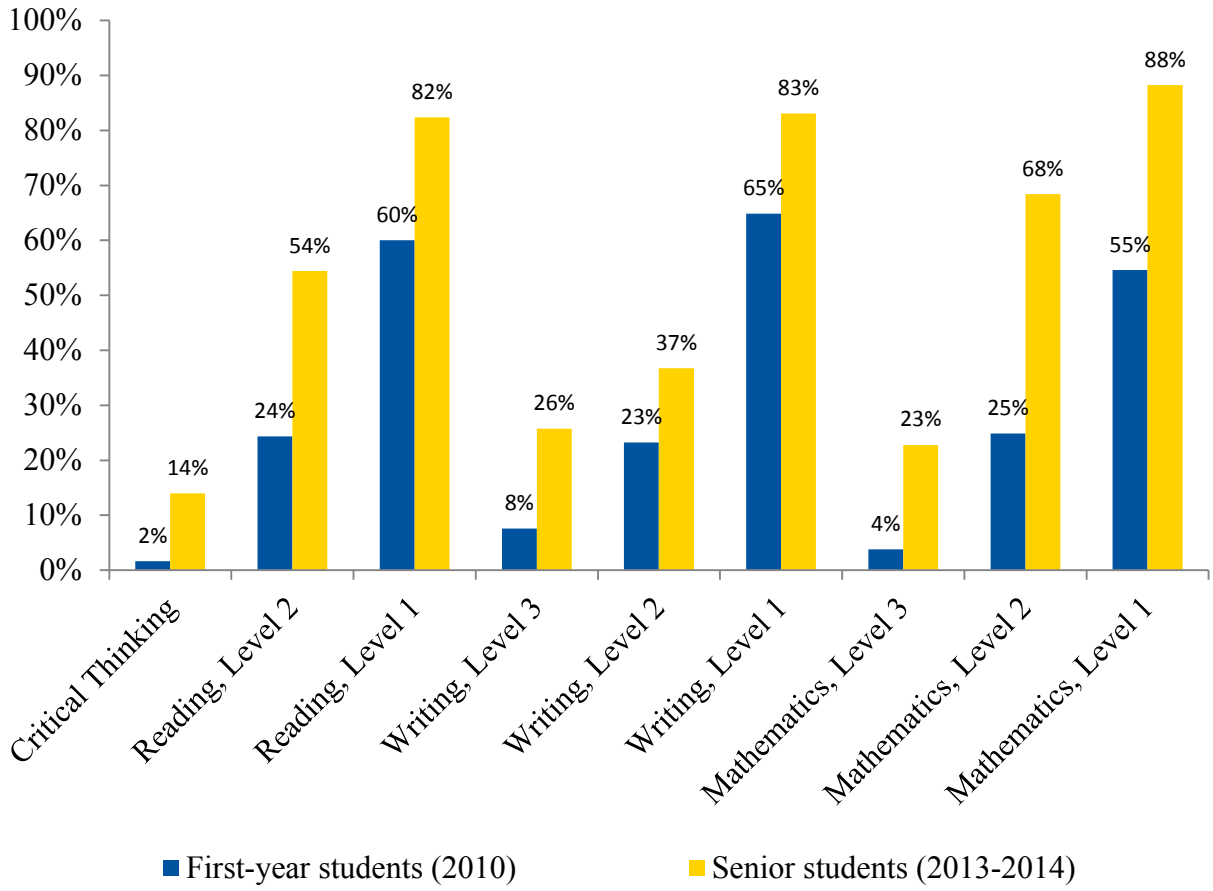


Figure 2: First-year-2010-cohort-to-senior-2013-cohort Proficiency Comparisons



First-year-cohort-to-first-year-cohort. Comparing the first-year cohort in 2010 to the first-year cohort in 2013 provides some information about the levels of preparation and ability of these two different groups of students who have not spent much time at UD. As shown in Table 21, UD students who were admitted in 2013 scored significantly higher than students admitted in 2010. Effect sizes for these differences were small or medium for each subscale with a large cumulative effect size for the total scaled score. This is consistent with the small increase in average SAT scores for incoming (first-time first-year) students in 2013 compared to their peers in 2010.

Table 21: First-year-cohort-to-first-year-cohort Score Comparisons

	2010 (n=185)		2013 (n=186)				
	Mean	Standard Deviation	Mean	Standard Deviation	Difference	*p*	Effect size
Critical Thinking	110.4	5.7	113.2	6.2	2.8	< .00	0.47
Reading	116.8	5.8	119.4	6.9	2.6	< .00	0.42
Writing	114.7	4.7	116.9	4.6	2.1	< .00	0.46
Math	112.9	5.1	116.6	5.8	3.7	< .00	0.69
Humanities	113.8	6.1	115.4	6.9	1.6	0.02	0.24
Social Sciences	112.7	5.6	114.9	6.0	2.2	< .00	0.38
Natural Sciences	114.2	5.0	116.4	5.5	2.2	< .00	0.43
Total	441.0	14.6	453.9	19.3	12.9	< .00	0.75

Table 22: First-year-cohort-to-first-year-cohort Proficiency Comparisons

	2010 (n=185)			2013-2014 (n=186)		
	Not Proficient	Marginal	Proficient	Not Proficient	Marginal	Proficient
Critical Thinking	88%	10%	2%	73%	21%	6%
Reading, Level 2	54%	22%	24%	33%	29%	38%
Reading, Level 1	15%	25%	60%	9%	18%	73%
Writing, Level 3	60%	32%	8%	53%	28%	19%
Writing, Level 2	42%	35%	23%	26%	39%	34%
Writing, Level 1	8%	27%	65%	2%	22%	76%
Mathematics, Level 3	81%	16%	4%	60%	29%	11%
Mathematics, Level 2	45%	30%	25%	25%	28%	47%
Mathematics, Level 1	22%	24%	55%	7%	17%	76%

Senior-cohort-to-senior-cohort. Since the 2010 and 2013 first-year student groups were relatively comparable with small but significant increases for the 2014 cohort, it is useful to compare the two senior cohorts to see if there are similar differences. Table 23 shows that only one subscale, math, is significantly different with the 2013-2014 cohort scoring significantly higher with a medium effect size.

Table 23: Senior-cohort-to-senior-cohort Score Comparisons

	2010 (n=92)		2013-2014 (n=136)				
	Mean	Standard Deviation	Mean	Standard Deviation	Difference	*p*	Effect size
Critical Thinking	115.8	6.6	115.4	6.6	-0.4	0.69	-0.05
Reading	121.1	6.7	121.5	6.5	0.4	0.69	0.05
Writing	117.0	4.5	117.6	4.7	0.6	0.34	0.13
Math	116.7	6.6	119.3	5.5	2.7	< .01	0.45
Humanities	117.5	6.6	116.5	7.4	-1.0	0.32	-0.13
Social Sciences	116.9	5.7	116.9	6.3	0.0	0.98	.00
Natural Sciences	118.2	5.6	118.5	5.0	0.3	0.93	0.06
Total	458.8	22.1	461.9	18.8	3.2	0.65	0.16

Table 24: Senior-cohort-to-senior-cohort Proficiency Comparisons

	2010 (n=92)			2013-2014 (n=136)		
	Not Proficient	Marginal	Proficient	Not Proficient	Marginal	Proficient
Critical Thinking	50%	29%	21%	56%	30%	14%
Reading, Level 2	26%	14%	60%	24%	22%	54%
Reading, Level 1	8%	10%	83%	7%	10%	82%
Writing, Level 3	47%	35%	18%	43%	31%	26%
Writing, Level 2	16%	41%	42%	20%	43%	37%
Writing, Level 1	2%	11%	87%	4%	13%	83%
Mathematics, Level 3	52%	25%	23%	43%	34%	23%
Mathematics, Level 2	27%	23%	50%	13%	19%	68%
Mathematics, Level 1	10%	17%	73%	1%	11%	88%

Implications

The picture painted by these test scores is generally positive. Between-university comparisons show that the UD students who took the EPP, students who are broadly representative of their respective classes, performed better than students at other institutions who have taken the EPP. The differences narrow when comparing UD students to students at other public Research Universities (very high research activity) universities and in one instance, first-

year students with some credits (e.g., transfer students, first-year students with AP credits), UD students received lower scores. However, these are not very informative comparisons because we do not know the sampling methods of these other institutions or the purposes for which they administered the EPP. Moreover, very few of our peers have participated in the EPP making it challenging to determine how our students perform relative to students at comparable universities.

It is more useful and informative to compare the EPP results of different groups of UD students to inform and confirm our understandings and intuitions of UD students and a UD education. First, UD students made statistically significant gains in every area tested by the EPP when comparing average results from first-year students to senior students in the same cohort. In the broadest sense, this indicates that students are indeed learning general education skills and knowledge during their time at UD. Second, the EPP confirms that students who began in 2013 were more academically qualified than those who began in 2010 (as already known by their higher average SAT scores). Third, senior students in 2010 and 2013-2014 had EPP scores that were statistically indistinguishable with only their math scores being significantly higher for 2013-2014 senior students. This may be interpreted as an indication that the UD undergraduate education has remained broadly consistent during the past four years as both groups of students rose to the same levels of proficiency in these general education skills despite starting from slightly different places.

Recommendations

Based on these test results, our experience administering the EPP for a second time, experience with general education at the University of Delaware, and our broader knowledge of U.S. higher education, the Center for Teaching & Assessment of Learning makes the

recommendations below. Although these recommendations would likely be carried out or coordinated by CTAL, we require specific guidance and charges from the Office of the Provost, ideally following extensive consultation with faculty, to implement these university-wide, multi-year assessments.

1. Adopt a cross-college, cross-discipline method of assessing general education skills and knowledge that is more actionable. EPP scores are not actionable given their vagueness and opacity. Smaller, more targeted assessments grounded in coursework or disciplinary work may be more appropriate and useful. Similarly, electronic portfolios or expanded transcripts where students are required to upload work that they feel indicates mastery of the general education goals to be assessed by UD faculty (e.g., CTAL Assessment Scholars using AAC&U rubrics) may be more viable, actionable, and accepted by UD constituents. Work that directly involves faculty such as the Critical thinking Assessment Test (CAT) would also be an effective, viable means of assessing a significant portion of our goals.
2. Place a greater emphasis on assessing samples of students that reflect UD priorities and needs. For example, if we are particularly interested in large-scale, longitudinal work then we should ensure we are assessing representative samples that are ideally the same ones at different points in time e.g., assess the same group of students as first-year students and as seniors. This could also include targeted assessments of specific groups of students e.g., quantitative reasoning skills of non-STEM students. This work would be greatly enabled if UD were to adopt a regular, scheduled time for the structured collection of assessment data and reflection on how it can improve

university practices like the “Assessment Day” held twice annually at James Madison University.

Appendix A: ETS Proficiency Profile Levels[6]

Reading and Critical Thinking

Level 1. To be considered proficient at Level 1, students should be able to:

- recognize factual material explicitly presented in a reading passage
- understand the meaning of particular words or phrases in the context of a reading passage

Level 2. To be considered proficient at Level 2, students should be able to:

- synthesize material from different sections of a passage
- recognize valid inferences derived from material in the passage
- identify accurate summaries of a passage or of significant sections of the passage
- understand and interpret figurative language
- discern the main idea, purpose or focus of a passage or a significant portion of the passage

Level 3. To be considered proficient at Level 3, students should be able to:

- evaluate competing causal explanations
- evaluate hypotheses for consistency with known facts
- determine the relevance of information for evaluating an argument or conclusion
- determine whether an artistic interpretation is supported by evidence contained in a work

[6] Copied from http://www.ets.org/proficiencyprofile/scores/proficiency_classifications/levels

- evaluate the appropriateness of procedures for investigating a question of causation
- evaluate data for consistency with known facts, hypotheses or methods
- recognize flaws and inconsistencies in an argument

Writing

Level 1. To be considered proficient at Level 1, students should be able to:

- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions)
- recognize appropriate transition words
- recognize incorrect word choice
- order sentences in a paragraph
- order elements in an outline

Level 2. To be considered proficient at Level 2, students should be able to:

- incorporate new material into a passage
- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) when these elements are complicated by intervening words or phrases
- combine simple clauses into single, more complex combinations
- recast existing sentences into new syntactic combinations

Level 3. To be considered proficient at Level 3, students should be able to:

- discriminate between appropriate and inappropriate use of parallelism
- discriminate between appropriate and inappropriate use of idiomatic language
- recognize redundancy

- discriminate between correct and incorrect constructions
- recognize the most effective revision of a sentence

Mathematics

Level 1. To be considered proficient at Level 1, students should be able to:

- solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality. These problems can be multistep if the steps are repeated rather than embedded.
- solve problems involving the informal properties of numbers and operations, often involving the Number Line, including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to percent, such as converting "1/4" to 25 percent).
- solve problems requiring a general understanding of square roots and the squares of numbers.
- solve a simple equation or substitute numbers into an algebraic expression.
- find information from a graph. This task may involve finding a specified piece of information in a graph that also contains other information.

Level 2. To be considered proficient at Level 2, students should be able to:

- solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing and embedded ratios. These problems include algebra problems that can be solved by arithmetic (the answer choices are numeric).
- simplify algebraic expressions, perform basic translations, and draw conclusions from algebraic equations and inequalities. These tasks are more complicated than

solving a simple equation, though they may be approached arithmetically by substituting numbers.

- interpret a trend represented in a graph, or choose a graph that reflects a trend.
- solve problems involving sets; problems have numeric answer choices.

Level 3. To be considered proficient at Level 3, students should be able to:

- solve word problems that would be unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or numbers that do not lend themselves to back-solving
- solve problems involving difficult arithmetic concepts, such as exponents and roots other than squares and square roots, and percent of increase or decrease
- generalize about numbers (e.g., identify the values of (x) for which an expression increases as (x) increases)
- solve problems requiring an understanding of the properties of integers, rational numbers, etc.
- interpret a graph in which the trends are to be expressed algebraically or one of the following is involved: exponents and roots other than squares and square roots, percent of increase or decrease
- solve problems requiring insight or logical reasoning

Appendix B: All EPP-Participating 4-Year Institutions

Institution	Entering first-year student with 0 credits	Less than 30 credits but more than 0 credits	Senior students
Abilene Christian University, TX	0	0	40
Alabama A&M University, AL	1,457	354	0
Alabama State University, AL	3,310	1,108	104
Albertus Magnus College, CT	469	341	705
Alcorn State University, MS	309	75	0
Alice Lloyd College, KY	634	151	0
American Intercontinental University, IL	69	60	0
American Public University, WV	0	279	7,174
American Sentinel University, CO	250	39	57
Anderson University - South Carolina, SC	2,259	220	931
Andrews University, MI	0	0	1,377
Antioch University McGregor, OH	69	63	329
Aquinas College (MI), MI	75	0	92
Arizona State University - Tempe, AZ	788	226	0
Arkansas State University, AR	137	87	228
Armstrong Atlantic State University, GA	0	0	3,870
Asbury University, KY	855	315	352
Ashford University, IA	1,255	2,198	2,364
Athens State University, AL	169	147	876
Austin Peay State University, TN	0	0	1,007
Ave Maria University, FL	182	33	106
Azusa Pacific University, CA	1,008	101	0
Baldwin Wallace University, OH	347	0	279
Bauder College, GA	0	0	36
Belhaven University (MS), MS	0	100	536
Bellarmine University, KY	74	0	79
Bemidji State University, MN	198	0	220
Benedict College, SC	868	1,140	0
Bennett College for Women, NC	331	119	240
Bethel College, IN	0	0	252
Bethel University, TN	1,517	388	455
Biola University, CA	0	0	38
Bloomsburg University, PA	7,384	1,222	2,028
Blue Mountain College, MS	129	0	81

Institution	Entering first-year student with 0 credits	Less than 30 credits but more than 0 credits	Senior students
Bluffton University, OH	891	252	946
Bowie State University, MD	190	0	91
Bradley University, IL	84	0	88
Brenau University, GA	485	40	505
Brescia University, KY	559	70	0
Brewton-Parker College, GA	256	42	59
Bridgewater College, VA	0	0	447
Bryan College, TN	98	0	138
Cairn University, PA	619	146	382
California University of Pennsylvania, PA	110	102	151
Campbell University, NC	1,326	255	601
Capella University, MN	0	0	276
Capital University, OH	2,089	142	31
Cazenovia College, NY	628	0	323
Charleston Southern University, SC	0	0	269
Charter Oak State College, CT	0	0	504
Cheyney University of Pennsylvania, PA	59	0	39
Christian Brothers University, TN	0	0	39
Citadel, The, SC	69	38	0
Clarion University of Pennsylvania, PA	115	367	475
Clark Atlanta University, GA	2,902	216	59
Clayton State University, GA	1,710	191	848
Clemson University, SC	5,258	1,490	1,771
Coastal Carolina University, SC	0	0	303
College of Charleston, SC	0	173	180
College of New Jersey, The, NJ	171	0	228
College of New Rochelle, The, NY	0	0	46
College of the Ozarks, MO	259	61	43
Colorado Mesa University, CO	0	0	479
Colorado State University- Global Campus, CO	175	211	175
Colorado State University-Pueblo, CO	162	32	288
Columbia College (MO), MO	212	46	801
Concordia College, MN	944	78	103
Concordia University (CA), CA	481	0	105
Concordia University Chicago, IL	1,406	204	656
Concordia University Wisconsin, WI	387	0	0

Institution	Entering first-year student with 0 credits	Less than 30 credits but more than 0 credits	Senior students
Concordia University, MI	123	0	0
Coppin State University, MD	35	42	58
Covenant College, GA	270	32	101
Daemen College, NY	0	0	50
Dallas Baptist University, TX	0	0	317
Delaware Valley College, PA	0	0	109
Denison University, OH	0	0	102
DeVry University, IL	433	600	122
Dickinson State University, ND	1,072	85	312
Dordt College, IA	1,322	140	398
East Stroudsburg University, PA	2,151	88	851
Eastern Mennonite University, VA	0	0	53
Eastern New Mexico University, NM	187	0	203
Eastern University, PA	1,002	89	0
Eckerd College, FL	351	59	112
ECPI University, NC	0	48	1,335
Edinboro University of Pennsylvania, PA	196	0	187
Elizabeth City State University, NC	1,775	305	0
Endicott College, MA	1,821	61	276
Erskine College, SC	285	35	0
Everglades University, FL	0	0	573
Excelsior College, NY	0	203	537
Felician College - Lodi, NJ	0	0	943
Ferrum College, VA	1,947	228	0
Fisher College, MA	129	0	0
Fisk University, TN	473	54	320
Florida Agricultural and Mechanical University, FL	2,174	331	1,673
Florida Gulf Coast University, FL	34	70	0
Florida International University, FL	2,037	399	1,004
Florida Southern College - Lakeland, FL	0	34	0
Forman Christian College, non-US	199	0	155
Fort Hays State University, KS	0	65	84
Fort Lewis College, CO	0	0	139
Francis Marion University, SC	0	0	67
Friends University, KS	0	0	236
Gardner-Webb University, NC	55	0	0

Institution	Entering first-year student with 0 credits	Less than 30 credits but more than 0 credits	Senior students
George Fox University (OR), OR	137	0	95
Georgetown College, KY	0	0	668
Governors State University, IL	0	43	314
Grambling State University, LA	0	55	1,216
Grand Canyon University, AZ	34	75	0
Guilford College, NC	0	38	342
Harrison College - Indianapolis, IN	72	0	0
Henderson State University, AR	319	46	0
Hesser College, NH	46	56	33
High Point University, NC	749	343	270
Holy Family University, PA	0	0	298
Houghton College, NY	0	0	118
Houston Baptist University, TX	241	141	121
Howard Payne University, TX	0	0	155
Humboldt State University, CA	0	0	63
Huston-Tillotson University, TX	255	45	46
Indiana State University, IN	476	57	251
Indiana University - Bloomington, IN	0	0	102
Indiana University - System Office, IN	1,298	80	88
instituto Tecnologico y de Estudios Superiores de, non-US	0	0	143
Jacksonville State University, AL	0	44	262
Jarvis Christian College, TX	243	0	69
Judson College, AL	0	0	101
Kaplan University, IL	203	349	386
Keystone College, PA	75	292	65
Kutztown University of Pennsylvania, PA	161	0	130
Kuyper College, MI	66	0	0
LaGrange College, GA	181	0	54
Lake Superior State University, MI	2,706	242	755
Lamar University , TX	91	166	556
Lambuth University, TN	0	0	51
Lander University, SC	2,451	155	1,461
Lee University, TN	0	0	1,283
LeTourneau University, TX	0	0	930
Lewis-Clark State College, ID	0	0	242
Liberty University, VA	112	585	368

Institution	Entering first-year student with 0 credits	Less than 30 credits but more than 0 credits	Senior students
Limestone College, SC	978	257	1,256
Lincoln Memorial University, TN	0	0	117
Lindenwood University, MO	711	469	515
Lock Haven University of PA, PA	146	52	57
Loyola University New Orleans , LA	416	36	0
Maharishi University of Management, IA	219	127	253
Mansfield University, PA	551	78	373
Maranatha Baptist University, WI	803	190	614
Marian University (IN), IN	0	0	798
Marietta College, OH	294	34	131
Mary Baldwin College, VA	187	0	210
Massachusetts Maritime Academy, MA	1,368	144	687
McNeese State University, LA	0	31	972
Metropolitan State College of Denver, CO	0	0	62
Midland University, NE	532	154	377
Midway College, KY	324	165	396
Milligan College, TN	317	0	0
Minnesota State University Moorhead, MN	164	42	181
Minnesota State University-Mankato-Economics, MN	0	0	31
Minnesota State University, Mankato, MN	250	0	150
Misericordia University, PA	390	0	0
Mississippi College, MS	0	0	1,260
Mississippi State University, MS	2,135	194	3,840
Mississippi Valley State University, MS	94	0	309
Missouri Southern State University, MO	2,761	646	3,323
Missouri State University, MO	170	96	13,299
Missouri University of Science and Technology, MO	0	58	0
Missouri Western State University, MO	0	0	2,846
Montana State University - Billings, MT	0	0	36
Montana State University, MT	176	0	224
Montana Tech of the University of Montana, MT	0	0	807
Morehouse College, GA	1,257	146	0

Institution	Entering first-year student with 0 credits	Less than 30 credits but more than 0 credits	Senior students
Morgan State University, MD	132	0	75
Mount Vernon Nazarene University, OH	578	67	128
Neumann University, PA	935	692	431
New Jersey Institute of Technology, NJ	0	0	39
Newberry College, SC	374	68	760
Nicholls State University, LA	0	0	564
Norfolk State University, VA	365	376	67
North Carolina A&T State University, NC	181	0	157
North Carolina State University, NC	0	536	325
North Carolina Wesleyan College, NC	0	0	55
Northeastern Illinois University, IL	0	0	528
Northeastern State University, OK	0	0	62
Northern Arizona University, AZ	1,195	163	277
Northern Michigan University, MI	136	0	122
Northwest Missouri State University, MO	0	52	217
Norwich University, VT	0	60	142
Nova Southeastern University - Law School, FL	438	0	0
Oakland City University, IN	0	0	245
Oglala Lakota College, SD	0	0	191
Ohio Christian University, OH	2,328	342	49
Oklahoma Baptist University, OK	0	0	83
Oklahoma State University, OK	121	31	125
Ottawa University- Phoenix, AZ	0	50	828
Ottawa University, KS	0	0	150
Pace University - New York, NY	0	0	130
Pacific Union College, CA	0	0	811
Palm Beach Atlantic University, FL	552	286	186
Patrick Henry College, VA	342	99	309
Patten University, CA	95	34	0
Paul Quinn College, TX	0	0	43
Pfeiffer University, NC	395	97	1,018
Philander Smith College, AR	0	0	252
Point Loma Nazarene University, CA	361	70	482
Point University, GA	0	0	518
Prairie View A&M University, TX	629	77	92

Institution	Entering first-year student with 0 credits	Less than 30 credits but more than 0 credits	Senior students
Presentation College, SD	569	236	682
Providence College, RI	0	60	103
Purdue University - West Lafayette, IN	0	110	130
Queens University of Charlotte, NC	0	0	633
Quinnipiac University, CT	3,002	203	719
Randolph-Macon College, VA	41	0	0
Regent University, VA	524	424	107
Reinhardt University, GA	344	118	772
Rivier University, NH	181	0	153
Robert B. Miller College, MI	35	35	220
Rocky Mountain College, MT	0	0	124
Rogers State University, OK	226	0	0
Saint Augustines University, NC	0	67	106
Saint Joseph's College (IN), IN	544	0	0
Saint Leo University, FL	2,328	350	956
Saint Mary of the Woods University , IN	303	78	128
Saint Mary's University, TX	0	47	0
Saint Peter's College, NJ	0	299	0
Saint Philips College, TX	201	444	91
Sam Houston State University, TX	159	71	209
Schreiner University, TX	0	0	390
Seattle University, WA	85	0	78
Shawnee State University, OH	0	0	83
Shenandoah University, VA	611	0	703
Shepherd University, WV	86	0	63
Shorter University, GA	278	0	0
Slippery Rock University of PA, PA	210	0	175
South Carolina State University, SC	758	134	387
South College, TN	111	87	383
Southeast Missouri State University, MO	9,783	1,983	4,720
Southeastern University, FL	1,659	534	1,652
Southern Adventist University, TN	0	0	1,337
Southern Illinois University Carbondale, IL	200	0	220
Southern Illinois University Edwardsville, IL	0	0	512
Southern Utah University, UT	0	0	34

Institution	Entering first-year student with 0 credits	Less than 30 credits but more than 0 credits	Senior students
Southern Vermont College, VT	0	45	0
Southern Wesleyan University, SC	0	44	0
Southwest Baptist University, MO	335	186	758
Southwestern Assemblies of God University, TX	0	0	74
Southwestern Christian College, TX	0	49	0
Southwestern College, KS	518	164	217
Spalding University, KY	832	369	37
Spelman College, GA	1,561	172	156
Spring Hill College, AL	155	0	0
St. Andrews University, NC	287	0	0
Stephen F. Austin State University, TX	1,013	223	1,204
Sterling College, KS	140	33	176
Stevenson University, MD	210	36	0
Strayer University, DC	0	150	420
SUNY at Binghamton, NY	109	0	164
Talladega College, AL	0	179	79
Tarleton State University, TX	222	160	408
Taylor University, IN	113	0	135
Temple University, PA	388	0	342
Tennessee State University, TN	0	0	3,640
Tennessee Wesleyan College, TN	483	0	391
Texas A&M University - Central Texas, TX	0	0	54
Texas A&M University - San Antonio, TX	51	110	781
Texas A&M University - Texarkana, TX	0	0	80
Texas A&M University Kingsville, TX	251	157	573
Texas A&M University-Commerce, TX	58	0	57
Texas Tech University Health Sciences Center, TX	0	0	183
Texas Wesleyan University, TX	34	32	128
The New School, NY	67	0	60
Thomas Edison State College, NJ	91	543	3,118
Thomas More College, KY	1,259	95	634
Total	167,916	51,783	179,711
Touro College, CA	92	0	65

Institution	Entering first-year student with 0 credits	Less than 30 credits but more than 0 credits	Senior students
Touro College, NY	72	156	568
Trevecca Nazarene University, TN	0	0	427
Troy University - Global, AL	0	0	211
Troy University, AL	0	327	1,787
Truman State University, MO	0	0	86
Tusculum College, TN	148	0	324
Union College (NE), NE	257	44	0
University of Akron, The, OH	37	157	219
University of Alabama at Birmingham, AL	2,039	681	239
University of Alabama in Huntsville, AL	0	0	605
University of Alaska Fairbanks, AK	81	51	95
University of Arkansas - Little Rock, AR	0	0	52
University of Central Arkansas, AR	188	0	94
University of Central Missouri, MO	0	248	972
University of Central Oklahoma, OK	0	198	720
University of Charleston, WV	305	141	506
University of Cincinnati, OH	129	40	152
University of Colorado - Denver, CO	565	203	466
University of Colorado, CO	879	106	728
University of Georgia, GA	0	141	434
University of Houston - Downtown, TX	0	0	110
University of Houston - Victoria, TX	105	78	0
University of Illinois at Springfield, IL	231	0	0
University of Illinois, IL	40	131	0
University of Kansas, KS	0	66	89
University of Louisiana - Lafayette, LA	0	0	51
University of Maine - Fort Kent, ME	0	0	78
University of Maine - Presque Isle, ME	594	85	71
University of Maryland - Eastern Shore, MD	460	65	688
University of Maryland - University College, MD	126	104	432
University of Massachusetts Dartmouth, MA	235	0	46
University of Massachusetts Lowell, MA	185	0	119
University of Mississippi, MS	1,814	574	84

Institution	Entering first-year student with 0 credits	Less than 30 credits but more than 0 credits	Senior students
University of Missouri - Columbia, MO	180	67	1,133
University of Missouri - Kansas City, MO	0	0	4,857
University of Mobile, AL	109	33	166
University of Mount Olive, NC	482	59	54
University of Nevada, NV	343	0	211
University of North Carolina at Greensboro, NC	369	80	124
University of North Carolina at Wilmington, NC	0	0	238
University of North Carolina, NC	0	0	267
University of North Florida, FL	633	270	1,294
University of North Texas - Dallas, TX	218	108	332
University of North Texas - Denton, TX	0	0	194
University of Northern Iowa, IA	1,089	323	448
University of Northwestern St. Paul, MN	121	37	0
University of Phoenix, AZ	5,006	8,214	5,212
University of Pikeville, KY	0	0	558
University of South Alabama, AL	40	33	336
University of South Carolina - Aiken, SC	702	128	372
University of South Carolina - Columbia, SC	52	0	212
University of South Carolina - Upstate, SC	199	32	680
University of South Florida - Sarasota-Manatee, FL	58	33	81
University of South Florida - St. Petersburg, FL	205	47	158
University of South Florida - Tampa, FL	76	39	76
University of South Florida Polytechnic, FL	0	0	74
University of Southern Indiana, IN	7,430	1,554	2,063
University of Southern Mississippi, MS	385	71	1,197
University of Tennessee - Chattanooga, TN	0	0	4,696
University of Tennessee - Knoxville, TN	812	108	67
University of Tennessee at Martin, TN	0	32	4,328
University of Texas at Tyler, TX	0	247	492
University of Texas Pan American, TX	0	0	31

Institution	Entering first-year student with 0 credits	Less than 30 credits but more than 0 credits	Senior students
University of the Cumberlands, KY	1,122	263	39
University of the Ozarks, AR	90	56	71
University of Tulsa, OK	2,183	81	597
University of West Alabama, AL	683	77	0
University of Wisconsin - Platteville, WI	171	0	163
University of Wisconsin - Stevens Point, WI	216	0	180
University of Wisconsin - Stout, WI	453	0	342
Vanguard University of Southern California, CA	443	44	192
Victory University, TN	0	0	361
Walden University, MN	4,133	2,159	919
Warner Pacific College, OR	0	41	43
Washburn University, KS	872	247	1,152
Wayland Baptist University, TX	0	111	4,062
Wayne State University, MI	195	57	323
Webber International University, FL	1,084	247	66
West Virginia University, WV	177	83	0
Western Connecticut State University, CT	0	0	67
Western International University, AZ	0	0	41
Western Texas College, TX	131	105	0
Wiley College, TX	0	0	652
Wilkes University, PA	239	66	137
William Carey University, MS	346	63	0
Wilmington University, DE	0	0	84
Wingate University, NC	0	0	54
Winona State University, MN	0	153	116
Winston-Salem State University, NC	32	0	49
Winthrop University, SC	379	71	370
Worcester State College, MA	286	0	180
Total	335,832	103,566	359,422

Executive Summary

The Center for Teaching and Assessment of Learning, in collaboration with the First Year Seminar Office, conducted an assessment of the First Year Seminar (FYS), UNIV 101, which occurred in fall 2013 at the University of Delaware. These courses impact a large number of UD students; this fall, 1,452 – just over 1/3 - of the university's 4,226 first-year students were enrolled in UNIV 101 (pass/fail) courses that met twice a week during the first eight weeks of the fall semester. This assessment is framed primarily using relevant observations and recommendations made to UD by the 2011 Middle States Commission on Higher Education Evaluation Team Report (Cohon, et al., 2011) and provides data to inform decision making to further develop this important, impactful program.

We used three separate Web-based surveys to assess the UNIV 101 course. Although a total of 360 students began the student survey, only 284 out of the 1,452 invited to participate completed it, a completion rate of 20%. Peer mentors and faculty responded in much higher proportions with 33 of the 64 (52%) peer mentors and 42 of the 57 (74%) faculty completing their survey. These surveys asked respondents to offer their perceptions of, experiences in, and suggestions to improve the FYS program. Students from all sections completed the survey making this survey more representative than previous surveys.

Future considerations emerge from these data:

1. **Consider Strengthening or Dropping Critical Thinking and Global Citizenship as FYS Goals**

   It appears that these two FYS goals are not being addressed in a consistent manner across the UNIV 101 FYS. We recommend that these two goals be evaluated considering the time available within the seminars and the commitment of faculty to address these two goals. Although we believe them to be vital aspects of the first year experience for students, a more focused approach to these goals may be needed if they are to be addressed within the seminars.

2. **Investigate How Course Registration and Advising are Addressed in FYS**

   Responses to the newly-added questions asking who taught about course registration and advising class session reveal some confusion as to exactly who taught students about this topic. Moreover, 14% of faculty respondents and 21% of peer mentor respondents told us that no one taught about these topics in their courses. These are critical topics that are

essential for first-year students so we must learn more about exactly what is and is not occurring in UNIV 101 courses especially if there are courses where the information is being presented half-heartedly or omitted completely.

3. **Improve FYS Assessment**

   We repeat our recommendation from last year that we should implement a common survey to all FYS to ascertain what level of goal competency is held by all FYS students. This would also require that common goals be articulated for all FYS, regardless if they are Honors, Academic Major FYS, or Non-major specific FYS. We should also explore incentivizing the surveys to further increase response rates. Finally, if assessment of the FYS program is critical then additional methods should be used to assess it.

Introduction

The Center for Teaching and Assessment of Learning, in collaboration with the First Year Seminar Office, conducted an assessment of the First Year Seminar (FYS), UNIV 101, which occurred in fall 2013 at the University of Delaware. These courses impact a large number of UD students; this fall, 1,452 – just over 1/3 - of the university's 4,226 first-year students were enrolled in UNIV 101 courses. This assessment is framed primarily using relevant observations and recommendations made to UD by the 2011 Middle States Commission on Higher Education Evaluation Team Report (Cohon, et al., 2011) and provides data to inform decision making to further develop this important, impactful program.

UNIV 101

UNIV 101 courses are one-credit, pass/fail courses that meet twice a week during the first eight weeks of the fall semester. Incoming first year students are assigned to an FYS course section by their advisors during the summer New Student Orientation program. Although all first year students are required to participate in an FYS course, at least forty-eight majors do not require their students to participate in UNIV 101 courses but offer their own discipline-specific FYS course (University of Delaware, 2013). In total, there were 76 sections of UNIV 101 with an average class size of 22 students.

The larger First-Year Experience (FYE) program has six learning outcomes; they are listed below with the outcomes for FYS in italics:

1. Identify how your personal decision-making can impact your well-being and your ability to reach your goals.
2. Engage in experiences that contribute to your understanding of what it means to be a respectful and contributing member of a diverse community and global society.
3. *Develop a plan to ensure your academic success at UD while benefiting from the many resources available to you.*
4. *Begin to develop your ability to critically analyze and synthesize information.*
5. Deliver, using appropriate technology, a reasoned, persuasive argument both orally and in writing.
6. *Develop mentoring relationships.*

was much higher (74% compared to 42%). The response rate of peer mentors was comparable to last year's (52% compared to 56%).

Although fewer UNIV 101 students completed this year's survey, overall results are more representative of the entire UNIV 101 student population than in previous years. The change in survey administration – directly e-mailing each student and following up with each non-respondent instead of asking faculty to e-mail their students – is likely responsible for this change. Last year, nearly a quarter of the UNIV 101 sections were completely unrepresented in the survey results. This year, at least one student from each section completed the survey with an average of five students in each section completing the survey. Table 1 compares some key demographic characteristics of the survey respondents with the entire UD first-year student population.

Table 1: Gender, Race/Ethnicity, and National Origin of Students

	Survey respondents	All UD first-year students
Female	68%	58%
Male	32%	42%
American Indian or Alaska Native	0%	< 1%
Asian	9%	5%
Black or African American	7%	5%
Hispanic or Latino	6%	9%
More than one race	4%	3%
Native Hawaiian or Other Pacific Islander	< 1%	< 1%
White	71%	73%
International	2%	3%

Table 2: Student-reported value of selected FYS activities and topics helping their transition to UD

Activity or topic	Very valuable	Valuable	Somewhat valuable	Not valuable	Did not do
Connecting with other freshmen	20%	36%	29%	10%	5%
Connecting with my peer mentor	15%	37%	30%	12%	7%
Connecting with my First Year Seminar faculty member	13%	35%	29%	14%	9%
Learning about the UD academic resources	33%	48%	16%	3%	1%
Meeting with my academic advisor	29%	33%	18%	8%	11%
Learning about UD academic expectations of me	27%	50%	15%	6%	3%

Newly added to this year's survey were two questions about students' transition to UD specifically related to newly-crafted learning outcomes for UD academic advising. The first question asked students how confident they are using UDSIS to register for classes. Just over two thirds (64%) of the students who answered this question responded "very confident" or "confident." The second question asked students how confident they are finding information in the course catalog. Seventy percent of the students who replied to the question responded "very confident" or "confident."

UD resources. In one multi-part question, we presented students with a list of UD academic resources and asked if they (a) were familiar or not familiar with a resource and (b) have or have not used it. It is important to note that many students responded to this survey after completing the first eight weeks of classes and may not have had time to use resources. Responses to this question are presented in Table 3.

Table 3: Student-reported familiarity and use of UD academic resources

Resource	Familiar	Have used
Library	92%	86%
Academic Advisor	82%	73%
Student Health Center	81%	50%
Study Abroad Program	72%	11%
Writing Center	67%	23%
Career Services Center	61%	27%
Student Health and Wellness Promotion	59%	18%

Math Tutoring Center	55%	19%
Office of Academic Enrichment	54%	25%
Counseling Center	47%	14%
Online Academic Workshops	40%	22%
Undergraduate Research Office	34%	6%

There were some significant differences between male and female respondents. More male respondents reported familiarity, $t(77) = 2.022$, p, = .047, with online academic workshops. More men also reported using the Counseling Center, $t(29.085) = 2.127$, $p = .042$, and the Writing Center, $t(36.556) = 2.343$, $p = .025$.There were also significant differences between respondents of different races and ethnicities. Significantly more Black students reported familiarity with online academic workshops than Hispanic/Latino students. More students aggregated in the aggregated race/ethnicity "Other" category (American Indian, Hawaiian/Pacific Islander, international, multiracial, and "unknown"/unreported students) reported using the Counseling Center than Hispanic/Latino students. More Black students reported using the library than Hispanic/Latino students and more Black students reported using the undergraduate research office than Hispanic/Latino and White students.

Personal responsibility and diversity. In the same multi-part question reported above in Table 2, we asked students about the value of some of the FYS goals related to personal responsibility and diversity. Results are shown in Table 4.

Table 4: Student-reported value of selected responsibility and diversity FYS goals

Goal	Very valuable	Valuable	Somewhat valuable	Not valuable	I didn't do this
Discussing topics to ensure my health and safety, such as alcohol awareness	29%	46%	16%	8%	1%
Learning about cultural activities on campus	21%	37%	27%	10%	5%
Exploring how my actions can impact my health	26%	42%	24%	8%	< 1%
Exploring how my personal decision making impacts my ability to attain my academic goals	33%	41%	20%	5%	1%
Learning how to create an academic plan of courses or list the learning opportunities that I wish to participate in while attending UD	33%	44%	14%	5%	6%

In addition to this question, we asked respondents to describe an FYS activity that helped them become a global citizen where global citizenship was defined as "an awareness of the world as a global community recognizing the rights and responsibilities of citizens within it." Although many (117) students indicated that they participated in one or more activities related to global citizenship, many of those responses were vague, unclear, or mentioned an activity with little or no relationship to global citizenship e.g., "going to the bookstore," "discussion with classmates." In our judgment, few (37) of the respondents provided examples of specific activities that addressed this goal in meaningful and substantive ways with several (15) of those respondents mentioning only Justice Sotomayor's talk.

FYS program. Several questions throughout the student survey focused on specific aspects of the FYS program, including the purpose and structure of the FYS, faculty, peer mentor, and book *My Beloved World*.

FYS goals and structure. When we asked students their opinion about what was the most important purpose of the FYS, respondents provided the answers shown in Table 5. Among the 16 "Other" write-in responses, 7 (2%) were some form of "not helpful" or "useless."

Table 5: Student-selected FYS purpose of most importance

Goal	Number of respondents	Percentage of respondents
Exploring majors and learning about academic opportunities at UD	86	28%
Gaining the academic skills needed to succeed at UD	71	23%
Connecting with other students	57	19%
Other	28	9%
Gaining the social skills needed to succeed at UD	23	8%
Learning more about myself	23	8%
Connecting with FYS faculty instructor	20	7%

We also asked students about some of the specific assignments in their FYS. First, they were asked how many assignments they were required to complete as displayed in Table 6. Second, student respondents were asked which assignment was most helpful and why; results are summarized in Table 7. The most frequent response, supplied by just over a quarter of the students who responded to this question, indicated that the passport was the most helpful assignment because "it made [them] go out and experience events on campus." Other responses focused on specific campus resources including library resources (15 respondents; 8%), career resources (13 respondents; 7%), and campus resources broadly construed (3 respondents; 2%).

Table 6: Number of assignments in FYS

Number of assignments	Number of respondents	Percentage of respondents
7 or more	39	13%
6	17	6%
5	8	3%
4	24	8%
3	21	7%
2	62	21%
1	63	22%
None	58	20%

Table 7: Most helpful FYS assignment

Assignment topic	Number of respondents	Percentage of respondents
Passport	49	26%
Other/unclassifiable	29	15%
No assignment was helpful	24	13%
Writing-focused activity e.g., journal, reflections	17	9%
Library resource-focused	15	8%
Career-related e.g., resume creation, visit to writing center	13	7%
Related to common reader or common reader author	11	6%
Goal setting or planning	10	5%
Major selection, academic planning, or academic advisor	8	4%
Connect with faculty other than FYS instructor	5	3%
Non-passport-related required event attendance	4	2%
Introduction to campus resources	3	2%
Drugs and alcohol awareness	2	1%

The survey instrument allowed students the opportunity to provide a suggestion for one change that would improve the experience for next year's students. One hundred and seventy one respondents provided comments and they are summarized in Table 8. Although the plurality (69 respondents; 40%) of the responses were difficult to categorize, nearly a quarter (37 respondents; 22%) suggested that the FYS class be made more interactive. Just over a tenth (18 respondents; 11%) made suggestions related to the passport but these suggestions were mixed with some requesting adjustments to the passport activity and others suggesting it be eliminated altogether. One tenth (17 respondents) requested that the FYS be made more academic

Table 8: Student suggestions to improve FYS

Suggestion	Number of respondents	Percentage of respondents
Other/unclassifiable	69	40%
More interaction and engagement	37	22%
Passport-related	18	11%
More academic/major focus	17	10%
Change FYS schedule	14	8%
Book-related	7	4%
Peer mentor-related	5	3%
Teach planning	4	2%

Faculty. In addition to the questions about the FYS instructor mentioned in previous sections, we also asked students how responsive they believed their FYS instructor to be. Responses are shown in Table 9. There were no significant differences between respondents of different gender or race/ethnicity.

Table 9: Perceived responsiveness of FYS faculty to students' questions/concerns

Faculty responsiveness	Number of respondents	Percentage of respondents
Always responsive	215	71%
Usually responsive	57	19%
Sometimes responsive	24	8%
Rarely responsive	5	2%

Peer Mentor. We also asked students how responsive they believed their FYS peer mentor to be. Responses are shown in Table 10.

Table 10: Perceived responsiveness of FYS peer mentor to students' questions/concerns

Peer Mentor responsiveness	Number of respondents	Percentage of respondents
Always responsive	251	83%
Usually responsive	42	14%
Sometimes responsive	7	2%
Rarely responsive	2	1%

mentors to including specific topics in training e.g., how to engage students, show video of peer mentoring teaching an actual FYS section. Five respondents (17%) indicated substantial satisfaction with the experience and recommended nothing be changed. Four respondents (14%) asked that faculty-peer mentor communication be improved and another group of four respondents asked that peer mentors be allowed more responsibility and more input into the course content.

FYS course. Just as we asked FYS participants their opinion about what was the most important purpose of the FYS, we also asked peer mentors and their answers shown in Table 11. The five write-in responses: "Freshman leaving this class as more confident, comfortable, socially adjusted, and educated in order to further succeed at UD," "Freshmen gaining knowledge of UD's resources," "I try to create, with my faculty member, an all inclusive FYS Program to prepare students for university life," "Freshmen exploring majors and learning about academic opportunities at UD, but also Freshmen exploring the various other programs and resources that UD offers," and "combination of all of these components."

Table 11: Peer mentor-selected FYS purpose of most importance

Goal	Number of respondents	Percentage of respondents
Freshmen gaining social skills needed to succeed at UD	8	22%
Freshmen exploring majors and learning about academic opportunities at UD	7	19%
Freshmen connecting with other students	7	19%
Other (write-in response)	5	14%
Freshmen learning more about themselves	4	11%
Freshmen gaining academic skills needed to succeed at UD	3	8%
Freshmen connecting with a Peer Mentor	2	5%
Freshmen to develop the skills to critically analyze a problem	1	3%

students: “For those that were able to attend, it was very impactful. Many of the students were in a math class that was holding an exam at the time of the talk and would not change the test. Would seem to me that a course that was primarily populated with first year students shouldn't be holding an exam at the time the common reader authors public talk.” Overall, most (25 respondents; 69%) faculty had a positive view of the book and author with many praising the book for its relevance and the author for her engaging speaking style. A few (4 respondents; 11%) were largely disapproving of the book with one of those respondents appearing to disapprove of the idea of a common reader altogether (“I think the money would be better invested in the class”).

Faculty provided many varied responses when asked about the activity that has the most significant impact on their students. Activities that were reported by more than 2 faculty members are listed in Table 12. Note that many faculty responded with multiple activities. Further, there is likely overlap in some of the activities listed below e.g., many student panels were explicitly organized by peer mentors.

Table 12: Faculty-reported impactful activities

Activity	Number of respondents	Percentage of respondents
Student panels	10	16%
Other	9	15%
Field trips	6	10%
Author	6	10%
Peer mentor	5	8%
Career services or career-related	5	8%
Class discussions	4	7%
Meal or food	4	7%
Public safety	3	5%
Passport	3	5%
Guest speaker	2	3%
Study abroad	2	3%
Mechanical Hall	1	2%
Scavenger hunt	1	2%

Two questions focused on how faculty spent time with students. In the classroom, most faculty (22 respondents; 73%) not teaching a discipline-specific section (e.g., biology, music) indicated that they retained the original 8-week, twice-a-week course schedule. Some (5 respondents; 17%) made minor modifications such as adding or subtracting a class. The discipline-specific sections met throughout the semester. Table 13 reports the number of times that faculty reported meeting with UNIV 101 students outside of class time. As shown, these numbers are noticeable different compared to those of the previous year with many more faculty not meeting at all with their students outside of class.

Table 13: Faculty-reported meetings with UNIV 101 students outside of class

	2012		2013	
	Number of respondents	Percentage of respondents	Number of respondents	Percentage of respondents
None	6	22%	15	47%
One or two times	17	63%	13	43%
Three or four times	1	4%	0	0
Five or more times	3	11%	4	13%

Although most student respondents said that their FYS course did not have a (memorable or prominent) theme, two-thirds (16 respondents) of the faculty respondents said that their course did have a theme. Some of these themes were relatively well-defined and specific e.g., "Role of the Supreme Court in our society," "Moral luck," "the benefits of confronting foreignness." Other courses had more loosely defined themes or themes that changed throughout the course.

Similar to how we asked students and peer mentors their opinion of the top purpose of FYS, we asked faculty their opinion (a) what were the top three purposes of their FYS and (b) what should be the top three purposes of the UD FYS. Results are shown in Tables 14 and 15, respectively.

Table 14: Faculty-reported top purpose of their FYS

Goal	Number of respondents	Percentage of respondents

Freshmen connecting with other students	13	30%
Freshmen gaining academic skills needed to succeed at UD	9	20%
Freshmen exploring majors and learning about academic opportunities at UD	6	14%
Freshmen learning more about themselves	4	9%
Freshmen gaining social skills needed to succeed at UD	3	7%
Global citizenship	3	7%
Other	3	7%
Freshmen connecting with FYS faculty	1	2%
Freshmen connecting with a Peer Mentor	1	2%
Freshmen to develop the skills to critically analyze a problem	1	2%
Freshmen to develop written communication skills	0	0%
Freshmen to develop oral communication skills	0	0%

Table 15: Faculty-reported desired top purpose of UD FYS

Goal	Number of respondents	Percentage of respondents
Freshmen connecting with other students	11	27%
Freshmen learning more about themselves	8	20%
Freshmen exploring majors and learning about academic opportunities at UD	6	15%
Freshmen gaining academic skills needed to succeed at UD	4	10%
Freshmen gaining social skills needed to succeed at UD	3	7%
Global citizenship	3	7%
Other	3	7%
Freshmen to develop the skills to critically analyze a problem	2	5%
Freshmen connecting with FYS faculty	1	2%
Freshmen connecting with a Peer Mentor	0	0%
Freshmen to develop written communication skills	0	0%
Freshmen to develop oral communication skills	0	0%

The “Other” write-in responses for these two questions about the purposes of FYS were:

- Freshmen exploring campus resources and learning about non-academic opportunities at UD
- Freshmen learning about the opportunities and resources available to them at UD.
- Freshmen getting to know cultural activities on campus; Freshmen discovering opportunities such as Study Abroad
- Having a place and safe space to ask questions and problem solve as they transition; being in the "same boat" with others and having people to facilitate process (faculty and peer mentor)
- Freshmen learning how to get help for any problems they experience at UD (personal, academic, etc.)
- Opportunity to explore rich campus cultural life such as theater and art shows
- Helping with FY transitions

Biology section survey responses. First, we note that eighty-four of the students enrolled in the HHMI and Biology sections of UNIV 101 participated in the student survey. This represents a 42% response rate, a much higher response rate than that enjoyed by the entire UNIV 101 population (20%). Not only did (proportionately) more of these students respond to the FYS student survey, they also responded in ways that indicates how their FYS experiences were different.

As shown in Table 16, more students in the HHMI and Biology sections understood the purpose of their FYS experience to be more focused on academics than in other UNIV 101 sections. Nearly three quarters (14 respondents; 74%) of the HHMI respondents and over half (39 respondents; 59%) of the non-HHMI Biology respondents indicated that their UNIV 101 course focused on academic skills or academic opportunities. In contrast, less than half (104 respondents; 47%) of the respondents in other UNIV 101 sections indicated that the most important purpose of their course was academic.

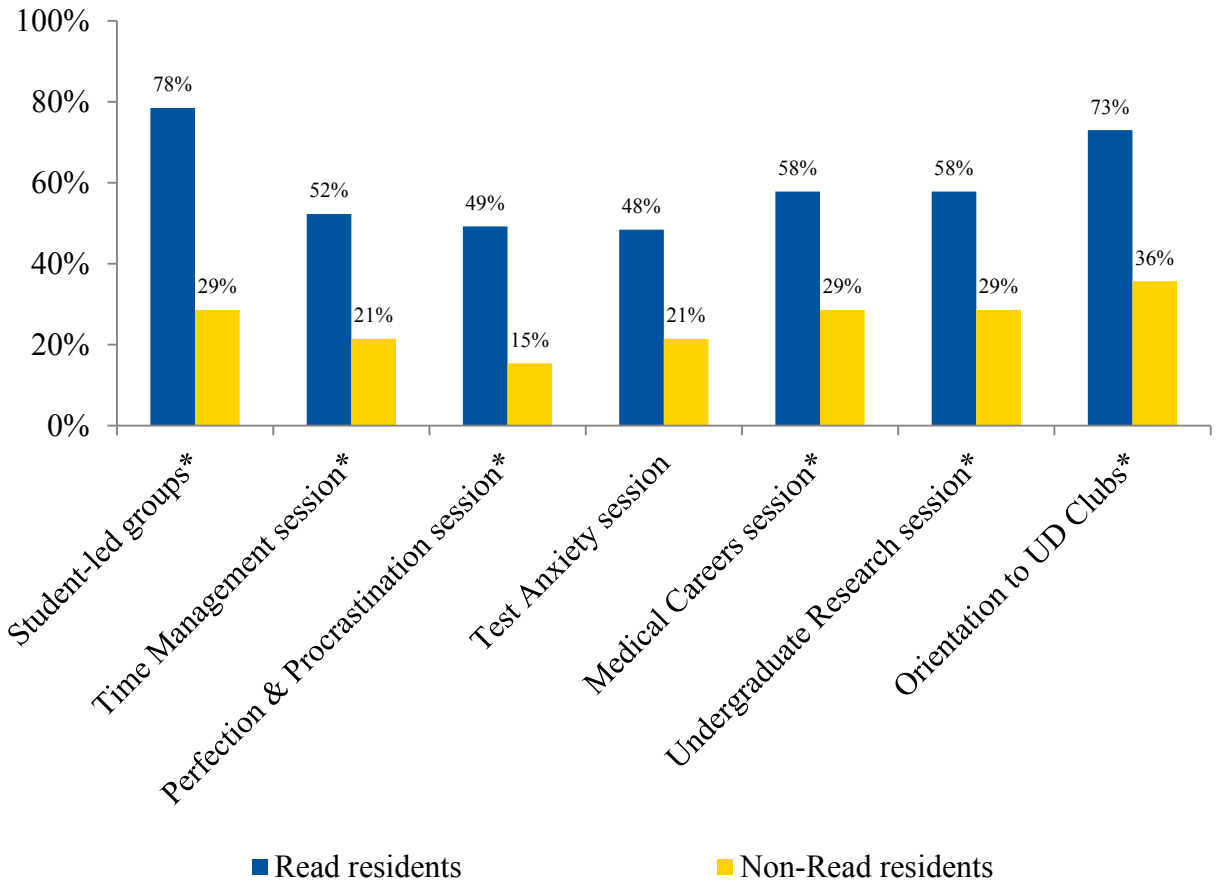
Table 16: Purpose of FYS reported by students in HHMI and Biology sections

Non-biology	HHMI	Non-HHMI Biology
Exploring majors and learning about academic opportunities at UD (27%)	Exploring majors and learning about academic opportunities at UD (42%)	Gaining the academic skills needed to succeed at UD (32%)
Connecting with other students (21%)	Gaining the academic skills needed to succeed at UD (32%)	Exploring majors and learning about academic opportunities at UD (27%)
Gaining the academic skills needed to succeed at UD (20%)	Connecting with other students (11%)	Connecting with other students (14%)
Other (11%)	Connecting with FYS faculty instructor (11%)	Learning more about myself (12%)
Gaining the social skills needed to succeed at UD (9%)	Learning more about myself (5%)	Other (6%)

When we focus more closely on the HHMI sections of UNIV 101, we find several differences that indicate a more positive experience for students in those sections. The HHMI

event as shown in Figure 1. Chi-square tests show that all of these differences are significant ($p < .05$) for all of these activities except for the Test Anxiety session.

Figure 1: Participation in Biology LLC activities



* Statistically significant difference, $p < .05$

		N	Mean	Standard deviation
Student-led student groups	HHMI	10	2.8	1.0
	Non-HHMI Biology LLC	46	2.7	1.0
Time Management session	HHMI	6	3.0	1.1
	Non-HHMI Biology LLC	32	2.5	0.9
Perfection & Procrastination session	HHMI	6	3.0	1.1
	Non-HHMI Biology LLC	29	2.4	0.9
Test Anxiety session*	HHMI	5	3.6	0.5
	Non-HHMI Biology LLC	30	2.4	1.0
Medical Careers session	HHMI	5	3.4	0.5
	Non-HHMI Biology LLC	37	2.9	1.0
Undergraduate Research session	HHMI	5	3.4	0.5
	Non-HHMI Biology LLC	37	2.9	1.0
Orientation to UD Clubs	HHMI	6	3.5	0.5
	Non-HHMI Biology LLC	46	2.9	0.7

* Statistically significant difference, $p < .05$

Impact of FYS Biology and HHMI Biology sections. Students were asked about the impact of the FYS program by asking them how comfortable they were performing particular tasks as a result of their FYS: Learn mathematics, Lean biology, Learn chemistry, Make and keep friends, and Work well in a group. Table 18 lists goals with the average perceived impact of the FYS on each of them (1-4 point scale) and the standard deviation for that rating; this table only includes responses from students who did not indicate that the goals was not applicable for them.

Table 18: Perceived impact of HHMI and Biology sections

		N	Mean	Standard deviation
Learn mathematics	HHMI	14	2.4	1.1

	Non-HHMI Biology LLC	51	2.1	0.9
Lean biology	HHMI	14	2.5	1.0
	Non-HHMI Biology LLC	52	2.1	0.8
Learn chemistry	HHMI	14	2.8	0.9
	Non-HHMI Biology LLC	52	2.3	0.8
Make and keep friends	HHMI	13	1.8	1.1
	Non-HHMI Biology LLC	52	1.9	0.7
Work well in a group	HHMI	14	2.0	1.0
	Non-HHMI Biology LLC	53	1.9	0.8

value in the experience, such as one student who recommended that the FYS “Be more encouraging to students, rather than to try and scare them from going for their dreams.”

general education goals are important purposes of UNIV 101 despite the fact that goals of the FYS and the larger FYE program explicitly incorporate several general education goals.

Academic Advising

In 2013, academic advisors at UD began a concerted effort to develop and assess university-wide student learning outcomes for academic advising. This effort is still in its early stages but three outcomes have been identified for first-year students:

1. By the first day of class in their first semester, students have accessed UDSIS
2. Students know the academic resources on campus available to all students (e.g., College Assistant Deans, University Studies Program, Office of Academic Enrichment, Writing Center, Math Lab, etc.)
3. By the first day of class in their first semester, students know critical dates on the University of Delaware academic calendar

Questions related to these outcomes were added to surveys related to New Student Orientation and this survey. In particular, students were asked how confident they were (a) Using UDSIS to register for classes and (b) finding information in the course catalog. As previously reported, responses to these questions were largely positive with just over two thirds (64%) of respondents were "very confident" or "confident" using UDSIS to register for class and seventy percent of respondents were "very confident" or "confident" finding information in the course catalog. There were no significant differences between students of different genders or race/ethnicity.

Faculty were asked if they held a class session focusing on course registration and advising and, if so, who taught it. Responses are show in Table 19. Of course, the most important responses are those the 14% who indicate that there were no class sessions at all focused on this topic.

Table 19: Faculty understanding of who taught course registration and advising class session

	Number of respondents	Percentage of respondents
Only faculty	15	34%
Only peer mentor	12	27%
Only someone else	1	2%
Several people	10	23%
No one	6	14%

Peer mentors were asked the same question and their responses were very different as shown in Table 20. The differences in the responses of these two groups indicates a significant disconnect between these groups. Although faculty provided a diverse set of responses indicating that responsibility for this important topic is spread out among several people, the majority of peer mentors believed that they were the only person who taught this topic.

Table 20: Peer mentor understanding of who taught course registration and advising class session

	Number of respondents	Percentage of respondents
Only faculty	2	6%
Only peer mentor	20	61%
Only someone else	1	3%
Several people	3	9%
No one	7	21%

groups believe that the FYS is a balance of academic skills and knowledge with social acclimation. Faculty also believe that those purposes should be balanced. The alignment between the perceptions of these three groups and faculty objectives indicates broad agreement that the FYS is and should be achieving that balance.

Second, peer mentors appear to have a slightly different understanding of the purposes of the FYS compared to both faculty and students. This is indicated by the fact that a large number of both faculty and students indicated that "freshmen gaining academic skills needed to succeed at UD" is the top purposes of the FYS but peer mentors do not share that perception. This is likely due to the focus and purpose of the peer mentors who provide a social emphasis in contrast to the academic and intellectual emphases provided by the faculty. However, FYS staff may want to investigate this to ensure that Peer Mentors' understanding of the overall purpose of UNIV 101 is aligned with its intended purpose.

Table 21: Purpose of FYS reported by students, peer mentors, and faculty

Students experienced	Peer mentors experienced	Faculty enacted (weighted)[1]	Faculty desired (enacted)[1]
Exploring majors and learning about academic opportunities at UD (28%)	Freshmen gaining social skills needed to succeed at UD (22%)	Freshmen connecting with other students	Freshmen gaining academic skills needed to succeed at UD
Gaining the academic skills needed to succeed at UD (23%)	Freshmen exploring majors and learning about academic opportunities at UD (19%)	Freshmen gaining academic skills needed to succeed at UD	Freshmen connecting with other students
Connecting with other students (19%)	Freshmen connecting with other students (19%)	Freshmen exploring majors and learning about academic opportunities at UD	Freshmen learning more about themselves
Other (9%)	Other: (14%)	Freshmen learning more about themselves	Freshmen exploring majors and learning about academic

[1] Unlike students and peer mentors who were asked to only indicate their top goal, faculty were asked to rank their top three goals. These responses are the goals with the top five sums of weighted responses with the first goal receiving a weight of 3, the second goal a weight of 2, and the third goal a weight of 1.

			opportunities at UD
Gaining the social skills needed to succeed at UD (8%)	Freshmen learning more about themselves (11%)	Freshmen gaining social skills needed to succeed at UD	Freshmen gaining social skills needed to succeed at UD

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Appendix A: Student Survey Instrument [2]

First Year Seminar Student Survey Fall 2013

Q1 Please take a few minutes to tell us about your experience in your First Year Seminar class by participating in this very brief survey. While your participation in this survey is voluntary, we need your feedback to know how to make the future experiences of first year students more valuable. Your responses may help us improve the curriculum and format of the First Year Seminar course, including informing our selection of next year's book and author. Your responses will be confidential and will go directly to UD's Center for Teaching and Assessment of Learning (CTAL). Unless there are exceptional circumstances, we will not identify or link you with your responses in reports or summaries shared with UD faculty and administrators. This survey will take you about 8 minutes to complete. If you have questions about this survey or experience technical difficulties, please contact Kevin R. Guidry, CTAL Senior Research Analyst, at krguidry@udel.edu Thank you for your participation.

Q2 Demographic Information

Q3 What is your gender?

- ❍ Female (1)
- ❍ Male (2)
- ❍ Prefer not to disclose (3)

Q4 Are you Hispanic or Latino?

- ❍ Yes (1)
- ❍ No (2)

[2] This instrument was downloaded in Word from Qualtrics. For some questions, this version does not exactly replicate the appearance of the questions and response scales as they originally appeared on the Web.

Q5 Select one or more of the following races to describe yourself:

- ❑ American Indian or Alaska Native (1)
- ❑ Asian (2)
- ❑ Black or African American (3)
- ❑ Native Hawaiian or Other Pacific Islander (4)
- ❑ White (5)

Q6 Are you an international student?

- ❍ Yes (1)
- ❍ No (0)

Q7 Please select your FYS instructor and section:

<lengthy list of course sections and instructors omitted>

Q8 SECTION 1: The following questions pertain to your First Year Seminar.

Q9 Please rate your level of agreement with the statements below: As a result of my First Year Seminar (FYS)...

	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Did not have the opportunity to form a relationship (-1)
I feel connected to my FYS faculty member (1)	❍	❍	❍	❍	❍
I am more comfortable talking to faculty (2)	❍	❍	❍	❍	❍
I feel connected to the peer mentor who helped teach my FYS class (3)	❍	❍	❍	❍	❍

Q10 As a result of participating in the FYS, I feel better prepared for the second semester:

❍ Strongly Agree (4)

❍ Agree (3)

❍ Disagree (2)

❍ Strongly Disagree (1)

Q11 Did you read My Beloved World by Sonia Sotomayor?

❍ Yes (1)

❍ No (0)

Q12 Briefly describe how the book My Beloved World by Sonia Sotomayor or her presentation affected you.

Q13 One of the goals of the First Year Seminar is to help you transition to the University of Delaware. Please indicate how valuable the following were in helping you with this transition.

	Very Valuable (4)	Valuable (3)	Somewhat Valuable (2)	Not Valuable (1)	I Didn't Do This (-1)
Connecting with other freshmen (1)	❍	❍	❍	❍	❍
Connecting with my peer mentor (2)	❍	❍	❍	❍	❍
Connecting with my First Year Seminar faculty member (3)	❍	❍	❍	❍	❍
Learning about the UD academic resources (4)	❍	❍	❍	❍	❍
Meeting with my academic advisor (5)	❍	❍	❍	❍	❍
Learning about UD academic expectations of me (6)	❍	❍	❍	❍	❍
Discussing topics to ensure my health and safety, such as alcohol awareness (7)	❍	❍	❍	❍	❍
Learning about cultural activities on campus (8)	❍	❍	❍	❍	❍

Completing my FYS passport (9)	❍	❍	❍	❍	❍
Exploring how my actions can impact my health (10)	❍	❍	❍	❍	❍
Exploring how my personal decision making impacts my ability to attain my academic goals (11)	❍	❍	❍	❍	❍
Learning how to create an academic plan of courses or list the learning opportunities that I wish to participate in while attending UD (12)	❍	❍	❍	❍	❍

Q14 What was the most important purpose of the First Year Seminar?

- ❍ Connecting with other students (1)
- ❍ Exploring majors and learning about academic opportunities at UD (3)
- ❍ Connecting with FYS faculty instructor (4)
- ❍ Learning more about myself (5)
- ❍ Gaining the social skills needed to succeed at UD (6)
- ❍ Gaining the academic skills needed to succeed at UD (7)
- ❍ Other (8) _____

Q15 Please indicate how comfortable you are doing the following things as a result of your FYS.

	Very Comfortable (4)	Comfortable (3)	Somewhat Comfortable (2)	Not Comfortable at all (1)	Not applicable (-1)
Getting faculty to help me when I get stuck on schoolwork (1)	❍	❍	❍	❍	❍
Getting help from other UD academic resources (tutors, Writing Center, etc.) when I get stuck on schoolwork (2)	❍	❍	❍	❍	❍
Getting another student to help me when I get stuck on schoolwork (3)	❍	❍	❍	❍	❍

Q16 What one change in the First Year Seminar would improve the experience for next year's students?

Q17 I found my First Year Seminar faculty member to be:

- ❍ Always responsive to students' questions/concerns (4)
- ❍ Usually responsive to students' questions/concerns (3)
- ❍ Sometimes responsive to students' questions/concerns (2)
- ❍ Rarely responsive to students' questions/concerns (1)

Q18 I found my First Year Seminar peer mentor to be:

- ❍ Always responsive to students' questions/concerns (4)
- ❍ Usually responsive to students' questions/concerns (3)
- ❍ Sometimes responsive to students' questions/concerns (2)
- ❍ Rarely responsive to students' questions/concerns (1)

Q19 How many written assignments did you need to complete in this course?

- ❍ No assignments (0)
- ❍ 1 assignment (1)
- ❍ 2 assignments (2)
- ❍ 3 assignments (3)
- ❍ 4 assignments (4)
- ❍ 5 assignments (5)
- ❍ 6 assignments (6)
- ❍ 7 or more assignments (7)

If No assignments Is Selected, Then Skip To SECTION 3: The following questions pe...

Q20 What assignment was most helpful to you and why?

Q21 SECTION 2: The following questions pertain to your experiences during your first semester at UD.

Q22 How confident are you...

	Very Confident (4)	Confident (3)	Somewhat Confident (2)	Not Confident (1)
Using UDSIS to register for classes (1)	❍	❍	❍	❍
Finding information in the course catalog (2)	❍	❍	❍	❍

Q23 For each of the following resources indicate whether you are familiar with the resource and if you have used it (in-person or online) during your first semester at UD.

	FAMILIARITY		USE	
	Familiar (1)	Not familiar (2)	Have used (1)	Have not used (2)
Academic Advisor (1)	❍	❍	❍	❍
Career Services Center (2)	❍	❍	❍	❍
Counseling Center (3)	❍	❍	❍	❍
Library (4)	❍	❍	❍	❍
Math Tutoring Center (5)	❍	❍	❍	❍
Office of Academic Enrichment (6)	❍	❍	❍	❍
Online Academic Workshops (7)	❍	❍	❍	❍
Student Health Center (8)	❍	❍	❍	❍
Student Wellness and Health Promotion (9)	❍	❍	❍	❍
Study Abroad Program (10)	❍	❍	❍	❍
Undergraduate Research Office (11)	❍	❍	❍	❍
Writing Center (12)	❍	❍	❍	❍

Q24 Please describe how your Peer Mentor taught about personal health and safety, conflict resolution, or any other topic that you thought was helpful to you or your fellow students.

Personal health and safety (1)

Conflict resolution (2)

Any other well taught topic (3)

Q25 The University of Delaware has an expectation that students become "contributing global citizens" by engaging in various learning opportunities provided during their time at the university. "Global Citizenship" is an awareness of the world as a global community recognizing the rights and responsibilities of citizens within it. Describe an activity that you participated in during your FYS that helped you to become a global citizen.

Q26 Did your First Year Seminar course have a theme this year? If so, please describe that theme.

Appendix B: HHMI and Biology Survey Questions[3]

Q27 SECTION 3: The following questions pertain to your specific FYS section.

Q29 Did you live in George Read Residence Hall this semester?

- ❍ Yes (1)
- ❍ No (0)

Q30 How valuable were the following activities carried out in George Read Residence Hall or your FYS class?

	Very Valuable (1)	Valuable (2)	Somewhat Valuable (3)	Not Valuable (4)	I Didn't Participate in This (5)
Student-led student groups (1)	❍	❍	❍	❍	❍
Time Management session (2)	❍	❍	❍	❍	❍
Perfection & Procrastination session (3)	❍	❍	❍	❍	❍
Test Anxiety session (4)	❍	❍	❍	❍	❍
Medical Careers session (5)	❍	❍	❍	❍	❍
Undergraduate Research session (6)	❍	❍	❍	❍	❍
Orientation to UD Clubs (7)	❍	❍	❍	❍	❍

Q28 Please indicate how comfortable you are doing the following things as a result of your FYS.

	Very Comfortable (4)	Comfortable (3)	Somewhat Comfortable (2)	Not Comfortable At All (1)	Not Applicable (-1)
Learn mathematics (1)	❍	❍	❍	❍	❍
Lean biology (2)	❍	❍	❍	❍	❍
Learn chemistry (3)	❍	❍	❍	❍	❍
Make and keep friends (4)	❍	❍	❍	❍	❍
Work well in a group (5)	❍	❍	❍	❍	❍

Q31 Thank you for your time. We wish you all the best for great success at the University of Delaware.

Appendix C: Peer Mentor Survey Instrument[4]

First Year Seminar Peer Mentor Survey Fall 2013

Q1 Please take a few minutes to tell us about your experience as a Peer Mentor in a First Year Seminar class by participating in this very brief survey. While your participation in this survey is voluntary, we need your feedback to know how to make the future experiences of Peer Mentors and FYS students more valuable. Your responses will help us tailor the training we give to Peer Mentors, provide guidance to faculty on how to best work with Peer Mentors, and guide the content in the FYS course including the book and speaker. Your responses will be confidential and will go directly to UD's Center for Teaching and Assessment of Learning (CTAL). Unless there are exceptional circumstances, we will not identify or link you with your responses in reports or summaries shared with UD faculty and administrators. This survey will take you about 8 minutes to complete. If you have questions about this survey or experience technical difficulties, please contact Kevin R. Guidry, CTAL Senior Research Analyst, at krguidry@udel.edu Thank you for your participation.

Q2 Your name:

Q3 Please select your FYS faculty:
<lengthy list of course sections and instructors omitted>

[4] This instrument was downloaded in Word from Qualtrics. For some questions, this version does not exactly replicate the appearance of the questions and response scales as they originally appeared on the Web.

Q4 What was the most important purpose of your FYS?

- ❍ Freshmen connecting with other students (1)
- ❍ Freshmen connecting with FYS faculty (2)
- ❍ Freshmen exploring majors and learning about academic opportunities at UD (3)
- ❍ Freshmen learning more about themselves (4)
- ❍ Freshmen gaining social skills needed to succeed at UD (5)
- ❍ Freshmen gaining academic skills needed to succeed at UD (6)
- ❍ Freshmen connecting with a Peer Mentor (7)
- ❍ Freshmen to develop the skills to critically analyze a problem (8)
- ❍ Freshmen to develop written communication skills (9)
- ❍ Freshmen to develop oral communication skills (10)
- ❍ Other: (11) _____

Q5 Did you spend time interacting with your FYS students out of class? Why or why not?Please give examples of your interactions with students outside of class.

Q6 How did you use My Beloved World by Sonia Sotomayor in your class?

Q7 What was the impact of Sonia Sotomayor's visit on your FYS students?

Q8 Do you have any additional comments about the book selection and author visit?

Q9 What have you personally gained or learned from being a Peer Mentor?

Q10 What was the most frustrating experience for you as a Peer Mentor?

Q11 Thinking about your experience as a Peer Mentor this semester, are there any topics that you believe should have been covered during your training to prepare you better for your role as a Peer Mentor?

Q12 How could FYS be improved for next year's Peer Mentors?

Q13 How could FYS be improved for next year's FYS students?

Q14 Did you hold a class session focusing on course registration and advisement?

- ❑ Yes, I taught it (1)
- ❑ Yes, my faculty member taught it (2)
- ❑ Yes, someone else taught it (3)
- ❑ No (4)

Q15 How many entire FYS classes did you teach?

- ❍ 0 (0)
- ❍ 1 (1)
- ❍ 2 (2)
- ❍ 3 (3)
- ❍ 4 (4)
- ❍ 5 (5)
- ❍ 6 (6)
- ❍ 7 or more (7)

Appendix D: Faculty Survey Instrument[5]

First Year Seminar Faculty Survey Fall 2013

Q1 Please take a few minutes to tell us about your experience teaching a First Year Seminar class by participating in this very brief survey. While your participation in this survey is voluntary, we need your feedback to know how to improve the experiences of FYS faculty and improve the content and structure of FYS courses. Your responses will help us modify the content and goals of the course, tailor the Peer Mentor training, and select the book and speaker for next year. Your responses will be confidential and will go directly to UD's Center for Teaching and Assessment of Learning (CTAL). Unless there are exceptional circumstances, we will not identify or link you with your responses in reports or summaries shared with other UD faculty and administrators. This survey will take you about 8 minutes to complete. If you have questions about this survey or experience technical difficulties, please contact Kevin R. Guidry, CTAL Senior Research Analyst, at krguidry@udel.edu

Q2 Please select your name:
<lengthy list of instructors omitted>

Q3 SECTION 1: First Year Seminar (FYS) and students' response

Q4 What was your overall impression of the first year students?

Q5 Did you find this experience rewarding? Yes or no, please explain.

Q6 Did you use the UD FYE passport?

- ❍ Yes (1)
- ❍ No, but I used something similar (2)
- ❍ No (3)

[5] This instrument was downloaded in Word from Qualtrics. For some questions, this version does not exactly replicate the appearance of the questions and response scales as they originally appeared on the Web.

Q7 Did you hold a class session focusing on course registration and advising?

- ❑ Yes, I taught it (1)
- ❑ Yes, my peer mentor taught it (2)
- ❑ Yes, someone else taught it (3)
- ❑ No (4)

Q8 What activity do you think had most significant impact on the students in your seminar (e.g., field trip, meal, workshops, guest speaker)?

Q9 How did you use My Beloved World by Sonia Sotomayor in your class?

Q10 What was the impact of Sonia Sotomayor's visit on your FYS students?

Q11 Do you have any additional comments about the book selection and author visit?

Q12 How many times did you meet with your seminar students outside of class time?

- ❍ None (0)
- ❍ One time (1)
- ❍ Two times (2)
- ❍ Three times (3)
- ❍ Four times (4)
- ❍ Five times or more (5)

Q13 What were the three most important purposes of your FYS? (Please click on the items in the left-hand column and drag them into the right-hand column.)

Most important purpose of your FYS	Second most important purpose of your FYS	Third most important purpose of your FYS
_____ Freshmen connecting with other students (1)	_____ Freshmen connecting with other students (1)	_____ Freshmen connecting with other students (1)
_____ Freshmen connecting with FYS faculty (2)	_____ Freshmen connecting with FYS faculty (2)	_____ Freshmen connecting with FYS faculty (2)
_____ Freshmen exploring majors and learning about academic opportunities at UD (3)	_____ Freshmen exploring majors and learning about academic opportunities at UD (3)	_____ Freshmen exploring majors and learning about academic opportunities at UD (3)
_____ Freshmen learning more about themselves (4)	_____ Freshmen learning more about themselves (4)	_____ Freshmen learning more about themselves (4)
_____ Freshmen gaining social skills needed to succeed at UD (5)	_____ Freshmen gaining social skills needed to succeed at UD (5)	_____ Freshmen gaining social skills needed to succeed at UD (5)
_____ Freshmen gaining academic skills needed to succeed at UD (6)	_____ Freshmen gaining academic skills needed to succeed at UD (6)	_____ Freshmen gaining academic skills needed to succeed at UD (6)
_____ Freshmen connecting with a Peer Mentor (7)	_____ Freshmen connecting with a Peer Mentor (7)	_____ Freshmen connecting with a Peer Mentor (7)
_____ Freshmen to develop the skills to critically analyze a problem (8)	_____ Freshmen to develop the skills to critically analyze a problem (8)	_____ Freshmen to develop the skills to critically analyze a problem (8)
_____ Freshmen to develop written communication skills (9)	_____ Freshmen to develop written communication skills (9)	_____ Freshmen to develop written communication skills (9)
_____ Freshmen to develop oral	_____ Freshmen to develop oral	_____ Freshmen to develop oral

communication skills (10) _____ Global citizenship (11) _____ Other (12)	communication skills (10) _____ Global citizenship (11) _____ Other (12)	communication skills (10) _____ Global citizenship (11) _____ Other (12)

Q14 What should be the three most important purposes of the UD FYS? (Please click on the items in the left-hand column and drag them into the right-hand column.)

Most important purpose of the UD FYS	Second most important purpose of the UD FYS	Third most important purpose of the UD FYS
_____ Freshmen connecting with other students (1)	_____ Freshmen connecting with other students (1)	_____ Freshmen connecting with other students (1)
_____ Freshmen connecting with FYS faculty (2)	_____ Freshmen connecting with FYS faculty (2)	_____ Freshmen connecting with FYS faculty (2)
_____ Freshmen exploring majors and learning about academic opportunities at UD (3)	_____ Freshmen exploring majors and learning about academic opportunities at UD (3)	_____ Freshmen exploring majors and learning about academic opportunities at UD (3)
_____ Freshmen learning more about themselves (4)	_____ Freshmen learning more about themselves (4)	_____ Freshmen learning more about themselves (4)
_____ Freshmen gaining social skills needed to succeed at UD (5)	_____ Freshmen gaining social skills needed to succeed at UD (5)	_____ Freshmen gaining social skills needed to succeed at UD (5)
_____ Freshmen gaining academic skills needed to succeed at UD (6)	_____ Freshmen gaining academic skills needed to succeed at UD (6)	_____ Freshmen gaining academic skills needed to succeed at UD (6)
_____ Freshmen connecting with a Peer Mentor (7)	_____ Freshmen connecting with a Peer Mentor (7)	_____ Freshmen connecting with a Peer Mentor (7)
_____ Freshmen to develop the skills to critically analyze a problem (8)	_____ Freshmen to develop the skills to critically analyze a problem (8)	_____ Freshmen to develop the skills to critically analyze a problem (8)
_____ Freshmen to develop written communication skills (9)	_____ Freshmen to develop written communication skills (9)	_____ Freshmen to develop written communication skills (9)
_____ Freshmen to develop oral communication skills (10)	_____ Freshmen to develop oral communication skills (10)	_____ Freshmen to develop oral communication skills (10)
_____ Global citizenship (11)	_____ Global citizenship (11)	_____ Global citizenship (11)
_____ Other (12)	_____ Other (12)	_____ Other (12)

Q15 How could the FYS be enhanced/changed/improved for next year's students and faculty?

Q16 Was there a central theme to your FYS? If so, please describe it.

Q17 The FYS was scheduled to meet twice weekly for the first eight weeks of the semester. Did you modify this at all? If so, how and why?

Q18 Would you be a FYS instructor again?

- Yes (1)
- No (2)
- Not sure (3)

Q19 SECTION 2: Peer mentor

Q20 Did you meet your Peer Mentor(s) prior to the first seminar class?

- Yes, we met only in person (1)
- Yes, we met in person and communicated electronically (2)
- No, but we communicated electronically (3)
- No (4)

Q21 Do you think your Peer Mentor(s) was helpful? Please explain.

Q22 Based on your observations, how did the students in your FYS perceive and respond to their Peer Mentor(s)?

Q23 How many entire FYS classes did your Peer Mentor(s) teach?(If you taught multiple sections, please indicate the average number of sections across all of your sections.)

- ❍ 0 (1)
- ❍ 1 (2)
- ❍ 2 (3)
- ❍ 3 (4)
- ❍ 4 (5)
- ❍ 5 (6)
- ❍ 6 (7)
- ❍ 7 or more (8)

Q24 Please list one or two topics presented by your Peer Mentor(s) that you think were well received by the seminar students.

Q25 Would you recommend your Peer Mentor(s) for next year?

- ❍ Yes (1)
- ❍ No (2)
- ❍ Not sure (please explain) (3) _____

Q26 Thank you for your time and feedback!

Appendix E: Student Survey Responses[6]

Question number	Question text	Response options	Number of responses	Percentage of responses
Q9a	Please rate your level of agreement with the statements below: As a result of my First Year Seminar...-I feel connected to my FYS faculty member	Did not have the opportunity to form a relationship	26	7.2%
		Strongly Disagree	18	5.0%
		Disagree	69	19.2%
		Agree	144	40.0%
		Strongly Agree	63	17.5%
Q9b	Please rate your level of agreement with the statements below: As a result of my First Year Seminar...-I am more comfortable talking to faculty	Did not have the opportunity to form a relationship	12	3.3%
		Strongly Disagree	11	3.1%
		Disagree	58	16.1%
		Agree	181	50.3%
		Strongly Agree	56	15.6%
Q9c	Please rate your level of agreement with the statements below: As a result of my First Year Seminar...-I feel connected to the peer mentor who helped teach my FYS class	Did not have the opportunity to form a relationship	23	6.4%
		Strongly Disagree	8	2.2%
		Disagree	51	14.2%
		Agree	151	41.9%
		Strongly Agree	86	23.9%
Q10	As a result of participating in the FYS, I feel better prepared for the second semester:	Strongly Disagree	18	5.0%
		Disagree	44	12.2%
		Agree	199	55.3%
		Strongly Agree	59	16.4%
Q11	Did you read My Beloved World by Sonia Sotomayor?	No	82	22.8%
		Yes	238	66.1%
Q12	Briefly describe how the book My Beloved World by Sonia Sotomayor or her presentation affected you.	Open-ended text response	n/a	n/a

[6] Percentages may not sum to 100% because of item non-response i.e., respondents did not answer every question.

Q13a	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....-Connecting with other freshmen	I Didn't Do This	14	3.9%
		Not Valuable	31	8.6%
		Somewhat Valuable	90	25.0%
		Valuable	113	31.4%
		Very Valuable	63	17.5%
Q13b	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....-Connecting with my peer mentor	I Didn't Do This	22	6.1%
		Not Valuable	37	10.3%
		Somewhat Valuable	91	25.3%
		Valuable	114	31.7%
		Very Valuable	46	12.8%
Q13c	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....-Connecting with my First Year Seminar faculty member	I Didn't Do This	29	8.1%
		Not Valuable	43	11.9%
		Somewhat Valuable	89	24.7%
		Valuable	108	30.0%
		Very Valuable	41	11.4%
Q13d	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....-Learning about the UD academic resources	I Didn't Do This	4	1.1%
		Not Valuable	8	2.2%
		Somewhat Valuable	48	13.3%
		Valuable	148	41.1%
		Very Valuable	102	28.3%
Q13e	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....-Meeting with my academic advisor	I Didn't Do This	34	9.4%
		Not Valuable	26	7.2%
		Somewhat Valuable	57	15.8%
		Valuable	103	28.6%
		Very Valuable	90	25.0%
Q13f	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....-Learning about UD academic expectations of me	I Didn't Do This	8	2.2%
		Not Valuable	18	5.0%
		Somewhat Valuable	46	12.8%
		Valuable	154	42.8%
		Very Valuable	83	23.1%

Q13g	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....-Discussing topics to ensure my health and safety, such as alcohol awareness	I Didn't Do This	2	.6%
		Not Valuable	26	7.2%
		Somewhat Valuable	50	13.9%
		Valuable	142	39.4%
		Very Valuable	90	25.0%
Q13h	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....-Learning about cultural activities on campus	I Didn't Do This	16	4.4%
		Not Valuable	31	8.6%
		Somewhat Valuable	82	22.8%
		Valuable	115	31.9%
		Very Valuable	66	18.3%
Q13i	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....-Completing my FYS passport	I Didn't Do This	42	11.7%
		Not Valuable	71	19.7%
		Somewhat Valuable	67	18.6%
		Valuable	87	24.2%
		Very Valuable	42	11.7%
Q13j	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....-Exploring how my actions can impact my health	I Didn't Do This	1	.3%
		Not Valuable	25	6.9%
		Somewhat Valuable	73	20.3%
		Valuable	128	35.6%
		Very Valuable	81	22.5%
Q13k	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....-Exploring how my personal decision making impacts my ability to attain my academic goals	I Didn't Do This	4	1.1%
		Not Valuable	17	4.7%
		Somewhat Valuable	61	16.9%
		Valuable	127	35.3%
		Very Valuable	101	28.1%
Q13l	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....-Learning how to create an academic plan of courses or list the learning opportunities that I wish to participate in while attending UD	I Didn't Do This	17	4.7%
		Not Valuable	14	3.9%
		Somewhat Valuable	42	11.7%
		Valuable	135	37.5%
		Very Valuable	101	28.1%

Q14	What was the most important purpose of the First Year Seminar?	Connecting with other students	57	15.8%
		Exploring majors and learning about academic opportunities at UD	86	23.9%
		Connecting with FYS faculty instructor	20	5.6%
		Learning more about myself	23	6.4%
		Gaining the social skills needed to succeed at UD	23	6.4%
		Gaining the academic skills needed to succeed at UD	71	19.7%
		Other	28	7.8%
Q15a	Please indicate how comfortable you are doing the following things as a result of your FYS.-Getting faculty to help me when I get stuck on schoolwork	Not applicable	9	2.5%
		Not Comfortable at all	26	7.2%
		Somewhat Comfortable	77	21.4%
		Comfortable	125	34.7%
		Very Comfortable	73	20.3%
Q15b	Please indicate how comfortable you are doing the following things as a result of your FYS.-Getting help from other UD academic resources (tutors, Writing Center, etc.) when I get stuck on schoolwork	Not applicable	7	1.9%
		Not Comfortable at all	19	5.3%
		Somewhat Comfortable	57	15.8%
		Comfortable	128	35.6%
		Very Comfortable	98	27.2%
Q15c	Please indicate how comfortable you are doing the following things as a result of your FYS.-Getting another student to help me when I get stuck on schoolwork	Not applicable	9	2.5%
		Not Comfortable at all	13	3.6%
		Somewhat Comfortable	46	12.8%
		Comfortable	119	33.1%
		Very Comfortable	123	34.2%
Q16	What one change in the First Year Seminar would improve the experience for next year's students?	Open-ended text response	n/a	n/a
Q17	I found my First Year Seminar faculty member to be:	Rarely responsive to students' questions/concerns	5	1.4%
		Sometimes responsive to students' questions/concerns	24	6.7%
		Usually responsive to students' questions/concerns	57	15.8%
		Always responsive to students' questions/concerns	215	59.7%
Q18	I found my First Year Seminar peer mentor to be:	Rarely responsive to students' questions/concerns	2	.6%
		Sometimes responsive to students' questions/concerns	7	1.9%
		Usually responsive to students' questions/concerns	42	11.7%

		Always responsive to students' questions/concerns	251	69.7%
Q19	How many written assignments did you need to complete in this course?	No assignments	58	16.1%
		1 assignment	63	17.5%
		2 assignments	62	17.2%
		3 assignments	21	5.8%
		4 assignments	24	6.7%
		5 assignments	8	2.2%
		6 assignments	17	4.7%
		7 or more assignments	39	10.8%
Q20	What assignment was most helpful to you and why?	Open-ended text response	n/a	n/a
Q22a	How confident are you...-Using UDSIS to register for classes	Not Confident	34	9.4%
		Somewhat Confident	68	18.9%
		Confident	89	24.7%
		Very Confident	95	26.4%
Q22b	How confident are you...-Finding information in the course catalog	Not Confident	26	7.2%
		Somewhat Confident	61	16.9%
		Confident	96	26.7%
		Very Confident	102	28.3%
Q23aa	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Academic Advisor	Familiar	231	64.2%
		Not familiar	52	14.4%
Q23ab	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Career Services Center	Familiar	172	47.8%
		Not familiar	110	30.6%
Q23ac	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Counseling Center	Familiar	132	36.7%
		Not familiar	150	41.7%
Q23ad	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Library	Familiar	261	72.5%
		Not familiar	22	6.1%
Q23ae	For each of the following resources indicate whether	Familiar	153	42.5%

you are familiar with the resource and if you h... : FAMILIARITY-Math Tutoring Center	Not familiar	125	34.7%

Q23af	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Office of Academic Enrichment	Familiar	151	41.9%
		Not familiar	130	36.1%
Q23ag	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Online Academic Workshops	Familiar	114	31.7%
		Not familiar	168	46.7%
Q23ah	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Student Health Center	Familiar	228	63.3%
		Not familiar	53	14.7%
Q23ai	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Student Wellness and Health Promotion	Familiar	167	46.4%
		Not familiar	115	31.9%
Q23aj	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Study Abroad Program	Familiar	202	56.1%
		Not familiar	80	22.2%
Q23ak	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Undergraduate Research Office	Familiar	96	26.7%
		Not familiar	186	51.7%
Q23al	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Writing Center	Familiar	188	52.2%
		Not familiar	94	26.1%
Q23ba	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Academic Advisor	Have used	194	53.9%
		Have not used	73	20.3%
Q23bb	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Career Services Center	Have used	72	20.0%
		Have not used	194	53.9%
Q23bc	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Counseling Center	Have used	37	10.3%
		Have not used	228	63.3%
Q23bd	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Library	Have used	228	63.3%
		Have not used	38	10.6%

Q23be	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Math Tutoring Center	Have used	51	14.2%
		Have not used	215	59.7%
Q23bf	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Office of Academic Enrichment	Have used	66	18.3%
		Have not used	200	55.6%
Q23bg	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Online Academic Workshops	Have used	57	15.8%
		Have not used	208	57.8%
Q23bh	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Student Health Center	Have used	132	36.7%
		Have not used	133	36.9%
Q23bi	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Student Wellness and Health Promotion	Have used	48	13.3%
		Have not used	218	60.6%
Q23bj	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Study Abroad Program	Have used	29	8.1%
		Have not used	237	65.8%
Q23bk	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Undergraduate Research Office	Have used	15	4.2%
		Have not used	250	69.4%
Q23bl	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Writing Center	Have used	61	16.9%
		Have not used	204	56.7%

Appendix F: HHMI and Biology Questions Survey Responses[7]

Question number	Question text	Response options	Number of responses	Percentage of responses
Q24	Did you live in George Read Residence Hall this semester?	No	14	17.7%
		Yes	65	82.3%
Q25a	How valuable were the following activities carried out in George Read Residence Hall or your FYS cla...-Student-led student groups	Very Valuable	13	16.3%
		Valuable	22	27.5%
		Somewhat Valuable	11	13.8%
		Not Valuable	10	12.5%
		I Didn't Participate in This	24	30.0%
Q25b	How valuable were the following activities carried out in George Read Residence Hall or your FYS cla...-Time Management session	Very Valuable	6	7.5%
		Valuable	18	22.5%
		Somewhat Valuable	7	8.8%
		Not Valuable	7	8.8%
		I Didn't Participate in This	42	52.5%
Q25c	How valuable were the following activities carried out in George Read Residence Hall or your FYS cla...-Perfection & Procrastination session	Very Valuable	4	5.1%
		Valuable	17	21.5%
		Somewhat Valuable	8	10.1%
		Not Valuable	6	7.6%
		I Didn't Participate in This	44	55.7%
Q25d	How valuable were the following activities carried out in George Read Residence Hall or your FYS cla...-Test Anxiety session	Very Valuable	7	8.9%
		Valuable	13	16.5%
		Somewhat Valuable	9	11.4%
		Not Valuable	6	7.6%
		I Didn't Participate in This	44	55.7%

[7] Percentages may not sum to 100% because of item non-response i.e., respondents did not answer every question.

Q25e	How valuable were the following activities carried out in George Read Residence Hall or your FYS cla...-Medical Careers session	Very Valuable	13	16.5%
		Valuable	17	21.5%
		Somewhat Valuable	8	10.1%
		Not Valuable	4	5.1%
		I Didn't Participate in This	37	46.8%
Q25f	How valuable were the following activities carried out in George Read Residence Hall or your FYS cla...-Undergraduate Research session	Very Valuable	14	17.7%
		Valuable	16	20.3%
		Somewhat Valuable	9	11.4%
		Not Valuable	3	3.8%
		I Didn't Participate in This	37	46.8%
Q25g	How valuable were the following activities carried out in George Read Residence Hall or your FYS cla...-Orientation to UD Clubs	Very Valuable	11	14.1%
		Valuable	30	38.5%
		Somewhat Valuable	9	11.5%
		Not Valuable	2	2.6%
		I Didn't Participate in This	26	33.3%
Q26a	Please indicate how comfortable you are doing the following things as a result of your FYS.-Learn mathematics	Not Applicable	13	16.7%
		Not Comfortable At All	7	9.0%
		Somewhat Comfortable	14	17.9%
		Comfortable	25	32.1%
		Very Comfortable	19	24.4%
Q26b	Please indicate how comfortable you are doing the following things as a result of your FYS.-Lean biology	Not Applicable	12	15.4%
		Not Comfortable At All	5	6.4%
		Somewhat Comfortable	16	20.5%
		Comfortable	32	41.0%
		Very Comfortable	13	16.7%
Q26c	Please indicate how comfortable you are doing the following things as a result of your FYS.-Learn chemistry	Not Applicable	12	15.4%
		Not Comfortable At All	6	7.7%
		Somewhat Comfortable	27	34.6%
		Comfortable	23	29.5%
		Very Comfortable	10	12.8%

Q26d	Please indicate how comfortable you are doing the following things as a result of your FYS.-Make and keep friends	Not Applicable	13	16.7%
		Not Comfortable At All	3	3.8%
		Somewhat Comfortable	10	12.8%
		Comfortable	29	37.2%
		Very Comfortable	23	29.5%
Q26e	Please indicate how comfortable you are doing the following things as a result of your FYS.-Work well in a group	Not Applicable	11	14.1%
		Not Comfortable At All	4	5.1%
		Somewhat Comfortable	10	12.8%
		Comfortable	32	41.0%
		Very Comfortable	21	26.9%

Proposed student perception of online course survey instrument

ELEG632610: MATH METHODS FOR SIGNAL PROC
Evaluate Instructor Piovoso,Michael J

The instructor responded to my questions in a timely manner.
( ) Strongly Agree
( ) Agree
( ) Neither
( ) Disagree
( ) Strongly Disagree

The instructor graded assignments in a timely manner.
( ) Strongly Agree
( ) Agree
( ) Neither
( ) Disagree
( ) Strongly Disagree

Rate your satisfaction with the quality of the instructor's feedback.
( ) Very Satisfied
( ) Satisfied
( ) Neither
( ) Dissatisfied
( ) Very Dissatisfied

My instructor was actively engaged in the course.
( ) Strongly Agree
( ) Agree
( ) Neither
( ) Disagree
( ) Strongly Disagree

The instructor cared about my learning progress.
( ) Strongly Agree
( ) Agree
( ) Neither
( ) Disagree
( ) Strongly Disagree

Please add any comments you have about the instructor's facilitation of this course.
4000 characters left.

ELEG632610: MATH METHODS FOR SIGNAL PROC
Evaluate Course

The course content was organized and easy to follow.
( ) Strongly Agree
( ) Agree
( ) Neither
( ) Disagree
( ) Strongly Disagree

The learning objectives were clearly outlined.
( ) Strongly Agree
( ) Agree
( ) Neither
( ) Disagree
( ) Strongly Disagree

The instructional materials supported my learning.
( ) Strongly Agree
( ) Agree
( ) Neither
( ) Disagree
( ) Strongly Disagree

The pace of the course was appropriate.
( ) Strongly Agree
( ) Agree
( ) Neither
( ) Disagree
( ) Strongly Disagree

The technology used in the course supported my learning.
( ) Strongly Agree
( ) Agree
( ) Neither
( ) Disagree
( ) Strongly Disagree

Rate your level of satisfaction with the method of evaluating student learning.
( ) Very Satisfied
( ) Satisfied
( ) Neither
( ) Dissatisfied
( ) Very Dissatisfied

ELEG632610: MATH METHODS FOR SIGNAL PROC
Evaluate Course

The course was relevant to your professional goals.
( ) Strongly Agree
( ) Agree
( ) Neither
( ) Disagree
( ) Strongly Disagree

Participating with the other online students in the course promoted my learning.
( ) Strongly Agree
( ) Agree
( ) Neither
( ) Disagree
( ) Strongly Disagree

Rate your overall level of satisfaction with the design of the course.
( ) Very Satisfied
( ) Satisfied
( ) Neither
( ) Dissatisfied
( ) Very Dissatisfied

Please add any comments you have about the design of the course.
4000 characters left.

PROFESSIONAL AND CONTINUING STUDIES (non-credit): Professional Program Assessment Template

The programs listed below have been previously identified by the Middle States, Excellence in Professional Education working group as appropriate for our analysis. We are seeking some evaluation of those programs following the categories below. Note that a program may fit in two categories such as one that "addresses regional needs" (B) AND "with modest infusion of resources could achieve distinction" (C).

CATEGORY: Please place a check in the column(s) corresponding to the follow categories that apply to each program listed.

- A = National or international distinction
- B = Addresses regional need
- C = With modest infusion of resources could achieve regional or national distinction
- D = Falls short of above (e.g. is in need of significant redirection, possibly including termination)

BASIS FOR ASSESSMENT: For each assessment, please provide a brief indication of the basis for your assessment. The basis may include those listed below or other relevant criteria as is appropriate for your discipline.

- Number of students enrolled in professional programs
- Number and percentage of students completing professional programs
- Accreditation and recognition of professional programs by top accrediting agencies (e.g. ABET, AACSB, NCATE, NASPAA, and Council of Graduate Schools).
- Rankings of professional programs in relevant outlets (e.g. US News, Business Week)
- Other: please specify

ACTION: In the column labeled ACTION, please indicate what actions are being considered or planned. This information is <u>required</u> for any programs in the C or D categories, and is optional for programs in category A and B.

PROGRAM	CATEGORY				BASIS FOR ASSESSMENT	ACTION
	A	B	C	D		
Strategic Human Capital Management Certificate		X			Accreditation and recognition of professional programs by Human Resources Certification Institute.	
Six Sigma Green Belt Certificate		X			Deliverable of Green Belt Certificate	
Project Management Certificate		X			Accreditation and recognition of professional programs by Project Management Institute.	To meet the growing education need for experienced project managers we are developing an Advanced Project Management Certificate.
Paralegal Certificate		X				Investigating recognition by Paralegal Associations in DE, PA, NJ.

PROGRAM	CATEGORY				BASIS FOR ASSESSMENT	ACTION
	A	B	C	D		
Legal Nurse Consultant Certificate		X			The curriculum helps prepare students to take the LNCC exam administered by the American Association of Legal Nurse Consultants.	Transitioning a year long face to face program to a nine month hybrid program to better meet the needs of the students
Health Care Risk Management and Patient Safety Certificate		X			Accredited by the Delaware Nurses Association through the American Nurses Credentialing Center.	Will review faculty and student evaluations after the first offering is completed
Financial Planning Certificate		X			Accreditation and recognition of professional programs by Certified Financial Planner Board of Standards, Inc. & National Association of State Boards of Accountancy	Exploring partnering with exam prep providers to meet needs of our graduates.
Finance for Non-Financial Managers Certificate		X			N/A	N/A
Clinical Trials Management Certificate		X			Educational preparation for the CRA (Clinical Research Associate) exam given by the ACRP (Association of Clinical Research Professionals)	N/A
Business Analyst Certificate		X			Accreditation and recognition of professional programs by International Institute of Business Analysis (IIBA®)	Exploring opportunities for contract training with instructional partner.
OTHER PROGRAMS (please list)						

Revised Budget Model Flow of Funds