



**Self-Study Design**

**Submitted to:  
Middle States Commission on Higher Education**

**June 25, 2019**

# University of Delaware

## Self-Study Design

### I. Institutional Overview

*Institutional Overview.* A research-intensive, technologically advanced university with global impact, the University of Delaware traces its roots to the founding of a small private academy in 1743. The University received its charter from the State of Delaware in 1833 and was designated in 1869 as one of the nation's historic Land Grant colleges. The University celebrated its 275th anniversary in 2018.

A Land Grant, Sea Grant and Space Grant institution, UD is state-assisted, yet privately governed. It is classified by the Carnegie Foundation for the Advancement of Teaching as having very high research activity, a distinction achieved by less than 3 percent of U.S. colleges and universities, and it ranks among the nation's top 100 universities in federal research and development support for science and engineering. In 2015, UD received the Carnegie Community Engagement classification, recognizing the extension and impact of its scholarship to society through work with more than 300 community partners in dozens of locales.

The University is located in Newark, Delaware, a suburban community of more than 33,500, situated midway between Philadelphia and Baltimore. Courses are also offered in Wilmington and at other locations throughout the State, including Dover, Georgetown, and Lewes.

The University offers a broad range of degree programs (three associate programs, 148 bachelor's programs, 121 master's programs and 55 doctoral programs) through its seven colleges: Agriculture and Natural Resources; Arts and Sciences; Earth, Ocean and Environment; Education and Human Development; Engineering; Health Sciences; and the Alfred Lerner College of Business and Economics.

*Brief history.* One of the oldest universities in the nation, the University of Delaware traces its roots to 1743 when a petition by the Presbytery of Lewes expressing the need for an educated clergy led the Rev. Dr. Francis Alison to open a school in New London, Pennsylvania. Alison's first class was "possibly the most distinguished in terms of the later achievements of its members, taken as a whole, of any class in any school in America," wrote historian John Munroe. Those first students would go on to become statesmen, doctors, merchants and scholars. Thomas McKean, George Read and James Smith signed the Declaration of Independence, and Read also signed the U.S. Constitution.

By the mid-1760s, Alison's school relocated to Newark. NewArk College opened as a degree-granting institution in 1834 and was renamed Delaware College in 1843. In 1867, the college was designated one of the nation's historic Land Grant colleges. A women's college opened in 1914 with 58 students. The two colleges joined together, and in 1921 they were renamed the University of Delaware.

Since 1950, UD has quadrupled its enrollment and greatly expanded its faculty and academics and its influence in the world. From the late 1960s into the 21st century, the University grew

dramatically with the addition of new academic programs and research initiatives. Major additions to the physical campus in Newark included new residence halls, classroom and research buildings, laboratories, athletic facilities and new student centers, as well as the opening of a campus dedicated to the marine sciences in Lewes, and facilities in Georgetown and Wilmington.

On June 6, 2016, Dennis Assanis became the 28<sup>th</sup> president of the University. Under his leadership, the University has embarked on an ambitious plan to develop the 272-acre parcel of land adjacent to the Newark campus, known as the Science, Technology and Advanced Research (STAR) Campus; increase the faculty by 250 net new members; increase the enrollment of undergraduate international students; double the deferred maintenance budget to address an aging infrastructure; and establish a graduate college.

*Mission Statement.* The University of Delaware exists to cultivate learning, develop knowledge, and foster the free exchange of ideas. State-assisted yet privately governed, the University has a strong tradition of distinguished scholarship, which is manifested in its research and creative activities, teaching, and service, in line with its commitment to increasing and disseminating scientific, humanistic, artistic, and social knowledge for the benefit of the larger society. Founded in 1743 and chartered by the state in 1833, the University of Delaware today is a land- grant, sea-grant, and space-grant university.

The University of Delaware is a major research university with extensive graduate programs that is also dedicated to outstanding undergraduate and professional education. University faculty are committed to the intellectual, cultural, and ethical development of students as citizens, scholars and professionals. University graduates are prepared to contribute to a global society that requires leaders with creativity, integrity and a dedication to service.

The University of Delaware promotes an environment in which all people are inspired to learn and encourages intellectual curiosity, critical thinking, free inquiry and respect for the views and values of an increasingly diverse population.

(Approved by University Faculty Senate April 5, 1993; approved by Board of Trustees May 26, 1993; May 19, 2008. The mission statement can be found in the [Faculty Handbook](#) and on the University's [website](#).)

*Institutional goals.* With input from a 2014 institutional self-study and strategic planning initiative, University of Delaware President Dennis Assanis established five top priorities for the institution:

- **Enhancing Our Students' Success.** Students come to the University of Delaware in pursuit of the knowledge and skills necessary for success, both personally and professionally. Our responsibility is to prepare them to be competitive, collaborative, curious, informed and inspired so they can navigate our increasingly complex world. We expect our students to be engaged citizens who are aware of their intellectual strengths and interests, as well as their ethical values and commitments. Our students must be adept at thinking critically, communicating effectively, working both independently and cooperatively, interpreting meaning from the world, and reasoning clearly in whatever discipline they pursue.

- **Fostering a spirit of innovation and entrepreneurship.** Throughout the University, our students and faculty must be able to develop innovative solutions to difficult challenges and introduce entrepreneurial thought and approaches in everything they do. This mindset is essential to the University's fundamental role as an economic engine for our state and region. As the global economy continues to evolve, UD is committed to attracting world-class talent, producing novel technologies, and driving meaningful partnerships with scalable impact. We are in the unique position to enrich society with a fresh culture driven by people who innovate, create, embrace change and take risks.
- **Build an environment of inclusive excellence.** We are committed to building a campus community that reflects and embraces the rich and complex diversity of the human experience. Diversity strengthens UD, benefits all students and promotes a society that respects our differences in identity, belief, ability, background and perspective. Our pursuit of inclusive excellence will enable success by bringing diverse groups to bear on the most complex challenges we face as an institution and as a society. As a university, we are dedicated to the ideals of personal freedom, free speech and free inquiry, and we must always live out those ideals with civility toward one another.
- **Strengthening interdisciplinary and global programs.** The most complex problems facing society do not adhere to national and geographic borders or the boundaries of single disciplines; nor can our attempts to address them. We must be fully engaged in the challenges of our world and contribute our expertise in an integrated manner in order to find solutions. UD's graduate college will enable greater cross-disciplinary collaborations, development of dynamic academic programs, and extraordinary achievements in discovery, creativity and scholarly productivity. Excellence in graduate education benefits undergraduates by connecting more students to research and other high-impact experiences. As a pioneer in study abroad, the University recognizes the transformative impact that travel and global study of diverse cultures can have on our students. We are committed to creating even more opportunities to cultivate global citizens who value peace, cooperation and human rights.
- **Investing in our intellectual and physical capital.** To fulfill the University's ambitions, we need excellent people, and they in turn need excellent facilities and resources. We will continue to grow the faculty in signature areas of strength and cultivate an ethos that values education, research, scholarship and engagement, as well as their integration across the University. We are breathing new life into the buildings throughout campus, and we envision new facilities that promote collaboration and innovation, both on and near The Green and at UD's Science, Technology and Advanced Research Campus.

*Student populations.* This fall, we enrolled the most undergraduate students in the history of the University of Delaware with 18,221 students on our main campus.<sup>1</sup> Thirty-six percent of these students are Delaware residents. Since 2016, increasing the number of international undergraduates has been an explicit goal. This year we enrolled 951 international students who comprise 5.2 percent of all undergraduates and represent 67 countries. Nonresident domestic students account for 59 percent of our undergraduates, and they represent 47 states, plus the District of Columbia, Northern Mariana Islands, Puerto Rico, and Virgin Islands. Over the past

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<sup>1</sup> Data in this paragraph are from the *University of Delaware Fall 2018 Undergraduate Enrollment Report* prepared by Chris Lucier and Douglas Zander, October 2018.

five years, we have also increased the percentage of domestic undergraduate underrepresented minority students to 16 percent. Currently, 14 percent of our undergraduates are Pell Grant recipients; 13 percent are first-generation students; and 7.7 percent are from low-income families.

Our Associate in Arts program is located on campuses in Wilmington, Dover and Georgetown, Delaware. In fall 2018, of the 839 Associate in Arts students, 33.3 percent are underrepresented minority students; 33.8 percent are Pell Grant recipients; 35.2 percent are first-generation students; and 21.3 percent are from low-income families.

In fall 2018, we also enrolled the largest number of graduate students in the history of the University of Delaware, with a total of 4,164 students, of which 24 percent are Delaware residents. Underrepresented groups now account for approximately 16 percent of domestic enrollment (11 percent overall), the most diverse graduate enrollment on record. International students from 83 countries account for 31 percent of the graduate population, with a headcount of 1,292. Doctoral enrollment is 2,024; there are 2,054 students in Master's and Educational Specialist programs, and 86 in certificate and non-degree programs. The university's online programs continue to grow, with 523 students enrolled in online Master's and certificate programs. Approximately half of graduate students are financially supported by graduate contracts: 43 percent with assistantships, 6 percent with fellowships, and 1 percent with tuition scholarships.

## **II. Institutional Priorities to be Addressed in the Self-Study**

From Spring 2014 through Spring 2015, the University of Delaware engaged in a strategic planning effort. This major planning effort was conducted by an Executive Committee and three Working Groups — Sustaining and Accelerating the Advance; Grand Challenges, Great Debates and Big Ideas; and Models for the New American Research University. During Summer 2014, the Executive Committee met every two weeks to plan and develop outreach and communications to facilitate the efforts of the Working Groups, to map out major events and activities for the fall, and to discuss the preparation of the draft plan. The Working Groups met regularly during this period to engage in extensive internal discussions pertaining to their specific goals and to prepare informational concept papers for review and reaction from the greater campus community. In Fall 2014, the Working Groups shared their concept papers and engaged in town halls with the campus community to garner feedback. In Winter 2015, the Working Groups and Executive Committee analyzed this input and developed the draft strategic plan. Midway through this process, President Patrick Harker announced that his departure from the University was imminent. Work on the strategic plan continued to the completion of a strategic plan called Delaware Will Shine.

In June 2016, Dennis Assanis became the 28<sup>th</sup> president of the University of Delaware. President Assanis took the input from the Delaware Will Shine strategic planning process and identified five key priorities for the University: (a) enhancing the success of our students; (b) fostering a spirit of innovation and entrepreneurship; (c) building an environment of inclusive excellence; (d) strengthening interdisciplinary and global programs; and (e) investing in our intellectual and physical capital. As part of the Self-Study process, we will engage the broader University of Delaware community in discussion of these five key priorities to ensure that the

University as whole understands and embraces the five priorities and together embarks on the operationalization of the priorities.

In the table below, we indicate our initial thoughts regarding how the five University priorities will be addressed across the seven Standards with an “X” indicating an emphasis on the priority and the “(X)” indicating some coverage of the priority. One of the first tasks that each Working Group will address is to determine which of the priorities and what aspects of each chosen priority will be covered in their chapter.

	Std I Mission & Goals	Std II Ethics & Integrity	Std III Design & Delivery of the Student Learning Experience	Std IV Support for the Student Experience	Std V Educational Effectiveness Assessment	Std VI Planning, Resources, and Institutional Improvement	Std VII Governance, Leadership and Administration
Student Success	(X)	(X)	X	X	X	(X)	
Innovation & Entrepreneurship	(X)	(X)	X			X	
Inclusive Excellence	X	X	(X)	X	(X)	(X)	
Interdisciplinary & Global Programs	(X)	(X)	X	(X)	(X)	(X)	
Intellectual & Physical Capital	(X)	(X)	(X)	(X)		X	X

**III. Intended Outcomes of the Self-Study**

1. Through the self-study, we will demonstrate how the University meets the Middle States accreditation standards, requirements of affiliation and verification of compliance with accreditation-relevant federal regulations.
2. The self-study will engage the broader university community in discussion of the five priorities and ensure that university stakeholders understand the direction of the university and their role in the advancement of the university.
3. The five strategic priorities are being implemented with an eye toward optimizing resource allocation. One of the goals of the self-study is to have a clearly articulated framework for optimizing resource allocation.

**IV. Self-Study Approach**

- Standards-Based Approach
- Priorities-Based Approach

Given the size and scope of our institution, we chose the standards-based approach to facilitate the development of the self-study and its evaluation. Each standard is assigned to a working group with the Steering Committee addressing Standard I.

## **V. Organizational Structure of the Steering Committee and Working Groups**

Oversight and coordination of the Working Groups. The University of Delaware has established a Self-Study Leadership Team and Self-Study Steering Committee to oversee and coordinate the University's Self-Study. The five-member Leadership Team includes:

- Lynn Okagaki, Deputy Provost for Academic Affairs (co-chair)
- Mark Rieger, Dean, College of Agriculture and Natural Resources (co-chair)
- Kevin R. Guidry, Associate Director of Educational Assessment, Center for Teaching & Assessment of Learning
- Ron Huggins, Director of Financial Systems, Office of the Vice-President for Finance and Deputy Treasurer
- Heather Kelly, Director of Institutional Research, Office of Institutional Research and Effectiveness and Accreditation Liaison Officer (ALO)

Four of the five members were able to attend the Middle States Self-Study Institute. The Leadership Team is responsible for ensuring that the University successfully completes the Self-Study on time and submits all of the supporting documentation on time.

*Self-Study Steering Committee.* The Self-Study Steering Committee will collectively lead the effort to engage the broader University of Delaware community in the Self-Study. To facilitate the coordination of the Working Groups, the co-chairs of each Working Group are members of the Steering Committee. The Working Group co-chairs will regularly report on their progress and through the ensuing discussion, the Steering Committee will work together to eliminate redundancies and enable each chapter to tell complementary but distinct stories. An administrative assistant has been assigned to each Working Group to take minutes at their meetings and maintain a list of action items for each Working Group. The Leadership Team will review the minutes of the Working Groups to make certain that the Working Groups are staying on target with respect to the criteria of their Standard and the priorities to which they have been assigned and are identifying evidence to support their claims.

A graduate assistant has been hired to help maintain the Evidence Inventory and work with the Center for Teaching and Assessment of Learning and the Office of Institutional Research and Effectiveness to collect and analyze data to fill any evidence gaps. The graduate assistant will also provide technical assistance to the Working Groups for managing their work in Google docs and setting up the email-lists.

In addition to coordinating the efforts of the six Working Groups, the Steering Committee will be responsible for addressing Standard I. Each of the six Working Groups is assigned to one of the remaining six standards. The charge for the Steering Committee is in Appendix A.

Name	Title	Self-Study Role
Lynn Okagaki	Deputy Provost for Academic Affairs Professor of Human Development & Family Sciences	Self-Study Co-Chair Self-Study Leadership Team Self-Study Steering Committee
Mark Rieger	Dean, College of Agriculture and Natural Resources Professor of Horticulture	Self-Study Co-Chair Self-Study Leadership Team Self-Study Steering Committee
Jennifer Becnel-Guzzo	Associate Vice-President & Deputy General Counsel	Co-Chair Working Group 2 Self-Study Steering Committee
Iain Crawford	Director, Undergraduate Research Associate Professor of English	Co-Chair Working Group 3 Self-Study Steering Committee
Trevor Dawes	Vice-Provost for Libraries and Museums & May Morris University Librarian	Co-Chair Working Group 4 Self-Study Steering Committee
Laure Ergin	General Counsel	Co-Chair Working Group 7 Self-Study Leadership Team
Kevin R. Guidry	Associate Director of Educational Assessment	Self-Study Leadership Team Self-Study Steering Committee
Debra Hess Norris	Chair, Dept of Art Conservation Professor of Art Conservation Faculty Trustee	Co-Chair Working Group 7 Self-Study Steering Committee
Greg Hicks	Chair, Dept of Physical Therapy Professor of Physical Therapy	Self-Study Steering Committee
Ron Huggins	Director of Financial Systems	Self-Study Leadership Team Self-Study Steering Committee
Heather Kelly	Director of Institutional Research	Self-Study Leadership Team Self-Study Steering Committee Accreditation Liaison Officer
Matthew Kinservik	Vice-Provost for Faculty Affairs Professor of English	Co-Chair Working Group 2 Self-Study Steering Committee
Mark Moline	Director, School of Marine Science and Policy Professor of Marine Science and Policy	Self-Study Steering Committee
Katy O'Connell	Director, College Communications	Self-Study Steering Committee
Greg Oler	Vice-President for Finance and Deputy Treasurer	Co-Chair Working Group 6 Self-Study Steering Committee
Sharon Pitt	Vice-President of Information Technologies	Co-Chair Working Group 6 Self-Study Steering Committee
Mary Remmler	Vice President for Strategic Planning and Analysis	Self-Study Steering Committee
José-Luis Riera	Vice President for Student Life	Co-Chair Working Group 4 Self-Study Steering Committee
Charlie Riordan	Vice President for Research, Scholarship and Innovation Professor of Chemistry & Biochemistry	Self-Study Steering Committee
Matthew Robinson	Faculty Senate President-elect Professor of Hospitality Business Management	Self-Study Steering Committee
Lou Rossi	Chair, Dept of Mathematical Sciences Professor of Mathematical Sciences,	Co-Chair Working Group 5 Self-Study Steering Committee
Greg Shelnutt	Chair, Department of Art & Design Professor of Art & Design	Co-Chair Working Group 3 Self-Study Steering Committee
Matthew Trevett-Smith	Director, Center for Teaching & Assessment of Learning	Co-Chair Working Group 5 Self-Study Steering Committee



*Self-Study Working Groups.* The University has established six working groups to address Standards II through VII. The general charge for the Working Groups is in Appendix B.

The Working Groups are responsible for evaluating the work of the University vis-à-vis the criteria for their Standard. To do this, the Working Groups will review the criteria, assemble existing evidence relevant to the criteria, engage the broader University community regarding the criteria, identify gaps in evidence so that any additional studies can be conducted by the Office of Institutional Research and Effectiveness and the Center for Teaching and Assessment of Learning, summarize the University's efforts relevant to the criteria, and make recommendations for the future. Each Working Group will determine which of the five University priorities they will cover under their standard. At the end of the spring 2019 semester, each Working Group will submit draft outlines of their chapter. The Steering Committee will review these outlines to ensure that each Working Group has: (a) addressed the criteria for their standard; (b) included the key activities, programs and achievements associated with the University priorities identified by the Working Group as relevant to their standard; and (c) identified key evidence to support its standard as well as any gaps in evidence that need to be addressed. In addition, the Steering Committee will work with the co-chairs of the Working Groups to eliminate any redundancies, particularly with respect to how the five University priorities are covered, and to develop clear themes for each chapter.

Steering Committee (Working Group 1). In addition, to providing oversight and coordination of the working groups, the Steering Committee will address Standard I (**Mission and Goals**). Heather Kelly, Director of Institutional Research and a member of our Middle States Leadership Team and Steering Committee, will lead the Steering Committee and a group of relevant staff to address the Requirements of Affiliation and Verification of Compliance.

Working Group 2. This working group will focus on Standard II (**Ethics and Integrity**).

Jennifer Becnel-Guzzo, Associate Vice-President and Deputy General Counsel (co-chair)  
Matthew Kinservik, Vice-Provost for Faculty Affairs (co-chair)  
Susan L. Groff, Director, Compliance  
Cindy Hall, Director of Admissions and Programs Committee, Office of Communications and Marketing  
Carol Henderson, Vice Provost for Diversity, Professor of English  
Brooke Minor, Director, Employee and Labor Relations, Office of Human Resources  
Cordell Overby, Associate Vice President for Research, Research Office  
Linda Somers, Chief Business Officer, Lerner College of Business and Economics  
Melissa Stone, Executive Director, Student Financial Services  
Jen Vining-Smith, Senior Associate Athletic Director for Governance and Compliance,  
Intercollegiate Athletics Program

Working Group 3. This working group will focus on Standard III (**Design & Delivery of the Student Learning Experience**).

Iain Crawford, Director of the Undergraduate Research Program and Associate Professor of English (co-chair)  
Greg Shelnutt, Chair, Department of Art and Design (co-chair)

Daniela Avelar, PhD Student, College of Education and Human Development  
Dawn Berk, Assistant Professor of Mathematical Sciences and Director of the Mathematical Sciences Learning Laboratory, College of Arts and Sciences  
Doug Doren, Interim Vice Provost for Graduate & Professional Education, Professor of Chemistry and Biochemistry  
Dan Freeman, Associate Professor of Business Administration and Executive Director of the Horn Entrepreneurship Program  
Aviva Heyn, Assistant Director for Digital Learning, Professional and Continuing Studies  
Kathleen Kerr, Associate Vice President for Student Life, Faculty Senate General Education Committee member  
Rusty Lee, Assistant Professor of Civil and Environmental Engineering and Deputy Director of the Honors Program, former chair of the Faculty Senate Undergraduate Studies Committee  
William Lewis, Associate Professor of Education, College of Education and Human Development  
Rose Muravchick, Assistant Director for Educational Effectiveness, Center for Teaching and Assessment of Learning  
Trevor Nelson, Director, Institute for Global Studies  
Nancy O’Laughlin, Manager, Learning Management Systems Support, Office of Academic Technology Support  
Eric Rise, Associate Professor of Sociology and Criminal Justice, College of Arts and Sciences and Faculty Senate General Education Committee member  
David Satran, Director of the Associate in Arts Program, College of Arts and Sciences  
Sue Serra, Assistant Director for Service Learning, Community Engagement Initiative  
Delice Williams, Assistant Professor of English and Associate Director of the Writing Center, College of Arts and Sciences

Working Group 4. This working group will focus on Standard IV (**Support of the Student Experience**).

Trevor Dawes, Vice Provost for Library and Museums and May Morris University Librarian (co-chair)  
José Riera, Vice President for Student Life (co-chair)  
Avron Abraham, Director of Academic Enrichment and Associate Professor of Behavioral Health and Nutrition  
Michael Alexo, Director of Graduate Admissions, Office of Graduate and Professional Education  
Ravi Ammigan, Executive Director, Office of International Students and Scholars  
Sujata Bhatia, Director of the Ronald E. McNair Program and Professor of Chemical and Biomolecular Engineering  
Stephanie Chang, Director of Student Diversity & Inclusion, Division of Student Life  
John Cohill, Undergraduate Student, College of Arts and Sciences  
Nathan Elton, Director of Career Services, Division of Student Life  
Tim Morrissey, Director of Student Services for Athletes, Division of Student Life  
Chrystalla Mouza, Director of the School of Education, Professor of Education  
Naomi Nash, Director of Student Success Initiatives, Division of Enrollment Management  
Patrick Shield, Senior Associate Registrar, Office of the Registrar  
Anuradha Sivaraman, Assistant Professor of Business Administration, Lerner College of Business and Economics  
Scott Stevens, Director, English Language Institute, College of Arts and Sciences  
Latoya Watson, Assistant Dean for the Associate in Arts Program, College of Arts and Sciences

Kim Yackowski, Senior Assistant Dean for Student Services, College of Agriculture and Natural Resources  
Doug Zander, Executive Director for Admissions, Division of Enrollment Management

Working Group 5. This working group will focus on Standard V (**Educational Effectiveness Assessment**).

Louis Rossi, Chair, Department of Mathematical Sciences (co-chair)  
Matthew Trevett-Smith, Director of the Center for Teaching and Assessment of Learning (co-chair)  
Jack Baroudi, Senior Associate Dean of Academic Programs, Professor of Accounting and Management Information Systems, Lerner College of Business and Economics  
Christine Gorowara, Senior Associate Director, Delaware Center for Teacher Education  
Kevin R. Guidry, Associate Director of Educational Assessment, Center for Teaching and Assessment of Learning  
Kali Kniel, Professor of Animal and Food Sciences, College of Agriculture and Natural Resources  
Nicole Long, Director for Research, Assessment and Operations, Division of Student Life  
Heather Tansley, Associate Director for Career Services  
Katherine Tilley, PhD Student, College of Education and Human Development  
Bahira Trask, Chair, Department of Human Development and Family Sciences, College of Education and Human Development

Working Group 6. This working group will focus on Standard VI (**Planning, Resources and Institutional Improvement**).

Greg Oler, Vice President for Finance and Deputy Treasurer (co-chair)  
Sharon Pitt, Vice President of Information Technology (co-chair)  
Kirk Die, Internal Auditor  
Dave Edwards, Associate Dean for Research, Professor of Kinesiology and Applied Physiology, College of Health Sciences  
Erik Ervin, Chair, Department of Plant & Soil Sciences, College of Agriculture and Natural Resources  
Lionel Gilbert, Director, UD Budget Office  
Murray Johnston, Interim Associate Dean for the Natural Sciences, Professor of Chemistry and Biochemistry, College of Arts and Sciences  
Allison Karpyn, Associate Professor of Human Development and Family Sciences, College of Education and Human Development  
Peter Krawchyk, Vice President for Facilities, Real Estate and Auxiliary Services  
Rachel Mroz, Business Officer, College of Education and Human Development  
Rich Reeves, Associate Vice President for Institutional Research & Effectiveness  
Kimberly Reinagel-Nietubicz, Strategic Policy Analyst, Office of the Executive Vice President  
Tracy Shickel, Director for Economic Development, Office of the Executive Vice President  
Jim Tweedy, Director for Residence Life and Housing, Division of Student Life

Working Group 7. This working group will focus on Standard VII (**Governance, Leadership and Administration**).

Laure Ergin, Vice President and University General Counsel (co-chair)

Debbie Hess Norris, Unidel Henry Francis Du Pont Chair of Art Conservation and University of Delaware Trustee (co-chair)

Mia Carbone, Undergraduate Student, College of Arts and Sciences

Jeff Garland, Vice President and University Secretary

Calvin Keeler, Professor of Animal and Food Sciences and President of the Faculty Union

Del Levia, Chair, Department of Geography, College of Earth, Ocean and Environment

Levi Thompson, Dean, College of Engineering

Chris Williams, Professor of Entomology and Wildlife Ecology and University of Delaware Faculty Senate President

## **VI. Guidelines for Reporting**

To coordinate the efforts of the Working Groups, the Leadership Team will review the minutes of Working Group meetings to ensure that each group is covering the criteria for its standard, identifies the priorities that will be covered in their chapter, and is making progress toward meeting their deadlines. In addition, at the Steering Committee meetings, the co-chairs of each Working Group will make targeted reports so that we can reduce redundancies and develop a cohesive report on the state of the University.

By April 30, 2019, each Working Group must submit its first report, which will indicate the evidence sources to support compliance with each criterion, identify any gaps in evidence, and detail the priorities that will be covered in their chapter.

The Steering Committee will review the Working Group reports and provide feedback by July 15, 2019.

The Steering Committee and members of the Working Groups will solicit input at meetings with broader University of Delaware community during fall 2019.

Each Working Group will submit the first draft of their chapter by November 22, 2019. This draft will include the Working Group's analysis of existing data but recognizes that there may still be gaps in evidence. Draft chapters will link criteria for their Standard to specific evidence documents uploaded to the university's internal evidence inventory. The draft will also include the Working Group's initial or preliminary recommendations.

Over the winter, the Working Groups will revise their chapter based on feedback from the Steering Committee and any new data collected through the fall of 2019. Self-Study chapters will be posted for comment from the university community by March 31, 2020.

The Steering Committee and members of the Working Groups will present findings at meetings with the University community during spring 2020. Working Groups will revise their chapters for the draft Self-Study Report to be submitted to the Chair of the External Review Team in fall

2020. The report will be finalized based on the comments of the Chair of the External Review Team in December 2020.

Members of the Working Groups along with the Steering Committee will participate in the MSCHE Review Team's site visit in spring 2021.

## **VII. Organization of the Final Self-Study Report**

As a self-study employing a standards-based approach, our final Self-Study Report will be organized around the Commission Standards. The Executive Summary will be preceded by an Index of Tables, an Index of Figures, and a Glossary of Acronyms.

Each chapter addressing a Commission Standard will also address relevant Requirements of Affiliation:

1. Executive Summary: Institutional overview, summary of each chapter, summary of self-recommendations
2. Introduction: Brief institutional history, institutional overview including mission and priorities, new or recent initiatives and programs, brief outline of self-study process
3. Standard I: Mission and Goals and Requirements of Affiliation 7 (Mission and goals) and 10 (Institutional planning linked to educational goals)
4. Standard II: Ethics and Integrity
5. Standard III: Design and Delivery of the Student Learning Experience and Requirements of Affiliation 8 (Evaluation and communication of educational programs), 9 (Rigor and coherence of educational programs), 10 (Institutional planning linked to educational goals), 15 (Core faculty)
6. Standard IV: Support of the Student Experience and Requirements of Affiliation 8 (Evaluation and communication of educational programs), 9 (Rigor and coherence of educational programs), 10 (Institutional planning linked to educational goals),
7. Standard V: Educational Effectiveness Assessment and Requirements of Affiliation 8 (Evaluation and communication of educational programs), 9 (Rigor and coherence of educational programs), and 10 (Institutional planning linked to educational goals),
8. Standard VI: Planning, Resources, and Institutional Improvement and Requirements of Affiliation 8 (Evaluation and communication of educational programs), 10 (Institutional planning linked to educational goals), and 11 (Documented financial resources and fiscal management)
9. Standard VII: Governance, Leadership, and Administration and Requirements of Affiliation 12 (Governance) and 13 (Appropriate and unconflicted governing body)
10. Requirements of Affiliation not addressed in a chapter of the Self-Study (Requirements 1-6 and 14)
11. Conclusion: Summary of each chapter including Commission Standards and Requirements of Affiliation, summary of self-recommendations, Steering Committee and Working Group Members

## VIII. Verification of Compliance Strategy

Heather Kelly, Director of Institutional Research and a member of our Middle States Leadership Team and Steering Committee, will coordinate the completion of the Verification of Compliance with Accreditation-Relevant Federal Regulations. Based on the current compliance areas, the following campus units will be consulted in this process: Division of Student Life, General Counsel, Institutional Research and Effectiveness, Professional and Continuing Studies, Registrar’s Office, and Student Financial Services.

The Steering Committee is charged with validating that the University’s Institutional Federal Compliance Report (i.e., Verification of Compliance) provides evidence that the university meets accreditation relevant federal regulations. The Institutional Federal Compliance Report and supporting evidence will be combined into a single, bookmarked, PDF file and uploaded with the Self-Study Report and other relevant documents.

## IX. Self-Study Timetable

Major Milestone Dates	Major Milestones
November 2018	- Leadership Team attends Self-Study Institute.
January 2019	- Establish Steering Committee and Working Groups. - Begin to draft Self-Study Design.
February 2019	- Provost announces to the launch of the Middle States Self-Study process to the Faculty Senate. - Working Groups review charge and draft Self-Study Design. - Begin development of Self-Study website. February 2019, Leadership Team apprises UD senior administration of process (note, many senior leaders are on the Steering Committee and Working Groups).  - Submit Self-Study Design by March 18, 2019.
March – April 2019	- Working Groups identify existing evidence that supports Standard along with any gaps in evidence for their Standard. Working Groups develop a draft outline of their chapter. They will consider what aspects of the University’s priorities they will emphasize; what story they will tell through their chapter; and what programs, processes and achievements they will highlight. The outlines will show how information about the University priorities will be interwoven into the discussion of the Standard. - Steering Committee goes to various meetings of UD community groups to discuss self-study process (e.g., college faculty meetings, Faculty Senate town hall meeting, chairs’ caucus). Self-Study Steering Committee, Working Groups and UD administration and trustees prepare for visit with Middle States Vice President, Dr. Hilda Colon Plumey (April 12, 2019).

	<ul style="list-style-type: none"> <li>- Progress report given at UD Board of Trustees Academic Affairs Committee meeting and other Board committee meetings as requested.</li> <li>By April 30th, Working Groups will submit Report 1, which will include the outline of their chapter and evidence needed for their Standard.</li> <li>- Reports are uploaded to Self-Study website.</li> </ul>
May – August 2019	<ul style="list-style-type: none"> <li>- Steering Committee reviews Working Group reports and provide initial feedback.</li> <li>Leadership Team reports on progress to UD senior administration.</li> <li>- Leadership Team reports on progress to UD Board of Trustees. Based on Working Group reports, Steering Committee identifies any new data collections that must be conducted.</li> <li>Staff from Institutional Research &amp; Effectiveness and the Center for Teaching &amp; Assessment of Learning prepare any new data collections.</li> <li>- Steering Committee provides feedback to Working Groups by August 15th.</li> </ul>
September – November 2019	<p>Working Groups gather and analyze data; prepare first draft of chapter (recognizing that there may be gaps in evidence). Chapters will link criteria for their standard and requirements of affiliation to specific documents uploaded to Evidence Inventory.</p> <ul style="list-style-type: none"> <li>- Center for Teaching and Assessment of Learning and Institutional Research and Effectiveness conduct any new data collections</li> <li>- Working Groups meet with a variety of UD groups to gather input from UD community.</li> </ul> <p>Steering Committee presents at college faculty meetings to gather input from UD community.</p> <p>Working Groups submit first draft of chapter by Friday, November 22nd.</p>
December 2019	<ul style="list-style-type: none"> <li>- Steering Committee will review chapters and provide feedback to the Working Groups by January.</li> </ul>
January – March 2020	<ul style="list-style-type: none"> <li>- Working Groups analyze any new data collected in the fall semester and revise their chapters as necessary.</li> <li>- Self-Study chapters posted for comment by end of March.</li> </ul>
April – May 2020	<ul style="list-style-type: none"> <li>- Steering Committee presents findings of self-study and gather community comments at meetings of UD groups (e.g., college faculty meetings, Faculty Senate town hall meeting, chairs' caucus).</li> <li>- Steering Committee presents findings of self-study to Board of Trustees for feedback.</li> </ul>

	- Presentations at college faculty meetings.
June – August 2020	- Revisions to self-study based on community feedback.
September – November 2020	Self-Study Report draft sent to Team Chair (two weeks before visit)
December 2020	Self-Study Report finalized based on Team Chair's feedback and shared with campus.
January 2021	- Final Self-Study/Evidence Inventory uploaded to MSCHE portal (six weeks before team visit).
February – April 2021	- Evaluation team conducts site visit. - University receives Team Report. - Steering Committee prepares Institutional Response.
June – November 2021	- Middle States Commission meets to determine action.

## X. Communication Plan

There are three main avenues through which we will communicate with the University of Delaware community: (a) UDaily articles, (b) website, and (c) meetings with various constituent groups across the University.

As we reach major milestones in the Self-Study process, we will publish articles on UDaily--the university's electronic news platform. As soon as we have the website ready to launch, we will post a news article that announces the Self-Study process and explains how information regarding the process will be available through the website.

The University of Delaware Middle States Self-Study website will include: (a) lists of the members of the Steering Committee and Working Groups, (b) a calendar of events (e.g., Working Group meeting dates, meetings with various constituent groups), (c) draft documents as they become available, (d) general information on the accreditation process, and (e) comment submission form so that anyone can submit comments directly to each Working Group. The University of Delaware has successfully implemented similar websites as a means for keeping the campus community involved in strategic planning processes. We anticipate the website being well-used over the course of the Self-Study. We expect the website to be launched in March ([www.udel.edu/middlestates](http://www.udel.edu/middlestates)).

Because one of our goals is to engage the broader University of Delaware community in discussion of the five priorities and ensure that everyone understand the priorities and their role in advancing the University, we are developing a strategy to meet with various constituent groups at their regularly scheduled meetings. In the past, we have found that open hearings and town hall meetings are generally not well attended. At these sorts of meetings, a few people typically speak, but most are silent. Instead of having these broad open meetings, we have generated an initial list of groups to which we are reaching out to find out if we can have some time to discuss the Self-Study at their regularly scheduled meetings. We have asked each Working Group to identify specific groups with which they will meet to garner feedback on



specific issues relevant to the criteria in their Standard (see Appendix C for initial list). These meetings will be set up for Spring, Summer and Fall 2019. We will hold additional meetings in Spring and Fall 2020 when the draft chapters and recommendations are completed.

Communication Timeline	Communication Activities
February – June 2019	<ul style="list-style-type: none"> <li>• Provost announces to the launch of the Middle States Self-Study process to the Faculty Senate.</li> <li>• Begin development of Self-Study website.</li> <li>• Presentations to various campus groups on the purpose of the Self-Study, the process and how people can be involved in the process (e.g., Provost's Executive Council, college faculty meetings, department chairs, Division of Student Life, UD Faculty Senate)</li> <li>• Dr. Hilda Colon Plumey's town hall meeting</li> <li>• Presentation to Academic Affairs Committee of the UD Board of Trustees</li> </ul>
July – August 2019	<ul style="list-style-type: none"> <li>• Steering Committee and Working Groups identify relevant groups to meet with to solicit input during the fall semester</li> <li>• In August, UDaily article and message on our Middle States website describe progress and activities that will happen during the Fall 2019 semester (e.g., meetings with various constituent groups)</li> </ul>
September – December 2019	<ul style="list-style-type: none"> <li>• Leadership Team reports on progress to UD Board of Trustees</li> <li>• Steering Committee and Working Groups meet with a variety of UD groups to gather input from UD community</li> </ul>
January – March 2020	<ul style="list-style-type: none"> <li>• Beginning of spring semester, UDaily article and posting on our Middle States website describe progress-to-date.</li> <li>• Self-Study chapters are posted on website for comment by end of March. UDaily article and posting on our website encourage the community to comment on the chapters.</li> </ul>
April – June 2020	<ul style="list-style-type: none"> <li>• Steering Committee presents findings of Self-Study and gather community comments at meetings of various UD groups (e.g., college faculty meetings, department chairs spring workshop, Provost's Executive Committee, President's Roundtable).</li> <li>• Steering Committee presents findings of Self-Study to Board of Trustees for feedback.</li> </ul>
July – December 2020	<ul style="list-style-type: none"> <li>• Beginning of fall semester, UDaily article and posting on our website describe progress to date</li> <li>• UDaily and posting on our website announce final Self-Study report.</li> <li>• Steering Committee presents findings and recommendations to Board of Trustees</li> <li>• Steering Committee presents findings and recommendations to various campus groups (e.g., Faculty Senate, Provost's Executive Committee, department chairs)</li> </ul>

January – April 2021	<ul style="list-style-type: none"> <li>• Announcement regarding Middle States external review team site visit appears in UDaily and on our Middle States website.</li> <li>• Final report posted on our website.</li> </ul>
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## **XI. Evaluation Team Profile**

The University of Delaware is a top 100, public research university with designations as land grant, sea grant and space grant. It holds Carnegie Classifications of R1: Doctoral Universities Very High Research Activity (2018) and Community Engagement (2015). While not currently a member of the AAU, the majority of aspirational peer institutions are AAU members. Among aspirational peers, UD's closest peers in the MSCHE consortium include:

- Pennsylvania State University – University Park
- Rutgers University – New Brunswick
- University of Maryland-College Park
- University of Pittsburgh
- Carnegie Mellon University
- Cornell University
- George Washington University
- Johns Hopkins University
- Stony Brook University
- Syracuse University
- Temple University
- University at Buffalo
- University of Pennsylvania

An evaluation team composed of leaders from these or similar institutions (e.g., New York Institute of Technology, University of Rhode Island) would be ideal for our Middle States review in 2021.

Team Chair. A President or Provost from an aspirational peer institution with an effective graduate college would be ideal. It would be helpful if this individual has led an institution through major changes.

Peer Evaluators. Evaluators should be from peer institutions that are comprehensive, universities with strong research and graduate education emphases and land, sea, and/or space grant orientation. We have a strong commitment to diversity and inclusion so evaluators should share this commitment and be able to provide us with feedback on our ongoing efforts in this area.

- A Vice President for Finance, University Chief Budget Officer or similar position (e.g., Chief Financial Officer)
- A Vice President for Informational Technologies or equivalent (e.g., Chief Information Officer)
- A Director/Head of Institutional Research and/or Assessment
- A Vice President/Vice Provost for Student Life or Student Affairs
- A Vice President/Vice Provost for Faculty Affairs from an institution with unionized faculty

Aspirational Peer Institutions. Please see above.

Potential Conflicts of Interest. Delaware State University is highly collaborative with UD and obtains funding from the same legislative body. Research in the Agriculture Experiment Station and outreach via Cooperative Extension in Delaware are strongly interrelated; the two institutions file a joint Plan of Work to the USDA annually to satisfy requirements for federal funding. Due to the close relationship and common sources of funding, a team member from Delaware State may be viewed as having a conflict of interest in the review process.

**Twenty-Five Most Popular Undergraduate Majors and Minors by Enrollment, Fall 2018**  
(see notes on next page)

UNDERGRADUATE MAJOR	ENROLLMENT	UNDERGRADUATE MINOR	ENROLLMENT
Finance	939	Disability Studies	488
Biological Sciences	864	Psychology	290
Marketing	743	Spanish	268
Nursing	738	Biological Sciences	251
Psychology	718	Economics	244
Exercise Science	590	Business Administration	227
Criminal Justice	545	Advertising	220
Mechanical Engineering	537	Human Development & Family Science	208
Elementary Teacher Education	504	Mathematics	207
Political Science	492	Journalism	188
Accounting	490	Legal Studies	172
Health Behavior Science	489	History	159
Economics	444	Chemistry	155
Chemical Engineering	401	Public Health	142
Computer Science	355	Strength and Conditioning	129
Communication Interest	351	Computer Science	127
Pre-Vet Medicine & Animal Biology	324	Political Science	117
Neuroscience	319	Forensic Science	114
English	303	Cybersecurity	96
Fashion Merchandising	303	Organizational & Communication Leadership	95
Human Services	278	International Business	91
Management Info Systems	261	Biomechanical Engineering	86
Civil Engineering	260	English	86
Management	258	Management Information Systems	86
Cognitive Science	257	Women's Studies	86

Note 1: University Studies is not included in these counts. University Studies is the academic home for UD students who have not yet declared a major. In Fall 2018, 1,171 undergraduate students (6.4%) were University Studies students.

Note 2: The major counts in this table reflect the actual number of students with that declared major. Students who declare more than one major are counted accordingly. Majors that offer both a BA and BS degree option (e.g. Biological Sciences BA and Biological Sciences BS) are shown with an aggregated count inclusive of both options. The minor counts reflect the actual number of students with that declared minor. Students who declare more than one minor are counted accordingly.

Source: University of Delaware 2018-2019 Facts and Figures. Office of Institutional Research and Effectiveness.

## **XII. Evidence Inventory**

The Evidence Inventory will be maintained in a Google Drive folder accompanied by a Google Sheet that documents each uploaded document. Every member of the Steering Committee and Working Groups will have read access to this folder and spreadsheet but only the Leadership Team, Co-Chairs, and designated members of the Working Groups will have write access. The inventory will be initially populated by members of the team in (a) the Center for Teaching & Assessment of Learning and (b) Institutional Research and Effectiveness. Ongoing support for team members who have access to upload new materials will be provided by a part-time graduate student who has been hired explicitly to provide administrative and technical support for the self-study particularly the Evidence Inventory and collaborative documents i.e., Google Drive, Google Docs.

## **APPENDIX A.**

### **University of Delaware**

#### **Charge to the Middle States Steering Committee**

**February 8, 2019**

The University of Delaware Middle States Steering Committee will provide leadership for the process of reaffirming the university's Middle States Commission on Higher Education (MSCHE) accreditation. During this two-year period, the Steering Committee has ultimate responsibility for preparing the documentation required for accreditation: the Self-Study Design, the Self-Study Report, and the Evidence Inventory. Reporting to President Dennis Assanis, Provost Robin Morgan, and Executive Vice President Alan Brangman, the Steering Committee will:

1. Review and approve the Self-Study Design and the timeline.
2. Establish processes, guidelines, and templates to ensure that each of the Working Groups fully addresses the criteria of their assigned Standard and related institutional priorities using data or resources in the Evidence Inventory.
3. Guide and coordinate the efforts of the Working Groups to ensure that they meet their deadlines, minimize duplication of efforts, and argue strongly for reaffirmation of accreditation of the university.
4. Address the criteria for Standard 1 and Requirements of Affiliation.
5. Clearly define the key terms within Standard 1, particularly as they relate to measurement of procedures, processes, and outcomes.
5. Review the drafts written by the Working Groups, provide feedback to the Working Groups, and assemble the final documents into a cohesive and complete Self-Study.
6. Ensure that the Working Groups use the same definitions for terms that arise in multiple sections of the Self-Study.
7. Develop and implement a communication plan that communicates updates on the Self-Study process, gathers input on the Self-Study from the university community, and ensures that the university community is engaged in the Self-Study process.
8. Establish meaningful linkages between the Self-Study process and the implementation of the university's strategic plan.
9. Validate that the university's Institutional Federal Compliance Report (aka Verification of Compliance) provides evidence that the university meets accreditation relevant federal regulations.
10. Ensure that Self-Study Report, Evidence Inventory, and Verification of Compliance are completed and submitted on time.
11. Meet with the site visit team.

## APPENDIX B.

### University of Delaware

#### Charge to the Middle States Working Groups

February 8, 2019

*Revised June 24, 2019*

The University of Delaware Middle States Working Groups will contribute to the Self-Study Report and Evidence Inventory for the university's Middle States Commission on Higher Education (MSCHE) accreditation review. Over a two-year period beginning in February 2019, the Working Groups will conduct a robust review and evaluation of the university's programs, practices and policies relevant to their MSCHE Standard. Reporting to the University of Delaware Middle States Steering Committee, each Working Group will:

- 1) Review the criteria for their MSCHE Standard in light of our mission and strategic priorities.
- 2) Determine which of the five priorities from the strategic plan (may be more than one priority) to incorporate into the discussion of the Working Group's Standard.
- 3) Clearly define the key terms within the Working Group's Standard, particularly as they relate to measurement of procedures, processes, and outcomes.
- 4) Identify existing evidence relevant to that Standard along with any gaps in evidence for their Standard.
- 5) Identify UD community groups that are most important for providing input into their standard and coordinate with the Steering Committee to schedule those meetings.
- 6) Engage in thoughtful discussion and analysis of the work of the university in light of our strategic plan and their MSCHE Standard.
- 7) Develop a draft outline of their chapter (a) indicating which priorities they will emphasize, (b) linking each criterion to existing evidence or determining what data need to be gathered to address a specific criterion, (c) analyzing the existing evidence in light of the criteria for their Standard, (d) developing the themes or story they will tell about the work of the university through their chapter, and (e) highlighting specific programs, processes and achievements that help to tell the UD story.
- 8) Hold meetings with selected groups and/or contribute to meetings conducted by the Steering Committee to gather input from the larger university community, report on the progress of Self-Study.
- 9) Submit Report 1 by **April 30, 2019**. Report 1 will include the outline of their chapter and evidence needed for their Standard.
- 10) Steering committee sends chapter outlines back to Working Groups with comments by **August 15, 2019**.
- 11) Submit first draft of their chapter by **November 22, 2019**. This draft will include the Working Group's analysis of existing data but recognizes that there may still be gaps in evidence. Draft chapters will link criteria for their Standard to specific evidence

documents uploaded to the university's internal evidence inventory. The draft will also include the Working Group's initial or preliminary recommendations. The draft chapter should clearly address the following: (a) in what ways does the university meet expectations or exceed their Standard and its criteria; (b) what specific evidence demonstrates compliance with their Standard and its criteria and where is this evidence documented; (c) are there gaps in policies, procedures, or structures that may suggest the university is not in compliance with their Standard and its criteria; (d) in what ways can the university strengthen university-wide efforts related to their Standard and its criteria, particularly for student-oriented key performance indicators; and (e) are there opportunities to improve student learning, institutional effectiveness, and progress towards the university's mission, goals, and strategic plan and how can all of this be supported by assessment?

- 12) Revise chapter based on feedback from the Steering Committee and any new data collected in the summer and fall of 2019. Consider the Working Group's recommendations in light of the recommendations and analyses reported in the other Self-Study chapters. Self-Study chapters will be posted for comment from the university community by the **end of March 2020**.
- 13) Present findings at meetings with selected groups to gather community input during **spring 2020**.
- 14) Prepare a revised chapter for the draft Self-Study Report to be submitted to the Chair of the External Review Team in **fall 2020**.
- 15) Finalize their chapter based on the comments of the Chair of the External Review Team in **December 2020**.
- 16) Participate in the MSCHE Review Team's site visit in spring 2021.

## **APPENDIX C.**

### **Initial List of University of Delaware Groups to be Contacted for Meetings with the Steering Committee and Working Groups**

Board of Trustees President's  
Roundtable Provost's Executive  
Committee  
College of Agriculture and Natural Resources faculty meeting  
College of Arts and Sciences Faculty Senate meeting  
Lerner College of Business and Economics faculty meeting  
College of Earth, Ocean and Environment faculty meeting  
College of Education and Human Development faculty meeting  
College of Engineering faculty  
College of Health Sciences faculty  
Lewes Campus  
Department Chairs and School Directors Spring Workshop  
University of Delaware Faculty Senate  
Assistant Deans and Student Support Partners Meeting  
AAUP Executive Committee  
Alumni Association Board  
Associate in Arts Program -- Wilmington, Dover and Georgetown campuses  
Cabinet of Student Leaders  
Continuing and Distance Education  
Division of Student Life English  
Language Institute Research  
Institute directors Francis Alison  
Society professors Graduate  
program directors Graduate  
Student Senate  
Undergraduate Student Government  
Greek Council, Interfraternity Council  
Advisory Council for Exempt Staff  
Advisory Council for Non-Exempt Staff