UNIVERSITY OF DELAWARE
SELF-STUDY REPORT

UNIVERSITY OF DELAWARE.

LLCHE MSA 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)*

_____   12 MAY 2016
(Chief Executive Officer)   (Date)

_____   17 MAY 2016.
(Chair, Board of Trustees or Directors)   (Date)

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EXECUTIVE SUMMARY

The University of Delaware Self Study for the Middle States Commission on Higher Education reflects the diligent work of the entire UD community—even in the midst of the global COVID-19 pandemic—in evaluating and summarizing a decade of significant progress at one of the oldest educational institutions in America. This document demonstrates how the University continues to fulfill its Land-Grant, Sea-Grant and Space-Grant missions, at the same time evolving as a modern, Carnegie-classified doctoral university with very high research activity.

Tracing its roots to 1743, UD is state assisted and privately governed, with nine colleges and a free-standing school that together educate nearly 24,000 students annually. UD has integrated its commitment to research, scholarship, teaching and engagement into a learner-centered environment. Our collaborative relationships, with our engaged Board of Trustees and local and state governments, are supported by an equally engaged campus community of students, faculty and staff.

The University of Delaware was first accredited by the Middle States Commission on Higher Education in 1921. UD's accreditation was last reaffirmed on November 17, 2016; the most recent decennial evaluation team's visit was in April 2011.

University of Delaware's leadership was in transition at the time of the 2016 reaffirmation. 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; she was the signatory on the 2016 reaffirmation.

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.

He took office in June 2016, with the University celebrating with inauguration festivities in December 2016.

Through innovation and extensive strategic planning efforts, President Harker set a solid foundation upon which President Assanis further built strategic priorities for the University of Delaware. Some of the most significant achievements since 2016 are highlighted later in the Executive Summary.

Strategic Planning

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 Harker announced his upcoming departure from the University. Work on the strategic plan continued to the completion of a document titled *Delaware Will Shine,* a phrase borrowed from UD's alma mater.

In June 2016, when Dennis Assanis became the 28th president of the University of Delaware, he studied and synthesized the *Delaware Will Shine* strategic planning process to identify 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.

The table below indicates how the five University priorities are addressed across the seven Standards with an "X" indicating an emphasis on the priority and the "(X)" indicating some coverage of the priority.

Summary of Standards
Standard I: Mission and Goals [Addresses Requirements of Affiliation #1, 2, 7, 10]

The University of Delaware promotes an environment that encourages intellectual curiosity, critical thinking, free inquiry and respect for the values and views of a diverse population. Its Mission Statement reflects these commitments and is foundational to its tradition of scholarship, research and service. The mission and adherence to the five strategic priorities established within the last five years— enhancing our student's success, fostering a spirit of innovation and entrepreneurship, building an environment of inclusive excellence, strengthening interdisciplinary and global

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

Given the size and scope of the institution, a standards-based approach was chosen for the Middle States self-study. Each standard was assigned to a working group comprised of faculty, staff, students and administrators. The broader UD community was included throughout the self-study process—in surveys, town hall meetings, and meetings with dedicated constituency groups identified by each working group.

programs, and investing in our intellectual and physical capital—guide the University.

Leadership has collaborated to foster an interdisciplinary, cross-campus approach to education, research and community engagement to enhance student development and preparation for a world requiring more versatility and adaptiveness. Enrollment of master's and doctoral students is up 13%, and the establishment of the Graduate College in 2018 has helped to coordinate, expand and promote programs that meet the evolving needs

of students and society. Building on a successful program, the creation of the Honors College (2020) provides academically challenging coursework and co-curricular experiences for a growing number of high-achieving students.

UD also established the Biden Institute (2017) and, a year later, renamed its nationally ranked public policy school in honor of one of the University's most prominent alumni—Joseph R. Biden, Jr., UD Class of 1965 alumnus and the 46th President of the United States. The Biden Institute is a center for research and scholarship to develop solutions to the nation's most complex domestic challenges, while the school continues to build on decades of innovative work as a nationally recognized program in this important field. The Joseph R. Biden, Jr. School of Public Policy and Administration prepares students with the knowledge and skills necessary to engage in research and public service activities to improve the quality of life in communities around the world.

Multiple public-private partnerships have been formed to advance the University's mission as an engaged and collaborative institution. One major example, the Delaware Innovation Space, was created in partnership with the DuPont company and state of Delaware. This initiative, designed to amplify and accelerate innovation and entrepreneurship at UD, is a 100,000 square feet of multi-use lab space for the industrial biotech, advanced materials, chemical ingredients, renewable energy, nutrition, and healthcare science-based businesses and ventures.

UD ranks among the nation's top 100 universities in the nation in federal research and development support for science and engineering. Annual sponsored research expenditures have increased by 23% since 2016, including the creation of two Manufacturing USA Institutes, a National Institutes of Health (NIH) Center of Biomedical Research Excellence, a National Science Foundation (NSF) Materials Research Science and Engineering Center, a Department of Energy (DOE) Energy Frontier

Research Center, doctoral research programs from the National Endowment of the Humanities and The Andrew W. Mellon Foundation; and the renewal of major centers funded by NSF, NIH and DOE.

Expansion of the research enterprise continues to fuel UD's excellence in several areas, with top-ranked graduate programs including physical therapy and chemical engineering, which are consistently in the top 10 programs in the country. Other UD graduate programs regularly make the list of top 25% nationwide.

Like many institutions, the University has had to adopt new practices and procedures to maintain the health and safety of its faculty, staff, and students during the COVID-19 pandemic. Beginning in Spring 2021, more than 150 faculty, staff and students have been listening to the UD community to reevaluate and revise the University's existing strategic plan to incorporate the lessons of the COVID-19 pandemic.

Standard II: Ethics and Integrity [Addresses Requirements of Affiliation #5, 6, 13, 14]

A commitment to ethics and integrity is foundational to everything done at the University of Delaware. Its policies and practices operationalize the qualities and values that are articulated in the University's Statement of Values—academic freedom, diversity and inclusion, innovation, community, and service. In the last several years, the University has also enhanced its commitment to diversity, which has resulted in wholesale changes to our policies and administrative structure, yielding tangible results.

Over the past six years, UD has continued to become a more diverse and global community. In the past five years, enrollment numbers among undergraduate students from underrepresented minority groups have increased 17%. Graduate student enrollment has increased about 30% for Black/African American graduate students and 37% for Hispanic/Latino(a) graduate students.

Between 2016–2020, there have been meaningful increases in the **diversity of UD faculty hires**. For instance, the number of Black/African American faculty has increased by 39%; Hispanic faculty by 23%; and Asian faculty by 23%. Approximately 30% of UD's graduate student body is composed of international students. In addition, UD established the unique four-year World Scholars program with sites in Italy, Spain, Greece and New Zealand.

With the establishment of a chief diversity officer role leading the Office of Institutional Equity, Diversity and Inclusion, a cohesive structure for improved coordination and impact, UD is now poised to strategically develop and implement transformational equity and social justice initiatives across campus.

Standard III: Design and Delivery of the Student Learning Experience [Addresses Requirements of Affiliation #8, 9, 10, 15]

UD is characterized by a deep culture of learning at the undergraduate and graduate levels, which creates the foundation for an ongoing commitment to recruiting and retaining faculty proficient in the use of effective teaching practices and focused on student success. Students engage in high-impact educational experiences – working in internships, field experiences or clinical placements; participating in study abroad; living in a learning community; completing a capstone project, exam or portfolio. Undergraduate research has been an important part of the educational program at UD since the early 1980s, and today, many departments include it as an integral part of their curricula.

The General Education program at the University has been extensively reviewed and modified over the past seven years, noteworthy reforms include capstone experiences, First Year Seminars and a new diversity learning rubric against which all multicultural courses are benchmarked.

Standard IV: Support of the Student Experience [Addresses Requirements of Affiliation #8, 10]

In the last decade, the University has invested significantly in structures and services that promote student success, including: the establishment of a Division of Enrollment Management; a new Finish in Four program; strategic deployment of academic advising and support resources to the students who need it most; evaluating and implementing new policies that aid our students in their success; growing outreach, pipeline programs and matriculated programs that are geared toward providing students the supports they need to succeed; and new student affairs-academic affairs partnerships that are centered on promoting retention, persistence and graduation success.

Undergraduate aid from all sources has grown by more than 40% (AY2017 to AY2021), and more extensive academic advisement services have helped keep UD's four-year graduation rate (73%) among the nation's highest for a public university.

Standard V: Educational Effectiveness Assessment [Addresses Requirements of Affiliation #8, 9, 10]

The University of Delaware is fully committed to the assessment of student learning and using the data to improve its academic programs. In Fall 2019, the Provost launched the Task Force on Learning Goals and Assessment. The Task Force surveyed all degree programs to better understand the state of assessment of program educational goals on campus. The responses characterized 300 of the approximately 337 undergraduate and graduate degree programs on campus. As a result of the Provost's Task Force, UD has engaged in an expanding culture of learning outcomes assessment.

Ninety-five percent of UD alumni are employed or pursuing further education six months after earning their bachelor's degree, 11% higher than a national benchmark of 84% for Carnegie R1: Doctoral-Very High institutions.

Standard VI: Planning, Resources and Institutional Improvement [Addresses Requirements of Affiliation #10, 11]

Operational excellence underlies everything done at the University, including the implementation of process and systems improvements—budget, planning and reporting systems, IT strategic plan, and the campus master plan.

The University of Delaware is a strong, solid institution, and continues to grow through investments in transformative capital improvements, many of which provide significant, positive economic impact to the region. Within just five years, UD's **Science, Technology and Advanced Research (STAR) Campus** has transformed into a hub of research activity, attracting more than $500 million of investment by UD and its partners, adding 750,000 square feet of state-of-the-art facilities, and beginning a new era of opportunity and impact for UD as a 21st century research university. The $171 million Ammon Pinizzotto Biopharmaceutical Innovation Center is home to UD's growing resources and expertise in this field, as well as the headquarters of the National Institute for Innovation in Manufacturing Biopharmaceuticals. Through community partnerships, the STAR Campus has grown to include the Tower at STAR, the Chemours Discovery Hub and (by 2022) the FinTech Hub.

Effective partnership between the president, provost, college deans and department chairs has enabled the launch of an unprecedented initiative that resulted in hiring 115 net new faculty across campus in key fields, including biopharmaceuticals, data science, disaster research, coastal water security and more.

In 2017, UD launched the Delaware First philanthropic campaign to raise funds for various initiatives to propel the University into the future. With continued momentum, the campaign's original goal of $750 million by December 2019 was surpassed six months ahead of schedule. As of March 2021, the campaign has raised over $840 million in support of scholarships, fellowships, endowed professorships and chairs, and new academic program and research funds.

Standard VII: Governance, Leadership and Administration [Addresses Requirements of Affiliation #12, 13, 15]

The University of Delaware is a privately governed, state-assisted institution of higher education, which serves as the state's flagship institution of higher education. This partnership ensures that management of the University's affairs vests with its Board of Trustees consisting of self-perpetuating, elected members, gubernatorially appointed members and ex-officio members.

UD's shared governance between the Board of Trustees, University administration, and the faculty and student body is instrumental in advancing the University's mission and continued commitment to excellence in undergraduate and graduate education, research and service. Working with a strong Faculty Senate and the local chapter of the AAUP, the Administration values open communication and consensus-building in its interactions with the faculty. Likewise, President Assanis has formed a strong, collaborative senior leadership team that is well-connected across campus and has advanced operational excellence on many fronts.

Our University-wide policies, procedures and standards for individual conduct, institutional expectations, compliance with local, state and federal laws, mitigation of risk, and support toward the University's mission are reviewed annually, published and shared widely.

Next Steps – Opportunities for Improvement and Innovation

The MSCHE self-study process has given the University of Delaware campus community an opportunity to reflect on what we do and ensure that we regularly assess and document the effectiveness of our work. In addition to gathering evidence to support each of the standards,

the process has—as is intended—uncovered opportunities for innovation, improvement and advancement to be considered moving forward.

As a result of the self-study, UD's Middle States Steering Committee and Working Groups compiled a variety of opportunities for improvement and advancement (listed below by standard).

Standard II

- Using data from climate surveys to focus interventions, enhance efforts to promote a more inclusive climate that fosters respect among all members of the University community.

- Review and revise UD policies to ensure that all policies promote our commitment to ethical practice and transparency in the conduct of University operations.

Standard III

- Revise the evaluation of study abroad partners to include a regular re-assessment process after the initial vetting of the study abroad partner institution.

- Ensure that robust processes continue to evaluate all online programs to address effective teaching, student learning, and student satisfaction with the online learning experience.

- Promote a strong student culture of academic honesty that actively discountenances cheating on tests and all forms of academic dishonesty.

Standard IV

- Leverage the institution's expanded online capacity to increase access to and academic preparation for UD's educational programs for all students, especially historically underrepresented students, international students and non-traditional students.

- Assess our current student support programs across UD to both simplify and enhance the student experience and ensure the efficient use of UD resources.

- Building on the successes of the Associate in Arts Program (AAP), UD should broaden the curricula and expand online teaching and learning to serve students with a wider range of pathways into degree programs to match their interests.

- Continue to invest in and enhance advisement, student support efforts and career readiness across campus.

Standard V

- Implement the recommendations of the Task Force on Learning Goals and Assessment. In doing so, all degree programs will have explicitly identified educational goals that are organized and published in the University's Academic Catalog, regularly assessed, reviewed annually by the faculty, and addressed in the unit's Academic Program Review.

- Follow the protocols outlined by the National Institute for Learning Outcomes Assessment toward achieving an Excellence in Assessment designation.

Standard VI

- Improve data management and systems integration, data access and data use across the University for decision-making, assessment and policy formation.

- Continue to make progress on strategic initiatives including the Campus Master Plan and Information Technology Strategic Plan, development of the STAR Campus, and Operational Excellence initiatives to move toward stated goals in alignment with the University's strategic plan.

Standard VII

- Ensure ongoing review and assessment procedures for non-academic units across campus to determine effectiveness in supporting institutional goals.

- Promote and prioritize opportunities for the staff to engage with the administration regarding decisions being made that impact the future of the University and their work environment.

The reaffirmation of UD's accreditation complements the revisit of our strategic plan, and the opportunities for improvement and innovation provided in this report will be assessed for appropriate integration. In May 2021, President Assanis appointed a steering committee and five sub-committees to refresh UD's strategic plan in light of the challenges and opportunities ahead as the University emerges from the COVID-19 pandemic. The sub-committees are composed of faculty, staff and students, and they are organized around the five strategic pillars established in 2016 to guide the University's work. Each sub-committee is tasked with setting short-, mid- and long-term goals for their area, developing action items to accomplish the goals, and defining the metrics of success for those actions. A draft of the refreshed strategic plan will be available for review and input in late 2021.

PHOTOS: EVAN KRAPE
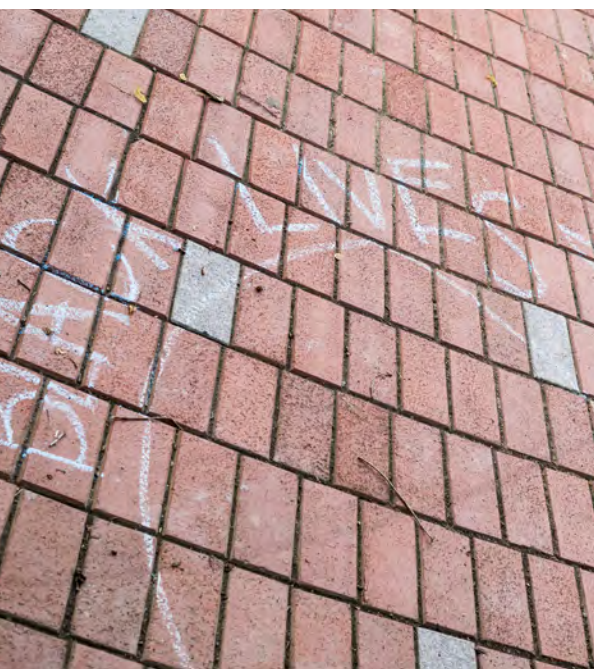
SELF-STUDY REPORT:
INTRODUCTION

Introduction

The University of Delaware traces its history to 1743, making it one of the oldest universities in the nation. During that year, the Presbytery of Lewes expressed the need for an educated clergy, inspiring the Rev. Dr. Francis Alison to open a school in New London, Pennsylvania. The first class was comprised of students who would go on to become statesmen, doctors, merchants and scholars including Thomas McKean, George Read and James Smith, who all signed the Declaration of Independence. Read also signed the U.S. Constitution. Their later achievements caused historian John Munroe to write that this class was "possibly the most distinguished ... taken as a whole, of any class in any school in America."

Alison's school relocated to Newark, Delaware, in the mid 1760s and was renamed NewArk School. It opened as a degree-granting institution in 1834 and was later renamed Delaware College. Less than 20 years later, in 1867, the college was designated one of the nation's historic land-grant colleges. Fifty-eight women made history as the first class of the affiliated women's college that opened in 1914. The two colleges joined and in 1921, the new institution was named the University of Delaware.

The University of Delaware is a Land-Grant, Sea-Grant and Space-Grant institution that is state-assisted and privately governed. UD is located in Newark, Delaware, a suburban community of more than 33,500 midway between Philadelphia, Pennsylvania, and Baltimore, Maryland. We are a learner-centered, research-intensive, technologically advanced university with global impact that never loses sight of our mandate to serve those in our regional and local communities.

Since 1965, the University has nearly quadrupled its undergraduate enrollment and greatly expanded its faculty, academic offerings and its influence around the world. As UD moved through the end of the 20th century and into the 21st, it strategically added new academic programs and research initiatives, locations in Dover, Georgetown, Wilmington, and Lewes. Major additions to the main campus in Newark were made—new residence halls, classroom and research buildings, laboratories, athletic facilities and student centers.

The Carnegie Foundation for the Advancement of Teaching has classified the University as a Doctoral university with "very high research activity," a distinction achieved by fewer than 3 percent of colleges and universities in the country. It ranks among the nation's top 100 universities in federal research and development support for science and engineering. The University of Delaware received the Carnegie Community Engagement classification in 2015, in recognition of the extension and impact of its scholarship through our work with more than 300 community partners in dozens of locales.

Dr. Dennis Assanis became the 28th president of the University on June 6, 2016, and, under his leadership, UD has undertaken its most ambitious plans yet. The Science, Technology and Advanced Research (STAR) Campus an innovative public-private partnership, is in continuing development on the Newark Campus. The University also has increased the numbers of distinguished faculty; increased the enrollment of undergraduate international students; doubled the deferred maintenance budget to address an aging infrastructure; and established the Graduate College, which promotes student services and support at the graduate level and facilitates the development of interdisciplinary programs.

Today, the University of Delaware offers a broad range of degree programs (three associate programs, 150 bachelor's programs, 140 master's programs and 60 doctoral programs) through nine colleges and a free-standing school: College of Agriculture and Natural Resources

(CANR); College of Arts and Sciences (CAS); Alfred Lerner College of Business and Economics (Lerner College); College of Earth, Ocean and Environment (CEOE); College of Education and Human Development (CEHD); College of Engineering (COE); College of Health Sciences (CHS); Graduate College; Honors College; and the Joseph R. Biden, Jr. School of Public Policy and Administration.

The Self-Study Process

UD's self-study took place over the course of two and a half years; the COVID-19 pandemic interrupted the original timeline, leading to a delay in the external team visit. Given the size and scope of the institution, a standards-based approach was chosen. Each standard was assigned to one of six working groups with the Steering Committee addressing Standard I. The Steering Committee included the two co-chairs of each working group and the leadership team—Deputy Provost for Academic Affairs, Dean of the College of Arts and Sciences, Chairperson of Art Conservation, Associate Director of Educational Assessment, and Director of Institutional Research.

The broader UD community was included throughout the self-study process; in surveys, town hall meetings, and meetings with dedicated constituency groups identified by each working group. University Communications was tasked with keeping the campus community updated via UDaily, the University's online news platform and a website dedicated to the Middle States Self-Study. University leadership, including the Board of Trustees, was also kept apprised throughout the process. A graduate assistant was hired to help maintain the evidence inventory, work with the Center for Teaching and Assessment of Learning (CTAL) on data collection and provide technical assistance, and UD's Office of Communications and Marketing provided editorial and creative support in the production of the final self-study document.

The Self-Study is organized by individual standard, with references to appropriate criteria throughout. Opportunities for improvement and innovation have been provided at the end of each chapter and summarized along with chapter highlights within the Executive Summary.

Self-Study Timeline

The Middle States External Review Team was initially scheduled to visit the University of Delaware in the Spring of 2021. The original timeline for UD's self-study was adjusted due to the COVID-19 pandemic and the postponement of the external review team's now virtual visit to Fall 2021.

February – December 2019: Each of the seven working groups—one per standard—gathered and analyzed evidence that shows how UD meets the criteria for the standard. The Office of Institutional Research and Effectiveness (IRE) and the Center for Teaching and Assessment of Learning (CTAL) gathered any additional data that were needed for the self-study.

January – August 2020: Working groups summarized their findings, gathered input from the UD community and developed recommendations. Working groups submitted their report to the Steering Committee. The Steering Committee drafted the self-study narrative and gathered feedback on the self-study from the UD community.

Fall 2020/Winter 2021: In light of the COVID-19 pandemic, MSCHE granted a postponement of the external review team site visit to Fall 2021. The Steering Committee and Working Groups reassessed and revised the self-study report.

Spring 2021: The Steering Committee gathered input on the self-study from the UD community, and finalized the report.

Fall 2021: The Middle States External Review Team will visit the University of Delaware.

STANDARD I:
MISSION & GOALS

Standard I: Mission and Goals

Addresses Requirements of Affiliation #1, 2, 7, 10

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

The University of Delaware traces its roots to 1743 and counts great leaders among its first students, including three signers of the Declaration of Independence and a signer of the Constitution. UD has grown dramatically over the decades, taking its place as a top, learning-centered academic and research institution, which continues to educate world leaders, including the 46th President of the United States.

Criterion 1c: Clearly defined mission and goals that are approved and supported by the governing body.

UD's mission statement was developed and approved by the University Faculty Senate on April 5, 1993, and revised and approved on October 8, 2018, and April 24, 2019. Revisions have been approved by the Board of Trustees on May 26, 1993; May 19, 2008; and May 14, 2019. Our mission statement in full is:

> 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. UD faculty are committed to the intellectual, cultural, and ethical development of students as citizens, scholars and professionals. UD graduates are prepared to contribute to a global and diverse 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.

An institution engaged in addressing the critical needs of the state, nation, and global community, the University of Delaware carries out its mission with the support of alumni who span the globe and in partnership with public, private, and nonprofit institutions in Delaware and beyond.

The University's mission aligns with its values, which are woven throughout the institution—in classrooms, offices and laboratories—and which guide us every day. They are expressed in the Student Values Statement adopted by the Student Government Association and the Statement of Respect and Responsibility of the Office of Equity and Inclusion and listed here:

Academic Freedom. We all are responsible to foster an atmosphere promoting the free exchange of ideas and opinions, creating an environment in which everyone benefits.

Diversity and Inclusion. We welcome and value different backgrounds, perspectives and learning experiences, essential for

educating global citizens, developing knowledge, and advancing and enhancing our world.

Innovation. Revolutionary thinking is part of our DNA. After all, our first students helped found this nation. We collaborate across disciplines with risk-taking, creativity and innovation to address the biggest challenges of our time and make a difference in the world.

Community. Our supportive, friendly campus community advocates for all individual voices to be heard. We encourage respect and civility toward everyone, knowing that mutual appreciation and dialogue leads to greater learning.

Service. As an engaged University, we create and capitalize on innovative partnerships with government, industry and the community for economic and civic development. These connections enrich our scholarship, research and creative activity, enhance the curriculum and ultimately contribute to the public good.

Criterion 1a: *Clearly defined mission and goals that are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; AND* **Criterion 1d:** *Clearly defined mission and goals that guide faculty, administration, staff and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes.*

Since its last Middle States assessment in 2011, the University of Delaware has engaged in strategic plan development, implementation and assessment in three phases.

The *Path to Prominence*—The *Path to Prominence* was implemented and assessed from 2008 through 2014. Among many achievements during this period financial aid to Delawareans quadrupled; philanthropy increased 140%; $450

million was spent on capital projects; the faculty and student body became more diverse; and graduation rates rose above national averages.

Delaware Will Shine—During the 2014–2015 academic year, the University engaged in campus-wide strategic planning led by a team of more than 100 faculty, staff, students, alumni and members of the external community. The broader community also was invited to engage in extensive discussions as the team refined its strategic efforts. *Delaware Will Shine,* which built on the *Path to Prominence,* was approved by the Board of Trustees on May 12, 2015.

Strategic Priorities 2016—In June 2016, Dennis Assanis became the University's 28th president. Under his leadership, and using *Delaware Will Shine* as a foundation, five strategic priorities were identified 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. The strategic priorities have served as overall goals and include specific actions (e.g., promote high-impact opportunities for students) and objectives (e.g., grow undergraduate enrollment by 1,000 students; develop the new Graduate College) for the institution.

As the University and the nation emerge from the recent pandemic and address pressing challenges associated with social justice, a comprehensive planning process was launched in March 2021 to update our strategic plan and chart the University's path forward. In doing so, the five strategic priorities will be reassessed, and associated action items articulated. A team of 125 faculty, staff, students, and alumni are leading this process while engaging the campus community through a series of town halls and other outreach initiatives.

Criterion 1b: *Clearly defined mission and goals that address external as well as internal contexts and constituencies.*

Our mission underscores our commitment to the UD community—our students, faculty, staff and alumni—while acknowledging our responsibility to the community-at-large. As a Land-Grant, Sea-Grant and Space-Grant state-supported research institution, UD has a tradition of applying knowledge and creativity to the challenges facing these communities in Delaware and around the world and meets those responsibilities through a variety of programs. Through our community engagement efforts locally and globally, we educate our students to be global citizens ensuring their success in an ever-changing society.

UD was established as the state's land-grant university with a mission of teaching, research and extension in 1869. Cooperative Extension is part of this program and is housed in the College of Agriculture and Natural Resources (CANR). Through its offices in each of Delaware's three counties, Cooperative Extension connects the public with university knowledge, research and resources to address youth, family, community and agricultural needs. Collectively, Cooperative Extension staff make more than 250,000 contacts annually with stakeholders throughout the state, region and nation. CANR also supports Delaware's $3 billion poultry industry through translational research to reduce poultry disease.

Housed in the College of Earth, Ocean and Environment (CEOE), the Delaware Sea Grant program has assisted in the wise use, management and conservation of the state's coastal resources for nearly half a century. From identifying climate-change threats to the region and empowering communities to prepare, to ensuring the economic success of the state's smallest coastal communities, this program delivers outreach and provides funding for research affecting the state's waterways and coastlines. Reports on the program can be found in the *Sea Grant Reporter* and the *Sea Grant Site Review Briefing Book*.

Established in 1991, UD's Space-Grant Program is funded by NASA to train Delaware students and researchers in science, technology, engineering and mathematics. Housed in the College of Arts and Sciences, the program supports internships in industry and at NASA centers throughout the year. Funding also is provided for a significant number of programs aimed at professional development of teachers.

Following the May 2014 report from the University of Delaware Carnegie Task Force and our subsequent application to the Carnegie Foundation for the Advancement of Teaching, the Carnegie Foundation designated the University as a community-engaged university. Based on the recommendations of the task force, the University launched the Community Engagement Initiative in spring 2015 to enhance UD's identity and contributions as an engaged university. Through this initiative, UD launched several partnerships that reflect our continued commitment to Delaware communities:

- The Partnership for Arts and Culture promotes the engagement of the arts and cultural disciplines in designing, implementing and assessing multidisciplinary solutions to social issues; serves as a centralized repository and resource for information regarding current UD arts and culture community engagement projects; and serves as a collaboratory for the development of new inter-arts, multidisciplinary initiatives.

- The mission of the Partnership for Healthy Communities is to align and strengthen UD research, education and service capabilities to improve the health and well-being of communities near and far. It connects with various organizations and agencies to advance health promotion, teaching and service that improve outcomes, reduce health inequities and inform policy discussions through research, evaluation and dissemination of information. The College of Health Sciences has three direct patient-care clinics—nurse-managed primary care,

physical therapy and speech-language-hearing—that are important components of our Healthy Communities serving 8,573 patients from local communities annually.

- The Partnership for Public Education develops and fosters collaborative, education-based partnerships to improve public education in Delaware, particularly for our most underserved communities. Its mission is to mobilize the University's research, professional learning, policy and advocacy, and student resources to address critical issues facing schools and foster sustainable partnership work.

- UD's Sustainable Coastal Community Initiative program provides science-based information to help the state analyze and offer solutions to the issues and challenges facing coastal communities throughout Delaware.

- Through the Public Service and Applied Research program, a partnership between the state of Delaware and the University's Joseph R. Biden, Jr. School of Public Policy and Administration, students, faculty and staff perform research and service-learning projects that impact state institutions and citizens.

Through these external engagement efforts led by UD faculty and staff, UD students connect classroom learning and apply these principles to service that extends beyond the campus.

Criterion 1e: *Clearly defined mission and goals that include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution.*

Classified as a Carnegie R1: Doctoral University: Very high research activity, UD is a learning-centered research university; UD expends $160 million in sponsored research activity annually. UD scholars tackle a wide array of contemporary challenges—innovating clean cars and clean fuels, giving mobility to youngsters with disabilities, conserving the precious artifacts

of our collective global heritage, and creating life-changing inventions right at your fingertips (touchpad technology developed at UD made smartphones possible). The success of programs that cross disciplines is evident in the recent growth of collaborative research projects, including those that are federally funded. UD is a recognized global leader in the fields of biopharmaceutical manufacturing innovation, chemical process intensification, catalysis for energy innovation, composite materials research, interdisciplinary humanities research, preservation of material culture, physical rehabilitation and biotechnology, among others.

UD has achieved excellence in a number of areas, with top-ranked graduate programs including physical therapy and chemical engineering, which are consistently in the top 10 programs in the country. Other UD graduate programs regularly make the list of top 25% nationwide.

Criterion 1f: *Clearly defined mission and goals that are publicized and widely known by the institution's internal stakeholders.*

President Assanis has communicated frequently on the University's five strategic priorities (goals). For example, he has engaged the University community on the five priorities in presentations to the Faculty Senate, in outreach to our alumni, and at meetings of the Board of Trustees. The University is a mission-driven institution; awareness of and reference to the mission is a significant and guiding factor in its structure and operation.

Criterion 1g: *Clearly defined mission and goals that are periodically evaluated.*

The most recent revision to the mission statement occurred in the 2018–2019 academic year following the recommendation of the Provost's Commission on Tenure-Track Faculty. The Commission asserted that faculty scholarship is reflected in our teaching, artistic performances and exhibitions, engaged service with those beyond the walls of the institution,

and in our research, and the changes reflect the value we place on these activities. This revision was approved by the University Faculty Senate on October 8, 2018. On April 24, 2019, the University Faculty Senate approved the removal of "urban-grant" as a university descriptor. These two changes were approved by the Board Trustees on May 14, 2019.

The Office of Institutional Research and Effectiveness (IRE) tracks a wide variety of metrics in order to measure progress toward our institutional goals. This includes metrics such as retention and graduation rates (student success), proportion of undergraduate students who are from underrepresented minority groups (inclusive excellence), research expenses (innovation), proportion of international students (inclusive excellence/global programs), and number of patents (innovation).

Criterion 2: *Institutional goals that are realistic, appropriate to higher education and consistent with mission.*

UD's mission and goals have consistently aligned with national trends in higher education improvement. In the last few years, several reports from the National Academies indicate areas in which these trends map directly to UD's five strategic priorities, evidence that the University is in line, or ahead of the curve, with our national peers with respect to: **student success** (Supporting Students' College Success: The Role of Assessment of Intrapersonal and Interpersonal Competencies (2017), **inclusive excellence** (Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine (2018), emphasis on **entrepreneurship and innovation** (Research Universities and the Future of America: Ten Breakthrough Actions Vital to Our Nation's Prosperity and Security (2012); Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future (2007); creation of **interdisciplinary and global programs** (The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine

in Higher Education: Branches from the Same Tree (2018); and **investment in intellectual and physical capital** (Research Universities and the Future of America: Ten Breakthrough Actions Vital to Our Nation's Prosperity and Security (2012).

Criterion 3: *Goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.*

The University's five strategic priorities drive initiatives and activities across the institution. Below are some examples of how the priorities focus our efforts both centrally and within our colleges; they are discussed in more detail in the subsequent standards.

Although UD boasts a 73% four-year graduation rate, we continue to focus on improving instruction, increasing the prevalence of high-impact practices (e.g., undergraduate research, study abroad, experiential learning), and improving student support services to continue to **enhance the success of our students**. Each focal area is informed by our commitment to a student-centered approach that encourages all students to become independent problem solvers, critical thinkers and lifelong learners.

As part of our Student Success Initiative, Blue Hen Success was launched in 2016, combining the best of technology, research and predictive analytics to help UD leverage data and manage advising and academic resources to increase retention and graduation rates for students, particularly those who are underrepresented and underserved. The Blue Hen Success platform allows advisors to access their students' information, communicate with students and make referrals to support units across campus (e.g., Disability Support Services, Career Services). Students can easily schedule appointments with their advisor and find and schedule tutoring appointments. The Student Success Initiative also has created a central advising website, which is a one-stop shop for students' advising

needs. *Finish in Four* messages provide proactive, consistent information emphasizing the need to complete at least 30 credits each year to graduate in four years.

Opportunities for **experiential learning** are woven into the curriculum. All undergraduate students are required to participate in at least one three-credit discovery learning course in which they learn effective actions, alternatives and solutions to situations and/or problems that occur in real-life contexts. On-campus locations include the UDairy Creamery and Vita Nova Restaurant, which are small, student-run businesses that expose undergraduates to innovation in food services, entrepreneurship and business management; and UD's physical therapy, nurse-managed care and speech therapy clinics, which allow students to participate in clinical health care without leaving campus.

To support current and anticipated growth in graduate enrollment, the University's Faculty Senate voted on May 7, 2018, to create the Graduate College to promote academic excellence and enhance student services and support in the University's graduate and professional education. The final report initiating the establishment of the Graduate College stated that it would "increase the visibility of graduate and professional education at UD with internal, as well as external, constituents ... signal the University's commitment to offering the highest level of education and research training to a broad continuum of post-baccalaureate learners." (From: University Graduate Working Group Final Report – September 15, 2017 "Organizational Restructuring of Graduate and Professional Education and Planning for Graduate Enrollment Growth")

The Honors Program has evolved from modest beginnings in 1976 to a comprehensive and well-regarded program serving nearly 2,000 students that has earned a national reputation for its rigor and creativity and its bright, enthusiastic and intellectually curious students. The 2017 Princeton Review called the Honors Program

the "intellectual pearl of the University." On April 6, 2020, the University's Faculty Senate voted to establish the Honors College, thereby recognizing the growth, maturity and stature of the program. The Honors College provides resources for the most academically motivated students and administers the General Honors Award, the Honors Degree and Honors Degree with Distinction. UD Honors students consistently take on campus leadership roles, win prestigious national scholarships and awards, pursue advanced and professional degrees at high rates, and are employed in top positions.

UD students, faculty and staff have ample opportunity to adopt a mindset of **entrepreneurship and innovation**, vital to our role as an economic engine for the state and region. In addition to the Horn Entrepreneurship program's undergraduate entrepreneurship major and minor, each college has created an entrepreneurship certificate program in conjunction with Horn to enable students in any discipline to develop their entrepreneurial skills. Horn Entrepreneurship was ranked as one of the top 50 undergraduate programs for entrepreneurial studies in the Princeton Review and Entrepreneur Magazine's 2020 list. Fueled by a $199 million cooperative agreement from the National Institute of Standards and Technology, the UD-led National Institute for Innovation in Manufacturing Biopharmaceuticals (NIIMBL) will help develop better processes for efficiently making the next generation of life-saving medicines. The Office of Economic Innovation and Partnerships assists faculty and staff with intellectual property development, licensing and contracts, and startup business development.

UD consistently strengthens its commitment to equity, diversity and inclusion, building an **environment of inclusive excellence**. In 2014, the position of Vice Provost for Diversity was created, which led to the creation of Diversity Action Plans, appointing Chief Diversity Advocates, and implementation of Inclusive Excellence Quality Reviews in all colleges. More recently, a Director of Student Diversity and

Inclusion and additional staff positions were filled in the Division of Student Life to support inclusive excellence. In 2015, the Admission Guidelines Committee reviewed undergraduate admissions practices at UD and comparable institutions, as well as current research on admissions practices, to improve access for first-generation, low-income, and underrepresented minority students. As a result, a major initiative to increase access was implemented in 2017. The Test Optional Admissions Program for Delaware residents allows them to apply to the University without submitting SAT or ACT scores.

	Test Optional Participants	New Student Enrollment: Residents	New URM Enrollment: Residents	New Low-Income Students Enrollment: Residents
Fall 2016	0	1,216	243 (20.0%)	164 (13.5%)
Fall 2017	218 (15.6%)	1,402	336 (24.0%)	240 (17.1%)
Fall 2018	394 (28.7%)	1,377	323 (23.5%)	199 (14.5%)
Fall 2019	422 (30.16%)	1,407	334 (23.7%)	278 (19.8%)

Table 1.1. Increase in underrepresented minority students and low-income students from Delaware

In 2018, the University of Delaware was presented with the Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity* magazine, the oldest and largest diversity-focused publication in higher education, recognizing our commitment to equity, diversity and inclusion. Since 2015, the representation of underrepresented minority students and students of color at UD has consistently increased among Associate in Arts Program (AAP) students (Facts & Figures 2019–20), Newark undergraduates (Facts & Figures 2019–20), and graduate students (Facts & Figures 2019–20).

Since 2012, UD's four-year graduation rates rose for most groups pursuing bachelor's degrees, putting UD in line with American Association of Universities (AAU) public institutions (p. 11 Inclusive Excellence: Mid-Term Report Spring 2018). The number of women faculty has increased over the past five years, and in 2019, women made up approximately 45% of all UD faculty (Facts & Figures 2019–20). This milestone was facilitated by the ADVANCE and ADVANCE-Institutional Transformation programs, NSF-funded projects to promote female faculty recruitment and retention.

UD has invested time and resources over the past several years to strengthen its **interdisciplinary and global programs**. The Graduate College, with its focus on interdisciplinary graduate programs, will help UD meet its goal of doubling graduate enrollment over the next decade. Today, we offer 15 interdisciplinary graduate programs, requiring that faculty from two or more colleges collaborate on curricula at the master's or doctoral levels. Biomechanics and Movement Science, Bioinformatics, Water Science and Policy, Microbiology and Economic Education are a few examples of interdisciplinary graduate programs created in the last 10 years. The affiliate faculty provision at UD allows faculty in one department or college to participate fully in graduate education in other units, enhancing the interdisciplinary opportunities for graduate research. Cluster searches have been completed in data sciences, African-American material culture, biopharmaceuticals, disaster research and water security in 2018–2019, and most appointments have been made across two departments/colleges.

Today, approximately 33% of our students study abroad (2017 High-Impact Practices at UD Report), and approximately 120 students per year begin their undergraduate programs via our World Scholars program, spending their first semester in Rome, Madrid, Auckland or Athens. On the Newark campus, our goal is to
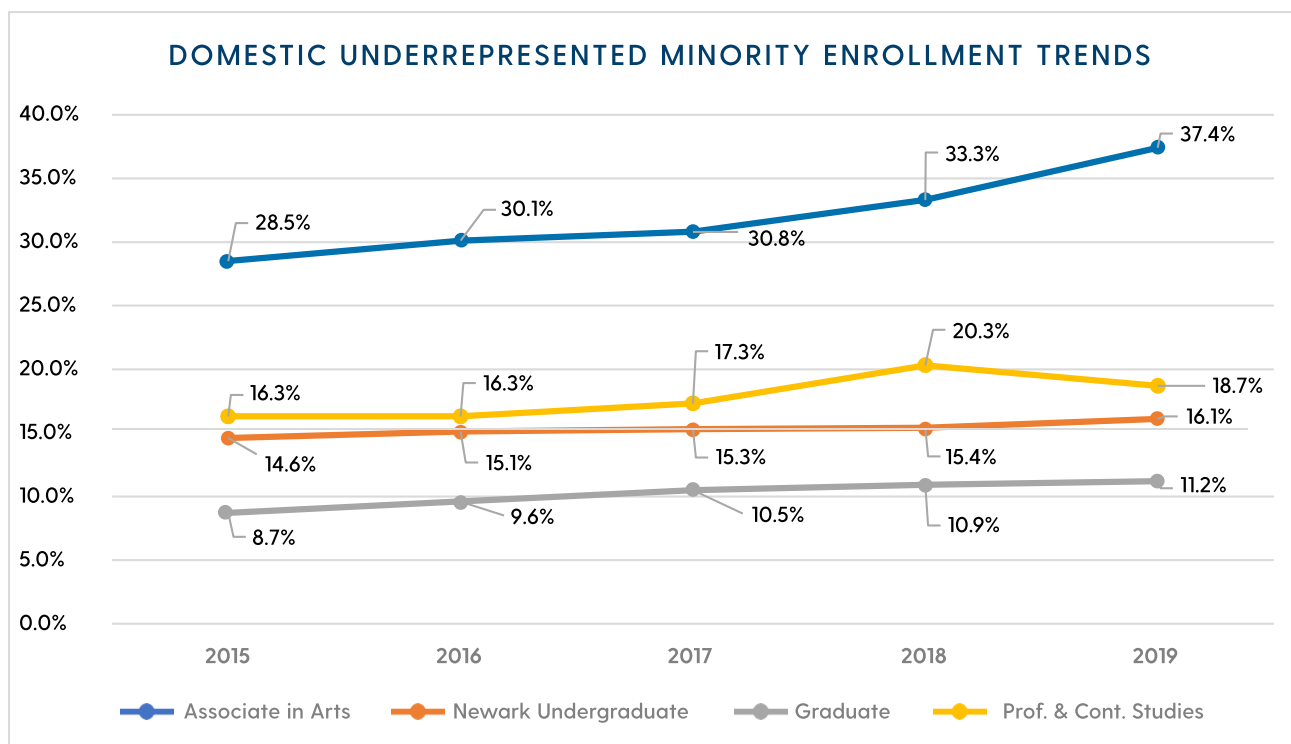
DOMESTIC UNDERREPRESENTED MINORITY ENROLLMENT TRENDS

Figure 1.1. Domestic Underrepresented Minority Enrollment Trends

enroll at least 1,000 international students in the undergraduate class to enhance the multicultural experience for all members of the campus community. International students comprise about 30% of the graduate student body, and efforts in international student enrollment are strongly supported by our English Language Institute (ELI), which provides a strong Academic Transitions program to allow international undergraduate students to earn credit while improving their English-language skills.

UD sends researchers to all seven continents, often in partnership agreements with foreign institutions. We have a number of international partnership agreements and initiatives, including CALVA, a French-led international collaboration of climate researchers working to improve calibration and validation of satellite observations and climate modeling in Antarctica, and the Borel Global Fellows program, a partnership between CANR and the Alliance for a Green Revolution in Africa that trains African students in agricultural areas vital to food security.

Since 2017, UD has hired 115 net new faculty, finished 1 million square feet of new construction or building renovation, and increased efforts to tackle deferred maintenance issues—all to meet growing enrollment, research and community engagement, thereby **investing in our intellectual and physical capital**.

In November 2009, UD added 272 acres to the main campus in Newark. This land was formerly occupied by the Chrysler Assembly Plant and is now called the Science, Technology and Advanced Research (STAR) Campus. The STAR Campus has been built through a number of public-private partnerships. Since 2012, a total of nearly 1 million square feet of new construction has been added via this public-private partnership model. UD also has constructed its own building— the Ammon Pinizzotto Biopharmaceutical Innovation Center, which houses the national headquarters for the UD-led Manufacturing USA Institute, the National Institute for Innovation in Manufacturing Biopharmaceuticals (NIIMBL) as well as the Delaware Biotechnology Institute, the Department of Biomedical Engineering, and

others. Some of the business partners who have located to the STAR Campus are Chemours, Bloom Energy, SevOne and Discover Bank. The STAR campus also includes incubator space to afford opportunities for faculty and student entrepreneurs to start and grow their businesses.

Criterion 4: *Periodic assessment of mission and goals to ensure they are relevant and achievable.*

The University of Delaware routinely reviews its mission statement and institutional goals during natural milestones in the University's evolution, such as changes in administration. At other times, policy and procedure changes that refer to the mission trigger a review to ensure that the University is, at all times, in alignment with its stated values and goals to empower everyone to learn and flourish.

In the last decade, UD has done much to expand its reach. Through innovative and strategic planning, the University has recognized and acted upon opportunities to reinforce its commitment to its students, its community and the world. The holistic UD experience revolves around the intersection of teaching, research and service with commitment to providing the utmost opportunities for student success.

Opportunities for Improvement and Innovation — none

STANDARD II:
ETHICS & INTEGRITY

Standard II: Ethics and Integrity

Addresses Requirements of Affiliation #5, 6, 13, 14

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Criterion 1: *A commitment to academic freedom, intellectual freedom, freedom of expression and respect for intellectual property rights.*

The University's commitment to academic freedom is affirmed in the Mission Statement and the Statement of Values. These rights are clearly articulated in UD's "Academic Freedom Statement" (4.2.1) in the Faculty Handbook, which strongly affirms the freedom of inquiry and expression in research and teaching and the exercise of shared governance responsibilities. The handbook also contains a "Statement of Professional Ethics" (4.2.2) that upholds the importance of academic freedom, intellectual property rights and the respectful exchange of ideas for all members of the University community.

The University's *Student Guide to University Policies* reminds students that the spirit of this freedom applies to them as well, stating, "The freedom of students to share opinions, discuss differing viewpoints and speak freely, even when these activities may be unpopular or contrary to public opinion, contribute to a robust learning environment and an enhanced campus experience."

Criterion 2: *A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.*

In the 2011 Middle States report, UD was criticized for its shortcomings in terms of diversity. Specifically, the report said, "UD is not diverse in either absolute or relative terms. With few exceptions, we believe that the University trails its peers in every measure of diversity in every constituency of the institution."

This criticism intensified our activities in this area. One of the first and most significant steps was the creation of new University-wide leadership roles: Vice Provost for Diversity (VPD) and Chief Diversity Officer (CDO). Created in 2014, the VPD role was charged with advancing the University's academic mission and goals in the areas of diversity, equity, inclusion and human rights by leading efforts to define, assess and cultivate diversity as both an institutional value and an academic priority. Initially reporting to the Provost, the VPD collaborates with campus leaders on initiatives designed to support UD's diversity efforts. The CDO role was created in 2020 and serves as a senior advisor to the President on all matters relating to diversity, equity and inclusion (DEI) initiatives. The CDO works closely with units and programs supporting campus-wide student, faculty and staff DEI efforts, consolidating them into one cohesive structure reporting to the CDO. The goal of this effort is to improve coordination of our programs and balance shared resources for enhanced impact, beginning with the establishment of a clearer accountability structure. The CDO leads the newly created Office of Institutional Equity, Diversity and Inclusion (OIEDI). The VPD, Student Diversity and Inclusion, Center for Black Culture, Office of Disability Support Services, and Office of Equity and Inclusion report to the CDO.

The Office of Institutional Equity, Diversity and Inclusion (OIEDI) encourages a more inclusive, equitable, diverse and welcoming climate on campus. Workshops and training sessions promote tolerance, respect and inclusion. Within OIEDI, the Office of Equity and Inclusion manages

complaints of harassment and discrimination, affirmative action compliance and protection of minors on campus. Important policies on Sexual Misconduct and Non-Discrimination were developed over the past few years, setting higher expectations for conduct, promoting transparency and assuring due process.

Enrollment numbers among undergraduate students from underrepresented minority groups have increased 17% in the past five years (2,788 in 2015 to 3,261 in 2019; Facts & Figures 2019–20) and approximately 30% for graduate students who identify as Black/African American (168 in 2015 to 218 in 2019; Facts & Figures 2019–20). For Hispanic/Latino(a) graduate students, enrollment numbers have grown 37% in the past five years (from 124 in 2015 to 170 in 2019; Facts & Figures 2019–20).

Although retention and graduation rates of domestic underrepresented minority groups (URM) trail those of White and Asian students, retention and graduation rates of domestic URM students are substantially higher compared to national averages. The six-year graduation rate of Black/African American students at UD is 71% (2019–20 CSRDE Survey Retention Survey), compared to the national rate of 40% for Black students who are first-time, full-time bachelor's degree-seeking students at four-year institutions (National Center for Education Statistics, Indicator 23: Postsecondary Graduation Rates, 2020). Similarly, the six-year graduation rate of Hispanic/Latino(a) students at UD is 72% (2019–20 CSRDE Survey Retention Survey), compared to the national rate of 54% for Hispanic students who are first-time, full-time bachelor's degree-seeking students at four-year institutions (National Center for Education Statistics, Indicator 23: Postsecondary Graduation Rates, 2020).

Between 2016–2020, there have been meaningful increases in the diversity of UD faculty hires. For instance, the number of Black/African American faculty has increased by 39% (46 to 64); Hispanic faculty by 23% (39 to 48); Asian faculty by 23% (141 to 173); and international faculty by 118% (27 to 59). In addition to these gains, female faculty increases in Engineering over the same period grew by 37% (30 to 41) and female faculty in the natural sciences grew by 18% (62 to 73).

Overall campus diversity infrastructure also has been improved over the past several years. Examples include the establishment of the Center for the Study of Diversity in the College of Arts and Sciences; diversity and inclusion committees in multiple colleges, academic departments, and non-academic units; UD's ADVANCE Institute; and the Cochran Scholars Program, aimed at promoting inclusive excellence among UD faculty. A new Director of Student Diversity and Inclusion in the Division of Student Life was hired as well.

New policies and practices that support the University's commitment to fostering this climate of respect and inclusion include a new hiring protocol that helps avoid implicit bias through mandatory search committee training and establishment of evaluation rubrics with objective criteria.

New faculty members undergo a multi-day orientation program and learn new mentoring practices based on protocols from the National Center for Faculty Development and Diversity, of which UD is a member. All faculty and staff also receive periodic training that promotes a climate free from sexual harassment and other forms of discrimination.

Surveys conducted by UD's ADVANCE Institute and by the Office of Institutional Research and Effectiveness indicate that faculty satisfaction with experience of community at UD and perceptions of positive changes with the administration's diversity efforts from 2016 to 2018 and in 2020 are positive, overall. They also show room for improvement. To address these climate issues, the deans have taken important steps to establish college-specific diversity and inclusion initiatives. These range from establishing college- and department-level committees to promote diversity and inclusion to creating codes of conduct that define diversity and inclusion as core values and promote

bystander intervention to uphold those values. These efforts are supported by faculty and staff in our academic units, and they represent the most comprehensive effort to address issues of diversity and climate in UD's history.

Student recruitment and development are also key to UD's inclusive excellence goals. Since the last Middle States review, we have begun a test-optional admissions policy for Delaware residents, which has resulted in notable increases in the enrollment of underrepresented minority and low-income Delawareans. We also established Blue Hen Success, an academic advising and student support system that helps identify potential academic challenges and facilitates referrals to campus resources. New students receive training that promotes healthy lifestyles and an inclusive environment through New Student Orientation and the First-Year Seminar (FYS) Program. Our students have embraced and enriched our diversity efforts in many ways, including the development of the "We Are Blue Hens" Values Statement, adopted by the Student Government Association, which is reflective of UD's overall values.

Over the last several years, the University has established rich programming, scholarships and community-based partnerships to attract underrepresented and first-generation undergraduate and graduate students and ensure their success, sense of belonging and persistence to graduation. Within the Division of Student Life, the Office of Student Diversity and Inclusion provides programming, training and workshops, and affinity-based student leadership councils. One example of the new resources for UD students is the establishment of We're First, an organization that provides first-generation students with valuable networks, promotes resources, and fosters relationships through mentoring and programmatic initiatives. Also worthy of note are the steps UD has taken to support students who are military veterans, including the hiring of a Veteran Services Coordinator and the founding of Blue Hen Veterans, the official Student Veterans

of America chapter at UD. Finally, UD's new Spectrum Scholars initiative supports students with autism and promotes autism acceptance and inclusion in the University community through a tiered system of services provided at the individual and community level. Developed in collaboration with JPMorgan Chase & Co., and administered by the University's Center for Disability Studies, Spectrum Scholars provides comprehensive support services to a group of selected "Spectrum Scholars," general support to autistic students across the UD campus, and to UD faculty, staff, students, businesses and the community.

Our efforts have been recognized, in part, by the 2017 Higher Education Excellence in Diversity (HEED) Award, which we received from *INSIGHT Into Diversity* magazine, the oldest and largest diversity-focused publication in higher education. This national honor recognizes U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.

UD also was named 2017 co-winner of the top Diversity and Inclusion Award for actively promoting inclusive excellence in the workplace by the Delaware chapter of the Society for Human Resource Management.

More recently, a grassroots initiative aimed at addressing racial prejudice and implicit bias on campus—University of Delaware Antiracism Initiative (UDARI)—was launched. Organized in 2020 and actively engaging faculty, staff, and students, UDARI works independent of, but in coordination with University academic and administrative units to take action against systemic racism, promote research and teaching related to racism in all its manifestations, and foster a climate of inclusivity at UD and beyond.

Pre-college and Pipeline Programs
Pre-college and pipeline programs at UD are designed to promote a college-going culture and success through academic excellence, leadership development and an ethos guided by inclusion, integrity and innovation.

The College Readiness Scholars Institute (CRSI), launched in summer 2013, is a 16-day residential program for Delaware high school students that fosters development of the academic, interpersonal and intrapersonal skills needed for college success. Participants become better prepared to be competitive, collaborative, curious, informed and inspired by the potential for personal and professional success they can see before them. Many have called this program "life changing." Over 234 students have participated in CRSI since 2013, and 89% of CRSI alumni, who have graduated from high school, enrolled in college immediately after high school graduation. About 60% of these students became Blue Hens.

The Health Sciences Summer Camp, operated by UD's College of Health Sciences, gives underrepresented students exposure to education and job opportunities in health sciences. Nearly 100 students have participated in the camp since it began in 2017. Many participants also complete research internships and enroll in the University of Delaware, where they can earn a $500 scholarship their freshman year if they attend the College of Health Sciences. The camp was among 50 programs in the country to receive the 2019 Inspiring Programs in STEM Award from *INSIGHT Into Diversity* magazine.

The UD Summer Opportunities for Undergraduate Research and Creative Endeavors (SOURCE) Program provides summer research opportunities for college students who are not currently enrolled at UD but want to learn more about the graduate school experience and possibly pursue an academic or research career. The program provides talented underserved students (e.g., first generation, historically underrepresented, disabled, low-income) students the opportunity to spend 10 weeks on the UD campus immersed in a research project where they work closely with faculty, graduate students and postdoctoral researchers, learning more about graduate programs and developing a valuable network of contacts. The program provides the students with a stipend, housing and round-trip transportation along with

programming to help develop a rigorous pursuit of excellence in their chosen field.

Launched in fall 2020, UD's Early College Credit Program allows all Delaware high school students to take UD courses online for free and to earn up to a full semester of credits. It is the only program in the nation offering high school students such an opportunity. Nearly 300 students from 13 Delaware schools participated in the program's first year; the program is expected to grow to 600 students in 20 schools next year.

Support and Retention Programs
Under the leadership of the Deputy Provost for Academic Affairs, the Vice President for Enrollment Management, the Vice President for Student Life, and the Dean of the College of Arts and Sciences, UD's Student Success Initiative is a coordinated, university-wide effort to increase access, completion and post-graduation success for all UD undergraduates, but particularly for students from groups that have historically been underserved. The Student Success Initiative includes efforts to improve instruction in foundation courses, provide supplemental academic support (e.g., tutoring, Peer Assisted Study Sessions in specific courses, academic coaching), enhance advising, provide high-impact learning opportunities (e.g., undergraduate research, study abroad, experiential learning), and ensure career-readiness for all students.

The Blue Hen Success Grant program provides small awards, ranging from $300 to $3,000, to eligible students who are nearing graduation but facing minor shortfalls in paying their tuition or fees. Also known as a retention grant, it provides emergency funding so that financial circumstances do not become barriers to graduation. To date, 101 students have been awarded grants totaling $195,000, keeping them on the path to graduation.

In 2015, The Give Something Back Foundation, based in Lockport, Illinois, donated $3 million to UD to give 150 of the most-needy Delaware high

school students the opportunity to graduate from the University debt-free. The first beneficiaries of the gift matriculated at the University in fall 2019.

In 2017, the University received two major grants to help students pursuing degrees beyond their bachelor's degree. The National Science Foundation granted $1 million to support the Bridge to the Doctorate, which provides tuition, fees, annual stipends, individual mentoring, conferences and other support for underrepresented students pursuing advanced degrees in STEM fields. As a result of this program, 12 students are pursuing master's or doctoral degrees, many of whom never considered graduate school to be a feasible option.

The Unidel Foundation helped establish and support a distinguished graduate scholars' program at UD with a $2.5 million grant. The program awards up to two years of stipend support (in the form of graduate fellowships or assistantships) to more than 30 new graduate students each year. These competitive awards are based on academic achievement as well as membership in historically underrepresented groups.

Criterion 3: *A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately and equitably.*

The University has comprehensive grievance procedures for faculty, staff and students that ensure a fair, prompt, and impartial investigation and decision-making process into any grievance. Grievance procedures address issues from workplace concerns to grade grievances to reasonable accommodations for individuals with disabilities and concerns about discrimination or harassment.

In Summer 2020, in response to regulations adopted by the U.S. Department of Education, the University adopted a revised Non-

Discrimination, Sexual Misconduct, and Title IX Policy to ensure each complaint of discrimination or harassment based on a protected status, including sex, race, age, disability, color, creed, gender identity, sexual orientation and any other status protected by law, is handled fairly and equitably by trained staff in the University's Office of Equity and Inclusion. Complainants and respondents, regardless of their status at the University, are permitted to be accompanied to any meeting under these policies by up to two support people, who may be lawyers. The University strives to resolve these matters as fairly and expeditiously as possible.

UD's faculty are members of American Association of University Professors (AAUP) with grievance procedures outlined in their collective bargaining agreement (CBA). In addition, as outlined in the Faculty Handbook, the Faculty Senate Committee on Welfare and Privileges provides an opportunity for faculty members to file a complaint against other faculty members or administrators. Mediation is the first step, with the hope that many of these disputes can be resolved with the help of a neutral third party. If mediation is unsuccessful, a hearing is held, and the Committee makes a recommendation to the Provost.

Many University staff members are also represented by unions, including American Federation of State, County and Municipal Employees (AFSCME) Local 439, AFSCME Local 3472, and the Fraternal Order of Police Lodge #7. Those employees may pursue grievances against University management through their CBAs.

Non-union employees may follow the grievance procedures in the University Administrative Policy Manual if they are unhappy with a decision made by their supervisor. Those procedures provide employees with steps to follow to resolve their complaint, with the employee permitted to provide evidence and call witnesses at each step of the process.

The University's *Student Guide to University Policies* contains the University's Code of Conduct

that applies to all students. The University's Office of Student Conduct and the Graduate College oversee the procedures that are followed if a student is believed to have violated this code, including a hearing, if the student requests it, before an impartial hearing officer and an appeal to an Appellate Board consisting of students, faculty and staff. Students are permitted to have an advisor assist them throughout the process.

The University's Office of Employee and Labor Relations oversees formal grievance procedures for exempt, non-exempt and union-represented staff. Staff members serve as members of the University's exempt and non-exempt grievance committees to ensure fair treatment of employees. Grievances filed by union-represented staff are processed in accordance with the grievance procedures outlined in applicable collective bargaining agreements.

Criterion 4: *Avoidance of conflicts of interest, or the appearance of such conflicts, in all activities and among all constituents.*

UD seeks to avoid conflicts of interest (COI), and the appearance of the same, across the University through multiple and reinforced norms, policies and procedures. Generally speaking, University policy states that "a potential COI occurs when there is a divergence between an individual's private interests and the individual's professional obligations, such that an independent observer might reasonably question whether the individual's professional judgment, commitment, actions or decisions could be influenced by considerations of personal gain, financial or otherwise."

UD's Office of the General Counsel, the Research Office and University-academic leadership ensure propriety and avoidance of even the semblance of COI by requiring the practice of full and prior disclosure in writing of any association, relationship or circumstance that might suggest that decisions were made by a University employee or affiliate for personal gain, either directly or indirectly, and which were contrary to the best interests of the University.

COI-related matters are eliminated or managed based on guidance established by the Board of Trustee Bylaws, the Human Resource Code of Ethics, the Conflict of Interest Policy for Senior Administrators, the Human Resource Policy for the Employment of Immediate Family Members, the Procurement COI Policy, the Research COI Policy and Procedures for Faculty and Professional Staff, and identified-COI management practices.

UD requires and maintains uncompromised institutional-effort commitment, guidelines for acceptable dual employment, expectations governing the integration of international students and scholars into the University community, and protections for identifying and preventing excessive influence from international and other external entities. In addition, the University is developing a new policy in alignment with the U.S. Foreign Corrupt Practices Act and other anti-bribery and anti-corruption laws.

The University encourages everyone in its community to engage responsibly with public and private entities in sponsored research and other forms of creative endeavors, including outside consulting, which must be conducted consistent with University COI expectations and requirements. Additionally, all of the creative and educational-related activities of the members of the University community that occur with entities outside of the University must be consistent with University's Intellectual Property Policy. On-going diligence in these areas continues to ensure that members of the UD employee and affiliate community remain informed and anchored in the clear and specific ethical expectations regarding University-related activities.

Criterion 5: *Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.*

The University of Delaware continues to demonstrate a commitment to equitable and unbiased practices in hiring, advancement, evaluation, discipline and separation of employees and is subject to federal, state and

local legislation, executive orders, regulations and guidelines regarding equal opportunity and affirmative action. UD has been recognized locally as well as nationally for its outstanding commitment to diversity and inclusion.

UD has made intentional and strategic changes over the last few years to attract more diverse candidates and make more diverse hires. Some examples include requiring unconscious-bias training for search committees; defining search protocols to outline expectations, reviews and processes for faculty searches; using position advertisements that cover more than a dozen job boards focused on underrepresented populations; employing best practices in searches and recruiting consultations; and implementing a new applicant-tracking system, which will allow for a more effective process.

The Office of Equity and Inclusion offers workshops on such topics as intercultural communications, allying and advocating for others, unconscious bias, privilege, identity, intersectionality and more. In addition, nine caucuses have been created specifically for faculty and staff to gather with like-minded/like-identified individuals. These groups help participants find common voice and grassroots-modeled steps toward awareness and change. The caucuses serve as a resource, an ally and an advocate to their constituents.

The Office of Employee and Labor Relations also provides mediation services to resolve workplace conflict among staff, managers and/or faculty members, as well as assistance to managers in addressing performance and behavioral issues. In situations where disciplinary action is warranted, the office assists managers in determining the appropriate level of discipline, informing the employee of such action, reviewing and ensuring the existence of supporting documentation, and drafting correspondence related to the disciplinary action to maintain consistency across the University. An Employee and Labor Relations representative may participate in the meeting between the employee and manager.

Criterion 6: *Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.*

UD's central Office of Communications and Marketing (OCM) adheres to the highest professional standards and best practices in public relations and marketing. OCM sets guidelines for all colleges and departments across campus and handles all media relations. UD news is posted on the University's website.

OCM's *Use of Digital Media Policy* provides a University-wide standard of excellence for creation, use and management of all digital and multimedia properties including, but not limited to, websites, social media, email marketing, video and photos. Such topics include guidelines for intellectual property use, privacy issues, photo permissions, censoring and ethical standards. All external relations policies are found on UD's website.

The University's Office of Undergraduate Admissions abides by the Code of Ethics and Professional Practices set forth by the National Association of College Admission Counselors whose guidelines provide specific expectations for transparency, truthfulness and ethical behavior in all recruiting and admission practices. The University has been an institutional member in good standing for decades.

When it comes to recruitment materials, all published rankings and student outcomes data are provided or vetted by the University's Office of Institutional Research and Effectiveness, which adheres to the Association for Institutional Research Statement of Ethical Principles.

On July 1, 2019, the University established a Graduate College in recognition of the impact of graduate study on overall scholarship and discovery. Among other benefits, having a Graduate College provides centralized, consistent graduate student recruitment and admissions operations.

In recruiting athletes, UD abides by the National Collegiate Athletic Association's (NCAA) policies for responsible recruitment. These include Bylaw 10.1 Unethical Conduct, which describes unethical conduct by a prospective or enrolled student-athlete or a current or former institutional staff member, and Bylaw 13.01.2 Institutional Responsibility in Recruitment, which states that "any member of an institution's athletics staff or a representative of its athletics interests shall not recruit a prospective student-athlete except as permitted by this Association (NCAA), the institution and the member conference (CAA)."

In response to the national admissions scandal in 2019 in which dozens of parents, coaches, consultants and celebrities were indicted for standardized test cheating and acceptance bribery, UD administrators examined the University's processes to ensure there were no vulnerabilities. As a precaution, UD Athletics is now taking additional steps to ensure that each student who was admitted and identified as an athlete is actually a participant on a team.

Criterion 7: *As appropriate to its mission, services or programs in place: (a) to promote affordability and accessibility; (b) to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.*

The Office of Undergraduate Admissions maintains a site for all relevant information on financing a UD undergraduate degree. The University's Net Price Calculator tool is designed to provide prospective undergraduate students with an early indication of what they may pay for a UD education. The results indicate the amount and types of financial aid the student may qualify for if enrolled at UD as a full-time college freshman. An individual financial award package is included with each offer of admission. The websites for Undergraduate Admissions and Student Financial Services provide additional information on services, programs and frequently asked questions.

Student Financial Services also maintains a Cost of Attendance site for all students (undergraduate, graduate, special sessions, and professional and continuing studies), outlining cost of attendance based on estimated student budgets that include tuition/fees, housing, books/supplies, and personal/miscellaneous expenses. Academic-year costs assume full-time attendance for two semesters, Fall and Spring. These budgets are used to award financial aid and are published annually.

Criterion 8: *Compliance with federal, state and Commission reporting policies, regulations and requirements to include reporting regarding a) the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; b) the institution's compliance with the Commission's Requirements of Affiliation; c) substantive changes affecting institutional mission, goals, programs, operations, sites and other material issues which must be disclosed in a timely and accurate fashion; and d) the institution's compliance with the Commission's policies.*

The University is committed to complying with all federal, state, and local regulations, commission policies and reporting requirements as discussed in the Verification of Compliance reports.

UD's Your Right to Know website includes detailed information about graduation and retention rates, student financial aid and health and safety information for the student consumer.

Information regarding Middle States accreditation, various program accreditations and policies and procedures also are posted on the University's website. The President's senior leadership team members are responsible for compliance with the Board of Trustees, policies and procedures, requirements of affiliation and federal regulations as they pertain to their areas.

Criterion 9: *Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practice and the manner in which these are implemented.*

The University affirms its commitment to ethics and integrity through its Code of Ethics applicable to staff, its Professional Ethics Statement in the Faculty Handbook and its Code of Conduct applicable to all students. The University periodically reviews its policies and practices to ensure they comply with applicable laws. The University's Policy on Policies, found in the Administrative Policy Manual, encourages policy owners to review their policies regularly and provides that any substantive revisions must be reviewed by the Office of General Counsel and approved by the President's Executive Committee. The Student Guide to University Policies, which contains the Code of Conduct, is reviewed and revised annually. The Office of Equity and Inclusion reviews and revises the Sexual Misconduct and Non-Discrimination Policies on a regular basis to ensure the policies are accessible and equitable for all members of the University community.

The University routinely conducts campus climate surveys to receive feedback from students and other members of our campus community on their experiences. UD's Office of Institutional Research and Effectiveness maintains a website with a full listing. UD's Compliance Hotline, serviced by EthicsPoint, provides an anonymous, confidential and independent resource for reporting suspected misconduct and other issues of concern. Reports are handled promptly and discreetly by the Office of Internal Audit.

Opportunities for Improvement and Innovation

- Using data from climate surveys to focus interventions, enhance efforts to promote a more inclusive climate that fosters respect among all members of the University community.

- Review and revise UD policies to ensure that all policies promote our commitment to ethical practice and transparency in the conduct of University operations.

PHOTOS: KATHY F ATKINSON / EVAN KRAPE

DESIGN & DELIVERY OF THE STUDENT LEARNING EXPERIENCE

Standard III: Design and Delivery of the Student Learning Experience

Addresses Requirements of Affiliation #8, 9, 10, 15

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Criterion 1: *Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning.*

The University of Delaware has 150 undergraduate programs, 140 master's degree programs, 60 doctoral programs, 34 certificate programs, and more than 25 non-credit programs. Students who come to UD have multiple opportunities, under the guidance of faculty and advisors, to undertake a coherent and rigorous course of study that integrates multiple modes of learning, engages broad issues within their academic fields, and includes hands-on practical experiences.

An increasing number of students begin their education at the University via our Associate in Arts program (AAP). With academic centers in each of the state's three counties, the Associate in Arts Program provides convenient, affordable access to UD with a program focused on effective teaching and academic advising. Students earn an associate in arts (AA) degree in Georgetown, Dover, or Wilmington before transitioning to Newark to complete a baccalaureate. Each year roughly one quarter of the Delawareans admitted to UD begin in the AAP. (More detail on the AAP is in Standard IV.)

AAP students are among the most diverse at UD.

The program currently matriculates more than 400 students annually from roughly 1,000 admits. In fall 2020, the program's total enrollment exceeded 900. Currently, approximately 39% of AAP students are URM; 31% are first-generation; 36% are Pell eligible; and 43% were test-optional applicants.

The UD President's Report 2021 describes the AAP as "a critical education pathway for Delawareans," having helped more than 2,000 students earn a bachelor's degree over the past decade. About 57% of AA students complete their associate's degree within three years, compared to the national average of 34% for community college students. The AAP is now being reimagined to develop new pathways for students to pursue four-year degrees in engineering, health and other fields.

At UD, 73% of students earn their bachelor's degree within four years (Facts & Figures 2019-20), one of the top 10 rates nationwide among residential public universities, and 95% of UD graduates are working, pursuing further education, or serving in the military within six months of earning their bachelor's degrees (From: Success After UD). The long-term value of a UD bachelor's degree has been calculated at $1.2 million after 40 years, which ranks in the top 50 among public universities nationwide and has been highlighted in various "best-value rankings" by *Forbes, Kiplinger,* and *MONEY* magazine.

Discussed in more detail below under Criterion 5, UD's General Education has been extensively reviewed and modified in recent years and constitutes the foundation for learning in the undergraduate programs. A substantial revision of the program was formalized in 2015 when the Faculty Senate passed four resolutions resulting in the requirements presented in Figure 3.1.

Requirement	Brief description	Typical timing
First-Year Experience (1-3 credits)	Introduces undergraduate students to the university with the common goals of 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.	1st semester
ENGL 110 (3 credits)	Introduction to the process of academic writing that centers on the composition of analytical, research-based essays.	1st year
Breadth: Creative Arts and Humanities (3 credits)	Provides an understanding and appreciation of the visual and performing arts, of aesthetic forms, designs, or craftsmanship, or of literary, philosophical, and intellectual traditions.	1st two years
Breadth: History and Cultural Change (3 credits)	Provides students with an understanding of the sources and forces of historical changes in ideas, beliefs, institutions, and cultures.	1st two years
Breadth: Social and Behavioral Sciences (3 credits)	Provides students with an understanding of the behavior of individuals and social groups in the context of their human and natural environments.	1st two years
Breadth: Mathematics, Natural Sciences and Technology (3 credits)	Provides students with an understanding of fundamental and/or applied concepts and phenomena from mathematics, logic, natural or physical sciences, and technology including quantitative reasoning and methods used to approach and solve problems.	1st two years
Multicultural course (3 credits)	Provides students with some awareness of and sensitivity to cultural pluralism, an increasing necessity for educated persons in a diverse world.	Second or third year
Discovery Learning Experience (3 credits)	Students in DLE courses (a) 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 and (b) engage in reflection, which incorporates self-assessment and analysis.	Senior year
Capstone (at least 1 credit)	Requires 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.	Senior year

Figure 3.1: Undergraduate General Education Graduation Requirements

Some colleges have additional graduation requirements that are sometimes mistaken as university-level General Education requirements. For example, the College of Arts and Sciences requires students to complete a "second writing course" after they have earned at least 60 credits (so typically during their junior or senior year). Additionally, many majors have graduation requirements that are sometimes misunderstood as being university-level General Education requirements, particularly the many programs that require proficiency—coursework or test scores—in a foreign language.

The General Education requirements provide a developmental framework of learning objectives that allows students to achieve measurable learning outcomes throughout all four years. [From: Final Report of the Task Force on General Education and on November 3, 2014 and May 4 and 11, 2015] Since implementing the resolutions in 2015, UD has begun assessing the results.

UD undergraduates are engaged in high-impact educational experiences. In this section and those that follow, we highlight examples of programs at all levels that exemplify the successes of UD's approach to education and learning and its emphasis upon discovery, breadth, multiculturalism, and a capstone experience for all students. Data gathered from our seniors in 2017 reveal that over the

course of their study: 71% participated in an internship, field experience, or clinical placement; 33% enrolled in a study abroad program; and 25% participated in a learning community. These figures compare favorably with peer and aspirational institutions—where 93% of UD students participate in at least one high-impact experience, peer institutions have 89% participating, and AAU institutions have 86%. (From: 2017 High Impact Practices at UD)

A notable example of the pervasive influence of such high-impact practices can be seen in UD's designation as a community engaged university by the Carnegie Foundation for the Advancement of Teaching in 2015. UD offers undergraduates the opportunity to integrate course-based learning with experiences beyond the classroom through the Community Engagement Scholars Course of Study, a four-year program that can be integrated into any major or minor, contains several common courses, and culminates in the creation of an e-portfolio. This program allows undergraduates to undertake a meaningful civic engagement project as part of their overall educational experience. Exemplary courses include those offered in the Early Childhood Education curriculum, the Hospitality Business Management practicum program, and the School of Nursing undergraduate program where immersion in community settings is an integral part of the faculty and student experience.

UD's success in providing excellent graduate educational experiences is evident from the recognition many of its programs have received. Chemical Engineering, Clinical Psychology, Physical Therapy, Public Management and Leadership, Public Affairs, and Public Finance and Budgeting have all been ranked in the top quartile nationwide, as noted in *U.S. News and World Report*. Online graduate programs have also been highly ranked—Online Master of Business Administration (32 out of 295), Online Master's in Education (23 out of 296) and Online Master's in Engineering (46 out of 97) (U.S. News Best Online Programs Rankings, 2021). All

official rankings are available on the Institutional Research and Effectiveness website.

The Doctorate in Physical Therapy (DPT) has been the number one such program in the nation since 2016. Admitting a cohort of 60 students per year, it is characterized by a compact schedule, a coherent course of study that includes multiple modalities, and an outcomes-based approach to course and curriculum design. The DPT program has seven clearly defined outcomes aligned with the American Physical Therapy Association's core values and available to students in the program handbook.

Another exemplary graduate program is the Winterthur/University of Delaware Program in Art Conservation. Offering a three-year Master of Science degree to a small cohort of 10 students per year, this program is one of only four in the country. Likewise, our Preservation Studies Program is one of only two Ph.D. degree programs in preservation in the nation. For both programs of study, learning goals and competencies are refined by the faculty on a regular basis, in keeping with feedback from alumni currently leading conservation and historic preservation initiatives worldwide.

Building on this tradition of success in graduate education, UD has developed more than 30 new programs since 2016 designed to create coherent professional pathways for students in emerging areas including programs in medical and molecular laboratory science, and communication and speech disorders.

Criterion 2: *Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are: a) rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; b) qualified for the positions they hold and the work they do; c) sufficient in number; d) provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; e) reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.*

UD is characterized by a deep culture of learning at the undergraduate and graduate levels, which creates the foundation for an ongoing commitment to recruiting and retaining faculty proficient in the use of effective teaching practices and focused on student learning: UD has a student-faculty ratio of 14:1, and 91% of full-time faculty hold the doctorate or terminal degrees in their research and teaching disciplines. The University will continue to evolve its distinctive culture of learning through its commitment to a variety of programming designed to provide successful outcomes.

In recent years, the University has built on its commitment to faculty by making several positive changes: Guidelines for faculty mentoring have been developed; the work of adjunct faculty has been assessed; the University's promotion and tenure documents (P&T) have been overhauled; and faculty onboarding/orientation has been enhanced.

Since the last accreditation review, New Faculty Orientation has evolved from a simple HR onboarding process into a two-day event that welcomes new faculty to the University, introduces them to its history and its current strategic emphases, familiarizes them with campus resources to help them, and offers numerous opportunities for teaching preparation to ensure that they're prepared for success in their first semester. The two-day orientation is

followed up by peer mentoring opportunities and workshops throughout the first year.

The revised P&T documents demonstrate UD's commitment to maintaining high standards of performance in teaching, research, and service; they also provide a clearer path to promotion for the Continuing Track faculty (CT; non-tenure-track faculty with recurring appointments) who make up almost a quarter of the full-time faculty and whose workloads typically differ in emphases from those of their Tenure-Track (TT) colleagues. Given the challenges associated with traditional student course evaluation instruments, a task force is currently developing alternative methods for determining teaching effectiveness.

New initiatives have been instituted and existing events, programs, and support services related to faculty development and advancement have been enhanced. Collectively, these strengthen an educational culture that promotes effective student learning. Key examples of new opportunities include UD's Faculty Accountability Program to enhance faculty's scholarly productivity and the Provost Initiative for Innovation and Excellence in E-learning to help faculty enhance students' online learning experiences. UD's ADVANCE Institute—originally developed to increase the representation and advancement of women in STEM and social science careers—has been adopted campus-wide to further increase diversity in faculty hiring and success.

Long-standing annual events have been enhanced to better support faculty, including the aforementioned New Faculty Orientation and the Summer Institute on Teaching. Over the past two years, the Winter Institute on Learning, offered by UD's Center for Teaching and Assessment of Learning (CTAL), has engaged 117 faculty representing 35 degree programs from 26 departments in a faculty-driven assessment initiative to identify and develop assessments of program educational goals. Another resource for faculty is the Faculty Commons, a partnership among many entities, including the

University Library, Museums and Press; Division of Professional and Continuing Studies; IT-Academic Technology Services; the Center for Teaching and Assessment of Learning (CTAL); and the Institute for Transforming University Education.

UD has also launched voluntary initiatives to further promote and assess the quality of teaching, and improve services related to faculty development, advancement, and innovation. These include the development of the Faculty Peer Observation Program to support faculty in the collaborative examination and improvement of their teaching through peer observation and feedback, and the formation in 2019 of the Working Group on Student Course Feedback.

Criterion 3: *Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.*

The University provides web portals with detailed, regularly updated information about degree and program requirements, including access to information about specific academic programs, enrollment, advising, transfer requirements, experiential learning, and research and career planning. These portals also provide students with electronic tools to navigate these sites, track requirements, and plan their courses of study.

The official listing of academic programs, courses, and policies is found in the undergraduate and graduate catalogs, both of which are available on UD's website. The Academics tab in the main University web navigation provides a starting point to navigate toward specific requirements such as descriptions of all undergraduate and graduate programs, links to the main page of each college, and links to student services portals, including Advising Central, the Registrar, and the Office of Academic Enrichment. The Find Your Major link also leads students to a searchable list of UD's 150 majors.

The Office of the Registrar maintains online Student Resources with a comprehensive menu of links to important information about a range of topics, including academic advisement, calculating GPAs, University policies, and help with UDSIS, the University's student records system. One important planning and tracking tool in UDSIS is the Degree Audit function that helps students and advisors track progress toward planning course selection and meeting requirements. The undergraduate catalog includes a recommended four-year plan for each major so that students can easily map out a plan to graduate within four years.

Blue Hen Success provides a platform that facilitates advising and communication with students. Through Blue Hen Success, students can easily schedule appointments with their advisors and make tutoring appointments. Using the Blue Hen Success predictive analytics and referral tools, advisors are able to identify students who may need more support, make referrals to other support units, and monitor to see if students are following through with these referrals. The Blue Hen Planner allows students to generate multiple scenarios of their course schedule prior to individual registration. Students can save preferred schedules as favorites and import the best one through WebReg, UD's self-registration tool, at their appointment time. The My UD portal organizes web resources by category (Academics, Student Life, Financial Resources, Tech Support, etc.) allowing students to efficiently navigate the vast amount of information available via UD's website.

Criterion 4: *Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.*

UD's wealth of opportunities and resources support and enhance students' learning within their chosen programs of study and encourage them to explore their disciplines, enhance their careers, and apply their learning to the wider community. These experiences take three

broad forms: (1) a systematic set of programs to support students' academic progress in the classroom; (2) opportunities to extend student learning within and beyond the classroom; and (3) opportunities that encourage all students to engage deeply in disciplinary research or supplement and enhance students' learning across colleges and majors.

Examples of support for students' academic progress in the classroom include the following:

- The Office of Academic Enrichment (OAE) empowers students to develop the academic skills and strategies that will pave the way for future success. OAE helps students accelerate their learning progress and meet learning standards while supporting their continued success through a range of tutoring services, workshops and skill-building courses. OAE also includes Academic Advocates who provide intensive support to students who are in the probation process and other students who may need additional support during their college career.

- The University Writing Center fosters excellence in writing through one-to-one writing tutorials, oral communications tutorials for students preparing oral presentations, support for graduate student writing through dissertation retreats and the Dissertate Write Now! Program, writing fellows for faculty who promote writing in their classrooms, and an ongoing workshop series on various writing topics.

- The Mathematical Sciences Learning Laboratory (MSLL) is dedicated to improving teaching and learning in foundational mathematics courses. Improvement efforts include the implementation of research-validated learning strategies in the classroom and use of a continuous improvement model to systematically study and improve the courses over time. The MSLL Open Lab is open six days a week offering study space and free, drop-in

mathematics tutoring to students enrolled in eight different mathematics courses.

Examples of opportunities to extend student learning include the following:

- The School of Nursing in partnership with the Department of Theatre has received international recognition for its innovative practice of immersing students in clinical care through Health Care Theatre, a reality-based simulation that provides meaningful, experiential learning opportunities.

- Hands-on experience through experiential learning centers such as the Vita Nova restaurant, the Marriott Center for Tourism and Hospitality, the Geltzeiler Trading Center and the JPMorgan Chase Innovation Center is provided through the Lerner College.

- The College of Education and Human Development (CEHD) offers students first-hand experience at the Early Learning Center and the Laboratory Preschool. Students in CEHD also have the opportunity to complete their student teaching abroad and engage in study abroad internships in schools and universities in the Cayman Islands, Greece, Austria and Spain.

- Engineering students focus on design problems and participate in undergraduate research as individuals or in teams. Vertically Integrated Projects unite undergraduate student and faculty research in a team-based context in Electrical Engineering. Construction Engineering students participate in a 26-week co-op program, and Mechanical Engineering students work in teams in the Design Studio that combines state-of-the-art facilities, such as 3-D printers and computer-aided design software.

- Students in the College of Earth, Ocean and Environment (CEOE) study in the field at White Clay Creek and the Delaware coastal regions and aboard the Research Vessel *Hugh R. Sharp*.

- The College of Agriculture and Natural Resources (CANR) has established a new major in Sustainable Food Systems designed to integrate theory and practice through resources including a U.S. Department of Agriculture-certified organic vegetable operation, a greenhouse with hydroponics and a farmbot, shop production yard, botanic gardens, and ecology woods.

- In the College of Arts and Sciences (CAS), Art and Design students can pursue a number of projects through work with community partners. In History, education majors explore Civic Engagement in America with students in the Associate in Arts program as they assist local high school students develop civically engaged programming. Students enrolled in SOC 452:Drugs and the Criminal Justice System, explore the broad social impacts of the drugs-crime nexus by working with student inmates at a local correctional facility.

Finally, UD offers a wide range of programs that supplement and enhance students' learning experiences across colleges and majors. Examples include the following:

- Undergraduate research has been an important part of the educational program at UD since the early 1980s, and today many departments include it as an integral part of their curricula. In the College of Agriculture and Natural Resources, 43% of students report engaging in research with faculty; in the College of Engineering, 56% of students engage in research; and in the College of Earth, Ocean and Environment, 69% of students do so (NSSE 2017: High Impact Practices). Grant-funded programs such as INBRE and EPSCoR and several NSF-REUs provide summer research opportunities for both UD students and undergraduates from other institutions. Support for undergraduate student research is provided by the Undergraduate Research Program, which offers UDRAW, a research apprenticeship

program to work-study-eligible early career students; Summer Scholars and Summer Fellows programs for students at any point in their careers; and support for students pursuing a senior thesis and an enhanced degree. In the summer of 2019, more than 600 undergraduate research students, from rising sophomores to rising seniors, were funded to pursue undergraduate research and community-based projects.

- The World Scholars program, administered by the Center for Global Programs and Services (CGPS), is a four-year program providing a framework for internationalizing a student's academic program of study. These students typically spend their first semester abroad, participate in an international living and learning community during their sophomore year, engage in a second semester abroad during their junior year, and complete a capstone experience focused on global issues in their senior year. World Scholars acquire the skills and competencies needed for success in an increasingly interconnected world through engagement on campus and abroad.

- The MakerGym is an interdisciplinary design and fabrication studio, focused on student empowerment and collaboration. All students have access to these creative resources, including necessary training and design consultation.

Criterion 5: At institutions that offer undergraduate education, a general education program, freestanding or integrated into academic disciplines, that: a) offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; b) offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative

reasoning, critical analysis and reasoning, technological competency and information literacy. Consistent with the mission, the general education program also includes the study of values, ethics and diverse perspectives; and c) in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.

UD's General Education program prepares students through broad and deep educational opportunities to be:

- Engaged citizens, who are involved in the world around them and who understand the major challenges and debates of the day;

- Aware of their intellectual strengths, interests, 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.

To achieve these goals, major requirements and general education requirements are combined to meet five objectives. We prepare students who are able 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 within and 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.

The faculty senate has recognized First Year Seminars (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. Since it serves as the first introduction to the University of Delaware, a committed portion of the FYS course time is allotted to common content that furthers the aims of General Education at the University of Delaware and/or provides a foundation for student success. As such, in May 2015, the faculty senate approved the following topics for mandatory inclusion in all FYS courses: ethics/academic honesty; responsible use of internet/social media; academic policies and procedures; diversity; and safety and wellness. As part of the first year experience program, first year students are also assigned a common reader, chosen by a committee of faculty, staff, and students this reader has historically had a social justice theme.

In 2015, the Faculty Senate passed a resolution to create a new rubric for evaluating all courses intended to meet the General Education multicultural requirement. Once this rubric was in place, an ad hoc committee convened through the Faculty Senate Diversity and Inclusion Committee reviewed all of the existing multicultural courses to certify those meeting the requirements as defined in the new rubric. After the recertification process, the Diversity and Inclusion Committee commissioned a study jointly undertaken by the UD Center for the Study of Diversity and CTAL that included review of syllabi, examination of student artifacts, class observations, and student surveys. The full report from this 2018 assessment is in the Evidence Inventory. Among other findings, examination of student artifacts indicated that students demonstrate, with varying levels of development, the multicultural competencies identified in the multicultural course criteria.

UD's commitment to enabling students to meet the general education objectives is evidenced through the General Education Capstone and the University-wide curricular mapping initiative. The General Education Capstone requires undergraduate students to engage in explorations where the outcomes are unknown

or in self-assessment, reflection, and analysis that prepares them for future success. All students, preferably in their senior year, take a course within their major or program designed to synthesize their academic experience. The capstone course experience is designed to be an expression of the totality of a student's growth, development, and learning as an undergraduate. Capstone courses differ based on a student's course of study, but can include field experiences, professional practicums, intensive course-based research, or the creation of e-portfolios.

Beginning in 2016, a screening process was developed for capstone courses that aligned with the 2015 Faculty Senate resolutions. All departments that offer undergraduate majors identified existing courses or created new courses to meet the capstone requirement. The Faculty Senate and CTAL assessed the capstone course designation in 2018-19 and recommended that the capstone goals regarding self-assessment and reflection should be clarified for both students and instructors. They also recommended to the Senate's General Education Committee that the capstone should be emphasized as a summative experience that relies on coursework and experience obtained in the pursuit of a degree.

The first step in the University-wide curricular mapping project took place in 2015. Faculty indicated the degree to which students had the opportunity to develop the knowledge and skills identified in the General Education objectives in each of their courses. In 2017, the Faculty Senate charged the General Education Committee and the Committee on Undergraduate Studies to update and finalize the General Education curricular mapping data. Working with CTAL, the committees asked UD departments and programs to review the data they had previously submitted and make any necessary corrections and updates. In 2018, CTAL compiled these data and submitted them to the Registrar to incorporate into the University's course catalog. These data are now available in the Courses Search webpage, which allows everyone, particularly students and academic advisors, to search for courses that provide significant opportunities to achieve specific General Education objectives.

Criterion 6: *In institutions that offer graduate and professional education, opportunities for the development of research, scholarship and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.*

The University's mission statement articulates a tripartite commitment to undergraduate, graduate, and professional education. As a major research university with extensive graduate programs, the establishment of a Graduate College in June 2019 affirmed UD's commitment to graduate and professional education. The Graduate College leverages strategic cross-college collaborations, effectively promotes academic excellence, and enhances student services and support.

The University of Delaware offers 60 doctoral and 145 master's degree programs. Among these programs, 16 are dual degrees, 14 are interdisciplinary and 20 are online. Other options include an avenue to complete a traditional four-year bachelor's program plus a master's program in one additional year, known as a 4+1 degree (26 are currently available). Thirty-five certificate programs across UD's ten colleges and schools are supported by more than 80 centers and institutes furnishing both classroom and experiential learning experiences. Many of our degrees are research-based; evidence of this research focus can be observed in the Graduate Student Government (GSG) and Graduate College annual campus-wide Graduate Students' Forum for Research and Creative Work, featuring approximately 100 graduate student presentations, a distinguished guest speaker, and reception.

In 2019 there were 4,130 graduate students—2,058 doctoral level, 1,999 master's level, and 73 non-degree seeking students.

Many UD students teach while in their graduate programs—some are preparing for careers as educators—and UD provides resources to support their classroom effectiveness, such as the Summer Institute on Teaching and the UNIV 601/602 course series on Pedagogy and Learning.

UD has centrally funded mechanisms to provide stipends to graduate students in addition to teaching and research assistantships. These highly competitive awards span research areas from all academic programs and support more than 250 students annually. These merit-based programs identify, recruit and support our graduate students through stipends, travel, professional development, summer research funding, collections-based research activities, and external funding nominations and include:

- Graduate Scholars Award—Two-year merit-based awards for students from underrepresented populations.

- Doctoral Fellowship, Dissertation Fellowship—Competitive 3rd or 4th year Ph.D. student fellowships.

- Unidel Distinguished Graduate Scholarship—Prestigious multi-year doctoral fellowship awards.

- Glotzer Award, Louise Roselle, Winterthur and Collection-based awards for funding research, travel and/or archival-based scholarship.

- Graduate College Travel Awards—Merit-based graduate student funding for academic activities, including research, presentations, exhibitions or performance, and professional development related to their program of study.

- Graduate student recruiting—Competitive awards to recruit high-quality graduate candidates.

- Summer Fellowships for graduate students—Research, travel and/or living expenses.

- External funding programs such as the National Science Foundation Graduate Research Fellowships Program and Google Fellowships.

The Graduate College also sponsors internal grants to enhance the graduate student experience. Previous awards include support for seminars or conferences; career readiness workshops; networking events that link graduate students, postdoctoral fellows, and postdoctoral researchers with industry, government or nonprofits; training in teaching or public communications; and other innovative inter-professional development programs. Each proposal must include well-articulated outcomes and a plan for engaging current graduate students or recent alumni in the planning process. Words for Nerds, a five-part workshop series partnering journalism and science students to introduce ways they can reach the media, general public, and lawmakers through simple language about research, has garnered much interest.

This commitment to maintaining a wide range of competitive grants and awards has led to excellent outcomes for graduate and professional education students' career goals and satisfaction.

Criterion 7: *Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers.*

Third-party providers and/or partners are significant at UD in two major areas: study abroad and online learning.

The University of Delaware was the first U.S. institution to offer a study abroad program—in 1923 when a group of students spent an academic year in France. The University later pioneered the faculty-led short-term group program model. Most students who study abroad participate in winter term faculty-led programs, but this model does not meet all student needs and interests, so UD partners with a number of universities abroad so

students can enroll for a semester in those programs. UD also works with non-degree-granting organizations (many in the United States) that provide instruction and, in some cases, logistical assistance relating to housing, group transportation, securing local speakers, and ordering tickets for admission to museums, theaters, etc. The University also uses the services of organizations that are non-degree-granting and registered outside the U.S. In these cases, the organization typically does not provide instruction but offers logistical help in customizing faculty-led programs and/or providing internship experiences.

Proposed partnerships with universities abroad are vetted in a number of ways including consultation with *QS World University Rankings* and the *Times Higher Education World University Rankings* and with other U.S. institutions that already have such agreements about their experience regarding academic rigor, student services, housing and responsiveness of the international office. For U.S. providers that are not degree-granting institutions but nevertheless teach courses, information is sought about the school of record and the extent of its academic oversight, and sample faculty CVs are collected and reviewed. Finally, in the case of agreements with organizations located abroad and registered in their respective countries, a similar process is followed; UD faculty may verify the quality of the academic experience by examining sample syllabi. Although care is taken in the initial vetting of these partnerships, we recognize the need for reviewing the partnerships on a regular basis.

UD participates in the University of Georgia's Study Abroad research consortium, the Consortium for the Analysis of Student Success through International Education. The goal of the consortium is to document the outcomes of international education for various student groups and international education's impact on timely college completion.

Twenty-two online for-credit graduate programs and two undergraduate programs are offered at UD, some of which were originally developed in partnership with Wiley Education Services. An example of how partnerships are developed and program quality assured, can be seen in the University's four online master's in Education programs, which have been ranked 23rd in their category and the online MBA program, which was ranked 47th in its category by *U.S. News and World Report* in 2020.

Criterion 8: *Periodic assessment of the effectiveness of programs providing student learning opportunities.*

In the 2016 Middle States Periodic Review Report (PRR), reviewers wrote, "UD truly distinguishes itself with its thorough commitment to assessing student learning," and in the intervening years, efforts in this area, some outlined below, have intensified. (2016 PRR Reviewer's report, p. 7).

The effectiveness of programs providing student learning opportunities is regularly and widely reviewed and assessed through the Academic Program Review (APR) process. The Office of Institutional Research and Effectiveness (IRE) supports departmental APRs by providing department-specific information related to students, faculty, and resources that assist departments in addressing specific criteria within two Middle States standards: Standard III: Design and Delivery of the Student Learning Experience; and Standard V: Educational Effectiveness Assessment.

In addition to the APR process, CTAL is also deeply involved in helping faculty, departments, and administrators conduct effective curricular reviews and assessments as needed.

Formally established in 1975, CTAL's approach to educational assessment is driven by faculty and supported by the administration. CTAL has collaborated with the Faculty Senate since 2006 to reform General Education requirements, including the First-Year Seminar and the Capstone course. CTAL supports faculty-

identified areas of curricular need and works to create, evaluate, and support systems of assessment that are closely aligned with the educational goals of departments and programs, as well as the University's mission. A more detailed discussion of the capstone assessment cycle is discussed in Standard V.

Since 2004, CTAL has operated as a combined assessment office and teaching and learning center, a model that allows CTAL to partner in the assessment process with nearly all who teach at UD. CTAL supports faculty, department chairs, and all those involved in educational assessment through multiple means including targeted events, funding opportunities, and campus-wide programming.

Opportunities for Improvement and Innovation

- Revise the evaluation of study abroad partners to include a regular re-assessment process after the initial vetting of the study abroad partner institution.

- Ensure that robust processes continue to evaluate all online programs to address effective teaching, student learning, and student satisfaction with the online learning experience.

- Promote a strong student culture of academic honesty that actively discountenances cheating on tests and all forms of academic dishonesty. (See Response to Pandemic section of this document for background on this recommendation.)

PHOTOS: EVAN KRAPE

STANDARD IV:
SUPPORT OF THE STUDENT EXPERIENCE

Standard IV: Support of the Student Experience
Addresses Requirements of Affiliation #8, 10

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

The University of Delaware is committed to the success of all our students, and we have developed support systems to promote that success. Since our last review, the University has invested significantly in structures and services that ensure that UD's diverse student body thrives, including a Division of Enrollment Management, expanded services in the Division of Student Life, a new Student Success Initiative and updated orientation programs.

Criterion 1: *Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional missions, including:*

Criterion 1a: *Accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds.*

The Undergraduate and Graduate academic catalogs annually outline the University's tuition and fee structure and financial aid policies. General information on Delaware residency status is included and also can be found on the Registrar's website. The catalogs also include information such as comprehensive breakdowns of the cost of attendance by semester and academic year; and information on tuition discounts for special populations such as Delaware residents over age 60, Delaware teachers and veterans. Differential charges for Engineering, Business and Nursing undergraduate students, implemented in a phased approach, are also outlined in the catalog, with additional FAQs available on the Provost's website.

The Student Financial Services website is the most comprehensive source of financial information for students, with pages specific to Undergraduate, Graduate, Associate in Arts, International, and Professional and Continuing Studies students. Each section has information on costs, payment and aid options specific to that population. Financial aid policies and procedures are outlined in further detail with links to U.S. Department of Education resources on maintaining satisfactory academic progress and the impact of withdrawals. The Financial Wellness page focuses on educating students about planning and paying for post-secondary education with tools to help understand their financial responsibilities.

Other tools include the Net Price Calculator that allows undergraduate applicants to see an early indication of the cost of their education at UD. The prospective student enters biographic and financial details, information about high school education and placement test scores. Then they receive estimated information on Merit Aid eligibility and estimated costs for the first academic year. These resources are evaluated regularly with an eye toward improving effectiveness and financial literacy that is a priority at UD.

Criterion 1b: A process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals.

All undergraduate applicants are reviewed by the Office of Undergraduate Admissions to ensure they support the mission and strategic goals of the University regarding overall quality and diversity and have the capacity to succeed. Students who may not be adequately prepared, yet have the ability to thrive with appropriate support, are identified.

A variety of programs support these and other undergraduate and graduate students.

Undergraduate

Math and English Placements—All entering undergraduate students take the mathematics placement exam prior to their initial orientation. In this web-based assessment, students are allowed to retry the exam multiple times; the assessment system has built-in review modules to allow students to brush up on needed mathematics skills. The results of the examination are used to place students into the appropriate mathematics course. Students placed in introductory mathematics courses take these courses in the Mathematical Sciences Learning Laboratory (MSLL), which provides targeted support for students in courses up through Calculus. While no placement exam is administered in English, special sections of the required course, ENGL 100: Seminar in Composition seminar in composition, are designated for students who do not consider English to be their first language. Section sizes are smaller than the norm and these students are provided additional supports.

The Associate in Arts Program (AAP)—The Associate in Arts Program adopts an equity-minded approach to education. Instead of solely evaluating how well-prepared students are for university study, we also ask how well prepared we are as a program and as educators to teach and support our students effectively.

Students enroll into the AAP, a two-year degree program, where class sizes are smaller, faculty interactions are higher, special academic support and services are available, and the financial burden is lower, ultimately providing them the path to a bachelor's degree or the workforce. UD accepts about 90% of applicants who are residents of Delaware; approximately one-third of these accepted applicants are admitted to the Associate in Arts Program. The AAP provides geographic access to one of UD's locations throughout the state—on the Delaware Technical Community College campuses in Dover, Georgetown and Wilmington, at the University of Delaware Downtown Center in Wilmington, and on the campus of Beebe Healthcare in Lewes for students enrolled in the Rollins School of Nursing—where courses are taught by UD faculty, including Continuing Track full-time, permanent faculty. Grades are recorded on University transcripts and a UD degree is awarded upon completion. Students receive a UD identification card, may join student organizations and participate in ROTC, marching band, study abroad, service learning, and other co-curricular activities—benefiting from many of the same resources as students attending the main campus in Newark, Delaware. Although designed for Delaware residents, nonresident students may also matriculate into this program.

When compared to national and local data for community colleges, data for the Associate in Arts Program indicate that the graduation rate is better than for students attending community colleges. Based on the Integrated Postsecondary Education Data System (IPEDS), which provides information on graduation rates for two-year community colleges, on average, 33% of U.S. community college students graduate within three years (U.S. Department of Education, 2019). The overall average AAP three-year graduation rate for the last five cohorts (fall 2009 through fall 2013) is 66%. Of those students who obtained the AA degree, the average continuation rate to Newark Campus is 88%. The six-year bachelor's degree graduation rate for AAP students who

continue their education on our main campus is 72% for both students from the Wilmington campus and the Dover campus and 74% for students from the Georgetown campus. The average overall bachelor's degree completion rate for those students who obtain an AA degree and continue to Newark Campus is 79%. (AA Grad rates for students that continue toward bachelor, UD Persisters Datamart, February 2021)

Tuition for the AAP is one-third of the standard undergraduate tuition. In addition, the SEED (Student Excellence Equals Degree) scholarship, funded by the state since 2005, covers tuition for full-time students enrolled in the AAP who graduated from a Delaware high school with a GPA of 2.5 or higher, are entering directly into the AAP from high school, and have not been convicted of a felony. There is current pending legislation allowing for a gap year after high school while still retaining the opportunity to obtain SEED funding. Moving forward, we plan on offering more online courses to broaden access to courses required for bachelor's programs.

Get Ready—Students whose preparation is uneven may be considered for conditional admission through the Get Ready program, especially if there are exceptional circumstances and life events. The Get Ready program at the University of Delaware is coordinated by the Office of Academic Enrichment and has historically included a five-week summer residential program, along with intensive support from an academic advocate beginning in the summer and continuing through the academic year. Summer programming focuses on developing academic skills and the mindset to successfully transition to college. In the fall semester, Get Ready students are in First Year Seminars taught by their academic advocate to reinforce the relationship with and support from the advocates. In addition, students take a general education course (e.g., Introduction to Psychology) that is designed to help students understand the difference between learning in high school and learning in college and develop strategies to become effective college learners.

In the spring semester, students continue to work with their advocate and receive structured support through small English composition courses that students take together as a cohort.

Student Support Services Program (SSSP)—From admission to graduation, students are supported and enriched academically, culturally and socially through this federally funded TRIO program.

Academic Transitions—International students are required to demonstrate English language proficiency to receive direct admission to UD. Those who are academically qualified, but whose IBT (TOEFL) or IELTs scores fall below UD's established minimum, may be offered conditional admission and asked to enroll in the English Language Institute's (ELI) intensive English program or, if possessing somewhat higher proficiency levels, its Academic Transitions program. The Academic Transitions program is a pathways program combining credit-bearing classes in advanced English for Academic Purposes with University credit courses taught by faculty who are trained by ELI in pedagogical and cross-cultural approaches to create a more inclusive and supportive classroom experience. Students are supported by close advising, early intervention, instructional assistants and social and academic mentors. Students matriculating out of ELI's pre-academic conditional admissions programs have averaged a 95.6% persistence rate through their sophomore year.

Accelerate-U Delaware—Students whose English language proficiency is at the lower end of our norms are placed in Accelerate-UD to ensure their successful transition to university studies. Although research clearly demonstrates that the first semester of undergraduate studies is challenging for all students, international students face additional issues of language, cultural adjustment, psycho-social stress, and adapting to a very different academic environment. Accelerate-UD applies many of the effective features of Academic Transitions (sheltered classes, a specially designed freshman composition class, mentoring, and close advisement) to fully matriculated, first-year international students.

Undergraduate students preparing for and entering graduate programs are supported by the following programs:

- *Bridge to the Doctorate*—Bridge to the Doctorate is a competitive program supported by the National Science Foundation to broaden participation of underrepresented minorities in graduate-level studies in science, technology, engineering or mathematics. Participants must have completed undergraduate study at an institution that is part of the national Louis Stokes Alliance for Minority Participation network, with which UD has participated for more than 25 years.

- *Ronald E. McNair Post Baccalaureate Achievement Program*—Funded by the U.S. Department of Education, the McNair Scholars Program offers effective preparation for doctoral study to low-income, first-generation college students and students from groups underrepresented in graduate education. McNair Scholars participate in extensive undergraduate research internships in their field of interest. Of the 230 alumni of UD's McNair Program, 38 alumni have obtained Ph.Ds. or other research-intensive doctoral degrees. Another 31 alumni are in the process of obtaining their Ph.D. or other research-intensive doctoral degree.

Graduate Students
English Language Institute (ELI) Conditional Admission Graduate Program (CAP)—International graduate program candidates are required to demonstrate English language proficiency to receive direct admission to UD. Those who are academically qualified but whose IBT (TOEFL) or IELTs scores fall below UD's established minimum may be offered conditional admission and enroll with the ELI, which has a dedicated program for conditionally admitted graduate students that addresses seminar presentation skill development, writing within the genres of their respective fields, critical reading and vocabulary development and academic note taking.

Grad-CAP students must meet linguistic and academic requirements defined by the ELI program to matriculate. In addition to completing the requirements for the Graduate CAP program, students also participate actively in a special program called CAP Cohort. The Graduate CAP Cohort provides preparation in linguistics, academic, professional, social and cultural skills with the support of American graduate student mentors.

International Teaching Assistant Training Program (ITA)—International teaching assistants assume their instructional duties after attending this program, which is held for four weeks in the summer and two in January and is administered by ELI. Students focus on language use for instructional purposes and learn about American classroom culture and basic pedagogy. Training activities include oral intelligibility development classes with small group tutoring sessions, cultural orientation to the American university classroom addressing mock teaching situations, and a pedagogy component using recorded micro teaching sessions for reflection and trainer feedback.

Criterion 1c: *Orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience.*

Orientation
Innovative Orientation and Transition Programs have been added for international, transfer and veteran students through the New Student Orientation Office, established within the last 10 years. These students are introduced to and prepared for academic and co-curricular experiences through assistance with registration, navigation of University services and activities within the Division of Student Life, among others. Additional transition support is provided through 1743 Welcome Days during which students are introduced to University values, connect with student organizations, engage in community-building activities within their residence halls

communities, and become acclimated to UD's physical and cultural environment. The orientation experience for first year and transfer students continues through enrollment in First Year Seminars (FYS).

AAP students participate in a two-part orientation—a virtual pre-advisement session followed by an on-site advising appointment in June or July. In August, students attend Campus Welcome, a half-day orientation including structured presentations, a campus tour and other activities led by peer mentors. Orientation to the campus is continued in a dedicated first-year seminar course, UNIV116: Strategies for Academic Success.

Additional extended orientation and transition programs for new first-year students include Summit and QUEST. Summit helps to ease students into the campus community through outdoor exploration, and QUEST offers a journey of self-discovery and personal leadership development.

Select orientation pre-arrival, arrival and ongoing programs tailored to specific student populations are provided through the Center for Global Programs and Services (CGPS). One such program is the UD Pre-Departure Orientation program, launched in 2019, that brings orientation and transition support to new students and their families in their home country prior to travelling to the United States. This collaboration between CGPS, Division of Student life, Office of Admissions, Development and Alumni Relations and the English Language Institute helps cultivate an inclusive environment for our new international students.

Assessment is an important component of the New Student Orientation program. Data collected from new students and their families following each orientation session, is reviewed regularly to evaluate the program's effectiveness. New students also complete a 1743 Welcome Days survey each September. Analyses from 2018 indicate that 1743 Welcome Days helps new students create new friendships

(86%), identify campus activities to join (91%), learn more about what is expected of them (93%), and feel connected to the UD campus community (91%). These findings have been consistent since 2016.

CGPS administers the International Student Barometer, an international survey to assess support services and transition experiences for international students. Findings from the first administration of the International Student Barometer in 2017 indicated that 90% of international students were satisfied with their overall arrival experience.

Advisement
The Student Success Initiative is a coordinated, university-wide effort to increase access and completion for all UD undergraduates, and particularly for students from groups that have historically been underserved. Efforts to increase access include the College Readiness Scholars Institute, the Health Sciences Summer Camp and the Summer Opportunities for Undergraduate Research and Creative Endeavors program, which are described under Standard II. Other programs to increase access include our Test Optional program for Delaware residents and our Early College Credit program, which is a dual enrollment program through which students attending Delaware high schools are able to complete up to five general education courses for free.

Efforts to improve success and timely completion of degree programs include enhancing advising, providing supplemental academic support (e.g., tutoring, Peer-Assisted Study Sessions in specific courses, academic coaching), and increasing access to high-impact learning opportunities (e.g., undergraduate research, study abroad, and capstone projects). Improving academic advising services has been a top priority. Over the past decade, we have centralized coordination of advising across colleges, implemented the Blue Hen Success platform, adopted a Finish in Four credit accumulation advisement strategy, implemented proactive advisement services,

expanded our advisement technologies, and begun evaluation of advisement. We have also standardized several advisement strategies to improve the accuracy, consistency and accessibility of our advisement services for all students. We should continue to invest in and enhance advisement and student support efforts across campus.

Centralized Coordination of Advisement Across Colleges. In 2017–18, an advising taskforce composed of faculty and staff reviewed UD's decentralized advising model, examined best practices and comparator/competitor advisement models and proposed recommendations to enhance the accuracy, consistency and accessibility of our advisement services. Although there is more work to be done, their efforts have resulted in increased standardization across colleges, as well as an overhaul of the advisement model within the largest college, the College of Arts and Sciences. In Spring 2019, the college hired nine additional professional advisors who are assigned to work with freshmen, sophomores and new transfer students, while faculty advisors support junior and senior students.

Although UD's colleges continue to provide independent academic advisement through their respective advisement/academic service offices, the Deputy Provost for Academic Affairs, the (senior) assistant dean from each college, the Registrar and the Director of Student Success Initiatives meet monthly to coordinate advisement across the institution. A much-needed online presence to support advisement for all undergraduates came to fruition when our Advising Central website went live in the fall of 2018. This website provides policies, procedures, support services and the academic tools to navigate toward success. In fall of 2019 we added significant content for advisors.

Blue Hen Success. In 2016, UD partnered with the Education Advisory Board (EAB) to implement the advisement and student support system we call Blue Hen Success. Coordinated by faculty, staff

and academic leadership, Blue Hen Success uses the EAB Navigate (Campus) platform and has a major impact on the support UD can provide to undergraduate students from enrollment to graduation. By combining technology, best practice research and predictive analytics, the platform helps UD leverage data and manage advising and academic support resources to increase retention and graduation rates for students. The platform is widely utilized and provides efficient and effective tools to advisors, faculty and staff.

Finish in Four Advisement. UD always has promoted the importance of staying on-track with degree requirements and completion. In 2017, we deliberately branded a Finish in Four approach with students and parents. This approach leveraged best practice research around credit accumulation and credit momentum and includes purposeful messaging that promotes the need to accumulate at least 30 credits a year, with the focus of finishing a degree within a four-year timeframe. In addition, we have implemented associated policies to encourage a four-year enrollment-to-graduation time frame (e.g., eliminating the extra tuition charge for credits beyond 17 credits; removing the 2.0 GPA requirement to change majors; and creating a grade replacement policy for up to two courses taken within a student's first 28 credits at UD). Since this initiative began, more first-year students have earned at least 30 credits than ever before and continue to stay on track toward graduation. For example, of the fall 2017 bachelor's degree-seeking cohort, 61% of first-year students completed 30+ credits in 2017–18, up from 58% for the fall 2016 cohort. The fall 2017 associate in arts cohort saw 38% of first-year students complete 30+ credits in 2017–18, up from 16% for the fall 2016 cohort.

Proactive Advisement Services. Since 2017, the University has taken a proactive approach to advising, developing targeted messages to remind students of upcoming deadlines, congratulate students who have improved their GPA, and encourage students to take advantage

of resources. Efforts to enhance advisement services for specialized populations includes revision of the academic probation process to shift perception of academic probation from punitive to a process designed to enable students to be successful at UD.

Advisement Technologies. In 2013, an overhaul to the Degree Audit System was completed, providing students and advisors with a reliable tool to track progress of degree requirements. A What-If Audit allows students to consider the curricular impact of a new major or minor. Other technical advancements included the implementation of an electronic transcript and certified electronic diploma, both allowing students to send their credentials to potential employers and graduate schools more efficiently, which is especially helpful when sending credentials internationally. Significant improvements to UD's online tools to support the transfer credit process have been made including a robust Transfer Credit Matrix, which provides prospective and current students with an unofficial guide about transfer credits. Potential transfer course equivalencies from more than 800 institutions are updated almost daily. Finally, UD implemented online catalog/curriculum software providing the inclusion of four-year planning guides for each major, reinforcing the ability for on-track degree completion.

The Office of the University Registrar offers assistance with obtaining official transcripts for students wishing to transfer out of UD, and a non-University website, CollegeTransfer.Net, offers cross-university comparisons that include the University of Delaware. Students must work with institutions to which they would like to transfer to manage details. The Center for Global Programs and Services provides information, services and support for international undergraduate and graduate students and International Student Advisors help students manage the timeline, forms and procedures for the Student and Exchange Visitor Information System, which is run by U.S. Immigration and Customs Enforcement.

Evaluation of Advisement. Assessment on academic advising has been sporadic and incomplete on a wide scale. A variety of assessments conducted over the years have shown the need to improve the process, including the 2015 AACRAO Strategic Enrollment Management assessment, the 2019 Student Government survey and various responses to New Student Orientation surveys.

As noted above, in 2019, the College of Arts and Sciences underwent a significant advisement model change, moving from a primarily faculty advisement model, to a split/shared model, hiring nine staff advisors who are generally assigned to first- and second-year students, with faculty advisors still assigned to upper class students. After the first semester under this new model, the College conducted a brief student advising survey. Approximately 90% of the students responding to the survey indicated that their advisor was responsive, knowledgeable and helpful.

The Student Success Initiative launched an assessment of student satisfaction of advising in December 2020 for first- and second-year students across all of the colleges, except for the College of Arts & Sciences. The overall response rate was 21.5%, and 91.5% (1007/1100) of students agreed or strongly agreed that, overall, they are satisfied with their academic advisor. The results of this assessment will be used by the colleges to identify specific areas in need of improvement.

In addition to advisement practices to support student success, UD provides numerous support services for first-generation, underrepresented and low-income students such as the RISE Program in Engineering, NUCLEUS in Arts and Sciences, ASPIRE in Education, UDREAM in Business, and in more recent years, AgCelerate in Agriculture and Natural Resources. Beginning in 2019, the Deputy Provost for Academic Affairs and the Student Success staff have convened these decentralized support programs monthly to provide their leaders with opportunities to

learn more about each other and share best practices, support and long-term strategies to make these programs more effective for students who have historically been underserved.

The new Coordinator of Transfer Services helps guide transfer students through their transfer process beginning prior to admission. Also, a Coordinator of Student Veterans Services position was added to support and encourage our ever-growing group of students who use VA educational benefits.

Counseling and Other Programs to Enhance Retention of Students
The Center for Counseling and Student Development (CCSD) serves undergraduate and full-time graduate students through short-term, individual and group clinical services and innovative strategies, including a counselor-on-demand to provide walk-in assistance. The 24/7/365 UD Helpline is a crisis text line available all day, every day, throughout the year. Other services include You Got This! and First in your Family (for first-generation college students), Students of Color Drop-In Hours for students who self-identify as students of color, and LavChats (an LGBTQ+ and Questioning discussion series) and Rainbow Drop-In Hours for LGBTQ+ students.

Off-campus referrals for mood and anxiety disorders and attention/learning disorders may be made when necessary; UD has a new, full-time Referral Coordinator who follows up with students and their families as necessary to ensure appropriate counseling is established. Two new staff psychologists have been added who have expertise in helping Black students in culturally responsive ways. A sports psychologist works with the Athletics Department to address student-athlete mental health needs and performance enhancement.

CCSD and the Division of Student Life administered the Healthy Minds Study in 2017, which allowed the University to obtain baseline campus and benchmark data related to Counseling Center Assessment of Psychological Symptoms measures. CCSD also hired a clinical data specialist in 2018 who helps guide assessment efforts in the unit.

The Office of the Dean of Students is the central resource for students, families, faculty and staff when navigating a variety of complex issues of the student experience; counselors are assigned based on the student's college and their status—undergraduate, graduate, veteran or University Studies.

When students want help exploring majors, preparing for and finding jobs and internships, connecting to employers, getting assistance with resumes and cover letters and more, they may turn to the Career Center. The Office of Disability Support Services (DSS) provides accommodations and services to students with disabilities, psychological and medical conditions, or temporary injuries that limit their access to the UD environment, including testing accommodations, alternative print media and assistive technology.

The University Library, Museums and Press (collectively, the Library) is a central hub on campus that provides resources and spaces for learning and discovery. Faculty utilize its collections to meet UD's teaching, learning and research mission. Library staff help bring the collections to life in the classroom and offer numerous workshops, programs, instruction sessions and individual consultations to help students in the development of lifelong critical thinking and analytical skills. Through a course using the Baltimore Collection, for example, students were challenged to think about implicit biases in collection descriptions.

UD recognizes that there are unique populations that need special assistance. Some of these include international students, honors students, veterans, student-athletes, transfer students and those who are studying abroad. As an example, the newly created Spectrum Scholars program, a partnership between JPMorgan Chase & Company and the Center for Disabilities Studies, was launched to promote a welcoming environment for undergraduate students with

autism. Spectrum Scholars participants receive coaching and career development as they work toward a successful career upon graduation. The Center for Global Programs and Services (CGPS) provides immigration advising and acculturation support services to UD's international student community. In collaboration with campus and community partners, CGPS hosts over 100 dedicated programs and activities that promote cross-cultural interactions and global engagement on campus.

The Division of Student Life launched its inaugural Spring Into Success Conference in January 2018 to continue the curricular and co-curricular transition experience for students returning to campus for the spring semester, new transfer students and World Scholars who spend the fall semester abroad. This collaborative effort relies on University departments to provide substantive workshops, panels and presentations to help students set goals as they enter the new semester.

Established in 1976 as a way to help enhance culture and community, the Center for Black Culture (CBC) is commonly referred to as a "home away from home" for many Black students. A broad range of programs address professional and leadership development, education and cultural enrichment, identity and group awareness, social integration, and community support and engagement. Each One Reach One is a popular peer mentoring program established 25 years ago that assists first-year Black students in their transition to UD by fostering a sense of belonging, promoting co-curricular involvement and raising awareness of CBC programs.

The University is also investing in a number of mentoring programs and initiatives as academic-student affairs partnerships within various colleges, affinity groups, and targeted support groups.

Academic support—tutoring, academic advisement and monitoring, a first-year seminar course designed specifically for student-athletes—for the approximately 600 student-athletes housed in the Department of Intercollegiate Athletics and Recreation Services is provided through Student Services for Athletes. The Student Services/Leadership team focuses on the overall life skills development of our student-athletes and has oversight of the Student-Athlete Advisory Committee (SAAC), BLUE Leadership program, HENS mentoring program, and the Career Services for Athletes program. Combined, these units comprise UD's Student-Athlete Success Team.

Criterion 1d: *Processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions and post-completion placement.*

Degree Completion: Academic Support
Under the Student Success Initiative, the University has an array of supplemental academic support programs. For example, the Office of Academic Enrichment has increased free drop-in tutoring opportunities for students, created a "study group plus one" program through which students in a course can form a small study group and receive free tutoring help, and provided key courses with a Peer-Assisted Study Sessions leader. Peer-Assisted Study Sessions leaders are advanced undergraduates who attend the class sessions and are trained to guide students through the material during outside-of-class study sessions.

In 2019, the Office of Academic Enrichment added three Academic Advocates who work intensively with vulnerable students, connecting them to University resources, helping them navigate the transition to college and/or assisting them achieve academic, professional and personal success. Two new groups that have been served since adding these advocates are STARS (Students Taking Academic Responsibility), which includes students in the academic probation process and New Blue for first-generation students and other students who are predicted to have difficulty transitioning into college-level

work based on their high school records. In 2020, all of the New Blue students took part in a virtual summer Get Ready Program, with their assigned advocate providing the instruction in a one-credit Academic transition class. The advocates continued to work with their assigned students during the fall as the instructor of their first-year seminar. In the fall, these New Blue students were enrolled in a special section of PSYC 100: Introduction to Psychology, in which the instructor incorporated information on learning how to be an independent learner into the course. In the spring, they were in designated, low enrollment sections of ENGL 110.

Beyond academic and student experience supports provided through the Office of Academic Enrichment, individual or group tutoring is provided within specific disciplines by several units: The Interdisciplinary Science Learning Laboratories offers peer tutoring for introductory courses in biology, chemistry and physical science; the Mathematical Sciences Learning Laboratory offers tutoring during designated open lab times for a variety of mathematics courses including non-credit intermediate algebra, pre-calculus, and calculus; the Chemistry Resource Center offers free supplemental chemistry instruction; and the Physics Help Center provides support to students in introductory physics and astronomy courses, including assistance with homework, studying, lab reports and questions about physics concepts. The University's Writing Center provides one-to-one tutorials for undergraduate and graduate students, oral communication tutorials, and support for graduate-student writing through dissertation boot camps and writing programs. A selective group of writing fellows (peer tutors) also supports faculty who promote writing in their classrooms, while the oral communication consultants (peer tutors) assist UD undergraduate and graduate students with their oral communication needs. Further, UD provides support in foreign language instruction. The Language Proficiency Center engages students in one-on-one or small group instruction

with trained language mentors in languages such as Spanish and French. Although the many academic resources provide important support for our students, the lack of coordination across units providing support makes it more difficult for students to know where to go for help.

Collectively, 27 full-time staff, three part-time staff and 20+ student-employees work in the centralized Career Center in the Division of Student Life, the Career Services Center in the Alfred Lerner College of Business and Economics, and in career services-related roles within Athletics and the Graduate College. These staff connect students and alumni with post-completion placement and career development resources, such as Handshake, a platform where close to 7,000 employers recruited UD students for over 42,000 jobs, internships and other professional experiences, a centralized employer on-campus information session and interview program, and 22 large career fairs and networking events. Resources to support career development include one-on-one career counseling and coaching meetings; drop-in meetings and resume critiques, which were utilized 11,215 times during the 2018-2019 academic year; a Winter Term and Summer job shadowing program; a mentoring program within the Lerner College; trips to New York City, Washington, D.C., Philadelphia and other cities where students visit employers and interact with professionals, alumni and recruiters; and 10 supplemental online platforms that help students (24/7) explore career fields and majors, understand the skills and knowledge necessary for the workforce, prepare for the job application process and interviews, and research employers.

Integration of career development, preparation and placement into the curricular and co-curricular student experience varies across the University. The Lerner College has a required first-year career and professional development course, and individual academic departments and student organizations weave career content into some coursework and programs. In the past year, the central Career Center and Lerner Career

Services Center led or helped organize 364 career readiness programs, workshops and classroom presentations for 95 academic departments, administrative units and student organizations. The Career Center also offers a grant program to fund career programs created by faculty and staff, is heavily involved in UD's first-year seminar program and is launching a "career influencer network" to train faculty and staff to have more impactful career discussions with students and provide better direction on preparing for the future of work. Overall, 74% of undergraduate and graduate students utilized career development and placement resources, services and programs over the 2018-2019 academic year, including 84% of first-year students.

The Center for Health Profession Studies supports a community of pre-health profession students in their academic and extracurricular preparation to enter medical, dental or other professional health graduate programs. Their services include advisement, connections with medical shadowing and experiential opportunities, and preparation of application materials for such programs. The Legal Professional Preparatory Program prepares students for careers in law or related fields through law school advisement, programs where alumni, legal professionals and law school recruiters guide students on legal career paths, and mentorship. High impact practices that prepare students for successful placement, such as internships, undergraduate research, entrepreneurial activities, and clinical and field experiences, are delivered through the Discovery Learning Experience, academic internship programs, Horn Entrepreneurship, clinical rotations in Health Sciences, student teaching, and the Undergraduate Research Program. Graduate and postdoctoral students receive additional placement support from advisors in their programs, and those considering careers in academia may utilize services and programs in the Center for Teaching and Assessment of Learning on curriculum design and teaching best practices.

Employment and continuing education outcomes (e.g., first-destination career outcomes), which help indicate the effectiveness of the programs and services supporting student career development and placement, are tracked for every major and graduate program with results for the past five years posted on UD's Career Outcomes website. For the Class of 2019, 95% of bachelor's degree graduates, 93% of master's degree graduates and 98% of doctoral graduates had positive employment and continuing education outcomes.

Criterion 2: Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.

Transfer applicants and current students receive comprehensive information to facilitate the process of transferring credits to UD. Transfer credits are accepted from regionally accredited degree-granting institutions of higher education, international institutions with comparable recognition, and from some institutions with other accreditation. Although the Office of the University Registrar is the primary contact regarding the posting and initial evaluation of transfer credit, final determination of course equivalency rests with individual academic departments. The University maintains a publicly accessible transfer credit matrix where courses are added and removed upon academic department review. The Office of the Registrar collaborates with academic departments to regularly reevaluate existing equivalencies.

The Office of Undergraduate Admissions recruits and admits transfer students using, in part, articulation agreements with the community college system in Delaware and throughout the region. Students are informed of these agreements through marketing materials, websites and counseling sessions, UD's student catalogs and CollegeTransfer.Net, a public resource to help prospective transfer students

evaluate their options across institutions.

UD awards test credit for select secondary and post-secondary examinations and education programs. Program eligibility for credit, qualifying scores, and UD equivalencies are routinely reviewed, and policies are revised accordingly. Individual subject areas are approved on a course-by-course basis, and students must submit the program's official certifying document (e.g., certificate, score report, transcript) to request consideration for credit. Details on the programs currently recognized for credit can be found on the Registrar's website.

The University does not broadly award credit for experiential learning, but credits are posted for military service aligning with the University's curriculum. Students must submit either the Joint Services Transcript or Community College of the Air Force transcript for evaluation. Additionally, the University awards credit for some CLEP exams as approved by individual academic departments and with receipt of an official score report.

Criterion 3: *Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.*

The Office of Information Technologies (UDIT) manages network and system security to ensure all student data and information about employees, alumni and others is secure. The University complies with the Family Educational Rights and Privacy Act (FERPA), which regulates the release of student records, and members of the campus community receive security training and are required to read and acknowledge the FERPA policy annually. Compliance information is posted on the Registrar's website. Student records are released only with the student's written consent. They may restrict directory information and may allow a designee to view their other information through a self-service portal.

The University has an established data governance policy that guides information maintenance and security. The management of

University information is subject to the general oversight of the Board of Trustees, and data governance is a cooperative effort between data trustees, stewards and custodians. The Vice President for Enrollment Management is the data trustee for student academic records.

Criterion 4: *If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.*

The Division of Student Life operates a number of student advisory and governing boards to inform and recommend best practices in governance and services on campus. One of the main governing bodies for undergraduates is the Student Government Association (SGA), which helps ensure that all students' concerns and opinions about UD are heard. SGA also works with a student-led financial Allocations Board that determines funding criteria and budget request procedures for student organizations.

In 2018–19, Student Life re-envisioned and implemented the Student Life Advisory Board and Student Life's Diversity and Inclusion Advisory Board. Both include undergraduate and graduate students and are designed to ensure open communication between UD students and leadership within the Division of Student Life. Additional Student Life advisory boards or student-led governing bodies exist within select Student Life units (e.g., Student Health Advisory Committee, Fraternity and Sorority Leaders and Learning Councils by Chapter Affiliation, and Student Diversity and Inclusion and Center for Black Culture by Affinity Group).

At the graduate level, the Graduate Student Government (GSG) is advised by the Graduate College. GSG creates a forum for graduate student advocacy while acting as a conduit between students, faculty and administration. Additionally, the Graduate College oversees the adjudication of academic integrity and non-academic student violations (Note: Violations of the Sexual Misconduct Policy and Non-

Discrimination Policy are heard by the Office of Equity and Inclusion and sanctioned through the Office of Student Conduct.)

Residence Life and Housing maintains significant co-curricular engagement at UD. First-year students are required to live on campus and many upper division students also opt to do so. Living Learning Communities (LLC) are a central part of that work and the following are required by major, college or program: Biology, Discover Our World! College of Earth, Ocean and Environment (CEOE), First-Year Honors, Visual Art and Design, and Nursing Nook.

The Office of Student Conduct educates primarily undergraduate students about behavior expectations pursuant to the Student Guide to University Policies and holds them accountable. Students, faculty and staff sit on boards and panels to render decisions on appeals and sanctions for sexual misconduct and non-discrimination policy violations.

The Department of Intercollegiate Athletics and Recreation Services aspires to be a national model for student success, graduating inspired, conscientious, lifetime and engaged Blue Hens with leadership skills who positively impact their communities. This commitment is supported within Intercollegiate Athletics through their academic support unit, Student Services for Athletes. In addition, Student Services/Leadership focuses on the overall life skills development of its student-athletes. This area has oversight of the Student-Athlete Advisory Committee, and programs including BLUE Leadership, HENS mentoring, and Career Services for Athletes. Athletics also has made a concerted effort to support the wellbeing of its student-athletes by adding a Sport Psychologist and a Nutritionist to its staff, as well as creating a Diversity, Equity and Inclusion Committee.

As a member of the National Collegiate Athletic Association (NCAA), UD remains in compliance with their rules and regulations, and oversight is handled by the Compliance Office. The Student-Athlete Handbook contains additional information about University resources and NCAA rules. The Faculty Athletic Board provides internal departmental oversight around academic integrity and performance, Title IX, admissions and student-athlete welfare.

Students participate in fitness activities, competitive and recreational team and individual sports and more through the programs, facilities and services of Recreation Services, which follows best practices established by their national organization, NIRSA, Leaders in Collegiate Recreation.

Criterion 5: *If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party.*

All student support services provided by third-party providers undergo institutional review and approval through the Office of Procurement, which relies on its Procurement Policy. Contracting or purchasing student support services "designed, delivered, or assessed by third-party providers" must adhere to these policies. There are no such support services currently under contract with the University.

Criterion 6: *Periodic assessment of the effectiveness of programs supporting the student experience.*

In addition to the aforementioned assessment methods (e.g., assessment of advising, International Student Barometer, New Student Orientation evaluation), the Division of Student Life regularly solicits feedback from students and the broader University community about how we are meeting the needs of our students. A full-time staff member in the division and three full-time staff in the Center for Counseling and Student Development, Residence Life and Housing, and UD Career Center departments manage these assessments. A recently formed Student Life Assessment Council, a representative body of staff from the 14 departments, advances divisional assessment priorities. A volunteer base of division staff known as the Peer Assessment

Leaders (PAL) Network provides short-term support and guidance to staff peers regarding assessment.

The Division adopted new learning outcomes in 2016 that articulate co-curricular learning across four domains: Self-Discovery and Development, Personal Wellness, Social Responsibility, and Inclusivity and Action. These learning outcomes were developed through a collaborative process and review of numerous resources, including the UD General Education outcomes, other student affairs divisions' learning outcomes, and publications such as Learning Reconsidered: A Campus Wide Focus on the Student Experience, and the LEAP Essential Learning Outcomes.

A number of co-curricular programs have articulated learning goals for students, including Residence Life and Housing, which has established and assessed learning outcomes for its programs provided to residential students. Other co-curricular experiences with a course credit component also have established learning outcomes with corresponding measures for assessing learning. Examples include courses for residential assistants, orientation leaders and Blue Hen Leadership Program participants. Many programs have learning goals associated with student participation, and several departments have unit-level learning outcomes or are currently developing them (e.g., Residence Life and Housing, Orientation and Transition Programs, Career Center, University Student Centers).

All departments in the Division track student program participation and usage of services and facilities through information collected primarily through student ID card readers that connect student participation and usage to students' institutional records. This allows departments to better understand who engages with programs and services and to obtain contact information to administer follow-up evaluations.

Departments within the Division administer large-scale surveys and other assessments on a routine basis to gauge student experiences. For example, residential students participate in the Fall Floor Feedback and Spring Reflection surveys to provide critical information about their experiences with programming, resident assistants, and community building and leadership opportunities. First-year and transfer students who attend orientation and transition experiences participate annually in the 1743 Welcome Days Survey and Spring into Success evaluation. The Division also partners with the Center for the Study of Diversity to administer the Student Diversity and Success Project, a longitudinal study that explores diversity competency as a measure of student success. The UD Career Center collaborates with the Office of Institutional Research and Effectiveness (IRE) to administer and use data from the Career Plans Survey. Additionally, a number of large-scale surveys and assessments are administered to better attend to the health and wellbeing of UD students. These projects include the College Risk Behavior Survey (in partnership with the Center for Drug and Health Studies), Healthy Minds Study, AlcoholEdu, and Bringing in the Bystander evaluations.

In Student Life, assessment of the effectiveness of co-curricular programs occurs at the department level. Departments often use indirect measures of student learning, and each department now reports out on its assessment through annual reports. In addition, the Division of Student Life has conducted ad hoc assessment activities to assess program effectiveness and inform program development including its first Student Life Family survey in 2018. Results helped illuminate parent and family needs and interactions with the University to build a more robust parent and family program. The University Student Centers also conducted a survey in fall 2018 to learn more about student experiences with the physical and programmatic elements of the Perkins and Trabant student centers. Meanwhile, the UD Career Center is a participant in the pilot program for The Career Readiness Project, a collaboration between SkillSurvey and the National Association of Colleges and Employers, which measures and

assesses students' progress in eight career readiness competencies that are most in demand by employers.

Individual departments within the Division of Student Life undergo periodic program review to maintain compliance with external and professional standards. Since 2015, five units (Center for Black Culture, Office of Student Conduct, Orientation and Transition Programs, Student Services for Athletes and University Student Centers) have completed external program reviews. This process fostered improvements relating to mission and programmatic focus and staffing. The Center for Counseling and Student Development and Student Health Services also participate in periodic reviews to maintain their accreditation with the International Association of Counseling Services, Inc., and Accreditation Association of Ambulatory Health Care, respectively.

Finally, the Division began an annual report process in summer 2019, whereby departments submitted reports to the Office of the Vice President for Student Life in which they had reflected on and explained their progress in key areas such as student success, inclusive excellence, innovation and operational efficiencies. The annual report process is ongoing.

In addition, the Library routinely conducts a survey of the campus community to learn how it can improve staff interaction with the community. Most recently conducted in 2016, the LibraryQUAL+ Survey results led to the creation of more comfortable and engaging spaces (including group and individual study rooms), a reflection space for quiet prayer and meditation and a nursing mother's room. These spaces complement the enhancement of services such as the development of open educational resources that can aid in reducing the overall cost of textbooks for students at the University. LibQUAL+ is but one assessment instrument; the Library also employs focus groups and interviews with students to gather feedback. Recently, the Library has partnered with IRE and other stakeholders to assess the impact of library use on student retention and graduation rates. This program is still in its infancy and data are not yet available, but based on similar studies at other institutions, we anticipate strong correlation.

Opportunities for Improvement and Innovation

- Leverage the institution's expanded online capacity to increase access to and academic preparation for UD's educational programs for all students, especially historically underrepresented students, international students and non-traditional students.

- Assess our current student support programs across UD to both simplify and enhance the student experience and ensure the efficient use of UD resources.

- Building on the successes of the Associate in Arts Program (AAP), UD should broaden the curricula and expand online teaching and learning to serve students with a wider range of pathways into degree programs to match their interests.

- Continue to invest in and enhance advisement, student support efforts and career readiness across campus.

STANDARD V:
EDUCATIONAL EFFECTIVENESS ASSESSMENT

Standard V: Educational Effectiveness Assessment

Addresses Requirements of Affiliation #8, 9, 10

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

The University of Delaware's expanding culture of assessment is led by our faculty and supported by administrators and staff. This work is demonstrated by assessments that are tailored to each program's specific learning environment and reflect individual teaching philosophies, program educational goals, and disciplinary values. UD is continuously engaged in learning outcomes assessment in courses, educational activities, and degree programs.

Furthermore, UD has a long history of providing excellent academic programs to its students, supported by a set of University-wide and sometimes college-specific general education courses. In this chapter, we summarize UD's robust system for maintaining academic programs, and present data on the status of programs' educational goals, assessment of these goals and use of assessment data for program improvement. We also review the assessment of University-wide common requirements. This chapter takes on a different organizational structure from others in this self-study. Because criteria 1 (educational goals), 2 (assessment), and 3 (use of assessment results) of this standard are so intimately intertwined, we found it impractical to explicitly disentangle them. Instead, we describe the processes that capture criteria 1-3. Criteria 4 and 5 are addressed individually.

Criterion 1: Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.

Criterion 2: Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should: (a) define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; (b) articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; (c) support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.

Criterion 3: Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following: (a) assisting students in improving their learning; (b) improving pedagogy and curriculum; (c) reviewing and revising academic programs and support services; (d) planning, conducting, and supporting a range of professional development activities; (e) planning and budgeting for the provision of academic programs and services; (f) informing appropriate constituents about the institution and its programs; (g) improving key indicators of student success, such as retention, graduation, transfer, and placement rates; (h) implementing other process and procedures designed to improve educational programs and services.

The Life Cycle of Academic Programs at the University of Delaware

A set of educational learning goals—designed to provide educational opportunity and value to students—is at the core of every academic program at the University. Faculty working together in departments and other academic units create programs with educational goals which are then vetted by their dean and appropriate committee (either graduate or undergraduate) within the Faculty Senate. Academic programs receive probationary approval for five years with goals documented in the University's academic catalog. This level of review and documentation was enhanced in 2018 and again in 2020 after a review of our assessment of the effectiveness of assessment processes identified gaps in our previous policies and practices. After successful completion of the probationary period, programs are eligible for permanent status. All academic programs are continually reviewed and renewed through our Academic Program Review process that runs on a seven-year cycle, described more fully later in this chapter.

Assessing Assessment of Student Learning at the University of Delaware

Assessment of student learning within programs has been delegated to the academic units that administer the programs, and individual programs and units have strong assessment cultures. However, the self-study process has illuminated some gaps at the institutional level. Many of our programs are professionally accredited and must meet high standards of assessment established within their disciplines. For non-accredited programs, individual academic units must perform their own assessment. They frequently rely on indirect assessment methods, including national and local surveys, student course evaluations, and faculty grading to obtain measures of learning success and inform program revisions.

In Fall 2019, the Provost launched the Task Force on Learning Goals and Assessment. The Task Force surveyed all degree programs to better understand the state of assessment of program educational goals on campus. The responses characterized 300 of the approximately 337 undergraduate and graduate degree programs on campus. Of these, 84% have developed or highly developed educational goals and meet criterion 1. The remainder have either explicit goals that lack some clarity or they have only implicit goals.

The Task Force also surveyed program directors on their practices for systematically assessing whether these goals were achieved. Among those who responded (n=300), 44% had highly developed practices for organized and systematic assessment of program educational goals and meet criterion 2. Another 29% had a process in place that assesses educational goals though it might not be as organized and systematic as desired. The remaining 27% did not have a clear description of an organized and systematic assessment plan.

The Task Force also coded data for the ways in which program directors use assessment data to improve their programs. Among those who responded (n=300), 40% had highly developed practices in place and meet criterion 3. Another 22% had a process in place though it might not have been as organized and systematic as desired.

As a result of the Provost's Task Force on Learning Goals and Assessment, UD has engaged in an expanding culture of learning outcomes assessment which is described in the next section.

Initiatives to Enhance Assessment Activities and Organization of Data

Informed by the Task Force (Report of the Task Force for Learning Goals Assessment) and catalyzed by the Center for Teaching and Assessment of Learning (CTAL), many efforts to increase campus awareness about the value of continuous appraisal of student learning and review of program educational goals have been undertaken. These efforts are intrinsic to the University's mission, and, by both encouragement

and mandates, the culture is changing, and concrete processes are now in place to make assessment an essential part of the academic enterprise. A recent example of this changing culture is shown by the participation in the Winter Institute on Learning held January 28–30, 2020, in which 67 faculty representing 16 departments and 21 programs participated, including seven programs that had partially stated, or not stated, educational goals before participating. Further, 11 of the 21 programs had partially practiced, or not practiced, assessment plans before participating in the event. In 2021, 50 additional faculty representing 14 programs participated.

A significant means of ensuring instructional and program quality through the assessment of student learning is required for all programs and courses. A resolution requiring that all undergraduate major degree programs and graduate degree programs publish educational goals in the academic catalog was recently passed by the Faculty Senate. This policy was promulgated in February 2020 and approved by the Faculty Senate in March 2020. As a result of the pandemic, deadlines set by this resolution have been delayed by one year.

Most professional programs have mandates for achieving program educational goals, assessment methods and utilization of results, all of which must be communicated clearly to students. To ensure that educational goals are now included in the programs that did not previously require them (e.g., nearly all of the programs in the College of Arts and Sciences), UD has revised program-proposal and program-permanent status policies. All new proposed programs must include specific educational goals and an assessment plan for determining if students are achieving these outcomes. All existing degree programs are expected to have educational goals in place and assessment plans; programs are expected to begin reporting on assessments of educational goals by October 2023 (originally October 2022 but delayed due to the pandemic).

Beginning in October 2023, all degree programs will submit an annual assessment report to their dean describing at least one program educational goal, how it was assessed, the assessment results, a brief discussion of any program or course modifications to be made in response to the results, and an outline of any support/resources needed to make necessary alignments. College deans will consider program educational goals and assessment results during the annual appraisals of program chairs and directors as they discuss and review strategic planning and resource allocation discussions. This will reinforce the importance of educational assessment, particularly criteria 1, 2, 3 and 5 of this standard. Furthermore, it will ensure that assessment plans and results are regularly examined and considered by faculty and deans who not only have the greatest investment in their specific academic programs but also the necessary knowledge and experience to place those results into the appropriate context. Further, by ensuring that deans regularly review assessment data from each program, we will ensure that evidence of student learning is incorporated in strategic planning and resource allocation at the level where many of the most meaningful decisions are made.

The Office of Institutional Research and Effectiveness (IRE) will maintain a copy of the annual assessment data of learning outcomes and include these data in the data package that the IRE provides to the departments for their Academic Program Reviews (APRs).

Academic and Administrative Structures that Govern Assessment of Learning Objectives
The University of Delaware has shared governance through interactions between central administration and the Faculty Senate, and it is through this deep relationship that we assess and sustain the educational effectiveness of our academic programs. Functions related to the assessment of educational effectiveness are the responsibility of the academic units and four key standing committees of the Faculty Senate—General Education Committee,

Undergraduate Studies Committee, Graduate Studies Committee, and Academic Priorities and Presidential Advisory Committee. The College of Arts and Sciences' Senate Educational Affairs Committee also plays an important role to be discussed below.

The General Education Committee is responsible for monitoring and supporting the elements of UD's general education requirements including writing and composition, multicultural, capstone and discovery learning.

As described above, all new programs are required to have program educational goals specifically described in the program proposal along with a plan for how they will be assessed. The Undergraduate Studies Committee reviews each undergraduate proposal and makes a recommendation to the full Senate. Graduate programs are treated differently depending upon whether they are interdisciplinary or department based. Department-based graduate program proposals are routed through the Graduate Studies Committee and on to the Faculty Senate. Proposals for new interdisciplinary graduate programs are routed through the Graduate College first, and then to the Graduate Studies Committee and on to the Faculty Senate. Beginning in the spring of 2021, all Professional and Continuing Studies (PCS) certificate and non-credit courses are similarly reviewed and approved by the Faculty Senate.

Initially, new programs are probationary for a period of five years. After the probationary period, departments can request that probationary programs receive permanent status. The permanent status program review process requires that program directors assess the program during its probationary period.

All permanent programs are reviewed during each department's Academic Program Review (APR). This review is a function of the Office of the Provost in conjunction with the University Faculty Senate and is coordinated by the Deputy Provost for Academic Affairs. It is designed to evaluate the quality, productivity and the role

of each academic department, school, and program in the fulfillment of the University's mission and strategic goals. The Academic Program Review is designed to encourage self-study and planning within units. The Office of Institutional Research and Effectiveness (IRE) provides each unit with department-specific information related to its students, faculty and resources. This information assists departments in addressing specific criteria within Middle States Standards III and V. Reviews inform academic and budgetary planning decisions at every level of administration.

Academic units are normally reviewed at seven-year intervals, but the Provost, dean, or unit chair/director may accelerate or delay this schedule. The Senate Academic Priorities Review Committee will have the opportunity to suggest programs or programmatic areas for review. The Deputy Provost for Academic Affairs coordinates all reviews, working with the unit under review and with the review panel to ensure that the process will be fair, efficient and effective.

Each review is conducted by a five-member panel whose members come from disciplines related to that of the unit under review. The dean responsible for the unit under review submits names of potential external reviewers to the Deputy Provost for Academic Affairs in conjunction with the unit. Four reviewers are selected from the approved list and the fifth reviewer is a UD faculty member from another unit who is chosen by the Faculty Senate Committee on Committees and Nominations. After the external reviewers have submitted their report, the Faculty Senate Academic Priorities Review Committee reviews the quality of the self-study report and the external reviewers' report and submits their comments to the Provost. In addition, the department and the dean respond to the external reviewers' report and meet with the Provost to discuss the outcomes of the review.

The College of Arts and Sciences (CAS), which represents roughly half the academic units

on campus, has its own Senate and Senate Educational Affairs Committee, which review programs and breadth requirements. The University Faculty Senate Undergraduate Studies Committee accepts these recommendations in almost all cases, so a considerable amount of work related to program review and modification is handled by the CAS Educational Affairs Committee. In addition, CAS Educational Affairs reviews Second Writing courses, which are required for all CAS majors.

Many of the high-level institutional analyses are undertaken by the Provost's Office through the Deputy Provost for Academic Affairs, Office of Institutional Research and Effectiveness (IRE) and Center for Teaching and Assessment of Learning (CTAL). In addition, several representatives of the Provost's Office work closely with the Faculty Senate around issues of educational effectiveness, especially the Coordinating Committee on Education and General Education.

Support for Assessing Student Learning
The Faculty Senate established the Center for Teaching Effectiveness (CTE) in 1975. In 2011, CTE merged with the Office of Assessment to become the current CTAL. CTAL has a full-time staff of six, whose mission is to foster an inclusive culture of evidence-based teaching and learning across the University by inspiring effective teaching and assessment using high-impact strategies, tools and collaborations. Several new programs have been added to CTAL, and their ongoing work with faculty, staff, students and administration demonstrates how assessment at the University is moving beyond a compliance-oriented approach to one that is closer to the classroom and curriculum, and thus to the regular ongoing work of faculty.

IRE is the primary source of accurate and reliable data, analysis and research at UD. This office facilitates decision making that impacts priorities for unit and institutional improvement; engages in research and analysis to demonstrate institutional effectiveness, inform decision-making and facilitate policies and practices; and

provides institutional leadership, innovation and insight into critical trends and needs in higher education, resulting in metrics and applications of data for strategic and operational decision making. Specific work related to educational effectiveness includes administering the National Survey of Student Engagement, the HERI Diverse Learning Environment Survey, the gradSERU Graduate Experience in the Research University, and the Post-Graduation (Career) Plans Survey.

Educational Goals at UD
In broad terms, there are three sets of educational goals for undergraduate programs at UD. There are General Education requirements that all undergraduate students must fulfill. These are guided by aspirational and philosophical statements, some labeled as "goals," that provide a rationale for the requirements. The General Education requirements and objectives set common goals for students in all undergraduate programs. Some are aspirational, with no specific accountability mechanism, but others are tied to graduation requirements. Some colleges have specific educational goals or requirements, such as the College of Arts and Sciences, which requires a second writing course of all its undergraduate students. Finally, each degree program is expected to have specific educational goals and assessments; of course, some have many of their goals dictated by programmatic accreditation, but others have significant flexibility and independence to set and assess their own goals.

Fundamental, institution-wide measures of student success at UD include undergraduate retention and graduation. In 2019, seventy-three percent of UD bachelor's degree students earned their degree within four years, placing UD among the top 20 on the list of public institutions with the highest graduation rates (*The Chronicle of Higher Education,* Colleges With the Highest and Lowest 4-Year Graduation Rates, 2017, Almanac 2019).

UD also collects detailed data about students' post-graduation success. Ninety-five percent

of UD alumni are employed or pursuing further education six months after earning their bachelor's degree, 11% higher than a national benchmark of 84% for Carnegie R1: Doctoral-Very High institutions (First Destinations for the College Class of 2018: Findings and Analysis).

In addition, every three years, the University participates in the National Survey of Student Engagement (NSSE), a national data collection conducted by the Indiana University Center for Postsecondary Research. The benchmark study is directed at measuring the extent to which students are engaged with faculty, with each other, and with their studies in educationally effective activities. By many measures in NSSE, UD students report more or higher quality educational experiences than students at peer institutions or in national benchmarks. For example, 77% of UD NSSE respondents who were seniors in 2017 reported participation in two or more high-impact practices compared to 63% of all NSSE respondents who were seniors at participating Carnegie R1 institutions (2017 High-Impact Practices at UD report).

University-level Educational Goals and Assessments: General Education

General Education goals and objectives were described in the chapter on Standard III. To reiterate, General Education at UD can be broadly described as a set of requirements—specific courses or categories of courses and related-but-separate set of aspirational objectives—that are embedded throughout each program's curriculum and are suggested to each student by their academic advisor. These requirements and objectives were updated and reaffirmed by the University's Faculty Senate in 2014 and 2015 as appropriately interrelated, supported by relevant courses and experiences and aligned with UD's mission (Final Report of the Task Force on General Education, April 15, 2015). As a result of the work of UD's General Education Task Force, our University-wide general education courses all meet criteria 1 and 2.

The Faculty Senate Committee on General Education works closely with University administrators, particularly CTAL, to regularly assess General Education at UD. To meet criterion 3, the committee collaborates with CTAL to establish a calendar of assessments, some conducted by CTAL staff and some conducted by UD faculty, with priorities given to areas that are new or recently changed, have been previously discovered or suspected to be challenging, and have not been assessed in several years. Several specific examples are described in the following sections.

In the past decade, the University has participated in several institution-wide, standardized assessments of General Education skills. In 2010 and 2014, the ETS Educational Proficiency Profile (EPP) was administered to first year and senior students (Educational Proficiency Profile Report 2011, Educational Proficiency Profile Report 2014). In 2014, the Collegiate Learning Assessment Plus (CLA+) was also administered to first-year students (Collegiate Learning Assessment Plus Report 2014). One year later, the Critical Thinking Assessment Test (CAT) was administered to senior students (Critical Thinking Assessment Test Report 2015). These standardized assessments provided us with consistent results showing that UD students scored highly compared to students at peer institutions. However, the assessments were costly and time-consuming, and the results were not credible to UD faculty. After several years of work and research, these results moved us in the direction of adopting the discipline-specific, faculty-led assessment plans that are currently underway.

General Education Requirements

All students who matriculate to the University as new first-year undergraduate students are required to enroll in a First Year Seminar (FYS) course, most of which are managed by the First Year Seminar Office, a unit in the Provost's Office. The requirements for a course to be certified as a First Year Seminar course were updated by the Faculty Senate in 2015 and further refined by an ad hoc committee; subsequently, First

Year Seminar courses were recertified against the updated requirements. Course effectiveness is assessed annually by the First Year Seminar Office. In 2019, the Faculty Senate Committee on General Education charged the First Year Seminar Office and CTAL to conduct a detailed assessment of all FYS courses (FYS assessment report 2018). This assessment provided evidence to the General Education committee that most FYS courses were adequately addressing the FYS criteria established a few years prior. However, one particular course, the FYS course for engineering students that enrolls about 600 students each year, was identified as needing additional scrutiny and perhaps additional or different resources to support it. A coordinator of first-year education has been hired in that college who is working intensively with that course (and other first-year engineering courses and related activities in that college).

All UD undergraduate students are also required to successfully complete at least one course that is certified as meeting the General Education multicultural requirements, based on criteria that were updated in 2015 when other General Education requirements were modified or reaffirmed. As a result of this recertification process, some multicultural courses were certified as meeting the new requirements, and others were de-certified indicating that they no longer met the criteria for being a multicultural course. Recommendations for future revisions to the requirement were made, and a Multicultural Course Handbook was developed by the Faculty Senate Committee on Diversity and Inclusion, the Center for the Study of Diversity, CTAL and faculty.

The capstone course requirement, a new University-wide requirement created in 2015, was first assessed in 2018–19. As a result of this assessment the Faculty Senate General Education Committee launched discussions of the criteria for capstone courses. This discussion is ongoing and was interrupted by the COVID-19 pandemic. In particular, there are concerns that the capstone course criteria may not be entirely clear to all faculty who teach those courses; further work is needed to determine if that is the case or if these differences in student experiences in capstone courses are caused by disciplinary differences or resource differentials between programs.

Other General Education requirements are scheduled for systematic assessment in the coming years. This includes the Discovery Learning Experience, a requirement that has not been systematically assessed in many years, and the ENGL 110: Seminar in Composition requirement. An assessment of the course began in 2018–2019 but not completed; it will be revisited. The University's breadth requirement is inconsistently understood by many in the UD community to be separate from General Education. However, the General Education Committee believes that this requirement is part of General Education, and it is now included in the General Education assessment schedule.

General Education Objectives
To help all UD constituents understand how the General Education objectives updated in 2014 are connected to the curriculum of each undergraduate degree program, CTAL and the General Education committee conducted a curriculum mapping project in which faculty identified every undergraduate course that included a substantial focus on one or more General Education objectives. Reports were then created for every undergraduate degree program showing the degree to which students in that major had opportunities to achieve the General Education objectives through their coursework. Faculty can easily see if students have sufficient opportunities to attain each objective.

College-level Educational Goals and Assessments: Breadth Requirements and Second Writing
Although all UD undergraduates are required to complete one or more courses in four different breadth categories, the certification of these courses is done by the College of Arts and Sciences. The University-wide requirements—that

some colleges and programs supplement with additional requirements or stipulations about breadth courses—were examined in the 2014 renewal of General Education requirements. Many faculty believe that exposure to multiple disciplines and their unique ways of understanding the world is a foundational part of a liberal education (Final Report of the Task Force on General Education).

All undergraduate programs in the College of Arts and Sciences, and some programs in other colleges, require students to take an upper-level course that is certified as a second writing course. Like breadth courses, this requirement is also managed by the College of Arts and Sciences. Assessment of this graduation requirement has historically been coupled with assessment of the requirement for undergraduate students to complete ENGL 110; these two requirements are intended to build on one another. This is regularly included in the assessment calendar cooperatively built by the Faculty Senate Committee on General Education and CTAL; the most recent assessment began in 2019 but was not completed and will be revisited in the near future. The course and the learning that occurs in the course is regularly and intensively assessed by the Department of English, but the larger goal of comparing the quality of student writing at the conclusion of their first-year with that of their fourth-year was not successful due to challenging project logistics.

Program-level Educational Goals and Assessments for All Students

Every undergraduate and graduate degree program is required to have explicit educational goals, which are documented in UD's academic catalog as described in detail above to ensure criterion 1 is met. This level of review and documentation was enhanced during the process of writing this self-study as it identified gaps in our previous policies and practices and led to the Provost's Task Force on Learning Goals and Assessment.

Based on the recommendations of the Task Force on Learning Goals and Assessment, each degree program is also required to have an assessment plan appropriate to its educational goals, which are documented in the University's internal course documentation system. This system is currently in development by UDIT. Going forward, the results of these assessments and their impact on the curriculum and practices of the program will be described and reviewed during each department's Academic Program Review. Because the practice of having educational goals for every degree program and regularly assessing these goals is new for many of our departments, we are making the implementation of the plans detailed by the Task Force on Learning Goals and Assessment one of our self-study recommendations.

Non-Credit Programs

UD's Professional and Continuing Studies (PCS) unit has a robust method for assessing student learning by utilizing pre- and post-program surveys. Pre-program online surveys assess participant needs and allow for post-program comparison of impact through another online survey. Difference is measured on a 1-4 scale, which displays the student's understanding of the learning objectives. A third of a point increase in student-reported survey questions generally indicates knowledge gained. In addition, if a certificate program has multiple modules (our equivalent to separate courses), they ask for specific feedback after each module. Feedback and learning outcomes are reviewed with instructors, which helps the unit to improve effectiveness. PCS programs are developed to meet a need in the region or workforce, or address a skill gap, and are constantly working to maximize students' learning outcomes.

Criterion 4: *If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers.*

Third-Party Providers

Regarding criterion 4, nearly all of the third-party assessment of educational goals at UD occurs in the context of continuing education units (CEUs) in our non-credit programs. UD contracts with a limited number of outside organizations to provide CEUs to course or workshop participants. We do not administer licensure exams to award recognized professional credentials, although we offer courses and workshops that prepare students for professional certification such as Project Management Professional or RN Refresher. Detailed listings of UD's non-credit programs that allow students to earn CEUs are available on the Professional and Continuing Studies website, though not all of the programs listed on the site lead to a professional credential or license.

Study Abroad

UD's history is rich with study abroad opportunities. Nearly all study abroad courses are taught by UD faculty, so the related assessment practices are identical to other UD courses and programs. Study abroad courses taught by faculty at other institutions are treated as transfer courses. The World Scholars program requires students to engage in two semesters of study abroad, starting with their first semester, spent at one of four partner institutions— John Cabot University (Rome, Italy), St. Louis University—Madrid (Madrid, Spain), American College of Greece (Athens, Greece) and University of Auckland (Auckland, New Zealand). These institutions are also accredited, which provides us with an additional layer of assurance of course quality.

Criterion 5: *Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.*

Assessing our Assessment

The final criterion of Standard V requires that we "assess our assessment" to ensure that we periodically examine the effectiveness of our assessment practices. We have built this assessment into our practices, which require us to regularly make context-driven decisions about our own assessment priorities and strategies. At the institutional level, this occurs in the ongoing collaborations between the faculty who provide oversight of the University's educational mission and the administrative units that support them in this role. For example, CTAL has a seat on the Faculty Senate Committee on General Education and routinely adjusts the annual assessment plan to align with the committee's needs and interests. At the program level, this occurs in the collaboration between the college deans, department chairs and program faculty as they annually update their program's assessment plans. The Academic Program Review process requires faculty to summarize seven years of assessment work and seek external feedback on that work as part of the department's educational responsibilities.

Opportunities for Improvement and Innovation

- Continue to implement the recommendations of the Task Force on Learning Goals and Assessment. In doing so, all degree programs will have explicitly identified educational goals that are organized and published in the University's Academic Catalog, regularly assessed, reviewed annually by the faculty, and addressed in the unit's Academic Program Review.

- Follow the protocols outlined by the National Institute for Learning Outcomes Assessment toward achieving an Excellence in Assessment designation.

STANDARD VI:
PLANNING, RESOURCES & INSTITUTIONAL IMPROVEMENT

Standard VI: Planning, Resources and Institutional Improvement

Addresses Requirements of Affiliation #10, 11

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Criterion 1: *Institutional objectives, both institution wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.*

Our financial planning, infrastructure planning, and resource allocation processes are aligned with our mission and strategic priorities.

Senior administrative staff, including vice presidents and deans, annually define unit goals that align with UD's strategic plan. In addition to goals directly aimed at our five strategic priorities, goals may also include reducing inefficiency and achieving savings through reorganization or process re-engineering, re-imagining the cost and value of instruction, and re-evaluating our pricing models. That is, the articulation of goals for each unit requires a focus on both our strategic plan and on the principle of operational excellence.

One- and five-year milestones are identified and tracked using quantitative and qualitative measures. Although historically, this tracking has been conducted by the units themselves, the University is working to implement a robust, campus-wide reporting system that will include department-level metrics reports. These annual reports will enable UD to share multi-year data with departments, colleges and non-college units in order to facilitate common reporting of progress toward shared goals.

Initiated in 2018, the central analytics platform aims to strengthen UD's capacity for strategy, planning and analysis by unifying measures and documenting progress. Data access is designed to support the implementation of our budget model, a stronger integration of enrollment management planning with resource allocation and the accreditation process. Currently, the platform contains thousands of measures that can be combined into a variety of dashboards supporting administrative functions across the University. Connecting this analytics platform to our new budget system, Axiom, will enable the University to transition to a complimentary and automated budget and reporting system. Coordinating these systems has been a cooperative effort between multiple offices over several years. This coordination and cooperation will continue as these platforms are rolled-out for use by the broader campus community.

Criterion 2: *Clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results.*

The University of Delaware is committed to progressive planning and continuous assessment. Our institutional strategic plan is a living document, developed with input from the entire UD community of students, faculty and staff and emerging from prior planning documents: *Delaware Will Shine* (May 2015) and the *Path to Prominence* (May 2008). Our current plan, developed in 2019, reflects the University's vision for the future and the five strategic priorities (or "pillars"), communicated frequently, that guide the University's work: (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.

These priorities exist to facilitate the mission of the University to cultivate learning, develop knowledge, and foster the free exchange of ideas.

As the University and the world emerge from the recent pandemic, a comprehensive planning process has been launched in spring 2021 to update the plan and chart the University's path forward. This review will engage the University community in conversations that help further define UD's strategic response to changes in higher education trends and external factors and may result in UD's repositioning of our priorities to address new challenges and new opportunities.

Criterion 3: *A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/ objectives.*

The University conducts integrated financial planning and budgeting processes on multiple levels. This includes long-term capital and financial planning with a multi-year time horizon and year-to-year budget allocation planning for all units across the University.

At the macro level, the institution relies upon a ten-year financial plan which is updated annually. The current ten-year plan was developed by the Budget Office in partnership with the VP for Finance and was presented to the Executive Committee of the Board at its spring 2018 meeting. This long-term plan is designed to inform both the Board and senior leadership regarding the anticipated evolution of University resources and progress toward strategic goals and to indicate risk and reward in decision making. The financial model underlying this plan incorporates key budgetary drivers such as enrollment, tuition rates, and capital expenditures, to allow for a financial sensitivity analysis and to assist senior leadership and the Board in resource allocation decision making

regarding strategic initiatives. This ten-year plan was provided to external rating agencies as they considered the allocation of $200 million in bonds; this was a critical component in obtaining a successful issuance.

At the next level, annual operating and capital budgets are approved by the Board each spring. In tandem, progress toward strategic goals is reviewed to ensure financial decisions and strategic decisions are aligned. These annual budgets are driven by the UD Budget Model, which is designed to ensure that revenue is sufficient to cover new and existing expenses and to provide funding that may be deployed strategically by senior leadership in pursuit of strategic goals.

The UD Budget Model is implemented through an annual cycle of planning and budgeting involving all units across campus. The model is a hybrid model, incorporating features of both Responsibility Centered Management models and fully centralized models. For academic units, annual allocations are the sum of a predictable base allocation, set at FY 2017 actual expenditures, and incremental revenue based upon growth in activity in undergraduate and graduate education, and sponsored research. Incremental revenue is allocated entirely through metrics such as student credit hours or student headcount.

In addition to the predictable base allocation and the activity-based allocations, the UD Budget Model also contains a strategic pool and strategic pool allocations. This pool is created through a tax on revenue generated through increased activity over FY 2017 levels, and this pool is allocated at the discretion of the President and Provost.

Non-college units are allocated a zero-based budget annually which ensures that units are only allocated the resources needed to operate during the fiscal year. In instances where budget dollars are not fully expended, funds are recovered centrally and are not retained by the unit. Increases to non-college unit budgets,

such as contractually obligated salary increases, are funded from strategic pool resources. Requests for additional funding for non-college units must be presented during annual budget presentations. These requests are reviewed in detail by the president's office, provost's office, executive vice president–chief operating officer's office, human resources, and budget office with input from the unit requesting the new hire. It is expected that in general, new non-faculty or compliance personnel are funded from current, available funds within the unit's budget by implementing cost savings strategies or by reimagining or repurposing existing positions.

Criterion 4: *Fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations.*

Fiscal Resources
The University's financial profile is very strong with a solid balance sheet as evidenced by Moody's rating of Aa1 and Standard & Poor's rating of AA+. On June 30, 2020, total operating investments, unspent bond proceeds and endowment funds totaled $1.97 billion, approximately $1 billion of which could be liquidated within 30 days.

According to the NACUBO-TIAA 2020 Endowment survey, the University's endowment totals $1.4 billion and ranks 75th. A strong endowment allows the University to fund initiatives that will have a lasting impact on the student experience and the overall institution. In recent years, the endowment's role in supporting

the University has become more important as funding from the State of Delaware has been relatively flat, while UD's commitment to access and student financial aid has increased. State appropriations support approximately 11% of the University's annual operating expenditures.

Although the University has significant assets, it also has significant liabilities. On June 30, 2020, the University had $709 million in long-term debt and capital leases and $570 million in post-employment benefit obligations. While significant, both liabilities will be funded over the next 30 years.

For years, source data surrounding UD's financial resources has been available publicly in various institutional documents, including the University's audited financial statements, IRS Form 990, and through reports generated by the Investments Office, the Office of Institutional Research and Effectiveness, the Research Office, Facilities and others. Within the past fiscal year, UD developed a publicly facing webpage to provide greater context and clarity surrounding UD's financial management, personnel and relevant matters associated with financial data reporting.

Every year, more than 30,000 alumni, parents, friends, faculty, staff and students give back to UD through philanthropic efforts, led by UD's Office of Development and Alumni Relations (DAR). These dedicated donors help to empower students, transform campus, recruit and retain faculty and build a lasting legacy at the University. Launched in 2017, *Delaware First:*
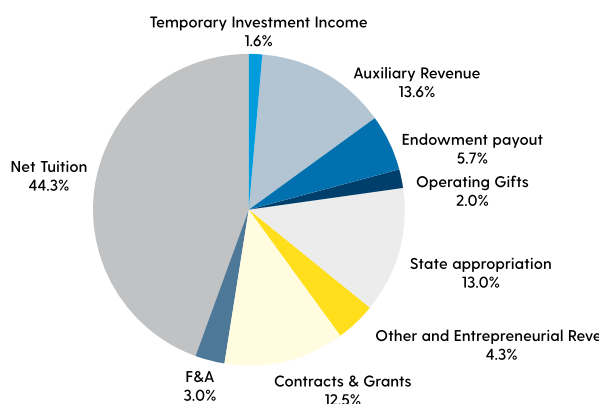
Figure 6.1: FY21 Budgeted Revenue

Temporary Investment Income 1.6%
Auxiliary Revenue 13.6%
Endowment payout 5.7%
Operating Gifts 2.0%
State appropriation 13.0%
Other and Entrepreneurial Reve 4.3%
Contracts & Grants 12.5%
F&A 3.0%
Net Tuition 44.3%

Figure 6.2: FY21 Budgeted Expenses

Plant M & O 7.5%
Sub-Contracts 2.4%
Supplies, Materials and other 17.3%
Debt Service 4.4%
Travel 0.5%
Total compensation 67.8%
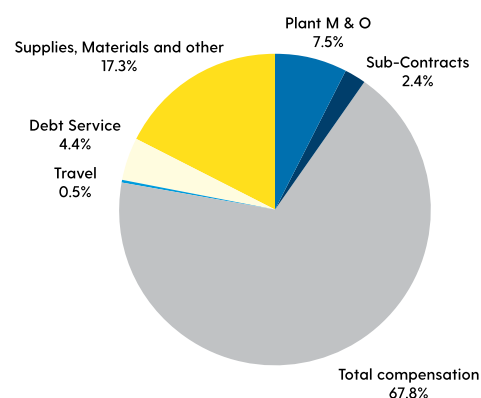
The Campaign for the University of Delaware, a comprehensive engagement and fundraising campaign, unites Blue Hens across the nation to accelerate UD's mission of cultivating tomorrow's leaders, creating solutions to grand challenges, inspiring innovations and transforming lives. The united effort will help create an extraordinary student experience at UD and extend its impact on the region and the world. As of March 2021, the campaign has raised over $840 million.

Human Resources
Currently, UD has nearly 4,700 full-time faculty and staff supported by the Office of Human Resources (HR) in areas of talent solutions, compensation and benefits, payroll, employee and labor relations and HR information systems. HR has put a variety of initiatives in place to support enhanced and streamlined service delivery, allowing it to invest less time in manual processes and more time in developing, maintaining and supporting strategic partnerships. For example, the 2018 transition to TIAA as the single administrative service provider of the retirement program included an online platform that allows participants to make account updates instantly, eliminating paper forms and processing times. We also implemented Talent Link, a new applicant tracking system, which streamlines and simplifies the recruitment cycle for all users. This system enables us to easily measure operational efficiencies, such as time to hire, and to monitor progress toward affirmative action plans. The talent planning toolkit gives managers the necessary resources for talent planning and the ability to see succession planning at the University level.

Physical Infrastructure
The University facilities consist of 460 buildings containing approximately 9,640,000 gross square feet. Included in this total are 256 classroom/laboratory buildings and 149 residence, dining and student activity facilities. Since 2010, the University has invested over $1.1 billion dollars in new construction and major renovations, additions and deferred maintenance. UD's

capital resources have focused on enhancing the student experience through building and renovating 2,100 undergraduate beds and decommissioning more than 2,000 beds in outdated facilities. A new 1,100-seat dining hall was opened in 2016 and a 400-seat dining hall was renovated in 2017.

The University has significant real estate holdings, one of which is the 272-acre STAR Campus. Acquired in 2009, the property is a former Chrysler manufacturing plant and a designated brownfield site. Although we call the area the STAR Campus, it is part of our main campus in Newark. This parcel is being developed as a 24/7/365 mixed-use research community formed through partnerships with private industry. UD's objective is to utilize ground leases and public-private partnership ownership structures (commonly referred to as P3s) to transfer operating risk and capital requirements to collaborating third parties while securing the income necessary to maintain the property and ownership.

Although the University views the STAR Campus as a long-term development project that will take more than 50 years to complete, by the end of 2020, there were approximately one million square feet of repurposed industrial and new contemporary laboratories, offices, manufacturing, amenities and incubation space with nearly 2,100 paid jobs already developed. The STAR Campus is an integral part of the student experience where connectivity, community engagement, experiential learning and sustainable growth are possible through a development strategy that includes vertical density—a live/work/learn environment including green and convening spaces. The capital investment to date is approximately $530 million for four buildings, a park, 2.25 miles of roads and in excess of 2,000 surface parking spaces, site preparation and brownfield reuse commitments.

The University has made key investments in facilities that support research and academics. This includes the 194,000-square-foot Patrick T. Harker Interdisciplinary Science and Engineering

Laboratory (ISE Lab) that serves as a hub for teaching and research on campus. Completed in 2013, the facility brings together students and faculty from various disciplines to teach, learn and conduct research in a collaborative environment. In 2020, the University also completed the 200,000-square-foot Ammon Pinizzotto Biopharmaceutical Innovation Center. The $165 million center on the STAR Campus houses a $435 million investment in biopharmaceuticals via the National Institute for Innovation in Manufacturing Biopharmaceuticals (NIIMBL), a Manufacturing USA Institute sponsored by the U.S. Department of Commerce, representing over 120 universities, community colleges, corporations, government agencies and nonprofits. NIIMBL optimizes the manufacture of revolutionary life-saving medicines produced from living cells and prepares the future workforce. In addition to NIIMBL headquarters, the center houses the Delaware Biotechnology Institute (DBI) and UD's Biomedical Engineering program.

Information Technology Resources
UD's Information Technologies (UDIT) provides essential support for the University's operational, research and academic goals. It performs these functions by optimizing IT resources; managing technology; promoting data security and accuracy; providing streamlined processes for business and student learning and success; managing operational and infrastructure needs; and aligning technology oversight, innovation and investment. UDIT uses Information Technology Services Management (ITSM) principles as a framework for aligning IT services with the needs of the University to deliver value across UD through the effective analysis and management of physical, financial and human resources.

In support of research and scholarship, UDIT ensures that current and emerging needs related to data creation, transfer, archival storage and analysis do not outpace bandwidth capacity. Recent enhancements include the creation of a network capable of transferring information at a rate of 100 gigabits per second (Gbps) and ScienceDMZ (demilitarized zone). In addition,

UDIT has dramatically expanded UD's high-performance computing (HPC) via clusters that maximize the speed and secure transfer of shared datasets as well as on-premises computation.

UD invests in technology to improve student learning and success. Investments include those in physical and virtual learning spaces as well as instructional quality, web accessibility, and faculty development. UDIT continues to partner with faculty, the Registrar's Office, and colleges in the enhancement of classroom technologies. One hundred and thirty-three (133) classrooms have been upgraded to new technologies with additional upgrades occurring at a rate of approximately 30 classrooms per year. Other systems implemented and available for student learning and success include an enterprise learning management system (Canvas), video conferencing platforms (Zoom and Microsoft Teams), a video management platform (UDCapture) and student engagement tools.

In support of administrative capabilities, and in addition to the data analytics platform and the new budget system, UD has deployed a travel management system (Concur), time management system (UD Workforce) and a talent acquisition tool (PageUp). New faculty appraisal and promotion and tenure systems have also been deployed. In advance of a planned and major enterprise resource planning (ERP) transition, UD has upgraded to the latest versions of ERP capabilities, PeopleSoft, to include finance, human resources, research and the student information system.

UDIT has established a comprehensive, campus-wide information security program to safeguard critical and protected data. Security challenges are met through information security policies, procedures, training and awareness initiatives designed to protect University information resources, limit liability, and prevent legal and regulatory violations. A data incident response procedure is in place and has been tested.

Criterion 5: *Well-defined decision-making processes and clear assignment of responsibility and accountability.*

The charter of the University of Delaware describes the composition, selection, term, and vacancies as well as the powers of the Board of Trustees. The Bylaws of the University of Delaware specifies the faculty and officers of the University. The President of the University, appointed by the Board, is the chief executive officer of the University and has the responsibility, subject to confirmation by the Board, to appoint the Provost, the Executive Vice President and Treasurer, the Vice President and University Secretary, the Vice Presidents and other officers of the University, and subject to the recommendation by the Provost and confirmation by the Trustees, the Deans of the ten colleges.

Shared governance is enacted through the Faculty Senate, formed by the University Faculty and governed by its constitution. The Faculty Senate serves as the standing executive committee of the University faculty and has the responsibility to formulate and administer the academic and educational policies of the University in accordance with the Charter, on behalf of the faculty as a whole.

Major academic and educational policies and regulations are contained in the Faculty Handbook which is maintained jointly by the Faculty Senate and the Provost's Office. The Faculty Handbook specifies the organization of academic programs, the roles of academic officers, and the roles of administrative councils, caucuses, program and policy boards, committees and commissions.

Goals of the vice presidents and deans are approved annually by the President, Provost, Executive Vice President and Chief Operating Officer, and the Executive Committee of the Board of Trustees and are the basis for the development of the annual operating and capital budgets, as well as unit budgets. Measures are associated with each goal, with aspirations to be cited at or greater than the median of UD's peers in key areas. Annually, progress toward these goals is reviewed. Goals are revised for subsequent years to maintain the appropriate trajectory toward or to adjust expectations, as well as to pivot to embrace new opportunities or mitigate threat.

Criterion 6: *Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.*

Facilities Planning

The University's capital investments are guided by our strategic and master plans. These include The Campus Master Plan (2019), the Campus Framework Plan (2017), the STAR Campus Master Plan (2015), the Residence Life Master Plan (2018), Space Utilization Plan (2014), Facilities Condition Assessment Report (2017), and the Facilities Strategic Plan (2018).

The University continues to make significant, ongoing investments in facilities and infrastructure via its Capital Projects and Deferred Maintenance programs. Funding originates from operating capital and gift budget sources. On an average basis, the University Capital Projects program spends approximately $100M annually. Very little annual funding for capital projects comes from the State of Delaware: During the past five years, the University has received an average of $7.4 million annually for capital improvements. Following the completion of a Facilities Condition Report (2017), the Board of Trustees approved a ten-year, $360M plan to increase the Deferred Maintenance program for the repair and replacement of such items as underground utilities, building enclosures (replacement of roofs, windows, etc.), and major building infrastructure (heating and cooling systems). This program is currently active, though due to the impact of the COVID-19 virus on the University's operations, funding was reduced in FY21 to $9M.

All University capital projects are required minimally to meet LEED-Silver equivalent sustainability goals with many projects exceeding this requirement.

The Facilities, Real Estate and Auxiliary Services Department is the steward of the University's physical and operational foundations and has begun implementation of a more holistic planning function to provide a predictable and achievable outcome that supports UD's strategic, financial, research and educational goals.

Information Technology Planning
UD's IT Strategic Plan addresses challenges and establishes the strategic direction for technology-related institutional planning and improvement. It supports growth in research and innovation, enables academic excellence, improves the student experience, and achieves greater operational excellence.

IT Governance at the University of Delaware, initiated in 2019, establishes the decision-making process necessary to ensure innovative, reliable, and robust information technology for the University. As the University emerges from the pandemic and moves forward, IT Governance will be reviewed and adapted to ensure alignment with the mission and goals of the institution.

In support of technology planning and approved technology projects, UDIT's project management office seeks to improve existing IT services, promote trust in University-wide IT services, ensure the efficient and cost-effective completion of IT projects, and provide a consistent service experience for UD communities.

Criterion 7: *An annual independent audit confirming financial viability with evidence of follow up on any concerns cited in the audit's accompanying management letter.*

In accordance with its charter, the Audit Visiting Committee of the Board of Trustees recommends engagement of the independent auditors, currently KPMG, to the Executive Committee of the Board of Trustees, which

makes the appointment. The Audit Visiting Committee reviews the annual audit reports of the independent auditor as well as all critical accounting policies and practices. The committee also reviews material adjustments to the financial statements and comments from the independent auditors about UD's internal accounting controls. UD Administration implements recommendations of the independent auditors as applicable. The last management letter from KPMG with recommendations was issued over three years ago and those suggestions have been implemented.

Audit reports are available on the VP of Finance website.

Criterion 8: *Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.*

The University of Delaware's Budget Model is designed to provide mechanisms for budget planning and measurement, allowing for an ongoing, continual assessment of the utilization of institutional resources. With predictability for academic units built into base allocations, and incremental revenue distributed through activity-based metrics, academic leadership has the ability to adjust spending to align with resources. The model also informs decisions at a higher level, driving decisions around enrollment targets and tuition and fee increases.

The alignment of resources with institutional goals and mission is also enacted through the measurement of performance metrics associated with the institution's strategic plan. As discussed above, key performance indicators associated with strategic goals are tracked and disseminated. Together, budget metrics and strategic metrics allow for continual monitoring of the use and adequacy of resources.

Assessment of Human Resources
Non-academic units have typically engaged external consultants to facilitate reviews of their adequacy and efficiency. For example,

in 2017, the University partnered with Aon Hewitt to complete an in-depth analysis and assessment of the HR office, that identified several opportunities for improvement in the areas of strategy, organizational structure, processes and technology, and communication and program delivery. An evaluation of HR was conducted, and several changes were made to heighten service delivery to internal and external customers. Recruiting and onboarding were merged to create a more seamless process for new hires, and new hire turnaround time was reduced by 50%. To drive more unified, talent-centric services to the University, recruitment was merged with learning and development to create a new functional unit, Talent Solutions, that includes talent acquisition, engagement and development. This unit focuses on the employee life cycle: from recruitment and onboarding to employee engagement, development, and workforce planning. Additionally, an Associate Vice President of Human Resources was hired to focus on strategic operations, increase collaboration among functions and streamline processes. Finally, college HR managers were realigned to report to the University HR office to promote consistency, enhance compliance and streamline HR service delivery.

With the realignment of HR managers, an assessment plan was established to measure effectiveness and obtain feedback for optimal service delivery. Meetings with internal and external customers and focus groups were conducted to collect data that provided feedback on workflow and business demands. The aggregate data will be shared with stakeholders to identify and improve business practices and achieve greater consistency. To further support and sustain this realignment, we are planning an HR Solutions Center where members of the campus community may consult with subject matter experts on a variety of human resources topics.

UD's compensation system ensures equity, fairness and market competitiveness, enabling us to recruit and retain the best talent and advance key strategic initiatives. To maintain market competitiveness, UD participates in several salary surveys annually in higher education and general industry. In addition, every three to five years, a full internal salary evaluation is conducted based on market data. The FY 2019 review resulted in a 3% salary structure adjustment.

All benefits are reviewed annually to ensure they meet the diverse needs of our faculty and staff, while remaining fiscally responsible. We benchmark our benefit plans, participate in various surveys, and conduct annual reviews to remain abreast of benefit trends and costs. For FY 2020, we were able to hold rates flat and saw a nearly $0.5 million dollar reduction in rates across several benefit lines (dental, long-term disability) through our bidding and negotiation process.

Through focus groups and interdisciplinary work teams, we continue to evaluate and improve our processes. For example, currently, we are evaluating our paid time off programs for competitiveness and efficiency. Based on in-depth benchmarking, data analysis, budget modeling and forecasting, we were able to implement an eight-week paid parental leave policy for our staff in July 2019.

Assessment of Information Technology
An organizational assessment of UDIT was conducted by the Huron Consulting Group and completed in early 2017. That assessment guided direction of the newly hired CIO and acted as a foundational document for the development of UD's IT Strategic Plan. In June 2018, UDIT conducted group and one-on-one interviews with campus leaders and the University's IT Technology Steering Committee. The purpose of these interviews was to obtain feedback that would help UDIT understand how it serves the technology needs of the University and to identify optimal improvements. As a result of broad input across the University, UD's Information Technology Strategic Plan serves as a road map for future planning and development. The plan guides and informs organizational priorities, goals, strategies, and initiatives, which

will in turn guide and inform UDIT's annual operational plans, respective department plans, and UDIT's annual reports, including the documentation of progress on goals.

Criterion 9: *Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.*

The Office of Institutional Research and Effectiveness (IRE) engages in research and analysis to assess institutional effectiveness, inform decision-making, facilitate policies and practices and prepares benchmarking data from national databases and targeted surveys of peer institutions. The office helps to ensure the University follows government regulations and accreditation standards and responds to federal, state, and established ranking and ratings data collections.

IRE conducts a robust and complete research program for UD. The office uses data definitions and standards to facilitate the comparison of UD with a standard set of institutions using data from IPEDS to visualize UD's position in comparison to a fixed peer group over time. UD has enacted data quality, assurance, and control processes related to human resource records, student information system records, student accounts, expenditures in the general ledger, budget and planning, as well as research to facilitate analysis, and reporting. These data sources are used to provide a complete assessment of institutional progress related to its mission and priorities discussed elsewhere in this document.

These data sources are migrated to a cloud-based database (AWS Redshift) where they can be accessed by data visualization tools (Tableau) and data analysis tools This centralized platform facilitates the use of identical data sources, the centralized documentation of data definitions (Github), and the establishment of reporting schedules based on data migration, cleaning, and reporting timeline. This centralized platform fosters institutional learning in collaboration with the University community to achieve strategic milestones and build institutional memory. Enrollment data including credit hours, student counts and course data is used to inform and support new faculty hires. These data sources are used for frozen reports (e.g., Key Performance Indicators for the Board of Trustees), live reports (e.g., deposits to date), and data views used for reporting (e.g., fall enrollment, human resources, completions).

Opportunities for Improvement and Innovation
- Improve data management and systems integration, data access and data use across the University for decision-making, assessment and policy formation.

- Continue to make progress on strategic initiatives including the Campus Master Plan and Information Technology Strategic Plan, development of the STAR Campus, and Operational Excellence initiatives to move toward stated goals in alignment with the University's strategic plan.

STANDARD VII:
GOVERNANCE, LEADERSHIP & ADMINISTRATION

Standard VII: Governance, Leadership and Administration

Addresses Requirements of Affiliation #12, 13, 15

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves, even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Criterion 1: A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students.

The University of Delaware is committed to shared governance between the Board of Trustees, University administration, the faculty and the student body. Our University-wide policies, procedures and standards for individual conduct, institutional expectations, compliance with local, state and federal laws, mitigation of risk, and support toward the University's mission are published in the Administrative Policy Manual, Faculty Handbook and the Student Guide to University Policies. Policies regulating conflicts of interest are in place for Trustees, senior administrators, faculty and University employees.

The Board of Trustees is comprised of 20 who are elected by a majority of the full Board, eight appointed by the Governor of the State of Delaware (subject to confirmation by the state of Delaware's Senate), and four ex-officio members—the President of the University, the Governor of the State of Delaware, the Master of the State Grange, and the President of the State of Delaware Board of Education. Only the President and one Trustee, who is also a tenured faculty member, are employed full time by the University. The appointment protocol and responsibilities of the Board are prescribed in the University Charter and Bylaws.

The University's Administration is headed by the President, Dennis Assanis, who is supported by the Provost, the Executive Vice President and Chief Operating Officer, a Deputy Provost, four Vice Provosts, twelve Vice Presidents, ten Deans and a Director of Intercollegiate Athletics and Recreation Services. (The administrators' biographies are available on the About Us/Leadership page of the University website). Article 3 of the bylaws describes the authority of the faculty and administrative officers of the University relative to the Board. In addition, the bylaws describe the authority of the faculty and administrative officers of the University (Std.VII.2.c).

Each college **dean** serves as its chief administrative and operating officer, subject at all times to the supervisory authority of the Provost and President, who is generally responsible for managing and directing the academic, administrative, operational and financial affairs of the college.

Department chairs play a critical role, working with the deans as part of each college's leadership team and facilitating decision-making within their unit, following approved departmental bylaws. The bylaws of each unit are bolstered and supplemented by unit workload, merit pay and P&T documents. Together, these documents ensure that department chairs effectively govern their unit for the collective good of the university.

The members of the **University's faculty** have major responsibility for the development, implementation and management of curriculum and educational policy through membership

in their department, their college, and the Faculty Senate. The Faculty Senate functions as the standing executive committee of the faculty (both TT and CT) and exercises all the powers vested by the Board of Trustees to (1) supervise the care, control and instruction of the students, (2) formulate and administer the curricular and educational policies of the University, (3) recommend and advise on policies governing academic appointments, standards of conduct, and promotion and tenure, and (4) establish, disestablish and modify academic programs. The Faculty Senate is composed of 50 representatives of the faculty across the eight colleges with faculty appointments. The membership and function of the Faculty Senate are described in the Faculty Handbook, which serves as the main repository of faculty policies and regulations. The Faculty Senate includes 20 standing committees to assure all aspects of shared governance and student/University success are discussed and acted upon.

The University of Delaware Chapter of the American Association of University Professors (AAUP) is the sole and exclusive bargaining representative for all full-time employees who are regular voting members of the voting faculty of the University of Delaware. The Collective Bargaining Agreement (CBA) covers wages, benefits and conditions of employment for members of the bargaining unit. The current CBA is in effect through June 30, 2023. Through the CBA, the AAUP also oversees the maintenance of other written policies and practices, including those found in the Faculty Handbook and Human Resources. Academic freedom policies can be found in both the Faculty Handbook and in the CBA. Faculty members who believe there has been a potential violation of the CBA may file a grievance.

Administrative staff contribute to shared governance through their own units, service on task forces or search committees, and participation in the Advisory Council for Exempt Staff or Non-Exempt Advisory Staff Council. These groups provide employees a forum to discuss important issues with leadership. Currently, we are assessing these groups to determine how they can be more effective and responsive to employee needs and how to use them to facilitate communication between staff and the administration. Members of these groups also have the opportunity to provide feedback on University policies and serve as members of the University's grievance committee. Members of UD's three administrative staff unions—American Federation of State, County and Municipal Employees (AFSCME) Local 439, AFSCME Local 3472 and the Fraternal Order of Police Lodge #7—communicate regularly with senior management during monthly labor-management meetings, which allow for discussion of issues related to their collective bargaining agreements and collaborative development and revision of certain policies.

Two **student associations**—the UD Student Government Association and the UD Graduate Student Government—are elected bodies whose membership and function are described in their governing documents. Both associations appoint representatives to participate in relevant Board of Trustees committee meetings (such as Academic Affairs) and general search committees (such as the 2018 Provost Search Committee, that included graduate and undergraduate student representation) to provide input to the President and the Provost, deans and other senior officials as necessary.

Criterion 2: A legally constituted governing body that: (a) serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; (b) has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities; (c) ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the

institution; (d) oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management; (e) plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution; (f) appoints and regularly evaluates the performance of the Chief Executive Officer; (g) is informed in all its operations by principles of good practice in board governance; (h) establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; (i) supports the Chief Executive Officer in maintaining the autonomy of the institution.

The University of Delaware is a privately governed, state-assisted institution of higher education. In return for support from the state of Delaware, the University performs a critical function by serving as Delaware's flagship institution of higher education. This partnership ensures that all power and control to manage the University's affairs vests with UD's Board of Trustees.

The contractual agreement between the University and the state resides in the University's charter, Delaware Code, Title 14, Chapter 51, which grants exclusive power to the Board to make decisions affecting the University, including, but not limited to, its fiscal affairs (Std.VII.2b,2i). The University of Delaware Bylaws further explain the powers of the Board stating, "nothing provided in these Bylaws shall diminish or reduce the Board's plenary authority over all matters related to the control and management of the affairs of the University."

Board of Trustees
The Board of Trustees consists of self-perpetuating, elected members, gubernatorially appointed members and ex-officio members. The Board's Nominating Committee reviews and considers eligible individuals for service as self-perpetuating, elected members. Consideration is based on multiple factors, including added diversity, areas of expertise and relationship with the University. The Board is mindful of the University's mission and the diverse communities it serves when contemplating future board members (Std.VII.2a). Nominated candidates are recommended to the full Board and approved at its semiannual meeting. All Board members are then confirmed by the Delaware State Senate.

The Vice President and University Secretary supports and facilitates effective governance between the work of the Board and the University administration, including: the administration of its standing committees and visiting committees, the official record of actions considered and taken, staff support for the Board and its committees, and acting as the communications liaison between the Board and the University administration.

Full Board meetings are held twice a year, and members participate in an annual retreat, where they hear reports from the President, faculty and students on topics of central importance to the University's strategic priorities. There is also a comprehensive orientation program for all new Trustees where they learn about the University's mission, its history, the important relationship with the state, the faculty, the students, and of course, their fiduciary duties and the important role they play in governance at the University (Std.VII.2g).

Board Committees
There are seven Standing Committees, three Visiting Committees and two Special Committees of the Board which oversee all aspects of the management and success of the University.

- **The Executive Committee of the Board**

has authority to transact all business and take any action that could come before the Board at any time between its regular meetings.

- **The Committee on Academic Affairs** ensures that 1) the University's academic programs are consistent with the University's mission and overall strategy, 2) resource allocations reflect the University's academic priorities, 3) academic programs are appropriate for the students, and 4) academic programs are effective (Std. VII.2d). To meet the needs of shared governance, the Faculty Senate and Undergraduate and Graduate Student Governments provide reports to the Board on their current academic governance actions and goals.

- **The Committee on Finance** oversees UD's fiscal affairs to ensure integrity and strong financial management (Std.VII.2d;2e).

- **The Committee on Grounds and Buildings** oversees matters relating to real estate, construction and maintenance of property.

- **The Committee on Honorary Degrees and Awards** oversees the issuance of honorary degrees and awards, making recommendations to the full Board for approval.

- **The Committee on Public Affairs and Advancement** oversees matters related to political, economic, social and public policy issues and the environment in which the University operates. The Committee also oversees matters related to UD's advancement program.

- **The Committee on Student Life and Athletics** has oversight over non-academic matters related to services for students or to athletics.

- **The Audit Visiting Committee** provides oversight over the financial reporting and audit processes, the University's system of internal controls and compliance with laws and regulations, and also makes recommendations to the Committee on Finance (Std.VII.2d).

- **The Investment Visiting Committee** oversees matters related to the investment strategy for the University's endowment and makes recommendations to the Committee on Finance.

- **The Architecture Visiting Committee** provides oversight over matters related to the architectural design of key campus buildings and makes recommendations to the Committee on Buildings and Grounds.

Visiting committees perform other specific functions in support of the standing committees, such as the Audit Visiting Committee and Investment Visiting Committee that support the Committee on Finance, and the Visiting Architecture Committee that supports the Committee on Grounds and Buildings. The regular involvement of and engagement with faculty and students has grown in recent years, and it is now a standard practice to invite representatives of the undergraduate Student Government Association, the Graduate Student Government and faculty to each standing committee meeting. Those individuals are invited to participate in the discussion and contribute to the conversation.

Board Conflict of Interest (Std.VII.2h) Trustees are required to act in a manner consistent with their fiduciary duty and responsibility at the University. To ensure this, Trustees are required to submit an annual conflict-of-interest form disclosing their financial interest, or that of an affiliate, in a transaction for the provision of goods and services to the University for compensation or remuneration and affirming that (1) the Trustee has read the Conflict of Interest Policy and (2) the Trustee will avoid participating in any University decision involving or affecting such transaction or where, for other reasons, the Trustee's independent judgment could be affected by a conflict of

interest. Trustees are charged to act on behalf of the University and in support of its mission. In these capacities they are expected to hold the interests of the University paramount.

Criterion 3: A Chief Executive Officer who: (a) is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; (b) has appropriate credentials and professional experience consistent with the mission of the organization; (c) has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission; (d) has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.

Presidential Responsibilities

As stipulated in the Bylaws of the University of Delaware, the President—the Chief Executive Officer of the University—is appointed by the Board of Trustees and has general supervision of University affairs (Std.VII.2f;3a).

The President meets regularly with members of his senior leadership team to discuss strategic planning and engages with faculty and students to get their feedback. The President holds an Executive Committee meeting with his direct reports and the President of the Faculty Senate, and an Executive Roundtable meeting with his direct reports, President of the Faculty Senate and the deans once a month. These meetings provide an opportunity for collaboration, updates, delivery of announcements, solicitation of feedback, sharing of information and participation in a team environment.

The Presidential Search 2015

Following the 2015 announcement of the resignation of the former President, Patrick Harker, a Presidential Search Committee

was formed consisting of eight Trustees, one administrator, one undergraduate student, one alumnus and four faculty members. A Presidential search web page was developed, which provided periodic updates and permitted candidate nominations. Fifteen focus groups were conducted among a broad constituency, including faculty at all levels, students, community leaders, administrators and staff to develop the position description. In addition, four open forums were held on campus to solicit additional feedback. The position profile included a list of goals for the new president articulated by members of the Presidential Search Committee and based, in large part, on comments from these meetings.

The Search Committee identified the top 50 candidates (from the initial list of 150) for review. Candidates were interviewed by the Search Committee and the Chair and vice chairs of the Board, which selected the top candidate and presented him to the entire Board in a special meeting on November 18, 2015.

Dr. Dennis Assanis took office on June 6, 2016 and was inaugurated December 7, 2016. Dr. Assanis is a distinguished educator with a wide range of academic leadership experience and a worldwide reputation as a scholar and expert in both fundamental and applied studies of internal combustion engines and energy systems. Before coming to UD, Dr. Assanis served as provost and senior vice president for academic affairs at Stony Brook University and as vice president for Brookhaven National Laboratory Affairs (Std.VII.3. b). He previously taught and conducted research at the University of Michigan and the University of Illinois at Urbana-Champaign.

Presidential Performance

The President's performance is evaluated annually by the Board (Std.VII.2f;3a). The Board Chair leads a review of the prior year's goals and accomplishments and solicits feedback from other members of the Board, the Compensation Committee and the Executive Committee. The annual review process also establishes goals and

expectations for the following fiscal year.

In addition, the Board, as part of an ongoing effort to support and improve the President's performance, conducts a comprehensive presidential assessment every 3-5 years with the assistance of an external consultant, designed to ensure developmental feedback for the President as well as alignment of the President's goals and priorities with those of the institution. The Board conducted its last assessment in 2019 soliciting feedback from trustees, direct reports, faculty, alumni and student representatives. The results of this evaluation were considered as part of the decision to extend President Assanis' contract until 2026.

Criterion 4: An administration possessing or demonstrating: (a) an organizational structure that is clearly documented and that clearly defines reporting relationships; (b) an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; (c) members with credentials and professional experience consistent with the mission of the organization and their functional roles; (d) skills, time, assistance, technology, and information systems expertise required to perform their duties; (e) regular engagement with faculty and students in advancing the institution's goals and objectives; (f) systematic procedures for evaluating administrative units and for using assessment data to enhance operations.

The Administration
President Assanis has formed a strong, highly collaborative senior leadership team that is well-connected across campus. Organizational charts for the University for the President, Provost, EVP and COO, 12 vice presidents and 10 deans outline their reporting responsibilities (Std.VII.4a).

Their vitae detail the educational and experiential backgrounds of the senior-level officers, affirming that they possess the appropriate skills and abilities to perform their responsibilities (Std.VII.4b-d). Deputy and vice provosts, associate vice presidents and directors fulfill additional roles including oversight for

diversity, graduate and professional education, the library, museums and press and academic affairs. Staff employees support the senior leadership team in the management of day-to-day operations of academic and administrative units that support faculty and students.

President Assanis has made notable additions and changes to his senior leadership team designed to elevate certain units, to provide closer collaboration between the President and the individual units and advance operational excellence on a number of fronts.

Key administration changes include:

- the creation of a Vice President for Strategy, Planning and Analysis, reporting directly to the President, to help align the fine detail and big picture of a comprehensive budget with academic planning to articulate the strategic vision of the campus;

- the creation of a Vice President for Human Resources (previously a Chief Human Resources Officer), which elevated the function of human resources from purely transactional to a more strategic partnership with leadership that anticipates outcomes, solves problems and recommends actions on the people side that will add value to the business;

- the Director for Internal Audit was renamed the Director for Internal Audit and Compliance and now fulfills the role of Chief Compliance Officer which provides leadership, direction and integration over compliance activities throughout the University;

- the Vice President for Student Life and the Vice President for Research, Scholarship and Innovation now report directly to the President to elevate both student life activities and research.

- the creation of the Office of Institutional Equity, Diversity and Inclusion (OIEDI) led by the Chief Diversity Officer, who serves as a

senior adviser to the president. As described in Standard II, OIEDI includes the Office of Equity and Inclusion, Center for Black Culture, Office of Disability Support Services, and Student Diversity and Inclusion, as well as the Vice Provost for Diversity and Inclusion who is responsible for aligning all diversity, equity and inclusion efforts with the University's academic mission and goals.

The President also relies on standing committees, roundtables, commissions, caucuses and ad-hoc task forces to examine, address and advise on campus-wide issues. Examples include the President's Executive Committee and the President's Roundtable. A series of nine Diversity Caucuses give voice to campus issues by identifying barriers, developing alliances and collaborating with other campus organizations, units and committees, and communicating institutional progress, goals and strategies through open meetings and reports.

Faculty and Student Engagement
UD aspires to be a model of shared governance. Working with a strong Faculty Senate and the local chapter of the AAUP, the Administration values open communication and consensus-building in its interactions with the faculty. There were acknowledgements in the 2010 Middle States Review that limitations in transparency and coordination existed between the administration and the faculty. Since that time, the administration, Faculty Senate and the AAUP have worked hard to improve transparency and shared governance. Faculty serve on numerous campus-wide committees that are tasked with evaluating policies and procedures, hiring senior administrators and providing consultation to the President (Std.VII.4e).

The University invests time and energy in ensuring that all students are regularly engaged so they may provide feedback and guidance on matters of institutional decision-making and to ensure transparency in matters of the University's governance. As described above, the University supports an ongoing student

governance structure that formally includes student government associations on both the undergraduate and graduate levels. Beyond these formal structures, students are included on many committees and decision-making bodies at the University, including the Board of Trustees and Faculty Senate (Evidence Inventory has a list of search committees including students; Std. VII.4e). The Vice President for Student Life hosts a Student Life Advisory Board and deans host student advisory boards for their academic units. Students are invited to join task forces and various working groups throughout the University, and they play an active role in advancing resolutions through governance processes to achieve and advance UD's mission.

Data to Inform Decision Making and Evaluation of Administrative Units
The Office of Institutional Research and Effectiveness (IRE) is central to the organization and plays a key role in the dissemination of data and reports regarding the University's operations and performance. IRE is primarily responsible for federal compliance reporting, responding to ranking organizations, accreditation activities, and academic program reviews. The office coordinates with IT and data owners in the building of a central analytic platform where data are stored, organized and disseminated. The office comprises three areas positioned around the preparation, loading, and reporting of administrative and survey research data for the University: Institutional Research, Data Science, and Data Engineering. These three areas work together to organize, migrate, and report for UD. IRE is also home to the Higher Education Consortia (HEC), which conducts the National Study of Instructional Costs and Productivity. The Cost Study allows the University, and participating institutions, to benchmark teaching workloads, instructional costs and productivity, by academic program, providing insights into instructional costs, productivity, and scholarly activity.

IRE provides decision support and resources, such as but not limited to, academic program review, institutional data on diversity, student

outcomes data, and survey research (Std.VII.4f). Information from The Cost Study has been used by the College of Arts and Sciences, for example, to better support students who take required courses in Mathematics and English. IRE has created dashboards measuring key performance indicators and departmental reports that include data from University administrative systems, as well as information from public data sources (e.g., IPEDS), subscription data (e.g., Academic Analytics), and survey research data. These systems have been updated annually and continuously improved since 2018. These dashboards are currently being migrated and systematized in the new central analytic platform (vger.udel.edu) with the plan of broader distribution via academic and administrative units gaining appropriate systems access. Examples of other dashboards on the platform include Faculty Staff Error Reporting, Financial Aid Appeal Utility, Live Deposits, Student Receivables, UD Budget Model Metrics, Graduate College Enrollment, Male Success at UD, and the Women's Caucus Annual Report. Examples of projects that have been developed to assist in the evaluation of administrative units include the development of common extracts, analyzing the budget allocation model, a faculty search tool used to support the faculty hiring process, and developing validation reports for the Research Office. Predictive models for retention and enrollment have also been developed to facilitate institutional decision making and operations. IRE has a robust knowledge of appropriate metrics for higher education and the work on the central analytic platform reflects standard measures for the industry. Through close collaboration with academic and administrative units, dashboards and reports are designed for the unique needs of the institution.

In recent years, non-academic administrative units have undergone evaluation typically using outside consultants to facilitate the evaluation. For example, the Research Office undertook a review of research administrative services. A consulting firm was engaged to benchmark UD's research administration against peer universities of similar size (based on research expenditures). Primary objectives included improving service to faculty who participate in sponsored research; increasing process efficiency via enhanced policies, procedures, tools, and systems; bolstering institutional compliance with federal and sponsor requirements; implementing performance metrics to continuously review administrative effectiveness. Similarly, UDIT and the Office of Human Resources utilized outside consultants in their recent evaluations (described under Standard VI).

The Division of Student Life regularly evaluates its units. Following a model of an academic program review, external reviewers identified to be leaders in the functional area or sitting in leadership at peer institutions are sought to form small study teams. As part of the process, units compile a self-study and share that with the review team. Through a combination of virtual and on-site visits, reviewers are able to independently assess the strengths, weaknesses, opportunities and threats of various programmatic and operational aspects.

The self-study has revealed that there is a need to implement a systematic evaluation of all non-academic units.

Criterion 5: *Periodic assessment of the effectiveness of governance, leadership, and administration.*

UD's administration engages the faculty on important initiatives, including the creation of the Graduate College and strategic planning. Governance documents are reviewed and updated as needed and the charter can be amended only with the consent of the University and the state of Delaware. The University Bylaws are reviewed regularly and amended as needed.

The Administrative Policy Manual, Faculty Handbook and the Student Guide to University Policies are reviewed annually to ensure policies are up to date and clearly understood. Specifically, there is a Policy on Policies that

establishes how University-wide policies in the Administrative Policy Manual can be created, updated, revised and retired, based on the needs of the University, as well as for legal and compliance purposes. In addition, four collective bargaining agreements (CBAs) for our union workforce are negotiated periodically, based on the terms of each CBA. The performance of faculty, department chairs, deans and other senior leaders are regularly evaluated based on published procedures. Annual performance appraisals are done on all administrative staff by their supervisors and overseen by Human Resources.

Each college has objectives, goals and plans that may require special evaluation procedures and deans are evaluated annually by the Provost who bases the evaluation on the realization of those objectives, goals and plans.

Department chairs also are subject to regular evaluation and merit reviews that may include the submission of an annual report or a set of strategic goals and metrics. The deans meet regularly with department chairs to assess faculty hiring plans, budgetary requirements, student and faculty achievement and development goals, where applicable.

Faculty performance evaluations are managed by the Office of the Provost, as outlined in the Faculty Handbook and CBA. Evaluations are based on the teaching, research/creative activity, and service developed by the department and clearly communicated to faculty members. The criteria are consistent with workload plans developed in accordance with the AAUP CBA.

Between 2016–2019, numerous changes were made to the Faculty Handbook to improve the evaluation process for Tenure Track Faculty. This evaluation process has improved the opportunity for excellence in the Promotion and Tenure process as well as annual evaluations to award merit increases.

Departments and Programs

As described under Standard V, Academic Program Review is conducted by the Office of the Provost in conjunction with the Faculty Senate and is designed to evaluate the quality, productivity and the role of each academic unit and program in the fulfillment of the University's mission and strategic goals. The review encourages self-study and planning within units and informs budgetary planning decisions at every level of administration. The Academic Program Review guidelines were revised in 2019 by the Faculty Senate to provide better scheduling and organization. Improving the review process facilitates the institution's ability to ensure continuous improvement. Some academic units and schools are also regularly evaluated by their own accrediting bodies.

Opportunities for Improvement and Innovation

- Ensure ongoing review and assessment procedures for non-academic units across campus to determine effectiveness in supporting institutional goals.

- Promote and prioritize opportunities for the staff to engage with the administration regarding decisions being made that impact the future of the University and their work environment.

RESPONDING TO THE COVID-19 PANDEMIC

Responding to the COVID-19 Pandemic

The coronavirus pandemic and its evolving demands have accelerated the pace of change at the University of Delaware. We have worked diligently to protect our community, carry on our academic mission and advance the fight against this unprecedented disease. The highlights of our efforts are featured in a special section of UD's 2021 President's Report—*Rising to the Challenge of COVID-19*. Areas of impact specific to the Middle States self-study are highlighted in the sections that follow. While these areas are noted within the most relevant standard, the cross-functional efforts and impacts are deeply interwoven.

As we begin to emerge from the pandemic, there will be much to which we wish to return. However, the experiences of the past year will leave a lasting impact on our institution, higher education and the world. We must embrace the lessons learned during this time and explore opportunities to move UD through and beyond the pandemic to create a stronger, more agile institution able to adapt to the ever-changing landscape of higher education.

Standard I: Mission and Goals

Since February 2020, the University of Delaware has leveraged its many resources to address the challenges presented by the pandemic. Drawing on our own health experts and experienced staff, we created testing and screening programs to quickly identify COVID-positive cases on campus. UD lab staff adapted equipment used for monitoring the health of Delaware's poultry industry to begin processing COVID PCR tests, providing results in a matter of hours. UD health sciences students received hands-on experience at our testing sites. The University expanded investment by more than $6 million to improve the online learning experience for our students. We enhanced our online platforms, upgraded computer hardware and added instructional designers to help faculty adapt their courses for online delivery.

Standard II: Ethics and Integrity

In mid-March, 2020, the University moved nearly all operations to a remote work environment. Training opportunities, especially for remote teaching, were significantly increased during a two-week suspension of classes from March 14-29. Laptop computers and other necessary equipment were provided to faculty and staff members to ensure continuity of work. The University also maintained all full- and part-time employees through May 31, regardless of whether or not they were able to perform their job duties remotely.

As the significant financial impacts of the pandemic became apparent, the University negotiated cost-containment agreements with its unionized faculty and staff, announced a voluntary pay reduction by senior administrators, and implemented a reduction-in-time program for non-union staff and administrators equivalent to a 5% pay reduction in FY21. Additional cost reductions were achieved through a voluntary early retirement incentive for staff and through targeted staff layoffs. In addition, a University-wide hiring freeze went into effect.

As the financial outlook improves, the University is committed to filling staff vacancies and restoring full pay. Indeed, the 5% pay reduction plan for non-union staff and administrators was rescinded on April 1, 2021; lost wages were reimbursed in a lump sum payment on April 15, 2021.

In regard to the evaluation and promotion of employees, UD has taken proactive steps to ensure that faculty and staff members are evaluated fairly in the context of the disruptions of the pandemic. We have directed all managers who review staff and faculty to judge achievement relative to opportunity, taking into account the many ways in which the pandemic has impacted members of our community. In particular, the University enacted a number of

key COVID-related policies regarding the faculty promotion and tenure process aimed at both allowing for more time on the tenure/contract clock and ensuring a fair and contextual review of faculty achievement. These policies include a universal extension of the tenure/contract clock (covering both tenure-track and non-tenure-track faculty); a required "COVID Impact Statement" in all promotion and tenure dossiers; standard guidance to external reviewers regarding the impacts of COVID; and faculty member discretion in handling student course feedback during the period of remote teaching.

Clear and continuous communication was an essential part of the University's response to the pandemic. As early as January 2020, teams of UD staff, faculty and administrators were in communication, planning for various scenarios should COVID-19 cases be identified in the UD community. In February, UD's Office of Communications and Marketing (OCM) established a dedicated website (udel.edu/coronavirus) for announcements, policy statements, and public health updates. As the virus appeared in the region, OCM also established an email response system (coronavirus@udel.edu) which was staffed seven days a week by OCM team members, with a supporting backbone of internal documents to provide factual, up-to-date information. When it became evident that Delaware cases were imminent, OCM and UDIT had a call center and an expanded email triage system up and running within 24 hours, as a mechanism to respond to immediate questions and concerns from the UD community. While the call center was an immediate crisis response tactic ceasing operations after a week, the email system continues to be staffed and serves as a major conduit for rapid, accurate, coordinated responses.

Early on, the Vice President for Research, Scholarship and Innovation began holding weekly Town Hall sessions to update the community on research continuity plans. Additional town hall meetings have been held throughout the pandemic for academic planning and for student and parent concerns. In preparation for the Fall 2020 semester, a COVID-19 dashboard was added to the website that tracked numbers of tests, positive cases, daily health screenings and occupancy of quarantine and isolation spaces on campus. And in October 2020, the University released detailed information and created a website to promote financial transparency so that community members could see the economic impact of the pandemic and the state of University finances. The website is intended to provide greater context around decision-making affecting UD and bring clarity to financial management, personnel and relevant matters associated with data reporting.

Recognizing early on that the COVID-19 pandemic would have severe economic impacts on our students, the University undertook several measures to help. First, we established the Blue Hen Strong Fund, which provides direct assistance to students who need tuition and learning technology assistance. The Board of Trustees announced a tuition freeze for the 2020-2021 academic year. And students who enrolled full-time (at least 12 credits) in the fall 2020 semester were given the option to apply up to six credits (the difference between 18 credits and the actual number of credits the student enrolled in during the fall semester) toward the following Winter and/or Summer Sessions.

Standard III: Design and Delivery of the Student Learning Experience & Standard V: Educational Effectiveness Assessment
As one might expect, the on-going COVID-19 global pandemic has deeply impacted students' learning experience in all areas of campus life, but nowhere has this transition been felt more keenly than the design and delivery of instruction.

At the outset of the pandemic, a campus-wide pivot to fully online instruction via the meeting platform Zoom was completed in two weeks as a result of an extension of Spring Break. To help

with this transition, Faculty Commons partners provided new forms of support as the Canvas online learning platform became utilized more widely than ever before. A Faculty Commons portal lists the training opportunities delivered along with curated resources made available for designing online courses.

UD subsequently converted its extensive summer 2020 undergraduate research program from in-person into virtual activities. Despite this change, some 430 students were still able to engage in research and to present their work at a virtual event in mid-August. Over the summer and further supported by the Faculty Commons and with enhanced staffing in IT's Academic Technology Services, CTAL, the UD Library, and Professional and Continuing Studies, many faculty prepared to deliver courses remotely during the FY 21 academic year.

The extent of the change in delivery is shown by these data:

- In fall 2019, 94.4% of course sections were delivered in person; 0.0% through synchronous online instruction; 4.2% through asynchronous instruction; and 1.4% through another form of instruction such as hybrid or other format. The equivalent figures for the *beginning* of the spring 2020 semester were 94.0%, 0.2%, 4.4% and 1.4%.

- In fall 2020, 9.4% of course sections were delivered in person; 70.0% through synchronous online instruction; 20.2% through asynchronous instruction; and 0.4% through another form of instruction such as hybrid or other format. For spring 2021, the equivalent figures are 14.3%, 63.8%, 17.7% and 4.1%.

The above information reflects enrolled class sections at the undergraduate and graduate levels, not including study abroad or courses used for administrative purposes.

Although the transition from predominantly in-person instruction to remote, emergency

instruction in the middle of the spring 2020 semester was not ideal, we are proud that out of 6,422 sections, only two sections were cancelled. We quickly discovered that some students did not have computers or other devices to enable them to go online. A number of units donated laptops for students to borrow, and the IT team in the College of Arts and Sciences created a process to set up and distribute laptops to students. By March 26, 2020, we had posted a new grading policy to relieve some of the anxiety and pressure on our students. We moved to a modified pass/no credit system and enabled students to switch to the option after semester grades were posted.

To better prepare for summer 2020 courses and for the 2020-2021 academic year, the University expanded its investments in online education by more than $6 million to improve the experience for our students. We enhanced online platforms, upgraded computer hardware and added instructional designers to help faculty adapt their courses for online delivery. More than 1,250 professors participated in such training so they could seize the opportunity to adapt their courses and refine their teaching in this digital environment.

With the move to online classes and, in particular, online assessments, we experienced an increase in academic dishonesty. Although various online proctoring tools were utilized and many instructors moved toward alternative assessments, it has become clear that we need to work on cultivating a culture of academic integrity. The Provost plans to appoint a working group including faculty, students, and staff to address the issue beginning in fall 2021. (See recommendation under Standard II.)

For many programs, the shift to virtual, digital instruction—both synchronously and asynchronously—will likely impact the institution for years to come, perhaps even permanently. For others, however, the move to virtual "space" was—and continues to be—a dramatic shift away from well-established and highly effective

face-to-face delivery modalities. In the visual and performing arts, for example, the move to virtual instruction was quite disruptive to students and faculty. From the need for dancers to rehearse synchronously in physical space all together, to the need for tactility, close proximity, and shared equipment to facilitate instruction in welding, woodshop, and the wheel throw of ceramics vessels, the virtual classroom has proven to be a less-than-ideal substitute for hands-on, in-person instruction in physically shared spaces. A number of departments and programs have continued—throughout the pandemic—to offer both in-person and hybrid classroom experiences while also following COVID-19 masking, physical distancing, and sanitation protocols. These efforts have been supported by a robust system of on-campus testing and contact tracing, coordinated with the Delaware Division of Public Health. The University also maintains a COVID-19 Dashboard and a site that promotes COVID-19 Research.

Even while the University continues to seek research-based and effective strategies to allow for more in-person and hybrid teaching and learning opportunities, there can be little doubt that this nearly wholesale foray into virtual, digital instruction will permanently alter the modes of instruction, grading, and assessment for years to come. Preliminary student feedback on the remote learning experience, for example, revealed an interest in continuing to have asynchronous online versions of courses available beyond the pandemic and a strong desire for a simplified, single platform for access to both online classes and related academic resources. Moreover, for students and alumni seeking jobs and internships in professional design firms, virtual, digital environments are typically what they will find when starting such positions. Ultimately, what a post-COVID University of Delaware will look like is still evolving as vaccination levels—hopefully—move toward sufficient "herd immunity" that may allow the campus to fully reopen and the bulk of the University's courses to return to in-person,

face-to-face instruction in fall 2021. It will also require a concomitantly robust investment in assessments that measure the effectiveness of digital delivery (e.g., effectiveness of teaching, achievement of student learning outcomes, student satisfaction) for some time to come.

Standard IV: Support of the Student Experience
The COVID-19 pandemic required a shift in the delivery of support services for students. The traditionally in-person student experience moved to a fully online delivery, with hybrid and in-person options being added as was advisable per campus health and safety guidelines. All programs listed throughout Standard IV remained accessible to students in a virtual setting.

Navigating changes in the student experience was challenging for all students and exacerbated the challenges for those already in need of additional supports.

- The Associate in Arts Program was offered online due to COVID-19, including instruction, advisement, and support services. Moving forward, we plan on offering more online courses to broaden access to courses required for bachelor's programs.

- The Get Ready Program transitioned to being on-line this past summer where students took two one-credit classes—one focusing on academic preparation and transition to college and the other on developing writing skills. These classes were supported by peer mentors.

- During the pandemic, the federally funded TRIO program helped Student Support Services Program students with their technology needs by providing, for example, hot spots and iPads.

- For international students in the Academic Transitions program, responses to COVID-19 included adapting the scheduled times for online students who had returned home and were residing in different time zones.

As a result of COVID-19, the administration of orientation, advisement, and counseling programs all migrated to online services and remained primarily online through the fall 2020 semester. A blend of online and hybrid services started to emerge in spring 2021 and will likely continue to evolve in format delivery as we continue to transition throughout the pandemic. Specific modifications to student support services, including strategies for ensuring comparable opportunities for students disproportionately affected by the pandemic included:

- Expanded access to and knowledge about the Student Crisis Fund (e.g., provided support to undocumented students, increased marketing)

- Survey to Delaware First Generation/Low Income Students to provide assistance if they indicated they did not have internet or access to a device:

  ° 470/863, over 54%, of the students surveyed (Delaware residents who are both PELL and First-Generation students) completed the survey.

  ° 73/470, under 16%, expressed a concern of not hearing from some or all of their professors

  ° 25/470, 5%, expressed a concern of not having access to the internet/Wi-Fi

  ° 19/470, 4%, expressed a concern of not having a computer, laptop or tablet

- Online delivery of support services to international students, including virtual pre-departure orientation and transition programs, immigration advising sessions, and engagement programs such as the International Coffee Hour.

- With limited cross-border mobility and study abroad programs on hold, CGPS offered virtual global internship programs to students this past year as an alternate model to traditional education abroad opportunities.

- Online delivery of advising and tutoring appointments including embedding Zoom URLs into appointment system/appointment reminders.

  ° In a Fall 2020 advisor satisfaction survey, 97% of students indicated that in the future they would like their advisor to continue offering virtual advising appointments as an option, in addition to in-person appointments.

The Office of Academic Enrichment transitioned to an online tutoring system focused on drop-in and individual tutoring during COVID-19. While OAE offers individual and group tutoring within specific disciplines, additional individual units also provide tutoring and assistance to students. All of these individual units transitioned to virtual services to support students during COVID-19, including online 1:1 meetings and group tutoring and support.

All career services-related services and initiatives were quickly moved online in March 2020 due to COVID-19 and remain in this mode through the Spring 2021 semester. These include career counseling and coaching, career fairs and recruiting events, professional development career programs, mentoring connections and resources. New initiatives were launched to support students impacted by the economic downturn caused by the pandemic, including a career management certificate, project-based internships, guidance on where to seek virtual professional experiences and how to seek employment during a recession, pro-active student and Class of 2020 outreach, alumni and professional panel discussions, and expanded alumni-student networking opportunities.

As a result of COVID-19, the processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions and post-completion placement migrated to online services and remained primarily online through the fall 2020 and spring 2021 semesters. Much has been learned and

developed during this period of time. Post-pandemic, many of the support units overseeing these processes will offer an in-person and online hybrid service model to best serve students who choose to or are unable to visit a physical office. Continued virtual delivery also provides opportunities for expanded and enhanced offerings, such as engagement with employers, graduate programs, alumni and professionals who would not normally visit UD's campus.

Standard VI: Planning, Resources and Institutional Improvement
The University of Delaware implemented mitigation strategies in 2020 to ensure fiscal and operational sustainability. While the University has adequate administrative resources, these strategies may strain and reduce services in the short term and as mitigation efforts continue into 2021 and beyond.

When the pandemic reached Delaware in March 2020, with the first confirmed case a member of the UD community, the University cancelled all classes, nearly emptied the residence halls, extended the spring break, and moved all courses online for the remainder of the semester. Faculty and staff began working remotely, and the University created and implemented a vigorous program of COVID testing for those students, faculty and staff who needed to be on campus in the fall. This necessary response resulted in an initial estimated operating budget deficit range of $228M – $288M.

When UD moved to remote operations last spring, we refunded a prorated portion of students' housing and dining fees, as well as some student activity fees and parking fees. To help students and their families this academic year, UD increased financial aid and froze tuition at last year's level, rather than implementing a planned tuition increase of 3.5% to help cover rising costs. Yet, overall enrollment of first-year students is still down 10% from last year, and there is a 5% drop in students returning as sophomores. UD had significantly fewer students living in our residence halls in the fall, and

they were spread out to enable safe physical distancing. This led to a significant reduction in housing revenue, as well as increased costs to provide quarantine and isolation space. In addition, we have experienced revenue losses this year in philanthropy, investments and self-supporting operations.

At the same time, the University was hit with many new and increasing expenses related to COVID-19. This includes the need for testing, personal protective equipment, specialized cleaning supplies and protocols, signage and emergency operations. To maintain our high academic standards, we invested more than $6 million this year to improve the online learning experience for our students, since about 90% of our fall semester classes were taught online.

With close monitoring and aggressive action to seek external support from the state, our current projected budget condition, prior to mitigations, is closer to the $228 million deficit. Spring 2021 density is approximately double Fall 2020, in residence halls and in classrooms, resulting in greater revenue. We were also able to partner with the state to secure an additional $32.5 million from CARES act funding to offset a portion of our COVID-19 costs. We worked with our federal representatives to secure additional Higher Ed Education relief funds to offset institutional costs: about $12 million in the last bill, as well as about $15 million from the most recently passed stimulus bill. A total of $60 million in external funds has been received/approved in FY21 which was not anticipated in our November condition, not including potential $3-5 million in FEMA reimbursement still to be determined.

The University also implemented a number of cost-saving measures that are projected to result in savings of about $135 million. Of this, $29 million of this is personnel savings, which represent difficult personnel actions we have had to take to align our personnel with reduced activities in some areas in the short term, while also making some permanent reductions to position us for the future. We have furloughed

and laid off staff, while also reducing the salaries of staff University wide. We have implemented a hiring freeze and are evaluating all requests in the context of institutional reorganization and efficiency.

Our projected budget gap for this fiscal year presented a significant challenge, and to address it, we have implemented a variety of austerity measures. To begin, we are drawing an additional $102 million from UD's endowment in FY20 and FY21. This is on top of the annual dividend we get from the endowment—which this year amounted to $68 million—to support student scholarships, academic programs, research and other operations. However, this level of additional spending is not sustainable.

Senior administrators, including the President, took a voluntary pay cut. The University cut discretionary spending, reduced our workforce and instituted a salary reduction for our non-unionized employees from November 2020 through April 2021; the reduction was originally planned to extend through June 2021. In addition, we are postponing the planning for large building projects for at least a year, and we are addressing only critical maintenance needs. The only capital projects continuing are those nearing completion or those fully supported through funds from the state and/or public-private partnerships. We are also grateful for the financial support of the state and federal governments through the COVID-relief initiatives. This includes $32.5 million from the Governor's Higher Education Relief

Fiscal Year	Higher Education Emergency Relief Fund	Student Aid / Grants	University Aid	Total
FY20	CARES Act	$6.1M	$6.1M	$12.2M
FY20 Total		$6.1M	$6.1M	$12.2M
FY21	Omnibus Appropriation	$6.1M	$11.9M	$18.0M
FY21	American Rescue Plan Act	$15.8M	$15.8M	$31.7M
FY21	CARES Act – Governors Relief Fund		$32.5M	$32.5M
FY21 Total		$21.9M	$60.2M	$82.2M
FY20 & FY21 Grand Total		$28.0M	$66.3M	$94.4M

Table 8.1: University of Delaware Higher Education Relief Funding

Financial Impacts	Mitigation Steps
Tuition frozen at 2019–2020 rate	University-wide salary and hiring freeze
Enrollment declines – first year and sophomores	Salary cut for senior administrators
Increased financial aid	Reductions in all discretionary spending
Decline in residence hall revenue	Reductions in part-time workforce
Increase in COVID-related expenses	Drawing $82M from endowment portfolio
Decline in revenue from events	Voluntary retirement incentive – 133 employees
Investments in online learning and faculty training	5% salary cut for non-union staff, w/9 days unpaid leave (rescinded on April 1, 2021; funds returned to staff)
Reduction in gift revenue and interest income	Voluntary schedule/salary reductions
Additional revenue reductions and expense increases	Personnel reductions – 122 full time staff
Operating budget deficit – $228M–$288M	Mitigation steps – $205M

Table 8.2: FY2021 Mitigating the impact of COVID-19 on the University of Delaware budget

Fund and about $30 million in federal relief, of which about $12 million went directly to support students. This funding will definitely help mitigate the tremendous financial losses the University experienced this year.

Mitigation strategies in the HR realm enacted in fall of 2020 included a hiring freeze, voluntary retirement program and an involuntary reduction in force. As a result of these measures, UD reduced its full-time workforce by more than 350 employees. While the reductions have caused significant gaps within all areas of campus, they have also created a unique opportunity for units to rethink core responsibilities and organizational structures. As UD begins to add positions back into units, it will rely on a methodical review process that requires a broader organizational look and longer-term vision for a unit and the outcomes associated with an investment of human resources.

The impact of the COVID-19 pandemic to University operations was significant and required support from UDIT. UDIT was able to assist the University with a pivot to online learning and remote work through expanded investment in technology infrastructure and services—an investment planned and outlined in UD's IT Strategic Plan but accelerated by the pandemic. This permanent investment in online learning capabilities of people, tools, and services allowed for online learning, academic continuity, and the continued development and delivery of high-quality courses.

Additional instructional designers and academic technology staff were hired to assist faculty with the development of high-quality online courses and broaden technology capabilities in support of online learning. Further faculty support includes a "Virtual Welcome Bar," the introduction of new tools (e.g., lab simulation software and student engagement tools) into UD's broad suite of capabilities, and new technologies in UD's classrooms to ensure content is available to students needing to quarantine.

For students, UD virtual desktop and computer lab virtualization allows remote access to specialized software, especially in STEM fields. A comprehensive website, Tech at UD, was created for students who needed services from a distance. To ensure that students had access to the internet across the State of Delaware, UD worked with K-12 schools and Delaware Libraries to provide eduroam Wi-Fi "drive-up" and "walk-up" access for students who are unable to acquire sufficient internet access at home.

Infrastructure was expanded to support remote work. Early in the pandemic, UD upgraded its "virtual private network" (VPN) to allow the UD community to access content and services securely. Zoom usage increased dramatically in support of teaching, learning, research and general business functions from an average daily use of 30,829 hours before the pandemic to an average daily use of 2,741,327 hours in the spring of 2021.

In support of health and safety, UD implemented IT solutions that offered capacity monitoring in dining halls, the establishment of remote call centers (e.g., COVID response, help desk, admissions), support for UD's COVID-19 testing processes, expedited notification of positive cases, and a health questionnaire for entry to UD's facilities.

The impact of the COVID-19 virus on the Facilities capital planning efforts is significant, but likely to be temporary. As the campus closed in Spring 2020, Facilities was able to maintain the pace of current construction projects. All projects that were under construction have been completed as scheduled.

Due to budget shortfalls associated with the pandemic, the University's Deferred Maintenance capital budget was reduced from $36 million in FY20 to $9M in FY21. It is projected to be reduced to $18 million in FY 22 and FY 23, and return to pre-pandemic levels in FY24.

Standard VII: Governance, Leadership and Administration

Our campus wide COVID response affirmed the effectiveness of our governance, leadership and administration. Since the onset of the pandemic, the constituencies of our governing structure— the governing body, the administration, faculty, staff and students—have worked tirelessly and collaboratively to navigate the ever-changing landscape of the pandemic while maintaining its shared governance practices and commitment to transparency.

The administration initiated several cross-functional task forces with faculty, student and staff representation to address areas including health protocol and policy, academics, research and graduate education, student life and athletics, facilities and operations, budget and planning, and public affairs. On each task force, members of the communications and legal teams were included, to ensure that communications and compliance efforts would be consistently integrated into the work products and messaging of each task force. Further, the Offices of the President, Provost, and Vice President for Research, Scholarship and Innovation have held regular town halls to provide updates to the University community and allow time to address questions.

The Faculty Senate also continued its business virtually, in light of the unforeseen work that accompanied the pivot to remote instruction.

The Board of Trustees receives regular updates, and the administration consulted with the Executive Committee of the Board frequently to respond to time-sensitive developments. Despite State restrictions on public gatherings, the Board of Trustees held its semiannual meetings virtually and maintained its practice of inviting comments from the general public.

PHOTOS: EVAN KRAPE / KATHY F ATKINSON

CONCLUSION

Conclusion

The University of Delaware has realized great outcomes in the past decade and is poised to continue to innovate and create opportunities for transformational changes going forward. Our institution and our people—students, faculty, staff and alumni—hold the keys to the world in their hands, thanks, in large part, to UD's emphasis on its place as a learner-centered, very-high research university. Through the integration of our teaching, research, scholarship and engagement, UD provides a unique, welcoming and exciting environment in which to learn, teach and work.

Higher education has changed dramatically, and UD has adapted and moved forward with every shift in demographics, technology and society. We have a strong foundation and dedicated faculty and staff at every level who are eager to use their talents to advance and improve the University's excellence, quality and impact. By continually examining and adjusting our approaches, we have expanded, and will continue to expand the breadth and impact of our active learning approaches beyond the classroom and laboratories to include more experiential studies and community partnerships. We have developed and will continue to develop programs that increase affordability and access, while maintaining the highest standards for excellence and engaging student experiences and success. Our students are critical thinkers with diverse perspectives. And they are passionate and responsible, ethical leaders who are civically engaged and globally involved.

PHOTOS: EVAN KRAPE

List of Frequently Used Acronyms

The following acronyms are used frequently, both within this document and institutionally.

AAP — Associate in Arts Program
AAU — American Association of Universities
AAUP — American Association of University Professors
APR — Academic Program Review

CANR — College of Agriculture and Natural Resources
CAP — Conditional Admissions Program
CAS — College of Arts and Sciences
CBA — collective bargaining agreement
CBC — Center for Black Culture
CCSD — Center for Counseling and Student Development
CDO — Chief Diversity Officer
CEHD — College of Education and Human Development
CEOE — College of Earth, Ocean and Environment
CEU — continuing education units
CGPS — Center for Global Programs and Services
COE — College of Engineering
COI — conflict of interest
CT — continuing track
CTAL — Center for Teaching and Assessment of Learning

DAR — Development and Alumni Relations
DEI — diversity, equity and inclusion
DSS — Disability Support Services

ELI — English Language Institute

FYS — First Year Seminar

GSG — Graduate Student Government

HR — Human Resources

IPEDS — Integrated Postsecondary Education Data System
IRE — Institutional Research and Effectiveness

LLC — Living Learning Community

NCAA — National Collegiate Athletic Association
NIIMBL — National Institute for Innovation in Manufacturing Biopharmaceuticals

OAE — Office of Academic Enrichment
OCM — Office of Communications and Marketing
OEI — Office of Equity and Inclusion
OEIP — Office of Economic Innovation and Partnerships
OIEDI — Office of Institutional Equity, Diversity and Inclusion

P&T — Promotion and Tenure
PCS — Professional and Continuing Studies

SGA — Student Government Association
STAR — Science, Technology and Advanced Research (campus)

TT — tenure track

UDIT — University of Delaware Information Technologies
URM — underrepresented minority groups

VPD — Vice Provost for Diversity

Appendix A: Requirements of Affiliation

1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region, as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.	• Introduction • Standard I: Mission and Goals • Also see The Delaware Code Online Title 14, Education, Part II University of Delaware
2. The institution is operational, with students actively enrolled in its degree programs.	• Introduction • Standard I: Mission and Goals
3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes.	*Not applicable*
4. The institution's representatives communicate with the Commission in English, both orally and in writing.	*Not applicable*
5. The institution complies with all applicable government laws and regulations.	• Standard II: Ethics and Integrity
6. The institution complies with applicable Commission, interregional, and inter-institutional policies.	• Standard II: Ethics and Integrity
7. The institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education.	• Standard I: Mission and Goals
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	• Standard III: Design and Delivery of the Student Experience • Standard IV: Support of the Student Experience • Standard V: Educational Effectiveness Assessment
9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.	• Standard III: Design and Delivery of the Student Experience • Standard V: Educational Effectiveness Assessment
10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.	• Standard I: Mission and Goals • Standard III: Design and Delivery of the Student Experience • Standard IV: Support of the Student Experience • Standard V: Educational Effectiveness Assessment • Standard VI: Planning, Resources and Institutional Improvement

11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.	• Standard VI: Planning, Resources and Institutional Improvement
12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished.	• Standard VII: Governance, Leadership and Administration
13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict-of-interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.	• Standard II: Ethics and Integrity • Standard VII: Governance, Leadership and Administration
14. The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.	• Standard II: Ethics and Integrity
15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.	• Standard III: Design and Delivery of the Student Experience • Standard VII: Governance, Leadership and Administration

Appendix B: University of Delaware Middle States Steering Committee Membership

The University of Delaware Middle States Working Groups contributed 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 conducted a robust review and evaluation of the University's programs, practices and policies relevant to their MSCHE Standard.

The Steering Committee is responsible for coordinating the work of all of the working groups and also addressed Standard I: Mission and Goals.

Steering Committee

Debra Hess Norris, Co-Chair
Chair and Professor of Photograph Conservation, Art Conservation Department; Unidel Henry Francis du Pont Chair; Member, UD Board of Trustees

Lynn Okagaki, Co-Chair
Deputy Provost for Academic Affairs

John Pelesko, Co-Chair
Dean, College of Arts and Sciences

Mark Rieger, Co-Chair*
Dean, College of Agriculture and Natural Resources

Jennifer Becnel-Guzzo, Co-Chair of Working Group II
Associate Vice President and Deputy General Counsel

Iain Crawford, Co-Chair of Working Group III
Director, Undergraduate Research Program; Professor, Department of English

Trevor A. Dawes, Co-Chair of Working Group IV
Vice Provost for Libraries and Museums; May Morris University Librarian

Laure Bachich Ergin, Co-Chair Working Group VII
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PhD Candidate, Economics Education

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Heather Kelly
Director of Institutional Research

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Vice President for Information Technologies

Richard Reeves, Co-Chair of Working Group VI
Associate Vice President, Institutional Research and Effectiveness

Mary Remmler
Vice President for Strategic Planning and Analysis

José Riera, Co-Chair of Working Group IV
Vice President for Student Life

Charlie Riordan
Vice President for Research, Scholarship and Innovation

Matt Robinson
Professor, Department of Hospitality Business Management; Past President, Faculty Senate

Lou Rossi, Co-Chair of Working Group V
Dean, Graduate College

Greg Shelnutt, Co-Chair of Working Group III
Chair, Department of Art and Design

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Director, Center for Teaching and Assessment of Learning

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Working Group III: Design and Delivery of the Student Learning Experience

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Délice Williams
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Working Group IV: Support of the Student Experience

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Naomi Nash
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Kali Kniel
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Heather Tansley
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Bahira Trask
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* Denotes Working Group members who have left the University.