

**University of Delaware**

Excerpts from  
Periodic Review Report

Submitted to:

Middle States Commission on Higher Education

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## Executive Summary

The University of Delaware is a state-assisted land-grant, sea-grant, space-grant, urban-grant university classified by the Carnegie Foundation for the Advancement of Teaching as having very high research activity. The state's flagship institution of higher education, the University traces its origin to a private academy dating from 1743. Chartered by the State of Delaware in 1833, the University retains independent governance through a predominantly self-selected Board of Trustees. A Women's College was opened in 1914, and in 1945 UD became permanently coeducational. The University conferred its first graduate degree in 1895 and its first doctoral degree in 1948. The University of Delaware is a member of the National Association of State Universities and Land-Grant Colleges and has been continuously accredited by the Middle States Commission on Higher Education since 1921, when the association was formed.

The main campus in Newark offers all of the University's academic programs. A few specialized programs are also offered in Wilmington, Dover, Georgetown and Lewes as well as on-line. Fall 2005 enrollment totaled 20,982, which included 16,350 undergraduates (of whom 94% were full-time), 3,434 graduate students (73% full-time), and 1,198 professional and continuing studies students. Approximately half of the undergraduates live in residence halls, and most of the other undergraduates and the graduate students live nearby in the surrounding Newark community. In 2005-06 there are 1,077 full-time faculty positions, and approximately 80% of full-time tenure-eligible faculty are tenured. The University's academic offerings are provided through seven colleges. The largest of these – the College of Arts and Sciences – has about 40% of the students and faculty. The other six are the College of Agriculture and Natural Resources; the Lerner College of Business and Economics; the College of Engineering; the College of Health Sciences; the College of Human Services, Education and Public Policy; and the College of Marine Studies.

In 1990 Dr. David P. Roselle became the 25<sup>th</sup> president of the University of Delaware. At that time the University was a good quality regional public university with well-established institutional traditions, a qualified faculty and student body, some areas of academic excellence, and an attractive campus with facilities in need of general improvement. President Roselle set out four strategic initiatives:

- Competitive compensation for faculty and staff as a vehicle for attracting and retaining the most qualified and capable employees.
- Enhanced access for undergraduate and graduate students through increased scholarship grants and fellowships/assistantships.
- A more student-centered campus that provides a broad range of services to undergraduate and graduate students in a customer-friendly manner.
- A state-of-the-art living and learning community that is the product of both facilities renewal and renovation and construction of new facilities.

The 2001 Middle States Evaluation Team catalogued the University's success in realizing these four initiatives. "There is no question that the goal of competitive compensation for faculty and staff has been met," their report said, noting that "salaries for faculty and professional and salaried staff have risen from the lowest quartile for similar doctoral universities to the top quartile within the last decade." As for the goal of access, the team suggested that the University could also be proud of its progress, pointing out that it has dramatically increased funds for undergraduate scholarships and financial aid and kept a UD education very affordable. The team concluded that UD "has made great strides towards meeting the goal of a student-centered campus, particularly in the ways it has focused its energies on undergraduate education." And the team noted that "major resources have been committed to improving the physical plant to better the climate for student life and student learning. The University has renovated every classroom so that it has the same computing and audiovisual capabilities as would be found in a new classroom building, and it has put its physical plant on a program of 'scheduled' as opposed to 'deferred' maintenance."

The 2001 evaluation team also cited the University's "well-deserved reputation as a national leader for technology innovation" and recognized its "comprehensive research library that effectively supports the teaching, research and service missions of the University." Team members said they were "enormously impressed by the high level of morale that pervades the faculty, staff and students. Almost without exception, the people we spoke to take great pride in being part of the University." And "better than almost any university we are familiar with," the report stated, "Delaware has a clear sense of what it wants to be, namely, a university that offers a high quality undergraduate education with targeted areas of excellence in graduate education and research."

The cumulative impact of the changes in the 1990s was widespread and deeply transforming. By 2001 the University of Delaware was a top quality national university recognized for the overall excellence of its faculty, students, programs, and facilities and acknowledged as one of the nation's best higher educational values. As a result of this transformation, it is now appropriate to recognize a new University of Delaware, one that embodies a much higher standard of academic performance. As the 2001 Middle States Evaluation Team Final Report put it, "The University of Delaware has every reason to take enormous pride in what it has accomplished." More important, the new University of Delaware has the foundation needed for continuous academic progress and greater distinction in the future.

## **The New University of Delaware**

In fall 2001, the University's academic leadership initiated a dialogue across the campus about the new University of Delaware and the opportunities it offers. This dialogue has involved deans, chairs, faculty, and students as well as the central administration and the UD Board of Trustees. A key theme in this dialogue has been that the new University of Delaware not only embodies a much higher standard of academic quality, it also embodies a much higher level of expectations about the future.

There is widespread agreement that continued academic progress at the University of Delaware has five underpinnings: excellent faculty; successful students; high quality, affordable education; superior research and public service; and outstanding facilities. These key ingredients are interdependent and reinforcing; each ingredient affects the others. There is also widespread agreement that sustained academic progress requires continuous investment in all five key ingredients. Since 2001 the University of Delaware has continued to make – and to benefit from – these critical investments. Summarized below, the key ingredients of continued academic progress at the University of Delaware are reviewed in greater detail in Section Three.

**Excellent Faculty.** The UD faculty is larger, more accomplished, and more diverse than ever before, with excellence demonstrated in all academic areas. Faculty compensation at all ranks has been sustained above the median for doctoral institutions in the mid-Atlantic region. This, combined with other factors – such as higher levels of start-up support, a research semester for junior faculty, and greatly improved facilities – enables the University of Delaware to consistently hire its first choice to fill faculty positions. Through the success of the *Campaign for Delaware*, the University's first comprehensive capital campaign, endowed professorships increased from 21 to over 100, enabling recruitment and retention of outstanding senior faculty. Today the UD faculty includes Guggenheim and Fulbright Fellowship recipients and over 100 early career award winners from the National Science Foundation and other federal agencies, as well as elected members of the National Academy of Engineering, the National Academy of Science and other major national and international scholarly societies.

**Successful Students.** UD students are succeeding at higher levels on all academic indicators than ever before. The typical undergraduate student today has academic qualifications similar to many students who entered the UD honors program fifteen years ago. Undergraduate applications have increased to nearly 22,000 annually, with more non-resident applications than any other public university. UD students are now more diverse ethnically, racially, and regionally. UD students succeed above national standards for retention and graduation at highly selective institutions, and the University has among the highest retention and graduation rates in the nation for minorities and for athletes. With a graduate admission rate of 36%, the University of Delaware ranks among the most selective graduate institutions in the nation, while also providing exceptional access to Delawareans seeking graduate study in education, nursing, public administration, physical therapy, and other fields of particular importance to the state.

**High Quality, Affordable Education.** UD's 125 undergraduate programs and 148 graduate programs meet the highest standards of accreditation in their fields; many are ranked among the best in the nation. In recognition of the scope and range of its programs, UD is now classified by the Carnegie Foundation as a research university with very high research activity, a designation accorded to fewer than 100 U.S. colleges and universities. The University of Delaware has earned national recognition for undergraduate research, study abroad, problem-based learning, instructional technology, the Honors Program, and general education reform. A UD education remains affordable.

No student pays the full cost of a UD education; for Delaware students, the University is an unmatched bargain. The University of Delaware is consistently ranked among the best values among all universities.

**Superior Research and Service.** The University's research and service programs have been strengthened and expanded campus-wide. UD faculty regularly attract major national research support, including support for federally funded national centers of excellence. Sponsored research funding has continued to grow significantly over the last five years, increasing from \$108 million in 2001 to over \$140 million in 2005. To an extent matched by few peer institutions, the University of Delaware fulfills the Kellogg Commission's model of an "engaged university": an institution that makes a comprehensive and sustained contribution to the improvement of the communities that it serves. The University of Delaware provides a broader array of continuing public and community services to Delaware than is provided by public universities in larger states. The University also is Delaware's largest provider of trained professionals in education, nursing and other fields and is the state's largest provider of professional development training.

**Outstanding Facilities.** The entire UD campus has been renewed and improved. The University of Delaware will soon complete the renovation or replacement of all laboratories, classrooms, and residence halls. Constant attention to the University's building and grounds has resulted in what *Princeton Review* cited as "absolutely the most gorgeous campus anywhere." Beyond these visible improvements, the University of Delaware is also nationally recognized as a leader in electronic library resources and in information technology. Investments in all of these improvements have been greatly assisted by the success of the *Campaign for Delaware*, which helped to raise the UD endowment and invested funds to over \$1 billion. The University is now in the advantageous position of essentially having replaced deferred maintenance with scheduled maintenance.

The campus-wide dialogue begun in 2001 has also been successful in affirming academic priorities and measures of success for the new University of Delaware. The statement on academic priorities adopted in August 2003 (Appendix 1) has been broadly disseminated on campus and is permanently posted on both the Faculty Senate and the Provost websites. The full statement is a working document that identifies specific action steps needed for improvement and that stipulates achievable and measurable outcomes in the four mission areas: undergraduate education, graduate education, research and scholarship, and public, community and professional service. Progress is closely monitored, and updated "report cards" that provide a means of gauging continuing progress and of identifying areas that require further attention are regularly issued and posted on the websites. (The most recent *Report Card on Academic Priorities*, dated February 2006, is included as Appendix 2.)

In sum, the University of Delaware emerged from its 2001 decennial review in a position of strength, and the subsequent five years have provided opportunities to expand and enhance that position. The 2006 Periodic Review Report describes major

accomplishments since 2001 and affirms institutional goals and academic priorities against which we expect to be evaluated in 2011. This is an exciting time for the University of Delaware – a time to consolidate past gains and to establish the University of Delaware as one of the pre-eminent universities in the United States.

## **The Periodic Review Report**

Oversight of the development of this Periodic Review Report rested with a broadly representative University-wide Steering Committee (Appendix 3) with administrative support provided by the Office of the Provost. There is substantial overlap in the membership of the Periodic Review Report Steering Committee and the University Assessment Advisory Committee. The University has begun to institutionalize outcomes assessment into all aspects of UD life, and that institutionalization is described in this Periodic Review Report.

A draft of this Periodic Review Report was first reviewed and approved by the Steering Committee and then posted on a website for review and comment by the entire campus community. That draft report was also shared and discussed with the Faculty Senate; the deans, department chairs and academic program directors; the Delaware Undergraduate Student Congress and the Graduate Student Senate; and the Provost's Academic Council. After further revision, the draft report was shared and discussed with the University's Board of Trustees.

The 2001 Middle States Evaluation Team Final Report cited no areas of concern and contained no recommendations growing out of the University of Delaware's Institutional Self-Study. The University was in full compliance with all sixteen (as there were then) standards for accreditation. The report however did contain a number of helpful suggestions that the University has acted upon. *Section Two* outlines those suggestions and subsequent actions taken by the University in implementing them.

*Section Three* identifies both the significant accomplishments achieved by the University of Delaware since the 2001 Evaluation Team site visit and the opportunities and challenges facing the University over the next five years. As previously referenced, Section Three reviews the ingredients of continued academic progress at the University, discusses distinctive issues and opportunities related to each ingredient, and sets out expectations for the next five years. This section also highlights progress in meeting the University's academic priorities in its four mission areas as described in Appendix 1; the detailed February 2006 Report Card on these academic priorities and measures of success is included as Appendix 2.

*Section Four* provides an overview of the University of Delaware's enrollment and financial projections. With nearly 22,000 applications annually for approximately 3,400 places in the entering freshman class, the University is well positioned to continue to enhance the quality and diversity of its undergraduate students well into the future. Comparable competition also exists for graduate student places. The University is in a very strong financial condition, with an endowment in excess of \$1 billion and tuition

and fees that consistently lead to the University's designation as a best buy in higher education. With a budget supported by diverse revenue sources, the University is more self-reliant than most state universities.

*Section Five* reviews the University's assessment programs, the infrastructure and procedures that support them, and the ways that the results of assessment are used to improve outcomes. The University of Delaware has well-established and extensively utilized programs of assessment of institutional effectiveness and academic program effectiveness. The University is implementing a campus-wide program of assessment of student learning and has created an infrastructure to support the participation of all academic units in that program.

Finally, *Section Six* describes the interface between planning and budgeting at the University of Delaware. The University has well-established procedures for allocating human and fiscal resources in a manner consistent with stated goals and objectives that are consistent with the institutional mission and academic priorities. Moreover, that process includes systematic measurements of the extent to which those resources are being effectively and efficiently utilized.

## AFFIRMING ACADEMIC PRIORITIES

*August 2003*

### **KEYS TO CONTINUING ACADEMIC PROGRESS**

❖ ***Excellent Faculty***

Attract, retain, and reward faculty who are diverse in background and accomplishments and who excel in teaching, scholarship, and public service.

❖ ***Successful Students***

Recruit academically talented and diverse undergraduate and graduate students and support their intellectual, cultural, and ethical development as citizens, scholars, and professionals.

❖ ***High Quality, Affordable Education***

Provide broad access to a comprehensive array of educational programs that reflect high academic standards, exemplify best practices in teaching, and encourage discovery-based lifelong learning.

❖ ***Superior Research and Service***

Enhance research and service programs that build on our institutional and interdisciplinary strengths and extend our leadership as a state-assisted land-grant, sea-grant, urban-grant, and space-grant university.

❖ ***Outstanding Facilities***

Provide the infrastructure and tools required for sustained academic success, including state-of-the-art libraries, technology, classrooms, laboratories, equipment, and residence halls.

# **PRIORITIZING IN FOUR MISSION AREAS:**

## **UNDERGRADUATE EDUCATION GRADUATE EDUCATION RESEARCH AND SCHOLARSHIP PUBLIC, COMMUNITY, AND PROFESSIONAL SERVICE**

### ***UNDERGRADUATE EDUCATION***

#### ***1. Remain the institution of choice in the mid-Atlantic region with continuing improvement in student academic qualifications and diversity.***

- Retain a freshman admissions target of 3,200-3,400, with an admissions profile for 2007 of 23,000 applications, a 40% admit rate, and a yield rate above 35%.
- Improve the alignment of undergraduate enrollment distribution and instructional resource distribution, particularly faculty distribution.
- Review and revise undeclared student status through improved matching of students and majors on admission, improved early advisement for new students, creation of “college” majors, and establishment of a university studies option.
- Maintain a freshman retention rate above the national average for highly selective institutions and seek to achieve a 90% rate.
- Maintain a graduation rate above the national average for highly selective institutions and seek to achieve a 75% five-year rate.
- Increase minority and international enrollment, with retention and graduation rates consistent with university-wide averages.

#### ***2. Provide undergraduate education that ranks among the finest provided by any public university in America.***

- Fully implement all recommended general education reforms by 2005.
- Expedite entry into Life/Pathways courses and similar opportunities for all students.
- Expand the Undergraduate Research program with extended college and program collaborations so that all students have the opportunity to participate.
- Make a study abroad experience available to every student and expand study abroad options.
- Expand programs of international/intercultural education, such as America and the Global Community, The Global Agenda, discovery abroad research, visiting scholars and speakers.

- Strengthen the University Advisement Center, improve web-based advisement resources, and increase faculty participation in undergraduate student mentoring.
- Expand and integrate written and oral communications learning opportunities throughout the curriculum.
- Actively promote university-wide service learning programs, and make a service learning opportunity available to all students.
- Selectively expand support for interdisciplinary study options.
- Provide a capstone experience for all students that may include internships and other practical field experiences as well as special courses and projects.
- Strengthen the Honors Program; pursue a new model that exemplifies leadership in the development and adoption of best practices for UD undergraduate education and that signals a new partnership between the Honors Program and the contributing Departments.
- Expand Winter Session options and enrollment; better incorporate Winter Session in departmental academic planning.
- Review and improve the overall design and delivery of the Parallel Program; pursue expanded articulation agreements with Delaware Technical and Community College.
- Support services that improve employment and professional career opportunities for UD graduates.

**3. *Extend national leadership in instructional innovation and improvement.***

- Establish and institutionalize the Office of Undergraduate Studies as the focal point for continuous improvement in undergraduate education.
- Extend UD international leadership in active/discovery learning (e.g., PBL).
- Extend faculty and student utilization of new instructional technologies; establish WebCT course support sites for most courses by 2007.
- Implement continuing outcomes assessment of instructional innovation.
- Extend UD's leadership roles for programs of undergraduate research, study abroad, and service learning.
- Continue to improve facilities that support excellence in undergraduate education, including library renovations to improve access and use, laboratories, classrooms, and performing arts studios that support discovery-based learning.

## ***GRADUATE EDUCATION***

### ***1. Strengthen graduate programs in areas of demonstrated comparative advantage and areas that address state, regional, and national needs.***

- Define explicitly the criteria for success in every graduate program, clarifying the different expectations for research-oriented and professional programs and applying those criteria consistently.
- Review the effectiveness of all graduate programs on a regularly scheduled basis through the Academic Program Review and Accreditation Review processes.
- Invest selectively in interdisciplinary graduate programs in areas of demonstrated comparative advantage and community need.
- Explore new graduate program options, including expanded undergraduate/graduate “4 plus 1” options, targeted distance education programs, a 5-year BA/MAT program, coordinated MA/MS-PhD options, and more extensive international collaborations.

### ***2. Remain an institution of choice for high quality graduate students.***

- Define and meet qualitative and quantitative enrollment targets and student profile objectives for all graduate programs.
- Sustain a stable university-wide graduate admissions profile with 6,000 annual applications, a 30% admit rate, and a yield rate over 50%.
- Increase the diversity of the graduate student population by implementing program-based plans to enhance diversity.
- Improve graduation rates, time to degree completion, and job placement of graduates, with specific objectives defined by each program.

### ***3. Improve University, college, and departmental services that support excellence in graduate education.***

- Maintain national best practices in electronic graduate admissions procedures.
- Improve graduate student recruitment strategies, including web-based recruitment and the identification of feeder schools, for each graduate program.
- Assist graduate programs in providing improved support for the job placement of graduates.
- Increase graduate stipend rates and floors and then incrementally increase graduate stipends at the same rate as salaries, maintaining graduate stipends at nationally competitive levels.
- Improve recognition for faculty excellence in graduate supervision and instruction.
- Improve campus-wide coordination of services for graduate students.

## ***RESEARCH AND SCHOLARSHIP***

### ***1. Improve productivity in University's research and scholarly programs.***

- Continue to increase the level of externally sponsored research, with a target increase of 50% over the FY01 level by 2007.
- Improve productivity in departmentally sponsored research; strengthen assessment and support higher levels of performance.
- Strengthen start-up and pilot support for scholarship and research in selected areas of priority, such as the international research awards program.

### ***2. Enhance interdisciplinary programs in areas of comparative advantage and state, regional, and national need.***

Possible examples include the following:

- Biotechnology and the Life Sciences
- American Art, African American Art, and Material Culture
- Information Technology: Science, Technology and Management
- Early Learning/Early Experience Research
- Nano-science and Nano-technology
- Environmental, Marine, and Energy Sciences and Policy
- International and Cross-Cultural Research
- Corporate Governance

### ***3. Strengthen the support and recognition for excellence in scholarship and research.***

- Increase the number of endowed named professorships to 90 by 2005 and to 100 by 2007.
- Fully implement the research/scholarship semester for assistant professors.
- Better recognize and celebrate scholarly achievement through named professor inaugural lectures, University faculty forums, and student research conferences.
- Continue to implement national best practices in the area of grants and contracts administration at the University, college, and departmental levels.
- Improve policy and procedures to address issues of intellectual property, equity interest ventures, and commercialization of new ideas and procedures.
- Sustain UD's leadership role in the transition to the "electronic" library.
- Strengthen the development of the Delaware Biotechnology Institute (DBI) and improve the mutual support between DBI and participating colleges and departments.
- Create a University Museum to coordinate and expand the development and use of UD art collections and related programs including the Paul Jones Collection, the University Gallery, the Inuit Art Collection, the Museum Studies Program, the Center for American Material Culture, and the Winterthur Program.

- Better integrate computer and network services into the research and scholarship activities of the University.
- Continue to improve facilities that support increasing research and scholarly productivity, focusing on areas of University-wide priority such as the life sciences, marine sciences, advanced materials science and engineering, and early experience/translational research.

## ***PUBLIC, COMMUNITY, AND PROFESSIONAL SERVICE***

### ***1. Strengthen UD leadership as Delaware's land-grant, sea-grant, urban-grant, and space-grant institution.***

- Strengthen partnerships in areas of University priority and responsibility such as state and local economic development, pre-K to 16 education, effectiveness of governmental services, delivery of non-profit services, professional development for business, education, and health professionals, and improvement in agricultural and environmental practices.
- Inventory and better coordinate service programs and partnerships on and off campus; improve inter-college collaboration and cooperation in the design and delivery of service programs.
- Develop new institutional models for service that are responsive to the evolving needs of the constituencies we serve, such as the Early Learning Center, Center for Corporate Governance, new organization for Cooperative Extension, and the Center for Disabilities Studies.

### ***2. Improve the integration of service values in the educational and research missions within and across the colleges.***

- More fully incorporate service learning in undergraduate education; improve the use of service learning as an educational method.
- Selectively extend life-long learning and distance learning programs in areas of comparative advantage and state, regional, and national need.
- Increase the number of service-oriented undergraduate and graduate assistantships and internships.
- Improve the availability and delivery of service-oriented instructional and professional development programs in such areas as education, nursing, human services, business, and agricultural sciences.

### ***3. Enhance the support and recognition for excellence in public, community, and professional service.***

- Establish endowed professorships that recognize excellence in public, community, and professional service and the integration of service with teaching and research.

- Establish University Excellence-in-Service Awards
- Regularly conduct program reviews of the performance and achievements of service programs.
- Continue to improve facilities that support increased service responsibilities.

February 2006

## **A REPORT CARD ON ACADEMIC PRIORITIES IN FOUR MISSION AREAS:**

### **UNDERGRADUATE EDUCATION GRADUATE EDUCATION RESEARCH AND SCHOLARSHIP PUBLIC, COMMUNITY, AND PROFESSIONAL SERVICE**

The narrative below evaluates progress in achieving the academic priorities adopted in 2003. Unless otherwise noted, the baseline for assessment is 2001.

#### ***UNDERGRADUATE EDUCATION***

***1. Remain the institution of choice in the mid-Atlantic region with continuing improvement in student academic qualifications and diversity.***

- Freshman admissions targets are designed to maintain the current size of the undergraduate student body. An admissions profile for 2007 of 23,000 applications, a 40% admit rate, and a yield rate above 35%. Recruiting more ethnically and geographically diverse students with stronger academic qualifications as well as more first-generation students will be important aspects of this effort.

The fall 2005 entering class of 3,522 freshmen was selected from 21,600 applicants. Overall, offers of admission were made to 45% of non-resident applicants with an overall yield rate of 34.3%.

UD is *the* first choice of 59% of non-resident enrollees and 71% of Delaware enrollees. Entering freshmen have average SATs of 1205 and high school GPAs of 3.56, and are on average in the top 17% of their graduating class. Half of new students with SATs over 1300 enter outside the Honors Program.

The fall 2005 class was the first entering class to score above 1200 on the combined SAT-verbal and SAT-mathematics tests and had an average high school GPA of 3.56. The class included a record number of students with SAT scores of 1400 or higher (251 freshmen). The class was comprised of students from 35 states, the District of Columbia, the U.S. Virgin Islands, and 7 foreign countries.

Approximately 25% of the class are first-generation college students, and over 15% are students of color.

- Continue to increase both merit-based and need-based financial aid.

Financial aid has increased from \$25 million in 1991 to over \$116 million in 2005. Additional funds will be targeted toward increasing the socioeconomic diversity of the student body and recruiting more students with special talents.

The provost office is developing a plan to ensure the optimal use of financial aid over the next 5 years.

- Help more Delaware high school students prepare for a UD education.

The “Commitment to Delawareans program” will provide middle-school students and parents in Delaware with an academic roadmap that will specify the particular courses that students should take in high school and the grades that they should earn in them to be confident of being admitted to the University of Delaware (see Appendix 6).

- Set admissions standards that will encourage Delaware residents to take a more challenging academic curriculum in high school.

Effective with the fall 2006 entering class, UD will now require freshmen applicants to have completed 18 academic units including 4 years of English, 4 years of history/social sciences, 3 years of science, 3 years of mathematics, 2 years of foreign languages, and 2 years college prep/honors/advanced placement/international baccalaureate electives.

Over the next few years, the University will be reviewing the number of college preparatory units it requires in mathematics and laboratory science. It is probable that these requirements will be increased.

- Improve the alignment of undergraduate enrollment distribution and instructional resource distribution, particularly faculty distribution.

This alignment is not yet complete.

We have initiated annual enrollment planning with deans and admissions office and included enrollment planning in annual budget planning reviews.

Colleges have made enrollment demand a priority in faculty position planning.

The admission office has increased efforts to recruit qualified applicants for under-enrolled majors and programs and while the deans are increasing their efforts to target additional resources to departments where the enrollment pressures are greatest. Enrollment planning is now a regular part of the annual budget planning reviews.

- Review and revise undeclared student status through improved matching of students and majors on admission, improved early advisement for new students, creation of “college” majors, and establishment of a university studies option.

A university studies option was created for entering freshmen in 2003. The newly created university advisement center improved the orientation process for incoming students, helping to match students and majors upon initial enrollment.

A college major exists in the College of Human Services, Education and Public Policy, an undeclared option is available in business and in engineering, and the College of Health Sciences has established a health education studies major. Because of the success of enhanced advisement initiatives, such options are no longer high priorities for the colleges.

- Maintain a freshman retention rate above the national average for highly selective institutions and achieve a 90% rate.

The retention rate for the fall 2004 cohort was 89%. The national retention rate for highly selective universities was 86.8%.

The retention rate for African American students was 81.5% compared with a national retention rate of 85.3% for highly selective universities. The retention rate for Hispanic students was 87.8% compared with a national retention rate of 85.5% for highly selective universities.

- Maintain a graduation rate above the national average for highly selective institutions and achieve a 75% five-year rate.

The 5-year graduation rate for the fall 2000 cohort is 73%. The national rate for highly selective universities is 63.2%. *Graduation* rates for African American and Hispanic students are far above the national average for highly selective institutions; UD ranks sixth in the nation among all public universities in the graduation rate of African American students.

- Increase minority and international enrollment, with retention and graduation rates consistent with university-wide averages.

Diversity has increased with enrollment of African American students increasing to 5.6% in 2005 and Hispanic enrollment increasing to 4.1%.

The fall 2005 entering class is the most diverse in UD history with more than 540 students of color comprising 15.4% of the entering class.

An assistant provost for student diversity and success was appointed in 2003 to work with a new university council focused on strengthening diversity across campus.

Support has been increased for college and university programs that support the success of underrepresented, low income students. UD's McNair scholars program is the only one of 161 in the nation with a 100% student success rate; UD has provided funding to supplement federal support for this program.

International undergraduate enrollment remains low at less than 1%. The Center for International Studies is working with the Office of Admissions to develop a proposal to recruit international students. The English Language Institute is working with the Admissions Office to improve the processing of international

student applications.

**2. *Provide undergraduate education that ranks among the finest provided by any public university in America.***

- Fully implement all recommended general education reforms by 2005.

The Faculty Senate (May 2004) and Board of Trustees (November 2004) approved recommendations for campus-wide implementation of general education reforms aligned to the 10 goals for general education adopted by the Faculty Senate in 2001.

- Expedite entry into LIFE courses and similar opportunities for all students.

Starting in fall 2005, all first-year students are enrolled in a Freshman Year Experience (FYE) according to their major with 1,779 LIFE students, 1,100 First Year Seminar students, 484 Honors students, and 166 Pathways students. Beyond the Newark campus, the LIFE program encompasses the three Associate in Arts degree programs by enrolling 198 students in Wilmington, 78 students in Dover, and 44 students in Georgetown.

Some colleges and departments and departments already offer a freshmen seminar or other freshmen experience, while others are planning to introduce these options.

- Expand the Undergraduate Research Program with extended college and program collaborations so that all students have the opportunity to participate.

The Undergraduate Research Program has received a three-year, \$300,000 Unidel grant for the support of undergraduate research in the summer scholars program and other similar programs during the academic year. These funds will also be used to help faculty meet the costs associated with apprenticing undergraduate researchers. This funding can be used for supplies, travel, and related expenses and will make possible the participation of many more undergraduate students in collaborative research projects each year. The Office of the Provost has developed a plan to sustain this increase in scholarship funding after the requested Unidel support is no longer available.

New collaborations have been facilitated by the Undergraduate Research Program with the Colleges of Arts and Sciences, Engineering, Agriculture, Health Sciences, and Marine Studies. Undergraduate Research Programs now operate at DBI, Delaware Water Resources Agency, several other research centers, and through the new University of Delaware Research Foundation (UDRF) Undergraduate Scholars Program.

Some colleges provide additional funding for students engaged in undergraduate research.

Some university centers provide research opportunities to undergraduates.

To expand the models of undergraduate research and to recognize registration for undergraduate research credit in any field, a new “UNIV” course number sequence has been introduced and approved.

UD is the site for a National Science Foundation-supported Research Experiences for Undergraduate site in bridge engineering.

- Make a study abroad experience available to every student and expand study abroad options.

In 2002, the University established the Center for International Studies (CFIS) to enhance the international dimensions of teaching, research, and service at the University by encouraging and supporting the active participation of University faculty and students in the process of integrating international and global themes into their individual and collaborative scholarship.

Since 2001, the rate of student participation in study abroad has increased from 26% to just over 40%. In 2001-2002, 923 students participated in study abroad. By 2003-2004 the number increased to 1,300 and was nearly 1,500 for 2004-05. Fourteen new programs were introduced for winter session 2005, bringing total program offerings to over 50 in January. Those programs were led by 80 faculty members and included about 100 freshmen. New academic areas include women studies, marine studies, engineering, physics and leadership.

Approximately 775 students have been awarded study abroad scholarships during the last three years. A Unidel grant awarded in spring 2005 will enhance scholarship funding over the next three years. During the first year, the grant provided an additional 110 scholarships for students to study abroad.

In 2005, UD was ranked No.1 in study abroad participation among the nation’s public institutions of higher education, according to figures released by the Institute of International Education. The report evaluates study abroad participation as a percentage of undergraduate degrees conferred at doctoral research institutions in 2003-04, and UD ranks first among public universities and 12<sup>th</sup> overall at 32.1%. We expect to retain that ranking in future surveys.

- Expand programs of international/intercultural education, such as America and the Global Community, The Global Agenda, discovery abroad research, visiting scholars and speakers.

Since 2002, CFIS has supported visiting scholars from Japan, Australia, Greece, Bulgaria, Ukraine, the United Kingdom, the Netherlands, Qatar, Mexico, Norway, Italy, Austria, Russia, Costa Rica, Nunavut, and Brazil. CFIS continues to support a number of visiting scholars annually, most of whom participate in seminar series and programs within academic departments.

A faculty fellows program has been established through which faculty focus on internationalizing the curriculum. Approximately twenty-five faculty members have been selected as fellows with a commitment to develop a new course or revise an existing course to make it more international or global in content.

The Global Agenda series annually brings to the campus at least seven internationally prominent practitioners in global politics and media. The University expanded the scope of the Global Agenda program in 2002 by adding major speaker events under the Unidel-supported “America and the Global Community” initiative. Beginning in the fall of 2005, this initiative will be integrated with the LIFE program to help increase the international awareness of new students.

Undergraduate research exchange programs and service learning abroad programs have been established. UD international awards and grants are increasing as exemplified by UD hosting the State Department’s Fulbright Institute and the USAID project in Bosnia.

The Middle East Partnership Initiative's Undergraduate Institute on American Studies and Leadership is a special program designed for students from North Africa and the Middle East who will be entering their 2nd or 3rd year of undergraduate study. Applicants are nominated by US Embassies and are selected by the Department of State’s Bureau of Educational and Cultural Affairs. The University of Delaware was selected by the US Department of State to host the program in 2004 and 2005. The program brought over 40 students from Algeria, Bahrain, Egypt, Iraq, Israel, Jordan, Kuwait, Lebanon, Morocco, Oman, Saudi Arabia, Syria, Tunisia, U.A.E., Yemen and the West Bank to the University. Plans are being developed for UD to host the program again in 2006.

- Strengthen the University Advisement Center, improve web-based advisement resources, and increase faculty participation in undergraduate student mentoring.

The University Advisement Center has been provided with additional resources to implement a new process for senior checkout of students in the College of Arts and Sciences. Faculty advisors in eight units are now participating, representing just over 50% of the total Arts and Sciences total checkout workload. Web-based advisement tools have been enhanced and made more accessible.

An online placement test for entering students has been implemented. A faculty-led graduate student advisement certificate program has been developed to train graduate students to assist in undergraduate student orientation and advisement.

- Expand and integrate written and oral communications learning opportunities throughout the curriculum.

A Unidel grant has provided support for new initiatives that will strengthen written and oral communications in ways that correspond to the goals of general education reform.

An expanded oral and written communications center is being planned by the College of Arts and Sciences working with the departments of English and Communications.

A collaborative multimedia center designed to support a number of academic initiatives is being planned by Information Technologies and the University Library.

Colleges and departments are providing specialized instruction in written and oral communications.

The Honors Program encourages the inclusion of oral communication components in Honors ENGL 110 sections and colloquia and the writing fellows program has been expanded.

The 2004-2005 instructional grant program targeted oral and written communication as a goal. Four grant proposals from three different colleges were selected for funding in the area of written and oral communication.

- Actively promote university-wide service learning and citizenship programs, and make service learning and citizenship opportunities available to all students.

An Office of Service Learning (OSL) was established in fall 2004. OSL maintains an updated university-wide database of departments and courses incorporating service learning in undergraduate course instruction. In 2004-05, OSL identified 21 courses (546 students in 35 sections) that met the criteria for a service-learning course. In 2005-06, OSL identified 26 courses (750 students in 55 sections) that meet the criteria.

Mini-grants are being awarded to faculty to assist with service learning course instruction. The 2004-2005 and 2005-2006 instructional grant program targeted service learning as a goal.

Study abroad service learning programs are now underway. In 2004-05, UD sponsored five study abroad service learning programs in Barbados, Ecuador, Fiji, Peru, and South Africa. In 2005-06, programs in Costa Rica, Fiji, South Africa, Vietnam, and Mexico met the criteria for service learning programs.

A Unidel grant has provided funding for a service learning summer scholars program. During the summer of 2005, eight students were chosen to serve as Service-Learning Scholars; and funding is available for up to sixteen students for the summer of 2006.

Some colleges, departments and centers sponsor service learning programs for undergraduates.

Educational initiatives are underway in all the residence halls (housing 93% of the freshman class) to develop in students an awareness of civic responsibility and community obligations.

- Selectively expand support for interdisciplinary study options.

New interdisciplinary programs include new majors jointly offered by the Math and Economics departments and the Computer and Information Sciences and Accounting/Management Information Systems departments, a new minor in Disabilities Studies, and a major in International Business Studies offered by the Department of Business Administration and Foreign Languages and Literatures. New programs have been supported in Food Science, Food and Resource Economics, Cognitive Science, and Marine Studies.

The College of Arts and Sciences has made support for interdisciplinary programs

one of its priorities for faculty position planning. In particular, there has been faculty support for Black American Studies and Women's Studies. These faculty have joint appointments with other academic units but their primary appointments are in the interdisciplinary programs.

The feasibility of creating additional interdisciplinary cross college programs will be explored in biotechnology, environmental sciences, and other subject matter.

- Provide a capstone experience for all students that may include internships and other practical field experiences as well as special courses and projects.

Capstone experiences are now recommended by the faculty senate for all departments under approved general education reforms. Capstone experiences exist in pre-professional programs, such as Teacher Education, Nursing and Engineering, and through the Honors Program.

A survey of capstone experiences was initiated in fall 2005, as part of a comprehensive report on the implementation of the Discovery Learning Experience requirement. The purpose of the survey is to compile a list of all capstone courses organized by colleges and departments. Additional data will be compiled to summarize enrollments in capstone courses for students graduating between fall 2004 and summer 2005. Results of the survey will be used to determine the number of existing capstone opportunities and suggest areas where more are needed.

- Strengthen the Honors Program; pursue a new model that exemplifies leadership in the development and adoption of best practices for UD undergraduate education and that signals a new partnership between the Honors Program and the contributing Departments.

The transition in the model of the Honors Program has been accomplished.

In fall 2005, the Honors Program enrolled 495 freshmen with SATs for the middle 50% of the admitted class averaging 1340-1440 and high school GPAs for the middle 50% averaging 3.82-4.00.

Four new honors degrees were established for the 2004-05 academic year; and five new degrees have been proposed for the 2005-06 academic year. The establishment of the General Honors Award (GHA) and the establishment of the non-thesis honors degree option have been successful. Since the fall of 2002, approximately 75% of the entering Honors Program classes have earned the GHA. In 2006, approximately 200 students, or 40% of the Honors Program senior class, are slated to earn an honors degree.

- Expand Winter Session options and enrollment; better incorporate Winter Session in departmental academic planning.

Since 2003, academic departments have been given subvention payments directly and they have offered more winter session courses. Each winter, approximately half of all matriculated undergraduates who were enrolled during the fall semester return for the optional winter session to enhance progress toward their degrees. Enrollment in winter session 2004 was over 8,100, a level reached for only the

second time in 10 years. In 2005, winter session enrollments set another record, numbering over 8,300.

- Review and improve the overall design and delivery of the Associate in Arts; pursue expanded articulation agreements with Delaware Technical and Community College.

In fall 2004, the Associate in Arts (AA) program replaced the Parallel Program. In F04, there were 323 first-time AA students, 187 returning parallel students, 13 transfer students, and 2 readmitted students. In fall 2005, there were a total of 608 students taking courses through the Associate in Arts Program in Wilmington, Dover, and Georgetown: 323 first-time students, 276 returning students, 7 transfer students, and 2 readmitted students. In addition to the Associate in Arts program, 11 connected degree options are now in place with Delaware Technical and Community College.

In 2005, the state legislature approved the Delaware SEED Scholarship Program. The SEED (Student Excellence Equals Degree) Scholarship Program provides tuition for full-time students enrolled in the AA program at UD.

- Support services that improve employment and professional career opportunities for UD graduates.

The MBNA Career Services Center works cooperatively with academic units to ensure that all students are provided opportunities to explore careers, build job search skills, and interact with potential employers. The Center offers programs designed to reach students earlier in their academic careers. “Freshman Chat” and “Sophomore Remix” introduce students to a variety of career development skills. Each staff member serves as a liaison to a specific college.

A new course, UNIV 364: Experiential Internship, is administered and taught by professional staff of the MBNA career services center. This course is offered each semester and is intended to provide students with structured internships designed to support their career-development goals.

In 2004-05, the center organized 16 jobs fairs, 8 of which were jointly sponsored with colleges and/or departments. In 2004-05, the center organized nearly 500 career workshops.

Through the LIFE Program, the center is also working directly with academic units in order to better prepare students to meet their career goals.

- Evaluate and strengthen academic programs in Southern Delaware.

An academic council on Southern Delaware has been established by the provost to improve the coordination and delivery of programs. The council is currently engaged in planning and assessment activities. In addition, UD is upgrading the ITV facilities at DTCC so that courses can be shared between the Newark and Georgetown campuses.

### 3. *Extend national leadership in instructional innovation and improvement.*

- Enhance the support and recognition for excellence in teaching.
- Establish and institutionalize the Office of Undergraduate Studies as the focal point for continuous improvement in undergraduate education.

The Office of Undergraduate Studies was established and consists of nine programs: Associate in Arts program; Academic Enrichment Center; Center for Teaching Effectiveness; General Education Initiative; Office of Service Learning; McNair Scholars Program; Undergraduate Research Program; University Advisement Center; and the University Honors Program.

- Extend UD international leadership in active/discovery learning, e.g., Problem-Based Learning (PBL).

The Institute for Transforming Undergraduate Education (ITUE) continues to provide leadership in the use of PBL both at UD and abroad. The institute sponsors workshops every winter and summer session. In addition, ITUE faculty has presented PBL workshops in Peru, Ecuador, Chile, Bolivia, Singapore and other international locations.

- Extend faculty and student utilization of new instructional technologies; establish MyCourse@UD support sites for most courses by 2007.

The number of UD academic courses using MyCourse@UD increased from 218 in 2000-2001 to 1,402 in 2004-05.

- Implement continuing outcomes assessment of instructional innovation.

The Office of Educational Assessment (OEA) was established in 2005 in order to provide resources and consulting to academic units engaged in the continuous process of assessing student learning and development. The Office, under the leadership of a faculty director, assists academic programs in formulating, collecting, and analyzing information about student learning, and offers assistance, guidance and advice to individual units. In pursuit of these goals, the OEA has embarked on a number of initiatives: Six academic units have agreed to work closely with the OEA in a pilot test of assessment procedures and methodologies; an Assessment Faculty Fellows program was instituted; and the January 06 Winter Faculty Institute featured sessions that engaged faculty in learning, discussing, and practicing the elements of the outcomes assessment process. Additionally, the Office of Educational Assessment has developed a website at <http://assessment.udel.edu/index.htm>, which contains an extensive collection of successful practices, tools and resources that academic units can adopt or adapt as they engage in examining student-learning outcomes.

- Continue to improve facilities that support excellence in undergraduate education, including library renovations, laboratories, classrooms, and performing arts facilities that support discovery-based learning.

Information Technologies and the University Library are creating a collaborative

multimedia center in the lower level of the Morris Library. By harnessing the power of multimedia technology in a collaborative learning environment, the center will serve four distinct—but overlapping—user bases:

- students learning to develop and demonstrate communication skills through recording, playback, and tutoring,
- individuals who gather and present information about their learning outcomes in media formats such as electronic portfolios (e-portfolios) and exhibitions,
- creators of multimedia-enriched course projects, and
- observers and researchers of communication activities.

The center will support a number of the University's General Education Goals, problem-based learning, and interdisciplinary projects as well as the University's expanding commitment to its service-learning initiative. Some specific benefits of the center to the University are as follows.

Students will be able to:

- create multimedia-based learning artifacts
- borrow field camera equipment to shoot videos
- transfer video and record narration
- learn collaboratively in classrooms equipped for teaching with multimedia
- work in an attractive general computing area with multimedia capability

Faculty will be able to:

- teach in re-configurable classrooms equipped with multimedia
- use observation facilities to study various types of communication
- use an audience-response theater to observe audience reactions

About \$1 million per year has been spent on library improvements since 2001. In addition to housing the planned multimedia center, the lower level of the Morris Library was renovated and now provides one of the most up-to-date computing sites on campus. The lower level renovation also merged service points to create large service area for digital services including digital microform readers and digital copier/scanners.

About \$1.5 million per year has been spent on upgrades of instructional laboratories. Classroom improvements continue across campus including special facilities such as two state-of-the-art computer aided classrooms for engineering education.

New and renovated buildings since 2001 include: Art Studio Building, Center for the Arts, Early Learning Center, Brown Lab, DuPont Hall, McKinly Lab, Wolf Hall, Sig Nu/Sig Ep renovation for Foreign Languages and Literatures, and the new hotel.

UD has requested funding from the state in 2006 in order to begin planning for construction of a new undergraduate laboratory building.

## ***GRADUATE EDUCATION***

### ***1. Strengthen graduate programs in areas of demonstrated comparative advantage and areas that address state, regional, and national needs***

- Define explicitly the criteria for success in every graduate program, clarifying the different expectations for research-oriented and professional programs and applying those criteria consistently.

Criteria for success are being established at the college level for each graduate program.

The Office of Graduate Studies has provided to college deans detailed information on graduate student applications, offers and acceptances along with graduation rates, time-to-degree completion, and socio-demographic characteristics of students to assist academic units in establishing benchmarks for success.

- Review the effectiveness of all graduate programs on a regularly scheduled basis through the Academic Program Review and Accreditation Review processes.

A full schedule of academic program reviews and external accreditation reviews has been implemented.

An average of eight to ten academic units are reviewed annually, selected by the provost and deans.

- Invest selectively in interdisciplinary graduate programs in areas of demonstrated comparative advantage and community need.

New graduate programs are in development in such fields as Preservation Studies and Disabilities Studies.

The interdisciplinary graduate program in Energy and Environmental Policy was granted permanent status.

New specializations have been added including MBA specializations in museum management, sports management, and a non-thesis marine studies specialization in natural resource management.

UD is the site for the NSF-supported IGERT – Interdisciplinary Graduate Education, Research, and Training in Biotechnology.

- Explore new graduate program options, including expanded undergraduate/graduate “4 plus 1” options, targeted distance education programs, a 5-year BA/MAT program, coordinated MA/MS-PhD options, and more extensive international collaborations.

The College of Agriculture and Natural Resources has initiated the integrated training option for students in plant biology which enables students to rotate in laboratories in the College of Marine Studies, at DuPont, and at the Institute for Genome Research.

Some nursing concentrations are being targeted for 4+1 distance options.

UD departments of Biology Sciences and Chemistry and Biochemistry and other science units receive NIH support for interdisciplinary programs of graduate training.

Distance education graduate program options have been expanded in Nursing and HRIM.

**2. *Remain an institution of choice for high quality graduate students.***

- Define and meet qualitative and quantitative enrollment targets and student profile objectives for all graduate programs.

Admission, enrollment, and graduation targets are now set for all programs and a planning template has been established that may be updated annually.

- Sustain a stable university-wide graduate admissions profile with 6,000 annual applications, a 30% admit rate, and a yield rate over 50%.

For fall 2004, 5,325 applications were received with a 36% admit rate and a yield rate of 59%. For fall 2005, 5016 applications were received with a 38.1% admit rate and a yield rate of 62.8%.

- Increase the diversity of the graduate student population by implementing program-based plans to enhance diversity.

A graduate council on student diversity and success was appointed. The council will work with programs to develop and implement diversity plans and receive assistance from a new graduate coordinator position in the graduate office.

A majority of UD graduate students are women, about 25% are international students and about 11% are U.S. minority students.

Some colleges and departments have programs to strengthen diversity and support the success of a more diverse graduate student population.

UD is the site for the NSF 'Bridges to the Doctorate' Program.

- Improve graduation rates, time to degree completion, and job placement of graduates, with specific objectives defined by each program.

A template for regular monitoring and review at the program level has been established and is being used by deans in reviews of departmental performance.

A University dissertation writing awards program has been established to facilitate doctoral student completion. CHEP also provides dissertation writing awards.

Parallel to national rates, less than half of UD doctoral students complete their degrees. About 75% of master's students complete their degrees.

**3. *Improve University, college, and departmental services that support excellence in graduate education.***

- Maintain national best practices in electronic graduate admissions procedures.

UD remains a national leader in electronic graduate admissions procedures. The old system, Web GAP Image is being redesigned as part of PeopleSoft SIS conversion and will be part of the graduate admission program called GRADIS.

- Improve graduate student recruitment strategies, including web-based recruitment and the identification of feeder schools, for each graduate program.

A new graduate coordinator position was created in the Office of Graduate Studies to strengthen recruitment. Colleges also have invested in strengthening marketing and recruitment.

- Assist graduate programs in providing improved support for the job placement of graduates.

This responsibility has been taken on by the colleges and graduate programs.

- Increase graduate stipend rates and floors and then incrementally increase graduate stipends at the same rate as salaries, maintaining graduate stipends at nationally competitive levels.

Minimum graduate stipends increased from \$9,000 in 2001 to \$12,200 in 2005 and \$13,000 in 2006, with funding provided from the Provost office for basic budget supported graduate positions. Graduate stipends will increment annually at least at the level of increases in faculty salaries.

Most colleges provide additional funds to increase stipends above the minimum level.

The number and value of university competitive graduate student awards has been increased, as has the number of university graduate scholar awards.

Graduate student health benefits have been increased with no significant additional costs to students.

Graduate student travel awards have been established that enable students to participate in national and international professional meetings.

- Improve recognition for faculty excellence in graduate supervision and instruction.

Faculty mentoring and supervision awards have been established for both masters and doctoral advisement.

- Improve campus-wide coordination of services for graduate students.

Coordination among the Graduate Student Senate, the provost office and graduate coordinators has been improved through regular meetings.

A need remains for a new and visible graduate studies center.

## ***RESEARCH AND SCHOLARSHIP***

### ***1. Improve productivity in University's research and scholarly programs.***

- Continue to increase the level of externally sponsored research, with a target increase of 50% over the FY01 level by 2007.

Sponsored activity increased by 35% from FY2001 to FY2004, reaching \$135 million.

Targeted federal funding for UD programs increased to about \$18 million in FY2005.

In FY01, the total expenditures from external sources were \$108.3 million; \$65.5 million of these expenditures were spent on research. In FY05, the total expenditures from external sources equaled \$140 million; of these, \$89.2 million were spent on research.

If one assumes a straight line projection to achieve the FY07 target, total expenditures for FY05 should equal \$142 million and of those, research expenditures should equal \$87.5 million. UD is on track to achieve its FY07 target.

The Office of the Vice Provost for Research (OVPR) will offer workshops and expanded services to assist faculty in proposal development and in dealing with appropriate federal and state agencies as well as industry and foundation partners.

- Improve productivity in departmentally sponsored research; strengthen assessment and support higher levels of performance.

New workload policies confirm expected outcomes from investment in departmental research.

Departments are expected to benchmark research and scholarly productivity to peer institutions. This focus must be on quality as well as quantity.

Increased productivity and support for higher levels of performance are evidenced in the increased success UD faculty are having in competing for NSF CAREER and ONR Young Investigator awards, dramatic growth in NIH funding in chemistry, physical therapy, biology, and psychology, and the movement of the Chemistry department into the top 10 for federal funding in the US.

OVPR has instituted a series of workshops to enhance sponsored programs; these include eight workshops on responsible conduct of research, one workshop on proposal writing that attracted over 200 participants, and a series of workshops on sponsored programs management.

Upgrades have been made to the animal care facilities and the process to secure AAALAC accreditation has begun.

- Evaluate and, if necessary, realign currently defined University Research Centers
- Strengthen start-up and pilot support for scholarship and research in selected areas of priority, such as the international research awards program.

Increases in scholarship support, graduate assistantships, and start-up packages for new faculty have contributed to UD's ability to be very selective and successful in recruiting our "first choices".

Investment in new research opportunities has resulted in the funding of major research initiatives like the multi-million dollar, DARPA supported effort to improve the efficiency of solar cells.

The University spends about \$5.5 million each year on faculty start-up support and that amount is increasing. Faculty in all colleges and disciplines are now eligible for matching start-up support from the provost office.

Colleges provide internal start-up and grants programs and provide matching funds for external awards.

The number of UD Research Foundation grants has increased from 13 to 25 through a new matching program with the colleges and the provost office.

The University has established a program of international research awards to support international research by UD faculty and enhance opportunities for students, and to serve as seed money for substantive research undertakings that will lead to applications for larger, externally funded support. Since 2002, faculty members have received awards to support research in Guatemala, China, Morocco, United Kingdom, Japan, Russia, Kazakhstan, New Zealand, France, the Netherlands, and Hong Kong.

**2. *Enhance interdisciplinary programs in areas of comparative advantage and state, regional, and national need***

Possible examples include the following:

- Biotechnology and the Life Sciences
- American Art, African American Art, and Material Culture
- Information Technology: Science, Technology and Management
- Early Learning/Early Experience Research
- Nano-science and Nano-technology
- Environmental and Marine Sciences and Policy
- Ocean Observing: Marine Studies, Engineering, Geography
- International and Cross-Cultural Research
- Corporate Governance
- Clean Energy

Increased investment and notable progress has been made in biotechnology and the life sciences, clean energy research, materials research, environmental and marine research, international and cross-cultural research, and corporate governance. New initiatives are underway in the field of gerontology and early learning/early experience research, and ocean observing.

3. ***Strengthen the support and recognition for excellence in scholarship and research.***

- Increase the number of endowed named professorships to 90 by 2005 and to 100 by 2007.

UD has 104 named professorships funded by endowments totaling nearly \$65 million.

- Fully implement the research/scholarship semester for assistant professors.

The research/scholarship semester is fully implemented.

- Better recognize and celebrate scholarly achievement through named professor inaugural lectures, University faculty forums, and student research conferences.

All three have been accomplished.

- Continue to implement national best practices in the area of grants and contracts administration at the University, college, and departmental levels.

UD has invested in new grants software and in professional development training for grants administrators. A new assistant provost for research management was appointed to work through PeopleSoft conversion issues and continue improvement in adoption of best practices.

OVPR will support programs on grants preparation.

- Improve policy and procedures to address issues of intellectual property, equity interest ventures, and commercialization of new ideas and procedures.

The University of Delaware Technology Corporation (UDTC) was established. New policies and guidelines on equity interest and intellectual property issues were established.

UDTC and the Delaware Technology Park will help to strengthen the linkage among academic research, the private sector, and commercial adaptations of the products.

- The University has recently developed a new comprehensive Policy for Copyright and Fair Use in Instruction.

- Sustain UD's leadership role in the transition to the "electronic" library.

The University of Delaware Library has assumed a leadership role in the development of the electronic library, providing a large array of electronic services and resources including access to over 235 databases and thousands of electronic journals to support the research needs of students, faculty and staff 24/7. The Library has implemented the development of an Institutional Repository that includes University of Delaware original research in digital form including technical reports, working papers, conference papers and other material, and which will showcase the international prominence of the faculty both individually and collectively to a wider audience.

- Strengthen the development of DBI and improve the mutual support between DBI and participating colleges and departments.

Funding and governance have been stabilized and the linkage to colleges and departments has been strengthened with the exception of a still-weak link to Biological Sciences.

Through DBI, the state of Delaware is participating in the National Science Foundation's EpSCoR, the Experimental Program to Stimulate Competitive Research. This is a joint program of NSF and 27 U.S. states and territories seeking to develop a more equitable distribution of Federal R&D funds across the country by promoting partnerships between state universities, industry, government, and the Federal research and development enterprise.

In addition, UD is a participant in the NIH-INBRE Program, the goal of which is to build a medical research capability in the state of Delaware that will encompass both basic and translational research.

- Create a University Museum to coordinate and expand the development and use of UD art collections and related programs including the Paul Jones Collection, the University Gallery, the Inuit Art Collection, the Museum Studies Program, the Center for American Material Culture, and the Winterthur Program.

This has been accomplished.

Paul R. Jones Collection now housed at newly renovated Mechanical Hall.

- Better integrate computer and network services into the research and scholarship activities of the University.

New models of collaboration are being explored. For example, a joint hire has been developed to provide CNS support for ENGR cluster computing needs. More progress is needed.

- Continue to improve facilities that support increasing research and scholarly productivity, focusing on areas of University-wide priority such as the life sciences, marine sciences, advanced materials science and engineering, and early experience/translational research.

High priority has been placed on funding for research facilities in state budget requests, federal funding requests, and Unidel requests; examples include Wolf Hall and Brown Lab renovations, DuPont Hall, and Smith Lab (Lewes) additions, the new research vessel, the CANR greenhouses, the Carvel Center, a new animal care facility, and the Early Learning Center.

Headed by the Vice Provost for Research, a committee of deans is reviewing how to support infrastructure and services needed for continued productivity in research and scholarship.

## ***PUBLIC, COMMUNITY, AND PROFESSIONAL SERVICE***

### ***1. Strengthen UD leadership as Delaware's land-grant, sea-grant, urban-grant, and space-grant institution.***

- Strengthen partnerships in areas of University priority and responsibility such as state and local economic development, pre-K to 16 education, effectiveness of governmental services, delivery of non-profit services, professional development for business, education, and health professionals, and improvement in agricultural and environmental practices.

New or expanded partnerships have been established or are being established in pre-K to 20 education, governmental and non-profit services, health promotion and nursing, business and management, and agricultural practices. Marine Studies is the coordinating office for the mid-Atlantic coastal ocean observing regional association.

- Inventory and better coordinate service programs and partnerships on and off campus; improve inter-college collaboration and cooperation in the design and delivery of service programs.

The Academic Council on Service Learning was created and conducted an inventory of UD service programs. Recommendations were made for improvement in campus collaboration and cooperation.

- Develop new institutional models for service that are responsive to the evolving needs of the constituencies we serve, such as the Early Learning Center, Center for Corporate Governance, new organization for Cooperative Extension, and the Center for Disabilities Studies.

New models are in development through the programs noted. The Early Learning Center has opened and new space is being renovated for the New Castle County (NCC) Cooperative Extension, Early Head Start and the Center for Disabilities Studies. A new professional services center for educators will open in late 2005. A council on UD programs in southern Delaware has been established. Cooperative extension programs have been reorganized and revitalized.

### ***2. Improve the integration of service values in the educational and research missions within and across the colleges.***

- More fully incorporate service learning in undergraduate education; improve the use of service learning as an educational method.

An Office of Service Learning has been created and funded. A new service learning summer scholars program has been established and funded.

Some colleges, departments and centers provide service-learning opportunities for undergraduate and graduate students.

- Selectively extend life-long learning and distance-learning programs in areas of comparative advantage and state, regional, and national need.

UD on-line has increased enrollments each year since 2001. A financial incentive has been created to enable departments and colleges offering credit and non-credit

courses in the evening and through off-campus and distance education to share in the revenue generated. A new MBA degree program in Bosnia has been initiated in partnership with the University of Sarajevo with funding from USAID.

- Increase the number of service-oriented undergraduate and graduate assistantships and internships.

New service-learning scholarships/assistantships have been created through the Office of Service Learning. Additional support for service-oriented undergraduate and graduate assistantships is being sought from the state. Some colleges, departments and centers provide service learning assistantships and internships for both undergraduate and graduate students.

- Improve the availability and delivery of service-oriented instructional and professional development programs in such areas as education, nursing, human services, business, and agricultural sciences.

A new professional development center for educators will open in 2005. Funding support for advanced nursing programs has been increased. The new Carvel Center will improve services to the agricultural communities in southern Delaware.

### ***3. Enhance the support and recognition for excellence in public, community, and professional service.***

- Establish endowed professorships that recognize excellence in public, community, and professional service and the integration of service with teaching and research.

Some named professorships recognize service, such as the Phelps Director of the College School and the Hammonds Professor of Education. Some appointments have recognized excellence in service. However, no endowed professorships have been set up specifically for public service.

- Establish University Excellence-in-Service Awards.

The Ratledge Award for Public Service was established. The Faculty Senate has created an award for outstanding faculty senate service. No on-going university-wide award has yet been established.

- Regularly conduct program reviews of the performance and achievements of service programs.

A regular schedule of academic program reviews (APR) for public service centers has been established; APRs have been completed for the Institute for Public Administration, the Center for Applied Demography and Survey Research and other centers.

- Continue to improve facilities that support increased service responsibilities.

New and improved facilities for service programs include a new teacher professional development center, the Carvel Center, the Early Learning Center, and newly renovated space planned for NCC Cooperative Extension, Center for Disabilities Studies, and Early Head Start.