



UNIVERSITY OF
DELAWARE®

Self-Study Design

Submitted to:

Middle States Commission on Higher Education

January 30, 2026

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I. Institutional Overview

A research-intensive, technologically advanced university with global impact, the University of Delaware traces its roots to the founding of a small private academy in 1743. The University received its charter from the State of Delaware in 1833 and was designated in 1867 as one of the nation's historic Land Grant colleges. A Women's College was opened in 1914, and in 1945 UD became permanently coeducational. The University celebrated its 275th anniversary in 2018-19 and the Middle States Commission on Higher Education reaffirmed its accreditation of the University in 2022, commending it for its progress.

A Land Grant, Sea Grant and Space Grant institution, UD is state assisted, yet privately governed. It is classified by the Carnegie Foundation for the Advancement of Teaching as having very high research spending and doctorate production (R1), a distinction achieved by less than 5% of U.S. colleges and universities, and it ranks among the nation's top 100 universities in federal research and development support for science and engineering. UD first earned the Carnegie Community Engagement classification in 2015, which was reaffirmed in 2026, recognizing the extension and impact of its scholarship to society through work with more than 300 community partners in dozens of locales.

UD is a member of the Association of Public and Land Grant Universities (APLU). In athletics, UD began NCAA Division I competition in 1973 for men and 1982 for women. As of July 1, 2025, UD is an official member of Conference USA (CUSA). Fourteen of UD's 22 varsity programs are housed in CUSA, with eight others joining as affiliate members in the Atlantic Sun (women's lacrosse, men's and women's swimming & diving), Atlantic 10 (men's lacrosse), Mid-American Conference (rowing), The Summit League (men's soccer), Atlantic Hockey America (ice hockey), and Mountain Pacific Sports Federation (field hockey).

The University is located in Newark, Delaware, a suburban community of more than 30,000, situated midway between Philadelphia and Baltimore. UD has three additional locations in Dover, Georgetown, and Wilmington. Courses are also offered in Wilmington and at other locations throughout the State, including Dover, Georgetown, and Lewes.

With the recent appointment of the 29th President of the University of Delaware, Laura Carlson, UD's mission and vision statements will be reviewed, and draft revisions will be shared with our community for consideration. The current Mission Statement, University Values, and Strategic Pillars are as follows:

Mission Statement

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

The University of Delaware is a major research University with extensive graduate programs that is also dedicated to outstanding undergraduate and professional education. 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.

University Values

The University of Delaware embodies its motto — “Knowledge is the light of the mind”— and to spread that light requires a community that nurtures intellectual curiosity and free inquiry, where everyone is empowered to learn and to flourish. This is a community where we celebrate our individual and collective achievements, where we respect diverse backgrounds, values and viewpoints. The values of the University of Delaware are woven throughout the institution and include:

Academic Freedom. *We each have the responsibility to foster an atmosphere that promotes the free exchange of ideas and opinions. Everyone has the right to benefit from this atmosphere.*

Diversity and Inclusion. *We welcome and value different backgrounds, perspectives and learning experiences; this is essential for educating global citizens, developing knowledge and advancing and enhancing our world.*

Innovation. *Revolutionary thinking is part of our DNA—our first students in 1743 helped found this nation. We want to make a significant difference in the world, and we are collaborating across disciplines with risk-taking, creativity and innovation to address the biggest challenges of our time.*

Community. *Our supportive, friendly campus community advocates for each individual’s voice 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.*

Strategic Pillars

Expanding student access and success. *The University of Delaware inspires students in their pursuit of knowledge and guides them in their development of the skills necessary for success, both personally and professionally. We prepare our students to be competitive, collaborative, curious and*

informed so they can navigate an increasingly complex world. The University is committed to ensuring affordable access to educational opportunities for Delawareans.

Building a social justice foundation to support a diverse, inclusive and intercultural campus. *The University of Delaware remains deeply committed to building a campus community that reflects the rich and complex diversity of the human experience and that nourishes a culture that promotes and celebrates excellence for every individual.*

Expanding interdisciplinary and global opportunities. *We are fully engaged in the challenges of the state of Delaware and the world, contributing our resources and expertise in an integrated manner in order to find solutions. As a land-, sea- and space-grant institution, UD is committed to strengthening the economic and cultural bonds between Delaware and the world.*

Redefining creativity, innovation and entrepreneurship. *Our students, faculty and staff find creative and innovative solutions to difficult challenges and apply entrepreneurial thought and approaches in everything they do. The ideals of creativity, innovation and entrepreneurship are built into all curricular and co-curricular programs, a mindset that prepares students to succeed in the global economy.*

Reimagining intellectual and physical capital for a sustainable and boundless campus. *Expanded use of online tools is continually reshaping ideas about teaching, learning, collaboration and providing services to our students, faculty and staff, even as we reinforce the power of face-to-face relationships in cultivating a sense of place and community. We are investing in our intellectual and physical capital in a synergistic, interdisciplinary and sustainable way that promotes excellent education, research, scholarship and engagement.*

The University offers a broad range of degree programs (66 doctoral programs, 164 master's programs, 171 bachelor's programs, and eight associate programs) through its colleges: Agriculture and Natural Resources; Arts and Sciences; Earth, Ocean and Environment; Education and Human Development; Engineering; Health Sciences; Graduate College; Honors College; the Alfred Lerner College of Business and Economics; and the Joseph R. Biden, Jr. School of Public Policy and Administration. The full list of institutional and specialized accreditors is included in the Appendix. The University's non-residential Associate in Arts Program provides foundational courses for students, who then transition to UD's primary campus in Newark to complete their bachelor's degrees.

More than 41,000 undergraduate students applied to the University of Delaware for Fall 2025 enrollment. 4,987 (16%) first-time first-year students accepted their admission offers. On average, 91% of first-time first-year undergraduate bachelor's degree-seeking students return for their sophomore year and 81% graduate within six years. On average, 75% of first-time first-year undergraduate associate's degree-seeking students return for their sophomore year and 57% graduate within three years.

For Fall 2025, enrollment totaled 19,385 undergraduates, 4,252 graduate students and 927 professional and continuing studies students for a grand total of 24,564. These students come from across the country and around the globe. 18,687 (96%) of all undergraduates and 3,278 (77%) of

graduate students are enrolled on a full-time basis. 62% of all undergraduates and 78% of graduate students are from out-of-state.

The most recent *U.S. News and World Report* ranks UD No. 88 among top national universities in the United States, No. 43 among the nation's top public universities, and it includes 28 UD graduate programs and schools among the top 100, and 14 programs and schools in the top 50 in the nation, including a ranking of No. 1 for the graduate program in physical therapy. Six undergraduate programs are among the top quarter in the nation, including a ranking of No. 4 for the undergraduate program in chemical engineering.

In 2025-26, there are 4,700 total employees, including 1,308 faculty, 2,524 exempt staff, 497 non-exempt staff, and 371 hourly staff. 99% of employees are employed full-time. In 2025-26, there are 1,302 full-time faculty positions. 78% of full-time tenure-eligible faculty are tenured and 93% of full-time faculty hold the doctorate or terminal professional degree in their field. The student to faculty ratio is 16:1.

UD is driving discovery for the future. For FY 2024, externally sponsored expenditures for research and public service totaled more than \$319 million. In particular, externally sponsored research totaled \$269 million in FY 2024, a 46% increase over the past four years. Since 2009, UD has had 678 patent disclosures, 192 patents have been issued and 92 licenses have been executed. Some 38 startups have resulted from licensing of UD technology.

The University has endowment assets of approximately \$2.3 billion. Its annual operating budget is more than \$1 billion. The FY24 state operating and capital appropriation of approximately \$200 million (a record year in the past decade) helps create a sizable economic impact in the state. Overall, the University generates an economic impact of \$2.4 billion, supports approximately 15,400 jobs and generates \$1.2 billion in labor income in the state of Delaware. UD alumni earn an estimated additional \$1.14 billion per year as a result of earning their degrees at the University.

On November 9, 2017, UD launched Delaware First: The Campaign for the University of Delaware, the largest fundraising and engagement campaign in the University's history. With a goal of \$750 million, the campaign was designed to strengthen the institution and raise funds to support the strategic vision, and in particular, student scholarships, endowed professorships, graduate fellowships, research, facilities, and experiential learning opportunities across UD. The campaign helped establish the Graduate College and the Honors College, initiatives around innovation and entrepreneurship, partnerships through the Biden School and the construction of several new buildings around campus, including the Ammon Pinizzotto Biopharmaceutical Innovation Center on the STAR Campus, as well as the Whitney Athletic Center, among other strategic projects. On June 30, 2023, the University successfully concluded the most comprehensive fundraising and engagement campaign in its more-than-280-year history. The campaign ended with a record-breaking 113,402 University supporters contributing more than \$1.05 billion.

On December 9, 2025, UD's Board of Trustees unanimously voted to appoint Laura A. Carlson – a distinguished educator, researcher and administrator with more than 30 years of experience in higher education – as the 29th president, effective January 1, 2026. After the Board's announcement, Dr. Carlson presented her vision of the University and outlined a plan to turn the community's

aspirations into action. That work has begun and is helping to advance the University’s strategic mission and the MSCHE Self-Study process.

In addition to strategic planning efforts, the University has a number of key institutional initiatives supporting the development and implementation of the strategic goals which include:

- initiating a Southern Delaware Strategy that deepens commitment to the southern part of the state;
- engaging with Segal and Associates to assess the operational effectiveness of 12 major administrative units;
- engaging Baker Tilly to perform an Enterprise Risk Management (ERM) assessment; and
- led by IT, a new Enterprise Resource Planning (ERP) system is being implemented university wide.

INSTITUTIONAL DATA TRENDS

Undergraduate Admissions

	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Applications	35,362	37,690	39,995	41,505
Offered Admission	26,101	24,541	28,238	30,773
Offer Accepted	4,906	4,566	4,424	4,987

Enrollment (Headcount)

	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Undergraduate	18,665	18,812	19,071	19,385
Graduate	4,557	4,449	4,386	4,252
Professional and Continuing Studies	817	960	955	927
TOTAL	24,039	24,221	24,412	24,564

Unduplicated Degree Programs

	2022-23	2023-24	2024-25	2025-26
Associate’s	3	4	4	8
Bachelor’s	165	163	165	171
Master’s	135	136	143	150
-Joint Degrees Offered Within	13	13	15	14
Doctoral	64	64	64	64
-Joint Degrees Offered Within	2	2	2	2

Degrees Awarded

	2021-22	2022-23	2023-24	2024-25
Associate's Degrees	258	260	196	222
Bachelor's Degrees	4,378	4,285	4,176	4,554
Master's Degrees	942	1,130	1,128	1,316
Doctorate	332	337	361	346
TOTAL	5,910	6,012	5,861	6,438

Retention Rates to Second Fall by Cohort

Full-time First-time Bachelor's Degree Seeking Students

Fall 2021	Fall 2022	Fall 2023	Fall 2024
90.7%	90.0%	92.0%	91.8%

Full-time First-time Associate's Degree Seeking Students

Fall 2021	Fall 2022	Fall 2023	Fall 2024
68.8%	74.9%	80.3%	76.7%

Graduation Rates within 150% of Normal Time to Program Completion by Cohort

Full-time First-time Bachelor's Degree Seeking Students

Fall 2016	Fall 2017	Fall 2018	Fall 2019
82.0%	80.5%	82.4%	80.8%

Full-time First-time Associate's Degree Seeking Students

Fall 2019	Fall 2020	Fall 2021	Fall 2022
54.9%	56.5%	55.8%	59.0%

Total Employee Headcount

	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Faculty	1,315	1,328	1,272	1,273
Faculty Administrators	32	36	39	35
Exempt	2,279	2,523	2,517	2,524
Non-Exempt	614	597	571	497
Hourly	404	411	375	371
ALL EMPLOYEES	4,644	4,895	4,774	4,700

Finances as of June 30 (\$ millions)

	FY22	FY23	FY24	FY25
Operating Revenue	1,124.9	1,167.0	1,245.8	1,282.5
Expenditures for Externally Sponsored Activities	305.3	326.8	361.5	351.1
Endowment and Funds Invested with the Endowment	2,018.3	2,043.6	2,164.3	2,304.1
Long-term Debt and Capital Leases	684.5	671.2	656.8	643.5

Facilities Inventory

	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Total Square Footage	9,707,179	9,893,971	10,025,061	9,889,538
Buildings (Total Number)	461	461	465	452
Academic	257	257	261	253
Student Residence and Service	149	148	148	143
Administrative	55	56	56	56
Land (Acres)	2,312	2,312	2,312	2,316
Students Housed-Capacity	7,220	7,191	7,191	7,181
Students Housed-Occupancy	7,068	6,728	6,812	7,004

Institutional Data Trends Source: UD Quick Facts prepared by Institutional Research

II. Institutional Priorities to Be Addressed in the Self-Study

The University of Delaware has identified three institutional priorities/themes to be addressed in the Self-Study. These priorities/themes will drive our lines of inquiry for each of the seven standards. These themes center on the “Who we are, How we work, and What we do” categories that have emerged from recent town halls and the Presidential transitional work. These themes also connect to a recent refresh of our admissions materials. These priorities/themes are operationalized in the following way:

“Who we are” refers to the University of Delaware’s mission and the culture fostered for all members of the UD community. *Operationalized as: Community and Partnerships.*

“How we work” refers to collective efforts moving toward shared goals, fueled by trust and respect, and supported by engaged communication. *Operationalized as: Collaboration and Engagement.*

“What we do” refers to the ways in which the institution works collectively to fulfill its mission through integrated planning across academics, access and affordability, student success, campus facilities and infrastructure, shared governance, and service. *Operationalized as: Curiosity and Discovery.*

The University of Delaware is initiating the development of a new strategic plan and defining our future strategy. The underlying principles that will offer an initial framework for UD's new strategic plan are as follows:

- Inquire with Impact
- Create with Connection
- Innovate with Intention
- Grow with Purpose
- Welcome with Promise
- Educate with Outcomes
- Work with Trust
- Belong with Joy
- Stand with Pride

A task force consisting of students, faculty, staff, and alumni will be established for each principle.

III. Intended Outcomes of the Self-Study

The three-year MSCHE Self-Study process launched in February 2026, and it is being used as a strategic assessment and development tool seeking to support institutional mission fulfillment and the achievement of strategic goals. Specifically, the Self-Study team is working together and in collaboration with the appropriate internal and external stakeholders to address the specific MSCHE expectations when it comes to the identification and appropriate documentation of institutional achievements in several outcome areas, including the following:

1. Demonstrate how the institution currently meets the Commission's *Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition)* and provide evidence by Standard in alignment with the *Evidence Expectations by Standard*. Focusing on the period of time since the last reaffirmation of MSCHE accreditation in 2022, we will rely on the Steering Committee and Working Groups formed to support the Self-Study process aimed at assessing and reporting the University's progress in achieving the seven MSCHE Standards and the Requirements of Affiliation. In addition to the standards themselves, Working Groups will develop 2-3 lines of inquiry for their respective standards and will use those lines of inquiry to organize the reporting.
2. Leverage periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution's priorities, mission, and goals. The key purpose of the assessment process conducted as part of this periodic Self-Study is to generate insights and ideas that could both reaffirm our institutional strengths and identify growth and development opportunities. The process also seeks to assess the quality and transparency of our ongoing institutional assessment efforts implemented on an annual basis. Therefore, the Self-Study is expected to result in immediately actionable outcomes that will allow the University to improve its regular assessment approaches, data collection, and utilization efforts. To ensure appropriate levels of transparency, the Self-Study process will be open for the engagement to a variety of internal and external actors. We

will also utilize regular communications to update the University community about the Self-Study progress, preliminary findings and recommendations, and ways to provide input. The University has launched a publicly accessible web site where internal and external community members have access to the status of the reaffirmation process and all relevant documentation.

3. Engage the institutional community in an inclusive and transparent self-appraisal process, including analyses of a broad range of data to ensure students are appropriately served and the institutional mission and goals are met. The Steering Committee is responsible for the process of the Self-Study organization as well as making sure that the process is implemented in a transparent, inclusive, effective, and efficient manner. It is the Steering Committee's responsibility to appropriately document mission fulfillment progress and ensure students as our key stakeholders are served effectively. To that end, we will provide Working Groups with access to a variety of data sources needed to complete assessment of their standards. The Steering Committee is also tasked with ensuring the quality and integrity of the Self-Study process, and it will collaborate with the Working Groups to coordinate shared expectations for quality and integrity.

The MSCHE Self-Study process is launching at the same time as the University's new leadership is embarking on a new strategic planning process. Therefore, we expect that the Self-Study process, as well as its outcomes, will be shaped by the institutional priorities and strategic goals emerging from the strategic planning process. Following this logic, the University of Delaware will utilize its Self-Study process in conjunction with the strategic planning process to enhance its mission fulfillment, help clarify and assess the achievement of its key institutional goals, and enhance the overall effectiveness as the Delaware flagship higher educational institution.

The University has identified three areas of institutional priorities that will guide both the strategic planning process and the MSCHE Self-Study process. These priorities align with the University's mission and its emphasis on research, learning, and engagement; they comprise: 1) community and partnerships, 2) collaboration and engagement, and 3) curiosity and discovery. Such priorities also reflect the land-grant status of the University and its commitment to community engaged research, teaching, and service.

Following these institutional priorities, the Self-Study process seeks to capitalize on the strategic planning process and achieve the following additional outcomes:

1. Identify areas of strength and strategic opportunities to enhance mission fulfillment. The Self-Study process and periodic review will allow us to critically assess the fulfillment of organizational goals. In particular, the University's commitment to the design and delivery of a high-quality and accessible student learning experience, supporting the production of meaningful and engaged research, and creating a climate that facilitates internal and external collaborations. We will leverage internally generated feedback and self-reflection as well as external assessment to identify areas for strategic growth in these three areas (teaching, research, and service), and to enhance mission fulfillment.
2. Leverage the Self-study to prioritize alignment of resources for the fulfillment and enhancement of our institutional mission. The Self-Study process will allow us to assess the

current state of research and educational infrastructure that enables the University to be effective in achieving its educational, research, and service goals. We will also screen the alignment or misalignment among the various resource areas (e.g., physical infrastructure, human resources, information technologies, communications, fundraising, and development capacity), to make sure we are appropriately utilizing the existing resource base. The process will allow identifying any gaps in resources that present an opportunity for institutional improvement. This process will also allow us to identify specific areas where existing resources could be realigned or new resources could be sought.

3. Revise institutional metrics for better alignment with institutional goals. The Self-Study process will be used as an opportunity to holistically re-assess the current metrics, the data collection and utilization processes in key areas, as well as how such processes are currently used to support strategic and operational decision-making. To that end, current progress metrics will be revised as appropriate to fully reflect the updated institutional priorities and new strategic plan, particularly focusing on student learning, research, and external service. Any identified opportunities will be leveraged for continuous institutional improvement in the next cycle.

IV. Organizational Structure of the Steering Committee and Working Groups

STEERING COMMITTEE

The Self-Study Steering Committee consists of the President, Provost, the Chair and two Co-chairs of the Self-Study Steering Committee, and the Co-chairs of each of the seven Working Groups. Working Group Co-chairs were identified through a structured approach to identify three Co-chairs for each standard. Where possible and appropriate, the Working Groups' Co-chairs include a mix of senior administrators, mid-level administrators or leaders, and representatives of either the faculty senate or the faculty union. We sought to include Co-chairs with a mix of substantive expertise and a diversity of perspectives ensuring that voices from the breadth of our stakeholders are represented. The reaffirmation Co-chairs provided a strawman list of recommended Working Group Co-chairs by standard to the President and the Provost and made changes based on their feedback. Working Group Co-chairs were invited via a co-signed invitation from the Interim Provost and the Chair of the Self-Study Steering Committee. Members of the steering committee are (all confirmed):

Standard I – Mission and Goals

- Laura Carlson, President, Professor (tenure track), Psychological and Brain Sciences
- Bill Farquhar, Interim Provost, Professor (tenure track), Kinesiology and Applied Physiology
- Kim Isett, Vice Provost for Academic Programs and University Initiatives, Professor (tenure track), Public Administration and Policy, Chair, Self-Study Steering Committee
- Heather Kelly, Senior Director of Institutional Research and Data Science, MSCHE Accreditation Liaison Officer, Co-chair, Self-Study Steering Committee
- Alisa Moldavanova, Associate Professor (tenure track), Public Administration and Policy, Office of the Provost Fellow for Institutional Assessment, Co-chair, Self-Study Steering Committee

Standard II – Ethics and Integrity

- Persephone Braham, Professor (tenure track), Spanish and Latin American & Iberian Studies, President UD-AAUP
- Martha Buell, Vice Provost for Faculty Affairs, Professor (tenure track), Human Development and Family Science, member of Faculty Senate Academic Priorities and Presidential Advisory Committee
- Angela Velez, Associate General Counsel

Standard III – Design and Delivery of the Student Learning Experience

- Ravi Ammigan, Vice Provost for Global Engagement
- Michael Chajes, Interim Vice Provost for Undergraduate Education and Dean of the Honors College, Professor (tenure track), Civil, Construction and Environmental Engineering
- George Irvine, Associate Vice Provost for Online Learning and Innovation, Co-Director of the Center of Innovation in Lifelong Learning and Teaching

Standard IV – Support of the Student Experience

- Chad Gasta, Associate Dean for Undergraduate Education, College of Arts and Sciences, Professor (tenure track), Languages Literature, and Culture
- Nicole Long, Assistant Vice President, Student Experience & Belonging, Student Diversity & Inclusion
- Kami Silk, Incoming Dean of the Graduate College and Vice Provost for Graduate Education, Professor (tenure track), Communications

Standard V – Educational Effectiveness Assessment

- Jen Saylor, Associate Dean of Nursing for Faculty and Student Affairs, Professor (tenure track), Nursing, Faculty Senate Chair General Education Committee
- Erin Sicuranza, Director Academic Technology Services, Co-Director of the Center of Innovation in Lifelong Learning and Teaching
- Amanda Steele-Middleton, Associate Vice President for Enrollment Management: Persistence and Completion

Standard VI – Planning Resources, and Institutional Improvement

- Joe Kempista, Associate Vice President and Deputy Chief Information Officer
- Mandy Minner, Chief Budget Officer and Senior Associate Vice President
- Aimee Turner, Vice President for Finance and Treasurer

Standard VII – Governance, Leadership, and Administration

- Carol Kissal, Interim Executive Vice President for Finance and Administration
- Kate Sanford, Chief of Staff, Office of the President
- Brent Schrader, Associate University Secretary

The Steering Committee will meet monthly, with additional meetings as needed. The agenda for the committee will broadly include updates on the status of the work of each standard, identifying any

roadblocks, areas of overlap, and data needs. Where duplication of efforts are identified, the Steering Committee will collaborate to resolve those overlaps. The Steering Committee will be responsible for ensuring the Self-study is coherent and complete. When appropriate, the Steering Committee will facilitate Working Groups to have joint meetings to understand how the standards work to reinforce one another and to proactively allocate work across the related standards.

The Self-Study committees will be supported by Eyoel Delessa, Office of the Provost Analytics and Assessment Specialist, staff from the Office of Institutional Research and Effectiveness, and a research assistant. Mr. Delessa reports organizationally to the Chair of the Self-Study Steering Committee and will be a critical facilitator between the Chair, Co-chairs, and the Working Groups.

The Steering Committee will set reasonable milestone deadlines and have regular check-ins with the Working Groups to ensure progress toward completion. The Steering Committee will take an active role in supporting the Working Groups and ensuring their efforts are aligned with the selected priorities and mission.

WORKING GROUPS

Our working groups have been developed to maximize a wide range of expertise and perspectives. We have intentionally created the list to be inclusive of all eight academic colleges, relevant administrative units, the faculty senate, and AAUP representatives. The specific composition of the Working Groups have been strategically crafted to be synergistic with the anticipated committees for our new strategic planning efforts. Student representation at both the undergraduate and graduate levels will be incorporated into each Working Group at the beginning of each academic year. To the extent possible students will participate over multiple years to maintain continuity. However, should a student earn their degree and move onto their next chapter, or choose not to continue, we will replace those students so that representation is maintained.

Standard I – Mission and Goals

- Laura Carlson, President, Professor, Psychological and Brain Sciences
- Bill Farquhar, Interim Provost, Professor, Kinesiology and Applied Physiology
- Kim Isett, Vice Provost for Academic Programs and University Initiatives, Professor, Public Administration and Policy, Self-Study Chair
- Heather Kelly, Senior Director of Institutional Research and Data Science, MSCHE Accreditation Liaison Officer, Self-Study Co-chair
- Alisa Moldavanova, Office of the Provost Fellow for Institutional Accreditation, Associate Professor, Public Administration and Policy, Self-Study Co-chair

Standard II – Ethics and Integrity

- Kate Buchkoski, Director of Civil Rights and Title IX Compliance
- Dalinda Carrero-Papi, Senior Director, Employee & Labor Relations
- John Gizis, Professor, Physics and Astronomy, AAUP representative
- Jen Horney, Founding Chair, Professor, Epidemiology, Director, Partnership for Healthy Communities

- Jason Hustedt, Department Chair, Professor, Human Development and Family Sciences
- Joel Pust, Department Chair, Professor, Philosophy
- Nicole Quinn, Senior Business Officer, College of Agriculture and Natural Resources
- Yos Roman, Associate Vice President for Enrollment Management: Enrollment and Access Initiatives
- Jordan Skolnick, Director of Athletics, Community, and Campus Recreation
- Ryan Zurakowski, Department Chair, Professor, Biomedical Engineering

Standard III – Design and Delivery of the Student Learning Experience

- Beth Cartwright, Learning Management System Administrator
- Jane Case, Associate Professor, Public Policy and Administration, Faculty Senator
- Jennifer Follett, Director, Associate Professor, University Writing Center
- Mark Gockenbach, Department Chair, Professor, Mathematical Sciences
- Teresa Hickok, Assistant Professor, School of Education; Director, College of Education and Human Development Associate Degree Programs
- LeAnn Moore, Associate Director, Community Engagement Initiative
- Dael Norwood, Professor, History, AAUP representative
- Rosalie Rolón-Dow, Faculty Director, Undergraduate Research Program
- Latoya Watson, Senior Assistant Dean, Co-Curricular Coaching, Student Success Center
- Member To Be Named

Standard IV – Support of the Student Experience

- Ruma Beldona, Senior Assistant Dean, Graduate Program Services, Lerner College
- Maisha Carey, Deputy University Librarian and Director of Organizational Learning, Library, Museums and Press, Faculty Senator
- Cynthia Diefenbeck, Director, Center for Counseling & Student Development
- Matt Drexler, Director, Study Abroad
- Josh Enszer, Associate Professor, Chemical & Biomolecular Engineering
- Allison Karpyn, Co-Director of the Center for Research in Education and Social Policy (CRESP) & Professor, Human Development and Family Sciences
- Laura Lessard, Associate Professor, Health Behavior & Nutrition Sciences
- LaRuth McAfee, Senior Assistant Dean, Graduate College
- Dan McDevitt, Associate Professor Biological Sciences, AAP Disability Support Services Coordinator, Faculty Senate Chair Undergraduate Education Committee
- Naomi Nash, Executive Director for Student Success
- Lynda Pagan, Director of Disability Support Services, & ADA 504 Compliance Coordinator

Standard V – Educational Effectiveness Assessment

- Katy Bender, Associate Professor of Economics, AAUP Representative
- Andy Jenks, Educational Assessment Specialist, CILLT
- Adrian McCleary, Director of University Studies and Student Support Programs in the Center for Academic Success
- Tripp Shenton, Professor, Civil Construction & Environmental Engineering
- Greg Shriver, Department Chair, Professor, Entomology and Wildlife Ecology
- Jessica Sowa, Professor, Public Policy and Administration
- Sophie Tullier, Director for Assessment, Data Analytics, & Research, Division of Student Life
- Vic Wang, Director, Noncredit Programs, PCS-Prof & Noncredit Programs
- Member To Be Named
- Member To Be Named

Standard VI – Planning Resources, and Institutional Improvement

- Eric Ervin, Interim Associate Dean and Interim Director of Cooperative Extension, Plant and Soil Sciences, Professor, Plant and Soil Science
- Marci Hutton, Associate Vice President, Campus and Enterprise Capital Planning
- Scott Mangierei, Senior Director of Corporate & Foundation Relations
- Freda Patterson, Associate Dean of Research, College of Health Sciences, Professor, Health Behavior & Nutrition Science
- Jason Rautio, Director, Facilities and Auxiliary Accounting
- Rich Reeves, Associate Vice President, Institutional Research and Effectiveness
- Tracy Shickel, Associate Vice President, Corporate Engagement, Research Office
- Brad Thompson, Associate Professor, Associate in Arts Program, AAUP representative, Faculty Senator
- Fabrice Veron, Interim Vice President for Research, Scholarship and Innovation, Professor, Marine Sciences
- Adam Wallace, Department Chair, Earth Sciences and Undergraduate Coordinator, Professor, Earth Sciences

Standard VII – Governance, Leadership, and Administration

- Mandi Bullough, Associate Dean for Undergraduate Programs, Lerner College of Business and Economics, Professor, Business Administration
- Sebi Ciaoba, Professor, Department of Mathematical Sciences, AAUP Representative
- Matt Kinservik, Professor, English
- April Kloxin, Associate Department Chair, Professor, Chemical & Biomolecular Engineering
- Jissell Martinez, Business Administrator, Associate in Arts Program

- Meghan McInnis-Dominguez, Professor, Languages, Literature, and Cultures, President-Elect, Faculty Senate
- Andre McMillan, Senior Director, Internal Audit
- Tom Powers, Director, Center for Science, Ethics & Public Policy, Associate Professor, Philosophy
- Albert Shields, Director of Business & Economic Development, Government and Community Relations
- Regina Wright, Associate Dean, College Community & Belonging, College of Health Sciences, Professor, Health Behavior & Nutrition Science

WORKING GROUP CHARGE

The University of Delaware Middle States Working Groups will contribute to the Self-Study Report and Evidence Inventory for the University's Middle States Commission on Higher Education (MSCHE) accreditation review. Over a two-year period beginning in February 2026, the Working Groups will conduct a robust review and evaluation of the University's programs, practices and policies relevant to their MSCHE Standard. Reporting to the University of Delaware Middle States Self-Study Steering Committee, each Working Group will:

1. Review the criteria for their MSCHE Standard in relation to our mission and institutional priorities.
2. Determine how the institutional priorities are incorporated into the discussion of the Working Group's Standard.
3. Clearly define the key terms within the Working Group's Standard, particularly as they relate to measurement of procedures, processes, and outcomes.
4. Articulate 2-3 specific lines of inquiry within the Working Group's Standard, to be used as organizing themes for the report.
5. Identify existing evidence relevant to that Standard along with opportunities to identify additional data and evidence needs.
6. Identify UD community groups that are most important for providing input into their standard, and that standard's lines of inquiry, and coordinate with the Steering Committee to schedule those meetings.
7. Engage in thoughtful discussion and analysis of the work of the University in light of our institutional priorities and their MSCHE Standard.
8. Develop a draft outline of their chapter (a) indicating which institutional priorities they will emphasize, (b) linking each criterion and line of inquiry to existing evidence or determining what data need to be gathered to address a specific criterion and line of inquiry, (c) analyzing the existing evidence in light of the criteria and lines of inquiry for their Standard, (d) developing a story of the University that addresses that Standard's lines of inquiry and our institutional priorities and (e) highlighting specific programs, processes, achievements, and opportunities that help to tell the UD story.

9. Hold meetings with selected groups and/or contribute to meetings conducted by the Steering Committee to gather input from the larger University community and report on the progress of the Self-Study.
10. Submit the draft outline by **March 2026**. The draft outline will include the outline of their chapter, lines of inquiry, and evidence needed for their Standard. A template will be provided to working groups to ensure completeness. The template is included in the Appendix.
11. The Steering Committee sends chapter outlines back to Working Groups with feedback by **June 2026**.
12. Submit the first full draft of their chapter by **October 2026**. This draft will include the Working Group's analysis of existing data but recognizes that there may still be gaps in evidence. Draft chapters will link criteria and lines of inquiry for their Standard to specific evidence documents uploaded to the University's internal evidence inventory.
13. The draft will also include the Working Group's initial or preliminary recommendations. The draft chapter should clearly address the following:
 - a) In what ways does the University meet expectations or exceed their Standard and its criteria?
 - b) What specific evidence demonstrates compliance with their Standard and its criteria and where is this evidence documented?
 - c) What additional data needs to be collected to fully satisfy compliance with the Standard?
 - d) What opportunities exist for the University to strengthen institution-wide efforts related to their Standard and its criteria, particularly for student-oriented key performance indicators?
 - e) Are there opportunities to improve student learning, institutional effectiveness, and progress towards the University's mission, goals, and strategic plan and how can all of this be supported by assessment?
14. Revise chapter based on feedback from the Steering Committee and any new data collected in the **Spring and Summer of 2027**. Consider the Steering Committee's recommendations in the context of the recommendations and analyses reported in the other Self-Study chapters. Self-Study chapters will be posted for comment from the University community by the **end of September 2027**.
15. Present findings at meetings with selected groups to gather community input during **Fall 2027 - Spring 2028**.
16. Prepare a revised chapter for the draft Self-Study Report to be submitted to the Chair of the External Review Team in **April 2028**.
17. Finalize their chapter based on the comments of the Chair of the External Review Team in **May 2028**.
18. Participate in the MSCHE Review Team's site visit in **November 2028**.

Lines of inquiry

Standard I – Mission and Goals

- Are the processes for the development and discussion of the institution’s mission, priorities, and goals sufficiently inclusive and collaborative? Who are the key stakeholders involved?
- In what ways and to what extent do the mission and strategic priorities, and goals support, and foster the nexus among research productivity, educational outcomes, and community impact?
- How does the institution assess its progress towards mission fulfillment, share the outcomes with stakeholders, and use these outcomes to support continuous improvement?

Standard II – Ethics and Integrity

- To what extent do institutional policies and practices foster a culture of academic and intellectual freedom, open expression, and mutual respect across various backgrounds, and how effectively are these expectations communicated, implemented, and periodically assessed?
- How effectively does the institution ensure fair, impartial, and bias-free treatment of students, faculty, and staff through its employment, grievance, and conflict-of-interest policies and procedures, and how well are these processes understood and used by the campus community?
- How consistently and transparently does the institution comply with externally-requested public representations, accreditation disclosures, student consumer information, distance-education identity verification, and financial information provided to students about cost, value, funding options, and debt?

Standard III – Design and Delivery of the Student Learning Experience

- How well do we prepare and support faculty to design and deliver high-quality learning experiences?
- How well do we provide opportunity for students to engage in high-impact practices across all populations, majors, and colleges?
- To what extent do our program educational goals align with workforce and life readiness?

Standard IV – Support of the Student Experience

- How does the institution support students who enter with varying levels of preparedness to ensure timely progress and completion?
- To what extent are advising, orientation, counseling, student life, and other student support services aligned with student needs and contribute to the improvement of student outcomes?
- How well do institutional policies and systems (e.g. financial, communications, transfer credit, experiential learning, competency-based approaches, records/privacy, and third-party

services where applicable) promote transparency, student mobility, and timely degree progress?

Standard V – Educational Effectiveness Assessment

- To what extent do our program educational goals and student learning outcomes align with UD’s existing mission and strategic goals, and how are those data leveraged to demonstrate that we are achieving success and workforce readiness for all student populations?
- How effective are the current assessment processes, academic technologies, and data infrastructures in supporting a sustainable educational outcomes-based model?
- To what extent are assessment findings utilized to inform program improvement, strategic resource allocation, and decision making?

Standard VI – Planning Resources, and Institutional Improvement

- To what extent are budget and resource allocation processes aligned with and informed by institutional priorities, planning efforts, and data-based decision-making?
- How do we ensure long-term financial stability to continuously fulfill our institutional mission and strategic goals?
- In what ways is a culture of continuous assessment, innovation, and institutional improvement imbued throughout institutional operations?

Standard VII – Governance, Leadership, and Administration

- How does the University of Delaware's governance architecture demonstrate the institution's commitment to its public trust obligations, mission fulfillment, and accountability to its stakeholders?
- How do UD's governance and administrative processes provide the institutional infrastructure for transparent, accountable, and inclusive decision-making that advances mission fulfillment?
- How does the Board of Trustees fulfill its fiduciary responsibilities and oversight obligations, including systematic evaluation of UD's governance bodies, presidential leadership, and administrative units, to inform structural refinement and operational improvement over time?

V. Guidelines for Reporting

The Self-Study Steering Committee is responsible for coordinating the work of all the Working Groups. The Steering Committee comprises the President, Provost, the Chair and two Co-chairs of the Self-Study Steering Committee, and Co-chairs of Working Groups for the seven MSCHE standards.

The Working Groups, led by the Working Group Co-chairs, are expected to contribute to the Self-Study Report and Evidence Inventory for their respective standards. Starting in February, 2026, the Working Groups’ Co-chairs are expected to engage in the Self-Study preparation work comprising

the following elements: 1) onboarding members for their Working Group, 2) identifying key internal and external stakeholders whose input will be relevant for their standard, and 3) planning the Working Group's progress meetings and setting the internal deadlines for the outputs, in light of the general Self-Study milestones and deadlines indicated below.

Following the Working Groups' Co-chairs meeting convened by the Steering Committee to review the general process and the Self-Study instructions, the Co-chairs should convene the initial meeting of their Working Group members for the purpose of planning the work on their standard, scheduling subsequent work group meetings, planning relevant internal and external engagements, and coordinating the responsibilities among the members.

In this planning phase, the Working Groups should convene to discuss their standard's criteria and develop 2-3 lines of inquiry that will serve as organizing themes for their reports. They should also identify existing evidence for their standard along with any additional data needs. Feasible plans for collecting additional evidence should be made in consultation with the Steering Committee.

To ensure the integrity and transparency of the Self-Study process, the Steering Committee expects the Working Groups to organize their work around the following milestones and deadlines:

1. Submitting to the Steering Committee the draft outline of the chapter and evidence needed - by **March 2026**. The draft outline should appropriately refer to the institutional priorities relevant for the standard, link each criterion and lines of inquiry to the existing evidence (or the data that need to be collected), analyze the existing evidence, and develop a University story that addresses the lines of inquiry and institutional priorities and highlights specific initiatives, programs, processes, and achievements that help to tell the story. Outlines will be shared with our MSCHE Vice President prior to their visit for comment and feedback.
2. Working on producing the first full draft of their chapter by **October 2026**, using the feedback provided by the Steering Committee in **June 2026**. The full draft should include the Working Group's analysis of the existing data while also acknowledging any additional data needs. The draft chapters should link criteria and lines of inquiry for the standard to the specific evidence documents uploaded to the University's evidence repository (via Microsoft Teams). The draft should also include the Working Group's 3-5 preliminary recommendations for their respective standard. Recommendations identified by the Working Group should reflect that group's consensus and their best professional judgement. Those recommendations will be further reviewed by the Steering Committee.
3. Revising the Self-Study chapters based on feedback from the Steering Committee and any new data collected in the spring and **summer of 2027**, and preparing those chapters to be posted for comments by the University community by the end of **September 2027**.
4. Presenting findings at meetings with selected internal and external stakeholder groups to gather community input during **Fall 2027 - Spring 2028**.
5. Preparing a revised chapter for the draft Self-Study Report, by incorporating feedback from the internal and external stakeholders, to be submitted to the Chair of the External Review Team in **April 2028**.

6. Finalizing the chapter based on the comments of the Chair of the External Review Team in **May 2028**.
7. Participating in the MSCHE Review Team's site visit in **Fall 2028**.

The Working Group Chairs are responsible for discussing with the Working Groups' members their internal rules for the group interactions and setting the standards of individual member responsiveness. They should seek to build an inclusive environment where different points of view are welcomed, and each member of the group is able to make a meaningful contribution. When there is group disagreement, the chairs should seek to establish a consensus. In a situation when a group member becomes unavailable to continue the work and make meaningful contributions to the Working Group's charge, the Chair should initiate the process for their replacement (in consultation with the Steering Committee), to make sure the collective goals are accomplished in a timely manner.

VI. Organization of the Final Self-Study Report

The final Self-Study report will comprise the following elements:

- A cover page.
- Signed MSCHE compliance page that includes signatures by the Chief Executive Officer and the Chair of the Board of Trustees.
- Table of contents.
- Executive summary explaining an overall approach to the Self-Study, mapping the University priorities and pillars of the strategic plan onto the seven MSCHE reporting standards, summarizing key findings from each of the standards, and highlighting recommendation areas for each of the standards.
- Introduction explaining the Self-Study process and timeline.
- Standard-specific chapters for each of the seven MSCHE standards.
- Conclusion summarizing the overall take away of the Self-Study.
- List of acronyms and abbreviations, and any Appendices added (e.g., summary requirements of affiliation, steering committee composition).

Standard-specific chapters for each of the seven MSCHE standards will be between 10-15 narrative pages, and will include a one paragraph introduction, followed by a substantive section organized around each Standard criteria and its lines of inquiry, and a concluding section listing 3-5 recommendations and opportunities for improvement. Actual evidence supporting the analysis for each Standard will be linked through the evidence repository stored in Microsoft Teams, and only limited graphic displays, such as tables and charts will be incorporated into each chapter.

VII. Self-Study Timeline

Date(s)	Milestone
September – October 2025	UD Middle States Accreditation Chair and Co-chairs attend Self-Study Institute
January 2026	UD submits Self-Study Design to MSCHE
February – December 2026	Each of the seven Working Groups – one per standard gather and analyze evidence that shows how UD meets the criteria for the standard
March – April 2026	Draft of the Self-Study Design is open for comments
April 2026	UD hosts MSCHE staff liaison for Self-Study Preparation Visit
June 2026	UD submits revised Self-Study Design to MSCHE
July – December 2026	Steering Committee and Working Groups meet with standard-specific stakeholders to workshop analysis and ideas for their chapter drafts
January – May 2027	Working Groups summarize their findings, gather input from the UD community and develop recommendations
June 2027	Working Groups submit their final report to the Steering Committee
July – September 2027	Steering Committee drafts the Self-Study narrative to solicit feedback from UD community
September 2027 – March 2028	Steering Committee gathers input on the Self-Study from the UD community
April 2028	UD hosts Team Chair Preliminary Visit

May – August 2028	Steering Committee incorporates feedback and finalizes Self-Study
September 2028	UD submits Self-Study and Evidence Inventory to MSCHE
November 2028	Middle States Evaluation Team visits UD and issues a final team report

VIII. Communication Plan

Our communication partner from the Office of Communications and Marketing is Mike Chalmers, Assistant Vice President, Leadership Communications. Mike will work closely with the Co-chairs and the Steering Committee to guide our communications to Campus stakeholders. He has led the work on the website and will be our point person for all campus wide communications.

Our identified key stakeholders that we will systematically include in our communications and feedback efforts are as follows:

- a. Faculty (including Faculty Senate)
- b. Staff
- c. Administrative and academic leadership
- d. Board of Trustees
- e. Alumni
- f. Top employers, where relevant
- g. Students (including student government)

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

We have launched a public-facing website (udel.edu/about/middlestates) where Middle States content and information will be available. Additionally, Interim Provost Farquhar included an announcement of the start of the reaffirmation process during his remarks at the November 2025 Faculty Senate meeting.

As we reach major milestones in the Self-Study process, we will publish articles in UDaily--the University’s electronic news platform. These news pieces will also be catalogued on the website. In addition, the website provides general information about how the reaffirmation process works and our timeline, so that the campus community can easily identify where we are in the process.

The University of Delaware Middle States Self-Study website will ultimately include (items in **bold** are already posted):

- a) **lists of the members of the Steering Committee**
- b) lists of the members of the Working Groups
- c) **the timeline for our re-affirmation and Self-Study process**
- d) a calendar of events (e.g., meetings with various constituent groups)
- e) draft documents as they become available
- f) **general information on the reaffirmation process**
- g) a comment submission form so that anyone can submit comments directly to the Working Groups.

Because one of our goals is to engage the broader University of Delaware community in discussion of the University’s mission and reaffirmation, we are developing a strategy to meet with various constituent groups at their regularly scheduled meetings in addition to hosting Town Halls to be inclusive of all stakeholders of the University. Recent Town Halls hosted by the new President have been well attended and have shown high levels of engagement. In addition, we will ask each Working Group to identify specific groups with which they will seek feedback that are particularly relevant to their standard. These targeted group meetings will be coordinated and facilitated by the Steering Committee and Mr. Delessa, our staffer supporting the entire re-affirmation process. These Town Halls and meetings will take place throughout the Self-Study process beginning in Spring 2026 through the submission of our final Self-Study document to the Commission in September 2028.

Communication Timeline	Communication Activities
November 2025 – April 2026	<ul style="list-style-type: none"> ● Provost announces the launch of the Middle States Self-Study process to the Faculty Senate ● Self-Study website launched ● Communication of the self-study process, timeline, purpose and opportunities for participation to all stakeholder groups with specific attention to: <ul style="list-style-type: none"> ○ Academic Colleges ○ Administrative leadership ○ Faculty Senate ○ Administrative units ○ Student government organizations ○ Board of Trustees Academic Affairs Committee ● Feedback on Self-Study Design from universe of stakeholders ● Town hall meeting with Mr. Michael Bowen, MSCHE Vice President, April 24, 2026
May – December 2026	<ul style="list-style-type: none"> ● Steering Committee and Working Groups meet with standard specific relevant groups to workshop analysis and ideas and to garner feedback on chapter drafts ● At the start of the Fall 2026 semester, a UDaily article and message on our Middle States website will describe progress to date, outline

	<p>activities that will happen during the academic year, and communicate the touchstone points when feedback will be solicited</p> <ul style="list-style-type: none"> ● UD Board of Trustees will be updated during the Fall meetings ● Chapter drafts made available for comment and feedback from campus stakeholders via the Self-Study website and direct emails
January – May 2027	<ul style="list-style-type: none"> ● At the start of the Spring semester a UDaily article and message on our Middle States website will describe progress to date, outline activities that will happen during the academic year, and communicate the touchstone points when feedback will be solicited ● Steering Committee and Working Groups meet with standard specific relevant groups to workshop analysis, evidence, and ideas and to garner feedback on revised chapter drafts
August 2027 – March 2028	<ul style="list-style-type: none"> ● At the start of the Fall and Spring semesters a UDaily article and message on our Middle States website describe progress to date, outline activities that will happen during the academic year, and communicate the touchstone points when feedback will be solicited ● Steering Committee presents findings of Self-Study and gather community comments at Town Halls and meetings of key stakeholder groups with intentionality to engage with: <ul style="list-style-type: none"> ○ Academic colleges ○ Administrative leadership ○ Faculty Senate ○ Administrative units ○ Student government organizations ○ Board of Trustees Academic Affairs Committee ● Steering Committee presents findings of Self-Study to the entire Board of Trustees for feedback
September – November 2028	<ul style="list-style-type: none"> ● At the start of the Fall semester a UDaily article and message on our Middle States website announce and make available the final self-study report ● Steering Committee presents findings and recommendations to Board of Trustees during Fall meetings ● Steering Committee presents findings and recommendations campus groups including: <ul style="list-style-type: none"> ○ Academic colleges ○ Administrative Leadership ○ Faculty Senate ○ Administrative units ○ Student government organizations ● Communicate dates and locations for participation in the MSCHE review team’s visit

IX. Evaluation Team Profile

The University of Delaware is a top 100 nationally ranked, public research university with land grant, sea grant, and space grant designations. The 2025 Carnegie Classification designates UD as an institution having very high research spending and doctorate production (R1). UD first earned the Carnegie Community Engagement classification in 2015, which was reaffirmed in 2026.

Team Chair

A President or Provost from a land grant institution. It would be helpful if this individual has led an institution through major changes and has strengthened the institution's commitment to underserved areas in the state via improved physical space, course offerings, and serving the state's unique needs.

Team Members

Evaluators should be from peer institutions that are universities with strong research and graduate education emphases, land, sea, and/or space grant orientation, and that do not have a medical school. UD has a strong commitment to advancing campus culture and engagement so evaluators should share this commitment and be able to provide us with feedback on our ongoing efforts in this area.

- Vice President for Communications and Marketing or Public Relations
- Vice President for Finance, University Chief Budget Officer or similar position (e.g., Chief Financial Officer)
- Vice President for Information Technologies or equivalent (e.g., Chief Information Officer)
- Vice President/Vice Provost for Distance Education or Online Learning
- Vice President/Vice Provost for Institutional Effectiveness and Assessment
- Vice President/Vice Provost for Research
- Vice President/Vice Provost for Student Life or Student Affairs
- Vice Provost for Faculty Affairs from an institution with unionized faculty
- Vice Provost for Graduate Studies or Dean of Graduate College

Peer, Aspirant, and Competitor Institutions

While not currently a member of the Association of American Universities (AAU), the majority of UD's comparator institutions are AAU members. Among the MSCHE membership, UD's closest peers include:

- Lehigh University
- Pennsylvania State University – Main Campus
- Rutgers University – New Brunswick
- Stony Brook University
- Syracuse University

- Temple University
- University of Maryland – College Park
- University of Pittsburgh
- Villanova University

An evaluation team composed of leaders from these or similar institutions (e.g., Carnegie Mellon University, Cornell University) would be ideal for UD’s MSCHE evaluation team visit in 2028.

Potential Conflicts of Interest

Delaware State University (DSU) and UD obtain funding (e.g., state appropriations) from the same legislative body. DSU and UD strategically partner and collaborate on major initiatives pooling resources for larger federal grants. Due to the close relationship and common sources of funding, a team member from DSU may be viewed as having a conflict of interest in the evaluation process.

Significant Programs

The University of Delaware offers a broad range of undergraduate and graduate degree programs across ten colleges and four schools. Tables detailing the most significant undergraduate and graduate programs based on enrollment are included in the Appendix.

X. Strategy for Addressing Annual Institutional Update Indicators and Metrics

The University of Delaware annually fulfills the reporting requirements associated with the Annual Institutional Update (AIU) in accordance with the Accreditation Review Cycle and Monitoring Policy and Procedures. UD’s MSCHE Accreditation Liaison Officer who also serves as the Senior Director of Institutional Research and Data Science in the Office of Institutional Research and Effectiveness (IRE) coordinates the AIU submission. The IRE team has developed dashboards focused on the institution’s strategic pillars, enrollment management, and departmental metrics. As part of the Self-Study process, the IRE team will create a series of dashboards focusing on the AIU data providing the ability to monitor student achievement, annual FTE enrollment, financial health, and federal financial responsibilities. These dashboards will be accessible to the members of the Steering Committee and Working Groups allowing these metrics to be considered throughout the Self-Study process. The IRE team will create additional dashboards and reports, including disaggregated and aggregated data, for the Steering Committee and Working Groups as needed.

XI. Evidence Inventory Strategy

The evidence repository will serve as a central hub for documents and other supporting materials to demonstrate compliance with the Standards and Requirements of Affiliation, as well as support what is written in the Self-Study Report. The Steering Committee and Working Groups will be provided a copy of the *Standards for Accreditation and Requirements of Affiliation* (Fourteenth Edition) and the *Evidence Expectations by Standard*. These documents will provide guidance on what institutional data points will be analyzed for each standard. Each Working Group will be

responsible for identifying existing evidence relevant to their Standard along with any additional needs for data for their Standard. Institutional Research and Effectiveness will assist with addressing these needs.

The evidence repository will be maintained in Microsoft Teams. A dedicated folder accompanied by an Excel file will document each uploaded document mapping the documents to the appropriate standards and criteria. This document will ensure there is evidence for all standards, criteria, and requirements of affiliation included in the Self-Study. Every member of the Steering Committee and Working Groups will have read access to this folder and spreadsheet but only the Chair, Co-chairs, and designated members of the Working Groups will have write access. The inventory will be initially populated by the Office of Institutional Research and Effectiveness. Ongoing support for team members who have access to upload new materials will be provided by the Analytics and Assessment Specialist in the Office of the Provost. This individual will provide administrative and technical support for the Self-Study particularly the Evidence Inventory and collaborative documents. A graduate student will be hired to provide additional support, if needed. UD’s MSCHE Accreditation Liaison Officer will be responsible for uploading the final evidence to the MSCHE portal.

XII. Strategy for Identifying Self-Study Site Visits To Be Conducted

The University of Delaware’s main campus is in Newark, Delaware. UD has three additional locations within the state where students can complete at least 50% of the credits to complete the degree requirements for the Associate in Arts program: Dover, Georgetown, and Wilmington. Additional courses are offered at these locations as well as the Hugh R. Sharp Campus in Lewes. The MSCHE Accreditation Review Cycle and Monitoring Policies and Procedures indicate Self-Study site visits are required to one-third or maximum of 10 of designated domestic additional locations that are approved and active with students enrolled in courses at the location and at least one domestic additional location must be visited. Per this policy and procedure, one of UD’s additional locations will need to be visited during the on-site evaluation visit. The following table details current enrollment for UD’s three additional locations.

Additional Location	Fall 2025 Enrollment
Dover Associate in Arts Program Delaware Technical & Community College 100 Campus Drive Dover, DE 19904-1383	177
Georgetown Associate in Arts Program Delaware Technical & Community College P.O. Box 610 Georgetown, DE 19947	176
Wilmington Associate in Arts Program 1200 N. French St Wilmington, DE 19801	431

Based on enrollment and proximity to the main campus, the Wilmington additional location will be visited. The evaluation team will have the opportunity to tour the facilities and meet with students. The visit to the additional location will take place the day before the on-site evaluation site visit begins at the main campus.

APPENDIX

UNIVERSITY OF DELAWARE INSTITUTIONAL AND SPECIALIZED ACCREDITORS

Academic Programs

Accreditation Board for Engineering and Technology
Accreditation Council for Education in Nutrition and Dietetics
American Association for Laboratory Accreditation
American Chemical Society Committee on Professional Training
American Psychological Association
American Society for Biochemistry and Molecular Biology
Association to Advance Collegiate Schools of Business International
Commission on Accreditation in Physical Therapy Education
Commission on Accreditation of Allied Health Education Programs
Commission on Accreditation of Athletic Training Education
Commission on Collegiate Nursing Education
Commission on English Language Program Accreditation
Council for the Accreditation of Educator Preparation
Council on Academic Accreditation in Audiology and Speech Language Pathology
Council on Education for Public Health
Council on Social Work Education*
Engineering Accreditation Commission of Accreditation Board for Engineering and
Technology
Institute of Food Technologists
Landscape Architectural Accreditation Board
Middle States Commission on Higher Education
National Accrediting Agency for Clinical Laboratory Sciences
National Animal Health Laboratory Network
National Association of Schools of Music
Network of Schools of Public Policy, Affairs, and
Administration Psychological Clinical Science Accreditation
System
Society for Simulation in Healthcare

**Pre-Candidacy status*

Student Support and Community Services

American Psychological Association
Commission on Accreditation for Law Enforcement Agencies, Inc.
Commission on Office Laboratory Accreditation
Delaware Police Accreditation Commission
International Association of Campus Law Enforcement Administrators
International Association for Counselling

Listing as of December 2024

Middle States Commission on Higher Education

Outline of the Self-Study Chapter

(due by April 3 2026)

Standard number and title	
Proposed lines of inquiry (2-3 per standard)	
Outline of the standard chapter (sections that will be included, including introduction and recommendations)	
Evidence currently available	
Evidence still needed	
List of internal and external stakeholders the Working Group is planning to engage	

Twenty-Five Most Popular Undergraduate Majors and Minors by Enrollment, Fall 2025

Undergraduate Major	Enrollment	Undergraduate Minor	Enrollment
Finance	1,105	Disability Studies	280
Psychology	1,074	Advertising	254
Communication	769	Human Development & Family Sciences	244
Biological Sciences	705	Business Administration	231
Marketing	670	Forensic Science	221
Nursing	643	Legal Studies	205
Criminal Justice	608	Psychology	189
Mechanical Engineering	552	Prof. Selling & Sales Management	182
Medical Diagnostics	550	Mathematics	166
Computer Science	535	Computer Science	147
Kinesiology	505	Spanish	141
Pre-Veterinary Medicine	409	Strength and Conditioning	134
Chemical Engineering	389	Business Analytics	128
Political Science	385	Economics	112
Health Behavior Science	359	Art	103
Accounting	357	Public Health	100
Business	331	History	96
Cognitive Science	280	Journalism	96
Neuroscience	252	Biological Sciences	85
Civil Engineering	236	Event Management	85
Management Information Systems	234	Women and Gender Studies	76
Sport Management	232	Entrepreneurship	71
Economics	231	Neuroscience	71
Elementary Teacher Education	230	Political Science	70
Business Analytics	224	Dance	68

Note: University Studies is not included in these counts. In Fall 2025, 936 undergraduate students (5.0%) declared UST. The major counts reflect the actual number of students with a declared major. Students who declare more than one major or minor are counted accordingly. Majors that offer both a BA and BS degree option (e.g., Biological Sciences BA and Biological Sciences BS) are shown with an aggregated count inclusive of both options. Major and minor counts reflect the actual enrollment data on the 10th school day of the Fall semester.

Source: UD Official Enrollment Extract

Twenty-Five Most Popular Graduate Majors by Enrollment, Fall 2025

Master's Level	Enrollment	Doctoral Level	Enrollment
Business Administration-Online	178	Chemical Engineering	194
Business Analytics & Info Management	138	Physical Therapy	180
Nursing	98	Chemistry and Biochemistry	153
Teaching English as a 2nd Language	77	Computer Science	107
Business Administration MBA	69	Electrical & Computer Engineering	107
Speech-Language Pathology	68	Physics	89
Cybersecurity	66	Biological Sciences	80
Data Science	52	Materials Science & Engineering	80
Strategic Communication	45	Mechanical Engineering	80
Athletic Training	44	Biomedical Engineering	75
School Psychology	42	Organizational Improvement for Educational Leaders	64
International Business	41	Civil Engineering	44
Music	41	Education	40
Teaching Students with Disabilities	40	Biomechanics & Movement Science	38
Computer Science	39	Economics	38
Public Administration	39	Political Science & International Relations	38
Bioinformatics Data Science	38	Psychological & Brain Sciences	38
Liberal Studies	34	English	35
Applied Statistics	33	Art History	33
Social Work	31	History	32
Electrical & Computer Engineering	30	Bioinformatics Data Science	31
Robotics	30	Geography	30
Art Conservation	29	Mathematics	30
Educational Technology	27	Plant and Soil Sciences	28
Statistics	27	Interdisciplinary Neuroscience	25

Source: UD Official Enrollment Extract