

OPPORTUNITY.

ENGAGEMENT.

DISCOVERY.

2019–2020 Self Study

Submitted to:
THE MIDDLE STATES COMMISSION
ON HIGHER EDUCATION

EVALUATION VISIT:
February 23 – 26, 2020

CONTENTS

Glossary of Commonly Used Acronyms	3
Requirements of Affiliation	4
Executive Summary.....	6
Institutional Overview	6
Enrollment	7
The Self-Study Process	7
Standard I: Mission and Goals.....	8
Standard II: Ethics and Integrity.....	8
Standard III: Design and Delivery of the Student Learning Experience	9
Standard IV: Support of the Student Experience.....	9
Standard V: Educational Effectiveness Assessment.....	10
Standard VI: Planning, Resources and Institutional Improvement	10
Standard VII: Governance, Leadership, and Administration	11
The Self-Study	11
Introduction	12
About Temple University.....	12
Campus Development.....	14
Recent Initiatives: Opportunity. Engagement. Discovery.	15
Self-Study Process	17
Standard I: Mission and Goals	21
Mission and Goals (Criterion 1).....	21
Institutional Goals (Criterion 2).....	23
Goals that Guide Planning and Improvement (Criterion 3)	26
Assessment of Mission and Goals (Criterion 4)	28
Conclusion and Suggestions for Improvement	29
Evidence Inventory Documents for this Standard.....	30
Standard II: Ethics and Integrity	31
Academic Freedom, Intellectual Freedom, Freedom of Expression, and Respect for Intellectual Property Rights (Criterion 1).....	32
Campus Climate and Diversity (Criterion 2)	35
Grievance Policies (Criterion 3)	38
Conflict of Interest (Criterion 4)	39
Fair and Impartial Practices in the Hiring, Evaluation, Promotion, Discipline and Separation of Employees (Criterion 5)	40
Honesty and Truthfulness in Public Relations Announcements, Advertisements, Recruiting and Admissions Materials and Practices, as Well as in Internal Communications (Criterion 6)	41
Access and Affordability (Criterion 7)	43
Compliance with Federal, State and Commission Policies (Criterion 8)	45
Periodic Assessment (Criterion 9).....	46
Conclusion and Suggestions for Improvement	47
Evidence Inventory Documents for this Standard.....	47
Standard III: Design and Delivery of the Student Learning Experience	49
Academic Programs (Criterion 1)	49
Faculty (Criterion 2).....	52
Academic Program Information (Criterion 3)	55
Learning Opportunities and Academic Support (Criterion 4)	56

General Education (Criterion 5)	57
Graduate and Professional Education (Criterion 6)	59
Third-Party Providers (Criterion 7)	60
Assessment of the Effectiveness of Programs (Criterion 8)	60
Conclusion and Suggestions for Improvement	62
Evidence Inventory Documents for this Standard	63
Standard IV: Support of the Student Experience	65
Admissions (Criterion 1)	65
Affordability (Criterion 1)	70
Course Placement (Criterion 1)	72
Orientation, Advising and Counseling (Criterion 1)	74
Degree Completion and Career Placement (Criterion 1)	78
Transfer Students (Criterion 2)	78
Student Information and Records (Criterion 3)	80
Athletics, Student Life and Activities (Criterion 4)	80
Third-Party Providers (Criterion 5)	81
Assessment of the Effectiveness of Programs (Criterion 6)	82
Conclusion and Suggestions for Improvement	85
Evidence Inventory Documents for this Standard	86
Standard V: Educational Effectiveness Assessment	88
Learning Goals (Criterion 1)	89
Organized and Systematic Assessment Processes (Criterion 2)	94
Use of Assessment Results for Improvement (Criterion 3)	97
Third-Party Providers (Criterion 4)	100
Assessment of the Effectiveness of Assessment Processes (Criterion 5)	100
Conclusion and Suggestions for Improvement	102
Evidence Inventory Documents for this Standard	103
Standard VI: Planning, Resources and Institutional Improvement	105
Institutional Objectives (Criterion 1)	105
Planning and Decision-Making Processes (Criterion 2)	105
Budget Process (Criterion 3)	108
Financial Audits (Criterion 7)	111
Institutional Advancement (Criterion 3)	113
Fiscal and Human Resources and Physical and Technical Infrastructure (Criterion 4)	114
Responsibility and Accountability (Criterion 5)	115
Planning for Facilities, Infrastructure and Technology (Criterion 6)	116
Research (Criteria 1, 4 and 6)	117
Assessment of Planning, Resource Allocation, Institutional Renewal and Availability of Resources (Criteria 8 and 9)	118
Conclusion and Suggestions for Improvement	123
Evidence Inventory Documents for this Standard	124
Standard VII: Governance, Leadership and Administration	126
Shared Governance (Criterion 1)	126
The Board of Trustees (Criterion 2)	128
Chief Executive Officer (Criterion 3)	130
Administration (Criterion 4)	130
Assessment (Criteria 4 and 5)	132
Conclusion and Suggestions for Improvement	136
Evidence Inventory Documents for this Standard	137

GLOSSARY OF COMMONLY USED ACRONYMS

AAC&U: Association of American Colleges and Universities	LAW: Beasley School of Law
A&E: Assessment and Evaluation (Division within Office of Institutional Research and Assessment)	LKSOM: Lewis Katz School of Medicine
ACM: Assessment Committee Member	LMS: Learning Management System
AIC: Assessment of Instruction Committee	MSCHE: Middle States Commission on Higher Education
ALO: Accreditation Liaison Officer	NACE: National Association of Colleges and Employers
AP: Advanced Placement	NCAA: National Collegiate Athletic Association
APAC: Academic Program Advisory Committee	NC-SARA: National Council on State Authorization Reciprocity Agreements
APC: Assessment Planning Committee	NEAIR: North East Association for Institutional Research
APLU: Association of Public and Land-Grant Universities	NIH: National Institutes of Health
AQI: Academic Quality Indicators Report	NILOA: National Institute for Learning Outcomes Assessment
BOYER: Boyer College of Music and Dance	NSF: National Science Foundation
CARE: Crisis Assessment Response and Education Team	NSSE: National Survey of Student Engagement
CAT: Center for the Advancement of Teaching	NTT: Non-Tenure Track
CCO: Chief Compliance Officer	ODE: Office of Digital Education
CIM: Course Inventory Management System	OVP: Office of the Vice President for Research
CLA: College of Liberal Arts	PCI-DSS: Payment Card Industry Data Security Standard
CLEP: College Level Examination Program	PDP: Performance Development Plan
CPH: College of Public Health	PDS: Performance Development System
CRM: Customer Relationship Management System	PEX: Philadelphia Experience
CST: College of Science and Technology	PHARM: School of Pharmacy
DARS: Degree Audit Reporting System	PPR: Periodic Program Review
KSOD or DEN: Kornberg School of Dentistry	RCM: Responsibility Centered Management
DRS: Disability Resources and Services	RMS: Room Management System
DVU: Data Verification Unit	RNL: Ruffalo Noel Levitz
EDU: College of Education	SFF: Student Feedback Form
ENG: College of Engineering	SLA: Service Level Agreement
ERP: Enterprise Resource Planning	SLAM: Student Learning Assessment Management System
FERPA: Family Educational Rights and Privacy Act	SLO: Student Learning Outcome
Fin4: Fly in 4	SPTF: Strategic Planning Taskforce
FOX or FSBM: Fox School of Business and Management	SSW: School of Social Work
GenEd: General Education Program	STHM: School of Sport, Tourism and Hospitality Management
GEEC: General Education Executive Committee	StratCom: Strategic Marketing and Communications (Office of)
GLBA: Gramm-Leach-Bliley Act	TAUP: Temple Association of University Professors
GSS: Graduate Student Survey	TCS: Tuttleman Counseling Services
HIPAA: Health Insurance Portability and Accountability Act	TFMA: School of Theater, Film and Media Arts
HR: Human Resources	TRAC: Temple Review of Academic Programs and Courses
HRPP: Human Research Protection Program	TSG: Temple Student Government
IDEAL: Office of Institutional Diversity, Equity, Advocacy and Leadership	TUGSA: Temple University Graduate Student Association
IA: Institutional Advancement	TUH: Temple University Hospital
IRA: Office of Institutional Research & Assessment	TUHS: Temple University Health System, Inc.
IRB: Institutional Review Board	TUJ: Temple University Japan
ITS: Information Technology Services	TUSPM: Temple University School of Podiatric Medicine
KLN: Klein College of Media and Communication	TUSQ: Temple University Student Questionnaire
	TYLER: Tyler School of Art and Architecture

REQUIREMENTS OF AFFILIATION

Throughout the self-study report, via documents provided in the evidence inventory and through the Verification of Compliance with Accreditation-Relevant Federal Regulations report, Temple University demonstrates its compliance with the Requirements of Affiliation.

RA Number	Requirements of Affiliation	Section(s) of Self Study
1	The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.	Introduction Evidence Inventory
2	The institution is operational, with students actively enrolled in its degree programs.	Introduction Evidence Inventory
3	For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes.	Not applicable
4	The institution's representatives communicate with the Commission in English, both orally and in writing.	Self-study (all sections) Evidence Inventory
5	The institution complies with all applicable government (usually Federal and state) laws and regulations.	Standard II Verification of Compliance with Accreditation-Relevant Federal Regulations report Evidence Inventory
6	The institution complies with applicable Commission, interregional, and inter-institutional policies.	Standard II Verification of Compliance with Accreditation-Relevant Federal Regulations report Evidence Inventory
7	The institution has a mission statement and related goals, approved by its governing board that defines its purposes within the context of higher education.	Standard I Evidence Inventory
8	The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	Standard III Standard IV Standard V Evidence Inventory

RA Number	Requirements of Affiliation	Section(s) of Self Study
9	The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.	Standard III Standard IV Standard V Evidence Inventory
10	Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.	Standard I Standard III Standard IV Standard VI Evidence Inventory
11	The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.	Standard VI Evidence Inventory
12	The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished.	Standard VII Evidence Inventory
13	A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.	Standard VII Evidence Inventory
14	The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.	Standard II Verification of Compliance with Accreditation- Relevant Federal Regulations report Evidence Inventory
15	The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.	Standard III Standard VII Evidence Inventory

EXECUTIVE SUMMARY

Since its founding in 1884, Temple University has remained committed to providing superior educational opportunities for academically talented and highly motivated students regardless of their backgrounds or means. The revised mission statement (see Introduction and Standard I), approved by the Board of Trustees in October 2018, reaffirms Temple's historic commitment to access and opportunity and reinforces Temple's purpose and priorities as an urban public research university. Now celebrating its 135th year, the university remains committed to the ideals upon which it was founded.

Alongside research, teaching, learning and community engagement are at the center of Temple University's mission. The university's master plan (Visualize Temple) and the five strategic points outlined in the university's academic plan, the Academic Compass—opportunities for success, research excellence, metro-engagement, global commitment, and destination Temple—have guided Temple through a decade of enrollment growth and campus renewal. These strategic points will continue to provide direction as Temple engages in planning for the next decade.

INSTITUTIONAL OVERVIEW

The Carnegie Classification of Institutions of Higher Education designates Temple in the “highest research activity” category. Temple's 17 schools and colleges offer associate, bachelor's, master's, and doctoral (research and practice) degrees, and post-baccalaureate and graduate-level certificates. In addition to its Main Campus in North Philadelphia, Temple has other locations in Philadelphia: Temple University Center City; the Health Sciences Center, also in North Philadelphia; and the School of Podiatric Medicine near Philadelphia's historic district. Regional campuses are located in Ambler and Harrisburg, Pennsylvania, with international campuses in Tokyo and Rome. Temple University Japan, the university's only Middle States designated branch campus, recently moved to a new building on the campus of Showa Women's University in Tokyo.

In 1965, Temple University became a member of the Commonwealth System of Higher Education. It is one of three state-related, comprehensive research universities in Pennsylvania. As a state-related university, Temple receives an annual, non-preferred financial appropriation from the Commonwealth and offers discounted tuition to students who are Pennsylvania residents. Legally, however, state-related universities are separately incorporated private entities, in contrast to purely state-owned schools.

The university has an FY2020 operating budget of \$1.18 billion of which 13% or \$158.2 million comes from its state appropriation. At \$952.9 million, tuition represents Temple's largest source of revenue, accounting for 81% of the operating budget. Facilities, administrative recovery on grants and other sources make up the remaining 6% of the operating revenue. In FY2015, Temple moved from a central expenditure-based budget model to a decentralized responsibility centered management (RCM) budgeting methodology. Moving to an RCM-based budget was a response to macro-economic pressures (shrinking state support, pressure on tuition increases and challenging demographics) that necessitated the development of new sources of revenue and the need for improved operating efficiency.

Temple University is governed by a Board of Trustees comprised of 36 voting members: 24 who are nominated and elected by the membership, and 12 who are appointed by Commonwealth officials. In addition, the Governor of the Commonwealth of Pennsylvania, the Secretary of Education of the Commonwealth of Pennsylvania and the Mayor of the City of Philadelphia are each non-voting, ex-officio trustees. In October 2016, the Board appointed Richard M. Englert as Temple's 11th president.

ENROLLMENT

As of fall 2019, the university enrolls more than 39,000¹ students of which 28,887 are undergraduates and 10,201 are graduate or professional students. The majority of the student body, 68%, come from Pennsylvania. Of the 32% from outside Pennsylvania, 3,000 are international students.

Access and opportunity are at the core of Temple's mission. In 2014, undergraduate admissions joined the common application, and since 2017, the university has received more than 36,000 applications annually. In 2015, Temple became test optional (Temple Option), providing an option for students to submit self-reflective short essays in place of standardized test scores. Since implementing its test optional path, anywhere from 14 to 21% of each entering class have enrolled through Temple Option. For the most recent class (fall 2019),² Temple University admitted 21,375 students of whom 5,440 deposited and 4,967 enrolled, 21% entering through Temple Option. Temple also continues to be a popular destination for transfer students. Of the 7,177 entering in fall 2019, 4,967 were freshmen and 2,210 were transfer students. While the fall 2019 class marks the second year of enrolling slightly smaller entering classes, Temple continues to enroll sizeable classes that are academically qualified and diverse, despite challenges of declining numbers of high school graduates in the northeast and decreasing numbers of international undergraduate students.

THE SELF-STUDY PROCESS

The self-study process began with participation in the Middle States Commission on Higher Education Self-Study Institute in November 2017 and will culminate with the evaluation team visit in late February 2020. Temple's process was led by the co-chairs working with a steering committee comprised of faculty, administrators, students and staff. The steering committee established four intended outcomes for the reaccreditation process:

1. **Achieve reaccreditation** by demonstrating that Temple University meets the Middle States Requirements of Affiliation and Standards for Accreditation in a manner aligned with our mission, vision and goals;
2. **Engage in an inclusive and transparent self-appraisal process** that purposefully involves members from across the Temple community while also raising awareness of the value of peer review and accreditation;
3. **Develop an evidence-based self-study** that deepens Temple's culture of assessment and commitment to continuous improvement; and
4. **Establish a set of recommendations** to build on our strengths, maximize opportunities, address challenges and guide the university into the next decade.

In addition to the intended outcomes, the steering committee established, and university leadership approved, four institutional priorities to be addressed throughout the self-study: 1) access and affordability, 2) teaching and research, 3) service and engagement, and 4) identity, diversity and community. These priorities align with Temple's mission and goals as well as with the Middle States standards. The self-study process and timeline are described in the introduction to this report.

¹ Temple University's fall 2019 enrollment as of census was 39,088 excluding Temple University Japan. With Japan the university's total enrollment is 40,646.

² Undergraduate admissions figures exclude students admitted directly to Temple University Japan or Temple University Rome.

STANDARD I: MISSION AND GOALS

Following a year-long process of review, evaluation and revision, the current mission statement was approved in October 2018. The opening words of the mission statement—opportunity, engagement and discovery—set the tone for the core ideals upon which Temple was founded and continues to operate today. The mission statement and institutional goals focus on education and research as well as Temple's commitment to community engagement. The institutional goals, the five strategic points, are aligned with the mission and drive planning and resource allocation: 1) opportunities for success, 2) research excellence, 3) metro-engagement, 4) global commitment and 5) destination Temple. Processes are in place for the periodic assessment of mission and goals, including the ongoing tracking and reporting of key metrics and the assessment of strategic initiatives.

SUGGESTIONS FOR IMPROVEMENT

1. Continue efforts to ensure the university community is aware of and periodically reminded of the updated mission statement.
2. Continue to expand the planning processes launched by university leadership to allow for grass-roots participation in the development of initiatives to realize institutional goals.
3. Modify existing reports and develop new dashboards to track progress in meeting institutional goals. Continue to share progress in meeting goals with the university community through annual reports and the President's State of the University Address.

STANDARD II: ETHICS AND INTEGRITY

The announcement in January 2018 that the Fox School of Business and Management identified misreported data in its submission to US News & World Report for its Online MBA led to extensive changes in data integrity processes and a strong reaffirmation of Temple's commitment to ethics, integrity and transparency. The university hired its first Chief Compliance Officer and formed the Office of Ethics and Compliance. Policies and programs are in place to foster a climate of ethics and integrity in research, education and service. Temple has long-standing processes that affirm the university's commitment to academic freedom, freedom of expression and respect for intellectual property rights. There are programs and practices in place to create a climate of respect among all members of the Temple community and to ensure the fair and impartial hiring and treatment of all employees. There are grievance processes in place for faculty, staff and students as well as policies to ensure the avoidance of conflict of interest. As access and affordability are central to Temple's mission, there are initiatives aimed at ensuring access to a high quality, affordable education. The university regularly assesses its commitment to ethics and integrity and evaluates the sufficiency and effectiveness of its policies, practices and processes.

SUGGESTIONS FOR IMPROVEMENT

1. Continue to expand efforts to improve data transparency and reporting. Continue progress in institutionalizing improvements in processes to review data. The formation of the Data Verification Unit within the Office of Ethics and Compliance is a significant process enhancement.
2. Continue to emphasize diversity and inclusion by training and educating the Temple community and look for new ways to improve access for all in accordance with the university's mission.
3. Identify additional ways to publicize grievance processes to give all constituents a voice in the community and to ensure that concerns are reviewed and resolved fairly, including with respect to data integrity, unethical conduct, or illegal behaviors. The recently launched Ethics and Compliance Helpline is a step towards continuous improvement in this area.
4. While schools and colleges publish their respective grievance processes, consider consolidating access to the processes in one central location, such as on TUportal or an easy-to-locate website.

STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

Teaching and learning are at the center of Temple's mission and are furthered by the opportunities provided by the university's urban location and outstanding faculty, facilities, instructional resources and technology. The undergraduate learning experience is characterized by a comprehensive General Education Program that is fully aligned with the institution's mission and goals. Temple's array of graduate and professional programs combine classroom learning with clinical and experiential learning opportunities that provide students with the knowledge and skills they need to succeed and better their communities. The university has an array of processes in place to assess the design and delivery of academic programs, including a program review process implemented in the early 2000s and now nearing completion of its second cycle.

SUGGESTIONS FOR IMPROVEMENT

1. Consider and implement a university-wide initiative to promote the success of underrepresented and first-generation students. Examine models for providing services previously provided by the now-closed Russell Conwell Center, a unit that deployed an array of success strategies to serve underrepresented students from Philadelphia and elsewhere. Temple University's participation in the Association of Public and Land-Grant Universities' (APLU) "Powered by Publics: Scaling Student Success" initiative will contribute to the work in this area. Temple is part of a sub-group focused on closing the achievement gap for first-generation college students.
2. Temple's undergraduate degree programs all meet the Pennsylvania required minimum of 120 credits though the credits and requirements vary by program. Temple needs to develop more efficient ways for students to compare degree requirements. The planned 2019–2020 implementation of the "what if" feature within the Degree Audit Reporting System (DARS) will be a positive step in providing students with a tool to see how credits completed in their current major align with credits in another. This will allow students to better understand how change of major impacts time to degree.

STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

Support of the student experience is fundamental to every aspect of Temple's mission, especially to the core ideal of "providing access to an excellent, affordable higher education that prepares students for careers, further learning and active citizenship." The Temple Option provides a test optional admission path for students whose academic potential is not accurately captured by standardized test scores. Fly in 4 is an innovative agreement between students and the university to promote graduating in four years. Student services and programs are in place to increase financial literacy, ensure accurate student placement, foster success and academic progress, and advance post-graduate career and personal achievement. Procedures are in place to ensure the timely and accurate evaluation and application of transfer credits. Extracurricular activities, including more than 350 student organizations and Temple's 19 men's and women's athletic teams, enhance campus life and diversity. Programs to support the student experience undergo regular and meaningful evaluation, including a campus-wide process for the assessment of administrative and support areas.

SUGGESTIONS FOR IMPROVEMENT

1. Continue to invest in programs and services to meet increasing demands for mental health counseling and alcohol and drug addiction recovery and support.
2. Continue to improve communication and programs for entering students to enhance the first-year experience from recruitment to admission through orientation and enrollment.
3. Seek to build on the success of Fly in 4 to attain higher retention and graduation rates.

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

Temple's established and sustained commitment to the assessment of educational effectiveness is overseen by a university-wide assessment planning committee and is characterized by an annual assessment reporting process conducted via a locally developed student learning assessment management system. Responsibility for establishing and assessing student learning outcomes resides with the faculty. The Center for the Advancement of Teaching (CAT) and the assessment and evaluation team within the Office of Institutional Research and Assessment (IRA) support faculty in this work via online resources, workshops and other services. Temple has in place a university-wide syllabus policy that requires faculty to provide students with a syllabus that includes, among other elements, learning outcomes and required assessments; and an on-line course management system that requires clearly articulated learning outcomes to be included in course and program proposals. In 2015–2016 Temple launched a review and enhancement of the course and teaching evaluation system, and in 2019–2020 the university will move towards an item-bank approach, which will allow schools/colleges, departments and individual instructors to select additional items most aligned with course objectives and program outcomes. Temple's process for assessing student learning undergoes regular review, and there are built-in processes to evaluate the quality of the assessment.

SUGGESTIONS FOR IMPROVEMENT

1. Consider additional incentives to involve more faculty, including adjunct faculty, in program and school/college assessment planning and activities.
2. Provide for greater involvement of students in assessment processes by including student representatives on the Assessment Planning Committee. Note: An undergraduate and graduate student were added to APC for 2019–2020.
3. Add additional trainings for faculty to reinforce the relationship between teaching, learning and assessment.

STANDARD VI: PLANNING, RESOURCES AND INSTITUTIONAL IMPROVEMENT

Temple University's education and research activities are supported by a FY2020 operating budget of \$1,176,617,500 and an endowment of \$604 million (as of June 3, 2019). One of the fundamental tools to ensure the alignment of resources with the institution's mission-critical priorities is the RCM budget model implemented in FY2015. The annual budget process encourages planning and the alignment of resources with priorities and incentivizes schools and colleges to strive for excellence in teaching and research. Temple's finances are strong; however, the general decline over time of Commonwealth of Pennsylvania support has led to increased reliance on tuition revenue. Guided by its former and current campus master plans, Temple has continued to expand and improve its facilities and infrastructure including new facilities for recreation, student life and academics, most notably the recently opened state-of-the-art Charles Library. The university regularly reviews the effectiveness of planning, resource allocation and institutional improvement, including the recent three-year review of the RCM budget model, review and revision of the mission statement, and the review and reaffirmation of the university's academic plan and goals.

SUGGESTIONS FOR IMPROVEMENT

1. Encourage schools and colleges to continue to demonstrate how assessment results align with decisions and allocation of resources.
2. Enhance transparency and communication of investments in university priorities. The self-study

process provided an opportunity for members of the Temple community to learn of accomplishments and best practices outside their respective areas. The university should identify ways to regularize this sharing of information.

3. Increase opportunities for the advancement and retention of high potential employees. Opportunity exists to increase the understanding of the human resource guidelines for creating pathways for advancement outside of ad hoc re-evaluation requests. Enhance the HR business partner strategic relationship among school, college and business units to create proactive strategies that identify, develop and create career pathways for high potential employees within existing units and Temple as a whole. The advising career ladder, discussed under Standard IV, is being considered for use in other areas.
4. Leverage the data and expertise of Space Management to further the assessment of existing space and propose how to increase its utility for future initiatives. Various units have expressed that the lack of available space can hinder growth opportunities. Where and when resources are not available to create new space, Space Management can assist with maximizing use of existing space.

STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

Temple University is committed to shared governance and is governed and administered in ways that allow the university to realize its mission and goals to the benefit of the institution, its students and the other constituencies it serves. The university is governed by its Board of Trustees, which has overall fiduciary responsibility for the university. The institution is led by an administration that includes the president, provost, vice presidents and deans who, along with qualified administrators and staff, are committed to ensuring the successful overall functioning of Temple's programs, services and operations. Processes are in place to evaluate personnel and to assess administrative units. Data from these processes are regularly used in planning, allocation of resources and enhancement of the overall effectiveness of the university. In addition, governance documents are regularly reviewed and updated.

SUGGESTIONS FOR IMPROVEMENT

1. Continue implementation of the formal data governance structure. Access to accurate data is foundational to all aspects of academic and administrative operations and in assessing the effectiveness of administrative units.
2. Continue to emphasize integrity and compliance across all layers of the organization. The hiring of a Chief Compliance Officer and the creation of the Ethics and Compliance Office provide important, centralized and coordinated oversight through the ongoing development of policies and procedures, education and training resources, monitoring, communication and risk- assessment.

THE SELF-STUDY

Through the self-study and documentation uploaded to the evidence inventory, Temple demonstrates not only its compliance with the *Requirements of Affiliation and Standards for Accreditation*, but also the many ways the university fulfills its mission and realizes its goals. The self-study was developed via an inclusive, transparent and evidence-based approach that deepened Temple's commitment to continuous improvement. The suggestions for improvement that emerged from the self-study will allow Temple to build on its strengths and address challenges as the university moves forward into the next decade.

INTRODUCTION

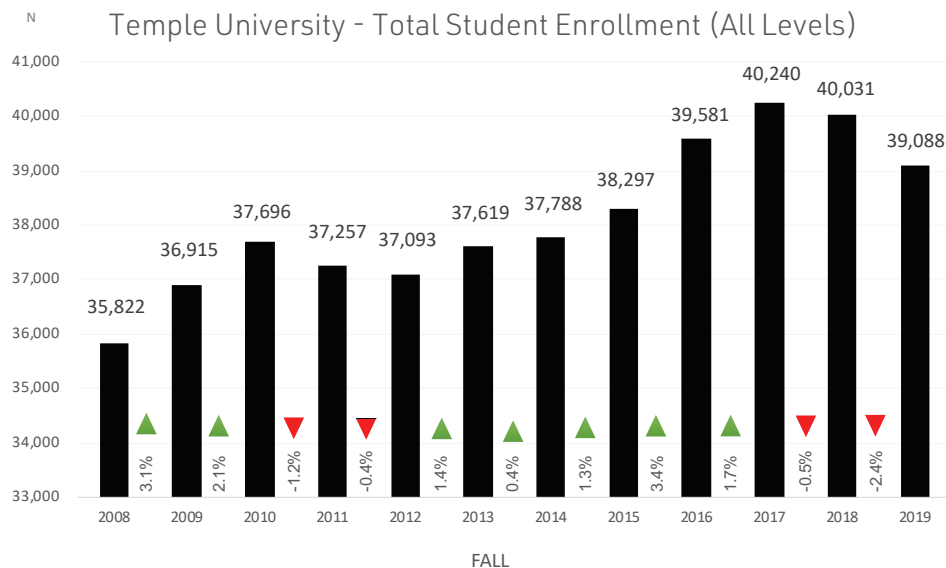
ABOUT TEMPLE UNIVERSITY

Founded in 1884, Temple’s history began when its founder—Russell Conwell—began tutoring working class people at night. In 1888 Conwell received a charter of incorporation for “The Temple College,” founded on the vision of providing superior educational opportunities for academically talented and highly motivated students regardless of their backgrounds or means.

Temple’s official motto—*Perseverantia Vincit*, or Perseverance Conquers—reflects its students’ drive to succeed and ability to turn opportunities into accomplishments. Conwell’s purpose was to provide education to those who were unable to get it through the usual channels. Temple’s earliest students were often referred to as “night owls,” giving rise to the school’s mascot and team name, the Owls.

The university’s 17 schools and colleges, eight campuses, 3,943 faculty and more than 39,000 students combine to create one of the nation’s most comprehensive and diverse learning environments. Temple is among the nation’s largest providers of professional education with approximately 3,900 students enrolled in the schools of dentistry, law, medicine, pharmacy and podiatric medicine. Overall enrollment is up 9.1% since 2008, and 3.7% since the last self-study (2010).

Figure 1. Temple University enrollment trends.



Temple offers 603 academic programs including 2 associate degrees, 171 bachelor’s degrees, 181 master’s degrees, 53 doctoral programs, and 15 professional practice degree programs, as well as 76 undergraduate certificates and 105 graduate certificates. Academic programs are organized into the following schools and colleges:

- Tyler School of Art and Architecture
- Fox School of Business and Management
- Maurice H. Kornberg School of Dentistry
- College of Education
- College of Engineering

- Beasley School of Law
- College of Liberal Arts
- Lew Klein College of Media and Communication
- Lewis Katz School of Medicine
- Boyer College of Music and Dance
- School of Pharmacy
- School of Podiatric Medicine
- College of Public Health (including the School of Social Work)
- College of Science and Technology
- School of Sport, Tourism and Hospitality Management
- School of Theater, Film and Media Arts

In 2017–2018, the university launched a review of its mission statement. Philadelphia’s only public, four-year comprehensive university, Temple provides access to an affordable, high quality education to students in the region and beyond, and serves as an essential resource to the surrounding community.

Opportunity. Engagement. Discovery.

Temple University educates a vibrant student body and creates new knowledge through innovative teaching, research and other creative endeavors. Our urban setting provides transformative opportunities for engaged scholarship, experiential learning, and discovery of self, others and the world. We open our doors to a diverse community of learners and scholars who strive to make the possible real.

We are committed to the ideals upon which Temple was founded:

- providing access to an excellent, affordable higher education that prepares students for careers, further learning and active citizenship.
- creating a collaborative community of outstanding faculty and staff who foster inclusion and encourage the aspirations of Temple students.
- promoting service and engagement throughout Philadelphia, the Commonwealth of Pennsylvania, the nation and the world.

Temple’s recent momentum is fueled by rising graduation rates, new living and learning facilities and groundbreaking work in science education and research. In the latest Carnegie Classification of Institutions of Higher Education, Temple is designated in the “highest research activity” category, or R1, one of only six universities in Pennsylvania in this category. Temple also recently celebrated several milestones, including its first Rhodes Scholar and Knight-Hennessy Scholar, two Goldwater scholars, and a first-ever Carnegie fellowship for a Temple faculty member. The university continues to be among the top producers of Fulbright awardees. In spring 2019, eight Temple students were selected for Fulbright Awards and four graduates were selected as alternates. Among the current students, three students received research grants, three English teaching assistantships, and two arts grants. The students will be making an impact around the globe from the coast of Nicaragua to Macau, China. The Fulbright program aligns with Temple’s strategic point of expanding its global commitment, as increasing intercontinental understanding and collaboration is a fundamental value of Fulbright scholarships.

CAMPUS DEVELOPMENT

Since the last evaluation team visit in winter 2010, the university's campuses have experienced significant growth and renewal. These improvements advance the university's mission and goals and secure Temple's reputation as a premier destination for teaching, learning and research. Along with significant landscaping and hardscaping projects to revitalize the main campus and its walkways, new buildings and facilities improvements include:

- **Charles Library:** the new state-of-the art library features a BookBot robotic retrieval system and spaces designed to inspire the creation of knowledge and engagement with people and ideas (fall 2019).
- **Student Training and Recreation Complex (STAR):** an academic, intercollegiate athletics and recreation space that also serves the College of Public Health (fall 2017).
- **Howard Gittis Student Center Food Court and Atrium:** the food court and atrium renovations provided expanded and new dining options for students, faculty and staff (fall 2017).
- **Bell Tower:** the iconic center and heart of Temple's main campus was refurbished and the bell chimes restored to working order (fall 2017).
- **O'Connor Plaza and Founder's Garden:** a central campus walkway, ceremonial space and a location for pictures when new students arrive at Temple and at graduation, the garden underwent landscaping improvements including installation of a fountain and a new owl statue (fall 2017). The Alumni Owl, a fixture in the garden from its dedication in 1988 to 2016, was recently restored and installed in the southeast corner of the garden (fall 2019).
- **Tuttleman Counseling Services and University Health Services:** relocated to expanded and renovated space located on Broad Street (fall 2017).
- **1810 Liacouras Walk:** renovated space that created additional classrooms and meeting spaces for the Fox School of Business and Management and the university-wide Innovation and Entrepreneurship Institute (spring 2018).
- **Career Center:** remodeled space which features new lounges for students and employers, redesigned interview suites and monitors throughout to promote career events. A conference room doubles as a digital classroom for career workshops and trainings (fall 2018).
- **Student Financial Services and Undergraduate Admissions:** significant renovations to both offices to provide enhanced intake areas for current and prospective students and new office spaces for staff (fall 2018).
- **Temple Rome:** renovations to the historic Villa Caproni building increased classroom space, enhanced technology and provided more flexible teaching and public spaces (fall 2018).
- **Temple University Japan (TUJ):** a move to a new building on the campus of Showa Women's University is discussed further in the supplemental self-study prepared by TUJ. TUJ is the university's only branch campus (summer 2019).

Projects currently underway include the renovation of Anderson-Gladfelter Halls, which will include a new home for the College of Liberal Arts Professional Development and Academic Advising Center along with a new courtyard and lobby, and the planning and design phases for the renovation of Temple's former library (Paley) as the future home of the College of Public Health. The university is also planning for the fall 2020 opening of a Science Innovation Hub on the Health Sciences Campus, which will provide space for cross cutting, interdisciplinary applied research.

RECENT INITIATIVES: OPPORTUNITY. ENGAGEMENT. DISCOVERY.

These three words are the gateway to Temple University's recently revised mission statement. Strategic initiatives and recent investments around student success, community development and research illustrate Temple's commitment to its mission as well as to the four institutional priorities selected to guide the self-study: 1) access and affordability; 2) teaching and research; 3) service and engagement and 4) identity, diversity and community.

OPPORTUNITY

In alignment with its mission and goals, Temple has launched or continued several significant initiatives that are focused on opportunity, access and improving the educational experiences of its students. These initiatives are introduced here and discussed—alongside other programs—under the relevant standards.

- Launched in fall 2015, the Temple Option is an admissions path for talented students whose potential for academic success is not accurately captured by standardized test scores. Annually, students admitted via the Temple Option represent 14-21% of all entering freshmen. Temple Option is discussed under Standard IV.
- Fly in 4, launched in fall 2014, is a partnership between entering undergraduate students and the university to promote on-time graduation. Since implementing the program, Temple's four-year graduation rate has increased 12 percentage points from 44% for the fall 2010 cohort to 56% for the fall 2015 cohort, the second cohort eligible to accept the agreement. Fly in 4 is discussed under Standards I, II and IV.
- Introduced in February 2019, the Broad Street Finish Line Scholarship aims to support first-generation college students in earning a degree. Named for the main Philadelphia thoroughfare that runs through the campus, the program allots \$1.5 million from existing endowment funds to help both new and continuing domestic and international students stay on course for graduation. The scholarship program is discussed under Standards II and IV.
- In July 2019, the Board of Trustees approved the university's tuition for the 2019–2020 academic year, including no increase in the undergraduate base tuition for Pennsylvania residents and a modest 2.9% undergraduate base tuition increase for out-of-state students. This represents the second time in eight years that the Board froze undergraduate base tuition for Pennsylvanians. The Commonwealth appropriation for Temple of \$158.2 million, an increase of two percent over last year, was a factor in allowing the university to not only hold flat its undergraduate base tuition for Pennsylvania residents, but also its mandatory fees for all students for the 2019–2020 academic year.
- The Office of Scholar Development and Fellowships Advising connects students with enriching supplemental educational opportunities and provides assistance through all stages of the application processes for merit-based national fellowships. In fall 2017, Temple graduate Hazim Hardeman became Temple University's first Rhodes Scholar. Hardeman, born and raised in the North Philadelphia neighborhood where Temple is located, epitomizes the values of Temple and the ideals on which the university was founded.

ENGAGEMENT

“Promoting service and engagement throughout Philadelphia, the Commonwealth of Pennsylvania, the nation and the world” is an ideal on which Temple was founded and to which it remains committed today. In 2018–2019, Temple began development of a new web-based system to capture and track community engagement activities. A full campus rollout of the system is planned for 2019–2020. The system will collect data on the nature, scope and impact of community engagement activities and allow for a more robust reporting of all of the university's engagement and outreach initiatives. Temple's engagement efforts

are organized around the pillars of workforce development, health and education, and overall quality of life improvement.

Workforce Development

- Temple is a central partner and leader in the North Broad Training Center. In December 2018, the Laborers' District Council (LDC)—the only majority black building trades union in Philadelphia—held a groundbreaking ceremony for a \$22 million, 66,000-square-foot training and learning center. Temple University will serve as an educational partner aiming to increase learning opportunities for LDC members and the surrounding community.
- The university's Lenfest North Philadelphia Workforce Initiative (NPWI) seeks to enhance workforce and educational opportunities for local residents. The first phase of the NPWI focused on intensive research of community and workforce needs to ensure that the job training, education and professional development programs offered at Temple are aligned to meet these needs.

Health, Education and the Arts

- Symphony for a Broken Orchestra was a city-wide effort in support of music education that was initiated by Temple Contemporary (Tyler School of Art and Architecture) in partnership with the School District of Philadelphia, the Philadelphia Orchestra, Temple's Boyer College of Music and Dance, the Curtis Institute and numerous professional and amateur musicians. In 2016–2017, Temple Contemporary collected over a thousand damaged instruments from Philadelphia public schools. In December 2017, hundreds of musicians performed a unique composition that was written specifically for the sounds made by the collected broken instruments. Following the performance, the instruments were repaired and returned to the public schools.
- A professor and former director of Temple's occupational therapy program in the College of Public Health is working with organizations across the country to create cultural and community experiences with families facing disabilities. The professor worked with the Academy of Natural Sciences in Philadelphia to design inclusive programming for children with sensory sensitivities.
- Through grant funding, Temple's Institute on Disabilities and students from the occupational therapy program established "Adaptive Design Greater Philadelphia." The students delivered a ramp and other customized devices for students at the West Philadelphia HMS High School for Children with Cerebral Palsy.
- The Healthy Chinese Takeout Initiative, launched by Temple's Center for Asian Health in the Lewis Katz School of Medicine, trains restaurant owners and chefs to reduce the amount of sodium in their food. As of fall 2018, over 200 restaurants had joined the initiative, and in follow-ups 36 months after the trainings, scientific analyses showed a nearly one-third reduction in sodium content of food—a change that could potentially lead to significant positive health effects.

Quality of Life

- In spring 2019, North Philadelphia residents partnered with Temple administrators to form a special services district—North Central Special Services District. Modeled after others in the city, the new district strives to promote existing assets and foster improvement through the mitigation of student impact, neighborhood maintenance and beautification initiatives. As a founding sponsor, Temple is providing funding for this important initiative.
- For two consecutive summers, Temple has joined the City of Philadelphia as a partner in Philly Free Streets, a daylong event that closes Broad Street to traffic to create a block party atmosphere. Temple's participation includes health screenings, wellness activities, sign-ups for job training and arts and crafts.
- In spring 2019, Campus Safety Services led a bike safety program in three schools located near Temple's main campus. Two hundred children participated in the program which focused on bike

safety and bike maintenance. Upon completing the program, through the generosity of a Temple trustee, the students received new bicycles.

- The Temple Community Garden thrives on a formerly vacant lot on Diamond Street, one of many abandoned lots in North Philadelphia. Established in 2009 by a student organization, the garden is a site for urban agriculture and provides residents with access to free fruits and vegetables.

DISCOVERY

Through its research, Temple aims to solve some of society's most difficult problems, expand fields of discovery across disciplinary boundaries and create sustainable technologies for the next generation. The university has been ranked in the top 100 for research expenditures since 2013, and presently ranks #85 for all expenditures, #78 for federal expenditures and #56 among public institutions according to the latest rankings (FY2018 reporting) from the National Science Foundation. Temple has invested in the expansion and growth of its research enterprise, including recruiting world-class faculty researchers and building new research facilities such as the Science Education and Research Center (SERC) on the Main Campus and the School of Medicine's (LKSOM) Medical Education and Research Building on the Health Sciences Campus. Research facilities continue to be upgraded including the purchase of state-of-the-art equipment, expansion of the animal care facilities, and support of an advanced computational infrastructure. The work of Temple's faculty researchers is impacting local as well as global communities.

- The chair of the Department of Neuroscience in LKSOM used CRISPR-Cas9 to cut out HIV DNA from living mice that had been transplanted with human immune cells and infected with the virus.
- The associate director of the Moulder Center for Drug Discovery Research, a molecular pharmacologist in the School of Pharmacy, was recently awarded a grant by the Michael J. Fox Foundation and The Silverstein Foundation for Parkinson's to further her research into rare diseases.
- Researchers in the LKSOM reversed cognitive impairments in mice with dementia.
- In one of the largest cooperative agreements for research in Temple University history, an interdisciplinary team of faculty participated in a \$20 million, two-year agreement for materials research with other universities and the U.S. Army Research Laboratory.
- An assistant professor in the College of Public Health is working with stakeholders in Uganda and India to improve sanitation conditions as part of a project led by Michigan State University and funded by the Bill and Melinda Gates Foundation.
- The chair of civil and environmental engineering in the College of Engineering has received significant grant and startup funding for water remediation technologies being developed at Temple's WET center.
- The Center for Asian Health at the Lewis Katz School of Medicine, in partnership with Hunter College in New York, was awarded a five-year, \$13.5 million grant to explore approaches to reducing cancer disparities in underrepresented groups.
- A National Institutes of Health grant will support collaboration between researchers in the Kornberg School of Dentistry and College of Liberal Arts to combat dental anxiety.
- A Temple researcher in the College of Science and Technology is part of the largest ever United States–United Kingdom collaborative scientific field campaign to investigate the forces that could eventually collapse the massive Thwaites Glacier in the West Antarctic Ice Sheet.

SELF-STUDY PROCESS

Temple University selected a comprehensive, standards-based approach for the self-study. This model provided the opportunity to meet the institution's four outcomes for the self-study process: 1) achieve reaccreditation; 2) engage in an inclusive and transparent self-appraisal process; 3) develop an evidence-

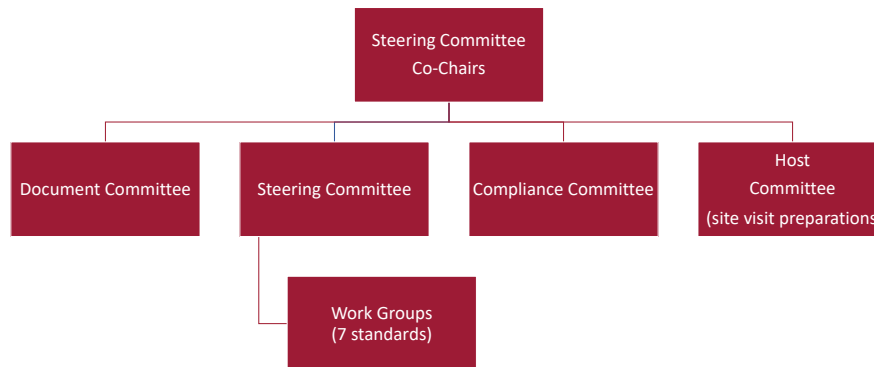
based self-study that deepens Temple's culture of assessment and commitment to continuous improvement; and 4) establish a set of suggestions to build on our strengths, maximize opportunities, address challenges and guide the university into the next decade.

ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

Temple University's reaccreditation process was led by the two Middle States Steering Committee co-chairs working with four committees: Steering Committee, Document Committee, Compliance Committee and Hospitality Committee.

The 28-member Steering Committee consisted of individuals from across the campus community including students, faculty and staff, most of whom were participating in a university-level accreditation for the first time. This supports the intended outcome of using the reaccreditation process to “engage in an inclusive and transparent self-appraisal process that purposefully involves members from across the Temple community while also raising awareness of the value of peer review and accreditation.”

Figure 2. Organization of self-study steering committee.



Dr. Rollo Dilworth, chair, Music Education and Music Therapy and professor of Choral Music Education³ in the Boyer College of Music and Dance, and Dr. Jodi Levine Laufgraben, vice provost for Academic Affairs, Assessment and Institutional Research and the university's Accreditation Liaison Officer (ALO) co-chaired the steering committee and led the self-study process.

Seven work groups, one for each standard, were formed to provide a thorough, reflective and critical review of Temple University's success in meeting its mission and goals, as well as the Standards for Accreditation and the Requirements for Affiliation. Each group focused on its assigned standard and requirement(s) of affiliation. Each work group was chaired or co-chaired by members of the Steering Committee and included 8–10 colleagues with expertise and interests related to the assigned standard. In addition, each work group was assigned at least one member of the university-wide Assessment Planning Committee. The work groups received the following common charge:

The work groups will:

- Carefully review the Middle States Standards for Accreditation, paying particular attention to the group's assigned standard and any assigned requirements of affiliation.
- Develop lines of inquiry (guiding questions) that are appropriate to the assigned standard and each criterion as well as the institutional priorities.

³ As of January 1, 2019, Dr. Dilworth is serving as vice dean of the Boyer College of Music and Dance

- Identify sources of information including colleagues, reports, websites and documents to answer the lines of inquiry questions.
- Develop a meeting schedule and strategies for reviewing information and compiling responses to the lines of inquiry.
- Using the template provided, develop the work group report, fully responding to the lines of inquiry.
- Identify strengths and suggest future directions (areas for improvement) that will allow the institution to continue on its path of continuous growth and improvement.

In spring 2019, each work group submitted a draft of its report along with an updated list of documents and evidence reviewed. Each work group report indicated that the respective criteria were met and highlighted the evidence supporting the conclusion. In addition, each report included suggestions Temple might consider to improve in each area.

TIMELINE

The self-study process began with participation in the November 2017 Middle States Self-Study Institute and progressed according to the following timeline:

2017–2018:

- Appoint and convene Compliance Committee.
- Select self-study co-chairs.
- Attend Middle States Self-Study Institute.
- Appoint and charge Steering Committee.
- Establish intended outcomes and institutional priorities for self-study.
- Form and charge work groups.
- Host visit by MSCHE Vice President Dr. Sean McKittrick (April 30, 2018).

2018–2019:

- Gather and compile documentation for work groups and evidence inventory.
- Draft and review work group reports.
- Draft compliance report.
- Select dates for team visit.

Summer 2019:

- Complete draft of self-study report.
- Update evidence inventory.

Fall 2019:

- Submit draft of self-study to team chair.
- Host team chair preliminary visit (September 17, 2019).
- Invite university community to review draft of self-study report (October–November 2019).

Spring 2020 (January–February):

- Upload self-study and documents to MSCHE portal.
- Host evaluation team (February 23–26, 2020).

A website, Middle States Reaccreditation 2020, was created to keep the university community informed of the self-study process. The site includes information about accreditation (including links to the MSCHE standards), an overview of the committee structure and workgroups, and a timeline. In October 2019, members of the university community were invited to review the report and provide feedback. Throughout the reaccreditation process, updates were provided to the Board of Trustees, Faculty Senate, Council of Deans and university leadership.

CONTINUOUS IMPROVEMENT

Examples of how Temple uses assessment and evaluation to inform planning, resource allocations and continuous improvement are provided throughout the self-study. Temple has several established mechanisms for ensuring regular assessment, most of which have been in place since the last self-study and evaluation visit, including periodic program review and annual processes for assessing student learning and administrative and academic support areas. More recent examples of comprehensive assessments include the review of the mission statement and the three-year review of the RCM budget model.

Temple University has a longstanding record of reaccreditation by the Middle States Commission on Higher Education. The university designed an inclusive and transparent process for reaccreditation that will deepen Temple's culture of assessment and continuous improvement, demonstrate compliance with the Middle States Commission's criteria for reaccreditation and establish recommendations to guide the university into the next decade.

STANDARD I: MISSION AND GOALS

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

Institutional Priorities Most Closely Aligned with this Standard:

- ✓ Access and Affordability
- ✓ Teaching and Research
- ✓ Service and Engagement
- ✓ Identity, Diversity and Community

Temple University was founded in 1884 by Russell Conwell, a well-known Philadelphia minister whose vision for the school was to provide superior educational opportunities for academically talented and highly motivated students, regardless of their backgrounds or means. This vision continues to drive Temple today, and the university's motto—*Perseverantia Vincit* (Perseverance Conquers)—inspires the university's commitment to excellence in academics, research, athletics, service and the arts.

MISSION AND GOALS (CRITERION 1)

Temple University has a clearly defined mission. The mission statement opens with three key words that describe its purpose—*Opportunity. Engagement. Discovery.*—and concludes with a recommitment to the ideals on which the university was founded. The university's goals (the five strategic points) and the four institutional priorities woven across the self-study align with the mission statement.

Figure 1.1. Temple University Mission Statement.

Opportunity. Engagement. Discovery.

Temple University educates a vibrant student body and creates new knowledge through innovative teaching, research and other creative endeavors. Our urban setting provides transformative opportunities for engaged scholarship, experiential learning, and discovery of self, others and the world. We open our doors to a diverse community of learners and scholars who strive to make the possible real.

We are committed to the ideals upon which Temple was founded:

- providing access to an excellent, affordable higher education that prepares students for careers, further learning and active citizenship.
- creating a collaborative community of outstanding faculty and staff who foster inclusion and encourage the aspirations of Temple students.
- promoting service and engagement throughout Philadelphia, the Commonwealth of Pennsylvania, the nation and the world.

The mission statement is internal- and external-facing, emphasizing Temple's commitment to "creating a collaborative community of outstanding faculty and staff who foster inclusion and encourage the aspirations of Temple students," as well as to "service throughout Philadelphia, the Commonwealth of Pennsylvania, the nation and the world." The mission statement and its ideals support scholarly inquiry and creative activity across undergraduate, graduate and professional education and are consistent with the values and activities of a Carnegie Classified Doctoral University (Highest Research Activity).

The mission statement is located under the “About” section of the university website and is preceded by an “About Temple University” section that is reviewed regularly and updated as appropriate. The mission statement is also published in the online Undergraduate and Graduate Bulletins and is included as a document on the university’s policies site. It is also shared with new employees at the orientation sessions conducted by Human Resources.

DEVELOPMENT OF CURRENT MISSION STATEMENT

In November 2017, President Richard Englert announced the launch of an initiative to examine Temple’s mission:

Beginning next week, we will embark on a yearlong planning process to examine our mission and our impact as a platform for further planning for the future. We want to intentionally build upon your contributions which have brought us to where we are today, as we set priorities for Temple’s future.

The process, led by an outside consultant, was evaluative and collaborative and began with a period of research and document review. The consultants provided an analysis of the current university mission statement, which had been considered by many to be descriptive in nature rather than a statement of the university’s core mission, institutional priorities and aspirations. Additional research included examination of mission statements and planning documents from the schools, colleges and departments across the university to identify consistent themes and characteristics as well as a review of mission statements of other research universities. The provost formed a mission working group of faculty and staff who also served as the work group for Standard I of the self-study.

In December 2017, the consultants led three days of focus group meetings and discussions to talk about Temple’s prior mission statement. More than 125 Temple faculty, staff and undergraduate students participated. In addition to the open focus group sessions, the consultant met with the president and provost and other standing groups including:

- Opening Task Force⁴
- University officers (Cabinet)
- Faculty Senate Steering Committee
- Provost senior staff
- Council of Deans
- Associate deans for research
- Administrative Council⁵
- Undergraduate student leaders
- Office of Strategic Marketing and Communications

Information and insights collected from the initial focus groups were used to develop a revised mission and values statement. In late March and early April 2018, the project consultants visited Main Campus and the Health Sciences Center to facilitate additional focus group meetings. Simultaneously, Temple University staff facilitated sessions on Temple’s international campuses in Rome and Japan as well as at

⁴ The Opening Task Force is a campus-wide committee of University administrators who meet throughout the year to discuss admissions and enrollment data and to plan for the arrival of the fall entering class. They review activities across the full enrollment cycle from recruitment to admissions to housing to Welcome Week activities.

⁵ Administrative Council is a group of administrators from academic and non-academic areas who meet regularly to discuss budget and general administrative matters. This group is convened by the CFO’s office.

the domestic campuses in Harrisburg and Ambler, Pennsylvania. A total of 319 Temple faculty, staff and undergraduate students participated in the spring 2018 meetings and provided feedback and insights around an iteration of a revised mission and values statement.

Summaries of the sessions were shared with the mission working group at a half-day workshop in April. The group used key issues identified through the document review and focus groups to identify language and themes that should be incorporated into a revised mission statement. The work group reconvened for a follow-up meeting at which time they provided feedback on further drafts of the mission statement.

In early summer, work group members were asked to submit feedback on two versions of a mission statement. They were asked to consider whether the statements captured and represented fundamental elements of Temple deemed critical throughout the process and to provide final feedback on statement language. A final draft of the mission statement was then reviewed and approved by the provost and president. In October 2018, the president presented the final version to the Academic Affairs and Executive Committees of the Board, with the full Board of Trustees approving the revised mission statement on October 9, 2018.

INSTITUTIONAL GOALS (CRITERION 2)

Temple is guided by goals that are realistic and appropriate for a public urban research university. The goals, originally outlined in Temple's 2008 academic plan (the Academic Compass), evolved from an 18-month collaborative planning process that involved more than 100 Temple faculty and staff. Temple's five institutional goals, the strategic points, are:

1. Opportunities for Success
2. Research Excellence
3. Metro-Engagement
4. Global Commitment
5. Destination Temple (Compass Center)

The Compass—intended to guide Temple's growth and planning for a five-year period (2008–2013)—outlined strategies and initiatives for achieving success. Progress was regularly shared with the university community through the Compass website and follow-up reports.

THE SIX COMMITMENTS

With the arrival of a new president in 2013, Temple's goals were expanded and rebranded as the Six Commitments: 1) affordability, 2) research, 3) entrepreneurship, 4) the city, 5) diversity, and 6) the Temple story. With the rebranding of the compass points, Temple retained the balance between its historic mission of teaching and learning and the aim of becoming more research-focused. This balance was evidenced through the Six Commitments, which emphasized enhancing the university's community of scholars, artists and researchers as well as excellence in teaching.

The concept of framing the strategic points (goals) as commitments came following open meetings with faculty and students. The commitments, directly aligned with the compass points, were a natural extension of the academic plan (Figure 1.2).

Figure 1.2. Alignment of Compass Strategic Points and the Six Commitments.

Compass Strategic Points	Six Commitments
Opportunities for Success	Affordability
Research Excellence	Research Entrepreneurship
Metro-Engagement	The City
Global Commitment	Diversity
Destination Temple	The Temple Story

These goals, the commitments, aimed to “power Temple’s future” and to help the institution reach its potential. A Six Commitments report was developed to track metrics related to the plan and updates on progress toward the goals were also delivered annually in the President’s State of the University fall address. Examples of initiatives and progress towards achieving these goals appear throughout this report and include:

- Raising the four-year graduation rate from 44% to 56% through the implementation of Fly in 4 (Opportunities for Success/Affordability).
- Increased research funding, including a \$1.2 million grant from the Keck Foundation to the College of Science and Technology to study dark matter and an \$11.6 million grant from the National Institutes of Health (NIH) to the Lewis Katz School of Medicine to study cells and heart disease (Research/Research Excellence).
- Recruiting and welcoming international students through the groundbreaking #YouAreWelcomeHere campaign, an initiative linked to the commitment of enrolling a diverse, international student body (Global Commitment/Diversity).

TEMPLE TODAY: GOALS AND INSTITUTIONAL PRIORITIES

As the president announced in fall 2018, the review of the mission statement was intended to provide a platform on which to build future planning. Following completion of the mission review process, the Board of Trustees announced the formation of a Board Committee on Strategic Direction and Long-Range Planning, co-chaired by President Englert. Members of the university community including the Chief Financial Officer; Vice President for Research; Vice Provost for Enrollment Management, Admissions and Financial Aid; Vice Provost for Academic Affairs, Assessment and Institutional Research; and Vice Provost for Undergraduate Studies along with representatives from the schools and colleges met with the committee over the last year to discuss Temple’s current strategic priorities and key metrics for success. In addition, the committee reviewed a document that provided a ten-year (2009–2019) overview of strategic and long-range planning at the university as well as prior planning documents including the Academic Compass; Six Commitments; and the strategic plans of the schools, college and administrative units. The work of the committee was presented at a Board retreat on September 12, 2019 for consideration and discussion, and will serve as a foundation for the ongoing discussion of the continuation and expansion of the university’s strategic priorities.

Institutional Priorities

In conjunction with the mission statement review, the Middle States steering committee—which included members of the mission working group—streamlined the university’s goals into the four institutional priorities woven across the self-study. The Institutional Priorities were approved by the provost and president in spring 2018 and were shared with the Academic Affairs Committee of the Board of Trustees as part of regular updates on the reaccreditation process.

The four priorities align with the institution’s mission and the strategic points of the most recent academic plan, the Compass.

Figure 1.3. Alignment of institutional priorities, the mission statement and the strategic points.

Institutional Priorities for Middle States Self-Study	Mission Statement	Strategic Points (Goals)
Access and Affordability	Providing access to an excellent, affordable higher education that prepares students for careers, further learning and active citizenship.	Opportunities for Success Destination Temple
Teaching and Research	Temple University educates a vibrant student body and creates new knowledge through innovative teaching, research and other creative endeavors.	Opportunities for Success Research Excellence Destination Temple
Service and Engagement	Our urban setting provides transformative opportunities for engaged scholarship, experiential learning, and discovery of self, others and the world. Promoting service and engagement throughout Philadelphia, the Commonwealth of Pennsylvania, the nation and the world.	Metro-Engagement Destination Temple
Identity, Diversity and Community	We open our doors to a diverse community of learners and scholars who strive to make the possible real. Creating a collaborative community of outstanding faculty and staff who foster inclusion and encourage the aspirations of Temple students.	Global Commitment Opportunities for Success Destination Temple

GOALS THAT SUPPORT STUDENT LEARNING (CRITERION 3)

Student learning is at the center of Temple’s mission. Temple’s goal of creating opportunities for success is reinforced within the first ideal of the mission statement: “providing access to an excellent, affordable higher education that prepares students for careers, further learning and active citizenship.” This goal is realized, for all undergraduate students, through Temple’s General Education Program (GenEd). GenEd, discussed further under Standard III, provides students with a foundation for learning that helps students succeed academically and professionally. The program’s eight competencies align with Temple’s mission, specifically the commitment to provide transformative opportunities for engaged scholarship, experiential learning, and discovery of self, others and the world. The competencies are 1) Critical Thinking; 2) Contextualized Learning; 3) Interdisciplinary Thinking; 4) Communication Skills; 5) Scientific and

Quantitative Reasoning; 6) Civic Engagement; 7) Information Literacy; and 8) Lifelong Learning (promote a lasting curiosity).

Across all levels of education (undergraduate, graduate and professional), academic programs are required to establish student learning outcomes that clearly state the expected knowledge, skills, attitudes, competencies and habits of mind that students are expected to acquire through their programs and overall educational experience. The assessment of student learning is documented through Temple’s long-standing assessment reporting process, which is discussed under Standard V.

GOALS THAT GUIDE PLANNING AND IMPROVEMENT (CRITERION 3)

The university’s mission and goals are central to planning, budgeting and program development processes.

PLANNING

The review of the university’s mission statement provided an opportunity to assess how the mission statements and strategic plans of the schools, colleges and administrative areas align with the core values and priorities of the university. More than 125 documents were collected as part of the mission review process. Examples of the alignment of school and college missions and goals with the mission of the university include:

Figure 1.4. Alignment of Temple University mission statement and school and college missions and plans.

Temple Mission Statement	School and College Examples
Our urban setting provides transformative opportunities for engaged scholarship, experiential learning, and discovery of self, others and the world.	Klein College of Media and Communication We influence the future of media and communication globally through a powerful integration of research and practice in a dynamic urban environment.
Providing access to an excellent, affordable higher education that prepares students for careers, further learning and active citizenship.	School of Pharmacy Affordability of education for a diverse student body has been, and continues to be a foundational goal of both the University and the School of Pharmacy and is a national concern.
Creating a collaborative community of outstanding faculty and staff who foster inclusion and encourage the aspirations of Temple students.	College of Engineering The College of Engineering aspires to be a leader in engineering education among public universities by forging a collaborative and interdisciplinary footprint for research and creating and supporting diverse engineering graduates.
Promoting service and engagement throughout Philadelphia, the Commonwealth of Pennsylvania, the nation and the world.	Boyer College of Music and Dance Boyer College has an obligation to carry its passion for music and dance to the larger university community, to the citizens of Philadelphia, to the region, and to the world-through performance, research, creativity, publication, service, and outreach programs.

In summer 2019, the provost reviewed and updated the priorities of her portfolio to ensure alignment with the updated mission statement. The ten priorities are:

- Provide a world-class education at an affordable price.
- Support faculty in creating knowledge through innovative teaching, research and creative endeavors.
- Promote a teaching and learning environment that encourages student success.
- Help students graduate with minimal debt (Fly in 4).
- Enhance services to students, including academic advising, counseling and career services.
- Strengthen university-wide online and distance education efforts.
- Enrich campus culture and life.
- Foster a community that values diversity and inclusivity.
- Nurture a climate of integrity and ethics.
- Envision Temple's place in the higher education landscape of the future.

The mission, goals and institutional priorities are also at the center of the university's campus master plan, Visualize Temple. Approved in October 2014, the primary aim of the Visualize Temple capital plan was to "provide a physical setting to support the continued growth in academic excellence, research and quality of student life for the university." Visualize Temple extended the work of the university's academic plan (the Compass) and previous master plan (20/20 Master Plan). As described in the plan:

This master plan is intended as a road map for the next ten years of campus improvement and investment for all campuses, described within a longer-term framework of future opportunities. It recommends a set of goals and a plan of action in response to the university's strategic initiatives, academic priorities, and the combined vision expressed by the campus community.

As a result of Temple's progress in realizing many of the capital improvements outlined in the plan, in 2017–2018, the deans were invited to develop capital project presentations to help prioritize and plan the next phase of projects. The presentations—which outlined how the school and college goals aligned with institutional goals and priorities—were presented to the president, provost, chief financial officer and chief operating officer. From this capital planning process emerged the prioritization of several capital projects including the repurposing of Paley Library for the College of Public Health; planning for new spaces for the Klein College of Media and Communication and the School of Theater, Film and Media Arts; and addressing the short- and long-term space needs for the College of Science and Technology. Review of proposed capital projects is ongoing, allowing leadership to regularly assess and re-prioritize space needs based on changing conditions such as resources and enrollment.

RESOURCE ALLOCATION

In addition to the alignment of the mission and goals with planning and priority-setting across the university, Temple's budget process ensures that there are resources for programs and services in support of the university's strategic direction. Academic and administrative support units complete annual submissions as part of the university's budget process. Units are required to describe how their mission and goals, along with any requests for funds, align with the university's mission. For example, funds awarded in FY2019 related to the goal of opportunities for student success included additional resources to expand the capacity of the Wellness Resource Center, particularly the hiring of a full-time Alcohol and Drug Prevention Coordinator and graduate extern to support education and prevention activities around opioid use and recovery, and additional resources to support student-athlete mental health and physical rehabilitation programs.

Funding awarded in FY2019 to advance research included resources to hire staff to oversee all activities related to clinical trials at Temple. The oversight includes support for the development of industry sponsored clinical trial contracts, IRB support, post-approval monitoring of human subjects research, and training of clinical research coordinators involved in the implementation of studies. In addition, the team will coordinate financial management of the clinical trials.

An example of Temple University's investment in the city and the community was the three-year commitment in strategic initiative funding to the Lewis Katz School of Medicine's Block-by-Block initiative. This community research partnership was designed to focus on identifying, understanding and responding to the health needs, interests and priorities of the underserved minority populations in North Philadelphia.

ACADEMIC PROGRAM DEVELOPMENT

Temple also has processes in place to ensure the alignment of academic programs with the institution's mission and goals. According to the published guidelines for establishing a program, the first criterion that needs to be addressed in the proposals is: *Rationale, including the need for proposed program and how Temple can mount the program with a level of academic quality and excellence consistent with the mission and goals of the college and the University.*

Academic program proposals are submitted electronically. At the various levels of approval, the program rationale and goals can be reviewed for alignment with the university's mission. Consistent with the university's institutional priority of affordability, the process also includes steps to avoid curricular overlap or redundancy as well as unnecessary or excessive prerequisites. In addition, the proposal to establish or change a program must include a description of the program's learning outcomes.

ASSESSMENT OF MISSION AND GOALS (CRITERION 4)

As described earlier in this chapter, the university's review of the mission statement began with the evaluation of the institution's then-current mission statement. Stakeholder interviews and focus groups provided insight into what the university community values and considers central to the university's mission. Processes in place for the periodic assessment of mission and goals include ongoing reporting of strategic priorities and key metrics, program review, annual assessment reporting and assessment of key initiatives.

ONGOING REPORTING

The Office of Institutional Research and Assessment (IRA) provides information and analysis to university decision-makers in support of planning and policy-making processes. IRA, along with other university offices, regularly produces reports related to the assessment of Temple's goals and priorities. For example, progress toward expanding research is tracked in several ways including expenditures, awards and proposals. A summary of research activity, "Temple Research on the Rise," is published on the website of the Office of Research. Other examples include the At-A-Glance and Fact Book publications and the Academic Quality Indicators Report (AQI).

At-A-Glance and Temple University Fact Book

At-A-Glance is an annual, one-page summary of key facts and figures. It is designed to be a convenient and concise source of information for the university community. The format is consistent from year to year allowing for quick comparison of outcome measures such as enrollment, admissions, retention and graduation rates, finances and fundraising. The larger Temple University Fact Book is an annual publication that contains both academic- and fiscal-year statistics and longitudinal data on key metrics, such as students, faculty, staff, financial aid, instructional activity, finance, facilities and research.

Academic Quality Indicators Report (AQI)

The AQI tracks metrics such as enrollment and retention (access and affordability), entering student characteristics (diversity), and faculty (teaching and research). It is available as a paper report and as an interactive excel workbook. The AQI was developed during the transition to the responsibility centered management (RCM) budget model and is used to examine the potential impact of the budget model on academic metrics. The report examines metrics at the university as well as at the individual school/college level and is distributed to the schools annually each fall.

PROGRAM REVIEW AND ASSESSMENT REPORTING

Launched in 2003, the university's periodic program review process includes a review of the academic or administrative units' missions and goals. Academic programs are reviewed every 7–10 years or once within a cycle. Temple is now nearing completion of its second cycle. Program review is discussed further under Standards III and V.

Academic programs are also required to submit annual assessment of student learning reports. The process, outcomes and examples of how assessment informs improvement of student learning is discussed under Standard V. In addition, beginning in 2017–2018, all administrative and academic support programs were required to submit an annual assessment report. The reports demonstrate how units assess their overall effectiveness in meeting their mission and goals. This process and the reports are discussed further under Standard IV.

ASSESSMENT OF KEY INITIATIVES

Assessment of key initiatives aligned with institutional goals and priorities are discussed throughout this report. For example, Temple uses an array of methods to track student academic progress under Fly in 4, as well the effectiveness of the program's implementation. These measures include:

- A dashboard tracking the number and percentage of eligible, entering students in each cohort that accept or decline the Fly in 4 agreement.
- A brief non-acceptors survey to ask students why they did not accept the Fly in 4 agreement.
- Annual reports tracking retention, credits earned and GPA of Fly in 4 participants versus non-participants.
- Data used to determine outreach campaigns for students in danger of missing checkpoints (e.g. reminders to see advisors or recommendations to consider registering for summer classes to advance in class standing).
- Cohort graduation reports.
- A survey of academic advisors (2017–2018) to collect feedback on the impact of the “see an advisor” checkpoint on advisor workloads and the nature of student-advisor interactions.

With the second cohort (fall 2015 admits) now having reached the 4-year graduation mark, planning is underway for a comprehensive, externally-conducted program evaluation.

CONCLUSION AND SUGGESTIONS FOR IMPROVEMENT

“Opportunity. Engagement. Discovery.” These words at the beginning of the mission statement connect the university that was incorporated as The Temple College in 1888 with the Temple of today. The mission review process coincided with the university's launch of its reaccreditation efforts. Cross-campus discussions of Temple's mission and values shaped the Middle States Steering Committee's discussion of the institutional priorities that were selected to guide the development of this report. The four institutional priorities are grounded in the principles on which Temple was founded, are aligned with the university's recently reaffirmed goals and are consistent with the university's restated mission statement.

Several suggestions emerged from the self-study process. Temple should:

1. Continue efforts to ensure the university community is aware of and periodically reminded of the updated mission statement.
2. Expand the planning processes that began with the review of the mission statement to allow for broad participation in the development of initiatives to realize the strategic points.
3. Modify existing reports and develop new dashboards to track progress in meeting institutional goals. Continue to share progress in meeting goals with the university community through annual reports and the President's State of the University Address.

EVIDENCE INVENTORY DOCUMENTS FOR THIS STANDARD

Documents are listed in the order they appear in this chapter and as the file name appears in the Evidence Inventory. *Note: As many documents appear across standards and criteria, the document filenames include references to all standards and criteria for which the document is relevant.*

Temple Bulletins 2019-2020	SI.C3 Division of Theater, Film and Media Arts Strategic Plan
Temple University Fact Book (Roadmap URL)	SI.C3_SVI.C2 Fox School of Business and Management Strategic Plan
SI-SVII Temple University Mission Statement	SI.C3 Kornberg School of Dentistry Strategic Plan
SI.C1 About Temple University	SI.C3_SVI.C3 School of Podiatric Medicine Strategic Plan
SI.C1 President's Email Launching Mission Initiative	SI.C3 Tyler School of Art Strategic Plan
SI.C1 Overview of Mission Statement Process	SI.C3 College of Education Strategic Plan
SI.C1_SII.C2 Board Agenda Mission Approval	SI.C3 Block-by-Block Initiative
SI_SVI Visualize Temple Campus Master Plan	SI.C3 Guidelines for Establishing a Program
SI_SVI Visualize Temple Website	SI.C4 Temple Research on the Rise
SI_SVI Academic Compass	SI.C4_SIII.C2 At A Glance 2019-2020
SI.C2 Six Commitments Report	SI.C4 AQI Reports 2015
SI.C2 State of the University Address 2016	SI.C4 AQI Reports 2016
SI.C2 State of the University Address 2017	SI.C4 AQI Reports 2017
SI.C2 State of the University Address 2018	SI.C4 AQI Reports 2018
SI.C2 State of the University Address 2019	SI.C4 AQI Reports Fall 2019
SI.C2 Keck Foundation Grant to Investigate Dark Matter	SI.C4_SII.C7_SIV.C1 Fly in 4 Report Examples
SI.C2 NIH Grant to Study Cells and Heart Disease	SS Frequently Referenced Websites
SI.C2 #YouAreWelcomeHere Campaign	
SI.C2 Strategic and Other Long-Range Planning at Temple University, 2009-2019	
SI.C3_SVI.C3 Klein College of Media and Communication Strategic Plan	
SI.C3 School of Pharmacy Strategic Plan	
SI.C3 College of Engineering Strategic Plan	
SI.C3 Boyer College of Music and Dance Strategic Plan	
SI.C3 Beasley School of Law Strategic Plan	
SI.C3 College of Liberal Arts Strategic Plan	
SI.C3 College of Science and Technology Strategic Plan	

STANDARD II: ETHICS AND INTEGRITY

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

Institutional Priorities Most Closely Aligned with this Standard:

- ✓ Access and Affordability
- ✓ Teaching and Research
- ✓ Identity, Diversity and Community

A commitment to ethics and integrity is at the center of all university activity. This commitment was recently reaffirmed with the 2018 creation of the university's Ethics and Compliance Office:

Temple is committed to fostering a culture of integrity and ethical behavior throughout the university. The university's Ethics and Compliance Office seeks to provide all members of the Temple community the resources and guidance needed to uphold the highest standards of integrity.

Open and honest communication is critical to our mission. It's important for all Owls to understand the laws, rules, policies and guidance that apply to their conduct, and it is equally important to know that your concerns and questions will be answered openly and resolved fairly.

The Ethics and Compliance Office is directed by the university's chief compliance officer (CCO), a role created to ensure the university maintains a culture of integrity and ethical behavior. The CCO reports directly to the Board of Trustees through the designee of the chair, and for administrative purposes reports to and is supervised by the president. To ensure independence, the CCO has private sessions with the Compliance Committee of the Board during all regularly scheduled meetings.

The office supplements the long-standing resources already in place across the university and collaborates with Internal Audits, Human Resources, Institutional Research and Assessment, the Equal Opportunity Compliance Office, Athletics and others to make Temple a strong and welcoming place to learn and work.

In conducting its programs and activities, Temple adheres to ethical standards inherent in its own stated policies. The policy on University Policy Development and Management establishes "a mechanism for the formulation, approval, review, amendment, issuance and distribution of official University policies in a consistent manner." The Office of the Secretary, in consultation with the Office of the President, is responsible for issuing and publishing approved policies and procedures on the University Policies and Bylaws website.

Policies and programs are in place to foster a culture of ethics and integrity in education, research, student life, governance and employment. These practices aim to:

- Affirm principles of academic freedom, freedom of expression and respect for intellectual property rights.
- Uphold a code for student conduct and community standards.

- Ensure fair and impartial hiring and treatment of employees.
- Provide robust and transparent grievance processes for faculty, students and staff.
- Guarantee ethical treatment and protections for human subjects in research.
- Ensure the avoidance of conflicts of interest.
- Empower staff and faculty to ask questions and raise concerns.

ACADEMIC FREEDOM, INTELLECTUAL FREEDOM, FREEDOM OF EXPRESSION, AND RESPECT FOR INTELLECTUAL PROPERTY RIGHTS (CRITERION 1)

Temple University has policies and programs in place to ensure a climate that fosters academic freedom, intellectual freedom, freedom of expression and respect for intellectual property rights. Such practices are essential to upholding the twin pillars of ethics and integrity and to the ideal of “*creating a collaborative community of outstanding faculty and staff who foster inclusion and encourage the aspirations of Temple students*” as set forth in the university’s mission statement.

ACADEMIC FREEDOM, INTELLECTUAL FREEDOM AND FREEDOM OF EXPRESSION

Freedom to teach and freedom to learn are inseparable facets of academic freedom. As emphasized on the first page in the Faculty Handbook:

All members of the faculty, whether tenured or not, are entitled to academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure, formulated by the Association of American Colleges and the American Association of University Professors, as follows:

- a. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- b. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
- c. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

In July 2006, Temple reaffirmed its commitment to academic freedom when the Board of Trustees approved a policy on student and faculty academic rights and responsibilities that included a streamlined grievance procedure for students who believe that their rights may have been violated. The policy is communicated to students in an array of ways: a) on course syllabi as required by the university course syllabus policy; b) as outlined in the “academic rights and responsibilities” section of the university bulletin; c) within the Student Conduct Code; and d) via posting on individual school/college/program web sites. As stated in the introduction to the policy:

As an academic institution, Temple University exists for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

The five components of the policy reinforce that faculty are entitled to freedom in the classroom but should take care not to introduce controversial or other matters unrelated to their subject. It encourages members of the academic community to develop the capacity for critical judgment and to engage in independent search for the truth. The policy reinforces that faculty should encourage free discussion, inquiry and expression allowing students to take reasoned exception to the information or views offered. The policy also outlines the five-stage grievance procedures students can follow when they feel a faculty member has infringed on their rights as set forth in the policy.

At the end of each semester, including summer sessions, each dean’s office is required to submit an end-of-semester report indicating number of grievances filed and level of resolution. Counts of grievances for the past five years show that for most years there are fewer than 10 reported grievances.

Figure 2.1. Summary of grievances filed under Student and Faculty Academic Rights and Responsibilities Policy.

Academic Rights and Responsibilities: 5-Year Summary

Year	Reported Grievances
2013-2014	9
2014-2015	5
2015-2016	12
2016-2017	6
2017-2018	5
Total	37

Student Conduct Code

The Student Conduct Code sets forth the behavioral expectations for a student community that values respect for the rights of others, advocates for conduct consistent with the university’s mission and promotes taking responsibility for one’s actions. The full Student Conduct Code is accessed online from both the Dean of Students’ website and the Office of Student Conduct and Community Standards website. In addition, links to the code are found under the university policies section within the online Undergraduate Bulletin and on the university policies site.

Entering freshmen and transfer students are made aware of the code at multiple points during the onboarding and new student orientation process:

- The Student Conduct Code is presented during the Temple Preview video students must view before signing up for an on-campus orientation session.
- Students must check “I Agree” to the following statement when selecting an orientation date: I understand that as a Temple University student I am responsible for abiding by the Student Conduct Code. I acknowledge that my behavior has a direct impact on the Temple community.

- Students are presented with information about the conduct code as part of the placement testing process.
- Representatives from the Office of Student Conduct and Community Standards present information about the code during the on-campus orientation program.
- The code is included in the student planner that all first-year students receive and is featured in a pamphlet distributed to students at the Temple Fest resources fair held annually during Welcome Week and the first week of classes.

In addition, the dean of students sends an email to all students at the beginning of the fall semester, and all newly enrolled students in January, to remind them of the Student Conduct Code, the Student Drug and Alcohol Policy, and the Good Neighbor Policy.

Academic Integrity

The principles of academic integrity are outlined in the university bulletin and are reinforced in the academic honor code set forth within the Student Conduct Code.

Temple University believes strongly in academic honesty and integrity. Essential to intellectual growth and the university's core educational mission is the development of independent thought and respect for the thoughts of others. Academic honesty fosters this independence and respect. Academic dishonesty undermines the university's mission and purpose and devalues the work of all members of the Temple community. Every member of the university community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are responsible for adhering to the principles of academic honesty and integrity.

The code outlines rules and regulations for academic dishonesty and impropriety including definitions of plagiarism and cheating. Students found to have committed or have attempted to commit plagiarism or cheating are subject to the disciplinary process and sanctions outlined in the code.

An array of resources educate students on academic honesty. Temple University Libraries publishes an online guide on citing sources and what constitutes plagiarism. The Student Success Center's online resources include a document on "Avoiding Plagiarism When Using Source Materials."

In the university's First-Year Writing Program, instructors use course readings to demonstrate how published authors cite sources, talk about others' research and ideas, and build their own arguments in relation to others. Instructors spend one or more class meetings on this issue and students receive feedback on citing sources and plagiarism in written comments on papers and via regularly scheduled one-on-one conferences.

Academic honesty is also addressed within the first-year seminar. All university seminars (UNVS 1001 and 1003) include language both on the syllabus and within the course Canvas sites that addresses the issues of academic honesty and integrity. Instructors discuss the consequences of plagiarism and encourage students to learn about university resources, adopt effective study strategies, enhance time management skills and learn proper attribution and citation techniques.

The policies and practices of the Resnick Academic Support Center for Student-Athletes align with the university's Student Conduct Code as well as NCAA legislation on academic integrity. All entering freshmen student-athletes discuss academic integrity in the university seminar (UNVS 1001) course, and the Resnick Center policies on academic integrity are reviewed with tutoring staff twice a semester as part of mandatory training.

Freedom of Expression

This is a challenging time for higher education with respect to freedom of expression. The faculty handbook reiterates the expectations for freedom of expression in the classroom, and the Student Conduct Code emphasizes that “Temple University is a community of scholars in which freedom of inquiry and freedom of expression are valued.”

When a November 2018 speech by a faculty member contained remarks that many regarded as promoting violence, the university issued a statement condemning the remarks. The statement also reiterated the university’s commitment to freedom of expression: “Notwithstanding this controversy, as a public university, Temple continues to support a learning and work environment that is open to a wide diversity of thought, opinion and dialogue by people of all backgrounds.”

Intellectual Property Rights

Temple University is generating cutting-edge discoveries consistent with its mission of creating new knowledge through research. Temple’s Invention and Patent Policy encourages the development and commercialization of inventions arising from university research. The policy covers intellectual property rights as well as tangible property rights. The policy is administered by the Office of Technology Development and Commercialization (Office of Research) under the jurisdiction of the Invention and Patent Committee. The committee includes five faculty members nominated by the university’s faculty senate and is charged with ensuring that the objectives of the policy are met, including review of the Invention and Patent Policy Implementation Guidelines. The Office of Technology Development and Commercialization maintains a frequently asked questions site that provides information on patent rights, intellectual property rights, commercialization and licensing.

CAMPUS CLIMATE AND DIVERSITY (CRITERION 2)

The 2018 approval of the restated mission statement reinforced Temple’s commitment to creating a climate that promotes diversity and inclusion: “We open our doors to a diverse community of learners and scholars who strive to make the possible real.” The mission strengthens the value of “creating a collaborative community of outstanding faculty and staff who foster inclusion and encourage the aspirations of Temple students.”

#YOUAREWELCOMEHERE

Temple’s former director of international admissions was one of the innovators behind the #YouAreWelcomeHere social media campaign to welcome international students to U.S. higher education. According to the initiative’s website, the message is “designed to affirm that our institutions are diverse, friendly, safe and committed to student development.” As of July 2019, over 370 colleges and universities are participating in the #YouAreWelcomeHere campaign. In spring 2018, Temple joined with eight other colleges and universities to launch a national scholarship program for incoming international students. Beginning in fall 2019, participating colleges and universities offered an annual, renewable scholarship that covers a minimum of 50% of a recipient’s tuition.

GOVERNANCE GROUPS

Temple University’s Board of Trustees, Faculty Senate Steering Committee and Student Government all have initiatives or committees focused on diversity or inclusion.

Board of Trustees

In 2008, the Board of Trustees formed a Committee on Student Life and Diversity whose charge is to consider and recommend to the Board policies concerning student and campus life, including relations among students and other members of the university community. The Student Life and Diversity Committee also considers and recommends to the Board policies that foster an appreciation of different

people, cultures, and perspectives and enhance the safety and well-being of all members of the university community. The committee regularly receives updates on initiatives and programs from representatives of the Temple Student Government.

Faculty Senate

At the time of the last decennial visit, the Faculty Senate had two committees focused on diversity and inclusion issues. Today, there are five:

- Committee on Faculty Disabilities Concerns
- Committee on Faculty LGBTQ Issues
- Committee on the Status of Faculty of Color
- Council on Diverse Constituencies
- Faculty Senate Status of Women Committee

The Committee on the Status of Faculty of Color focuses on the planning and implementation of initiatives for the development and retention of faculty of color. They meet regularly throughout the academic year and organize multiple events including “Chat in the Stacks,” a twice-a-semester initiative in collaboration with the library. Chat in the Stacks highlights the work of Temple faculty of color or other scholarship around issues of interest to faculty and students of color.

Temple Student Government

In 2014, the Temple University Student Government adopted a unity statement that reflects the values of the diverse Temple community:

As Temple Owls, we respect all members of our university and local community regardless of: race, ethnicity, sex, gender, identity, sexual orientation, age, religion, socioeconomic status, veteran status, political affiliation, or (dis)ability. By providing a wealth of life experience, this diversity is our greatest strength.

This diversity serves as an avenue to engage in educational discourse. Based on this premise we welcome those who are different from us to challenge and expand our worldview. As an establishment founded on scholastic pursuits, we recognize that there is no place for ignorance or violence on our campus.

We strive to understand all cultures and experiences as well as empower our peers to unite into a cohesive student body that aims to break down socially constructed barriers in order to learn together, grow together, and fly together.

STUDENT, FACULTY AND STAFF SUPPORT

The university has policies on nondiscrimination, ethnic intimidation, preventing and addressing discrimination and harassment, and preventing and addressing sexual misconduct and sexual harassment. The university, as it proceeds with renovations and new construction, has placed special emphasis on creating all-gender bathrooms to facilitate inclusion of all people regardless of gender identity. Similarly, for the past several years, the university has provided all-gender residence hall spaces, allowing students to pick living spaces regardless of gender identity. In fall 2019, Temple implemented use of preferred names. Faculty and staff can choose preferred first and last names. Students can designate a preferred first name, and with the recent upgrade of the Banner student information system, preferred names will appear on class lists, residence hall rosters, and university ID cards.

Offices devoted to ensuring a climate that fosters respect and inclusion across the university include the Office of Institutional Diversity, Equity, Advocacy and Leadership (IDEAL), the Office of Equal Opportunity Compliance (EOC), and Disability Resources and Services (DRS).

IDEAL

IDEAL provides resources and support to create a campus environment that advances the principles of being inclusive of others. Diversity peers are voluntary student leaders who facilitate workshops and programs on diversity, inclusion and equity. For example, the diversity peers present a 60-minute program on diversity and inclusion to all incoming students and host quarterly inclusive leadership sessions for student organizations. The peers also participate in IDEAL programming such as National Coming Out Week and the monthly queer lunch conversations where participants discuss issues impacting the LGBTQIA community. In May 2019, IDEAL led 13 students on an experiential learning trip to South Africa that focused on using intergroup dialogue and social change models to recognize and dismantle various levels of systemic oppression, adversity and exclusion practices.

Inclusion of Students with Disabilities

Temple University is committed to the full inclusion of students with disabilities. DRS facilitates access and accommodations on an individualized basis allowing students with disabilities to develop in a learning environment where people with diverse abilities are valued. The university's course syllabi policy requires that all syllabi contain a disability disclosure statement that directs students to register with DRS.

Student Organizations

Among Temple's 300-plus student organizations are several with a focus on cultural identity, including:

- Black Student Union
- Black Diamonds Union
- National Association for the Advancement of Colored People
- Chabad Jewish Organization
- Chinese Students & Scholars Association
- Esencia Latina
- Iranian Students of Temple University
- Malaysian Students Association
- Muslim Students Association
- Owls for Israel
- South Asian Students Society of Temple University

The *Owl Connect* tool managed by the Division of Student Affairs allows students to search for organizations and events related to their interests.

It's On Us

Temple University and Temple Athletics joined universities and companies across the country to further the effort to end sexual assault on college campuses. The movement asks men and women to make a personal commitment to holding themselves and each other accountable. In January 2017, Temple received a \$25,853 "It's On Us PA" grant to improve education and support for students by increasing awareness and reporting of sexual assault incidents. Temple administrators, coaches and student leaders have taken the It's On Us pledge, and student-athletes from every intercollegiate athletic program took part in public service video announcements. In 2018, Temple received a second "It's On Us PA" grant of more than \$25,000 to combat sexual assault on its domestic and international campuses.

TEACHING AND LEARNING

The Center for the Advancement of Teaching provides training and resources on inclusive teaching strategies to faculty and instructors via the Inclusive Teaching Institute. The Inclusive Teaching Institute focuses on how faculty can help students, especially those from underrepresented groups, feel supported and be successful. During this institute, faculty explore questions such as, “What teaching strategies can I use to make my classroom supportive to students from diverse backgrounds?” and “How can I use language effectively to create shared meaning in the classroom?”

GRIEVANCE POLICIES (CRITERION 3)

Temple has comprehensive grievance procedures for students, faculty and staff. In spring 2019, as part of ongoing efforts to foster a culture of integrity and ethical behavior, the university launched a confidential reporting line that is available 24/7. The helpline is available for individuals to get answers related to questions about ethics and compliance, report concerns or make difficult decisions. The helpline “is designed for members of the university community to report any violation of policies, procedures or applicable law, or to ask any questions or seek guidance regarding any ethics or compliance issue.”

The website of the Ethics and Compliance Office contains detailed information about the helpline as well as an FAQ. Small cards and posters with the helpline number have been distributed across the main campus. Brochures and posters are also available for download on the website.

STUDENTS

The “Student Rights” section of the online Undergraduate Bulletin outlines grievance procedures for students. Undergraduate students have the right to appeal any academic or non-academic matter in which they feel they have been treated unfairly. Each school and college has established grievance policies they must adhere to. While processes may vary slightly by school, all procedures share the following steps:

1. Students attempt resolution through discussion with the instructor.
2. Failing agreement, students present appeals to the chair of the department, specifying the nature of the grievance, the result of the previous discussion, and the resolution sought.
3. Failing agreement at the department chair level, students may appeal to the Office of the Dean of the school/college.
4. When appeals warrant review beyond the school or college, students, faculty members, or the dean's office may appeal to the Office of the Provost.

Aspects of procedures that may vary from school to school include the involvement of a student-ombudsperson; the constitution of grievance hearing committees, which may be a part of either step two or three; and time limits, both for students' filing and for the administrative response.

In addition to general student grievance procedures, Temple University students who believe that instructors are introducing extraneous material into class discussions or that their grades are being affected by their opinions or views that are unrelated to a course's subject matter can file a complaint under the university's policy on academic rights and responsibilities. This policy is also discussed under criterion 1 of this standard.

EMPLOYEES (FACULTY AND STAFF)

The Temple University Employee Manual outlines general complaint procedures, and additional information for faculty appears in the Faculty Handbook:

- Employees who believe their end-of-year performance ratings are inaccurate may detail their concerns in the “employee comments” section of the Performance Development Plan and if not resolved may ask Human Resources to review the complaint (Employee Manual, 10.9).
- Non-Bargaining employees are encouraged to resolve problems with their supervisor or the next level supervisor or have the option of consulting Human Resources or the Office of Equal Opportunity Compliance (Employee Manual, 11.4 and 14.5).
- Members of bargaining units follow grievance and complaint procedures as outlined in their respective collective bargaining agreements.
- Faculty members who believe their procedural rights for promotion and tenure cases have been denied may present an appeal or complaint to the Personnel Committee of the Faculty Senate (Faculty Handbook, Section IV and Section V).

Additional documentation related to grievance procedures can be found in Temple’s *Verification of Compliance with Accreditation-Relevant Federal Regulations* report.

CONFLICT OF INTEREST (CRITERION 4)

The university has comprehensive policies to identify and manage actual and apparent conflicts of interest. There are written policies for trustees, officers, faculty and staff. The Gifts and Conflicts of Interest—All Employees policy stipulates that no university representative may accept a gift exceeding \$50.00 in value from any firm or individuals doing business with the university.

TRUSTEES AND OFFICERS

Temple’s policy on Conflict of Interest—Trustees and Officers, last updated in April 2018, is in place to ensure that the actions of the Board of Trustees and officers of the university are “taken solely on the basis of the desire to promote the best interests of the University.” The policy applies to members of the Board and the officers in accordance with the Temple University bylaws. The policy defines conflict of interest and outlines processes for annual disclosure, ongoing disclosure and review. Each year, individuals covered under this policy are required to complete a written conflict of interest questionnaire as provided by the secretary of the Board of Trustees. The Compliance Committee of the Board is responsible for overseeing compliance with this policy and reviews and considers any actual or potential conflicts of interest identified in the disclosures.

FACULTY

The Conflict of Interest—Faculty policy stipulates that “all full-time and part-time faculty avoid any conflict, or appearance of conflict, between their personal interest and the interest of the university in dealing with any organization or individual having, or seeking to have, any business relationship with the university or with any organization or individual whose objectives or interest may be adverse to university interests.” The policy defines conflict of interest and outlines procedures for disclosure. The Office of University Counsel is responsible for interpreting the university conflict of interest policy. Any faculty member who is aggrieved by the decision of the cognizant university officer and the university counsel may appeal the decision to the Personnel Committee of the Faculty Senate, which shall forward its recommendations to the Faculty Senate and the president.

ALL EMPLOYEES

It is the policy of Temple University that “all full-time and part-time employees avoid any conflict, or appearance of conflict, between their personal interest and the interest of the university in dealing with any organization or individual having, or seeking to have, any business relationship with the university or with any organization or individual whose objectives or interest may be adverse to university interests.”

The Conflict of Interest—All Employees policy outlines definitions and requirements for disclosure. University counsel is responsible for interpreting the policy.

Information on conflict of interest policies is included in the Employee Manual, which is reviewed with new hires as part of the orientation/on-boarding process. Conflict of interest expectations are also communicated early in the recruitment and hiring process. The following compliance statement is included on position descriptions:

Compliance Statement: In the performance of their functions as detailed in the position description employees have an obligation to avoid ethical, legal, financial and other conflicts of interest to ensure that their actions and outside activities do not conflict with their primary employment responsibilities at the institution. Employees are also expected to understand and be in compliance with applicable laws, University and employment policies and regulations, including NCAA regulations for areas and departments which their essential functions cause them to interact.

FAIR AND IMPARTIAL PRACTICES IN THE HIRING, EVALUATION, PROMOTION, DISCIPLINE AND SEPARATION OF EMPLOYEES (CRITERION 5)

Temple University values diversity and is committed to equal opportunity for all persons regardless of age, color, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, veteran status or any other status protected by law. Responsibility for implementing the institution's nondiscrimination policy and the university's affirmative action program is the responsibility of every school/college, office and organization.

The Division of Labor and Employee Relations within Human Resources is responsible for ensuring compliance with all university policies and rules of conduct, as well as with federal, state and local employment laws. It also negotiates and administers collective bargaining agreements on behalf of the university with the 11 collective bargaining units.

The Equal Opportunity Compliance Office facilitates university-wide efforts for equal opportunity, equal access and affirmative action. Through programs, information, assistance and complaint investigation the office reinforces that *Temple University will not tolerate unlawful discrimination or harassment in the workplace, academic setting, or its programs or activities based on the individual's protected class.*

Temple's hiring practices are aligned with its institutional priority of diversity. The recruitment of diverse staff and administrators is guided by the regular practice of Temple University's Human Resources Department to advertise at the local and national levels in diverse media, including publications especially addressed to minority audiences. The Human Resources Department further encourages interest in Temple employment by hosting and participating in job fairs in the community and the greater Philadelphia region. Workforce initiatives are discussed further in the introductory section of the self-study.

The Temple University Faculty Handbook outlines processes for appointment, non-renewal, tenure, promotion and dismissal for cause of faculty. The Temple University Employee Manual and Rules of Conduct set forth the policies, programs and expected standards of behavior for all Temple University employees. Official policies found in the manual can also be found on the University Policies website and on the Human Resources website.

EVALUATION OF FACULTY AND STAFF

Temple University has established guidelines for the review and awarding of tenure and promotion. Guidelines for tenure-track faculty in the schools represented by the Temple Association of University Professors (TAUP) Collective Bargaining Agreement are found under Article 11 of the Collective Bargaining Unit, Presidential Guidelines for the Review of Tenure and Promotion, and Addendum to Presidential Guidelines for the Review of Tenure and Promotion (reviews beginning in AY2017–2018). For tenure-track faculty in the Beasley School of Law, guidelines are contained in the above and the Temple Law Professors Collective Bargaining Association Agreement (Article 17). Tenure-track faculty from Dentistry, Medicine and Podiatry come under the Faculty Handbook (Sections IV and V) and the Addendum to Presidential Guidelines for the Review of Tenure and Promotion (reviews beginning in AY2017–2018). Evaluation of non-tenure track faculty is done through an annual review as outlined in Article 15.B.4 of the Collective Bargaining Agreement.

Non-faculty administration and staff are evaluated annually via the university's performance development system. Employees create a performance development plan (PDP) which is started at the beginning of the fiscal year by employees and their supervisors, and evaluated at the end of the year. The PDP evaluates individuals on essential functions, goals and projects. In addition, all employees are rated on a set of 13 competencies which Temple identifies as essential to the university's fulfillment of its mission and goals. For example, the competencies of "respect and valuing diversity," "team work and collaboration," and "developing others/supervision" align with the goal of "Destination Temple" and the institutional priority of identity, diversity and community.

HONESTY AND TRUTHFULNESS IN PUBLIC RELATIONS ANNOUNCEMENTS, ADVERTISEMENTS, RECRUITING AND ADMISSIONS MATERIALS AND PRACTICES, AS WELL AS IN INTERNAL COMMUNICATIONS (CRITERION 6)

In January 2018, the university announced that the Fox School of Business and Management (Fox) identified a data error in its submission to U.S. News and World Report for the online MBA program. As a result, U.S. News reclassified the online MBA as "unranked." Additionally, Fox requested to be withdrawn from consideration for the rankings for the full- and part-time MBA programs that were released in spring 2018.

The university engaged the international law firm Jones Day to complete a review of the Fox School of Business and Management data concerns. Temple acted decisively and rapidly in implementing their recommendations for remedial measures as well as other enhancements.

Figure 2.2. Examples of remedial measures and actions taken to address data integrity concerns.

Remedial Measures	Actions
<p>Institute explicit policy addressing mandatory reporting of suspected/potential inaccurate data reporting.</p>	<p>Temple University’s Office of Internal Audits maintains an anonymous reporting form on its website.</p> <p>In December 2018, Temple hired its first Chief Compliance Officer (CCO)⁶ and created the Ethics and Compliance Office. The office maintains an externally hosted Helpline that is available 24/7/365 to report any concerns, ask questions, or seek guidance on any ethics and compliance issues—including data integrity concerns. The Helpline information is published on the university webpage.</p>
<p>Periodically review compliance via Internal Audits.</p>	<p>In addition to the work of the Internal Audits department, Baker Tilly has been engaged by Temple to provide compliance audits for at least the next two years.</p>
<p>Provide training for employees about best practices in data collection, verification and reporting to maximize precision and accuracy.</p>	<p>On July 18, 2018, and August 15, 2018, at a meeting of the Council of Deans, the Provost led a discussion about new processes and policies focused on data reporting and integrity.</p> <p>Beginning in fall 2018, Temple initiated training programs for deans and their data managers focusing on data policies, standards and best practices to insure integrity, accuracy and accountability. For example, Baker Tilly and Temple staff trained school and college deans on November 7, 2018, April 3, 2019, and June 19, 2019.</p> <p>In the past year, Temple has focused on a three-part training effort. The first is an informational and awareness campaign. That campaign involves training of leadership throughout the university and giving general information about data integrity and the importance of data reporting. Second, Temple has engaged in process confirmation of various units throughout the university. That consists of going over each area’s data reporting process, identifying any process gaps, and then promptly remediating those gaps. Finally, with submissions, Temple and Baker Tilly engage in verification conferences that include walking through procedures to ascertain whether processes were followed and whether the data are complete and accurate. In that conference, appropriate process improvements in addition to any necessary data corrections are made.</p> <p>Baker Tilly, together with the Office of the Provost and the Ethics and Compliance Office, has undertaken a complete review of all schools’ and colleges’ data reporting policies. After Baker Tilly was engaged in the fall of 2018, they performed an assessment of the current school and college policies. Initial meetings with Baker Tilly took place in the spring of 2019. The revisions and updating of policies are ongoing.</p>

The university has spent the past year developing and implementing robust policies and procedures for ensuring the ethical and accurate reporting of data to external agencies and in the use of data for marketing and recruitment/admissions materials. These new procedures and the university’s recommitment to integrity and transparency increases the university’s credibility.

⁶ Note: Temple began the search for a chief compliance officer prior to the Fox School of Business and Management matter.

ACCESS AND AFFORDABILITY (CRITERION 7)

Temple’s mission has always been centered on access to education for all people regardless of their race, gender or socio-economic status. Temple’s mission statement reads that “[w]e open our doors to a diverse community of learners and scholars who strive to make the possible real.” Access and affordability is one of the four institutional priorities woven across the self-study, and the university is dedicated to ensuring access, diversity and affordability for its students.

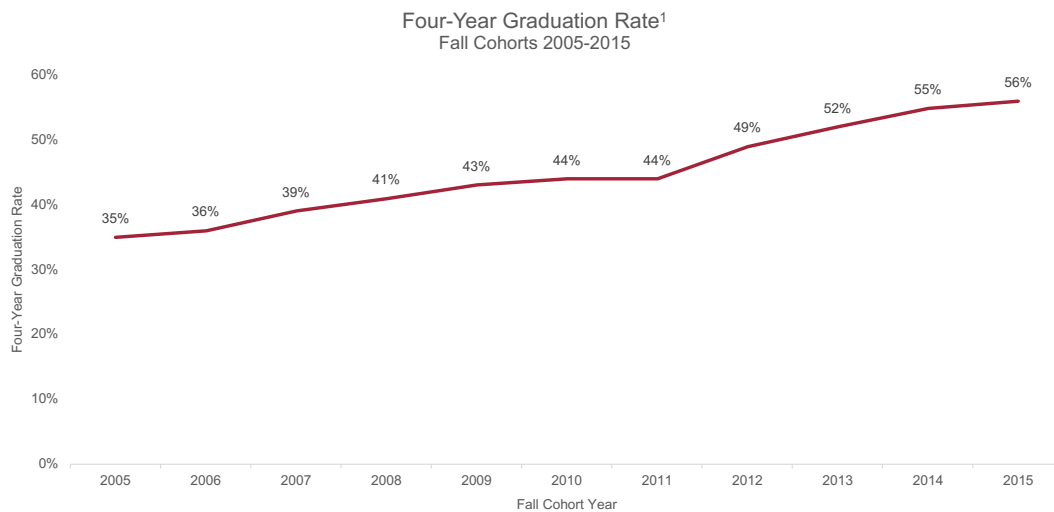
Like many institutions of public higher education, Temple University has felt economic strains in recent years. The Commonwealth of Pennsylvania historically provided strong support for public higher education, but significant financial pressures in the state resulted in declining support, particularly since the financial crisis of 2008. While the decline in support has put increasing pressure on tuition, Temple’s costs have remained well positioned compared to its in-state counterparts. As measured by the 529 Guaranteed Savings Plan, in FY2019 Temple’s resident tuition was 12.7% and 11.3% less expensive than its state-related peers, Pennsylvania State University and University of Pittsburgh, respectively. Not only is it important to understand Temple’s cost in the context of its Pennsylvania peers, but it is equally important to assess Temple’s tuition on a national pricing scale. Pennsylvania tends to be found in the bottom 5% of states for funding of public higher education. At the same time, the university has remained true to its mission to make Temple’s distinctive higher education experience both accessible and affordable. See Standard VI for additional information on state appropriation trends.

FLY IN 4

Affordability is central to access. Temple’s Fly in 4 program illuminates a path to graduation in no more than four years by promoting certain checkpoints and benchmarks, including regularly meeting with advisors, registering early for classes and annually advancing in class standing. The program allows students to complete their degree on time—or Temple will pay for the student’s remaining course work. Fly in 4 is discussed further under Standard IV.

Since implementation of Fly in 4 in 2014, the university’s four-year graduation rate has increased by 12 percentage points, from 44% for the fall 2010 cohort to 56% for the fall 2015 cohort. The university is also seeing an increase in the number of students graduating in under four years.

Insert Figure 2.3. Four-year graduation rates for fall cohorts (2005 to 2015).



1. The Graduation Rate indicates the percent of students from the cohort, less any documented deceased, who were awarded an undergraduate baccalaureate degree within the timeframe indicated.

TUITION AND AID STRATEGY

In FY2019, Temple set aside 18.2% of undergraduate tuition for undergraduate financial aid. This percentage equates to a budget of approximately \$109 million. On top of the tuition assessment, the university made an additional commitment of \$14 million bringing the total FY2019 investment in undergraduate financial aid to approximately \$123 million. For the two fiscal years prior to FY2020, Temple held base tuition increases to an average of slightly more than 2 percent. For 2019–2020, Temple announced that there would be no increase to the base tuition for in-state undergraduate students and a modest 2.9% increase to base tuition for out-of-state undergraduates. Temple provides both merit and need-based aid with a targeted distribution of undergraduate financial aid that represents a ratio of 80% need-based and 20% merit-based.

Temple implemented a “need cliff” calculation to determine which merit scholarship students would benefit from an additional award to offset unmet need. The strategy was used on a small scale in 2018 and expanded for the 2019 admission cycle. To determine the “cliff,” one-year retention rates are calculated by residency status and unmet need. Results are reviewed to determine the need-level at which retention begins to drop off. As resources are limited, the calculation also takes into account upper limits at which, even after applying aid, students are likely to have difficulty funding their education. At the student level, the calculation takes into account the student’s estimated family contribution, cost of attendance and unmet need.

In 2018–2019, Temple announced the new Broad Street Finish Line Scholarship, awarded beginning in fall 2019, which aims to help students cross the finish line toward graduation with less debt. The scholarship is awarded from two existing university endowment funds combined to bolster the recruitment of students from underrepresented backgrounds as well as international students. Preference for the scholarships for both incoming and current students will be given to students from the City of Philadelphia though all students, including international students, will be considered. The new scholarship program supports the goals of metro-engagement and global commitment.

CHERRY PANTRY

In February 2018, the Division of Student Affairs opened the university’s first food pantry. This resource helps ease the challenging choices that students face between paying for food and paying for tuition, books and other educational costs. The opening of the pantry followed the recommendations of a taskforce convened by the president and provost to address food insecurity. The initiative was informed by data from Temple’s 2018 participation in #RealCollege Survey of basic needs security among four-year college students. Findings revealed that roughly 35% of Temple’s undergraduate students experience “low” or “very low” food security. The pantry is supported through campus food drives and philanthropy. Beginning in summer 2018, new students were asked to bring food donations to campus as part of a new student orientation service initiative. In 2018–2019, there were approximately 1,300 unique users of the Cherry Pantry and approximately 4,300 total visits. Temple’s participation in the upcoming 2019 #RealCollege Survey will allow the university to further assess progress in addressing its support of students’ basic needs.

FINANCIAL LITERACY

The university has several resources to help students pay for college and become financially prepared for their futures. Temple offers two courses that focus on financial literacy: *Investing for the Future*, a course which satisfies the General Education Quantitative Literacy requirement, and *Fundamentals of Personal Financial Planning*. Since *Investing for the Future* was first offered in fall 2007, over 4,000 students have taken the course. Since *Fundamentals of Personal Financial Planning* was first offered in summer 2012, more than 750 students have taken the course.

Via the TUportal, a unified gateway to Temple's web and digital services, students can access iGrad. iGrad is a free online financial literacy and money management resource that provides personal finance tools to assist students in making financial decisions such as navigating financial aid, understanding borrowing and repaying loans, budgeting, and buying a car. Featured products and information include scholarship searches, FAFSA assistance, budget preparation, tax-filing information, repayment calculators, credit management and job searches. As of July 2019, Temple has more than 23,000 iGrad registrations, which includes students and employees. Students can also visit the online Student Loan and Money Management Center to learn about loans, credit and financing a college education. Temple regularly assesses students' financial attitudes, practices and knowledge through participation in the Study on Collegiate Financial Wellness.

COMPLIANCE WITH FEDERAL, STATE AND COMMISSION POLICIES (CRITERION 8)

Temple University complies with all federal, state, and local policies and MSCHE's policies, requirements of affiliation and standards. Documents supporting this compliance are found in the evidence inventory (Requirements of Affiliation and Standard II). Programs, processes and policies are also discussed in detail in the *Institutional Federal Compliance Report*.

The “Public Information” section of the Temple University website and the consumer information website contain information—or centrally located links to information—that the university is required to disclose under Pennsylvania “right-to-know” and other legislation, including:

- Form 990, 990T and selected salary information
- Common Data Set and Student Profile
- Tuition rate schedule
- Crime reports
- University governance and policies
- Academic calendars
- University budget and other financial information
- Voluntary System of Accountability/College Portrait (outcomes and other relevant student data)

ETHICAL TREATMENT OF HUMAN PARTICIPANTS IN RESEARCH ACTIVITIES

The Office of Research Compliance reports to the Office of the Vice President for Research (OVPR). The Research Compliance office provides support and training to faculty, students and staff in order to promote the ethical and responsible conduct of research and to ensure compliance with regulatory requirements relating to research involving human subjects, vertebrate animal subjects and recombinant DNA. The office supports the Institutional Animal Care and Use Committee (IACUC), the Institutional Review Board (IRB), and the Institutional Biosafety Committee (IBC).

The mission of Temple University's Human Research Protection Program (HRPP) is to protect the rights, dignity and welfare of human subjects who participate in Temple's research programs. Specifically, the HRPP has authority over all human subjects research conducted using any property or facility of Temple and under the direction of any employee, student, or agent of Temple. This authority extends to Temple University Health System employees, who must submit human subjects research to HRPP. Human subjects research is reviewed via three methods: a convened IRB, expedited review, or exempt review. The determination for exemption is made by HRPP, not the investigator, and therefore must always be submitted formally.

The Temple University IRB utilizes The Collaborative Institutional Training Initiative (CITI) Program to provide research ethics education to the research community. The CITI Program offers both initial and refresher courses covering human subject research. All key research personnel engaged in human research at Temple University or affiliated sites must complete the online CITI Program. IRB approval of any individual application is contingent upon the fulfillment of this requirement. The HRPP supports Temple's dedication to excellence in research by promoting the ethical principles of respect for persons, beneficence, and justice as discussed in The Belmont Report. Investigators have ethical and institutional responsibilities in conducting human subjects research.

PERIODIC ASSESSMENT (CRITERION 9)

The university regularly assesses its commitment to ethics and integrity. Examples of recent assessments and improvements include comprehensive policy review, employee hiring enhancements, financial wellness analysis, and a qualitative review of school and college data integrity procedures.

POLICY REVIEW

Policy review is continuous and ongoing. For policies appearing on the Policies and Bylaws website, the unit designated as “reviewing office” is charged with reviewing the purpose, scope and procedures outlined in each policy. In 2017–2018, the Office of the Provost undertook a comprehensive review of policies for which the provost is designated as the “responsible officer.” As a result of the review, policies were identified as sufficient, no longer necessary or in need of revision. For example, Information Technology Services (ITS) identified several policies that could be combined and streamlined into a new policy and guidelines on data governance, which is discussed further under Standard VII.

HIRING ENHANCEMENTS

In May 2014, the employment division within Human Resources contracted with a consulting firm to review its organizational structure and recruitment practices. A survey revealed that 43% of employees with hiring responsibilities described the hiring process, including the current online system, as inefficient. In 2016, following a selection process to identify a new applicant tracking system, the university launched Taleo. Taleo contains onboarding functionality so employees can complete compliance and new employee documents prior to the first day of work. The system also includes enhancements for adjunct hiring, including a process to modify appointment letters and handle parking permit requests.

FINANCIAL WELLNESS

Temple regularly participates in the Study on Collegiate Financial Wellness (SCFW), previously called the National Student Financial Wellness Study (NSFWS). The SCFW is a multi-institutional survey that examines college students' financial attitudes, practices and knowledge, including questions on debt. Temple participated in the inaugural survey in 2014, again in 2017 and plans to administer the survey for a third time in spring 2020. Findings from the 2017 administration revealed that Temple offers more federal work-study than other participating institutions and that Temple students were more likely to believe it is important to graduate “as soon as possible,” a finding consistent with the university's Fly in 4 messaging. Temple respondents, however, were more likely to be stressed about personal finances and more worried about having enough money to pay for school than their peers. In addition, more students reported taking out loans and were less satisfied with the financial resources available to them. The 2017 administration also included a food insecurity module, the results of which were considered in planning for the food pantry.

DATA INTEGRITY

In response to the Fox School of Business and Management rankings matter, all schools and colleges were required to submit written procedures for data review and integrity. Specific guidelines were provided as to what the processes must address including steps for reviewing data, submitting data for verification and archiving submissions. Baker Tilly, Temple's third-party auditor, conducted a comprehensive review of the written submissions followed by interviews with key individuals in each school and college to identify and address any gaps.

Following the 2018–2019 implementation and review of the new data integrity procedures, the university—in consultation with Baker Tilly—formed a new Data Verification Unit (DVU) within the Ethics and Compliance Office. The DVU will expand on the data verification work undertaken by the Office of Institutional Research and Assessment (IRA) during FY2019. Since July 1, 2019, the DVU has worked with IRA, Information Technology Services and the schools/colleges/administrative units to continue to assess the accuracy of data, particularly external submissions or outward facing uses of information.

CONCLUSION AND SUGGESTIONS FOR IMPROVEMENT

Through programs, policies and practices, Temple demonstrates its commitment to ethics and integrity. Temple regularly reviews its policies, processes and programs to identify areas for growth and improvement. Several areas for improvement emerged from the self-study process. Temple should:

1. Continue to expand efforts to improve data transparency and reporting. Continue progress in institutionalizing improvements in processes to review data. The formation of the Data Verification Unit within the Office of Ethics and Compliance is a significant process enhancement.
2. Continue to emphasize diversity and inclusion by training and educating the Temple community, and look for new ways to improve access for all in accordance with the university's mission.
3. Identify additional ways to publicize grievance processes to give all constituents a voice in the community and to ensure that concerns are reviewed and resolved fairly, including with respect to data integrity, unethical conduct, or illegal behaviors. The recently launched Ethics and Compliance Helpline is a step towards continuous improvement in this area.
4. While schools and colleges publish their respective grievance processes, consider consolidating access to the processes in one central location such as on TUportal or an easy-to-locate website.

EVIDENCE INVENTORY DOCUMENTS FOR THIS STANDARD

Documents are listed in the order they appear in this chapter and as the file name appears in the Evidence Inventory. *Note: As many documents appear across standards and criteria, the document filenames include references to all standards and criteria for which the document is relevant.*

Temple Bulletins 2019-2020	SII.C1.C2 Student and Faculty Academic Rights and Responsibilities
Public Information (Roadmap URL)	SII.C1_SIV.C4 Student Conduct Code
Verification of Compliance with Accreditation-Relevant Federal Regulations Report	SII.C1 Student Drug and Alcohol Policy
SII Announcement of Ethics and Compliance Office	SII.C1 Temple University Good Neighbor Policy
SII University Policy Development and Management	SII.C1 Online Guide on Citing Sources
SI-SVII Temple University Mission Statement	SII.C1 Avoiding Plagiarism When Using Source Materials
SII.C1.C3.C5_SIII.C2 Faculty Handbook	SII.C1 Syllabi for UNVS 1001 and 1003
SII.C1.C3.C5_SIII.C2 Adjunct Handbook	SII.C1_SIV.C4 Student Athlete Handbook
	SII.C1 Statement Condemning Faculty Remarks

SII.C1 Inventions and Patents	SII.C4_SVII.C2 Conflict of Interest–Trustees and Officers
SII.C1 Invention and Patent Policy Implementation Guidelines	SII.C4 Conflict of Interest–Faculty
SII.C1 Office of Technology Development and Commercialization FAQ Site	SII.C4 Conflict of Interest–All Employees
SI.C1_SII.C2 Board Agenda Mission Approval	SS Employee Manual
SII.C2.C5 Nondiscriminatory Policy as to Students	SII.C5 Temple University Nondiscrimination–Equal Opportunity Statement
SII.C2.C5 Ratification of Nondiscrimination Policy	SII.C5 Rules of Conduct
SII.C2 Ethnic Intimidation Policy	SII.C5 Human Resources
SII.C2.C5 Preventing and Addressing Discrimination and Harassment	SII.C5 TAUP Collective Bargaining Agreement–Article 11
SII.C2 Preventing and Addressing Sexual Misconduct	SII.C5_SIII.C2 Presidential Guidelines for the Review of Tenure and Promotion
SII.C2 Preventing and Addressing Sexual Harassment	SII.C5 Addendum to Presidential Guidelines for the Review of Tenure and Promotion
SII.C2_SV.C1 Course Syllabi Policy	SII.C5 Temple Law Professors Collective Bargaining Association Agreement Article 17
SII.C2_SIV.C4 Owl Connect	SII.C5 TAUP Collective Bargaining Agreement– 15.B.4
SII.C2 It's On Us PA Grant	SII.C5_SVII.C4.C5 Performance Development Plan Sample
SII.C2 Second It's On Us PA Grant	SII.C6 Fox Data Error Announcement
SII.C3 Ethics and Compliance Helpline	SII.C6 Data Integrity Training for Deans November 2018
SII.C3 Ethics and Compliance Office Website	SII.C6 Policies and Procedures for Data Submission
SII.C3 Employee Manual Section 10.9	SI.C4_SII.C7_SIV.C1 Fly in 4 Report Examples
SII.C3 Employee Manual Sections 11.4 and 14.5	SII.C7_SIV.C1 Graduation and Retention Rate Report
SII.C3.C5_SVI.C4 Brotherhood of University Employees Collective Bargaining Agreement	SII.C7_SIV.C1 2019-2020 Tuition Rates Schedule
SII.C3.C5_SVI.C4 Nurses Association of TU-PASNAP Collective Bargaining Agreement.pdf	SII.C7_SIV.C1 Broad Street Finish Line Scholarship
SII.C3.C5_SVI.C4 AFSCME Collective Bargaining Agreement	SII.C7 Cherry Pantry
SII.C3.C5_SVI.C4 International Union of Operating Engineers Health Sciences Center Collective Bargaining Agreement	SII.C7 iGrad Financial Wellness
SII.C3.C5_SVI.C4 International Union of Operating Engineers Main Campus Collective Bargaining Agreement	SII.C8 Institutional Federal Compliance Report
SII.C3.C5_SVI.C4 SPFPA Collective Bargaining Agreement	SII.C8 Public Information Website
SII.C3.C5_SVI.C4 PTEA Collective Bargaining Agreement	SII.C8 Consumer Information Website
SII.C3.C5_SVI.C4 National Union of Hospital and Health Care Employees Collective Bargaining Agreement	SII.C9 Human Resources Survey
SII.C3.C5_SIII.C2_SVI.C4 TAUP Collective Bargaining Agreement	SII.C9 Study on Collegiate Financial Wellness 2017
SII.C3.C5_SIII.C2_SVI.C4 Temple Law Professors Collective Bargaining Association Agreement	SII.C9 Data Integrity Procedures
SII.C3.C5_SIII.C2.C6_SVI.C4 Collective Bargaining Agreement Between TUGSA and Temple University	SII.C9 Baker Tilly Review Template
SII.C3.C5 Faculty Handbook Sections IV and V	SS Frequently Referenced Websites
SII.C4 Gifts and Conflicts of Interest–All Employees	

STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

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

Institutional Priorities Most Closely Aligned with this Standard:

- ✓ Teaching and Research
- ✓ Identity, Diversity and Community

Teaching and learning are at the center of Temple's mission: "Temple University educates a vibrant student body and creates new knowledge through innovative teaching, research and other creative endeavors." Temple's commitment to providing "access to an excellent, affordable higher education that prepares students for careers, further learning and active citizenship" is advanced by the opportunities provided by the university's urban location and outstanding faculty, facilities, and instructional resources and technology.

Temple University's student learning experience is characterized by:

- A comprehensive undergraduate General Education Program fully aligned with the university's mission and goals that aims to help undergraduates make connections between what they learn, their lives and their communities and that leverages the city of Philadelphia.
- An array of graduate and professional programs that combine classroom learning with clinical or real-world experiences and provide students with the knowledge and skills to succeed and better their communities.
- An accomplished and respected faculty engaged in the tripartite mission of teaching, research and service.
- A host of teaching and learning resources including the new, state-of-the-art Charles Library, the Center for the Advancement of Teaching and instructional technology resources.

ACADEMIC PROGRAMS (CRITERION 1)

Across its 17 schools and colleges, Temple offers more than 600 academic programs at the certificate, undergraduate, graduate and professional levels. Temple University's Policy on Establishing, Restructuring and Terminating Academic Programs defines academic programs and certificates and outlines the authority for establishing, revising or eliminating courses and programs.

Bachelor's programs require a minimum of 120 credits and master's programs require a minimum of 30 credits in compliance with Pennsylvania Department of Education guidelines. According to the guidelines, the number of credits for a degree beyond a first professional degree or a master's degree can be determined by the faculty and should reflect the recommendations of professional associations or national learned societies. Certificates vary, but typically range from 12 to 18 credits. Temple University has more than 40 instances of specialized accreditation. Program length and design also align with the criteria of the respective programmatic accrediting bodies.

Program requirements and paths to degree completion are outlined in the university's Undergraduate and Graduate Bulletins. All bachelor's degree programs are required to submit and publish an eight-semester academic plan detailing degree requirements and a recommended semester-by-semester path to four-year completion.

COURSE AND PROGRAM PROPOSALS

Program and course proposals originate in the departments and move through the respective school and college course and curriculum processes. Once approved by the dean, the dean's designee completes the course or program submission form and uploads the proposal (course or program) and any supporting documents to the university course inventory management (CIM) system. Temple implemented CIM in 2017 to streamline the course and program approval processes. Submissions are reviewed by the cognizant vice provost: the vice provost for undergraduate studies (undergraduate courses and programs), vice provost for graduate education (graduate courses and programs) or the vice provost for academic affairs, assessment and institutional research (professional level courses and programs).

Members of the university community can review proposed courses and programs through the Temple Review of Academic Programs and Courses (TRAC) website. The site was created in 2013–2014 with the implementation of the RCM budget model to create a transparent and open process for review of proposals. The site allows the Temple community to review submissions and raise concerns regarding redundancy or disciplinary appropriateness. TRAC usage is monitored through site analytics and, in response to feedback from the user community, was recently enhanced to include an FAQ document and an alert system. The site is open to anyone with a Temple AccessNet login; subscribers to the site receive an alert email when courses and proposals are posted.

Establishing Courses

Proposals to establish courses must outline the course description, registration requirements and course learning goals. The submission must also outline how course learning goals align with learning outcomes for the program in which the course is required or offered.

Once reviewed and endorsed by the respective vice provost, courses are posted for one month on the TRAC website. Once a course is through the TRAC process, it is considered approved and is added to Banner and advanced for publication in the next Undergraduate or Graduate Bulletin. Over 4,000 courses have been posted on TRAC since December 2013.

Establishing Programs

Guidelines for developing and submitting proposals to establish, eliminate or revise programs and courses are found on the website for Academic Affairs, Assessment and Institutional Research. The proposal must include:

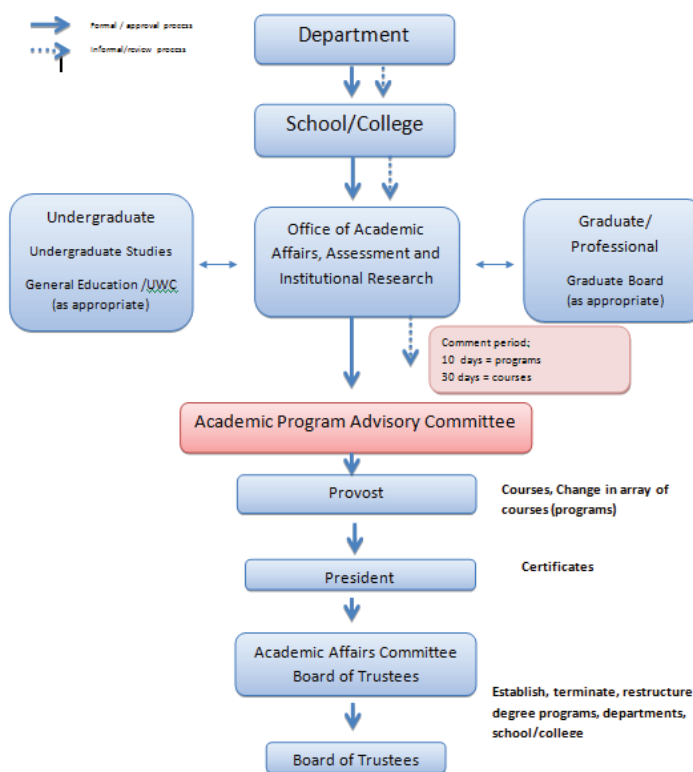
- Rationale, including need for proposed program and how Temple can mount the program with a level of academic quality and excellence consistent with the mission and goals of the college and the university.
- Student learning outcomes and discussion of what will be considered evidence of student learning and success.
- Description of how courses will be scheduled to ensure that students will be able to complete the course of study within a reasonable time frame.
- Discussion of availability of faculty to support the program.

Once reviewed and endorsed by the respective vice provost, program proposals are posted on TRAC for 10 business days. Once a program proposal is through TRAC, it is reviewed by the provost and recommended

to the president for the next agenda of the Academic Affairs Committee of the Board of Trustees. Upon the president's recommendation, it is then acted upon by the Academic Affairs Committee followed by the approval of the full Board. Following approval, the program is added to the Banner Student Information System and respective bulletin. Nearly 850 program proposals have been published to TRAC since January 2014.

The Academic Program Advisory Committee (APAC) is a committee comprised primarily of faculty that is convened to hear any concerns raised through the TRAC posting process. Faculty are selected in consultation with the Faculty Senate, and every two to three years the membership is rotated among the schools and colleges. When a concern is raised through the TRAC posting process, and it is not able to be resolved between the offering school and the concerned school, the concern goes to APAC. Since its formation in January 2014, APAC has heard one concern.⁷

Figure 3.1. Approval process for courses and programs.



ONLINE PROGRAMS

The Office of Digital Education (ODE) was created in 2013 to provide academic units with the appropriate resources and expertise to offer courses and programs in online or hybrid instructional formats. The office is staffed with online education compliance and quality assurance personnel, in addition to an instructional design and multimedia educational content development team. A digital production studio, completed in 2017, provides the space and technology for faculty to create more interactive, accessible, and engaging content that effectively meets learner outcomes.

⁷ The concern involved a graphic design course offered for advertising majors in the Klein College of Media and Communication. APAC determined that the course was not redundant with offerings in the Tyler School of Art and Architecture.

In February 2018, the provost appointed an Online Task Force to examine Temple's online educational presence and to develop strategies and initiatives to expand online learning at the university. The group was also asked to consider how to structure appropriate incentives and support for the schools and colleges. The task force reviewed information on existing online programs and enrollments and compiled information on the status of online education nationally along with examples of what other institutions are doing in the online arena. In its August 2018 report, the Task Force recommended that the university should make a strategic investment in developing online programs in partnerships with the schools and colleges. In response to the report and its recommendations, in 2018–2019 the provost announced the establishment of a dedicated fund of \$1 million per year for the next five years to invest in online education. The schools and colleges received guidelines for submitting funding requests, and the first round of proposals were submitted in October 2019.

Authorization and Assessment

To be authorized to offer online programs, Temple University participates in the National Council on State Authorization Reciprocity Agreements (NC-SARA). By agreeing to adhere to the Interregional Guidelines for the Evaluation of Distance Education and supplying online and distance education data to NC-SARA, Temple University is able to enroll online students as well as place students in supervised field experiences nationwide. ODE oversees central efforts to ensure that Temple's academic and support units are following best practices when it comes to serving online and distance education students. ODE staff is certified in Quality Matters (QM), a nationally recognized online course review standard. ODE uses QM principles to inform their oversight of online course offerings, create widely adopted instructional design templates and help units create online faculty professional development programming.

NC-SARA provides a structure for ensuring the quality of online courses. The schools and colleges have processes in place to meet the NC-SARA requirements. For example, to monitor the quality of its online offerings, the College of Education designated a faculty member to review course syllabi and course Canvas sites for compliance with the QM standards. A rubric is used to review the following course components: 1) course overview and introduction; 2) learning objectives; 3) assessment and measurement; 4) instructional materials; 5) learning activities and learner interaction; 6) course technology; 7) learner support; and 8) accessibility and usability. Instructors receive a score along with specific feedback on strengths and areas for improvement.

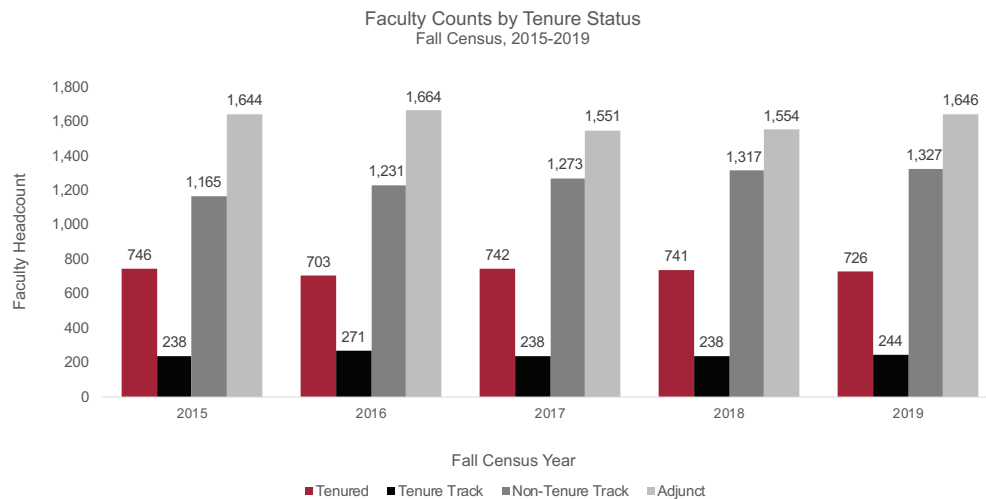
The Information Technology Services Help Desk as well as the Canvas LMS support community provide 24/7 support to students and faculty. Temple's participation in NC-SARA requires all academic support services to offer online students equivalent access to services regularly offered to face-to-face students. The Student Success Center, Career Center, Temple Libraries, and the Disability Resources Center—and more recently academic advising centers—have partnered with ODE to improve the access and visibility of online student services.

Since Temple's 2015 Periodic Review Report, online education has expanded at Temple University. Academic units continue to launch new programs, certificates, and courses. Online credit hour generation has increased annually—on average—by 21%, while for the first time in two years, hybrid-based instructional modes experienced a decrease.

Temple University's annual processes for assessment of student learning and periodic program review (both discussed later in this chapter and under Standard V) are also in place to ensure a consistent and high quality learning experience across all courses and programs regardless of mode of delivery.

FACULTY (CRITERION 2)

Temple University faculty are highly qualified, committed and fully engaged in the tripartite missions of teaching, research/creativity and service. As of fall 2019, Temple University has 3,943 total faculty of which 2,297 are full-time and 1,646 are part-time.

Figure 3.2 Total number of faculty by tenure status.

The faculty are central to the fulfillment of the university’s mission. Temple is committed to “creating a collaborative community of outstanding faculty and staff who foster inclusion and encourage the aspirations of Temple students.” For 13 schools and colleges, (not including Medicine, Dentistry, Podiatric Medicine and Law), some policies on the terms and conditions of employment of faculty members as well as librarians and academic professionals are included in a collective bargaining contract between Temple University and the Temple Association of University Professionals (TAUP). The most recent contract expired October 15, 2019. In November 2019, negotiators for the parties reached a tentative agreement that is expected to be fully approved by December 2019.

Temple’s location allows the university to attract and retain a highly professionally qualified pool of part-time faculty who bring knowledge and real-world experience to the classrooms. Among the part-time faculty are industry leaders in business, government, media, the arts, education and all sectors of health care.

FACULTY RECRUITMENT

Faculty are recruited, hired, retained and promoted according to established policies and procedures and in accordance with the respective collective bargaining agreements. The Office of Faculty Affairs partners with the schools and colleges, Human Resources and the Office of Institutional Diversity, Equity, Advocacy and Leadership (IDEAL) to recruit, develop and retain a diverse faculty.

IDEAL has developed training for search committees on diversity and implicit bias. IDEAL presents at the annual department chair trainings sponsored by the Office of Faculty Affairs, and deans are strongly encouraged to invite this training for faculty search committees. Recent initiatives of the College of Liberal Arts and the Klein College of Media and Communication are examples of efforts to promote greater diversity among faculty.

College of Liberal Arts

In 2018–2019, the College of Liberal Arts (CLA) hosted its first two diversity postdoctoral fellows, one in the Department of Philosophy and the other in Geography and Urban Studies. The postdoc fellowships serve two purposes: 1) to give young scholars exposure to another scholarly community as well as teaching experience and 2) to identify potential faculty whom the college may hire into a tenure-line position. In fall 2019, CLA is hosting a postdoc in English.

On the basis of this experience and CLA's commitment to diversifying their faculty, the college applied for and received a grant from the American Council of Learned Societies (ACLS) to fund a two-year postdoctoral fellowship for promising early career scholars from historically underrepresented groups such as black/African American, American Indian, Alaskan Native, and Hispanic/Latino scholars. In addition, the college recently hired a new director for graduate programs whose charge includes developing a program to promote graduate student diversity.

Klein College of Media and Communication

Klein College was the 2018 recipient of the Association for Education in Journalism and Mass Communication (AEJMC) Equity and Diversity Award, recognizing the college's commitment to inclusion. The college held a two-day seminar to celebrate the accomplishment and to openly discuss what remains to be done. In addition, in collaboration with the president's senior advisor for equity, diversity and inclusion, the dean created a jointly funded position called the diversity advisor to the dean.

FACULTY DEVELOPMENT

The Center for the Advancement of Teaching (CAT) provides resources, programs and individualized support to help faculty develop professionally. CAT's mission is "to foster evidence-based teaching so students learn, develop and succeed." Its major event, the annual Faculty Conference on Teaching Excellence, is held each January. In 2019, the 17th annual conference featured speakers on learning science and uses of technology to make connections and engage students. In prior years, the conference's keynote speakers focused on minority student achievement, metacognition and millennial learners, and preventing incivility in the classroom.

The Center also coordinates the Provost's Teaching Academy (PTA), an intensive summer faculty development program in which participants study learning and development, course design, assessment, and teaching methods that promote engagement and collaboration. Established in 2009, PTA has produced an interdisciplinary core of faculty members and academic administrators who serve as instructors and mentors for graduate students in the Teaching in Higher Education certificate program. PTA members also facilitate workshops throughout the year and lead sessions at the annual conference.

Each year, the Center convenes faculty learning communities, previously called teaching circles, to engage a select cohort of interdisciplinary faculty in conversations around teaching. Fall 2019 learning communities focused on digital literacy and inclusive teaching. In addition to its established programs, CAT's services include consultations and classroom observations and an online guide to resources on topics including accessibility, active and collaborative learning, assessment, classroom climate, inclusion and diversity, and technology.

In 2017-2018, the Center partnered with Information Technology Services (ITS) to support the campus-wide transition to a new learning management system, Canvas. Canvas was selected as the replacement for Blackboard following a full-year pilot that involved faculty across the schools and colleges. CAT provided extensive training to prepare faculty for the migration to Canvas and maintains a section of its website devoted to Canvas resources.

THE CHARLES LIBRARY

In August 2019, Temple opened the new Charles Library. The library's six goals directly align with Temple's mission and support the institutional priority of teaching and learning:

1. Sparking scholarship and research,
2. Doubling the capacity for study and learning,
3. Advancing student success,

4. Sharing the collections,
5. Encouraging conversation and engagement, and
6. Taking learning outdoors.

The new library is a center of learning and intellectual engagement, supporting scholars and students and connecting people and ideas in a resources- and service-driven environment. The library features embedded technologies throughout the space, including interactive screens and displays and 3-D printing. It doubles the seating capacity of the former library and features an array of spaces for both quiet study and active learning, including five reading rooms, flexible classrooms and collaboration zones that facilitate individual and group work.

The new space will be home to the assortment of established services the university library provides to faculty, including classroom presentations on student research skills, customized research guides to support course assignments and the option of embedding library resources within the course Canvas site to provide students with easy-to-access research assistance.

An important library initiative which directly aligns with Temple's commitment to making college affordable is the Textbook Affordability Project. Temple, like other institutions, launched its textbook affordability project to encourage faculty to replace their commercial textbooks with alternate resources such as open educational resources and licensed library content available to Temple faculty and students. Online library resources and librarians help connect faculty with open education resources such as open access journals and e-textbooks. Launched in 2011–2012, the project provides \$1,000 grants to faculty who apply to redesign existing courses or develop new courses without textbooks. Since the launch of the program, 90 faculty have participated. Successful examples include discontinued use of a textbook for the required General Education English course *Analytical Reading and Writing*, a course that serves over 3,000 students; discontinued use of a \$250 textbook in some sections of *Anatomy and Physiology*; and the development of a new graduate course on the history of higher education in the College of Education in which students read only primary source documents.

FACULTY REVIEW

As discussed under Standard II, Temple University has established guidelines for the review and awarding of tenure and promotion.

ACADEMIC PROGRAM INFORMATION (CRITERION 3)

Temple recently launched a new “What do you want to study” online program search engine within temple.edu to help prospective students explore the university's academic offerings and to connect students with more information on academic programs.

The university bulletin (undergraduate and graduate) is the official source for academic program information. The bulletin is published annually and contains general information about the university and its policies and programs, course descriptions and comprehensive information about academic programs. In addition to the eight-semester grids published in the Undergraduate Bulletin for all bachelor's degree programs, students can review their degree requirements and track their progress via their degree audit report (DARS).

Students and academic advisors can also use DARS to create a semester-by-semester academic plan that students can use to chart their path to graduation. DARS displays how a student's course work to date, including transfer credits, will fulfill the academic requirements necessary to complete a degree in the major field of study. A consultant was hired during the 2018–2019 academic year to expand the DARS document to include minor requirements and an easier-to-read notation for in-progress courses. Temple

has also begun implementation of a “what if” module, which will allow students to see how changing their major will impact degree completion. Enhanced functionality will continue to be rolled out in 2019–2020.

LEARNING OPPORTUNITIES AND ACADEMIC SUPPORT (CRITERION 4)

The Temple University Honors Program, Education Abroad and Undergraduate Research Program are examples of curricular and co-curricular learning opportunities that support and enrich academic programs. The Office of Scholar Development and Fellowships Advising seeks to connect students with enriching educational opportunities.

THE HONORS PROGRAM

The Honors Program serves academically talented students and features small classes and personalized advising. The program offers dedicated sections of honors courses, co-curricular experiences and small seminars on an array of topics. To graduate with honors, students must take 10 honors courses including honors versions of the university’s *Analytical Reading and Writing* and *Intellectual Heritage* courses and maintain a 3.25 GPA. Students also have the option of completing an Honors Scholar Project, independent research under the guidance of a faculty member.

EDUCATION ABROAD

The Education Abroad and Overseas Campuses Office provides Temple students with access to quality study abroad experiences. The office is “committed to the notion that through international education, students enrich their general education, acquire knowledge and experience for their later professional success, and develop life skills needed to become competent and engaged global citizens.” The office promotes international education through campus-wide events, including annual study abroad fairs, and provides assistance with selecting and applying for programs; it also prepares students to go abroad by providing program manuals and pre-departure orientation programming. The office collaborates with faculty to develop new study abroad opportunities. Temple’s study abroad options include semester and summer programs at the university’s overseas campuses in Rome and Tokyo; a summer program in Oviedo, Spain; exchange programs (e.g. Seoul, Korea); and faculty-led experiences in an array of countries (e.g. Derry, Northern Ireland). The office also works with students seeking to study abroad through programs offered by other universities or institutions. The most popular study abroad destination for Temple undergraduates is the Temple Rome program, which attracted more than 600 Temple and non-Temple students in 2017–2018.

UNDERGRADUATE RESEARCH

The Undergraduate Research Program in the College of Science and Technology provides a hands-on opportunity for students to work with faculty on real-world research. University-wide undergraduate research opportunities include the Creative Arts, Research, and Scholarship (CARAS) Program, a fund that supports and encourages undergraduate and professional students engaged in scholarly, research or creative projects that could advance their fields. The Diamond Research Scholars Program provides undergraduates with the opportunity to engage in focused, mentored research or creative arts projects in the summer or fall. Scholars participate in an all-day Undergraduate Research Institute.

SCHOLAR DEVELOPMENT

The Office of Scholar Development and Fellowship Advising provides support and guidance to all students seeking merit scholarship opportunities. The office works closely with high achieving students to identify scholarship opportunities and to strengthen students’ potential for success. The naming of the university’s first Rhodes Scholar and other recent scholarship success is discussed in the introduction to this report.

ACADEMIC ADVISING AND SUPPORT

Undergraduate students first learn about academic programs and support resources via the Temple Preview video component of new student orientation. Additional information about resources is provided during the two-day on-campus new student orientation visit and for all students during the Welcome Week resources fair. Student support resources are discussed more broadly under Standard IV, but examples of services that directly support academic programs and student success include academic advising, the Career Development Center, Disability Resources and Services, the Information Technology Help Desk and the Student Success Center.

Academic Advising is provided at the undergraduate and graduate levels by the schools and colleges. The university's Academic Resource Center provides advising for students who are undecided as to their major and for non-matriculated students enrolled via continuing studies. The schools and colleges determine the size and scope of their advising services; however, at the undergraduate level, most schools provide advising via professional academic advisors who work in collaboration with faculty and the academic departments.

The Career Center provides comprehensive career development services for all Temple students and alumni. Their in-person and online services include career assessments, job search strategies, skill development, on-campus recruitment and career fairs. The center partners with the schools and colleges to host on campus professional development and career fairs each semester. Examples of events include the NIH Graduate and Professional School Fair (July 2019) and the October 2019 College of Science and Technology job fair.

Disability Resources and Services (DRS) aims to create a welcoming environment for students with disabilities. Students must be registered with DRS to receive accommodations and services. Students are responsible for informing their instructors of the need for accommodations and for presenting the accommodation letter. The staff of DRS are available to assist students and faculty to ensure full access to learning for all students with disabilities.

Information Technology Services operates a university-wide help desk and computer labs and centers to support teaching and learning. The TECH Center is the major computing hub on the main campus. Students can work individually or collaboratively in breakout rooms. The Ambler Campus Learning Center and Health Sciences Center Tech Center are two of the labs that provide technology resources and support for students on the regional campuses.

The Student Success Center (SSC) is a comprehensive academic support center serving undergraduate and graduate students. The center includes the STEM learning lab for students taking classes in the College of Science and Technology and College of Engineering or in other disciplines relying on quantitative methods such as statistics, economics and psychology. The Writing Center provides tailored support for writing in coursework or other forms of professional or creative writing, and the Language Lounge provides services for English language learners and foreign language learners. SSC also offers academic coaching for students seeking to improve their study skills or learning routines.

GENERAL EDUCATION (CRITERION 5)

Implemented in fall 2008, Temple's General Education (GenEd) program provides a foundation for further learning and academic development for all undergraduates. According to a recent American Association of Colleges and Universities survey of business executives and hiring managers:

When hiring, executives and hiring managers place a high priority on graduates' demonstrated proficiency in skills and knowledge that cut across majors, and hiring managers are closely aligned with executives in the importance that they place on key college

learning outcomes. The college learning outcomes that both audiences rate as most important include oral communication, critical thinking, ethical judgment, working effectively in teams, working independently, self-motivation, written communication, and real-world application of skills and knowledge. (*American Association of Colleges and Universities, 2018, p. 3*)⁸

These learning outcomes align with the outcomes of Temple's GenEd program. The program stresses the development of eight overall competencies:

1. Think critically.
2. Understand historical and contemporary issues in context.
3. Understand and apply knowledge in and across disciplines.
4. Communicate effectively orally and in writing.
5. Identify and solve problems using scientific and quantitative reasoning.
6. Function as an engaged citizen in a diverse and globalized world.
7. Identify, access and evaluate sources of information.
8. Promote a lasting curiosity.

GenEd cultivates these skills throughout the required 11-course curriculum. Requirements include the four foundational courses (*Analytical Reading and Writing, Intellectual Heritage I and II, Quantitative Literacy*) as well as seven courses taken across six breadth areas (Arts, Human Behavior, Race and Diversity, Science and Technology, U.S. Society and Global/World Society). The areas feature courses that expand beyond traditional disciplinary content and prepare students to explore issues from multiple angles using divergent and diverse perspectives. In addition to the eight program competencies, there are articulated learning goals for each area. For example, there are six intended outcomes for the quantitative literacy area. To satisfy the requirement students must complete one course from an approved list of courses.

Figure 3.3. Area goals and approved courses for the Quantitative Literacy requirement of GenEd.

General Education Area	Area Goals <i>Students will be able to:</i>	Approved Courses
Quantitative Literacy	<ol style="list-style-type: none"> 1. Understand quantitative models that describe real world phenomena and recognize limitations of those models; 2. Perform simple mathematical computations associated with a quantitative model and make conclusions based on the results; 3. Recognize, use and appreciate mathematical thinking for solving problems that are part of everyday life; 4. Understand the various sources of uncertainty and error in empirical data; 5. Retrieve, organize and analyze data associated with a quantitative model; and 6. Communicate logical arguments and their conclusions. 	<ul style="list-style-type: none"> ▪ Critical Reasoning and Problem Solving ▪ Digital Mapping: From Mercator to Mashups ▪ Environmental Life Cycle: Does Buying "Green" Matter ▪ Evil Plots ▪ Inve\$ting for the Future ▪ Math for a Digital World ▪ Mathematical Patterns ▪ Quantitative Methods in the Social Sciences ▪ Statistical Reasoning and Games of Chance ▪ Statistics in the News

⁸ See *Fulfilling the American Dream: Liberal Education and the Future of Work (2018)*. Washington, DC, American Association of Colleges and Universities.

A signature component of the program, the Philadelphia Experience (PEX), directly aligns GenEd with Temple's mission of using its urban setting to provide “transformative opportunities” for experiential learning and the goal of metro-engagement. GenEd courses with a PEX component utilize the Philadelphia metropolitan area for experiences related to students' studies, helping students become engaged members of the city's cultural community. PEX partners, cultural venues across the region, offer students free or reduced-price access to events and exhibits.

In addition to the GenEd requirements, all undergraduate students must complete at least two writing-intensive (WI) courses. Writing-intensive courses are specified by degree program and are considered major requirements. Assessment of GenEd, including the course recertification process, is discussed under Standard V.

GRADUATE AND PROFESSIONAL EDUCATION (CRITERION 6)

Temple University's graduate and professional programs are designed and delivered by a core of highly qualified graduate and professional full-time and clinical faculty. The Graduate School oversees all facets of graduate education. The Graduate Board, a representative body of 30 tenured or tenure-track faculty members, is elected by the graduate faculty to govern graduate education. The Board reviews all proposals for new programs or for changes to existing programs and hears academic appeals. The group makes recommendations to the vice provost for graduate education on policies and matters related to graduate study.

GRADUATE COURSES AND PROGRAMS

Once approved at the school/college and Graduate School levels, graduate-level course and program proposals go through the approval process outlined earlier in this chapter (Criterion 1, Academic Programs). Graduate program proposals must outline the full curriculum including any culminating requirements (e.g., comprehensive exams, dissertation, thesis, practica). The proposal must also include how courses and requirements will be scheduled to ensure students can complete their programs of study within typical and reasonable time frames. According to the policies of the Graduate School, the time limits for master's degrees are three to six years, and the time limit for doctoral degrees is seven years. Submissions must also describe how students will be supported.

STUDENT SUPPORT

Temple University supports graduate students through fellowships, assistantships (research and teaching), externships, and internships. Endowed scholarships, awards and prize funds are also available and vary by school/college/discipline. Assistantships, internships and externships are awarded by the school/college and departments. Temple's three fellowship programs—future faculty fellows, presidential fellows and university fellows—are awarded through the Graduate School. Promising students seeking support to complete their degrees can apply for dissertation or master of fine arts completion grants.

TEMPLE UNIVERSITY GRADUATE STUDENT ASSOCIATION (TUGSA)

The Temple University Graduate Student Association entered into a collective bargaining agreement with Temple University in April of 2002. The current contract, which covers the time period between February 15, 2018 and February 15, 2022, outlines the conditions of employment for teaching and research assistants who are not receiving direct academic benefits for the work performed. Under the terms of employment, individuals with teaching and research assistantships receive a) a stipend for performing services for the university; b) a health insurance subsidy that fully covers the premium for full-time graduate assistants with no dependents, and c) tuition remission. The contract also covers workplace conditions.

THIRD-PARTY PROVIDERS (CRITERION 7)

Temple's credit-bearing degree programs are designed and delivered by Temple faculty. Since 2016, the Beasley School of Law has offered summer distance education courses through a partnership with iLaw Ventures, a company which has similar arrangements with over 20 other law schools. Through iLaw, Temple began offering one three-credit distance education course in the summer to expand summer course options. In summer 2019, 24 students enrolled in the distance education course.

The academic content of the courses offered is the same as that of courses offered in the traditional manner (i.e. *Consumer Law, Insurance Law, National Security Law, Secured Transactions* and *Sports Law*), and the law school appoints the faculty. The method of evaluating student performance is consistent with the school's regulations and grading scale. To monitor the quality of instruction, students are asked to complete the Temple University Student Feedback Form for these courses, as is done for all Law School courses. In addition, iLaw Ventures asks participating students from all law schools to complete its student evaluation form. Temple receives the composite results of these evaluations and is also provided with online access to the iLaw Ventures courses to monitor course content and quality.

ASSESSMENT OF THE EFFECTIVENESS OF PROGRAMS (CRITERION 8)

Temple assesses the design and delivery of the student experience in an array of ways, including:

- Periodic Program Review.
- Annual assessment of student learning reports.
- Student Feedback Forms (course and teaching evaluations).
- Undergraduate and graduate student satisfaction surveys.

PERIODIC PROGRAM REVIEW

Temple University established periodic program review in 2003. Now completing a second full cycle (2010–2020), program review provides a process to assess what programs do, review indicators of quality and student outcomes, and monitor continuous improvement. Program reviews are administered by the Office of the Provost under the direction of the vice provost for academic affairs, assessment and institutional research and in consultation with the cognizant deans. Each program review consists of a self-study prepared by the program and a visit by an external review team. Data packets—which include three years of data on students, faculty and instructional activity and one year of summary data from course and teaching evaluations—are provided to programs to be incorporated into the review. The self-study and team report become the basis for continuous improvement, an overview of which departments describe via a survey administered one, three and five years following the review. In its five-year post-review report, the Department of Criminal Justice noted: “At 5 years out, [program review] is still informing our strategic decision-making.”

Figure 3.4 provides examples of improvements and allocation of resources based on conclusions from units' self-studies and recommendations from visiting teams.

Figure 3.4. Examples of improvements made by programs following periodic program review.

Program (school/college)	Post-Program Review Improvements
Sociology (CLA) (1 year post review)	<ul style="list-style-type: none"> ▪ Implemented a new special topics course Philadelphia as a Social Laboratory. ▪ Hired two new faculty members in areas cross-cutting existing strengths. ▪ Continued to provide opportunities for undergraduate research including adding a stipend for the summer internship.
Finance (FSBM) (3 years post review)	<ul style="list-style-type: none"> ▪ Cultivated outside scholarship support from financial planning partners and allocated funds from internal surpluses to increase support of undergraduate students. ▪ Developed a faculty search strategy. ▪ Developing a new master's program in wealth management. ▪ Improved department website.
Music Studies (Boyer) (3 years post review)	<ul style="list-style-type: none"> ▪ Created new bachelor's program in music technology. ▪ Instituted a teaching observation program for full-time faculty to observe part-time faculty and teaching assistants. ▪ Upgraded a part-time staff position to full-time to focus on the development of online course opportunities for undergraduates.
Criminal Justice (CLA) (5 years post review)	<ul style="list-style-type: none"> ▪ Created certificate program in police leadership. ▪ Created and implemented a new capstone course within the undergraduate program. ▪ Hired three assistant professors. ▪ Adopted new department bylaws; added an executive committee to the department's governance structure and included non-tenure track faculty in governance. ▪ Reallocated resources from the smaller, costly Ambler Campus program to the Main Campus to support program growth. ▪ Renovated space to accommodate additional faculty and to create a small conference room/graduate student and faculty lounge.

At the conclusion of each academic year, Institutional Research and Assessment (IRA) provides the provost and deans with two program review summary reports. The first is school/college-specific and summarizes the strengths, areas for improvement and recommendations from each program review conducted that year. The second report is a summary of recommendations across all reviews organized by various categories including research, faculty, facilities, undergraduate education and graduate education.

ANNUAL ASSESSMENT OF STUDENT LEARNING REPORTS

All academic programs submit annual assessment of student learning reports. Reports detail student learning outcomes, direct and indirect measures of student learning, results, and uses of results for program improvement. Assessment reporting is discussed under Standard V.

STUDENT FEEDBACK FORMS

Every semester, including summer sessions, students provide feedback on the overall quality of their course experience via course evaluations as outlined by the Policy on Course and Teaching Evaluations.

Temple University is committed to high quality instruction in graduate, undergraduate and professional programs. Student feedback regarding instruction is an integral part of assuring quality in the University's educational programs. Every instructor—each person teaching at the University—is required to have his or her teaching evaluated by students every semester using a standard form adopted for such purpose.

Since 2012, Temple has administered an online version of its course and teaching evaluation instrument, the Student Feedback Form (SFF). In 2019–2020 a modified form and delivery platform will be piloted. The new form is a base instrument with four to five Likert-scale common questions, three open-ended items and the option of customizing the form at the school/college, department (subject), course- or special program- (Honors, GenEd, online and writing-intensive) level using questions selected from an item bank. Revisions to the SFF are also discussed under Standard V.

After the grading period, instructors receive their SFF reports via the TUportal. Reports include percentages and means for each item and open-ended student comments. Instructors can also see how their results place them in terms of performance levels (upper, middle, lower) of all evaluated faculty for the term. At the end of each semester, Institutional Research & Assessment (IRA) also provides instructor reports and summary data to the schools and colleges, Temple Japan and other academic programs including GenEd and Honors. Students who complete all their SFFs for the prior semester and newly matriculated students can view selected course and instructor feedback through the SFF Data for Students channel available on TUportal.

STUDENT SATISFACTION SURVEYS

Temple University regularly administers locally-developed and externally-available measures of student satisfaction. The Temple University Student Questionnaire (TUSQ) is administered every three years to all matriculated undergraduates. Last administered in spring 2018, the TUSQ measures students' perceptions of the university's academic, social and administrative programs and services. Overall, respondents were pleased with the TU experience: 90% agreed that their experience at Temple has been positive, and 85% reported feeling like they belong at Temple. Eighty-eight percent of respondents were satisfied with the overall quality of education received at Temple, and 82% indicated they would enroll at Temple again.

In spring 2016, Temple developed and administered a graduate version of the survey, the Graduate Student Survey (GSS). The GSS measures graduate students' perceptions of academic programs, student life and administrative services. It is administered every two years to ensure students enrolled in two- year programs have the opportunity to provide feedback. Overall, 88% agreed that their experience at Temple has been positive; 87% said they would enroll in their same program of study again and were satisfied with the overall quality of education received at Temple; and 85% said they would enroll at Temple again and that they have a sense of belonging. Doctoral students expressed more overall satisfaction than master's students. These and other surveys are discussed further under Standard IV.

CONCLUSION AND SUGGESTIONS FOR IMPROVEMENT

Temple University has processes and policies in place to ensure it provides students with learning experiences characterized by quality, rigor and coherence across all levels of education—undergraduate, graduate and professional education. Areas of strength include the continued focus on access to high

quality and affordable education, expert faculty and an established General Education Program. Temple regularly reviews its policies, processes and programs to identify opportunities for improving the design and delivery of the student learning experience. Several suggestions emerged from the work group for Standard III. Temple should:

1. Consider and implement a university-wide initiative to promote the success of underrepresented and first-generation students. Examine models for providing services previously provided by the now-closed Russell Conwell Center, a unit that deployed an array of success strategies to serve underrepresented students from Philadelphia and elsewhere. Temple University's participation in the APLU's "Powered by Publics: Scaling Student Success" initiative will contribute to the work in this area. Temple is part of a sub-group focused on closing the achievement gap for first-generation college students.
2. Temple's undergraduate degree programs all meet the Pennsylvania required minimum of 120 credits though the credits and requirements vary by program. Temple needs to develop more efficient ways for students to compare degree requirements. The planned 2019–2020 implementation of the "what if" feature within the Degree Audit Reporting System (DARS) will be a positive step in providing students with a tool to see how credits completed in their current major align with credits in another. This will allow students to better understand how change of major impacts time to degree.

EVIDENCE INVENTORY DOCUMENTS FOR THIS STANDARD

Documents are listed in the order they appear in this chapter and as the file name appears in the Evidence Inventory. *Note: As many documents appear across standards and criteria, the document filenames include references to all standards and criteria for which the document is relevant.*

Temple University Fact Book (Roadmap URL)	SII.C3.C5_SIII.C2_SVI.C4 TAUP Collective Bargaining Agreement
Temple Bulletins 2019-2020	SII.C3.C5_SIII.C2_SVI.C4 Temple Law Professors Collective Bargaining Association Agreement
SI-SVII Temple University Mission Statement	SII.C3.C5_SIII.C2.C6_SVI.C4 Collective Bargaining Agreement Between TUGSA and Temple University
SIII.C1 Policy on Establishing, Restructuring and Terminating Academic Programs	SIII.C2 Klein College AEJMC Equity and Diversity Award
SIII.C1 Pennsylvania Department of Education Guidelines	SIII.C2 Annual Faculty Conference on Teaching Excellence 2019 and 2020 programs
SIII.C1_SV.C1 Accrediting Bodies or Entities Accrediting or Recognizing Temple University Programs	SIII.C2 Provost's Teaching Academy
SIII.C1 Overview of Course Inventory Management System (CIM)	SIII.C2 CAT Canvas Resources
SIII.C1 Temple Review of Academic Programs and Courses (TRAC)	SIII.C2 Textbook Affordability Project
SIII.C1 Guidelines for Developing and Submitting Proposals	SII.C5_SIII.C2 Presidential Guidelines for the Review of Tenure and Promotion
SIII.C1_SV.C1 Examples of CIM Course Proposals	SII.C1.C3.C5_SIII.C2 Faculty Handbook
SIII.C1_SV.C1 Examples of CIM Program Proposals	SII.C1.C3.C5_SIII.C2 Adjunct Handbook
SIII.C1 Online Task Force Report	SIII.C3 What Do You Want to Study?
SIII.C1 NC-SARA Agreement	SIII.C3 Degree Audit Report Example
SIII.C1 Online Course Review Rubric	SIII.C4 Office of Scholar Development and Fellowships Advising
SI.C4_SIII.C2 At A Glance 2019-2020	

SIII.C4 Honors Program
 SIII.C4 Education Abroad and Overseas Campuses
 SIII.C4 Temple University Rome
 SIII.C4 Undergraduate Research Program
 SIII.C4 Creative Arts, Research and Scholarship (CARAS)
 SIII.C4 Diamond Research Scholars
 SIII.C4 University's First Rhodes Scholar
 SIII.C4 Academic Resource Center
 SIII.C4_SIV.C1 Career Center
 SIII.C4 Information Technology Services
 SIII.C4 Student Success Center
 SIII.C4 STEM Learning Lab
 SIII.C4 Writing Center
 SIII.C4 Language Lounge
 SIII.C4 Academic Coaching
 SIII.C5_SV.C1 General Education Program Competencies
 SIII.C5 GenEd Advising Booklet
 SIII.C6_SIV.C1 The Graduate School
 SIII.C6 Structure of the Graduate School
 SIII.C7 iLaw Distance Learning
 SIII.C8_SV.C5_SVII.C4.C5 Periodic Program Review Policy
 SIII.C8 Program Review Cycle II Schedule (2010-2020)
 SIII.C8_SV.C5 Periodic Program Review Plans for Improvement Survey (one-year post-review version)
 SIII.C8_SV.C5 Periodic Program Review Plans for Improvement Survey (three-year post-review version)
 SIII.C8_SV.C5 Periodic Program Review Plans for Improvement Survey (five-year post-review version)
 SIII.C8 Program Review Data Packet Template
 SIII.C8 Sociology 1-Year Post-PPR Report
 SIII.C8 Finance 3-Year Post-PPR Report
 SIII.C8_SV.C5 Music Studies 3-Year Post-PPR Report
 SIII.C8 Criminal Justice 5-Year Post-PPR Report
 SIII.C8_SVI.C8.C9 2018-2019 Program Review Summary Report—Schools and Colleges
 SIII.C8_SVI.C8.C9 2018-2019 Program Review Summary Report—By Topic
 SIII.C8_SVI.C8.C9 2017-2018 Program Review Summary Report—Schools and Colleges
 SIII.C8_SVI.C8.C9 2017-2018 Program Review Summary Report—By Topic
 SIII.C8_SVII.C1 Policy on Course and Teaching Evaluations
 SIII.C8 Student Feedback Form
 SIII.C8 SFF Instructor Report Sample
 SIII.C8 SFF Data for Students Guide
 SIII.C8_SIV.C6_SVI.C8.C9_SVII.C4.C5 Temple University Student Questionnaire 2018—Summary Report
 SIII.C8_SIV.C6_SVII.C4.C5 Graduate Student Survey 2018
 SS Frequently Referenced Websites

STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

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

Institutional Priorities Most Closely Aligned with this Standard:

- ✓ Access and Affordability
- ✓ Service and Engagement
- ✓ Identity, Diversity and Community

Support of the student experience is fundamental to every aspect of Temple University's mission, but especially to the core ideal of "providing access to an excellent, affordable higher education that prepares students for careers, further learning and active citizenship." Admitting, retaining and facilitating student achievement and development is central to the strategic point of "opportunities for success." To achieve this goal:

- Student services are in place to support the whole learning cycle of students' interactions with Temple University, from admission to graduation to post-graduation placement.
- Transfer students, either from community colleges or from other four-year universities, represent a substantial portion of Temple's undergraduate students. Procedures are in place to ensure the timely and accurate evaluation and acceptance of transfer credits.
- Student information and records are maintained in strict accordance with FERPA rules, and clear policies govern such issues as use of social security numbers.
- There are diverse options for extracurricular activities, from Division I athletics to student clubs and organizations.
- Central career services are provided in newly renovated space, and a network of career services across the schools and colleges provide additional opportunities to ensure post-graduation success.
- Programs to support student success and engagement undergo regular and meaningful evaluation.

ADMISSIONS (CRITERION 1)

As stated in the institution's mission statement, "We open our doors to a diverse community of learners and scholars who strive to make the possible real." To realize its mission, Temple encourages students from all educational backgrounds and walks of life—from recent high school graduates, to transfer students, to international students—to apply.

Despite nationwide enrollment struggles, Temple has an overall enrollment of more than 39,000 students and an entering class of more than 7,000 freshmen and transfers. For the second consecutive year the university received over 36,000 undergraduate applications. Despite having admitted slightly more than 600 students for fall 2019 compared to the prior year, the university experienced a 2.3% decline in deposits and enrolled 62 fewer freshmen.

Figure 4.1. Undergraduate freshmen admissions: applications and admits (2015–2019).

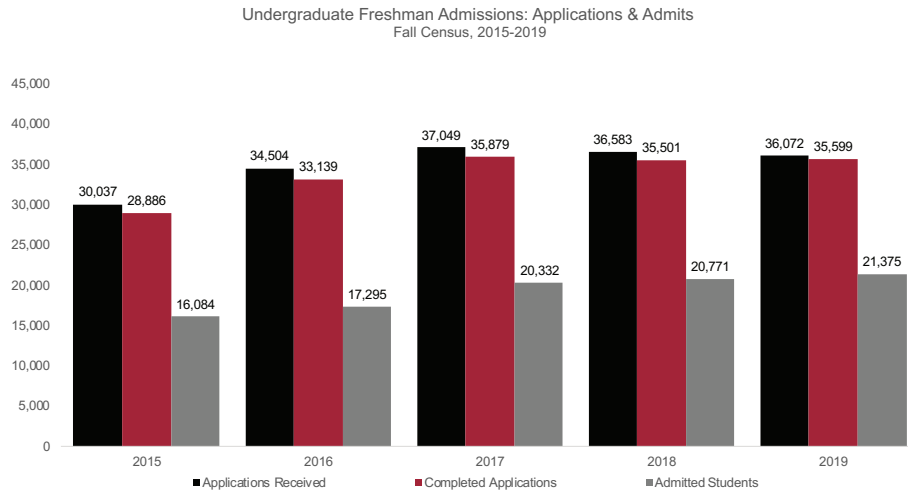
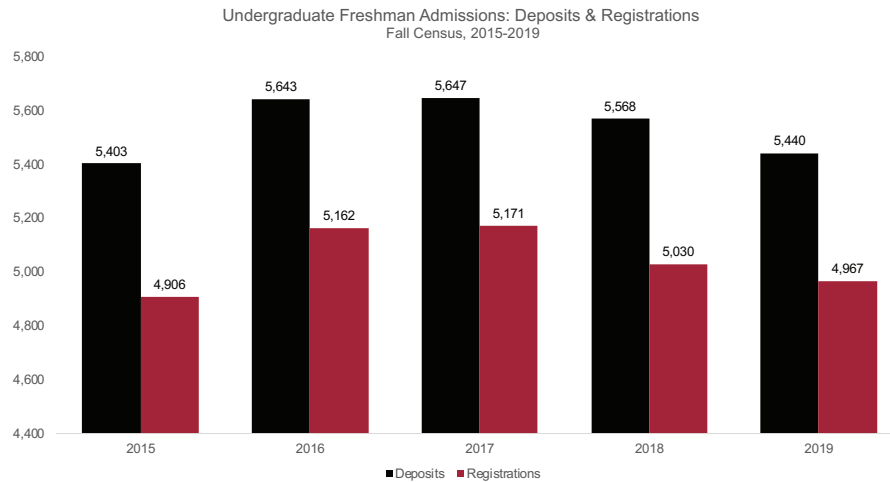


Figure 4.2. Undergraduate freshmen admissions: deposits and registrations (2015–2019).



Though slightly smaller, Temple’s entering class remains academically qualified and increasingly diverse. The 2019 entering freshmen have an average high school GPA of 3.54, with an average ACT score of 27 and an average SAT score of 1238⁹. In fall 2014, the average SAT of incoming freshmen was an 1194. In terms of diversity, 39% of the first-year students in the fall 2019 cohort self-identify as students of color, up from 36% two years ago. Similarly, 40% of the entering transfer students self-identify as students of color, up from 37% two years ago. This class is also one of the most geographically diverse. Ten years ago, in 2009, just 26% of freshmen were from outside of Pennsylvania. For the fall 2019 entering cohort, 32% of freshmen are from outside Pennsylvania, helping to raise the university’s national profile.

⁹ Average test scores includes only those scores for students who applied via standard (with test scores) admission.

UNDERGRADUATE ADMISSIONS

Temple University has clearly stated and articulated policies and practices to admit students whose interests, abilities and experiences provide a reasonable expectation for success and are aligned with the university's mission. The Office of Undergraduate Admissions manages the undergraduate admissions process and offers programs and services to assist students with campus visits and the application and enrollment process. The Office of International Admissions manages the admission process for international students. The Office of International Student and Scholar Services (ISSS) provides assistance with legal documentation and guidance on immigration-related issues. Undergraduate Admissions works closely with international admissions and the schools and colleges on recruitment events and efforts to enhance deposit and enrollment yield.

Campus Visits

Admissions offers weekday and weekend information sessions and an array of other campus visit programs to provide prospective students and their families with opportunities to learn more about Temple. Fall Open Houses on the Main and Ambler campuses are designed to help students learn about Temple's academic programs, organizations and resources. Temple at Twilight is a program that provides students a unique opportunity to see campus life during early evening hours. Ideal for working students and their families, the program includes a tour and discussion with current students. Weekly Transfer Tuesday sessions offer general information for prospective transfer students. Application fees are waived for transfer students who attend and bring a completed application.

Applying to Temple

Application deadlines, evaluation criteria and admissions information for high school students, transfer students and international students are published online. In 2014, Temple began using the Common Application, providing students with the choice of completing Temple's online application or the Common Application. For the fall 2019 admission cycle, Temple began use of a self-reported high school transcript tool for students to report their high school courses and grades. Freshmen must submit an official high school transcript prior to enrollment. The self-reported transcript process streamlines the application process by eliminating delays caused by late arriving documents and reduces the number of electronically stored documents. Applicants have the option of submitting standardized test scores (SAT or ACT) or choosing the Temple Option (test scores not used in the admission decision).

The Temple Option

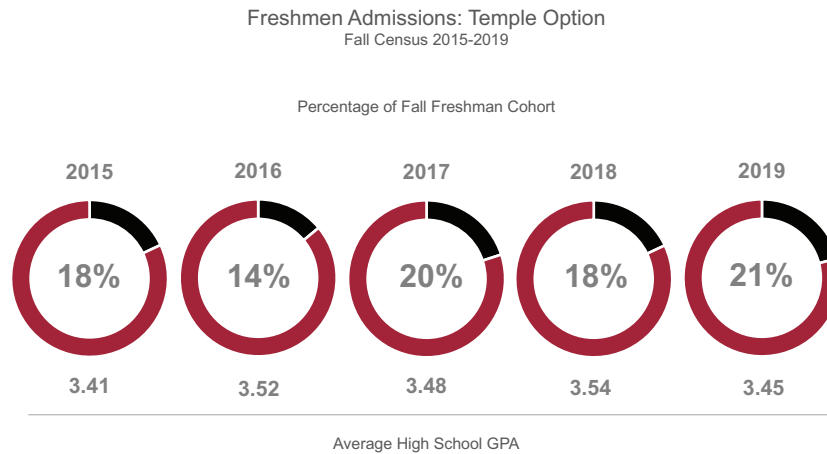
In fall 2015, Temple admitted its first group of students via the Temple Option. Temple Option, a test optional alternative directly aligned with Temple's commitment to access and opportunity, offers an admission path for talented students whose potential for academic success is not accurately captured by standardized test scores:

Temple supports the holistic evaluation of our freshman candidates, and we appreciate the many ways they can demonstrate their academic strengths and potential to succeed in college. In some cases, students might feel that test scores do not accurately represent their true potential for success.

Students choosing the Temple Option submit reflective short answers (100–150 words) to a set of specially designed open-ended questions. Responses are scored by a rubric, developed by faculty in the College of Education, designed to measure constructs such as motivation and perseverance. The Temple Option provides students the opportunity to present their strengths in a different way. Typically, students admitted through the Temple Option have a high school GPA of 3.4 or higher. Like all undergraduate applicants, Temple Option students are automatically considered for academic scholarships and the Honors

Program. In fall 2019, Temple Option admits represented 21% of the entering freshmen class with an average high school GPA of 3.45.

Figure 4.3. Percentage of freshmen cohort entering through Temple Option and high school GPA.



Temple uses traditional measures of academic progress (retention, CGPA and credits earned) to track student success overall and by admission path. Retention and graduation reports break down student performance by all students as well as by standard (with test scores) and Temple Option admission.

Diversity Initiatives

In its ongoing support of the university's strategic point of opportunities for success, the Office of Admissions recently created the position of associate director for diversity initiatives and community relations. The recently hired associate director and soon-to-be-hired assistant director of diversity initiatives and community relations will expand the recruitment of Philadelphia high school students in particular and strengthen outreach to and recruitment of underrepresented students. One of the goals of this new office is to visit every high school in Philadelphia once a year.

This work aligns with Temple's participation in the APLU's "Powered by Publics: Scaling Student Success" initiative. Temple is one of 130 institutions coming together to increase college access and postsecondary degree attainment. Temple is partnered with eight other institutions (Stony Brook University, University at Buffalo, University of Connecticut, University of Delaware, University of Maryland-Baltimore County, University of Missouri-Columbia, University of South Florida and University of Vermont) in the "Eastern Cluster." Within the cluster, Temple is participating in the subgroup exploring achievement gaps among first-generation college students. The project aligns with Temple's mission, goals and institutional priority of access and affordability.

Addressing Trends and Challenges

In fall 2019, the Enrollment Management team is focusing on strategies to address enrollment trends and challenges. These strategies, some of which are already in place, are aimed at generating a larger applicant pool in support of undergraduate enrollment goals. They include:

- Re-assignment of admissions officers to territories. Under the new model, admissions officers will be expected to visit high schools, secure coverage for college fairs, serve on panels, host programs and webinars for students, and develop stronger relationships with counselors and community-based organizations in their territories.

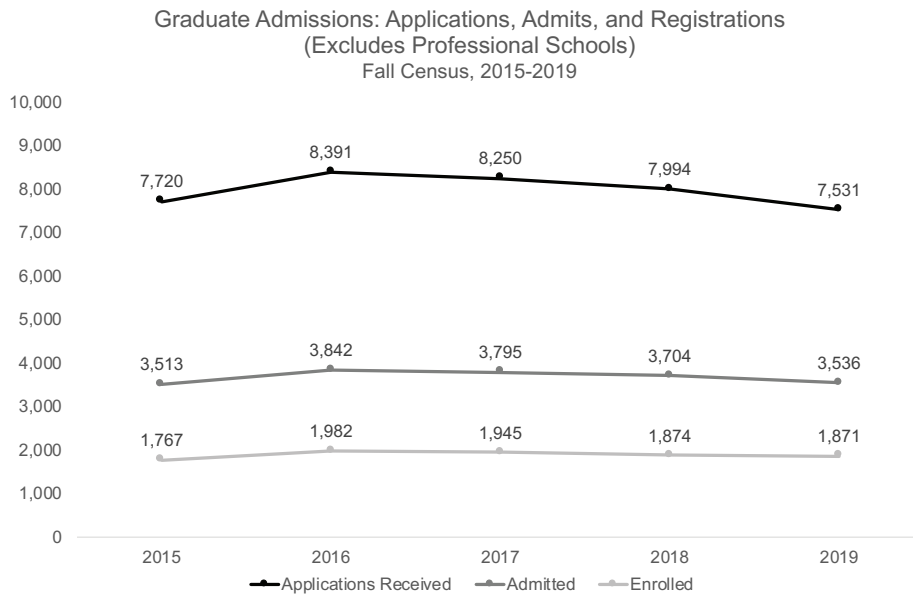
- Expansion of national and international outreach and recruitment. For example, two new staff members will focus on outreach in the emerging markets of Florida, Texas and California.
- Enhanced counselor relations, including an annual spring Counselor Connect Open House and a new program, Take Off to Temple Tour, which featured an experiential tour of campus for college counselors from around the country.
- Continuation of a robust, multi-channel marketing strategy to attract students and their families to Temple. In addition, the marketing and communication strategy is being expanded to reach three additional key audiences: guidance counselors, parents and transfer students.
- New opportunities to visit the campus, including additional weekend and evening sessions (e.g. Temple at Twilight), and a new online virtual tour debuting in late fall 2019.

In addition, Temple is in the midst of implementing a new central undergraduate customer relationship management (CRM) system, Recruit. This initiative will facilitate efforts to build a more comprehensive enrollment marketing strategy, with the ultimate goal of a CRM system that encompasses the central admissions marketing strategy as well as the distinctive engagement points for each school and college.

GRADUATE AND PROFESSIONAL ADMISSIONS

Requirements for admission to graduate and professional programs are determined at the school/college/program level but can be found on the Graduate School website and on the respective websites of the programs. All Temple graduate programs require an application, statement of goals and an official transcript(s). Programs determine what, if any, standardized tests (i.e. GRE, GMAT, MAT) or supplemental materials are required for admission. The Graduate School sets minimum standards for admission and works with the schools and colleges regarding additional criteria. Several graduate and professional programs subscribe to application services including the American Medical College Application Service (AMCAS) for medical school applicants and the Law School Admission Council's (LSAC) credential assembly service for JD applicants to Temple's law school.

Figure 4.4 Graduate admissions: application, admits and registrations (2015–2019).



AFFORDABILITY (CRITERION 1)

As stated in the mission statement, Temple is committed to providing access to an “excellent, affordable higher education.” In addition to efforts to maintain reasonable tuition rates, the university offers a number of financial aid and assistance options for eligible students, including merit- and need-based aid.

Temple’s tuition and fees are approved annually (July) by the Board of Trustees and the information is updated and published on the Tuition and Fees section of the Bursar’s Office website. Students can use the online tuition rates/tuition calculator to estimate tuition and related costs.

In the past three years, Temple kept tuition increases to an average of slightly more than 2%. In July 2019, Temple announced that for 2019–2020 there would be no base tuition increase for in-state undergraduate students and a 2.9% increase for out-of-state undergraduate base tuition.

FLY IN 4 (Fin4)

Temple’s signature affordability initiative is Fly in 4, a program launched in 2014 to limit costs and debt by ensuring students graduate on time. Adding years to an undergraduate education increases tuition costs and loan interest and delays entry to the workforce or the start of post-graduate education. Fin4 is an agreement and partnership between Temple University and its students. Students are enrolled in the program simply by accepting the Fin4 agreement, and they fulfill participation by meeting annual checkpoints (advising, registration and advancing in class standing). In addition, students must complete and pass a graduation review prior to their senior year certifying they are on track to graduate in four or fewer years. Students and academic advisors can track participants’ checkpoint status via the Fly in 4 channel on TUportal.

An additional component of the program is the Fly in 4 grant. Students who sign the Fin4 agreement and have demonstrated (FAFSA) significant financial need are eligible for a Fin4 grant. Fin4 annual grants of \$4,000 are provided to up to 500 eligible freshmen in each entering cohort. Recipients must meet all annual checkpoints for the grants to be renewed.

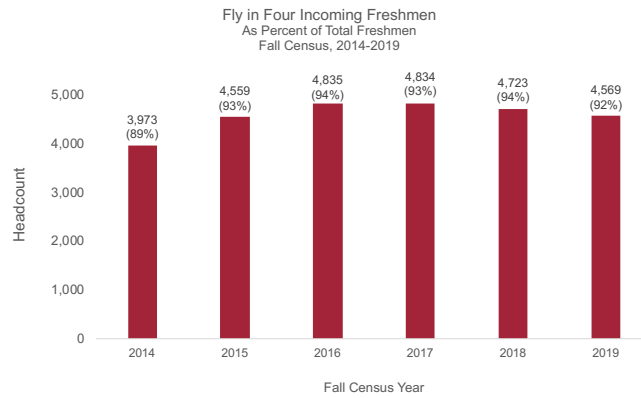
Figure 4.5. Fly in 4 agreement.

The student agrees to:	The university agrees to:
Accept the Fly in 4 agreement.	Provide a four-year plan for each major.
Consult with an advisor each semester.	Provide access to quality advising.
Register for classes during early registration.	Provide degree audit reports outlining program requirements and academic progress.
Advance in class standing (complete at least 30 credits annually).	Inform students if a Fly in 4 requirement is not met and provide advising regarding academic progress.
Complete a graduation review prior to senior year.	Conduct a graduation review to verify progress toward degree.
Notify an academic advisor, no later than the first day of the semester in which a course is needed, if a course in the academic plan is not available.	Where appropriate, provide acceptable course alternatives or substitutions when the student notifies an academic advisor of the unavailability of a required course.

The program is promoted at on-campus admitted student events and throughout new student orientation and is designed primarily for first-time, full-time college freshmen. All students with a paid or waived

deposit are eligible to accept the agreement. Transfer students are also eligible to participate. Transfer students can participate if prior attendance and credits earned elsewhere—combined with the remaining credits Temple requires—will allow them to earn a degree in a total of four years. Since the program’s second year, more than 90% of each entering freshman class have accepted the agreement.

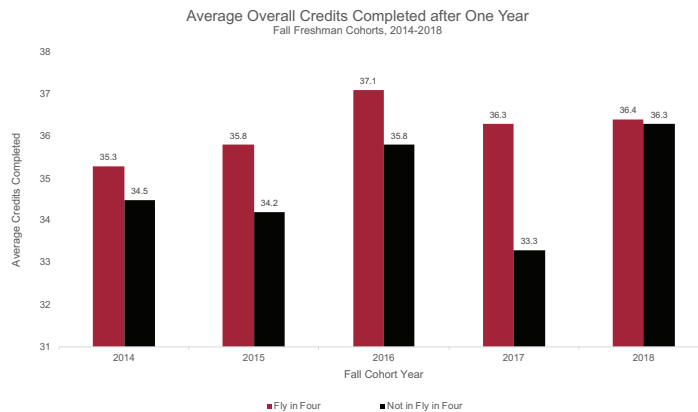
Figure 4.6. Fly in 4 opt-in rates.



When there was a slight decline in the percentage of students accepting the agreement for the fall 2019 entering cohort, data were collected to determine if the lower opt-in rate was across all schools and colleges or isolated to one or two in particular. Since the opt-in rate was lower across most schools and colleges, the decision was made to re-open the agreement for one week to provide students with a final opportunity to accept the agreement. One possible reason for the decline was the move away from a dedicated Fly in 4 presentation during new student orientation to a condensed presentation as part of a general welcome. According to the 2018 orientation survey, 60% of respondents indicated they “learned a lot” about Fly in 4 compared to 38% who responded in summer 2019. To address this, the summer 2020 on-campus orientation sessions will again include a short Fly in 4-specific presentation.

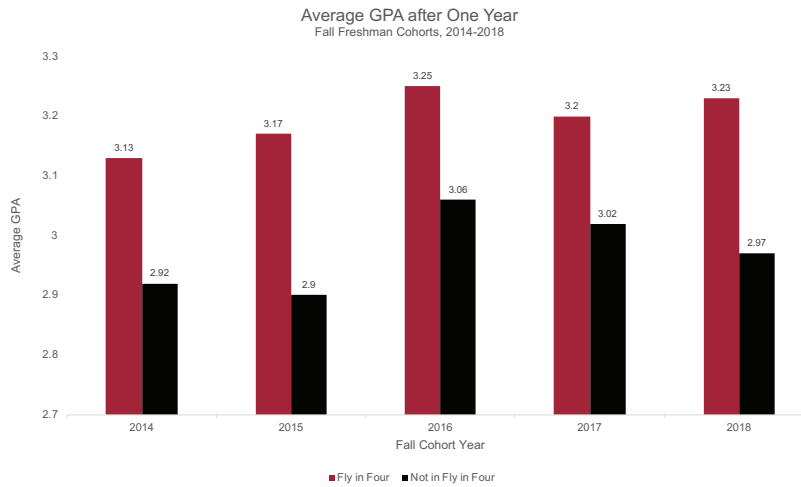
Students who accept the Fin4 agreement earn more credits¹⁰ and have a higher GPA after their first year than students who do not accept the agreement. Temple’s overall (all freshmen) and one-year Fin4 retention rates for the 2014–2017 cohorts are 89–90%.

Figure 4.7. Fly in 4 versus non-Fly in 4 average credits completed after one year.



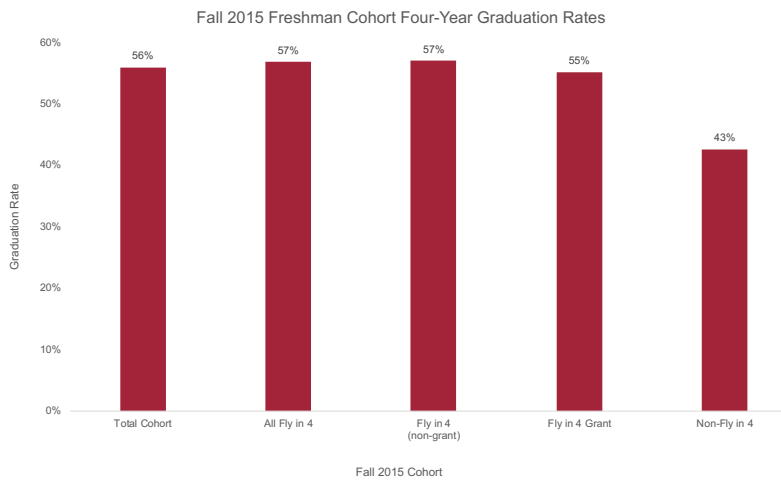
¹⁰ Earned credits includes credits completed at Temple as well as transfer credits and AP credits.

Figure 4.8. Fly in 4 versus non-Fly in 4 average GPA after one year.



When Temple University implemented Fly in 4 in 2014, the four-year graduation rate (2010 cohort) was 44%. Since the implementation of Fly in 4, Temple’s overall four-year graduation rate has increased 12 percentage points to 56% (fall 2015 cohort). The graduation rate for fall 2015 entrants who accepted the agreement, the second Fly in 4 cohort, was 57% versus 43% for those who never accepted the agreement.

Figure 4.9. Fall 2015 graduation rates by Fly in 4 status.



When students accept the Fly in 4 agreement and meet all of the checkpoints across all four years, the results are even stronger. For the fall 2014 cohort, of the 3,973 students who accepted the agreement, 1,123 met all checkpoints (28%). Of these students, 1,068 graduated by August 2018 for a 95% graduation rate.

COURSE PLACEMENT (CRITERION 1)

Temple does not offer remedial or developmental courses but does offer for-credit, pre-college level courses in math and English for students needing additional preparation. Particular programs in science and technology, engineering, business, education and public health require a specific calculus or statistics sequence. Temple offers credit-bearing basic mathematics and intermediate algebra courses (Math 701 and Math 702) to help students prepare for pre-calculus or calculus. English 701 is a four-credit course

designed to develop the reading and writing skills students need to succeed in college. Students who learned English a second language (ESL) have the option of enrolling in English 711, an ESL equivalent of English 701.

Placement practices are guided by the university-wide Placement Assessment Committee comprised of faculty and staff whose recommendations are approved by the provost and implemented by the Office of Institutional Research and Assessment. Students are informed of placement testing requirements during the on-campus admitted student events (Experience Temple Days) and through admitted student and new student orientation communications. Placement testing information is also found on the Office of Institutional Research and Assessment website.

Temple uses a comprehensive process for placement that relies on multiple measures to evaluate entering students' levels of academic preparation:

Success at Temple University does not follow one particular pathway, as our students are varied and diverse in their backgrounds. For incoming students, it is important that they start on the right track, beginning with determining the appropriate courses for their first semester.

Depending on one's admission path (standardized test scores or Temple Option), students are placed using SAT, ACT or Advanced Placement (AP) scores (auto-placement). Students not eligible for auto-placement are required to take an online placement assessment for math or English, and, if required by their program of study, foreign language. Students and advisors can view placement test results via TUportal.

ENGLISH PLACEMENT

In 2018–2019, the Placement Assessment Committee considered alternatives to the written English placement exam. The scoring of the essay was resource-intensive, and data showed that student success in the required first-year writing course was not impacted by placement mode (written exam or auto-placement). The committee recommended expanding auto-placement using standardized testing or AP scores where possible while continuing use of the written assessment for transfer students with no prior credits for college-level writing, international students and students admitted through Temple Option. In addition to expanding use of auto-placement, in summer 2019, the university piloted the Self-Directed English Placement Inventory (SDEPI). The SDEPI is a short survey with questions focused on students' previous educational experiences and their strengths as readers and writers. Information from the pilot of the SDEPI will be used to design another potential placement approach to be used in 2020 and beyond. The simulated placements will be compared to the auto-placements and written placement results to determine the validity and reliability of use of the SDEPI to place students. In addition, Temple's use of a self-reported transcript¹¹, implemented with fall 2019 applicants, will provide high school course grade information that can be considered for use in placement.

MATH PLACEMENT

In 2015, Temple began use of the web-based McGraw-Hill ALEKS placement tool. Students not auto-placed using standardized test scores are required to take the ALEKS math placement test. ALEKS allows for retesting; however, to be reassessed students must first complete five hours of ALEKS learning modules. To take a third assessment, students are required to complete an additional five hours of learning modules.

¹¹ Beginning with fall 2019 applicants, students self-report their high school grades and courses through TUportal. Students are required to submit their official final high school transcript prior to enrollment.

In spring/summer 2018, Temple University participated in a McGraw-Hill and ProctorU study of the impact of proctoring on placement and course success. Selected students took the exam in a proctored environment using ProctorU, a remote proctoring service. ProctorU is discussed further under criterion 5. Results showed that students who took the exam in a proctored environment received lower placements and were more successful in their first math courses than students not proctored. In spring 2019, Temple entered in to a second year of the proctoring study, which allowed entering freshmen in the Colleges of Science and Technology and Engineering to take the ALEKS math assessment in a proctored setting. The university is currently in the process of selecting a university-wide proctoring solution.

Following the 2015 pilot launch of ALEKS, some advisors raised concerns about the gap between students' high school math grades and test scores or changes in placements following a retest. To assist advisors in interpreting scores and in advising students about math placement, a *math inconsistency indicator* was developed to signal when a student's placement result is stronger than would be predicted given performance on standardized tests or grades in high school math courses. Students are notified of the inconsistency, and a math inconsistency indicator appears in Banner along with a student's other placement test information.

FOREIGN LANGUAGE PLACEMENT

Online foreign language assessments are offered in French, German, Italian and Spanish. Students interested in or required to take a foreign language course beyond the introductory level are required to take a placement assessment.

ORIENTATION, ADVISING AND COUNSELING (CRITERION 1)

The goal of Temple's orientation program is to help ensure student success from enrollment through graduation. First-year students participate in an on-campus two-day, overnight program that includes meeting other students, information about programs and resources, academic advising and course registration. Sessions are held throughout the summer from mid-June to late August. The orientation experience, however, begins with Temple Preview, an online glimpse into life at Temple. The preview includes welcome messages, an overview of Temple history and traditions, a section on diversity, and information on accessing resources via the TUportal. Transfer students have the option of attending a recommended one-day transfer student orientation session or a transfer advising session. The transfer orientation session includes a campus tour, information on campus resources and an advising session.

In 2016–2017, the provost convened a First-Year Taskforce comprised of faculty and staff across the university to discuss not only new student orientation but also the full first-year student experience. The group was charged with rethinking orientation and reimagining a first-year experience that would facilitate the transition to college by supporting academic success, promoting belonging and creating meaningful connections to Temple and its schools and colleges. The group developed student learning objectives and competencies and mapped the objectives to the offices and programs engaged with the new student experience. The group's overarching recommendations included strengthening communication, exploring use of technology and enhancing the academic focus of the Welcome Week experience.

As of early 2019, several enhancements to the first-year experience have been implemented. Admissions piloted the use of text message blasts to encourage deposit activity among admitted students. There is an integrated communication plan that allows for a seamless handoff of admitted students from Admissions to Orientation. In addition, Undergraduate Admissions is in the process of phasing in a new customer relationship management (CRM) system that will enrich communication with prospective students and applicants.

In summer 2018, the Fox School of Business and Management and the College of Public Health implemented block registration. Following placement testing, entering students are registered for a block of courses consistent with their placements and program requirements. Block registration occurs before the student's on-campus orientation visit, freeing up more orientation time for the schools to focus on preparing for college and how to use advising resources. Both schools continued use of block registration in summer 2019.

In August 2019, the university piloted a redesigned New Student Convocation program. Convocation aims to welcome new students and set the tone of success for their first year. In prior years, Convocation was a half-day program that consisted of a school/college session followed by a university-wide program and pep rally. In response to the recommendations of the First-Year Experience Task Force, changes to Convocation were discussed during 2018–2019 and implemented for the fall 2019 entering class.

The new format featured a morning of programming intended to engage students in an exploration of the various activities, academic programs and services available across campus. For example, the professional schools presented sessions on graduate opportunities, and offices in student affairs and undergraduate studies offered sessions on initiatives that support student success. This new approach also sought to increase faculty engagement in Convocation. The morning sessions allowed faculty to share their teaching, research or creative endeavors with new students through very focused, short interactive experiences. Convocation concluded with the university-wide program and pep rally.

Advising

Students receive advising from their school/college advising offices and from faculty and staff in academic departments. Temple's academic advising mission statement fully aligns with Temple's mission and goal of student success:

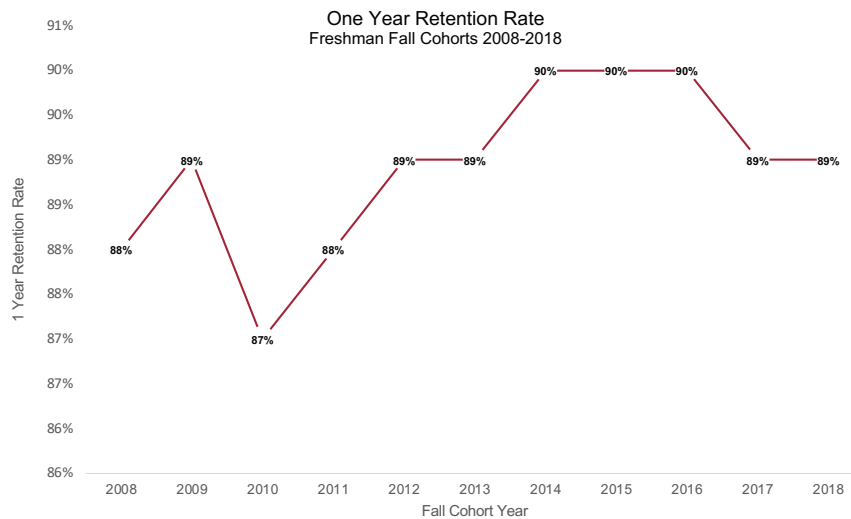
In support of the mission of Temple University, academic advisors work collaboratively with students, faculty, staff, and community partners to meet the diverse, evolving needs of all students within our university community. It is our purpose to provide quality advising programs and services that support students in achieving their personal, academic, and career goals. By helping students interpret university policy, providing referrals to appropriate resources, and assisting students in creating individual plans for academic success, Temple advisors encourage our students to engage in and to take ownership of their education.

Advising is assessed locally within the schools and colleges, and questions related to advising appear on regularly administered surveys including the National Survey of Student Engagement and the Temple University Student Questionnaire (undergraduate and graduate).

In 2009, in response to employee and student surveys identifying academic advising as an area of concern, a committee was formed to focus on the retention of academic advisors. A survey of advisors identified pay, career opportunities, resources, and management support as areas needing attention. Human Resources (HR) met with advising directors to create training programs and to implement new position descriptions and career ladders. The new advising career ladder positions were implemented in 2010–2011. In June 2018, HR met with advising directors to collect feedback on how the ladder is working. As several directors have been hired since the rollout of the ladder, the discussion revealed that there are directors not familiar with the ladder's purpose and that as a result, advisors were expressing frustrations with salaries and opportunities. In response to the feedback, position descriptions were updated to include more information on skills relative to the level of the position. In addition, the career ladder concept is now being considered for expansion to other professional service areas, including career services.

Advising is at the center of Temple's Fly in 4 program and of ongoing efforts to sustain and improve Temple's strong year-one to year-two retention rate. For Fly in 4, students must consult with an advisor twice a year to discuss their academic progress and academic plan. Schools and colleges coordinate these sessions in various ways including via first-year experience courses, individual and group advising sessions, and email advising. As part of its retention efforts, Temple developed an empirical risk model that identifies students who are at the highest risk of dropping out from the university in their first year. Risk lists are sent to the school and college advising centers each semester so that advisors can engage with students, providing specific help to address their at-risk status.

Figure 4.10. Year-one to year-two freshmen retention rates (2008 to 2018 cohorts).



Counseling

Tuttleman Counseling Services (TCS) provides on-campus and online mental health counseling and resources. The mission of TCS is to “provide culturally sensitive mental health services that support the psychological health of the diverse community of Temple students and thereby their academic success.” TCS recently moved to its current location on Broad Street, a space which provides individual and group counseling and other services in a safe and non-threatening atmosphere. TCS has units that address alcohol and substance abuse awareness, eating and body image concerns, and sexual assault counseling and education. The Resiliency Resource Center is open during walk-in clinic hours and includes resources for students seeking to build on skills they are developing from individual or group therapy. Undergraduate psychology interns are available to help students locate resources such as meditation and relaxation exercises and biofeedback therapy.

Like many institutions, Temple has faced increasing demand for counseling services. Two trends in particular—increased numbers of students seeking services and increased acuity of a large subset of those students—have led to a number of professional practice challenges within the counseling center. Urgent needs are defined as those students with potentially life-threatening problems such as suicidal thoughts or behavior, severe substance abuse, or severe eating disorders, as well as students who suffered a recent traumatic experience such as sexual assault.

TCS has taken or is planning several steps to address this demand:

- Established drop-in-groups that make immediate services available to students who have mild to moderate symptoms.
- Created a Resiliency Resource Center that serves as an adjunct to professional treatment and assists students in learning valuable skills that will serve them throughout their lives.
- Through a philanthropic gift, created two part-time positions to provide therapeutic yoga and mindfulness meditation.
- Added a fourth full-time psychiatrist position in 2018–2019.
- Approved salary increases for the existing psychiatrist positions during the 2018-2019 academic year to make the salary structure more competitive. This helped with retaining valuable staff, especially given the shortage of psychiatrists in Philadelphia.
- Added new “scope of services” information to the “Getting Started” section of the TCS website to provide a clearer overview of the eight main types of services the center provides.
- Collaborated with Student Health to review student needs and consider service solutions.

In spring 2019, a work group was charged with looking at access issues, including the walk-in clinic. A self-report triage form that mirrors what counselors ask during the triage interview was created for students to complete. Students who come for services are asked to self-select one of three options when they come to the front desk: non-urgent, urgent and consultation. This streamlined the process and allowed staff to prioritize students who self-identify as being urgent. TCS can then prioritize students who need a counselor’s assessment immediately versus those who may be able to wait for an interview. Counselors report that this is reducing triage time. TCS is also working toward being able to complete routine or non-urgent assessments by phone or online to save time and protect counselors’ time to assess those students who may be most at risk.

Recent assessment shows the impact of these steps. There is a high level of student satisfaction with the drop-in group offerings, and the number of students served doubled from fall 2017 to fall 2018 as students and professional staff became more familiar with this service. In fall 2018, the wait time for individual counseling for non-urgent matters did not exceed three weeks as greater numbers of students were served through the drop-in-groups versus waiting for individual appointments. This is a notable success and will continue as part of an overall plan to provide good services in a timely way.

Addiction

In April 2018, the president and provost appointed a Task Force on Opioid and Related Drug Addiction and Recovery Support. The task force was asked to review the current state of opioid drug misuse and addiction among college students, especially those at Temple University, to understand the current resources and programs available for student support and to provide specific recommendations for improving prevention measures, treatment resources and recovery programs. The task force was comprised of Temple administrators, faculty and students. The group conducted interviews with students, recovery specialists and Temple faculty and staff involved in addiction treatment and prevention. One of the co-chairs also met with members of the Philadelphia Office of the Drug Enforcement Administration (DEA) to better understand their approach to drug prevention. In addition, committee members reviewed publications on opioid use and misuse among college students.

The taskforce examined progress made since a 2010 provost-convened task force on alcohol abuse and recommended that resources be combined and allocated to the prevention and support of students with alcohol and drug misuse disorders. More specifically, the 2018 taskforce recommended establishment of a comprehensive collegiate recovery program. The university is continuing to discuss implementation of the group’s recommendations.

DEGREE COMPLETION AND CAREER PLACEMENT (CRITERION 1)

Fly in 4, discussed earlier in this chapter, is Temple's primary degree completion initiative. Fly in 4 promotes degree completion by encouraging students to use existing resources, specifically academic advising and their degree audit reports, to stay on track to graduate in four years. Targeted messaging alerts Fly in 4 students when they are in danger of not advancing in class standing, encouraging students to increase their course loads or to consider summer courses. The Broad Street Finish Line scholarship is a new initiative (2019) to improve graduation rates by providing monetary support for degree completion (see Standard II).

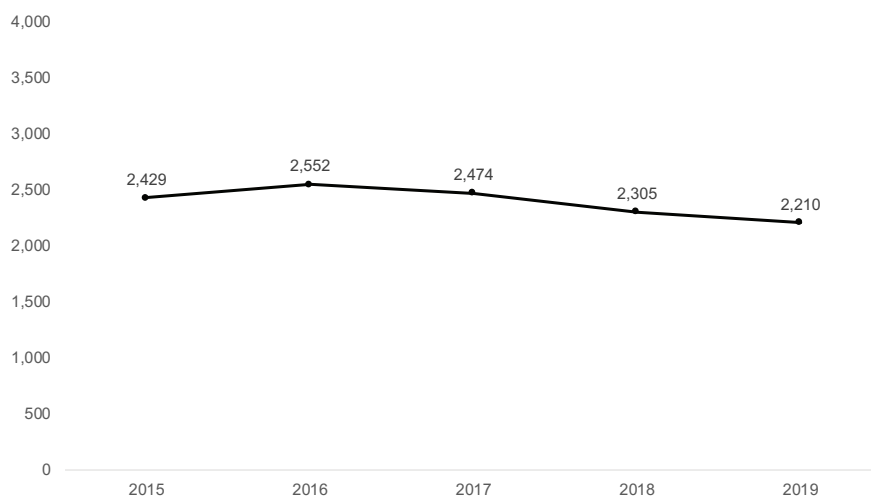
CAREER SERVICES

The Career Center, whose space was renovated in 2018, offers an array of online and in-person services to help students transition from the classroom to the workplace. Centrally, career services are provided by the university's Career Center. Several schools and colleges also have centers or staff that provide discipline-specific career development services. The university's Career Network consists of staff from the university Career Center, school and college-based career services, and Alumni Career Services. In spring 2019, the Career Center implemented Handshake, an online portal that provides information on events as well as jobs and internships from more than 200,000 employers. The platform connects students with employers and on-campus recruitment activities. Among its services are career coaching and professional development resources including résumé development and interview preparation.

TRANSFER STUDENTS (CRITERION 2)

Since Temple's 2015 Periodic Review Report, the overall quality of transfer students has remained steady with an average transfer GPA of 3.14 while the overall number of transfers as the percentage of the incoming class has declined from 33% in 2015 to 31% in 2019.

Figure 4.11. New transfer student enrollment (2015–2019).



Transfer Credits

Temple's transfer credit policies are outlined in the university's Transfer Credit Policy for Matriculated Undergraduate Students. Information is also available in the Undergraduate Bulletin and on the websites for the Offices of Undergraduate Admissions and Undergraduate Studies. Temple will accept an unlimited number of transfer credits, but students must meet the residency requirement of completing 45 of their last 60 credits at Temple. Prior to admission, students can use the online transfer equivalency tool to determine how their college-level academic work may transfer to Temple. Upon admission, the Office of Admissions will post a formal credit evaluation on TUportal. Generally, Temple accepts academic, college-level courses beyond the developmental level completed with a grade of C or better from schools with institutional accreditation. College-level coursework completed at an institution that is not accredited by an institutional accrediting agency will be evaluated for course equivalencies. Each academic department determines how credits apply to the major, and students meet with advising units during on-campus orientation or transfer advising days to understand how credits apply to a Temple degree program.

Temple has three types of transfer agreements with partner, associate-degree granting institutions: 1) dual admissions, 2) GenEd-to-GenEd, and 3) program-to-program. Students who have completed 30 or fewer college credits may enroll in a dual admissions program through a partner community college. Enrollment in a dual admissions program guarantees admission to most majors at Temple if the student finishes an approved associate degree with a 2.3 or higher GPA. Dual admissions also guarantees a scholarship to students who graduate from their community college with a 3.3 or higher GPA. Through GenEd-to-GenEd agreements, the general education requirements fulfilled through an approved associate degree program can be used to satisfy Temple's GenEd Program requirements. In addition, Temple's schools and colleges can negotiate program-to-program agreements to facilitate the transfer of students into majors. As of fall 2019 Temple has transfer agreements with 24 institutions.

As part of efforts to expand the applicant pool, the university recently signed new dual admissions agreements with two area New Jersey community colleges and is pursuing agreements with several colleges in California. In addition, the Associate Director for our Military & Veteran Services Center will begin making visits to community colleges and military bases to generate interest in Temple.

Transfer Credit Evaluation Enhancements

Temple recently implemented several enhancements to the transfer credit evaluation process, streamlining the evaluation process and enhancing the flow of information for students and advisors. A new workflow was implemented in 2018–2019, eliminating the paper process for advisors to request corrections or assign additional equivalencies to a transfer credit evaluation. In 2017–2018 Temple began using the "E000—elective needs evaluation" designation to alert advisors and students to courses for which an exact equivalency cannot be determined. Students can then provide information and work with their advisor or academic department to determine equivalencies. If and once an equivalency is determined, the transfer system is updated with the information so that future transfer students can be awarded the appropriate transfer credits. Students can view their transfer credit evaluations in TUportal.

In addition to credits transferred from a two- or four-year institution, students may also earn credits through dual enrollment, advanced placement tests, international baccalaureate exams, the College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), transcribed military experience and portfolio review for work or life experience (CLEX). Temple University's policies and practices regarding transfer students and the awarding of transfer credits are also discussed in the *Verification of Compliance with Accreditation-Relevant Federal Regulations* report.

STUDENT INFORMATION AND RECORDS (CRITERION 3)

Temple protects information in accordance with applicable federal, state and local regulations as well as university policies. Information protected or covered by regulations—such as FERPA, HIPAA, GLBA, PCI-DSS, Pennsylvania Breach of Personal Information Notification Act and other sensitive, private or personal information—must be protected at all times. In order to appropriately protect these information assets, measures are in place to ensure that the confidentiality, integrity and availability of the data are not compromised.

Temple's online "Personally Identifiable Information Guidelines" provides the scope of Temple's policies, definitions and guidelines as to what data elements need to be protected. Temple's chief information security officer is responsible for maintaining and monitoring these guidelines. Related policies include:

- Policy Regarding Confidentiality of Student Records
- Social Security Number Usage Policy and Social Security Number Usage Procedures

FERPA, REQUESTS FOR INFORMATION AND ENROLLMENT VERIFICATION

FERPA assures students and dependent students' parents, as appropriate, that they have rights to access and review school records, and that an educational institution where the students are or have been in attendance will protect the confidentiality of the students' education records. Temple's Policy Regarding Confidentiality of Student Records ensures that the university's practices are FERPA-compliant. Students can add or remove FERPA contacts and proxy access via the TUportal. FERPA and proxy access are discussed during orientation. Proxy access allows students to grant someone access to their account, including the ability for the proxy to log in and see financial account information and grades.

The Office of University Counsel accepts subpoenas and requests for the following types of information: student records, employee records and incident reports. Counsel's Office is available to provide guidance to university personnel who have FERPA questions.

Enrollment verification provides information regarding students' enrollment status (full-time or part-time), dates of attendance, degrees sought or awarded and program of study. This information is often needed by lenders, insurance carriers, sponsors, etc., to determine eligibility for loan deferment and continuation of in-school benefits. The National Student Clearinghouse is authorized to provide enrollment verification services for Temple University. This service is provided free of charge to students.

ATHLETICS, STUDENT LIFE AND ACTIVITIES (CRITERION 4)

Temple recognizes that co-curricular experiences, programs and leadership opportunities engage students in meaningful ways, enhance student life, celebrate diversity, promote self-awareness and broaden understanding of social responsibility. All Temple University students are expected to adhere to the Student Conduct Code.

ATHLETICS

Temple University's Division I athletic teams have a long history of success in National Collegiate Athletic Association (NCAA) competition, and Temple's student-athletes are held to high standards for academic excellence, integrity and sportsmanship. Temple has 19 men's and women's varsity teams, all of which compete in the NCAA with the exception of men's crew. In 2013, Temple became a full member of the American Athletic Conference. As a member of the NCAA, Temple must ensure compliance with all NCAA rules and regulations. Each fall, student-athletes are provided with a handbook that includes information on academic support, university resources, conduct expectations and programming.

Academic support for student-athletes is provided through the Resnick Academic Support Center. The Center is part of the Office of the Provost and collaborates with the schools and colleges to provide registration and advising support for student-athletes. The Center provides tutoring, mentoring and academic coaching and refers students to university services as appropriate. In collaboration with the Career Center, the Resnick Center launched Verified, a program that offers career counseling, resume writing and interviewing workshops, and networking opportunities. In 2018–2019, 259 student-athletes were named to the American Athletic Conference All-Academic Team, the highest number of student-athletes since Temple joined the conference.

STUDENT ACTIVITIES AND ORGANIZATIONS

The mission of the Office of Student Activities is to provide “a platform for students to discover and engage their strengths, talents, and passions. We bring the campus to life through fun and diverse opportunities outside the classroom.” Temple’s more than 350 student organizations and campus programs include academic honor societies, religious services and organizations, club and intramural sports, social fraternities and sororities, and student government. Owl Connect is an online platform that connects students with organizations and campus events and allows students to track their involvement.

Greek Life

Temple has 31 recognized fraternities and sororities on campus. Student Activities serves as the liaison between recognized Greek letter organizations and the greater Temple community. The Interfraternity Council (IFC) at Temple University is the governing board for several of Temple’s men’s-only social Greek-letter organizations. The council consists of over 500 fraternity men and is designed to coordinate recruitment activities, motivate academic achievement, and promote a set of standards for its member organizations. The College Panhellenic (CPH) at Temple University is the governing board for Temple’s six National Panhellenic Conference (NPC) chapters. NPC is the umbrella organization for 26 women’s-only social organizations. The council consists of more than 900 sorority women and is responsible for promoting positive relations between sororities, coordinating council-wide activities and recruitment. The Multicultural Greek Council (MGC) serves as the governing body for culturally based sororities and fraternities at Temple University. Asian, South Asian, Latinx, and multicultural sororities and fraternities work together in the MGC to further cultural diversity, serve the university and surrounding communities and provide support to members as they work toward graduation. National Pan-Hellenic Council (NPHC) is the governing council for the nine historically black Greek-letter organizations. Temple University currently has six of the nine organizations. NPHC organizations are committed to serving the surrounding community and support academic excellence by providing scholarships, study breaks and educational programs.

The visiting team for the fall 2017 program review of the Division of Student Affairs recommended adding staff to provide greater support to the fraternity and sorority community, particularly to focus on education and risk reduction. In November 2018, an assistant director for fraternity and sorority life was hired to provide additional support for advising and education as well as more structure for procedural matters such as conduct, accreditation and expansion.

THIRD-PARTY PROVIDERS (CRITERION 5)

Temple University does not have student support services designed, delivered or assessed by third-party providers. Temple does, however, use vendor-provided products to enhance the design and delivery of student support services (see Criterion 6).

ASSESSMENT OF THE EFFECTIVENESS OF PROGRAMS (CRITERION 6)

Temple regularly assesses the effectiveness of programs and products supporting the student experience. All administrative and academic support areas annually submit assessment reports, and the university regularly assesses uses of vendor-provided products. In addition, Temple uses internally and externally published surveys to measure student satisfaction, engagement, post-graduation placements and other outcomes.

ANNUAL ASSESSMENT REPORTS

In 2017–2018, Temple implemented an annual reporting process to enhance and monitor the assessment of academic support and administrative areas. These areas now complete an annual assessment similar to those used by academic programs to report the assessment of student learning. The annual assessment report for academic support and administrative areas includes:

- Mission statement and program outcomes,
- Assessments,
- Results and how assessment results were shared,
- How information is being used for continuous improvement,
- A summary of any changes made based on trends/strategic plans and plans to assess the effectiveness of the change(s), and
- Planned assessment activities for the current academic year.

Assessment reports are in the evidence inventory, with select examples of how programs assess goals and use the information for continuous improvement provided below.

College of Liberal Arts (CLA) Advising Center

An intended outcome of the CLA Advising Center is to “deliver comprehensive academic advising and support services to Temple College of Liberal Arts students on an individual and/or group basis.” In fall 2017, to better understand the needs of transfer students, the advising center conducted two focus groups. They found that transfer students were seeking to connect with peers, administrators and academic departments and faculty. In response to the findings, the center reserved a spring 2018 section of their CLA 1002 *Professional Development for Liberal Arts* course for transfer students. End-of- semester course evaluations (SFFs) indicated that students appreciated the accessibility of the instructor and the instructor’s willingness to redesign the course syllabus to meet the needs of transfer students. One concern raised by students was that the course met for 14 weeks. In response to this feedback, one of the two fall 2019 sections of the course was offered as a seven-week short-term course.

Office of Sustainability

The Temple Office of Sustainability provides stewardship of the university’s climate commitment to achieve carbon neutrality by 2050, create a more resilient university community, and shift the curriculum and culture of the university to incorporate sustainability as a core value. Every three years, the Office of Sustainability fields a transportation survey to monitor commuter attitudes and behaviors. The survey asks about on-campus alternative transportation resources and the Temple community’s perception about those resources. According to the 2016 survey, more than 65% of Temple’s population takes a sustainable form of transportation to campus. In terms of attitudes toward on-campus resources, the survey revealed that while 82% of campus cyclists were able to find a bike parking spot using a university rack, 36.7% of respondents would be more willing to bike if there were dedicated bike lanes, and 27.9% of respondents would be more willing to bike if there were secure bike parking with swipe access. The survey also showed

that 62% of students would be more likely to take public transportation if they could buy a university pass. The transportation study provided strategic direction for the Office of Sustainability's alternative transportation initiatives. For example, the Office of Sustainability installed a secure covered bike parking facility for cyclists. The transportation survey was re-administered in spring 2019, and results are forthcoming.

College of Science and Technology (CST) Professional Development Unit

The College of Science and Technology's Professional Development Unit provides CST students with career development and undergraduate research resources. One of its goals is to "Engage employers who are interested primarily in science and technology majors in recruitment events for networking, internships and full-time employment opportunities." To ensure that the CST job fairs are meeting the needs of employers and students, the unit collects and analyzes data about each event, including attendance and satisfaction. They measure employer attendance broken down by industry, skill sets required, and type of opportunity for which they are hiring (internships vs. full-time employment). Student and alumni attendance is broken down by major and graduation year. They also measure satisfaction with the overall quality of the event from both the employer and student perspective.

From 2014 to 2018, CST has experienced a 50% increase in the number of employers seeking to recruit students with science majors, and feedback from employers is positive in terms of the quality of the students that they are meeting and the preparation of those students for the professional development events. Employers, however, did note that the scheduling of the job fairs was not aligned with their hiring cycles. As a result, beginning in 2017, events were scheduled two weeks earlier.

The Student Success Center (SSC)

The Student Success Center provides academic support programs and services for undergraduate and graduate students at Temple University. They collect usage data on all of their services including academic coaching, writing, language and STEM tutoring and workshop attendance. To understand and improve the quality of SSC services, SSC conducts regular structured performance evaluations, including direct observations, of all graduate and undergraduate tutors and coaches. Staff performance observations are based on rubrics that are designed to capture data about pedagogical practices used in the interactions. Recent assessment of STEM tutors revealed that, overall, the aspect of tutoring pedagogy that was most challenging for STEM tutors was incorporating meaningful "comprehension checks" into tutoring sessions. First-semester tutors struggled most, whereas more experienced tutors were better at this skill. Findings were shared in feedback sessions with individual tutors and a more substantial focus on comprehension checks was added to the fall 2019 professional development program for STEM tutors.

ASSESSMENT OF VENDOR-PROVIDED PRODUCTS

Temple has defined procurement processes that units must follow in selecting vendors, and users are expected to assess services and programs as part of their annual assessment activity. Assessment results are expected to be considered at the time of contract renewals. Examples include assessment of placement testing platforms and evaluation of tools used to support the student and family experience.

Assessment of ALEKS Math Placement Exam and Proctoring Services

As discussed earlier in this section (Criterion 1), Temple uses ALEKS, a McGraw Hill Higher Education (MHHE) product, for math course placement. The Assessment and Evaluation (A&E) unit within Institutional Research and Assessment (IRA) tracks student outcomes and assesses students' experience with ALEKS. A&E produces reports tracking the number of testers, placements and course performance. Student feedback regarding the ALEKS experience is monitored through emails and phone calls, along with staff feedback regarding process issues. The staff looks for patterns within the communication and addresses any issues internally or with MHHE as needed.

ALEKS is taken online in either a proctored or unproctored environment. In 2018, Temple entered into a pilot with MHHE and ProctorU to provide remote proctoring services. ProctorU authenticates the student taking the assessment, secures the environment, and records the test session using artificial intelligence to ensure that the student follows all rules and procedures. ProctorU informs Temple University of any irregularities that arise throughout the test administration so that Temple may investigate the irregularities and follow up with any incidents. At the end of each test session ProctorU includes a five-question survey about the testing experience. For the item “Were you satisfied with your experience with Proctor U?” the average rating for Temple students was 4.04 (with 5 being “very satisfied”). For “rate your proctor,” the average rating was 4.43.

ASSESSMENT OF STUDENT PROGRAMS, ACTIVITIES AND SERVICES

The Division of Student Affairs uses several products to promote student activities, provide information to parents, and deliver online alcohol and sexual assault prevention training. Campus Labs’ Engage platform provides and promotes opportunities for student engagement. The platform features a tool to search for student organizations, manage organization and department events, and track attendance. It also offers Paths, which can measure student or organizational progress in completing certain training or involvement programs. Temple began using Campus Labs in 2013 and recently renewed the contract through 2023. Temple tracks student use and as of fall 2019 there are more than 12,900 users.

The Parent and Family Experience Portal is a platform that hosts content, creates/sends personalized newsletters, and sends announcements to family members enrolled in the portal. The portal features an academic calendar, and family members can join different communities (such as Careers and Internships or International Parents & Families). According to a December 2018 survey of portal users, 61% said it helped them better support their student. According to one respondent: “Just sharing information is huge. Having our son away, and all of us being so busy, having a newsletter to remind or alert us to events and dates is so helpful. I read every issue. Thank you.”

The Wellness Resource Center uses EVERFI to deliver online alcohol education and sexual assault prevention training for students. The platform has programs for first-year and returning undergraduate and graduate students. Learning is assessed via post-course assessments. The office also tracks completion rates and student feedback.

SURVEYS

Temple uses both internally and externally developed surveys to measure various aspects of the student experience. Among the most significant instruments are the Temple University Student Questionnaire (TUSQ), National Survey of Student Engagement (NSSE) and National Association of Colleges and Employers (NACE) First-Destination Survey.

TUSQ

The TUSQ is administered every three years to all Temple undergraduates. Last administered in spring 2018, it measures students’ perceptions of Temple’s academic, social, and administrative programs; gathers information about students’ participation in various university and non-university activities; and monitors change in students’ attitudes, activities and needs over time.

The results of the TUSQ are shared and discussed with the university-wide Assessment Planning Committee and standing committees of the deans and associate deans. Schools and colleges receive reports of the overall survey as well as their school-specific data. An executive summary, longitudinal data and means/frequencies for the most recent administration are available on the Institutional Research and Assessment website. The SFF Data for Students site, which provides students with select course and teaching evaluation information about faculty, was created in response to student comments on the TUSQ. The TUSQ and the companion Graduate Student Survey are also discussed under Standard III.

National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) collects information from samples of first-year and senior students about the nature and quality of their undergraduate experience. Scores are summarized using ten engagement indicators, which examine dimensions of student engagement and are organized within four themes: Academic Challenge, Learning with Peers, Experience with Faculty and Campus Environment. Temple administers the NSSE every three years and recently completed its 2019 administration.

“Quality of Interactions”—a component of “campus environment”—is an area of the NSSE where both freshmen and senior student ratings for all items increased between the 2013 and 2016 administration. Following implementation of several initiatives to enhance academic advising, including a career ladder for professional advancement, there has been an increase in student satisfaction with advising. On a scale from 1 (poor) to 7 (excellent), 45% of freshmen gave interactions with advisors a rating of 6 or 7 in 2016, up from 41% in 2013. Among seniors, 41% indicated a rating of 6 or 7 compared to 37% in 2013.

Overall results suggest that most students are highly satisfied with their experience at Temple, and in 2016, both freshmen and seniors rated their satisfaction with Temple higher than in 2013. Eighty-eight percent of freshmen (up from 87% in 2013) and 86% of seniors (84% in 2013) rated their educational experience as good or excellent, while 90% of freshmen (86% in 2013) and 84% of seniors (81% in 2013) said they would probably or definitely choose Temple if they had the chance to start over again.

NSSE results are published on the Office of Institutional Research and Assessment website and are shared with the university-wide Assessment Planning Committee and the schools and colleges.

NACE First-Destination Survey (Career Center)

The First-Destination Survey provides useful information on how college graduates are doing within six months of graduation. The survey asks students to indicate their primary status upon graduation and to provide details on employment (i.e., organization, job title, and industry), continuing education (i.e., institution and degree), volunteer work, military service, or whether that are still seeking a job/education or not seeking employment. For this instrument, the response rate is reported as “knowledge rate.” In May 2015, the knowledge rate was 70% and it increased to 80% for the class of 2016 (bachelor’s recipients). For the class of 2017, however, the knowledge rate dropped to 74.6%. To improve the knowledge rate for future administrations, the Career Center 1) hired a calling service, Ruffalo Noel Levitz, to follow up with recent graduates as part of its collection methods; 2) broke up the campaign into two segments; and 3) moved to Handshake’s First-Destination Survey (FDS) tool to streamline collection efforts and allow for the customization of the survey by school/college. The knowledge rate for the class of 2018 improved slightly to 75.8%.

General results of the survey show that Temple respondents are on trend with national averages for employment with respondents from comparable Carnegie Classification institutions for 2016 and 2017 graduates. For example, 2016 graduates reported 62.2% employed, compared to 58.7% for respondents from other public institutions. Temple students, however, reported lower salaries. The median reported starting salary for Temple respondents was \$42,500, while the national benchmark was \$52,092 for respondents at other Mid-Atlantic institutions. In response to these findings, the Career Center is adding financial wellness programming and expanding internship opportunities for students.

CONCLUSION AND SUGGESTIONS FOR IMPROVEMENT

Temple University is committed to student success and offers innovative programs to promote access, persistence and completion. Temple recruits and admits undergraduate, graduate and professional students in ways consistent with its mission and offers an array of academic programs and curricular and co-curricular programs to support students’ needs and interests across all levels. Several suggestions emerged from the work group for Standard IV. Temple should:

1. Continue to invest in programs and services to meet increasing demands for mental health counseling and alcohol and drug addiction recovery and support.
2. Continue to improve communication and programs for entering students to enhance the first-year experience from recruitment to admission through orientation and enrollment.
3. Seek to build on the success of Fly in 4 to attain higher retention and graduation rates.

EVIDENCE INVENTORY DOCUMENTS FOR THIS STANDARD

Documents are listed in the order they appear in this chapter and as the file name appears in the Evidence Inventory. *Note: As many documents appear across standards and criteria, the document filenames include references to all standards and criteria for which the document is relevant.*

Temple Bulletins 2019-2020	SIII.C4_SIV.C1 Career Center
SI-SVII Temple University Mission Statement	SIV.C1 Handshake
SIV.C1.C2 Undergraduate Admissions	SIV.C2 Transfer Credit Policy–Matriculated Undergraduate Students
SIV.C1 International Admissions	SIV.C2 Undergraduate Admissions Transfer Credit Information
SIV.C1 Office of International Student and Scholar Services	SIV.C2 Undergraduate Studies Transfer Credit Information
SIV.C1 Temple Option	SIV.C2 Transfer Equivalency Tool
SIV.C1 Temple Option Codebook	SIV.C2 Transfer Agreements
SIII.C6_SIV.C1 The Graduate School	SIV.C2 E000 Review Process
SII.C7_SIV.C1 2019-2020 Tuition Rates Schedule	SIV.C3 Personally Identifiable Information Guidelines
SIV.C1 Announcement of No Base Tuition Increase for 2019-2020	SIV.C3 Policy Regarding Confidentiality of Student Records
SIV.C1 Fly in 4 Graduation Agreement	SIV.C3 Social Security Number Usage Policy
SIV.C1 2018 Orientation Survey 2018 and 2019 Fly in 4 Responses	SIV.C3 Social Security Number Usage Procedures
SI.C4_SII.C7_SIV.C1 Fly in 4 Report Examples	SIV.C3 Office of University Counsel
SII.C7_SIV.C1 Graduation and Retention Rate Report	SII.C1_SIV.C4 Student Conduct Code
SIV.C1 Institutional Research and Assessment–Placement Assessments	SIV.C4 Varsity Teams
SIV.C1 Guide to Process for Placement	SII.C1_SIV.C4 Student Athlete Handbook
SIV.C1 ALEKS Math Assessment	SIV.C4 Resnick Academic Support Center
SIV.C1 Orientation Program	SIV.C4 Announcement of Verified Launch
SIV.C1 Temple Preview	SIV.C4 Temple Places 259 Student-Athletes on AAC All-Academic Team
SIV.C1 Orientation Task Force Final Report	SIV.C4 Student Activities
SIV.C1 Tuttleman Counseling Services	SII.C2_SIV.C4 Owl Connect
SIV.C1 Resiliency Resource Center	SIV.C4_SVI.C2 Student Affairs Strategic Plan
SIV.C1 Tuttleman Counseling Services–Getting Started	SIV.C4_SVII.C4.C5 Student Affairs Periodic Program Review Self-Study
SIV.C1 Tuttleman Counseling Services Assessment Report	SIV.C4_SVII.C4.C5 Student Affairs Periodic Program Review Team Report
SIV.C1 Announcement of Task Force on Opioid and Related Drug Addiction and Recovery Support	SIV.C6_SVII.C4.C5 Administrative and Academic Support Assessment Report Template
SII.C7_SIV.C1 Broad Street Finish Line Scholarship	

SIV.C6_SVII.C4.C5 Assessing Administrative and Support Areas Workshop

SIV.C6 CLA Advising Assessment Report

SIV.C6 Office of Sustainability Assessment Report

SIV.C6 CST Professional Development Unity Assessment Report

SIV.C6 Student Success Center Assessment Report

SIV.C6 Spring_Summer 2019 Placement Assessment Weekly In-Season Tracking Report

SIV.C6 Results from the Parent and Family Experience Portal Survey

SIII.C8_SIV.C6_SVI.C8.C9_SVII.C4.C5 Temple University Student Questionnaire 2018–Summary Report

SIII.C8_SIV.C6_SVII.C4.C5 Graduate Student Survey 2018

SIV.C6_SV11.C4.C5 NSSE 2019 Temple University Snapshot

SIV.C6_SV.C1_SVII.C4.C5 NSSE Executive Summary 2013 and 2016

SIV.C6 NACE First-Destination Survey Overview and Class of 2017 Results

SS Frequently Referenced Websites

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

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

Institutional Priorities Most Closely Aligned with this Standard:

- ✓ Teaching and Learning

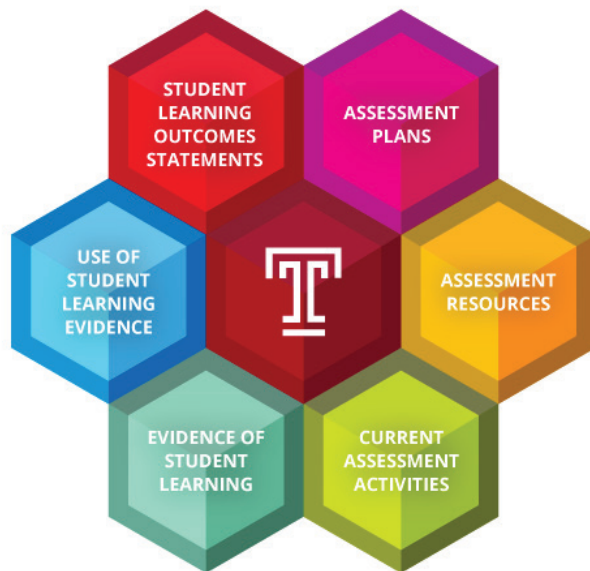
A strong and unwavering commitment to teaching and learning is evident in Temple's mission: *Temple University educates a vibrant study body and creates new knowledge through innovative teaching, research and other creative endeavors.* The university maintains a robust process for assessment of student learning that includes use of assessment findings for continuous improvement. This ensures that Temple is providing students with an excellent education that fosters student success.

Temple's established and sustained commitment to assessment of educational effectiveness is evidenced by:

- A university-wide Assessment Planning Committee (APC), operating for more than a decade, which is responsible for implementing and reviewing annual processes for assessment reporting and planning assessment training for all levels of education (undergraduate, graduate and professional).
- A long-standing process for annual assessment reporting that is now conducted via the locally developed Student Learning Assessment Management (SLAM) system.
- Online resources for assessment including videos on learning outcomes, curriculum mapping, direct/indirect evidence and use of assessment results.
- An online course inventory management (CIM) system for course and program approvals that requires clearly articulated learning outcomes.
- A university-wide syllabus policy that requires an accessible syllabus that includes learning outcomes and required learning assessments.
- An online course feedback system which is being enhanced in 2019-2020 to include an item bank from which schools/colleges, departments and individual instructors can select additional items most aligned with course objectives and learning outcomes.
- Workshops and individual consultations on assessment provided by the Center for the Advancement of Teaching.
- A learning management system, Canvas, that includes rubrics, outcomes alignment, analytics and other tools to guide teaching and learning.

Temple's assessment of student learning website is organized around the six components of the National Institute for Learning Outcomes Assessment's (NILOA) Transparency Framework. The framework is designed to help institutions share assessment processes and evidence with stakeholders.

Figure 5.1. Temple University learning outcomes assessment transparency framework.



Temple is also engaged in efforts to advance the regional and national culture of assessment through its membership and participation in PHEAL (Pennsylvania Higher Education Assessment Leaders), NEAIR (North East Association for Institutional Research) and AIR (Association for Institutional Research). Temple administrators, faculty, staff and graduate students regularly contribute pre-conference workshops, concurrent sessions and posters at regional and national conferences.

LEARNING GOALS (CRITERION 1)

Temple University recognizes that effective assessment begins with clearly stated learning outcomes.¹² Temple has documented educational outcomes at the course, program, school/college and institutional (GenEd) levels. The university's course syllabi policy requires that all syllabi have the following information with respect to student learning assessment:

- a. A statement of the course goals and the learning outcomes that the instructor hopes students in the course will achieve.
- b. A statement of all required readings, supplies, equipment or other materials and information regarding where they can be obtained or whether the instructor will supply them.
- c. A statement of all academic requirements/evaluations in the course and the dates on which those assignments will occur or must be submitted. The instructor may make changes to the assignments or the schedule with reasonable notice to the students. The instructor's policy about the use of impromptu ("pop") evaluations should be noted.

In addition to noting learning outcomes and assessments on the syllabus, the university's learning management system (LMS), Canvas, allows faculty to align course or program learning outcomes to assignments.

While the APC manages the assessment-reporting process, responsibility for establishing student learning

¹² For purposes of this self-study, the terms learning goals and student learning outcomes (SLOs) are synonymous.

outcomes and assessing student learning resides with the faculty. University guidelines and the course inventory management system (CIM) require that all course and program proposals include clearly stated learning outcomes. The CIM process includes multiple layers of review and approval to ensure that program goals and learning outcomes are present and consistent with the broader university mission and goals. Departments and schools and colleges establish their processes for curriculum development and review.

GENERAL EDUCATION LEARNING GOALS AND ASSESSMENT

Temple's General Education Program (GenEd), also discussed under Standard III, centers on the development of eight core competencies (institutional learning goals). Upon completion of the GenEd curriculum and their undergraduate degrees, students should be able to:

1. Think critically (critical thinking).
2. Understand historical and contemporary issues in context (contextualized learning).
3. Understand and apply knowledge in and across disciplines (interdisciplinary thinking).
4. Communicate effectively orally and in writing (communication skills).
5. Identify and solve problems using scientific and quantitative reasoning (scientific and quantitative reasoning).
6. Function as an engaged citizen in a diverse and globalized world (civic engagement).
7. Identify, access and evaluate sources of information (information literacy).
8. Promote a lasting curiosity (life-long learning).

The GenEd website outlines the central tenets of assessment of the program: a) faculty are integral to the assessment process; b) student learning is best measured by examining work created in response to a classroom assignment; and c) locally derived questions or instruments are most useful in evaluating student work.

EXAMPLES OF GENERAL EDUCATION ASSESSMENT

Within GenEd, assessment is conducted at the course level as well at the program level. Direct, course-embedded assessments of student learning include papers evaluated with rubrics, portfolios, student learning conferences, tests, quizzes and oral presentations. Such assignments are required to be outlined on the course syllabus, and the assignments and student work is incorporated into program-wide assessment efforts. Program-wide assessments include periodic program review, the course recertification process, rubric-based direct assessments, surveys and focus groups, and the use of externally generated tests such as the ETS Proficiency Profile. GenEd recently completed a ten-year overview of their assessment activities (2009–2019), and developed a five-year assessment plan (2019–2023). Examples of assessments are provided below and in the evidence inventory.

Course Recertification

The General Education Curriculum policy charges the General Education Executive Committee (GEEC), a sub-committee of the Faculty Senate, with oversight of all GenEd courses including a review of all courses in the fifth year they are taught. Course recertification is a peer review process that provides an opportunity to document the effectiveness of courses and to ensure that courses remain committed to program-wide and GenEd area-specific learning goals. An additional goal of recertification is to generate information that may be shared with new instructors teaching a course, such as sample assignments that assess course and GenEd learning goals. For certification, faculty prepare a portfolio that includes a narrative reflection, syllabi, assignment prompts for major assessments, samples of student work, and documentation of how course assessments map onto program-wide and area-specific learning goals.

Additionally, courses approved as “writing intensive” undergo recertification every four years to ensure that they continue to meet the requirements set by the Writing-Intensive Course Committee.

Recertification portfolios are reviewed by the area coordinator, director, associate director and at least two GEEC members as outlined in the recertification guidelines. Reviewers use a rubric to determine whether the course continues to meet program-wide and area learning goals; when there are multiple sections of a course, if there is consistency across sections in terms of workload, level of difficulty, and assessment structure; and other factors such as whether new faculty are effectively oriented to the course objectives. If a course is found to be deficient, it is placed on probation, and the offering department is asked to submit an action plan to address concerns. Courses that are not recertified lose their designation as a GenEd course.

During the 2017–2018 recertification cycle, 37 portfolios were reviewed and 18 courses were put on probation for issues including not addressing learning goals, significant variability between sections in course content, average grade and workload, and insufficient instructor support in large sections. The course *War and Peace*, an option within the World Society area, was found to not be adequately addressing the learning goals for the area because many instructors focused primarily on war in the American context. A model syllabus was developed refocusing course content on war and peace through an international and historical lens, and a course coordinator was appointed to ensure adequate training for new instructors.

A recommendation across several courses was that departments identify a course coordinator to train new instructors, maintain a repository of materials, and ensure consistency through activities such as periodic grade-norming sessions. In response to the recommendation, the College of Liberal Arts, which houses 65% of GenEd offerings, created 19 GenEd course coordinator positions for their largest courses. In addition, GenEd staff, in collaboration with GEEC members and area coordinators, generated a guide for course coordinators to support the efforts of both new and existing course coordinators.

Data generated during recertification has also been used to analyze how and whether courses address program-wide competencies. GenEd conducted an analysis of 402 recertification portfolios from the years 2011–2016. One finding was that information literacy, a required learning outcome for all GenEd courses, was found to be addressed in only 79% of courses seeking recertification. Several actions were taken in response to this finding. First, the fall 2017 annual GenEd faculty assembly was devoted to the topic of information literacy. Next, GenEd continued to offer information literacy grants for assignment development and testing, but following the recertification review, began sharing assignment examples via the GenEd Faculty Canvas site. Finally, GenEd collaborated with Temple Libraries to administer the Threshold Achievement Test for Information Literacy in spring 2019 to gather more information on information literacy skill levels. Results showed that “self-reflection” or “student’s ability to question their own assumptions when evaluating the authoritativeness of a source of information” is an area for improvement. The GenEd program and Temple Libraries will work with faculty during 2019–2020 to generate resources for promoting the development of this disposition.

Oral Communication

In 2018–2019, GenEd conducted an assessment project to examine how courses develop student competency in oral communication, an important component of the “communicate effectively orally and in writing” learning outcome. GenEd collected over 100 video recordings of students from across all GenEd areas, having first acquired student consent to film. GenEd faculty were invited to participate as reviewers, and due to the high level of interest in the project, teams of four faculty members scored videos using a modified version of the AAC&U Oral Communication VALUE rubric. Average scores on all standards were in the 2 (out of 4) range, indicating that the skill was partially observable.

In addition, in spring 2019, GenEd administered a survey to all instructors who taught a GenEd

course in the prior two academic years. Of the 287 GenEd instructors who responded, 98% indicated that they provided opportunities for oral communication through a variety of mechanisms, including graded presentations, participation in class or breakout discussions, encouragement of questions or debates. Among respondents, 59% indicated their courses included some form of assessment of oral communication, with 55% requiring a formal oral presentation. A key finding was that while oral communication is encouraged and assessed, systematic instruction on effective oral communication is lacking. Five questions on the survey specifically addressed oral communication in online sections of GenEd courses. Among instructors of online sections, 70% required some audio or video participation using platforms such as VoiceThread, WebEx, Blue Button or Screencast-O-Matic; however, the most common reason for doing so was not to encourage the development of oral communication skills but to foster community.

In fall 2019, GenEd presented the assessment results to faculty and formed a working group to: 1) clarify GenEd's goals relative to the oral communication competency; 2) develop resources to support instruction of oral communication; and 3) develop or select a rubric to be used in assessment that aligns with the clarified oral communication goals. Towards these goals, in fall 2019, the GenEd coordinator for online courses began offering information sessions for online instructors, which included resources and support for using technologies that encourage oral participation.

Quantitative Literacy

In 2017–2018, GenEd conducted an assessment of quantitative literacy using the AAC&U Quantitative Literacy VALUE Rubric. The purposes of the study were to: 1) generate a baseline for future discussions of benchmarks, 2) understand areas of strength or weakness among students in GenEd *Quantitative Literacy* (QL) courses, and 3) expand instructors' awareness of the goals of GenEd QL courses. Student work was randomly selected, and 299 items were scored by teams of faculty reviewers. Analysis of scores revealed that the skills most frequently practiced through QL assignments were calculation (64%) and representation (61%), and the skills least frequently practiced were communication (24%) and assumptions (6%). This finding was consistent with the finding on Temple's 2016 National Survey of Student Engagement (NSSE) that only 46% of freshmen and 50% of seniors reported that they very often or frequently "use numerical information to evaluate real world problems or issues."

In 2018–2019, results of the study were shared with the GenEd Executive Committee (GEEC), the QL area coordinator and QL instructors via one online and one in-person information session. Weaknesses in application/analysis and communication were identified as areas of further action. GenEd met with faculty members in fall 2019 to discuss strategies for encouraging students to apply mathematical concepts, analyze data, and identify assumptions within the context of a GenEd course. GenEd also formed a working committee consisting of representatives of the GEEC and mathematics faculty to review the alignment of a pre-college level math course, a pre-requisite for some QL courses, with QL courses and to revisit the description of the QL competency.

ETS HEIghten Assessments

In 2017–2018, Temple participated in the pilot administration of the ETS HEIghten assessment on Civic Competency and Engagement. A total of 23 institutions and 1,818 students participated in the administration. The 80-item assessment, aligned with the GenEd goal of civic engagement, measures civic competency, attitudes and participation. Temple students received a score of 163.6 ("proficient") on the civic competency scale, on par with the comparison group (163.3). For civic attitudes, 66% of the responses for the Temple group, compared to 61% for the comparison group, were categorized at medium level of belief in civic and political efficacy and the norms and values of democracy. Twenty-four percent of Temple students, versus 18% of students within the comparison group, were categorized at the higher level of belief. The report also included the percentages of participation in a range of civic activities including volunteering for community service, signing a petition, discussing issues with others and raising

awareness about issues via social media. For example, Temple respondents were more likely than the comparison group to occasionally or weekly discuss political or social issues with others.

While Temple students were generally found to be more active in discussing issues and taking part in civic activities, the percentages of students actively working on matters of public interest were found to be low; for example 48% of students reported not having worked together on a matter of public interest while 23% reported having worked on such a project on campus and 15% in their local community. The HEIghten analysis is also consistent with Temple's 2016 NSSE findings that, while Temple seniors scored significantly higher than peers at similar institutions on 8 of 14 measures of civic engagement, they scored significantly lower on measures of ability to contribute to the well-being of one's community.

GenEd continuously aims to increase opportunities to engage with the community on civic projects. During summer 2019, the part-time PEX (Philadelphia Experience) Coordinator position was restructured to include responsibility not only for maintaining the PEX Passport, but also for implementing additional community-based activities.

Temple also participated in the ETS HEIghten assessment on Intercultural Competency and Diversity. This measure cuts across GenEd competencies and aligns with Temple's historic commitment to diversity. On the "analyze and act" scale—which measures the ability to take in, evaluate and synthesize relevant information without the bias of preconceived judgments and to translate thoughts into actions—the overall score for Temple was 167 (proficient), slightly higher than the comparison group (166.3). On the subscales for cultural self-efficacy and positive cultural orientation, Temple respondents scored 12.3 compared to 12.0 for the comparison group.

Ethical Reasoning

The visiting team report from the 2013 periodic program review of GenEd suggested a more intentional curricular focus on ethics or ethical reasoning. Around this time the Intellectual Heritage (IH) program, a required two-course component of GenEd, was considering a curricular revision. In 2016–2017, GenEd and IH faculty collaborated on the development of a rubric to assess ethical reasoning across six areas: 1) perspective-taking and self-examination; 2) historical, social and cultural contexts for value systems; 3) responsibility to others; 4) effects of power; 5) complexity and ambiguity; and 6) common good. Nine raters evaluated 263 items of randomly-selected student work on a scale of 0 (failed to meet) to 4 (achieved understanding).

Ratings for each of the six standards were low, ranging between .94 (common good) to 1.91 (perspective). The assessment, however, did reveal that there were increases in competency on five of the six areas between student completion of IH 851 and IH 852, ranging from an improvement of 0.08 on "complexity and ambiguity" to an improvement of 0.28 on "historical, social, and cultural contexts for value systems" and "effects of power." In spring 2019, faculty offered a workshop on using in-class activities to develop ethical reasoning skills. During 2019–2020, the IH curriculum committee will be discussing the learning goals for the two-course sequence, including adoption of an ethical reasoning goal.

PROGRAMMATIC ACCREDITATION

Temple University has more than 40 instances of specialized or programmatic accreditation. These external accreditors require that the school or program meet defined standards for establishing student learning outcomes and assessing these outcomes. For example, following the fall 2018 ABET accreditation visit for the Bachelor of Science in Engineering Technology program in the College of Engineering, the team noted the following:

It was noted that the Engineering Technology Program Self Study Report presented 11 cogent rubrics that serve to assess student performance demonstrating the achievement of each Student Outcome. Each rubric contains five descriptors of performance levels ranging from

advanced through to unsatisfactory and also specifies at least two performance indicators. This careful delineation of degrees of performance and establishment of indicators demonstrates an atypical investment of effort and attention to the assessment of student outcomes.

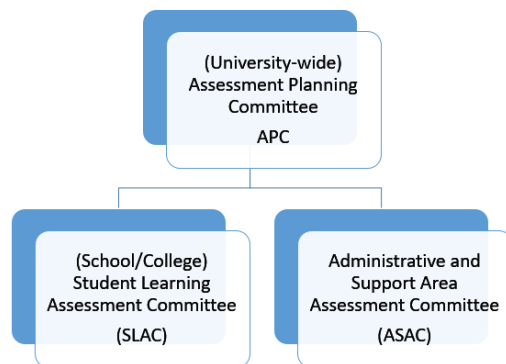
ORGANIZED AND SYSTEMATIC ASSESSMENT PROCESSES (CRITERION 2)

Assessment of student learning is an institution-wide responsibility. The Assessment and Evaluation team (A&E) within the Office of Institutional Research and Assessment manages the assessment process in close collaboration with the Assessment Planning Committee (APC), schools/colleges and administrative units.

ASSESSMENT PLANNING COMMITTEE (APC)

A&E works closely with the long-standing university-wide Assessment Planning Committee to facilitate assessment. APC was formed in 2007 with the primary charge of coordinating practices around the assessment of student learning, including training and reporting. The deans of each school and college were asked to appoint a representative as were administrative units whose work supports student learning (i.e. student affairs and computer services). In 2017–2018, APC was expanded in scope and membership to include administrative and student support areas. Today APC operates as a committee of the whole with two subcommittees (see Figure 5.2). The committee uses a Canvas community for the posting and sharing of documents and for announcements.

Figure 5.2 University-wide Assessment Planning Committee.



The school/college and administrative area representatives are responsible for ensuring assessment is taking place in their respective units (assessment coordinators). In the schools and colleges, assessment is primarily managed by an assistant or associate dean who is either a faculty member or full-time administrator. With recent changes to the school/college representatives, A&E developed a document outlining the role of the assessment coordinator. The document was shared with APC for feedback and disseminated to all assessment coordinators at the start of the 2019–2020 year.

ANNUAL ASSESSMENT OF STUDENT LEARNING REPORTING PROCESS

Assessment of student learning is the responsibility of faculty and resides within each academic program or school/college, with central expectations for reporting assessment and use of results. Temple's systematic process for reporting assessment of student learning has been in place since 2007. While the

reporting process has been reviewed and enhanced regularly over the years—both in terms of format and submission process—the core components have remained focused on the elements of good assessment: student learning outcomes, learning opportunities, mode of assessment, findings and uses of information to improve teaching and learning.

The university's assessment reporting cycle allows units to annually report completed, in-progress and planned assessments. There are four steps in Temple's annual assessment of student learning process: review of programs, annual reporting, report review, and follow-up.

Step 1: Review of Programs

The assessment reporting year begins with a review, by the assessment coordinators, of academic programs required to submit annual assessment reports. Within a unit there may be multiple required submissions. For example, the History Department in the College of Liberal Arts submits reports for each degree level: BA, MA and PhD. Over the summer, the assessment coordinators review a list of academic programs to confirm the roster of programs and to verify or update the name of the faculty contact to receive the annual assessment report request. Reports are deployed via the Student Learning Assessment Management System (SLAM). Within SLAM there are defined roles:

- Administrator—access to all submissions
- Assessment Planning Committee member (assessment coordinator)—access to assessment reports within a defined school/college unit
- Submitter (faculty)—able to complete and submit report(s) for a defined academic program; can assign additional faculty to review and contribute

Step 2: Annual Reporting

Every August, SLAM opens and the designated faculty members receive an email alerting them to the start of the new assessment reporting cycle. Assessment reports are due October 31 of each year. Often institutions select an end-of-school-year due date for assessment reporting. At one time, Temple did as well, but feedback collected from faculty and the assessment coordinators revealed that a May deadline resulted in incomplete or rushed reports. As many assessments are conducted over the full academic year or in the spring, units needed the summer months to compile and review data. Programs also struggled with what to report if some assessments were completed over one year with an action or improvement and re-assessment being planned for an upcoming year. After discussion, APC decided to open the reporting system in summer with an October 31 submission deadline. The due date also coincided nicely with a Halloween message that “assessment is not scary.” Modifications to the report template allowed programs to provide information on both completed and planned assessments. Completed assessments are those for which data were collected, analyzed and disseminated with planned uses for improvement as of the reporting period. Planned assessments are those that are continuing or that will be launched in the current academic year.

The SLAM assessment report form also allows for the reporting and tracking of achievement of program goals such as retention, graduation or career placement. The General Education program also submits an annual assessment report tracking student achievement of the institutional learning goals.

The report form includes the following sections and subsections:

1. Student Learning Outcomes (SLOs)
2. Specialized Accreditation (e.g., ABET for programs in the College of Engineering)
3. Assessment Activities and Results
 - Name of the assessment activity

- SLOs assessed during this activity
- Assessment method used to assess the learning outcomes
- Findings from this assessment activity
- How are the findings from this assessment activity used for program improvement?
- With whom are the findings from this assessment activity shared?

4. Planned Assessment Activity

- Direct assessment activities
- Indirect assessment activities
- Outcome/achievement measures planned to monitor this year
- Other assessment activities planned for upcoming year

5. Supporting Documents

Program-specific examples of assessments and uses of data for program improvement are included later in this section and in the evidence inventory.

Step 3: Report Review

Once a program submits an assessment report, it goes to the designated assessment coordinator for review. The coordinator reviews and can either a) accept and submit to A&E, or b) return the report to the program with feedback. This allows the coordinator to identify if a unit's assessment is incomplete or of insufficient quality early in the annual reporting process. Examples of concerns that may need to be addressed include imbalance of direct and indirect assessments or lack of information on use of results. The assessment coordinators regularly receive updates from A&E on the submission status of their respective programs and can also go directly into SLAM to view assessment reports.

The current process for reviewing reports resulted from feedback on the prior assessment reporting tool, a Qualtrics survey. With Qualtrics there was no workflow component. Surveys were submitted directly to A&E. A rubric was created to review all submissions, and volunteers from APC were assigned sets of assessment reports to review. This was a time-intensive process, and since reviewers read reports from outside their schools/colleges, there were concerns that reviewers were not familiar with discipline-specific assessment practices. As a result, feedback was often not useful.

In SLAM, assessment coordinators have primary responsibility for reviewing assessment reports for their units. A&E developed a checklist rubric that coordinators use to check for the presence and quality of key elements in the assessment report. A&E maintains a report of submissions and works with coordinators to ensure outstanding reports are submitted.

Step 4: Follow-up

A&E works with coordinators to identify reports to be used as examples of best practices as well as reports that need to be strengthened. If there are concerns about a particular assessment report, the director of assessment and evaluation will conduct a second review. In addition, an assessment report review summary is developed to assist the coordinator in working with a unit or across programs to improve assessments. For example, in 2016–2017, a review summary was developed for the College of Liberal Arts (CLA). One of the areas of concern for some programs was the overuse of indirect measures of student learning. The CLA director of assessment developed a feedback letter to provide each program with a summary of the strengths and weaknesses of their reports. The feedback letter provided guidance on possible actions the program could take to strengthen assessment. The subsequent reports showed increased use of direct assessments.

TRAINING AND PROFESSIONAL DEVELOPMENT

Assessment Resources is a component of the NILOA Transparency Framework. Temple provides an array of resources to support assessment of student learning. Assessment training and support is available at the unit and university level and includes online resources, workshops and personalized programs and consultations. The director of assessment and evaluation frequently visits the schools and colleges and recently conducted assessment trainings or discussions for faculty and chairs in the Boyer College of Music and Dance, School of Theater, Film and Media Arts, College of Science and Technology, and College of Liberal Arts.

Online resources

The Assessment and Evaluation section of the Institutional Research and Assessment website contains an assessment resources page that includes videos on 1) developing program-level student learning outcomes; 2) curriculum mapping; 3) direct and indirect assessments; and 4) using results. There are also links to other useful resources, such as a list of student-learning-outcomes action verbs and information on the Association of American Colleges and Universities (AAC&U) Value Rubrics.

Center for the Advancement of Teaching (CAT)

The Center for the Advancement of Teaching, also discussed under Standard III, provides individual consultations, workshops and other resources for faculty. Via the resources section of the CAT website, faculty can access information related to assessment. For example, the site provides a link to Canvas resources to help faculty develop rubrics within their course sites.

Workshops

Since 2014, A&E has sponsored assessment socials, a spring or summer gathering of assessment coordinators and faculty from across campus to discuss and showcase assessment of student learning. Topics and activities have included developing rubrics and using technology to enhance assessment of student learning.

In summer 2018, Temple hosted the North East Association for Institutional Research (NEAIR) Drive-in Summer Professional Development Series event. A full morning workshop—Assessment: Everything Under the Sun—focused on strategies for building a campus-wide, comprehensive approach to assessing student learning and institutional effectiveness and opportunities to strengthen and sustain assessment approaches. Participants were also able to share examples of assessment “best practices” from their campuses.

USE OF ASSESSMENT RESULTS FOR IMPROVEMENT (CRITERION 3)

Academic units regularly use assessment results to improve educational effectiveness. Via their annual assessment reports, units provide examples of how assessment is used to improve learning at the course and program levels. An example of at least one assessment report from each school or college is available in the document inventory, and examples from the 2017 and 2018 assessment reports are provided here. Examples include assessments at the undergraduate, graduate and professional level and from degree and certificate programs.

TYLER SCHOOL OF ART AND ARCHITECTURE

A learning outcome for the bachelor of science degree in horticulture is to develop verbal and professional presentation skills. The program assesses this learning outcome through a project presentation reviewed with a rubric in the *Senior Seminar* and *Food Crops I* courses. Findings from the 2017–2018 assessment showed that students needed more experience presenting. Faculty discussed the results and decided to add additional presentation assignments into other required courses. Changes were implemented in 2018–2019 and will be reassessed.

FOX SCHOOL OF BUSINESS AND MANAGEMENT

A learning outcome for the bachelor of arts in business administration is to apply critical thinking skills to business decisions. The program assesses this learning outcome using specific questions mapped to this outcome from various exams across the curriculum. The expectation for success is that 70% of students perform at or above the satisfactory level. Findings from the 2017–2018 assessment showed that the benchmark was not met in several of the required courses. The results were discussed, and the program decided to take the following actions: review course assessment questions and map them to specific critical thinking traits to allow for deeper analysis of student performance and beta-test a critical thinking rubric to ensure it is aligned with course outcomes.

KORNBERG SCHOOL OF DENTISTRY

The DMD in dentistry program has 32 student learning outcomes. Thirty of the 32 outcomes are assessed through clinical competency exams. All students must pass these exams. The school tracks first-time pass rates, and if the first-time pass rate is below 80%, changes are discussed. During academic year 2017–2018, the first-time pass rate for surgical endodontic examination diagnosis and treatment was 70.5%. Faculty discussed the results and decided to increase the number of required endodontic procedures, anticipating that more experience should lead to a higher first-time pass rate.

COLLEGE OF EDUCATION

Student learning outcomes for the graduate certificate in instructional learning technology are assessed using an e-portfolio. Students demonstrate their knowledge and skills by compiling evidence from coursework and practicum experiences in an e-portfolio. Review of portfolios indicated the need for improvement for two student learning outcomes: delivering technology services and fostering professionalism. In response to the findings, each student will be required to complete tasks related to technology services within school buildings and become a member of a professional organization related to the use of educational technology.

COLLEGE OF ENGINEERING

Student learning outcomes for the bachelor's degree in bioengineering are assessed using course embedded examinations and assignments mapped to student learning outcomes and scored using a rubric developed by the Bioengineering Department's faculty and consisting of four levels ranging from novice to master. Findings from the 2018 assessments demonstrated that students were meeting expectations in all student outcomes (SO) except for "SO E" (ability to identify, formulate, and solve engineering problems (only 50% met expectations). Additionally, students only marginally met the criteria for "SO F," an understanding of professional and ethical responsibility. Faculty discussed results and adjusted class activities and assignments to include more engineering problem identification. Bioengineering learning outcomes are additionally assessed through a survey in which students are asked to specifically rate their own learning with respect to each learning outcome. This survey supported direct assessment findings for "SO F" in that students felt that they had not progressed with respect to developing professional and ethical capacity in bioengineering. Faculty for the *Entrepreneurial Bioengineer* and *Research Design and Methods* courses are working on integrating ethics within the curricula of these courses.

COLLEGE OF LIBERAL ARTS

The bachelor of science degree in neuroscience includes the following student learning outcomes: acquire a fundamental knowledge of molecular and cellular aspects of neuroscience, gain a fundamental knowledge of brain plasticity, learn about neurobiological aspects of brain disorders, and demonstrate a clear understanding of laboratory techniques. The program assesses these learning outcomes through a pre-test administered in the introductory core course and a post-test administered in the capstone course.

Results from the 2017–2018 assessments revealed an average increase in score of 37% for senior students. This pre-test/post-test assessment has been administered since 2014, and findings over the years have resulted in the addition of several new courses such as *Conducting Neuroscience Research*, *Current Topics in Neuroscience*, and *Neuropharmacology of Drugs of Abuse*. Assessments have demonstrated that because of these curriculum changes, students are getting more specialized information and developing more refined scientific communication skills. As part of the program's continuous improvement efforts, faculty have revised the pre/post-test to assess two additional learning outcomes: gene/environment interactions and scientific literacy and communication. These changes to the assessment were implemented in 2018–2019, and results will be discussed in the program's next assessment report.

The bachelor's degree in Asian studies includes student learning outcomes of conducting research, presenting research findings orally and in writing, developing and arguing a thesis, and interpreting and explaining facts, trends and themes. These outcomes are assessed using a rubric on various writing assignments and exams in the capstone course. Findings from the 2018 assessment showed that 60% of students met expectations for the interpretation and present research outcomes, 40% met expectations for conducting research, and only 10% satisfactorily met expectations for developing a thesis. Faculty discussed these findings and proposed restructuring the major to include a writing-intensive course that would be a prerequisite for a capstone course in Asian studies. Changes will be implemented and reassessed pending approval of the restructure.

KLEIN COLLEGE OF MEDIA AND COMMUNICATION

A learning outcome for the bachelor's degree in journalism includes developing the ability of students to tell stories emanating from a diverse urban environment. The program assesses this learning outcome using a portfolio evaluation in *Writing for Journalism*, a writing-intensive course. Findings from the 2017–2018 assessment showed that students were not fully meeting the standards set for this student learning outcome. Faculty discussed the results and decided to add more off-campus stories to two courses: *Writing for Journalism* and *A/V Newsgathering*. In addition, they added a second semester of the course *Philadelphia Neighborhoods*.

BOYER COLLEGE OF MUSIC AND DANCE

The bachelor's degree in music therapy includes the following student learning outcomes: demonstrate the ability to play functional music on piano, demonstrate skills in voice, especially related to group singing, and demonstrate guitar skills. The program assesses these three student learning outcomes through a music skills exam taken during the senior year prior to the music therapy internship. The criteria for passing the exam are aligned with the professional accreditation criteria. Findings from the 2018 assessment demonstrated that two out of seven students did not meet the standards for passing the exam, and thus did not meet the learning outcomes. Faculty discussed the results and decided to move the timing of the examination to provide additional time for students to develop their music skills.

COLLEGE OF PUBLIC HEALTH

The bachelor of science degree in public health assesses various student learning outcomes through a required internship. All internship assignments, including a final paper and project, are assessed using a rubric. Additionally, the internship supervisor also completes a mid-semester and end-of-semester evaluation of each student. Findings showed that 98% of students met or exceeded expectations. Areas of improvement cited by supervisors, however, included taking more initiative and employing problem-solving skills, oral communication skills, and more knowledge of a variety of computer applications. To address the concerns regarding computer skills, the College of Public Health created a new course, *IT Applications for Health*, which is required for the bachelor of science in public health program.

COLLEGE OF SCIENCE AND TECHNOLOGY

The bachelor's degree in physics includes the following student learning outcomes: developing appropriate laboratory skills for the analysis of physical systems and using mathematical methods to study physical models. The program assesses these learning outcomes using two selected problems on the final exam of Physics 3101, which are graded with a rubric aligned to the student learning outcomes. Findings from this assessment showed that students performed significantly lower than expected on dimensional analysis. Faculty discussed this finding and decided to address this area of weakness by adding a dimensional analysis component to the *Mathematical Physics* course.

USE OF ASSESSMENT INFORMATION IN OTHER PROCESSES

The use of assessment results is incorporated into accreditation reports, the budget planning process, and the course and program approval process. Examples of use of assessment in the budget planning process are discussed under Standard VI and use of assessment in the course and program approval process is discussed under Standard III.

THIRD-PARTY PROVIDERS (CRITERION 4)

Temple University does not use a third-party provider to conduct assessment on behalf of the university or its programs.

ASSESSMENT OF THE EFFECTIVENESS OF ASSESSMENT PROCESSES (CRITERION 5)

As described earlier in this chapter, the annual process for assessing student learning has a built-in evaluation process designed to assess not only compliance with assessment expectations but also the quality of assessment. In addition, Temple conducts regular reviews of its assessment processes, most notably the recent reviews of the assessment reporting system and university-wide guidelines for survey administration. Other “assessments of assessment” are built into the design of initiatives, such as the follow-up survey administered following periodic program review.

ASSESSMENT SYSTEM REVIEW

Temple originally purchased Blackboard Outcomes to manage assessment reporting. When the vendor could not address system issues, and with an anticipated request for proposals (RFP) to select a new campus-wide LMS, Temple began use of a survey, disseminated via Qualtrics, to collect annual assessment information. After three years of using Qualtrics (2014–2016), users expressed several frustrations, the most significant of which was that a survey platform could not store learning outcomes, resulting in time-intensive re-entry of data from year to year.

After a review of other third-party software solutions, Institutional Research and Assessment opted to develop a home-grown system. The Department of Computer and Information Science in the College of Science and Technology regularly solicits administrative areas for system development projects for students enrolled in the capstone course for the Information Science and Technology (IS&T) program. The projects are the culminating assessment for the students in the program. During the spring 2016 and fall 2016 semesters, the IS&T student project team met with A&E and members of APC to review system needs and specifications. The system, SLAM, was tested in summer 2017 and implemented in fall 2017. A&E manages the system, provides training materials for faculty including handbooks and videos, regularly collects user feedback and makes system adjustments as needed.

Multiple enhancements, including several designed to facilitate assessment coordinator feedback on the quality of the assessment report, were made to the system for the launch of the 2019 assessment reporting cycle. These included:

- A message center for the assessment committee members/assessment coordinators (ACMs) to send emails to all or select faculty from within the system.
- Guides for ACMs and faculty on how to use the system, including completing and sending reports.
- Faculty ability to review ACM comments and reply to those comments within the system.
- More detailed messaging when a faculty member is not able to submit a report due to incomplete sections.
- An option for ACMs to re-open a submitted report and allow the faculty to make further changes.

SURVEY REVIEW

Surveys are a common measure used to assess student satisfaction and attitudes about their learning. Although they are most often an indirect measure, when surveys are designed to elicit information on student knowledge or skill attainment (exit survey or practicum evaluation), they can be an effective way to measure learning. Surveys are also helpful in measuring student satisfaction and use of various support resources. The Temple University Survey Coordination Committee (TUSCC), formed in 2010, is responsible for ensuring surveys are administered in a fair and efficient manner. The survey committee maintains a calendar of survey admissions to ensure students, faculty or staff are not over-surveyed and that surveys do not compete for responses. Offices or individuals interested in administering a survey are required to submit the “Temple University Institutional Survey Application for Approval” outlining the purpose of the survey, intended population and mode of administration.

In spring 2019, a subcommittee of TUSCC met to review survey guidelines and data on nature and number of survey administrations. The review was prompted by increases in the overall number of surveys being distributed, more surveys being distributed within schools/colleges or courses, and an increased number of phishing scams appearing as links to surveys. The goal of the review was to provide recommendations on how to improve administration processes and increase awareness of the survey guidelines and the role of TUSCC. Additionally, the subcommittee reviewed survey administration guidelines from other institutions. Recommendations for improvement being considered or implemented for 2019–2020 include:

- Display a master survey calendar on IRA website.
- Provide a clear description of the survey application review process.
- Publish a guide on survey best practices on IRA website.
- Replace the paper survey application with an electronic survey application.
- Post survey links on TUportal to combat phishing email messages that include fraudulent survey links. This will provide a more secure option for accessing a link to a survey.
- Establish processes within the schools/colleges for approving and tracking surveys that are disseminated within their respective school/college or within courses as part of course work or assignments. The TUSCC will provide recommendations on how to manage small-scale surveys.
- Evaluate implications of a university-wide Qualtrics site license.

EVALUATION OF PERIODIC PROGRAM REVIEW (PPR)

As part of Temple’s periodic program review process, programs are required to complete a continuous improvement survey one, three- and five-years post-program review (1-3-5 surveys). The one-year version of the survey contains questions regarding the program review process and experience. Responses are summarized and suggestions are reviewed by the Office of the Provost. Responses from spring 2015 to spring 2019 demonstrated that departments agreed that:

- PPR helped our department think strategically about our future (4.39).¹³
- Our self-study provided a realistic assessment of the overall functioning of the unit (4.46).
- The visiting team report provided a comprehensive assessment of the overall functioning of our unit (4.22).
- Data provided for the self-study was helpful (4.15).
- The PPR process provided guidance on areas of improvement for us to consider (4.30).
- Faculty in the department actively participated in the PPR process (4.39).
- The unit was satisfied with the composition of the external review team (4.46).

Open-ended comments and suggestions for improvement included clarifying the data packet; scheduling meetings with other department chairs, department staff and other university administrators during the evaluation visit; and providing a sample self-study. Assessment results led to the following changes in the program review process: 1) with permission from the Music Studies program, their self-study is provided as an example; 2) the director of assessment and evaluation schedules an in-person meeting with the chair to review the data packet; 3) the Vice President for Research is invited to participate in the reviews when appropriate; and 4) meetings with program staff or other department chairs are scheduled when appropriate and possible. Information from the 1-3-5 surveys will be incorporated into the comprehensive review of the program review policy scheduled for 2019–2020.

CONCLUSION AND SUGGESTIONS FOR IMPROVEMENT

Temple has an established process for annual assessment reporting. There are resources in place to support faculty in developing student learning outcomes that align with Temple's mission and institutional learning outcomes and in creating assessments to effectively measure student achievement. The annual assessment reporting process captures both completed and planned assessment and provides evidence that assessment is used for improving educational effectiveness. Assessment results are used in periodic program review, accreditation reporting, budget planning and course/program approval processes. Several suggestions emerged from the work group for Standard V. To continue to sustain the strong culture of assessment and to build on existing efforts, Temple should:

1. Consider additional incentives to involve more faculty, including adjunct faculty, in program and school/college assessment planning and activities.
2. Provide for greater involvement of students in assessment processes by including student representatives on the Assessment Planning Committee. Note: An undergraduate and graduate student were added to APC for 2019–2020.
3. Add additional trainings for faculty to reinforce the relationship between teaching, learning and assessment.

¹³ Respondents are asked to rate the extent to which they agree with a set of statements regarding periodic program review with 5 = strongly agree and 1 = strongly disagree. A five-year average rating is provided in this report.

EVIDENCE INVENTORY DOCUMENTS FOR THIS STANDARD

Documents are listed in the order they appear in this chapter and as the file name appears in the Evidence Inventory. *Note: As many documents appear across standards and criteria, the document filenames include references to all standards and criteria for which the document is relevant.*

SI-SVII Temple University Mission Statement	SV.C2 Checklist rubric for assessment coordinator review of annual reports
SV.C1 NILOA Transparency Framework	SV.C2 College of Liberal Arts Assessment Report
SII.C2_SV.C1 Course Syllabi Policy	SV.C2 CLA_Providing Effective Assessment Feedback presentation
SIII.C1.SV.C1 Examples of CIM Course Proposals	SV.C2 Assessment Resources
SIII.C1.SV.C1 Examples of CIM Program Proposals	SV.C2 Center for the Advancement of Teaching: Resources
SV.C1 GenEd Assessment Outcomes 2009-2019	SV.C2 Canvas Resource for Developing Rubric in Course Sites
SV.C1 Brief Overview of GenEd Assessment 2009-2019	SV.C2 NEAIR 2018 workshop_Assessment Everything Under the Sun
SV.C1 GenEd Assessment 5-Year Plan	SV.C3 Tyler BS in Horticulture Assessment Report
SV.C1 General Education Curriculum Policy	SV.C3 Fox BA in Business Administration Assessment Report
SV.C1 Course Recertification Process	SV.C3 Kornberg DMD in Dentistry Assessment Report
SV.C1 GenEd Annual Assessment Report	SV.C3 College of Education Graduate Certificate in Instructional Learning Technology Assessment Report
SV.C1 GenEd Course Coordinators Guide	SV.C3 College of Engineering BS in Bioengineering Assessment Report
SV.C1 GenEd Recertification Analysis	SV.C3 College of Liberal Arts BS in Neuroscience Assessment Report
SV.C1 GenEd Oral Communication Assessment Project	SV.C3 College of Liberal Arts BA in Asian Studies Assessment Report
SV.C1 2017-2018 Quantitative Literacy Assessment and Presentation	SV.C3 Klein College BA in Journalism Assessment Report
SIV.C6_SV.C1_SVII.C4.C5 NSSE Executive Summary 2013 and 2016	SV.C3 Boyer BA in Music Therapy Assessment Report
SV.C1 ETS HEIghten Report—Civic Competency and Engagement	SV.C3 College of Public Health BS in Public Health Assessment Report
SV.C1 Philadelphia Experience (PEX)	SV.C3 College of Science and Technology BS in Physics Assessment Report
SV.C1 HEIghten Report—Intercultural Competency and Diversity	SV.C3 Beasley School of Law 2017-2024 Assessment Plan and 2017_18 JD Program Assessment Report
SV.C1 2013 GenEd Periodic Program Review Report	SV.C3 Lewis Katz School of Medicine MD Program Assessment Report
SV.C1 2017 Ethical Reasoning Assessment	SV.C3 School of Pharmacy PharmD Assessment Report
SIII.C1_SV.C1 Accrediting Bodies or Entities Accrediting or Recognizing Temple University Programs	SV.C3 School of Podiatric Medicine Assessment Report
SV.C1 ABET Accreditation Report for BS in Engineering Technology	SV.C3 School of Social Work MSW Assessment Report
SV.C2 Assessment Planning Committee Membership 2019-2020	SV.C3 School of Sport Tourism and Hospitality Management BS in Tourism Assessment Report
SV.C2 Role of the Assessment Coordinator	SV.C3 School of Theater and Film and Media Arts BFA in Musical Theater Assessment Report
SV.C2 Assessment of Student Learning	
SV.C2 Student Learning Assessment Management System (SLAM) Assessment Committee Member Guide	
SV.C2 Student Learning Assessment Management System (SLAM) Faculty Member Guide	
SV.C2 SLAM Assessment Report (template)	
SV.C2 SLAM Report screenshots	

SV.C5 IS&T Capstone Client Project Proposal_SLAM

SV.C5 Temple University Survey Coordination Committee Membership 2019-2020

SV.C5 Guidelines for Administering Surveys

SV.C5 2015-2020 Calendar of Survey Admissions

SV.C5 Temple University Institutional Survey Application for Approval

SIII.C8_SV.C5_SVII.C4.C5 Periodic Program Review Policy

SIII.C8_SV.C5 Periodic Program Review Plans for Improvement Survey (one-year post-review version)

SIII.C8_SV.C5 Periodic Program Review Plans for Improvement Survey (three-year post-review version)

SIII.C8_SV.C5 Periodic Program Review Plans for Improvement Survey (five-year post-review version)

SV.C5 Evaluation of Periodic Program Review One Year Survey (2015-2019)

SIII.C8_SV.C5 Music Studies 3-Year Post-PPR Report

SS Frequently Referenced Websites

STANDARD VI: PLANNING, RESOURCES AND INSTITUTIONAL IMPROVEMENT

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

Institutional Priorities Most Closely Aligned with this Standard:

- ✓ Access and Affordability
- ✓ Teaching and Learning
- ✓ Service and Engagement
- ✓ Identity, Diversity and Community

Temple University regularly engages in planning and has processes in place to ensure that academic and administrative units are aligning decisions and use of resources with the mission and goals. The review of Temple's mission statement and reaffirmation of the strategic points (Academic Compass) confirmed Temple's historic and current commitment to opportunity, engagement and discovery. Central to the institution's ability to respond to opportunities as well as challenges is a budget model that is transparent and data-driven with clear accountability for allocated resources, including those that recognize innovation. The university's overall fiscal wellness is documented through additional information provided in the evidence inventory.

INSTITUTIONAL OBJECTIVES (CRITERION 1)

As described under Standard I, Temple's institutional goals are defined as the strategic points:

- Opportunities for Success
- Research Excellence
- Metro-Engagement
- Global Commitment
- Destination Temple (Compass Center)

The goals align with the university's mission and provide a foundation on which the schools, colleges and administrative units can develop their plans and goals. As described earlier in this report, the academic and administrative support units complete annual budget packets as part of the university's budget process. Units are required to describe their mission, vision and core values, and requests for funds need to be aligned with the university's mission. The budget model and processes are discussed further under Criterion 3 for this standard.

PLANNING AND DECISION-MAKING PROCESSES (CRITERION 2)

Annual or ongoing planning and decision-making processes in which units must describe planning, goals, assessments and continuous improvement include:

- Unit-specific strategic planning,
- Periodic program review,

- Budget planning,
- Capital expenditures requests,
- Assessment reporting, and
- Annual reports to senior leadership.

The recent revision of the mission statement allowed for broad cross-campus participation and incorporated assessment findings. Temple has processes and reports in place for tracking the achievement of strategic priorities. In annual reports and budget planning documents, units are required to outline progress in meeting their strategic priorities and annual goals. Schools, colleges and administrative units are encouraged to develop their own strategic plans in alignment with the university's mission and goals (strategic points).

PLANNING EXAMPLES

Recent examples of unit-focused planning initiatives include the newly formed Provost's Futures Committee and the strategic planning processes recently completed by the Division of Student Affairs, Tyler School of Art and Architecture, and the Fox School of Business and Management.

Futures Committee

In summer 2019, the provost convened the Futures Committee, a group of five deans that will meet with her regularly to chart an academic path for the future that aligns with Temple's mission, goals and strategic points. The work of this committee is intended to occur parallel to the discussions of the Board's Strategic Direction and Long-Range Planning Committee.

Discussions will be more granular than typically occur in traditional planning discussions and will focus on an array of issues and questions such as:

- Faculty of the future,
- Nature and number of academic programs,
- Changing demographics,
- Relationship between in-person and online education, and
- International education.

The discussions will coalesce around an agenda that will then be shared and discussed more broadly with all of the deans and with other members of the university community.

Division of Student Affairs

In fall 2016, the Division of Student Affairs formed a strategic planning committee and launched a strategic planning process that began with an assessment of workplace satisfaction, organizational culture, the division's current state and future aspirations. Staff across the division were invited to participate in two half-day working sessions designed to identify student needs, division strengths and opportunities for the future. Through the assessment and planning process, Student Affairs developed a comprehensive plan to guide the division through the next five years:

It is a plan with vision and a sense of purpose that every member of the staff—regardless of department or position—can relate to and embrace. Strategic initiatives will drive significant change and advance the support and opportunities provided to students in the coming years. This work will be grounded by articulated values that all staff will be expected to uphold.

The mission of the division is to “create comprehensive experiences to engage, develop and retain Temple University students.” The Student Affairs values—excellence, inclusion, innovation, integrity and respect—are in direct alignment with the university’s mission, ideals and goals.

The strategic plan outlined five aspirations, each of which is supported by three to five strategic initiatives. The initiatives include outcomes and action items to drive completion. Student Affairs purchased Cascade to manage implementation of the strategic plan. With this system, the plan will be able to be tracked and a variety of reports generated. Additionally, metrics from other data sources can be incorporated to help inform progress on a variety of goals. Improvements already implemented as a result of the strategic planning process include allocating additional resources for the Crisis Assessment Response and Education (CARE) Team and the creation of the position of senior associate dean for student engagement in the Dean of Students’ Office.

Tyler School of Art and Architecture

Following her arrival at Temple in July 2017, the dean began a two-year process to assess, plan, and implement school-wide initiatives. In 2017–2018, Tyler engaged a consultant to research issues and opportunities. The consultant reviewed written documents and online information, conducted interviews with 27 Tyler faculty and staff members, and summarized survey responses from 36 additional Tyler faculty and staff members and 11 Tyler students. Four objectives emerged from the research:

- Making it easier for students and faculty to collaborate across programs and nurturing a culture that actively encourages collaboration.
- Revising administrative structures and processes to reduce the burden on faculty.
- Increasing diversity and equity at Tyler: ensuring that faculty reflect a wide range of race, gender, orientation, and artistic practice, conveying inclusivity and support to a diverse student body.
- Achieving a more distinct identity for Architecture and Environmental Design (AED) within Tyler, enabling increased public visibility, stature and external support.

The consultant’s report was shared with faculty and staff and led to broader planning conversations, including a survey of alumni and donors about a potential name change for the school. Steps taken by the school to address the objectives include the recently Board-approved proposals to restructure departments and programs and to expand the name of the school from the Tyler School of Art to the Tyler School of Art and Architecture. Tyler is currently working on a three-year plan to track and measure success in meeting its objectives.

Fox School of Business and Management

In fall 2018, the new dean announced the launch of a strategic planning process. Having reached the intended end year of the prior plan, the new planning process provided an opportunity to evaluate the current strategies and metrics and to advance a change in culture. The dean commissioned a Strategic Planning Taskforce (SPTF) comprised of faculty, administrators, staff, students and alumni to work with an outside consultant to develop the components of the plan. The SPTF evaluated the school’s resources; considered capabilities and core competencies; identified the distinctive attributes that contribute to the school’s competitive advantage; identified and assessed all stakeholders impacted by, or potentially affecting, the planning process; and identified peer and aspirant schools to be used as part of a market landscape analysis.

The new plan is outcomes-focused and includes a mission statement, vision and culture statements, and a set of values that include guiding principles. Key performance indicators are being developed to track progress in meeting the plan’s objectives.

BUDGET PROCESS (CRITERION 3)

As a state-related institution, Temple's budget planning process is directly impacted by its relationship with the Commonwealth of Pennsylvania. Temple University, like most institutions of public higher education, has felt economic strains in recent years. The Commonwealth of Pennsylvania was once a major underwriter of public higher education, but significant financial pressures in the state have resulted in declining support. Pennsylvania invests less per capita in higher education than 47 of the 50 U.S. states.¹⁴ Where just 30 years ago the appropriation represented 41.4% of the operating budget, today it accounts for 13.4% (FY2020). The decline in public dollars has put increasing pressure on tuition.

Figure 6.1. Temple University appropriation and undergraduate tuition rates by fiscal year (FY2010 to FY2020).

Fiscal Year	Appropriation (\$000) omitted			Undergraduate Tuition Rate	
	Appropriation per Financial Statements	Federalization thru TUHS	Total Appropriations	Resident	Non-Resident
FY2009-2010	\$164,974		\$164,974	\$11,174	\$20,454
FY2010-2011	\$164,974		\$164,974	\$11,834	\$21,662
FY2011-2012	\$132,921		\$132,921	\$13,006	\$22,832
FY2012-2013	\$139,917		\$139,917	\$13,006	\$22,832
FY2013-2014	\$126,624	\$13,293	\$139,917	\$13,406	\$23,432
FY2014-2015	\$121,136	\$18,781	\$139,917	\$14,006	\$24,032
FY2015-2016	\$136,355	\$10,558	\$146,913	\$14,398	\$24,704
FY2016-2017	\$119,295	\$31,291	\$150,586	\$15,384	\$26,376
FY2017-2018	\$102,874	\$47,712	\$150,586	\$15,768	\$27,528
FY2018-2019	\$94,404	\$60,700	\$155,104	\$16,080	\$28,176
FY2019-2020	\$158,206	TBD	\$158,206	\$16,080	\$28,992

For FY2015, Temple transitioned to a responsibility centered management budgeting model (RCM), also known as incentive-based budgeting. The decision to implement the decentralized model was influenced by the opportunities RCM provides to:

- Allow for changes in response to concerns as they are recognized.
- Decentralize responsibility and involve more faculty in budget and planning decisions.
- Emphasize transparency and access to information that can lead to significant efficiencies and streamlining.
- Encourage multi-year strategic planning, aligning resources with top priorities.
- Incentivize schools and departments to strive for excellence in teaching and research.

In preparation for the transition to RCM, a steering committee of deans, faculty and staff developed a set of guiding principles around which to build a budget model that is consistent, predictable and transparent irrespective of changes in goals, strategies or leaders. The first of the five principles is that the model must be mission-driven:

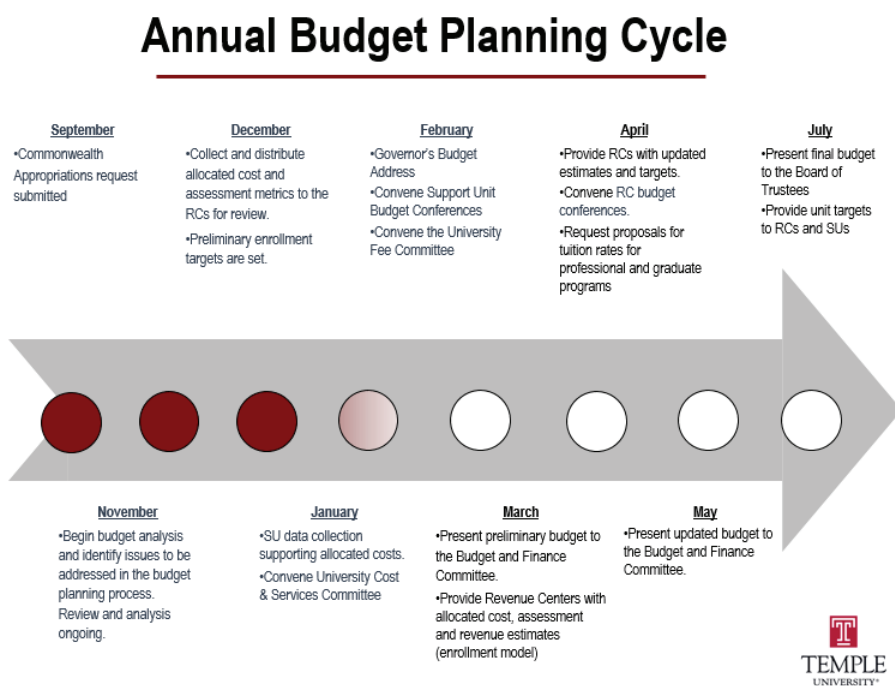
¹⁴ Source: Annual compilation on support for higher education, Grapevine Survey Table 4, 2017

In order to support the university's mission of providing an excellent education at an affordable cost, Temple's budget practices must contain appropriate incentives to support academic quality and efficiency. Certain priorities, initiatives or activities that are central to the overall university mission may require the financial support of the revenue centers. The budget model recognizes that Temple's primary mission is to support its teaching and research enterprise first, and its goals and success supersede those of the individual units and revenue centers.

The four other principles are align authority with responsibility and accountability; fairness; encourage innovation, entrepreneurship and efficiency; and simplicity.

The Gateway to Finance website maintained by the CFO's office fully outlines the components of the budget model, the budget planning process and cycle, and how the model is assessed.

Figure 6.2 Annual budget planning cycle.

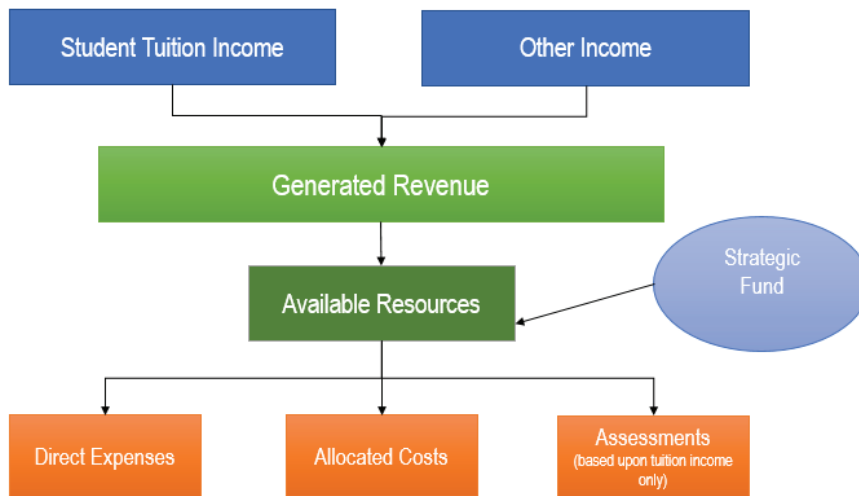


BUDGET MODEL

Under RCM, no revenue funds are held back or retained by the central administration. To ensure that interdisciplinary projects are incentivized and strategic priorities advanced, the revenue centers (i.e., schools and colleges) are assessed a defined amount to: 1) create a strategic fund to be allocated by the president; 2) fund undergraduate and graduate financial aid; and 3) fund campus-wide deferred maintenance. As part of the annual budget conference process, revenue centers are invited to propose projects for consideration for recurring or one-time investments from the strategic fund.

Figure 6.3 RCM budget model funds flow.

RCM Budget Model Funds Flow



Support Units

To ensure transparency of services provided, support units are required to annually assess and report on the achievement of outcomes. For example, Facilities Management developed a service level agreement (SLA) to provide a detailed list of services offered by the facilities and operations units. The SLA identifies which services are funded by the facilities management cost allocation and those agreed upon optional services that, if requested by a unit, will be charged back to the unit. The SLA includes a rate schedule and a general description of the deferred maintenance and other services supported by the Plant Development Fund (campus-wide deferred maintenance assessment). It is intended to increase transparency and accountability for and among facilities customers and those departments delivering services.

BUDGET CONFERENCES

Budget conferences are conducted annually to prepare the operating budget for the upcoming fiscal year. The conferences provide opportunities for revenue and support centers to 1) note major accomplishments over the past year; 2) outline plans for the upcoming year; and 3) describe how they are addressing issues and tracking progress in meeting goals. To assist with planning, the Budget Office provides schools and colleges with a first round of projected parameters and assumptions, including estimated percentage changes in compensation, fringe benefit rates, assessments, enrollment and allocated costs. Estimates are refined as the planning process moves forward.

Representatives of the university community—including faculty, deans and administrators, who in turn assist in developing recommendations for the university budget—attend each budget conference. The final budget is approved annually by the Board of Trustees at its July meeting.

Below are examples of how two units, the School of Podiatric Medicine and Klein College of Media and Communication, align planning, decision-making and resource allocation.

School of Podiatric Medicine (TUSPM)

TUSPM's most recent strategic plan was completed in January 2015. The plan was developed with input from five sub-committees, inclusive of faculty, administrators, staff and students. The plan encompasses 10 broad mission-critical elements and 38 objectives that are evaluated semi-annually. Objectives are

reviewed for successful completion as well as continued appropriateness. Responsibility for each objective is assigned to one or more members of TUSPM's Administrative Council. Progress is shared with the TUSPM community, university leadership and the Council for Podiatric Medical Education (CPME), the school's accrediting body. One of the metrics tracked is the allocation of resources to support education, training and patient care. A recent initiative was the revision of scholarship allocation methods to attract applicants with higher academic profiles. Resources were also allocated to renovate TUSPM's anatomy laboratory and to build the Standardized Patient and Clinical Simulation Laboratory.

Klein College of Media and Communication

In 2015, the Klein College of Media and Communication (formerly named the School of Media and Communication) established a strategic plan based on the following vision and mission:

Vision: We influence the future of media and communication globally through a powerful integration of research and practice in a dynamic urban environment.

Mission: The Klein College of Media and Communication generates knowledge and educates students to be ethical, analytical and creative leaders in a multimedia and multicultural society.

The plan identified a series of "critical issues" that informed improvement strategies. These included 1) building a culture of collegiality, collaboration, shared values and synergy; 2) establishing long-term financial sustainability of the college to advance our mission; 3) leveraging the college's differential advantage to advance our vision and mission; and 4) identifying and fostering our research agenda and profile and promoting scholarship. In support of advancing the college's research profile, Klein invested in more assistantships for doctoral students and increased funding from three to four years. This resource decision was also informed, in part, by the program review visiting team report for the Media and Communication doctoral program.

ENDOWMENT

As of June 30, 2019, the market value of the university's endowment was \$604 million, a \$263 million increase in value from \$341.5 million as of June 30, 2014. In the fall of 2017, Temple adopted an Outsourced Chief Investment Officer (OCIO) model and engaged the Strategic Investment Group (SIG) to manage the endowment, pension and post-retirement investment pools based on the investment policy approved by the Investment Committee of the Board of Trustees and the full Board. Hiring SIG strengthened the fiduciary responsibility of the Board and was the natural next phase in the evolution of the endowment.

Since 2009, the endowment's asset allocation expanded from predominately fixed income and domestic equity to a more peer-like mix that includes global and non-U.S. equities, alternatives including hedge funds and real estate, private equity, and an opportunistic allocation. As a result, Temple's returns net of fees has been more closely aligned with peers'. Based on the 2018 NACUBO-TIAA study of endowments, for institutions with endowments between \$501 million and \$1 billion, Temple's 10-year net annualized return of 6.0% is 40 basis points better than the average. In July 2019, the Board approved a reduction in the endowment's spending rule to 4.25% from 4.50%. This reduction will support the continued growth of the principal as net returns are expected to slow.

FINANCIAL AUDITS (CRITERION 7)

Temple University's financial strength, including the credit worthiness of its outstanding bonds and its future financial outlook, is assessed and documented by S&P Global Ratings and Moody's Investor

Services. S&P's report (dated November 1, 2019) and Moody's report (dated November 25, 2019) provided the university's long-term rating and underlying ratings on outstanding revenue bonds as "A+, positive" and "Aa3, stable," respectively. Both ratings represent investment grade securities with a "strong" capacity to repay that are considered to be of high quality and subject to very low credit risk. In S&P's November 2019 rating, S&P upgraded the University's outlook to "positive," citing the University's increasingly healthy financial profile supported by a recent trend of ample full-accrual operating margins as well as improving available resources ratios through fiscal 2019.

The investment grade financial credit ratings reflect Temple's position as a large urban public research university with strong student demand at both the undergraduate and graduate-professional levels, high student retention rates, improvements in selectivity rates, and a steady growth in enrollment that exceeded 40,000 students in academic year 2018-2019 and stabilized around 39,000 in academic year 2019-2020. The high quality financial rating is also supported by strong operating cash flows, sustained operating surpluses, a manageable annual debt burden, and ample cash and investments.

Through the credit crisis in 2008, the university's investment portfolio was relatively conservative. Beginning in 2009 and continuing through FY2018, when the university moved to an outsourced chief investment officer structure, the university has revised its investment policy including expanding and diversifying its endowment asset allocation, which now better aligns with those of its peer institutions. The updated allocation includes a greater allocation to and diversity of equity holdings, resulting in a lower fixed income asset allocation. Equity investments now consist of public equities (U.S., developed non-U.S., and emerging markets), alternative investments (private equities and hedge funds) and real assets (real estate and commodities).

On an annual basis, in conjunction with its June 30 fiscal year-end, the university's consolidated financial statements are audited in accordance with auditing standards generally accepted in the U.S. by an independent external audit firm, currently Deloitte & Touche LLP. The university has received unmodified audit opinions on its financial statement audits, and recent audits have not identified any uncorrected misstatements. In addition, recent financial statement audits have not identified any significant deficiencies or material weaknesses in internal control over financial reporting, and therefore the auditors have not issued a management letter.

Temple University Health System, Inc. (TUHS) is a Pennsylvania nonprofit corporation dedicated to providing access to quality patient care and supporting excellence in medical education and research, of which the university is the sole member. TUHS was incorporated in August 1995 and serves principally to coordinate the activities and plans of its health care subsidiaries in Philadelphia and the surrounding area. TUHS' subsidiaries and affiliates include a network of hospitals and outpatient centers; a comprehensive physician network of primary care and specialty practices; ambulatory services; various research entities; a foundation to support the healthcare related activities of TUHS; and a captive insurance company established to reinsure the professional liability claims of certain subsidiaries of TUHS. While the university is the sole member of TUHS, the university and TUHS operate independently and are separate corporations. Each entity reports financial statements, both jointly and separately of each other.

Effective July 1, 2019, in order to consolidate and better coordinate the clinical activities of Temple's healthcare enterprise, the university transitioned its physician practice plan known as Temple University Physicians, formerly an unincorporated subdivision of the Lewis Katz School of Medicine, to Temple Faculty Practice Plan, Inc. (TFPP), a newly-formed subsidiary of TUHS. Effective July 1, 2019, all assets and liabilities held by the university's physician practice plan were transferred to TFPP, with the net proceeds equaling the net carrying value of the assets and liabilities at June 30, 2019. Subsequent to the transition (FY2020), all activities related to the physician practice plan are fully consolidated into TUHS.

Also, effective July 1, 2019, all assets and liabilities in the university's wholly-owned professional liability insurance captive Good Samaritan Insurance Company, LTD (GSIC), were transferred to TUHS' wholly-owned professional liability insurance captive Temple University Health System Insurance Company, LTD (TUHIC). GSIC will be dissolved during FY2020.

Auditors/accountants are engaged by the university to provide audit reports, letters, and agreed upon procedures reports. A list, along with the latest reports, are provided in the evidence inventory.

INSTITUTIONAL ADVANCEMENT (CRITERION 3)

In FY2017, Temple hired a new vice president for institutional advancement who was charged with building on the fundraising growth and development Temple has experienced since the 2015 Middle States Periodic Review Report. In FY2018, Temple University raised an all-time high of nearly \$98 million, and donor investment continues to support the university's mission and institutional priorities.

Philanthropy has been central to the funding of capital projects, both through individual gifts and corporate partnerships. The ARAMARK Student Training and Recreation Complex was funded in part by a \$10 million gift from the ARAMARK Corporation. The Charles Library was made possible by a \$10 million gift from trustee and alumnus Steve Charles. Both buildings provide much-needed space for teaching, research and student life.

While large gifts drive transformation, Institutional Advancement (IA) has invested in programs and technology to ensure that a culture of philanthropy continues to grow at Temple University. OwlCrowd, launched in 2013, is an online crowdfunding platform that funds specific, smaller initiatives during short campaign timeframes. For OwlCrowd XV, more than 435 generous donors contributed over \$35,000, fully funding four of seven campaigns. One of the most successful OwlCrowd initiatives to date raised more than \$20 thousand to support a safe-sleeper program for newborns. Around 3,000 babies are born annually at Temple University Hospital (TUH), and North Philadelphia has one of the highest infant mortality rates in the U.S. The safe sleeper program funded "baby boxes" that serve as functional bassinets, stocked with educational materials and newborn clothing to support mothers who deliver at TUH. In fall 2019, Temple mounted its sixteenth OwlCrowd Campaign.

In 2015, Temple launched a day of giving program called "Temple Toast." The 24-hour giving challenge invited alumni and students to get involved in making gifts to specific causes, schools and colleges, or programs. The first Temple Toast raised \$127,341 from more than 1,200 donors. Since then the program has grown, with \$429,049 raised from 3,140 donors in the 2019 Toast.

PLANNING AND ASSESSMENT

Upon his arrival in 2017, the vice president for institutional advancement engaged an outside consultant to review the current structure of IA and to help chart a strategic direction for the unit. The process began with exploratory conversations with the vice president and evolved into a more formal interactive process that included more than 60 interviews, conversations and meetings. The report "Temple University's Future as a Culture of Philanthropy: Making Institutional Advancement Mission Critical" assessed the environment and cultural context for fundraising within the university as well as the university's assets and challenges regarding readiness for a major fundraising campaign. In response to the reviewer's recommendations, Institutional Advancement merged alumni relations and annual giving divisions under one associate vice president and began strengthening the operational infrastructure and processes by investing in an advancement services division to support IA campaign readiness.

On a daily, weekly, monthly and quarterly basis, IA uses a suite of reports to review and analyze performance metrics, including fundraising progress, alumni participation and alumni engagement (event attendance and volunteerism). Reports include:

- A dashboard that shows a snapshot of current fiscal year fundraising progress, breakdowns of fundraising progress by designation categories, giving by donor categories and proposal statistics.
- A development performance report that is used primarily to report on fundraising progress, top donors, alumni participation and alumni engagement. This report is run for each unit and the university as a whole at the end of every month and archived as a source for historical totals.
- A comparative fundraising progress report allows the executive team to evaluate how each unit is tracking toward goals.
- The advancement division performance snapshot and advancement officer performance snapshot are two reports that are provided for gift officers to review metrics associated with their contacts and the status of their proposals.

Reeher, an analytics and predictive tool adopted in 2011, is used to determine ways of segmenting donors/prospects based on predictive modeling. The tool also aids in the management of frontline fundraiser performance and allows for benchmarking against peer and aspirant institutions.

Alumni Relations periodically uses surveys to assess engagement and interests among segments of the alumni and student populations. Recent surveys included a Temple Professional Network Survey (2018) and an Alumni Insight Survey conducted by the College of Public Health (2018). Findings from the Temple Professional Network survey revealed that alumni are interested in receiving regular information on career development topics and want in-person and online networking opportunities as well as assistance with professional materials and branding. In response, Alumni Relations created the Temple Professional Network Newsletter, started a “Breakfast and Business Cards” series of regional networking events, and began a webinar series with topics such as “updating your resume.” Young alumni expressed interest in more professional development tools and mentoring opportunities. In response, Alumni Relations created the “ProfessionOWL” mentoring program and increased promotion of young alumni success stories through initiatives like the “30 Under 30” alumni profiles.

FISCAL AND HUMAN RESOURCES AND PHYSICAL AND TECHNICAL INFRASTRUCTURE (CRITERION 4)

Temple University has the fiscal, human, physical and technical resources to support its operations and programs. An overview of recent campus development projects is discussed in the Introduction, and campus planning is discussed later in this section of the self-study. Fiscal resources are discussed throughout this chapter, and financial documentation is provided in the evidence inventory.

HUMAN RESOURCES

Temple’s Human Resources department works with schools, colleges and administrative units to develop recruitment, hiring and training practices that result in employee retention and development, human resource efficiency, ethical treatment, and compliance adherence. Positions are organized by job families, and within each family there are role levels. Job families include administrative services, facility services, finance, health services, information and media services, leadership, professional services, protective services, student services and technical and research services. HR generalists are available to assist units in determining the appropriate family and role level for a new or re-evaluated position.

The comprehensive services offered by HR include a compensation structure and job classification system. In 2016, HR formed a joint committee that included business managers from the schools/ colleges and support units to examine the existing guidelines for internal transfer, advancement and retention of staff. Several changes to the guidelines were implemented to increase flexibility while maintaining compliance obligations, ensuring consistency across the university and adhering to the 11 collective bargaining agreements.

TECHNOLOGY INFRASTRUCTURE

Temple University has a robust, highly resilient infrastructure spanning multiple physical campuses and taking advantage of multiple upstream providers in order to support the main campus and remote communities. Temple has 25 gigabits of Internet capacity across three redundant commercial providers, as well as Internet2 for research and academia. Temple's ingress is fronted with carrier class routers, firewalls and distributed denial of service equipment. This configuration ensures redundant paths in the event of local and regional issues. Temple's internal network supports a 400 gigabit backbone interconnecting 116 buildings and over 500 floors via fiber-optic networks with bandwidths ranging between 2 gigabits and 40 gigabits. There is wireless access in almost all academic teaching and learning spaces.

Temple has two core data centers and one offsite data backup location. All data facilities are controlled by card access with 24-hour video surveillance. The data centers have redundant power sources including campus steam generation and UPS/battery backup. All data centers have redundant data center cooling. There is a dry fire suppression system in all data centers to ensure equipment is not damaged in the event of a fire. The data centers are connected to Temple's core network by 80 gigabits of backbone.

Temple operates a robust and redundant VMware environment that hosts over 70 physical servers supporting over 1550 Linux and Windows servers. The majority of Temple's server platform is Red Hat Linux with automated monthly patching keeping the servers current with accepted security practices. Temple's core website hosting is done via Acquia through Amazon AWS.

Most identity management data originate in Temple's centralized enterprise resource planning (ERP) system, Banner. This data is automatically synchronized to campus authentication and authorization infrastructure including OpenLDAP, Microsoft Active Directory, Shibboleth and ADFS. Temple employs role-based access control, multi-factor authentication, and centralized login (and log analysis).

RESPONSIBILITY AND ACCOUNTABILITY (CRITERION 5)

Temple University has a clearly defined job classification system that outlines job families and roles. Position descriptions include the following information:

- Position title,
- Unit,
- Reporting line,
- Essential functions,
- Decision-making impact, including the context for decision-making and the impact on people and resources,
- Other duties and responsibilities, and
- Various dimensions of the role, including people supervised, operating budget and required education and experience.

TUChart is an online organizational hierarchy tool that provides information on reporting relationships, position titles and department assignments. The hierarchy system provides data to other systems including the Performance Development System (PDS), time management system and salary increase system. TUChart is used across the university to generate organizational charts.

PLANNING FOR FACILITIES, INFRASTRUCTURE AND TECHNOLOGY (CRITERION 6)

The mission of Facilities Management is “to advance Temple’s mission and the attainment of goals and strategic priorities by reducing expenses and controlling costs; ensuring efficient and safe places for faculty, staff and students; and maintaining a clean and aesthetically pleasing campus environment.” Temple aims to create sustainable, technologically advanced and vibrant environments across all campuses that support the work of students, faculty and staff and that are welcoming to visitors (Destination Temple). To create this environment, Temple is guided by the university’s campus master plan.

CAMPUS MASTER PLANNING

Temple’s former and current campus master plans—20/20 Master Plan (2008) and Visualize Temple (present)—have resulted in the construction of more than 1.5 million square feet of new learning and residential space. A wide range of new and renovated facilities—from academic spaces to new spaces for student life and recreation—continue to transform Temple’s increasingly residential campus. Morgan Hall (2013) is Temple’s newest residence hall and dining complex, and the Aramark Student Training and Recreation Complex which opened in 2017 provides new academic, athletics and recreation space as well as an outdoor track. The Charles Library, which opened in August 2019, is highlighted under Standard III. Master planning is also discussed under Standard I.

As Temple’s footprint grows and evolves, the processes to maintain the infrastructure must be strategic and responsive to short and long-term space needs. In FY2015, Temple invested in a capital project planning, management and tracking tool called e-Builder, and in FY2019 the university most recently revised its capital project authorization policy. The overarching goal of ensuring that capital investments are coordinated among all levels of the organization and align with institutional mission and priorities is accomplished by:

- Using the Master Plan as a road map and tracking progress towards completion of projects.
- Using e-Builder as the central repository for all capital project data, including copies of contracts, bid documents, project contacts, schedules, pricing and approvals.
- Updating Temple’s policy on the approval of capital expenditures to require multiple executive signatures, keeping leaders informed of investments and to ensure clear guidelines are in place.

Enrollment growth, academic innovation and the expansion of research created the need for new or redesigned space. The Office of Space Management within Facilities Management creates, collects and manages detailed data used in the allocation and utilization of approximately 14.5 million gross square feet (including the health system) of space. Space Management utilizes three main systems for tracking space: AutoCAD, Archibus, and ArcGIS. Space Management supports the University Scheduling Office (classroom and event scheduling) in maintaining data for instructional space within Banner Student and the R25/25Live room scheduling system and supports the Budget Office and Cost and Property Accounting in maintaining data for all net assignable space within Banner Finance.

TECHNOLOGY

Temple University prides itself on being an industry-wide leader in the use of technology in its academic and administrative functions. Information Technology Services (ITS) is the principal source for technology innovation and services at Temple. ITS is responsible for supporting a twenty-first century learning community by providing the best available technology as well as seeking out and incorporating new technology into every aspect of university operations.

ITS is presently working on a strategic plan and continues, as it has since the 2016 arrival of the current vice president for information technology services and chief information officer, to operate under a set

of core values and annual goals that are established and set as part of the unit's annual planning and assessment processes. The core values are: 1) purpose driven; 2) data directed; 3) community focused; and 4) integrity based.

Temple's technology infrastructure must support the use, sharing and integration of all kinds of information. ITS provides students, faculty, staff and other constituencies with seamless access to information and services. Temple's technology infrastructure facilitates all university activities, including teaching, learning, research, administration, economic development and outreach. ITS balances the maintenance of systems with the need to be flexible enough to meet the increasing demands for computing power and bandwidth. Use of data is governed by a new policy on Data Usage, Governance and Integrity, which is discussed further under Standard VII.

RESEARCH (CRITERIA 1, 4 AND 6)

Research stands alongside teaching and learning as a core function of the university. The university has made significant investments in research administration, support and facilities in the decade since its last reaccreditation. In 2018, Temple reported \$276 million in annual research and development expenditures to the National Science Foundation (NSF)—a more than \$191 million increase in research spending from 2008. Today, Temple ranks 85th nationally for research and development expenditures; the university ranked 136th nationally in 2007. Among public institutions of higher education, Temple is now ranked 56th, compared to 97th in 2007. There were also increases in federal research funding during this time period. In 2007, Temple received \$54 million in federal research dollars, placing it 129th in NSF rankings. In 2017, Temple was ranked 78th nationally with \$153 million dollars in research expenditures from federal sources.

In 2012, Temple University restructured the Office of the Vice Provost for Research and Graduate Education, establishing two offices, the Office of the Vice Provost for Research and the Office of the Vice Provost for Graduate Education. In 2015, additional restructuring led to the creation of the Office of the Vice President for Research. The new structure was Temple University's first enterprise-wide research office which 1) combined pre- and post- award services in a new division of research administration; 2) created a research regulatory office that consolidated all research compliance divisions (including the Internal Review Board, the animal use and care program, the biosafety program, the review of conflicts of interest in research, export controls in research, and the implementation of a responsible conduct of research program); and 3) created a new contracts management division and several specialist roles to support a dramatically larger volume of research grants and intellectual property disclosures.

In 2012, the university established a research commercialization fund of \$50 million aimed at improving research operations, stimulating large-scale research funding and support for the hiring of new research-active faculty members across the university. The fund was continued in 2018 at \$6 million a year. The commercialization program called for investments in thematic areas of research including materials; genomic, water and environmental technology; big data and bioinformatics; and drug discovery and translational medicine. Research on the brain, data science, population health, cybersecurity, aging, and sustainability were added to the list of prioritized areas for internal funding. This investment has resulted in a 135% increase in invention disclosures over the previous five years, 60 patents being issued to Temple researchers, the formation of 21 startup companies, and \$2.1 million in revenue to Temple. Additionally, Temple startup companies have raised \$478 million in investments as of FY2019.

Temple has also invested in facilities and information technology. Owl's Nest is Temple's high performance and scientific computing cluster, supporting the university as a whole to support research needs in computational molecular science, materials, machine learning and health data science analytics. The Temple University Brain Research and Imaging Center (TUBRIC) is Temple's newest imaging center, featuring a state-of-the-art 3-Tesla MRI scanner.

ASSESSMENT OF PLANNING, RESOURCE ALLOCATION, INSTITUTIONAL RENEWAL AND AVAILABILITY OF RESOURCES (CRITERIA 8 AND 9)

Temple has an array of processes in place to review planning, resource allocation and institutional improvement. The recent review of the university's mission is discussed under Standard I. Other assessments of note include annual assessment reporting for academic and administrative support units (see Standard IV), periodic program review (see Standards III and V), and self-studies prepared for Temple's 40-plus instances of specialized accreditation. Facilities Management has several assessment processes in place to ensure sufficient utilization of resources. The university monitors enrollment and financial data and undertook a review of the RCM budget model in FY2017.

RCM REVIEW

An evaluation plan was outlined as part of the university's rollout of RCM. Year one of the budget model was FY2015, and planning was initiated in August 2016 for a review to occur across FY2017. The purpose of the review was to assess the performance of the model and to adjust for any unintended consequences of design and implementation with the goal of improving the approach going forward. Additional goals for the review included:

- Facilitate an open and transparent process providing multiple opportunities for broad input.
- Gather both qualitative and quantitative evidence for potential model changes in time for the FY2019 budget.
- Improve, as necessary, the processes and structures to support the guiding principles of the model.

The review process provided opportunities for campus leaders and stakeholders in both academic and administrative units to share their perceptions of the current model's strengths and weaknesses. Temple engaged Deloitte consultants to interview senior leaders, deans and faculty throughout the university (n=86) and to survey full-time faculty, department chairs and administrators (n=2,384). The survey's 46.9% response rate was a strong indication of interest in and awareness of the model. Of the survey respondents, 84.7% were full-time faculty and department chairs.

The review revealed that, overall, the budget model has resulted in certain positive outcomes for Temple and that the implementation laid a solid foundation on which to build. Temple is still relatively early in the implementation of RCM and continuous improvement is ongoing. The themes and findings that emerged from the review included the following:

- Leaders and budget/finance managers believed that while the model is more transparent, it was more complicated than necessary and allocated costs were not fairly aligned with activities (i.e., research administration and advancement).
- Stakeholders indicated a lack of information or resources for budget planning, including issues of data access, data awareness, training and/or staffing capacity. Only 12.8% reported participating in RCM training and 50.2% reported that they do not feel they have adequate access to data to help make informed decisions.
- At the school level, faculty reported varied levels of transparency and engagement with their deans with 53% indicating that they do not know how their school/college establishes funding priorities. Faculty also indicated feeling that the model dis-incentivizes research due to high associated costs.
- Concern with the influence of leadership changes—9 of 16 deans and 7 officers have transitioned since 2013—also has affected the perception that the RCM model is “CFO-driven” and that, historically, the university culture has demonstrated a preference for more centralized and less transparent methodologies.

As part of the survey, respondents were asked to evaluate how well the RCM model adhered to its founding, guiding principles. On a scale of 1 (low) to 5 (high) the ratings were as follows:

Figure 6.4 Evaluation of the RCM budget model guiding principles.

Guiding Principles		
	Mission-driven	Avg Rating 2.75
	Fairness	Avg Rating 2.50
	Encourage innovation, entrepreneurship & efficiency	Avg Rating 2.92
	Simplicity	Avg Rating 2.57
	Align authority with responsibility & accountability	Avg Rating 2.79

As a result of the three-year review, the following changes were made to the model for FY2019:

- Reduced the number of variables involved in driving allocated costs out to the schools and colleges to simplify the model, make it more predictable and better align cost drivers with actual activity.
- Revised the rules for carryover and margin management to support long-term planning and further assure financial support of priorities and initiatives that are central to the overall university mission.
- Further developed governance structures to better monitor service levels, benchmark performance and provide greater transparency for the allocation of resources.
- Implemented user-friendly tools and on-demand training resources to meet faculty and staff needs where they are from individuals brand new to Temple and the budget model to seasoned department chairs making decisions for their program.

The next review is tentatively planned for FY2022 and will monitor and measure the changes implemented following the three-year review.

ASSESSMENT OF RESOURCE UTILIZATION: PEER BENCHMARKING

In October 2017, Temple joined the Academic Benchmarking Consortium (ABC). ABC works with members to analyze labor costs associated with administrative activities in eight core areas: facilities, human resources, finance, development, IT, research administration, communications and student support. The platform organizes the university's key labor expenses into a model that the university can use to make both internal unit and external comparisons. Activity-based costs are analyzed and reported as centralized, decentralized and outsourced. Additionally, all data can be normalized with analysis factors such as FTEs, student headcount, operating expense, development funds raised and building square footage.

The output creates new visibility on spending, specifically spending on administrative services. In spring 2019, Temple was selected by ABC to pilot their Quality Matters survey, which collects data on perceptions of the quality of the services provided. Combined, these data will enable university leaders to make strategic decisions to improve efficiency and effectiveness while supporting strategic priorities. Reports that include both data and key insights will be created and shared with deans and senior administrators in FY2020 to support decision-making, improve efficiency and effectiveness, and inform resource allocations.

ENROLLMENT AND FINANCIAL DATA

A suite of reports is used to monitor enrollment and financial trends. Enrollment Management conducts annual planning meetings with the schools and colleges.

Enrollment Planning and Monitoring

From January through September (fall), and from October through January (spring), the Office of Institutional Research and Assessment (IRA) produces and publishes weekly admissions summary reports tracking applications, deposits and enrollment for entering freshmen and transfers. The Undergraduate Admissions Summary and Graduate Admissions Summary reports also provide data on the breakdown of resident (PA), non-resident (non-PA), and international applicants. The reports include university-wide as well as school/college and campus detail and show current year data compared to the prior two years.

From May through September (fall) and November through January (spring), IRA disseminates weekly enrollment reports. The report includes detailed university-wide and school/college enrollment data across all levels—undergraduate and graduate/professional. Data are broken out by residency, full- or part-time status, race/ethnicity and gender.

These reports are emailed weekly to the president, provost and chief financial officer along with other senior administrators. Deans and their designees, including their business managers, can access the reports via the Catalog of Institutional Reports Canvas site. Final reports are produced at the census point (end of drop/add period) for each academic year semester. ITS and IRA are working collaboratively to transition these reports to more interactive dashboard formats.

In addition to ongoing admissions and enrollment reporting, enrollment management conducts annual planning meetings with the schools and colleges. Following the completion of each undergraduate admission cycle, the vice provost for admissions, financial aid and enrollment management along with the director of undergraduate admissions meets with the dean and enrollment management team in each undergraduate school/college. Each school is provided with a report that includes information on admitted and enrolled students as well as National Student Clearinghouse data on non-enrollers. The purpose of these planning meetings is to review outcomes of the most recent entering class and to discuss targets and gauge priorities in terms of enrollment, revenue and quality indicators.

Market Research

Strategic Marketing and Communications (StratCom) uses research and data to develop a deeper understanding of stakeholders' experiences with the university from prospective students to alumni to donors to community members. For example, StratCom engaged Ruffalo Noel Levitz (RNL) to collect information about the graduate student application process. The most surprising finding was the importance of campus visits to this population, which prompted StratCom to investigate the experience students have when they visit schools and colleges. Additionally, results validated that work to improve students' experience on Temple's website is on the right track, but that there is room for improvement in personalizing various touchpoints. RNL also conducted secret shopper studies to learn more about the transfer student recruitment and application process. Results are expected this January and will be used to improve communications with transfer students by establishing profile types and identifying their decision process as well as their content and information delivery preferences. Another market research project focused on brand resonance. A recent study revealed that the new brand campaign gave viewers a "new idea about Temple" as innovative and transformative. The study also revealed that the brand could be strengthened through more cohesion and energy.

Budget Office

The Budget Office has several processes in place, organized by the budget planning cycle, which monitor the flow of funds through the model. Beginning in September, the Budget Office creates a monthly budget

status report for the university that includes financial and enrollment information for the schools, colleges and departments. The information in the report is reviewed with the unit's designated business manager. The review includes a discussion of tuition revenue for the current versus the prior year as well as an analysis of enrollment trends. The purpose is to partner with the school to identify any shifts from the prior year, whether the change is an anomaly to adjust for or may be sustained over time.

On the expense side of the status report, the Budget Office compares current budget to historical data to project unit spending and actual variance. The Budget Office assembles the monthly status report by pulling in student and finance data as well as historical budget information. The monthly review with the unit business manager is critical to informing projections and outlook with school specific variables including planned capital projects, faculty hiring and startup packages, research and indirect cost recovery, and staffing. The goal of each monthly review is to affirm the direction of resources, identify an issue or trend as early as possible, and take corrective action when needed.

One of the significant needs expressed by business managers in the 2017 review of the RCM budget model was the need to further develop the status report and leverage existing data and systems to improve the accessibility of data; add research, financial aid, international student, faculty and fundraising information; and improve the delivery and visualization of the data in a format that can assist with timely decision making. In spring 2019, the Budget Office began working with ITS' Business Intelligence team to craft a solution to be implemented in FY2020.

Community Reports

In addition to the reports and processes of IRA and the Budget Office, the university community has access to various admission, enrollment and financial reports via the online Cognos reporting environment.

Categories of reports include:

- Admissions and recruitment,
- Catalog and scheduling,
- Records and registration,
- Cost center summary reports,
- Net asset reports,
- Operating budget summary reports, and
- Transaction detail reports (revenue, compensation and non-compensation expenses).

FACILITIES MANAGEMENT

Facilities Management uses several assessments to support planning and resource utilization. Processes include consideration of sustainability and deferred maintenance and the use of assessment to help ensure that projects are aligned with strategic and financial plans. Assessments include:

- Entech Engineering reports that provide expert analysis/audit on the condition of buildings (structural, mechanical, exterior).
- Facilities Fact Book that catalogs building age and replacement values and square footage.
- A permit tracking spreadsheet which includes the information for all permit applications submitted to the Commonwealth of Pennsylvania along with dates of inspections and certificates of occupancy for each project and how long it took to receive the permit.
- Key performance indicators dashboard reports that summarize key performance attributes related to energy efficiency and facility conditions.
- An annual budget conference process that involves an infrastructure analysis and identification of additional financial, human, and technology resources needed to ensure a new facility can be maintained appropriately.

CAMPUS SAFETY SERVICES

Temple's Campus Safety Services uses planning and assessment to ensure they are deploying resources in support of Temple's goal of becoming a premier education destination (Destination Temple). Planning and decision-making processes inform everything from daily activities to long-term hiring plans. Assessments include:

- Daily shift activity reports submitted by shift commanders/supervisors for each shift during a 24-hour period.
- Incident-specific reports submitted by department law enforcement personnel as soon as a complainant/victim informs any official university law enforcement officer.
- Weekly "Crime Maps" prepared and submitted to leadership and used by shift commanders and supervisors to determine best deployment of safety and security personnel.
- Weekly, monthly and quarterly Communication Center activity reports which break down certain calls for service activities by shifts.
- Scheduled community meetings, "Listening Circles" and community complaint logs.

Campus Safety focuses its resources based on these assessments. For example, in 2014, the Main Campus broadened its North Philadelphia patrol boundary by nearly 25 square blocks to make students feel safer. Use of assessment results and other data showed that the increase in service would demand more officers, shifts, vehicles (including bikes and helmets), and considerable technology and administration. The necessary investments were made and the 2018 administration of the Temple University Student Questionnaire (TUSQ) revealed stronger student satisfaction with campus safety. In 2015, only 39% of females and 44% of males strongly agreed that they were satisfied with the safety and security on campus. In 2018, however, 51% of females and 53% of males strongly agreed that they were satisfied with the safety and security on campus. The TUSQ item "I am satisfied with the safety and security on campus" had the largest increase of average agreement among all questionnaire items from 2015 to 2018.

HUMAN RESOURCES

As described earlier in this section, Human Resources engaged consultants to review the HR generalist structure and recruitment practices. Informed by the assessment results, HR restructured the employment unit to a model and organizational structure that is strategic, aligned with best practices, and better supports the operational needs of the units they serve. In FY2016, a new applicant tracking system (Taleo) was launched to replace iGreentree and the Employment Division was restructured to a business partner and talent acquisition specialist model.

INFORMATION TECHNOLOGY SERVICES

ITS uses several strategies to measure and assess the effective utilization and capacity of Temple's technical infrastructure including academic applications, classroom operations and technical support services. Assessment strategies include:

- Logging, collecting and monitoring statistics for application usage, system utilization and classroom help requests.
- Using recurring/aggregated data of customer service requests and their associated resolutions including logged tickets, incident resolution time, volume resolved and customer satisfaction surveys.

One of the most significant examples of ITS' use of planning and assessment to enhance academic computing was the selection of a new learning management system (LMS). In 2016–2017, ITS formed a university-wide steering committee to select a new system. ITS planned a university-wide pilot to test two platforms, Blackboard Ultra Learn and Canvas. Early in the process ITS and the steering committee

decided to continue the pilot only with Canvas. The pilot ran through spring 2017 and included more than 900 undergraduate, graduate and professional students instructed by 18 faculty members. Through surveys and focus groups, students and faculty noted positive features, including easy-to-use navigation tools, calendar integration and student and teacher mobile apps. ITS was able to migrate all Blackboard courses to Canvas within 12 months instead of the vendor proposed 18 to 24-month timeframe, saving the university approximately \$500 thousand.

Also, in 2018, ITS purchased and implemented the enterprise version of a room management system (RMS). The previous license accommodated 500 rooms and was at maximum capacity. A centralized RMS agreement allows for the tracking of permanent technology in rooms supported by school/college IT staff. RMS has been valuable with proactive assessment of equipment, including monitoring projector lamp hours, notification of offline room equipment, remote management of classroom technology and discovery of patterns with problematic technologies. This provides for more accurate planning for equipment replacement cycles and a better understanding of equipment and support costs.

CONCLUSION AND SUGGESTIONS FOR IMPROVEMENT

Temple has planning and budgeting processes that are aligned with the university's mission and goals, evidence-based, and linked to school/college and unit plans and processes. The RCM review indicated that the guiding principles have yielded beneficial changes in behavior including a greater focus on outcomes; better alignment with academic strategic priorities; and increased interest and involvement from faculty. Several suggestions emerged from the self-study process. Temple should:

1. Encourage schools and colleges to continue to demonstrate how assessment results align with decisions and allocation of resources.
2. Enhance transparency and communication of investments in university priorities. The self-study process provided an opportunity for members of the Temple community to learn of accomplishments and best practices outside their respective areas. The university should identify ways to regularize this sharing of information.
3. Increase opportunities for the advancement and retention of high-potential employees. Opportunity exists to increase the understanding of the human resource guidelines for creating pathways for advancement outside of ad hoc re-evaluation requests. Enhance the HR business partner strategic relationship among school, college and business units to create proactive strategies that identify, develop and create career pathways for high potential employees within existing units and Temple as a whole. The advising career ladder, discussed under Standard IV, is being considered for use in other areas.
4. Leverage the data and expertise of Space Management to further the assessment of existing space and propose how to increase its utility for future initiatives. Various units have expressed that the lack of available space can hinder growth opportunities. Where and when resources are not available to create new space, Space Management can assist with maximizing use of existing space.

EVIDENCE INVENTORY DOCUMENTS FOR THIS STANDARD

Documents are listed in the order they appear in this chapter and as the file name appears in the Evidence Inventory. *Note: As many documents appear across standards and criteria, the document filenames include references to all standards and criteria for which the document is relevant.*

SI_SVI Academic Compass	SVI.C7 Recent Audit Report List
SI_SVI Visualize Temple Campus Master Plan	SVI.C7 Consolidated Audit Report
SI-SVII Temple University Mission Statement	SVI.C7 Financial Statement–Temple University Combined Report
SVI.C1.C3 Budget Policies and Procedures	SVI.C7 TUP Audit Report
SVI.C1.C4.C6 Summary of Research Advancements at Temple University 2006-2019	SVI.C7 TESS Audit Report
SVI.C2 Futures Committee Agenda	SVI.C7 TUHS Audit Report
SVI.C2 Futures Committee Discussion Topics	SVI.C7 Good Samaritan Audit Report
SIV.C4_SVI.C2 Student Affairs Strategic Plan	SVI.C7 TUHC Audit Report
SVI.C2 Documents from Tyler School of Arts and Architecture Planning Process	SVI.C7 Retirement Savings Plan and Tax-Sheltered Annuity Audit Report
SI.C3_SVI.C2.C8.C9 Fox School of Business and Management Strategic Plan	SVI.C7 Union Employees Retirement Plan Audit Report (UPGW)
Note: See Standard I, Criteria 3 for additional schools and college strategic planning documents	SVI.C7 Retirement Plan for Employees of TU and TUH Audit Report
SVI.C3 Operating Budget FY2020	SVI.C7 Union Employees Retirement Plan Audit Report (BUE)
SVI.C3 RCM Guidelines–History, Context, and Making of the Model	SVI.C7 Temple University Single Audit Report
SVI.C3 RCM Guidelines–Nuts and Bolts of the Model	SVI.C7 TUHS Single Audit Report
SVI.C3.C8.C9 RCM Budget Review and Analysis	SVI.C7 Liacouras Center Audit Report
SVI.C3.C8.C9 Conclusion of RCM Review Including Letter to the Deans	SVI.C7 WRTI Audit Report
SVI.C3 Gateway to Finance	SVI.C7 Act 77 Tobacco Audit Report
SVI.C3 Service Level Agreement for University Facilities	SVI.C7 NCAA Audit Report
SVI.C3 Budget Conferences–Memo, Instructions and Workbook	SVI.C7 Independent Auditor’s Report of Debt Compliance
SI.C3_SVI.C3 School of Podiatric Medicine Strategic Plan	SVI.C3 Safe-Sleeper Program for Newborns
SI.C3_SVI.C3 Klein College of Media and Communication Strategic Plan	SVI.C3 Temple Toast
SVI.C3.C7 Audited Consolidated Financial Statements FY2017	SVI.C3 Temple University’s Future as a Culture of Philanthropy: Making Institutional Advancement Mission Critical
SVI.C3.C7 Audited Consolidated Financial Statements FY2018	SVI.C3 Advancement Reports
SVI.C3.C7 Audited Consolidated Financial Statements FY2019	SVI.C3 Alumni Insight Survey Results_College of Public Health
SVI.C7 S&P Report 2019	SVI.C3 Temple Professional Network Sept 2019 Newsletter
SVI.C7 S&P Report June 2018	SVI.C3 Temple Alumni Professional Network Survey
SVI.C7 Moody’s Report March 2017	SVI.C4.C5 Human Resources Job Classification Manual
SVI.C7 Moody’s Final Credit Opinion November 2019	SVI.C4 University Compensation Guidelines
SVI.C7 Investment Policies	SII.C3.C5_SVI.C4 Brotherhood of University Employees Collective Bargaining Agreement

SII.C3.C5_SVI.C4 Nurses Association of TU-PASNAP Collective Bargaining Agreement.pdf

SII.C3.C5_SVI.C4 AFSCME Collective Bargaining Agreement

SII.C3.C5_SVI.C4 International Union of Operating Engineers Health Sciences Center Collective Bargaining Agreement

SII.C3.C5_SVI.C4 International Union of Operating Engineers Main Campus Collective Bargaining Agreement

SII.C3.C5_SVI.C4 SPFPA Collective Bargaining Agreement

SII.C3.C5_SVI.C4 PTEA Collective Bargaining Agreement

SII.C3.C8_SVI.C6.C8.C9 National Union of Hospital and Health Care Employees Collective Bargaining Agreement

SII.C3.C5_SIII.C2_SVI.C4 TAUP Collective Bargaining Agreement

SII.C3.C5_SIII.C2_SVI.C4 Temple Law Professors Collective Bargaining Association Agreement

SII.C3.C5_SIII.C2.C6_SVI.C4 Collective Bargaining Agreement Between TUGSA and Temple University

SVI.C5 TUChart Overview

SVI.C6 20_20 Master Plan Framework 2020-Executive_Summary

SVI.C6.C8.C9 Facilities Fact Book

SVI.C6 Screenshots of e-Builder

SVI.C6 ITS FY2018 Summary and FY2019 Initiatives

SVI.C6 ITS FY2017 Summary and FY2018 Initiatives

SVI.C6 About Information Technology Services

SVI.C6_SVII.C4 Data Usage, Governance and Integrity Policy

SIII.C8_SVI.C8.C9 2018-2019 Program Review Summary Report–Schools and Colleges

SIII.C8_SVI.C8.C9 2018-2019 Program Review Summary Report–By Topic

SIII.C8_SVI.C8.C9 2017-2018 Program Review Summary Report–Schools and Colleges

SIII.C8_SVI.C8.C9 2017-2018 Program Review Summary Report–By Topic

SVI.C8.C9 RCM Review Survey

SVI.C8.C9 RCM Review Final Report

SVI.C8.C9_SVII.C4.C5 Academic Benchmarking Consortium

SVI.C8.C9_VII.C4.C5 ABC Quality Matters Survey

SVI.C8.C9 Undergraduate Admissions Summary Report Example

SVI.C8.C9 Graduate Admissions Summary Report Example

SVI.C8.C9 Enrollment Summary Report Example

SVI.C8.C9 Student Report Listing (admissions and recruitment, catalog and scheduling, records and registration)

SVI.C8.C9 Finance Community Report Listing

SVI.C8.C9 Monthly Budget Status Report

SVI.C8.C9 Community Report Example–Cost Center Summary Reports

SVI.C8.C9 Community Report Example–Net Asset Report

SVI.C8.C9 Community Report Example–Operating Budget Summary Report

SVI.C8.C9 Community Report Example–Transaction Detail Report

SVI.C8.C9 Examples of Facilities Management reports

SVI.C8.C9 Example of a Campus Safety Shift Activity Report

SVI.C8.C9 Crime Map Example

SVI.C8.C9 Example of a monthly Communication Center Activity Report

SIII.C8_SIV.C6_SVI.C8.C9_SVII.C4.C5 Temple University Student Questionnaire 2018–Summary Report

SVI.C8.C9 Examples of ITS Reports

SS Frequently Referenced Websites

STANDARD VII: GOVERNANCE, LEADERSHIP AND ADMINISTRATION

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

Institutional Priorities Most Closely Aligned with this Standard:

- ✓ Access and Affordability
- ✓ Teaching and Learning
- ✓ Identity, Diversity and Community

Temple University is governed and administered in a manner that allows it to realize its mission and goals in a way that effectively benefits the institution, its students and other constituencies it serves. Education is the primary purpose of Temple University, and the governing structure is central to fulfilling Temple's commitment to "providing access to an excellent, affordable higher education that prepares students for careers, further learning and active citizenship."

SHARED GOVERNANCE (CRITERION 1)

Temple University is committed to shared governance. The university is governed by a Board of Trustees which has overall fiduciary responsibility for the university. The university's academic administration includes the president, provost, vice presidents, and deans who, along with qualified administrators and staff, are committed to ensuring the overall functioning of Temple's programs, services and operations. The university administration is headed by President Richard M. Englert, who was named Temple's 11th president on October 11, 2016, after having served since July 2016 as interim president.

The faculty participate in the development, implementation, management and evaluation of educational policy and curriculum as members of their school/college faculty, through participation in governance bodies and standing committees of their respective units and through the university-wide Faculty Senate. The senate consists of representatives from all of the university's schools and colleges and acts in an advisory capacity to the administration and Board. The Faculty Senate provides regular reports to the Board.

FACULTY SENATE

As stipulated in the Faculty Senate Constitution, the Faculty Senate has the responsibility and right to advise the administration and the Board of Trustees:

(1) on all matters of University policy, (2) on all matters affecting the relations of the faculty of the university, and (3) on all other matters of policy and administrative decision-making in which the faculty claims a reasonable advisement either through consultation or review and either at the initiation of the administration or at its own recognizance. The Faculty Senate, through the process of recommendation, may initiate advice to the administration and Board of Trustees on any matter of policy, decision and program.

The Faculty Senate is led by an executive committee consisting of the president, vice-president, and secretary who are elected by the faculty. There is a steering committee with one member from each school or college, also elected. The representative senate consists of representatives from the schools/colleges, determined by size of the unit, not to exceed 150 members. The Faculty Senate itself consists of every tenure/tenure track and non-tenure track (NTT) faculty member who has served full-time for three years or more.

The Faculty Senate has a number of standing and ad hoc committees through which it conducts its business. These include the Committee on Administrative and Trustee Appointments, which nominates faculty representatives to serve on university committees or search committees as requested, and the Budget Advisory Committee, whose members participate as faculty representatives in all school, college and administrative unit annual budget presentations. Faculty members elected by the faculty also serve as members of the University Tenure and Promotion Advisory Committee, which reviews applications for tenure and promotion throughout the university.

The president of the Faculty Senate attends public session meetings of the Board, regularly provides a report, and also appoints liaisons to attend all public sessions of select Board committees. Most general communication from Faculty Senate to the faculty-at-large occurs through the Temple University Herald, an online publication for the faculty.

University leadership and administration regularly meet with the Faculty Senate president and attend meetings of the Faculty Senate Steering Committee or Faculty Senate to discuss the university's overall functioning, goals and current issues. Recent examples of shared governance include the work of the standing Assessment of Instruction Committee and recommendations from an ad hoc Committee on Retired Faculty.

Shared governance at work: Assessment of Instruction Committee (AIC)

The Assessment of Instruction Committee is a joint committee of the Faculty Senate and the Office of the Provost. Faculty committee members are appointed by the Faculty Senate Executive Committee and staff members are appointed by the Provost. The committee is charged with advising the president and provost about matters related to the evaluation of teaching at the university, particularly use of the Student Feedback Forms (SFFs) and the implementation of the university's Policy on Course and Teaching Evaluations. The committee makes recommendations regarding the methods, approaches, evaluation and logistics related to course and teaching evaluations. In 2018–2019, the committee's primary focus was on the development of a streamlined SFF and a new platform that would include core items common to all course evaluations, as well as an item bank allowing customization of the form at the course, department or college level. The new form and system will be launched in 2019–2020.

Shared governance at work: The Ad Hoc Committee on Retired Faculty

In 2017–2018, the Office of the Provost and the Faculty Senate formed an ad hoc Committee on Retired Faculty to look at ways to better serve our retired faculty. The committee was comprised of representatives from the faculty senate, including the then senate president, a recently retired faculty member and former officer of the senate, the deputy provost, vice provost for faculty affairs, vice provost for strategic communication and the associate vice president for human resources. In 2018–2019, Human Resources conducted focus groups with retired faculty, close to retirement faculty, and mid-career faculty to ascertain needs and interests. A key finding was that retired faculty want to give back to Temple through various programs. The committee issued a report of findings that included recommendations for programming and the establishment of a center for retired faculty to serve as a hub for activity. Faculty Affairs is working with Human Resources to develop programming for 2019–2020, and the university is in the process of identifying a space for a center.

TEMPLE STUDENT GOVERNMENT (TSG)

Temple Student Government (TSG) is the elected body representing Temple University students. As stated in the preamble to the Temple Student Government Constitution:

Temple Student Government is a representative government that aims to foster understanding and involvement among all members of the university community, advocate in the best interests of a diverse student body, serve as a conscience of the university administration in the management of this institution, hold the university administration accountable for the quality of student life, and act as the official voice of students in academic, institutional and campus affairs.

TSG consists of three branches: The Parliament, the Executive Branch and the Ethics Board. The senior leadership team cooperatively organizes and manages the functions of TSG by communicating the actions of their respective branches. The team consists of the speaker, deputy speaker, president, vice president of services, vice president of external affairs, chief judge, and vice chief judge. The TSG president attends public session meetings of the Board of Trustees and regularly provides a report. TSG representatives participate on major committees throughout the university.

TSG provides reports to the Board and provides input to the president, provost and various university officers and administrators. University leadership and administrators meet regularly with the TSG president and officers to discuss issues central to student life and success. In addition to TSG, students can participate in the governance of their schools and colleges through standing student leadership bodies, committees or organizations.

THE BOARD OF TRUSTEES (CRITERION 2)

The Temple University–Commonwealth Act of 1965 established the university as a “state-related” institution and an instrumentality of the Commonwealth of Pennsylvania. The Act vested the Board with complete authority for Temple’s “instructional, administrative and financial affairs” and empowered the Board to make its own bylaws.

The specific powers of the Board of Trustees are set forth in Section 4.3 of the university’s bylaws:

The entire management of the business and affairs of the University shall be vested in the Board of Trustees, which shall exercise ultimate institutional authority as set forth in these Bylaws and in such other documents that the Board deems appropriate. These Bylaws and other Board policy documents shall take the precedence over all other institutional statements, documents and policies. Except as otherwise limited by the Charter, statute (including the TU–Commonwealth Act) or these Bylaws, the Board may delegate any part of its authority over the affairs of the University to the President or other officers of the University. Without limiting the foregoing powers, the Board shall have power and authority:

- A. To borrow money or to enter into any obligation necessary for the transaction of the business affairs of the University.
- B. To determine and periodically review the general educational policy, mission and purposes of the University.
- C. To adopt annual operating and capital budgets for the University, regularly monitor the University’s financial condition, and establish policy guidelines affecting all institutional assets. Notwithstanding the foregoing, the President shall have authority to transfer

budgeted funds among University departments and units, as long as any such transfer does not have the effect of changing the educational policy of the University or creating or eliminating an academic department, school or college, without the approval of the Board.

The Board is comprised of 36 voting members, 24 nominated and elected by the membership, and 12 members who are appointed by Commonwealth officials¹⁵. In addition, the governor of the Commonwealth of Pennsylvania, the secretary of education of the Commonwealth of Pennsylvania, and the mayor of the City of Philadelphia are each non-voting, ex-officio trustees.

The chair of the Board is elected annually by the Board among its voting members upon nomination by the Committee on Trustee Affairs. The chair presides at all meetings of the Board and, as outlined in the university's bylaws, appoints all committees and names committee chairs and vice chairs in consultation with the Committee on Trustee Affairs. On August 1, 2019, having previously been elected, Trustee Mitchell L. Morgan assumed the chairmanship.

The Board conducts business through 15 standing committees, including the Executive Committee, and such special or ad hoc committees as may be appointed as necessary. The Board also performs its governance function through the provision of advice and guidance to the President.

The Executive Committee of the Board is comprised of the chairs of each of the standing committees and has authority to act for the full Board in between meetings of the full Board. Each of the standing, special or ad hoc committees receives or has referred to it topics for consideration based on subject matter and makes recommendations to the full Board or Executive Committee for consideration and approval. For example, the Compliance Committee recently considered a revised policy on conflict of interest for trustees and officers, and the Alumni Relations and Development Committee considered a revised gift acceptance policy. Each of these policies was recommended to, and approved by, the full Board.

The charge of each standing committee of the Board is to provide oversight with respect to its assigned area of interest, and to consider and recommend policies applicable to that area. For example, the Academic Affairs Committee oversees all matters relating to the educational programs and policies of the university including those pertaining to degrees and academic programs; structure of schools, colleges and departments; and appointment, tenure, promotion and retirement of faculty.

The Budget and Finance Committee oversees, considers and reports or recommends to the Board on matters and policies pertaining to finance, business, operating and capital budgets, insurance, employee relations, contracts and grants, tuition and fees, and the long-range financial planning and development of the university. In addition to reporting on the financial condition of the university to the Board, the committee charges the treasurer of the university to prepare and deliver to the Board an annual report on the financial condition of the university.

The Committee on Trustee Affairs assesses and appraises the organization, operation and membership of the Board of Trustees and recommends to the Board ways and means to achieve maximum effectiveness of the Board, including but not limited to the development of a Statement of Duties and Responsibilities of Trustees, orientation programs for new members of the Board, and ongoing programs to apprise the members of the Board of issues confronting the university and higher education. The Committee nominates candidates for election as elected Trustees and Honorary Life Trustees and appointment (upon the recommendation of the president as set forth in the university's bylaws) as officers.

¹⁵ Note: Four are appointed by the Governor, with the advice and consent of two-thirds of all of the members of the Senate, four by the President pro tempore of the Senate, and four by the Speaker of the House of Representatives.

The Committee on Strategic Direction and Long-Range Planning was established to collaborate with the university administration on long-range plans, initiatives and policies consistent with the mission of the university. Working with the president and university administration, the committee will help shape a strategic direction to ensure the long-term growth and stability of the university.

CONFLICT OF INTEREST

As stated in the Conflict of Interest—Trustees and Officers policy: “All actions of the Board of Trustees and officers of the University shall be taken solely on the basis of a desire to promote the best interests of the University.” The policy applies to all members of the Board and officers in accordance with the university’s bylaws. The policy outlines conflicts of interest and stipulates requirements for disclosure and processes for review. Authority for overseeing the policy resides with the Compliance Committee of the Board.

APPOINTMENT AND EVALUATION OF THE CHIEF EXECUTIVE OFFICER

As outlined in Article VII of the university bylaws, the president is the chief executive and administrative officer of the university and serves at the pleasure of the Board for such a term as the Board shall determine. The effectiveness of the president is reviewed on a continuous basis by the Board through its chair, and for purposes of compensation, by the Compensation Committee of the Board. The Compensation Committee engages in a discussion with the president and discusses among its membership the performance of the president to provide feedback and consider compensation adjustments.

CHIEF EXECUTIVE OFFICER (CRITERION 3)

The president is responsible for carrying out and enforcing the policies and regulations adopted by the Board for the operation of the university. The president presides at all university exercises and as appropriate and requested, serves as the primary spokesperson for the university. In addition, the president directs, coordinates and implements planning, development and appraisal of all activities of the university.

On October 11, 2016, Richard M. Englert was appointed by the Board of Trustees as Temple University’s 11th president. Englert earned a doctorate in educational administration from the University of California, Los Angeles. He also has a master’s degree from Pepperdine University and a bachelor’s degree from St. John’s College. He arrived at Temple as an assistant to the dean of the College of Education. Over the years, he has been provost, dean of the College of Education and vice president for administration, among many other roles. Since 1985, he has served as a professor in the College of Education. President Englert is in the fourth year of his presidency and the 44th year of his Temple career.

President Englert is supported by a team of qualified administrators that includes the provost, 12 vice presidents and three senior advisors. Annually, each member of the president’s leadership team prepares a memo for the President that describes previous fiscal year accomplishments and current fiscal year goals and objectives. The President reviews this material, requests such additional information as necessary, and presents recommendations to the compensation committee of the Board with respect to the performance of the officers. The compensation committee engages in a discussion with the President regarding his recommendations and discusses among its membership any compensation adjustment.

ADMINISTRATION (CRITERION 4)

As described above, the university is led by an experienced team of senior administrators. As their biographies indicate, each has the qualifications and experiences to fulfill their roles. Each officer is supported by an organizational structure that aligns with their core functions.

As chief academic officer, JoAnne A. Epps (executive vice president and provost) oversees all academic policies, programs and activities of the university. The provost works closely with the deans, faculty and university administrators on matters related to curriculum, teaching and learning, and faculty affairs.

Provost Epps is supported by a team of vice provosts and vice presidents who oversee:

- Academic Affairs, Assessment and Institutional Research
- Informational Technology Services
- Enrollment Management
- Faculty Affairs
- Finance and Administration
- Graduate Education
- University Libraries
- Strategic Communications
- Student Affairs
- Undergraduate Studies
- University College

The provost regularly convenes the Council of Deans, an advisory body comprised of the school/college deans, dean of the university libraries; deans of Temple University Japan and Rome, and the vice provosts to discuss academic and administrative matters. The Council of Deans regularly discusses issues and information related to the mission and goals of the university including enrollment, academic policies, faculty affairs and strategic initiatives.

The Provost Lunch Sessions were launched in spring 2018 to create more opportunities for the provost to interact directly with faculty. The provost invited faculty for lunch and a conversation in a small group setting (15–18 participants) with other faculty. The three sessions were an opportunity for individuals to get to know one another, ask questions and share ideas or thoughts about Temple. The slots for these lunches filled quickly and additional sessions are being scheduled for 2019–2020. In addition, the provost regularly visits the school and college collegial assemblies to bring them up-to-date on university matters and to answer questions.

DATA GOVERNANCE AND INFORMATION TECHNOLOGY

In 2018–2019, Temple began the process of establishing a formal, university-wide data governance structure. A new Data Usage, Governance and Integrity Policy was drafted to: 1) promote the establishment, maintenance and expansion of trustworthy, stable, reliable, secure, confidential, and accessible collections of institutional data; 2) maximize the value derived from institutional data by increasing the understanding and use of such data; 3) ensure access to institutional data in accordance with institutional policies, and international, federal, and state privacy and security laws and regulations; and 4) facilitate the use of data as an integral part of decision-making and delivery of services.

Temple maintains a role-based data governance model with specific duties and responsibilities over data governance dependent on role. Access to data is authorized based on applicable law, the appropriateness of the user's role and the intended use. To ensure the appropriate use of data in carrying out the functions of the university, a companion "Data Rules and Guidelines" document was developed which outlines data governance principles, data stewardship roles, data governance councils, key offices for data and reporting, data classification, data roles and definitions.

Temple University uses Banner (an Ellucian product) as the university's enterprise-wide system for student, finance, human resources and advancement data and transactions. Temple's administrative systems support various academic and business processes. Administrators and staff can request access appropriate to their role and levels of authority. Temple formed collaboration centers for each of the four areas to support and extend the capabilities of administrative and academic systems. More recently, a fifth collaboration center, the Web Collaboration Center (WCC), was formed. The WCC, a partnership between Information Technology Services (ITS) and Strategic Marketing and Communications is leading a university-wide, multi-year strategic web initiative focused on web content and the user experience.

The operational focus of each collaboration center is to ensure full use of Banner and related tools; develop custom solutions when needed; ensure access to important information; support strategic initiatives; improve business processes and administrative efficiency; and promote standardization. Recent initiatives that enhance support of administrative functioning include:

- Implementation of Taleo, a new talent management system (HR Collaboration Center).
- Development of a new web-based grant setup application that consolidated data entry to a single web form, auto-populated co-dependent fields and enforced data validations, reducing data entry time and errors (Finance Collaboration Center, Research Administration).
- Initiation of a process to work with each school and college to publish the list of Temple's degrees in a more search-friendly way. Content is stored in a centralized degree/program search tool for prospective students. The project identified the need to monitor the completeness, accuracy and process of setting up programs in Banner and on the temple.edu website. A workflow was developed to complete the steps of getting a new program to the external web within 10 days of Board approval. (Web Collaboration Center).
- Completion of an RFP process to select a new university-wide classroom and event scheduling system. Following user-experience surveys and vendor demos, implementation of a new solution (25Live) began in 2018–2019 with a full launch scheduled to be completed in 2019–2020. The new system is cloud-based and addresses the needs for faster processing, enhanced reporting, and auditing capabilities. (Student Collaboration Center).

ASSESSMENT (CRITERIA 4 AND 5)

Temple uses an array of established processes to evaluate administrative effectiveness and to periodically assess the effectiveness of governance, leadership and administration. Information is regularly used in planning, in the allocation of resources and to enhance the overall effectiveness of the university. In addition, governance documents are regularly reviewed and updated.

GOVERNANCE DOCUMENTS

As institutions evolve, so must the governance structure. Temple University reviews and updates governance documents as necessary and appropriate. The Temple University bylaws were last amended by the Board of Trustees in December 2018 to establish the Committee on Strategic Direction and Long-Range Planning, a committee charged with collaborating with administration on long-range plans, initiatives and policies consistent with the mission of the university. Additionally, revisions were made regarding composition and appointment to the executive committee and the selection of its chair. In fall 2019, the Faculty Senate amended its bylaws to eliminate outdated provisions and to streamline processes and procedures to make them more efficient and transparent.

The Temple Student Government Constitution was amended in 2017 to include the establishment of the Parliament. Parliament, the legislative body of the Temple Student Government, passes acts and resolutions that express the opinions of the student body and improve the functions of TSG. The TSG

Constitution then underwent a thorough review in winter 2019. TSG engaged the Association of Student Government Associations (ASGA) to review the document. ASGA uses a rubric to evaluate constitutions for structure, principles and consistency. The review resulted in a score of 23 out of a possible 40 points. The three branches of TSG worked with the director of student activities to amend the constitution and bring it up to ASGA guidelines. TSG also reviewed the constitutions of other universities. Changes included:

- Reformatted the whole constitution and added a table of contents.
- Clarified power and responsibilities for the three branches.
- Outlined guidelines for holding a student leadership position including the required 2.5 GPA.
- Reduced seats within the Parliament from 39 to 30 and included with the 30 seats two at-large seats for graduate students.
- Added responsibilities of the advisor (full-time staff member) to the constitution.

The constitution will be updated again in 2019–2020 to include a new anti-hazing policy that all student organizations will be required to follow.

The Employee Manual was last revised in May 2019 following consultation in Human Resources and with University Counsel. The manual was amended to include adoption of a smoke-free campus policy. Following the recommendations of a university-wide taskforce, Temple amended its Smoking and Tobacco Use policy to prohibit the use of all tobacco products on all domestic campuses and properties.

EVALUATION OF DEANS

As stated in the policy on the Performance and Evaluation Review of Academic Deans: “The University is committed to fostering the success of its academic deans and enhancing their effectiveness in a constructive way.” Established in 2013, the practice was put in place to both evaluate and develop decanal leadership and to advance the goals of leadership excellence, managerial accountability and responsibility. The review focuses on the unit’s major accomplishments under the dean’s leadership and the internal and external challenges and opportunities the dean and unit will face during the next term of service. The final report includes recommendations as to how the dean might best address these challenges and opportunities, position the unit for success, and advance the mission of the university.

The review is typically conducted every fifth year, but the president or provost may adjust the timeline as necessary or appropriate. The number of reviews conducted in a year is directly related to hiring and contact renewal dates. The provost, as the president’s designee, appoints a committee with input from the faculty senate and the board of visitors from the dean’s school/college. The review committee is composed of individuals from the unit’s faculty and staff, students, board of visitors/advisory boards, and alumni. The review committee is comprised of full-time faculty members and administrators and is chaired by a current or former dean of another school or college.

The review process includes interviews with the dean and key stakeholders (senior administrators, faculty, staff, students, board of visitors’ members and alumni). Documentation reviewed and considered include the most recent strategic plan, accreditations reports, periodic programs reviews, and other external reviews or related documents. The committee also reviews a data packet that includes recent versions of the school/college’s student and faculty profile, Academic Quality Indicators (AQI) report, and admissions summary reports.

The committee’s report is provided to the Provost who then meets with the dean. Since Provost Epps assumed the position of provost in 2016, ten reviews have been completed.

Figure 7.1. List of dean's reviews (2016–2017 to present).

Academic Year	Dean
2016–2017	School of Podiatric Medicine Fox School of Business and Management Temple University Japan ¹⁶
2017–2018	College of Education Klein College of Media and Communication College of Science and Technology Temple University Rome Temple University Libraries
2018–2019	Kornberg School of Dentistry College of Public Health
2019–2020 (planned)	Boyer College of Music and Dance / School of Theater, Film and Media Arts College of Engineering

Mid-Year and End-of-Year Reports

In addition to the scheduled deans' reviews, the provost requests mid-year and end-of-year reports from each dean. The mid-year report consists of a set of questions designed to provide an overview and update of how the unit is functioning. Questions address matters such as faculty hiring and curriculum revision as well as the functioning of governance in the school/college. The report concludes with a reflective question as well as a forward-thinking, strategic question:

- Looking back over the last three to five years, what are your school/college's most significant highlights/points of pride?
- As you think about the future of your school/college, what makes you optimistic and what makes you concerned?

PERFORMANCE DEVELOPMENT SYSTEM

As discussed under Standard II, non-faculty administrators and staff are reviewed annually as part of the university's performance development system. The performance development plan (PDP) outlines an individual's essential functions and goals and projects for the fiscal year. Employees and supervisors review the plan at the start of the year and then the supervisor provides an evaluative rating at the end of the year. In addition to the evaluation of essential functions and goals/projects, all employees are evaluated on a set of 13 competencies, skills that the university expects of all employees. PDP ratings are factored into the system for compensation adjustments.

ASSESSMENT OF ADMINISTRATIVE AND ACADEMIC SUPPORT UNITS

As discussed under Standard IV, in 2017–2018 Temple enhanced its assessment of administrative areas with the implementation of an annual assessment report process. Administrative units regularly assess overall effectiveness using an array of direct and indirect measures including tracking usage rates, user satisfaction surveys and needs analysis. The new reporting requirement formalized and documented

¹⁶ The Dean of Temple University Japan was reviewed using a slightly modified process to account for distance and the Japan campus' status as a branch campus.

existing assessment practices by providing a mechanism for units to share assessment strategies, describe results, and indicate how assessments are used to enhance operations. Examples are provided here and in the evidence inventory.

Office of Sustainability

The Office of Sustainability completes the Association for the Advancement of Sustainability in Higher Education's (AASHE) Sustainability Tracking, Assessment and Reporting System (STARS) platform each year. The platform includes 469 data points that address sustainable operations, facilities, academics, research, engagement and community outreach. This benchmarking system results in a ranked certification system and also provides information to the Princeton Review and the Sierra Club. It covers the following areas of sustainability: curriculum, research, campus engagement, public engagement, operations, and planning and administration. In March 2018, the university earned silver certification, an increase from the bronze certification earned in 2015. The assessment revealed that the Office of Sustainability should focus on developing a peer education program and increasing employee engagement. It also identified operational areas that need strengthening, which include building operation and maintenance, clean and renewable energy, and energy efficiency.

Human Resources

In the spring of 2017, Human Resources completed a major upgrade to KRONOS, the university's time and attendance system. Based on user feedback regarding challenges of prior KRONOS upgrades, the 2017 upgrade included improved documentation, earlier communication and training programs, smaller training sessions and one-on-one sessions. The upgrade resulted in improved navigation and functionality.

Information Technology Services/Telecommunications

To determine infrastructure reliability, Telecommunications (Information Technology Services) conducts routine and incident-specific outage reviews. In support of these reviews, they maintain databases to provide statistics to understand the scope and impact of outages that occur. Every unscheduled outage is organized into categories such as Network Core, Network Internet, Network LAN, PBX and Voicemail. Root causes are identified for all incidents that impact service. Incident metrics are formally aggregated and reviewed bi-weekly. Telecommunications employs a continuous improvement methodology and make changes as appropriate based on the collected data.

PERIODIC PROGRAM REVIEWS (PROVOST PORTFOLIO)

Academic periodic program reviews also provide an opportunity for the evaluation of leadership, specifically at the dean, dean's office and department chair levels. The university policy on program review also allows for the review of non-degree-granting units that support the academic mission of the university. In 2016, Provost Epps launched a cycle of reviews for areas within her portfolio. Since 2016–2017, Undergraduate Studies, Enrollment Management, International Education (prior to the relocation of this unit to the vice president for international affairs), Housing and Residential Life, Student Affairs and the Graduate School underwent reviews.

The review process includes a self-study prepared by the unit followed by a two-day site visit by a team of external evaluators. The visit includes meetings with the provost, deans, other senior administrators, standing committees of faculty and staff engaged with the unit, staff and students. The aim of the review is to assess the unit's overall strengths and areas for improvement along with challenges and opportunities. Units are asked to consider the team's recommendations when setting annual goals and in preparing for the budget process. Examples of how program review has led to improvements in overall functioning and informed allocation or reallocation of resources include:

- Undergraduate Studies made changes to its organizational structure, creating a second associate vice provost position and adding two additional staff members to realign responsibilities and supervisory roles, establishing a more balanced and distributed staffing model.
- Undergraduate Studies strengthened the Career Network—staff housed in each college and some administrative units—broadening its reach and empowering Career Network members through additional central support, events, and most significantly through the online Handshake platform. This follows the more robust “hub and spokes” model recommended by the program review team.
- With the arrival of the new vice provost for admissions, financial aid and enrollment management, the Division of Enrollment Management instituted regular interdepartmental meetings and developed a new monthly update e-communication.
- Student Financial Services, in collaboration with Information Technology Services, launched a new online ticketing system to improve customer service, significantly reducing the duplication of unnecessary calls and emails and reducing response time to inquiries.

ADDITIONAL EXAMPLES

Temple’s participation in the Academic Benchmarking Consortium (ABC), discussed under Standard VI, will provide additional opportunities to analyze labor costs associated with administrative activities in eight core areas: facilities, human resources, finance, development, IT, research administration, communications and student support. In spring 2019, Temple piloted ABC’s Quality Matters survey which collected data on perceptions of the quality of the services provided. Combined, these data will enable university leaders to make strategic decisions to improve efficiency and effectiveness while supporting strategic priorities.

Other examples of surveys that are used in part to evaluate administrative units and to enhance operations include the Temple University Undergraduate and Graduate Student Satisfaction Surveys and the National Survey of Student Engagement (see Standard IV).

CONCLUSION AND SUGGESTIONS FOR IMPROVEMENT

Temple is governed by a Board, leadership and administration that leads and administers with the appropriate autonomy and integrity and in ways that benefits the university and constituents it serves. Education is at the center of Temple’s mission and goals, and the institution has in place processes to ensure that it is governed and operated in a manner that allows the university to realize its mission and goals. Several suggestions emerged from the self-study process. Temple should:

1. Continue implementation of the formal data governance structure. Access to accurate data is foundational to all aspects of academic and administrative operations and in assessing the effectiveness of administrative units.
2. Continue to emphasize integrity and compliance across all layers of the organization. The hiring of a Chief Compliance Officer and the creation of the Ethics and Compliance Office provide important, centralized and coordinated oversight through the ongoing development of policies and procedures, education and training resources, monitoring, communication and risk assessment.

EVIDENCE INVENTORY DOCUMENTS FOR THIS STANDARD

Documents are listed in the order they appear in this chapter and as the file name appears in the Evidence Inventory. *Note: As many documents appear across standards and criteria, the document filenames include references to all standards and criteria for which the document is relevant.*

SI-SVII Temple University Mission Statement	SVII.C4 Council of Deans Agendas Fall 2018 through Fall 2019
SVII.C1.C2.C4.C5 Temple University Bylaws	SVI.C6_SVII.C4 Data Usage, Governance and Integrity Policy
SVII.C1.C4.C5 Faculty Senate Bylaws	SVII.C4 Taleo Talent Management Training
SVII.C1 School and College Standard Bylaws	SVII.C4 Scheduling System RFP
SVII.C1 Boyer College of Music and Dance Bylaws	SVII.C4.C5 TSG Constitution Review Rubric
SVII.C1 Fox School of Business and Management Bylaws	SVII.C4.C5 TSG Constitution Review
SVII.C1 Beasley School of Law Bylaws	SS Employee Manual
SVII.C1 Katz School of Medicine Bylaws	SVII.C4.C5 Smoking and Tobacco Use Policy
SVII.C1 Klein College of Media and Communication Bylaws (formerly School of Media and Communication)	SVII.C4.C5 Policy on Deans Reviews
SVII.C1 School of Pharmacy Bylaws	SII.C5_SVII.C4.C5 Performance Development Plan Sample
SVII.C1 School of Sport, Tourism and Hospitality Management Bylaws	SIV.C6_SVII.C4.C5 Administrative and Academic Support Assessment Report Template
SVII.C1 Tyler School of Art and Architecture Bylaws (formerly Tyler School of Art)	SIV.C6_SVII.C4.C5 Assessing Administrative and Support Areas Workshop
SVII.C1 College of Education Bylaws	SVII.C4.C5 Office of Sustainability STARS Report
SVII.C1 College of Liberal Arts Bylaws	SVII.C4.C5 HR Annual Assessment Report
SVII.C1 College of Engineering Bylaws	SVII.C4.C5 Telecommunications Annual Assessment Report
SVII.C1 School of Dentistry Bylaws	SIII.C8_SV.C5_SVII.C4.C5 Periodic Program Review Policy
SVII.C1 College of Public Health Bylaws	SVII.C4.C5 Undergraduate Studies Program Review
SVII.C1 Faculty Senate Constitution	SVII.C4.C5 Enrollment Management Program Review
SVII.C1 Temple University Faculty Herald (December 2019)	SVII.C4.C5 International Education Program Review
SVII.C1 2019-2020 Assessment of Instruction Committee Membership	SVII.C4.C5 Housing and Residence Life Program Review
SIII.C8_SVII.C1 Policy on Course and Teaching Evaluations	SIV.C4_SVII.C4.C5 Student Affairs Periodic Program Review Self-Study
SVII.C1 Assessment of Instruction Committee Meetings_Fall 2019 Agendas	SIV.C4_SVII.C4.C5 Student Affairs Periodic Program Review Team Report
SVII.C1 Ad Hoc Committee Report on Retired Faculty	SVII.C4.C5 Graduate School Program Review Self-Study
SVII.C1.C4.C5 Temple Student Government Constitution	SVI.C8.C9_SVII.C4.C5 Academic Benchmarking Consortium
SVII.C2 Temple University-Commonwealth Act	SVI.C8.C9_VII.C4.C5 ABC Quality Matters Survey
SVII.C2 Temple University Bylaws Section 4.3	SIII.C8_SIV.C6_SVI.C8.C9_SVII.C4.C5 Temple University Student Questionnaire 2018-Summary Report
SVII.C2 Gift Acceptance Policy	SIII.C8_SIV.C6_SVII.C4.C5 Graduate Student Survey 2018
SII.C4_SVII.C2 Conflict of Interest-Trustees and Officers	SIV.C6_SV.C1_SVII.C4.C5 NSSE Executive Summary 2013 and 2016
SVII.C2 Temple University Bylaws Article VII	SIV.C6_SVII.C4.C5 NSSE 2019 Temple University Snapshot
SVII.C3 President Richard M. Englert Bio	SS Frequently Referenced Websites
SVII.C3 President's Leadership Team	
SVII.C4 Temple University Senior Administrators	
SVII.C4 Provost's Team of Vice Presidents and Vice Deans	

