

TEMPLE UNIVERSITY

# Self-Study Design Spring 2026



Middle States Commission  
on Higher Education



# Temple University Self-Study Design Plan for Reaccreditation 2027-2028

(Submitted June 1, 2026)

The self-study design is intended to guide Temple University through the reaccreditation process. The document outlines our institutional priorities and intended outcomes and serves as the blueprint for development of a self-study that aligns with our mission and priorities and allows for engagement of our stakeholders in the process.

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## I. Institutional Overview

Founded by Russell H. Conwell in 1884, 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 give education to those who were unable to get it through the usual channels." In Temple's earliest incarnation, working-class citizens were taught late in the evening, and referred to as "night owls," giving rise to the school's mascot and team name. In 1965, the university became a member of the Commonwealth System of Higher Education; it is one of four state-related universities in Pennsylvania.

Temple has evolved into one of the nation's most comprehensive and globally engaged urban public research universities, with 17 schools and colleges, more than 600 academic programs and more than 33,000 students across eight campuses – including international locations in Rome, Tokyo and Kyoto. In addition to its Main Campus in North Philadelphia, Temple has three additional 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.

As Philadelphia's only four-year public university, Temple is one of the top 50 largest public, four-year universities in America. In the latest Carnegie Classification of Institutions of Higher Education, Temple is in the "highest research activity" category, or R1, placing it among the top 4% of all four-year institutions in the nation. It was also designated a top opportunity college and university (OCU), one of just 21 institutions nationwide to earn both distinctions. In 2025, Temple was invited to join the University Innovation Alliance (UIA), a leading national consortium of public research universities committed to improving student success and broadening participation in higher education for all. Temple is the only Pennsylvania university represented in the alliance.

Temple's Main Campus is set against the backdrop of the Philadelphia skyline in America's first World Heritage City. Green space, athletic facilities, and eclectic architecture ranging from the historic Temple Performing Arts Center to the Snøhetta-designed Charles Library form a vibrant residential setting. Temple is a vibrant community. More than 13,000 students live on or near the Main Campus, with the majority of first-year students living in Temple-owned and sponsored housing. More than 400 student organizations, as well as Temple's NCAA Division I athletic programs, thrive on campus.

Temple offers 651 academic degree and certificate programs including two associate degree programs, 187 bachelor's programs, 180 master's programs, 54 doctoral programs,

14 professional practice degree programs and 214 post-secondary and graduate certificate programs. The 17 schools and colleges, including five professional-level schools, focus on providing an education that is practical, hands-on and led by expert faculty. 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 and Human Development
- College of Engineering
- Beasley School of Law
- College of Liberal Arts
- Lew Klein College of Media and Communication
- Lewis Katz School of Medicine
- Esther Boyer College of Music and Dance
- School of Pharmacy
- School of Podiatric Medicine
- Christopher M. Barnett College of Public Health
- College of Science and Technology
- School of Social Work
- School of Sport, Tourism and Hospitality Management
- School of Theater, Film and Media Arts

In the fall of 2024 the university opened the newly renovated and reimagined Paley Hall. It is home to the College of Public Health now recognized as the Christopher M. Barnett College of Public Health due to an historic gift from alumnus Christopher M. Barnett, CLA '10.

In April 2026, Temple announced that it received a historic gift from alumnus Jane Creamer Sullivan, KLN '70, which will lead to the creation of the Jane Creamer Sullivan and Thomas J. Sullivan Honors College. Building on the strength of Temple's existing Honors Program,

the Sullivan Honors College will position Temple as a national leader in Honors education, defined by qualities that are distinctly Temple. Its establishment is an inspiring illustration of how our strategic plan, *Forward with Purpose*, is paving the way for us to become one of the most consequential urban research universities in the nation.

The university's institutional budget for FY2026 was approximately \$1.29 billion, with a workforce of more than 8,100 faculty and staff. For more than a year, a Budget Model Task Force, comprised of faculty and administrators, has been working diligently on the development of our new budget model. Beginning July 1, 2026 we will move from an RCM model to a centralized budget structure that will allow Temple to operate as one university, rather than a collection of independent financial units. It is a 'One Temple' budget model, which represents a significant cultural shift for our institution. This will require discipline, collaboration and creativity, and in many cases rethinking how we organize our work across the university to reduce duplication, strengthen coordination, and ensure our resources are being applied to the university's highest academic and student success priorities.

Temple is a catalyst for innovation, discovery and opportunity. The university consistently ranks among the top public research universities in the nation, with annual research expenditures of \$334 million for FY25. In a new innovation index developed by Cure (<https://wewillcure.com/insights/innovation-index>), Temple was ranked #63 out of 240 universities nationally in our ability to move research discovery out into real-world solutions. Temple researchers recently made a discovery of the role the tau protein has in the onset of Alzheimer's by creating permeabilities in the blood-brain barrier. This discovery could form the basis for prevention protocols. Temple engineers are working on utilizing AI methodologies to create more socially aware robots that can navigate public spaces and improve safety and effectiveness in certain workspaces.

## Enrollment and Student Success

Building back enrollment through student success and enrollment strategies, as well as addressing the impact on the budget, are priorities. Since 2021, Temple University has experienced a gradual overall enrollment decline at both the undergraduate (-11%) and graduate/professional (-15%) levels. Overall enrollment, however, increased by 266 students between Fall 2024 and Fall 2025.

Like many public urban research universities, Temple's enrollment challenges reflect a combination of demographic shifts, increased regional competition, changing student and family perceptions regarding safety, and the long term impact of the pandemic on student persistence and progression. The university has responded through coordinated investments in public safety, student success infrastructure, financial aid strategy, advising technology, and enrollment management redesign.

While we welcomed the largest first-year class in Temple’s history this past fall, overall domestic enrollment fell below 30,000. With growth at our international campuses, however, in fall 2025 our overall global enrollment rose to just over 33,000 across all our campuses and locations, which represents a slight increase from last year. Temple Japan’s enrollment in fall 2023 was 3,545, up from 2,777 students last year. This included more than 650 new first-year students. Additionally, Temple Rome has enrolled 228 students last fall, which included 38 first-year students. On a positive note, all indicators suggest that we should once again welcome a strong first-year cohort when the Class of 2030 arrives on campus this fall. As of May 14, undergraduate applications for first-year students are up 7% admits are up 2.2% and deposits are up 6.9% compared to last year. In addition, the admit rate is down 3.6%. Transfer admits are up as well, with 187 more deposits at this point in time compared to last year.

## Total Enrollment

### Fall Enrollment (All Campuses)

	2021	2022	2023	2024	2025
Undergraduate	27,538	26,224	24,145	24,327	24,583
Graduate/Professional	10,011	9,474	8,799	8,455	8,465
<b>Total</b>	<b>37,549</b>	<b>35,698</b>	<b>32,944</b>	<b>32,782</b>	<b>33,048</b>

## Enrollment by Level, Race/Ethnicity and Gender (Fall 2025)

Race/Ethnicity	Undergraduate				Graduate/Professional				Grand Total
	Female	Male	Other	Total	Female	Male	Other	Total	
African American	3,169	1,861	8	5,038	715	324	7	1,046	6,084
American Indian/Alaska Native	32	30		62	5	5		10	72
Asian	1,728	1,526	5	3,259	653	437	6	1,096	4,355
Hispanic/Latino	1,498	1,077	2	2,577	438	222	8	668	3,245
International	444	458	4	906	564	551	8	1,123	2,029
Two or More Races	452	293	1	746	156	88	3	247	993
Pacific Islander	8	14		22	4	1		5	27
Other/Unknown	677	579	136	1,392	263	198	89	550	1,942
White	3,681	3,547	28	7,256	2,019	1,426	55	3,500	10,756
<b>Grand Total</b>	<b>11,689</b>	<b>9,385</b>	<b>184</b>	<b>21,258</b>	<b>4,817</b>	<b>3,252</b>	<b>176</b>	<b>8,245</b>	<b>29,503</b>

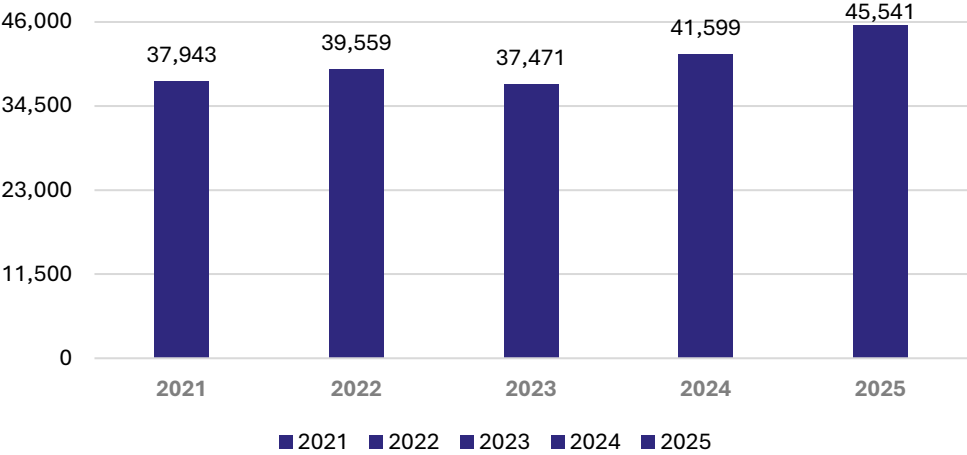
As we focus on rebuilding enrollments, we also continue to identify new revenue opportunities for the university. In 2025-26, the interim provost formed two task forces to focus on areas of enrollments where the university has underperformed in recent years, one on online education and another focused on transfer enrollment. These efforts align

with Temple’s commitment to expanding access and flexibility for transfer students, adult learners, and graduate students.

Since 2021, Temple experienced a 9% increase in the number of first-time, first-year entering students, signaling improvement in new student enrollment. More specifically, since Fall 2023, Temple has experienced significant growth in first-year demand, with applications increasing by approximately 22%. This growth included an increase in first-generation and Pell-eligible students. The growth was due in part to shifts in our recruitment strategy, a new financial aid strategy and investments in public safety. Additional contributors included more targeted recruitment and communication strategies, expanded campus visit programming, and stronger alignment between admissions, financial aid, and student success efforts.

Temple is also strengthening its commitment to transfer students. A top destination for transfer students from area community college partners, Temple engaged a consultant from the Association of Collegiate Registrars and Admissions Officers to identify areas of need including how we can improve our process for evaluating and awarding transfer credits. A cross-campus Transfer Task Force formed in September 2025 is using the consultant’s report as a framework to identify ways to increase transfer enrollments and enhance the transfer student experience. In addition, the university is reinvigorating its partnerships with all local and regional community colleges. These efforts align closely with Temple’s historic mission of access and opportunity for students across the Philadelphia region and beyond.

### Applications (2021- 2025)



## First-year Entering Cohort by First-Generation Status and Pell Eligibility 2023-2025

<i>Fall First-Year Entering Cohort</i>			
	<b>2023</b>	<b>2024</b>	<b>2025</b>
First-Generation	39%	40%	48%
Pell Eligible	38%	46%	51%

Student success is a priority of Temple’s strategic plan, and the university closely monitors student achievement metrics. The tables below summarize student achievement data from the last five years. Earlier years of larger entering cohorts led to larger graduating classes. This combined with declining numbers in entering cohorts in subsequent years also contributed to the enrollment challenges.

## Degrees Conferred (AY 2020-2021 through AY 2024-2025)

<b>Academic Year</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
Degrees Conferred	10,677	9,816	9,446	9,128	8,857

Our enrollment has also been challenged in part due to lower than expected retention and progression rates, which have become central institutional priorities reflected throughout the university’s strategic plan and operational planning efforts. These efforts include investments in EAB Navigate, enhanced orientation and transition programming, transfer pathway redesign, coordinated student support services, and proactive retention initiatives focused on student persistence and completion. Student success is at the center of the university’s strategic plan and many of its initiatives and is an institutional priority for the self-study.

While Temple’s year one to year two retention rate remains close to the national average for large public universities, the university is committed to addressing reasons students do not return. Financial reasons are a primary driver of student attrition and we are examining academic reasons as well, particularly student success in math among STEM majors, also a national challenge. Investments in technology, including implementation of EAB Navigate, will help identify at-risk students at earlier and more frequent points. Shifts in new student orientation are being piloted in summer 2026 and enhanced first-year supports are launching in fall 2026.

## Retention and Graduation Rates (2017-2024 Incoming Cohorts)

	Incoming class (cohort year)				
	2020	2021	2022	2023	2024
First Year Retention Rate	86%	84%	84%	83%	82%

	Incoming class (cohort year)				
	2017	2018	2019	2020	2021
4-year Graduation Rate	57%	59%	58%	56%	55%

	Incoming class (cohort year)				
	2015	2016	2017	2018	2019
6-year Graduation Rate	75%	78%	75%	75%	73%

Through our membership in the University Innovation Alliance (UIA), in 2026 Temple is partnering with the National Institute for Student Success (NISS) at Georgia State University to critically examine the current state of our student success work. NISS gathered data on our operations and practices, which it will use to create a playbook outlining steps to implement campuswide student success strategies. This important assessment will help Temple develop a path forward as we work to support and improve student outcomes.

### Our Mission, Values and Vision

In anticipation of the arrival of John Fry, Temple’s 15th president, in November 2024, the university embarked on a review of its strategic plan. Under President Fry’s leadership and with broad input from faculty, students, staff, alumni and community members, this led to the development and launch of a new strategic plan, “Forward with Purpose,” which was approved by the Board of Trustees on January 28, 2026.

Temple’s mission remains unchanged, reflecting the Temple community’s knowledge of and dedication to the university’s founding principles. Our university values were reframed and consolidated from ten to five. Finally, the vision statement demonstrates Temple’s bold and optimistic commitment to the university’s future.

#### *Mission*

*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.

### Values

Temple's five, core values shape how we educate students, support our people and engage with our communities:

- Opportunity (*Opening doors, changing lives.*)
- Engagement (*Rooted locally, connected globally.*)
- Discovery (*Curiosity drives innovation.*)
- Perseverance (*Hard work. Resilience. Results.*)
- Inclusivity (*Every voice matters.*)

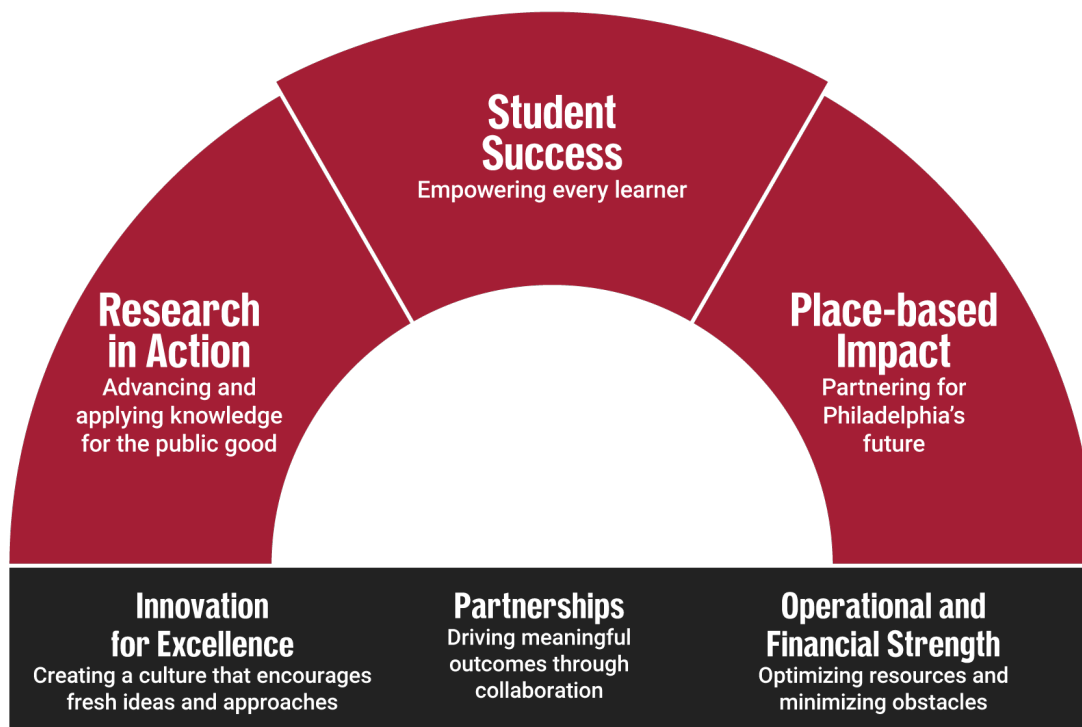
### Vision

*By 2034, the 150<sup>th</sup> anniversary of our founding, Temple will be known and respected as one of the nation's leading public, urban research universities – an innovative institution that provides a high-value, accessible education, produces discoveries with true impact, and serves as a model of community leadership and civic partnership.*

### Strategic Plan

In January 2026—following input from faculty, students, staff and neighbors across a nearly year-long inclusive planning process—President Fry introduced *Forward with Purpose: Temple University's Strategic Plan*. The plan is the roadmap to help the university achieve its goal of becoming one of the most consequential urban research universities in the nation as we drive toward our 150<sup>th</sup> anniversary in 2034.

The strategic plan is organized around three priorities: Student Success, Research in Action and Place-based Impact).



*Student Success (Empowering every learner)*

Temple University will become a national leader in student success by fostering an inclusive, nurturing learning environment – built on an integrated system of expert human support and state-of-the-art technology – that enables every student to thrive here and in their professional careers.

*Research in Action (Advancing and applying knowledge for the public good)*

Temple University will be globally recognized for confronting society’s most urgent challenges through research and creative activity that is embedded in urban communities, inspires action, and improves civic and cultural life in our region, our nation and the world.

*Place-based Impact (Partnering for Philadelphia’s future)*

Temple University will be a vital, trusted partner in our city and throughout the Commonwealth, leveraging our expertise and our relationships to pursue resilience, growth and opportunity, serving as a national model for public urban research universities.

Importantly, a set of three foundation principles—Innovation for Excellence, Partnerships, and Operational and Financial Strength—spans the work across the priorities and build the foundation needed to achieve the plan’s objectives. These principles are intended to ensure that Temple creates a culture that encourages fresh ideas and approaches (innovation for excellence), drives meaningful outcomes through collaboration

(partnerships) and optimizes resources and minimizes obstacles (operational and financial strength).

Included with the plan is a campus development plan, *Building Connections*, that will help the university envision and realize the physical environment that will support the strategic plan. Intended to be implemented over the next 20 years, the plan provides a vision for how the university will continue to meet the needs of the campus and North Philadelphia communities, both now and well into the future.

Additional information about Temple's strategic plan and the planning process can be found at [plan.temple.edu](http://plan.temple.edu).

## II. Institutional Priorities

The MSCHE Reaccreditation Steering Committee met in fall 2025 and early winter 2026 to discuss the institutional priorities and intended outcomes to guide Temple through the reaccreditation process. The committee reviewed the priorities and outcomes selected by the Steering Committee that led the university's prior (2019-2020) reaccreditation process along with examples shared with Temple's Steering Committee co-chairs during the 2025 Self-Study Institute.

In January 2026, with the launch of *Forward with Purpose*, our new strategic plan, Temple University outlined the strategic framework to ensure we fulfill our mission and vision as one of the nation's leading public, research universities. As part of the reaccreditation process, MSCHE encourages institutions to consider the connections between MSCHE standards and the university's mission and institutional priorities, and to align the self-study process with the strategic plan. The Steering Committee felt strongly that the priorities laid out in the plan were ideal to be selected as the institutional priorities for the self-study. The committee added a fourth institutional priority which aligns with how we seek to lead and serve our communities and stakeholders. All four priorities align with the seven MSCHE standards.

*Alignment of Self Study Design Institutional Priorities with MSCHE Standards*

	<b>Priority 1</b>	<b>Priority 2</b>	<b>Priority 3</b>	<b>Priority 4</b>
<b>MSCHE Standard</b>	Student Success  <i>Empowering Every Learner</i>	Research in Action  <i>Advancing and applying knowledge for the public good</i>	Place-based Impact  <i>Partnering for Philadelphia's future</i>	Intentionality  <i>Being intentional in how we tell our story, fulfill our mission and commit to continuous improvement.</i>
I. Mission and Goals	✓	✓	✓	✓
II. Ethics and Integrity	✓	✓		✓
III. Design and Delivery of the Student Experience	✓			✓
IV. Support of the Student Experience	✓		✓	✓
V. Educational Effectiveness Assessment	✓	✓	✓	✓
VI. Planning, Resources and Institutional Improvement		✓		✓
VII. Governance, Leadership and Administration	✓			✓

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

In addition to the three intended outcomes that MSCHE requests institutions adopt for the self-study process, the Steering Committee identified two additional intended outcomes that will allow us to engage in real time problem solving. Through self-study, we will examine what we do well, identify areas of need, demonstrate how we fulfill our mission, assess progress toward achieving our institutional strategic priorities, and enhance our overall institutional effectiveness. The intended outcomes:

1. Demonstrate how the institution currently meets the Commission's *Standards for Accreditation and Requirements of Affiliation* and provides evidence by standard in alignment with the Evidence Expectations by Standard.
2. Leverage periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution's priorities, mission, and goals.
3. Engage the institutional community in an inclusive and transparent self-appraisal process, including analysis of a range of data, to ensure students are appropriately served and institutional mission and goals are met.
4. Ensure the reaccreditation process enhances the university's strategic planning by highlighting existing strengths and identifying areas for improvement while acknowledging contemporary challenges for higher education.
5. Share Temple's story in a way that demonstrates our ongoing commitment to the university's mission and to the communities we serve.

#### IV. Organizational Structure

Temple University selected the comprehensive, standards-based approach for its self-study. The university's accreditation was reaffirmed in 2010 and 2020 via a comprehensive, standards-based self-study design. In considering the design and organizational structure for our 2027-2028 process, the university's accreditation liaison officer consulted with other 2020 participants to review the strengths and weaknesses of the prior structure.

Like prior reviews, the comprehensive, standards-based approach will allow Temple to demonstrate its compliance in meeting the seven standards and all criteria while concurrently examining our progress in fulfilling our mission and realizing the strategic priorities outlined in the strategic plan.

##### Committee Structure

Temple University's reaccreditation efforts will be led by an Executive Committee working with the Steering Committee and seven working groups. The Executive Committee is comprised of the Steering Committee co-chairs and the assistant director of academic affairs who will manage the compilation of documents and evidence inventory. A graduate assistant was selected in spring 2026 to assist the executive committee. A small executive committee with a larger, more inclusive steering committee was identified as one of the strengths of the 2020 process.

The 24-member Steering Committee (see Appendix A) consists of students, faculty and staff from across the campus community including a representative from the university's branch campus, Temple University Japan. The need to have early and consistent participation of our colleagues at Temple University Japan was identified as an area of need from the 2020 effort. Earlier engagement will help TUJ prepare for the branch campus visit to be scheduled as part of the reaccreditation process.

Steering Committee membership consists of:

- MSCHE Steering Committee co-chairs (2)
- Co-chairs for the standards-based work group (14 members)
- A representative from: (5)
  - The Council of Deans
  - Faculty Senate
  - Temple University Student Government
  - Temple University Japan
  - University Office of Strategic Marketing and Communication
- At-large members (3)

President John Fry and Interim Provost David Boardman charged the Steering Committee in November 2025. Co-chairs were selected for their accreditation experience, engagement across the university and commitment to continuous improvement. Jodi Levine Laufgraben, Ed.D., is the vice provost for academic affairs, assessment and institutional research. She led the university's previous reaccreditation efforts and serves as Temple's accreditation liaison officer (ALO). Jason Gallagher, PharmD, is a clinical professor of pharmacy practice in the Temple University School of Pharmacy. He serves on the Faculty Senate Steering Committee and was a member of the university-wide committee that reviewed and recommended a change from the Responsibility-Centered Management budget model. Temple sought to form a Steering Committee comprised of individuals knowledgeable about accreditation along with those new to Middle States / institutional accreditation. Fifteen (15) of the 24 Steering Committee members are serving for the first time.

The Steering Committee is responsible for providing guidance and support across the reaccreditation process. The Steering Committee was charged with the following roles and responsibilities:

- Participate in identification of intended outcomes for the self-study.
- Develop institutional priorities for the self-study process.
- Assist with development of the self-study design.
- Establish and charge working groups and coordinate their research on the lines of inquiry to be studied.
- Ensure that the timetable is implemented as planned.
- Coordinate and promote communication within the institution about the Self-Study process.
- Participate in meetings during visit of Middle States vice president, team chair and the visiting team (2027-28).
- Assist with institution-wide review of and responses to a draft of the Self-Study.
- Oversee the completion of the final Self-Study Report and any other documents relevant to the Self-Study process and team visit; and,
- Assist with coordination of schedule during the Evaluation Team visit.

### *Work Groups*

Seven work groups, one per standard, are collaborating with the Steering Committee. Each work group is chaired, or co-chaired, by an administrator with expertise in the standard and a faculty member. In addition, each work group includes a member of the university-wide Assessment Planning Committee and an undergraduate or graduate student. The full Steering Committee will meet regularly to ensure that the work groups are supported and making progress. At each Steering Committee meeting, the Executive Committee will provide updates on the timeline and upcoming deliverables. Work group chairs will be asked to summarize work group progress. Steering Committee agendas will be posted to the internal MSCHE Reaccreditation Teams site. At each meeting, the Steering Committee will review the intended outcomes of the self-study and the institutional priorities.

The work groups will:

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

- 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 a standard template, 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.

Each work group was tasked with exploring two common lines of inquiry:

1. To what extent does Temple University meet the criteria for this standard?
2. What opportunities exist for Temple to improve the work we do in support of this standard?

Work groups then identified 2-3 additional lines of inquiry aligned with their assigned standard, and Temple’s mission, strategic plan and institutional priorities. The full list of work group members and the lines of inquiry guiding each work group report can be found in Appendix B.

A Middle States 2027-28 Microsoft Teams site was created to assist the Steering Committee and work groups in interacting with one another, particularly where there is overlap in lines of inquiry. Teams allows for the creation of folders for each work group and folders with key documents including Middle States materials, committee membership and roles, the Self-Study Design and prior years’ reports. The Teams site allows for the sharing of documents, provides a collaborative workspace for the Steering Committee to share and view drafts of documents, and the posting of announcements of upcoming meetings and events.

Folders within Teams will be used to begin compiling supporting documents and to build the evidence inventory. The work group process will be central to the compilation of the evidence inventory for submission of the 2027-28 self-study and preparation for the evaluation visit.

## V. Guidelines for Reporting

At the start of the spring 2027 semester (January 2027), each work group will submit a draft of its report using the provided template (Appendix C). The work group template outlines the institutional priorities and consists of four sections:

- I. Overview of Standard
- II. Lines of Inquiry
- III. Findings and Evidence
- IV. Conclusion and Recommendations

The template includes a chart with the criteria for the standard and the work group will provide a summary of the university's strength and innovation in meeting the criteria, indicate if the criteria or requirement is met and document the evidence supporting the recommendation. The final section of the work group template is a summary of strengths and areas for improvement related to the assigned standard as well as the lines of inquiry. Work group submissions should clearly acknowledge areas the university should focus on to ensure institutional effectiveness, fulfillment of our mission and priorities and full compliance with the criteria of the standards.

The executive committee and Steering Committee will review and provide feedback on the work group submissions by early March 2027 with final work group reports being submitted in April 2027.

## VI. Organization of the Final Self-Study Report

The self-study will be organized in a manner consistent with a standards-based approach and follow the MSCHE guidelines for the main elements of the self-study report.

- *Executive summary*: brief description of major findings, opportunities for improvement and areas of innovation and strength
- *Introduction*: Overview of the history, institutional-type, size and student population; description of the institutional priorities and intended outcomes that guided the self-study progress; outline for the remaining chapters of the report
- *Chapters for each standard*: A dedicated chapter per standard that includes a discussion of examples and relevant materials (cross-references to other parts of report and documents in the evidence inventory) that demonstrate how Temple meets the standard and all criteria, fulfills its mission and meets its institutional priorities. Each chapter will conclude with an overview of strengths and challenges, including self-suggestions for addressing identified areas of need and improvement.
- *Conclusion*: Summary of the major conclusions and the self-identified opportunities for improvement across the self-study process and report.

The report will be formatted using consistent font size and type, a uniform heading structure and cross-references to identify relevant materials, reduce redundancy and respect the recommended document length.

## VII. Timeline

Appendix D is a comprehensive timeline detailing the semester-by-semester self-study activities and major milestones in the self-study process, when milestones are expected to be achieved and where there is opportunity for engagement of the Temple community. The timeline begins in fall 2025 with Temple participation in the self-study institute and concludes in spring 2028 with the evaluation team visit, team report and affirmation of Temple’s accreditation status.

## VIII. Communication Plan

Temple will use multiple communication strategies to a) inform and engage Temple stakeholders in the self-study process; b) emphasize the importance and impact of accreditation; and c) promote the path forward based on the areas for improvement identified in the self-appraisal process and guidance from the evaluation team.

A Middle States 2027-28 [website](#) was launched in March 2026 and will be the primary site for information. The site contains general information about the importance and impact of accreditation, an overview of the MSCHE standards, and the reaccreditation timeline. When approved by Middle States, the *Self-Study Design Document* will be posted to the site. When available for university review and comment, the Self-Study Report will also be posted to the website and there will be a link for the online submission of feedback. A similar process was used effectively in the 2020 reaccreditation process.

The university’s Vice President for Strategic Marketing and Communications is a member of the Steering Committee and will work with the Executive Committee and Steering Committee to facilitate communication.

### Temple University Middle States 2027-28 Communication Plan

<b>Communication objective</b>	<b>Audiences</b>	<b>Communication strategies</b>	<b>Tactics and timing</b>
Inform the university community of the reaccreditation process and timeline	Faculty Staff Students Trustees	<ul style="list-style-type: none"> <li>• Temple MSCHE 2027-28 website</li> <li>• University-wide messaging from the president</li> </ul>	<i>Beginning in Fall 2025:</i>  Ongoing updates to website

		<ul style="list-style-type: none"> <li>• <i>Temple Now</i> updates (university-wide e-newsletter)</li> <li>• Presentations to standing committees and groups</li> <li>• Presentations and updates to executive leadership</li> <li>• News stories in <i>Temple News</i> (student paper) and Temple Update (TV)</li> </ul>	<p>General updates at start of academic years and semesters (Fall 2025, Spring 2026, Fall 2026 and Spring 2027, Fall 2027, Spring 2028)</p> <p>Updates to the Board of Trustees (April 2026, June 2026, October 2026, January 2027, April 2027, June 2027, October 2027, January 2028)</p>
<p>Collect information to inform work group reports</p>	<p>Faculty Staff Students Trustees Other stakeholders with roles related to standards/criteria</p>	<ul style="list-style-type: none"> <li>• Email outreach to identified offices and stakeholders</li> <li>• Invitations for individuals to meet with respective work groups</li> <li>• Quick Polls (portal-based polls used to collect information in focused areas) inviting feedback on areas of interest from work groups</li> </ul>	<p><i>Spring 2026 – Spring 2027</i></p> <p>June/July 2026: provide work group templates and approved self-study design to work groups.</p> <p>July – August, 2026: begin populating teams with documents for work groups; provide Microsoft lists form for work groups to add and track documents.</p>

			<p>January 29, 2027: work group reports due</p> <p>March 1, 2027: Executive committee feedback to work groups</p> <p>April 16, 2027: Final draft of work group template due</p>
Draft self-study report	Executive Committee	<ul style="list-style-type: none"> <li>• Progress reports to university leadership</li> </ul>	<i>Spring – Summer 2027</i>
Collect feedback on the self-study draft	Faculty Staff Students Trustees	<ul style="list-style-type: none"> <li>• Feedback from Steering Committee and Work Group memberships</li> <li>• MSCHE 2027-28 website (via online feedback link)</li> <li>• Presentation of draft and discussion of feedback with standing committees and groups</li> <li>• Messaging from senior leadership about importance of sharing feedback</li> </ul>	<p><i>Summer and Fall 2027</i></p> <p>Review with Board of Trustees (June 2027 and October 2027)</p>

<p>Prepare the university community for the evaluation team's visit and outcome of the reaccreditation process</p>	<p>Faculty Staff Students Trustees</p>	<ul style="list-style-type: none"> <li>• Targeted emails inviting stakeholders to meet with evaluation team</li> <li>• Portal announcements of open meetings with evaluation team</li> <li>• Town Hall meetings held by Steering Committee</li> <li>• MSCHE 2027-28 website</li> <li>• <i>Temple Now</i> updates</li> <li>• Presentations to standing committees and groups</li> <li>• News stories in <i>Temple News</i> (student paper) and Temple Update (TV)</li> <li>• Messaging from senior leadership about importance of engagement</li> </ul>	<p><i>Late fall 2027; early spring 2028</i></p> <p>Visit preparation with Board of Trustees (January 2028)</p>
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The communication process will include regular updates (minimum of 1-2 updates per

semester) by the Steering Committee Co-Chairs to the following standing committees and groups:

- Academic Affairs, Student Success and Diversity Committee of the Board of Trustees (quarterly meetings)
- President’s Cabinet (meets monthly)
- Provost’s Senior Staff (meets monthly)
- Temple University Faculty Senate via the Faculty Senate Steering Committee (meets biweekly)
- Council of Deans (meets monthly)
- Temple University Student Government (meets regularly)

## IX. Evaluation Team Profile

Temple University is requesting the self-study visit be scheduled between end of January and end of February in 2028. *Note: As of now the university’s spring break is scheduled for Monday, February 28 to Sunday, March 5, 2028.*

We suggest an evaluation team of 7-9 experienced higher education professionals who understand the complexities of a large, public research university. We are seeking a team that can “*evaluate and elevate*” Temple University, providing collegial guidance to help us advance our priorities of student success, research and place-based impact. Individuals with the following expertise and roles would align well with Temple’s strengths, key initiatives and the institutional priorities woven through the self-study.

1. An experienced evaluation team chair who is the current or former president/chancellor of a major research university, preferably public and in the Association of American Universities (AAU) or at a University Innovation Alliance (UIA) institution. *Note: Experienced higher education leaders formerly at a research institution, such as Nancy Cantor (President, Hunter College of the City University of New York), might also be considered.*
2. An academic dean or senior academic administrator with experience in undergraduate education, including general education.
3. A senior-level executive in enrollment management or student affairs, preferably from a large, residential campus with experience leading student success and retention initiatives for undergraduate students.

4. A full-time faculty member from a comprehensive research university with experience in teaching/curriculum, research or the arts.
5. A senior-level academic administrator with expertise in outcomes assessment and institutional effectiveness or with an institutional research background.
6. A chief financial officer from a public, tuition-dependent university, preferably one with an academic medical center.
7. A senior-level academic administrator with experience in the oversight of distance learning or global education.

In addition, all team members should understand the:

- Tripartite mission of research, teaching and service.
- Unique opportunities and challenges of working at a large institution with a public, urban-serving mission.
- Needs of students, faculty and staff from different backgrounds.
- Funding challenges facing public higher education.

Peer institutions, from outside the Commonwealth of Pennsylvania, from which to potentially consider the team chair or evaluators include:

- University of Maryland College Park (AAU)
- Purdue University (AAU, UIA)
- Stony Brook University (AAU)
- Syracuse University
- George Washington University (AAU)
- University of Cincinnati
- University of Central Florida (UIA)
- University of Connecticut
- Arizona State University (AAU, UIA)
- Virginia Commonwealth University (UIA)

Non-Pennsylvania institutions from which we would **not** wish to see a team chair selected for competitive reasons, conflict of interest or relative newness of their president include

Rutgers University, University of Delaware, University of Buffalo and Georgia State University.

*Note:* While we would prefer the team chair not be selected from a private or public research institution in Pennsylvania, we would consider the current chancellor at the University of Pittsburgh an appropriate choice for a team chair as Pittsburgh is an aspirant university for Temple.

## X. Strategy for Addressing Annual Institutional Update Indicators and Metrics

Metrics reviewed in the Annual Institutional Update (AIU) are metrics that Temple University regularly monitors and reviews for internal and external reporting and to ensure data-informed decision making. Student achievement metrics, enrollment data and financial indicators are shared in a variety of ways including in the annual publications of our *At-a-Glance* and *Factbook* reports. Decision makers have access to an array of dashboards and reports tracking key metrics. Internal and external audiences can access data, including the university's common data set, on the public information section of the university's website. These data sources along with recent submissions of the university MSCHE Annual Institutional Update (AIU) report will be available to the Steering Committee and Work Groups.

Temple University is committed to the validity, accuracy, and disclosure of institutional data. As required by Temple's data verification process, the AIU submission is reviewed by the university's Data Verification Unit (DVU). The self-study report will also undergo complete data verification before submission to MSCHE and the evaluation team.

## XI. Evidence Inventory

The Assistant Director of Academic Affairs in the Office of Academic Affairs, Assessment and Institutional Research will manage the evidence inventory along with a team of undergraduate and graduate student interns. Temple began organizing its evidence inventory in early 2026. This approach worked effectively during the university's last reaccreditation (2020). A member of the Executive Committee and Steering Committee, the Assistant Director designed and maintains a folder structure within Microsoft teams that will be used to build the inventory as the self-study process moves through three phases: 1) work group reporting, 2) drafting of self-study, and 3) uploading documents to the evidence inventory.

Types of data and information to be analyzed for each standard include but are not limited to:

- Key metrics used for internal and external institutional reporting including IPEDS and our MSCHE Annual Institutional Update
- The university's strategic plan and mechanisms for tracking progress in achieving strategic priorities
- Other planning documents including the campus development plan
- Undergraduate and graduate bulletin
- Annual assessment reports submitted by academic programs and administrative and support units
- Financial and budget documents
- University policies
- Strategic communications from university leadership
- Websites of key offices and programs including enrollment management, student affairs, faculty affairs, research, and human resources
- Announcements, newsletters and media stories

### Work group reporting

Work groups will collect evidence as they complete their reports and will add materials to folders organized by work group (standard). Via the work group report template, groups will indicate which document/links were used to verify compliance with the standard.

### Drafting of self-study

As the Executive Committee drafts the self-study, evidence to be uploaded to the evidence inventory will be noted. The Executive Committee will ensure that documents have an easily understood name and that the relevance of each piece of evidence is clear in the self-study narrative. Once the final draft is ready for submission, the executive committee will prepare the evidence, including creation of PDFs for website content, and documents will be organized by standard and criterion. A file structure will be created in Teams to ensure documents are organized by standard and criterion to allow for an efficient upload process.

### Uploading Document to the Evidence Inventory

Once the self-study is ready to be uploaded, the assistant director or accreditation liaison officer, both MSCHE key contacts, will upload the evidence by standard and criterion.

When further clarification on the nature or purpose of a piece of evidence is needed, information will be added using the optional text box provided on the upload screen.

## XII. Strategy for Identifying Self-study Site visits to be Conducted

As of January 30, 2026, Temple University has one branch campus and sixteen additional locations. Temple University Japan (TUJ), our branch campus with locations in Tokyo and Kyoto, will host an evaluation team member. For our last two reaccreditation processes the TUJ visit occurred prior to the main campus evaluation team visit and it would be our recommendation to schedule similarly for 2027-28.

In the prior two reaccreditation cycles, we worked with the evaluation team to identify domestic, additional locations for site visits. Of the current 16 additional locations, several are in the greater Philadelphia region and can be visited during the evaluation visit:

- Ambler Campus (Ambler, PA)
- Health Science Campus (Philadelphia, PA)
- Temple University Center City (Philadelphia, PA)
- Temple University Harrisburg (Harrisburg, PA)

Note: Temple plans to submit substantive change applications for two to three additional locations, all in the region, prior to 2027-28.

If needed to reach the required number of site visits or a visit to one of the university's international additional locations is preferred, we would suggest an evaluation team member visit the Temple University Rome Campus where we offer an array of degree programs and annually host approximately 700 study abroad students.

## Conclusion

Temple University takes great pride in its history of accreditation reaffirmation by the Middle States Commission on Higher Education. For 2027-28 the university has designed an inclusive and transparent process for reaccreditation that will highlight the alignment between the university's mission, values, vision and strategic plan; deepen the commitment to assessment and continuous improvement; demonstrate compliance with the Middle States standards and strengthen our university as we head toward 2034, the 150<sup>th</sup> anniversary of our founding.

## Appendix A: Middle States 2027-2028 Reaccreditation Steering Committee

Name	Title	Committee Role
Jodi Levine Laufgraben	Vice Provost for Academic Affairs, Assessment and Institutional Research	<i>Co-Chair, Steering Committee</i> Accreditation Liaison Officer (ALO)
Jason Gallagher	Clinical Professor School of Pharmacy	<i>Co-Chair, Steering Committee</i> Co-Chair, Work Group VI
Richard Souvenir	Vice Provost for Strategic Initiatives Professor, Computer and Information Sciences College of Science & Technology	Co-Chair, Work Group I
Ruth Ochia	Professor of Instruction Bioengineering College of Engineering	Co-Chair, Work Group I
Susan Smith	Chief Compliance Officer	Co-Chair, Work Group II
Wendy Cheesman	Assistant Professor of Instruction, Health and Rehabilitation Sciences College of Public Health	Co-Chair, Work Group II
Emily Moerer	Interim Vice Provost for Undergraduate Education	Co-Chair, Work Group III
Jennifer Johnson	Associate Professor, Policy, Organizational and Leadership Studies Associate Dean, Student Success College of Education and Human Development	Co-Chair, Work Group III
Jodi Bailey Accavallo	Vice President for Student Affairs	Co-chair, Work Group IV
Elizabeth Taylor	Associate Professor School of Sport Tourism and Hospitality Management Faculty Athletic Representative	Co-Chair, Work Group IV
Gina Calzaferri	Assistant Vice Provost, Assessment and Evaluation	Co-Chair, Work Group V <i>Educational Effectiveness Assessment</i>
Jay Lunden	Associate Professor of Instruction, Biology	Co-Chair, Work Group V

	College of Science and Technology	
Jaison Kurichi	Assistant Vice President, Business Affairs and Administration	Co-Chair, Work Group VI <i>Planning, Resources, Institutional Improvement</i>
Michael Gebhardt	Vice President and University Secretary	Co-Chair, Work Group VII <i>Governance, Leadership, Administration</i>
Todd Schifeling	Associate Professor Management Fox School of Business and Management	Co-Chair, Work Group VII
Suresh Madhavan	Dean, School of Pharmacy	Representative, Council of Deans
Anna Oppenheim	Associate University Counsel	
Angela Polec	Vice President Strategic Marketing and Communications	Representative, Marketing and Communications representative
Lauren Bullock	Associate Professor of Instruction, Advertising and Public Relations and Director, Sport Media Major, Klein College of Media and Communication	Faculty Senate Representative
Yasuko Taoka	Associate Dean for Academic Affairs Temple University, Japan Campus	Representative, Temple University Japan
Amber French	Sophomore Finance, Fox School of Business and Management Temple Student Government	Student representative
Gene Mayro	Executive Director Information Technology Services	
Jason Chein	Professor Psychology and Neuroscience Director, Brain Research & Imaging Center College of Liberal Arts	
Gerald Sterling	Professor, Biomedical Education and Data Science Lewis Katz School of Medicine	

*Staff to committee: Lauren Nutinsky, Assistant Director, Academic Affairs*

## Appendix B: Work Group Membership and Lines of Inquiry

### Work Group I: Mission and Goals

Richard Souvenir, *Vice Provost for Strategic Initiatives and Professor, Computer and Information Sciences, College of Science and Technology (co-chair)*

Ruth Ochia, *Professor of Instruction, Bioengineering, College of Engineering (co-chair)*

Laura Aboyan, *Director, Curriculum Management and Assessment & Accreditation, Fox School of Business and Management (Assessment Planning Committee Representative)*

Kendra Kirk, *Associate Vice Dean for Strategic Initiatives and Chief of Staff, Lewis Katz School of Medicine*

Vicki McGarvey, *Vice Provost, University College*

Deborah Cai, *Senior Associate Dean, Lew Klein College of Media and Communication and Professor Communication, Media and Communication*

Avi Kaplan, *Professor, Psychological Studies in Education, College of Education and Human Development*

Katie D'Angelo, *Senior Associate Vice President for Administration & Planning*

Dana Dawson, *Associate Vice Provost and Senior Director, Center for the Advancement of Teaching*

Kimmika Williams-Witherspoon, *Senior Associate Dean of Strategic Initiatives and Innovation, Center for the Performing and Cinematic Arts and Professor, Theater, School of Theater, Film and Media Arts*

Justin Miller, *Executive Senior Associate Athletics Director and Chief of Staff*

J. Todd Abrams, *Executive Director, Innovation Nest, Office of the Vice President for Research*

Mike Lawlor, *Associate Vice Provost for Undergraduate Education*

#### **Lines of Inquiry:**

1. To what extent does Temple University meet the criteria for this standard?
2. What opportunities exist for Temple to improve the work we do in support of this standard?
3. How has Temple University reviewed and expanded its mission to create new knowledge through innovative pedagogy, scholarship, and creative endeavors?
4. How does Temple's mission align with the priorities and initiatives of the strategic plan?

## **Work group II: Ethics and Integrity**

Susan Smith, *Chief Compliance Officer (co-chair)*

Wendy Cheesman, *Assistant Professor of Health and Rehabilitation Sciences, Barnett College of Public Health (co-chair)*

Andrea Gaudini, *Executive Director, Strategy, Insights and Operations, Strategic Marketing and Communications (Assessment Planning Committee Representative)*

Darrien Davenport, *Associate Vice President and Dean of Students, Division of Student Affairs*

Kristy Bannon, *Executive Senior Associate Athletic Director, Compliance and Student Affairs*

Maria Palazuelos Jorganes, *Associate Vice President, Research Compliance*

Karen Ward, *Assistant Vice President, Human Resources*

Emilie Van Trieste, *Director of Student Financial Services*

Tiffenia Archie, *Associate Vice President and Chief Inclusion Officer*

Sandra Suarez, *Deputy Dean and Professor of Political Science, College of Liberal Arts*

Jackie Rodriguez, *Associate University Counsel, Office of University Counsel*

Swati Nagar, *Associate Vice Provost, Graduate School and Professor of Pharmaceutical Sciences, School of Pharmacy*

Leora Eisenstadt, *Director, Center for Ethics, Diversity and Workplace Culture and Associate Professor of Risk, Actuarial Science, Healthcare Management and Legal Studies, Fox School of Business and Management*

Michael Donella, *Director, Center for Compliance and Ethics and Practice Professor of Law*

Justin Kraynack, *Director, Enterprise Risk Management*

### **Lines of Inquiry:**

1. To what extent does Temple University meet the criteria for this standard?
2. What opportunities exist for Temple to improve the work we do in support of this standard?
3. How does the institution define ethics and integrity, and how are these principles reflected in the mission and represented in policies and practices?
4. What structures (e.g., committees, offices, ombudsperson) are responsible for overseeing ethics and integrity and how are they evaluated and improved?

### **Work group III: Design and Delivery of the Student Learning Experience**

Emily Moerer, *Interim Vice Provost for Undergraduate Education* **(co-chair)**

Jennifer Johnson, *Associate Dean of Student Success and Associate Professor, Policy, Organizational and Leadership Studies, College of Education and Human Development* **(co-chair)**

Cory Budischak, *Associate Dean for Undergraduate Affairs and Associate Professor of Instruction, College of Engineering* **(Assessment Planning Committee Representative)**

Bradley Pearson, *Assistant Dean of Student Affairs, Center for Performing and Cinematic Arts*

Craig Whitman, *Assistant Dean of Academic Affairs, School of Pharmacy*

Dustin Kidd, *Director of General Education and Professor of Sociology, College of Liberal Arts*

Susan McCaffrey, *Director, Banner Student Collaboration Center*

Jeff Rients, *Associate Director of Teaching & Learning Innovation, Center for the Advancement of Teaching*

Graham Dobereiner, *Associate Professor, Chemistry, College of Science and Technology*

Kyle Harris, *Assistant Professor, Department of Health and Rehabilitation Sciences*

#### ***Lines of Inquiry***

1. To what extent does Temple University meet the criteria for this standard?
2. What opportunities exist for Temple to improve the work we do in support of this standard?
3. How do the structure and goals of the revised General Education program align with the institution's mission, support student learning, and reflect meaningful and systematic engagement of the university community? How were the institutional mission and strategic goals considered throughout the recent review and reform process?
4. To what extent do existing learning opportunities and resources meet the needs of diverse learners and non-traditional students, including students with disabilities?

## **Work group IV: Support of the Student Experience**

Jodi Bailey Accavallo, *Vice President for Student Affairs (co-chair)*

Elizabeth Taylor, *Associate Professor, Sport, Tourism and Hospitality Management and Faculty Athletics Representative (co-chair)*

Anne Wilkinson, *Associate Director, Assessment, Training and Marketing, Campus Recreation (Assessment Planning Committee Representative)*

John Doman, *Senior Director, Campus Recreation*

Ryan Young, *Director of Residential Life, Office of University Housing and Residential Life*

Bhavesh Bambhrolia, *Assistant Vice Provost for Enrollment Management*

Michael Usino, *Assistant Dean for Student Success, School of Sport, Tourism and Hospitality Management*

Dione Cash, *Associate Dean for Student Support, Lewis Katz School of Medicine*

Shawn Fagan, *Assistant Vice Provost for Enrollment Management*

Andrea Seiss, *Senior Director of Ethics & Compliance*

Collin Vito, *Test Manager, Institutional Research & Assessment*

Maggie Lewis, *Vice Dean, Klein College of Media and Communication*

Denise Wilhelm, *Executive Director of Operations, Public Safety*

Sara Kovacs, *Associate Professor of Instruction, Health and Rehabilitation Sciences, Barnett College of Public Health*

Jeannette Rizzo, *Senior Associate Director, Disability Resources and Services*

Carrie Snyder, *Assistant Dean of Students, Disability Resources and Services*

### ***Lines of Inquiry***

1. To what extent does Temple University meet the criteria for this standard?
2. What opportunities exist for Temple to improve the work we do in support of this standard?
3. In what ways do academic affairs and student affairs collaborate to deliver orientation, advising, career development, counseling, wellness, and athletics that promote student learning engagement, retention, and achievement, and how are these supports evaluated and improved using data to strengthen student pathways from entry through completion?
4. How does Temple ensure that student support services are accessible and appropriately resourced across modalities and schools and colleges, and how are student satisfaction and experience data used to strengthen institutional effectiveness?

5. To what extent do advising, counseling, health services, student life, athletics and other cocurricular experiences enhance the student experience, and how does the university evaluate inclusion, access, participation and outcomes across student populations?

## **Work group V: Educational Effectiveness Assessment**

Gina Calzaferri, *Assistant Vice Provost, Assessment and Evaluation (co-chair)*

Jay Lunden, *Associate Professor of Instruction, Biology, College of Science and Technology (co-chair)*

Patricia Moore-Martinez *Associate Director of General Education, College of Liberal Arts (Assessment Planning Committee Representative)*

Benjamin Brock, *Assistant Director of the Scholarship of Teaching & Learning, Center for the Advancement of Teaching*

Jessica Boyer, *Director, Assessment and Accreditation, Barnett College of Public Health*

Lawrence Carey *Vice Dean for Strategic Planning and Assessment, School of Pharmacy*

Mary Conran, *Associate Dean, Temple University Rome*

Tom Waidzunas, *Associate Professor, Sociology, College of Liberal Arts*

Abby Ryan Guido, *Associate Professor, Design and Illustration, Tyler School of Art and Architecture*

Jessica Babcock, *Assistant Professor of Instruction, Mathematics, College of Science and Technology*

Liz Cerkez *Associate Professor of Instruction, Chemistry, College of Science and Technology*

Yasuko Taoka, *Associate Dean for Academic Affairs, Temple University Japan*

Bob Rarig, *Director, Postbaccalaureate Pre-Health Program, College of Science and Technology*

### ***Lines of Inquiry***

1. To what extent does Temple University meet the criteria for this standard?
2. What opportunities exist for Temple to improve the work we do in support of this standard?
3. How can Temple improve its assessment of post-graduate outcomes (for undergrad/grad)? In what ways (or how) do units (colleges/schools) identify and assess post-graduate outcomes of graduates?
4. How do available resources meaningfully engage and support faculty in the assessment of student learning?

## **Work group VI: Planning, Resources and Institutional Improvement**

Jaison Kurichi, *Senior Associate Vice President, Budget and Planning (co-chair)*

Jason Gallagher, *Clinical Professor of Pharmacy Practice, School of Pharmacy (co-chair)*

Nancy Hinchliff, *Assistant Vice President, Human Resources Operations (Assessment Planning Committee Representative)*

Sharmayne Burns, *Vice Provost for Finance and Administration*

Drew DiMeo, *Senior Vice Dean of Finance Operations and Administration, College of Engineering*

Farrah Al-Mansoor, *Senior Director, Finance and Administration, Office of the SVP and Chief Operating Officer*

Larry Brandoph, *Vice President for Information Technology and University Privacy Officer*

Martin Droz, *Associate Vice President, Project Delivery Group, Campus Operations*

Sheri Ozard, *Senior Vice Dean of Finance, Barnett College of Public Health*

Emilie Van Trieste, *Director, Student Financial Services*

Domenic Rudi, *Director of Finance for University Housing & Residential Life/Interim Finance Director, Student Affairs*

### ***Lines of Inquiry***

1. To what extent does Temple University meet the criteria for this standard?
2. What opportunities exist for Temple to improve the work we do in support of this standard?
3. How did institutional data and assessment results inform Temple's reassessment of its budget model?
4. How will resource decisions around the Campus Master Plan align with Temple's strategic priorities and needs assessments, given financial challenges?
5. With the rollout of a new budget model, to what extent do schools/colleges/units have tools necessary for effective planning and budget management?

## **Work group VII: Governance, Leadership and Administration**

Michael Gebhardt, *Vice President and University Secretary (co-chair)*

Todd Schifeling, *Associate Professor, Management, Fox School of Business and Management (co-chair)*

Jeffrey Boles, *Associate Dean for Undergraduate Academic Programs and Associate Professor, Risk, Actuarial Science, Healthcare Management and Legal Studies, Fox School of Business and Management (Assessment Planning Committee Representative)*

Eric Brunner, *Assistant Vice President, Learning and Development*

Dave Marino, *Vice President and Interim Chief Operating Officer, Office of the President*

Gene Mayro, *Executive Director, Academic Technology, Information Technology Services, Technology Center/Computer Laboratory Support Services*

Barbara Perlman, *Director, Student Leadership and Engagement, Division of Student Affairs*

Gloria Frager, *Director, Office of the University Secretary*

Lauren Bullock, *Associate Professor, Advertising and Public Relations and Director, Sports Media Major, Klein College of Media and Communication*

### ***Lines of Inquiry***

1. To what extent does Temple University meet the criteria for this standard?
2. What opportunities exist for Temple to improve the work we do in support of this standard?
3. To what extent do Temple's various governance groups interact with each other and their constituencies?
4. How is the effectiveness of the different administrative units and leaders (President, Cabinet and Deans) measured?
5. How does Temple's governance and leadership support the mission and financial health of the institution, and how are these priorities communicated to the constituencies?

# Appendix C: Middle States Reaccreditation Work Group Report Templates (All Standards)

Temple University  
Middle States 2027-2028

## Report Template: Work Group I

### General Instructions

- Use this template for completing your report.
- Use Times New Roman, 12 point font (for filling in template and preparing narrative).
- For narrative sections use block paragraphs, single space text and please do not indent.
- Save your template using the file name: Work Group ROMAN NUMERAL Report (*e.g. Work Group VI Report*).
- Familiarize yourselves with the institutional priorities, noting which priorities most align with your standard (see table below).

### Deadlines

January 29, 2027	Draft of work group report due
March 1, 2027	Work group receives feedback on report
April 16, 2027	Final draft of work group report due

### Institutional Priorities

	Priority 1	Priority 2	Priority 3	Priority 4
<b>MSCHE Standard</b>	Student Success  <i>Empowering Every Learner</i>	Research in Action  <i>Advancing and applying knowledge for the public good</i>	Place-based Impact  <i>Partnering for Philadelphia's future</i>	Intentionality  <i>Being intentional in how we tell our story, fulfill our mission and commit to continuous improvement.</i>
I. Mission and Goals	✓	✓	✓	✓
II. Ethics and Integrity	✓	✓		✓
III. Design and Delivery of the	✓			✓

	Student Experience				
IV.	Support of the Student Experience	✓		✓	✓
V.	Educational Effectiveness Assessment	✓	✓	✓	✓
VI.	Planning, Resources and Institutional Improvement		✓		✓
VII.	Governance, Leadership and Administration	✓			✓

**Section I: Standard**

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.*

**Section II: Lines of Inquiry**

1. To what extent does Temple University meet the criteria for this standard?
2. What opportunities exist for Temple to improve the work we do in support of this standard?
3. How has Temple University reviewed and expanded its mission to create new knowledge through innovative pedagogy, scholarship, and creative endeavors?
4. How does Temple’s mission align with the priorities and initiatives of the strategic plan?

**Section III: Findings and Evidence**

Part A: Summary of conclusions, supported by evidence and analysis, that Temple meets the standard [narrative response]

Part B: Documents or websites used as evidence that Temple meets this standard and its criteria should be listed under the column labeled “evidence.” Names of documents should match the name of the document uploaded to your work group’s evidence by standard folder in Teams.

<b>Standard Criteria</b>	<b>Met or Not Met<sup>1</sup></b> <i>[indicate met or not met; no additional text needed]</i>	<b>Evidence</b> <i>(Example: URL, full document name, policy #, etc....)</i>
<b>Standard</b>		
<p>1. clearly defined mission and goals that:</p> <ul style="list-style-type: none"> <li>a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;</li> <li>b. address external as well as internal contexts and constituencies;</li> <li>c. are approved and supported by the governing body;</li> <li>d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;</li> <li>e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;</li> <li>f. are publicized and widely known by the</li> </ul>		

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<sup>1</sup> To be accredited, Temple must meet all standards. If a work group feels Temple does not meet a particular criteria they can indicate “not met.” The criteria will then be reviewed by the steering committee to determine if the university does in fact meet it with steps necessary to ensure continued compliance or how Temple can best meet the criteria. In Section V, the work group can outline suggestions for improvement.

institution's internal stakeholders; g. are periodically evaluated;		
2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;		
3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and		
4. periodic assessment of mission and goals to ensure they are relevant and achievable		

Part C: Lines of Inquiry

Provide a 1-2 page narrative response for *each* line of inquiry question. Your responses should address the following:

- How your findings align with one or more of the institutional priorities
- List of evidence collected to explore this line of inquiry
- Summary of work group's findings (main headlines)

**Section IV: Conclusion and Recommendations**

Provide 3-5 suggestions for improvement based on your work group's findings with respect to your standard and lines of inquiry. For example:

- Recommendations for improvement related to the criteria for Standard #
- Summary of recommendations for improvement related to the lines of inquiry (work-group specific questions)
- If relevant or available, information about any initiatives or actions planned or considered to address an area of need.

Examples of recommendations might include: Continuation of practices or policies; new or revised practices and policies; enhanced communication; consideration of resources / investments; further study...

**Temple University  
Middle States 2027-2028**

**Report Template: Work Group II**

**General Instructions**

- Use this template for completing your report.
- Use Times New Roman, 12 point font (for filling in template and preparing narrative).
- For narrative sections use block paragraphs, single space text and please do not indent.
- Save your template using the file name: Work Group ROMAN NUMERAL Report (*e.g. Work Group VI Report*).
- Familiarize yourselves with the institutional priorities, noting which priorities most align with your standard (see table below).

**Deadlines**

January 29, 2027	Draft of work group report due
March 1, 2027	Work group receives feedback on report
April 16, 2027	Final draft of work group report due

**Institutional Priorities**

	Priority 1	Priority 2	Priority 3	Priority 4
<b>MSCHE Standard</b>	Student Success  <i>Empowering Every Learner</i>	Research in Action  <i>Advancing and applying knowledge for the public good</i>	Place-based Impact  <i>Partnering for Philadelphia's future</i>	Intentionality  <i>Being intentional in how we tell our story, fulfill our mission and commit to continuous improvement.</i>
I. Mission and Goals	✓	✓	✓	✓
II. Ethics and Integrity	✓	✓		✓
III. Design and Delivery of the Student Experience	✓			✓
IV. Support of the Student Experience	✓		✓	✓

V.	Educational Effectiveness Assessment	✓	✓	✓	✓
VI.	Planning, Resources and Institutional Improvement		✓		✓
VII.	Governance, Leadership and Administration	✓			✓

**Section I: Standard**

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.*

**Section II: Lines of Inquiry**

1. To what extent does Temple University meet the criteria for this standard?
2. What opportunities exist for Temple to improve the work we do in support of this standard?
3. How does the institution define ethics and integrity, and how are these principles reflected in the mission and represented in policies and practices?
4. What structures (e.g., committees, offices, ombudsperson) are responsible for overseeing ethics and integrity and how are they evaluated and improved?

**Section III: Findings and Evidence**

Part A: Summary of conclusions, supported by evidence and analysis, that Temple meets the standard [narrative response]

Part B: Documents or websites used as evidence that Temple meets this standard and its criteria should be listed under the column labeled “evidence.” Names of documents should match the name of the document uploaded to your work group’s evidence by standard folder in Teams.

<b>Standard Criteria</b>	<b>Met or Not Met<sup>2</sup></b> <i>[indicate met or not met; no additional text needed]</i>	<b>Evidence</b> <i>(Example: URL, full document name, policy #, etc....)</i>
<b>Standard</b>		
1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;		
2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;		
3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution’s policies and procedures are fair and impartial and assure that grievances are addressed promptly, appropriately, and equitably;		
4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;		
5. fair and impartial employment practices, including all phases of hiring, evaluation, promotion, discipline, and separation, with appropriate attention to diversity;		

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<sup>2</sup> To be accredited, Temple must meet all standards. If a work group feels Temple does not meet a particular criteria they can indicate “not met.” The criteria will then be reviewed by the steering committee to determine if the university does in fact meet it with steps necessary to ensure continued compliance or how Temple can best meet the criteria. In Section V, the work group can outline suggestions for improvement.

<p>6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;</p>		
<p>7. as appropriate to its mission, has policies, services, or programs in place to:</p> <ul style="list-style-type: none"> <li>a. promote diversity, equity, and inclusion;</li> <li>b. promote affordability and accessibility;</li> <li>c. enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;</li> </ul>		
<p>8. compliance with all applicable government laws and regulations and Commission policies and procedures, including but not limited to:</p> <ul style="list-style-type: none"> <li>a. required information for students and the public;</li> <li>b. representation of accreditation status;</li> <li>c. full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;</li> <li>d. institution's compliance with the Commission's Requirements of Affiliation;</li> <li>e. verification of student identity in distance and correspondence education;</li> </ul>		

f. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;		
9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.		

Part C: Lines of Inquiry

Provide a 1-2 page narrative response for *each* line of inquiry question. Your responses should address the following:

- How your findings align with one or more of the institutional priorities
- List of evidence collected to explore this line of inquiry
- Summary of work group’s findings (main headlines)

**Section IV: Conclusion and Recommendations**

Provide 3-5 suggestions for improvement based on your work group’s findings with respect to your standard and lines of inquiry. For example:

- Recommendations for improvement related to the criteria for Standard #
- Summary of recommendations for improvement related to the lines of inquiry (work-group specific questions)
- If relevant or available, information about any initiatives or actions planned or considered to address an area of need.

Examples of recommendations might include: Continuation of practices or policies; new or revised practices and policies; enhanced communication; consideration of resources / investments; further study...

**Temple University  
Middle States 2027-2028**

**Report Template: Work Group III**

**General Instructions**

- Use this template for completing your report.
- Use Times New Roman, 12 point font (for filling in template and preparing narrative).
- For narrative sections use block paragraphs, single space text and please do not indent.
- Save your template using the file name: Work Group ROMAN NUMERAL Report (*e.g. Work Group VI Report*).
- Familiarize yourselves with the institutional priorities, noting which priorities most align with your standard (see table below).

**Deadlines**

January 29, 2027	Draft of work group report due
March 1, 2027	Work group receives feedback on report
April 16, 2027	Final draft of work group report due

**Institutional Priorities**

	Priority 1	Priority 2	Priority 3	Priority 4
<b>MSCHE Standard</b>	Student Success  <i>Empowering Every Learner</i>	Research in Action  <i>Advancing and applying knowledge for the public good</i>	Place-based Impact  <i>Partnering for Philadelphia's future</i>	Intentionality  <i>Being intentional in how we tell our story, fulfill our mission and commit to continuous improvement.</i>
I. Mission and Goals	✓	✓	✓	✓
II. Ethics and Integrity	✓	✓		✓
III. Design and Delivery of the Student Experience	✓			✓
IV. Support of the Student Experience	✓		✓	✓

V. Educational Effectiveness Assessment	✓	✓	✓	✓
VI. Planning, Resources and Institutional Improvement		✓		✓
VII. Governance, Leadership and Administration	✓			✓

**Section I: Standard**

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.*

**Section II: Lines of Inquiry**

1. To what extent does Temple University meet the criteria for this standard?
2. What opportunities exist for Temple to improve the work we do in support of this standard?
3. How do the structure and goals of the revised General Education program align with the institution’s mission, support student learning, and reflect meaningful and systematic engagement of the university community? How were the institutional mission and strategic goals considered throughout the recent review and reform process?
4. To what extent do existing learning opportunities and resources meet the needs of diverse learners and non-traditional students, including students with disabilities?

**Section III: Findings and Evidence**

Part A: Summary of conclusions, supported by evidence and analysis, that Temple meets the standard [narrative response]

Part B: Documents or websites used as evidence that Temple meets this standard and its criteria should be listed under the column labeled “evidence.” Names of documents should match the name of the document uploaded to your work group’s evidence by standard folder in Teams.

<b>Standard Criteria</b>	<b>Met or Not Met<sup>3</sup></b> <i>[indicate met or not met; no additional text needed]</i>	<b>Evidence</b> <i>(Example: URL, full document name, policy #, etc....)</i>
<b>Standard</b>		
<p>1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential:</p> <ul style="list-style-type: none"> <li>a. are designed to foster a coherent student learning experience and to promote synthesis of learning;</li> <li>b. are assigned a reasonably approximate number of credit hours (or other value) for the amount of work completed by a student;</li> <li>c. include sufficient course content and program length appropriate to the objectives of the degree or other credential;</li> </ul>		
<p>2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:</p> <ul style="list-style-type: none"> <li>a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution’s mission, goals, and policies;</li> </ul>		

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<p>b. qualified for the positions they hold and the work they do;</p> <p>c. sufficient in number with a core of faculty (full- 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;</p> <p>d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;</p> <p>e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;</p>		
<p>3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;</p>		
<p>4. sufficient learning experiences and resources to support both the institution's programs of study and the academic progress of all student populations;</p>		
<p>5. at institutions that offer undergraduate education, a general education program, free standing or integrated</p>		

<p>into academic disciplines, that:</p> <ul style="list-style-type: none"> <li>a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;</li> <li>b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;</li> <li>c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;</li> </ul>		
<p>6. in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;</p>		

7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and		
8. periodic assessment of the effectiveness of student learning experiences for all student populations.		

Part C: Lines of Inquiry

Provide a 1-2 page narrative response for *each* line of inquiry question. Your responses should address the following:

- How your findings align with one or more of the institutional priorities
- List of evidence collected to explore this line of inquiry
- Summary of work group’s findings (main headlines)

**Section IV: Conclusion and Recommendations**

Provide 3-5 suggestions for improvement based on your work group’s findings with respect to your standard and lines of inquiry. For example:

- Recommendations for improvement related to the criteria for Standard #
- Summary of recommendations for improvement related to the lines of inquiry (work-group specific questions)
- If relevant or available, information about any initiatives or actions planned or considered to address an area of need.

Examples of recommendations might include: Continuation of practices or policies; new or revised practices and policies; enhanced communication; consideration of resources / investments; further study...

**Temple University  
Middle States 2027-2028**

**Report Template: Work Group IV**

**General Instructions**

- Use this template for completing your report.
- Use Times New Roman, 12 point font (for filling in template and preparing narrative).
- For narrative sections use block paragraphs, single space text and please do not indent.
- Save your template using the file name: Work Group ROMAN NUMERAL Report (*e.g. Work Group VI Report*).
- Familiarize yourselves with the institutional priorities, noting which priorities most align with your standard (see table below).

**Deadlines**

January 29, 2027	Draft of work group report due
March 1, 2027	Work group receives feedback on report
April 16, 2027	Final draft of work group report due

**Institutional Priorities**

	Priority 1	Priority 2	Priority 3	Priority 4
<b>MSCHE Standard</b>	Student Success  <i>Empowering Every Learner</i>	Research in Action  <i>Advancing and applying knowledge for the public good</i>	Place-based Impact  <i>Partnering for Philadelphia's future</i>	Intentionality  <i>Being intentional in how we tell our story, fulfill our mission and commit to continuous improvement.</i>
I. Mission and Goals	✓	✓	✓	✓
II. Ethics and Integrity	✓	✓		✓
III. Design and Delivery of the Student Experience	✓			✓
IV. Support of the Student Experience	✓		✓	✓

V.	Educational Effectiveness Assessment	✓	✓	✓	✓
VI.	Planning, Resources and Institutional Improvement		✓		✓
VII.	Governance, Leadership and Administration	✓			✓

**Section I: Standard**

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.*

**Section II: Lines of Inquiry**

1. To what extent does Temple University meet the criteria for this standard?
2. What opportunities exist for Temple to improve the work we do in support of this standard?
3. In what ways do academic affairs and student affairs collaborate to deliver orientation, advising, career development, counseling, wellness, and athletics that promote student learning engagement, retention, and achievement, and how are these supports evaluated and improved using data to strengthen student pathways from entry through completion?
4. How does Temple ensure that student support services are accessible and appropriately resourced across modalities and schools and colleges, and how are student satisfaction and experience data used to strengthen institutional effectiveness?
5. To what extent do advising, counseling, health services, student life, athletics and other cocurricular experiences enhance the student experience, and how does the university evaluate inclusion, access, participation and outcomes across student populations?

**Section III: Findings and Evidence**

Part A: Summary of conclusions, supported by evidence and analysis, that Temple meets the standard [narrative response]

Part B: Documents or websites used as evidence that Temple meets this standard and its criteria should be listed under the column labeled “evidence.” Names of documents should match the name of the document uploaded to your work group’s evidence by standard folder in Teams.

<b>Standard Criteria</b>	<b>Met or Not Met<sup>4</sup></b> <i>[indicate met or not met; no additional text needed]</i>	<b>Evidence</b> <i>(Example: URL, full document name, policy #, etc....)</i>
<b>Standard</b>		
1. clearly stated, ethical policies, practices, and processes to recruit, admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including: <ul style="list-style-type: none"> <li>a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;</li> <li>b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational outcomes;</li> </ul>		

<sup>4</sup> To be accredited, Temple must meet all standards. If a work group feels Temple does not meet a particular criteria they can indicate “not met.” The criteria will then be reviewed by the steering committee to determine if the university does in fact meet it with steps necessary to ensure continued compliance or how Temple can best meet the criteria. In Section V, the work group can outline suggestions for improvement.

<p>c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;</p> <p>d. processes designed to enhance student achievement including certificate and degree completion, transfer to other institutions, and post-completion placement;</p> <p>e. processes to disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all student populations;</p>		
<p>2. fair and transparent policies and procedures regarding evaluation and acceptance of transfer credits, credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;</p>		
<p>3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;</p>		
<p>4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;</p>		

5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and		
6. periodic assessment of the effectiveness of student support services for all student populations with appropriate metrics and evaluation.		

Part C: Lines of Inquiry

Provide a 1-2 page narrative response for *each* line of inquiry question. Your responses should address the following:

- How your findings align with one or more of the institutional priorities
- List of evidence collected to explore this line of inquiry
- Summary of work group’s findings (main headlines)

**Section IV: Conclusion and Recommendations**

Provide 3-5 suggestions for improvement based on your work group’s findings with respect to your standard and lines of inquiry. For example:

- Recommendations for improvement related to the criteria for Standard #
- Summary of recommendations for improvement related to the lines of inquiry (work-group specific questions)
- If relevant or available, information about any initiatives or actions planned or considered to address an area of need.

Examples of recommendations might include: Continuation of practices or policies; new or revised practices and policies; enhanced communication; consideration of resources / investments; further study...

**Temple University  
Middle States 2027-2028**

**Report Template: Work Group V**

**General Instructions**

- Use this template for completing your report.
- Use Times New Roman, 12 point font (for filling in template and preparing narrative).
- For narrative sections use block paragraphs, single space text and please do not indent.
- Save your template using the file name: Work Group ROMAN NUMERAL Report (*e.g. Work Group VI Report*).
- Familiarize yourselves with the institutional priorities, noting which priorities most align with your standard (see table below).

**Deadlines**

January 29, 2027	Draft of work group report due
March 1, 2027	Work group receives feedback on report
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**Institutional Priorities**

	Priority 1	Priority 2	Priority 3	Priority 4
<b>MSCHE Standard</b>	Student Success  <i>Empowering Every Learner</i>	Research in Action  <i>Advancing and applying knowledge for the public good</i>	Place-based Impact  <i>Partnering for Philadelphia’s future</i>	Intentionality  <i>Being intentional in how we tell our story, fulfill our mission and commit to continuous improvement.</i>
I. Mission and Goals	✓	✓	✓	✓
II. Ethics and Integrity	✓	✓		✓
III. Design and Delivery of the Student Experience	✓			✓
IV. Support of the Student Experience	✓		✓	✓

V.	Educational Effectiveness Assessment	✓	✓	✓	✓
VI.	Planning, Resources and Institutional Improvement		✓		✓
VII.	Governance, Leadership and Administration	✓			✓

**Section I: Standard**

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.*

**Section II: Lines of Inquiry**

5. To what extent does Temple University meet the criteria for this standard?
6. What opportunities exist for Temple to improve the work we do in support of this standard?
7. How can Temple improve its assessment of post-graduate outcomes (for undergrad/grad)? In what ways (or how) do units (colleges/schools) identify and assess post-graduate outcomes of graduates?
8. How do available resources meaningfully engage and support faculty in the assessment of student learning?

**Section III: Findings and Evidence**

Part A: Summary of conclusions, supported by evidence and analysis, that Temple meets the standard [narrative response]

Part B: Documents or websites used as evidence that Temple meets this standard and its criteria should be listed under the column labeled "evidence." Names of documents should match the name of the document uploaded to your work group's evidence by standard folder in Teams.

<b>Standard Criteria</b>	<b>Met or Not Met<sup>5</sup></b> <i>[indicate met or not met; no additional text needed]</i>	<b>Evidence</b> <i>(Example: URL, full document name, policy #, etc....)</i>
<b>Standard</b>		
1. clearly stated student learning outcomes at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution’s mission;		
2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should: a. define student learning outcomes that are appropriate to higher education with defensible standards for assessing whether students are achieving those outcomes; b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They collect and provide data on the extent to which they are meeting these goals;		

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c. support and sustain assessment of student learning outcomes and communicate the results of this assessment to stakeholders;		
3. consideration and use of disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness;		
4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers		
5. periodic assessment of the effectiveness of assessment policies and processes utilized by the institution for the improvement of educational effectiveness.		

Part C: Lines of Inquiry

Provide a 1-2 page narrative response for *each* line of inquiry question. Your responses should address the following:

- How your findings align with one or more of the institutional priorities
- List of evidence collected to explore this line of inquiry
- Summary of work group’s findings (main headlines)

**Section IV: Conclusion and Recommendations**

Provide 3-5 suggestions for improvement based on your work group's findings with respect to your standard and lines of inquiry. For example:

- Recommendations for improvement related to the criteria for Standard #
- Summary of recommendations for improvement related to the lines of inquiry (work-group specific questions)
- If relevant or available, information about any initiatives or actions planned or considered to address an area of need.

Examples of recommendations might include: Continuation of practices or policies; new or revised practices and policies; enhanced communication; consideration of resources / investments; further study...

**Temple University  
Middle States 2027-2028**

**Report Template: Work Group VI**

**General Instructions**

- Use this template for completing your report.
- Use Times New Roman, 12 point font (for filling in template and preparing narrative).
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- Familiarize yourselves with the institutional priorities, noting which priorities most align with your standard (see table below).

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	Priority 1	Priority 2	Priority 3	Priority 4
<b>MSCHE Standard</b>	Student Success  <i>Empowering Every Learner</i>	Research in Action  <i>Advancing and applying knowledge for the public good</i>	Place-based Impact  <i>Partnering for Philadelphia's future</i>	Intentionality  <i>Being intentional in how we tell our story, fulfill our mission and commit to continuous improvement.</i>
I. Mission and Goals	✓	✓	✓	✓
II. Ethics and Integrity	✓	✓		✓
III. Design and Delivery of the Student Experience	✓			✓
IV. Support of the Student Experience	✓		✓	✓

V.	Educational Effectiveness Assessment	✓	✓	✓	✓
VI.	Planning, Resources and Institutional Improvement		✓		✓
VII.	Governance, Leadership and Administration	✓			✓

**Section I: Standard**

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.*

**Section II: Lines of Inquiry**

- 6. To what extent does Temple University meet the criteria for this standard?
- 7. What opportunities exist for Temple to improve the work we do in support of this standard?
- 8. How did institutional data and assessment results inform Temple’s reassessment of its budget model?
- 9. How will resource decisions around the Campus Master Plan align with Temple’s strategic priorities and needs assessments, given financial challenges?
- 10. With the rollout of a new budget model, to what extent do schools/colleges/units have tools necessary for effective planning and budget management?

**Section III: Findings and Evidence**

Part A: Summary of conclusions, supported by evidence and analysis, that Temple meets the standard [narrative response]

Part B: Documents or websites used as evidence that Temple meets this standard and its criteria should be listed under the column labeled “evidence.” Names of documents should match the name of the document uploaded to your work group’s evidence by standard folder in Teams.

<b>Standard Criteria</b>	<b>Met or Not Met<sup>6</sup></b> <i>[indicate met or not met; no additional text needed]</i>	<b>Evidence</b> <i>(Example: URL, full document name, policy #, etc....)</i>
<b>Standard</b>		
1. institutional and unit goals that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;		
2. clearly documented and communicated planning and improvement processes that provide for inclusive constituent participation;		
3. planning that integrates goals for institutional effectiveness and improvement, including a focus on student achievement, educational outcomes, overall institutional improvement, and the results of institutional assessments;		
4. planning for diversity, equity, and inclusion that is aligned with the institution’s mission and goals, maintains sufficient resources, and leads to institutional improvement;		
5. a financial planning and budgeting process that is aligned with the institution’s		

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mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;		
6. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;		
7. documented financial resources, funding base, and plans for financial development, including those from any related entities adequate to support its educational purposes and programs and to ensure financial stability;		
8. a record of responsible fiscal management, including preparing a multi-year budget and an annual independent audit confirming financial viability and proper internal financial controls, with evidence of corrective measures taken to address any material findings cited in the audit or an accompanying management letter;		
9. well-defined, inclusive decision-making processes and clear assignment of responsibility and accountability for achieving institutional and unit effectiveness;		
10. comprehensive planning for facilities, infrastructure, and technology that includes		

consideration of sustainability and deferred maintenance and is linked to the institution’s strategic and financial planning processes;		
11. compliance with its program responsibilities under existing federal title IV and other state laws and regulations, including any audits of financial aid programs as required by federal and state regulations;		
12. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution’s mission and goals; and		
13. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.		

Part C: Lines of Inquiry

Provide a 1-2 page narrative response for *each* line of inquiry question. Your responses should address the following:

- How your findings align with one or more of the institutional priorities
- List of evidence collected to explore this line of inquiry
- Summary of work group’s findings (main headlines)

**Section IV: Conclusion and Recommendations**

Provide 3-5 suggestions for improvement based on your work group’s findings with respect to your standard and lines of inquiry. For example:

- Recommendations for improvement related to the criteria for Standard #

- Summary of recommendations for improvement related to the lines of inquiry (work-group specific questions)
- If relevant or available, information about any initiatives or actions planned or considered to address an area of need.

Examples of recommendations might include: Continuation of practices or policies; new or revised practices and policies; enhanced communication; consideration of resources / investments; further study...

**Temple University  
Middle States 2027-2028**

**Report Template: Work Group VII**

**General Instructions**

- Use this template for completing your report.
- Use Times New Roman, 12 point font (for filling in template and preparing narrative).
- For narrative sections use block paragraphs, single space text and please do not indent.
- Save your template using the file name: Work Group ROMAN NUMERAL Report (*e.g. Work Group VI Report*).
- Familiarize yourselves with the institutional priorities, noting which priorities most align with your standard (see table below).

**Deadlines**

January 29, 2027	Draft of work group report due
March 1, 2027	Work group receives feedback on report
April 16, 2027	Final draft of work group report due

**Institutional Priorities**

	Priority 1	Priority 2	Priority 3	Priority 4
<b>MSCHE Standard</b>	Student Success  <i>Empowering Every Learner</i>	Research in Action  <i>Advancing and applying knowledge for the public good</i>	Place-based Impact  <i>Partnering for Philadelphia’s future</i>	Intentionality  <i>Being intentional in how we tell our story, fulfill our mission and commit to continuous improvement.</i>
I. Mission and Goals	✓	✓	✓	✓
II. Ethics and Integrity	✓	✓		✓
III. Design and Delivery of the Student Experience	✓			✓
IV. Support of the Student Experience	✓		✓	✓

V.	Educational Effectiveness Assessment	✓	✓	✓	✓
VI.	Planning, Resources and Institutional Improvement		✓		✓
VII.	Governance, Leadership and Administration	✓			✓

**Section I: Standard**

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 a related entity, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.*

**Section II: Lines of Inquiry**

6. To what extent does Temple University meet the criteria for this standard?
7. What opportunities exist for Temple to improve the work we do in support of this standard?
8. To what extent do Temple’s various governance groups interact with each other and their constituencies?
9. How is the effectiveness of the different administrative units and leaders (President, Cabinet and Deans) measured?
10. How does Temple’s governance and leadership support the mission and financial health of the institution, and how are these priorities communicated to the constituencies?

**Section III: Findings and Evidence**

Part A: Summary of conclusions, supported by evidence and analysis, that Temple meets the standard [narrative response]

Part B: Documents or websites used as evidence that Temple meets this standard and its criteria should be listed under the column labeled “evidence.” Names of documents should match the name of the document uploaded to your work group’s evidence by standard folder in Teams.

<b>Standard Criteria</b>	<b>Met or Not Met<sup>7</sup></b> <i>[indicate met or not met; no additional text needed]</i>	<b>Evidence</b> <i>(Example: URL, full document name, policy #, etc....)</i>
<b>Standard</b>		
1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for inclusive decision making by each constituency, including the institution’s legally constituted governing body, administration, faculty, staff, and students, as well as any related entities;		
2. a legally constituted governing body that: a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, integrity, planning, and fiscal well-being of the institution; b. has sufficient diversity, independence, and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution, meet regularly, and not allow political, financial, relationship with a related entity, or other undue influences to interfere with		

<sup>7</sup> To be accredited, Temple must meet all standards. If a work group feels Temple does not meet a particular criteria they can indicate “not met.” The criteria will then be reviewed by the steering committee to determine if the university does in fact meet it with steps necessary to ensure continued compliance or how Temple can best meet the criteria. In Section V, the work group can outline suggestions for improvement.

<p>their governing responsibilities;</p> <p>c. ensures that neither the governing body nor its individual members interfere in the day-to-day operations of the institution;</p> <p>d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;</p> <p>e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;</p> <p>f. appoints and regularly evaluates the performance of the Chief Executive Officer;</p> <p>g. is informed in all its operations by principles of good practice in board governance;</p> <p>h. is not chaired by an institutional or system representative to avoid conflict of interests;</p> <p>i. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as</p>		
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<p>payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest. A majority of members have no employment, family, ownership, or other personal financial interest in the institution;</p> <p>j. supports the Chief Executive Officer in maintaining the autonomy of the institution;</p> <p>k. makes freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations and ensures the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies.</p>		
<p>3. Chief Executive Officer who:</p> <p>a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;</p> <p>b. has appropriate credentials and professional experience consistent with the mission of the organization;</p> <p>c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the</p>		

<p>organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;</p> <p>d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;</p>		
<p>4. an administration possessing or demonstrating:</p> <p>a. an organizational structure that is clearly documented and that clearly defines reporting relationships;</p> <p>b. an appropriate size and diverse representation with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</p> <p>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</p> <p>d. skills, time, assistance, technology, and information systems expertise required to perform their duties;</p> <p>e. regular engagement with faculty and students in advancing the institution's goals and objectives;</p> <p>f. systematic procedures for evaluating administrative</p>		

units and for using assessment data to enhance operations;		
5. periodic assessment of the effectiveness of governance, leadership, and administration.		

Part C: Lines of Inquiry

Provide a 1-2 page narrative response for *each* line of inquiry question. Your responses should address the following:

- How your findings align with one or more of the institutional priorities
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- Summary of work group’s findings (main headlines)

**Section IV: Conclusion and Recommendations**

Provide 3-5 suggestions for improvement based on your work group’s findings with respect to your standard and lines of inquiry. For example:

- Recommendations for improvement related to the criteria for Standard #
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## Appendix D: Middle States Reaccreditation Semester-by-Semester Timeline

Note: **Bolded cherry text** indicates a key milestone or deliverable. Items with the owl emoji (🦉) indicate opportunities for campus-wide engagement with the reaccreditation process.

Semester	Action
<b>Fall 2025</b>	<ul style="list-style-type: none"> <li>✓ Select of Self-Study Co-chairs</li> <li>✓ <b>Attend Middle States Self-Study Institute (co-chairs)</b></li> <li>✓ <b>Appoint and charge Steering Committee</b></li> <li>✓ Establish intended outcomes for self-study</li> <li>✓ <b>Form and charge work groups; work groups establish lines of inquiry for each standard</b></li> </ul>
<b>Spring 2026</b>	<ul style="list-style-type: none"> <li>✓ Establish Institutional Priorities for Self-Study</li> <li>✓ Draft self-study design</li> <li>❑ Invite members of community to open session with MSCHE Vice President Liaison 🦉</li> <li>❑ <b>Self-Study Preparatory Visit by MSCHE Vice President (April 14<sup>th</sup>)</b></li> <li>❑ <b>Submit self-study design to MSCHE for approval</b></li> <li>❑ End-of-semester progress report to key stakeholder group 🦉</li> </ul>
<b>Fall 2026</b>	<ul style="list-style-type: none"> <li>❑ Gather and compile documentation for work groups and evidence inventory</li> <li>❑ Draft work group reports (templates); work groups begin studying their standard and exploring their lines of inquiry</li> <li>❑ End-of-semester progress report to key stakeholder groups 🦉</li> </ul>
<b>Spring 2027</b>	<ul style="list-style-type: none"> <li>❑ <b>Submission of final work group reports</b></li> <li>❑ Begin drafting self-study</li> <li>❑ <b>Identify team chair and dates for team visit (with Middle States)</b></li> <li>❑ End-of-semester progress report to key stakeholder groups 🦉</li> </ul>
<b>Fall 2027</b>	<ul style="list-style-type: none"> <li>❑ <b>Share draft of self-study report with university community</b> 🦉</li> <li>❑ <b>Host Team chair preliminary visit (by 11/19/27)</b></li> <li>❑ <b>Finalize self-study</b></li> <li>❑ <b>Compile and upload evidence inventory</b></li> <li>❑ <b>Submission of self-study to MSCHE and evaluation team chair</b></li> <li>❑ End-of-semester progress report to key stakeholder groups 🦉</li> </ul>
<b>Spring 2028</b>	<ul style="list-style-type: none"> <li>❑ Invite members of Temple community to participate in evaluation visit 🦉</li> <li>❑ <b>Host evaluation visit (February/March TBD)</b></li> <li>❑ <b>Receive team report</b></li> <li>❑ <b>Respond to team report</b></li> <li>❑ <b>Receive notification of accreditation status (June 2028)</b></li> </ul>

	<input type="checkbox"/> Campus-wide announcement and celebration of reaccreditation (summer/fall 2028) 🦉
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