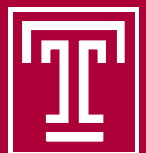




TEMPLE UNIVERSITY

*President's
Self Study
and Agenda*

David Adamany
June 2001



TEMPLE UNIVERSITY
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Acknowledgements

The development of this self study and plan occurred over a period of almost eight months. It was informed by an extensive data study about Temple University prepared by staff in several academic and administrative offices. Wide-ranging discussions with campus groups and others involved with Temple have occurred. These include one or more meetings with at least the following groups: the faculties of each of Temple's 17 colleges and schools; the Faculty Senate; the Faculty Senate Executive Committee; several faculty groups committed to specific aspects of Temple's life, such as the Teaching Learning Technology Roundtable and the Teaching Academy; the Temple Student Government; the Temple Greek Association; the leaders of student groups in the Fox School of Business and Management; informal student groups that have invited me to visit with them; the officers of the General Alumni Association and six meetings with alumni groups in the metropolitan area and elsewhere; Temple's union leaders; the University's officers; the Council of Deans; the Board of Trustees in a special retreat and briefing; leaders of the Community Development Corporations and other associations in the neighborhoods around Temple; and other individuals and groups too numerous to mention, including many Philadelphia leaders who have Temple asso-

ciations or simply have a deep interest in the University. Temple's recent accreditation self study and other Temple documents in staggering numbers have been daytime and bedtime reading for months.

All of that cannot form a complete picture of Temple, of course. But it has given me enough information to formulate an extensive agenda for the University. As new information develops, some conclusions and plans will change. But I hope that most of the plans and proposals in this document are sound. More important, I expect those involved in implementing proposals or deliberating about them to move expeditiously to do so.

Temple has a proud history and rich traditions. It has enormous opportunities. And it has a great deal to do in the next few years. Substantial energy, commitment, and thought will be necessary to implement proposals or improve them so that their purposes can be achieved. My clear impression from almost every quarter in and around Temple is that faculty, staff, students, alumni, trustees, officers, deans, neighbors, friends, donors, and public officials want Temple to flourish and are prepared to help make that happen. I look forward to the challenges and to working with all of those committed to Temple in addressing them.

Temple's Mission

Few American institutions of higher education have the well-settled purposes that guide Temple University, and fewer still have hewed so closely to their purposes over as long a history as has Temple. As undergraduate classes began this semester, Temple has offered instruction in three different centuries. This is a good moment for reflection on Temple and its purposes; it is also a good moment for Temple to commit itself to specific plans that will sustain Temple's purposes for this next stage of its life.

In planning for the future, it is often useful to look back to our roots to see how today's plans fulfill the original purposes. The story of Russell Conwell and the founding is well known and is revered at Temple.

In 1887, Charles Davies, a deacon of Reverend Conwell's Baptist Temple, approached Conwell for advice about how to prepare for the ministry. He could not afford to attend school, Davies said, because it was necessary for him to work to support his mother and brothers. Conwell offered to tutor Davies, and it was agreed that they would meet. On the occasion of their first meeting, Charles Davies appeared with six friends, all in similar economic circumstances, who also desired to obtain an education. Conwell welcomed these additional parishioners to study.

In the next year—on May 14, 1888—the state issued a charter for Temple College for “the support of an educational institution intended primarily to benefit workmen.” Three years later the Charter was amended to add the phrase: “and for young men and women desirous of attending the same.” In 1895, the Law School opened; in the following year, the School of Music; and in 1901, the Department of Medicine, the first coeducational medical school in the Commonwealth. Other colleges were quickly added, and by 1922 there were 12 schools and colleges, enrolling 8,000 students; and Temple University, as the institution had been designated in 1907, was offering graduate education as well as professional and undergraduate studies.

On July 1, 1965, Temple became a State-related university. Since that time, the partnership between the Commonwealth and Temple has created a broad range of educational opportunities, research benefits and direct community services that have enhanced the lives of Pennsylvania's citizens. Temple looks forward to the continued good health of this partnership.

These brief observations are pertinent today. Although enrollment now is generally lower than it has been over the previous two decades, there has been some increase in the number of students during the past three years. At

some meetings of Temple people, the question has been raised about how large Temple should become. It is clear that Temple has room to grow from today's 29,500 students to the largest size it has been in recent times, about 33,000 students. That does not answer the question whether Temple should grow. Here we may find a lesson in the story of the founding: Reverend Conwell agreed to tutor Charles Davies, but he did not turn away six others who sought also to obtain instruction. There is another aspect of this story that also guides us: Conwell wanted to instruct those who were highly motivated and were prepared to learn.

Temple's early years bear on today in a further way: In the fall of 2000, the Pennsylvania Economy League – Eastern Division issued a report entitled *Greater Philadelphia's Knowledge Industry: Leveraging the Region's Colleges and Universities in the New Economy*. The PEL concluded that Philadelphia's 83 colleges and universities must play a major role if metropolitan Philadelphia is to develop a regional economy fully competitive with other major metropolitan areas. The steps recommended by the PEL seem particularly pertinent to Temple's long-standing mission and to Temple's capabilities at this time. Specifically, the PEL recommended that Philadelphia's institutions of higher education:

- Increase enrollments by at least 20,000 full-time equivalent students;
- Increase the retention of college and university graduates in the Philadelphia region;
- Focus additional efforts on educational programs related to three “industry clusters” underlying the emerging economy in the region: (1) hospitality and tourism; (2) professional services, especially those relating to business skills; and (3) life sciences;
- Expand programs, especially at the graduate level, relating to biotechnology, business, computer sciences and computer-related engineering, pharmaceuticals, and tourism and hospitality, including the arts and culture;
- Increase significantly the total volume of university research, especially sponsored research, with an emphasis on life sciences, pharmaceutical-related studies, computer applications (including information systems and e-commerce), and medical sciences;
- Expand efforts to discover the applications of research that can lead to business spin-offs; and
- Expand the role of colleges and universities in “anchoring communities” by developing residential life around campuses, improving safety, generating jobs, improving pre-college education, and providing cultural and educational amenities in the neighborhoods.

The PEL was, of course, looking especially at the role of colleges and universities in economic development, and that is not the only role that our institutions play. But many of the PEL's prescriptions are consistent with Temple's longstanding commitment to offering educational opportunities for those who are from Philadelphia or will remain here, providing curricula that allow students to prepare for economic endeavors, advancing the arts and culture, conducting research as a national center for inquiry, and collaborating with our neighbors to improve the community in which we are located.

There is more continuity in Temple's aspirations and the community's expectations of Temple over these nearly 115 years than there are differences.

With these very preliminary observations about the continuity of the University's historical purposes in our present circumstances, let me discuss in a more systematic way a number of the most significant challenges facing Temple.

Disclaimers are in order at the outset. To say that Temple faces significant challenges is not to say that Temple is in distress. Indeed, under former President Liacouras, Temple has grown as a vibrant institution educationally and a sound one financially. And to suggest important directions for change does not imply that either the institution or its people have been misdirected. It is an art form to point new directions without implicitly conveying an impression—at least to some—that the labors of the recent past are unappreciated or were wrongly directed. I am not confident that I will be sufficiently artful to entirely avoid these impressions, but I want to give an assurance at the outset that Temple's strengths and vitality are very much in evidence and create a solid foundation for future endeavors.

Enrollment

We should begin with a discussion of Temple's enrollment. Temple's headcount enrollment has increased somewhat during the past three years, including an enrollment increase of about 350 students attributable to the reuniting of the School of Podiatric Medicine with the University. Even with some enrollment increase, Temple remains several thousand students smaller today than at some points in the past two decades.

Since making educational opportunity available to qualified students has been the core of Temple's existence, capping or reducing enrollment should be seen as a serious reversal of policy. At the same time, Temple's origins and tradition have emphasized educational opportunities for students capable of benefiting from a Temple education. During much of the 1990s, student body creden-

tials—measured by combined SAT scores or rank in class—were slightly lower than during most of the 1980s. In the past three years, student body credentials have increased slightly each year, even as the size of the student body has grown.

It seems to me a reasonable objective for Temple's undergraduate programs to continue to grow a little each year as long as student body credentials also continue to improve at least marginally. This enrollment growth may not occur in all of the University's programs: in programs involving high teaching intensity and with heavy reliance on technology, the University may not be able to fund the costs of program growth. At a point where the University is no longer able to educate additional undergraduate students without major capital investment, we should seriously consider limiting enrollment growth.

In other aspects, we may expect Temple to grow significantly:

- New facilities have been leased at Temple University Harrisburg (TUH) that are substantially larger than the former facilities. The Provost's Office, in making the decision to expand, has estimated that a 20 percent growth in credit hours will be necessary to meet the cost of facilities expansion. This poses a substantial issue of what program array to offer in Harrisburg and how to provide those programs. But that question is part of a much larger question about how Temple can successfully assume its announced goal to be a regional university serving at many sites, including the Health Sciences Center, the College at Ambler, Temple University Center City, and elsewhere.
- The University has also leased new, much larger facilities in Center City (TUCC). These are expected to open in the summer of 2001. Like TUH, TUCC's new facilities will accommodate substantial growth and must achieve growth of at least 20 percent in order to be financially viable. The same questions about program array that are raised at Harrisburg are also present at Center City.
- In June of last year, the Board of Trustees recognized Ambler as the 17th college of Temple University. It requested the administration to recommend a program array and faculty arrangements for the Ambler College of Temple University. Over time we may expect Ambler College to serve a growing number of part-time and adult students, and the program array there must be fashioned to meet their needs. Courses must be reliably offered on a fixed, predictable schedule, so that part-time and adult students can effectively plan course enrollments not only this year but in future years, in order to move steadily toward degree completion. At the present time, some colleges offer

programs at Ambler that meet those needs. Others do not offer courses on a fixed and predictable schedule, but rather on the basis of faculty availability and the program needs of the main campus. The goal at Ambler and elsewhere must be to assure that students who enroll can rely on a regular rotation of courses that will allow degree completion in an orderly and timely way. If programs and schedules are arranged to serve students, there is some capacity for growth at Ambler College; and that capacity will increase when the new Learning Center is constructed there.

- The development of independent degree programs at the University's centers and at Ambler College must also be considered. There is, for example, a serious shortage of people trained in urban planning in metropolitan Philadelphia at a time when many smaller communities are attempting to properly manage and plan their growth in order to maintain the quality of life. The centers and Ambler might well be able to formulate degree programs to serve such specialized needs. An urban planning degree program located at Ambler is already in the advanced planning stages, for instance.
- The Medical School has made a decision to increase enrollment from 180 to 200 students per class. This responds to a growing national shortage of physicians because of the earlier retirement of doctors and the growth in health care services needed by an aging population. This growth will pose some challenges for instructional laboratory and study space which the University ought to make every effort to meet.
- The College of Podiatric Medicine has had some enrollment decline in recent years; however, it would be prepared to enroll additional students up to its former size. Its facilities are sufficient for that limited growth. The College may address part of its enrollment decline by offering programs internationally, where there is a substantial need for its programs.

It is useful also to consider the appropriate size of graduate enrollments at Temple. About 7,100 students are currently enrolled in Temple's graduate programs. Over the past two decades graduate enrollment has been as high as 9,100 students and as low as 6,900 students. The average over 21 years has been about 7,500 graduate students and the median about 7,300. Temple's graduate programs are not large by the measure of some other universities located in urban centers. Nor are they large when compared to a smaller subset of universities that may be called urban universities. The University of Pittsburgh, Arizona State University, and Wayne State University, all urban universities, enroll more graduate students than Temple.

Some of these institutions have especially developed and scheduled master's programs to serve employed students who are seeking either to advance in their careers or to change careers as the economies of their regions change. There could be substantial opportunities for similar graduate program expansion at Temple—not only at the main campus but at Ambler, TUCC and Harrisburg. I am hopeful that in serving our mission, the Provost's Office will work with the colleges and schools to identify additional opportunities to offer master's degrees and certificate programs for students pursuing career aspirations.

Temple has shown its responsiveness to some changes in the metropolitan Philadelphia economy. Examples include the creation of the School of Tourism and Hospitality Management and the development of a highly regarded quality assurance program that has been supported by the pharmaceutical industry. Creation of a School of Public Health, offering programs needed in the metropolitan area, is also under consideration. What is needed is a more systematic way of identifying these ever-changing needs. It will be useful to develop a capacity in the Provost's Office to conduct periodic reviews of educational needs in the metropolitan area and to encourage the development of programs by academic units to meet those needs.

In these comments I have emphasized the development of master's and certificate programs. I have done so deliberately. I am skeptical, quite frankly, about the expansion—and perhaps even the present size—of Ph.D. programs. Across the United States there is a massive overproduction of persons with academic doctorates. The learned societies are once again crying out against the extensive use of part-time faculty and the compensation received by them. I admit to being something of a skeptic about this controversy.

But even taking the assertions of the learned societies at face value—that there are indeed too many adjunct faculty teaching in American universities—the fundamental fact is that the increase in the number of part-time faculty is closely related to an academic market that is flooded with persons with academic doctorates or who are working toward a doctorate. I am concerned whether the great surplus of academic doctorates relates more to institutional aspirations and to the endurance of doctoral programs that the nation no longer needs than to needed educational opportunities for students.

I am hopeful, therefore, that among the issues Temple will face directly is the array and size of academic doctoral programs. Growth in these programs, unless we are sure that we offer doctoral training that will meet otherwise unmet needs in the nation or the region, is neither fair to potential graduate students nor a good use of limited

institutional resources. Indeed, it may well be that we should consider closely limiting the size of doctoral programs to assure that we are preparing doctoral students who have strong prospects of entering academic life. Or perhaps we should consider alternative approaches to doctoral education, including substantial elements of training that would strongly qualify students for work outside of academe and a deliberate effort to fully advise students that careers outside university life are as likely for them as are academic appointments. However we may resolve these issues, I hope we will recognize that there are deeply rooted issues of decency and fairness for our students and the appropriate use of public resources in reviewing the size and array of academic doctoral programs.

Finally, it is important to mention enrollment that might occur through various forms of distance learning, including on-line courses. Despite much discussion and no little hype, this is still an uncharted sea. It is already apparent that no one has yet found a way for on-line learning to be economically viable. Indeed, eminent institutions, such as Columbia University, that have plunged into on-line course development and delivery are now curtailing their efforts because costs so far exceed revenues. The same doubts cannot be raised about the educational value of on-line or distance education. Many universities and some other entities have experimented with on-line and distance learning courses and found them educationally effective for some students in certain kinds of educational programs. We should assume, therefore, that distance learning, including on-line courses and perhaps on-line degrees, are in our future.

At this time, I believe Temple should advance in three directions. First, we should continue to expand the number of courses that are taught simultaneously at several locations by the use of interactive video. Comments from faculty members suggest that this will require upgrading and improved maintenance of equipment for these programs. Second, we should continue to encourage academic units to develop on-line courses and programs. The Provost's Office informs me that Temple is presently offering about 50 on-line courses each semester. Third, we should make targeted investments in a select array of on-line courses in special educational niches where Temple has unique strengths. In doing so, we should give special attention to the financial viability of the courses or programs we offer in this way. In the longer term, Temple should—and I believe most other universities also will—seek appropriate partnerships with university consortia, corporate enterprises, or others that are undertaking on-line education on a broad scale, are able to obtain the financing to do so, and will benefit from economies of scale that Temple by itself is unlikely to achieve.

Students and Student Life

Temple's students are the first concern of the University, as they have been since its founding. At the present moment in Temple's history, it should address at least the following matters relating to its students.

Temple should continue to build an academically capable student body that can benefit from Temple's strengths and that can create a lively intellectual life among students. The University has been taking steps in that direction by gradually increasing admissions standards for incoming freshmen, and it should continue to do so. The University should also take satisfaction in its core-to-core programs with community colleges. Temple's dual admissions programs with community colleges have also proved effective, and approximately 2,000 students are enrolled in the dual admissions programs. Students entering through this program show considerable academic promise, as measured both by their Temple grades and their graduation rates. As resources allow, Temple should expand the core-to-core and dual admissions programs.

At the same time, one of Temple's most important educational strengths has been the diversity of the student body. In the mingling of men and women of many ages, nationalities, races, social and economic backgrounds, geographic origins, and personal characteristics, experiences, and lifestyles has come an extraordinary level of education, understanding, and preparation for life. Whatever policies Temple may adopt about enrollment or student life, it should yield not an inch in its commitment to this extraordinary diversity among its students.

The growth of Temple's residential undergraduate student body, which next year will exceed 4,000 and would reach 7,000 in the next five years, will create new demands on the University as well as present new opportunities. Residential students reasonably expect greater opportunities to seek out faculty for academic assistance, for individually tailored academic experiences, and for advice. The faculty, like the student body, has largely been a commuting faculty. A larger presence at the University will undoubtedly be expected as the residential undergraduate student body gradually increases. The Temple faculty have long shown a deep interest in students, and this new challenge will fall within that professional commitment.

The development of a residential student body has a momentum of its own. The more students live on campus, the more others will wish to do so. In addition to opening a new dormitory to house 1,000 students in fall, 2001, Temple must look beyond for additional residential capacity. Some additional space for freshmen and sophomores will be necessary. Residential facilities, especially apartments, for upperclassmen and for the students

from the Tyler School of Art, if it relocates to main campus, will be required. The University should directly develop some of this housing, but it should also look to private developers and community organizations to develop housing suitable for students in the campus neighborhood. The challenge of expanding the University's residential facilities on and around the main campus is discussed more fully in the section of this report on facilities.

The expanding residential undergraduate student body also has substantial implications for student life on the campus. Expanded opportunities for entertainment, social life, the arts, and intellectual discourse will be expected, and Temple should take responsibility for stimulating these opportunities. Some will occur in the neighborhood around the University in the form of new restaurants and other entertainment venues. The University already provides very good sports facilities and an outstanding fitness center. The Liacouras Walk, now under construction, will provide additional amenities for students.

However, student entertainment opportunities formerly provided in the Student Activities Center (SAC) have been lost in the renovation and expansion of SAC to provide additional food service for the expanding residential student body. The next phase of student facilities expansion—and one that should come quickly—will be restoration of student entertainment spaces. These should include restoration of a game room, a television lounge, additional meeting rooms, a cinema, and a large space for lectures, dances, public meetings, and so forth. Until new facilities can be provided, the University should identify space in existing facilities that can be used for these purposes.

Programs for students will also require additional institutional effort. Temple already has an extraordinary array of extracurricular activities. Student involvement, however, is often modest. Further assistance to student organizations and the expansion of student programming should be undertaken as the residential student body expands. This should be done with the guidance and advice of students, and it will require a commitment of some additional resources.

No discussion of student life is complete without a discussion of student athletic programs. The University's intercollegiate and intramural athletic programs provide exceptional opportunities for many students to compete in sports, develop personal discipline, and interact with students from other institutions as well as from within Temple. Temple's well-known basketball program has been consistently competitive and has brought significant attention to the University. Over the past five years, the football program has had difficulty meeting the stan-

dards of the Big East Conference: attendance at an average of 25,000 per conference game, competitiveness on the field, and control over stadium scheduling. However, these issues are near resolution with the help of State and City officials, the management of the Philadelphia Eagles, the coaching staff and the team they have recruited and trained, and many trustees, friends, and alumni of Temple who, four months before the season opens, have already subscribed more season tickets than the required Conference attendance.

The importance of other intercollegiate sports is sometimes overshadowed by basketball and football, but should not be. Temple fields highly competitive teams in baseball, crew, fencing, golf, gymnastics, hockey, lacrosse, soccer, softball, tennis, track, and volleyball as well as supporting swimming and rugby as club sports. In all, about 425 students participate in eleven women's teams and nine men's teams. At least 2,350 students each year participate in intramural competition or club sports.

Temple subsidizes both intramural and intercollegiate athletics to a considerable extent. These subsidies support not only football, as is commonly believed, but all non-revenue sports, Title IX equity programs and, of course, intramurals and club sports. Temple remains committed to providing both intercollegiate and intramural sports opportunities as part of its larger campus life.

Beyond a richer extracurricular and entertainment life on the campus, a residential student body will expect a larger voice in the University's affairs. And considering the quality and maturity of Temple's students, there is no reason why their role in making campus decisions should not increase. Students already serve on committees to nominate officers and deans, and they have made solid contributions to these searches. This year, for the first time, students served on the committee that selected faculty for the Great Teacher Awards. In the future, we may expect students to take a larger role in all aspects of governance. My past experience was entirely positive with student participation in nominating department chairs, serving on committees to plan facilities, and giving advice in the appointment, promotion, and tenure process. It should be our purpose both to improve Temple and to prepare students for the full responsibilities of citizenship by including students integrally in all deliberative processes in the University.

The Pennsylvania Economy League report expressed concern about the retention of Philadelphia's college and university graduates in this region. Temple does not have a systematic program to connect its students to Philadelphia and the metropolitan area. The Honors Program includes an orientation to many aspects of Philadelphia's history, culture, politics, neighborhoods,

and so forth. A broader program of this kind for incoming students would enrich their lives during their years at Temple and would heighten the prospects that they would remain in Philadelphia to strengthen its economic and civic life. A significant expansion of internship programs for students in their majors would serve similar purposes as well as providing students with practical experiences related to their respective academic fields. Students are, by all reports, enthusiastic about existing internship programs; and that would warrant expansion of those programs as resources allow.

The special status and responsibilities of graduate teaching assistants should not be overlooked in any discussion of student life. The responsibility of Temple and its colleges to provide training and mentoring for graduate teaching assistants as well as to prepare them for academic or other careers is discussed later in this report. Involving graduate students in the collegial life of the University is also important. They have experience and knowledge to contribute to that process because they are an important body among the teaching staff. They also should learn the responsibilities, rules, and norms of academic life, because many will enter the teaching profession and many others will serve from time to time as adjunct faculty at higher education institutions.

Finally, many Temple students already participate in community service in the University's neighborhood. Tutoring students in local schools and housing complexes is common. The University should consult with neighborhood organizations to determine what additional activities would serve the surrounding community, and students should be encouraged to give some portion of their time to service. Beyond the immediate benefits are the stimulation of commitment to community involvement and experience in how to do so effectively.

Academic Programs

I want to turn from this extended discussion of students to a review of our academic programs. Here I believe the issues are twofold: the array of our academic programs, and our responsibility to assure program quality.

With respect to program array, I have previously discussed the need for us to continually re-evaluate our programs against a standard of societal need. We should be concerned with creating new programs that will meet the needs of the community and our students and phasing out programs that are no longer needed.

There is a role for both the faculty and the Provost's Office in identifying areas of potential academic program growth. Faculty are specialists in the development of the various disciplines, and they will know best what new

avenues of knowledge are developing that ought to be recognized in Temple's curriculum. They will also know best what consolidation of programs is appropriate because of changes in the respective disciplines. Both of these activities can be aided by a rigorous process of academic program review, and I will say a little more about that later.

We should recognize also that academic units are often slow to eliminate programs that are no longer needed. Sometimes this is simply inattention to changing patterns of enrollment and the matrix of knowledge in the field. Sometimes we cling to programs because of nostalgia: they were important to us at an earlier time and, like most of the rest of the species, we are reluctant to let go of the past. Sometimes programs remain because of instincts of territoriality that operate in all human groups.

Whatever the reasons, we can be helped to focus our attention on the phasing out of academic programs by relatively straightforward devices. One is regular review of the number of degrees awarded by such programs. I have recently looked at the array of approximately 330 degree programs offered by the University. If I understand these numbers correctly, about 50 of those degrees have not been awarded to any student in the past five years. It should be a simple matter, I believe, for the Provost's Office regularly to refer such degree programs to the respective schools and colleges with a request that they be reconsidered and, if they are going to be retained, that they be fully justified in light of the absence of degree productivity.

A second approach to degree array is not as straightforward. Here degree discontinuance is closely linked to continual renewal of academic programs that should remain in the curriculum. For both purposes—to discontinue some programs and to renew most others—Temple ought to initiate a regular, rigorous process of academic program review for all of its programs. As I understand it, Temple has not recently engaged in a comprehensive program review; and its most recent full review of graduate programs occurred in the early 1990s. Several people have told me that there was only minimal follow up to the reviews that occurred at that time.

Most American universities do have regular program review. Some review principally graduate programs or graduate and professional programs. Some review all programs. Considering the large size of Temple's undergraduate student body and Temple's longstanding commitment to excellence in undergraduate education, it would appear that any program review process at Temple should include all professional, graduate, and undergraduate programs.

The Provost's Office should take the lead to steadily assure the quality of academic programs. We should look

at outstanding program review processes elsewhere. Some characteristics that are common in program evaluations are reviews of institutional data about programs; self studies by academic units about their mission, performance, productivity, and needs; and review by one or two outside specialists chosen by the Provost or the Graduate Dean to evaluate program quality. Other valuable elements of program review include conducting surveys of alumni about program quality, obtaining information from employers about the training and effectiveness of program alumni, evaluating performance of graduates on licensure or national board exams, and examining student performance on the Graduate Record Exam or other graduate and professional school admissions exams. A difficult challenge is to find measures of academic performance and assessment for those programs that do not have licensure exams or other external performance measures. Yet assessment of programs is occurring nationwide and is increasingly prescribed for institutional reaccreditation. It will fall to the faculty and administration working together to develop an array of acceptable assessment methods that might be employed by academic units.

Program reviews should also involve clear follow up: First, self studies and outside reviewers should be asked to recommend improvements that can be made within existing budgets. Second, they should be asked to identify additional resources needed in priority order and the expected measurable improvements that will occur with additional resources. Third, the Provost should review the final report with the department chair and the dean, and a plan of action should be agreed upon including clear timelines for improvement. Finally, budget allocations should be tied to performance improvements recommended through the review process. This is a rigorous and time-consuming process. It should be considered a process of long-range planning at the department and college level. Such reviews should occur only at five-to-seven-year intervals because the steps toward improvement recommended through program review may take several years to implement and additional years to evaluate.

Quite apart from the review of individual academic programs is the large question of the University's Core Curriculum. There appears to be considerable opinion within the faculty that the Core Curriculum should be re-examined, and the Faculty Senate has taken steps to appoint members to a review panel. A newcomer cannot help but be impressed by Temple University's continuing commitment to courses that examine significant texts, that emphasize exegesis and analysis, and that insist upon frequent writing assignments to develop communication skills.

The breadth requirements are also attractive because their stated purpose is to examine broad areas of knowledge rather than academic specialties. Despite this purpose, it does appear that over time many of the courses in core areas have come to be introductory courses or survey courses in specific disciplines rather than courses designed to provide a broad introduction to knowledge, concepts, and epistemology in fields of knowledge. And the number of courses that satisfy requirements in some of the core areas appears to have become quite large. All of these tendencies are common in core and general education programs as they age. Renewal and revision of these programs, therefore, is essential.

It rests principally on the faculty to make recommendations to revise the Core Curriculum, but I strongly recommend that students who have participated in the Core Curriculum—perhaps seniors approaching graduation—be full participants on the committees that review the Core. More than the rest of us, they may have a clear impression whether the Core has strengthened their skills in analysis and expression and has given them a rounded view of the major sectors of knowledge as they are known today.

A further issue of undergraduate education that has faced many universities in recent years is whether and how to have systematic evaluations of student learning. Some institutions now require students to demonstrate proficiency in college-level writing and mathematics in order to continue beyond the sophomore year. Others have instituted evaluations of learning in the major field, through comprehensive examinations, portfolios, capstone courses, or other methods. These approaches help to set benchmarks for students and expectations for curriculum. They compel faculty to work together to formulate curricula that have clearly defined goals, inner coherence, and methods for evaluating whether students have developed the intellectual skills and the knowledge expected in the field. Systematic evaluation of student learning is difficult to formulate and administer, and it can be threatening to both faculty and students. But the tendency in recent decades for the coherence of curricula to give way also cannot be denied or defended. The systematic evaluation of student learning is therefore a discussion upon which Temple ought to embark seriously.

A final issue of undergraduate academic programs should also be faced squarely: the increasing tendency for major programs, including their required prerequisite and related courses in other fields, to consume virtually all of a student's academic endeavors. The explosion of knowledge drives us to create more courses and to require students to take more work in their respective fields. In doing so, we gradually drive out the student's opportunity to pursue other interests—to become a more informed

citizen by studying matters related to our polity, to grow personally through literature and the arts, to develop expertise in a second field, and so forth. Related, of course, is that the growth in credit hour requirements in the major increasingly makes the baccalaureate degree a four-and-a-half or five-year endeavor.

In the course of program review we should insist that, in addition to the Core Curriculum and the major requirements, there remains a reasonable margin for students to explore other interests and that all of this should fit within a four-year graduation program of about 124 credits. If we are going to have longer programs for the baccalaureate—and we should have relatively few of them—then as a matter of integrity in our relations with students, we should provide ample and explicit warning before they enroll. Notations of longer-than-normal baccalaureate programs should perhaps be included prominently in admissions materials, catalogues, and all department and college publications. In the end, we should recognize that we do not fashion a better society by prescribing a narrow education, no matter how specialized or intensive it may be.

Finally, any review of Temple's academic programs must recognize the University's international presence. Temple has campuses in Rome and Tokyo and periodically offers programs in many other countries. There is no doubt that these programs enrich educational opportunities for Temple's students and raise the University's visibility across the nation and the world. More than half the students in the program at Rome are from other American institutions and the vast majority of students in Tokyo are Japanese. This necessarily raises the question of whether the Commonwealth appropriation or the tuition derived from Temple's Pennsylvania students should be used to subsidize these programs. Fortunately, for most of their history these programs have been self-supporting. The long recession in Japan has, however, created serious financial problems for Temple University Japan (TUJ). The governing board of TUJ, which operates as a separate entity, has adopted financial projections offered by the program's leadership to liquidate TUJ's debt to the University and put TUJ on a sound financial basis. The program's leadership seems confident that it can carry out this financial plan. The program in Rome has been achieving favorable financial results in recent years; but this is due in significant measure to the enrollment of many students from other American colleges and universities and to the favorable relationship of the dollar to the euro. It would be prudent for the University to develop a policy that would allow the program in Rome to develop reserves to assure its continuity if the conditions supporting its present financial health deteriorate.

Instruction

Temple University has a strong reputation for teaching, and its faculty have displayed a deep commitment to instruction over the years. More than at most universities, teaching is a subject of discussion and concern in the Faculty Senate, committees in the colleges and schools, and informal gatherings of faculty. My impression from students in these early months at Temple is that they are satisfied with the instruction they receive.

These general impressions are largely supported by systematic student testimony. Results of our most recent survey, from spring 2000, indicate that 85 percent of students said they met with faculty members during office hours either frequently (15 percent) or occasionally (70 percent); and 82 percent said they were either very satisfied (35 percent) or somewhat satisfied (47 percent) with the availability of instructors outside of class.

We should pause, however, to consider some other, more equivocal student responses about our educational program. While 75 percent of students gave the quality of classroom instruction favorable marks, the breakdown was that 22 percent were very satisfied while a much larger group, 53 percent, were somewhat satisfied. A further mixed result was in student perceptions of faculty commitment to teaching: an impressive 78 percent expressed satisfaction with our commitment to teaching; but only 29 percent were highly satisfied, while 49 percent were somewhat satisfied.

I have said these latter results were reason to “pause,” not reason to contradict our more general impressions about the quality of instruction at Temple or the faculty's commitment to it. We look at these results knowing that students have exceedingly high expectations. And we should also realize that as our student body becomes more residential on campus and has a more traditional undergraduate profile, these expectations are likely to become even higher. We should ask also whether these surveys suggest that students are finding more variation in the quality of teaching than we might like.

Perhaps it is true also that students best appreciate the quality of teaching and instruction when they have fully experienced their college education. Certainly the reactions toward their Temple education of many hundreds of alumni that I have met, both at formal events and informally in my daily life, have been very enthusiastic. It might be useful for us to have more systematic information from recent alumni about teaching at Temple.

What we can agree on is that teaching is an extraordinary challenge that changes constantly. It is partly art: it reflects the particular intellectual and personal style of the teacher. But it is also a considerable science: we know

more about the learning styles of students, more about classroom dynamics, more about appropriate methods of evaluation than we ever previously did. Our students come from more diverse backgrounds and bring more diverse experiences than formerly, and that adds both opportunity and challenge to teaching at Temple. Teaching is also caught up in the technological revolution around us. Like it or not, our students have mastered technology and use it constantly to learn and explore in the non-academic world. For these reasons and more, the requirements for excellent teaching at Temple are changing rapidly.

What these observations are intended to convey is that we can improve teaching, but that improvement lies in a difficult-to-define mix of individual and institutional initiatives. There are certainly some things that we can do institutionally to promote teaching, but the success of these efforts depends on individual reassessment and initiative.

Among the institutional steps we ought to consider are the following:

- Temple already has some programs to assist faculty to assess and improve their teaching. The Teaching Academy is an example. Many universities have institutional teaching and learning centers that offer faculty a wide variety of services and assistance, ranging from sessions on syllabus and test construction to the critiquing of classroom teaching through videotaping or peer visits. Some Temple colleges and schools have made efforts to develop peer support systems. It might serve us well to examine the feasibility of a University office capacity to assist faculty who wish to improve aspects of their teaching. The Teaching Academy has recommended such a step.
- Similarly, many universities have strong programs to assist faculty to introduce technology into their classes. Temple has already made an impressive start in this respect. The Teaching Learning Technology Roundtable (TLTR) has worked effectively to provide peer encouragement, support, and instruction in uses of technology in the classroom. We have no way of knowing the extent to which faculty have incorporated various information technology techniques into classes. But the TLTR executive committee reports that about 20 percent of courses are making some use of Blackboard, the Temple choice of comprehensive information system for classes. The 20 percent estimate is impressive, but it also reflects a long distance to go. Each dean has formulated a plan to introduce all faculty to Blackboard by Fall 2001. Perhaps Temple's already vigorous efforts to introduce technology into its instructional programs can be accelerated by offering more continuing education opportunities for fac-

ulty to learn the uses of instructional technology and its potential for their own teaching activities.

We should also consider the ability to use on-line methods of instruction and research as part of our general education program. In the future we will not be effective learners unless we can use technology for learning. Perhaps we should especially focus our efforts to introduce technology into instruction in our Core Curriculum. That will not only assure that every student is fully ready for technology-based learning, but it will allow us to reach larger numbers of students with these methods by introducing technology into a relatively focused group of highly enrolled courses.

Along with all but the wealthiest universities, we are now facing difficult challenges in continuing to advance technology in our teaching, research, and administrative endeavors. First, technology is advancing at an enormous rate, and our expenditures would need to accelerate dramatically if we were to adopt all of the new technology that is becoming available. Second, we have had the luxury so far of spending virtually all of our funds on new technology. We have not developed significant reserves or new funding sources for replacement of what we have. But technology ages rapidly, and both replacement and expansion may be financially difficult. Third, we have invested a steadily increasing portion of our technology budget in permanent staff at the Tuttleman Center, in schools and colleges, and in Computer and Information Services. These valuable staff represent permanent commitments in the University budget that grow annually with regular salary and benefit increases. Finally, of course, technology costs in the instructional program are added costs, not replacement costs. Unlike the private sector, which uses technology to replace personnel, we use technology to teach. So we need both technology and people.

These are formidable challenges to overcome. Yet Temple, like other universities, must sustain and expand its commitment to technology in its instructional programs. This will require that we select with care our technology investments, that we raise significant additional funds for these purposes through grants and gifts, and that we self-consciously forego other priorities to stay at the forefront of technology in our educational programs.

- While technology has become a central thrust of information storage, retrieval and management among students and, indeed, across society, the importance of libraries cannot be overstated. In many disciplines, materials remain principally available in

print form. Monographic literature is almost entirely available in this way. And the knowledge developed in the past is largely in print, microfiche, film, and slide media. Temple University's libraries have declined in Association of Research Libraries (ARL) rankings for several decades. In 1986, Temple ranked 67th among North America's principal university research libraries; in 1992, 75th, and most recently in 1999, 85th. These rankings are in some measure flawed, however, because they count raw numbers of volumes and serials held. When so much information—especially journal materials—is available on-line, the holding of physical copies makes little sense. Indeed, the ARL itself is reconsidering the components of its index.

Nonetheless, Temple must be sure that it is maintaining the collections that it needs for its academic and instructional programs, so that its decline in rankings reflects only measured steps to provide access to information on-line rather than in hard copy. For important holdings from the past, the University must find suitable off-site storage to relieve the serious crowding in the library while assuring prompt access to materials that are needed. And Temple must continue to teach students how to use libraries and library materials, even in an era when much information is on-line. A Library of Congress catalogue number should still have meaning in the age of websites.

- We may wish also to offer week-long, half-day short courses at the end of the academic year on various aspects of teaching. I have personally had good experience with faculty response to such programs. At year's end, many faculty are engaged in reflection about the past year's teaching and have identified particular aspects of their own performance for improvement. Perhaps Temple should experiment with such offerings.
- One initiative that seems quite obvious to me is an organized effort to introduce new faculty to the various aspects of teaching that I have mentioned in these remarks. A recent study funded by the Pew Charitable Trust, involving a survey of more than 4,000 doctoral students, found that a substantial majority feel unprepared for the teaching responsibilities they will face as faculty members. Last year alone, Temple recruited 65 new presidential faculty—about 6 percent of the total presidential faculty. They will make an enormous impact on our instructional program, and most will be part of Temple for a long time. It is fair for these new faculty—as well as for new deans' appointments, clinical professors, and,

of course, our students—to challenge us to support new faculty as they seek to become fine teachers.

- An important group of teachers at Temple are our graduate teaching assistants. Both to prepare them for their responsibilities at Temple and to help them prepare for careers in teaching elsewhere, the University should systematically assist them to develop teaching skills. Many universities offer orientation programs for graduate teaching assistants that provide information about student learning styles, about effective teaching techniques, and about university support services for teaching and learning. In addition, it should be the responsibility of each college and school, or in some cases individual departments, to assure that a teaching seminar is offered for new graduate teaching assistants. Regular evaluation of graduate assistant teaching should also be undertaken, both to ensure the quality of teaching and to assist graduate assistants to increase their teaching skills.
- Another important group of teachers are the University's adjunct (part-time) faculty. While many are experienced teachers and most could not give much time to formal programs about instruction, adjunct faculty can be assisted if academic units include them in faculty orientation programs to learn about teaching expectations, institutional support programs for teaching, service programs for students encountering academic difficulty, and student assessment of teaching. My own previous experience with efforts to assist adjunct faculty to strengthen instructional effectiveness confirmed their eagerness to participate and their commitment to improving the quality of their teaching.
- One further initiative should involve continual assessment of our teaching activities. We should adopt a standard, short student-evaluation-of-teaching form throughout the University. The Provost and a committee that includes representatives named by the Faculty Senate has already made impressive progress toward this goal. A new form would replace the excessively long, 56-item form now recommended. Student assessments of teaching should occur each semester in all courses, except for a few in which assessment is unsuitable. Colleges and schools would be free, as they now are, to supplement the short University form with additional questions. The results of student assessments could, of course, be used for evaluation for faculty retention, tenure, promotion, and merit awards. But their most important use would be faculty self-evaluation of teaching and courses. Low levels of student satisfaction with some aspect of a course may be a signal for rethinking or

redesigning that element of the course. And trend lines in assessment from one semester or one year to the next are good indicators of what is going well and what needs to be improved.

- Over time we should build additional means for periodic assessment of our teaching. Teaching portfolios and peer visits have become increasingly common in academic life, and we should consider those or other assessments as we continue to develop Temple University's instructional program. Although it would be too burdensome to allow individual faculty members to add items to any institutional form, there should be encouragement and assistance for faculty members who wish periodically to track student reactions to their classes. In a few institutions, especially in business schools, faculty seek student response periodically through the semester with brief forms that help faculty understand whether students find the course "process" and "teaching style" helpful in mastering its subject matter.

Temple's faculty have long been devoted to teaching and to students. As an institution, we should engage in continuous efforts to renew and strengthen the quality of instruction. The proposals here may be a first step. Others will undoubtedly emerge as faculty, deans, and the Provost continue to consider means to improve instruction.

Research

In the course of its recent history, Temple has emerged as a national research university. This has been a source of strength, recognition, and pride for the University. Although there is a tendency to find tensions between teaching and research, there is in fact a close relationship between the two. Many of the nation's most prominent research universities are also among its finest teaching institutions. And among the nation's elite liberal arts colleges, renowned for their teaching, many have strong research faculties.

At the risk of rehearsing the obvious, let me mention again the synergy between strong teaching and effective research. We should be mindful that a relatively small number of institutions—perhaps 150 of the nation's 3,400 universities, colleges, and community colleges—conduct most of the research that becomes the knowledge base for teaching. These are mostly large institutions with strong graduate and professional schools, research facilities, and major libraries. As a member of this community of research universities, Temple contributes significantly to teaching well beyond its own campus.

At Temple, the presence of faculty vigorously engaged in research creates special learning opportunities for stu-

dents who wish to undertake research or investigations of their own, or write senior theses, or undertake research tutorials. There are also latent impacts of a research faculty on the teaching process: when students learn from citations in texts or journals that their own professors are engaged in developing new knowledge, their attitudes about the importance of intellectual endeavor and about their teachers change in significant ways. There certainly can be no doubt that graduate programs that award research degrees, especially those that award Ph.D.s, cannot appropriately train students unless the faculty are productive research scholars.

We must also be aware of the instrumental benefits derived from vigorous research programs: funding agencies provide allocations for equipment, laboratory renewal, research staff, and library collections. These resources benefit undergraduate and graduate students beyond those directly engaged in funded research projects. And foundations, state and federal governments, and others may be influenced in making grants or allocations by the strength of a university's research programs. Just such a discussion took place in the Pennsylvania General Assembly this year with respect to the allocation of tobacco settlement revenues.

There are a number of measures of research effectiveness that we should steadily review. The National Science Foundation annually publishes rank-order lists of American universities by their total research expenditures and their federally funded research expenditures. Unfortunately, Temple has gradually lost ground on both of these measures over the past two decades. In 1998—the last year for which NSF data are available—Temple ranked 117th in total research expenditures; in 1980 we ranked 94th. In federally funded research expenditures, Temple ranked 121st in 1998 compared to 84th in 1980. On both rankings, therefore, Temple has slipped from the prestigious list of the nation's top 100 research institutions. Indeed, in only three academic fields does Temple rank in the top 100 universities in total research expenditures. It should be noted also that Temple's research performance on these measures is significantly weaker than comparable urban universities: The University of Pittsburgh, the University of Cincinnati, the University of Illinois at Chicago, the State University of New York at Buffalo, Wayne State University, and Virginia Commonwealth University—a plausible urban university comparison group—all rank well ahead of Temple in total research expenditures.

Although the available data reflect some erosion of Temple's standing as a research institution, there is also evidence that during the past two or three years there has been an aggressive effort to rebuild the University's exter-

nal funding. A number of substantial grants have been obtained, and some research groups have been recruited that have governmental, business, or foundation funding support. The full impact of these efforts will not be known until the NSF data for the most recent years are published.

On other measures, Temple also appears to have achieved less in research than its overall strength and national stature would suggest. The National Research Council (NRC) periodically evaluates doctoral programs in the humanities, social sciences, and laboratory sciences. In the last NRC evaluation in 1995 (using 1993 data), only three of 21 Temple doctoral programs that were evaluated ranked among the top 50 percent of such programs in the United States. Because these rankings give very heavy weight to faculty reputation and to research citations, they tend to give undue advantage to institutions with large faculties and to institutions that train large numbers of doctoral students who take faculty appointments in research institutions. So while we would not expect Temple's programs to be among the most highly ranked institutions, we ought to have some concern about our relatively modest standing in so many fields. The NRC is just beginning a new evaluation of the nation's doctoral programs, but there is little reason to believe that Temple's rankings will be significantly higher than they were in the mid-1990s.

Not all evaluations of Temple as a research university are gloomy. A variety of popular journalistic rankings give high marks to Temple's programs in art, music, education, film, theater, physical therapy, speech pathology, and law. The bases for these rankings are controversial, however. Reviews of research and graduate programs in academic journals also periodically show strength in Temple's programs. To assure that we are properly evaluating and recognizing the research enterprise at Temple, it would be helpful to identify a specific set of these measures that reliably reflect research strength and to consistently use those measures to broaden our understanding of research attainment at Temple.

In the fall, 2000, I asked Garrett Heberlein to undertake a review of our research programs. Dr. Heberlein served for more than a decade as Vice President for Research and Dean of the Graduate School at Wayne State University, an urban university with similarities to Temple, during a period when that institution's volume of funded research and national research rankings rose impressively. Dr. Heberlein's comprehensive report has recently been received. He has discussed his findings with the Council of Deans and a large number of research faculty. We will not find all of Dr. Heberlein's prescriptions suitable for Temple, but his report gives us a persuasive

blueprint for reconstructing research at Temple.

Overall, we cannot be sanguine about the research enterprise at Temple. For the next few years, Temple will need to give intensive attention and make substantial investment in research. Among the steps we should consider are the following:

- Many universities have a vice president for research, who is often also the dean of the graduate school, to give focus and emphasis to the institution's research program and to tightly draw the connection between graduate programs and the research enterprise. This officer typically has a pool of resources to invest in research initiatives and has broad responsibilities for evaluating faculty appointments and the credentials of graduate faculty. The vice president for research and dean of the graduate school can focus entirely on several aspects of the research program: identifying funding sources, building relationships with funding agencies, assisting faculty to develop grant proposals, improving research facilities, evaluating research degree programs, and reviewing the credentials of graduate faculty who supervise research degree candidates.
- Substantial start-up funds should be invested in promising research initiatives that have strong prospects of obtaining external funding.
- It will be necessary to invest substantial funds in the renovation of laboratories and other research facilities. Many have become obsolete over the years. This will be a gradual and expensive process. In the short-term, while these improvements are under way, it will be necessary to reallocate existing research space by asking faculty members who do not have active research programs to transfer their research labs to colleagues who are funded or have strong funding prospects.
- Similarly, there will be a need for substantial investments in modern research equipment. Over time, as the University's funded research program expands, a substantial share of the cost of equipment will be included in research grant proposals.
- The University should give much closer attention to the start-up needs of new faculty, so that they can build vigorous research programs early in their careers and become eligible for external research support.
- Although it will be painful, Temple should go through the process of identifying a small number of its strongest research-oriented graduate programs for additional investment, so that these programs can substantially improve their national rankings. As the first group of programs become stronger, additional programs that have developed strength should be targeted

for investment. Each cycle of investment may take four to five years, so this is a slow, but painful, process to gradually build Temple's research programs.

- Programs should be conducted for faculty who seek to improve their skills in identifying funding sources and writing grant or fellowship proposals.
- The University ought to review whether it has sufficient support for developing grant-eligible proposals, such as epidemiologists, statisticians, and specialists in survey research and demographic data. What structure could be created that would provide the most effective service to faculty who need these services? And should the service array provided by the University include assistance in writing grants?
- There is naturally a concern by scholars in fields where available external funding is slight, such as many fields in the humanities and arts and some fields in the social sciences. Here we must be sure that we have not too quickly concluded that funds are not available. There are some opportunities in these fields for applied research and training grants that, with careful planning, may include research components. The University should also develop a policy that encourages faculty in these areas to apply for fellowships by cushioning the financial difference between university compensation and fellowship stipends. Finally, there is a promising effort in the College of Liberal Arts to obtain an endowment grant that, with matching funds, could provide substantial support for research. The University may also attempt to create a modest pool of funds to support research in these fields, but that is more likely to be feasible when overall research funding is stronger.
- At least one other area of research endeavor could be strengthened at Temple. This is research on urban and metropolitan issues. There is already some work of this kind under way in the University. However, a comparison of Temple's funding from state and local governments with such funding in other urban universities suggests that there is room for Temple to further develop its urban research agenda. An impressive effort of this kind is the recently announced federal grant to Ambler College for its research on sustainable communities. Urban research funding is often for applied studies. These are valuable in their own right and are consistent with Temple's urban mission. The findings are often publishable in journals that emphasize urban or applied studies or as books. Applied studies also lay the groundwork for more theoretical and pure research by providing data bases and concept development. Temple also has many funded programs to provide service to groups within the community. A

preliminary review suggests that few of the programs yield applied research reports that would be helpful in strengthening both service programs themselves and public policy. An important question is whether Temple should follow the lead of many other urban universities by creating a structure that focuses on urban research and teaching endeavors.

- Finally, if Temple is serious about its mission as a research university, its recruitment of faculty and its faculty personnel policies must consistently give significant weight to research performance of faculty.

Temple's People

FACULTY

Temple has the good fortune to have a dedicated, effective faculty and staff. They know Temple's mission and are committed to it. Many faculty and staff have served the University for a long time. They have been a source of stability during some very difficult periods in the University's history. Any discussion of the role and performance of Temple's people begins with a recognition of their commitment and effective performance on behalf of the University.

One of Temple's greatest challenges over the next decade will be to replace faculty who will retire. Twenty-two percent of the faculty are age 61 or over and about 21 percent are between ages 56 and 60. It is inevitable that over the next decade there will be a large number of retirements among the faculty. Many institutions have initiated early retirement programs to encourage faculty departure. Temple should certainly not do so: its challenge will be too many departures, not too few.

Although American universities are now producing more doctoral graduates than there are academic positions, there is fierce competition for the relatively small number of exceptional young faculty. Recruiting them to Temple will require strong salary offers and suitable support packages, including laboratory and equipment start-up funds, opportunities for professional development, and other assistance. It will also require early authorization of searches, early offers of appointment to the very best candidates nationally, and reasonable assurance that searches can be renewed in the next year when a superior candidate cannot be recruited in the current year. Among all the priorities that will be identified for Temple in the decade ahead, none will be as important as those associated with recruiting superb new faculty.

As Temple recruits, we ought to be recruiting at all ranks to avoid the concentration of faculty in a narrow age bracket that will create the possibility for the kind of large-scale generational turnover in the future that we now face.

A further challenge we will face in making many appointments to the Temple faculty is to pass along to a new generation of teachers the deep commitment to Temple and to Temple's students that characterizes the faculty who will be retiring. The socialization of new faculty is a special challenge in an urban environment, where many faculty live away from campus and commute to the University for limited periods of teaching and professional endeavor.

As we recruit many new faculty, we must give heightened attention to assuring that all searches are inclusive. The participation of women and minorities in the Temple faculty is good, but not yet excellent. Of all the matters we will consider in the coming years, strengthening diversity within our faculty seems to me among the most important. Here there is little room for temporizing. We cannot and we should not refuse to appoint highly qualified white males in order to strengthen diversity in the faculty, of course. And the University administration should not initiate faculty appointments, except under the rarest circumstances. Instead, the faculty prerogative to recommend appointments must be balanced with the faculty responsibility to assure that the University's commitment to diversity is fulfilled. In academic units where prerogative and responsibility are not exercised together, we should simply not make presidential appointments until we can formulate recruiting plans that will promote diversity in the faculty.

A second challenge is to provide a full program of opportunities for renewal and improvement for those faculty who seek such programs. Elsewhere in this statement I have suggested a number of steps to be considered, including opportunities for faculty to strengthen teaching, technology, and research skills.

Third, we should review our methods for periodic evaluation of performance. I have previously mentioned the benefits that might occur from a comprehensive program for the evaluation of teaching. Temple's policies also provide a role for the president to evaluate candidates for tenure and promotion. This responsibility has not been exercised comprehensively in recent years, except in cases where committees or administrators in departments or colleges have disagreed about a candidate's credentials. This has sometimes led to inconsistency in expectations and standards from college to college.

To make standards more explicit and uniform across the University, it is my intention to issue a detailed set of procedures that I will follow in reviewing all promotion and tenure decisions. These procedures will be based on the standards established in the Faculty Guide Handbook and are incorporated by reference into our collective bargaining contract. Each application for pro-

motion and tenure will be evaluated according to these procedures. I would like to have the benefit of the advice of a faculty committee in evaluating promotion and tenure cases. Neither our collective bargaining contract nor our Faculty Guide Handbook provides for such a committee. I will seek the concurrence of TAUP for the creation of a faculty consultative committee to assist in evaluating tenure and promotion cases. Absent such a committee, however, the Provost and I will undertake these evaluations ourselves.

Fourth, during my discussions with individual faculty members and with collegial assemblies, questions about teaching loads have sometimes arisen. Our collective bargaining contract sets a baseline for teaching loads, and it allows reductions in teaching responsibilities based on scholarship (including creative work in the arts) and service activities and some other considerations. There is concern that overall professional duties are sometimes assigned inconsistently in and between departments and colleges. It is my intention to work with the Council of Deans to develop guidelines for the setting of teaching loads across the University. These guidelines will recognize that teaching and scholarship are the central work of the University, and they will secondarily take into account service and other considerations that extend the teaching and scholarly missions of the University.

Over the next two or three years the professional assignments of all faculty should be systematically reviewed. Adjustments in teaching responsibilities should turn on demonstrated sustained scholarly or creative activities or, to a lesser extent, demonstrated performance in service activities.

Fifth, as I have mentioned elsewhere in these comments, we should strengthen our review of appointments and reappointments to the graduate faculty. The most important criterion for these decisions must be the active scholarly or creative programs of faculty who are authorized to supervise the doctoral work of graduate students.

Sixth, in conversations with faculty, concerns have been expressed about the University's policies about study leaves. There may well be some disparity between the study leave policies at Temple and at other research universities. My own approach is not to pull at one thread or another of our personnel policies. This is most likely to result in a tit-for-tat analysis in which each assertion that Temple's policies are less favorable than those at other institutions is countered by arguments that other Temple policies are more favorable. I believe it would be very useful for us to form a committee of faculty and administrative representatives to gather information about all personnel policies at Temple and other research universities. This could include compensation, study

leaves, professional duties, merit pay, and other elements of faculty professional status. Such a committee would have no authority to act, of course. Some faculty are represented by unions that have a legal right to speak for them. What might come out of such a study would be a comprehensive understanding of how Temple compares to other research universities. As we review our personnel policies in collective bargaining or otherwise, we would have a good basis for discussing all aspects of the professional status of faculty at Temple.

Seventh, in light of the impressive performance of so many faculty at Temple, we ought to develop additional ways to recognize excellence in teaching, scholarship, and service. Some methods of recognition common at other universities, such as significant merit pay, are limited by the terms of collective bargaining contracts. However there is an array of opportunities for identifying and appreciating the exceptional service of many Temple faculty. The Senate, the deans, and the University administration should carefully consider how we can develop methods for recognizing outstanding performance.

Eighth, some department chairs and faculty have expressed concern about the University's proportion of tenure-track and tenured faculty. This is an exceedingly complex issue. Institutions with a large number of professional programs, such as Temple, can effectively use adjunct faculty from the world of professional practice. And those located in metropolitan areas have a substantial opportunity to do so, because of the size and quality of the professions in their communities. Adjunct faculty often cover highly specialized areas of the curriculum, which would not justify appointment of a full-time faculty member. And, of course, adjunct faculty are often appointed to cover additional sections of courses that are especially subject to fluctuations in student body enrollment. Similarly, in a university with large numbers of health science students and programs, we would expect to appoint a large number of full-time clinical faculty. Temple's present tenured and tenure-track faculty number approximately 1,200. My previous experience at a similar institution suggests to me that a tenured and tenure-track faculty of that size can effectively provide the core functions of faculty. I would not expect the number to rise substantially, but I would expect some additional appointments to the presidential faculty to meet carefully justified curricular needs.

STAFF AND ADMINISTRATORS

Temple is notable for the dedication and enthusiasm of its staff and administration. Yet, oddly, Temple makes less commitment to the professional development of its staff and administrators than many other institutions. Conversely, some personnel practices have developed

over the years that fall below normal expectations in other work places.

To begin, Temple should streamline and accelerate its system for recruiting new staff. Not only do delays in recruitment hinder academic and administrative units, they are disrespectful to those under consideration for employment. Enthusiasm must certainly be diminished if a potential employer dallies in making employment decisions.

Temple should also greatly expand its staff and professional development programs. Many institutions have a rich curriculum of professional and staff development courses, so that the institution's people can constantly improve their performance and can prepare themselves for promotional opportunities. Commitment to staff and professional development is not only a responsibility of the Human Resources office; each major unit in the University should have a program for staff professional development.

A related concern is the University's policies toward the use of its generous tuition benefit program for employees. Discussions ought to occur with collective bargaining organizations, staff, and administrators about how the University's people can better advance their own educations.

Temple could also consider how it recognizes excellent service. Many institutions have recognition programs that identify innovation, special efforts, or efforts beyond normal responsibilities. While some recognition programs might require consultation with collective bargaining organizations, many do not. Temple appears to lag behind many others in its recognition of the effective efforts of its staff and administrators.

There is also a need for a more effective, systematic, and understandable program of performance evaluation for all staff and administrators. Evaluation programs need not be menacing or punitive and should not be. Annual evaluation and open discussion between supervisors and those with whom they work increases understanding, promotes better performance, sets appropriate goals, and reduces both uncertainty and discomfort in the workplace. Many private and public institutions have well-developed evaluation processes that improve the working environment and increase the institution's effectiveness. Temple can learn those lessons.

We should be cognizant of appropriate employment expectations. In some parts of the University there appears to be casual use of illness days and other absence policies. Responsible commitments to Temple by all of its people go with Temple's commitment to its staff and administrators.

Finally, Temple should build on its already strong record of diversity in the workplace. Temple's people come from many backgrounds and the University can

take pride in the easy and open manner with which its students, faculty, staff, and administrators from diverse backgrounds work together. Respectfulness and cordiality are hallmarks of Temple's life. But this cannot be taken for granted. In recruiting new faculty, staff and administrators, in recognizing performance, and in career advancement, Temple should continue its efforts to be entirely inclusive by giving people from every background opportunities to be recruited and evaluated on their credentials and performance.

The Temple University Health System

The Temple University Health System (TUHS) plays a vital role in the life of the University, but it is a role that is often misunderstood. To begin, TUHS is no longer part of Temple University. Concerned about the Health System's increasingly difficult financial situation, the University's trustees established TUHS as an independent corporation. Under separate management, TUHS has developed into a network of seven hospitals, a group of nursing homes and long-term care facilities, and a network of physicians' practices. Of course, Temple's faculty physicians are central to the medical care provided at TUHS.

The health care environment for TUHS has worsened steadily. Insured patients—whether carrying private insurance or supported through Medicare—are a declining proportion of those served by TUHS. More and more patients have only partial insurance or no insurance at all. Special State appropriations to support health care for those who are uninsured or underinsured, non-operating income derived from investments, and reserves from earlier years have sustained TUHS in these difficult times. A further shift in payor mix or a decline in any of the alternative forms of support for TUHS could threaten its viability.

TUHS plays a central role for the Commonwealth of Pennsylvania, the region and especially North Philadelphia. It is a major employer, of course. Its main campus is an anchor for its neighborhood and a vital presence on North Broad Street. Many disadvantaged citizens use the Temple Hospital's emergency rooms as primary care clinics, because they have nowhere else to turn. For these reasons and more, the continued viability of TUHS is important to all of us as citizens of metropolitan Philadelphia.

The partnership between TUHS and the University is important in many aspects of institutional operations. TUHS purchases many services from the University, such as police protection, human resources management, and so forth. Both institutions achieve some economies

of scale by pooling these operations. Further separation of the institutions or faltering by TUHS would jeopardize these relationships.

But the University's central concern about TUHS is its role as an educational institution. Temple's enrollment of professional students is among the largest in the nation; and, aside from law, those students are entirely in health-related programs. The clinical education programs in medicine, pharmacy, dentistry, podiatry, nursing, and an array of allied health professions depends on clinical teaching that occurs in TUHS facilities, with TUHS physicians and other professionals as teachers and TUHS patients as participants. In a metropolitan area with one of the nation's densest concentrations of medical and health science programs, clinical teachers and clinical sites are scarce. Indeed, some rotations for Temple's medical students already occur at sites far from Philadelphia.

For all of these reasons—but especially because of the integral relationship between Temple University's health services degree programs and the Health System's clinical care programs—Temple University continues to have a vital interest in the success of TUHS and must make every reasonable effort to assure its continued viability.

Facilities

Temple University's facilities, not including our affiliated health system, consist of 119 buildings in seven geographic locations with a total of 8.1 million gross square feet. This does not include substantial space in Center City Philadelphia and Harrisburg that is leased for University instructional programs. Many of Temple's buildings were constructed in partnership with the Commonwealth of Pennsylvania.

About half the space—3.9 million square feet—is more than 30 years old. A relatively small portion—1.4 million gross square feet, or about 17 percent—is new within the past decade.

At this time, Temple does not have firm estimates of the current replacement value (CRV) of our facilities. A preliminary estimate puts that number at \$1.6 billion. One of our first tasks must be to clearly define the current replacement value, so that we can make assessments of how much we should be spending annually to maintain the condition of our facilities.

Similarly, Temple does not presently have building condition statements for each of its buildings. That is, we do not have a thorough assessment of the condition of the structures, mechanical systems, and other components of the buildings. Such evaluations take time, and they are expensive. They are also essential to effective facilities planning over a period of years. In the next fiscal year we will

begin to develop building condition statements, and I hope we can complete this process within four years.

MAINTAINING TEMPLE'S FACILITIES

As a rule of thumb a university should annually spend a minimum of 2 percent of the current replacement value (CRV) of its buildings for major repairs and renovations that renew the life of the building. This calculation assumes that university buildings have a long life span of 50 years and that by investing 2 percent per year, buildings are constantly maintained in reasonably current condition. Today's highly sensitive mechanical systems, especially in science and arts facilities, and the extensive information technology infrastructure now embedded in university buildings make a 50-year life estimate quite generous. Most universities stay with the 2 percent formula because using a shorter life span for buildings would make the required annual financial commitment impossible.

Assuming that the current replacement value of Temple's buildings is \$1.6 billion, the University should be committing \$32 million annually to major renovations and renewal. Our present methods of allocating and accounting for funds have not sufficiently distinguished between ordinary operation and repair costs, on the one hand, and renovation and renewal expenditures, on the other. As a result, we have not given sufficient emphasis to the need for renovation and renewal. My initial impression is that we have fallen quite short of the necessary level of investment for these purposes.

If these assumptions are correct—and both the annual expenditure and current replacement value estimates require considerable review—Temple has significant deferred maintenance. This would be consistent with the concerns expressed by some faculty about the condition of classrooms and laboratories. A separate appraisal by my external consultant on our research programs rates our laboratory facilities from acceptable to inadequate.

As we begin a process of fully evaluating the condition of Temple's facilities, we should assume that we have a significant deferred maintenance gap to close. In addition, we should make every effort to begin to increase the facilities budget in steps to establish renewal and renovation funding of 2 percent of CRV. Since Temple's base budget is already heavily committed and many in the University feel urgent needs in other areas of our endeavor, increasing the budget for renovation and major repairs will create some stresses over a period of years until the base budget for facilities has reached the targeted amount. At the same time, there will be substantial opportunities for the University and for the deans of the respective colleges to undertake private fund raising from alumni and friends of the University for upgrading fac-

ilities. Indeed, in many universities a substantial portion of such funds must be raised privately, with the University matching to some degree private giving for facilities renewal. As Temple strengthens its fund-raising program, we should consider moving in the same direction.

FACILITIES INITIATIVES TO MEET CHANGING NEEDS

As mentioned earlier, Temple has greatly expanded its leased space in Harrisburg and Center City Philadelphia to expand its instructional programs to non-traditional students.

Three kinds of additional initiatives must be considered over the next five years.

Student Housing

Temple faces an urgent need for student housing. In the current academic year, more than 3,000 students live on campus. With the opening of a major dormitory under construction at the south end of campus, more than 4,000 students will live in Temple dormitories next year. In the current year, more than 700 students are housed in leased space away from the University area and provided regular bus service to and from the main campus because there is inadequate campus housing to meet demand. Many additional students live in rental units on side streets around the campus. Preference for University housing is given to freshmen and sophomores. If enrollment growth continues, as seems likely, Temple will need additional dormitory facilities to accommodate its freshmen and sophomores.

In addition, as Temple's recent, larger entering classes become juniors and seniors, many will want to remain in the University area. Some graduate and professional students also live in the area, and more may do so as a vibrant Templetown develops in North Philadelphia. For years students from Temple and other area universities had the option to live in affordable and available housing in Center City. With the revitalization of Center City, vacancy rates there have become small and rents have become high. There is now increasing pressure for Temple students to find housing in the main campus area. Upperclassmen are likely to prefer apartment living to dormitories. Consequently, a major University initiative must be to work with private developers to encourage the construction of appropriate rental apartments in the main campus area. If private developers cannot fully meet the need for student housing, the University itself must expand its housing program to provide the necessary residential space for upperclassmen and for graduate and professional students.

Private development of housing in the area must be done with private funds without University subsidy.

University housing should continue to be built as fully as possible on a self-financing basis, as it has been in the past.

If the Tyler School of Art moves to the main campus (*see discussion below*), additional dormitory and apartment space will be needed to replace that presently available to Tyler students in Elkins Park.

Educational Facilities

Temple has substantial needs for specialized instructional facilities. The requests for new space far outdistance any reasonable estimate of the University's financial ability to provide these facilities. A small number of the requests are compelling. The University should focus on these projects for the next five years.

In summary, Temple's immediate plans should include as many of the following as possible:

- The Learning Center at Ambler College. Long in planning, the Ambler Learning Center must provide suitable classrooms to replace deteriorated temporary facilities, a technology center for student learning, and a small amount of additional academic support space. With 3,500 student enrollments, Ambler is now a large part of Temple's educational program and its prospects for additional enrollment growth are strong. The University has a responsibility to expand and improve the instructional facilities at Ambler to serve Temple's students there.
- The Tyler School of Art. This eminent institution—one of the leading art schools in the nation—is now seriously overcrowded and housed in facilities that do not meet either technology or environmental requirements for modern arts programs. After extensive discussion, there is strong sentiment for Tyler to be relocated to new facilities at the main campus. This will require cooperation from the City of Philadelphia and the neighborhood around the University. If the relocation of Tyler is not acceptable to our neighbors and our municipal leaders, an alternative must be sought either at Tyler's present site in Elkins Park or elsewhere. The University, the community, and the City would all benefit by having an eminent arts program at the main campus in North Philadelphia. The arts faculty have emphasized the need both for a signature building architecturally and a functional building for the studios, laboratories, classrooms, offices, and exhibition spaces that are required to retain Tyler's eminence.
- Health Sciences Learning Center. The Temple Medical School is expanding its enrollment to help meet the rising demand for physicians. Other health programs located at the Health Sciences Center also need access to advanced information technology

facilities. Some funds have already been set aside for a Learning Center at the health sciences campus. A few additional classrooms fully equipped with modern instructional technology are needed and should also be part of this initiative. The University should make an additional commitment of funds, and the Medical School may reasonably be expected to conduct a significant capital campaign.

- Temple has made a commitment to construct a facility at the south end of the Liacouras Center parking facility, facing Cecil B. Moore Avenue. This structure would house WRTI-FM, new television studios to be used for teaching and, if possible, for the redevelopment of a Temple television broadcast station, and a community education center. This community education center was promised to our neighbors at the time the Liacouras Center was constructed, and our continuing failure to fulfill our commitment is troubling. This same facility could also house commercial space facing Cecil B. Moore Avenue if an anchor tenant can be found.
- The Fox School of Business and Management has enjoyed substantial enrollment growth and impressive gains in the quality of its programs and its national stature. Some expansion of the Fox School has been planned. However, this expansion will depend on addressing difficult site problems, assuring that additional business school facilities will not be at the expense of precious classroom space for campus-wide undergraduate programs, and conducting a substantial capital campaign to match University funds.
- A smaller but important challenge is to provide suitable off-site compact storage for those parts of Temple's library collection that are not in current use but must remain available for research. At the present time, scholars who need older research materials that are not on library shelves and not available on-line have difficulty obtaining those materials, even if we own them, because they are stored inaccessibly. As we plan other facilities we should be looking for opportunities to incorporate special off-site library storage facilities within those new buildings.
- Although there are no plans presently in place to restore or use the Baptist Temple at Broad Street and Berks Mall, this historically important and aesthetically fine building should be carefully studied both for potential University uses and for historic preservation. Faculty in the Boyer College of Music have suggested that it could provide them a much needed performance hall on the main campus, diminishing the need to offer Boyer performances at off-site, often remote, locations not easily accessible to the general

student body. Recognition of the building's importance and deteriorating condition must be part of Temple's planning.

- As the number of students living on and around the main campus grows, it is urgent for Temple to restore suitable entertainment and social spaces that have recently been lost, including lounge space, meeting rooms, a TV lounge, the cinema, and large all-purpose space. An expansion of the Student Activities Center to improve the quality of student life is imperative and urgent.

Laboratory Renovation

Consistent with a renewed University effort to become more competitive nationally in the science-based disciplines, including those in the Health Sciences Center, it will be necessary to make substantial commitments to renovation of Temple's laboratories, replacement of scientific equipment, and improvement of our animal facilities.

The renovation of laboratories should proceed in steps. Presently only a few of our laboratories can be characterized as being state-of-the-art facilities in excellent condition. A few more can be thought of as being in good condition. But far too many are in marginal or poor shape. Because the accumulated deterioration of our laboratories is so great, it seems likely that we will be compelled to upgrade scientific facilities in stages. I think it unlikely that we will be able to close entire laboratory buildings for overhaul or to construct entirely new laboratory facilities. We do not have the funds for such massive undertakings nor do we have surplus space that would allow us to relocate teaching and research activities on a large scale to other facilities.

Our approach is therefore likely to be incremental. We may focus on laboratory facilities in blocks or floor by floor. And it will be necessary for us to ask scientists without substantial research programs to vacate their labs to make room for student instruction and for the relocation of funded research activities. This will be a messy, inconvenient, uneven, and controversial process. But it must be done.

We will seek operating appropriations from the State for laboratory renovation. But we must recognize that we will also be required to make substantial commitments—several million dollars at a time—in the operating budget to remediate our longstanding neglect of laboratories at Temple. Like a number of other urgent initiatives, this will require that we forego worthy endeavors elsewhere in the University. How we respond to this rigorous prioritization of campus issues will be a test of Temple's research prospects for decades to come.

FACILITIES PLANNING

The Steering Committee of the Faculty Senate has addressed a letter of concern to me about our facilities planning process. Their central point was that our facilities program would be more effective if faculty were more fully involved. I agree with their observation.

Our vice president with responsibility for facilities has been reviewing the facilities planning procedures of several other universities. He finds these procedures to be much more fully documented than Temple's and to include clearly identified opportunities for advice from facilities users. We expect to develop our own procedures that will broaden involvement in the facilities planning process.

Specifically, those affected by the construction of new buildings or the renovation of existing buildings should be given a full opportunity to participate in the development of program statements that will incorporate the features that will most effectively promote their teaching, research, and service programs. At a second stage, when a program statement is completed and design begins, they should have a further opportunity to comment on the design features of the facilities they will occupy. It must also be clear, however, that some desired features will be lost as program aspirations are fitted within the budgets allocated for the facilities. And once plans are fixed, there can be no further modifications, because these changes during the construction phase create significant cost overruns as well as delays in completion.

In addition, we would like each year to visit with an appropriate faculty committee about the proposed priorities for major renovation and repair throughout the campus. These are often driven by specific building conditions and cannot easily be changed. But faculty advice may help set priorities among those needed renovations that are not emergencies.

We also should develop at Temple a network of building coordinators: persons in each building—an assistant dean, department chair, administrative officer—to whom the users of the building can report short-term repair needs. The broken door, failed plumbing, burned out lights, and other small matters that make a difference to our daily functioning and to the quality of our work environment ought to be able to be fixed promptly. But first they must be reported. A building coordinator in each campus building, with the responsibility to report these needs and the ability to follow up when response does not occur, should make the environment for our students and ourselves much more livable.

Finally, to assure the most effective use of space and to avoid unnecessary additional investment in facilities, the University must implement a much stronger space inventory and establish much stronger procedures for assign-

ing space, including classroom space. Over the years the decentralization of control over space and space allocation has caused considerable space to be committed to uses that are low institution-wide priorities, even though they might be high priorities for particular units within the University. A complete space inventory, including the intended uses of space, is being compiled. A stronger, uniform policy on space allocation will soon be issued; and more intensive review of space scheduling and space uses will be undertaken. Some additional central management of space will be necessary to accommodate enrollment growth, to create “surge” space into which activities can be moved during renovations of existing facilities, and to assure that priority needs of all academic and student support programs are met as effectively as possible.

TEMPLE AS A NEIGHBOR

Any discussion of Temple’s expansion necessarily raises important questions about Temple’s role as a neighbor in North Philadelphia. In some respects, Temple’s presence strengthens the neighborhood. Temple’s students, staff, and faculty are deeply engaged in service activities in the surrounding community. The growth of Temple’s residential student body has placed more people on the streets, thus heightening safety, and has provided some economic support for fragile commercial enterprises. The Temple police are well known and widely respected for the community assistance and law enforcement activities they conduct in North Philadelphia. Temple’s campus provides a space where neighbors can visit, stroll, and play. Activities at the University are open for participation by neighbors.

At the same time, the expansion of a large institution can disrupt the neighborhood. Traffic volume grows. Parking by Temple staff and students crowds neighborhood streets. And student night life is often incompatible with tranquility in the neighborhood, especially for older residents. Temple’s growth is also worrisome to its neighbors: they may fear that the University will acquire and vacate residential properties, thus undermining stability in the neighborhood.

As Temple seeks to expand its facilities, it must do so in collaboration with its neighbors. Land acquisition should not disrupt existing residential patterns. It should avoid as fully as possible the relocation of any residents. Temple’s uses of land should be compatible with the surrounding uses and should not become a burden on neighbors.

Temple can also play a constructive role in the neighborhood. The University already collaborates with community schools, and we should seek additional ways to do this. Stronger schools will make the neighborhood more attractive to potential residents as well as retaining those

who already live here. Temple has had a strong program of training community people to participate in its construction programs. If Temple undertakes expansion of its facilities, these efforts should be continued and expanded.

Unfortunately, Temple is not a wealthy institution that can provide grants or subsidies from its own resources. But Temple could make greater efforts to provide technical and planning assistance to community organizations seeking government subsidies or private grants to restore or construct housing. This should be within Temple’s means to do.

Most important, Temple should lay out its plans for the next five years and should then discuss them fully with the community both to seek support and to try to ameliorate any disruption that such plans may create among the University’s neighbors. Openness and collaboration should be expected of Temple, and the University should meet those expectations.

University Finances

Temple University’s operating budget is more modest than many other urban universities. On close examination, it appears that this is largely due to Temple’s weaker external grant funding for research and public service and to a lesser extent to the University’s somewhat smaller support from private giving.

Compared to most other public universities, Temple University’s tuition is very high. And it accounts for a relatively large percentage of the institution’s operating funds. State appropriations, by contrast, are relatively modest compared to other states, following Pennsylvania’s longstanding policy of generously funding financial aid that significantly benefits students in private institutions and constraining appropriations to public institutions. In fiscal year 2001, State appropriations accounted for approximately \$179 million of Temple’s budget and tuition was \$255 million.

With tuition among the highest of the nation’s public research universities, additional revenue from tuition will rely more heavily on enrollment growth than on tuition rate increases. And large additional appropriations from the Commonwealth are not likely as the economy softens. The University cannot, therefore, anticipate significant new revenues for operations. Whatever academic and other institutional initiatives are undertaken must rely principally on reallocations and on expanding grant and contract funding. A modest amount of additional funding, targeted to specific programs, may occur through private fund raising, as discussed below.

As Temple attempts to strengthen its academic programs, a substantial revision of the budget process should

be undertaken. I have recommended that the University move to a budget for academic units that is heavily, but not completely, driven by enrollment. Since our principal mission is to serve students, it is appropriate that resources should follow them. By examining the expenditures per student credit hour, adjusted for undergraduate and graduate teaching, at other Carnegie public research universities, Temple can develop benchmarks for allocating funds to schools and colleges for faculty and for non-personnel expenses. It should be our objective to restrain administrative expenses, except for investments in academic facilities. At the same time, the budget should leave some room for differential investment to stimulate new programs, support those that have achieved excellence, and stimulate research and public service initiatives. To achieve these purposes, a small pool of discretionary funds for academic initiatives should be included in each annual budget.

Both planning and budgetary prudence are encouraged when those who manage budgets have some capacity to engage in multi-year planning. To achieve this, budget units that have unspent funds at the end of each fiscal year should be able to carry over a substantial portion of those funds for use in subsequent years.

To develop confidence in the University's budget process and to fit the budget to institutional goals, the budget process and the budget itself should be transparent and predictable. There should be clear guidelines for allocating funds and expending them. Each academic and administrative unit should have clear budget goals, and the rationale for increases or decreases in their budgets should be articulated. The reconstruction of the University budget to achieve these goals will begin in the development of the fiscal year 2002 budget, but it will take several budget cycles to complete.

Beyond its operating budget, Temple should seek to expand its resources from other sources. The imperative to expand grant and contract funding has been discussed fully in a previous section of this report. Some further attention should be given to Temple's prospects for greater private support.

Temple has a large body of 218,000 living alumni, for which Temple has addresses for approximately 175,000. The University's alumni appear to be grateful for the opportunity to attend Temple and for the quality of the education they received at the University. They are proud of Temple and speak of it with enthusiasm. Most do not have a strong emotional tie to the University, however. They did not live on the campus; their lives, even during their student years, were centered elsewhere. Because so many Temple students attended part-time or over an extended period, alumni do not identify themselves as

part of an academic class. And over the years, Temple's programs to reach alumni have been intermittent.

One consequence is that Temple's alumni provide only modest financial support for the University. About 19,000 alumni made a contribution to Temple in 1999-2000, or about 11 percent of those for whom the University has a current address. The percentage of those giving varies widely among schools and colleges; Law and Medicine gain the largest proportion of alumni participation, which follows a pattern at other universities. Nonetheless, Temple's unusual mission and the commitment that so many alumni feel to the University suggest that there are opportunities to attract significantly greater support from alumni for Temple's programs.

Temple should make a substantial effort over the next five years to strengthen its program of major gifts from individuals, corporations, and foundations. But it should be recognized that—except at a small number of elite institutions with historically significant endowments, a large body of wealthy alumni, and well established fundraising programs—very little private giving supports the general operating budget. Donors are generally thoughtful and purposeful about what they want to support, and they expect their gifts to be used accordingly. These national trends in private giving have made fund-raising by academic colleges and departments more significant in recent years. Most donors want to support specific academic programs and want to do so in targeted ways.

Temple has a relatively modest endowment totaling \$147 million. In this respect, Temple is weaker than most other urban universities. But developing endowments is difficult in all such institutions. Urban universities have long served students from modest means and students who commute. After graduation many students feel little emotional connection to their university; and, as they accumulate assets, they husband them for the next generation because there is little or no pre-existing asset base on which the family can build. Nonetheless, some alumni are capable of and willing to make significant commitments to Temple. Other individuals who recognize Temple's signal role in Philadelphia and in the nation may also be willing to make important commitments. There must be a stronger effort to involve them with the University and to assist them to select worthy programs for support that are consistent with their interests.

During the University's Commonwealth Challenge Plus Campaign, in the late 1990s, Temple's total fund raising for all purposes rose under Peter Liacouras' leadership to \$44 million annually. That compared favorably to the nation's other leading urban universities. In the subsequent years, fund raising declined somewhat. The University's able vice president for development left

Temple, and the development program lost some momentum. Temple is now searching for a new vice president for development. And the current budget makes substantial commitments to fund the development program at a level that will allow significant expansion.

In the years ahead, Temple should seek to expand its alumni participation and its major gift programs. Most additional funds will be targeted by donors for specific academic programs and purposes, and those programs can be significantly strengthened. Endowment gifts may also support the University's operating budget by supporting professorships, scholarships, and targeted programs in research and instruction. Beyond these endowment gifts it is unlikely that in the near-term Temple's general operating budget will be significantly expanded through private giving. Temple's operating budget will continue, therefore, to depend heavily on tuition and State appropriations and on an expansion of grant funding. A longer-term goal will be to build continuing private support for the University's general educational programs.

Conclusion

Temple University has a proud history of education and service to the people of metropolitan Philadelphia and the region. More than 110,000 Temple alumni remain residents of the Commonwealth, with 34,000 living in Philadelphia and 58,000 more residing in the four adjoining Pennsylvania counties. This tradition continues to guide Temple today. Through the years, Temple has also become a national and international university as 65,000 alumni have located outside

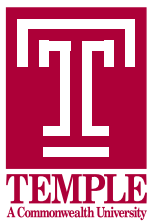
Pennsylvania and Temple has created campuses and programs throughout the world.

The challenges to Temple are greater today than ever before. These challenges lie in every aspect of the University's life: Recruiting qualified students who can most benefit from Temple's educational opportunities. Assuring the quality of student life. Developing and continually improving the curriculum, and adapting it to contemporary needs. Maintaining and strengthening the instructional program. Stimulating and expanding research and creative endeavors. Undertaking program innovation and review. And, of course, providing the necessary support services to allow instruction, scholarship, and service to flourish.

Some useful past policies are no longer helpful in the present time of change. And the rapid growth of higher education has created an array of practices across the nation that not only are pertinent to Temple but may be essential for Temple to consider if it is to remain competitive for students and as a center of scholarship.

This Self Study seeks to review Temple in light of its mission and history as well as best practices elsewhere. It makes an array of recommendations to be implemented or, in the case of educational policy, to be considered by appropriate faculty and student governance bodies. I urge all those who will play a role in implementing these recommendations or deliberating about them to move expeditiously. The imperatives of Temple's mission, projected into the modern era, do not allow delay.

DAVID ADAMANY
JUNE 2001



Temple University • Philadelphia, PA 19122