



# VILLANOVA UNIVERSITY

Self-Study Design

Submitted to the

Middle States Commission on Higher Education

June, 2019

## Table of Contents

I.	Institutional Overview .....	3
II.	Institutional Priorities to be Addressed in the Self-Study.....	9
III.	Intended Outcomes of the Self-Study .....	10
IV.	Self-Study Approach.....	11
V.	Organizational Structure of the Steering Committee and Working Groups .....	11
VI.	Guidelines for Reporting and Organization of the Final Self-Study Report .....	18
VII.	Verification of Compliance Strategy .....	20
VIII.	Self-Study Timetable .....	20
IX.	Communication Plan.....	22
X.	Evaluation Team Profile .....	22
XI.	Evidence Inventory .....	23
	Appendix A	
	Appendix B	
	Appendix C	

## I. Institutional Overview

### Mission and Overview

Villanova University, a co-educational Roman Catholic institution located in a suburban community 12 miles west of Philadelphia, Pennsylvania, was founded in 1842 by the Order of Saint Augustine. To this day, Villanova's Augustinian Catholic intellectual tradition is the cornerstone of an academic community in which students learn to think critically, act compassionately, and succeed while serving others, thereby demonstrating the Augustinian values of *Veritas*, *Unitas*, and *Caritas*. The University strives to be a welcoming community where all members are bonded together by a shared responsibility to uphold the ideals of St. Augustine and the principles of truth, unity, and love. Villanova's foundational educational experience challenges students to reach their full potential and develop as ethical leaders who understand how to create positive change.

The University's rigorous academic experience, rooted in the liberal arts, engages students and professors as partners in learning. This partnership embodies Villanova's commitment to a personalized experience that fosters every student's intellectual and spiritual well-being. In addition, students are encouraged to work in service of—and alongside—those in need through numerous academic and service programs, using their knowledge, skills and compassion to better the world around them. This message is extended to alumni and is an integral component of Villanova's commitment to lifelong learning as detailed in the University's [Mission Statement and Enduring Commitments](#).

### Institutional Profile

There are more than 10,000 undergraduate, graduate, and law students in the University's six colleges—the College of Liberal Arts and Sciences, the Villanova School of Business, the College of Engineering, the M. Louise Fitzpatrick College of Nursing, the College of Professional Studies and the Villanova University Charles Widger School of Law. In total, the University employs over 2,700 people, including 696 full-time faculty.

Villanova faculty are teacher-scholars. The University recruits faculty who want to teach undergraduates as well as graduate students. As teacher-scholars, the faculty mentor students in completing research projects, including theses as well as independent projects funded through research fellowships at both undergraduate and graduate levels. In addition, Villanova faculty often engage students in their own research projects and publish with undergraduate and graduate students. By recruiting and promoting faculty who work effectively with our undergraduates and graduate students even as they pursue their own cutting-edge research, the University sustains its commitment to educational excellence.

The University offers 50 bachelor's programs in the liberal arts, business, engineering, nursing, and the sciences, plus over 40 master's programs across disciplines, including 5-year bachelor's/master's programs.

Villanova is categorized as a Doctoral University: High Research Activity by the Carnegie Foundation for the Advancement of Teaching and Learning as of its 2018 update. The University offers a growing graduate and professional degree portfolio, including four PhD programs and two professional practice doctoral degrees (Doctor in Nursing Practice in the Fitzpatrick School of Nursing and through the Charles Widger School of Law, a *Juris Doctorate*, plus joint degrees offered in coordination with the other schools and departments at the University). Overall, PhD enrollments

have increased by over 160% since fall of 2010. Villanova has consistently appeared in the top 50 in the U.S. News & World Report “Best Colleges” National Universities Ranking since its first appearance in 2016.

Villanova students’ academic achievement is evidenced by many different activities and indicators of accomplishment, including memberships in Omicron Delta Kappa, Phi Beta Kappa, Pi Kappa Phi, and Sigma Xi, representing all four members of the prestigious Honor Society Caucus. In addition, the University is proud of the accomplishments of its active student researchers and recent nationally competitive fellowship and scholarship winners:

- Since its inception in 2012, 197 students have participated in the Villanova Undergraduate Research Fellowship, the University’s flagship summer research program.
- Since 2013, more than 500 students have presented the results of their research at the Villanova University Research Symposium.
- Since its inception in 2014, 150 students have participated in the Match Research Program for First-Year Students.
- The University is listed among the Fulbright U.S. Student Top Producers for 2018-2019, our 11th straight year on this list. Currently, 55 Villanova students and alumni are Semi-Finalists for Fulbright awards in 2019—a University record.
- Since 2013, Villanova students have also been winners of the Knight-Hennessy Scholarship, Goldwater Scholarship, Gates Cambridge Scholarship, Mitchell Scholarship, Marshall Scholarship, Rhodes Scholarship, Gilman Scholarship, and National Science Foundation Graduate Research Fellowship.

Villanovans every year provide approximately 249,000 hours of service to communities locally, nationally, and internationally. For example, Villanova’s Service and Justice Experiences, offered through the Office for Mission and Ministry, provide opportunities for students, faculty, staff and alumni to serve locally, around the United States, and abroad during university breaks. Moreover, Villanova’s colleges and schools each offer distinctive service learning courses and experiences. The following are several examples of the opportunities available to students:

- In the Sophomore Service Learning Community, while living in the same residence hall, students serve a local community partner, such as an after-school program or soup kitchen, and learn in one of a number of justice oriented Service Learning Courses.
- Villanova Engineering Service Learning builds a commitment to lifelong learning and service with a global perspective. It has established strong relationships and ongoing projects in impoverished countries, including Panama, where students work on the development of sustainable water resources, as well as the design of needed bridges and schools.
- The Unity Clinic was established in South Philadelphia in 2006 by the Augustinian Defenders of the Rights of the Poor (ADROP) with the assistance of the Villanova University M. Louise Fitzpatrick College of Nursing. Students participate in the primary care of traditionally underserved patients.
- The Charles Widger School of Law runs six law clinics, which act as in-house law firms, providing counsel to historically targeted and under resourced populations, such as refugees and those with mental and physical disabilities.

We are proud that Villanova integrates sustainability into its courses, research and institutional policies. A signatory of the American College and University Presidents' Climate Commitment, Villanova is working toward achieving net climate neutrality.

## Student Profile

As of Fall 2018, Villanova's student profile includes:

- A student body that identifies as 53% women and 47% men
- Enrolled headcount of 6,558 undergraduate full-time students, 3,233 graduate students, 873 law students, and 359 part-time undergraduate students
- An undergraduate student/faculty ratio of 11:1 and an average undergraduate class size of 22
- Undergraduate students from 48 states, Washington, D.C., the Virgin Islands, Puerto Rico, Guam and 36 foreign countries
- An undergraduate population that is 75% White/Caucasian, 5% African American/Black, 7% Hispanic/Latino, 7% Asian American, 2% International, 2% Multiracial, and 2% Unknown/Other
- More than 500 student-athletes who participate in 24 varsity sports each year. Notably, student-athletes have earned an average GPA of 3.0 or greater for 29 straight semesters. Additionally, the University offers 44 club and intramural sports
- 36 honor societies
- More than 265 extracurricular groups and activities, including over 2,000 students involved in the Fraternity and Sorority community at Villanova
- During Academic Year 2017-18, 798 students studied abroad through the Office of Education Abroad. In the 2018 Senior Exit Survey, 40% of graduating seniors indicated that they had participated in a semester/year studying abroad and/or a summer travel abroad for credit during their time at Villanova.

The most recent undergraduate admissions cycle for the Class of 2022 included 22,727 applicants with a targeted class size of 1,670 students and an acceptance rate of 28.9%. Those admitted had a mid-50% GPA range of 4.10-4.48 on a weighted 4.00 scale, mid-50% SAT scores of 1380-1490/1600 and ACT of 31–34/36. Villanova has a freshman-to-sophomore retention rate of 96% and a six-year graduation rate of 91%. In fall 2018, the Charles Widger School of Law enrolled 183 students from an applicant pool of 2,231.

Villanova is committed to reaching a geographically diverse population of students and is able to achieve this, in part, through a variety of fully online programs across its schools and colleges. As of fall 2018, the University's undergraduate and graduate online programs enrolled over 1,100 full- and part-time students. In addition, the College of Engineering's master's degrees are offered in a synchronous format to on-campus and on-line students.

While the student population is not as racially, ethnically, or socioeconomically diverse as the Villanova community would prefer, the University has made progress on these fronts over the past fifteen years. Nevertheless, a key initiative in the forthcoming strategic plan is to advance Villanova's diversity, equity, and inclusion efforts (see Section II). The University aspires to better reflect the world's diversity in all forms and ensure that all members of its community develop, thrive, and feel a deeper sense of connection to one another.

## Administrative Structure

This section provides an overview of Villanova's administrative leadership and governance structures. Appendix A provides organizational charts that can be used to supplement this information.

### Board of Trustees

Full legal jurisdiction in all that pertains to the University is vested in Villanova's Board of Trustees, which is comprised of no fewer than 20 and no more than 40 members. Of these, no fewer than nine are to be members in good standing of the Order of Saint Augustine. The President is an ex-officio member of the Board. The President, Provost, and Vice Presidents serve at the discretion of the Board. All other administrative officers serve at the discretion of the President. The Board of Trustees formally consults with the Villanova community through a standing committee structure, and several of these committees include administrator, faculty, and student representation.

### University President and Administrative Leadership

As the executive head of the University, responsible to the Board, the President oversees the direction of all University affairs. The Provost and the Executive Vice President report to the President, and together with the Senior Vice President for University Advancement, they form the Executive Council, which ensures continued strategic, focused, and streamlined oversight of the University.

The Provost is the University's second highest ranking official and its academic leader who represents the President or the University in the President's absence. The responsibilities of this position include all of Villanova's academic programs and all efforts to achieve educational alignment throughout the institution. The Provost enjoys a strong working relationship with the Vice President for Student Life and the Vice President for Mission and Ministry, both reporting to the President, to help ensure collaboration in these important areas.

The Executive Vice President oversees the University's financial and administrative operations. These operations include: Auxiliary Services, Financial Affairs, Facilities Management, Government Relations and External Affairs, Human Resources, Internal Audit, Public Safety, and University Information Technologies (UNIT), Villanova's centralized IT department. On broader conference and strategic issues, the Vice President for Technology and Chief Information Officer (who leads UNIT) reports to the President. The Vice President for Finance and the Vice President for Facilities Management report to the Executive Vice President.

Other University officers reporting to the President include the Director of Athletics, Vice President and General Counsel, Senior Vice President for University Advancement, and Vice President for University Communication. All of the University officers identified above, along with the Vice Provost for Diversity and Inclusion, who serves as the University's Chief Diversity Officer (and reports to the Provost), represent the President's Cabinet. The University Compliance Office also reports to the President.

### Academic Leadership

The educational work of the University is under the direction of the Provost. The College Deans and the Dean of Enrollment Management are members of the Council of Deans, reporting to the Provost. In addition, the Provost convenes the Provost's Council, which includes the Vice Provost for Academics, the Associate Vice Provost for Diversity and Inclusion, the Associate Vice Provost for Teaching and Learning, the Associate Vice Provost for Research, the Associate Vice President and Executive Director of the Office of Planning & Institutional Research, the Associate Vice Provost for Finance and Administration, the Assistant Vice Provost for Professional Development, and the University Librarian.

The various Colleges of the University are supervised by the Deans. Under their direction, Department Chairs function as leaders of their departments and also as liaisons between the administration and faculty. They take an active role in planning the future of their departments and in managing evaluations of the work of their colleagues.

The Dean of Enrollment Management supervises all matters pertaining to student recruitment, admission, financial aid, registration, and student academic records, and is assisted by the Vice Dean.

### Faculty Leadership

Villanova faculty participate in University governance in a number of ways. Faculty members constitute the majority of the membership of the University Rank and Tenure Committee and serve on the University Budget Committee. They serve on—and chair—the Academic Policy Committee, which recommends policy in academic matters affecting more than one college, and the Faculty Rights and Responsibilities Committee, which makes recommendations on all matters pertaining to faculty. The Faculty Congress serves as a forum for faculty discussion of University issues and as the faculty's voice on a wide range of University matters.

### Staff Leadership

The University Staff Council (USC) is an open forum where staff representatives selected by their peers and other colleagues discuss and address cross-campus topics and concerns with respect to community building, job fulfillment, work process improvement, and other issues, with the ultimate goal of contributing to the University's mission and values. While it does not participate directly in University governance, the USC reports directly to the University President. The Chair and Vice-Chair of the USC meet with the President on a regular basis, and two members of the USC represent the staff on the University Budget Committee.

### Student Leadership

The Student Government Association (SGA) is an organization that is run by undergraduate students and works for the undergraduate student body as a whole by ensuring that their needs and wants are communicated clearly and represented accurately. SGA acts as a coordinating body between the administration, faculty, staff, and student body, ensuring fair and consistent treatment of all students. Additionally, students are represented by SGA on four standing Board of Trustees committees (Academic Affairs; Investment; Stewardship; and Student Experience), as well as the Academic Policy Committee and the Budget Committee.

While there is no University-level representative body for graduate students, the colleges and schools at Villanova have both formal and informal approaches to reaching out to this segment of the student population. Each of the following organizations exist enhance the graduate student experience:

- The Graduate Student Council (College of Liberal Arts and Sciences)
- The Villanova Graduate Business Programs Student Roundtable
- CEER Graduate Club (College of Engineering)
- The Graduate Nurse Network
- The Student Bar Association

### University Council

The University Council (UC) is a forum that brings together the leadership of all constituent organizations to discuss any items, concerns or directions that are germane to the entire Villanova community. The University Council is comprised of the leadership of the Faculty Congress, the SGA, and the USC, plus the Alumni Association and the President's Cabinet (the officers of the University) and/or Executive Council. While not a formal governance body, the UC meets regularly with the President to discuss matters of mutual interest, make recommendations, and work with the Office of the President to plan and organize community forums when needed.

## Important Changes and Updates Since 2010-11 Self-Study

Shortly after his selection as the 32nd President in June 2006, Rev. Peter M. Donohue, OSA, PhD commissioned the development of a Campus Master Plan with the goal of creating a roadmap for future construction and maintenance of Villanova's campus. The process began in Spring 2007 and yielded a series of recommendations developed in concert with Villanova's Strategic Plan. The recommendations contained an assessment of current and future space requirements, as well as suggestions for ways to maximize campus resources and the physical plant, while remaining flexible to adapt to changing needs. One of the largest components of the plan—now close to completion—was the development of a vibrant townscape along Lancaster Avenue, with student residential facilities, the Commons, and a new Performing Arts Center. The plan also included making campus more pedestrian-friendly and accessible; meeting the University's needs for access, parking, and service; and identifying opportunities to move the campus toward Villanova's commitment to carbon neutrality.

Villanova's last Strategic Plan "Igniting the Heart. Inspiring the Mind. Illuminating the Spirit," developed in 2008 and implemented in 2010 under the leadership of Father Donohue, mapped the University's vision for the next decade. It centered on the following five strategic imperatives:

- Realizing the Augustinian Vision: Academic Distinction
- The Next Generation: A Diverse Intellectual Climate
- National Stature: Faculty Scholarship & Graduate Programs
- The Value of Villanova: Sharing our Story
- The Villanova Endowment: Strengthening our Future

The plan guided Villanova to greater national recognition, including its new classification as a doctoral research university and a U.S. News top 50 national university ranking. The plan increased the number of high-achieving students enrolled at Villanova and led the University to attract outstanding faculty from prestigious graduate programs, as well as several internationally renowned teacher-scholars. The awareness and commitment to the University's Augustinian intellectual tradition were strengthened, and the success of the Villanova Campaign to Ignite Change provided the financial resources and facilities necessary to help achieve the Strategic Plan's vision.

Launched publicly in the Fall of 2013 and closely tied to the goals of the last Strategic Plan, "For the Greater Good: The Villanova Campaign to Ignite Change" became the most successful fundraising initiative in the University's history. The campaign far surpassed the original \$600 million goal and raised more than \$760 million when it closed in May 2018. As a sweeping and far-reaching initiative, it included 78,035 donors, five consecutive years of \$100-plus million in gifts and pledges, and \$321.2 million for the endowment in gifts and pledges. As of the end of Fiscal Year 2018, the endowment's market value stood at \$710,592,000.

The campaign's impact included the naming of two colleges, founding 10 new centers of excellence and interdisciplinary institutes; creating eight named endowed chairs and seven named endowed professorships; funding nearly 300 new endowed scholarships; constructing 40 new or reimagined academic and athletic spaces on campus, including a \$65 million renovation of the Finneran Pavilion and \$60 million for the new Performing Arts Center. The campaign rallied the entire Villanova community, shaping the University's present and establishing a solid foundation for its future.



## II. Institutional Priorities to be Addressed in the Self-Study

Villanova is in the early phases of implementing a new strategic plan, which was recently approved by the Board of Trustees. Tentatively entitled “Rooted. Restless.,” this plan will guide the work of the University between 2020 and 2030. Building on the success of the most recent strategic plan, the new plan builds on Villanova’s strengths and helps chart a course for realizing opportunities for continued improvement.

The new plan was developed through an inclusive process over a two-year period. Realizing that Villanova was reaching nearly all the goals of the previous plan a bit earlier than had initially been anticipated, the University President asked the Provost and other senior leaders of the University at the start of 2017 to begin to think about a new strategic planning process and how best to go about it. The President then formally announced the start of the new planning process to the University community in August of 2017. Over the next 18 months, the development of the new plan was informed by the Villanova community in several ways, including: a series of three dozen town hall meetings held iteratively throughout the process at various levels of the University; comments submitted through a web portal designed to collect feedback from the University community; and survey responses from thousands of students, alumni, faculty, staff, and parents.

The effort was led by a Steering Committee of eight senior leaders of the University as well as a Senior Leaders Working Group consisting of upwards of 30 academic and administrative leaders drawn from across the University. Once initial thoughts about possible directions of the new plan began to take shape based on input from across the various stakeholder groups, teams were formed to explore initiatives that might be pursued in support of the plan in six aspirational areas. These aspiration teams, which collectively included more than 100 members of the Villanova community, began meeting in early 2018 and worked throughout the calendar year culminating in a plan submitted to the Board of Trustees for its approval. Throughout the planning process, the Board discussed the development of the plan on at least seven occasions and recently approved its implementation, though specific initiatives are still under development.

The following aspirations are at the heart of the new Strategic Plan:

1. Personal growth – Cultivate the personal growth of every member of our community by instilling Augustinian Catholic values and leading higher education in advancing and sustaining the moral and intellectual development of our students and alumni
2. Success in your vocation – Enable the lifelong success of our students and alumni by supporting them to discern and thrive in their vocation, thereby delivering value unparalleled in higher education
3. Diversity, equity, and inclusion – Foster a supportive and inclusive community in which we seek to better reflect the world’s diversity in all forms (including socio-economic, racial/ethnic, and geographic diversity) and ensure that all members of our community develop, grow, thrive, and feel a deeper sense of connection to one another
4. Teaching and programs – Implement and support innovation in programs, teaching, and learning by building on our teaching excellence to challenge and support our students in an increasingly globalized world

5. Research and scholarship – Enhance Villanova’s contribution to new knowledge and discovery by creating compelling research opportunities for students and faculty alike, transforming the support and facilities that we provide our community members to thrive as scholars, and thereby address important, interdisciplinary global challenges
6. Community life – Enrich Villanova’s community life and nurture the development of the whole person through a rich co-curricular experience that includes traditions and pursuits across intellectual, spiritual, artistic, service, and athletic domains

Parallel to the work of the aspiration teams, a group of senior leaders outlined plans for elements that are foundational to the success of the Strategic Plan. These foundational elements include the following items:

- Transforming academic facilities
- Growing and stewarding financial resources
- Leveraging technology and improving the use of data analytics
- Enhancing commitment to the environment and sustainability as Villanova continues to work toward net carbon neutrality

With the amount of effort currently underway on the new Strategic Plan, along with the high-levels of University-wide participation that went into developing it, the Leadership Team proposed to the University President that the aspirations, along with the foundational elements, would serve nicely as the institutional priorities for the self-study. By their very nature, they are tied directly to the Villanova Mission (see Appendix B) and constitute the University’s goals for the next decade. Further, institutional stakeholders have already played a critical role in their construction. With the President’s approval, the Strategic Plan elements highlighted above have been adopted as the institutional priorities for the self-study. Section V of this document provides a detailed description of how Villanova has aligned the aspirations with the Standards. It is important to note that as of the writing of this Self-Study Design document, the new Strategic Plan is undergoing review; thus, changes in both its language and the overall initiatives are possible. The Self-Study Steering Committee is prepared to make needed adjustments to the working group charges when the Strategic Plan is finalized.

At the same time, following the principle of “continuous improvement,” it is our intention that the self-study will inform the implementation of the new Strategic Plan. To this end, we conceptualize the intended audience of the self-study report as not only the visiting team and Middle States, but also the university community. As discussed further in Sections VIII and IX, we have developed several mechanisms to ensure that we are able to receive feedback from and communicate progress and findings to the university community, and we will craft further opportunities for key administrators, charged with enacting the Strategic Plan to engage with, contribute to, and learn from the self-study.

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

The University has identified the following desired outcomes for the self-study process:

1. We will demonstrate that Villanova University meets the Middle States Commission on Higher Education (MSCHE) accreditation standards through a self-study grounded in evidence, marked by analysis of the evidence, and tempered by reflection about how we might most effectively learn from our conclusions to foster ongoing improvement within the spirit of our Augustinian and Catholic mission.

2. We will engage in an inclusive and transparent self-appraisal process that seeks broad representation from the Villanova community and offers stakeholders opportunities to review and comment on the self-study throughout its development.
3. Within the framework provided by MSCHE, we will examine key aspirations associated with our new Strategic Plan, especially concentrating on Villanova's readiness to implement such initiatives. In this context, we will suggest how we might allocate and invest University resources to capitalize on efforts taking place across the institution and identify opportunities for continuous improvement that advance our mission and goals.

#### **IV. Self-Study Approach**

With the intention of providing a thorough account of how the University meets the MSCHE standards, Villanova has elected to use the standards-based approach for the self-study. As explained in Section III, the University's intent is first to demonstrate compliance with the standards, and second to assess readiness of the implementation of the "Villanova Strategic Plan: Rooted. Restless." Concurrently, working groups will look to identify opportunities for institutional improvement. To achieve this, each standards-based working group has been asked to concentrate on specific institutional priorities in order to assure that all are covered within the final Self-Study Report. As they deem necessary, working groups may address other institutional priorities in addition to those they have been assigned. With the specific initiatives of the new Strategic Plan not finalized as of the writing of this document, the Leadership Team did not believe it was feasible to design a priorities-based approach for this self-study, making the standards-based approach a more appropriate choice.

#### **V. Organizational Structure of the Steering Committee and Working Groups**

Villanova's self-study is being guided by the Steering Committee, which includes three Self-Study Committee Chairs (or Tri-Chairs), a Self-Study Coordinator, and seven Working Group Chairs (each overseeing the examination of one of the seven Standards for Accreditation). The remaining 13 members of the Steering Committee represent key Villanova constituencies whose feedback is a valued component of the self-study. The Steering Committee is assisted in its work by two staff members from UNIT.

Providing day-to-day leadership to the self-study process is the Self-Study Leadership Team, a subset of the Steering Committee, consisting of the Tri-Chairs and the Coordinator. The Tri-Chairs include one administrator who is the University's Accreditation Liaison Officer (ALO), an administrator who reports to the Office of the Provost, and a faculty member. The Coordinator is a staff member who reports to the ALO.

Members of the Steering Committee were invited to serve by Villanova's President. These individuals were identified by the Leadership Team after extensive deliberations and consultations with campus governing bodies (the Faculty Congress, the University Staff Council, Student Government Association), the President, and other administrators. We were intentional about including representatives from the aspiration teams who had been deeply involved with the development of the Strategic Plan on the relevant standards' working groups. See Table 1 on the following page for a breakdown and the names of the entire Steering Committee.

<b>Table 1</b>	
<b>Steering Committee Roster</b>	
<b>Individual</b>	<b>Villanova Affiliation/Program</b>
Matthew Ashcroft	PhD Candidate, 2021
Emily Bermudez	Undergraduate, Class of 2021
Teresa Boyer <sup>3</sup>	Founding Director, Anne Welsh McNulty Institute for Women's Leadership; Associate Professor, Education and Counseling
Jerusha Conner <sup>1</sup>	Associate Professor, Education and Counseling
Brian Galloway <sup>3</sup>	Director, Student Retention Services, Enrollment Management
Kathryn Getek Soltis <sup>3</sup>	Director, Center for Peace and Justice Education; Assistant Professor of Christian Ethics
Kevin Grubb <sup>1</sup>	Executive Director, Career Center; Assistant Vice Provost, Professional Development
Zuyi (Jacky) Huang	Associate Professor, Chemical Engineering
Christopher Kovoliski <sup>3</sup>	Assistant Vice President, Government Relations and External Affairs
Ashley Leamon	Associate Director, Graduate Studies; College of Liberal Arts and Sciences
Celso Leite	JD Candidate, 2021
Wendy Litzke	Director of Strategic Communication, University Communication & Marketing
Jean Lutes <sup>3</sup>	Associate Professor, English
Teresa Nance	Associate Vice Provost for Diversity and Inclusion, Chief Diversity Officer; Associate Professor, Communication
Rev. Joseph Narog, OSA	Order of Saint Augustine, Province of Saint Thomas of Villanova; Director, Vocations
Alexis Price	Undergraduate, Class of 2022
Quinetta Roberson <sup>3</sup>	Fred J. Springer Endowed Chair in Business Leadership; Professor, Management
Tyler Schieda	Undergraduate, Class of 2021
Nancy Sharts-Hopko	Professor, Nursing
Stephen Sheridan <sup>2</sup>	Director for Accountability, Accreditation & Assessment Services, Office of Planning & Institutional Research
James Trainer (ALO) <sup>1</sup>	Associate Vice President and Executive Director, Office of Planning & Institutional Research
Kelly Welch <sup>3</sup>	Associate Professor, Sociology & Criminology
Craig Wheeland	Vice Provost for Academics, Professor of Public Administration
Darla Wolfe	Class of 2006, EMBA; Principal and CEO, Sweat EquitE, LCC
<b>Technology Support</b>	
Michael Cunningham	Assistant Director, Enterprise Applications, UNIT
Crispin May	Client Technologies Analyst, UNIT

<sup>1</sup> Self-Study Tri-Chair, <sup>2</sup> Self-Study Coordinator, <sup>3</sup> Working Group Chair

Working groups were assembled through a collaborative process in which the Leadership Team recommended Vice Chair candidates and potential general members to each Working Group Chair based upon the expertise individuals could bring to each standard. The Leadership Team also consulted with senior administrators and leaders in the Faculty Congress in identifying people to serve. The Working Group Chairs, upon selecting a Vice Chair, assumed responsibility for recruiting the potential members for their working group, including student members, who were identified through various student organizations and recommendations by staff, faculty, and administration. Students will be added to the working groups ahead of the fall 2019 semester. See Table 2 for a detailed listing of the roster for each working group.

Working groups will be actively engaged over the course of the 2019-20 academic year. During the summer and fall of 2020, the Leadership Team, working together with the Steering Committee, will compile the various draft contributions and, through an iterative process, refine the whole document into an integrated discussion of our strengths and institutional priorities. As drafts become presentable, the Steering Committee will share them for comment across the campus community, including the President's Cabinet and the Board of Trustees.

The Leadership Team will oversee the overall self-study process, maintaining adherence to the established timeline, while consulting with the Steering Committee to address any issues that arise, review drafts to ensure clarity and accuracy, arrange University-wide forums and other mechanisms to engage the community meaningfully in the process, and oversee completion of the self-study process, through the visit of the Evaluation Team in the spring of 2021.

<b>Table 2</b>	
<b>Working Group Rosters</b>	
<b>Individual</b>	<b>Villanova Affiliation/Program</b>
<b>Standard I - Mission and Goals</b>	
Hibba Abugideiri	Associate Professor, History
Hedy Aryani	Associate General Counsel, Office of the General Counsel
Aronte Bennett	Associate Professor, Marketing and Business Law
Marian Butcher	Director, Constituent Publications, University Communication and Marketing
Noelle Comolli	Associate Professor, Chemical Engineering
Rev. Allan Fitzgerald, OSA	Director, The Augustinian Institute
Frank Galgano	Associate Professor, Geography and the Environment
Kathryn Getek Soltis <sup>1</sup>	Director and Assistant Professor, Center for Peace and Justice Education
Rev. Robert Hagan, OSA <sup>2</sup>	Senior Associate Athletic Director for Student-Athlete Welfare, Athletics
Candice Keith	Senior Associate Director, Office of University Admission
Susan Leighton	Director, Academic Programs, College of Professional Studies
Lael McGann	Assistant Director, First and Second Year Initiatives, Student Life
Irene Rivera	Campus Minister for Hispanic Outreach, Campus Ministry
Matthew Saleh	Assistant Dean for Admissions, Charles Widger School of Law
Marguerite Schlag	Assistant Dean and Associate Professor, Director of Graduate Nursing, Fitzpatrick College of Nursing
<b>Standard II - Ethics and Integrity</b>	
Leyda Benitez	University Compliance Officer, University Compliance Office
Christa Bialka	Assistant Professor, Education and Counseling
Teresa Boyer <sup>1</sup>	Founding Director, McNulty Institute for Women's Leadership, Associate Professor, Education and Counseling
Michelle Dempsey	Professor of Law, Charles Widger School of Law
Jennifer Derry	Director of Training and Staff Development, Human Resources
Melissa Gerding	Director of Technology and Business Analysis, Enrollment Management
Malcolm Grace	Assistant Athletics Director for Compliance - Basketball, Athletics

Mark Hewlett	Assistant General Counsel, Office of the General Counsel
Rani Muthukrishnan	Director Research Protections, Office of Research Protections
Suzanne Smeltzer	Professor, Fitzpatrick College of Nursing
Peter Staffeld	Assistant Teaching Professor, Chemical Engineering
Nicolas Tumulo	Assistant Dean of Students, Office of the Dean of Students
Beth Vallen	Associate Professor, Marketing and Business Law
Nathan Walch	Associate Director, Financial Assistance for Graduate, Online, Part-Time Studies, Office of Financial Assistance
Brett Wilmot	Assistant Professor, Ethics
<b>Standard III - Design and Delivery of the Student Learning Experience</b>	
Gabriele Bauer	Director, Villanova Institute for Teaching and Learning
Levi Brautigan	Associate Director, Office of Education Abroad
Bette Bruderle	Clinical Assistant Professor, Fitzpatrick College of Nursing
Camille Burge	Assistant Professor, Political Science
Luisa Cywinski	Director of Access Services, Falvey Memorial Library
Kimberly Downey	Project Manager, Center for Instructional Technologies, UNIT
Noel Falco Dolan	Director of Academic Learning Communities, Instructor, Augustine and Culture Seminar Program
Kristy Irwin	Assistant Vice Provost, Online Programs, Office of the Provost
Danielle Lombardi	Assistant Professor, Accounting and Information Systems
Jean Lutes <sup>1</sup>	Associate Professor, English
Al Ortega	James R. Birle Professor of Energy Technology, Mechanical Engineering
Paul Pasles	Professor, Mathematics and Statistics
Julie Pirsch <sup>2</sup>	Associate Dean of Teaching and Learning, Villanova School of Business Associate Professor, Marketing and Business Law
Kathryn Szumanski	Director, Professional Development Office for Undergraduate Students, College of Liberal Arts and Sciences
Ellen Wertheimer	Professor of Law, Charles Widger School of Law
<b>Standard IV - Support of the Student Experience</b>	
Samer Abboud	Assistant Professor, Global Interdisciplinary Studies
Stacey Andes	Director, Office of Health Promotion, Division of Student Life
JJ Brown	Director, Student Involvement Division of Student Life
Linda Coleman	Director, Center for Access, Success and Achievement
Carolyn Defant	Associate Director, Office of University Admission
Anne Fink	Assistant Dean, College and Student Services, Assistant Professor, Fitzpatrick College of Nursing
Brian Galloway <sup>1</sup>	Director, Student Retention Services, Enrollment Management
Millicent Gaskell <sup>2</sup>	University Librarian and Director, Falvey Memorial Library
Stephen Jones	Associate Dean, Student and Strategic Programs, College of Engineering
Mi (Meg) Luo	Associate Professor, Finance
Brian McCabe	Associate Director, Outreach and Student Formation, Campus Ministry
Emily McCloskey	Director, Graduate Studies, Office of Graduate Studies, College of Liberal Arts and Sciences

Mary Beth Simmons	Director, Writing Center
Nicole Subik	Associate Director, Learning Support Services
Allison Venella	Assistant Athletic Director for Student Athlete Development, Athletics
Michael Westrate	Director, Center for Research and Fellowships
<b>Standard V - Educational Effectiveness Assessment</b>	
Todd Aagaard	Professor of Law, Charles Widger School of Law
Deborah Bishov	Social Sciences and Instructional Design Librarian, Falvey Memorial Library
Gerard Brandon	Director and Associate Professor, Human Resource Development
Valentina DeNardis	Assistant Professor, Humanities and Classical Studies
Kevin Donahue	Assistant Vice President, Center for Instructional Technologies, UNIT
Edward Fierros	Associate Dean, Diversity and Inclusion, College of Liberal Arts and Sciences, Associate Professor, Education and Counseling
Seth Matthew Fishman	Assistant Dean, Curriculum and Assessment, Assistant Professor, Education and Counseling
Kathleen Iacocca	Assistant Professor, Management and Operations
Vikram Iyengar <sup>2</sup>	Associate Professor, Biology
Stephanie Katz	Visiting Assistant Professor, Chemistry
Michelle Kelly	Assistant Professor, Fitzpatrick College of Nursing
Quinetta Roberson <sup>1</sup>	Professor, Management and Operations
Margaret Songer	Director, Employer Relations, Career Center
Bridget Wadzuk	Professor, Civil Engineering
Peter Watkins	Director, Teaching and Learning, College of Professional Studies
<b>Standard VI - Planning, Resources, and Institutional Improvement</b>	
Richard Booth	Professor of Law, Charles Widger School of Law
Patricia Bradley	Associate Professor, Fitzpatrick College of Nursing
Samantha Chapman	Associate Professor, Biology
Christine Coleman	Associate Vice President, University Initiatives, University Communications and Marketing
Mary Cunningham	Executive Director, Prospect and Campaign Management, University Advancement
Steven Hildebrand	Assistant Vice President, Engineering and Construction, Facilities Management Office
Timothy Hoffman	Associate Vice Provost, Finance and Administration, Office of the Provost
Christopher Kovolski <sup>1</sup>	Assistant Vice President, Government Relations and External Affairs
Vincent Lloyd	Associate Professor, Theology and Religious Studies
Daniel McGee	Assistant Vice President, Strategic Planning UNIT
Michael McGuckin	Director of Operations Dining Services
John McLaughlin	Assistant Vice President for Budget Financial Affairs
Debra Patch	Associate Director Public Safety
Narda Quigley <sup>2</sup>	Professor Management and Operations, VSB

Xiofang (Maggie) Wang	Associate Professor Electrical and Computer Engineering, COE
<b>Standard VII - Governance, Leadership, and Administration</b>	
Anthony Alfano	Associate Vice President, Auxiliary Services
Q Chung	Professor, Accountancy and Information Systems
Gordon Coonfield	Associate Professor, Communication
Elizabeth Dowdell	Professor, Fitzpatrick College of Nursing
Raymond Duffy <sup>2</sup>	Assistant Vice President, Human Resources
Amanda Grannas	Associate Vice Provost, Research, Office of the Provost, Professor, Chemistry
Gerard Jones	Senior Associate Dean, Graduate Studies and Research, Professor, Mechanical Engineering
Christopher Kilby	Professor, Economics
Crystal Lucky	Associate Dean, Baccalaureate Studies, College of Liberal Arts and Sciences, Associate Professor, English
Matthew Morrissey	Assistant Vice President, Enterprise Technology Services, UNIT
Tracey Pachman	Associate General Counsel, Office of the General Counsel
Rev. Arthur Purcaro, OSA	Assistant Vice President, Mission and Ministry
Christine Quisenberry	Director, Presidential Initiatives and Events, Office of the President
Ryan Rost	Title IX Coordinator, University Compliance Office
Jessica Webb	Associate Professor, Charles Widger School of Law
Kelly Welch <sup>1</sup>	Associate Professor, Sociology and Criminology

<sup>1</sup> Working Group Chair, <sup>2</sup> Working Group Vice-Chair

### Charge to the Working Groups

Each working group will produce a chapter on a single, assigned standard. The chapter, an evidence-based and analytic study, highlighted by examples of best practices and attentive to areas for improvement, will demonstrate that the University is meeting the standard and engaged in ongoing improvement aligned with its mission.

To fulfill this charge, each working group will address, in the context of its standard, two guiding questions common to all working groups:

1. With regard to your assigned standard, how does Villanova meet the Standards for Accreditation listed in Standards for Accreditation and Requirements of Affiliation, including all attributes and activities identified in the standard's criteria? Since each of the standards has a connection to the Middle States Requirements of Affiliation, the working groups' final report will provide the evidence of how Villanova meets the Requirements (see Table 4).
2. Considering your standard, how is Villanova positioned to achieve the initiatives in the new Strategic Plan? Each working group should concentrate on the selected *institutional priorities* from the Strategic Plan that have been mapped back to specific standards (see Table 3) and provide suggestions about how the University might allocate and invest resources to capitalize on these efforts and identify opportunities for continuous improvement that advance our mission and goals.



Aligning Standards to Institutional Priorities		<u>1</u> Personal growth	<u>2</u> Success in your vocation	<u>3</u> Diversity, inclusion, and equity	<u>4</u> Teaching and programs	<u>5</u> Research and scholarship	<u>6</u> Community life	Foundational elements that support our Aspirations
Middle States Standards of Accreditation	I	✓	✓	✓	✓	✓	✓	
	II			✓		✓		✓
	III			✓	✓	✓		
	IV	✓		✓			✓	
	V		✓	✓	✓			
	VI					✓		✓
	VII			✓				✓

Requirements of Affiliation		Demonstrate Compliance in...
Requirement 1	Authorization to operate	Compliance Review Process (Standard II)
Requirement 2	Institution is operational	Compliance Review Process (Standard II)
Requirement 3	Graduates one class before accreditation	Compliance Review Process (Standard II)
Requirement 4	Communicated with MSCHE in English	Compliance Review Process (Standard II)
Requirement 5	Compliance with government policies, regulations, and requirements	Compliance Review Process (Standard II)
Requirement 6	Compliance with MSCHE policies	Compliance Review Process (Standard II)
Requirement 7	Mission and Goals	Standard I
Requirement 8	Systematic evaluation of all programs	Standards III,IV,V,VI
Requirement 9	Rigor, coherence and assessment	Standards III,V
Requirement 10	Institutional planning	Standards I,III,IV,V,VI
Requirement 11	Financial resources	Standards VI
Requirement 12	Governance structure	Standards VII
Requirement 13	Governing board conflict of interest	Standards VII
Requirement 14	Governing board provides accurate information	Compliance Review Process (Standard II)
Requirement 15	Faculty	Standards III

Through their participation on the Steering Committee, the Working Group Chairs should look to coordinate the efforts of their working groups with others, as the standards will overlap in their application to the University and as institutional priorities align with multiple standards. Therefore, working groups should maintain open communication, sharing both information gathered and conclusions

drawn, so that overlapping points of attention can be appropriately focused and less repetitive throughout the final Self-Study Report.

The working groups will utilize documentation that has been gathered through the Documentation Roadmap (see Appendix C) to evaluate the University’s adherence to the criteria within their assigned standard. This document was initially compiled by the University’s Office of Planning and Institutional Research and will be shared more broadly with the University data stewards and departments where needed information is maintained. The Roadmap will continue to be refined throughout the self-study process.

The Document Roadmap will be the basis for a robust Evidence Inventory that will be maintained within Microsoft Teams, a unified communications platform that combines ongoing workplace chat, video meetings, file storage (including collaboration on files), and application integration. The Leadership Team, the Steering Committee, and each working group will have its own “team” within Villanova’s Microsoft Teams infrastructure. The working groups will use secure sections of the platform to upload documents, review materials, and submit narrative drafts.

Confidentiality is the responsibility of all members of a working group. The ideas, problems, and in some cases the documents under consideration are internal matters to the University, and should not be published, shared, or communicated beyond the working group other than through the specific networks of consultation that are a necessary part of Villanova’s self-study process.

## **VI. Guidelines for Reporting and Organization of the Final Self-Study Report**

### **Chapter Guidelines**

Each working group will be responsible for completing one chapter of the Final Self-Study Report. The Leadership Team will write the introduction and the conclusion, in consultation with the Steering Committee. To help ensure that each working group is able to take advantage of opportunities to share its analysis, findings, and recommendations with both the Steering Committee and the broader Villanova community, and receive feedback, benchmark dates for working group deliverables have been set. The following deliverables timetable (Table 5) calls for an outline, three drafts, and a final version of each chapter.

<b>Deliverable</b>	<b>Deadline</b>
Detailed Chapter Outline	October 28, 2019
Preliminary Chapter Draft	December 20, 2019
Second Chapter Draft	March 27, 2020
Penultimate Chapter Draft	May 18, 2020
Finalized Chapter	September 25, 2020

To promote coherence and consistency across the entire Self-Study Report, the Leadership Team encourages working groups to use the following template as they prepare their chapters:

- I. Introduction
  - a. Brief explanation of key Strategic Plan priorities addressed in the chapter and their alignment with the standard
  - b. Brief overview of data sources and analytic approach used

- II. Findings
  - a. How Villanova is meeting the standard and related criteria
  - b. How Villanova is engaged in ongoing improvement related to standard
  - c. How Villanova is positioned to address and achieve the relevant focal priorities in the Strategic Plan
- III. Conclusion
  - a. Based on the findings, how might the University allocate and invest resources to maintain strengths and address opportunities for improvement

### **Length and Format**

Working groups should prepare their chapter drafts according to the following style and formatting guidelines:

- Do not exceed 15 pages, single-spaced
- Use Times New Roman 12-point font
- Use standard 1-inch margins
- Use one space between sentences
- Do not indent the first line of each paragraph
- Set paragraph spacing to 0 and use one space between paragraphs
- Follow APA 6<sup>th</sup> edition citation style for in-text citations and references
- Follow APA 6<sup>th</sup> edition heading and subheading style
- In the header, include the chapter's standard number, justified left and italicized, and insert page numbers, justified right
- Double-number all tables and figures, using the chapter number first.
  - Example: Table 3.2 would refer to the second table in Chapter Three
- Terminology
  - The term "self-study" is hyphenated and in lowercase letters, unless it appears in a title.
  - The term "working group" should not be capitalized, unless used as a formal title.
    - Working Group V identified evidence of the criteria associated with Standard V.
    - The working group examined data from the last five administrations of the HERI survey at Villanova.
  - The words "standard," "criteria," and "criterion" should not be capitalized unless they are used in a formal title.
  - When referring to a person employed by Villanova University, use the person's name and full title. Use a comma before and after the title.
  - When listing names, order them alphabetically by last name.
  - The names of colleges should be capitalized.
  - When referring to Villanova, "University" (usually preceded by "the" or "this") should be capitalized. When "University" is preceded by an indefinite article, it should be lowercase.
    - Examples:  
The University has launched a comprehensive capital campaign.  
Villanova in an Augustinian Catholic university.
- Use the Oxford comma
  - The University values *Veritas*, *Unitas*, and *Caritas*.

- Do not use contractions
- Use the active voice
- Spell out acronyms when first mentioned and introduce the acronym in a parenthetical
- Avoid gendered language and [bias](#)

### **Organization of Self-Study Report**

The final report will adhere to the above guidelines.

#### Outline of Final Report

- I. Table of Contents
- II. Executive Summary
- III. Introduction
  - a. Institutional Overview
    - i. Abridged History
    - ii. Review of Mission
    - iii. Description of Student Population
    - iv. Introduction to New Strategic Plan
  - b. Review of Aims and Approach to Self-Study
- IV. Chapter One: Standard I: Mission and Goals
- V. Chapter Two: Standard II: Ethics and Integrity
- VI. Chapter Three: Standard III: Design and Delivery of Student Learning Experience
- VII. Chapter Four: Standard IV: Support of the Student Experience
- VIII. Chapter Five: Standard V: Educational Effectiveness Assessment
- IX. Chapter Six: Standard VI: Planning, Resources, and Institutional Improvement
- X. Chapter Seven: Standard VII: Governance, Leadership, and Administration
- XI. Conclusion
  - a. Synthesis and discussion of institutional strengths as related to MSCHE standards and requirements of affiliation
  - b. Synthesis and discussion of opportunities for improvement
- XII. Appendices

## **VII. Verification of Compliance Strategy**

The Verification of Compliance will be led by the Self-Study Coordinator, who will work closely with members in Working Group II to demonstrate how Villanova University complies with the accreditation-relevant federal regulations identified by the Middle States Commission on Higher Education. Other key Villanova departments will be asked to participate in this exercise throughout the self-study process.

## **VIII. Self-Study Timetable**

The University's timeline for self-study (see Table 6 on the next page) was established in the spring of 2019 following attendance at the fall 2018 Self-Study Institute and refined following the formation of the Steering Committee.

<b>Table 6</b>	
<b>Proposed MSCHE Self-Study Design Timeline</b>	
October 2018	Confirm co-chairs of the self-study
November 2018	Co-chairs attend MSCHE Self-Study Institute
December 2018	Confirm Steering Committee members
January 2019	Begin forming composition of working groups
February 2019	Convene meeting of Steering Committee Draft charge and institutional priorities for working groups
March 2019	Confirm members of working groups Draft Self-Study Design and Documentation Roadmap Draft communications plan
April 2019	Submit draft Self-Study Design and Documentation Roadmap to Liaison Host MSCHE Liaison Self-Study preparation visit Revise Self-Study Design as needed
May 2019	Confirm Self-Study Design (with approval from MSCHE) Launch Villanova's Middle States Self-Study Website with Self-Study Design
June to mid-August 2019	Complete gathering of documents
Late August 2019	Confirm updated Steering Committee and working groups membership
September 2019	Initiate work of working groups
October 2019	Working groups complete chapter draft outlines
December 2019	Work with MSCHE Liaison on selection of Team Chair Working groups complete chapter drafts
January 2020	Review first drafts of self-study sections
February 2020	Host first set of Community Forums for University to update on progress Working groups update chapter drafts based on feedback
March 2020	Working groups complete revised chapter drafts
April 2020	Review second drafts of self-study chapters Working groups update chapter drafts based on feedback
May 2020	Working groups complete penultimate chapter drafts Leadership Team compile final penultimate draft of complete Self-Study Report
August 2020	Post penultimate draft on Middle States Self-Study website
Early September 2020	Host second set of Community Forums for University to update on progress
Mid-September 2020	Working groups update final draft based on feedback
Late September 2020	Submit final draft of Self-Study to MSCHE Chair
November 2020	Host MSCHE Team Chair Visit
November 2020	Submit Verification of Compliance Report
December 2020	Revise Self-Study Report as needed
January/February 2021	Submit final version of Self-Study Report to Team Chair
February/March 2021	Host MSCHE Team Visit Team Chair sends draft Team Report to Villanova for correction of factual errors; Villanova returns corrected draft to Team Chair for submission to the Commission Villanova may submit a formal institutional response to the Commission regarding the Visiting Team Report
April/May 2021	Team Chair attends the meeting of the Committee on Evaluation Reports
June 2021	Commission meets to determine action Receive Accreditation Action from Commission Villanova distributes the Visiting Team Report and the Commission's Accreditation action widely to the University community.

## IX. Communication Plan

An initial Communication Plan with a listing of intended audiences, communication methods, and timing will be developed. This plan is used to guide the Steering Committee and its working groups in gathering feedback from institutional stakeholders and updating them about major developments related to the self-study process.

The Leadership Team, in collaboration with University Communication and Marketing, will manage communication throughout the process, following the timeline above. Additional updates, with particular focus on opportunities for collaboration and key findings, will also be shared in campus-wide gatherings, meetings of governing bodies, and via email. We will create a feedback form to be hosted on our Self-Study website to enable us to gather comments from the community. Feedback will then be leveraged by the Steering Committee and working groups throughout the course of their work.

## X. Evaluation Team Profile

Villanova would benefit from a review team that includes members who collectively have experience at institutions with the following characteristics:

- Carnegie classifications of “R1: Doctoral Universities – Very high research activity” and “R2: Doctoral Universities – High research activity”
- Highly selective admissions drawing students from across the country and around the world
- Innovative interdisciplinary programs
- Strong strategic planning profiles

It would be advantageous to have, as a chairperson, an experienced academic administrator from a national institution with an enduring and visible commitment to the liberal arts that successfully integrates professional schools with the aforementioned characteristics.

Villanova does not expect that all members of the team represent the peer and aspirational institutions with which the University compares itself, but for reference, the following is a list that is often used for internal benchmarking purposes:

American University  
Boston College  
Fordham University  
Georgetown University  
Lehigh University  
Marquette University  
Northeastern University

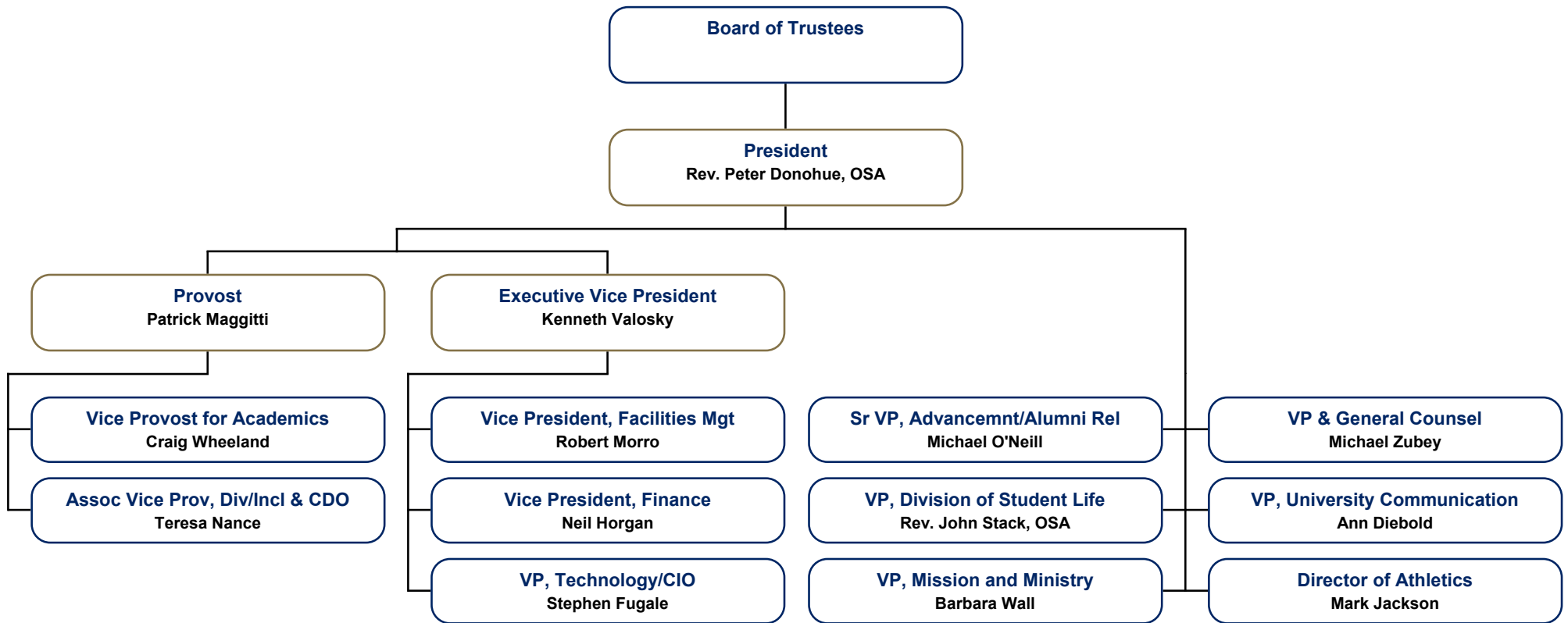
Saint Louis University  
Southern Methodist University  
Texas Christian University  
University of Notre Dame  
University of San Diego  
Wake Forest University

It is implicit in the above text that Villanova University is open to hosting evaluation team members from outside the Middle States region. While we welcome representation of team members, including the chairperson, from religiously affiliated institutions, we would also welcome the inclusion of colleagues from a variety of institutional types so to broaden perspectives about the University’s self-study. There are no conflicts of interest or concerns over competition with another institution that would lead us to recommend against including representatives from a particular institution on the visiting team. With regard to faculty representation on the visiting team, a faculty member who specializes in the sciences (Chemistry, Biology or Physics) would lend a useful perspective.

## **XI. Evidence Inventory**

As highlighted in Section V of this document, the Evidence Inventory will be maintained electronically within Microsoft Teams and managed by the Self-Study Coordinator. The Evidence Inventory will include resources for all working groups in a commonly accessible file repository. The Coordinator will provide a list of the documents available. This list will indicate the standard(s) with which each document best aligns, using the Document Roadmap as the primary reference. Items will be added, removed, and/or updated by the Self-Study Coordinator, in consultation with the working group chairs, and the leadership team, as the self-study progresses. Ultimately, the documents referenced within each final chapter will be uploaded by standard to the Middle States portal, along with the final self-study narrative in early 2021.

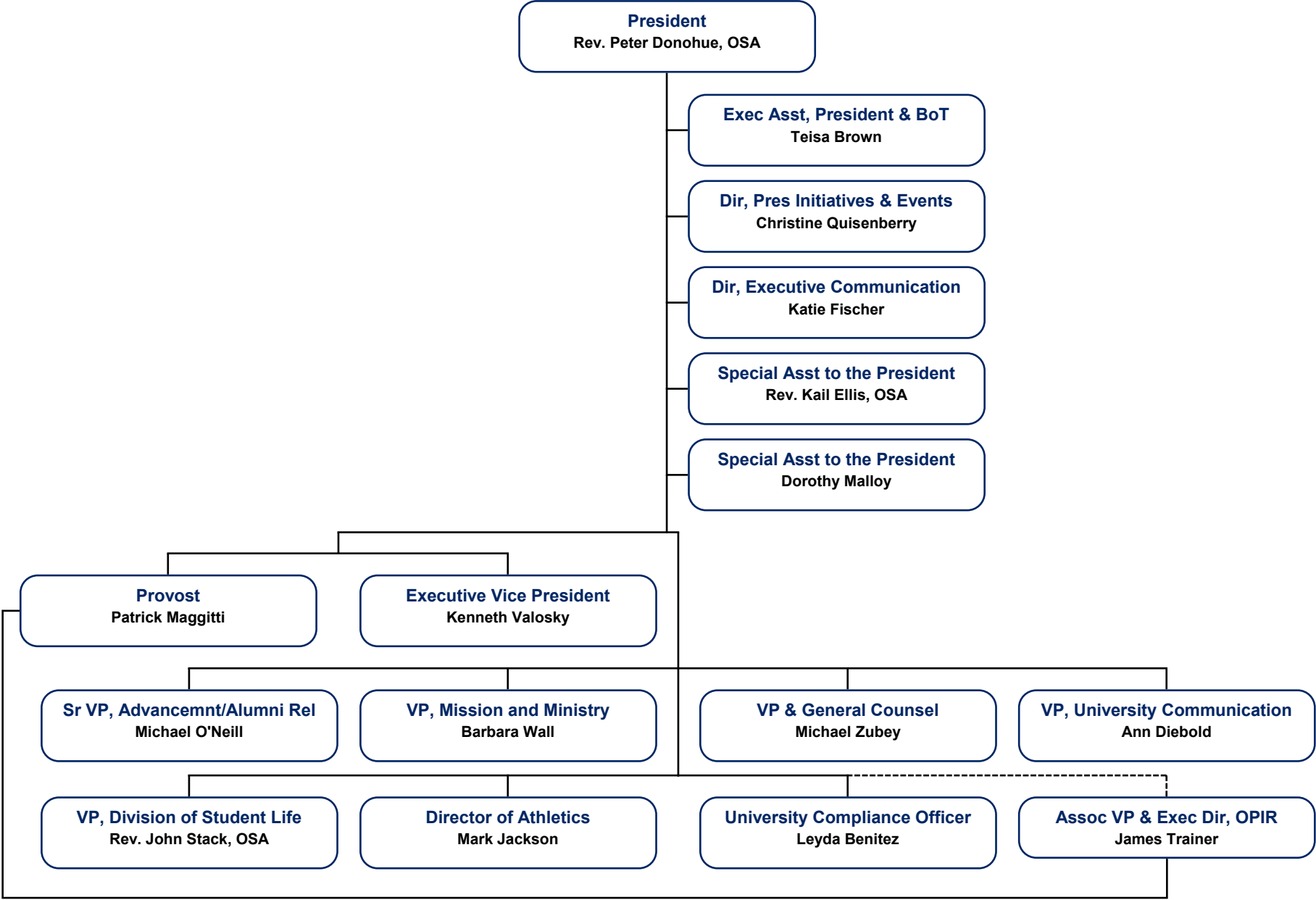
# Appendix A University President and Administrative Leadership



Denotes Executive Council

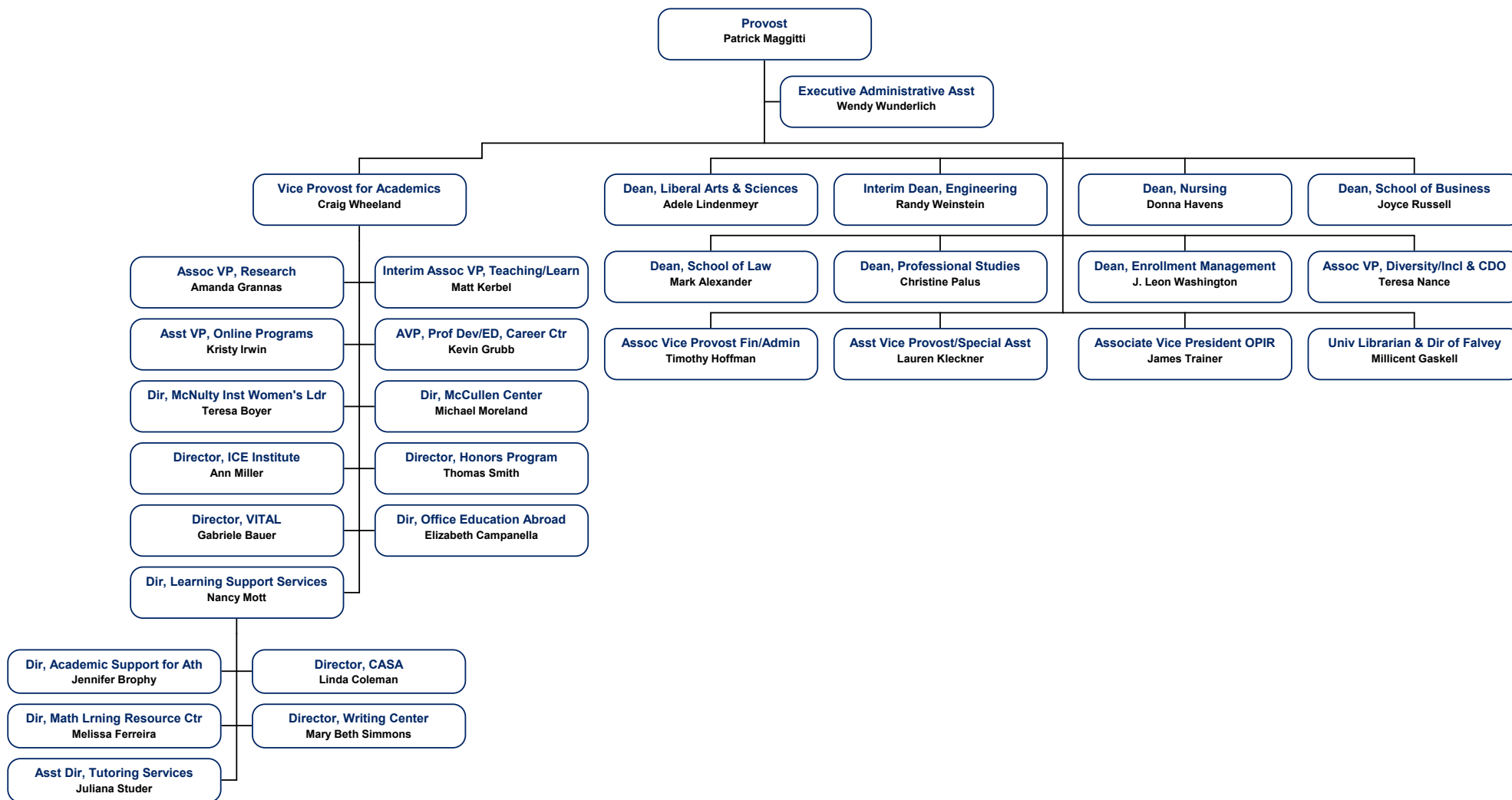


# Appendix A Office of the President



# Appendix A

## Office of the Provost



**Appendix B**  
**Alignment: Mission to Institutional Priorities**

<b>Villanova University Mission Statement and Enduring Commitments</b>	<b>Institutional Priorities: New Strategic Plan Aspirations</b>						
<p><b>Mission:</b> Villanova University is a Catholic Augustinian community of higher education, committed to excellence and distinction in the discovery, dissemination and application of knowledge. Inspired by the life and teaching of Jesus Christ, the University is grounded in the wisdom of the Catholic intellectual tradition and advances a deeper understanding of the relationship between faith and reason. Villanova emphasizes and celebrates the liberal arts and sciences as foundational to all academic programs. The University community welcomes and respects members of all faiths who seek to nurture a concern for the common good and who share an enthusiasm for the challenge of responsible and productive citizenship in order to build a just and peaceful world.</p>	<u><b>Aspiration 1:</b></u> <b>Personal growth</b>	<u><b>Aspiration 2:</b></u> <b>Success in your vocation</b>	<u><b>Aspiration 3:</b></u> <b>Diversity, inclusion, and equity</b>	<u><b>Aspiration 4:</b></u> <b>Teaching and programs</b>	<u><b>Aspiration 5:</b></u> <b>Research and scholarship</b>	<u><b>Aspiration 6:</b></u> <b>Community life</b>	<b>Foundational elements that support our Aspirations</b>
<b>To foster academic excellence, we as a University:</b>							
Create a diverse community of scholars, united and dedicated to the highest academic standards;			✓				
Emphasize the liberal arts and sciences as our foundation and foster in our students active engagement, critical thinking, life-long learning and moral reflection;		✓		✓			
Concern ourselves with developing and nurturing the whole person, allowing students, faculty and staff to grow intellectually, emotionally, spiritually, culturally, socially and physically in an environment that supports individual differences and insists that mutual love and respect should animate every aspect of university life;	✓		✓			✓	
Encourage interdisciplinary research, teaching and scholarship;				✓	✓		

**Appendix B**  
**Alignment: Mission to Institutional Priorities**

<b>Villanova University Mission Statement and Enduring Commitments</b>	<b>Institutional Priorities: New Strategic Plan Aspirations</b>						
<p><b>Mission:</b> Villanova University is a Catholic Augustinian community of higher education, committed to excellence and distinction in the discovery, dissemination and application of knowledge. Inspired by the life and teaching of Jesus Christ, the University is grounded in the wisdom of the Catholic intellectual tradition and advances a deeper understanding of the relationship between faith and reason. Villanova emphasizes and celebrates the liberal arts and sciences as foundational to all academic programs. The University community welcomes and respects members of all faiths who seek to nurture a concern for the common good and who share an enthusiasm for the challenge of responsible and productive citizenship in order to build a just and peaceful world.</p>	<u><b>Aspiration 1:</b></u> <b>Personal growth</b>	<u><b>Aspiration 2:</b></u> <b>Success in your vocation</b>	<u><b>Aspiration 3:</b></u> <b>Diversity, inclusion, and equity</b>	<u><b>Aspiration 4:</b></u> <b>Teaching and programs</b>	<u><b>Aspiration 5:</b></u> <b>Research and scholarship</b>	<u><b>Aspiration 6:</b></u> <b>Community life</b>	<b>Foundational elements that support our Aspirations</b>
Affirm the intrinsic good of learning, contemplation and the search for truth in undergraduate and graduate education;				✓			
Support a curriculum that encourages both a global perspective and an informed respect for the differences among peoples and cultures.			✓	✓			
<b>To honor our values and tradition, we as a Catholic University:</b>							
Believe that the dialogue between faith and reason drives the pursuit of knowledge and wisdom, and fosters St. Augustine’s vision of learning as a community ethos governed by love;	✓					✓	
Seek to understand, enrich and teach the Catholic intellectual tradition through our curricula, scholarship and activities in ways that engage diverse religious, intellectual and cultural traditions in a vigorous and respectful pursuit of truth and wisdom in every area of humanity;				✓		✓	

**Appendix B**  
**Alignment: Mission to Institutional Priorities**

<b>Villanova University Mission Statement and Enduring Commitments</b>	<b>Institutional Priorities: New Strategic Plan Aspirations</b>						
<p><b>Mission:</b> Villanova University is a Catholic Augustinian community of higher education, committed to excellence and distinction in the discovery, dissemination and application of knowledge. Inspired by the life and teaching of Jesus Christ, the University is grounded in the wisdom of the Catholic intellectual tradition and advances a deeper understanding of the relationship between faith and reason. Villanova emphasizes and celebrates the liberal arts and sciences as foundational to all academic programs. The University community welcomes and respects members of all faiths who seek to nurture a concern for the common good and who share an enthusiasm for the challenge of responsible and productive citizenship in order to build a just and peaceful world.</p>	<u><b>Aspiration 1:</b></u> <b>Personal growth</b>	<u><b>Aspiration 2:</b></u> <b>Success in your vocation</b>	<u><b>Aspiration 3:</b></u> <b>Diversity, inclusion, and equity</b>	<u><b>Aspiration 4:</b></u> <b>Teaching and programs</b>	<u><b>Aspiration 5:</b></u> <b>Research and scholarship</b>	<u><b>Aspiration 6:</b></u> <b>Community life</b>	<b>Foundational elements that support our Aspirations</b>
<p>Provide opportunities for students, faculty and staff to seek guidance from Catholic intellectual and moral traditions, while always welcoming people from all faiths, cultures and traditions to contribute their gifts and talents to our mission;</p>			✓				
<p>Respect and encourage the freedom proposed by St Augustine, which makes civil discussion and inquiry possible and productive;</p>			✓		✓		
<p>Look to the Order of St. Augustine to preserve our Augustinian character, by showing appropriate preference to Augustinians in faculty and staff appointments, and by welcoming their presence and influence in our university community.</p>	✓						

**Appendix B**  
**Alignment: Mission to Institutional Priorities**

<b>Villanova University Mission Statement and Enduring Commitments</b>	<b>Institutional Priorities: New Strategic Plan Aspirations</b>						
<p><b>Mission:</b> Villanova University is a Catholic Augustinian community of higher education, committed to excellence and distinction in the discovery, dissemination and application of knowledge. Inspired by the life and teaching of Jesus Christ, the University is grounded in the wisdom of the Catholic intellectual tradition and advances a deeper understanding of the relationship between faith and reason. Villanova emphasizes and celebrates the liberal arts and sciences as foundational to all academic programs. The University community welcomes and respects members of all faiths who seek to nurture a concern for the common good and who share an enthusiasm for the challenge of responsible and productive citizenship in order to build a just and peaceful world.</p>	<u><b>Aspiration 1:</b></u> <b>Personal growth</b>	<u><b>Aspiration 2:</b></u> <b>Success in your vocation</b>	<u><b>Aspiration 3:</b></u> <b>Diversity, inclusion, and equity</b>	<u><b>Aspiration 4:</b></u> <b>Teaching and programs</b>	<u><b>Aspiration 5:</b></u> <b>Research and scholarship</b>	<u><b>Aspiration 6:</b></u> <b>Community life</b>	<b>Foundational elements that support our Aspirations</b>
<b>To serve our students, alumni and global community, we as an Augustinian University:</b>							
Encourage students, faculty and staff to engage in service experiences and research, both locally and globally, so they learn from others, provide public service to the community and help create a more sustainable world;	✓				✓	✓	
Commit to the common good, and apply the knowledge and skills of our students and faculty to better the human condition;	✓	✓			✓	✓	
Encourage our students and faculty to pursue virtue by integrating love and knowledge, and by committing themselves to research and education for justice, with a special concern for the poor and compassion for the suffering;	✓	✓			✓	✓	
Respect a worldview that recognizes that all creation is sacred and that fosters responsible stewardship of the environment;						✓	
Include our alumni as an integral part of the Villanova community;	✓	✓					
Value highly our relationship with neighboring communities.						✓	

## Appendix C

### MSCHE Document Roadmap Requirements of Affiliation

<u>Requirement of Affiliation</u>	<u>Documents, Processes, and Procedures</u>
1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.	<ul style="list-style-type: none"> <li>• University Charter</li> <li>• State Authorization documentation?</li> </ul>
2. The institution is operational, with students actively pursuing its degree programs.	<ul style="list-style-type: none"> <li>• Demonstrated in Compliance Review (3, 4, 5)</li> </ul>
3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.	<ul style="list-style-type: none"> <li>• Demonstrated in Compliance Review (5)</li> </ul>
4. The institution's representatives communicate with the Commission in English, both orally and in writing.	<ul style="list-style-type: none"> <li>• Demonstrated in Compliance Review</li> </ul>
5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.	<ul style="list-style-type: none"> <li>• Demonstrated in Compliance Review</li> </ul>
6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, <a href="http://www.msche.org">www.msche.org</a> .	<ul style="list-style-type: none"> <li>• Demonstrated in Compliance Review</li> </ul>
7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.	<ul style="list-style-type: none"> <li>• Demonstrated in Standard I</li> </ul>
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	<ul style="list-style-type: none"> <li>• Demonstrated in Standards III, IV, V, VI</li> </ul>
9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.	<ul style="list-style-type: none"> <li>• Demonstrated in Standards III, V</li> </ul>
10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.	<ul style="list-style-type: none"> <li>• Demonstrated in Standards I, III, IV, V, VI</li> </ul>
11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of	<ul style="list-style-type: none"> <li>• Demonstrated in Standard VI</li> </ul>

responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.	
12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution’s governing body is responsible for the quality and integrity of the institution and for ensuring that the institution’s mission is being carried out.	<ul style="list-style-type: none"> <li>• Demonstrated in Standard VII</li> </ul>
13. A majority of the institution’s governing body’s members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution’s district/system or other chief executive officer shall not serve as the chair of the governing body.	<ul style="list-style-type: none"> <li>• Demonstrated in Standard VII</li> </ul>
14. The institution and its governing body/bodies will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.	<ul style="list-style-type: none"> <li>• Demonstrated in Compliance Review</li> </ul>
15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution’s educational programs.	<ul style="list-style-type: none"> <li>• Demonstrated in Standard III</li> </ul>



## STANDARD I: Mission and Goals

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

<b>Standard I Criteria</b>	<b>Documents, Processes, and Procedures</b>	<b>Villanovans of Interest</b>
<p>1. Clearly defined mission and goals that:</p> <ul style="list-style-type: none"> <li>a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;</li> <li>b. address external as well as internal contexts and constituencies;</li> <li>c. are approved and supported by the governing body;</li> <li>d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes;</li> <li>e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution;</li> <li>f. are publicized and widely known by the institution's internal stakeholders;</li> <li>g. are periodically evaluated.</li> </ul>	<p>University Mission Statement            2010 Strategic Plan</p> <ul style="list-style-type: none"> <li>• Strategic Planning Metrics</li> </ul> <p>2019-20 Strategic Plan</p> <ul style="list-style-type: none"> <li>• Overview of the process</li> <li>• New metrics</li> </ul> <p>Villanova University Master Plan            Space Analysis</p> <p>Villanova University Learning Goals            Annual Reporting Processes</p> <ul style="list-style-type: none"> <li>• Office of the President</li> <li>• Office of the Provost</li> <li>• Office of the Executive Vice President</li> <li>• Other Cabinet-level executives</li> </ul> <p>Minutes of BoT approvals of listed documents</p> <p>Websites where Mission and goals are evident</p> <ul style="list-style-type: none"> <li>• President</li> <li>• Provost (Research, Teaching &amp; Learning)</li> <li>• Strategic Plan</li> <li>• Office of Mission &amp; Ministry</li> </ul> <p>Villanova Community Climate Survey            Data</p> <p>Materials from Center for Faith and Learning</p> <p>Materials from the Office of Mission &amp; Ministry</p>	<p>Rev. Peter M. Donohue, OSA University President</p> <p>Patrick Maggitti            University Provost</p> <p>Barbara Wall            Vice President for Mission &amp; Ministry</p> <p>Stephen Fugale            Vice President for University Information Technology (UNIT)            &amp; Chief Information Officer</p> <p>James Trainer            Associate Vice President &amp; Executive Director,            Office of Planning &amp; Institutional Research</p>
<p>2. Institutional goals are realistic, appropriate to higher education and consistent with mission.</p>	<p>2010-11 Strategic Plan</p> <ul style="list-style-type: none"> <li>• Metrics</li> </ul> <p>2019-20 Strategic Plan</p> <ul style="list-style-type: none"> <li>• Overview of the process</li> <li>• Metrics</li> </ul> <p>Mission to Strategic Plan Crosswalk            Villanova University Learning Goals</p>	

<p>3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.</p>	<p>2010-11 Strategic Plan</p> <ul style="list-style-type: none"> <li>• Metrics</li> </ul> <p>2019-20 Strategic Plan</p> <ul style="list-style-type: none"> <li>• Overview of the process</li> <li>• New metrics/new reporting process</li> </ul> <p>Villanova University Learning Goals</p> <ul style="list-style-type: none"> <li>• College Goal Alignment</li> </ul> <p>College Assessment Plans Mission, Goals, Outcomes from Selected Offices Selected Program Learning Goals &amp; Outcomes President's Annual Report Annual Reports (to Provost, President, etc.)</p>	
<p>4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.</p>	<p>Strategic Plan Reporting Process Most recent Mission review Institutional Research Survey Cycle</p> <ul style="list-style-type: none"> <li>• Inventory of mission and strategic plan related survey questions</li> </ul> <p>Mission-Strategic Aspiration Alignment Map Annual state of the university address or report Qualitative review: are mission/goals referenced in these addresses/reports</p>	

## STANDARD II: Ethics and Integrity

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

<u>Standard II Criteria</u>	<u>Documents, Processes, and Procedures</u>	<u>Villanovans of Interest</u>
1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	Full-Time Faculty Handbook Adjunct Faculty Handbook Student Handbook Research Policies Copyright Policy	Craig Wheeland Vice Provost for Academics  Amanda Grannas Associate Vice Provost for Research
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	Full-Time Faculty Handbook Adjunct Faculty Handbook New Faculty Manual Student Handbook Diversity Statement Non-discrimination statement Harassment Policies Title IX and Related Policies University Surveys EthicsPoint Policies/Process CATS Survey	Ellen Krutz Associate Vice President for Human Resources Affirmative Action Officer  Tom DeMarco Dean of Students and Assistant Vice President for Residence Life  Leyda Benitez University Compliance Officer
3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.	Full-Time Faculty Handbook Adjunct Faculty Handbook Student Handbook Academic Integrity Manual Faculty Grade Instructions Staff Handbook Student Complaint Handbook Student Complaint Website University Catalog Office of the Provost Academic Integrity Website Title IX Website, Policies, Procedures	Neil Horgan Vice President for Finance  Michael Zubey Vice President and General Counsel  Ann Diebold Vice President for University Communication & Marketing
4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.	University Conflict of Interest Policy Board of Trustees Conflict of Interest Policy Financial Affairs Policies Policies & Procedures for Agreements with Outside Vendors	Chris Kovolski, Assistant Vice President for Government Relations and External Affairs
5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.	Faculty Handbook Rank and Tenure Policy and Guidelines Faculty Recruitment Guidelines and Policies	

	<p>Departmental Rank and Tenure Statements  CATS Guide/Website  Staff Hiring Process and Policies  Staff Handbook  Staff Review Policy/Performance  Appraisal Process  Diversity Plans</p>	
<p>6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.</p>	<p>University/President's website  HEOA Compliance website  Admissions websites <ul style="list-style-type: none"> <li>Selected Recruiting/Marketing Materials</li> </ul> Online Programs websites <ul style="list-style-type: none"> <li>Website Policies &amp; Guidelines</li> </ul> Government &amp; External Affairs Policies</p>	
<p>7. As appropriate to mission, services or programs in place:</p> <ol style="list-style-type: none"> <li>to promote affordability and accessibility, and;</li> <li>to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.</li> </ol>	<p>2010-11 Strategic Plan  2019-20 Strategic Plan  Office of Financial Assistance websites/Net Price Calculator  Financial Assistance Policies  Financial Aid Program Inventory and award data  Scholarship Inventory and award data  Disability Office policies, procedures, websites  Enrollment Management Plans  HEOA Webpage</p>	
<p>8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:</p> <ol style="list-style-type: none"> <li>The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;</li> <li>The institution's compliance with the Commission's Requirements of Affiliation;</li> <li>Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;</li> <li>The institution's compliance with the Commission's policies.</li> </ol>	<p>HEOA Webpage  Villanova's Middle States Webpage  Verification of Compliance Report  Cleary Act Report  NAFSAA Audit</p>	
<p>9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.</p>	<p>University surveys/questions covering ethics &amp; integrity (HERI Faculty Survey)  University Compliance materials  Dean of Students materials  Provost's Office materials</p>	

## STANDARD III: Design and Delivery of the Student Learning Experience

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

<b>Standard III Criteria</b>	<b><u>Documents, Processes, and Procedures</u></b>	<b><u>Villanovans of Interest</u></b>
1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.	Undergraduate and Graduate Catalogs Academic Program websites Admissions websites (including distance programs) Curriculum Development, Review Processes Enrollment, Retention, and Completion Report Graduation and Retention data	Craig Wheeland Vice Provost for Academics  Adele Lindenmeyr, Dean, College of Liberal Arts and Sciences  Randy Weinstein Interim Dean, College of Engineering
2. Student learning experiences that are: <ul style="list-style-type: none"> <li>a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;</li> <li>b. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do;</li> <li>c. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number;</li> <li>d. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;</li> <li>e. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.</li> </ul>	Faculty Handbook Part-Time Faculty Handbook Rank and Tenure Policy and Guidelines Faculty Recruitment Guidelines and Policies Departmental Rank and Tenure Statements Curriculum Development, Review, Termination Processes University/College Faculty Review Processes CATS Guide and University-level CATS Data Student-to-Faculty Ratio and USNWR Class Size Data Faculty Qualifications Summary Data (Activity Insight Data -or- OPIR) % Terminal Degree Faculty Compensation Data (AAUP Analysis) VITAL Reports and Data College Assessment Processes/Accreditations Faculty Congress and Committee websites, minutes, and annual reports UNIT Instructional Technology Data/Bb Analytics Conference Attendance University Student Surveys evaluating their learning experience	Joyce Russell The Helen and William O'Toole Dean, Villanova School of Business  Donna Havens Connelly Endowed Dean, M. Louise Fitzpatrick College of Nursing.  Mark Alexander Arthur J. Kania Dean, Charles Widger School of Law  Christine Kelleher Palus, Dean, College of Professional Studies  Leon Washington Dean, Enrollment Management  Catherine Connor Vice Dean, Enrollment Management  Amanda Grannas Associate Vice Provost for Research

<p>3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.</p>	<p>Undergraduate and Graduate Catalogs Selected admissions/recruiting materials Articulation agreements website Transfer Policies HEOA Website Data (Graduation and Retention Rates)</p>	<p>Kristy Irwin Assistant Vice Provost, Online Programs  Elizabeth Campanella Director, Education Abroad</p>
<p>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.</p>	<p>Undergraduate and Graduate Catalogs Associate Vice Provosts websites (Academic Support/Research/CRF) Falvey Memorial Library usage data and website Career Services data and website UNIT Center for Instructional Technology Resources (Online Learning Opportunities/Support)</p>	
<p>5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:</p> <ul style="list-style-type: none"> <li>a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;</li> <li>b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;</li> </ul>	<p>College specific core curriculum details/websites Undergraduate Catalog Discipline-Specific Accreditation Reports Villanova University Learning Goals and Program Goal/Objective Alignment Education Abroad data and websites Service Learning Opportunities (Community Service/Service Learning Data Collection) Honors Program data and website</p>	
<p>6. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.</p>	<p>Not Applicable</p>	
<p>7. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.</p>	<p>Graduate Catalogs Discipline-Specific Accreditation Reports Faculty Recruitment Guidelines and Policies</p>	
<p>8. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.</p>	<p>Development and review processes for online programs CATS Survey Questions about online experience OPIR Surveys about online technology</p>	

	Education Abroad review and evaluations for programs	
9. Periodic assessment of the programs providing student learning opportunities.	College Assessment Plans Select Program Reviews (where occurring) Watermark Discipline-Specific Accreditation Reports Annual Reports (to the Provost, President, etc.) Department Review Policies and Procedures University Survey Reports (student/alumni) Faculty evaluation process and reporting (CATS) Supplemental questions on CATS Summaries of minutes and agendas from curriculum committee meetings, faculty senate meetings, program faculty meetings Academic Dashboards	

## STANDARD IV: Support of the Student Experience

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

<u>Standard IV Criteria</u>	<u>Documents, Processes, and Procedures</u>	<u>Villanovans of Interest</u>
<p>1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <ul style="list-style-type: none"> <li>a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;</li> <li>b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;</li> <li>c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;</li> <li>d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.</li> </ul>	<p>Admissions, registration, and records procedures, websites            Financial Assistance and Bursar web sites, including: Costs and Fee Schedules, Tuition Refund Policies            HEOA Webpage (Freshman to Sophomore Retention Rates)            Student Handbook            Associate Vice Provost, Teaching &amp; Learning website            CASA Data and website            LSS Data and website            Office of Tutoring Services Data and website (plus Writing Center and MLRC)            Orientation details and evaluation            Overview of College Advising centers and Policies            UCC Data and website            Transfer Information            Career Services</p>	<p>Patrick Maggitti            University Provost</p> <p>Craig Wheeland            Vice Provost for Academics</p> <p>Leon Washington            Dean, Enrollment Management</p> <p>Catherine Connor            Vice Dean, Enrollment Management            Michael Gaynor            Director, University Admission</p> <p>Bonnie Behm            Director, Financial Assistance</p> <p>Nancy Mott            Director, Learning Support Services</p>
<p>2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.</p>	<p>Admissions information            Undergraduate and Graduate Student Catalogs            Transfer of credit policies            Registrar website info (transcripts, etc.)</p>	<p>Linda Coleman            Director, Center for Access, Success and Achievement</p>
<p>3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.</p>	<p>FERPA Policy            Information Security Policy            Third party vendor information            Records Retention Policy            Transcript request procedures;            Data Release Procedures            Data Governance workgroup (compliance)</p>	<p>Stephen Fugale            Vice President for University Information Technology (UNIT)            &amp; Chief Information Officer            Mark Jackson            Director of Athletics</p>



<p>4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.</p>	<p>Student Handbook  Info from Athletics (Athlete academic tracking process and reports, Athletics materials (budgets, fiscal policies, NCAA guidelines, participation requirements)  Info from Student Life/Campus Ministry (Student Club/SGA regulations and procedures, budget info)</p>	<p>Rev. Arthur Purcaro, OSA  Assistant Vice President, Mission &amp; Ministry   Rev. John P. Stack, O.S.A.  Vice President for Student Life   Kathleen Byrnes  Associate Vice President for Student Life</p>
<p>5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.</p>	<p>Student Life policies  Teaching and Learning departmental policies</p>	<p>Tom DeMarco  Assistant Vice President/Dean of Students</p>
<p>6. Periodic assessment of the effectiveness of programs supporting the student experience.</p>	<p>Annual Reports  Admissions Reports and Analyses  Financial Assistance Review  University surveys (Undergraduate/Graduate)  Career Services survey</p>	

## STANDARD V: Educational Effectiveness Assessment

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

<b>Standard V Criteria</b>	<b><u>Documents, Processes, and Procedures</u></b>	<b><u>Villanovans of Interest</u></b>
1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.	Villanova University Learning Goals OPIR Survey Cycle-to-Learning Outcomes Crosswalk. College/Program Learning Outcomes VULO-College/Program Alignment	James Trainer Associate Vice President and Executive Director, Office of Planning & Institutional Research (OPIR), Co-Chair, Academic Learning Outcomes Assessment Committee
2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should: <ol style="list-style-type: none"> <li>a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;</li> <li>b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;</li> <li>c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.</li> </ol>	College assessment plans/reports Discipline-specific accreditation reports University/college survey reports OPIR Survey Cycle-to-Learning Outcomes Crosswalk. Undergraduate/Graduate research description and outcomes Internship and experiential learning (Colleges, Education Abroad, Service Learning) description and outcomes	Kathleen Nazar Director, Survey Research and Evaluation, OPIR  Stephen A. Sheridan, Jr. Director, Accountability, Accreditation & Assessment Services, OPIR  Frank Galgano Associate Professor Department of Geography and the Environment Co-Chair, Academic Learning Outcomes Assessment Committee
3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following: <ol style="list-style-type: none"> <li>a. assisting students in improving their learning;</li> <li>b. improving pedagogy and curriculum;</li> <li>c. reviewing and revising academic programs and support services;</li> <li>d. planning, conducting, and supporting a range of professional development activities;</li> <li>e. planning and budgeting for the provision of academic programs and services;</li> <li>f. informing appropriate constituents about the institution and its programs;</li> <li>g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; *and,</li> <li>h. implementing other processes and procedures designed to improve educational programs and services.</li> </ol> <p>*required</p>	College assessment plans/reports Discipline-specific accreditation reports University/college survey reports Academic department annual reports Provost Office-financial needs reviews College curriculum review reports and minutes ALO Assessment Committee minutes Selected departmental professional development materials Enrollment, retention and completion report, plus HEOA website Research office support for professional development Grants administration support for professional development VITAL support for professional development	Seth Matthew Fishman Assistant Dean, Curriculum and Assessment, College of Liberal Arts and Sciences  Andrea Welker Associate Dean for Academic Affairs, College of Engineering  Kristy Irwin Assistant Vice Provost, Online Programs  Jennifer Whinney Director of Accreditation & Strategic

4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.	Info from Assistant Vice Provost for Online Program Info from online program coordinators College assessment coordinators	Initiatives, Villanova School of Business Lesley A. Perry Associate Dean, M. Louise Fitzpatrick College of Nursing
5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.	Selected college assessment plans/reports (plus curriculum maps) ALO Assessment Committee minutes (includes survey research reports)	Pete Watkins Director, Teaching and Learning, College of Professional Studies  Mark Alexander Arthur J. Kania Dean, Charles Widger School of Law

## STANDARD VI: Planning, Resources, and Institutional Improvement

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

<u>Standard VI Criteria</u>	<u>Documents, Processes, and Procedures</u>	<u>Villanovans of Interest</u>
1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.	2010 Strategic Plan 2010 Strategic Plan metrics 2010 Strategic Plan budget 2010 Strategic Plan results/updates 2019-20 Strategic Plan 2019-20 Strategic Plan metrics 2019-20 Strategic Plan to Mission Crosswalk 2019-20 budget 2019-20 Strategic Plan updates Campus Master Plan College Plans/Goals/Objectives College Annual Reports Select division/departmental plans/goals/objectives Select division/departmental annual reports Select division/departmental assessment reports Select division/departmental websites Select division/departmental assessment reports	Rev. Peter M. Donohue, OSA University President  Patrick Maggitti University Provost  Ken Valosky Executive Vice President  Neil Horgan Vice President for Financial Affairs  Robert Morro Vice President for Facilities Management  Stephen Fugale Vice President for University Information Technology (UNIT) & Chief Information Officer  Ellen Krutz Associate Vice President for Human Resources Affirmative Action Officer
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.	2019-20 Strategic Plan 2019-20 Strategic Plan metrics 2019-20 Strategic Plan to Mission Crosswalk 2019-20 Budget 2019-20 Strategic Plan updates Budget Planning Model Space Planning Committee information/minutes Annual Reports (University, select divisions/departments) University Bylaws/Committee Charges	James Trainer Associate Vice President & Executive Director, Office of Planning & Institutional Research
3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives.	Budget reports Annual report processes/budget requests	

	<p>Capital requests and budgets  Strategic initiatives funding  Financial projections</p>	
<p>4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.</p>	<p>Human Resources planning documentation  UNIT planning documentation  Facilities R&amp;R Plan  Space Utilization Plan  Public Safety planning documents  Auxiliary Enterprises planning documents</p>	
<p>5. Clear assignment of responsibility and accountability.</p>	<p>2019-20 Strategic Planning process review  Villanova University Organizational Chart  Job descriptions (select)</p>	
<p>6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.</p>	<p>2019-20 Strategic Plan  budget forecasts (long and short term)  Facilities reports  Campus Master Plan  Space Utilization Plan  UNIT planning documents  University Advancement planning documents</p>	
<p>7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.</p>	<p>Financial Statements and Audit Report  Bond Rating Reports</p>	
<p>8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.</p>	<p>Long-Term budget planning reports  Space Utilization Plan  Strategic Plan/Metrics (2010, 2020)  University needs assessment reports  Villanova University sustainability reports</p>	
<p>9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.</p>	<p>Strategic Planning metrics  BoT minutes, other committee minutes (select)  Community Climate Survey reports  Staffing trends  Process for assessing budget model  Bond Rating Reports  Economic Impact Study  Process for assessing UNIT planning/system selection  Process for assessing facilities management  Transition planning and assessing need for institutional leadership  Effectiveness of Advancement Campaigns  Process for assessing marketing  Academic Dashboards</p>	

## STANDARD VII: Governance, Leadership, and Administration

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

<u>Standard VII Criteria</u>	<u>Documents, Processes, and Procedures</u>	<u>Villanovans of Interest</u>
<p>1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.</p>	<p>University Governance Structure            University Bylaws/Committee Charges            Faculty Congress Constitutions, Bylaws, and Committee Structures            USC Constitutions, Bylaws, and Committee Structures            SGA Constitutions, Bylaws, and Committee Structures            Alumni Board Constitutions, Bylaws, and Committee Structures            Organizational Chart            Faculty Handbooks            Student Handbook            Staff Handbook</p>	<p>Rev. Peter M. Donohue, OSA University President</p> <p>Patrick Maggitti            University Provost</p> <p>Ken Valosky            Executive Vice President</p> <p>Michael Zubey            Vice President and General Counsel</p> <p>Chairperson of the Board of Trustees</p>
<p>2. A legally constituted governing body that:</p> <ul style="list-style-type: none"> <li>a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;</li> <li>b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;</li> <li>c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution;</li> <li>d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management;</li> <li>e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other</li> </ul>	<p>University Articles of Incorporation            University Bylaws            Board of Trustees Conflict of Interest Policy            Board Committee Structure and Charges            University Conflict of Interest Policies            Process for evaluation of the President</p>	

<ul style="list-style-type: none"> <li>f. documents related to the fiscal viability of the institution;</li> <li>f. appoints and regularly evaluates the performance of the Chief Executive Officer;</li> <li>g. is informed in all its operations by principles of good practice in board governance;</li> <li>h. establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and,</li> <li>i. supports the Chief Executive Officer in maintaining the autonomy of the institution.</li> </ul>		
<p>3. A Chief Executive Officer who:</p> <ul style="list-style-type: none"> <li>a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;</li> <li>b. has appropriate credentials and professional experience consistent with the mission of the organization;</li> <li>c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;</li> <li>d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.</li> </ul>	<p>Board of Trustees Bylaws  Administrative Hiring Process  President's Job Descriptions, President's CV  President's accomplishments, key highlights  President's Reports  Cabinet Membership  University Organizational Chart  Faculty Handbook  Staff Handbook  Process for evaluation of the President</p>	
<p>4. An administration possessing or demonstrating:</p> <ul style="list-style-type: none"> <li>a. an organizational structure that is clearly defined and that clearly defines reporting relationships;</li> <li>b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</li> <li>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</li> <li>d. skills, time, assistance, technology, and information systems expertise required to perform their duties;</li> <li>e. regular engagement with faculty and student in advancing the institution's goals and objectives;</li> <li>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.</li> </ul>	<p>Organization Chart  Performance Review Processes  Human Resources Position Banding  Climate Survey Instrument/Reports  Cabinet position job descriptions  Process for reviewing the Provost  Process for reviewing the Exec VP  Process for Reviewing Deans (Faculty Handbook)  UNIT Annual Reports  President's Cabinet job descriptions/resumes/CVs</p>	

5. Periodic assessment of the effectiveness of governance, leadership, and administration.	Climate Survey Reports Process of assessing leadership review policies/procedures BoT Governance Assessments University Senate Evaluation and Outcomes	
--	---	--